



Department Application
Bronze Award



Name of institution	University of York (UoY)
Department	Politics
Focus of department	Social Science
Date of application	November 2017
Award Level	Bronze
Institution Athena SWAN Award Date:	2015 Level Bronze
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GLOSSARY

AL	Associate Lecturer (Grade 6)
AS	Athena SWAN
BME	Black and Minority Ethnic
BOS	Board of Studies
CS	Department Culture Survey
CV	Curriculum Vitae
DEC	Department Executive Committee
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
FGD	Focus Group Discussion
FSS	Faculty of Social Sciences, University of York
FTC	Fixed Term Contract
FT	Full-time
HoD	Head of Department
HR	Human Resources
KIT	Keeping in Touch (KIT) days during maternity leave
L	Lecturer (Grade 7)
OC	Open Contract
PGR	Postgraduate Research
PhD	Doctor of Philosophy
PDR	Performance and Development Review
PT	Part-time
PRR	Publication and Research Review
PSS	Professional Support Staff
R	Reader (Grade 8)
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 analysis covers the academic years 2012-13 to 2016-17 and the annual census date is 1 October, unless otherwise stated. However for the sections on recruitment and promotions, we start our analysis a year earlier (2011-12), in order to explain the staff profile in the main period of analysis.

We have analysed staff and student data from the following sources:

- UoY Human Resources and student records
- The Department's own records
- Departmental culture survey (CS) 2017 (response rate: 72%; 34 staff members responded out of 47). There were 44% female respondents, 44% male respondents, and 12% of respondents did not state their gender.

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT



UNIVERSITY
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Equality Charters Manager
Equality Challenge Unit
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London, SE1 7SP

Dear Equality Charters Manager,

The Department of Politics at the University of York would like to apply for the Athena Swan Bronze Award. The application has my enthusiastic support and the full support of the Department Management Team (DMT). The Department is increasingly aware of issues of gender imbalance and inequality, particularly the underrepresentation of women at senior level, so the DMT decided to apply for an Athena Swan Bronze Award to galvanise our work. The DMT has fully supported the application through the Athena Swan Working Group, and the Self-Assessment Team (SAT). The SAT's job has been to think about our practice in more explicit ways, and to develop an action plan to enable the Department to take a proactive approach to issues of equality and diversity. As it is a key strategic priority, we also added the Athena Swan coordinator to the DMT.

The Department prides itself on its diversity, with a long history of appointments from diverse backgrounds and several eminent emeritus female professors (including Baroness Haleh Afshar and Sue Mendus CBE, FBA). We have appointed two female professors and promoted another woman to a Chair in the last five years.

As Head of Department, I am strongly committed to gender equality and I have made considerable efforts in terms of improving the representation of women in the Department. We have achieved near gender parity among academic staff, and the DMT, as of academic year 2017-2018, has a majority of women for the first time. In addition there are now women in key administrative posts – notably the Chair of the Board of Studies and Chair of Research Committee in 2017-18. We will now ensure gender parity for all interview panels and from 2018 all staff returning from maternity leave will receive one term's research leave or research support, depending on what they prefer. My aim is to make this situation 'normal', rather than exceptional.

The detailed research of the SAT, in consultation with the WG and the DMT, forms the basis of our application and highlights the key issues facing the Department. The Action Plan details how we intend to address the issues. I am committed to ensuring that the Action Plan is achievable and that it will make a real difference to the environment of the Department.

Our core aims are:

- To increase the number of female professors in the Department
- To continue to attract women to the Department and to support their promotion
- To increase the number of women in senior administrative posts
- To achieve gender balance among the chairs of all Departmental committees
- To improve Departmental support for women returning from maternity leave, by offering three concrete options (to be chosen by staff in discussion with HoD)
- To improve female PhD recruitment.

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

Yours sincerely,



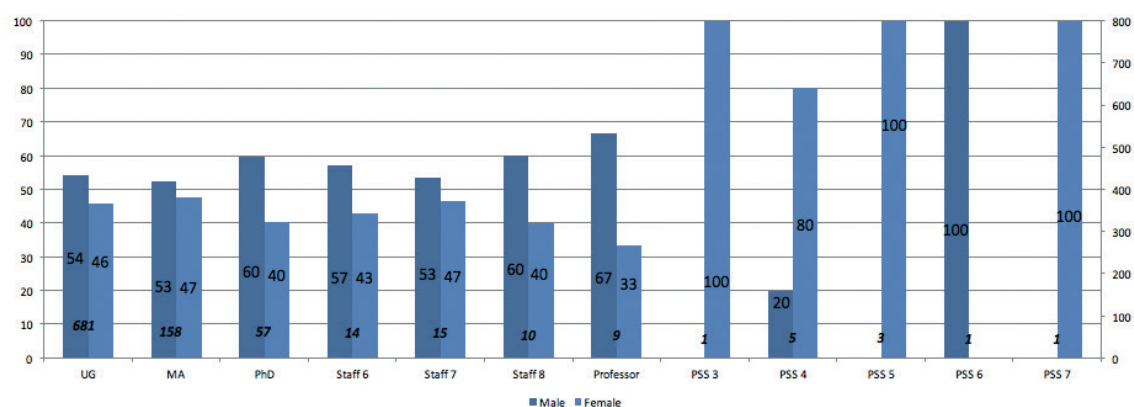
Martin Smith

(484/500 words)

2. DESCRIPTION OF THE DEPARTMENT

The Department of Politics at UoY is a medium-sized department with 41 academic staff and 13 administrative staff as of October 2016 (headcount data). According to 2016 census data, there are 895 students across undergraduate, postgraduate taught and postgraduate research levels. The Department has seen considerable growth in recent years with significant increase in both staff and students. The Department runs three main undergraduate programmes: Politics, Politics with International Relations, and International Relations. In 2012 the total number of students was 779: with 585 undergraduate (UG) students, 149 postgraduate taught (PGT) students and 46 students in postgraduate research (PGR) programmes (census data). In 2016, the total number of students has increased to 895, a rise from 2012 mainly due to higher levels of recruitment of UG students (681 UG students as of 2016). The number of PG students has also increased, but less dramatically: there were 157 PGT students and 56 PGR research students in 2016 (census data). We have a significant number of students who come from outside the UK (161 overseas students according to 2016 census data) and nearly 50 per cent of our staff are non-UK.

Figure 1. Percentage of students and staff by gender in the Politics Department (academic year 2016-17)*



Source: Tableau

* The total number for each category appears at the bottom of the columns in bold. PSS stands for Professional Support Staff

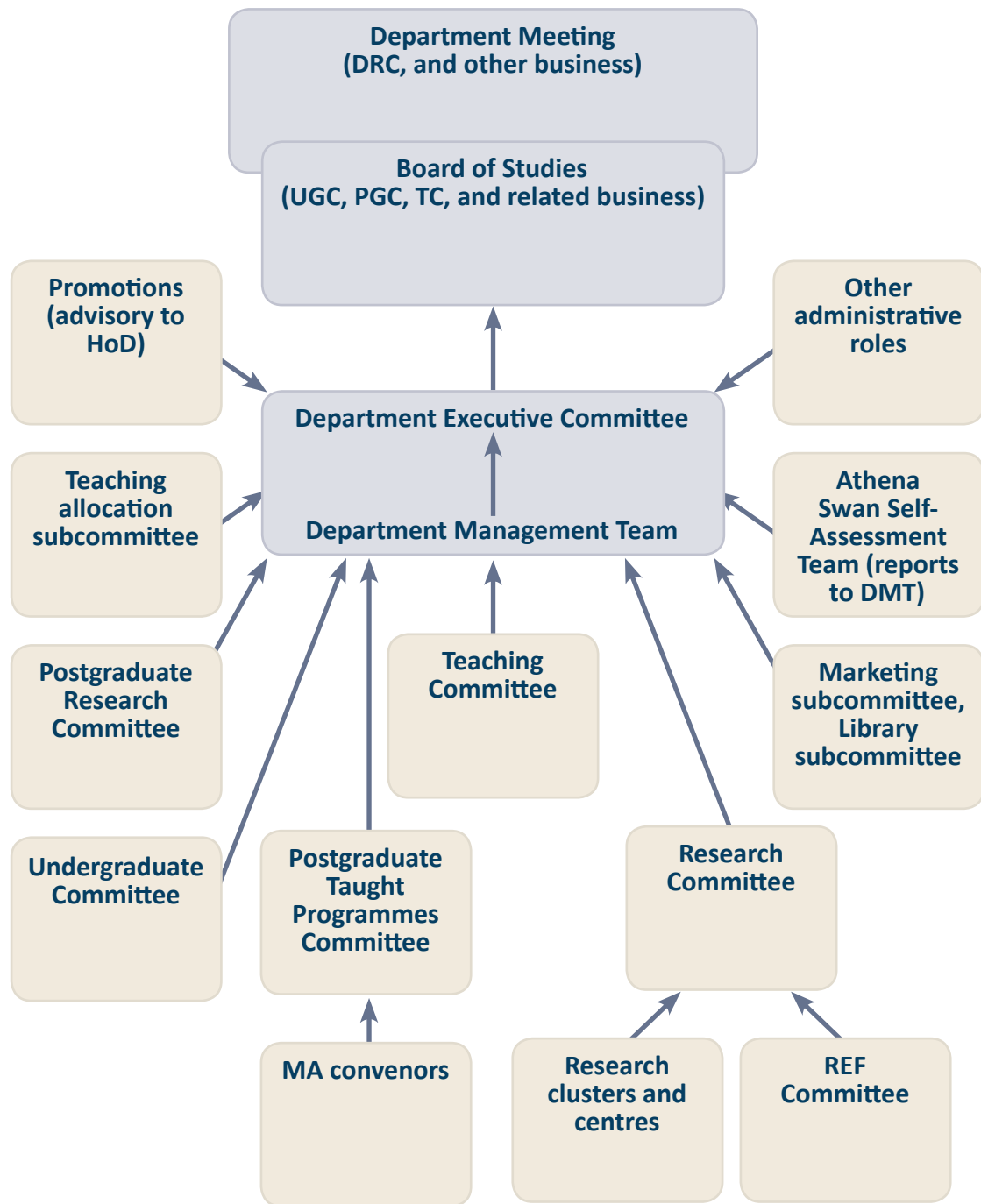
As Figure 1 illustrates, via a snapshot of academic year 2016-17, the Politics Department had a near equal gender balance at UG and PGT levels. At PhD level, the balance was 40% female, which was similar to Grade 6 academic staff, at 43% female. At Grade 7, 47% of staff were female, reduced at Grade 8 to 40%, and to 33% at Professorial levels. Among Professional Support Staff (PSS), a majority of positions are held by women. From Grade 3 to Grade 5 the percentage of women is much higher than the percentage of men. At Grade 6, 100% of staff are male (2) and at Grade 7 100% of staff are female (1). Further elaboration is provided in Sections 4.1 and 4.2.

The Department has a strong research environment and was ranked 8th in the 2014 REF. The Department has an inclusive research culture and supports all academic and research staff to undertake excellent research. Research is organised through four clusters – Comparative Politics and Public Policy, International Politics, Political Economy and Political Theory – which provide support and mentoring for all staff. The Department is also part of the interdisciplinary Centre for Applied Human Rights.

Overall Departmental strategy is the responsibility of the Departmental Management Team (DMT). All other Department matters are covered by the Department Executive Committee

(DEC), which has responsibility for implementation. DMT reports to DEC, which reports to the Department Meeting of all staff and the Board of Studies. The Board of Studies has responsibility for matters related to teaching and quality assurance. The SAT reports to the DMT, which then reports through DEC and the Department Meeting. See Figure 2 for an overview of the Department's governance structure.

Figure 2. Diagram of Politics Department's governance structure



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3. THE SELF-ASSESSMENT PROCESS

3.1. A description of the self-assessment team

The full membership of the Department's Athena Swan team is outlined in Table 1. The Self-Assessment Team (SAT) forms a sub-committee of the wider Working Group (WG). Further details follow Table 1 in 3.ii.

Table 1. Athena Swan Committee Membership

Self Assessment Team (SAT)		
Name and title	Role on SAT	Biography
Lucy Atkinson	Member	PhD candidate
Nina Caspersen, Professor	Athena SWAN co-lead	Joined 2012 as Senior Lecturer; Chair 2016 Research Chair Maternity leave in 2014
Susan Forde, Associate Lecturer	Member	Joined 2017 on fixed term one year contract
Philippe Frowd, Lecturer	Member	Joined 2015 as Lecturer PEP Admissions Director Took paternity leave in 2017
Tom Houseman, Associate Lecturer	Member	Joined 2016 on fixed term one year contract
Ed Kirby, Research Facilitator	Athena SWAN co-lead	Joined 2012 Supports REF preparation and research grant applications Took two periods of paternity leave
Sue Leatt, Undergraduate Coordinator	Member	Joined in 2012 as Undergraduate School Coordinator. Oversees undergraduate student services Caring responsibilities for elderly parents
Sandra León, Senior Lecturer	Member	Joined 2012 as Lecturer, promoted 2017 to SL Maternity leave 2014-15 PhD Director
Nick Ritchie, Senior Lecturer	Member	Joined 2011 as Lecturer, promoted to SL 2015 Uses Teaching Constraints Form for childcare Chair of Teaching Committee
Claire Smith, Lecturer	Athena Swan Lead	Joined 2011 as Lecturer Athena Swan Chair since January 2016 Works part-time due to caring responsibilities
Martin Smith, Professor, Head of Department	Member	Joined 2012 as University Chair HoD since 2014 Previously Sheffield HoD and Director of Research for Social Sciences
Liisa Talving, Post-doctoral researcher	Member	Joined 2016 Started part-time as a research associate Now full time with teaching responsibilities
Lisa Webster, Departmental Manager	Member	Joined York 1987 and Department as Manager 2002 Manages administration team, departmental budgets, coordinates administrative services and HR functions

Athena Swan Working Group (WG)		
Neil Carter, Professor	Member	Deputy HoD Member DMT, REF, Promotions and Performance Review Committees Uses the teaching constraints form for childcare
Matthew Festenstein, Professor, Associate Dean for Research in Social Sciences Faculty	Member	Joined as Chair in 2006 Previously Chair of Research Committee and Head of Department
Tony Heron, Professor Previously Deputy HoD, Department Research Chair and REF Coordinator	Member	Joined as Chair in 2012 Took adoption leave 2013
Peg Murray-Evans, Post-doctoral Research Fellow	Member	Joined as PhD student in 2012 Became full time Teaching Fellow in 2012 Leverhulme Early Career Fellowship 2016-2019
Marcus Schulze, Lecturer	Member	Joined 2015 as Lecturer UG Dissertation Director

3.2. An account of the self-assessment process

The Politics Athena Swan Working Group (WG) formed in May 2016 following consultations with the DMT and the Department Meeting. Working Group members were chosen by the Athena Swan Lead and HoD to include a range of administrative, academic, teaching and research staff; staff on both fixed-term and open contracts; and individuals who work full and part-time. In terms of work-life balance, the group includes a range of experiences, including dual career partnerships (academic and other), children of various ages, caring responsibilities for elders, return from maternity and paternity leave, and flexible working patterns. From this wider group, we formed the Self-Assessment Team (SAT) where we consciously included a range of grades and types of role to work on the Bronze Submission (including two professors, two administrative staff, a post-doctoral staff member, a PhD student, and a range of other academics at different grades, on different contract types and from different backgrounds). The Working Group meets termly and the Self-Assessment Team meets at least twice per term, with sub-groups meeting as necessary in between, and reporting back to the wider Working Group and then the DMT. Working Group and SAT meetings are minuted and minutes are shared in the Departmental Shared Drive.

The SAT and the Bronze submission process has been led by Claire Smith, Athena Swan Chair, with the support throughout of co-leads Nina Caspersen and Ed Kirby. Martin Smith, Head of Department, has also played an active role in supporting the core team. The group reports on progress to the AS Working Group and Department Meeting termly, and to the Department's Management Team (DMT) at each meeting (at least twice per term). The Chair, and co-leads, report regularly to the University Athena Swan Coordinator and the Faculty Athena Swan Chair, who both advise on strategy and progress. The Chair also attends the regular meetings of the Faculty Athena Swan Committee, the University Equality Champions Network, and reports to the DMT and SAT on arising items. On top of discussions at regular staff meetings (DM and BoS), the main findings from ongoing drafts of the Bronze submission, and the evolving key action points, were discussed with all staff at the Departmental Away Day on 19 September 2017.

3.3. Plans for the future of the self-assessment team

Following submission, the SAT and WG will continue with their operations and established meeting schedule. The SAT will monitor progress towards the Action Plan, reporting regularly to the WG, the DMT, as well as to the overall Department through key staff meetings. The SAT will

create an action log with a timeline in order to ensure that all elements of the action plan are implemented. In order to mainstream E&D activities, the SAT will contain representatives from each of the Department's main committees in order to ensure that action plans are implemented and there is a clear reporting cycle. The SAT will report to DMT via the AS lead, DMT then reports on to the Department Meeting and Board of Studies. Students at all levels will be updated through regular reports at the Board of Studies.

Succession on the SAT is planned through a combination of the performance review process, discussions with the HoD and Deputy HoD over workload, promotion trajectory and the relevant skills and interests with individuals in order to plan progression. A related action point here is that we plan to introduce Deputies into major roles in order to better plan succession (see **Action Point 14**). The HoD together with the AS lead will ensure that there is adequate representation on the SAT and consult with staff about serving. The SAT Chair will continue to receive a significant workload allocation.

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

- Develop and maintain an E&D section on the Politics home page
- Set up "Athena Initiative Award" to reward staff for the best Departmental Athena-related activities (e.g. improving reading lists to be more gender balanced, encouraging high profile female speakers, developing gender equality dimensions to their teaching and administrative work), promote via staff meetings and website
- Mainstream all AS work within our everyday teaching and administration by making AS a standing agenda item on all major committees
- Review workings of SAT on an annual basis to ensure it remains a high functioning team
- Set up annual rota for routine monitoring of different data sources from Bronze award and provide feedback to both staff and students
- Raise our profile on our AS activities internally and externally, using the website, Departmental social media, and an increase in discussions and presentations by SAT members over the next four years
- Establish an annual Departmental budget for AS activities of £500, for activities including: Athena Initiative Award, travel costs to regional and national AS events/workshops for SAT members.

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4. A PICTURE OF THE DEPARTMENT

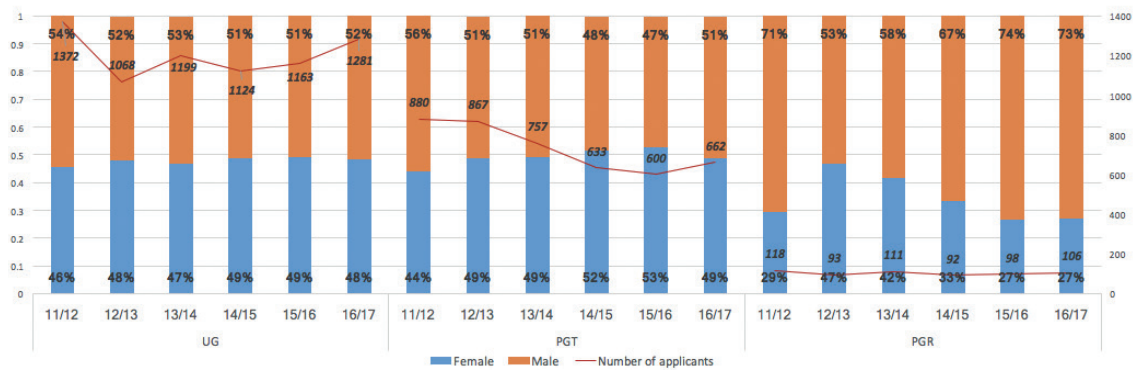
4.1 Student data

Student application, offers and acceptance rates by gender

Student applications by gender

There are no big discrepancies or patterns by gender at UG and PGT levels (see Figure 3). At PGR level, there is a gender bias, with 27% female applicants over the last two academic years, down from 33% in 2014-15 and 42% in 2013-14. This is discussed further in Sections 4.1.iv and 5.3.iv (see **Action Point 4**).

Figure 3. Overall percentages of male and female applicants*

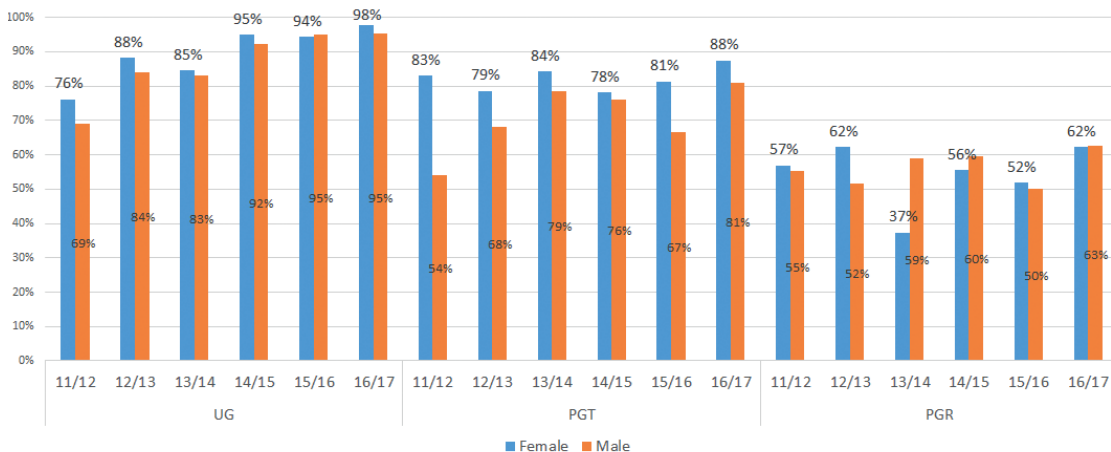


Source: Tableau. *Number of applicants in italics

Student offers by gender

The offer rate has increased over time for all UG students, with no significant pattern by gender. At PGT level, the offer rate has been consistently higher for female applicants than for men by 11 percentage points. At PGR level, offer rates among women and men have been similar (See Figure 4).

Figure 4. Offer rate (% of applicants who apply) by gender*

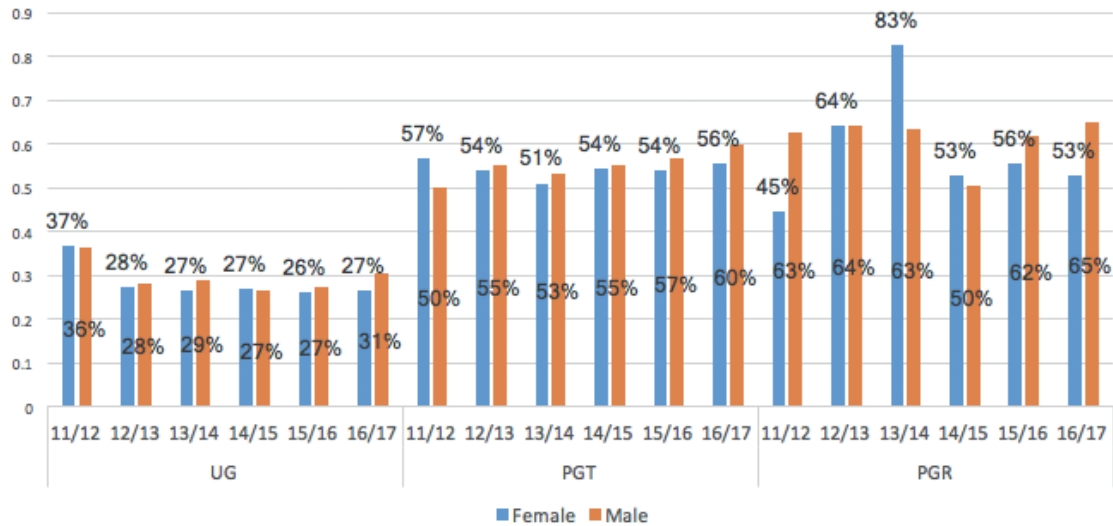


Source: Tableau.

Student acceptance rates by gender

At UG level there is no significant difference between men and women. At PGT level, there are slight differences by gender, with female acceptance rates 4 percentage points lower than male. At PGR level, there is more variation in acceptances rates by gender (Figure 5): for further discussion see Section 4.1.iv.

Figure 5. Acceptance rate (% of accepts among those who get an offer) by gender *



Source: Tableau.

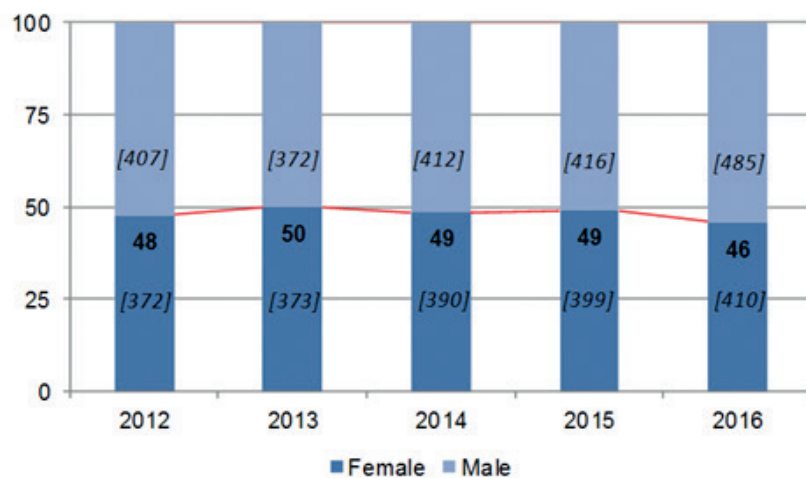
4.1.i. Numbers of men and women on access or foundation courses

N/A

4.1.ii. Numbers of undergraduate students by gender

From 1st December 2016, women made up 46% of all registered current students (a total of 895) in undergraduate and postgraduate programmes, this is a slight decrease of 3 percentage points from previous years (see Figure 6).

Figure 6. Percentage of all female and male students (2012-2016)*

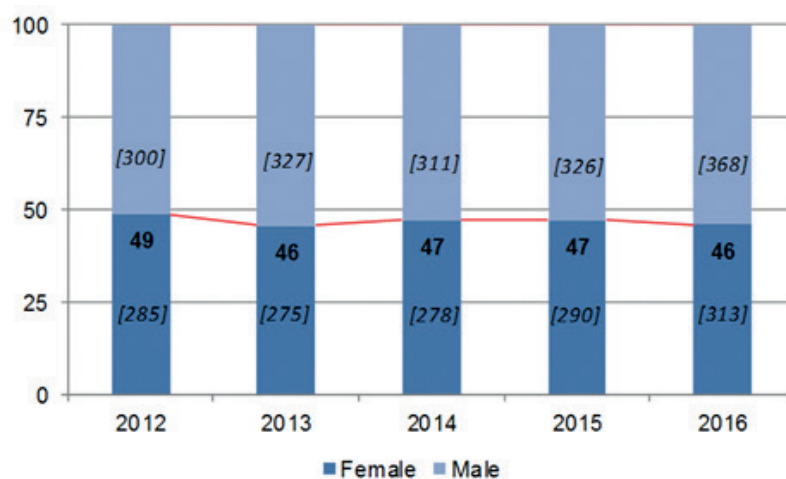


Source: census data in Tableau. *Number of students in brackets.

One of the factors causing this decrease was the drop in female UG recruitment in the 2016-2017 academic year, which fell to 44% from 48% in the 2015-2016 academic year.¹ Women constituted 47% of UG students in the 2012-2016 period (see Figure 7), slightly below the Russell Group average (49%) for 2010-2015. In 2016, the number of female UGs was 46%. Over the next four years, the Department seeks to maintain current good practice, but to more actively recruit potential female students to help reverse the decreasing trend in the recruitment of UG women, via the following steps (**Action Point 2**):

- Maintain gender balance in online and visual materials for prospective students
- Maintain gender balance in speakers at Open/Visit Days
- More actively recruit potential female students in our marketing materials, via the Politics website, at Open Days, Visit Days, and with other interactions with female students (e.g. phone interviews, online conversations) by emphasising cases of previous female students that have been successful in the academic or professional world
- We will also monitor gender balance of students coming in through clearing (as this is where a significant number of students are incoming) by adding a gender column to the clearing tracking data.

Figure 7. Percentage of UG female and male students (2012-2016)*



Source: census data in Tableau. *Number of students in brackets.

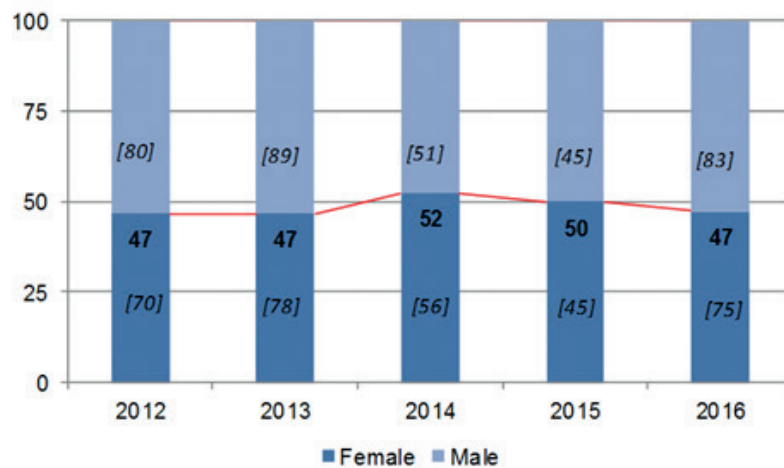
4.1.iii. Numbers of men and women on postgraduate taught degrees

The percentage of female PGTs is 48% for the 2012-2016 period (see Figure 8), against a Russell Group average of 49% (for 2010-2015). In 2012 and 2013, the percentage was 47%; it was 52% and 50% in 2014 and 2015, but fell to 47% in 2016. The Department seeks to maintain current good practice, but also to improve the balance over the next four year, via the following measures (**Action Point 3**):

- Maintain current recruitment practices for female students via Open Days, Visit Days, recruitment from current students, interactions with prospective female students (phone interviews, online conversations)
- Maintain gender balance in online and visual materials for prospective students to ensure it is both balanced and relevant
- Maintain gender balance of speakers at Open/Visit Days
- More actively seek female students via the following means:
 - (i) Offer targeted events at UG level, to specifically raise interest and awareness of women students (e.g. seminars, leading women speakers)
 - (ii) Consider wording of funding materials offered to potential students to ensure women students are targeted.

¹ Source: University student records.

Figure 8. Percentage of PGT female and male students (2012-2016)*



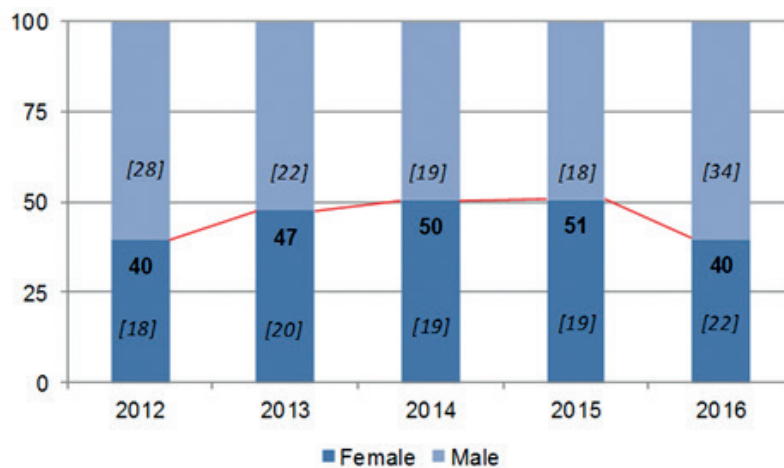
Source: census data in Tableau. *Number of students in brackets.

4.1.iv. Numbers of men and women on postgraduate research degrees

Over the 2012-2016 period, women represent 45% of PhD students (see Figure 9), which compares to an average of 50% across the Russell Group (2010-2015 academic period). In 2016 the number of female PhD students was 11 percentage points down on the 2015 number (see Figure 9) mainly because the 2016 intake has been mostly male (16 male PhD entrants, 3 female PhD entrants). We do not know the reason for this, although it could be linked to external funding, but we are determined to make sure that this gender discrepancy does not continue. We will revise our recruitment strategy and conduct further research into the causes of this gender gap to ensure that we put the right actions in place (**Action Point 4**):

- Research the causes of lower comparative female uptake of PhDs within current PhD cohorts, via FGDs and online survey
- Research the causes of lower female uptake with White Rose/ESRC/main government funders, via phone interviews (and where possible email surveys)
- Analyze dissertation topics of applicants to see whether there is correlation between gender and areas of research
- Research on PhD enrolment data from comparative Politics Departments in RG (Exeter, Warwick) to see if there are any concurrent declines
- Re-write funding and other scholarship adverts to more explicitly recruit female applicants (with guidance from HR)
- Monitor current and future applications by gender, to ensure that women do not drop off disproportionately to men, following offers being made
- Actively seek to recruit and identify suitable female PhD applicants by organising specific recruitment sessions for potential female PhD candidates among our UG and PGT female students, and via our existing networks in the White Rose, and across our disciplinary networks
- Also see **Action Point 21** (Section 5.3.iv) on making female academic role models more prominent in the Department to PGT students

Figure 9. Percentage of PGR female and male students (2012-2016)*



Source: census data in Tableau. *Number of students in brackets.

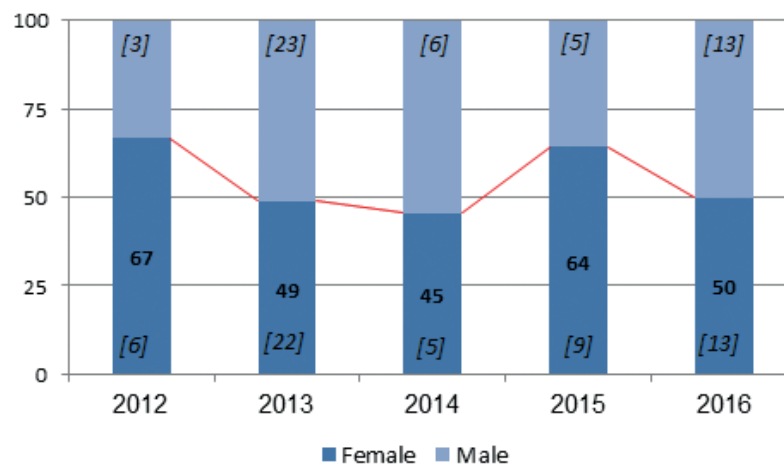
Unsuccessful progression by gender

From 2010 until 2016 there were 73 students who withdrew from the programme (all levels of study included), 37% were women. In addition, 12 students were unsuccessful due to academic failure. This was equally split between female and male students. During the 2012-2015 period there were 15 students that exited their academic studies with a lower degree (7 women and 8 men).

Part-time enrolment by gender

We have few part-time students (see Figure 10). For 2012-2016, 52% were women. Women made up around two out of three part-time students in 2012 and 2015 but they represented less than half of the part-time group in 2013 and 2014. Census data in 2016 records the same number of female and male part-time students.

Figure 10. Percentage of part-time female and male students (2012-2016)*



Source: census data in Tableau. *Number of students in brackets.

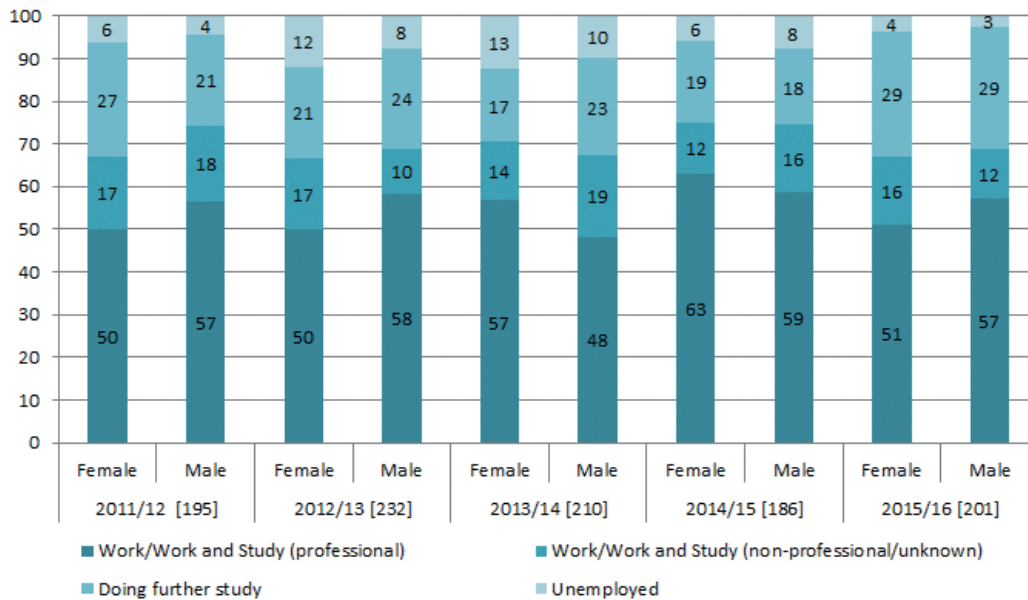
4.1.v. Progression pipeline between undergraduate and postgraduate student levels

There is little difference regarding progression between men and women (Figure 11). Most of the male and female graduates progress towards Work/Work and Study (professional). Although there are differences across years in the percentage of female and male students that continue with their studies, variation does not follow a specific pattern. However, female students show slightly higher levels of unemployment in four of the five academic years, between 2-4% higher

between 2012 and 2016 (see Figure 11). We plan to address this via **Action Point 5** (also see section 5.3.iv):

- Increase career support for UG students, with a focus on female post-graduation employment, via increasing numbers of female speakers, and more targeted career-support activities.

Figure 11. Progression of students by gender and year, 2011-2015 (percentages)



Source: Tableau. *Number of respondents each academic year is shown in brackets. Students include UG, PGT and PGR respondents.
(Word count Section 4.1 = 627 words)

4.2 Academic and research staff data

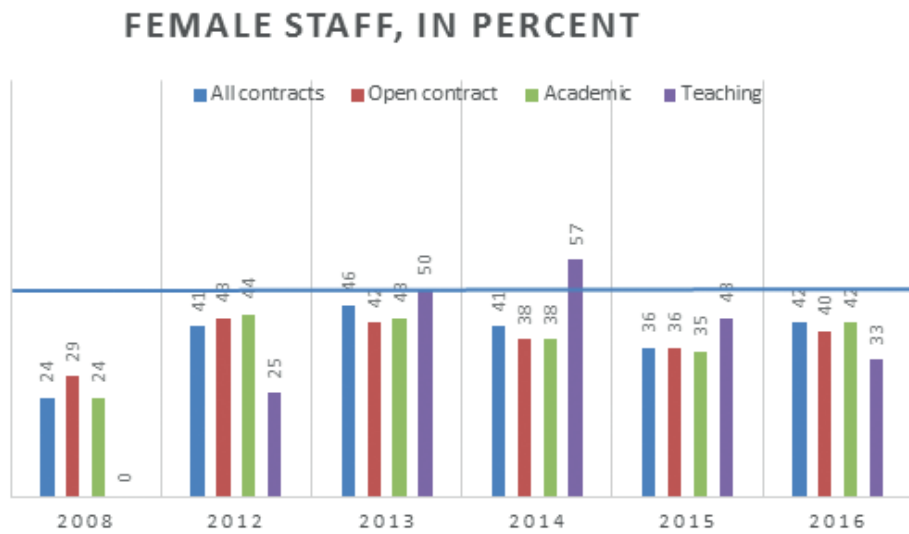
4.2.i. Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

The Department has gone through a period of significant growth since 2008, and there has been a marked increase in the proportion of female staff. In 2008, only 24% (5/21) of the academic staff were female, but by 2016, close to half were female (42%, or 14/33).² We see a similar increase if we look at all contract types (academic, research and teaching): from 24% female in 2008 (6/25) to 42% (20/48) in 2016. This change reflected a recognition within the senior management of the need to address the Department’s existing gender imbalance. The Department’s submission to REF 2014 included a commitment to improve the gender balance “to create a diverse, vibrant and sustainable research environment and culture”. The management team seeks to make all appointments in a way which is sensitive to the need to diversify staff and is particularly conscious of this need at senior levels, notably for Chair appointments. A first step in this process was the decision by DMT in 2012 to ensure that there were women on all shortlists. However, we now recognise that we need a more formalised recruitment, promotion and retention strategy to attract, promote and retain female staff (see **Action Points 6, 8, 9, 10, 11, 12, 13, 14, 15**).

The recent improvement in the Department’s gender balance was noted by four respondents in the qualitative part of the Departmental Culture Survey. One member of staff, for example, commented that “the Department seems to have moved fast towards a better balance” and the Department is seen to have a “good record” in recruiting women.

² The data used is headcount data not FTE.

Figure 12. Female academic staff, in percent (2012-2016)



However since 2012, we have seen a small decrease in the percentage of female academic staff. In 2015, the percentage of female academic staff dropped to 35% (11/31) – from 44% in 2012 – but increased again to 42% in 2016 (14/33). For staff on a permanent contract, 40% are female in 2016; down from 43% in 2012. While the overall percentage still compares well with the national picture for the discipline – for Politics and International Studies the average is 36% female academic staff (ECU, 2016) – it does highlight that recruiting women should be prioritised to ensure consistency. We also need to formalise the good practice that led to increases in female staff numbers in recent years via these means (**Action Point 6**):

- Implement the strategies developed via this Bronze Submission in order to actively recruit, retain and promote female staff.
- Our strategy is further elaborated in **Action Points 8, 9, and 10** (in Section 4.2)
- See also **Action Points 11, 12, 13, 14, and 15** (in Section 5.1)

In relation to the intersectionality of gender, race and ethnicity, which we will consider in much more depth over the next four years, the proportion of Black and Minority Ethnic (BME) staff in the Department is low. In 2012 and 2014, no female member of staff self-identified as BME; in 2013, 2015 and 2016 only one did. For male members of staff, the proportion is 2/32 (6%). Further research is necessary on the intersection of gender with ethnicity, and in particular the reasons for such low BME numbers in the Department, as well as national comparative patterns in the discipline, in order to develop a strategy to address this problem (**Action Point 7**):

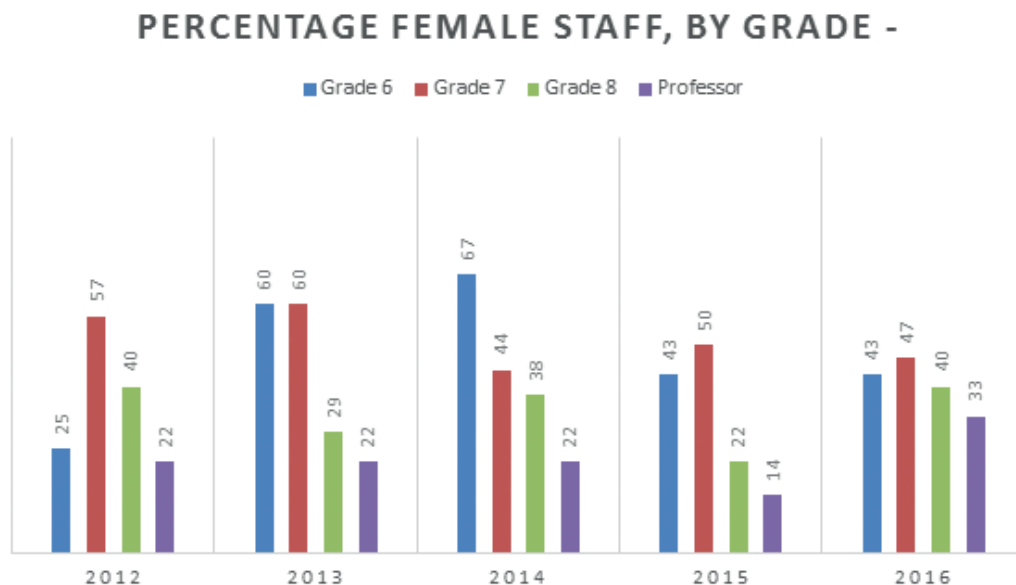
- Politics SAT to conduct research into low recruitment of BME staff, in consultation with University ED team
- SAT to produce a report within two years, with an appropriate action plan, in liaison with the ED team

Contract levels

Whilst the last decade has seen a significant increase in the number of women in the Department, there remains a smaller proportion of women at higher levels. However, there has been a clear improvement since 2012. In 2012, women constituted 57% of academic staff at Lecturer level and 50% of Senior Lecturers, but only 22% of Professors were women (2/9). The proportion was even lower in 2015, when only 14% of Senior Lecturers and Professors were women (1/7 for both), although there was also a female Reader. However, by 2016 this picture had improved markedly: 38% of Senior Lecturers (3/8) and 33% of Professors (3/9) were women. This is

well above the national average for the discipline of 19% female Professors (ECU 2016). This improvement reflects the internal promotion of female staff: In 2013, one woman was promoted to Reader; in 2014, one woman was promoted to Senior Lecturer; In 2016, three women were promoted to Senior Lecturer and one woman was promoted to Professor and one female Chair was appointed. The changes in our recruitment strategy will now be formalised, by carrying out the Athena Swan Action Plan, as mentioned above, and the Department will also further its support through mentoring and staff development to ensure the continued promotion of women into higher grades (see details and action points immediately below).

Figure 13. Percentage of female staff, by grade (2012-2016)



In summary, the key areas we seek to address and improve regarding female academic staff are the following (**Action Points 8, 9 and 10**):

- Encouragement of female applicants (eg highlight that the Department seeks to recruit under-represented groups, is encouraging of flexible working)
- Targeted recruitment for Chair posts (see details in 5.1.i)
- Developing more active promotions support for all staff, but particularly targeting women (see details in 5.1.iii)
- Ensure that all appointments panels for open contract staff have gender parity
- Require all members of appointments panels to undergo the University's unconscious bias training before sitting on panels, and review this training on an annual basis
- See also **Action Points 11, 12, 13, 14, and 15** in Section 5.1

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

The number of staff on a fixed-term contract varies from year to year, but the numbers are generally small and there is no evidence of consistent gender imbalance. The percentage of female staff on a fixed-term contract varies between 20% (2008) and 60% (2013). In 2016, 46% (6/13) of staff on a fixed-term contract were female, which is in line with the overall gender balance in the Department.

The percentage of women on a teaching-only contract varies significantly: between 0 (2008) and 57% (2014). The absolute numbers are very small in some years (1 in 2008), which accounts for some of the fluctuation. In 2016-17, 33% (4/12) of teaching-only staff were women. We aim to

improve the recruitment process for these posts by ensuring the following steps (**Action Points 8, 9, 10**):

- ensure that in most cases appointment of teaching only contracts are concluded before the end of summer term
- appointment panels have gender parity (i.e. equal numbers of men and women)
- all staff on recruitment panels have undergone recruitment training, including on Unconscious Bias (see also Section 5.1.i)
- improve gender parity in these posts, aiming for a 10% improvement of women in these posts by 2018-19.

As most of the teaching-only contracts are fixed-term (75%, 9/12 in 2016-17), this can be particularly detrimental to women at certain stages of their career and family life. Over the next four years we will therefore seek to reduce our reliance on short-term fixed contract teaching posts, in part by working with the University to allow us to build in more flexible budgeting into the medium term plan (**Action Point 9**):

- Seek overall to reduce our reliance on short-term fixed contract teaching posts over the next four years, via raising this issue with Faculty and University management.

All research-only contracts in the period of analysis were fixed-term. However, the number of staff is very small (3 in 2016) and no clear pattern of gender bias can be identified.

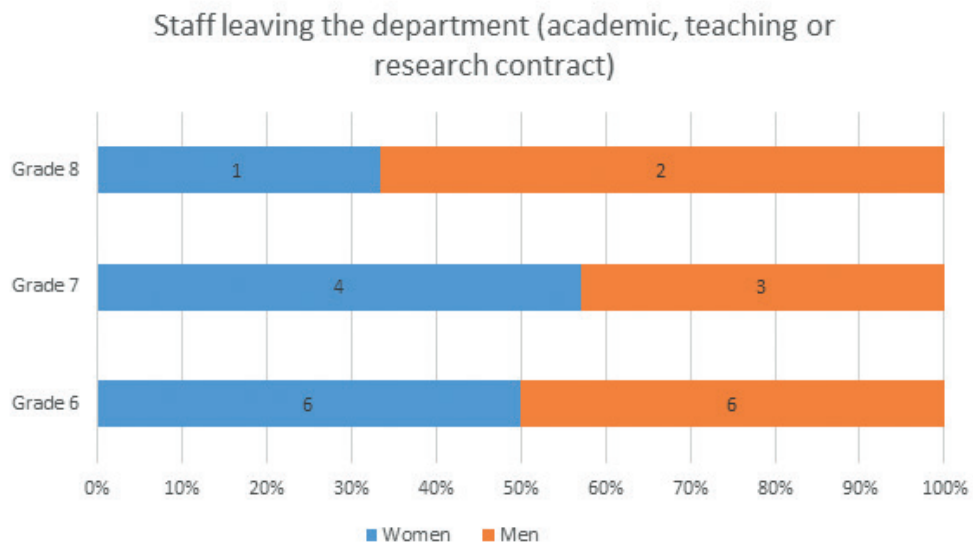
Only two academic staff members (6%) have chosen to work part-time: both are Grade 7 and both are women. There is, as discussed in Section 5.5, considerable flexibility for most staff, which enables staff to manage careers and caring responsibilities. Nevertheless, we will investigate further the reasons for the low uptake of part-time posts across the Department (**Action Point 10**):

- Add additional questions to the 2019 CS on why staff have or have not chosen to work part-time
- If 2019 CS reveals that more people would like to be part-time, but have chosen not to do so, identify reasons and develop solution for this (e.g. by encouraging part-time working, job-shares, enhancing support for promotion for part-time staff, sharing role-model stories, etc, as appropriate)
- Conduct comparative national research on the discipline (and similar disciplines) on part-time staff uptake
- Present report on internal and comparative research by Autumn 2020
- See also Section 5.5 (vi) for further details on flexible working policies.

4.2.iii. Academic leavers by grade and gender and full/part-time status

Between October 2012 and October 2016, 22 staff members on an academic, research or teaching contract left the Department (this includes staff on an open contract, staff who left before the end of their fixed-term contract or who were made redundant). 11 were men and 11 were women. For staff on an open contract the numbers were 5 men and 5 women. No gender bias is therefore discernable (Figure 14).

Figure 14. Staff leaving the Department (2012-2016)



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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1 Key career transition points: academic staff

5.1.i. Recruitment

From 2011-12 to 2015-16, there has been no significant gender bias in recruitment.³ The number of successful applicants has been 48% female and 50% male (see Table 2). Taking into account the over-representation of male applicants (about two thirds overall), this implies that female applicants have a somewhat higher chance of being interviewed than male applicants (11% to 7%, respectively), and female interviewees have a higher chance of being appointed (31% to 23% – see Table 2). However at Grade 7 there was a slightly higher rate of success for men of 65 per cent.

³ Our analysis of recruitment and promotion cover the academic years 2011-12 to 2015-16, as we want to be able to explain the changes in the staff profile covered above.

Table 2. Recruitment data and progression rates by grade and gender (2011-2015)

Grade	Gender	Number of applications (and share of total applications)	Number of interviewees (and share of total interviewees)	Share of total applications interviewed	Number appointed (and share of total appointments)	Share of total interviewees appointed
Grade 6	Female	237 (34%)	40 (47%)	17%	13 (54%)	33%
	Male	449 (64%)	45 (52%)	10%	10 (42%)	22%
	Undisclosed	12 (2%)	1 (1%)	8%	1 (4%)	100%
	TOTAL	698	86	12%	24	28%
Grade 7	Female	376 (29%)	25 (37%)	7%	7 (35%)	28%
	Male	876 (69%)	42 (62%)	5%	13 (65%)	31%
	Undisclosed	25 (2%)	1 (1%)	4%	0 (0%)	0%
	TOTAL	1277	68	5%	20	29%
Grade 8	Female	39 (25%)	5 (29%)	13%	1 (100%)	20%
	Male	112 (73%)	12 (75%)	11%	0 (0%)	0%
	Undisclosed	2 (1%)	0 (0%)	0%	0 (0%)	N/A
	TOTAL	153	17	11%	1	6%
Professorial	Female	9 (33%)	5 (29%)	56%	2 (67%)	40%
	Male	17 (63%)	6 (71%)	35%	1 (33%)	17%
	Undisclosed	1 (4%)	0 (0%)	0%	0 (0%)	N/A
	TOTAL	27	11	41%	3	27%
Overall	Female	661 (31%)	75 (41%)	11%	23 (48%)	31%
	Male	1454 (67%)	105 (58%)	7%	24 (50%)	23%
	Undisclosed	40 (2%)	2 (1%)	5%	1 (2%)	50%
	TOTAL	2155	182	8%	48	26%

The Department requires that selection panel members have completed E&D training, as well as recruitment and selection training, which includes an equal opportunities element. However, take up has not been universal so we plan two key steps (**Action Point 11**):

- staff required to take E&D training prior to working on recruitment panels
- actively encourage all staff to take this training
- See also **Action Point 16** (Section 5.3.i).

Interview and selection panels have to be agreed with the HoD, and the Department requires that panels include gender diversity. There is at least one female academic on each panel and usually more. We consciously address the need to ensure women are on the shortlist. This has been an informal norm up to now, but we now seek to achieve gender parity on all appointment panels (**Action Point 12**):

- HoD to ensure all job panels have gender parity from academic year 2018-19

5.1.ii. Induction

Induction includes an introduction to the processes and expectations in the Department around teaching and research. In addition, staff receive information about mentoring, performance review and promotion. The induction process is continuous in the sense that all new staff have a one to one meeting with the HoD and maintain a strong and close relationship with their mentors who advise on career development, teaching and on issues that arise in the first two years of their time in the Department (the probation period). However, via the AS assessment process we noted the following problems, that we now seek to address:

- The induction process has not been reviewed annually with staff.
- The induction process does not have a gender and diversity component
- Post-doctoral staff have not been explicitly included in the process.

Improvements to the induction process will be made via **Action Point 13**:

- monitor provision and review annually with staff
- provide an in-house E&D session during induction
- include post-doctoral research staff in the process.

5.1.iii. Promotion

Between September 2011 and September 2015, 16 members of staff applied for promotion, of which six were female.⁴

Table 3. Promotions applications (2011-2015)

Promotions applications 2011-12 – 2015-16		
Grade	Male	Female
Grade 6 to 7	1	0
Grade 7 to 8	8	4
Grade 8 to 9	1	2

Applications for promotion from female members of staff had a success rate of 100%, against 80% for men. Overall, the number of women applying for promotion has increased, with four out of the six successful female applicants in 2016 alone.

The Department's Promotions Committee, consisting of the professoriate and HoD, convenes annually to consider applications. All staff discuss promotion as part of their annual performance review (PDR) and, where appropriate, with their mentors who advise on career planning and development. Up to 2017, the Department mentoring scheme focused on new staff and those still in the probation period, but due to some of the gaps identified in the AS process for mid career staff, we will now offer mentoring to all staff, right through to Chair (**Action Points 14** and **18**, see also Section 5.3.ii). University promotion criteria explicitly take into account both maternity leave and part-time working through recognising that the level of output is reduced.

The 2017 CS revealed some uncertainty about promotions processes and criteria, with only 38% agreeing that they felt fully informed about promotions. To improve the promotion of women and, specifically, to help and encourage them to apply for promotion we are introducing eight new more proactive measures from 2017-18 (**Action Point 14**):

- improved mentoring scheme, to encourage all eligible staff to apply
- holding annual promotions seminars
- including information on promotion in the staff handbook
- annual CV reviews in order to provide support for staff on how to develop their cv for promotion
- annual seminars on promotion processes in order to improve communication about requirements and opportunities for promotion
- mid-career mentorship to provide additional support in relation to developing careers in relation to Professorial promotions
- ensure all mid-career women undertake leadership training to support them in undertaking senior roles within the Department and the University, to prepare them for the next stages of their careers
- Sharing of relevant CVs across staff.

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

The Department submitted 72% of eligible staff to the REF in 2014; 43% were women (ten staff) and 57% were men (13 staff). This reflected the overall numbers of men and women in the Department at the time, where women represented 44% of the staff eligible for submission: thus 72% of men (13 staff) and 71% (10 staff) of women were submitted (see Table 4).

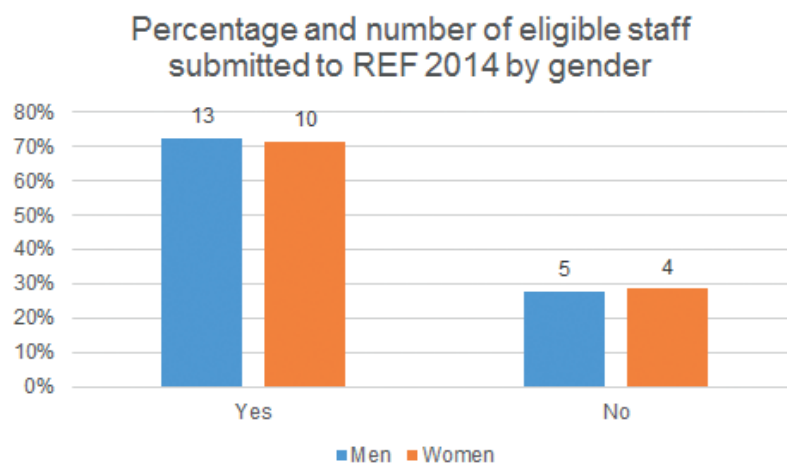
⁴ See note on time-period above. Staff who successfully applied for promotion in September 2015 were promoted from October 2016.

The key difference in the 2014 REF, from the Department’s submission to RAE 2008 (where all eligible staff were submitted), was that women only represented 24% of the staff population in the 2008 submission, compared to 44% of eligible staff in 2014. This largely reflected a growth in women appointed to Lectureships within the Department since the last RAE period.

To ensure gender awareness among REF reviewers for REF 2020, and that the REF Committee’s decisions are monitored for gender imbalance, we will ensure (**Action Point 15**):

- All REF reviewers have attended E&D training (See Section 5.1.i, **Action Point 16**)
- Monitor REF Committee decisions by gender and report to DMT and DM.

Table 4. Percentage and number of eligible staff submitted to REF 2014 by gender



(Word count Section 5.1 = 769 words)

5.3 Career Development: Academic staff

5.3.i Training

Training needs are identified at probationary review, PDR and individual meetings with the HoD and/or mentors. In addition, staff are encouraged to develop skills through participating in research projects, attending and presenting at meetings and conferences. Staff have access to an extensive catalogue of free training courses offered by UoY; courses vary in duration and delivery (online, webinar, classroom, practical) to be compatible with staff access requirements or working hours arrangements. These training opportunities are advertised monthly via email to all staff. However, at Lecturer and Senior Lecturer levels, fewer female than male staff have taken up training courses (see Table 5).

All staff are now required to familiarise themselves with the Athena Swan Charter and the Department’s work in this area by the Athena Swan SAT and Working Group. All staff are expected to complete a ‘diversity in the workplace’ online course, but this has not been conveyed strongly to staff. More men have taken the training course than women amongst academic staff. We intend to use mentors, training logs and performance review to increase female participation, as follows (**Action Point 16**):

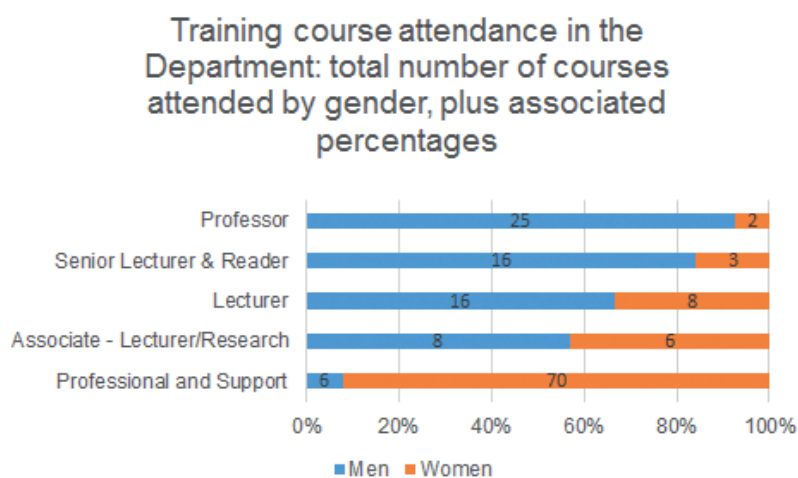
- All staff required to take E&D training prior to working on recruitment panels or chairing committees
- See also **Action Point 11**
- All staff encouraged to take E&D training on an annual basis via the following methods:
 - Offer in-house E&D training for all staff, tailored to Politics context
 - HoD to encourage actively E&D training via email communications.

- All Performance Reviewers encourage staff to take E&D training.
- DM to monitor training uptake with AS leader, and report to HoD to take action where people have not taken training, e.g. requirement to take it within a certain time period.
- See also **Action Point 11**

In addition to this, for career development aimed at mid-career female staff (identified as a specific issue regarding gender equality in Sections 4.2.i and 5.1.iii), we will (**Action Point 17**):

- Investigate further the reasons for low attendance in career development courses by women staff
- Reviewers to signpost and encourage training opportunities at PDR
- Ensure relevant training opportunities are circulated more widely at key meetings (eg at DM).

Table 5. Training course attendance by gender (2012-2016)



5.3.ii. Appraisal/development review

Performance Review changed in 2015 from an informal internally run system to one organised by HR, but administered by Departments. All staff have an annual Performance Review. Reviewers are allocated by the Deputy Head of Department and the reviewer discusses performance and development needs with the aim of setting objectives for the subsequent year. The review is intended to be supportive with the aim of discussing what support individuals need in order to meet their objectives. Uptake is 100%.

For new staff and staff on fixed term contract there are different forms of mentoring:

1. Staff on one-year contracts and postdoctoral fellows are provided with a mentor. They meet at least once a term to discuss development needs in terms of career progression and steps to securing open contracts.
2. Newly appointed staff on open ART contracts undertake a two-year probation period. During this period they are set objectives for 12 months and they are given support to achieve these objectives through a significantly reduced workload and the provision of training and development.
3. T&S and Research-only staff are all given a mentor who they meet every three months to discuss work, development needs, career advice and support. In the case of teaching staff mentors also observe teaching.

Two gaps in the appraisal and development process were identified by the AS review process. First, the lack of wider support – outside the PDR process – for mid-career staff (as discussed in Section 5.1.iii). Second, the need for more formalised support for post-doctoral staff on FTC. As such, we plan to implement **Action Points 14, 18 and 19**:

- introduce mid-career mentors to advise on promotion and development strategy for mid career staff, especially women. This will apply to all staff between probation and chair level (**Action Points 14 and 18**)
- provide a more formalised support system to post-doctoral researchers (**Action Point 19**).

5.3.iii. Support given to academic staff for career progression

As outlined in Section 5.1.iii on promotion, the 2017 CS showed there was uncertainty about the promotions process, with a gender bias in responses to the question of how informed staff felt about promotions (53% of women disagreed with the statement about being fully informed about promotion compared to 20% of men). The senior management team recognises that a more proactive approach is needed to support women for promotion, and to ensure that staff are submitted for promotion at an appropriate time, as outlined in **Action Point 14**:

- improved mentoring scheme, to encourage all eligible staff to apply
- appointing deputies to major administrative roles, to enable more junior and mid-career staff to train up into more senior roles, and to enable wider career development and promotion prospects
- holding annual promotions seminars, open to all staff, but with particular encouragement for women to attend
- including clearer information on promotion in the staff handbook
- annual CV reviews in order to provide support for staff on how to develop their cv for promotion
- annual seminars on promotion processes in order to improve communication about requirements and opportunities for promotion
- mid-career mentorship for all staff, but with particular encouragement for women, to provide additional support in relation to developing careers in relation to Professorial promotions
- ensure all mid-career women undertake leadership training to support them in undertaking senior roles within the Department and the University, to prepare them for the next stages of their careers
- Sharing of relevant CVs across all staff.

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

UG Level

The Department has supported students' employability trajectory in a number of ways. Key to the Department's employability strategy was the introduction of the "Politics@Work" programme. The Department's graduates have seen large improvements in the 'positive destination' scores from the Destinations of Leavers of Higher Education survey, which increased from 78.5% in 2011-12 to 87% in 2015-16. The male leavers' score in 2015-16 was at 87.8% while the female leavers' score was at 85.8% in the same year. However, female graduates show slightly higher levels of unemployment – on average between 2-4% over four out of the past five years (see Section 4.1.i). The Department aims to improve these scores by the following measures (**Action Point 20**):

- Politics has recently hired an Employability Support Officer to work across this area from 2017-18, plus,
- (1) Over the short-term, the Department will compile data on participation in employability and placements events, to assess the extent to which female students are engaged, and
- (2) The data of the Destination of Leavers of Higher Education will be mined systematically in order to establish whether lower female employability figures are systemic for our leavers, and how this compares to leavers from other nationally comparative Politics departments and other UoY departments

- Based on (1) and (2), we will formulate (3), a more informed strategy to to improve our support for UG overall over the next two years
- We will also (4) increase career support for UG students, with a focus on female post-graduation employment, via increasing numbers of female speakers, and more targeted career-support activities
- See also **Action Point 5** (Section 4.1.v)

PGT Level

Overall, PGT modules within the different programmes have increasingly put emphasis on transferable professional skills. Some of our PGT programmes include work placements and this is something that we will extend to all programmes by 2019. We plan to improve PGT careers support via the following steps (**Action Point 21**):

- Extending existing placement programmes to other MA programmes, where appropriate
- Providing workshops on career planning at the programme level
- Setting up a forum within the Department Research Committee and/or Clusters to discuss practical ways of encouraging more female students to pursue a PhD
- Making female academic role models more prominent in the Department by highlighting the recent appointment of a female chair, the internal promotion of a woman to chair, and the promotion of more women to Senior Lecturer.
- Raise awareness about PhD grants and scholarships to women on our PGT programmes in a targeted manner (eg via seminars and mailings).

PGR Level

PhD students are given careers support through the University's Graduate Schools training programme and individual supervisor support. However due to identified gaps, further support will be put in place in the Department: see **Action Point 4**, Section 4.1.iv, on improving academic recruitment for women into our PhD programmes.

5.3.v. Support offered to those applying for research grant applications

By 2015-16, our numbers of annual external grant applications had more than doubled from 2011-12 to 56 in the year. Support for applications includes:

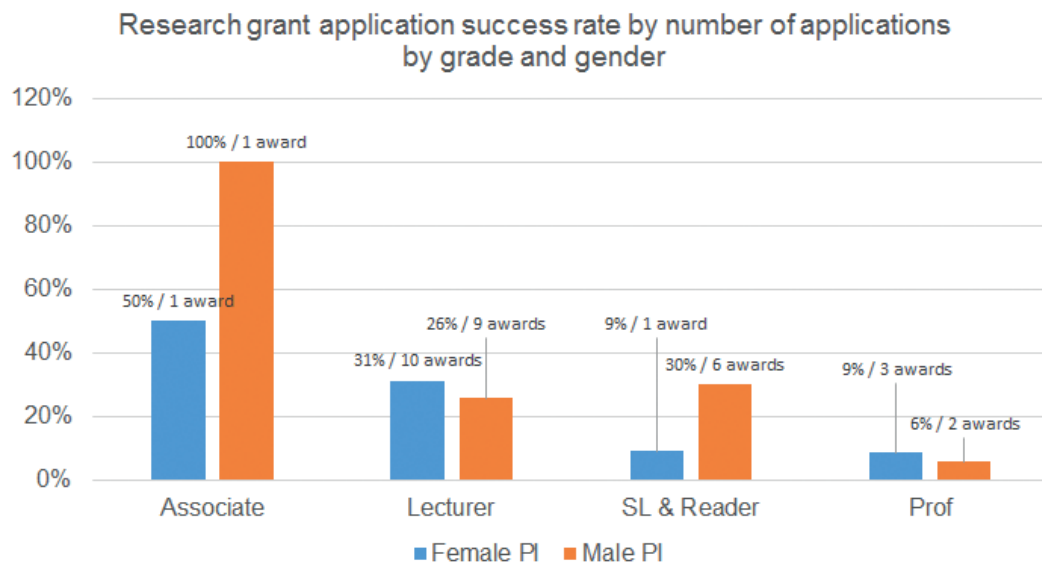
- managing a system of internal peer review
- sending regular funding updates and meeting staff of all grades
- sharing copies of successful proposals with applicants
- coordinating the submission of bids (including large, multi-partner bids) in collaboration with the PI
- assistance with grant writing
- a discretionary annual research allowance (currently £1500) for all teaching and research staff
- internal research pump priming funds

From 2012 to 2016 women applied more frequently for research funding submitting 46% of the applications in the period despite representing 40% of the population (Table 6). The success rates show a small gender imbalance, with 18% for women and 20% for men. Looking at the differences by grade (Table 7), the success rate at Lecturer level is very similar (31% for women and 26% for men), divergent at Senior Lecturer level (9% for women and 30% for men) and similar at Professorial level (9% for women and 6% for men).

Table 6. Research grant applications and success rates by number by gender (2012-2016)

	Number of applications	Number of awards	Success rate
Female PI	83	15	18%
Male PI	92	18	20%

Table 7. Research grant application success rate by number of applications, by grade and gender (2012-2016)



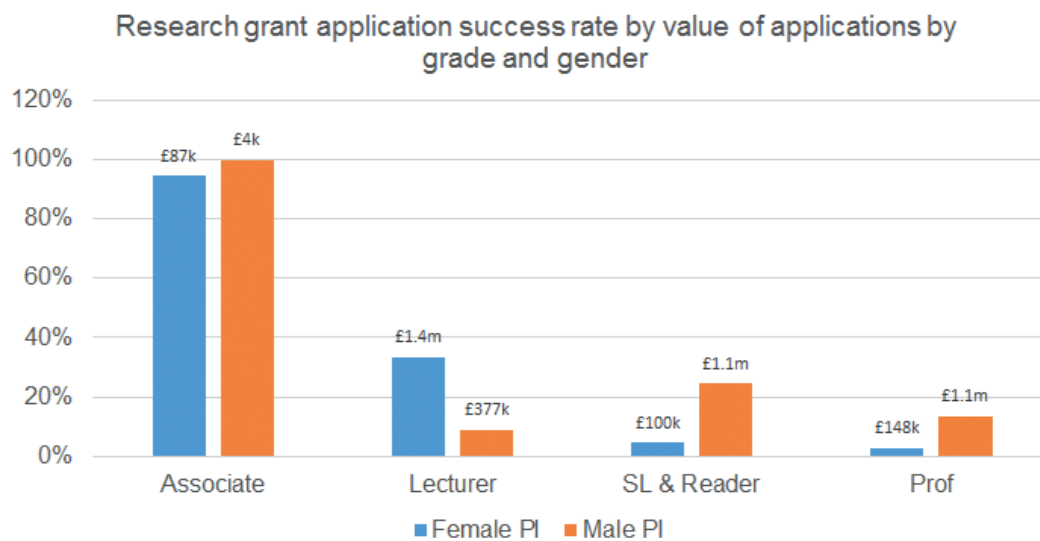
There is some disparity in the average application values (Table 8) and in success rate by value (Figure 15), which shows success rates falling as the grades rise for women, compared to a more variable picture for men. However, these statistics are easily distorted by three large grant awards of over £800k each, and the small number of female Professors (two) applying during this period. Nonetheless, we will consider additional mechanisms via the DRC and improved mid-career mentoring, to ensure further support is provided for mid-career and senior women to apply for larger grants (**Action Point 22**):

- Running sessions on applying for larger grants for all relevant staff, and female staff will be particularly encouraged to attend these by DRC, HoD and mentors.
- Adding large grant applications as a specific point for career development in the PDR process for relevant staff.

Table 8. Research grant application and award values by gender (2012-2016)

	Average application value	Average award value
Female PI	£149,582	£115,594
Male PI	£184,836	£142,973

Figure 15. Research grant application success rate by value of applications, by grade and gender, 2012-2016



(Word count Section 5.3 = 1,061 words)

5.5. Flexible working

5.5.i. Cover and support for maternity and adoption leave: before leave

Professional Support Staff

There have been no cases within this reporting period. The policy is that when a member of staff informs the Departmental Manager (DM) they are pregnant, or adopting, a meeting is organised with the member of staff to discuss their needs in terms of maternity/adoption leave and support. The DM ensures that cover is in place well before the period of leave, and that a handover of responsibilities is planned. Informal conversations will take place on planning for leave, including discussing KIT (Keeping In Touch) days if the member of staff wishes to work up to ten days during their leave, for example by attending a conference, training course, or a meeting.

Academic staff

When a member of staff informs the HoD that she is pregnant, the HoD holds a meeting with the member of staff to discuss her needs in terms of maternity leave and support. The HoD ensures that cover is in place well before the period of leave, and has informal conversations with staff on planning for leave, particularly about work hours on return from maternity leave. Both HoDs that were in place during the reporting period (2012-2016) recommended that a more formal process would be beneficial for both staff and the HoD, in order to provide clarity and the correct support for staff. As such, we plan to (**Action Point 23**):

- develop a Departmental Maternity, Paternity and Parental Leave policy document, building on University policy, but with specific information and guidance for our staff
- formally communicate the maternity-research leave policy through publication of the information in the Staff Handbook, making information available at new staff induction, and providing information by HoD, Deputy HoD, and Research Director at key points in the yearly cycle, e.g. during the PDR and PRR processes.
- Hold workload meetings pre-maternity leave to improve planning for workloads in light of changing circumstances (see also **Action Point 25**, Section 5.5.iii)
- 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 (**Action Point 25**, Section 5.5.iii):

- (i) one term's automatic research leave;
- (ii) two terms research assistance, or
- (iii) two terms reduced teaching load.

5.5.ii. Cover and support for maternity and adoption leave: during leave

Professional Support Staff

There have been no cases within this reporting period. The policy is that the role holder's post would be covered by either secondment or internal temporary recruitment while the role holder was on leave, with job share arrangements considered and made, upon request.

Academic staff

The HoD maintains informal contact with staff on parental leave, ensuring not to create undue pressure on those on leave, but negotiating with each individual how much contact they require, with KIT days when staff request them. Further clarification about this policy will be conveyed in the new Departmental Maternity, Paternity and Parental Leave (**Action Point 24**), and KIT days will be recorded in the Department (**Action Point 25**).

5.5.iii. Cover and support for maternity and adoption leave: returning to work

Professional Support Staff

There have been no cases within this reporting period. The policy is that the staff member will return to the same job in which they were employed prior to maternity/adoption leave, on the same terms and conditions of employment. Closer to the return to work date, the Departmental Manager meets the member of staff, in the member of staff's home if easier, or at the workplace, to discuss their return to work, including any request for flexible working arrangements. Sympathetic consideration is given to all requests from full time members of staff who wish to return to work on a part time basis after maternity/adoption leave.

Academic staff

The Department has ensured over the five years covered in this report that all staff have had the right to return to the same level of staffing post-maternity leave and the HoD has reviewed sympathetically and positively any request for part-time work. The HoD has conversations with staff returning from maternity leave.

However, the AS staff survey revealed that the informal Departmental practices around maternity leave have caused two problems:

- lack of knowledge about how the Department implements University policy in practice
- mixed experiences of the process.

Three members of staff reported that the Department or HoD was 'very supportive' or 'very positive' and two reported dissatisfaction.

Our planned response to this mixed feedback about the Department's maternity leave policies is to take the following steps (**Action Points 25**, see also **Action Points 23** and **24**):

- Develop and share Departmental Maternity, Paternity and Parental Leave Handbook (**Action Point 23**)
- Senior staff (HoD, Deputy HoD) to follow up with the University level E&D team for advice regarding further processes that should be in place in the Department (**Action Point 25**)
- Improve Departmental support for women returning from maternity leave, as of 2017-18, offering three concrete options, to be chosen by staff member in discussion with HoD (**Action Point 25**):
 - (i) one term's automatic research leave;
 - (ii) two terms research assistance, or

(iii) two terms reduced teaching load.

- Review with staff what else would help improve their experience of returning from maternity leave via the following means (**Action Point 25**):
- Survey all staff who have returned from leave during the last five years
- Feedback survey data to SAT, DMT and DM
- Record completion of working arrangement forms in the Department, for women returning from leave (**Action Point 25**)
- Create a formal record of meetings between the HoD, administrative support and staff, before, during, and returning from maternity leave, and monitor this on an annual basis (**Action Point 25**)
- Record completion of the “ML2 (Risk Assessment for Pregnant and Breastfeeding Employees)” forms for staff returning from maternity leave in the Department (**Action Point 25**)
- Conduct comparative research on University maternity (and paternity, see Section 5.5.v) policies at comparative Russell Group Universities. Where York varies lobby the E&D team at York to improve University policies (**Action Point 25**).

5.5.iv. Maternity return rate

Professional Support Staff

There have been no cases within this reporting period.

Academic staff

Seven academic and teaching staff from Politics took maternity leave between 2012 and 2016 (average 172 days). None have left within 18 months of returning to work and none had their contract terminated during maternity leave.

5.5.v. Paternity, shared parental, adoption, and parental leave uptake

The University offers two weeks’ occupational paternity leave, but only the first week is full pay. During the reporting period one member of the professional support staff has taken two periods of formal paternity leave. Among academic staff, there was only one case of paternity leave in the reported period. We plan to (Action 26):

- Carry out comparative research on paternity pay provision across Russell Group Universities with appropriate lobbying to improve UoY’s policy
- Set up a system to record paternity leave data at the Department level
- Communication of clear information about paternity leave policy in the Staff Handbook, and in the new Maternity and Paternity leave handbook, at staff induction, and at key points in the yearly cycle where relevant (for example, during the PRR and PDR processes), and ensuring this includes all staff groups
- Survey new parents on reasons why they did or did not take up paternity leave
- Consultation by HoD and DMT with UoY on extending Departmental paternity pay to two weeks’ full pay, and lobbying with senior levels of UoY to improve this policy.

The Department has deferred to University policy on **shared parental leave** and the right to unpaid Parental Leave for employees who have completed one year’s continuous service. Applications for Parental Leave are made to the HoD. Staff are permitted to also take parental leave at a later time after they have returned to work. Again, as with other forms of leave, no information was formally available at the Department level about these policies. We will address this information gap by (**Action Point 27**):

- creating a system to record data on adoption and shared parental leave requests and periods of leave at the Department level (as with **Action Points 23, 25 and 26**)

- communication of clear information about adoption leave and shared parental leave policy in the Staff Handbook, at staff induction, and at key points in the yearly cycle where relevant (as with **Action Points 23, 25 and 26**)
- further consultation with parents on a) uptake of shared parental leave; b) knowledge of wider parental leave policy; c) consideration they have given to applying for parental leave; d) experience of the parental leave process for those that have take the option
- Holding annual presentations on different kinds of leave available at either the Away Day, or at first Department Meeting of the academic year.
- Keeping a record of case studies of individuals who have taken different kinds of leave and their experience of it, in the Departmental Athena Swan folder on the shared drive.

5.5.vi. Flexible working

UoY has a formal flexible working policy:

- it applies to staff with more than 26 weeks service
- it helps staff achieve better work/life balance
- covers PT work, change of hours, job shares, term-time work, flexi-time, shift/rota work, unpaid leave, career breaks, flexible retirement formal policy on leave in special circumstances
- covers bereavement, compassionate leave, domestic emergencies, public and community service
- supports staff with caring responsibilities.

Professional Support Staff

Flexitime is available for all Professional Support Staff. Line Managers manage flexitime taking resourcing and workload into consideration. Staff on grade 5 and above manage their own time. Those working part-time are asked to state their working hours/days in their email signatures. All staff can ask for contract changes to meet caring and other needs and during the reporting period three members of staff have used flexitime to care for elderly parents. In this reporting period one member of staff has changed their contract and reduced their hours.

Academic Staff

The Department allows people to manage their time outside of meetings and teaching in a way that allows maximum flexibility. In addition, timetabling ensure that all staff have at least one day free of teaching (including teaching only staff) every week in term time. There is no requirement to be in the Department outside of these times. In addition, all meetings occur within our core hours of 10 to 4. The Department has positively responded to all requests to change contracts and reduce hours. Two Grade 7 women have used this method to change to part-time contracts over the past five years. Since 2012 the Department has responded positively to all requests to increase hours from staff who were part-time. In the 2017 Staff Survey 92% of staff agree, 'I have the freedom to work in a way that suits me' and 83% said they had 'the freedom to work flexibly'. Between 2012 and 2016, 100% of flexible working requests have been approved in relation to returning from maternity leave, caring responsibilities and changes in working hours.

In relation to teaching times the Department takes account of caring demands through the staff teaching constraints form, which is circulated to all staff via an annual email by the Department Manager. Staff reported that this was the most important means by which they organise teaching around family and caring commitments (see Table 9), although staff use it for other reasons as well (e.g. travel constraints).⁵

⁵ The number of requests were not recorded for 2012-13.

Table 9. Number of requests for teaching constraints by gender (2013-2016)

	Women	Men	Total
2013/14	4	4	8
2014/15	6	5	11
2015/16	5	2	7
2016/17	8	5	13
	23	16	39

In the CS, 19/34 staff reported that they had caring responsibilities. Of those 19, eight reported that they had used a Teaching Constraints form. There is some indication from the CS that there is a lack of knowledge amongst staff of the range of possibilities in terms of flexible working.

These findings on flexible working lead to the following planned changes (**Action Point 28**):

- Update the staff handbook on flexible working University and Departmental policies
- Run an annual induction on flexible working, raise awareness at key meetings through the year via a standing AS item on core meetings
- Investigate ways to enable new staff to take better advantage of this existing Teaching Constraints process from academic year 2017-18
- Conduct further research, via FGDs and in the CS 2019 on the impact of the Teaching Constraints form regarding the following:
 - staff take up by gender;
 - types of requests submitted and their acceptance by HoD and/or accommodation through timetabling;
 - whether a more formal process around flexible working requests would be beneficial to more staff, or if the current policy is best.

Current and former HoDs, from the period covered in this submission, reported that they supported colleagues who at short notice needed to change their working practices to accommodate new caring responsibilities. For instance, in one case a member of staff who had acute caring responsibilities was allowed to change the timings of a research grant, which enabled a longer period to undertake the project. We plan to provide better information on the options in academic year 2017-18 by (**Action Points 23 and 26**):

- updating the existing Staff Handbook
- providing updates at core meetings under a standing AS agenda item
- developing a new Maternity and Paternity leave handbook.

5.5.vii. Transition from part-time back to full-time work after career breaks

Professional Support Staff

There have been no cases within this reporting period. The Department, together with the University is committed to developing work practices and policies which support work-life balance. We recognise that some employees may wish or need to take an extended break from work for a variety of personal reasons including care and/or responsibility for children or other dependants, personal study, relevant training or development and any other purpose agreed e.g. overseas travel or voluntary work.

Academic staff

The Department is keen to support anyone who wishes to return to full-time work after career breaks and/or a period of part-time work. There have been no cases of this in the last five years. The Department's position is to support the working patterns that best suit staff requirements.

(Word count Section 5.5 = 1,501 words)

5.6 Organisation and Culture

5.6.i. Culture

The Department is committed to ensuring that it is a diverse and inclusive workplace: it was among the first Faculty of Social Science departments at York to make this a formal commitment by launching the Self-Assessment process in January 2016. The Department is attempting to address all forms of discrimination and implicit bias, as expressed in its REF 2014 submission. As part of the Athena Swan process, we have thought carefully about the organisation and culture of the Department and how it can be improved. We already run a number of social activities that include all staff (see 5.6.vi), and we plan to ensure all of these take place during core work hours from 2017-18. Through addressing the Athena Swan process we are mainstreaming gender and diversity into all our activities, as outlined in the overall Action Plan. In the 2017 CS, staff engagement was 72%. We aim to improve this by (**Action Point 29**):

- By 2019, we aim to achieve 80% return on the CS
- By 2019, we aim to achieve 75% staff satisfaction on whether the Department is a diverse and inclusive workplace

5.6.ii. HR policies

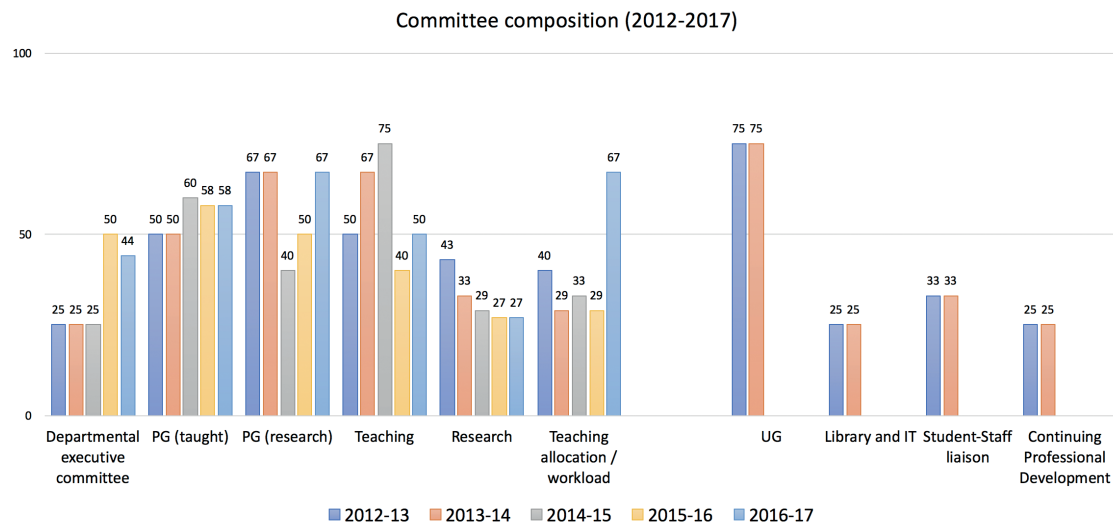
The University's HR team takes the lead on designing, implementing, and monitoring HR policies. There are some exceptions to this, such as the allocation of research leave. In Politics, the HoD is ultimately responsible for the majority of management responsibilities, and therefore monitors the application of HR policies through frequent consultation with faculty-level HR contacts. The HoD is updated about changes to key policies and in turn passes information on to Department staff. The Department's staff handbook sections on promotion, staff well-being, performance review, research performance, and professional development all link directly to University-wide policies on these areas. However, one key area for improvement here, identified during the AS submission process (and discussed in Section 5.5), is for the Department to provide clearer and more accessible information on the following work-life balance University and Departmental policies:

- maternity leave (**Action Points 23, 24 and 25**)
- paternity/adoption/parental leave (**Action Points 26 and 27**)
- flexible working (**Action Point 28**).

5.6.iii. Representation of men and women on committees

Figure 16 shows the proportion of female staff on key Departmental committees between 2012-13 and 2016-17. The Undergraduate and Teaching committees have gradually increased female representation to parity, and occasionally majority, but most committees have been heavily male in composition.

Figure 16. Committee composition by percentage of female staff (2012-2016)



The Departmental Research Committee (DRC) has been majority male, with declining numbers of female staff. Table 10 shows that the vast majority of committee chairs have also been male. DEC is still majority male but, from this academic year, the DMT is gender-balanced for the first time. The Department is committed to addressing the gender imbalance in its committees (**Action Point 30**):

- Reviewing committee membership annually
- Aiming for gender balance on committees for 2018-19
- Aiming for gender balance among committee chairs by 2018-19
- 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 and 18**)
- The development of Deputy roles in key committees in order to allow for more opportunities and career progression (**Action Points 14 and 18**)
- Shadowing opportunities for senior roles by 2018-19
- Keeping more detailed data about committee attendees centrally and annually updated.

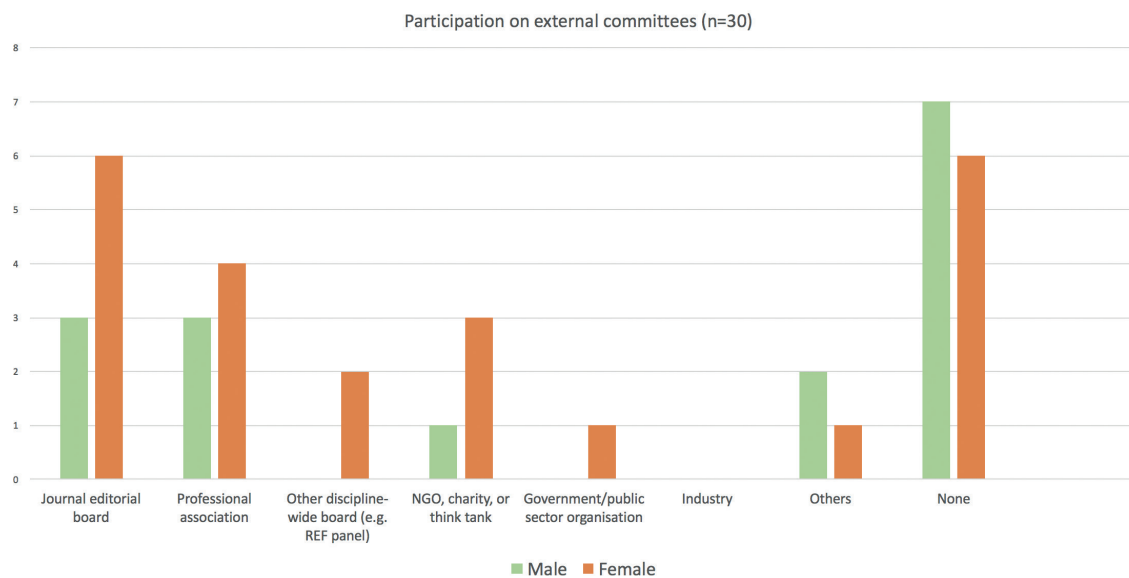
Table 10. Male-female ratios of main Departmental committees (2012-2016)

	2012-13	2013-14	2014-15	2015-16	2016-17
Executive	6:2 (chair M)	6:2 (chair M)	6:2 (chair M)	4:4 (chair M)	5:4 (chair M)
UG	1:3 (chair M) 3 student reps unnamed	1:3 (chair F) 3 student reps unnamed	no data (not met / abolished)		
PGT	1:1 (chair M) 4 unnamed student reps + all MA convenors	1:1 (chair M) 4 unnamed student reps	4:6 (chair M) Unnamed MA student reps	5:7 (chair F) 5:1 among student reps	5:7 (chair F) 5:1 among student reps
PGR	2:4 (chair F) 3 unnamed PhD reps	2:4 (chair F) 3 unnamed PhD reps	3:2 (chair M) 1:1 among PhD reps	2:2 (chair M) 2:0 among PhD reps	1:2 (chair M) 1:0 among PhD reps
Teaching	2:2 (chair M) 3 unnamed student reps	1:2 (chair M) 2 unnamed student reps	1:3 (chair F) 2 unnamed tutor/UG reps	6:4 (chair M) 6:0 among tutor/UG reps	5:5 (chair M) 6:0 among tutor/UG reps
Research (DRC)	4:3 (chair M) 1 unnamed PhD rep	4:2 (chair M) 1 unnamed PhD rep	5:2 (chair M) 1 unnamed PhD rep	8:3 (chair M) 1:0 among PhD reps	8:3 (chair M) 1:0 among PhD reps
Student- Staff liaison	2:1 4 student reps, and all Politics course reps	2:1 4 student reps, and all Politics course reps	no data (not met / abolished)		
Continuing Professional Development	3:1 (chair M)	3:1 (chair M)	no data (not met / abolished)		
Teaching Allocation / Workload	5:2 (chair M)	5:2 (chair M)	4:2 (chair M)	5:2 (chair M)	2:4 (chair M)
Library and IT	3:1 (chair F) 2 unnamed student reps	3:1 (chair F) 2 unnamed student reps	no data (not met / abolished)		

5.6.iv. Participation on influential external committees

According to the results of the Department CS, only 27% of female academic staff responded positively to the question about having “been asked to serve on, or stood for election to, any university-wide committees or administrative positions”. This contrasts with 53% of male staff who have served on such a committee or position outside the Department (e.g. at faculty level). This gender imbalance is not fully explained by the relative lack of women in senior positions, especially when, according to the CS data, female members of staff tend to outnumber male staff in holding roles on influential journal editorial boards and professional associations (see Figure 17). However, almost half of respondents to the CS indicated that they served on none of the other types of external committees listed in Figure 17, which may in part be caused by these respondent’s lower relative seniority.

Figure 17. Participation on external committees by gender.



In response to these findings, the following changes will be put into place (**Action Points 14, 17 and 18**):

- HoD to encourage female staff to apply for membership of Committees and to encourage their nomination (**Action Point 14**)
- Staff to be encouraged to take leadership training to support greater participation on University Committees (**Action Point 17**)
- PDR process used to highlight and encourage women to apply for University Committee Representation (**Action Point 18**).
- Aim for at least 50% of female staff to respond positively to question #36 on the CS (relating to 'external committees or advisory boards') by 2019.

5.6.v. Workload model

The Department has a transparent workload model for academic staff, providing that all staff have an equally allocated workload in terms of hours. Workload transparency is assured by the Workload Committee, and the workload allocation spreadsheet is open to all staff. The AS lead has also sat on the Workload Committee since 2016. Nevertheless there were some perceptions of unfairness, particularly among female respondents to the CS. On a scale of 1 through 9, with a higher number indicating a higher perception of unfairness of the workload process, the mean response from female staff was 4.8 versus 2.7 from male staff. Therefore, the fairness of the workload model and perceptions of it will be further researched and then addressed by (**Action Point 31**):

- Running a focus group discussion (FGD) with female staff to investigate further the causes of the perception of workload unfairness
- Making workload fairness a standing item under the Athena Swan agenda item at DMT and DEC
- Ensure more consistent communication of workload criteria at DM
- By these steps, we aim to increase the perception of workload fairness to a mean of under 3.00 out of 9 in the 2019 CS.

5.6.vi. Timing of Departmental meetings and social gatherings

Over the last five years, the Department has ensured that all core meetings – affecting both **Professional Support and Academic staff** – and Departmental research seminars begin and end

during core daytime hours. The Department holds a number of social events each year, including a Christmas meal, end of academic year celebration, and various ad hoc social activities such as leaving dinners, informal women's drinks for all female academic and support staff (organised by the Athena Swan coordinator), and a weekly staff football meet which is also open to PhD students. Staff survey data shows only 25% of female staff agree with the statement that "It is difficult to attend timetabled Departmental activities due to your caring responsibilities". However, the number jumps to 60% (and 78% of male respondents) when asked if they agree with the same statement about Departmental social activities. We will make the following change (**Action Point 32**):

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

5.6.vii. Visibility of role models

Over the past five years, the Department has actively improved the gender balance in its visual identity, particularly its website, which features more images of students, invited speakers, the campus, and images of relevant political phenomena (e.g. pictures from Parliament). These feature alongside 'student profiles' that show testimonials from primarily UG students. In 2012, female students featured in most images with women featuring in 30-40% of people featured in retrievable images. In 2017, images on the Department's front page feature women more prominently (50-75% of images). In brochures the male-female breakdown female was 40% (14/35) in 2012 and 50% (16/32) in 2017. Staff and student testimonials are balanced and remain constant between 2012 and 2017. We will actively maintain this balance, now it has been achieved (**Action Point 33**):

- Ensure that the Department's admission team, and the University's central marketing team, continue to provide gender balanced sets of images and testimonials for use on the Departmental website and in promotional materials.

The 2017 CS highlighted the perception that men speak more than women in the DM: 12/34 respondents commented that its gender dynamics were unequal, and identified different factors such as the preponderance of male senior staff and the tendency of male staff to speak longer. More inclusive meetings will be promoted through the following initiatives (**Action Point 34**):

- focus on better chairing
- smaller group work to encourage greater participation and more diverse speakers
- improved awareness of gender bias in discussions, by tracking speakers at major meetings and in small groups, and reporting back to DM to raise awareness of any bias

The Department does not keep a single log of invited speakers, and as such there is no consistent set of data on the gender breakdown of external speakers. This will be addressed by (**Action Point 35**):

- for Departmental Research Seminars, the Departmental (or research cluster, as appropriate) convenor maintains a log of all invited speakers over the next four years
- a gender-balanced rotation of chairs is ensured for research workshops (such as postgraduate student presentations).

5.6.viii. Outreach activities

Outreach activities are included in the Department's workload model, which is a positive reflection that the Department takes this work seriously and provides credit for it. Some staff do outreach activities in local schools, such as lectures to local sixth form students, but this is not formally recorded (or by gender). We will do so from 2018 onwards (**Action Point 36**).

Admissions events provide one of the most prominent forms of Departmental outreach by number of staff involved. In 2016-17, staff work expectations for open days and visit days operated on a sign-up basis. As of June 2017, the breakdown of staff involved in hosting mini-

seminars during UCAS visit days was 43% female, and the breakdown for Politics Department staff involved in University open days was 58% female. These figures are roughly balanced, which is excellent for demonstrating gender equality in the discipline to potential students. However, as the distribution of work may impact caring responsibilities disproportionately, especially as many open days are now held entirely on weekends, we will consider and monitor the fairness of these activities via the workloading process (**Action Point 31**).

(Section 5.6 word count = 1,216 words)

Section 5 word count = 4,547/5,000 words

7. FURTHER INFORMATION

n/a

**ATHENA SWAN BRONZE SUBMISSION
POLITICS DEPARTMENT, UNIVERSITY OF YORK**

8. ACTION PLAN

Action point	Relevant section of the report	Issue identified	Planned actions to address issue	Person responsible (include job title)	Success criteria and outcome	Timeframe (start/end date)	
Section 3 Self Assessment Team Plans							
1	3.iii.	Continue to promote and support our AS and E&D activities internally and within the University	Develop and maintain an E&D section on the Politics home page	AS lead and E&D officer, with web support from the Department	Build the section with core documents and information on Departmental and staff activities in the E&D arena. Introduce quarterly checks and updates	Nov 2017	Built in Spring 2018, then updated quarterly
			Set up «Athena Initiative Award» to reward staff for the best Departmental Athena-related activities (e.g. improving reading lists to be more gender balanced, encouraging high profile female speakers, developing gender equality dimensions to their teaching and administrative work), promote via staff meetings and website. At the same time, mainstream all AS work within our everyday teaching and administration, by making AS a standing agenda item on all major committees	HoD, AS lead and E&D officer	Announce first award in Autumn 2017	Nov 2017	Award in Summer 2018, to then be reviewed annually

			Create Athena Swan Action Log in order to oversee implementation of action plan. Review / audit workings of SAT on an annual basis to ensure it remains a high functioning team	HoD, DMT, AS lead, SAT	Annual agenda item for discussion at SAT and DMT and follow up of any action points arising. Continued high engagement by SAT members – measured by 90% favourable score on 2019 CS regarding AS and SAT impact	Summer 2018 November 2017	Summer 2018 and then annually Spring 2019
			Set up annual rota for routine monitoring of different data sources from Bronze award and provide feedback to both staff and students	SAT lead and SAT	Routine systems in place to review data, continued high engagement from staff in our activities, reach out to students at all levels in our AS activities. Aim to achieve minimum 80% response rate on future Culture Surveys	November 2017	Ongoing
			Raise our profile on our AS activities internally and externally, using the website, Departmental social media, and an increase in discussions and presentations by SAT members over the next 4 years	SAT lead and SAT	Members of SAT enabled and encouraged to promote our activities, internally and externally	November 2017	Reviewed annually

			Establish an annual Departmental budget for AS activities. To be used for example for: training for SAT members, Athena Initiative Award, travel costs to regional and national AS events/workshops	HoD, DM, SAT lead	Gain approval for £500 budget per year, use budget towards supporting Politics initiatives to promote equality activities	January 2018	Annual
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Section 4.1 Student Data

2	4.1.ii.	Department has attracted a <i>slightly lower</i> number of female undergraduate students than male students, seen in 2016/2017 and 2017/2018 academic years.	<ul style="list-style-type: none"> - Maintain gender balance in online and visual materials for prospective students - Maintain gender balance in speakers at Open/Visit Days - More actively recruit female students in our marketing materials, via the Politics website, at Open Days, Visit Days, and with other interactions with female students (phone interviews and online conversations), by emphasising cases of previous female students that have been successful in the academy or the professional world - Monitor gender balance of students coming in through clearing (as this is where a significant number of students are incoming) by adding a gender column to the clearing tracking data. 	Admissions Director, PEP Admissions Director, and Deputy Admissions Director	Gender balance in UG student cohort is achieved by 2021	November 2017	October 2021 and then annually
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3	4.1.iii.	<p>Department has attracted almost equal numbers of female and male PGT students over the past five years, but has a slightly lower average percentage (48%) than the national average of (49%).</p>	<ul style="list-style-type: none"> - Maintain current recruitment practices for female students via Open Days, Visit Days, recruitment from current students, interactions with prospective female students (phone interviews, online conversations) - Maintain gender balance in online and visual materials for prospective students to ensure it is balanced and relevant - Maintain gender balance of speakers at Open/Visit Days - More actively seek female students via the following means: <ul style="list-style-type: none"> - (i) Offer targeted events at UG level, to specifically raise interest and awareness of women students (eg seminars, leading women speakers) - (ii) Consider wording of funding materials offered to potential students to ensure women students are targeted 	<p>Taught Graduate Director, with Graduate Administrator.</p>	<p>Gender balance in PGT student cohort is improved to 50% female</p>	<p>November 2017</p>	<p>October 2021</p>
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4	4.1.iv.	Between 2010 and 2016, more men than women entered the PhD programme (45% female compared to national average of 50% female).	<p>Research the causes of lower female uptake of PhDs within current PhD cohorts, via FGDs and online survey</p> <p>Research the causes with relevant funders White Rose/ESRC/main government funders, via phone interviews (and where possible email surveys)</p> <p>Analyze dissertation topics of applicants to see whether there is correlation between gender and areas of research</p> <p>Research on PhD enrolment data from comparative Politics Departments in RG (Exeter, Warwick) to see if there are any concurrent declines.</p> <p>Re-write funding and other scholarship adverts to more explicitly recruit female applicants (with guidance from HR)</p> <p>See also Action Point 21 (Section 5.3.iv).</p>	Graduate Research Director, Research Chair, Research Support Officer, and Graduate Administrator, in conjunction with AS lead.	Report on gender dynamics in PhD recruitment produced and shared with Department.	January 2018	January 2020
			<p>Monitor current and future applications by gender, to ensure that women do not drop off disproportionately to men, following offers being made</p> <p>Actively seek to recruit and identify suitable female PhD applicants, among our UG and PGT female students, via existing networks in the White Rose, across disciplinary networks</p> <p>See also Action Point 21 (Section 5.3.iv).</p>	Graduate Research Director, and Graduate Administrator	Gender balance in PhD student intake is improved, aiming for an increase in F applications by 5%	January 2018	January 2020
			Monitor current and future progression by gender, to ensure that female students progress at the same pace than male students as unsuccessful progression may hamper recruitment	Graduate Research Director, and Graduate Administrator	Annual monitoring and reporting to DMT and SAT on PhD progression by gender	June 2018	Annually

5	4.1.v.	Female students show slightly higher levels of unemployment of between 2-4% between 2012 and 2016.	Increase careers and employability support for UG students, with a particular focus on women's post-graduation employment, via increasing numbers of women speakers, and more targeted career-support activities for women students See also Action Point 20 (Section 5.3.iv).	UG Placements Officer, Placements Support Officer, Chair of UG TC, Chair BoS	Reduction of female unemployment ratio on graduation to less than 2%, on average	January 2018	January 2020
Section 4.2 Staff Data							
6	4.2	An informal strategy among Senior Management has been developed to recruit, promote and retain female staff, but this strategy has not yet been formalised, or widely advertised in the Department.	Implement the strategies developed via this Bronze Submission in order to actively recruit, retain and promote female staff See further details in Action Points 11 and 14 (Sections 5.1.i and 5.1.ii).	Head of Department, Deputy Head, AS lead	Formalise gender equality strategy by advertising, implementing and monitoring progress on this Action Plan over 4 years, by making Athena Swan a standing issue on all management committees (DEC, DMT)	November 2017	Annually
7		Department has few members of staff from BME background	SAT to conduct research into low recruitment of BME staff, in consultation with York's E&D team; SAT to produce a report within two years, with an appropriate action plan, in liason with York's E&D team (to work towards Silver).	AS lead, ED officer	Department report on BME staff prepared and shared with Department Outcoming action points acted on over remaining two years	November 2017 November 2019	October 2019 November 2021

8	4.2.i.	The percentage of female staff has dropped from 43% to 40% among open contract (OC) staff between 2012 and 2016 (with a low of 35% in 2015).	<p>See also Action Points 11, 1, 13 and 14 (Sections 5.1.i, ii and iii)</p> <p>Actively recruit, retain and promote female staff to all levels of posts:</p> <ol style="list-style-type: none"> 1. Ensuring advertising is appropriate and indicates encouragement of female applicants (highlight in adverts that the Department seeks to recruit from underrepresented groups, and is encouraging of flexible working) 2. Targeted recruitment for Chair posts (see details in Action Point 11, Section 5.1.i) 3. Developing more active promotions support work among female staff (see details in Action Point 14, Section 5.1.iii) 4. Ensure that all appointments panels for open contract staff have gender parity (see details in Action Point 12, Section 5.1.i) 5. Require all members of appointments panels to undergo the University's unconscious bias training before sitting on panels, and review this training on an annual basis. 	Head of Department, Deputy Head of Department Departmental Manager	<p>Four key indicators will be used to measure progress in this area:</p> <ol style="list-style-type: none"> (1) Increase numbers of F staff at Chair level by 2 (2) Ensure 50% of current F SLs apply for promotion to Chair (3) Increase numbers of F staff at SL level by 4 (4) Ensure all appointment panels have gender parity 	November 2017 November 2017 November 2017 November 2017	November 2021 November 2021 November 2021 Ongoing
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9	4.2.ii.	In 2015-16, 33% (4/12) of teaching-only staff were women	As with Action Point 8 (Section 4.2.ii, points 1, 4, 5); plus: 6. Ensure recruitment and appointment of teaching only contracts concluded by end of summer term. 7. Seek overall to reduce our reliance on short-term fixed contract teaching posts over the next four years, via raising this issue with Faculty and University management.	Head of Department, Deputy Head of Department/ University Planning	Achieve greater gender parity for teaching-only staff, aiming for a 10% increase in women staff at this grade Reduce reliance on one-year fixed term teaching posts by building more flexible budgeting into medium term plan.	November 2017 November 2017	September 2018 Ongoing
10		Only two academic staff members (6%) have chosen to work part-time as of 2015-16 – both are Grade 7 women	Add additional questions to the next CS on part-time working: If the CS reveals that more people would like to be part-time, but have chosen not to do so, identify reasons for this and develop solution for this (encouraging part-time working, job-shares, supporting promotion for part-time staff, sharing role-model stories, etc, as appropriate). Conduct comparative national research on the discipline (and similar disciplines) on part-time staff uptake.	HoD, AS lead	If CS reveals more people would like to be part-time, encourage part-time take-up via greater information dissemination Present comparative national research to the Department	Spring 2019	Present report on part-time working Autumn 2020
Section 5.1 Key career transition points: Academic staff							
11	5.1.i. Recruitment	Training data (see Section 5.3.i) shows most staff have not completed the University's E&D training, even though many serve on recruitment panels	All staff on recruitment panels required to take E&D training All staff encouraged to take E&D training on an annual basis See also Action Point 8 (Section 4.2.i) and Action Point 16 (Section 5.3.i)	HoD and Department Manager, with AS lead	Email sent to all staff to request they take online E&D training (uptake monitored by DM) Do not allow staff who have not taken E&D training on job panels Organise in-house E&D training on an annual basis for all staff, with HR	December 2017 January 2018 For Spring 2018	January 2017 Ongoing Annually in Spring term

12		Most job panels have gender representation, but they have not yet all achieved gender parity	HoD to ensure all job panels have gender parity See also Action Point 8 (Section 4.2.i)	HoD and Department Manager	Gender parity achieved on all appointment panels, for all grades/jobs	November 2017	September 2018
13	5.1.ii. Induction	The annual induction process has not previously been reviewed with staff, and no specific gender and diversity component has been included in the induction process	From academic year 2018-19 onwards, we will: - monitor provision and review annually with staff - provide E&D session - Include post-doc research staff in the process	HoD, DM, AS lead and G&D officer	Annual monitoring of induction – results fed back to DMT and DM AS lead and E&D officer to provide E&D session to the induction process	October 2018	Annually

14	5.1.iii. Promotion	<p>The 2017 staff culture survey revealed uncertainty about promotions processes and criteria, with only 38% agreeing that they felt fully informed about promotions.</p> <p>The qualitative feedback in the survey also highlighted the desire for greater clarity on how the University's criteria are to be interpreted.</p> <p>Female staff were also more likely to disagree/strongly disagree with the question concerning being fully informed about promotions (53% compared to 20% of male staff).</p>	<p>Overall, we plan a more proactive approach to support women for promotion, via the following mechanisms:</p> <ol style="list-style-type: none"> 1. improved mentoring scheme, to encourage all eligible staff to apply 2. appointing deputies to major administrative roles, to enable more junior and mid-career staff to train up to more senior roles, and to enable wider career development and promotion prospects 3. holding annual promotions seminars in order to improve communication about requirements and opportunities for promotion 4. including information on promotion in the staff handbook 5. annual CV reviews in order to provide support for staff on how to develop their cv for promotion 6. mid-career mentorship to provide additional support in relation to developing careers in relation to Professorial promotions; 7. ensure all mid-career women undertake leadership training to support them in undertaking senior roles within the Department and the University, to prepare them for the next stages of their careers. 8. Sharing of relevant cvs across staff <p>See also Action Points 6, 8, 9 and 18 for further details (Sections 4.2, 4.2.i, 4.2.ii. and 5.3.ii.)</p>	HoD, Deputy HoD, Promotions Committee, Mentors	<p>Improved response rate on CS on promotions awareness and support mechanisms to 90% favourable</p> <p>Mentors put in place for all mid career staff</p>	<p>Started 2016-17</p> <p>Spring 2018</p>	<p>Annually updated</p> <p>Annually updated</p>
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15	5.1.iv. REF	While members of REF Committee are meant to attend equality and diversity training, training data shows that many have not done so.	See Action Point 11 (Section 5.1.i)				
		Decisions made by REF Committee have not been monitored specifically in terms of gender and grade.	Working towards the next submission, the REF Committee will monitor the decisions it makes to identify any gender imbalances, for example, in the scoring of outputs. This information will be reported to the SAT and DRC, with onwards reporting to the Department Management Team and Department meeting.	REF Chair, Research Chair.	Ensure that scoring of outputs does not reflect any gender bias	January 2018	Termly, via regular reporting mechanisms

Section 5.3 Career Development: Academic staff

16	5.3.i. Training	Very small numbers of staff have taken the University's Equality and Diversity training. Not all staff were aware of training opportunities (eg post-doc staff).	See also Action Point 11 (Section 5.1.i) 1. Offer in-house E&D training for all staff. 2. HoD to encourage actively E&D training via email communications. 3. All performance reviewers encourage staff to take E&D training. 4. DM to monitor training uptake with AS leader, and report to HoD to take action where people have not taken training, e.g. requirement to take it within a certain time period. 5. Make E&D training mandatory for all those who: a. Chair committees b. Sit on recruitment panels	HoD, DM, AS lead	All staff on recruitment panels and who chair committees have taken E&D training within academic year 2017-18 All Performance Reviews include discussion of E&D training Annual monitoring of E&D training uptake, with action taken by HoD All staff to take E&D training by December 2018	January 2017 2018-19 July 2018 Start roll out November 2018	September 2018 Annually Annually December 2018
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		The Department does not monitor the uptake of training or consider the implications of this, for example in relation to patterns of attendance from male and female staff.	Starting in 2017/18, the DMT will receive an annual report on training uptake by all staff, also to be shared with SAT Identify collective training needs within the Department, and, in particular, sessions which would advance the careers of women and address their low participation. The Department Training Officer will collect the data, monitor uptake, share with the AS lead, who will share it with the relevant committees.	Department Manager and SAT lead	Create annual report on training uptake to be shared with DMT and SAT	October 2018	Annually
17		Low attendance by staff at staff development courses, especially by women.	To investigate further the reasons for low attendance, via a female staff FGD (with email follow up) in the first instance, and then to add this to the staff culture survey in 2019. At each PDR, reviewers to signpost training that is available and, where this is of interest, to be assured that they will be supported to attend subject to normal constraints (e.g. teaching timetable). Relevant training opportunities circulated more widely via information provision at key meetings (eg the DM).	HoD, Department Manager, Deputy HoD, Performance Reviewers	FGD with female staff on training needs and constraints Remind PRD reviewers and follow up after review on take up Training information circulated at DM each term	October 2018 Academic year 2018-19 January 2018	Annually Annually Termly
18	5.3.ii. Appraisal and development	Need for wider support – outside the PRD process – for mid-career staff, especially women	Introduce mid-career mentors to advise on promotion and development strategy. See also Action Point 14 (Section 5.1.iii).	HoD, Deputy HoD	Improved results in the CS on mid-career support to 90%	Spring 2018	Spring 2019
19		Need for more formalised support for post-doctoral staff on FTC.	Provide a more formalised support system to post-docs	HoD, Deputy HoD	Improved results in the CS on mid-career support and post-doc support to 90%	Spring 2018	Spring 2019

	5.3.iii. Staff career progression	Lack of awareness among female staff regarding the promotions process identified in CS (50% of female staff did not feel informed, compared to 20% male staff)	See Action Point 14 on promotion (Section 5.1.iii), Action Point 17 (Section 5.3.i) on training and Action Point 18 on career development support (Section 5.3.ii)				
20	5.3.iv. Students career progression (UG)	Both male and female UG students saw increases in the positive destination score between 2011 and 2016, but the female leavers' score was 2% lower in 2015/16. Female student unemployment on graduation was between 2 and 4% worse than male unemployment between 2012-16.	Politics has recently hired an employability Support Officer to work across this area from 2017-18. 1. Over the short-term, the Department will compile data on participation in employability and placements events, to assess the extent to which female students are engaged. 2. The data of the Destination of Leavers of Higher Education will be mined systematically in order to establish whether lower female employability figures are systemic for our leavers, and how this compares to leavers from other nationally comparative Politics departments and other departments at UoY. 3. Based on (1) and (2), a more informed strategy to respond to this issue will be formulated over the next two years to improve our support for UG overall. 4. Increase career support for UG students, with a focus on female post-graduation employment, via increasing numbers of female speakers, and more targeted career-support activities See also Action Point 5 (Section 4.1.v)	UG Placements Officer, Placements Support Officer, Chair of UG TC, Chair BoS	Strategy to better support female UG employability strategies developed by September 2019 Reduction of female unemployment ratio on graduation to less than 2%, on average	September 2017	September 2019

21	5.3.iv. Students career progression (PGT)	<p>Not all relevant MA programmes have work placement options and career planning sessions, although two of our MA programmes have these specific components.</p> <p>No specific programme in place to support students to pursue a PhD, and no specific activities to encourage applications from women in place.</p>	<p>See also Action Point 4 (Section 4.1.iv)</p> <p>Extend work placement options to all relevant MA programmes by 2019.</p> <p>Provide workshops on career planning at the programme level.</p> <p>Setting up a forum within the Department Research Committee and/or Clusters to discuss practical ways of encouraging more female students to pursue a PhD.</p> <p>Making female academic role models more prominent in the Department to PGT students.</p> <p>Raise awareness about PhD grants/ scholarships among women on our PGT programmes.</p>	PGT Chair, PGT Director, PGT Support Officer, Research Chair	<p>All relevant MAs have work placement options in place by Academic year 2019-2020</p> <p>Workshops on career planning, forums in Clusters, and profiles of female academics raised/established by Academic year 2018-19</p> <p>Gender balance in PhD student intake is improved, aiming for an increase in F applications by 5%</p>	<p>Spring 2017</p> <p>Spring 2017</p> <p>January 2018</p>	<p>October 2019</p> <p>October 2018</p> <p>January 2020</p>
	5.3.iv. Students career progression (PGR)	<p>PGR: The Department has not had a specific policy to support PGR students on their career progression over the past five years, and nor has it had a female-focused academic career advice strategy.</p>	See Action Point 4 (Section 4.1.iv).				

22	5.3.v. Research grants	<p>No mechanism to identify any trends and gender imbalances in the numbers of staff applying for and being awarded research grants.</p> <p>The success rate by value has been comparatively lower for women in senior positions, but the numbers are very small (only two female professors applying in this period) so it is hard to draw conclusions from this.</p>	<p>Monitor success rates by gender via Department Research Committee, reporting to the DMT, SAT and DM.</p> <p>Consider additional mechanisms at DRC to support mid-career to senior women to apply for larger grants, including:</p> <ul style="list-style-type: none"> - Running sessions on applying for larger grants for all relevant staff, and female staff will be particularly encouraged to attend these by DRC, HoD and mentors - Adding large grant applications as a specific point for career development in the PRD process for relevant staff 	DRC, Research Support Officer, mentors, HoD	<p>Report on success rates by gender on an annual basis</p> <p>DRC to discuss mid-career support mechanisms and plan activities</p>	<p>January 2018</p> <p>Spring 2018</p>	<p>Monitor annually</p> <p>For academic year 2018-19</p>
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5.5 Flexible working

Key career transition points: academic staff

23	5.5.i. Maternity leave: before leave	HoDs recommended that a more formal Departmental mat leave process would benefit all staff, both for clarity and to ensure the correct support for staff was provided.	<ol style="list-style-type: none"> 1. Develop a Departmental Maternity, Paternity and Parental Leave Handbook – a policy document that builds on the University policy, but is specific to the Department and needs of our staff. 2. Formally confirm and communicate the maternity-research leave policy through publication of the information in the Staff Handbook, and by providing information at induction, key meetings, and at key points in the yearly cycle, e.g. during PDR and PRR 3. Hold workload meetings pre-leave to improve planning for workloads in light of changing circumstances (see also Action Point 25, Section 5.5.iii) 4. Offer a range of further options to provide greater support on return from leave (see also Action Point 25, Section 5.5.iii) 	HoD, all PRD staff, AS lead, SAT	<p>Improve communications on maternity leave via:</p> <p>Updating existing Staff Handbook;</p> <p>Producing new Maternity, Paternity and Parental Leave Handbook;</p> <p>Making leave policies a standing item on core meetings under the AS agenda.</p>	January 2018	September 2018 Then updated annually every Autumn
24	5.5.ii. Maternity leave, during leave	<p>As with 5.5.i, further clarification and communication to staff needed on Departmental policy</p> <p>No records kept of academic staff KIT days in Department</p>	<p>See Action Point 23 (Section 5.5.i)</p> <p>Record KIT days in the Department</p>	HoD, DM, AS lead	<p>Update Department records</p> <p>Measure via improved results in 2019 CS, increasing positive responses by 50 %</p> <p>See Action Point 23 (Section 5.5.)i for main activities</p>	June 2018 Spring 2019	Annually Bi-annually

25	5.5.iii. Maternity leave, return from leave	Lack of overall staff knowledge about how the Department implements University policy in practice. Staff reported mixed experiences of the maternity leave process.	<p>Action Point 23 (Section 5.5.i): Develop Maternity, Paternity and Parental Leave Handbook</p> <p>Plus:</p> <p>(1) Senior staff (HoD, Deputy HoD) to follow up with the University level E&D team for advice regarding further processes that should be in place in the Department.</p> <p>(2) Improve Departmental support for women returning from maternity leave, offering three options: (i) one term's automatic research leave; (ii) two terms research assistance, or (iii) two terms reduced teaching load, to be agreed with HoD.</p> <p>(3) Department to review with staff what else would help improve their experience of returning from maternity leave via the following means: - Survey all staff who have returned from leave during the last five years in 2019 CS - Feedback survey data to SAT, DMT and DM</p> <p>(4) Record completion of working arrangement forms in the Department, for women returning from maternity leave, in order to monitor and improve the support provided to returning mothers, and to help us to continue to improve how we do so over the next 4 years.</p>	HoD, Department Manager, DMT, AS lead, SAT	<p>Action Point 23: New Handbook prepared and Staff Handbook updated for September 2018</p> <p>Plus:</p> <p>(1) HoD to meet with E&D team from Spring 2018, to feed into new handbook on leave</p> <p>(2) Start from academic year 2018/19, but consultations start in Summer 2018 during workload meetings.</p> <p>(3) Conduct via next CS</p> <p>(4-6) Recorded in the Department</p> <p>(7) Report prepared for Away Day Sept 2018.</p>	January 2018 January 2018 Summer 2018 Spring 2019 January 2018 January 2018	September 2018 September 2018 Annually As needed Biannually September 2018 and updated annually Sept 2018
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			<p>(5) Create a formal record of meetings between the HoD, administrative support and staff, before, during, and returning from maternity leave, and monitor this on an annual basis.</p> <p>(6) Record completion of the “ML2 (Risk Assessment for Pregnant and Breastfeeding Employees)” forms for staff returning from maternity leave, and store in the Department.</p> <p>(7) Conduct comparative research on University maternity (and paternity) leave policies at comparative Russell Group Universities. Lobby the E&D team at York to create change at York to improve University policies.</p>				
	5.5.iv. Maternity return rate	No problems recorded regarding maternity return rate					

26	5.5.v. Paternity, adoption, parental leave (Paternity Leave)	University Paternity Leave provides one week on full pay.	<p>See also Action Point 23 (Section 5.5.i).</p> <ol style="list-style-type: none"> 1. Further comparative research on paternity pay provision across Russell Group Universities with appropriate lobbying to improve UoY's policy 2. Set up a system to record paternity leave data at the Department level. 3. Communication of clear information about paternity leave policy in the Staff Handbook, and in the new Maternity and Paternity leave handbook, at staff induction, and at key points in the yearly cycle where relevant (for example, during the PRR and PDR processes),and ensuring this includes all staff groups. 4. Survey new parents on reasons why they did or did not take up paternity leave. 5. Consultation with HoD and DMT on extending departmental paternity pay to two weeks' full pay, and lobbying to senior levels of UoY 	HoD, Department Manager, AS lead, SAT team	<p>(1) See Action Point 25 – report on both maternity and paternity leave to be prepared for Sept 2018 Away Day</p> <p>(2) Set up by January 2018, and then review each September</p> <p>(3) new Leave Handbook developed , plus updates to Staff handbook by start of academic year 2018/19</p> <p>(4) conduct via CS 2019</p> <p>(5) start consultation in Spring 2018, and take to University E&D team in Summer 2018</p>	<p>January 2018</p> <p>January 2018</p> <p>Spring 2018</p> <p>Spring 2019</p> <p>Spring 2018</p>	<p>September 2018</p> <p>Update every September</p> <p>September 2018</p> <p>Bi-annually</p> <p>Summer 2018</p>
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27	5.5.vi. Paternity, adoption, parental leave (Parental and Adoption Leave)	<p>The Department does not have a formal process to promote and encourage take-up of adoption and shared parental leave.</p> <p>No detailed information was available at the Department level about parental and adoption leave policy.</p>	<p>As with Action Points 23, 25, and 26:</p> <ol style="list-style-type: none"> 1. Develop a system to record data on adoption and shared parental leave requests and periods of leave in the Dept. 1. Communication of clear information about adoption leave and shared parental leave policy in the Staff Handbook, at staff induction, and at key points in the yearly cycle where relevant (for example, during the PRR and PDR review processes). <p>But, in addition:</p> <ol style="list-style-type: none"> 3. Further consultation with parents on: <ul style="list-style-type: none"> a) uptake of shared parental leave; b) knowledge of wider parental leave policy; c) consideration they have given to applying for parental leave; d) experience of the parental leave process for those that have take the option. 4. Holding annual presentations on different kinds of leave available at the Away Day, at first Department Meeting of the academic year, and as part of a regular standing item on core meetings under AS. 5. Keeping a record of case studies of individuals who have taken different kinds of leave and their experience of it in the Departmental AS folder on the shared drive. 	HoD, Department Manager, AS lead, SAT team	<p>On 1 2, 4, 5, new Mat and Pat Leave Handbook, plus updates to Staff handbook, by start of academic year 2018/19</p> <p>On 3, conduct via CS 2019</p>	<p>January 2018</p> <p>Spring 2019</p>	<p>September 2018</p> <p>Bi-annually</p>
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28	5.5.vii. Flexible working	Lack of clarity among staff over flexible working policy already in place, in relation to all staff, eg. the teaching constraints request process, maternity leave, and flexible working policies.	<ol style="list-style-type: none"> 1. Add to the staff handbook the full range of University and Departmental practices and support systems available in relation to flexible working. 2. Run annual awareness session for all staff on flexible working (eg at the annual Away Day, at the first DM of the year, under AS standing item at core meetings). 3. Investigate ways to enable new and FTC staff to take better advantage of this existing Teaching Constraints process from academic year 2017-18. 4. Conduct further research, via FGDs and in the 2019 CS on the role of the Teaching Constraints form, regarding: <ul style="list-style-type: none"> - staff take up by gender; - types of requests submitted and their acceptance by HoD and/or accommodation through timetabling; - whether a more formal process around flexible working requests would be beneficial to more staff, or if the current policy is best. 	HoD, DM, AS lead, SAT team	Improved knowledge of flexible and leave arrangements in the Department, demonstrated by improved awareness and positive response score in the 2019 Culture Survey, by 50 %	September 2018	Then annually/termly as relevant
		Lack of awareness about flexibility for FTC staff	To discuss flexible working with staff on point of appointment in order to make necessary arrangement in academic year	DM	New staff having awareness of flexible working, as measured improvement of 50% rates in 2019 CS	2017	2019
		Staff unaware of informal processes for flexible working in case of emergency/ acute caring responsibilities	To formalise acute/emergency flexibility and put process into handbook and induction day	HoD, DM, AS lead	Increased number of staff discussing flexible arrangements with HoD, improved responses by 50% to these questions in 2019 CS	2017	2019

	5.5.viii. Part-time to full-time transition	There have been no cases of this in the Department in the last five years.					
5.6 Department Culture							
29	5.6.i. Culture	Awareness on the importance of a diverse and inclusive workplace has already started, but we seek to improve on this and to mainstream gender and diversity into all our activities	On wider culture, see Action Points 14, 17, 18, 23, 34, 25, 26, 27, 28, 3, 31 and 32 (Sections 5.6.ii-viii)	All members of DMT and DEC	Achieve 80% return on the 2019 CS Achieve 75% staff satisfaction that the Department is a diverse and inclusive workplace on the 2019 CS	January 2018	Spring 2019
	5.6.ii. 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)					

30	5.6.iii. Committees	Most committee members and committee chairs have been majority male between 2012-16	<p>See also Action Points 14 and 18 (Sections 5.1.iii and 5.3.iii)</p> <p>Plus: Reviewing committee membership annually</p> <p>Aiming for gender balance on committees for 2018-19</p> <p>Aiming for gender balance among committee chairs by 2018-19</p> <p>Actively encouraging women to go for committee roles via the PDR process, and also via targeted meetings and improved mentoring of mid-career staff.)</p> <p>Development of Deputy roles in key committees in order to allow for more opportunities and career progression.</p>	HoD, DHoD, Workload Committee, PRD reviewers, DM	<p>Gender balance among committee chairs by 2018-19</p> <p>Gender balance among committee members by 2018-19</p> <p>Appointment of Deputy roles to key committee chairs by 2018-19</p>	January 2018	Academic year 2018-19 and then annually reviewed
	5.6.iv. External committees	Only 27% of female academic staff who responded to the CS 2017 had been asked to serve on or elected to University-wide committee, versus 53% of male respondents	<p>See Action Points 14, 17, and 18:</p> <p>HoD to encourage female staff to apply for membership of Committees and to encourage their nomination (Action Point 14)</p> <p>Staff to be encouraged to take leadership training to support greater participation on University Committees (Action Point 17)</p> <p>PDR process used to highlight and encourage women to apply for University Committee Representation (Action Point 18)</p>	HoD, DHoD, PRD reviewers	At least 50% of female staff respond positively to this question in the 2019 CS	January 2018	Spring 2019 Culture Survey Then reviewed annually

31	5.6.v. Workload	On a scale of 1 through 9 (with a higher number indicating a higher perception of unfairness of the workload process) the mean response from female staff was 4.8 versus 2.7 from male staff.	<p>Run a focus group discussion (FGD) with female staff to investigate further the causes of the perception of workload unfairness</p> <p>Make workload fairness a standing item under the Athena Swan agenda item at DMT and DEC.</p> <p>Ensure more consistent communication of workload criteria at DM.</p> <p>By these steps, aim to increase the perception of workload fairness to a mean of under 3.00 out of 9 in the 2019 CS.</p>	HoD, DHoD, DM and AS lead.	Increase in perceptions of workload fairness to a mean of under 3.00 out of 9 in the 2019 CS	January 2018	Spring 2019 Reviewed annually
32	5.6.vi. Timing of meetings	Core staff meetings are all during core hours. However, 60% of female respondents and 78% 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	All major social events held during core hours	December 2018	Ongoing
33	5.6.vii. Role models	Improved gender balance identified in our external visual and testimonial materials, which we seek to maintain	Ensure that the Department's admission team, and the University's central marketing team continue to provide gender balanced sets of images and testimonials for use on the Departmental website and in promotional materials	DM, Admissions Officers, Deputy Admissions Officer	Web image and testimonial balance maintained at 50%	November 2017	Reviewed annually

34		The 2017 CS highlighted the perception that men speak more than women in the DM. 12/34 respondents commented that this meetings' gender dynamics were unequal,	<p>Focus on better chairing</p> <p>Smaller group work to encourage greater participation and more diverse speakers</p> <p>Improved awareness of gender bias in discussions, by tracking speakers at major meetings and in small groups, and reporting back to DM to raise awareness of any bias</p> <p>Improvement in speaker gender balance should also take place via changes to Committee Chairs and membership, see Section 5.6.iii</p>	HoD, Deputy HoD, AS lead, DM	<p>Improved response rate to this question in the CS 2019 to 75%</p> <p>Improvement of female speakers – including in small groups) at DM to at least 40% female speakers per meeting by 2018-19</p>	Already started in Autumn 2017	<p>Review termly at DMT under AS standing item</p> <p>CS 2019</p>
35		The Department does not keep a single log of invited speakers, so there is no consistent set of data on the gender breakdown of external speakers	<p>For Departmental Research Seminars, the Departmental (or research cluster, as appropriate) convenor maintains a log of all invited speakers over the next four years</p> <p>A gender-balanced rotation of chairs is ensured for research workshops (such as postgraduate student presentations)</p>	Seminar Convenor, Research Cluster Convenors, PGR Chair and Director	<p>Gender parity on all external speakers is achieved by end of academic year 2018-19</p> <p>Chairs of all research workshops are gender balanced by end of academic year 2018-19</p>	Spring 2018	<p>Summer 2019</p> <p>Reviewed annually</p>
36	5.6.viii. Outreach	No formal records kept in the Department around external outreach activities by gender.	Formal records of outreach activities by gender kept in the Department.	HoD and DM	Records of outreach activities monitored by gender	January 2018	Annual review in September

