



Department Application Bronze and Silver Award





School of Humanities Away Day 2017



#1DayWithoutUs: without our non-UK born colleagues

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Total		10,500	10,500

Name of institution	University of Hertfordshire	
Department	Humanities	
Focus of department	AHSSBL	
Date of application	28 April 2017	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2015	Level: Bronze
Contact for application <small>Must be based in the department</small>	Marjolein Groefsema	
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Departmental website	http://www.herts.ac.uk/apply/schools-of-study/humanities	

List of abbreviations

Abbreviation	Full term
ADOS	Associate Dean Of School
AHSSBL	Arts, Humanities, Social Sciences, Business, and Law
AM	Academic Manager
AP	Action point
AS	Athena SWAN
BOS	Bristol online surveys
CATS	Credit Accumulation and Transfer Scheme
CPAD	Continuing Professional and Academic Development course
DASSH	Deans of Arts, Social Sciences and Humanities
EAS	English for Academic Studies programme
ECU	Equality Challenge Unit
EL&C	English Language & Communication
FHEA	Fellow of the Higher Education Academy
HE	Higher Education
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HP	Humanities Programme
HR	Human Resources department
IAP	Institutional Action Plan
IFP	International Foundation Programme
JH	Joint Honours programme
KIT	Keeping in touch
LTIC	University of Hertfordshire Learning, Teaching and Innovation Centre
MCS	Mass Communications Programme
MFQ	Module Feedback Questionnaire
Non-SET	Not Science, Engineering and Technology
OH	Occupational Health
PGR	Post-graduate Research
PGT	Post-graduate Taught
QR	Quality Related
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SAC	School Academic Committee
SAT	Self-Assessment Team
SEG	School Executive Group
SoH	The School of Humanities
STEM	Science, Technology, Engineering and Mathematics
SS	Staff survey
UG	Undergraduate
UH	University of Hertfordshire
UH IAP	University of Hertfordshire Institutional Action Plan
UPR	University Policy and Regulation
VL	Visiting Lecturer
VLE	Virtual Learning Environment

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1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Athena SWAN Manager, ECU
7th Floor Queen's House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

27 April 2017

Dear Ruth Gilligan,

I am very pleased to support this application for an Athena SWAN (AS) Bronze Award from the School of Humanities (SoH) at the University of Hertfordshire (UH).

As Dean, I am committed to the promotion of gender equality and inclusivity in every aspect of the School's staffing, strategic development and student experience, thereby embedding the AS principles in all we do. I furthermore believe that the high response rate in the staff surveys that have fed into this application testify to a similar commitment in the School as a whole. However, I am particularly conscious of the need to ensure that, in an environment typical of our disciplines, where women tend to outnumber men, we do not lose sight of the deeper structures determining opportunities to succeed and progress.

Thus, while I am pleased that three of our six Heads of Subject and all our Associate Deans are women, and while I have been delighted to see three mid-career colleagues win places on the Aurora programme over the last three years, pathways to management are not the only story; we also need to ensure that research routes for development and promotion are not closed off through gender-inflected delegation and workload allocation practices. We have made considerable progress in this area of late, with three women promoted to readerships and our first female appointment to a professorship. This, however, can only be the start. As our Action Plan (AP4.5, AP4.6, AP5.3, AP5.16, AP5.17) demonstrates, we will employ the outcomes of our AS submission to understand and tackle the more hidden gendered factors affecting all aspects of staff progression and development.

The School is committed to attracting and developing outstanding people and recognising and rewarding excellence, wherever these are found. In my work as Dean I have striven to

maintain an atmosphere of trust, integrity and mutual respect and a visible commitment to diversity and equality. I strongly believe that these values are at the heart of our aspirations and our day-to-day working relationships in the School of Humanities and that they also provide a springboard for the continual promotion of equality of opportunity. The focus in our Action Plan on the make-up of our student population and their visibility as an integral part of the School (AP5.11, AP5.22) broadens that challenge but offers exciting opportunities for promoting the diversity of our academic community and of the profession beyond.

It has been a pleasure and a privilege to chair the School Self-Assessment Team (SAT), and I give my full support to the report and Action Plan produced under Dr Marjolein Groefsema's leadership. I confirm that the information presented in our application (including qualitative and quantitative data) is an honest, accurate and true representation of the School. The work of the SAT has opened our eyes to our strengths, such as a generally strong career pipeline for women, but has also educated us on those areas where there is further work to be done. A Bronze Award would serve to endorse our achievements and provide a base from which we can continue to improve and tackle further challenges, such as the almost complete lack of women at AM2 level. We are committed to building through the implementation of our Action Plan towards a submission for the Silver Award in 2021 and will continue to employ the Charter principles as the means of ensuring that the cultural changes we seek are built on firm foundations.

Yours sincerely,



Jeremy Ridgman

Dean of the School of Humanities

Direct Line 01707 285519

Email: j.ridgman@herts.ac.uk



University of Hertfordshire Higher Education Corporation is an exempt charity

(571 words)

2. DESCRIPTION OF THE DEPARTMENT

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

The School of Humanities (SoH) comprises six Subject Groups, each managed by a Head of Subject, with line-management responsibility for staff within the Group. The overall management structure of SoH consists of a Dean of School (male) and five Associate Deans (all female), responsible for Academic Quality Assurance, Commercial, International, Learning and Teaching, and Research.

SoH offers a range of programmes and hosts the Joint Honours (JH) and Credit Accumulation and Transfer Scheme (CATS) programmes, which give students the opportunity to study combinations of subjects offered by different Schools in the University. On JH, students can combine Business, Computing, Economics, History, Human Biology, Journalism & Media Cultures, Languages, Law, Mathematics, Philosophy, Psychology, and Sports Studies.

CATS students are able to select modules on programmes from the University's portfolio to build an academically coherent non-standard programme of study.

Subject Group	Subjects offered	Taught on Programme(s)
English Language & Communication (EL&C)	English Language & Communication (Single Honours, Major, Joint, Minor)	Humanities Programme (UG) Mass Communications Programme (UG)
	English Language Teaching (Minor)	Humanities Programme (UG) MA Teaching English to Speakers of Other Languages
English Literature	English Literature (Single Honours, Major, Joint, Minor)	Humanities Programme (UG) MA Modern Literary Cultures
	Creative Writing (Joint, Minor)	Humanities Programme (UG) Mass Communications Programme (UG) MA Creative Writing
History	History (Single Honours, Major, Joint, Minor)	Humanities Programme (UG) Joint Honours Programme (UG)
	Public History (Minor)	Humanities Programme (UG)
Languages	French, Italian, Spanish, German, Mandarin and Japanese (Minor)	Humanities Programme (UG) Joint Honours Programme (UG) Business School Programmes (UG)
	Academic English	International Foundation Programme English for Academic Studies Programme Pre-sessional and In-sessional English
Media	Journalism (Joint, Minor), Media (Joint)	Humanities Programme (UG) Joint Honours Programme (UG) Mass Communications Programme (UG) MA Journalism and Media Communications

	Film	Humanities Programme (UG) Mass Communications Programme (UG) MA Global Film and Television (Online)
	Media Cultures and New Media Publishing (Minors)	Humanities Programme (UG) Mass Communications Programme (UG)
Philosophy	Philosophy (Single Honours, Major, Joint, Minor)	Humanities Programme (UG) Joint Honours Programme (UG)
	Religious Studies (Minor)	Humanities Programme (UG)

Table 1: Subject Groups, Subjects and Programmes in SoH

In 2014, History, Philosophy, and English Language and Literature were submitted to the Research Excellence Framework. 85% of the research in History was rated 'world-leading' and 'internationally excellent', and it was ranked top in the country for impact, fifth in the country overall and first for the University Alliance Group. More than 60% of research outputs submitted by English Language and Literature were judged to be world-leading or internationally excellent, as were 58% of the Philosophy outputs.

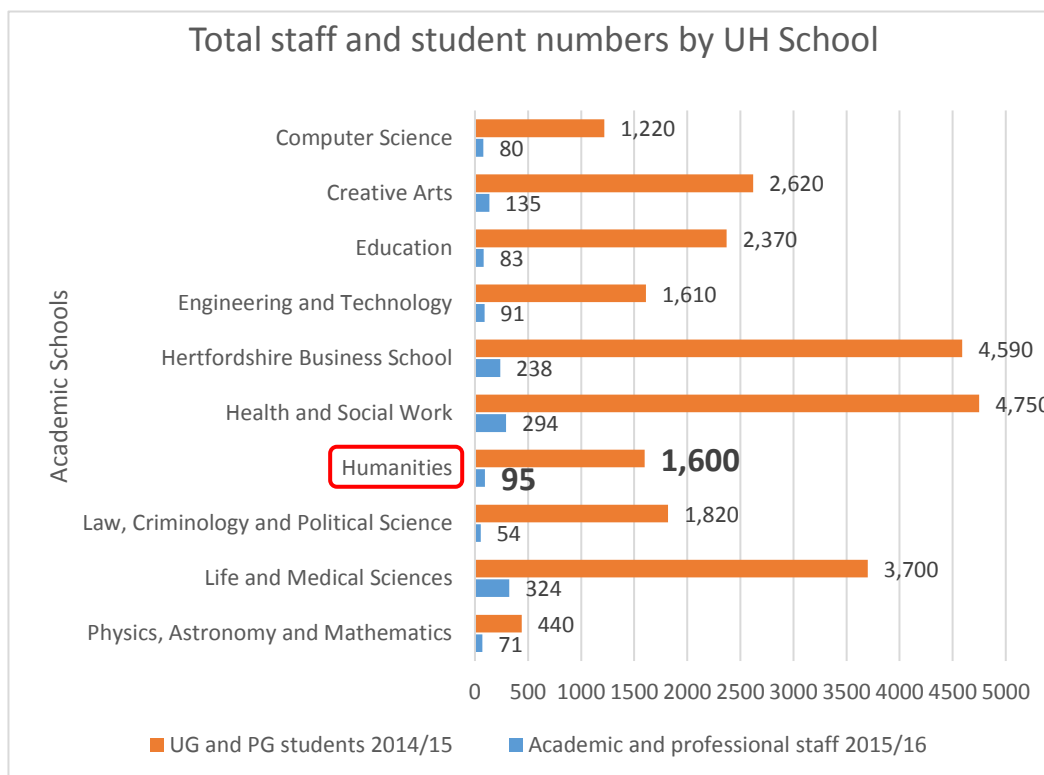


Chart 1: Total staff and student numbers by UH School; Humanities numbers include all CATS and JH students

Academic and professional staff

In 2015-16, SoH had 95 salaried staff: 82 academic and 13 professional. Although in earlier years our staff numbers have tended towards a higher percentage of females, the most recent year indicates more of a shift towards gender parity. This was due to two women and one man on fixed-term contracts finishing, one woman retiring and three moving to other jobs, and two women being appointed on replacement posts, one on a new post and one on a fixed-term research contract, as well as seven men being appointed (three replacement posts, three fixed-term appointments and one conversion of a Visiting Lecturer (VL) contract). To date there has been no change in academic staff recruitment practices (see Section 5.1).

Year	Female		Male		Total
2013-14	49	62%	30	38%	79
2014-15	47	62%	29	38%	76
2015-16	46	56%	36	44%	82

Table 2: Gender distribution of academic staff

There are significantly more female than male professional staff members, with 84.6% women in 2015-16 against 81.4% nationally (ECU data – administrative and secretarial roles). We will undertake further consultation with professional staff to develop a comprehensive view of our School (AP2.1).

Year	Female		Male		Total
2013-14	9	81.8%	2	18.2%	11
2014-15	10	76.9%	3	23.1%	13
2015-16	11	84.6%	2	15.4%	13

Table 3: Gender distribution of professional staff

Students

Chart 2 gives the overall distribution of undergraduate (UG) and postgraduate (PG) students by gender, highlighting a slight decrease of overall student numbers but a steady percentage of females that hovers around 58%. The decrease in overall student numbers may be attributed to the competition for students caused by the uncapping of student numbers.

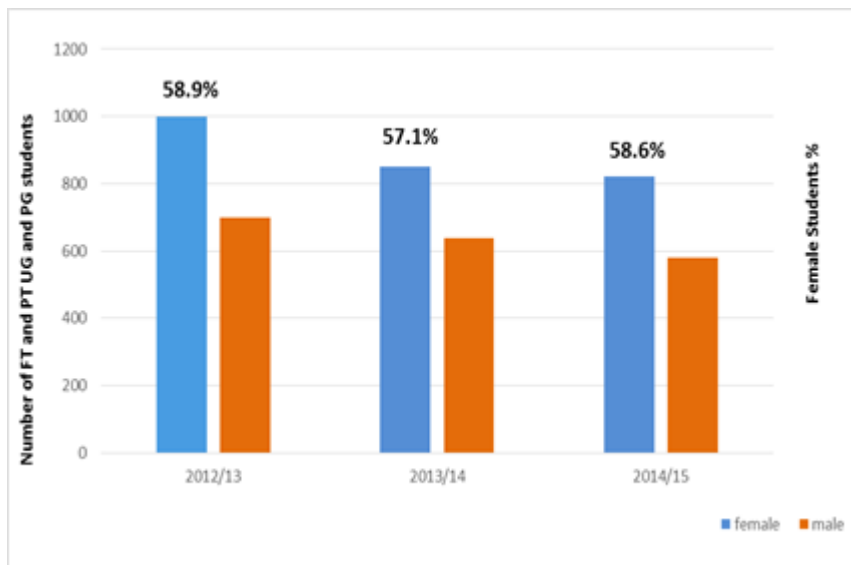


Chart 2: UG and PG students on all programmes (excluding CATS and JH students studying in other UH Schools)

Ethnicity of students is monitored by the UH Student Performance Monitoring Group, who look at student outcomes across a range of protected characteristics. This will be useful to SoH in considering intersectionality in the student profile and outcomes (AP2.2).

Summary of action points from Section 2: Description of the Department	
AP2.1	Continue to monitor and undertake further consultation with professional staff.
AP2.2	Monitor gender balance with ethnicity of staff and student population.

(421 words)

3. THE SELF-ASSESSMENT PROCESS

Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

In autumn 2015 the Dean invited expressions of interest from staff for the role of AS Champion as well as to join the SAT, which was formed in December 2015 with the aim of creating a team reflecting the diversity of career, study and life experiences in SoH. The SAT is chaired by the Dean and a clerk provides administrative support. The AS Champion was exempted from teaching to undertake the role, while SAT members received an initial allocation of 60 hours, with additional hours available where activities exceeded this time allocation.

To ensure that SAT membership approximates staff gender division in the School (56% female – 44% male), two additional males were recruited in January 2017. Membership currently consists of 10 females (62%) and 6 males (38%). Two members are from a BME background, one of whom represents the proportion of BME staff in SoH (6.6%), while the other is the HR Business Partner. The one professor on the team represents the proportion of professors in the School (7% of all staff). Ages range from early thirties to mid-sixties, which broadly reflects the age range in SoH (see section 4.2).

The Dean and AS Champion are members of the University AS SAT and the AS Champion is also a member of the central AS Champions' Network, providing an opportunity to share good practice and link between AS activities at School and University level.

AS is a standard agenda item of the School Executive Group (SEG), which is chaired by the Dean and also includes four SAT members.

Name	Job Title	Role (AS)	Experience of work-life balance
Jeannette Clark (F)	Visiting Lecturer in German	Data gathering and analysis	Dual career household, 3 children, one with additional needs. Also self-employed and volunteer in the mental health sector
Adam Crymble (M)	Lecturer in Digital History	Staff data analysis	Dual career household, full-time
Owen Davies (M)	Professor in History	Staff data analysis	Full-time
Theo Gilbert (M)	Lecturer, CAE and School's Academic Skills Tutor	Recruitment and selection	Transgendered single parent household/single career. 2 mixed-race children. Fractional post and VL
Dr Sarah Goler Solecki (F)	Athena SWAN Officer	Overall application support	Married in dual career household; works full-time flexibly.

			Completed PhD after birth of son, now pre-school age
Dr Marjolein Groefsema (F)	Associate Dean of Humanities (Academic Quality Assurance)	Champion; Staff surveys; Interviews; Staff data analysis	Dual career household, 1 child, full-time
Thelma Egunjobi (F)	HR Business Partner	HR School Contact	2 children, full-time
Brendan Larvor (M)	Reader in philosophy, Head of philosophy	New SAT member since January 2017	Dual career household, full-time
Dr Sylvie Magerstädt (F)	Principal Lecturer in Media Cultures	Staff data analysis	Dual career household, full-time
Dr Anne Murphy (F)	Associate Dean of Humanities (Research)	Staff data analysis	Full-time
Andy Penn (M)	School Administration Manager	Professional staff representative; Staff data analysis	2 children, full-time
Jeremy Ridgman (M)	Dean of School	Chair	Dual career household, full-time, 2 children, now adult
Dr Christina Schelletter (F)	Head of EL&C	Student data analysis	Dual career household, full-time
Judy St John (F)	CATS & Joint Honours Programme Manager	Culture, staff data analysis, student survey	Dual career household, full-time
Dr Chon Tejedor (F)	Senior Lecturer in Philosophy Employability Tutor for SoH	Staff surveys, staff data analysis, student survey	Dual career household, 2 school age children, part caring for elderly parent, full-time
Claire Weetman (F)	Senior Lecturer ELT/School	Staff data analysis	Dual career household, 2 children, flexible working, part-time

	Academic Conduct Officer		
Jillian Wingfield (F)	PhD student; Visiting Lecturer	PGR Student representative; Student data analysis	Single-parent household

Table 4: Members of the SAT

(ii) An account of the self-assessment process

The first SAT meeting was held in January 2016, after which six meetings took place at roughly two-monthly intervals. Discussions between sub-groups took place as required outside of main meetings to complete agreed tasks.

The SAT organised a number of consultation exercises to gauge staff and student views on a broad range of issues covered by the submission, which helped to identify key areas for development and potential actions to address these:

Date	Activity	Data type	Details
Feb 2016	AS Away Day	Qualitative	<ul style="list-style-type: none"> • First step in self-assessment process • Attended by academic, professional, and VL staff members • Presentation and equality and diversity session delivered by Head of the Equality Office • Staff comments collected on a Padlet
May 2016	Staff survey 1	Quantitative and qualitative	<ul style="list-style-type: none"> • Informed by Away Day comments and analysis of HR data • Disseminated to academic and professional staff on AS staff website • Explored staff perceptions of recruitment, promotion and development, flexible working, culture, and other themes • Response rate: 69% (n=96) of staff, 62% female (n=60) and 34% (n=33) male
Jun - July 2016	Academic staff interviews	Qualitative	<ul style="list-style-type: none"> • To gain deeper understanding of experiences of female academics • 19 conducted
Jul 2016	Parental leave interviews	Qualitative	<ul style="list-style-type: none"> • To gain understanding of experiences of staff who have taken leave or a career break

			<ul style="list-style-type: none"> • Four staff who have taken parental leave since 2011-12 and one who had taken a career break
Sept 2016	Staff survey 2	Quantitative and qualitative	<ul style="list-style-type: none"> • Designed to target areas deemed in need of further exploration following analysis of initial survey results • Further questions on flexible working, workload, and questions around research and support for research • Disseminated to academic and professional staff on AS staff website • Response rate: 60% (n=81) of staff, 60.5% (n=49) female and 34.6% (n=28) male
Oct - Nov 2016	Student survey	Quantitative and qualitative	<ul style="list-style-type: none"> • Sent to PGR, PGT and level 6 students • Designed to gauge views in relation to gender equality issues and further feedback on student perceptions of academic careers and support • Response rate: 38 students, 64% (n=28) female, 32% (n=12) male, 5% (n=2) preferred not to say

Table 5: Staff and student consultation activities

In June 2016, the School set up a virtual AS staff page in the University Virtual Learning Environment (VLE). Comments from the Away Day and results from the surveys were posted on this page, as well as regular news regarding AS activities. The School is currently working with the Equality Office to construct an external School equality webpage (AP3.1).

In response to comments at the Away Day regarding limited opportunities for staff networking, weekly Talking Spaces were instigated for staff to meet over coffee and Danish. These are held on a different day of the week each week, and cross over two teaching periods, to maximise potential for participation.



Talking Space

In recognition of the gender gap in research attainment, the SAT held a workshop in November 2016 entitled 'Academic Progression: Tackling the Gender Gap in the Arts and Humanities'. The main aims were to address academic promotion to readership and professorial levels at the University, as well as how to tackle the gender gap per se in Humanities. UH speakers included:

- Professor Sue Halliday (Department of Marketing & Enterprise, Business School)
- Professor Amanda Jefferies (School of Computer Science)
- Professor Janet Drew (Centre for Astrophysics Research, School Physics, Astronomy and Mathematics)
- Professor Jyoti Choudrie (Professor of Information Systems)

To gain a deeper understanding of the state of gender equality in SoH, the AS Champion is completing a dissertation on barriers to career progression for female staff in the School. This research will be disseminated across the School as part of our AS activities. Findings to date demonstrate that whereas historically these barriers (the five C's identified in section (5.1.iv)) could be observed in SoH, the School has come a long way in creating an inclusive and positive environment for all academics in under-represented areas.

Other key activities are detailed below:

Date	Activity
6 th Nov 2015	Dean attended Conference of the Council of Deans of Arts, Social Sciences and Humanities with the theme ACCESS and DIVERSITY, with key speakers Professor Averil Macdonald and Professor Susan Bruce.
30 th Jun 2015	One SAT member (male) attended the AS conference 'Addressing Gender in Academic Employment'.

25 th Feb 2016	AS Champion of a UH School of Computing (which holds a Bronze Award) was invited to talk to the SAT about the process of developing a submission.
27 th Apr 2016	One SAT member (female) attended the Aurora Alumni.
25 th May 2016	Two SAT members (female and male) attended an 'Introduction to Trans Awareness' workshop.
27 th Jun 2016	AS Champion attended a University AS workshop led by Professor Averil MacDonald.
22 nd Sept 2016	AS Champion gave an oral update on work on the AS submission to all staff in SoH at the Start of the Year.
11 th Oct 2016	Talking Space hosted the exhibition 'Herts Hidden Heroines', celebrating the inspiring, pioneering and ground-breaking women of Hertfordshire.
23 rd Feb 2017	School Away Day included an update on work done on AS, and staff explored issues around workload in group discussions.
Mar-Apr 2017	Further survey agreed at the Away Day so that staff could give more detailed views on role should allocation and reward in SoH (see AP 4.5).
8 th Mar 2017	Celebrating International Women's Day, one SAT member organised a short series of research talks and discussions focusing on body image, domestic violence and opportunities/lack of opportunities for women, a networking lunch and workshop exploring ways of promoting women's careers.
26 th Nov 2015 3 rd Mar 2016 28 th Jun 2016 6 th Dec 2016	AS Champion attended UH Champions' Network meetings, to collaborate with AS Champions from other Schools.

Table 6: Further key activities of the SAT

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

Over the next four years and beyond, the Dean and SAT are committed to continually improving our equality and inclusivity agenda through a number of ways:

SAT changes

- From April 2017 the SAT is to be reformed as the Equality, Diversity and Inclusion Team (EDIT) to better reflect the broadened remit of the AS Charter, as well as consider the broader EDI agenda at UH, including the Race Equality Charter and the University's Equality Objectives.
- Membership of the EDIT and the Champion role will be on a rotating basis, with members serving a minimum of two years to ensure continuity (AP3.2).
- We also seek to secure a male alternate for our female AS Champion (AP3.3), as well as expand student representation (AP3.4).

Reporting

- The EDIT, chaired by the Dean of School, will continue to meet every quarter to monitor progress and evaluate the implementation and impact of the action plan, alongside considering the addition of new actions.
- Working sub-groups will meet on a more regular basis to address particular tasks and sections.
- AS will continue to be reported on and discussed at SEG, which will ensure that action points from the EDIT will be integrated into the whole-School action planning process (AP3.5).
- The results of evaluation of progress and impact will be reported to all SoH staff through posting of EDIT meeting minutes, development opportunities and resources on the AS internal School webpage, School meetings, and the inclusion of reference to AS in School induction events and staff training.

Consultation

- Staff and student views will continue to be assessed through biannual surveys.
- AS Drop-ins (AP3.6).

Summary of action points from Section 3: The self-assessment process	
AP3.1	Raise awareness of online spaces for reporting progress of AS action plan and equality, diversity and inclusivity work undertaken within SoH to staff and externally.
AP3.2	Regularly rotate EDIT membership and the role of AS Champion.
AP3.3	Secure a male alternate for our female AS Champion.
AP3.4	Achieve more UG and PGT student representation on the EDIT.
AP3.5	Ensure that AS actions and their impact are incorporated into discussions of the strategic direction of the School.
AP3.6	Hold AS Drop-in sessions.

(1,314 words)

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

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

SoH runs two foundation degree courses; International Foundation Programme (IFP) and English for Academic Studies programme, withdrawn for 2017-18:

Year	Females	Males	% Females
2012/13	14	29	32.6
2013/14	10	38	20.8
2014/15	12	32	27.3

Table 7: Students on the International Foundation Programme by gender

Year	Females	Males	% Female
2012/13	16	28	36.4
2013/14	5	27	15.6
2014/15	6	14	30.0

Table 8: Students on English for Academic Studies by gender

The proportion of females on these courses is quite low. Students mostly progress to subjects such as Business, Engineering, Life Sciences, and Computer Science which, having high numbers of male students, may explain this gender disparity. Because of volatile international student markets, SoH has little control over recruitment to IFP. However, we will consult students about what can be done to encourage females to apply (AP4.1).

(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.

Most SoH study is on a full-time basis, but part-time is available. The overall gender distribution of full-time UG students (58% females) is slightly above the national average for non-science, technology or engineering (non-SET) subjects of 54.5% (ECU data).

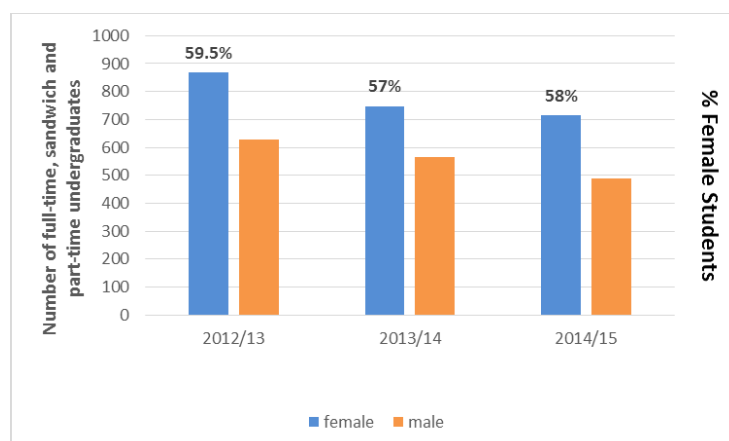


Chart 3: SoH full-time, sandwich and part-time undergraduates

This figure varies considerably between different programmes offered by SoH:

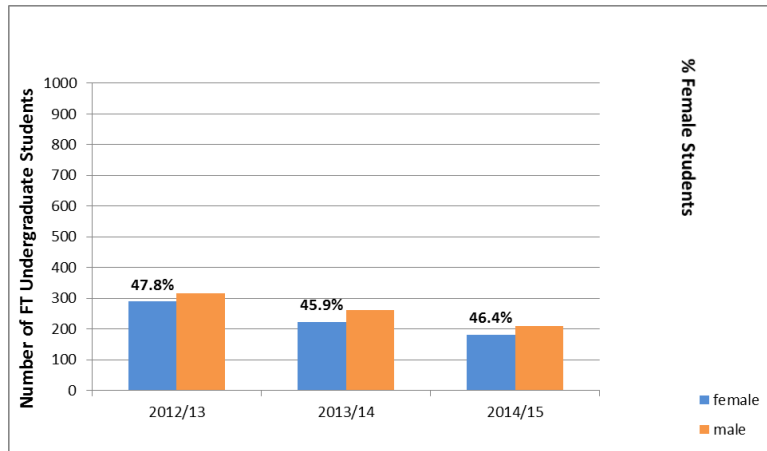


Chart 4: Female and male students, JH

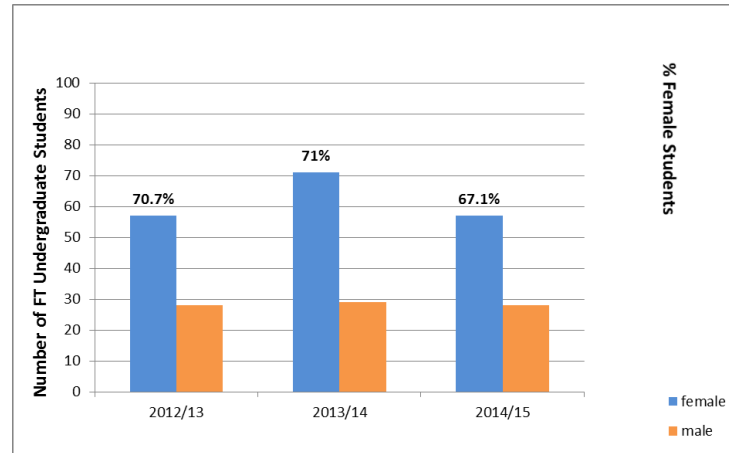


Chart 5: Female and male students, MCS

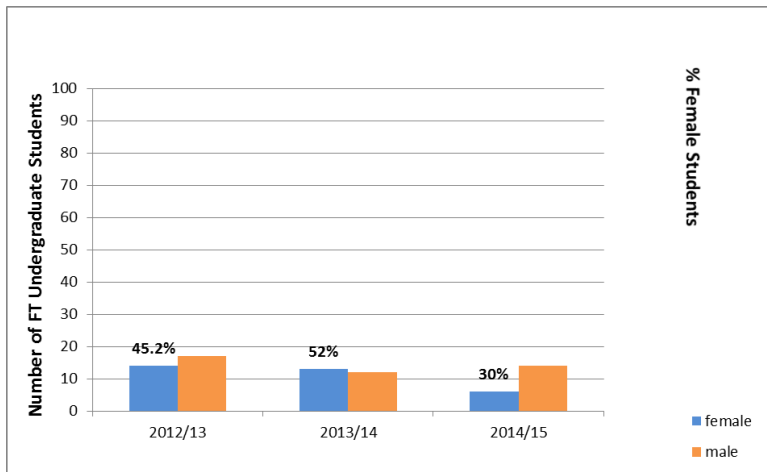


Chart 6: Female and male students, CATS

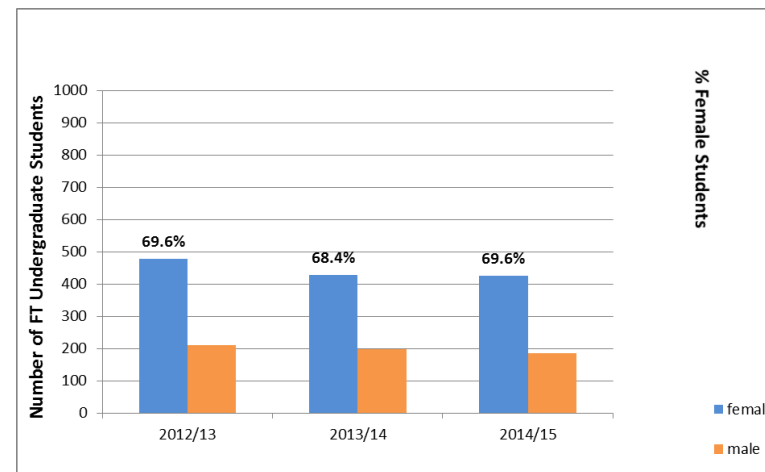


Chart 7: Female and male students, HP

While the proportion of females on JH is quite balanced, MCS and HP show a higher proportion of females. This may be because subject choices on JH are from across all Schools, whereas MC and HP offer only Humanities subjects. The majority of students on CATS have transferred from other UH programmes, thus making it difficult to comment on yearly trends.

Charts 8-11 show significant variations in the numbers of HP students studying different single Honours subjects.

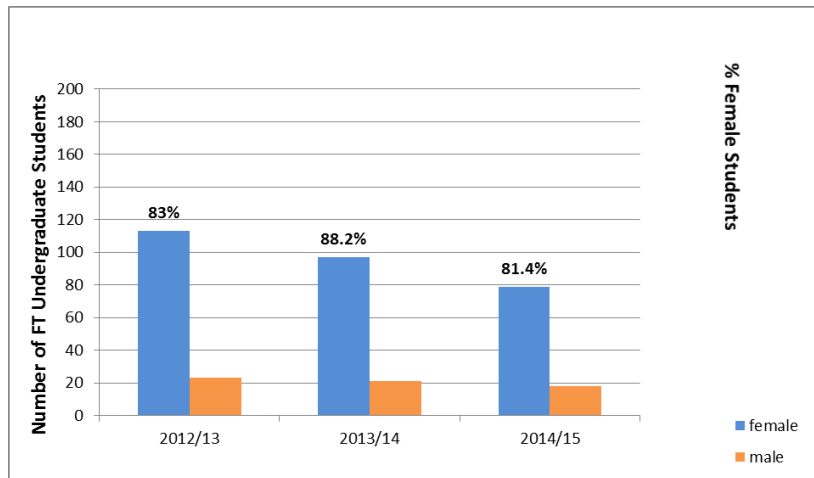


Chart 8: Female and male students, English Language & Communication

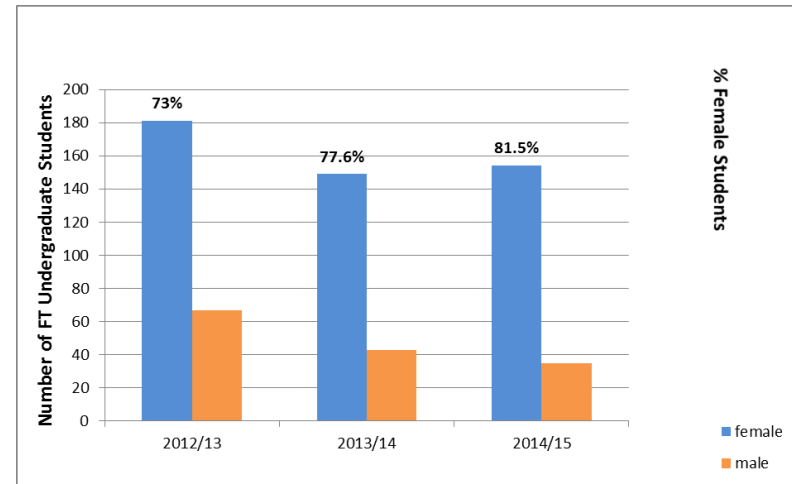


Chart 9: Female and male students, English Literature

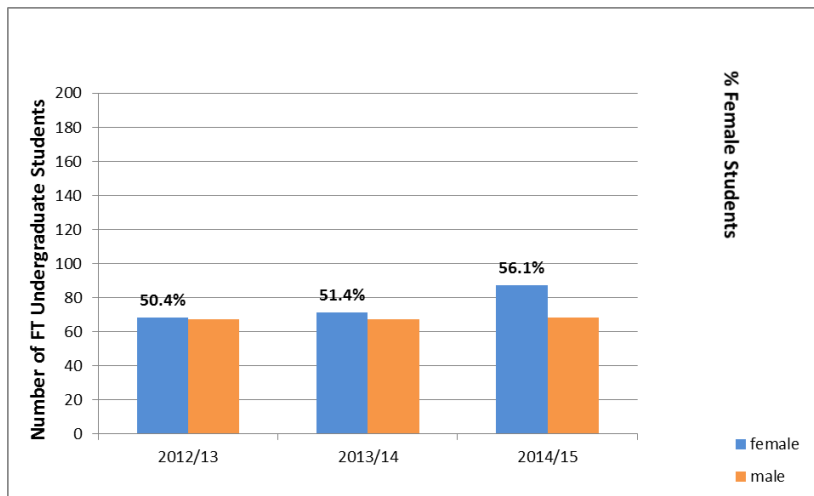


Chart 10: Female and male students, History

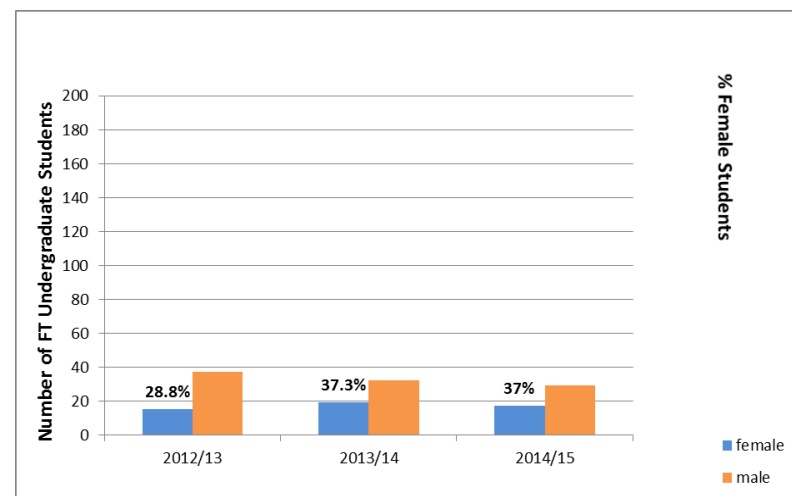


Chart 11: Female and male students, Philosophy

Literature has a higher than average proportion of females over the three years (77.4%). EL&C has had an even higher proportion of females over these years (81.4%). History has a fairly even distribution of male and female students (52.6%), while Philosophy has the lowest proportion of females (34.4%). EL&C are subjects that have traditionally attracted female students. As these numbers are much higher than those studying Philosophy, a male-dominated subject area, this deceptively brings the overall proportion of females to higher than the national average for non-SET subjects (54.5%, ECU data).

Numbers of part-time female students have steadily decreased, trending towards gender parity. Modular study can be fitted around other commitments, making part-time study attractive to both genders:

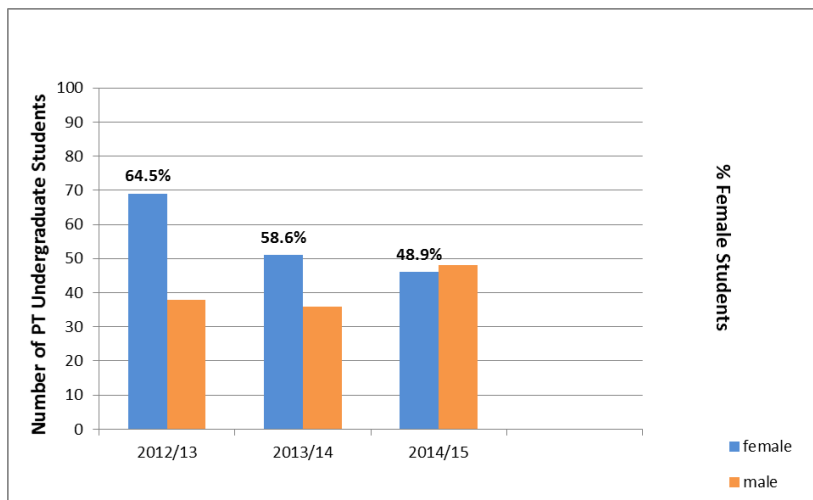


Chart 12: Part-time female and male students

There are great differences among the programmes in terms of part-time student numbers. While the proportion of female to male students on HP mirrors the proportion of full-time students, there is fluctuation on CATS and JH. There were only four part-time students on MCS in the three years, so no firm conclusions can be drawn:

Part-time students		Female	Male	% Female	Total
2012/13	HP	23	10	69.7	33
	JH	14	12	53.8	26
	MCS	0	2	0.0	2
2013/14	CATS	25	8	75.0	33
	HP	18	6	75.0	24
	JH	17	17	50.0	34
	MCS	1	1	50.0	2
2014/15	CATS	15	12	55.6	27
	HP	29	11	72.5	40
	JH	13	22	37.1	35
	MCS	0	0	0.0	0
	CATS	14	12	53.8	26

Table 9: Part-time students by programme

UG Applications, Offers and Acceptances

HP has around twice as many female applicants as male. The applications to offers rate has been consistently high for females, however this has increased to a similar level for males in 2014-15.

Year	Gender	Applications	Offers	Acceptances	Applications to offers	Offers to Acceptances	Applications to Acceptances
2012-13	Female	1089	904	177	83%	20%	16%
	Male	519	393	53	76%	13%	10%
2013-14	Female	1050	877	148	84%	17%	14%
	Male	544	446	72	82%	16%	13%
2014-15	Female	1085	936	191	86%	20%	18%
	Male	523	450	90	86%	20%	17%

Table 10: Applications, offers and acceptances, Humanities Programme

SoH follows a national trend towards a higher proportion of females in non-SET subjects. There are lower application rates for men and this is exacerbated by lower application success rates. While SoH marketing materials show a relatively even gender balance, it would be worth reviewing subject-specific recruitment practices to determine how more students of under-represented genders can be attracted to particular subjects (see AP4.1).

For JH, male and female applicant numbers are more balanced. The applications to offers rate is higher for females, particularly in the 2014-15 academic year. The offers to acceptances rate has been slightly higher for males for 2013-14 and 2014-15.

Year	Gender	Applications	Offers	Acceptances	Applications to offers	Offers to Acceptances	Applications to Acceptances
2012-13	Female	714	499	86	70%	17%	12%
	Male	751	532	85	71%	16%	11%
2013-14	Female	479	352	67	73%	19%	14%
	Male	593	419	96	71%	23%	16%
2014-15	Female	412	320	73	78%	23%	18%
	Male	520	381	96	73%	25%	18%

Table 11: Applications, offers and acceptances, Joint Honours Programme

For MCS, female applicant numbers have been consistently higher. There is an imbalance in the offers to acceptance rates, where males are more likely to accept an offer. Yet, the applications to offers rate is slightly higher for females.

Year	Gender	Applications	Offers	Acceptances	Applications to offers	Offers to Acceptances	Applications to Acceptances
2012-13	Female	88	65	32	74%	49%	36%
	Male	27	19	14	70%	74%	52%
2013-14	Female	79	79	42	89%	60%	53%
	Male	30	23	16	77%	70%	53%
2014-15	Female	102	83	38	81%	46%	37%
	Male	46	37	22	80%	59%	48%

Table 12: Applications, offers and acceptances, Mass Communications Programme

CATS also has a higher number of female applicants, yet the applications to offers rate is very high for all students, with the offers to acceptances rate reaching 100% in 2014-15. The high acceptance percentages suggest applicants are committed to this study route.

Year	Gender	Applications	Offers	Acceptances	Applications to offers	Offers to Acceptances	Applications to Acceptances
2012-13	Female	179	176	176	98%	100%	98%
	Male	93	89	89	96%	100%	96%
2013-14	Female	204	199	199	98%	100%	98%
	Male	99	95	95	96%	100%	96%
2014-15	Female	222	222	222	100%	100%	100%
	Male	110	110	110	100%	100%	100%

Table 13: Applications, offers and acceptances, CATS programme (including exchange students)

The overall applications to acceptances rate for all programmes is given below:

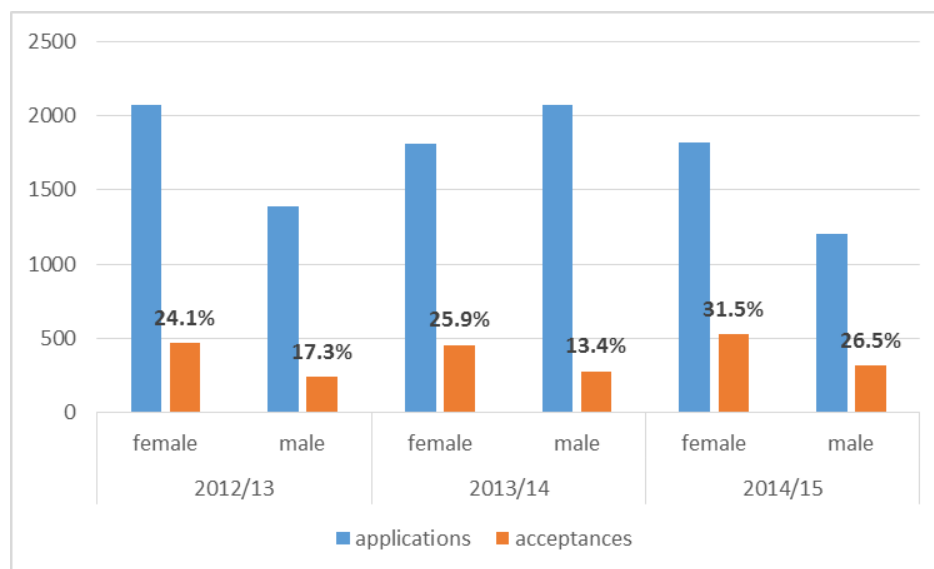


Chart 13: UG Applications to acceptances, all programmes

SoH aims to attract a demographically diverse range of applications. Marketing materials display gender and ethnically-balanced images, and Open Days are run by male and female members of staff and student ambassadors.

Degree Attainment

Due to the ranges and combinations of subjects available on the different programmes, there is only gender-based benchmarking data available for degree attainment MCS. On HP, more males than females achieved a 1st/2.1 degree in 2012-13 (83.1%M vs. 68.8%F), but reversed in 2013-14 (78.5%F vs. 70.7%M) and 2014-15 (77.9%F vs. 70.0%M):

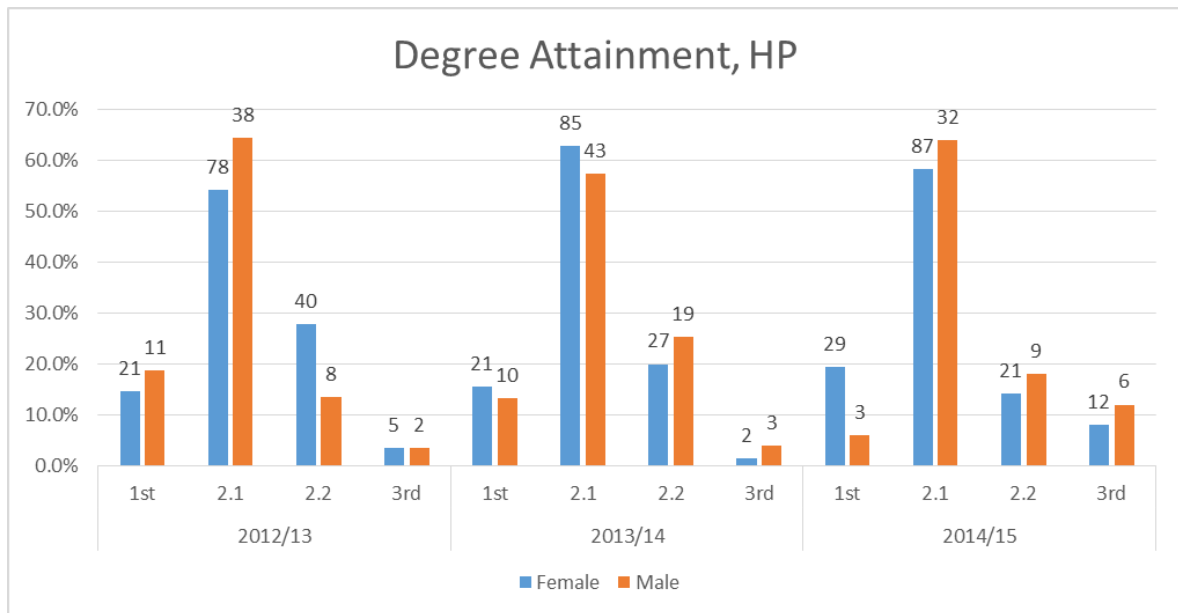


Chart 14: Number and proportion of classification attainment by gender, HP

On JH, females have performed better than males over the three years, achieving 83.3%, 59.6%, 72.7% 1st/2.1 degrees respectively. Male achievement has deteriorated over the three years, achieving 74.3%, 67.3%, 51.7% 1st/2.1 degrees respectively, which needs further exploration (AP4.2):

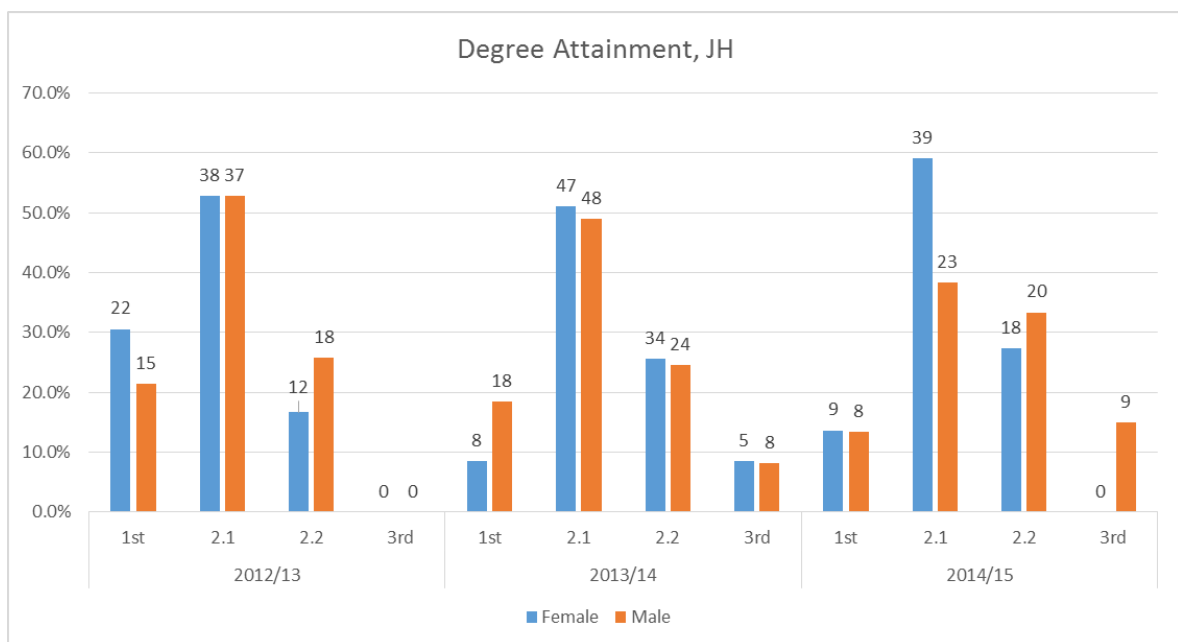


Chart 15: Number and proportion of classification attainment by gender, JH

On MCS, females and males performed almost identically in 2012-13 (67.9% and 66.7% 1st/2.1 respectively), males performed better than females in 2013-14 (88.2% vs. 75% 1st/2.1), and females performed better than males in 2014-15 (62.5% vs. 46.2% 1st/2.1). This is under the ECU benchmark for this year (74.9% and 68.7% respectively), which may be due to the programme attracting primarily international students with a large number of direct entries to level 6:

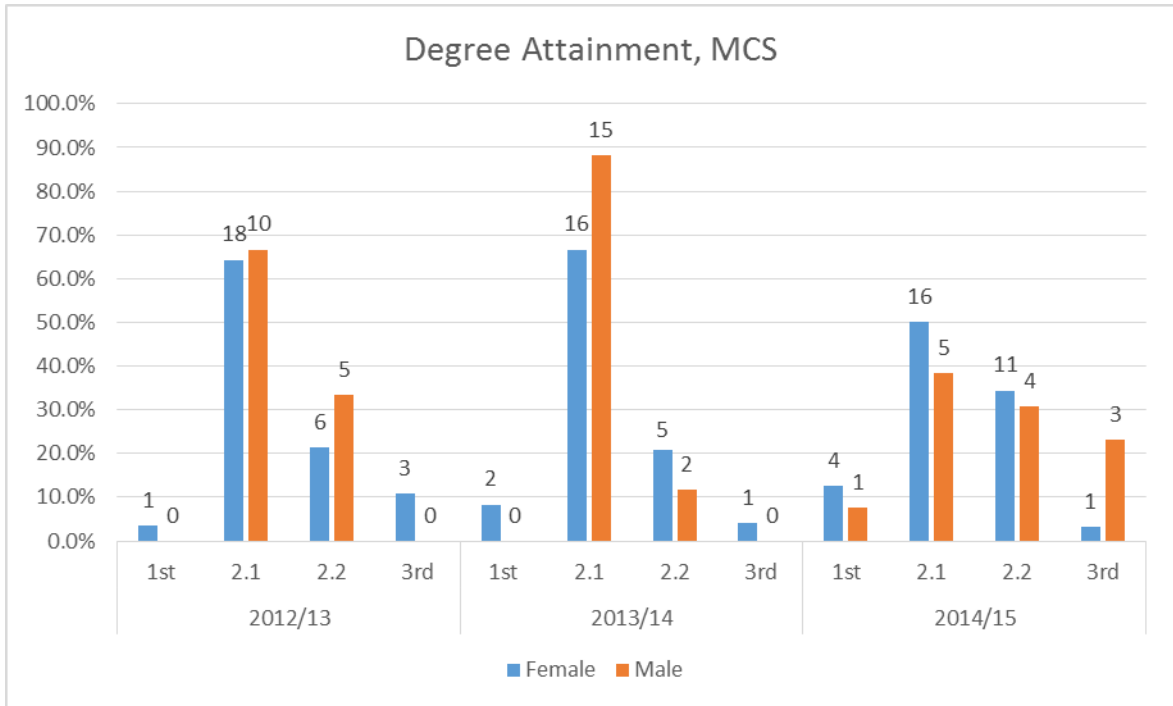


Chart 16: Number and proportion of classification attainment by gender, MCS

Performance on CATS fluctuates year on year. Students often transfer to CATS from other programmes to re-orientate their studies. Given the very small number of students on CATS, no generalisations can be made:

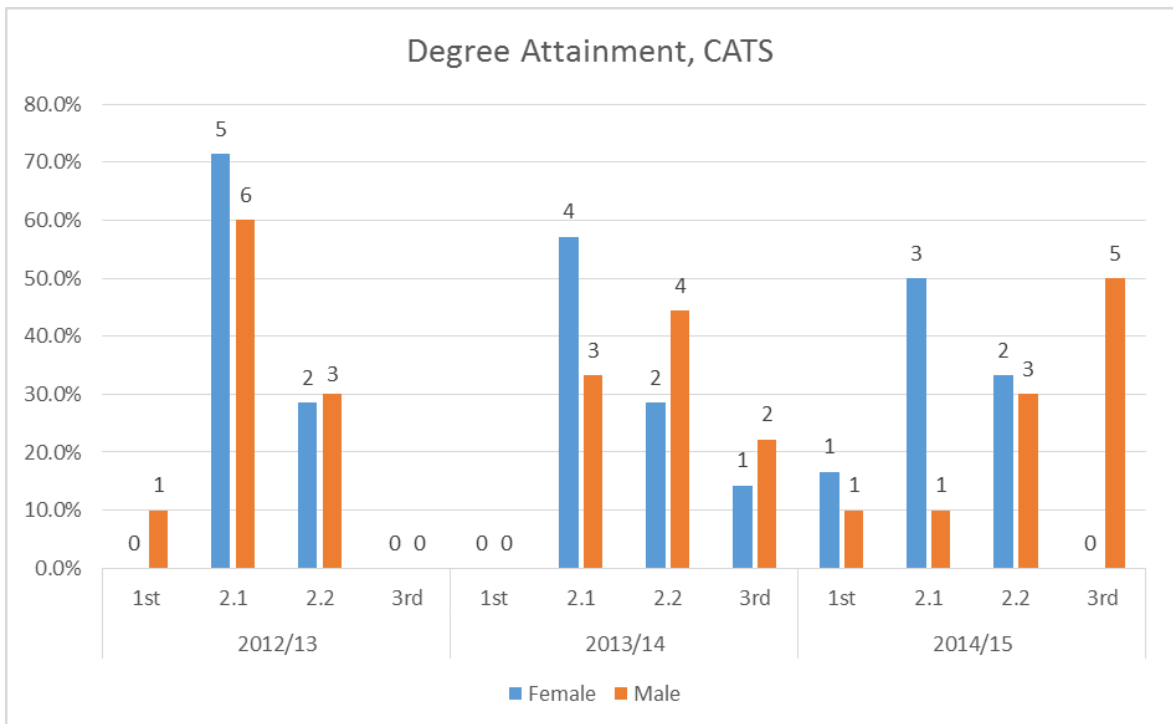


Chart 17: Number and proportion of classification attainment by gender, CATS

(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.

Numbers of PG taught (PGT) students are fairly small overall. There are more females taking full-time and part-time PGT courses than males. In 2014-15, numbers of students on PGT courses increased for both modes of study and for both genders:

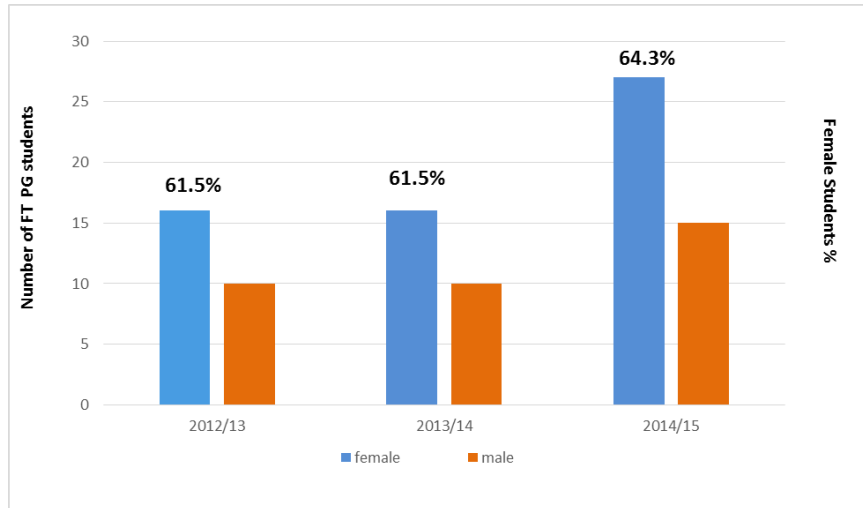


Chart 18: Female and male FT PGT students

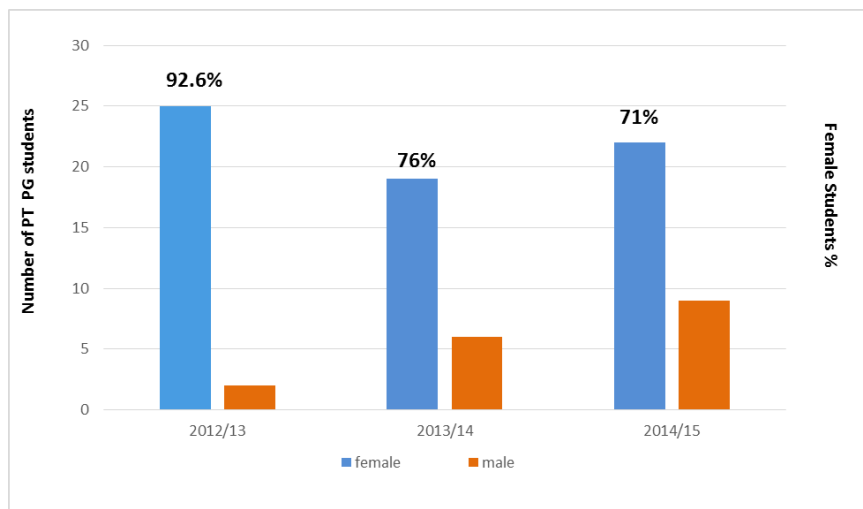


Chart 19: Female and male PT PGT students

PGT Applications, Offers and Acceptances

Year	Gender	Applications	Offers	Acceptances	Applications to offers	Offers to Acceptances	Applications to Acceptances
2012-13	female	105	80	35	76.2%	43.8%	33.3%
	male	81	60	19	74.1%	31.7%	23.5%
2013-14	female	129	96	67	74.4%	69.8%	51.9%
	male	70	48	28	68.6%	58.3%	40.0%
2014-15	female	137	107	71	78.1%	66.4%	51.8%
	male	73	51	28	69.9%	54.9%	38.4%

Table 14: PGT applications, offers and acceptances

Gender ratios for applications and offers has remained relatively consistent, but numbers over the period show a bias toward female student uptake. While applications to acceptances for male students have grown, more needs to be done to increase application rates and uptake (AP4.3).

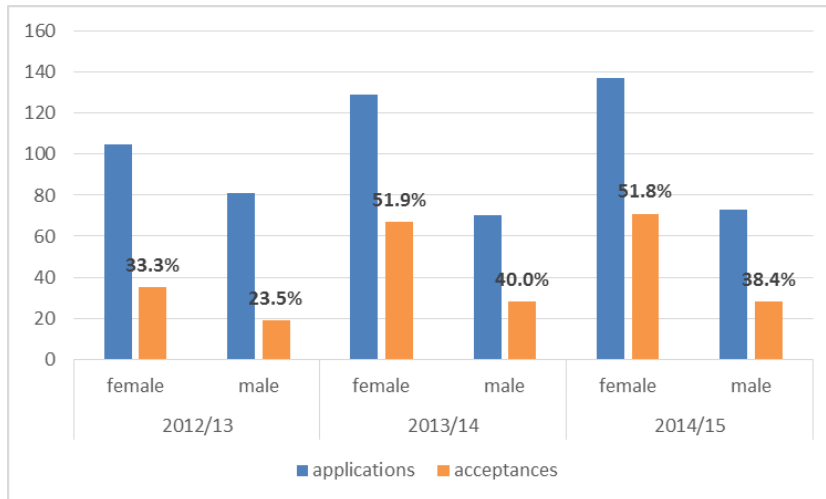


Chart 20: PGT applications to acceptances

Degree attainment

Performance on PGT fluctuates year on year. Given the very small numbers involved, no generalisations can be made, although we will continue to monitor degree attainment at PGT level (see AP4.2):

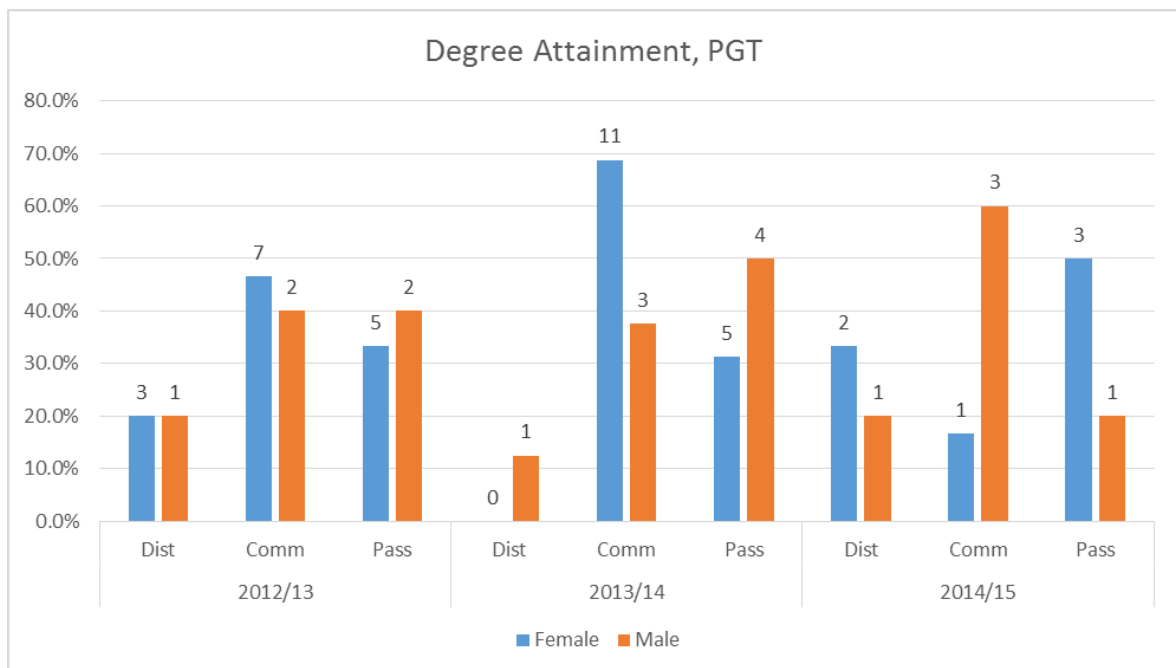


Chart 21: Number and proportion of classification attainment by gender, PGT

(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.

SoH offers postgraduate research (PGR) degrees, either leading to a MA by Research or a PhD. The School also offers a Professional Doctorate in Heritage.

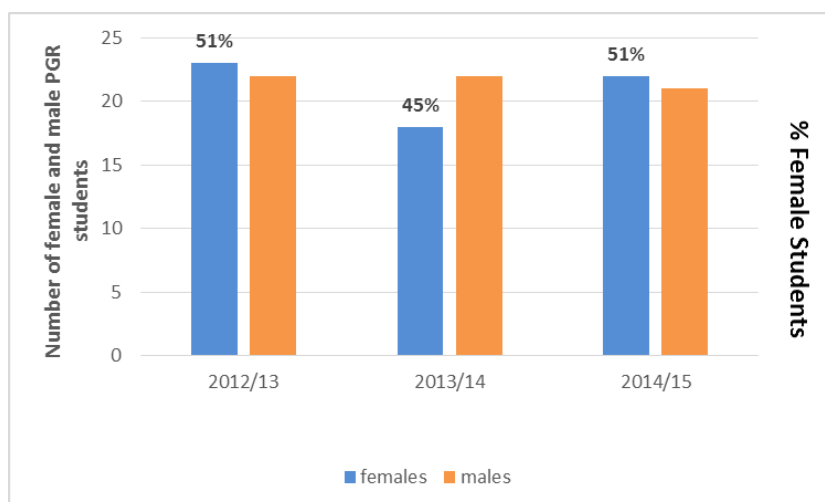


Chart 22: Female and male PGR students

The numbers of male and female students undertaking PGR degrees is quite balanced, reflecting positively on SoH inclusivity. However, given the higher proportion of women on UG and PGT programmes, a similar proportion of PGR females might be expected. While the proportion of PGR females in SoH is just above the national average for non-SET subjects, we need to ensure PGR study remains attractive to females in order to maintain this positive gender balance (AP4.4).

PGR Applications, Offers and Acceptances

Year	Gender	Applications	Offers	Acceptances	Applications to offers	Offers to Acceptances	Applications to Acceptances
2012-13	Female	8	5	5	62.5%	100%	62.5%
	Male	12	11	11	91.7%	100%	91.7%
2013-14	Female	7	5	5	71.4%	100%	71.4%
	Male	14	7	7	50%	100%	50%
2014-15	Female	9	6	6	66.7%	100%	66.7%
	Male	6	5	5	83.3%	100%	83.3%

Table 15: PGR applications, offers and acceptances

At PGR level, SoH is pleased there is a 100% uptake on offers to acceptances. Figures show that in 2012-13 and 2013-14 this level of study attracted higher numbers of male applicants but, for 2014-15, this changes to favour female applicants. However, two years show a significant percentage bias towards male students' applications to acceptances, with 29.2% (in 2012-13) and 16.6% (in 2014-15) more of them receiving offers compared to female students at this level, while in 2013-14 there was a 21.4%

bias towards female applicants being offered places. No firm conclusions can be drawn due to the small numbers involved (see AP4.4).

(v) *Progression pipeline between undergraduate and postgraduate student levels*

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

As identified above, there is a leakage of female student numbers between PGT and PGR that will be addressed. UG students from SoH programmes progress to a variety of postgraduate degrees within the University, such as PGCE courses within the School of Education.

Summary of action points from Section 4.1: Student data	
AP4.1	Increase the proportion of students of under-represented genders in UG subject areas and on IFP.
AP4.2	Monitor degree attainment in terms of gender and ethnicity.
AP4.3	Improve application and success rates for men at PGT level.
AP4.4	Maintain balanced application and offer rate for female and male students pursuing PGR degrees.

4.2. Academic and research staff data

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

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

Grade	Academic	Research focus
UH03		Research Assistant grade pre 2014-15
UH04		Research Assistant grade pre 2014-15
UH05		Research Assistant
UH06		Senior Research Assistant
UH07	Lecturer	Research Fellow
UH08	Senior Lecturer	Senior Research Fellow
UH09	Principal Lecturer (incl. Head of Subject, UG Programme Leader)	Reader
AM1	Associate Dean of School (ADOS)	Professor
AM2+	Dean	Professor

Table 16: UH Academic/Research pay grades for salaried staff

In 2015-16, 84.1% of academic staff were employed on teaching and research contracts compared to 48.7% nationally (2014-15, HESA – all subjects), 9.8% on research only

contracts (24.3% nationally) and 6.1% on other contracts, to manage the CATS and JH programmes and to lead the Professional Doctorate.

SoH compares well with 2014-15 HESA benchmarks in terms of contract type, with significantly fewer staff on fixed-term contracts, although slightly more men are employed on a fixed-term contract, primarily funded by research money:

	Female		HESA	Male		HESA	Total
Full Time	26	56.5%		23	63.9%		49
Permanent Contract	25	96.2%	71.6%	21	91.3%	75.2%	46
Fixed Term Contract	1	3.8%	28.4%	2	8.7%	24.8%	3
Part Time	20	43.5%		13	36.1%		33
Permanent Contract	16	80.0%	48.5%	9	69.2%	43.6%	25
Fixed Term Contract	4	20.0%	51.5%	4	30.8%	56.4%	8
Total	46			36			82

Table 17: Academic staff by mode, contract type and gender, 2015-16

A University Equality Objective is to increase the proportion of women at UH09 and above, and some progress has been made in SoH, from ten in 2013-14 to thirteen in 2015-16. This is helped by two women being promoted to UH09 (Principal Lecturer). A 'leak point' occurs between AM1 and AM2, with no female staff appointed at AM2+ in 2013-16. Since AM2+ comprises the Dean and professors, who are all male, this can be explained by the lack of female professors in SoH during these years:

Grades	2013-14		2014-15		2015-16	
UH03	1		0		0	
Female	1	100%	0	0.0%	0	0.0%
Male	0	0.0%	0	0.0%	0	0.0%
UH05	0		2		2	
Female	0	0.0%	1	50.0%	0	0.0%
Male	0	0.0%	1	50.0%	2	100%
UH06	3		1		1	
Female	2	66.7%	1	100%	1	100%
Male	1	33.3%	0	0.0%	0	0.0%
UH07	21		20		22	
Female	13	61.9%	12	60.0%	10	45.5%
Male	8	38.1%	8	40.0%	12	54.5%
UH08	30		29		28	
Female	23	76.7%	21	72.4%	22	78.6%
Male	7	23.3%	8	27.6%	6	21.4%
UH09	11		14		16	
Female	7	63.6%	9	64.3%	8	50.0%
Male	4	36.4%	5	35.7%	8	50.0%

AM1	4		3		6	
Female	3	75.0%	3	100.0%	5	83.3%
Male	1	25.0%	0	0.0%	1	16.7%
AM2+	9		7		7	
Female	0	0.0%	0	0.0%	0	0.0%
Male	9	100.0%	7	100.00%	7	100.00%
Total	79		76		82	

Table 18: Academic staff by grade and gender

Findings from interviews with female staff suggest that this may be due to older female academics not considering or having been encouraged to think about career progression, as well as in some cases entering academia later or having a career break and so not having enough time to reach senior levels.

However, in 2015-16 the number of female Readers in SoH increased to four from two in the previous year, and in November 2016 one was promoted to professor. Moreover, the interviews show that younger women are more strategic about their careers, while the survey¹ results show that most staff feel supported by SoH in their career development (Figure 1).

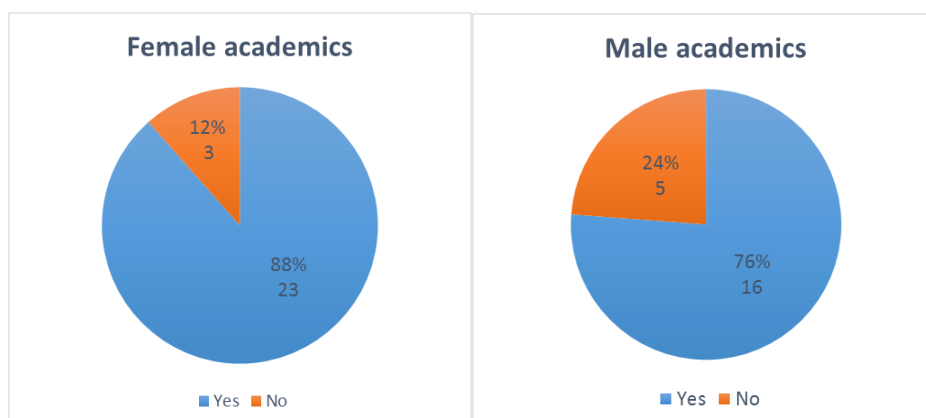


Figure 1: Survey results: If you are interested in career development, would you say that you are supported by the School in your career progression?

Subject Group Breakdown

Due to the wide range of subjects within SoH, it is important to consider the gender balance of academic staff in each Subject Group. This allows appropriate identification of career development opportunities specific to each Subject and identifies similarity or difference in relation to the relevant student body.

Gender distribution across the Subject Groups shows that three have more women than men. In Media, the number of female academics is significantly below HESA benchmarks; in the other Subject Groups the percentages are above HESA benchmarks (History and Philosophy only slightly). In Philosophy, the lower number of female academics mirrors the national trend. Because numbers within Subject Groups are

¹ Survey results will be discussed without specifying whether these relate to the first or the second staff survey.

small, minor staff changes create large percentage fluctuations. However, we will seek to determine whether there are subject-specific differences in recruitment and selection processes (AP4.5).

Subjects	Female		Male		Total	Head of Group	HESA benchmarks
	Count	Percentage	Count	Percentage			
English Language & Communication	7	87.5%	1	12.5%	8	female	Combined: 55.4% fem.
English Literature	9	60%	6	40%	15	male	
History	7	41.1%	10	58.8%	17	female	39.6% fem.
Languages	14	87.5%	2	12.5%	16	female	65% fem.
Media	3	25.0%	9	75.0%	12	male	41.1% fem.
Philosophy	2	28.6%	5	71.4%	7	male	26% fem.

Table 19: Staff gender distribution in the Subject Groups, 2015-16

The student data for the four major subjects reflect the higher percentages of female staff, with English Literature having significantly more female students (81.5%) than staff in 2014-15, as well as History (56.1%) and Philosophy (37%), although 81.4% female students in EL&C was slightly lower than the staff proportion.

Research-only Staff

Only a very small number of staff are employed on research-only contracts:

Grades	2013-14		2014-15		2015-16	
UH03	1					
Female	1	100%	0	0%	0	0%
UH05			2		2	
Female	0	0%	1	50%	0	0%
Male	0	0%	1	50%	2	100%
UH06	3		1		1	
Female	2	66.6%	1	100%	1	100%
Male	1	33.3%	0	0%	0	0%
UH07					2	
Female	0	0%	0	0%	1	50%
Male	0	0%	0	0%	1	50%
AM2+	3		3		3	
Male	3	100%	3	100%	3	100%

Table 20: Research-only staff by gender and grade

In the period 2013-2016, the three male research-only professors (AM2+) were already in post and no further posts became available. Further posts depend on extra external research funding.

Staff on Teaching/Research Contracts

The majority of academic staff are employed on teaching/research contracts, with no staff on teaching-only contracts:

Year Gender	UH07		UH08		UH09		AM1		AM2+		Total staff
2013-14	21	31%	26	39%	10	15%	4	6%	6	9%	67
Female	13	32%	19	46%	6	15%	3	7%	0	0%	41
Male	8	31%	7	27%	4	15%	1	4%	6	23%	26
2014-15	19	29%	26	40%	13	20%	3	5%	4	6%	65
Female	11	28%	18	45%	8	20%	3	8%	0	0%	40
Male	8	32%	8	32%	5	20%	0	0%	4	16%	25
2015-16	20	29%	25	36%	14	20%	6	9%	4	6%	69
Female	9	23%	19	49%	6	15%	5	13%	0	0%	39
Male	11	37%	6	20%	8	27%	1	3%	4	13%	30

Table 21: Teaching/Research staff by gender and grade

There are some interesting differences in terms of gender:

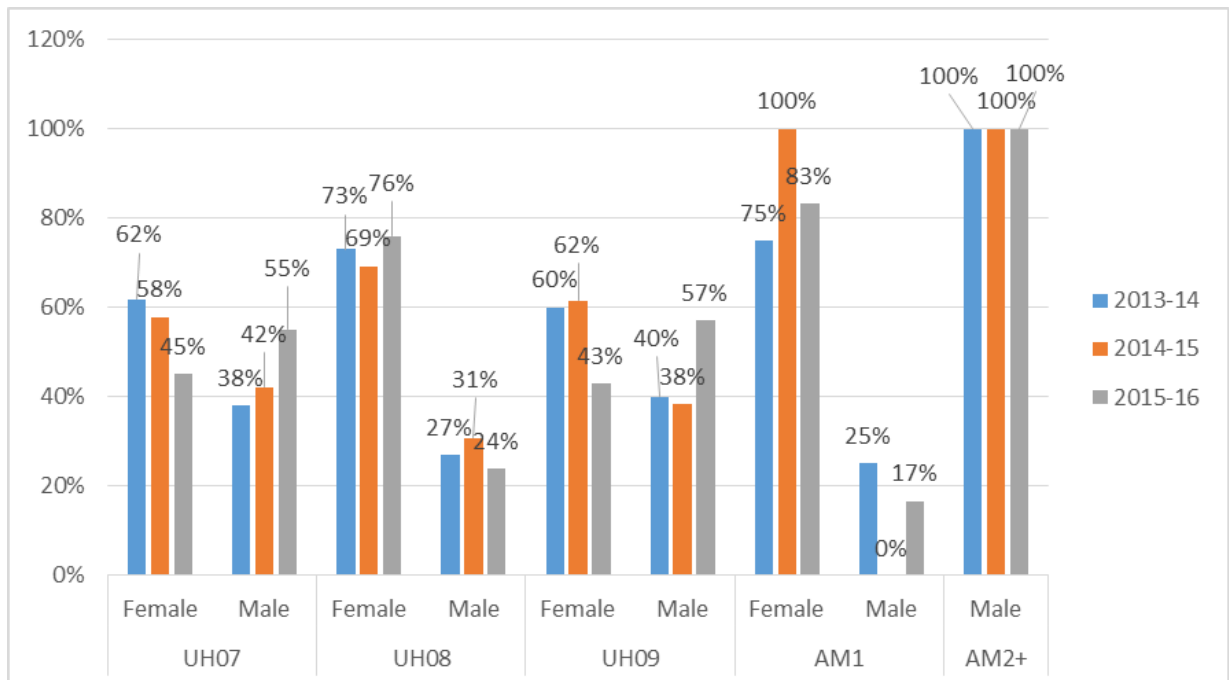


Chart 23: Percentage of female and male staff by grade

Female staff at UH07 have decreased from 62% in 2013-14 to 45% in 2015-16, which is due to ten female staff being promoted to UH08 and three leaving.

There are far more female than male staff at UH08. This may be explained by the fact that promotion to this grade is predicated on holding a role, such as admissions tutor, and 62.6% of these roles are undertaken by female staff. Literature shows that women academics do much more of the 'institutional housekeeping' than men (e.g. Morley, 2013), arguably because men avoid them to do research (Fitzgerald, 2014), or because women are pressurised to take them on (Pyke, 2011). On the basis of the survey results below, SoH is reviewing whether roles disadvantage women in the School and, if so, how to address this (AP4.6):

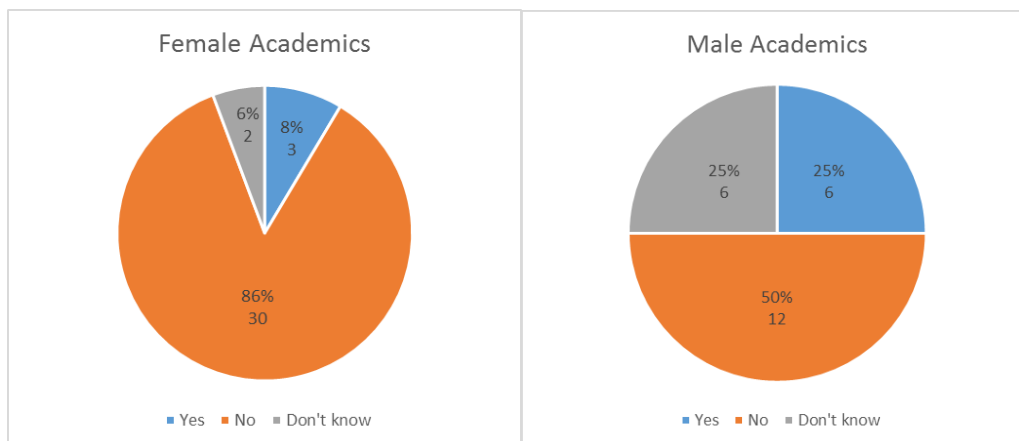


Figure 2: Survey results - Does this statement reflect your views? 'I avoid taking on new roles as these impact negatively on my career development.'

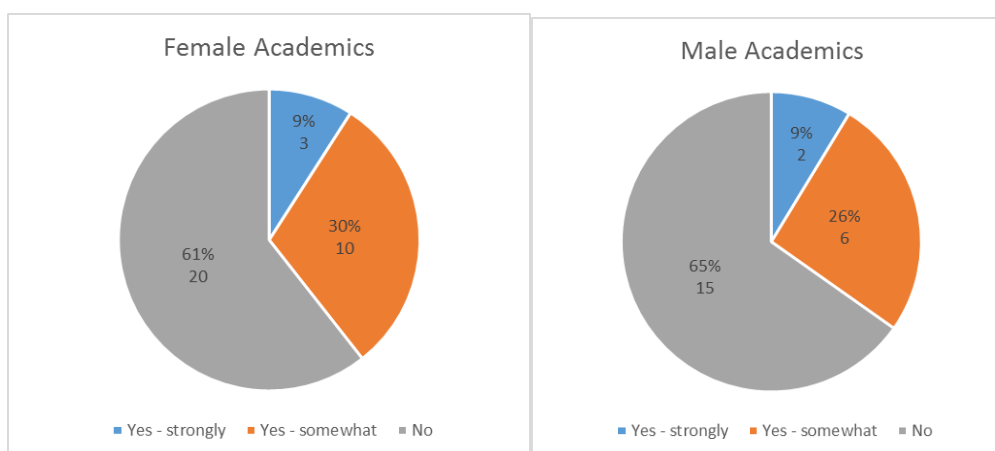


Figure 3: Survey results - Have you felt pressurised into accepting a School or Programme role (e.g. Admissions Tutor, Overseas Exchange Coordinator)?

UH09 encompasses Subject Heads, Programme Leaders of the three UG programmes and Readers. Female staff at UH09 decreased from 60% in 2013-14 to 43% in 2015-16. this represents an increase by three men of whom one was promoted to Reader, one a promotion to Programme Tutor for MCS and one was acting up as Subject Head. Two women were promoted to ADOS (AM1), bringing down the total number of women at UH09.

There were no female staff at AM2+, however a female Reader was promoted to professor during autumn 2016 and given the increase in the number of female Readers, further such promotions will be possible in the future.

Although there is a healthy pipeline at UH09 and AM1, we acknowledge that the workforce is quite static and this may lead to frustration, particularly for women who may not have opportunities to progress (see AP4.6; AP5.3; AP5.4; AP5.5; AP5.6).

64.1% (n=24) of female staff and 63.3% (n=15) of male staff work full time in SoH, which is slightly higher than the 2014-15 HESA average for women (59.3%) and lower for men (77%).

Grade Gender	Full Time		Part time		Total
	Count	Percentage	Count	Percentage	
UH07	3	15.0%	17	85.0%	20
Female	1	11.1%	8	88.9%	9
Male	2	18.2%	9	81.8%	11
UH08	19	76.0%	6	24.0%	25
Female	15	78.9%	4	21.0%	19
Male	5	83.3%	1	16.7%	6
UH09	11	78.6%	3	21.4%	14
Female	4	66.7%	2	33.3%	6
Male	7	87.5%	1	12.5%	8
AM1	6	100.0%	0	0.0%	6
Female	5	100.0%	0	0.0%	5
Male	1	100.0%	0	0.0%	1
AM2+	4	100.0%	0	0.0%	4
Male	4	100.0%	0	0.0%	4
Total	43	62.3%	26	37.7%	69

Table 22: Teaching/Research staff by gender, grade and FT/PT contract, 2015-16

The majority of part-time appointments are at UH07. Seven of these (41.1%) are conversions from VL contracts, while five (three male/two female) were new appointments in 2015-16 (29%). All staff at UH08 and UH09 working part-time do so because of caring responsibilities and for a better work/life balance.

SoH is a more mature workforce overall (AP4.7). The average age of women is 50, while that of men is 46, with women having higher average ages at UH07, UH08 and UH09:

Age	UH07		UH08		UH09		AM1		AM2+	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
26 to 30	0	0%	0	0%	0	0%	0	0%	0	0%
31 to 35	2	18%	2	25%	4	17%	0	0%	0	0%
36 to 40	1	9%	2	25%	1	4%	5	63%	0	0%
41 to 45	2	18%	1	13%	2	9%	0	0%	1	20%
46 to 50	1	9%	1	13%	5	22%	2	25%	0	0%
51 to 55	1	9%	0	0%	5	22%	0	0%	1	17%
56 to 60	4	36%	1	13%	2	9%	1	13%	4	67%
61 to 65	0	0%	1	13%	4	17%	0	0%	1	17%

66 +	0	0%	0	0%	0	0%	0	0%	0	0%	1	20%	0	0%	0	0%
Total	11		8		23		8		6		5		5		4	
Average age	48		44		49		44		58		49		50		52	

Table 23: Teaching/research staff by gender, grade and age

Nine out of nineteen women interviewed indicated that they had entered academia after an initial career elsewhere, which may explain this age difference as well as historical inequality where women used to be pressurised into taking on administrative and pastoral roles without adequate time allocations, while men were allowed to focus on their research. This needs to be monitored by SoH in order to ensure gender equity in terms of average age on grades (AP4.8).

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

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

The School does well in terms of proportions of men (2015-16: 83%) and women (2015-16: 89%) on permanent contracts, which are higher than the national average (2014-15: 66.7% of men, 62.2% of women, HESA – all subjects).

	Female				Male				
Year Grade	Fixed Term	Perm.	Total	% Perm.	Fixed Term	Perm.	Total	% Perm.	Total staff
2013-14	10	39	49	80%	5	25	30	83%	79
UH03	1	0	1	0%	0	0	0	0%	1
UH06	2	0	2	0%	1	0	1	0%	3
UH07	2	11	13	85%	2	6	8	75%	21
UH08	4	19	23	83%	0	7	7	100%	30
UH09	1	6	7	86%	0	4	4	100%	11
AM1	0	3	3	100%	0	1	1	100%	4
AM2+	0	0	0	0%	2	7	9	78%	9
2014-15	6	41	47	87%	3	26	26	90%	73
UH05	1	0	1	0%	1	0	0	0%	1
UH06	1	0	1	0%	0	0	0	0%	1
UH07	2	10	12	83%	2	6	8	75%	20
UH08	2	19	21	90%	0	8	8	100%	29
UH09	0	9	9	100%	0	5	5	100%	14
AM1	0	3	3	100%	0	0	0	0%	3
AM2+	0	0	0	0%	0	7	7	100%	7
2015-16	5	41	46	89%	6	30	36	83%	82
UH05	0	0	0	0%	2	0	2	0%	2

UH06	1	0	1	0%	0	0	0	0%	1
UH07	2	8	10	80%	4	8	8	67%	18
UH08	2	20	22	91%	0	6	6	100%	28
UH09	0	8	8	100%	0	8	8	100%	16
AM1	0	5	5	100%	0	1	1	100%	6
AM2+	0	0	0	0%	0	7	7	100%	7

Table 24: Staff on fixed-term and permanent contracts

The number of staff on fixed-term contracts has decreased slightly between 2013-14 and 2015-16, while permanent staff have increased to 71 in 2015-16. In all three years, more women than men held permanent contracts, while there has been a fluctuation in fixed-term contracts from female-dominated (2013-2014) to a majority male (2015-2016). This is primarily due to two fixed-term teaching/research posts being converted into permanent posts and a number of fixed-term contracts for research projects coming to an end. Four men and one woman were appointed on fixed-term contracts in 2015-16, paid for by research funding.

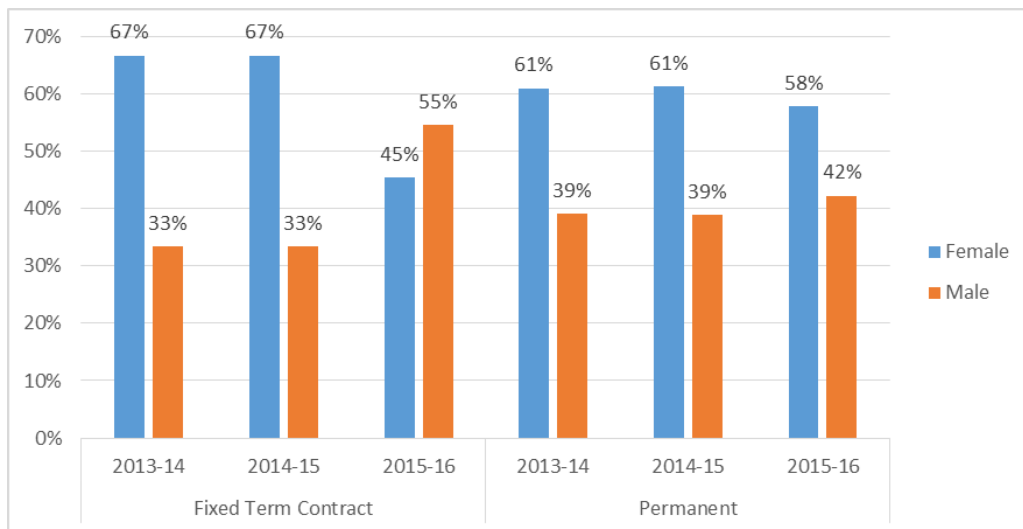


Chart 24: Proportion of female and male staff on fixed and permanent contracts

Table 24 suggests that in 2014-16 two women were appointed on fixed-term contracts at UH08 but these were on fixed-term secondments from other Schools, where they have permanent contracts.

The remaining nine staff on fixed-term contracts in 2015-16 were two female and three male staff on research-only contracts (UH05 and UH06), and one female and three male staff on teaching/research contracts (UH07). These nine posts were funded with QR money and research grants.

For staff on fixed-term research-only contracts, the research lead in SoH has responsibility for developing their careers, while staff on fixed-term teaching/research contracts are fully integrated into Subject Groups. All are part of the appraisal process and contracts are extended if further funding becomes available.

SoH does not employ staff on zero-hours contracts. There are VLs employed on permanent, flexible contracts. Hours are negotiated annually on the basis of the teaching hours available and the hours a VL is willing to take on. VLs working at least 80 hours in an academic year receive an increment on the pay spine. A number of VLs are also on part-time salaried contracts, e.g. in 2014-15 this was the case with 15 out of 70 VLs.

There was a greater proportion of female to male VLs in 2013-16 and the percentage difference between the genders is greater than that of salaried staff (56.1% women and 43.9% men). This may be explained by the fact that around half of the VLs are employed to teach Languages and most of these are female (in 2014-15, 31 female and 5 male VLs), as is the case with salaried Languages staff (see Table 19). This may be a consequence of the perception that females are more suited to languages, leading to more girls than boys taking languages in school (e.g. Carr & Pauwels 2005) and few males progressing into language teaching.

Visiting Lecturers	2013-14	2014-15	2015-16
Female	51 (61.44%)	44 (62.85%)	40 (66.66%)
Male	32 (38.55%)	26 (37.14%)	20 (33.33%)
Total	83	70	60

Table 25: Number of Visiting Lecturers by gender

VLs may request for their hours to be converted into a salaried contract, which is granted where possible.

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

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

Between 2013-14 and 2015-16, 18 members of staff left SoH - six at the end of fixed-term contracts (three female, three male), three retired (two female, one male), eight moved to other jobs (three female, five male), and one woman left to move abroad. This data shows no significant gendered trend.

Academic Leavers	2013-14	2014-15	2015-16	Total
Female	3	3	3	9
Full time				3
UH06	1			1
UH07	1			1
AM2+	1			1
Part time				6
UH07		1	2	3
UH08		2	1	3

Male	6	3		9
Full time				3
UH07		1		1
AM2+	2			2
Part time				6
UH04	1			1
UH07	2	1		3
AM2+	1	1		2
Total	9	6	3	18

Table 26: Number of academic leavers by grade, gender and full/part-time status

Data on leavers is collected in SoH by informal exit conversations with the Dean. It is also collected by HR.

Summary of Action Points from Section 4.2: Academic and Research Staff Data	
AP4.5	Determine whether there are subject-specific differences in staff recruitment and selection processes.
AP4.6	Assess whether uptake of roles by female academics disadvantages them in terms of career progression.
AP4.7	Establish and consider the differing needs of mature members of staff.
AP4.8	Monitor gender/age differences at different grades.

Word count: (2,733)

References

- Carr, J., & Pauwels, A. (2005) *Boys and foreign language learning: Real boys don't do languages*. Basingstoke: Palgrave Macmillan
- Fitzgerald, T. (2104) *Women Leaders in Higher Education: Shattering the Myths*. London: Routledge.
- Morley, L. (2013) 'The rules of the game: Women and the leaderist turn in higher education'. *Gender and Education*. 25(1) pp. 116-131.
- Pyke, K. (2011) "Service and Gender Inequity among Faculty", *PS: Political Science and Politics*, vol. 44, no. 1, pp. 85-87.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

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

SoH follows University recruitment procedures, which means that interview panels include at least one person of each gender. Adherence to University Equal Opportunities criteria is monitored by HR. A School template for job descriptions/ person specifications

is used, and job descriptors are agreed with Heads of Subject and the School HR Business Partner, to ensure gender-neutral language. Interview panels are chaired by the Dean and all panel members are trained in recruitment and selection. Candidates give presentations to staff and students, whose feedback is taken into consideration.

SoH is aware that unconscious bias may play a role in recruitment processes. 45% of SoH staff have already attended unconscious bias training, but we will ensure that all staff undertake this training and make this a mandatory part of the induction of new staff, in line with the UH Institutional Action Point (14) (AP5.1).

During 2013-15 one professorship, six lectureships (UH7) and two research assistantships (UH5) were advertised, as well as a Directorship for the professional Doctorate in Heritage (UH9), which was an internal advertisement. The data show that 4 (40%) of the 9 appointments made were female, 3 (30%) were male, and the remaining 3 unknown. Significantly more men than women applied for the Philosophy professorship, reflecting that Philosophy is male dominated. SoH will include positive action statements in areas where there is under-representation (see AP4.5).

Grade	Applications					Shortlisted					Offers				
	Fem.	Male	Un-known	% Fem.	% Male	Fem.	Male	Un-known	% Fem.	% Male	Fem.	Male	Un-known	% Fem.	% Male
AM1	12	28	7	26%	60%	2	6	0	16.7%	21.4%	0	1	0	0%	3.5%
UH9	1	0	0	100%	0%	1	0	0	100%	0%	1	0	0	100%	0%
UH7	85	83	9	48%	47%	13	11	5	15.3%	13.2%	2	1	3	2.3%	1.2%
UH5	26	24	1	51%	47%	3	4	0	11.5%	16.6%	1	1	0	3.8%	4.2%

Table 27: Academic applications, shortlisted and offers by gender, 2013-15

(ii) *Induction*

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

New staff receive School and University-level programmes of inducting activities. In addition, each new member of staff is assigned a mentor.

Activity	Offered by	When
Introduction to SoH	Line Manager	At start of post
Health and Safety training	UH Central Induction Team	During Central Induction on starting at UH
Equality and Diversity training	UH Central Induction Team	During Central Induction on starting at UH
Library and Computing Services familiarisation	UH Central Induction Team	During Central Induction on starting at UH
Work practices, policies, procedures familiarisation	In-School induction: Line Manager and mentor, guided by HR checklist	During first 12 months in post

UH Research Information System (RIS) training	Central UH training events	During first 12 months in post
Continuing Professional and Academic development (CPAD) course	UH Learning, Teaching and Innovation Centre (LTIC) - accredited course (60 masters level credits)	During first 1 -2 years in post – length of programme depends on staff's previous teaching experience

Table 28: Induction activities for new staff

The survey showed that of the academic staff who had joined SoH since 2013, nine (47.3%) indicated that they found the School induction useful and three staff (15.7%) did not find it useful. Worryingly, seven staff (36.8%) indicated that they hadn't received a School induction. These findings show that SoH needs to review the conduct of its local induction (AP5.2).

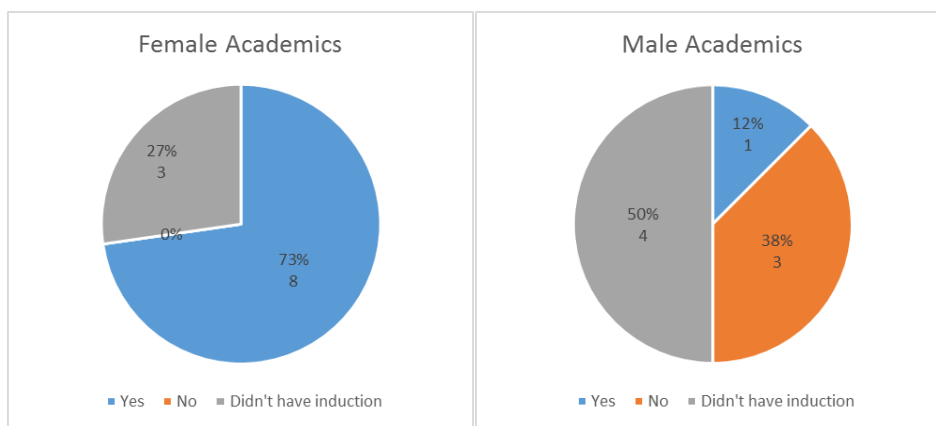


Figure 4: Survey results - Was the induction process within the School useful (e.g. induction within your Subject Group – not University level).

(iii) *Promotion*

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

Academic staff can undergo a job evaluation process by using the Equate Job Evaluation System, which makes the requirements for promotion to a higher grade transparent. Members of staff prepare a portfolio of evidence to demonstrate how they meet the criteria for a promoted grade. This needs to be approved by both the line manager and the Dean, and then is assessed by HR before being approved by the Deputy Vice-Chancellor to ensure organisational equity.

Year	Female				Male				Total
	FT		PT		FT		PT		
2013-14	4	36.5%	4	36.5%	2	18%	1	9%	11
UH08	3	43%	3	43%	0	0%	1	14%	7
UH09	1	50%	1	50%	0	0%	0	0%	2
AM2+	0	0%	0	0%	2	100%	0	0%	2
2014-15	4	80%	0	0%	0	0%	1	20%	5
UH08	3	75%	0	0%	0	0%	1	25%	4

UH09	1	100%	0	0%	0	0%	0	0%	1
2015-16	3	33%	1	11%	5	56%	0	0%	9
UH08	1	50%	0	0%	1	50%	0	0%	2
UH09	0	0%	1	33%	2	67%	0	0%	4
AM1	2	100%	0	0%	0	0%	0	0%	2
AM2+	0	0%	0	0%	2	100%	0	0%	2
Total	11	44%	5	20%	7	28%	2	8%	25

Table 29: Promotions by gender and FT/PT status

More women than men were promoted, primarily to UH08 and UH09. The promotions to UH09 were due to one man and one woman being promoted to Reader, one man and one woman taking on the Programme Tutor role of a UG programme, and two women becoming Heads of Subject Groups. The two promotions to AM1 were women becoming Associate Deans. Four of the nine promotions of male staff were professors who were promoted to higher AM grades. 31.2% of the women were promoted work part-time (almost in line with the overall proportion of part-time women of 35.9%), while only 22.2% of the promoted men work part-time (with an overall proportion of part-time men of 36.7%).

The survey results show that SoH needs to do more to ensure that academic staff understand the promotion process and criteria at the University, as only 30 (50%) of 62 staff are confident they know what these are. Moreover, only 32 staff (51.6%), indicated they have been encouraged to consider opportunities for promotion within the last 3 years, and 29 staff (47.5%) indicated they were happy with the level of support from the School when considering promotion. It is clear that more support and encouragement needs to be provided to staff (AP5.3).

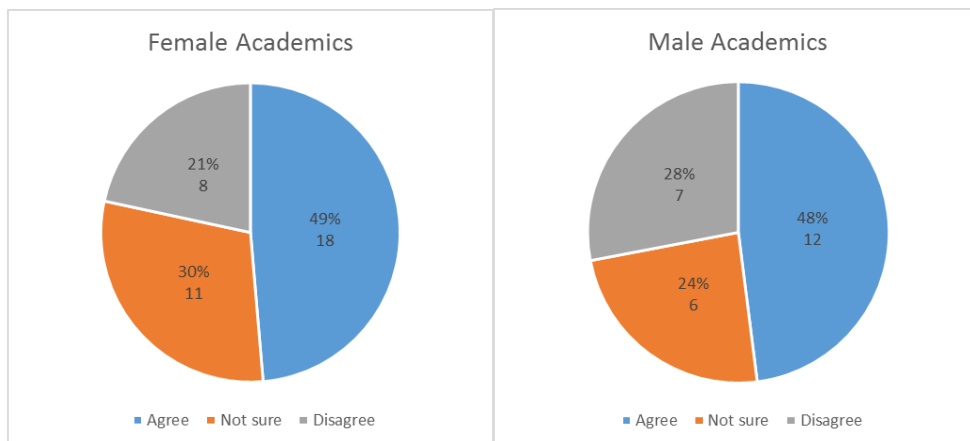


Figure 5: Survey results - 'I understand the promotion process and criteria in the University.'

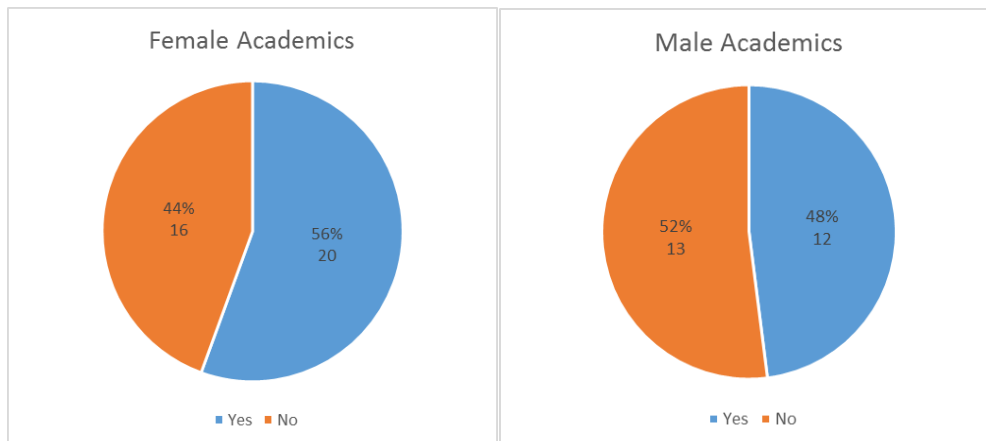


Figure 6: Survey results - Have you been encouraged to consider opportunities for promotion within the last 3 years?

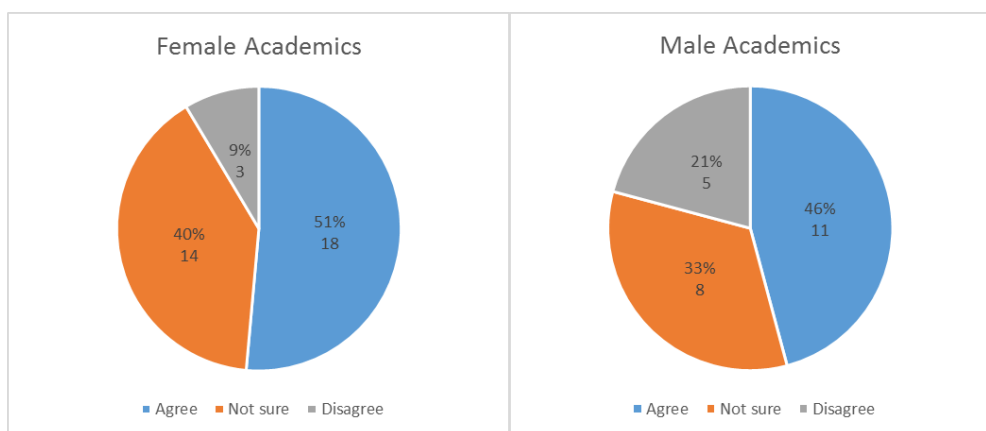


Figure 7: Survey results - 'I am happy with the level of support from the School when considering promotion.'

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

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

SoH's submissions to RAE 2008 and REF 2014 were managed by three different tiers of research management working together: the central RAE/REF Management Group led by the Pro-Vice Chancellor (Research); the Social Sciences, Arts and Humanities Institute, and the Humanities Associate Head / (ADOS) (Research). Decisions about REF inclusion were gender blind, following University policy. All research staff in the designated Units, and staff whose research was relevant to those Units, were invited to submit. Those who were not submitted were contacted personally by the Pro-Vice Chancellor (Research). The selection of staff for REF is a negotiated process between the School and the Pro-Vice Chancellor (Research), based on external mock assessment feedback on publications submitted by eligible staff. For the next REF, the ADOS (Research) will continue to monitor the feedback and decision-making in terms of female research academics.

Subject	2014		2008	
	Female	Male	Female	Male
History				
Submitted	6 (100%)	6 (100%)	1 (50%)	8 (89%)
Not submitted	0	0	1	1
Philosophy				
Submitted	1 (100%)	11 (100%)	1 (50%)	10 (90%)
Not submitted	0	0	1	1
English Literature				
Submitted	3 (60%)	7 (100%)	3 (60%)	3 (75%)
Not submitted	2	0	2	1
School Unit Total				
Submitted	10 (83%)	24 (100%)	3 (43%)	23 (88%)
Not submitted	2	0	4	3

Table 30: Unit submissions by gender to REF 2014 and RAE 2008

SoH needs to address a long-term gender imbalance in its submission record of female staff to national research assessment exercises. The situation has improved significantly between 2008 and 2014, but the ratio of males and females submitted to REF 2014 (70% and 30% respectively) is not representative of the gender ratio of eligible research-active staff in SoH or the sector. Part of the explanation for this is that we have several research-active female staff who were not included in REF due to not fitting the designated REF/RAE units, in particular EL&C staff, who are predominantly female and research-active. Their research fits the REF profile of Education submissions, but the University did not submit an Education REF unit in 2014. Philosophy stands out in terms of its high proportion of male staff, which is reflected in its REF submissions. The Group's gender imbalance mirrors the Subject's profile. The last two appointments in Philosophy, since 2014, have been research-active women.

The figures above mask further complexities regarding long-term staffing and the nature of historic RAE/REF appointments. The above figures are not based on HESA data for REF 2014, which were inaccurate regarding research-active staff in SoH and included people who were not related to the Units of Assessment. Furthermore, in both the 2008 and 2014 assessments a significant number of fixed-term appointments were included. The majority of these temporary RAE/REF staff were also male, underlining the wider issue.

SoH has never adopted a gender quota or gender-centred recruitment policy. History has seen a decided rebalancing of female and male staff over the last eight years, but this was because the best candidates over two cycles of appointments between 2008 and 2014 were women. Moreover, there were no female readers or professors in SoH at the time of the 2008 submission.

As we move toward the next REF, there is clearly a serious recruitment and promotions 'pipeline' issue for SoH. SoH managers are acutely aware of the gender imbalances and issues noted above regarding research active staff. They require institutional as well as School-level responses, which need to be focussed around the 'Five Cs': cash (in terms of equality of pay), childcare/adult caring, confidence, culture, and candidate selection processes.

SoH management will continue to monitor and institute initiatives to address the ‘5 Cs’ with regard to new appointments and the research career progression of existing female staff. This will be done primarily through staff development activities, including policy workshops to influence institutional UPRs, and through the appraisal system. It will also include monitoring concerns over the balance between administration, teaching, and research for individuals (AP5.4; see AP4.5).

SoH will continue to ensure that staff not attached to REF units are provided with equal support to develop their research. This has already been acted upon since 2014, with QR research monies being diverted from REF units to non-REF subject areas in SoH to support researcher development. A Research Assistant has also been appointed from QR to support the research activities of all staff (AP5.5).

Summary of action points from Section 5: Supporting and advancing women’s careers	
AP5.1	Ensure all SoH staff have undertaken unconscious bias training.
AP5.2	Monitor the implementation of in-School induction.
AP5.3	Ensure staff understand the promotion process and criteria at the University.
AP5.4	Increase awareness of the requirements for promotion to readership and professorship and support more women to apply.
AP5.5	Enhance the research support provided for staff not attached to REF units in order to ensure equity of research support across the School.

5.3 Career development: academic staff

(i) Training

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

A wide range of development opportunities are available to staff in SoH. A significant proportion of this is provided centrally by UH and offers training opportunities for research, teaching, administration and personal development. Staff members can proactively sign up to workshops that suit them, although this is also discussed at appraisal and line managers may encourage staff to take on particular courses.

	2013-14		2014-15		2015-16	
Female	39	76%	44	94%	42	91%
Male	20	67%	29	100%	32	89%
Total	59	75%	73	96%	74	90%

Table 31: Uptake of staff development and training by academic staff

External staff development opportunities are also supported by SoH, e.g. conference attendance is funded when staff present a paper, and SoH is supporting four women and two men in doing postgraduate study in 2016-17. Both external and internal staff development opportunities are recorded and staff members are asked to submit

documentation twice a year on the development activities they have undertaken, which are also discussed at appraisal.

According to the staff survey, most members of staff either regularly (33%) or occasionally (63.5%) undertake training opportunities offered by the University.

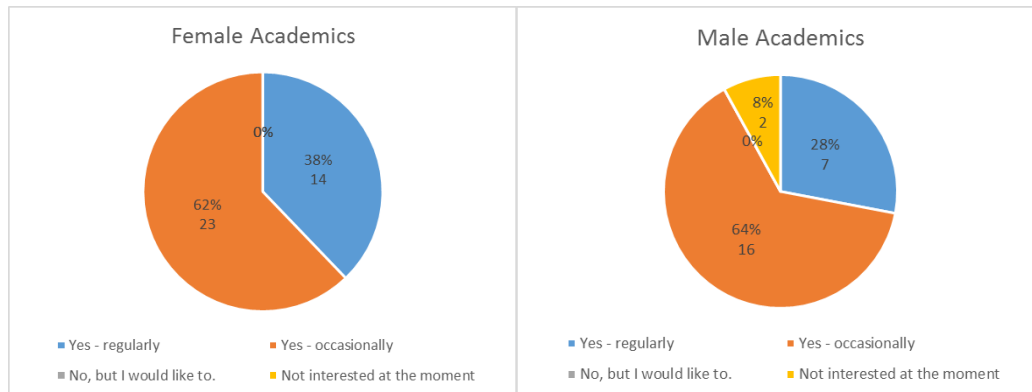


Figure 8: Survey results - Do you undertake training opportunities offered at the University?

(ii) *Appraisal/development review*

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

In accordance with University regulations, appraisals in SoH are carried out once a year, with an additional interim review after 6 months. SoH appraisal provides an opportunity for all staff to discuss their performance, celebrating successes and setting targets for the following year. Support for the achievement of these targets, and individuals' longer term career plans, is then captured in an Action Plan.

All salaried staff (and VLs) participate in appraisal. The staff survey showed that 85% of academic staff (n=51) consider that appraisal is implemented well in SoH. In order to improve this percentage, appraisers should be required to regularly refresh their training (AP5.6).

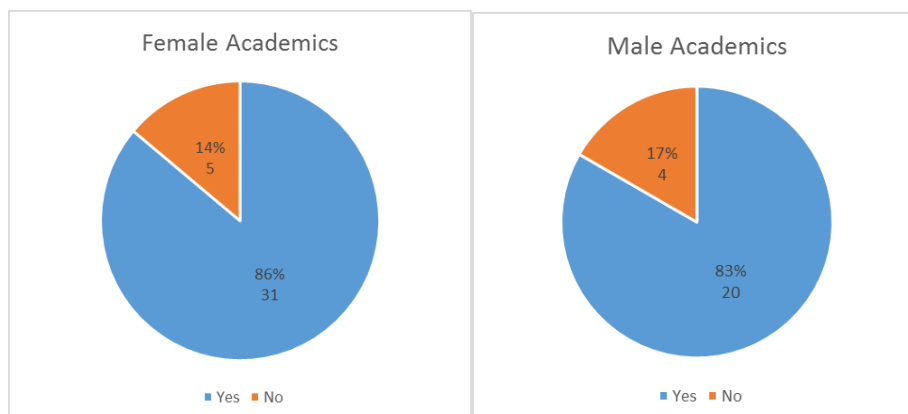


Figure 9: Survey results - Does the School of Humanities implement the UH appraisal process well?

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

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

Support for career progression at the individual level starts with appraisal, where members of staff are invited to consider their aspirations and to identify the support they need. Appropriate staff development activities are agreed on the basis of this. The survey shows that 78% of staff feel actively encouraged in this, with more women agreeing than men (see AP5.6).

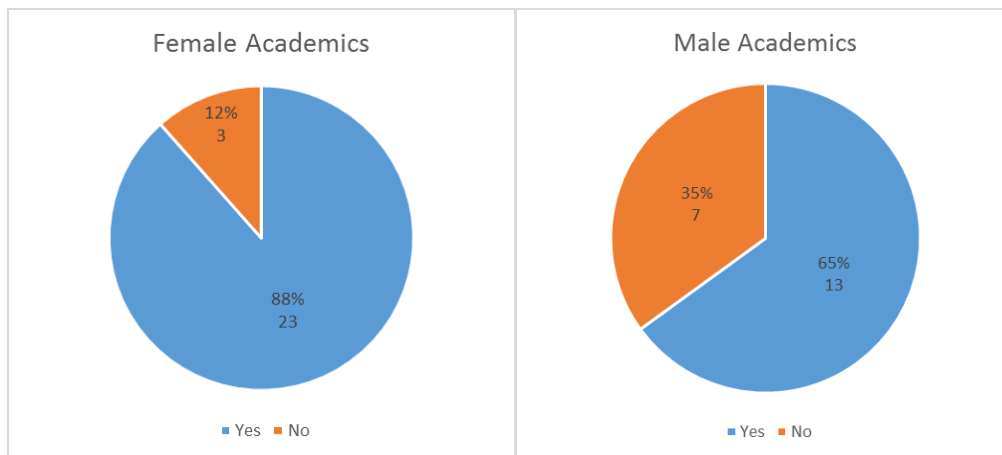


Figure 10: Survey results - If you are interested in career development, would you say that you are actively encouraged within the School to take up career development opportunities?

SoH aims to offer career development opportunities irrespective of gender. 63% of academics think SoH succeeds in this.

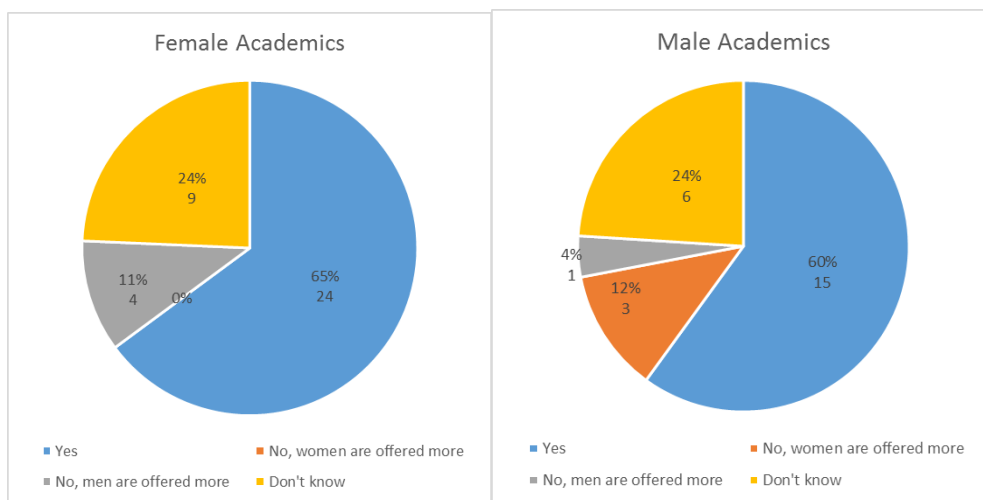


Figure 11: Survey results - In the School of Humanities, do you think individuals are offered career development opportunities irrespective of gender?

The Equate System enables managers to advise staff regarding what they need to do to seek a promotion, which may include taking on a role in SoH. Roles are generally advertised but according to the survey results not all staff feel encouraged to consider these, so SoH needs to address this (see AP4.6; AP5.7; AP5.8).

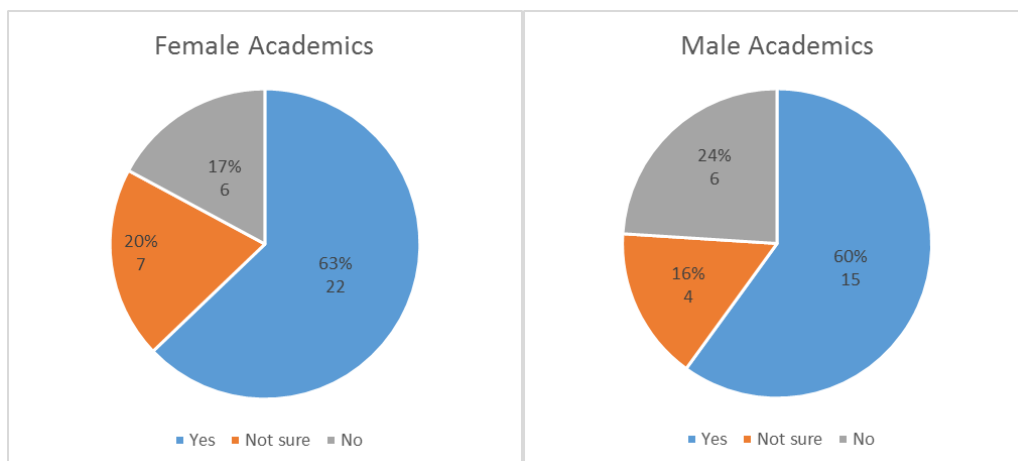


Figure 12: Survey results - Have you been encouraged by your manager to take on new roles that enable you to develop in your career?

Less transparent is what is required for promotion to reader and professor, which SoH will need to provide further support for (see AP5.4).

Staff on Research contracts are given a mentor who supports them (e.g. by helping with grant applications). All new academics are assigned a mentor, but both the survey and the individual interviews show that staff would welcome more mentoring opportunities in relation to career development and planning (AP5.9).

Survey results show that 73% of research active staff (n=38) feel supported or mostly supported in carrying out research, with this being the case for a higher proportion of men than women.

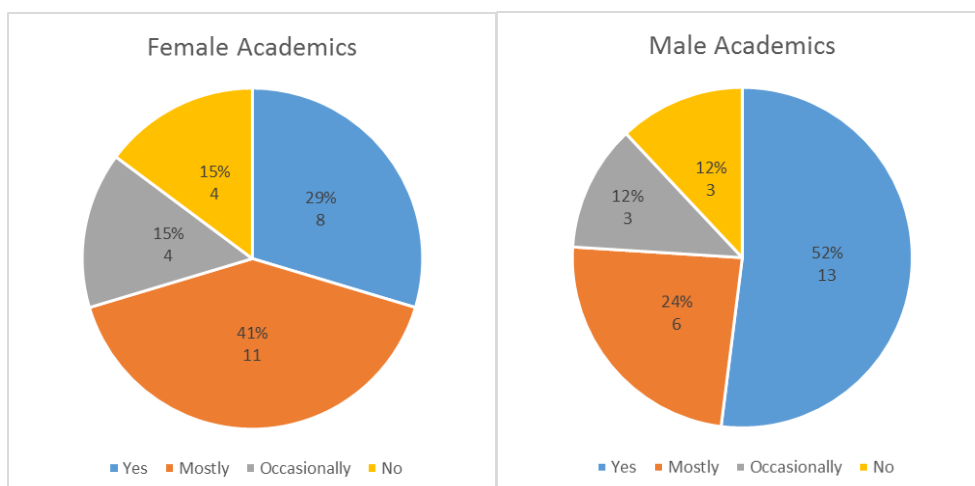


Figure 13: Survey results - If you are interested in research, would you say that you are adequately supported within the School to carry out your research?

Staff are encouraged to apply to become Associate Fellows/Fellows/Senior Fellows of the HEA, with 65.5% (N=51) having done so by 2016. SoH aims for this to increase to 85% by September 2017, as specified in the School Academic Standards and Student Experience Action Plan.

SoH encourages women to consider leadership roles by nominating annually for the Aurora leadership programme, which has been completed to date by three staff, including one member of professional staff. Women are encouraged to apply via line managers and are supported to attend by allocating time on their workload. SoH will continue to nominate staff for the programme (AP5.10).

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

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

There is a range of support available to students for academic progression both at School level and the level of individual Subjects.

Optional sessions are organised each year for PG students focusing on academic career progression with a view to securing employment in academic research and teaching (10 students attended in 2015–2016). The sessions include talks by members of staff on their academic career paths as well as a talk from a member of the Careers and Employment Service on academic and alternative-academic jobs, followed by a Q&A session.

Within each Subject, PG students receive informal career mentoring from their supervisors, including advice on teaching when applicable. Some Subjects offer more formal career support opportunities; for example, Philosophy organises a Research Methods course for first year MA by Research students.

UGs interested in pursuing an academic career receive informal support from academic staff, including their Personal Tutors. In addition, the Employability Tutor for SoH organises a Humanities Careers Conference each year, in conjunction with the Careers and Employment Service, which includes talks on academic career paths as well as a Careers Fair stand on postgraduate level study and academic careers. Some Subjects also offer job shadowing opportunities with academics. For instance, Philosophy staff members offered two such opportunities (two UGs participated in 2015-2016). They included attendance of a research-level workshop followed by a discussion on academic careers and attendance at a meeting of the Executive Committee of the British Philosophical Association.

In October 2016 we sent out a student survey to gather further feedback from PGs and Level 6 undergraduates, which showed that a majority of the students expressed an interest in pursuing an academic career (AP5.11):

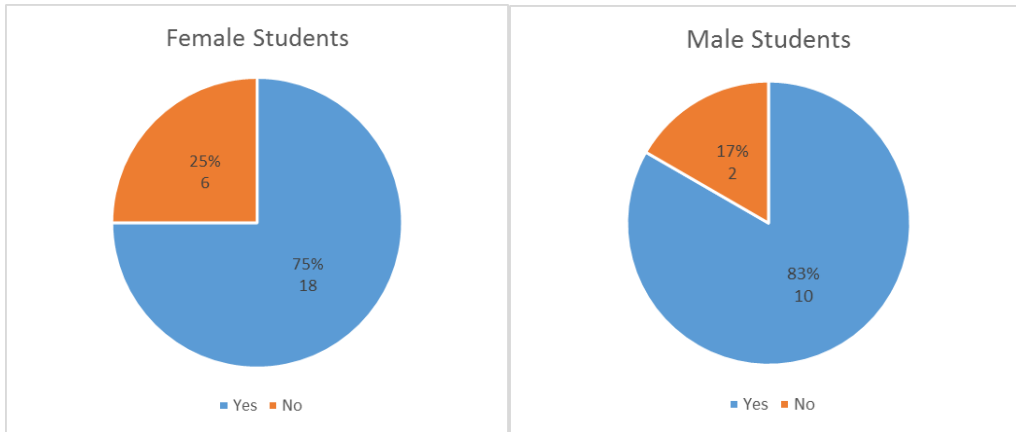


Figure 14: Student survey results - Are you interested in pursuing an academic career?

The proportion of females interested in pursuing an academic career is slightly less than that of males, although the actual number of females is higher, suggesting that both females and males regard themselves as suitable candidates for this career path.

A majority of these students agreed that SoH offers adequate support in progressing from UG to PG studies and from PG studies into an academic career:

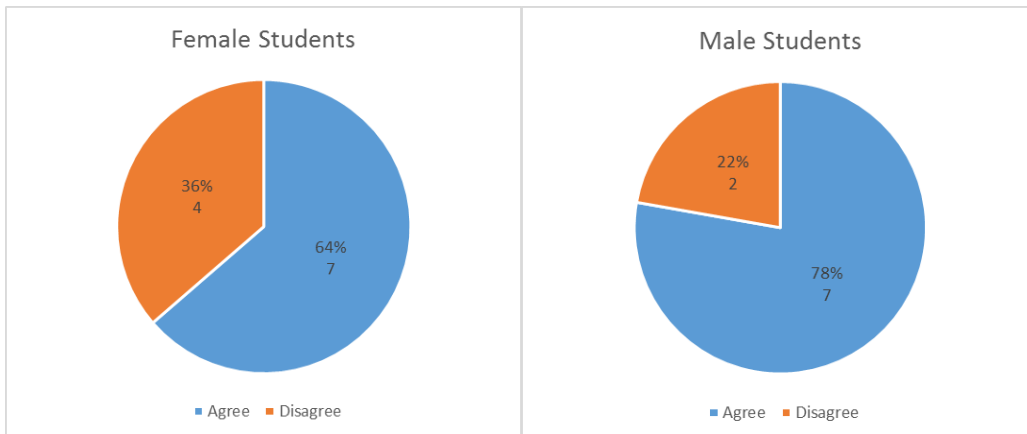


Figure 15: Student survey results - "SoH has offered me adequate support in progressing from being an UG student to a PG student"

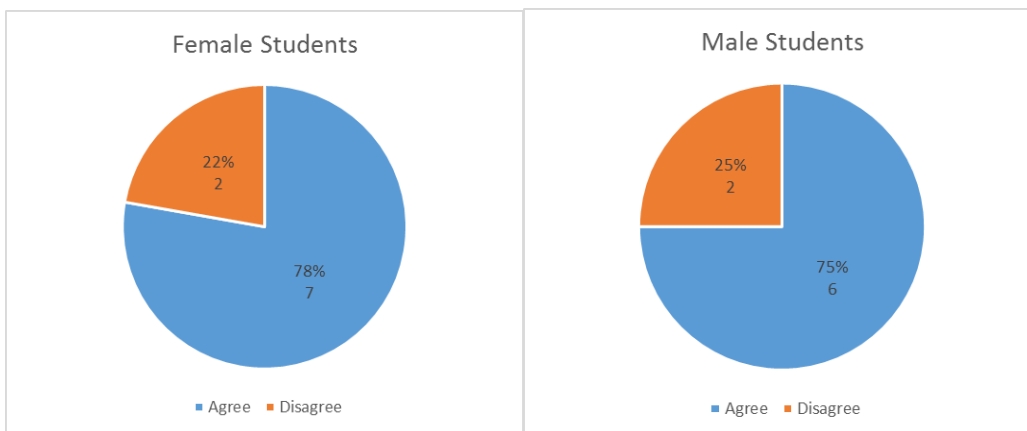


Figure 16: Student survey results - "SoH has offered me adequate support in progressing from PG to an academic career."

Most also agreed that SoH supports students to develop an academic career irrespective of gender:

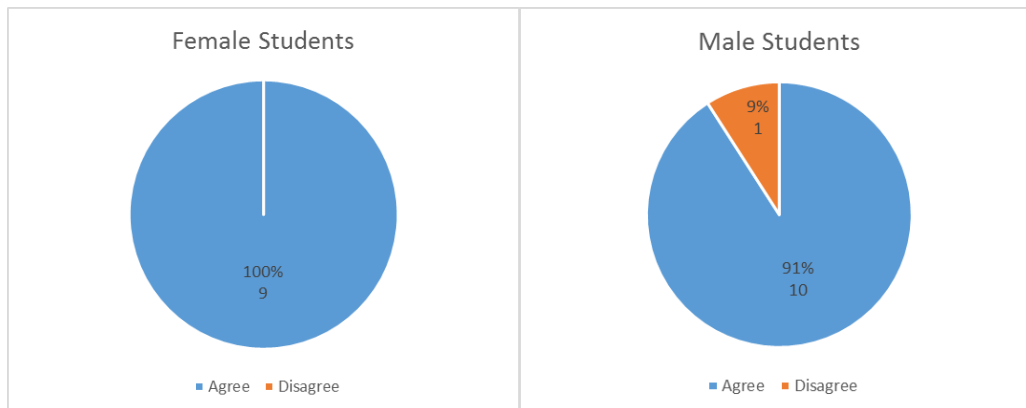


Figure 17: Student survey results - "SoH supports PG students to develop an academic career irrespective of gender."

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

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

The UH Research Office provides support to all academics preparing research funding applications, in terms of preparing costings for applications, general advice, regular grant application clinics and one-to-one meetings. SoH also expects all applications to be peer-reviewed by a senior colleague prior to submission. Research activity is additionally supported at School level by an Associate Dean (ADOS) and Research Leaders for each research-active unit: EL&C, English Literature, History, Media and Philosophy. The current ADOS (Research) is a female and two out of the five leaders of the research groups within SoH are female.

All new colleagues are encouraged to have an initial meeting with the Research Office and the Research Office also produces a fortnightly newsletter which, e.g., highlights relevant funding calls. The UH People Development programme provides training on locating opportunities and managing post-award finance.

SoH also devolves QR to research groups who are encouraged to use funds for seed-corn funding pilot projects. A 0.5 FTE School Research Assistant is available to assist in the management of seed-corn projects and development of grant applications.

A focus group discussion and the staff survey highlighted that not all staff were taking advantage of the support offered by the Research Grants Team. There was also a gender imbalance, with 64% of female academics and 42% of male academics failing to use the Research Office. There was a higher incidence of male academics making, and intending to make, external funding applications. 31% of female staff and 46% of male staff had made funding applications in the previous 3 years and 35% of female staff and 78% of male staff were intending to make applications over the next two years (AP5.12).

Summary of action points from Section 5.2: Career development academic staff	
AP5.6	Ensure that appraisal is recognised as a valuable and useful development process for all staff.
AP5.7	Ensure staff are aware that career development opportunities are open to all irrespective of gender and FTE.
AP5.8	Find alternative means for staff to express interest in roles.
AP5.9	Develop a formal mentoring scheme in SoH tailored to individual career aspirations (research, teaching, management).
AP5.10	Continue to ensure staff participation in the Aurora programme to empower women to consider progression to leadership positions.
AP5.11	Continue to raise awareness of academic careers with UG students and establish what support is required to progress successfully from UG to PG study and from PG study to an academic career.
AP5.12	Increase awareness of training and support services for research and provide additional support to female staff members.

5.5 Flexible working and managing career breaks

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

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

Only two female academic staff went on maternity leave in the past three years. The low figure is not surprising, with only about 25% of the female workforce of childbearing age.

	UH4	UH5	UH6	UH7	UH8	UH9	AM1	VL
12/13	-	-	-	-	-	-	1	
13/14	-	-	-	-	-	-		1
14/15	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	1	1

Table 32: Uptake of maternity leave 2012-2015

Prior to a staff member going on maternity leave, the line manager advises them to contact the Employee Support team to get advice on their rights and entitlement, which include leave, pay, antenatal appointments and Keeping in Touch (KIT) days, and signposts to the relevant policies on StaffNet (the staff intranet). Occupational Health (OH) is available to give advice on health and safety issues.

Responses from interviews carried out with academic staff show that antenatal appointments are scheduled around teaching times. The staff member normally discusses with their line manager how their work will be covered during their leave. SoH would normally engage a VL to cover their duties. The professional staff members interviewed who took maternity leave prior to 2012-13 explained that work is shared between other staff on the team or the position is recruited temporarily.

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

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

Staff are made aware of the opportunity to carry out work activities for up to 10 days (KIT days) during the maternity or adoption leave period, for which they receive compensation. This allows staff on member to come to work for developments, updates, etc. without impacting on their status. Work activities can be carried out any time after the first 2 weeks following the birth or adoption of a child. Of the two staff who went on maternity leave, one took one KIT day to sit on an interview panel.

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

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

Staff returning to work discuss with their line manager how best to ensure their smooth return. Staff have the opportunity to request flexibility on their return to work either on a formal or informal basis. The two returning academic staff interviewed found line managers and colleagues to be supportive, for example by timetabling taught modules at convenient times. Cover for maternity and adoption leave and support for returning staff is funded through the School staff budget.

Several first aid rooms on the campus can be used for breastfeeding/expressing. However, interviewees raised the issue that these spaces can also be accessed by first aiders and staff with the use of a swipe card, raising privacy issues. To address this a proposal to install better locks has been put forward. UH also has an on-site nursery open for staff use.

(iv) *Maternity return rate*

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

Both academic staff members who took maternity leave returned to work within a year. Statistically this number is too small to draw any robust conclusions. However, line managers are continuing to monitor the needs of individuals as part of the regular line management one-to-one meeting schedule.

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

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

There are policies on paternity, shared parental, adoption, and parental leave on StaffNet, to which staff are directed by line managers. During 2012–2015 there were no applications for shared parental, adoption or parental leave, but one male academic applied for paternity leave for the care of an adopted child, whose primary carer was

the mother (and therefore adoption leave for the father was not applicable). He arranged with his line manager for his duties to be covered by other colleagues. He would have liked to apply for additional paternity leave, but did not want to have his work done by colleagues for another week. This indicates that SoH needs to clarify provision of cover for paternity, shared parental, adoption and parental leave and encourage take-up (AP5.13).

(vi) *Flexible working*

Provide information on the flexible working arrangements available.

SoH allows for flexible working across all subject areas as well as for professional staff, in line with UH policy. There is a high number of staff who are formally recognised by HR as working flexibly, because they are on fractional contracts. We can see a trend of a decrease of females and an increase of males working flexibly in this sense over three years:

Year	Working flexibly						Not working flexibly					
	Female		Male		Total		Female		Male		Total	
2013-14	30	51.7%	9	28.1%	39	43.3%	28	48.3%	23	71.9%	51	56.7%
2014-15	27	47.4%	10	31.3%	37	41.6%	30	52.6%	22	68.8%	52	48.3%
2015-16	25	43.9%	14	36.8%	39	41.1%	32	56.1%	24	63.2%	56	58.9%
Average		47.7%		32.1%		42%		52.3%		67.9%		58%

Table 33: Numbers and proportion of staff working flexibly as formally recognised by HR

Five lecturers requested and were granted flexible working in 2015-16, three males (childcare and health reasons) and two females (religious reasons).

For professional staff, flexible working is assessed on an individual basis and is supported where possible. Staff have been allowed to amend their hours temporarily and permanently, as well as occasional working at home. Three full-time staff permanently work different hours to the standard 8.30 – 17.00, while others have been allowed to alter their hours temporarily. The seven part-time staff have all been allowed to alter their patterns at times.

In effect, all academic staff are able to work flexibly, because there is no requirement to be at the University other than for scheduled activities. UH has a policy of ‘anytime, anywhere, any device’, operationalised through our Virtual Private Network (VPN) allowing staff to access email and folders remotely.

When part-time staff were asked whether they are offered the same career development opportunities as those who work full time, 37.9% (n=11) agreed and 24.1% (n=7) disagreed. A further 37.9% (n=11) stated that they did not know. It can be argued that most employees would not know if they were being offered the same career development opportunities as others regardless of employment status. However, SoH needs to investigate what causes the negative perception of those who disagreed (AP5.14).

The survey revealed that 82% of respondents (n=53), significantly more males than females are aware that flexible working is allowed, so SoH needs to raise further awareness of this (AP5.15).

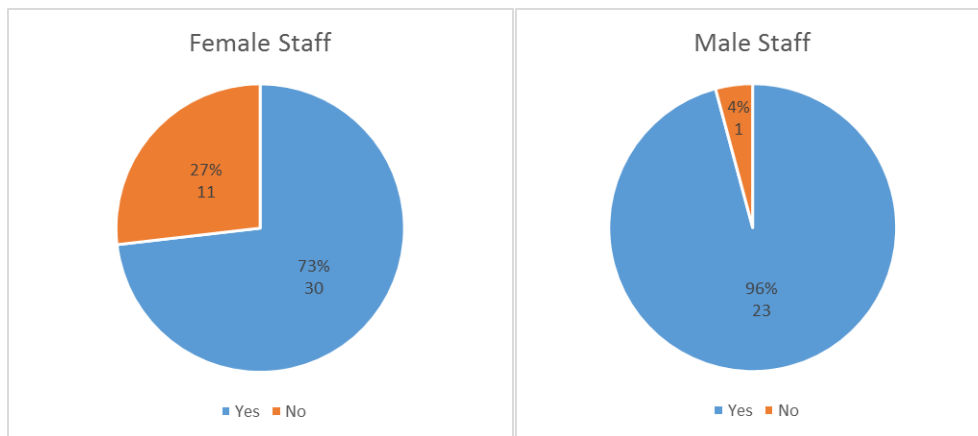


Figure 18: Survey results - Do you know that Humanities allows flexible working?

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

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

There have not been any instances of staff working full-time before a career break returning to work part-time and then requesting to transition back to full-time. SoH follows UH policy on managing career breaks and would consider such a request in accordance with this.

Summary of action points from Section 5.3: Flexible working and managing career breaks	
AP5.13	Clarify provision of cover for paternity, shared parental, adoption and parental leave and encourage take-up.
AP5.14	Investigate why some part-time staff feel disadvantaged regarding career development opportunities.
AP5.15	Ensure that all staff are aware of their right to request flexible working.

5.6 Organisation and culture

(i) *Culture*

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

SoH is committed to promoting gender equality and inclusivity and aims to do this by embedding the AS principles in all we do. That SoH is successful in this is evidenced by the survey finding that only 2 respondents out of 96 (2.1%) disagreed with the statement ‘I feel that SoH is a great place to work’ and by comments such as: “I find the School to

be one of the most supportive environments I've worked in; there are obvious opportunities and support for women members of staff.”

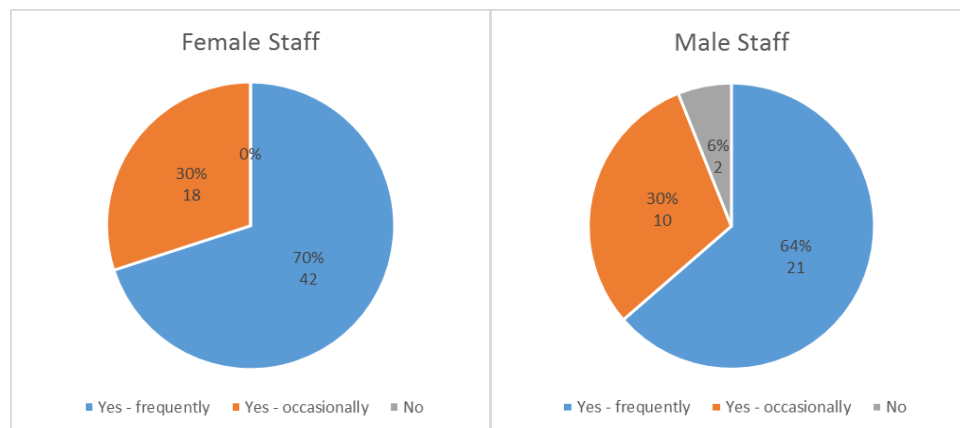


Figure 19: Survey results - 'I feel that the School of Humanities is a great place to work.'

Our approach to the AS application process exemplifies our belief that equality activity benefits from the involvement of all (*AS Principle 1*). An open invitation to join the SAT received a positive response. Regular updates in staff meetings and in a dedicated AS area on the SoH internal website ensured that all colleagues could contribute to the debate which supported this application process. Two School Away days and three surveys were used to ensure staff involvement in the development of this submission and Action Plan. Response rates to the staff surveys were high with 96 individuals (69%) answering questions in the main survey.

In addition, the Dean and the AS Champion are members of the UH Institutional SAT, which ensures that School-based and institutional actions to advance gender equality are developed in tandem (*AS Principle 8*).

The vast majority of our staff are on permanent contracts (*AS Principle 6*), evidencing our commitment to providing job security and enabling staff to participate fully in all aspects of the work of SoH. However, consideration of the data and the results of the surveys and interviews have highlighted gender imbalances between subjects and most notably at professorial level. SoH is actively working to address these imbalances and has seen its first female professorial appointment during November 2016 (see AP5.4) (*AS Principle 3*). Women are well-represented at senior management level in SoH; three of the six Heads of Subject and all of the Associate Deans are women (*AS Principle 2*). This will support our commitment to ensuring gender pay equality (*AS Principle 4*).

29 female academics (78%) interested in career development indicated that they are supported by SoH in their career progression. To increase this percentage SoH is putting in place a number of initiatives as set out in the Action Plan, such as a greater focus on development and progression in appraisal, and offering mentoring, as well as further support for PG students (*AS Principle 5*).

SoH acknowledges that change will not come about by supporting individuals alone and is working towards bringing about cultural change, e.g. by reviewing how roles in the

School are distributed (*AS Principle 9*). Staff personal investment in supporting the teaching and/or research success of colleagues is evidenced on a day to day basis.

Additionally, SoH is committed to developing an understanding of intersectionality and its impact on career progression (*AS Principle 10*), which will allow us to address more complex inequalities (AP5.16).

In terms of its staff base, SoH is primarily White-British and therefore needs to review its recruitment and selection processes for ethnicity biases and ensure that our publicity materials promote inclusivity and diversity (AP5.17).

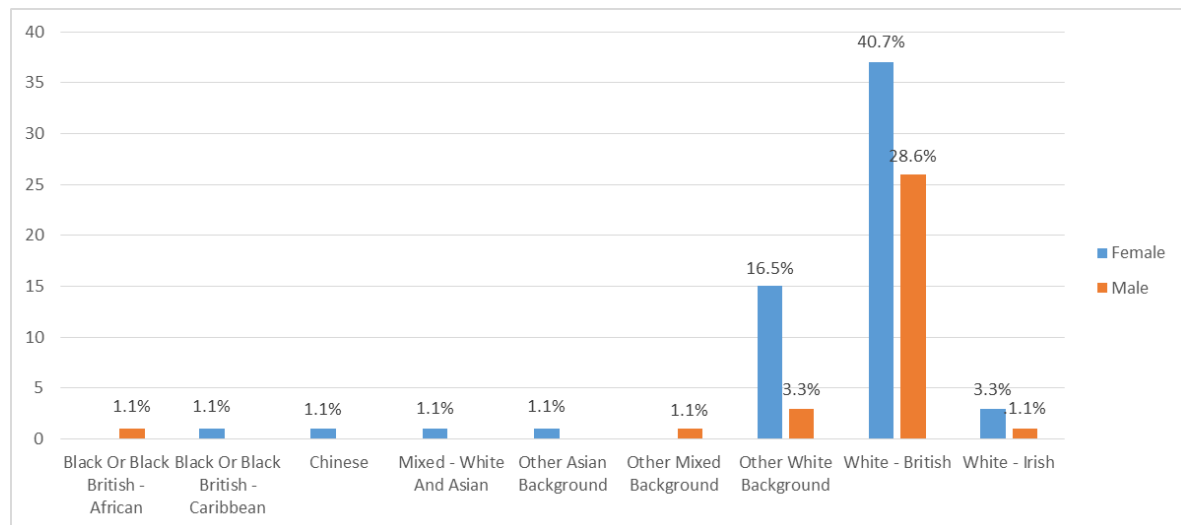


Chart 25: Staff by gender and ethnicity

Furthermore, we are committed to tackle any discrimination and wider issues often experienced by trans people (*AS Principle 7*). SoH seems to already be an inclusive environment for people of all genders, judging by the experience of one trans member of staff:

“From the day I had to make it clear in 2009 that I was transitioning to male gender, I have been supported with professionalism, compassion and respect by all teaching and professional colleagues and all my students in the School of Humanities. I still appreciate this every day. None of my fears and expectations that there would surely be exceptions have ever been met, even once.”

Although SoH has made good progress on promoting a culture of gender equality and inclusivity, there is still a need to adopt a more formal approach to enable consideration of gender in all policy decisions. SoH will continue to use the AS charter principles as a basis for this as well as for ensuring regular consideration of equality issues at School meetings (see AP3.5).

(ii) *HR policies*

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department

ensures staff with management responsibilities are kept informed and updated on HR policies.

SoH is active in ensuring that we follow developments in UH policy and practice. We also support our partners in developing consistency in policy application, through Link Tutors visit and robust Quality Assurance policy and practice. SoH monitors the consistency of HR policies on equality, dignity at work, bullying, harassment, grievance and disciplinary processes through the following system:

- Changes to University Policies and Regulations, including those focusing on equality, are discussed at the School Academic Committee (SAC) and School Executive Group (SEG).
- Dean of School meets HR Business Partner to discuss policy implementation.
- Line managers consult HR Business Partner for advice before implementing policy or meeting staff to discuss issues to ensure parity. HR Business partner provides support and advice for these processes and updates staff at SEG on any policy updates.
- Pre and post-appraisal meetings with all line managers set expectations for targets for staff and standardise the ways in which these expectations are implemented.
- One member of SoH is a Dignity and Respect Advisor.

The Equality Office is also represented on our SAT, which supports our understanding of the implications of policy for the staff body and individuals within it.

The survey results show that staff have a high level of confidence in SoH in relation to HR policies:

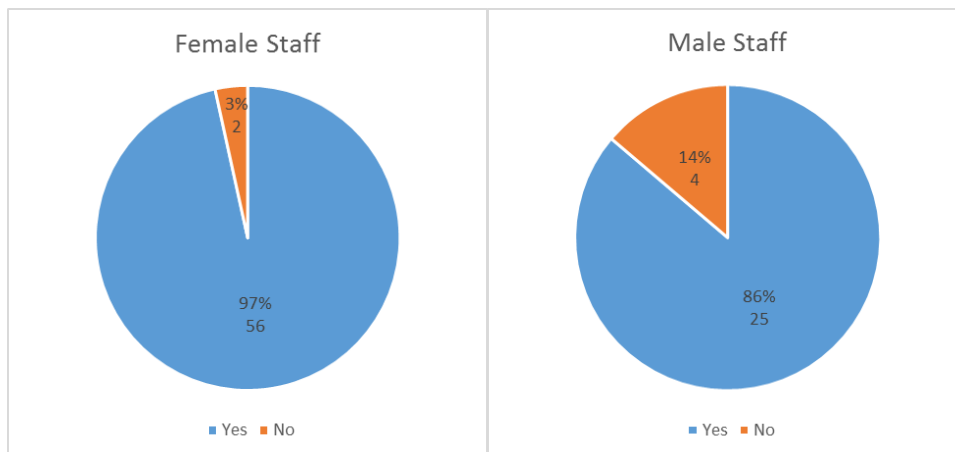


Figure 20: Survey results - 'The School of Humanities implements well the UH policies in relation to gender equality (e.g. on discrimination, parental leave, carer's leave, flexible working).'

(iii) *Representation of men and women on committees*

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing

to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

Two committees are involved in the governance and running of SoH: the School Academic Committee (SAC) and the Senior Executive Group (SEG).

SAC is the main committee for ensuring governance within the auspices of University policies and procedures. Membership is mostly by virtue of role and through election of one academic staff member, and one student representative. The high percentage of women on the committee reflects the fact that 62.6% of the roles are currently held by women. The membership of SEG is solely due to virtue of role. To achieve greater gender parity on these committees, SoH will therefore need to review the way in which roles are allocated (see AP5.8).

Where committee participation is not an intrinsic part of a role, it is acknowledged separately on the workload allocation.

Year	School Academic Committee (SAC)			School Executive Group (SEG)		
	Female	Male	Total	Female	Male	Total
2014-15	16 (80%)	4 (20%)	20	12 (75%)	4 (25%)	16
2015-16	14 (74%)	5 (26%)	19	13 (65%)	7 (35%)	20
2016-17	15 (75%)	5 (25%)	20	15 (68%)	7 (32%)	22
	Excluding non-School members of the committee					
2016-17	14 (74%)	5 (26%)	19	15 (68%)	7 (32%)	22

Table 34: Membership of SAC & SEG, 2014-17

Role	School Academic Committee (SAC)			School Executive Group (SEG)		
	Female	Male	Total	Female	Male	Total
Dean	0	1	1	0	1	1
Associate Dean	5	0	5	5	0	5
Head of Subject	1	1	2	3	3	6
Programme Leader	2	0	2	2	0	2
Academic Staff	0	1	1	0	1	1
Academic Registrar	1	0	1			
Director of Academic Quality Assurance	1	0	1			
Postgraduate Research Tutor	1	0	1			
Admissions Tutor	1	0	1	1	0	1
Link Tutor	0	1	1	0	1	1
Chief Information Officer	1	0	1	1	0	1
Student Representative	1	0	1			
School Admin Manager	0	1	1	0	1	1
School Finance Officer				1	0	1
School's HR Business Partner				1	0	1
School Marketing Manager				1	0	1
TOTAL	14	5	19	11	7	18

Table 35: 2016-17 membership of SAC & SEG committees

(iv) *Participation on influential external committees*

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

Where staff are able to participate in external committees (other than as part of a substantive role in SoH), available opportunities are advertised and promoted by the Dean primarily through email communication.

However, the staff survey showed that a minority of eligible staff felt that they were not encouraged to represent SoH on committees:

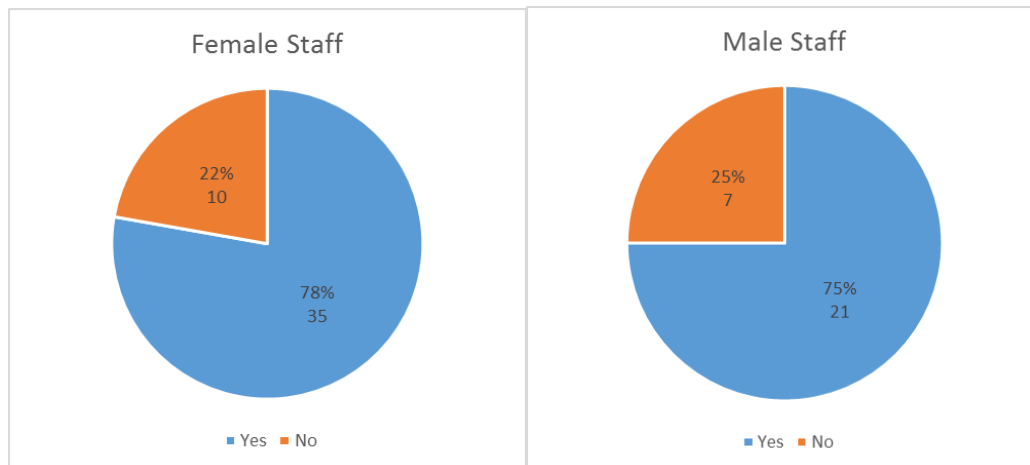


Figure 21: Survey results - 'I am encouraged and given opportunities to represent the School of Humanities internally (e.g. on School and University committees).'

A majority of respondents said they found out about the opportunity to sit on a committee after they were personally approached about the position, which is potentially problematic. While this could indicate that managers are seeking opportunities for those under their charge, it could also be seen as evidence of favouritism. While SoH makes every effort to publicise open positions, this perception needs to be addressed. A number of comments also noted an over-reliance on email as problematic (AP5.18).

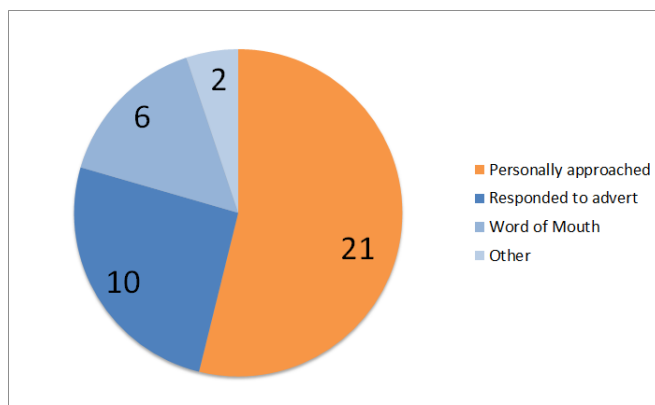


Figure 22: Survey Results - How did you hear about an opportunity to represent the School on a committee?

(v) *Workload model*

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

SoH seeks to have a transparent workload model for academic staff which allocates hours to individual tasks. The School Workload Model and Spreadsheet were developed in 2002. This involved a process of data collection and consultation with all academic staff in SoH. Since then, a number of changes have been made to the Model and Spreadsheet. The workload model is designed to be equitable, recognise all activities and roles, and to ensure consistency across Subject Groups. All terminology used is gender neutral but the form is currently not monitored for gender neutrality. This model is reported annually to the UH Joint Negotiating Consultative Committee (JNCC).

Although the Workload Model is intended to be transparent and fair, only 28% of academic staff agree that it is, while 35% are not sure. Far more women disagreed than men:

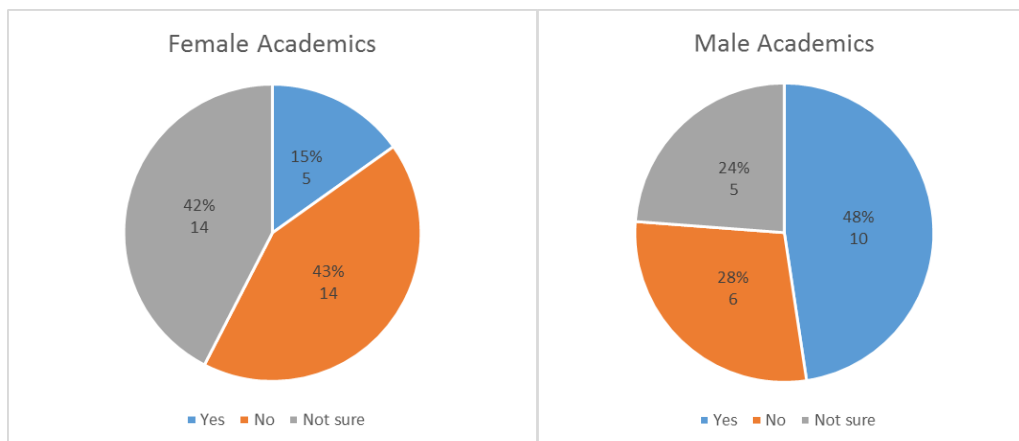


Figure 23: Survey results - Do you feel that the workload model operating in the School of Humanities provides a fair, equitable and transparent method of accounting for the distribution of duties among staff?

Both genders tended to agree that teaching was under-allocated time, that it was not always clear why certain tasks were given certain allocations, and that administration roles tended to be 'privileged' over teaching. Moreover, 70% of staff agreed that some activities could be better reflected by the worksheet, with women saying this more often than men:

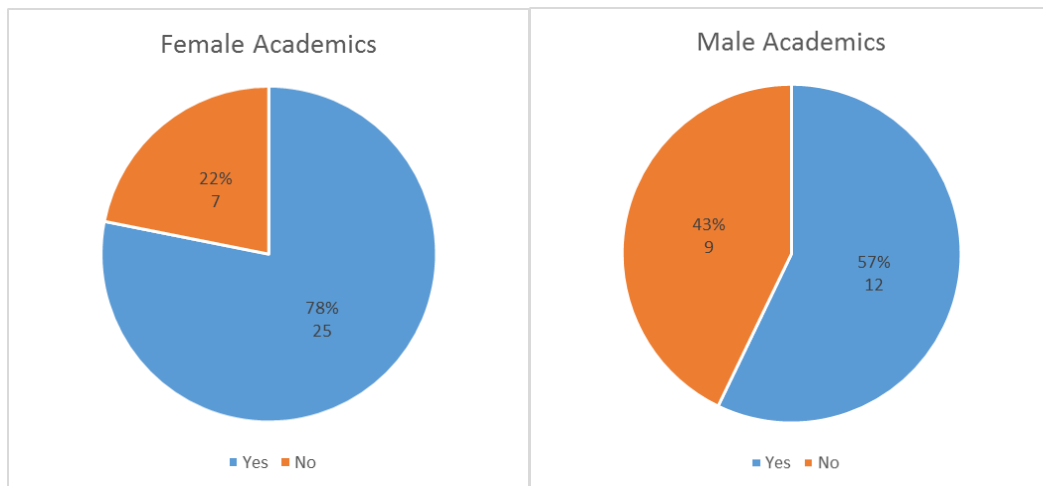


Figure 24: Survey results - Are there elements of your job where you feel the time involved to conduct these activities could be better reflected by the worksheet?

Thus, we intend to revise our model in line with the University’s guidance on workload management (UH IAP 24) (AP5.19).

(vi) *Timing of departmental meetings and social gatherings*

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

The scheduling of School meetings attempts to take account of individual working patterns. However, this can prove difficult due to timetabling constraints and the number of part-time workers within the School. A calendar of core meetings is published at the start of the academic year to allow individuals to plan attendance. Minutes are published of meetings for information. Arrangements for non-core meetings are usually made in consultation with participants.

According to the survey data, a minority of staff did not agree that meetings ‘regularly’ fell between 9:30am and 4pm:

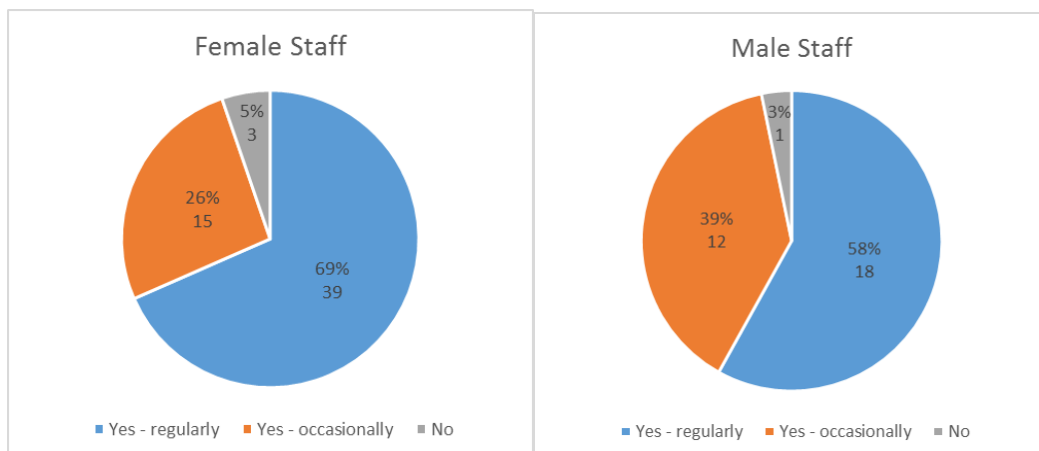


Figure 25: Survey results – ‘Meetings in my School are completed between 9.30 am and 4 pm to enable those with caring responsibilities to attend.’

We found this response surprising and launched an evaluation of all School meetings. Results indicated that there were no school meetings falling outside core working hours, thereby suggesting that individual Subject Groups may not follow the guidance or that there is a lack of communication and consultation on these timings (AP5.20).

SoH social events such as the weekly Talking Spaces and Start of the Year Lunch are scheduled during core hours.

A number of part-time staff who work on particular days felt that they were pressured to attend meetings. Of 29 part-time staff who responded, 38% felt they sometimes were excluded from key meetings because of when they are scheduled, which needs to be addressed (AP5.21):

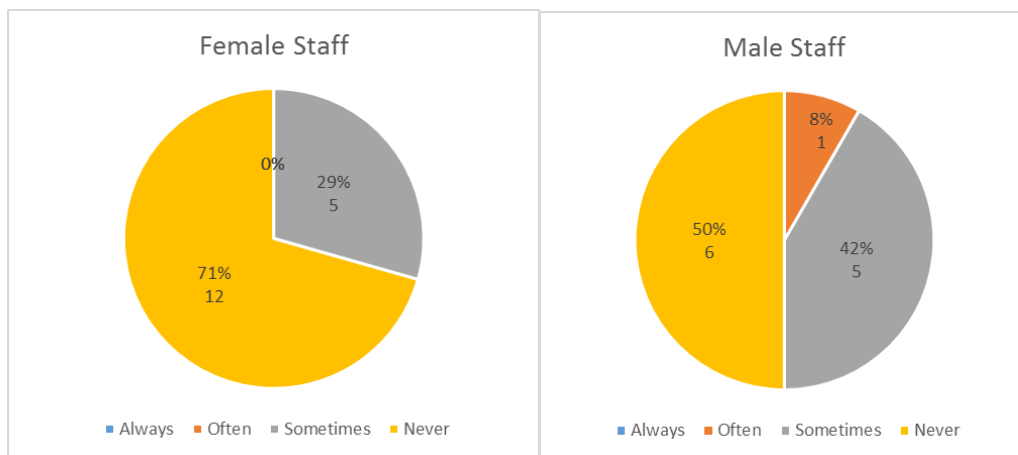


Figure 26: Survey results – If you are a part-time member of staff and work on specific days, do you ever feel excluded from key meetings?

(vii) *Visibility of role models*

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

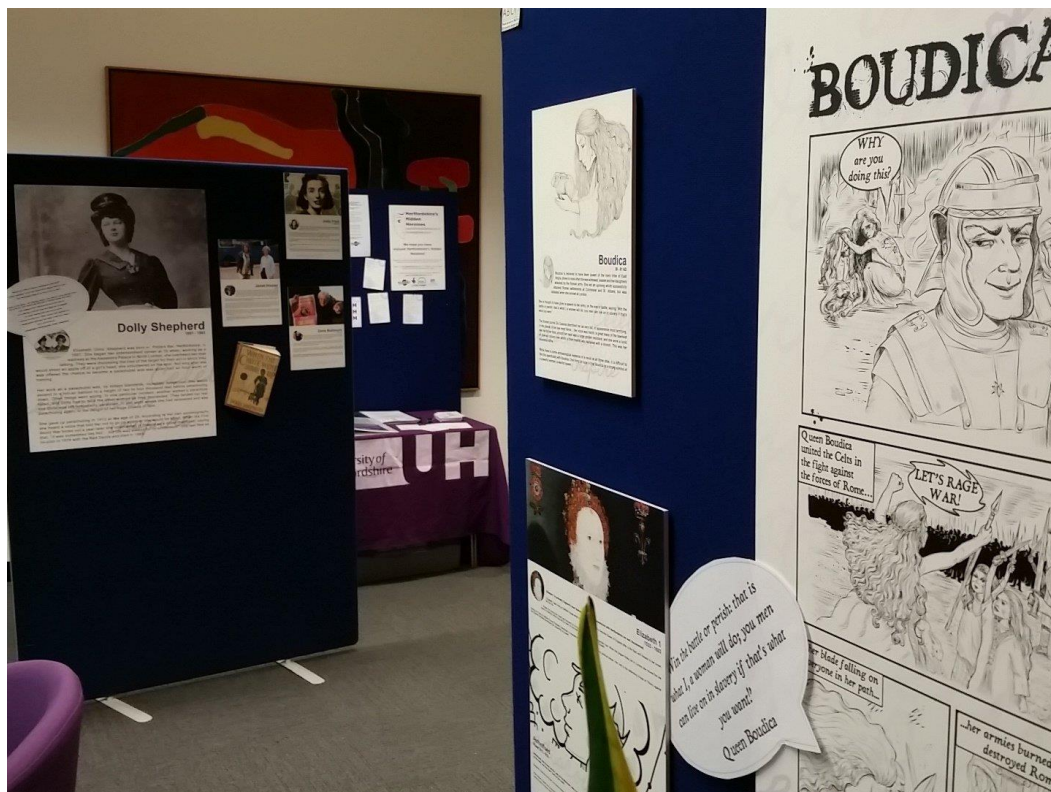
SoH aims to promote inclusivity in its representation of students and staff in publicity materials such as webpages, leaflets and posters. A comprehensive audit of existing materials as well as comparisons with other University websites revealed this to be particularly successful in the case of gender and ethnicity. 78% of staff surveyed also agreed that sufficient diversity is demonstrated in promotional material.

Featured students and alumni include inspirational women as well as men in an effort to counter the stereotype of Humanities as a typically ‘female’ area. In the English Literature videos, for example, the voice-overs and the tutor are male in a subject area where male students are underrepresented. However, more can be done to feature a wider range of people representing various avenues of intersectional identities. We will work with students in launching a photo-competition to develop authentic images of the diversity of life within the School (AP5.22).

In many learning and teaching activities there is a conscious effort to highlight the achievement of traditionally underrepresented groups. For example, both male and female BME students have acted as role models in local schools, thereby countering the stereotype of Languages as a typically 'white female' subject.

Promotion of gender equality is also evident within Philosophy, which is a male-dominated subject. At both the Philosophy Research Seminars and the student-led Philosophy Society, the groups have adopted the Society for Women in Philosophy (SWIP) good practice guidelines. As a result of our AS work, the Philosophy Group has also signed up to the "Good Practice Scheme" launched jointly by the British Philosophical Association and the Society for Women in Philosophy. The scheme assists UK philosophy departments in ensuring that they have policies and procedures to encourage the representation of women in philosophy. It includes items on gender bias, sexual harassment, caregivers, and conference and seminar series.

In History, the recent exhibition 'Herts Hidden Heroines', featured local female role models:



The School book displays need to show greater gender balance and in particular to feature women researchers. Posters of inspirational staff showing achievements and awards should be displayed prominently in order to encourage gender parity among students embarking on PG academic careers (AP5.23).

(viii) *Outreach activities*

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student

contribution to outreach and engagement activities formally recognised?
Comment on the participant uptake of these activities by gender.

The different subjects take on various outreach activities. These range from lectures, workshops, mini-conferences, radio talks and school projects to working with the general public, as well as colleges in the UK and abroad - including Malaysia, Hong Kong, Germany and Sweden.

The gender of those having presented or run these activities is roughly equal, at 9 males and 11 females. In terms of audiences involved, these appear to be approximately equal, too. Philosophy has a policy of having at least one female member of staff presenting at talks. At their mini-conference, the 112 participants (students) were also roughly equal in gender. Student ambassadors (1 male, 2 female) successfully fielded questions from the audience. The School Shakespeare Adaptation Project pilot is run by 1 female and 1 male member of staff, with female pupil attendees being in the majority.

For 2016-17 all Subject Groups have been asked to contribute outreach activities. These should be led by staff of the underrepresented gender where possible (AP5.24).

Summary of action points from Section 5.4: Organisation and culture	
AP5.16	Deepen understanding of the intersecting characteristics that impact on career progression to allow us to address inequalities.
AP5.17	Review recruitment and selection processes for ethnicity biases.
AP5.18	Establish an effective way for staff to express interest in sitting on committees.
AP5.19	Increase the transparency of how and on what basis hours are allocated to different tasks and regularly monitor for gender bias.
AP5.20	Introduce new School policy on meeting times.
AP5.21	Allow staff working flexibly to attend meetings remotely where possible.
AP5.22	Initiate a photo-competition for students to produce authentic images which represent what being in the SoH means to them.
AP5.23	Further improve visibility of staff and student achievements.
AP5.24	Outreach activities should be led by staff of the under-represented gender where possible.

(5,461 words)

7. FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application.

6. ACTION PLAN

	High Priority Action		Mid Priority
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Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
Section 2: Description of the Department							
2.1	Continue to monitor and undertake further consultation with professional staff.	SoH intends to apply for a Silver award in 2021 and seeks to consider issues relevant to professional staff. As well, there is a very low percentage of men in these positions and this needs to be addressed.	<ul style="list-style-type: none"> Undertake annual review of professional staff data. Review job descriptions and appointments information for professional posts to ensure there is no gendering of roles. Hold a focus group with members of the professional team. Instigate dedicated survey for professional staff. Evaluate findings and feedback with a view to formulating new actions where appropriate. 	Sept 2017	Annually until Nov 2021	Staff data leads	Gain a clearer understanding of issues affecting the recruitment and retention of professional staff, as well as a better understanding of whether a gendering of professional roles is having an impact on recruitment.
				Sept 2018	Dec 2018	EDIT member	
				Oct 2018	Oct 2018	AS Officer	
				May 2018	Bi-annually until May 2020	Staff data leads	
				Jan 2019	Annually until Nov 2021	Staff data leads	

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
2.2	Monitor gender balance with ethnicity of staff and student population.	SoH needs to further consider factors of intersectionality.	<ul style="list-style-type: none"> Consider ethnicity data along with gender to assess the impact of the Bronze action plan, identify trends and take further action when/if required. Evaluate findings and feedback with a view to formulating new actions where appropriate. 	Sept 2017 Nov 2017	Annually until Sept 2020 Annually until Nov 2020	Student data lead Staff data leads Dean	Complete assessment of data will allow us to consider important trends related to BME staff and students, as well as contribute towards achieving University Equality Objectives to improve BME attainment, and increase the proportion of BME and academic female staff at senior levels.
Section 3: The Self-Assessment Process							
3.1	Raise awareness of online spaces for reporting progress of AS action plan and equality, diversity and inclusivity work undertaken within SoH to staff and externally.	All staff need to be involved in, and aware of progress towards, equality within the School.	<ul style="list-style-type: none"> Regular updating of the SoH internal AS webpage. Report progress through inclusion of reference to AS in School induction events and staff training. Develop School equality webpage on external University website. 	Ongoing Apr 2017 May 2017	Ongoing until Nov 2021 Dec 2017	AS Champion and alternate AS Officer	The majority of staff are aware of progress on action plan as evidenced by positive survey responses.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
3.2	Regularly rotate EDIT membership and the role of AS Champion.	A regular rotation is an important means of ensuring that various staff members across the School have the opportunity to participate in and lead on AS activities.	<ul style="list-style-type: none"> Following submission, extend invitation for new EDIT members and colleagues interested in taking on the role of Champion. 	New members including Champion Jan 2018; Jan 2020	New members and Champion in place by Feb 2018; Feb 2020 Biannually	Dean	A proportional balance of men, women and people of diverse backgrounds, work/life experiences is consistently maintained on the EDIT and a new Champion is in place every two years.
3.3	Secure a male alternate for our female AS Champion.	We need to ensure balanced perspectives so that all gender equality issues are addressed.	<ul style="list-style-type: none"> Advertise opportunity to male members of staff. 	May 2017; May 2019; May 2021	Jun 2017; Jun 2019; Jun 2021 Biannually	Dean	Male alternate to AS Champion is secured and in place every two years.
3.4	Achieve more UG and PGT student representation on the EDIT.	UG and PGT students are not currently directly involved in the AS process.	<ul style="list-style-type: none"> Advertise the opportunity to all students on UG and PGT programmes. 	Oct 2017 Annually	In place by Nov 2017 Annually	EDIT member	At least one UG and one PGT student SAT members in place every year.
3.5	Ensure that AS actions and their impact are incorporated into discussions of the strategic direction of the School.	Although AS is a standard agenda item of the SEG, progress on the implementation of the action plan will need to be regularly addressed.	<ul style="list-style-type: none"> Integrate action points into the People section of the annual School business plan with key objectives and specific targets/milestones. AS Champion to attend SEG in order to update on progress. 	Apr 2017 Quarterly	May 2017 Annually Quarterly until Nov 2021	Dean AS Champion or alternate	Approval and Implementation of Business Plan by UH Senior Management Team. Impact of actions shared, resulting in raised awareness of progress towards greater equality in the School.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
3.6	Hold AS drop-in sessions.	We need to create the regular opportunity for staff and students to engage and discuss any equality and inclusivity concerns and suggest improvements.	<ul style="list-style-type: none"> Organise two lunch-time sessions per year. Document issues, ideas and suggestions as a means of contributing to AS process and formulating more actions where appropriate. 	Nov 2017; April 2018	Annually until April 2021	AS Champion and alternate	Feedback from sessions is collected to inform AS process. Staff and students indicate in surveys that they are able to discuss any equality concerns.
Section 4: A Picture of the Department							
4.1	Increase the proportion of students of under-represented genders in UG subject areas and on IFP.	Although the overall proportion of female students within SoH is higher than the national average there are gender deficits in certain subjects, both female and male. As well, certain programmes receive far greater numbers of applications from women than from men.	<ul style="list-style-type: none"> Audit subject-specific recruitment practices to determine what changes might be made to encourage students of under-represented genders in particular subjects (e.g. male students into English Literature and EL&C and female students in Philosophy). Gather feedback on marketing materials from students entering through foundation course 	Jun 2017 Nov 2017	Dec 2017 Nov 2017	Subject Heads Student survey leads	It is difficult to set numerical targets for this objective considering the impact of study choice at school-level prior to entering UH and recruitment realities. Thus, we aim to increase numbers of students from under-represented genders in certain subjects (e.g. men in English Literature and EL&C; women in Philosophy) as much as is realistically possible.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
			route through short questionnaire. <ul style="list-style-type: none"> • Hold focus groups with students to gather feedback. • Based on audit and student consultations, develop and implement strategy. 	Jan 2018 Sept 2019	Mar 2018 Jan 2021	EDIT member AS Champion	
4.2	Reduce the attainment gap between men and women, taking into consideration ethnicity, in relevant subject areas	On JH, male achievement has deteriorated during 2012-15; on other UG and PG programmes gender attainment has fluctuated during this time.	<ul style="list-style-type: none"> • Continue to analyse attainment data in terms of gender and ethnicity • Formulate programme and subject specific action points where there are differential outcomes in student attainment. • Report periodically to People Board and include targets in annual planning round. 	May 2017	May 2017 Annually	Dean Student data leads	Reduction year-on-year of differential outcomes according to gender and ethnicity in support of the University's Equality Objective, which is to reduce the differential in degree attainment between white and BME students to 2020.
4.3	Improve application and success rates for men at PGT level.	Women (65% in 2014-15) submit far more applications for PGT study in SoH than men	<ul style="list-style-type: none"> • Audit recruitment practices to determine what changes might be 	Jun 2017	Dec 2017	PGT Programme Leader	Rise of application rates of 5% by Jan 2021.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
		(35% in 2014-15). Application to acceptance rates are also consistently higher for women.	made to encourage more men to apply at PGT level. <ul style="list-style-type: none"> Discuss the possibility of PGT study with level 6 students in personal tutor meetings. 	Oct 2017	Annually until May 2021	Personal Tutors	Application to acceptance rate increase of 5% by Jan 2021.
4.4	Maintain balanced application and offer rate for female and male students pursuing PGR degrees.	Given the higher proportions of female UG and PGT students, it is surprising that more females do not progress to PGR. There also appears to be a bias towards male research degree applications.	<ul style="list-style-type: none"> Regularly monitor female application rates. Conduct survey and interviews with female PGT and PGR students to find out what encourages and discourages them to apply for research degrees and if adequate support is provided. Review PGR recruitment strategies and marketing materials to ensure there is no bias and to determine how to further encourage women to progress. 	Sept 2017 Annually Nov 2017 Jan 2018 Jun 2018	Sept 2021 Dec 2017 May 2018 Jan 2021	PG admissions tutors PGT Programme Leader/ Associate Dean (Research) Associate Dean (Research)	Consistent application rates and proportionality in application to offer ratio between men and women by 2021.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
			<ul style="list-style-type: none"> Develop and implement action plan to address possible barriers for females progressing to PGR. 			Associate Dean (Research)	
4.5	Determine whether there are subject-specific differences in staff recruitment and selection processes.	Although the overall proportion of female staff within SoH is higher than the national average, there are gender deficits in certain subjects, both female and male.	<ul style="list-style-type: none"> Review job descriptions and appointments information for academic posts in the different Subject Groups. Include positive action statements in recruitment materials. 	Apr 2017 May 2017	Dec 2017 Ongoing until 2021	EDIT member Dean	Increase in number of staff within under-represented genders by August 2021, to be in line with HESA benchmarks or better, provided posts become available in this period and suitable candidates apply.
4.6	Assess whether uptake of roles by female academics disadvantages them in terms of career progression.	62.6% of roles in SoH are held by female academics, 37.4% by male academics.	<ul style="list-style-type: none"> Review types of roles by gender and career progression timelines. Analyse responses to survey and formulate action points on the basis of this. Carry out audit of the balance between administration, teaching, and research in workloads of academic staff. 	May 2017	Annually to Nov 2021	Staff data leads	Gender parity in the division of lesser-valued roles which could impact on research time.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
	unconscious bias training.		individual action plans at appraisal. <ul style="list-style-type: none"> Make unconscious bias training a mandatory element in induction programme for new staff. 	May 2017	May 2017	Dean	bias training by Dec 2018 and 100% by Dec 2020.
5.2	Monitor the implementation of in-School induction.	Although SoH provides a set induction programme for new staff, the survey indicated that 5 salaried staff and 4 VLs had not received a School induction.	<ul style="list-style-type: none"> New members of staff will complete a School Induction record, which will be signed off by the Dean. 	Apr 2017	Ongoing until Nov 2021	Subject Heads and Dean	In the 2020 staff survey, 100% of new staff indicate that they underwent in-School induction and 85% indicate that they are satisfied with it.
5.3	Ensure staff understand the promotion process and criteria at the University.	In the survey only 47% of academic staff indicated that they understood the promotion process and criteria at UH, and only 47.5% were happy with the level of support received.	<ul style="list-style-type: none"> Encourage staff to attend new central Academic Careers Pathways Workshops. Pre-meeting of appraisers with Dean to discuss priorities for the year including development and promotion opportunities. SoH HR Business Partner to hold annual Q&A sessions regarding the 	Apr 2017 Jul 2017 Apr 2017	Ongoing until Nov 2021 Annually until Nov 2021 Annually until Nov 2021	Appraisers Dean and Appraisers HR Business Partner	At least 75% of staff indicate that they understand the promotion process and criteria, in the 2018 staff survey. At least 75% of staff indicate that they are happy with the level of support from the School when considering promotion in the 2020 staff survey.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
			promotion process and criteria.				
5.4	Increase awareness of the requirements for promotion to readership and professorship and support more women to apply.	There is a gender imbalance with regard to professors in SoH: 7 males to 1 female.	<ul style="list-style-type: none"> Provide explicit guidance through an annual workshop and Q&A, as well as through appraisal. Monitor and institute initiatives to address the '5 Cs' through staff development activities, including policy workshops to influence institutional UPRs, and through the appraisal system. 	Jun 2017 March 2017	June 2017 Annually Ongoing until Nov 2021	Associate Dean (Research)	10% increase in female readers and professors by 2021.
5.5	Enhance the research support provided for staff not attached to REF units in order to ensure equity of research support across the School.	Several research-active female staff were not included in REF due to not fitting the designated REF/RAE units.	<ul style="list-style-type: none"> Create a QR budget to support further impactful research activity across the School. 	Sept 2017	Ongoing until Dec 2020	Associate Dean (Research)	All staff in non-REF units can apply for grants from QR funding to help build their research profile with regard to promotion.
5.6	Ensure that appraisal is recognised as a valuable and useful development process for all staff.	19% of staff felt that appraisals were not well-implemented in the School.	<ul style="list-style-type: none"> All line managers will be required to refresh their practice by attending the central appraisers training. 	May 2017	May 2018 and every 3 years thereafter	Dean	100% of line managers will have refreshed their training by May 2018. 90% of staff indicate that SoH implements

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
							appraisals well in 2020 staff survey.
5.7	Ensure staff are aware that career development opportunities are open to all irrespective of gender.	10% of males and no females think women are offered more career development opportunities, while 8% of females and 3.3% of males think men are offered more opportunities.	<ul style="list-style-type: none"> Include guidance regarding the availability of career development opportunities for all irrespective of gender and FTE in the Staff Handbook. Make this explicit in any communication regarding career development opportunities. 	Aug 2017	Sept 2017	Dean	95% of staff indicate that career development opportunities are offered to all staff irrespective of gender in 2018 staff survey.
5.8	Find alternative means for staff to express interest in roles.	A number of comments on the survey noted an over-reliance on email for advertising roles as a problem.	<ul style="list-style-type: none"> Analyse dedicated survey regarding roles (see AP 4.5), to consider how best to capture people's interest in them. Explore and trial alternative methods such as keeping a list of potential interested parties. 	Mar 2017 Mar 2017	Jan 2018 Sept 2018	EDIT member	75% of male and female academics report being satisfactorily informed of opportunities to apply for roles in 2018 survey.
5.9	Develop a formal mentoring scheme in SoH tailored to individual career aspirations (research,	Access to coaching and mentoring was identified as a preferred support mechanism in the staff survey and interviews.	<ul style="list-style-type: none"> Liaise with Human Resource Development to develop guidance on mentoring 	May 2017	Jan 2018	Senior Management Team	Consistent participation in mentoring scheme. Staff report through appraisals and targeted feedback that they have

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
	teaching, management).		<p>relationships and the School of Health and Social Work on best practice.</p> <ul style="list-style-type: none"> • Raise awareness of central University coaching opportunities to new staff through inductions and to existing staff through appraisal. • Appoint and issue call for volunteer mentors for staff as required, including specific research mentors for all early career researchers and those mid-career colleagues identified by their Head of Subject. • Run mentor training workshop and send out call for mentees. • Evaluate effectiveness of scheme. 	<p>May 2017</p> <p>Jan 2018</p> <p>Jan 2018 Sept 2019</p>	<p>Ongoing until Nov 2021</p> <p>Ongoing until Nov 2021</p> <p>Annually</p> <p>Sept 2021</p>	<p>Heads of Subject/ Appraisers</p> <p>Dean/ Associate Dean (Research)</p> <p>Dean</p> <p>Staff survey lead</p>	found the mentoring beneficial.
5.10	Continue to ensure staff participation in the Aurora programme to empower women to	SoH nominates annually for the Aurora programme, from which female staff benefit	<ul style="list-style-type: none"> • Disseminate annual call for Aurora nominations and actively encourage 	July 2017	Annually until Nov 2021	Dean	At least one woman participates in Aurora programme each year.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
	consider progression to leadership positions.	through enhancing their leadership potential. However, benefits of participation are not currently disseminated.	<p>staff who could benefit to apply.</p> <ul style="list-style-type: none"> Aurora participants to write a reflection on their experiences to share on SoH AS site. Promote the central 'Future Leaders' programme to colleagues who are unsuccessful with Aurora applications. 	<p>May 2017</p> <p>Sept 2017</p>	<p>Annually until Nov 2021</p>	<p>AS Champion</p> <p>Dean</p>	<p>All colleagues unsuccessful with their Aurora applications attend 'Future Leaders'.</p>
5.11	Continue to raise awareness of academic careers with UG students and establish what support is required to progress successfully from UG to PG study and from PG study to an academic career.	77.7% of students surveyed expressed an interest in pursuing an academic career. 39% of respondents in the student survey agreed that "SoH have offered me adequate support in progressing from an undergraduate student to a postgraduate student"; 16% disagreed and 45% chose "NA". Only 37% of respondents in the student survey agreed that "SoH have offered me adequate support in progressing from	<ul style="list-style-type: none"> Highlight relevant workshops and activities in the appropriate Graduate Skills emails. Level 6 students to be asked whether they would like to pursue an academic career and, if so, be pointed to the correct guidance and workshops. Send out and analyse bi-annual survey to UG and PG to establish what support they require to progress further. 	<p>Sept 2017</p> <p>Oct 2017 and Mar 2018</p> <p>Nov 2017; Nov 2019</p>	<p>Annually through the year</p> <p>Annually until Nov 2021</p> <p>Dec 2017; Dec 2019 Bi-annually</p>	<p>Graduate Skills Module Leader</p> <p>Personal Tutors/ Careers and Employment Service</p> <p>Student data leads</p>	<p>Students indicate to their Personal Tutors that they can make an informed decision regarding the option of pursuing an academic career.</p> <p>Effective support on the basis of what students require, as evidenced by a majority of PG students indicating in survey that they feel well supported.</p> <p>50% of students agree in 2018 student survey that SoH has offered them</p>

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
		postgraduate study to an academic career.”	<ul style="list-style-type: none"> Based on consultations, establish actions if needed to provide further support. 	Feb 2018	Feb 2019	Graduate Skills Module Leader	adequate support in progressing to an academic career.
5.12	Increase awareness of training and support services for research and provide additional support to female staff members.	64% of female academic staff and 42% of male academic staff have not used the Research Office. There was a higher incidence of male academic staff both making, and intending to make, external funding applications.	<ul style="list-style-type: none"> Increase awareness of training and support services for research through regular email updates and other means of communication. Develop and run annual grant-writing workshop, specifically encourage female academic staff to attend. Conduct external funding application analysis by gender. 	May 2017 Nov 2017 Sept 2020	Ongoing until Nov 2021 Annually until Nov 2021 Dec 2020	Associate Dean (Research)	75% of all staff report benefiting from use of the Research Office in 2018 staff survey, including 50% of female staff. Analysis of external funding applications shows that female research active staff have submitted the same number of applications as male staff.
Section 5.5: Flexible working and managing career breaks							
5.13	Clarify provision of cover for paternity, shared parental, adoption and parental leave and encourage take-up.	Although staff have a right to paternity and parental leave, one male member of staff felt he couldn't impose on his colleagues for cover of his workload.	<ul style="list-style-type: none"> Offer clear guidance on how workload cover will be provided and ensure all staff are aware of this. Develop resource leaflet specifically for 	Apr 2017 Feb 2018	Sept 2017 Ongoing Apr 2018	Dean and line managers AS Officer	All staff indicate in future staff surveys that they have been able to take paternity, shared parental, adoption or parental leave when needed.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
			fathers/partners covering paternity/ parental leave/Shared Parental Leave in SoH.				
5.14	Investigate why some part-time staff feel disadvantaged regarding career development opportunities.	Out of 28 part-time staff responses, 7 did not think that they are offered the same career development opportunities as full-time staff.	<ul style="list-style-type: none"> Hold a focus group with part-time staff to explore the issues. Develop and implement solutions on the basis of this. 	Sept 2017 Nov 2017	Sept 2017 Mar 2018	Flexible working section leads	In the 2020 staff survey, 95% of part-time staff indicate in staff survey that they are offered the same career development opportunities as full-time staff.
5.15	Ensure that all staff are aware of their right to request flexible working.	The staff survey revealed that 19.1% of staff are unaware of their right to request flexible working.	<ul style="list-style-type: none"> Include information on flexible working in recruitment and Staff Handbook. Include discussion of flexible working arrangements at appraisal. 	Sept 2017	Handbook update Sept 2017 Annually to Nov 2021	Dean Appraisers	95% staff are aware of the possibility to request flexible working arrangements as evidenced by the 2018 and 2020 staff surveys.
Section 5.6: Organisation and culture							
5.16	Deepen understanding of the intersecting characteristics that impact on career progression to allow us to address inequalities.	While we already collect data on ethnicity, there are currently no in-depth analyses on how this impacts on career progression.	<ul style="list-style-type: none"> Conduct interviews with staff members of various protected groups, with a particular focus on intersections with gender and the impact on career outcomes. 	Mar 2018	Apr 2018 and ongoing	EDIT members	Informed strategy to enable us to address broader inequalities, with an aim to increase the proportion of BME staff at senior levels (UH09 and above) as

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
							part of the University's Equality Objectives.
5.17	Review recruitment and selection processes for ethnicity biases.	SoH staff base is 96.5% White (69.2% White-British).	<ul style="list-style-type: none"> Audit publicity materials to ensure they provide positive messaging that will attract a diverse pool of candidates Add positive action statement to all job advertisements. 	Jun 2017 May 2017	Aug 2017 Ongoing until Nov 2021	EDIT members	Publicity materials are submitted to Equality Office for review and deemed adequately representative of diverse groups.
5.18	Establish an effective way for staff to express interest in sitting on committees.	23% of academic staff and 18% of professional staff felt that they were not encouraged to represent SoH on committees. The majority of respondents were also personally approached about the position.	<ul style="list-style-type: none"> Make it mandatory to ask staff at appraisal if they would like to be informed of opportunities to represent SoH. Keep list of potentially interested parties and update each appraisal year. 	Apr 2017 Jul 2017	Apr 2017 Annually until Nov 2021	Appraisers EDIT member	90% of all staff feel they have been encouraged to represent SoH on committees, as measured through the 2018 staff survey.
5.19	Increase the transparency of how and on what basis hours are allocated to different tasks and regularly monitor for gender bias.	Although the workload model is intended to be transparent and fair, only 25% of staff agree that it is, while 42.5% are not sure and 32.5% disagree. It is also intended to be gender	<ul style="list-style-type: none"> Provide further information in the School Guide regarding the way the workload model is used to ensure equitable division of work among staff. 	Sept 2017 Apr 2017	Sept 2017 Annually May 2017 Bi-annually	Associate Dean (Academic Quality Assurance)	Over 50% of staff agree that the workload model is transparent, fair and gender neutral in 2020 staff survey.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
		neutral but this is currently not monitored.	<ul style="list-style-type: none"> Evaluate the workload model for gender bias. Address specific staff concerns as derived from comments in the survey, regarding the workload model's allocation of time to tasks. 	Jun 2017	Sept 2017	Dean	
5.20	Introduce new School policy on meeting times.	Although the majority of staff agreed that meetings 'regularly' fell between 9:30am and 4pm, 31% felt that they 'occasionally' did not and 4% claimed that that they didn't at all.	<ul style="list-style-type: none"> Include the School policy on meeting times in the Staff Handbook. Encourage staff to notify members of the EDIT if this policy is not being enforced. 	Sept 2017 Ongoing	Sept 2017 Ongoing	Associate Dean (Academic Quality Assurance)	At least 90% of staff agree that meetings standardly take place between 10am and 4pm in future surveys.
5.21	Allow staff working flexibly to attend meetings remotely where possible.	Of 41 part-time staff who responded to the survey, half felt they were in some way excluded from key meetings because of the date.	<ul style="list-style-type: none"> Investigate how and when staff can be present remotely. Communicate to staff and include in the Staff Handbook clarification of the regulations on when online participation at meetings (e.g. via Skype) is permissible / recommended and when not. 	Apr 2017 Sept 2017	Sept 2017 Ongoing until Nov 2021	EDIT member Associate Dean (Academic Quality Assurance)	75% of part-time staff feel they were not excluded from key meetings, as measured in 2018 staff survey.

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
5.22	Initiate a photo-competition for students to produce authentic images which represent what being in the SoH means to them.	Displays are not always fully representative of the diversity of the School population.	<ul style="list-style-type: none"> Use new photographs to produce an authentic picture of the diversity within the School. 	Oct 2017	April 2018	EDIT member Student Engagement Team	Ongoing monitoring indicates that displays appropriately represent the diverse School population.
5.23	Further improve visibility of staff and student achievements.	Female researchers are not as well-represented in book displays. More inspirational materials and celebration of staff and student achievements would benefit everyone.	<ul style="list-style-type: none"> Create more opportunities and encourage staff and students to share achievements with peers, for example via posters and book displays. 	Sept 2017	Ongoing until Nov 2021	EDIT member	Internal audit shows more gender-balanced display of achievements of staff and students in the School, emphasising under-represented gender in different subject areas.
5.24	Outreach activities should be led by staff of the under-represented gender where possible.	In subjects such as Philosophy, women are under-represented and in subjects such as Languages, men are under-represented.	<ul style="list-style-type: none"> Subject Heads ensure that staff of under-represented gender undertakes outreach activities where possible. 	Apr 2017	Ongoing until Nov 2021	Subject Heads	Recording of outreach activities shows that staff of the under-represented gender were represented as often as possible.