

Name of institution	Ö^Á T [] c- [!cÁVW} äç^! •äc^Á
Date of application	œ] !ä ð T æ^ ÁG€F Ì Á
Award Level	Bronze
Date joined Athena SWAN	G€F€Á
Current award	Date: 2013, Bronze

GLOSSARY OF ABBREVIATIONS USED IN DOCUMENT

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

About the data:

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2. DESCRIPTION OF THE INSTITUTION

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STUDENTS AT DMU

Table 1: DMU Student Population by Faculty 2016/17

	Male	Female	<i>Female%</i>	Total
<i>DMU</i>	10183	13018	56%	23201
<i>Arts, Design and Humanities</i>	1080	2511	70%	3591
<i>Business and Law</i>	3707	3356	48%	7063
<i>Health and Life Sciences</i>				

Table 2: Female student representation across JACS subject area

Table 2 Student representation across JACS subject area					
	2014/15		2015/16		2016/17
<i>JACS subject area</i>	DMU	Sector	DMU	Sector	

Overview of Staff at DMU

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

Table 4: Overview of staff by F

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

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

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

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

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

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

DMU

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

	AHSSBL							
	2014/15		2015/16			2016/17		
	Male	Female	Male	Female	Female %	Male	Female	Female %
Research Assistant	GA	HA	HA	FA	25%	HA	GA	40%
Lecturer	FFA	GEA	FA	HEA	68%	HHA	IJA	64%
Research Fellow	FA	GA	FA	FA	50%	GA	GA	50%
Senior Lecturer	IJA	FEA	IGA	JIA	54%	JEA	JIA	52%
Senior Research Fellow	IA	HA	IA	GA	33%	IA	GA	33%
Principal Lecturer	IFA	GIA	IEA	GJA	42%	IGA	HHA	44%
Reader	FEA	FEA	FFA	FFA	50%	FGA	JA	

Chart 7: STEM female staff as a proportion of role Male / Female within roles 2014/15 – 2016/17



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

Intersection of ethnicity and gender

Table 11: Proportion of academic staff who are BAME by role and gender



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Table 12: Academic staff by Part-time/Full-time & role/grade (excluding HPLs)



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

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

Fixed-Term and Opened Ended/Permanent Staff

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(iv) Academic leavers by grade and gender

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

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

Table 16.1: Academic staff leavers by area and gender (2012/13 2016/17)				
Faculty or Directorate	Gender	Total	Leavers	Leavers as % of Total

Table 16.2 Staff leavers by grade and gender (2012/13-2016/17)

(v) Equal pay audits/reviews

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

	Male	Female
Upper quartile	í ï Ã Á	í G Ã Á
Upper middle quartile	í ï Ã Á	í H Ã Á
Lower middle quartile	í í Ã Á	í í Ã Á
Lower quartile	H H Ã Á	î ï Ã Á

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

Action 5.3.3: Implement and embed 'Developing for Success' which includes strands on Leadership and Management Development, Performance and Development Excellence, New Staff Experience, Personal Effectiveness

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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

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(ii) Induction

Process

(iii) Promotion

DMU Career Pathway Structure

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Table 21: Professorial Promotions

TABLE 23 REDACTED

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Q}Áà[c@ÁÜœÓÁG€€ìÁæ)áÁÜÒØÁG€FÍÉÁä}Á^ç^!^Á-æ&~|c^Á•{æ||^!Á]![]!cá[]}•Á[-Á^|ä*âà|^Á

Table 29: Outcomes of mock REF 2021

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

IIRP and RIA

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Table 30: Applications as of a total of the pool

Faculty	2015 2016		2016 2017		2017 18	
	F	M	F	M		M
ADH	38 (40%)	41 (50%)	54 (59%)	38 (43%)		
BAL	42 (49%)	59 (56%)	24 (39%)	26 (35%)	26 (40%)	40 (49%)
HLS	72 (36%)	47 (41%)	58 (35%)	43 (43%)	57 (33%)	41 (39%)

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5.3. Career development: academic staff

(i) Training

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ÖTWÁ![]çáá^•ÁæÁ!æ} *Á[-Á|æ!}ä} *Á[] []!c~}äcá^•Á, @á&@Á { æ^Áá^áá|äç^!^ááá^ÁÚÜÖÉÁc@![]~*@Á&[]•~|cæ}^ÉÁ[]!Ác@![]~*@Á^çc^!}æ|Á![]çáá^!•Áç^ÉÁŠ^æá^!•@á]ÁØ[]~}áæcá[]ÉÁY^Á![]çáá^Á[]]ä}^ÁÁ•^|Éáá!^&c^áÁ|æ!}ä} *ÉÁ

Ü!^çæ}cáá^ç^[] { ^}cáá} &|~á^•KÁ

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æ&cáçáçá^•Áæ}áÁ![]! *!æ { { ^•Áæá { ^ááæcÁá } []^ { ^}cá} *Ác@^Á&[] &|!áæcÉÁ} &|~áá} *KÁ

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oÁ ÖÜÖÁ-[]!áæ||Á|ç^!•Á[-Á!^•^æ!&@!•ÉÁ

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ÁÚÖÖ!cKÁ-[]!Á}^, Áæ&æá^ { á&Á•cæ--Á, äc@Á|^••Ác@æ}ÁHÁ^!æ!•Ác^æ&@á} *Á^ç^!^!á^} &^ÉÁY^Á!^~!á!^}^, Áæ&æá^ { á&Á•cæ--Ác[Áæ&@á^ç^!PÖCEÁ-^|[], •@á]Á, äc@á}Ác@^!á!-á!•c@c@!^Á^!æ!•Á

ÁØ~c~!^Á!^•^æ!&@!^æá^!•KÁæçæá|æá|Ác[Áæ||Á|ç^!•Á[-Áæ&æá^ { á&Á•cæ--Á

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

		Femal	Male	Total
2012 13	No. Staff	266	305	571
	No. Hours	3126.5	2837.5	5964
	Av. Hours	11.8	9.3	10.4
2013 14	No. Staff	258	316	574
	No. Hours	3023.35	2567.3	
	Av. Hours	11.7	8.1	
	No. Staff	367	407	774

Developing for Success Proposed Structure and Activity



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]æc@_æ^•ÈÁÚ]^&á-á&Ác^]^•Á[-Ác!æä}á}*Áæçæä|æà|^Áæ&![••Ác@^Á]:[*!æ { { ^Á_ ä|Áá}&|~á^Á

(ii) Appraisal/development review

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 !^|æcá[]Á c[Á!^çá^, Á [-Á]^!-[] {æ}&^ÉÁ •^ccá}*Áæ]}~æ|Á [áb^&cáç^•ÉÁ á^ç^![] {^}cÁ
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 , [!|Á|á-^Ááæ|æ}&^ÉÁÖ[{}|^c^áÁæ]]!æä•æ|Áæ!^Á•á*]^áá[-~à^Á^ác@^!ÁæÁHead of School
 [!ÁDeputy DeanÉÁ

Q}ÁG€FÍDfÍÉÁ!€EHÁÁ[-Á, [{}^}Áæ}áá!ÍÈJÁÁ[-Á {^}Áæ*!^!áá [áb^&cáç^•Áæ•Á]æ!cÁ [-Ác@^Á
 æ]]!æä•æ|Á]]!&^••ÉÁ Y^Á~}á^!cæ}áÁc@^!^Á, ^!^Ác^&@}[[!~!á&æ|Áá•~^•Ác@æcÁ!^áÁc[Ác@^Á
 ~}á^!É!^][!cá]*Á[-Áæ]]!æä•æ|Á&[{}|^cá[]•ÉÁæ•Ác@^•^Ác[[!áæcÁ!€FÁÁ-[]Á, [{}^}Áæ}áá
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 {[]}ác[!^áÁæ}áá!^ {^}ááæ|Áæ&cá[]Ácæ\^}Áá-Á!^~!á!^ÉÁ

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

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 , á||Á^}æá!^ÁÜÜÖÁc[Á!^á-á]^Ác!æá}á}*Áæ}áá^ç^![] {^}cÁ[-~!^!Ác[Á {^}c^Á•cæ~Á}^!á•ÉÁ

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

Table 33: MAX/MyAppraisal Questions: 2017 Staff Survey

Area	Female	Male
% reported appraisal as being useful	İFÁÁ	İGÁÁ
% agreed the appraisal left them feeling their work was valued by the university	İFÁÁ	İİÁÁ
% agreed a personal development plan as part of their appraisal	İİÁÁ	İHÁÁ
% reported as receiving the training,		

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Q}Áæââcâ[]ÉÁæÁ}^ Á±Tæ}æ*â} *ÁæcÁÖTWqÁ]![*!æ { { ^Á , â||Áà^Á|æ~ }&@^âÁâ}ÁCE~*~•cÁ
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Action 5.3.6: Implement 'Managing at DMU' programme to upskill all managers on meeting demands of all elements of HR policy, including effective appraisals, development support and career aspirations, career breaks/maternity/paternity leave support requirements. Equality Impact Assess after 6 and 18 months to en

WKH LQVWLWXWLRQ 7KLW LQ WXUQVFDQRVXSSRUW SURJUH
 ZLWKLQ WKH XQLYHUVLW\ 0RUH ZRPHQKWRBQ PHQ KDYH DF

7DEOH 1XPEHU RI 7HDFKHU)HOORZV E\ *HQGHU

	1XPEHU 7)V	1XPEHU 7)V	1XPEHU 7)V	RI
)HPDOH				
ODOH				
7RWD				

x)LQDQFLDO VXEVLGLHV DUH DYDLODFDOLRUV MKJDKHU DFD
 VXSSRUW FDUHHU SURJUHVVLRQ 0RUH ZRPHQ WKDQ PHQ KI
 WKLV +RZHYHU WKH JDS LV QDUURZLQJLXZV WKLV ZLOO E

\$FWLRQ 'HYHORS UHSRUWLQJ RQXSVDDGHHREMGDLQLQJ R
 LQWR DQQXDO UHSRUWLQJ F\FOH WRWWKH(TSDULMVDQG 'LYH
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7DEOH)LQDQFLDO VXEVLGLHV IRU IXVWKHU DFDGHPLF TXDOL

)HPDOH					
ODOH					
7RWD					

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x 7KH)XWXUH 5HVHDUFK /HDGHUV 3URJUDPPD RIIHUV PRQWK
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 DQG WKUHH PHQ ZHUH VHOHFWHG

x 7KRVH DVSLULQJ WR)XWXUH 5HVHDUFK/HDGHUV SURJUDPP
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ÇääDÁ **Cover and support for maternity and adoption leave: returning to work**

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ä}&|~ää}*Á]! [çäää}*ÁæÁà~ää^Á [!Á { ^}c [!Áä-Áä^•ä!^ääÁæ} äÁ~!c@^!Áæäçä&^Áæ} äÁ•~] [!cÁ

ÇÇDÁ Maternity return rate

ÖæcæÁ ~ [iÁ {æc^i}äc^Á !^c^i}Á !æc^Á Çà^| [, DÉÁ @æ•Á à^^}Á æ* !^*æc^ÁäÁ ~ [iÁ c@^Á ^æi•Á
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 !^c^i} ^! •ÉÁHÁ] ! [-^••ä [] } æ|Á •^!çä&^•Á •cæ~Áæ } äÁ FÁæ&æä^ { ä&Á!^ä~ &^äÁc@^ä!ÁØVÖÈÁ

Þ [Á } &äá^ } &^•Á [-Á& [] c!æ&c•Á } [cÁä^ä} *Á!^ } ^ , ^äÁ , @ä|Á [] } Á { æc^i } äc^Á | ^æÇ^Á @æÇ^Á à^^ } Á
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Table 36: Maternity return rates 2014/15 – 2016/17

Category	Returners Non- returners (left within 6 months)
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ODQDJHUV DUH DEOH WR ORFDOO\ DUUMWDOW[RECHQZRNWLPJH VH J
DQG UHJXODU ZRUNLQJ IURP KRPH DUUD\VHEHQWV 7KLV LV VXS

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 , ^Á , á||Áã^ç^ [] Áæ!^!&!~ác { ^ } cÁ] æ&\qÉÁ , @ã&@Á , á||Áã } &|~á^Ác@ã•Áã }- [! { æcá [] } ÉÁ

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

ÇçããDÁ Transition from part-time back to full-time work after career breaks

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

ÇçããDÁ Childcare

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Action 5.5.4: Explore how DMU may either provide or assist parents arrange childcare through partne

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Ä V@^ÄWomen in Technology Network (WIT)Äæ|•[Ä^•cæà|ä•@^äÄä} ÄG€F ÌÉÄCEÄ] æ!cÄ cÄ { ^Ä] [•cÄ æ} äÄ *!æä~æcÄ ä} c^!} Ä æ!^Ä ^ {] [^äÄ c [Ä •~] [!cÄ c@ä•ÉÄ V@^Ä @æç^Ä ä^ç^|[] ^äÄæÄ, ^à•äc^Äæ} äÄà|[*ÉÄ@æç^ÄæÄ•] ^&ä-ä&Ä] [b^&cÄæ} äÄæ!^Ää^ç^|[] ä} *Äæ} Ä æ&cÄ [] Ä] æ} Ä [] Ä, [{ ^} Ää} ÄÜVÒTÉÄ

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

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

TABLE 39 REDACTED

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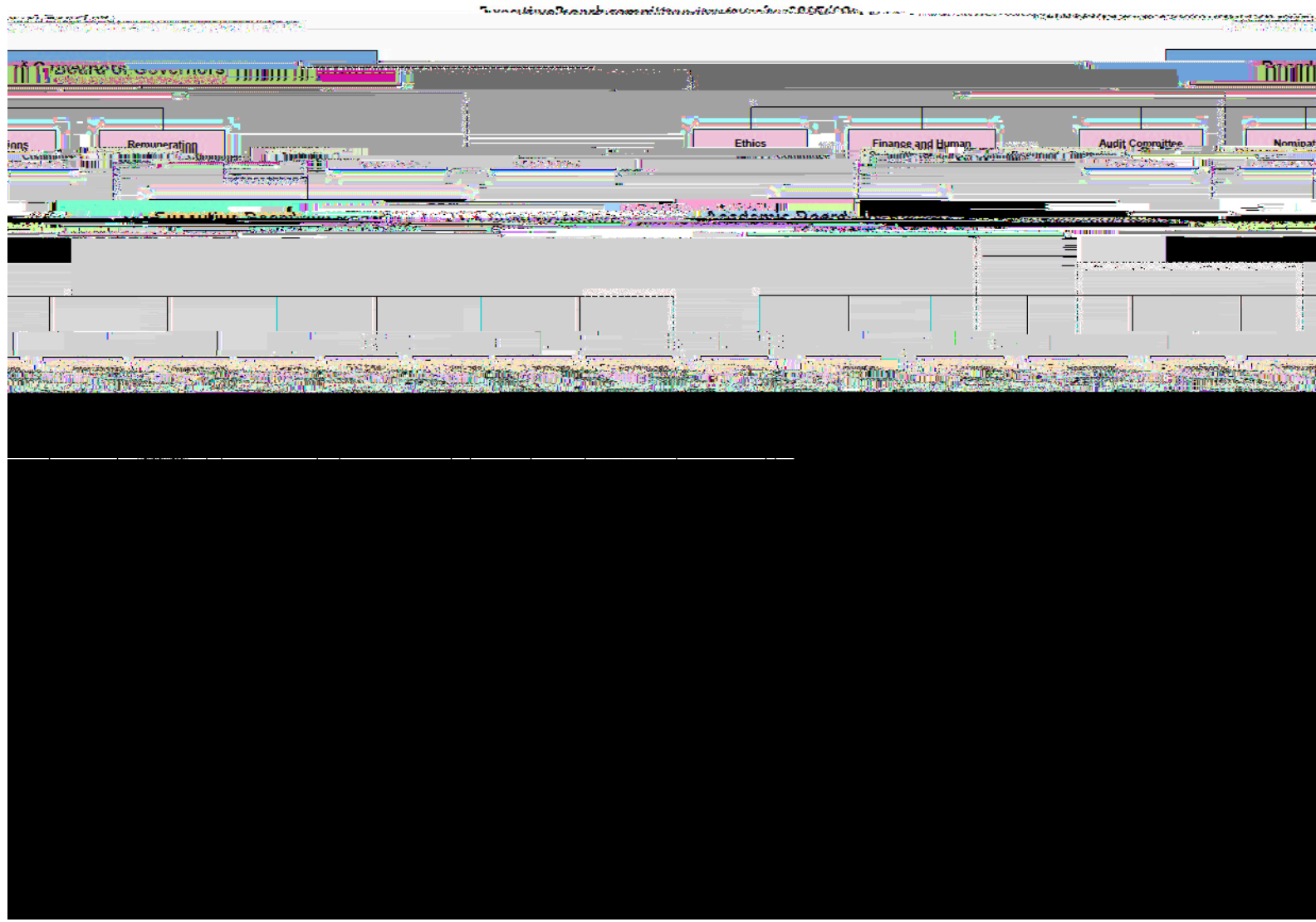
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(v) Representation of men and women on influential institution committees

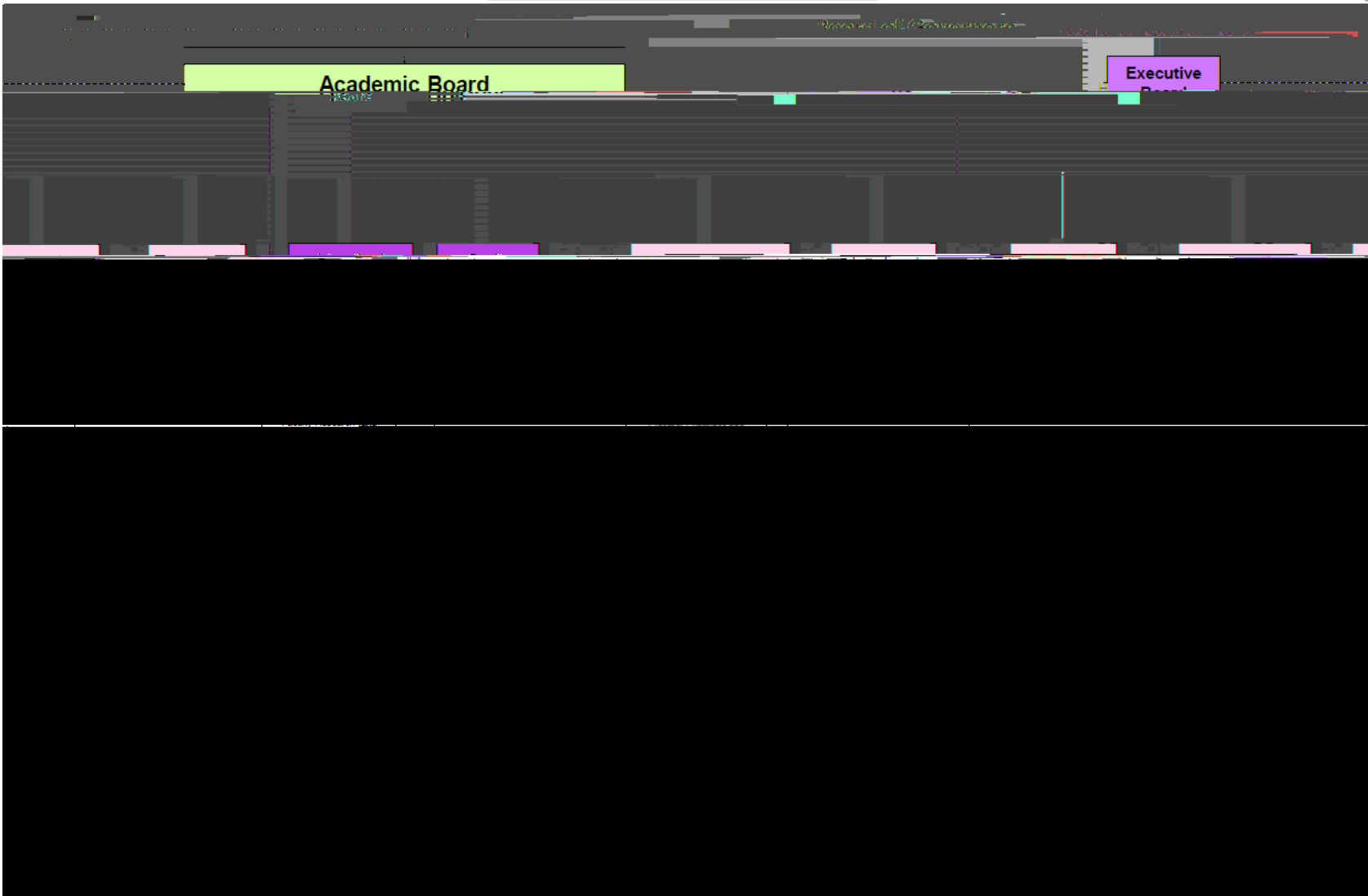
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Academic Board committee structure for 2017/18



(vi) Committee workload

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

Area	Female (academic)	Male (academic)	Female (prof serv)	Male (prof serv)
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Action 3.2: Further develop and enh

6. SUPPORTING TRANS PEOPLE

(xiii) Current policy and practice

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