



## **Department Application Bronze and Silver Award**

**School of Arts and Social Sciences  
City, University of London  
November 2020**



## WORD COUNT PER SECTION

School application	Bronze	This application
<b>Word limit</b>	<b>12,000</b>	<b>11,981<sup>a</sup></b>
1. Letter of endorsement	500	700 <sup>b</sup>
2. Description of the department	500	426
3. Self-assessment process	1,000	942
4. Picture of the department	2,000	2,968 <sup>c</sup>
5. Supporting and advancing women's careers	6,000	5,977
6. Case studies	n/a	n/a
7. Further information	500	468
8. Equalities and COVID-19	500	500 <sup>d</sup>
9. Additional 1,000 words (see email below)	1,000	--

<sup>a</sup>This excludes headings, sub-headings, tables, graphs and references to action points.

<sup>b</sup>This includes 200 words from the new Dean

<sup>c</sup>This includes 968 extra words

<sup>d</sup>This includes 500 words the Covid-19 statement

From: [Athena Swan](#)  
 To: [Jones Nielsen, Jessica](#)  
 Cc: [Taylor-Steeds, Emma](#); [Athena Swan](#)  
 Subject: RE: Request for extra words on Athena SWAN Application  
 Date: 08 August 2019 15:49:22

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and believe the content to be safe.

Dear Jessica,

We are able to offer you 1000 additional words to allow for the disaggregation of department and discipline specific data disaggregation and analysis.

Please include this email in your submission as confirmation and state in the submission where the extra words have been used (please note, section by section word counts are suggested but the total word count may be used across the submission as appropriate).

Best wishes,

Lizzy

**Dr Lizzy Allman**

Equality Charters Adviser

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<b>Name of institution</b>	City, University of London
<b>Department</b>	School of Arts and Social Sciences
<b>Focus of department</b>	AHSSBL
<b>Date of application</b>	November 2020
<b>Award Level</b>	Bronze
<b>Institution Athena SWAN award</b>	Date: May 2017 Level: Bronze
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Jessica Jones Nielsen
<b>Email</b>	jones.nielsen.1@city.ac.uk
<b>Telephone</b>	020 7040 8755
<b>Departmental website</b>	<a href="https://www.city.ac.uk/about/schools/arts-social-sciences/athena-swan/">https://www.city.ac.uk/about/schools/arts-social-sciences/athena-swan/</a> <a href="#">recache</a>

## SUBMISSION NOTES

The headcount rather than FTE of staff and student data will be used throughout the application. Data are presented over the last three years for staff and students (2015/16 to 2018/19), and are based on a snapshot of each year as of 31 July. Benchmark data are taken from 2017/18 national HESA data for both staff and students. In certain categories we use the phrase “not recorded” which refers to data that is not known and when staff ‘prefer not to say’. The phrase “academic staff” will not include staff on research terms and conditions of service (e.g., Research Assistants and Research Fellows), but those on education and education and research contracts.

## LIST OF ACRONYMS

<b>Acronym</b>	<b>Description</b>
AD	Associate Dean
ARQM	Annual Research Quality Monitoring
AP	Associate Professor
AS	Athena SWAN
ASIG	Athena SWAN Implementation Group
BAME	Black Asian & minority ethnic
BPS	British Psychological Society
EDI	Equality, Diversity and Inclusion
ECR	Early Career Researcher
ExCo	Executive Committee
FACE	Families and Carers Exchange Network
FT	Full-Time
FTE	Full-time Equivalent
GEWG	Gender Equality Working Group
HCPC	Health and Care Professions Council

Acronym	Description
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
KIT	Keeping In Touch
LEaD	Learning Enhancement and Development
OD	Organisational Development
PDRA	Postdoctoral Research Associates
PDR	Postdoctoral Researcher
PG	Postgraduate
PGCHET	Post-graduate Certificate in Higher Education Teaching
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
PS	Professional Services
PT	Part-Time
P&C	People and Culture
RA	Research Assistant
RAE	Research for Academic Excellence
RECSAT	Race Equality Charter Self-Assessment Team
REF	Research Excellence Framework
RISES	Recognising Individual Staff Education Status
SASS	School of Arts and Social Sciences
SAT	Self-assessment team
SEG	Senior Executive Group
SL	Senior Lecturer
SLT	Senior Leadership Team
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
UG	Undergraduate
VL	Visiting Lecturers

## **1. LETTER OF ENDORSEMENT FROM THE HEAD OF SCHOOL**

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

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.

**WORD COUNT: 700/500**



## School of Arts and Social Sciences

Professor Chris Greer, Dean

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E [chris.greer@city.ac.uk](mailto:chris.greer@city.ac.uk)

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Equality Charters Manager  
Equality Challenge Unit  
7th Floor, Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

26 February 2020

Dear Mr James Greenwood-Lush,

I am delighted to provide this letter of endorsement for the School of Arts and Social Sciences Athena SWAN application and I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

I have been privileged to participate fully in the SAT since becoming Dean in 2017. Advancing the careers of women in higher education is something I am personally passionate about, and I have welcomed the opportunity to reflect critically on our structures, practices and procedures in order to ensure that gender equality is embedded in all we do.

I am proud of the progress SASS has made in the promotion of gender equality in recent years. In my role, I have personally undertaken a number of activities with a view to promoting gender equality at all levels of the School. Key examples include:

- a) I have continued to support gender diversity in leadership roles.
- b) I have taken steps to ensure that women are better informed about the promotion process, actively encouraged to apply, and supported in producing successful applications.
- c) I have introduced SASS Workload Principles that reflect the values of transparency, inclusivity and equality.

Additionally, SASS colleagues have made a significant leadership contribution to several University-wide initiatives aimed at promoting gender equality, including: chairing the University's Athena SWAN Implementation Group; developing and implementing the University's revised Maternity Policy; chairing the University's Families and Carers Exchange Network; and organizing a number of well-attended public lectures featuring prominent women.

Nonetheless, I am acutely aware that more improvement is needed through our self-analysis, particularly in relation to staff work-life balance and perceptions of fairness. The number of SASS staff who felt that the way in which education, administration and research workloads were unfairly allocated was particularly surprising. It has also come to our attention that women staff returning to work following maternity leave were not having back-to-work meetings and thus were not aware of the University's policy on flexible working arrangements. It is also disappointing women academics in SASS are underrepresented in senior academic roles.

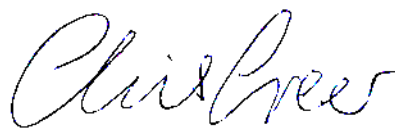
Therefore, we have considered staff feedback throughout our self-assessment process, and identified three priorities to focus on:

- 1) Ensuring that the SASS Workload Principles are fully adopted by all Departments;
- 2) Supporting staff returning to work after an extended period of absence (i.e. parental leave); and
- 3) Increasing the proportion of women in established academic posts.

We have put in place a strong and ambitious action plan that will address these priority areas, among others, and which will be implemented systematically to benefit all SASS colleagues.

Achieving a Bronze award would recognise our commitment to gender equality and would provide a mandate for our continued success. I look forward to further embedding AS values within the School. I am confident the implementation of identified actions will result in tangible improvements for all our staff and will help us on our journey to apply for an AS silver award in 2023.

Yours sincerely,



Chris Greer



School of Arts and Social Sciences  
Professor Juliet Johns, Dean

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1 November 2020

Equality Charters Manager  
Equality Challenge Unit  
7th Floor, Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

Dear Mr James Greenwood-Lush,

As the recently appointed Dean of the School of Arts and Social Sciences, I am very pleased to add my support to the SASS application for an Athena SWAN Bronze Award, and to underscore my commitment to implementing the Action Plan.

The SAT have identified three priority areas through their self-assessment process: ensuring equitable treatment of staff through a workload allocation model; supporting staff returning to work after an extended period of absence; and increasing the proportion of women in established academic posts. I will continue to embed principles of gender equality in the School's strategy and promote the core principles of Athena SWAN within our culture, teaching and research. In managerial roles in previous institutions, I led on initiatives that promoted inclusivity in education and research.

Under my leadership, I am happy to confirm that the School will commit fully to implementing the actions that have been developed and I am confident that they will help us on our journey to achieving an Athena SWAN silver award.

Going forward, the SAT will become an EDI Committee, which will report to our School Executive, and I very much look forward to working closely with the committee in the coming months.

Yours sincerely,

Professor Juliet John, FRSA, FEA,  
Dean, School of Arts and Social Sciences,  
City, University of London



## 2. DESCRIPTION OF THE SCHOOL

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

SASS is one of five Schools within City, University of London. It is also one of the largest Schools in the institution and comprises of a diverse range of Departments including: (1) Economics, (2) English, (3) International Politics, (4) Journalism, (5) Music, (6) Psychology and (7) Sociology, which are situated primarily on two sites in the main University campus (see map below). Staff occupy two buildings on City's Northampton Square campus, with Professional Services staff in the College Building. Social spaces and meetings rooms are distributed across both buildings enabling staff from different departments, subject groups and professional roles to meet formally and informally throughout the day. In addition to the seven departments, the European Social Survey research headquarters is semi-detached to the Sociology Department and has its own management structures and employment conditions.

The administration and management are mostly carried out at School-level and Professional Services (PS) staff provide primary support in these areas. We have 28 undergraduate (UG; BSc, BA and BMus) programmes. The School also has a thriving postgraduate research (PGR) community and offers 31 taught postgraduate (PGT) programmes which include the MA in Journalism, DPsych in Counselling Psychology and the MSc in Criminology and Criminal Justice. Subjects taught are coordinated and managed by Programme Directors and Heads of Department (HoDs).

The School employed 289 staff members as of 2018/19, made up of 226 academics (including Education and Research, Research-only and Education-only profiles) and 63 PS staff (**Table 2.1**). Overall, women comprise of 53% of academics and 70% of PS staff. Some Departments have higher proportions of women staff (i.e. Department of English, 75%) while others have lower proportions (i.e., Music, 20%). Most of the Departments have matched the Advance HE 2017/18 Benchmarks, with the exception of Music which has been well below the Benchmark for the last three years (**Figure 2.1**).

The School's student population is made up of 1,164 UGs (64% women and 36% men), 848 PGT students (69% women and 31% men), and 42 postgraduate research students (74% women and 26% men) as of 2018/19. The proportion of women remains relatively consistent across each course level. However, the proportion of women has decreased slightly amongst PGR students since 2014/15 (**Figure 2.2**). A detailed gender breakdown of each level will be provided and discussed in Section 4.

The career pipeline for men and women in SASS is displayed below (**Figure 2.3**). Despite disproportionately higher numbers of women at student and researcher levels, they become increasingly underrepresented as they climb the career ladder. This is further discussed in Sections 4.1 and 4.2.

**WORD COUNT: 426/500**



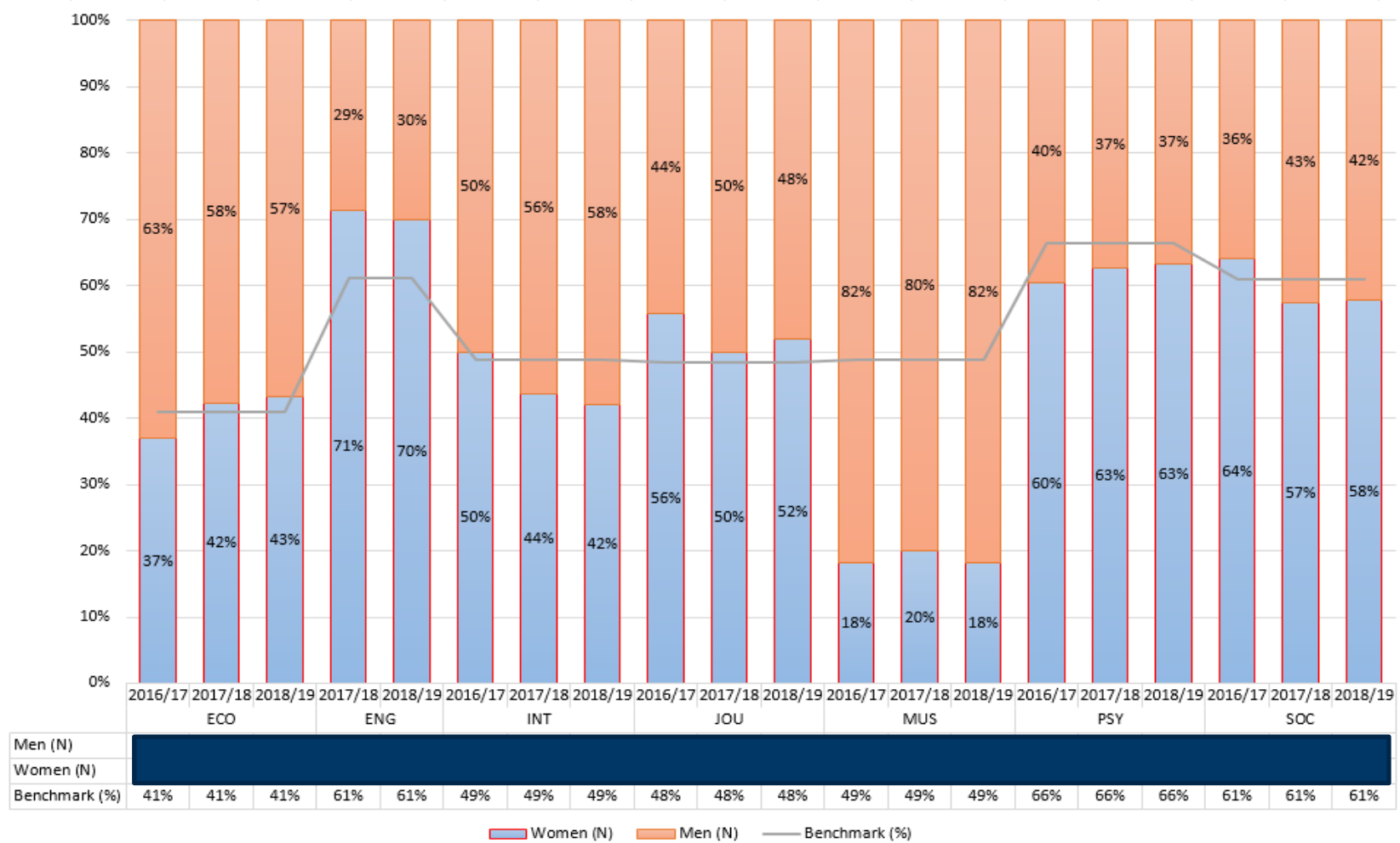
Map of key SASS buildings: “D” = Rhind building located on Whiskin Street and “A” = College Building which is located on St John Street

Table 2.1: Academic and Professional Services Staff (at 18.04.2019)

		Women	Men	Total	%Women
<b>Academic</b>		<b>119</b>	<b>107</b>	<b>226</b>	<b>53%</b>
	Economics				43%
	English				75%
	International Politics				42%
	Journalism				57%
	Music				18%
	Psychology				63%
	Sociology				55%
<b>Professional Services</b>		<b>44</b>	<b>19</b>	<b>63</b>	<b>70%</b>
	Student & Academic Services				68%
	Executive Assistants				80%
<b>Total</b>		<b>163</b>	<b>126</b>	<b>289</b>	<b>56%</b>

[headcounts redacted]

Figure 2.1 Proportion of women and men academic staff across all departments by year (%)



Note. ECO = Economics, ENG = English, INT = International Politics, JOU = Journalism, MUS = Music, PSY = Psychology, and SOC = Sociology.

Figure 2.2 Proportion of women and men across all programmes by year and course level (%)

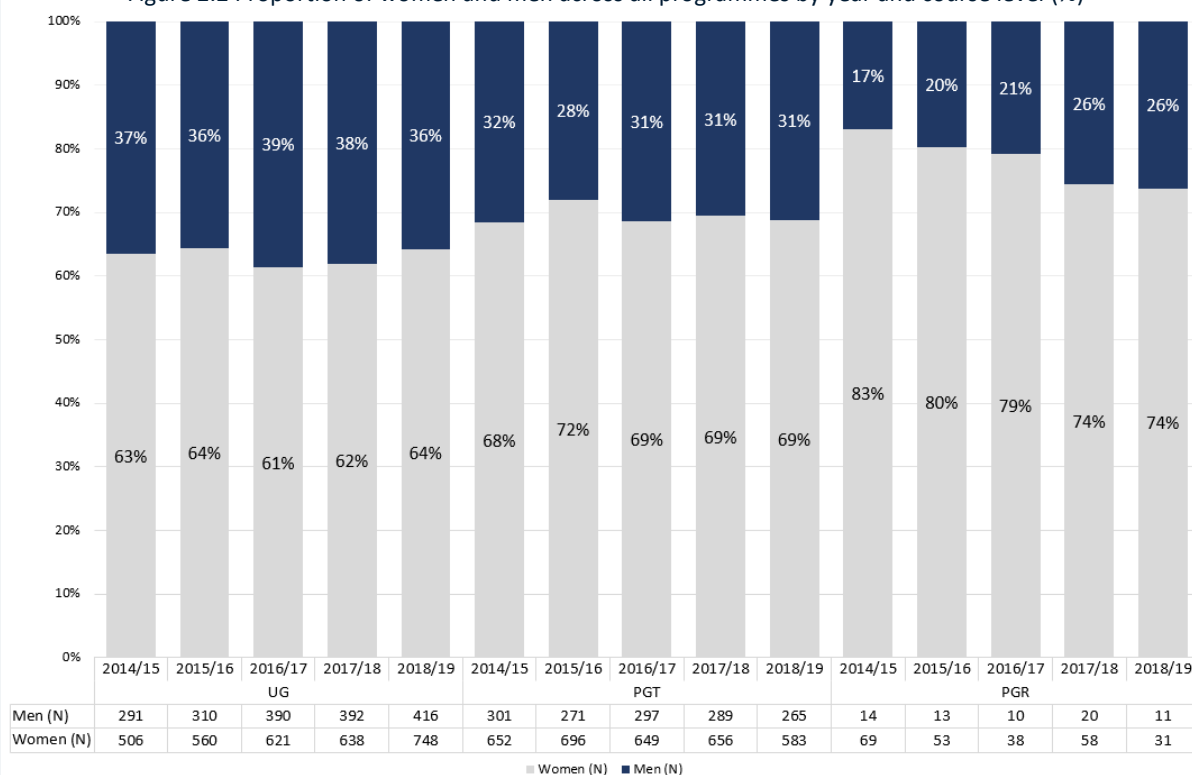
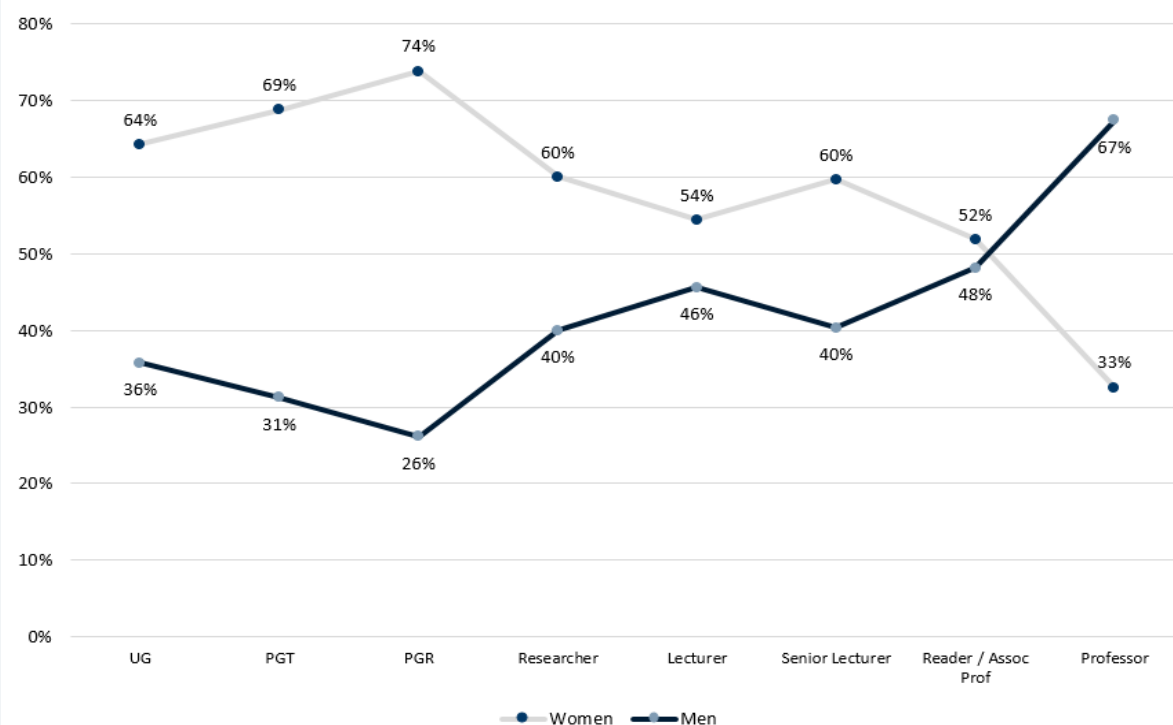


Figure 2.3 Women and men students and staff at different points in their careers in 2018/19 (%)



### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words [currently 1,181 words]

#### (i) The self-assessment team

The SAT was formally established in November 2017 after expressions of interest were invited from all staff by the Dean in an all-staff meeting and via email. SAT membership details are listed in **Table 3.1**. We proactively invited women and men representing a variety of career/study grades, different backgrounds and personal circumstances that reflects the diversity within the School. SAT members have workload hours allocated for their equalities work. UG and PGR students have been engaged in discussions around equality issues via student representatives contributing to discussion forums focused on equalities.

#### (ii) An account of the self-assessment process

Achieving this Athena SWAN award and implementing the Action Plan is a School strategic priority. The School's process of developing and submitting the application was based on four stages which are described below:

**1. Establishment and Raising Awareness:** The SAT team met twice per term from establishment. All meetings were held between the core hours of 10:00-16:00 in term time and were video linked to minimise travel for staff and students working remotely while increasing inclusivity and encouraging input. Attendance at SAT meetings was high and four working subgroups were created in November 2017 to develop and lead on specific issues. It was decided the application should include all Departments within SASS as opposed to submitting each Department individually, given small sizes, and to accurately reflect the School-level approaches to AS values. AS initiatives have been embedded in SASS and University Governance structures from the start with the SAT reporting to the School Executive Committee (ExCo) and also to the University GEWG. This, in turn, reports to the University Equality, Diversity and Inclusion (EDI) Committee (**Figure 3.1**) and enables reciprocal learning and ensures that the School actions, while School-focused, align with the Institutional action plan and University policy. EDI is a standing item on the School ExCo agenda and a regular item on Department meeting agendas (**Actions 1.1**). Awareness of AS initiatives are raised through discussions at all-staff School meetings and emails. An AS webpage for SASS was created for communication about relevant events and information. A budget of £8,000 was ring-fenced for inviting guest speakers and to support AS actions such as hiring a Research Assistant (RA) for data analysis.

**2. Identifying EDI issues within the School:** A School AS Survey was developed by adapting the pre-existing Equality & Organisational Culture Survey developed by the University ASIG. The School AS Survey was disseminated to all SASS staff at the beginning of July 2018 until the end of the month, with 51% of staff taking part. A breakdown of responses by gender, ethnicity, role and department is given in **Table 3.2**. The AS School Survey will continue to run on a biennial basis (**Actions 1.2**). Survey data was collated and analysed by gender in order to identify key issues that emerged across the School. A focus group was also conducted with ■ SL Academic women in March 2019 in order to better understand perceived challenges around career progression. Both quantitative and qualitative data were analysed by an RA.

**3. Developing an Action Plan:** Data was further scrutinised by individual SAT subgroups, where key issues were identified and actions were developed. The Student and Staff Survey Subgroup consulted with other subgroups to provide additional data. Actions were generated and prioritised at a SAT half-day workshop which took place in January 2019. A further workshop was held in January 2020 (see pictures below) to refine the action plan and to agree on the future timeline.

**4. Finalising and Submitting the AS Application:** The co-chairs led on the oversight of the submission process and circulated drafts for critical comment between July 2019 and September 2020. The team communicated regularly via email, interim reports to School ExCo and Senior Executive Group (SEG) and in smaller subgroup meetings. The draft was also reviewed in a mock AS panel where our critical friends and further external members from the University's Gender Equality Advisory Group provided feedback. After further revisions were made, the draft was disseminated for discussion (and ultimate approval) at the School ExCo and the University GEWG.

#### Actions 1.1

Planned Action
<ul style="list-style-type: none"> <li>a) Include EDI as a standing item on School ExCo, Department/Centre, Student Staff Liaison Committees and the School Student Experience Committee meeting agendas;</li> <li>b) Promote the School's Athena SWAN intranet page explaining how and why the School is incorporating the Athena SWAN charter principles in its work and giving an overview of existing work in this area;</li> <li>c) Review gender representation on the School's website as a whole (including photographs); and</li> <li>d) Supplement the Annual Report with a termly newsletter to all staff, to include reports from the EDI Committee and the GEWG.</li> </ul>

#### Actions 1.2

Planned Action
<ul style="list-style-type: none"> <li>a) Conduct SASS biennial AS Staff Survey and focus groups for both staff and students to assess progress in promoting equality and diversity, and the effectiveness of the Actions in this Plan; and</li> <li>b) Operate an annual cycle of data monitoring, discussion and reporting; and</li> </ul>

Table 3.1 SASS Self-Assessment Team Membership


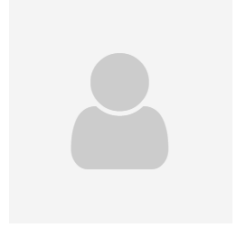



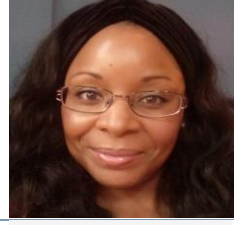
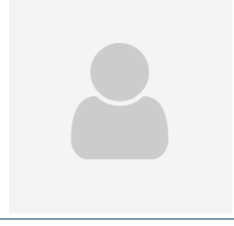
Photo	Name (Woman/Man)	Role and Department	Role on SAT / Representing	Ethnicity
<b>CURRENT MEMBERSHIP</b>				
	<b>Dr Lindsey Blumell (W)</b>	Senior Lecturer in Journalism	Rep for Dept, Survey subgroup, and Sexual Misconduct and Harassment Group School Rep	White
	<b>Mr Kieran Brookes (M)</b>	Manager for Student Academic Services	Rep for PS staff, Flexible working subgroup, and Family and Carer Exchange Group Co-Chair	White
	<b>Ms Sandra Brown (W)</b>	University EDI Manager	E Advisor	BAME
	<b>Dr Glenda Cooper (W)</b>	Senior Lecturer in Journalism	Rep for Dept, Career transition subgroup, and Family and Carer Exchange Group Co-Chair	White
	<b>Dr Louisa Egbunike (W)</b>	Senior Lecturer in English	Rep for Dept and BAME Staff Network	BAME
	<b>Ms Tiffany Elmore (W)</b>	PhD Student in Psychology	Rep for PhD students	BAME
	<b>Mrs Laura Flynn (W) v</b>	Chief Operating Officer	Subgroup lead for Flexible Working Subgroup and Senior Management (PS)	White






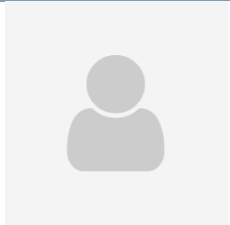

Photo	Name (Woman/Man)	Role and Department	Role on SAT / Representing	Ethnicity
	<b>Professor Tina Forster (W)</b>	Professor in Psychology	Rep for Dept and Subgroup lead for Career Transitions Subgroup	White
	<b>Ms Aurora Herrera (W)</b>	PhD Student in Journalism	Rep for PhD students	BAME
	<b>Dr Hetta Howes</b>	Lecturer in English	Rep for Dept	White
	<b>Professor Saqib Jafarey</b>	Professor in Economics	Rep for Dept and Department People & Culture Lead	BAME
	<b>Dr Jessica Jones Nielsen (W)</b>	Associate Dean (People & Culture) and Senior Lecturer in Psychology	Co-Chair, Lead for Survey Subgroup, and School lead for EDI, and GEWG member	BAME
	<b>Mrs Brenda Lett (W)</b>	Human Resources Manager	Rep for PS staff, Flexible working subgroup, and advising on HR policies, BAME Staff Network	BAME
	<b>Dr Jenny Mbaye (W)</b>	Senior Lecturer in Creative Industries / Sociology	Rep for Dept and BAME Staff Network Co-Chair	BAME










Photo	Name (Woman/Man)	Role and Department	Role on SAT / Representing	Ethnicity
	<b>Ms Deirdre McDermott (W)</b>	Executive Assistant	Rep for PS staff; administrative support for SAT	White
	<b>Professor Miguel Mera (M)</b>	Associate Dean of Research and Enterprise and Professor in Music	Rep for Dept; Self- Assessment Subgroup, Senior Management	White
	<b>Dr Claudia Molitor (W)</b>	Reader in Music	Rep for Dept, Career transition subgroup	White
	<b>Professor Patricia Moran (W)</b>	Professor in English / Head of English	University GEWG Chair, Rep for Dept, and Flexible Working Subgroup	White
	<b>Professor Laudan Nooshin(W)</b>	Professor in Music / Head of Music	Rep for Dept, and Career Transition Subgroup	BAME
	<b>Dr Anke Plagnol (W)</b>	Senior Lecturer in Psychology	Co-Chair, Rep for Dept, and Survey Subgroup	White
	<b>Dr Deborah Rafalin (W)</b>	Associate Dean of Education and Senior Lecturer in Psychology	Rep for Dept and Career Transition Subgroup	White




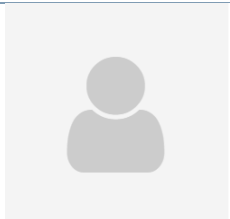

Photo	Name (Woman/Man)	Role and Department	Role on SAT / Representing	Ethnicity
	<b>Ms Caroline Sipos (W)</b>	Research Business Manager	Rep for PS staff and Career Transition Subgroup	White
	<b>Dr Koen Sloodmaeckers (M)</b>	Senior Lecturer in International Politics	Rep for Dept and Survey Subgroup	White
	<b>Ms Clare Thornbury (W)</b>	Research Support Services Manager	Rep for PS staff, Career transition subgroup, and advising on Research Support	White
	<b>Mr Richard Thornbury (M)</b>	Research Administrator	Rep for PS staff and Career transition subgroup	White
	<b>Dr Kielan Yarrow (M)</b>	Reader in Psychology	Rep for Dept and Survey Subgroup	White
Photo	Name (Woman/Man)	Role and Department	Role on SAT / Representing	Ethnicity
<b>PREVIOUS MEMBERSHIP (since 2017)</b>				
	Dr Salima Douhou (W) <i>*left October 2018 for maternity leave and subsequent job change.</i>	Research Fellow in ESS	Rep for the ESS Research Centre and Sociology Department	White
	Professor Chris Greer (M) <i>*left March 2020 for job change</i>	Dean of School and Professor in Criminology	Subgroup lead for Self- Assessment Subgroup and Senior Management	White
	Dr Anne Henow (W) <i>*left March 2020 for job change</i>	Lecturer in International Politics	Rep for Dept and Self- Assessment Subgroup	White
	Professor Lis Howell (W) <i>*left October 2018 for retirement</i>	Emeritus Professor in Journalism	Rep for Dept; Lead on Expert Women Project	White
	Professor Mireia Jofre-Bonet (W) <i>*left May 2019 for job change</i>	Professor in Economics	Co-Chair, Rep for Dept, and Survey Subgroup	White

Photo	Name (Woman/Man)	Role and Department	Role on SAT / Representing	Ethnicity
	Dr Emma Taylor-Steeds (W) <i>*left September 2019 maternity leave</i>	University EDI Manager	EDI Advisor	White
	Dr Rebecca Wells (W) <i>*left November 2019 for job change</i>	Teaching Fellow in Sociology	Rep for Dept and Flexible Working Subgroup	White



*Subgroup members refining actions at the 2020 Away Day*



**Top row from left:** Mrs Brenda Lett, Dr Lindsey Blumell, Dr Deborah Rafalin, Dr Koen Sloomaeckers, Dr Jenny Mbaye, Dr Hetta Howes, Mr Kieran Brookes, Prof Saqib Jafarey, Mrs Sandra Brown. **Bottom row from left:** Dr Glenda Cooper, Mr Richard Thornbury, Dr Jessica Jones Nielsen, Dr Anke Plagnol, Prof Miguel Mera

Figure 3.1 SASS and Athena SWAN Governance Structure

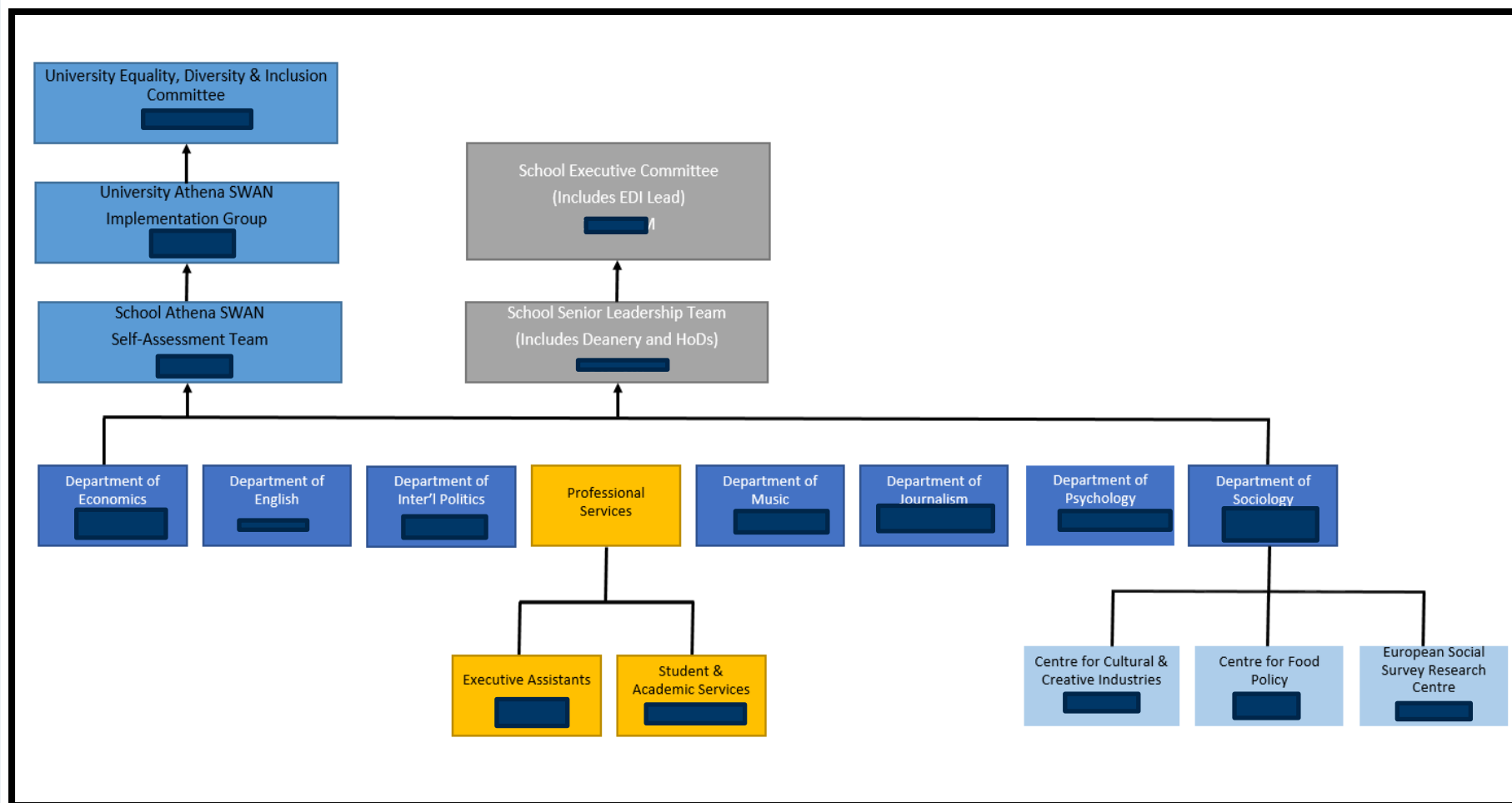


Table 3.2 Athena SWAN School Survey Response for SASS

		Number of Responses	Response Rate
<b>All Staff</b>		<b>136</b>	<b>51%</b>
	Women	74	50%
	Men	44	37%
	Prefer not to say - Gender	16	11%
	BAME	13	48%
	White	95	53%
	Prefer not to say – Ethnic origin	25	12%
<b>Professional Services Staff</b>		<b>36</b>	<b>65%</b>
<b>Academics</b>		<b>102</b>	<b>48%</b>
	Economics	n/a*	35%
	English	13	93%
	International Politics	13	43%
	Journalism	18	69%
	Music	n/a*	40%
	Psychology	26	54%
	Sociology	23	46%

Note: \*responses are not provided where number of responses was <10.

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

An expression of interest was sent in an all-staff email in order to identify further support for driving our actions. A number of academics and PS staff expressed interest, but it was noted by the SAT that we will need to recruit UG and PGT student representatives and consult with them on EDI matters. As a result of this review, it has been decided that the SAT will be replaced by a School EDI Committee. This committee will monitor the implementation of the Action Plan and future AS submissions, but will also consider EDI more widely. This will allow for better linkage of initiatives coming from the University GEWG and RECSAT as well as from the University EDI Committee. Membership will be reviewed annually to make sure that it is representative of the wider School and will be expanded to include UG and PGT representation, as well as postdoctoral and part-time (PT) staff. We will bring in several new members each year to provide a fresh perspective and enable succession planning. For staff, membership will be considered as part of the School's workload allocation process, which was not consistently completed prior to this application. It is intended that the EDI Committee will meet 5-6 times per year to monitor progress and revise timescales and actions where necessary. The Committee will also be responsible for the School's AS events and lectures. Progress will be measured in part by a future School AS Survey which will also be managed by the Committee. The Committee will continue to report to the School ExCo and the University GEWG and EDI Committee (**Actions 1.3**).

#### Actions 1.3

##### Planned Action

- Replace SAT by EDI Committee which will monitor implementation of the Action Plan, develop future applications, and consider wider EDI issues;
- The SAT co-chairs will become the School EDI Lead and will chair the EDI committee;
- The EDI committee will meet termly and report to the School ExCo meeting and annually to the GEWG;
- It will comprise of department representatives, non-binary or Trans, UG and PGT representatives, plus ECR, Postdoctoral and PT staff representatives to widen representation;
- Ensure that future actions address student concerns regarding EDI; and
- The EDI chair will participate in GEWG and other relevant EDI committees to contribute to university decision-making and learn from other School's experience.

WORD COUNT: 942/1000

## 4. A PICTURE OF THE SCHOOL

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

Where appropriate, benchmarking is undertaken using Higher Education Statistics Agency (HESA) 2017/18 data<sup>1</sup> for each Department.

### 4.1. Student data

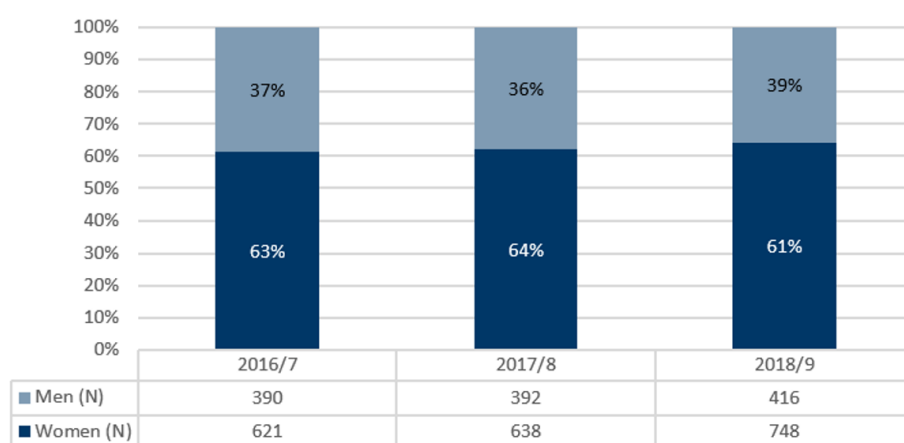
#### (i) Numbers of men and women on access or foundation courses

The School does not offer access or foundation courses.

#### (ii) Numbers of undergraduate students by gender

There were 1,164 students enrolled over all UG programmes in 2018/19 (61% W). **Figure 4.1** demonstrates that for the last three years of data, the gender balance of first year undergraduate full-time students<sup>2</sup> is in line with the aggregated HESA benchmark for the School, which is 63% women. **Figure 4.2** displays a range of gender distributions amongst the departments within the School, with percentages of women reaching as low as 26% in Music (2018/19) and as high as 90% in Psychology (2018/19). Compared to the HESA benchmark, the proportion of women students in English, Journalism, Psychology and Sociology has been high from 2016/17 to 2018/19. For English and Journalism, it is notable that since 2016/7, the proportion of women students has increased over and above the benchmark. International Politics, on the other hand, has maintained a steady proportion of women just below the benchmark percentage of 62%. These data also reveal a consistent underrepresentation of women students in two departments within the School. In Music, the proportion of women students dropped from 42% in 2016/7 to 26% in 2018/19, which is considerably below the HESA benchmark of 65%. Similarly, Economics has seen a low distribution of women spread across the three years with percentages ranging between 29% and 34% (HESA benchmark: 62%). In order to understand these patterns better and plan appropriate actions, we will investigate applications, offers and acceptance data to gain insights into where the gender imbalances come from.

Figure 4.1 Undergraduate intake by gender, all departments (%)

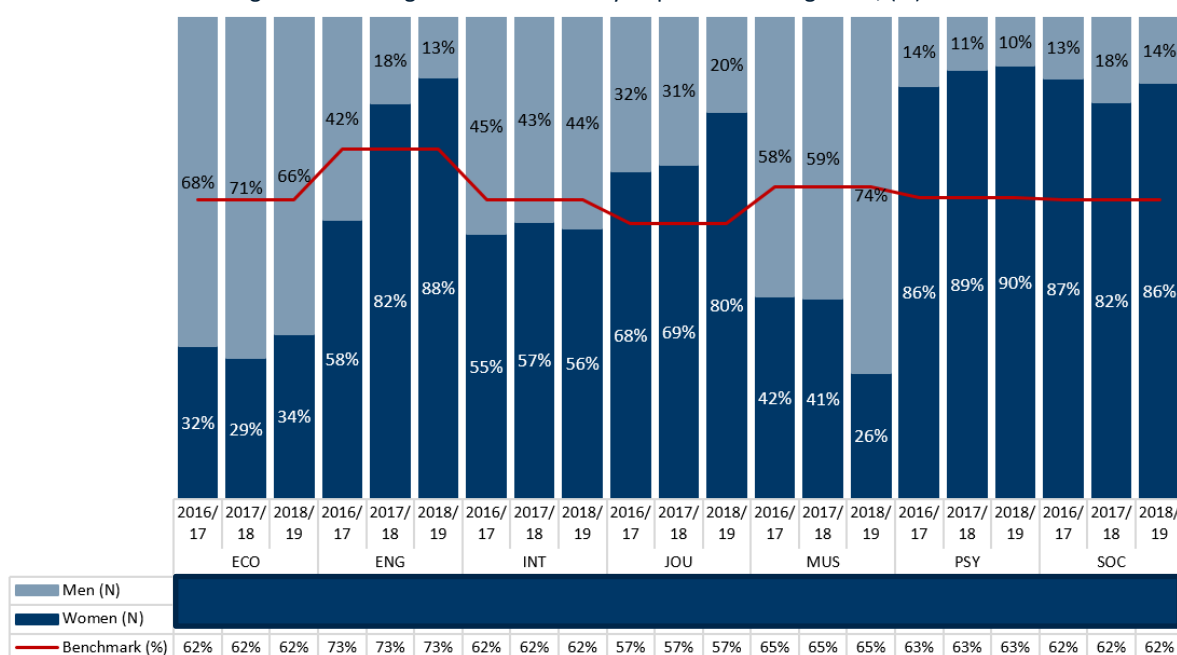


<sup>1</sup>2018 Students Report in [https://www.advance-he.ac.uk/sites/default/files/2019-05/2018-06-ECU\\_HE-stats-report\\_students\\_v5-compressed.pdf](https://www.advance-he.ac.uk/sites/default/files/2019-05/2018-06-ECU_HE-stats-report_students_v5-compressed.pdf)

<sup>2</sup>The School does not offer part time study at undergraduate level



Figure 4.2 Undergraduate students by Department and gender, (%)



## Applications, offers and acceptance rates

Table 4.2 All undergraduate applications, offers and acceptances by gender and year

	2016/17		2017/18		2018/19	
	Women	Men	Women	Men	Women	Men
<b>Applications (% of Total)</b>	3283 (62%)	1974 (38%)	3711 (65%)	2016 (35%)	3996 (65%)	2167 (35%)
<b>Offers (% of applications)</b>	2046 (62%)	1217 (62%)	2445 (66%)	1362 (68%)	3215 (80%)	1739 (80%)
<b>Offers accepted (% of offers)</b>	576 (28%)	344 (28%)	566 (23%)	345 (25%)	690 (21%)	383 (22%)

The overall application rate to study on UG programmes in the School is higher for women, as shown in **Table 4.2**, and appears to be in line with the aggregated HESA benchmark. At School level, there is no notable gender discrepancy in offer rates and acceptance rates. However, this story differs for the departmental level data (**Table 4.3**). The previously noted departmental imbalances are in part explained by the different gender ratios in the application rates for each department. However, for most departments – excluding Economics and International Politics – the recruitment process (offer rates and/or acceptance rates) seems to exacerbate the gender imbalances inherent in the application pool. As the offer and acceptance rates are at similar levels for both genders in the Economics Department, it can be concluded that the previously noted underrepresentation of women is due to the lower women application rates. A decrease in the proportion and numbers of women students in Music was previously noted in **Figure 4.2**. One explanation could be a drop in women applications to study in Music between 2016/17 and 2018/19, compounded by a decrease in acceptance rates. Given that the number of women currently studying in this department is 39 percentage points under the benchmark, applications and acceptance rates for women must be a focus for action for this department and the Economics department specifically (**Actions 2.1**).

#### Actions 2.1

##### Planned Action

- a) Where possible, ensure proportionate representation of women staff or student ambassadors at Open Days, offer-holder days, outreach work etc. to increase visibility of women students and staff to prospective students;
- b) Organise UG outreach events focused on women in Economics and Music,
- c) Ensure recruitment material highlights our current proportion of women students; and
- d) With collaborating departments, continue to investigate the gender gap in offer rates. In particular, monitor the effect of enhancing the admissions process.
  - Based on these investigations, reform the current admissions process;
  - Recommend the reform to the BoS.

In English, applications from women are higher than for men (although roughly in line with the benchmark). However, there is a notable disparity in offer rates between women and men, with lower offer rates for men. Despite a significant increase in offers made to men in 2018/9 (now at similar rates to that of women), men are still two times less likely to accept the offer. Applications from women to Journalism are considerably higher than for men and there is a trend of offer rates increasing for women and decreasing for men. With respects to Psychology and Sociology, women make up the majority of applicants on UG programmes for both (87% and 84%, respectively) as well as offers. Improving the proportion of men applicants as well as offer rates is a path forward to improving gender balance in these departments. However, it should be noted that there are clear challenges to these actions as they are constrained by the wider sociocultural context but we will aim to proactively increase applications from men in the above departments (**Actions 2.2**).

#### Actions 2.2

##### Planned Action

- a) Work with University marketing team to explore and review how we market our programmes to men and ensure men are well represented in images and text;
- b) Implement specific department strategies (i.e. buddy system) to encourage men to apply to these departments; and
- c) Work with marketing to gather feedback from men applicants about representations of gender diversity and employability at our recruitment events.

Although trends and actions have been identified for each department, there are some School-wide actions in the overall recruitment strategy and process to ensure it best supports the School and University's unique student demographic (e.g. Widening Participation, commuter students) and context with particular attention to gendered structures that inform these processes (**Actions 2.3**).

#### Actions 2.3

##### Planned Action

- a) Work with marketing and communications to scrutinise the focus on our unique student profile to improve gender balance in the recruitment process and promotion materials; and
- b) For School Leadership Team (SLT) to consider the departmental nuances in student profile when assigning recruitment targets.



Table 4.3 Applications, offers and students starting on UG courses by Department, gender and year

Year of Admission	Stage	Women	Men	% Women	Success rate (Women)	Success rate (Men)
<b>Economics</b>						
<b>2016/17</b>	Applications			34%		
	Offers			35%	69%	66%
	Acceptance			32%	24%	28%
<b>2017/18</b>	Applications			32%		
	Offers			33%	76%	73%
	Acceptance			27%	20%	26%
<b>2018/19</b>	Applications			32%		
	Offers			32%	85%	86%
	Acceptance			34%	24%	22%
<b>English</b>						
<b>2016/17</b>	Applications			80%		
	Offers			82%	74%	68%
	Acceptance			58%	11%	35%
<b>2017/18</b>	Applications			79%		
	Offers			90%	78%	33%
	Acceptance			82%	19%	37%
<b>2018/19</b>	Applications			82%		
	Offers			82%	88%	89%
	Acceptance			90%	14%	7%
<b>International Politics</b>						
<b>2016/17</b>	Applications			56%		
	Offers			57%	71%	67%
	Acceptance			57%	27%	27%
<b>2017/18</b>	Applications			58%		
	Offers			60%	81%	76%
	Acceptance			59%	23%	24%
<b>2018/19</b>	Applications			57%		
	Offers			58%	88%	85%
	Acceptance			56%	23%	25%
<b>Journalism</b>						
<b>2016/17</b>	Applications			72%		
	Offers			80%	41%	36%
	Acceptance			69%	46%	61%
<b>2017/18</b>	Applications			70%		
	Offers			73%	42%	41%
	Acceptance			50%	47%	51%
<b>2018/19</b>	Applications			76%		
	Offers			82%	49%	35%
	Acceptance			80%	35%	38%
<b>Music</b>						
<b>2016/17</b>	Applications			39%		
	Offers			42%	54%	49%
	Acceptance			42%	26%	26%
<b>2017/18</b>	Applications			37%		
	Offers			43%	70%	56%
	Acceptance			41%	25%	26%
<b>2018/19</b>	Applications			35%		
	Offers			34%	73%	78%
	Acceptance			26%	17%	24%

Year of Admission	Stage	Women	Men	% Women	Success rate (Women)	Success rate (Men)
<b>Psychology</b>						
<b>2016/17</b>	Applications			85%		
	Offers			86%	56%	51%
	Acceptance			86%	33%	33%
<b>2017/18</b>	Applications			87%		
	Offers			89%	56%	46%
	Acceptance			89%	25%	25%
<b>2018/19</b>	Applications			87%		
	Offers			88%	74%	66%
	Acceptance			90%	28%	24%
<b>Sociology</b>						
<b>2016/17</b>	Applications			83%		
	Offers			85%	65%	54%
	Acceptance			87%	28%	24%
<b>2017/18</b>	Applications			81%		
	Offers			80%	69%	72%
	Acceptance			82%	20%	18%
<b>2018/19</b>	Applications			84%		
	Offers			86%	86%	73%
	Acceptance			87%	16%	14%

[headcounts redacted]

## Undergraduate degree classifications

**Figure 4.3** below shows the overall pattern of degree classification for UG students by gender across the School. Although in 2015/6 the proportion of women and men who obtained the higher degree classifications (2.1 and 1<sup>st</sup> class) were at similar rates, we see a noticeable decrease in women and a creep upwards for men obtaining 1<sup>st</sup> class degrees in the two subsequent years. This has not corresponded with an increase of women achieving the lower class degrees (2.2 and thirds) but rather a swelling of the 2.1 category for women.

We identify a particular problem in Sociology, with overall very low proportion of 1<sup>st</sup> degrees, and some gender imbalance where men tend to be slightly more likely to achieve a 1<sup>st</sup> (see %W\* column data in **Table 4.4**). Similarly, Economics shows a downward trend in women achieving 1<sup>st</sup> class degrees, with proportions often being below those of men. The proportion of 1<sup>st</sup> degrees decreased over time in the Psychology Department, but this decrease seems steeper in the proportion of women obtaining a 1<sup>st</sup>. International Politics is following the School trend and the proportion of 1<sup>st</sup> are at comparable levels for men and women. Journalism are bucking the trend with an increasing percentage of 1<sup>st</sup> class degrees over the period, with relatively comparable proportions (the high proportion of men students with a 1<sup>st</sup> in 2017/8 is due here due to very small numbers). The student numbers within the Music Department are too small to make any meaningful observations, but also here there is a trend for men to be more likely to obtain 1<sup>st</sup> degrees.

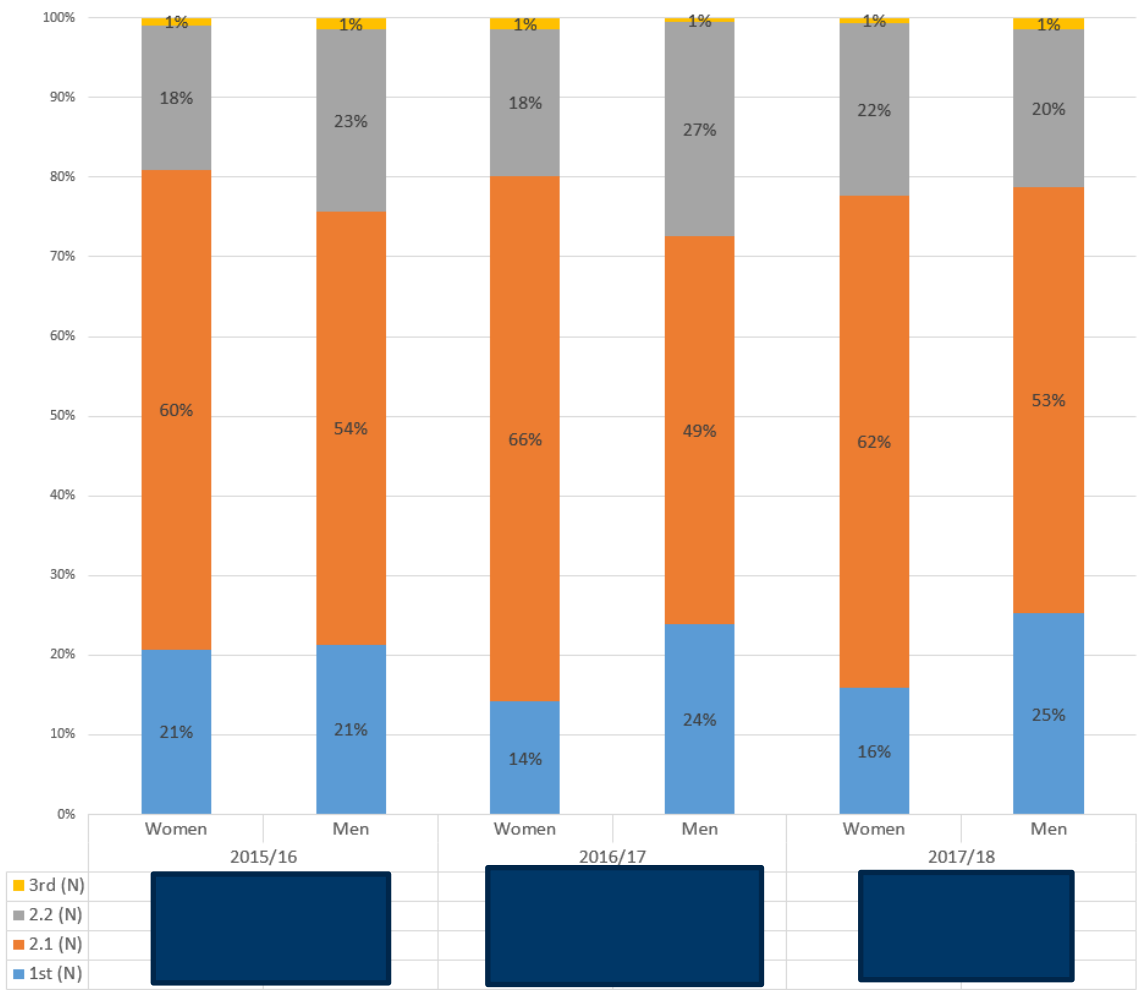
As there is a general pattern of gender imbalance across the School, improvement of School-level policies concerning teaching and learning as well as assessment practices might lead to better gender equality in attainment (**Actions 2.4**).

### Actions 2.4

#### Planned Action

- a) Improve the accessibility of our curriculum and teaching and learning practices to ensure it meets the needs of all students, particularly women;
- b) Interrogate systematic structures that lead to inequalities in attainment, specifically with attention to assessment and feedback processes and practices;
- c) Begin annual monitoring and analysis to measure the gender gap in all departments by analysing patterns in marks over past three years by module and gender to detect any module-specific gender patterns in achievement; and
- d) On the basis of this analysis, introduce further actions to reduce the gender gap with specific departments (i.e. Sociology) that have concerning trends in this area as a priority.

Figure 4.3 All undergraduate students by gender and degree classification (% , 2014/15-2017/18)



[headcounts redacted]

Table 4.4 Undergraduate students by department, gender and degree classification

	1st				2.1				2.2				3rd			
	Women	Men	%W	%W*	Women	Men	%W	%W*	Women	Men	%W	%W*	Women	Men	%W	%W*
<b>2015/16</b>			<b>68%</b>	<b>21%</b>			<b>71%</b>	<b>60%</b>			<b>64%</b>	<b>18%</b>			<b>60%</b>	<b>1%</b>
Economics			43%	27%			46%	47%			46%	27%			0%	0%
International Politics			73%	23%			57%	62%			58%	15%	0	0	0%	0%
Journalism			75%	15%			79%	77%			50%	5%			100%	3%
Music			100%	6%			60%	53%			86%	35%			100%	6%
Psychology			90%	29%			91%	58%			92%	13%	0	0	0%	0%
Sociology			64%	11%			84%	63%			67%	25%			100%	2%
<b>2016/17</b>			<b>52%</b>	<b>14%</b>			<b>71%</b>	<b>66%</b>			<b>55%</b>	<b>18%</b>			<b>83%</b>	<b>1%</b>
Economics			23%	16%			43%	46%			32%	32%			75%	5%
International Politics			43%	11%			58%	72%			53%	17%	0	0	0%	0%
Journalism			71%	19%			74%	75%			100%	6%	0	0	0%	0%
Music			25%	9%			53%	73%			67%	18%	0	0	0%	0%
Psychology			94%	18%			89%	74%			88%	8%	0	0	0%	0%
Sociology			100%	9%			91%	60%			84%	29%			100%	2%
<b>2017/18</b>			<b>57%</b>	<b>16%</b>			<b>71%</b>	<b>62%</b>			<b>69%</b>	<b>22%</b>			<b>50%</b>	<b>1%</b>
Economics			32%	16%			48%	58%			44%	26%			0%	0%
International Politics			60%	25%			52%	54%			63%	20%			100%	2%
Journalism			56%	27%			81%	59%			100%	14%	0	0	0%	0%
Music			40%	18%			40%	55%			60%	27%	0	0	0%	0%
Psychology			88%	16%			91%	70%			95%	14%	0	0	0%	0%
Sociology			88%	7%			90%	61%			87%	31%			100%	2%

\* % of women students achieving the specified classification from total women students within department

(iii) *[headcounts redacted]*

#### (iv) Numbers of men and women on postgraduate taught degrees

The School runs 31 PGT programmes across all seven Departments which include one Postgraduate Certificate, one Professional Doctorate, 11 Master of Arts, and 19 Master of Science. **Figure 4.5** shows the total proportion of women on PGTs across all three years is in line with the aggregated HESA benchmarking for the School (68%). This pattern is also observed in both FT (**Figure 4.6**) and PT (**Figure 4.7**) PGT students.

Looking at the gender balance at departmental level the Departments of English, International Politics, Journalism and Psychology are roughly in line with the HESA benchmarks albeit with English and Psychology with slightly fewer men students. Particular issues can be found with the Departments of Economics and Sociology, with women being underrepresented in the former and overrepresented in the latter. The student numbers within the Music Department are too small to make any meaningful observations. In order to understand these patterns better and plan appropriate actions, we will investigate applications, offers and acceptance data to gain insights into where the gender imbalances come from.

Figure 4.5 All postgraduate taught students by gender and year (%)

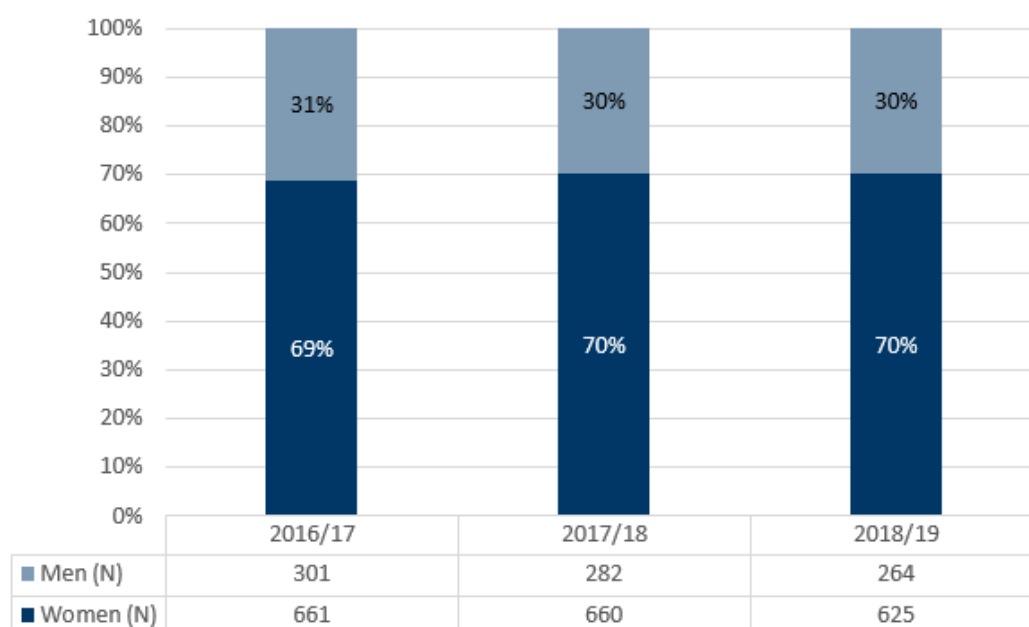


Figure 4.6 Full-time postgraduate taught students by gender and year (%)

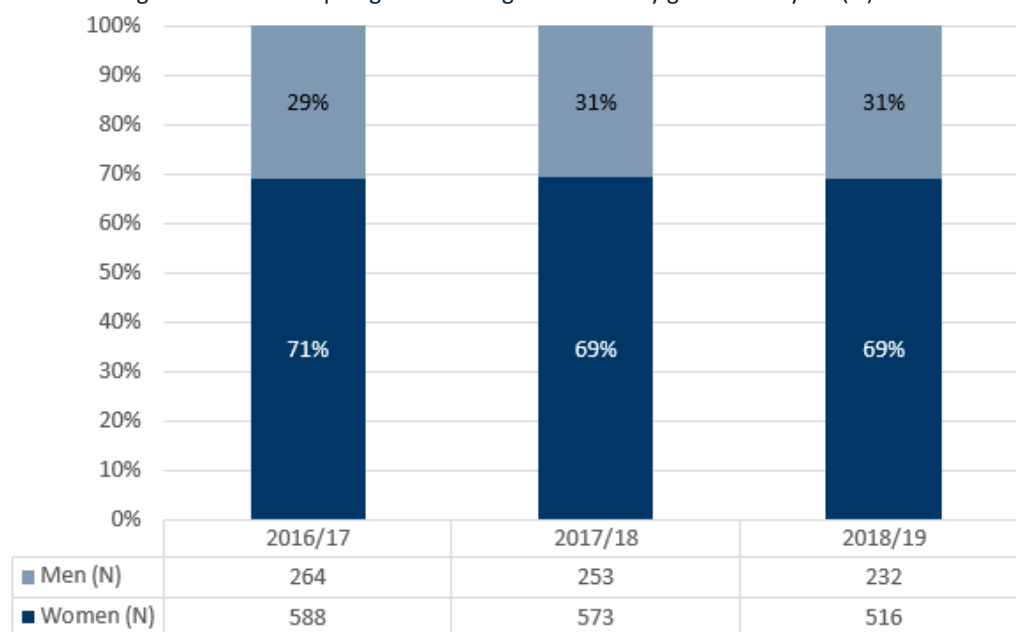


Figure 4.7 Part-time postgraduate taught students by gender and year (%)

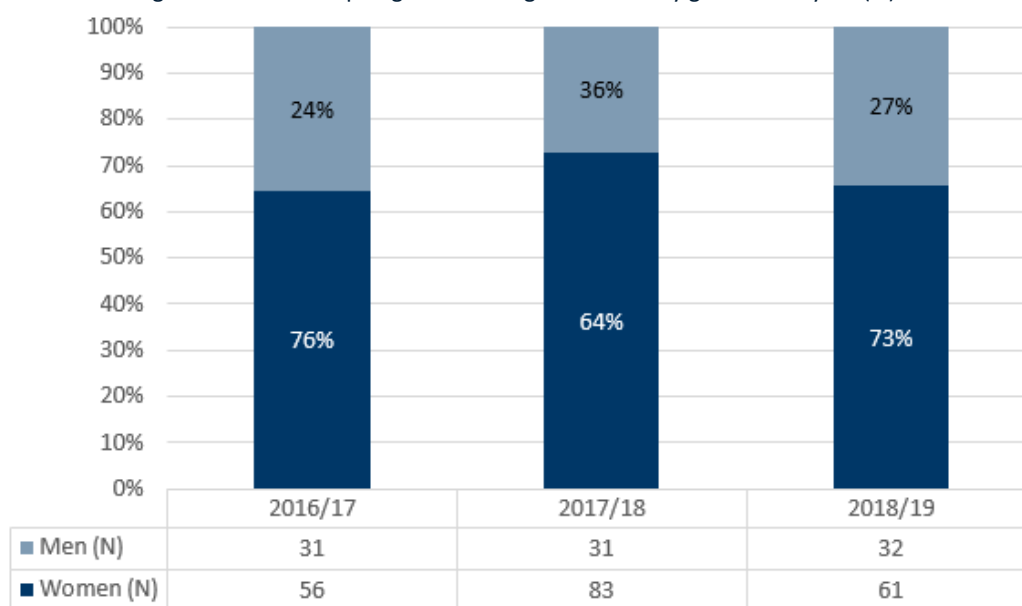
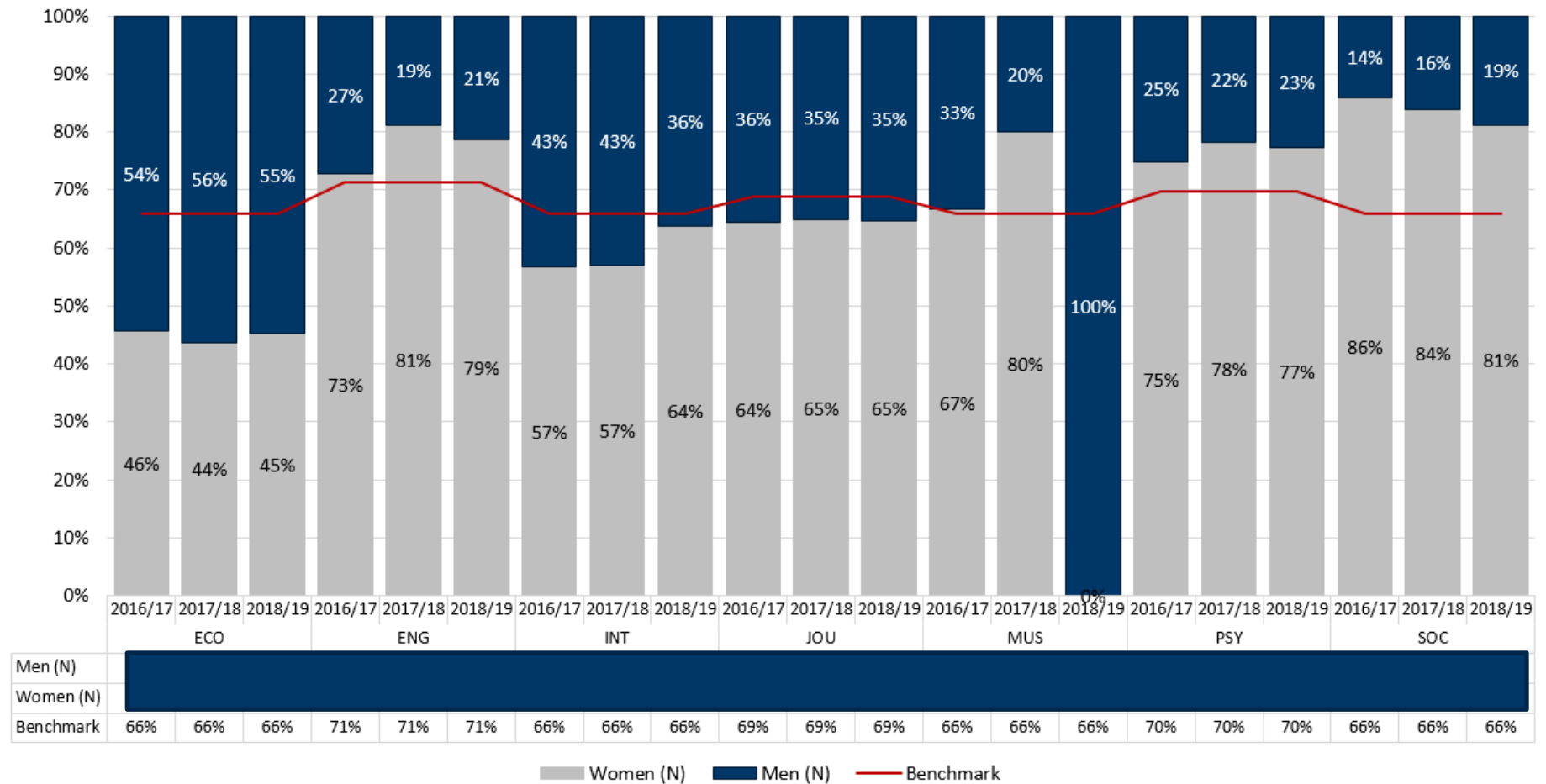


Figure 4.8 PGT students by Department and gender (%)





## Applications, offers and acceptance rates

Table 4.5 All PGT applications, offers and acceptances by gender and year

	2016/7		2017/8		2018/9	
	Women	Men	Women	Men	Women	Men
Applications (% of Total)	2550 (66%)	1304 (34%)	2525 (66%)	1275 (34%)	2151 (66%)	1122 (34%)
Offers (% of applications)	1775 (70%)	841 (64%)	1808 (72%)	807 (63%)	1491 (69%)	717 (64%)
Offers accepted (% of offers)	644 (36%)	295 (35%)	656 (36%)	284 (35%)	577 (39%)	264 (37%)

The overall women application rate to study on PGT programmes in the School is higher than that of men, as shown in **Table 4.5**. At School level, there are minor discrepancies in offer rates where women are slightly more likely to receive an offer. Although the overall School levels are in line with the HESA aggregated benchmark, there is a need to monitor the gender balance of offer rates to avoid changes to our gender balance at the PGT levels.

Splitting numbers by department (**Table 4.6.**), similar trends as with UG recruitment can be observed. Considering the similar issues with the gender balances in recruitment at the UG level, the UG Departmental and School level **actions** will also be applied at the PGT level (**Actions 2.1**).

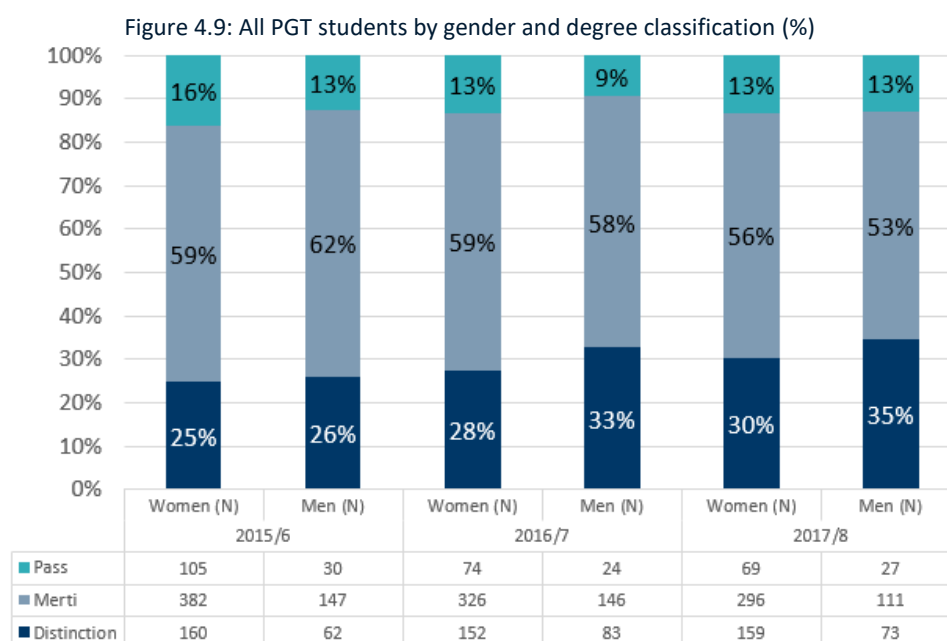
Table 4.6 Applications, offers and students starting on PGT courses by Department, gender and year

Year	Stage	Women	Men	%Women	Success rate (Women)	Success rate (Men)
<b>Economics</b>						
<b>2016/17</b>	Applications	346	434	44%		
	Offers	205	228	47%	59%	53%
	Acceptance	46	55	46%	22%	24%
<b>2017/18</b>	Applications	325	379	46%		
	Offers	211	218	49%	65%	58%
	Acceptance	45	57	44%	21%	26%
<b>2018/19</b>	Applications	277	348	44%		
	Offers	170	190	47%	61%	55%
	Acceptance	38	46	45%	22%	24%
<b>English</b>						
<b>2016/17</b>	Applications	272	76	78%		
	Offers	188	47	80%	69%	62%
	Acceptance	75	28	73%	40%	60%
<b>2017/18</b>	Applications	247	66	79%		
	Offers	177	43	80%	72%	65%
	Acceptance	78	18	81%	44%	42%
<b>2018/19</b>	Applications	214	66	76%		
	Offers	135	34	80%	63%	52%
	Acceptance	62	17	78%	46%	50%
<b>International Politics</b>						
<b>2016/17</b>	Applications	236	175	57%		
	Offers	166	123	57%	70%	70%
	Acceptance	38	29	57%	23%	24%
<b>2017/18</b>	Applications	230	230	50%		
	Offers	180	137	57%	78%	60%
	Acceptance	41	31	57%	23%	23%
<b>2018/19</b>	Applications	243	197	55%		
	Offers	187	124	60%	77%	63%
	Acceptance	44	25	64%	24%	20%
<b>Journalism</b>						
<b>2016/17</b>	Applications	513	265	66%		
	Offers	426	218	66%	83%	82%
	Acceptance	221	123	64%	52%	56%
<b>2017/18</b>	Applications	552	260	68%		
	Offers	381	198	66%	69%	76%
	Acceptance	215	115	65%	56%	58%
<b>2018/19</b>	Applications	480	250	66%		
	Offers	346	206	63%	72%	82%
	Acceptance	211	116	65%	61%	56%

Year	Stage	Women	Men	%Women	Success rate (Women)	Success rate (Men)
<b>Music</b>						
<b>2016/17</b>	Applications			66%		
	Offers			60%	32%	42%
	Acceptance			67%	50%	38%
<b>2017/18</b>	Applications			70%		
	Offers			60%	18%	29%
	Acceptance			80%	67%	25%
<b>2018/19</b>	Applications			64%		
	Offers			50%	19%	33%
	Acceptance			0%	0%	75%
<b>Psychology</b>						
<b>2016/17</b>	Applications	454	117	80%		
	Offers	208	61	77%	46%	52%
	Acceptance	89	30	75%	43%	49%
<b>2017/18</b>	Applications	417	124	77%		
	Offers	259	80	76%	62%	65%
	Acceptance	113	31	78%	44%	39%
<b>2018/19</b>	Applications	386	107	78%		
	Offers	230	64	78%	60%	60%
	Acceptance	102	30	77%	44%	47%
<b>Sociology</b>						
<b>2016/17</b>	Applications	692	218	76%		
	Offers	570	156	79%	82%	72%
	Acceptance	169	27	86%	30%	17%
<b>2017/18</b>	Applications	721	202	78%		
	Offers	594	127	82%	82%	63%
	Acceptance	160	31	84%	27%	24%
<b>2018/19</b>	Applications	530	142	79%		
	Offers	419	95	82%	79%	67%
	Acceptance	120	27	82%	29%	28%

[headcounts redacted]

## Postgraduate taught degree classifications



**Figure 4.9** shows the overall pattern of degree classification for PGT students by gender across the School between 2015/16 and 2017/18. Women on PGT programmes were slightly less likely to be awarded distinctions. However, when merits and distinctions are combined, the gender distribution was nearly equivalent (85% women, 88% men).

The gender distribution of marks varied across all departments, with no clear pattern except for three departments (Figure 4.10). In the International Politics Department, it seems that men are less likely to obtain distinctions, whereas in the Journalism and Psychology departments women are less likely to obtain distinctions. To close these attainment gaps, **Action 2.4** is expanded to also cover the School's PGT provisions.

Table 4.7 PGT students by department, gender and degree classification (2015/16-2017/18)

	Distinction				Merit				Pass			
	Women	Men	%W	%W*	Women	Men	%W	%W*	Women	Men	%W	%W*
<b>2015/16</b>	<b>151</b>	<b>63</b>	<b>71%</b>	<b>26%</b>	<b>335</b>	<b>146</b>	<b>70%</b>	<b>58%</b>	<b>92</b>	<b>26</b>	<b>78%</b>	<b>16%</b>
Economics			66%	52%			41%	35%			55%	13%
English			83%	29%			82%	59%			89%	12%
International Politics			80%	24%			56%	60%			73%	16%
Journalism			56%	20%			70%	68%			77%	12%
Music			25%	50%			0%	0%			50%	50%
Psychology			82%	34%			89%	55%			80%	11%
Sociology			87%	17%			76%	53%			85%	30%
<b>2016/17</b>	<b>159</b>	<b>75</b>	<b>68%</b>	<b>26%</b>	<b>360</b>	<b>156</b>	<b>70%</b>	<b>60%</b>	<b>86</b>	<b>34</b>	<b>72%</b>	<b>14%</b>
Economics			56%	48%			55%	48%			29%	4%
English			70%	21%			77%	71%			88%	9%
International Politics			86%	18%			55%	67%			45%	15%
Journalism			58%	25%			64%	68%			58%	8%
Music			100%	17%			75%	50%			100%	33%
Psychology			77%	38%			82%	51%			83%	11%
Sociology			88%	20%			82%	50%			83%	30%
<b>2017/18</b>	<b>147</b>	<b>82</b>	<b>64%</b>	<b>25%</b>	<b>363</b>	<b>137</b>	<b>73%</b>	<b>61%</b>	<b>90</b>	<b>23</b>	<b>80%</b>	<b>15%</b>
Economics			53%	43%			50%	51%			75%	6%
English			80%	26%			76%	61%			91%	13%
International Politics			88%	43%			63%	49%			50%	9%
Journalism			55%	22%			71%	71%			75%	7%
Music			100%	40%			0%	0%			75%	60%
Psychology			68%	32%			83%	53%			65%	15%
Sociology			80%	12%			87%	56%			88%	33%

\* % of women students measured against total women students within degree classification respectively

*[headcounts redacted]*

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

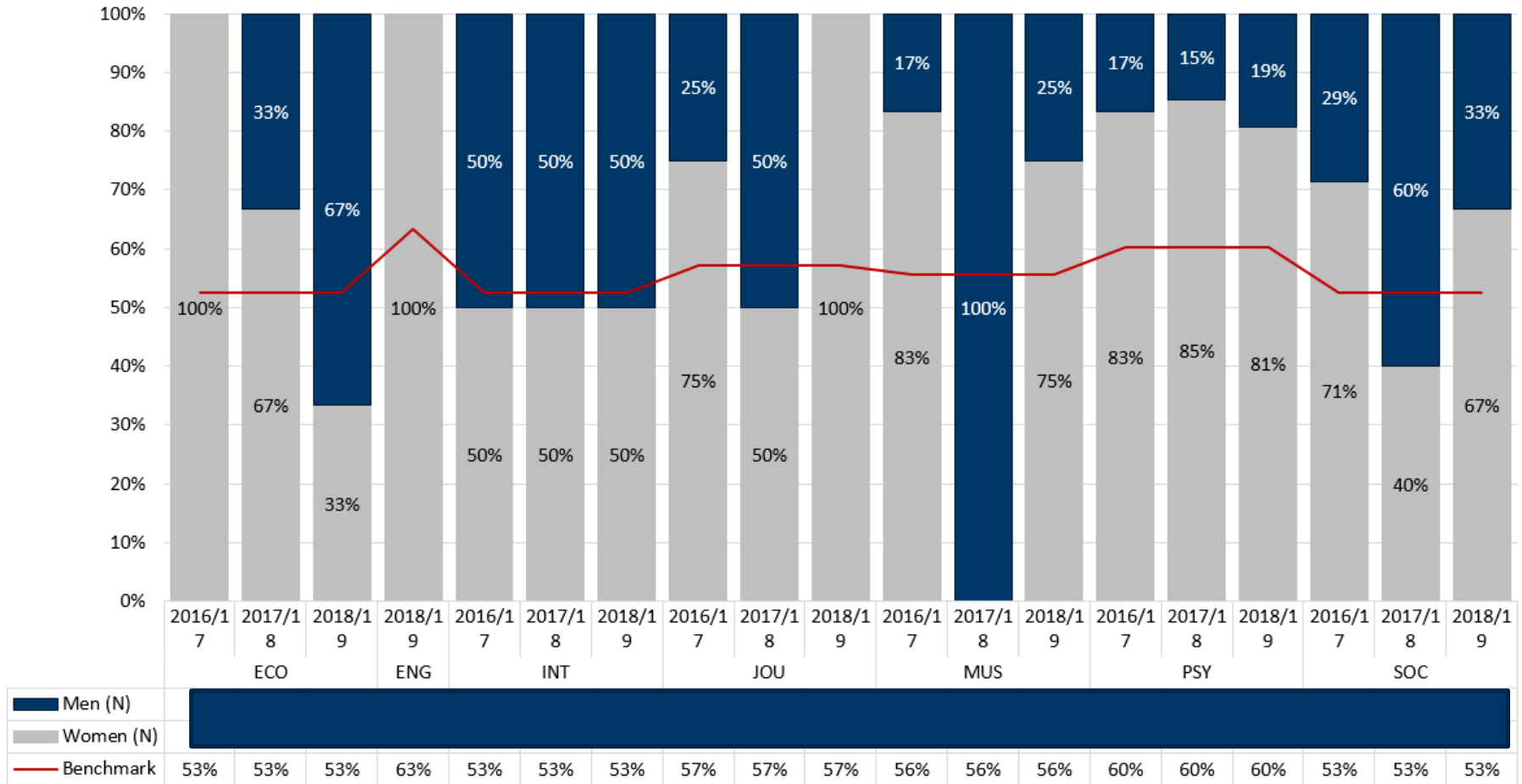
The proportion of women on PGR courses between 2016/17 and 2018/19 has been consistently above the benchmarking average of 56% when all subjects are combined (**Table 4.8**). The majority of PGR students are FT and very few students opted to undertake PT PGR programmes. Due to the small numbers of PGR students, disaggregation to departmental level in a meaningful way is not possible. We will investigate applications, offers and acceptance data to gain insights into where the gender imbalances come from.

Table 4.8 Postgraduate research students by gender and year

	2016/17		2017/2018		2018/19	
	Women	Men	Women	Men	Women	Men
Full-time						
Full-time %						
Part-time						
Part-time %						
Total						
<b>Total %</b>	<b>79%</b>	<b>21%</b>	<b>74%</b>	<b>26%</b>	<b>74%</b>	<b>26%</b>

[information redacted]

Figure 4.10 PGR students by Department, gender and year (%)



## Applications, offers and acceptance rates

The overall application rate for women on PGR programmes in the School is higher than that of men, comprising 51% of all applications in 2016/17, 63% in 2017/18 and 63% in 2018/19 (**Table 4.9**). While over time there seems to be a trend towards equal offer rates for both genders, acceptance rates are notably higher for women. Because PGR recruitment is a more individualised process, and due to the low numbers per department, a disaggregated analysis of the recruitment process is considered to provide little additional information. The lower acceptance rates for men seems to be the main driver of the overrepresentation of women at the PGR level and is something the School should analyse in more detail (**Actions 2.5**).

### Actions 2.5

Planned Action
a) Work with University marketing team to explore and review how we market our PGR programmes to men and ensure men are well represented in images and text; b) Implement specific department strategies to encourage men to apply to these departments; and c) Work with marketing to gather feedback from men applicants about representations of gender diversity and employability at our recruitment events.

Table 4.9 All PGR applications, offers and acceptances by gender and year

	2016/7		2017/8		2018/9	
	Women	Men	Women	Men	Women	Men
Applications (% of Total)	85 (51%)	81 (49%)	151 (63%)	90 (37%)	125 (63%)	73 (37%)
Offers (% of applications)	33 (39%)	20 (25%)	56 (37%)	26 (29%)	41 (33%)	22 (30%)
Offers accepted (% of offers)	20 (61%)	10 (50%)	35 (63%)	15 (58%)	30 (73%)	11 (50%)

## Postgraduate research degree completion rates

**Table 4.9** below suggests that completion rates are higher amongst women than men PGR students, however differences may be due to annual cohorts rather than a systematic bias. It should also be noted that this data is based on School-level records between 1<sup>st</sup> October–31<sup>st</sup> September, and that future data analysis should be based on HESA academic year 1<sup>st</sup> August – 31<sup>st</sup> July.

Table 4.9 PGR Student Completion rate within the maximum period of registration (all years combined)

	Women	Men	Total	W%	W%*	M%*
<b>Complete on time</b>				65%	34%	32%
<b>Extend</b>				69%	36%	28%
<b>Still Active</b>						
<b>Withdrawn</b>				56%	26%	35%



[information redacted]

#### (vi) Progression pipeline between undergraduate and postgraduate student levels

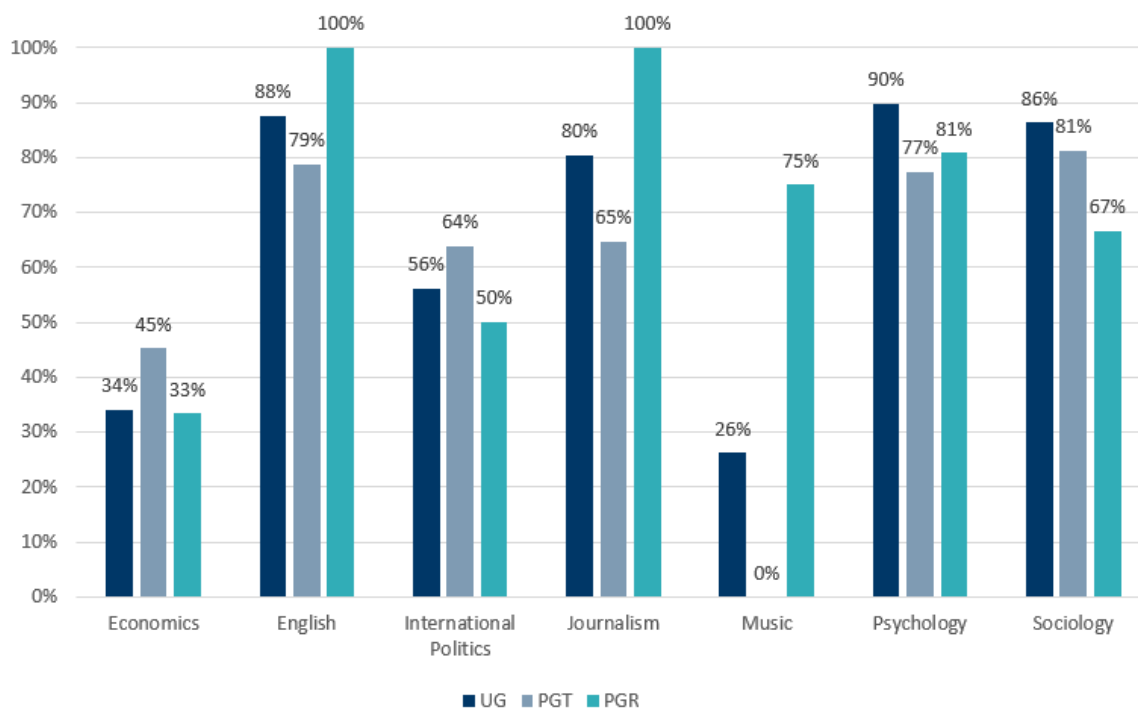
In this section we consider the 'pipeline' from UG to Professor. Gender balance at PGT and PGR level for most departments is positive with the exception of Economics and Music (**Figure 4.11**). Women, in fact, are well represented in PGR programmes across the School which may indicate the attractiveness of the current research environment. However, there remains the issue of gender balance with men making up less than 30% of students across all PGR programmes (**Figure 2.3**). We also saw that there was a dramatic drop in the proportion of women from "Researcher" to "Professor" across the career pipeline for women which warrants further action (**Actions 2.6**).

#### Actions 2.6

##### Planned Action

- a) Organise workshops with input from the Careers Service, Doctoral College and the Research & Enterprise office to promote careers in academia;
- b) Organise annual workshops for PGR students to include writing grant applications, interview skills, career opportunities, and professional development through the Doctoral College;
- c) Keep in contact with PGR Alumni to monitor their progression to research careers; and
- d) Promote University Professional Mentoring Scheme to PGR students and monitor uptake.

Figure 4.11 Undergraduate/Postgraduate pipeline: women students in 2018/19 (%)



## 4.2. Academic and research staff data

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

**Table 4.10** and **Figure 4.12** show that women are well-represented at most levels within the School, with the greatest disparity at Professor level (approximately 30% in last three years), however the latter is consistent with Benchmark levels in similar disciplines. The SAT has identified that there is a clear obstacle to progression for women from SL and Reader / Associate Professor (AP) to Professor and/or to recruitment of women senior academics, and actions to address this disparity will be considered in Section 5.1.

Table 4.10 The School of Arts and Social Sciences Staff by Gender

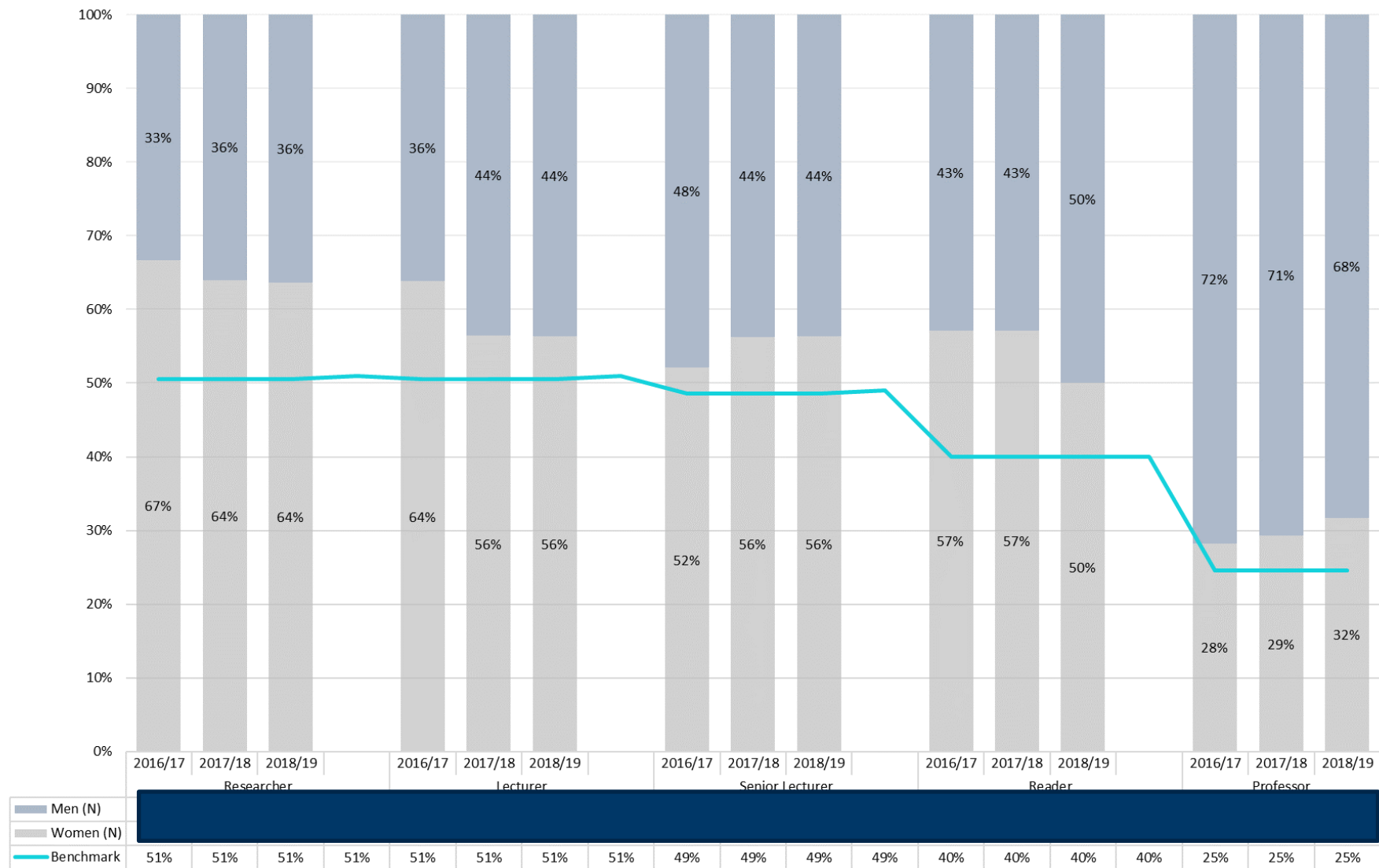
	Women	Men	%Women
<b>2015/16</b>	108	92	54%
<b>2016/17</b>	113	99	53%
<b>2017/18</b>	119	105	53%
<b>2018/19</b>	123	110	53%

There are clear defined career paths for academics (**Table 4.11**). Academic roles at City can be broadly designated into 'Education and Research' or 'Education' at each career level. Clear criteria and procedures are set out for promotion of academics at City using Role Profiles. Staff employed on 'research-only' terms and conditions may be put forward for promotion if they meet the relevant academic promotion criteria.

Table 4.11: Key to Academic and Researcher Grades at City, University of London

Grade	Academic	Researcher
<b>Grade 5B</b>	---	Research Assistant
<b>Grade 6</b>	Lecturer	Research Fellow
<b>Grade 7</b>	Lecturer	Research Fellow
<b>Grade 8</b>	Senior Lecturer / Reader / Associate Professor	Senior Research Fellow
<b>Band 1</b>	Professor	---
<b>Band 2</b>	Professor	---
<b>Band 3</b>	Professor	---
<b>Band 4</b>	Professor	---

Figure 4.12 Percentage of research and academic staff by gender and grade (%)



With regards to contract function, in 2018/19 11 women were on academic contracts that are 'teaching only' (69% women and 7% of the School staff profile). Whilst 49% were on contracts that were both 'teaching and research.' Women also make up 64% of all researcher staff that are on 'research only' contracts, which substantially exceeds the benchmark of 47%.

**Table 4.12** shows moderate to good representation of women by grade and across departments and is above benchmark for disciplines. However, women are noticeably underrepresented at Professor level across most departments with the exception of Journalism where it consistently has the highest proportion of women Professors. Over the last three years in the majority of departments the proportion of women across all grades has remained consistent but there has been an increase at Reader/Associate Professor level. More women have been applying for promotion in recent years (see section 5.1). The latter may be partly due to efforts on part of the Dean, Senior Leadership Team and HR in holding workshops and making explicit efforts to encourage women to apply for promotion. However, it is fully acknowledged that specific actions must be taken to grow our senior academic women from within the School (e.g., **Actions 5.2a-e**) in order to address any further issues with gender balance across the career pipeline and to exceed beyond national benchmarks.

Table 4.12 SASS Staff: Gender differences by Department and grade

	2016/17			2017/18			2018/19		
	Women	Men	%W	Women	Men	%W	Women	Men	%W
<b>Department of Economics</b>									
Researcher			0%			0%			0%
Lecturer			38%			20%			38%
Senior Lecturer			25%			57%			57%
Reader / Assoc Prof			50%			60%			50%
Professor			33%			33%			33%
<b>Department of English</b>									
Researcher			0%			0%			0%
Lecturer			100%			80%			75%
Senior Lecturer			0%			57%			60%
Reader / Assoc Prof			0%			100%			100%
Professor			0%			0%			0%
<b>Department of International Politics</b>									
Researcher			67%			75%			33%
Lecturer			62%			56%			59%
Senior Lecturer			20%			20%			20%
Reader / Assoc Prof			0%			0%			0%
Professor			40%			25%			25%
<b>Department of Journalism</b>									
Researcher			0%			0%			100%
Lecturer			71%			56%			56%
Senior Lecturer			54%			36%			40%
Reader / Assoc Prof			75%			0%			33%
Professor			40%			80%			75%
<b>Department of Music</b>									
Researcher			0%			0%			0%
Lecturer			17%			0%			0%
Senior Lecturer			0%			25%			25%
Reader / Assoc Prof			33%			50%			0%
Professor			0%			0%			33%

	2016/17			2017/18			2018/19		
	Women	Men	%W	Women	Men	%W	Women	Men	%W
<b>Department of Psychology</b>									
Researcher			60%			67%			80%
Lecturer			83%			67%			67%
Senior Lecturer			63%			75%			80%
Reader / Assoc Prof			67%			67%			57%
Professor			22%			22%			22%
<b>Department of Sociology</b>									
Researcher			79%			60%			65%
Lecturer			71%			70%			60%
Senior Lecturer			75%			64%			64%
Reader / Assoc Prof			75%			80%			67%
Professor			20%			20%			27%

[headcounts redacted]

There are gender imbalances in full-time and part-time academic and research staff. Women comprise a greater proportion of part-time (69%) than full-time staff in SASS (47%) (**Figure 4.13**), and are mostly part-time as researchers. Whereas, men are mostly part-time as Senior Lecturers or Professors. The proportion of women working part-time has remained relatively stable over time, but there is considerable variation across departments (**Table 4.13**). It is noticeable that only Psychology and Sociology have the majority of part-time women staff.

Figure 4.13 Academic and Research Staff by hours, gender and level (2018/19)

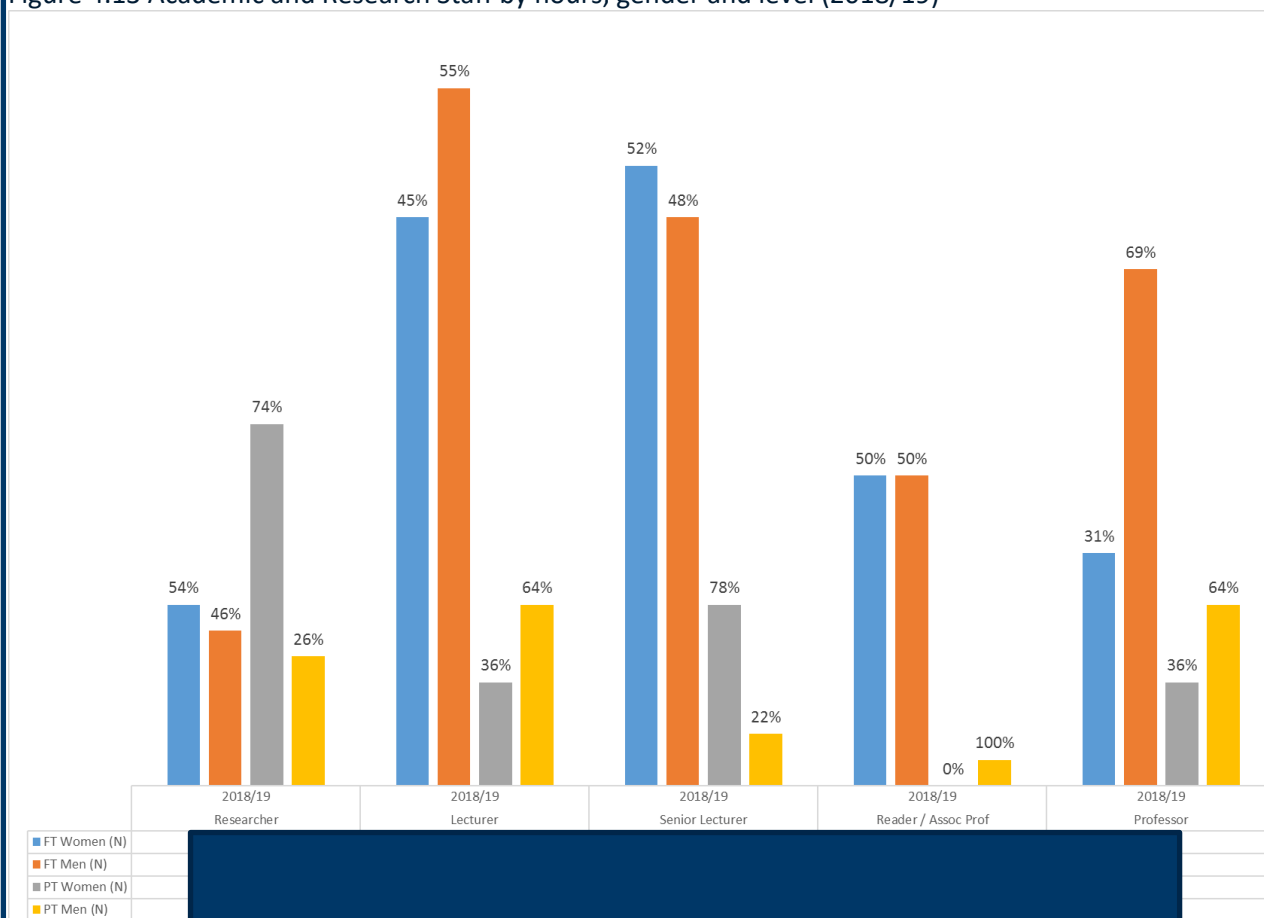


Table 4.13 Headcount of Academic Staff by hours, gender and department

		Full time			Part time		
		Women	Men	% Women	Women	Men	% Women
<b>2016/17</b>		<b>80</b>	<b>80</b>	<b>50%</b>	<b>33</b>	<b>19</b>	<b>63%</b>
	Economics			42%			0%
	English	0	0	0%	0	0	0%
	International Politics			42%			100%
	Journalism			64%			44%
	Music			10%			100%
	Psychology			53%			72%
	Sociology			60%			88%
<b>2017/18</b>		<b>82</b>	<b>88</b>	<b>48%</b>	<b>37</b>	<b>17</b>	<b>69%</b>
	Economics			46%			0%
	English			80%			50%
	International Politics			40%			100%
	Journalism			50%			50%
	Music			11%			100%
	Psychology			51%			82%
	Sociology			54%			69%
<b>2018/19</b>		<b>80</b>	<b>91</b>	<b>47%</b>	<b>43</b>	<b>19</b>	<b>69%</b>
	Economics			100%			0%
	English			42%			50%
	International Politics			40%			100%
	Journalism			50%			56%
	Music			10%			100%
	Psychology			50%			80%
	Sociology			55%			65%

At this time, it is difficult to ascertain if any career structures may discourage changes to PT status and whether there are disadvantages for PT staff seeking promotion. We have not recorded data on promotion rates for FT and PT staff. The University produced new guidance for promotion to provide greater specificity and encouragement for applications from PT staff, however, it is still uncertain how the guidance provided applies to PT staff, therefore further work is required to support PT staff (**Actions 5.1**).

#### Actions 5.1

##### Planned Action

- a) Review data on promotion for full-time and part-time academic staff;
- b) Identify inequalities; and
- c) Report to EDI Committee
- d) Ensure that promotion criteria as applied to PT staff are transparent and communicated regularly to all staff;
- e) Emphasise information on consideration of part-time status in departmental Academic Promotions Framework;
- f) Record data on promotion rates for full-time and part-time academic staff in relation to gender and review

### Staff ethnicity and intersection with gender

The distribution by grade and gender is given in **Table 4.14** and shows that Black, Asian and minority ethnic (BAME) staff are under-represented in SASS. As of 2018/19, 13% of academics self-identified as BAME, including 14% of women and 12% of men. BAME women comprise five percent of Researchers and 17% of Professors; BAME men comprise nine percent of Researchers and seven percent of Professors. The greatest proportion of BAME staff are found in Lecturer grades, and the next highest proportion is found amongst Senior Lecturers (SL). Further, there are higher proportions of BAME women than men among Professors (17% compared to 7%) and Readers / Associate Professors (8% compared to 0%). A plan to increase recruitment efforts and progression of BAME staff is warranted at this time (**Actions 3.3a-e**). We have started to review the intersectionality of gender with other protected characteristics and have commenced with staff data in relation to BAME staff via the Race Charter Mark. We are actively engaged with this via Dr Jones Nielsen who also serves as the Co-Chair for the University's RECSAT.

#### Actions 3.3

##### Planned Action

- a) Recruitment adverts to encourage applications from BAME people;
- b) Provide further information for roles where we are specifically looking to diversify;
- c) Encourage existing BAME staff who are eligible for promotion to apply;
- d) Work with Marketing to ensure that external materials demonstrate diversity in staff; and
- e) Ensure all selection panels have all genders and other under-represented groups.

Table 4.14 Academic Staff by gender, level and ethnicity

		Women				Men			
		BAME	White	Not known	% BAME	BAME	White	Not known	% BAME
					16%				10%
2016/17									
	Researcher				29%				22%
	Lecturer				17%				16%
	Senior Lecturer				7%				5%
	Reader/Assoc Prof				17%				0%
	Professors				8%				9%
2017/18					16%				12%
	Researcher				27%				14%
	Lecturer				18%				25%
	Senior Lecturer				11%				7%
	Reader/Assoc Prof				17%				0%
	Professors				9%				7%
2018/19					14%				12%
	Researcher				5%				9%
	Lecturer				20%				23%
	Senior Lecturer				15%				12%
	Reader/Assoc Prof				8%				0%
	Professors				17%				7%

[headcounts redacted]

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

**Table 4.15** shows the number of women and men on fixed-term and permanent contracts. The percentage of women on permanent contracts has been consistently equal to men (53% women). In relation to fixed-term contracts, given the relatively small numbers for these types of contracts, it is difficult to ascertain a persistent pattern between women and men when looking at Departments. More women tend to hold fixed-term contracts when compared to men, but this may be relative to the larger headcounts of women across the School. Despite having significantly smaller numbers of staff on fixed-term contracts, this type of contract has been recently considered in hiring practices and calls for special attention. Currently, the transfer rates between fixed-term to permanent contracts is unknown, and therefore warrants careful consideration with the School's Senior Leadership Team (SLT). This would likely have positive implications for women currently on fixed-term contracts (**Actions 12.1**).

Actions 12.1

Planned Action
a) Consult with School's SLT to discuss and identify how fixed-term contracts are transferred to permanent contracts; and b) Monitor the gender balance in transfer-rates from fixed-term to permanent posts.

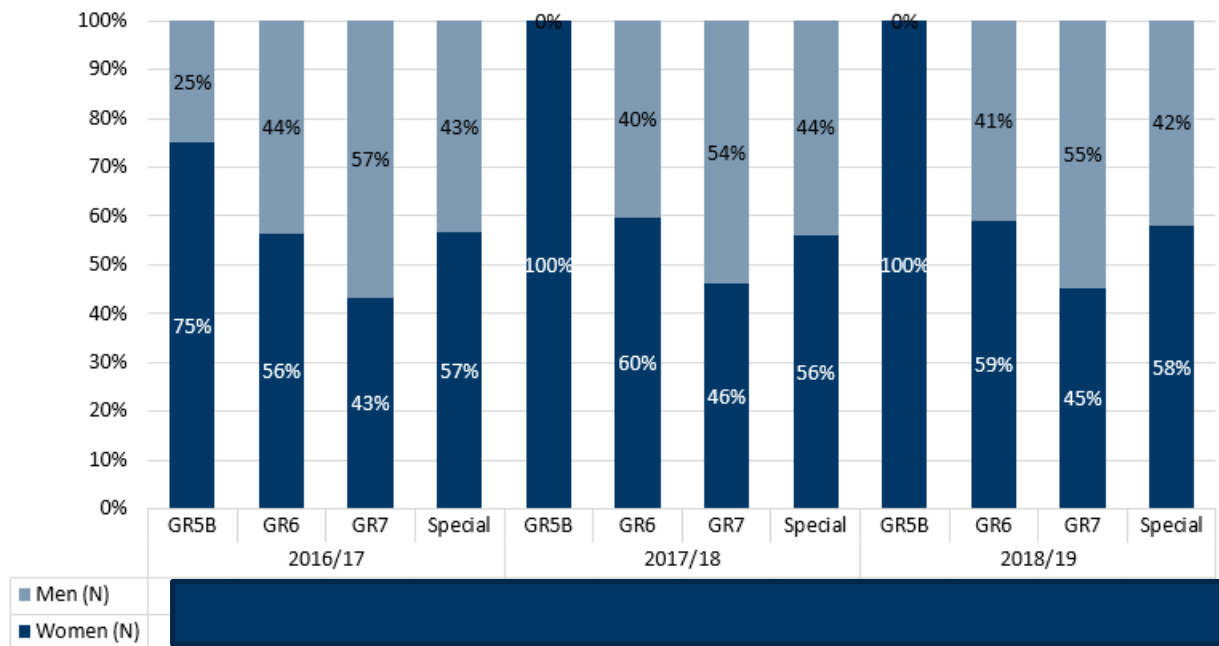
For Honorary Academic Appointments made within the School, non-Professorial honorary staff are appointed by the Board of Studies on the basis of a recommendation from a staff member; for Professorial appointments the Board makes a recommendation to University Senate. Total numbers of appointments are low (**Table 4.16**), but as of July 2018 there are no women appointed to honorary positions higher than Visiting Fellow, and few even at that level (**Actions 3.4**). SASS also engages between 65 men and 75 women Visiting Lecturers (VLs)—hourly paid—and Guest Special Lecturers who are employed on an hourly basis. Most are Journalism or Psychology practitioners who provide specialist lectures. Appointments are authorised by HoDs and approved at School level. The number of VLs has remained consistent over the last three years and women represent the majority of VLs across all grades. Grades 5B corresponds to a junior research contract while grades 6 and 7 correspond to the Lecturer level, and Special corresponds to more senior staff. There is a slight reduction in the proportion of women on the higher grades, and is consistent with women on academic and research contracts (**Figure 4.13**).

Actions 3.4

Planned Action
a) Record data about the gender composition of honorary staff and present regularly to the Board of Studies; b) Consider gender proportionality when approving proposals for honorary appointments; and c) Encourage staff to propose suitable candidates for honorary fellowships.



Figure 4.13 Visiting Lecturing Staff by gender and grade (%)



[headcounts redacted]

Table 4.15 Academic and research staff by Department, contract type and gender

	Fixed term			Permanent		
	Women	Men	%Women	Women	Men	%Women
<b>2015/16</b>			<b>71%</b>	<b>98</b>	<b>88</b>	<b>53%</b>
Economics			0%			33%
English	0	0	0%	0	0	0%
International Politics			33%			33%
Journalism			0%			59%
Music			0%			13%
Psychology			100%			58%
Sociology			100%			66%
<b>2016/17</b>			<b>62%</b>	<b>105</b>	<b>94</b>	<b>53%</b>
Economics	0	0	0%			37%
English	0	0	0%	0	0	0%
International Politics			67%			46%
Journalism			0%			57%
Music			0%			20%
Psychology			0%			60%
Sociology			80%			62%
<b>2017/18</b>			<b>56%</b>	<b>110</b>	<b>98</b>	<b>53%</b>
Economics	0	0	0%			42%
English	0	0	0%			71%
International Politics			44%			43%
Journalism			100%			48%
Music	0	0	0%			20%
Psychology	0	0	0%			63%
Sociology			67%			56%
<b>2018/19</b>			<b>60%</b>	<b>108</b>	<b>100</b>	<b>52%</b>
Economics			100%			39%
English	0	0	0%			70%
International Politics			43%			42%
Journalism			100%			50%
Music			0%			20%
Psychology			67%			63%
Sociology			70%			56%

Table 4.16 Honorary Academic Appointments by gender and level

		Women	Men	%Women	%Men
<b>Honorary Research Fellow</b>	2017/18	29	24	55%	45%
	2018/19	37	35	51%	49%
<b>Honorary Lecturer</b>	2017/18			47%	53%
	2018/19	10	12	45%	55%
<b>Honorary Senior Lecturer</b>	2017/18			0%	100%
	2018/19			0%	100%
<b>Honorary Professor</b>	2017/18			15%	85%

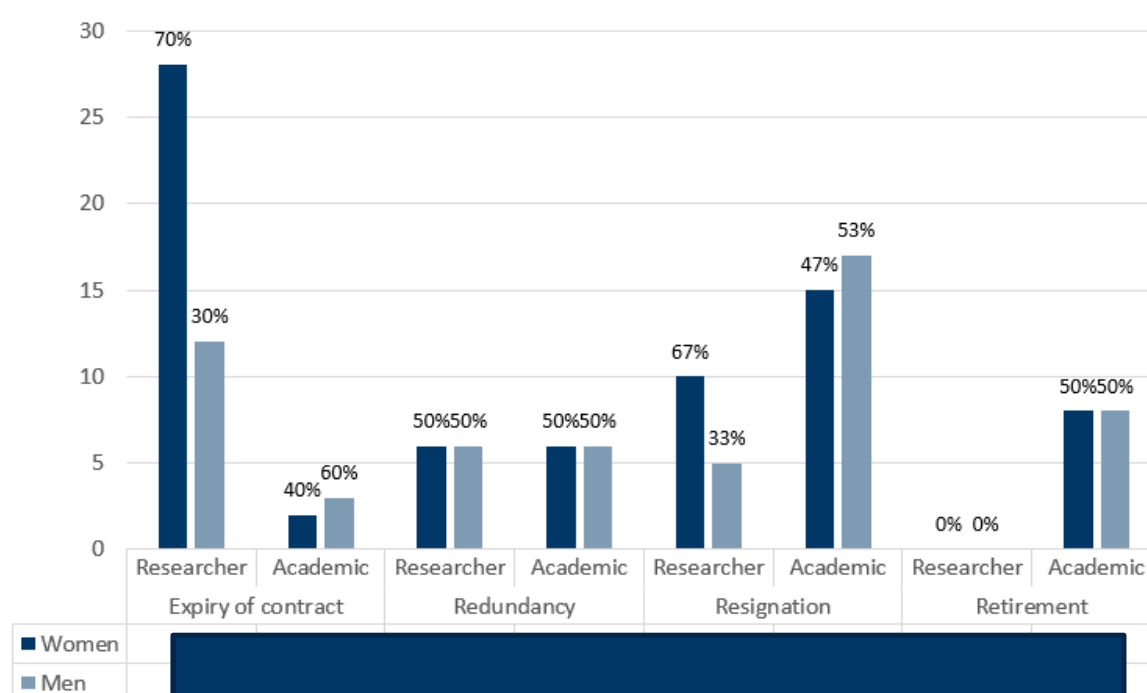
	2018/19			10%	90%
Professor Emeritus	2017/18			8%	92%
	2018/19			7%	93%

[headcounts redacted]

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

Reasons for leaving are typically collected by Human Resources (HR) and all leavers are invited to give feedback via a link provided in the final leaver's letter. The reasons for leaving are categorised under the following: expiry of contract, redundancy, resignation, retirement and other. We looked across the last four years (2015-19) as numbers for those who have left the School were modest (**Figure 4.14**). The primary reason for staff leaving is due to resignation and expiry of contract amongst research staff, however further details of these reasons are not systematically collected by HR, which warrants further action to ensure we understand why staff leave.

Figure 4.14 Reasons for leaving (2015-19)



[headcounts redacted]

Turnover is far higher for women research staff who are most likely to leave the School as a result of not having their contracts extended or resigning (**Table 4.17**). There is also notable spike in part-time women leaving in 2018/19 (71%), which again may have to do with the contract type they are on. This higher proportion may be relative to large headcounts of women in research positions within the School. Regardless this may also indicate an issue with appropriately supporting women researchers and will be monitored going forward (**Actions 12.2 and 12.3**).

Actions 12.2

Planned Action
a) HoDs to encourage research staff leaving the organisation to complete the leavers questionnaire and arrange an exit interview if they wish; b) Introduce SASS specific Exit Questionnaire to be monitored by HR and to be reported to EXCO annually; and c) Specifically monitor the destinations and reasons for leaving of all researcher leavers from these Exit Interviews to inform future actions.

Actions 12.3

Planned Action
<p>a) Introduce an annual workshop for PDRAs to pursue career opportunities in academia, including advice on the academic interview process;</p> <p>b) Set up an ECRs' forum; and</p> <p>c) Conduct focus groups with research staff to identify actions that will be most useful in relation to career progression.</p>

Table 4.17 Leaving by grade and full-time/part-time status

	Full-Time			Part-Time		
	Women	Men	%W	Women	Men	%W
<b>2016/17</b>			<b>57%</b>			<b>53%</b>
Researcher			50%			67%
Lecturer			50%			20%
Senior Lecturer			75%			100%
Reader / Assoc Prof	0	0	0%	0	0	0%
Professor	0	0	0%			0%
<b>2017/18</b>			<b>68%</b>			<b>63%</b>
Researcher			100%			78%
Lecturer			63%			100%
Senior Lecturer			33%			0%
Reader / Assoc Prof			100%	0	0	0%
Professor			33%			25%
<b>2018/19</b>			<b>41%</b>			<b>71%</b>
Researcher			50%			70%
Lecturer			50%			100%
Senior Lecturer			25%			50%
Reader / Assoc Prof			50%	0	0	0%
Professor			0%			100%

[headcounts redacted]

WORD COUNT: 2,968/2,000

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

The data for this section will primarily refer to the School AS Survey results from July 2017, where gender, Department, and Academic/PS differences were considered where possible.

### 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.

Vacancies within the School are advertised through City's website and on other platforms, such as jobs.ac.uk. In 2017, specific wording indicating the University's commitment to EDI was added to recruitment. The selection panels for all hires, wherever practicable, include at least one woman and one man. If this is not possible, then University policy requires explicit justification. The School's HR team ensures that new members to recruitment and selection panels attend training for unconscious bias or Equality/Diversity (**Actions 3.1**). Despite these institutional wide processes just described, SASS does not have processes to ensure people from under-represented groups are encouraged to apply (**Actions 3.2**) Data for recruitment of (Non-Researcher) Academic posts presented in **Table 5.1** and **Figure 5.1** below shows that there is variation in the percentage of offers made to women. The trend appears to be shortlist and offer close to 55% of jobs to women. However, many applicants choose to not disclose their gender. As a result, the analysis of these data may not correctly capture possible selection and recruitment biases that occur throughout the process. Applications for research posts have a much higher proportion of women applying when compared to men. **Figure 5.2** shows the offer rate is broadly in line with the higher rate of women applying to these posts.

#### Actions 3.1

Planned Action
a) Provide Inclusive Leadership/UB training; and b) Record attendance to ensure all targeted leads attend.

#### Actions 3.2

Planned Action
a) Ensure all job advertisements have inclusive language highlighting commitments to EDI and include information about the School's approach to gender equality, and its policies and support for parents and carers; b) Ensure all advertising materials encourage women and under-represented ethnicities to apply; c) Ensure use of established and inclusive job boards for vacancies; and d) Highlight employee benefits and include welcoming message which include women and BAME staff in recruitment/career publicity platforms

Table 5.1: Recruitment by level, gender and year *[headcounts redacted]*

Grade	Recruitment Process	2016/17					2017/18					2018/19				
		Women	Men	Not disclosed	% W*	% W**	Women	Men	Not disclosed	% W*	% W**	Women	Men	Not disclosed	% W*	% W**
Academic	Applicants				41%	88%				40%	71%				41%	56%
	Shortlist				47%	74%				70%	69%				38%	53%
	Offered				50%	83%				39%	69%				56%	68%
	Accepted				68%	79%				39%	73%				52%	80%
Research Grade 5B	Applicants				68%	4%				62%	13%				71%	36%
	Shortlist				60%	6%				67%	6%				65%	24%
	Offered				100%	4%				0%	0%				83%	23%
	Accepted				100%	5%				0%	0%				67%	13%
Research Grade 6	Applicants				55%	5%				71%	31%				71%	6%
	Shortlist				67%	17%				74%	19%				78%	16%
	Offered				60%	13%				100%	62%				50%	9%
	Accepted				50%	16%				78%	47%				50%	7%
Research Grade 7	Applicants				56%	3%				65%	11%	0	0	0	0%	0%
	Shortlist				100%	2%				83%	14%	0	0	0	0%	0%
	Offered	0	0	0	0%	0%				100%	8%	0	0	0	0%	0%
	Accepted	0	0	0	0%	0%				50%	7%	0	0	0	0%	0%
Research Grade 8	Applicants	0	0	0	0%	0%	0	0	0	0%	0%				41%	1%
	Shortlist	0	0	0	0%	0%	0	0	0	0%	0%				60%	7%
	Offered	0	0	0	0%	0%	0	0	0	0%	0%				0%	0%
	Accepted	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
Total	Applicants				42%	100%				45%	100%				50%	100%
	Shortlist				51%	100%				71%	100%				47%	100%
	Offered				52%	100%				43%	100%				59%	100%
	Accepted				66%	100%				41%	100%				54%	100%

NB. All percentages calculated on the basis of disclosed gender. There are instances where the shortlisting and/or offers are less than the number of accepted applicants. This is because applicants do not always go through each stage of the process via the recruitment system e.g., they may skip a stage or not be entered onto the system until the offered or accepted stage.

\*Percentage of women in all applications/short-listed/offered/accepted for that academic level (i.e., women and men).

\*\*Percentage of women applicants/short-listed/offered/accepted compared to total applications from women in that year.

Figure 5.1 Candidates for Academic Posts (Non-Researchers) who disclosed their gender (%)

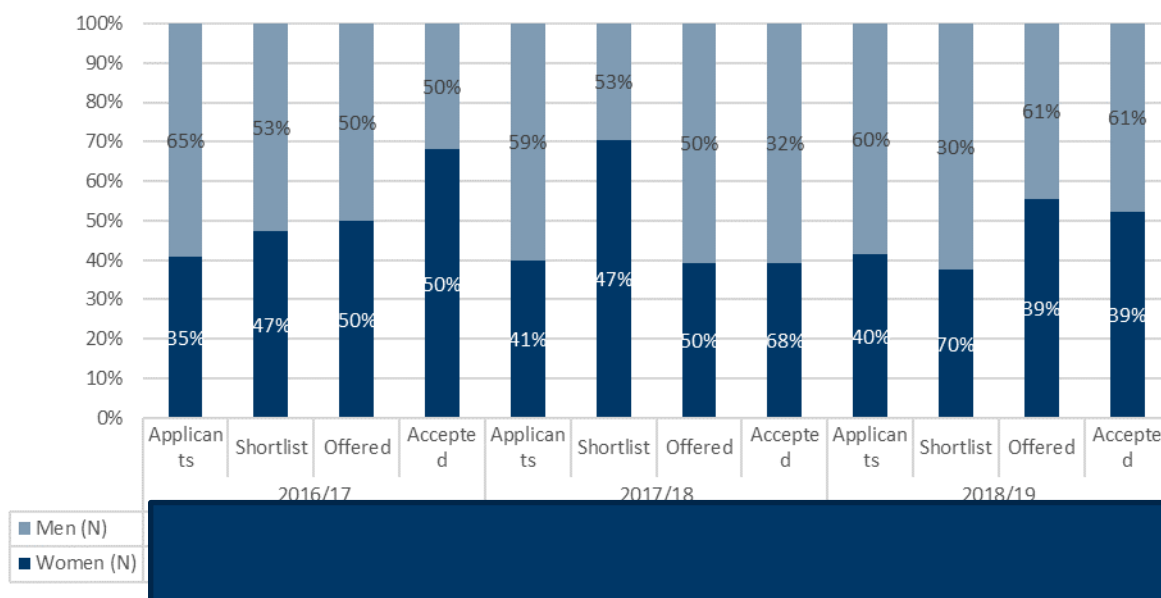
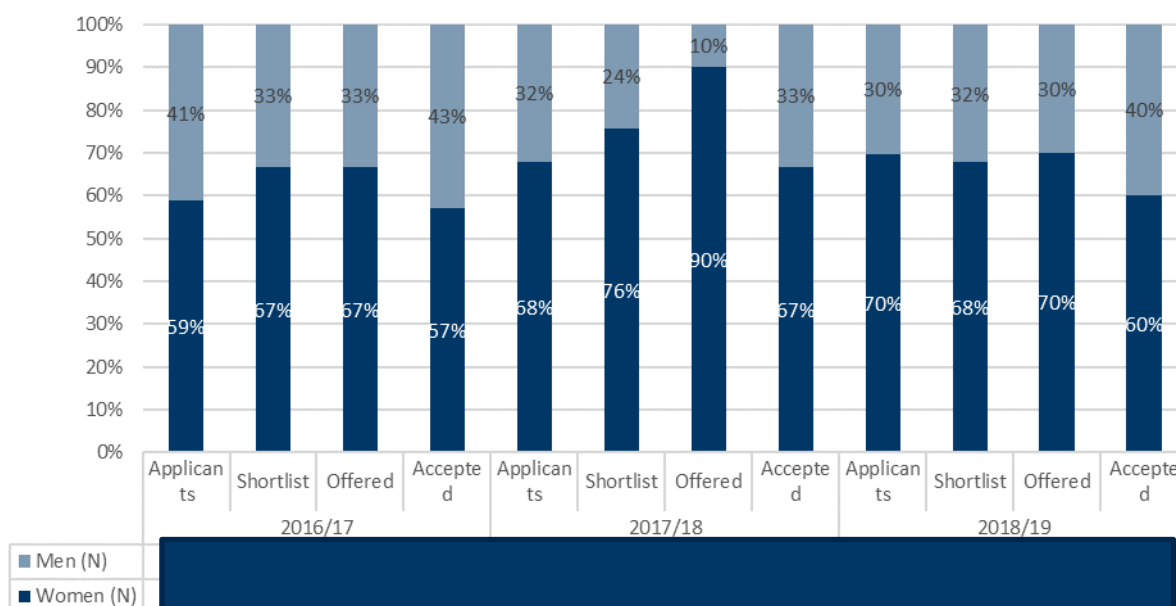


Figure 5.2 Candidates for Research Posts who disclosed their Gender (%)



## (ii) Induction

All new staff are invited to a University-wide induction or a “Welcome to City” event which provides key information on the way City, University of London is structured and its history. This event also enables staff to network and gain more information on opportunities for career and personal development. Seventy-one percent of the men completing the AS Survey indicated that they attended the City event, whilst only 45% of the women respondents did. Inductions are also held locally, within Schools, where the new staff member is invited to meet with the HoDs / line managers and given a structured induction checklist that provides information on the requirements of the role, support and resources available. The AS Survey indicated that 38% of women and 59% of men had a School induction, 45% of women and 71% of men attended the ‘Welcome to City’ university-wide induction event. Within departments, HoDs are supposed to inform new faculty members about how the department works and assign a mentor from the department. However, as this form of support is currently variable across departments, one of our action points is to formalise this process and particularly for ECR women and women on research contracts (**Actions 4.1**).

*“I think if it hadn’t been for her [mentor], I would have felt very lost, cause ... I was publishing and teaching and doing my PhD. So, if it wasn’t for her advice in terms of ‘this is what you need to do, this is how you publish and this is how you respond to reviewers’, I would have nothing. Because there was no support at all for early career researchers.”*

School Athena SWAN Focus Group 2019  
Academic

Based on feedback from the focus group and discussions with HoDs in an executive meeting, it was agreed that an on-boarding manual for all new HoDs will be developed to help them better support and orient new staff (**Actions 4.2**). In addition to this, a School Staff Guide (see photos below) has been created and will be given to all staff which will include information on family-friendly and other equality-supporting policies such as flexible working long-term leave policies, as well as information on appraisal, career progression, etc. The Guide will be given to all new staff as part of their induction, it is also available online, and will be promoted to all staff via email.

### Actions 4.1

#### Planned Action

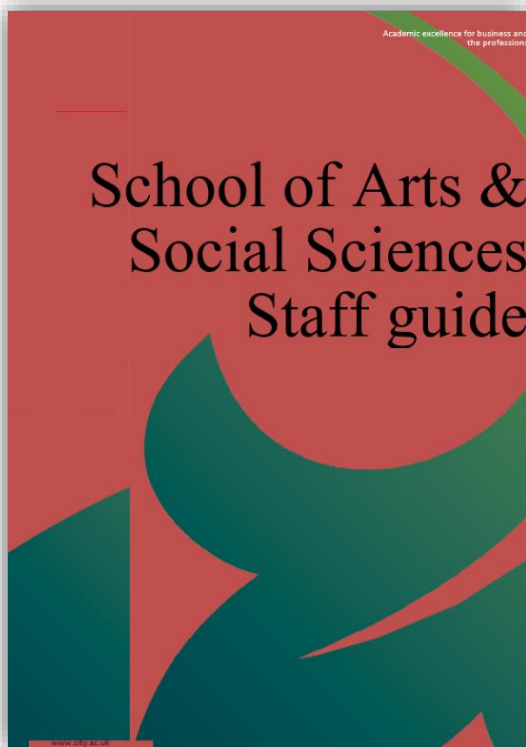

- a) HoDs will be required to schedule a meeting with all new staff and to assign a faculty mentor from the department;
- b) The School will increase internal monitoring of the current mentoring scheme.

### Actions 4.2

#### Planned Action

- a) Set up an on-boarding manual and induction checklist to be completed by all new staff with the line manager. This will cover matters ranging from the requirements of the role, support and resources available, the various HR induction workshops, and meetings with relevant senior staff;
- b) Consider uptake report annually at School ExCo; and
- c) Send timetable for induction events to new staff two months in advance of arrival.



## Induction and probation process

**Induction process**

The induction process is an essential part of recruitment at City, University of London and is a great way for new employees to familiarise themselves with the university.

Inductions are designed to help new employees acclimatise to their role and working environment.

**At City, induction occurs at the following levels:**

**Human Resources (HR) induction**

With your confirmation of appointment letter you will have received FAQs on key elements of your employment and key contacts list. These documents can be found on the HR pages of the Staff Hub.

> [www.city.ac.uk/staff-hub](http://www.city.ac.uk/staff-hub)

If you have any further questions please do not hesitate to contact your HR Advisor.

**University induction**

All new staff will be invited to attend the 'Welcome to City' programme. The programme aims to integrate new staff into City by providing them with key information, an opportunity to network and to ask any questions they may have.

All staff are required to complete at least three online Health and Safety modules. All new members of staff receive an email invite to undertake these modules upon commencing employment. Modules take around 45 minutes to complete.

For further information on the university induction process please contact the Organisational Development Team:

> [od@city.ac.uk](mailto:od@city.ac.uk)

**School of Arts & Social Sciences (SASS) induction**

All new starters are invited to attend the School's induction. Any new starter who is unable to attend the first induction session will be invited to the next one scheduled. All new starters should make arrangements to attend the School induction. If a new starter is not able to attend the induction, the line manager will go through the relevant information with the member of staff. Current School induction slides can be requested from SASS HR office ([Brenda.Lett@city.ac.uk](mailto:Brenda.Lett@city.ac.uk)).

The School induction will cover:

- Background on the university and the School
- The School's structure and Senior Management team
- Research, Enterprise and Consultancy within the School
- Overview of Undergraduate and Postgraduate programmes
- Career pathways within the School
- Overview of Professional Services.

Staff Guide | 1

### Paternity leave

Information on paternity leave schemes, including qualifying criteria and leave/pay entitlements, can be found in the table below. Please book an appointment with your HR Advisor in the first instance to discuss your individual circumstances.

Schemes	Qualifying criteria	Leave entitlement	Pay entitlement
<b>University paternity scheme</b>	• 26 weeks of service before the baby is due	• Up to 2 weeks within 56 days of the childbirth or 56 days of the child being placed with you for adoption.	• 1 week on full pay • 1 week at statutory rate or 90% of your average weekly earnings (whichever is lower).
<b>Additional paternity leave</b>	• 26 weeks of service before the baby is due • Remain employed by the University until the week before the 1 <sup>st</sup> week of additional paternity leave.	• Up to 26 weeks within the child's first year.	• Unpaid.

### Adoption leave

All employees have the right to adoption leave providing they:

a) are the parent named on adoption/matching certificates

b) can supply the University with evidence from an approved adoption agency as requested

c) are adopting a child up to 18 years of age when the child is placed for adoption.

Further information on adoption leave, including qualifying criteria and leave/pay entitlements, can be found in the table below. Please book an appointment with your HR Advisor in the first instance to discuss your individual circumstances.

Schemes	Qualifying criteria	Leave entitlement	Pay entitlement
<b>University Adoption Leave scheme</b>	• Same as University/Maternity scheme.	• Same as University/Maternity scheme.	• Same as University/Maternity scheme.
<b>Statutory Adoption Leave</b>	• 26 weeks of service before the child is placed with you • Evidence of approved adoption.	• Up to 52 weeks.	• 26 weeks at statutory rate or 90% of average weekly earnings (whichever is lower) • 26 unpaid weeks.

### Shared parental leave

Shared parental leave enables eligible parents to choose how to share the care of their child during the first year of birth or adoption. Its purpose is to give parents more flexibility in considering how to best care for, and bond with, their child.

Please note that the mother or the main adopter must take the first two weeks off (on full pay) following the childbirth or the child's placement for adoption. The leave entitlement below would be added to the first two weeks previously mentioned.

Schemes	Qualifying criteria	Leave entitlement	Pay entitlement
<b>University Parental Pay</b>	• 18 months of service before the baby is due.	• Up to 50 weeks to share between both parents.	• 4 weeks on full pay • 12 weeks on half pay.
<b>Shared Parental Leave</b>	• 26 weeks of service at the 15 <sup>th</sup> week before the baby is due or at the week the adopter was notified of having been matched • Must be a parent, an adopter, a legal guardian or their partner. • Still be in continuous employment until the week before any shared parental leave is taken.	• Up to 50 weeks to share between both parents.	• 39 weeks at the current statutory rate or 90% of average weekly earnings (whichever is lower) • 13 weeks of unpaid leave.



## Flexible working

Flexible working can be a way of working that suits you and your needs. Examples of flexible working include:

- Reduced hours/part-time work
- Working from home
- Job-sharing.

**Formal flexible working arrangements**

All employees who have worked continuously for the university for at least 26 weeks can formally request flexible working – not just parents and carers. This is known as 'making a statutory application'. Formal arrangements will require formal agreement by a manager, as they may require a change to the staff member's employment contract.

The basic steps are:

1. The employee writes to the employer/line manager outlining the request, when they would like it to start and its duration (request can be permanent or fixed term).
2. The employer/line manager considers the request and makes a decision within 3 months – or longer if agreed with the employee.
3. Alternate proposals can be suggested by the line manager
4. The employer/line manager will confirm the outcome in writing
5. If the employer/line manager disagrees, they must write to the employee giving the business reasons for the refusal.

Please speak to your line manager in first instance if you wish to request flexible working.

### (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.

Most recently, the University has modified the Academic Promotions Framework for each department in order to provide clearer details on Roles Profiles for each academic role type ('Education and Research' or 'Education') in order to clearly describe the expectations of the contribution that will be made at each career level. However, the current version does not include information on how promotion committees take into consideration how personal circumstances such as maternity leave, illness, part-time status, etc. which might affect productivity. All eligible academics are invited annually to apply for promotion via an all-staff email from the University HR Director and the School's Dean. Promotions consider staff achievements, contributions to research, education, professional practice and service/leadership (including outreach and pastoral responsibilities). Promotion panels ensure a reasonable gender balance (with at least one woman and one man) and actively consider representation of other protected groups. Currently, the AD (P&C)/EDI Lead sits on promotions panel for the School. Promotions from Lecturer to SL are determined at School level. Promotions to Reader/AP and Professor, as well as advancement within professorial banding, are first considered at School level, but ultimately are determined at University level by the Academic Promotions Committee (38% women, 62% men) chaired by the President.

Data on promotion at SL level, historically, has shown a greater percentage of women being eligible to apply and several more applying than men over the last four years (see **Table 5.3**). The percentage of women being promoted at this level has also been consistently higher than men with the exception of 2016/17 where four women and five men were promoted to SL. For those SLs who are applying to Reader/Associate Professor/Professor level, there are equivalent proportions of women and men who are eligible to apply, but the percentage of those applying was consistently low until 2017/18 where there was an increase in applications. With the exception of 2016/17, women tended to be successful in their promotions at this level. In the latest promotion round, the School has seen an increase of applications to this level, with many successfully being nominated to the University's promotion panel. This may be a result of annual School Promotion Workshops facilitated by the Dean and supported by the AD (P&C) over the last three years. The workshops have been well-attended and the majority of attendees were women. The workshop provided the opportunity to review the modified Academic Promotions Framework and answer questions from attendees. Since the commencement of workshops, the number of women applying for promotion has increased. Data on promotion between professorial bands 1-4 are limited because reviews of professorial bands only occur every two years and few staff applied (**Figure 5.4**). Analysis shows that in 2015/16 more eligible women than men applied and more women were successful (50% of women, 20% of men), while in 2017/18 this trend reversed so a greater percentage of eligible men applied and were more successful. However, numbers are small and percentages are therefore not that indicative.

The AS School Survey indicated distinct gender differences. While both women and men respondents knew what to do to apply for promotion (52% women, 73% men) and understood how applications were assessed (45% women, 58% men), more men felt supported in the promotion processes (33% women, 52% men). Moreover, women did not agree that the promotion process was fair nor did they feel supported in submitting an application for promotion (**Figure 5.5**). In response to the results of the AS Survey we immediately organised a panel entitled "Navigating the gendered terrain of promotion: An in-depth look at women's experiences." The event was well-received (see photo below) and we plan to continue an annual series of panel discussions. Despite significant increase of applications from women, further urgent actions are required to take place in order to increase the proportion of women senior academics over the next three years (**Actions 5.2**).



*Photo of Promotion Panel*

#### Actions 5.2

##### Planned Action

- a) Pro-actively encourage women applicants to apply for promotion by developing more constructive appraisal discussions with HoDs/line managers;
- b) Enhanced mentorship practices with effective communication of promotion frameworks and support (i.e. workshops);
- c) Hold a special focus group with SL women to investigate the blockages and challenges women face in navigating the career pipeline within SASS;
- d) Report this feedback to SAT and used this to feedback into School promotion practices;
- e) Continue to communicate via e-mail to all-staff about promotions;
- f) Continue to promote promotion workshops with EDI focus and hold panel discussions with successful applicants

Table 5.2 Promotions by Level and Gender

	Eligible			Applied			Promoted			Unsuccessful		
	Women	Men	%W	Women	Men	%W	Women	Men	%W	Women	Men	%W
<b>2014/15</b>			<b>59%</b>			<b>50%</b>			<b>56%</b>			<b>43%</b>
Lecturer to Senior Lecturer			63%			56%			60%			50%
Senior Lecturer to Reader / Associate Professor			60%			50%			50%			50%
Senior Lecturer to Professor			60%	0	0	0%	0	0	0%	0	0	0%
Reader / Associate Professor to Professor			36%			0%	0	0	0%			0%
<b>2015/16</b>			<b>60%</b>			<b>52%</b>			<b>67%</b>			<b>43%</b>
Lecturer to Senior Lecturer			61%			58%			50%			67%
Senior Lecturer to Reader / Associate Professor			63%			50%			100%			0%
Senior Lecturer to Professor			63%			0%	0	0	0%			0%
Reader / Associate Professor to Professor			43%			50%	0	0	0%			50%
<b>2016/17</b>			<b>58%</b>			<b>56%</b>			<b>45%</b>			<b>64%</b>
Lecturer to Senior Lecturer			63%			58%			44%			100%
Senior Lecturer to Reader / Associate Professor			54%			56%			50%			57%
Senior Lecturer to Professor			54%	0	0	0%	0	0	0%	0	0	0%
Reader / Associate Professor to Professor			57%			50%	0	0	0%			50%
<b>2017/18</b>			<b>56%</b>			<b>59%</b>			<b>67%</b>			<b>45%</b>
Lecturer to Senior Lecturer			62%			75%			88%			50%
Senior Lecturer to Reader / Associate Professor			52%			46%			44%			50%
Senior Lecturer to Professor			52%			0%	0	0	0%			0%
Reader / Associate Professor to Professor			57%			67%			100%			50%

[headcounts redacted]

Figure 5.4 Change in Professorial Banding (%)

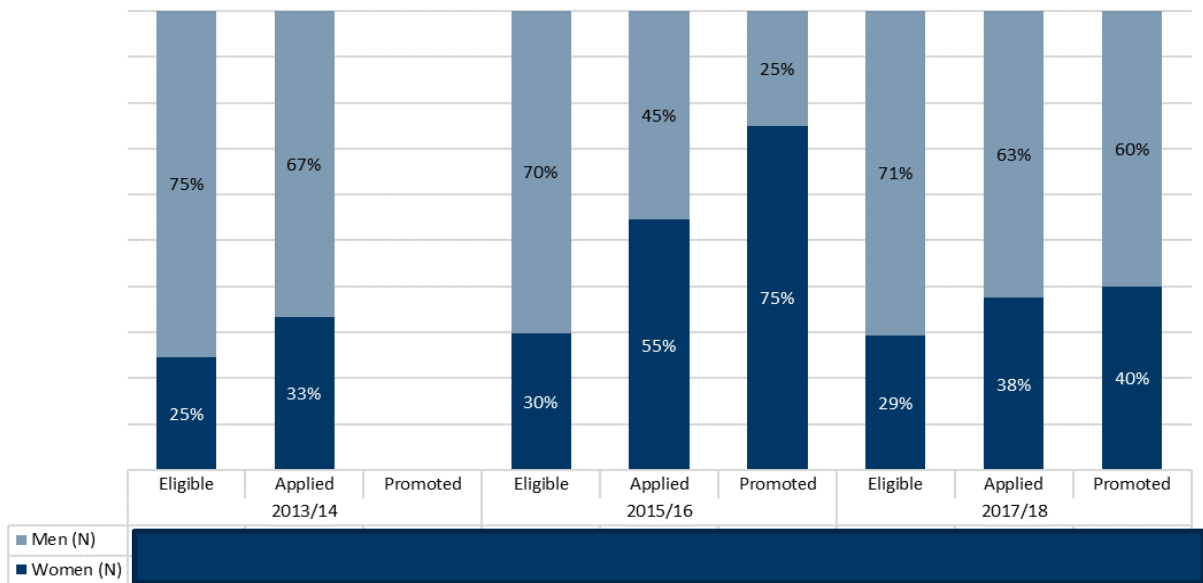
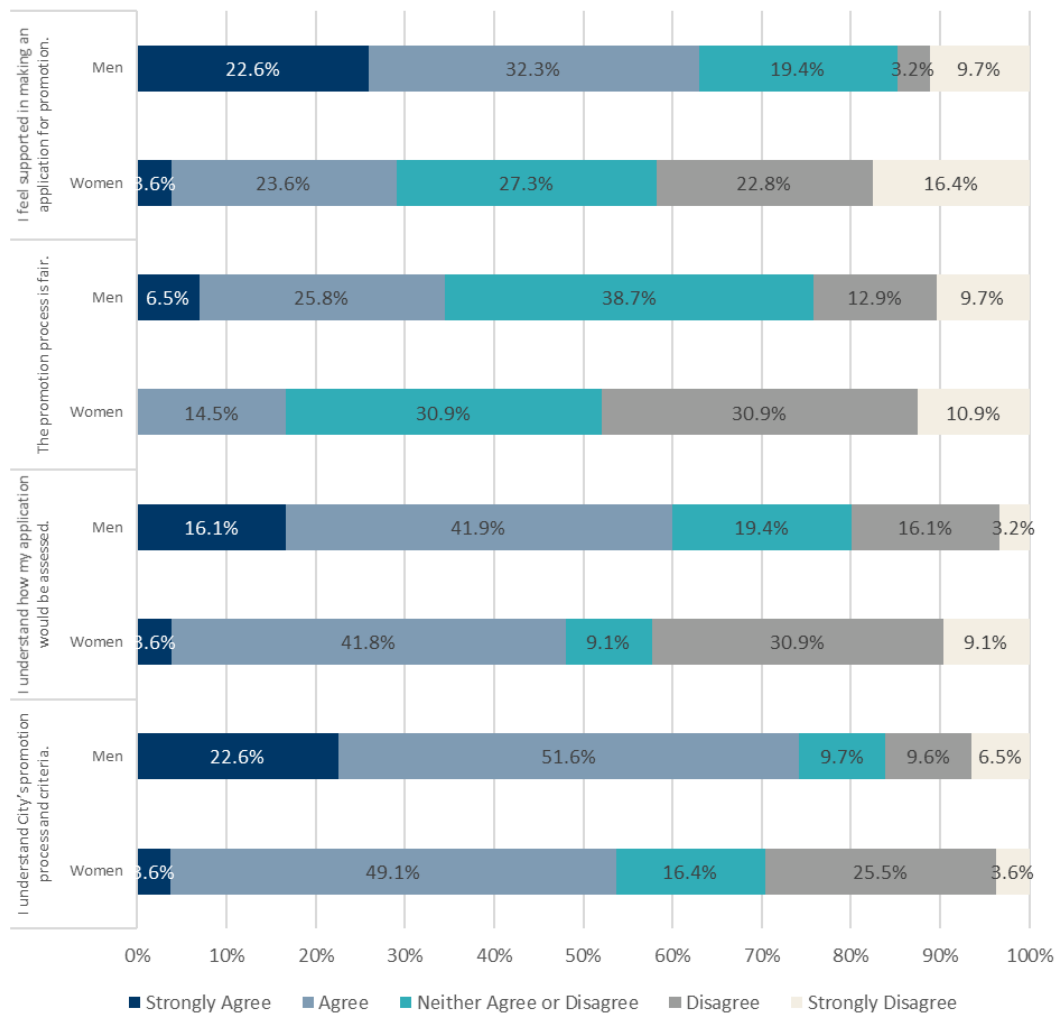


Figure 5.5 Athena SWAN Survey results for promotion (%)



(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.

The total headcount of academics eligible and submitted to REF 2014 and Research for Academic Excellence (RAE) 2008 is shown in **Figure 5.6**. The percentage of women submitted to REF 2014 decreased slightly when compared to RAE 2008 from 41% (46 women) to 40% (49 women). Changes in the proportion of staff who were submitted may be explained by the more rigorous internal Annual Research Quality Monitoring (ARQM) review. The ARQM review continues to be used to monitor research quality across the University and is used in promotion consideration which has been raised by women staff in the School to overly determine the career path they will take at City.

For the ARQM, staff are asked each year to nominate up to four publications from the past four years, which are then assessed by the same criteria used for REF 2014 on the 1\* to 4\* scale. As for REF 2014, the number of outputs required is reduced for staff who are PT, early career, or who have had maternity leave or other extended periods of absence. The process for assessing outputs is managed by each Department's Research Lead, with panels featuring colleagues from within the specific research Units, and involve expert external assessors to calibrate the reviews of outputs. Staff were entered in REF 2014 if their publications were rated as 3\* or 4\* through this internal review (NB. For REF2021 100% of eligible staff will be submitted). Submission rates for women staff as a proportion of those eligible for REF 2014 was considerably lower than for men (73% for men; 54% for women). The low percentage of women staff that were submitted to REF 2014 further indicates that there is a clear difference in the perceived quality of men and women academic staff's output, which would also be potentially reflected in lower ARQM scores. As these scores are essential for promotion (with a minimum average score of 3\* required for promotion), there is an urgent need for addressing women academic staff's research quality and productivity in appraisals and through mentorship (**Actions 7.3**).

Sabbaticals allow staff to develop their research outputs and grant proposals, and staff in the School are entitled to apply for sabbatical for a period of time up to a maximum of one-seventh of service at the University, regardless of seniority or the nature of their contract. Applications for sabbatical leave must be approved by the HoD. If supported, the planned programme of work is approved by the School Research and Enterprise Committee. Targets are agreed in advance for sabbaticals and these are followed up via written reports at School level and during departmental appraisals. Over the last four years, 28% of women across the School have taken sabbatical leave (Table 5.3). Since the time of writing this application, a Research Handbook has been introduced by the AD of Research which provides clarity of deadlines for sabbatical applications and how to apply (**Actions 7.4**).

Actions 7.4

Planned Action
a) Continue to provide clear guidelines for sabbatical leave policy in SASS Staff Research Handbook b) Monitor gender balances in sabbatical leave applications; and c) Report to the EDI Committee

Figure 5.6 RAE and REF submissions (%)

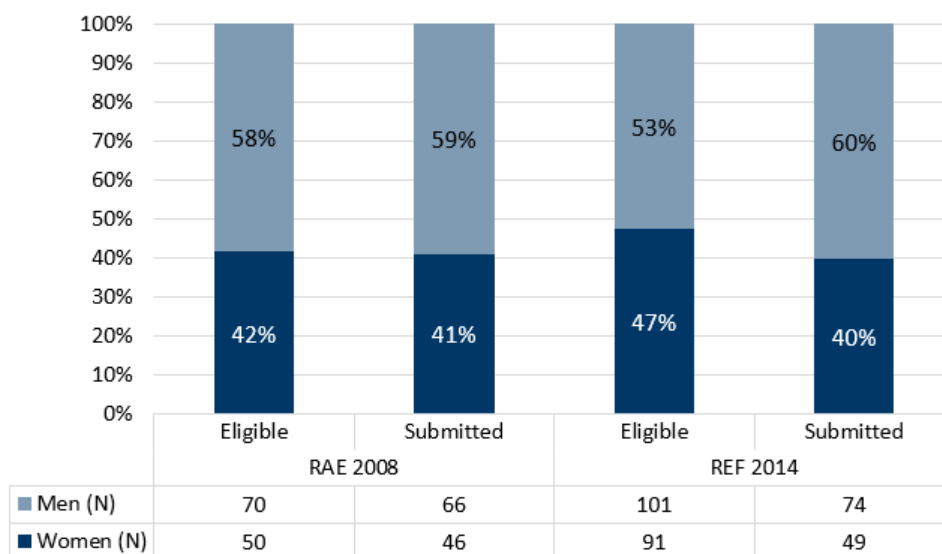


Table 5.3 Sabbatical applications 2014-18

	Women	Men	%Women
Economics			14%
English			50%
International Politics			30%
Journalism			26%
Music			50%
Psychology			30%
Sociology			26%
<b>Total</b>	<b>19</b>	<b>50</b>	<b>28%</b>

[headcounts redacted]



## 5.2. Career development: Professional and Support Staff

NOT APPLICABLE – SILVER APPLICATIONS ONLY

## 5.3. Career development: academic staff

### (i) Training

A variety of staff training and development programmes are available online, through face-to-face learning, internal or external networks. Training is available for research and enterprise, education, leadership and management. Training needs are routinely identified and discussed during appraisals and career development training opportunities are encouraged by staff line managers or mentors. In addition to the appraisals process, staff have access to information on staff training opportunities delivered internally and externally through the staff intranet and communication from City's Organisational Development (OD) Team. Announcements of training, particularly those that support women in leadership, are disseminated via the all-staff School email.

The AS Survey (**Figure 5.8**) reported low confidence in the training opportunities for PT or flexible working staff and this is corroborated by the focus group findings. Women, in particular, reported that the same opportunities are not offered to staff who work PT. We shall investigate why people do not take up training and development opportunities, and how access could be improved for part-time staff (**Action 7.1h**).

*"I'm just struggling. I don't seem to be reaching anywhere... it's the teaching, it's the admin, it's the publications and all these things about mentoring, about having training, they all sound very well, very good. I don't have time to do them, I don't have the capacity"*

School Athena SWAN Focus Group 2019  
Academic (Flexible Working)

**Table 5.4** shows the number of staff who have taken part in various forms of training over the last four years. Unfortunately, this data is partial as it only includes training organised by the University, and only counts staff once even if they have attended multiple courses from the same category; data for School level training has not been formally recorded in the past. Some courses are mandatory, or mandatory for certain roles (e.g., appraisal training for HoDs, unconscious bias training for promotion committee members), and some are potentially pertinent to gender issues.

The School's Senior Leadership Team (SLT) has been routinely required to undertake developmental training in leadership. All members of the SLT are required to attend the Dignity at Work and Inclusive Leadership training. Training of other staff is also encouraged by senior members from within the School via email or in meetings. The number of women taking up leadership programmes has risen markedly over recent years. Since City started funding Aurora Leadership places in 2014, five of our staff members have attended and reported positive experiences on this programme. Women staff have also been encouraged to attend other leadership programmes offered at City. At this time, informal mentoring/coaching is taking place across the School, but the promotion of the University's mentoring scheme will be increased in the coming year (**Actions 7.3**).



Table 5.4 Training Courses

Training courses	Women	Men	%Women	%Men
<b>2014/15</b>				
Equality and Diversity			0%	100%
Management			25%	75%
Leadership			20%	80%
Career Progression			75%	25%
Personal Development			55%	45%
<b>2015/16</b>				
Equality and Diversity			25%	75%
Management			50%	50%
Leadership			50%	50%
Career Progression			100%	0%
Personal Development			60%	40%
<b>2016/17</b>				
Equality and Diversity			54%	46%
Management			67%	33%
Leadership			67%	33%
Career Progression			0%	0%
Personal Development			57%	43%
<b>2017/18</b>				
Equality and Diversity			50%	50%
Management			55%	45%
Leadership			50%	50%
Career Progression			0%	0%
Personal Development			50%	50%

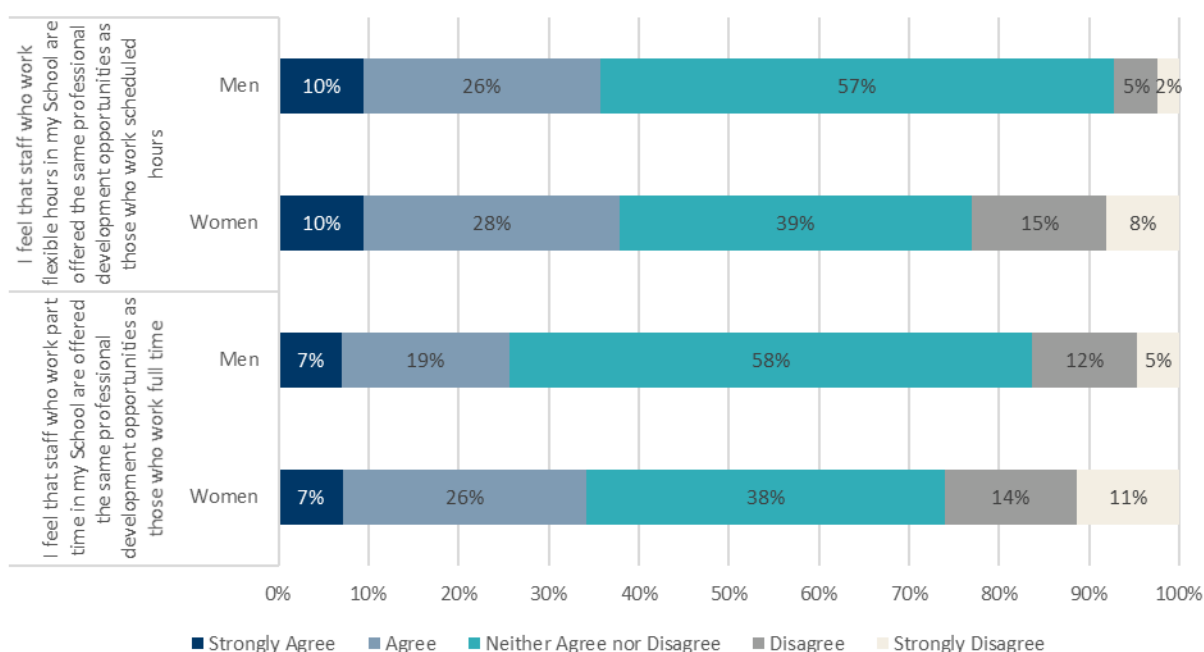
*[headcounts redacted]*

#### Actions 7.3

##### Planned Action

- a) Utilise University mentoring scheme to ensure that all staff (in particular ECR and mid-career women) are offered a mentor, preferably outside their immediate area of work, for up to one year;
- b) Set up a mentor-mentee list and review annually;
- c) Ensure that staff receive annual mentor/mentee training which provides clear guidance for mentors and mentees about the expected frequency of meetings; and
- d) Match unsuccessful promotion candidates with suitable mentors.

Figure 5.8 Athena SWAN Survey results for professional development (%)



## (ii) Appraisal/development review

Appraisals are undertaken annually at City and recorded using Simitive, City's online appraisal system, and organised by the Dean / HoD / line manager. During appraisals, staff beyond probation, are typically invited by their line managers to identify key performance objectives related to their teaching, administrative and research activity. Opportunities to discuss research and teaching goals and training needs (tailored to the individual's needs) are the focal point of the meetings (**Actions 7.1**).

### Actions 7.1

Planned Action
a) Formally record training in-house with regards to leadership and EDI sessions; b) Conduct an analysis of training needs of School staff; c) Determine what specialist training is needed; d) Identify training needs in appraisal for both PS and academic staff aiming to target specific groups (e.g., early career researchers; future leaders, senior women staff); e) Ensure that appraisers and mentors are familiar with training opportunities for their mentees; f) Monitor take-up and gather feedback on all courses attended; g) provide opportunity to give feedback on training needs and experience with training currently on offer in future staff surveys; and h) Ensure that training is accessible to part-time staff

A third of staff had appraisals in 2015/16 (19% women, 18% men) (**Table 5.5**).

Table 5.5 Appraisals in 2015/16 by level and gender

	Women		Men		Women % of Appraisals Conducted
	No. of Eligible employees*	Appraisals Conducted	No. of Eligible employees*	Appraisals Conducted	
Research					0%
Lecturer					42%

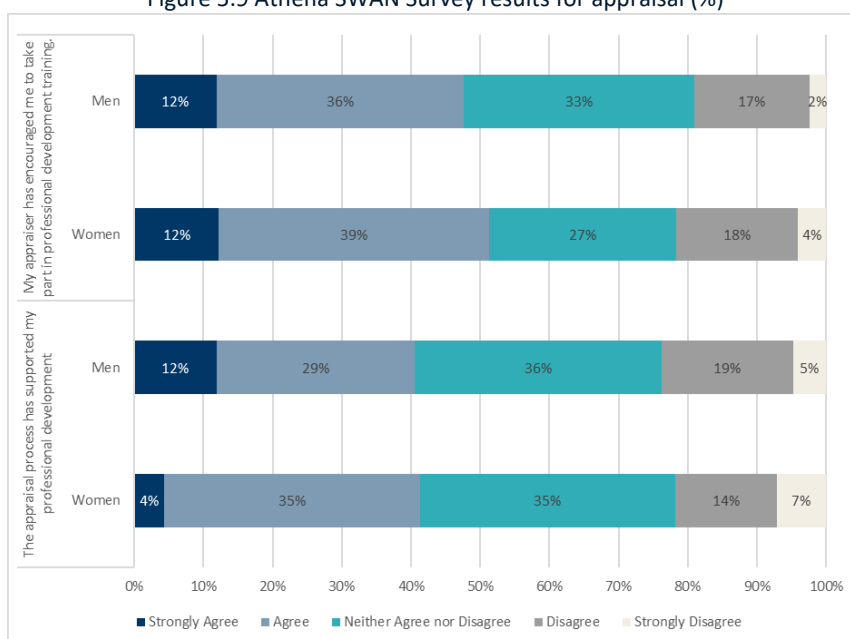
Senior Lecturer / Associate Professor					27%
Reader					17%
Professor					40%
<b>Total</b>	<b>71</b>	<b>21</b>	<b>72</b>	<b>26</b>	<b>30%</b>

\*Excludes Leavers, those on probation, maternity, long-term sick.

[headcounts redacted]

The AS Survey results (**Figure 5.9**) indicate that both women and men respondents felt the appraisal process supported their professional development or encouraged them to take part in professional development training.

Figure 5.9 Athena SWAN Survey results for appraisal (%)



All appraisers and appraisees are expected to participate in appraisal training before participating in annual appraisals. Between 2017 and 2019, 31 academics and 99 professional services staff undertook 'Appraiser' training. 52 academics and 84 professional services staff undertook 'Appraiser' training in the same time period. Appraisal training is arranged by the School's HR manager in collaboration with OD. The training sessions run regularly throughout the year. All of the HoDs attended a bespoke School workshop in the summer of 2019 to encourage appraiser training. We will continue to monitor the uptake of appraisal training with HR (**Actions 7.2**).

#### Actions 7.2

##### Planned Action

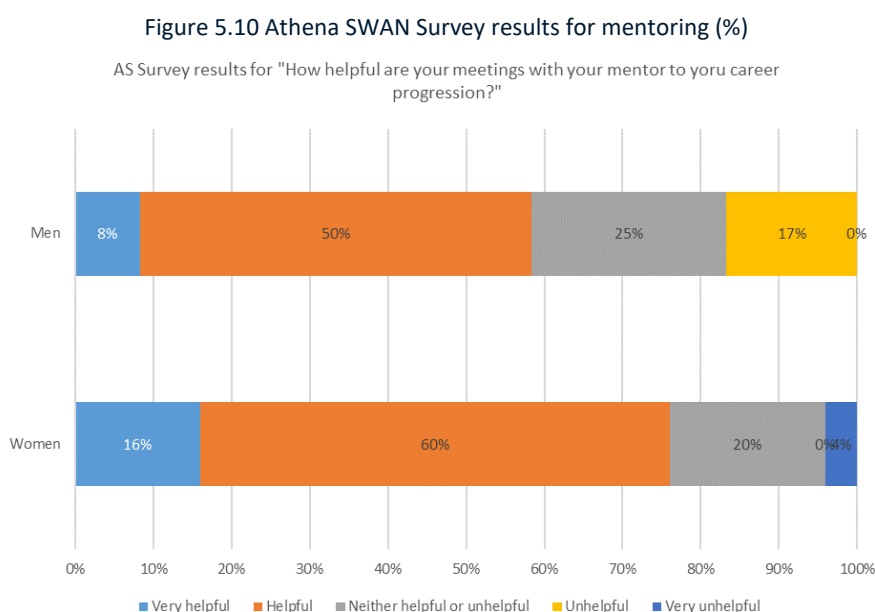
- Ensure that all staff are appraised each year;
- Ensure short, medium and long-term objectives relating to career development and promotion are discussed with all staff in appraisals;
- Ensure work-life balance issues are discussed with all staff, with particular consideration for PT staff and those with caring responsibilities, as part of appraisals;
- Make appraiser training compulsory for all appraisers; and
- Encourage all staff to undertake appraiser training.

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

The appraisal process, in addition to research funds (i.e. City Pump Priming and Research Sustainability funds for ECRs) and financial support for conferences and travel are just a few ways in which the School supports career progression for all academics. There is also a series of annual career development workshops such as writing grant applications and seminars on publishing research that are provided to ECRs and Doctoral students in the School.

Unfortunately, there is no data available to monitor the impact of the workshops attended by School staff but has been considered in the training-related actions. With respects to teaching and learning development, all Doctoral students, researchers and academics are able to undertake the Postgraduate certificate diploma or MA Academic Practice or participate in the RISES (Recognising Individual Staff Education Status) scheme in order to gain a Higher Education Academy (HEA) Fellowship. Students and staff on either programme or scheme are provided a personal tutor or mentor, on each respective programme.

At this time, the School does not have a formal scheme for allocating mentors to all staff, however, recently mentors have been introduced to new staff during their probationary period. The University does offer a number of leadership training opportunities (i.e. Aurora, Leadership at City Programme) which offer participants mentor. **Figure 5.10** shows that, of those who had a mentor, they found their meetings with their mentors helpful or very helpful (76% women, 58% men) to their career progression.



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

The School works in partnership with the University's Careers Service which helps with CV and application checks, career guidance and mock interviews, and organises career events. The SASS Placement Team led by the Senior Exchange & Placements Officer promotes employability events and initiatives which also includes students' career support is appropriate to their degrees. The Placement team also ensures that students take advantage of career seminar series, forums, workshops, fairs, work experiences and central and School schemes (including Micro-placements, Study Abroad, Integrated Professional Year, Taster Days, Volunteering, CityBuddies and Professional Mentoring). PGR students in the School are registered as teaching assistants in tutorials and as laboratory demonstrators. In addition, PGR students, before taking on such roles, are required to take a module in teaching, learning and assessment organised by our University Learning Enhancement and

Development (LEaD) Department which is provided free of charge. The AD (Postgraduate Research) organises an annual event for new PGR students that provides information about different career routes, including academic careers, and organises annual events for all PGR students to widen their skills training and improve the student experience. Departments organise research seminars and meetings where PGR students can present their research, journal reading clubs, peer support, writing workshops and strategy meetings.

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

There are two Research Services Support officers dedicated to supporting applicants from within SASS. They offer training and advice on the processes involved in making bids; advice for early career academics for making successful applications; administering large grant applications. They also circulate information about research calls and deadlines, give one-to-one guidance on projects funding, and advise on draft applications. They have a repository of research grant applications and models and offer a process of rigorous review for all applications. There is also a Business Development Manager who helps colleagues to develop Knowledge Exchange activities and for those working on Impact (in the REF sense of the term) there is a Research Impact Officer. Within the School, academics are supported with funding applications by their appraisers, through the School's grant workshops coordinated by the Research Development officers, through the School peer-review processes, and by collegial discussion and collaboration.

The University Pump-Priming scheme for ECRs provides up to £5,000 per applicant to support development of a research project which will strengthen a future funding application or lead to high quality publications. The scheme's awards projects for up to 12 months with applications accepted biannually. Many of our eligible ECRs have received funds from this scheme over the period. The numbers of applications and success rates are given in **Table 5.6**. Although the totals are small, women have been successful in their applications across all departments except for Economics and Sociology.

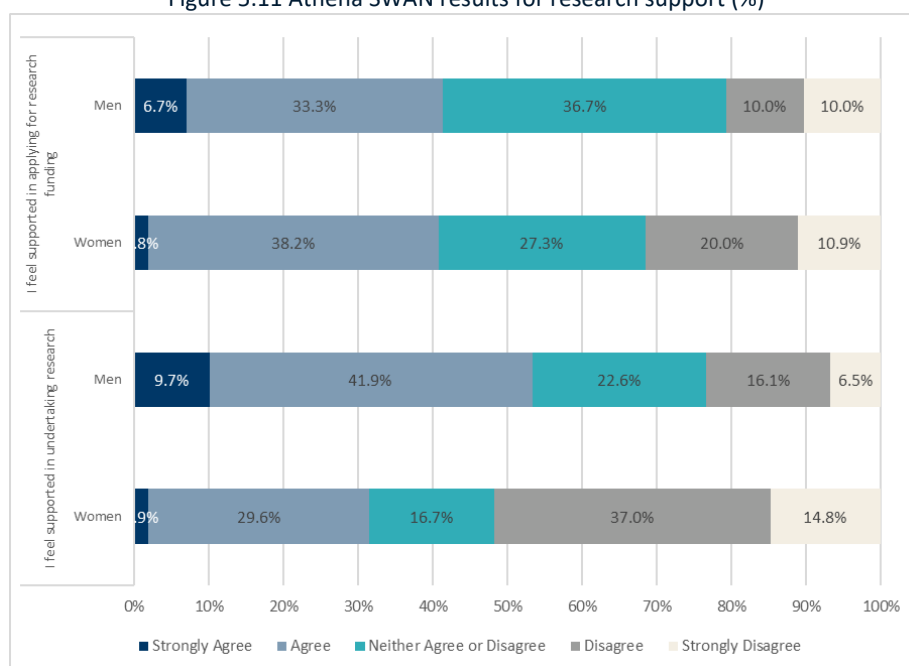
Table 5.6 City Pump prime funding – bids granted by SASS Department 13/14 to 18/19

	No of bids	No of Women PIs	% Women	No of Successful bids	No of Women PIs in successful bids PI	Success rate (%): Women
Economics			20%			25%
English			67%			67%
International Politics			40%			60%
Journalism			40%			50%
Music			40%			50%
Psychology			62%			78%
Sociology			29%			44%
<b>University overall</b>	<b>181</b>	<b>83</b>	<b>46%</b>	<b>124</b>	<b>56</b>	<b>45%</b>

[headcounts redacted]

The AS Survey (**Figure 5.11**) suggests that both women (40%) and (41%) men generally feel supported in applying for grants, but a substantial majority of women (51% v 23% of men) reported feeling unsupported in undertaking research. Considerations of access to mentorship, pre-award guidance and management of projects have been offered, however several further actions have been identified to address this gap (**Actions 7.1d, 7.3a, 12.3**).

Figure 5.11 Athena SWAN results for research support (%)



## 5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

NOT APPLICABLE – SILVER APPLICATIONS ONLY

## 5.5. Flexible working and managing career breaks

Table 5.7 Staff taking leave 2014-19

	Stage	Women	Men
<b>Academic</b>	Maternity		
	Paternity		
	Shared Parental		
	Adoption		
<b>Professional</b>	Maternity		
	Paternity		
	Shared Parental		
	Adoption		

[headcounts redacted]

### (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.

The School follows City's policies in respect of maternity and adoption leave. The School however intends to detail all of this in its new School Staff Guide (**Actions 6.1**). City increased its maternity leave provision on 1<sup>st</sup> January 2019. The leave provision has increased from 6 weeks full pay to 20 weeks. The School is supportive of maternity, paternity, adoption and parental leave and encourages staff to have an early discussion on their desired leave and return schedule with the HoD or respective line manager. City provides staff ten statutorily mandated paid Keeping in Touch (KIT) days during maternity/paternity leave to remain in contact with the School. A similar process of engagement exists for women Postdoctoral Research Associates (PDRAs) and PG researchers going on maternity and other care-based leave. At the time of the AS School Survey, women reported feeling largely

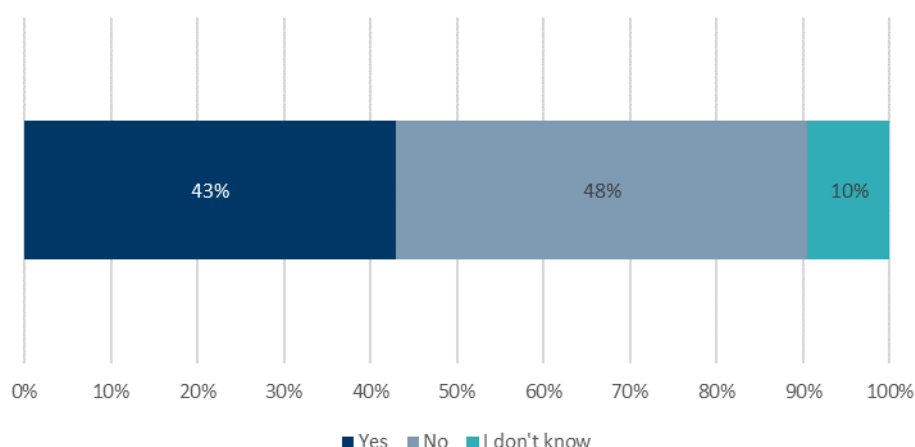
unsupported around their leave (**Figure 5.12**). This was also corroborated by the focus group which was linked to participants' progression and career prospects.

#### Actions 6.1

Planned Action
a) Update and circulate <i>SASS School Staff Guide</i> (already written by School's Dean admin team) which covers relevant HR policies regarding flexible working, long-term leave, appraisal, etc. to all staff as well as governance structures, career development, supported working patterns, and induction events.; b) Consult with HoDs about content of documents and other line managers; c) Make manual and handbook available online; and d) Promote handbook via email to all staff.

Figure 5.12 AS Survey results for support on leave (%)

"I was supported by my School before, during and on return from my maternity/adoption/shared parental leave"



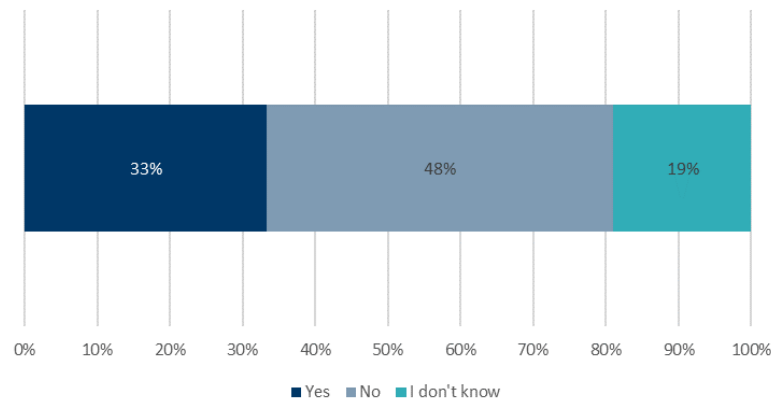
#### (ii) Cover and support for maternity and adoption leave: during leave

At departmental-level, long-term absences are routinely covered by the existing VL budget. Where HoDs have requested additional coverage, these requests have been considered on a case-by-case basis and they have generally been approved. Fixed-term contracts should be utilized in order to reduce undue burden on existing staff (i.e. administrative responsibilities not covered by VLs) and do so consistently across departments (**Actions 8.2c**). Contact is maintained during the leave period as agreed with the staff member. In the case of academics, return to work discussions on workload, support and priorities are held prior to return.

Staff have flexibility over how KIT days are used and their scheduling, and the extent to which they wish to keep in touch with the Department during the period of leave. KIT days have been used for training or other work activities (such as conference attendance), and to meet PhD students so that the staff member's research programme remains supported during their leave, but take-up appears to be low (**Figure 5.13**).

Figure 5.13 AS Survey results for KIT Days (%)

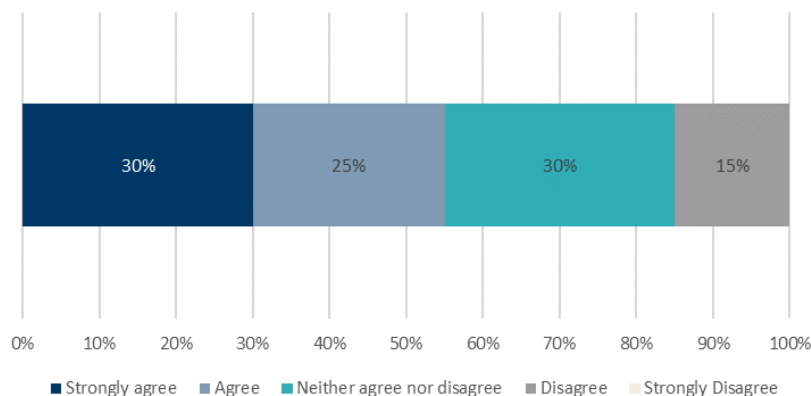
"I used my full allowance of KIT days (Up to 10 KIT days)"



The AS Focus Group indicated that some staff felt a lack of support for those taking leave, and poor understanding of the impact that it can have on career progression. Participants reported that in particular departments, colleagues felt uncomfortable after taking leave. Respondents on the AS Survey also reported that their leave had an effect on their career (**Figure 5.14**).

Figure 5.14 AS Survey results for leave effect on career (%)

"Taking maternity/adoption/shared parental leave has had an effect on my career"



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

It is expected that members of staff consult with their HoD and HR during KIT days to plan their return to work. Departments have implemented flexible working after return from maternity leave when it has been requested and is underpinned by the City's Flexible Working Policy. This may include an altered workload or initial phased reduction in hours. Staff who decide not to return to work are not required to refund any element of maternity pay. Those who return receive additional payments equal to 4 weeks' pay their FTE status prior to the maternity leave. The payments are spread over the first 4 months after returning to work.

It is also expected that all returners have an induction immediately upon their return. According to the AS Survey (**Figure 5.15**), 91% of respondents indicated that they did not have a return to work induction which gives cause for concern (**Actions 8.1&2**)



## Actions 8.1

### Planned Action

- a) Create an information pack on maternity/paternity/adoption/shared parental leave, promote this at an all-staff meeting, and provide to all new starters and line managers;
- b) Introduce mandatory training for line managers on the various leave policies, and ensure that new managers receive training within 6 months of starting; and
- c) Introduce an annual report to the School ExCo to monitor this process.

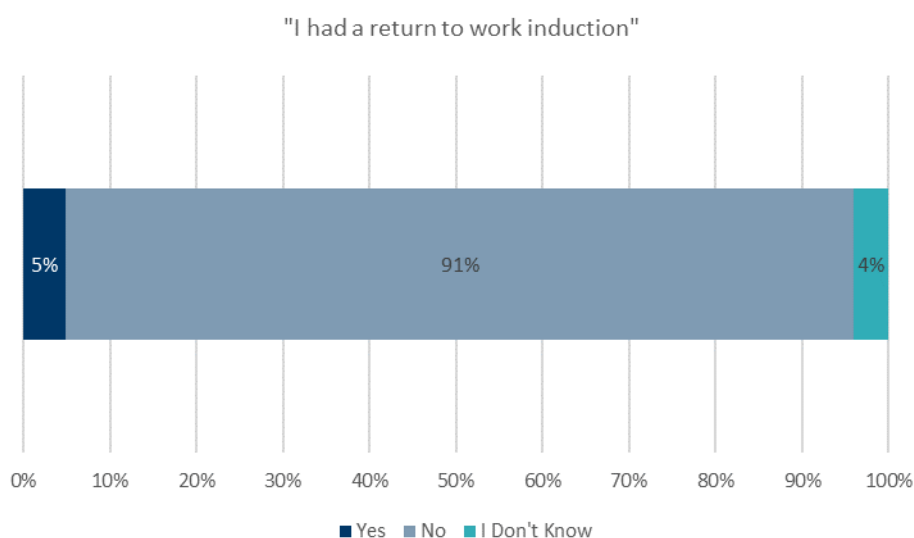
## Actions 8.2

### Planned Action

- a) Have a departmental mentor for staff taking any form of leave;**
- b) Ensure that as part of the Promotion process, staff taking leave will only be expected to achieve a proportionate level of outputs;**
- c) Ensure cover for parental leave is provided consistently across the School using fixed-term contracts instead of casual contracts; and**
- d) Introduce an additional return to work interview 6 months after returning to see whether staff felt suitably supported.**

All Departments within the School have supported staff with childcare responsibilities to attend conferences on a case-by-case basis. However this provision within Departments is poorly advertised, and only one person received support in this way; the provision will now be replaced by a similar new City-wide policy. A new City policy for research excellent returners has also just been approved, and a teaching excellence route is currently being developed. This policy entitles staff whose academic contribution indicates a trajectory of 3\* or 4\* outputs to take an additional period of leave for one term in order to focus on research.

Figure 5.15 AS Survey results for return to work induction (%)



#### (iv) Maternity return rate

The maternity return rate is 100% for academics and PS staff over the last five years. However, the small numbers of staff taking maternity leave make data on return rates and retention difficult to interpret.

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

Staff with more than 26 weeks continuous service are eligible to take two weeks of paid paternity leave at full pay, from 1<sup>st</sup> January 2019. Prior to this City, offered one week of full pay and the second at statutory pay. The uptake of paternity leave is low (**Table 5.7** above). [REDACTED] men took paternity leave in the last five years (5 academics, 2 PS staff), and this may be due to the pay provision [REDACTED] took shared parental leave and no one has taken adoption leave over the relevant years. From January 2019 the University has introduced a revised shared parental leave policy, where the provision will be matched to the maternity leave provision. Additionally where both parents work at City, both, where eligible, may take up to 20 weeks full paid leave, regardless of the amount of statutory leave taken.

#### (vi) Flexible working

*Flexible working hours are really appreciated by staff and are very useful for carers.*

School Athena SWAN Survey 2018  
Academic

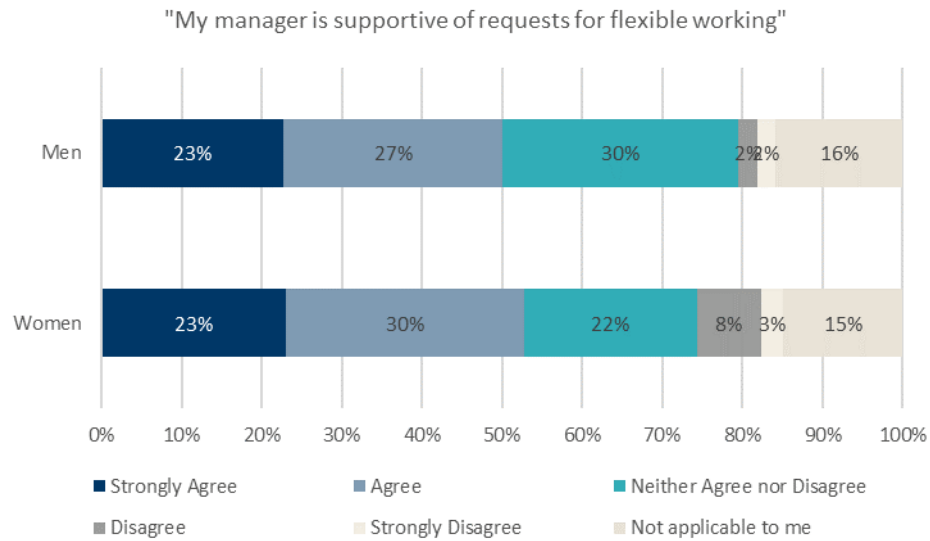
The School follows City's policy in offering all staff the opportunity to apply for flexible working, including reduced-hours (PT) contracts, job-share arrangements and compressed hours. Although this formal policy was introduced to University staff in 2017, formal requests for flexible working are considerably low. The AS Survey (**Table 5.8**) indicates that half of both

women and men are aware of City's flexible working policy, and that few staff have formal flexible working arrangements. Women are more likely to have informal working arrangements than men. In cases, where formal flexible working arrangement is requested, this is agreed between the HoD and the staff member, including reduced or flexible hours and working from home. However, it is common for academics to have informal flexible working without necessarily agreeing this with their HoD. A little more than half of staff felt that their line manager was supportive of flexible working (**Figure 5.16**), which may suggest a lack of consistency and the need to implement the policy more formally in the School. af

Table 5.8 AS survey results for flexible working (%)

Survey Statement	Gender	Yes	No	Prefer not to say
<b><i>I am aware of City's flexible working policy</i></b>	Women	50%	49%	1%
	Men	50%	50%	0%
<b><i>I currently have an informal flexible working arrangement</i></b>	Women	34%	64%	3%
	Men	21%	77%	2%

Figure 5.16 AS Survey results for flexible working support (%)



Staff who work PT or flexibly are offered the same career development opportunities as those who work FT. For academics, this means that they are entitled to apply for promotion in the same timeframe as FT academics, with the flexible working arrangements or fractional working time fully taken into consideration when their applications are assessed. However, AS Survey respondents (**Figure 5.7**) and participants from the focus group indicated that this is not necessarily clear and that the opportunities to progress do not seem achievable (**Actions 9.1**).

#### Actions 9.1

##### Planned Action

- a) Regularly send email communication to all staff about options and support provided by City's/School's policy regarding childcare funds for attending conferences and flexible working (both formal and informal arrangements);
- b) Regularly update publicity materials about flexible working – web pages, Staff Guide, etc; and
- c) Ensure that staff who work part-time or flexibly are aware of and supported for career development and promotion opportunities

#### (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.

Support for staff who transition to FT work after career breaks varies according to individual cases as decided by the needs of the member of staff, the School, and available resources. SASS makes efforts to accommodate requests for increases in hours, including a phased transition to FT hours. If PT hours were agreed for a fixed-term period and funding is in place to enable return to FT work then the resumption of FT hours is straightforward. Where funding is not in place requests are dealt with on a case-by-case basis.

## 5.6. Organisation and culture

### (i) Culture

The AS survey evidenced a broad understanding of the need for AS and an Action Plan to address the inequalities raised. In developing this application and driving work throughout the School, the SAT has enjoyed energy and participation from both the leadership team and colleagues across diverse grades and roles. This has promoted the agenda and environment to embed the core principles of AS, change policy and practice, and in turn affect the way women experience SASS in the years to come.

The School is fortunate in having relevant expertise and experience among key staff, including two HoDs who have led the University ASIG. There is also considerable research expertise in gender by staff across the School. Other staff have conducted high profile research on expert women and the media, and on the gender pay gap. The SAT, and colleagues, have also held key events to spread and support the impact of this gender expertise across the School e.g. expert women panel on promotion.

Despite this significant representation in the School, and excellent work in gender equality, our most challenging obstacles still relate to the career development and progression of women in both academic and PS roles and work-life balance. In addition, we must strive to ensure that all staff, men and women alike, experience the School and the wider University as an inclusive and fair workplace. As a starting point, our AS survey asked if respondents felt the School was an inclusive place to work (**Figure 5.17**). Eighty percent of men but only 57% of women agreed with this statement. There was also considerable difference between men and women when asked to rate Gender Equality in the School and their own departments (**Figure 5.18**).

Another important aspect of the culture of SASS is the work-life balance. Once again the results of the AS Survey were poor. Although 70% of women felt that their manager supported them to achieve a work-life balance, only 52% of men agreed, and only 48% of academics agreed. Focus Group members also raised concerns about work-life balance and the expectations on staff, particularly PT staff or those with caring responsibilities, in terms of what was needed to advance their careers (**Actions 13.1**).

Figure 5.17 Athena SWAN results for inclusivity (%)

"I feel that the School is an inclusive place to work"

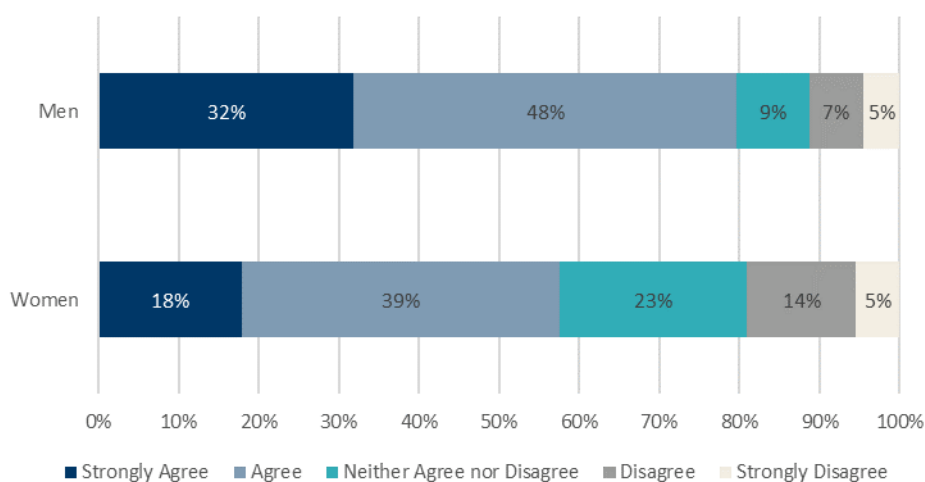
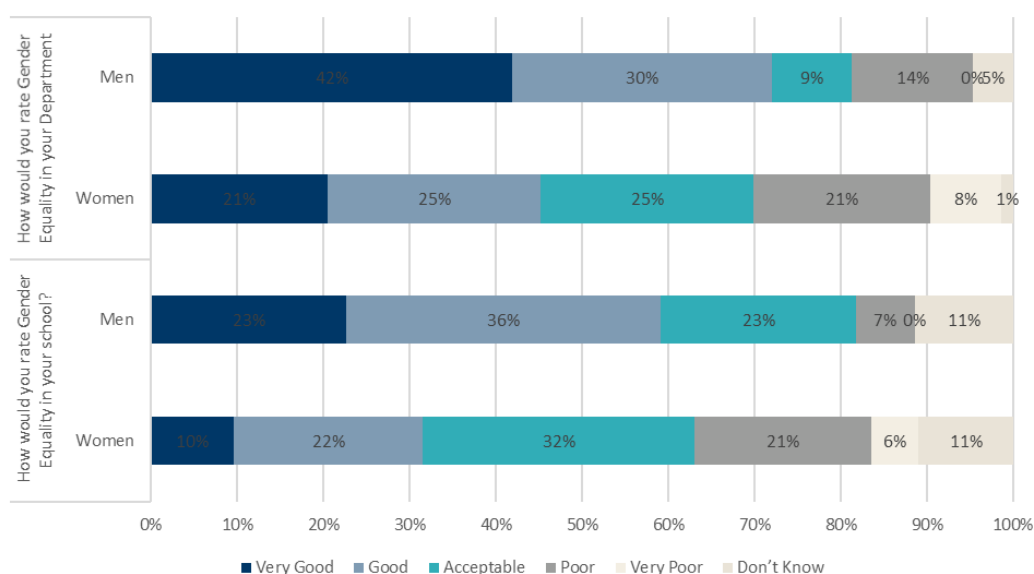


Figure 5.18 AS Survey Results for Gender Equality (%)



#### Actions 13.1

##### Planned Action

- a) Create School social events calendar that promote well-being events and encourages staff to utilise staff well-being services where appropriate;
- b) Ensure that line managers know how to support staff who need to address work-related stress; and
- c) Encourage that work-life balance issues are discussed with all staff, with particular consideration for PT staff and those with caring responsibilities, as part of appraisals

#### (ii) HR policies

The School follows City's policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Our local HR manager supports HoD/line managers and staff in the procedural and practical requirements of implementing policies. Monitoring consistent application of HR policies is complicated by the devolved nature of staff and managerial interaction. Feedback from staff and trade union representatives highlights any discrepancies between policy and practice. Staff with management responsibilities are offered management development, coaching and mentoring. All HR policies are communicated to all staff via the University Staff Hub on the internal intranet. Responses to the AS Survey indicated that 78% of women and 79% of men were aware of these policies (**Figure 5.19**). In **Figure 5.20**, staff also indicated that it was their responsibility to familiarise themselves with City's HR policies (67% women, 75% men).

#### Actions 6.3

##### Planned Action

- a) Include information in regular emails from the HR Newsletter on HR policies, to include specific information about the help available within the School to address any concerns, including concerns about bullying and harassment as well as well-being;
- b) At the beginning of term remind all staff of the policies in place and raise awareness of them; and
- c) Once a term meeting of HR with HoDs to update them with developments in HR policies

A total of 141 School staff responded to the questions related to Bullying and Harassment in the AS Survey, however, gender and department breakdown from the AS Survey could not be provided due to small responses. Overall, 21% of respondents indicated that they had been bullied/harassed at City in the last year (**Figure 5.21**) and 28% witnessed bullying/harassment (**Figure 5.22**). However, according to the School's 2017 Staff Survey results, 21% of women and 16% of men reported being bullied and harassed in the last year. Furthermore, only 31% of women and 32% men reported having confidence in the mechanisms available at City to deal with bullying/harassment will be addressed in the following actions: .

#### Actions 13.1

Planned Action
<ul style="list-style-type: none"> <li>a) Make Dignity at Work, Unconscious Bias, and Active Bystander training compulsory for all managers in the first instance, and then for all staff;</li> <li>b) Raise awareness of the Harassment Advisor Scheme;</li> <li>c) Communicate procedures for reporting bullying and harassment to all staff;</li> <li>d) Provide training on Manager Skills and HR processes, so that staff and managers understand the various processes involved as well as different management styles; and</li> <li>e) Hold SASS- or City-wide Anti-Bullying and Harassment Awareness Day event.</li> </ul>

For those staff who indicated they had been bullied or harassed at work in the last year, 76% reported experiencing this behaviour from a colleague within the School and taking the following actions: a) 29% "tried to resolve the matter", b) 25% indicated doing "nothing", c) 22% "made a formal complaint", d) and 17% chose "other".

#### Actions 13.1

Planned Action
<ul style="list-style-type: none"> <li>a) Create School social events calendar that promote well-being events and encourages staff to utilise staff well-being services where appropriate;</li> <li>b) Ensure that line managers know how to support staff who need to address work-related stress; and</li> <li>c) Encourage that work-life balance issues are discussed with all staff, with particular consideration for PT staff and those with caring responsibilities, as part of appraisals</li> </ul>

Figure 5.19 AS Survey results for HR policies 1

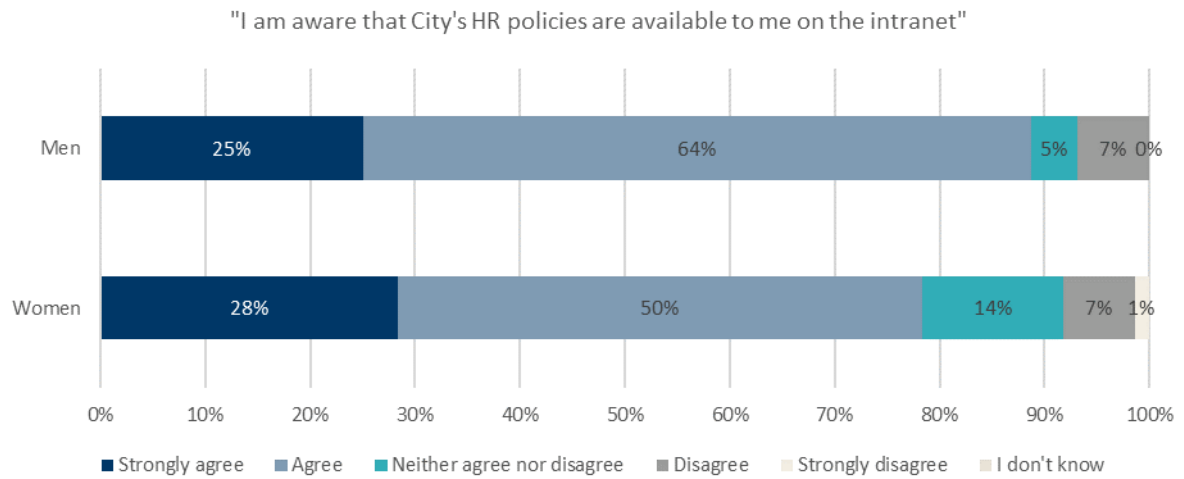


Figure 5.20 AS Survey results for HR policies 2

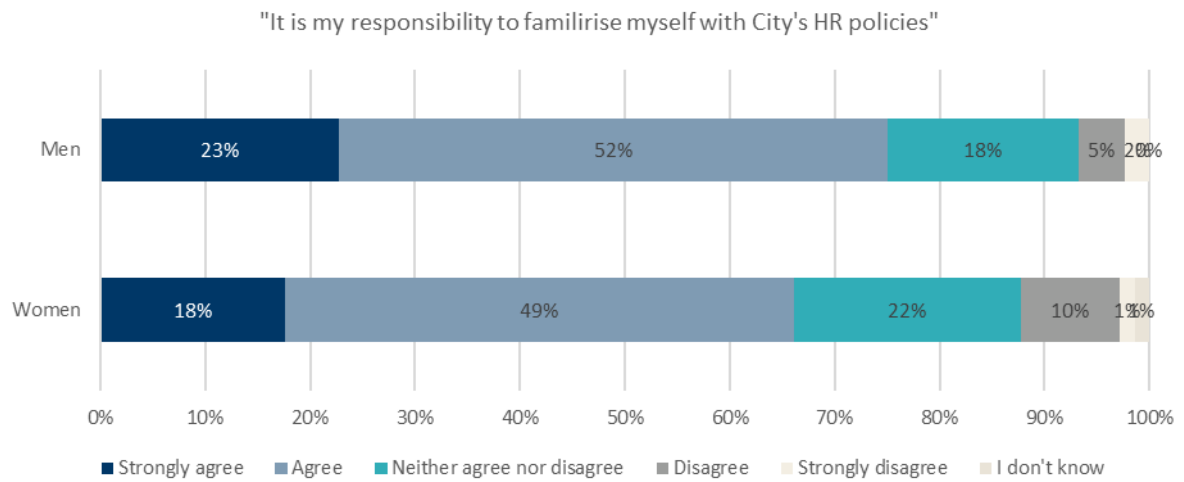


Figure 5.21 Bullying and Harassment 1, (%)

"In the last year I have been bullied/harassed at City"

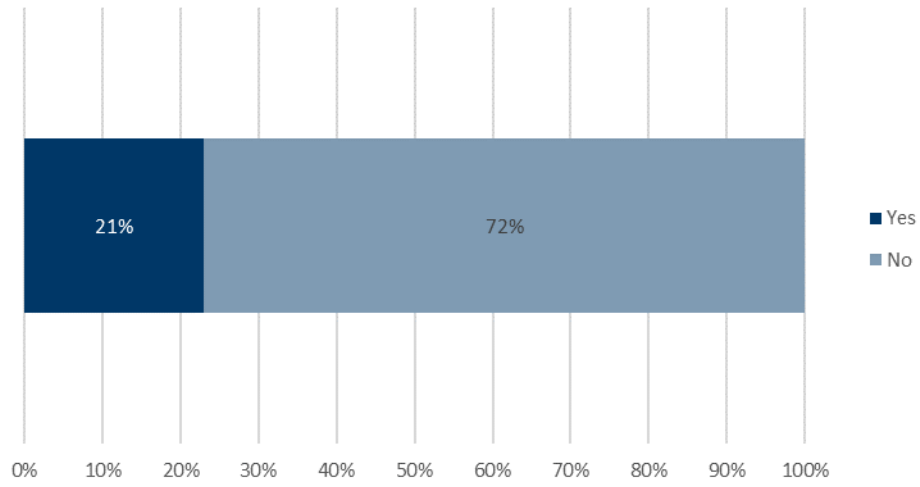
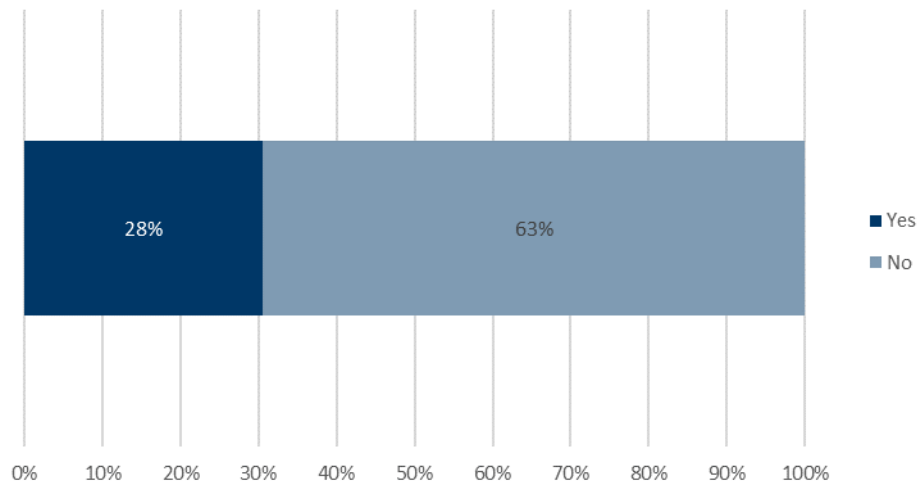


Figure. 5.22 Bullying and Harassment 2, (%)

"In the last year I have witnessed bullying/harassment at City"





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

The School Senior Leadership Team composition since 2017/18 has become more gender-balanced, with women comprising 54% of board membership (14 women, 12 men). The Learning and Teaching Committee had eight women (73%) and three men (27%) in 2017/18, and was led by a woman Academic. The Research and Enterprise Committee in 2017/18 had [REDACTED]

[REDACTED]. These proportions have been steady since 2015/16 (**Table 5.11**). There are SAT members on all of the School Committees to ensure EDI issues are recognised and addressed. Identification and selection of committee members depends on the nature of the committee and is determined by role. For example, membership of academic governance committees is in accordance with Senate Regulations (e.g., SASS Board of Studies). This results in a core membership usually derived of staff from the Senior Leadership Team (e.g., Dean/ADs/HoDs) and other senior staff from Departments (e.g., Programme Directors).

In the School AS Survey, a little less than a quarter of women felt that there was a fair distribution of workload associated with committee work between men and women in the School, whilst 62% of men agreed with this statement (**Figure 5.23**). To avoid 'committee overload' committee membership will be formally recognised within the academic workload model and discussed during appraisal (**Actions 10.1**). In addition, most positions of seniority and responsibility (e.g., Associate Dean, HoD) are awarded for a period of three years. This allows role rotation and periodic consideration of EDI representation. Committee chairing positions will also be periodically rotated to create opportunities for more staff to chair committees (**Actions 10.2**).

#### Action 10.1

##### Planned Action

Ensure that internal and external committee membership is discussed in appraisals and formally recognised within the academic workload model.

#### Action 10.2

##### Planned Action

Introduce an annual review of committee membership and if possible a periodic rotation of responsibilities for chairing committees.

Figure 5.23 AS Survey results for committee involvement

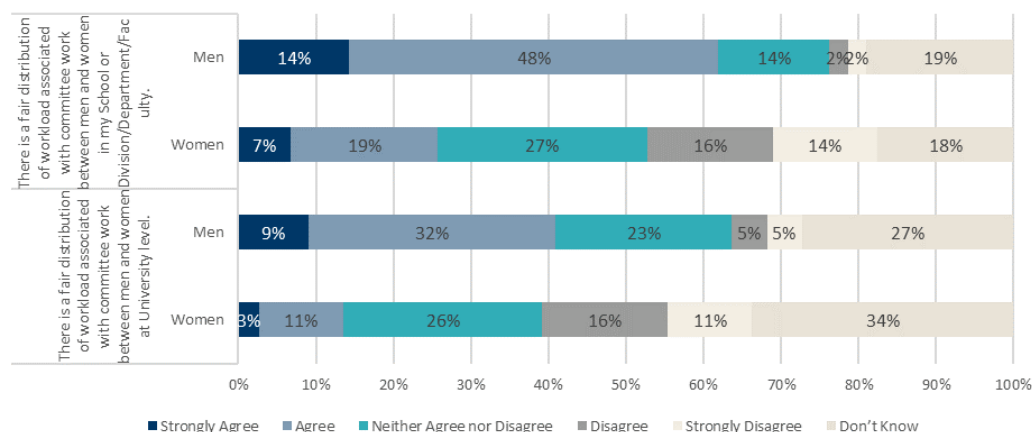


Table 5.11 School Committees

	2015/16						2016/17						2017/18					
	Gender		Staff Type*			Chair	Gender		Staff Type*			Chair	Gender		Staff Type*			Chair
Committee Name	M	W	A&R	PS	Student		M	W	A&R	PS	Student		M	W	A&R	PS	Student	
School Executive Committee						Men Academic (Dean)						Men Academic (Dean)	12	14	16	10		Men Academic (Dean)
School Board of Studies						Men Academic (Dean)						Men Academic (Dean)						Men Academic (Dean)
Learning and Teaching Committee						Woman Academic						Woman Academic						Men Academic T1 Woman Academic T2
PARC												Woman Academic						Woman Academic
PGR Students Committee	---	---	---	---	---	---	---	---	---	---	---	---						Woman Academic
School Research and Enterprise Committee		---	---	---	---	---	---	---	---	---	---	---						Woman Academic
Health and Safety Committee	---	---	---	---	---	---						Woman Professional Services Manager						Woman Professional Services Manager
Student Experience Committee	---	---	---	---	---	---	---	---	---	---	---	---						Men Academic T1 Woman Academic T2

[headcounts redacted]

#### (iv) Participation on influential external committees

School staff participate in a range of influential external committees. This is the case across academic, research and PS staff. For example, academics sit on the boards of professional organisations. Membership of such committees is regarded as evidence of esteem when considering promotion applications, particularly at the Reader/Associate Professor and Professor levels. There are currently no formal procedures for encouraging staff to participate in such committees, but they can arise as part of appraisal discussions. However in the AS Survey only 28% of women and 33% of men felt that such activities are valued by the School (**Action 5.25**).

#### (v) Workload model

At the time of the formation of the School's SAT, each Department within the School had developed their own workload model which were randomly dispersed throughout the academic year. The models used within Departments were not monitored for gender bias or consistently taken into account during appraisals and promotion. Based on AS survey results and qualitative feedback, School workload principles were created to establish a consistent method in which these models could be used in the future.

AS Survey results indicated that 39% of women agreed that work was allocated fairly irrespective of gender versus 59% of men (**Figure 5.24**). Only 18% of women agreed that the way tasks are allocated in the School is fair, while men were two times more likely to agree with this statement. Given that the workload principles for the School were created only after responses were raised in the survey, it is not surprising that a third of women and men agreed with the statement related to the transparency of workload allocations.

*SASS needs to ensure that workload is distributed evenly between genders so that women are not over burdened with administrative 'behind the scenes' roles that have little reward or recognition.*

School Athena SWAN Survey 2018  
Academic

The creation of the School's workload principles (see Section 7) led to one of the first actions that the SAT embarked upon in order to respond to the major concerns raised by staff (**Action 11.1**). The production of the School Workload Principles was a collaborative effort led by the Dean of School.

#### Actions 11.1

##### Planned Action

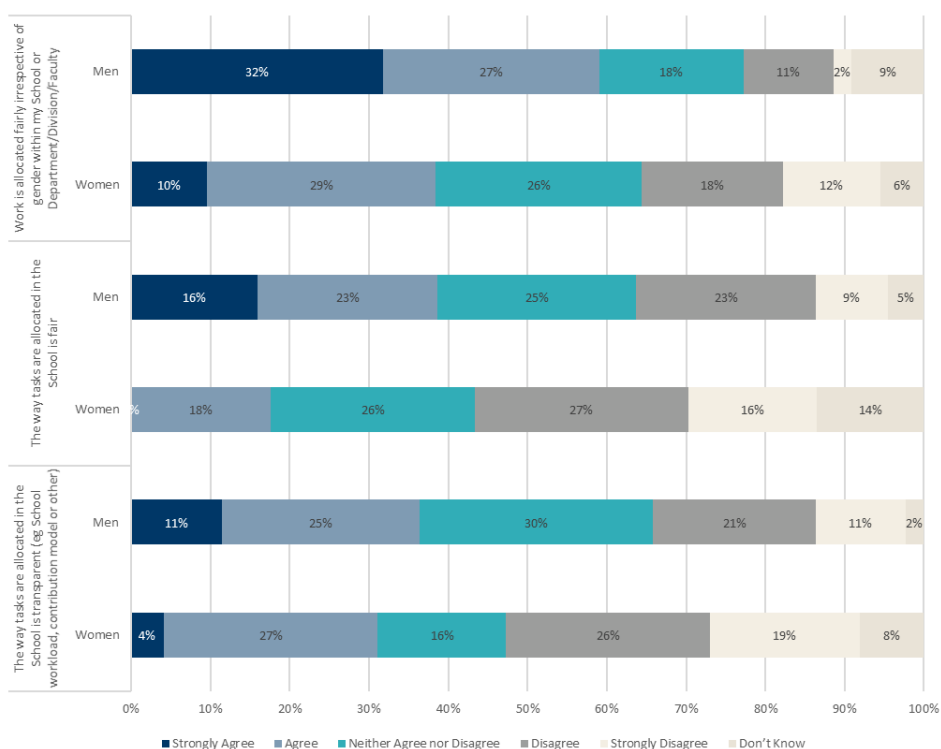
- a) Ensure that the School workload model is operational across all parts of the School;
- b) Review workload model taking into account feedback from staff, including consideration of whether outreach activities or committee membership should be included, together with an Equality Impact Assessment; and
- c) Analyse the workload allocation model each year, before it is finalised, for gender differences in workload.

Significant roles associated with a responsibility allowance (such as HoD, Programme Director, or Admissions Tutor) have in the past not always been advertised to all relevant staff, and their renewal has been automatic except when the holder wishes to step down. This lacks transparency and also reduces opportunities for junior staff to gain experience (**Action 11.1**).

Planned Action

- a) Ensure larger admin roles (i.e. those with responsibility allowance) to be advertised to the whole School or relevant Departments in good time and to encourage women and other under-represented staff, where appropriate, to apply;
- b) Ensure that HoDs advertise openly and encourage women and other underrepresented groups to apply; and
- c) Ensure roles with a responsibility allowance are for a fixed term and not subject to automatic renewal.

Figure 5.24 AS Survey results for workload for women (%)



(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 School now holds meetings within core hours (i.e. 10am-4pm) since 2017. Some activities, such as University open days, are held on weekends or occasional evenings. The School tries not to organise events at such times. In cases where the organisation of events outside core hours is unavoidable, participation is generally on a voluntary basis only. The School tries to ensure that staff on PT or fractional contracts can attend School meetings. The School is moving from a culture of early evening socialising to a more inclusive one of lunchtime and afternoon events that can easily include those with caring responsibilities such as the establishment of SASS Coffee Mornings which began in 2018 (see photo).



*Photo of Staff Coffee Morning Event*

The AS Survey indicated that 66% of women and 77% of men agreed committee meetings were completed in core hours (10am- 4pm) to enable those with caring responsibilities (such as for children under 16, elderly parents, or adults with a disability) to attend. The majority of women (62%) and men (73%) agreed that School social events were welcoming to all staff.

One area that the SAT sought to immediately improve based on qualitative feedback, is to provide family-friendly events during half-term. This resulted in the organisation of our first annual SASS Family & Friends Fun Day which was organised during half-term time and the middle of the day for all SASS staff and their family and friends to attend. The event hosted a number of child-friendly activities and entertainment and served lunch and snacks to all attendees (see photos below). This event will continue be hosted by SASS on an annual basis.

Figure 5.25 AS Survey results for school meetings (%)

"In my opinion, meetings in the School are generally scheduled to enable those with caring responsibilities to attend. (e.g., between 10am and 4pm)."

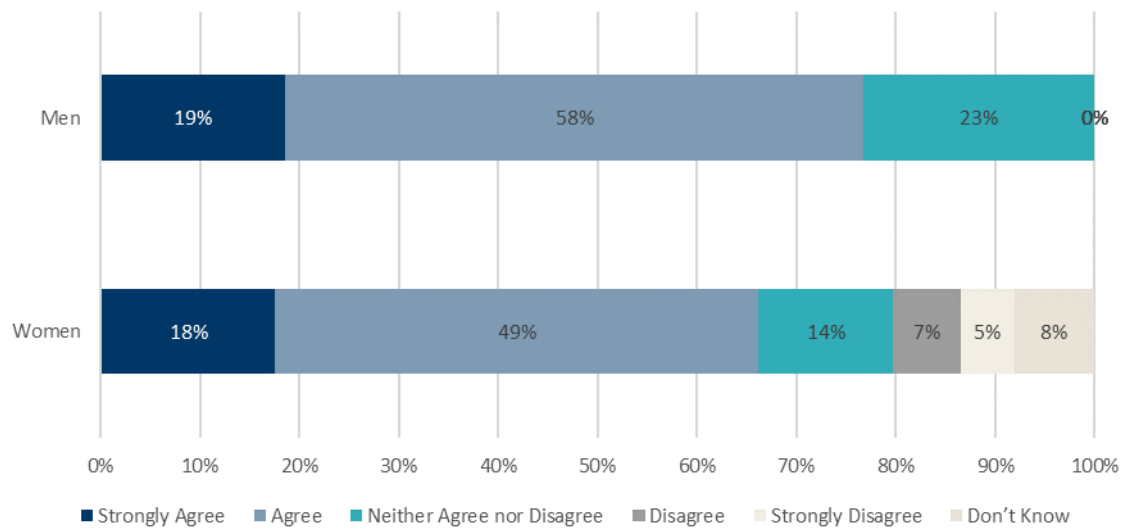
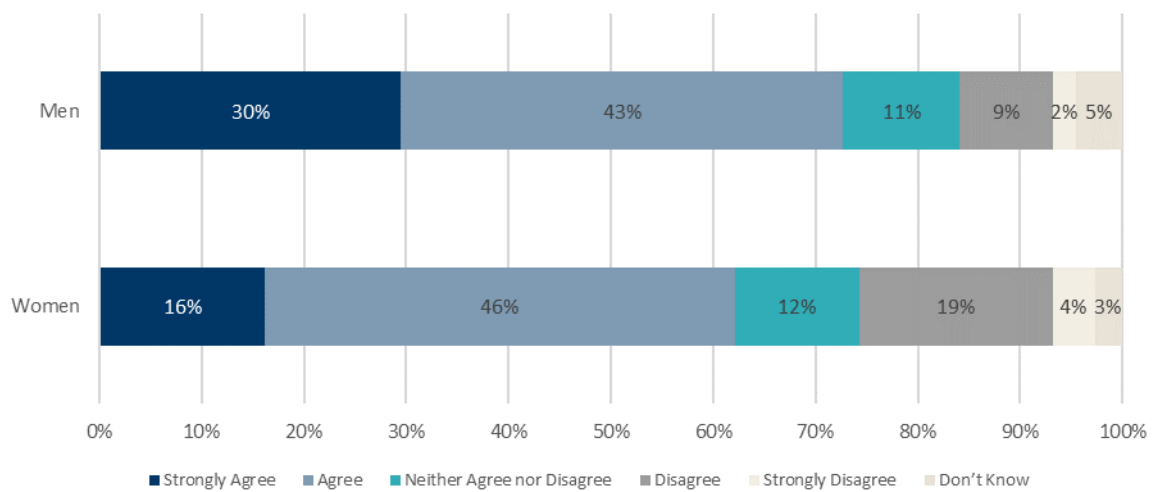


Figure 5.26 AS Survey results for social activities (%)

"I feel that social activities in my School are welcoming to all staff (e.g., choice of venues, activities and scheduling)."



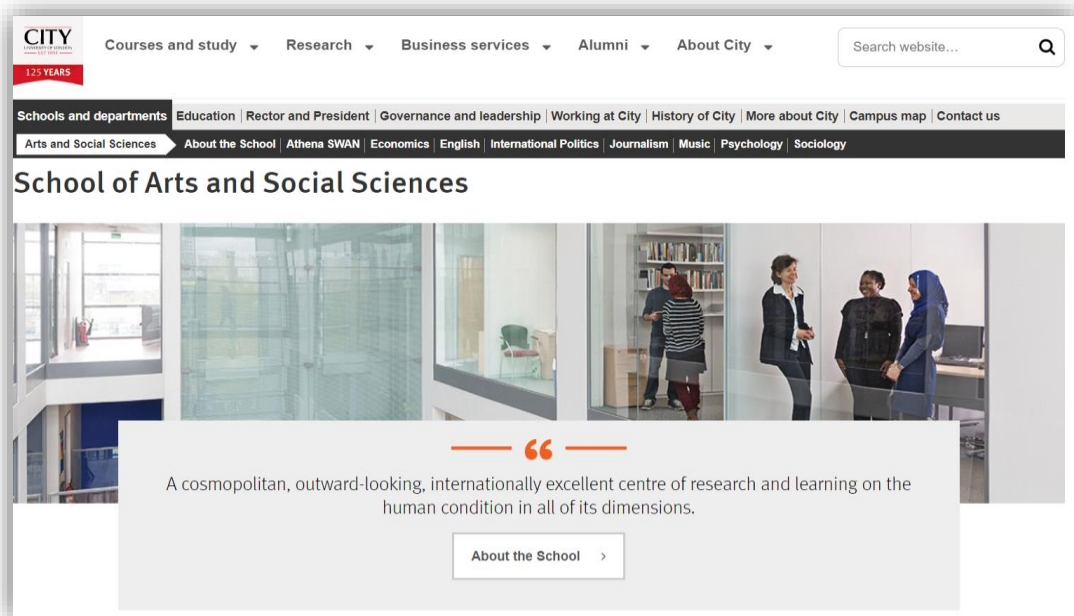


*Photos from our first Annual SASS Family*

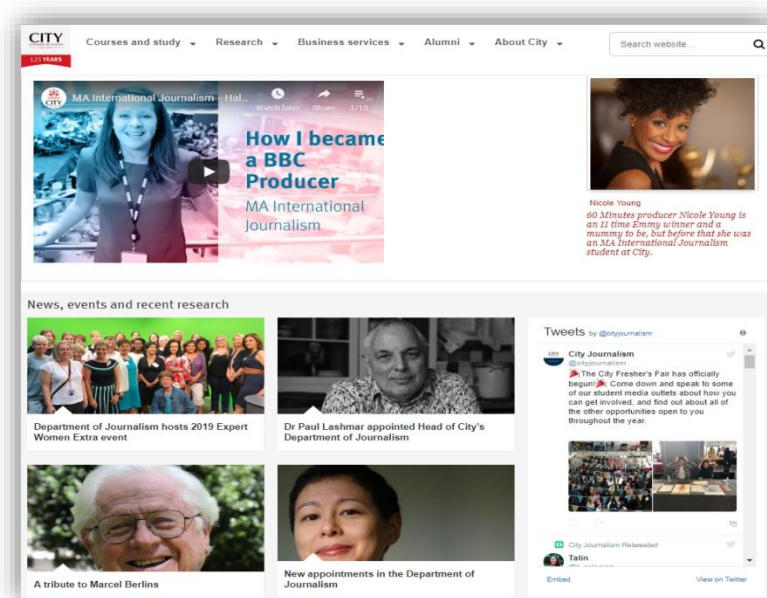
#### (vii) Visibility of role models

Our School's marketing team publicizes high-profile events of all staff, and ensures that events are covered by press releases to maximise recognition. Departmental and School newsletters as well as Yammer announcements and City Wire are also used to promote events. We routinely ensure that the diversity of both our staff and students are represented through our marketing documents and School and Departmental web pages (see websites below). The School raises awareness of EDI and promoting women role models through communications and events including regular updates to staff, events for International Women's Day and our AS lectures. The representation of women among invited speakers continues to be well-balanced, and notably, we have invited high-calibre speakers such as Chimamanda Ngozi Adichie, Chi-chi Nwanoku, and Nawal El Sadaawi over the last two years (see photos). The AS Survey showed that only 46% of academics (28% of women; 53% of men) thought the School utilised women as visible role models, for example at staff inductions, graduation, or recruitment events.





*School of Arts and Sciences Webpage*



*Department of Journalism Webpage*





*Chimamanda Ngozi Adiche in Conversation with School Athena SWAN Member, Dr Louisa Egbunike*



*Chi-Chi Nwanoku during her Distinguished Lecture*



*Nawal El Sadaawi in Conversation with our University ASIG Chair, Dr Patricia Moran*

#### (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 School is engaged in a wide range of outreach activities and this endeavour has become a priority for the School since our current Dean has started in his post. Staff and students from across Departments and Academic Services engage with schools, colleges and a range of other constituencies. Currently, 500+ SASS students are registered on Community Volunteering brokerage system and approximately 110 volunteer placements were carried out in year 2017/18 through City's scheme. SASS currently represents between 15-20% of total student volunteering numbers within City and staff regularly provide free concerts and lectures open to the public. Some of these activities are specifically targeted towards young women.

**WORD COUNT: 5,977/6,000**

## 6. Case Studies: Impact on Individuals

NOT APPLICABLE – SILVER APPLICATIONS ONLY

## 7. Further Information

**Recommended word count: Bronze: 500 words | Silver: 500 words [currently 468 words]**

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

### **Workload Models in the School of Arts and Social Sciences: Key Principles**

#### **Aims**

A Department Workload Model is an annual planning tool that aims to provide a transparent and accurate overview of the work taking place within academic departments. Workload models should be underpinned by the principles of equality, inclusiveness, transparency and flexibility. They should allow academic colleagues to manage their workload in a way that is most effective for their career development, and that supports the strategic objectives of the Department, School and University.

SASS Department Workloads vary considerably in their granularity. This document does not prescribe everything that should be included in Department Workloads, but there is an expectation that, as a minimum, the following will be considered: Research (including research supervision); Education; Administration.

The balance across research, education and administration will vary depending on role profile. The proposed notional breakdown for a research and education role profile is 40% research, 40% education, 20% administration. The proposed notional breakdown for an education role profile is 60% education, 20% scholarship, 20% administration.

Department Workloads should account for individual differences between, for example, smaller and larger modules, and the overall size of an individual's workload across the academic year.

#### **Key Principles**

1. Department Workloads should be underpinned by the principles of equality and inclusiveness, and produced with an awareness of the unconscious biases that potentially shape the allocation of responsibilities within departments.
2. Department Workloads are forward-looking, and should be circulated in full to departmental colleagues before the start of the academic year.
3. Department Workloads should enable individual colleagues within a department to make meaningful comparisons between their own workloads and those of others.
4. Every effort should be made to agree workload allocations in a collective and collegiate manner. Where a colleague disagrees with their workload allocation, they should discuss this with their line manager in the first instance.
5. Department Workloads should include all permanent and fixed-term colleagues who are based in that department and delivering teaching and research on that basis.
6. There must be transparency in the model, to aid equality and equity of treatment of colleagues, and it must be fully understood by colleagues in that department.
7. Workloads should be compatible with reasonable expectations of work-life balance, and facilitate a healthy working environment.
8. Time should be made available during reasonable working hours for the full range of activities expected of academic colleagues (teaching, research, administration). The detailed allocation of tasks and time will depend on the colleague's contract/role profile, but the overall allocation should capture the total workload.
9. Research quality should not normally be considered in workload planning.
10. Colleagues should have access within normal working hours to development opportunities appropriate to their role profile and career trajectory. Training and development needs will normally be identified through Annual Appraisal.

## 8. Equalities and COVID-19

The Covid-19 crisis is likely to exacerbate existing gender inequalities within academia as, on average, women tend to disproportionately take on childcare duties and many staff members at City were affected by school closures and loss of childcare during lockdowns. Most decisions in response to the Covid-19 crises have been handled centrally by City, including the following actions which were implemented to lessen the impact of the crisis on staff and students:

### Asking staff about their needs:

1. A “Remote Working All Staff Check-In” survey was conducted in April 2020 to understand how the changes to working practices affected staff. The survey results covered four areas: welfare and safety; communications; manager support; and wellbeing. The response rate for City was 57% (N=1,255) and SASS made up 40% of overall responses. Thirty-four percent of overall respondents reported having caring responsibilities. The survey suggested that 41% of respondents experienced low to extremely low wellbeing and were in need of immediate assistance and support.
2. The three campus trade unions (UCU, Unison and Unite) conducted a further survey on home-working. The survey from the trade unions was completed by +500 staff and suggested that staff struggled with inadequate equipment for home-working, childcare, elder care and worries about work expectations and the potential for burnout.

### Communication with staff and initiatives:

1. A weekly Covid-19 briefing was introduced early in the crisis to keep staff informed about key changes or decisions made during the previous week and a note of forthcoming issues. In addition, the Dean of SASS acknowledged in a number of weekly updates the pressure that staff are feeling.
2. The university introduced a new Employee Assistance Programme (EAP) in June 2020, called Care first, which is now available for all City employees. Staff receive weekly emails to inform them about online seminars and other support offered by Care first.
3. Staff who find workloads unmanageable due to changes in circumstances because of the Covid-19 crises have been encouraged to talk to their line managers. Staff were also offered the possibility to temporarily reduce their contracted hours. However, this might not be a feasible option for staff to better manage their workload as few can afford the corresponding reduction in income.
4. HR announced in July 2020 supplementary ARQM protocols which will apply to the ARQMs in 2021 to 2024. The related documents acknowledge that colleagues will almost certainly have experienced disruptions to their ability to conduct research and submit work for publication during the Covid-19 pandemic and also due to the ongoing effects of changes to student education. In recognition of this, ARQMs 2021 to 2024 will see the publications window extended from four years to five years. This is to allow for the year of disruption in 2020 where research and publications will have been significantly disrupted. This initial approach benefits all staff, including those without caring responsibilities who might have increased their research output, and an adjustment in ARQM outputs due individual circumstances during the pandemic is not yet available.

**WORD COUNT: 500/500**

## 9. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

- **Priority actions are identified in red.**
- **Abbreviations are all in the list of acronyms.**



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Overarching Action and Rationale	Associated Actions	Delivery Date / Priority	Committee and/or People Responsible	Outcomes and Targets
<b>CULTURE OF THE SCHOOL</b>				
<b>1. Self-assessment team, governance and implementation of the action plan</b>				
<p><b>1.1</b> Communicate the School's approach to Athena SWAN initiatives and other equality and diversity issues to current and potential staff and students.</p> <p><i>To sustain motivation and engagement in the implementation of Action Plan to track impact of actions at Department- and School-level amongst staff and students.</i></p>	<p>a) Include EDI as a standing item on School ExCo, Department/Centre, Student Staff Liaison Committees and the School Student Experience Committee meeting agendas;  b) Promote the School's Athena SWAN intranet page explaining how and why the School is incorporating the Athena SWAN charter principles in its work and giving an overview of existing work in this area;  c) Review gender representation on the School's website as a whole (including photographs); and  d) Supplement the Annual Report with a termly newsletter to all staff, to include reports from the EDI Committee and the GEWG.</p>	<p>a) Agendas to be updated by end of 2020  b) Refresh of page to go live in February 2021  c) February 2021  d) January 2021</p> <p><b>Priority: Medium</b></p>	<p>Chair of EDI Committee, SASS Communications Officer, HoDs, Dean, AD (EDI), AD Student Experience</p>	<p><b>Outcome:</b> Delivery of SWAN objectives as set out in the Action Plan.</p> <p><b>Target:</b> Widespread awareness of the School's approach to EDI in future surveys.</p>
<p><b>1.2</b> Put processes in place for biennial School Athena SWAN Survey and ensure there is a strategy to increase the uptake of the survey, particularly from men.</p> <p><i>To ensure the EDI Committee and other committees have accurate information and can monitor success of our other actions utilizing the AS School Survey data and related data.</i></p>	<p>a) Conduct SASS biennial AS Staff Survey and focus groups to assess progress in promoting equality and diversity, and the effectiveness of the Actions in this Plan; and  b) Operate an annual cycle of data monitoring, discussion and reporting.</p>	<p>a) Annual reports from January 2021  b) All monitoring in place by March 2021  c) Surveys 2020-2021 and 2022-2023</p> <p><b>Priority: High</b></p>	<p>EDI Committee, Central HR team</p>	<p><b>Outcome:</b> Robust processes in place for monitoring and reporting of equality and diversity data.</p> <p><b>Target:</b> Improved response rates, and a reduced gender gap in response rates, in future surveys (at least 50% completion rate from men).</p>
<p><b>1.3</b> Establish a permanent EDI Committee in the School.</p> <p><i>To embed and monitor the implementation of this Action Plan, and</i></p>	<p>a) Replace SAT by EDI Committee which will monitor implementation of the Action Plan, develop future applications, and consider wider EDI issues;</p>	<p>a) First meeting in Autumn term 2021, termly meetings thereafter  b) Immediately</p>	<p>Chair of EDI Committee, Dean, School ExCo, AD (EDI)</p>	<p><b>Outcome:</b> Annual report to School ExCo showing progress in delivery of Action Plan, and raising further equality and diversity issues</p>



to consider wider EDI issues with respect to governance in the School.	<p>b) The SAT co-chairs will become the School EDI Lead and will chair the EDI committee;</p> <p>c) The EDI committee will meet termly and report to the School ExCo meeting and annually to the GEAWG;</p> <p>d) It will comprise of department representatives, non-binary or Trans, UG and PGT representatives, plus ECR, Postdoctoral and PT staff representatives to widen representation;</p> <p>e) Ensure that future actions address student concerns regarding EDI; and</p> <p>f) The EDI chair will participate in GEWG and other relevant EDI committees to contribute to university decision-making and learn from other School's experience.</p>	<p>c) Starting Autumn term 2021</p> <p>d) Call for membership to be made December 2020.</p> <p>e) On-going</p> <p>f) Immediately</p> <p><b>Priority: High</b></p>		<b>Target:</b> EDI student luncheon convened in February 2020
<b>STUDENTS</b>				
<b>2. Diversity of study body (Undergraduate and Postgraduate Students)</b>				
<p><b>2.1</b> Proactively encourage women to apply to study in the Departments of Economics and Music as well as monitor the gender balance of offer rates to avoid changes to our gender balance at the PGT levels.</p> <p><i>To ensure gender balance of UG and PG students reflect the gender balance for each department at benchmark levels.</i></p>	<p>a) Where possible, ensure proportionate representation of women staff or student ambassadors at Open Days, offer-holder days, outreach work etc. to increase visibility of women students and staff to prospective students;</p> <p>b) Organise UG outreach events focused on women in Economics and Music,</p> <p>c) Ensure recruitment material highlights our current proportion of women students; and</p> <p>d) With collaborating departments, continue to investigate the gender gap in offer rates. In particular, monitor the effect of the enhancing the admissions process in UG and PG programmes.</p> <ul style="list-style-type: none"> <li>Based on these investigations, reform the current admissions process; and</li> <li>Recommend the reform to the BoS</li> </ul>	<p>a) Start collecting data in February 2021. Review data following final open day in August 2021</p> <p>b) September 2021 onwards</p> <p>c) September 2021 onwards</p> <p>d) Immediately</p> <p><b>Priority: High</b></p>	AD Student Experience, AD Education, Admissions Tutors, Schools Marketing Manager, BoS, T&L Committee, PGT Admissions Tutors	<p><b>Outcome:</b> Marked improvement in gender balance of Economics and Music programmes as well as continued balance in PGT programmes</p> <p><b>Target:</b> Economics to exceed their national benchmarks by at least 5% by the end of 2024.</p> <p><b>Target:</b> Music to exceed their national benchmarks by at least 5% by the end of 2024.</p> <p><b>Target:</b> Increase the number of women and men respective to the disciplines in all PGT courses.</p>

<p><b>2.2</b> Implement and assess mechanisms to attract more men applying to study in the English and Journalism, Psychology and Sociology UG programmes.</p> <p><i>To improve understanding of why men are underrepresented on our UG programmes, especially English and Journalism and increase applications.</i></p>	<p>a) Work with University marketing team to explore and review how we market our programmes to men and ensure men are well represented in images and text; b) Implement specific department strategies (i.e. buddy system) to encourage men to apply to these departments; and c) Work with marketing to gather feedback from men applicants about representations of gender diversity and employability at our recruitment events.</p>	<p>a) Start collecting data in February 2021. Review data following final open day in August 2021 b) September 2021 onwards c) September 2021 onwards</p> <p><b>Priority: Medium</b></p>	<p>School Marketing Manager, Deputy Dean, AD (Student Experience), AD (Education), Admissions Tutors.</p>	<p><b>Outcome:</b> Marked improvement in gender balance of English, Journalism, Sociology, and Psychology programmes</p> <p><b>Target:</b> Target: Increase the number of men applying for UG courses to reflect the norms for each discipline (27% for English, 43% for Journalism, 37% for Sociology, and 38% for Psychology)</p>
<p><b>2.3</b> Improve recruitment strategy and process to ensure it best supports the School and University's unique student demographic and context with particular attention to gendered structures that inform these processes (e.g. Widening Participation, commuter students).</p> <p><i>To ensure recruitment is shaped by both policies and targets that reflect our unique diverse student profile.</i></p>	<p>a) Work with marketing and communications to scrutinise the focus on our unique student profile to improve gender balance in the recruitment process and promotion materials; and b) For School SLT to consider the departmental nuances in student profile when assigning recruitment targets.</p>	<p>a) Start collecting data in February 2021. Review data following final open day in August 2021 b) September 2021 onwards c) September 2021 onwards</p> <p><b>Priority: High</b></p>	<p>a) School Marketing Manager, Deputy Dean, AD (Student Experience), AD (Education), Admissions Tutors b) HoDs, SLT</p>	<p><b>Outcome:</b> Updated and annually reviewed marketing documents with EDI information henceforth.</p>
<p><b>2.4</b> Improve School level policies concerning teaching and learning as well as assessment practices to enhance gender equality in attainment at the UG and PG level.</p> <p><i>To ensure women are not disadvantaged in any of our UG and PGT programmes.</i></p>	<p>a) Improve the accessibility of our curriculum and teaching and learning practices to ensure it meets the needs of all students, particularly women; b) Interrogate systematic structures that lead to inequalities in attainment, specifically with attention to assessment and feedback processes and practices; c) Begin annual monitoring and analysis to measure the gender gap in all departments by analysing patterns in marks over past three years by module and gender to detect any</p>	<p>a) Immediately b) Data collection from summer 2021 c) Annual monitoring from June 2021 onwards d) Major analysis of all new data in 2021-22.</p> <p><b>Priority: High</b></p>	<p>a) AD Education b) AD Education, EDI Committee c) Board of Studies Chair, AD Education, PDs d) Board of Studies, PDs</p>	<p><b>Outcome:</b> Determine how much of the gender gap in degrees can be attributed to the accessibility of our curriculum and teaching and learning practices</p> <p><b>Outcome:</b> Determine whether women make different option choices with regards to assessment.</p>



	<p>module-specific gender patterns in achievement; and</p> <p>d) On the basis of this analysis, introduce further actions to reduce the gender gap with specific departments (i.e. Sociology) that have concerning trends in this area as a priority.</p>			<p><b>Outcome:</b> Determine whether the gender gap varies by discipline.</p> <p><b>Target:</b> No gender bias in degree classification from 2021 to 2023</p>
<p><b>2.5</b> Implement and assess mechanisms to attract more men applying to PGR programmes and increase the proportion of men PGR students in SASS.</p> <p><i>To investigate the causes for the lower acceptance rate for men at the PGR level to develop more targeted actions to improve gender balance at the PGR level.</i></p>	<p>a) Work with University marketing team to explore and review how we market our programmes to men and ensure men are well represented in images and text;</p> <p>b) Implement specific department strategies to encourage men to apply to these departments; and</p> <p>c) Work with marketing to gather feedback from men applicants about representations of gender diversity and employability at our recruitment events.</p>	<p>a) Start collecting data in February 2021. Review data following final open day in August 2021</p> <p>b) September 2021 onwards</p> <p>c) September 2021 onwards</p> <p><b>Priority: High</b></p>	<p>a) PDs, HoDs, School Marketing Manager,</p> <p>b) AD Postgraduate Research, STRs, PGR Admissions Tutors</p> <p>c) School Marketing Manager.</p>	<p><b>Outcome:</b> Marked improvement in gender balance of English, Journalism, Sociology, and Psychology programmes</p> <p><b>Target:</b> The proportion of men PGR students in the School increases to 35% (from the current 29%) by the end of 2022.</p>
<p><b>2.6</b> Proactively encourage women PGRs to consider academic positions</p> <p><i>To ensure gender balance of women academics reflects the gender balance for each discipline.</i></p>	<p>a) Organise workshops with input from the Careers Service and the Research &amp; Enterprise office to promote careers in academia;</p> <p>b) Organise annual workshops with Doctoral College for PGR students to include writing grant applications, interview skills, career opportunities, and professional development;</p> <p>c) Keep in contact with PGR Alumni to monitor their progression into research careers; and</p> <p>d) Promote University Professional Mentoring Scheme to PGR students and monitor uptake.</p>	<p>a) Workshops organised by mid-2021</p> <p>b) Workshops organised by the end of 2021.</p> <p>c) Monitoring of PGR progression to begin by mid-2021.</p> <p>d) For students entering in 2021-2022</p> <p><b>Priority: Medium</b></p>	<p>a) Careers Service and the Research &amp; Enterprise office</p> <p>b) Doctoral College</p> <p>c) AD Research and Enterprise, Senior Tutors for Research</p> <p>d) Organisational Development</p>	<p><b>Target:</b> Increase the proportion of women PGR who continue onto academia.</p> <p><b>Outcome:</b> Understand the whether there are gender differences in career choice, and if so establish further action to address them.</p>

#### SUPPORTING AND ADVANCING STAFF CAREERS

3. Recruitment				
<p><b>3.1</b> Ensure that all members of recruitment panels undertake online recruitment training, and online unconscious bias training.</p> <p><i>To reduce UB in the recruitment and selection of staff.</i></p>	<p>a) Provide Inclusive Leadership/UB training; and b) Record attendance to ensure all targeted leads attend.</p>	<p>a) Started in July 2017 with first round of training with SLT b) Monitoring and review of records starting September 2020.</p> <p><b>Priority: Medium</b></p>	<p>Dean, AD P&amp;C, HR Manager, OD</p>	<p><b>Target:</b> All targeted staff to have completed training by the end of 2021.</p>
<p><b>3.2</b> Include University statement on commitment to EDI in recruitment adverts and refine to encourage applications from under-represented groups</p> <p><i>To ensure gender balance of Academic and PS staff is reflective of the department/staff group</i></p> <p><i>Currently there are no formal School processes to encourage under-represented genders and ethnicities to apply; the current EDI statement is not prominent enough in the advertisements</i></p>	<p>a) Ensure all job advertisements have inclusive language highlighting commitments to EDI and include information about the School's approach to gender equality, and its policies and support for parents and carers; b) Ensure all advertising materials encourage women and under-represented ethnicities to apply; c) Ensure use of established and inclusive job boards for vacancies; and d) Highlight employee benefits and include welcoming message which include women and BAME staff in recruitment/career publicity platforms</p>	<p>a-c) University EDI committee has begun this work with input from EDI School lead and will establish new statements by February 2021 d) On-going and new webpages to go live by February 2021.</p> <p><b>Priority: Medium</b></p>	<p>a-c) EDI School Lead, HR Manager, HR Team, School d) Marketing Manager</p>	<p><b>Outcome:</b> University statement to be modified and included in SASS adverts to target under-represented groups.</p> <p><b>Outcome:</b> Recruitment pages to appropriately reflect the diversity of staff</p>
<p><b>3.3</b> Introduce measures to promote and support recruitment and progression of BAME Academic staff</p> <p><i>To increase diversity of staff and in particular representation of BAME staff in SASS.</i></p> <p><i>A very low proportion of research and academic staff are BAME (9% in 2018/19) compared to White staff.</i></p>	<p>a) Recruitment adverts to encourage applications from BAME people; b) Provide further information for roles where we are specifically looking to diversify; c) Encourage existing BAME staff who are eligible for promotion to apply; d) Work with Marketing to ensure that external materials demonstrate diversity in staff; and e) Ensure all selection panels have all genders and other under-represented groups.</p>	<p>a) Summer 2021 b) Summer 2021 c) January 2021 d) February 2021 e) on-going</p> <p><b>Priority: High</b></p>	<p>a) HR Manager b) School Marketing Manager c) HoDs d) HoDs, School Marketing Manager e) HR manager</p>	<p><b>Target:</b> Increase proportion of BAME academic staff from 9% to 14% to reflect norms for UK academic staff living in England (Advance HE stats, 2018)</p> <p><b>Target:</b> All interview panels will have at least one man, one woman, one BAME staff wherever possible.</p>

<p><b>3.4</b> Improve the gender balance among School honorary staff.</p> <p><i>Currently there is a low percentage women honorary staff at Senior Lecturer level and above.</i></p>	<p>a) Record data about the gender composition of honorary staff and present regularly to the Board of Studies; b) Consider gender proportionality when approving proposals for honorary appointments; and c) Encourage staff to propose suitable candidates for honorary fellowships.</p>	<p>a) Commencing August 2021 b) On-going c) Email sent in October 2018</p> <p><b>Priority: Medium</b></p>	<p>Dean, Nominators, Board of Studies</p>	<p><b>Outcomes:</b> Evidence better gender balance from recorded data. <b>Target:</b> Increase to 30% women honorary appointments at Senior Lecturer and higher levels by the end of 2024.</p>
<b>4. Induction</b>				
<p><b>4.1</b> Ensure all new starters have faculty mentor</p> <p><i>Currently, department-specific induction processes vary considerably. Faculty mentors for new starters can function as a primary point of contact and guidance</i></p>	<p>a) HoDs will be required to schedule a meeting with all new staff and to assign a faculty mentor from the department; b) The School will increase internal monitoring of the current mentoring scheme.</p>	<p>a) Meetings to be arranged by HoD in first two weeks of start date. b) Immediately</p> <p><b>Priority: Medium</b></p>	<p>a) HoDs, Head of Academic Service, Research Centre Leads b) EDI Committee</p>	<p><b>Target:</b> At least 40% of new staff assigned a mentor.</p>
<p><b>4.2</b> Improve the induction programme to ensure that new staff are fully integrated in their respective departments/centres and able to access information.</p> <p><i>To ensure new staff attend University and School induction and to promote these events widely.</i></p> <p><i>In the School AS Survey only 45% and 38% of women indicated that they had attended the University and School induction, respectively.</i></p>	<p>a) Set up an on-boarding manual and induction checklist to be completed by all new staff with the line manager. This will cover matters ranging from the requirements of the role, support and resources available, the various HR induction workshops, and meetings with relevant senior staff; b) Consider uptake report annually at School ExCo; and c) Send timetable for induction events to new staff two months in advance of arrival.</p>	<p>a) March 2021: Revise manual and induction pack to reflect feedback from line managers. b) June 2021 c) On-going</p> <p><b>Priority: Medium</b></p>	<p>a) Associate Dean (P&amp;C), Executive Manager, and HR Manager b) Associate Dean (P&amp;C) d) Executive Assistants</p>	<p><b>Target:</b> Improve satisfaction rates with respect to induction and information access in the 2020-21 Athena SWAN survey.</p> <p><b>Target:</b> Increase attendance of the University and School induction from 38% to at least 50%.</p>
<b>5. Promotion of Academic Staff</b>				
<p><b>5.1</b> Create clear promotion criteria for part-time academic staff and record promotion application and success rates</p>	<p>a) Review data on promotion for full-time and part-time academic staff; b) Identify inequalities; and</p>	<p>a) To begin the 2020/21 promotion round</p>	<p>a-c) HR Manager, AD (EDI)</p>	<p><b>Target:</b> Increase proportion of women at Reader and Professorial level to be</p>

<p>for full-time and part-time academic staff in relation to gender and review.</p> <p><i>To identify bias in promotion of full-time and part-time academic staff and address any gender/ethnicity imbalance.</i></p> <p><i>Currently no data on promotion rates for FT and PT staff is recorded. Perceived lack of fairness of PT staff which can be addressed by a clearer Academic Promotions Framework.</i></p>	<p>c) Report to EDI Committee</p> <p>d) Ensure that promotion criteria as applied to PT staff are transparent and communicated regularly to all staff;</p> <p>e) Emphasise information on consideration of part-time status in departmental Academic Promotions Framework;</p> <p>f) Record data on promotion rates for full-time and part-time academic staff in relation to gender and review</p>	<p>b) Analysis to be carried out thereafter and</p> <p>c) Reported to EDI Committee</p> <p><b>Priority: Medium</b></p>	<p>d) HR Manager, Promotions Panel</p> <p>e) HoDs</p> <p>f) HR Manager, AD (EDI)</p>	<p>representative of gender balance in SASS (53%)</p> <p><b>Outcome:</b> Promotion rates data on FT/PT staff available from the end of 2021.</p> <p>Criteria regarding PT status has been incorporated into the University's promotions framework and is communicated regularly</p> <p>Review promotion data</p>
<p><b>5.2</b> Encourage eligible women academic staff at Senior Researcher, SL, and Reader / Associate Professor to apply for promotion to support progression of women into senior academic roles.</p> <p><i>To reduce the gender Imbalance of women at senior academic levels across the School with special consideration to BAME staff.</i></p> <p><i>Percentage of overall women Professors currently at Benchmark level, however we must ensure that there is adequate representation of women Professors across all Departments.</i></p>	<p>a) Pro-actively encourage women applicants to apply for promotion by developing more constructive appraisal discussions with HoDs/line managers;</p> <p>b) Enhanced mentorship practices with effective communication of promotion frameworks and support (i.e. workshops);</p> <p>c) Hold a special focus group with SL women to investigate the blockages and challenges women face in navigating the career pipeline within SASS;</p> <p>d) Report this feedback to SAT and used this to feedback into School promotion practices;</p> <p>e) Continue to communicate via e-mail to all-staff about promotions;</p> <p>f) Continue to promote promotion workshops with EDI focus and hold panel discussions with successful applicants.</p>	<p>a) On-going (annually)</p> <p>b) Mentorship scheme to be established by September 2021</p> <p>c) Held on March 2019</p> <p>d) Reported on July 2019</p> <p>e) On-going (annually)</p> <p>f) On-going works (annually) and first panel discussion took place June 2018</p> <p><b>Priority: High</b></p>	<p>a) HoDs, Line Managers,</p> <p>b) EDI Committee</p> <p>c) SAT Chair</p> <p>d) SAT Chair</p> <p>e) HR Manager</p> <p>f) HR Manager, AD (P&amp;C)</p>	<p><b>Target:</b> Increase the proportion of women in senior levels by 30% in 2023 and that they are representative of their respective departments.</p>
<b>6. HR Policies</b>				

<p><b>6.1</b> Ensure all staff have access to the <i>SASS School Staff Guide</i> which includes HR policies regarding flexible working long-term leave, appraisal, career progression, etc.</p> <p><i>To increase awareness of the requirements of the role, support and resources available, the various HR induction workshops, and meetings with relevant senior staff.</i></p>	<p>a) Update and circulate <i>SASS School Staff Guide</i> (already written by School's Dean admin team) which covers relevant HR policies regarding flexible working, long-term leave, appraisal, etc. to all staff as well as governance structures, career development, supported working patterns, and induction events.; b) Consult with HoDs about content of documents and other line managers; c) Make manual and handbook available online; and d) Promote handbook via email to all staff.</p>	<p>a) March 2021: Revise handbook to reflect feedback from line managers b) June 2021 c) February 2021 d) Immediately</p> <p><b>Priority: Medium</b></p>	<p>a) Associate Dean (P&amp;C), Executive Manager, and HR Manager b) Associate Dean (P&amp;C) and HoDs c) School Marketing Manager d) Executive Assistants</p>	<p><b>Outcome:</b> SASS School Staff Guide updated and published by February 2021.</p> <p><b>Target:</b> Improve satisfaction rates with respect to induction and information access in the 2020-21 Athena SWAN survey.</p> <p><b>Target:</b> Increase attendance of the University and School induction from 38% to at least 50%.</p>
<p><b>6.2</b> Focus specifically on policies around bullying and harassment.</p> <p><i>Responses to staff survey in 2017 indicated that 21% of women and 16% of men reported being bullied, and only 31% of women and 32% men reported having confidence in the mechanisms available at City to deal with bullying/harassment</i></p>	<p>a) Make Dignity at Work, Unconscious Bias, and Active Bystander training compulsory for all managers in the first instance, and then for all staff; b) Raise awareness of the Harassment Advisor Scheme; c) Communicate procedures for reporting bullying and harassment to all staff; d) Provide training on Manager Skills and HR processes, so that staff and managers understand the various processes involved as well as different management styles; and e) Hold SASS- or City-wide Anti-Bullying and Harassment Awareness Day event.</p>	<p>a) All managers have undergone compulsory training by the end of 2021. b-c) Email has been sent out by HR Manager d) Dates have been sent out by OD e) November 2021</p> <p><b>Priority: Medium</b></p>	<p>a) Associate Dean (P&amp;C), b-c) HR Manager, d) Organisational Development e) HR Manager, Associate Dean (P&amp;C)</p>	<p><b>Target:</b> Reduction in the reporting of bullying or harassment in the next School AS Survey in 2020.</p>
<p><b>6.3</b> Review and communicate new policies and ensure they are clearly communicated to staff.</p>	<p>a) Include information in regular emails from the HR Newsletter on HR policies, to include specific information about the help available within the School to address any concerns,</p>	<p>a) June 2021 b) September 2021 and every year henceforth</p>	<p>a) HR Manager b) Associate Dean (P&amp;C) and HoDs c) School Marketing Manager</p>	<p><b>Outcome:</b> Policies updated and published HR Newsletter by February 2021.</p>

<p><i>Although staff reported high levels of awareness and personal responsibility of knowing HR policies, it will be important to review and to continue to ensure new policies are clearly communicated to staff.</i></p>	<p>including concerns about bullying and harassment as well as well-being; b) At the beginning of term remind all staff of the policies in place and raise awareness of them; and c) Once a term meeting of HR with HoDs to update them with developments in HR policies</p>	<p>c) Meetings to commence in the first two weeks of every term</p> <p><b>Priority: Medium</b></p>	<p>d) HR Manager</p>	<p><b>Target:</b> Continue to support staff access to new HR policies through email, newsletters and meetings.</p> <p><b>Target:</b> Maintain AS survey responses to awareness and personal responsibility to know HR policies</p>
<b>7. Appraisal and Staff Development</b>				
<p><b>7.1</b> Identify training needs and increased awareness of take-up of training opportunities in appraisal for both professional services and academic staff aiming to target specific groups (e.g., ECR, future leaders, and senior women staff). <i>Understand the impact training and support has had on women's career progression (from Action 5.16)</i></p> <p><i>Overall the uptake of relevant training by staff is very low, ranging from 19 to 25% (Table 5.4).</i></p>	<p>a) Formally record training in-house with regards to leadership and EDI sessions; b) Conduct an analysis of training needs of School staff; c) Determine what specialist training is needed; d) Identify training needs in appraisal for both PS and academic staff aiming to target specific groups (e.g., early career researchers; future leaders, senior women staff); e) Ensure that appraisers and mentors are familiar with training opportunities for their mentees; f) Provide opportunity to give feedback on training needs and experience with training currently on offer in future staff surveys; and g) Ensure that training is accessible to part-time staff.</p>	<p>a) SASS training is now being recorded b) Conduct analysis from January 2021 onwards and identify training needs d) At next appraisal round in 2022 e) Continue to email training opportunities to via all-staff emails f) Next AS survey round g) Arrange meeting with OD by March 2021</p> <p><b>Priority: Medium</b></p>	<p>Associate Dean (P&amp;C), Appraisers, Mentors, HoDs, Line Managers and OD</p>	<p><b>Outcome:</b> The School will be able to take an informed view of the effectiveness of training provided.</p> <p><b>Target:</b> Complete School records of take-up of training.</p> <p><b>Target:</b> Improved staff awareness of training opportunities, as measured through staff survey</p> <p><b>Target:</b> Increase uptake of training by 50%</p>
<p><b>7.2</b> Improve the perceived value and take-up of the appraisal process which should provide opportunities for career development for all staff and make appraiser training compulsory for all School appraisers and encourage refreshers every two years.</p>	<p>a) Ensure that all staff are appraised each year; b) Ensure short, medium and long-term objectives relating to career development and promotion are discussed with all staff in appraisals;</p>	<p>a) For appraisals in the 2020-21 academic year. b) For appraisals in the 2019-20 academic year. c) During 2018-19</p>	<p>a) Dean, Appraisers, HR Manager b) App</p>	<p><b>Outcome:</b> All appraisal records to indicate whether career progression and work-life balance have been discussed henceforth</p>

<p><i>Less than 39% of women and 31% of men agreed that the appraisal process supported their professional development (Figure 5.9).</i></p> <p><i>There is very low uptake (p. 71) of both appraiser and appraisee trainings within the School.</i></p>	<p>c) Ensure work-life balance issues are discussed with all staff, with particular consideration for PT staff and those with caring responsibilities, as part of appraisals; d) Make appraiser training compulsory for all appraisers; and e) Encourage all staff to undertake appraisee training.</p>	<p><b>Priority: Medium</b></p>		<p><b>Target:</b> Increase perceived support of appraisal process to more than 50% for both women and men.</p> <p><b>Target:</b> All staff to be appraised.</p> <p><b>Target:</b> All appraisers to be trained by the end of 2021</p> <p><b>Target:</b> Increase proportion of staff with appraiser training to 100% by 2022.</p>
<p><b>7.3</b> Promote awareness and encourage participation in coaching and mentoring schemes to guide women's career trajectories and ensure training is offered to support them in these roles.</p> <p><i>Mentoring is critical for career progression of new ECRs and those who are Readers/Associate Professor; feedback from the AS focus group indicated that women academic staff would like opportunities for mentorship and believe mentorship is beneficial for their career progression.</i></p>	<p>a) Utilise University mentoring scheme to ensure that all staff (in particular ECR and mid-career women) are offered a mentor, preferably outside their immediate area of work, for up to one year; b) Set up a mentor-mentee list and review annually; c) Ensure that staff receive annual mentor/mentee training which provides clear guidance for mentors and mentees about the expected frequency of meetings; and d) Match unsuccessful promotion candidates with suitable mentors.</p>	<p>a) By October 2021 b) By December 2020 c) On-going d) After every promotion round</p> <p><b>Priority: High</b></p>	<p>a) HoDs b) Associate Dean (P&amp;C) c) Organisation Development d) HoDs</p>	<p><b>Outcome:</b> Confirm via monitoring that all new hires have been invited to University scheme and have established satisfactory mentoring relationship within the first 12-18 months of appointment.</p> <p><b>Target:</b> Completed mentor-mentee list for all staff by mid-2021.</p> <p><b>Target:</b> All staff who wish to have a mentor offered one by the end of 2020.</p> <p><b>Target:</b> Increase of awareness of mentoring scheme to 75% in next School AS Survey.</p>
<p><b>7.4</b> Advertise sabbatical leave policy in Staff Research Handbook.</p>	<p>a) Continue to provide clear guidelines for sabbatical leave policy in <i>SASS Staff Research Handbook</i></p>	<p>a) On-going: This information has been made available since</p>	<p>a) AD Research &amp; Enterprise,</p>	<p><b>Outcome:</b> Support staff in career development by increasing opportunities for</p>



<p><i>To support women with undertaking research and utilising sabbatical leave whilst increasing transparency in process.</i></p>	<p>b) Monitor gender balances in sabbatical leave applications; and c) Report to the EDI Committee</p>	<p>2018 in the Handbook and has been updated every year since. b) Immediately c) End of the year report</p> <p><b>Priority: Medium</b></p>	<p>b) R&amp;E Committee, c) AD Research &amp; Enterprise</p>	<p>sabbatical leave and increasing transparency of processes.</p> <p><b>Target:</b> Increase the percentages of women who apply and are successful in getting sabbatical by 30%.</p>
<p><b>8. Career Breaks</b></p>				
<p><b>8.1</b> Raise awareness of leaver policies and support by creating an information pack on maternity / paternity / adoption / shared parental leave.</p> <p><i>AS Survey data revealed a significant proportion of those returning from leave did not have an induction meeting with their line manager (91% of respondents).</i></p>	<p>a) Create an information pack on maternity/paternity/adoption/shared parental leave, promote this at an all-staff meeting, and provide to all new starters and line managers; b) Introduce mandatory training for line managers on the various leave policies, and ensure that new managers receive training within 6 months of starting; and c) Introduce an annual report to the School ExCo to monitor this process.</p>	<p>a) Pack to be promoted in January 2021. b) Training to commence in mid-2021 c) Annually in the month of June</p> <p><b>Priority: High</b></p>	<p>a) HR Manager, Associate Dean (P&amp;C) b) HR Manager c) HR Team, EDI Committee</p>	<p><b>Outcome:</b> Increased awareness of City's leave policies and support by all staff to at least 75% as evidenced by the School AS Survey in 2022.</p> <p><b>Target:</b> Increase induction meetings by at 50%.</p>
<p><b>8.2</b> Improve support for maternity/paternity/ adoption/shared parental leave.</p> <p><i>To promote equality in processes for parental leave and reduce gender differences.</i></p> <p><i>In the School AS Survey only 43% of women who had taken maternity leave felt supported. For those taking leave, or a career break, 55% felt it had an effect on their careers.</i></p>	<p>a) Have a departmental mentor for staff taking any form of leave; b) Ensure that as part of the Promotion process, staff taking leave will only be expected to achieve a proportionate level of outputs; c) Ensure cover for parental leave is provided consistently across the School using fixed-term contracts instead of casual contracts; and d) Introduce an additional return to work interview 6 months after returning to see whether staff felt suitably supported.</p>	<p>a) HoD/Line Manager to identify a buddy for each leaver b) Share information at Promotion Workshop which occurs in January of every year c) HR Manager to email all HoDs / Line Manager</p> <p><b>Priority: High</b></p>	<p>a) HR Manager, HoDs, Line Managers b) AD (EDI) c) HoDs, Line Managers d) HR Manager, AD (EDI)</p>	<p><b>Outcome:</b> increase proportion of staff reporting they are supported by the School during maternity / paternity/ adoption / shared parental leave in the Athena SWAN survey by at least 50%.</p>



<b>9. Flexible Working</b>				
<p><b>9.1</b> Promote and raise awareness of flexible working options and other such support in the School.</p> <p><i>There is low uptake on formal flexible working and those who work flexibly report not having the same opportunities.</i></p>	<p>a) Regularly send email communication to all staff about options and support provided by City's/School's policy regarding childcare funds for attending conferences and flexible working (both formal and informal arrangements);</p> <p>b) Regularly update publicity materials about flexible working – web pages, Staff Guide, etc; and</p> <p>c) Ensure that staff who work part-time or flexibly are aware of and supported for career development and promotion opportunities</p>	<p>a) Email to be sent at the beginning of each term</p> <p>b) At the end of the academic year</p> <p>c) To take place during appraisals</p> <p><b>Priority: Medium</b></p>	<p>a) AD (P&amp;C),</p> <p>b) School HR Team</p> <p>c) Appraisers</p>	<p><b>Target:</b> Increased uptake of formal flexible working options in PS and Academic staff by at least 50%.</p>
<b>10. Committees</b>				
<p><b>10.1</b> Discuss committee membership with staff as part of the appraisal</p> <p><i>To avoid 'committee overload', particularly by women staff. Currently there is no formal register of committee activities.</i></p>	<p>Ensure that internal and external committee membership is discussed in appraisals and formally recognised within the academic workload.</p>	<p>Summer 2021 in time for next appraisal period</p> <p><b>Priority: High</b></p>	<p>Dean, Appraiser</p>	<p><b>Outcome:</b> All future appraisals to include discussion of committee memberships.</p>
<p><b>10.2</b> Ensure gender proportionality in all committees/panels, especially in Research and Ethics Committees, revising, if needed, relevant terms of reference.</p> <p><i>To address gender imbalance on key committees and create opportunities for more staff to chair committees and encourage women to apply.</i></p>	<p>Introduce an annual review of committee membership and if possible a periodic rotation of responsibilities for chairing committees.</p>	<p>August of every year commencing immediately</p> <p><b>Priority: High</b></p>	<p>Dean, Chairs of Committees and Secretaries.</p>	<p><b>Outcome:</b> Review committee make-up periodically and take action on imbalances based on register of committee activities</p>
<b>11. Workload and Work-Life Balance</b>				
<p><b>11.1</b> Create Workload Principles in order to create consistent workload models across all departments.</p>	<p>a) Ensure that the School workload model is operational across all parts of the School;</p>	<p>To regularly occur starting January 2021</p>	<p>a) Dean</p> <p>b) HoDs</p> <p>c) EDI Committee</p>	<p><b>Target:</b> Review completed and outcome presented to the School ExCo by October 2019.</p>

<i>The School workload model is not currently applied consistently across all areas of the School.</i>	b) Review workload model taking into account feedback from staff, including consideration of whether outreach activities or committee membership should be included, together with an Equality Impact Assessment; and c) Analyse the workload allocation model regularly, before it is finalised, for gender differences in workload.	<b>Priority: High</b>		<b>Target:</b> Workload model operational by the end of 2021.
<p><b>11.2</b> To ensure that women academics are not overburdened, and have similar opportunities as their men colleagues in building a balanced portfolio of responsibilities and leadership skills.</p> <p><i>The School AS Survey indicated that 39% of women vs. 59% of men agreed that work was allocated fairly irrespective of gender.</i></p>	<p>a) Ensure larger admin roles (i.e. those with responsibility allowance) to be advertised to the whole School or relevant Departments in good time and to encourage women and other under-represented staff, where appropriate, to apply;</p> <p>b) Ensure that HoDs advertise openly and encourage women and other underrepresented groups to apply; and</p> <p>c) Ensure roles with a responsibility allowance are for a fixed term and not subject to automatic renewal.</p>	<p>a) Immediately b) Immediately c) Immediately</p> <p><b>Priority: High</b></p>	Dean and HoDs.	<b>Outcome:</b> All posts with Responsibility Allowance to be openly advertised henceforth
<b>12. Support for Research Staff</b>				
<p><b>12.1</b> Improve the consistency of moving women on fixed-term Research contracts onto permanent contracts.</p> <p><i>Number of women Researchers on fixed term contracts is disproportionately higher than men and currently no process exists to progress women onto permanent contracts.</i></p>	<p>a) Consult with School's SLT to discuss and identify how fixed-term contracts are transferred to permanent contracts; and</p> <p>b) Monitor the gender balance in transfer-rates from fixed-term to permanent posts.</p>	<p>a) To be raised at this next School EXCO meeting b) Beginning monitoring by June 2021</p> <p><b>Priority: Medium</b></p>	<p>a) HR Manager, HR Team b) EDI Committee</p>	<b>Outcome:</b> Process in place by mid-2021
<p><b>12.2</b> Improve our understanding of why women Researchers are leaving in order to provide better support for this group.</p> <p><i>Specific reasons for leaving are not routinely collected and are largely anecdotal, meaning that any potential</i></p>	<p>a) HoDs to encourage research staff leaving the organisation to complete the leavers questionnaire and arrange an exit interview if they wish;</p> <p>b) Introduce SASS specific Exit Questionnaire to be monitored by HR and to be reported to ExCo annually; and</p>	<p>a) From December 2020, with data analysis on an annual basis b) Immediately c) March 2021</p>	<p>a) HoDs, Dean b) HR Manager c) EDI Committee</p>	<b>Outcome:</b> Exit interview data routinely collected by the end of 2022

<i>gender issues cannot be interrogated properly.</i>	c) Specifically monitor the destinations and reasons for leaving of all researcher leavers from these Exit Interviews to inform future actions.	<b>Priority: High</b>		
<b>12.3</b> Support the personal development and career progression of research staff.  <i>To improve research career pathway to permanent posts in academia.</i>	a) Introduce an annual workshop for PDRAs to pursue career opportunities in academia, including advice on the academic interview process; b) Set up an ECRs' forum; and c) Conduct focus groups with research staff to identify actions that will be most useful in relation to career progression.	a) Training workshops offered to all Researchers by the end of 2021. b) Forum set up by mid-2021. c) Run focus group with research staff  <b>Priority: Medium</b>	a) AD Research and Enterprise, b) Research Committee, c) EDI Committee	<b>Outcome:</b> Focus groups conducted, results reported to EDI Committee and relevant stakeholders
<b>13. Culture of the School</b>				
<b>13.1</b> Establish a culture of increased inclusivity and well-being for staff  <i>AS survey data and staff survey indicate well-being among SASS staff is low. Staff survey data also indicate that women tend to experience more work-related stress</i>  <i>Poor work-life balance was indicated in both AS Survey and in the focus group session.</i>	a) Create School social events calendar that promote well-being events and encourages staff to utilise staff well-being services where appropriate; b) Ensure that line managers know how to support staff who need to address work-related stress; and c) Encourage that work-life balance issues are discussed with all staff, with particular consideration for PT staff and those with caring responsibilities, as part of appraisals.	a) Created and launched by February 2020 b) Emails from HR are being sent out fortnightly due to COVID c) Immediately  <b>Priority: High</b>	a-c) HR Manager, HR Team, Associate Dean (P&C)	<b>Outcome:</b> School social and well-being events' to be regularly scheduled in calendar  <b>Target:</b> Improved well-being scores to at least 50% on Staff and AS surveys.