

Athena Swan Silver application form for departments

Applicant information

Name of institution	Lancaster University
Name of department	Lancaster Environment Centre
Date of current application	July 2023
Level of previous award	Bronze
Date of previous award	2018
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An overview of the department and its approach to gender equality	2493 + (COVID 500 + the former HoD 193)
An evaluation of the department's progress and success	1999
An assessment of the department's gender equality context	3465
Future action plan*	4096
Appendix 1: Culture survey data*	10461
Appendix 2: Data tables*	956
Appendix 3: Glossary*	233
Overall word count	8650

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 8000 words + 500 for COVID + 200 for the former HoD

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Section 1: An overview of the department and its approach to gender equality

1. Letter of endorsement from the head of the department

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Athena Swan
Team
AdvanceHE
First Floor Napier
House 24 High
Holborn
London WC1V 6AZP

10th July 2023

Dear Athena Swan Team,

I had the privilege of leading LEC as Director from 2016-2022, spanning the majority of the assessment period. During this time we made the transition from a traditional management systems-based culture to one built explicitly on shared values. This approach was uncommon in 2016 although has now been widely adopted, including in our institutional strategy. Its success can be measured using traditional metrics such as REF2021 where we ranked 5th in research power, but more fundamentally through the resilience it gave us through the challenges of the pandemic. Sharing collective objectives helps colleagues deliver their best, enables opportunities to be grasped that are beyond the scope of individuals, and give a framework for support when times are difficult. As a large, international, interdisciplinary department, respect for one another is at the heart of everything we do academically and our diversity provides strength, resilience and inspiration. I am proud of the increased representation of women in the department, especially at senior levels. This bid for an Athena Swan silver award underlines our commitment to equality within practice and culture.



Professor Philip Barker
Director of Lancaster Environment Centre (until September 2022)

Environment
Centre



Prof Kirk Semple
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10th July 2023

Dear Athena Swan Team,

It is my pleasure to support the Athena Swan Silver Application for the Lancaster Environment Centre, Lancaster University. My own strong commitment to Athena Swan's values and intentions runs through all levels of our community - from leadership and management to our ethos in research and teaching. This is reflected in our approach to the compilation of this document, which involved an Athena Swan self-assessment team (SAT) working alongside the department's Senior Management Group and representative student groups. I have been fully embedded in these conversations and in the planning and delivery of our application. These conversations over several months have generated further important discussions that highlight current issues that inform our new action plan.

We have made good progress to date and place values of wellbeing and respect for all staff and students at the front of our activities. As a large, international interdisciplinary department LEC has a rich diversity that provides both strength and inspiration. The pandemic allowed us to initiate more flexible and agile working practices and allowed us to reconsider what works well and what needs further attention to deliver a well-connected department of people and activities. Our current Department Strategy embeds Athena Swan principles and associated KPIs throughout our teaching, research and engagement activities. For example, the KPI on research impact includes a requirement to increase the number of female-led Impact Case Studies for REF 2028. I am proud that we have travelled a long way, however, I recognise there is more we need to do.

Looking ahead to the next five years, there are many uncertainties about what our new ways of working will look like. We recognise that we will need to adapt and address new issues, challenges and difficulties. Flexible and agile working can bring

many benefits to staff wellbeing, but we will ensure that these practises do not disadvantage any group of students and staff, especially our female members. We will continue to nurture our culture of respect and provide different channels for our staff and students' voices to be heard. We will ensure that more women and members of underrepresented groups are recruited to LEC and that they have necessary support for their career progression to senior roles. Development of a formal mentoring programme for all staff and postgraduate researchers will help provide additional targeted support mechanisms.

We will continue to address issues that are beyond the control of the department and will actively work towards changes that are achievable and fair within our university and beyond. One example of this is professional development for staff. The LEC has representatives (led by a female member of the Management Group) who are part of a working group looking at developing a career framework for technical staff. We will also work along our professional staff to make guidance for progression more accessible and opportunities for progression easier to deliver in practice.

We have also restructured our EDI and Athena Swan (AS) governance to enable more staff to get involved in EDI issues and AS actions and be rewarded for their efforts. AS will now be part of the department's EDI committee to ensure that Athena Swan actions are aligned with those of other charters. The EDI lead is now a member of the LEC Senior Management Group to ensure that EDI considerations are incorporated into all our research and teaching activities and policies.

I look forward to working as part of the LEC EDI Committee on our new priority actions and promoting the AS Charter principles.

A handwritten signature in blue ink, appearing to read 'Kirk Semple', with a long horizontal flourish extending to the right.

Professor Kirk Semple
Director of Lancaster Environment Centre (Since September 2022)

2. Description of the department

Lancaster Environment Centre (LEC) is one of the largest and longest established interdisciplinary departments conducting research and education into the critical challenges facing people and our planet. Staff are drawn into this unique interdisciplinary department from Environmental Sciences, Earth Sciences, Geography, Ecology, Social Sciences and Biological Science, without internal divisions or sections (Figure 1.1).

LEC's undergraduate portfolio includes three disciplines; Geography, Biology and Earth and Environmental Science (Table¹ A2.1.1-4). Postgraduate activity (PGT, PGR and professional training) falls within our Graduate School for the Environment, a collaborative partnership with UKCEH and Rothamsted Research. We are part of three centres for doctoral training and lead NERC Envision Doctoral Training Partnership (DTP), recently awarded a DEI project 'Envision diversity, equity, and inclusion in the environmental sciences' (2022).



Figure 1.1 - Top left: Department Open Day laboratory demonstrations; Top middle: LEC student society; Top right: Departmental baby changing facilities and all-gender toilets; Bottom row: LEC research staff and students in the laboratory and field.

Key contextual changes and developments in the department since 2017/2018

Since the last award, the number of staff has increased (from 207 to 220) as has the number of colleagues with substantive research fellowships (12). The total student number has remained stable (average 774 UG&PGT Figure A2.1.4-5). All staff were submitted to REF 2021, where LEC was ranked 2nd for Research Impact nationally and 5th overall for research power within the Earth Systems and Environmental Sciences Unit of Assessment. Diversity emerged as a focus at the beginning of our 2018 AS award, which renewed our drive to build a values-based culture and an environment worthy of our intellectual mix (more details in Section 3.1)².

¹ A(number) in Figures and Tables refers to Appendices.

² The terms 'male' and 'female' and 'men' and 'women' are used interchangeably throughout this document, although legal sex and gender are not always correspondent.

Supporting Staff and Students through COVID

Collegiality, understanding and kindness played a notable role in how we adapted, worked through, and emerged from the pandemic. Communication and transparency was ensured via weekly Teams calls addressing the different needs of staff and reacting to regulations. Staff with serious health conditions, caring responsibilities of which many are women, international colleagues separated from family, and those living alone were supported by regular checks by line managers, provision of office and IT equipment at home (where possible) and by allowing flexible working around caring responsibilities. A university testing centre was established on campus and staffed by LEC colleagues including Technical Directors Andy Quin and Annette Ryan who won LU staff awards as a result.

Staff and PGR students with lab and field-based research had direct support from the technical teams in adapting to new conditions. Technicians were redeployed as patterns of work changed, for example to help in teaching lab hygiene when research functions were reduced. New risk assessment procedures were introduced to allow fieldwork, access to research labs and office space when regulations allowed. Extensions were granted for PGR students and for staff on fixed-term contracts (ECRs).

Wellbeing of all staff was, and continues to be, paramount. For example, those with leadership roles were all given 'shadows' to share burdens and help in case of illness. To avoid isolation the wellbeing team organised online social events (e.g. a regular quiz) and later walking groups. This engagement was included in a successful academic promotion case of a female colleague. Weekly online staff meetings were attended by up to 100 colleagues. EDI activities were conducted online and all actions were assessed from an EDI perspective. Inevitably, some planned AS activities such as student networking and staff social events were cancelled.

Teaching was transformed to online (and then back), following university policies. With 100 modules and 11 major programmes this was an enormous effort, achieved by creating a parallel teaching committee ensuring the existing team could deliver operationally and mindful of the exceptional load. Development of online teaching was supported by the LU ISS team and the department allocated resource to help staff caption lectures, prioritising those who did not have English as a first language. Students' wellbeing was led by the university and colleges supported by the department.

This period had serious challenges as workloads increased on aggregate and differentially between colleagues. The Director worked with line-managers to understand personal situations and to ensure these were incorporated into revised workload allocations, respecting EDI and other constraints. Restructuring and adapting to online teaching affected our recruitment of and interaction with students on AS SAT.

Post-COVID, we have retained best practice learned during the pandemic. Flexible working for all staff, not just academics, is encouraged, enabling staff to better balance work and family. Events have been organised to encourage points of intersection and attendance at seminars and meetings. Blended approaches that mix

online meetings with in-person coffee and cake discussions for those on campus have been successful.

3. Governance and recognition of equality, diversity and inclusion work

LEC (Management) Structure

The Director (cf. HoD) has overall responsibility for the strategic development and management of the department, including our contractual obligations. The Director has support from the Senior Management Group (SMG) (Figure 1.2). The SMG has a well-balanced gender profile and includes a 'member-without-portfolio' created in 2016 to ensure diversity in all its forms is reflected in the management group and is typically held for 1-2 years.

The SMG works in tandem with several committees (Figure 1.2&1.3), which connects decisions to all levels of the department. AS represents one of the committees that has devolved governance but that report back to the HoD and SMG.

Since our last application, the department has substantially reorganised processes and service roles through which it implements its EDI agenda. In particular, LEC established an **Equality, Diversity and Inclusion (EDI) Forum** in February 2019, which supports, informs and coordinates EDI activities within the department and facilitates the sharing of good practice beyond LEC. The membership includes the AS Lead, the Director and several members of the SMG.

These changes reflect the department's effort to broaden its EDI agenda, from one focussed on gender equality, to a more inclusive platform based on an intersectional approach (including ethnic background and racial justice, socio-economic background, disability and marginalisation, and LGBTQIA+). The EDI Forum has supported a series of bottom-up initiatives including task-oriented working groups that produced a series of guidelines included in Section 1.4. The EDI Forum and AS committee have jointly supported the creation of a Decolonising LEC Working Group that reflexively asks questions of inclusion, colonial legacy and race in all our activities (teaching, research and broader engagement), and aims to implement initiatives tackling such challenges.

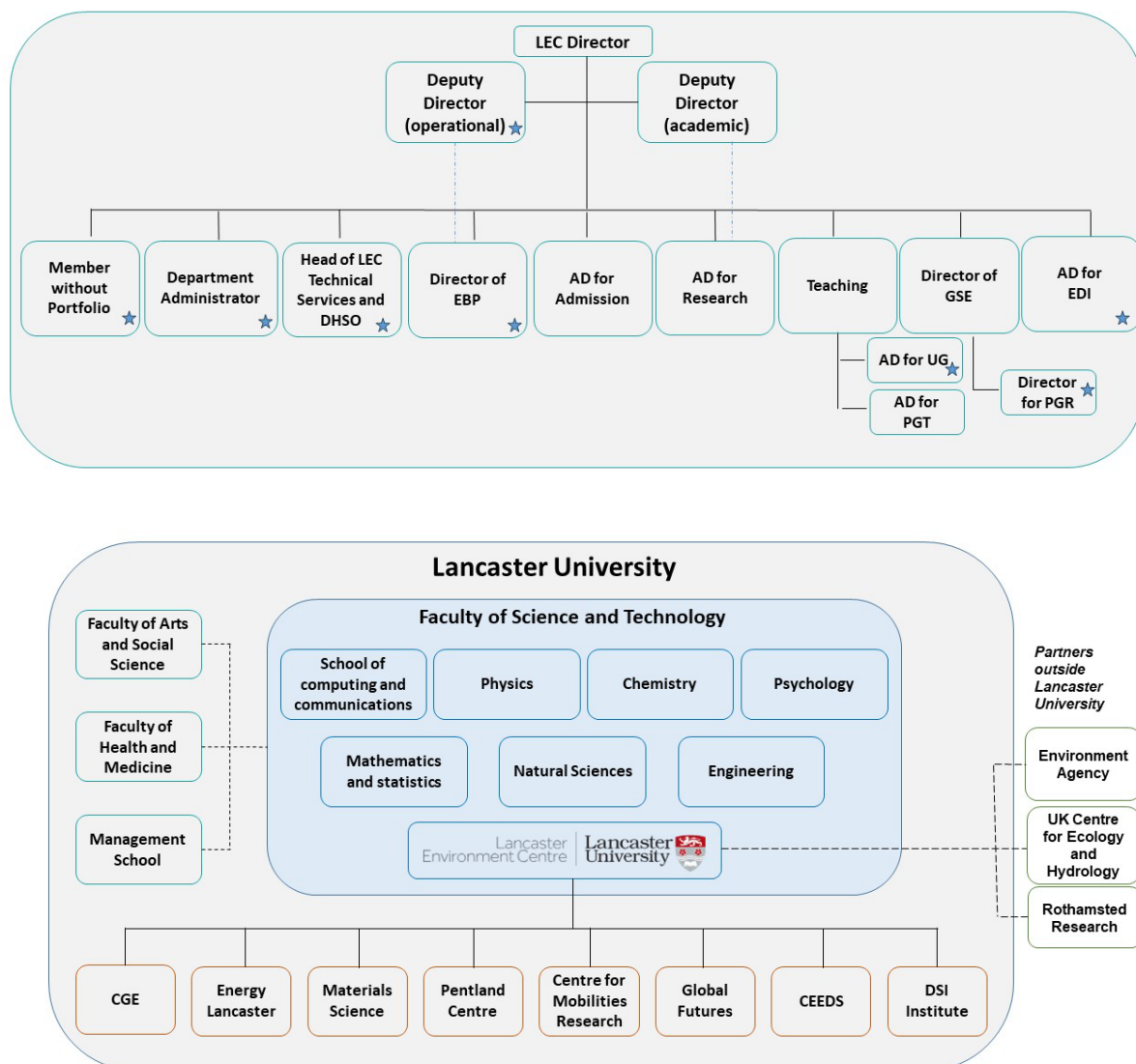


Figure 1.2 - Top panel: Members of LEC SMG (stars mark women); Bottom panel: Overview of LEC’s relationship with FST, LU and wider.

All academic members of SAT have time allocated within the workload model (5% workload) and the AS lead has 15% workload. All other members of the team take part voluntarily. Professional services, Technical and Research (ECR) staff are able to take time back ‘in lieu’ and students who work on actions as part of the SAT are paid an hourly rate as ‘work for the department’. Recognition is also being supported through departmental and faculty staff awards and contribution towards promotion. In terms of resources the AS committee have access as required to a strategic budget of £20k.

The AS Lead presents reports and invites discussion on Action Plan progress other AS issues at termly Departmental staff meetings. The AS academic lead in LEC is also part of the University’s wider Athena Swan Forum and EDI Forum. The AS and EDI leads are members of the Faculty EDI Committee. The current AS lead chairs the FST EDI Committee and is a member of the University EDI Committee. These

provide opportunities to share good practice, discuss successes and challenges and take part in wider LU initiatives. The LU Athena Swan Forum meet once a term and have informal online monthly 'coffee mornings'. There is usually a focus for the meeting such as intersectionality.

4. Development, evaluation and effectiveness of policies

- a) LEC follows LU policies such as Lancaster University Gender Equality Plan and to each of the equality charters (Athena Swan, Race Equality, Disability Confident Scheme and Stonewall workplace Equality Index Global Diversity Champions programme) that support staff and students across a range of protected characteristics. In addition, we undertake to ensure initiatives are implemented fairly and sensitively to individual needs. For example, in managing the workload of staff returning from parental leave.
- b) LU policies are disseminated for consultation via Faculty PRC and/or EDI committees attended by Director and/or EDI representatives and department staff meetings provide a review point in terms of EDI (impact on equality) and provide feedback via PRC and/or EDI committees.
- c) University EDI policies are reviewed by the LEC EDI Forum and discussed with LEC SMG who are responsible for implementing the policies, for example in workload allocation. Departmental actions stem either from the AS Action Plan or from staff meeting initiatives. The EDI Forum has supported a series of new ground-up actions, including: produced guidelines on inclusive post descriptions and adverts and reviewed departmental policy to support all staff including PGR before, during, and after leave (e.g. parental, compassion, health related needs).
- d) LEC took the initiative in 2018 to set up a university-wide working group to enhance support for staff members who have dyslexia and introduced extra time in workload allocation for staff who have dyslexia. Other actions include provision of help with lecture captioning where appropriate.
- e) During the review period we were a pioneer for the university in our work on wellbeing and were the first department in the faculty (FST) to recognise Decolonisation as an area of responsibility and action.

5. Athena Swan self-assessment process

The preparation of this application was initially led by Dr Alexandra Gormally-Sutton, Athena Swan academic lead, until her maternity leave in September 2022. Lead was then handed over to Dr Suzana Ilic.

These leads worked alongside the Athena Swan self-assessment team (SAT) comprising members of academic staff including the Director, Prof Phil Barker, handing over to Prof Kirk Semple (August 2022), professional and technical services staff, early career researchers and student representatives. The posts on SAT were advertised and care was taken to ensure that SAT represented staff and students from diverse backgrounds in terms of gender, age, ethnicity, seniority and the staff profile (see Table 1.1 for details of self-assessment team and roles).

The SAT established five working groups (WG) each tasked with implementing actions relating to: 1) UG and PGT students (WGS); 2) PGR students (WGP); 3) ECRs (WGE); 4) Academic staff (WGA); 5) Professional and technical staff (WGPT).

The team has worked together on the data analysis, evaluation of previous actions and identifying areas of progress, success and identifying further improvements and actions. In light of the feedback on the 2018 application, we have revised targets for actions b5 and b9 (see the RAG table) and we provided more details on the LEC UG and PGT programmes and members of SMG. For benchmarking we have used AdvanceHE statistical reports.

Table 1.1 SAT membership

Name	Gender	Role in LEC	Role in preparing AS application
Alexandra Gormally-Sutton	F	Senior Lecturer <i>Member 2021 – present (currently on maternity leave)</i>	SAT Chair (2021 – until maternity leave 2022). Return July 2023.
Annette Ryan	F	Head of LEC Technical Services and Facilities Carer and flexible working <i>Member 2018 - present</i>	Member of WGPT, WGA
Cecilia Gontijo Leal	F	Early Career Research Fellow Carer <i>Member 2022- present</i>	Member of WGE, WGP
Giovanni Bettini	M	EDI Forum Chair and Senior Lecturer; EDI Forum Chair; LEC Disability Officer <i>Member 2018 - present</i>	Member of WGS, WGA
Lynne Hayley	F	Departmental administrator Carer and flexible working <i>Member 2022 - present</i>	Member of WGA, WGPT
Mike James	M	Professor in Volcanology; Admission Tutor and now Programme Director for LEC's EES/ES UG degree schemes <i>Member 2018 - present</i>	Member of WGS, WGP
Paul McKenna	M	Business Partnerships Manager <i>Member 2022 - present</i>	Preparation of data for all working groups; WGPT, WGA

Name	Gender	Role in LEC	Role in preparing AS application
Ruben Lari	M	Post-doctoral researcher <i>Member 2022 - 2023</i>	Member of WGE, WGP
Shane Rothwell	M	Lab manager and Senior Research Associate <i>Member 2022 - present</i>	Member of WGPT, WGE
Suzana Ilic	F	Senior Lecturer FST EDI Chair and member of LU EDI Committee <i>Member 2022 - present</i>	SAT Chair; member of WGA, WGPT
Phil Barker	M	Professor Physical Geography, Director of LEC <i>Member 2018 - 2022</i>	Until August 2022
Kirk Semple	M	Professor in Environmental Microbiology, Director of LEC <i>Member 2022 - present</i>	Since August 2022
Previous members:			
Christina Hicks	F	Professor Political Ecology <i>Member 2018-2021</i>	SAT Chair (2018 – 2021); member of WGA and WGPT
Bitten Brigham	F	Departmental Administrator Carer <i>Member 2018 - 2022</i>	Member of WGA, WGPT
Ann Brookes	F	Administrative Assistant Carer and Part-time working <i>Member 2018 - 2022</i>	Member of WGA, WGPT
Hattie Doyle	F	UG student rep <i>Member 2021 - 2022</i>	WGS
Aidan Sanders		PGT student rep <i>Member 2021 - 2022</i>	WGS
Charlotte Smith	F	PGR student rep <i>Member 2019 - 2022</i>	WGP
Victoria Janes-Bassett	F	Post-doctoral researcher <i>Member 2019 - 2022</i>	Member of WGE, WGP

Name	Gender	Role in LEC	Role in preparing AS application
Ann Kretzschmar	F	Post-doctoral researcher <i>Member 2019 -2021</i>	Member of WGE, WGP
Marrion Dunn	F	Senior Teaching Technician <i>Member 2019 - 2022</i>	Member of WGPT, WGE
Hannah Wright	F	Research Administrator <i>Member 2019 - 2021</i>	Member of WGPT, WGA
Luke Parry	M	Reader in Political Ecology <i>Member 2018 - 2022</i>	Member of WGS, WGP

Engagement with staff and students has also been an important part of the self-assessment process. Activities include:

- Staff Culture Survey (prepared with assistance of the LU AS team) conducted in July 2022 that included section on AS and EDI. Main results in Appendix 1.
- Focus groups with UG and PGT students in Autumn 2022, which represented multiple programmes of studies (6 students; 4 female and 2 male). Participation was advertised through lectures and students were paid a standard demonstration rate for their participation. We gained students' perspective on Athena Swan issues and suggestions for future actions.
- Semi-structured interviews with PGR representatives in Spring 2023 provided input for future actions. These were voluntary contributions.
- A consultation with ECRs in Spring 2022 and a focus group with ECRs in Autumn 2022 (4 female and 2 male ECRs). These were voluntary contributions and informed future actions.
- Presentations from AS lead in termly departmental staff meetings and reporting annual progress with the Action Plan including opportunities for Q&A and chance for colleagues to offer comment.
- Engagement with the termly staff/student committee where students feed back to the department about issues including but not exclusively related to EDI.
- Monthly staff update newsletters from the Director including issues related to AS and EDI (e.g. reminders of EDI training, Decolonising LEC events and discussions)
- A collaborative working process on the new action plan by the entire SAT incorporating feedback from members of the SMG.

In addition, LU's Athena Swan team has given the LEC SAT access to the relevant 'datahubs', example drafts for the staff culture survey and providing critical feedback on the application draft.

Plans to support the department's future gender equality work

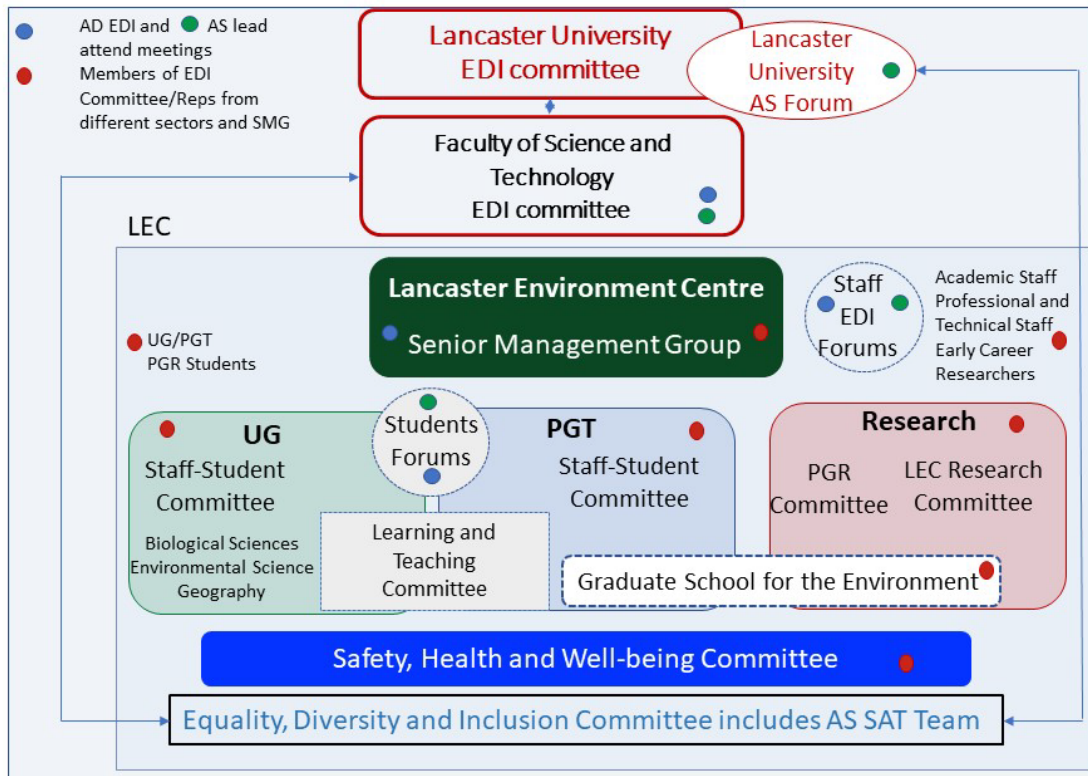


Figure 1.3 - New EDI governance in LEC.

A new EDI committee (EDIC) (Figure 1.3) will be formed by merging the SAT and EDI Forum in academic year 2023/24. The committee will be responsible for the implementation and execution of the Athena Swan Action Plan, as well as the actions related to LU Equality Charters listed in 4a). The EDIC will include the Director, members of the SMG, the AS, Disability, LGBTQIA+ and REC leads as well as student representatives and other staff interested in the EDI and AS agenda. In this way we aim to ensure that EDI is embedded in all LEC activities. SAT will become part of the EDIC and its members responsible for the implementation of the actions as listed in the Action Plan. EDIC working groups will be formed around key priorities. Reward arrangements and resources will remain the same as described in Section 1.3. To ensure succession, new members of the EDIC will join before the end of the service period of existing members. Membership will be advertised as for all other LEC administrative roles.

The EDIC will meet monthly during term time. The AS Academic Lead will work with the AD EDI to monitor progress against the success criteria in the action plan and report progress to the SMG. Progress will be assessed through data analysis (e.g. staff and student data), short surveys (e.g. online surveys) and the bi-annual culture survey. We will take an adaptive approach, monitoring the impact of proposed changes in teaching and research and adjusting our action plan accordingly. The AD

EDI is a member of the SMG and is well placed to oversee the consideration of EDI in all departmental plans and strategies/key performance indicators.

Section 2: An evaluation of the department's progress and success

1. Evaluating progress against the previous action plan

The previous action plan is given on the following pages with each action RAG-rated and referred to key priorities (IKP) summarised in Figure A2.9.

A. Communication and Culture

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.1 KP2 KP8 KP11 KP12	High	<ul style="list-style-type: none"> AS incorporated as a termly strategic discussion in the management group, staff meetings, student forums. Annual reporting of LECAthena SWAN data, activities, and progress. 	<ul style="list-style-type: none"> High-level engagement and prominence of AS issues. Sustained commitment. Maintain departmental momentum and engagement for Silver. Engage male students. 	<ul style="list-style-type: none"> Awareness of Athena SWAN principles remains above 90% in staff survey. Bottlenecks to progress on AS actions identified early and addressed. 	Sept. 2017 On-going, termly, annual	AS lead HoD	<ul style="list-style-type: none"> From AS CS Q64-66 (all respondents/female respondents); 88%/90% are aware of the Athena Swan Charter; 88%/87% find department committed to the AS charter and 91%/95% know whom to contact. Progress was reviewed at the AS meetings and actions changed accordingly (e.g. during COVID) 	G
a.2 KP8 KP9 KP11 KP12	High	<p>Broaden departmental communication around subconscious bias, values, and culture e.g.</p> <ul style="list-style-type: none"> Regular values email. Staff interactive discussion sessions. Anonymized suggestions box. Research leads facilitating more communication. 	<ul style="list-style-type: none"> Provide multiple channels for communication and awareness of workplace values and challenges. 	<ul style="list-style-type: none"> Equality activities embedded in all departmental activities. Regular communication on AS issues. 	Sept. 2016 On-going	HoD MG AS lead	<ul style="list-style-type: none"> Completing AS AP ensured that all departmental activities embed the AS principles, in addition research leads were encouraged to facilitate more communication (see e.g. decolonisation). Workplace values and challenges are regularly communicated via multiple channels such as formal and informal staff meetings, away days, surveys and online discussions (the box was not used). 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.3 KP8 KP9 KP11 KP12	Medium	<ul style="list-style-type: none"> Continue regular family friendly and diverse social events e.g. Departmental Barbeque Film screenings Family events 	<ul style="list-style-type: none"> Promote a supportive and inclusive culture reflecting the AS principles. 	<ul style="list-style-type: none"> Regular financial commitment. 2+ events per year. 	Dec. 2016 On-going	AS lead AS flexible working representative Administrative office	<ul style="list-style-type: none"> Family friendly and diverse social events co-funded by the department were taking place at least twice per year (Christmas and summer parties (for students too) before COVID. These were replaced by online quizzes on Fridays and walking groups during COVID. (see Section 3.1) 90% of female and 89% of male agree that social events are welcoming to all (from AS CS Q53) 	G
a.4 KP2	Medium	<ul style="list-style-type: none"> Include UG representatives in Athena SWAN meetings and incorporate promoting. AS into their duties. 	<ul style="list-style-type: none"> Increase UG student engagement in AS 	<ul style="list-style-type: none"> UG attendance and engagement in Athena SWAN activities 	Jan. 2018 Annually	Chair of Staff Student Committee	<ul style="list-style-type: none"> At least one UG student was included in SAT before COVID. Student representatives on the staff student committee also report on EDI issues. Post-COVID, a focus group with UG/PGT students on their AS/EDI issues. Incomplete: limited engagement. 	A

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.5 KP8 KP9 KP11	High	<ul style="list-style-type: none"> Produce web pages to highlight role models, alternate career pathways, training and mentoring. 	<ul style="list-style-type: none"> Increase number of female PGR and staff applications. Highlight diverse pathways, female role models, and LEC's culture in support for AS principles. 	<ul style="list-style-type: none"> Website live. Sustained traffic to site. From staff survey, 80% staff aware of website and key functions. 	<p>Aug. 2017</p> <p>Live by March 2018, regular updates</p>	<p>AS lead</p> <p>AS administrative representative</p> <p>LEC contracted freelance journalist</p>	<ul style="list-style-type: none"> The website is live and informs about AS and links to LEC online news and blogs featuring female students, researchers, academic and professional staff. Women in LEC are regularly featured in LU and LEC news and their achievement is celebrated (see Section 3.1). 88%/87% (of all/female respondents) find department committed to the AS charter and 91%/95% know whom to contact (AS CS Q64). 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.6 KP9 KP16	High	<ul style="list-style-type: none"> • Reinvigorate LEC researcher forum (regular meetings and activities). • Review researcher demands for workshops, training opportunities (e.g. making series). • Provide career development, and pathways. 	<ul style="list-style-type: none"> • Attract female RA applications. • Support existing RAs • Highlight diverse career options and paths. 	<ul style="list-style-type: none"> • Bi-annual 'Making Fellows' and 'Making Lecturer' workshops. • Termly 'Research Forum' meetings. • Satisfaction and uptake measured at above 80%. 	Nov. 2017 On-going	AS RA representative Research Promotion Administrator	<ul style="list-style-type: none"> • The Early Career Researcher's Network (ECRN) was established, which had weekly meetings. • ECRN's members helped to organize at least one annual/bi-annual career workshop (Making Lecturer, Making Career Options, Making Researcher Promotion). 	G
a.7 KP6	High	<ul style="list-style-type: none"> • Institute weekly Postgraduate Seminar and social events (e.g. post seminar, bake off, etc.). 	<ul style="list-style-type: none"> • Build an academic cohort for all students • Ensure all PhDs have access to a group to practice talks etc. 	<ul style="list-style-type: none"> • All students presented at least once (inclusive of PGT and PGR). • Satisfaction and uptake measured at above 80%. 	Oct. 2018 On-going	PGR lead PGR Administration	<ul style="list-style-type: none"> • Bi-weekly coffee mornings organized pre-COVID. • All PGT students presents their research posters in summer term. • PhD students present in research group seminars and at the FST annual conference. • Incomplete: no satisfaction survey 	A

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.8 KP8 KP9 KP11 KP16	High	<ul style="list-style-type: none"> Initiate a 'Coffee and Ideas' session to bring staff together to build collegiality, test research and grant ideas on colleagues, and harness momentum. 	<ul style="list-style-type: none"> Supports the development of research grants and papers focused on Senior Lecturers and Researchers. Build collegiality. Helps develop research ideas. 	<ul style="list-style-type: none"> Termly meetings with good attendance. Increase in female Senior Lecturer, Researcher, and Professor Grant application and success rates. 	Aug. 2018 On-going	Research Promotion Administrator	<ul style="list-style-type: none"> Coffee mornings were organised at monthly basis (pre-COVID); departmental research and research group seminars are organised cca at monthly basis; annual research conference; REF related workshop etc., which were all well attended. Average grant success for female researchers and academic staff is 33% (between 2018&21) > the UKRI average of 26% (between 2018/19 and 20/21). 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.9 KP8 KP9 KP11	High	<ul style="list-style-type: none"> • Research activities. • Liaise with research group leads to ensure a diversity of speakers are invited and present at department and research group seminars, workshops, and events. • Establish system to record and annually report diversity statistics. 	<ul style="list-style-type: none"> • Ensure a broad representation of speakers. • Ensure a diversity of role models are visible. 	<ul style="list-style-type: none"> • Gender balance in speakers (internal and external) is above benchmark proportion of female academics (e.g. 35% in 2015/16). 	Jan. 2018 On-going, annual reporting in Jan.	Associate director for research Research promotions administrator	<ul style="list-style-type: none"> • Special care was taken to have gender balance in seminars, workshops and events' speakers (internal and external). • On average cca 46% speakers at departmental seminars were female between 2018&2022. 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
<i>a.10</i> <i>KP8</i> <i>KP9</i> <i>KP11</i>	High	<ul style="list-style-type: none"> • Broader activities to achieve gender balance at events. • LEC's MG is committed to ensuring all events (e.g. conferences, workshops, panels, and launches) include visible female contributions (i.e. speaker, discussant, and chair). • Encourage all staff to make a commitment to call out external events that fail to represent diversity. 	<ul style="list-style-type: none"> • Ensure a broad representation of internal and external contributions to ensure a diversity of role models are visible. 	<ul style="list-style-type: none"> • All events have female contributions. • All staff pledged to call out lack of diversity. 	Aug. 2018 On-going	AS lead HoD MG	<ul style="list-style-type: none"> • All events organized by LEC (annual conferences, workshops, panels and launches) included visible female contributions (for example 5 out of 9 YouTube LEC Flash Science are led by female researchers (last accessed April 2023). • Staff pledged to call out lack of diversity. 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.11 KP8 KP10 KP11 KP20	High	<ul style="list-style-type: none"> Initiate strategies to balance influence on committees: Initiate a non-professorial (i.e. for more junior academics to encourage diverse representation) roles position on research committee. Monitor committee representation and develop action where out of proportion. 	<ul style="list-style-type: none"> Ensure female staff have influence over research and departmental strategy. 	<ul style="list-style-type: none"> All committees in department have proportional representation (+/- 10%). 	Jan. 2018 Oct. 2020	HoD Deputy HoD	<ul style="list-style-type: none"> The LEC management group female/male ratio has been cca 50:50. The management group extended its membership to a female colleague “without portfolio” to have influence on departmental strategy (e.g. sustainability, workload). Other committees (e.g. LTC, PGR) have proportional representation (+/- 10%) but the proportion is still lower in the research committee. Female academic staff contributes to committees outside the department. 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.12 KP8 KP10 KP11	High	<ul style="list-style-type: none"> • Institute strategies to reduce female interview burden: • Produce list of eligible female interview panel members in consultation with faculty for distribution. • Develop a culture whereby “cognate” members of interview panels are more frequently men. Monitor interview workload within LEC. • Provide guidance on expectations in relation to the number of interview panels staff are reasonably expected to contribute to 	<ul style="list-style-type: none"> • Decrease the interview burden on certain female staff members. • Free time up for research activity. • Increase promotion rates. 	<ul style="list-style-type: none"> • List produced with eligible panel members. • Monitor WLM interview data. • Take action where needed. 	May 2018 June 2018	LEC HR Faculty HR HoD	<ul style="list-style-type: none"> • Engagement of female panel members is monitored through the FST HR office and actions are taken when needed by HoDs to reduce the load to one panel per year. • The work involved with an interview panel is accounted for in WLM. 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.13 KP8 KP10 KP11 KP16	Medium	<ul style="list-style-type: none"> Review workload model- perceptions of personal distribution, satisfaction with overall load, efficiency saving suggestions, paying attention to gendered differences. 	<ul style="list-style-type: none"> Ensure fair distribution of workload. Reduce inefficiencies in work allocation. 	<ul style="list-style-type: none"> Staff survey reports >60% staff happy with workload distribution. 	Jan. 2018 On-going, reviewed annually in June	HoD Deputy HoD Associate Director for Teaching UG & PG	<ul style="list-style-type: none"> The workload has been reviewed and as results admin roles are now advertised, giving people a chance to apply for roles, which fit with their expertise and career pathways. Early career staff have reduced teaching workload. CS (Q54) shows that 75% of all and 80% of female respondents agree that the WL is allocated on a fair basis irrespective of gender. 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.14 KP8 KP10 KP11 KP16	Medium	<ul style="list-style-type: none"> • Explore and instigate strategies to reduce workload: • Investigate the desire for and possibility of 'block teaching model' streamlining teaching to fewer modules or over shorter times. • Identify challenges to grant writing and identify opportunities to free up space for developing ideas. 	<ul style="list-style-type: none"> • Reduce administrative burden associated with multiple modules. 	<ul style="list-style-type: none"> • Staff survey reports >60% staff happy with workload distribution. 	Jan. 2018 Jan. 2019	HoD Deputy HoD Associate Director for Teaching UG & PG	<ul style="list-style-type: none"> • Less assessment was encouraged pre-COVID. • Sharing teaching load was pioneered by human geographers. • However, online and in-person teaching during COVID increased workload. • It is still ongoing process how to reduce admin WL and deliver teaching and assessment more effectively. • CS (Q57) shows that 67% of all and 69% of female respondents agree that the department promotes healthy work-life balance. • Only fraction responded to CS (Q60) and of those 44% agree that the WLM is transparent. • Incomplete: small number of responses 	A

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestones</i>	<i>Timeframe (deadline)</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
a.15 KP8 KP11	Medium	<ul style="list-style-type: none"> • Move the LEC staff survey to term time, to follow a staff meeting. • Include additional questions on perceptions of workload, and job satisfaction. 	<ul style="list-style-type: none"> • Maximize response rate, through timing and departmental engagement • Understand and monitor workload 	<ul style="list-style-type: none"> • Staff survey response rate greater than 65%. 	Sept. 2019 Every two years	AS lead	<ul style="list-style-type: none"> • LU survey by Capita was conducted in 2018/19 pre-COVID, and Culture Survey post-COVID in 2022 (response rate around 47%) • Interviews on WLM were conducted in 2018. • Incomplete: staff survey response below target 	A

B. Recruitment of staff and students

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
<i>b.1</i> KP1 KP5 KP7 KP8 KP9 KP11 KP13 KP15	High	<ul style="list-style-type: none"> • Overarching. • Monitor gender balance across all staff and student programmes. • Standardize system of data analysis. • Incorporate gender analysis into all departmental review processes (e.g. UG exam boards, WLM review, sabbatical review). • Respond, adjust, or develop new actions accordingly. 	<ul style="list-style-type: none"> • Ongoing commitment to AS principles. • Adaptive and responsive action plan. • Embed gender in all processes as standard. 	<ul style="list-style-type: none"> • Evidence based AS actions developed and implemented. • AS principles embedded across all departmental activities. 	Oct. 2012 On- going	AS SAT	<ul style="list-style-type: none"> • Standardised LU system of data analysis is now used. • Gender analysis is incorporated into departmental review processes such WLM review, sabbatical review. • Gender balance across all student programmes is monitored and responsive actions are implemented as required (e.g. promotional material, student ambassadors, balanced gender staff at visit days). 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
<i>b.2</i> KP7 KP8 KP11	Medium	<ul style="list-style-type: none"> Investigate gender balance across department to determine if there are significant disciplinary differences. 	<ul style="list-style-type: none"> Determine whether further discipline specific actions are required. 	<ul style="list-style-type: none"> AS data analysis disaggregated by broad disciplines. 	June 2018 On- going, in place Nov. 2018	AS lead AS data support	<ul style="list-style-type: none"> Due to small number of staff in some of disciplines, this analysis has not been done. 	R
<i>b.3</i> KP5 KP7	Medium	<ul style="list-style-type: none"> Standardize PhD application reporting across funding streams and selection stages. 	<ul style="list-style-type: none"> Identify potential bias in PGR recruitment processes. Increase proportion of female PGR offers, and acceptances. 	<ul style="list-style-type: none"> PhD application process recorded such that issues can be identified. 	Jan. 2018 On- going	AS lead PGR administration	<ul style="list-style-type: none"> PhD application process is recorded and now centrally by LU. Female PGR offers and acceptance increased from 35% in the last recording period to an average of 45% and 46% for offers and acceptance respectively (Figure A2.1.3). 	G
<i>b.4</i> KP1	Low	<ul style="list-style-type: none"> If low proportions of UG male students decline further, explore reasons and develop action. 	<ul style="list-style-type: none"> Monitor and if necessary respond decreasing proportions of male students. 	<ul style="list-style-type: none"> Monitoring system in place. 	Oct. 2012 Annual in Oct.	AS UG representative Assistant Director of UG	<ul style="list-style-type: none"> Monitoring system is in place and UG applications from males is stable at around 40% (Figure A2.1.1). 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
<i>b.5</i> <i>KP1</i> <i>KP3</i> <i>KP4</i> <i>KP5</i> <i>KP7</i> <i>KP8</i> <i>KP9</i> <i>KP10</i> <i>KP11</i> <i>KP13</i> <i>KP15</i>	High	<ul style="list-style-type: none"> • Overarching. • Review and adjust all advertising, recruitment, outreach, and promotional material for gender equality, diversity and inclusivity in language and images. 	<ul style="list-style-type: none"> • Increase number of female applicants. • Ensure diversity, and gender balance are proactively promoted and represented. 	<ul style="list-style-type: none"> • Increase in proportion of female applications to PGT, PGR, and staff positions. • (*47% for PGT; 35% for PGR; 35% for academic staff in 2016/17 from the last report) 	Oct. 2012 On-going	AS lead LEC Graphic Designer Recruitment Conversion and Marketing Coordinators Academic admissions	<ul style="list-style-type: none"> • Number of female applicants: for PGT is constantly above 50% (slightly higher than in the last reporting period), for PGR vary from 35-41% (similar to the last reporting period); for teach/research post average of 36%; slight increase from the last reporting period (30-35%) (Figure A2.1.2-3; A2.5.1). • Incomplete: slight increase 	A

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
<i>b.6</i> <i>KP3</i> <i>KP7</i>	High	<ul style="list-style-type: none"> • Review all PGT recruitment and marketing material. • Ensure Athena SWAN and family- oriented 'settling into Lancaster' information on the local environment is provided (e.g. day care and support options, flexible options, family activities) and advertised at open days. 	<ul style="list-style-type: none"> • Increase number of female registrations. • Ensure diversity, and gender balance are proactively promoted and represented. • Increase awareness and uptake of support for families and carers. • Increase awareness and uptake of flexible options. 	<ul style="list-style-type: none"> • Increase proportion of female registrations to 50% by 2020. • All material gender conscious. • High levels of awareness evident from Staff Student Committee. 	March 2018 Nov. 2019	AS lead LEC Graphic Designer Recruitment Conversion and Marketing Coordinators Deputy director of GSE	<ul style="list-style-type: none"> • % of PGT students who increased above 50% since 2018/19 Figure A2.1.5). 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
<i>b.7</i> <i>KP4</i> <i>KP5</i> <i>KP7</i>	High	<ul style="list-style-type: none"> Review all PGR recruitment and marketing material. Ensure Athena SWAN and family- oriented 'settling into Lancaster' information on the local environment is provided (e.g. day care and support options, flexible options, family activities) and advertised at open days. 	<ul style="list-style-type: none"> Increase number of female applicants and registrations. Ensure diversity, and gender balance are proactively promoted and represented. 	<ul style="list-style-type: none"> Increase proportion of female PGR students to 45% by 2020. All material gender conscious. 	March 2018 Nov. 2019	AS lead LEC Graphic Designer Recruitment Conversion and Marketing Coordinators Deputy director of GSE	<ul style="list-style-type: none"> FT female PGR students have been at or above 45% throughout the reporting period; except in 20/21 (42%) (Figure A2.1.6). Incomplete: work underway to make material for all PGR programmes coherent (e.g. Envision DEI project) 	A

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
<i>b.8</i> KP8 KP9 KP10 KP11 KP13 KP15	High	<ul style="list-style-type: none"> Review all staff recruitment and marketing material. Ensure Athena SWAN and family- oriented information on the local environment is provided. Actively promote opportunities to female candidates through LEC networks. 	<ul style="list-style-type: none"> Increase number of female applications. Ensure diversity, and gender balance is proactively promoted and represented. 	<ul style="list-style-type: none"> Increase proportion of female applications to RA and indefinite contract posts to 45% by 2020. All material gender conscious information pack provided. 	Jan. 2015 Jan. 2019	AS lead As HR representative	<ul style="list-style-type: none"> Applications remain below 40% but shortlisting is close to or above the 45% target and the most recent 2 years have seen offers to females at over 50%. Information pack provided to applicants. 	G
<i>b.9</i> KP3 KP10	Medium	<ul style="list-style-type: none"> Pilot a review of PGT curriculum material for gender and intersectionality (in consultation with LU EDI). 	<ul style="list-style-type: none"> Ensure that our teaching delivery is fully cognisant of equality, diversity and inclusion. 	<ul style="list-style-type: none"> Material adjusted to include a diversity of opinions and experiences. 	Sept. 2018 Sept. 2019	AS lead AS PGT representative Director PGT	<ul style="list-style-type: none"> Incomplete: EDI values are introduced to all students in the first informative lecture, changes to some of modules have been introduced. 	A

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
b.10 KP8 KP9 KP10 KP11 KP13	High	<ul style="list-style-type: none"> Develop LEC standard AS statement as mandatory in all job adverts to include reference to consideration of flexible working options. 	<ul style="list-style-type: none"> Raise profile and promote AS principles. 	<ul style="list-style-type: none"> All adverts have statement. 	Jan. 2018 Jan. 2019	AS HR representative	<ul style="list-style-type: none"> All job adverts have statement on Athena Swan principles and flexible working. 	G

IKP	Priority	Action definition	Rationale	Key output/milestone(s)	Timeframe (deadline)	Role responsible	Success criteria	RAG review
b.11 KP5 KP7 KP8 KP9 KP11 KP13 KP15	High	<ul style="list-style-type: none"> Institute strategies to embed a gender conscious culture throughout LEC: Embed sub-conscious bias training (especially gender) throughout all LEC activities (recruitment, teaching, workshops, meetings) Staff involved in recruitment (staff & students) to attend LU 'Recruiting the Best' course. All staff to complete diversity training Regular bias awareness raising/exploring through staff meeting. Develop gender conscious interview training guide and suggested question wording for all staff interviewing for an RA. 	<ul style="list-style-type: none"> Recognise and reduce gender bias in recruitment selection, teaching, and daily interactions. 	<ul style="list-style-type: none"> Increase proportion of female PGT, PGR, and staff in LEC. 100% staff completed diversity training. Increased awareness of gender bias evidenced in departmental engagement events. 	April 2017 On- going	AS lead AS HR representative	<ul style="list-style-type: none"> Increased number of female staff from 45-50% and academic only staff from 34-41% - steady increase trend. Proportion of PGT female students steadily increased from 48% to 54% while proportion of female PGR students is above 45% (50% the most recent number) (Figure A2.1.5-6). Online EDI Training completed by 168 of 220.5 staff (or 76% of all staff); 84% of CS respondents completed an EDI type training. Staff involved in recruitment completed LU 'Recruiting the Best'. Engagement events are organized to raise gender issues (e.g. Gender based violence). 	G

C. Retaining, promoting, and developing staff and students

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
c.1 KP8 KP11	Medium	<ul style="list-style-type: none"> Review staff induction process (e.g. through focus groups) with view to improving and streamlining resources and extending process to cover a 12-month period. 	<ul style="list-style-type: none"> Ease transition and retain more staff. 	<ul style="list-style-type: none"> New and improved induction process in place. 	Aug. 2017 Aug. 2018	AS lead AS HR representative	<ul style="list-style-type: none"> The induction process has been reviewed and improved; it is focused on pre-arrival and the first few months; longer-term 'induction' requirements are considered through initial and subsequent PDRs (on annual basis). New and improved induction process is in place but does not extend over 12 months. 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
c.2 KP8 KP11	Medium	<ul style="list-style-type: none"> • Ensure all new staff have access to an academic mentor who can provide balanced support across teaching, research, and service. 	<ul style="list-style-type: none"> • Facilitate a smooth entry into academic role. 	<ul style="list-style-type: none"> • Perceptions of teaching workload good (staff survey results). • High proportion of staff retained. 	Jan 2018 In place 2019, on- going	AS HR representative HoD	<ul style="list-style-type: none"> • All new staff have reduced teaching workload in first year to enable them a smooth entry into academic role. • Mentor is allocated during probation (to help allocation, a mentor should be allocated on the LU probationary form). • Number of academic staff, who left voluntary was between 2-5% of all staff. 	G
c.3 KP6 KP7 KP8 KP9 KP11 KP12	Medium	<ul style="list-style-type: none"> • Overarching. • Develop system, including exit interview, to monitor reasons for leaving (Academic staff, RAs, PGR students). 	<ul style="list-style-type: none"> • Establish why RAs, staff, and PGR students leave when they do. • Uncover any systemic issues. 	<ul style="list-style-type: none"> • Systemic challenges identified and actions developed. • Annual provision of analysis of this data in Athena Swan annual reporting. 	Now On- going	AS lead HR lead	<ul style="list-style-type: none"> • Staff, RAs and PGR student leaving has been monitored by MG. Staff retention is an average 90% and 93% for female staff; mostly due to research staff. • Incomplete: no qualitative data 	A

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
c.4 KP6 KP7 KP8 KP11	High	<ul style="list-style-type: none"> • Develop PGT and PGR wellbeing scheme: • Contacts and resources made available on AS website. • Contacts and resources advertised through PGR induction process. • PGR representatives encouraged to attend wellbeing training e.g. LU's 'look after your mate'. 	<ul style="list-style-type: none"> • Provide PhD students with awareness of and easy access to wellbeing resources. • Provide individuals with tools to recognise warning signs. • Build a supportive culture. 	<ul style="list-style-type: none"> • PGR students trained. • Reported awareness of wellbeing resources above 85% from student survey. • PhD non-completions below 10% by 2021. 	Oct. 2018 On- going	PGR lead AS lead PGR admin	<ul style="list-style-type: none"> • Wellbeing resources and contacts, events and training workshops from both the department and University wide are advertised on the PGR and PGT Moodle space. • There is a handbook for PGR students, made by PGR students. • Social coffee mornings are organized for PGR students and support provided for intercalated students, who are identified as students who will most likely terminate their PhD studies. • Incomplete: non-completion for female PhD students has been between 15-21% and the most recent one is 10% (better than for male students). 	A

<p>c.5</p> <p>KP8</p> <p>KP10</p> <p>KP11</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Initiate strategies to support females to position themselves for success in promotion: • Promotion explicitly considered in all PDRs cases communicated to Senior Management Group. • Clarify who is available to provide career development advice (internal e.g. mentor, and external, e.g. through OED). • Bench mark promotion cases against rest of department. • Continue LEC 'making series' (e.g. 'Making Fellows', Making Senior Lecturer') and promote LU events (e.g. 'Making 	<ul style="list-style-type: none"> • Increase rate of promotion amongst females. • Maximise routes to consideration for promotion. 	<ul style="list-style-type: none"> • All PDR reports contain promotion discussion. • Increase in female promotion rate. 	<p>Oct 16</p> <p>On- going</p>	<p>HR lead</p>	<ul style="list-style-type: none"> • All PDR reports contain promotion discussion; PDR review consider if staff members are on the right trajectory for potential future promotions. Prior to submission, draft promotion cases are shared with Director and some of the SMG members for feedback. • There is an increase in female promotion success rate in 20/21 (75%); difficult to find a trend due to small numbers. 	<p>G</p>
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<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
		Professor'). <ul style="list-style-type: none"> • PDR discussions to balance female training to maximise benefit to career and minimise time burden. • Monitor time to promotion by gender. 						

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
c.6 KP8 KP10 KP11 KP14	Medium	<ul style="list-style-type: none"> • Initiate strategies to support females to become successful researchers, winning income and writing high quality papers: • Highlight role of sabbaticals for producing 4* research. • Hold REF training workshops. • Initiate writing retreats. • Explore potential for 'Researcher Buddy' mentoring scheme. • PDR discussion to help balance workload. 	<ul style="list-style-type: none"> • Maximize quality of research outputs amongst females. • Increase grant success rates. 	<ul style="list-style-type: none"> • Higher proportion of female REF submissions. • Increase in female Senior Lecturer, Researcher, and Professor Grant application and success rates. 	Jan. 2016 On- going	Research Group Lead Research Promotion Administrator	<ul style="list-style-type: none"> • All female academic staff were included in REF submissions. • There was a REF workshop. • Female grant applications increased (from 24% to 37%) success rate 33% > 26% (overall UKRI female success rate) but lower than rate of success for male colleagues (37%). 	G

<i>IKP</i>	<i>Priority</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadline)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
c.7 KP4 KP6 KP7 KP11	High	<ul style="list-style-type: none"> • Initiate strategies to reduce non completion rates: • Review PGT and PGR experience to identify challenges and reasons for non-completions (interviews and focus groups with the GSE, supervisors and students). • Develop actions accordingly. 	<ul style="list-style-type: none"> • Identify gendered challenges to PG study and life. • Identify PG needs. • Develop additional actions. 	<ul style="list-style-type: none"> • PhD non-completions below 10% by 2021. 	Jan. 2018 ongoing	AS Lead PGR lead	<ul style="list-style-type: none"> • Incomplete: non-completion rate remained above 10% but female students in general had lower non-completion rate and the most recent record is 10% (17/18) Figure A2.2.3). 	A

D. Flexible working and support for parents and carers (staff and students)

<i>IKP</i>	<i>Priority</i>	<i>Planned action</i>	<i>Rationale</i>	<i>Key output/milestone(s)</i>	<i>Timeframe (deadlines)</i>	<i>Role responsible</i>	<i>Success criteria</i>	<i>RAG review</i>
d.1 KP17 KP19	Medium	<ul style="list-style-type: none"> Conduct a scoping exercise to clarify and collate PhD parental leave provisions by different funders and University policies. Make knowledge readily available to students. Identify options for improvement. 	<ul style="list-style-type: none"> Improve uptake and provision of parental leave. Smooth transition at critical life stage. 	<ul style="list-style-type: none"> Parental policies hosted on website. High proportion of staff and students aware of policies. 	Aug. 2018 Aug. 2019	AS PGR representative PGR office	<ul style="list-style-type: none"> Parental policies for students, including PGR students can be found on the central LU website. Incomplete: no students' survey completed. 	A
d.2 KP9 KP17 KP19	High	<ul style="list-style-type: none"> Gather all (students and staff) parental policies and information, and house in a single accessible area clearly linked to on the Athena SWAN website. Develop LEC parental and flexibility policy and guidance notes covering all students and staff (link to website). 	<ul style="list-style-type: none"> Easy access to relevant policies. Department visibly friendly of parental and care leave. 	<ul style="list-style-type: none"> Awareness of policies at 80% in staff & student survey. Information included in student handbook and induction sessions. 	Oct. 2017 Dec. 2017	AS flexible working representative PGT, PGR, & UG administrators	<ul style="list-style-type: none"> A LEC guideline document was produced for staff planning to take parental leave. More information on parental leave can be found at LU web site. Information for students is available via LU ASK portal (as above). Incomplete: no students' survey conducted. 	A

ID	Priority	Planned action	Rationale	Key output/milestone(s)	Timeframe (deadlines)	Role responsible	Success criteria	RAG review
d.3 KP9	Medium	<ul style="list-style-type: none"> Develop guidance to support the inclusion of job share options in grant applications that include funding for RAs. 	<ul style="list-style-type: none"> Attract more female applicants who may require flexible options. 	<ul style="list-style-type: none"> Increased proportion of female RA applications to 45%. 	Jan. 2018 March 2018	AS HR representative Research Development & Faculty Partnership Manager	<ul style="list-style-type: none"> Number of applications by female RAs remain below 45% but shortlisting and post offers are above 45%. Incomplete: applications below target. 	A
d.4 KP18	High	<ul style="list-style-type: none"> Establish and collate policies with respect to PT PhD studentship. Develop new model for Faculty PT PhD scholarship, enabling movement between PT and FT options, and advertise. 	<ul style="list-style-type: none"> Enable students with flexible needs to study. Embrace a diversity of lifestyles needs. 	<ul style="list-style-type: none"> Increase proportion of female PGR students to 50%. All PhD studentships eligible for part-time advertised as such. 	June 2018 Nov. 2018	AS HR representative Associate director for GSE PGR administration office	<ul style="list-style-type: none"> Current PGR female numbers are 50% and all Faculty PhD scholarship enabling moving to PT (Figure A2.1.6). 	G

Significant progress has been made in addressing key priorities such as gender balance amongst students and staff through the implementation of the action plan from the last AS Award (April 2018). Of 37 actions, 23 are completed (Green), 15 are ongoing (Amber) and 1 was removed (red). As result, 16 key priorities (Figure A2.9) were fully met, of which 3 exceeded the expected outcome. Two of those are described in section 2.2. The proportion of female academic staff increased from 30-40% between 17/18 and 21/22 (Table A2.3.1), achieved through recruitment processes (**APb.8,10,11**), providing information on parental policy, advice on schools and accommodation in Lancaster (**APd.2&3**) and retaining staff by providing training and peer support (**APa.6&8,c.5-6**). The proportion of female students is 50% and over at all levels (Figure A2.1.4-6), supported by recruitment related actions (**APb.5,7&11**). Advances in departmental culture and engagement (**APa.1-3,5,9&13**) are described in Section 3.1.

Methodology of action implementation

The implementation of such an ambitious plan required careful planning and was tasked to working groups (Section 1.5). The SAT met termly and reviewed progress based on evidence presented by those responsible for implementation. Actions were evaluated annually by SAT, using student and staff data from the LU dashboard (**APb.1**). Feedback was also obtained from UG, PGT and PGR student representatives, LEC staff meetings, PTS meetings and SMG. The SAT collectively decided when an action had been completed and the action plan was RAG-rated annually. One outcome from these consultations was the introduction of a new key priority to address the career progression of professional and technical staff.

Reflecting on red and amber actions, main barriers and facilitators to action implementation and achieving outcomes and main learnings

The incomplete action was to examine if there were significant disciplinary differences in gender balance (**APb.2**). This was not carried out because many staff and PGR students work across disciplines, making allocation to individual disciplines subjective, and the small numbers in some of our disciplines mean that statistics would not be insightful. Non-implementation of this action had no impact on the completion of any of the key priorities. The modified action was a pilot review of the PGT gender and intersectionality curriculum materials (**APb.9**). This ambitious action would have required significant resources to complete and we believed it more efficient if the human geography and political ecology modules were reviewed by their specific teaching staff. We have had mixed success in engaging UG and especially male students with AS SAT (**APa.4**). With a high turnover of students on AS SAT it was difficult to maintain student input, which was complicated further by COVID. Instead, we conducted a focus group with UG and PGT students to explore how to enhance student engagement in AS and EDI activities. **We learnt** that the use of forums would be best, and this is included in the new action plan (**NAP1.3g-h**).

Limitations of actions and success measures

Action **APb.11** contained several interlinked success measures, with the main one being to increase the proportion of female PGTs, PGRs and staff in LECs, which was achieved. The other two measures were completion of mandatory EDI training and increased awareness of gender bias evidenced in departmental engagement events. Gender balance monitoring (**APb.1**) has been difficult to incorporate into all activities as some of the data have only recently become available. **We have learned** from this that it is much better to include measures that are directly related to the main objective and can be easily evaluated. Moreover, it is unrealistic to expect 100% completion at training and courses, even if they are mandatory. **In the new action plan**, our measures of success are based on the evaluation of previous data and we believe they are more feasible.

Some of the actions such as (**APa.7, b.6, c.3-4, d.1**) are rated amber because we lack evidence. **We have learned** that it is important to collect evidence beyond the data available from the LU dashboard, and our new action plan contains several new measures to support local data collection and analysis (e.g. short online surveys during departmental meetings).

Barriers beyond department

We also learnt that the proportion of female applicants remained the same at almost all career levels (36% for staff) except UG (Table/Figure A.2.5.1), even though we reviewed all advertisement, outreach and promotional materials (**APb.5**). However, the proportion of shortlisted female applicants and appointments is higher and more encouraging (43% and 44% for staff respectively) (Table/Figure A.2.5.1). The CS showed that more than 70% of respondents feel that the department's recruitment process for staff is fair (CS Q2) and that the department is taking steps to encourage people of all genders to apply for jobs (CS Q4). We will continue to monitor our recruitment procedures and the number of applications from female PGT and PGR students and staff and take actions if necessary (**APb.5-7**). We are also constrained in supporting fixed-term ECRs in relation to parental leave and job sharing (**APd.1,3**). Most of these limitations are due to research funding organisations having their own rules for funding and/or parental leave.

We will work with other departments in the Faculty and Lancaster University to avoid duplication of efforts (e.g. mentoring). Also, we will be working with Organisational Development in People and OE (POE) on our new policy on the provision of mentoring in the department (**NAP2.1**), while we will be working with LU's Anti-Harassment and Bullying Team, POE and SES on our new support structure for bullying and harassment (**NAP1.2**). We have also made very slow progress in supporting our PTS (Figure A2.7.1). During the pandemic, opportunities for contribution increments were also put on hold. Our new action (**NAP2.3**) aims to support the professional development and progression of PTS.

2. Evaluating success against department's key priorities

Key fact - the number of female professors tripled in the last reporting period (from 4 to 12)

Table 2.1: Key achievement – increase the proportion of female Professors in LEC

KP10 Increase the proportion of female Professors in LEC

Issue	<ul style="list-style-type: none"> • Low proportion of female Professors (4 or 18%) • Proportion of female Professors was below the benchmark for the sector (less than 20%) • Lack of role models for students and early career researchers • Lack of support for female lecturers (e.g. mentoring by female colleagues)
Actions	<ul style="list-style-type: none"> - All LEC job adverts include a newly created AS statement and a reference to consideration of flexible working (APb.5&10) - The candidates offered a job are provided with information on the local environment, schools, housing and LEC provides help with re-location (APb.8) - Job opportunities are actively promoted to female applicants through professional networks (APb.8) - Promotion and workload are considered explicitly in the annual PDR (APc.5-6) - A copy of successful promotion cases are available - Workshops for producing 4* research papers are held (APc.6) - Support with applying for grants is available (e.g. workshop, feedback on grant proposal) (APc.6) - A non-professorial role in management group (APa.11) - Workload is reviewed annually and admin burden is reduced accordingly (APa.12-14)
Impact	<ul style="list-style-type: none"> • The number of female professors tripled in the last reporting period. • The proportion of female professors is above the sector benchmark (Advance HE for SET 24% in 21/22). • The proportion of grant applications by female Professors increased to 21% (5% in 15/16).

The proportion of female professors has steadily increased from 18% (16/17) to 30% (21/22) during the reporting period (AdvanceHE Key fact: 28% of professors were female in 2021/22). This was achieved through actions introduced to enhance recruitment and promotion processes. Improved recruitment processes, including changes made to adverts and active promotion of job opportunities through professional networks, contributed to the recruitment of two female professors. One of them was initially appointed as a part-time 'Professor in Practice' and has since been promoted to a "full" professor.

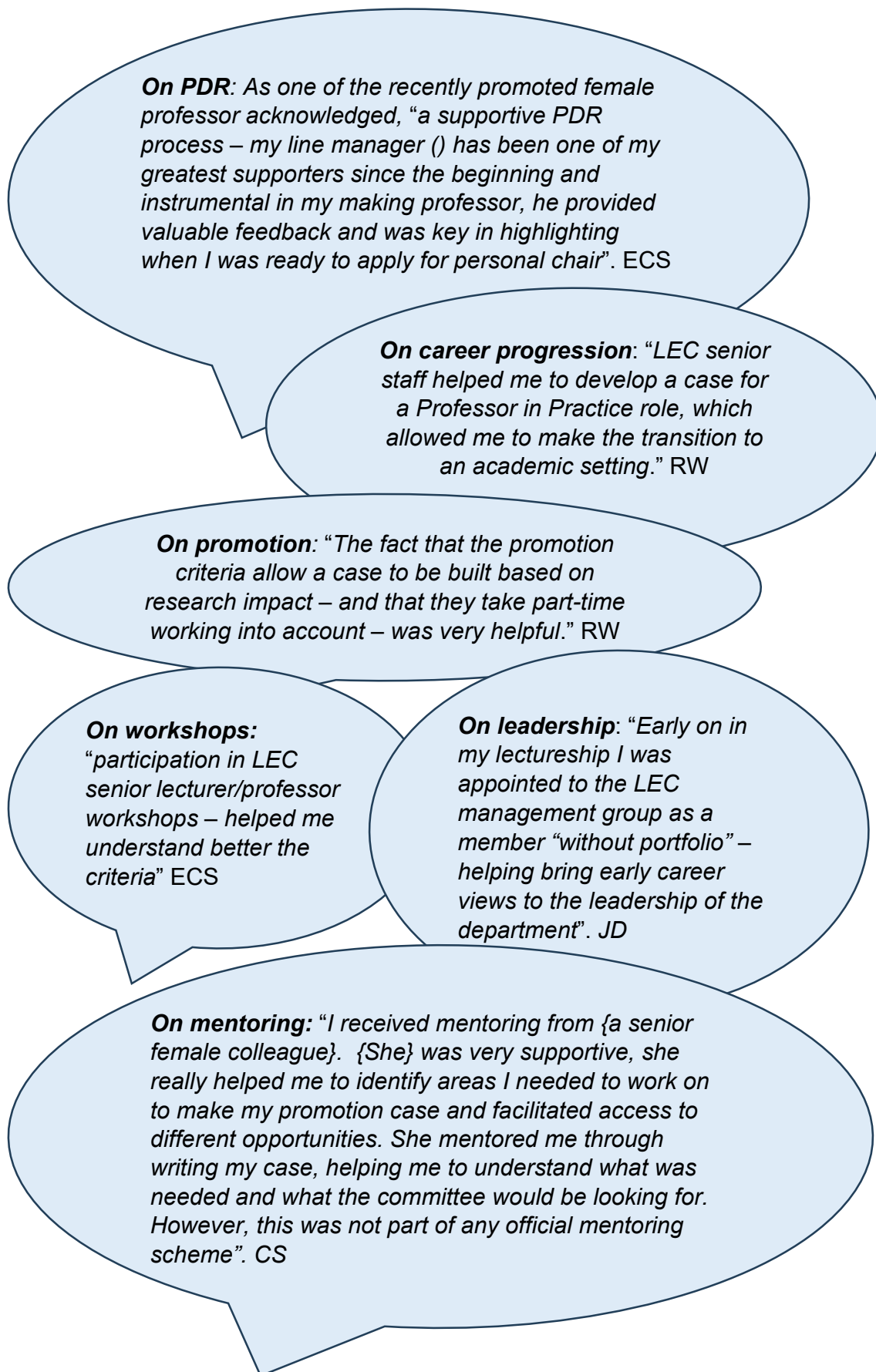


Figure 2.1 – Female professors quotes

An additional six professors were promoted in LEC. Since the last reporting period, several changes were made to the LU promotional criteria (e.g. engagement is now included in promotion) and there is enhanced support for promotion applications in LEC. All staff have a professorial group leader who conducts PDRs. Group leaders ensure that development objectives reflect both short and longer-term career goals and development and promotion is explicitly discussed. Plans are then shared with the LEC leadership team for consideration alongside distribution of workload, and onward support for promotion (**APc.5-6**).

To break down further barriers for promotion, AS Group organises 'Making Professor/Senior Lecturer/Lecturer' workshops in LEC for all staff and specifically for those who have underestimated their potential. Junior academics are assigned a mentor to advise and guide them in career development. This mentorship often extends beyond the probationary period and is recognised as an important part of the promotion process.

In two cases, promotion took place beyond a single grade. Junior academics have more time to establish their research as they are allocated a reduced teaching load, which increases gradually over the three-year probationary period. Other support for promotion are flexible sabbaticals, reduced administrative and teaching load, professional development and taking leadership positions in and beyond the department.

All staff are encouraged to attend career development courses, such as the LU Bonnington Leadership (4 female since 2015). The department added a member "without portfolio" to the management group to support professional development and help junior staff develop leadership skills. Our professors include the Global Eco-Innovation Centre Director, the LU PVC for Research and two elected Fellows of the Royal Society of Edinburgh (one of whom is a Professor in Practice).

Key fact - the proportion of female researchers reached 50% in the last reporting period

Table 2.2. Increase the proportion of female researchers in LEC

KP9 Increase the proportion of female researchers in LEC

Issue	<ul style="list-style-type: none"> • Low proportion of female researchers (31%) • Decline in the proportion of female staff was more evident for fixed-term researchers
Actions	<ul style="list-style-type: none"> - Main actions contributed to recruitment - Reduced unconscious bias (APa.2) - Online LEC news highlighting success of female staff in LEC (APa.5) - All LEC job adverts include a newly created AS statement and a reference to consideration of flexible working (APb.5,10) - The candidates offered a job are provided with information on the local environment and LEC provides help with re-location (APb.8) - Job opportunities are actively promoted to female candidates through LEC networks (APb.8) - All interview panel Chairs have completed “Recruit the Best” training (APb.11) - Monitor leaving (APc.3) - Information on parental leave and flexible working is provided (APd.2, 3)
Impact	<ul style="list-style-type: none"> • The number of female researchers increased steadily from 33% to 51% in the last reporting period • The number of female staff on research fellowship increased from 1 to 7

The proportion of female ECRs has steadily increased from 33% to 51% during the reporting period. Vacancies are shared through media and professional networks, and adverts now include statements on EDI, AS, flexible and family-friendly working conditions. All interview panel members should have completed “Recruiting the Best” training. The proportion of appointed and shortlisted female candidates is greater than the proportion of female applicants. Successful applicants receive information about parental leave and the local environment before accepting the job offer.

The number of female recipients of five-year fellowships increased from 1 to 7, with the department providing proactive support on equality and diversity grounds. Two female colleagues were supported by senior colleagues in preparing successful Royal Society Dorothy Hodgkin Fellowship applications. Three female ECRs with five-year fellowships (2 Royal Society Dorothy Hodgkin and 1 Leverhulme) were moved onto permanent contracts. One female ECR successfully obtained a lectureship, while two other female researchers obtained laboratory-based technical roles. We learnt that grant application support can lead to successful grant

applications from ECRs, which has been included in the new action plan (NAP2.2c,d).

Table 2.3. Number of fellowships awarded to female ECRs, between 2018 and 2022.

Funder	Number of fellowships
Royal Society Dorothy Hodgkin	2
EPSRC	1
Leverhulme Trust	1 (continued to UKRI future leaders)
UKRI future leaders	3
ESRC	1

Section 3: An assessment of the department's gender equality context

1. Culture, inclusion and belonging

Significant progress has been made in the department's inclusive culture, where staff and students can fulfil their potential and feel respected regardless of gender, ethnicity, disability, sexuality, age and other underrepresented characteristics. Here we reflect on our progress by referring to the key priorities in the last AS Award (KP), actions from the previous AS action plan (AP), the culture survey (CS), focus groups and other data. The departmental values framework (Figure 3.1) was developed in 2020 in consultation with staff through several open discussions at departmental meetings and in consultation with students. This framework incorporates actions from the previous AS action plan, which focused on enhancement of the departmental culture (A. Communication and Culture). The framework is supported by the SMG and became a platform to share values and proactively promote positive change in diversity and inclusion among staff and students. The responses to the culture survey confirmed the departmental proactive culture of equality for all and the support from the departmental leadership (CS Q47, Q48 & Q50). This is also reflected in the fact that the former Director of LEC received the 2019 University Award for his "inspirational, supportive and inclusive leadership".

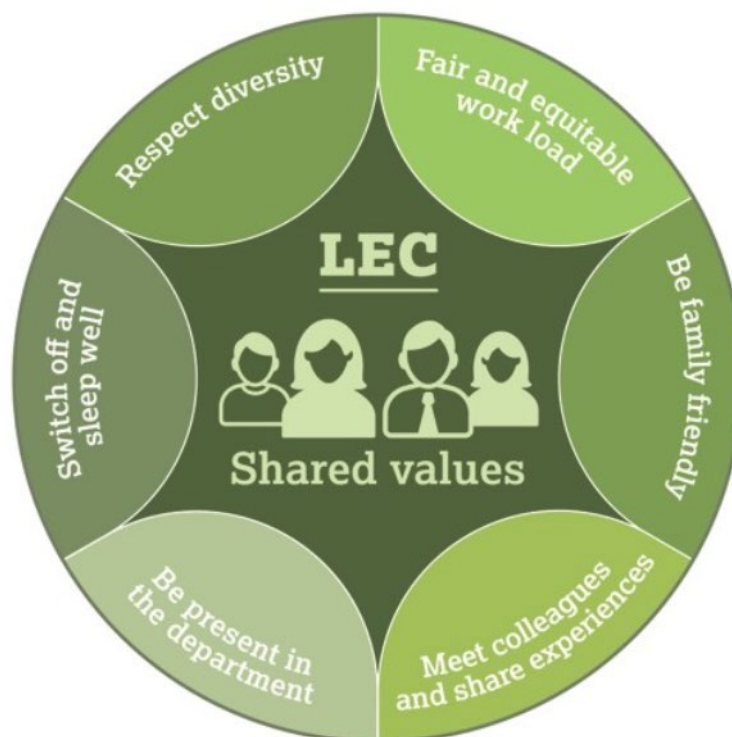


Figure 3.1 - LEC shared values

Athena Swan actions since our last Award have begun to broaden the scope of intersectionality. Analysis of LEC demographic data, feedback from staff and students, and our research collaborations with institutions from the Global South have drawn our attention to intersectional inequalities in the following areas: i) gender and disability, ii) gender and race, and iii) gender and caring responsibilities. Current disclosure rates for staff members of the LGBTQIA+ communities in LEC are low. However, LEC promotes a supportive environment and encourages staff to utilize LU-level support and initiatives, such as the Staff LGBT Network (SLN) and the LGBTQIA+ Allyship Network (LAN), which foster a sense of belonging for LGBTQIA+ staff and students.

While there is ample support for students with dyslexia, there is no formal support for staff with dyslexia. In response to the needs of a female academic with dyslexia, LEC took the initiative to set up a university-wide working group to enhance support for staff with dyslexia. The department has introduced extra time allowances for marking, which also feeds into the workload for staff with dyslexia.

A Decolonising LEC Working Group, comprising of staff and students, helped to strengthen the reflective approach with which the department engages with contexts of the Global South and with racial difference and inclusion, including its own community of staff and students. Examples of its initiatives include: a 'pocket guide' with ideas for decolonising teaching that goes beyond issues of race and takes into account gender, disability and sexual orientation; strengthening the ethical review process for UG and PGT dissertations; the revision of an UG module (Being a Geographer: Issues, Ethics and Skills) to include greater engagement with racism and decolonisation of the geography curriculum, gender equality and inclusion of marginalised forms of knowledge (**APb.2**); the organisation of an open and well-attended Political Ecology seminar on decolonising Political Ecology; the revision of job adverts for research associates to make them more inclusive; raising awareness of decolonisation through seminars. Our ambitious outreach activities, including school visits aim to overcome barriers to applying for further studies in LEC for school students from low income families, those who are first in family to apply to university, being of Black, Asian and Ethnic Minorities background, with disabilities and being carers. These activities contributed to increase the proportion of Black, Asian and Ethnic Minority students in LEC.

A large proportion of our female staff have caring responsibilities (almost 50% of those taking the CS). LEC aims to mitigate the gendered impacts of periods of extended leave and has developed a suite of department guidelines and processes for implementation of LU policies. The department recognises the importance of flexible working hours on return from parental or caring leave, for example, to facilitate the practicalities of caring (**APd.1-4**). Departmental management has endorsed arrangements to support flexible working for academic and professional staff, which can be arranged with line managers. The CS responses (CS Q42-43) shows that 85% of staff survey respondents strongly or somewhat agreed that they had the opportunity to work flexibly and that their line manager supported flexible arrangements. The department aims for returner carers, academic staff, to have a reduced administrative and teaching workload on a temporary basis to allow more

time for research activities. Those returning from parental leave are encouraged (**APd.1-2**) to apply for LU Parental and Adoption Research Support (PARS previously Maternity and Adoption Research Support MARS) Funding (up to £10,000). Four of five female academic staff member applied and were allocated MARS funding. General staff and other important meetings are not held at the beginning and end of the school day. Our general meetings are held alternately online and in person to facilitate attendance by staff with different working hours. PGT and PGR students can choose to study part-time (**APd.3-4**), while some parental leave entitlements also apply to research students. We also support staff members with other caring responsibilities and wellbeing issues e.g. by reducing teaching.

Wellbeing is at the heart of LEC's values and is seen as an essential and instrumental part of an EDI agenda. LEC was the first department in LU to have a dedicated wellbeing role (since 2018) and the first to launch employee mental health initiatives. Staff are supported on an individual basis and in line with LU 's commitments under the Disability Confident Scheme and the Stonewall Global Diversity Champions programme. 91% of staff completed the Mental Health mandatory course. All staff have access to LU's support through the Employee Assistance Programme, which is aligned to the Government's Five Steps to Wellbeing. Students can access pastoral support through the Graduate University Counselling Team and help with mental health problems through the Counselling and Mental Health Service. These efforts are acknowledged by responses in the CS, where 72% of respondents strongly or somewhat agree that the department actively promotes their mental health and wellbeing (CS Q58).

The department actively promotes a healthy work-life balance through activities described elsewhere in this document (e.g. workload, flexible working), but efforts have also been made to instigate a change in cultural norms and embed the importance of work-life balance. An example of this is the friendly communications from the SMG expressing the expectation that staff would be unavailable outside normal working hours and during university closure. These efforts were recognised by the majority of staff, with 67% of CS' respondents agreeing or strongly agreeing that the department promotes work-life balance (CS Q57).

In order, to foster a culture of community and collegiality for our staff and students, the department has invested in regular, family-friendly and diverse social events. For example, we have a family-centred Christmas Party, a Diwali lunch, wellbeing breakfasts (aimed at our PhD students), coffee – ideas (**APa.8**) and staff social activities (**APa.3**). These have been acknowledged as welcoming for all genders by 85% of the CS' respondents (CS Q53). In 2018, we introduced the 'LEC Good Colleague' scheme to celebrate and recognise contributions made to our day-to-day work life and our inclusive culture. Forty female colleagues (55% of all awardees) have been awarded this since then.



Figure 3.2 - Left column: LEC summer social; Annual LEC staff awardees. Middle column: Returning Study Abroad students' event; Researchers at Glastonbury; Research group away day. Right column: LEC researchers at Lancaster's Campus in the City; LEC atrium social space.

LEC holds a Winter Conference to celebrate research achievements and special care is taken to select a balanced gender portfolio of speakers (**APa.7,9-10**). LEC promotes its AS and broader EDI agenda with communications on the web page, blog and via social media that target staff, students as well as our extended community. This includes sharing of positive role models (**APa.5**), example of diverse and alternative career pathways, training and mentoring (e.g. the [international women's day 2022 blog](#) celebrating women's contributions to science). Good efforts were made to achieve gender balance in all LEC committees to reflect the gender balance of the department (**APa.11**). A non-professorial role on the research committee was created, held by junior staff who were subsequently promoted to a higher level. At least 7 female academic and 2 professional staff hold leadership roles, whether at departmental level (e.g. Director of Teaching, Head of LEC Technical services), faculty level (Chair of FST EDI Committee), across the University (Director of Energy Lancaster, Director of Global Eco-Innovation Centre and LU PVC for Research) and advisory roles from regional to national government organisations (e.g. EA and DEFRA).

The culture survey, focus groups and interviews highlight several areas for improvement such as bullying and harassment and effect of COVID and agile working on ECRs and PGRs. The professional and technical support staff and those on fixed-term contracts, as well as students, appear to have benefited to a lesser extent from the department's efforts to improve inclusivity. So far there are challenges in evaluating whether completed actions benefited LGBTQIA+ community due to small numbers for analysis and culture, which inhibits people speaking up. More work needs to be done in supporting trans and non-binary members of the community. The future action plan will focus on these areas described in more details in the next section (2).

2. Key priorities for future action

Based on our data analysis learning from the previous action plan, and information gathered from the culture survey and focus groups, we have identified six new key priorities (NKP), each supported by a number of targeted actions. These are organised into 2 themes.

1) A fair and inclusive culture in post-COVID working environment (replaces theme A in the RAG table)

NKP1: To reinvigorate a strong sense of community while enabling flexible working practices post-COVID

The COVID -19 pandemic has had a negative impact on work productivity of half of our employees who participated in the culture survey (CS Q68). Likewise, half of the respondents felt that LEC had not taken measures to mitigate the adverse gender impact of the pandemic (CS Q69). In addition, agile working, introduced during the pandemic and still practised at Lancaster University and LEC, can potentially disadvantage staff, who due to their specific role need to be on campus regularly. As most of our professional and technical staff are women, it is important to evaluate how these and future working practices could affect their work-life balance. Also, it is important to investigate whether working arrangements affect staff with other marginalised identities including intersectionality.

We recognise agile and flexible working can affect the sense of community and inclusive culture. In our focus groups with ECRs and interviews with PGR representatives, it was noted that since the pandemic some students have lacked peer support and feel isolated. It was also pointed out that this affects the motivation of some PGR students, which in turn may affect thesis completion rates (Figure A.2.2.3).

Our priority is to assess the impact of changes in working practises (agile, flexible working or any new future way of working) on all staff and PGRs from an EDI perspective (in relation to gender and other marginalised identities) (**NAP1.1a-c**) and mitigate any potential negative impact on work-life balance (**NAP1.1d,e**). We will also focus our activities on building an inclusive culture in the new working environment. Our priority is to make the inclusive working environment for trans or non-binary colleagues and those with other marginalised identities (**NAP1.1f**). We will introduce LGBTQIA+, Allyship, and Gender Equality eLearnings, which are inclusive of transgender and non-binary gender identities, for staff and PGR students, alongside other [support](#) and resources. We will have an advocate for LGBTQIA+ staff and students in the new EDIC. Staff and students' Awards will include contribution to building a cohesive, supportive and inclusive working community in line with EDI principles (**NAP1.1f**).

NKP2: To enhance departmental structure for addressing and preventing bullying, discrimination, micro-aggression and harassment

LEC has procedures for dealing with inappropriate behaviours such as bullying, harassment, micro-aggression and discrimination in accordance with the University's Bullying and Harassment Policy. Formally, LEC has two internal contacts (HoD and

Departmental Administrator) and one external contact in the Physics Department for discussing inappropriate behaviour. However, the culture survey showed that 12% of respondents disagreed with how bullying and harassment is dealt with (CS Q59). The focus groups with students have made it clear that we need to improve our procedures for reporting and responding to bullying, harassment, discrimination and micro-aggression.

Our priority is to work with the new independent and informal LU anti-harassment and bullying team, which has been set up to complement formal procedures at the University, and provide clear guidance to staff and students on the support available (**NAP1.2a**). We will introduce training for staff and students, initially using the optional [courses](#) from the LU EDI team, to raise awareness of how inappropriate behaviour can affect other staff and students and how to support staff who are particularly vulnerable to bullying and harassment (**NAP1.2 b**). We will also work with the LU team to establish guidelines for reporting inappropriate behaviour on placements for staff and students (**NAP1.2 c**). We will monitor satisfaction with these arrangements, provide feedback to the LU team so that they can make changes where necessary, and introduce arrangements in the department as required (**NAP1.2d**).

NKP3: To consistently apply EDI principles and build inclusive culture across all study programmes in LEC

Student focus group highlighted differences in how we incorporate EDI principles into our teaching and in particular, the accessibility and inclusivity of our field teaching. While we address disability issues in consultation with our disability officer, other issues (e.g. biological issues related to menstruation) that affect female students on fieldwork are addressed less consistently. Students feel more comfortable discussing issues in the [field](#) with female rather than male staff. We have also learnt that the behaviour and attitudes of our male students can be intimidating for our female students in the first year laboratory practicals. Our priority is to develop and use a LEC version of an equality impact assessment to guide all fieldwork and laboratory practicals (**NAP1.3b**), based on department good practise (including **APb.9**) and on recommendations for the implementation of gender equality impact assessments (EIA) by the Royal Geographical Society (**NAP1.3a**). The EIA form will include a series of questions to prompt staff to consider a range of issues that students and staff may face during field and laboratory teaching (**NAP1.3b**). These will be completed along with the risk assessment for fieldwork and prior to the laboratory practicals (**NAP1.3c**), evaluated and reviewed annually (**NAP1.3d,e**). Our priority remains to engage students with Athena Swan and EDI in general (**NAP1.3f**) and as suggested by the focus group we will do this through regular student forums (**NAP1.3g**).

2) Supporting career transition: development, promotion and progression (replaces theme C in the RAG table)

NKP4: To ensure that appropriate mentoring schemes are available to all students, academic and professional staff

Testimonies from recently promoted staff, the culture survey and focus groups with students and ECRs showed that mentoring plays an important role in career development, but the majority of staff do not have access to useful mentoring opportunities (CS Q29-31). Cross-departmental mentoring for ECRs and the possibility of reassigning an allocated academic advisor for Black, Asian and Ethnic Minorities Students were identified as areas for further consideration. The focus group noted that female students lack confidence and that mentoring and/or coaching could help to build confidence.

Our priority is to ensure that all UG and PGT students have academic advisors, who can provide an adequate support for their academic progression (**NAP2.1g,h**). For staff and PGR students, we aim to find the most effective way of providing mentoring for everyone without increasing workload burden. We will consult with staff and PGR students on their mentoring needs (**NAP2.1a**) and set up a pilot programme (**NAP2.1 b**), with the ultimate aim of making it available to all staff and PGR students (**NAP2.1 c- e**). We will also implement the findings from the NERC Envision DEI project on the mentoring of applicants for PGR studies by PGR students (**NAP2.1f**).

NKP5: To support and advance career development and progression for all staff and in particular women, underrepresented gender groups at all level of academic career.

Data analysis shows that despite the improvement in the proportion of female PGT and PGR students, the proportion of females in UG, PGT and PGR courses decreases as study progresses (Figure 2.1.4-6). Fewer UG female students than male students find employment after graduation (78.6% and 85.5% for female students compared to 87.3% and 93% for male students for 15/16 and 16/17 entrants). In the UG focus group, it was noted that despite being taught by female academics, female students lack role models and would like to have more career sessions tailored to their interests. Our priority is therefore to organise more tailored career events to give our female students the opportunity to meet with our alumni who are working in industry and government organisations, as well as female PGR students (**NAP2.2a**). Our ultimate aim is to increase the number of female students who find a job or continue with further studies after graduation.

We still have a higher ratio of male to female academic staff at all career levels and want to reduce this gap by providing support for career development and progression for our female staff and those from underrepresented groups. For ECRs, we will organise workshops to improve skills in writing 4* papers and funding applications, especially for research fellowships (**NAP2.2c,d**). We will also organise a peer research team to provide help with and feedback on research proposal before submission (**NAP2.2b**).

Given that 10% of our staff are over 61 years old and 38% are between 50 and 61 years old we anticipate significant staff changes in the next award period due to

retirements and new recruitment. We are aware of the challenges for newly hired staff and the importance of supported career development ensuring LEC's promotion processes are fair and transparent. We recognise not everyone has had the same experience with the PDR process (CS Q26). Our priority is to review the PDR process and make it more consistent (**NAP2.2e**) in providing support for career development and promotion of all staff and in particular staff with disabilities. We will monitor satisfaction with the revised PDR process (**NAP2.2f**) and a number of promoted staff (**NAP2.2h**), and link the PDR process to mentoring (**NAP2.2i**).

NKP6: To support career development and recognise contribution of professional and technical staff

Only a small percentage of female professional and technical staff (PTS) (less than 10%) take secondments or apply for another role within the University. Less than 50% of female PTS are aware of career opportunities and even fewer (less than 30%) feel they are encouraged to apply for a career change or prepared for progression in their role (CS Q10-12). Majority of PTS are employed on grade 5 (Figure A2.4.4). PTS is also less satisfied with the PDR process and the availability of mentors. Some of these issues are difficult for the department to address as they relate to sector or LU-wide working and contractual conditions. Our priority is to support PTS to effectively use existing LU provisions for development and reward. It is important that development and promotion opportunities are shared (**NAP2.3a,b**) and that staff undertake training and development courses (**NAP2.3e**). We will liaise with the institutional action plan working group "on career development in professional services" and implement the recommendations. For example, our Head of Technical Services and Facilities is participating in the Technician Career Pathways project, which aims to define what is expected of technicians at different salary levels (**NAP2.3b**). We will explore possibilities for organising cross-institutional professional secondments (**NAP2.3c**). We aim to improve the PDR process to better support professional development and needs, especially of staff with disabilities (**NAP2.3f**). Overall, it is important that the contribution of PTS is awarded (**NAP2.3g**) and acknowledged, e.g. through co-authorships of journal publications (**NAP2.3d,i**).

In addition, we will continue to monitor recruitment procedures (theme B in the RAG table; **APb.5-7**), workload (**APa.14-15**) and support for carers and parents (theme D in the RAG table) to ensure they remain equitable (not listed in the new action plan). We will use an adaptive approach, meaning that we will monitor progress and assess the outcomes of the actions proposed here, but also assess the impact on EDI of changes in teaching (such as Curriculum Transformation Programme) and research practices that may be introduced over the next five years. We will then make adjustments to our action plan in response to new evidence from data and consultation with staff and students. In order to manage and evaluate progress in the implementation of the new action plan, several actions are foreseen under Theme 3 (Improving the organisational EDI framework).

Section 4: Future action plan

Theme 1: A fair and inclusive culture in post-COVID working environment

<i>ID</i>	<i>NKP</i>	<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
1.1	1	To reinvigorate a strong sense of community while enabling flexible working practices post-COVID.	Agile working introduced during COVID pandemic and flexible working may disadvantage some members of staff and students. We will evaluate how these, and possible new working practices affect departmental culture and staff in terms of gender and other underrepresented characteristics. We will increase awareness and support for staff who belong to underrepresented groups, and especially for women who belong to more than one underrepresented group.	<p>a. To evaluate effect of agile and flexible working from an EDI perspective (gender and intersectionality); monitor uptake of agile/ flexible working by staff gender/ intersectionality.</p> <p>b. To evaluate impacts of COVID, agile and flexible working on departmental culture specifically for ERCs and PhDs.</p> <p>c. Consultation with staff and students on practical arrangements regarding new working practices (e.g. support needed for new staff, ECRs</p>	<p>a-b. Annual short survey to include questions for a. and b; distributed to all staff and PGRs and identify possible imbalances.</p> <p>Share findings with all staff and PGRs.</p> <p>Disaggregated data by gender and other under-represented characteristics and staff/student categories.</p> <p>c. Focus Groups to avoid survey fatigue.</p>	<p>a - b. From February 2024 annually until 2028.</p> <p>c. June 2024; annually if needed until June 2028.</p>	<p>AD EDI, Director PGR; HoD and DA.</p>	<p>a – e. >80% of respondents agree with the statement in CS that my contributions are valued in my Department.</p> <p>>90% of respondents agree with the statement in CS that the Department enables flexible working.</p>

ID	NKP	Objective	Rationale	Planned Actions:	Key output/ milestones	Timeframe	Person(s) responsible	Success criteria
				<p>and PGR students, social events etc.).</p> <p>d. To develop (adjust) principles and new working practices in LEC to mitigate negative effects from an EDI perspective and to maintain sense of community and inform workload model allocations.</p> <p>e. Implement guidance for new working practices; review annually.</p> <p>f. To enhance working environment for underrepresented groups: by raising awareness of their rights and support availability; providing support in the departments (starting with LGBTQIA+).</p>	<p>d – e. Document with set of principles and practical guidance on agile and flexible working (reviewed annually if needed).</p> <p>f. Additional training (beyond mandatory e.g. new LU EDI e-learning material) and discussion as part of departmental away days on transgender rights and inclusion of those and other underrepresented groups'; staff and students' awards for EDI.</p>	<p>d – e. September 2024; annually if needed until September 2028.</p> <p>f. May 2024; repeat annually until May 2028.</p>		

ID	NKP	Objective	Rationale	Planned Actions:	Key output/ milestones	Timeframe	Person(s) responsible	Success criteria
1.2	2	To improve satisfaction with how bullying and harassment are addressed in the department	Staff and students are reluctant to use formal channels to report incidents and would prefer to have a recognised contact person “able to listen” to a personal experience of being exposed to inappropriate behaviour. LU is setting up the new LU Anti-Harassment and Bullying Team to provide this support. We will work with the team to encourage our staff and students to access this support by providing clear guidance on how to report inappropriate behaviour experienced on LU and external placements, as well as awareness training. We will monitor completion of training and	<p>a. Establish link with the LU Anti-Harassment and Bullying Team to coordinate activities; signpost to all staff and students support available by the LU team.</p> <p>b. Introduce a training (for staff at departmental away days or staff meeting)/a lecture for each study year (for students) on how inappropriate behaviour affect staff and student experience and how to support staff from underrepresented groups (transgender staff/students, women belonging to more than one underrepresented group).</p> <p>c. To provide support for students and staff working with external</p>	<p>a. information included on a SharePoint/Teams channel (staff) and Moodle (students) and then into the induction pack (staff) and programme handbooks (students).</p> <p>b. Training for staff and lectures for students delivered; material available via Moodle for students and via Teams for staff.</p> <p>c. Guidelines on how to report</p>	<p>a. From October 2023 – October 2028.</p> <p>b. From June 2024 for staff (repeat bi-annually) and from October 2025 for students (repeat it annually) until June and October 2028 respectively.</p> <p>c. From June 2023; review</p>	<p>AD EDI, Ads for UG and PGT, Director PGR, DA, HoD.</p>	<p>a, c - d. <10% of respondents (staff and students) disagree with the statement in CS: I am satisfied with how bullying and harassment are addressed in my department</p> <p>b.80% of staff completed training and 80% of students attended lectures.</p>

ID	NKP	Objective	Rationale	Planned Actions:	Key output/ milestones	Timeframe	Person(s) responsible	Success criteria
			satisfaction with this support, provide feedback to the LU team and work together to make any necessary changes to the support provided.	<p>organisations (placement, dissertation with placement, secondments) on how to report inappropriate behaviour.</p> <p>d. Assess satisfaction on how bullying and harassment are addressed through culture survey for staff and focus group/survey for students and review provision as needed.</p>	<p>inappropriate behaviour. EDI Assessment along Risk assessment.</p> <p>d. Short survey/focus group data.</p>	<p>annually until June 2028.</p> <p>d. From October 2023 annually until October 2028.</p>		

ID	NKP	Objective	Rationale	Planned Actions:	Key output/ milestones	Timeframe	Person(s) responsible	Success criteria
1.3	3	To consistently apply EDI principles and build inclusive culture across all study programmes and in particular in field and laboratory elements of programmes.	Student focus group indicated that there is a variation in consideration of practical issues affecting female students in fieldwork and in laboratory practicals. We aim to develop and apply a LEC version of an Equality Impact Assessment based on good practices in the department and on recommendations for implementation of Equality Impact Assessment by the Royal Geographical Society (RGS) for all fieldwork.	<ul style="list-style-type: none"> a. Collate departmental good practices, recommendation by the RGS and examples of good practices elsewhere, on how to embed EDI principles in all aspects of teaching and in particular fieldwork and laboratory work. b. Develop a LEC version of the Equality Impact Assessment (EIA) with questions prompting consideration of EDI issues in field and laboratory practicals. c. Complete the EIA form prior to field/laboratory work and incorporate within existing risk assessment processes. d. Add an additional question in LUMES on satisfaction with arrangements provided. e. Annual review and adjustment to the 	<ul style="list-style-type: none"> a. Set of guidelines for implementation. b. EIA form for completion prior to fieldwork/lab work. c. System for completion in place and annually reviewed. d. Modified LUMES for field and practical based modules; feedback collected. e. Inclusion in annual teaching review. 	<ul style="list-style-type: none"> a. Completed in academic year 2023/24. b – c. From October 2024 until October 2028. d. From October 2024 until June 2028. e. From June 2025 until June 2028. 	LEC Director of UG, PGT, PGR; SSC and Director SSC, AD EDI.	<ul style="list-style-type: none"> a-f. All modules with fieldtrip/work, laboratory and group work should have a completed LEC Equality Impact Assessment. Student satisfaction on LUMES question >3.

ID	NKP	Objective	Rationale	Planned Actions:	Key output/ milestones	Timeframe	Person(s) responsible	Success criteria
				<p>process taken accordingly.</p> <p>f. To introduce professional conduct for all UG/PGR/PGT students, written in collaboration with students.</p> <p>g. Termly consultation with students through UG student forums, PGT/PGR focus groups to collate EDI issues and matters arising by students and act accordingly to include feedback on all actions taken/not taken.</p>	<p>f. Professional Conduct (e.g. from RGS) is included in all Handbooks and introduced in Welcome talks.</p> <p>g. Termly EDI strategic focus group/forums discussions with students.</p>	<p>f. From February 2024 until February 2028.</p> <p>g. From October 2023; each term until June 2028.</p>		<p>g. Record of issues raised and actions taken to respond to these.</p>

Theme 2: Support career transition: development, promotion and progression

<i>ID</i>	<i>NKP</i>	<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
2.1	4	Ensure that appropriate mentoring schemes are available to all students, academic and professional staff at all levels of their career.	Despite mentoring scheme being available at the departmental and the University level; PGR students and ECRs would prefer a mentor in the department. In addition, only 32% of staff have an access to useful mentoring opportunities in LEC (CS) and mentoring is found to be important for career progression (testimonials).	<ul style="list-style-type: none"> a. Conduct a survey and/or focus groups with different staff groups (academic, ECRs and PS) to identify what improvements to current mentoring scheme are needed. b. Initiate a pilot scheme; recruit and train mentors and facilitate mentor/mentee pairing and first meeting. c. Review the pilot scheme and coaching provisions, implement changes if applicable and expand the scheme across the department. d. Add information on mentoring on the departmental SharePoint. 	<ul style="list-style-type: none"> a. Proposal for a departmental mentoring scheme. b. A pilot scheme set-up. A short survey on satisfaction with the scheme. c. Review of the pilot scheme. Consultation on possible changes to the scheme if necessary. d. Document with information on how the scheme works available to all staff. 	<ul style="list-style-type: none"> a. From February – October 2024. b – d. From October 2024 until October 2028. 	Deputy HoD (o), DA, AD EDI.	<ul style="list-style-type: none"> a, c - d. 80% of staff who participated in the pilot scheme (scheme) are satisfied with the scheme. b. 50% of staff has access to useful mentoring.
				<ul style="list-style-type: none"> e. Adjust the scheme above and apply to PGR students; review a pilot scheme and expand 	<ul style="list-style-type: none"> e. Pool of mentors and document with information how 	<ul style="list-style-type: none"> e. From June – September 2025. 	AD PGR.	<ul style="list-style-type: none"> e. At least 50% of PGR students are happy with mentoring

<i>ID</i>	<i>NKP</i>	<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
				the scheme more widely. f. Introduce mentoring of PGR applicants by PGR students as recommended by LEC/NERC DEI research project.	the scheme works. f. Pool of PGR mentors recruited, providing advice and applications are monitored.	f. From October 2025 – October 2028.		provision in bi-annual Cultural Survey. f. Increase PGR admissions to >50% female and increase by >10% number of student admissions from underrepresented groups by 2028.
				g. To introduce academic advisors for PGT students following the same approach as for UG students.	g. The new scheme is introduced and monitored.	g. From October 2023 until October 2028.	AD PGT.	g. At least 75% of PGT students attended advisory meetings in an academic year.
				h. Enable UG and PGT students a possibility for reassignment of academic advisors based on student need where supportable.	h. An amendment to current allocation of academic advisors is introduced to allow for this flexibility.	h. From October 2024 until October 2028.	AD UG; LEC Career Advisor.	h. At least 80% satisfaction rate for students who changed their academic advisor

ID	NKP	Objective	Rationale	Planned Actions:	Key output/ milestones	Timeframe	Person(s) responsible	Success criteria
2.2	5	To support career development and progression for all staff and in particular for women, underrepresented gender groups and those belonging to more than one underrepresented group at all levels of academic career.	While the percentage of female students and staff has increased, the percentage of female academic staff at all career levels (except professors) is still below the average of UK HE. The employability of our female students is also below the employability of our male students. The percentage of women is decreasing across career levels, from UG to ECRs and further up the career ladder. We aim to improve this by offering career development and promotion support. <i>(Benchmarking – Current reported grant success; AdvanceHE for the proportion of female academic staff)</i>	a. To organise career events tailored for UG/PGT/PGR female students and members of underrepresented groups (e.g. thematic events on women employability, career progression and gender pay gap). Use survey feedback for improving events.	a. An annual event Post-event survey	a. From February 2024 annually until February 2028.	LEC Career advisor; AD UG, LEC Student Society, AD EDI.	a. At least 80% of attendees found the event helpful with career planning. Eliminate the employability difference between female and male students.
				b. Establish a research peer-support group to provide support with grant applications for early career academics (PGRs, ECRs; lecturers) and monitor uptake and satisfaction with the scheme. Review arrangements annually.	b. Research peer-support group is established; adequate support is provided as evident from a survey. Workload for the members of the peer group has been accounted for in the workload model.	b. From October 2024 – October 2028.	AD for Research, research peer-support group; research committee.	b. At least 80% of users are satisfied with support obtained.
				c. Organise workshops on how to write grant applications targeted to different calls e.g. fellowship grants;	c. One workshops per year with short post-workshop surveys.	c – d. From February 2024 annually until February 2028.		c – d. At least 80% of workshop attendees find workshops useful.

<i>ID</i>	<i>NKP</i>	<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
				<p>first grant. Monitor uptake and satisfaction.</p> <p>d. Organise an annual workshop on how to write high quality papers aimed for early career academics (PGRs, ECRs, lecturers). Monitor uptake and satisfaction</p>	<p>d. One workshop per year and a short post-workshop survey.</p>			<p>b - d. Increase by 10% the number of successful grants by female applicants.</p>
				<p>e. Enhance the promotion process in LEC by initially focusing on PDR process by: providing additional training for PDR reviewers (e.g. update on promotion criteria); set of questions regarding short and long-term goal career progression/promotion to be collected by all PDR reviewers; incorporate advice for career development for disabled staff, provide feedback to all staff after the departmental PDR review.</p> <p>f. Increase PDR uptake and</p>	<p>e- f. Improved consistency of PDR reviews and high satisfaction with the new process.</p>	<p>e. From February 2024 until October 2028.</p> <p>f – h. From October 2024</p>	<p>Deputy HoD (o), DA and AD EDI.</p>	<p>e - f. At least 80% satisfaction that line manager supports my career development process in short survey/ bi-annual Cultural survey.</p>

<i>ID</i>	<i>NKP</i>	<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
				<p>satisfaction with PDR and promotion process.</p> <p>g. Share updated promotion criteria and departmental implementation of the promotion system regularly. Provide a short guidelines on how to apply for promotion on the SharePoint and update it annually.</p> <p>h. Monitor numbers of promoted staff and time taken for promotion by different staff categories by gender and other characteristics (intersectionality).</p> <p>i. Review the process in conjunction with mentoring above and make changes if necessary</p>	<p>g. Promotion criteria and guidelines available through the SharePoint.</p> <p>h. Annual report on promotion by gender and intersectionality and by time taken for promotion.</p> <p>i. A report on the process and a proposal for further enhancement of the process if applicable.</p>	<p>annually until October 2028.</p> <p>i. From September 2024 until September 2028.</p>		<p>h-i. At least 75% success rate for promotion of female applicants.</p> <p>The proportion of female academic staff to equal or exceed sector benchmark average at all levels.</p>
2.3	6	To support career progression and recognise and enhance	The Culture Survey showed that only about 40% of PTS are aware of career	a. Enhance information sharing for development opportunities available; line	a. The SharePoint/Teams Channel with regularly updated	a. From October 2023 until October 2028.	Deputy HoD (o) and Dept. Administrator; Head of Technical	a - b. >60% of PTS are aware of career progression opportunities.

ID	NKP	Objective	Rationale	Planned Actions:	Key output/ milestones	Timeframe	Person(s) responsible	Success criteria
		contribution of Professional and Technical Staff (PTS).	progression, less than 30% of female PST are encouraged to apply for career change and are supported and encourages for progression. Hence our focus is on providing support for PTS to use the LU progression pathway more effectively.	<p>managers being more proactive to stimulate staff to proactively engage in finding info and career development activities.</p> <p>b. Disseminate findings from the Technician Career Pathways Project, which aims to define what is expected of technicians at different pay grades.</p> <p>c. Explore viability of cross-institutional professional development, training initiatives and secondments for technical staff using a 12 month Task and Finish Group.</p> <p>d. Report annually on number of technical staff as co-authors on journal papers if they contributed to published research.</p> <p>e. Report Annually on uptake of professional development courses and</p>	<p>information on development opportunities for professional and technical staff including secondments.</p> <p>b. Guidelines on how to use the Technician Career Pathways in LEC.</p> <p>c. A proposal for cross-institutional professional development and secondments.</p> <p>d. Annual report of papers co-authored by technical/professional staff.</p> <p>e. An annual review of courses taken and satisfaction of trained staff.</p>	<p>b. February 2024.</p> <p>c. From February 2024 – February 2025.</p> <p>d. From October 2024 annually until October 2028.</p> <p>e. From October 2024 annually October 2028.</p>	<p>Services, AD. EDI.</p> <p>Liaise with OD and Technical Development Initiative.</p>	<p>e. at least 80% satisfaction with development courses by trained staff.</p>

<i>ID</i>	<i>NKP</i>	<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
				trainings and satisfaction with these.				
				<p>f. Harmonise line management and PDR process for PTS by more proactive support with career development and progression by reviewing individual staff member plans and matching with opportunities available; in particular support staff with disabilities.</p> <p>g. Report annually on line managers use of reward and recognition mechanisms and nominating individuals to every round and opportunity, recognising additional contributions.</p>	<p>f. Harmonised PDR questions and signposting to dedicated Teams Channel with progression/secondment available to all PTS.</p> <p>g. Awards for additional contribution are used.</p>	<p>f. From February 2024 until October 2028.</p> <p>g. From October 2024 annually until October 2028.</p>	<p>Deputy HoD (o) and DA; Head of Technical Services, AD of EDI Committee.</p> <p>g. DA.</p>	<p>f – g. >50% satisfaction with my Department supports and encourages me in preparing for progression in my role in bi-annual Culture Survey.</p>

<i>ID</i>	<i>NKP</i>	<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
				<p>h. Recognise contributions of PTS in departmental communications (e.g. HoD periodic emails, posts on website, etc)</p> <p>i. Organise annual open days (PTS shadow each other), awaydays for PTS, encourage PTS to join departmental away days.</p>	<p>h. Regular update on contribution of PTS to LEC activities.</p> <p>i. Annual away day and one day of shadowing other colleague in the department.</p>	<p>h. From October 2024 annually until October 2028.</p> <p>i. From May 2024 annually until October 2028.</p>	<p>HoD, Deputy HoD and Dept. Administrator; Head of Technical Services; AD EDI.</p>	<p>h – i. >80% of PTS respondents agree with statement that my contributions are valued in my Department.</p>

Theme 3: To improve LEC's EDI organisational framework.

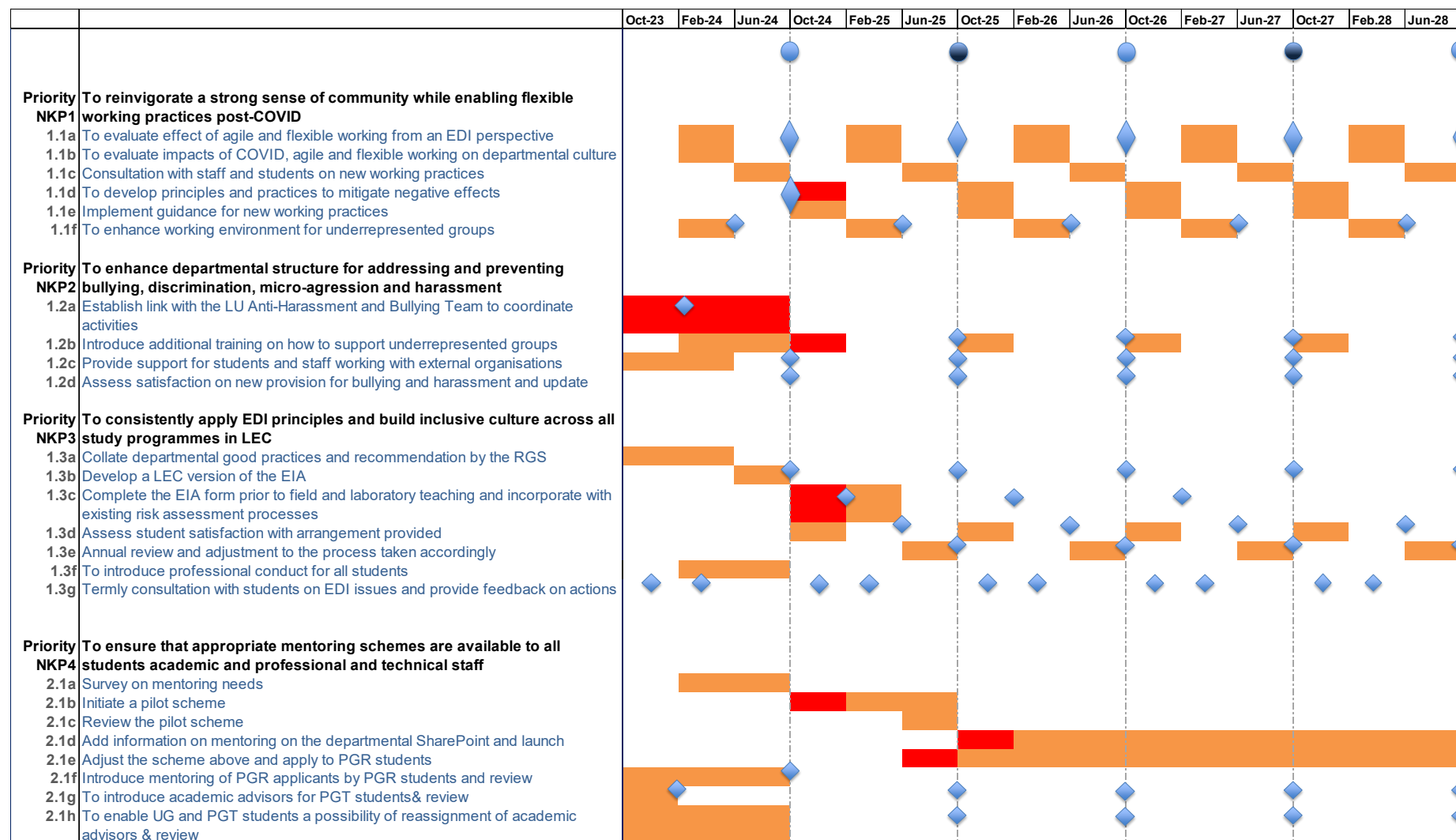
<i>ID</i>		<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
3.1		Continue to evaluate policies and procedure from an EDI perspective and influence their changes.	We will continue to monitor impact of LU policies on our staff. We will also develop policies for our students and staff based on either our own EDI research and/or recommendations from leading institutions in the field, e.g. Advance HE, RGS.	<ul style="list-style-type: none"> a. Review of all LEC and external policies and recommendations, before applying them, to ensure that they are EDI inclusive. b. Assess new LU policies by using the Equality Impact Assessment to ensure that all policies are EDI inclusive. c. Engage with FST and LU EDI working groups. 	<ul style="list-style-type: none"> a. Recommendations for changing and applying policies. b. Feedback provided on new LU policies. c. Involvement in FST and LU EDI working groups. 	a – c. From October 2023 until October 2028.	HoD and SMG members and AD EDI.	a – c. Reduce negative responses in bi-annual CS A1.2 (department committed to the Athena Swan charter and its gender equality principles) to 3%.
3.2		Report and evaluate progress against Action Plan.	This is an ambitious plan that requires close monitoring of progress and evaluation based on evidence. As the demographics of the department will change, as will policies and practises, it is important to assess the impact	<ul style="list-style-type: none"> a. Quarterly reports on EDI matters and AS progress to SMG. b. Review annual and multi-year progress and present to SMG and once is approved to staff. c. Present annual Athena Swan/EDI progress report in a 	<ul style="list-style-type: none"> a. Any barriers to progress identified and changes made accordingly. b. Feedback to inform any adaptation to the plan that needs to be made. c. Annual Athena Swan/EDI 	a - c. From October 2023 until October 2028.	AD EDI, HoD and DA.	a – c. Annual report completed and approved.

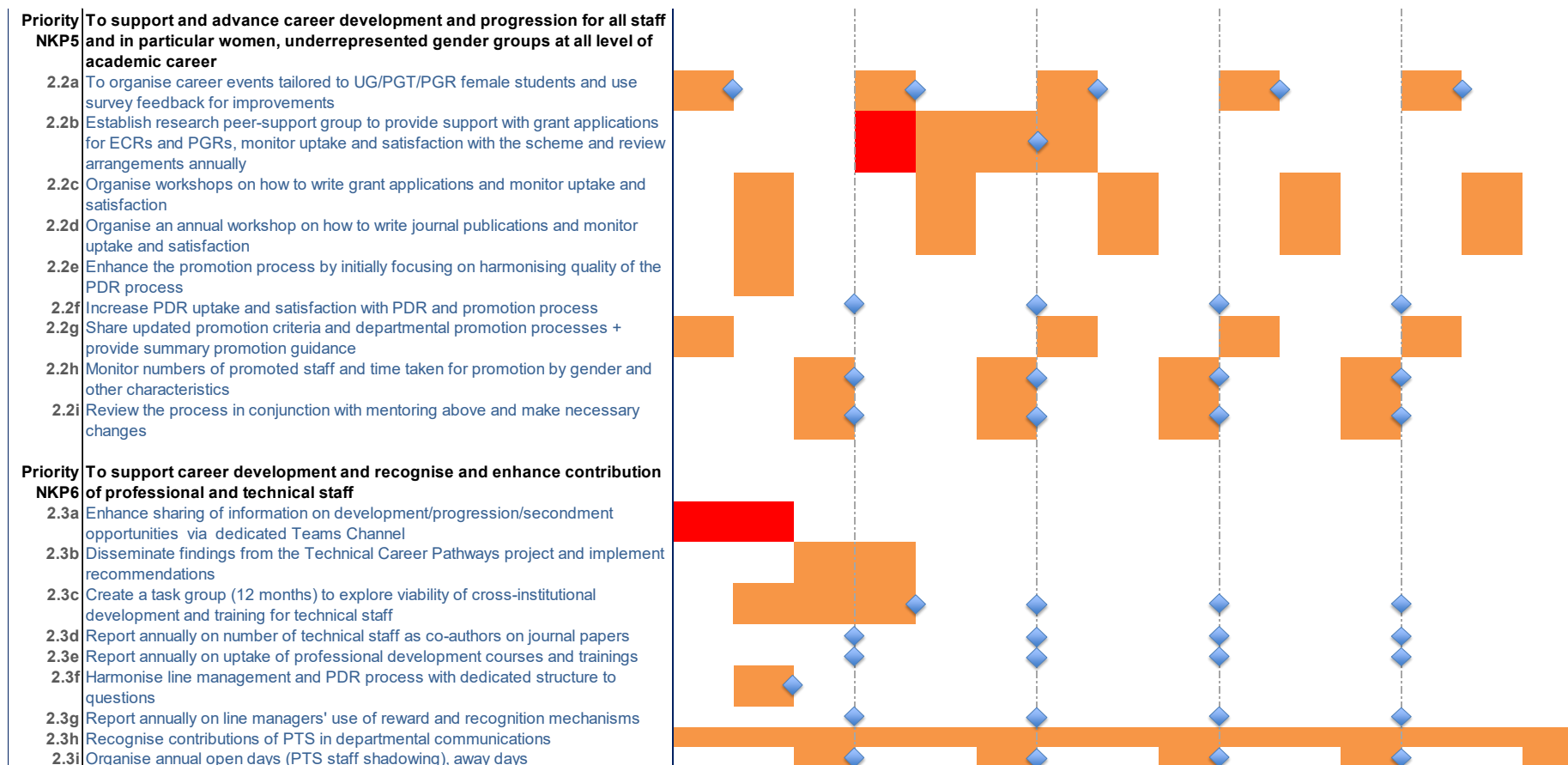
<i>ID</i>		<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
			of these changes and adjust the action plan accordingly (an adaptive approach).	staff meetings/away day and consult all staff on progress/issue needed to be addressed.	progress report on SharePoint and feedback collected.			
3.3		Provide support for EDI activities and provide practical support for fair and inclusive culture across LEC.	Staff resources are needed for assisting with implementing activities, conduct data analysis, keeping records and outcomes of all activities, reviewing the plan regularly; funding resources are required to support events.	<ul style="list-style-type: none"> a. A professional staff member to help with administration. b. Establish a system to record and annually report diversity statistics using LU and LEC data by different categories (e.g. UG/PGT/PGR, ECRs, Academic and PS Staff) and activities as listed above. c. Monitor EDI activities taking place in department. d. Conduct culture surveys and collect feedback from staff and students regarding EDI. e. Collate all EDI relevant documents and links and share these with staff and/or students. 	<ul style="list-style-type: none"> b. Annual review of student and staff numbers. c. A record of number of attendees and feedback. d. Report including quantitative and qualitative analysis. e -f. The SharePoint/Teams channel containing all EDI related departmental documents (e.g. 	a – g. From October 2023 – October 2028.	AD EDI , HoD and DA.	<ul style="list-style-type: none"> a – g. Annual review reports. Increase positive responses in bi-annual CS A1.8 (induction and other policies) to 80%.

<i>ID</i>		<i>Objective</i>	<i>Rationale</i>	<i>Planned Actions:</i>	<i>Key output/ milestones</i>	<i>Timeframe</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>
				<p>f. Update induction material for all staff and make these available.</p> <p>g. Include Athena Swan/EDI matters in regular monthly HoD e-mails.</p>	<p>minutes from EDI and AS meetings, departmental good practices regarding EDI) and links to the University policies and regulations(e.g. flexible working, paternal leave etc.); induction material.</p> <p>g. Monthly EDI related update.</p>			
3.4		Encourage research in the EDI field and disseminate and share the best practice	Our aim is to develop and implement EDI practices based on research, provide and share examples of good practice and knowledge transfer amongst other FST departments, across LU and the sector.	<p>a. Contribute to review panels of AS Charter and/or other Charters internally (LU) and externally.</p> <p>b. Disseminate outcomes from the Envision Diversity, Equality and Inclusion (DEI)programme.</p> <p>c. Initiate departmental research on EDI issues (e.g. linked to</p>	<p>a. At least one member of staff to review other AS submissions.</p> <p>b. Report to the FST EDI Committee; Associate Dean for PGT/PGR in FST and wider.</p> <p>c. Recommendation for changes of practices</p>	a – c. From October 2024 to October 2028.	AD EDI and HoD.	<p>b. Findings from Envision DEI applied at LU or other institution.</p> <p>c. A research report on issues/barriers</p>

ID		Objective	Rationale	Planned Actions:	Key output/ milestones	Timeframe	Person(s) responsible	Success criteria
				LU Curriculum Transformation Programme)	based on the evidence from research.			facing women and other underrepresented groups at different career levels in academia.

Action plan Gantt chart





◆ Milestone/Review point
● Bi-annual Culture Survey
● Short targeted survey
■ High priority actions

Milestones

M.1.1a-b	Annual short survey, analysis, disseminate results.	M.2.1.g	The new scheme is introduced and monitored.
M.1.1.c	Focus group.	M.2.1.h	An amendment to current allocation of academic advisors is introduced to allow for this flexibility.
M.1.1.d	Document with set of principles and practical guidance on agile and flexible working .	M.2.2.a	An annual event; post event survey.
M.1.1.e	Implementation of guidelines.	M.2.2.b	Research peer-support group is established; adequate support is provided; workload for the members accounted for.
M.1.1.f	Training on transgender right and inclusion of those and other under-represented groups.	M.2.2.c	One workshop per year with short post-workshop surveys.
M.1.2.a	Information included in staff induction packs and Student programme handbooks.	M.2.2.d	One workshop per year and a short post-workshop survey.
M.1.2.b	Training for staff and students; material for staff (Teams) and students (Moodle).	M.2.2.e-f	Improved consistency of PDR reviews and high satisfaction with the new process.
M.1.2.c	Guidelines on how to report inappropriate behaviour.	M.2.2.g	Promotion criteria and guidelines available through the SharePoint.
M.1.2.d	Short survey/focus group data.	M.2.2.h	Annual report on promotion by gender and intersectionality and by time taken for promotion.
M.1.3.a	Set of guidelines shared with all teaching staff.	M.2.2.i	A report on the process and a proposal for further enhancement of the process if applicable.
M.1.3.b	EIA form for completion prior to fieldwork/lab work.	M.2.3.a	The SharePoint/Teams Channel with regularly updated information on development opportunities/secondments for PST.
M.1.3.c	System for completion in place.	M.2.3.b	Guidelines on how to use the Technician Career Pathways in LEC.
M.1.3.d	Modified LUMES to include questions related to EDI for field and practical based modules.	M.2.3.c	A proposal for cross-institutional professional development and secondments.
M.1.3.e	Report on EDI issues in annual teaching review for modules.	M.2.3.d	Annual report of papers co-authored by technical/professional staff.
M.1.3.f	Professional Conduct (e.g. from RGS) is included in all Handbooks and introduced in Welcome talks.	M.2.3.e	An annual review of courses taken and satisfaction of trained staff.
M.1.3.g	Termly forum meetings with students, including discussion on EDI issues.	M.2.3.f	Harmonised PDR questions and signposting to dedicated Teams Channel with progression/secondment available to all PTS.
M.2.1.a	Proposal for a departmental mentoring scheme.	M.2.3.g	Awards for additional contribution are used.
M.2.1.b	A pilot scheme set-up. A short survey on satisfaction with the scheme.	M.2.3.h	Regular update on contribution of PTS to LEC activities.
M.2.1.c	Review of the pilot scheme. Consultation on possible changes to the scheme if necessary.	M.2.3.i	Annual open day/away day/shadowing.
M.2.1.d	Document with information on how the scheme works available to all staff.		
M.2.1.e	Pool of mentors and document with information how the scheme works.		
M.2.1.f	Pool of PGR mentors recruited, providing advice and reviewed.		

Appendix 1: Culture Survey

The staff culture survey was designed and circulated in June 2022. The survey had a total of 111 respondents which corresponds to 50% response rate.

42% of respondents are from professional, technical and support staff while 58% are from research and teaching staff. Please note that there is a difference between the total number of respondents and the sum of female and male respondents, as some respondents did not declare their sex.

A1.1 Core question 1 - My contributions are valued in my department

Table 1a. My contributions are valued in my department: All staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided. Statements most related to the Charter core questions are highlighted in bold.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
56	My contributions are valued in my department.	30	30%	44	44%	13	13%	5	5%	7	7%	99
49	My department and/or institution informs me about gender equality matters e.g. changes to maternity and paternity leave entitlements, flexible working opportunities, gender equality legislation.	20	20%	36	36%	22	22%	12	12%	9	9%	99
51	I am encouraged and given opportunities to represent my department within the university (e.g. on committees or boards).	28	29%	31	32%	24	24%	9	9%	6	6%	98
52	I am encouraged and given opportunities to represent my department externally and/or internally (eg on committees or boards, as chair or speaker at conferences).	24	24%	27	28%	25	26%	13	13%	9	9%	98
54	In my department, work is allocated on a fair basis irrespective of gender.	40	40%	34	34%	16	16%	4	4%	5	5%	99
55	In my department, staff of all genders are visible role models e.g. as speakers at departmentally organised conferences and events.	48	48%	28	28%	17	17%	6	6%	0	0%	99
29	I have access to useful mentoring opportunities within my department.	11	12%	19	20%	25	27%	23	25%	15	16%	93

30	I have access to useful mentoring opportunities within the wider university.	8	9%	22	24%	26	29%	17	19%	18	20%	91
31	I have access to useful mentoring opportunities external to the university.	6	7%	21	24%	21	24%	19	22%	21	24%	88
60	In my department, the workload allocation model is transparent.	9	15%	17	29%	13	22%	16	27%	4	7%	59
61	I am encouraged to participate in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.).	22	37%	22	37%	7	12%	7	12%	1	2%	59
62	Both women and men are appropriately represented in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.).	21	36%	13	22%	19	32%	6	10%	0	0%	59

Table 1b. My contributions are valued in my department (Female): Female staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
56	My contributions are valued in my department.	17	33%	22	42%	8	15%	3	6%	2	4%	52
49	My department and/or institution informs me about gender equality matters e.g. changes to maternity and paternity leave entitlements, flexible working opportunities, gender equality legislation.	7	13%	21	40%	11	21%	8	15%	5	10%	52
51	I am encouraged and given opportunities to represent my department within the university (e.g. on committees or boards).	17	33%	15	29%	12	23%	5	10%	3	6%	52
52	I am encouraged and given opportunities to represent my department externally and/or internally (eg on committees or boards, as chair or speaker at conferences).	13	25%	10	19%	15	29%	10	19%	4	8%	52

54	In my department, work is allocated on a fair basis irrespective of gender.	17	33%	25	48%	7	13%	1	2%	2	4%	52
55	In my department, staff of all genders are visible role models e.g. as speakers at departmentally organised conferences and events.	25	48%	14	27%	11	21%	2	4%	0	0%	52
29	I have access to useful mentoring opportunities within my department.	5	10%	9	18%	13	27%	14	29%	8	16%	49
30	I have access to useful mentoring opportunities within the wider university.	6	13%	11	23%	13	27%	9	19%	9	19%	48
31	I have access to useful mentoring opportunities external to the university.	2	5%	9	20%	11	25%	9	20%	13	30%	44
60	In my department, the workload allocation model is transparent.	3	12%	9	36%	6	24%	6	24%	1	4%	25
61	I am encouraged to participate in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.).	10	40%	6	24%	3	12%	6	24%	0	0%	25
62	Both women and men are appropriately represented in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.).	9	36%	5	20%	6	24%	5	20%	0	0%	25

Table 1c. My contributions are valued in my department (Male): Male staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
56	My contributions are valued in my department.	12	32%	19	51%	3	8%	0	0%	3	8%	37
49	My department and/or institution informs me about gender equality matters e.g. changes to maternity and paternity leave entitlements, flexible working opportunities, gender equality legislation.	11	30%	13	35%	8	22%	2	5%	3	8%	37

51	I am encouraged and given opportunities to represent my department within the university (e.g. on committees or boards).	10	28%	14	39%	8	22%	2	6%	2	6%	36
52	I am encouraged and given opportunities to represent my department externally and/or internally (eg on committees or boards, as chair or speaker at conferences).	9	25%	15	42%	8	22%	0	0%	4	11%	36
54	In my department, work is allocated on a fair basis irrespective of gender.	20	54%	7	19%	6	16%	2	5%	2	5%	37
55	In my department, staff of all genders are visible role models e.g. as speakers at departmentally organised conferences and events.	21	57%	11	30%	2	5%	3	8%	0	0%	37
29	I have access to useful mentoring opportunities within my department.	6	18%	9	26%	8	24%	7	21%	4	12%	34
30	I have access to useful mentoring opportunities within the wider university.	2	6%	6	19%	11	34%	7	22%	6	19%	32
31	I have access to useful mentoring opportunities external to the university.	3	9%	9	26%	7	21%	9	26%	6	18%	34
60	In my department, the workload allocation model is transparent.	5	19%	8	31%	4	15%	6	23%	3	12%	26
61	I am encouraged to participate in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.).	11	42%	12	46%	3	12%	0	0%	0	0%	26
62	Both women and men are appropriately represented in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.).	10	38%	7	27%	9	35%	0	0%	0	0%	26

Table 1d. My contributions are valued in my department (Research and teaching): Research and teaching staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
56	My contributions are valued in my department.	18	31%	26	44%	8	14%	4	7%	3	5%	59
49	My department and/or institution informs me about gender equality matters e.g. changes to maternity and paternity leave entitlements, flexible working opportunities, gender equality legislation.	11	19%	24	41%	11	19%	8	14%	5	8%	59
51	I am encouraged and given opportunities to represent my department within the university (e.g. on committees or boards).	19	33%	19	33%	14	24%	5	9%	1	2%	58
52	I am encouraged and given opportunities to represent my department externally and/or internally (e.g. on committees or boards, as chair or speaker at conferences).	21	36%	17	29%	12	21%	6	10%	2	3%	58
54	In my department, work is allocated on a fair basis irrespective of gender.	25	42%	19	32%	11	19%	3	5%	1	2%	59
55	In my department, staff of all genders are visible role models e.g. as speakers at departmentally organised conferences and events.	31	53%	15	25%	9	15%	4	7%	0	0%	59
29	I have access to useful mentoring opportunities within my department.	10	18%	13	23%	11	20%	13	23%	9	16%	56
30	I have access to useful mentoring opportunities within the wider university.	6	12%	11	21%	14	27%	10	19%	11	21%	52
31	I have access to useful mentoring opportunities external to the university.	5	9%	17	32%	11	21%	11	21%	9	17%	53
60	In my department, the workload allocation model is transparent.	9	15%	17	29%	13	22%	16	27%	4	7%	59

61	I am encouraged to participate in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.).	22	37%	22	37%	7	12%	7	12%	1	2%	59
62	Both women and men are appropriately represented in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.).	21	36%	13	22%	19	32%	6	10%	0	0%	59

Table 1e. My contributions are valued in my department (PTS staff): Professional services, technical and support staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
56	My contributions are valued in my department.	12	30%	18	45%	5	13%	1	3%	4	10%	40
49	My department and/or institution informs me about gender equality matters e.g. changes to maternity and paternity leave entitlements, flexible working opportunities, gender equality legislation.	9	23%	12	30%	11	28%	4	10%	4	10%	40
51	I am encouraged and given opportunities to represent my department within the university (e.g. on committees or boards).	9	23%	12	30%	10	25%	4	10%	5	13%	40
52	I am encouraged and given opportunities to represent my department externally and/or internally (eg on committees or boards, as chair or speaker at conferences).	3	8%	10	25%	13	33%	7	18%	7	18%	40
54	In my department, work is allocated on a fair basis irrespective of gender.	15	38%	15	38%	5	13%	1	3%	4	10%	40
55	In my department, staff of all genders are visible role models e.g. as speakers at departmentally organised conferences and events.	17	43%	13	33%	8	20%	2	5%	0	0%	40

29	I have access to useful mentoring opportunities within my department.	1	3%	6	16%	14	38%	10	27%	6	16%	37
30	I have access to useful mentoring opportunities within the wider university.	2	5%	11	28%	12	31%	7	18%	7	18%	39
31	I have access to useful mentoring opportunities external to the university.	1	3%	4	11%	10	29%	8	23%	12	34%	35

A1.2 Core question 2 - Department leadership actively supports gender equality

Table 2a. Athena Swan and EDI: All staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided. Statements most related to the Charter core questions are highlighted in bold.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
50	Department leadership actively supports gender equality.	58	59%	20	20%	14	14%	3	3%	4	4%	99
47	My department actively promotes a culture of equality.	47	47%	30	30%	13	13%	4	4%	5	5%	99
48	My department actively promotes a culture of gender equality.	53	54%	26	26%	12	12%	5	5%	3	3%	99
64	I know what the Athena Swan charter is.	88	88%	12	12%	0	0%	0	0%	0	0%	100
65	My department is committed to the Athena Swan charter and its gender equality principles.	47	58%	24	30%	2	2%	3	4%	5	6%	81
66	I know who to talk to about my department's work towards the Athena Swan Charter.	53	65%	21	26%	1	1%	3	4%	3	4%	81
		Yes		No								
22	Have you undertaken any equality and diversity training/development opportunities during the past 3 years?	87	84%	16	16%							103
18	Were you working for the department in any research capacity for the most recent REF submission?	48	80%	12	20%							60
19	My department's most recent REF submission was fair to staff of all genders.	23	50%	7	15%	16	35%	0	0%	0	0%	46

Table 2b. Athena Swan and EDI (Female): Female staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
50	Department leadership actively supports gender equality.	28	54%	11	21%	11	21%	1	2%	1	2%	52

47	My department actively promotes a culture of equality.	25	48%	14	27%	10	19%	2	4%	1	2%	52
48	My department actively promotes a culture of gender equality.	26	50%	15	29%	7	13%	3	6%	1	2%	52
64	I know what the Athena Swan charter is.	47	90%	5	10%	0	0%	0	0%	0	0%	52
65	My department is committed to the Athena Swan charter and its gender equality principles.	24	52%	16	35%	2	4%	2	4%	2	4%	46
66	I know who to talk to about my department's work towards the Athena Swan Charter.	29	66%	13	30%	0	0%	2	5%	0	0%	44
		Yes		No								
22	Have you undertaken any equality and diversity training/development opportunities during the past 3 years?	45	87%	7	13%							52
18	Were you working for the department in any research capacity for the most recent REF submission?	17	68%	8	32%							25
19	My department's most recent REF submission was fair to staff of all genders.	10	59%	3	18%	4	24%	0	0%	0	0%	17

Table 2c. Athena Swan and EDI (Male): Male staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
50	Department leadership actively supports gender equality.	27	73%	8	22%	0	0%	0	0%	2	5%	37
47	My department actively promotes a culture of equality.	19	51%	14	38%	0	0%	1	3%	3	8%	37
48	My department actively promotes a culture of gender equality.	24	65%	9	24%	2	5%	1	3%	1	3%	37
64	I know what the Athena Swan charter is.	34	92%	3	8%	0	0%	0	0%	0	0%	37
65	My department is committed to the Athena Swan charter and its gender equality principles.	21	68%	8	26%	0	0%	0	0%	2	6%	31

66	I know who to talk to about my department's work towards the Athena Swan Charter.	23	72%	4	13%	1	3%	1	3%	3	9%	32
		Yes		No								
22	Have you undertaken any equality and diversity training/development opportunities during the past 3 years?	31	84%	6	16%							37
18	Were you working for the department in any research capacity for the most recent REF submission?	23	88%	3	12%							26
19	My department's most recent REF submission was fair to staff of all genders.	11	50%	2	9%	9	41%	0	0%	0	0%	22

Table 2d. Athena Swan and EDI (Research & teaching): Research and teaching staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
50	Department leadership actively supports gender equality.	39	66%	11	19%	4	7%	3	5%	2	3%	59
47	My department actively promotes a culture of equality.	32	54%	16	27%	6	10%	3	5%	2	3%	59
48	My department actively promotes a culture of gender equality.	34	58%	17	29%	4	7%	2	3%	2	3%	59
64	I know what the Athena Swan charter is.	53	90%	6	10%	0	0%	0	0%	0	0%	59
65	My department is committed to the Athena Swan charter and its gender equality principles.	31	65%	12	25%	1	2%	2	4%	2	4%	48
66	I know who to talk to about my department's work towards the Athena Swan Charter.	36	73%	10	20%	1	2%	1	2%	1	2%	49
		Yes		No								
22	Have you undertaken any equality and diversity training/development opportunities during the past 3 years?	52	87%	8	13%							60

18	Were you working for the department in any research capacity for the most recent REF submission?	48	80%	12	20%							60
19	My department's most recent REF submission was fair to staff of all genders.	23	50%	7	15%	16	35%	0	0%	0	0%	46

Table 2e. Athena Swan and EDI (PTS staff): Professional services, technical and support staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
50	Department leadership actively supports gender equality.	19	48%	9	23%	10	25%	0	0%	2	5%	40
47	My department actively promotes a culture of equality.	15	38%	14	35%	7	18%	1	3%	3	8%	40
48	My department actively promotes a culture of gender equality.	19	48%	9	23%	8	20%	3	8%	1	3%	40
64	I know what the Athena Swan charter is.	35	85%	6	15%	0	0%	0	0%	0	0%	41
65	My department is committed to the Athena Swan charter and its gender equality principles.	16	48%	12	36%	1	3%	1	3%	3	9%	33
66	I know who to talk to about my department's work towards the Athena Swan Charter.	17	53%	11	34%	0	0%	2	6%	2	6%	32
		Yes		No								
22	Have you undertaken any equality and diversity training/development opportunities during the past 3 years?	35	81%	8	19%							43

A1.3 Core question 3 - The department enables flexible working

Table 3a. Flexible working: All staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided. Statements most related to the Charter core questions are highlighted in bold.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
42	The department enables flexible working	56	56%	34	34%	6	6%	2	2%	2	2%	100
43	My line manager is supportive of requests for flexible working.	56	62%	21	23%	11	12%	2	2%	1	1%	91
44	Staff who work part-time or who have formally agreed flexible working hours are offered equivalent career development opportunities to those who work full-time in standard hours.	12	19%	19	30%	23	36%	6	9%	4	6%	64
45	Departmental meetings are arranged to fit around my individual working needs.	25	25%	21	21%	33	33%	12	12%	9	9%	100
		Yes		No								
35	Flexible working and leave. Have you been eligible to take maternity leave, paternity leave, shared parental leave or adoption leave within the last five years whilst working for the department?	11	11%	91	89%							102
36	Have you taken maternity leave, paternity leave, parental leave or adoption leave within the last five years whilst working for the department?	10	91%	1	9%							11
37	I was offered appropriate support before my period of leave.	2	22%	2	22%	1	11%	2	22%	2	22%	9
38	I was offered appropriate support during my period of leave.	3	33%	2	22%	1	11%	1	11%	2	22%	9
39	I was offered appropriate support on returning to work.	2	22%	4	44%	0	0%	0	0%	3	33%	9

53	Work-related social activities in my department such as staff parties, team building or networking events, are likely to be welcoming to both women and men (eg consider whether venues, activities and times are appropriate to both women and men).	55	56%	29	30%	10	10%	3	3%	1	1%	98
57	My Department promotes a healthy work-life balance.	36	37%	30	31%	16	16%	8	8%	8	8%	98

Table 3b. Flexible working (Female): Female staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
42	The department enables flexible working	30	58%	19	37%	2	4%	1	2%	0	0%	52
43	My line manager is supportive of requests for flexible working.	34	67%	11	22%	5	10%	1	2%	0	0%	51
44	Staff who work part-time or who have formally agreed flexible working hours are offered equivalent career development opportunities to those who work full-time in standard hours.	7	18%	9	24%	14	37%	5	13%	3	8%	38
45	Departmental meetings are arranged to fit around my individual working needs.	15	29%	12	23%	15	29%	6	12%	4	8%	52
		Yes		No								
35	Flexible working and leave. Have you been eligible to take maternity leave, paternity leave, shared parental leave or adoption leave within the last five years whilst working for the department?	8	15%	44	85%							52
36	Have you taken maternity leave, paternity leave, parental leave or adoption leave within the last five years whilst working for the department?	7	88%	1	13%							8
37	I was offered appropriate support before my period of leave.	1	14%	2	29%	0	0%	2	29%	2	29%	7

38	I was offered appropriate support during my period of leave.	2	29%	2	29%	0	0%	1	14%	2	29%	7
39	I was offered appropriate support on returning to work.	1	14%	4	57%	0	0%	0	0%	2	29%	7
53	Work-related social activities in my department such as staff parties, team building or networking events, are likely to be welcoming to both women and men (eg consider whether venues, activities and times are appropriate to both women and men).	33	63%	14	27%	4	8%	1	2%	0	0%	52
57	My Department promotes a healthy work-life balance.	19	37%	17	33%	9	17%	5	10%	2	4%	52

Table 3c. Flexible working (Male): Male staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
42	The department enables flexible working	22	61%	11	31%	2	6%	0	0%	1	3%	36
43	My line manager is supportive of requests for flexible working.	17	57%	7	23%	5	17%	0	0%	1	3%	30
44	Staff who work part-time or who have formally agreed flexible working hours are offered equivalent career development opportunities to those who work full-time in standard hours.	3	15%	9	45%	8	40%	0	0%	0	0%	20
45	Departmental meetings are arranged to fit around my individual working needs.	8	22%	8	22%	14	38%	3	8%	4	11%	37
		Yes		No								
35	Flexible working and leave. Have you been eligible to take maternity leave, paternity leave, shared parental leave or adoption leave within the last five years whilst working for the department?	2	5%	35	95%							37

36	Have you taken maternity leave, paternity leave, parental leave or adoption leave within the last five years whilst working for the department?	2	100%	0	0%							2
37	I was offered appropriate support before my period of leave.	1	50%	0	0%	1	50%	0	0%	0	0%	2
38	I was offered appropriate support during my period of leave.	1	50%	0	0%	1	50%	0	0%	0	0%	2
39	I was offered appropriate support on returning to work.	1	50%	0	0%	0	0%	0	0%	1	50%	2
53	Work-related social activities in my department such as staff parties, team building or networking events, are likely to be welcoming to both women and men (eg consider whether venues, activities and times are appropriate to both women and men).	19	53%	13	36%	2	6%	1	3%	1	3%	36
57	My Department promotes a healthy work-life balance.	15	42%	12	33%	5	14%	0	0%	4	11%	36

Table 3d. Flexible working (Research & teaching staff): Research and teaching staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
42	The department enables flexible working	34	59%	21	36%	2	3%	1	2%	0	0%	58
43	My line manager is supportive of requests for flexible working.	33	65%	10	20%	6	12%	1	2%	1	2%	51
44	Staff who work part-time or who have formally agreed flexible working hours are offered equivalent career development opportunities to those who work full-time in standard hours.	7	19%	13	36%	11	31%	3	8%	2	6%	36
45	Departmental meetings are arranged to fit around my individual working needs.	15	25%	11	19%	21	36%	7	12%	5	8%	59

		Yes		No								
35	Flexible working and leave. Have you been eligible to take maternity leave, paternity leave, shared parental leave or adoption leave within the last five years whilst working for the department?	8	14%	51	86%						59	
36	Have you taken maternity leave, paternity leave, parental leave or adoption leave within the last five years whilst working for the department?	8	100%	0	0%						8	
37	I was offered appropriate support before my period of leave.	2	25%	2	25%	1	13%	1	13%	2	25%	8
38	I was offered appropriate support during my period of leave.	3	38%	2	25%	1	13%	0	0%	2	25%	8
39	I was offered appropriate support on returning to work.	2	25%	4	50%	0	0%	0	0%	2	25%	8
53	Work-related social activities in my department such as staff parties, team building or networking events, are likely to be welcoming to both women and men (eg consider whether venues, activities and times are appropriate to both women and men).	35	60%	16	28%	6	10%	1	2%	0	0%	58
57	My Department promotes a healthy work-life balance.	22	38%	15	26%	13	22%	4	7%	4	7%	58

Table 3e. Flexible working (PTS staff): Professional services, technical and support staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
42	The department enables flexible working	22	52%	13	31%	4	10%	1	2%	2	5%	42
43	My line manager is supportive of requests for flexible working.	23	58%	11	28%	5	13%	1	3%	0	0%	40

44	Staff who work part-time or who have formally agreed flexible working hours are offered equivalent career development opportunities to those who work full-time in standard hours.	5	18%	6	21%	12	43%	3	11%	2	7%	28
45	Departmental meetings are arranged to fit around my individual working needs.	10	24%	10	24%	12	29%	5	12%	4	10%	41
		Yes		No								
35	Flexible working and leave. Have you been eligible to take maternity leave, paternity leave, shared parental leave or adoption leave within the last five years whilst working for the department?	3	7%	40	93%							43
36	Have you taken maternity leave, paternity leave, parental leave or adoption leave within the last five years whilst working for the department?	2	67%	1	33%							3
37	I was offered appropriate support before my period of leave.	0	0%	0	0%	0	0%	1	100%	0	0%	1
38	I was offered appropriate support during my period of leave.	0	0%	0	0%	0	0%	1	100%	0	0%	1
39	I was offered appropriate support on returning to work.	0	0%	0	0%	0	0%	0	0%	1	100%	1
53	Work-related social activities in my department such as staff parties, team building or networking events, are likely to be welcoming to both women and men (eg consider whether venues, activities and times are appropriate to both women and men).	20	50%	13	33%	4	10%	2	5%	1	3%	40
57	My Department promotes a healthy work-life balance.	14	35%	15	38%	3	8%	4	10%	4	10%	40

A1.4 Core question 4 - I am satisfied with how bullying and harassment are addressed in my department

Table 4a. Bullying and harassment: All staff asked to indicate whether they agreed or disagreed to the following statements (**Q59 in survey**). The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
All staff	I am satisfied with how bullying and harassment are addressed in my department	26	27%	24	24%	36	37%	5	5%	7	7%	98
Female	I am satisfied with how bullying and harassment are addressed in my department	15	29%	12	23%	19	37%	2	4%	4	8%	52
Male	I am satisfied with how bullying and harassment are addressed in my department	9	25%	11	31%	12	33%	2	6%	2	6%	36
RT	I am satisfied with how bullying and harassment are addressed in my department	17	17%	15	15%	20	20%	1	1%	5	5%	58
PTS	I am satisfied with how bullying and harassment are addressed in my department	9	23%	9	23%	16	40%	4	10%	2	5%	40

A1.5 Core question 5 - My line manager supports my career development

Table 5a. Career development: All staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided. Statements most related to the Charter core questions are highlighted in bold.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
28	My line manager supports my career development	40	47%	22	26%	12	14%	6	7%	5	6%	85
4	My department takes steps to encourage people of all genders to apply for jobs.	51	50%	29	29%	19	19%	1	1%	1	1%	101
10	I am aware of career progression opportunities for professional and support staff.	8	19%	11	26%	6	14%	9	21%	9	21%	43
11	Staff of all genders are actively encouraged to apply for a career change.	7	17%	7	17%	16	38%	10	24%	2	5%	42
12	My department supports and encourages me in preparing for progression in my role.	7	17%	5	12%	10	24%	13	31%	7	17%	42
13	My faculty/the university applies the published promotion criteria fairly.	11	19%	23	39%	13	22%	9	15%	3	5%	59
14	Staff of all genders are actively encouraged to apply for promotion / regrading.	21	35%	17	28%	15	25%	6	10%	1	2%	60
15	The University promotion process is fair for those who have taken a career break and/or changed their working hours.	6	10%	14	24%	32	54%	3	5%	4	7%	59
16	My department values the full range of an individual's skills and experience equally (eg research, pastoral work, outreach work, teaching, administration and technical support).	12	20%	22	37%	8	13%	11	18%	7	12%	60
20	I am encouraged to participate in development opportunities.	27	27%	34	34%	27	27%	10	10%	3	3%	101
21	I can access development opportunities that are relevant to my career development needs.	28	28%	33	33%	18	18%	17	17%	5	5%	101

		Yes		No								
24	Within my department, I have an opportunity to undertake an annual Performance and Development Review (PDR).	96	93%	7	7%							103
25	I have completed a Performance and Development Review (PDR) within my department.	86	90%	10	10%							96
26	My PDR is helpful to me.	16	19%	29	34%	12	14%	17	20%	11	13%	85
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	27	32%	31	36%	16	19%	6	7%	5	6%	85
32	My department provides support and encouragement in applying for research funding.	14	24%	23	40%	14	24%	5	9%	2	3%	58
33	The university provides support and encouragement in applying for research funding.	15	26%	18	32%	14	25%	8	14%	2	4%	57

Table 5b. Career development (Female): Female staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
28	My line manager supports my career development	19	48%	10	25%	6	15%	1	3%	4	10%	40
4	My department takes steps to encourage people of all genders to apply for jobs.	17	35%	19	40%	12	25%	0	0%	0	0%	48
10	I am aware of career progression opportunities for professional and support staff.	5	19%	7	26%	5	19%	7	26%	3	11%	27
11	Staff of all genders are actively encouraged to apply for a career change.	4	15%	3	11%	11	41%	8	30%	1	4%	27
12	My department supports and encourages me in preparing for progression in my role.	3	11%	3	11%	7	26%	12	44%	2	7%	27
13	My faculty/the university applies the published promotion criteria fairly.	5	20%	10	40%	6	24%	3	12%	1	4%	25

14	Staff of all genders are actively encouraged to apply for promotion / regrading.	8	32%	8	32%	5	20%	3	12%	1	4%	25
15	The University promotion process is fair for those who have taken a career break and/or changed their working hours.	2	8%	8	32%	12	48%	0	0%	3	12%	25
16	My department values the full range of an individual's skills and experience equally (eg research, pastoral work, outreach work, teaching, administration and technical support).	4	16%	9	36%	5	20%	2	8%	5	20%	25
20	I am encouraged to participate in development opportunities.	14	27%	17	33%	15	29%	5	10%	1	2%	52
21	I can access development opportunities that are relevant to my career development needs.	17	33%	17	33%	5	10%	12	23%	1	2%	52
		Yes		No								
24	Within my department, I have an opportunity to undertake an annual Performance and Development Review (PDR).	46	88%	6	12%							52
25	I have completed a Performance and Development Review (PDR) within my department.	40	87%	6	13%							46
26	My PDR is helpful to me.	10	25%	9	23%	3	8%	12	30%	6	15%	40
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	16	40%	12	30%	5	13%	4	10%	3	8%	40
32	My department provides support and encouragement in applying for research funding.	4	17%	9	38%	7	29%	2	8%	2	8%	24
33	The university provides support and encouragement in applying for research funding.	4	17%	9	38%	8	33%	1	4%	2	8%	24

Table 5c. Career development (Male): Male staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
28	My line manager supports my career development	18	51%	10	29%	3	9%	3	9%	1	3%	35
4	My department takes steps to encourage people of all genders to apply for jobs.	26	74%	4	11%	3	9%	1	3%	1	3%	35
10	I am aware of career progression opportunities for professional and support staff.	2	18%	3	27%	1	9%	2	18%	3	27%	11
11	Staff of all genders are actively encouraged to apply for a career change.	2	20%	3	30%	3	30%	2	20%	0	0%	10
12	My department supports and encourages me in preparing for progression in my role.	3	27%	1	9%	3	27%	1	9%	3	27%	11
13	My faculty/the university applies the published promotion criteria fairly.	5	20%	11	44%	4	16%	3	12%	2	8%	25
14	Staff of all genders are actively encouraged to apply for promotion / regrading.	13	50%	6	23%	5	19%	2	8%	0	0%	26
15	The University promotion process is fair for those who have taken a career break and/or changed their working hours.	3	12%	5	20%	14	56%	2	8%	1	4%	25
16	My department values the full range of an individual's skills and experience equally (eg research, pastoral work, outreach work, teaching, administration and technical support).	7	27%	11	42%	1	4%	6	23%	1	4%	26
20	I am encouraged to participate in development opportunities.	10	28%	13	36%	9	25%	3	8%	1	3%	36
21	I can access development opportunities that are relevant to my career development needs.	9	25%	12	33%	10	28%	2	6%	3	8%	36

		Yes		No								
24	Within my department, I have an opportunity to undertake an annual Performance and Development Review (PDR).	37	100%	0	0%						37	
25	I have completed a Performance and Development Review (PDR) within my department.	35	95%	2	5%						37	
26	My PDR is helpful to me.	6	17%	16	46%	7	20%	3	9%	3	9%	35
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	10	29%	14	40%	9	26%	1	3%	1	3%	35
32	My department provides support and encouragement in applying for research funding.	10	38%	10	38%	4	15%	2	8%	0	0%	26
33	The university provides support and encouragement in applying for research funding.	10	38%	7	27%	4	15%	5	19%	0	0%	26

Table 5d. Career development (Research & teaching): Research and teaching staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
28	My line manager supports my career development	26	31%	13	15%	5	6%	5	6%	2	2%	51
4	My department takes steps to encourage people of all genders to apply for jobs.	34	34%	16	16%	8	8%	0	0%	1	1%	59
10	I am aware of career progression opportunities for professional and support staff.	0	0%	0	0%	0	0%	0	0%	0	0%	0
11	Staff of all genders are actively encouraged to apply for a career change.	0	0%	0	0%	0	0%	0	0%	0	0%	0
12	My department supports and encourages me in preparing for progression in my role.	0	0%	0	0%	0	0%	0	0%	0	0%	0
13	My faculty/the university applies the published promotion criteria fairly.	11	19%	23	39%	13	22%	9	15%	3	5%	59

14	Staff of all genders are actively encouraged to apply for promotion / regrading.	21	35%	17	28%	15	25%	6	10%	1	2%	60
15	The University promotion process is fair for those who have taken a career break and/or changed their working hours.	6	10%	14	24%	32	54%	3	5%	4	7%	59
16	My department values the full range of an individual's skills and experience equally (eg research, pastoral work, outreach work, teaching, administration and technical support).	12	20%	22	37%	8	13%	11	18%	7	12%	60
20	I am encouraged to participate in development opportunities.	14	14%	22	22%	16	16%	7	7%	0	0%	59
21	I can access development opportunities that are relevant to my career development needs.	18	18%	20	20%	12	12%	9	9%	0	0%	59
		Yes		No								
24	Within my department, I have an opportunity to undertake an annual Performance and Development Review (PDR).	57	55%	3	3%							60
25	I have completed a Performance and Development Review (PDR) within my department.	52	54%	5	5%							57
26	My PDR is helpful to me.	12	14%	18	21%	8	9%	9	11%	4	5%	51
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	19	22%	18	21%	9	11%	3	4%	2	2%	51
32	My department provides support and encouragement in applying for research funding.	14	24%	23	40%	14	24%	5	9%	2	3%	58
33	The university provides support and encouragement in applying for research funding.	15	26%	18	32%	14	25%	8	14%	2	4%	57

Table 5e. Career development (PTS staff): Professional services, technical and support staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
28	My line manager supports my career development	14	41%	9	26%	7	21%	1	3%	3	9%	34
4	My department takes steps to encourage people of all genders to apply for jobs.	17	40%	13	31%	11	26%	1	2%	0	0%	42
10	I am aware of career progression opportunities for professional and support staff.	8	19%	11	26%	6	14%	9	21%	9	21%	43
11	Staff of all genders are actively encouraged to apply for a career change.	7	17%	7	17%	16	38%	10	24%	2	5%	42
12	My department supports and encourages me in preparing for progression in my role.	7	17%	5	12%	10	24%	13	31%	7	17%	42
20	I am encouraged to participate in development opportunities.	13	31%	12	29%	11	26%	3	7%	3	7%	42
21	I can access development opportunities that are relevant to my career development needs.	10	24%	13	31%	6	14%	8	19%	5	12%	42
		Yes		No								
24	Within my department, I have an opportunity to undertake an annual Performance and Development Review (PDR).	39	91%	4	9%							43
25	I have completed a Performance and Development Review (PDR) within my department.	34	87%	5	13%							39
26	My PDR is helpful to me.	4	12%	11	32%	4	12%	8	24%	7	21%	34
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	8	24%	13	38%	7	21%	3	9%	3	9%	34

A1.6 Core question 6 - My mental health and wellbeing are supported in my department

Table 6a. Mental health and wellbeing : All staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided. Statements most related to the Charter core questions are highlighted in bold.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
58	My mental health and wellbeing are supported in my department	35	36%	35	36%	11	11%	9	9%	8	8%	98
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	27	32%	31	36%	16	19%	6	7%	5	6%	85

Table 6b. Mental health and wellbeing (Female): Female staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
58	My mental health and wellbeing are supported in my department	22	42%	16	31%	7	13%	4	8%	3	6%	52
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	16	40%	12	30%	5	13%	4	10%	3	8%	40

Table 6c. Mental health and wellbeing (Male): Male staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
58	My mental health and wellbeing are supported in my department	12	33%	16	44%	2	6%	3	8%	3	8%	36
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	10	29%	14	40%	9	26%	1	3%	1	3%	35

Table 6d. Mental health and wellbeing (Research & teaching): Research and teaching staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
58	My mental health and wellbeing are supported in my department	22	22%	18	18%	8	8%	5	5%	5	5%	58
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	19	22%	18	21%	9	11%	3	4%	2	2%	51

Table 6e. Mental health and wellbeing (PTS staff): Professional services, technical and support staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
58	My mental health and wellbeing are supported in my department	13	33%	17	43%	3	8%	4	10%	3	8%	40
27	My PDR reviewer encourages me to have a plan for career progression and personal development.	8	24%	13	38%	7	21%	3	9%	3	9%	34

A1.7 Core question 7 - My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff

Table 7a. Covid-19: All staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided. Statements most related to the Charter core questions are highlighted in bold.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
69	My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff;	10	13%	31	40%	23	30%	7	9%	6	8%	77
67	I have been well-supported as working practices have changed during the Covid-19 crisis.	34	37%	45	48%	3	3%	5	5%	6	6%	93
68	Covid-19 has had a negative impact on my productivity at work.	17	18%	34	37%	16	17%	14	15%	11	12%	92
70	So far, my circumstances have been taken into account when allocating work in light of Covid-19.	23	26%	29	33%	27	31%	5	6%	3	3%	87
71	I am confident that the impact of Covid-19 will be taken into account in promotions and PDRs in the future.	18	21%	24	28%	19	22%	19	22%	6	7%	86

Table 7b. Covid-19 (Female): Female staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
69	My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff;	8	19%	15	35%	10	23%	6	14%	4	9%	43
67	I have been well-supported as working practices have changed during the Covid-19 crisis.	20	39%	25	49%	1	2%	2	4%	3	6%	51
68	Covid-19 has had a negative impact on my productivity at work.	7	14%	17	34%	9	18%	8	16%	9	18%	50

70	So far, my circumstances have been taken into account when allocating work in light of Covid-19.	18	37%	12	24%	16	33%	2	4%	1	2%	49
71	I am confident that the impact of Covid-19 will be taken into account in promotions and PDRs in the future.	11	23%	11	23%	11	23%	10	21%	4	9%	47

Table 7c. Covid-19 (Male): Male staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
69	My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff;	2	7%	14	48%	11	38%	1	3%	1	3%	29
67	I have been well-supported as working practices have changed during the Covid-19 crisis.	13	37%	17	49%	1	3%	2	6%	2	6%	35
68	Covid-19 has had a negative impact on my productivity at work.	8	22%	14	39%	6	17%	6	17%	2	6%	36
70	So far, my circumstances have been taken into account when allocating work in light of Covid-19.	3	9%	16	50%	9	28%	2	6%	2	6%	32
71	I am confident that the impact of Covid-19 will be taken into account in promotions and PDRs in the future.	4	13%	13	41%	7	22%	6	19%	2	6%	32

Table 7d. Covid-19 (Research & teaching): Research and teaching staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
69	My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff;	5	6%	19	25%	13	17%	6	8%	3	4%	46

67	I have been well-supported as working practices have changed during the Covid-19 crisis.	18	19%	29	31%	3	3%	3	3%	2	2%	55
68	Covid-19 has had a negative impact on my productivity at work.	10	11%	26	28%	10	11%	7	8%	2	2%	55
70	So far, my circumstances have been taken into account when allocating work in light of Covid-19.	12	14%	16	18%	17	20%	5	6%	0	0%	50
71	I am confident that the impact of Covid-19 will be taken into account in promotions and PDRs in the future.	8	9%	16	19%	11	13%	13	15%	4	5%	52

Table 7e. Covid-19 (PTS staff): Professional services, technical and support staff asked to indicate whether they agreed or disagreed to the following statements. The percentage (%) as well as the total count of respondents per each category is provided.

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
69	My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff;	5	16%	12	39%	10	32%	1	3%	3	10%	31
67	I have been well-supported as working practices have changed during the Covid-19 crisis.	16	42%	16	42%	0	0%	2	5%	4	11%	38
68	Covid-19 has had a negative impact on my productivity at work.	7	19%	8	22%	6	16%	7	19%	9	24%	37
70	So far, my circumstances have been taken into account when allocating work in light of Covid-19.	11	30%	13	35%	10	27%	0	0%	3	8%	37
71	I am confident that the impact of Covid-19 will be taken into account in promotions and PDRs in the future.	10	29%	8	24%	8	24%	6	18%	2	6%	34

A1.8 Other Athena Swan Culture Survey Responses

Q	Statement	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
2	My department's recruitment procedures for staff are fair.	37	36%	38	37%	17	16%	7	7%	5	5%	104
3	My department's recruitment procedures for staff are transparent.	28	27%	43	41%	14	13%	14	13%	5	5%	104
		Yes		No								
5	Have you been through a departmental induction process at Lancaster University within the last five years?	35	32%	76	68%							111
6	My induction process was helpful.	5	17%	14	47%	7	23%	3	10%	1	3%	30
7	My induction process was thorough.	6	20%	11	37%	5	17%	6	20%	2	7%	30
8	I was provided with sufficient information needed to start my new role.	7	23%	14	47%	2	7%	5	17%	2	7%	30
9	At the end of my induction process I was aware of sources of departmental information and support.	5	17%	18	60%	2	7%	4	13%	1	3%	30

A1.9 Athena Swan Culture Survey Questions

		PTS	RT
Q1	Which staff group do you belong to in the Department/Faculty?	1	1
Departmental Recruitment			
Q2	My department's recruitment procedures for staff are fair	2	2
Q3	My department's recruitment procedures for staff are transparent	3	3
Q4	My department takes steps to encourage people of all genders to apply for jobs	4	4
Departmental Induction Process			
Q5	Have you been through a departmental induction process at Lancaster University within the last five years?	5	5
Q6	My induction process was helpful	D	D
Q7	My induction process was thorough	D	D
Q8	I was provided with sufficient information needed to start my new role	D	D
Q9	At the end of my induction process I was aware of sources of departmental information and support	D	D
Career progression			
Q10	I am aware of career progression opportunities for professional and support staff	6	
Q11	Staff of all genders are actively encouraged to apply for a career change	7	
Q12	My department supports and encourages me in preparing for progression in my role	8	
Q13	My faculty/the university applies the published promotion criteria fairly		6
Q14	Staff of all genders are actively encouraged to apply for promotion / regrading		7
Q15	The University promotion process is fair for those who have taken a career break and/or changed their working hours		8
Q16	My department values the full range of an individual's skills and experience equally (e.g. research, pastoral work, outreach work, teaching, administration and technical support)		9
Q17	Please include any additional comments on recruitment, induction, and promotion (optional)	9	10
REF submission			
Q18	Were you working for the department in any research capacity for the most recent REF submission?		11
Q19	My department's most recent REF submission was fair to staff of all genders		12
Development			
Q20	I am encouraged to participate in development opportunities	10	13
Q21	I can access development opportunities that are relevant to my career development needs	11	14
EDI training			
Q22	Have you undertaken any equality and diversity training/development opportunities during the past 3 years?	12	15
Q23	Please indicate the type of equality and diversity training and / or development activities you have undertaken. Select one or more options.	D	D
Performance and Development Review (PDR)			
Q24	Within my department, I have an opportunity to undertake an annual Performance and Development Review (PDR)	13	16
Q25	I have completed a Performance and Development Review (PDR) within my department	D	D
Q26	My PDR is helpful to me	D	D
Q27	My PDR reviewer encourages me to have a plan for career progression and personal development	D	D
Q28	My line manager supports my career development	D	D

Mentoring opportunities			
Q29	I have access to useful mentoring opportunities within my department	14	17
Q30	I have access to useful mentoring opportunities within the wider university	15	18
Q31	I have access to useful mentoring opportunities external to the university	16	19
Applying for research funding			
Q32	My department provides support and encouragement in applying for research funding		20
Q33	The university provides support and encouragement in applying for research funding		21
Q34	Please include any additional comments on Career development: training undertaken, PDR's or mentoring		22
Flexible working and leave			
Q35	Have you been eligible to take maternity leave, paternity leave, shared parental leave or adoption leave within the last five years whilst working for the department?	17	23
Q36	Have you taken maternity leave, paternity leave, parental leave or adoption leave within the last five years whilst working for the department?	D	D
Q37	I was offered appropriate support before my period of leave	D	D
Q38	I was offered appropriate support during my period of leave	D	D
Q39	I was offered appropriate support on returning to work	D	D
Q40	Please comment on the support offered to those taking maternity, paternity, parental or adoption leave, and give any suggestions for improvements	D	D
Q41	Please comment on your decision not to take maternity, paternity, parental leave or adoption leave within the last five years and give any suggestions for what would have led to you to take the leave to which you were entitled	D	D
Q42	The department enables flexible working	18	24
Q43	My line manager is supportive of requests for flexible working	19	25
Q44	Staff who work part-time or who have formally agreed flexible working hours are offered equivalent career development opportunities to those who work full-time in standard hours	20	26
Q45	Departmental meetings are arranged to fit around my individual working needs	21	27
Q46	Please include any additional comments on flexible working and career breaks (optional)	22	28
Departmental culture			
Q47	My department actively promotes a culture of equality	23	29
Q48	My department actively promotes a culture of gender equality	24	30
Q49	My department and/or institution informs me about gender equality matters e.g. changes to maternity and paternity leave entitlements, flexible working opportunities, gender equality legislation	25	31
Q50	Department leadership actively supports gender equality	26	32
Q51	I am encouraged and given opportunities to represent my department within the university (e.g. on committees or boards)	27	33
Q52	I am encouraged and given opportunities to represent my department externally and/or internally (e.g. on committees or boards, as chair or speaker at conferences)	28	34
Q53	Work-related social activities in my department such as staff parties, team building or networking events, are likely to be welcoming to both women and men (e.g. consider whether venues, activities and times are appropriate to both women and men)	29	35
Q54	In my department, work is allocated on a fair basis irrespective of gender	30	36
Q55	In my department, staff of all genders are visible role models e.g. as speakers at departmentally organised conferences and events	31	37
Q56	My contributions are valued in my department	32	38

Q57	My Department promotes a healthy work-life balance	33	39
Q58	My mental health and wellbeing are supported in my department	34	40
Q59	I am satisfied with how bullying and harassment are addressed in my department	35	41
Q60	In my department, the workload allocation model is transparent		42
Q61	I am encouraged to participate in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.)		43
Q62	Both women and men are appropriately represented in outreach activities (e.g. impact activities, publicity of our work, school visits, publicizing our Department, etc.)		44
Q63	Please include any additional comments on departmental culture (optional)	36	45
Athena Swan Charter			
Q64	I know what the Athena Swan charter is	37	46
Q65	My department is committed to the Athena Swan charter and its gender equality principles	D	D
Q66	I know who to talk to about my department's work towards the Athena Swan Charter	D	D
Covid-19			
Q67	I have been well-supported as working practices have changed during the Covid-19 crisis	38	47
Q68	Covid-19 has had a negative impact on my productivity at work	39	48
Q69	My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	40	49
Q70	So far, my circumstances have been taken into account when allocating work in light of Covid-19.	41	50
Q71	I am confident that the impact of Covid-19 will be taken into account in promotions and PDRs in the future	42	51
Q72	Please include any additional comments on the impact of Covid-19	43	52
Personal information			
Q73	What best describes your Gender?	44	53
Q74	What is your sexual orientation?	45	54
Q75	Do you consider yourself to be? (Ethnicity)	46	55
Q76	Do you consider yourself to have a disability or long-term health condition that impacts on your work?	47	56
Q77	How long have you worked for the Department?	48	57
Q78	What is your current role? (Optional)	49	58
Q79	What hours are you contracted to work?	50	59
Q80	What sort of contract do you have?	51	60
Q81	Do you have caring responsibilities for dependent children (aged under 19) and/or adults?	52	61
Q82	Who are you caring for? Select one or two options	D	D
Q83	Please add any further comments about this survey and/or the topics covered here (optional)	53	62

- PTS Professional, technical and support staff
RT Research and Teaching staff
O Optional question
D Question visibility dependent on previous responses

Core questions in **bold**

Appendix 2: Data tables

Please note that the institution collects data by sex rather than gender identity.

A2.1 Student data



Figure A2.1.1 Undergraduate (UG) admissions. Number of applications, offers and acceptances by sex.



Figure A2.1.2 Postgraduate taught (PGT) admissions. Number of applications, offers and acceptances by sex.



Figure A2.1.3 Postgraduate research (PGR) admissions. Number of applications, offers and acceptances by sex.

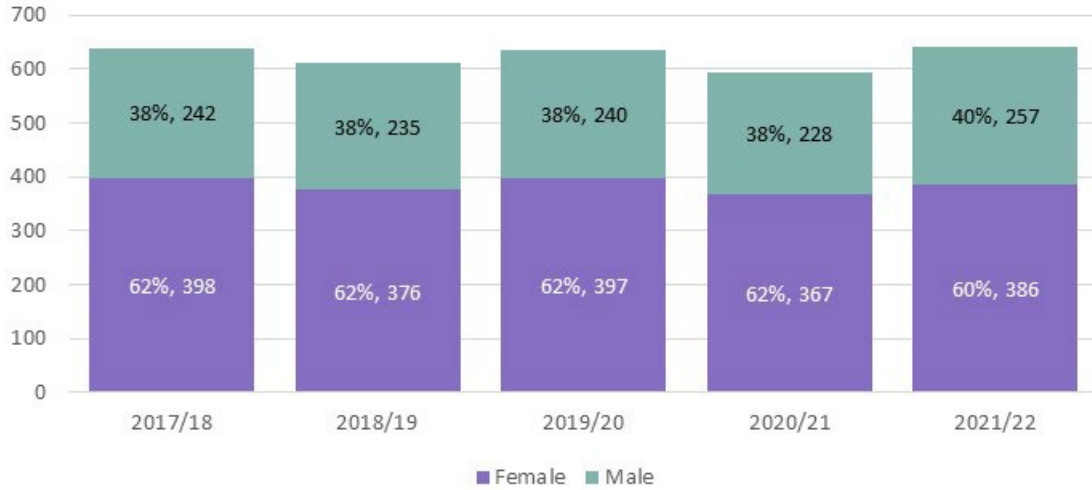


Figure A2.1.4 Undergraduate (UG) headcount.

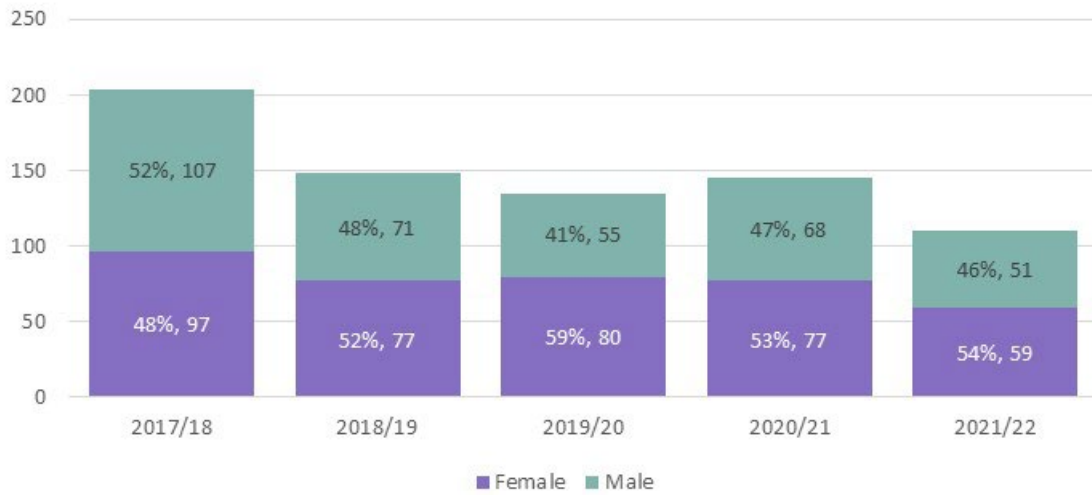


Figure A2.1.5 Postgraduate taught (PGT) headcount.

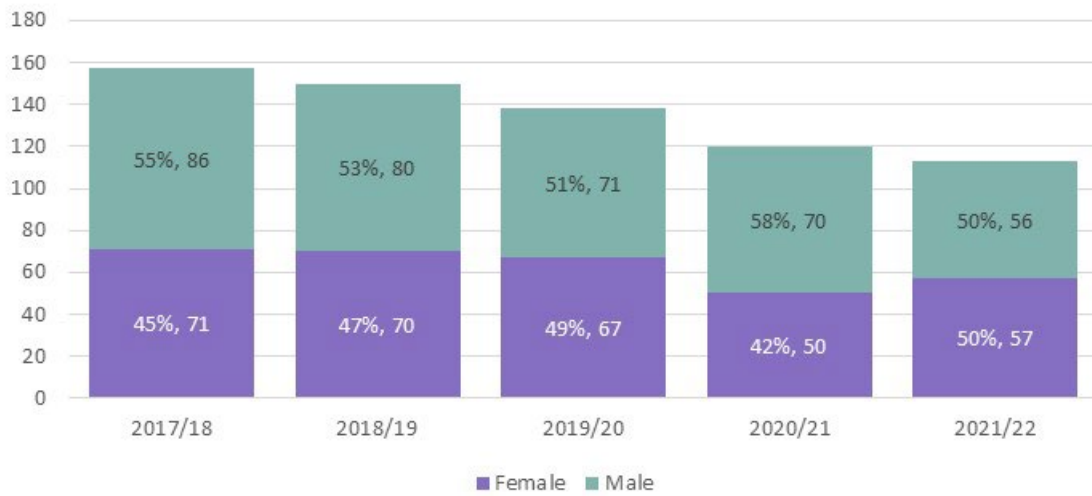


Figure A2.1.6 Postgraduate research (PGR) headcount.

Table A2.1.1. Student numbers across all undergraduate (UG) degree schemes in 2021/22, by sex.

Programme	Mode of Study	Female		Male	
		Number of Students	%	Number of Students	%
BA Hons Economics and Geography	Full Time			3	100%
BA Hons French Studies and Geography	Full Time	3	60%	2	40%
BA Hons Geography	Full Time	67	63%	39	37%
BA Hons Geography (Placement Year)	Full Time	8	80%	2	20%
BA Hons Geography (Study Abroad)	Full Time	2	67%	1	33%
BA Hons Geography and Economics	Full Time	4	22%	14	78%
BA Hons Geography and Politics	Full Time	3	75%	1	25%
BA Hons German Studies and Geography	Full Time			1	100%
BA Hons Human Geography	Full Time	14	48%	15	52%
BA Hons Human Geography (Placement Year)	Full Time	6	50%	6	50%
BA Hons Human Geography (Study Abroad)	Full Time	1	33%	2	67%
BA Hons Spanish Studies and Geography	Full Time	7	100%		
BSc Hons Biology	Full Time	4	44%	5	56%
BSc Hons Earth and Environmental Science	Full Time	25	61%	16	39%
BSc Hons Earth and Environmental Science (Placement Year)	Full Time	3	43%	4	57%
BSc Hons Earth and Environmental Science (Study Abroad)	Full Time	3	75%	1	25%
BSc Hons Ecology and Conservation	Full Time	32	64%	18	36%
BSc Hons Ecology and Conservation (Placement Year)	Full Time	9	90%	1	10%
	Part Time			1	100%
BSc Hons Ecology and Conservation (Study Abroad)	Full Time	5	100%		
	Full Time	25	53%	22	47%
BSc Hons Environmental Science	Part Time	1	100%		
BSc Hons Environmental Science (Placement Year)	Full Time	4	40%	6	60%
BSc Hons Environmental Science (Study Abroad)	Full Time	3	75%	1	25%
BSc Hons Geography	Full Time	74	69%	34	31%
BSc Hons Geography (Placement Year)	Full Time	9	69%	4	31%
BSc Hons Geography (Study Abroad)	Full Time	3	33%	6	67%
BSc Hons Physical Geography	Full Time	13	65%	7	35%
BSc Hons Physical Geography (Placement Year)	Full Time			2	100%
BSc Hons Physical Geography (Study Abroad)	Full Time			2	100%
BSc Hons Zoology	Full Time	6	43%	8	57%
BSc Hons Zoology (Placement Year)	Full Time	3	50%	3	50%
BSc Hons Zoology (Study Abroad)	Full Time	1	17%	5	83%
MArts Hons Geography	Full Time	4	100%		
MArts Hons Geography (Study Abroad)	Full Time	1	50%	1	50%
MSci Hons Biology	Full Time	2	50%	2	50%
MSci Hons Earth and Environmental Science	Full Time	10	71%	4	29%
MSci Hons Earth and Environmental Science (Study Abroad)	Full Time	6	60%	4	40%
MSci Hons Ecology and Conservation (Professional Experience)	Full Time	13	76%	4	24%
MSci Hons Environmental Science	Full Time	5	56%	4	44%
MSci Hons Geography	Full Time	3	75%	1	25%
MSci Hons Geography (Professional Experience)	Full Time	2	100%		
MSci Hons Geography (Study Abroad)	Full Time	1	100%		
MSci Hons Physical Geography	Full Time			4	100%
MSci Hons Physical Geography (Study Abroad)	Full Time	1	50%	1	50%
		386	60%	257	40%

Table A2.1.2. Student numbers across all undergraduate (UG) degree schemes in 2021/22, grouped by the Common Aggregation Hierarchy (CAH), by sex.

(<https://www.hesa.ac.uk/support/documentation/hecos/cah>)

Degree CAH classification	Female		Male	
	Number of Students	%	Number of Students	%
CAH03-01-03/06 Ecology & conversation/Biological Sciences/Zoology	75	61%	47	39%
CAH26-01-01/02/03 Geography	226	60%	148	40%
CAH26-01-04/06 Environmental Science	85	58%	62	42%
	386	60%	257	40%

Table A2.1.3. Student numbers across all postgraduate taught (PGT) degree schemes in 2021/22, by sex.

Programme	Mode of Study	Female		Male	
		Number of Students	%	Number of Students	%
MA Environment and Development	Full Time	2	100%		
MA Political Ecology	Full Time	6	55%	5	45%
MSc Conservation and Biodiversity	Full Time	7	78%	2	22%
	Part Time	1	14%	6	86%
MSc Environment and Development	Full Time	5	63%	3	38%
MSc Environmental Management	Full Time	12	57%	9	43%
	Part Time	5	71%	2	29%
MSc Flood and Coastal Risk Management	Part Time	1	25%	3	75%
MSc Food Security	Part Time	3	75%	1	25%
MSc Food Security (Distance Learning)	Full Time	1	100%		
	Part Time	3	33%	6	67%
MSc Sustainable Water Management	Full Time	4	44%	5	56%
	Part Time	1	33%	2	67%
MSc Volcanology and Geological Hazards	Part Time	1	100%		
MSc Volcanology and the Environment	Full Time	2	67%	1	33%
PGCert Flood and Coastal Risk Management	Part Time	3	38%	5	63%
PGCert Food Challenges for the 21st Century (Distance Learning)	Part Time	1	100%		
PGDip Flood and Coastal Risk Management	Part Time	1	100%		
PGDip Food Security (Distance Learning)	Part Time			1	100%
		59	54%	51	46%

Table A2.1.4. Student numbers across all postgraduate research (PGR) degree schemes in 2021/22, by sex.

Programme	Mode of Study	Female		Male	
		Number of Students	%	Number of Students	%
MSc by Research Ecology	Full Time	1	25%	3	75%
	Part Time	1	100%		
MSc by Research Environmental Science	Full Time	4	67%	2	33%
MSc by Research Environmental Science (by research)	Part Time			1	100%
PhD Biological Science	Full Time	10	67%	5	33%
	Part Time				
PhD Environmental Science	Full Time	36	54%	31	46%
	Part Time	1	14%	6	86%
PhD Geography	Full Time	4	36%	7	64%
	Part Time			1	100%
		57	50%	56	50%

A2.2 Degree attainment

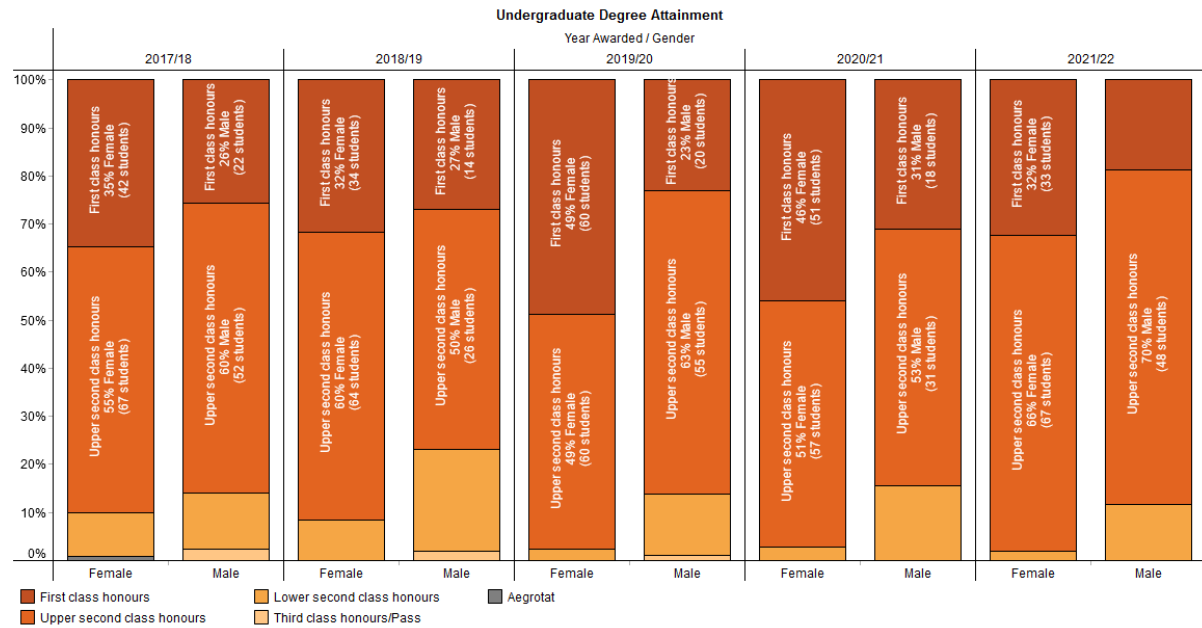


Figure A2.2.1 Undergraduate (UG) degree attainment

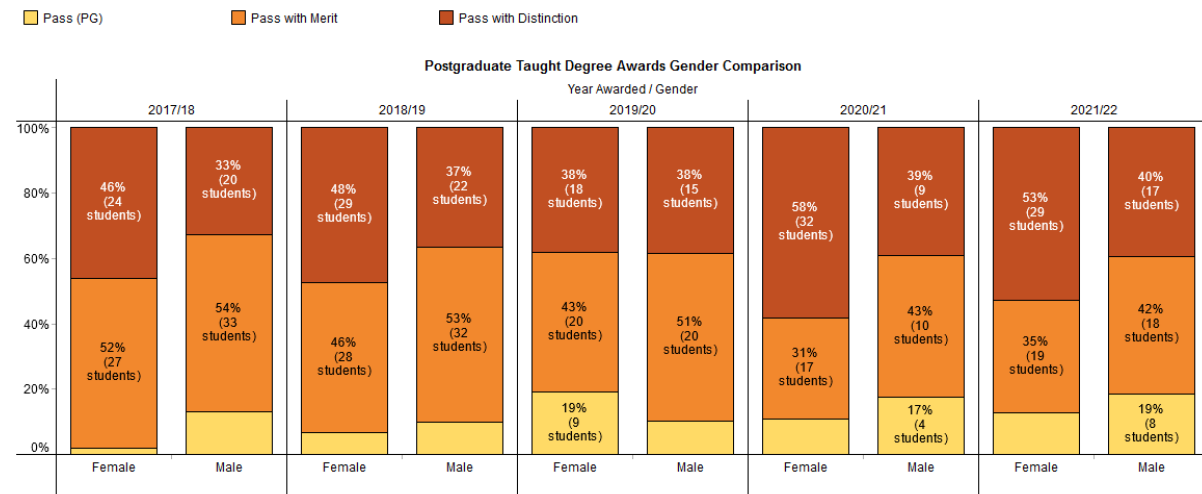


Figure A2.2.2 Postgraduate taught (PGT) degree attainment

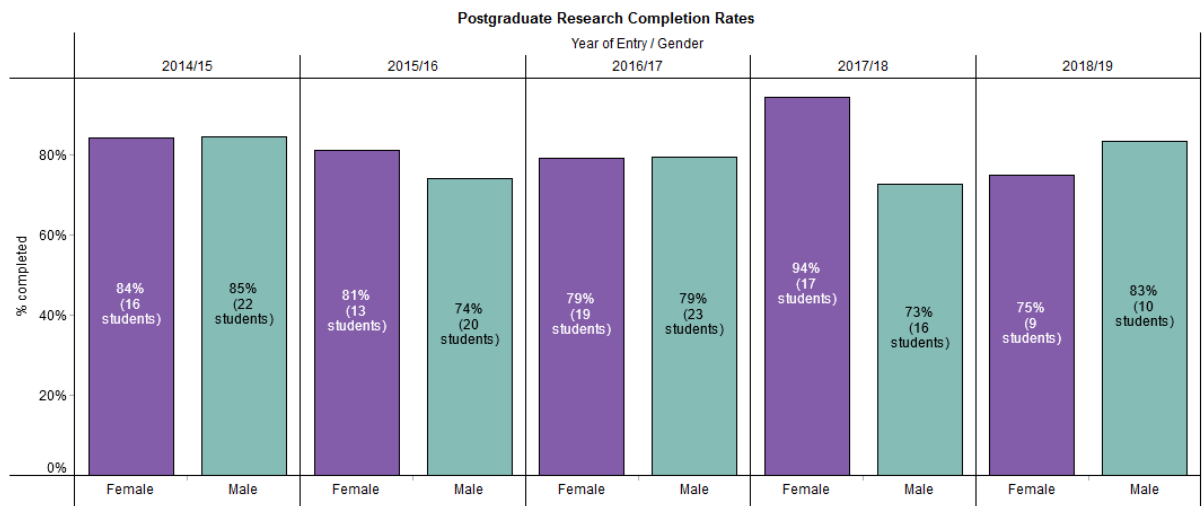


Figure A2.2.3 Postgraduate research (PGR) completion rates

A2.3 Academic, teaching and research staff data

Table A2.3.1. Academic, teaching and research staff by job title and sex

Job title	2017-18			2018-19			2019-20			2020-21			2021-22		
	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M
Professor	6.0	20%	24.3	7.2	21%	26.7	8.3	23%	27.3	10.6	26%	30.8	12.0	30%	28.4
Reader	1.0	14%	6.0	1.0	13%	6.6	2.0	22%	7.0	2.0	24%	6.2	1.0	15%	5.8
Senior lecturer	4.0	24%	13.0	7.0	33%	14.0	9.0	43%	12.2	7.3	33%	15.0	6.0	28%	15.3
Lecturer	12.7	42%	17.3	9.8	41%	14.0	7.5	35%	13.9	8.0	43%	10.7	9.8	54%	8.5
Research staff	11.8	32%	24.4	15.2	33%	30.5	18.8	36%	33.0	18.2	38%	29.3	25.8	51%	24.3
Teaching staff	1.9	68%	0.9	2.0	67%	1.0	2.7	62%	1.7	1.9	66%	1.0	1.0	40%	1.5
Total	37.3	30%	85.8	42.2	31%	92.8	48.2	34%	95.0	48.0	34%	92.9	55.6	40%	83.8

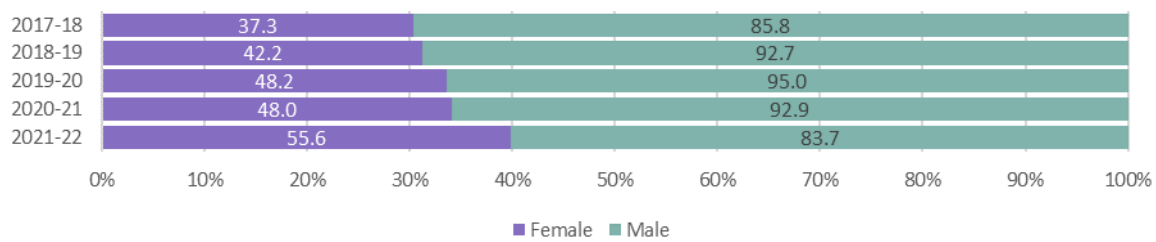


Figure A2.3.1. Academic, teaching and research staff by sex

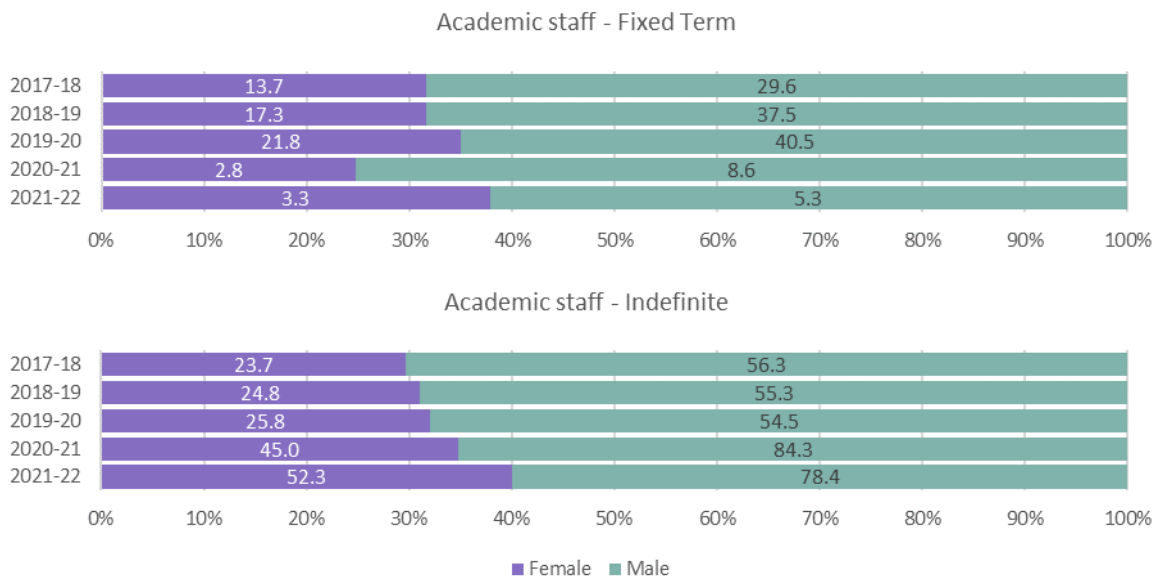


Figure A2.3.2. Academic, teaching and research staff by sex and contract type

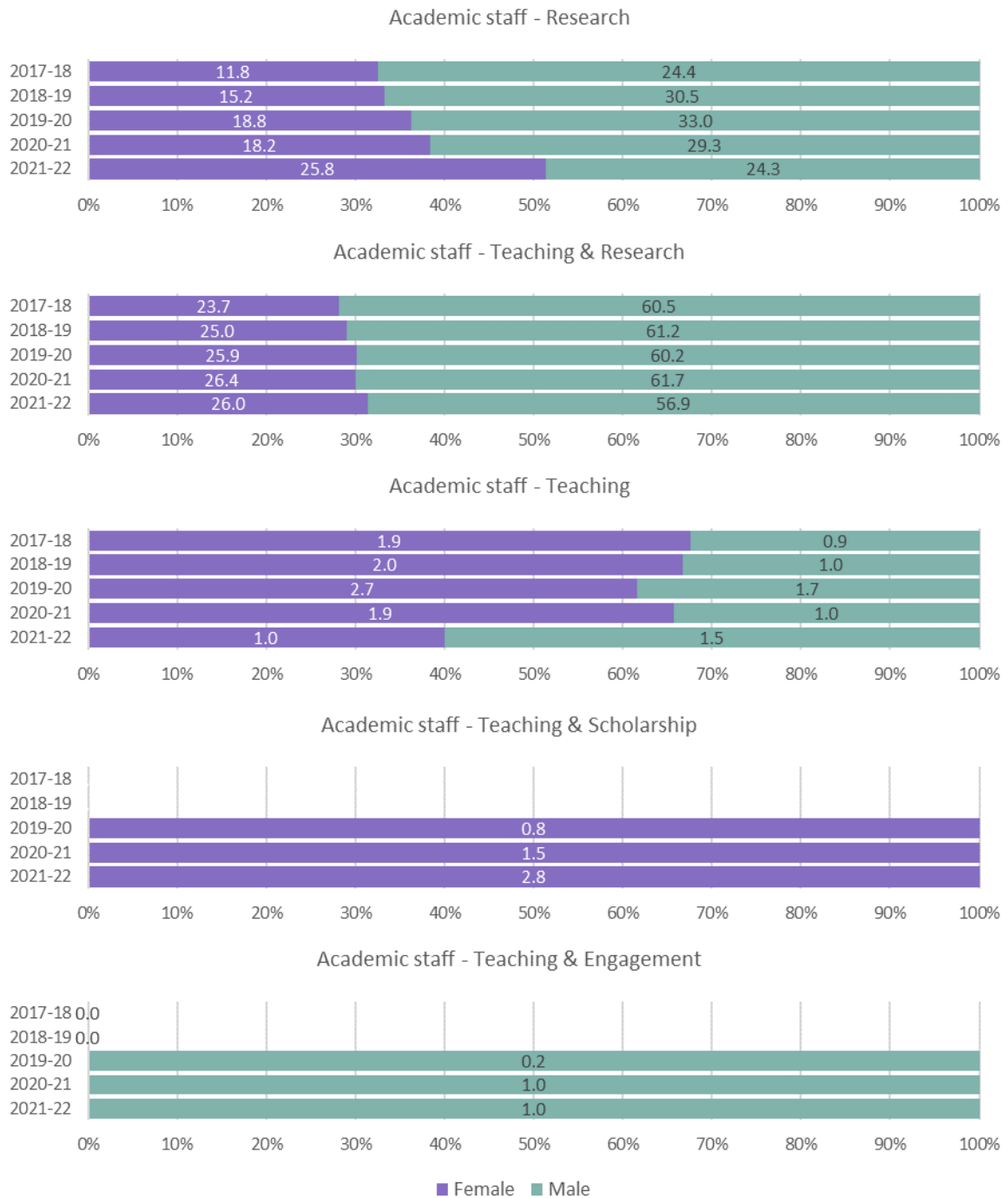


Figure A2.3.3. Academic, teaching and research staff by sex and role category

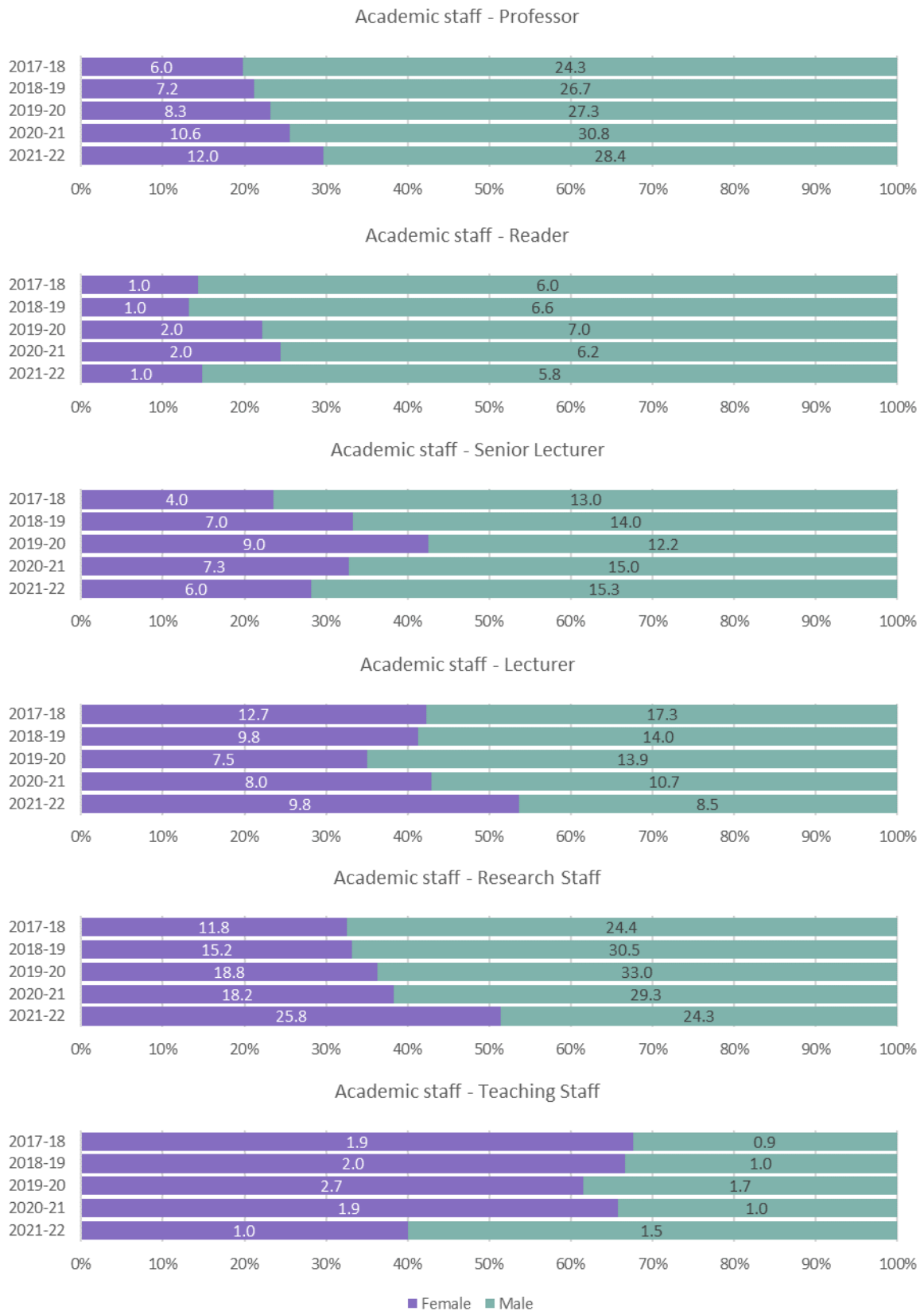


Figure A2.3.4. Academic, teaching and research staff by sex and job title

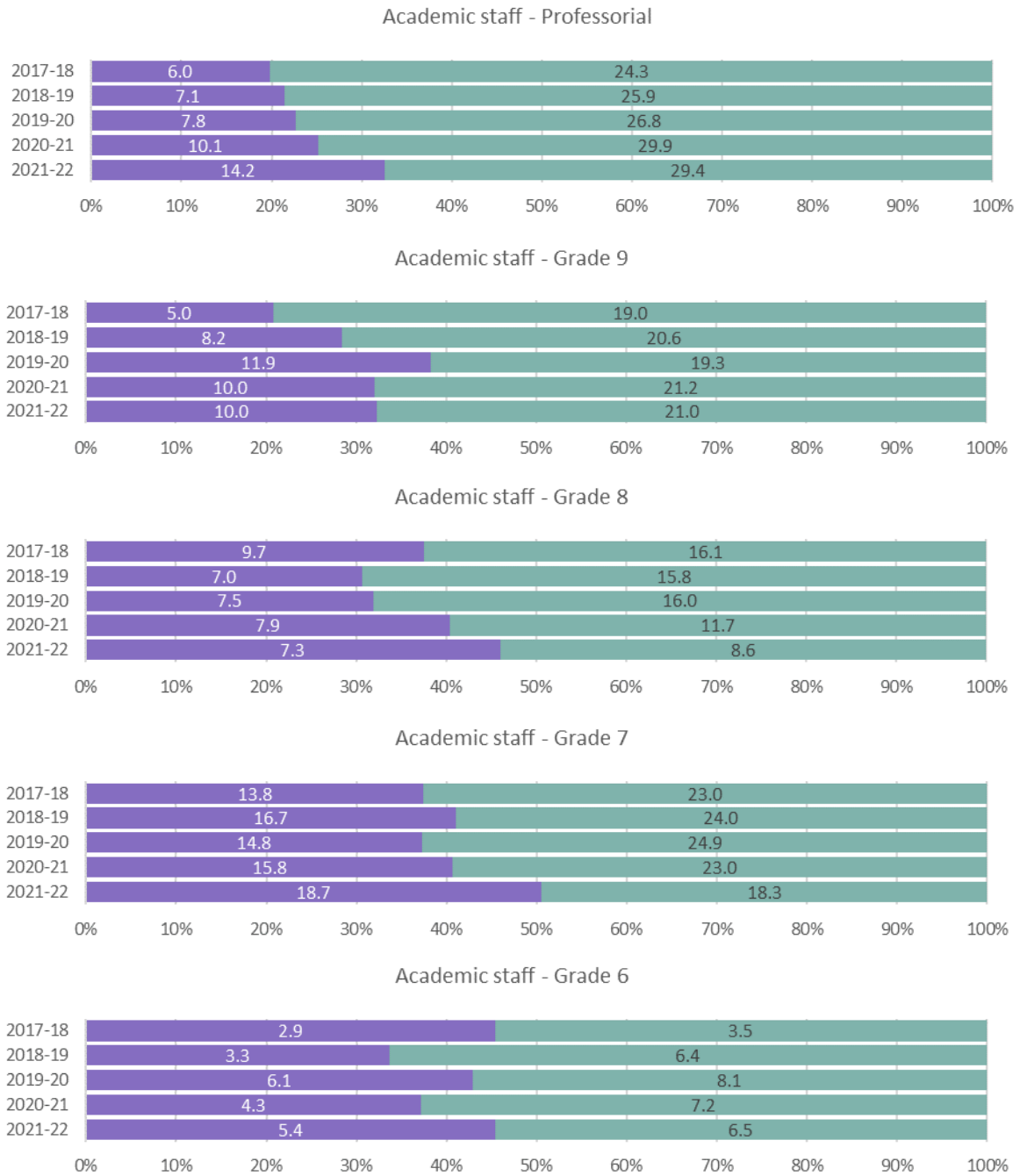


Figure A2.3.5. Academic, teaching and research staff by sex and pay grade

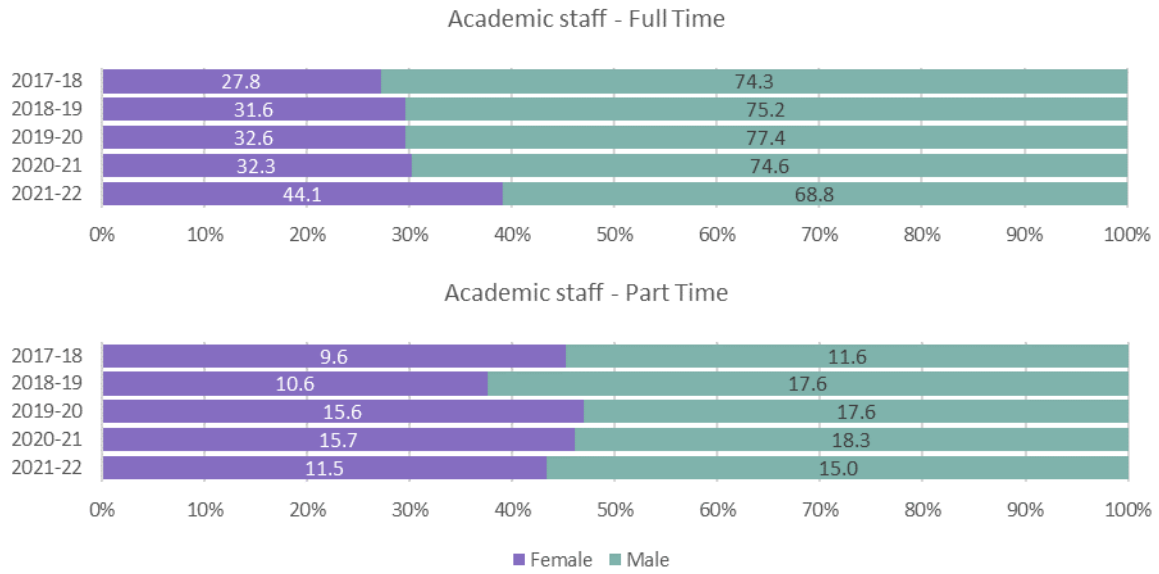


Figure A2.3.6. Academic, teaching and research staff by sex and full time / part time

A2.4 Professional, technical and operational staff data

Table A2.4.1. Professional services staff by role category and sex

Role category	2017-18			2018-19			2019-20			2020-21			2021-22		
	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M
Administrative Staff	31.9	86%	5.3	35.7	89%	4.4	36.7	89%	4.3	35.1	89%	4.2	31.9	87%	4.8
Managerial & Specialist	14.6	54%	12.4	13.7	53%	12.2	13.2	51%	12.7	12.6	51%	12.0	12.8	53%	11.5
Technical	10.4	53%	9.1	10.3	50%	10.5	9.9	46%	11.7	10.0	48%	10.9	10.0	53%	9.0
University Management	0.0	0%	1.0	0.0	0%	1.0	0.0	0%	1.0	0.0	0%	1.0	0.0	0%	1.0
	56.9	67%	27.8	59.7	68%	28.1	59.8	67%	29.7	57.7	67%	28.1	54.8	68%	26.3

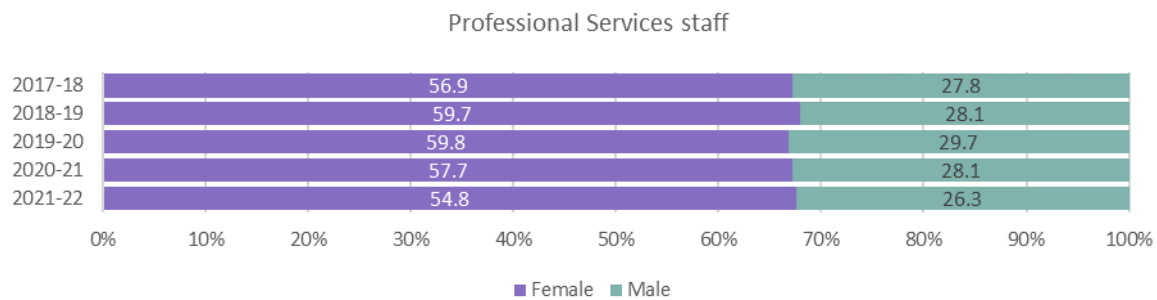


Figure A2.4.1. Professional services staff by sex

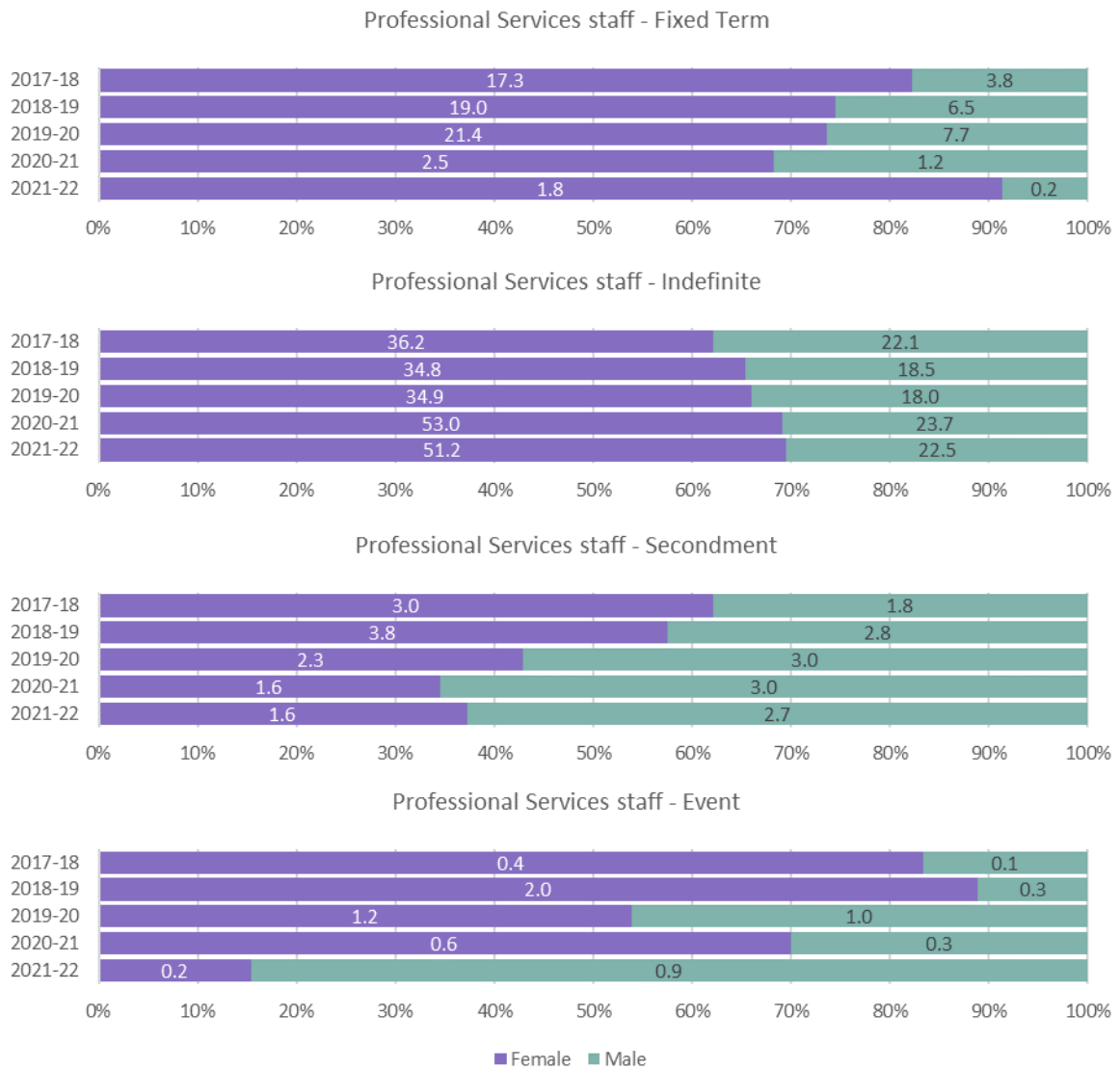


Figure A2.4.2. Professional services staff by sex and contract type



Figure A2.4.3. Professional services staff by sex and role category

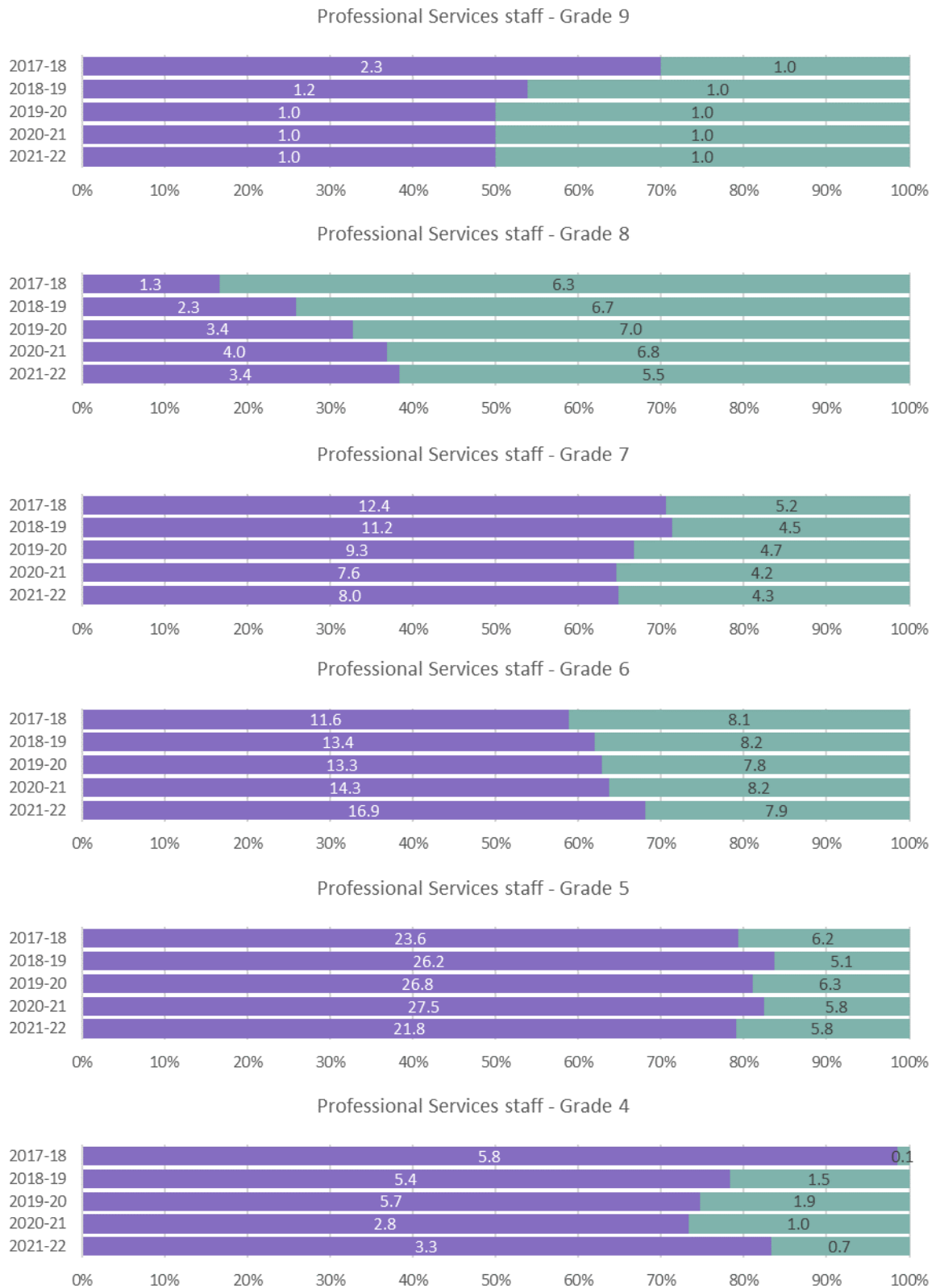


Figure A2.4.4. Professional services staff by sex and pay grade



Figure A2.4.5. Professional services staff by sex and full time/part time

A2.5 Applications data

	Total Applied			Total Shortlisted			Total Offered		
	Male	%F	Female	Male	%F	Female	Male	%F	Female
2017/18	146	39%	92	46	32%	22	16	33%	8
2018/19	209	33%	101	51	39%	32	17	35%	9
2019/20	126	39%	79	32	44%	25	9	40%	6
2020/21	267	37%	159	38	52%	41	8	60%	12
2021/22	177	32%	82	28	48%	26	8	53%	9

Table A2.5.1. Applications, shortlist and offers made in recruitment to academic, teaching and research posts by sex

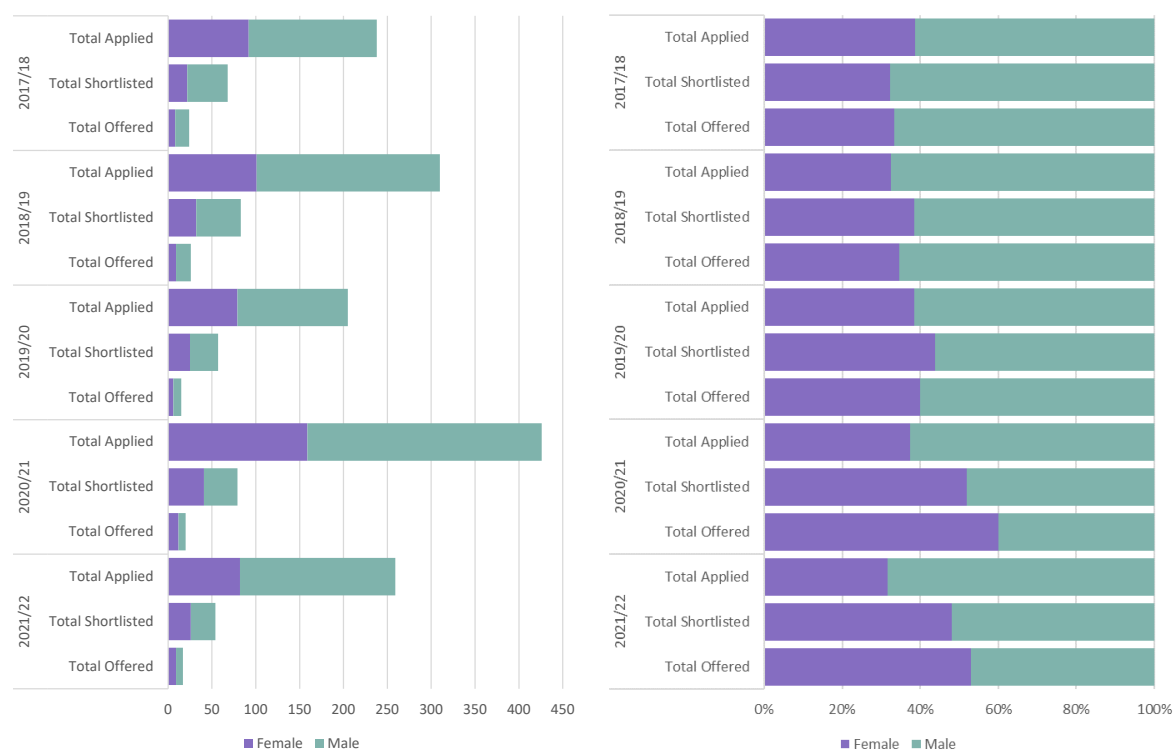


Figure A2.5.1. Applications, shortlist and offers made in recruitment to academic, teaching and research posts by sex. Presented by number (left) and by percentage (right).

Table A2.5.2. Applications, shortlist and offers made in recruitment to professional services posts by sex

	Total Applied			Total Shortlisted			Total Offered		
	Male	%F	Female	Male	%F	Female	Male	%F	Female
2017/18	129	63%	219	30	63%	51	6	70%	14
2018/19	75	69%	167	15	75%	44	4	76%	13
2019/20	30	64%	53	10	70%	23	2	80%	8
2020/21	19	81%	83	11	77%	37	5	77%	17
2021/22	46	63%	80	15	72%	39	3	86%	18

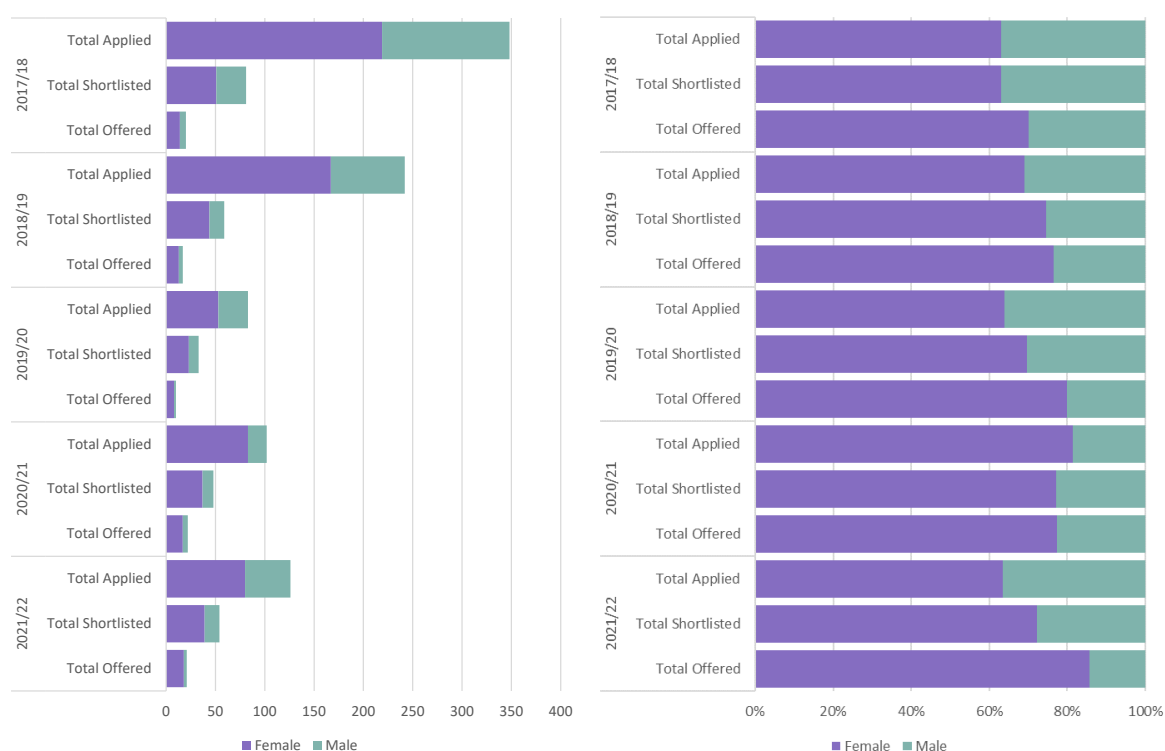


Figure A2.5.2. Applications, shortlist and offers made in recruitment to professional services posts by sex. Presented by number (left) and by percentage (right).

A2.6 Applications and success rates for academic promotion

Table A2.6.1. Academic promotion cases submitted and successful by sex.

Year	Gender	No. Applications	% of Applications	Successful Count	% Successful
2016-17	Female	2	25%	1	50%
	Male	6	75%	5	83%
2017-18	Female	6	29%	4	67%
	Male	15	71%	9	60%
2018-19	Female	5	42%	4	80%
	Male	7	58%	5	71%
2019-20	Female	3	19%	1	33%
	Male	13	81%	11	85%
2020-21	Female	8	67%	6	75%
	Male	4	33%	2	50%

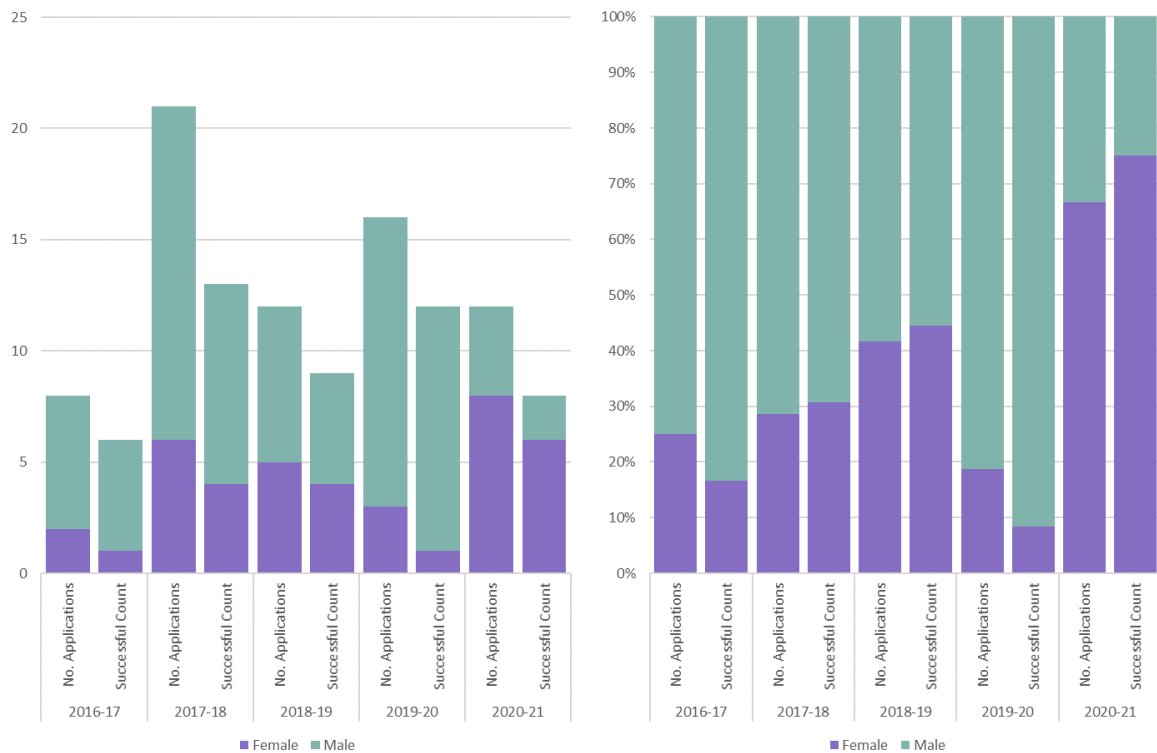


Figure A2.6.1. Academic promotion cases submitted and successful by sex. Presented by number (left) and by percentage (right).

A2.7 Professional, technical and operational staff career development and progression

Context:

- Re-grading of roles ceased since 2011.
- Opportunities for progression are secondments and applying for higher grade roles when become available.
- Training courses and development are offered and important for career progression.
- There have been 13 individuals who have benefitted from career and development progression of which 7 are female staff members since the last award.
- For technical staff there were opportunities for part-time job at higher level leading to progression when roles became vacant and some technical staff have buy-outs on research projects.

Table A2.7.1. Professional, technical and operational staff progression pathways

Gender	Grade (original/substantive)	Grade (new)	Secondment	Acting up	Buy outs for research	New role
F	5	7		x		x
M	6	7/8				x
M	8	8				x
F	7	8		x		x
M	7	7/8		x		x
F	4	5				x
F	5	7	x			x
M	6	7				x
F	5	7				x
F	7	8	x	x		x
F	7	7			x	
M	7	7			x	
M	8	8	x			

A2.8 Staff retention

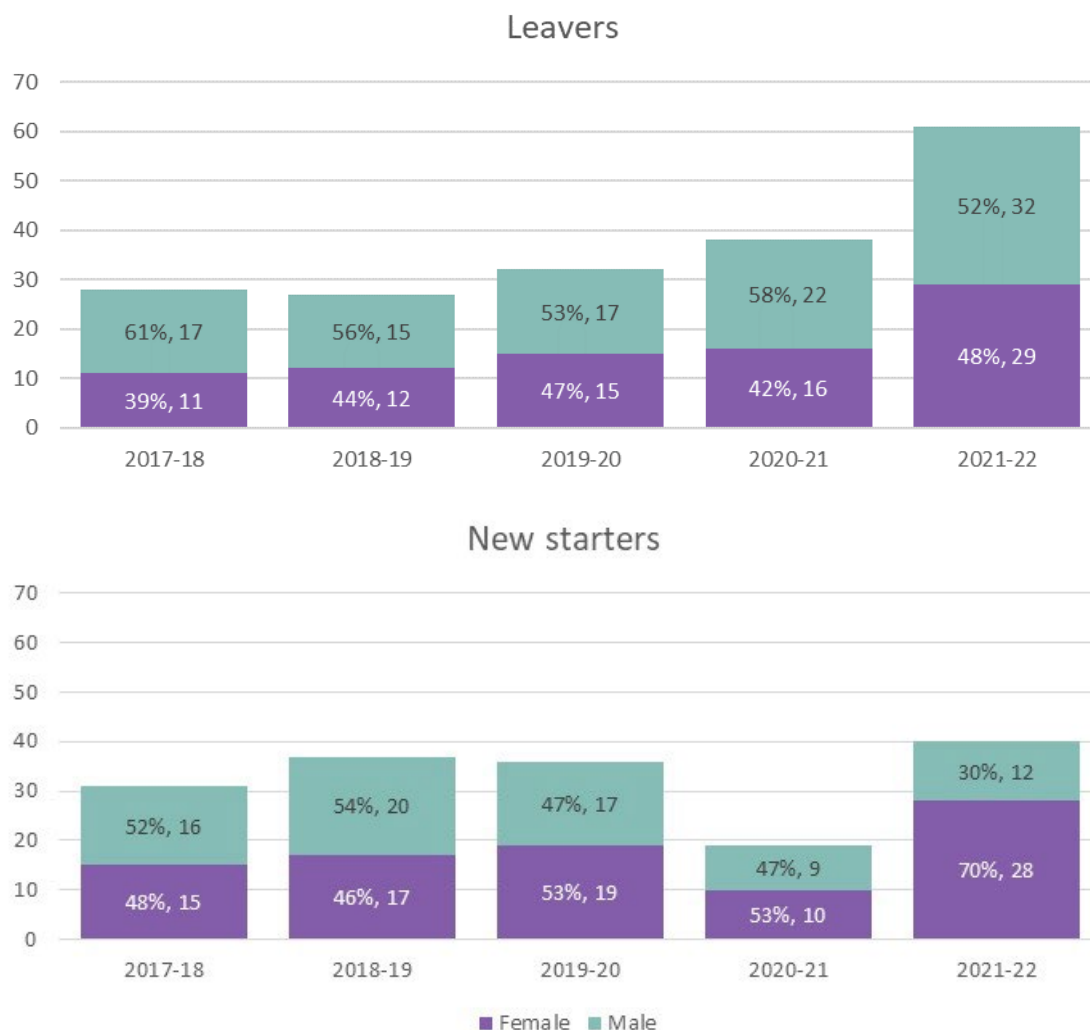


Figure A2.8.1. Leavers and new starters by sex.

Table A2.8.1. All staff by job title/category and sex

Job title/category	2017-18			2018-19			2019-20			2020-21			2021-22		
	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M
Professor	6.0	20%	24.3	7.2	21%	26.7	8.3	23%	27.3	10.6	26%	30.8	12.0	30%	28.4
Reader	1.0	14%	6.0	1.0	13%	6.6	2.0	22%	7.0	2.0	24%	6.2	1.0	15%	5.8
Senior Lecturer	4.0	24%	13.0	7.0	33%	14.0	9.0	43%	12.2	7.3	33%	15.0	6.0	28%	15.3
Lecturer	12.7	42%	17.3	9.8	41%	14.0	7.5	35%	13.9	8.0	43%	10.7	9.8	54%	8.5
Research Staff	11.8	32%	24.4	15.2	33%	30.5	18.8	36%	33.0	18.2	38%	29.3	25.8	51%	24.3
Teaching Staff	1.9	68%	0.9	2.0	67%	1.0	2.7	62%	1.7	1.9	66%	1.0	1.0	40%	1.5
Administrative Staff	31.9	86%	5.3	35.7	89%	4.4	36.7	89%	4.3	35.1	89%	4.2	31.9	87%	4.8
Managerial & Specialist	14.6	54%	12.4	13.7	53%	12.2	13.2	51%	12.7	12.6	51%	12.0	12.8	53%	11.5
Technical	10.4	53%	9.1	10.3	50%	10.5	9.9	46%	11.7	10.0	48%	10.9	10.0	53%	9.0
University Management	0.0	0%	1.0	0.0	0%	1.0	0.0	0%	1.0	0.0	0%	1.0	0.0	0%	1.0
Total	94.3	45%	113.6	101.8	46%	120.8	107.9	46%	124.7	105.7	47%	121.0	110.3	50%	110.0

A2.9 Key Priorities from the LEC Bronze Award 2018

IKP	Priority
KP1	To continue to monitor UG student numbers by gender to ensure that proportion of female students is not above the sector average (already higher than 50%) and is stable.
KP2	To engage male students and UG students in LEC's SAT.
KP3	To increase number of female PGT students.
KP4	To increase the proportion of female PGR students.
KP5	To increase the number and proportion of female PGR application, offers and acceptance.
KP6	To increase completion rate of all PhD students, especially female, to above 90%.
KP7	To increase proportion of female PGT and PGR students, to investigate disciplinary differences and minimise LEC's leaky pipeline.
KP8	To increase the proportion of female staff to >35%, the 2014/2015 benchmark average.
KP9	To increase the number and proportion of female RAs
KP10	To increase the proportion on female Professors in LEC.
KP11	To increase the proportion of female staff to equal or exceed sector benchmark at all levels.
KP12	To better understand why staff leave and where they go (improve exit interview process, invest in dept culture and engagement, career development opportunities).
KP13	To increase the number of female applicants, and the proportion of female appointments, in particular to RA posts.
KP14	To submit proportional numbers of female and male staff to 2021 REF.
KP15	To increase the success rate of female researchers' grant applications.
KP16	To increase the proportion of PI grant applications from female Professors and Senior lecturers.
KP17	To increase awareness of entitlement and support for parental support
KP18	To increase awareness for flexible options, investigate options for PGR's
KP19	To develop LEC's parental and flexibility policy and ensure all staff are aware and have access to this policy.
KP20	To ensure the gender balance on committees reflects the gender balance of the department
Added Priority	To increase awareness for progression opportunities and increase number of PST taking these opportunities

Appendix 3: Glossary

AD – Associate Director

AP – Action Plan

AS – Athena Swan

CS – Cultural Survey

DEI – Diversity, Equality and Inclusion

DHSO – Departmental Health and Safety Officer

DTP – Doctoral Training Partnership

EBP – Enterprise and Business Partnership

ECR – Early Career Researcher (postdocs, fixed-term researchers)

ECR – Early Career Researchers

ECRN- Early Career Researchers Network

ECSN – Early Career Support Network

EDI – Equality Diversity and inclusion

EES – Earth and Environmental Science

ES – Environmental Science

FST – Faculty of Science and Technology

GSE – Graduate School for Environment

HoD – Head of Department (here the Director of LEC)

KPI – Key Priority (the previous Action Plan)

NKPI – New Key Priority (the new Action Plan)

LAN - LGBTQIA+ Allyship Network

LEC – Lancaster Environment Centre

LGBTQIA+ - lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more

LTC – Learning and Teaching Committee

LU – Lancaster University

NAP – New Action Plan

OE - Organisational Effectiveness

PGR – Postgraduate research/researcher

PGT – Postgraduate Taught

POE – People and Organisational Effectiveness (previously Human Resources)

PTS – Professional and Technical Staff

PVC – Pro Vice Chancellor

RA – Research Assistant/Associate (in the Award from 2018) now replaced with ECR

REF – the Research Excellence Framework

RGS – the Royal Geographical Society

SAT – Self-assessment team

SES – Student Experience Services

SHaW – Safety, Health and Wellbeing

SLN – Staff LGBTQ Network

SMG- Senior Management Group

SSC – Staff Student Committee

UG – Undergraduate

WG – Working Group

WGA – Working group for Academic Staff

WGE – Working Group for ECRs

WGP – Working Group for PGR

WGPT – Working Group for Professional and Technical Staff

WGS – Working Group for Students