DSPI Athena Swan Key Priorities and Action Points 2024-2029

Key Priority 1: Develop the departments capacity to identify gender and other intersectional inequalities by improving the routine collection of gender and intersectionality data.

1.1. Submit at least five gender and intersectionality specific questions to the Staff Experience Survey 2025 and 2027 and annual Student Surveys to improve DSPI's capacity to undertake more nuanced analysis of gender and other intersectional inequalities going forward.

1.2. Implement advertising campaign for all surveys using departmental communication avenues and effectively explain use of data.

Key Priority 2: Improve recruitment strategies to encourage gender and ethnic diversity within the department, with specific attention to the under-representation of female BAME staff.

2.1.Review DSPI's communications, recruitment and marketing practices to ensure that prospective female BAME applicants are targeted (Figure 3.3); include allocation of a budget for BAME job board, in accordance with the University's Guidance on Positive Action in Recruitment

2.2. Monitor implementation of Associate Professor Inclusive Recruitment Guidelines.

2.3. Monitor and maintain use of good recruitment practices: promote Equality and Diversity briefing training for all panel members, Implicit Bias training for all panel members and Recruitment and Selection course for hiring managers.

DSPI Athena Swan Key Priorities and Action Points 2024-2029

Key Priority 3: Promote EDI in admissions process and explore possibilities for revising entry criteria to one internal scholarship.

3.1.Ensure all admission tutors complete implicit bias training from university's People and Organisation Development (POD) training every year.

3.2. Invite BAME academics to be admission tutors to encourage racial and ethnic diversity in admissions.

3.3. Collect and monitor data available from central university's data depository system on DSPI's scholarship beneficiaries' socioeconomic background, gender, ethnicity and nationality.

3.4. Explore the possibility of revising entry criteria to one existing DSPI scholarship to better assess all applicants, and not unintentionally favour applicants from Europe and North America.

Key Priority 4: Provide better support for the career development of researchers and reduce their reliance on fixed-term contracts, with specific attention to female researchers.

4.1. Career Development Reviews for researchers to include review of protected development time for researchers.

4.2. Participate in SSD's pilot project: Professional Development for Research Staff that ensures that researchers are aware of their entitlement to a minimum of 10 days of CPD per year (pro rata).

DSPI Athena Swan Key Priorities and Action Points 2024-2029

Key Priority 5: Provide better support for the career development of female PSS on FTC, with specific attention to female PSS staff.

5.1. Ensure that line managers inform female PSS staff about People and Organisational Development's (POD) Mentoring Scheme.

5.2. Ensure that temporary female PSS staff are encouraged and supported by their line manager to apply for permanent posts advertised in the wider university, in accordance with local departmental policy.

Key Priority 6: Introduce a process to manage the workload of academics to ensure equity of workshare across gender and ethnic minority groups.

6.1. Develop a Workload Allocation Model (WAM) based on pilot data and develop guidance to promote a fair allocation of work across gender and intersectional inequality.

6.2. Monitor allocation of workload in terms of teaching, research and administration by gender and ethnicity.

6.3. Include review of workload in annual PDR process.

6.4. HR to signpost and circulate resources and policies concerning career development and processes that relate to academics and researchers using the departmental newsletter.

DSPI Athena Swan Key Priorities and Action Points 2024-2029

Key Priority 7: Provide better support for career development for all students with specific attention to female BAME students.

7.1. Improve induction process and information flow to students.

7.2. Improve information for Master's and doctoral students to support them to plan their academic progress.

7.3. Continue to provide Alumni sessions from recently graduated students and create an accessible platform/alumni page that allows and encourages interaction between alumni and current students.

Key Priority 8: Improve inclusiveness of culture for all students, with specific attention to female BAME students.

8.1. To support positive interaction between staff and students to encourage inclusiveness of culture, and to discourage insensitive behaviours towards female BAME students.

8.2. Increase the opportunities for all students to communicate directly with HAF and HoD using Townhall meetings

Key Priority 1: Develop the departments capacity to identify gender and other intersectional inequalities by improving the routine collection of gender and intersectionality data.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Data from a range of available sources in the university is limited due to the nature of the included measures, and absence of key measures for some outcomes, which prevents DSPI from accurately assessing the level of gender-based and intersectional inequalities.	1.1 Submit at least five gender and intersectionality specific questions to the Staff Experience Survey 2025 and 2027 and annual Student Surveys to improve DSPI's capacity to undertake more nuanced analysis of gender and other intersectional inequalities going forward.	Submission of at least 5 department specific questions for SES2025 and SE2027 informed by feedback from departmental meetings.	Submit questions for May-June 2025 for SES 2025 Submit departmental questions to Student Surveys if new system allows.	EDI Officer and EDI committee to agree and submit additional questions to staff (i.e., SES2025 and SES2027) and student surveys.	Based on SES2023 participation rate, secure at least 66% participation rate for the departmental specific questions in SES2025 and SES2027.
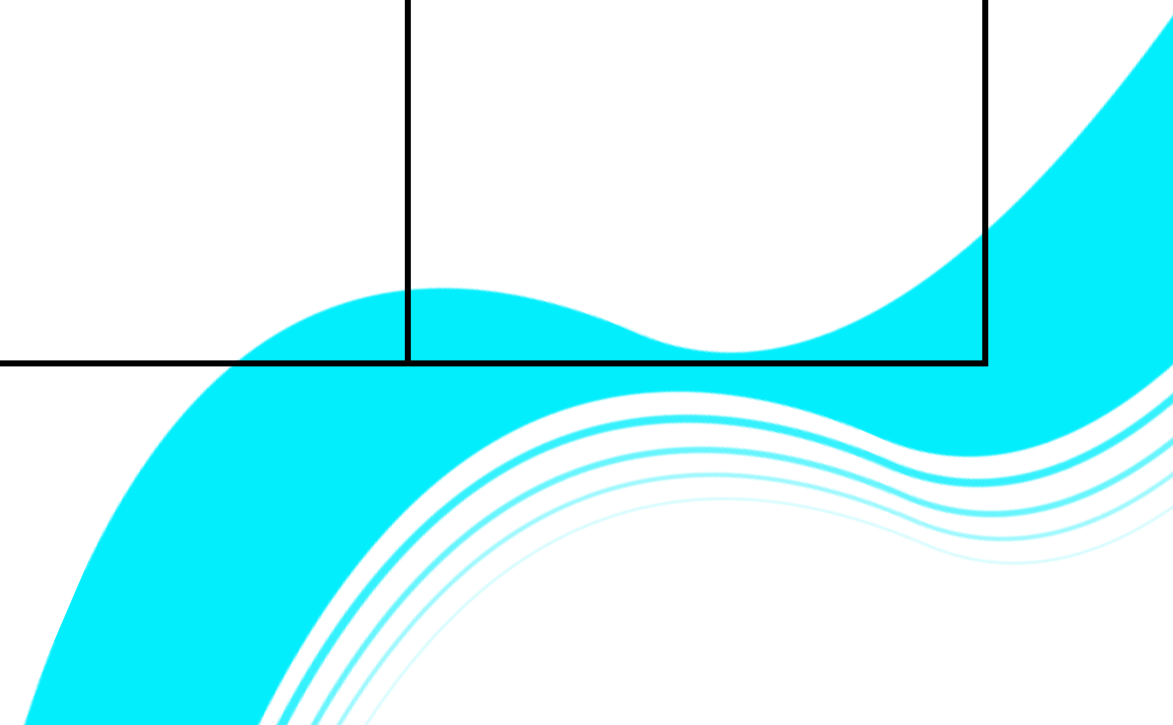
Key Priority 1: Develop the departments capacity to identify gender and other intersectional inequalities by improving the routine collection of gender and intersectionality data.

n.b. The University plans to discontinue Student Barometer survey, in favour of National Student Surveys (NSS), Postgraduate Taught Experience Survey (PTES), and Postgraduate research experience Survey (PRES). It is unknown whether the new surveys will allow departments to submit their own questions. For now, this is DSPI's intent, the action plan will therefore be subject to change depending on whether NSS, PTES and PRES allows departmental questions.

Key Priority 2: Improve recruitment strategies to encourage gender and ethnic diversity within the department, with specific attention to the under-representation of female BAME staff.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Figure 3.3 illustrates slow increments in proportion of female BAME population amongst PSS in the last 6 years. However, significant under-representation of female BAME staff across all staff persists.	2.1 Review DSPI's communications, recruitment and marketing practices to ensure that prospective female BAME applicants are targeted (Figure 3.3); include allocation of a budget for BAME job board, in accordance with the University's Guidance on Positive Action in Recruitment	Review of communications and marketing practices completed.	• Review of marketing etc. by Trinity Term 2024/25. • Annual report of applicants etc. by Trinity Term 2024	• HAF/HoD to oversee review of marketing etc with CCS. • HR to oversee advertisements for vacancies. • HR to ensure DSPI's compliance with the central university's recruitment process.	To have availed BAME job board services to advertise all vacancies to prospective female BAME applicants. This is to be evidenced by posted vacancies history on BAME job boards.

Key Priority 2: Improve recruitment strategies to encourage gender and ethnic diversity within the department, with specific attention to the under-representation of female BAME staff.

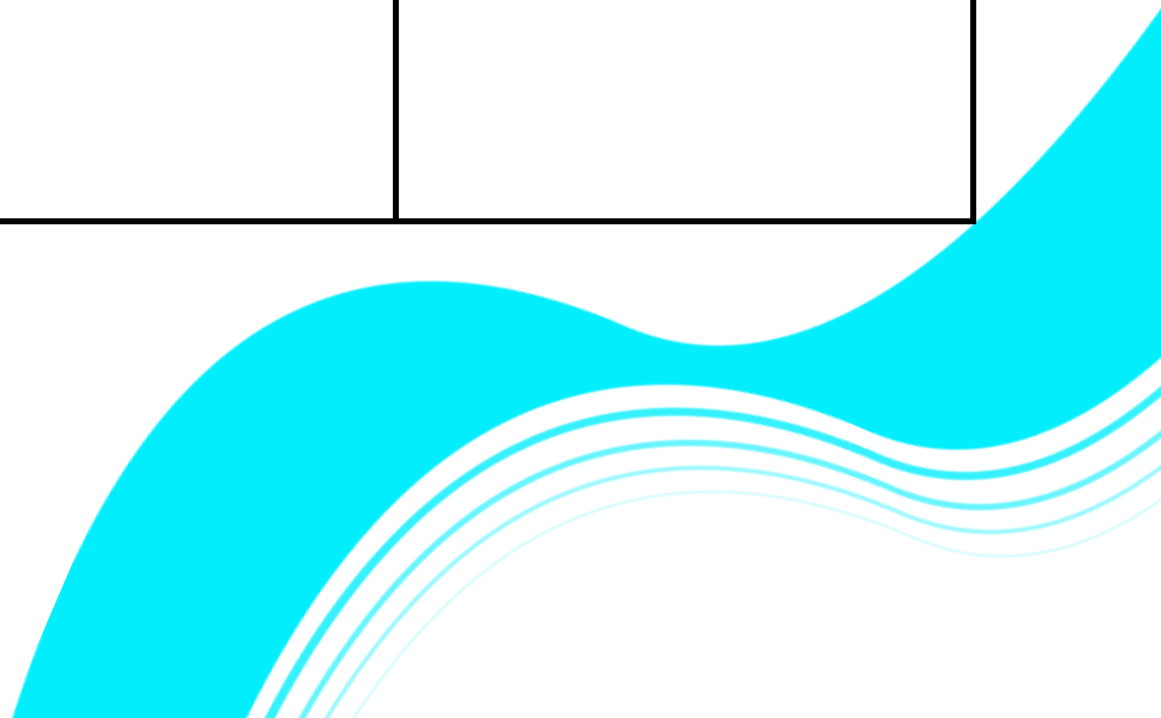| Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Figure 3.3 illustrates slow increments in proportion of female BAME population amongst PSS in the last 6 years. However, significant under-representation of female BAME staff across all staff persists.	2.2 Monitor implementation of Associate Professor Inclusive Recruitment Guidelines.	• A checklist using the Associate Professor Inclusive Recruitment Guidelines to encourage compliance. • Monitoring data for Associate Professor Inclusive Recruitment Guidelines checklist.	Compliance established and Associate Professor Inclusive Recruitment Guidelines checklist produced by February 2023/24.	HR to produce Associate Professor Inclusive Recruitment Guidelines checklist.	Achievement of 100% compliance with use of Associate Professor Inclusive Recruitment Guidelines checklist.

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Figure 3.3 illustrates slow increments in proportion of female BAME population amongst PSS in the last 6 years. However, significant under-representation of female BAME staff across all staff persists.	2.3 Monitor and maintain use of good recruitment practices: Promote Equality and Diversity briefing training for all panel members, Implicit Bias training for all panel members and Recruitment and Selection course for hiring managers.	Monitoring data on continued use of good hiring practices and completed trainings.	Monitoring to commence in January 2024.	HR to oversee and monitor completion of trainings and implementation of good hiring practices.	All interview panel members to be trained with regard to Equality and Diversity and Implicit bias.

Key Priority 3: Promote EDI in admissions process and explore possibilities for revising entry criteria to one internal scholarship.
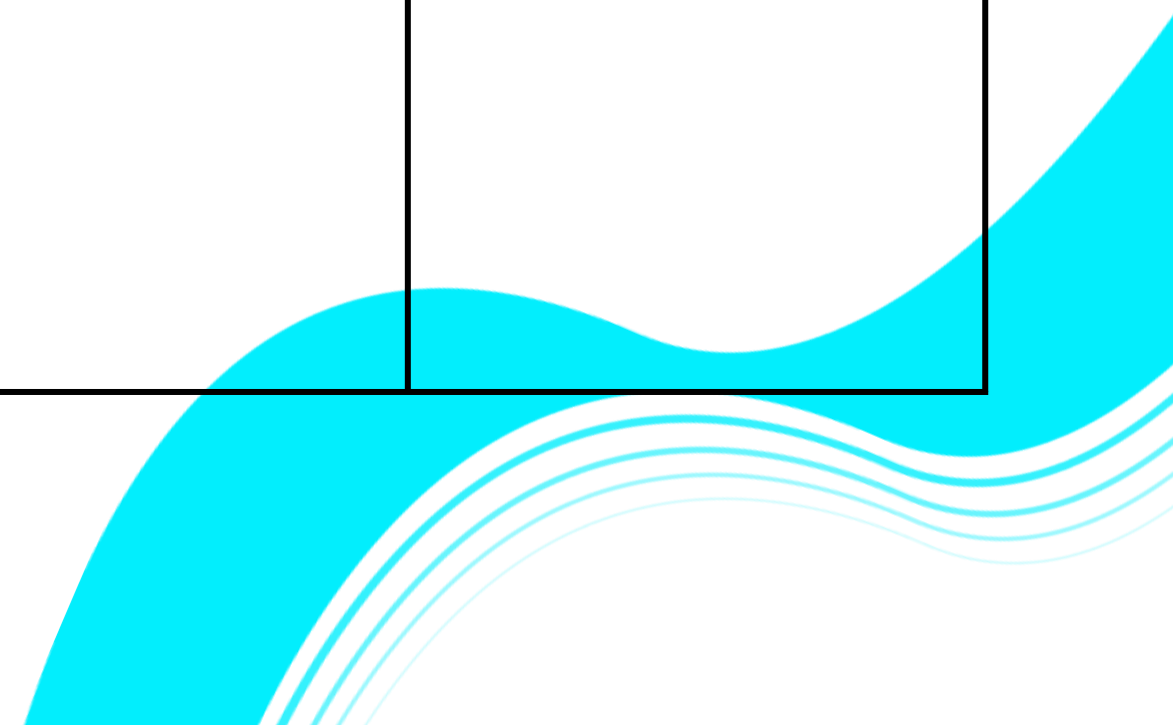
Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Despite DSPI consistently receiving the highest number of applications from Asian female applicants between 2018-2022 (Figure 2.10), over the past 5 years data suggests that white female applicants are more likely to be successful through the admissions stage amongst all categories of applicants, with white male applicants in second place. Only 6% of offers have been made to black female students and...	3.1 Ensure all admission tutors complete implicit bias training from university's People and Organisation Development (POD) training every year.	Annual attendance reports.	To commence for 2024/25 admissions.	HR to monitor admission tutor's uptake of implicit bias training and to collect certificate of completion.	Completion of Implicit Bias Training for admissions tutors to be recognised as standard practice.

...3% of offers have been made to black male students on average in the last 5 years (Figure 2.10).

While there is no data available for the gender and ethnic headcount of scholarship beneficiaries in DSPI, Figure 2.12 – 2.13 illustrates most allocation of scholarships is made to applicants from Europe and North America between 2017-2023. Given that white students make up the majority of DSPI's student population, it is important to determine the gender-ethnic headcount of scholarship beneficiaries.
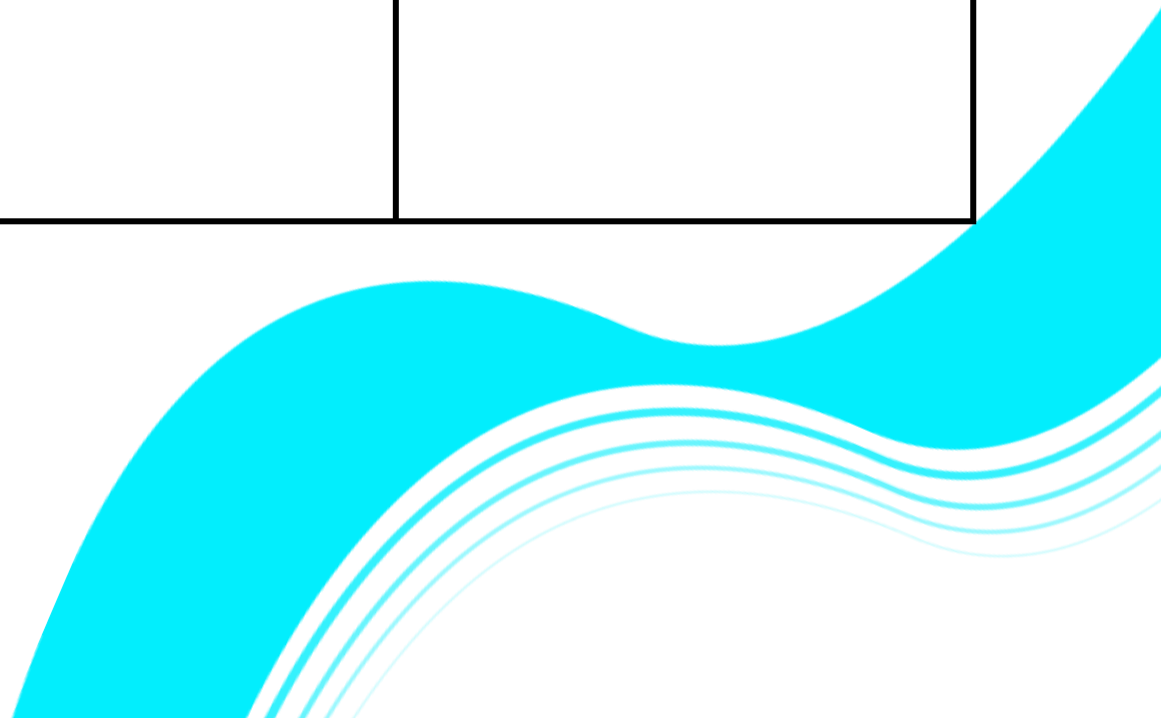
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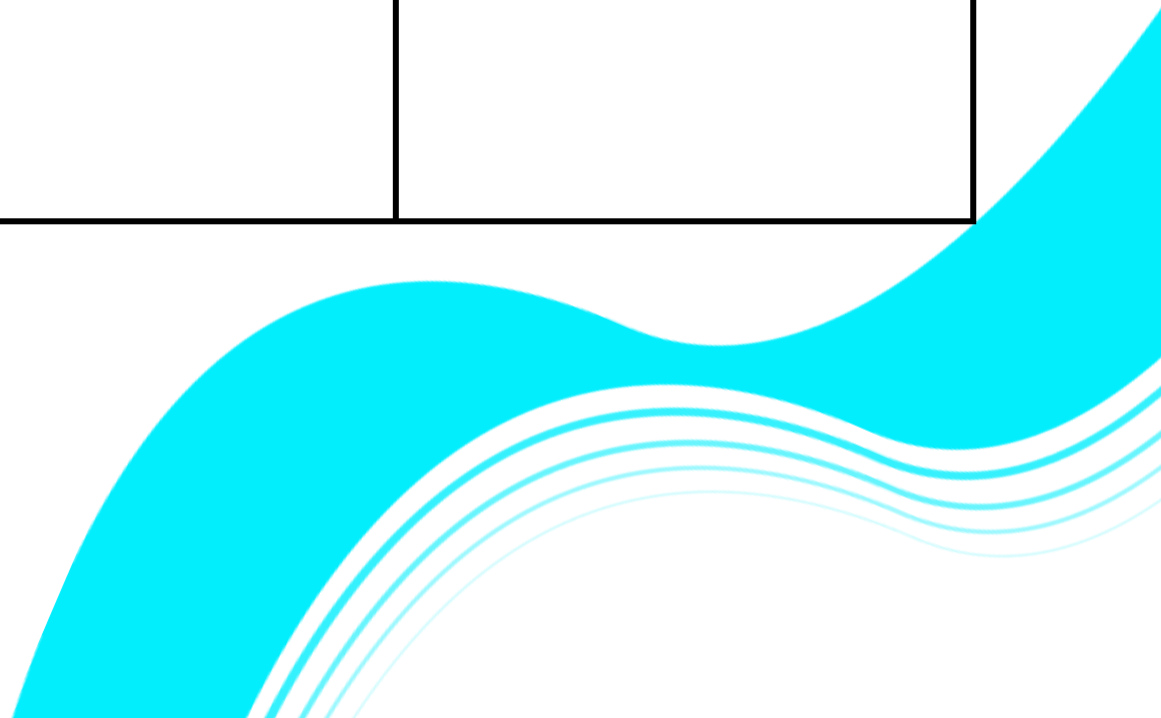
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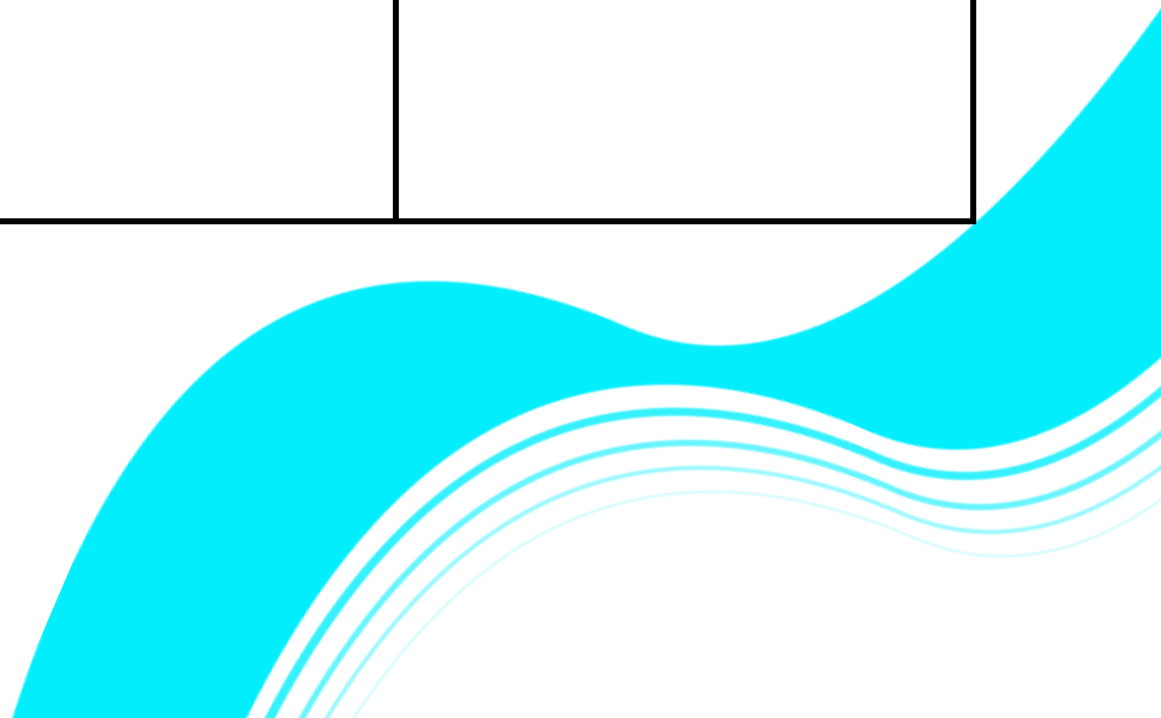| Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
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...3% of offers have been made to black male students on average in the last 5 years (Figure 2.10).

While there is no data available for the gender and ethnic headcount of scholarship beneficiaries in DSPI, Figure 2.12 – 2.13 illustrates most allocation of scholarships is made to applicants from Europe and North America between 2017-2023. Given that white students make up the majority of DSPI's student population, it is important to determine the gender-ethnic headcount of scholarship beneficiaries.

Key Priority 4: Provide better support for the career development of researchers and reduce their reliance on fixed-term contracts, with specific attention to female researchers.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Female researchers reported only 38% satisfaction rate in SES2023 with regards to queries on Career Development- Research staff (Appendix A: Staff Experience Survey 2023). Individuals indicated limited opportunities for all researchers to undertake career development activities.	4.1 Career Development Reviews for researchers to include review of protected development time for researchers.	• Revised CDR forms to include review of use of protected time and career development progress. • CDRs offered to all research staff and report monitoring uptake.	• Revised CDR by Hilary Term (HT) 2024 • CDR Implementation in HT	HoD/HAF to oversee revisions to forms, appraisal process, and monitoring of process.	Improved responses rate from Female Researchers in SES2025 with regards to questions concerning Career Development - Research staff, from 38% Satisfaction rate in SES2023 to 75%.

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Key Priority 4: Provide better support for the career development of researchers and reduce their reliance on fixed-term contracts, with specific attention to female researchers.
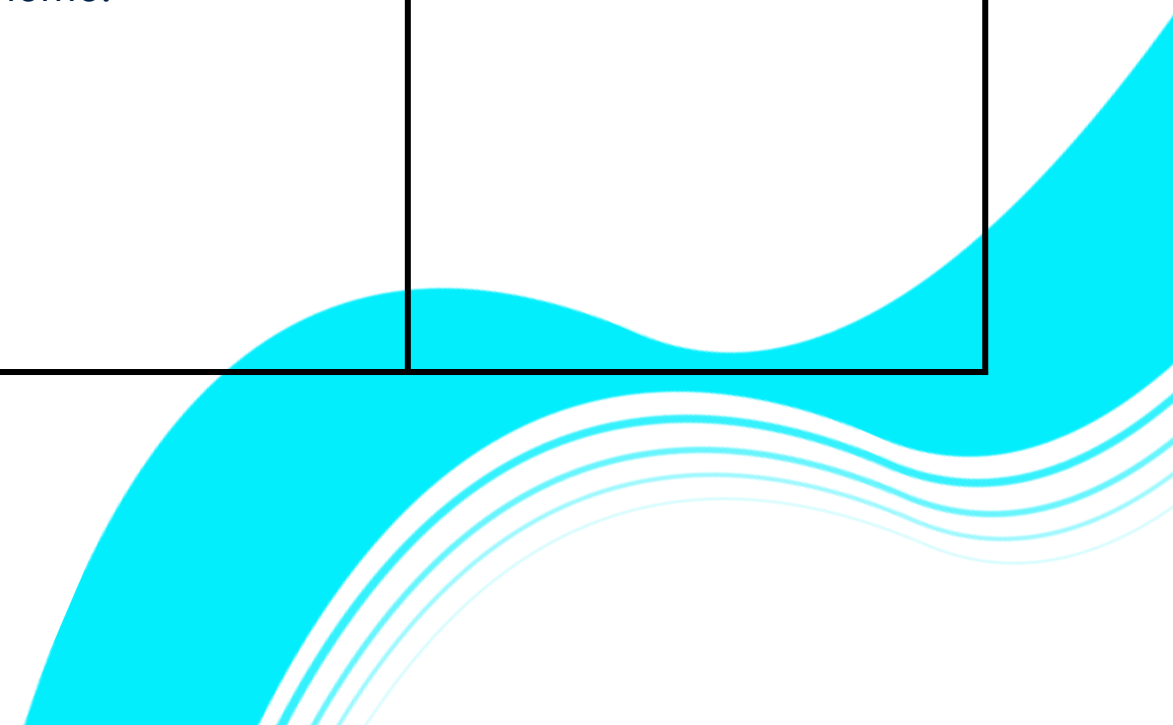
Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Female researchers reported only 38% satisfaction rate in SES2023 with regards to queries on Career Development- Research staff (Appendix A: Staff Experience Survey 2023). Individuals indicated limited opportunities for all researchers to undertake career development activities.	4.3 Development of a role with protected time and recognition to support ECR development.	Appointment of academic to new role to support ECR development	Appointment of academic to new role by HT2024	HoD/HAF to oversee development and appointment to new role.	Achievement of around 75% of female researchers who indicate at least 5 to 10 working days was used for personal, professional and career development.

Key Priority 5: Provide better support for the career development of female PSS on FTC, with specific attention to female PSS staff.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Only 56% of female PSS staff agree that they are actively encouraged to take up career development opportunities by (SES2023 results: PSS staff). In 2023 Female PSS are the group most affected by wide use of FTC (Figure 3.12) and continue to be so today.	5.1 Ensure that temporary female PSS staff are encouraged and supported by their line manager to apply for permanent posts advertised in the wider university, in accordance with local departmental policy.	Monitoring data with regards to female PSS transition from FTC to permanent contracts and movement across pay grades.	• Implementation of policy from HT 2024 • Monitoring female PSS transition to commence in 2024.	• ·Line managers to encourage and support temporary PSS staff to apply for permanent posts in the wider university. • HR and Line managers to monitor the quantity of female PSS resigning for roles in wider university with PC, subject to employees' disclosure. • HR to monitor female PSS staff movement across pay grades.	A shift from 56% to 75% of female PSS staff agree that they are actively encouraged to take up career development opportunities in SES2025.

Key Priority 5: Provide better support for the career development of female PSS on FTC, with specific attention to female PSS staff.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Only 56% of female PSS staff agree that they are actively encouraged to take up career development opportunities by (SES2023 results: PSS staff). In 2023 Female PSS are the group most affected by wide use of FTC (Figure 3.12) and continue to be so today.	5.2 Ensure that line managers inform female PSS staff about People and Organisational Development's (POD) Mentoring Scheme.	Data to monitor uptake of mentoring.	Practice to be implemented in 2024 during PDRs and CDRs.4.	• Line managers to encourage PSS female staff to join POD's Mentoring Scheme. • Line managers to monitor female PSS uptake of Mentoring Scheme.	Achievement of an increase the proportion of female PSS Staff from 25% to 100% who agree that they have been offered a mentor in SES 2025.

Key Priority 6: Introduce a process to manage the workload of academics to ensure equity of workshare across gender and ethnic minority groups.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Only 17% of academics and researchers reported that they could meet the requirements of their job without working excessive hours (Appendix A: Staff Experience Survey 2023).	6.1 Develop Workload Allocation Model (WAM) for academics based on pilot data and develop guidance to promote a fair allocation of work across gender and intersectional inequality.	Revised WAM model and new guidance to incentivize a fair and transparent workload allocation.	Revised WAM model implemented in TT 2024.	HAF/HOD to finalise WAM.	For at least 75% of researchers and academics to agree that workload allocation is fair in SES2027 results.
	6.2 Monitor allocation of workload in terms of teaching, research, and administration across by gender and ethnicity.	Database on allocation of workload for academics.	Data collection to commence in 2024.	Teaching Committee to monitor allocation of workload.	Database on allocation of workload for academics which allows DSPI to determine any gender inequalities in workload allocation.

Key Priority 6: Introduce a process to manage the workload of academics to ensure equity of workshare across gender and ethnic minority groups.

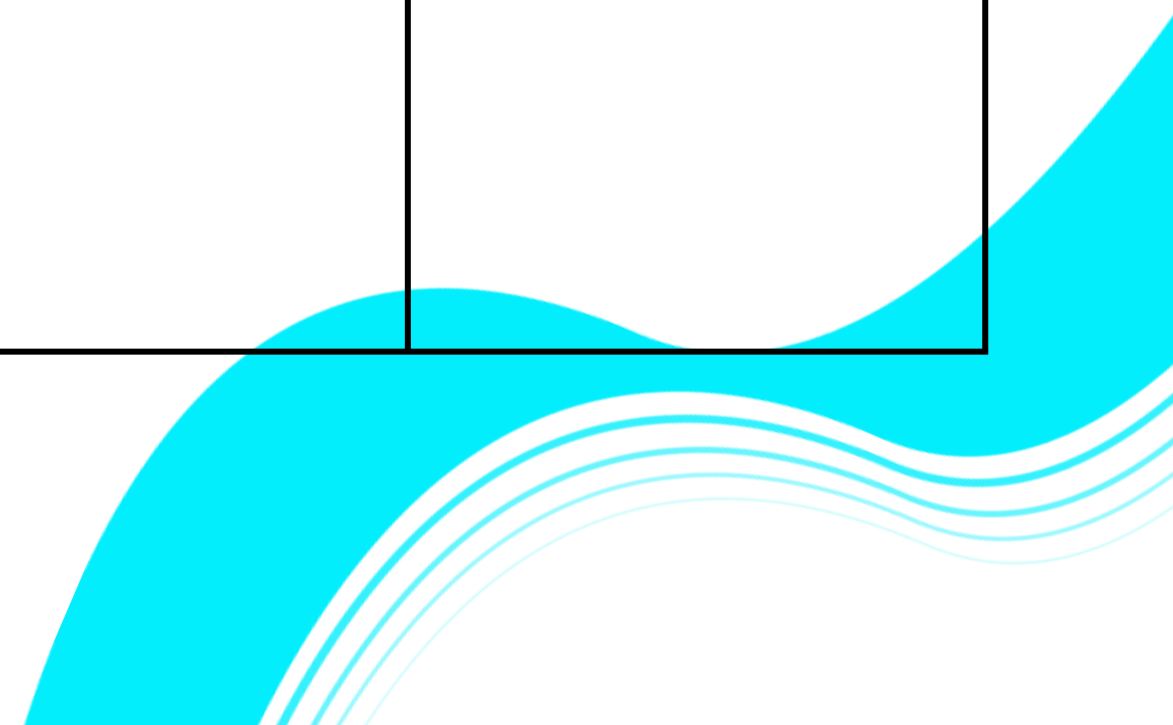| Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Only 17% of academics and researchers reported that they could meet the requirements of their job without working excessive hours (Appendix A: Staff Experience Survey 2023).	6.3 Review of workload included in guidance about the conduct of PDRs.	Updated guidance by HT 2024	HAF to discuss workload in staffs annual PDR.	Teaching Committee to monitor allocation of workload.	For at least 75% of researchers and academics to agree that workload allocation is fair in SES2027 results.

Key Priority 6: Introduce a process to manage the workload of academics to ensure equity of workshare across gender and ethnic minority groups.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Staff identified a lack of transparency and poor communication with regards to many administrative processes within the department/University. This was perceived to force staff to rely on transfer of information locally to one another, thereby privileging staff with better communication networks (Appendix C).	6.4 HR to signpost and circulate resources and policies concerning career development and processes that affect academics and researchers using the departmental newsletter.	• HR signposting role for university resources and policies to have been emphasised as part of induction process for newly joined researchers and academics. • Availability of induction document that signposts relevant guidance, processes and policies for researchers and academics	• HR to circulate university resources and policies concerning career development and processes at the start and end of academic year and whenever deemed appropriate. • Induction document to be produced for Trinity Term 2024.	• HR to circulate university resources and policies concerning career development and processes such as: Employment and career development of research staff and Variation of duties Scheme for Associate Professors on the departmental newsletter. • HR to signpost academics and researchers to relevant guidance and policies	Shift from 65%F/70%M (Appendix A: SES 2023 results: Academics and Researchers) to 75% of researchers and academics to agree that they are clear about the training and development opportunities available in the University in SES2025.

Key Priority 7: Provide better support for career development for all students with specific attention to female BAME students.

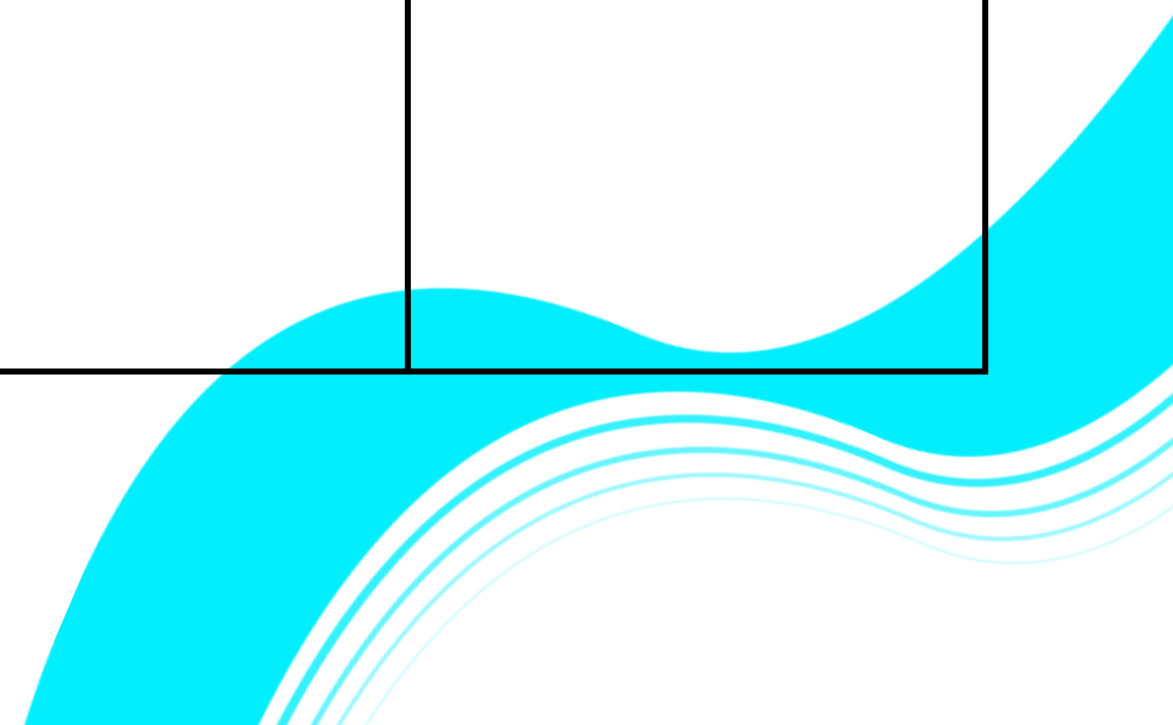| Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Female BAME students reported feeling unsupported in navigating academic life. Students reported over-reliance on other students for information about department processes which may disproportionately affect students who are not well networked, as supervisors current practice favour certain students and gender over others (Appendix F: Athena Swan Student Focus Groups, One-to- Ones with EDI Officer and Student Townhall Meetings Findings).	7.1 Improve induction process and information flow to students.	Improved induction materials, process, and new starter welcome packs.	Revised induction process for next academic year 2024/25, and review induction guidance for visiting students.	• HAF/Admission s team to oversee development of induction materials. • Academic administrator to revise induction process and review induction guidance for 2024/25 academic year.	Achievement of 95% satisfaction rate regarding the quality of PGR and PGT support in future Student surveys.

Key Priority 7: Provide better support for career development for all students with specific attention to female BAME students.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
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Key Priority 7: Provide better support for career development for all students with specific attention to female BAME students.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
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Key Priority 8: Improve inclusiveness of culture for all students, with specific attention to female BAME students.

Rationale	Planned Action	Key Outputs and Milestones	Timeframe (start/end)	Person Responsible	Success Criteria and Outcome
Female BAME students have reported exposure to feedback and interactions that are felt to be disrespectful, which had negatively impacted their sense of belonging. No similar experiences from male BAME students have been reported (Appendix F: Athena Swan Student Focus Groups, One-to- Ones with EDI Officer and Student Townhall Meetings Findings).	8.1 Support positive interaction between staff and students to encourage inclusiveness of culture, and to discourage insensitive behaviours towards Female BAME students.	Annual report to monitor attendance in the central university's Bystander Intervention Training.	In-house training sessions delivered by TT 2024/25	• HR to maintain a record of staff attendance at trainings..	At least 70% of academic staff complete Bystander Intervention Training to encourage inclusiveness of culture and to discourage insensitive behaviours towards Female BAME students
	8.2 Increase the opportunities for all students to communicate directly with HAF and HOD using Townhall meetings.	Townhall meetings established to compliment the GJCC meetings, and at which everyone can be present and have their voices heard.	Townhall meetings begins in TT 2023/24, but to be moved to HT in 2024/25	• DGS to implement Townhall meetings. • EDI Officer to conduct general meeting feedback surveys, to determine students experience of Townhall meetings and to monitor participation.	Achievement of 50% attendance from students, and positive feedback to Townhall meetings, to be measured using general meeting feedback surveys.