Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Glasgow	
Department	School of Humanities	
Focus of department	**AHSSBL**	
Date of application	28th April 2017	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date: April 2013**	**Level: Bronze**
Contact for application Must be based in the department	Professor Michael Brady (SAT Chair)	
Email	michael.brady@glasgow.ac.uk	
Telephone	0141 330 3706 07794 971484	
Departmental website	http://www.gla.ac.uk/schools/humanities/	

1.   LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
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.

24 April 2017

Dear Panel Members

I am delighted to support the Athena SWAN application from the School of Humanities. As Deputy Head of School 2014-15 I was responsible for advancing gender equality measures and since 2015 as Head of School (and as College of Arts Gender Champion) I have encouraged active consideration of gender issues including addressing inequalities and work-life balance across all categories of staff and elements of the School. This application is part of that process and has already resulted in some important changes to the way we conduct business.

The School of Humanities (the 'Department') incorporates a diversity of Subject areas and service and professional staff, incorporating both traditional arts disciplines and some which have a more interdisciplinary character. There are some significant disparities in gender ratios amongst staff and students across our subject areas but the work of the SAT has been invaluable in identifying, not only those areas where significant work needs to be done to advance gender equality and women's careers, but also areas of good practice which can be embedded across the School as a whole (such as the RHS recommendations for History and the BPA/SWIP Action Plan for Philosophy). The application process has thus facilitated shared knowledge and provided the impetus for a collegial School-based approach to tackling the challenges identified around recruitment of R&T staff, the retention and progression of female students from PGT to PGR, gender imbalances in some courses and staff understanding of equality and diversity policies.

The SAT is broadly representative of all categories, grades and subject areas of staff. Moreover, our staff culture survey polled *all* staff (including GTAs) to capture experiences and perceptions across the full complement of the School. The SAT has worked collaboratively in small groups with a number of early career staff taking the lead on writing sections of the application.

This application is timely, coinciding with the University staff survey which identified widespread concerns around work-life balance and support for staff. The School has begun to address these issues, establishing a Work-Life balance working group and implementing key actions around core hours and wellbeing and simultaneously engaging with the need to embed gender equality in all our strategies and policies. While there is still a considerable way to go, we have a strong base to work from. Female staff at all grades are well represented in our management structure (currently the Head of School, her Deputy, the Head of School Administration, 3 Subject heads and 2 School convenors are female); and although female staff are in a minority (especially in Philosophy and History) we have been very successful in supporting women's promotion applications (100% success rate in the last two promotion rounds).

The collegiality of the School is a strength we will draw upon to progress our action plan. This application has made us think about how we can add value to University and College initiatives on gender equality as well as responding to our own particular challenges.

I confirm the content of this application is accurate and honest.

Lynn Abrams

Head of School

Professor of Modern History

Prof Lynn Abrams
Head of the School of Humanities / *Ceannard Sgoil nan Daonnachdan*
University of Glasgow / *Oilthigh Ghlaschu*
Glasgow G12 8QQ / *Ghlaschu* G12 8QQ

Room 407, 1 University Gardens, Glasgow, G12 8QQ
Tel: +44 (0) 141 330 4513
Email: Lynn.Abrams@glasgow.ac.uk

The University of Glasgow, charity no. SC004401

Athena Swan <AthenaSwan@ecu.ac.uk>

RE: (UofGlasgow) School of Humanities- Bronze Application: Request for additional words

To   Katie Farrell

Cc   Athena Swan

Dear Katie,

The School of Humanities may use an additional 1,000 words for its submission, in order to permit disaggregation of data and analysis as outlined below.

Please append a copy of this email to your submission.

Best wishes,
James

James Lush
Equality Charters Development Manager
Equality Challenge Unit
T: 020 7269 6547
M: 07889 757 390
E: james.lush@ecu.ac.uk

Follow us on **Twitter:** @EqualityinHE | @Athena_SWAN

List of abbreviations

AHRC	Arts and Humanities Research Council
AHSSBL	Arts, Humanities, Social Sciences, Business, and Law
AS	Athena SWAN
DoT	Director of Teaching
E&D	Equality and Diversity
ECDP	Early Career Development Programme
FED	Fixed end date
FT	Full time
GEC	Gender Equality Champion
GESG	Gender Equality Steering Group
HATII	Humanities Advanced Technology and Information Intstitute (now known as Information Studies)
HESA	Higher Education Statistics Agency
HR	Human Resources
HoS	Head of School
HoSub	Head of Subject
MPA	Managerial, Professional, and Administrative
PDR	Performance and Development Review
PDRA	Postdoctoral Research Assistant
PG	Postgraduate
PGT	Postgraduate Taught
PGR	Postgraduate Research
PT	Part time
R&T	Research and Teaching
REF	Research Excellence Framework
SAT	Self Assessment Team
SCS	Staff Culture Survey
SET	Science, Engineering, and Technology
SFC	Scottish Funding Council
SMG	School Management Group
SoH	School of Humanities
STEMM	Science, Engineering, Technology, Medicine, and Mathematics
UG	Undergraduate

2. DESCRIPTION OF THE DEPARTMENT

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

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

1. Introduction

The School of Humanities/Sgoil nan Daonnachdan is one of four Schools within the College of Arts at the University of Glasgow. The School was formed in 2010, following a University restructure. It comprises six Subject Areas: Archaeology, Celtic and Gaelic, Classics, History, Information Studies (HATII), and Philosophy, alongside Management and Support staff.

The School has a thriving student community, with c.2000 students. We offer 11 undergraduate (UG) programmes: in addition to the subject areas above, students can take Honours programmes in Greek, Latin, Celtic Studies, Celtic Civilisation, and Scottish History. We offer 20 postgraduate taught (PGT) degrees, and postgraduate research (PGR) degrees in all subject areas.

2. Staff – general

The School had a total of 143 staff as at 2015-16:

Table 1. All Staff by Grade and Gender

GROUP	Female		Male		Total
	No.	%	No.	%	No.
Academic Staff	37	**35%**	68	**65%**	**105**
Professional & Support Staff	32	**84%**	6	**16%**	**38**
Total	69	**59%**	74	**41%**	**143**

This represents a significant level of gender inequality in relation to our female academic staff, especially when compared to strong female representation amongst our student cohorts. We have devised actions to address this through our recruitment and promotion activities. **[Actions 1.5, 4.1, 5.1]**

Action 4.1 Increase number of female applicants for academic jobs with the School at R&T level. We will:

  i.   Encourage staff to share academic job advertisements with women applicants
  ii.   Job adverts to state that applications from women and others from underrepresented groups are welcome
  iii. All members of recruiting panels must undergo Unconscious Bias training
  iv.   A version of the British Philosophical Association/Society for Women in Philosophy's *Good Practice Scheme* to be rolled out to all School Subjects, who will be encouraged to adopt the Scheme's recommendations aimed at combating gender bias.
  v.   Review impact of these actions with respect to application rates for new positions in the School.

Action 5.1 Improve promotions pipeline and number of female academic staff at Grade 8 and above through a number of measures. We will:

i.   Conduct metings between School Research Convener and female R&T staff at all levels to discuss grant proposals and to articulate support for grant applications
ii.   Female R&T staff to be encouraged to develop and/or be included in Impact Case Studies for REF2020
iii.   Female R&T staff to be supported in public engagement activities
iv.   Appraisers for Performance and Development Review process to be further trained so that they can continue to effectively encourage women to apply for promotion where appropriate
v.   Set up a School network for female academic staff to exchange career advice and offer professional support
vi.   Survey exit interviews, and gathering data from future staff surveys, concerning reasons for leaving/ reasons that would make one leave

3. Staff – subject areas

Table 2. Academic Staff by Subject and Gender as at 2016

Subject	Female	Male	Total
Archaeology	5 (36%)	9 (64%)	14
Celtic and Gaelic	4 (36%)	7 (64%)	11
Classics	8 (62%)	5 (38%)	13
HATII	6 (50%)	6 (50%)	12
History	12(32%)	25 (68%)	37
Philosophy	3 (18%)	14 (82%)	17

Figure 1. Academic Staff by Subject and Gender as at 2016
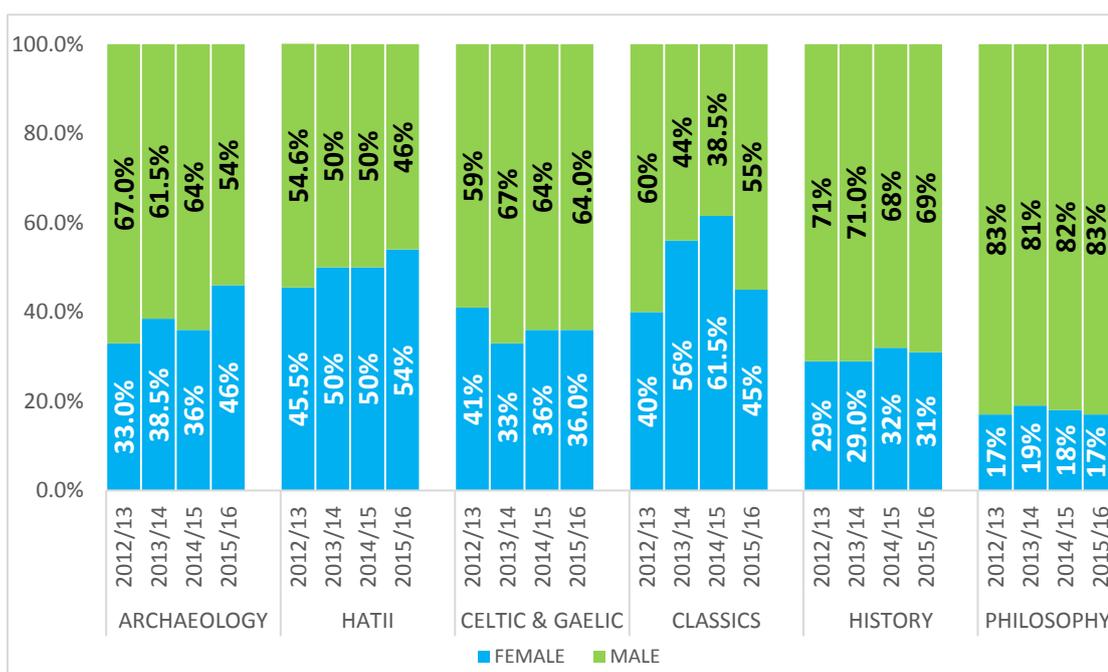
Celtic and Gaelic experienced a drop in percentage of female staff since 2012 due to the departure of one member of staff and her replacement with a male academic; all other subjects have seen slight increases.

Women are extremely underrepresented in Philosophy, which has been a matter of concern. In 2015/16 Philosophy implemented the British Philosophical Association/Society for Women in Philosophy's *Good Practice Scheme* which sought to design and embed policies and procedures that encourage the representation of women in philosophy (see http://bpa.ac.uk/resources/women-in-philosophy/good-practice).These plans are also reflected within the Athena SWAN action plan and will support activities to address female underrepresentation.

4. Students by gender

In 2015-16 the School had 1995 students: 1615 UG (59% female), 270 PGT (70% female), and 110 PGR (48% female). Although this represents a positive move towards more balanced gender distributions at PGR level, it does signal a significant, and potentially worrying, drop in the percentage of female students. As well as addressing the underrepresentation of males at UG and PGT levels, ensuring that we do not lose female students at PGR is also a School priority. **[Actions 1.3, 3.1, 3.2]**

Figure 2. All students (UG & PG) by gender
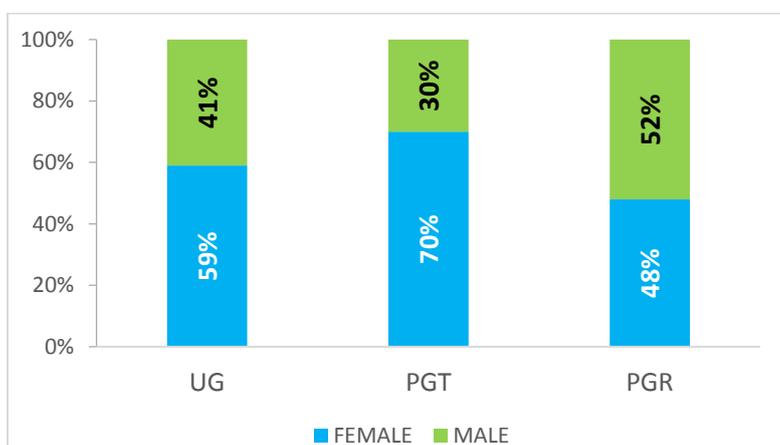
Action 3.1   Increase percentage of male UG and PGT students in Archaeology, Classics, Celtic & Gaelic, and HATII. We will:

i.   Enhance our recruitment activities so that male students are encouraged to apply for these subjects via male staff representing these subjects at Open Days and on outreach activities.
ii.   PGT conveners to identify high performing male UG students in these subjects to discuss progression to PGT study and support for applications.
iii.   Ensure part-time study option is prominent in our course documents, online information, and at Open Days

---

Action 3.2   Increase percentage of female students progressing to PGR study. We will:

i.   Target programmes with low conversion rates via recruitment and awareness-raising measures
ii.   PGT conveners to identify high performing female PGT students to discuss progression to PGR and support for applications.
iii.   initiate series of talks from current female PhD students to PGT students, about taking positive steps towards successful PGR applications and study
iv.   Survey female PGT leavers with a view to identifying barriers to PGR progression

5. Administration / Management

Members of each Subject Area report to a Head of Subject (HoSub), and each HoSub to the Head of School (HoS). In 2016, 3/6 HoSubs were women. We benefit from strong female leaders and role models; the HoS and the Deputy HoS are women. All MPA staff report to the Head of School Administration, who is also a woman. The School Management Group (SMG) has 13 members, 10 of whom are women (i.e. 77%), including HoS, Deputy HoS, Convener of Learning and Teaching, Convener of Graduate Studies. Members of the SMG represent the School at College and University levels. Although these roles are essential elements for career progression, we must ensure that we are not overburdening women with these roles at the expense of their research, scholarship and teaching development. This is discussed in more detail throughout the application (s.5.6(iv-v; vii) and [**Action 6.4**].

> **Action 6.4** Set up School group to address fairness of workload, with a particular focus on ways to prevent female academics from being overburdened by significant administrative and managerial roles

Figure 3. Administrative structure
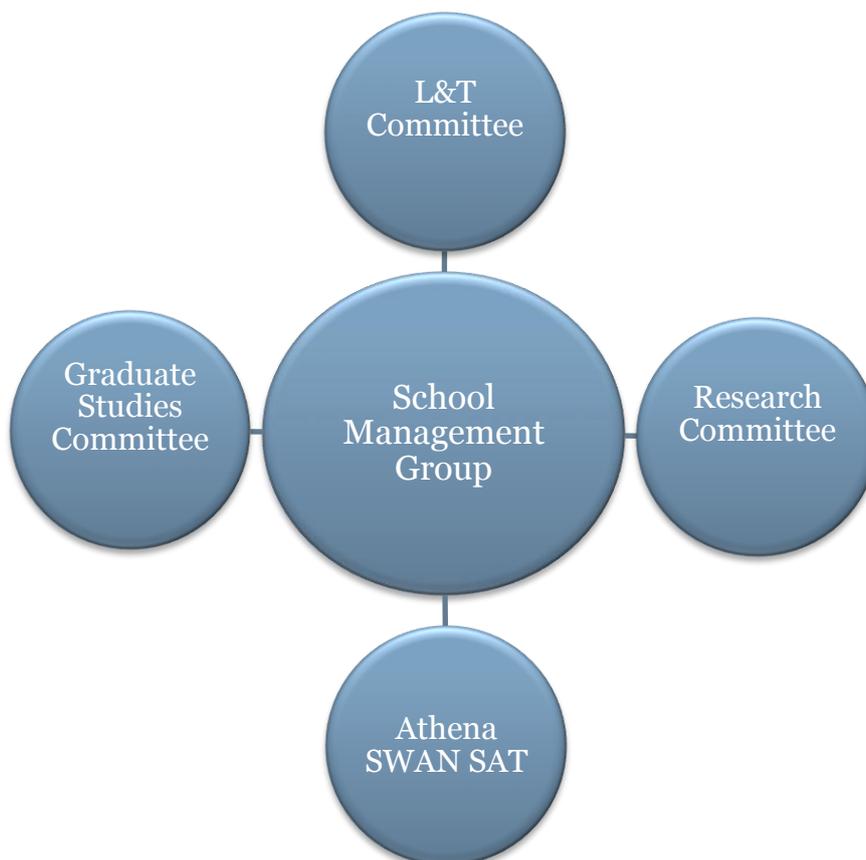
> **School Management Group** includes Head of School, Deputy Head of School, Head of School Administration, Heads of Subjects, Convener of Graduate Studies, Convener of Research, Convener of Learning and Teaching

Word count: 499

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

The School's SAT was formed in January 2016. There are 15 people on the SAT, 11 women and 4 men. The SAT includes all categories of staff, as well as the Head of School. Each Subject is represented, as is each career level. The SAT members represent a wide variety of experience, and bring significant expertise to the process. However, women are also significantly overrepresented on the SAT, and so we intend the SAT to be more balanced in future.

Action 2.2	Monitor composition of SAT, and ensure that SAT is at least 50% male from September 2017

Name	Gender, Full or Part Time	Description and Role
Lynn Abrams	F, FT	Head of School, Professor of History, Arts Gender Equality Champion on Glasgow Equality Steering Group, Centre for Gender History founder.
Matthew Barr	M, PT	University Teacher in Information Studies, College Ethics Committee member. Experience of balancing childcare with work commitments and PhD study.
Michael Brady	M, FT	Professor of Philosophy, SAT lead, member of Equality Steering Group. Worked at British Philosophical Association to promote *Good Practice Scheme*.
Sarah Cockram	F, FT	Lecturer in History, member of School work-life balance working group, two primary-school age children, research related to gender issues.
Leigh-Ann Dragsnes	F, FT	Teaching and Support Administrator, member of School Learning & Teaching Committee, member of student feedback working group.
Katie Farrell	F, FT	Gender Equality Officer, Equality and Diversity Unit. Experience on University SATs and Equality Challenge Unit panels, PGR experience at University.
Katherine Forsyth	F, PT	Reader in Celtic and Gaelic. Three school-going children, brings an understanding of balancing childcare responsibilities with part-time career in R&T.
Claudia Glatz	F, FT	Senior Lecturer in Archaeology. Two small children. Brings an understanding of being a female researcher in a male-dominated, fieldwork-focused discipline.
Lisa Hau	F, FT	Lecturer in Classics, School Postgraduate Convener. Two young children. Experience of balancing career in R&T with childcare after maternity leave.
Steve Marritt	M, FT	Lecturer in History, College Chief Advisor of Studies, member of Equality Steering Group, primary child care responsibility, on University SAT.

Rebecca Mason	F, FT	PhD student working in gender history, especially married women in Scotland. PG admin assistant in Centre for Gender History.
Jennifer Novotny	F, PT	Research Assistant in History. Early career researcher with interest in and understanding of issues of career progression for early career academics.
Gillian Shaw	F, FT	Head of College of Arts HR, responsible for HR policies and action plans on range of equality issues, promotion, and progression.
Alex Shepard	F, FT	Professor of History, Centre for Gender History Director, mentor in Women's Mentoring Scheme. Researches on childcare and women's working lives.
Benjamin Thomas White	M, FT	Lecturer in History, research focuses on minorities in public discourse, co-convener of Glasgow Refugee, Asylum, and Migration Network.

(ii)   an account of the self-assessment process

The SAT met six times in 2016 and three times in 2017. At an early stage sub-groups were formed to focus on different aspects of the application, with individual members leading on sections. All members were involved in generating the action plan, giving feedback on drafts of material, sharing good practice, assessing data, and liaising with Subjects.

Internal Consultation

A Staff Culture Survey was produced in September 2016, after extensive discussion, and ran from mid-September until mid-October. The survey invited participation from all staff: academic, MPA, and graduate teaching assistants. The results are discussed throughout this document. The survey generated a response of 68% of School staff (49% female: 51% male), and its findings were discussed at the SAT meetings in Autumn 2016, Subject meetings, at SMG and at the Staff-Student Committee (both December 2016). Feedback from each informed this submission. Certain findings were particularly noteworthy, and will be addressed through a range of actions. These are:

- 25% of women, compared to 20% of men, reported that they had not been encouraged to apply for promotion and regrading;
- there needs to be a greater awareness of equality and diversity policies across all categories of staff;
- 20% of women, compared to 6% of men, reported experiencing a situation where they have felt uncomfortable due to their gender.

Action 5.1   Improve promotions pipeline and number of female academic staff at Grade 8 and above through a number of measures.

  i.   Conduct meetings between School Research Convener and female R&T staff at all levels to discuss grant proposals and to articulate support for grant applications
  ii.   Female R&T staff to be encouraged to develop and/or be included in Impact Case Studies for REF2020
  iii.   Female R&T staff to be supported in public engagement activities
  iv.   Appraisers for Performance and Development Review process to be further trained so that they can continue to effectively encourage women to apply for promotion where appropriate
  v.   Set up a School network for female academic staff to exchange career advice and offer professional support
  vi.   Survey exit interviews, and gathering data from future staff surveys, concerning reasons for leaving/ reasons that would make one leave

---

Action 7.3   Raise awareness of University policies on equality and diversity.

    i.   Link to HR Equality and Diversity pages from School and Subject Area webpages, and providing information about all of the University policies on these issues in the Staff Handbook

    ii.   Information on such policy issues to be highlighted at induction for new staff. This means that HoS, HoSA, HoSubs, and PIs need to be fully aware of policy issues

    iii.   Set up working group to consider best way of advertising flexible working policy. Information on policy on leave and flexible working to be discussed at each PDR meeting with appraisers. Staff will be encouraged to familiarise themselves with opportunities where these are relevant

Action 8.5   Advertise support networks and policies to address harassment and behaviour that makes staff feel uncomfortable due to gender.

    i.   SAT to liaise with HoSubs to ensure that School staff are aware of how to report instances where they feel uncomfortable at work.

    ii.   The Full Stop Campaign aimed at highlighting the University's Dignity at Work and Study Policy, and the Harassment Volunteers Network, was launched at the University in 2016. The School will work to further promote this campaign to all staff and students, through advertising on Subject pages, at Induction events, and at Subject meetings.

Team Meetings and Communication

In addition to meetings, there was extensive email communication between sub-groups, and between group members throughout the process. There were regular reports to SMG, the School Forum, and College Management Group. The Subject representatives on the SAT led discussion on the survey results at respective Subject meetings, and presented feedback to the SAT from January – March 2017. Equality and AS issues are now a standing item for all Subject and School meetings, so that AS action plans and processes can be further embedded in the School. **[Action 2.4]**

Action 2.4   Implementation of Action Plan to be standing item at Subject and School Management Group Meetings

External Consultation

The SAT benefitted from external support from Glasgow's Gender Equality Steering Group. Three SAT members sit on the Group, the remit of which is to promote and advance gender equality across the whole Institution. We were also fortunate to get advice and support from a number of 'critical friends' with experience of gender equality issues from beyond Glasgow University. These included Professor Helen Beebee (University of Manchester), and Dr. Monica Azzolini (University of Edinburgh).

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

The School will appoint a School Gender Equality Champion, who will chair the SAT from September 2017 and report to the School Management Group. [**Action 2.1**] Membership will be monitored to ensure gender balance and representation from across all subjects and all job profiles, including PG students. The SAT will meet at least four times/year (two meetings per semester) in order to implement the Action Plan, provide support for AS activities at School and Subject level, share good practice, and engage with AS activities in other parts of the University. The School plans to monitor progress via a biannual School Culture Survey. [**Actions 1.1, 2.6**] This timing will allow us to embed actions and evaluate changes. The SAT will continue to be represented by the School Gender Equality Champion at School Management Group and College Management Group meetings.

We also intend the remit of the SAT to be expanded to encompass equality and diversity more broadly, such that it will investigate the state and standing of the School with respect to underrepresented groups in general, and consider, in the next four years, how to expand AS activity to focus on issues surrounding race and transgender staff. We foresee the University applying, in the near future, for an ECU Race Equality Charter Mark, and intend that our SAT can both feed into this process and be set up to implement its actions. [**Action 2.3**]

Word count: 697

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data
If courses in the categories below do not exist, please enter n/a.

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

n/a

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Table 3. Full-time and part-time UG students by gender 2012/13 – 2015/16

TOTAL UG STUDENTS		2012/13	2013/14	2014/15	2015/16
FULL TIME	FEMALE	697 (55%)	718 (55%)	818 (58%)	941 (59%)
	MALE	577 (45%)	578 (45%)	600 (42%)	645 (41%)
	TOTAL	**1274**	**1296**	**1418**	**1591**
PART TIME	FEMALE	19 (51%)	11 (41%)	15 (54%)	8 (44%)
	MALE	18 (49%)	16 (59%)	13 (46%)	10 (56%)
	TOTAL	**37**	**27**	**28**	**18**
TOTAL	FEMALE	716 (55%)	729 (55%)	833 (58%)	949 (59%)
	MALE	595 (45%)	594 (45%)	613 (42%)	655 (41%)
	TOTAL	**1311**	**1323**	**1446**	**1609**

Figure 4. UG students (Full-Time, Part-Time and Total) by gender (%)
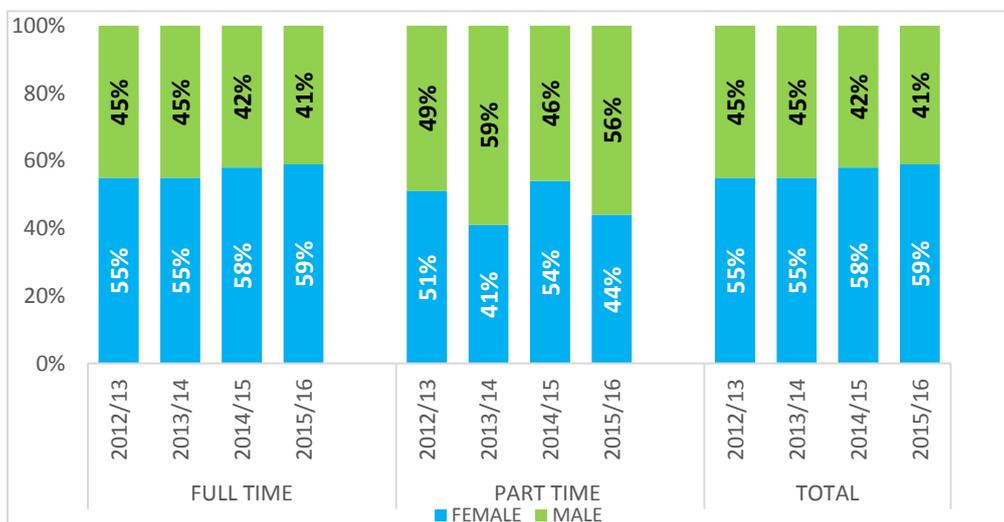
Across the School as a whole, men are underrepresented at UG level, with the proportion of male students gradually dropping from 45% in 2012/13 to 41% in 2015/16 (**Figure 1**). These figures roughly mirror but are slightly higher than the HESA 2014/15 benchmark for male UGs in non-SET and combined subjects (39%, 40%), but are notably lower when compared to the benchmark for Historical and Philosophical Studies (46%). These two subjects have the largest student cohorts and therefore have a high impact on the overall UG picture within the School.

Part-time study accounts for a very small fraction of UG provision[1]. In two of the four years, the proportion of male UG part-time students has been somewhat higher than female, but with such small numbers and fluctuations in year-on-year gender balance, it is not possible to determine whether there is an issue to address here. However, we will continue to promote our courses on a part-time basis, particularly as these seem attractive to male UGs.

Action 3.1(iii) Continue to promote part-time study option for UG provision by ensuring it is prominent in our course documents, online information, and at Open Days.

Table 4. Full-time UG students by primary discipline and gender

FULL TIME UG		ARCH.	CELTIC & GAELIC	CLASSICS	HATII	HISTORY	PHIL.	JOINT HONS
2012/13	FEMALE	37 (61%)	17 (50%)	60 (63%)	39 (70%)	377 (57%)	130 (46%)	37 (46%)
	MALE	24 (39%)	17 (50%)	35 (37%)	17 (30%)	286 (43%)	155 (54%)	43 (54%)
	TOTAL	**61**	**34**	**95**	**56**	**663**	**285**	**80**
2013/14	FEMALE	36 (55%)	25 (71%)	50 (65%)	46 (72%)	397 (56%)	128 (46%)	36 (52%)
	MALE	29 (45%)	10 (29%)	27 (35%)	18 (74%)	311 (44%)	150 (54%)	33 (48%)
	TOTAL	**65**	**35**	**77**	**64**	**708**	**278**	**69**
2014/15	FEMALE	38 (61%)	27 (84%)	64 (70%)	67 (74%)	438 (57%)	143 (47%)	41 (59%)
	MALE	24 (39%)	5 (16%)	28 (30%)	23 (26%)	328 (43%)	164 (53%)	28 (41%)
	TOTAL	**62**	**32**	**92**	**90**	**766**	**307**	**69**
2015/16	FEMALE	47 (78%)	24 (86%)	73 (67%)	74 (71%)	509 (59%)	172 (49%)	42 (63%)
	MALE	13 (22%)	4 (14%)	36 (33%)	30 (29%)	357 (41%)	178 (51%)	27 (37%)
	TOTAL	**60**	**28**	**109**	**104**	**866**	**350**	**74**

Figure 5. Full-time UG students by primary discipline and gender (%)

---
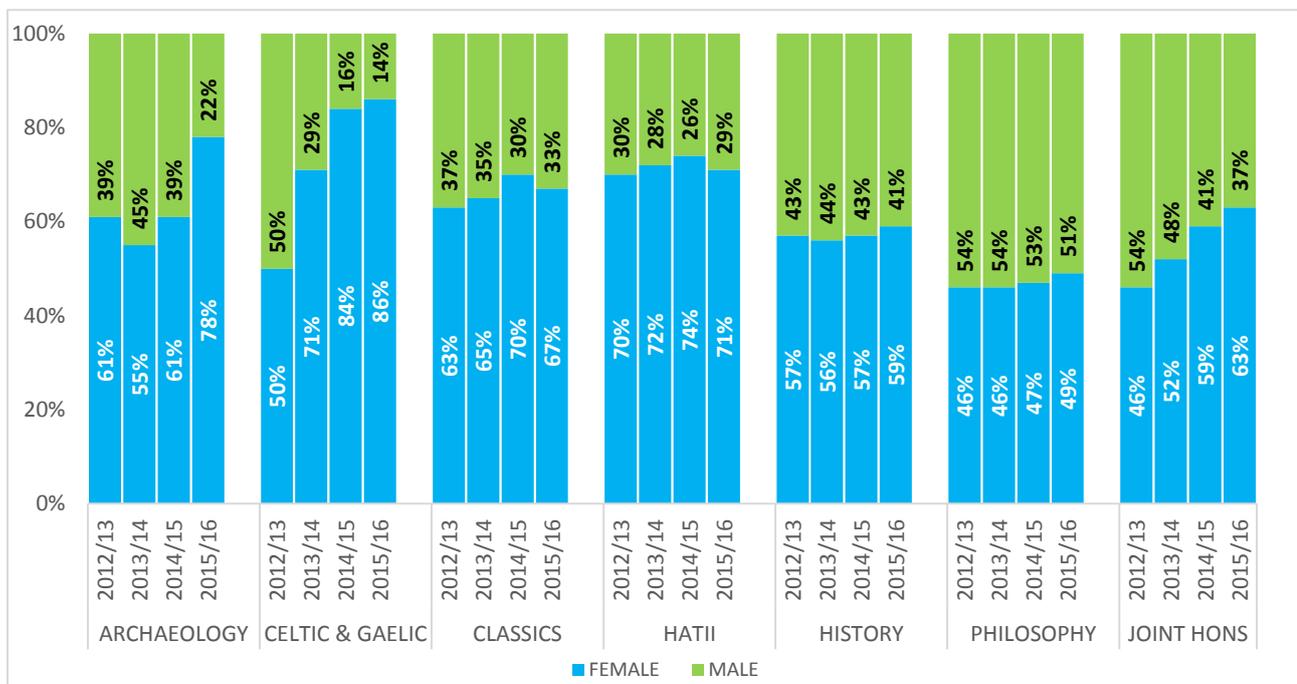
[1] For this reason, we do not disaggregate it by subject as it does not allow for any meaningful analysis.

Together, History and Philosophy accounted for 76% of the School's UG cohort in 2015/16. As such, the gender proportions seen in these subjects, although slightly under-representative of males when combined, mask the more significant under-representation of male students in other subjects. All those have seen the number and proportion of female students increase and males decrease over the reporting period.

The data demonstrate a concerning trend of male underrepresentation at UG level. This creates a complex issue when considered in the context of the underrepresentation of women in academic posts. However, we strive for gender equality in our UG cohorts and will take action to improve the underrepresentation of UG men. **[Action 3.1]**

Action 3.1 Increase percentage of male UG and PGT students in Archaeology, Classics, Celtic & Gaelic, and HATII.

    i.   Enhance our recruitment activities so that male students are encouraged to apply for these subjects via male staff representing these subjects at Open Days and on outreach activities.

    ii.   PGT conveners to identify high performing male UG students in these subjects to discuss progression to PGT study and support for applications.

    iii.   Ensure part-time study option is prominent in our course documents, online information, and at Open Days

---

Undergraduate Recruitment

Table 5. UG admissions (Apps, Offers, Accepts, Success and Acceptance Rates) by gender [2]

UG ADMISSIONS		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	1297	871	354	67%	41%
	MALE	993	594	236	60%	40%
2013	**TOTAL**	**2290**	**1465**	**590**	**64%**	**40%**
	FEMALE	1335	897	329	67%	37%
	MALE	912	572	228	63%	40%
2014	**TOTAL**	**2247**	**1469**	**557**	**65%**	**38%**
	FEMALE	1282	910	348	71%	38%
	MALE	795	530	207	67%	39%
2015	**TOTAL**	**2077**	**1440**	**555**	**69%**	**39%**

Figure 6. UG admissions (Apps, Offers and Accepts) by gender (%)
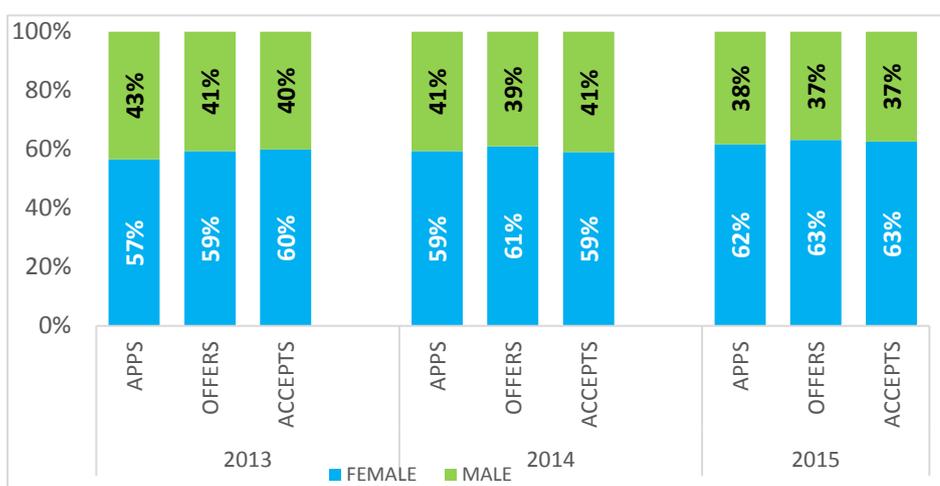
Applicants across the School as a whole are predominantly female, with the proportion of female applicants rising from 57% in 2013 to 62% in 2015. Male applicants are slightly less successful in terms of securing an offer although success rates have steadily improved over the period from 60% - 67%. However, differences in the rates of acceptance are marginal with no clear, significant, trends (e.g. for 2013 and 2015, there was only 1% difference between acceptance rates for male and female applicants).

The data do demonstrate a decline in both the number and proportion of male applicants across the period. In order to improve this, we will focus actions to ensure male staff and student participation and role modelling in outreach and recruitment activities. **[Action 3.1]**

When disaggregated by Subject, data show more pronounced variations – although smaller numbers involved can exaggerate trends or disparities.

---

[2] Admissions data was available for the last 3 years from the Marketing, Recruitment and Internationalisation Office during our Self-Assessment process.

Student Recruitment by Subject

ARCHAEOLOGY		APPS	OFFERS	ACCEPTS	Success Rate APPS-OFFERS	Acceptance Rate OFFERS-ACCEPTS
	FEMALE	55	37	9	67%	24%
	MALE	42	21	3	50%	14%
2013	**TOTAL**	**97**	**58**	**12**	**60%**	**21%**
	FEMALE	49	27	9	55%	33%
	MALE	23	15	4	65%	27%
2014	**TOTAL**	**72**	**42**	**13**	**58%**	**31%**
	FEMALE	39	24	11	62%	46%
	MALE	19	12	3	63%	25%
2015	**TOTAL**	**58**	**36**	**14**	**62%**	**39%**
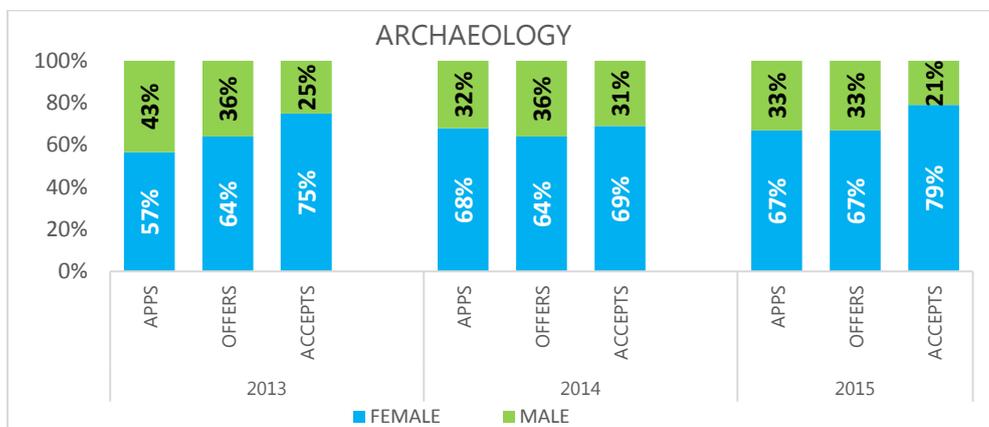
Data show a decline in overall Archaeology applications with fluctuating Success Rates (SRs) for male and female applicants. Female applicants predominated and female offer holders were more likely to accept their offers. Our actions to improve male representation in recruitment material and activities should help to improve male application rates, as well as the conversion of male offer holders to acceptances.

CELTIC & GAELIC		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	32	24	8	75%	33%
	MALE	13	6	3	46%	50%
2013	**TOTAL**	**45**	**30**	**11**	**67%**	**37%**
	FEMALE	39	19	10	49%	53%
	MALE	13	5	3	38%	60%
2014	**TOTAL**	**52**	**24**	**13**	**46%**	**54%**
	FEMALE	46	27	9	59%	33%
	MALE	12	4	1	33%	25%
2015	**TOTAL**	**58**	**31**	**10**	**53%**	**32%**
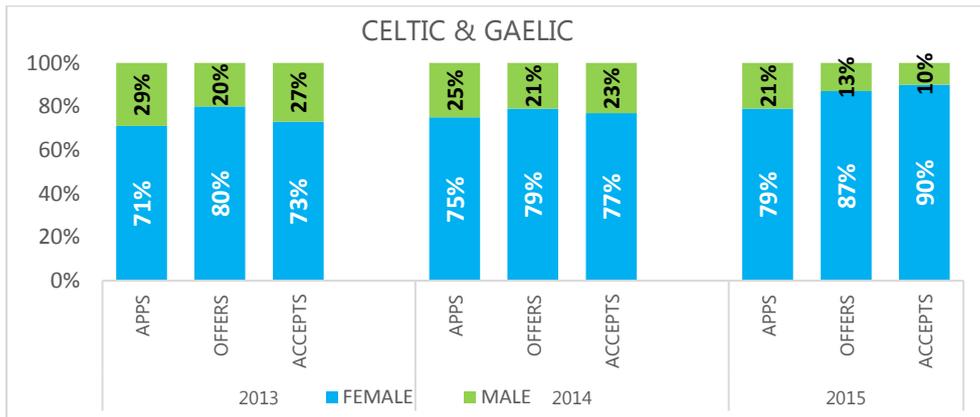
Both the number and proportion of applications from women to Celtic & Gaelic increased from 2013-15, amounting to c. 80% of applications in 2015. There was a drop in male acceptance rates, with only one male student (from a class of 10) joining in 2015. As with Archaeology, we will address these imbalances through a range of recruitment measures. **[Action 3.1].**

CLASSICS		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
2013	FEMALE	128	84	37	66%	44%
	MALE	62	39	14	63%	36%
	TOTAL	**190**	**123**	**51**	**65%**	**41%**
2014	FEMALE	140	109	42	78%	39%
	MALE	53	37	16	70%	43%
	TOTAL	**193**	**146**	**58**	**76%**	**40%**
2015	FEMALE	127	102	29	80%	28%
	MALE	42	33	12	79%	36%
	TOTAL	**169**	**135**	**41**	**80%**	**30%**
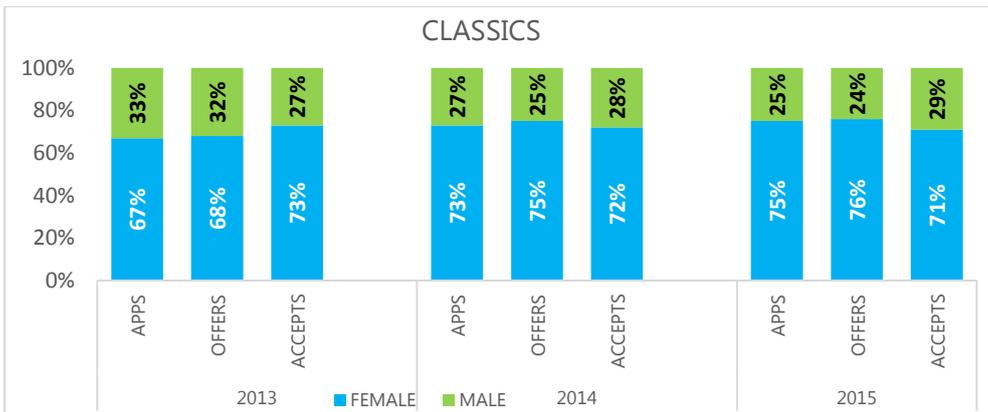
The number and proportion of male applicants to Classics fell over the period. Generally, men enjoyed similar SRs to women and were progressively more likely to accept offers over the period. Improved profiling of male staff and students in Classics, particularly as part of our outreach and widening participation activity, will form part of our actions to address male underrepresentation. **[Action 3.1]**.

HATII		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	83	47	20	57%	43%
	MALE	55	20	6	36%	30%
2013	TOTAL	138	67	26	49%	39%
	FEMALE	102	57	22	56%	39%
	MALE	78	35	12	45%	34%
2014	TOTAL	180	92	34	51%	37%
	FEMALE	101	59	19	58%	32%
	MALE	68	27	8	40%	30%
2015	TOTAL	169	86	27	51%	31%
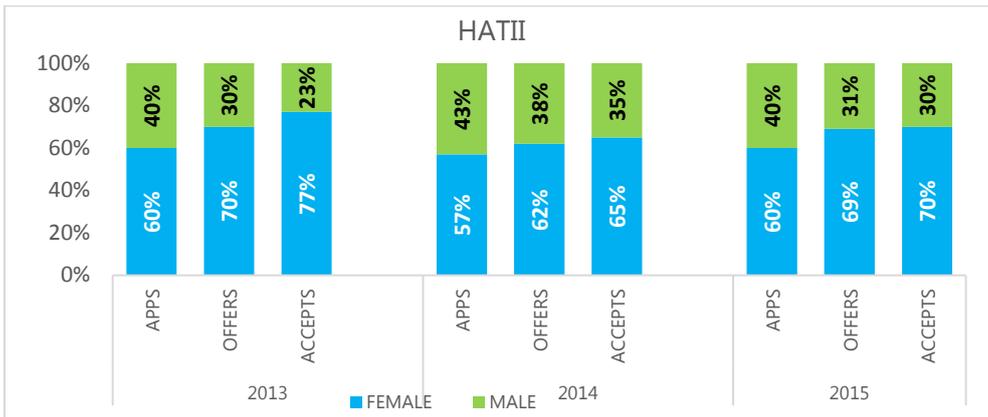
Women applying to Information Studies (HATII) outnumbered men and were more likely to secure an offer, but were only slightly more likely to accept it. HATII includes a large digital and gaming component and so it is interesting to note that this is particularly attractive to women.

HISTORY		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	696	489	200	70%	41%
	MALE	524	344	152	66%	44%
2013	TOTAL	1220	833	352	68%	42%
	FEMALE	667	461	166	69%	36%
	MALE	481	309	129	64%	42%
2014	TOTAL	1148	770	295	67%	38%
	FEMALE	646	488	211	76%	43%
	MALE	436	314	134	72%	43%
2015	TOTAL	1082	802	345	74%	43%

HISTORY

	2013			2014			2015		
	APPS	OFFERS	ACCEPTS	APPS	OFFERS	ACCEPTS	APPS	OFFERS	ACCEPTS
MALE	43%	41%	43%	42%	40%	44%	40%	39%	39%
FEMALE	57%	59%	57%	58%	60%	56%	60%	61%	61%
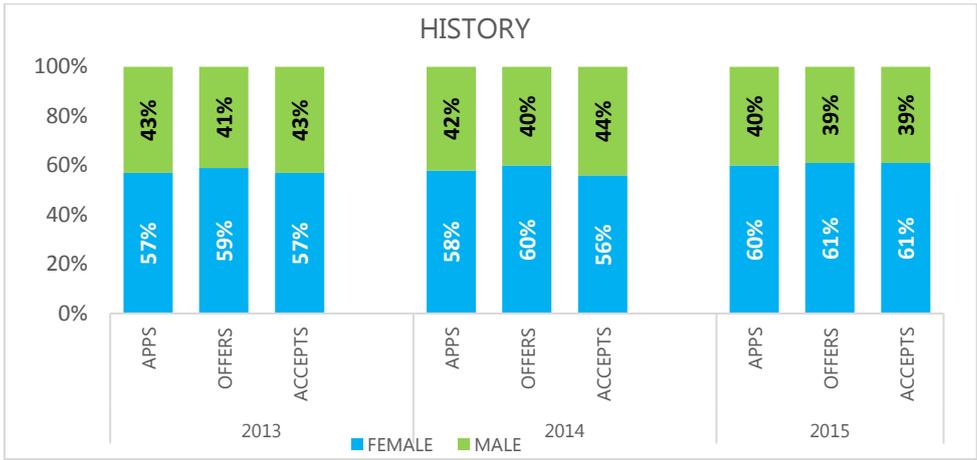
FEMALE   MALE

PHILOSOPHY		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	207	129	52	62%	40%
	MALE	221	124	45	56%	36%
2013	**TOTAL**	**428**	**253**	**97**	**59%**	**38%**
	FEMALE	243	158	55	65%	35%
	MALE	188	126	47	67%	37%
2014	**TOTAL**	**431**	**284**	**102**	**66%**	**36%**
	FEMALE	217	143	47	66%	33%
	MALE	177	114	43	64%	38%
2015	**TOTAL**	**394**	**257**	**90**	**65%**	**35%**
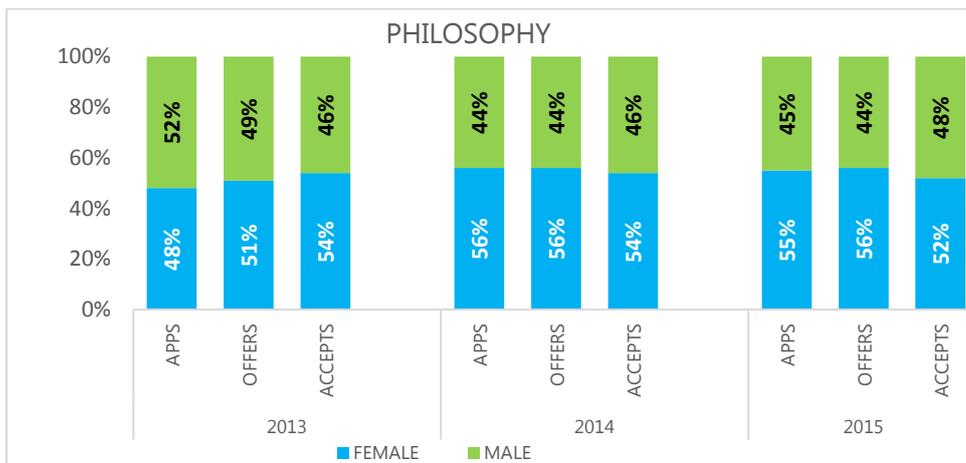
Disparities in the gender balance of successful applications are less striking in the largest subjects, History and Philosophy. Female History applicants are marginally but consistently more successful, while male/female acceptance rates are similar, with slight deviation from this trend for female offerholders in 2014.

Philosophy experienced a small decrease in females accepting offers, relative to male applicants, over the period. Overall acceptances by men and women decreased, although we will continue to review this to ensure that it does not point to a consistent trend in a drop-off of female offer holders accepting places on the Philosophy degree programme. **[Action 3.4]**

> **Action 3.4** All subject areas to monitor number of acceptances to offers at UG and PG levels, and evaluate steps taken in recruitment and admission

JOINT HONS		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	96	61	28	64%	46%
	MALE	76	40	13	53%	33%
2013	**TOTAL**	**172**	**101**	**41**	**59%**	**41%**
	FEMALE	95	66	25	69%	38%
	MALE	76	45	17	59%	38%
2014	**TOTAL**	**171**	**111**	**42**	**65%**	**38%**
	FEMALE	106	67	22	63%	33%
	MALE	41	26	6	63%	23%
2015	**TOTAL**	**147**	**93**	**28**	**63%**	**30%**
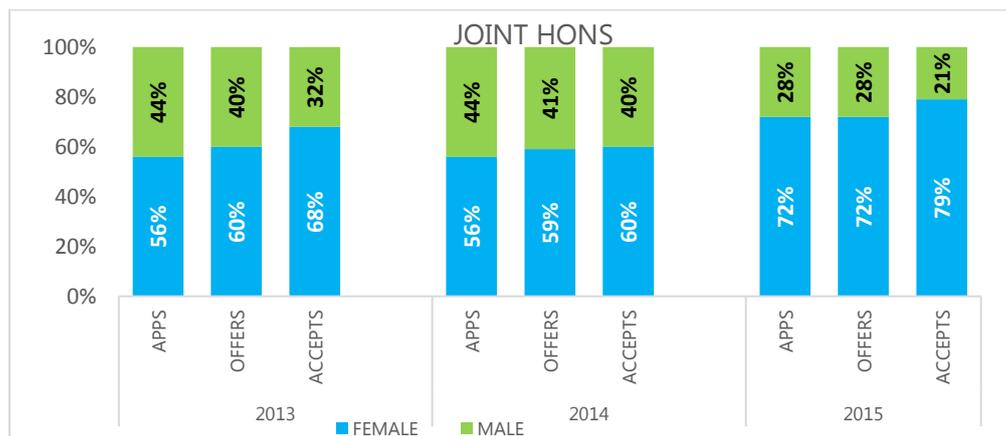
Given the underrepresentation of men within the School and across the College of Arts (32% male UG in 2015/16), where many of the joint programmes will be based, it is perhaps unsurprising that student recruitment to these programmes is biased towards women.

Our plans to improve the gender balance across our programmes as outlined above **[Action 3.1]** will impact joint programmes, and we will also work to coordinate efforts with Schools across the College as they also embark on embedding the Athena SWAN Charter. **[Actions 2.6, 3.1]**

Action 2.6 SAT to work with other Schools to help embed Athena SWAN activity throughout the College of Arts.

Action 3.1 Increase percentage of male UG and PGT students in Archaeology, Classics, Celtic & Gaelic, and HATII.

    i.   Enhance our recruitment activities so that male students are encouraged to apply for these subjects via male staff representing these subjects at Open Days and on outreach activities.

    ii.   PGT conveners to identify high performing male UG students in these subjects to discuss progression to PGT study and support for applications.

    iii.   Ensure part-time study option is prominent in our course documents, online information, and at Open Days

Undergraduate Attainment
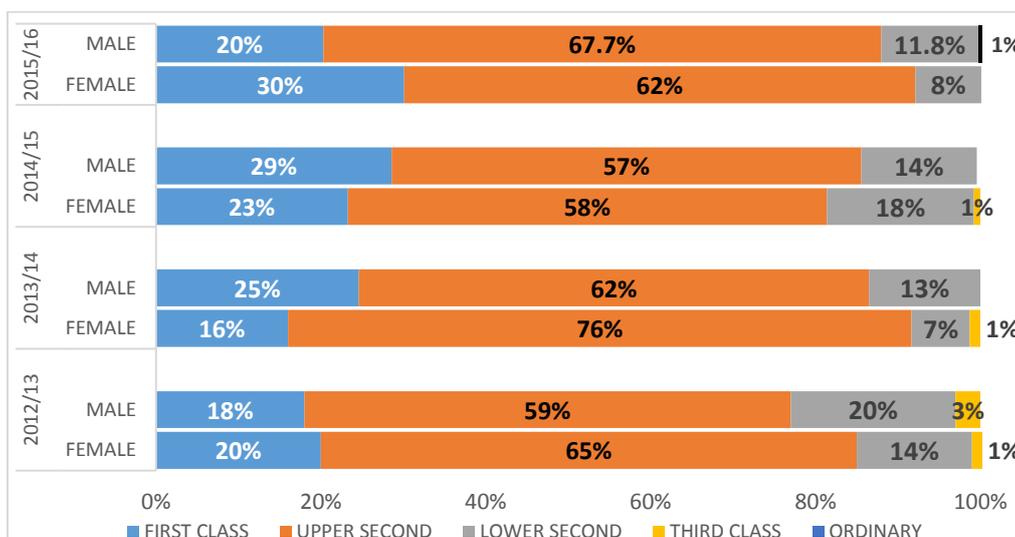
Table 6. Undergraduate attainment for all subjects by degree class by gender

UNDERGRADUATE		FULL TIME		PART TIME		TOTAL	
		FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2012/13	FIRST CLASS	39 **(58%)**	28 **(42%)**	1 **(50%)**	1 **(50%)**	40 **(58%)**	29 **(42%)**
	UPPER SECOND	127 **(58%)**	92 **(42%)**	3 **(100%)**	0 **(0%)**	130 **(59%)**	92 **(41%)**
	LOWER SECOND	28 **(47%)**	31 **(53%)**	0 **(0%)**	1 **(100%)**	28 **(47%)**	32 **(53%)**
	THIRD CLASS	1 **(20%)**	4 **(80%)**	0 **(n/a)**	0 **(n/a)**	1 **(20%)**	4 **(80%)**
	TOTAL	**195 (56%)**	**155 (44%)**	**4 (67%)**	**2 (33%)**	**199 (56%)**	**157 (44%)**
2013/14	FIRST CLASS	25 **(45%)**	31 **(55%)**	0 **(n/a)**	0 **(n/a)**	25 **(45%)**	31 **(55%)**
	UPPER SECOND	118 **(60%)**	78 **(40%)**	1 **(50%)**	1 **(50%)**	119 **(60%)**	79 **(40%)**
	LOWER SECOND	11 **(39%)**	17 **(61%)**	0 **(0%)**	1 **(100%)**	11 **(38%)**	18 **(62%)**
	THIRD CLASS	2 **(100%)**	0 **(0%)**	0 **(n/a)**	0 **(n/a)**	2 **(100%)**	0 **(0%)**
	TOTAL	**156 (55%)**	**126 (45%)**	**1 (33%)**	**2 (67%)**	**157 (55%)**	**128 (45%)**
2014/15	FIRST CLASS	30 **(54%)**	26 **(46%)**	0 **(0%)**	1 **(100%)**	30 **(53%)**	27 **(47%)**
	UPPER SECOND	75 **(58%)**	54 **(42%)**	1 **(100%)**	0 **(0%)**	76 **(58%)**	54 **(42%)**
	LOWER SECOND	23 **(68%)**	11 **(32%)**	0 **(0%)**	2 **(100%)**	23 **(64%)**	13 **(36%)**
	THIRD CLASS	1 **(100%)**	0 **(0%)**	0 **(n/a)**	0 **(n/a)**	1 **(100%)**	0 **(0%)**
	TOTAL	**129 (59%)**	**91 (41%)**	**1 (25%)**	**3 (75%)**	**130 (58%)**	**94 (42%)**
2015/16	FIRST CLASS	53 **(66%)**	27 **(34%)**	0 **(n/a)**	0 **(n/a)**	53 **(66%)**	27 **(34%)**
	UPPER SECOND	108 **(55%)**	90 **(45%)**	1 **(33%)**	2 **(67%)**	109 **(54%)**	92 **(46%)**
	LOWER SECOND	15 **(48%)**	16 **(52%)**	0 **(n/a)**	0 **(n/a)**	15 **(48%)**	16 **(52%)**
	THIRD CLASS	0 **(n/a)**	0 **(n/a)**	0 **(n/a)**	0 **(n/a)**	0 **(n/a)**	0 **(n/a)**
	ORDINARY	0 **(n/a)**	0 **(n/a)**	0 **(0%)**	1 **(100%)**	0 **(0%)**	1 **(100%)**
	TOTAL	**176 (57%)**	**133 (43%)**	**1 (25%)**	**3 (75%)**	**177 (57%)**	**136 (43%)**

Attainment data in Table 6 show that:

- In 3/4 years analysed, majority of first class degrees awarded to female students;
- Across the whole period majority of upper second degrees awarded to female students;
- Male students awarded majority of lower second degrees in all but one of years analysed.

Figure 7. Undergraduate attainment by degree class as percentage of the cohort by gender (full-time and part-time)

2015/16
MALE: 20% | 67.7% | 11.8% | 1%
FEMALE: 30% | 62% | 8%

2014/15
MALE: 29% | 57% | 14%
FEMALE: 23% | 58% | 18% | 1%

2013/14
MALE: 25% | 62% | 13%
FEMALE: 16% | 76% | 7% | 1%

2012/13
MALE: 18% | 59% | 20% | 3%
FEMALE: 20% | 65% | 14% | 1%

FIRST CLASS | UPPER SECOND | LOWER SECOND | THIRD CLASS | ORDINARY

When considered as a proportion of the cohort by gender in Fig. 7, data show that:

- Majority of male and female students likely to have achieved upper second hons degrees over the reporting period;
- Very low proportions of male and female students graduating with lower second degrees, with male students showing slightly higher likelihood of this outcome in 3/4 years analysed but with very minor differences and large percentage differences due to small numbers.
- Extremely low proportions of male/female students receiving Third Class and Ordinary degrees, with no significant trends by gender.

Because full-time UGs constitute the overwhelming majority of UG cohort, degree attainment for full-time students is representative of overall student body as above.

Although the numbers are extremely low, we disaggregate UG attainment data by subject in order to be sure that there is no clear gender bias in the assessment culture at subject-level.

ARCHAEOLOGY		FIRST CLASS	UPPER SECOND	LOWER SECOND	THIRD CLASS	ORDINARY	Total
2012/13	FEMALE	1 (50%)	6 (60%)	0 (0%)	0 (n/a)	0 (n/a)	7 (50%)
	MALE	1 (50%)	4 (40%)	2 (100%)	0 (n/a)	0 (n/a)	7 (50%)
2013/14	FEMALE	3 (75%)	6 (60%)	1 (50%)	1 (100%)	0 (n/a)	11 (65%)
	MALE	1 (25%)	4 (40%)	1 (50%)	0 (0%)	0 (n/a)	6 (35%)
2014/15	FEMALE	1 (33%)	2 (50%)	2 (40%)	0 (n/a)	0 (n/a)	5 (42%)
	MALE	2 (67%)	2 (50%)	3 60%)	0 (n/a)	0 (n/a)	7 (58%)
2015/16	FEMALE	3 (100%)	5 (50%)	2 (67%)	0 (n/a)	0 (0%)	10 (59%)
	MALE	0 (0%)	5 (50%)	1 (33%)	0 (n/a)	1 (100%)	7 (41%)
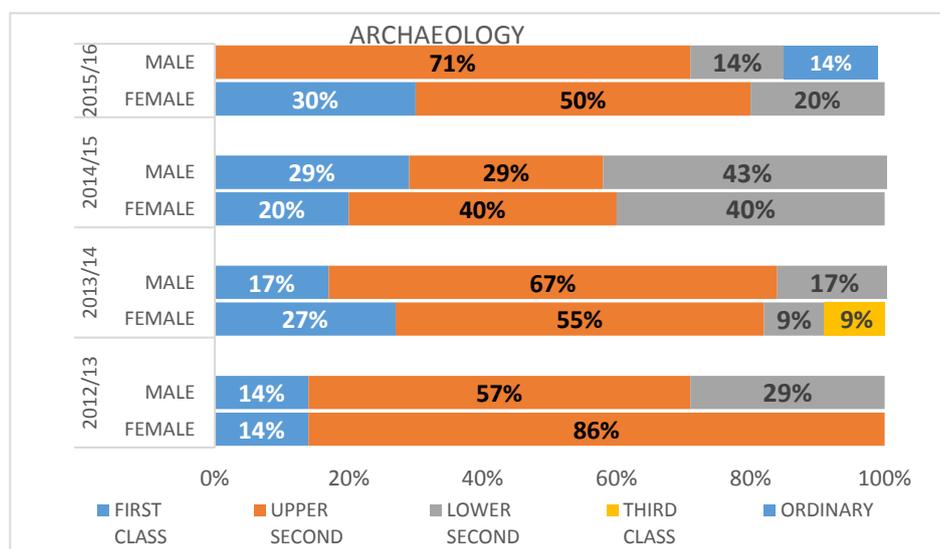
The table for Archaeology shows that:

- over last 2 years, equal proportions of upper second degrees awarded to male and female students, with no clear trends by gender in distribution of all other outcomes over the period.

Figure data for Archaeology demonstrate that:

- female students slightly more likely to achieve first class and upper second degrees and less likely to achieve lower second degrees compared to male students over the period.

Considering the extremely small numbers and lack of discernible significant trends, data do not suggest gender bias in relation to overall attainment within Archaeology.

CELTIC & GAELIC		FIRST CLASS	UPPER SECOND	LOWER SECOND	THIRD CLASS	ORDINARY	Total
2012/13	FEMALE	0 (0%)	2 (40%)	1 (50%)	0 (n/a)	0 (n/a	3 (33%)
	MALE	2 (100%)	3 (60%)	1 (50%)	0 (n/a)	0 (n/a	6 (67%)
2013/14	FEMALE	0 (0%)	4 (67%)	1 (100%)	0 (n/a)	0 (n/a	5 (62.5%)
	MALE	1 (100%)	2 (33%)	0 (0%)	0 (n/a)	0 (n/a	3 (37.5%)
2014/15	FEMALE	0 (0%)	6 (100%)	2 (67%)	0 (n/a)	0 (n/a	8 (73%)
	MALE	2 (100%)	0 (0%)	1 (33%)	0 (n/a)	0 (n/a	3 (27%)
2015/16	FEMALE	2 (67%)	2 (100%)	0 (n/a)	0 (n/a)	0 (n/a	4 (80%)
	MALE	1 (33%)	0 (0%)	0 (n/a)	0 (n/a)	0 (n/a	1 (20%)
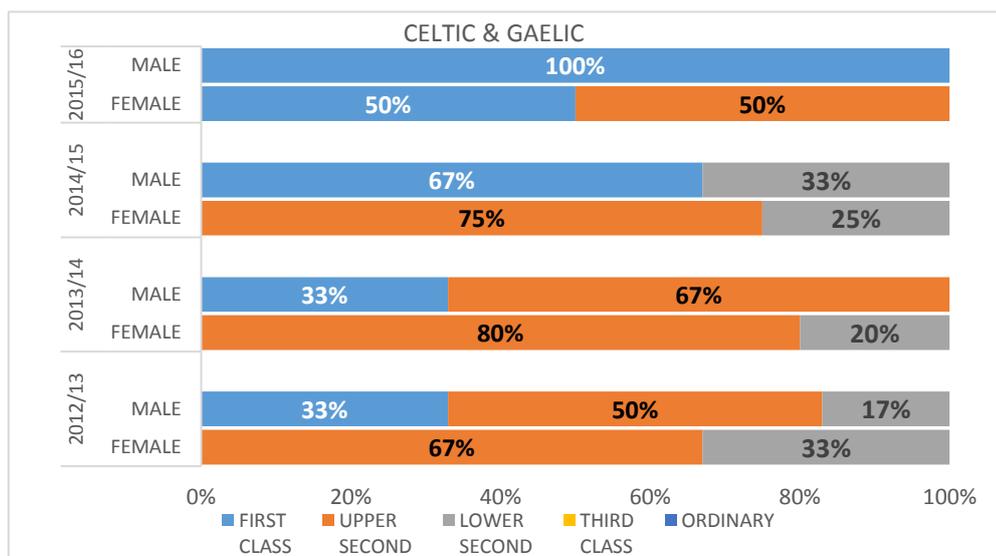
Women comprise the majority of Celtic & Gaelic graduates, and hence, the majority of graduates across all degree outcomes except at first class honours level. No women achieved first class honours degrees in 3/4 of the years analysed, whereas male students achieved first class degrees in each year of the reporting period.

We will review degree outcomes by gender to ensure that comparative improvements in female attainment continue and are not due to an outlier year in 2015/16. [**Actions 1.6, 3.5**]

CLASSICS		FIRST CLASS	UPPER SECOND	LOWER SECOND	THIRD CLASS	ORDINARY	Total
2012/13	FEMALE	8 (57%)	13 (72%)	4 (57%)	0 (0%)	0 (n/a)	25 (62.5%)
	MALE	6 (43%)	5 (28%)	3 (43%)	1 (100%)	0 (n/a)	15 (37.5%)
2013/14	FEMALE	2 (50%)	11 (79%)	1 (33%)	0 (n/a)	0 (n/a)	14 (67%
	MALE	2 (50%)	3 (21%)	2 (67%)	0 (n/a)	0 (n/a)	7 (33%)
2014/15	FEMALE	2 (100%)	2 (67%)	3 (100%)	0 (n/a)	0 (n/a)	7 (87.5%)
	MALE	0 (0%)	1 (33%)	0 (0%)	0 (n/a)	0 (n/a)	1 (12.5%)
2015/16	FEMALE	4 (100%)	8 (53%)	3 (100%)	0 (n/a)	0 (n/a)	15 (68%)
	MALE	0 (0%)	7 (47%)	0 (0%)	0 (n/a)	0 (n/a)	7 (32%)
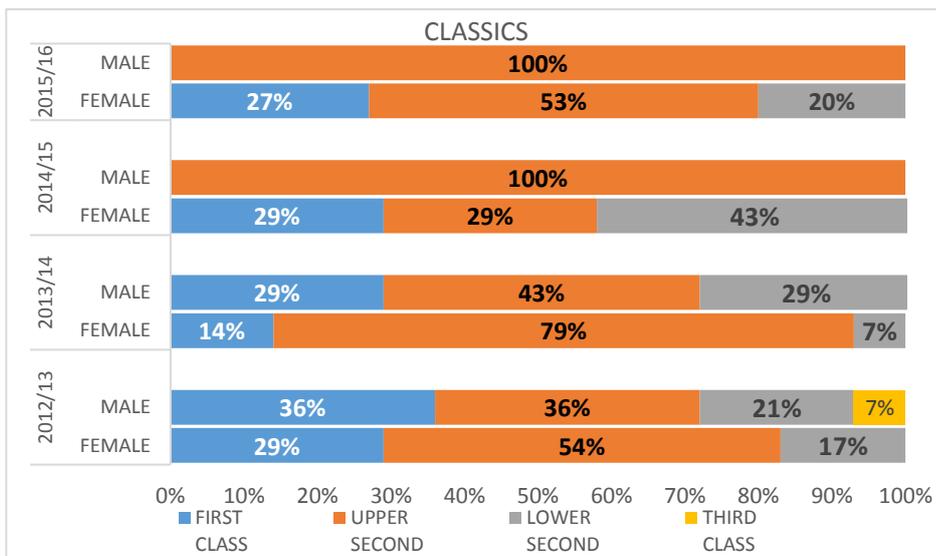
Percentages of women being awarded first class degrees is stable across the four years in Classics, with the male attainment improving at the upper second level during this time. Women constitute the large majority of graduates, which is reflected in the gender distribution across all degree outcomes for the period.

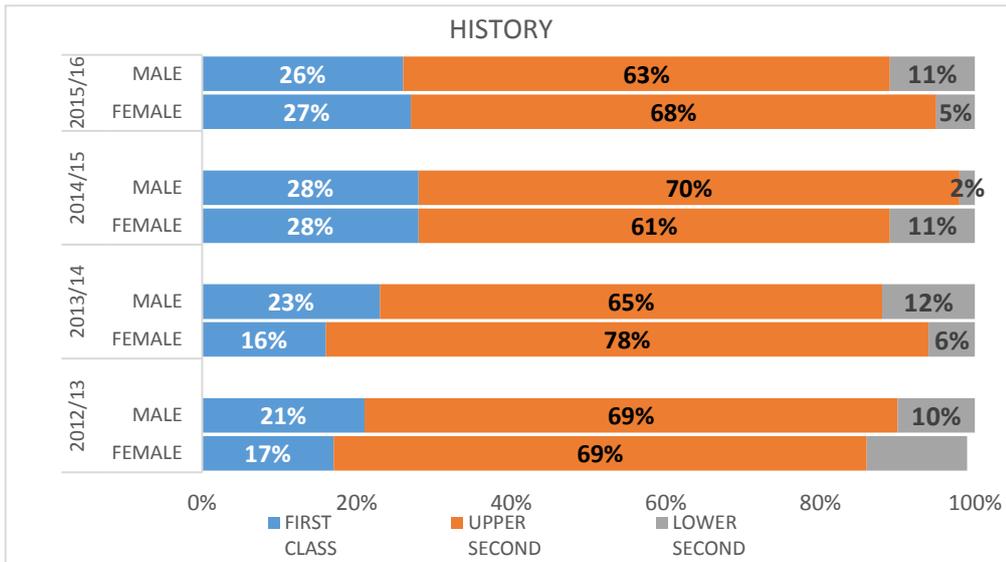| HATII		FIRST CLASS	UPPER SECOND	LOWER SECOND	THIRD CLASS	ORDINARY	Total
2012/13	**FEMALE**	1 (50%)	6 (86%)	1 (50%)	0 (n/a)	0 (n/a)	8 (73%)
	MALE	1 (50%)	1 (14%)	1 (50%)	0 (n/a)	0 (n/a)	3 (27%)
2013/14	**FEMALE**	1 (100%)	5 (71%)	0 (0%)	0 (n/a)	0 (n/a)	6 (75%)
	MALE	0 (0%)	2 (29%)	0 (0%)	0 (n/a)	0 (n/a)	2 (25%)
2014/15	**FEMALE**	2 (100%)	6 (75%)	1 (100%)	1 (100%)	0 (n/a)	10 (83%)
	MALE	0 (0%)	2 (25%)	0 (0%)	0 (0%)	0 (n/a)	2 (17%)
2015/16	**FEMALE**	6 (100%)	11 (69%)	0 (0%)	0 (n/a)	0 (n/a)	17 (74%)
	MALE	0 (0%)	5 (31%)	1 (100%)	0 (n/a)	0 (n/a)	6 (26%)
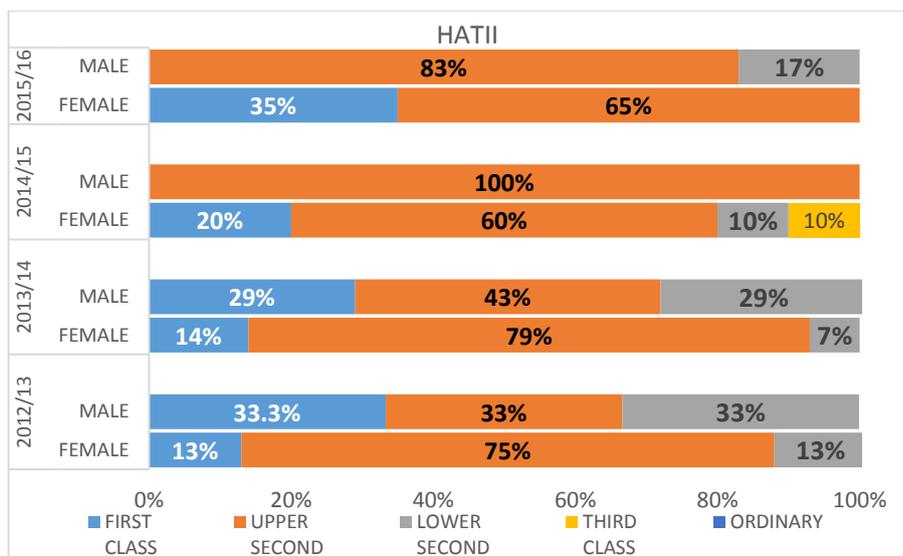
The majority of all HATII graduates achieve upper second degrees, with very low numbers graduating with lower second and third class degrees and no consistent gendered trends to suggest cause for concern. Female students are proportionately more likely to secure first class honours degrees, with no male students awarded a first class degree since 2012/13.

All students have access to equitable support from the School and via the Student Learning Service. Given the underrepresentation of male students in HATII generally, we will ensure that 4th year honours students are given the option to have a dissertation supervisor of the same gender, having learnt from STEMM colleagues that this action has helped their female students [**Action 3.6**]. We will also require all staff who mark course work and sit on examination boards to undertake unconscious bias training to mitigate for any implicit bias in their decision-making. [**Action 3.7**]

Action 3.6   Ensure that Senior Honours students are given the option to have a dissertation supervisor of the same gender, so as to achieve gender balance in attainment across all subjects

Action 3.7   Ensure that all staff who mark course materials have undertaken unconscious bias training

HISTORY		FIRST CLASS	UPPER SECOND	LOWER SECOND	THIRD CLASS	ORDINARY	Total
2012/13	FEMALE	17 (55%)	68 (59%)	13 (65%)	0 (n/a)	0 (n/a)	98 (59%)
	MALE	14 (45%)	47 (41%)	7 (35%)	0 (n/a)	0 (n/a)	68 (41%)
2013/14	FEMALE	14 (47%)	68 (60%)	5 (38%)	0 (n/a)	0 (n/a)	87 (56%)
	MALE	16 (53%)	45 (40%)	8 (62%)	0 (n/a)	0 (n/a)	69 (44%)
2014/15	FEMALE	20 (61%)	43 (57%)	8 (89%)	0 (n/a)	0 (n/a)	71 (60%)
	MALE	13 (39%)	33 (43%)	1 (21%)	0 (n/a)	0 (n/a)	47 (40%)
2015/16	FEMALE	25 (54%)	64 (56%)	5 (36%)	0 (n/a)	0 (n/a)	94 (54%)
	MALE	21 (46%)	50 (44%)	9 (64%)	0 (n/a)	0 (n/a)	80 (46%)

Female students constitute the majority of students and thus, graduates, awarded at each level. Over the period women and men were similarly likely to receive each of the degree outcomes, with no consistent trends at lower levels of attainment.

| PHILOSOPHY		FIRST CLASS	UPPER SECOND	LOWER SECOND	THIRD CLASS	ORDINARY	Total
2012/13	**FEMALE**	8 (57%)	28 (54%)	6 (30%)	1 (25%)	0 (n/a)	43 (48%)
	MALE	6 (43%)	24 (46%)	14 (70%)	3 (75%)	0 (n/a)	47 (52%)
2013/14	**FEMALE**	4 (31%)	23 (57.5%)	3 (30%)	1 (100%)	0 (n/a)	31 (48%)
	MALE	9 (69%)	17 (42.5%)	7 (70%)	0 (0%)	0 (n/a)	33 (52%)
2014/15	**FEMALE**	4 (29%)	15 (52%)	7 (50%)	0 (n/a)	0 (n/a)	26 (46%)
	MALE	10 (71%)	14 (48%)	7 (50%)	0 (n/a)	0 (n/a)	31 (54%)
2015/16	**FEMALE**	10 (67%)	17 (44%)	3 (37.5%)	0 (n/a)	0 (n/a)	30 (48%)
	MALE	5 (33%)	22 (56%)	5 62.5%)	0 (n/a)	0 (n/a)	32 (52%)
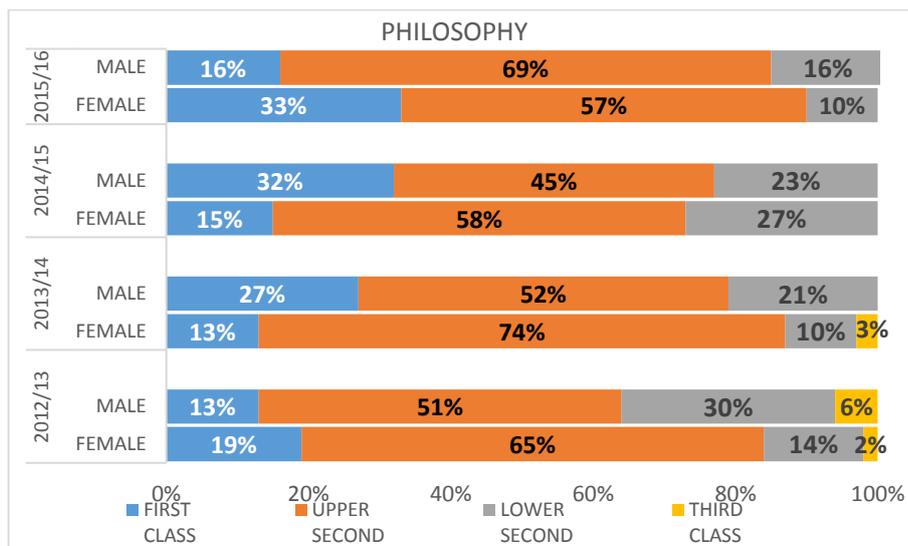
In Philosophy the distribution of firsts awarded by gender varies, with the majority awarded to women in 2012/13 and 2015/16, with the opposite picture in 2013/14 and 2014/15; this is mirrored in terms of the proportions of male/female students being awarded firsts. Over the whole period, women were more likely to achieve upper second degrees than men, with men slightly more likely to achieve lower second degrees. This evened out in 2014/15, showing only a slight difference in 2015/16.

JOINT HONS		FIRST CLASS	UPPER SECOND	LOWER SECOND	THIRD CLASS	ORDINARY	Total
2012/13	FEMALE	2 (67%)	5 (45%)	3 (50%)	0 (n/a)	0 (n/a)	10 (50%)
	MALE	1 (33%)	6 (55%)	3 (50%)	0 (n/a)	0 (n/a)	10 (50%)
2013/14	FEMALE	1 (33%)	2 (25%)	0 (0%)	0 (n/a)	0 (n/a)	3 (27%)
	MALE	2 (67%)	6 (75%)	0 (0%)	0 (n/a)	0 (n/a)	8 (73%)
2014/15	FEMALE	1 (100%)	2 (50%)	0 (0%)	0 (n/a)	0 (n/a)	3 (50%)
	MALE	0 (0%)	2 (50%)	1 (100%)	0 (n/a)	0 (n/a)	3 (50%)
2015/16	FEMALE	3 (100%)	2 (40%)	2 (100%)	0 (n/a)	0 (n/a)	7 (70%)
	MALE	0 (0%)	3 (60%)	0 (0%)	0 (n/a)	0 (n/a)	3 (30%)
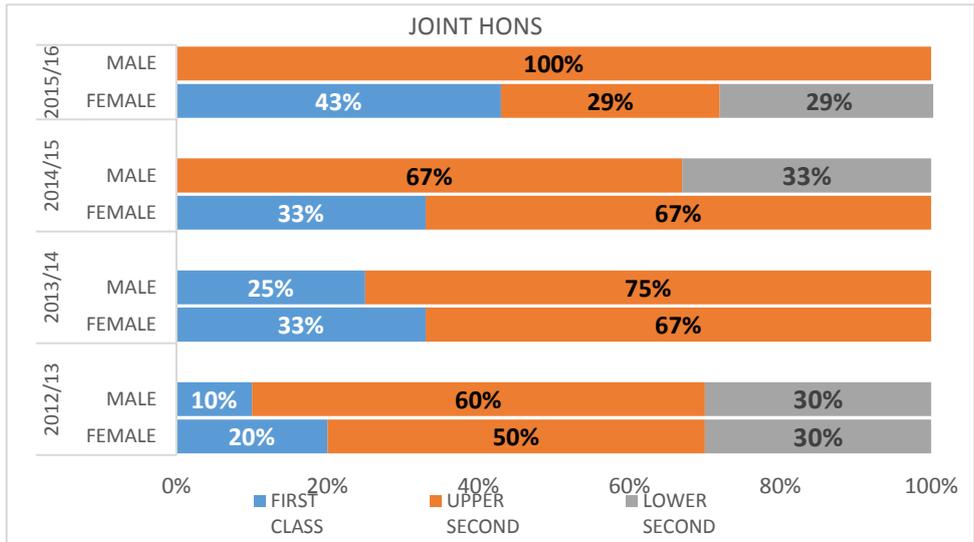
Joint honours data are extremely small and demonstrate no clear gender trends for most degree types.

Female joint students, however, do seem more likely to attain a first class degree than their male counterparts, but this observation must be considered in conjunction with other fluctuations in the data in relation to the awards of upper and lower second class degrees.

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

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

Table 7. PGT students by gender and academic load (n)

PGT	2012/13		2013/14		2014/15		2015/16	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
FULL TIME	65	44	77	73	88	59	98	41
PART TIME	14	11	15	15	23	8	21	10
TOTAL	79	55	92	88	111	67	119	51

Figure 8. Total PGT students by gender (%)
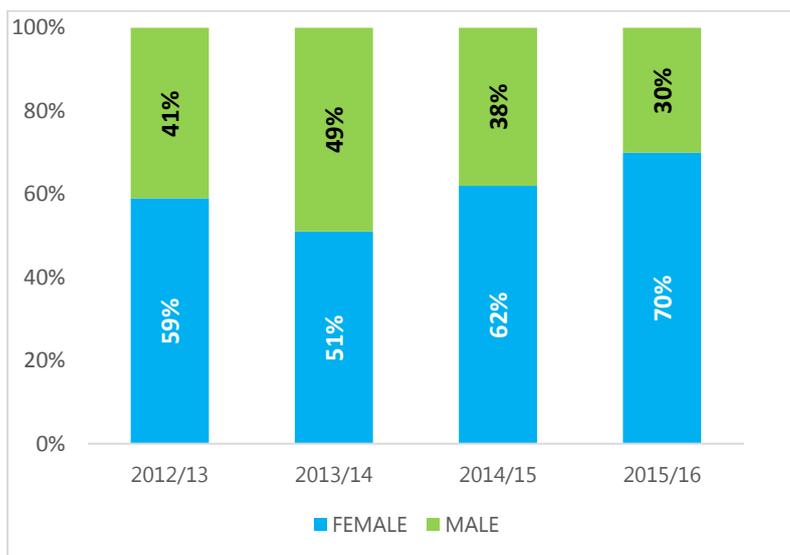
Gender ratio across the School's PGT provision shows the proportion of female students increasing year-on-year over the last three years to 2015/16 (**Figure 8**).

Figure 9: Total Full Time PGT students by gender (%)

Figure 10: Total Part Time PGT students by gender (%)

The proportion of full-time female PGT students for 2015/16 (70%) exceeds the benchmark figure for non-SET subjects (61%) and far outstrips that for Historical & Philosophical Studies (55%).

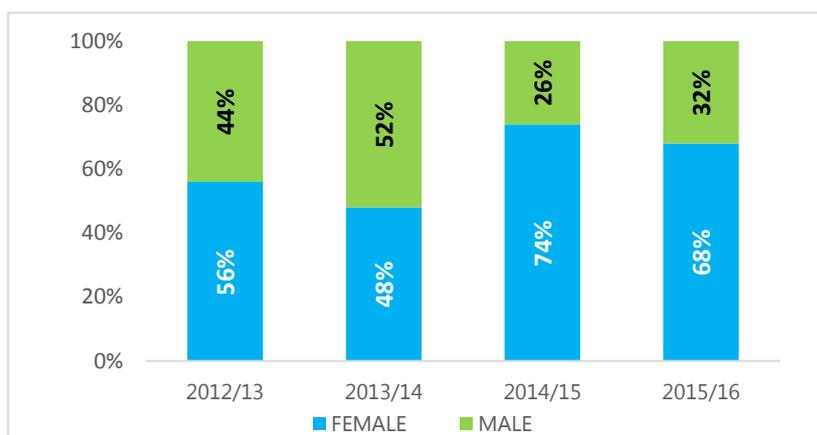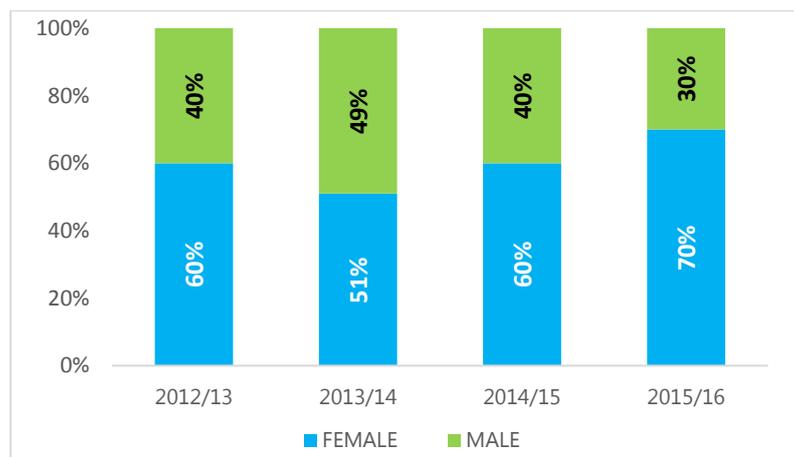The gender ratio does fluctuate over the four years of available data, but there is a trend towards a greater proportion of female students studying on both a part-time and full-time basis.

Table 8. Full-time PGT students by gender and programme (n)

FULL-TIME		ARCH.		CELTIC & GAELIC		CLASSICS		HATII		HISTORY		PHIL.	
	FEMALE	5	(45%)	9	(69%)	1	(50%)	41	(73%)	6	(32%)	3	(37.5%)
	MALE	6	(55%)	4	(31%)	1	(50%)	15	(27%)	13	(68%)	5	(62.5%)
2012/13	TOTAL	11	(100%)	13	(100%)	2	(100%)	56	(100%)	19	(100%)	8	(100%)
	FEMALE	13	(45%)	0	-	2	(29%)	43	(66%)	17	(43%)	2	(22%)
	MALE	16	(55%)	0	-	5	(71%)	22	(34%)	23	(58%)	7	(78%)
2013/14	TOTAL	29	(100%)	0	-	7	(100%)	65	(100%)	40	(100%)	9	(100%)
	FEMALE	12	(57%)	2	(50%)	4	(80%)	47	(82%)	19	(39%)	4	(36%)
	MALE	9	(43%)	2	(50%)	1	(20%)	10	(18%)	30	(61%)	7	(64%)
2014/15	TOTAL	21	(100%)	4	(100%)	5	(100%)	57	(100%)	49	(100%)	11	(100%)
	FEMALE	16	(57%)	2	(100%)	0	-	59	(86%)	20	(57%)	1	(17%)
	MALE	12	(43%)	0	-	0	-	10	(14%)	15	(43%)	5	(83%)
2015/16	TOTAL	28	(100%)	2	(100%)	0	-	69	(100%)	35	(100%)	6	(100%)

Figure 11: Full-time PGT students by gender and programme (%)
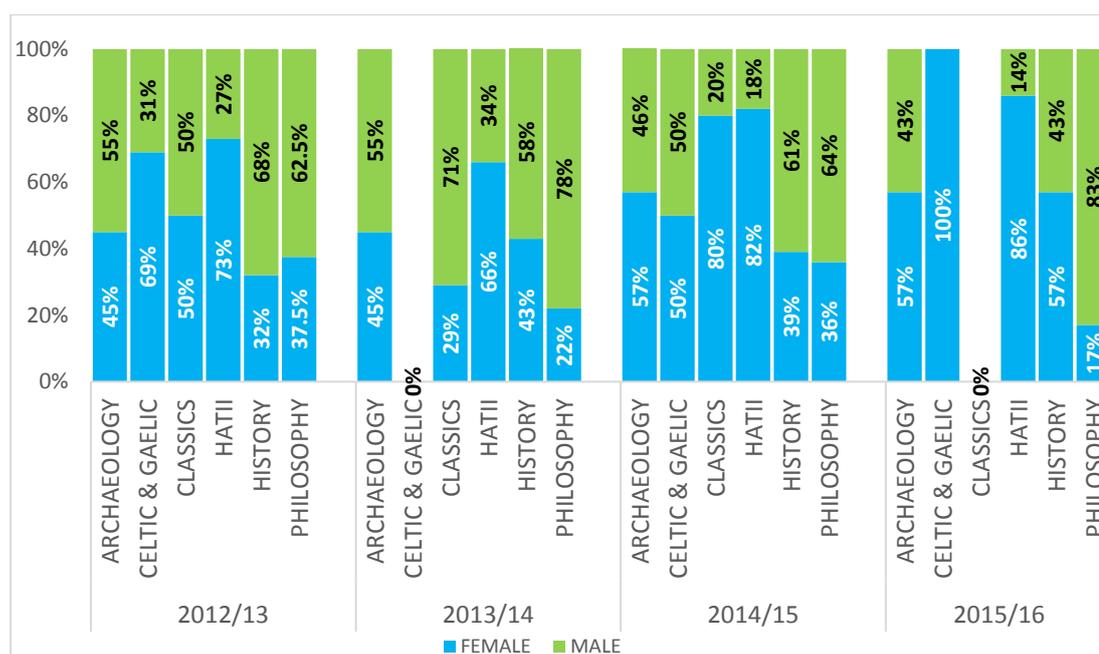
Table 9. Part-time PGT students by gender and programme[3]

PART-TIME		ARCH.	CELTIC & GAELIC	CLASSICS	HATII	HISTORY	PHIL.
2012/13	**FEMALE**	3 (50%)	0 –	1 (100%)	6 (60%)	1 (25%)	3 (75%)
	MALE	3 (50%)	0 –	0 (0%)	4 (40%)	3 (75%)	1 (25%)
	TOTAL	6 (100%)	0 –	1 (100%)	10 (100%)	4 (100%)	4 (100%)
2013/14	**FEMALE**	3 (50%)	0 –	1 (100%)	9 (90%)	0 (0%)	1 (33%)
	MALE	3 (50%)	0 –	0 (0%)	1 (10%)	9 (100%)	2 (67%)
	TOTAL	6 (100%)	0 –	1 (100%)	10 (100%)	9 (100%)	3 (100%)
2014/15	**FEMALE**	5 (71%)	0 –	0 (0%)	16 (100%)	2 (40%)	0 (0%)
	MALE	2 (29%)	0 –	1 (100%)	0 (0%)	3 (60%)	2 (100%)
	TOTAL	7 (100%	0 –	1 (100%)	16 (100%)	5 (100%)	2 (100%)
2015/16	**FEMALE**	2 (33%)	0 –	0 (0%)	15 (94%)	4 (80%)	0 (0%)
	MALE	4 (67%)	0 –	1 (100%)	1 (6%)	1 (20%)	3 (100%)
	TOTAL	6 (100%)	0 –	1 (100%)	16 (100%)	5 (100%)	3 (100%)

Gender balance *within* the School's PGT cohort varies greatly with subject, and is exaggerated by very small numbers of students. The 100% full-time female cohort for Celtic & Gaelic, for example, represents just two students.

The largest PGT cohort lies with HATII, which is entirely dominated by female full-and part-time students.

History data show inverse picture to UG data, with a predominance of male full- and part-time students. This is largely due to its PGT degree in War Studies, which is disproportionately populated with male students.

---

[3] Given the small numbers of part-time PGT students, percentages incorporated within the table do not require to be presented in a separate figure.

Philosophy PGT degrees also exhibit higher proportions of male students over the reporting period.

Given these differences across Subjects, the School will prioritise improving the numbers of women on PGT programmes in Philosophy and History, and improving the numbers of men on PGT programmes in HATII. We will do this by targeting our UG cohorts and encouraging promising female and male UG students to apply for PGT programmes, as well as our actions to ensure a gender balanced profile in recruitment. **[Actions 3.1, 3.3]**

Action 3.3   Increase number of female students in Philosophy and War Studies PGT programmes, and increase number of male students in HATII.

PG conveners in Philosophy, War Studies, and HATII to communicate with promising female and male UG students in the Subject, respectively, advertising PGT courses, encouraging those who wish to continue studying the subject to apply to Glasgow, and highlighting funding opportunities

---

Postgraduate Taught Student Recruitment

Table 10. PGT admissions (Apps, Offers and Accepts) by gender(n)

PGT ADMISSIONS		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
2013	**FEMALE**	281	227	125	81%	55%
	MALE	225	185	121	82%	65%
	TOTAL	**506**	**412**	**246**	**81%**	**60%**
2014	**FEMALE**	318	253	163	80%	64%
	MALE	202	156	101	77%	65%
	TOTAL	**520**	**409**	**264**	**79%**	**65%**
2015	**FEMALE**	382	303	178	79%	59%
	MALE	180	129	75	72%	58%
	TOTAL	**562**	**432**	**253**	**77%**	**59%**

Figure 12. PGT admissions (Apps, Offers and Accepts) by gender (%)

Figure 12. PGT admissions (Apps, Offers and Accepts) by gender (%)
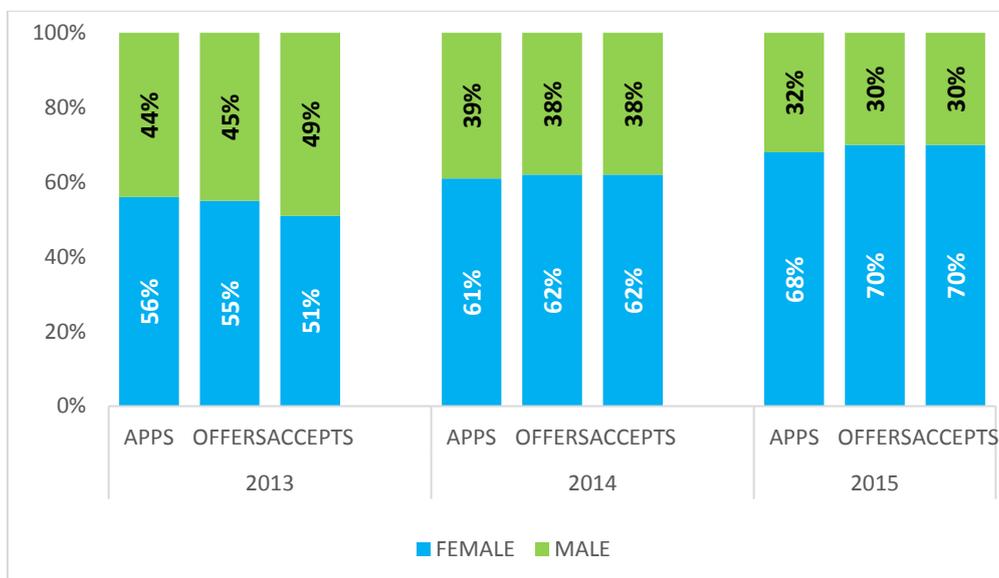
Table 10 shows that male and female applicants enjoy similar success rates at application-offer stage and are, generally, similarly likely to accept their offers. The difference in success rates widens slightly in 2015 towards female applicants.

Figure 12 demonstrates that female applicants outnumber male applicants and this is an increasing trend. Given that HATII students constitute the majority of PGT students, our actions to increase the proportion of men applying to these courses will promote a better gender balance of all applicants.

Disaggregating the admissions data by subject informs our action planning:

ARCHAEOLOGY PGT		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	54 (63%)	47 (64%)	25 (51%)	87%	53%
	MALE	32 (37%)	26 (36%)	24 (49%)	81%	92%
2013	**TOTAL**	**86**	**73**	**49**	**85%**	**67%**
	FEMALE	55 (66%)	46 (65%)	32 (68%)	84%	70%
	MALE	28 (34%)	25 (35%)	15 (32%)	89%	60%
2014	**TOTAL**	**83**	**71**	**47**	**86%**	**66%**
	FEMALE	73 (68%)	60 (68%)	36 (63%)	82%	60%
	MALE	34 (32%)	28 (32%)	21 (37%)	82%	75%
2015	**TOTAL**	**107**	**88**	**57**	**82%**	**65%**

The majority of Archaeology applicants were female over the period, although male/female applicants enjoyed similar success rates, with male applicants more likely to accept offers in 2 of the 3 years reported.

CELTIC & GAELIC PGT		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	4 (100%)	0 (n/a)	0 (n/a)	0%	-
	MALE	0 (0%)	0 (n/a)	0 (n/a)	-	-
2013	**TOTAL**	**4**	**0**	**0**	**0%**	**-**
	FEMALE	6 (55%)	3 (53%)	2 (60%)	50%	67%
	MALE	5 (45%)	4 (47%)	3 (40%)	80%	75%
2014	**TOTAL**	**11**	**7**	**5**	**64%**	**71%**
	FEMALE	11 (79%)	5 (71%)	3 (75%)	45%	60%
	MALE	3 (21%)	2 (29%)	1 (25%)	67%	50%
2015	**TOTAL**	**14**	**7**	**4**	**50%**	**57%**

Although numbers applying to Celtic & Gaelic are small, women constitute the majority of applicants, with male applicants slightly more likely to be successful.

CLASSICS PGT		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	6 (38%)	6 (43%)	2 (22%)	100%	33%
	MALE	10 (63%)	8 (57%)	7 (78%)	80%	88%
2013	TOTAL	16	14	9	88%	64%
	FEMALE	11 (79%)	9 (75%)	4 (67%)	82%	44%
	MALE	3 (21%)	3 (25%)	2 (33%)	100%	67%
2014	TOTAL	14	12	6	86%	50%
	FEMALE	12 (63%)	10 (67%)	4 (57%)	83%	40%
	MALE	7 (37%)	5 (33%)	3 (43%)	71%	60%
2015	TOTAL	19	15	7	79%	47%

Women comprise the majority of Classics applicants with no clear trends in favour of male/female applicants at offer stage, but with male offerholders more likely to accept places.

PHILOSOPHY PGT		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	16 (34%)	13 (33%)	5 (29%)	81%	38%
	MALE	31 (66%)	26 (67%)	12 (71%)	84%	46%
2013	TOTAL	47	39	17	83%	44%
	FEMALE	16 (33%)	11 (29%)	9 (36%)	69%	82%
	MALE	33 (67%)	27 (71%)	16 (64%)	82%	59%
2014	TOTAL	49	38	25	78%	66%
	FEMALE	16 (39%)	13 (41%)	4 (33%)	81%	31%
	MALE	25 (61%)	19 (59%)	8 (67%)	76%	42%
2015	TOTAL	41	32	12	78%	38%

The majority of applications to Philosophy were male, with varying success rates by gender, but males more likely to be successful in 2/3 of the years analysed. Admission in 2014 seemed out of line with the other two years, in that women seemed less successful in securing offers but much more likely to accept those offers than in previous years.

HISTORY PGT		APPS	OFFER S	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	44 (46%)	36 (44%)	21 (40%)	82%	58%
	MALE	73 (54%)	63 (56%)	40 (60%)	86%	63%
2013	**TOTAL**	**117**	**99**	**71**	**85%**	**72%**
	FEMALE	59 (55%)	47 (55%)	31 (53%)	80%	66%
	MALE	70 (45%)	58 (45%)	44 (47%)	83%	76%
2014	**TOTAL**	**129**	**105**	**75**	**81%**	**71%**
	FEMALE	68 (61%)	54 (59%)	28 (62.5%)	79%	52%
	MALE	61 (39%)	48 (41%)	26 (37.5%)	79%	54%
2015	**TOTAL**	**129**	**112**	**54**	**87%**	**48%**

The number and proportion of female History applicants increased. Both male/female applicants enjoyed similar success rates, with male applicants only slightly more likely to accept offers.

HATII PGT		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	157 (54%)	125 (55%)	72 (61%)	80%	58%
	MALE	79 (46%)	62 (45%)	38 (39%)	78%	61%
2013	**TOTAL**	**236**	**187**	**110**	**79%**	**59%**
	FEMALE	171 (57%)	137 (61%)	85 (64%)	80%	62%
	MALE	63 (43%)	39 (39%)	21 (36%)	62%	54%
2014	**TOTAL**	**234**	**176**	**106**	**75%**	**60%**
	FEMALE	202 (75%)	161 (82%)	103 (85%)	80%	64%
	MALE	50 (25%)	27 (18%)	16 (15%)	54%	59%
2015	**TOTAL**	**252**	**188**	**119**	**75%**	**63%**

The majority of applicants to HATII were female, increasing in number and proportion, with consistent success rate of 80% each year. Male applicant numbers and proportion declined, and there were decreasing success rates for male applicants over the period.

The large HATII PGT cohort has the potential to impact on the overall PGT cohort. Our action to grow the number of male applications to HATII PGT should thus influence overall PGT proportions. [**Action 3.3**]

Postgraduate Taught Student Attainment

Table 11. Postgraduate Taught Student attainment by degree class by gender (full-time and part-time)

PGT		FULL TIME		PART TIME		TOTAL	
		FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2012/13	DISTINCTION	18 (64%)	10 (36%)	2 (50%)	2 (50%)	20 (62.5%)	12 (37.5%)
	MERIT	33 (61%)	21 (39%)	3 (43%)	4 (57%)	36 (59%)	25 (41%)
	QUALIFIED	13 (62%)	8 (38%)	0 (n/a)	0 (n/a)	13 (62%)	8 (38%)
	TOTAL	**64 (62%)**	**39 (38%)**	**5 (45%)**	**6 (55%)**	**69 (61%)**	**45 (39%)**
2013/14	DISTINCTION	17 (52%)	16 (48%)	2 (40%)	3 (60%)	19 (50%)	19 (50%)
	MERIT	45 (61%)	29 (39%)	2 (25%)	6 (75%)	47 (57%)	35 (43%)
	QUALIFIED	16 (42%)	22 (58%)	2 (67%)	1 (33%)	18 (44%)	23 (56%)
	TOTAL	**78 (54%)**	**67 (46%)**	**6 (37.5%)**	**10 (62.5%)**	**84 (52%)**	**77 (48%)**
2014/15	DISTINCTION	16 (53%)	14 (47%)	2 (67%)	1 (33%)	18 (55%)	15 (45%)
	MERIT	52 (61%)	33 (39%)	4 (80%)	1 (20%)	56 (62%)	34 (38%)
	QUALIFIED	15 (56%)	12 (44%)	1 (33%)	2 (67%)	16 (53%)	14 (47%)
	TOTAL	**83 (58%)**	**59 (42%)**	**7 (64%)**	**4 (36%)**	**90 (59%)**	**63 (41%)**
2015/16	DISTINCTION	22 (67%)	11 (33%)	4 (80%)	1 (20%)	26 (68%)	12 (32%)
	MERIT	49 (74%)	17 (26%)	7 (70%)	3 (30%)	56 (74%)	20 (26%)
	QUALIFIED	19 (61%)	12 (39%)	0 (n/a)	0 (n/a)	19 (61%)	12 (39%)
	TOTAL	**90 (69%)**	**40 (31%)**	**11 (73%)**	**4 (27%)**	**101 (70%)**	**44 (30%)**

Figure 13. Postgraduate attainment by degree class as percentage of the cohort by gender (full-time and part-time)
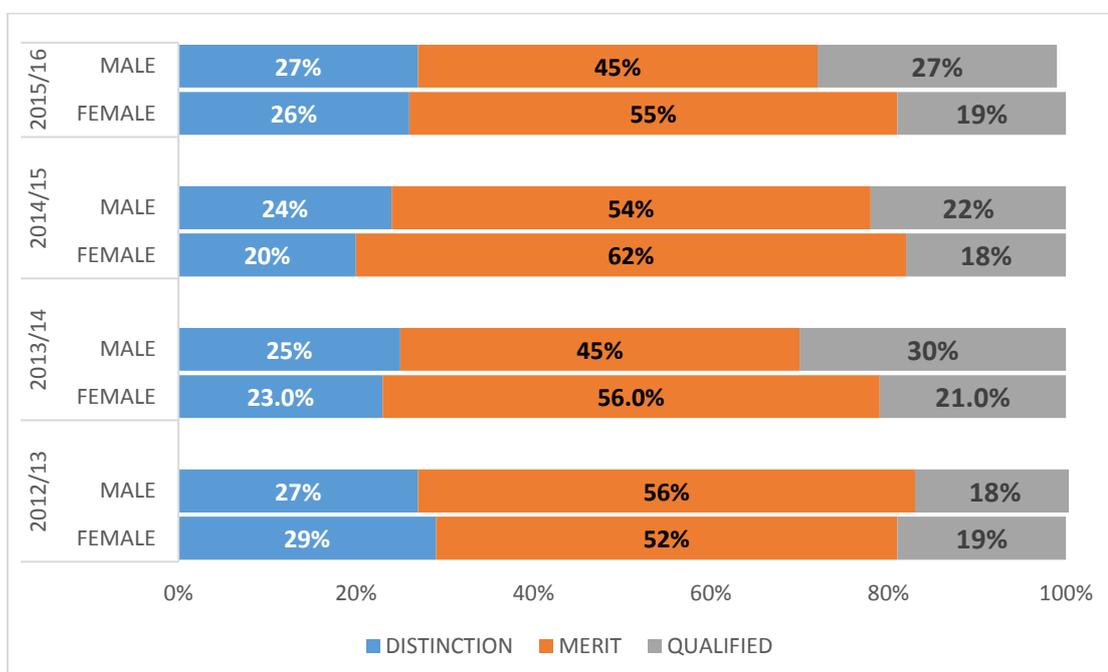

Figure 13 shows that similar proportions of male and female students achieved a Distinction. Differences amongst male/female students and likelihood of achieving Merit outcomes were slight.

Male students were more likely to graduate on a Qualified basis in three out of four years analysed, although this was more pronounced in 2013/14 and 2015/16.

PGT attainment data in **Table 11** reflect the gender distribution across PGT cohorts. Female postgraduates comprise the majority across all degree outcomes (with exception of slight difference in 'Qualified' outcomes in 2013/14).

Small numbers limit analysis of subject-level PGT attainment, especially for Celtic & Gaelic and Classics, although some observations are possible for larger cohorts (see tables below).

In 2014/15 and 2012/13, a larger proportion of female Archaeology students achieved distinction, but in 2015/16, the proportions are very similar (25% of females, 27% of males) and 44% of the female cohort did not achieve either a merit or a distinction (compared with 7% the previous year). Male HATII PGTs have been somewhat less likely to attain a distinction or merit, for example, although this was not the case in 2012/13.

There are large fluctuations in the proportion of female History students attaining a Distinction, from 57% in 2012/13 to 11% in 2014/15, but the majority of all students are likely to attain a Merit outcome. This is also true for Philosophy, where the bulk of degrees to male/female postgraduates awarded as Merit, with variances by gender for those awarded Distinction and Qualified.

		ARCHAEOLOGY				CELTIC & GAELIC			
		FEMALE		MALE		FEMALE		MALE	
2012/13	DISTINCTION	4	(57%)	1	(17%)	3	(43%)	1	(33%)
	MERIT	2	(29%)	5	(83%)	2	(29%)	0	(0%)
	QUALIFIED	1	(14%)	0	(0%)	2	(29%)	2	(67%)
	TOTAL	**7**	**100%**	**6**	**100%**	**7**	**100%**	**3**	**100%**
2013/14	DISTINCTION	4	(25.0%)	4	(23.5%)	0	(n/a)	0	(n/a)
	MERIT	10	(62.5%)	10	(58.8%)	0	(n/a)	0	(n/a)
	QUALIFIED	2	(12.5%)	3	(17.6%)	0	(n/a)	0	(n/a)
	TOTAL	**16**	**100%**	**17**	**100%**	**0**	**(n/a)**	**0**	**(n/a)**
2014/15	DISTINCTION	6	(43%)	1	(11.1%)	1	(50%)	1	(50%)
	MERIT	7	(50%)	4	(44.4%)	1	(50%)	0	(0%)
	QUALIFIED	1	(7%)	4	(44.4%)	0	(0%)	1	(50%)
	TOTAL	**14**	**100%**	**9**	**100%**	**2**	**100%**	**2**	**100%**
2015/16	DISTINCTION	4	(25%)	3	(27%)	1	(50%)	0	(0%)
	MERIT	5	(31%)	7	(64%)	1	(50%)	0	(0%)
	QUALIFIED	7	(44%)	1	(9%)	0	(0%)	0	(0%)
	TOTAL	**16**	**100%**	**11**	**100%**	**2**	**100%**	**0**	**(0%)**

		CLASSICS				HATII			
		FEMALE		MALE		FEMALE		MALE	
2012/13	DISTINCTION	1	(100%)	1	(100%)	7	(17%)	2	(13%)
	MERIT	0	(0%)	0	(0%)	26	(63%)	12	(75%)
	QUALIFIED	0	(0%)	0	(0%)	8	(20%)	2	(13%)
	TOTAL	**1**	**(100%)**	**1**	**(100%)**	**41**	**(100%)**	**16**	**(100%)**
2013/14	DISTINCTION	0	(0%)	0	(0%)	9	(19.6%)	3	(12.5%)
	MERIT	1	(50%)	2	(67%)	27	(58.7%)	11	(45.8%)
	QUALIFIED	1	(50%)	1	(33%)	10	(21.7%)	10	(41.7%)
	TOTAL	**2**	**(100%)**	**3**	**(100%)**	**46**	**(100%)**	**24**	**(100%)**
2014/15	DISTINCTION	0	(0%)	0	(0%)	7	(15%)	1	(10%)
	MERIT	3	(75%)	1	(100%)	32	(68%)	7	(70%)
	QUALIFIED	1	(25%)	0	(0%)	8	(17%)	2	(20%)
	TOTAL	**4**	**(100%)**	**1**	**(100%)**	**47**	**(100%)**	**10**	**(100%)**
2015/16	DISTINCTION	0	(0%)	0	(0%)	13	(22%)	2	(18%)
	MERIT	1	(100%)	1	(50%)	39	(65%)	4	(36%)
	QUALIFIED	0	(0%)	1	(50%)	8	(13%)	5	(45%)
	TOTAL	**1**	**(100%)**	**2**	**(100%)**	**60**	**(100%)**	**11**	**(100%)**

|		HISTORY				PHILOSOPHY			
		FEMALE		MALE		FEMALE		MALE	
2012/13	DISTINCTION	4	(57%)	6	(43%)	1	(25%)	1	(20%)
	MERIT	1	(14%)	5	(36%)	3	(75%)	3	(60%)
	QUALIFIED	2	(29%)	3	(21%)	0	(0%)	1	(20%)
	TOTAL	**7**	**(100%)**	**14**	**(100%)**	**4**	**(100%)**	**5**	**(100%)**
2013/14	DISTINCTION	6	(37.5%)	11	(42.3%)	0	(0.0%)	1	(14%)
	MERIT	7	(43.8%)	10	(38.5%)	2	(66.7%)	2	(29%)
	QUALIFIED	3	(18.8%)	5	(19.2%)	1	(33.3%)	4	(57%)
	TOTAL	**16**	**(100%)**	**26**	**(100%)**	**3**	**(100%)**	**7**	**(100%)**
2014/15	DISTINCTION	2	(11%)	10	(29%)	2	(50%)	2	(29%)
	MERIT	11	(58%)	17	(50%)	2	(50%)	5	(71%)
	QUALIFIED	6	(32%)	7	(21%)	0	(0%)	0	(0%)
	TOTAL	**19**	**(100%)**	**34**	**(100%)**	**4**	**(100%)**	**7**	**(100%)**
2015/16	DISTINCTION	8	(38%)	6	(46%)	0	(0%)	1	(17%)
	MERIT	10	(48%)	4	(31%)	0	(0%)	3	(50%)
	QUALIFIED	3	(14%)	3	(23%)	1	(100%)	2	(33%)
	TOTAL	**21**	**(100%)**	**13**	**(100%)**	**1**	**(100%)**	**6**	**(100%)**

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

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

Table 12. PGR Student by academic load and gender (n)

PGR	2012/13		2013/14		2014/15		2015/16	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
FULL TIME	37	55	41	48	44	60	54	59
PART TIME	12	14	13	18	15	18	13	17
TOTAL	49	69	54	66	59	78	67	76

Figure 14: PGR students by gender (%)
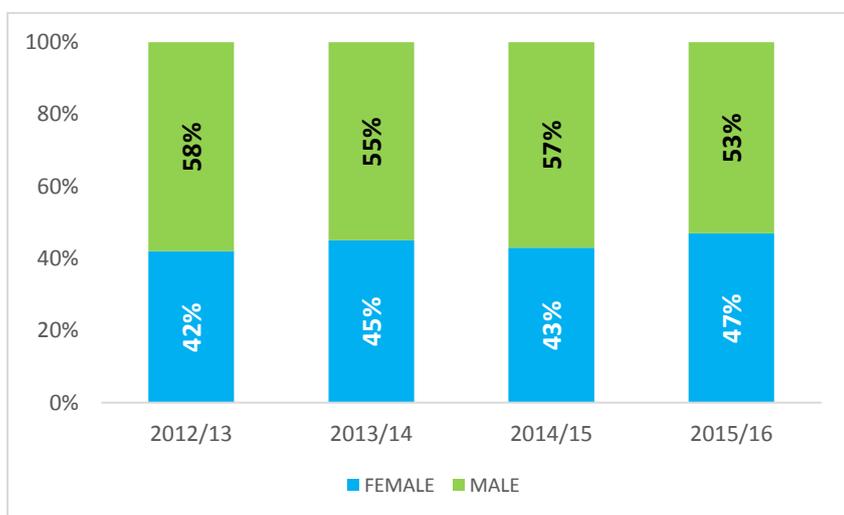
PGR data reveal a predominantly male student population. This reflects the ratio found in the benchmark data, although the data for the School are very slightly more imbalanced than those recorded for full-time PGRs in non-SET subjects (48% versus 52%) and a little higher than for Historical & Philosophical Studies (44%).

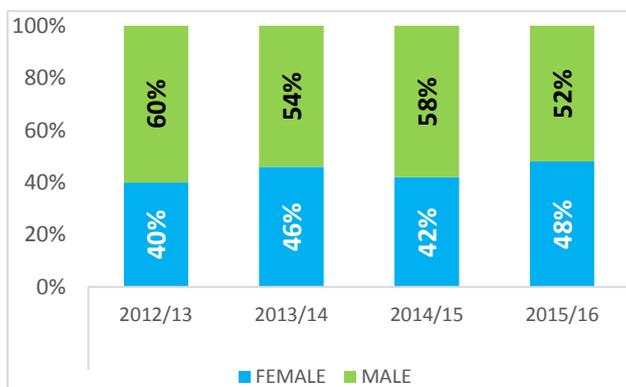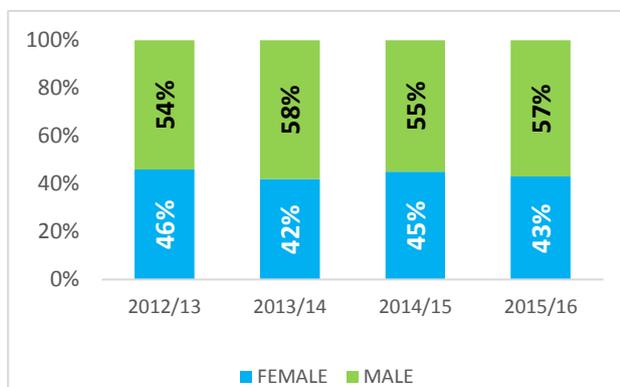Figure 15. Total Full Time PGR students by gender (%)

Figure 16. Total Part Time PGR students by gender (%)

The gender balance for part-time study at PGR level (**Table 12**) is broadly in line with that for full-time study, with a slightly higher proportion of male students in each year of the available data.

These figures show a significant decrease – of 23% - between numbers for women at PGT and PGR levels. Women are, moreover, significantly underrepresented at PGR. This is a serious problem across the School and is discussed in more detail below at s. 4.1(v).

PGR Student Recruitment

Table 13. PGR admissions (Apps, Offers and Accepts) by gender (n)

PGR ADMISSIONS		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	45	31	20	69%	65%
	MALE	59	40	19	68%	48%
2013	**TOTAL**	**104**	**71**	**39**	**68%**	**55%**
	FEMALE	56	35	23	63%	66%
	MALE	65	39	32	60%	82%
2014	**TOTAL**	**121**	**74**	**55**	**61%**	**74%**
	FEMALE	51	30	26	59%	87%
	MALE	54	40	26	74%	65%
2015	**TOTAL**	**105**	**70**	**52**	**67%**	**74%**

Figure 17. PGR admissions (Apps, Offers and Accepts) by gender (%)
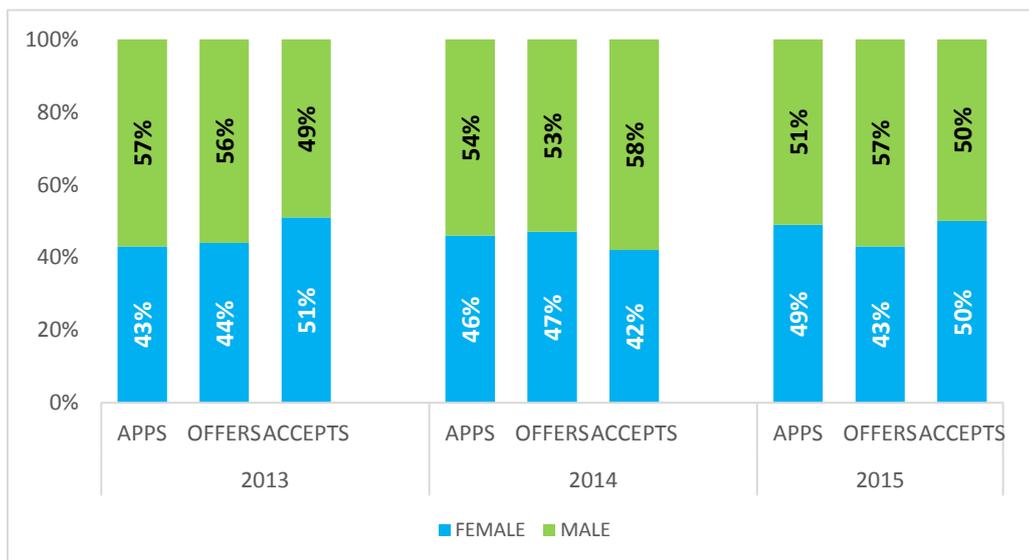

There is little gender disparity in the proportion of successful PGR applications until 2015, where 74% of male applicants and 59% of female applicants were successful. In terms of absolute numbers, an identical number of male

and female offers were accepted (n = 26), which reflects a higher acceptance rate from female applicants (87% versus 65% for male applicants).

It seems unlikely that the 2015 figures suggest the beginning of any trend towards a greater proportion of successful male applicants – PGR numbers are relatively small, and thus prone to fluctuation – but, as with all our admissions data, these will be monitored. Nevertheless, the *number* of female applicants is consistently lower than male applicants, which is something that the School will seek to rectify through actions described above.

Data demonstrate that the average time to complete a PhD in the School has reduced between 2007 and 2013. They also show that there are currently only three students who are beyond their expected submission date (1 Female; 2 Male). These students have completion timelines in place and regular supervision to ensure that they are supported to complete their thesis. The College of Arts, within which the School is based, enjoys 100% completion rate for RCUK funded PGRs.
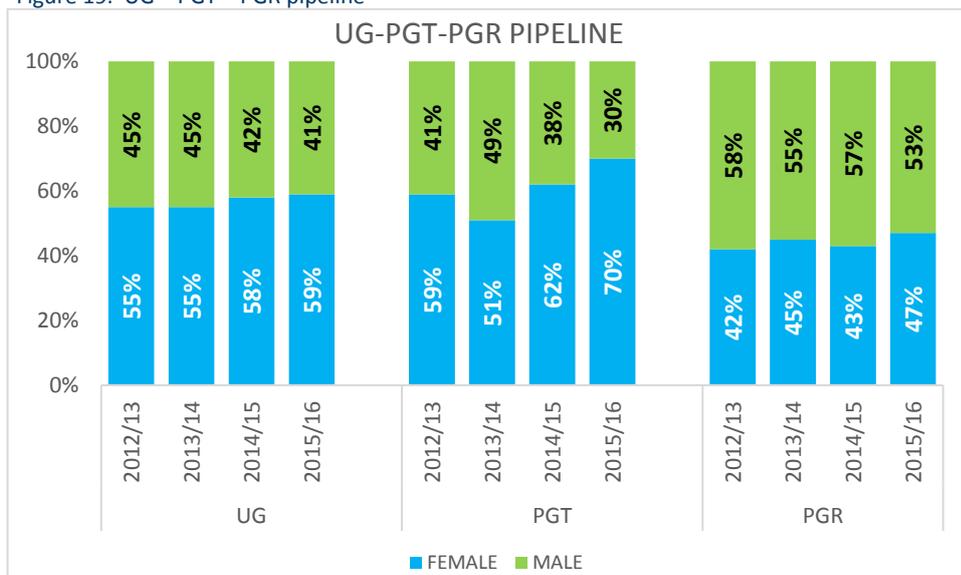
Figure 18. Average time to complete PGR studies
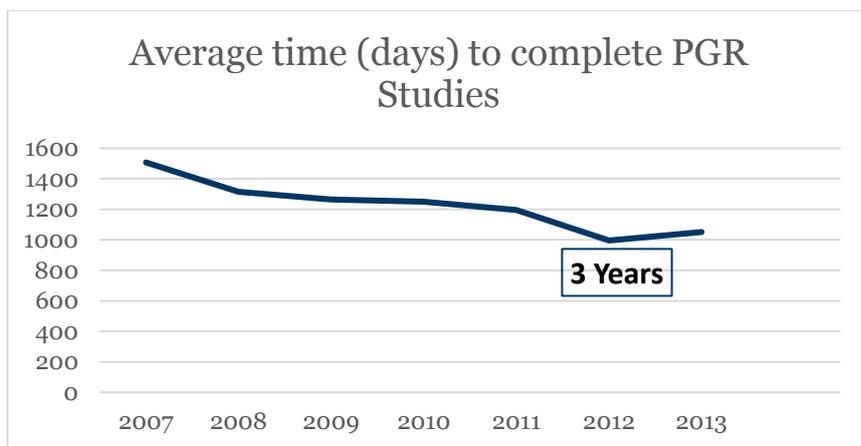
(v)   Progression pipeline between undergraduate and postgraduate student levels

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

Figure 19.   UG – PGT – PGR pipeline

For the School as a whole, the proportion of female students at PGT level is consistently higher than that at UG level, and rising year on year. For 2015/16, the proportion of female PGT students is 11 percentage points higher than that at UG for the same year (70% versus 59%).

However, the data for PGR students reveal a different picture. Here, male students outnumber female students and, for 2015/16, the proportion of female students at PGR level is 12 percentage point *lower* than that at UG level (47% versus 59%). The gap between PGT and PGR is even more striking: a difference of 23% for 2015/16. However, PGR figures for 2015/16 show an improvement over those for 2014/15.

Steps have been taken to address this. For instance, Philosophy has actively targeted female MSc and MLitt students to apply for PhD funding and join the PhD programme; we will review the success of this as part of our action plan. But the School needs to do much more here. We will therefore implement a range of actions aimed at overcoming barriers to part-time and full-time PGR study for women. These include: targeting programmes with the lowest rate of PGT to PGR conversion, via recruitment and awareness-raising measures; PG conveners meeting with female PGT students to discuss opportunities to progress to PGR; initiating a series of talks from current female PGR students about the route to PGR study and positive steps that students can take; and continuing to work to support PGR conveners on applications for PGR funding. **[Actions 1.3, 3.2]**

Action 3.2   Increase percentage of female students progressing to PGR study. We will:

- Target programmes with low conversion rates via recruitment and awareness-raising measures
- PGT conveners to identify high performing female PGT students to discuss progression to PGR and support for applications.
- initiate series of talks from current female PhD students to PGT students, about taking positive steps towards successful PGR applications and study
- Survey female PGT leavers with a view to identifying barriers to PGR progression


4.2. Academic and research staff data

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

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

		ARCH.	CELTIC & GAELIC	CLASSICS	HATII	HISTORY	PHILOSOPHY
2012/13	**FEMALE**	4	7	4	5	10	3
	MALE	8	10	6	6	24	15
2013/14	**FEMALE**	5	4	5	4	10	3
	MALE	8	8	4	4	24	13
2014/15	**FEMALE**	5	4	8	6	12	3
	MALE	9	8	5	6	25	14
2015/16	**FEMALE**	6	4	5	7	12	3
	MALE	9	8	6	6	27	15

Table 14. All Academic Staff by Subject and Gender

Figure 20. All Academic Staff by Subject and Gender
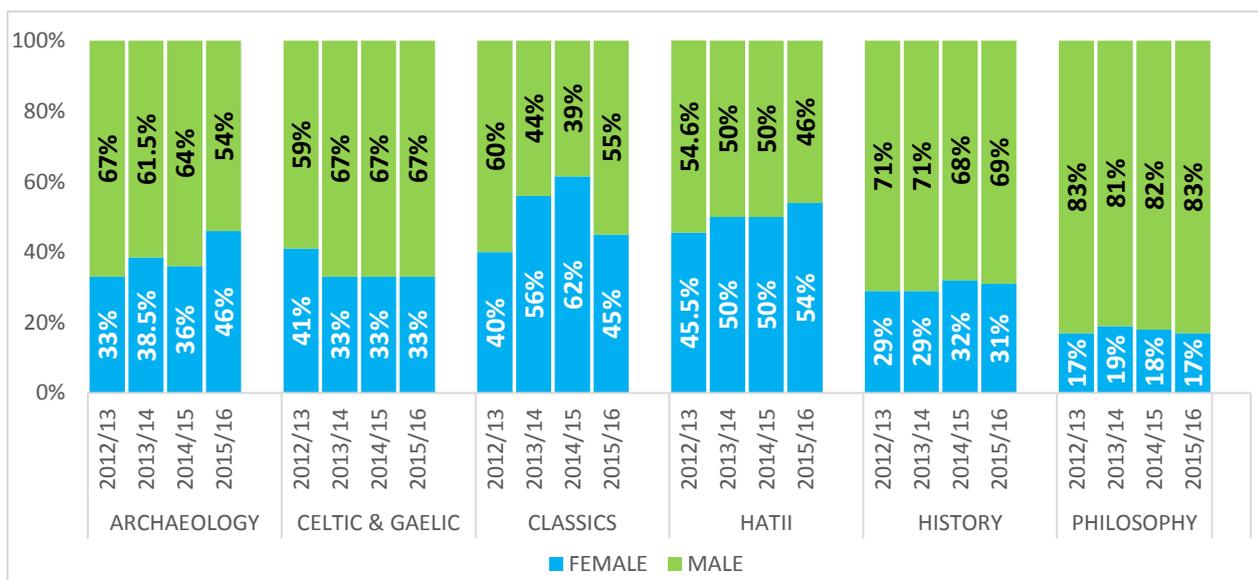
At Subject level (**Figure 20**), there are large disparities in gender ratios, with women underrepresented in Celtic & Gaelic, History and Philosophy. Archaeology and Classics are either higher than or slightly below 2014/15 HESA benchmarks of 43.1% and 46.9% respectively. HATII and Classics have a positive gender balance, with 1% difference over the period.

History saw a slight improvement but is still well below the 2014/15 HESA benchmark of 39.6%. Philosophy has been a cause for concern and has seen the female proportion of academic staff remain between 17-19% (n=3) over three years. This is significantly below 2014/15 HESA benchmark of 26% for women in Philosophy. Given the serious underrepresentation of women in Philosophy, the subject area signed up to the British Philosophical Association/Society for Women in Philosophy *Good Practice Scheme* in 2015.

The Scheme consists of a range of resources and recommendations that aim to assist UK philosophy departments, learned societies and journals in ensuring that they have policies and procedures in place that encourage the representation of women in philosophy.[4] Philosophy at Glasgow has implemented the Scheme's recommendations concerning gender bias, participation of women in conferences and seminars, sexual harassment, caregivers, and staff-student relationships.

The School will roll out a version of the Scheme to all subjects in 2017. **[Action 4.1(iv)]**

Action 4.1(iv)   Roll out Philosophy's *Good Practice Scheme* to all School Subject Areas

Owing to small numbers when disaggregated by gender, grade and subject area, and in accordance with advice received by ECU[5], we analyse the remaining staff data throughout this application at School level.

---

[4] For details of the Scheme, see: http://bpa.ac.uk/resources/women-in-philosophy/good-practice
[5] In email correspondence with University Gender Equality Officer of 28 July 2016

Academic Staff by Grade

> **University's 3 main career tracks for Research and Teaching ('academic staff'):**
>
> - Research & Teaching **(R&T)**
> - Research-Only **(Research)**
> - Learning, Teaching and Scholarship **(Teaching)**

Grade	R&T ROLES	TEACHING ROLES	RESEARCH ROLES
GRADE 6	-	TEACHING ASSISTANT	RESEARCH ASSISTANT
GRADE 7	LECTURER	LECTURER	RESEARCH ASSISTANT/ASSOCIATE
GRADE 8	LECTURER	LECTURER	RESEARCH ASSOCIATE/FELLOW
GRADE 9	SENIOR LECTURER	SENIOR LECTURER	SENIOR RESEARCH FELLOW
READER	READER	N/A	N/A
PROFESSOR	PROFESSOR	PROFESSOR	N/A

	2012/13				2013/14				2014/15				2015/16			
	FEMALE		**MALE**		**FEMALE**		**MALE**		**FEMALE**		**MALE**		**FEMALE**		**MALE**	
GRADE 6	3	**(38%)**	5	(63%)	2	**(67%)**	1	(33%)	3	**(50%)**	3	(50%)	3	**(38%)**	5	(63%)
GRADE 7	9	**(32%)**	19	(68%)	7	**(37%)**	12	(63%)	11	**(42%)**	15	(58%)	10	**(37%)**	17	(63%)
GRADE 8	7	**(41%)**	10	(59%)	8	**(42%)**	11	(58%)	7	**(39%)**	11	(61%)	7	**(41%)**	10	(59%)
GRADE 9	5	**(23%)**	17	(77%)	5	**(22%)**	18	(78%)	6	**(25%)**	18	(75%)	7	**(28%)**	18	(72%)
READER	5	**(71%)**	2	(29%)	5	**(63%)**	3	(38%)	4	**(50%)**	4	(50%)	4	**(67%)**	2	(33%)
PROF	4	**(19%)**	17	(81%)	4	**(20%)**	16	(80%)	6	**(29%)**	15	(71%)	6	**(27%)**	16	(73%)
TOTAL	33	**(32%)**	70	(68%)	31	**(34%)**	61	(66%)	37	**(36%)**	66	(64%)	37	**(35%)**	68	(65%)

Table 15. All Academic Staff by Grade and Gender

Figure 21. All Academic Staff by Grade and Gender
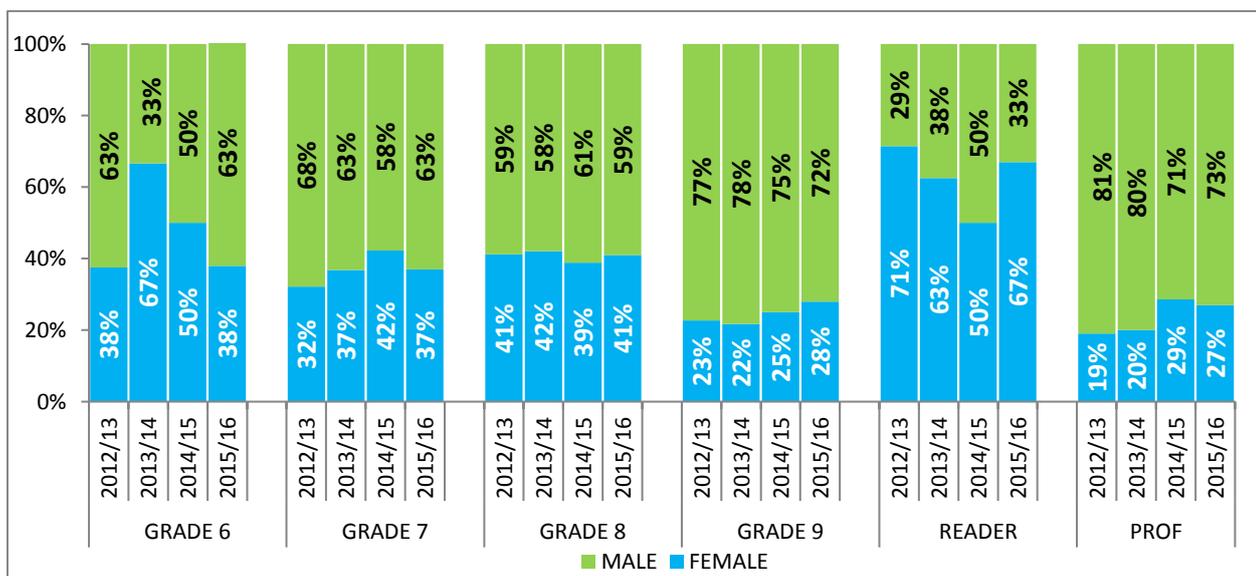
Academic staff are predominantly male at 65-68% over the last four years, far higher than 2014/15 HESA benchmarks of 50.4% male across non-SET subject areas.

Numbers of staff at Grade 6 are very small and proportions vary over the period.

The proportion of women at Grades 7/8 have been fairly stable at c. 40% (except for Grade 7 in 2012/13). The Grade 8-9 transition is a real drop-off point in our female pipeline, and data disaggregated by contract function below show this equates to the transition from R&T Lecturer to Senior Lecturer.

Women are consistently well represented at Reader, with a stark drop at Professorial level, although the number and proportion of female Professors has improved from 19% in 2012/13 to 27% in 2015/16.

The School recognises the need for much more activity to address disparities in gender ratios. In addition to encouraging women to pursue PhD study and improving the transition from PGT to PGR **[Action 3.2**], the School will take a number of actions in relation to (i) recruitment **[Action 4.1]** and (ii) promotion **[Action 5.1].** We have already allocated women to a number of leadership roles within the School, which provide exposure at College and University level, which are essential for promotion to senior levels.

Action 4.1   Increase number of female applicants for academic jobs within the School at R&T level.

     i.   Use staff networks and contacts to share job advertisements with potential female applicants;
    ii.   Include statements on job adverts stating that the School welcomes applications from females and underrepresented groups,
   iii.   Ensure that all members of recruiting panels have completed the online unconscious bias
   iv.   Roll out a version of the British Philosophical Association's *Good Practice Scheme* to all subjects
    v.   Review impact of these actions with respect to application rates for new positions in the School

---

Action 5.1   Improve promotions pipeline and number of female academic staff at Grade 8 and above through a number of measures.

     i.   The School Research Convener will meet with female R&T staff to discuss grant proposals, to articulate the School and College support that is available, and to encourage applications, if appropriate.
    ii.   Female R&T staff will be encouraged to apply for grants through the Personal Development Review (PDR) process
   iii.   Female R&T staff will be encouraged to develop/be included in Impact Case Studies for REF2020
   iv.   Female R&T staff will be supported in undertaking public engagement activities
    v.   Set up School network for female academic staff to exchange career advice and offer professional support
   vi.   Survey exit interviews, and gather data from future staff surveys, concerning reasons for leaving/ reasons that would make one leave

Academic Staff by Grade and Contract Function

	2012/13				2013/14				2014/15				2015/16			
	FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE	
GRADE 6	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)
GRADE 7	3	(25%)	9	(75%)	3	(38%)	5	(63%)	5	(50%)	5	(50%)	7	(50%)	7	(50%)
GRADE 8	4	(31%)	9	(69%)	5	(33%)	10	(67%)	5	(33%)	10	(67%)	5	(38%)	8	(62%)
GRADE 9	5	(23%)	17	(77%)	5	(22%)	18	(78%)	6	(25%)	18	(75%)	6	(25%)	18	(75%)
READER	5	(71%)	2	(29%)	5	(63%)	3	(38%)	4	(50%)	4	(50%)	4	(67%)	2	(33%)
PROF	4	(19%)	17	(81%)	4	(20%)	16	(80%)	6	(29%)	15	(71%)	6	(27%)	16	(73%)
TOTAL	21	(28%)	54	(72%)	22	(30%)	52	(70%)	26	(33%)	52	(67%)	28	(35%)	51	(65%)

Table 16. Research & Teaching Staff by Grade and Gender

Figure 22. Research & Teaching Staff by Grade and Gender
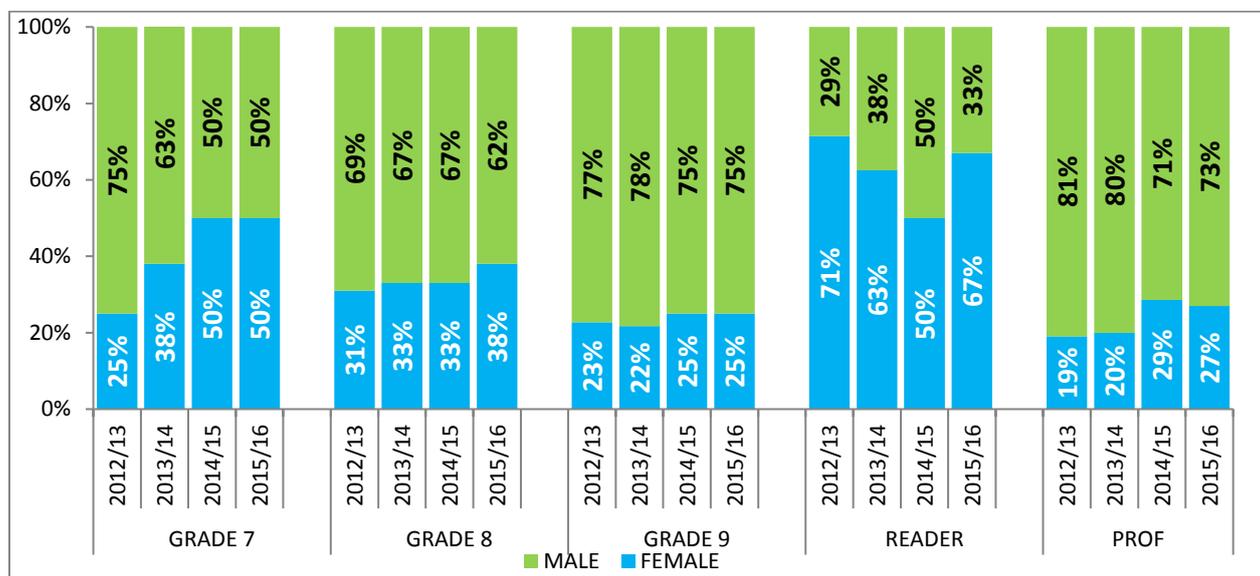
The data for R&T staff, the largest subset of the School's academic staff, broadly mirror that for the academic staff as a whole (see **Table 16** and **Figure 22**).

Female R&T staff proportions are very slightly below the overall figure for academic staff but show a similar slow improvement (28% in 2012/13 to 35% in 2015/16).

These figures fall below the non-SET benchmark (43% in 2014/15 for contracts that are both teaching and research).

Our actions above to address the overall female academic pipeline issues are therefore particularly relevant and are designed to take account of the specific R&T promotion criteria.

	2012/13				2013/14				2014/15				2015/16			
	FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE	
GRADE 6	3	(60%)	2	(40%)	2	(100%)	0	(0%)	2	(40%)	3	(60%)	2	(33%)	4	(67%)
GRADE 7	5	(33%)	10	(67%)	3	(30%)	7	(70%)	3	(33%)	6	(67%)	1	(13%)	7	(87%)
GRADE 8	2	(100%)	0	**0**	1	(100%)	0	(0%)	1	(100%)	0	(0%)	1	(50%)	1	(50%)
GRADE 9	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
PROF	0	-	**0**	-	**0**	-	**0**	-	0	-	0	-	0	-	0	-
TOTAL	**10**	**(45%)**	**12**	**(55%)**	**6**	**(46%)**	**7**	**(54%)**	**6**	**(40%)**	**9**	**(60%)**	**4**	**(25%)**	**12**	**(75%)**

Table 17. Research Only Staff by Grade and Gender

Figure 23 Research Only Staff by Grade and Gender
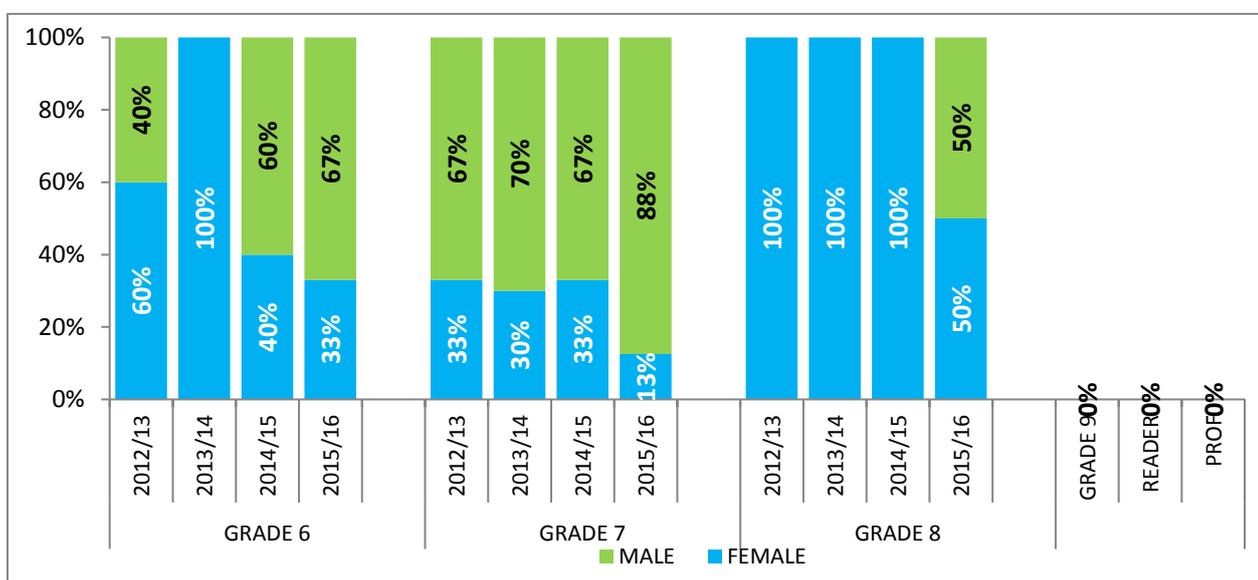
The proportion of female Research staff (**Table 17** and **Figure 23**), has fluctuated between 40-46% over three years to 2014/15, falling short of the 2014/15 HESA benchmark of 46.7% for Research-only staff. Research-only staff will typically be PDRAs attached to large grants or fellowships, so numbers will fluctuate as grants are awarded or come to completion. Women are underrepresented in the Research track, which can also have negative consequences for future progression into R&T roles. We will take a number of actions designed at addressing the representation of women in these roles. [**Action 4.6**]

Action 4.6 Develop a strategy to increase PGR applications to PDRA positions.

  i. Staff applying for major grants should be encouraged to target women applicants for PDRA positions
  ii. Set up a database of relevant PDRA opportunities, in conjunction with ArtsLab, and promote this to PGR students in the School
  iii. Invite successful female academics who followed a PDRA pathway to speak to current female PGR students; this could be an event run by the network for female researchers
  iv. Include advice on PDRA schemes and opportunities in PG induction and training events.

	2012/13		2013/14		2014/15		2015/16	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
GRADE 6	0 **(0%)**	3 (100%)	0 **(0%)**	1 (100%)	1 **(100%)**	0 (0%)	1 **(50%)**	1 (50%)
GRADE 7	1 **(100%)**	0 (0%)	1 **(100%)**	0 (0%)	3 **(43%)**	4 (57%)	2 **(40%)**	3 (60%)
GRADE 8	1 **(50%)**	1 (50%)	2 **(67%)**	1 (33%)	1 **(50%)**	1 (50%)	1 **(50%)**	1 (50%)
GRADE 9	0 **(n/a)**	0 (n/a)	0 **(n/a)**	0 (n/a)	0 **(n/a)**	0 (n/a)	1 **(100%)**	0 (0%)
PROF	0 **(n/a)**	0 (n/a)	0 **(n/a)**	0 (n/a)	0 **(n/a)**	0 (n/a)	0 **(n/a)**	0 (n/a)
TOTAL	2 **(33%)**	4 (67%)	3 **(60%)**	2 (40%)	5 **(50%)**	5 (50%)	5 **(50%)**	5 (50%)

Table 18. Teaching Only Staff by Grade and Gender

Figure 24. Teaching Only Staff by Grade and Gender
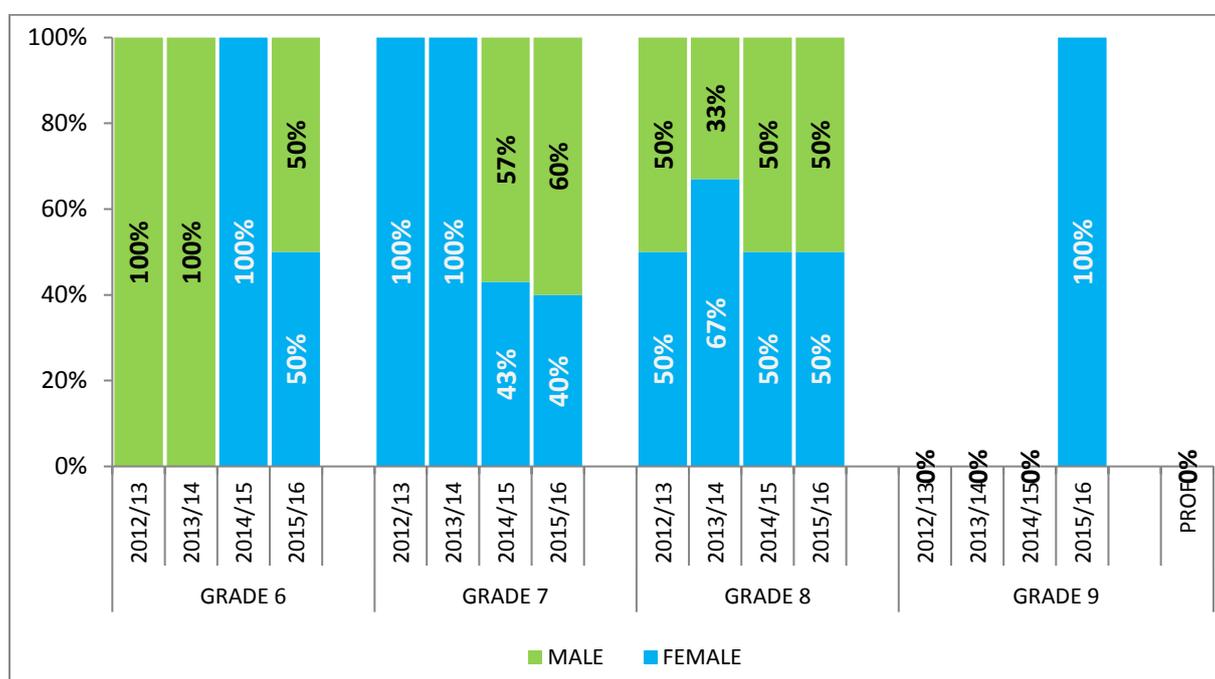
For Teaching only (**Table 18** and **Figure 24**), this proportion has fluctuated more widely (40-50%, approaching the 52.3% benchmark figure). The absolute numbers involved are small, so it is difficult to identify trends over time. However, it is noticeable that there are no Senior Lecturers or Professors in the Teaching track.

To raise the profile of Teaching and ensure it achieves parity of esteem in our research-intensive environment, the University developed new Teaching promotion criteria in 2016. The Teaching-track historically proved challenging for progression. The new criteria take a more qualitative approach to assessment, which we anticipate will particularly facilitate staff progression to more senior levels.

We will ensure that our promotion workshops include specific sessions on the new criteria. [**Action 5.2(ii)**]

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

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

Fixed-term contracts are used to cover maternity or sickness leave, or posts lasting less than a year. Researchers employed on projects with end-dates are, generally, employed on open-ended-with-funding-end-date contracts, offering more security than rolling fixed-term contracts.

| | 2012/13 | | | | 2013/14 | | | | 2014/15 | | | | 2015/16 | | | |
	FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE	
OPEN ENDED	25	(32%)	53	(68%)	26	(32%)	55	(68%)	29	(35%)	54	(65%)	31	(37%)	53	(63%)
OPEN ENDED W/FED	7	(39%)	11	(61%)	5	(45%)	6	(55%)	10	(45%)	12	(55%)	6	(30%)	14	(70%)
FIXED-TERM	2	(22%)	7	(78%)	1	(33%)	2	(67%)	0	(0%)	2	(100%)	0	(0%)	1	(100%)

Table 19. Academic Staff by Contract Type and Gender

Figure 25: Academic Staff by Contract Type and Gender
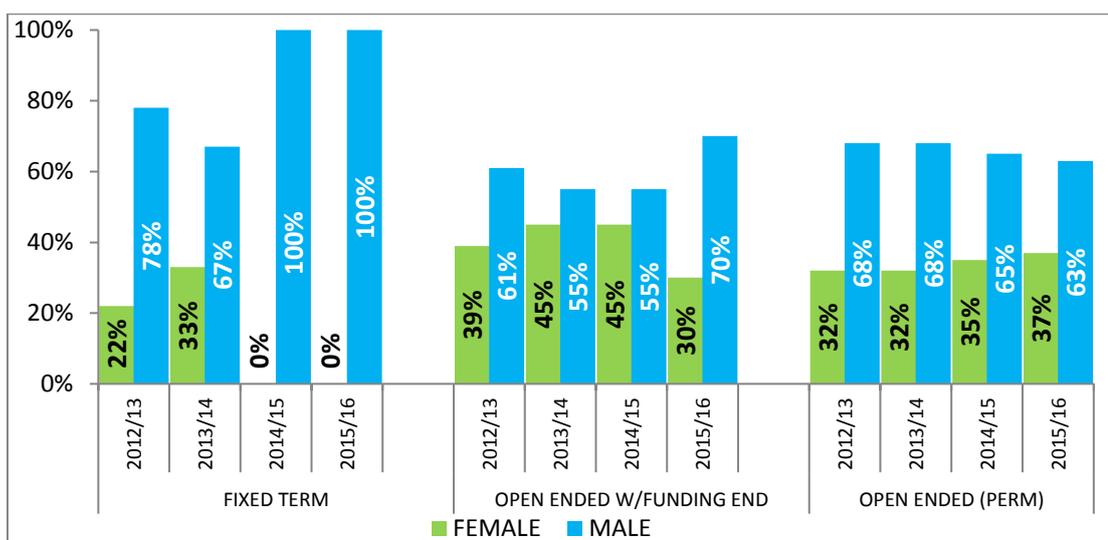
The gender ratio for permanent (open-ended) contracts is similar to that for academic staff more generally. The proportion of female staff rose slightly over the four years from 32% to 37% (**Table 19**). This figure is considerably lower than the non-SET benchmark data figure of 45.9%.

In line with the Research-only staff data, men predominate in fixed-term and open-ended-funding-end-date contract data. The total number and proportion of male and female staff on fixed-term contracts has decreased over the reporting period in line with our policy of using open-ended contracts with a funding-end-date, which are typically for longer periods and offer more job security.

Table 20. Academic staff by grade on Open Ended contracts

Open Ended	2012/13				2013/14				2014/15				2015/16			
	FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE	
GRADE 6	1	**(33%)**	2	(67%)	1	**(25%)**	3	(75%)	1	**(33%)**	2	(67%)	1	**(50%)**	1	(50%)
GRADE 7	5	**(50%)**	5	(50%)	5	**(56%)**	4	(44%)	5	**(50%)**	5	(50%)	7	**(50%)**	7	(50%)
GRADE 8	5	**(33%)**	10	(67%)	6	**(35%)**	11	(65%)	6	**(38%)**	10	(63%)	6	**(40%)**	9	(60%)
GRADE 9	5	**(23%)**	17	(77%)	5	**(22%)**	18	(78%)	6	**(25%)**	18	(75%)	7	**(28%)**	18	(72%)
READER	5	**(71%)**	2	(29%)	5	**(63%)**	3	(38%)	4	**(50%)**	4	(50%)	4	**(67%)**	2	(33%)
PROF	4	**19%)**	17	(81%)	4	**(20%)**	16	(80%)	6	**(29%)**	15	(71%)	6	**(27%)**	16	(73%)
TOTAL	25	**(32%)**	53	(68%)	26	**(32%)**	55	(68%)	28	**(34%)**	54	(66%)	31	**(37%)**	53	(63%)

Figure 26. Academic staff by grade on Open Ended contracts
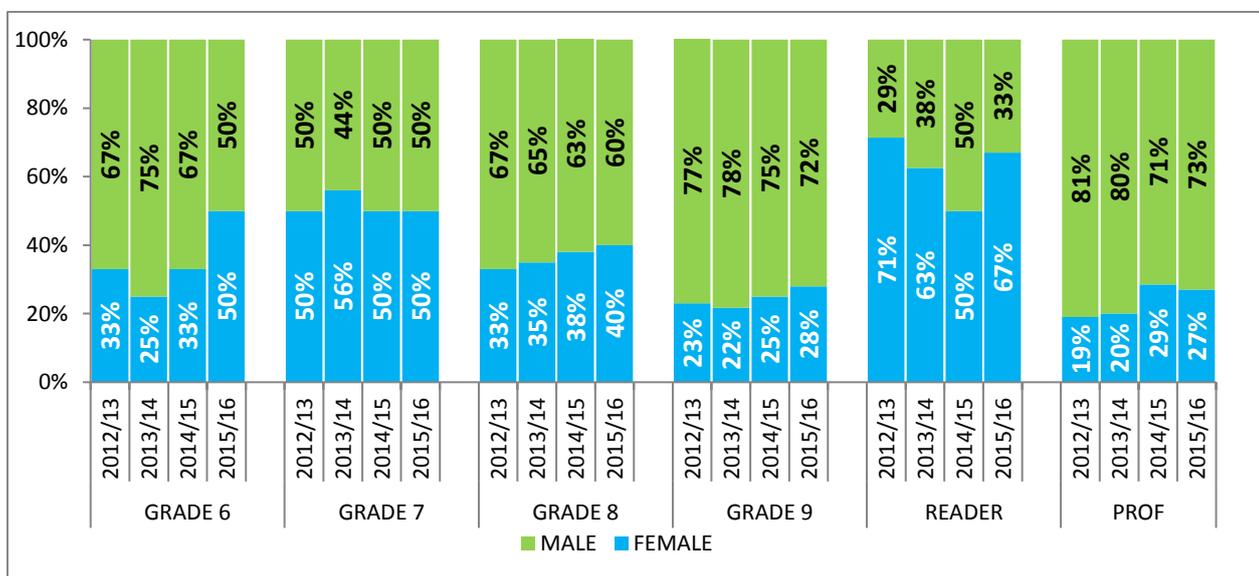
The distribution of staff by grade/gender on Open-Ended contracts broadly reflects the pipeline for R&T staff (see **Table 19** above, at p. 53), with women underrepresented at Grades 9 and Professor.

Table 21. Academic staff by grade on Open Ended w/FED contracts

Open Ended w/FED	2012/13				2013/14				2014/15				2015/16			
	FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE	
GRADE 6	3	**(50%)**	3	(50%)	2	**(100%)**	0	(0%)	3	**(50%)**	3	(50%)	2	**(33%)**	4	(67%)
GRADE 7	3	**(27%)**	8	(73%)	1	**(14%)**	6	(86%)	6	**(40%)**	9	(60%)	3	**(23%)**	10	(77%)
GRADE 8	1	**(100%)**	0	(0%)	2	**(100%)**	0	(0%)	1	**(100%)**	0	(0%)	1	**(100%)**	0	(0%)
GRADE 9	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)
READER	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)
PROF	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)
TOTAL	7	**(39%)**	11	(61%)	5	**(45%)**	6	(55%)	10	**(45%)**	12	(55%)	6	**(30%)**	14	(70%)

Figure 27. Academic staff by grade on Open Ended w/FED contracts
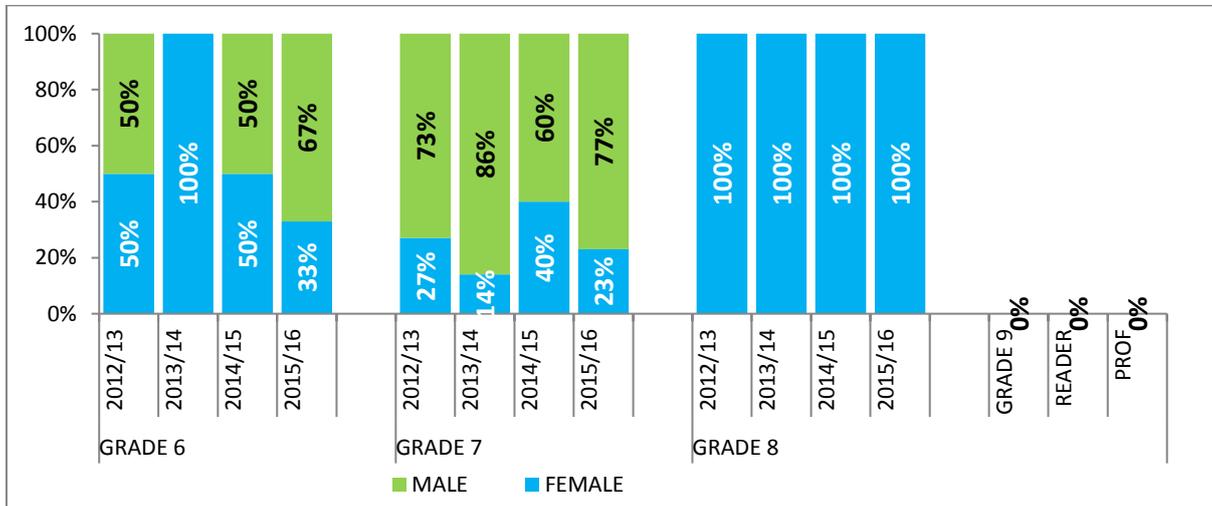
The grade and gender breakdown of staff on open-ended-funding-end-date and fixed-term contracts reflects that of Research-only contracts above. Most of those engaged on these contracts will be Research Assistants and Associates, often at postdoctoral level, and so are concentrated at Grades 6-8. It is not possible to progress to Professorial roles on Research-only contracts and so it is unsurprising that there are any staff at senior levels on these contract types.

Table 22. Academic staff by grade on Fixed-Term contracts

Fixed Term	2012/13				2013/14				2014/15				2015/16			
	FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE	
GRADE 6	0	**(0%)**	1	(100%)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)
GRADE 7	1	**(14%)**	6	(86%)	1	**(33%)**	2	(67%)	0	**(0%)**	1	(100%)	0	**(n/a)**	0	(n/a)
GRADE 8	1	**(100%)**	0	(0%)	0	**(n/a)**	0	(n/a)	0	**(0%)**	1	(100%)	0	**(0%)**	1	(100%)
GRADE 9	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)
READER	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)
PROF	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)	0	**(n/a)**	0	(n/a)
TOTAL	2	**(22%)**	7	(78%)	1	**(33%)**	2	(67%)	0	**(0%)**	2	(100%)	0	**(0%)**	1	(100%)

Figure 28. Academic staff by grade on Fixed-Term contracts
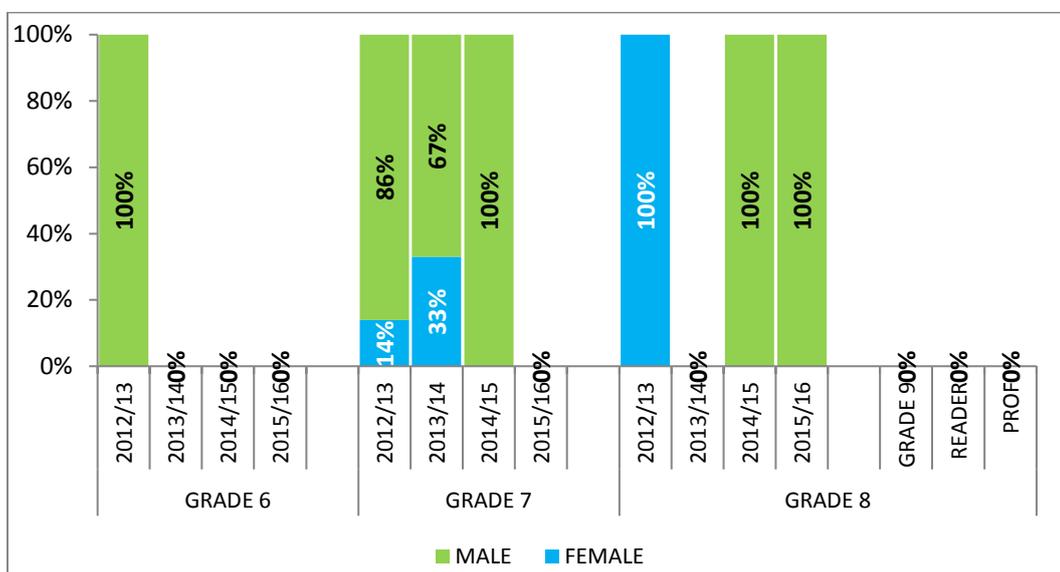
To maximise continuity of employment for staff on open-ended-funding-end-date and fixed-term contracts, we provide comprehensive training and support. We also strive to redeploy these staff through the Job Seeker's Register (JSR). Principal Investigators (PIs) and managers are required to first consult the JSR when recruiting; existing staff on JSR meeting the criteria for a post will, ordinarily, be invited to interview. **[Action 4.3]**

Action 4.3   Ensure staff on fixed-term contracts sign up for the Job Seeker's Register

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

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

Table 23. Academic leavers by grade and gender and full/part-time status

Academic Leavers		2012/13				2013/14				2014/15				2015/16			
		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE	
PART-TIME	GRADE 6	0	(0%)	2	(100%)	0	(0%)	1	(100%)	0	(n/a	0	(n/a)	0	(n/a)	0	(n/a)
	GRADE 7	0	(0%)	1	(100%)	0	(n/a)	0	(n/a)	1	(100%)	0	(0%)	1	(100%)	0	(0%)
	GRADE 8	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)
	GRADE 9	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)
	READER	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)
	PROF	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)
	TOTAL	0	(0%)	3	(100%)	0	(0%)	1	(100%)	1	(100%)	0	(0%)	1	(100%)	0	(0%)
FULL-TIME	GRADE 6	1	(33%)	2	(67%)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(0%)	2	(100%)
	GRADE 7	4	(57%)	3	(43%)	2	(22%)	7	(78%)	1	(50%)	1	(50%)	2	(50%)	2	(50%)
	GRADE 8	0	(0%)	2	(100%)	0	(n/a)	0	(n/a)	2	(100%)	0	(0%)	0	(0%)	1	(100%)
	GRADE 9	0	(0%)	1	(100%)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	1	(100%)	0	(0%)
	READER	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)
	PROF	0	(0%)	2	(100%)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)	0	(n/a)
	TOTAL	5	(33%)	10	(67%)	2	(22%)	7	(78%)	3	(75%)	1	(25%)	3	(37.5%)	5	(62.5%)

	FEMALE	MALE	GRAND TOTAL
2012/13	**5 (28%)**	**13 (72%)**	**18**
NOT KNOWN	3 (60%)	2 (40%)	5
WORKING IN A RESEARCH INSTITUTE (PRIVATE)		1 (100%)	1
WORKING IN HIGHER EDUCATION	2 (20%)	8 (80%)	10
UNDISCLOSED		2 (100%)	2
2013/14	**2 (20%)**	**8 (80%)**	**10**
NOT KNOWN	2 (25%)	6 (75%)	8
WORKING IN ANOTHER PUBLIC SECTOR ORG		1 (100%)	1
WORKING IN HIGHER EDUCATION		1 (100%)	1
2014/15	**4 (80%)**	**1 (20%)**	**5**
NOT KNOWN	2 (67%)	1 (33%)	3
WORKING IN HIGHER EDUCATION	2 (100%)		2
2015/16	**4 (44%)**	**5 (56%)**	**9**
NOT KNOWN	2 (33%)	4 (67%)	6
WORKING IN HIGHER EDUCATION	2 (67%)	1 (33%)	3

The small number of leavers means these data are variable (**Table 11**). The majority of leavers are at Grade 8 or below, with one male Grade 9 and two male Professors leaving in 2012/13 and one female Grade 9 in 2015/16. Data on destinations demonstrate that 40% (n=6/15) of female and 37% (n=10/27) of male leavers went on to other posts in Higher Education. The majority of leavers either do not know or chose not to disclose their next destination. Staff are asked via email to complete an optional exit survey upon leaving. Our analysis showed that this is not regularly completed by leavers and so we will improve awareness of the survey and the importance of completing it to improve our data and understanding here. [**Actions 1.5, 5.5(vi)**]

Word count: 4253

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i)   Recruitment

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

Applicants are assessed against essential and desirable criteria. Recruitment panels include both men and women trained in the University's Recruitment and Selection course, a pre-cursor of which is to have completed online Equality and Diversity training. We draw from across the School to ensure no single-sex panels in disciplines predominated by one gender group, which would violate University policy and increase the risk of stereotype threat.

GRADE 6	2012/13		2013/14		2014/15		2015/16	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
APPS	11 (27%)	30 (73%)	41 (42%)	57 (58%)	47 (55%)	39 (45%)	26 (72%)	10 (28%)
SH/LIST	4 (50%)	4 (50%)	7 (58%)	5 (42%)	3 (23%)	10 (77%)	7 (64%)	4 (36%)
APPOINTS	0 (0%)	2 (100%)	2 (67%)	1 (33%)	0 (0%)	3 (100%)	1 (33%)	2 (67%)
Shortlist SR	**36%**	**13%**	**17%**	**9%**	**6%**	**26%**	**27%**	**40%**
Appointment SR	**n/a**	**50%**	**29%**	**20%**	**n/a**	**30%**	**14%**	**50%**

Data at Grade 6 show:

- No overall trend in favour of applications from either gender, with higher proportions of men applying in 2012/13 and 2013/14 and women in 2014/15 – 2015/16;
- Shortlist Success Rate (SR) for male and female applicants are variable year-on-year;
- More men appointed overall although numbers are small and 1 female interviewee offered a post in 2012/13 withdrew deciding instead to remain in her current role.

GRADE 7	2012/13		2013/14		2014/15		2015/16	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
APPS	63 (34%)	121 (66%)	77 (31%)	168 (69%)	122 (37%)	211 (63%)	36 (34%)	71 (66%)
SH/LIST	6 (21%)	22 (79%)	16 (50%)	16 (50%)	15 (50%)	15 (50%)	5 (25%)	15 (75%)
APPOINTS	2 (25%)	6 (75%)	5 (63%)	3 (38%)	7 (70%)	3 (30%)	1 (20%)	4 (80%)
Shortlist SR	**10%**	**18%**	**21%**	**10%**	**12%**	**7%**	**14%**	**21%**
Appointment SR	**33%**	**27%**	**31%**	**19%**	**47%**	**20%**	**20%**	**27%**

GRADE 8	2012/13		2013/14		2014/15		2015/16	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
APPS	21 (34%)	41 (66%)	45 (52%)	42 (48%)	n/a	n/a	10 (36%)	18 (64%)
SH/LIST	5 (45%)	6 (55%)	2 (67%)	1 (33%)	n/a	n/a	5 (63%)	3 (38%)
APPOINTS	1 (33%)	2 (67%)	1 (100%)	0 (0%)	n/a	n/a	1 (50%)	1 (50%)
Shortlist SR	**24%**	**15%**	**4%**	**2%**	**n/a**	**n/a**	**50%**	**17%**
Appointment SR	**20%**	**33%**	**50%**	**0%**	**n/a**	**n/a**	**20%**	**33%**

Grades 7-8 data show:
- Female applicants significantly underrepresented for Grade 7 posts and for 2/3 years for Grade 8 roles;
- No clear trends in shortlist SR by gender for Grade 7;
- Women consistently more likely to be shortlisted at Grade 8;
- Women slightly more likely to be appointed between 2012/13 – 2014/15 for Grade 7; only marginally less likely overall at Grade 8, although differences in total appointments are small.

We must do more to encourage women to apply as well as ensuring that there is no unconscious bias towards either group of applicants. We will reposition our recruitment materials and campaigns to better attract female applicants as well as make unconscious bias training mandatory for all staff who sit on appointment panels. **[Action 4.1]**

Concurrent to the self-assessment process, the School launched a large recruitment drive, including six posts in History. Given the underrepresentation of women within the School, and following best practice supported by the Royal Historical Society recommendations in its Gender Equality Report 2015, we augmented the University's equality and diversity statement in our online averts for these posts to include a positive action statement specifically encouraging applications from women and other underrepresented groups.

We will review the impact of this action to test its effectiveness in improving the application rates, locally tracking the subject specific recruitment data to supplement the overall 16/17 Athena SWAN data update expected from HR Recruitment in September. **[Action 4.1]**

> **Action 4.1** Increase number of female applicants for academic jobs within the School at R&T level. Actions will include the following:
>
> i.   School to actively encourage staff to share academic job advertisements with potential women applicants.
> ii. Advertisements for all posts within the School to include a statement welcoming female applicants and underrepresented groups and stating that the School is committed to Gender Equality. Institutional Athena SWAN Award to be used on adverts. If this application is successful, AS Bronze Departmental Award logo, along with statement, to be added to the adverts. For Philosophy adverts, BPA/SWIP Good Practice Scheme logo to be included in all adverts.
> iii. Ensure that all members of appointment panels have completed online unconscious bias training.
> iv. A version of the British Philosophical Association/Society for Women in Philosophy's *Good Practice Scheme*, currently adopted by Philosophy, will be rolled out to all subjects in the School; subjects will be encouraged to put in place an action plan in light of the Scheme's recommendations.
> v.   Review impact of these actions with respect to application rates for new positions in the School.

GRADE 9	2012/13		2013/14		2014/15		2015/16	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
APPS	n/a	n/a	5 (42%)	7 (58%)	n/a	n/a	n/a	n/a
SH/LIST	n/a	n/a	1 (50%)	1 (50%)	n/a	n/a	n/a	n/a
APPOINTS	n/a	n/a	0 (0%)	1 (100%)	n/a	n/a	n/a	n/a
Shortlist SR	**n/a**	**n/a**	**20%**	**14%**	**n/a**	**n/a**	**n/a**	**n/a**
Appointment SR	**n/a**	**n/a**	**0%**	**100%**	**n/a**	**n/a**	**n/a**	**n/a**

PROFESSOR	2012/13		2013/14		2014/15		2015/16	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
APPS	1 (25%)	3 (75%)	n/a	n/a	8 (53%)	7 (47%)	n/a	n/a
SH/LIST	1 (25%)	3 (75%)	n/a	n/a	1 (33%)	2 (67%)	n/a	n/a
APPOINTS	1 (100%)	0 (0%)	n/a	n/a	1 (100%)	0 (0%)	n/a	n/a
Shortlist SR	**100%**	**100%**	**n/a**	**n/a**	**13%**	**29%**	**n/a**	**n/a**
Appointment SR	**100%**	**0%**	**n/a**	**n/a**	**100%**	**0%**	**n/a**	**n/a**

Grade 9 data are limited for the reporting period, with a gender equal shortlist and extremely low numbers influencing percentage differences. There were two female appointments to Professorial roles. Given the small number of posts, we know these were for a Professorship in Digital Humanities (2014/15) and a Chair in Modern History (2012/13). A female academic within the School successfully secured appointment to the latter post, reflecting our long-standing commitment to support female staff progression to senior roles.

(ii)   Induction

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

At a School level, Line managers (HoSub for Academic staff and HoSA for Professional and Support Staff) work through an Induction Checklist with new staff. Early Career Researchers are assigned subject-level mentors upon joining. Professional and support staff take on a 'buddying' role to help new colleagues settle into the School office and administrative function. This complements University-run stallholder induction events for new staff.

We review induction effectiveness via staff surveys and feedback. Eight survey respondents (6male/2female) reported having joined the University within the last year and all agreed that the environment in the School is inclusive. In spite of this, comments in survey feedback suggested a need for more localised information about role descriptions, mentoring schemes, and School, College, and University structures.

The School will produce a Staff Handbook to highlight essential information, in response to this identified need. **[Action 4.4]**

Action 4.4   Produce a School Staff Handbook for all staff to strengthen induction and awareness of policies. Handbook to include information about induction, University structures, marking scheme, teaching timetable, mentoring, equality & diversity, role descriptions for jobs within the School, and other items to be included as a result of staff feedback

(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.

Promotion Criteria Strands for all Career Tracks Summary from UofG

Research and Teaching	Learning, Teaching & Scholarship	Research-Only
➢ Research & Scholarship ➢ Knowledge Exchange & Impact ➢ Learning & Teaching ➢ Leadership, Management & Citizenship (incl. Outreach) ➢ Esteem	➢ Learning & Teaching Practice ➢ Scholarship, Knowledge Exchange & Impact (incl. Outreach) ➢ Leadership & Management ➢ Esteem	➢ Research & Scholarship ➢ Knowledge Exchange & Impact ➢ Learning & Teaching ➢ Leadership, Management (incl. Outreach) ➢ Esteem

Promotion is an annual, standardized, University-wide process. All staff are emailed the timeline, applications and links to relevant information at the launch of each round. The School provides support to people of all genders via local promotion workshops as well as one-to-one meetings with the Head of School.

In addition, HR offers an annual training session designed to support promotion applications with contributions from recently promoted women, and at the outset of each promotion cycle the Head of School encourages any women with profiles comparable to male applicants to apply. The Head of School and the Head of College meet with and provide support for applications to Professorial level/Grade 10.

The data show that more men than women apply for promotion every year, this is unsurprising given the School's higher proportion of male staff. Female applications have 100% success rate compared with a male success rate of 78% across the four years. On average, women made up 35% of promotion applicants, compared to 34% of School academic staff population.

2012/13	APPLICATIONS		PROMOTIONS		SUCCESS RATE	
GRADE APPLIED FOR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
GRADE 7	0 (0%)	1 (100%)	n/a	0 (0%)	**n/a**	**0%**
GRADE 8	1 (33%)	2 (67%)	1 (33%)	2 (67%)	**100%**	**100%**
GRADE 9	0 (0%)	1 (100%)	n/a	1 (100%)	**n/a**	**100%**
READER	0	0	n/a	n/a	**n/a**	**n/a**
PROFESSOR	0	0	n/a	n/a	**n/a**	**n/a**
TOTAL	1 (20%)	4 (80%)	1 (25%)	3 (75%)	**100%**	**75%**

2013/14	APPLICATIONS		PROMOTIONS		SUCCESS RATE	
GRADE APPLIED FOR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
GRADE 7	1 (50%)	1 (50%)	1 (50%)	1 (50%)	**100%**	**100%**
GRADE 8*	2 (67%)	1 (33%)	2 (67%)	1 (33%)	**100%**	**100%**
GRADE 9	1 (33%)	2 (67%)	1 (33%)	2 (67%)	**100%**	**100%**
READER	0 (0%)	1 (100%)	n/a	1 (100%)	**n/a**	**100%**
PROFESSOR	0 (0%)	1 (100%)	n/a	1 (100%)	**n/a**	**100%**
TOTAL	4 (40%)	6 (60%)	4 (40%)	6 (60%)	**100%**	**100%**

*GRADE 8- 1 x Male applicant worked part-time basis

2014/15	APPLICATIONS		PROMOTIONS		SUCCESS RATE	
GRADE APPLIED FOR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
GRADE 7	0	0	n/a	n/a	**n/a**	**n/a**
GRADE 8	0 (0%)	1 (100%)	n/a	1 (100%)	**n/a**	**100%**
GRADE 9	1 (25%)	3 (75%)	1 (50%)	1 (50%)	**100%**	**33%**
READER	0	0	n/a	n/a	**n/a**	**n/a**
PROFESSOR	1 (50%)	1 (50%)	1 (100%)	0 (0%)	**100%**	**0%**
TOTAL	2 (29%)	5 (71%)	2 (50%)	2 (50%)	**100%**	**40%**

2015/16	APPLICATIONS		PROMOTIONS		SUCCESS RATE	
GRADE APPLIED FOR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
GRADE 7	0	0	n/a	n/a	**n/a**	**n/a**
GRADE 8	1 (50%)	1 (50%)	1 (50%)	1 (50%)	**100%**	**100%**
GRADE 9	2 (67%)	1 (33%)	2 (67%)	1 (33%)	**100%**	**100%**
READER	0	0	n/a	n/a	**n/a**	**n/a**
PROFESSOR	0 (0%)	2 (100%)	n/a	2 (100%)	**n/a**	**100%**
TOTAL	3 (43%)	4 (57%)	3 (43%)	4 (57%)	**100%**	**100%**

The promotion application form includes a section for applicants to outline the impact of exceptional circumstances such as career breaks and part-time working. These are then taken into account by the decision-making panel. However, only one member of part-time staff applied for promotion over the reporting period. 50% of part-time survey respondents (n=12; 7 Male, 5 Female) reported not having been encouraged to apply for promotion- this applied to all the female part-time respondents. **[Actions 5.1, 5.2].**

The Survey (n=98) also indicated that overall 19% of women, and 16% of men, do not understand the University promotion process and criteria, while 25% of women, and 20% of men, felt that they had not been encouraged to apply for promotion within the School.

We will address both of these issues with a number of actions, including greater focus on career development and planning for promotion from PDR reviewers, and enhanced training for PDR reviewers on encouraging appropriate staff to apply. **[Actions 5.1, 5.2]**

Action 5.1 Improve promotions pipeline and number of female academic staff at Grade 8 and above through a number of measures.

   i. The School Research Convener will meet with female R&T staff to discuss grant proposals, to articulate the School and College support that is available, and to encourage applications, if appropriate.
   ii. Female R&T staff will be encouraged to apply for grants through the Personal Development Review (PDR) process
   iii. Female R&T staff will be encouraged to develop/be included in Impact Case Studies for REF2020
   iv. Female R&T staff will be supported in undertaking public engagement activities
   v. Set up School network for academic staff to exchange career advice and offer professional support targeting all staff, particularly women and those who work part-time.
   vi. Survey exit interviews, and gather data from future staff surveys, concerning reasons for leaving/ reasons that would make one leave

> **Action 5.2** Enhance staff awareness of promotion procedures
>
> i.   Reviewer training for PDR should include a greater emphasis on using the PDR process for development and promotion, alongside it as a tool to assess performance. To facilitate this, the HoS should liaise, where appropriate, with HoSubs on the workload implications of development plans.
> ii.   School to continue to run bespoke promotion workshops but include specific sessions on new criteria for Teaching track, to best equip Teaching staff with the knowledge and capacity for progression.

(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.

Humanities	**Female**			**Male**			**Total**		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
RAE 2008									
Submitted	23	92%	28%	59	97%	72%	82	95%	100%
Not submitted	2	8%	50%	2	3%	50%	4	5%	100%
Total eligible	**25**	**100%**	**29%**	**61**	**100%**	**71%**	**86**	**100%**	**100%**
REF 2014									
Submitted	18	82%	28%	47	85%	72%	65	84%	100%
Not submitted	4	18%	33%	8	15%	67%	12	16%	100%
Total eligible	**22**	**100%**	**29%**	**55**	**100%**	**71%**	**77**	**100%**	**100%**

%*   compare vertically
%^   compare horizontally

Women made up 28% of both the RAE2008 and REF2014 submission, aligning with the proportion of women within the staff pool eligible for submission (29%).

In REF2014, 82% of eligible female and 85% of eligible male staff were submitted, which suggests no significant gender imbalance in selection rates.

At the time of writing, the process for the next Research Excellence Framework is unknown. Proceeding on the assumption that Stern recommendations are fully adopted and an all-staff return forms part of future exercises, we will continue to support research active staff in their research through a range of activities, including strengthening links with ArtsLab, the College of Arts Research Institute designed to support and encourage research within the College (see 5.3(iv) below), and encouraging staff to apply for grants that include significant amount of teaching and administrative buyout. **[Actions 5.1, 6.1]**

> **Action 6.1** Increase grant capture across the School.
>
> i.   Construct School website to list formal and informal training and support for grant applications. Included here would be information about subject-level activities, funding opportunities, and possibly mentoring for early career grant applications.
> ii.   ArtsLab to collect and share with SAT data on gender and career stage of those attending its workshops
> iii. ArtsLab to conduct debriefings with those whose grant applications are unsuccessful, to go over feedback, and to suggest ways in which the application might be revised and sent to a different funder.

5.2. Career development: academic staff

(i) Training

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

Learning and development support is offered to staff at all levels, as well as to postgraduates and early career researchers. Some training for staff is mandatory upon hire, while there are also many optional training opportunities. Training opportunities are discussed with all staff as a mandatory part of the PDR process. Newly appointed staff enrol on the Early Career Development Programme (ECDP), which targets career progression. They also attend a mandatory two-year teaching in higher education course, leading to the Postgraduate Certificate in Academic Practice.

Staff self-enrol on professional development courses and any completed training is automatically logged to populate the Learning and Development section of an employee's annual Performance Development Review (see Section (ii) below).

Table 26. Staff participation in training, by gender

| YEAR | FEMALE | | MALE | | TOTAL |
	no.	%	no.	%	no.
2012/13	2	17%	10	83%	12
2013/14	11	35%	20	65%	31
2014/15	8	47%	9	53%	17
2015/16	16	59%	11	41%	27

The total number of staff undertaking training is variable from year to year since 2012 (**Table 26**), with the percentages of women participating in training showing significant improvement over the four years.

The School provides equitable support for staff participation in University-level initiatives to foster academic leadership, including on the Academic Leadership Programme (2F:2M); the new Aspiring Leaders Programme (1F:1M); The School has sponsored two female colleagues on Aurora, and two have acted as role models and mentors.

In the 2016 Staff Survey the vast majority of respondents (96%; n=98) felt that their gender had no bearing on their access to training, though the very small number of individuals (n=4) who did feel that their gender impacted upon training opportunities were all women. Although the number is small, we aim for improvement here, and so will investigate the reasons why there is this perception in the next Staff Survey, and put in place actions to address it. [**Actions 1.8, 6.2**]

Action 6.2   Set up focus groups to investigate why some female staff reported that gender impacted unfairly on training opportunities.

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

Performance Development Review (PDR) is a mandatory annual appraisal for all staff – including PDRAs, and fixed-term staff. The PDR is comprised of a performance review, setting of objectives, and progress towards professional development ambitions. Reviews are tailored to job family and role profiles, the expectations for which are clearly defined by the University.

The review process requires staff members to provide a self-assessment of their work, set specific objectives for the next year and reflect on previous objectives, development, and support. Staff are required to report any learning development / training undertaken. Additionally, academic staff are required to report on publications, supervision, and research income.

Each staff member is formally reviewed in a face-to-face meeting with their line manager or designated reviewer; these are from Head of School, Heads of Subject, Head of School Administration, and Principal Investigators. The majority of reviewers in the School are women. These meetings are a two-way dialogue; performance and progress is assessed and reviewed by both parties against the reviewee's objectives and role description. Reviewers are expected to offer encouragement, guidance, and support for a staff member's personal development plan.

Reviewers are encouraged to explore promotion potential with staff and staff are actively encouraged to discuss development plans with the Head of School to facilitate the potential for future promotion and career development. Following the review meeting, both staff members and reviewers endorse their assessments, comments, objectives, and personal development plan. Both parties must sign off on the final version of the review before it is finalized.

The PDR process received mixed reviews from staff participating in the Staff Survey, with roughly 20% of respondents of both genders evincing ambivalence, and with 39% of women disagreeing, and 29% of men strongly disagreeing, that the process recognises the full range of an employee's skills and abilities. In light of this, PDR appraisers will be encouraged to ask staff which skills and abilities are being ignored or downgraded, and feedback to HR and senior management responsible for the PDR. [**Action 6.3(i)**]

> **Action 6.3(i)** PDR appraisers to ask staff which skills and abilities are being ignored or downgraded, and feedback to Senior Management with responsibility for PDR

PDR recognises the full range of my skills and abilities

	Male	Female
Strongly agree	4%	4%
Agree	16%	26%
Neither agree or disagree	20%	22%
Disagree	16%	39%
Strongly disagree	29%	9%
Not applicable	16%	
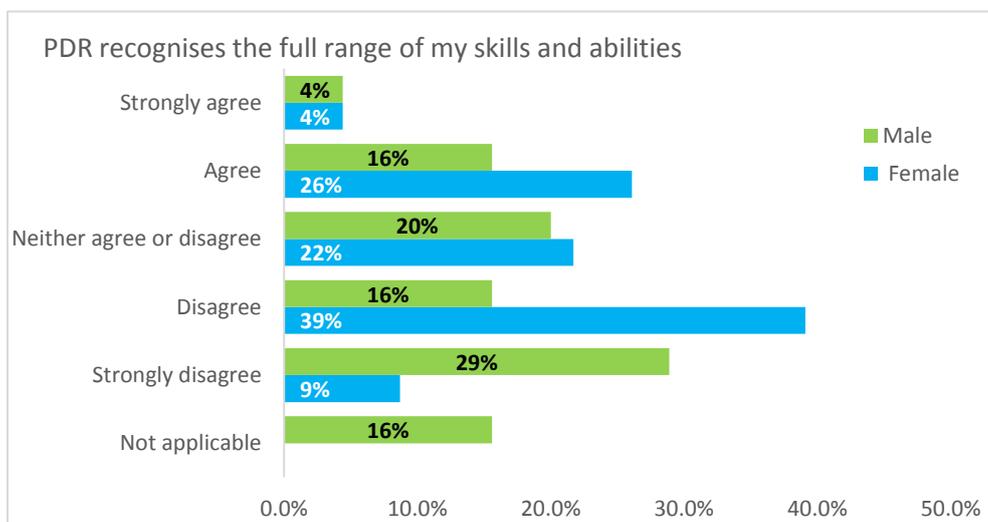
Staff were on the whole more positive about the helpfulness of the PDR for discussing career development, although here too there is room for improvement. We aim to address this by putting a greater emphasis on career development in training for PDR reviewers. **[Action 5.2]**

My last PDR meeting included helpful discussion about career development:

Response	Male	Female
Strongly agree	13%	13%
Agree	40%	65%
Neither agree or disagree	18%	9%
Disagree	7%	4%
Strongly disagree	2%	4%
Not applicable	20%	4%
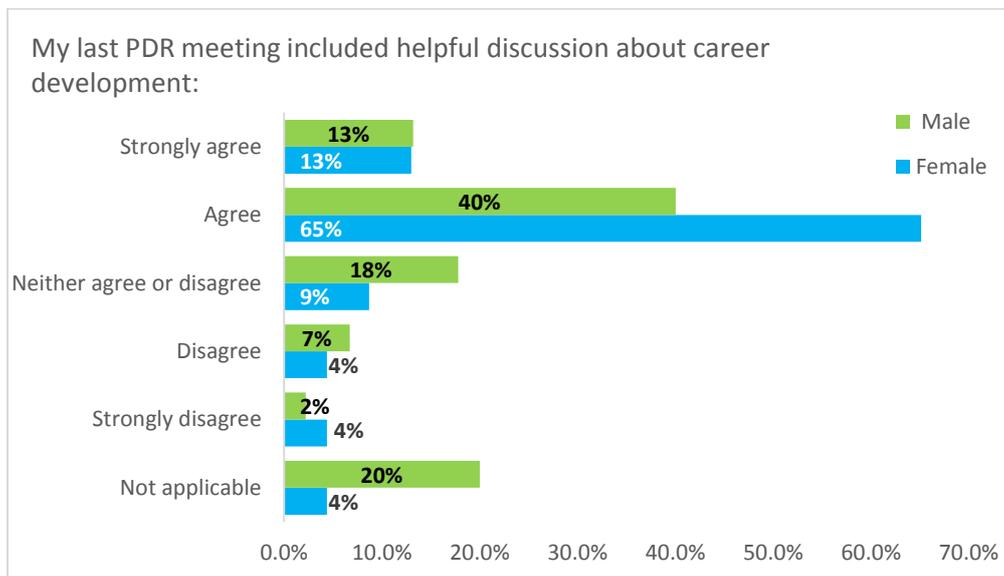
Review training

There are two optional online training courses for the review process open to all staff: Introduction to Performance Development Review, and Setting Objectives.[6] Additional web resources include guidance on how to have a constructive development conversation.[7]

In 2016 the University of Glasgow adopted an online PDR form and training was offered to help staff and reviewers use the new system. Mandatory training of reviewers is also conducted by the School in order that all are clear about overarching School objectives.

---

[6] http://www.gla.ac.uk/services/humanresources/all/pay/pdr/pdrtraining/
[7] http://www.gla.ac.uk/services/humanresources/employeeandorganisationaldevelopment/learningcoursesandresources/performancedevelopmentreview/

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

Academic staff receive support for career progression in several ways:

- The Personal Development Plan that forms part of the PDR.
- Research leave scheme, whereby staff can apply for one semester of internally funded research leave after every six semesters taught, on condition of submitting a strategic research plan.
- The School Strategic Research Allocation fund, to which R&T staff and PDRAs can apply for conference travel support or other research-specific financial support.
- Mentoring schemes, mandatory for early career staff through the Early Career Development Plan, voluntary for all other members of staff.
- The University Academic Returners and Research Support Programme.
- As part of the ECDP, permanent R&T staff attend a mandatory two-year course leading to the Postgraduate Certificate in Academic Practice in line with the UK Professional Standards Framework for teaching in higher education.
- University pilot scheme to cover childcare expenses incurred in relation to travel for conferences.
- PDRAs are included in the PDR process, and attend training workshops. There is also University-level training for PDRAs, through the Research Strategy and Innovation Office.

Additional training is available to academic staff, postgraduates and early career researchers in the School through the College of Arts ArtsLab[8]. ArtsLab training is designed to improve research career progression via personal advice and workshops, in addition to fostering interdisciplinary research and networking within the School and across the College. Topics covered by ArtsLab include Improving Knowledge Exchange by Working with Schools, Understanding 4* Research, Introduction to European Council Grants, Developing an Effective Project Proposal, Introduction to Collaborative Projects and Networks, and Understanding Impact.

In 2015-16 ArtsLab offered 15 workshops attended by a total of 174 individuals across the College of Arts. In Semester 1 of 2016-17, 7 workshops were offered[9] and were attended by 50 individuals, including 28 early career researchers. Otherwise ArtsLab did not collect data on the gender or career stage of those attending workshops, though we aim to collect this valuable data in the future. **[Actions 1.7, 6.1]**

Around 60% of men and women on the staff survey agreed that the School encourages staff to access opportunities for career and professional development.

The School encourages staff to access opportunities for career and professional development:

	Male	Female
Strongly agree	18%	4%
Agree	40%	57%
Neither agree or disagree	20%	22%
Disagree	13%	13%
Strongly disagree	4%	4%
Not applicable	4%	

---

[8] http://www.gla.ac.uk/researchinstitutes/artslab/aboutartslab/
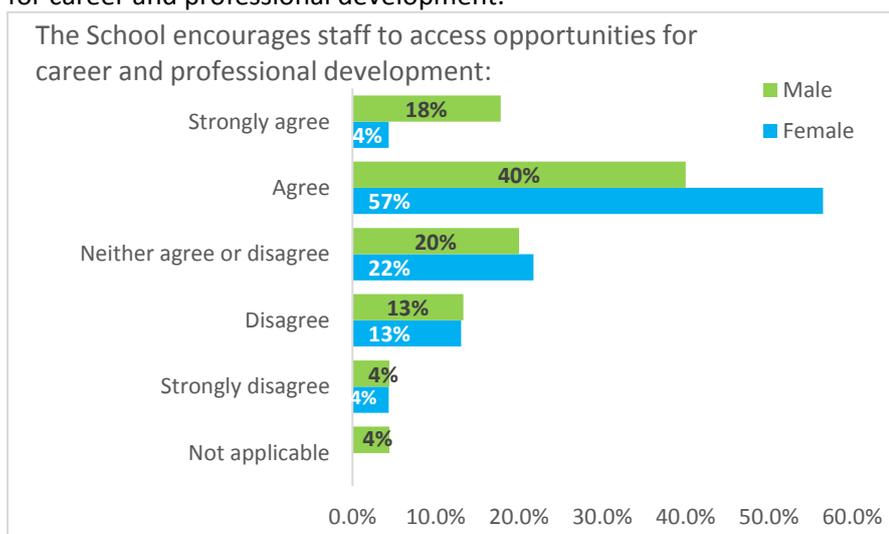
[9] At the time of this report, four workshops were still to run

Early Career Development Programme[10]

The University's Early Career Development Programme (ECDP) provides the vehicle through which newly appointed early career academic staff at Grade 7 or 8 can achieve career progression. The Programme is designed to support progression from 7 to 8 in three years, and from 8 to 9 in five years. The programme enables this by: providing learning and development opportunities in all aspects of the academic role, allocating a Subject-level mentor to provide support and advice, and by the annual setting of objectives which enable academics to develop the abilities and achievements evidenced on the date of appointment, with a view to meeting the criteria for promotion within a defined timescale. The Programme also involves a phased teaching allocation from a starting point of a 50% load.

The School has a number of ECDP mentors, the College of Arts has an ECDP champion, and those on the programme have their objectives and progress reviewed and feedback provided by each, in addition to the HoS and Vice-Principal/Head of College. There are currently 17 members of recently appointed staff in the School on ECDP (7 men, 10 women).

Mentoring

Staff mentoring of junior colleagues by senior colleagues is strongly encouraged and supported, and the Staff Survey reflected this, with the majority of staff agreeing and very few disagreeing on this question. Women (43%) were much more likely to agree that they had benefitted from formal mentoring within the School than men (29%), suggesting that formal mentorship schemes are being more successfully targeted towards female staff members. Meanwhile, both men (73%) and women (83%) reported that informal mentoring was beneficial.

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

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

Students receive support for career decisions in several different ways:

Undergraduate
- Our Careers Service offers advice on CVs and covering letters as well as personalised careers advice.
- Our UG and PG courses explicitly include outcomes aligned to graduate attributes and transferable skills.
- Several Honours and postgraduate courses in the School include work placements as a mandatory component.
- Open days offer information for Honours students considering further studies.

Postgraduate
- All doctoral students have access to the provision of doctoral training offered by the Scottish Graduate School of Arts and Humanities.
- All PGR students undertake an Annual Progress Review, where students and their supervisors and research conveners discuss research questions, achievements, concerns, and set research and professional targets for the coming year. Some Subject Areas offer six-monthly reviews.
- Some Subjects run PG research methods training, including training on how to present research, the academic job market, academic writing, mock interviews, etc.
- PGT and PGR students are encouraged to attend discipline research seminars, and many subjects in the School have dedicated PG research seminars.

---

[10] http://www.gla.ac.uk/services/humanresources/all/pay/ecdp/policy/

- Training and support for postgraduate teaching assistants (GTAs) is offered in all Subjects. This includes an induction session, monitoring and feedback of teaching, monitoring and feedback of grading, and regular meetings with course conveners. There is a University-level mandatory one-day training course for all GTAs, and GTAs can sign up for an optional Developing as a Teacher Programme, consisting of a series of seminars and workshops relevant to early career teachers.

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

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

Robust support for research grant applications is offered at several levels. This includes the ArtsLab Application Development Service, which assist academics from an early stage in preparing and drafting grant applications. Members of staff have access to dedicated research support via the College-level Arts Administration office; and internal peer support is offered via mock interviews and vetting of applications. Other support includes the following:

- The College of Arts Research Management Team provides personalised support for the costing of all grant applications.
- The European Research Grant Team in the university offers individually tailored support to anyone who applies for ERC or Horizon 2020 grants.
- The School Research Convenor directs staff to appropriate grant opportunities and comments on application drafts.
- The College Dean of Research role has been held by female members of staff since 2014 which presents a visible role model for research active women in the School.
- To strengthen support for those who are unsuccessful we will offer a debriefing session for unsuccessful candidates, and advice and support for revising the application for submission to other funding bodies. **[Action 6.1(iii)]**

We will be enhancing our support for grant applications with a range of further measures. **[Actions 5.1, 6.1]**

Action 6.1   Increase grant capture across the School.

i.   Construct School website to list formal and informal training and support for grant applications. Included here would be information about subject-level activities, funding opportunities, and possibly mentoring for early career grant applications.
ii.   ArtsLab to collect and share with SAT data on gender and career stage of those attending its workshops
iii. ArtsLab to conduct debriefings with those whose grant applications are unsuccessful, to go over feedback, and to suggest ways in which the application might be revised and sent to a different funder.

5.3. Flexible working and managing career breaks

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

(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 implements the University of Glasgow's policies and maternity checklist in relation to maternity and adoption leave. Other Schools in the University participate in a system whereby staff who go on maternity leave can 'buddy up' with another staff member who has been through the leave process. We will recruit volunteers for the parental buddy scheme and formalise information about the scheme available to enhance peer-support for staff at all stages of parental leave. **[Action 7.1]**

> **Action 7.1**   Ensure that staff who go on maternity and shared parental leave have information about being 'buddied' with another member of staff, of equal or higher grade, who has been on the leave process, to help to facilitate their return

It is a cause for concern, given the spread of line management responsibilities across the School, that the staff survey revealed that 14% of male respondents and 17% of female respondents do not understand how maternity leave policies and support affect themselves and colleagues. 32% of male respondents and 13% of female respondents disagreed when asked if they understood how the adoption leave policies and support affect themselves and colleagues.

A range of measures will be implemented to increase awareness of University policies and of the guidance relating to maternity and adoption leave on the University HR webpages. **[Action 7.3]**

> **Action 7.3**   Raise awareness of family-friendly and work-life balance related policies.
>
> i.   Link to HR Equality and Diversity pages from School and Subject Area webpages, and give information about all of the University policies on these issues, including examples of how to use KIT days, in the Staff Handbook.
> ii.   Information on such policy issues to be highlighted at induction for new staff. This means that HoS, HoSA, HoSubs, and PIs need to be fully aware of policy issues.
> iii.   Set up working group to consider best way of advertising flexible working policy. Information on policy on leave and flexible working to be discussed at each PDR meeting with appraisers. Staff will be encouraged to familiarise themselves with opportunities where these are relevant.

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

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

Funds are available at College level for cover for staff going on maternity leave. We encourage staff use 'keeping in touch' (KIT) days but people report not knowing how to use them. We will outline potential uses to ensure opportunity to participate in promotion workshops, REF preparations, and ArtsLab events for those who wish it while on leave. **[Action 7.3]**

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

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

40% of men and 33% of women agreed that staff are well supported when coming back from leave, with the vast majority responding neutrally (there have only been 4 members of staff taking maternity leave in the last 4 years).

We will put in place a range of measures to ensure comprehensive support on return to work, including mandatory meetings with staff and HoS, information about local nursery and childcare provision near the School, and information about the University's Academic Returners and Research Support Programme. The latter provides funding to support, primarily, female academics returning from maternity and adoption leave, although men returning from paternity or adoption leave are also eligible. Funding of up to £10,000 is provided to support the resumption of an individual's research activity, with the money providing buyout for teaching, research and administrative assistance, conference attendance, support for grant applications, and the like. **[Action 7.2]**

> **Action 7.2**   Improve support for staff returning to work, including mandatory meetings with staff and HoS and enhance information about local childcare facilities.

(iv)   Maternity return rate

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

There have been four instances of maternity leave for three academic staff members and one member of professional and support staff (two in 2012/13, and one each in 2013/14 and 2014/15). Of these four colleagues, three returned to work and one resigned, due to a relocation with her academic partner to Canada.

Year	Grade	Category	Contract Status	Part-Time/ Full-Time	Returner Status
	GRADE 7	RT	OPEN ENDED	Full-Time	RETURNED
2012/13	GRADE 7	RT	OPEN ENDED	Full-Time	RETURNED
2013/14	GRADE 8	RT	OPEN ENDED	Full-Time	RESIGNATION
2014/15	GRADE 5	MPA	OPEN ENDED	Full-Time	RETURNED

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

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

Year	Grade	Category	Contract Status	Part-Time/ Full-Time	Gender	Leave	Returner Status
	GRADE 8	RT	OPEN ENDED	Full-Time	Male	PATERNITY LEAVE	RETURNED
2012/13	GRADE 6	RT	OPEN ENDED	Full-Time	Male	PATERNITY LEAVE	RETURNED
2014/15	GRADE 9	RT	OPEN ENDED	Full-Time	Female	ADOPTION LEAVE	RETURNED

One female member of academic staff member took adoption leave in 2014/15. Two male members of academic staff took paternity leave in 2012/13. The University offers two weeks of paternity leave with one week paid at full salary and the second week paid at statutory paternity pay. No staff have taken up shared parental leave thus far.

62% of male respondents on the Staff Survey could have taken paternity leave, but elected not to. Anecdotally, new fathers are also likely to make use of home-working and annual leave at full pay. But we will investigate in future staff surveys in order to get a better picture of the reasons here as well as design case studies with those that took paternity leave across the School and College to raise awareness of the policy and encourage uptake of it. **[Action 7.2(iii)]**

Action 7.2(iii)   Create case studies profiling parents who have made use of family-friendly policies like paternity leave and Include question on Staff Survey to further examine why male staff eligible to take paternity leave elected not to

The low figures across the board might reflect the lack of understanding of policies and support in these areas, which is something that we need to improve significantly. Between 15% and 38% of staff reported that they didn't understand policies surrounding paternity, parental, and shared parental leave. We will ensure that there are links from School and Subject pages to University policies on all of these, will include the relevant information in the new Staff Handbook, and will encourage Heads of Subject to advertise these to all their staff. **[Action 7.3]**
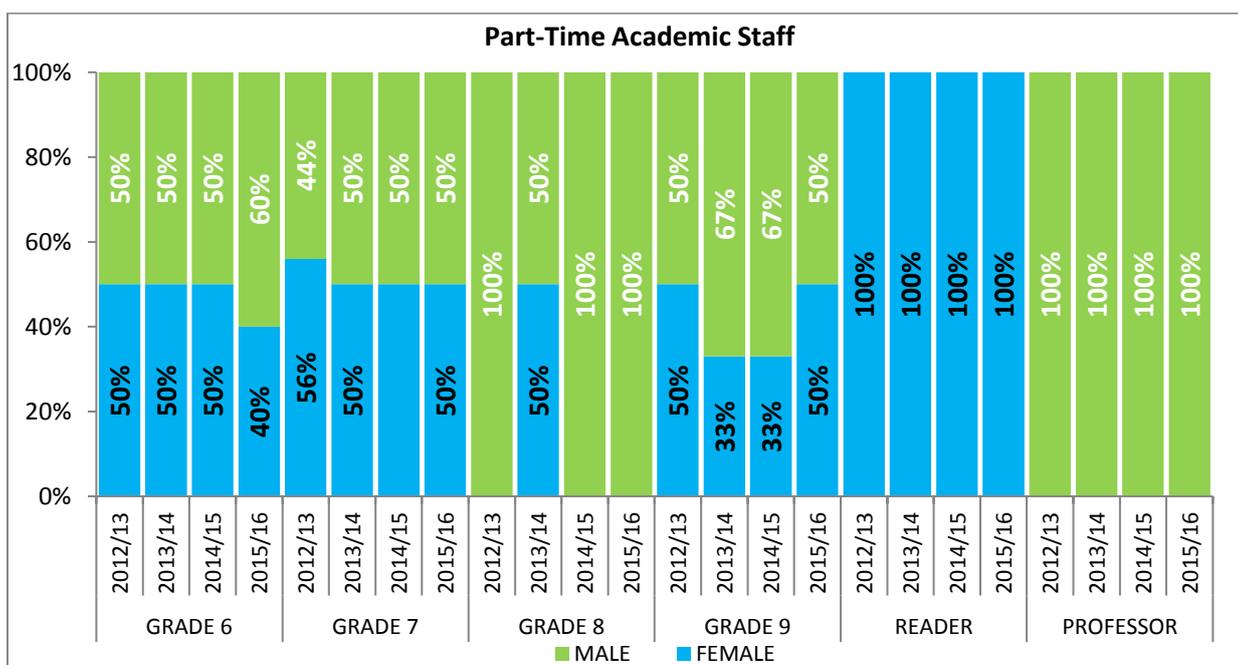
(vi)   Flexible working

Provide information on the flexible working arrangements available.

All staff can apply for flexible working, including part time, compressed hours, work from home, term-time working, staggered hours and job-share.

Two requests for flexible working were put to the School in 2014/15 (one by female academic staff; one by female MPA staff), and one request was made in 2015/16 by female MPA staff. All requests were successful.

Comparatively few academic staff in the School work part-time, and the gender balance is roughly equal as the tables below show:

		2012/13		2013/14		2014/15		2015/16	
		FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
PART-TIME	**GRADE 6**	3	3	2	2	2	2	2	3
	GRADE 7	5	4	3	3	4	4	3	3
	GRADE 8	0	1	1	1	0	2	0	2
	GRADE 9	1	1	1	2	1	2	2	2
	READER	2	0	2	0	2	0	2	0
	PROF	0	1	0	2	0	4	0	3
	TOTAL	**11**	**10**	**9**	**10**	**9**	**14**	**9**	**13**
FULL-TIME	**GRADE 6**	1	3	1	1	2	3	1	2
	GRADE 7	4	15	4	9	7	11	7	14
	GRADE 8	7	9	7	10	7	9	6	8
	GRADE 9	4	16	4	16	6	16	6	16
	READER	3	2	3	3	2	4	2	2
	PROF	4	16	4	14	6	11	6	13
	TOTAL	23	61	23	53	30	54	28	55

Full-Time Academic Staff
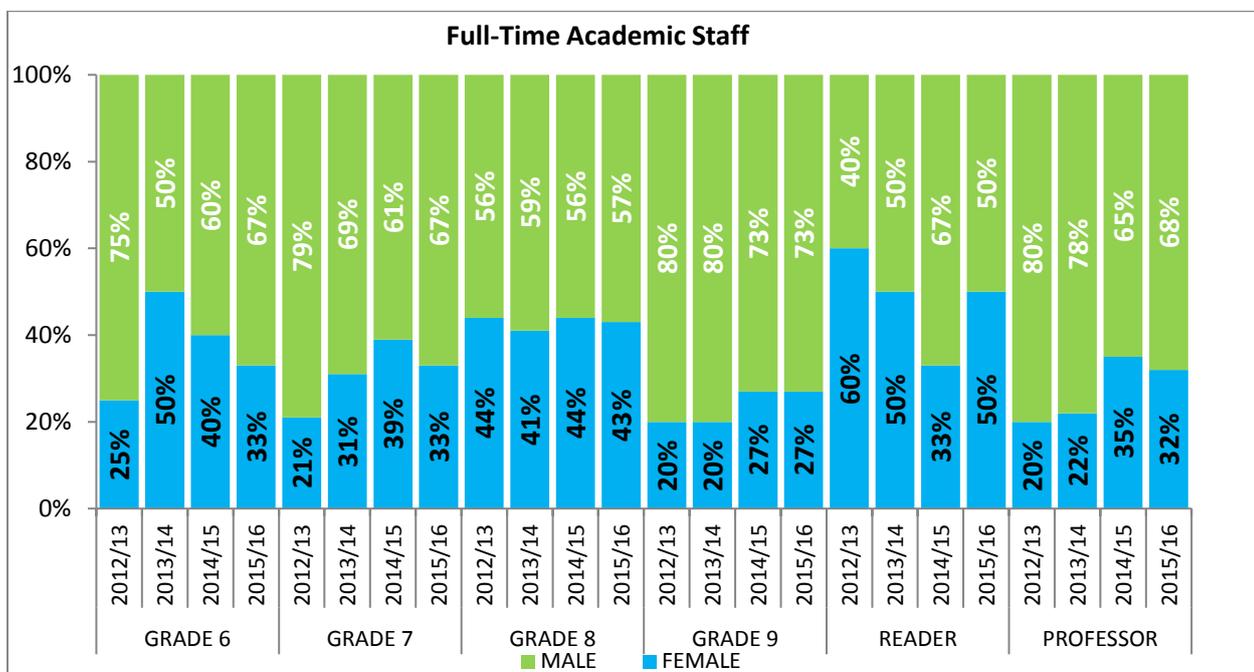
Full time, formal flexible working accounted for 2% of male and 4% of female respondents to the survey. The SAT note that these numbers are low compared to the use of informal flexible working (i.e. arranged with line manager), with 18% of men and 35% of women reporting use of informal arrangements. The School has an embedded culture of informal flexible working among staff, which is important in helping to facilitate work-life balance and care responsibilities.

Awareness among surveyed staff of flexible working policies and their effects could be improved, with 50% of men and 29% of women responding 'no' when asked if they understood these. 26% of men and 27% of women answered 'yes' when asked if they might wish to make use of flexible working in the future.

However, the survey also indicated that staff have concerns about applying for flexible working: 46% of men and 56% of women have concerns about damage to career prospects. The SAT working group on flexible working will consider how best to address these concerns and advertise flexible working policy. **[Action 7.3]**

Action 7.3   Raise awareness of family-friendly and work-life balance related policies.

   i.   Link to HR Equality and Diversity pages from School and Subject Area webpages, and give information about all of the University policies on these issues, including examples of how to use KIT days, in the Staff Handbook.
   ii.   Information on such policy issues to be highlighted at induction for new staff. This means that HoS, HoSA, HoSubs, and PIs need to be fully aware of policy issues.
   iii.   Set up working group to consider best way of advertising flexible working policy. Information on policy on leave and flexible working to be discussed at each PDR meeting with appraisers. Staff will be encouraged to familiarise themselves with opportunities where these are relevant.

(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.

No requests have been made by staff wishing to transition from part-time to full-time hours over the last four years. This would be managed through a flexible working request and, where funding would allow, the School would accommodate this and ensure that appropriate support was in place to facilitate the transition. Our actions to support mentoring and career progression, outlined above **(s.5.2)** would help this.

5.4.   Organisation and culture

(i)   Culture

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

Women are well-represented in senior roles in the School; the School's commitment to promoting gender equality is evident in current initiatives to foster healthy work-life balance; and analysis of gender difference is central to the research and teaching undertaken by many members of the School, incl. the current Head of School.

In November 2015 the School of Humanities established a working group to address issues around work-life balance and workload for all staff in the School, which has overseen the provision of mindfulness training and other initiatives to improve staff well-being.

Academic engagement with questions surrounding gender inequality is central to the work of several R&T staff in the School. The Centre for Gender History, established in 2010, brings together more than 30 researchers from across the Colleges of Arts and Social Sciences to promote research on gender history through a research seminar, regular meetings and workshops, a postgraduate reading group and an annual public engagement workshop.

Members of the Philosophy and History have played a role in promoting discipline-wide audits of gender inequality in higher education (undertaken by the British Philosophical Association and the Society for Women in Philosophy UK, and by the UK's Royal Historical Society).

It is worrying that over 20% of female respondents had experienced a situation in which they felt uncomfortable on account of their gender (compared with 6% of men). On the latter point, we will work to ensure that all staff are aware of how to report instances where they feel uncomfortable at work, and further promote the University's Dignity at Work and Study Policy and the Harassment Volunteers Network. **[Action 8.5]**

On the former point about further action to promote gender equality, we hope that the range of measures in our Action Plan will have a significant and positive effect in the coming four years.

Action 6.2   Set up focus group to investigate difference in perception between men and women in the School on gender issues relating to supportiveness of working environment, fairness of promotion and regarding procedures, and inclusivity of decision making.

Action 8.5 Advertise policies and support networks to address behaviour that causes female staff to feel uncomfortable at work.

i. SAT to liaise with HoSubs to ensure that School staff are aware of how to report instances where they feel uncomfortable at work.
ii. The Full Stop Campaign aimed at highlighting the University's Dignity at Work and Study Policy, and the Harassment Volunteers Network, was launched at the University in 2016. The School will work to further promote this campaign to all staff and students, through advertising on Subject pages, at Induction events, and at Subject meetings

(ii)   HR policies

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

The University's Equality and Diversity policies are followed rigorously by the School. Line managers are kept informed of HR policy through the College Management Group (CMG) (which includes Heads of School), and the much wider College Advisory Group (which includes CMG, the Heads of Subject and School Conveners, College Officers and Heads of School Administration). Any administrative changes are communicated through the Head of School, while skills-focused provision for developmental support (e.g. relating to promotions) is tailored for Heads of Subjects.

All staff are required to undertake online a training course in Equality and Diversity and another in Unconscious Bias. There is an additional online course for line managers (see also 5.3). To date, 63% of staff in the School have completed the Equality and Diversity training (66% of women, 61% of men). This figure needs to be improved, and so the Head of School will write to all staff informing them of the need to complete the training. **[Action 8.3]**

Action 8.3 Ensure all staff complete online Equality and Diversity training

(iii)   Representation of men and women on committees

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

Committee membership is based on role, and women are well represented among School office holders. School Management Group which supports the Head of School in governance and represents the School at College and University levels has 13 members, 10 of whom are female, including Head of School, Deputy Head of School, Convener of Learning and Teaching, Convener of Graduate Studies, and HR administration. The other main committees in the School, in addition to the Athena SWAN SAT, are mostly composed of Research and Teaching Staff, with Administrative staff providing support, and with undergraduate student representation on the Learning

and Teaching Committee. The balance of the committees is as follows: Learning and Teaching Committee (50% female); Research Committee (67% female); Graduate Studies Committee (50% female). Nearly all respondents to the Staff Survey agreed that there is a fair representation of staff on School Committees. With fewer senior female academics there is a danger of committee overload, although the HoS is aware of the demands on her senior colleagues and seeks to minimise this. Committee membership is discussed at the annual PDR meetings.

(iv)   Participation on influential external committees

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

Survey results show that the vast majority of female staff reported that they had been treated fairly with respect to participation in decision0making, and opportunity for taking on leadership roles. Staff are encouraged to participate in external committees either by invitation from the HoS, or during conversations with their assessors during PDR meetings, and are also able to put themselves forward for roles. SAT will continue to monitor gender balance on external committees and liaise with Senior Management if problems of representation emerge in future.

(v)   Workload model

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

The School is about to implement the new College of Arts workload model; up to this point some Subject areas have been using a previous model. The new College model will aim to accurately record individual contributions to teaching, administration and research; this will enable more consistent analysis of the gendered distribution of tasks, and a more informed workload allocation across the School.

Major leadership roles in the School and College as well as large administrative roles at Subject level are assigned the appropriate hours in the workload model and carry relief from other duties, while the Early Career Development Programme involves a phased teaching allocation from a starting point of a 50% load. Workload is managed by each Subject, with Heads responsible for ensuring the fair allocation of roles. Annual PDR includes a discussion of workload and development opportunities. All posts at Subject and School level rotate to allow for research leave and career development opportunities. All School roles are advertised and are normally undertaken for 3 years.

Over a third of respondents (38% of women and 36% of men) in the staff survey disagreed that their workload allocation includes all their work-related activities. The problem here does not seem to be gender-based, and will hopefully be alleviated by the new and more comprehensive workload model.

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.

From 2015 the School adopted core working hours of 10am-4pm. All School and Subject Group meetings are now held within these hours. The majority of research seminars remain scheduled to take place in the late afternoon or early evening (with start times of 4.00 or 5.30pm), although some trialling of earlier times has begun to take place (e.g. in Philosophy) and there are some long-standing research seminars which take place in the middle of the day (e.g. Early Modern Work in Progress). More women (27%) than men (17%) in the Staff Survey disagreed that meetings were scheduled to enable those with caring responsibilities to attend. In light of this, the School will suggest to Subjects that they consider adopting earlier start times for research seminars. **[Action 8.2]**

Action 8.2 Work-related social activities to be held within core hours where practicable

The School supports a small range of opportunities for socialising and networking for colleagues, all of which take place within core working hours, including an early afternoon gathering at the end of Semester 1 and at the end of the examining period in May/June. The work-life balance working group has recommended informal socialising through the introduction of regular exercise slots (e.g. Walks on Wednesdays), craft lunches, and 'ask a colleague to lunch'.

(vii)   Visibility of role models

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

In the Survey, 66% of male respondents and 46% of female respondents agreed that there is diverse representation of School staff at university events. Some subjects – e.g. Philosophy – have action plans which require the visiting speaker organiser to ensure sufficient balance in each semester's programme of research talks. Conference organisers in Philosophy are also asked to take reasonable steps to ensure that women are well represented. The School will encourage all subjects to put in place an action plan to address gender balance at seminars and workshops, in line with recommendations from Philosophy's *Good Practice Scheme*. **[Action 4.1(iv)]**

Action 4.1(iv) Philosophy's *Good Practice Scheme* to be rolled out to all Subjects in the School

Images on School and Subject websites exhibit diversity of gender and race, as do the respective publicity and recruitment materials. The following, for example, are photographs on the School's main webpage.

A number of women from the School have been put forward for and participated in University level initiatives to foster academic leadership, including the Academic Leadership Programme; the Aspiring Leaders Programme; and Aurora Leadership Programme (See also 5.3ii).

(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.

Members of staff in various subjects take part in outreach activities in local schools, and there is significant public engagement during the Glasgow Science Festival, public talks, and news and media appearances. Contribution to outreach and engagement is recognized in the PDR and in promotion criteria. We do not currently have data about participation; the SAT will develop a strategy and start collecting this at the School level. **[Action 1.9]**

Action 1.9   Collect data on staff participation in outreach and engagement activities

Word count: 5242

6.   FURTHER INFORMATION

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

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

N.B. 500 word allocation used in Section 4.

7.   ACTION PLAN

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

We have grouped our Action Plan into the following sections:

1.   Data Collection

2.   Progressing Athena SWAN

3.   Student Recruitment, Admissions, and Attainment

4.   Staff Recruitment and New Starters

5.   Promotion

6.   Career Development

7.   Maternity, Paternity, Parental Leave, Flexible Working, and Career Breaks

8.   Departmental Culture

Abbreviations used in Action Plan

HoS   Head of School

HoSub Head of Subject

SAT   Self Assessment Team

HR   Human Resources

GEC   Gender Equality Champion

DoT   Director of Teaching

PDR   Performance and Development Review

R&T   Research and Teaching

MPA   Managerial, Professional, and Administrative

UG   Undergraduate

PG   Postgraduate

PDRA   Postdoctoral Research Assistant

SFC   Scottish Funding Council

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
1. Data collection					
1.1	Repeat School Culture Survey	Continue to gather information on staff experiences, and monitor effectiveness of Action Plan	September 2018, September 2020	Gender Equality Champion (GEC)	Maintain high completion rate ≥ 68%, improvement in results (see other Actions)
1.2	Monitor gender balance of part-time students	Numbers of part-time students at both UG and PG levels are low, but it is important to monitor these to identify and address areas where there is gender imbalance	From September 2017	Directors of Teaching for UG and PG at Subject level	Gender balance for part-time students in all subjects in line with the Scottish Funding Council (SFC)'s targets by 2020. (SFC targets aim for no university subject to have a gender imbalance of greater than 75% of one gender by 2030.)
1.3	Survey female PGT leavers with a view to identifying barriers to PGR progression.	There is a significant gap (22%) between female students at PGT and at PGR levels. Female students are under-represented at PGR.	From September 2017	Directors of Teaching (PG)	Identification of issues, to be addressed by SAT in future actions
1.4	Collect data on the gender ratios of supervisors to supervisees in order to encourage potential supervisors to be aware of any unconscious selection bias	Admissions data for all three years show that fewer women apply for PGR courses, and in 2015-16 were disproportionately unsuccessful when they did apply.	From September 2017	Directors of Teaching (PG)	Complete data about gender ratio of supervisors to supervisees at PGR level
1.5	Survey exit interviews, and gather data from future staff surveys, concerning reasons for staff leaving, and reasons that would make staff leave	Women are underrepresented at Grade 8 and above in four of the six School subject areas. We need to monitor why women might leave prior to achieving promotion to these levels.	From September 2017	Head of School/Heads of Subject	Improved data from exit interviews and Staff Culture Survey about reasons for leaving the School/University.
1.6	Continue to review degree outcomes by gender for all Subjects in order to determine further trends in attainment	Attainment data show a range of different outcomes by gender. For instance, there have been very recent improvements in female attainment in some subjects – for instance, Celtic & Gaelic, and Classics – but we need to ensure that these are maintained, and put in place measures if they are not.	Annually	Directors of Teaching/Examination Officers	Improved understanding of trends in attainment and reporting to School Management Group of any action required.

1.7	ArtsLab to collect and share with SAT data on gender and career stage of those attending its workshops on grant applications	We aim to increase grant capture across the School, and it would be helpful to have information on who is attending workshops, so that we might encourage those who are not to take advantage of these.	Ongoing, report provided at end of each academic session	ArtsLab/GEC	Improved understanding of gender and career stage of those attending ArtsLab workshops via robust data.
1.8	In Focus Group work and In next School Culture Survey, investigate reasons why some female staff reported that gender impacted unfairly on training opportunities	Staff Culture Survey indicated that some female staff thought gender had a negative impact on training opportunities. Since we want opportunities to be, and be seen to be, open to all regardless of gender, we want to discover why there was this negative perception amongst some staff.	From September 2017	GEC/SAT	Improved understanding of reasons why female staff report negative impact of gender on training opportunities, and improved results in the next SCS
1.9	Collect data on staff participation in outreach and engagement activities	Staff contribution to outreach and engagement is recognised in the PDR and in promotion criteria. We do not currently have data at School level about participation, and it is important to rectify this so that we have a picture of what the School currently does, and so that we can think of ways of enhancing our outreach and public engagement activities.	From September 2017	HoSubs, HR	Database on outreach activities set up by September 2018

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
2. Progressing Athena SWAN					
2.1	Appoint a Gender Equality Champion to be Lead for SAT	It is important that SAT has the means to oversee implementation of the Action Plan, and this is best achieved via the School's appointment of a person with overall responsibility for implementing these actions (with appropriate workload allocations)	September 2017	HoS	GEC appointed by September 2017
2.2	Monitor composition of SAT, ensuring that no fewer than 50% of SAT committee members are male, and advertise opportunities to join SAT across all job families in School	It is important that the SAT is diverse and has appropriate balance of gender, job family, subject area, and grade. Of particular concern here is that suitable numbers of male colleagues are represented on the SAT, to avoid female staff being overburdened, given the underrepresentation of women in the School.	From September 2017	GEC, HoS	Gender balance on SAT, with at least 50% of SAT committee being male
2.3	Remit of SAT to be expanded to address equality and diversity issues more broadly, in particular those concerning race, class, and sexual identity	It is important that the remit of SAT is expanded, to include equality and diversity issues more generally.	From September 2017	GEC, SAT GEC, SAT	Equality and diversity issues concerning race, class, and sexual identity to be a standing item at all SAT meetings.

Considerations of race and other protected characteristics will be included in future qualitative and quantitative data analysis |
| 2.4 | Implementation of Action Plan to be standing item at Subject and School Management Group Meetings | There needs to be information about, and support for, implementing the Action Plan at all levels of the School | From September 2017 | HoS, HoSubs | Implementation of Action Plan to be standing item at these meetings |
| 2.5 | GEC and SAT members to be given appropriate support to implement action plan. SAT work to be recognized explicitly | The School and University recognise the importance of Equality and Diversity work, and the time-consuming nature of implementing | From September 2017 | HoS, HR | GEC and SAT activity to be incorporated into School/College workload model |

	as a valued contribution to Leadership, Management, and Citizenship in the PDR process and in promotions. School/College to consider possibility of including SAT activity in the new College workload model.	the Action Plan. So staff on the SAT need to be credited for their work on this.			
2.6	SAT to work with other Schools to help embed Athena SWAN activity throughout the College of Arts.	The School of Humanities/Sgoil nan Daonnachdan is the first in the College of Arts to apply for an Athena SWAN award. It is important that we share our experience and knowledge throughout the other three Schools, to help identify problem areas, share best practice, and assist with their own Athena SWAN applications.	From September 2017	GEC/SAT	GEC/SAT to liaise with other Schools, to embed AS activity throughout the College. College network of SAT members and Chairs to be established in first year of Action Plan.

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
3. Student Recruitment, Admissions, and Attainment					
3.1	Increase percentage of male UG and PGT students in Archaeology, Classics, Celtic & Gaelic, and Information Studies (HATII), through a number of measures. We will: (i) Enhance our recruitment activities so that male students are encouraged to apply for these subjects. These will include ensuring gender balance in staff representing at open days and offer-holder days; ensuring both male and female 'points of contact' for visitors on these days; balanced proportion of images of male and female staff in recruitment and advertising materials at Subject and School levels in both published information and online; experiences of male students to be prominent in recruitment and advertising materials, and to ensure male staff are engaged in outreach activities. (ii) Identify high performing male UG students in these subjects to discuss progression to PGT study and support for applications.	There is significant under-representation of male students in these subjects, at both UG and PGT levels. We wish to balance this, in line with the Scottish Funding Council's *Gender Action Plan* of 2016. This aims for no university subject to have a gender imbalance of greater than 75% of one gender by 2030. In 2015-16, both Archaeology and Celtic & Gaelic had fewer than 25% male students. Although numbers are very low, it is important to monitor gender balance of part-time students to ensure that this isn't a problem.	Ongoing	Admissions Office; open day and offer holder day organisers; PG conveners	Reduced imbalance in these subjects by 2020, in line with SFC's target ≥25% male

	(iii) Ensure part-time study option is prominent in our course documents, online information, and at Open Days.				
3.2	Develop a strategy to increase percentage of female students progressing from PGT to PGR. We will: (i) Target programmes with lowest rate of PGT to PGR conversion via recruitment and awareness-raising measures. (ii) Ensure PG conveners meet with all female PGT students to discuss opportunities to progress to PGR (iii) Survey female PGT leavers with a view to identifying barriers to PGR progression. (iv) Initiate a series of talks from current female PhD students, directed at PGT students, about the positive steps one can take towards successful PGR applications and study. (v) Collect data on the gender ratios of supervisors to supervisees in order to encourage potential supervisors to be aware of any unconscious selection bias	There is a significant gap (22%) between female students at PGT and at PGR levels. Female students are under-represented at PGR. Admissions data for all three years shows that fewer women apply for PGR courses, and in 2015-16 were disproportionately unsuccessful when they did apply. This suggests that the main issue for us to address is increasing the number of women applying to PGR programmes.	From September 2017	HoS, GEC, PG conveners	Improved progression from PGT to PGR across School Gender balance (50:50) at PGR across School by 2020.

	(vi) Raise awareness of this issue among PGT and PGR conveners and produce guidelines for maximising the potential of applications for PGR funding.				
3.3	Increase number of female students in Philosophy and War Studies PGT programmes, and the number of male PGT students in Information Studies (HATII). PG conveners in Philosophy and HATII to communicate with promising female and male UG students in the Subject, respectively, advertising PGT courses, encouraging those who wish to continue studying the subject to apply to Glasgow, and highlighting funding opportunities.	Women are under-represented in Philosophy PGT programmes. Men are under-represented at PGT level in HATII, with no male PGT student in the past three years.	From January 2018, and annually	Subject PG conveners	Improved percentage of female PGT students in Philosophy (at least 40%), and male PGT students in HATII (at least 40%), by 2020.
3.4	All subject areas to monitor number of acceptances to offers at UG and PG levels, and evaluate steps taken in recruitment and admission.	Some subjects – for instance, Philosophy – have seen a decrease in offers to female applicants being accepted, relative to male applicants, over the last three years. In other Subjects female applicants are marginally but consistently more successful. We need to monitor these trends, and implement actions to enhance recruitment where a continuing negative pattern emerges.	Annually	Admissions Office/ Directors of Teaching for Subjects	Annual figures for acceptances to offers for all Subjects gathered.

3.5	Review degree outcomes by gender for all Subjects in order to determine further trends in attainment, and to report on this issue at each Subject's Examination and Teaching Review Meeting.	Attainment data show a range of different outcomes by gender. For instance, there have been very recent improvements in female attainment in some subjects – for instance, Celtic & Gaelic, and Classics – but we need to ensure that these are maintained, and put in place measures if they are not	Annually	Subject Examination Officers, Directors of Teaching	Annual figures for degree outcomes by gender to be gathered
3.6	Senior Honours students in all Subjects are to be given the option of having a dissertation supervisor of the same gender. STEMM colleagues note that this action has helped their female students	Male students in some Subjects – for instance, Information Studies - are less successful than female students. We need to achieve gender balance in attainment across all subjects	Annually	Directors of Teaching	Increase in number of male students achieving highest grades (zero male graduates achieving firsts between 2014/14- 2015/16) in Information Studies (and other problematic subjects that emerge post-2017) by 2020
3.7	Staff marking course work that is not anonymized will have to undertake unconscious bias training	Some UG and PG coursework is not anonymized. This will include Senior Honours dissertations at the UG level, and class presentations at the UG and PGT levels. We need to ensure that there is no bias in the assessment of this work	Annually	HoSubs, HR	100% of academic staff with marking responsibilities to have undertaken unconscious bias training by 2019

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
4. Staff Recruitment and New Starters					
4.1	Increase number of female applicants for academic jobs within the School at R&T level. Actions will include the following: (i) School to actively encourage staff to share academic job advertisements with potential women applicants. (ii) Advertisements for all posts within the School to include a statement welcoming female applicants and underrepresented groups and stating that the School is committed to Gender Equality. Institutional Athena SWAN (AS) Award to be used on adverts. If this application is successful, AS Bronze Departmental Award logo, along with statement, to be added to the adverts. For Philosophy adverts, BPA/SWIP Good Practice Scheme logo to be included in all adverts. (iii) Ensure that all members of appointment panels have completed online unconscious bias training. (iv) A version of the British	School data indicate that women are under-represented in job applications, especially in History and Philosophy.	Ongoing from September 2017	HoS, HoSubs, GEC, HR	Improved percentage of female applicants to academic jobs at R&T level. Increased applications to positions in History and Philosophy from women to 30% by 2020. Information about impact on actions on application rates.

	Philosophical Association/Society for Women in Philosophy's *Good Practice Scheme*, currently adopted by Philosophy, will be rolled out to all subjects in the School; subjects will be encouraged to put in place an action plan in light of the Scheme's recommendations. (v) Review impact of these actions with respect to application rates for new positions in the School.				
4.2	Develop and implement a strategy to increase PGR applications to PDRA positions. Actions will include the following: (i) Staff applying for major grants should be encouraged to target women applicants for PDRA positions. (ii) Set up a database of relevant PDRA opportunities, in conjunction with ArtsLab, and promote this to PGR students in the School. (iii) Invite successful female academics who followed a PDRA pathway to speak to current female PGR students; this could be an event run by the School	PDRA positions are extremely important for early career researchers, giving them time to develop research, grant capture, and impact activities without teaching and administrative burdens. This will increase the number of women in a position to meet Essential criteria for Grade 7 positions.	Ongoing from September 2017	GEC, School Research Officer, ArtsLab	Improved percentage of female PDRAs in School. Gender balance (50:50) in PDRA positions in School

	network for female researchers (for details on network, see **Action 5.5(v)** below). (iv) Include advice on PDRA schemes and opportunities in PG induction and training events				
4.3	Ensure staff on fixed-term contracts sign up for the Job Seeker's Register	We aim to maximise continuity of employment for staff on fixed-term contracts. To maximize changes of redeployment, we want existing staff to register for the Job Seeker's Register, which guarantees interview for staff meeting criteria for new positions in the University.	From September 2017	HoSubs/Line Managers	All eligible fixed term staff to be encouraged to sign up for JSR during their term of employment at Glasgow
4.4	Produce a School Staff Handbook for all staff to strengthen induction and awareness of policies. Handbook to include information about induction, University structures, marking scheme, teaching timetable, mentoring, equality & diversity, role descriptions for jobs within the School, and other items to be included as a result of staff feedback.	Feedback from the Staff Culture Survey suggested some dissatisfaction with information about roles. Staff felt that more could be done to inform them about the University, College, and School, especially at an early stage in their careers.	September 2018	HoS, HoSubs, HR	Improved perception in School, measured by feedback on staff consultation, of induction processes, mentoring, and similar issues. <10% of staff expressing dissatisfaction with information about roles in Staff Culture Survey by 2020
4.5	School to encourage uptake of its new Mentoring scheme	Staff Culture Survey indicated no issues with mentoring of junior colleagues by senior colleagues. Nevertheless, we will encourage all staff to make use of the Mentoring scheme, given the great benefits that mentoring affords.	From September 2017	HoS, HR	Strong perception and uptake of formal mentoring opportunities, at least equal to figures in 2016 Staff Survey, as evidenced by the 2018 Staff Culture Survey.

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
5. Promotion					
5.1	Improve promotions pipeline, and in so doing improve number of female staff at Grade 8 and above throughout School. (i) The School Research Convener will meet with female R&T staff at all job levels in School subjects to discuss grant proposals, to articulate the support that is available from ArtsLab and elsewhere, and to encourage applications if appropriate. Female R&T staff will also be encouraged to apply for grants, as part of the annual PDR process. School will initiate 'confident writing' workshops, via ArtsLab, and targeted at female R&T staff. School will set up focus groups to address the issue of why female staff feel less supported in the promotion process. (ii) Female R&T staff to be encouraged to develop/be included in ongoing Impact Case Studies for REF2020. (iii) Female staff to be supported in undertaking public engagement opportunities to	There are gender imbalances at Grade 8 and above across the School. In addition, 25% of women in the Staff Culture Survey disagreed with the statement 'I have been encouraged to apply for promotion/regrading within the School'; only 20% of female staff reported that they had appropriate support at every stage of the promotion process; and 15% of women answered 'No' to the question 'I have been treated fairly regardless of my gender in the following respects: Promotion/ Regrading'. Other issues concern decrease in movement of female staff from Grade 7 through to Reader. Improving percentages here will be important for improving percentages of female professors. Given promotion criteria, actions targeting grant capture, impact/public engagement, and university service will be targeted.	All actions ongoing from September 2017	HoS, HoSubs, School Research Officer, ArtsLab, Subject Impact Officers, GEC, HR	Improve percentage of female staff at Grade 8 and above in R&T positions to at least 40% in line with overall cohort. Percentage of female staff to be above Benchmarks for subjects by 2020. <20% female staff who disagree that they have been given sufficient encouragement to apply for promotion, as indicated in future Staff Culture Surveys, by 2020.

	develop public profile. (iv) Appraisers for PDR process to be trained in order that they can continue to effectively encourage female staff to apply for promotion where appropriate, and to ensure that staff are aware of promotion criteria (v) Set up a School network for female academic staff to exchange career advice and offer professional support. Successful female staff at Professorial level will be encouraged to speak at network events. Successful male staff at Professorial level will also be encouraged to take part. (vi) Survey exit interviews, and gather data from future staff surveys, concerning reasons for leaving/ reasons that would make one leave.				
5.2	Enhance awareness of staff in School of promotion procedures. Measures will include: (i) Reviewer training should include a greater emphasis on using the PDR process for development and promotion,	Feedback from the Staff Culture Survey indicated that close to 20% of women disagreed that they had enough information about promotion procedures. In addition, the Teaching track has proved challenging for progression, and we wish to raise the profile of	From September 2017	HoS, HoSubs, HR, PDR reviewers	<10% of female staff who disagree that they had enough information about promotion procedures, as indicated in future Staff Culture Survey, by 2020. Improve proportion of females on Teaching only contracts, to meet benchmark figure of 52.3% by 2020.

alongside it as a tool to assess performance. To facilitate this, the HoS should liaise, where appropriate, with HoSubs on the workload implications of development plans. (ii) School to continue to run bespoke promotion workshops but include specific sessions on new criteria for Teaching track, to best equip Teaching staff with the knowledge and capacity for progression.	teaching and ensure it achieves parity of esteem in a research-intensive environment.			

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
6. Career Development					
6.1	Increase grant capture across the School, by working closely with ArtsLab, and by setting up School website to capture all of the informal grant-capturing activity and research networking that takes place at Subject level. Actions will include: (i) Construct School website to list formal and informal training and support for grant applications. Included here would be information about subject-level activities, funding opportunities, and possibly mentoring for early career grant applications. (ii) ArtsLab to collect and share with SAT data on gender and career stage of those attending its workshops. (iii) ArtsLab and/or School Research Convener to conduct debriefings with those whose grant applications are unsuccessful, to go over feedback, and to suggest ways in which the application might be revised and sent to a different funder.	We need to do more to support staff in successful grant applications, which are an essential part of career development. There are formal structures and training in place to provide training and assist grant applications and capture. However, there is a lot of informal work and support surrounding applications that take place at Subject level, and which would be very helpful to share with all Subjects in the School. In addition, we aim to work more closely with ArtsLab to increase the number of successful grant applications thereby improving career prospects of all R&T staff	From September 2017	School Research Convener, Director of ArtsLab	Improved grant capture for School as a whole, in line with University strategy of 65% of staff holding grants in period 2015-20

6.2	Set up focus groups to investigate why some female staff reported that gender impacted unfairly on training opportunities. Group will interrogate this issue further by asking questions about why training might be problematic – whether, for instance, dates and times are problematic, the wording of training courses unwelcoming, etc.	Staff Culture Survey indicated that some female staff thought gender had a negative impact on training opportunities. Since we want opportunities to be, and be seen to be, open to all regardless of gender, we want to discover why there was this negative perception amongst some staff.	From September 2017	GEC, SAT	<10% of staff reporting that gender impacted unfairly on training opportunities, by 2020.
6.3	Develop and implement strategy to ensure that PDR process recognises full range of skills and abilities. (i) PDR appraisers to ask staff which skills and abilities are being ignored or downgraded, and feedback to Senior Management with responsibility for PDR. Focus Group will also address this issue. (ii) Liaise with HR about Staff Culture Survey results, and include questions in next Survey that will help to identify points of concern.	Staff Culture Survey indicated that 39% of female staff disagreed or strongly disagreed that the PDR process recognised the full range of their skills and abilities. Since the PDR process is an integral part in career progression and staff development, it is important that it (like the workload model) accurately captures and reflects all of the work that staff do.	June 2018 (date of next PDR round, post-AS application)	HoS, Subject PDR reviewers, HR	Improved recognition of full range of skills and abilities in PDR process. <5% of staff disagreeing or strongly disagreeing about this in Staff Culture Survey in 2020.
6.4	Set up School Focus group to address fairness and transparency of new College of Arts workload model, which the School will soon adopt. The SAT will assess this to ensure that it	Staff Culture Survey indicated that 36% of female staff disagreed or strongly disagreed that allocation of workload takes in all work-related activity. And 20% of female staff disagreed or strongly disagreed that	From September 2017	GEC, HR, HoSubs	Improved perception in School that workload allocation is fair and transparent. <5% of staff disagreeing or strongly disagreeing on these questions in Staff

represents an improvement in terms of fair and transparent allocation of workload. It will also investigate ways to prevent female academics from being overburdened by significant administrative roles. It will feedback to College and University any concerns on this issue.	workload was allocated on a fair and transparent basis. Although there was little discrepancy between genders on these issues, it is very important that they are addressed for female and male staff.			Culture Survey by 2020

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
7. Maternity, Paternity, Parental Leave, Flexible Working, and Career Breaks					
7.1	Ensure that staff who go on maternity and shared parental leave have information about being 'buddied' with another member of University staff, of equal or higher grade, who has been on the leave process, to help to facilitate their return.	The School does not at present operate a 'parental buddy network' whereby staff who go on maternity and shared parental leave are buddied with another member of staff. But it is important that School staff are given information about and encouraged to volunteer for the University's scheme	From September 2017	HoS/HR	Successful uptake of University's parental buddy network in the School, with at least two buddies of each sex volunteering as buddies.
7.2	Improve support for staff on return to work, and enhance information about childcare facilities. (i) The SAT recommends that the School ensure, through a mandatory meeting between HoS and staff about to go on maternity, paternity, or adoption leave, that staff are familiar with the right to request flexible working on return, and with the support available through the University's Academic Returners and Research Support Programme (ARRSP). This includes provision of up to £10,000 which can be used towards research, conference attendance, additional training and other needs. This is open to staff of any gender. (ii) The School should raise	The Staff Culture Survey indicated that over 10% of men and women agreed that the University did not do enough to support staff returning to work after maternity or adoption leave. In addition, significant percentages of staff also thought that the University was not doing enough to support childcare.	From September 2017	HoSubs/HR/ University Senior Management	<10% of staff agreeing that the University did not do enough to support staff returning to work after maternity or adoption leave, by 2020. <10% of staff agreeing that the School did not do enough to support childcare, in conjunction with the University, by 2020.

	awareness of local nursery and childcare provision near the University. (iii) Create case studies profiling parents who have made use of family-friendly policies like paternity leave and include question on Staff Survey to determine why male staff eligible to take paternity leave elected not to.				
7.3	Raise awareness of family-friendly and work-life balance related policies. (i) Link to HR Equality and Diversity pages from School and Subject Area webpages, and give information about all of the University policies on these issues, including examples of how to use KIT days, in the Staff Handbook. (ii) Information on such policy issues to be highlighted at induction for new staff. This means that HoS, HoSA, HoSubs, and PIs need to be fully aware of policy issues. (iii) Set up working group to consider best way of advertising flexible working policy. Information on policy on leave	Staff Culture Survey indicated a range of areas where there was a lack of awareness and understanding on a range of policy issues. These included maternity, paternity, parental, and adoption leave; emergency time off to care for dependents; and flexible working. Relatedly, significant numbers of what we regard as eligible staff failed to take up leave and flexible working opportunities. Given the importance of these schemes for addressing career progression for female staff in particular, it is vital that we increase awareness of policy in these areas.	From September 2017	GEC, School IT Officers, HR, PDR assessors	Improved awareness of University policy on issues surrounding maternity, paternity, parental leave; emergency time off to care for dependents; flexible working. <5% of staff indicating a lack of awareness in Staff Culture Survey by 2020.

and flexible working to be discussed at each PDR meeting with appraisers. Staff will be encouraged to familiarise themselves with opportunities where these are relevant.				

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
8. Departmental Culture					
8.1	Set up focus groups to address differences in perception between men and women on various issues regarding gender that were highlighted in the Staff Culture Survey. Findings from focus groups will inform and direct questions in next Staff Culture Survey.	The Staff Culture Survey showed a disparity in the perception of male and female respondents on a number of issues, with higher proportions of women believing that gender discrimination plays a part in a number of areas, such as the supportiveness of the working environment, the fairness of the promotion and regrading process, and the inclusivity of decision making. It is important for us to investigate this further, to understand the reasons for this disparity in perception, and to put in place measures to address this.	September 2017	GEC, SAT	No significant differences between male and female respondents to future Staff Culture Survey on supportiveness of working environment, fairness of promotion and regarding procedures, and inclusivity of decision making. < 5% of staff reporting negative experiences overall.
8.2	Heads of Subject to schedule work-related social activities to take place between 10am and 4pm, where practicable, and investigate different possible models for socialising.	Staff survey indicated that 27% of female staff thought that work-related social activities were not scheduled so that those with caring responsibilities could attend. This figure is 10% higher than male staff who disagreed on this issue, and needs to be addressed so that those with caring responsibilities do not miss out on both social and networking opportunities	From September 2017	HoSubs	Improved perception in School that social events are available to all. < 5% of staff disagreeing or strongly disagreeing on these questions in Staff Culture Survey by 2020
8.3	Ensure all staff complete online Equality and Diversity training	Only 63% of staff have taken the mandatory online Equality & Diversity training. This needs to be improved, given the importance of all staff being aware of Equality and Diversity issues	September 2017	HoS	100% completion rate for staff by September 2018
8.4	Encourage staff to have balanced syllabi for their	It is important for staff in all subjects to aim for balanced syllabi, i.e. not	From September 2017	Subject Directors of Teaching; Philosophy's	Greater awareness of the need for balanced syllabi across School.

				Equality Champion	
	courses. Philosophy's Action Plan in response to the BPA/SWIP Good Practice Scheme – which asks colleagues to produce balanced syllabi and course content – to be rolled out across the School.	have the assigned reading consist of works produced by one gender only, where possible			90%+ staff reporting awareness of the need to consider balancing syllabi, by 2020
8.5	Advertise policies and support networks to address behaviour that causes female staff to feel uncomfortable at work. (i) SAT to liaise with HoSubs to ensure that School staff are aware of how to report instances where they feel uncomfortable at work. (ii) The Full Stop Campaign aimed at highlighting the University's Dignity at Work and Study Policy, and the Harassment Volunteers Network, was launched at the University in 2016. The School will work to further promote this campaign to all staff and students, through advertising on Subject pages, at Induction events, and at Subject meetings	Staff Culture Survey indicates that 20% of female staff, compared to 6% of male staff, have experienced a situation in which they feel uncomfortable because of their gender. It is important that staff are aware of how to report these instances to their line manager/supervisor or the Harassment Volunteers Network. However, 77% of female staff, compared to 70% of male staff, are unaware of the support offered by the latter.	From September 2017	HoS, HoSubs, GEC	Improved awareness of policies and support networks. <5% of women reporting that they feel uncomfortable at work because of their gender, by 2020. >50% of staff who are aware of Harassment Volunteers Network and Dignity at Work and Study policy, by 2020.