Athena SWAN

ECU GENDER CHARTER

Department Application

Bronze Award

ECU EQUALITY CHARTERS

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

Athena SWAN Silver DEPARTMENT awards

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

Completing the form

Do not attempt to complete this application form without reading the Athena SWAN AWARDS handbook.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

Word count

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
Recommended word count		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of York (UoY)
Department	Language and Linguistic Science
Focus of department	AHSSBL
Date of application	November 2020
Award Level	Bronze
Institution Athena SWAN award	Date: Nov 2018 Level: Bronze
Contact for application	Dr Nino Grillo, Prof. Paul Kerswill
Email	nino.grillo@york.ac.uk, paul.kerswill@york.ac.uk
Telephone	01904 322660
Departmental website	https://www.york.ac.uk/language/

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GLOSSARY

A&H	Arts and Humanities
AL	Associate Lecturer (Grade 6)
AR&T	Academic, Research & Teaching (staff on Research & Teaching contracts)
AS	Athena SWAN
BOS	Board of Studies (dealing with undergraduate affairs)
CS	Department Culture Survey
CV	Curriculum Vitae
DM	Department Meeting
DMT	Department Management Team
DRC	Department Research Committee
ECR	Early Career Researcher
ECU	Equality Challenge Unit
E&D	Equality and Diversity
ESRC	Economic Social Research Council
FTC	Fixed Term Contract
FT	Full-time
GSB	Graduate School Board (dealing with PGT and PGR affairs)
HoD	Head of Department
HR	Human Resources
KIT	Keeping in Touch (KIT) days during maternity leave
L	Lecturer (Grade 7)
LFA	Languages for All (non-degree giving unit within Department)
OC	Open Contract
PDRA	Postdoctoral Research Associate ('researcher')
PGR	Postgraduate Research (student)
PhD	Doctor of Philosophy
PDR	Performance and Development Review
PT	Part-time
PSS	Professional Support Staff
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RG	Russell Group of Universities

SAT   Self Assessment Team

SL   Senior Lecturer (Grade 8)

UG   Undergraduate

UoY   University of York

VC   Vice-Chancellor

Note on data sources:

The main focus of the analysis is the academic years 2015/16 to 2019/20. The annual census date is 1 October, unless otherwise stated. We have analysed staff and student data from the sources listed in the table below.

Area Covered	Source	Years Covered	Relevant Figures and Tables	Additional Information
Student Population (UG and PGT)	Student Records	2015-2020	Figures 2-3 and 6-7	
Student Population (PGR)	Student Records	2015-2020	Figure 11	
Student Offers, applications and acceptances (UG, PGT and PGR)	Student Records	2016-2021	Figures 4, 8-9, 12-13, Table 5	
Degree Classifications (UG and PGT)	Student Records	2014-2019	Figures 5 and 10	Most recent overall picture
PGR Student Completions	Student Records	2015-2020	Table 6	
Staff contracts	Human Resources	2015-2019	Figures 14-18 Table 7	
Leavers	Human Resources	2015-2019	Figure 19, Table 8	
Recruitment	Human Resources	2014-2019	Table 9	
Promotions	Human Resources	2014-2018	Table 11	Information given about 2019 and 2020 in text.
Maternity leave	Human Resources	2014-2018	Table 24-25	
RAE and REF	University and Department Data	2008-2014	Tables 12-13	Data also provided on current REF submission

Research leave	Dept. Research Committee	2013-2019	Table 19	
Research grants application	York's Humanities Research Centre	2017-2019	Figure 20, Table 20	Data only available for these years
Training	Human Resources	2014-2018	Table 14	Most recent overall picture
University of York Staff Survey 2017	Human Resources	2017	Table 16, 17	
Student careers	University Careers Service, DLHE	2015-16	Table 18	
Culture Survey 2019*	Department Data	15 January 2019	Tables 10, 15, 21-2, 27, 29-34	
DMT Profile	Department Workload Model	2016-2020	Table 25	Maintained as a relational database
External Committees	Department Survey	Sept. 2020	Table 27	
Outreach	Department Outreach Committee Data	2017-2020	Table 35	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

UNIVERSITY of York

Professor Dunstan Brown
Department of Language and Linguistic Science
Heslington, York YO10 5DD
Telephone (01904) 322653

Equality Charters Manager
AdvanceHE
First Floor, Napier House,
24 High Holburn
London, WC1N 6AZ

Dear Equality Charters Manager,

Language & Linguistic Science at the University of York wishes to apply for the Athena Swan Bronze Award. The application has the enthusiastic support of the Department Management Team (DMT). We are aware of gender issues in areas of teaching, research and administration. Women occupy key administrative and leadership roles, but are historically under-represented at professorial level. There has been one female HoD (2006-2010). Our expertise covers languages and linguistics, including areas such as forensic speech science, and our staff skills span the humanities and sciences. We contrast with many departments in having a staffing profile that ranges from grade 5 'Languages for All' tutors through to full professors in Linguistics. Our desire to understand better how gender issues relate to our overall profile has led us to apply for the Bronze Award.

The DMT set up a Self-Assessment team (SAT) in October 2017. Members were chosen to represent the full range of diversity. This allowed us to explore our practice in a highly collaborative manner. I am committed to gender equality and have worked closely with the SAT Chair to support and progress this work.

There has been a majority of women on our DMT throughout the period reported on (at least 50% each year). But the leadership profile is not reflected in our professoriate, where men are in the majority. Over recent years women have occupied key leadership roles, including Chair of the Board of Studies, Chair of Research Committee, Deputy Head of Department and Chair of the Graduate School Board. Our atypical staffing profile also raises significant gender issues, with a substantial over-representation of women in lower academic grades, particularly at grade 5 (language tutors) and grade 6 (associate lecturers), in contrast with a dramatic under-representation at professorial level (only 2 women professor at the time of the application). Our AS actions commit us to ensuring gender parity in interview panels and to offering staff returning from maternity leave extra research leave. We aim to make consideration of the gender balance a natural part of our reflective practice.

Our SAT carried out a detailed analysis. Our aim was to be open about the challenges we face. The Action Plan states how we will address these challenges. We are committed to realising the Action Plan and have considered achievability and timescale. The process of analysis has been demanding, but we have built consensus and believe that the actions have the potential to be transformative.

Our core aims are to:

- support female colleagues in the transition from senior lecturer to professor
- ensure a better gender balance in key administrative roles
- continue to attract women to the Department and support their promotion
- increase career support focus on the female experience post-graduation
- improve training advice in the Performance and Development Review
- improve support for women returning from maternity by offering an additional period of research leave
- improve monitoring of gender in research grant applications

I confirm that the information presented (including qualitative and quantitative data) is an accurate representation of the Department.

Yours sincerely,

Dunstan Brown

(498/500 words)

2. Description of the department

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Department of Language & Linguistic Science was founded in 1964, and is housed in a single building. Its mission is to promote research and teaching in language and linguistics. It offers undergraduate degrees in English Language & Linguistics, Linguistics and Modern Foreign Languages (French, German, Italian and Spanish) in combination with linguistics. It has strong research combinations across the core areas of linguistics. The Department has 496 registered students (FTE, as of 1 December 2019), including 406 undergraduates, 39 taught postgraduates and 52 postgraduate research students (Table 1). We also have circa 1,500 yearly registrations on our Languages for All (LFA) provision, teaching across the University on a wide range of languages.

There is a gender imbalance in the student profile at all levels (Table 1). The overwhelming majority of undergraduates are female. The imbalance is at its smallest among doctoral students (PGR), where around a third are male (as opposed to 22% at UG level).

Table 1: December 2019 student population (headcount)

Gender	Under-graduate UK/EU (%)	Under-graduate overseas (%)	Post-graduate taught UK/EU (%)	Post-graduate taught overseas (%)	Post-graduate research UK/EU (%)	Post-graduate research overseas (%)	Totals
Female	278 (76)	30 (86)	15 (58)	12 (80)	10 (62)	29 (74)	374 (74)
Male	93 (24)	5 (14)	11 (42)	3 (20)	6 (38)	10 (26)	128 (26)
Totals	371 (100)	35 (100)	26 (100)	15 (100)	16 (100)	39 (100)	502 (100)

In contrast with the student profile and other staff categories, there is an over-representation of men among staff on research and teaching (AR&T) contracts (**Error! Reference source not found.**). The profile of teaching-only staff is again skewed, with women over-represented among teaching only staff.

Table 2: December 2019 staff headcount (excluding LFA)

Gender	AR&T	Postdoctoral researchers	Teaching	Support	Totals
Female	9 (38%)	4 (80%)	15 (71%)	7 (70%)	35 (58%)
Male	15 (62%)	1 (20%)	6 (29%)	3 (30%)	25 (42%)
Totals	24 (100%) (40% of Total)	5 (100%) (8% of Total)	21 (100%) (35% of Total)	10 (100%) (17% of Total)	60 (100%

There is also a considerable number of LFA language tutors on open, flexible fractional contracts, each of which are below 0.4 FTE (Table 3), many of whom divide their time between different institutions.

Table 3: December 2019 staff headcount for LFA language tutors (all part time, grade 5)

Gender	Teaching
Female	24 (92%)
Male	2 (8%)
Total	26

A key ambition is to move to a more secure staffing model for LFA which is in line with the standard one for academics teaching on degree programmes. We have made some progress in relation to this. We have also been promoting greater availability of LFA modules across the University in order to develop an internal market to facilitate this better.

The Department is strong in research. We rank second in the UK for the proportion of world-leading (4*) linguistics research (REF 2014). There tends to be a gender balance among our Postdoctoral Research Associates (PDRAs) although this can be subject to large fluctuations given the size of that staffing group (Table 2). In this document, we refer to them as *researchers* except where the job title is relevant. The one Research Fellow has been subsumed under this category. The Department has an inclusive research culture, with representation for researchers on the research committee. The Department supports all AR&T staff and researchers to undertake excellent research, providing a clear set of research expectations. The Department Management Team (DMT) has overall responsibility for strategy. The Department's governance structure is as illustrated in Figure 1.

Word count: 451/500

DEPARTMENT OF LANGUAGE AND LINGUISTIC SCIENCE – GOVERNANCE STRUCTURE
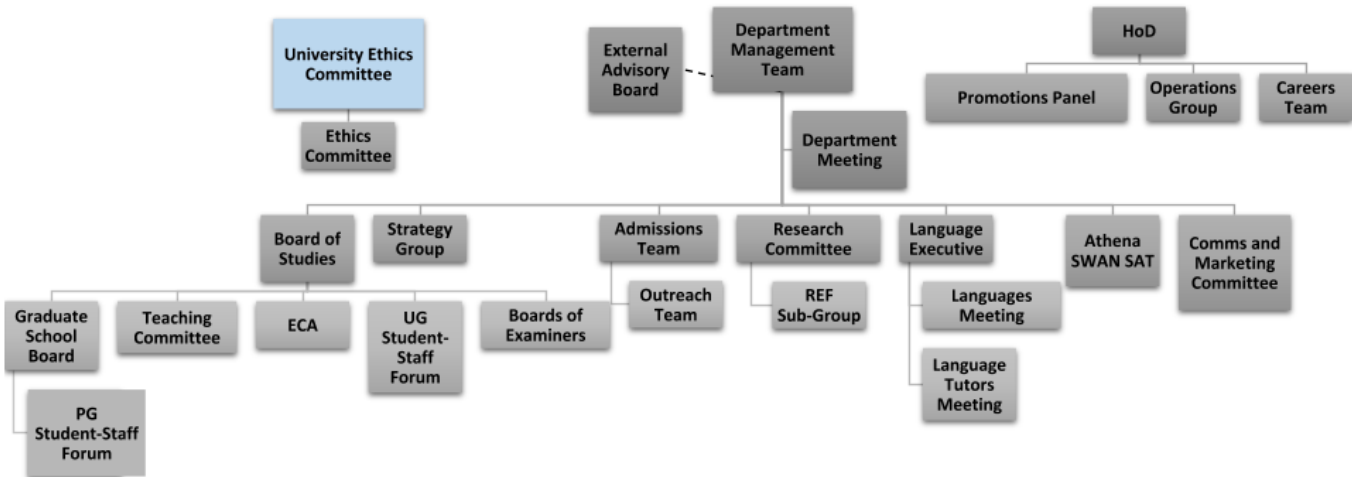
Figure 1: Departmental governance structure

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

    (i)   *a description of the self-assessment team*

    (ii)   *an account of the self-assessment process*

    (iii)   *plans for the future of the self-assessment team*

3.1 A description of the self-assessment team

Table 4 shows the full membership of SAT and Working Group (WG).

Table 4. Athena SWAN Committee Membership

Self Assessment Team (SAT)		
Name and title	Role on SAT	Biography
Ahmed Khaleel, Language Tutor	Member	
Amanda Cardoso, Post-doctoral Researcher	Member (until 2018)	
Amelia Gully, British Academy Postdoctoral Research Fellow	Member	
Carmen Álvarez-Mayo, Lecturer	Member	
Claire Childs, Lecturer	Member	
Deborah Hines, Department Manager (DH)	Member	
Dunstan Brown, Professor, Head of Department (DB)	Athena SWAN co-lead	
Hanna de Vries, Post-doctoral Researcher	Member (until April 2019)	

Jude Brereton, Senior Lecturer	External Member	
Marilyn Vihman, Professor	Athena SWAN co-lead	
Márton Sóskuthy, Lecturer	Member (until 2018)	
Nino Grillo, Senior Lecturer (NG)	Athena SWAN lead	
Paul Kerswill, Professor	Athena SWAN deputy lead	
Postgraduate Student	Member	
Tamar Keren-Portnoy, Senior Lecturer	Member	
Thomas Jochum-Critchley, Lecturer	Member	

Athena SWAN Working Group (WG)		
Name and title	Role	Biography
Angela O'Flaherty, Lecturer	Member	
Cinzia Bacilieri, Lecturer	Member	

Cathy Dantec, Senior Lecturer	Member	
Julia Kolkmann, Lecturer	Member	
María Muradás-Taylor, Lecturer	Member	
Norman Yeo, Lecturer	Member	
Peter Sells, Professor	Member	

3.2 An account of the self-assessment process

In September 2016, the L&LS HoD (DB), the DM (DH, former DM at the Chemistry at York, a Gold AS-Award holder) and NG (SAT-lead) discussed the importance of promoting gender equality and the possibility of L&LS applying for an AS award. The case was presented at a Department Meeting in October 2016 and received full support.

To improve awareness, Paul Walton (former HoD at Chemistry-UoY) was invited to talk on unconscious bias and the positive impact AS has had at Chemistry. Paul's talk helped raising interest in joining the SAT and launch the initiative.

The WG was formed in October 2017 following consultations with the DMT. WG members were chosen by the AS Lead and HoD to represent the full range of diversity at L&LS in gender, ethnicity and cultural background, type of contract and role. Different experiences in work-life balance are also represented, including dual-career partnership, children of various ages, experience with adoption, maternity/paternity leave and flexible working patterns. The SAT was selected from this wider group, carefully including different grades, type of work and previous citizenship roles to work on the AS Submission. This includes: three full professors, the HoD, the DM, two post-doctoral staff members, a PhD student, and a range of staff members from different backgrounds and contract type. The SAT has met at least twice a term and the WG at least once a term. The SAT met regularly from the beginning, discussed each aspect of the data collected and elaborated the strategy implemented in the Action Plan, working through the preparation of the application as a committee. Members of the working

group were called upon to discuss specific aspects of the application as a function of their citizenship roles. In the term leading up to the originally planned submission in November 2019, the WG met more regularly, including an AS Away-Day (February 2019), with the participation of the University AS-Coordinator, Anna Reader, to carefully study and comment on the quantitative data gathered and identify potential actions for the Bronze Application. We planned resourcing for a November 2019 submission date, but additional demands, in particular a strategic review, meant that a new date of April 2020 was agreed. We submitted an intention to submit at that time but with lockdown beginning in March, we were given approval to submit in November 2020.

In addition, analysis of the present situation of the Department was informed by a consultation of staff and students on all matters connected to E&D in the Department Culture Survey (CS) in January 2019 (Response rate 50%). 44 staff members responded out of 88, including *Languages for All (LFA)* staff (two more than the combined total of tables 2 and 3 for December 2019, due to two redundancies in LFA staff the intervening period). The percentage of female respondents (56%) was higher than that of male respondents (22%), while 20% of respondents did not state their gender.[1]

The SAT and the submission process have been led by NG, AS lead, with the support throughout of a core team composed of DH, Amelia Gully, Claire Childs and DB, together with Tamar Keren-Portnoy (Deputy HoD) and Paul Kerswill in the final stage of submission. The SAT reports to the WG and to the Department (at department meetings) termly. The presence of four members of the DMT in the SAT (DB, DH, TKP, MV) facilitates direct communication with the DMT at each stage of development and allowed early discussion, planning and adoption of actions discussed in SAT meetings. The AS lead (NG) attends the regular meetings of the Faculty AS Committee and the University Equality Champions Network and reports regularly to the University AS Coordinator and the Faculty AS lead, who advise on strategy and progress. The lead is also a member of the University AS Steering Committee, and reports to SAT/DMT on matters arising and coordination of Departmental, Faculty and University E&D actions and policies.

3.3 Plans for the future of the self-assessment team

Following submission, the SAT and WG will continue operating according to the established schedule and monitor progress towards the Action Plan. AS is now a standing item in the DMT (**Action Point 1**) with reports from SAT through the AS lead. The DMT will report to the department meeting and BoS so that updates from SAT on Action Plan developments are received regularly by all members of staff and students at all levels (through BoS).

To ensure timely implementation of the action plan, mainstream E&D activities and improve reporting cycles, the SAT will develop a timelined action-log and will include representatives from the Department's main committees. Responsibility for AS Actions will be part of discussions during individual annual Performance and Development Reviews (PDRs). To further facilitate discussion between SAT and the whole Department on E&D and inclusivity, we will develop an *e-forum* open to all staff. In our experience this proved very helpful during the pandemic lockdown. This will also form a repository for E&D ideas/issues. To monitor the impact of our Action Plan, we will carry out biennial departmental culture surveys of staff and students (next: 2021).

To improve succession on SAT, we introduced deputies for major departmental roles (**Action Point 14**). Succession is planned through promotion trajectory, PDRs and discussion with the HoD about workload. The AS lead will continue to receive a significant workload allocation and (with HoD) will consult with staff about serving on the SAT while making sure that there is adequate representation.

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[1] It's unclear if low response rate was due to low participation of a particular group, especially LFA tutors (26, FTE = 5.003, at time of CS), all of whom are part time.

Planned actions for the SAT include the following **(Action Point 1)**:

- Make AS a standing item on the agenda of all major committees in the Department, to ensure proper integration of AS work within the Department
- Annual review of SAT activities, to ensure best practices are developed and maintained
- Routine monitoring of data from Bronze award, to feed back into SAT review and inform students and staff about developments
- Set up an "Athena Award" to reward the best staff E&D related initiative
- Establish annual Departmental budget of £500 for AS initiatives (Athena Award, travel costs, room bookings etc.)
- Increase visibility of SAT work through Website and promotion materials
- Develop E&D pages in the Department Website

Word count: 994/1000

4. PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1 Student data

(i) Numbers of men and women on access or foundation courses

n/a.

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.
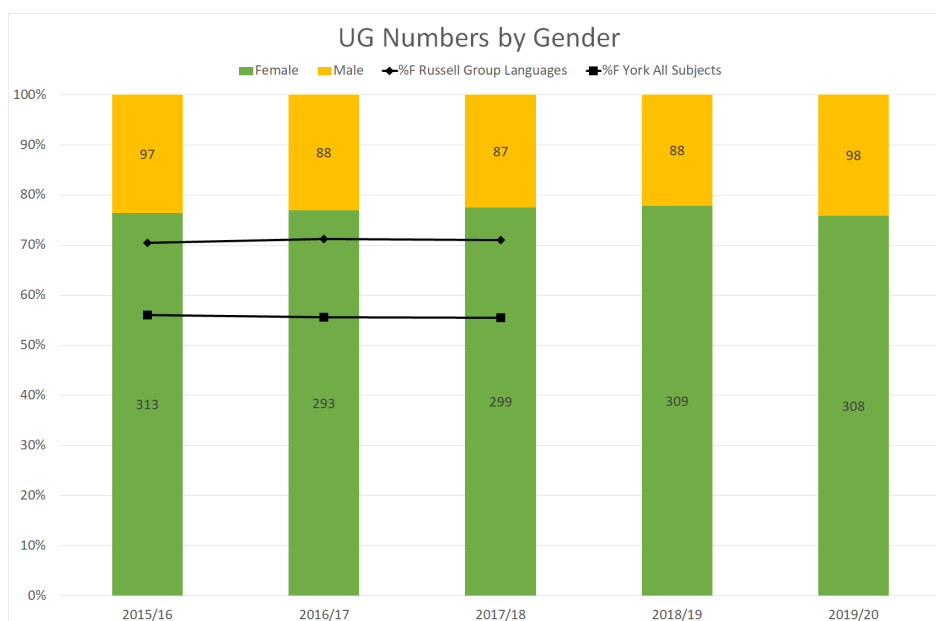
Figure 2: Overall number of UG students by gender 2015-2019. UK Benchmark (HESA category 'Languages' included for comparison).

UG Numbers by Gender and Programme Category
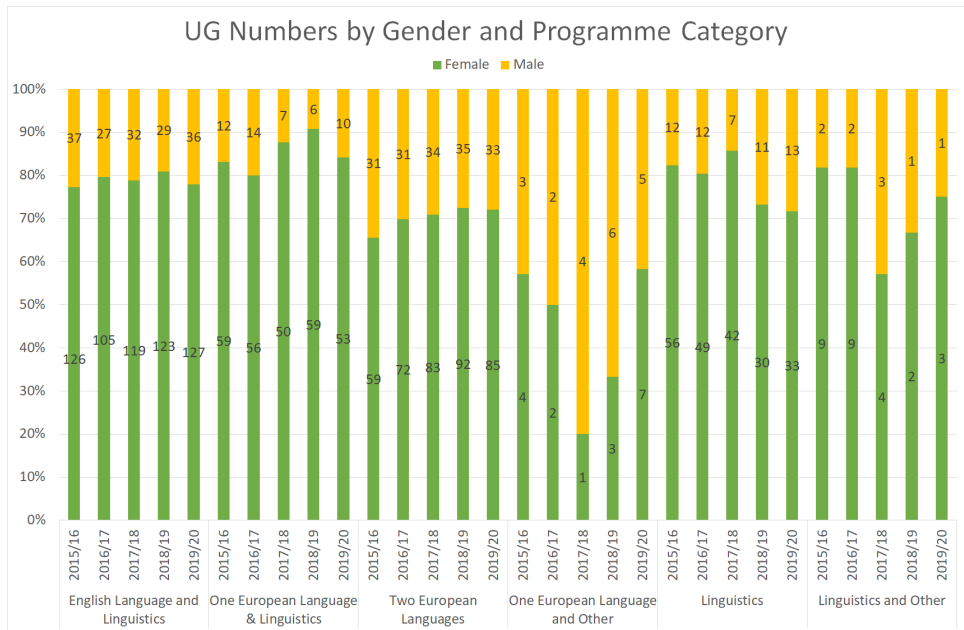
Figure 3: UG numbers by gender (all students), split by programme category

N.B. There have so far been no part-time students at UG level.

The proportion of female students at UG level is consistently high (~80%) and rising slightly over the last 5 years (Fig. 2) and differs by degree (Fig. 3). This is a little higher than the HESA average (~ 70% for this period). This imbalance is not due to our applicant selection process or offer making, nor to bias in uptake of offers: progression from application, to offers/acceptances/entry fluctuates to some extent though with a reduction in proportion of female acceptances/entrants compared to applications/offers (Fig. 4). The interesting result is the greater gender gap on the English Language & Linguistics and the Linguistics degrees (higher proportion of female) most likely related to students' choices at A-level. The Cambridge Assessment report on the uptake of A-level subjects for 2017[2] finds that females are twice as likely as males (in terms of percentage) to take English Language/English Language and Literature at A-level. Similar, but less extreme, differences are seen for European languages.

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[2] Gill, T. (2018). *Uptake of GCE A level subjects 2017*. Statistics Report Series No.121. Cambridge, UK: Cambridge Assessment
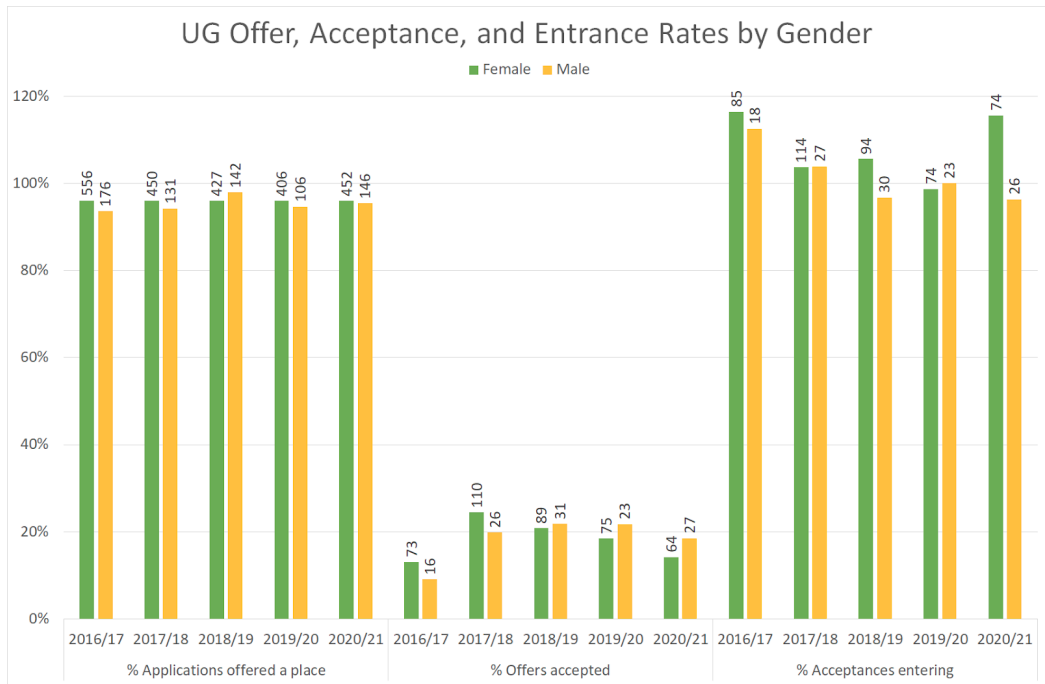
Figure 4: Percentage UG applications, offers, acceptances and entrants

A similar proportion of males/females graduate with first/distinction every year (Fig. 5). A higher proportion of males graduate with lower class degrees (numbers too similar/small for further analysis). Of interest is the tendency (fluctuating but consistent overtime) for a lower proportion of males than females to graduate with a 2.1 and a higher proportion with a 2.2.
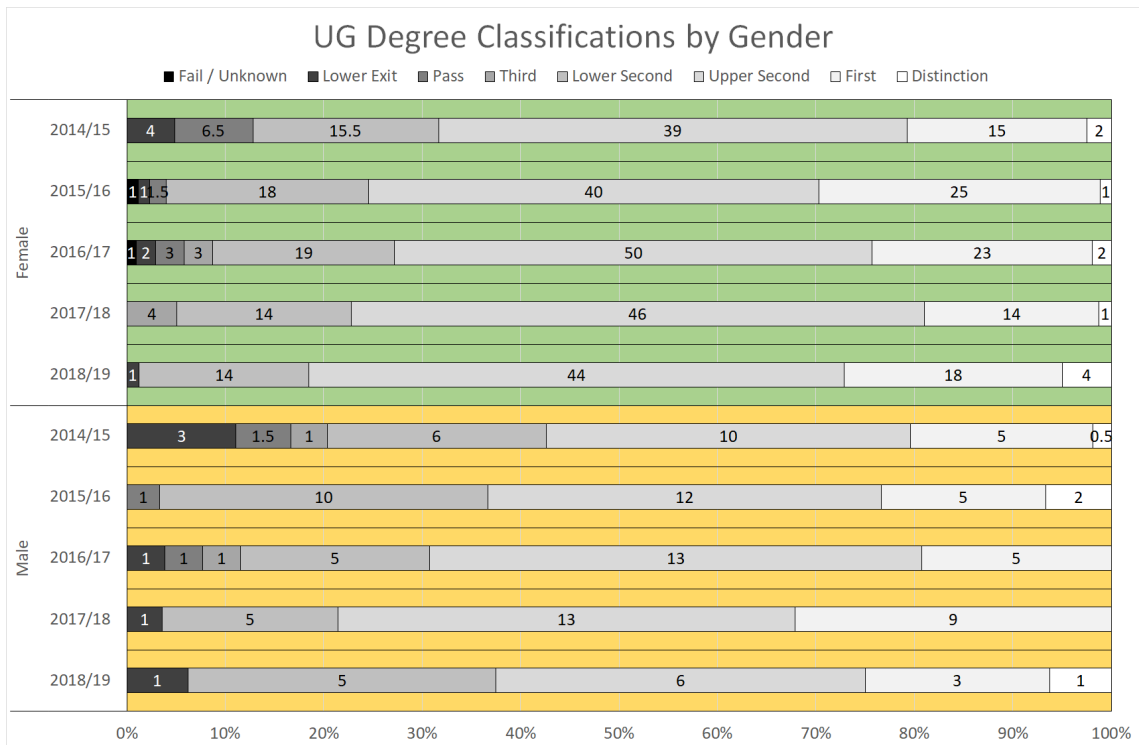
Figure 5: Degree classifications for UG students 2014-20119 (bars show FTEs, x-axis shows percentages)

Action Point 2 aims for gender make-up in our UG cohort more in line with HESA averages as well as for gender balance in proportion of students graduating with a 2.1:

- Improve gender balance in Department webpages and visual materials for prospective students
- Maintain gender balance in speakers at Open/Visit Days
- Target male students with no background in English Language A-level in outreach and recruitment activities, by emphasising cases of previous male students that have become successful academics or professionals
- Improve gender balance in outreach activities, with more male role models involved
- Outreach activities in schools currently target solely English A-level. Extend outreach activities to target Science A-levels, because of the use of scientific methods in several areas of linguistics.
- Continue to approach disengaged (mostly male) students, to try to raise their motivation and engagement. This has already begun, and is based on close monitoring of attendance in class.

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Proportion of female/male enrolments on PGT courses matches HESA averages (Fig. 6), with some programmes' variability (Fig. 7). In most cohorts, more women than men take part-time degrees (but numbers too small to attempt further analysis). Overall, we see stable progression in gender distribution from application/offers/acceptances/entry and no appreciable gender differences in offers (Figs. 8,9) and to offers accepted/accepted applicants who enter the university. A 50% drop in women breaks the stability in 2017/18-2019/20 (no change for men), potentially connected to an 80% drop in overseas applications. However, student headcount in 2019/20 is about one-third greater than 2017/18 – reflecting increased proportion of men but steady absolute numbers of women remain steady. In terms of offers-accepted/entrants, while a smaller proportion of offers made to females are accepted, this is compensated for by a proportionally higher number of the acceptances being converted into female entrants (Fig. 9). This does not, however, mask the change in gender proportions, which still needs to be closely monitored.

Action Point 3 addresses the potentially declining proportion of women on PGT programmes, **Action Point 4** ensures that both women and men are advised about choosing research topics that are within their reach.
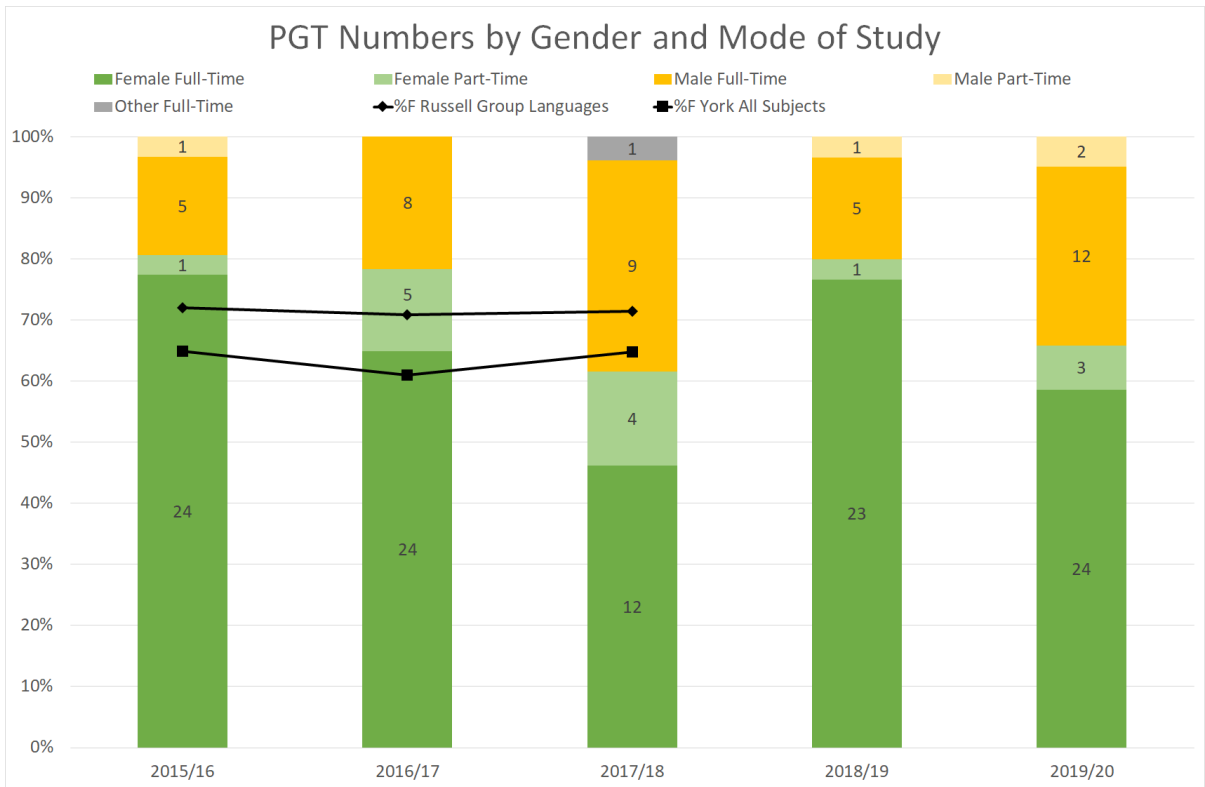
Figure 6: Overall numbers of PGT students by gender 2015-2012
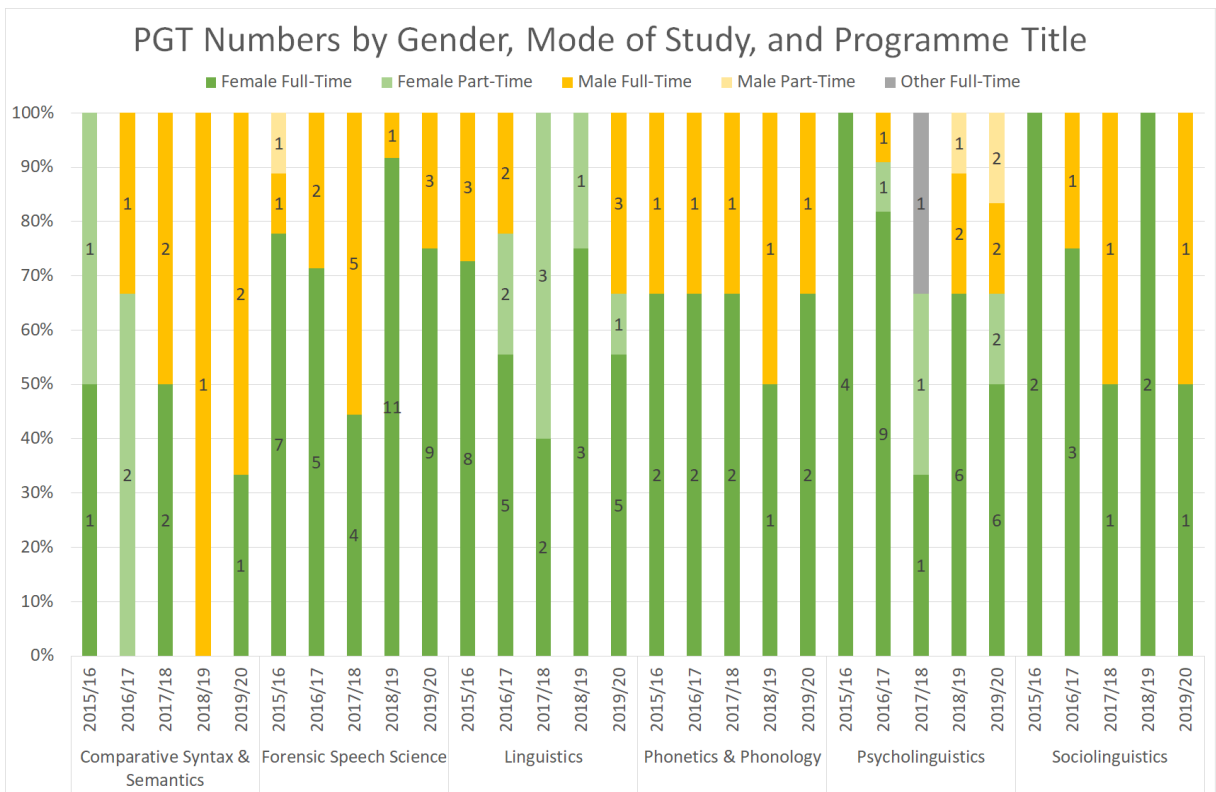
Figure 7: PGT numbers by gender, split by programme
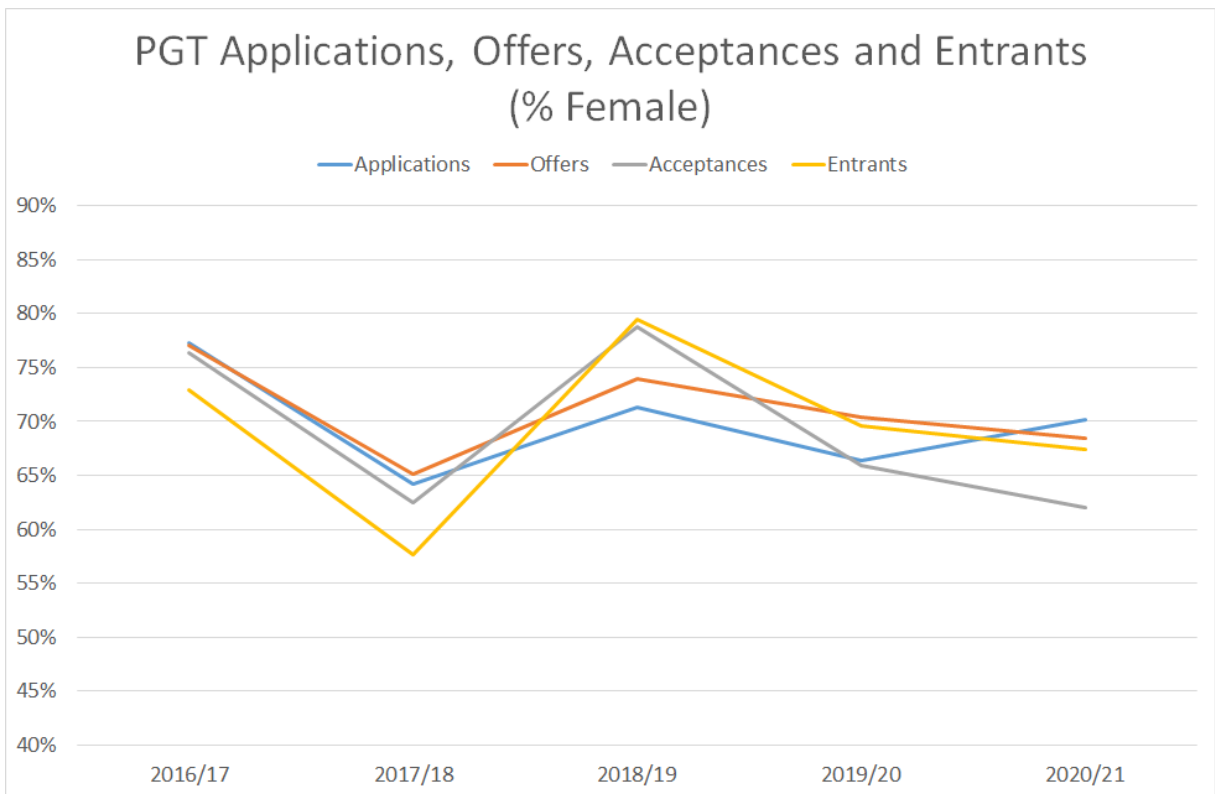
Figure 8: Percentage female PGT applications, offers, acceptances and entrants
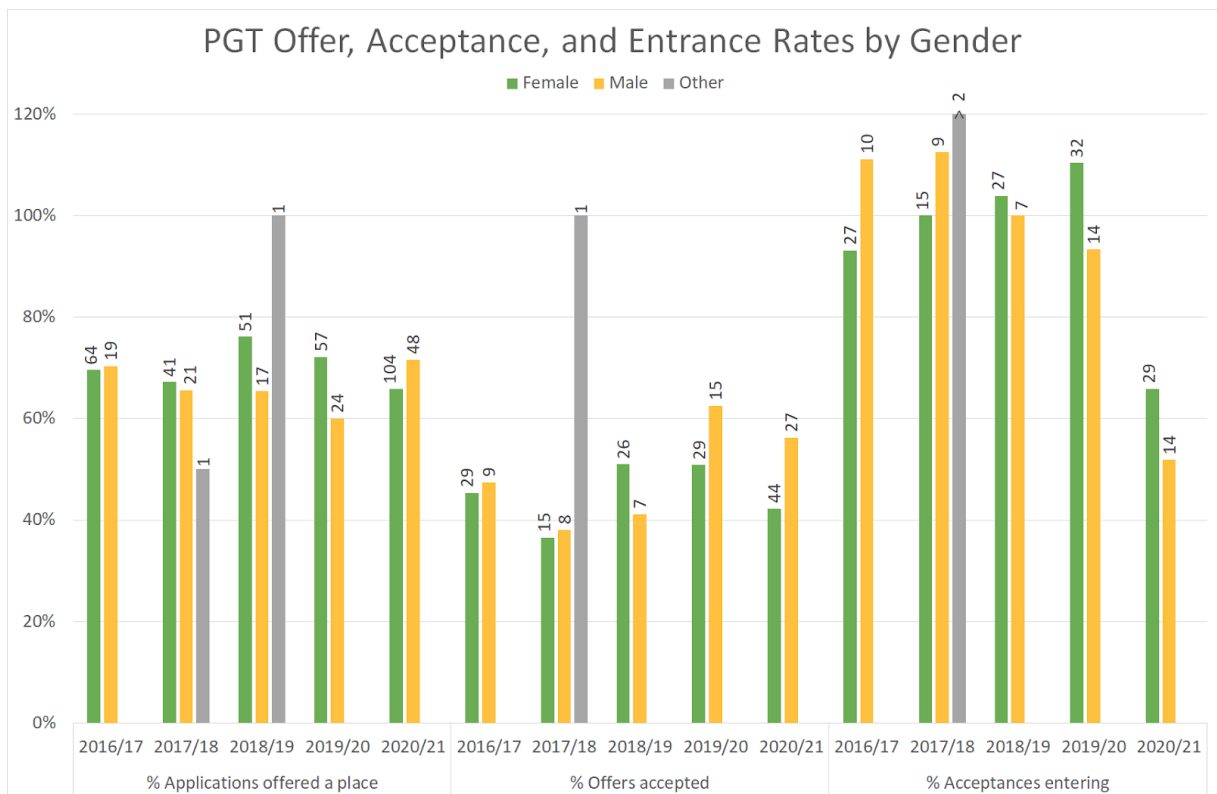
Figure 9: PGT offer, acceptance and entrance rates by gender.

A higher proportion of males than females graduate with a pass or lower in most years (Fig. 10). This improved in 2016-17/2018-19 (small numbers/high degrees of fluctuation complicate analysis) (**Action Point 4**).
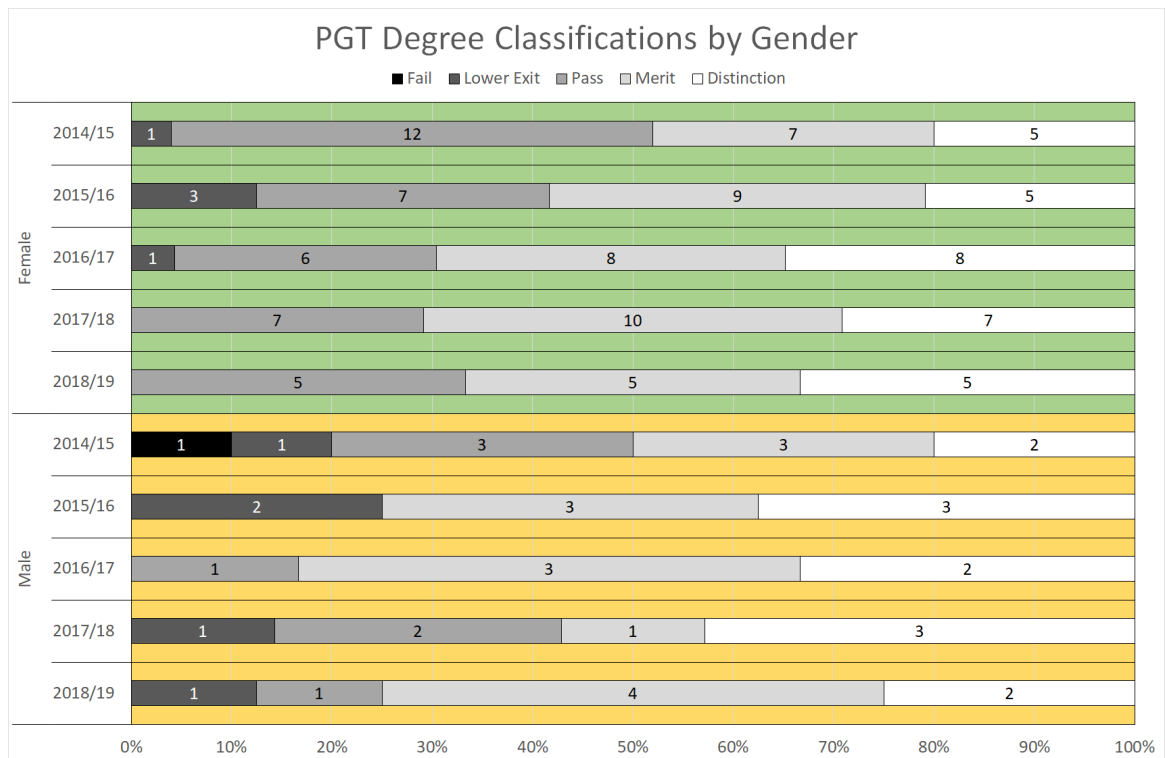
Figure 10: Degree classifications for PGT students 2014-2018 (2019-20 not available)

Action Point 3:

- Maintain and improve gender balance in Department webpages and visual material for prospective students
- Maintain gender balance in speakers at Open/Visit Days (for both female/male student ambassadors and staff)
- Ensure gender balance in staff and student ambassadors at Open/Visit Days
- Raise interest and awareness of women students (e.g. seminars, online streaming talks of leading woman speakers)
- Ensure publicity materials target women

Action Point 4:

- Analyse degree marks for male students
- Analyse dissertation topics chosen by male and female PGT students to see whether there exists a correlation between areas of research and gender; advise all students more specifically on choosing a topic which is within their reach

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Table 5 shows consistently higher numbers of female PGR applicants (~65%) than men, with small fluctuations. In the current year, there is a small drop, addressed in **Action Point 5**.

Table 5: Applicants to Postgraduate Research Degrees (Linguistics and Language and Communication) by gender

Academic Year	Female	Female %	Male	Male %
2016/7	20	45%	24	54%
2017/8	22	56%	17	44%
2018/9	28	68%	13	32%
2019/0	28	67%	14	33%
2020/1	33	61%	21	39%

Fig. 11 shows higher than HESA average proportion of women in PGR degrees. Progression in terms of gender distribution from application to offers/acceptances/entry stable until 2017/18, when proportion of female acceptances who became entrants dropped considerably.
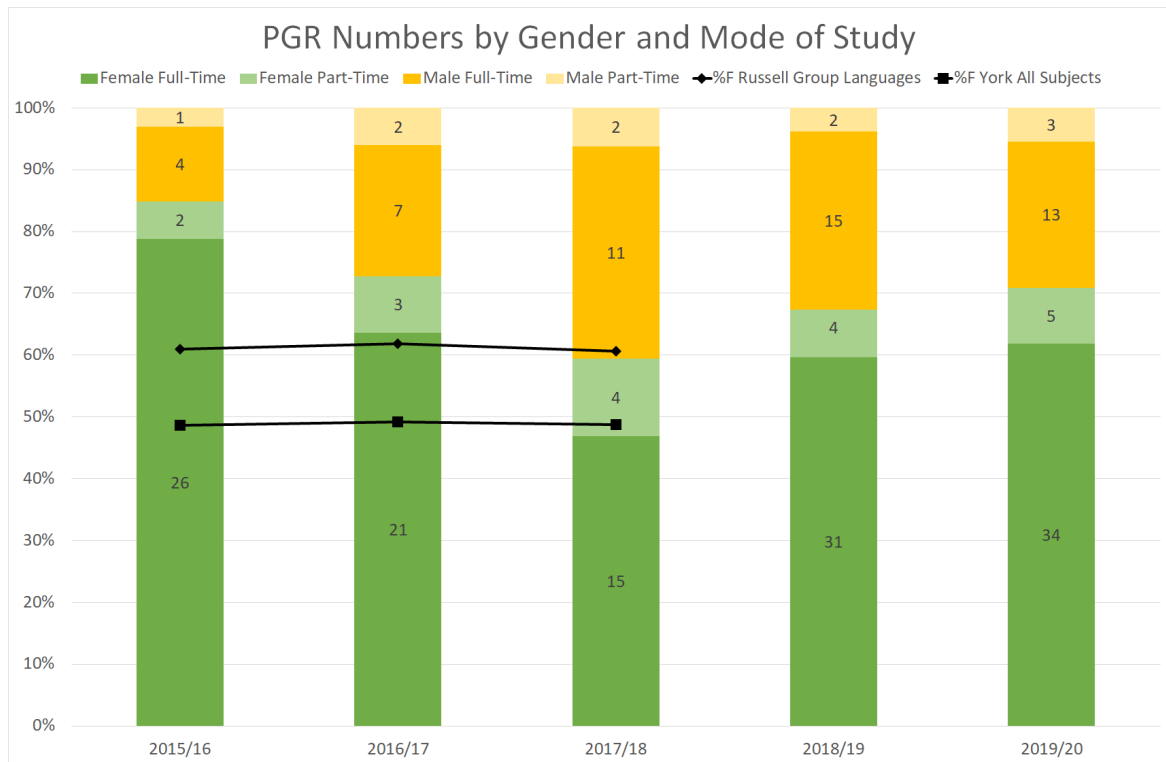
Figure 11: Overall number of PGR students by gender 2015-2019. UK Benchmark (HESA category 'Languages') included for comparison.

However, in 2018 (Fig. 12) there was a dramatic increase in proportion of female entrants (12 women to 2 men) and in proportion of women applicants who were made offers (Fig. 13), not foreshadowed by any appreciable rise in the number of female applications (Table 5).
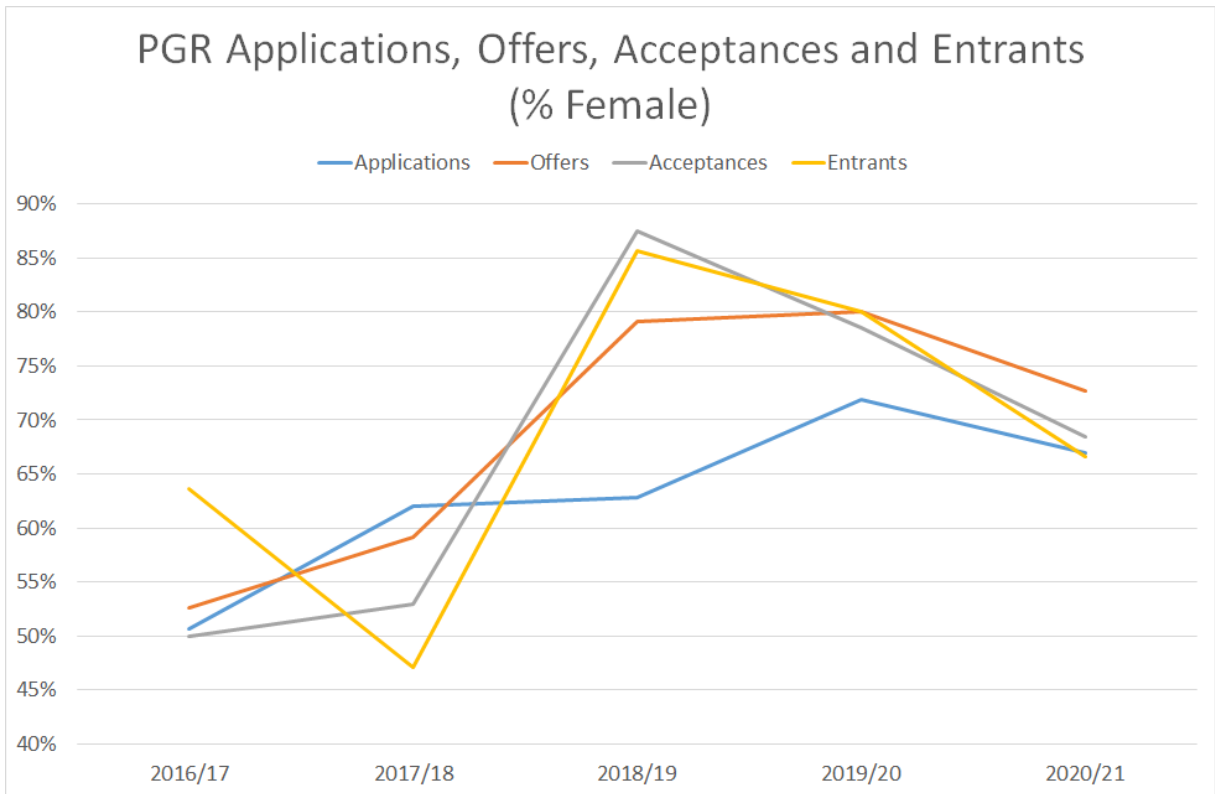
Figure 12: Percentage female PGR applications, offers, acceptances and entrants

Overall, since 2018, numbers of female applicants have dropped, though they remain higher than males. Female applicants have continued to be offered places at a higher rate than men, though both their acceptances and take-up are marginally lower than those of men (Fig. 13, where students transferring from other programmes accounts for *% acceptances entering* >100). The reasons for this are not clear. A significant number of our international students come from countries which value men's education more than women's. For home students, the recent fall in availability of PhD scholarships affects offer holders' ability to accept their places, although this might not necessarily affect women disproportionately. **Action Point 5** aims to clarify the issues behind this marginal drop.
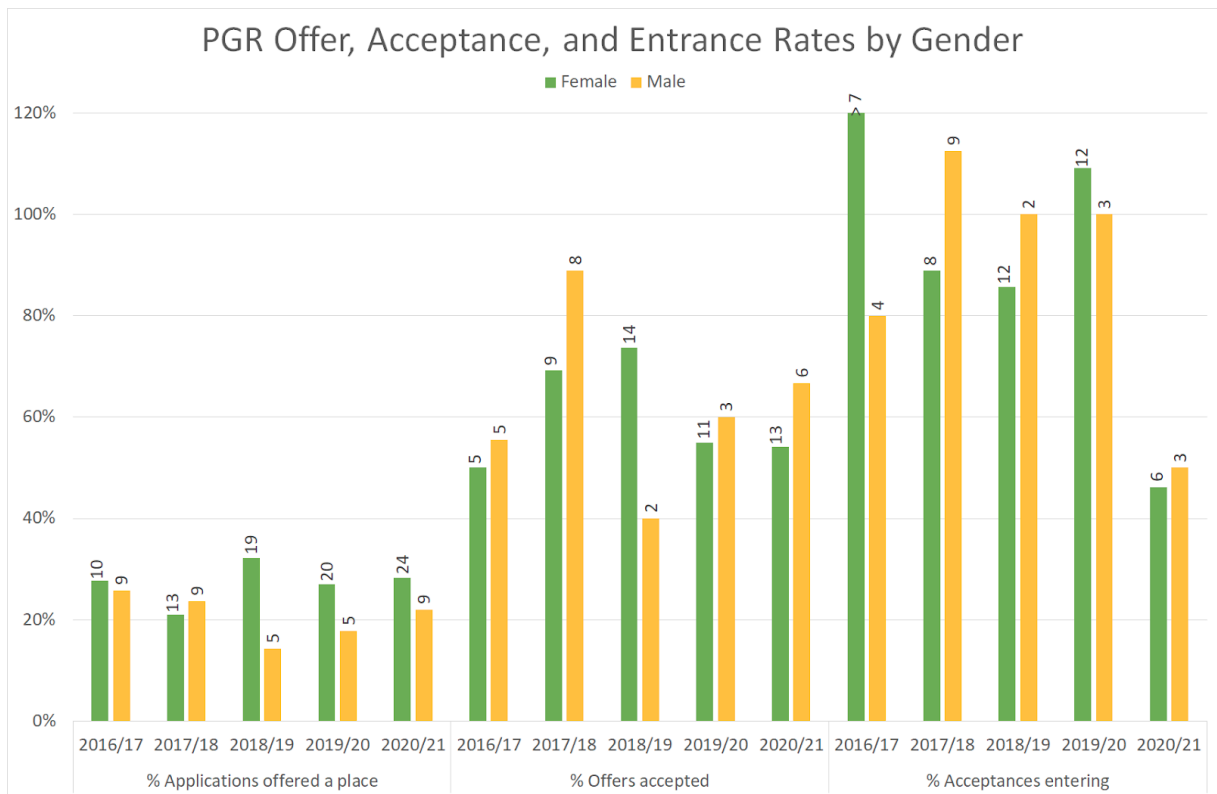
Figure 13: PGR offer, acceptance and entrance rates by gender (of all applicants of each gender)

Table 6, which shows completions, does not suggest any gender disparity, these being in line with female vs. male student numbers.

Table 6: PGR student completions 2015-2019

	2015/16	2016/17	2017/18	2018/19	2019/20
Female	8	9	9	9	3
Male	2	5	4	5	6

Action Point 5:

- Despite an increase in numbers, research causes of the proportional drop in female acceptances within current PhD cohorts, via online survey of all (female and male) who turned down offers
- Ensure Departmental webpages have gender balance, including research pages. It will become the responsibility of the Departmental Web Officer to advise staff on gender balance when writing new material for the departmental web pages, including research pages.

- Analyse and re-write funding and scholarship advertisements to explicitly recruit female applicants (with HR support)
- Promote PhD programme among our UG and PGT female students while monitoring current and future applications by gender

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The proportion of women is relatively stable for UG (~70/80% in most years, Fig. 2), with more fluctuations, and potential decrease over time, for PGT/PGR (Fig. 6/9). The reduction in female proportion for both PGT/PGR is due to Home/EU numbers, with Overseas maintaining a higher proportion of women (Fig. 1). We will track whether this constitutes a temporary deviation.

Through **Action Point 6**, we aim for an increase in female UG students' entry onto PG degrees:

- Introducing specific focus on female post-graduation employment and further study option, through targeted events.
- Increasing number of women speakers at Departmental Research Colloquia and Recruitment and Careers Events
- See also actions relating to students career progression (Section 5.3.iv) and role models (Section 5.6.vii)

4.2 Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Fig. 14 shows AR&T/Teaching-only staff numbers at Grade 6 and above (i.e. those teaching on degree programmes) and all Research staff.

AR&T: while absolute numbers for women have remained much the same, there has been a rise in number of men (by c. 2 FTEs).

Teaching only: women constitute a large majority of staff by a factor of 4.

This disparity affects the distribution of academic administrative roles (see below) with women carrying out core administrative functions. While there has been a female HoD and Chair of DRC, key roles such as these tend to be held by men.

Contract Function by Gender (FTE)

■ AR&T   ▨ Teaching-Only   ☐ Research-Only

Female

Year	AR&T	Teaching-Only	Research-Only
2015	8.75	15.69	4.7
2016	6.75	14.61	5.2
2017	7.75	15.09	4.82
2018	7.05	17.52	4.1
2019	8.25	16.44	2.22

Male

Year	AR&T	Teaching-Only	Research-Only
2015	11.4	3.78	3.2
2016	14.5	3.79	4.2
2017	13.2	4.15	6.2
2018	13.34	4.08	3.1
2019	13.04	4.32	1
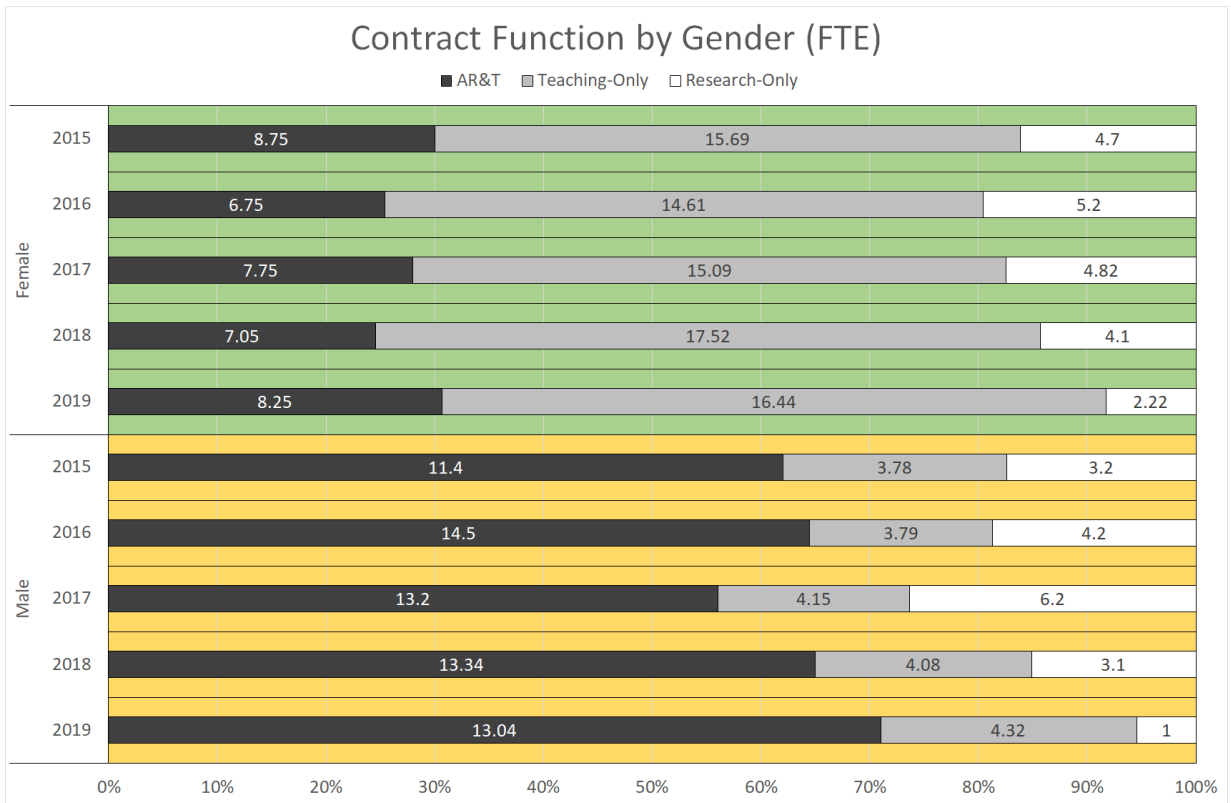
Figure 14: Contract Functions by Gender - staff numbers (FTE) in each category (bar labels) and proportions (x-axis)

Fig. 14 also shows a considerable gender disparity among AR&T staff. This is shown in greater detail in Fig. 15, which deals only with AR&T staff.

AR&T Staff by Gender and Grade (FTE)

■ Grade 7   ▨ Grade 8   ▨ Reader   ☐ Professor / HoD

Female

Year	Grade 7	Grade 8	Reader	Professor / HoD
2015	2	6		0.75
2016	1	5		0.75
2017	2	5		0.75
2018	1.5	4.8		0.75
2019	2.5	4		1.75

Male

Year	Grade 7	Grade 8	Reader	Professor / HoD
2015	3	2	1	5.4
2016	6	2	1	5.5
2017	5	2	1	5.2
2018	5	1		7.34
2019	5	1		7.04
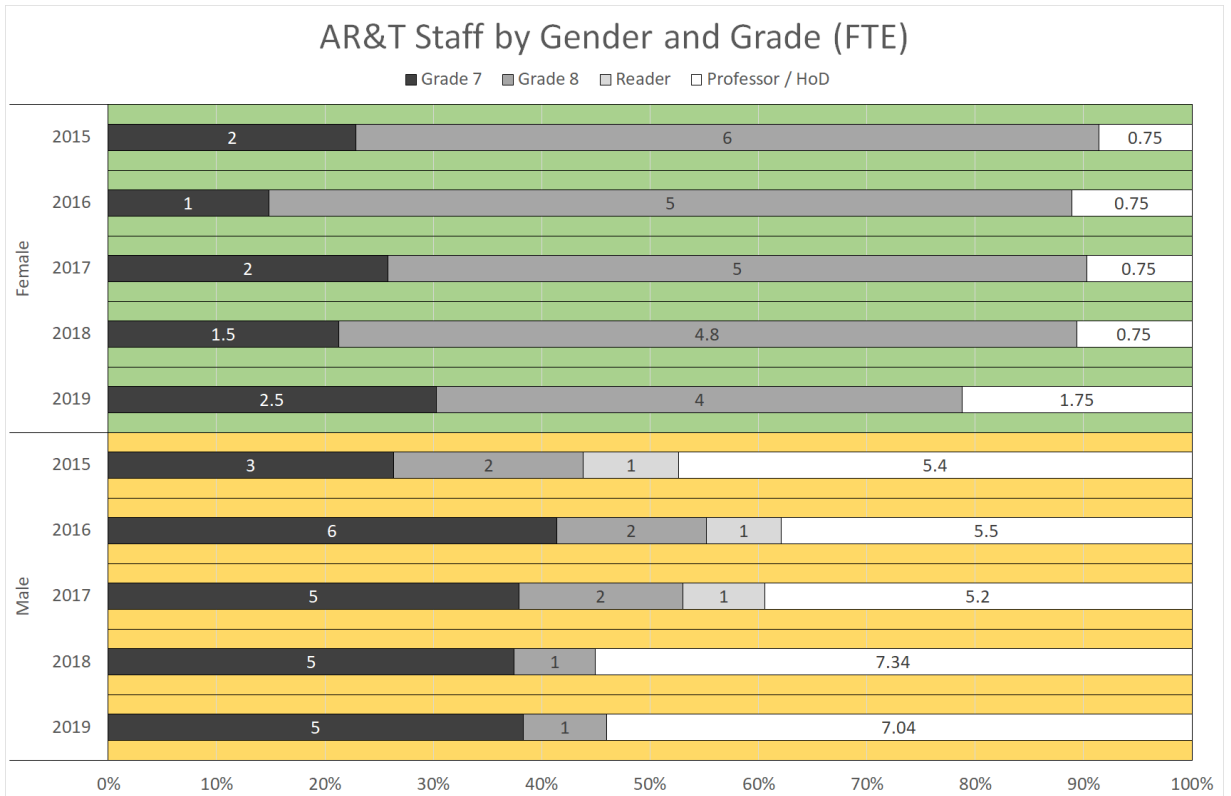
Figure 15: Distribution of Academic (AR&T) Contracts by Gender

Table 7: Female and male AR&T staff (FTE), 2015 and 2019

2015		2019	
Female	Male	Female	Male
8.75	11.4	8.25	13.04

Three points stand out in this figure:

1. The proportional increase in the number of men over 5 years (Table 7), showing that the increase in staff numbers has been male-led.

2. The marked imbalance at the highest grade (Reader/Professor/HoD), with far fewer women, is the second point. Throughout most of the period, there have been between 5 and 7 male FTEs and only one (part-time) woman at Professor/HoD level. This number rose in 2019 and 2020 with the promotion of two women (only one shown in this graph). While a positive change, this has not improved the proportion of women in the professoriate, not least because a further man was promoted in 2020.

3. The large majority of female senior lecturers (Grade 8, 83%) – a consistent situation for at least 5 years (greater than Faculty (50%) and York as a whole (44%)): despite succeeding at securing promotion to senior lecturer, very few women are appointed/promoted to professor. The previous HoD was recruited by a competitive call for a HoD, and professorial appointments have been made through schemes to attract research talent; the procedure appears not to inhibit women applicants: 57% (21/37) of female applicants for the *Anniversary Professorships* scheme, down to 40% (2/5) in shortlisted applicants. However, for this scheme, this resulted in two male appointments. (Prior to these appointments, there were 3 female professors in the department, though two retired soon afterwards.) A further two fractional professorial appointments (0.2 FTE in 2015, 0.143 FTE in 2018) involve recruitment of staff with significant research grants, both male. Between 2011 and 2020, there have only been four promotions to professor from within the department – two women and two men. There appears, then, to be a general barrier to internal promotion beyond senior lecturer. This might relate to a tendency for females at Grade 8 to be given relatively demanding admin roles (admissions tutor, Chair of BoS/GSB), which hinder women's research opportunities (see **Action Point 7**). This makes it all the more pressing to put mechanisms in place to support women's careers.
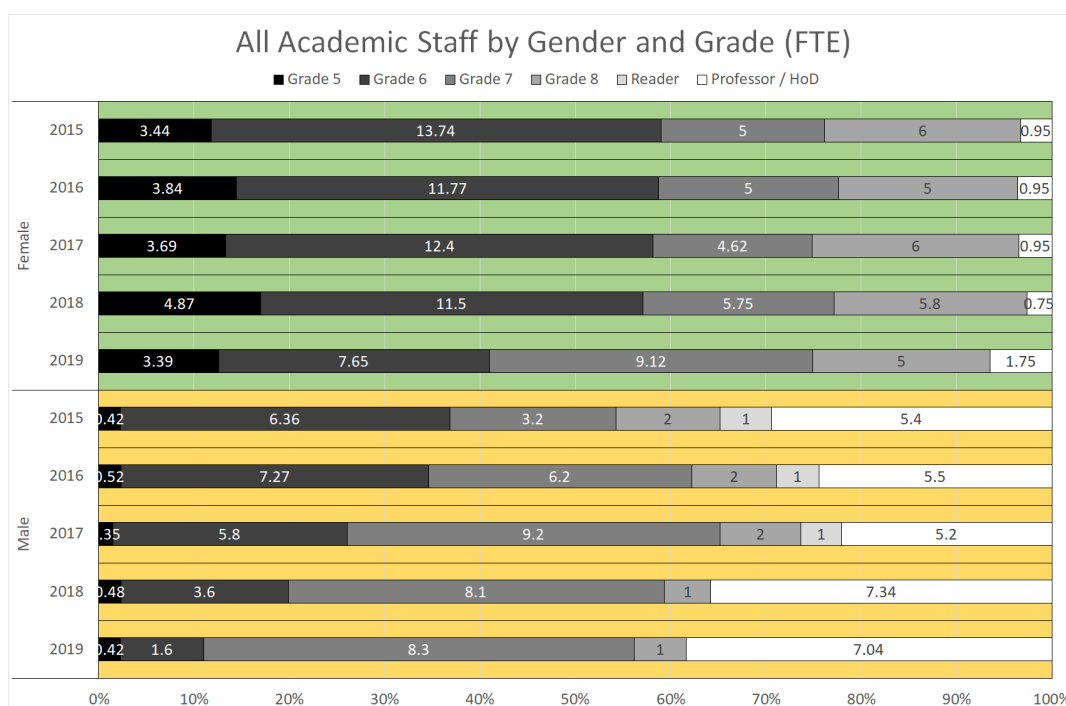
Figure 16: gender profile according to grade (2015-2019)

At Grade 5 (LFA tutors), women outnumber men by a big margin (Fig. 16). Higher representation of women in these predominantly teaching-only roles reflects gender distribution in secondary school languages (see below). At Grade 6 (Associate Lecturers (teaching-only) and PDRAs), the proportion of females is consistently higher, with small fluctuations until 2019, which saw a marked decrease in women by 4 FTEs and a more gradual decrease in men on this grade. However, in 2019 there was an increase in the number of women at Grade 7 such that the number of women now exceeds men on this grade. Proportions of Grade 7 colleagues increased across the board, in 2016 for men and 2019 for women, suggesting a greater use of this grade for both genders – but an over-representation of men still remains.
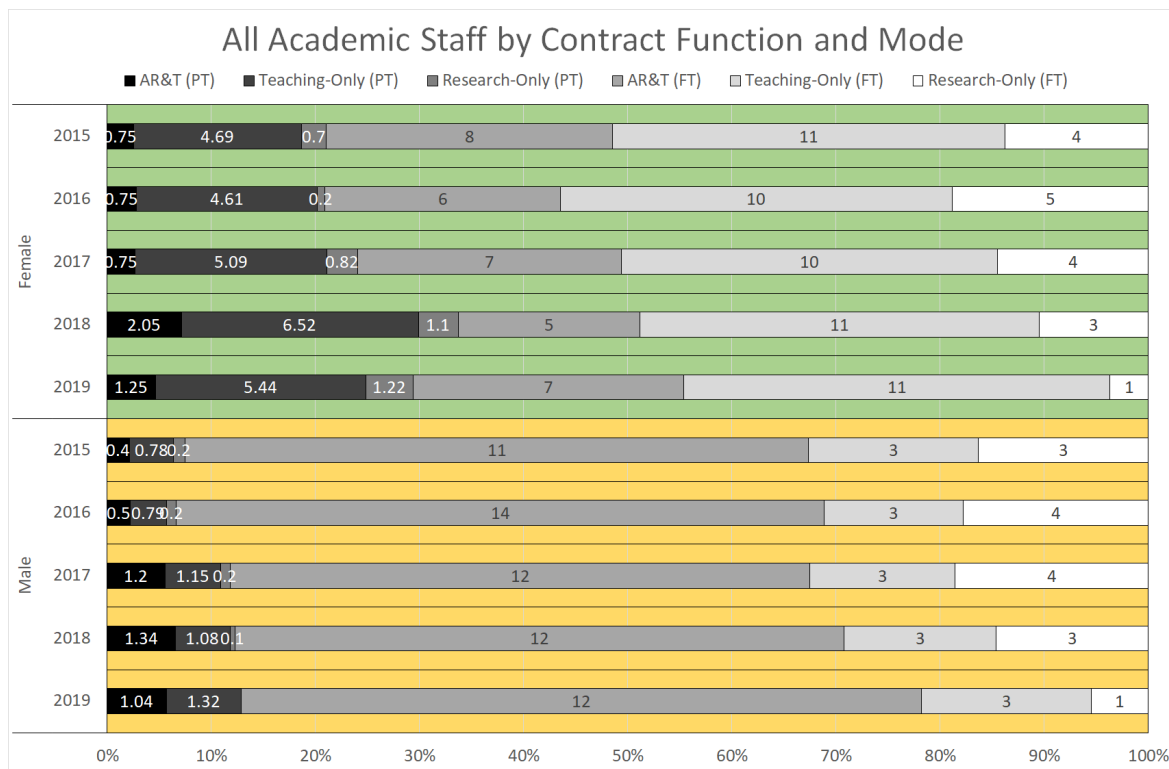
Figure 17: Gender distribution of staff by contract function and mode

Research-only posts are all fixed-term, due to nature of research funding. Overall numbers of PDRAs/research fellows ('Research-Only', Fig. 17) remained fairly stable and gender balanced in 2015-19. The Department pro-actively supports post-doctoral researchers in line with the *Concordat to Support the Career Development of Researchers*. (See **Action Point 20**, Section 5.3.iii.)

Most teaching-only posts on degree programmes (Fig. 18) provide the *language* teaching, with women accounting for 75% to 80% of staff. This is an extension of the gender distribution among languages students at secondary school (63% in British Council survey).[3] Note, however, the gender difference in the overall seniority profile: with no men on Grade 8 contracts (Fig. 18). Grade 7 contracts grew steadily over the period, suggesting we are supporting promotions and appointments at higher grades for both genders for teaching-only staff hired on a Grade 6 contract. Grade 5 posts are language tutors on our

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[3] British Council (2018). *Language trends 2018: Language teaching in primary and secondary schools in England survey report.*

Languages-for-All provision. These represent the greatest challenge for us as University promotion processes are not open to these grades.

Teaching Only Staff by Gender and Grade (FTE)

■ Grade 5 ■ Grade 6 □ Grade 7 □ Grade 8

	Year	Grade 5	Grade 6	Grade 7	Grade 8
Female	2015	3.44	9.24	3	
	2016	3.84	6.77	4	
	2017	3.69	7.9	2.5	1
	2018	4.87	7.4	4.25	1
	2019	3.39	5.55	6.5	1
Male	2015	0.42	3.36		
	2016	0.52	3.27		
	2017	0.35	2.8	1	
	2018	0.48	1.6	2	
	2019	0.42	1.6	2.3	
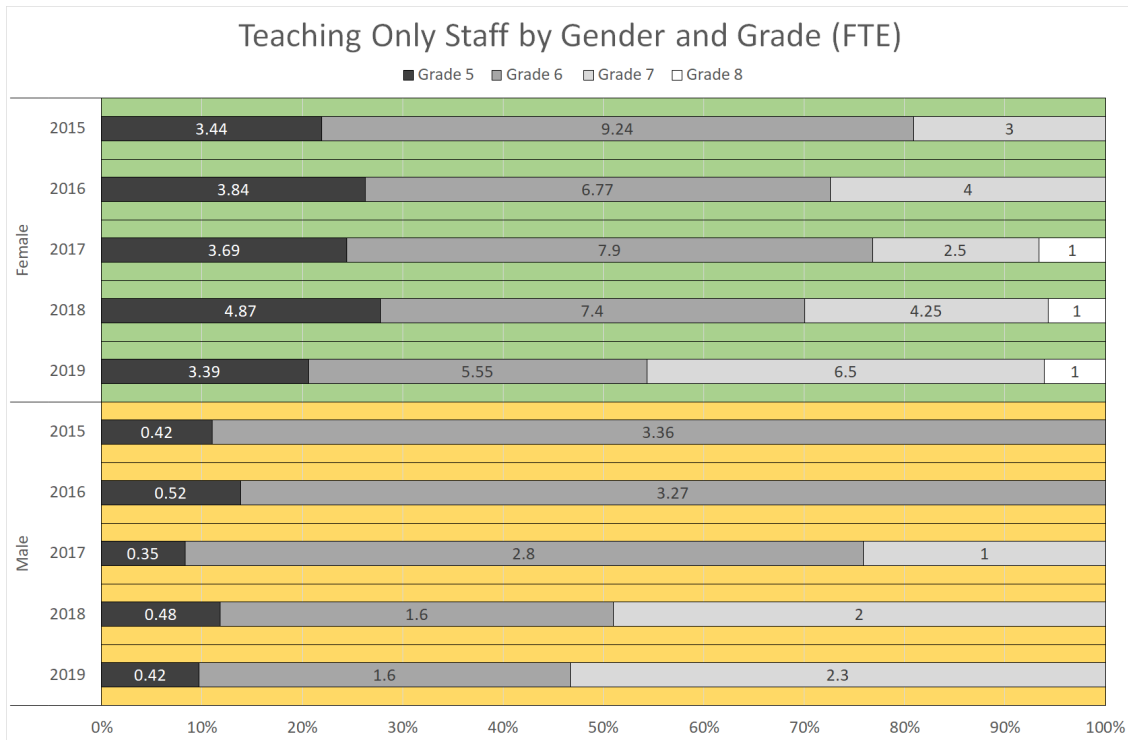
Figure 18: teaching only posts (degree programmes)

Action Points 7–9 aim at developing active measures to recruit, retain and promote female staff to all levels:

Action Point 7:

- Encouragement of female applicants (ads to contain specific reference to underrepresented groups and encouraging flexible working).
- Active promotion support for female staff (see **Action Point 14**, Section 5.1.iii)
- Active consideration on the part of the HoD when allocating administrative roles in the Department of the gender of the role holder in addition to their career stage.

Action Point 8:

- Maintain gender parity for all appointment panels (**Action Point 11**, Section 5.1.i)

Action Point 9:

- All staff in recruitment panels to be required to take unconscious bias training before sitting on panels (**Action Point 12**, Section 5.1.i)
- External observer/commentator on implicit bias in hiring panels (**Action Point 12**, Section 5.1.i)
- See also Actions on Recruitment, Promotion and Appraisal & Development

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Academic

The number of AR&T staff on fixed-term contracts is very small, with only two such contracts (at grade 7 and 9) over the last four years, both held by men.

Research

Gender distribution on research contracts was discussed above (Fig. 17); the overall number of research contracts varied during this period, which lowered the proportion of women as more men were hired. Women have slightly outnumbered men in most years, but small numbers limit generalisations. All research-only staff were hired at Grade 6 except for one man at Grade 7 in 2017. There have been no promotions to Grade 7 during the period, due to the fixed-term and subject-specific nature of each funded research project (See **Action Point 20**, Section 5.3.iii).

Teaching

The Department's teaching provision covers UG/PG degree programmes, and *Languages-for-All* (LFA), a University-wide/local community service, with for-credit language modules and extra-curricular courses, used in 2020 by over 1,420 students (179 York for-credit-students, 840 York non-credit-students, 401 non-university students). Reflecting this wide range of provisions, our unique teaching-only staffing profile ranges from language tutor (grade 5) to senior lecturer (grade 8). Since 2016 language tutor posts have only been associated with LFA provision.

Grade 5 LFA language tutors are employed on an open-contract basis, but with flexible hours to avoid short periods of employment while responding to constant changes in demand. Of the 7.15 FTE staff in Fig. 18 on grade 6, 5.85 FTE were on open contracts. 4.25 FTE (59%) of these were women. Two female members of staff account for the remaining 1.3 FTE (one on full-time four-year contract, one on shorter 0.3 contract). We will review possibilities for expanding continued employment on open-contract basis subject to departmental performance. Within the period covered by this application we can point to at least two of our current open-contract staff who have progressed on this basis, one male, one female. All teaching-only staff employed at grades 7 or 8 are on open contracts. In sum, our policy is to address the gender imbalance at this level by increasing the proportion of female LFA staff hired/promoted at grade 6 or higher **through Action Point 10.** See also Actions on Training, Appraisal and Development (Sections 5.1.iii, 5.3.i, ii).

Action Point 10:

- Improve annual Performance and Development Reviews with more in-depth discussion of potential for promotion, including e.g. what strengths should be capitalised on; which criteria the member of staff meets/needs to meet for promotion.

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Table 8 provides data on leavers at grades 6+. Most are female (74%) roughly in line with Department makeup. For open-contract staff women make up 6/8 (75%) leavers in this period but comprise only around 39% of AR&T staff (2019) which is the group of staff containing the bulk of our open contracts.

Table 8: Academic staff leavers (headcount, excluding LFA) by grade and gender (2015-2019)

	Open contract				Fixed-term contract			
	Full-time		Part-time		Full-time		Part-time	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 6			1		12	4	10	4
Grade 7	2	2					3	1
Grade 8/R	2							
Prof/HoD			1					
Total	**4**	**2**	**2**	**0**	**12**	**4**	**13**	**5**

Fig. 19 shows reasons for leaving (based on exit surveys conducted centrally by HR). Since 'Other' includes dismissal/death/etc., we lack exact information on this. All leavers in this category except one, a woman, were on fixed-term contracts. Retirement/resignation are the smallest of the four categories. Unsurprisingly, the resignation category contains the most open contract staff, with gender balance. More interesting is the large number of female fixed-term full time staff in this category, the largest group of resigners. Some of these could be for positive reasons, e.g. progression from research positions to posts elsewhere. More concerning are cases related to a reorganisation of languages provision with the department, an area where female staff predominate. The reorganisation involved integration of LFA into departmental governance structures, partly aimed at improving career progression for LFA staff. As for the 4 female leavers on AR&T grade 7 and above, the reasons are diverse, and we are not worried about gender inequality.
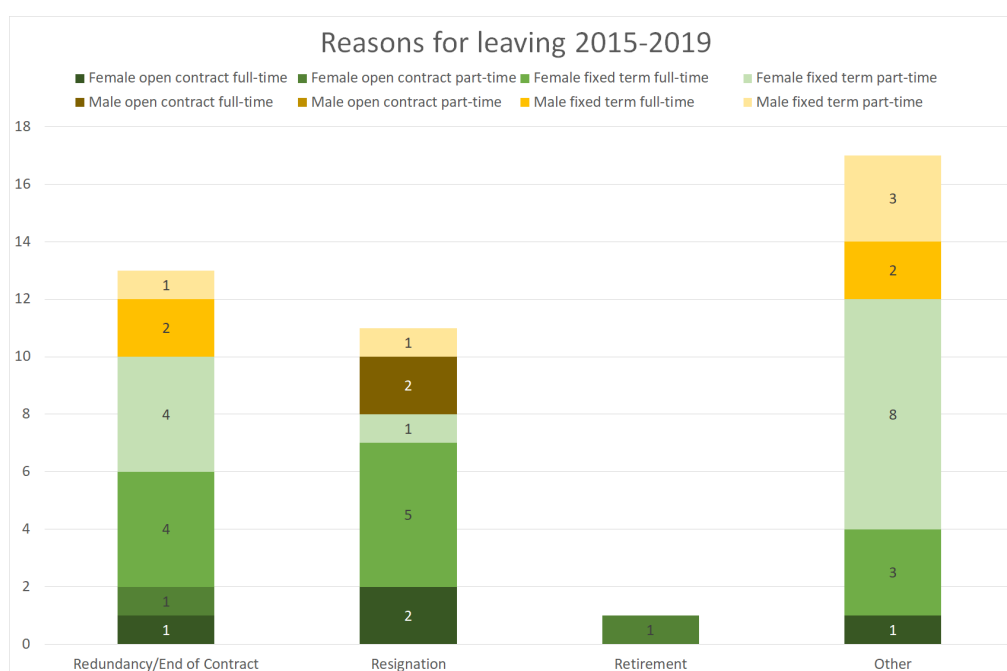
Figure 19: Reasons for leaving (2015-2019)

We aim to address the disparities identified here through a range of action points discussed in relation to career development, flexible working and culture (Sections 5.3, 5.5, 5.6).

Word count: 1999/2000.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1 Key career transition points: academic staff

(i)   Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Table 9 documents gender and progression information for staff recruited through the standard open process from 2014-2019. The two small fractional appointments at professorial level (mentioned in section 4.2 (i)) are not included in table 9. They were both associated with research grants, one arising from an industrial partnership.

Table 9: Recruitment data and progression rates by grade and gender (30.11.2014-11.12.2019)

A	B	C	D	E	F	G	H	I	J	K
Job type	Job grade	Gender	Applica-tions	Inter-views	Appoint-ments	% of applica-tions	% of inter-views	% of appoint-ments	% of appli-cants inter-viewed	% of inter-viewees appoint-ed
Support	5	Female	123	10	3	83%	63%	75%	8%	30%
Support	5	Male	24	5	1	16%	31%	25%	21%	20%
Support	5	Undiscl.	2	1		1%	6%		50%	
Teaching (LFA)	5	Female	168	98	6	62%	63%	60%	58%	6%
Teaching (LFA)	5	Male	96	51	4	36%	33%	40%	53%	8%
Teaching (LFA)	5	Undiscl.	6	6		2%	4%		100%	
Research	6	Female	54	16	7	53%	64%	70%	30%	44%
Research	6	Male	43	7	2	43%	28%	20%	16%	29%
Research	6	Undiscl.	4	2	1	4%	8%	10%	50%	50%

Support	6	Female	9	3	1	56%	75%	100%	33%	33%
Support	6	Male	7	1		44%	25%		14%	
Teaching	6	Female	189	21	7	61%	64%	78%	11%	33%
Teaching	6	Male	117	12	2	38%	36%	22%	10%	17%
Teaching	6	Undiscl.	6			2%				
AR&T	7	Female	189	22	4	52%	52%	44%	12%	18%
AR&T	7	Male	164	18	4	45%	43%	44%	11%	22%
AR&T	7	Undiscl.	7	1	1	2%	2%	11%	14%	100%
AR&T	7	Other	2	1		1%	2%		50%	
Support	7	Female	3	3	1	100%	100%	100%	100%	33%

The table shows data on appointments at all levels over six years – Support, Teaching and AR&T. For every level, there are more female than male applicants (Col. G), ranging from 83% for Grade 5 Support to 52% for AR&T. The proportion of these applicants who are interviewed and then finally appointed varies in sometimes unclear ways: for Grade 5 Support, there is a tendency to interview proportionally more men (5/24 vs. 10/123), though there was a greater proportion of women at the appointment stage (30% of those interviewed vs. 20% for men). For Grade 6 Teaching, the proportions of female and male applicants interviewed is almost identical (11% vs. 10%), but 33% of the female interviewees are appointed, as against just 17% for men. It could be argued that, in the cases where proportionally fewer men than women are appointed (Grade 5 Support and Grade 6 Teaching), the pool of male applicants did not have the right skillset and that this also reflect societal norms around support and teaching roles. AR&T shows a far more even distribution at all stages, suggesting no imbalance between the genders in their skillsets. The numbers of applicants who do not disclose their gender or state 'other' is small, and it is not possible to draw any generalisations.

There were no professorial appointments for the period considered in the application. However, even though the shortlist for the four prior appointments at professorial level (covering the years 2010-2014) were gender balanced, all of the appointments were for male professors, indicating a bottleneck for female candidates at interview stage for this level. Lack of gender parity in the composition of job panels and lack of training on E&D/UB among male colleagues may have contributed to this unbalance.

Since 2018 the Department has engaged in an active process of promoting equality in its appointments, now formalised in **Action Points 11** and **12**. The recruitment of four female permanent staff in AR&T and TNS since 2018 suggests that these ongoing actions are having a positive effect.

Action Point 11:
- External observer/commentator on implicit bias in hiring panels
- Gender parity for all appointment panels
- Encouragement of female applicants (ads to contain specific reference to underrepresented groups and encouraging of flexible working).

Action Point 12:

- All staff in recruitment panels required to take unconscious bias training before sitting on panels
- Organise annual E&D training for all staff within the Department, with HR

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Uptake of the central university induction course by academic staff has been low (see Table 14): Since 2014 to 2018 only 11 members of academic staff had undertaken the central induction course, with the number of males to females more or less equal (3 females and 3 males in Grade 6, 2 females and 1 male in Grade 7). Low uptake among academic staff across the University reflects the time commitment involved. These induction sessions used to last a whole day. In response to staff feedback they have now been shortened, and we therefore expect uptake to rise.

Over the last three years, in response to feedback from new staff about gaps in the information available for new starters, the Department has embarked on process of continuous improvement of induction and support for new academic staff, with extensive input from the new staff members themselves into the procedures and documentation.

In line with University policy we make sure that all new academic staff at Grade 7 (Lecturer) are allocated a mentor (a senior colleague) and a buddy (a recent appointee); both are appointed by mutual agreement between the parties.

The groundwork for staff support is laid before arrival, as the HoD has informal discussions or email exchanges about the new member of staff's needs, informed by the recruitment process. Upon arrival, the new staff member is provided with an induction plan. This sets out meetings with key colleagues to give detailed explanations of roles and responsibilities, and departmental procedures. This complements central university induction. New staff have a one-to-one meeting with the HoD, at which their probation objectives and development needs are discussed.

As part of the process of continuous improvement we created documentation that helps new staff navigate expectations around teaching, research and citizenship. This is located in a google team drive for all staff and has links to departmental or university documents (such as guidelines for assessment). Our policy is to set up an IT account for new staff before they arrive so that they can access the google team drive and familiarise themselves with the induction documentation. It sets out key procedures and documentation on the following:

- Overview of the academic year
- Teaching
- Assessment and Feedback
- Supervision
- Support team: who does what

Staff are also encouraged to leave comments and suggestions for improvement in a spreadsheet in the folder. This proved useful, for instance, as we improved our processes for electronic submission for assessment, as it made sure that we thought about the needs of new staff.

New starters are also required to complete an online 'Equality and Diversity' training module, to be completed and returned to their line manager shortly after starting work. As part of the Checklist, they are also asked to consider their other training needs and access the Learning Management System to see the training courses on offer (See also **Action Point 12).** The success or shortcomings of the induction is evaluated as part of the probation and performance review process. Unfortunately, the

2019 CS did not include questions about induction (but they will be included in the future). A number of the improvements detailed here have been introduced as a result of conversations with new staff about our induction procedures during probation meetings or performance review. Furthermore, results of the 2019 CS show high proportion of uncertainty about gender equality policies. **Action Point 13** addresses these issues:

- Future CS to include questions around effectiveness of induction and support upon arrival.
- New E&D section included in induction process

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

The 2019 staff CS revealed uncertainty about promotion processes and criteria, with only 50% of the respondents agreeing that they understood the promotion process and criteria (Table 10). Male, female and undisclosed appear to agree in equal measure that the promotions process and criteria were not clear.

Table 10: Culture Survey Question: "I understand the promotion process and criteria in my Department"

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	25	7 (28%)	6 (24%)	12 (48%)
Male	10	3 (30%)	2 (20%)	5 (50%)
Undisclosed	9	1 (11%)	3 (33%)	5 (55%)
Grand Total	44	11 (25%)	11 (25%)	22 (50%)

Qualitative feedback also revealed similar uncertainties and concerns with respect to promotion practices, with different respondents highlighting issues of work-life imbalance (and attributing this at least in part to university policies), lack of knowledge and lack of active policies to encourage female staff to apply for promotion ("The Department doesn't actively discourage women from applying for career opportunities, promotions etc but equally it doesn't do enough to encourage its female staff to apply for these").

In response to these results in 2019 we established for the first time a Department Promotions Committee (DPC). The DPC consists of senior staff, balanced to be representative of the department as a whole and selected to ensure gender parity (3 men and 3 women at present).

Prior to 2019, promotion was wholly a matter for individuals to consider and to apply for. There was no formal or standard system for encouraging applications or mentoring staff, nor was there a

system for taking stock of career plans across the department. The DPC is a formal route to encourage and support applications.

The DPC has ensured that promotion is addressed as an issue in the annual PDR of all staff. Based on PDR discussions, the DPC monitors potential applications and actively encourages those staff felt to be ready for promotion. DPC has established an early deadline for draft applications (in July) to ensure staff are well prepared for the final application, allowing time for a thorough review of drafts and feedback to applicants. The DPC provides greater visibility and transparency to the promotions process throughout the year. Departmental support for applicants is discussed at DPC level to ensure open discussion of the issues.

Table 11 shows promotion applications up to 2019. During this time, women were considerably less successful than men, but with an important change in 2019 when all four applications for promotion were from women and all were successful. One promotion was to Professor and three to Grade 7.

Table 11: Successful and unsuccessful promotion applications, 2014-2019

Grade after application→	7		8		Prof		Unsuccessful	
Intended promotion↓	F	M	F	M	F	M	F	M
6→7	6	2					3	
7→8			2				1	1
8→Prof					1	1	1	

In 2020, there have been eight further promotion applications, seven successful. Four of the latter were from women, and included another promotion to Professor. The one unsuccessful promotion application was from a man. Because of the timing, it is perhaps premature to ascribe these successes directly to the introduction of the inclusion of promotion as a PDR topic and the role of the DPC, but it is clear that there has been a positive change. The new policy can only support this development. The following (said by a female colleague, following successful application to promotion from Lecturer to Senior Lecturer) is representative of the feedback provided on the promotion procedure:

"*I am extremely grateful to you for the help you gave me, and I think formalising this type of support will be invaluable for supporting promotion of staff in our department in the future*."

We will continue to improve support for promotions through **Action Point 14**:

As part of AS work, since 2018, we have developed a proactive approach to support promotion of female staff, which includes:

- Improved annual Performance and Development Reviews with discussion of potential for promotion, including e.g. what strengths should be capitalised on; which criteria the member of staff meets/needs to meet for promotion
- All reviewers involved in PDR to take mandatory E&D and implicit bias training
- Follow-up of PDR with HoD aimed at identifying potential avenues for development in preparation for promotion (e.g. chairing of important committees if PDR outcome shows need for increase in citizenship role)

- Newly formed Department Promotion Committee called not only to assess applications for promotion, but also to evaluate outcome of PDR process flagged by PDR reviewers, HoD and DM, considering potential candidates for promotion who did not apply and encourage them to do so
- Introduction of deputies for all major administrative roles, enabling mid-career and junior staff to train for senior roles and increasing career development and promotion opportunities
- Introduce measures to mitigate implicit bias in students' module evaluations, which constitute an important part of the promotion dossier (**Action Points 18, 30**)
- To evaluate the impact of these policies, we will analyse promotions application data before and after the implementation of the Promotions Committee (to see if this had an impact)

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

There was a clear gender imbalance in the proportion of eligible staff submitted for RAE 2008 (*Table 12*). By REF 2014, this situation had seen a marked improvement (*Table 13*).

Table 12: Staff submitted to RAE 2008 by gender and as a proportion of eligible AR&T staff

Gender	Submitted Staff (category A)	Headcount Staff (AR&T)	Submitted as % of AR&T
Male	9	10	90%
Female	4	8	50%
Overall	13	18	72%

Table 13: Staff submitted to REF 2014 by gender and as a proportion of AR&T staff

Gender	Submitted Staff	Headcount Staff (AR&T)	Submitted as % of AR&T
Male	7	10	70%
Female	7	12	58%
Overall	14	22	63%

Despite improvement in 2014 from RAE 2008, we observe a persistent gender imbalance in proportion of eligible staff submitted to REF 2014 and a danger of gender bias in the selection of outputs to submit is still present. For REF 2021, we have made decisions regarding outputs based entirely on assessed quality, and further analysis suggests that we are achieving good balance with

regard to gender in our research environment: the FTE proportion of female staff for the REF Check is 41%, and those staff account for 47% of our Mock REF submission (26/55). However to mitigate the risk of gender bias occurring in output selection we will implement **Action Point 15** as follows:

- Mandatory equality and diversity training for REF Committee members
- Survey AR&T staff on the REF 2021 process to elicit views on input to the process, by gender (target: 75% positive feedback)
- REF Team to monitor decisions and identify any gender imbalances in scoring of outputs. Information to be reported to the SAT, DMT and Department meeting.

5.3 Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The University's online Learning Management System offers a wide range of training opportunities for staff – both online courses and workshops. The courses relate to various aspects of staff development, research training, health and safety, HR policies and procedures, information management, induction, equality and diversity, estates and campus services, and finance and procurement.

Staff are kept up-to-date about new training courses from university-wide sources such as the weekly Staff Digest email, and also through internal communications within the department. For example, the Department Manager regularly forwards emails from HR's Learning and Development team with details of upcoming training courses to all staff in the department.

The training and development needs of all staff are identified as part of the annual PDR process. Staff are explicitly asked to consider their training needs on the form they complete in preparation for the discussion between reviewer and reviewee in the PDR itself. This serves as a prompt to book courses provided by HR, as well as other training tailored to discipline-specific needs. (See also **Action Point 16.**) Requests for training not offered at York are submitted to the HoD. Our aim is to fund training wherever possible.

Staff applying for research leave are also prompted in the form to specify whether they require 'any additional resources or facilities' during their leave period, which includes training in new skills and techniques relevant to their research.

Data indicates that men are less likely to attend training courses than women (Table 13). This needs to be investigated further, in particular whether men perceive that they have less of a need for these courses than women **(Action Point 17)**. An alternative interpretation is that the courses are better tailored to the perceived needs of female staff. It may also reflect a hidden bias in the culture of the department such that allocation of roles to female academics brings with it a greater expectation for administrative skills associated with the courses. However, management and leadership training directed at academics also shows a much greater uptake among women than men. There has also been an effort to raise female academics' expectations about leadership roles within the Department, in particular with the HoD encouraging female staff to participate in leadership training;

the higher uptake by women of these training courses (accounting for 96%) may be a corollary of that; absolute numbers are, however, small. There is no clear pattern from 2014 to 2018 in uptake on one of the more popular courses, Staff Development, with female percentages across the five years being 84%, 74%, 63%, 80% and 88%.

Table 14 Training courses take-up by gender (2014-2018)

		Equality and diversity		Health and safety		Induction		IT		Management and leadership		Research		Staff development	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M
Academic	Grade 5	2		40	1			24	1			1	1	27	4
	Grade 6	5		38	18	3	3	16	11	6		3	2	59	14
	Grade 7	1		14	12	2	1	8	8	10				25	3
	Grade 8/R	1	1	9	4			5	2	5		1		19	3
	Prof		3		11			2	6		1			7	9
Support	Grade 3			7	3	3		3	1					17	4
	Grade 4			1	2			1						7	1
	Grade 5		1	6	2			3	1	2				29	1
	Grade 6														
	Grade 7			1	1			1	1	2				12	2
		64%	36%	68%	32%	67%	33%	67%	33%	96%	4%	63%	38%	83%	17%

2018 is the latest date for which we have summary data for all training courses (Table 14). This showed a low compliance level for the University's compulsory E&D training; this is now being vigorously tackled with completion of E&D training currently at 85% within the Department. A marked gender-based imbalance in reported knowledge of the Department's Gender Equality policies also emerges from the 2019 Culture Survey (Table 15).

Table 15: Culture Survey Question – "My Department has made it clear to me what its policies are in relation to gender equality"

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	24	14 (58%)	6 (25%)	4 (17%)
Male	10	3 (30%)	1 (10%)	6 (60%)
Undisclosed	9	4 (44%)	1 (11%)	4 (44%)
Grand Total	43	21 (49%)	8 (18%)	14 (33%)

While a small majority of men report that they are clear on policies in relation to gender equality, a similar proportion of women report the opposite. There are a number of possible explanations for this. One is that low male participation in the culture survey is skewed towards the small group of men who have been active participants in training, and that the reporting reflects genuine awareness and engagement. The alternative view is that men have an incomplete perception of gender issues within the Department and believe that the existing policies are sufficient. It is also likely that the question in the CS was too vague. **Action Points 16 and 17** will allow us to address the imbalance in training take-up, including low participation by males, and also further our understanding of the relationship between formal training and knowledge of gender issues:

Action Point 16:

- In-house E&D training for all staff, including Department policies on gender equality
- HoD to actively encourage E&D training via email
- DM and AS leader to monitor training uptake and report to HoD to take action
- Emphasise the existing requirement for E&D and implicit bias training for members of recruitment panels
- Additional E&D and implicit bias training will be required for reviewers involved in the annual PDR
- Additional E&D training will be a requirement for committee chairs
- E&D training to be included in induction and postdocs to be included in the process
- Additional E&D training to be mandatory for REF committee members
- CS to include more specific questions about awareness of specific policies for gender equality.

Action Point 17:

- Investigate motivations and views of training opportunities and career development by gender with focus group on training opportunities and constraints
- PDR to include discussion of available training, considering career development and promotion and potential constraints (e.g. timetabling)

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

The approach to the Performance Development Review process is supportive, with the aim of discussing individuals' development needs.

Departmental coordination meetings are held before the start of the cycle. The HoD meets with all reviewers to confirm who they will be reviewing; no reviewer has more than 8 reviewees and, as a rule, a staff member has the same reviewer in successive years so as to enable a more developmental approach. Expectations on how the process will be carried out and ratings of levels of performance are agreed to ensure consistency of approach. This includes how performance ratings will be assigned, common departmental goals and priorities (to inform objective setting), and equality and diversity matters. Staff are informed about the process and any changes in the current arrangements at departmental meetings and by email. Comments are encouraged at this stage. In addition, reviewers must attend central University training.

Quality assurance is carried out through an anonymised data review by HR at the end of the PDR cycle for the purposes of equality, diversity and inclusion.

In 2016 the Department agreed with HR specific arrangements for one staff category (Grade 5 Language Tutors on fractional contracts). This reflected the Department's particular objective to improve career development for this group while being aware of the constraints imposed by their working patterns: many of them divide their time between different institutions and face conflicting demands. PDR meetings are scheduled at a period in the year which suits their working patterns, i.e. not outside teaching terms. A budget was created for payment to tutors in this category for time spent on preparation and discussion of their annual review.

At the end of the process, the DMT meets to review a summary of the feedback on key issues for all categories of staff. These are then brought to the relevant departmental committees. Training and development needs are identified and arrangements made to facilitate participation. It is confidential. Where training issues have been identified across a staff group, away days (e.g. language staff away days) or appropriate workshops are arranged.

Responses from the 2017 York staff survey indicate that, while staff value the process, more needs to be achieved on development and training needs arising from it (Table 16).

Table 16: Feedback on the PDR by gender (University of York Staff Survey 2017, LLS Data)

Survey Question	% Positive Overall	% Female	% Male
"I value the opportunity to have an annual performance review."	88 %	88 %	86 %
"My annual performance review was useful to me in reviewing my strengths and achievements."	88 %	91 %	86 %
"My annual performance review was useful to me in providing constructive feedback on areas for development."	63 %	64 %	64 %
"My annual performance review was useful to me in identifying training needs and development opportunities."	46 %	48 %	43 %

The more recent departmental Culture Survey (2019) indicates that the review system is still in need of improvement as indicated by the responses to the question "My Department provides me with a helpful annual appraisal" (Table 17).

Table 17: Culture Survey Question – "My Department provides me with a helpful annual appraisal"

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	24	8 (33%)	3 (13%)	13 (54%)
Male	10	4 (40%)	1 (10%)	5 (50%)

Undisclosed	9	3 (33%)	2 (22%)	4 (44%)
Grand Total	43	15 (35%)	6 (14%)	22 (51%)

Of note is that the responses from the group that did not disclose gender are the least positive about the PDR process. The relatively high percentage of undisclosed gender is probably a result of the small size of the Department, due to which disclosing gender in some roles or grades could lead to the responder being identifiable. This will be addressed in **Action Point 18**, by running a separate CS survey for sensitive questions, for which there is no need for demographic information.

We address this through **Action Point 18**:

- PDR to include discussion of available training, taking into account career development and promotion and potential constraints (e.g. timetabling)
- Improved PDR with discussion of potential for promotion, including e.g. what strengths should be capitalised on; which criteria the member of staff meets/needs to meet for promotion
- All reviewers involved in PDR to take mandatory E&D training

Action Point 19 collates points relevant to the issue of uncertainty about promotion criteria:

- Separating sensitive questions from the general CS, including PDR, for which demographic information is not crucial, to ensure that disclosure of gender will not lead to the revealing of identity. See **Action Point 13** on Promotion (Section 5.1.iii), **Action Point 16** and **17** on Training (Section 5.3.i) and **Action Point 18** on Appraisal (Section 5.3.ii)

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

As discussed earlier, the 2019 CS showed uncertainty about promotion processes and criteria among staff. The Department has worked on developing a more proactive approach to support staff career progression, in particular women. **Action Points 14, 16, 17** and **18** cover this area.

The CS survey shows that 50% of post-doctoral researchers disagree with the statement "I am actively encouraged to take up career development opportunities". We see the development of post-doctoral researchers as promoting not only their careers, but also helping to retain them through the generation of new project proposals. We have introduced the following measures (**Action Point 20**):

- Annual PDR for post-doctoral staff (with senior colleague other than their PI), will have a stronger focus on career development needs
- PDR reviewers for post-doctoral staff to flag career development needs to HoD and DMT
- Follow up on PDR results to arrange targeted training at post-doctoral level
- PIs to undergo management training with specific components on supporting career-development of post-doctoral staff
- Confirm that Departmental Research Committee continues to include a representative of post-doctoral staff

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

UG/PGT Level

The department is heavily invested in supporting students' career progression and offers a number of extra-curricular schemes and activities, some in conjunction with Careers and Placements, to support students in their employability trajectory. Examples include:

- **Peer-assisted learning (PAL)**: UG students in Years 2+3 can volunteer to become PAL Leaders
- **Back-to-School** (Outreach): Students go back to their old schools and give a talk about student life (13 women and 2 men since 2017/8)
- **Language Student ambassadors**: Secondary School visits on-campus and to schools: 6 women & 1 man in 2019/20
- **York Cares** (Outreach): Students design and deliver outreach materials for primary school pupils (2 women and 2 men in 2018/9)
- **York Strengths**: Online Discovery exercise, York Strengths Development Day, York Award
   o 26 females (81%) and 6 males (19%) attended a Development Day in 2017/8 (UG1 cohort 83% female)
   o York Award - 73% of the applicants in 2018 were female (UG cohort 83% female)
- **Placement Year**: Open to all UG students to undertake after Y2
   o Since 2018/9, 4 women and 1 man
- **Student Ambassadoring at Open and Visit Days**
   o We aim for even representation of both female and male students, though the number of females tends to be higher (usually around 60%).

In these initiatives, there is a predominance of females, most especially in the Back-to-School scheme; on the whole, the distributions mirror that of the UG cohort.

Positive destinations

Table 18: Percentage of positive destinations across females and males (DLHE data), 2014-2016

DHLE (Class of) Year	Overall	Female	Male	% females in the cohort
2011/2	61%	55%	84%	77% (84 female, 25 male)
2012/3	68%	64%	82%	75% (122 females, 40 males)

2013/4	62%	60%	72%	73% (103 females, 38 male)
2014/5	66%	64%	65%	77% (96 females, 29 males)
2015/6	77%	79%	71%	70% (106 females, 45 males)
2016/7	69%	69%	62%	81% (121 females, 29 males)

Since SAT was established, the Department started monitoring data on participation in careers events, to assess the extent of student engagement across genders. Numbers look healthy, but we'll keep on monitoring for gender disparity and act to address any disparity in the future.

The positive destinations of our graduates have fluctuated somewhat over the years (Table 18), with men initially doing better than women (more up-to-date data is not available). This gap has closed, however, with females' positive destinations exceeding that of males. We aim to maintain this convergence by taking the following steps **(Action Point 21)**:

- Increase career support for UG students, introducing specific focus on female post-graduation employment, with targeted career support events and more female speakers (see also related actions in **Progression Pipeline** and **Role Models** Sections)

Across all levels

Our Careers and Employability Coordinator sends a **weekly digest of careers and employability events.** The Department organises relevant **events** for students, e.g. in 2017/8, we put on two events each in Autumn and Spring/Summer. More females than males have attended these events, reflecting the composition of the student body.

PGR Level

In 2017/8 the percentage of females engaging with Careers activity was in line with the gender breakdown of the department, whereas in 2018/9 the female population was more engaged than would be expected based on the cohort breakdown.

- In 2017/18, we offered an **Outreach Officer** position to one female PGR
- In 2018/19, we offered a **PAL Coordinator** position to one female PGR
- All PGRs in our department are eligible to apply for **GTA roles**

Nevertheless, The Department has not had a specific policy to increase the proportion of female PhDs. If disparity does occur, we will continue to track these data and take action to address any disparity in the future.
(Action Point 22):

- Increase career support for PG students, introducing specific focus on female employment, with targeted career support events and more female speakers
- Department Research Committee to discuss ways of encouraging more female students to pursue a PhD
- Increase visibility of female role models within the Department for PGR students
- See also actions around student's career progression (Section 5.3.v), progression pipeline between UG and PG levels (Section 4.1.v) and Role Models (Section 5.6.vii).

(v) Support offered to those making research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Grant applications and plans for them have been an established part of PDR meetings and of applications for research or impact leave during the period reported on. Staff may apply to the Department Research Committee (DRC) for research leave to work on current projects and publications or develop new grant proposals. They may also specify that they wish to work on impact strands (impact leave). Leave may be applied for every three years, for a six-month period from January to June or July to December. It is granted subject to a satisfactory application. This has replaced an earlier system in which applications were on a termly basis (i.e. for 10 weeks). With planning 18 to 24 months in advance, it is easier to ensure a gender balance, as well as improving staff's ability to plan grant applications. The DRC actively encourages staff to apply when they become eligible. It also keeps records of these and asks for a report at the end of the leave (Table 19).

Table 19: research/impact leave by gender over six academic sessions (2013/14-2018/19)

Research/Impact Leave	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	TOTAL
Female	3 (100%)	0 (0%)	2 (33%)	4 (40%)	2 (50%)	1 (33%)	12 (41%)
Male	0 (0%)	3 (100%)	4 (67%)	6 (60%)	2 (50%)	2 (67%)	17 (59%)
TOTAL	3	3	6	10	4	3	29

We recognise the imbalance between male and female take-up of research/impact leave, and that this is likely to be a contributing factor in lower progression of women to professorial level; we address this in **Action Point 23** (see below). Support for grant applications is overseen and largely undertaken by DRC. We provide practical support for grant applications through a department-internal Administrative Manager responsible for research support, and the Research Support team in the Humanities Research Centre. All staff have an annual research allowance (£500) which can be supplemented by up to £500 when a larger grant proposal is submitted. The initial scoping stages of research are also facilitated for all staff through access to various internal pump-priming funds as well as Research Theme Champion funds.

We have comparative data on gender balance for research grant submissions for the last three academic years, 2017/18, 2018/19 and 2019/20. There were six grant proposals submitted in 2019/20, and all of them were associated with a male PI. All of these submissions are awaiting a response, so we cannot provide a success rate for them. For the academic years 2017/18 and 2018/19 the application numbers and successes are given in Table 17.

Table 20: research grant applications and success rates by gender (2017-19)

	Applications	Number of Awards	Success Rate
Female PI	9	2	22%
Male PI	25	4	16%
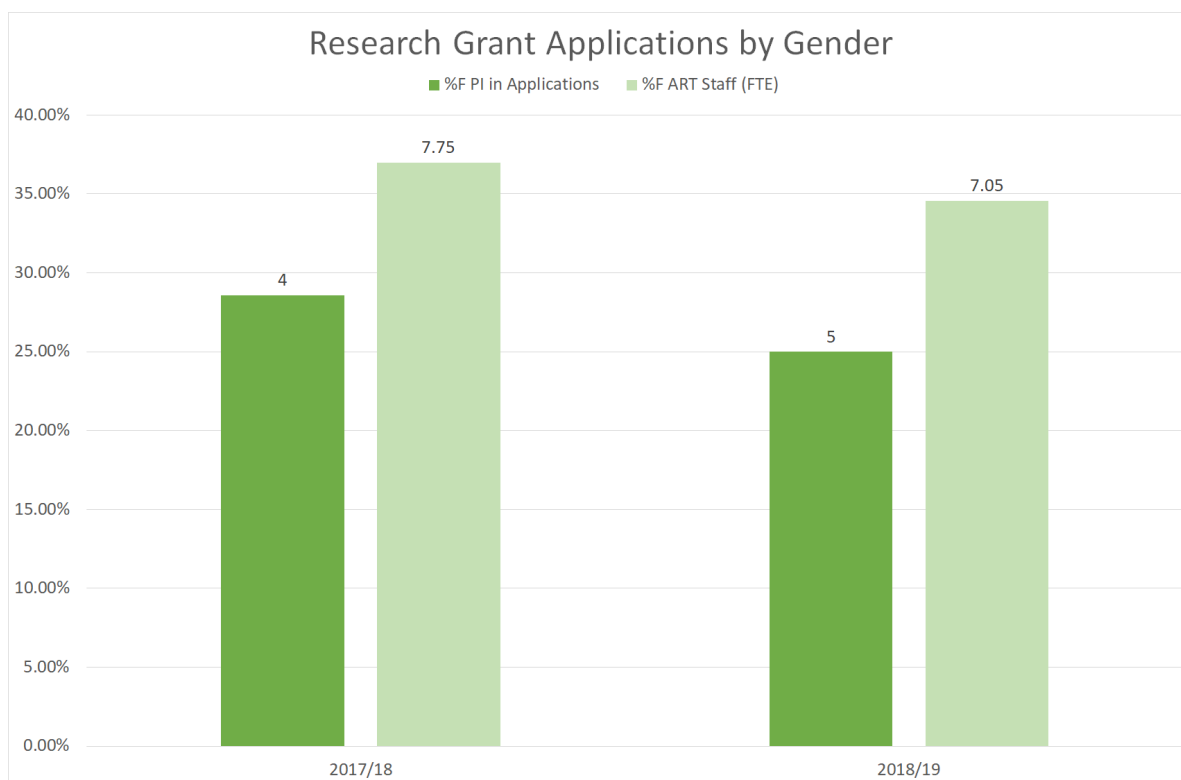
Figure 20: Research grant applications by gender and proportion of female AR&T staff (2017-19)

For both 2017/18 and 2018/19 the proportion of research grants submitted by female staff was less than the proportion of female staff on AR&T contracts. We have started to take measures to address the relative gender difference in grant submissions. In particular, our DRC now has a much better gender balance.

Staff who are unsuccessful are given feedback from a member of DRC, who goes through any feedback provided by the funder. The discussion includes options for resubmission. Currently, there is no specific policy to support women; **Action Point 23** is designed to address the observed gender imbalances:

- DRC to actively encourage staff to apply for research leave a year before they become eligible
- In particular, DRC to encourage female SLs to apply
- DRC to report success rates by gender to DMT, SAT and DM
- DMT and DRC to discuss practical ways to offer additional support for staff who submitted a grant application that was unsuccessful

Of direct relevance here are also our actions aiming to improve fairness in workload allocation (**Action Point 34**).

5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

The Department recognises the importance of promoting a healthy work-life balance and the impact that the lack of flexible provision can have on the careers of female employees and others with caring responsibilities. There are number of ways this is achieved: flexible working practices, such as job share, part-time opportunities and flexible hours.

Staff perceive the Department in general and their line managers in particular as considerate with regards to the work-life balance. In the Department Culture Survey 2019, a large number of staff (77%) report that line managers are considerate of life outside work (Table 21). Of note is that the total proportions of men and women agreeing was the same, but a greater proportion of women strongly agreed with the statement, "My line manager/supervisor is considerate of my life outside work." However, staff who did not disclose gender were not as strongly in agreement.

Table 21: Culture Survey Question – "My line manager/supervisor is considerate of my life outside work"

	Number of Responses	Slightly Agree	Agree	Strongly Agree	Total Agree
Female	25	2 (8%)	8 (32%)	10 (40%)	20 (80%)
Male	10	1 (10%)	4 (40%)	3 (30%)	8 (80%)
Undisclosed	9	1 (11%)	4 (44%)	1 (11%)	6 (66%)
Grand Total	44	4 (9%)	16 (36%)	14 (32%)	34 (77%)

For perceptions in relation to work-life balance the picture is less uniform and less positive (Table 22).

Table 22: Culture Survey Question – "My Department cares about my work-life balance"

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	25	11 (44%)	5 (20%)	9 (36%)
Male	10	2 (20%)	2 (20%)	6 (60%)
Undisclosed	9	4 (44%)	0	5 (56%)
Grand Total	44	17 (39%)	7 (16%)	20 (45%)

For the Department as a whole, irrespective of gender, the largest group of respondents were those who agreed with the statement, "*My Department cares about my work-life balance.*" This is because male and undisclosed gender respondents had majorities agreeing with the statement. For women the majority disagreed with the statement, as did a similarly large proportion of undisclosed gender respondents. This shows that the Department must do more to highlight and promote policies that

support work-life balance. We have addressed this issue from multiple angles in our Action Plan. For example, **Action Point 35 and 36** ensure that all Departmental events (including social events) are held during core hours. Actions presented below (**Action Points 25-29**) are designed to provide further support for Maternity, Paternity and Adoption leave. Finally, in response to the high number of undisclosed gender respondents in 2019 CS, **Action Point 18** ensures that in future CSs sensitive questions will be asked in a separate survey not require disclosure of role/grade, which should lead to fewer respondents not disclosing their gender.

LLS follows University policies on flexible working, career breaks, supporting staff with caring responsibilities and working from home. This reflects a departmental cultural shift in recent years whereby staff are trusted to deliver on outputs in flexible working situations. Wherever possible, requests under these policies are pro-actively supported. A clear majority also reports that line managers support requests for flexible working (28/44; only 1 member of staff disagrees, most are neutral or do not know). To take into account caring needs, the Departmental Manager circulates a teaching constraint form annually via email. Flexible working arrangements for admin staff are discussed and agreed with the Department Manager.

(i)   Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

Professional Support Staff

There have been no requests for adoption leave during the reporting period. Professional support staff (PSS) meet with the Departmental Manager to discuss their needs for maternity leave and a plan is agreed for keeping in touch during that period, normally towards the latter end to help with the transition of returning to work. Staff are fully supported by the Department during their period of maternity leave but we ensure that there is no intrusive contact from the Department during this important time. The Department Manager makes recommendations to the Head of Department and liaises with the staff member and HR to put formal arrangements in place.

Academic Staff

Prior to commencing maternity/adoption leave, staff have a one-to-one meeting with the Departmental Manager to discuss their leave. They also meet with their Line Manager/Head of Department (if preferred) to discuss re-distribution of their workload and other commitments during their time away. When staff are on maternity/adoption leave, an employed temporary replacement or colleague will cover the work during their absence. We also ensure that research leave entitlement is honoured for staff on maternity/parental leave.

In the case of externally funded projects, the Department supports principal investigators and fellowship holders in any formal negotiations with research funders. The Department Manager works with the staff member and HR to put formal arrangements in place.

However, as discussed previously in the context of the 2019 Culture Survey (Table 15), we know we need to provide more materials and publicise our gender equality policies better. Maternity and adoption leave are a key part of this.

Furthermore, the gender divide observed in other sections of the CS was also seen on this point, as 60% of male respondents (but only 17% of female respondents) agreed that they have clarity on policies regarding gender equality.

In order to address these issues, we will (**Action Point 24**):

- Develop and promote departmental maternity/ adoption/ shared parental and parental leave handbook.
- Raise staff awareness of dedicated maternity/adoption advisors within the University and provide more signposting to information for staff on different types of leave, and highlight links to University HR policy pages.
- Greater support on return from leave for all staff, with **options presented before leave** (**Action Point 26**, Return from Maternity leave, introduces greater support on return in the form of options to be chosen by staff members: two terms reduced teaching load or one term automatic research leave or two terms research assistance).

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

Professional Support Staff and Academic Staff

The policy is to maintain an active approach to communication before, during and after leave. Initially, the Department Manager meets with the member of staff to discuss any needs beyond what is covered in the statutory reporting. This includes making staff aware of "Keeping in Touch" (KIT) days which can be utilised to support staff prior to returning to work following maternity/adoption leave. For PSS, cover is arranged by the Department Manager for the whole role during maternity leave, either by secondment or a fixed term contract. For academic staff, issues relating to research projects are discussed with the Head of Department. Teaching cover is paid for by the University. CS results show lack of knowledge on Department policies for gender equality, which might extend to KIT days. We proactively engage with this potential issue through **Action Point 25**:

- Be pro-active in the use of KIT days to support a smooth return to work.
- See **Action Point 24** (Section 5.5.i) which introduces departmental handbook for maternity/ adoption/ shared parental and parental leave and raises staff awareness of dedicated maternity/adoption advisors within University.

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

It is common for staff to request a significant change in their work pattern after maternity leave. Recent examples include from full-time to part-time, with flexible hours to suit different circumstances. The Department commits to the development of maternity/adoption plans that meets individual needs.

The University has three baby-feeding rooms on campus, and the Department is committed to supporting breastfeeding mothers (staff and students) on their return to work or study. A private room -- social and child friendly space in the Department to support breastfeeding mothers will be made available as needed. This is in line with the models of good practice across the wider University. The 2019 CS highlights a lack of overall staff knowledge about how the Department implements University policy in practice. Data from career progression and grant submission among female staff suggest that

their careers are being hindered, possibly also due to caring responsibility. The Department recognises the importance of supporting women's career upon return from maternity/adoption leave. We aim to improve clarity about the options upon return from maternity and adoption leave for AR&T and teaching staff upon return through **Action Point 26**:

- For AR&T staff, offer further options to provide greater support on return from leave, including three concrete options to be chosen by the staff member in discussion with HoD: two terms reduced teaching load or one term automatic research leave or two terms research assistance.
- Senior staff to follow up with the University level E&D team for advice regarding further processes that should be in place in the Department. Survey all staff who have returned from maternity/adoption leave in the last 5 years.
- Addition of relevant material in new staff handbook.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Table 23 shows data for maternity leave. As can be seen, a number chose not to return or only continued for a short time. This may be because the majority were LFA tutors, whose job often involves evening work – causing problems of childcare. We address these issues through **Action Point 27:**

- Improve clarity among staff over flexible working conditions (see also Actions on Flexible working, Section 5.5.vi)
- Discussion of maternity leave for LFA staff to specifically include options for flexible working condition upon return
- See also on support upon return from Maternity Leave (Section 5.5.iii) and flexible working (Section 5.5.vi)

Table 23: Staff maternity return rate, 2014-18.

Year	Grade	Length of maternity leave	Returner?	Returned for 6 Months	Returned for 18 Months or longer
2014	5	70	No	No	No
2014	5	365	No	No	No
2014	6	161	No	No	No
2015	5	366	No	No	No
2016	6	126	Yes	Yes	Yes
2017	5	365	Yes	Yes	Yes
2018	5	126	No	Yes	No
2018	5	168	Yes	Yes	Yes
Average		231			

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Table 24: Paternity and adoption leave (2014-18)

Year	Gender	Grade	Length of Leave	Leave Type
2014	███████	6	7	███████
2017	███████	7	7	███████
2018	███████	6	14	███████
2018	███████	7	7	███████

There are relatively few applications for paternity and adoption leave (Table 24). Applications are made to the DM, who will discuss the person's needs with the HoD. Individual needs (e.g. teaching cover) are discussed, with relevant teaching teams informed. We encourage staff to use their paternity leave fully without interruption. Return from adoption and paternity leave is followed up by informal discussions about departmental support and adjustments required. University Paternity Leave provides one week on full pay. We aim to improve current paternity leave conditions through **Action Point 28**:

- Improve communication about paternity, adoption and paternity leave policies via the University's Maternity and Paternity Leave handbook, at induction, at key points in the year (for example, during PDR), and ensuring this includes all staff groups.
- Consultation with HoD and DMT on implementing the extension of paternity leave to two weeks' full pay (already in the UoY AS Action Plan).
- Consultation with HoD and DMT on introducing one term reduced teaching load, to be agreed with HoD
- Add item on satisfaction with paternity/adoption leave arrangements to future CS.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University has clear policies on flexible working which the Department follows closely. This includes guidance for both staff and line managers on how the policies are to be implemented. All staff seeking flexible working arrangements are also advised to seek advice from the HoD. Some staff members are unaware of these information resources, as indicated by responses in the Culture Survey (for instance, Table 15**Error! Reference source not found.**). We address this through **Action Point 29**:

- Add to staff handbook information about the full range of University and Departmental practices and support system available in relation to flexible working.
- Investigate ways to enable new and teaching staff (especially LFA) to take better advantage of existing flexible working opportunities in teaching
- Make information about flexible working options more readily available, to minimise uncertainty about expected arrangements -- especially for those returning from

maternity/adoption leave (see also **Action Point 27**, Section 5.3.iv) . HoD and DM to ensure that relevant policies are complied with in the workload model.

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Professional Support Staff

Some professional support staff are on fractional contracts, typically as advertised for the posts for which they were hired. The Department provides support for a phased return to full-time working, as may be the case with the return from maternity leave. The approach is the same as for academic staff (see below).

Academic Staff

The Department makes every effort to facilitate career breaks for staff who ask for one. Our practice is to support staff who also wish to reduce their hours from full- to part-time. At the point at which such a request is made, staff are given the opportunity to discuss their plans for return to a full-time position and this is factored into our planning process. Where possible, we aim to support the working patterns that best suit staff requirements. Staff perception of this support for flexible working is very positive: For the CS item 'My line manager/supervisor is supportive of requests for flexible working (e.g. requests for part-time working, job share, compressed hours)' the majority (73%) responded Agree/Strongly agree (same across gender).

5.6 Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The Department is committed to continue developing into a diverse and inclusive workplace: despite its relatively small size, it has put together an AS SAT and WG of 20 members leading the effort to address all forms of discrimination and implicit bias. This effort is demonstrated by the number of actions which have already been implemented ahead of the AS submission and social activities that include all staff (see 5.6.vi). Engagement in the AS process empowered us to advance issues of gender and diversity into all our activities The 54% response rate of the Culture Survey (with 56% of respondents disclosing as women) indicates that engagement with AS is still unsatisfactory, particularly among men. The CS responses also highlight a strong discrepancy between what was reported by female and male members of staff. For example, while 90% of male staff feel that the department is a great place to work for all genders, this view is shared only by 64% of female staff. We aim to improve this by **Action Point 30**:

- Advertise the activities of the SAT and the new policies introduced during the preparation of the Athena SWAN application
- Organize Open Day to discuss the Athena SWAN application with all staff
- See **Action Point 1**, making AS a standing item on the agenda of all major committees in the Department
- Introducing measures to mitigate implicit bias in students' module evaluations

On wider culture, see Action points 13, 15, 17, 18, 19, 24, 27, 28, 29, 32, 33.

Only 45% of respondents agreed with the CS item 'My Department cares about my work-life balance'. Among women, only 36% agreed with this statement. **Action Point 31** covers work-life balance:

- On maternity leave, see Action Points 23, 24 and 25.
- On paternity, adoption, and parental leave, see **Action Points 26 and 27**.
- On flexible working see **Action Point 28** (Sections 5.5.i-vii)
- On workload see **Action Point 34**
- On timing of meetings and social events see **Action Points 35 and 36.**

Gender bias is widely believed to influence teaching evaluations. Nevertheless, student evaluations still constitute an important part of the promotion dossier and have come to play an even greater role under the Teaching Excellence Framework. Evidence shows that gender bias effects can be partly mitigated by introducing student evaluation questionnaires with a short paragraph on implicit bias.[4] As of March 2020, module evaluation questionnaires will begin with a statement at the top explaining that students should bear in mind that unconscious bias may negatively impact perceptions of the teaching of women and people of colour. (**Action Point 30**).

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

The HoD works closely with the Faculty HR Partner to monitor the consistency of HR policies and associated data via monthly meetings. The HoD passes on information to DMT and to all staff at Department Meetings. There is a standing item at each meeting to discuss AS matters and related policies and data.

In briefings prior to PDRs, reviewers receive guidance from the HoD to ensure that staff have the opportunity to discuss the application of HR policies in the area of equality and diversity. (We intended to introduce feedback from the Culture Survey into the 2020 briefing, but PDRs were stopped for this round, because of staff workload associated with teaching preparation during the COVID-19 pandemic). In the event that a staff member experiences bullying, harassment or other grievances, they approach the HoD. The HoD liaises with HR to resolve the matter.

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[4] Peterson, D. A., Biederman, L. A., Andersen, D., Ditonto, T. M., & Roe, K. (2019). Mitigating gender bias in student evaluations of teaching. PloS one, 14(5), e0216241,

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

The DMT is the key committee within the Department. Membership is mostly determined on an ex officio basis (including DM, HoD, and chairs of the GSB, BOS and DRC). Other roles on the DMT represent important groupings such as the Chair of Language Executive or, as needed, representatives of the REF working group. The departmental workload model provides data on the roles contributing to the DMT (Table 25).

Table 25: Gender profile of the DMT 2016-2020

	2016/17	2017/18	2018/19	2019/20	TOTAL
M	3	5	3	3	14
F	5	5	6	7	23
%F	63%	50%	67%	70%	62%

The gender makeup of DMT broadly reflects the composition of the department. However, while this indicates that women are playing an important role in the decision making and strategy of the Department, there are differences in the gender profile for the roles that contribute to the DMT. The HoD has been male throughout this period. The Chair of DRC has been male in three of the four years recorded in the Department workload model. DRC is responsible for:

- sending regular funding updates to all research-active staff
- meeting with individual staff to develop research ideas, even at an early stage
- pro-actively aligning particular staff with particular calls
- managing a system of internal peer review
- making copies of successful proposals available
- providing guidance following unsuccessful proposals

Given these functions leadership of the DRC is an important gender issue which we aim to address via the actions referenced below. In contrast, the Chair of the GSB, the Chair of the Language Executive, and the UG Admissions representative have been female throughout the surveyed period. Staff are appointed through consultation with the DMT, bearing in mind experience and workload, with the consent of the person appointed. Roles are usually held for three years.

Our workload model classifies administrative roles into six levels, where level 1 has the highest load, and level 6 the lowest. Analysis of the data in the workload model indicates that there is an imbalance at the higher levels (1-3, 62% of whom are women) from 2016 -2020. In contrast, for the lower levels (4-6) the imbalance is slightly reduced (57% women). While the proportion mirrors the

distribution of women and men in the department, in order to address any unfairness between the genders, to ensure gender balance in committees and to enable women to take on key influential roles (e.g. DRC) we have introduced **Action Point 32**:

- Reviewing committee membership annually
- Actively encouraging women to go for committee roles via the PDR process, and also via targeted meetings and mentoring of mid-career staff (**Action Points 14, 18**, Sections 5.1.iii, on Promotion and 5.3.ii on Appraisal and Development)
- The development of Deputy roles in key committees in order to allow for more opportunities and career progression (**Action Points 14, 18**, Sections 5.1.iii, on Promotion and 5.3.ii on Appraisal and Development)

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

At present the Department has no policies in place to ensure that gender equality is taken into consideration when staff are nominated, or encouraged to apply, for membership of external committees and bodies. Staff have served on various committees for research councils and learned bodies at different points in time. Structurally there is a challenge for the Department in that staff may be approached directly to sit on committees external to the University without the Department being aware of the available opening. There is a gender imbalance in staff perceptions of who is encouraged to participate in university committees and those external to the University, with 40% men agreeing they are encouraged to represent the department, while women (58%) and those who did not disclose gender (78%) agreeing that they are encouraged (Table 26).

Table 26: Culture Survey Question – "I am encouraged and given opportunities to represent my Department externally and/or internally (e.g. on committees or boards, as chair or speaker at conferences"

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	24	4 (17%)	6 (25%)	14 (58%)
Male	10	3 (30%)	3 (30%)	4 (40%)
Undisclosed	9	0	2 (22%)	7 (78%)
Grand Total	43	7 (16%)	11 (26%)	25 (58%)

In contrast to the picture for committee membership only 46% of female staff who responded to the CS 2019 (vs. 60% of male staff) feel that staff of all genders are equally likely to be chosen for special activities and opportunities (Table 28).

Table 27: Culture Survey Question – "In my department staff of all genders are equally likely to be chosen for special activities and opportunities"

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	24	8 (33%)	5 (21%)	11 (46%)
Male	10	2 (20%)	2 (20%)	6 (60%)
Undisclosed	9	4 (44%)	0	5 (56%)
Grand Total	43	14 (33%)	7 (16%)	22 (51%)

There is clearly a gender imbalance in perceptions around opportunities for staff. We will address this through **Action Point 33**:

- Introduce a Departmental policy aiming to achieve gender balance (in proportion to the gender distribution in the Department) in nominations for University committees.
- Reviewing central University committee membership annually
- HoD to encourage women to apply for membership of these committees and to encourage their nomination
- Staff to be encouraged to take leadership training to support stronger participation on University committees (See also **Action Points 16, 17** Training)
- PDR process used to encourage women to apply for University committee representation
- See also **Action Points 14, 16, 18** (5.1.iii Promotion, 5.3.i Training, 5.3.ii Appraisal and Development)

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The Department aims for transparency in the application of the workload model for academic staff, so that staff have an equally allocated workload. To ensure transparency in workload allocation and in the spirit of AS, in addition to the existing practice of issuing individual workload reports to staff, overview departmental workload allocation data was made open to staff in June 2019. While this had always been the intention, impetus was added to this aim, when the 2019 Culture Survey results showed that staff do not agree that workload is shared fairly across genders.

Table 28: Culture Survey Question – "Workload is allocated fairly across genders in my Department"

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	24	5 (21%)	15 (63%)	4 (16%)
Male	10	1 (10%)	6 (60%)	3 (30%)
Undisclosed	9	2 (22%)	6 (67%)	1 (11%)
Grand Total	43	8 (19%)	27 (63%)	8 (19%)

These data indicate that we must do more to publish comparative data on workload for staff, in addition to their individual workload reports.

The perception of lack of fairness across gender is part of a general perception of unfairness (Table 29), with 28% of respondents reporting they do not feel workload is fairly allocated in general. This perception is strongest among females or those who did not disclose their gender.

Table 29: Culture Survey Question – "Workload is allocated fairly in my Department"

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	24	9 (38%)	9 (38%)	6 (25%)
Male	10	1 (10%)	4 (40%)	5 (50%)
Undisclosed	9	3 (33%)	5 (56%)	1 (11%)
Grand Total	43	13 (30%)	18 (42%)	12 (28%)

Results on workload (Table 30) are somewhat disappointing, as the Department has put a lot of work into improving the workload modelling process, but there is clearly a need for more action in this area. To improve fairness of the workload model and its perception we will (**Action Point 34**):

* Establish a Workload Committee to advise the HoD in decisions regarding allocation of hours for roles and monitoring the effect across genders (started in Autumn 2019)
* Ensure that the AS lead will also sit on the Workload Committee
* Introduce workload fairness as a standing item under the AS agenda item at DMT
* Consider running a Focus Group Discussion (FGD) to investigate the causes of the perception of workload unfairness

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Over the past three years there has been an effort to ensure that all core meetings and Department research seminars begin and end during core daytime hours of 10.00 am – 4.00 pm. Nevertheless, this policy is, as yet, not applied uniformly. The invited research talks of the Department Colloquium Series, for example, currently begin at 4 and end at 5:30 and are followed by informal drinks. The 2019 Culture Survey data shows that a smaller proportion of women than men agree with the statement that "meetings in the Department are completed in core hours to enable those with caring responsibilities to attend" (Table 30).

Table 30: Culture Survey Question – "meetings in the Department are completed in core hours to enable those with caring responsibilities to attend"

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	24	6 (25%)	3 (12%)	15 (63%)
Male	10	1 (10%)	0	9 (90%)
Undisclosed	9	0	2 (22%)	7 (78%)
Grand Total	43	7 (16%)	5 (12%)	31 (72%)

Similarly, a smaller proportion of women than men agree that "work related social activities in the Department are likely to be welcoming to all genders (Table 31).

Table 31: Culture Survey Question – "work related social activities in the Department are likely to be welcoming to all genders (e.g. consider whether venues, activities and times are appropriate to all genders)".

	Number of Responses	Total Disagree	Neutral	Total Agree
Female	25	3 (12%)	3 (12%)	19 (76%)
Male	10	0	0	10 (100%)
Undisclosed	9	0	2 (22%)	7 (78%)
Grand Total	44	3 (7%)	5 (11%)	36 (82%)

We will make the following change (**Action Points 35 and 36**):

Action Point 35

- Ensure all Departmental events are held during core hours

Action Point 36

- Ensure all major annual Departmental social events are held during core hours

(vii)   Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Over the past four years, the Department has greatly improved its policies on gender balance in visibility of role models. Since 2016 the Department has maintained a log of invited speakers to its Colloquium Series and actively ensured a gender balance among them. In order to expand this, we will we will extend this policy through **Action Point 37**.

- For the Department Colloquium Series, the convenor maintains a log of all invited speakers and actively maintains a gender balance
- The Department will extend this to meetings hosted on campus by the Department

(viii)   Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Outreach is part of our Admissions and Outreach team. The gender and grade breakdown is as in Table 32. There are three members of staff who work on outreach, two men and one woman.

Table 32: Admissions and outreach team 2020

	Grade 6 (Associate Lecturer)	Grade 7 (Lecturer)	Grade 8 (Senior Lecturer)
Female	2	1	0
Male	1	2	1

There is an imbalance in the seniority profile across gender. This may reflect a hidden bias when assigning the roles in that more junior females may be perceived as nurturing and well suited to promoting the department in schools. Equally, there may be a bias against more senior men, assuming them to be unapproachable. Of note also is that all three women in the admissions and outreach team are on teaching only contracts. Two of the men are also on teaching only contracts.

Outreach activities are included in the Department's workload model, which shows that the Department values this work. Current outreach activities include lectures in local schools, and targeted activities at the university's annual public `Festival of Ideas'. Until 2018 the Department did not keep a formal record of activities by gender. School outreach activities are given in Table 33. These include visits to primary schools, where we have been working hard to encourage interest in modern languages.

Table 33: School outreach activities 2017-2020

Academic Year	Type of School	Number of schools	Gender	Total school students across visits
2017-18	State Primary Schools	5	Mixed	125
2017-18	State Schools	6	Mixed	125+
2017-18	State Schools	1	Girls	Not recorded
2017-18	Overseas School (US)	1	Mixed	Not recorded
2018-19	State Primary Schools	3	Mixed	75
2018-19	State and independent (languages debate)	Not recorded	Mixed	50+
2018-19	Independent school (campus visit)	1	Mixed	15
2018-19	State Schools	3	Mixed	45
2019-20	State Primary Schools	5	Mixed	25
2019-20	State Schools	5	Mixed	162+
2019-20	State and independent (languages debate)	Not recorded	Mixed	50+

The outreach activities reflect our student profile for types of school: from 2015 to 2019 the Department's undergraduate population ranged between 87% and 85% from state schools

An ongoing Action (**Action Point 38**) introduced formal recording of all activities by gender (as of 2018) in an effort to develop a more gender-balanced approach to Outreach (see also Action Points 2 and 3, targeting gender balance in incoming students). Engagement in Outreach activities at the 2018 Festival of Ideas was 90% female, but moved to a far more balanced 60% in 2019.

Comments in the 2019 CS also highlighted a lack of visibility about work of the Outreach committee and visibility for promotion. We target this through (**Action Point 38**):

- Formal record of Outreach activities by gender
- Establish new policy on gender balance for visit days and open days
- Ensure gender balanced rotation of speakers at Open Days
- Establish new policy on gender balance on outreach activities Outreach committee to report to Departmental meetings biannually on outreach activities to increase visibility/recognition and participation
- Record of Outreach activities monitored by gender

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7.FURTHER INFORMATION

n/a

Action plan (* indicates high priority actions)

Action Point	Relevant application section	Issue identified	Planned actions to address issue	Person responsible (including job title)	Success Criteria and outcome	Timeframe (November 2020 / November 2025)	
Section 3 Self Assessment Team Plans							
1	3.3	Continue to promote and support our AS and E&D activities internally and within the University

Increase visibility of SAT work through website and promotional material | - Make AS a standing item on the agenda of all major committees in the Department, to ensure proper integration of AS work within the Department
- Annual review of SAT activities, to ensure best practices are developed and maintained
- Routine monitoring of data from Bronze award, to feed back into SAT review and inform students and staff about developments
- Set up an "Athena Award" to reward the best staff E&D related initiative
- Establish annual Departmental budget of £500 for AS initiatives (Athena Award, travel costs, room bookings etc.) | HoD, DMT, AS lead, SAT | Agenda item at SAT and DMT annually, follow up of action point arising.

Engagement by SAT members measured by 90% favourable score on 2021 CS on AS and SAT impact in the department

Invite Applications for first award in Autumn 2021 | Spring 2021

July 2021

Deadline for nomination March 2022 | Annually

Biennially

Award in Summer 2022 |

			- Increase visibility of SAT work through Website and promotion materials - Develop E&D pages in the Department Website	AS lead, with web support from the Department	Ensure accessibility; include links to documents and information on Departmental and staff E&D activities	Jan.- March 2022	annually reviewed annually reviewed
	Section 4.1 Student Data						
2	4.1.ii No. of UG students by gender	In comparison to similar HESA Departments, LLS attracts a below average number of male undergraduate students. UG male students achieve more 2.2 and fewer 2.1 degrees than females.	- improve gender balance in Department webpages and visual materials for prospective students - Maintain gender balance in speakers at Open/Visit Days - Target male students with no background in English Language A-level in outreach and recruitment activities, by emphasising cases of previous male students that have become successful academics or professionals	Admissions Director, Outreach Team	Improved gender balance in UG student cohort, aligning with HESA Benchmark for "Languages" (i.e. increase of ~5% in male UG student applicants); Achieve male degree mark distribution	March 2020	By October 2023; ongoing

			- Improve gender balance in outreach activities, with more male role models involved - Outreach activities in schools currently target solely English A-level. Extend outreach activities to target Science A-levels, because of the use of scientific methods in several areas of linguistics. - Continue to approach disengaged (mostly male) students, to try to raise their motivation and engagement. This has already begun, and is based on close monitoring of attendance in class		equivalent to females.		
3	4.1.iii No. of PGT students by gender	The Department experienced a temporary 25% drop in applications from female PGT students, numbers seem to be back to normal in past 2 years	- Maintain and improve gender balance in Department webpages and visual material for prospective students - Maintain gender balance in speakers at Open/Visit Days (for both female/male student ambassadors and staff) - Ensure gender balance in staff and student ambassadors at Open/Visit Days	Chair of GSB, with Graduate Administrator	Stability in proportion of female applicants to PGT at around 60%	October 2020	Ongoing

			- Raise interest and awareness of women students (e.g. seminars, online streaming talks of leading woman speakers) - Ensure publicity materials target women				
4	4.1.iii	Lower degree marks achieved by male than by female students	- Analyse degree marks for male students - Analyse dissertation topics chosen by male and female PGT students to see whether there exists a correlation between areas of research and gender; advise all students on more choosing a topic which is within their reach.	Chair of GSB, Graduate Administrator	Equalisation of marks achieved by females and males	October 2022 entry	2025
5	4.1.iv No. of PGR students by gender	Proportion of female PhD applicants down by 8 percentage points since 2018/9	- Despite an increase in numbers, research causes of the proportional drop in female applicants within current PhD cohorts, via online survey of all (female and male) who turned down offers - Ensure Departmental webpages have gender balance, including research pages. It will become the responsibility of the Departmental	Chair of GSB, Research chair, Postgraduate admissions officer and graduate administrator, AS lead, Web Officer	Reverse current drop in female applicants for PhD, aiming for an increase in female applications by 5%	During 2021/2	2024

			Web Officer to advise staff on gender balance when writing new material for the departmental web pages, including research pages. - Analyse and re-write funding and scholarship advertisements to explicitly recruit female applicants (with HR support) - Promote PhD programme among our UG and PGT female students while monitoring current and future applications by gender				
6	4.1.v Progression pipeline between UG and PG student levels	Variation in students' career progression over the years, with males overall doing better than females (but gap closing in recent years) in positive destinations In 2018 we saw a drop of 20% in proportion of female PGT and PGR	- Introducing specific focus on female post-graduation employment and further study option, through targeted career support events. - Increasing number of women speakers at Departmental Research Colloquia and Recruitment and Careers Events - See also **Action Point 36** (Section 5.6.vii) and **Action Point 37** (Section 5.6.viii)	Careers and Employability Coordinator, Chair of BoS, Colloquium convenor, Research Group Leads, PGR Chair, Outreach Team	Strategy to better support female UG employability strategies developed by September 2021 Gender parity in speakers at Research Colloquia, Recruitment and Career events 10% increase in proportion of	Autumn 2020 Started 2018 October 2021 entry	September 2021 Ongoing

					female PGT and PGR	By October 2022 (measured against 2018)	
	Section 4.2 Staff Data						
7*	4.2.i Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only	Low recruitment of women at certain levels	• Encouragement of female applicants (ads to contain specific reference to underrepresented groups and encouraging flexible working). • Active promotion support for female staff (see **Action Point 14**, Section 5.1.iii) • Active consideration on the part of the HoD when allocating administrative roles in the Department of the gender of the role holder in addition to their career stage.	SAT, DMT, AS Lead, HoD	Improvement in female recruitment by 10%	September 2019	September 2024
8*		Low recruitment of women at certain levels	- Maintain gender parity for all appointment panels (**Action Point 11**, Section 5.1.i)	HoD, DMT, AS Lead, SAT	Rise in recruitment of female staff by 10%	September 2019	September 2024

9*		Low recruitment of women at certain levels	- All staff in recruitment panels to be required to take unconscious bias training before sitting on panels (**Action Point 12**, Section 5.1.i) - External observer/commentator on implicit bias in hiring panels (**Action Point 12**, Section 5.1.i) - See also **Action Points 10, 11 and 13** (Section 5.1.i, 5.1.iii)	Appointment panels, via information from AS lead	Rise in recruitment of female staff by 10%	September 2019	September 2024
10*	4.2.iii Academic and research staff by grade on fixed-term, open-ended / permanent and zero-hour contracts by gender	Poor promotion prospects for Grade 5 LFA staff.	- Improve annual Performance and Development Reviews with more in-depth discussion of potential for promotion, including e.g. what strengths should be capitalised on; which criteria the member of staff meets/needs to meet for promotion - See also actions on Training, Appraisal and Development (Sections 5.1.iii, 5.3.i, ii)	HoD, DM, DMT, AS Lead, SAT, PDR Reviewers	Increase in no. of Grade 5 staff promoted to Grade 6 by 10%	September 2021	September 2024

Section 5.1 Key career transition points: Academic staff

11*	5.1.i Recruitment	Interview stage bottleneck for female candidates (particularly for appointments at professorial level) Gender representation in most job panels, but gender parity not achieved yet, might contribute to bottleneck	- External observer/commentator on implicit bias in hiring panels - Gender parity for all appointment panels - Encouragement of female applicants (ads to contain specific reference to underrepresented groups and encouraging of flexible working).	HoD and Department Manager	Eliminate bottleneck at interview stage	Started in 2018. Ongoing (data from 2018-2019 show success, with 4 new female appointments)	Reviewed annually
12*		Male staff less likely to attend training than female staff, including E&D. Most staff have not completed the University E&D training (Section 5.2.i). Lack of training on E&D and unconscious bias among male colleagues can bias outcome of recruitment process.	- All staff in recruitment panels required to take unconscious bias training before sitting on panels - Organise annual E&D training for all staff within the Department, with HR	HoD and Department Manager, with AS lead	80% E&D training uptake within Department (uptake monitored by DM)	Ongoing since 2019	Reviewed Annually
13	5.1.ii Induction	Results of 2019 CS show high proportion of respondents uncertain	- Future CS to include questions around effectiveness of induction and support upon arrival.	HoD, DM, AS lead		January 2021	Ongoing

		about Department policies on gender equality.	- New E&D section included in induction process		An increase (to 80%) in the proportion of new staff who are aware of Departmental gender equality policies, through the CS Future CS results show that at least 80% of new staff agree that induction is effective.		
14*	5.1.iii Promotion	A lack of female promotions from senior lecturers to professors The 2019 staff culture survey revealed relatively high uncertainty about promotion processes and criteria (only 37% of respondents declared to agree/fully agree with the	As part of AS work, since 2018, we have developed a proactive approach to support promotion of female staff, which includes: - Improved annual Performance and Development Reviews with discussion of potential for promotion, including e.g. what strengths should be capitalised on; which criteria the member of staff meets/needs to meet for promotion	HoD, Deputy HoD, Promotion Committee, PDR Reviewers, Teaching Committee	Increase (by 3) in the number of females promoted from senior lecturer to professor Improved response rate on promotion criteria awareness and support	Ongoing Started 2019	2025 July 2021 then biennially updated

		statement "I understand the promotion process and criteria in my Department") Lack of clarity on promotion criteria also seen in qualitative feedback in staff CS	- All reviewers involved in PDR to take mandatory E&D and implicit bias training - Follow-up of PDR with HoD aimed at identifying potential avenues for development in preparation for promotion (e.g. chairing of important committees if PDR outcome shows need for increase in citizenship role) - Newly formed Department Promotion Committee called not only to assess applications for promotion, but also to evaluate outcome of PDR process flagged by PDR reviewers, HoD and DM, considering potential candidates for promotion who did not apply and encourage them to do so - Introduction of deputies for all major administrative roles, enabling mid-career and junior staff to train for senior roles and increasing career development and promotion opportunities - Introduce measures to mitigate implicit bias in students' module evaluations, which constitute an		mechanisms to 80% positive	

			- important part of the promotion dossier. - To evaluate the impact of these policies, we will analyse promotions application data before and after the implementation of the Promotions Committee (to see if this had an impact)				
15*	5.1.iv REF	Despite improvement in 2014 from RAE 2008, persistent gender imbalance in proportion of eligible staff submitted to REF 2014. New rule for REF 2021 means all AR&T and research staff are entered. Danger remains of gender bias in the selection of outputs to submit.	- Survey AR&T staff on the REF 2021 process to elicit views on input to the process, by gender - Mandatory equality and diversity training for REF Committee members - REF Team to monitor decisions and identify any gender imbalances in scoring of outputs. Information to be reported to the SAT, DMT and Department meeting.	REF Chair, Research Chair, HoD, AS Lead and SAT	75% positive feedback on Survey on REF Ensure that scoring of outputs does not reflect any gender bias	Started 2019	July 2021 March 2021 REF submission deadline

Section 5.3 Career Development: Academic staff

| 16* | 5.3.i Training | Small number of staff who had taken the University's E&D training prior to ongoing action. | - In-house E&D training for all staff, including Department policies on gender equality
- HoD to actively encourage E&D training via email
- DM and AS leader to monitor training uptake and report to HoD to take action
- Emphasise the existing requirement for E&D and implicit bias training for members of recruitment panels
- Additional E&D and implicit bias training will be required for reviewers involved in the annual PDR | HoD, DM, AS Lead | This ongoing action already led to an increase of completion of E&D training to 85% of staff. We now aim for 100% | Started January 2019 | March 2021 |
| | | Lack of information: only 29% of staff who responded to CS 2019 agree that "My Department has made it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carer's leave, flexible working)" | - Additional E&D training will be a requirement for committee chairs
- E&D training to be included in induction and postdocs to be included in the process
- Additional E&D training to be mandatory for REF committee members
- CS to include more specific questions about awareness of specific policies for gender equality. | | An increase (to 80%) in the proportion of staff who are aware of Departmental gender equality policies, through the CS | July 2021 | Reviewed Biennially |

17		Men are less likely to attend training courses than women	- Investigate motivations and views of training opportunities and career development by gender with focus group on training opportunities and constraints - PDR to include discussion of available training, taking into account career development and promotion and potential constraints (e.g. timetabling)	HoD, DM, Deputy HoD, SAT Lead and Performance Reviewers	Reduce difference in training attendance by 30%	March 2021	Reviewed Annually
18*	5.3.ii Appraisal and Development	Less than 50% of staff find that the current PDR is helpful in identifying training needs and development opportunities	- PDR to include discussion of available training, taking into account career development and promotion and potential constraints (e.g. timetabling) - Improved PDR with discussion of potential for promotion, including e.g. what strengths should be capitalised on; which criteria the member of staff meets/needs to meet for promotion - All reviewers involved in PDR to take mandatory E&D training -	HoD, DM, Performance Reviewers	Improved results in CS on Appraisal and Development to 80% of staff finding PDR helpful	Academic Year 2023	Reviewed Biennially

| 19 | | The 2019 CS showed high proportion of nondisclosure of gender information. We think that this might be linked to relatively small size of Department, which would easily allow to link comments to PDR Reviewer. This feature might also limit respondent's willingness to comment on the PDR process | - Separating sensitive questions from the general CS, including PDR, for which demographic information is not crucial, to ensure that disclosure of gender will not lead to the revealing of identity.

- See **Action Point 13** on Promotion (Section 5.1.iii), **Action Point 16** and **17** on Training (Section 5.3.i) and **Action Point 18** on Appraisal (Section 5.3.ii)

- | AS lead, SAT | 50% decrease in proportion of nondisclosure of gender in CS | July 2021 | Reviewed biennially |
| 20 | | The CS survey shows that 50% of post-doctoral researchers disagree with the statement "I am actively encouraged to take up career development opportunities. | - Annual PDR for post-doctoral staff (with senior colleague other than their PI), will have a stronger focus on career development needs
- PDR reviewers for post-doctoral staff to flag career development needs to HoD and DMT
- Follow up on PDR results to arrange targeted training at post-doctoral level
- PIs to undergo management training with specific components on | HoD, DM, Performance Reviewers, AS lead | Improved satisfaction (to 75%+ positive) with PDR in CS by post-doctoral researchers. | July 2021 | Reviewed Biennially |

			supporting career-development of post-doctoral staff - Confirm that Departmental Research Committee continues to include a representative of post-doctoral staff				
21*	5.3.iv Students career progression (UG)	Variation in students' career progression over the years, with males overall doing better than females (but gap closing in recent years) in positive destinations	- Increase career support for UG students, introducing specific focus on female post-graduation employment, with targeted career support events and more female speakers (see also related actions in *Progression Pipeline* and *Role Models* Sections) -	Careers and Employability Coordinator, Chair of BoS, Colloquium convenor, Research Groups Leads, PGR Chair, Outreach Team	Increase (+10%) in number of female students going to positive destination	Started 2019	2025
22*	5.3.v Students career progression (PGT/PGR)	The Department recognizes the importance of encouraging more female students to pursue PhD level studies, but has not had a specific policy to support female-focused	- Increase career support for PG students, introducing specific focus on female employment, with targeted career support events and more female speakers - Department Research Committee to implement ways of encouraging more female students to pursue a PhD	Careers and Employability Coordinator	Increase the proportion of female PGRs by 10% in order to approach the proportion of female undergraduates.	January 2020	2025

		academic career advice strategy at PG level	- Increase visibility of female role models within the Department for PGR students - See also actions around students' career progression (Section 5.3.v), progression pipeline between UG and PG levels (Section 4.1.v) and Role Models (Section 5.6.vii).				
23*	5.3.v Research Grants	The proportion of research grants submitted by female staff is less than the proportion of female staff on AR&T contracts	- DRC to actively encourage staff to apply for research leave a year before they become eligible - In particular, DRC to encourage female SLs to apply - - DRC to monitor applications for grant and success rate by gender and report to DMT, SAT and DM - DMT and DRC to implement practical ways to offer additional support for staff who submitted a grant application that was unsuccessful	DRC, HoD, DMT	Increase no. of applications from women by 10%	Autumn 2020	2024

5.5 Flexible working

| 24 | 5.5.i Maternity leave: before leave | Only 29% of staff responding to the 2019 CS agrees with the statement: "My Department has made it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carer's leave, flexible working) | - Develop and promote departmental maternity/ adoption/ shared parental and parental leave handbook.
 - Raise staff awareness of dedicated maternity/adoption advisors within the University and provide more signposting to information for staff on different types of leave, and highlight links to University HR policy pages.
 - Greater support on return from leave for all staff, with **options presented before leave** (**Action Point 26**, Return from materinity leave, introduces greater support on return in the form of options to be chosen by staff members: two terms reduced teaching load or one term automatic research leave or two terms research assistance).
 - | HoD, AS lead, SAT, PDR reviewers | Improvement in CS response to 80% | Started 2019 | (Target reached by) July 2021 and keep monitoring |

25	5.5.ii Maternity leave, during leave	CS results show lack of knowledge of Department policies for gender equality, which might extend to KIT days.	- Be more pro-active in the use of KIT days to support a smooth return to work. - See also **Action Point 24** (Section 5.5.i) which introduces departmental handbook for maternity/ adoption/ shared parental and parental leave and raises staff awareness of dedicated maternity/adoption advisors within University.	HoD, DM, AS Lead	Measure via improved results in 2021 CS, increasing positive responses to 80%	January 2021	October 2024
26*	5.5.iii Maternity leave, return from leave	Data from career progression and grant submission among female staff suggest that their careers are being hindered, possibly also due to caring responsibilities The Department recognises the importance of supporting women's	- For AR&T staff, offer further options to provide greater support on return from leave, including three concrete options to be chosen by the staff member in discussion with HoD: two terms reduced teaching load or one term automatic research leave or two terms research assistance. - Senior staff to follow up with the University level E&D team for advice	HoD, DM, DMT, AS Lead, SAT, University E&D team	All female staff returning from maternity leave take up one of the three options to support their career progression. 80%+ staff report positively about the support received before/during/after	From Autumn 2020	September 2022

		careers upon return from maternity/adoption leave.	regarding further processes that should be in place in the Department. - Survey all staff who have returned from maternity/adoption leave in the last 5 years. - Addition of relevant material in new staff handbook.		a period of parental leave		
27	5.5.iv Maternity return rate	Lower return rate for LFA staff, partly due to difficult teaching hours (these are unfortunately unavoidable given the nature of the teaching)	- Improve clarity among staff over flexible working conditions (see also **Action Point 29**, Section 5.5.vi) - Discussion of maternity leave for LFA staff to specifically include options for flexible working condition upon return See also **Action Point 26** (Section 5.5.iii), **Action Point 29** (Section 5.5.vi)	HoD, DM, DMT, AS Lead, SAT	Improvement of understanding to 80% in 2021 CS	July 2021	Reviewed every 2 years
28	5.5.v Paternity, adoption, parental leave	The Department wishes to encourage staff to take paternity/adoption leave and to better support them to be able to do this	- Improve communication about paternity, adoption and paternity leave policies via the University's Maternity and Paternity Leave handbook, at induction, at key points in the year (for example, during PDR),	HoD, DM, DMT, AS Lead, SAT	Positive feedback from 80%+ staff in in the CS about the level of support received by staff returning from	July 2021	Every 2 years

	(Paternity Leave)		and ensuring this includes all staff groups. - Consultation with HoD and DMT on implementing the extension of paternity leave to two weeks' full pay (already in the UoY AS Action Plan). - Consultation with HoD and DMT on introducing one term reduced teaching load, to be agreed with HoD - Add item on satisfaction with paternity/adoption leave arrangements to future CS.		paternity/adoption leave		
29	5.5.vi Flexible working	Lack of clarity among staff over flexible working policy already in place, in relation to all staff	- Add to staff handbook information about the full range of University and Departmental practices and support system available in relation to flexible working. - Investigate ways to enable new and teaching staff (especially LFA) to take better advantage of existing flexible working opportunities in teaching - Make information about flexible working options more readily available, to minimise uncertainty about expected arrangements --	HoD, DM, AS Lead, SAT	Improved knowledge of flexible working policies and leave arrangements in the Department, demonstrated by positive response score in the 2021 Culture Survey, by 50 %	July 2021	Every 2 years

			especially for those returning from maternity/adoption leave (see also **Action Point 27**, Section 5.3.iv) . - HoD and DM to ensure that relevant policies are complied with in the workload model. -				
5.6 Department Culture							
30	5.6.i Culture	Through the AS application process, the Department has started recognising the importance of becoming a diverse and inclusive workspace. We seek to improve on this and to establish E&D into all our activities	- Advertise the activities of the SAT and the new policies introduced during the preparation of the Athena SWAN application - Organize Open Day to discuss the Athena SWAN application with all staff - Make AS a standing item in every major committee (see Action Point 1)	All members of DMT, AS Lead	Achieve 80% return on the 2021 CS Achieve 75% staff satisfaction that the Department is a diverse and inclusive workplace on the 2021 CS Measures to mitigate implicit bias introduced	September 2020 Spring 2020	Spring 2021 Ongoing

31	5.6.ii Work-life balance	Only 45% of respondent agreed with the CS item 'My Department cares about my work/life balance', and only 36% of women agreed with this statement.	- On maternity leave, see **Action Points 23, 24 and 25**. - On paternity, adoption, and parental leave, see **Action Points 26 and 27**. - On workload, see **Action Point 34** - On timing of meetings and social events, see **Action Points 35 and 36**.		Increase in agreement with CS item on work/life balance to 60%	July 2021	Every 2 years
32*	5.6.iii Committees	to ensure gender balance in committees and enable women to take on key influential roles (e.g. DRC)	- Review committee membership annually - Actively encouraging women to go for committee roles via the PDR process, and also via targeted meetings and mentoring of mid-career staff (**Action Points 14, 18**, Sections 5.1.iii, on Promotion and 5.3.ii on Appraisal and Development) - The development of Deputy roles in key committees in order to allow for more opportunities and career progression (**Action Points 14, 18**, Sections 5.1.iii, on Promotion and 5.3.ii on Appraisal and Development)	HoD, DHoD, Workload Committee, PRD reviewers, DM	Gender balance on committees and among committee chairs to reflect the proportion of male and female staff	2020	Autumn 2021

| 33 | 5.6.iv External committees | Only 44% of female staff who responded to the CS 2019 (vs. 80% of male staff) feel that staff of all genders are equally likely to be chosen for special activities and opportunities

Only 33% of staff agree with "I am encouraged and given opportunities to represent my Department externally and/or internally (e.g. on committees or boards, as chair or speaker at conferences)"

Currently no policy on how staff is nominated for / encourage to apply for membership in external committees | - Introduce departmental policy aiming to achieve gender balance in nominations for University committees (in proportion to gender distribution in the department).
- Reviewing central University committee membership annually
- HoD to encourage women to apply for membership of these committees and to encourage their nomination
- Staff to be encouraged to take leadership training to support stronger participation on University committees (See also **Action Points 16, 17** Training)
- PDR process used to encourage women to apply for University committee representation (See also **Action Point 18**, Appraisal and Development)
- See also **Action Points 14, 16, 18** (5.1.iii Promotion, 5.3.i Training, 5.3.ii Appraisal and Development) | HoD, DHoD, PRD reviewers | Achieve gender balance in departmental representation on Universities committees

At least 60% of female staff to respond positively to this question in 2021 CS | October 2020

2021 | Spring 2021 Culture Survey

Then reviewed annually

2024 |

| 34* | 5.6.v Workload | Generalised perception of unfairness reported by all staff, with lower satisfaction among female (28%) than male (46%) staff

Fewer women (16%) than men (30%) feel that workload is allocated fairly across gender in the Department

The Department did not have a Workload Committee until Summer 2019 | - Establish a Workload Committee to advise the HoD in decisions regarding allocation of hours for roles and monitoring the effect across genders (started in Autumn 2019)
- Ensure that the AS lead will also sit on the Workload Committee
- Introduce workload fairness as a standing item under the AS agenda item at DMT
- Consider running a Focus Group Discussion (FGD) to investigate the causes of the perception of workload unfairness | HoD, DHoD, DM and AS lead. | Increase in perception of workload fairness to 60% in 2023 CS | July 2019 | July 2021 |
| 35 | 5.6.vi Timing of meetings | Not all Departmental events currently held during core hours (e.g. Departmental Colloquia end at 5:30) | - Ensure all Departmental events are held during core hours | HoD, DM and AS lead | Increase to 90% of staff agreeing that meeting are held during core hours | July 2021 | July 2021 and continue monitoring |

		Fewer women (60%) than men (90%) agree that meetings in the Department are completed in core hours to enable those with caring responsibilities to attend.					
36		76% of female respondents (vs. 100% of male respondents) found it difficult to attend Departmental social activities	- Ensure all major annual Departmental social events are held during core hours	DM and AS lead	Improvement of feedback from female respondents to 100%	July 2021	July 2021 and continue monitoring
37	5.6.vii Role models	The Department recognises the importance of promoting role models of all genders and to increase visibility of female role models in academia to inspire students and junior academics. The Department previously did not have a gender balance	- For the Department Colloquium Series, the convenor maintains a log of all invited speakers and actively maintains a gender balance - The Department will extend this to meetings hosted on campus by the Department	Colloquium convenor, Research Groups Leads, PGR Chair	Maintain gender parity among all external speakers Maintain gender balance of Chairs of all research workshops	Already started in Autumn 2017 From Autumn 2019	Reviewed annually Reviewed annually

		policy for invited speakers at weekly Research Colloquia and did not keep a log of invited speaker genders.					
38	5.6.viii Outreach	Majority of female staff involved in Outreach activities, although no formal record kept in the Department Lack of visibility of outreach activities	- Formal record of Outreach activities by gender - Establish new policy on gender balance for visit days and open days - Establish new policy on gender balance on outreach activities - Ensure gender balanced rotation of speakers at Open Days - Outreach committee to report to Departmental meetings biannually on outreach activities to increase visibility/recognition and participation - Record of Outreach activities monitored by gender	HoD and DM	Gender parity in Speakers at Open Days, Visit Days and Outreach activities	Already Started in Summer 2019	Summer 2022