

Name of institution	University of York
Department	History
Focus of department	Humanities
Date of application	30/11/2017
Award Level	Bronze
Institution Athena SWAN award	Date: 2015 Level: Bronze
Contact for Application	Dr Shaul Mitelpunkt and Professor Sarah Rees Jones
Email	shaul.mitelpunkt@york.ac.uk sarah.reesjones@york.ac.uk
Telephone	01904 323943
Departmental website	https://www.york.ac.uk/history/

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Wordcount: 533. Recommended word count: Bronze: 500 words



DEPARTMENT OF History
Heslington,
York,
YO10 5DD,
UK

Prof Lawrence Black: +44(0) 1904323609
e.mail: lawrence.black@york.ac.uk

Equality Charters Manager, Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

Letter of Endorsement from Head of Department

24 November 2017

Dear Equality Charters Manager

I am proud to offer my strong endorsement of the Department of History's application for an Athena Swan Bronze Award. It offers an honest representation of the department.

This has been a revealing journey for a department of more than 70 academics and professional support staff and just short of 1000 UG and PG students. We have prided ourselves on being a progressive, forward-thinking department. But we also discovered through the AS self-assessment that in other ways we were stuck in the past. There are too few senior grade women, and the perception is that women are less likely to get promoted or more likely to acquire pastoral responsibilities. Our debates were both refreshing and awkward - and sharing our experience and perceptions has alerted us to areas besides gender where we can be more conscious.

We propose a number of actions. We will establish an Equality and Diversity Committee (of which the AS team will become a sub-group) and it will continue the work of data and opinion monitoring. We will actively try to recruit women for senior ranks, and run

workshops on promotion. We will review publicity for staff and student recruitment. We will re-schedule research seminars and ensure parental and care leave policies are clear. We are also asking our external Advisory Board to discuss issues relating to gender and equality.

The self-assessment and application process has already enabled AS principles to be inscribed into everyday departmental structures, practices and cultures. The Departmental Management Team and I have ensured that AS is now a standing item on all meeting's agendas and is actively informing decisions on workload planning. We read a short statement at the beginning of committee meetings.¹ This serves as a reminder of AS principles for that meeting and encourages high-level buy-in from senior (and male) members of the department. We have observers on job shortlisting panels to monitor AS issues. We have trialled gender-blind shortlisting (redacting applicant's names), and continue to seek new ways to promote effective change.

My commitment is to to deliver on our action plan and ensure commitment to the Equality and Diversity Committee is built into the HoD's role. I am a member of the Athena SWAN SAT and have already led on introducing the new code of conduct for meetings, running focus groups and on negotiations with HR about proposed recruitment procedural changes. I also ensured that we had female candidates for the current, externally advertised, University Research Leadership positions. I would also like to emphasize the work of colleagues in compiling the report. The SAT included a cross section of the department from early career staff to professors, on fixed-term and open contracts, students from all stages and support staff.

Our application is a team effort. The department functions best by pooling its diverse skills. That is why we are confident Athena Swan has already improved us and will continue to do so. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/department.

Yours sincerely,



LAWRENCE BLACK BA, MA, Ph.D., FRHistS

¹“As a department we are committed to upholding the values of equality and respect. In this meeting we will endeavour to allow all voices to be heard without prejudice and all views to be listened to with respect. We commit ourselves to support each other in this endeavour.”

Head of Department | Department of History

Professor of Modern History | University of York, UK

lawrence.black@york.ac.uk

TABLE OF ABBREVIATIONS

(PROVIDED AS A SEPARATE SHEET FOR EASE OF REFERENCE)

AS SAT – Athena Swan Self-Assessment Team

HoD – Head of Department

DHoD – Deputy Head of Department

BoS – Board of Studies

DRC –Departmental Research Committee

ART – Academic Research and Teaching

UCU – University and College Union

WRoCAH – White Rose College of the Arts & Humanities

UG FT – Undergraduate students, full time

UG PT – Undergraduate students, part time

PGT FT – Taught Postgraduate students, full time

PGT PT – Taught Postgraduate students, part time

PGR FT – Postgraduate by research students, full time

PGR PT – Postgraduate by research students, part time

Table 1. Pay Grades

Grade	Academic: Research and Teaching (R&T)	Academic: Teaching and Scholarship (T&S)	Research Staff
6	n/a	Associate Lecturer	Postdoctoral Research Associate
7	Lecturer	Lecturer	Research Fellow
8	Senior Lecturer/ Reader*	Senior Lecturer/ Reader*	Reader*
Prof/HoD	Professor	Professor	Professor

*In York the grade of ‘Reader’ is a separate rank within the framework grade 8 to which staff can be appointed by internal promotion or external application.

DATA

Student data is reported by academic year. Data for years 2011/12 to 2015/16 is reported as at 01/10 every year. The majority of the application is based on data for the 2016/17 academic year, as reported at 01/10/2016. In particular instances where we mention more recent trends or developments up to October 2017.

Staff data is also reported by academic year; for data such as turnover a time period of the academic year is taken as 1st September to 31st August; otherwise staff data is taken as a snapshot on September 1st is reported for each reported academic year.

Benchmarking data:

HESA student and staff data: provided by ECU, based on subject grouping “History”.

The Complete University Guide: www.completeuniversityguide.org

STAFF CONSULTATION

USS17 University Staff Survey April 2017: 61% (45) staff responded, of these: 24F (53%) + 16M (36%) + 5 not given (11%)

DCS17 Departmental Culture Survey, March 2017: 58% staff responded (60% women)

SFG17 Staff focus groups held in May 2017. Structured small group discussions were held with the majority of male and female academic, teaching and research staff.

Department Management Team consulted in July 2017

Board of Studies consulted every term from 2016/17 onwards

Early drafts circulated among all AS SAT members during summer and fall 2017

2. DESCRIPTION OF THE DEPARTMENT

Wordcount: 404 (recommended 500)

The History Department at the University of York is a large research active department which in December 1st was comprised of 79 staff (academic and support), 768 FTE undergraduate, and 108.3 FTE postgraduate students. The department was ranked 2 in REF2014 and we offer a range of single and joint honours degrees taught in collaboration with other departments:

Table 2.1: Taught degrees offered in the department:

BA Hons	MA Hons	Interdisciplinary MAs
History	Medical History and Humanities	Medieval Studies
History and English	Early Modern History	Renaissance and Early Modern Studies
History and French	Medieval History	Eighteenth-Century Studies
History (with a year abroad)	Modern History	Modern Studies
History and Economics	Public History	Contemporary History and International Politics
History and History of Art		
History and Philosophy		
History and Politics		

Our awareness of gender issues is enhanced by the fact that several members of the department research and teach gender. Women are the majority of our student body in the UG and PGT levels, but their ratio fluctuates in the PGR category.

Table 2.2: Student and Academic Staff Headcount Numbers and Percentages, 2016-17

	FT		Ft %		PT		PT %	
	M	F	M	F	M	F	M	F
UGT	338	430	44%	56%	/	/	/	/
PGT	33	39	46%	54%	5	6	46%	54%
PGR	19	24	44%	56%	5	4	52%	48%
Research staff	6	6	50%	50%	1	2	33%	66%
ART staff	28	17	62%	38%	0	2	0	100%

In the UK higher education sector currently 41.1% of academic staff in History are female (HESA).² According to our independent survey of comparable departments, which we conducted due to scarcity of data, 36.42% of academic staff members in history departments in Russell Group universities are female.³ The percentage of women on ART contracts in our department in 2016/17 was 41.6%. When we include Research staff (the majority of which is on fixed term contracts) overall 43.3% of our academic staff were women.

While the numbers of men and women are roughly equal in fixed-term contracts and the lower open contract grades (women are exactly 50% in both categories), the gender balance is not maintained across all grades and functions. Indeed, the ratio of women drops further across the pipeline. Not only are women the minority on more secure open contracts, but there are almost no women present in senior positions. In 2016/17 Only two of the fifteen members of staff in the highest positions of ART contracts (reader and professor) were women.

In light of these problems, our objectives and related actions aim to mentor female members of staff who are eligible for promotion, provide unconscious gender bias training, mentor female postgraduate students who consider pursuing PhD studies, and change a number of informal practices and culture. Individual objectives are identified throughout the document. For a full list of objectives and related action plans, please see section 7.

² Higher Education Statistics Agency (HESA), “Staff in Higher Education 2015/16”, 23 February 2017, Table A.

³ Numbers calculated through websites of Russell Group history departments on October 4th, 2017. Data excludes Imperial College London, for which there was no information available. As we had no way of distinguishing fixed term from open contract for Russell Group universities, these numbers are for all academic staff in the departments.

3. THE SELF-ASSESSMENT PROCESS

Wordcount: 835. Recommended word count: Bronze: 1000 words

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







The Self-Assessment Team (SAT) comprises twelve members of academic and research staff, two support staff and two students (one undergraduate and one PGR student). Academic membership includes representatives from all staff grades (one researcher, five lecturers, two senior lecturers, two readers and two professors). Staff joined the SAT on a voluntary basis, based on a call out that was open to all staff in the department. The SAT includes the Head of Department (HoD) and is presently co-chaired by Shaul Mitelpunkt (Lecturer) and Sarah Rees Jones (Professor). The co-chairs kept discussion and paperwork moving forwards and ensured a cordial, robust manner to all activities. Focus groups and opinion surveys were a grassroots operation, stemming from departmental ECRs, especially Lucy Sackville, Catriona Kennedy, David Huyssen and Amanda Behm. Data collection was given impetus by Caroline Edwards, Henrice Altink and Jeremy Goldberg.

The department receives input on Athena SWAN related matters from the University's




Key points:

- 1) AS SAT was first put together in 2015/16**
- 2) Members joined on a voluntary basis, with slots kept for specific role holders (HoD, Department Manager)**
- 3) AS SAT is co-chaired by two team members. Chairing duties rotate according to leave cycles.**

Athena SWAN Coordinator. Both co-chairs and other members of the committee attend Athena SWAN training and events provided by the University Athena SWAN Coordinator at least once a term.

	Dr Henrice Altink	Reader in Modern History	Joined the department in 2004. Promoted in 2008 and 2015. Works F/T. Chair of Faculty of Arts and Humanities AS Working Group. Dept offices/committees: Chair Research Committee.
	Dr Amanda Behm	Lecturer in Modern History	Joined the department in 2016. Works F/T. Dept offices/committees: Research Seminar Convenor, International Officer.
	Prof Lawrence Black	Head of Department Professor of Modern History	Joined the department in 2012. Works F/T. Head of Department (HoD): attends most departmental committees.
	Dr Joanna de Groot	Senior Lecturer in Modern History	Joined the department in 1976; promoted 2008. Works P/T. UK President of the UCU 2017-18; currently working on gender pay and equal pay.
	Dr Jeremy Goldberg	Reader in Medieval History	Joined the department in 1988; promoted in 1996 and again in 2006. Works F/T. Deputy HoD, member of DMT, and other key departmental and University committees
	Dr Hannah Greig	Lecturer in Modern History	Joined the department in 2007; promoted 2015. Works F/T and worked P/T when children were small. Dept offices/committees: Convenor, MA in Public History

	Ms Louise Hampson	Research and Impact Officer, The Centre for the Study of Christianity and Culture	Joined the Centre in 2008 P/T, F/T from 2009. Research staff member of DRC from 2017.
	Dr David Huyssen	Lecturer in Modern History	Joined the department in 2015. Works F/T. Member of the UCU York Branch Executive Committee.
	Dr Catriona Kennedy	Senior Lecturer in Modern History	Joined the department in 2008; promoted 2014. Works F/T. Dept offices/committees: Director of Centre for Eighteenth Century Studies
	Dr Shaul Mitelpunkt SAT Co-Chair	Lecturer in Modern History	Joined the department in 2015. Works F/T. Co-Chair of Dept AS SAT. Dept offices/committees: Convenes the MA in Modern History.
	Prof Sarah Rees Jones SAT Co-Chair	Professor of Medieval History	Joined the department in 1984; promoted SL in 2002 and Professor in 2015. Works F/T. Worked P/T when children were young, and to establish care for severely disabled husband. Elected Faculty Member, University Equality and Diversity Committee.
	Dr Lucy Sackville	Lecturer in Medieval History	Joined the department in 2012. Works F/T. Dept offices/committees: Deputy to the Chair of the Board of Studies
	Caroline Edwards	Departmental Manager	Joined the department in July 2014.

	Sally Walters	Undergraduate Programmes Manager	Joined the department in April 2000.
	Polina Zotova	Stage 2 History Undergraduate	Joined the department in September 2015.
	Stephanie Williams	PGR Student	Joined the department in September 2015

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

Key points:

- 1) During the first year of the SAT the committee was focused mostly on studying perceived gender-related patterns and problems in the department.**
- 2) In spring 2017 the SAT began composing the AS bronze award application.**

The SAT formed early in the academic year 2015-16. It grew out of an informal tradition of women in the department meeting and it was initially led by two senior women who were concerned about gender equality among academics both in the Department and nationally (through the Royal Historical Society). When formally convened, the SAT solicited volunteers from throughout the department. The initial group included six women and two men who volunteered from among the staff members, as well as the Head of the Department and a postgraduate student. The first year was spent exploring the AS process and debating perceived gender issues in the department. Before the second year one member of staff left the department (a woman), and we invited more members of staff to volunteer. One woman and one man volunteered to join. In the second year (2016-17) we focussed more explicitly on collecting and analysing the data required for a Bronze level award and completing this application.

The History Department Athena SWAN SAT meets twice per term. The committee regularly updates staff members during the Board of Studies, and it reports to the Departmental Management Team (DMT). The membership of the SAT overlaps with the membership of DMT (Black, Edwards, Goldberg, Walters) and Athena SWAN is a standing item on the agendas of the DMT as well as all other Departmental Committees. Minutes of the AS SAT are available to all staff and updates on the committee's work are presented at termly staff meetings and Boards of Studies.

Consultation with staff has been undertaken through the University wide Staff Survey in September 2017 (USS17) and through a Departmental online culture survey in March 2017. 42 staff members (out of 72 individuals invited) completed the survey, which puts participation rate at just over 58%. 24 of the participants (60%) identified as female and 16 (40%) as male (2 declined to self-identify). Responses also varied by grade: 47.2% of lecturers responded but only 11.1% of professors.

Objective 1: increase recognition of the importance of gender equality among staff members.

The survey was followed by structured discussions in focus groups academic staff and students, held separately for men and women in May 2017. Five groups were held for staff: female lecturers and research staff, promoted female staff (SL and higher), male lecturers and research staff, promoted male staff (SL and higher) and a ‘wash-up’ group for those unable to attend earlier. In total 33 academic staff members attended (13 women, 20 men) . In addition, one student focus group for female undergraduate students met in June 2017 (5 attended). Other student groups (for male undergraduates and male and female postgraduates) were not successful in recruiting attendees.

Objective 2: increase student awareness and engagement with gender equality in higher education.

Key points:

- 1) The AS SAT will become a part of the Equality and Diversity Committee, which would have a broader purview than gender equality alone**
- 2) The EDC will call up more volunteers to join the committee, hopefully increasing its gender balance which would reflect a more serious engagement from all members of the department**

The meetings of the SAT, the gathering of data and the feedback from surveys and focus groups all highlighted some core concerns about gender equality in the department. In particular we identify the lack of academic women in senior grades and management positions, the drop in female students in our PhD programs, the large burden of pastoral care disproportionately falling on female staff, and problems in hearing the voices of female students in seminars and female staff members in committee meetings.

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

We are working to change the culture and structure of the department. 75 % of current AS SAT are women, which points to the urgency of engaging more male members of the department with issues of gender equality. The AS SAT will continue to meet twice per term as part of the department’s **Equality and Diversity Committee (EDC), which will have a broader purview (Objective 3)**. The EDC will provide more energetic treatment to issues of racial equality, diversity, and intersectionality and will develop action plans to address those issues. From the beginning, staff and students have raised questions about other kinds of equality and diversity, in particular race and disability and the ways in which these intersect with gender, which we are keen to address.

4. A PICTURE OF THE DEPARTMENT

Wordcount: 1959 . Recommended word count: Bronze: 2000 words

Key points:

- 1) Majority of our undergraduate and taught postgraduate program students are women
- 2) Women tend to get better marks in our department than men
- 3) The ratio of female postgraduate research students fluctuates

4.1 Student data

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

The Department does not offer foundation courses.

- (ii) Numbers of **undergraduate students** by gender Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

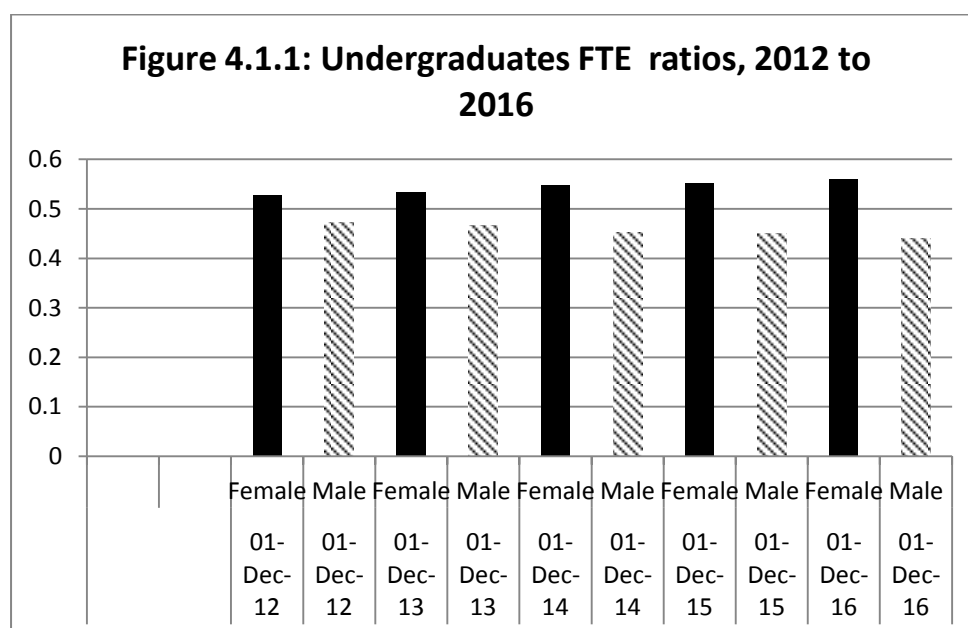


Table 4.1.1: Undergraduate FTE numbers 2011-2016

	2012		2013		2014		2015		2016	
	F	M	F	M	F	M	F	M	F	M
UG f/t	398.5	357.7	406	355.5	410	337.5	417	340	430	338

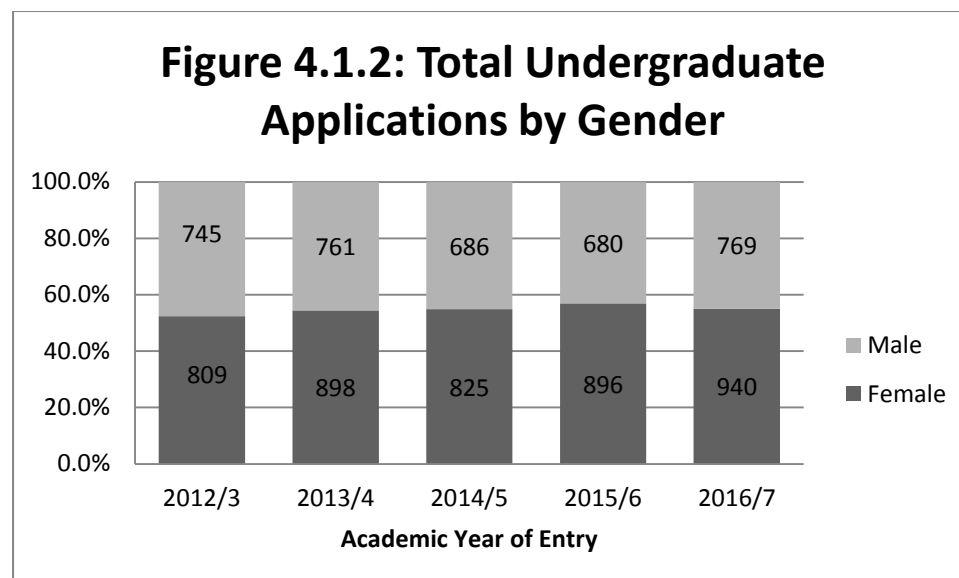


Table 4.1.2 Numbers and gender ratios of undergraduate applications

Undergraduate applications	Male (numbers)	Male (percentage)	Female (numbers)	Female (percentage)
2012/13	745	47.6%	809	53.4%
2013/14	761	45.5%	898	54.5%
2014/15	686	45.1%	825	54.9%
2015/16	680	43%	896	57%
2016/17	769	45%	940	55%

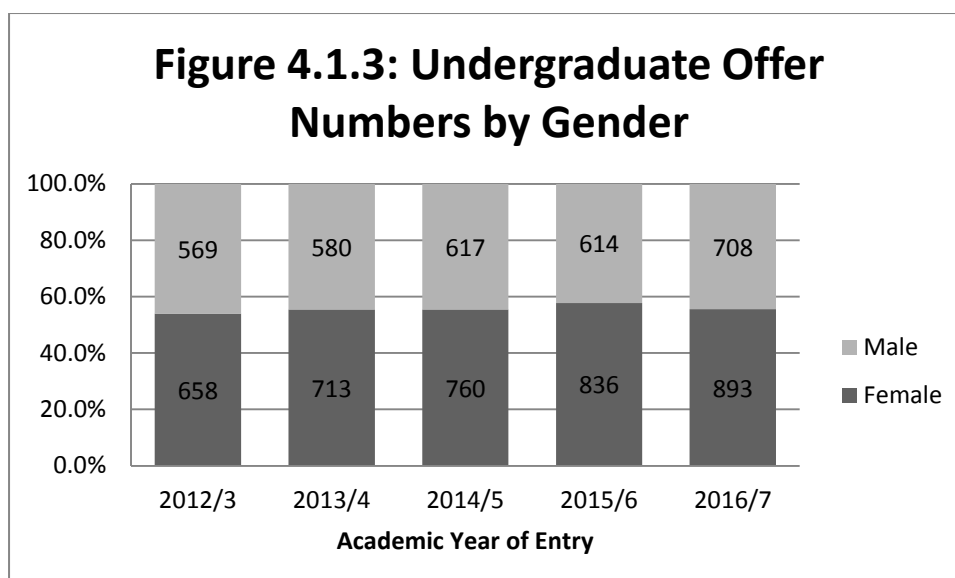


Table 4.1.3: Undergraduate offers by numbers and gender ratio

Undergraduate offers	Male (numbers)	Male (percentage)	Female (numbers)	Female (percentage)
2012/13	569	46%	658	54%
2013/14	580	44.5%	713	55.5%
2014/15	617	44.5%	760	55.5%
2015/16	614	42.2%	836	57.8%
2016/17	708	44.4%	893	55.6%

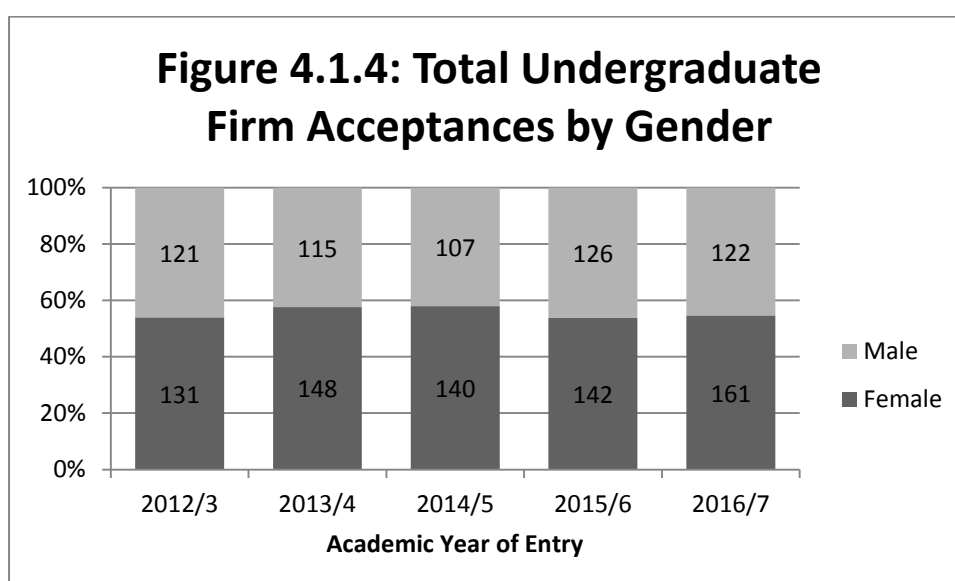


Table 4.1.4: Total firm acceptances by number and gender ratio

Undergraduate firm acceptances	Male (numbers)	Male (percentage)	Female (numbers)	Female (percentage)
2012/13	121	46.1%	131	53.9%
2013/14	115	42.4%	148	57.6%
2014/15	107	42.1%	140	57.9%
2015/16	126	46.2%	142	53.8%
2016/17	122	45.4%	161	54.6%

Table 4.1.5: Gender division among UG students of all stages

Undergraduates in program	Male (numbers)	Male (percentage)	Female (numbers)	Female (percentage)
2012/13	357	47.3%	398.5	52.7%
2013/14	355.5	46.68%	406	53.32%
2014/15	337.5	45.15%	410	54.85%
2015/16	340	44.91%	417	55.09%
2016/17	338	44%	430	56%

Analysis: There are no UG part-time degree pathways in our programs. Admissions appear in line with expectation given the proportions of male and female applicants, hence a modest and growing imbalance in favour of female students (most recently a ratio 55 female:45 male students). There is no obvious sign of gender bias in the process. The ratio of female to male applicants mirrors, but accentuates national patterns.⁴ York is slightly more attractive to women at the point of application than might be expected. While the overall proportion of offers accepted has declined from 24% in 2011-12 to 17% in 2016-17, the ratio of women in the program reflects a steady rise in the past five years.

Many factors influence students' choice, only few of which could potentially be gender-related. According to the University Complete Guide 2016, for example, York was the safest university campus in the England and Wales.⁵ This could conceivably have a bearing on the choices female students made regarding their higher education, but most male students would also prefer a safe environment. We have also considered the possible impact of the admissions team: both genders are actively involved in the admissions team, but for most of the review period the admissions' officer has been female. We do not understand how any of

⁴Source: UCAS, "January Data Analysis: Subject by sex"..

⁵ See: "Top 10 Universities in England and Wales with Low Crime Levels 2016"
<https://www.thecompleteuniversityguide.co.uk/preparing-to-go/top-10-universities-in-england-and-wales-with-low-crime-levels-2016/?entry=1>, accessed on 29 September 2017.

these issues intersect with the choices made by students of either gender. The data does not indicate a problem in gender equality in our undergraduate student body.

Objective 4: to learn more about any possible gender differences in students' choice of our program.

Table 4.1.6: UG Degrees awarded by gender in FTE numbers (to account for joint honours programmes) and ratio. No data yet available for 2016-17.

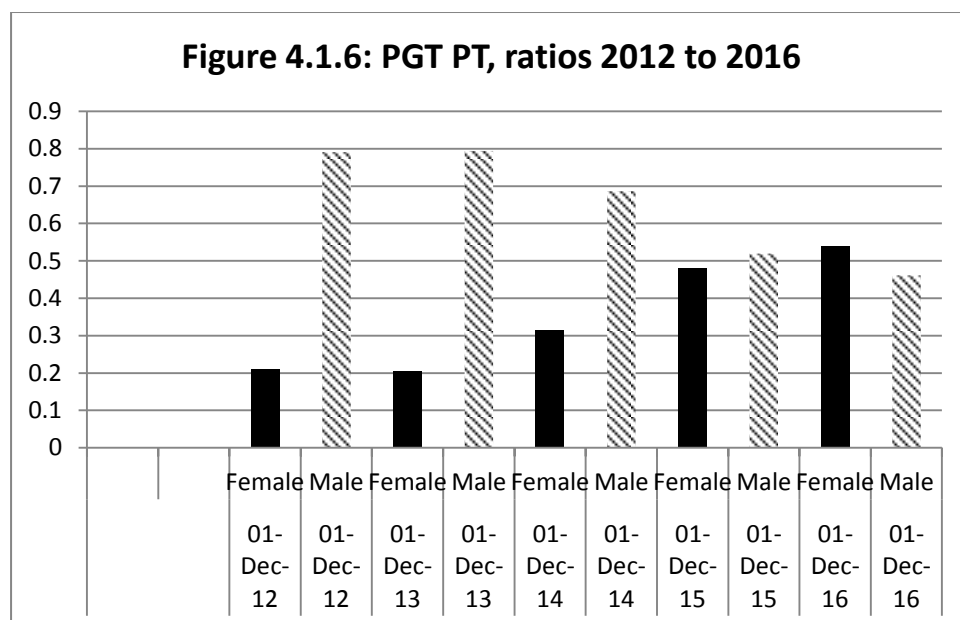
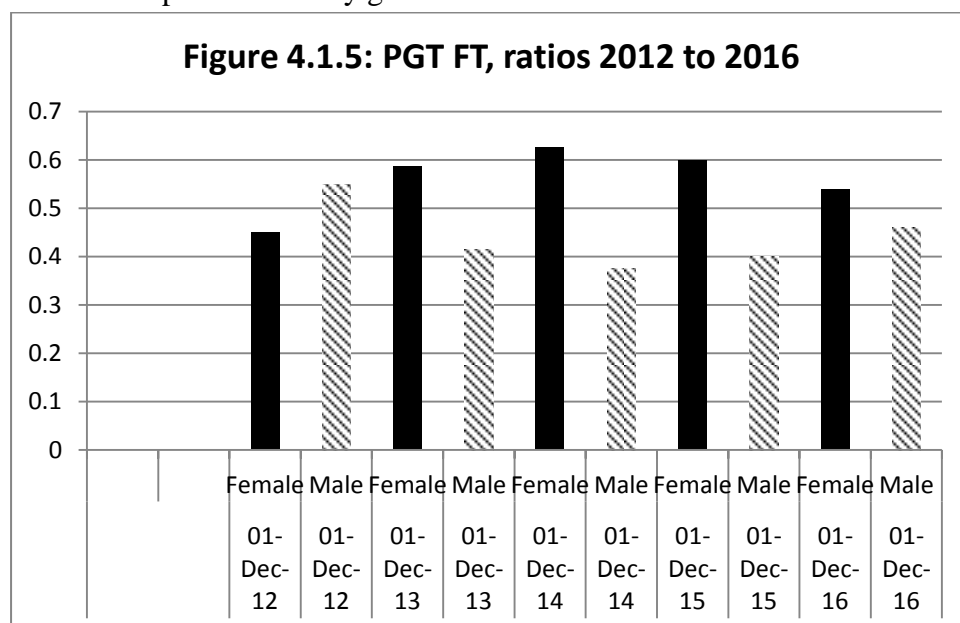
		2012/3	2012/3	2013/4	2013/4	2014/5	2014/5	2015/6	2015/6
Undergraduate			Unit		Unit		Unit		Unit
Female	FIRST DISTINC	1%	1	0%	0.5	1%	1	4%	5.5
Male	FIRST DISTINC	3%	3.5	2%	2.5	1%	1.5	0.40%	0.5
Female	FIRST	17%	24.5	24%	31.5	22%	28	22%	32
Male	FIRST	19%	22.7	23%	28.5	25%	28.5	17%	20
Female	UPPER SECOND	77%	109	73%	96	71%	92.5	72%	106
Male	UPPER SECOND	71%	83.3	72%	88	71%	81.5	76%	85.5
Female	LOWER SECOND	2%	3	1%	1.5	3%	4	2%	3
Male	LOWER SECOND	5%	6.2	2%	2	1%	1	3%	4
Female	THIRD	1%	1						
Male	THIRD			0%	0.5				
Female	AEGROTAT	0%	0.5						
Male	AEGROTAT								
Female	PASS	1%	2	1%	1.5	3%	4	0.30%	0.5
Male	PASS	1%	1.5	1%	1			2%	2.5
Female	LOWER EXIT		1					0.30%	0.5
Male	LOWER EXIT		1			1%	1.5	0.40%	0.5

In 2015-16 98.2% York History graduates obtained an upper second or above. This is in excess of the national ratio across all subject areas, which is 73%.⁶ The proportion of firsts has risen (from 20.3% in 2012-13 to 24.5% in 2015-16) but the proportions of male to female students achieving first class degrees shows no consistent pattern. As the national ratio of

⁶Website of the Higher Education Statistics Agency, Chart 9.

firsts was 22%, according to HESA York is aligned with the national trend.⁷ There is some evidence female undergraduate students outperform men in the department. In 2015-16 women outperformed men: 26% of women graduated with a first or first with distinction, but only 17.4% of men. Aegrotats are awarded to students who have been certificated as too ill to attend examinations.

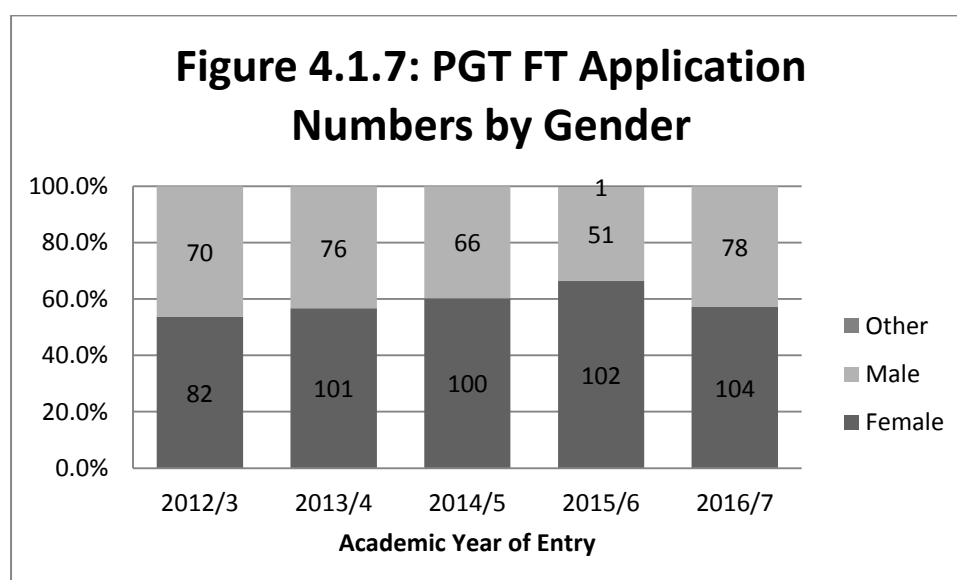
- (iii) Numbers of men and women on **postgraduate taught** degrees full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.



⁷ HESA, Table 11 - First degree qualifiers by sex, mode of study and class of first degree 2010/11 to 2014/15.

Table 4.1.7: Postgraduate Taught ratios and FTE numbers, 2012-16.

	2012		2013		2014		2015		2016	
	F	M	F	M	F	M	F	M	F	M
PGT FT %	45.03%	54.97%	58.59%	41.41%	62.49%	37.51%	59.97%	40.03%	53.90%	46.10%
PGT FT FTE	21.1	25.7	40	28.2	39.6	23.7	22.1	14.8	38.1	32.6
PGT PT %	21.00%	79.00%	20.60%	79.40%	31.37%	68.63%	48.12%	51.88%	53.90%	46.10%
PGT PT FTE	1.7	6.5	1.5	5.8	3.8	8.4	7.6	8.2	5.6	4.8

**Table 4.1.8: PGT FT Applications by number and gender ratio**

PGT Full Time Applications	Male (numbers)	Male (%)	Female (numbers)	Female (%)
2012/13	70	46%	82	54%
2013/14	76	42.9%	101	57.1%
2014/15	66	39%	100	61%
2015/16	51	33%	102	67%
2016/17	78	42%	104	58%

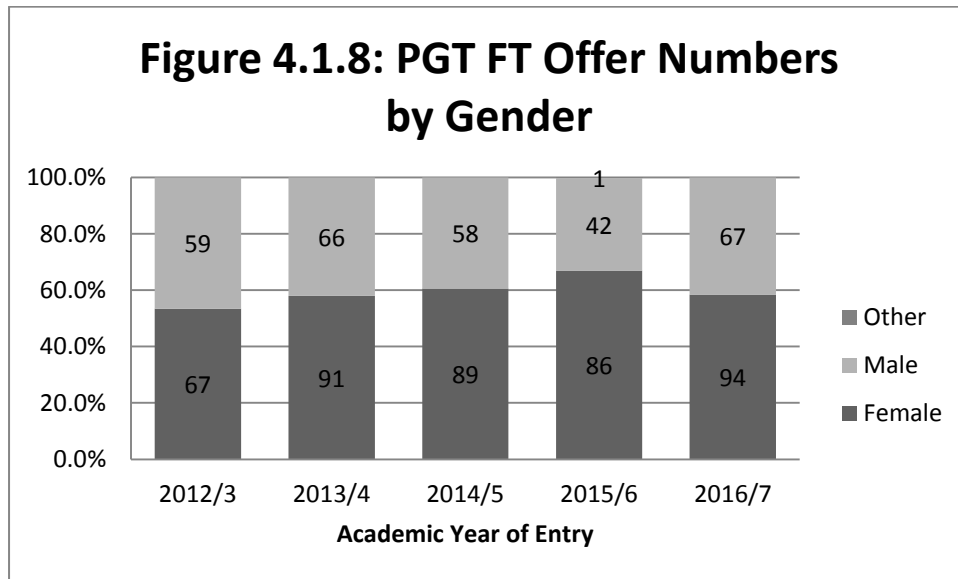


Table 4.1.9: PGT FT Offer by number and gender ratio

PGT Full Time Offers	Male (numbers)	Male (%)	Female (numbers)	Female (%)
2012/13	59	46%	67	54%
2013/14	66	42%	91	58%
2014/15	58	39%	89	61%
2015/16	42	32%	86	68%
2016/17	67	41%	94	59%

Figure 4.1.9: PGT PT Application Numbers by Gender

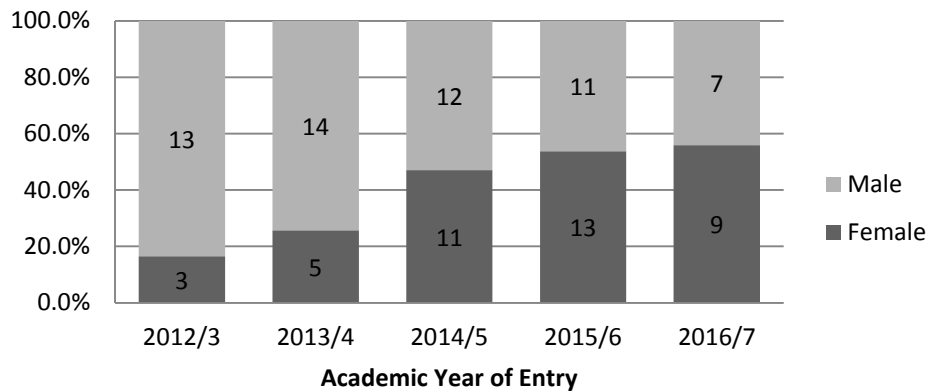


Table 4.1.10: PGT Part time applications gender division by number and ratio

PGT Part Time Applications	Male (numbers)	Male (percentage)	Female (numbers)	Female (percentage)
2012/13	13	83.4%	3	16.6%
2013/14	14	74.3%	5	25.7%
2014/15	12	52.9%	11	47.1%
2015/16	11	46.3%	13	43.7%
2016/17	7	44%	9	56%

Figure 4.1.10: PGT PT Offer Numbers by Gender

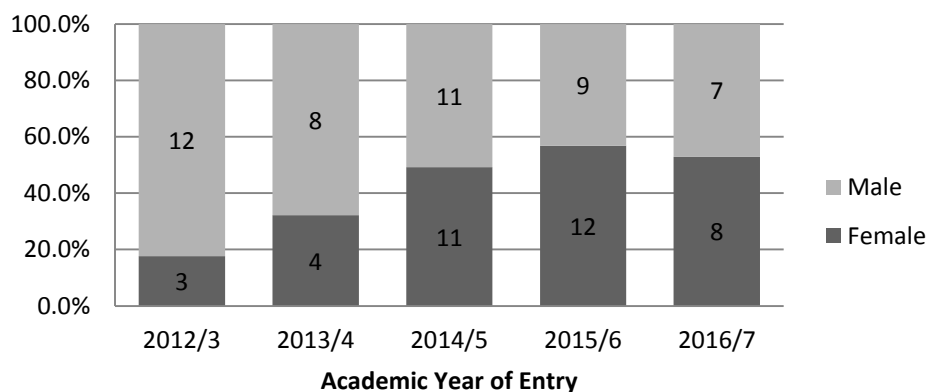


Table 4.1.11: PGT PT offers by number and gender ratio

PGT Part time Offers	Male (numbers)	Male (percentage)	Female (numbers)	Female (percentage)
2012/13	12	82.4%	3	17.6%
2013/14	8	66.6%	4	33.3%
2014/15	11	50%	11	50%
2015/16	9	43.1%	12	56.9%
2016/17	7	47.8%	8	52.2%

Over the period 2012-2016 FT PGT applications have been increasingly skewed towards females, accentuating the UG pattern. PT PGT applications were skewed towards men until 2013-14, but have been more equal since. These trends may in part reflect the introduction from 2012 of a new degree programme in Public History that has proved particularly attractive to female applicants and students. Similarly to our undergraduate program, our taught postgraduate programs attract more female than male students. Indeed, the ratio of female students is higher in our PGT programs. Since 2012, FT PGT women have outnumbered FT PGT men as both applicants and students (3:2). This is out of kilter with UG proportions and with national levels, and it suggests that female students at York are offered an environment in which they can prosper.⁸

⁸ HESA, Table 12 - HE qualifications obtained by sex, subject area and level of qualification obtained 2010/11 to 2014/15.

PGT Degree outcomes.**Table 4.1.12: PGT Degree by FTE numbers (to account for joint degree programmes) and gender ratio.**

PGT		2012/3	2012/3	2013/4	2013/4	2014/5	2014/5	2015/6	2015/6	2016/7	2016/7
		%	Unit	%	Unit	%	Unit	%	Unit	%	Unit
Female	PG PASS W DIST	30%	5.2	34%	7.6	46%	17.5	35.7%	14	35.4%	9
Male	PG PASS W DIST	22%	7.2	28%	7.1	38%	13.3	27.9%	7.7	48.3%	9.8
Female	PG PASS W MERIT	38%	6.6	59%	13.2	30%	11.4	38.0%	15	50.0%	12.7
Male	PG PASS W MERIT	30%	9.6	31%	7.8	32%	11.3	35.9%	9.9	44.8%	9.1
Female	PG LEVEL PASS	32%	5.6	8%	1.7	23%	8.7	22.4%	8.8	14.6%	3.7
Male	PG LEVEL PASS	48%	15.2	38%	9.6	18%	6.2	27.0%	7.5	6.9%	1.4
Female	LOWER EXIT							3.6%	1.4		
Male	LOWER EXIT			4%	1	12%	4	9.1%	2.5		
Female	FAIL					1%	0.4				
Male	FAIL										

Since 2012-13 women have usually (though not always) outperformed men. In each year but 2016/17 a greater proportion of women than of men has achieved a distinction. The performance of male students has risen year on year with increasing proportions gaining merit or distinction. This improvement in the performance of male students has been more pronounced because it started from a lower base.

Data in Table 4.1.12 reflects year of examination and graduation, not year of study. All PGT programmes last for one year (two years if part-time) but are examined in the following academic year. Results for 2016-17 are thus for the cohort studying in 2015-16.

- (iv) Numbers of men and women on **postgraduate research** degrees Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Table 4.1.13: Students in PGR FT by FTE number and gender ratio

Postgraduate by Research Students, Full Time	Male (numbers)	Male (percentage)	Female (numbers)	Female (percentage)
2012/13	23.1	51.45%	21.8	48.55%
2013/14	24.8	50%	24.8	50%
2014/15	24.1	55.34%	19.5	44.66%
2015/16	24.1	48.98%	25.1	51.02%
2016/17	18.1	43.60%	23.5	56.40%

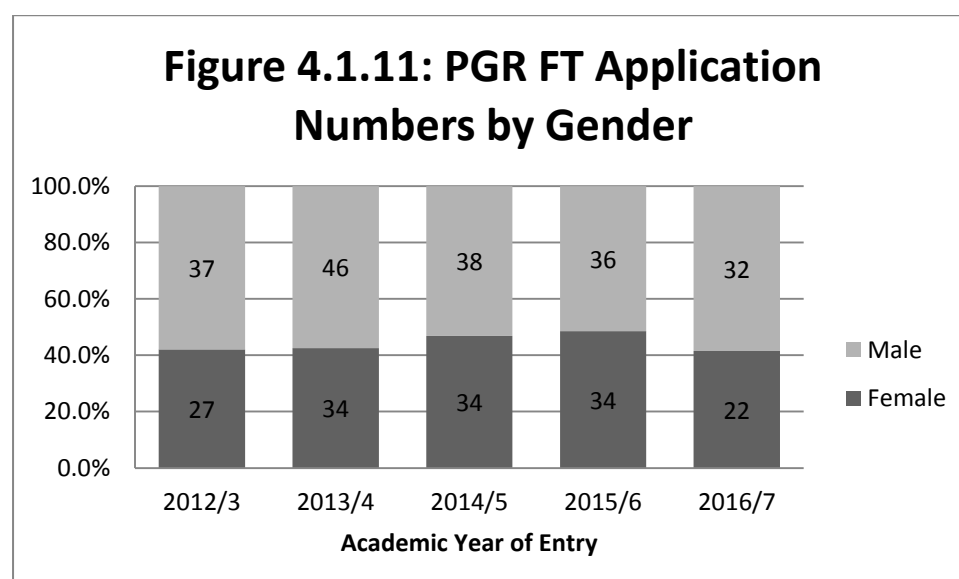


Figure 4.1.12: PGR FT Offer Numbers by Gender

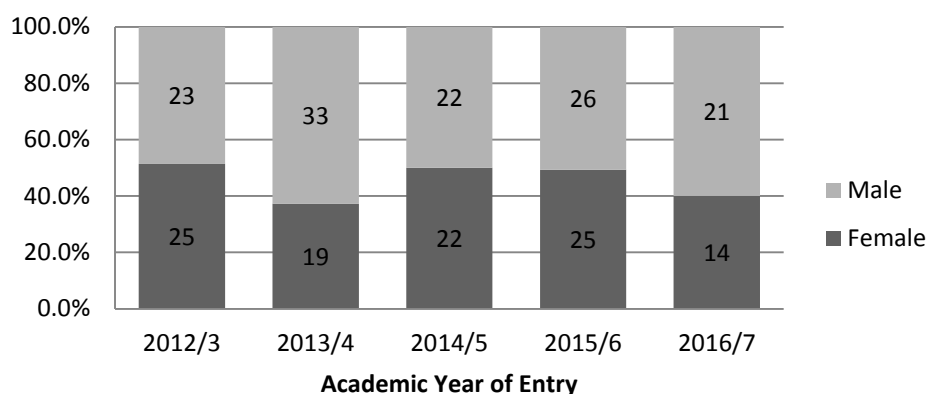
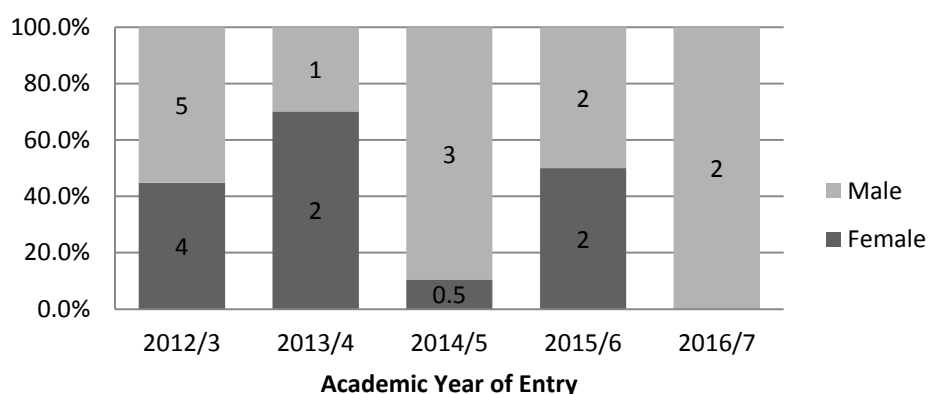
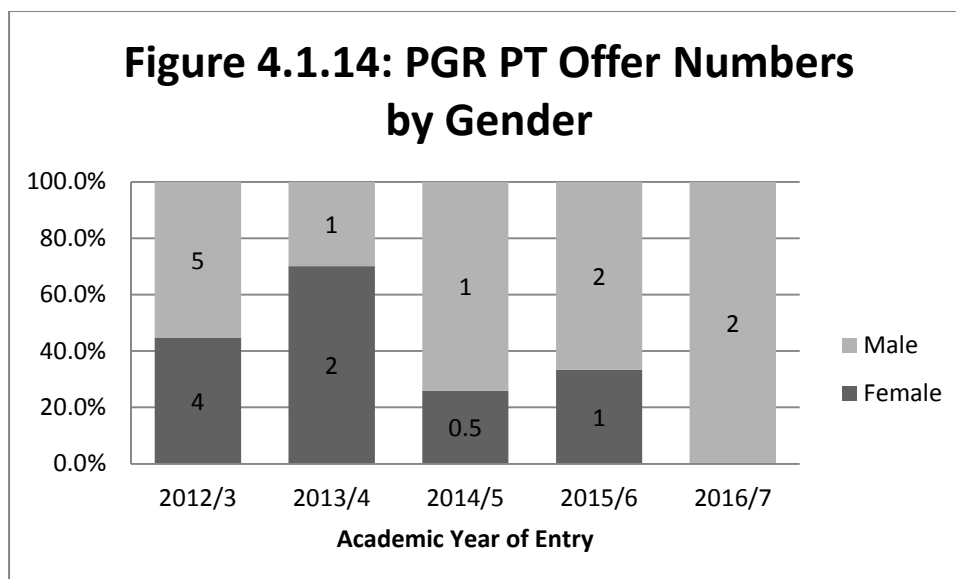


Table 4.1.14: Students in PGR PT by FTE number and gender ratio

Postgraduate by Research, Part time	Male (numbers)	Male (percentage)	Female (numbers)	Female (percentage)
2012/13	4.2	45.50%	5	54.50%
2013/14	3.7	50%	3.7	50%
2014/15	4.2	60.95%	2.7	39.05%
2015/16	3.7	59.27%	2.5	40.37%
2016/17	4.2	52%	3.9	48%

Figure 4.1.13: PGR PT Application Numbers by Gender



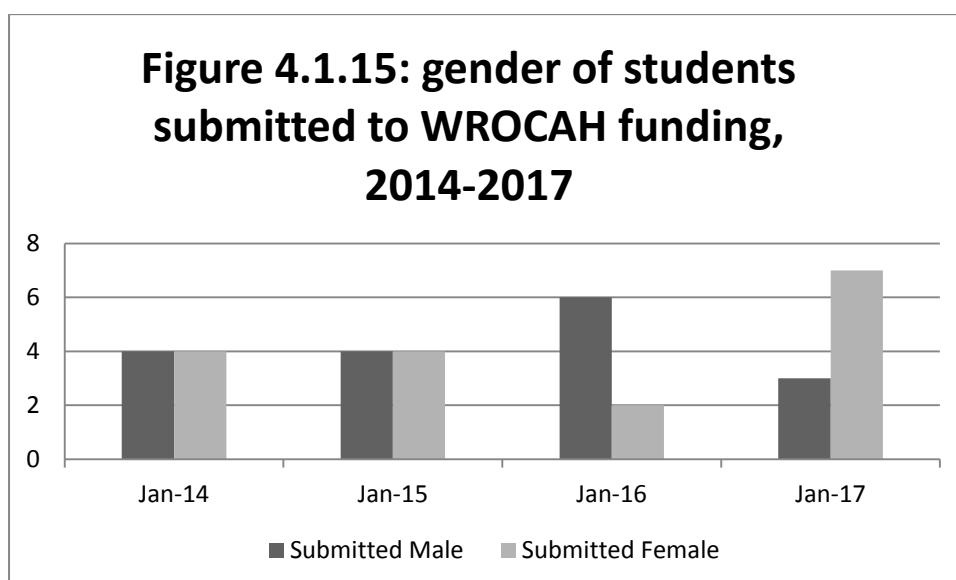


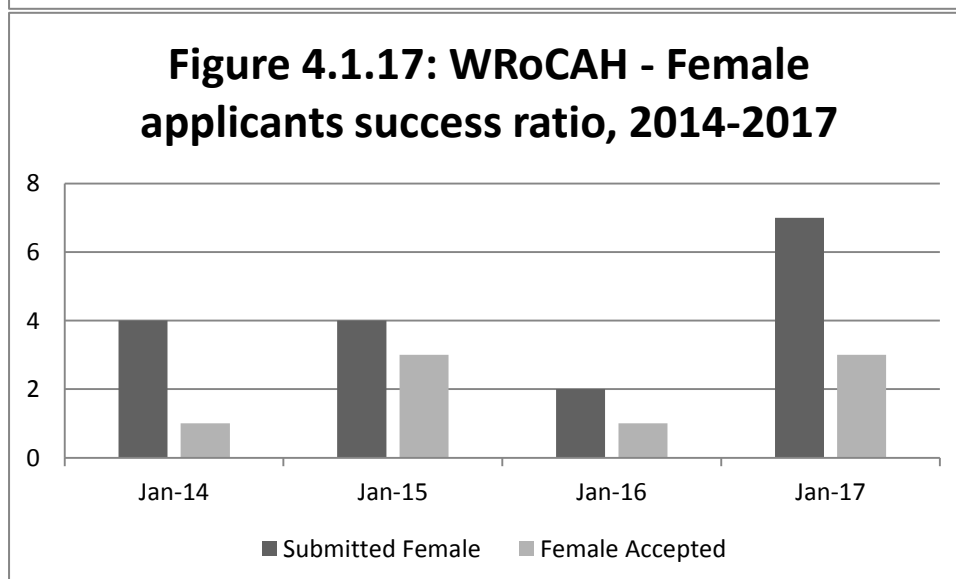
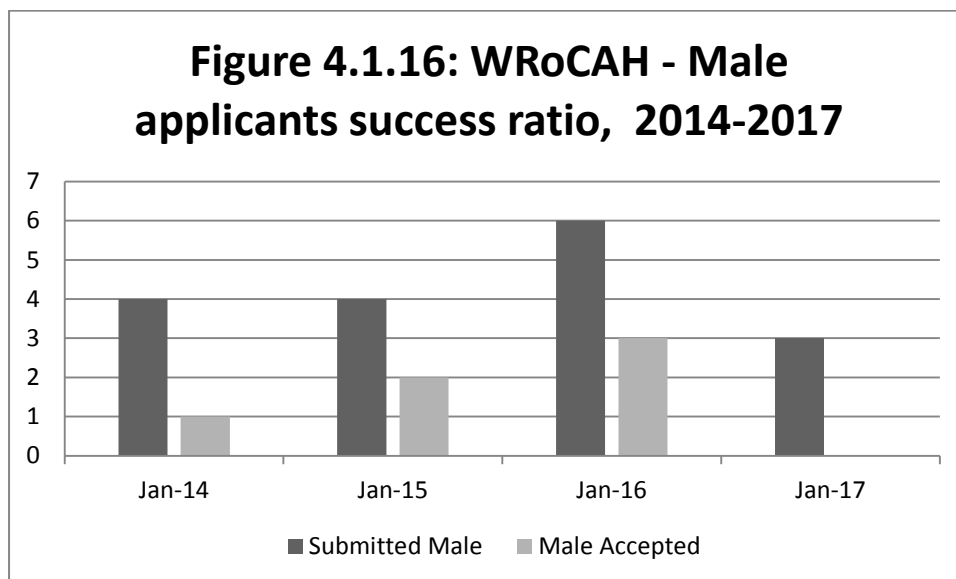
FT Proportions of male and female applicants have varied modestly from year to year. But the high ratio of women among our students is not as constant in the PGR degrees as it is in the UG and PGT degrees.

Objective 5 – sustain the ratio of female students in our PGR program.

PT admissions are too few to read significance into the observed patterns, but since proportion of m/f given offers is in keeping with the proportion of m/f applications, it is hard to find evidence of bias in our admissions process.

Both FT and PT offers appear in line with applications. The ability of students to attract funding is a far more significant factor in whether students come. The main funding channel for students in York is WROCAH network.





As our WRoCAH data reveals, there is no apparent gender imbalance in the department's willingness to support the applications of men and women alike.

- (v) Progression pipeline between undergraduate and postgraduate student levels
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

There is a mismatch between the gender balance at UG and particularly PGT, where there are higher proportions of female students (including those with the best degree outcomes), and PGR where the figures fluctuate. As part of the action plan under **objective 5** we need to gather more data on the experience and plans of our male and female PGT students in order to make sure our female students are encouraged to continue to pursue their studies in our PGR programme.

4.2 Academic and research staff data

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

Key points:

- 1) **Overall almost half of academic staff are female**
- 2) **Few senior (reader/professor) female academic staff**
- 3) **Research only staff are equally balanced by gender (7 male, 7 female)**
- 4) **Majority of female ART staff at lower grades (Grade 7 and 8)**
- 5) **Majority of fixed term contracts are women**

(For reference a list of job titles and grades for staff is given on page 6.)

In 2016-17, 43.3% of our overall academic staff were women. This is lower than the gender ratio of our taught student population (55%) but it is above average for comparable Russell Group history departments, which stand at 36.42% women. However, our numbers are not consistent across contract type and grade. Only 38.5% of our ART staff on open contracts are female and only 13% of senior ART staff (readers and professors) are female. Our data suggests a discernible factor in this lack of balance is rooted in the recruitment of senior scholars in recent years, which brought in only men, further skewing an already existent gender imbalance. We are in the process of examining whether the department is losing female scholars who feel they cannot advance at York, and assessing whether female historians at York receive encouragement to seek promotion to the higher grades. Most of our objectives with regards to staff are set around these concerns.

Research Only

Figure 4.2.1: Research Only Staff, 2012-2016, All Grades (Headcount Numbers and Percentages)

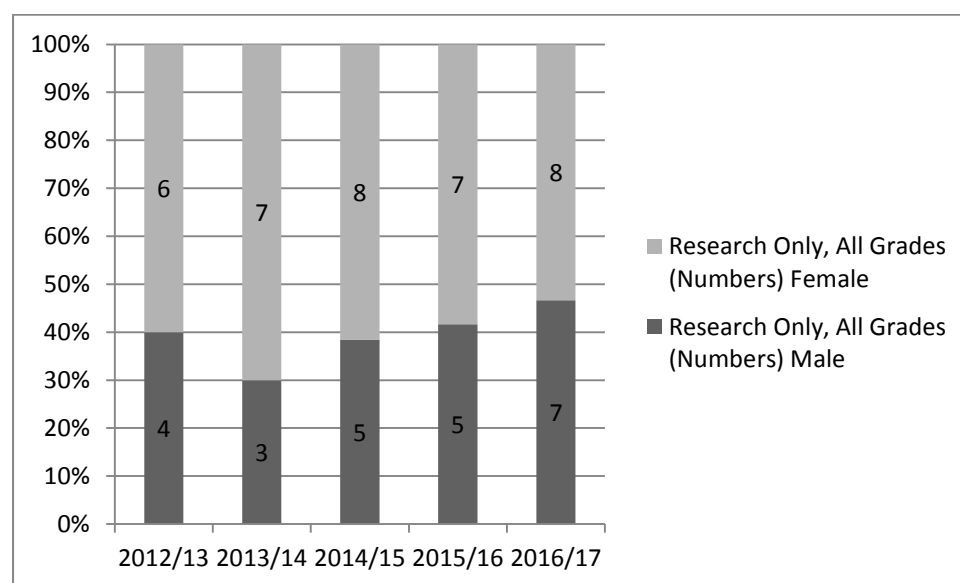


Table 4.2.2: Research Staff Only, 2012-16, All Grades (Numbers and Percentages)

Research Only, All Grades (Numbers)	Full time		Full time		Part Time		Part Time	
	Male	Female	Male %	Female %	Male	Female	Male %	Female %
2012/13	4	5	44.4%	55.6%	0	1	0	100%
2013/14	3	6	33.3%	66.7%	0	1	0	100%
2014/15	4	7	36.3%	63.7%	1	1	50%	50%
2015/16	4	7	36.3%	63.7%	1	0	100%	0
2016/17	6	6	50%	50%	1	2	33%	66%

Table 4.2.3: Research Only, by Grade and Gender, Headcount Numbers and %

GRADE 5	Full Time		Full Time		Part Time		Part Time	
	Male	Female	Male (%)	Female (%)	Male	Female	Male (%)	Female (%)
2012/13	0	0	0	0	0	0	0	0
2013/14	0	0	0	0	0	0	0	0
2014/15	0	0	0	0	0	0	0	0
2015/16	0	0	0	0	0	0	0	0
2016/17	1	0	100%	0	0	0	0	0
GRADE 6	Full Time		Full Time		Part Time		Part Time	
	Male	Female	Male (%)	Female (%)	Male	Female	Male (%)	Female (%)
2012/13	3	3	50%	50%	0	1	0	100%
2013/14	1	4	20%	80%	0	1	0	100%
2014/15	1	3	25%	75%	1	1	50%	50%
2015/16	2	3	40%	60%	1	0	100%	0
2016/17	2	3	40%	60%	1	1	50%	50%
GRADE 7	Full Time		Full Time		Part Time		Part Time	
	Male	Female	Male (%)	Female (%)	Male	Female	Male (%)	Female (%)
2012/13	1	1	50%	50%	0	0	0	0
2013/14	1	1	50%	50%	0	0	0	0
2014/15	2	3	40%	60%	0	0	0	0
2015/16	1	3	25%	75%	0	0	0	0
2016/17	1	3	25%	75%	0	1	0	100%
GRADE 8	Full Time		Full Time		Part Time		Part Time	
	Male	Female	Male (%)	Female (%)	Male	Female	Male (%)	Female (%)
2012/13	0	1	0	100%	0	0	0	0
2013/14	0	1	0	100%	0	0	0	0
2014/15	0	1	0	100%	0	0	0	0
2015/16	0	1	0	100%	0	0	0	0
2016/17	0	0	0	0	0	0	0	0
Reader	Full Time		Full Time		Part Time		Part Time	
	Male	Female	Male(%)	Female (%)	Male	Female	Male (%)	Female (%)
2012/13	0	0	0	0	0	0	0	0
2013/14	0	0	0	0	0	0	0	0
2014/15	0	0	0	0	0	0	0	0
2015/16	0	0	0	0	0	0	0	0
2016/17	0	1	0	100%	0	0	0	0

MARIE CURIE	Full Time		Full Time		Part Time		Part Time	
	Male	Female	Male (%)	Female (%)	Male	Female	Male (%)	Female (%)
2012/13	0	0	0	0	0	0	0	0
2013/14	1	0	100%	0	0	0	0	0
2014/15	1	0	100%	0	0	0	0	0
2015/16	1	0	100%	0	0	0	0	0
2016/17	2	0	100%	0	0	0	0	0

During the academic years 2012-17 the majority of Research Only staff were on fixed term contracts. Total numbers are small, so that individual appointments make a big impact on the percentages. For example from 2012-2015 one member of research staff was appointed on Grade 8 (Open Contract) and was female. Similarly, the appointment of one, and in 2016 two, men to Marie Curie posts accounts for the 100% men on that grade. On Grades 6 and 7 overall women outnumbered men, though in some years there was greater gender equality. The number of part-time appointments was very small and evenly divided between the sexes. With such small numbers overall (within a range of 10-15) it is difficult to discern a pattern, but there is no clear indication of a gender imbalance among research only staff.

Objective 6: continue to support female research staff in our department.

Academic Research and Teaching (ART)

Figure 4.2.2: Academic Research and Teaching function, by grade and gender, 2012/13-2016/17 (FTE Numbers)

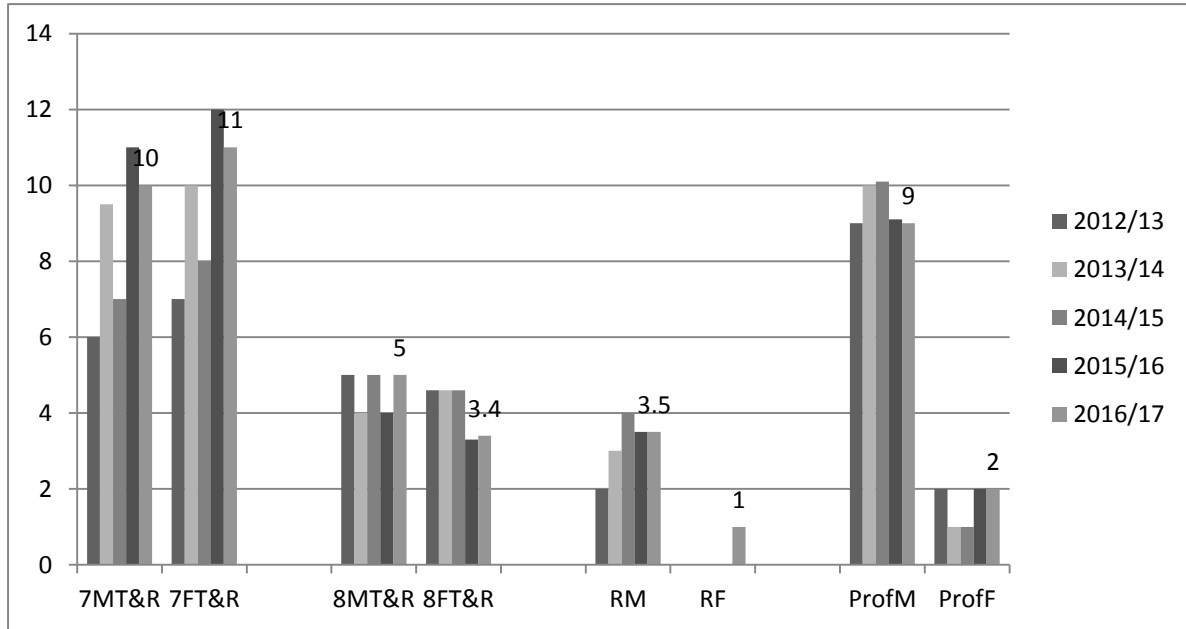
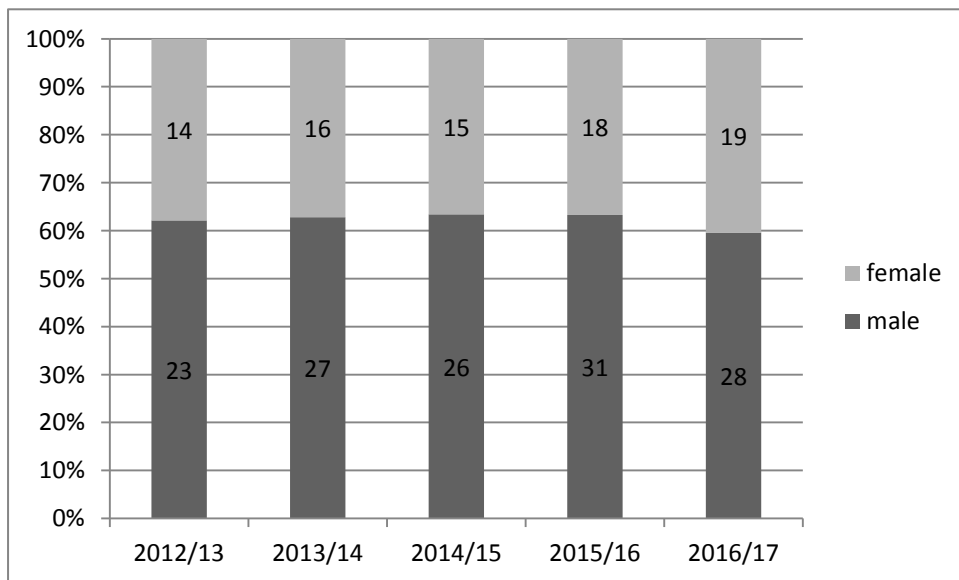


Figure 4.2.3: Academic Research and Teaching function, 2012-16, all grades by gender (Headcount Numbers and Percentages)



**Table 4.2.4: Academic Research and Teaching function, 2012-16, all grades by gender
(Headcount Numbers and Percentages)**

All Grades	Full Time		Full Time (%)		Part Time		Part time (%)	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	22	13	62%	38%	1	1	50%	50%
2013/14	26	15	63%	37%	1	1	50%	50%
2014/15	25	14	64%	36%	1	1	50%	50%
2015/16	30	16	65%	35%	1	2	33%	66%
2016/17	28	17	62%	38%	0	2	0	100%

Table 4.2.5: Academic Research and Teaching function, 2012-16, by grade and by gender, full and part time. (Headcount Numbers and Percentages)

Grade 7	Full Time		Full time (%)		Part Time		Part time %	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	6	7	46%	54%	0	0	0	0
2013/14	9	10	47%	53%	1	0	100%	0
2014/15	6	9	40%	60%	0	0	0	0
2015/16	11	12	48%	52%	0	0	0	0
2016/17	10	11	48%	52%	0	0	0	0
Grade 8	Full Time		Full time (%)		Part Time		Part time %	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	5	4	56%	44%	0	1	0	100%
2013/14	4	4	50%	50%	0	1	0	100%
2014/15	5	4	56%	44%	0	1	0	100%
2015/16	4	2	67%	33%	0	2	0	100%
2016/17	5	2	71%	29%	0	2	0	100%
Reader	Full Time		Full time (%)		Part Time		Part time %	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	2	0	100%	0	0	0	0	0
2013/14	3	0	100%	0	0	0	0	0
2014/15	4	0	100%	0	0	0	0	0
2015/16	4	0	100%	0	0	0	0	0
2016/17	4	1	67%	33	0	0	0	0
Prof/SSR/HoD	Full Time		Full time (%)		Part Time		Part time %	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	9	2	82%	18%	1	0	100%	0
2013/14	10	1	91%	9%	0	0	0	0
2014/15	10	1	91%	9%	1	0	100%	0
2015/16	11	2	85%	15%	1	0	100%	0
2016/17	9	2	82%	18%	0	0	0	0

Among academic research and teaching staff (ART) men outnumber women overall and on all grades except the lowest, Grade 7, where women usually outnumber men, but only ever by 1. At Grade 7 numbers of male and female staff were almost equal across the period although women slightly outnumbered men towards the beginning of the period and men slightly outnumbered women towards the end. Grade 7 was also the grade with most Fixed

Term appointments in this function (see below). The imbalance between sexes is particularly marked in the highest grades of Reader and Professor. When two women were promoted from Grade 8 to reader/professor in 2015, this has resulted in a fall in the number and proportion of women on Grade 8.

Objectives 1, 8-11. Ensure staff are aware of gender equality issues, research the causes of the current imbalanced pattern, promote transparent recruitment measures, increase numbers of women in senior grades, mentor staff towards promotion at higher levels.

A second imbalance is in the ratio of full-time to part-time working (although over the period of the review such appointments were rare). In total 6% women and 0.8% men worked part-time for some or all of the period under review. Focus groups with staff members indicate that in the case of the women this was due to caring responsibilities for children and other dependents. Focus groups also inform us in the case of men it was due to secondment to senior positions outside the University.

Qualitative evidence from focus groups and comments on our DCS survey indicates that we need to do more to make sure staff are informed of our part time and parental leave arrangements.

Objective 7: Make sure staff are informed of our part time and parental leave arrangements

Teaching Only

Overall numbers of teaching only staff were too small to support statistical analysis. In 2012, 2 men and 1 woman on ten per cent position were on Teaching only contracts. From 2013-16 a fractional appointment for a woman (which varied from 0.1 to 0.5 FTE) was the only teaching only teaching-only contract appointment. Throughout, teaching only appointments were on fixed contracts.

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

- Key points:
 - 1) 2 out of 15 ART readers and professors are women
 - 2) Only 38.5% of female staff are on open contracts
 - 3) More female staff than male on FTCs

Open Contracts

Over the period 2012-2016 men outnumbered women on open contracts (131 male person years to 79.3 female). By 2016-17 the percentage of female staff on open contracts was only 38.5%. Most people on open contracts were in Grades 7 (39.7%) and Professor (27.2%) throughout this time. At Professorial level, men always substantially outnumbered women: 80-90% professors, throughout the period, were male, while until 2015 100% Readers were male.

Figure 4.2.4: Open Contracts, ALL Grades, 2012-2016 (FTE Numbers and %)

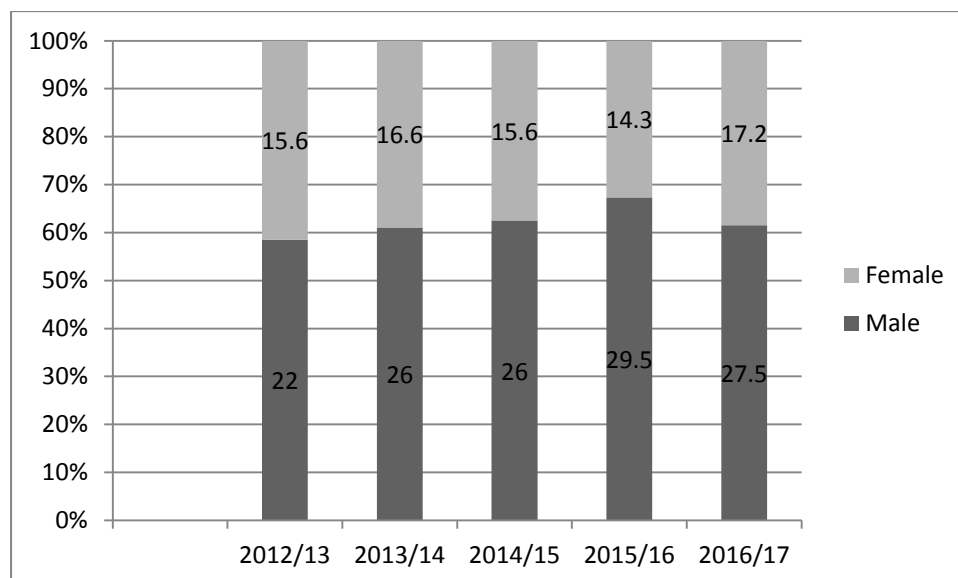


Table 4.2.6: Open Contracts, ALL Grades, FTE Numbers, 2012-2016

Open Contracts All Grades (FTE Numbers)	Male	Female	% Male	% Female
2012/13	22	15.6	58.5	41.5
2013/14	26	16.6	61	39
2014/15	26	15.6	62.5	37.5
2015/16	29.5	14.3	67.4	32.6
2016/17	27.5	17.2	61.5	38.5

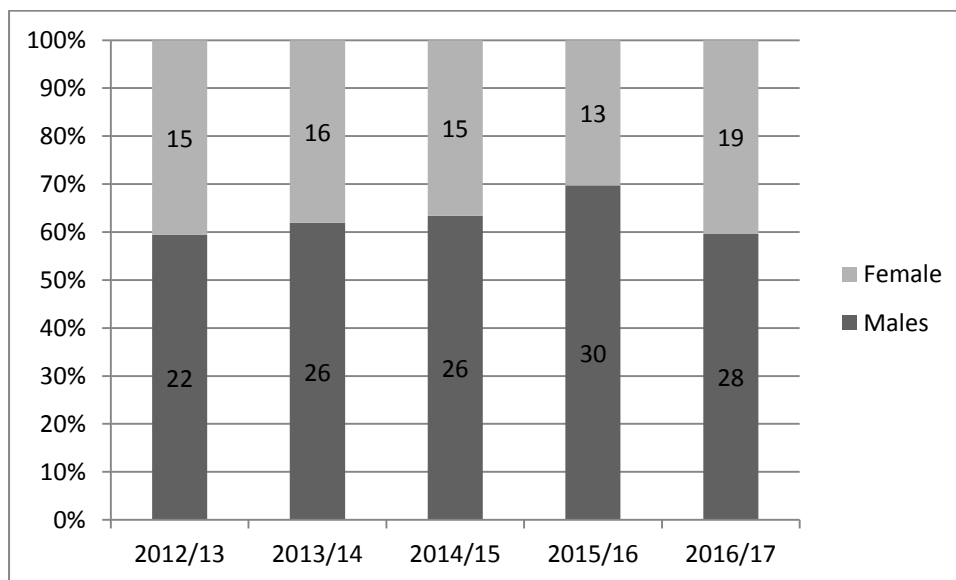
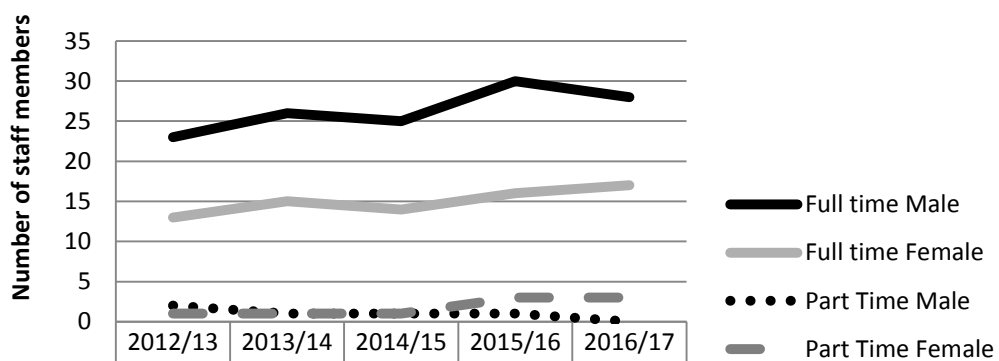
Figure 4.2.5: Open Contracts, ALL Grades, 2012-2016, Headcount Numbers and %**Table 4.2.7: Open Contracts, ALL Grades, (Headcount Numbers and %), 2012-16**

Table: Open Contract (Headcount)	Male	Female	% Male	% Female
2012/13	22	15	60%	40%
2013/14	26	16	62%	38%
2014/15	26	15	63%	37%
2015/16	30	13	70%	30%
2016/17	28	19	60%	40%

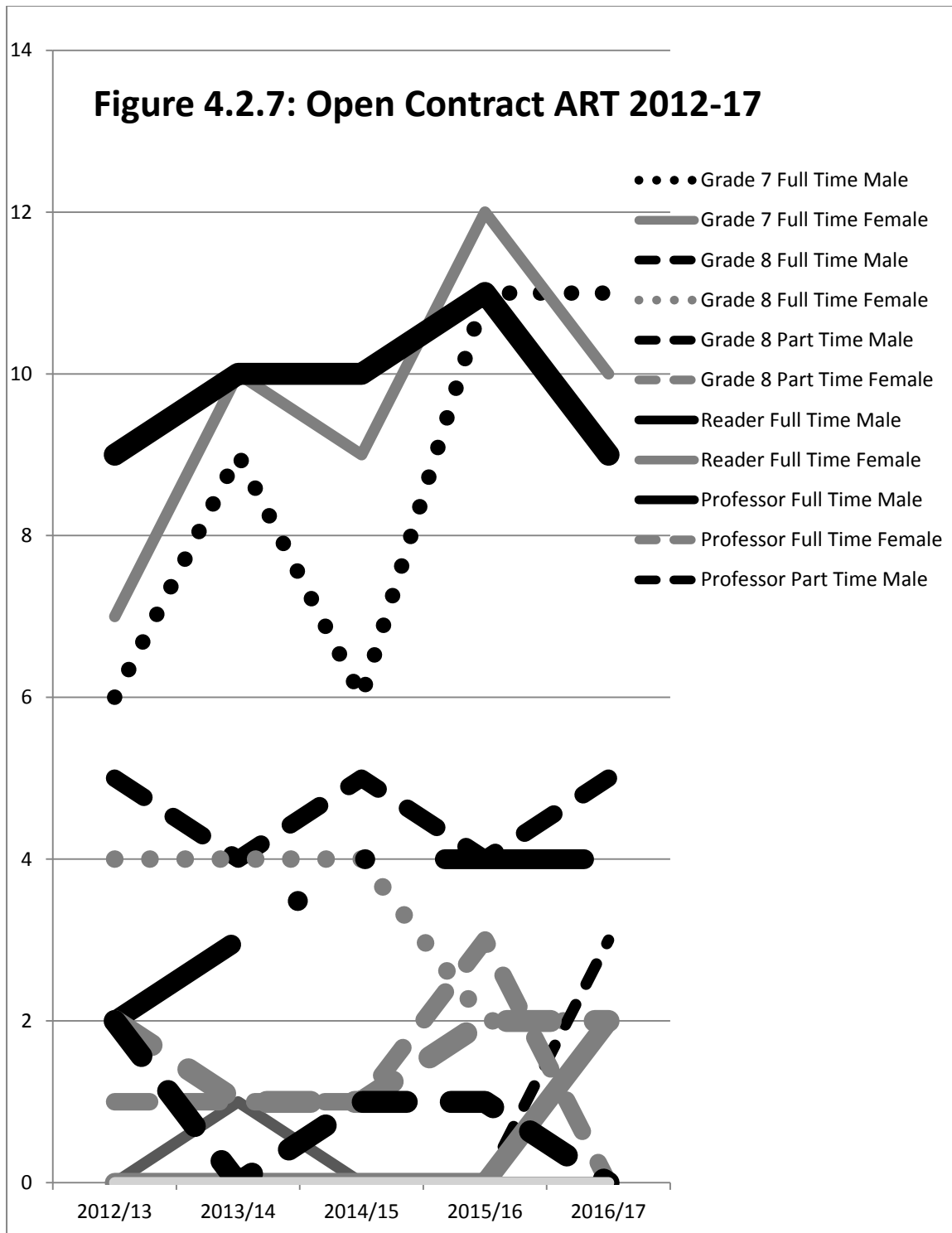
Table 4.2.8: Open Contracts, by Grade and Full-time or Part-Time, Headcount Numbers, 2012-2016

Open	GRADE 6							
	Full Time		%		Part Time		%	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13		1		100				
2013/14		1		100				
2014/15		1		100				
2015/16		1		100				
2016/17		1		100				
Open	GRADE 7							
	Full Time		%		Part Time		%	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	6	7	46	54				
2013/14	9	9	50	50				
2014/15	7	8	47	53				
2015/16	11	7	61	39				
2016/17	10	9	53	47				
	GRADE 8							
	Full Time		%		Part Time		%	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	5	4	56%	44		1		100
2013/14	4	4	50	50		1		100
2014/15	5	4	56%	44		1		100
2015/16	4	2	67	33		2		100
2016/17	5	2	71	29		2		100
Open	Reader							
	Full Time		%		Part Time		%	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	2		100					
2013/14	3		100					
2014/15	4		100					
2015/16	4		100					
2016/17	4	2	67	33				
Open	Prof/SSR/HoD							
	Full Time		%		Part Time		%	
	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	9	2	82%	18%				
2013/14	10	1	91%	9%				
2014/15	10	1	91%	9%				
2015/16	11	2	85%	15%				
2016/17	9	2	82%	18%				

**Figure 4.2.6: Open Contract academic staff,
2012-2017**



	2012/13	2013/14	2014/15	2015/16	2016/17
Full time Male	23	26	25	30	28
Full time Female	13	15	14	16	17
Part Time Male	2	1	1	1	0
Part Time Female	1	1	1	3	3



Fixed Term Contracts

Over the period 2012-2016 women outnumbered men on fixed term contracts (58% FTE, 55% by headcount were female). The majority of fixed term appointments were at Grades 6 and 7. Appointments at Grades 5 and to Marie Curie fellowships were in single figures, while

a fractional allocation applied to one male Professor who was seconded to another institution for 90% FTE.

Within Fixed Term Contracts there are two clear areas of gender imbalance. 80% of staff on fixed term contracts in Grade 7 are women. Most fixed term ART contracts are externally funded posts, and the department aims to encourage their overall development and preparation for the academic job market. Fixed term contracts are created for all three main functions (research only, teaching and research and teaching only). On Grade 7 women are in the majority in each of these categories. Seeing that these are still highly attractive positions that in the context of the academic job market often make an important stepping stone on the way to permanent positions elsewhere, it is unclear that such employment at York is a disadvantage. As part of **objective 6 we will assess the long-term prospects of those who spend time on a fixed contract in our department.**

Figure 4.2.8: Fixed Term Contracts (FTC) 2012-2016 All Grades (FTE Numbers and Percentages)

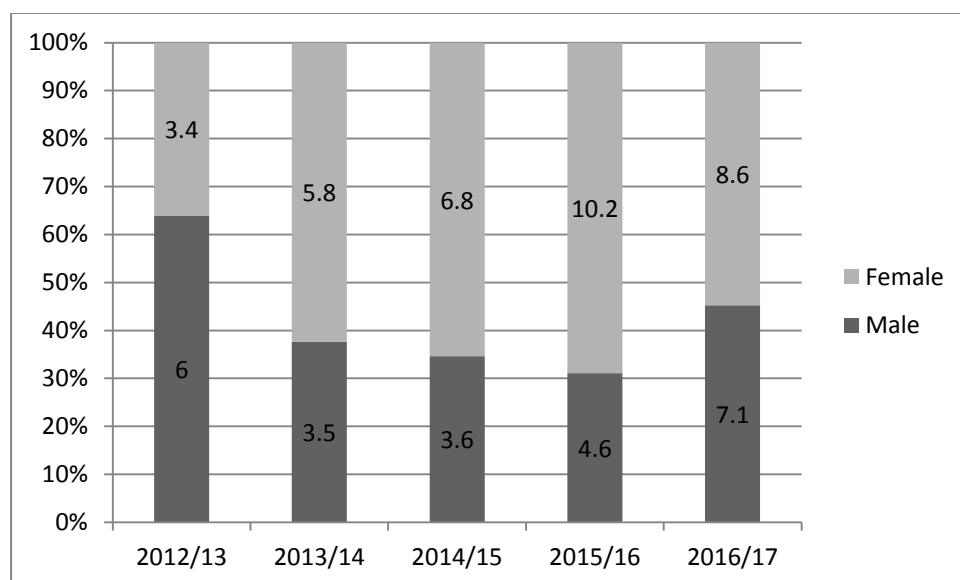
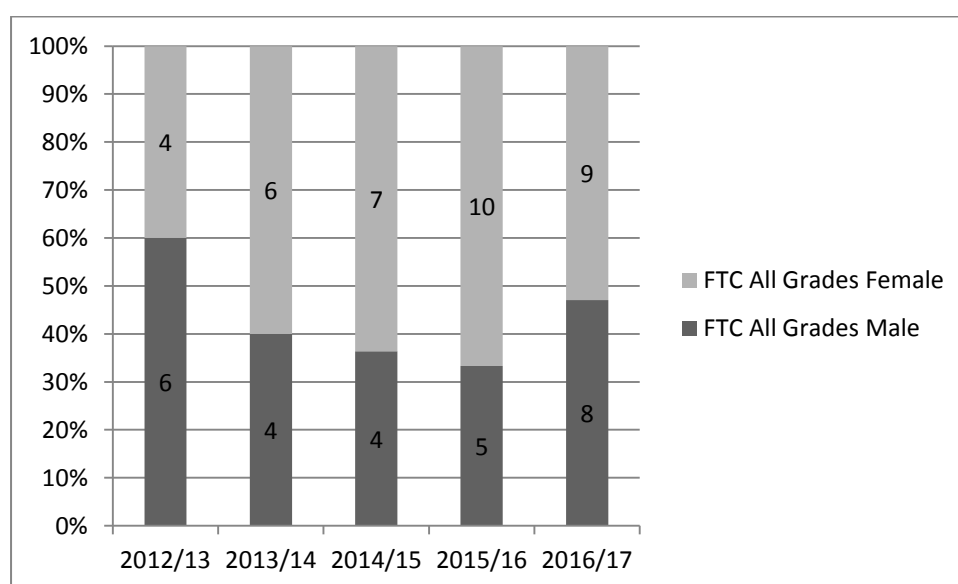


Table 4.2.9: Fixed Term Contracts, All Grades, 2012-16, FTE Numbers and %

FTC All Grades	Male	Female	%Male	%Female
2012/13	6	3.4	63.8	36.2
2013/14	3.5	5.8	38.6	61.4
2014/15	3.6	6.8	34.6	65.4
2015/16	4.6	10.2	31.1	68.9
2016/17	7.1	8.6	45.2	54.8

Figure 4.2.9: Fixed Term Contracts, All Grades, 2012-16, Headcount Numbers and %**Table 4.2.10: Fixed Term Contracts, All Grades, 2012-16, Full-Time and Part-Time, Headcount Numbers and %**

FTC All Grades	Male Full-Time	Female Full-Time	%Male	%Female	Male Part-Time	Female Part-Time	%Male	%Female
2012/13	6	3	66	33		1		100
2013/14	4	5	44	56		1		100
2014/15	3	6	33	66	1	1	50	50
2015/16	4	10	29	71	1	0	100	
2016/17	7	7	50	50	1	2	33	66

Table 4.2.11: FTC by Grade and Gender, Full- and Part-Time (Headcount Numbers).

	Full-Time		%		Part-Time		%	
Grade 6	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	5	2	71	29	0	1		100
2013/14	1	3	25	75	0	1		100
2014/15	1	2	33	67	1	1	50	50
2015/16	2	2	50	50	1	0	100	
2016/17	2	3	40	60	1	1	50	50
	Full-Time		%		Part-Time		%	
Grade 7	Male	Female	Male	Female	Male	Female	Male	Female
2012/13	1	1	50	50		1		100
2013/14	1	2	33	67	1	1	50	50
2014/15	1	4	20	80		1		100
2015/16	1	8	11	89				
2016/17	1	5	17	83		1	100	
	Full-Time		%		Part-Time		%	
Grade Marie Curie	Male	Female	Male	Female	Male	Female	Male	Female
2012/13								
2013/14	1		100					
2014/15	1		100					
2015/16	1		100					
2016/17	2		100					
	Full-Time		%		Part-Time		%	
Prof/SSR/HoD	Male	Female	Male	Female	Male	Female	Male	Female
2012/13								
2013/14								
2014/15					1		100	
2015/16					1		100	
2016/17								

Zero-Hours Contracts.

No ART or research staff were employed on zero-hours contracts 2012-16.

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

Summary of leavers over 2012-2016

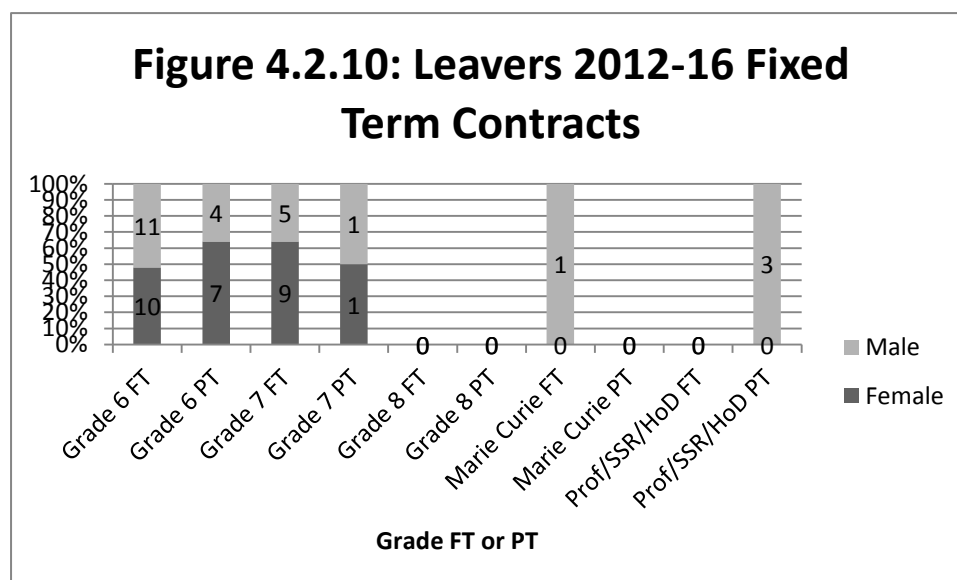


Table 4.2.12: Fixed term Leavers across grades by gender

Fixed Term	GRADE 6				GRADE 7			
	Full Time		Part Time		Full Time		Part Time	
	Male	Female	Male	Female	Male	Female	Male	Female
2012-16	11	10	4	7	5	9	1	1

Fixed Term	GRADE 8				MARIE CURIE				Prof/SSR/HoD				
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
2012-16	0	0	0	0	1	0	0	0	0	0	0	3	0

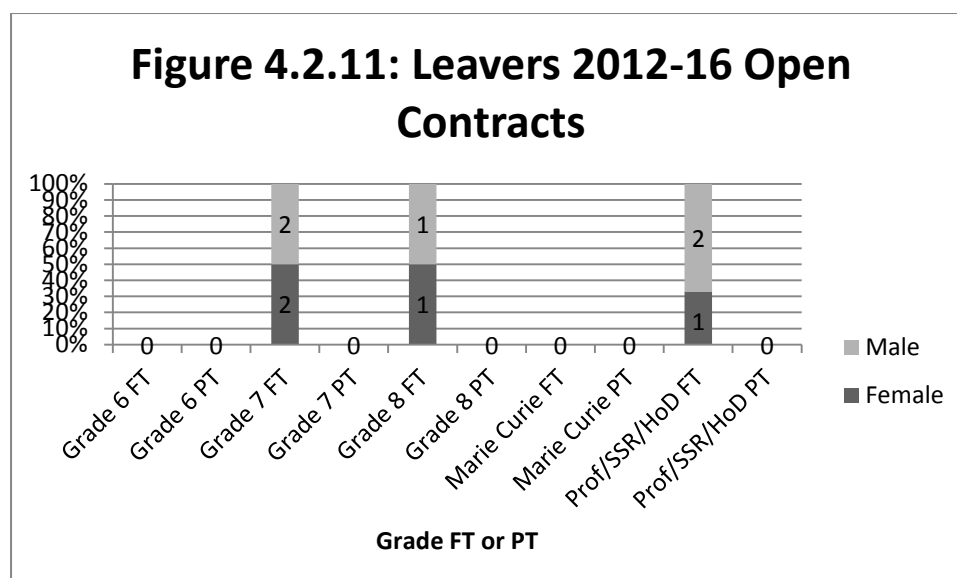


Table 4.2.13: Open Contract Leavers

Open Contract	GRADE 6				GRADE 7			
	Full Time		Part Time		Full Time		Part Time	
	Male	Female	Male	Female	Male	Female	Male	Female
2012-16	0	0	0	0	2	2	0	0

Open Contract	GRADE 8				MARIE CURIE				Prof/SSR/HoD			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2012-16	1	1	0	0	0	0	0	0	2	1	0	0

During the period 2012-2016 a total of 16 academic staff left. 13 (81.3%) of the leavers were on grades 6-7. 9 of the leavers (56.3%) were female. This somewhat high rate of female departures (compared to the general gender balance in the department of 47.8% women) reflects the tendency of women to occupy more junior grades and more fixed term contracts. Both the senior women who left (one Grade 8 and one Prof), moved on to chairs or higher paid positions in other universities. Some of the junior women who left fixed term contracts went to open contracts at other universities.

We identify a lack of knowledge on the reasons that bring members of staff to leave the department.

Objective 8: assess the reasons that historically might have brought colleagues to leave the department

5 Supporting and advancing women's careers

Wordcount: 5982. Recommended word count: Bronze: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Key point:

- 31% of staff feel that the department can do more to attract female applicants

Figure 5.1.1: Percentage of Females Applying for, Interviewed for and Appointed ART Posts (FTC & Open Contracts)

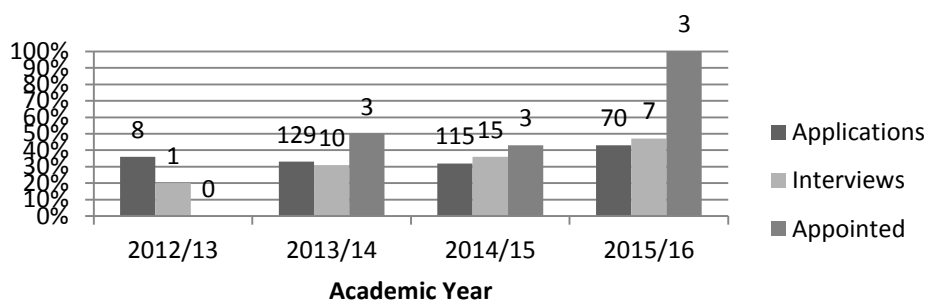
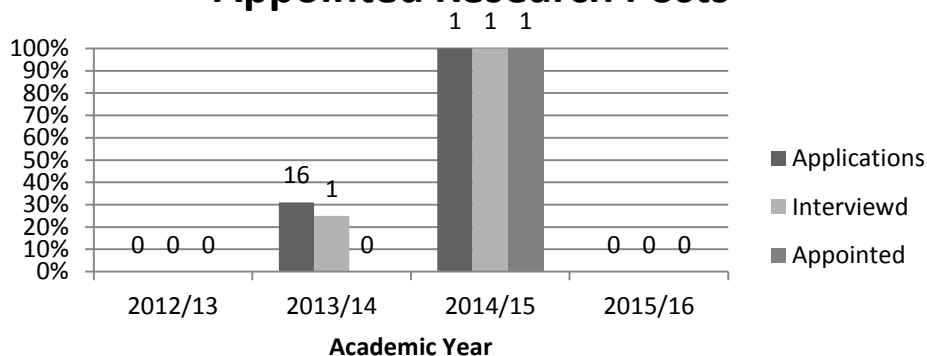
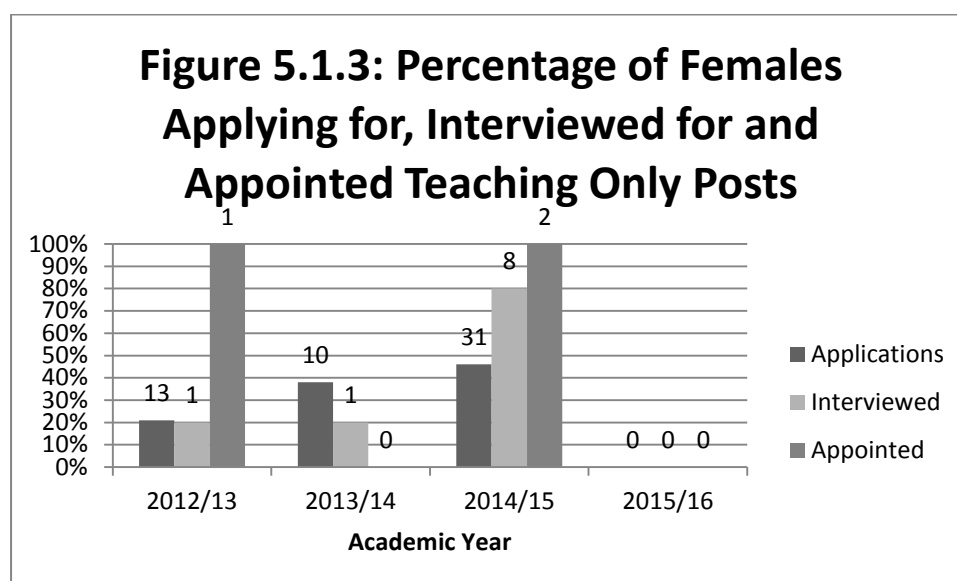


Figure 5.1.2: Percentage of Females Applying for, Interviewed for and Appointed Research Posts





New posts are advertised on the University's website and Jobs.ac.uk, and for open contracts also on H-net, a history mailing list. The appointment process is facilitated and overseen by HR in line with equal opportunities' policies. Once women apply for ART positions they are more likely to be shortlisted and appointed than men (**Figure 5.1.1**), especially for fixed-term positions (**Figure 5.1.3**). But, as **table 5.1.1** shows, more men apply for academic positions, especially open contract positions. For example, in 2014/15, 73 men applied for fixed term posts versus 52 women, yet 170 men applied for open contract posts versus 63 women.

Following a review of this data in 2016, the department has updated its recruitment material to include information on Athena SWAN, the Department's commitment to equal treatment and inclusivity, and flexible working. Throughout the period, all short-listing and interview panels were mixed-gender and normally included one lecturer. It is department policy that all staff sitting on interview panels must undertake training on unconscious bias, gender equality, recruitment polices and interviewing. In 2016/17, we ran the first trial in the university in gender-blind shortlisting for academic posts. This, however, wound up providing 80 % male interviewees (with a male candidate accepting the post). It also cost a great amount of administrative time. Trying a different strategy, in 2017 we introduced 'observers' into the recruitment process. SAT members join the Selection Committee at the shortlisting meeting and discussions held after interviews to challenge comments made not grounded in fact or not related to the post and to ensure equitable discussion of candidates. In all three searches, a female scholar was offered the position. The process brought a greater degree of scrutiny to our process and we will continue to implement it in the future.

Objective 9 - increasing oversight and transparency in recruitment processes.

The majority of ART professors and readers (13 out of 15) are men and four of eleven professors were male external appointments which exacerbated the professorial gender imbalance and, which substantially reinforced the gender gap in the department's leadership. We aim to appoint more women into senior roles, and ensured that for the recent call for Vice Chancellor's Chairs (senior open contract positions all departments are invited to compete for), the department put forward two female candidates. We will explore other ways to recruit more women at professorial level.

Objective 10: Increase the ratio of women in senior grades

Table 5.1.1: Numbers of Females and Males Applying for, Interviewed for and Being Offered Academic Jobs by Year

	Applications		Interviewed		Appointed		Females as a % of all applications		
	Male	Female	Male	Female	Male	Female	Applications	Interviewed	Appointed
2012-13									
ART	61	21	7	2	1	2	26%	22%	67%
Research	0	0	0	0	0	0			
2013-14									
ART	268	148	26	11	4	3	34%	29%	33%
Research	35	16	4	1	1	0			
2014-15									
ART	283	146	29	23	4	5	34%	45%	60%
Research	0	1	0	1	0	1			
2015-16									
ART	263	148	21	20	2	7	36%	49%	78%
Research	0	0	0	0	0	0			

(ii) Induction

Key point: All members of staff undertake compulsory departmental induction

All new staff are welcomed by the HoD upon arrival before undertaking a compulsory departmental induction. This induction scheme, overhauled in 2014, begins as soon as the offer has been accepted, when new staff are provided with a handbook that includes mostly practical information. After their official start date, more detailed documentation is provided to help staff understand the requirements of the post. According to DCS, 20 of 42 (48%) respondents agreed or strongly agreed that the department uses senior women as well as senior men as visible role models in events including the induction process, whereas 7 respondents disagreed or strongly disagreed.

All new academics are assigned a ‘buddy’ who acts as first contact for general questions about the running of the department. The probation process follows university guidelines and consists of a mixture of objective-setting meetings (with the HoD or PI) and formal reviews once a year. Staff feedback on the effectiveness of departmental induction is sought in the review meetings and adjustments are made accordingly for the next intake. Our DCS results show that 36% of staff do not feel they have an adequate understanding of departmental policies relating to gender equality including parental leave and flexible working so we will improve how we convey this information to existing and new members of staff.

Objective 7 aims to inform staff members of such policies.

(iii) Promotion

Key points:

- **59.5% of staff say they understand the promotion criteria and process (DCS17).**
- **Our DCS suggests that women (46%) feel less familiar with the criteria than men (75%).**

In 2015/16, career progression became a mandatory point of discussion between reviewer and reviewee within the performance review. The HoD has discussions with staff who have indicated that they want to apply for promotion within the next two years and the department manager informs staff about university promotion briefings. All ART staff have a research mentor, whom they can consult about career progression. Informal support is available for application guidance and writing, but these procedures are inconsistent and uneven, and require improvement. **Table 5.1.2** shows the relatively small number of women applying for a readership or chair.

Table 5.1.2: Applications for promotions by gender:

	Lecturer to Senior Lecturer				Senior Lecturer to Reader				SL or Reader to Professor			
	Applied		Successful		Applied		Successful		Applied		Successful	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2012-13	2	1	2	1	2	0	1	0	0	0	0	0
2013-14	1	1	1	1	0	0	0	0	3*	0	1	0
2014-15	1	1	1	1	0	1	0	1	0	2#	0	1
2015-16	0	0	0	0	0	0	0	0	0	0	0	0
Success Rate Male	100%				50%				33%			
Success Rate Female	100%				100%				50%			

*one man awarded a Readership

one woman awarded a Readership

To improve the promotion rates of women to senior positions we will implement

Objective 11: preparing female senior lecturers and readers for promotion.

Because grant applications as well as research output are considered in promotion applications, we reviewed the Male:Female ratio of Principal Investigators (PI) of grants submitted between 2008 and 2016 finding that:

19 men submitted 63 grants (average 3.3 each)

12 women submitted 45 grants (average 3.8 each)

The success rate of these grants did not differ much by gender, with women being slightly more successful (56%) than men (52%).

All promotion applications during this period were by full-time staff. Women had similar success rates to men in applying for promotion from grade 7 to grade 8, contrary to staff opinion in focus groups. Although fewer women than men applied for a readership or chair,

they were more successful and this information must be seen alongside time spent in a grade. **Table 5.1.3** appears to show that women were promoted to professor at a younger age than men but were much older when appointed to reader. However, the numbers are small and are heavily skewed by the appointment of one ART female reader as HoD, for one year only, at age 45 during this period. The other female ART professor was aged 58 when promoted and the promotion of the only other ‘research-only’ female reader was at age 65.

Table 5.1.3: Promotion Statistics for Academic (ART & Research) Staff

	To Grade 7		To Grade 8		To Reader		To Professor/Senior Research Fellow/HoD	
	Male	Female	Male	Female	Male	Female	Male	Female
Time in previous grade	3.0	0	7.7	7.0	11.4	7.0	6.6	9.9
Average age at time of promotion	34	0	39	39	50	65	56	51

Considering the small number of women promoted to reader or professor, it is more instructive to assess promotions by cohort. Tables 5.1.4 and 5.1.5 represent data for all ART staff promoted between 2013 and 2016: . five women (3 from L to SL, 2 from SL to Reader and Professor)and 8 men (4 from L to SL, 3 from SL to Reader, 1 from Reader to Professor). Men therefore accounted for 70.6% of all promotions despite being only 62% of open contract ART staff.

There is also an imbalance in the proportion of male and female staff who have dependent children. Among those promoted 2 women and 7 men have dependent children. Both the women, but none of the men, had taken career breaks or worked part time. Between 2006 and 2017 there were seven cases of staff (including both academic and support staff) taking maternity leave, and of these there were three occurrences of the staff member leaving the department within 12 months after their return to work. The reasons and implications for these trends are not self-evident but they suggest that any policies diminishing an individual’s capacity to fulfil their care responsibilities while remaining in FT employment are likely to affect women more than men.

During 2013-2016, 20 male ART staff and 4 female ART staff were parents. For both sexes there is some suggestion that being a parent slowed down promotion (both men and women with children were promoted more slowly than the median for the cohort).. We therefore commit to **objective 12: change departmental practice to become more carers’ friendly and communicate this attitude to staff.**

Table 5.1.4 Female staff: length in grade (in years) between promotions, 2013-16.

BOLD = staff with children.

Grade	7	8	Reader	Prof 1.1	Prof 1.2	Prof 2	HoD
Individual 1	/	5.9	0.9	/			1.1
Individual 2	8	1.8	/				
Individual 3	6	2.8	/				
Individual 4	/	14		1.8	/		
Individual 5	7	3.8	/				
Individual 6			/	4.8	/		
Mean	7	9.95					
Median	7	9.95					

Table 5.1.5 Male staff: length in grade (in years) between promotions, 2013-16.

BOLD = staff with children.

Grade	7	8	Reader	Prof 1.1	Prof 1.2	Prof 2	HoD
Individual 1				/	4	2.8	/
Individual 2			/	3.9	0.1		0.9
Individual 3					/	1.9	3.9
Individual 4	8	3.8	/				
Individual 5	/	20.2	3.8	/			
Individual 6			7	2.8	/		
Individual 7	6	1	/				
Individual 8				8.8	2	/	
Individual 9	/	7	4.8	/			
Individual 10	5.7	1.8					
Individual 11	11	2.8	/				
Individual 12	/	7	2.8	/			
Mean	7.675	11.4					
Median	7	7					

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

Table 5.1.6: Submissions to RAE (2008) and REF (2014) by ART Staff by Gender

	RAE (2008)		REF (2014)	
	Eligible	Submitted	Eligible	Submitted
FTE	38	34 (89%)	55	34 (62%)
Male	24	22 (92%)	27	21 (78%)
Female	14	12 (86%)	18	13 (72%)

As **Table 5.1.6** shows, proportionally fewer women than men were returned in 2014 than in 2008 and the department was more selective in the staff it returned in 2014 than in 2008. The proportion of men and women submitted dropped equally between the two rounds. To facilitate a strong submission of as many staff as possible for REF2020, all eligible staff have been provided with a REF advisor who holds annual meeting with their advisees to discuss the progress of possible outputs and their strength, and potential impact case studies. While in previous years there were more men than women on the REF committee, from 2017 we have ensured there is an equal number of men and women on that body. Support for impact work, in particular impact case studies, is provided by an impact officer (academic staff-member) and, since January 2016, a part-time impact administrator. Staff leading on impact case studies for REF2020 receive workload allocation.

5.2. Career development: academic staff

(i) Training

Key points:

- 1) 59.5% of staff feel encouraged to take up career development opportunities and say that these are supported by the department (DCS17).**
- 2) 68% of staff have taken gender equality training and 95.5% unconscious bias training (DCS17).**
- 3) 39% of staff do not see any tangible payoff of these opportunities on position within department (DCS17).**

Leadership, management, and research development for both academic and support staff are organised by the university's Learning Development and Research Development teams. These courses (see **table 5.2.1**) are regularly promoted within the department. If interested,

staff consult with their line manager. Staff can also indicate on their performance review form any training required ranging from leadership training to bespoke language training. All staff must undertake on a regular basis mandatory (online) training courses (e.g. fire safety) and nearly all staff members (95%) have taken the optional (online) unconscious bias training course. Furthermore, all grade 7ART staff on open contracts must undertake a postgraduate certificate in teaching, which if successfully completed provides fellow status of the HEA. We also encourage fixed-term staff to apply to a university teaching programme which leads to associate fellow status of the HEA. Since 2015/16 the university also offers the York Professional Academic Development (YPAD) scheme, which allows staff to become senior fellows and principal fellow of the HEA. So far one male senior lecturer has successfully applied for Senior Fellow. While fewer women are in the senior grades that are attached to senior roles, more women take up leadership training than men. Although this is a very small sample, such evidence might contribute to increased female leadership in the department in the coming years.

Table 5.2.1: Leadership Programmes Attendance by Gender 2012-15

Programme	Male	Female
Academic Leaders in a Changing World	0	1
Strategic Leadership	1	0
Leadership in Action	0	0
Research Leaders	1	1
Research Leaders Supervisors Pathway	1	2
Total Attendees	3	4
Potential Pool of Attendees Grade 6+	35	29
Percentage Participation	8.5%	13.8%

Almost 60% of staff say they feel encouraged to take up development opportunities which include opportunities as conference presentations and language classes, however, as **table 5.2.1** shows, relatively few staff have availed themselves of formal training programmes.

(ii) Appraisal/development review**Key points:**

- **100% of eligible staff have undertaken the Performance and Development Review (PDR) since 2012.**
- **52.3% of staff find the annual performance review helpful (DCS17).**

Key points:

- **100% of eligible staff have undertaken the Performance and Development Review (PDR) since 2012.**
- **52.3% of staff find the annual performance review helpful (DCS17).**

A new University annual performance review (APR) was implemented in 2015/16. The department's reviewers (mostly professors and one female reader), have received training around preparation, conducting the review, giving feedback and setting objectives, as well as practice in holding review conversations and overcoming challenges. Staff must set both one-year and medium-term aims for the different aspects of their job, and they and the reviewer must indicate whether last year's aims were met, not met, or exceeded. Postdoctoral assistants are reviewed by the line manager (HoD). All staff are included in the PDR process unless they are on probation, will retire during the review year, or their contract is about to expire. While most staff find the new process helpful, focus groups have pointed to the varying quality of the reviewers and the lack of gender diversity of the reviewers (2F/12M). A decision was taken two years ago that the APRs should be carried out by professors and there is only 1 female professor. Furthermore, a high turnover of professorial staff and research-leave buyouts have led to changes in reviewer-reviewee teams preventing sustained career support.

Objective 13: reinforce the constructive and supportive elements of performance reviews.

(iii) Support given to academic staff for career progression**Key point:**

- **41 % of staff say that decision making is transparent and incorporates the view of a wide range of people (DSC17).**

All ART staff have a research mentor aligned to research expertise. The research mentoring process is not formalised which explains the varying quality of mentoring relationships reported by staff in focus groups. The department has only a small number of postdoctoral researchers, who are not allocated a research mentor – the PI provides them with career support and they can opt for a REF advisor. They are represented on the departmental research committee and are also offered teaching opportunities, ranging from one-off lectures and seminars to full modules, and some also sit on Thesis Advisory Panels or provide more informal support to PhD students. The university is currently undertaking a pilot mentoring scheme for postdoctoral researchers involving several science departments. If successful, it will be open to all postdocs in the department.

To support career development and progression of ART staff, we have introduced deputy roles for all key committees, to serve as an introduction to the larger administrative role of full chair and enable staff to gain relevant experience to assist with career development.

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

Key point: The department and the university provide different career events to students in different stages of the program.

UG Students:

The departmental careers officer, works with the careers service to offer a suite of briefings, drop-in sessions and other activities specific to history students, including some of the work schemes for first and second year students. In addition, UG students can make use of fairs, internship bureau and other schemes offered by the careers service which are open to all students. Individual ART staff are informed about the history-specific career events and provide careers advice during their termly one-to-one supervisory meetings and run a group supervision session on employability for their second-year supervisees. Briefings are held for final-year students about our MA schemes. Supervisors will work with students to write successful MA applications, whether at York or elsewhere.

MA students:

A briefing is held for all MA students about PhD funding and the support available in the department to apply to the White Rose College of the Arts and Humanities (WROCAH), including a review of draft applications. We are currently in the process of overhauling our MA programmes which from 2018/19 onwards will include a larger skills training component. This will benefit students who want to do a PhD and enhance the employment opportunities of others.

PHD students:

Careers advice and opportunities are available from a variety of sources:

- WROCAH (if funded through this scheme) provides additional funding for childcare to attend core training activities
- The University Research Development Team (RDT) runs the York Learning and Teaching Award (YLTA). We encourage our PhD students to take part. One of our staff has also acted as a supervisor on this scheme. Career advice is part of the regular supervisory meetings.

- The Humanities Resource Centre (HRC) offers a range of workshops and other activities to enhance students' research skills
- The department offers seminars/briefings (particularly for third-year students) on such topics as applying for jobs, getting published, conference presentation. All PhDs are also given the opportunity to teach undergraduates through the Graduate Teaching Assistance (GTA) scheme. PGWTS undertake bespoke training within the department. As part of their Thesis Advisory Panel meetings students' future training needs are discussed. The department also runs an annual graduate conference, in which recently upgraded PhD students present their work. MA students are invited to attend this event.

(v) Support offered to those applying for research grant applications

To facilitate larger grant applications, the department changed its research leave policy since RAE2008 from 1 term in 6 to 2 terms in 12. This is open to all academic staff, but in practice we do not have anyone on fixed term contract for more than 3 years. Support is available within and outside the department to help staff submit research grant applications. Regular emails from the HRC research support team and the chair of the departmental research committee (DRC) inform staff about new funding opportunities. All grants over £20,000 must be internally peer reviewed and we also offer peer review for small grants. Staff also have access to successful past applications on a shared drive and can discuss application plans with the chair of the DRC. Further support for grant applications is available from the Research Support Team in the HRC, particularly relating to project costings and the pathways to impact. The HRC also runs workshops and seminars on grant writing and briefings on funding schemes. With support of the HRC, in-house workshops have been organised for ECRs and postdoctoral researchers. There are also university-wide groups that provide development support for large-scale cross-disciplinary and institution-wide initiatives. Currently we do not offer feedback on unsuccessful applications but many staff consult the chair of the DRC to discuss whether the unsuccessful proposal can be resubmitted to another call or funder. Post-award support is provided by the Departmental Manager and assistance is available from the Research Grants and Contact Team and the HRC research support team.

The Department offers two types of research funding. Firstly, all ART staff have a personal research allowance. For 2017/8, the allocation will be 'stepped': lecturers and senior lecturers will receive more (£1,000) than readers/professors (£750). Secondly, there is a Research Preparation Fund to which staff can apply for projects that can lead to a grant applications or collaborations with external partners. Particular consideration is given to ECRs.

5.3. Flexible working and managing career breaks

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

Key point:

- **36% of staff do not have an adequate understanding of policies relating to gender equality including parental leave, flexible working. Particularly women show a lack of understanding. While 19% of men mentioned that they did not understand the policies, 42% of women did. DCS17.**

So far, no member of staff has taken adoption leave. The University offers a comprehensive maternity leave scheme, with the amount of leave determined by time spent in post. Prior to the maternity leave, the departmental manager provides the following for both academic and support staff:

- The University maternity policy to inform the staff member of her rights and the support available during her maternity
- A risk assessment to ensure the member of staff is comfortable and safe during her pregnancy
- Information about annual leave accrual during maternity leave and how this can be used to extend the leave and Keeping in Touch days (KIT), if relevant.

We recognize that members of staff might not use rights that they are not aware they have and we aim to tackle this problem through

Objective 7 Make sure staff are informed of our part time and parental leave arrangements

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

During maternity leave, the following support is provided to both academic and support staff:

- If the member of staff has chosen to continue to receive emails, they are kept abreast of developments without obligation to follow up on the content
- KIT days can be established to allow the staff member to keep up to date with developments in the Department.

To support staff:

- Cover is provided by either secondment or internal recruitment (external recruitment on some occasions).

To academic staff:

- Cover for teaching and administration is provided through re-distribution of workload using the departmental workload allocation, with special provision for PHD supervision according to need.

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

After maternity leave, the following support is provided for both academic and support staff:

- A new risk assessment is carried out to ensure the member of staff is comfortable and safe. Attention is given to arrangements for breast feeding. Staff members receive special accommodation in their offices, including furniture and fridges for storing expressed milk. The University has three baby-feeding rooms on campus.
- The role holder is invited to join induction or to obtain an update on developments that have occurred during her maternity leave.

To academic staff:

- Returning staff take up their place in the research leave cycle so that maternity leave can be immediately followed by research leave. But we do not yet offer any compensation for time lost in research while on maternity leave. We offer the option of a phased return to work and under our flexible working policy staff can ask for a temporary or permanent change in contract (to reduce or increase hours) at any time during their employment. We highlight these policies, to ensure staff are aware of them.
- **Objective 7 Make sure staff are informed of our part time and parental leave arrangements**

(iv) Maternity return rate

Between 2011 and 2016, 3 academic and 1 research staff took maternity leave and all returned. The average length of maternity leave was 235 days. Of the 3 academic staff, 1 returned and has remained on a part-time contract (at their request); 1 returned on a fixed-term part-time basis for four months and has since resumed full-time work by request; and 1 returned immediately full-time. As only a small proportion of staff have taken maternity leave, the department does not yet have sufficient data on patterns of return to work but we ensure that returnees have the option of a phased return to work (through a fixed-term, part-time arrangement). Although the sample is miniscule, we do have a 100% return rate after maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Between 2011 and 2016, 3 academics and 1 full-time and 1 part-time support staff took paternity leave. Considering the size and age of the department, this data suggests that not all male staff have taken their statutory right.

Objective 7: Make sure staff are informed of our part time and parental leave arrangements

(vi) **Flexible working**

Key point:

- **59% of staff agree that the department is supportive of flexible working requests (DCS17).**

Working from home is a option open to all members of academic staff and follows University policies and processes. Those who wish to work offsite regularly submit a formal application to the line manager. The process for repeated flexible working is identical for academic and support staff in all grades.

Support Staff:

There is a flexi-time system in place for support staff wherever operational needs allow, with core hours of 10am - 12pm and 2pm - 4pm. Those working part-time are encouraged to state their working hours/days in their email signatures.

Academic staff:

Academic staff enjoy flexible working around timetabled teaching and meetings. Since the University teaching timetable runs from 9am to 6pm staff can request a timetabling constraint due to caring responsibilities. Requests to the HoD are becoming more frequent and the department strives to meet the request, particularly if this involves childcare. In 2016/17, 9 requests were granted (6 women and 3 men).

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

As mentioned, 2 staff members came back from maternity leave and part-time working and have since transitioned back to full-time roles. We will make sure staff remain informed of our flexible working and transition policies as part of **Objective 7: Make sure staff are informed of our part time and parental leave arrangements.**

5.4 Organisation and culture

(i) Culture

Key points:

- 69% of staff feel that the department's culture is inclusive and welcoming to all (DCS17)
- 97% of staff support positive action to promote gender equality (DCS17)
- More staff (34%) believe that men and women are not paid an equal amount for the same job than those who believe they do (32%)
- While 76% agree that the department is a great place to work for men, only 33% of staff agree that the department is a great place to work for women

Since setting up the SAT in 2016, the department has been analysing, discussing and creating action points regarding gender equality and inclusivity and has also organised a workshop by Professor Paul Walton (who led Chemistry's gold AS award), on unconscious bias. We benefit from a university culture that is actively committed to Athena SWAN: there is a dedicated Athena Swan co-ordinator; a faculty Athena Swan working group, and a University Athena SWAN forum, which holds termly meetings and workshops open to all university staff. Our SAT reports to the termly meetings of the Board of Studies and/or end of term staff meetings. Athena Swan is standing item on the DMT agenda and SAT members sit on all important committees and ensure that equality and diversity is addressed. Information on Athena SWAN is included on our website. The 58% response rate of the DCS (60% of respondents were women), and attendance at Focus Groups (13 women and 11 men) indicates that not all members of staff, particularly men, have fully engaged with Athena Swan and we will address this under **Objective 1: Increase recognition of the importance of gender equality among staff members**

Focus groups indicated that staff gender relations have improved in the last 5 to 10 years. Yet it is far from perfect as the DCS illustrates. Fewer women (58%) than men (88%) agree that the department's culture is inclusive, and more women (88%) than men (63%) agreed that the department was a great place to work in for men. We intend to monitor staff attitudes towards life in the department on a continuous level in order to assess whether our actions help improve these numbers.

Objective 14: Continue to monitor staff experience.

The focus groups suggested that gender continues to be, or has perhaps become a more prominent issue within the class room. Staff sometimes find it hard to encourage male and female students to work together in small groups, to equally participate in plenary discussions, for female students to speak up in seminars, etc. The student focus groups have also suggested that students perceive female staff to be less harsh markers, that they address women differently than men, and that they have other biased opinions about female staff. These findings are disconcerting, even with the caveat that it was based on a single focus group of five female students.

Objective 15: To increase staff awareness to unconscious gender bias in the classroom.

(ii) HR policies

The Department follows university policy on equality, dignity at work, bullying, and harassment. Grievance or disciplinary processes are done via consultation with the HoD and HR. The History department has taken the step of appointing a trained harassment advisor, who acts as a first contact for staff or students experiencing harassment or bullying. Our advisor has now designed the university's general policy on harassment.

The departmental response to the University Staff Survey 2017 (USS17) showed that, although staff feel they have good control over, and flexibility in, how they work, 78% of staff members reported they experience work-related stress either sometimes or frequently, with 7% identifying stress as a constant feature, and 7% identifying it as a rare factor in their careers. Following a staff meeting about this, student handbooks were updated with a section on email etiquette and the maximum number of days that it may take staff to respond to their emails and staff have been informed that they are under no obligations to respond to work emails after timetabled hours.

(iii) Representation of men and women on committees

Key point:

- 68% of staff say that certain roles in the department are more associated with men than women (DCS17).

Table 5.4.1: Key role-holders 2012-2017

Role	Male	Female
HoD	2	1
Deputy HoD	1	2
Chair of the Board of Studies	3	0
Chair DRC	3	0
Admissions Officer	1	3
Chair of Graduate School Board	2	1
Chair Teaching Committee	1	1

Except for an interim arrangement in 2015/16, the department has always had a male HoD (see **table 5.4.1**) and until 2017, the chair of DRC has always been a man. Between 2007-2010 the department had a female chair of the board of studies but in recent years the post has been held by men. Following several male admissions officers, this post has been held by women for the last 7 years. From 2017/18, this role will be held again by a man. As the key role holders form the departmental management committee (DMT), the DMT for the last few years has been male-dominated. Furthermore, most of the deputies of the key male role holders have been female (e.g. deputy Chair of Graduate School board, Deputy Research committee, Deputy chair of Board of Studies). The gendered profile of key roles is problematic as it has implications for the promotion prospects of female staff; (along with a nearly all female professional support team) sends out the wrong signals to students and staff about the department's commitment to equality; and can also lead to gender being insufficiently considered when proposals are made for new policies etc.

Objective 16: increase transparency in procedures deciding the rotation of role holders

While few women hold key roles, they are well represented on departmental committees, largely because many minor roles are held by (junior) female staff. The three key committees are DMT, teaching, and research. These have become more gender balanced over time but as both rely on a great number of ex-officio members (e.g. HoD on research committee and deputy HoD on teaching committee), the gender make-up can easily change for year to year. For example, in the 2017 teaching committee has only two women (and seven men), and yet this is also partially a result of the gender-conscious decision to place more men in the

pastoral positions that are on the committee. Focus groups have suggested that gender presumptions negatively affect the discussion in some committees.

Objective 17: Improving departmental committee culture.

The workload allocation committee (HoD, Deputy HoD, Chair of BoS, Co-chair SAT) considers the administrative roles that need to be filled. The committee is now striving to increase equity, including aiming to ensure pastoral responsibilities are not all assigned to female staff. There has been some recent success: the Admissions tutor and two of the senior tutors in 2017/18 are men, and the head of the Research committee is a woman. Yet other steps proved difficult when allocating posts for 2017/18 due to departmental research leave policy and successful grant applications.

Objective 18: ensure gender balance in the assignment of roles that involve intensive pastoral interaction with students.

In line with university policy, the department has an external advisory board, representing our students' destinations (e.g. media and NGOs) and our key external stakeholders (heritage sector). The gender balance is currently 9 men and 2 women. Each member serves three years. As part of our commitments outlined in **Objective 5 (sustaining the ratio of female students in our PGR program)** we aim to create a more gender-balanced external advisory board, and invite members of the board to discuss career choices with our PGT students.

(iv) Participation on influential external committees

For key university committees departments can nominate candidates, who will be either selected (by the committee chair or elected (by members of senate). Currently the department has no policies regarding these nominations. Normally the HoD has approached a relevant officeholder, e.g. chair of DRC or chair SAT, to gauge interest. For other university committees all staff can apply or the chair of the committee asks staff to join based on their expertise. Female members of staff have sat and sit on university committees, including Equality Diversity, Teaching, Library, Research, and Senate.

Our workload model grants an allocation for some but not all university posts and this can work as a disincentive for women to apply or agree to be nominated. The workload model does not consider work for committees external to the university, such as learned societies, professional organisations, funding councils, trade unions, and academic journals. In APRs and mentoring meetings, staff are encouraged to serve on external committees from a promotion perspective. While various female members of staff sit on external committees including several SAT members we do not yet have sufficient information as to whether women are more or less likely to sit on external committees.

Objective 19: Assessing the workload implications for a gender-balanced participation in university posts and external committees.

(v) **Workload model**

Key points:

- **55% of staff say that they are aware of mechanisms to ensure that responsibilities are distributed equally in the department (DCS17).**
- **32.5 % of staff agree that workload is allocated on a clear and fair basis irrespective of gender (DCS17).**

The workload allocation model (WAM), administered by the Chair of the BoS and the Deputy HoD, applies to ART and teaching-only staff. While standard research is not counted in the workload model, the model does recognise the buy-out arrangements for certain externally funded research (2 years or over/over £200k) and work involved in generating impact case studies required by the REF. The model starts with a standard allocation for marking, participating in open days, meeting personal supervisees etc then adds allocation for administrative roles held, PhD supervision and TAP membership. The teaching plan is added after these sums have been calculated.

In 2016, the remit of the Workload Planning Committee was reviewed to ensure parity for all staff, and a set of principles established. These focus on 5 areas:

1. Fair and equitable treatment: ensure equity in terms of gender and other protected characteristics, in particular by considering all available staff systematically as well as reviewing the roles allocated on an annual basis.
2. Career development: ensure all staff have equal access to career development opportunities, considering their strengths, experience, personal goals and allowing staff timely opportunities for the purposes of meeting criteria for promotion.
3. Transparency: provide a transparent process whilst ensuring personal details remain confidential.
4. Training and support: ensure that training and support is provided to enable people to carry out roles successfully.
5. Expectations: Chair of Research Committee to be held by staff at Reader or above (rather than Professor, as had been the case previously, which in turn ensured the role was predominantly held by men)

Focus groups and the DCS have suggested that despite these new rules, staff do not believe the process of allocating workload is very transparent and especially women (46%) feel that work is not allocated fairly. It is assumed that the more important roles and roles that offer scope for development go overwhelmingly to male colleagues and that male staff who excel in research are not given any (or only a minor) administrative role, and that some staff can

‘negotiate’ their admin roles, while others are assigned roles without dialogue. In 2015/16, we took part in a University trial with a software system (WAMS) that allowed us to break down allocation by gender and grade. This made it possible to adjust the teaching programme in such a way to ensure near gender parity in workload allocation. Although the university has not continued a subscription to this system, we continue to check average workloads by gender and grade. In line with new university guidelines, we are reforming our workload allocation model to make it more transparent.

Objective 16: Increase transparency in procedures deciding the rotation of role holders.

(vi) Timing of departmental meetings and social gatherings

Key point:

- **45% of staff feel that meetings and social gatherings are not taking place within core hours to allow those with caring responsibilities to attend (DSC17). Only 28% of staff feel these events do not interfere with care responsibilities, and 26% have no opinion on the matter.**

Departmental committee meetings take place during core hours (10-4). They are scheduled in advance and appear on staff timetables in the summer term prior to each academic year to allow staff to plan around caring responsibilities or other commitments. The weekly research seminars for staff and students are held on Wednesdays at 5:30. Repeated objections have often been raised to the timing, particularly by staff with caring responsibilities, but no satisfactory solution has been found as of yet.

In 2016-7 the convenors of the seminar experimented with ‘brown bag’ lunches for informal research discussion and these have proved popular. But these events by no means replace research seminars as the main foci of departmental research culture. The current situation creates inequities in that grey area where professional and social life meet: those with care commitments are sometimes unable to network or create research collaborations with colleagues, and are thus less aware of the work produced by their colleagues who present at seminar. They are also prevented from being fully included in the community life of the department. Even those who have care responsibilities but manage to make it to the seminars are relying on the assistance of their families to fulfil a core function of the job.

Objective 20: Hold essential research activities in core hours.

We use a rota system for the four university open days, which usually take place on Fridays, Saturdays and Sundays. At the end of the summer term, staff select one of four days. This allows staff with caring responsibilities to opt for a Friday. Any away days/afternoons are scheduled during timetabled hours. Professional support staff hold monthly meetings to

disseminate University and Departmental information and to assess workflow through the office. This meeting is open to all 11 History Department Administrators (10 women and 1 man).

The main social gatherings taking place are the annual Christmas dinner, the examiners' party and the Aylmer lecture /dinner, which are all held in the evening. These are inclusive parties in terms of grade and type of contract but exclude partners and children. In addition, professional support staff have regular coffee-and-cake meetings to celebrate birthdays etc. We recognize these special evenings as opportunities for staff to spend time together at a special venue away from the workplace and we therefore choose not to change the timing of these particular events.

(vii) Visibility of role models

Key points:

- **47% agree that the department uses both senior women and men as role models, as e.g. speakers at conferences, at recruitment events (DCS17).**

In 2016, new guidelines were drawn up for the departmental research seminars which include achieving a gender balance over the course of the year. Gender has long played a consideration in the invitations for the annual Aylmer lecture, which alternates between male and female speakers and also in the appointment of external examiners (we currently have a 50:50 balance in external examiners).

At open days and visit days, we aim to provide a balance of male and female staff and student helpers. Our website includes a section on equality and diversity and Athena SWAN and provides gender-balanced images of staff and students. More, however, can be done to highlight the work of female staff and PhD students online. We have, for example, identified a lack of gender balance on our taught postgraduate program websites. **As part of objectives 2 and 5 we plan to overhaul our web presence and make sure it provides a gender-balanced picture of the department.**

(viii) Outreach activities

The Department has an outward-looking research culture and long history of working with local, regional, national, and global audiences. Our Institute for the Public Understanding of the Past (IPUP) was founded in 2007 to further develop our research and engagement with public history and public uses and interpretations of the past in today's society. Since its

foundation it has had a female director for 9/10 years and women have directed the MA in Public History for 4/5 years since its foundation. Fifteen members of staff are associated with IPUP, nearly half of whom are women (42%). Since 2015 the department has also appointed an 'Impact Manager' and both role-holders have been women.

Staff take regularly part in outreach and public engagement activities on and off campus, e.g. annual sixth form conference the university's annual public 'Festival of Ideas', running workshops or lectures for local community groups and history societies. There is a long-standing culture of public engagement within the department, except for the impact-case studies for REF2014 which recorded activities of 13 members of staff (8 men and 5 women). The REF2014 data and anecdotal evidence suggest that women are at least as likely to engage with outreach activities as men and are more often given leadership roles in this area. But as we do not currently hold full data in this area it is not possible to say whether this is providing an area for women's career progression or is an area of hidden contribution by women.

Objective 19: assess the workload implications for gender-balanced participation in university posts.

7. Action Plan

	Objective	Rationale (evidence that prompted this objective)	Action already taken to date and outcome	Further action planned	Timeframe	Person responsible	Target outcome
1	Increase recognition of the importance of gender equality among staff members	Men have not participated in AS activities as much as women did. In relative terms men have also been uncooperative in departmental AS activities such as the survey.	AS is a standing item on all committees, and staff members were invited to contribute to survey and focus groups.	1) Invite speakers who would address the way unconscious gender bias can have a negative impact on the quality of our work and productivity 2) Continue to solicit information and measure attitudes in bi-annual surveys. Such consistence, tied to the design of policy, would clarify to all colleagues that AS is not a passing fad but rather a crucial aspect of policymaking in the department.	1) May 2018 2) March 2019	1) Chairs of AS SAT 2) Chairs of AS SAT	40 % M ratio in AS SAT
2	Increasing student awareness and engagement with gender equality in higher education	No male students volunteered at AS focus group Female student focus group indicated Department advisory board (meets student and advises them about future careers) is almost entirely male.	Invitation advertised to participate in AS focus group	1) Raise the profile of the department's AS efforts among students in start of term supervision meetings and online 2) Consult with student reps to consider ways to discuss unconscious bias with students. 3) Ask departmental advisory board to discuss gender equality challenges in their different industries during their annual meeting with the student body 4) Next time new positions open in the department advisory board, invite women to occupy these	1) January 2018 2) June 2018 3) May 2018 4) June 2018	Chair of TAC Chairs of AS SAT	Student population would become more aware and sensitive to the problem of unconscious gender bias



				positions			
3	Establish an Equality and Diversity Committee of which the AS SAT will become a sub-group	Current purview of AS does not include questions of race, disability, and intersectionality	-	Decide constitution, terms of reference, membership and schedule of meetings	April 2018	DMT	An EDC in place holding events and raising awareness to a variety of equality issues from 2018/19 onwards
4	Learn about possible gender differences in undergraduate students choice of our program	We seem to attract more female students than male students, and we would like to know why as it would help us maintain and encourage more women to come study at York	-	1) Student reps in Athena Swan to solicit views of studies at York and their potential gender element 2) Add questions investigating that matter to the annual internal polls of students in all stages	June 2018	AS SAT	Potentially we might find reasons why female students seem to select York and succeed more than men, and devise a plan to maintain these strengths
5	Sustain the current ratio of women in our PGR program	While women make the majority of our undergraduate and taught postgraduate programs, their ratio among PGR students is not as stable	-	1) Set up An INSPIRE event (or set of activities), whereby female PHD students and academics talk about their progress from MA to PhD. 2) Revise recruitment materials (posters and online) to reflect the activities of female historians in the department 3) Encourage staff members to inspire PGT students to apply 4) Inquire for possible coordination of the recruitment of more women PGR among other universities involved in the White Rose College of the Arts and the Humanities 5) Ask the advisory board to give talks to PGT students about their career choices	September 2018 – September 2021	AS SAT Chair GSB	Maintain the ratio of female PGR students above 50%, similar to UG levels.



6	Continue to support fixed term staff in our department	80 per cent of fixed term contracts are women. This means they do not enjoy job security and they need to enter the job market for future income. On the other hand, these fixed term positions are regularly required on the way to more secure permanent employment, so reducing ratio of women within fixed term contracts is more likely to hurt the advancement of women in academic than promote it.	In recognition of the department's responsibility to the career prospects of fixed term academic staff, the department provides such employees with identical research funding to open contract members of staff in the same grade Fixed term academic staff is also eligible to apply to pump priming funds within the department like open contract staff	Department to start compiling data on the destinations and employment of fixed term staff three years after their employment at York ended, in order to assess the function their time in York played in their career advancement	June 2019- June 2021	AS SAT	In 3-4 years we should be in a position to know whether a fixed term contract in York is a useful stepping stone for junior scholars
7	Make sure staff are informed of our part time and parental leave arrangements	Staff survey suggests many are not aware of parental leave and part time arrangements	-	Publish and promote departmental flexible working and parental leave guidance in departmental newsletter and in staff meetings	March 2019	Department Manager	2019 Staff survey should reveal greater familiarity with the department's welfare policies
8	We are not fully conscious of the reasons that resulted in such a lack of gender balance among senior staff	In 2017-18 only 2 of senior ART staff are women		Study the history of gender and promotional pipeline in the department across a 30 years span to learn what brought to the current situation. In particular assess hiring practices as well as any potential motivations that might have brought women who were on junior levels 2-3 decades ago to decide to leave the department.	June 2019	AS Chairs	A report that would clarify likely reasons, grounded in the historical study of cause and effect
9	Increasing oversight and transparency in recruitment processes	Men consistently apply to our open contract positions in higher numbers	Instituted observers from AS SAT in searches Instituted the habit of reading applications	1)Continue to provide observers for appointment committees 2) Institute mandatory breaks for refreshing during job discussions (evidence suggests tiredness	1) January 2018-January 2021 2) January 2018	Department Manager HoD	Department continues to recruit similar ratio of f/m



			from different locations on the alphabet – thus reducing the effects of tiredness on materials assessment. Tried gender-blind vetting, wound up with 80 per cent men interviewed. In light of that, discontinued the exercise	increases risk of unconscious bias sipping in)			
10	Increasing the ratio of women in senior grades	Only 2 of 15 professors and readers are women This means that DMT often consists of a male majority, especially since HoD must in most occasions be a professor and head of DRC must be a reader or above.	- The department is focussed on a targeted search activity on female candidate for the Vice chancellor position - HoD tries to involve female members of staff in the DMT in ad-hoc capacity	1) using positive action statements in advertisements for senior appointments where women are underrepresented.	1) December 2017	1) DM HoD	The ratio of m/f professors and readers should be more balanced in five years time
11	Preparing female senior lecturers and readers for promotion	Lack of women in senior grades	HoD provides supportive follow up for those who apply for promotion and are unsuccessful	1) Hold a seminar for SL and above) about promotion processes. Led by members of faculty and Univ promotions committee including promoted historians. HoD will personally encourage eligible individuals to attend.	1) May 2018 – May 2021	HoD	In five years time, more women should advance through the pipeline to the senior levels (30%).
12	Change departmental practices to become more friendly to carers and communicate	- Some (inconclusive) evidence that care responsibilities seem to negatively impact or delay promotion prospects. - Most carers in the	The department successfully implements timetabling constraints, providing all carers with the	1) Inform staff of carer leave policies 2) Inform staff of commitments to keep core activities to regular working hours, explicitly in order to assist those with care	May 2018- May 2021	DM HoD	2019 staff survey should reveal more staff are aware of departmental policies



	this attitude to staff	department are men who might resort to relying on family help to attend to the demands of the job. Providing a more family friendly practice, then, would have a beneficial effect across all those with care responsibilities in the department.	flexibility to make sure they can meet their teaching obligations outside of the time they take care of their dependents.	responsibilities 3) Investigate staff attitudes towards maternal or paternal leave in focus groups to be held 2019. 4) change timing of essential departmental activities (see objective 5.14 below)			Assessment of promotions in five years time should reveal those with care responsibilities are progressing in a reasonable rate
13	Reinforce the constructive and supportive elements of performance review	Survey reveals many staff members are not sure about the function of performance review	DRC reads any applications coming in from members of staff quickly and on a running basis, providing constructive feedback	1) Create a clearer breakdown between the roles and duties of research mentor, REF advisor, and Performance reviewer . 2) Stipulate that all mentors must reach out to those they mentor at least one a year and offer to meet 2) Instruct performance reviewers to mentor the career advancement and strategize with the reviewee (rather than only judge progress)	September 2018	1)DMT 2) HoD	2019 staff survey to reveal more staff recognize the benefits of performance review
14	Continue to monitor staff experience	The DCS of 2017 was the first concentrated survey of department culture every held. Without repeating the exercise we would never know if any changes we enact are effective	The university-wide staff survey is useful and informs our discussions, but it is not tailored for the department's needs or issues.	Re-tailor the DCS and hold it again in 2019, checking for continuities or shifts in attitudes from 2017	March 2019	Chairs of AS SAT	Success would be to see a participation rate above 65 per cent in the 2019 DCS (as opposed to 58 in 2017)
15	Increase staff awareness of unconscious gender bias in the classroom	Small sample size, but student focus group suggests students see female tutors in a more casual light. Staff could effect this in a variety of ways.	-	1) AS Chairs to hold a workshop on how to encounter unconscious gender bias in the classroom in a staff meeting 2) Teaching committee to instruct all tutors to consider the gender division (ratio of f/m) of historians on their syllabi. The assumption here is that if the	April 2019	Chairs of AS SAT Teaching Committee	Success would be evidence of more favourable student experience in focus groups to be held in 2019



				<p>students only read male historians, they would recognize the discipline as male territory.</p> <p>3) Member of AS Team to compile a study of existing research on gender bias in the classroom. Findings would be advertised to the rest of the department.</p>			
16	Increase transparency in procedures the rotation of role holders	Most senior role holders are usually men. This (along with the nearly all female support staff) demoralizes women in the department and risks conveying to the students that leading academic work is the purview of men	Workload committee is actively considering the gender division of roles in the department, attempting to assign more women to senior roles.	Workload committee to continue considering gender in the division of senior roles, aiming to assign more women to roles that would be valued by promotion panels.	Immediately	HoD DM Chair BoS	Success would be reflected in greater satisfaction with the department's role allocation as reflected in the 2019 surveys
17	Improving departmental culture	Focus groups among female staff suggest women feel at times that their words are not respected as much as those of their male colleagues	A statement added to be read at the beginning of all committee meetings, stating the need for respectful conversation.	This has now been instated	Immediately	All committee heads Department Manager	Success would be measured by no evidence of frustration at committee culture in 2019 focus groups
18	Ensure female staff members do not hold disproportional responsibility for pastoral interaction with students	Historically most admission tutors, stage 1,2,3 tutors, and most support staff were women. This gave students the sense female staff are more approachable and ate away at female staff's time disproportionately	As a result of a committed effort of workload committee, the current admission tutor is a man, and two of three stage tutors are men.	Workload committee to make sure female scholars do not receive a disproportionately high amount of pastoral care responsibilities	Immediately	HoD Chair BoS	Maintain a similarity between gender ratio of staff members in the department to gender ratio among those in heavy pastoral roles.
19	Assess workload implications for gender-balanced participation in university posts external	Some might be discouraged from applying for positions that do not grant any recognition in workload terms. This might discourage some	Workload committee has considered and stipulated the workload allocation points for university posts	HoD, DMT, and workload committee to continue to consider gender equality when it comes to recommending candidates for university posts.	September 2018	Chair BoS HoD	Success would be to discover that in five years time the ratio of women among those on



	committees, and public engagement	women from applying to these positions.					university posts and external committees is higher than today, and that their work is recognized similarly to men in workload terms
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20	Holding essential research activities in core hours	<p>Staff with care responsibilities either miss seminars or need to trouble their partners or contract outside help in order to partake in the department's key research activity.</p> <p>Holding key research activity in an unfriendly hour clashes with department's commitment to equality</p> <p>There is some trepidation among some staff that an earlier hour for the seminar could hurt attendance, which was low in the past</p> <p>There are also difficulties securing time slots that would not clash with committee activities</p>	<p>Brown bag research lunch were instituted. These are popular.</p> <p>Postgraduate students are repeatedly encouraged to come to the seminar</p>	Department to trial at least three slots for seminars that could be held earlier on Wednesday (either lunchtime or 14:00), starting spring term 2018.	January 2018	HoD Seminar convenors	Success would be to have seminars that are scheduled at more carer-friendly hour and still retain their popularity
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