Athena Swan Bronze application form for departments

Applicant information

Name of institution	Nottingham Trent University
Name of department	Criminology and Criminal Justice
Date of current application	24 March 2025
Level of previous award	n/a
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Section	Words used
An overview of the department and its approach to gender equality	2,618 words
An assessment of the department's gender equality context	3,358 words
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5,976 words

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

Overall word limit: 6000 words

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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

NTU Nottingham Trent University
School of Social Sciences

24 March 2025

Dear Athena Swan panel,

Submission for Athena Swan Bronze application by NTU Criminology & Criminal Justice

As Head of Department (HoD) of Criminology and Criminal Justice (CCJ) at Nottingham Trent University, I am very pleased to provide my support and endorsement for this Athena Swan Bronze application. I joined CCJ as HoD in July 2024 and was extremely pleased to see that the Department was already in the process of developing their Bronze application. Since then, I have been impressed by the level of commitment across both Criminology and Policing teams to ensuring that we gain a true insight into gender equality, diversity and inclusion in CCJ.

CCJ is part of the School of Social Sciences, which is at the forefront of EDI work across the University. The systems and structures in place throughout the School enable us to have a central focus on gender equality as part of our wider commitment to creating an inclusive community for our staff and students. However, data we have collected for this application indicate that we are not yet where we would like to be. Our largest undergraduate course is Criminology and has a predominantly female intake in line with the sector, while our Policing course has a good gender balance. This process has encouraged us to look beyond these initial metrics and look at what this means for our students, and thus we have identified areas for further investigation and improvement. Importantly, it has provided us with a more critical lens through which to view our courses.

As a new HoD, a key priority for me was to build on the strengths of the inclusive culture in place and to improve staff communication channels and perceptions of inclusivity. My appointment has meant that our senior department leadership teams now have a good gender balance, and we have already begun work to improve the way decisions are made and communicated to the wider team. Importantly, our Athena Swan Action Plan has identified five key areas of priority:

- Supporting the career development for staff of all genders

- Promoting values of diversity, belonging and inclusion in the departmental community

- Increasing trust, transparency and sustainability by making governance and decision-making processes visible to all

- Improving diversity, equity and inclusion in terms of recruitment, degree attainment and completion rates for students of all genders

- Ensuring all student and staff voices are heard

I look forward to using the Athena Swan Action Plan that we have created to firmly embed gender equality within the Department in an explicit way, ensuring that both staff and students feel supported, trusted and confident in their role.

Your Sincerely,

Dr Clare Williams

Head of Criminology and Criminal Justice

Nottingham Trent University

50 Shakespeare Street

Nottingham, NG1 4FQ

2. Description of the department

The Department of Criminology and Criminal Justice (CCJ) sits within the School of Social Sciences at Nottingham Trent University (NTU). It is located in the Chaucer building, at the centre of our vibrant NTU City Campus in Nottingham. The Department centres around engagement with communities and the Criminal Justice System. Its ethos reflects the NTU wider commitment to transforming people's lives and creating opportunities. A commitment to EDI unpins all areas of our work, which is informed by NTU's strategic plan 'University Reimagined', and its six core principles: Creating Opportunity; Valuing Ideas; Enriching Society; Embracing Sustainability; Connecting Globally; Empowering People.

In 2023-2024, the Department consisted of 41 members of staff, with a slightly higher proportion of women (54%) than men (Tables 2.1-2.2, Appendix 2). There are three career pathways for academic staff at NTU: Teaching and Research (T&R), Teaching and Scholarship (T&S), Teaching and Practice (T&P). This framework allows a recognition of the significant and varied academic contribution made by current and prospective staff, enables career progression for all pathways and supports talent management and succession planning. This also ensures all academic staff receive appropriate professional development support through relevant training and career development opportunities.

In 2023-2024, the Department had 862 undergraduate (UG), 49 postgraduate taught (PGT) and 12 postgraduate research (PGR) students with a higher proportion of female students across UG (70.9%) and PGT courses (73.5%) but equally balanced at PGR level (Tables 2.12, 2.15 & 2.23, Appendix 2). The Department offers a range of undergraduate and postgraduate courses in Criminology, Criminal Justice and Policing which include significant placement and work-based learning opportunities such as the opportunity to study abroad as well as the 'Prison Sandwich' route, where students can gain vital criminology work experience by completing a year-long paid placement in a prison. The Department is also a licensed deliverer of the pre-join Professional Policing Degree.

The Department is home to a vibrant and engaged research community. It has three research groups: Hate Crime; Critical Criminology & Social Justice; and the Quantitative & Spatial Criminology, which are associated with the NTU Research Centre COPE (UoA: Social Work & Social Policy). The Department also holds research seminars which provide an opportunity for staff and PGR students to present their research. The research seminars play an important role in the Department's research culture whereby staff and students come together to share and discuss the latest ideas and developments in Criminology. Also, the Department runs a series of writing groups to provide staff with a supportive space in which to write.

Since its inception, CCJ has had two permanent Heads of Department (HoD) and two interim Heads, with the third permanent Head commencing in July 2024, whilst there have been periods without a HoD. CCJ is led by a Management Group comprising the HoD (woman) and four PLs (1 woman & 3 men), who meet weekly. The Management Group is supported by the Research Leadership Group comprised of two Professors, two APs, two SLs and one PL (4 women & 3 men), who meet monthly. Departmental meetings are held monthly, and each academic year includes at least one full department away day. In recognition of flexible working and part-time working arrangements, our departmental meetings, research seminars and writing groups are scheduled to take place between 10:00 and scheduled to finish no later than 15:00. Consideration is given to the extent to which certain meetings are scheduled to take place on a fixed weekday as part-time staff may be disproportionately affected. Subject groups meet in addition to the above and course committee meetings are also held every term.

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

The Department is committed to providing our staff, students and visitors with a safe and inclusive environment, which is enriched by diversity, values differences and promotes fairness, respect and equality of opportunity. In line with NTU policy, the Department offers a blended provision of EDI training for new and existing staff. This includes online modules (with assessments) on 'Introduction to Equality, Inclusion and Respect', 'Unconscious Bias' and 'Anti-Racism and White Privilege' as part of essential learning. These modules are supported by interactive webinar sessions to enable broader and reflexive discussions. In addition to the essential learning, there is a programme of supplementary training on EDI-related topics including sexual harassment and menopause within the workplace.

Staff training is considered as part of objective setting, mid-year reviews and appraisals for departmental staff on all three career pathways, whereby line managers will identify any outstanding training that needs to be completed. Staff in the Department attend promotion workshops specific to their pathway. All departmental staff on the T&R pathway below Professorial level are assigned a research mentor; however, staff on the T&S and T&P do not benefit from mentoring (although school-level mentoring schemes for T&S and T&P are currently being developed). The Department provides sabbatical opportunities for staff on all pathways. During the reporting period (2021-2024), two PLs (1 man on T&R pathway and 1 woman on T&S pathway) and two SLs (both women, one on T&R pathway and one on T&S pathway) were on sabbatical leave.

Recognition of EDI work has recently been mainstreamed in the Department. The role of the EDI lead was created in October 2021 to lead the Department's EDI portfolio and sit on the School EDI Committee. The role was allocated to an Associate Professor (woman) with expertise on issues related to diversity, prejudice and hate crime, and

recognised in appraisals. The EDI portfolio included organising EDI-related events in the Department; designing and running the School EDI staff survey in 2022 (the survey results informed the School EDI action plan); designing the School diversity staff poster campaign, which showcased staff with intersectional identities (particularly in terms of gender, race, religion, disability and sexual orientation) from all pathways, with the posters being visible in buildings on the City and Clifton campus (see posters in Appendix 2.25).

CCJ hosts a full programme of EDI events open to all staff and students, ranging from workshops and presentations to discussions and social events on occasions such as International Women's Day (IWD); Islamophobia Awareness Month; Stephen Lawrence Day; Holocaust Memorial Day; Race Equality Week; LGBT+ History Month. These events are intersectional and inclusive with a strong focus on exploring the implications of bias and prejudice for women, people of faith, disabled people, LGBTQI+ and ethnic minority communities (see Table 2.26 in Appendix 2 for full list of events in 2023-24). Additionally, departmental EDI activities include free student visits to the Stephen Lawrence Research Centre (SLRC) and the National Holocaust Centre and Museum (NHCM) to mark Race Equality Week and Holocaust Memorial Day, respectively. To mark IWD annually, CCJ staff donate academic books written by women to Nottingham Women's Centre (NWC) library and donate royalties from their books to women's groups. Royalties from the book 'Misogyny as Hate Crime' (co-edited by CCJ staff) were donated to NWC in 2022 and the Brianna Ghey Charity 'Peace in Mind' in 2023.

Finally, the Department actively promotes NTU's RESPECT campaign to sustain an environment characterised by dignity and respect for our transgender, non-binary, and gender diverse staff, students and visitors. Drawing on the university trans inclusion guidance, the Department provides support for staff and students to take steps to present themselves in a gender different to their registered sex at birth, whether in a binary or non-binary way. In line with university policy, the Department also offers free period products to students, staff and visitors. Individuals can access the free period products as dispensers and relevant toilets are marked with a poster to indicate this.

4. Development, evaluation and effectiveness of policies

Recent years have seen a significant amount of work put in to ensure that the principles of equality generally – and gender equality specifically – are embedded into the core functions of the Department. We have taken the time to not only develop our own practices in line with institutional and departmental requirements, but that we look to evaluate the effectiveness of what we do, which includes measuring the team's understanding and commitment to these policies. In large part, we have achieved this through an active commitment to consultation with our staff and students. By way of illustration, our collaborative approach extends to the annual workloading cycle. Academic staff in the Department are given the opportunity once a year to complete a

survey outlining their teaching preferences for the upcoming academic year with the aim to match these preferences (where possible) when allocating teaching. However, the same approach does not apply to staff teaching on the policing course because some policing modules require specialist knowledge of practice. As part of our action plan, we will ensure that policing staff can also confirm their teaching preferences.

Further, the Department is committed to mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility. As part of the subsequent transition planning for those returning to work following parental leave, we have implemented a collaborative approach between the individual, line managers and our timetabling colleagues, so that (where possible) teaching commitments are built around childcare needs. We also implement the maximum flexibility of our 'compassionate leave' policy for aspects of life that broadly encompass 'family emergencies'. Additionally, we accommodate flexible working requests by supporting colleagues to work from home when feasible, and support requests for part-time working. In 2023/24, two colleagues (women) requested to move to part-time contracts in the next academic year to reflect their changing circumstances, which has been accommodated.

We have good representation at School and University level committees which gives us a voice in shaping policies that talk to equality, diversity and inclusivity. Importantly, we will always push back if we feel institutional policies are not 'fit for purpose' within our own Department, as evidenced by influencing Covid policy through PL representation at academic board. Measuring the impact of these policy developments is not always transparent or easy, but proxy measures give us a sense that this is having an impact. Our students regularly tell us (through programme/module feedback and NSS results) that they feel connected to the Department and that it is an inclusive environment to learn. The Culture Survey and poster campaign also talk to departmental colleagues' sense of agency and belonging. We are also looking to move towards a framework of 360 feedback to further enhance transparent and accountable working practices; a commitment to equality is an important driver for this strategy.

5. Athena Swan self-assessment process

The D-SAT was constituted in January 2024 and convened meetings since then, chaired by the departmental EDI lead. The D-SAT was formed after the EDI lead put out an expression of interest to all academic staff and PGR students in the Department. A further call for volunteers from professional services and UG/PGT students was made in July 2024 to ensure better representation on the D-SAT. The new HoD also joined the D-SAT on appointment in July 2024.

The D-SAT (Table A) included academic staff, professional services and students (N = 14; 9 women, 4 men, 1 transgender). Members of the D-SAT were a diverse group in terms of personal characteristics including members of racially minoritised groups,

LGBTQI+, individuals with caring responsibilities and experiences of physical/learning disabilities. There was also representation from across grades and job roles to ensure that staff and student voices were heard, with the exception of staff representation at Professoriate level (this was a reflection of the people who have responded to expressions of interest).

Table A: D-SAT Membership	
Job Role	**Count**
Head of Department	1
Associate Professor	2
Principal Lecturer	2
Senior Lecturer	2
Lecturer	3
PGR student	1
UG Student	1
Professional Services	2
Total	14

For staff, involvement in D-SAT was recognised and rewarded at appraisals, and through promotions/progression pathways whilst students were financially compensated for their time. Members of the D-SAT were allocated to small teams to work on sections of the application, and as whole, all the group members met once a month to discuss the progress of the application. Meetings were arranged within the middle hours of the day to accommodate individuals with childcare and other caring responsibilities, and maximise the attendance of part-time D-SAT members. The Culture Survey ran from 1st May until 12thJuly 2024 and was analysed by the D-SAT. The progress of the AS application was a standing item on the Executive Committee and monthly departmental staff meetings. The D-SAT lead presented updates about the application progress to the School EDI committee meetings, which took place trimonthly. The draft application was discussed at the departmental staff meeting in February 2025 and all departmental staff and School EDI committee were invited to provide feedback for the draft application. The D-SAT responded and acted upon this feedback by implementing all relevant changes. Over the next 5-year period, the Department plans to establish an EDI working group, which will deliver and maintain gender equality activity including implementing, evaluating and updating the current action plan.

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

1. Culture, inclusion and belonging

This section explores the Department's gender equality context, drawing on analysis of secondary data from the last three academic years (2021/22 to 2023/24) and primary sources. Five key priorities (underlined) are identified with associated objectives and action points (cross-referenced with the Action Plan in Section 3), which are further specified in Part 2. Throughout the application, we refer to gender when talking in general terms, but data is only available for sex.

Staff profile

In 2023/24, the Department consisted of 41 members of academic (n = 40) and professional services (n = 1) staff, with a slightly higher proportion of women (54%) than men (Tables 2.1-2.2, Appendix 2). We should exercise caution with the following narrative (particularly in relation to over-time changes) given the sample size is relatively small. Nonetheless, there are some interesting insights to emerge which warrant further attention.

In 2023/24, most staff (96%) in the Department were on permanent contracts and most (80%) worked full-time (Tables 2.3-2.6, Appendix 2). Most part-time staff in the Department are women (63%) but this has fluctuated year-on-year (Tables 2.5-2.6, Appendix 2). When reviewing academic staff by grade and gender, whilst being mindful of the small sample, we see that women are relatively well-represented at Professor and AP grades (with women accounting for 75% of staff at those grades in 2023/24 (Table 2.1, Appendix 2) and that this has been stable over time. In 2023/24, there were no men at the AP grade, which represents an imbalance. Gender disparities also emerge when reviewing the data on PLs, SLs and Lecturers. There is a gender imbalance with regard PLs wherein three of our four PLs are male, and this has been consistently the case over time.

The Department has a slightly greater proportion of men (58%) than women SLs. Looking at departmental staff composition over time, the proportion of male Lecturers has decreased alongside a corresponding increase in male SLs. We do not see the same pattern for women but, instead, note an increase in female Lecturers and a plateau in the number of female SLs over time. An important point to note here is that progression from Lecturer to SL at NTU is, for the most part, automatic and based on length of service. In terms of recruitment, we attract slightly more women (51.7%) than men in terms of applications (Table 2.7, Appendix 2). This pattern is also reflected in the higher proportion of female applications shortlisted (55.9%) and the greater proportion of offers made to women (66.6%).

Although the data does not seem to indicate a significant gender disparity, there appears to be gender imbalance across all grades (with the exception of professoriate). Thus, departmental measures to support career progression and promotion for staff of all genders is our first key priority [KP1].

Staff consultation

Departmental staff have been consulted using a department-wide survey (Culture Survey) in 2024. The survey adhered to the Advance HE recommended content of 28 Likert scale questions across six themes (Tables 1.3-1.4, Appendix 1). To improve the depth of consultation, we included free-text responses for each theme and a section for general comments. The Culture Survey was open to all staff and PGR students in the Department. For staff, the response rate was 61% (25/41) with 12 female, 12 male and one PNTS (Prefer not to say) respondent (Tables 1.1-1.2, Appendix 1). In the data analysis, we have split data by gender but did not seek to break responses down by staff group because this would risk identifying respondents if both gender and staff group data were available. Also, we are unable to estimate narrative response rates due to a combination of staff data with PGR data. Future departmental Culture Surveys will separate these groups as part of our second key priority [KP2].

Key findings from the Culture Survey are:
- Staff responded most positively overall (above 70%) to questions around 'Belonging and Inclusion' (82%), 'Gender Equality' (79%), and 'Work-Life Balance' (81%). Accordingly, 79-82% gave a positive response to questions across these themes. Participants responded least well to 'Well-being' (64%), 'Bullying and Harassment' (60%) and 'Career Development' (59%) (Table 1.3, Appendix 1).
- Across five of the themes, we see a poorer response from female respondents, but this is most pronounced in regard to 'Belonging and Inclusion' (-20%), 'Gender Equality' (-25%) and 'Career Development' (-21%). Only 'Wellbeing' is similar across gender (Table 1.3, Appendix 1). Appendix 1.5 provides a detailed presentation of these responses.

Whilst being mindful of the small sample, the narrative responses (Appendix 1.6) help us to develop a broader contextual picture of these ratings. There were many positive comments, and a recognition that the Department has an inclusive, collegial and supportive culture. However, issues such as high volume of workload, support being more structured for staff on the T&R pathway than T&P and T&S pathways, budget cuts and freeze on new appointments, coupled with the lack of HoD in 2023-2024 (this had occurred in previous years as well), emerged as a source of stress across all themes. Also, leadership/management in the Department was perceived to be dominated by male colleagues, with some respondents recommending that the management should encourage women to take on more leadership roles and ensure transparency in decision making. These responses indicate there is work to be done in both fostering a workplace culture that is supportive of all colleagues, and also

ensuring that all colleagues are aware of the progressive steps being taken by the Department. Correspondingly, increasing trust, transparency and sustainability by making governance and decision-making processes visible to all is a key aspect of our third key priority [KP3].

Student profile

UG level students

Within the last three academic years, there has been a considerable increase in student numbers on the BA (Hons) Criminology in 2021/22 and 2022/23 while 2023/2024 saw the intake return to a more usual size (Table 2.9, Appendix 2). Throughout the reporting period, the significantly higher proportion of female to male students remained stable. This imbalance is not uncommon across the sector on Criminology courses and is also reflected in the applications received. The gender imbalance on the FdA and final year BA (top up) courses in the first two years of the reporting period is very similar to the BA (Hons) Criminology, although we have seen a shift in this in the 2023/24 period (Table 2.10, Appendix 2). This shift has been driven by an increase in the number of male students joining the course. The Professional Policing degree numbers have remained relatively stable across the reporting period, and there is a very good gender balance on the course (Table 2.11, Appendix 2). The policing profession has traditionally been seen as male dominated, we are pleased that this is not reflected in our course. As the degree directly links to the policing workforce this is a very positive development.

Overall, there is a higher proportion of female students across all UG courses in the Department (71.5% in 2021-22, 72.4% in 2022-23, 70.9% in 2023-24) while acknowledging that this pattern is common to the sector (Table 2.12, Appendix 2).

PGT level students

The MA Criminology has a slightly larger gender imbalance than the UG Criminology course with female students accounting for 77.1% in 2021-22, 73.3% in 2022-23, 81.8% in 2023-24 (Table 2.13, Appendix 2). Regarding the MSC International Law Enforcement course, the data shows that initially the course only attracted female students but over the last two years the number of male students who have joined the course have slightly increased (Table 2.14, Appendix 2).

Overall, the gender ratio for PGT students (all courses) is heavily weighted towards female students (80% in 2021-22, 75% in 2022-23, 73.5% in 2023-24) whilst there has been a steady increase in the percentage of male students on these courses up 6.5% over the reporting period (Table 2.15, Appendix 2).

Degree attainment and/or completion rates for students at UG and PGT level

UG students

The overall picture of student attainment on the BA (Hons) Criminology is mixed (Table 2.16, Appendix 2). Male students achieving a first-class degree is a standout area of concern. While the number of female students who have achieved this award has grown over the reporting period, the number of male students has decreased from 2 in 2021-22 to 0 in 2023-24 (Table 2.16, Appendix 2). Instead, male students are clustered in the second-class band. Comparing the percentage of students by gender who achieve an upper-class degree, the data shows that female students were slightly more likely to achieve an upper-class degree than male students over the reporting cycle (Table 2.17, Appendix 2) but that this figure is moving in the right direction with the final year in the reporting cycle being more closely aligned with the 75:25 ratio of our intake. The gender balance on the Professional Policing course continues when attainment is considered (Table 2.18, Appendix 2). Although the balance in each degree award category shifts slightly each year there are no obvious differences that run through the reporting period. Changes year on year do not form a pattern and we are confident that any discrepancies are due to individual cohort differences. For the BA (Hons) Criminal Justice top up, only one small cohort have graduated during the reporting period. We will monitor the attainment based on gender as this course develops.

PGT students

The data on attainment in the PGT student cohort are difficult to draw patterns from due to the small numbers involved. Female students' attainment seems to be consistent across commendations while male students have increased their presence in this area in line with the increase in male students taking our PGT courses (Table 2.19, Appendix 2). Attainment for students fluctuates significantly in the pass category (female students comprising 30%, 7% and 21% and male students comprising 4%, 11% and 7% in the last three academic years). Due to the small numbers, one or two students can mean a fairly large percentage change.

To address gender disparities on both UG and PGT courses, our fourth key priority aims to improve diversity, equity and inclusion in terms of recruitment, degree attainment and completion rates for students of all genders [KP4].

UG and PGT students' consultations

UG and PGT student consultations occur throughout the year. There are termly meetings of course committees where elected student representatives attend, offering the opportunity to hear and discuss issues affecting the cohort. Additionally, students are invited to comment annually on every module through a standard university feedback process; module leaders respond to the results in a published report. We also receive the NSS results for our UG courses but unfortunately, for our PGT course, we do not have PTES results because for the last three academic years, the Department did not meet the threshold in terms of response rate (only courses that

achieve 10+ respondents are included in the results). <u>We have reflected on this further within our action plan as part of our fifth key priority [KP5].</u>

The 2024 NSS data (Table 2.20, Appendix 2) demonstrates that the Department scored above the sector on six of the seven survey themes (Teaching on my Course; Learning Opportunities; Assessment and Feedback; Academic Support; Organisation and Management; Learning Resources) and slightly below on one (Student Voice). We are pleased that the Department continues to make notable improvements in Student Satisfaction across the majority of indices of satisfaction. As a Department, we have recognised the importance of academic support aligning strongly with student wellbeing and have implemented several measures to reflect this commitment in our professional practice. It is good to see this being recognised in student experiences. Both Policing and Criminology students are above the NTU and national average for the ability to contact staff when needing to (90% Criminology & 97% Policing vs 80% National), together with how well staff supporting them through their studies (93% Criminology & 100% Policing vs 86% National). This academic support has not been at the neglect of mental wellbeing, with 79% of Criminology students agreeing that information about the University's mental wellbeing was well communicated (vs 69% in 2023). For policing students, the figure rose to 86% from 81% in 2023.

Regrettably, this sense of being supported both academically and from a wellbeing perspective has yet to be fully translated into the 'student voice'. This remains one of the few areas where Criminology (but not Policing) is behind the HE and Sector average. By way of illustration, only 73% of Criminology students felt they had the right opportunities to give feedback in the course; this compares to 88% nationally, 80% at NTU and 82% amongst Social Science students in England. Equally, only 57% of Criminology students felt it was clear how student feedback was acted upon, compared with 63% nationally and 65% at NTU. <u>Correspondingly, our final key priority focuses on ensuring student (and staff) voices are heard [KP5].</u>

In addition to the NSS results, we collected student feedback in relation to student mentoring and EDI student-focused activities such as visits to SLRC and NHCM. Qualitative feedback from students demonstrates the positive impact of these activities upon students' learning (Appendix 2.21-2.22).

PGR level students
Across the reporting period, the PGR student cohort remained relatively stable with 10 PGR students in 2021/22, 11 in 2022/23, and 12 in 2023/24 (Table 2.23, Appendix 2). In terms of completion rates, PGR students have been completing their studies relatively in line with the timeframe of their full-time/part-time studies with two PGR students completing their studies in 2021/22, two in 2022/23 and one in 2023/24 (Table 2.24, Appendix 2).

PGR level consultation

The Culture Survey was open to all staff and PGR students in the Department. The response rate for PGR students was 33% with 3 female and 1 male respondent (4/12, Table 1.7, Appendix 1). It is important to note that out of the 12 PGR students in the Department, almost half are staff members. It is highly likely that when completing the Culture Survey, those PGR students who are also staff members completed the survey primarily identifying as staff rather than PGR students. It is also important to note that PGR students might feel that they 'belong' to the Doctoral School rather than in the Department so these responses might indicate their perceptions in relation to the Doctoral School rather than the Department.

Key findings from the Culture Survey:
- The four quantitative responses from PGR students were concerningly less positive overall than the staff. PGR students responded most positively overall to questions around 'Gender Equality' and 'Work-Life Balance' (58-56% gave a positive response to questions across these themes), and least well to 'Career Development' (38%); however, scores of positive responses are below 60% across all themes (Table 1.8, Appendix 1).
- Across five of the themes, we see a poorer response from female respondents, but this is most pronounced in regard to 'Career Development' (17% vs 100%). Only 'Gender Equality' is rather similar across gender (Table 1.8, Appendix 1). The full list of responses are available in Appendix 1.9.

However, it is difficult to make meaningful assertions with such a small sample of four respondents. The narrative response of one respondent who self-identified as a PGR student in the comments (Appendix 1.10) are significantly far more positive than the quantitative responses.

2. Key priorities for future action

Building on the five key priority areas identified above [KP1-5] here we briefly specify the objectives which structure the action plan (Section 3).

KP1: Support the career development for staff of all genders

The staff profile data indicates gender disparities across grades. Although women are well-represented at Professor and AP grades, there are no men at the AP grade. Also, men are over-represented at PLs and SLs grades. Scores of positive responses in the Culture Survey regarding staff receiving useful feedback on their career development through performance reviews were lower for women (50%) compared to men (75%). With regards to the narrative responses, it was indicated that support is more structured for staff on the T&R pathway than T&P and T&S. To address these issues, our first key priority is to support the career development for staff of all genders, through these four objectives:

Objective 1.1: Provide progression and promotion support for staff of all genders.

Objective 1.2: Improve the gender diversity in leadership positions.

Objective 1.3: Review the training and mentoring programme for departmental staff on all pathways.

Objective 1.4: Review and address potential differences in career opportunity to increase inclusivity.

KP2: Promote values of diversity, belonging and inclusion in the departmental community

Responses to the Culture Survey indicated that there was scope to strengthen values of diversity, belonging and inclusion in the Department. For staff, although the score of positive responses for 'Belonging and Inclusion' was high (82%), there was a poorer response from women (-20%). For PGR students, the score for 'Belonging and Inclusion' was low (50%). The Culture Survey narrative responses indicated that some staff felt isolated and potentially excluded. Departmental social events were perceived as lacking inclusion. To address these issues, we will take action in four areas:

Objective 2.1: Sustain a programme of EDI events and activities that promote intersectional gender diversity, belonging and inclusion among staff and students in the Department.

Objective 2.2: Strengthen processes that integrate PGR students into the departmental community.

Objective 2.3: Establish norms around key departmental meetings and social events in terms of their timing and location that promote inclusion and work-life balance for all staff and students.

Objective 2.4: Ensure the sustainable and onward advancement of AS and EDI work in the Department.

KP3: Increase trust, transparency and sustainability by making governance and decision-making processes visible to all

The Culture Survey results for staff indicated a lack transparency in decision making particularly in relation to the themes of 'Career Development' and 'Gender equality'. For example, only 42% of female respondents agreed that decisions about appointments are made fairly (vs 75% of male respondents) and only 33% of female respondents agreed that decisions about promotion/progression are made fairly (vs 50% of male respondents). The narrative responses indicated that male colleagues are overrepresented in the management/leadership of the department and that there is a sense of 'secrecy' around decision making. We will address these issues through this key objective:

Objective 3.1: Ensure transparency in decision making regarding staff career development, promotion and progression.

KP4: Improve diversity, equity and inclusion in terms of recruitment, degree attainment & completion rates for students of all genders

The student profile data shows that there are gender disparities in terms of recruitment, degree attainment and completion rates for students across UG and PGT courses, with the gender ratio being heavily weighted towards female students. Our fourth priority is to understand and improve such disparities, through these three objectives:

Objective 4.1: Explore gender matters in relation to identity/belonging, degree attainment and completion rates.

Objective 4.2: Ensure diversity, equity and inclusion in respect to recruitment strategy.

Objective 4.3: Review induction and (non-teaching) course-based activities.

KP5: Ensure all student and staff voices are heard

Both student and staff consultations highlight the importance of ensuring that student and staff voices are captured and actioned. Criminology scored slightly below the sector on 'Student Voice' (68% Criminology vs 74% sector) in NSS whilst there are no PTES results available, thus PGT student voices are 'missing'. Considering the small sample size for PhD students to the Culture Survey we want to increase response rates in future Culture Surveys to have a stronger confidence in the meaning of the results. Both quantitative and narrative staff responses in the Culture Survey indicated that respondents did not feel heard and/or supported, related to witnessing/experiencing 'Bullying and Harassment' incidents or being satisfied with how bullying and harassment were addressed in the Department. Thus, we will address these issues through these three objectives:

Objective 5.1: Ensure students and staff have a variety of opportunities to have their opinions heard.

Objective 5.2: Ensure we close the feedback loop on student communications so that students know that their contributions have been acted on, or the reasons why suggestions have not been taken on.

Objective 5.3: Ensure that line management arrangements are supportive, following the NTU behaviours guidance. Where issues or concerns are raised these are dealt with promptly.

Section 3: Future action plan

1. Action plan

Key Priority 1: Support the career development for staff of all genders				
Objective 1.1	**Provide progression and promotion support for staff of all genders**			
Rationale	The staff narrative responses in the Culture Survey highlighted requests for more tailored support and mentoring for new staff and early career academics. Also, analysis of staff data identified some potential disparities in terms of women occupying Senior and Principal Lecturer posts. As a result of these actions below, the aim is to increase staff positive responses ≥ 70% (from 59%) for the 'Career Development' theme and reduce the gender difference for this theme to ≤ 10% (from 21%) in the next Culture Survey.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
1.1.1 Review departmental recruitment and promotions data to establish if there is any gender inequity.		Term 1, 2026-2027

Annually | CCJ EDI working group | This data will be monitored and assessed annually by the CCJ EDI working group.

Where disparities are apparent, actions will be agreed with HoD. |
| 1.1.2 Publicise the School-level promotions workshops and encourage colleagues to attend these. | Use departmental staff meetings.

Use appraisals and objective setting meetings with line managers as well as mentoring meetings. | Term 1, 2025-2026

Ongoing | HoD

Line managers | Increase in CCJ staff attending the School wide workshops.

Agenda item on CCJ Leadership Group (where line managers are present) on promotions to create 'pipeline' knowledge of those who plan to go for promotion. |

1.1.3 Line managers to incorporate discussions regarding promotion and career development into yearly appraisals and objective setting meetings. 1.1.4 Mentors to incorporate discussions regarding promotion and career development into mentoring meetings.	Using the promotions application guidance to shape discussions where relevant.	Term 1, 2025-2026 Ongoing	Line managers Mentors	70% of CCJ staff state that promotion is discussed during appraisals and objective setting meetings with line managers and mentoring meetings with their mentors. Increase staff positive responses ≥ 70% (from 59%) for the 'Career Development' theme and reduce the gender difference for this theme to ≤ 10% (from 21%) in the next Culture Survey.
1.1.5 Celebrate departmental promotion successes through a department-wide email, departmental away days and CCJ poster campaign.	Linked to CCJ poster campaign as part of Key Priority 2.1. Use departmental away days to celebrate promotion 'success' stories	From Term 1, 2025-2026 onwards Annually (when promotions are announced)	HoD CCJ EDI lead	Annual e-mail outlining promotion 'success' stories.

Key Priority 1: Support the career development for staff of all genders				
Objective 1.2	**Improve the gender diversity in leadership positions**			
Rationale	There was a perception within the Culture Survey that leadership roles in the Department are dominated by male colleagues. Narrative responses to the Culture Survey suggested that the Department would benefit from gender diversity in leadership positions. As a result of these actions below, the aim is to increase staff positive responses to ≥ 70% (from 64%) to the question 'The rate people progress in my department is not affected by their gender' in the next Culture Survey. The aim is also to increase staff positive responses to ≥ 70% (from 60%) to question 'My department is committed to achieving gender balance in leadership positions' in the next Culture Survey.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
1.2.1 Review the data on progression to SL and PL	Establish if there is any gender inequity and, if yes, if there are any barriers to women occupying these positions.	Term 1, 2026-2027 Annually	CCJ EDI working group	Produce an annual report on promotions and progression in CCJ. Provide report to HoD. This data will be monitored and discussed annually by the CCJ EDI working group. Where trends are apparent, actions will be agreed with HoD.
1.2.2 Encourage gender equity when appointing individuals to leadership positions.	Module Leadership, Course Leadership, Committee representation, Research Group/Centre leadership, HoD.	Term 1, 2026-2027 Annually	HoD PLs Research Leadership Team CCJ EDI working group	CCJ EDI working group to review data on leadership roles annually and produce actions (agreed with HoD) where there is evidence of gender disparity. Increase staff positive responses to ≥ 70% (from 64%) to the question 'The rate people progress in my department is not affected by their gender' in the next Culture Survey. Increase staff positive responses to ≥ 70% (from 60%) to question 'My department is committed to achieving gender balance in leadership positions' in the next Culture Survey.

Key Priority 1: Support the career development for staff of all genders				
Objective 1.3	**Review the training and mentoring programme for departmental staff on all pathways**			
Rationale	The Culture Survey highlighted colleagues' requests for more tailored research support and mentoring for new staff and early career academics. It also highlighted that some colleagues felt that the support offered to those on the T&R pathway was more structured than for those on T&S or T&P pathways. The support offered to T&S and T&P colleagues was described as 'vague and inaccessible'. As a result of these actions below, the aim is to improve the training and mentoring offered to all pathways whilst working with the School to share CCJ staff's feedback.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
1.3.1 Review the career development and training offer currently in place in the School for CCJ staff to ascertain if there are any gaps.	Particularly for those CCJ colleagues on T&S and T&P pathways	Term 1, 2025-2026 Annually	PLs Research Leadership Team	Produce an overview of the existing support/workshops available across each of the pathways. Review existing support to identify gaps, especially for new staff and early career academics. Ensure CCJ representation on the School committees and working groups related to designing and delivering career development and training to CCJ staff.
1.3.2 Ensure the training and mentoring offer is coherent and actively publicised across all pathways. 1.3.3 Encourage staff to use Thrive (online NTU Training platform).		Term 2, 2025-2026 Annually	HoD PLs Research Leadership Team	Signpost information regarding training and mentoring to CCJ staff. Qualitative feedback from line managers suggests that staff are using Thrive (online NTU Training platform).

| 1.3.4 Review existing mentoring scheme to ascertain if it is achieving its intended aims, especially for new staff and early career academics. | T&R is already in place. Mentoring for T&P and T&S will also be reviewed, provided it has been actioned by the School. | Term 2, 2025-2026

Annually | Research Leadership Team | Produce a review of the existing scheme.

Survey CCJ staff to assess their feedback and establish if the existing scheme is meeting their needs.

Provide the feedback to the School lead on this. |

Key Priority 1: Support the career development for staff of all genders				
Objective 1.4	**Review and address potential differences in career opportunity to increase inclusivity**			
Rationale	The Culture Survey flagged that we should be mindful of work-life balance and the support offered to staff on return from parental leave. As a result of these actions below, the aim is to improve satisfaction on return from parental leave for CCJ staff as evident in the narrative responses as well as to ensure positive responses ≥ 70% to the question 'My department provides staff with support around all types of caring leave' in the next Culture Survey.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
1.4.1 Review support offered to CCJ staff on return from parental leave.	Academic, professional services, RAs/RFs/PGRs	Term 1, 2026-27	CCJ EDI working group

Line managers | Review existing support offered on return from parental leave.

Survey CCJ colleagues as to the support they would value.

Line managers to monitor that support is offered in practice.

Agree actions with HoD to improve support offered. |

1.4.2 Implement actions to improve support based on feedback following survey		Term 2, 2026-27		Positive responses ≥ 70% to the question 'My department provides staff with support around all types of caring leave' in the next Culture Survey. Narrative feedback from staff in the next Culture Survey to suggest improved satisfaction on return from parental leave.

Key Priority 2: Promote values of diversity, belonging and inclusion in the departmental community				
Objective 2.1	**Sustain a programme of departmental EDI events and activities that promote intersectional gender diversity, belonging and inclusion among staff and students in the Department**			
Rationale	Taking proactive steps to foster belonging and inclusion among CCJ staff and students and celebrate intersectional gender diversity. As a result of these actions, the aim is to maintain a score of ≥ 80% (from 82%) for the 'Belonging and Inclusion' theme and reduce the gender difference for this theme to ≤ 10% (from 20%) in the next Culture Survey.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
2.1.1 Create CCJ calendar of EDI events for staff and students. 2.1.2 Raise awareness of and encourage attendance/participation amongst policing and criminology staff as well as UG/PGT/PGR students in CCJ. 2.1.3 CCJ EDI events to be added on the UG/PGT/PGR student timetable.	Ensure that CCJ EDI events do not clash with the NTU EDI events or other departmental and NTU events. Share NTU EDI calendar and CCJ calendar of EDI events at induction for new/returning students, and send reminders throughout the academic year to students and staff via email, MT channels (for staff) and personal tutorials and tutorial rooms on NOW (for students).	September 2025 Annually	CCJ EDI lead	Organise CCJ calendar of EDI events early in Term 1 annually (1-15 September). Add CCJ calendar of EDI events to the UG/PGT/PGR student timetable in Term 1 annually (by 1st October). Good staff and student attendance and engagement at departmental EDI events. Attendance data analysed by CCJ working group.

2.1.4 Celebrate gender diversity through designing and promoting a poster campaign	On all pathways, including both policing and criminology staff) and students across UG/PGT/PGR courses with the aim to include intersectional identities. Posters to be posted in the corridors of CCJ and online (via staff and student teams, tutorials).	Design campaign in Term 1, academic year 2027-2028 Launch campaign in Term 2, academic year 2027-2028 Evaluate campaign in Term 2, academic year 2027-2028	CCJ EDI working group	6-8 posters ensuring diverse representation of CCJ staff on all pathways, and students across all courses. Survey staff and students to measure staff and student reactions or the perceived success of the campaign.
2.1.5 Encourage staff and students to include pronouns in email signature and introductions. 2.1.6 Share guidance with staff and students via various communications channels about the importance of including pronouns.	Consult School EDI and NTU LGBTQIA+ network on how to encourage pronoun usage.	Term 1 2026-2027 Repeat cycle annually	CCJ EDI working group	Guidance produced and distributed. Maintain a score of ≥ 80% (from 82%) for the 'Belonging and Inclusion' theme and reduce the gender difference for this theme to ≤ 10% (from 20%) in the next Culture Survey.
2.1.7 Recognise and reward the contributions of staff and students through showcasing success stories of staff on all pathways, and students across all courses.	Identify success stories through line managers (for staff) and personal tutors (for students) throughout the academic year. Share success stories through various departmental communication channels once per term.	From September 2026-2027 Ongoing	CCJ EDI working group	Celebrations to include diverse representation of staff on all pathways, and students across all courses.

Planned Actions	Detail	Timescales and Milestones	Responsibility	Success Measures
2.1.8 Meet with student course reps and Criminology society to receive ideas on curriculum-related activities based on students' recommendations. 2.1.9 Continue to deliver current curriculum-related activities such as field trips for students (depending upon NTU funding). 2.1.10 Develop new curriculum-related activities that enrich the wider sense of community for students of all genders and identities.	Work with student course reps and student groups (e.g. Criminology Society) Field trips to be organised with an intersectional identity focus in mind, where relevant. Organise field trips in Term 1 and deliver field trips in Term 2, annually (depending upon School funding) Conduct evaluation at the end of each field trip or other curriculum-related activities.	From September 2026-2027 Term 1 annually	CCJ EDI working group Year tutors Course Leaders	Student course reps and Criminology Society to shape curriculum-related activities in CCJ. Positive feedback ≥ 70% based on online survey of students who attended the field trips or other curriculum-related activities.

Key Priority 2: Promote values of diversity, belonging and inclusion in the departmental community				
Objective 2.2	**Strengthen processes that integrate PGR students into the departmental community**			
Rationale	Taking proactive steps to strengthen processes that integrate PGR students into the departmental community as evidence from Culture Survey showed a low score (50%) for 'Belonging and Inclusion' amongst PGR students. As a result of these actions below, the aim is to increase the score ≥ 70% from 50% for PGR students in the 'Belonging and Inclusion' theme in the next Culture Survey.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**

2.2.1 Foster belonging and inclusion by engaging new/existing PGR students with the departmental research groups. 2.2.2 Use departmental induction and coffee mornings to inform/remind new/existing PGR students of the three research groups in CCJ and encourage them to join at least one of the three groups.	NTU has four entry/induction points throughout the academic year. Inform new PGR students of the three research groups depending upon when they start their studies. Coffee mornings taking place online (as per PGR students' preferences) once a term.	From September 2025-2026	CCJ PGR tutor	70% of PGR students join at least one of the three departmental research groups.
2.2.3 Invite PGR students to events including writing groups and social events.	Writing groups take place online/in-person/hybrid once a term. CCJ social events taking place throughout the academic year.	From September 2025-2026 Ongoing	CCJ writing groups lead CCJ social events lead	50% attendance of PGR students at the departmental writing groups. Increase the score ≥ 70% from 50% for PGR students in the 'Belonging and Inclusion' theme in the next Culture Survey.
2.2.4 Encourage representation of PGR students as speakers to the CCJ research seminars.		CCJ research seminars take place throughout the academic year.	CCJ research seminar lead	Minimum one PGR student as speaker in the CCJ research seminars annually.

Key Priority 2: Promote values of diversity, belonging and inclusion in the departmental community	
Objective 2.3	**Establish norms around key departmental meetings and social events in terms of their timing and location that promote inclusion and work-life balance for all staff and students**

Rationale	Establish and implement an inclusive approach to key departmental meetings and social events with regards to their timing and location to ensure the inclusion of all staff and students. This will also support staff and students with a work-life balance approach. As a result of these actions below, the aim is to maintain a score of 80% (from 81%) for the 'Work-Life Balance' theme and maintain the gender difference for this theme ≤ 10% for staff in the next Culture Survey. For PGR students, the aim is to increase the score for this theme ≥ 65% (from 56%) and reduce gender difference ≤ 40% from 58% in the next Culture Survey.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
2.3.1 Larger group meetings and/or departmental meetings to be scheduled to take place between 10:00 and 15:00. 2.3.2 Department-wide meetings to be arranged on alternative days of week to support part-time staff. 2.3.3 All meetings start no later than 5 past or 25 to the hour and end no later than 25 past or 5 to the hour. 2.3.4 All professional communication (e.g., email, MS Teams) to take place during working hours (09:00 – 19:00).	In recognition of flexible working and part time working arrangements. For all staff meetings, consideration will be given to the extent to which certain meetings are scheduled to take place on a fixed weekday as staff on part-time contracts may be disproportionately affected. All meetings to start and end on time providing colleagues with sufficient time to take a break and/or commute to their next event.	Share these initiatives with staff in Term 1, academic year 2025-2026 Repeat cycle annually	HoD Line Managers	All departmental communications and meetings strictly follow these practices. This will be monitored by HoD and line managers. Increase score of positive responses to ≥ 75-80% (from 68%) for question 'The timing of departmental meetings and events takes into consideration those with caring responsibilities' in the next Culture Survey.

| 2.3.5 Implement 'quiet days' across the academic year. | 'Quiet days' are specified days each week (Fridays) in which departmental events, meetings or deadlines will not normally be set.

Legitimately urgent emails can be sent, but their use is limited. For staff who have scheduled teaching on these days or for part-time staff for whom these days are working days, this can pose challenges and exceptions can be made in this case. | Share these initiatives with staff in Term 1, academic year 2025-2026

Repeat cycle annually if successful. | HoD

Line Managers | Department/Team emails are not sent on quiet days. This will be monitored by HoD and line managers.

Department/Team emails are either sent before close of business on the previous working day or delayed until the start of the next available working day (eg Monday).

Anecdotal evidence from staff and line managers indicates that this policy limits the volume of email traffic and helps with achieving a work-life balance. |

| 2.3.6 Organise departmental social events for staff and PGR students with due consideration of needs.

2.3.7 Consideration will be given to the date and time that social events are scheduled. | Needs of disabled individuals and/or individuals with cultural/religious needs as well as staff/PGR students on part-time contracts and those with caring commitments.

Where possible, sufficient notice (e.g., 3 weeks) should ideally be provided in advance of any events to allow staff/ PGR students to plan their time and make any necessary arrangements (e.g., childcare, caring commitments of elderly/disabled family members).

As part of planning, organiser seeks to run events on different days and during both working hours and outside of working hours. | From September 2025-2026 | CCJ social events organiser

CCJ EDI working group | Narrative responses in the next Culture Survey from staff and PGR students to indicate no comments about social events lacking diversity and inclusion.

For staff, maintain a high score of ≥ 80% (from 81%) for the 'Work-Life Balance' theme and maintain the gender difference for this theme to ≤ 10% in the next Culture Survey.

For PGR students, increase the score for this theme ≥ 65% (from 56%) and reduce gender difference to ≤ 40% from 58% in the next Culture Survey. |

| 2.3.8 Raise awareness of policies regarding work-life balance and flexible working.

2.3.9 Identify staff and students that need support in relation to these issues and offer support to them. | For staff: Use induction (for new staff) and appraisal meetings with line manager (for existing staff) throughout academic year 2025-2026. In addition to staff appraisals (yearly and 6 monthly reviews), we will use informal opportunities to identify staff that might need support including teaching observations

For students: Use induction week to raise awareness, and personal tutorials to identify students that need additional support. | From September 2025-2026

Annually | Line managers

Personal tutors

Course leaders | Ensure line managers and personal tutors receive appropriate training as part of this.

Increase score to ≥ 70% from 64% for staff on 'Wellbeing' theme in the next Culture Survey.

Increase score to ≥ 70% from 50% for PhD students on 'Wellbeing' theme in the next Culture Survey. |

Key Priority 2: Promote values of diversity, belonging and inclusion in the departmental community				
Objective 2.4	**Ensure the sustainable and onward advancement of AS and EDI work in the Department**			
Rationale	Current processes are not sufficient to ensure governance of onward developments. As a result of these actions below, the aim is to establish a departmental EDI working group to monitor the wider EDI work in the Department and the progress of the AS action plan in support of applying for AS Silver application in 2030.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
2.4.1 Establish CCJ EDI working group.	To comprise of CCJ EDI lead (chair), CCJ Success For All (now merged into the Student Experience and Student Outcomes Committee (SEaSO), HoD, CCJ course leaders, one PL, one School EDI rep, and course student reps.	Organise CCJ EDI working group in term 1 2025-2026. Commence meetings in term 2, 2025-2026.	CCJ EDI chair CCJ EDI working group members	Recruitment of members of EDI working group. Schedule of dates for 2025/26 confirmed. Meetings to take place once per term.

2.4.2 EDI & AS to continue to be standing items on the departmental meetings.		From Term 2, 2025-2026 onwards	CCJ EDI chair CCJ EDI working group HoD	Present updates to departmental meeting agenda.
2.4.3 Monitor implementation of AS action plan.		Action points implemented and monitored for academic year 2025-26 Repeat cycle annually	CCJ AS lead CCJ EDI working group	Successful development of action plans with GANTT chart. Measure success in achieving action plan outcomes, in support of applying for AS Silver application in 2030.
2.4.4 Future departmental Culture surveys to separate staff from PGR students.		Jan 2026: Agree survey format for the year	CCJ EDI working group	Increase response rate to ≥ 70% (from 61%) for staff and 50% from 33% for PGR students in the next Culture Survey.
2.4.5 EDI/AS action points incorporated into staff appraisals (for staff with EDI/AS responsibility)		Actioned in academic year 2025-26 Repeat cycle annually	Line managers	80% of staff appraisals incorporate EDI/AS action points (for staff with EDI/AS responsibility).

Key Priority 3: Increase trust, transparency and sustainability by making governance and decision-making processes visible to all				
Objective 3.1	**Ensure transparency in decision making regarding staff career development, promotion and progression**			
Rationale	The Culture Survey results for staff indicated a lack transparency in decision making in relation to the themes of 'Career Development' and 'Gender equality'. The actions below are part of a shift in departmental culture that will prioritise transparency and accountability. As a result of these actions, the aim is to increase positive responses ≥ 70% from 60% to question 'Decisions about appointments are made fairly' in the next Culture Survey. Also increase positive responses ≥ 60% from 40% to question 'Decisions about promotion/progression are made fairly' in the next Culture Survey. Fewer (ideally no) comments shared in the narrative responses in the next Culture Survey indicating a lack of transparency in decision making in the Department.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**

3.3.1 Academic responsibilities will be allocated in a transparent way with staff input. 3.3.2 Where decisions are made outside the Department that impact on workload there will be discussion of how we are able to minimise impact even where we cannot influence decision.	Both policing and criminology staff have a say in their teaching allocation. Previously, it was only criminology staff who had a say in their teaching allocation.	From September 2025-26 onwards Ongoing	HoD CCJ Leadership team	Fewer (ideally no) comments shared in the narrative responses in the next Culture Survey indicating a lack of transparency in decision making in the Department.
3.3.3 Advertise all career development opportunities and management/leadership roles openly across the Department.	There is a clear and transparent process on how new management/leadership roles are advertised and appointed. The criteria against which decisions are made are clear to staff in advance.	From September 2025 onwards Ongoing	HoD PLs	All roles openly advertised through staff Microsoft Teams pages and via email. Increase positive responses ≥ 70% from 60% to question 'Decisions about appointments are made fairly' in the next Culture Survey. Also increase positive responses ≥ 60% from 40% to question 'Decisions about promotion/progression are made fairly' in the next Culture Survey.
3.3.4 In the purposes of transparency, share with CCJ staff all reports related to EDI and AS work in the Department.		From Term 1, 2025-26 onwards Ongoing	CCJ EDI working group	Fewer (ideally no comments) shared in the narrative responses in the next Culture Survey indicating a lack of transparency in decision making in the Department.

Key Priority 4: Improve diversity, equity and inclusion in terms of recruitment, degree attainment & completion rates for students of all genders				
Objective 4.1	**Explore gender matters in relation to identity/belonging, degree attainment and completion rates**			
Rationale	We know that significantly more female students study UG/PGT criminology at NTU (a situation broadly replicated across other criminology programmes nationwide). Over the reporting period, the percentage of female students on BA Criminology ranges from 71-81% (Tables 2.12 & 2.13, Appendix 2). Female students have a higher average tariff points score than their male counterparts, are less likely to withdraw, but have lower progression rates. The picture for the gender balance on policing is less obvious. What this raw data does not tell us is what – if any – role gender plays in the experiences of students, both from the qualitative experience of shaping identity and belonging as an NTU CCJ student, together with quantitative measures such as progression between years, completion rates and 'good' degree outcomes. In other words, does the historic imbalance in number of male students studying criminology 'matter' in any meaningful way? This objective seeks to investigate about if, how, and why gender matters.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
4.1.1 Deep dive of data relating to module choices, progression rates and degree/module outcomes (mapped against gender).		Term 1, 2025-26 Annually	Course Leaders working with Standards and Quality Manager (SQM) and data management team	Build comprehensive (quantitative) picture of any notable gender differences associated with: -Module choices (options) -Module/degree outcomes -Progression rates -Pipeline from UG to PG

4.1.2 Organise three focus groups (one with male students, one with female students, one with alumni*).	Historic low numbers of transgender/non-binary students mean that this will be best captured via one to one interviews rather than focus groups. The focus groups are designed to capture the qualitative experiences of students in relation to if/how gender impacts on any aspect of student life (e.g. attendance, engagement, perspectives on curriculum, identity and belonging). This action to be used to contextualise any variances uncovered in the deep dive of the data (primarily Insights 3.0).	Term 2, 2025-26 Annually	Year Tutors CCJ EDI working group	Three focus groups taking place with minimum of five students taking part. Report compiled from focus groups and shared with HoD.

| 4.1.3 Short MS Forms survey with UG/PGT students on, identity, belonging and 'inclusive culture'. | The focus groups will provide the rich data, the surveys a much broader picture about a sense of belonging amongst CCJ students.

The survey will also seek to capture other intersectional aspects of identity and belonging, particularly in relation to ethnicity and previous academic background. This will also be an opportunity to understand – and address – impact of so-called 'lads culture'. | Level 4 – Term 2, 2025-26

Level 5/6 - included in induction at start of academic year 2025-26 | Year Tutors

CCJ EDI working group | The results from the survey and focus groups to be disseminated via 'you said, we listened' communications, course committees and via personal tutors. |

Key Priority 4: Improve diversity, equity and inclusion in terms of recruitment, degree attainment & completion rates for students of all genders				
Objective 4.2	**To ensure diversity, equity and inclusion is considered/encouraged/highlighted in respect to recruitment strategy**			
Rationale	As alluded to in Objective 4.1, we know that there is a gender imbalance in the recruitment to UG/PGT Criminology (less so in policing). In terms of the Action Plan, the measures that will be implemented with regards to recruitment diversity and inclusion, will - to some extent - be shaped by what comes out of the research in the previous objective. CCJ aims to be confident that programmes are accessible and appealing to students of all gender identities.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
4.4.1 Open Day marketing & attendee review.	To understand who is coming to our Open Days (gender/ethnicity mix). To explore what Open Day attendees think of programme(s) curriculum & review communication/language and talks on the back of this. Work with marketing on post-Open Day follow up.	First Open Day of 2025-26 academic year Ongoing	PLs and marketing (with oversight from Course Leaders)	Understand the gender balance of attendees and develop a strategy for attracting from any gaps that are identified.
4.4.2 Review and update website material to ensure less gender bias.	Many of our students will first learn about our offering(s) via the NTU website. Ensure that the language and imagery associated with our online presence, has a broad appeal, irrespective of gender.	Term 1, 2026-2027 Ongoing	PLs and marketing team	Any gender bias language or imagery is removed from the website material.

Key Priority 4: Improve diversity, equity and inclusion in terms of recruitment, degree attainment & completion rates for students of all genders				
Objective 4.3	**Review induction and course-based activities (including non-teaching)**			
Rationale	Induction and the early part of a student's University journey plays an important role in shaping a sense of 'connectedness' to the Department and University. Students who feel disconnected are less likely to engage and attend, both of which are measures of 'success' (progression and degree attainment). Induction and other course-based activities (including non-teaching) should reflect this commitment to an inclusive culture; gender clearly has a role to play here.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
4.3.1 Review of employability/placement offering	Expanded scope of placement offering, to ensure these opportunities appeal to all students. Anecdotally we know that some placements are perceived to be more/less appealing depending on gender. This will then feed into Open Day marketing and comms.	Term 2, 2026-2027	Applied Criminology ML School employability team	Expand the types of placements available to students. Ensure that promotion of placements is not gendered. Where possible try to encourage non-traditional representatives from workplaces/placements to attend to promote opportunities.
4.3.2 Review induction programme		Term 1, 2025-26	PLs	Improvements made to induction programme promote an inclusive culture in CCJ.

| 4.3.3 Review personal tutor role | Recognising that relationships between personal tutor and tutees matters in respect of engagement, attendance and ultimately outcomes.

Findings will be supported by qualitative research methods as mentioned in objective 4.1. These findings will be foundational in applying relevant and appropriate interventions.

Accordingly, the measure of success here will be to use the learning elsewhere in the action plan to seek tailored – incorporating gendered – communication strategies at an early stage to help promote better engagement and attendance. | 2025-26 academic year | Course Leaders and personal tutors

Student support | Write a report based on the review of personal tutor role.

Share the report with HoD.

Action recommendations. |

4.3.4 Rooting out social exclusion practices (e.g. 'lad culture'). 4.3.5 Explore possibility of implementing initiatives like the Good Lad Initiative (GLI) to engage male students in conversations about positive masculinity, sex and relationships, the impact of language, male mental health and the impact of 'lad culture'. 4.3.6 Awareness raising campaigns that flag the negative impacts of 'lad culture' in an attempt to shape attitudes and behaviours.	Addressing 'lad culture' at universities is crucial for creating a safer and more inclusive environment.	Ongoing	CCJ EDI working group Course leaders Year tutors Personal tutors	Delivery of the Good Lad Initiative (GLI) to engage male students in conversations about positive masculinity, sex and relationships, the impact of language, male mental health and the impact of 'lad culture'. Discussion of and identification of safe spaces feature in induction of new/returning students so that all CCJ students are aware of how to access safe spaces where they can discuss their experiences with harassment and discrimination. Discussion of and identification of NTU's policies on sexual harassment and assault feature in induction of new/returning students so that all CCJ students are aware of NTU's policies on sexual harassment and assault. Information about safe spaces and policies on sexual harassment and assault to be available in the NOW learning rooms.

Key Priority 5: Ensure all student and staff voices are heard				
Objective 5.1	**Ensure students have a variety of opportunities to have their opinions heard**			
Rationale	We are committed to capturing UG, PGT and PGR students' voices both formally and informally, and ensuring that their voices are heard. The 2024 NSS data shows that Criminology scored slightly below the sector on 'Student Voice' (68% Criminology vs 74% sector). Also, the PGT student voices are currently 'missing' as PTES results are not available (the Department did not meet the threshold in terms of response rate - only courses that achieve 10+ respondents are included in the results). Also, the response rate for PGR students to the Culture Survey was low (33%). That said, we acknowledge that some of the traditional routes for collecting student feedback may not appeal to all students. While the student rep system works for some cohorts, we want to ensure that students are able to choose the way that works for them in getting their feedback to us (both formally and informally). This will involve us being open to new ways to receive feedback and ensuring that our students are aware of both formal and informal routes to provide feedback.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
5.1.1 Actively promote the Student Union school rep system.	Work with Student Union course rep to identify gaps.	Term 1 2025-26. Ongoing	Course Leaders Module leaders School SU rep	Course reps in place across all courses from 2026-27 academic year onwards. Promote course rep role at induction. Identify barriers to engagement with students, Term 2 2025-26. Develop a plan for increasing engagement in partnership with NTSU based on student feedback.

5.1.2 Invite Student Union representatives into induction to talk about societies 2025-26

5.1.3 Academic teams to promote (directly and/or with the Student Union) identity-based student societies to provide student access to a 'collective voice'.

5.1.4 Work with School NTSU representatives to develop a line of communication from these 'collective voices'. | | | Course leaders

CCJ Leadership Team

SU school reps | Student Union representatives are present in all inductions from 2025-26.

Improved line of communication between Student Union and the Department. Opportunities for meetings once a term. |
| 5.1.5 Arrange course committees at times that do not clash with core teaching to ensure students are able to attend and ensure reps are clear on the importance of attending and their role at the meetings. | Work with School office colleagues.

Meet with School reps before the course committees to clarify their role and give time to collect feedback. If reps are unable to attend, their views will be presented by the course team. | Term 1 2025-26

Ongoing | Course leaders

School office leads | Increase the number of course reps attending committees by 50%. |

		Term 1, 2025-26	HoD	A clear line of communication between the Student Union and the Department.
5.1.6 Arrange termly meetings between HoD and SU School rep		Summer 2026 – request hand over document for incoming school rep.	SU School Rep	Identify School rep, Term 1 2025-26
				Termly meetings scheduled by HoD.
				Hand over document for incoming school rep.
5.1.7 Provide opportunities throughout the year for course feedback through year tutors.	Develop a system to provide opportunities for students to communicate with year tutors directly to raise any concerns. Evaluate and review the take up of these opportunities. Adjust if necessary.	Term 1, 2025-2026 Ongoing	Year tutors	This will be termly meetings. Success will mean that issues are resolved throughout the year rather than only in response to module or course feedback at course committees.
5.1.8 Promote the variety of ways to provide opinions and feedback.	Produce a slide to use in modules that outlines all routes to providing feedback. Post information about the routes to providing feedback on noticeboards in CCJ corridor.	Term 1, 2025-2026 Ongoing	CCJ leadership team Course leaders Year tutors	Students will provide feedback through a variety of routes. 2026 NSS data for CCJ to score above the sector on 'Student Voice'.

5.1.9 Promote NSS to UG students via variety of methods 5.1.10 Promote PTES to PGT students	Promote NSS and PTES via email, personal tutorials, presentation in core modules.	Annually	Course leaders Year tutors Personal tutors Course reps	Maintain a good response rate of ≥ 70% in NSS results annually. Achieve 10+ respondents so that CCJ responses are included in the next PTES results.
5.1.11 Promote Culture Survey to PGR students	Use coffee mornings with CCJ PGR tutor, supervision meetings with Director of Studies, and communication shared via email and Microsoft Teams pages to invite PGR students to take part in next Culture surveys.		CCJ AS lead CCJ PGR tutor Directors of Studies	Increase response rate ≥ 50% from 33% in the next Culture Survey. Future culture Surveys to sustain a response rate ≥ 60% for PGR students.

Key Priority 5: Ensure all student and staff voices are heard				
Objective 5.2	**Ensure we close the feedback loop on student communications so that students know that their contributions have been acted on, or the reasons why suggestions have not been taken on**			
Rationale	Our NSS scores in the category around responding to student voice is lower than the sector whilst PGT voices are missing. Although we believe that we are very good at responding to student feedback we need to improve our communication with students so that they are clear where they have influenced change.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**
5.2.1 Move the 'my say' module feedback to mid module to allow changes to be acted on. 5.2.2 Summary of results of 'my say' and actions taken by the module team to be provided in module and the learning room.	Repeated for all modules across the year.	Term 1, 2025-26 across all modules.	Central services - registry Module leaders	An improvement in student satisfaction by 5%. A higher level of engagement in the 'my say' process by 20%. Module leaders to provide a 'slide' summarising the key points and actions. 2026 NSS data for CCJ to score above the sector on 'Student Voice'.
5.2.3 Provide signage to highlight where student feedback has led to change.	Identify key points where signage will be produced to ensure it stays relevant. Year tutors to identify a year level response each term.	Term 1, 2025-26 across all modules.	CCJ leadership group Year tutors	An improvement in student satisfaction. Minimum 60% student engagement in the 'my say' process. Improved NSS results in this area over the next five years (eg next AS submission point).

| 5.2.4 Arrange termly meetings between the HoD and the school SU rep to highlight any broad departmental issues. | | Term 1, 2025-26 identify School rep

Summer 2026 – request hand over document for incoming school rep | HoD

SU School Rep | Termly meetings scheduled between the School rep and HoD

Hand over document produced and passed to the incoming rep. |

Key Priority 5: Ensure all student and staff voices are heard				
Objective 5.3	**Ensure that line management arrangements are supportive, following the NTU behaviours guidance. Where issues or concerns are raised these are dealt with promptly.**			
Rationale	The staff survey results highlighted that some staff felt unsure of how or where to voice concerns. There was a suggestion that where bullying and harassment had been highlighted (although historic) this had not been dealt with appropriately. By reinforcing the way that the Department fits with the wider NTU commitment to 'do the right thing' we will put in place a series of actions that will ensure any concerns are identified and deal with appropriately moving forward. As a result of these actions below, the aim is to increase the staff satisfaction score to ≥ 60% (from 48%) to the question 'the departmental management being active in tackling bullying and harassment', and also to increase the staff satisfaction score to ≥ 50% (from 36%) to the question 'I am satisfied with how bullying and harassment are addressed in the department' in the next Culture Survey. Fewer (ideally no) comments to be shared in the narrative responses in the next Culture Survey regarding colleagues having experienced or witnessed bullying and/or harassment in the Department in the past 12 months.			
Planned Actions	**Detail**	**Timescales and Milestones**	**Responsibility**	**Success Measures**

5.3.1 Put in place a system where staff can raise issues outside of the line management relationship where necessary.	We will ensure members of the CCJ Leadership Team (Principal Lecturers and HoD) are available to all colleagues so that they are able to discuss issues outside of their line management relationship.	Although this is the case in principle, during 2025-26 we will develop a communication plan that makes this clear to all.	HoD	A system or rota for PLs and HoD to have open office hours for staff. Increase the staff satisfaction score to ≥ 60% (from 48%) to the question 'the departmental management being active in tackling bullying and harassment'. Increase the staff satisfaction score to ≥ 50% (from 36%) to the question 'I am satisfied with how bullying and harassment are addressed in the department' in the next Culture Survey.

5.3.2 Staff issues as a standing agenda on the weekly CCJ management group meetings to ensure any issues are dealt with in a timely manner or escalated for resolution.		Term 1, 2025-26 Ongoing	CCJ leadership team	Creation of a departmental log of issues raised relating to dissatisfaction, harassment or bullying. Increase satisfaction score to ≥ 60% from 48% to the question 'the departmental management being active in tackling bullying and harassment' in the next Culture Survey for staff. Increase score to ≥ 50% from 36% to the question 'I am satisfied with how bullying and harassment are addressed in the department' in the next Culture Survey for staff.
5.3.3 HoD to have an 'open door' policy to allow staff to raise things directly if they feel an issue has not been resolved.	Success of the whole plan would mean that colleagues did not need to use this route to get their concerns raised.	This is already the case but may take some time for colleagues to take up the offer.	HoD	Staff able to raise issues through the year. Fewer (ideally no) comments shared in the narrative responses in the next Culture Survey regarding colleagues (or PhD students) having experienced or witnessed bullying and/or harassment in the Department in the past 12 months.

5.3.4 Distribution of the Bullying and Harassment policy	In Term 1, 2025-26 the policy will be distributed by HoD. Policy will also be accessible through the department teams. Staff will be offered training on bullying and harassment if required.	2025-26	HoD	Reduce score to 5 (ideally 0) from 12% in Culture Survey question 'I have experienced bullying and/or harassment in the Department in the past 12 months' and also reduce score to 10 (ideally 0) from 20% in Culture Survey question 'I have witnessed bullying and/or harassment in the Department in the past 12 months', in the next Culture Survey.
5.3.5 Review how the current line management load is shared across those at J grade and above (PL, AP, Professor, HoD)	Equalise the line management workload between the leadership team.	2025-26	HoD	Ensuring that those with line management responsibilities have enough time to support those they manage. The measure here is to have an adjusted line management structure in Sept 2025. To implement regular one to one meetings between line manager and manage for all (min 1 meeting per term in addition to mandatory appraisal meetings) monitored by line manager records.

Appendix 1: Culture survey data

Culture Survey Results (Staff)

Table 1.1: Respondents' Demographics: Sex	
Sex	**Count**
Female	12
Male	12
Prefer not to say (PNTS)	1
Total	25

Response rate: 25/41 – 61% response rate (12F, 12M, 1PNTS)

Table 1.2: Respondents' Demographics: Occupational Category	
Occupational Category	**Count**
Lecturer/Senior Lecturer	20
Management or Leadership (including Principal Lecturers)	2
Professoriate (Associate Professor or Professor)	3
Total	25

Table 1.3 Theme-level Responses to Culture Survey (Staff): Sex Comparison					
Themes	**All**	**Female**	**Sex difference**	**Male**	**Prefer not to say**
N	25	12	12	12	1
Belonging and Inclusion Score[1]	4.1	3.8	-0.7	4.4	4.4
Belonging and Inclusion %[2]	82%	72%	-20%	92%	100%
Gender Equality Score	3.6	3.2	-0.7	3.9	4.0
Gender Equality %	79%	65%	-25%	90%	100%
Work-Life Balance Score	3.9	3.8	-0.3	4.1	4.5
Work-Life Balance %	81%	75%	-10%	85%	100%
Bullying & Harassment Score	3.8	3.6	-0.5	4.0	3.6
Bullying & Harassment %	60%	53%	-13%	67%	60%
Career Development Score	3.8	3.6	-0.4	4.1	3.0
Career Development %	59%	50%	-21%	71%	25%
Wellbeing Score	3.5	3.5	-0.2	3.7	2.0
Wellbeing %	64%	67%	2%	65%	25%

[1] Rated from 1 for *Strongly Disagree* to 5 for *Strongly Agree*, other than "I have experienced.." and "I have witnessed bullying in the last 12 months" which were reverse scored.

[2] Calculated per-respondent based on number of questions belonging to theme that received a rating of 4 or 5, except Q9-11 & Q15 where a rating of 3 is also counted.

Table 1.4 Sub theme-level Responses to Culture Survey (Staff) – Sex Comparison (Responses to each question)								
Belonging and Inclusion								
I feel like I belong in my department	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	33% (4/12)	58% (7/12)			8% (1/12)				100%
Male	83% (10/12)	17% (2/12)			0%				100%
Prefer not to say	100% (1/1)	0%			0%				100%
Total	60% (15/25)	36% (9/25)			4% (1/25)				100%
I feel that people really care about me in my department	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	33% (4/12)	42% (5/12)	0%		17% (2/12)			8% (1/12)	100%
Male	50% (6/12)	33% (4/12)	17% (2/12)		0%			0%	100%
Prefer not to say	0%	100% (1/1)	0%		0%			0%	100%
Total	40% (10/25)	40% (10/25)	8% (2/25)		8% (2/25)			4% (1/25)	100%
My contributions are valued in my department	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	25% (3/12)	50% (6/12)	8% (1/12)		8% (1/12)			8% (1/12)	100%
Male	58% (7/12)	25% (3/12)	17% (2/12)		0%			0%	100%
Prefer not to say	0%	100% (1/1)	0%		0%			0%	100%
Total	40% (10/25)	40% (10/25)	12% (3/25)		4% (1/25)			4% (1/25)	100%
I feel comfortable speaking up and expressing my opinions	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	25% (3/12)	42% (5/12)	8% (1/12)	17% (2/12)				8% (1/12)	100%

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Male	42% (5/12)	58% (7/12)	0%	0%				0%	100%
Prefer not to say	100% (1/1)	0%	0%	0%				0%	100%
Total	36% (9/25)	48% (12/25)	4% (1/25)	8% (2/25)				4% (1/25)	100%
Departmental communications are clear and relevant to me and my role	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	17% (2/12)	33% (4/12)	25% (3/12)	8% (1/12)	8% (1/12)		0%	8% (1/12)	100%
Male	25% (3/12)	67% (8/12)	0%	0%	0%		8% (1/12)	0%	100%
Prefer not to say	0%	100% (1/1)	0%	0%	0%		0%	0%	100%
Total	20% (5/25)	52% (13/25)	12% (3/25)	4% (1/25)	4% (1/25)		4% (1/25)	4% (1/25)	100%

Gender Equality									
Departmental leadership actively supports gender equality	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	25% (3/12)	25% (3/12)	17% (2/12)	8% (1/12)	17% (2/12)	8% (1/12)			100%
Male	42% (5/12)	50% (6/12)	8% (1/12)	0%	0%	0%			100%
Prefer not to say	0%	100% (1/1)	0%	0%	0%	0%			100%
Total	32% (8/25)	40% (10/25)	12% (3/25)	4% (1/25)	8% (2/25)	4% (1/25)			100%
My department is committed to achieving gender balance in leadership positions	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	17% (2/12)	33% (4/12)	8% (1/12)	17% (2/12)	17% (2/12)	8% (1/12)			100%
Male	42% (5/12)	25% (3/12)	17% (2/12)	0%	0%	17% (2/12)			100%
Prefer not to say	0%	100% (1/1)	0%	0%	0%	0%			100%

Total	28% (7/25)	32% (8/25)	12% (3/25)	8% (2/25)	8% (2/25)	12% (3/25)			100%
The rate people progress in my department is not affected by their gender	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	8% (1/12)	33% (4/12)	25% (3/12)	8% (1/12)	8% (1/12)	17% (2/12)			100%
Male	50% (6/12)	33% (4/12)	8% (1/12)	0%	0%	8% (1/12)			100%
Prefer not to say	0%	100% (1/1)	0%	0%	0%	0%			100%
Total	28% (7/25)	36% (9/25)	16% (4/25)	4% (1/25)	4% (1/25)	12% (3/25)			100%
Equality, diversity and inclusion work is recognised when workload is allocated	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	8% (1/12)	25% (3/12)	33% (4/12)	8% (1/12)	8% (1/12)	17% (2/12)			100%
Male	25% (3/12)	25% (3/12)	25% (3/12)	0%	0%	25% (3/12)			100%
Prefer not to say	100% (1/1)	0%	0%	0%	0%	0%			100%
Total	20% (5/25)	24% (6/25)	28% (7/25)	4% (1/25)	4% (1/25)	20% (5/25)			100%
Equality, diversity and inclusion work is recognised in applications for promotion/ progression	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	17% (2/12)	17% (2/12)	33% (4/12)		8% (1/12)	25% (3/12)			100%
Male	25% (3/12)	17% (2/12)	17% (2/12)		0%	42% (5/12)			100%
Prefer not to say	0%	100% (1/1)	0%		0%	0%			100%

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Total	20% (5/25)	20% (5/25)	24% (6/25)		4% (1/25)	32% (8/25)			100%
My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	8% (1/12)	8% (1/12)	25% (3/12)	8% (1/12)	17% (2/12)	33% (4/12)			100%
Male		25% (3/12)	33% (4/12)	0%	0%	42% (5/12)			100%
Prefer not to say	0%	0%	100% (1/1)	0%	0%	0%			100%
Total	4% (1/25)	16% (4/25)	32% (8/25)	4% (1/25)	8% (2/25)	36% (9/25)			100%
Work-Life Balance									
My department enables flexible working	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	42% (5/12)	42% (5/12)	17% (2/12)						100%
Male	58% (7/12)	33% (4/12)	8% (1/12)						100%
Prefer not to say	0%	100% (1/1)	0%						100%
Total	48% (12/25)	40% (10/25)	12% (3/25)						100%
Workloads in my department are allocated fairly	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	8% (1/12)	50% (6/12)	17% (2/12)	25% (3/12)					100%
Male	25% (3/12)	58% (7/12)	8% (1/12)	8% (1/12)					100%
Prefer not to say	100% (1/1)	0%	0%	0%					100%
Total	20% (5/25)	52% (13/25)	12% (3/25)	16% (4/25)					100%

The timing of departmental meetings and events takes into consideration those with caring responsibilities	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Female	17% (2/12)	50% (6/12)	8% (1/12)	8% (1/12)		17% (2/12)			100%
Male	8% (1/12)	58% (7/12)	8% (1/12)	17% (2/12)		8% (1/12)			100%
Prefer not to say	0%	100% (1/1)	0%	0%		0%			100%
Total	12% (3/25)	56% (14/25)	8% (2/25)	12% (3/25)		12% (3/25)			100%
My department provides staff with support around all types of caring leave	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Female	25% (3/12)	33% (4/12)	8% (1/12)		8% (1/12)	25% (3/12)			100%
Male	42% (5/12)	33% (4/12)	8% (1/12)		0%	17% (2/12)			100%
Prefer not to say	100% (1/1)	0%	0%		0%	0%			100%
Total	36% (9/25)	32% (8/25)	8% (2/25)		4% (1/25)	20% (5/25)			100%
Bullying and Harassment									
I have experienced bullying and/or harassment in my department in the past 12 months	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Female		17% (2/12)	8% (1/12)	17% (2/12)	50% (6/12)	8% (1/12)			100%
Male		8% (1/12)	0%	17% (2/12)	67% (8/12)	8% (1/12)			100%
Prefer not to say		0%	0%	100% (1/1)	0%	0%			100%

		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Total			12% (3/25)	4% (1/25)	20% (5/25)	56% (14/25)	8% (2/25)			100%
I have witnessed bullying and/or harassment in my department in the past 12 months	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**	
Female	8% (1/12)	25% (3/12)	8% (1/12)	8% (1/12)	42% (5/12)	8% (1/12)			100%	
Male	0%	0%	8% (1/12)	42% (5/12)	42% (5/12)	8% (1/12)			100%	
Prefer not to say	0%	100% (1/1)	0%	0%	0%	0%			100%	
Total	4% (1/25)	16% (4/25)	8% (2/25)	24% (6/25)	40% (10/25)	8% (2/25)			100%	
I know how to report bullying and/or harassment	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**	
Female	8% (1/12)	58% (7/12)	8% (1/12)	25% (3/12)					100%	
Male	50% (6/12)	33% (4/12)	8% (1/12)	8% (1/12)					100%	
Prefer not to say	0%	100% (1/1)	0%	0%					100%	
Total	28% (7/25)	48% (12/25)	8% (2/25)	16% (4/25)					100%	
Departmental management is active in tackling bullying and harassment	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**	
Female	25% (3/12)	25% (3/12)	25% (3/12)	17% (2/12)		8% (1/12)			100%	
Male	33% (4/12)	8% (1/12)	17% (2/12)	8% (1/12)		33% (4/12)			100%	
Prefer not to say	100% (1/1)	0%	0%	0%		0%			100%	
Total	32% (8/25)	16% (4/25)	20% (5/25)	12% (3/25)		20% (5/25)			100%	

I am satisfied with how bullying and harassment are addressed in my department	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Female	8% (1/12)	25% (3/12)	33% (4/12)	8% (1/12)	8% (1/12)	17% (2/12)			100%
Male	17% (2/12)	25% (3/12)	17% (2/12)	0%	0%	42% (5/12)			100%
Prefer not to say	0%	0%	100% (1/1)	0%	0%	0%			100%
Total	12% (3/25)	24% (6/25)	28% (7/25)	4% (1/25)	4% (1/25)	28% (7/25)			100%
Career Development									
My line manager supports my career development	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Female	50% (6/12)	25% (3/12)	17% (2/12)	8% (1/12)		0%			100%
Male	58% (7/12)	25% (3/12)	8% (1/12)	0%		8% (1/12)			100%
Prefer not to say	0%	0%	100% (1/1)	0%		0%			100%
Total	52% (13/25)	24% (6/25)	16% (4/25)	4% (1/25)		4% (1/25)			100%
Decisions about appointments are made fairly	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Female	25% (3/12)	17% (2/12)	17% (2/12)		8% (1/12)	33% (4/12)			100%
Male	42% (5/12)	33% (4/12)	0%		0%	25% (3/12)			100%
Prefer not to say	0%	100% (1/1)	0%		0%	0%			100%
Total	32% (8/25)	28% (7/25)	8% (2/25)		4% (1/25)	28% (7/25)			100%
Decisions about promotion/ progression are made fairly	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Female	25% (3/12)	8% (1/12)	17% (2/12)	17% (2/12)	8% (1/12)	25% (3/12)			100%

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Male	25% (3/12)	25% (3/12)	8% (1/12)	0%	0%	42% (5/12)			100%
Prefer not to say	0%	0%	0%	100% (1/1)	0%	0%			100%
Total	24% (6/25)	16% (4/25)	12% (3/25)	12% (3/25)	4% (1/25)	32% (8/25)			100%
I receive useful feedback on my career development through performance reviews	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	25% (3/12)	25% (3/12)	33% (4/12)	17% (2/12)					100%
Male	25% (3/12)	50% (6/12)	17% (2/12)	8% (1/12)					100%
Prefer not to say	0%	0%	100% (1/1)	0%					100%
Total	24% (6/25)	36% (9/25)	28% (7/25)	12% (3/25)					100%
Wellbeing									
My current workload is manageable	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	25% (3/12)	42% (5/12)	0%	17% (2/12)	17% (2/12)				100%
Male	17% (2/12)	50% (6/12)	8% (1/12)	17% (2/12)	8% (1/12)				100%
Prefer not to say	0%	0%	0%	0%	100% (1/1)				100%
Total	20% (5/25)	44% (11/25)	4% (1/25)	16% (4/25)	16% (4/25)				100%
My mental health and/or wellbeing are supported in my department	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable/Don't Know**	**Prefer not to say**	**Blank**	**Total**
Female	17% (2/12)	42% (5/12)	8% (1/12)	17% (2/12)	17% (2/12)	0%			100%
Male	8% (1/12)	58% (7/12)	17% (2/12)	8% (1/12)	0%	8% (1/12)			100%
Prefer not to say	0%	0%	0%	0%	100% (1/1)	0%			100%
Total	12% (3/25)	48% (12/25)	12% (3/25)	12% (3/25)	12% (3/25)	4% (1/25)			100%

I know where to seek support for mental health and/or wellbeing at work	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Female	25% (3/12)	42% (5/12)	8% (1/12)	17% (2/12)	8% (1/12)	0%			100%
Male	25% (3/12)	50% (6/12)	17% (2/12)	0%	0%	8% (1/12)			100%
Prefer not to say	0%	100% (1/1)	0%	0%	0%	0%			100%
Total	24% (6/25)	48% (12/25)	12% (3/25)	8% (2/25)	4% (1/25)	4% (1/25)			100%
I feel confident asking for mental health and/or wellbeing support at work	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable/Don't Know	Prefer not to say	Blank	Total
Female	17% (2/12)	58% (7/12)	0%	17% (2/12)	8% (1/12)	0%			100%
Male	17% (2/12)	33% (4/12)	25% (3/12)	17% (2/12)	0%	8% (1/12)			100%
Prefer not to say	0%	0%	0%	100% (1/1)	0%	0%			100%
Total	16% (4/25)	44% (11/25)	12% (3/25)	20% (5/25)	4% (1/25)	4% (1/25)			100%

1.5 Culture survey responses (staff)

Culture survey responses demonstrate a positive culture of inclusiveness and collegiality in the Department, with 82% responding positively to the 'Belonging and inclusion' theme (sex difference – 20%). Specifically, 96% of all respondents confirmed their sense of belonging to the Department, 80% reported feeling cared for and 80% feeling valued in the Department. However, male and PNTS respondents seemed to feel more comfortable speaking up and expressing their opinions in comparison to female respondents (100% male, 100% PNTS, 67% female). Although the score for departmental communications being clear/relevant to colleagues was overall high (72%), only 50% of female respondents agreed to this statement.

Culture survey responses to the 'Gender Equality' theme were overall very good, with 79% positive responses to this theme. However, across all questions in this theme, scores were lower for female respondents (sex difference – 25%). 50% of female respondents agreed that departmental leadership is actively supporting gender equality (compared to 92% male respondents and 100% PNTS) and 50% of female respondents agreed that the Department is committed to achieving gender balance in leadership positions (compared to 67% male respondents and 100% PNTS).

Culture survey responses to the 'Work-Life Balance' theme were generally very good with 81% positive responses to this theme (sex difference – 0.3%). Specifically, 88% of all respondents agreed to the statement that the department enables flexible working. However, gender differences were evident in response to whether workloads in the Department are allocated fairly (58% of female respondents responded positively to this statement compared to 83% of male respondents and 100% PNTS).

With regards to the 'Bullying and Harassment' theme, positive responses* to this theme were 60% (sex difference – 13%) [*Responses to questions "I have experienced.." and "I have witnessed bullying in the last 12 months" were reverse scored]. Although the majority of respondents disagreed to having experienced (76% overall, 67% female, 84% male, 100% PNTS) or having witnessed (64% overall, 50% female and 84% male) bullying and/or harassment in the Department in the past 12 months; nevertheless, a small minority responded positively to these statements. Specifically, 12% of all respondents (2 out of 12 female respondents and 1 out of 12 male respondents) agreed that they had experienced bullying and/or harassment in the Department in the past 12 months, whilst 20% (4 out of 12 female respondents, no male respondents and 1 PNTS) agreed that they had witnessed bullying and/or harassment in the Department in the past 12 months. Scores were low (48%) amongst all respondents in relation to the departmental management being active in tackling bullying and harassment (50% female, 41% male, 100% PNTS). Similarly, scores were low amongst both female (33%) and male (42%) respondents in relation to being satisfied with how bullying and harassment are addressed in the Department. However, scores were good for knowing how to report bullying and/or harassment (76% of all respondents).

With regards to the 'Career Development' theme, positive responses to this theme were 59% (sex difference – 21%). Although scores were high for the statement "My line manager supports my career development" (75% female respondents, 83% of male respondents), scores in the other three measures were consistently low amongst female respondents. For example, only 42% of female respondents agreed that decisions about appointments are made fairly (compared to 75% male respondents, 100% PNTS) and only 33% of female respondents agreed that decisions about promotion/progression are made fairly (compared to 50% male respondents, 100% PNTS). Similarly, scores regarding receiving useful feedback on their career development through performance reviews were lower for female respondents (50%) compared to 75% of male respondents.

Culture survey responses to the 'Well-being' theme were generally good, with 64% positive responses to this theme (sex difference + 2%). Specifically, 72% of all respondents agreed that they knew where to seek support for mental health and/or wellbeing at work. However, a gender difference was evident regarding feeling confident asking for mental health and/or wellbeing support at work with 50% of male respondents agreeing to this statement compared to 75% of female respondents.

1.6 Narrative Question Responses (Staff)

In total, 17 (out of 41) individuals responded to this part of the survey (which was detached from the quantitative survey to provide extra anonymity to sensitive comments). This section of the survey did not collect any data by staff role, and so it included PGR students as they were sent the survey link at the same time. Therefore, for most elements below, we cannot be clear that responses relate to staff only, although the majority will be. Where respondents have specified that they are talking about PGR issues, we have discussed them in the PGR student section, and in future years we will request this one distinction in the narrative responses. In the following paragraphs, we present the themes that come across most strongly in relation to the six key areas of: belonging and inclusion; gender equality; work-life balance; bullying and harassment; career development; and wellbeing. In cases where raw data could identify colleagues, these have been removed due to confidentiality assurance, but we have sought to provide indicative quotes where possible. Many of the narrative responses below indicate that the Department promotes an inclusive and supportive culture but also areas that require change to improve colleagues' experiences. These issues have been discussed with the department leadership and management, and as indicated in the action plan, we will be implementing changes to address the areas that require improvement.

Belonging and Inclusion
The vast majority of respondents described positive experiences of inclusion, collegiality and supportive culture in the Department, which demonstrates a strong sense of belonging amongst staff. Many respondents reported feeling valued, respected and appreciated in the Department. However, some respondents reported feeling isolated and potentially excluded, particularly because of their role in the Department. By way of illustration, it was argued that the Policing team might feel less included in the Department. It was also argued that there was a sense of hierarchy in terms of who is included or excluded, particularly in terms of individuals' academic and job position. Changes in leadership and prolonged periods without HoD have also been indicated by respondents as challenging in this respect. Departmental social events were seen as lacking inclusion.

> *My colleagues always make me feel valued, which I am grateful for. I share my thoughts and opinions knowing that my contributions are appreciated by my colleagues and the management at NTU. I feel lucky to work with such lovely people.*

> *I feel that there is a good sense of belonging in the department, especially because of the casual nature of relating to each other either in meetings or informally in person. I think that inclusion could be improved in some regards as there is a sense of hierarchy (based on academic and job position) which determines whether or not you will be excluded/included.*

> *This has been an area which has had much time/effort within criminology, however, policing remains silo'd off from the rest of the department which is disappointing.*

> *I feel the department is inclusive and there is a strong sense of belonging and identity. The challenge has been changes in leadership which makes continuity a challenge.*

> *I don't feel any sense of belonging in my department. We work very separately and the socials don't consider disabilities. The socials also speak to white people only.*

Gender equality

Some respondents stated that there is gender equality in the Department, especially in terms of career progression, work relationships and a respectful environment towards women. However, other respondents argued that there was scope to see more diversity in leadership/management positions in the Department, particularly in terms of women, ethnic minorities and disabled individuals. In this regard, it was recommended that the management should encourage female staff to take on more leadership roles as it was perceived to be dominated by male staff. Ensuring transparency regarding decision making would be key. Furthermore, it was noted there is a small minority of colleagues who promote 'stereotypical academic masculine' attitudes towards fellow staff members and students. The negative impact of covid-19 upon female staff and caregivers was also highlighted, particularly in terms of grant capture and publications, and it was noted how existing support could be improved following return to work after parental leave.

> *Men are overrepresented in management of the department as PLs, course leader etc [...] There is a lot of secrecy around crucial decision making which impacts staff (teaching allocation) where most decisions happen behind closed doors by a group of mostly white men.*

> *Gender equality in the department could be much better. A large proportion of male colleagues hold management or leadership roles, while female colleagues are underrepresented in these positions. This is disproportionate, given the gender ratio in the department, and leadership roles do not reflect this diversity. I think it is essential to address this issue, and it requires promoting more equitable opportunities for women and prioritising gender diversity in management decisions. However, I think it is important that management encourage female staff to take on more roles and become more visible in the department and the school.*

> *I think there is good gender equality in the department overall. Gender doesn't seem to be an issue with career progression or work relationships. However, I feel that some (very few) may still prefer the stereotypical academic masculine and male-oriented environment. I think this is more obvious in some members' treatment and discussion of students, staff, and those in lower positions than them. An example of this includes speaking down on students and other members of staff which felt like a way of portraying a sense of superiority and power within the department to those who were in a lower position than them.*

> *I think there are still sector-wide gender equality issues as a result of the COVID-19 pandemic, specifically the impact of the pandemic on women and caregiver's publications and grant funding. In terms of CCJ, I think we could improve by focusing on ways we might help address this. I would also like to see a tailored programme of support for those returning from parental leave (akin to a similar scheme implemented by Psychology in previous years). This might include a phased return to teaching and/or research sabbatical opportunities.*

Work-Life Balance

Most respondents argued that there is a good balance between work and life, and flexible working was promoted particularly for parents and carers. However, some respondents reported that they personally experienced (or were aware of other colleagues) who struggled with the high volume of workload. Some respondents shared that they had to work in the evenings, weekends and during annual leave days to meet work deadlines. This also had implications upon colleagues' research opportunities, publications and career progression as they reported using their research time or even their personal time to meet teaching and marking deadlines. Specific challenges to getting a work-life balance included: high volume of teaching and marking; overwhelming administration tasks; covering for staff on long term sickness; balancing research and teaching time; inflexible timetable; absence of care regarding wellbeing for those at the J grade or above. For some respondents, the poor work-life balance had also affected their mental and physical wellbeing.

> *Balancing my research work with my personal life is vital for well-being and productivity, which demands dedication and focus, CCJ understands that and supports a healthy work-life balance.*

> *I tend to do quite a bit of work in my own time, including weekends and annual leave. No-one pressures or requires me to do this, but the workload can be high at times (particularly marking season, but also at other times). I find that I tend to do what is necessary, such as lesson planning and marking, and sometimes neglect other aspects such as research or publications.*

> *This remains extremely difficult. Staff at all levels are expected to absorb the work of others away on long-term sickness, and post freezes have meant anyone who has left, reduced their hours or been promoted to J grade are not replaced in a like-for-like manner. Staff undertaking research have great difficulty in ring-fencing that time whilst demand on staff time from students has exponentially increased and student support services are under resourced. Academic admin remains highly convoluted at NTU.*

> *Staff in this dept show incredible kindness and support to each other and this is a crucial part of the dept's success - but I am disappointed at the absence of care re wellbeing for those at the J grade or above.*

Bullying and Harassment

The vast majority of respondents stated that they had not experienced or witnessed bullying or harassment in the Department. However, two respondents mentioned that they had personally experienced bullying in the Department in the past (although not in the last 12 months). Another respondent shared that they had experienced incidents of microaggressions and being excluded from module teams and meetings. Nevertheless, respondents stated that they had confidence in their line managers to effectively deal with such inappropriate behaviour.

> *I have not seen or experienced any bullying or harassment, and believe my line manager would shut this down quite quickly if reported.*

My own experience in the Department is that this is not a huge issue. Where instances of staff have felt harassed by colleagues, they have felt confident to feed this up to Line Managers and that mediation actions have been implemented to deal with this.

I have not experienced or witnessed any bullying or harassment in the last few years but I have in the past. I am confident to report such issues if they arise.

I have been witness to/and subjected to, bullying from staff previously (not in the last 12 months). Medical conditions and 'mental health' are used as a shield to 'justify' such behaviour and HR processes are very difficult and protracted at NTU. I do not have confidence in NTU HR.

Most of my experiences in the department have been positive, though there have been some issues around feeling like some people were "cliquey" and made covert yet significant attempts to undermine and exclude me from the department or module team. I also feel that some may have a negative impact on students and engagement as I have heard that some students are too afraid of to speak in class because of their workshop leader.

Career Development

Most respondents stated that there is great support for career development in the Department. The support offered by line managers and mentors was praised in this regard. Furthermore, the role of appraisals, promotion workshops, online guidance and NTU policy was also highlighted as supportive and useful. However, some respondents stated that support is more structured for those colleagues on the T&R pathway than T&P pathway or T&S pathway. It was suggested that more tailored support and mentoring should be offered to new staff and early career academics.

I feel supported by my manager to achieve my career goals, and to find the most suitable pathway to achieve these.

I think the various processes (i.e. via Appraisals) are well designed to assist career development. Complimenting this are a number of School-led career development workshops and excellent Thrive resources. I don't think the University could do much more in this sphere of activity.

This is well structured and developed for the research pathway. For the other 2 pathways, this remains vague and inaccessible although work is being undertaken on this.

I think that research is sometimes valued above teaching and that career development is more focussed in this area.

It's difficult to find time and energy for research especially as a more junior member of staff. More support for ECR in the department would be great.

Wellbeing

The majority of respondents felt well supported by their line manager and their colleagues, and indicated that their mental health was valued in the Department. However, some respondents argued that formal provisions for staff wellbeing was missing. Some respondents reported having to work weekends, evenings and during their annual leave to meet their research plans and teaching activities over summer. Challenges indicated (also closely linked to the work-life balance mentioned earlier) included lack of leadership in terms of HoD in 2023-2024 (this was also the case in previous years), high volume of teaching/marking/administration tasks, lack of recognition of teaching, budget cuts and university freeze on new appointments. However, it was recognised that many of these challenges exist across the sector, rather than only in the Department.

> *A huge contributing factor to my job satisfaction is the ability to work flexibly, and I think CCJ do this very well. I feel well-supported by the team.*

> *I feel happy within my job and feel confident to discuss any issues I should have regarding my mental health and wellbeing. I feel like I would get the support I needed it form my line manager and colleagues.*

> *I think there are two aspects to this - formal and informal. The formal provision isn't always as visible as it could be, but informally, there is a lot of support within the team, particularly from peers.*

> *Again, the messaging about work-life are not great for wellbeing. There is a sense sometimes of perpetual revolution; I do not always feel that Senior Leaders are aware of the impact that the plethora of initiatives that cascade down have within academic teams. That said, the wellbeing support the University offers is very good and I do get the sense that the University genuinely cares that its staff feel looked after. Moreover, line managers do a good job of working with colleagues to ensure that these lines of communication are open and that wellbeing is always considered in course planning etc.*

> *We work hard and are under a lot of pressure. We have been without a Head of Department for a year, which has affected our well-being. Principal Lecturers focus on immediate problems but ignore overall well-being. Attention to both departmental and individual well-being is crucial. Current issues in higher education and budget constraints impact well-being. High teaching and marking loads, the freeze on appointments, and duplicating teaching sessions across staff add to the strain. Some teaching/admin requirements could be avoided. These issues are closely linked to the work-life balance challenges mentioned earlier.*

Additional comments

Finally, respondents were asked if there was anything else that they wanted to share about their experiences of the culture in the Department. They reiterated that there is a friendly, supportive and inclusive environment in the Department; however, there was the perception that the management does not deal with the 'bad apples' effectively. It was also argued there

is scope to have a better synergy between colleagues who teach on the Policing Course with colleagues who teach on the Criminology courses.

Generally, the culture has improved massively in the Department in recent years. The sense I get is one of collegiality and that we are all pulling in the same direction.

I enjoy the humour when working from the office. This is incredibly important yet often overlooked. I genuinely have a laugh and feel good about myself when I come into the office and interact with my colleagues.

I think that CCJ is a great department with a welcoming and inclusive culture but sometimes doesn't effectively deal with "bad apples" and the consequences of their actions.

This is a fantastic and collegiate department, staffed with enthusiastic, committed and kind staff (for the most part). Responsibility for all areas of academic life must be shared equally across the dept - we need to work, collaborate and function as 1 department, with a clear vision. Research is not just the responsibility of Criminology. Practice is not just the remit of Policing.

Generally, I am happy in the department. No department is perfect. However, some issues could be avoided with more careful management, flexibility, and creative thinking. Addressing issues promptly and focusing more on work-life balance and well-being would help. Embracing diversity and creating opportunities for all would be useful. The increased workload and tight schedules, especially around marking, are taken for granted and even joked about by management. They could change this by introducing new ways to work and smarter processes.

Culture Survey Results (PGR students)

Table 1.7: Respondents' Demographics: Sex	
Sex	**Count**
Female	3
Male	1
Total	4

Response rate: 4/12 – 33% response rate (3F, 1M)

Table 1.8: Theme-level Responses to Culture Survey 2024 (PGR students): Sex Comparison				
Themes	**All**	**Female**	**Sex Difference**	**Male**
N	4	3	3	1
Belonging and Inclusion Score[1]	3.5	3.0	-1.8	4.8
Belonging and Inclusion %[2]	50%	33%	-67%	100%
Gender Equality Score	3.3	3.3	0.3	3.0
Gender Equality %	58%	61%	11%	50%
Work-Life Balance Score	3.2	2.8	-1.8	4.5

Work-Life Balance %	56%	42%	-58%	100%
Bullying & Harassment Score	3.4	3.0	-1.6	4.6
Bullying & Harassment %	45%	33%	-47%	80%
Career Development Score	3.4	3.0	-1.5	4.5
Career Development %	38%	17%	-83%	100%
Wellbeing Score	3.2	2.7	-2.1	4.8
Wellbeing %	50%	33%	-67%	100%

[1] Rated from 1 for *Strongly Disagree* to 5 for *Strongly Agree*, other than "I have experienced.." and "I have witnessed bullying in the last 12 months" which were reverse scored.
[2] Calculated per-respondent based on number of questions belonging to theme that received a rating of 4 or 5, except Q9-11 & Q15 where a rating of 3 is also counted.

Table 1.9 Sub theme-level Responses to Culture Survey (PGR Students) - Sex Comparison (All responses)							
Belonging and Inclusion							
I feel like I belong in my department	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable /Don't Know**	**Total**
Female	33% (1/3)			67% (2/3)			100%
Male	100% (1/1)			0%			100%
Total	50% (2/4)			50% (2/4)			100%
I feel that people really care about me in my department	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable /Don't Know**	**Total**
Female	33% (1/3)		33% (1/3)	33% (1/3)			100%
Male	100% (1/1)		0%	0%			100%
Total	50% (2/4)		25% (1/4)	25% (1/4)			100%
My contributions are valued in my department	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable /Don't Know**	**Total**
Female	33% (1/3)			67% (2/3)			100%
Male	100% (1/1)			0%			100%
Total	50% (2/4)			50% (2/4)			100%
I feel comfortable speaking up and expressing my opinions	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable /Don't Know**	**Total**
Female	0%	33% (1/3)	33% (1/3)		33% (1/3)		100%
Male	100% (1/1)	0%	0%		0%		100%
Total	25% (1/4)	25% (1/4)	25% (1/4)		25% (1/4)		100%

Departmental communications are clear and relevant to me and my role	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female		33% (1/3)	33% (1/3)	33% (1/3)			100%
Male		100% (1/1)	0%	0%			100%
Total		50% (2/4)	25% (1/4)	25% (1/4)			100%

Gender Equality							

Departmental leadership actively supports gender equality	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	33% (1/3)	33% (1/3)	33% (1/3)				100%
Male	0%	0%	100% (1/1)				100%
Total	25% (1/4)	25% (1/4)	50% (2/4)				100%

My department is committed to achieving gender balance in leadership positions	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	33% (1/3)		67% (2/3)				100%
Male	0%		100% (1/1)				100%
Total	25% (1/4)		75% (3/4)				100%

The rate people progress in my department is not affected by their gender	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	33% (1/3)		33% (1/3)	33% (1/3)			100%
Male	0%		100% (1/1)	0%			100%
Total	25% (1/4)		50% (2/4)	25% (1/4)			100%

Equality, diversity and inclusion work is recognised when workload is allocated	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female		33% (1/3)	33% (1/3)	33% (1/3)			100%
Male		0%	100% (1/1)	0%			100%
Total		25% (1/4)	50% (2/4)	25% (1/4)			100%

Equality, diversity and inclusion work is recognised in applications for promotion/progression	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female			33% (1/3)	33% (1/3)		33% (1/3)	100%
Male			100% (1/1)	0%		0%	100%
Total			50% (2/4)	25% (1/4)		25% (1/4)	100%

My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female		33% (1/3)	33% (1/3)			33% (1/3)	100%
Male		0%	100% (1/1)			0%	100%
Total		25% (1/4)	50% (2/4)			25% (1/4)	100%

Work-Life Balance							

My department enables flexible working	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	0%	33% (1/3)	33% (1/3)			33% (1/3)	100%
Male	100% (1/1)	0%	0%			0%	100%
Total	25% (1/4)	25% (1/4)	25% (1/4)			25% (1/4)	100%

Workloads in my department are allocated fairly	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female		33% (1/3)		33% (1/3)	33% (1/3)		100%
Male		100% (1/1)		0%	0%		100%
Total		50% (2/4)		25% (1/4)	25% (1/4)		100%

The timing of departmental meetings and events takes into consideration those with caring responsibilities	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female		0%		33% (1/3)	33% (1/3)	33% (1/3)	100%

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Male		100% (1/1)		0%	0%	0%	100%
Total		25% (1/4)		25% (1/4)	25% (1/4)	25% (1/4)	100%

My department provides staff with support around all types of caring leave	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	0%	33% (1/3)	33% (1/3)			33% (1/3)	100%
Male	100% (1/1)	0%	0%			0%	100%
Total	25% (1/4)	25% (1/4)	25% (1/4)			25% (1/4)	100%

Bullying and Harassment							

I have experienced bullying and/or harassment in my department in the past 12 months	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female			33% (1/3)	33% (1/3)	33% (1/3)		100%
Male			0%	0%	100% (1/1)		100%
Total			25% (1/4)	25% (1/4)	50% (2/4)		100%

I have witnessed bullying and/or harassment in my department in the past 12 months	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female		33% (1/3)	33% (1/3)		33% (1/3)		100%
Male		0%	0%		100% (1/1)		100%
Total		25% (1/4)	25% (1/4)		50% (2/4)		100%

I know how to report bullying and/or harassment	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female		67% (2/3)	0%	33% (1/3)			100%
Male		0%	100% (1/1)	0%			100%
Total		50% (2/4)	25% (1/4)	25% (1/4)			100%

Departmental management is active in tackling bullying and harassment	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	0%		33% (1/3)	67% (2/3)			100%
Male	100% (1/1)		0%	0%			100%
Total	25% (1/4)		25% (1/4)	50% (2/4)			100%

I am satisfied with how bullying and harassment are addressed in my department	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	0%		33% (1/3)	67% (2/3)			100%
Male	100% (1/1)		0%	0%			100%
Total	25% (1/4)		25% (1/4)	50% (2/4)			100%

Career Development

My line manager supports my career development	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	33% (1/3)		33% (1/3)	33% (1/3)			100%
Male	100% (1/1)		0%	0%			100%
Total	50% (2/4)		25% (1/4)	25% (1/4)			100%

Decisions about appointments are made fairly	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	33% (1/3)	0%	33% (1/3)	33% (1/3)			100%
Male	0%	100% (1/1)	0%	0%			100%
Total	25% (1/4)	25% (1/4)	25% (1/4)	25% (1/4)			100%

Decisions about promotion/progression are made fairly	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female	0%		33% (1/3)	33% (1/3)		33% (1/3)	100%
Male	100% (1/1)		0%	0%		0%	100%
Total	25% (1/4)		25% (1/4)	25% (1/4)		25% (1/4)	100%

I receive useful feedback on my career development through performance reviews	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total
Female		0%	33% (1/3)	33% (1/3)		33% (1/3)	100%
Male		100% (1/1)	0%	0%		0%	100%
Total		25% (1/4)	25% (1/4)	25% (1/4)		25% (1/4)	100%

Wellbeing

My current workload is manageable	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable /Don't Know	Total

Female		33% (1/3)			67% (2/3)		100%
Male		100% (1/1)			0%		100%
Total		50% (2/4)			50% (2/4)		**100%**
My mental health and/or wellbeing are supported in my department	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable /Don't Know**	**Total**
Female	33%		33%	33% (1/3)			100%
Male	100% (1/1)		0%	0%			100%
Total	50% (2/4)		25% (1/4)	25% (1/4)			100%
I know where to seek support for mental health and/or wellbeing at work	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable /Don't Know**	**Total**
Female	0%	67% (2/3)		33% (1/3)			100%
Male	100% (1/1)	0%		0%			100%
Total	25% (1/4)	50% (2/4)		25% (1/4)			100%
I feel confident asking for mental health and/or wellbeing support at work	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**	**Not applicable /Don't Know**	**Total**
Female	0%			100% (3/3)			100%
Male	100% (1/1)			0%			100%
Total	25% (1/4)			75% (3/4)			100%

1.10 Narrative Question Responses (PGR students)

As noted in the staff section, we did not ask respondents to the narrative questions to identify themselves in any way. This was due to a specific desire to assure respondents of full anonymity – however, we realised in retrospect that it partially skewed our possible understanding of responses, because PGR students have a particular perspective and experience that would set them apart from other staff – for example, some PGR students might feel that they "belong" to the Doctoral School rather than the Department, which partially limits our influence over some of their experiences, but we have reflected on this further within our action plan. Therefore, we present here our consideration of the response(s) where we could clearly see they were from PGR students due to the nature of what was being said. Specifically, one out of 17 responses to the narrative questions, was identified to be from a PGR student. The respondent describes an inclusive, supportive and respectful academic environment which promotes work-life balance and well-being. The respondent also references the NTU employability team as a useful hub for work opportunities.

[Belonging and Inclusion]

It's indeed a supportive academic environment. Through active engagement and open communications, we are very active on Teams almost the whole year as well.

[Gender Equality]

I didn't face any of that at all, but they are so respectful towards everybody.

[Work-Life Balance]

Balancing my research work with my personal life is vital for well-being and productivity, which demands dedication and focus. CCJ understands that and supports a healthy work-life balance.

[Bullying and Harassment]

I didn't have any experience of harassment or witnessed any of that at all during my PhD in NTU.

[Career Development]

There's a team called " Employability Team", which always offers a lot of work opportunities trying to help as they can.

[Wellbeing]

CCJ doing very well for our wellbeing in my opinion.

[Additional comments]

To be honest, as a Ph.D. candidate, I can see and feel as a PhD candidate that CCJ is trying hard to create a supportive, positive, and cooperative academic environment.

Appendix 2: Data tables

Table 2.1: Academic staff by grade & contract function over the past three academic years						
Contract function	HESA contract level	Academic year	Females		Males	
			%	No	%	No
Teaching & Research/ Scholarship/ Practice	Professor	2021-22	100%	1	0	0
		2022-23	100%	1	0	0
		2023-24	50%	1	50%	1
	Associate Professor	2021-22	50%	1	50%	1
		2022-23	100%	2	0	0
		2023-24	100%	2	0	0
	Principal Lecturer	2021-22	33.3%	1	66.7	3
		2022-23	25%	1	75%	3
		2023-24	25%	1	75%	3
	Senior Lecturer	2021-22	47.0%	8	52.94%	9
		2022-23	47.0%	8	52.94%	9

		2023-24	42.1%	8	57.89%	11
	Lecturer	2021-22	33.33%	4	66.66%	8
		2022-23	58.33%	7	41.66%	5
		2023-24	66.66%	8	33.33%	4
	Associate Lecturer	2021-22	100%	1	0	0
		2022-23	100%	1	0	0
		2023-24	100%	1	0	0

Table 2.2: Professional Services staff by grade & contract function over the past three academic years						
Contract function	HESA contract level	Academic year	Females		Males	
			%	No	%	No
Professional Services	Grade H	2021-22	100%	1	0	0
		2022-23	100%	1	0	0
		2023-24	100%	1	0	0

Table 2.3: Academic staff by contract type over the past three academic years				
			% of gender	No
2021-22	Females	Permanent	43.2%	16
		Fixed Term	0	0
	Males	Permanent	56.8%	21
		Fixed Term	0	0
2022-23	Females	Permanent	52.6%	20
		Fixed Term	0	0
	Males	Permanent	47.4%	18
		Fixed Term	0	0
2023-24	Females	Permanent	52.5%	21
		Fixed Term	0	0
	Males	Permanent	45%	18
		Fixed Term	2.5%	1

Table 2.4: Professional Services staff by contract type over the past three academic years				
			% of gender	No
2021-22	Females	Permanent	100%	1
		Fixed Term	0	0
	Males	Permanent	0	0
		Fixed Term	0	0
2022-23	Females	Permanent	100%	1
		Fixed Term	0	0
	Males	Permanent	0	0
		Fixed Term	0	0

2023-24	Females	Permanent	100%	1
		Fixed Term	0	0
	Males	Permanent	0	0
		Fixed Term	0	0

Table 2.5: Academic staff full-time/part-time over the past three academic years				
			% of gender	**No**
2021-22	Females	Full time	35.1%	13
		Part time	8.1%	3
	Males	Full time	48.7%	18
		Part time	8.1%	3
2022-23	Females	Full time	39.5%	15
		Part time	13.1%	5
	Males	Full time	42.1%	16
		Part time	5.3%	2
2023-24	Females	Full time	40%	16
		Part time	12.5%	5
	Males	Full time	40%	16
		Part time	7.5%	3

Table 2.6: Professional Services staff full-time/part-time over the past three academic years				
			% of gender	**No**
2021-22	Females	Full time	100%	1
		Part time	0	0
	Males	Full time	0	0
		Part time	0	0
2022-23	Females	Full time	100%	1
		Part time	0	0
	Males	Full time	0	0
		Part time	0	0
2023-24	Females	Full time	100%	1
		Part time	0	0
	Males	Full time	0	0
		Part time	0	0

Table 2.7: CCJ academic vacancy applications & success rates (aggregated) over the past three years						
Gender	Applications	Shortlisted	Offers	% of applications shortlisted	% of those shortlisted made offers	% of applications made offers
Females	45	19	6	42.2%	31.57%	13.3%
% Female	51.7%	55.9%	66.66%			
Males	39	15	3	38.46%	20%	7.69%
% Males	44.8%	44.1%	33.33%			
Other	3	0	0	0	0	0
% Other	3.5%	0	0			

No Professional Services staff vacancies within CCJ dept were advertised during this time period.

Table 2.8: CCJ staff upward grade changes over the past three academic years			
		% of grade changes	No
2021-22	Females	50%	1
	Males	50%	1
2022-23	Females	100%	1
	Males	0	0
2023-24	Females	0	0
	Males	0	0

No Professional Services staff grade changes took place during this time period.

Table 2.9 Students at UG level (BA Criminology) by Gender						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	874	100%	838	100%	655	100%
Female	661	75.6%	639	76.3%	492	75.1%
Male	210	24.0%	197	23.5%	163	24.9%
Not Provided	3	0.3%	2	0.2%		

Table 2.10 Students at FdA Criminal Justice & Top up final year by Gender						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	22	100%	42	100%	58	100%
Female	17	77.3%	31	73.8%	37	63.8%
Male	5	22.7%	11	26.2%	21	36.2%

Table 2.11 Students at UG level (BA (Hons) Professional Policing) by Gender						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	145	100%	145	100%	135	100%
Female	68	46.9%	70	48.3%	68	50.4%
Male	77	53.1%	75	51.7%	67	49.6%

Table 2.12 Students at UG level (all courses) by Gender						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	1048	100%	1038	100%	862	100%
Female	749	71.5%	752	72.4%	611	70.9%
Male	296	28.2%	284	27.4%	251	29.1%
Not provided	3	0.3%	2	0.2%		

Table 2.13 Students at PG Taught level (MA Criminology) by Gender						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	35	100%	30	100%	33	100%
Female	27	77.1%	22	73.3%	27	81.8%
Male	8	22.9%	8	26.7%	6	18.2%

Table 2.14 Students at PG Taught level (MSC International Law Enforcement) by Gender						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	5	100%	6	100%	16	100%
Female	5	100%	5	83.3%	9	56.3%
Male			1	16.7%	7	43.8%

Table 2.15 Students at PG Taught level (all courses) by Gender						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	40	100%	36	100%	49	100%
Female	32	80%	27	75%	36	73.5%
Male	8	20%	9	25%	13	26.5%

Table 2.16 Degree attainment and/or completion rates for students at UG level - BA (Hons) Criminology by Gender						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	254	100%	287	100%	282	100%
1st Class Honours	8	3.1%	21	7.3%	17	6.0%
Female	6	2.4%	20	7.0%	17	6.0%
Male	2	0.8%	1	0.3%		
2nd Class Honours – 1st Division	140	55.1%	120	41.8%	140	49.6%
Female	118	46.5%	105	36.6%	103	36.5%
Male	21	8.3%	15	5.2%	37	13.1%
Not Provided	1	0.4%				
2nd Class Honours – 2nd Division	54	21.3%	88	30.7%	78	27.7%
Female	34	13.4%	53	18.5%	54	19.1%
Male	20	7.9%	35	12.2%	24	8.5%
3nd Class Honours	12	4.7%	20	7.0%	11	3.9%
Female	8	3.1%	13	4.5%	8	2.8%
Male	4	1.6%	6	2.1%	3	1.1%
Not Provided			1	0.3%		

Table 2.17 Degree attainment and/or completion rates for students at UG level - BA (Hons) Criminology						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All Students (Upper Degree (1st & 2:1) Students)	148	100%	141	100%	157	100%
Female	124	83.8%	125	88.7%	120	76.4%
Male	23	15.5%	16	11.3%	37	23.6%
Not Provided	1	0.7%				

Table 2.18 Degree attainment and/or completion rates for students at UG level - BA (Hons) Professional Policing						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	46	100%	39	100%	39	100%
1st Class Honours	2	4.3%	3	7.7%	4	10.3%
Female	2	4.3%			2	5.1%

	Value	%	Value	%	Value	%
Male			3	7.7%	2	5.1%
2nd Class Honours – 1st Division	28	60.9%	23	59.0%	17	43.6%
Female	14	30.4%	10	25.6%	9	23.1%
Male	14	30.4%	13	33.3%	8	20.5%
2nd Class Honours – 2nd Division	15	32.6%	10	25.6%	14	35.9%
Female	8	17.4%	6	15.4%	5	12.8%
Male	7	15.2%	4	10.3%	9	23.1%
3nd Class Honours			2	5.1%	4	10.3%
Female			2	5.1%	2	5.1%
Male					2	5.1%
Awarded Diploma HE	1	2.2%	1	2.6%		

Table 2.19 Degree attainment and/or completion rates for students at PG Taught level (all courses) by Gender						
	2021-2022		2022-2023		2023-2024	
	Value	%	Value	%	Value	%
All	23	100%	26	100%	42	100%
N/A	2	8.7%	5	19.2%		
Pass	8	34.8%	5	19.2%	12	28.6%
Female	7	30.4%	2	7.7%	9	21.4%
Male	1	4.3%	3	11.5%	3	7.1%
Pass with Commendation	11	47.8%	14	53.8%	26	61.9%
Female	10	43.5%	11	42.3%	17	40.5%
Male	1	4.3%	3	11.5%	9	21.4%
Pass with Distinction	2	8.7%	2	7.7%	4	9.5%
Female	2	8.7%	1	3.8%	3	7.1%
Male			1	3.8%	1	2.4%

Table 2.20: NSS results*			
	Positivity Score: Criminology (%)	Positivity Score: Policing (%)	National Benchmark (%)
Theme 1 – Teaching on my course	87	87	85
Theme 2 – Learning Opportunities	83	87	82
Theme 3 – Assessment & Feedback	81	93	78
Theme 4 – Academic Support	91	98	86
Theme 5 – Organisation & Management	87	88	75
Theme 6 – Learning Resources	89	84	87
Theme 7 – Student Voice	68	84	74

*Green – better than national benchmark average
Red – below national benchmark average

2.21 CERT mentors

Each first-year Criminology undergraduate student is assigned a Student Mentor. Student Mentors play an important role in helping new students settle into life at NTU. Student Mentors are second-year, final-year or postgraduate students who studied on the Criminology course. The role provides students with the opportunity to improve their confidence, communication and leadership skills and provide evidence of these for their CV. Student Mentors support new first-year students through their NTU transition onto the Criminology course. Mentors also help to build a strong sense of course community, identity and belonging in the Department. In this paid, flexible role, students can work 22 hours during the academic year. Through assisting in Welcome week, at course induction, and at regular points throughout the academic year, CERT mentors work closely with new students to help them settle into university life and encourage them to take part in the many opportunities available through the university. Full training is provided and they are supported not just by the academic staff but also Lead Mentors in the School, and they work closely with other mentors in the Department and NTU. For 2023-2024, the cohort included 14 female and 6 male CCJ students, which is reflective of the student cohorts' gender profile. Mentors' testimonials of mentoring other criminology students demonstrate a rewarding experience, which developed their leaderships and communication skills.

> *I spent two of my three years at university as a cert mentor and it not only provided me with the ability to help those in their first year and provide support to those who need it but also made me feel like a valued member of NTU. (Female UG)*

> *Being a student mentor has been an incredible opportunity for me. I've developed leadership and communication skills, built meaningful connections, and gained valuable experience. Helping others succeed has been rewarding, and the role has*

enriched my university experience while preparing me for future professional challenges. (Female UG)

The opportunity to challenge myself, reach out to others, and step out of my comfort zone contributed hugely to feeling more confident in myself. It was also very rewarding being able to impact people in a positive way. I highly recommend taking this opportunity to anyone who would like to make a difference. (Male UG)

This quote is one I stand by and strive to apply and helps me stay spiritually well. I used this quote by Mahatma Gandhi during my time as a mentor as well as in life generally. "The best way to find yourself is in the service of others". (Male UG)

2.22 Student visits

The Department organises student visits to the Stephen Lawrence Research Centre (SLRC) and the National Holocaust Centre & Museum (NHCM) annually. The visits are linked to the Holocaust Memorial Day (27 January) and Race Equality Week (1-7 February). The departmental EDI Lead secures funding for these visits from the School Enrichment Fund, which covers costs for these visits (eg coach travel and entrance tickets to NHCM). As student feedback indicated below, these visits helped students to develop a stronger criminology student identity and sense of community, and enabled them to better apply their knowledge to 'real world' cases.

<u>SLRC visits</u>

SLRC is based at DeMontfort University in Leicester and is comprised of an exhibition space drawn from the Stephen Lawrence Archive that chronicles the 25-year journey towards justice in the aftermath of Stephen Lawrence's tragic death. Inspired by the loan of archival materials by Baroness Doreen Lawrence, which document the history of the Lawrence family's fight for justice in the wake of their son's tragic murder, SLRC tells the story of Stephen's life and death as well as the family's fight for justice and the far-reaching impact of the inquiries and investigations into racism and police conduct. By attending the exhibition space, CCJ students follow the journey from Stephen's murder and the family's fight to get justice, through to the publication of the Macpherson Report and to the 2012 convictions of two of the individuals involved in the murder. Students' testimonials for the 2024 visit stated:

Thinking of doing racism for my dissertation. The case is still ongoing 30 years later. Racism still doesn't have a solution. (Male UG)

It is very important to understand the history and roots of racism in order to understand institutional racism and the murder of Stephen Lawrence. Although I knew about the incident, I did not know much about his mother's campaign for justice. (Female UG)

We learnt how the social construct of race has led to the murder of Stephen Lawrence and how racial stereotypes influence prejudice, discrimination and oppression. Also how the Stephen Lawrence case brought about change in law eg double jeopardy. (Female UG)

I found the visit useful in broadening my horizons and my thinking into the history of racism and institutional racism from a criminological perspective. Thank you very much. (Female UG)

NHCM visits

During this visit, CCJ students have the opportunity to visit the permanent exhibitions in the NHCM, which are infused with Holocaust survivors' testimonies and artefacts, providing students with an insight on pre-war Jewish life in Europe, the rise of Nazism, the Holocaust survival and post-war justice. Students also spend time in the Memorial Garden and the Children's Memorial, dedicated to the young people murdered in the Holocaust. Students are invited to select a stone from the trough and place it on the memorial, in tribute to one of the 1.5 million children who died. Similarly to the visit to the SLRC, this is an excellent opportunity for CCJ students to engage beyond the Department and develop stronger links with organisations such as the NHCM and their sister charity The Aegis Trust (set up in July 2000, in response to the genocide of 1 million Tutsis in Rwanda, of Bosnians and of Darfuris in Sudan). Students' testimonials for the 2024 visit stated:

A trip like this is incredibly useful to our criminology degree. We learned about the scale and scope of the Holocaust. How it involved many countries and how Jewish people were scapegoated, stigmatised and stereotyped and how Hitler's Nazi Germany attempted to eradicate people with any differences through ethnic cleansing. We learned how people and groups perpetuate racism and hate today. (Female UG)

I have learnt just how harrowing it was – from a first-hand experience. This has been really eye-opening. The visit has aided me because I want to incorporate it into my dissertation on genocide and state crime. It makes me want to fix all the wrongdoings in the world. (Female UG)

I really enjoyed the visit; going through the museum and learning about the history. We learnt the history before the Holocaust eg the laws enforced against Jews. We also learnt that there were more victims eg disabled people. This visit relates to the topic of state crime and abuse of power especially by politicians, as well as to the topics of discrimination and hate crime towards vulnerable individuals that experienced prejudice because of their ethnicity and religion. (Female UG)

I learnt what the holocaust consisted of, what, why, how and where it started. I also learnt the importance of a community in preventing future events similar to this. Hearing a survivor made me realise how real this was and more people need to be aware. (Male UG)

We talked about lessons that can be learned moving forward and the roles that we can all have in bringing about change. It was very interesting. We explored many criminological issues such as racism, hate crime, labelling theory perspectives, eugenics, and marginalised and stigmatised groups. (Male UG)

Table 2.23: Number of students at PGR level, disaggregated by sex for academic years: 2021-2022, 2022-2023, 2023-2024			
	2021/22	2022/23	2023/24
Female	7	6	6
Male	3	5	6
Total	10	11	12

Table 2.24: Completion rates for students at PGR level, disaggregated by sex for academic years: 2021-2022, 2022-2023, 2023-2024			
	2021/22	2022/23	2023/24
Female	2	2	0
Male	0	0	1
Total	2	2	1

Table 2.25: School EDI campaign

Table 2.26: Departmental EDI programme of events (2023-2024)			
Guest speakers	Title of event	Date/time	Format
Dr Irene Zempi, Lead of NTU Hate Crime Research Group Dr Glenn Williams, Lead of NTU SPIRIT Research Group	"Using the transformative power of storytelling to tackle Islamophobia" Event is linked to IAW	16 November 2024, 2pm-4pm Lecture Theatre 1, City Campus	In person
Dr Susan Watson, University of York	"Investigating the role of social media abuse in gender-based violence"	29 November 2023, 1-2pm	Microsoft Teams
Dr Daniel Mcculloch, Open University Dr Laura Kelly-Corless, University of Central Lancashire	"The experiences of Deaf prisoners, inside prison and after release"	31 January 2024, 1-2pm	Microsoft Teams
Communities Inc (external organisation)	Opportunities for collaboration with Communities Inc	7 February 2024, 1-2pm	Microsoft Teams
Dr Katie McBride, University of Plymouth	"Health inequalities for trans people" Event is linked to LGBT+ History Month	28 February 2024,11.30am-12.30pm	Microsoft Teams
PhD Student Ali Noor PhD Student Marwa Mustafa	"Gendered Islamophobia" Event is linked to IWD (8 March) and IAW (November and beyond - using an intersectional approach)	Friday 8 March 2024, 11-12pm Lecture Theatre 5, Newton, City campus	In person
Ezinwanne Raymond Policy and Influencing Officer at Nottingham Women's Centre In collaboration with NTU Critical Criminology & Social Justice Research Group	International Women's Day 2024 #InspireInclusion Event is linked to IWD (8 March)	8 March 2024, 12-2pm Lecture Theatre 5, Newton, City campus	In person
Dr Katie Hunter, Manchester Metropolitan University	"Disproportionate representation of Black and minoritised children and looked after children in the youth justice system in England and Wales" Event is linked to Stephen Lawrence Day (22 April)	24 April 2024, 1-2pm	Microsoft Teams

Appendix 3: Glossary

Glossary of Abbreviations and acronyms used in the application

AP	Associate Professor
AS	Athena Swan
CCJ	Criminology and Criminal Justice
CERT	Collaborative Engagement and Retention Team Student Mentor
COPE	Crime, Offending, Prevention and Engagement
DSAT	Departmental Self-Assessment Team
EDI	Equality, Diversity and Inclusion
FT	Full Time
HoD	Head of Department
IAM	Islamophobia Awareness Month
IWD	International Women's Day
KP	Key Priority
NHCM	National Holocaust Centre & Museum
NWC	Nottingham Women's Centre
NOW	NTU online workspace
NTU	Nottingham Trent University
NSS	National Student Survey
PGR	Postgraduate research
PGT	Postgraduate taught
PL	Principal Lecturer
PPD	Professional Policing Degree
PT	Part Time
PTES	Postgraduate Taught Experience Survey
REF	Research Excellence Framework
SL	Senior Lecturer
SfA	Success for All
SLRC	Stephen Lawrence Research Centre
Thrive	Online NTU Training platform
T&P	Teaching and Practice
T&R	Teaching and Research
T&S	Teaching and Scholarship
UG	Undergraduate
UoA	Units of assessment