Athena Swan Bronze application form for departments

Applicant information

Name of institution	Nottingham Trent University
Name of department	School of Animal, Rural and Environmental Sciences (referred to in the application as department when not linked to job/committee names).
Date of current application	November 2023
Level of previous award	N/A
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Contact name	Samantha Ward
Contact email	Samantha.ward@ntu.ac.uk
Contact telephone	0115 8485239

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Appendix 2: Data tables*	
Appendix 3: Glossary*	
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*These sections and appendices should not contain any commentary contributing to the overall word limit

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

1.1 Letter of endorsement from the head of the department

Equality Charters Manager
Advance HE
First Floor Westminster Tower
3 Albert Embankment
London, SE1 7SP

Dear Sir/Madam,

In my role as Executive Dean (Head of School) of Animal, Rural and Environmental Sciences at Nottingham Trent University, I am delighted to endorse, support and commit to the Athena SWAN Charter principles and actions contained within our Athena SWAN Bronze submission.

My commitment to Athena SWAN principals has been long standing. I have previously been an Athena SWAN Champion and supporting application submissions at a prior institution, including leading EDI, running support events and mentoring underrepresented staff in promotions. It goes without saying that I am 100% committed to delivering gender and wider equality for our staff and students.

Our work is focused on high quality teaching, excellent student experience and transformative research in the areas of animal biology, animal science, zoology, zoo biology, veterinary nursing, environmental science, geography, agriculture, ecology and conservation and food sciences. Females have been typically underrepresented in science disciplines historically and so we are proud that women make a substantive contribution to the success of the department and make up 67% of our academic staff. Currently over half of our core school executive team (SET) and wider leadership team are female.

Although we have achieved near parity in gender representation amongst our leadership teams in some areas there is still an imbalance in gender split between subject areas in staff and students that need to be addressed. We are also aware that there is work still to be done to improve equality and diversity in our department for both genders, and wider, and have set up an EDI committee to address key issues.

It is important that we celebrate the success of the women, and the growing diversity in representation within our staff base, but we must guard against complacency. We will also continue to review areas where we feel issues may still exist such as recruitment and promotion. Our data indicates that women are underrepresented in roles of Associate Professor, Professor and in research positions, despite being more highly represented within all lecturer levels. Therefore, we need to place a focus upon our need to ensure progression support and opportunities. For example, staff on Teaching & Practice routes are predominately female, compared to those on the Teaching & Research routes, which have a higher promotion of males and we need to ensure parity of opportunities irrespective of route.

Our commitment to the Athena SWAN principles has helped us recognise the next steps for advancement across EDI. Wider still, I have been involved with trialling new approaches to recruitment processes to enhance EDI, and involved in inclusion and diversity issue discussions across the sector, to bring ideas and best practice back to the department. I am also supporting others to do so, to help inspire and support the needed change.

I can confirm that the information presented in this application is an open, honest and accurate representation of the Department.

Yours faithfully

Prof. Dawn Scott
Executive Dean
School of Animal Rural and Environmental Sciences

1.2 Description of the department

Brackenhurst campus is home to the School of Animal Rural and Environmental Sciences (ARES, Figure 1.1). Brackenhurst is a rural campus that includes a working beef, sheep and arable farm; animal and equine units; research and food technology laboratories as well as teaching facilities (lecture theatres, IT rooms and rooms that support student collaboration). The campus was taken over by Nottingham Trent University (NTU) in 1999 and now welcomes around 1800 national and international students each year. The rural focus is maintained with vocational STEM courses and skills training ranging from level 2 (Further Education) to level 8 (PhD Candidates) as well as apprenticeships.

Figure 1.1 Image of Brackenhurst Hall, part of the campus for the School of Animal, Rural and Environmental Sciences (ARES).

ARES is a specialist provider delivering progressive, successful and high-quality education to ensure our learners develop their higher technical skills to be industry-ready or academically prepared to progress to the next level of study. We focus on delivering exceptional teaching, learning and training. We listen and respond to feedback, and place learner and staff wellbeing at the heart of our provision. We respect and celebrate equality and diversity and we seek to create a community in which all our staff and learners thrive and feel proud to belong (NTU university re:imagined strategy).

The department delivers teaching across three areas; Further Education (FE) and two Higher Education (HE) areas. Students registered on FE courses account for between 16 and 20% of the student population over the past three years. The HE courses are separated into two areas; 1) Animal, Equine and Veterinary Nursing Sciences; and 2) Environmental, Geography, Agriculture and Food Sciences, which provide a range of foundation degrees for study at levels 4 & 5 and BSc for 3 years of study (levels 4, 5 & 6).

Postgraduate taught courses (MSc and MRes), as well as PhD programmes, run across these two areas. Table 1.1 provides student numbers at each level of study split by gender over the past three years. This shows the majority of the student body are female across all levels of study for the past three years, perhaps reflective of the predominately female teaching staff. Given that the Department teaches science undergraduate courses, this demonstrates the commitment to encourage more female STEM graduates. Completion and attainment rates across the undergraduate and postgraduate courses are listed in Table 1.2 and also see percentage split figures 1.2 and 1.3. The gender trend continues with the female students achieving a higher percentage of 'good' (2.1 or 1st class) degrees (69% for females in 21-22, compared to 60% for male, and 100% for non-binary). There is a 'Success for All' initiative across the University to close the progression and attainment gap for male (as well as other widen participation criteria) students. Staff included in this application teach specifically on either FE or HE courses, but the data are unable to be separated according to this criteria.

Some HE courses are accredited by external organisations; examples include BSc Geography accredited by the Royal Geographical Society, BSc in Food Science and Technology accredited by the Institute of Food Science and Technology and endorsed by the National Skills Academy for Food and Drink. In addition, the FdSc in Veterinary Nursing is accredited by the Royal College of Veterinary Surgeons (RCVS) which allows graduates to register as a Registered Veterinary Nurse in the UK. The postgraduate courses (MSc/MRes) in Biodiversity Conservation are accredited to the Chartered Institute of Ecology and Environmental Management (CIEEM) and there are more accreditations in progress.

The courses are designed with an integrated approach to employability across the curriculum that is research, data and industry informed. The modules and course structure support high quality work and worklike experience across all higher Education programmes. In addition to this, career development learning is embedded, and this allows us to create a personalised and inclusive employability journey, empower all graduates to secure highly skilled outcomes that are meaningful and meet their future plans. The Employability Services Vision and Missions is that "every student will benefit from holistic learning that develops knowledge, experience, skills, behaviours, and mind-set, enabling them to realise their career aspirations and success throughout their lifetime. Academic staff that lead and teach these modules have appropriate levels of expertise and specialism relevant to the course and modules taught.

Overall, the department employs predominately women (69%) which includes 67% of academic staff being female. These are both above the sector norm, where 54.6% of staff employed in Higher Education Institutions are female (Advance HE Statistics Report Staff, 2020). All academic staff, from

Lecturers to Professors, are aligned to one of three pathways, emphasising practice (Teaching & Practice: T&P); research (Teaching & Research: T&R) or scholarship (Teaching & Scholarship: T&S) depending on their background, area of expertise and interests. All three pathways at all levels contribute to teaching. Table 1.3 and 1.4 show the numbers of academic staff by grade and contract function from 2019 to 2022. Data suggest that within the teaching and research role, the number of women employed as lecturers, senior lecturers and principal lecturers has increased over this period. More senior levels however have been predominantly male (Associate Professor: 100% in 2021-22 and Professor: 75% in 2021-22), albeit numbers are small.

Figure 1.2 shows the *current* management structure at ARES as of June 2023, indicating the balance between men and women at the higher levels. Please note, these are an advancement from the data tables provided in Appendix 2 which are from 2019-20 to 2021-22. The number of women in more senior positions since 2021/2022 has increased.

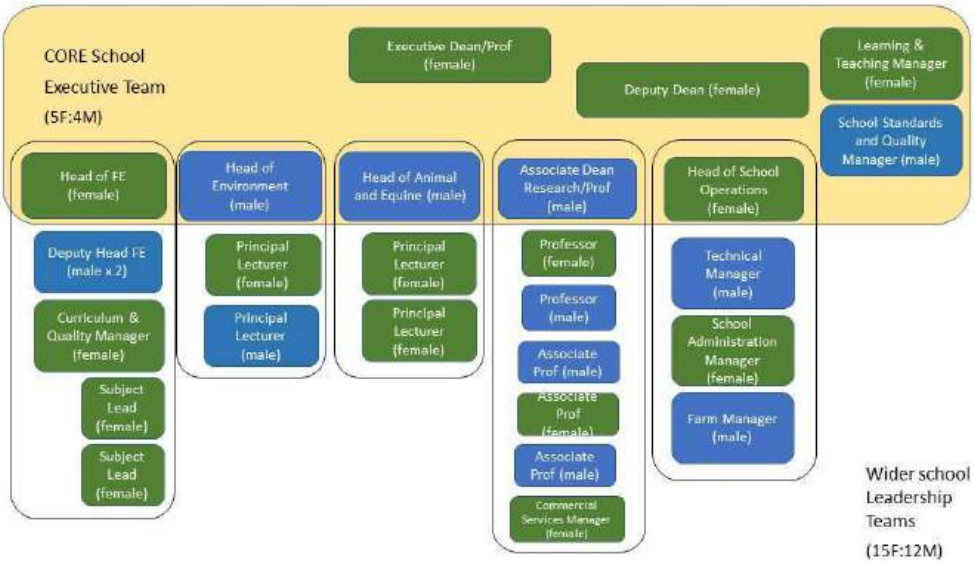

Figure 1.2. Current management structure (June 2023) at the School of Animal, Rural and Environmental Sciences (ARES).

Amongst the professional, technical and operational (PTO) staff, ARES employ predominately female staff (72%). Table 1.5 and 1.6 show that over the past three years, staff employed at grades D-H were predominately women. However, grade I roles were more evenly split across males and females.

Table 1.7 shows the applications, shortlisting and appointments of academic staff aggregated from 2017 to 2022. Data show that women predominately applied and were successful for roles including principal lecturer, senior lecturer, lecturer and research specific roles. However, although a small number of females applied (n=4) and were shortlisted (n=2) for professorial roles, they were outcompeted by males with ten male applicants, four being shortlisted and two being successful filling two positions (i.e. 100%). It is worth bearing in mind that with small numbers, individual recruitment does have a large percentage swing. Gender equity across all roles and areas is the ultimate aim (action 13); an imminent area of focus for this is in the Research Fellow role, where females outnumber males, until they progress to Senior Research Fellow, which is heavily male dominated

suggesting a gender imbalance in this progression pipeline. Regarding recruitment for PTO staff, applications, shortlisting and recruitment from grades C-H have predominantly been females (Table 1.8).

Each year, NTU has an internal academic promotions process for Associate Professorships and Professorships. Staff are provided with detailed guidance and a specific application form to complete depending upon their pathway (T&P, T&R, T&S). Initially, applicants are assessed at department level, then all applications (those supported and not supported by the department) are passed through to a university-wide panel. Here, decisions are made as to whether applicants are assessed by external relevant experts and the panel reconvene to review the evidence in support or not, of the applicants. The internal process and support within the department for this clearly works for ARES as the gender split across applicants and through to successful promotion is quite equal (Table 1.9). Additionally, the inclusion of pathways allow for progression of staff in areas other than research, which is beneficial to female staff but still in need of investigation (see section 2.1). There is no formal process for progression within the PTO staff. In the Culture Survey, 62.5% of respondents agreed or strongly agreed that promotion criteria and career opportunities are clear and transparent, and 65% agreed or strongly agreed that access to career development opportunities is fair and equal (Theme 5: Career Development, fig 2.9).

1.3 Governance and recognition of equality, diversity and inclusion work

The School of ARES Equality, Diversity & Inclusion (EDI) Committee was established in 2021, to drive increased diversity amongst the ARES community. Prior to this, gender equality and other diversity aspects were considered as part of the School Executive Team (SET). Establishing a dedicated committee was a key step in formalising the department's commitment. However, we feel that it is important to maintain the focal point of EDI within these Committees and therefore as a result have included as an action to ensure that EDI considerations are added as standing agenda items on SASQC and SET meetings (action 1).

The ARES EDI Committee oversees and monitors the implementation of NTU's equality, diversity and inclusion strategies and provides a forum for the development of a department-wide programme of work to promote a positive and inclusive environment for all students and staff. The committee comprises of the following roles to provide a range of experience and expertise:

- Athena Swan Champion
- Learning and Teaching Manager
- Associate Dean of Research
- Departmental Representatives (EVT, AEQ, FE)
- A Professional Services representative
- A Technician representative
- Human Resources Representative
- Student Support Services representative

To increase the voice of the EDI committee within the student domain, it is hoped to recruit undergraduate and postgraduate representatives (action plan No 3). Prior involvement of the student's voice during the time frame included in this application regarding EDI and other concerns that they might have had were gathered from bi-annual HE Student Forums. Topics that were specifically covered included how the University was planning and dealing with the COVID-19 pandemic and moving beyond this including hybrid teaching support for the students, the space usage plans of new buildings to include student social areas, student events, wellbeing and opportunities for

students with diverse backgrounds to meet others from Brackenhurst campus as well as the wider NTU community.

An action to increase gender representation in the EDI Committee has also been included, as the Committee is currently predominantly female (90% female: action 5), as well as to address the balance of staff from each area in the department, as the Committee is currently predominantly made up of staff from the Animal, Equine and Vet Nursing area (action 6). EDI meetings are held four times a year with the Chair reporting to the School Executive Team and to the University Executive Team (UET).

The NTU EDI Policy denotes that all staff, contractors and visitors have responsibilities related to equality. UET is responsible for ensuring that the University meets its legal obligations relating to equality and ensuring equality analysis is carried out on University level proposed polices and decisions where appropriate. Each department within the University has an EDI committee that feeds into the UET. The department EDI committees take directive from UET, the Centre for Academic Development and Quality (via the Learning & Teaching Manager), and other University initiatives as required.

Commitment to EDI initiatives and inclusivity is expected by all staff across the department whether teaching, pastoral tutoring, or research. Academics must formally demonstrate consideration of student diversity through Higher Education Academy accreditation, from Associate Fellow through to Senior Fellow level, which enables progression to Senior Lectureship. Additionally, EDI work is recognised as part of 'Academic Leadership, Management and Associated Activity' to allow academic staff to apply for promotions, such as Associate Professor or Professor. Being on the EDI committee is allocated as a general allocation within the NTU workload model for academic colleagues, with the Chair allocated 0.1 FTE and the Athena Swan role for the department allocated as 0.2 FTE.

1.4 Development, evaluation and effectiveness of policies

NTU policy is developed through a combination of committees, focus groups and direct consultation with stakeholders, including students and trade unions. Policies are available for staff and students on their relevant intranets and subjected to scheduled review.

Feedback, including on EDI matters, is escalated through a variety of routes, for example:

- From ARES committees, including the EDI Committee, department meetings and line managers' meetings to the Executive Dean.
- From student groups, for example Course Committee Meetings, Student Forums and tutorials, to Course Leaders, Principal Lecturers
- Periodic surveying of staff (results go to the University Leadership Team, and ARES School Executive Team, for follow up).
- Through periodic School Review to the University Executive Team (UET)
- Through Extended UET, University Senior Executive Team and the Shadow University Senior Executive Team.

NTU policy is implemented and monitored locally by SET and relevant committees, with the Head of School Operations being responsible for all aspects of operational policy implementation with recommendations fed back to UET. University wide, the Centre of Academic Development and Quality (CADQ) and HR monitor and revise policy. Feedback on the implementation of NTU policy is typically obtained through an online survey of staff. For example, due to feedback received from the

department's EDI committee and other sources, NTU updated their pregnancy and maternity leave policy, providing more financial support for a longer period as well as additional benefits. Updates to the Adoption Leave and Shared Parental Leave policies have also been implemented.

A recent example of how ARES implements University-level policies includes the ARES 'Core Business Meetings in Core Hours Policy'. The department recognises that many colleagues, for work-life balance reasons (for example those with caring responsibilities, but also on other grounds), may be unable to attend essential meetings if they take place too early or too late in the day. Most meetings and particularly regular meetings that deal with the core business of the department and its departments/divisions/centres now take place during core hours (between 10.00 and 16.00), wherever possible, we have a published and disseminated policy on this.

1.5 Athena Swan self-assessment process

The following principles describe the main function of the ARES Self-Assessment Team (SAT) within the broader academic governance framework of the University.

- To promote gender equality across the department and work to embed the Athena SWAN charter and ten principles.
- To support a collaborative and co-ordinated approach to the preparation and submission of an application for AS Charter Awards.

The ARES SAT operates under the umbrella of the NTU Institutional SAT (ISAT). A SAT representative feeds into the department EDI committee as a standing Agenda item.

The ARES self-assessment process began in 2019, with the inaugural SAT meeting taking place in March, with membership to the SAT initially convened by open invitation. In 2021, the Athena Swan role was taken over by the current champion and there was another recruitment drive for the SAT which would allow newer members of staff to engage with the discussions held regarding Athena Swan. The SAT is a small yet representative group (Table 1.10) comprising academic, professional and technical staff from across ARES at all levels, representing a wide range of experiences. In 2021/22 the gender composition of the department was reported as 67% female and 32% male. The current SAT is 90% female and 10% male. Therefore, we will address representativeness to reflect department make-up. Time for contributing to SAT comes from a general allocation for committee work within the workload model for academic colleagues. Time dedicated to these additional roles for professional colleagues is recognised within their appraisals and therefore potentially contribute to performance rating of strong or exceptional depending on impact of their contribution.

Table 1.10. Membership of the Self-Assessment team, as per May 2023.

Member	Gender	Contract
Athena Swan Champion	Female	Academic full time
Learning & Teaching Manager	Female	Academic full time
School Management Administrator	Female	PTO full time
Head of School Operations	Female	PTO full time
4 x Senior Lecturer	3x Female, 1x Male	Academic 3x full time, 1 x part time
Senior Research Fellow	Female	Academic part time

Associate EDI Partner	Female	PTO full time
ARES EDI Committee Chair	Female	Academic full time
Executive Dean	Female	Academic full time

This Athena Swan Bronze application has used data from Human Resources to inform on the past three years of staff data at ARES. ARES staff opinion data has been collected from the staff culture survey, that was open for staff to complete from June until November 2022. There were 40 respondents to this survey, 83% from female staff and 17% from male staff. Forty-five percent were from the area AEQ, 20% from EVT, 5% from FE, and 30% that work across the department.

Student data has been collected from NTU's central student database system. This is then extracted from the system and fed into the 'School Insights Power BI' report. Student opinion data has been collated from the National Student Survey (NSS), the Postgraduate Research Experience Survey (PRES) and the ARES specific 'Student Sense of Belonging' survey. The sense of belonging survey was circulated to all ARES undergraduate students via the Jisc survey tool and was available from 18 November to 16 December 2022. A total of 114 students responded.

Section 2: An assessment of the department's gender equality context

2.1 Culture, inclusion and belonging

NTU is dedicated to providing an inclusive environment for staff. At the University level there are mentoring schemes, research leadership schemes, as well as central staff networks such as LGBTQ+ and Women's Network. Central staff training is also available and encouraged to help increase awareness and understanding of culture and inclusion.

More specifically to ARES, the staff culture survey (November '22) reflects ARES' commitment to gender equality and inclusivity; 85% of respondents agree that gender equality is actively supported (Theme 2: Gender equality, fig 2.5), regardless of the respondent's gender (85% both from female and male respondents). This feeling may be attributed to the higher proportion of female staff on campus compared to male, and that there is an almost equal representation in management positions (Figure 1.1) in contrast to the sector norm. This is recognised in the Staff Culture Survey, with 83% agreeing there is a balance across gender in leadership positions (82% from female respondents and 85% from male respondents: figure 2.1).

The ARES campus benefits from a great sense of staff community, with 85% of respondents feeling like they belonged at ARES (85% from female respondents and 86% from male respondents), and 97.5% agreeing that they feel cared about by other staff (97% from female respondents and 100% from male respondents) (Theme 1: Belonging & Inclusion, figure 2.4). This is largely attributed to being a small, rural, self-contained campus, with close-knit teams working towards a shared vision. An initiative started during the COVID-19 pandemic was a weekly, department wide, relatively informal online meeting, 'Brack Chat', for sharing useful information, but also keeping in touch. Brack Chat has been maintained and is now a monthly update for campus and staff information, developments, and celebration, as well as open floor discussion. It is complemented by the 'Brack Bulletin', a monthly department newsletter that showcases colleagues' work, research, fieldtrips, and other successes. This is supported with 80% of respondents agreeing that communication on department matters is clear and timely (79% from female respondents and 86% from male respondents), and 85% feeling comfortable speaking up and expressing their opinion (73% from female respondents and 86% from male respondents). This sense of community is not taken for granted, and an action to maintain this

has been included (action 16). With 42% (n=17) of respondents having been at ARES for less than one year, this community is a key part of the settling in process (figure 2.2). With regard to bullying and harassment, 80% of Culture Survey respondents agreed or strongly agreed that they knew how to report bullying and/ or harassment, (Theme 4: Bullying & Harassment, fig 2.8).

As mentioned in Section 1.2, the department has two areas; AEQ and EVT. Forty-five percent of respondents were from the AEQ team, 20% from EVT and 23% from across department roles (figure 2.3). Questions were not specifically designed to investigate area differences or inequalities, so this has been included as an action point (action 7) for the next award cycle. In addition, data on other intersectionality characteristics have not been evaluated for this application. Moving forwards, data for each member of staff regarding intersectional characteristics will be requested within the future culture survey (staff) and belonging survey (students). For a diverse and empowered community, we would evaluate these data to provide additional EDI action points regarding intersectional inequalities of both staff and students (action 9). More recently (post-scope of the dates included in this application) NTU's HR app has the option of including intersectional data, which will enable future reporting and evaluation. Moving forwards, the department approach will be to evaluate this data for any impacts (action 9).

NTU has recently published (May 2023) new guidance to support the inclusion of trans, non-binary, and gender non-conforming colleagues with input from the LGBT+ Network, the Women's Staff Network and the Equality, Diversity, and Inclusion team. In consideration of this, the majority of toilet and changing facilities on campus are non-gendered. In addition, the MyHR system can be used to update your own gender and pronouns. Staff are also encouraged to include their pronouns in their email signatures and are provided with badges to wear on their identity lanyards.

As mentioned in section 1.4, ARES has updated the EDI policy to include core working hours for core meetings. This was put in place to allow for staff with caring responsibilities to still attend meetings, where department or area wide decisions are discussed or made. There is also the option for staff to arrange flexible working hours with their line manager to also accommodate for the pressures of caring responsibilities. 82.5% of respondents to the Culture Survey agree or strongly agree that flexible working hours are available (Theme 3: Work-life balance, figure 2.7). This is part of the University's commitment to staff and student wellbeing. In addition, there is the Employee Assistance Programme to provide support. In the Culture Survey, 72.5% of respondents agreed or strongly agreed that their mental health and wellbeing are supported in the Department, and 90% agreed or strongly agreed that they knew where to seek support, with 80% feeling confident asking for mental health and/or wellbeing support at work (Theme 6: Wellbeing, fig 2.10).

Most staff are on permanent contracts (89%) with the exceptions being typically maternity or research assistant roles, with women making up 40% of fixed term contract posts. This is lower than the sector average of women making up 65% of fixed term roles (Advance HE Statistics Report 2020). Women account for 69% of the workforce at ARES; the high proportion of women in the Department has possible implications for gendered workplace barriers and challenges. The staff survey question 'Action has been taken to mitigate the adverse gendered impact of the COVID-19 pandemic on staff' elicited a response of agree in 40% of respondents (52% in female respondents and 14% in male respondents), disagree in 22.5% and 'don't know' or 'not applicable' in 23.5% (figure 2.4). This does not fit with accepted norm where the virus was problematic due to the significant increase of the burden of unpaid care which is disproportionately carried by women (Madgavkar et al., 2020). This may be explained by the higher proportion of men within the department with caring responsibilities: 33% of respondents overall have caring responsibilities for under 18s and 15% for elderly or vulnerable adults (figure 2.5). Forty-three percent of men have caring responsibilities for under-18s (compared to 30% of women) and 29% for elderly or vulnerable adults (compared to 12% of women). It is

important to remember here that these are data from 40 respondents in total and not collected from the whole department staff.

During COVID, SET was sensitive about working practices, in particular the effect of home-schooling. In recognition of such challenges, NTU suspended the annual appraisal ratings system for two years, although appraisals, as a support mechanism, continued. Meetings were also moved online, and a hybrid system remains in place to support off-campus working. Post-pandemic, flexible working has been maintained on a more accessible basis, with a recommendation of three on-campus days per week, in order to maintain campus buzz and sense of community. This has facilitated better cross-Department collaboration and efficiency by cutting down/removing travel time and costs. This demonstrates that the mitigations put in place by the Department during the pandemic were successful for some staff members. Eighty-three percent of staff agree that working hours are flexible, however this is from 100% of male respondents compared to 79% of female respondents (figure 2.7). This may reflect the higher proportion of females in PTO roles. This flexibility does depend on role; academic staff cannot flex the teaching timetable (which is all in person), but can their desk-based duties, whereas professional services staff may be more tied to campus. The gendered responses may reflect the higher proportion of females in PTO roles or could be linked to the number of female staff within FE teaching roles who have more contact hours and therefore are spending more time on campus.

ARES' recruitment uses gender decoding of recruitment materials and mixed gender recruitment panels, as per NTU HR policy. All staff, including those involved in recruitment, undertake unconscious bias training. Across all academic levels, over the last five years women were 51% of applicants and 60% of these were offered the appointments showing that generally women were more successful than men. As previously mentioned in section 1.2, lecturer and senior lecturer staff were predominately women, this proportion remained static over the last three years despite the culture survey showing that most respondents have been at ARES for less than one year.

Workloads are planned in collaboration with line managers ahead of the academic year; 75% of respondents agree they are allocated fairly (76% of female respondents and 71% of male respondents; figure 2.7). However, they are liable to fluctuate with student numbers, staffing changes and unanticipated demands. Each of the three academic pathways (T&P, T&R, T&S) are allocated workload hours for their speciality. Teaching allocations are constant (depending on role), however 200 hours are allocated for Practice and Scholarship activities, whereas in ARES 400 hours are allocated for Research activities. Overall, 15% of staff are on T&P, 14% T&R, and 71% T&S. However, there is a heavy gender bias between pathways (see Table 1.11); women make up 93% of staff on T&P and 74% on T&S, but just 15% of T&R. All Professors in ARES are on the T&R pathway therefore additional support is required for female staff interested in joining this pathway (action 12).

Table 1.11. Gender split across academic pathways in 2022-23.

Pathways	Female	Male	Total
Teaching and Practice	13	1	14
Teaching and Research	2	11	13
Teaching and Scholarship	48	17	65
Total	63	29	92

The student community has been highlighted in NSS and PRES feedback and has been targeted as an area to improve. Whilst 83% of PhD candidates agree that the ARES doctoral community is welcoming and inclusive (2021 PRES score, compared to 78% for NTU generally), only 68% of final year students agreed with the statement 'I feel part of a community of staff and students' (NSS 2022, 64% for NTU overall). The Sense of Belonging survey revealed that 39% agreed that 'people in the Brackenhurst community were generally interested in them' and 55% suggesting that they 'feel connected to the staff at Brackenhurst'. However low these positive responses may be, 82% of responding students confirmed they were happy with their choice to study at Brackenhurst.

Interestingly, in the Student Transition Survey (completed by first year UG students in 2022), the 'overall satisfaction' score was 96%, which was the highest across the University, and our students report much higher 'belonging' scores to their department, course and tutorial group. Students also feel more supported by the University and are more aware of their Collaborative Engagement Retention Team Student Mentors and personal tutors, compared to other areas in NTU. These scores may be reflective of the NSS respondents being final year students, whose experience was severely impacted by COVID, including at least one full year of online learning. Whereas the Student Transition survey targets first year students whose experience has been fully face to face. Following the 2022 NSS results, the department put in place a targeted action plan to increase the sense of belonging at ARES (action 17). Interventions have included staff-student winter ceilidh, evening talks from diverse speakers and occupations, games nights, increased social spaces and team building and networking opportunities. Although there is a need to improve the sense of belonging, student quotes from the belonging survey, indicate some of the existing interventions are having a positive impact for some students. There is perhaps a need to enable the widening of participation with such intervention.

Students commented in the sense of belonging survey:

"By taking part in extracurricular activities such as being a course rep and mental health champion, I felt/feel more connected to the NTU community."

"Brackenhurst has been my home away from home for the last three years and has supported me every step of my degree and personal life. The lecturers have always had time for me and other students generally have similar values."

"Every time i have needed something i have found a department that can help. knowing that there's always someone there to help and listen makes me feel part of the community."

2.2 Key priorities for future action

Please describe the department's key priorities for future action.

From evaluating the data, we have categorised the action points into six key priority themes, these are:

- Transparency of EDI and SAT
- Data
- Research-specific development
- Staff recruitment and personal development
- Staff community
- Student community

We feel that although some of these areas are already in development, there is still work to be done in each theme.

Transparency comes from the relatively recent ratification of EDI within the department. As mentioned, prior to 2021 EDI was discussed within department-wide meetings but was not a strong focal point. The development of the EDI Committee and the recognition of its importance as an autonomous component within the department will help to highlight the efforts being made by the department for both staff and students. We also wish to increase the visibility and transparency of the EDI work undertaken by the department, to ensure that the reach is maximised. To enable this, the EDI Committee and SAT membership need to be updated and refreshed to ensure we are balanced and more reflective of the makeup of the department as well as increasing the students' input and ability to voice EDI matters.

Data is the key to success and without it, it is difficult to evaluate the full potential of the department or where we can improve. Specific data requests are outlined in the action plan table below. However, it is crucial that staff are able to see the value of contributing to the data collection process. For example, the culture survey was made available to all staff over a 3-month period, when workload was expected to be lowest to try to improve the completion rate. However, the number of completed surveys were still very low. Although the culture survey was anonymised, it was possible to identify individual members of staff when looking across some responses (e.g. job role) due to the relatively low number of staff, and this may have put people off completing the survey. In future, certain questions will be avoided, as these data were not as useful in completing the Athena Swan Bronze application as initially expected. In addition, staff will be encouraged to complete other protected characteristics information within their 'MyHR', so that this can also be utilised for future applications. The final aspect involving data requirements is linked to the low numbers of female staff following the research pathway and low numbers of female professors. It may be that some female staff are not interested in promotions and are happy with their current role. For example, there could be an expectation that professorial roles will become more time dependent and not allow for a healthy work-life balance. This needs to be investigated further with working/discussion groups to identify any mental or physical barriers to promotions to senior levels across pathways or identify ways to make clear that opportunities are available for those who wish to pursue them (action 10).

The department has a specific **research** strategy to help to support research staff development and within this has support workshops and mentoring. The recognition of the gender imbalance for the research pathway and for senior level research staff through this report will provide impetus for the Athena Swan champion and SAT to work closely with the Associate Dean of Research and investigate ways to improve this.

Staff recruitment is a major area for gender imbalance development. Although the department is above sector norms (with higher numbers of female staff than male), we would like to try to challenge these norms and encourage a more equal division. Additionally, the department has a high proportion of male staff within one area (EVT) and more female staff within the other area (AEQ). Again, whilst this is seen to be similar across other Universities, we feel that this already impacts on our student gender distribution. More male students' study EVT courses, and more female students study AEQ courses, with

female students making up 70% of students in the Department in academic year 21-22. If we want to encourage diversity and non-bias across subject areas, we need to reflect this within our staff and create more positive role-modelling across subjects.

Staff development hours according to the different academic pathways is something of significance with lectures and senior lecturers (L/SL) on the research pathway (predominantly men) receiving 400 hours and L/SL on the scholarship or practice pathway being allocated 200 hours of development time. While we recognise that the Research Excellence Framework (REF) has a considerable impact on the allocation of developmental hours, it could also be suggested that this allocation of 'extra' hours benefits men and therefore provides them with more time allocated to personal development compared to women. It is therefore suggested to look to increase the number of development hours and relevant output expectations across the scholarship and practice pathways to try to encourage more parity and therefore possibly a higher chance of promotion to Associate Professor and Professor roles for female staff in academic non-research roles.

A positive **community** is vital to the success of a small department when on a self-contained rural campus. This is clearly something that is being attained and celebrated within the staff at Brackenhurst, but the data suggests that we are not there yet regarding the students on campus. We need to maintain the sense of positive community across the campus for staff, and not take this for granted, whilst also trying to encourage more community driven events for students. This is something that is underway and being recognised by the students (as seen in the recent belonging survey results), but something that still needs to be worked on to improve and maintain over the next few years.

Reference

Madgavkar, A., White, O., Krishnan, M., Mahajan, D. and Azcue, X. (2020). COVID-19 and gender equality: Countering the regressive effects. McKinsey Global Institute. [online]. Accessed from: https://www.mckinsey.com/featured-insights/future-of-work/covid-19-and-gender-equality-countering-the-regressive-effects#/. Accessed on: 17/05/23.

Section 3: Future action plan

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
AP1 **Theme: EDI transparency within the department.** **Priority Level: High**	EDI is integral to the success and future development of ARES and therefore needs to be included at quality assurance and department managerial level meetings.	Add EDI considerations as standing agenda item on SET and SASQC meetings	Discussion with chairs of SET and SASQC meetings.	Within 6 months of AS Bronze Award	EDI chair and Exec Dean.	EDI included within these meetings as a standing item. Raised EDI items discussed at each meeting evidenced within the minutes.
AP2 **Theme: EDI transparency within the department.** **Priority Level: High**	Advertise ongoing and new EDI activities across the department to ensure staff and students are aware and can participate.	Unless the department (staff and students) are aware of the activities surrounding EDI, participation and awareness will be low. It is vital to build up excitement towards different events to ensure engagement.	Create and display an EDI calendar that can be added to throughout the year showcasing the various events.	Within 6 months of AS Bronze Award	Member of EDI committee	Presence of a physical calendar within a prominent location on campus. Emails (termly) of up and coming events with calendar invites to save your spot/act as reminders. Overall an increase in the number of EDI events held compared to previous years and an increase in overall attendance at events of staff and students to evidence enhanced engagement. Monitored by sign up.

AP3 **Theme: EDI transparency within the department.** **Priority Level: High**	Encourage student membership and participation on the EDI Committee and the SAT.	Without the student voice contributing to the EDI and SAT committees it is difficult to recognise their needs.	The EDI and SAT committees will advertise for student volunteers to join as student committee representatives. Investigate if contribution to these committees can be added to the students graduate profile.	Within 2 years of the AS Bronze Award.	Member of the EDI/SAT Committee.	Successful recruitment of students onto these committees. At least 2 students on SAT and EDI committee with one from the UG and one from the PGR/T community.
AP4. **Theme: EDI transparency within the department.** **Priority Level: High**	Allocation of specific roles to colleagues on SAT and EDI to help achieve the AS action plan.	Progression of the AS success relies on the sustainability of the actions set out. It is therefore key to ensure that ownership of tasks is allocated fairly to ensure actions are deliverable.	Compile a list of tasks to be allocated. Add this to the next EDI Committee meeting agenda.	Within 6 months of AS Bronze Award.	AS Champion	Allocation of appropriate action points across the EDI committee. Monitored with Committee action tracker.
AP5. **Theme: EDI transparency within the department.** **Priority Level: High**	Increase gender representation and contract type (part time and fixed term colleagues) on EDI and SAT.	The voice across genders and contract types needs to be heard and represented at EDI related meetings to ensure that they are being catered for and brought into the discussion.	Target recruitment for the EDI and SAT committees. Ensure time allocation is provided on workload models.	Within 2 years of the AS Bronze Award.	Member of EDI Committee, AS Champion and Heads of Departments for AEQ and EVT.	Successful recruitment of staff to these committees to be reflective of department gender and contract type balance. Evidenced by Committee membership.
AP6. **Theme: EDI transparency within the department.** **Priority Level: High**	Address the balance of representation from each area (EVT & AEQ) on EDI and SAT.	Different areas may face different challenges and therefore representation of both areas needs to be nearer equal to ensure voices are heard across the department.	Target recruitment to specific areas for EDI and SAT committees. Ensure time allocation is provided on workload models.	Within 2 years of the AS Bronze Award.	Member of EDI Committee, AS Champion and Heads of Departments for AEQ and EVT.	Successful recruitment of staff to these committees to be representative in proportion of department areas. Evidenced by Committee membership.

AP7. **Theme: Data** **Priority level: Medium/Low**	Investigate the departments' perception of area inequalities to identify and target improvement areas.	Different areas may face different challenges and have different feelings towards the provisions for other areas. It is important that areas within the department feel that they are provided with equal opportunities within their roles but without data, we are not aware if these differences exist.	The culture survey to be updated to include questions relevant to investigating any area of perceived inequalities to identify target areas.	Within 5 years of Bronze Award, in advance of application for AS Silver.	AS Champion and SAT	Data collected investigating the perception of the areas of inequalities. Findings used to identify areas of perceived inequality and targeted actions developed and included within the department EDI action plan.
AP8. **Theme: Data** **Priority level: Low**	Increase staff completion rates of the culture survey	There were 40 responses of the culture survey for this AS submission. Although these are helpful as a baseline, it is important to increase the response rate to ensure that a higher representative of staff, roles, contract types etc are included in the next evaluation.	Apply incentives to encourage more staff to complete the culture survey for the future Athena Swan application. This will aid identification of areas of potential inequality to inform the action plan.	Within 5 years of Bronze Award, in advance of application for AS Silver.	SAT member	Increased completion rate – ideally above 40% on the staff culture survey. Map responses to identify key areas of development in the department EDI action plan.
AP9. **Theme: Data** **Priority level: Low**	Inclusion of intersectionality questions to culture survey (staff) and belonging survey (students).	This is needed to allow an evaluation of other protected characteristics that are important in creating a diverse community of staff and students.	Investigate intersectionality paradigms across the department.	Within 5 years of Bronze Award, in advance of application for AS Silver.	AS champion (staff survey) and Learning & Teaching Manager ARES (student belonging survey)	Data collection on topic areas on protected characteristics and intersectionality. Ensure representation in responses to reflect full community and ensure identified issues or concerns included with department EDI action plans.

AP10. **Theme: Data** **Priority level: Medium**	Identify barriers and/or considerations for pathway & promotion decisions of female staff	It is important to understand if and/or why female staff may be reluctant to apply for promotions or from pathway change. Identification of these possible barriers will help to create a plan moving forward.	Create a sympathetic space for female staff to highlight and discuss these topics.	Within 2 years of the AS Bronze Award.	AS Champion	Identification of perceived and actual barriers to inform targeted actions e.g. mentoring, flexible working, policy reviews.
AP11. **Theme: Research development.** **Priority level: Medium**	Additional support and enhanced information about internal and external funding opportunities provided to female staff.	Support and additional information regarding funding is needed to enable female staff to allocate time to apply for additional funding for research.	Departments Associate Dean of Research to engage with female academic staff interested in applying for research funding.	Within 2 years of the AS Bronze Award.	Associate Dean of Research	An increased number of female staff involved in internal and external funding submissions. Grant submission ratios should reflect female representation on research contracts. Monitored through NTUs grant monitoring system (external funding) and an annual questionnaire to all staff (internal funding).
AP12. **Theme: Research development.** **Priority level: Medium**	Provision of a mentoring scheme to support female staff interested in the T&R pathway	Female staff on the T&R pathway is low and needs to be improved to allow for female academics to apply for promotions and to be recognised within the research field. Support from senior male and female colleagues on the T&R pathway will help build techniques and plans	Identification of female staff interested in being on the T&R pathway. Identification of senior staff suitable to act as mentors. Pairing of mentor-mentees.	Within 2 years of the AS Bronze Award.	Associate Dean of Research	Provision of a department wide mentoring scheme. An increased number of female academic staff under mentoring. Increase in female staff on the T&R pathway (currently 15% of T&R colleagues are female, aim to increase by 10% in 2-3 years).

		to encourage more female staff to this pathway.				
AP13. Theme: Staff recruitment & personal development. Priority level: Medium	Aim for gender equity across all role levels and areas.	The current gender split across all roles and levels is not equal (as discussed above) and although this may meet current sector norms, we want to challenge these norms and strive for a balanced work force.	Identification of current roles and levels where in-balances lie across staff teams (academic and PTO). Targeted recruitment when feasible to address the balance.	Within 5 years of Bronze Award.	Department managers responsible for recruitment.	A more balanced spread of gender across roles and levels. A shift towards 50:50 representation in management, PLs and SL levels.
AP14. Theme: Staff recruitment & personal development. Priority level: Medium/Low	Increase the attraction of professorial roles to female applicants within ARES	External professorial applications across the past 3 years have predominantly been male. Recruitment of professorial staff needs to be attractive to female staff. This will not only improve the number of female senior researchers but may work to improve the likelihood and motivation of other female staff to work towards this level.	Research professorial advertisements across other universities and research industries with high female uptake and identify key factors that may improve the attractiveness of such roles to female academics. Work with HR to ensure that role advertisements are not biased towards certain genders.	Within 5 years of Bronze Award.	Associate Dean of Research	An increase in the number of female applicants for professorial roles. Aim to move to 50:50 in applications. Change in Job description and adverts in wording to be more inclusive of gender, including recognition of a range of progression routes, career breaks and flexible working options.
AP15. Theme: Staff recruitment & personal development. Priority level: High	Investigate parity in development hours on the workload model across academic pathways for L/SL level.	Staff on the T&R pathway were allocated an increased number of personal development hours. As this pathway is predominantly men, female staff are	Review the allocation of development hours on L/SL workload model for T&S and T&P staff.	Within 6 months of Bronze Award.	Executive Dean and AS Champion	Allocation of development hours across pathways is reviewed to ensure it allows for development time reflective of needs of each pathway.

		consequently receiving less development hours if on different pathways. A review of hours across each pathway will ensure a fairer approach to enable staff to excel in their areas (scholarship or practice) which may increase the likelihood of applications of promotions to more senior levels.				Develop a process in which workload can be flexed in response to promotion or developmental opportunities.
AP16. Theme: Staff Community. Priority level: High	Maintain feeling of inclusion and care amongst ARES community.	The current feeling of belonging of the staff to the campus and department is high (85%). It is important to maintain this as staff morale and motivation is likely to be strongly linked.	Ensure decisions made regarding the continued developments of the campus and courses are communicated effectively including the retained use of 'BrackChat'. Maintain the acceptance of hybrid working as this allows staff to manage their time on/off campus around other responsibilities. Maintain staff events that provide comradery and act as opportunities for support.	Within 5 years of Bronze Award, in advance of application for AS Silver.	Exec Dean	Maintenance of 'high score' (within 5% of previous score) for sense of inclusion and care within Culture survey.
AP17.	Increase student sense of community	Scores reported by students for a sense of	Ensure NTSU are engaging with	Within 5 years of	Learning and Teaching	Scores for questions relating to student

Theme: Student Community. Priority level: high	across the department.	community at Brackenhurst were generally low. 68% of final year students reported feeling like part of a community of staff and students and 39% of students completing the belonging survey feeling like they were part of the Brackenhurst community. It would be beneficial if these scores could be improved.	students at Brackenhurst effectively. Ensure any events organised by or involving staff and students are advertised widely to encourage a supportive atmosphere. EDI calendar of events (see AP2).	Bronze Award, in advance of application for AS Silver.	Manager, EDI Committee member (AP2).	belonging in NSS and student belonging survey to show increase. 53% agreed they felt a sense of connection to Brackenhurst. We aim to increase this by 5-10% within the next 3 years.

Appendix 1: Culture survey data

Demographics

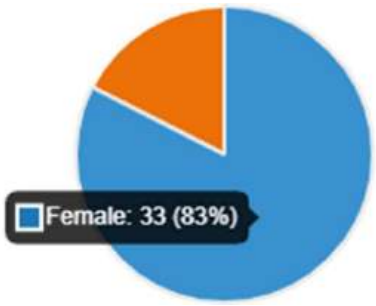

Figure 2.1 Gender of Respondents to Culture Survey (83% female)

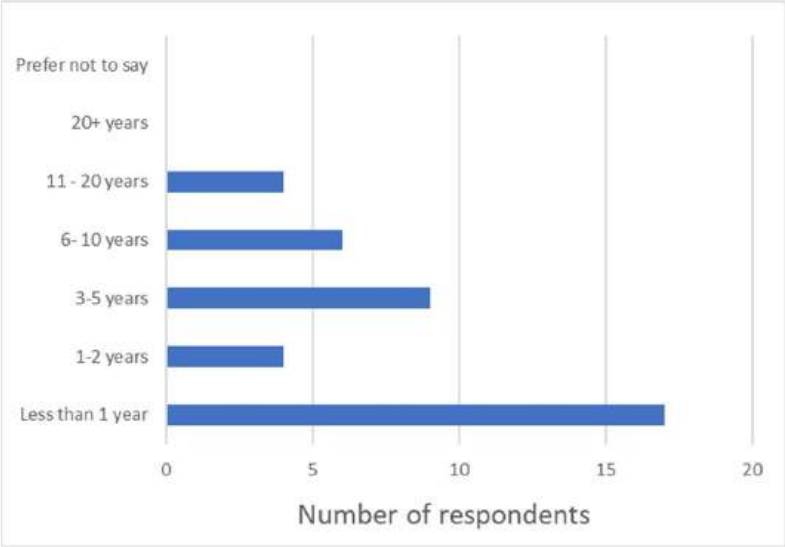

Figure 2.2. Length of time in current role at ARES.

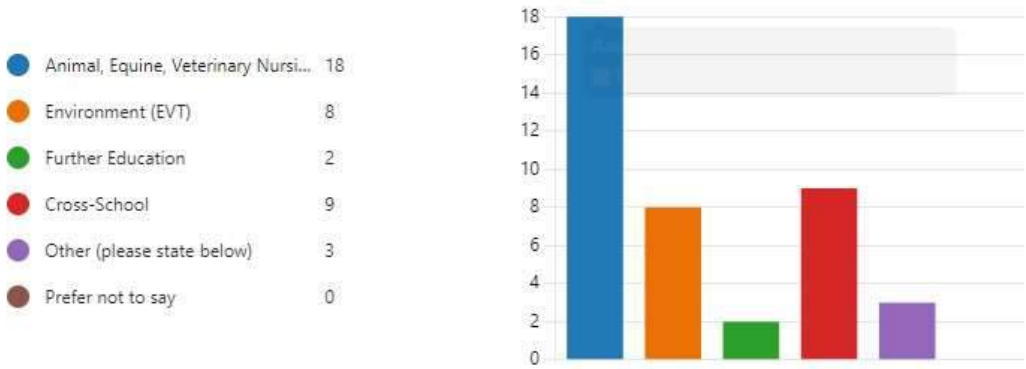

Figure 2.3 Area breakdown of respondents

Theme 1: Belonging and inclusion

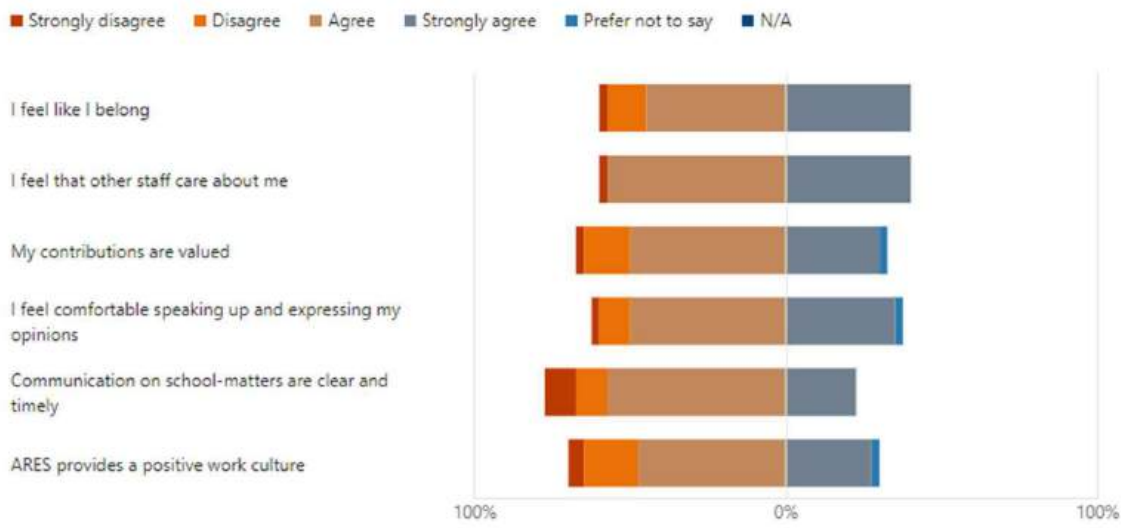

Figure 2.4 Respondents perception of their belonging and inclusion at ARES

Theme 2: Gender Equality

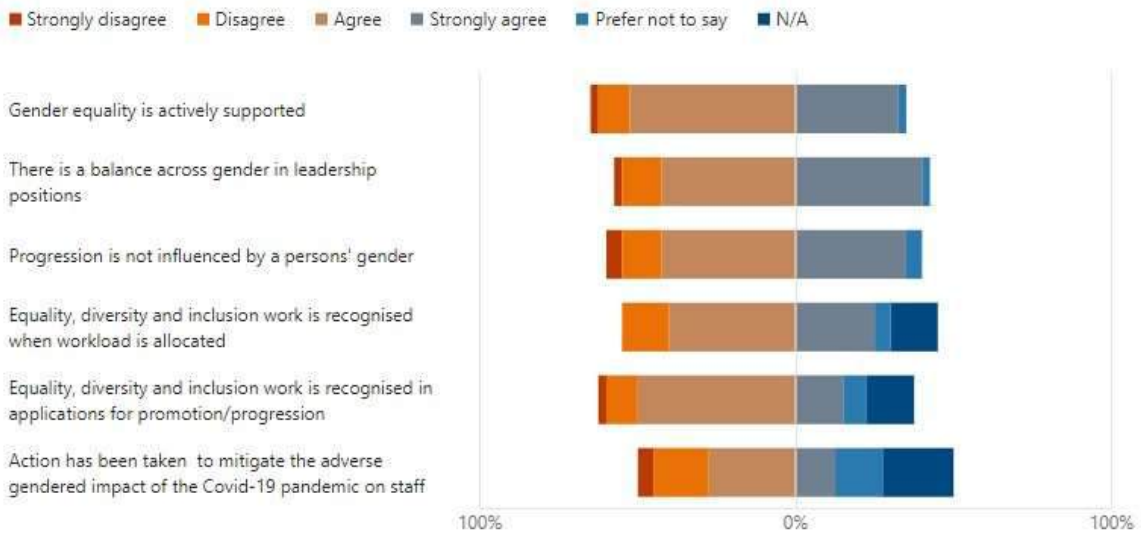

Figure 2.5 Perception of gender equality at ARES

Theme 3: Work-life balance

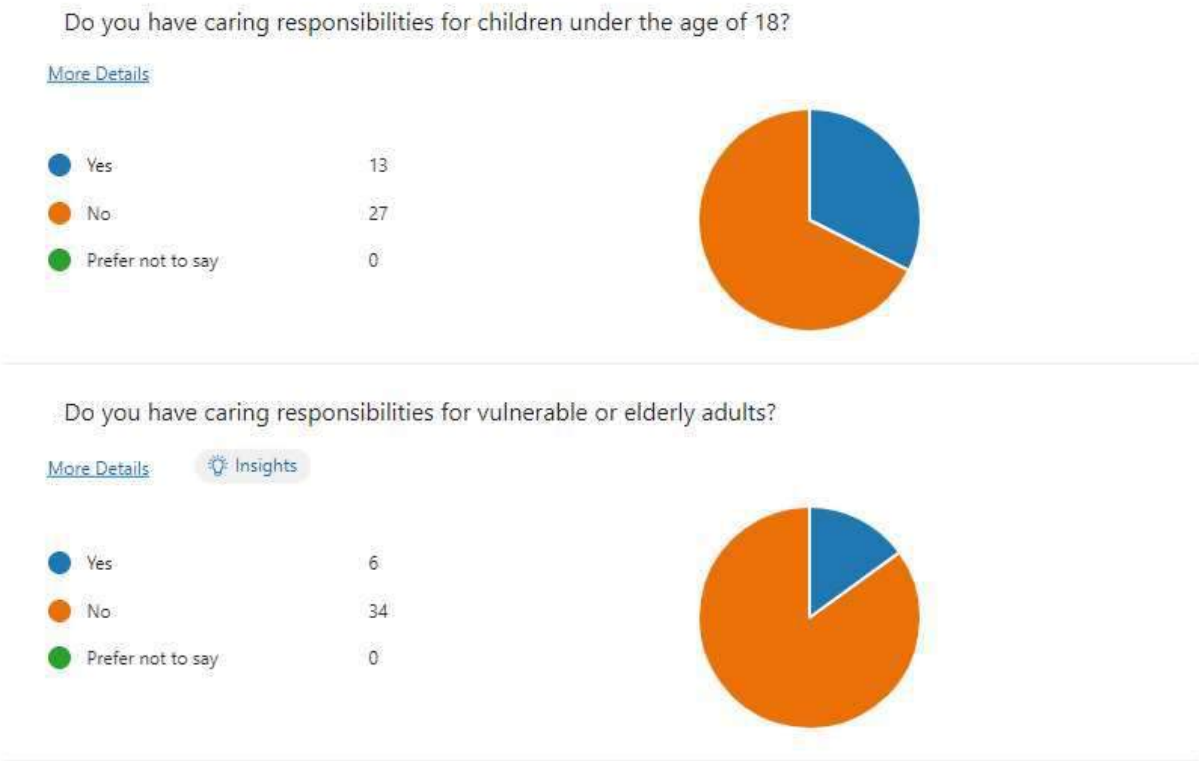

Figure 2.6 Responses of staff regarding caring responsibilities at ARES

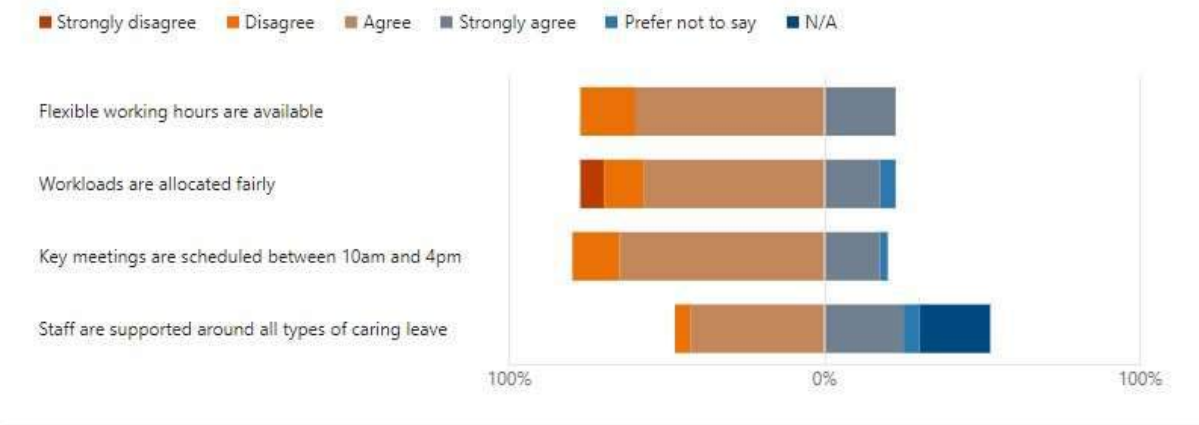

Figure 2.7 Responses of staff regarding their feelings towards work-life balance and flexible working

Theme 4: Bullying & Harassment

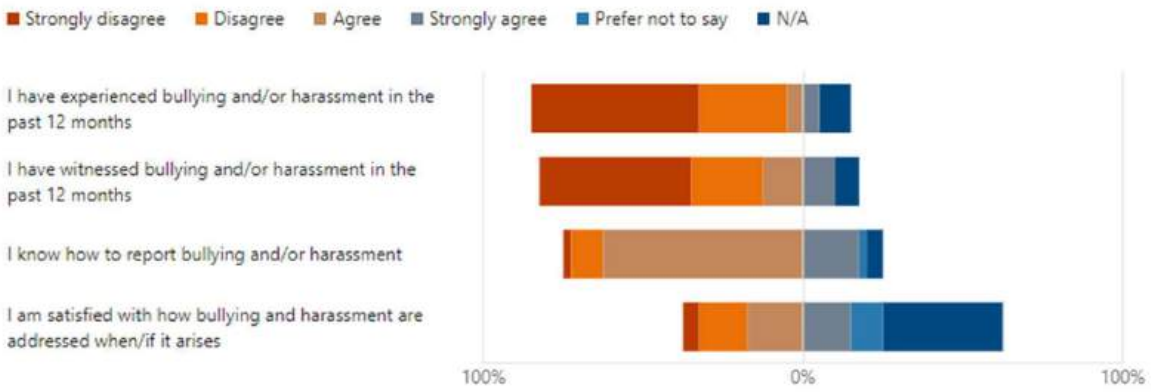

Figure 2.8 Respondents perspectives regarding bullying and harassment at ARES

Theme 5: Career Development

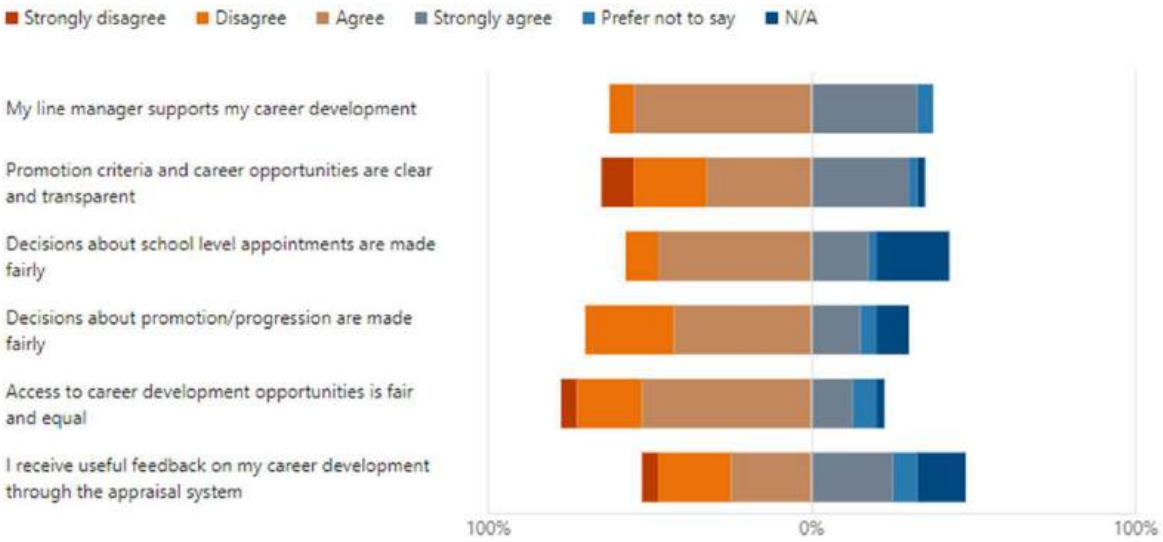

Figure 2.9 Respondents perspectives regarding career development at ARES

Theme 6: Wellbeing

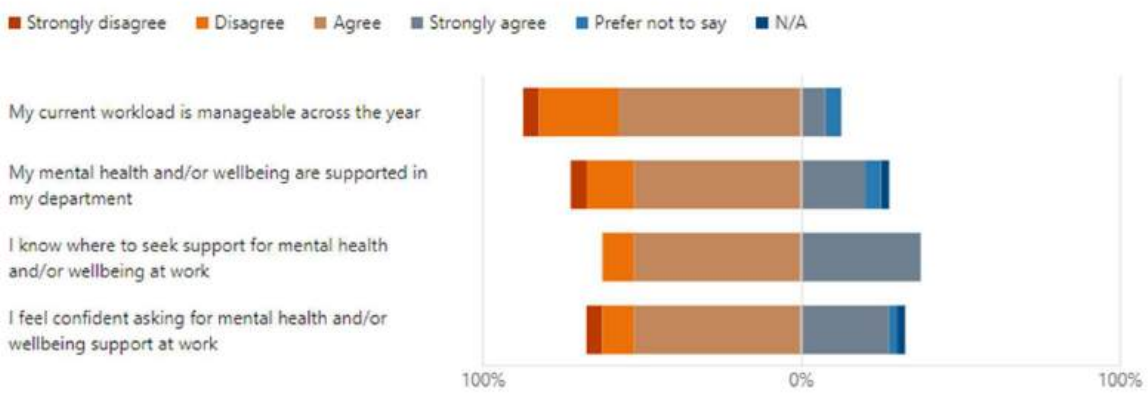

Figure 2.10 Respondents perspectives regarding wellbeing at ARES

ARES Sense of Belonging Survey 22/23

The Sense of Belonging Survey 22/23 was circulated to all ARES undergraduate students via the Jisc survey tool and was available from 18 November to 16 December 2022 and is intended to produce an up-to-date and accurate representation of student views and experiences surrounding the theme of belonging. A total of 114 students responded to the survey.

91% (103) agreed/strongly agreed that "Brackenhurst staff respect me"
67% (76) agreed/strongly agreed that "Other Brackenhurst students respect me", whilst 25% (29) provided a neutral response to this question.
39% (44) agreed/strongly agreed that "people in the Brackenhurst community are generally interested in me", with 42% (48) giving a neutral response and 20% (21) disagreeing/strongly disagreeing.
55% (63) agreed/strongly agreed that they "feel connected to staff at Brackenhurst".
54% (62) agreed/strongly agreed that their "Personal Tutor has increased my sense of belonging at Brackenhurst", whilst 34% (39) provided a neutral answer.
82% (93) agreed/strongly agreed with the statement "I am happy with my choice to become a student at Brackenhurst".

When asked how experiences at University have impacted on their sense of feeling part of a community at University:

"Living with 5 other flatmates have made me feel part of a community, as I am living with students from all different courses and parts of the world."
"By taking part in extracurricular activities such as being a course rep and mental health champion, I felt/feel more connected to the NTU community."
"Studying my course at NTU helped me to befriend people with similar interests and discuss those interests."
"Brackenhurst has been my home away from home for the last three years and has supported me every step of my degree and personal life. The lecturers have always had time for me and other students generally have similar values."
"every time i have needed something i have found a department that can help. knowing that there's always someone there to help and listen makes me feel part of the community."
"Everyone is friendly and welcoming and Brackenhurst and staff are happy to help. Brackenhurst is full of positivity."
"I had an opportunity to become both ambassador and mentor at NTU, which made me very proud."

"My observation is that the community at Brack is created by isolation from the main sites rather than a positive. The opportunity is there but it is not being fully realised"

Appendix 2: Data tables

Table 1.1. Overall student numbers in further education, undergraduate (FdSc & BSc), postgraduate (MSc and MRes) for the past 3 academic years. (Whereby m = male, f = female and n = non-binary).

Level of study	2019-20 (m : f : n)	2020-21 (m : f : n)	2021-22 (m : f : n)
Further Education	74 : 250 : 3	76 : 240 : 2	92 : 224 : 21
Undergraduate	349 : 948 : 1	387 : 994 : 2	400 : 987 : 7
Postgraduate (taught & research)	41 : 89 : 0	39 : 111 : 0	50 : 125 : 2

Table 1.2. Total number of students with degree attainment and completion rates for students on undergraduate and postgraduate courses for the past three academic years.

Course	Degree Attainment & Progression	2019-2020 (m : f : n)	2020-21 (m : f : n)	2021-22 (m : f : n)
Foundation Degree	Pass	10:21:0	14:21:0	11:21
	Pass (Commendation)	7:39:0	7:36:0	11:38:0
	Pass (Distinction)	2:16:0	1:15:0	1:23:0
BSc Undergraduate	1st Class Honours	7:36:0	12:44:0	16:50
	2:1	35: 102: 0	27:107:0	43:105:1
	2:2	27:52:0	31:37:0	29:58:0
	3rd	4:4:0	6:13:0	6:8:0
	Ordinary	0:4:0	7:7:0	5:5:0
Postgraduate (taught & research)	Pass	8:5:0	4:13:0	9:23:0
	Pass (Commendation)	10:18:0	4:18:0	10:28:2
	Pass (Distinction)	1:5:0	3:10:0	6:10:0

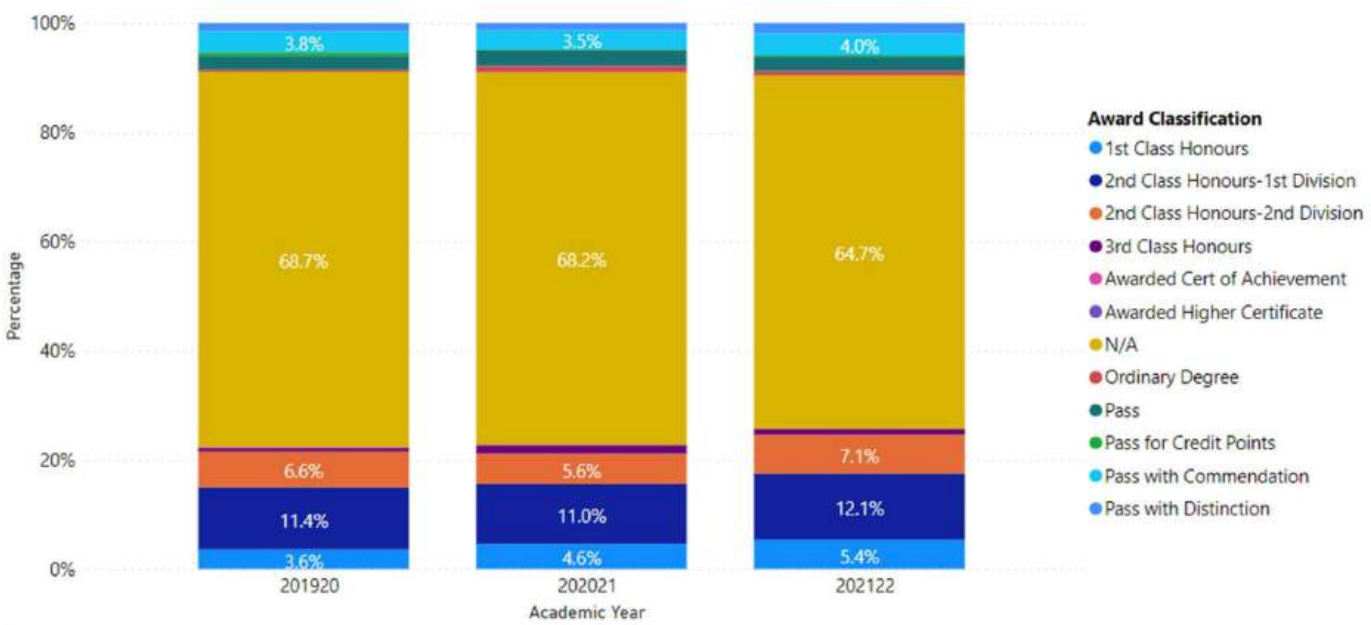

Figure 1.2. Award classification for undergraduate degrees (foundation and BSc) over the last three years (data provided in Table 1.2).

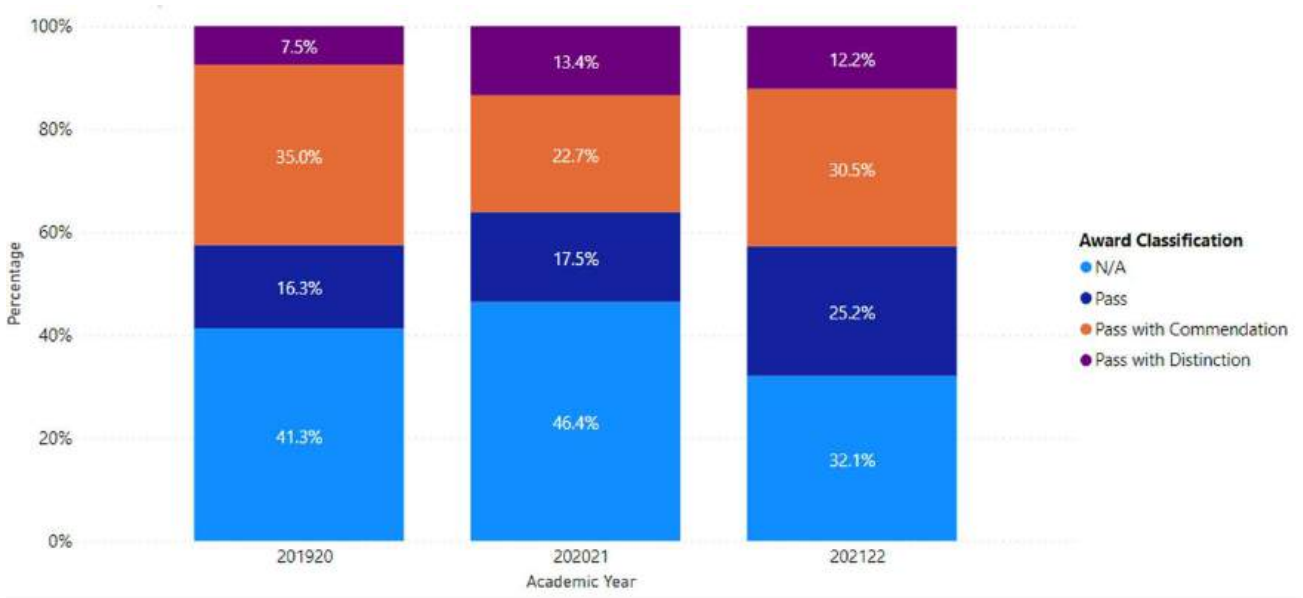

Figure 1.3. Award classification for postgraduate degrees (taught and research) over the last three years (data provided in Table 1.2)

Table 1.3. ARES academic staff by grade and contract function for the past three academic years.

Contract function	**Grade**	**Academic year**	**Women**		**Men**		**Total**
			%	**No.**	**%**	**No.**	**No.**
Teaching and research	Professor	2021-22	25.0%	1	75.0%	3	**4**
		2020-21	20.0%	1	80.0%	4	**5**
		2019-20	0	0	100.0%	3	**3**
	Associate Professor	2021-22	0	0	100.0%	1	**1**
		2020-21	0	0	100.0%	2	**2**
		2019-20	50.0%	2	50.0%	2	**4**
	Principal Lecturer	2021-22	62.5%	5	37.5%	3	**8**
		2020-21	57.1%	4	42.9%	3	**7**
		2019-20	42.9%	3	57.1%	4	**7**
	Senior Lecturer	2021-22	71.1%	32	28.9%	13	**45**
		2020-21	68.9%	31	31.1%	14	**45**
		2019-20	67.4%	29	32.6%	14	**43**
	Lecturer	2021-22	80.8%	21	19.2%	5	**26**
		2020-21	84.0%	21	16.0%	4	**25**
		2019-20	81.5%	22	18.5%	5	**27**
Research only	Senior Research Fellow	2021-22	100.0%	1	0	0	**1**
		2020-21	100.0%	1	0	0	**1**
		2019-20	100.0%	1	0	0	**1**
	Research Fellow	2021-22	25.0%	1	75.0%	3	**4**
		2020-21	20.0%	1	80.0%	4	**5**
		2019-20	16.7%	1	83.3%	5	**6**
	Research Assistant/Associate	2021-22	0	0	100.0%	2	**2**
		2020-21	33.3%	1	66.7%	2	**3**
		2019-20	0	0	100.0%	1	**1**

Table 1.4. Academic staff by grade and contract type at ARES for the past three years.

Academic year	Grade	Contract type	Women		Men	
			%	No.	%	No..
2021-22	Professor	Permanent	100%	1	100%	3
	Associate Professor	Permanent	0	0	100%	1
	Principal Lecturer	Permanent	100%	5	100%	3
	Senior Lecturer	Fixed term	3%	1	0	0
		Permanent	97%	31	100%	13
	Lecturer	Fixed term	5%	1	20%	1
		Permanent	95%	20	80%	4
	Senior Research Fellow	Fixed term	100%	1	0	0
	Research Fellow	Fixed term	100%	1	100%	3
	Research Assistant / Associate	Fixed term	0	0	100%	2
2020-21	Professor	Permanent	100%	1	100%	4
	Associate Professor	Permanent	0	0	100%	2
	Principal Lecturer	Permanent	100%	4	100%	3
	Senior Lecturer	Fixed term	3%	1	7%	1
		Permanent	97%	30	93%	13
	Lecturer	Fixed term	10%	2	25%	1
		Permanent	91%	19	75%	3
	Senior Research Fellow	Fixed term	100%	1	0	0
	Research Fellow	Fixed term	100%	1	100%	4
	Research Assistant / Associate	Fixed term	100%	1	100%	2
2019-20	Professor	Permanent	0	0	100%	3
	Associate Professor	Permanent	100%	2	100%	2
	Principal Lecturer	Permanent	100%	3	100%	4
	Senior Lecturer	Fixed term	3%	1	21%	3
		Permanent	97%	28	79%	11
	Lecturer	Fixed term	23%	5	20%	1
		Permanent	77%	17	80%	4
	Senior Research Fellow	Permanent	100%	1	0	0
	Research Fellow	Fixed term	100%	1	100%	5
	Research Assistant / Associate	Fixed term	0	0	100%	1

Table 1.5. Professional, technical and operational staff by grade and job family at ARES for the past three academic years.

Grade	Academic year	Women		Men		Total
		%	No.	%	No.	No.
Grade I	2021-22	33.3%	1	66.7%	2	**3**
	2020-21	50.0%	1	50.0%	1	**2**
	2019-20	50.0%	1	50.0%	1	**2**
Grade H	2021-22	66.7%	2	33.3%	1	**3**
	2020-21	75.0%	3	25.0%	1	**4**
	2019-20	80.0%	4	20.0%	1	**5**
Grade G	2021-22	63.6%	7	36.4%	4	**11**
	2020-21	62.5%	10	37.5%	6	**16**
	2019-20	69.2%	9	30.8%	4	**13**
Grade F	2021-22	71.4%	10	28.6%	4	**14**
	2020-21	75.0%	9	25.0%	3	**12**
	2019-20	72.7%	8	27.3%	3	**11**
Grade E	2021-22	83.3%	15	16.7%	3	**18**
	2020-21	81.8%	18	18.2%	4	**22**
	2019-20	72.7%	16	27.3%	6	**22**
Grade D	2021-22	100.0%	4	0	0	**4**
	2020-21	100.0%	3	0	0	**3**
	2019-20	100.0%	5	0	0	**5**
Grade C	2021-22	0	0	100.0%	1	**1**
	2020-21	100.0%	1	0	0	**1**
	2019-20	100.0%	1	0	0	**1**

Table 1.6. Professional, technical and operational staff by grade and contract type at ARES for the past three academic years.

Academic year	Grade	Contract type	Women		Men	
			%	No.	%	No..
2021-22	Grade I	Permanent	100%	1	100%	2
	Grade H	Fixed term	50%	1	0	0
		Permanent	50%	1	100%	1
	Grade G	Fixed term	14%	1	0	0
		Permanent	86%	6	100%	4
	Grade F	Fixed term	10%	1	0	0
		Permanent	90%	9	100%	4
	Grade E	Fixed term	7%	1	33%	1
		Permanent	93%	14	67%	2
	Grade D	Fixed term	50%	2	0	0
		Permanent	50%	2	0	0
	Grade C	Fixed term	0	0	100%	1
2020-21	Grade I	Permanent	100%	1	100%	1
	Grade H	Permanent	100%	3	100%	1
	Grade G	Fixed term	40%	4	17%	1
		Permanent	60%	6	83%	5
	Grade F	Fixed term	22%	2	0	0
		Permanent	78%	7	100%	3
	Grade E	Fixed term	17%	3	25%	1
		Permanent	83%	15	75%	3
	Grade D	Fixed term	33%	1	0	0
		Permanent	67%	2	0	0
	Grade C	Fixed term	100%	1	0	0
2019-20	Grade I	Permanent	100%	1	100%	1
	Grade H	Permanent	100%	4	100%	1
	Grade G	Fixed term	44%	4	25%	1
		Permanent	56%	5	75%	3
	Grade F	Fixed term	13%	1	0	0
		Permanent	88%	7	100%	3
	Grade E	Fixed term	19%	3	50%	3
		Permanent	81%	13	50%	3
	Grade D	Fixed term	20%	1	0	0
		Permanent	80%	4	0	0
	Grade C	Fixed term	100%	1	0	0

Table 1.7. Applications, shortlist and appointments made in recruitment to academic posts by grade at ARES. Due to small numbers, recruitment by grade has been aggregated over the census period (2017-18 to 2021-22).

Grade	**Recruitment stage**	**Women**		**Men**		**Total**
		%	**No.**	**%**	**No.**	**No.**
Professor	Applications	28.6%	4	71.4%	10	**14**
	Shortlisted	33.3%	2	66.7%	4	**6**
	Offers	0	0	100.0%	2	**2**
Principal Lecturer	Applications	68.0%	17	32.0%	8	**25**
	Shortlisted	66.7%	8	33.3%	4	**12**
	Offers	60.0%	3	40.0%	2	**5**
Lecturer / Senior Lecturer	Applications	49.3%	372	50.7%	382	**754**
	Shortlisted	62.4%	121	37.6%	73	**194**
	Offers	73.2%	41	26.8%	15	**56**
Research Fellow	Applications	36.1%	30	63.9%	53	**83**
	Shortlisted	29.0%	9	71.0%	22	**31**
	Offers	7.7%	1	92.3%	12	**13**
Research Assistant / Associate	Applications	64.0%	112	36.0%	63	**175**
	Shortlisted	47.1%	16	52.9%	18	**34**
	Offers	66.7%	10	33.3%	5	**15**

Table 1.8. Applications, shortlist and appointments made in recruitment to professional, technical and operational staff posts by grade at ARES. Due to small numbers, recruitment by grade has been aggregated over the census period (2017-18 to 2021-22).

Grade	Recruitment stage	Women		Men		Total
		%	No.	%	No.	No.
Grade J	Applications	0	0	0	0	0
	Shortlisted	0	0	0	0	0
	Offers	0	0	0	0	0
Grade I	Applications	0	0	0	0	0
	Shortlisted	0	0	0	0	0
	Offers	0	0	0	0	0
Grade H	Applications	64.30%	18	35.70%	10	28
	Shortlisted	50.00%	1	50.00%	1	2
	Offers	0	0	0	0	0
Grade G	Applications	83.30%	45	16.70%	9	54
	Shortlisted	89.50%	17	10.50%	2	19
	Offers	75.00%	3	25.00%	1	4
Grade F	Applications	68.4%	145	31.6%	67	212
	Shortlisted	74.6%	47	25.4%	16	63
	Offers	83.3%	10	16.7%	2	12
Grade E	Applications	72.4%	218	27.6%	83	301
	Shortlisted	83.6%	46	16.4%	9	55
	Offers	93.8%	15	6.3%	1	16
Grade D	Applications	86.3%	44	13.7%	7	51
	Shortlisted	90.0%	9	10.0%	1	10
	Offers	66.7%	2	33.3%	1	3
Grade C	Applications	61.8%	34	38.2%	21	55
	Shortlisted	60.0%	12	40.0%	8	20
	Offers	62.5%	5	37.5%	3	8
Grade A	Applications	46.20%	6	53.80%	7	13
	Shortlisted	25.00%	1	75.00%	3	4
	Offers	100.00%	1	0	0	1

Table 1.9. Applications and success rates for academic promotion by grade at ARES over the past three academic years.

Role applied for	Academic year	Promotion stage	Women	Men	Total
Professor	2020/21	Application	0	0	0
		Supported by college	0	0	0
		Supported by panel	0	0	0
	2019/20	Application	1	0	1
		Supported by college	1	0	1
		Supported by panel	1	0	1
	2018/19	Application	0	1	1
		Supported by college	0	1	1
		Supported by panel	0	1	1
Associate Professor	2020/21	Application	1	1	2
		Supported by college	1	0	1
		Supported by panel	0	0	0
	2019/20	Application	0	0	0
		Supported by college	0	0	0
		Supported by panel	0	0	0
	2018/19	Application	1	0	1
		Supported by college	0	0	0
		Supported by panel	0	0	0

Appendix 3: Glossary

Abbreviations and acronyms used in the application.

AEQ	-	Area of Animal, Equine and Veterinary Nursing Sciences
ARES	-	School of Animal, Rural & Environmental Sciences
CADQ	-	Centre for Academic Development & Quality
EDI	-	Equality, Diversity, and Inclusion
EVT	-	Area of Environmental and Food Sciences
FE	-	Further Education
FTE	-	Full Time Equivalent
HE	-	Higher Education
HEA	-	Higher Education Academy
L/SL	-	Lecturer /Senior Lecturer
NSS	-	National Student Survey
NTU	-	Nottingham Trent University
PRES	-	Postgraduate Research Experience Survey
PTO	-	Professional, Technical, Operational
REF	-	Research Excellence Framework
SASQC	-	School Academic Standards and Quality Committee
SAT	-	Self Assessment Team
SET	-	School Executive Team (department)
STEM	-	Science Technology Engineering Mathematics
T&P	-	Teaching & Practice Contract Pathway
T&R	-	Teaching & Research Contract Pathway
T&S	-	Teaching & Scholarship Contract Pathway
UET	-	University Executive Team