Institution Application
Bronze and Silver Award

Name of institution	De Montfort University
Date of application	April/May 2018
Award Level	**Bronze**
Date joined Athena SWAN	2010
Current award	**Date: 2013, Bronze**
Contact for application	**Chris Hall**
Email	Chris.Hall@dmu.ac.uk
Telephone	0115 250 6436

Word Counts (excluding glossary and titles) (extra 500 words granted by ECU)

1: Letter of Endorsement: 579

2: Description of the Institution: 422

3: Self-Assessment Process: 634

4: Picture of the Institution: 1894

5: Supporting and Advancing Women's Careers: 6723

6: Supporting Trans People: 283

7: Further Information: 0

Total: 10535

GLOSSARY OF ABBREVIATIONS USED IN DOCUMENT	
Faculties	
ADH	Arts, Design and Humanities
BAL	Business and Law
HLS	Health and Life Sciences
TECH	Technology
AHSSBL	Arts, Humanities, Social Sciences, Business & Law
BAME	Black, Asian and Minority Ethnic
CELT	Centre for Enhancing Learning through Technology
DMU	De Montfort University
EB	Executive Board
ECAF	Early Career Research Fellow – a lecturer position with 30% reduction in teaching load
ECU	Equality Challenge Unit
EDC	Equality and Diversity Committee
FTE	Full Time Equivalent
HESA	Higher Education Statistics Agency
HPL	Hourly Paid Lecturer
HR	Human Resources
IIRP	Individual Innovation Research Plans
PGR	Postgraduate Research Student
PGT	Postgraduate Taught Student
PGCert	Postgraduate Certificate in Learning and Teaching in

LTHE	Higher Education
POD	People and Organisational Development (Directorate)
RIA	Research Innovation Award
REC	Race Equality Charter
RBI	Research, Business and Innovation (Directorate)
SAP	Payroll/HR system
SAT	Self-Assessment Team
STEM	Science, Technology, Engineering, Maths and Medicine
UG	Undergraduate Student

About the data:

Data is presented in Headcount, unless indicated otherwise. Substantive data analysis refers to 2016/17 HESA data. Where more recent DMU data has shown notable shifts in representation, this has been included and is clearly noted.

Hourly Paid Lecturers and Technical Assistants are included in population data when considering global DMU populations, but have been excluded from other tables unless expressly indicated.

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION
Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

Note: Please insert the endorsement letter **immediately after** this cover page.

I am proud of DMU's reputation as a truly diverse university. In 2016, I launched DMUfreedom, the university's equality and diversity charter, which sets out DMU's ambition to be a sector leader in promoting fairness and inclusion. Our refreshed strategic plan clearly references our commitment to gender equality and sets an ambition to eliminate the pay gap at DMU.

Women form the majority of our academic staff and student body, more than 50% of our students, and one in five of our staff, identify as BAME. Over 16% of our students declare a disability and we are in the top 100 of Stonewall's Employer Index. With Baroness Doreen Lawrence as our Chancellor, diversity is at the heart of who we are as a university.

In recent years, I have instilled a particularly strong focus on female progression and have ensured that we are developing our career pathways accordingly. In response to our unsuccessful application for a Bronze award renewal I have placed even greater emphasis on work that will support gender equality. For example, this year we have introduced a positive action programme and developed support for aspiring female academics. We have ensured that all of our communications regarding promotion and development opportunities have actively encouraged women to apply.

I see my role as Vice-Chancellor as central to supporting diversity and enabling progression across the institution. I have personally mentored female colleagues and students to support their progression and to demonstrate leadership to colleagues in the university. I have instigated discussion and debate amongst my Executive Board on how to encourage and support females to progress. This has led to changes to the career pathways and managers taking a more proactive approach in encouraging staff to come forward for promotion and supporting them to be successful. In the 2017 professorial promotion round, five out of seven of those successful were female, and in 2018 that rose to six out of nine successful candidates being women. The feedback from applicants was that they would not have applied had they not been encouraged by their managers via our appraisal process.

The diversity of my Executive Board has improved significantly through working with our recruitment processes and consultants over the last year and is now 44% female. I am working with our HR department to cascade this approach across the university.

We recognise that we have much yet still to do. Whilst our recent data suggests that our work is paying dividends, we will not be complacent. I have agreed with the Deans of our four faculties (two of whom are now women) that we will each personally encourage women to progress to Associate Professor and Reader level, and those that we recognise as experts in teaching, to apply for professorial roles in our annual promotions rounds. Executive Directors of

professional services functions will adopt a similar approach in regard to annual pay progression.

Our action plan is ambitious, and the Executive Board will ensure that resources are in place to deliver. Our plans include targets for departmental Athena SWAN awards, and I am committed to making the resources available to Schools for this work.

I believe this submission evidences DMU's strong and abiding commitment to gender equality. As Vice-Chancellor, I certify that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of our university. Accordingly, I give my full endorsement and strongest support to this application for an Athena SWAN Bronze Award.

2. DESCRIPTION OF THE INSTITUTION

High quality, research informed teaching, across a full range of disciplines is DMU's primary focus and we were recently awarded TEF Gold.

DMU has been an Athena SWAN member since 2010. We gained a Bronze institutional award in 2013. The 10 Athena SWAN principles are reflected in our strategic plan and our diversity charter, DMUfreedom.

Work to embed diversity and inclusion is carried out within our four faculties by local diversity and inclusion committees, who have also contributed to the development of this submission and associated actions.

Resources are being invested at a local level to develop Athena SWAN initiatives, and we are developing a strategy to expedite departmental level applications. We expect our first departmental application to be from Pharmacy in November 2018. To assist with this they have a dedicated *Gender Equality Project Officer*.

Action 2.1: Faculty EDCs to establish Athena Sub groups by October 2018 to 1) ensure faculty wide actions and issues are considered 2) develop departmental application strategies 3) support departmental applications.

Over 23,000 students study at DMU. Four fifths of them are undergraduates, 56% are female and 50% identify as Black, Asian, or another minority background (BAME).

We have 3,310 staff, of which half are academics working within 17 academic schools across our four faculties. The faculties are broadly grouped into two STEM focused and two AHSSBL faculties. There are 11 professional services directorates in which 1,300 staff work, and a further 300 professional services staff are based in faculties.

Our work to date is showing positive impact – particularly at senior leader and professorial levels level, where between 2014/15 – 2016/17 female representation rose 10% at senior staff level, while between 2016/17 and now, we have grown our female representation at professoriate level has grown from 16% to 24% (as at 1 April 2018). But further work is required to reach parity of representation – a target we set out as an equality objective in our diversity charter.

STUDENTS AT DMU

Table 1: DMU Student Population by Faculty 2016/17

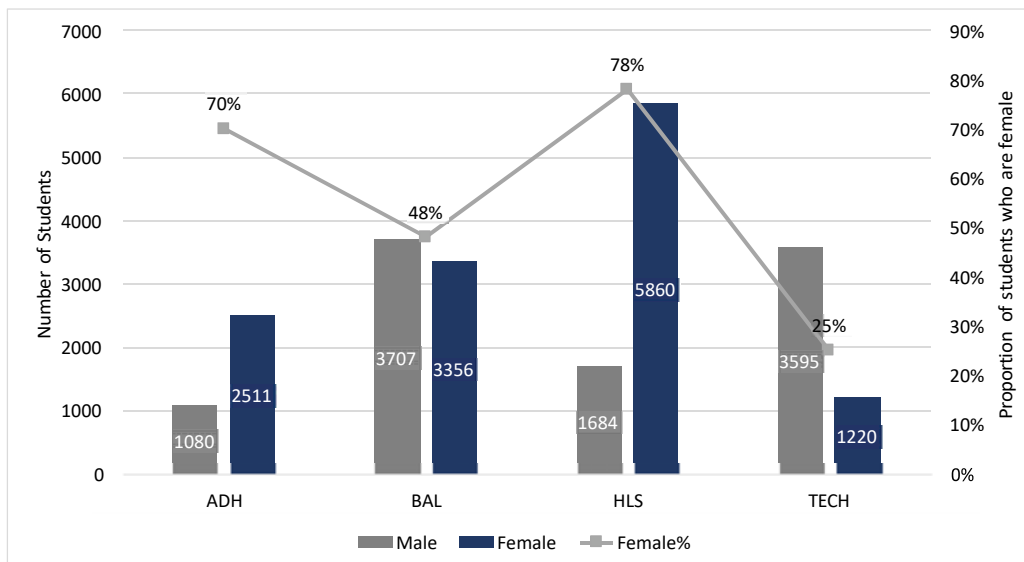|	Male	Female	Female%	Total
DMU	**10183**	**13018**	**56%**	**23201**
Arts, Design and Humanities	1080	2511	70%	3591
Business and Law	3707	3356	48%	7063
Health and Life Sciences	1684	5860	78%	7544
Technology	3595	1220	25%	4815

Chart 1: DMU Student Population by Faculty 2016/17

Table 2: Female student representation across JACS subject area

Table 2: Student representation across JACS subject area						
	2014/15		2015/16		2016/17	
JACS subject area	DMU	Sector	DMU	Sector	DMU	Sector
(2) Subjects allied to medicine	80%	79%	79%	79%	78%	79%
(3) Biological sciences	78%	61%	77%	62%	80%	63%
(6) Physical sciences	41%	40%	46%	40%	50%	41%
(7) Mathematical sciences	41%	38%	43%	37%	40%	37%
(8) Computer science	12%	17%	13%	17%	15%	17%
(9) Engineering & technology	19%	17%	18%	17%	16%	18%
(A) Architecture, building & planning	44%	36%	45%	37%	44%	38%
(B) Social studies	65%	63%	64%	63%	62%	63%
(C) Law	57%	61%	58%	62%	63%	62%
(D) Business & administrative studies	47%	49%	46%	50%	44%	50%
(E) Mass communications & documentation	53%	59%	50%	60%	50%	59%
(F) Languages	74%	70%	74%	70%	75%	71%
(G) Historical & philosophical studies	40%	53%	41%	54%	42%	54%
(H) Creative arts & design	73%	63%	74%	64%	74%	65%
(I) Education	80%	76%	83%	76%	84%	77%

Work at a local level is being carried out to address under representation where it occurs. This includes:

- Reviewing imagery and case studies on websites and in print to ensure under-represented groups are profiled.

- Use of role models from women in history, industry, public figures, staff, alumni and current students, featuring gender diversity prominently on marketing materials, websites and case studies, and at open days and workshops within.

- Consideration of pipeline supply barriers at schools to inform outreach, targeting programmes at under-represented groups.

- Increasing outreach work through a closer working partnership with Square Mile (DMU's local outreach initiative), focussing on activities aimed at 5-7 year olds, and enhancing the provision for teenage girls (full programme to be developed in 2018/19).

- School children attending campus celebrations for International Women's Day 2019.

Overview of Staff at DMU

Table 3: DMU Staff Population 2016/17 (Headcount)

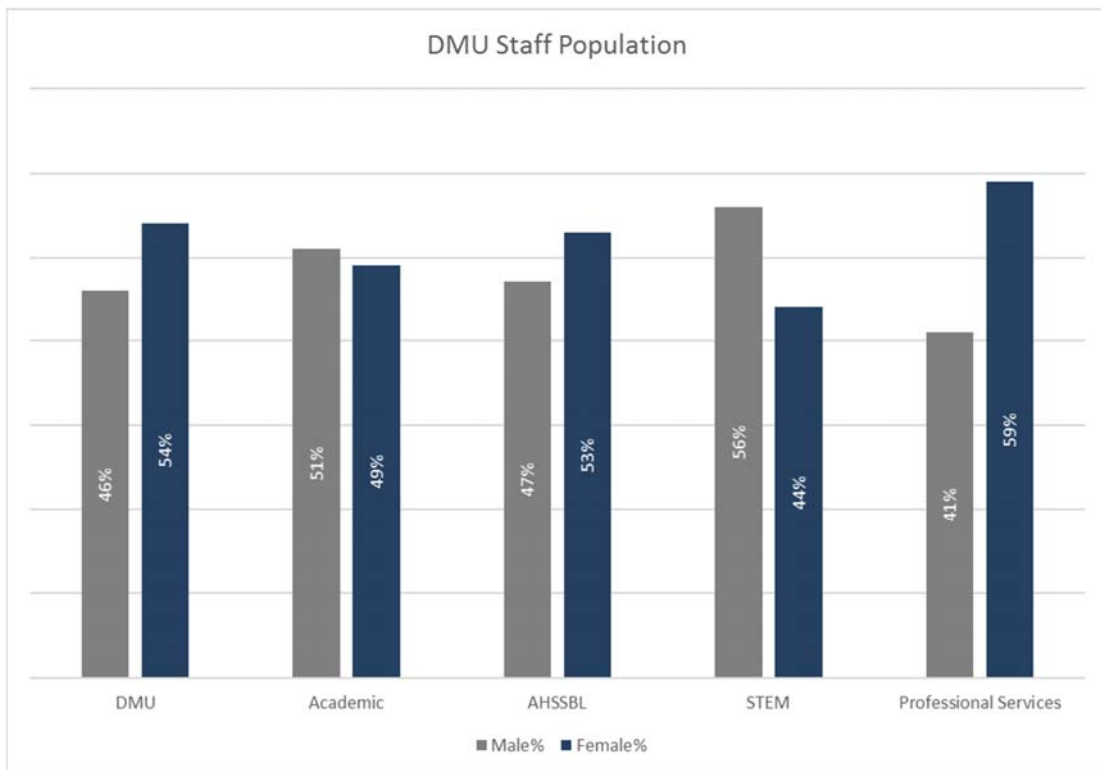| DMU Staff Population 2016/17 (Headcount)					
	Male	Female	*Male%*	*Female%*	Total
DMU	**1529**	**1781**	*46%*	*54%*	**3310**
Academic	842	799	*51%*	*49%*	1641
AHSSBL	374	422	*47%*	*53%*	796
STEM	444	353	*56%*	*44%*	797
Professional Services	687	982	*41%*	*59%*	1669

Chart 2: DMU Staff Population 2016/17

Table 4: Overview of staff by Faculty, School and Directorate 2016/17

Faculty	Department/Directorate	Academic		Professional	
		% Female	Head count	% Female	Head count
Arts, Design & Humanities	School of Architecture	35%	65		3
	School of Design	68%	156	80%	5
	School of Humanities	56%	135		
	School of Visual and Performing Arts	53%	97	100%	2
	Faculty Wide	62%	34	79%	57
Business & Law	Accounting & Finance	49%	61		
	Corporate Development	83%	6		
	Human Resource Management	54%	24		
	Law	57%	70		
	Leicester Castle Business School	64%	11	86%	7
	Politics and Public Policy	46%	35		
	Strategy, Management and Marketing	35%	98		
	Faculty Wide	25%	4	87%	46
Health & Life Sciences	School of Allied Health Sciences	61%	72	36%	11
	School of Applied Social Sciences	61%	137	100%	3
	School of Nursing & Midwifery	75%	106	67%	3
	School of Pharmacy	51%	97	46%	28
	Faculty Wide	50%	4	74%	112
Faculty of Technology	Leicester Media School	30%	139	33%	3
	Computer Science & Informatics	28%	164	67%	6
	Engineering & Sustainable Dev.	8%	74	33%	3
	Faculty Wide	25%	4	62%	47
Directorate	Estates & Commercial Services			43%	312
	Executive, Governance & Legal	50%	6	72%	29
	Finance			62%	71
	Information Technology & Media	7%	15	25%	169
	Library & Learning Services	89%	19	63%	100
	Marketing & Communications			65%	74
	People & Organisational Development	33%	3	79%	76
	Research, Business & Innovation			67%	36
	Strategic and International Partnerships		1	56%	117
	Strategic Planning			35%	17
	Student & Academic Services	50%	4	71%	332
TOTAL		**49%**	**1641**	**59%**	**1669**

3. THE SELF-ASSESSMENT PROCESS

(i) A description of the self-assessment team

The SAT is chaired by <mark>REDACTED</mark>. It reports directly to Equality and Diversity Committee, chaired by <mark>REDACTED</mark>. Both are members of Executive Board, DMU's highest leadership and resourcing committee. Accordingly, Athena SWAN considerations have a first line reporting mechanism for high-level consideration.

The SAT membership has been configured to ensure representation from influential people across key areas of the university. Membership includes representation of staff at different levels and from different parts of the university, and colleagues that can enable effective examination of data.

Staff with a professional role on the SAT were appointed by the Chair. An invitation for volunteers who brought personal experiences, was sent as part of the 2017 staff survey. Sub-groups of the SAT have met to discuss specific areas (e.g. REF).

The SAT does not currently have the desired level of representation of men, BAME and early career staff, and there is no direct student representation. We are also conscious that we need to avoid member fatigue and plan for replacing members.

Action 3.1: Diversify membership of SAT by October 2018 to provide a greater gender and BAME balance, a greater mix of roles and student representation. Implement mechanism for rotation and succession planning of membership.

Table 5: Current Athena SWAN Self-Assessment Team

<mark>SAT TABLE REDACTED</mark>

(ii) An account of the self-assessment process

The university's SAT was established in 2010, and has met regularly since. The development of our new submission began in November 2016 and the SAT has met quarterly since then to examine evidence, discuss the issues behind the data and devise potential actions.

The action plan was consulted upon with the women's professorial networks, faculty and university equality and diversity committees and then approved by Executive Board.

Key tasks undertaken at the meetings include:

- Review and re-structure of SAT membership, and review of terms of reference

- Review of feedback on unsuccessful renewal application and agreement on expansion of membership to address gaps

- SMART action planning training for all SAT members

- Review and discussion of updated profile, research allocation, applications and promotions data

- Review and consideration of existing action plan, and consideration of additional activity delivered, developed and planned

- Consideration of environment and cultural factors at DMU, and how practice / lived experience differs from policy

- Development and agreement of new or revised actions in light of data, survey, and SAT discussions

- Planning and promotion of International Women's Day and Universal Suffrage Centenary celebrations

- Reviewing and discussing feedback received on drafts

- Planning for an institutional approach to support departmental applications.

Consultation

In 2017, we ran an all staff satisfaction survey. The issues raised in that were further explored in an Athena SWAN specific survey in early 2018. There were 495 respondents (290 women; 198 academic staff). Findings are embedded throughout the submission.

Focus groups were held with sub-groups of the SAT, including researchers, faculty operations, academic and professional support staff.

In addition, research conducted with new recruits in December 2017 on 'Staff Attraction, Recruitment and Retention' have been included where relevant. The online survey of 141 new recruits included 41% Academics, 56% Professional services and 3% Senior staff.

The application was externally reviewed by the University of Leicester. Oxford Brookes, Swansea and Reading Universities provided guidance when developing the application.

(iii) Plans for the future of the self-assessment team

The SAT will continue to meet quarterly. The agreed annual cycle of business includes:

- Monitoring the action plan with a formal annual review and sign off of completed actions, considering updated datasets and reports as new information becomes available

- Review of membership and succession planning

- Communication and promotion of Athena SWAN initiatives and / or work and planning Athena SWAN events and lectures

- Formal reporting to EDC and EB Executive Board.

 Further, the SAT members will:

- Continue to provide a conduit for faculties and professional directorates to be fully engaged in the planning, preparation, and delivery of the actions

- Support departments and directorates in gaining and analysing data

- Act as champions of Athena SWAN across the university

- Support the development of communications, awareness of DMU's gender equality work and events programme.

To assist the SAT in its work we will:

Action 3.2: Further develop and enhance Athena SWAN communications, including launching a specific webpage; a video per year on the work underway, profile 5 role models and hold a minimum of 2 events a year, including an Athena SWAN week (see also 5.6 - Organisation and Culture)

Action 3.3: Undertake comprehensive consultation (including focus groups) and further research to better understand issues raised in the Athena SWAN 2018 survey. Survey considering issues identified through Athena SWAN work to be conducted every two years.

Action 3.4: Design and deliver Athena SWAN workshops aimed at supporting different Athena SWAN milestones, e.g. Getting Started with Athena SWAN, SMART action planning, to at least 75% of departments by May 2021.

Action 3.5: Develop annual diversity reports for consideration by EDC to include all areas examined under Athena SWAN, and provide Faculties and Schools with reports to consider their own data locally.

4. A PICTURE OF THE INSTITUTION

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

In the past two years, we have invested in developing clear career pathways and processes to promotion for those following teaching, research or management routes, and have built career development and support to align with these routes. Full explanation of this, including a career pathway structure is included in Section 5.

This section uses job title to display our demographics:

Table 6: Role, Contract Type and DMU Grade Comparator

Contract type / Grade	Career Focus		
	Teaching and Research	Research	Teaching Only
Grade E		Research Assistant	
Grade F	Lecturer / Early Career Academic Fellow (ECAF) / VC2020	Research Fellow	Hourly Paid Lecturer
Grade G	Senior Lecturer / VC2020	Senior Research Fellow	
Grade H	Principal Lecturer / Associate Professor	Reader	
Professorial / Senior Salary Grade	Professor / Senior staff	Professor / Senior staff	

Chart 3: Comparison of DMU female academic staff with the sector 2014/15 – 2016/17
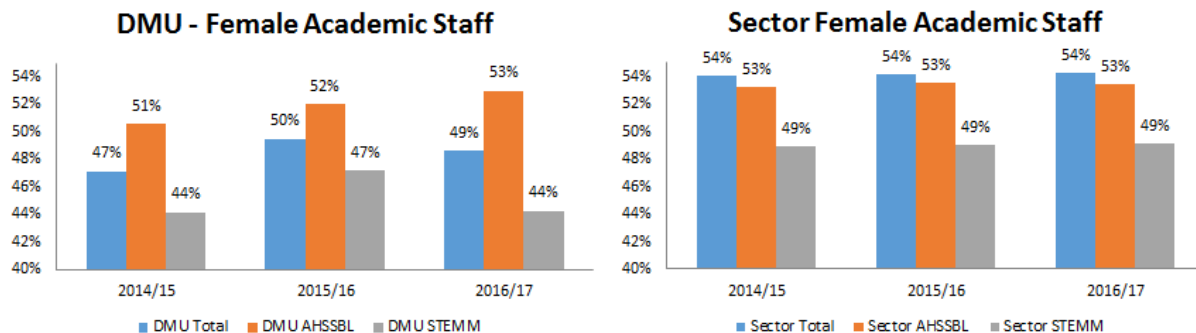
Over 2014-2017, there was an increase in the representation of women by 2%. Representation stood at 49% in 2016/17 (sector:54%). This was due to a diverse cohort of *Lecturers* appointed to meet student demand, particularly in AHSSBL subjects. The AHSSBL female population matched the sector in 2016/17.

Table 7: DMU Male / Female staff by role 2014/15 – 2016/17

	DMU								
	2014/15			2015/16			2016/17		
	Male	Female	*Female %*	Male	Female	*Female %*	Male	Female	*Female %*
Research Assistant	17	12	*41%*	10	8	*44%*	11	7	*39%*
Lecturer	35	35	*50%*	44	72	*62%*	85	129	*60%*
Research Fellow	12	10	*45%*	10	5	*33%*	14	13	*48%*
Senior Lecturer	176	249	*59%*	191	256	*57%*	200	251	*56%*
Senior Research Fellow	22	11	*33%*	21	9	*30%*	19	11	*37%*
Principal Lecturer	79	59	*43%*	77	59	*43%*	83	59	*42%*
Reader	30	16	*35%*	30	16	*35%*	29	17	*37%*
Professor	62	13	*17%*	67	13	*16%*	72	14	*16%*
Senior Staff	23	9	*28%*	23	11	*32%*	21	13	*38%*

Chart 4: DMU female staff as a proportion of role Male / Female within roles 2014/15 – 2016/17
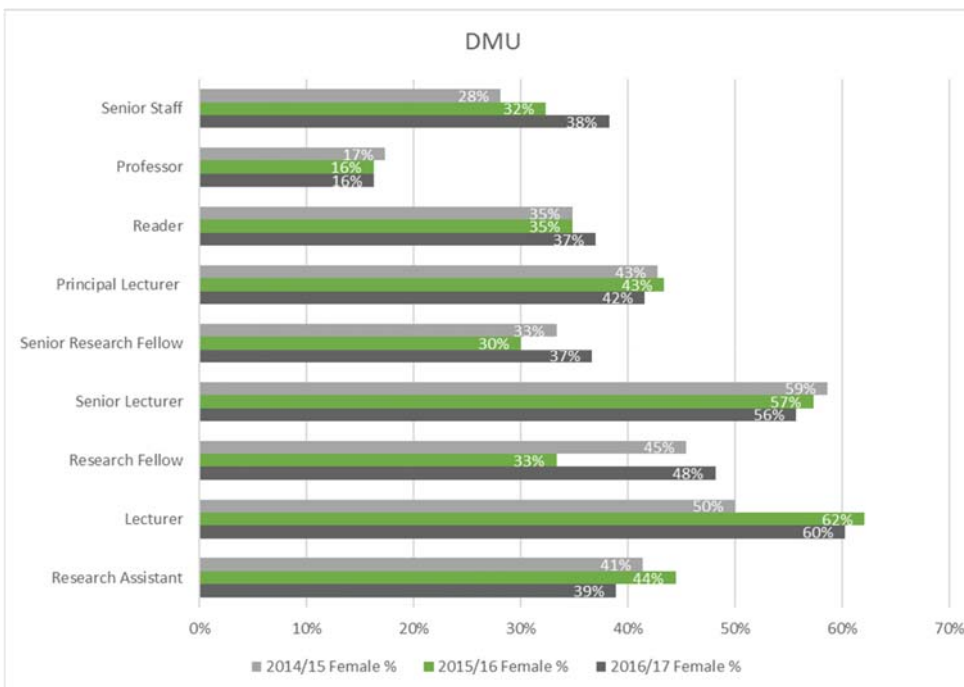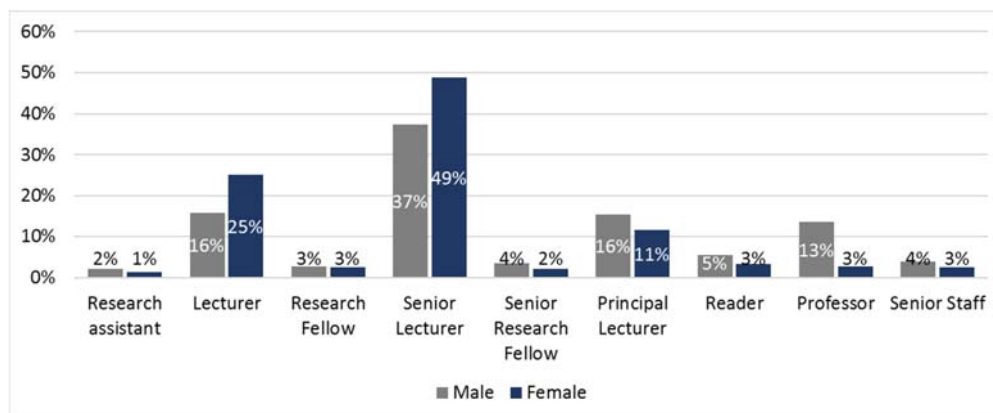
Chart 5: Distribution of teaching and research staff between roles by gender

The overall staff profile shows that female representation falls in higher grade roles.

The majority of academic staff are *Senior Lecturers*, but a larger proportion of women than men are at this level. Men constitute 41% of academic roles, but 49% of women are *Senior Lecturers*, due to men being represented in higher numbers in more senior roles. Female professorial representation has remained low at 16% in 2016/17, and women were under-represented at *Principal Lecturer* and *Reader*.

However, significant commitments have been made in the last two years to support recruitment and promotion of a more diverse professoriate (see section on career progression). As of 1 April 2018, DMU had increased the number of female *Professors* to 22, 24% of the current professoriate.

Women formed the majority of *Lecturers* and *Senior* Lecturers. This should support future diversification at *Associate Professor (*previously *Principal Lecturer), Reader* and *Professor* levels.

In 2017, we replaced the *Principal Lecturer* (which had automatic progression criteria that included length of service and therefore favoured men) with that of *Associate Professor*. The latest data shows a growth from 26 female *Principal Lecturers* in 2016-2017, to 46 female *Associate Professors* as at 1 April 2018. Women now represent 41% of *Associate Professors.*

The small numbers of staff on research only contracts reflects DMU's focus on teaching and research. Research only contracts are primarily used for roles that are temporarily funded through a research grant. Representation of women across *Research Assistant, Research Fellow* and *Senior Research Fellow* posts has fluctuated, but broadly has remained lower than men. It will remain the case that numbers of staff in these categories will be low. However we will seek to recruit a gender balance of research staff in the future through our recruitment based actions.

Further, to support early career academics who have joined DMU on a research contract, we will:

Action 4.5: Develop workshops and other career development support for Research Assistants. Actively publicise ECAF and VC2020 opportunities to staff on research only and fixed term contracts.

Table 8: AHSSBL Male / Female staff by role 2014/15 – 2016/17

AHSSBL									
	2014/15			2015/16			2016/17		
	Male	Female	Female %	Male	Female	Female %	Male	Female	Female %
Research Assistant	2	3	60%	3	1	25%	3	2	40%
Lecturer	11	20	65%	14	30	68%	33	59	64%
Research Fellow	1	2	67%	1	1	50%	2	2	50%
Senior Lecturer	75	100	57%	82	97	54%	90	96	52%
Senior Research Fellow	4	3	43%	4	2	33%	4	2	33%
Principal Lecturer	41	25	38%	40	29	42%	42	33	44%
Reader	10	10	50%	11	11	50%	12	9	43%
Professor	26	5	16%	27	6	18%	29	5	15%
Senior Staff	9	5	36%	11	7	39%	9	6	40%

Chart 6: AHSSBL female staff as a proportion of role Male / Female within roles 2014/15 – 2016/17

AHSSBL

■ 2014/15 Female % ■ 2015/16 Female % ■ 2016/17 Female %
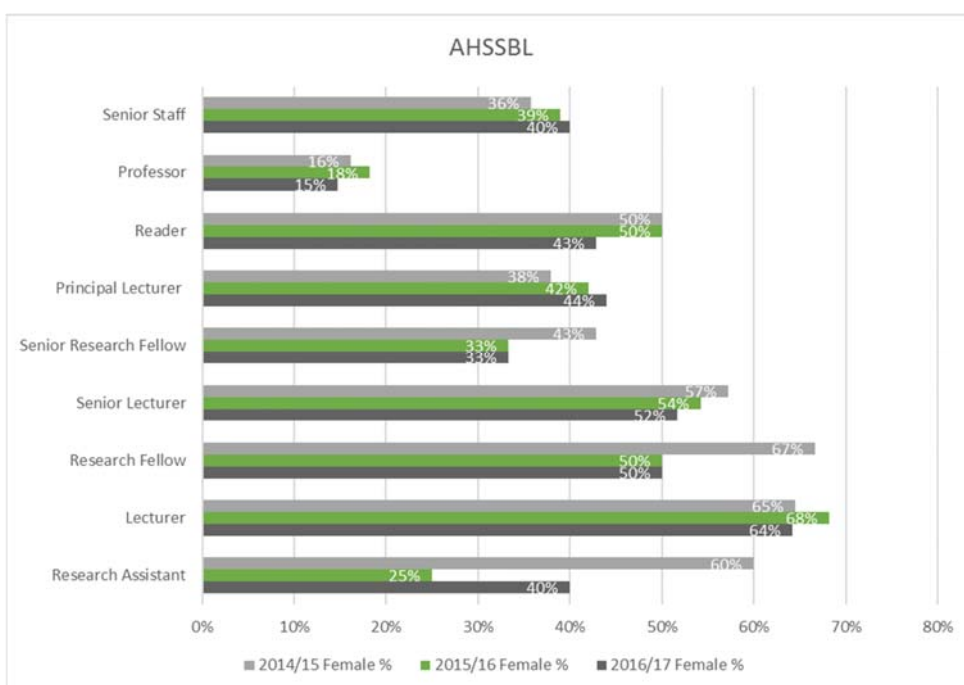
Table 9: STEM Male / Female staff by role 2014/15 – 2016/17

STEM									
	2014/15			2015/16			2016/17		
	Male	Female	Female %	Male	Female	Female %	Male	Female	Female %
Research Assistant	15	9	38%	7	7	50%	8	5	38%
Lecturer	23	15	39%	29	38	57%	52	64	55%
Research Fellow	11	8	42%	9	4	31%	12	11	48%
Senior Lecturer	100	138	58%	105	143	58%	106	143	57%
Senior Research Fellow	18	8	31%	17	7	29%	15	9	38%
Principal Lecturer	37	33	47%	37	30	45%	41	26	39%
Reader	20	6	23%	19	5	21%	17	8	32%
Professor	35	8	19%	39	7	15%	43	9	17%
Senior Staff	7	3	30%	7	2	22%	8	4	33%

Chart 7: STEM female staff as a proportion of role Male / Female within roles 2014/15 – 2016/17
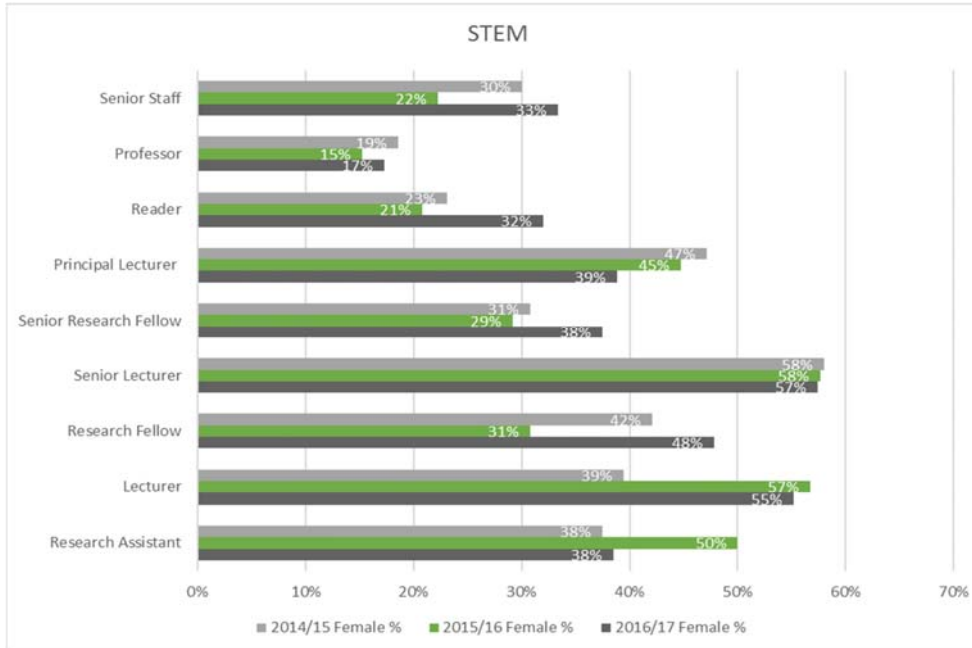
Women are represented in slightly greater proportions in AHSSBL than STEM. In both AHSSBL and STEM, representation drops off above *Senior Lecturer* Level. This highlights the need to continue existing work underway to improve the progression of women from more junior to senior posts across all disciplines.

We will extend work currently being undertaken in BAL to understand the length of time taken for current *Readers* and *Professors* to reach their positions and investigate whether there are gendered patterns. We will further consider the journey of *Senior Lecturer* into the new *Associate Professor* roles.

Action 4.1: Examine career pathways and length taken for existing Professorial and Senior Staff to reach their current level to better understand journeys and effective interventions.

Intersection of ethnicity and gender

In 2016/17, 17% of academic staff at DMU were BAME (Sector: 14%). In part, this is due to our location in an ethnically diverse city. However our 2017 Race Equality Charter (REC) survey indicated BAME staff chose to work at DMU due our race equality work.

Among academic staff, higher proportions of male staff are BAME than women staff. There is a slightly higher representation of BAME staff in STEM than compared to AHSSBL and there is a slightly higher representation of academic male BAME staff across DMU compared to female BAME staff (11% vs. 7%).

There is a low representation of BAME women in senior staff roles and *Professors*. Progression beyond *Lecturer* and *Senior Lecturer* is where the drop off is occurring.

The distribution of male and female BAME staff varies, for example, there are 11 male BAME, and 1 female *Readers,* but of Senior Staff, 15% are BAME women.

As part of our REC award, we have analysed the representation of BAME staff by disaggregating ethnicities and UK/Non-UK staff, and developed an action plan structured around:

- Environmental actions, e.g. revising marketing materials, imagery and role models

- Structural actions e.g. strengthening our recruitment processes, and working with search consultancies specifically with a track record of recruiting diverse candidates

- Development e.g. a positive action programme to support under-represented staff development.

Table 10: Proportion of academic staff who are BAME by gender 2016/17 (Including HPLs)

	Male		**Female**		*Total*	
	Number	Proportion of Academic Staff who are BAME	Number	Proportion of Academic Staff who are BAME	Number	Proportion of Academic Staff who are BAME
DMU	172	20%	111	14%	283	17%
AHSSBL	67	18%	59	14%	126	16%
STEM	105	24%	52	15%	157	20%

Table 11: Proportion of academic staff who are BAME by role and gender 2016/17 (excluding HPLs)

Role	Male		Female	
	Number of staff who are BAME	Proportion of Staff who are BAME	Number of staff who are BAME	Proportion of Academic Staff who are BAME
DMU				
Research Assistant	1	9%	4	57%
Lecturer	42	49%	37	29%
Research Fellow	6	43%	1	8%
Senior Lecturer	34	17%	43	17%
Senior Research Fellow	3	16%	2	18%
Principal Lecturer	4	5%	9	15%
Reader	11	38%	1	6%
Professor	13	18%	1	7%
Senior Staff	1	5%	2	15%
AHSSBL				
Research Assistant	0	0%	1	50%
Lecturer	14	42%	26	44%
Research Fellow	0	0%	0	0%
Senior Lecturer	18	20%	9	9%
Senior Research Fellow	1	25%	0	0%
Principal Lecturer	6	14%	2	6%
Reader	3	25%	0	0%
Professor	3	10%	0	0%
Senior Staff	2	22%	0	0%
STEM				
Research Assistant	4	50%	0	0%
Lecturer	23	44%	14	22%
Research Fellow	6	50%	1	9%
Senior Lecturer	25	24%	24	17%
Senior Research Fellow	1	7%	3	33%
Principal Lecturer	3	7%	2	8%
Reader	8	47%	1	13%
Professor	10	23%	1	11%
Senior Staff	1	13%	0	0%

It is difficult to discern any clear patterns, particularly at more senior roles given the small numbers. However, it is clear that BAME staff are best represented among *Lecturers*, and are less well represented in other, more senior roles.

Action 4.2: Ensure that issues identified are fully considered by DMU's Race Equality Committee to take account of the intersection of ethnicity and gender.

<u>Part-Time and Full-Time</u>

Academic staff at DMU are only required to have a presence on campus for teaching and meetings. This enables staff to have flexibility beyond reducing their working hours.

Women are more likely to be part-time than men with 29% of female academic staff part-time, compared to 18% of male academic staff.

Chart 8: Academic staff by part-time & full-time, 2014/15 – 2016/17 (excluding HPLs)
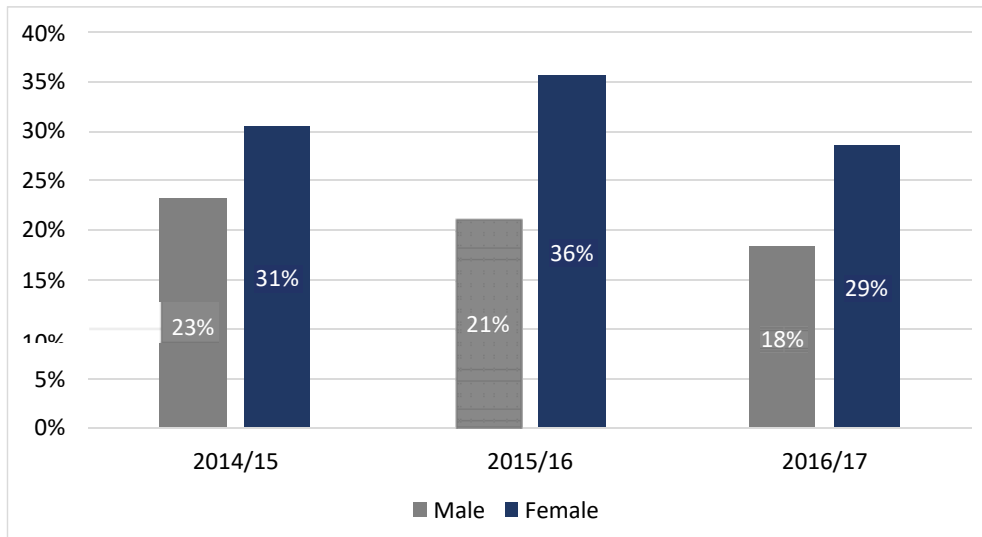
Table 12: Academic staff by Part-time/Full-time & role/grade (excluding HPLs)

Academic staff by Part-time/Full-time & role/grade		Part-time		Full-time		Part-time %	
		Male	Female	Male	Female	Male	Female
2014/15	Research Assistant	12	10	5	2	71%	83%
	Lecturer	5	6	30	29	14%	17%
	Research Fellow	2	2	10	8	17%	20%
	Senior Lecturer	36	88	140	161	20%	35%
	Senior Research Fellow	6	8	16	3	27%	73%
	Principal Lecturer	13	8	66	51	16%	14%
	Reader	3	2	27	14	10%	13%
	Professor	13	1	49	12	21%	8%
	Senior Staff	2	0	21	9	9%	0%
2015/16	Research Assistant	6	7	4	1	60%	88%
	Lecturer	6	13	38	59	14%	18%
	Research Fellow	2	3	8	2	20%	60%
	Senior Lecturer	36	101	155	155	19%	39%
	Senior Research Fellow	6	7	15	2	29%	78%
	Principal Lecturer	16	9	61	50	21%	15%
	Reader	5	1	25	15	17%	6%
	Professor	13	1	54	12	19%	8%
	Senior Staff	1	1	22	10	4%	9%
2016/17	Research Assistant	6	6	5	1	55%	86%
	Lecturer	10	19	75	110	12%	15%
	Research Fellow	0	3	14	10	0%	23%
	Senior Lecturer	41	98	159	153	21%	39%
	Senior Research Fellow	6	7	13	4	32%	64%
	Principal Lecturer	13	10	70	49	16%	17%
	Reader	4	1	25	16	14%	6%
	Professor	15	1	57	13	21%	7%
	Senior Staff	0	0	21	13	0%	0%

Some interesting patterns are observed, albeit numbers are too small at some grades to draw firm conclusions. At *Senior Lecturer* level in 2016/17, women were almost twice as likely as men to be working part-time than men. However, at more senior grades, men were more likely than women to be working part- time.

Action 4.3: Investigate the reasons behind higher numbers of female part time workers at Senior Lecturer and lower numbers at AP/Reader/Professor.

Action 4.4: Ensure that wherever possible, and in particular for appointments at higher grades, roles are offered with the availability of part time working. Reporting on this made at least annually to SAT and EDC.

As outlined in section 5 we will also change our processes to formally support staff that have reduced their hours on account of caring responsibilities to move back to their original hours.

Action 5.5.3: Amend process for requests to return to original contract hours to take account of reasons for the original reduction. Investigate and agree protection that can be afforded to guarantee re-instatement of original contract hours.

(ii)   Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

<u>Fixed-Term and Opened Ended/Permanent Staff</u>

Table 13 shows that over time the proportion of academic female staff on open-ended/permanent contracts has steadily increased, from 75% in 2014/15 to 83% in 2016/17. Male academic staff on open-ended/permanent contracts has increased from 71% to 82%.

In AHSSBL more academic male staff (87%) have open ended/permanent contracts compared to female staff (83%). In STEM, in contrast, 79% of academic male staff have open-ended/permanent contracts compared to 84% of female staff. Examination of the data over time suggests that there is no systematic gender bias occurring.

A substantially larger proportion of our female staff are on open- ended/permanent contracts compared to the rest of the sector. This may be due to having fewer researchers as well also our efforts to reduce the use of fixed- term contracts.

Fixed term contracts, are used for research funded posts or short term cover such as maternity/secondment. *Hourly Paid Lecturers* are used to support teaching. This is often short term to cover vacancies pending recruitment or through using industry experts who teach specialist subjects on a very fractional basis. There are two types of HPL contract, fixed term and permanent. We have made a conscious decision to reduce the number of fixed-term contracts we offer. For example, *HPLs* have been moved to salaried contracts and guidance has been given to faculties on issuing permanent *HPL* contracts if they renew contracts or expect it to last for multiple years.

All staff whose contract is coming to an end are placed on a DMU redeployment register. No new post is advertised if there is someone on the redeployment register who could meet a proportion of the essential criteria.

To support the small number of Research Assistants on fixed term contracts move onto the career ladder we will:

Action 4.5: Develop workshops and other career development support for Research Assistants. Actively publicise ECAF and VC2020 opportunities to staff on research only and fixed term contracts.

Table 13: Academic staff by contract type

		Academic staff by fixed term & open ended/perm							
		Fixed term		Open/perm		Fixed term %	Open/perm %	Fixed term %	Open/perm %
		Male	Female	Male	Female	Male %	Male %	Female %	Female %
2014/15	DMU	205	163	511	479	29%	71%	25%	75%
	AHSSBL	62	74	259	255	19%	81%	22%	78%
	STEMM	143	89	252	224	36%	64%	28%	72%
2015/16	DMU	151	166	573	544	21%	79%	23%	77%
	AHSSBL	48	61	276	291	15%	85%	17%	83%
	STEMM	103	105	297	253	26%	74%	29%	71%
2016/17	DMU	144	130	674	645	18%	82%	17%	83%
	AHSSBL	49	72	325	350	13%	87%	17%	83%
	STEMM	95	58	349	295	21%	79%	16%	84%

Table 14 Proportion of female academic staff on open-ended/permanent contracts compared to the HE sector

	Proportion of Academic Female Staff by Open/perm %			
	DMU		Sector	
Year	Female	Male	Female	Male
2014/15	75%	71%	62%	67%
2015/16	77%	79%	63%	67%
2016/17	83%	82%	64%	68%

Hourly Paid Lecturers

Because *Hourly Paid Lecturers* are part-time it is also important to consider staff as Full Time Equivalents (FTEs) too.

Table 15: Proportions of hourly paid lecturers by gender (2016/17)

	All academics (Headcount)				Hourly paid lecturers (Headcount)			
	Headcount		Proportion		Headcount		Proportion	
Faculty	Male	Female	Male	Female	Male	Female	Male	Female
DMU	842	799	51%	49%	276	266	51%	49%
AHSSBL	374	422	47%	53%	139	192	42%	58%
STEMM	444	353	56%	44%	135	72	65%	35%
	All academics (FTE)				Hourly paid lecturers (FTE)			
	FTE		Proportion		FTE		Proportion	
Faculty	Male	Female	Male	Female	Male	Female	Male	Female
DMU	515	474		48%	74	67	53%	47%
AHSSBL	216	216	50%	50%	42	34	56%	44%
STEMM	278	240	54%	46%	24	40	37%	63%

Table 15 shows that has been an increase in *HPLs* from 371 in 2012/13 to 542 in 2016/17 (+46%) as more staff have been required to meet student number growth.

There are more male *HPLs* across DMU compared with female staff (53% vs. 47%) In contrast to headcount, there are more male than female FTE AHSSBL *HPLs*, and there are more female than male FTE STEMM *HPLs*. This suggests that in AHSSBL male *HPLs* teach more hours, and in STEM female *HPLs* teach more hours. However, analysis conducted shows that overall there is only a 30 minute difference in contracted hours between male and female *HPLs.*

Overall, the gender balance of *HPLs* is the same as that for academic staff. It appears that use of these contracts is not disproportionally affecting one gender. However, we do not currently have analysis of the gender break down of HPLs of fixed term versus permanent contracts.

Action 4.6: Undertake analysis of the gender composition of fixed term vs permanent HPL staff and take action as required if disparity is revealed

In relation to the gender distribution of *HPLs*, a higher proportion of *HPLs* in AHSSBL are female (58%) than in STEM (35%). Relative to the gender balance in AHSSBL and STEM, women are over-represented among *HPLs* in AHSSBL and under-represented in STEM. This is due to a larger number of *HPLs* in STEM being used in TECH where representation of women in the disciplines delivered there is low. See *Table 4* for gender breakdown of staff in different faculties and schools.

Given the increase of the use of these contracts we will:

Action 4.7: Review use of HPL contracts utilising the workload planner, and ensure that staff are moved onto substantive positions when appropriate.

(iii)   Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

All academic staff hold a teaching and research contract with the exception of *Hourly Paid Lecturers* (teaching contract),*Research Assistants,* and staff employed only to fulfil grant funded research.

DMU has developed its career pathways for academics to pursue careers in relation to teaching, research and management.

The majority of academics are appointed to roles with job descriptions and workload allocation that will have a focus on one of these areas. However, the contract is itself not a limiting factor to pursuing opportunities. Annual appraisal and objectives influence direction of travel, and academics can also apply for awards of time that allow research (Research Innovation Award) or teaching (Distinguished Teaching Fellowship) to be focused upon. See section 5.3 for further information.

Chart 9: DMU academic staff by employment function
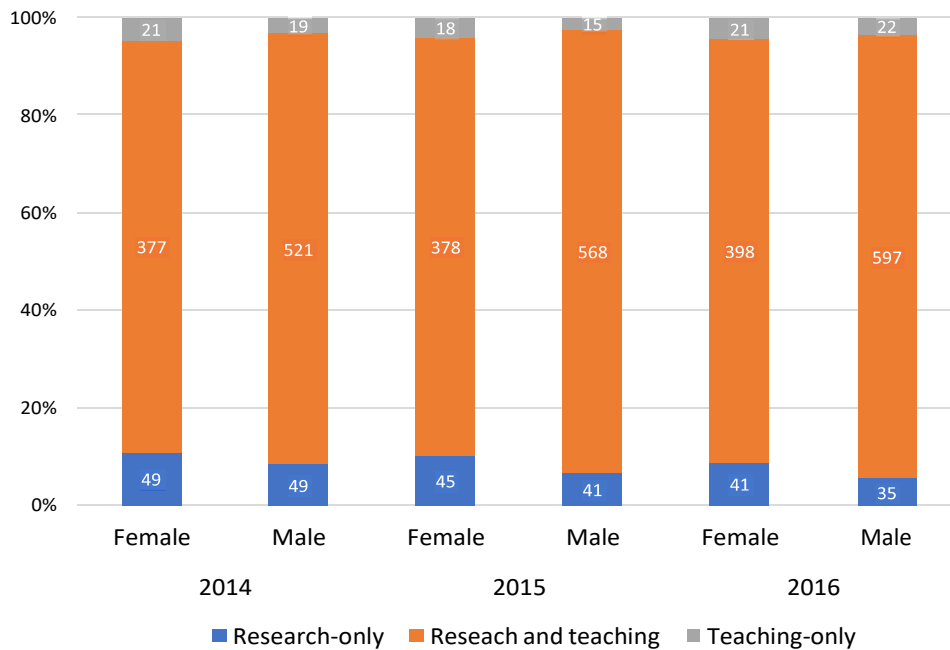
Given the small number of staff on research-only and teaching-only contracts (excluding *HPLs* which are considered below*),* it is not possible to draw firm conclusions about any gendered patterns.

(iv) Academic leavers by grade and gender

Staff turnover is low, therefore to provide sufficient numbers for analysis, we have combined the data (2012/13-2016/17) .

Over the period, DMU staff turnover was 4.9% overall and 4.3% for academic staff (excluding *HPLs*) (2016/17, DLA Piper sector average benchmark 8.4%).

The data does not show any clear gendered patterns. Higher leaving rates are observed for more junior staff (higher number of fixed-term roles) and senior staff (anecdotally due to career choices) while the turnover for mid-career staff, in particular *Senior Lecturers*, is lower at around 4%.

The data held on the reasons for staff leaving the university is not robust enough for analysis. To enable analysis of this in the future we are committed to increasing the use of, and improving our exit survey process.

Action 4.8: Revise exit interview process including ensuring questions are fit for purpose and introduce a mechanism for completion that increases response rates.

Information gleaned from the revised interviews will be considered by the SAT and our actions developed accordingly in the future.

Table 16: Academic staff leavers by area and gender (excluding HPLs)

Table 16.1: Academic staff leavers by area and gender (2012/13-2016/17)				
Faculty or Directorate	**Gender**	**Total**	**Leavers**	**Leavers as % of Total**
AHSSBL	Female	951	44	*4.6%*
	Male	1049	46	*4.4%*
	Total	2000	90	*4.5%*
STEM	Female	1197	49	*4.1%*
	Male	1366	55	*4.0%*
	Total	2563	104	*4.1%*
Directorates	Female	85	7	*8.2%*
	Male	50	3	*6.0%*
	Total	135	10	*7.4%*
Grand Total	**Female**	**2233**	**100**	*4.5%*
	Male	**2465**	**104**	*4.2%*
	Total	**4698**	**204**	*4.3%*

Table 16.2: Staff leavers by grade and gender (2012/13-2016/17)				
Grade	Gender	Total	Leavers	Leavers as % of Total
Research Assistant	*Female*	55	4	*7.3%*
	Male	83	6	*7.2%*
	Total	138	10	*7.2%*
Lecturer	*Female*	294	11	*3.7%*
	Male	205	11	*5.4%*
	Total	499	22	*4.4%*
Research Fellow	*Female*	44	6	*13.6%*
	Male	73	8	*11.0%*
	Total	117	14	*12.0%*
Senior Lecturer	*Female*	1258	53	*4.2%*
	Male	922	37	*4.0%*
	Total	2180	90	*4.1%*
Senior Research Fellow	*Female*	51	3	*5.9%*
	Male	133	2	*1.5%*
	Total	184	5	*2.7%*
Principal Lecturer	*Female*	319	10	*3.1%*
	Male	426	12	*2.8%*
	Total	745	22	*3.0%*
Reader	*Female*	86	5	*5.8%*
	Male	157	4	*2.5%*
	Total	243	9	*3.7%*
Professor	*Female*	69	4	*5.8%*
	Male	355	13	*3.7%*
	Total	424	17	*4.0%*
Senior Staff	*Female*	57	4	*7.0%*
	Male	111	11	*9.9%*
	Total	168	15	*8.9%*
Grand Total	*Female*	**2233**	**100**	***4.5%***
	Male	**2465**	**104**	***4.2%***
	Total	**4698**	**204**	***4.3%***

(v)   Equal pay audits/reviews

The last equal pay audit was carried out in 2015 and no significant gaps (less than 2% +/-) within grades were identified. Actions to shorten the length of pay grades have been completed. The Gender Pay Gap report of 'snapshot' date of 31 March 2017, showed that across all staff, DMU has a mean gender pay gap of 15%.

Table 17: Distribution of staff by gender and earnings quartile:

	Male	Female
Upper quartile	58%	42%
Upper middle quartile	47%	53%
Lower middle quartile	45%	55%
Lower quartile	33%	67%

This is largely due to 'vertical segregation' –i.e. large numbers of women in the lower pay grades and more men in upper pay grades. The priority areas to address the pay gap at DMU are increasing the number of women in more senior academic roles and women in managerial roles within the directorates. The actions set out throughout this application will all support this aim, but in summary fall under the three main strategic programmes:

Action 2.2: Implement and embed 'Resourcing for Success' Workforce Planning strategy. Conduct impact assessments after 6 and 18 months on the equitable application of the Recruitment and Attraction Strategies and process review, Talent Management and Career Progression work.

Action 5.3.3: Implement and embed 'Developing for Success' which includes strands on Leadership and Management Development, Performance and Development Excellence, New Staff Experience, Personal Effectiveness Programmes and One to One services. Equality Impact Assess after 6 and 18 months to ensure equitable participation and impact.

Action 5.3.6: Implement 'Managing at DMU' programme to upskill all managers on meeting demands of all elements of HR policy, including effective appraisals, development support and career aspirations, career breaks/maternity paternity leave support requirements. Equality Impact Assess after 6 and 18 months to ensure equitable participation and impact.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

At DMU, all academic staff are employed on teaching and research contracts with the exception of Research Assistant (research only) and HPLs (teaching only). DMU has revised its career pathways to ensure it recognises research, teaching and academic management career paths. The pathway that is pursued is determined according to the role undertaken and in agreement with managers. Section 5 provides further information on this process.

(i) Recruitment

The majority of externally advertised opportunities are at *Lecturer* level, with fewer more senior roles being advertised externally due to the career progression opportunities within DMU.

DMU's recruitment process is managed centrally and compliance to our policies managed through *HR Business Partners* and a central services team.

Our process requires:

- It is mandatory that each post, whether new or backfill, has the job description, person specification, advert, and selection process agreed centrally to ensure it conforms with our policies, including a review for gendered language and/or skills.

- Gender diverse panels for shortlisting and recruiting are required for all posts. Normally panels consist of three members, and at least one member of the panel must be of a different gender. Where possible ethnic diversity is also sought. This is currently managed locally, and recruiting managers report compliance. We will develop monitoring to ensure that this always happens. A central pool of diverse recruiters is being developed to support this requirement.

  Action 5.1.1: Establish central pool of trained recruiters, positively encouraging women and BAME staff to participate.

- It is mandatory for all staff involved in recruitment and selection to have undertaken equality and diversity, and recruitment and selection training. This includes unconscious bias and how to conduct equitable, merit based assessments. Further development of this will include implicit and confirmation bias. Recruiting managers must confirm to *HR Business Partners* that all panel members have completed training, The Recruitment Team validate this when setting up interviews. Completion of training is logged electronically for monitoring.

  Action 5.1.2: Develop recruitment and selection training to re-inforce consideration of unconscious and implicit bias, and privileged identity exploration. Make completion of revised training a mandatory requirement for all recruiting managers, panel chairs and panel members and monitor for 100% compliance.

- To encourage a more diverse candidate pool, we have refreshed our recruitment website to highlight the diversity of DMU's staff base. Our commitment to diversity and inclusion, flexible working and staff

development is clearly highlighted in our job adverts and recruiting material.

- For senior posts, or those which are difficult to recruit to, we use search agencies. We require these firms to report on the diversity of shortlisted applicants and require a gender diverse shortlist.

The 2017 all staff institutional survey reported that 91% staff felt the university acts fairly regardless of protected characteristics.

Having reviewed our practices and considering good practice from other organisations we plan to:

Action 5.1.3: Create standard job descriptions and person specifications for academic roles.

Action 5.1.4: To develop role models and senior level champions and case studies where there is under-representation of men or women.

Action 5.1.5: Create a recruitment pack detailing benefits of working at DMU, including: development support; flexible working provision; information on local area, e.g. nursery and schools provision. Nuanced version is used to promote benefits to existing staff.

Action 5.1.6: Revise recruitment consultant guidelines (and align procurement guidance) to require consultants / executive search agencies to make demonstrable track record of producing gender and BAME balanced shortlists a requirement.

Applications data

Academic vacancies are often advertised with a degree of flexibility, giving a range of grades at advert and appointing as appropriate from the field. As a result there is some crossover of grades between application and acceptance. To ease analysis, grade ranges have been grouped into bands; band 1 is the most junior staff and band 4 is senior staff.

Table 18: Grade Bands

	Grades
Band 1	E, F, HPL
Band 2	F/G, F/G/H, G, G/H
Band 3	H, H/I, H/Prof, Prof
Band 4	Senior

Table 19: Application, short-listing and acceptance data by gender and grade (2014/15-2016/17 combined)

Band	Gender	Applications	Shortlisted	Acceptances	Proportion of applicants shortlisted	Proportion of those shorted accepting offers	Proportion of applicants accepting offers
Band 1	Male	3384	442	107	13%	24%	3%
	Female	2093	359	127	17%	35%	6%
	% Female	62%	55%	46%			
Band 2	Male	1392	259	61	19%	24%	4%
	Female	927	224	82	24%	37%	9%
	% Female	60%	54%	43%			
Band 3	Male	393	136	33	35%	24%	8%
	Female	207	84	26	41%	31%	13%
	% Female	66%	62%	56%			
Band 4	Male	168	39	9	23%	23%	5%
	Female	80	22	7	28%	32%	9%
	% Female	68%	64%	56%			
Overall	Male	5337	876	210	16%	24%	4%
	Female	3307	689	242	21%	35%	7%
	% Female	62%	56%	46%			

Table 20: Application, short-listing and acceptance data by gender and grade by faculty

Band / Year		Gender	Applications	Shortlisted	Acceptances	Proportion of applicants shortlisted	Proportion of those shorted accepting offers	Proportion of applicants accepting offers
DMU	**2014/15**	Female	1179	129	60	11%	47%	5%
		Male	757	107	62	14%	58%	8%
		% Female	61%	55%	49%			
	2015/16	Female	1790	204	62	11%	30%	3%
		Male	1117	181	101	16%	56%	9%
		% Female	62%	53%	38%			
	2016/17	Female	2368	543	88	23%	16%	4%
		Male	1433	401	79	28%	20%	6%
		% Female	62%	58%	53%			
AHSSBL	**2014/15**	Female	472	44	17	9%	39%	4%
		Male	330	43	18	13%	42%	5%
		% Female	59%	51%	49%			
	2015/16	Female	868	128	27	15%	21%	3%
		Male	528	83	43	16%	52%	8%
		% Female	62%	61%	39%			
	2016/17	Female	1089	208	53	19%	25%	5%
		Male	658	166	43	25%	26%	7%
		% Female	62%	56%	55%			
STEM	**2014/15**	Female	681	81	42	12%	52%	6%
		Male	412	61	40	15%	66%	10%
		% Female	62%	57%	51%			
	2015/16	Female	833	73	33	9%	45%	4%
		Male	477	75	45	16%	60%	9%
		% Female	64%	49%	42%			
	2016/17	Female	840	241	21	29%	9%	3%
		Male	476	158	21	33%	13%	4%
		% Female	64%	60%	50%			

Between 2014/15 and 2016/17, applications to advertised academic roles at DMU rose from 1,936 to 3,801.

The majority of applicants for academic posts have consistently been male.

Women are more likely to be shortlisted than men and shortlisted women are also more likely to convert into acceptances. This holds true across all the grades and AHSSBL and STEM but is particularly stark at lower grades.

The pattern of shortlisting may indicate that the women who apply are better qualified than the men. A combination of speculative factors could be attributable to this, e.g. men are more likely than women to make speculative applications. We will investigate the reasons to develop an empirical base for any mitigation action needed.

Action 5.1.7: Investigate reason for lower success rates of male interviewees.

Shortlisted women's greater success than shortlisted men in accepting offers is less easily understood. It is possible that women are under-selling themselves on the application form, or there could be bias against women in the shortlisting process resulting in women on average being stronger candidates than men. We will review our recruitment training to ensure that the unconscious bias and E&D element are fit for purpose.

Action 5.1.2: Develop recruitment and selection training to re-inforce consideration of unconscious and implicit bias, and privileged identity exploration. Make completion of revised training a mandatory requirement for all recruiting managers, panel chairs and panel members and monitor for 100% compliance.

In 2016/17 the overall conversion rate from shortlist to acceptance (20% female, 16% male) was much lower than in previous years due to more candidates reaching the shortlisting stage.

(ii) Induction

Process

In advance of arriving at DMU all staff are sent their induction pack. This includes; an induction timetable; links to all relevant policies and benefits; a hard copy of DMU's diversity charter; and a corporate induction checklist that individuals and their managers complete.

- On arrival, all new staff benefit from; a welcome seminar hosted by the Vice, or Deputy Vice-Chancellor. This includes introduction to DMU processes and support; and provides an opportunity to meet staff networks, trade unions and other related services.

- Provision of an 'induction buddy' to help new staff navigate DMU processes.

- A resource list with links to training and development, policies and processes, e.g. flexible working and taking time off for dependents' care, and accessing our Employment Advisory Service.

- In addition staff are required to complete mandatory training, including online diversity and inclusion training. This includes elements of confirmation bias, gender equality and sexual harassment. Completion rates are monitored centrally and a compliance report is made to Executive Board annually.

The 2017 survey feedback reported variable experiences of the induction process. Therefore we will:

Action 5.1.8: Develop induction process to support consistent experience across all areas of the university.

All staff are expected to agree objectives within one month of starting as part of the appraisal process. Managers are required to have regular one to ones with staff.

(iii) Promotion

DMU Career Pathway Structure
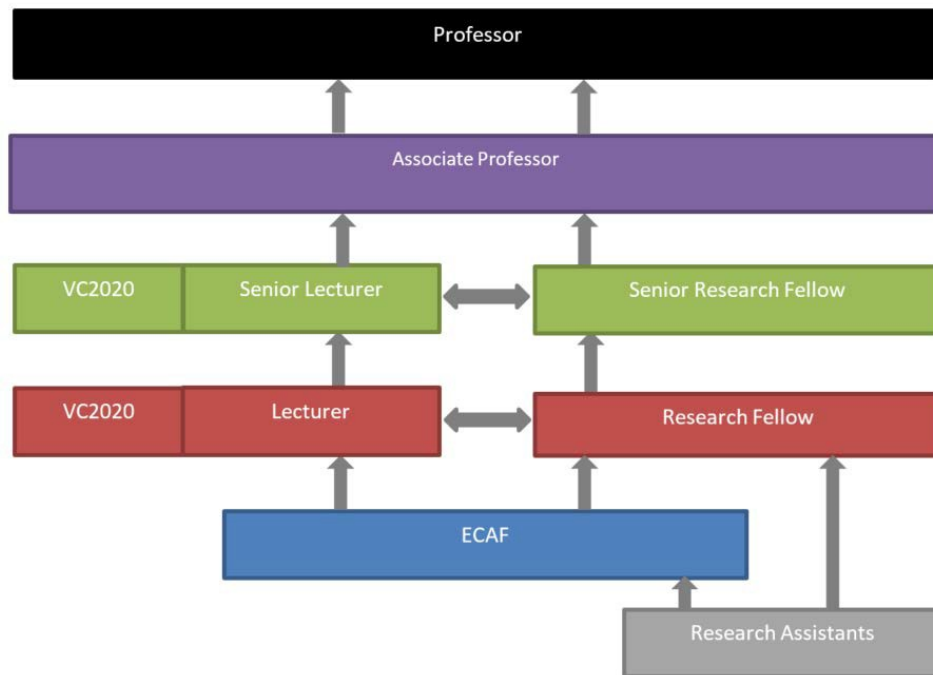
To open up pathways to academic careers, in 2016 we launched a new *Lecturer* role for early career academics (*Early Career Academic Fellow* (*ECAF*)) with a 30% reduction in teaching responsibility in the first year to assist developing a research profile. *ECAF* roles are designed to further provide fluid and transparent progression through the DMU academic career structure.

ECAFs automatically progress into a *VC2020 (Lecturer)* role on completion of a successful first year. *VC2020s* have a 50% allocation of time dedicated to research and are also given 150 hours to undertake a PG Cert in Teaching and Learning. *VC2020s* automatically progress to *Senior Lecturer*. This year, we anticipate that 29 women and 19 men will make the progression.

We have replaced the *Principal Lecturer* with an *Associate Professor* role. This uses a merit based appointment process, removing the previous length of service influenced criteria. The latest data shows a growth from 26 female *Principal Lecturers* in 2016-2017, to 46 female *Associate Professors* as at 1 April 2018.

Promotion to *Associate Professor* is currently through open vacancies. However, we are exploring a promotions route, similar to the Professor and Readership process.

There are annual promotion processes for staff to make applications for *Professor* or *Readerships. Deans* and *Heads of Schools* have committed to encouraging women to apply and this has had positive impacts on the data.

Through the annual appraisal process, managers are required to hold discussions with staff on career development and skills development required to progress.

Action 5.3.5: Implement 'Managing at DMU programme to upskill all managers on meeting demands of all elements of HR policy, including effective appraisals, development support and career aspirations, career breaks/maternity paternity leave support requirements.

Further, to expedite work, DMU has brought workforce planning under a new resourcing strategy 'Resourcing for Success'.

Action 2.2: Implement and embed 'Resourcing for Success' Workforce Planning strategy. Conduct impact assessments after 6 and 18 months on the equitable application of the Recruitment and Attraction Strategies and process review, Talent Management and Career Progression work.

Pay equality in promotions

In accordance with our revised starting salary policy, all appointments on the single spine, internal and external are appointed at the starting spine point unless exceptional circumstances are demonstrated which required approval by HR before offers are made. We have a professorial pay spine which is criteria based to minimise opportunity for pay bias.

Professorial and Readership Promotions data

There has been an in increase in application for Professorial and Readership promotions as highlighted in the table below, from 9 in 2015/16 to 22 applications in 2017/18 for Professor and from 10 in 2015/16 to 35 in 2017/18 for Reader. As of 1 April 2018, DMU had increased the number of female *Professors* to 22, which represents 24% of the current professoriate (sector was 24.9% - HESA 2016/17)

Actions that have been taken to encourage and support staff to apply for promotion include:

- DMU's V*ice-Chancellor* and *Deputy Vice-Chancellor* have hosted local and corporate events, such as the 'Aspiring Academics' events (see Section 5.3. iii)

- *Deans* hosting faculty-based events on promotions opportunities and processes since 2016

- *Deans* have been targeting and encouraging under-represented groups who are *Senior Lecturers* and *Principals* to apply for promotion.

Table 21: Professorial Promotions

TABLE 23 REDACTED

In the table below, data have been aggregated for the years 2015/16-2017/18.

Table 22: Applications for professorial promotion 2015/16 – 2017/18

Category	Gender	Applicants	Successful	Successful % gender	Successful % of gender applicants
DMU Total	Male	25	11	52%	44%
	Female	19	10	48%	53%
	Total	**44**	**21**		
AHSSBL	Male	10	4	36%	40%
	Female	15	7	64%	47%
	Total	**25**	**11**		
STEM	Male	15	7	70%	47%
	Female	4	3	30%	75%
	Total	**19**	**10**		

Overall, more male staff applied for professorial promotions, however, women are applying in higher proportions than they are represented at *Reader* and *Principal Lecturer* level.

Application rates within AHSSBL and STEM vary with female staff in STEM making up 21% of the applications compared to 60% in AHSSBL. To an extent, this reflects the current balance of the pool of *Principal Lecturers* and *Readers* which in AHSSBL is 39% female and 32% in STEM.

Overall, women have been more successful in STEM, but the numbers are small.

Table 23: Reader Promotions

TABLE 23 REDACTED

Table 24: Applications for readership promotion 2015/16 – 2017/18

Category	Gender	Applicants	Successful	Successful % gender	Successful % of gender applicants
DMU Total	Male	32	14	47%	44%
	Female	34	16	53%	47%
	Total	**66**	**30**		
AHSSBL	Male	10	5	38%	50%
	Female	13	8	62%	62%
	Total	**23**	**13**		
STEM	Male	22	9	53%	41%
	Female	21	8	47%	38%
	Total	**43**	**17**		

Women constitute 52% of the applicants for *Readership*. Within faculties, more women apply within Tech and BAL than they are represented in the faculty. High success rates are seen in Tech.

Female success rates for promotion to *Reader* are noticeably lower than the success rates to become a *Professor*. However, data on the application and success rate to become *Associate Professor,* which is the grade equivalent of *Reader* is not currently available and as noted, there has been a significant increase in the number of women in these roles compared to women *Principal Lecturers*. It is important that this is developed so we can understand the impact of the introduction of this new H grade role, which is the equivalent of *Reader* on the progression of women. Therefore we will:

Action 5.1.9: "Investigate reasons for the disparity in success rates of women applying to Reader and Professor and develop data on application rates on application and success rates to Associate Professor. Accordingly establish actions to address disparities.

We have analysed the data by grade and full time/part-time status; grade did not influence success rates by gender. Part-time success rates have varied, however numbers are low. This will be kept under review.

To encourage more women to apply for promotion, accelerated increments and contribution points:

Action 5.1.10: Heads of School to actively support Associate Professors and Senior Lecturers that aspire to leadership positions to apply for faculty

leadership / heads of school roles. Publicise career pathways and associated development through 'Developing for Success' programme. Promote the opportunities, and requirements that need to be met, to apply for accelerated increments and promotions

Additionally, we will be fully rolling out our institutional mentoring and coaching schemes in 2018/19, complementing wider development work (e.g. pay progression application and grant writing workshops).

Academic accelerated increments and contribution points

In addition to promotion, staff demonstrating strong performance can apply for pay progression. This takes the form of either accelerated increments for increased pay within a band, or contribution points if the applicant is at the top of their band. Applications are evidence based, using the appraisal system, and assessed by a panel.

Previously the application rate was higher for male than female staff, however all staff have been actively encouraged to apply through the appraisal processes and through all staff communications. This has had a positive impact with a notable increase in the number of female applicants, especially in STEM.

Data is presented for 2014/15-2016/17 as the 2017/18 process has not yet taken place.

Table 25: Academic applications for accelerated increments and contribution points 2014/15 – 2016/17

Category	Gender	Applicants			Applicants % gender			Proportion of eligible academics applying		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Academic Total	Male	28	32	43	64%	53%	48%	3.8%	4.2%	5.1%
	Female	16	28	46	36%	47%	52%	2.4%	3.8%	5.8%
	Total	**44**	**60**	**89**						
AHSSBL	Male	7	14	19	58%	50%	53%	2.2%	4.3%	5.1%
	Female	5	14	17	42%	50%	47%	1.5%	4.0%	4.0%
	Total	**12**	**28**	**36**						
STEM	Male	21	18	24	68%	60%	46%	5.3%	4.5%	5.4%
	Female	10	12	28	32%	40%	54%	3.2%	3.4%	7.9%
	Total	**31**	**30**	**52**						

Table 26: Successful applications for accelerated increments and contribution points 2014/15 – 2016/17

Category	Gender	Successful			Success rates as a % gender applicants		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Academic Total	Male	14	17	25	50%	53%	58%
	Female	7	21	24	44%	75%	52%
	Total	**21**	**38**	**49**			
AHSSBL	Male	5	8	11	71%	57%	58%
	Female	3	12	7	60%	86%	41%
	Total	**8**	**20**	**18**			
STEM	Male	9	9	14	43%	50%	58%
	Female	3	7	16	30%	58%	57%
	Total	**12**	**16**	**30**			

Success rates for female staff have fluctuated significantly above and below the more consistent rate for male staff over the last three years. This is most notable in AHSSBL.

The 2018 survey further found that men agreed more strongly that they felt actively encouraged by line managers to apply for promotion/increments.

Action 5.3.6: Implement 'Managing at DMU' programme to upskill all managers on meeting demands of all elements of HR policy, including effective appraisals, development support and career aspirations, career breaks/maternity/paternity leave support requirements. Equality Impact Assess after 6 and 18 months to ensure equitable participation and impact.

(iv)   Staff submitted to the Research Excellence Framework (REF) by gender

Table 27: RAE 2008 staff eligible and submitted by faculty and gender (nb. Table reflects structure of DMU in 2008)

Faculty	Female			Male		
	Eligible	Submitted	Submitted %	Eligible	Submitted	Submitted %
Art & Design	66	8	12	93	17	18
Humanities	59	27	46	88	50	57
Computer Science & Engineering	27	4	15	115	43	37
International Energy & Sustainable Development	6	3	50	20	12	60
Business & Law	41	13	32	59	40	68
Health & Life Sciences	162	25	15	118	35	30
Total	361	80	22	493	197	40

Table 28: REF 2014 staff eligible and staff submitted

	Female			Male		
	Eligible	Submitted	Submitted %	Eligible	Submitted	Submitted%
ADH	96	22	23	103	42	41
BAL	67	16	24	81	25	31
HLS	162	28	17	99	24	24
TECH	41	10	24	149	74	50
AHSSBL	163	38	23	184	67	36
STEM	229	44	19	180	49	27
Total	392	82	21	364	116	32

In both RAE 2008 and REF 2014, in every faculty smaller proportions of eligible women were submitted than men. In 2014, overall the submission rates for women and men were significantly different.

Actions put in place for REF 2014 to included:

- Guides to making applications

- Confidential opportunities to discuss individual circumstances

- Widespread promotion of reduced submission units and a panel process for consideration of these

- Encouragement of *Early Career Researchers* with fewer than four outputs to make submission

- Decision-making staff were required to undergo equality and diversity training to help prevent bias.

There was a robust individual circumstances review process which allowed staff to submit rationale for reduced output against REF criteria (e.g. part-time working, maternity, sabbaticals, disability) The panel included the PVC Research (male), the Head of E&D, Director of POD, HR Services Team Manager and REF Coordinator (all female).

However, although there were changes in submission rates for women and men at faculty level, women's overall submission rate did not significantly change, and men's fell (although was still significantly higher than women's).

REF 2021

All staff with significant responsibility for research must be submitted to REF 2021. We will support the submission of more women through provision of protected research time that will enable a research profile to be developed (see below Individual Innovation Research Plans (IIRPs) and Research Innovation Awards (RIA)A).

We have run a mock REF 2021 exercise, using those eligible to apply for RIA (see below). Women's submissions are lower than men in all faculties, particularly in STEM.

Table 29: Outcomes of mock REF 2021

	Female			Male			Total		
	Eligible	Submitted	Submitted %	Eligible	Submitted	Submitted%	Eligible	Submitted	Submitted %
ADH	96	41	*43%*	82	36	*44%*	178	77	43%
BAL	85	36	*42%*	106	50	*47%*	191	86	45%
HLS	198	56	*28%*	114	58	*51%*	312	114	37%
TECH	54	29	*54%*	148	91	*61%*	202	120	59%
AHSSBL	181	77	*43%*	188	86	*46%*	369	163	44%
STEM	252	85	37%	262	149	*57%*	514	234	46%
Total	433	162	*37%*	450	235	*52%*	883	397	45%

Our REF EDI panel have produced a code of practice guidelines which mandate equality impact assessments of the mock REF. We will analyse the reasons for the disparities in submission rates and take action to address them.

Action 5.1.iv.1: Impact assess the outcomes of the mock REF and put in place actions to address the anticipated submission rates for female research active staff, including developing existing training and support and reviewing the Code of Practice currently in development. As necessary conduct research to better understand the actions that would facilitate increasing numbers of women submitted.

In addition:

- To reduce bias, all outputs are reviewed by two reviewers and all outcomes are reviewed and agreed by a moderation panel

- Further, capacity for internal review is being built through recruitment and training to maximise our capability, increase diversity and minimise workload

- Diversity of moderation panels will be sought for future assessments and all panel members will have undertaken unconscious bias training.

  Action 5.1.iv.2: Diversity of moderation panels will be sought and appointed for future assessments and all panel members will have undertaken unconscious bias training. Make completion of training a mandatory requirement and monitor for 100% compliance.

IIRP and RIA

A key vehicle for staff at DMU to build their research portfolio which will support REF 2021 is the award of Individual Research Plans (IIRP), (replaced with Research Innovation Awards in 2018-20) IIRPs were introduced in 2015 and enable academic staff to apply for protected research time (additional to their standard contract allocation).

Table 30: Applications as of a total of the pool

	2015-2016		2016-2017		2017-18	
Faculty	F	M	F	M	F	M
ADH	38 (40%)	41 (50%)	54 (59%)	38 (43%)	48 (50%)	41 (45%)
BAL	42 (49%)	59 (56%)	24 (39%)	26 (35%)	26 (40%)	40 (49%)
HLS	72 (36%)	47 (41%)	58 (35%)	43 (43%)	57 (33%)	41 (39%)
TECH	33 (61%)	92 (48%)	15 (39%)	75 (52%)	19 (43%)	72 (50%)

Table 31: **Obtained the same or more than their requested allowance (% in brackets)**

	2015/16		2016/17		2017/18	
Faculty	F	M	F	M	F	M
ADH	28 (52%)	29 (24%)	29 (60%)	35 (85%)	18 (47%)	23 (56%)
BAL	20 (83%)	19 (27%)	24 (92%)	31 (78%)	24 (57%)	38 (64%)
HLS	35 (60%)	26 (40%)	46 (81%)	30 (73%)	52 (72%)	27 (57%)
TECH	9 (60%)	54 (28%)	12 (63%)	42 (58%)	25 (78%)	65 (71%)

From the data available, fewer women than men have applied, but women have generally been more successful

All applications are peer panel reviewed. School based sessions to discuss RIA applications have been offered, as well as one to one appointments to discuss the value of making RIA applications.

Appraisal guidance states that RIA should be discussed in academic staff appraisals. 10% of all appraisals are quality checked annually by HR to help ensure compliance with this policy.

As part of the revisions to create the IIRP/RIA process, a streamlined panel-led process will be utilised, and the panels will seek to be gender diverse. Results of the RIA 2018/20 process will be impact assessed to ensure equitable outcomes.

Action 5.1.iv.3: Impact assess the outcomes of the RIA 2018/20 to ensure merit based outcomes have been achieved or actions put in place to address differential application rates.

5.3. Career development: academic staff

(i) Training

Training and development needs are formally discussed and agreed at annual appraisal, and at mid-year review. This information informs central provision.

DMU provides a range of learning opportunities which may be delivered by POD, through consultancy, or through external providers (e.g. Leadership Foundation. We provide online self-directed learning.

Relevant development includes:

- funded academic study, including the PGCert.

- activities and programmes aimed at implementing the concordat, including:

    o specific researcher training development programmes and events

    o participation in PRES and CROS

    o CPD for all levels of researchers.

- New staff Welcome Event, including general information and signposting to career development

- PGCert: for new academic staff with less than 3 years teaching experience. We require new academic staff to achieve HEA fellowship within their first three years

- Future research leaders: available to all levels of academic staff

- Developing Diversity: a positive action programme aimed at BAME, female and disabled staff that aspire to be future managers

- Aurora and Leadership Matters: DMU has sponsored 30 aspiring female leaders over the past 4 years and has committed to funding 10 a year for the next three years. Graduates of the scheme are encouraged to become mentors and provide support to women taking part in Aurora or local schemes

- DMU:Leader: a leadership programme for aspiring leaders that are currently managers at DMU. We aim for a cohort of 15 a year

- Coaching and mentoring programmes. During 2017/18 we trained 15 senior leader coaches (7 women). We will further roll these provisions out.

Information on all development opportunities is available on the intranet and we have recently changed our system so staff can book onto training electronically which is recorded on personnel records. This will enable reporting on training uptake for specific courses by demographics in the future.

Action 5.3.1: Report on take up of training opportunities, and then embed into annual reporting cycle.

Some of the programmes have a maximum attendance to manage resources. Where this is the case, an application process exists with a review panel determining allocation which takes account of the diversity of the cohort.

Table 32: Academic uptake of training courses by hours offered by POD by gender and year

		Femal	Male	Total
2012-13	No. Staff	266	305	**571**
	No. Hours	3126.5	2837.5	**5964**
	Av. Hours	11.8	9.3	**10.4**
2013-14	No. Staff	258	316	**574**
	No. Hours	3023.35	2567.3	**5590.65**
	Av. Hours	11.7	8.1	**9.7**
2014-15	No. Staff	367	407	**774**
	No. Hours	4493.55	3648.6	**8142.15**
	Av. Hours	12.2	9.0	**10.5**
2015-16	No. Staff	449	448	**897**
	No. Hours	6103.35	4671.1	**10774.45**
	Av. Hours	13.6	10.4	**12.0**
2016-17	No. Staff	537	570	**1107**
	No. Hours	6,348.90	5,002.90	**11351.8**
	Av. Hours	11.8	8.8	**10.3**
Total	No. Staff	**1877**	**2046**	3923
	No. Hours	**23,095.65**	**18,727.40**	41823.05
	Av. Hours	**12.3**	**9.2**	10.7

Although fewer women undertake training than men, they undertake more hours. Consistent data on the impact of our development offer is unavailable; collation of this is a priority.

Action 5.3.1: Develop reporting on uptake of training opportunities and embed into annual reporting cycle to the Equality and Diversity Committee. Address any disparities identified.

Action 5.3.2: Develop a mechanism through which impact of training can be effectively assessed.

Our 2017 all staff survey revealed 79% women and 77% men are satisfied with their current level of learning and development, and 82% women and 80% men are clear about what opportunities are available.

<u>Future developments</u>

We are building upon our existing offer with a new programme of activities 'Developing for Success'. This ensures our development aligns with DMUs career pathways.

Developing for Success Proposed Structure and Activity

Improving Effectiveness Theme Board

Create & Apply Knowledge Theme Board

Resourcing for Success Project – (a new programme of activity that is incorporating several initiatives: Talent Management, Recruitment, Succession Planning & SWP)
SRO: Sarah Setchell
PD: Bridget Donoghue
PM: Dana McLaughlin

Developing for Success

Developing for Success will have a much wider remit of activity than the existing EAE programme (which will be closed). It will incorporate several pieces of existing and new work (see below for detail). This activity will be governed and managed under the Developing for Success umbrella to enable delivery, manage links and dependencies, allow for impactful branding, more effective comms and messaging and ensure the customer perspective is at the heart of delivery of the work.

Board: Sarah Setchell, Jennifer Penfold, Jackie Labbe/Alasdair Blair, Kaushika Patel, Richard Bull, Christos Kalantaridis, Christine White, Sarah Thomson, David Parkes, Neil Stokes, Rusi Jaspal/Alistair Duffy, Marcella Avis. Talvin Gill, James Evans

---

Research Innovation Infrastructure Programme

SRO: Nigel Wright;
Programme Director: Rusi Jaspal;
Prog. Manager: Claire Blakemore

This project is currently divided into 4 workstreams

1. Workforce Planning
   Lead: Rachel Barbrook
2. Recruitment & Attraction
   Lead: Claire Fountain
3. Talent Management
   Lead: Ruth Watson
4. Reward & Recognition
   Lead/s: Rebecca Gott / Rachel Barbrook

Developing Academic Excellence Project (currently the Staff Dev. Framework Project) – (an existing project that will expand its scope to include: development the T&L learning pathways/framework, and development of pillars, putting in place the infrastructure to deliver the EAE Strategy and develop the Evaluation Framework
SRO: Sarah Setchell
PD: Jennifer Penfold
PM: Kevin Merry

Development of an Evaluation Framework Workstream
Lead/s: Kevin Merry and James Evans

Developing Our Leaders Project (currently the LMDF Project) – (an existing project that is creating a leadership development framework across the organisation)
SRO: Sarah Setchell
PD: Jennifer Penfold
PM: TBC

Coaching & Mentoring Workstream – (current workstream of the LMDF Project that has delivered the coaching programme in partnership with LCBS and developed mentor approach in several areas)
Lead: Amy Murphy

Developing Global Staff Project – (an existing project to develop a framework of activity, resources & tools to underpin skills/knowledge of staff, to enable them to work successfully in an international arena; to develop 'Global Envoy' Role)
SRO: Sarah Thomson
PD: Liz Hathaway
PM: Sarah-Jayne Gardner
OD Lead: Geoff Hughes

Developing All Staff at DMU (currently the Shop Window activity) – activity to design, develop & implement a 'one-stop-shop' for staff, to access development activity across DMU in line with their developmental pathways)
Lead: TBC

Developing all staff at DMU Steering Group – part of the shop window activity will include the formation of the cross organisational steering group to inform this work with representatives from all areas of DMU that currently deliver staff development activity
Lead: TBC

Developing & Recognising Researchers Effectively Project – (an existing project developing a framework for paths into & within research and a related project of interest, this project will continue under its current governance structure)
SRO: Nigel Wright
PD: Rusi Jaspal
PM: Claire Blakemore

Defining and developing Pathways Workstream – (defining developmental pathways to inform the EAE, Research & Shop Window Activity)
Leads: Ruth Watson & Wendy Hirst

Developing Researchers Workstream – (an existing piece of work to develop the researcher development framework)
Lead: Kevin Merry

Key:

Strong Link/Influence to activity – – – →

Direct Governance of activity ——→

The project's key aim is to ensure development is available to suit individual pathways. Specific types of training available across the programme will include the following in 2018/19:

- One to one services, including further roll out of coaching and mentoring.

- Refreshed leadership and management development framework with pathways for all levels of leaders (and aspiring), including mandatory elements for managers, e.g. appraisal training.

- Context specific pathways for programme leaders, future research leaders.

- Further building on our DMU:Leader provision.

- Development programmes for women, including Springboard, Fresh Steps and Spring Forward.

- Continue accessing external programmes and support through AdvanceHE, e.g. Leadership Matters, and Aurora.

- Building on the success of the 2017/18 pilot Developing Diversity positive action programme.

We will be monitoring the roll out of the project to ensure that it benefits both women and men and supports the career development needs of all our staff.

Action 5.3.3: Implement and embed 'Developing for Success' Which includes strands on Leadership and Management Development, Performance and Development Excellence, New Staff Experience, Personal Effectiveness Programmes and One to One services. Equality Impact Assess after 6 and 18 months to ensure equitable participation and impact.

(ii) Appraisal/development review

Our mandatory annual appraisal process is conducted by line managers and recorded electronically. The system requires a record of discussions held in relation to review of performance, setting annual objectives, development requirements and career aspirations. It contains prompts to discuss wellbeing and work life balance. Completed appraisals are signed off by either a *Head of School* or *Deputy Dean.*

In 2016/17, 80.3% of women and 76.9% of men agreed objectives as part of the appraisal process. We understand there were technological issues that led to the under-reporting of appraisal completions, as these stood at 70.1% for women and 65.5% for men. We expect 100% of staff to complete an appraisal; this will be monitored and remedial action taken if required.

Action 5.3.4: Achieve at least 90% completion, with an ambition of 100% of our current staff who complete the appraisal process.

A new HR system was implemented in September 2017. This will be developed to allow for automated capture and reporting of development requirements. This will enable POD to refine training and development offers to meet staff needs.

Action 5.3.5: Develop system to automatically capture development needs discussed at appraisal meetings, in order that development offer can be informed.

Table 33: MAX/MyAppraisal Questions: 2017 Staff Survey

Area	Female	Male
% reported appraisal as being useful	71%	72%
% agreed the appraisal left them feeling their work was valued by the university	71%	67%
% agreed a personal development plan as part of their appraisal	68%	73%
% reported as receiving the training, learning and development identified in the plan	49%	47%
% agreed their line managers supported them in accessing the training, learning and development	65%	69%

A new course on conducting effective appraisals was launched earlier this year, which will be mandatory for managers from October 2018. This year we issued

guidance on setting effective equality objectives to support our ambition for all staff to have at least one equality objective per year.

In addition, a new 'Managing at DMU' programme will be launched in August 2018 which will further support managers support employees at all stages of their career. This is being launched in August 2018.

Action 5.3.6: Implement 'Managing at DMU' programme to upskill all managers on meeting demands of all elements of HR policy, including effective appraisals, development support and career aspirations, career breaks/maternity/paternity leave support requirements. Equality Impact Assess after 6 and 18 months to ensure equitable participation and impact.

(iii) Support given to academic staff for career progression

Below we set out the support available for different career focused groups of staff.

Examples of support relevant for teaching and research/early career staff

- In 2018/19 we will launch a new coaching, mentoring and mediation service.

- Use of the VITAE researcher development framework development.

- In 2018/2019 the new 'Managing at DMU' programme will be launched, further developing managers with the skills to support staff to help individuals set and achieve development goals and develop their pathways.

- We hold an annual 'Aspiring Academics' event aimed at encouraging applications for Reader and Professorships from under-represented groups. These seek to demystify the application and selection processes. Following the 2017 event focus on women, the 2017 promotions round saw an increase in the application and success rates of women in professorial promotions.

- ECAF roles have a 30% reduction in teaching load to support establishment of a career base.

- Those newly appointed to teaching are given a time allowance to recognise the commitment needed to complete the PGCLTHE

Teaching

- We encourage all new academics to undertake a PGCert. We have increased the capacity of the number of people who can undertake our internal programme from 40 a year to 210. Completing the programme is a key for those wishing to follow HEA accreditation.

- The DMU Teacher Fellow scheme provides time and financial award for outstanding teachers to share their expertise and mentor colleagues. It provides opportunities for staff with teaching career trajectories to gain leadership experience and develop exposure to a wider network within

the institution. This, in turn, can support progression to more senior roles within the university. More women than men have accessed the scheme.

Table 34: Number of Teacher Fellows by Gender

	2016/17 Number of TFs	2017/18 Number of TFs	2018/19 Number of TFs
Female	33	30	16
Male	13	13	6
Total	46	43	22

- Financial subsidies are available for further academic qualifications that support career progression. More women than men have been accessing this. However, the gap is narrowing, but this will be kept under review.

Action 5.3.1 Develop reporting on uptake of training opportunities and embed into annual reporting cycle to the Equality and Diversity Committee. Address any disparities identified

Table 35: Financial subsidies for further academic qualifications

	2014-15		2015-16		2016-17	
Female	61	65%	40	70%	81	64%
Male	33	35%	17	30%	44	36%
Total		94		57		127

Research focused support

- The Future Research Leaders Programme offers monthly sessions on a one year course to develop researchers' leadership skills. Women are particularly encouraged and supported to apply. This year, nine women and three men were selected.

- Those aspiring to Future Research Leaders programme can apply for the 'Leading Research Mentoring' programme, which this year, has a gender split of eight women and four men.

5.5. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave

We provide an enhanced maternity and adoption leave pay of 6 weeks at full pay, 12 weeks at half pay plus SMP and the remainder at SMP. Holiday is accrued at contract rates (including concessionary days) rather than statutory level and we provide guidance on how this may be used.

All staff seeking maternity, paternity, adoption or shared parental leave are offered a briefing session with their HR business partner. This includes an explanation of the process, entitlements and information on health and wellbeing services .

The HR partner also briefs the managers to ensure managers understand our policy and processes, and the support that should be provided. All information is available on the intranet.

Maternity cover is arranged through our role approval process, taking into account existing responsibilities of the position and the business needs.

The Special Leave Policy provides for time off for partners of expectant or adopting partners, and is also available for expectant staff outside of the support provided by the Maternity, Paternity and Adoption Leave Policy.

(ii) Cover and support for maternity and adoption leave: during leave

Staff are entitled to up to 10 KIT days. Entitlement is highlighted when arranging, and before going on leave, and by managers during leave.

Through regular communications via line managers or HR, staff on leave are kept up to date with changes to the team, areas of work or advised of any potential job opportunities or promotions.

Shortly before returning, staff are invited to have a discussion (in person or by telephone) covering and support, development or training any changes to working arrangements required (e.g. a flexible working request). The managing HR partner initiates this process. This discussion also highlights practical support such as child care vouchers and special leave policies.

> *'In between my first and second child, I was selected for DMUs prestigious Future Researchers Leaders course. The £2K bursary was extended by 6 months to allow me to complete research visits upon my return to work.'*

(iii) Cover and support for maternity and adoption leave: returning to work

We provide a re-induction in the same way that new staff are able to access, including providing a buddy or mentor if desired and further advice and support about caring responsibilities

Flexible working and parental, maternity, paternity, and adoption, and special leave policies offer additional support as outlined above.

A respondent to the 2018 Athena Survey noted their perception of the lack of adjustment to workload after motherhood. We will investigate whether this is a shared perception, and explore support for those returning from career breaks, including consideration of temporary reduction in working hours.

Action 5.5.1: Conduct scrutiny of the workload allocation model by gender. Investigate the need to review workload allocation process on return from career break; as necessary develop actions to address different satisfaction levels and ensure transparency of process. Consider specific allocations for staff returning from caring responsibilities. Improve and enhance the return to work checklist for maternity, paternity and shared parental leave returners.

> *'It was agreed without hesitation that I could phase my return after my maternity breaks making the transition back to full-time more manageable. The introduction of core working hours helped me achieve a better work-life balance.'*

(iv) Maternity return rate

Data for maternity return rates (below), has been aggregated for the years 2014/15-2016/17 to enable meaningful analysis.

The majority of staff return after maternity leave: in the last 3 years only two academics and one professional services staff member did not return. Of returners, 3 professional services staff and 1 academic reduced their FTE.

No incidences of contracts not being renewed while on maternity leave have been recorded since 2014/15.

Table 36: Maternity return rates 2014/15 – 2016/17

Category	Returners	Non-returners (left within 6 months)	Return rate	Reduced FTE on return (within 6 months)	Reduced FTE rate
Academic Total	23	2	91%	3	13%
AHSSBL	12	1	92%	1	8%
STEM	9	1	89%	2	22%
Professional Services Total	75	1	99%	24	32%

(v) Paternity, shared parental, adoption, and parental leave uptake

DMU's shared parental and adoption leave policy provides the same enhanced benefits as maternity leave. Only one staff member utilised shared parental leave in 2016/17.

Adoption leave numbers are small; one staff member in each of 2015/16 and 2016/17 utilised this type of leave.

Enhanced paternity pay at 2 weeks full pay is provided. In 2016/17, 10 academic staff and 22 professional services staff took this. We believe academics might be using informal leave arrangements or annual leave rather than paternity leave. Benefits of the policy will be prominently communicated and managers reminded of the existence of the benefit in the 'Managing at DMU programme'.

Action 5.5.2: Undertake investigation to establish why the take up of paternity and in particular shared parental leave is low and how increase may be achieved. As appropriate, publicise flexible working models, including shared parental leave, and use diversity of role models to challenge stereotypes.

(vi) Flexible working

Our formal flexible working and special leave policy offers e.g. compressed hours; job sharing; seasonal hours working; and flexible start and finish times.

Managers are able to locally agree flexible working, e.g. earlier start or finish times and regular working from home arrangements. This is supported by using e.g. skype meetings, and many staff are provided with laptops to facilitate flexible working.

This approach applies equally to professional services staff wherever possible.

Table 37: Awareness of work/life balance policies and use of flexible working: 2018 Athena SWAN survey findings

Area	Female (academic)	Male (academic)	Female (prof serv)	Male (prof serv)
% satisfied with work / life balance	49%	58%	87%	78%
% awareness of DMU work/life balance policies	60%	48%	81%	69%
% that utilise formal flexible working arrangements	6%	2%	28%	9%
% that utilise informal flexible working arrangements	45%	62%	34%	34%
% that use flexible working for dependent care	31%	11%	39%	22%
% that use flexible working for other work / life balance considerations	65%	78%	51%	69%

Overall, professional services staff are more satisfied and aware of work/life balance policies than academic staff, with female academics the least satisfied. Reasons for the lower level of satisfaction amongst academics will be investigated.

Action 3.3: Undertake comprehensive consultation (including focus groups) and further research to better understand issues raised in the Athena SWAN 2018 survey. Survey considering issues identified through Athena SWAN work to be conducted every two years.

Almost a third of female professional services staff work flexibly formally, but more academic staff work flexibly informally, likely because of the inherent flexibility as set out earlier.

Our special leave policy provides multiple areas for supported leave – such as up to 10 paid days leave in any 12 month period for unplanned child care, voluntary activity and staff network attendance.

Information on flexible working and work-life balance is provided at induction. In order to ensure we promote our flexible working options to prospective candidates, we will develop a 'recruitment pack', which will include this information.

Action 5.1.5: Create a recruitment pack detailing benefits of working at DMU, including: development support; flexible working provision; information on local area, e.g. nursery and schools provision. Nuanced version is used to promote benefits to existing staff.

(vii) Transition from part-time back to full-time work after career breaks

Flexible working requests can be made at any time, including increasing hours. Requests for return to full time after a reduction in hours can be requested on a temporary basis, however many requests to return to full time work after a previous reduction in hours are met. We will investigate what guaranteed protection might be afforded.

Action 5.5.3: Amend process for requests to return to original contract hours to take account of reasons for the original reduction. Investigate and agree protection that can be afforded to guarantee re-instatement of original contract hours.

(viii) Childcare

Staff are made aware of all available benefits as part of the induction through initial discussions, at KIT days close to return to work, and re-induction.

Support available includes a salary sacrifice scheme for childcare without the relevant deduction (i.e. paid for by the university) when receiving SMP. There are a number of nurseries within walking distance of the University.

We have dedicated breastfeeding rooms across campus, with fridges available for storage of milk.

The 2018 Athena SWAN and 2017 Staff Attraction, Recruitment and Retention surveys highlighted that better provision of childcare (an onsite nursery or holiday club) would be of benefit, as would be more car parking spaces for those with caring responsibilities.

We have recently purchased over 100 car park spaces and will consider a family friendly approach in allocating these.

HR are also working with Estates to explore better provision of child care and as a minimum seek to develop partnership agreements with local nurseries.

Action 5.5.4: Explore how DMU may either provide or assist parents arrange childcare through partnerships with local nurseries.

Action 5.5.5: Develop a system to assist parking on campus for those that have care responsibilities.

(ix) **Caring responsibilities**

In addition to formally agreed flexible working, where temporary or occasional adjustments are required, flexibility is afforded locally (outlined in (vi).

Our special leave policy provides up to 10 days paid time per year for emergencies, as well as provision for up to 1 year unpaid leave. Depending on the length of leave, roles may be covered on a temporary basis. The post holder can give one month's notice to return early to enable fair notice and redeployment opportunities to be given to the temporary post holder.

All policies are regularly communicated to staff, are available on the intranet/website, are provided at induction and when returning from extended leave.

5.6. Organisation and culture

(i) Culture

Table 38: Views on working at DMU: 2017 University Staff Survey findings (academic and professional reported together)

Area	Female	Male
% agreeing that DMU is a good place to work.	91%	89%
% agreeing they felt valued by their colleagues	91%	94%
% stating they were aware of the university's equality and diversity strategies	99%	97%
% believe the university treats people equally regardless of their gender identity.	98%	98%
% satisfied with their awareness of equality and diversity issues, and how to react appropriately with colleagues and students	98%	97%

Gender equality is embedded into DMU at the highest strategic level. Our Strategic Framework has specific commitments to reduce our gender pay gap, and we have recently committed to be a hub for the United Nations Sustainability Framework requiring an explicit commitment to gender equality.

Our DMUfreedom EDI charter (2016-2020) was a strategic project, sponsored by the Executive Board. This ensures staff and students have the freedom to be, to inspire and to succeed. DMUfreedom also sets out our equality objectives, including all staff to have an equality objective.

The Equality and Diversity Team regularly meet with Marketing and Communications and Events (Marcomms), to enhance our inclusivity. Events held this year include:

- Celebration and exhibition in the centre of the campus on the centenary of women getting the vote.

- A 'Women at DMU' conference on International Women's Day, hosted by Associate Chief Operating Officer (female), with contributions from female PVC Deans and female alumni.

- Launch of DMU's policy on support for trans staff and students, on Trans Day of Remembrance.

Susan Barton @susieshimmie · Mar 8
International Working Women's Day seems to have been more widely supported today than I've ever noticed before. At Women at DMU event. Great to hear so many young women showing a deep awareness of the intersectional issues and make a commitment to change. #iwd #DMU #womenAtDMU

Amy White @DMUAmy · Mar 8
#WomenatDMU are supported through schemes such as #LFAurora which I am on today, developing my skills as a future leader! @dmuleicester

Amy LK @AmyLK4 · Mar 8
Amazing and inspirational talks at the #womenAtDMU conference today! Wise words from Nabeelah Omarjee "Dream big! Have ambitions and don't let the thoughts of others run your life!" @dmuleicester

Networks

At DMU, we have a number of networks and centres which support the development and sharing of inclusive practice:

- A **women's professorial network,** established in 2017.

- A **female professor's network in ADH** focussing on leadership development.

- The **Women in Technology Network (WIT)**, also established in 2017. A part time post and graduate intern are employed to support this. They have developed a website and blog, have a specific project and are developing an action plan on women in STEM.

- **HLS's Women in Science, Society and Health (WISSH)** established in 2016. They have helped develop inclusive imagery around the faculty, support the Pharmacy Athena SWAN application, and have a website and blog.

The networks have invited female speakers to events, and have developed an 'expert's directory' and case studies, raising the profile of women. They run a wide variety of events, including external speakers, outreach, and are developing a mentoring programme to complement the institutional programme.

Following consultation with professional services and academic women from across the institution, a **DMU women's network** will be launched in the 2018-2019 academic year open to all women.

Action 5.6.1: To launch an institutional women's network, building on and sharing good practice learnt from faculty based women's groups (WISSH, WIT, Professorial Groups).

Equality and Diversity Committees

The university's Equality and Diversity Committee was restructured last year, to enable greater scrutiny of data and interventions and better sharing of good practice.

To further support this work, faculty-based equality and diversity committees were established in 2017. Each faculty committee is chaired by the Deputy Dean, to ensure engagement by the leadership teams. These will drive Athena SWAN and Race Charter work and will have a formal reporting channel to (and representation at) the university Equality and Diversity Committee, providing a mechanism for sharing good practice.

OSCARs Awards

We hold annual DMU Outstanding Service Contribution and Achievement Recognition Awards – a high profile event open to professional services and

academic staff, hosted by the Vice-Chancellor, including presentation of the university's Teacher Fellowship Awards and the Vice-Chancellor's Distinguished Teaching Awards. Distribution of the awards by gender has not been systematically collected. Accordingly this will be collected, alongside taking positive action to encourage colleagues to nominate those from under-represented groups.

Action 5.6.2: Introduce a process that supports gender balanced awards shortlists and allows monitoring of nominations and awards. Target for 50% female reward recipients.

(ii) HR policies

All line managers work with dedicated HR business partners who ensure that policies are followed and changes understood. Weekly meetings are held between HR partners who identify trends in practice requiring consideration at a policy or senior management level, including changes in, for example, the number of grievances received.

New/updated policies are introduced through all-user briefings and training where required.

Data on formal cases arising through our grievance and dignity at work procedures are monitored on an annual basis by the Equality and Diversity Committee. However, work on the Race Equality Charter has identified the need to introduce more accessible confidential reporting mechanisms for unacceptable behaviour. Currently, this is possible through HR and Student and Academic Services.

Action 5.6.3: Enhance the current HR reporting process with a separate confidential reporting process for staff that have witnessed or been a victim of bullying, harassment, intimidation or any other unwanted behaviour.

In 2018-19, all diversity and inclusion training will be refreshed. This will include training on 'positive working at DMU'; a positive interpretation of mitigating against behaviours that violate dignity.

Equality impact assessments should be conducted on all policies and practices. In 2018/19, a new online monitoring system will be established that will enable compliance with this requirement to be tracked.

Action 5.6.6: Implementation and tracking of new Improving Outcomes process and evaluation of its effectiveness.

(iii) Proportion of heads of school/faculty/department by gender

Table 39: Proportion of heads of school/faculty/department by gender

TABLE 39 REDACTED

Within AHSSBL, both ADH and BAL have recently appointed female Deans (ADH previously had a Female Dean). However, men constitute the majority of Heads of Schools. Within STEM, TECH has continued to have more men in leadership roles, and whilst HLS have female Heads of Schools, they are represented at lower numbers than the proportion of women in the faculty.

While Heads of School are permanent (not rotating) roles, we are supporting the future diversification through ensuring that there is a pool of well-supported women in the pipeline.

We have created new Associate Dean roles and appointed a gender diverse mix. Supporting diversification of future Heads of School. Of Heads, Deans and Associate Deans 14 of 44 roles were held by women in 2016/17 (7 of 30 in 2014/15). However, more work is required. Work underway includes leadership development, encouraging women to apply, and ensuring our recruitment processes provide a gender balanced shortlist.

(iv) Representation of men and women on senior management committees

Executive Board is our most senior operational committee. Membership is through positions held– Deans, and Executive Directors of professional services. The balance represents incumbent positions. Female representation has increased from 27% to 44% between 2016 and 2018.

Across our faculty senior management committees, HLS has maintained a good balance, and BAL's balance has improved. Women remain under-represented in TECH and in ADH, women are in the significant majority.

All staff on faculty executive committees are senior staff. To support the development of opportunities we will investigate the options for less senior and early career staff to be co-opted.

Action: 5.6.4: Introduce a mechanism for less senior and early career staff to be co-opted on to university committees and faculty executive boards.

Further actions to support progression of women are in the preceding section

Table 40: Representation of men and women on senior management committees

	2015/16			2016/17			2017/18		
	Male	**Female**	**% Female**	**Male**	**Female**	**% Female**	**Male**	**Female**	**% Female**
Executive Board	11	4	27	10	6	38	9	7	44
TECH Faculty Executive	9	6	40	9	7	44	11	6	35
HLS Faculty Executive	9	7	44	9	7	44	10	8	44
ADH Faculty Executive	7	9	56	6	10	63	5	14	74
BAL Faculty Executive	10	6	38	10	6	38	11	9	45

(v) Representation of men and women on influential institution committees

In the committees below, with the exception of Operational Leadership Group, there is scope for some flexibility in the roles that are represented at the committees. This has enabled the diversity of the committees to be more easily considered.

Committee guidelines state chairs should be mindful of achieving a gender balance, with an aim of achieving a minimum 40:60 (male/female) representation, but with an aspiration of a 50:50 balance.

Work is needed to diversify our Board of Governors; through an increase in the number of men, female representation has fallen from 58% to 28%. The membership of Finance and HR committee has also slipped below 40%.

Action 5.6.5: Strive towards 50% female representation, and ensure a minimum representation of 40% is reached on the Board of Governors and Finance and HR committee.

Table 42: Influential University Committees

	2015/16			2016/17			2017/18		
Committee Name	**M**	**F**	**F%**	**M**	**F**	**F%**	**M**	**F**	**F%**
Academic Board	15	12	44	18	9	33	15	12	44
Board of Governors	5	7	58	8	5	39	13	5	28
Equality and Diversity Committee	11	14	56	10	13	57	13	15	54
Finance and HR Committee	3	2	40	3	2	40	6	3	33
Operational Leadership Group	14	9	39	11	14	56	11	13	54

An illustration of our committee structures follows:

Executive Board committee structure for 2017/18

Board of Governors

- Ethics Committee
- Finance and Human Resources Committee
- Audit Committee
- Nominations Committee
- Remuneration Committee

Executive Board

Academic Board

Second-tier groups under Executive Board:

- **DMU Strategic Portfolio Board**
  - Strengthening Global Reach Theme Board
  - Improving Effectiveness Theme Board
  - Student Experience and Employability Theme Board
  - Promoting Our City Theme Board
  - Creating and Applying Knowledge Theme Board

- **Arts and Heritage Committee**

- **Capital and Commercial Projects Group**
  - Campus Transformation Steering Group
  - IT Strategy Group
    - Information Governance Board
    - Infrastructure Portfolio Board
    - Architecture Review Board
    - Academic and Business Solutions Portfolio Board
    - Directorate IT User Group
    - Faculty IT User Groups

- **Equality and Diversity Committee**
  - BME Staff Group
  - LGBTQ and Allies Staff Group
  - Disabled Staff Group
  - Athena Swan Reporting Group

- **VC Planning Group**

- **University Health and Safety Committee**
  - Radiological Protection Committee
  - Evacuation Controllers Committee
  - Health and Safety Coordinators Committee
  - Non Ionising Radiation Committee
  - Biohazards and Genetic Modifications Committee
  - Health and Safety Management Group

- **Quarterly Performance Review Committee**

- **Recruitment, Admissions, Fees and Scholarships Committee**
  - Postgraduate Recruitment Review Group
  - International Recruitment Group

- **Operational Leadership Group**
  - Integrating Student Induction Group
  - Sustainable Development Task Force
  - Graduation Strategy Group
  - OLG Enterprise Resilience Group

- **Safeguarding Committee**

- **International Strategy Committee**

- **University and Students' Union Executive Committee**

- **Faculty Executive Committees**
  - Faculty International Committees
  - Faculty Commercial Committees
  - Faculty Health and Safety Committees

  Reports to University Collaborative Provision Committee

  - LIPC Steering Board

Additional, non-aligned committees:

- Joint Consultative Negotiating Committee
- Joint Negotiating Committee
- University Staff Social Committee
- Students at Risk Group
- Staff Common Room Committee
- Disciplinary Committee
- Disciplinary Appeals Committee
- Complaints Committee
- University Staff Review Group

Note:
Dotted lines between committees represent the flow of information and links in business, as opposed to subordination.

71

Academic Board committee structure for 2017/18

Board of Governors

Academic Board

Executive Board

- **International Strategy Committee**
- **Faculty Executive Committees**
- **Faculty Academic Committees (x4) (ADH, BAL, HLS, TECH)**
- **Academic Admissions Committee**
- **Academic Quality Committee**
- **University Research and Innovation Committee**
- **Professorial and Readership Board**
- **Conferments Committee**

Under Faculty Academic Committees:
- Faculty Development and Review Committees
- Faculty Research (and Innovation) Committees
- Faculty Collaborative Provision Committees
- Faculty Research Ethics Committees
- Faculty Learning and Teaching Committees
- Programme Management Boards
- Assessment Boards

Under Academic Quality Committee:
- University Learning and Teaching Committee
- External Examiner and Reviewer appointments *(Virtual)*
- Research Degrees Committee
- Employability and Enterprise Committee
- Undergraduate Management Committee
- Postgraduate Programmes Management Committee
- University Collaborative Provision Committee

Research Training Committee

Student and Curriculum Data Group

Under University Collaborative Provision Committee:
- Collaborative Partnerships Management Group
- LIPC Steering Board
- LIPC/DMU Joint Academic Board
- Validation Service Board

Under University Research and Innovation Committee:
- University Research Ethics Committee
- Animal Welfare and Ethical Review Body

Note:
Dotted lines between committees represent the flow of information and links in business, as opposed to subordination.

72

(vi) Committee workload

We encourage working across the institution to achieve greater balance where there is low representation. Professional services staff sit on university committees, including those that manage academic processes, particularly benefitting Tech and RBI, where fewer women are present. To further address the issue of 'committee overload', we include committee and faculty meetings as part of the workload model, which provides guidance on the limit that any member of staff should give to this activity.

(vii) Institutional policies, practices and procedures

All policies and projects are equality impact assessed during their development. We are developing a new process *'Improving Outcomes Assessment'* which actively seeks to position diversity as a key tenet to all that we do.

Action 5.6.6: Implementation and tracking of new Improving Outcomes process and evaluation of its effectiveness.

If the likely impact of a new policy on any group is unclear at the outset, the policy is kept under review and its impact monitored.

The university consults with a wide range of staff representatives and trade unions during policy development. Included in the terms of reference of the forthcoming women's network is that it will act as a consultation forum for developing policies and practice.

(viii) Workload model

The academic workload model was reviewed in 2015/16 to improve transparency and consistency. Comprehensive guidelines with a clear set of principles are set out, including the requirement to ensure, transparency and equitable treatment in allocation.

A new electronic academic workload monitoring system was also introduced in 2015/16, enabling information to be viewed and updated in real time. Colleagues can view the workload allocations of other team members.

Workload allocation reflects the outputs/outcomes agreed as a result of appraisal taking into account the needs of the university, the individual's role and career stage, professional development and research they are engaged in (current or future), alongside flexible working. This forms part of the workloads guidance. For example, new VC2020s and ECAFs receive a reduction in their teaching workload of a minimum of 30% and an allowance for research as well as 150 hours for the PGCertTLHE.

Table 43: Views on working at DMU: 2018 Athena SWAN survey findings (NB professional services were not surveyed on this in 2016, accordingly comparator results are unavailable)

Area	Female (academic)	Male (academic)	Female (prof serv)	Male (prof serv)
I feel readily supported by my line manager with my workload	4.46 (4.08 in 2016)	4.78 (4.91 in 2016)	5.46	5.31
I have a good level of awareness of the university academic workload model	4.06 (3.91 in 2016)	4.59 (5.22 in 2016)	N/A	N/A
On the whole, my workload deadlines are achievable	3.86 (3.97 in 2016)	4.36 (4.44 2016)	5.25	5.19
My workload responsibilities are regularly considered with my line manager	4.2 (4.15 in 2016)	4.41 (5.31 2016)	5.28	5.09

Responses regarding awareness and discussions with line managers were reported slightly more negatively than the 2016 survey. We are reviewing the guidance and training we offer managers at DMU, and will incorporate further guidance on supporting workloads within this.

Action 5.3.6: Implement 'Managing at DMU' programme to upskill all managers on meeting demands of all elements of HR policy, including effective appraisals, development support and career aspirations, career breaks/maternity paternity leave support requirements. Equality Impact Assess after 6 and 18 months to ensure equitable participation and impact.

The new workload model was equality impact assessed and was reviewed after 6 months with views sought from staff, unions and managers; no concerns were expressed. However, open-ended comments in the 2018 survey highlighted the need to review how the workload model is operating, as comments raised under-loading of tasks on the model, and feedback stated the model is not as transparent as it could be. A further review of the model is scheduled for later in 2018.

Action 5.5.1: Conduct scrutiny of the workload allocation model by gender. Investigate the need to review workload allocation process on return from career break; as necessary develop actions to address different satisfaction levels and ensure transparency of process. Consider specific allocations for staff returning from caring responsibilities.

Broadly, the Athena SWAN survey also confirmed that academic women are less satisfied with workload and work life balance than men, and professional services staff overall. While SAT members offered views on the reasons for this, a key action is to better understand how this difference in satisfaction can be addressed.

Action 3.3: Undertake comprehensive consultation (including focus groups) and further research to better understand issues raised in the Athena SWAN 2018 survey. Survey considering issues identified through Athena SWAN work to be conducted every two years.

(ix) Timing of institution meetings and social gatherings

The university requires that all meetings and events for staff should be held between 09:30 and 16:30, where feasible.

Compliance with this requirement is not currently monitored, therefore adherence will be tested through future staff surveys. In addition, the policy will be promoted each year to raise awareness of the requirement.

Action 5.6.7: Test compliance with meeting time policy through focus groups. As necessary promote the policy regularly and re-test at staff networks.

(x) Visibility of role models

All faculties and directorates have recently been provided with funding and resources to refresh electronic and physical imagery to better portray the diversity of our staff and students.

Leading the way, TECH display 40 A0 posters throughout their corridors featuring inspiring computer scientists, of which two thirds are women, one third BAME and 10% are trans.

As outlined in the culture section, the EDI team hold monthly meetings with Marcomms. The Marcomms team have been trained on approaches to inclusive content development.

In September, we introduced demographic monitoring of speakers and attendees for centrally organised events. This will be used to inform future events; we aim for at least 50% female speakers, and 20% BAME.

DMU also has a number of notable female alumni and honourands, who support our events, act as role models and mentors. In addition, Baroness Lawrence (DMU's Chancellor) plays an active role in events. In 2017 the criteria for selecting future honourands was refreshed with an emphasis on achieving a gender and ethnic diversity.

In 2018, DMU held a series of events marking the centenary of women's right to vote. As part of these, the Vice-Chancellor has commissioned a DMU Professor in Gender to curate a gallery of women at DMU and Leicester, creating a visible display of role models from both within DMU, and in the community.

(Above: senior female role models at the Aspiring Academics event, 2017)

To further our work we will develop our webpages to prominently feature and celebrate notable women of DMU.

Action 3.2: Further develop and enhance Athena SWAN communications, including launching a specific webpage; a video per year on the work underway, profile 5 role models and hold a minimum of 2 events a year, including an Athena SWAN week

(xi) Outreach activities

Widening access to higher education is a core value for DMU. Staff of all grades participate in outreach, recognised through workload allocation or time in lieu for one off engagements.

Highlights of faculty-based outreach in the last year include:

- **TECH** running a 'holiday club', 'Gifted and Talented' events, and the 'Women in Technology' network seminar series.
- **HLS** running 'Junior Emergency Medicine' 'CrashEd' and English and Maths workshops.

Over 960 young people age 10-14 have visited DMU this year. As part of #DMUlocal (community engagement outreach), 60 DMU students have supported primary schools with computer science, reaching a gender balanced audience.

(xii) Leadership

When the Athena SWAN self-assessment team was re-constituted in 2017, representation from each faculty was included and each faculty now has named Athena SWAN leads. The institutional SAT will advise and oversee progress made at faculty and directorate level.

Our first department submission is planned for November 2018, by our School of Pharmacy.

A plan for further departmental applications is being developed. As DMU has been an Athena SWAN member since 2010, we recognise the need to expedite departmental level applications. We have therefore set stretching targets in that area, and will commit the resources required to develop gender equality work, that supports applications, further.

Action 2.1: Faculty EDCs to establish Athena Sub groups to 1) ensure faculty wide actions and issues are considered 2) develop departmental application strategies 3) support departmental applications (Target: 50% of departments have established a SAT and are developing applications within 3 years 3) 25% of departments have made a submission within 3 years)

6. SUPPORTING TRANS PEOPLE

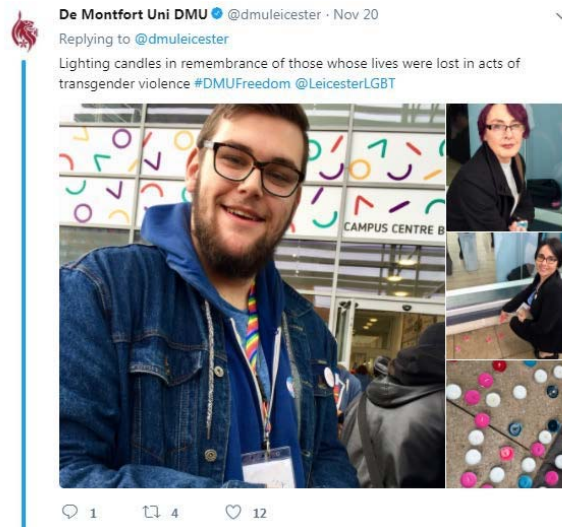### (xiii) Current policy and practice

The university has recently launched its new guidance 'Policy on support and procedures for trans, gender fluid and non-binary staff and students'. This was developed in collaboration with DMU's LGBT staff and student societies, and support from Leicester LGBT Centre.

The policy sets out a clear commitment that we will support staff and students live in their experienced gender. It clearly sets out that DMU staff, students and visitors will be treated with dignity and respect and are able to study, work and visit DMU free from harassment and discrimination. Guidance is available to support those moving to their experienced gender, and named contacts are provided.

Ben Browne, Chief Operating Officer, launched the policy on Trans Day of Remembrance. It was publicised through presentations at Operational Leadership Group and through all-staff emails. Training sessions have been held in 5 directorates, and all Faculty Executive Boards received a presentation and briefing on the policy.

> *"on behalf of UCU I would like to say that we find the policy very progressive and conducive to a health work environment"*
>
> UCU EDI Representative

De Montfort Uni DMU @dmuleicester · Nov 20
Replying to @dmuleicester
Lighting candles in remembrance of those whose lives were lost in acts of transgender violence #DMUFreedom @LeicesterLGBT

(xiv) Monitoring

We provide confidential reporting points and mechanisms for staff to report abuse through HR and Student and Academic Services. We working on creating a more accessible format. Formal cases that arise through our grievance, disciplinary, dignity at work and other procedures are recorded and monitored.

The EDI team attends the staff LGBTQ+A network and consults with the student society. Feedback on the policy thus far has been very positive.

(xv) Further work

As the policy is new, we have committed to review it in 12 months. Tran's staff and students will be involved in that process and in future trans sections will be included in surveys.