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 Nottingham
Department	School of Politics and International Relations
Focus of department	**AHSSBL**
Date of application	April 2019
Award Level	**Bronze**
Institution Athena SWAN award	**Date: 2018** **Level: Silver**
Contact for application Must be based in the department	Bettina Renz
Email	Bettina.renz@nottingham.ac.uk
Telephone	0115 9514056
Departmental website	www.nottingham.ac.uk/politics

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.

Letter of Endorsement from the Head of School, Prof Wyn Rees

Dear Mr Greenwood-Lush and Athena SWAN Committee

I am writing to offer my strong support for the School's Athena SWAN Bronze Award application. The School takes very seriously its commitment to gender equality and equality of opportunity, offering staff flexible working arrangements and helping them to find a healthy work-life balance.

This application has been undertaken in a spirit of openness and willingness to learn across the entirety of the School. The SAT has been chaired by a senior member of staff and, over its three years of development, has involved a diverse range of members. Male and female staff, drawn from Levels 2-7, have brought a variety of experiences and perspectives on issues such as admissions, work-life balance and promotion. In order to reinforce the importance and the School's prioritisation of this subject, I have been a full and active member of the SAT since its establishment in 2016 and its membership has included a former Head of School, a Deputy Head of School, and the School Operations Manager. We have held meetings approximately on a six weekly basis and conducted focus groups open to all staff. We have circulated a draft of this document to the whole School and given everyone the opportunity to provide feedback.

The process of developing this application has been extremely valuable and it has already led to important changes aimed at supporting and advancing women's careers. It has led us to investigate and identify areas where we can improve our practices, both in relation to students and to staff. As examples, I would cite our identification of low numbers of female PhD students applying to conduct their research in our School, which then feeds into fewer female staff within the profession. I would also give the example of too few female members of staff chairing our main committees – something I have now taken steps to rectify. We have identified the need to be more proactive in encouraging female colleagues to apply for promotion with the aim of increasing our number of female professors.

We are committed to learning from this process and implementing a wide-ranging series of measures. Our Athena SWAN Committee has been re-formatted as an Equality, Diversity and Inclusion Committee and it will take forward the gender equality issue and add to it work related to other protected characteristics with the intersection between race/ethnicity and gender as an immediate priority. This Committee is also meeting quarterly and is reporting both to the School Executive Group and to School Committee. We will seek to embed the culture that has been developed in the Athena SWAN process into all areas of School activity and we will focus our ambitions on applying for an Athena SWAN silver award in 2023.

On behalf of the School of Politics and International Relations, I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School. I would like to re-state our commitment to Athena SWAN values and our determination to implement the improvements that we have identified.

(505 words)

List of abbreviations/glossary

APM – Administrative, Professional and Managerial (staff)

EDI – Equality, Diversity and Inclusion

FEDIG – Faculty Equality, Diversity and Inclusion Group

FTE – Full-time Equivalent

GEN – Gender Equality in Nottingham

HESA – Higher Education Statistics Agency

HoS – Head of School

IELTS – International English Language Testing System

KIT days – Keep in Touch days

PDPR – Personal Development and Performance Review

PGR – Postgraduate Research Student

PGT – Postgraduate Taught Student

PVC – Pro-Vice Chancellor

RAE – Research Assessment Exercise

REF – Research Excellence Framework

R&T - Research and Teaching

SAT – Self-assessment Team

SEG – School Executive Group

SPIR – School of Politics and International Relations

UG – Undergraduate

UoN – University of Nottingham

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.

The School of Politics & International Relations (SPIR) is one of seven Schools within the Faculty of Social Sciences. SPIR is large and academically diverse. The expertise of our staff ranges across international relations, comparative and British politics, and political theory. Questions of equality, inclusion and social justice are an important component in SPIR's academic endeavours, for example, within the framework of the activities of the Centre for the Study of Social and Global Justice (see below), modules on gender questions in politics and IR offered at the UG and PGT level, an online MA course on Contemporary Slavery, and a three-year research project on 'decolonising the curriculum' currently under way.

We are proud of our excellent teaching and commitment to students at UG, PGT and PGR levels. Our staff have won a number of teaching awards and we are in the top 100 worldwide for Politics and International Relations in the QS World University Rankings by subject (2018). Our BA in Politics and International Relations and MA in International Relations are our major and most popular programmes, but we offer a portfolio of about 40 joint or specialised degree courses with smaller student cohorts at both UG and PGT level.

School of Politics and International Relations
Teaching Prizes

Year	Name	Award
1997	Anthony Forster	(Sir Bernard Crick Award)
1999	Donna Lee	(Sir Bernard Crick Award)
1999	Anthony Forster	(Lord Dearing Award)
2000	Erik Jones	(Lord Dearing Award)
2001	Donna Lee	(Lord Dearing Award)
2004	Philip Cowley	(Lord Dearing Award)
2005	David Stevens	(Lord Dearing Award)
2007	Christopher Hill	(Lord Dearing Award)
2009	Alex Danchev	(Lord Dearing Award)
2010	Sue Pryce	(Lord Dearing Award)
2010	Sue Pryce	(Sir Bernard Crick Award)
2010	Gulshan Khan	(Sir Bernard Crick Award)
2011	Gulshan Khan	(Lord Dearing Award)
2011	Mark Stuart	(Lord Dearing Award)
2011	Alex Danchev	(PSA Innovation in Teaching)
2012	Adam Morton	(Lord Dearing Award)
2012	Bettina Renz	(Chancellor's Award)
2013	Adam Morton	(BISA/HEA Teaching Award)
2013	Andreas Bieler	(BISA/HEA Teaching Award)
2013	Pauline Eadie	(Lord Dearing Award)
2013	P Cowley & M Stuart	(PSA Innovation in Teaching)
2014	Ben Holland	(Sir Bernard Crick Award)
2014	Lucy Sargisson	(Lord Dearing Award)
2014	Helen Williams	(PSA Innovation in Teaching)
2016	Sue Pryce	(HEA Principal Fellow)
2016	Helen Williams	(HEA Senior Fellow)
2018	Ben Holland	(Lord Dearing Award)

Teaching prizes won by our staff (12 female, 16 male)

People

We have a cohort of almost 1300 students. SPIR employs 58 academic staff and a team of nine administrative, professional and managerial (APM) staff. We are an international School with staff from various EU countries, China, Taiwan, the United States and India.

Academic staff		APM staff	
Female	Male	Female	Male
22	36	7	2

UG Students		PGT Students		PGR Students	
Female	Male	Female	Male	Female	Male
561	564	63	59	15	21

Staff and students at a graduation reception

Research centres and institutes

We manage the research culture of SPIR through 10 active centres/institutes located in the same building. They have an equal split of female and male directors and cover many sub-disciplines of Politics and International Relations. These are:

- Asia Research Institute (female director)
- Centre for British Politics (female)
- Centre for Conflict, Security and Terrorism (CST) (male)
- Centre for Normative Political Theories (CONCEPT) (male)
- Centre for the Study of Political Ideologies (female/male co-directors)
- Centre for the Study of Global and Social Justice (CSSGJ) (female/male)
- Methods and Data Institute (male)
- Nottingham Interdisciplinary Centre for Economic and Political Research (NICEP) (female)
- Politics Centre for Teaching Development (female)
- REPRESENT (Research Centre for the Study of Parties and Democracy) since 2018 (male)

All academic staff and PGR students are members of at least one centre or institute in line with their research and teaching expertise. To reflect the importance of teaching excellence in SPIR, the Politics Centre for Teaching Development was established in 2014 to promote best practice and innovation in teaching.

Staff and speaker at the Asia-Pacific Institute's annual Tomlinson lecture

Facilities

SPIR is located on the main University campus in the Law and Social Sciences building, which we share with the Schools of Law and Sociology. In addition to offices, lecture theatres and seminar rooms it houses a café used by staff and students. SPIR has a large staff room, shared with PGR students. PGRs are provided with their own workspace in offices normally shared by 3-5 students. There is also a dedicated room for UGs and PGTs to meet and work.

Our School Office

PGR students working in their office

(512 words)

3. THE SELF-ASSESSMENT PROCESS

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

(i)   a description of the self-assessment team

In 2018/19 the SAT consisted of five women and four men, all working full-time.

Name	Gender	Role/position	Other information
Oana Burcu	f	Assistant Professor	PhD alumna of the School, teaches and researches in Contemporary Chinese Studies. SAT representative for early career staff/staff on fixed-term contract
Ruth Davison	f	Operations Manager	Ruth has worked in the School for two years coming previously from a management role in an engineering consultancy. SAT representative for APM staff.
Andreas Fulda	m	Assistant Professor	Interested in democratisation, philanthropy, civil society in

			China. Exercises intellectual leadership advocating for more critical, creative and constructive European China engagement. Leading SAT focus groups.
Benjamin Holland	m	Associate Professor	Researches interstices between the history of political thought, theology and international relations.
Mathew Humphrey	m	Professor	Interested in political theory, ideologies and environmental politics. Member of the School since 1998 and Head of School from 2012-2016.
Robyn Muir	f	PGR Student	Final year PhD student in the School with an interest in feminist political theory. Has been an active member of the Athena SWAN SAT since 2017.
Wyn Rees	m	Professor, Head of School	Head of School since August 2016. He researches and teaches in US-European security relations and counter-terrorism. Actively involved in the Athena SWAN SAT since 2016.
Bettina Renz	f	Associate Professor, Athena SWAN SAT lead	Researches and teaches strategic studies and contemporary Russian politics. Athena SWAN lead since 2017.
Annemarie Walter	f	Assistant Professor, deputy Athena SWAN SAT lead	Joined the School on a Marie Curie and Nottingham Research Fellowship in 2014, now on a permanent teaching and research contract. Deputy Athena SWAN lead, mostly responsible for data, since 2017.

(ii)   an account of the self-assessment process

The SAT was formed following an initial consultation meeting in January 2016 to deliberate on the composition and selection process of participants. This meeting involved a diverse group of academic and APM staff at all levels to

ensure full representation. SAT lead and co-lead were initially selected to help coordinate the process alongside the Head of School (HoS). Membership of the SAT has shifted over the past two years with staff leaving or being assigned different responsibilities. The diverse composition of the SAT is ensured by the HoS in conjunction with the SAT lead. Members join on the basis of an open invitation emailed at the beginning of each year to all staff. Other members are approached directly by the HoS in order to ensure balance. The SAT at all stages has also included representation from PGR students and has always had a good gender balance. Membership in the SAT is recognised in workload allocation. The full SAT has met eleven times since January 2016. Additional working group meetings with two or more SAT members, for example to prepare the survey and focus groups, were also held. In the academic year 2018/9 the SAT became a part of SPIR's new Equality, Diversity and Inclusion (EDI) committee.

The SAT's work was reported at School meetings and at the annual Away Day. Our SAT is also embedded in the wider university structures concerned with equality, diversity and inclusion. It communicates directly with the Faculty EDI Group (FEDIG) and the University's Gender Equality in Nottingham (GEN) group. During 2016/17, the activities of the SAT focused on quantitative data gathering to diagnose gender imbalance within both the infrastructure and culture of the School. These data sets were then discussed over three meetings to provide the context and rationale for further investigation. In autumn 2017 we conducted a staff survey (both academic and APM staff) with a response rate of 90%. We also conducted four focus groups in spring 2018 – one each with female and male members of staff, one with staff with caring responsibilities and one with APM staff. All SAT members contributed to the writing of our application, which was completed between autumn 2018 and spring 2019. The final draft was sent to the whole School for comment, reviewed by the University's Challenge and Support Group and at faculty level by FEDIG.

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

Following the submission of the Athena SWAN Bronze application in April 2019, the SAT will continue working within the framework of SPIR's EDI committee, which has been set up to systematically monitor and address structural inequalities and to ensure equity regarding all protected characteristics for staff and students. We will meet quarterly and have responsibility for improving, upholding and promoting equality for all staff and students and to embed further the Athena SWAN principles in the culture of SPIR. We will continue reporting our work and progress at School meetings and at the Away Day and a dedicated Athena SWAN webpage has been created on the School's Workspace. The SAT will oversee the implementation of the Athena SWAN action plan. Our next step, as per our Action Plan, is to collect quantitative and qualitative data on the intersection of ethnicity and gender in cooperation with the EDI committee. We will also work towards increasing the engagement with Athena SWAN by students at all levels, including representation from UG and PGT students starting in 2019/20 and the collection of qualitative data about their experience. We will be working towards the submission of an Athena SWAN silver award application in 2023.

> **ACTION POINTS 1 A-I: Strengthening engagement with Athena SWAN by all members of the School**

(893 words)

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

SPIR does not currently provide access or foundation courses. In 2018/19 we received our first cohort of UG (9 male/10 female) and PGT (4 male) students via TUNIC (The University of Nottingham International College), a 1-year intensive English language course for overseas students followed by enrolment on a UG or PGT degree course. The majority of TUNIC students are from China. Owing to the early stage of this programme further analysis is not yet possible.

(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.

In 2018 SPIR had an equal number of male and female UG students (benchmarking for all levels provided in 5.1. (v). Figure 1 shows that since 2013/14 there has been a gradual increase in the proportion of female UGs. The number of part-time students at UG level is negligible, with only one of more than 1000 UG students studying part-time in 2017/18. The vast majority of our UG students are enrolled on our degree course, Politics and International Relations. Politics at UG level can also be studied as part of over 30 joint degree courses, most of them with very small numbers of students.
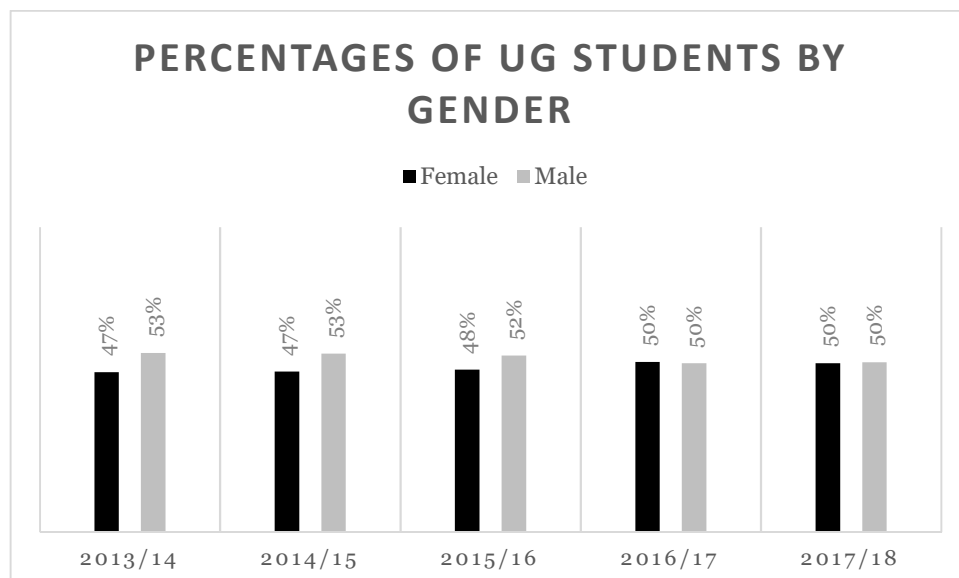
Figure 1:

PERCENTAGES OF UG STUDENTS BY GENDER
■ Female   ■ Male

	2013/14	2014/15	2015/16	2016/17	2017/18
Female	47%	47%	48%	50%	50%
Male	53%	53%	52%	50%	50%

Figure 2 details the percentages of UG student applicants by gender since 2014. Female and male applications are roughly equal.
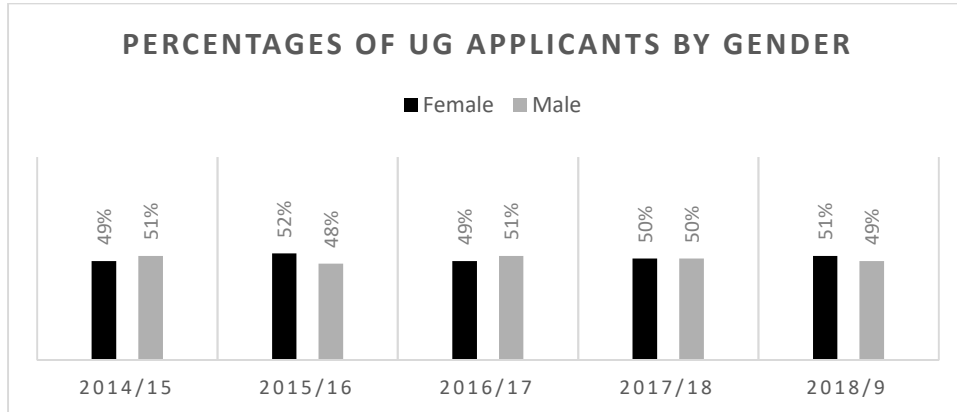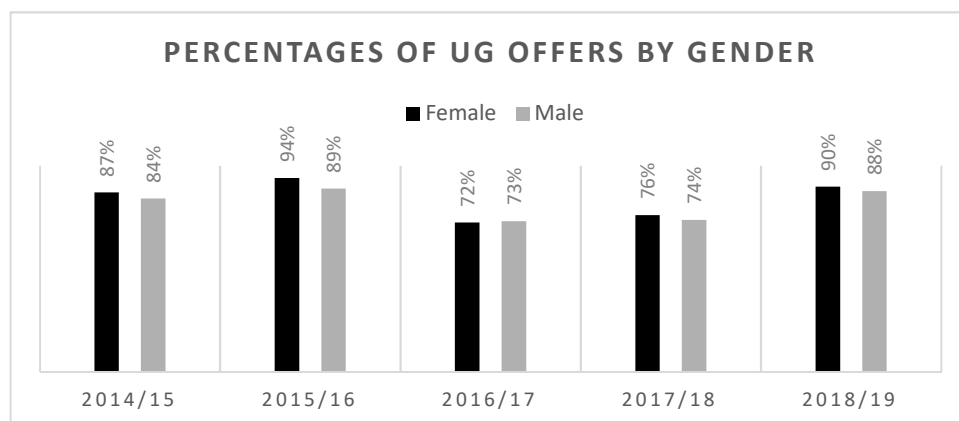
Figure 2:

PERCENTAGES OF UG APPLICANTS BY GENDER

■ Female ■ Male

	2014/15	2015/16	2016/17	2017/18	2018/9
Female	49%	52%	49%	50%	51%
Male	51%	48%	51%	50%	49%

Figure 3 suggests that statistically there is no bias against female applicants in offers being made. On the contrary, female applicants have a slightly higher chance of being made an offer.

Figure 3:

PERCENTAGES OF UG OFFERS BY GENDER

■ Female ■ Male

	2014/15	2015/16	2016/17	2017/18	2018/19
Female	87%	94%	72%	76%	90%
Male	84%	89%	73%	74%	88%

As per figure 4, the percentage of female and male students accepting an offer is roughly equal, with male students slightly more likely to accept.

Figure 4:

PERCENTAGES OF UG ACCEPTS BY GENDER

■ Female ■ Male

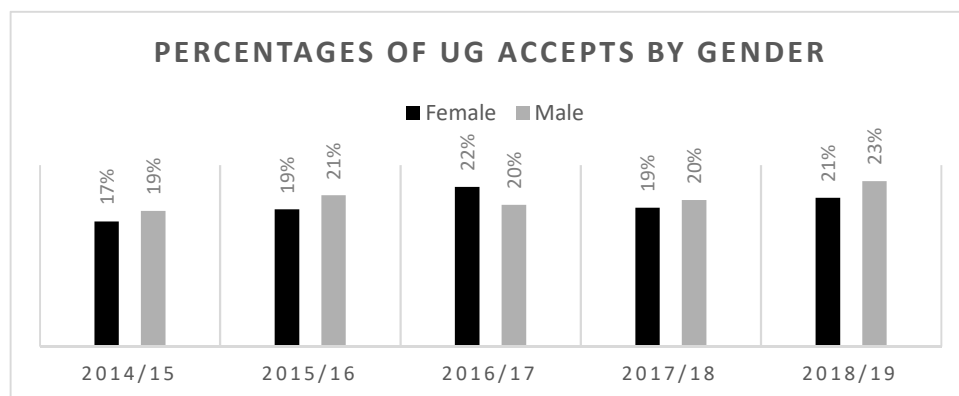|	2014/15	2015/16	2016/17	2017/18	2018/19
Female	17%	19%	22%	19%	21%
Male	19%	21%	20%	20%	23%

Table 1 illustrates UG degree attainment and classification by gender. It shows that more women have achieved a first in most years. A combination of 1st and 2:1 classifications and calculation of percentages based on the overall number of female and male students graduating with such a 'good' degree each year shows that the achievement of female and male students has been roughly equal, with women slightly outperforming men. From 2013/14 until 2017/18 an average of 89% of female students and 87% of male students graduated with a 1st or a 2:1.

Table 1: UG degree attainment by gender, 2013-18

		1st		2i		2ii		3rd		Fail
		Male	Fem	Male	Fem	Male	Fem	Male	Fem	Fem
2013/14	Total Students	40	25	121	106	28	21	4		
	% degree class split by gender	21%	16%	63%	70%	15%	14%	2%		
2014/15	Total students	36	41	127	129	22	18	2		1
	% degree class split by gender	19%	22%	68%	68%	12%	10%	1%		1%
2015/16	Total students	40	46	138	93	19	17	2	1	
	% degree class split by gender	20%	29%	69%	59%	10%	11%	1%	1%	
2016/17	Total students	28	34	88	81	15	8	4		
	% degree class split by gender	21%	28%	65%	66%	11%	7%	3%		
201718	Total students	34	40	130	120	15	19	2	2	
	% degree class split by gender	19%	22%	72%	66%	8%	11%	1%	1%	

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

As figure 5 below shows, our percentages of PGT students by gender have experienced some variation. Most of our cohort of around 100 PGT students are enrolled on our MA in International Relations. For the three years from 2014 until 2017 the precentage of female PGT students declined, but this trend reversed again in the 2017/18 academic year. On average, over the five years, 48% of PGT students were female and 52% of PGT students were male.
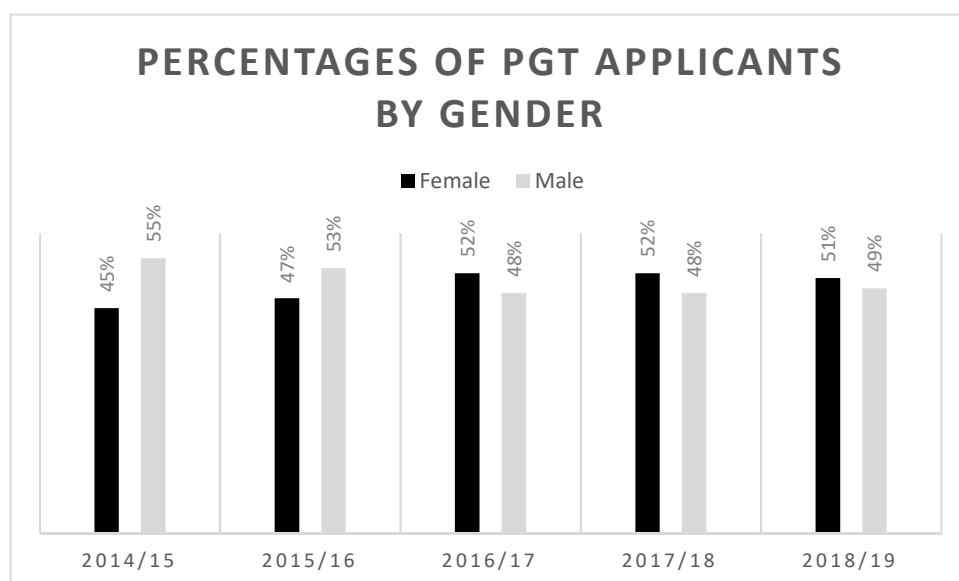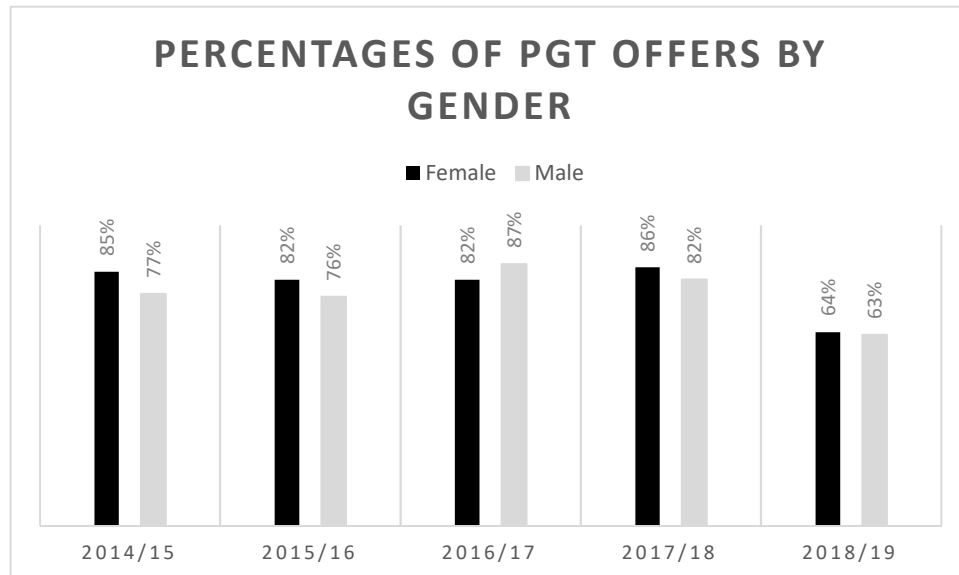
Figure 5:
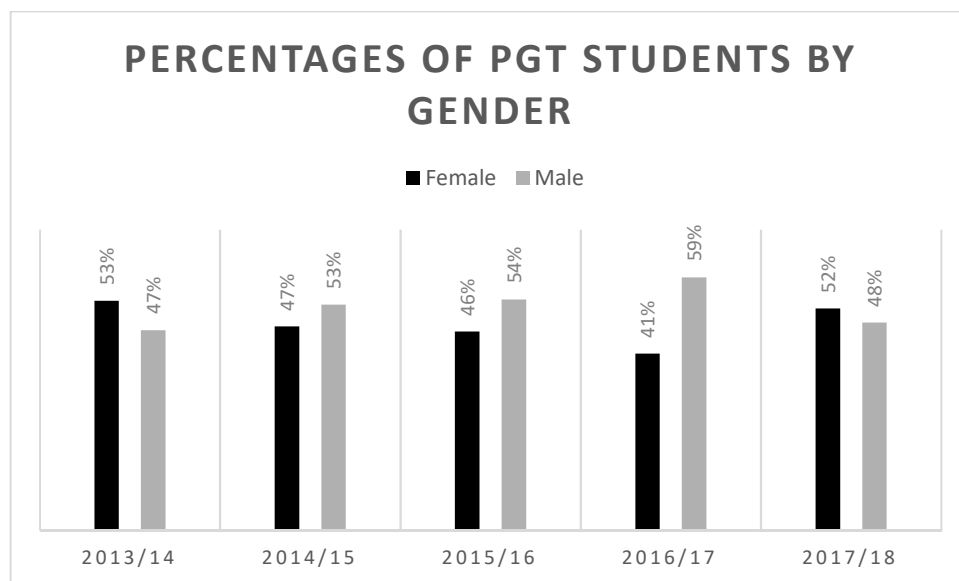
Figure 6 shows that from 2014-19, an average of 50% of PGT applications were from both genders.
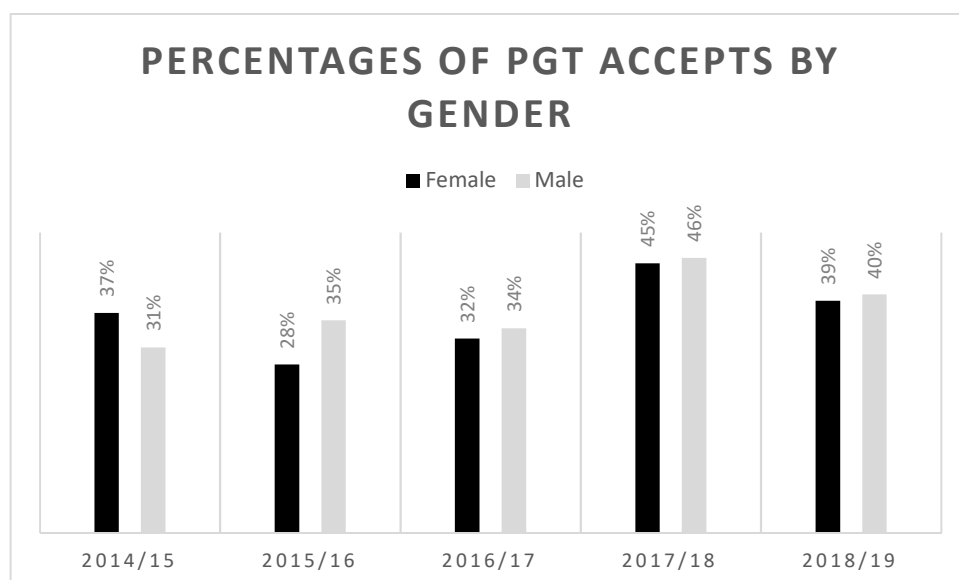
Figure 6:

According to figure 7, women had on average a 2% higher chance of being made an offer. Statistics therefore do not suggest gender bias in the recruitment process. Offers for PGT degrees are made strictly based on grades (a 2:1 degree or higher and IELTS score of 6.5 or higher for international students).

Figure 7:

PERCENTAGES OF PGT OFFERS BY GENDER

■ Female   ■ Male

	2014/15	2015/16	2016/17	2017/18	2018/19
Female	85%	82%	82%	86%	64%
Male	77%	76%	87%	82%	63%

As per figure 8, women were on average 3% less likely to accept an offer made.

Figure 8:

PERCENTAGES OF PGT ACCEPTS BY GENDER

■ Female   ■ Male

	2014/15	2015/16	2016/17	2017/18	2018/19
Female	37%	28%	32%	45%	39%
Male	31%	35%	34%	46%	40%

It is important to note that number of accepted places never translates into the actual number of PGT students in SPIR. This is because not all students that accept an offer register with the University at the beginning of term. This also explains the relatively low percentage of female PGT students in 2016/17.

Although a roughly equal number of men and women had accepted offers, only 56% of the 66 women that had accepted an offer (37 women overall) came to study with us, whereas 84% of the 63 men (53 men overall) took up their place. In this case, all of the female students that did not take up the place they had accepted were overseas students. The reason why so many female overseas students in 2016/17 did not take up their accepted place is unknown, but analysis of all five years showed that this was an exception and not a pattern.

Table 2: PGT degree attainment by gender, 2013-18

		Distinction		Merit		Pass	
		Male	Female	Male	Female	Male	Female
2013/14	**Total Students**	4	10	26	22	13	12
	% degree class split by gender	9%	23%	60%	50%	30%	27%
2014/15	**Total students**	10	9	19	21	8	8
	% degree class split by gender	27%	24%	51%	55%	22%	21%
2015/16	**Total students**	7	2	17	16	5	5
	% degree class split by gender	24%	8%	59%	70%	17%	22%
2016/17	**Total students**	7	10	17	15	5	2
	% degree class split by gender	24%	37%	59%	56%	17%	7%
201718	**Total students**	11	4	28	23	8	6
	% degree class split by gender	23%	12%	60%	70%	17%	18%

PGT degree attainment by gender does not show significant variation between men and women. An average of 21.6% of men and 20.9% of women between 2013 and 2018 passed with distinction. The vast majority of all students pass with merit. 20.7% of men and 19.1% of women on average left with a pass. More than 90% of our students engage in PGT studies full-time. A maximum of one student per year during the period of investigation failed to complete their full-time PGT degree in one year or part-time PGT degree in two years.

ACTION POINT 2: Ensure ongoing gender equity in UG and PGT student recruitment and degree attainment

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

As figure 9 shows, SPIR has consistently had a lower percentage of female compared to male students in its cohort of around 35-45 PGRs.

Figure 9: PGR numbers by gender
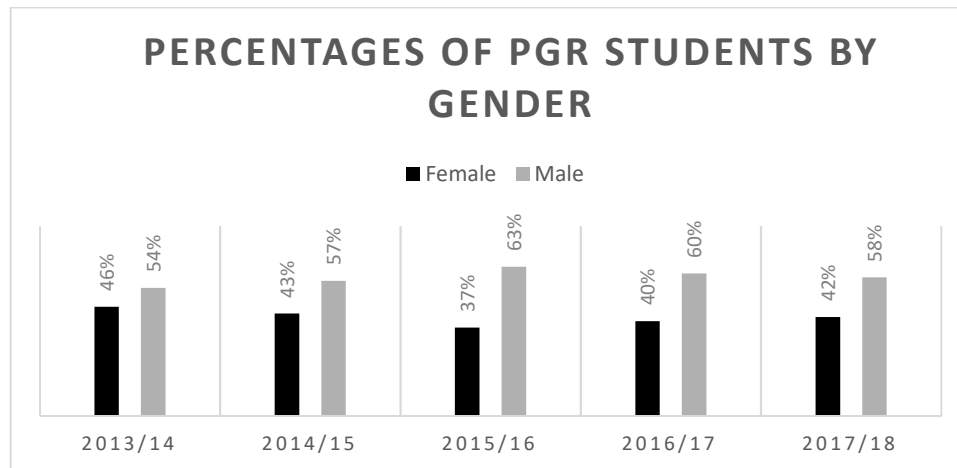
Although we only had an average of six part-time PGR students between 2013 and 2018, it is important to note, as detailed in figure 7, that the vast majority of these students are male **(Action Point 3 A)**

Figure 10: Part-time PGR student numbers by gender
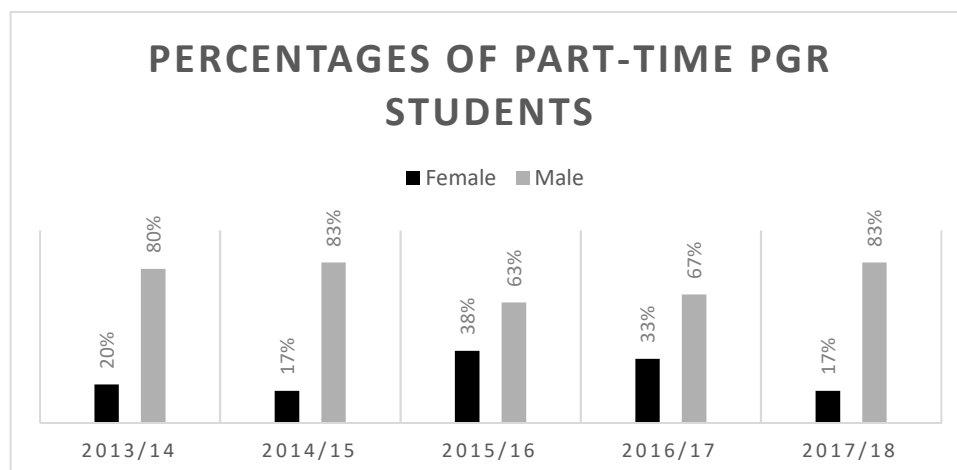
The lower percentage of female PGR students is linked to a much lower average percentage of female applicants, as shown in figure 11. Women are more likely to be offered a PGR place when they apply (figure 12). Female applicants also have been more likely to accept an offer made (figure 13). *Our main problem therefore is the low number of female PGR applications* **(Action Points 3 B-D)**.
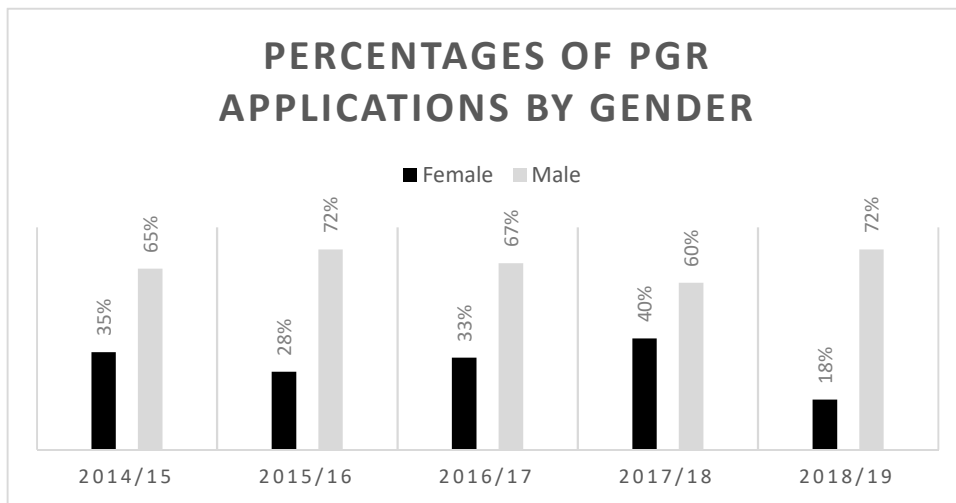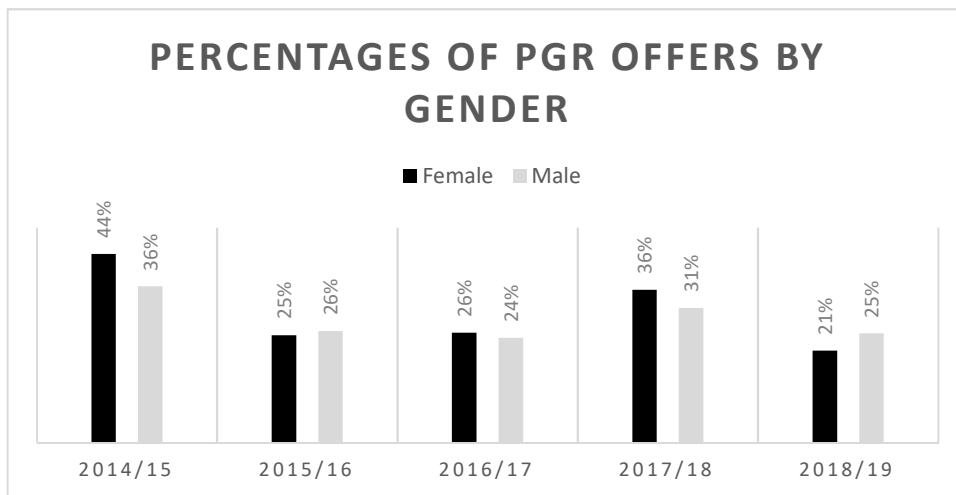
Figure 11:

PERCENTAGES OF PGR APPLICATIONS BY GENDER

Female ■ Male

	2014/15	2015/16	2016/17	2017/18	2018/19
Female	35%	28%	33%	40%	18%
Male	65%	72%	67%	60%	72%

Figure 12:

PERCENTAGES OF PGR OFFERS BY GENDER

Female ■ Male

	2014/15	2015/16	2016/17	2017/18	2018/19
Female	44%	25%	26%	36%	21%
Male	36%	26%	24%	31%	25%

Figure 13:

PERCENTAGES OF PGR ACCEPTS BY GENDER

Female ■ Male

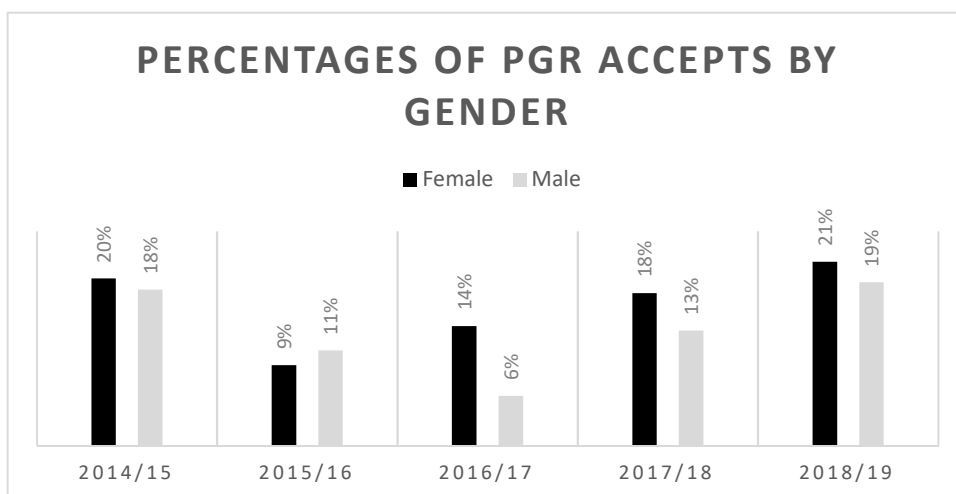|	2014/15	2015/16	2016/17	2017/18	2018/19
Female	20%	9%	14%	18%	21%
Male	18%	11%	6%	13%	19%

It is interesting to note specifically the difference in Home and EU (HEU) and Overseas (OS) PGR applications by female students, as shown in figures 14

and 15 below. Applications by female HEU students have been on a consistent downward trend, with not a single female HEU student applying to our PGR programme in 2018/19 **(Action Point 3 A)**.

Our female PGR cohort is only slightly lower than the HESA average (see 4.1. (v). However, considering the good gender balance of our UG and PGT cohorts, there is much potential for improvement regarding our PGR programme.
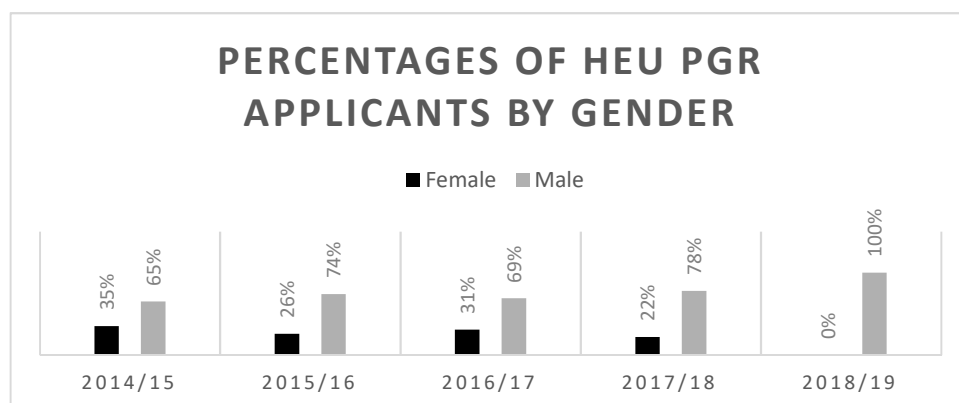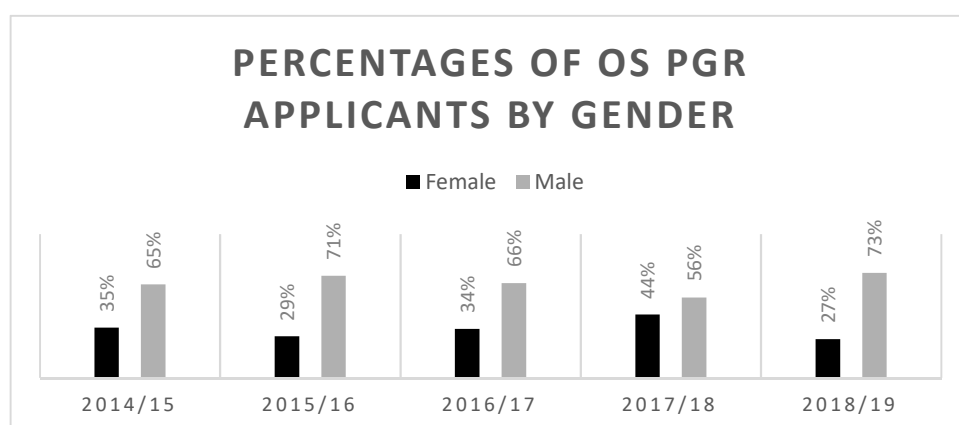
Figure 14:

PERCENTAGES OF HEU PGR APPLICANTS BY GENDER

■ Female ■ Male

	2014/15	2015/16	2016/17	2017/18	2018/19
Female	35%	26%	31%	22%	0%
Male	65%	74%	69%	78%	100%

Figure 15:

PERCENTAGES OF OS PGR APPLICANTS BY GENDER

■ Female ■ Male

	2014/15	2015/16	2016/17	2017/18	2018/19
Female	35%	29%	34%	44%	27%
Male	65%	71%	66%	56%	73%

> **ACTION POINTS 3 A-D: Improve the gender balance in PGR applications and intake**

PGR completion times

Analysis of PGR degree completion times is difficult, because numbers of graduating students each year are low and no clear pattern emerges. From 2013-2018 the vast majority of our full-time PGR students, 15 female and 16 male, completed within five years (this includes time between submission and the viva, as well as any corrections made following the viva). Seven female and male students each completed within four years, the target length for a full-time PhD. Eight female and seven male students took six or more years to complete during this period.

(v)   Progression pipeline between undergraduate and postgraduate student levels

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

Most of our PGT and PGR students are recruited externally, so our internal progression pipeline is relatively weak **(Action Point 10 C)**. The above numbers need to be seen within the context of politics programmes offered at other UK Universities, using available HESA benchmarking data from 2013/14 – 2016/17.[1]

UG student enrolment: our proportion of female UG students – 47.7% during those four years – was slightly lower than the HESA overall benchmark of 47.8%. As shown above, however, we achieved almost complete gender equality by 2016/17 and 2017/18 and have measures in place to ensure that this will be maintained **(Action Point 2).**

PGT student enrolment: our average proportion of female PGT students from 2013/14 – 2016/17 of 44% was lower than the HESA overall benchmark average of 48%. As the above numbers show, however, we had a dip in the number of female PGT students from over 50% in 2013/14 to 41% in 2016/17. This trend reversed again in 2017/18 and we have measures in place to ensure ongoing equality in PGT enrolment **(Action Point 2).**

PGR student enrolment: our proportion of female PGR students from 2013/14 – 2016/17 was 39.6%, which is slightly below the HESA overall benchmark of 39.9%. Although in 2017/18 we had 41% of female PGR students, we are conscious that the drop in female PGR applicants in recent years could negate any progress we have made in this area. Measures for increasing the number of female PGR applicants are in place **(Action Points 3 A-D)**.

4.2.   Academic and research staff data

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

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

We had 22 female and 36 male academic staff in 2018. Female staff therefore make up 38% of academic staff today, with an average of 37% of female staff during the period 2014 – 2018 (figure 16). This corresponds exactly to HESA numbers for academic staff in Politics & International Relations where, in 2017-18, 38% of all academic staff in the discipline at UK universities were female.

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[1] Benchmarking data is provided by HESA is only available until 2017 and differs slightly from the internal data used in the figures and tables above.

Figure 16:

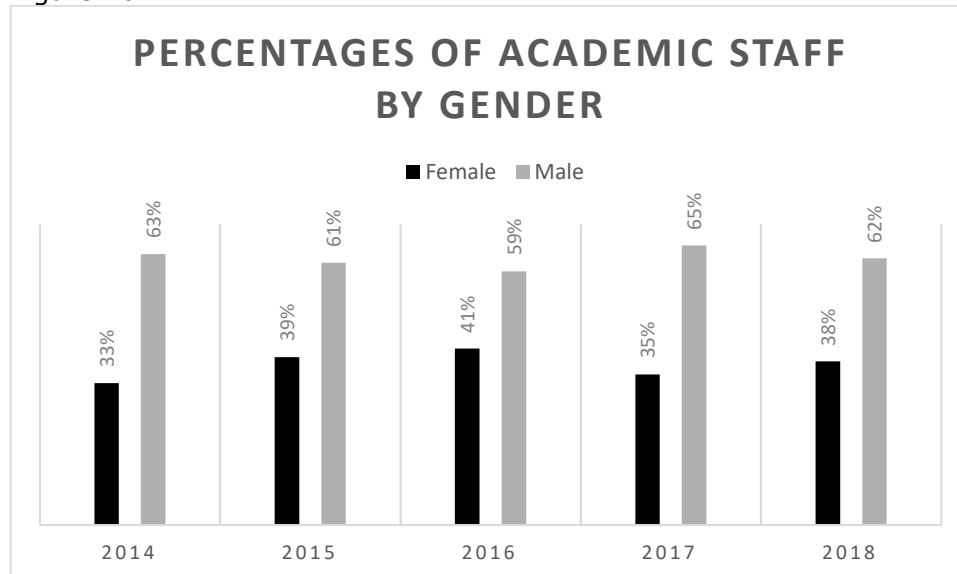**PERCENTAGES OF ACADEMIC STAFF BY GENDER**

Figure 17 shows a breakdown of academic staff in SPIR by gender and by level over the period 2014-18. The most significant change has been at level 6, with an increase from two to six women from 2015 until 2017, all through promotion (see 5.1. iii). We are working towards replenishing our pool of female colleagues at level 5 through new appointments (**Action Points 4 A-C**). Especially at level 7 there is a lot of work to be done. The School appointed its first female professor – an external appointment with the specific aim of recruiting a female colleague to this position – in 2010. A second female professor was appointed in 2012 and two female colleagues were promoted to level 7 in 2014 and 2015 respectively. One female professor has since left for a post at another university and another left for health reasons. By 2018, we had only two female professors in a professoriate of 13 colleagues overall. HESA numbers of female professors are only available for the University sector as a whole. By 2017/18, 26% of professors at UK universities were female, which is also the percentage of female professors in the Faculty of Sciences at UoN as a whole. Compared to other Schools/Departments of Politics and International Relations we see as competitors, our 15% of women in the professoriate compares favourably to the University of Birmingham, with only 8% of female professors (1 female/12 male) and is roughly equal to Warwick's 14% (3/18), but lower than Sheffield (22% – 5/17) and Manchester (41% – 7/10).[2]

SPIR recognises that this is a significant issue requiring systematic action in the area of promotions, culture, support offered to staff and staff development over the medium and long term, which are addressed in detail in section 5 and (**Action Points 5 A–E)**. This imbalance not only is problematic in terms of gender equality and role models. As has been highlighted in our focus groups, it also puts significant additional pressure on female professors, for example, to serve on high-level committees, both within the SPIR and the University, where female representation of professorial staff is required **(Action Points 16 B and 17)**.

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[2] This should be treated as 'anecdotal evidence', because figures were taken from University websites in autumn 2018.

Figure 17: Academic staff by gender and level
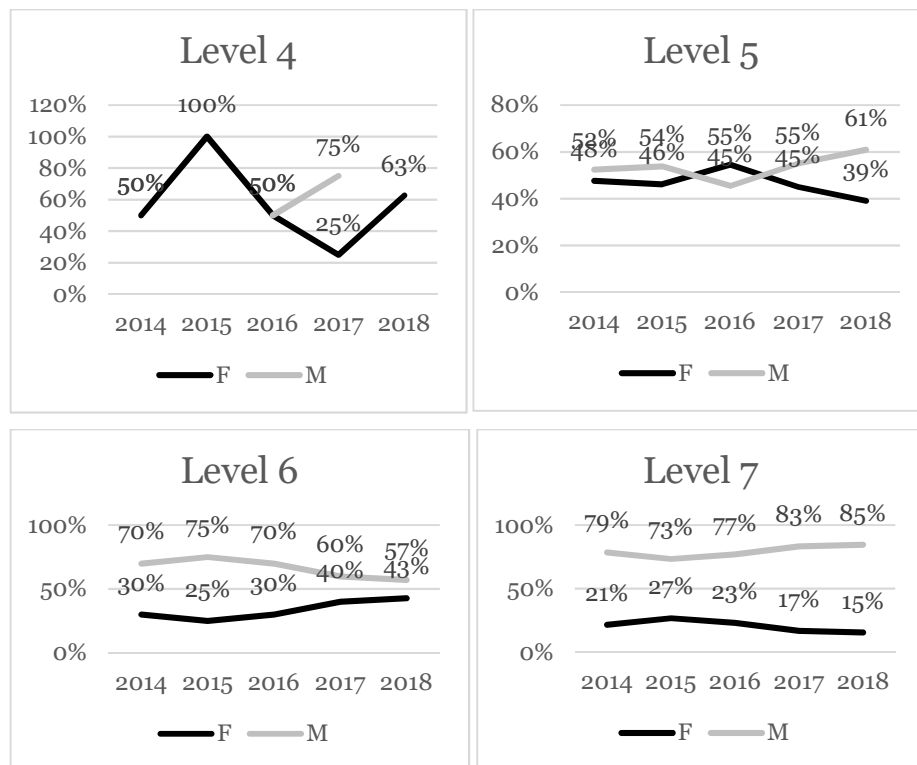
The vast majority of academic staff in SPIR have a research and teaching contract (figure 18).We detected a female bias in research and teaching only positions. The overall number of research and teaching only contracts, however, is small.
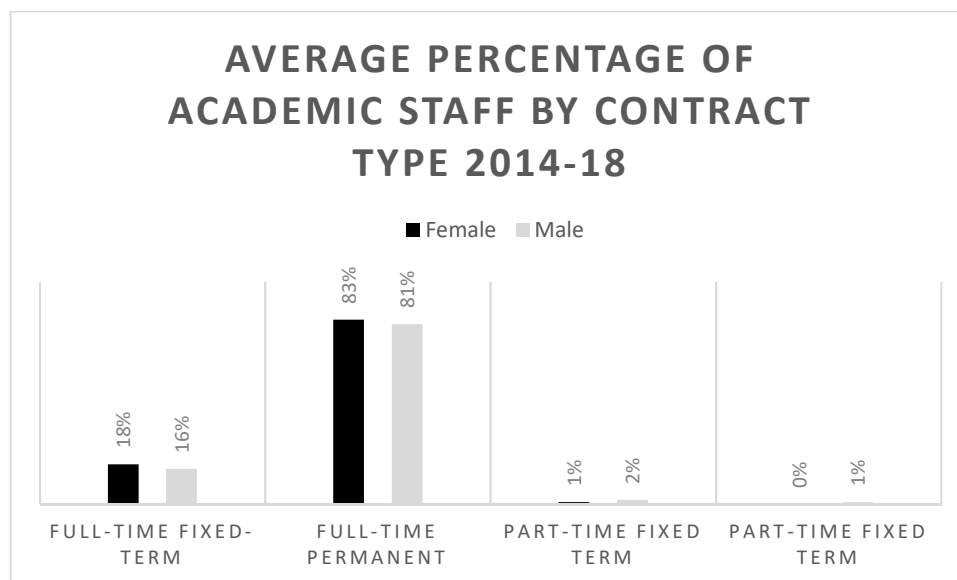
Figure 18:
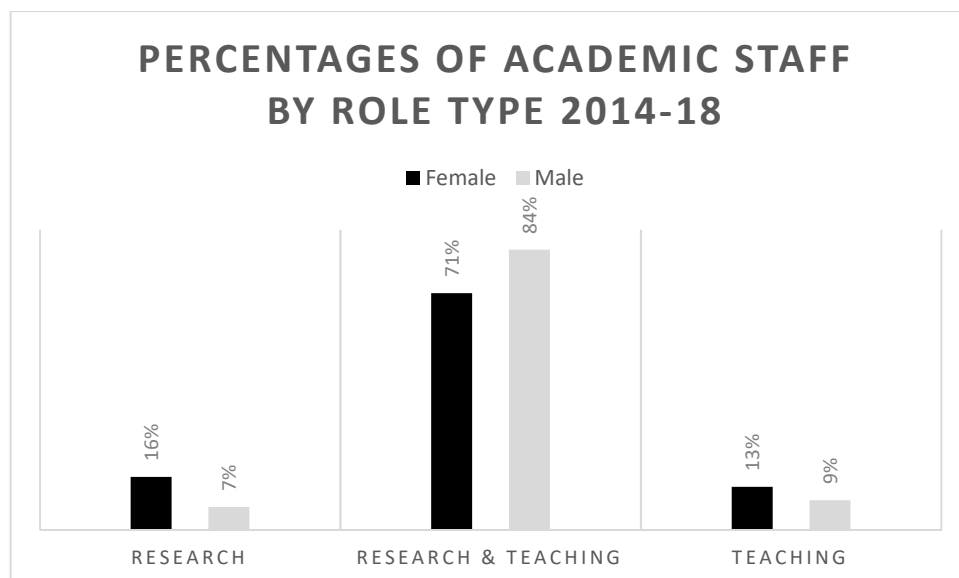
(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

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

In line with University policy, none of our staff are employed on a zero-hour contract. Numbers of academic staff on fixed-term and/or part-time contracts are low. As a rule, fixed-term contracts are to cover teaching for staff on research buy-out, or for research on fixed-term projects. The vast majority of academic staff have full-time, permanent contracts, as shown in figure 19.

Figure 19:

AVERAGE PERCENTAGE OF ACADEMIC STAFF BY CONTRACT TYPE 2014-18

■ Female ■ Male

|	Female	Male
FULL-TIME FIXED-TERM	18%	16%
FULL-TIME PERMANENT	83%	81%
PART-TIME FIXED TERM	1%	2%
PART-TIME FIXED TERM	0%	1%

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

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

Numbers and reasons why academic staff leave the School are collected by the University. From 2013-18, 40 members of academic staff – 17 female and 23 male - have left. Figure 20 shows that around 50% of academic leavers (21 of 40 in total) of both genders have left at level four or five. This is linked to the fact that these are the levels at which most of our fixed-term appointments are made. Analysis confirmed that 12 men and seven women left, because their fixed-term contracts had expired. 20 colleagues (nine female and 11 male) resigned from permanent posts, in most cases to take up new positions elsewhere.

Figure 20:

ACADEMIC LEAVERS BY GRADE LEVEL
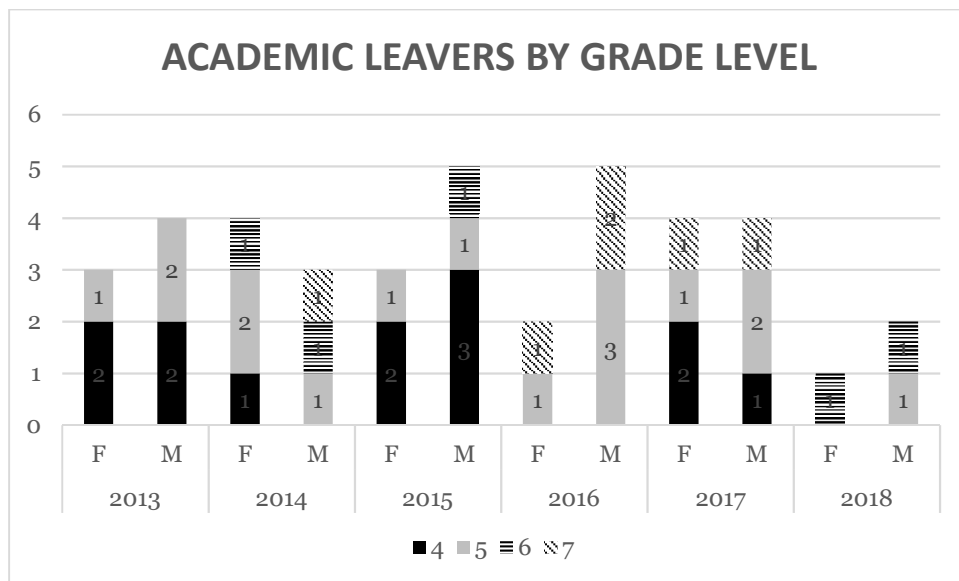
The higher number of men leaving at levels 6 and 7 mirrors the higher number of male staff at these levels. 35.2% of colleagues resigning from permanent posts during this time period were women, which corresponds roughly to the proportion of female staff in SPIR.

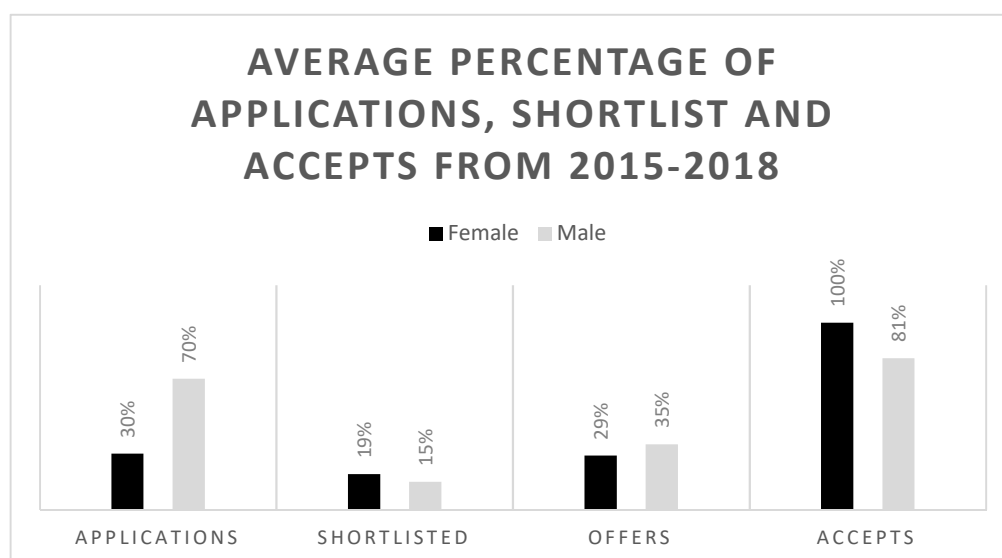(1979 words)

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

Figure 21 shows the number of applicants, shortlisted candidates, job offers and accepts by gender from 2015-2018. Although many more applicants were male, female applicants had a marginally better chance of being shortlisted. On average, women were 6% less likely to be made an offer following their interview **(ACTION POINTS 4C; 13A)**. Women were more likely to take up a job when an offer was made.

Figure 21: Applications, shortlist, offers and accepts from 2015-2018

AVERAGE PERCENTAGE OF APPLICATIONS, SHORTLIST AND ACCEPTS FROM 2015-2018

■ Female ■ Male

	Female	Male
APPLICATIONS	30%	70%
SHORTLISTED	19%	15%
OFFERS	29%	35%
ACCEPTS	100%	81%

Recruitment process and interview panels

Academic job opportunities in SPIR are advertised through the University's job portal and on jobs.ac.uk. All job adverts include the phrase 'The UoN is an equal opportunities employer and welcomes applications from all sections of the community'. Shortlisting and interviewing is undertaken by a panel of at least three members appointed by the HoS, who sits on all panels for academic posts. All interview panels for academic posts in SPIR have both female and male panel members. An external chair is appointed by Human Resources. We strive to ensure, whenever possible, a 50/50 gender representation on interview panels.

Our major challenge is to encourage more applications from female candidates. It is well known that women are less likely to apply for a position than men if they cannot offer all the essential and desired criteria. 'Gendered' language in job adverts can also be an issue. A gender decoder app, provided by HR, is used to check draft advertisements for unconscious bias. The SAT has taken on the task of reviewing the language in job adverts.

> **ACTION POINTS 4 A-D: Increase the number of female applicants for academic posts**

(ii)   Induction

During their first week in post, each new member of staff meets with the HoS and the Operations Manager. New staff members are also issued with a Staff Handbook, providing extensive information on all aspects of work in SPIR and the University. Early meetings between new staff members and their mentors (see point 5.3. (iii) are an important part of the induction process. Induction is compulsory for all new staff (academic and APM) and is not confined to the start of the year. Relevant sessions and meetings are arranged at appropriate times of the semester, for example, with the exams officer for a detailed explanation of our exam and assessment procedures. As per **Action Point 1-E**, in order to embed the Athena SWAN principles in the culture of the School, we have started including a discussion of the initiative in the induction process and all new staff from spring 2019 onwards will be required to complete unconscious bias training during their first year in service.

(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.

Table 2 shows that from 2013 until 2018 there were 28 promotion requests in total, 12 by female and 16 by male staff. All requests were for promotion to level 6 or level 7. Nine requests by each gender, including two requests each to level 7, were successful, whereas three female and seven male applicants were unsuccessful. In view of the ratio of male and female staff in SPIR, this means that females since 2013 have been more likely to apply for promotion. Their applications also were more likely to succeed. Promotion applicants are informed by email of the success or rejection of their application by the Faculty PVC and feedback is provided. In the case of rejection, applicants are encouraged to get support from the School in working on the issues identified as reasons for the rejection **(Action Point 5 A).**

Table 3: Successful and unsuccessful promotions by gender and level applied for

Year	Level applied for	Female – successful promotion	Female – unsuccessful promotion	Male – successful promotion	Male – unsuccessful promotion	
2013	6	1	1			
	7	1		1	1	
2014	6		1		2	
	7	1				
2015	6	1	1	2	1	
	7			1		
2016	6	3		2	1	
	7					
2017	6	1				
	7				1	
2018	6	1		3	1	
	7					
Total		**9**	**3**	**9**	**7**	**28**

Promotion workshops at faculty level are held twice per year to offer staff intending to apply for promotion the chance to hear from colleagues who recently have been through the process and to get advice on how to write the application. The timing and decision-making process for academic promotions are also explained. All staff are encouraged by email to discuss their CVs and prospects for promotion with the Faculty PVC and the HoS. Should the recommendation be that the staff member is not yet ready to progress to the next level, a clear steer on what is necessary is provided **(Action Point 5 D).**

In spite of the good success rate of female promotion applications over the past five years, our survey found that significantly fewer women (35%) perceived the promotions process as fair and transparent than male colleagues (76%). Fewer women than men also felt that they had been directly encouraged to apply for promotion. This raises three issues: 1) the regular publication of promotions statistics might be able to reassure women that statistically there is no observable bias against them in the promotions process; 2) women might feel that direct encouragement is required in order to apply for promotion, or at least they might be more likely to apply if directly encouraged; 3) research has shown that women are likely to wait longer than men before applying for promotion to the next level. Our own numbers also indicate that this is a factor in SPIR: between 2013-18, 50% of men and only 25% of women applying for promotion did so within 0-4 years of having been appointed or promoted to their previous level.

ACTION POINTS 5 A-E: Encourage and support promotion applications by female colleagues.

(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.

SPIR adopted an inclusive policy regarding the submission of academic staff for the RAE 2008 and REF 2014. In both cases, all but one member of staff on R&T contracts and therefore eligible for submission were submitted. In the run-up to REF 2021, published output by all eligible staff is undergoing regular internal review and individual feedback is provided.

Impact (defined as academic research's "positive impact on the quality of life of individuals and communities locally, nationally and internationally") is becoming an increasingly significant aspect of the REF. 4* impact case studies are financially beneficial for the School and considerably improve the promotion prospects of their authors. For the REF 2014, SPIR submitted four impact case studies, all by male authors. One female case study had been on the longlist. In the run-up to REF 2021, potential impact case authors were identified from staff's individual research plans. In 2017 nine potential impact case authors, one of them female, received additional support in terms of workload allocation in order to develop their case studies further. In spring 2019, six of the nine case studies (all male) were identified as candidates for the REF 2021.

ACTION POINTS 6 A-C: Encourage female academics' engagement in REF impact agenda

5.3. Career development: academic staff

(i)   Training

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

The majority of University provision in career development is provided through Professional Development Short Courses **(Action Point 7 A).** Courses are available for both academic and APM staff across a wide range of areas. SPIR also provides training. For example the annual School Away Day is designated as a training event (e.g. health and safety). Our Centre for Teaching Development runs seminars for academic staff and PGR students; for example, an event on 'Decolonizing the curriculum' in spring 2019 **(Action Points 7 C).**

The main mechanism for encouraging, planning, and recording training for APM, academic staff and post-docs is the Personal Development and

Performance Review (PDPR) process (see 5.2. ii). In order to assess uptake of training we reviewed PDPR forms at levels 1-6 for 2017-18 and 2016-17, and level 7 forms for 2017-18 (2016-17 not available for this group). We also interviewed a cross-section of staff to ask about their experience of training.

2017-18 Level 1-6 PDPR: 50% of all staff reported some training. 50% reported no training. 60% of female staff reported at least one training event in that year, compared to 42% of male staff. Of these, 44% of female APM staff reported training, and 72% of female academic staff. Neither of the two male APM staff reported training, and 46% of male academic staff reported at least one training event.

2016-17 Level 1-6 PDPR: 58% of staff reported no training event in this year. 38% of female staff reported at least one training event, as did 47% of male staff. 11% of APM staff (all female) reported training and 50% of academic staff (53% of female academic staff, and 47% of male academic staff).

2017-18 Level 7 PDPR: 55% of staff reported no training event. Both female level 7 staff (100%) reported at least one training event in that year, as did 33% of male staff.

For reporting purposes the PDPR form for *academic* staff has a defined section for 'Staff Development' to report training. APM staff have a different form with only an optional section on personal development. Therefore, unless they happen to mention training in their general report, this element goes unrecorded for APM staff.

Through both interviews and the PDPR review it is clear that both the planning and recording of training is uneven **(Action Point 7 B)** and women are more likely to take up training opportunities. PDPR is a decentralised process, and so the degree to which staff are encouraged to participate in training is, to a large extent, dependent on their PDPR reviewer. Some staff mentioned a lack of awareness of the short courses available.

ACTION POINTS 7 A-C: Adopt a more systematic approach to encouraging and recording staff training.

(ii)   Appraisal/development review

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

All staff (academic, APM, post-doc) are appraised annually via the Personal Development and Performance Review (PDPR). Advice on personal development and careers is part of this process. Reviews are carried out by members of the professoriate for academics (2 females and 8 males) and the Operations Manager for APM staff, all of whom have received training for this purpose. Performance is measured against agreed goals set the previous year and include a range of targets (research, administration and teaching for academic staff) appropriate to grade level. The process of PDPR is explained in the School's Staff Handbook and on the internal portal. Reviewers meet as a

panel to agree recommendations to the University for Additional Pay Increments and bonuses in reward for outstanding service. The gender breakdown of PDPR outcomes is considered as part of PDPR moderation discussions, and a full EDI analysis is undertaken by HR / the Faculty after final outcomes have been submitted.

According to a staff engagement survey commissioned by the University in 2017, and our own staff survey conducted in 2018, it is clear that the PDPR has not successfully addressed a feeling of lack of support by staff (both academic and APM) in SPIR. Whilst the staff engagement survey found that 78% of staff agreed or strongly agreed that somebody at work had spoken to them about their progress over the past year, only 42% of staff agreed or strongly agreed that there was someone at work encouraging their development. In addition to using the PDPR to assess and record training needs in a more structured manner (**Action Point 7 C**), discussing other developmental issues, such as workload management and work-life balance within this framework, presents a great opportunity to counter our staff's feelings of being over-assessed and under-supported.[3]

ACTION POINT 8 A-B: Broaden remit of PDPR to discuss workload management and work-life balance

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(iii)   Support given to academic staff for career progression

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

All our new academic members of staff, including post-docs, are allocated a mentor. The role of the mentor is to help new colleagues navigate the institution and offer informal input on professional development. New staff are usually expected to meet with their mentor 2-3 times a year during the first 1-2 years of their contract. SPIR also has been arranging ad-hoc mentoring, regardless of level and experience, in cases where members of staff requested this.

In our staff survey, only 58% of male and 52% of female staff reported that they had an official mentor. Following informal discussions with colleagues and during SAT meetings it became clear that the current internal mentoring scheme, especially for existing staff, should be improved.

The University runs a mentoring and coaching scheme with training through the leadership and management academy (LMA). A small number of staff have received mentoring training and support colleagues across the University. The use of this facility as both a mentor and mentee will be encouraged for both academics and APM staff.

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[3] The University plans to remodel and rename the PDPR into an 'Appraisal and Development Conversation' (ADC) in May 2019, which might lead to change by default in this respect.

> **ACTION POINTS 9 A-C: School to work on an initiative to promote mentoring opportunities**

(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).

The key relationship for UG and PGT students for academic and support issues is their personal tutor. Tutees are expected/invited to see their tutors at least three times a year. Since spring 2019, all personal tutors have been provided with EDI guidelines issued by the University's PVC for EDI and Student Union's Equal Opportunities and Welfare Officer. The guidelines are aimed at raising awareness on how to provide support to students from diverse backgrounds. All students are informed about the opportunities offered by the University's Careers and Employability Service, which also provides targeted advice within the School, for example, about transferrable skills within the framework of the Dissertation Module **(Action Points 10 A-B)**. SPIR organises an annual Careers Day for both UG and PGT students, where students can meet with employers from various spheres (civil service, NGOs, business) and speak to alumni about the career paths they have chosen. We have been running a popular placement module, where students have the opportunity to gain valuable work experience with employers locally, nationally and internationally, since 2016.

Students at the Politics Careers Day in January 2019

Open days for UGs interested in postgraduate study are held each year. An event for PGT students interested in PGR study will be a sensible step towards increasing the number of female PGR applicants **(Action Point 10 C)**. A new UG peer mentoring scheme, matching first year students with more advanced

student volunteers, became active in 2018/19. In addition to offering support to new students, the scheme equips mentees with valuable experience. Mentors are trained in a semester-long weekly mentoring module, as well as by the Director of Teaching, offering an office hour specifically for mentors.

PGRs main contact for academic support and career advice is their supervisor, who also oversees the completion of their training needs (courses on research methods, writing skills and teaching offered by the Graduate School). All PGRs are attached to one of our research centres/institutes and enrolled on a Professional Development module. The fortnightly PGR colloquium offers an opportunity to present and discuss research with peers during the first hour and during the second hour sessions focusing on academic skills development, such as publishing, CV writing, the REF and the impact agenda. In order to encourage the development of skills in writing grant applications, SPIR maintains its own PGR fund. All PGR students are offered the opportunity to teach (paid) UG seminars from their second year. This includes peer review and feedback by an academic member of staff and compulsory and paid attendance at a fortnightly teaching development seminar.

ACTION POINTS 10 A-C: Investigate the effectiveness of UG, PGT and PGR career advice and identify steps to improve this

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(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.

SPIR is committed to supporting all colleagues to apply for funding from diverse sources. Our Senior Administrative Officer for research regularly emails relevant funding opportunities to all staff. In addition, the Director of Research targets specific staff with information on funding opportunities particularly relevant to their expertise. In 2018 we created the post of Grant Coordinator, whose role it is to provide regular individual advice to all staff on sources of grant funding. Grant applications are evaluated by the Research Committee and advice is fed back to staff members. Our Senior Administrative Officer for research provides support with the development of funding applications, particularly costing and pricing and post-award project budget management. Each academic member of staff receives a research budget of £600 per year, with the opportunity to apply for additional funding from the SPIR's Research Committee. All R&T staff are allocated one teaching-free research day per week. The School runs a research-leave system of one semester in every seven off teaching and administrative responsibilities, for which staff apply via the Research Committee.

Staff also draw on the support provided by the Centre for Advanced Studies (CAS). In addition to providing its own funding opportunities, CAS manages external grant applications for the Faculties of Arts and Social Sciences, and provides advice and support on how to identify and secure external funding. SPIR has recently adopted a new grant acquisition policy, intended to allow for more forward planning for the acquisition of grants based on colleagues' individual research plans. As part of this new policy, a mechanism to follow up and offer support following unsuccessful funding bids will be formalised.

Between August 2016 and November 2018 staff in SPIR submitted a total of 116 grant applications to external bodies. 65% of all applications were by male colleagues (72 in total) and 35% by female colleagues (41), which corresponds broadly to the ratio of male and female staff in the School. 17 of these applications were successful, with 9 awards made to male (12% success rate) and 8 awards made to female staff (a 20% success rate).

ACTION POINT 11: Formalise mechanism to follow up and support unsuccessful grant applications.

5.5. 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 adheres to the University's maternity/paternity leave policies, which are available online **(Action Point 12 A)**. We also rely on support from the Faculty HR business partner to provide a fair and equitable approach while allowing individual needs and requests to be taken into account. Once the line manager or operations manager has been informed about a pregnancy, a risk assessment is undertaken by SPIR's health and safety manager. These meetings have been positively perceived. Either the HoS or operations manager then takes the lead in supporting each member of staff before, during and after maternity leave.

We spoke to all the members of staff who had taken maternity leave in the past three years (3 academics, 1 APM) and asked them to reflect on their experiences. Staff spoke of feeling some anxiety prior to sharing news of pregnancy in terms of how it would be perceived and having to take a career break **(Action Point 12 B).** However, it was stated that once disclosed it was dealt with 'professionally' and 'exactly as they would have liked'.

Flexibility and individual planning should continue as standard, as part of the initial meeting in the School. Staff also said that antenatal appointments were dealt with well and flexible working arrangements were considered and agreed before maternity leave commenced when this was requested **(Action Point 12 C).** No requests for adoption leave were received from either gender.

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

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

During maternity leave SPIR was led by the individual's preferences for the level of contact that was maintained. All general emails were sent, although there was no expectation for these to be monitored. One member of staff did mention that they were requested to complete work while on maternity leave and it should be made clear that this is unacceptable unless agreed with the

individual. Taking KIT (Keep In Touch) days was difficult for some colleagues as the payment structure for these is complex and can result in financial loss in some circumstances **(Action Point 12 D).**

It was noted positively that the School offered to speak with staff on maternity leave about promotion if they wished. This made the members of staff feel equally treated.

(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.

The return to work varied for members of staff depending on their circumstances and also their roles. Flexible working requests have been discussed with two members of staff and both of these were approved. One person requested to work 4 days per week, which was accommodated and their workload reduced to compensate. A further member of staff requested to change their working hours to fit better with childcare and again this was accommodated.

More informal methods of offering flexibility have also been agreed. A member of staff, who was eligible for study leave in their return year, requested to spread this across two semesters rather than one and again this has been approved. SPIR has accommodated requests to express milk during working hours by locating a private room in the building as part of the University's commitment to the 'Working Forward' pledge national campaign.

There was some concern raised about the uncertainty in timetables until a very late stage in the year leaving very little time to plan appropriate childcare. This has been raised with the central timetabling team by the School. An annual email with a timetabling adjustment form is sent to all staff offering the opportunity to request a 5-6pm exemption from teaching for staff with childcare responsibilities. This has been appreciated as it allows staff to collect children from childcare providers.

Some members of staff have suggested that study leave should be granted directly following maternity leave to allow staff to alleviate the potential impact of a career break on their research profile **(Action Point 12 E)**.

(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.

The maternity leave return rate for the school, over the past 3 years, is 100%.

(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.

Three academics, all male (one R&T4, two R&T5), have taken shared parental leave for 6 weeks in addition to the two-week paternity leave offered as

standard. All applications to take parental or paternity leave have been supported. **(Action Point 12 A).**

(vi)   Flexible working

Provide information on the flexible working arrangements available.

In addition to the arrangements discussed in 5.3. (iii), the School has previously provided support for flexible working. Six of SPIR's eight APM staff work part time to enable them to balance work, childcare or other responsibilities. The School has endeavoured to be as flexible as possible whenever a member of staff has requested it. Academic staff can work from home unless they are required to be present for teaching, office hours or other scheduled meetings or events.

(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 member of SPIR has transitioned from part time back to full time work over the past three years. One APM3 has gradually increased their hours from 0.4 FTE to 0.6 FTE and this has been supported through covering secondments to permanently increasing hours. Again the School has allowed this member of staff to maintaining core flexibility in both term time and holidays.

In sum, SPIR has endeavoured to be as flexible as possible whenever a member of staff has requested it. However, it has been raised and is acknowledged that the success of this is reactive rather than a considered approach.

ACTION POINTS 12 A-E: Establish a more proactive approach to supporting flexible working and managing career breaks.

5.6.   Organisation and culture

(i)   Culture

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

SPIR is committed to offering a workplace that is inclusive of all staff irrespective of gender, age, ethnicity, nationality, seniority or job role. The Athena SWAN process and embedding its principles have been an important and ongoing part in the School's life since 2016 as discussed in 3.ii and 3.iii **(Action Points 1 A–G).**

All-school events are organised throughout the year to create a friendly working environment and collegiality. These include staff lunches twice a term, a Christmas lunch, a staff and PGR student BBQ at the end of each academic year and the annual Away Day. The School has a staff room with coffee-making

facilities and a large seating area that is open to all staff and PGR students. Further, a massage therapist visits once a month offering workplace massages at an affordable price; an informal, gender-inclusive staff-student football match is held one morning every week during the semester; and most recently, a colleague organised a book club lunch meeting. All of these events and initiatives are open to and attended by academic and administrative staff at all levels. In the focus group with administrative staff, the pleasant working atmosphere was explicitly flagged up. The student-run Politics Society is one of the most active societies at the University and, amongst other things, it hosts a popular annual ball that is regularly attended by staff.

Having said this, significant problems relating to the wider working culture in the School and how it is viewed do exist. Our staff survey found that on all questions pertaining to gender equality and bias broadly defined, women perceived this to be more of a problem than men. For example, only one male colleague somewhat disagreed that gender bore no relation to having a successful career in the School. In contrast, eight women (35% of female respondents) somewhat or strongly disagreed. One man somewhat agreed with having experienced sexism in the School, compared to seven women (30% of female respondents) agreeing somewhat or strongly. We are confident that the Athena SWAN initiative and the successful implementation of our action plan will alleviate women's experience of gender bias in many areas over time. In addition, mandatory unconscious bias training for all staff will help to highlight and raise awareness of this issue **(Action Point 13 A)**.

In addition, we detected significant concerns about the working culture in SPIR as a whole by both men and women. Concerns have been voiced by both genders, especially regarding the lack of say in developments affecting our work, workload and work-life balance. In a staff engagement survey commissioned by the University in 2017, more than 85% of SPIR staff of both genders strongly or somewhat disagreed that there was open communication at all levels of the University, and over 50% disagreed that they were asked for input regarding changes affecting their work. In our own survey, 49% of staff of both genders disagreed that their work-life balance could be described as 'good', only 36% reported to always taking their full leave entitlement and over 50% of respondents agreed that they were working during annual leave. In the engagement survey, only 10% of staff somewhat agreed that the University cared about their overall wellbeing, with 66% disagreeing, 43% of them strongly. As our focus groups also showed, many of the concerns relating to having a lack of say in developments affecting work, workload and wellbeing are linked to the increasing centralisation of processes and decision-making in the University, such as timetable scheduling and increased contact hours, resulting in significantly reduced autonomy by individual Schools. To address this situation within the realm of our possibilities, from 2017/18 the School has been taking measures to alleviate individual workloads that are excessively high **(see 5.4 (v)/Action Point 17)**.

ACTION POINTS 13 A-B: Improve the working culture in the School regarding perceptions of gender bias, workload and work-life balance

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(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.

There is a monthly meeting between the HoS, Operations Manager and School HR Business Partner to monitor the implementation of HR policies. This provides an opportunity to bring issues to an HR representative and check the School is compliant. This meeting also ensures that senior management are kept updated on any key changes. This provides a check for the consistency of application of HR policies. The HR website has its policies available online for staff to view as required. There is an Equality and Diversity Officer administrative role undertaken by a member of academic staff. They can be approached by staff or students for advice on issues relating to equality and disabilities. Student Services also provide a Welfare Manager who supports students from the School with problems, as well as sign-posting them to other support services. SPIR's Operations Manager attends monthly faculty operations board meetings where changes in policy are also highlighted. The visibility of the role of Equality and Diversity Officer in the School could be improved so that staff are clear where they can go should they require advice regarding dignity at work, bullying, harassment, grievance and disciplinary processes.

ACTION POINTS 14 A-B: Visibility of support roles

(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.

There are seven main committees in SPIR:

1. **Management Committee**
2. **School Executive Group (SEG)**
3. **Teaching and Learning Committee**
4. **Curriculum Committee**
5. **Research Committee**
6. **Admissions and Marketing Committee**
7. **Equality, Diversity and Inclusion Committee (EDI**)

Currently 52 members of academic staff – 33 male and 19 female – are involved in these committees, which corresponds to the ratio of male and female academics in SPIR.

Management Committee and SEG provide strategic oversight within SPIR. Management Committee meets weekly in term time whilst SEG, receiving reports from the other School committees, meets fortnightly. Management Committee is comprised of the HoS (male, Level 7) and two deputies (female, L7 and male, L6) plus the Operations Manager (female, L5). This structure has been consistent since 2016 with the exception of a L7 male deputy in 2016-17. SEG currently comprises 5 female members of staff (1 L7, 1 L6, 2 L5 and 1 L3) and 4 male members of staff (3 L7 and 1 L6). This has been broadly consistent over the last three years. The imbalance in seniority within SEG reflects the small number of female professors within the School.

The Admissions and Marketing Committee, has a good balance of male and female staff (5 male and 5 female), as does the Teaching and Learning Committee, including a L6 Deputy Director of Teaching and Learning, plus 1 female L7, 2 Level 6s, 4 Level 5s and 1 Level 3. EDI and the Athena SWAN SAT enjoyed strong participation from male and female colleagues, including the HoS and a female L7 member of staff. There has been a notable bunching of senior men on Research Committee over the last three years with just one female Level 7 and a Level 6 member of staff in 2018. This has been identified as an issue to be rectified **(Action Point 15 A).**

Having noted in 2017 that not a single committee was run by women, the HoS has started addressing this imbalance, which had also been highlighted as a significant issue in our staff survey, where especially women did not feel that the process of appointing committee chairs was open and transparent. Two committees are currently run by female members of staff: Curriculum Committee (L6) and the EDI Committee (L6). In December 2018 the School implemented a new practice of advertising administrative jobs to determine which roles staff would like to hold in future **(Action Point 15 B).**

ACTION POINTS 15 A-B: Ensure gender equity in School committees

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(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?

The SAT contacted all staff to ask them to identify external committees on which they serve and to highlight any issues around encouragement. 21 colleagues (18 academic, 3 APM; 11 female and 10 male) responded.

Several staff serve on high-profile disciplinary committees, including as trustee of the executive board of the Political Studies Association (PSA) (female), elected Council member (2014-16) and co-programme chair (2015) of the European Political Science Association (female), vice-president of the Programme of Research Committee of the International Sociological Association (male), convenors of PSA specialists groups (two male, one female), and a REF2021 panel member (female). Nine colleagues (4 male, 5 female) have served during the survey period either as editors, associate editors or editorial board members of learned journals. Three women and one

man reported serving as external examiners. Colleagues also serve on various University and Faculty Level committees and panels, which is an important indicator of University service, a required entry in promotions applications.

Several colleagues provided comments on whether or not they have been encouraged to apply for roles on influential external committees. There is no clear pattern as between male and female in this respect. Informal discussions with colleagues showed, however, that female colleagues tended to feel that encouragement was necessary for them to apply for such roles, whereas male colleagues did not; and female colleagues were slightly more likely than men to feel that the School put workload obstacles in the way of their taking up such external challenges.

ACTION POINTS 16 A-B: Encourage participation on influential external committees.

(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 workload of staff in SPIR is recorded under the headings of 'teaching', 'research' and 'leadership/citizenship'. Workload is allocated and reviewed annually by the HoS and the Operations Manager. Although the workload model is anonymised, each member of staff can see how their workload compares with the average in the School. Since 2017/18 SPIR has taken steps at an early stage of the planning process to alleviate workloads that are excessively high. This includes the annual invitation of all staff to check the data on their workload and to discuss this with the Operations Manager. This process has resulted in the workload distribution being narrowed considerably over the past two years with the vast majority of staff now within the 90-110% range and the average at close to 100% (based on a 36.25 hour week).

During the academic year 2018/19, workload allocation by gender in SPIR was as follows:

Average WL allocations 18/19	Female	Male
Teaching	462 hrs	429 hrs
Research	527 hrs	665 hrs
Leadership/citizenship	316 hrs	319 hrs
Overall	95%	97%

The higher average of research hours in the workload of men during 2018/19 can be explained by the fact that seven male colleagues were on study leave during this year as compared to three women. As a minimum of 60% of a colleague's workload during study leave is allocated to research, this inevitably will bias numbers in any given year. Study leave is managed by a transparent rota, with every staff member on an R&T contract being eligible for one semester of study leave in every seven. Moreover, eleven male members of staff compared to only one woman have an extra 10% or 20% allowance for Impact/knowledge exchange in their workload under the 'research' heading (discussed in 5.1. (iv)/**Action Point 6**), which also results in a higher number of average research hours for men.

ACTION POINT 17: Even workload distribution

(vi)   Timing of departmental meetings and social gatherings

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

All official SPIR meetings where attendance is required (School Committee Meeting and all other committee meetings) are held during core hours (9:30 – 16:30) and in term time. Wednesday afternoon is the only time when no teaching activities are scheduled, so the vast majority of committee meetings are scheduled then. Our annual Away Day is held at a venue near the University campus in order to minimise travel time for staff and scheduled during core hours. Every effort is made to hold the School's social events (see 5.5. (i) during core hours.

Owing to our large number of active research centres, various optional workshops and seminars, open to all staff and students, take place every week during term time. Many of these include external speakers, so it is not always possible to schedule them during core hours, depending on the speakers' availability.

(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.

We have identified the following issues:

SPIR has a number of Honorary Professors. These are practitioners in areas as diverse as parliamentary politics, government, international organisations and the military. They are appointed for a term of four years following an open call for nominations to all staff, to share their expertise with students and staff. For the duration of their appointment, they are informally partnered with/hosted by the nominating staff member. At the start of the academic year 2018/19 all of our 14 Honorary Professors were male and all but one were attached to male members of staff. This is not in line with the School's commitment to ensuring

equality and inclusivity and sends the wrong signal to both students and staff **(Action Point 18 A).**

SPIR's ten centres and institutes are central to the research activities conducted in the School. As noted in section 2, we have an equal female/male split regarding the directorship of these institutions. During the 2017/18 academic year the research centres and institutes hosted a total of 107 speakers, 79 male and 28 female. The most favourable gender representation by a centre/institute was nine male to six female speakers, the most unfavourable twelve male to one female speakers **(Action Point 18 B).**

An external examiner for SPIR noted in 2018 that our reading lists were distinctly 'male and white' **(Action Point 18 C).**

A review of our website showed that around 65% of all photos showed female and only 35% male staff and students. A similar ratio applied to photos by gender in our undergraduate prospectus (33 female/12 male). Moreover, the undergraduate prospectus included seven pictures of female academic staff and only two of male staff. Only one of these photos depicted a male member of staff teaching and interacting with students. This does not correspond to the gender balance of staff and students within the School and also sends the message that teaching and interaction with students is seen as a 'female' task **(Action Point 18 D).**

A SAT member noted that the School's two display cases showing monographs published by our staff were dominated by books written by male colleagues. An email appeal to all female staff in spring 2019 quickly rectified this, with work by both genders now prominently displayed.

Book display with female authors now prominently displayed

ACTION POINTS 18 A-D: Improve the visibility of female role models in the School.

> 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.

Staff outreach activities are defined here as those activities organised in addition to the University Open Days, UCAS Open Days and School Taster sessions. Outreach activities often fall under the widening participation project that the University runs and to which the School contributes every year. SPIR is involved in three different programmes: Nottingham Potential (East Midlands); Sutton Trust (national), and masterclasses in politics to local A-level students as part of the University's Academic Enrichment Programme. Equal numbers of male and female staff contributed to these programmes. Academic staff at all levels participated, revealing an even and fair distribution across the School.

Beyond University-wide schemes, SPIR is currently considering a new outreach programme aimed at under 16s from local disadvantaged communities, which will involve both staff and UG students. Therefore, more staff and students are likely to be involved in a range of outreach activities in the future. In the staff workload model, the time used for outreach activities falls under 'citizenship' and gets a 10% allocation; activities are allocated to members of staff by the HoS. Careful consideration is given to each member of staff regardless of gender and job role to ensure that their work allocation is maintained at a manageable level.

(5934 words)

6.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

In 2018/19 the Athena SWAN SAT became a sub-group of SPIR's newly created Equality, Diversity and Inclusion (EDI) Committee. In addition to coordinating the implementation of the below action plan and embedding the Athena SWAN principles in the School, the committee has started addressing other important EDI issues/protected characteristics, with a particular focus on the experience of BAME staff and students. As a part of this work, the Athena SWAN SAT will start collecting quantitative and qualitative data on the intersection of ethnicity/race and gender as part of the Action Plan immediately following the submission of this application. We are working closely with a new and related project launched in SPIR in 2018/19 under the leadership of Dr Helen Williams, Dr Helen McCabe and Dr Vipin Chauhan, entitled 'All in! Ethnic Presence in the Curriculum'. All project participants are engaged in the University's efforts to achieve a Race Equality Charter Bronze Award by 2020. Dr Chauhan is a member of the EDI Committee.

(163 words)

7. ACTION PLAN

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

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

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

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

7: SCHOOL OF POLITICS & IR ACTION PLAN

Priority of tasks/action points (urgency and effort required)

*** high

** medium

* low

Action Point	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
1 A-I ***	Strengthen engagement with Athena SWAN by all members of the School	Our work for the Bronze application was only the first step in a long process. A range of measures will ensure the lasting impact of the initiative on ensuring gender equality for all members of the School	a. Coordinate implementation of action plan.	a. from spring 2019 until completion/Athena SWAN silver application in 2023.	a. Athena SWAN lead with support of SAT	All criteria for Athena SWAN silver award application achieved by 2023. Staff survey to show staff awareness of and engagement with Athena SWAN agenda and principles.
			b. Report on Athena SWAN work and progress at School meetings/Away Day	b. Annual report at spring semester School meeting and autumn Away Day until 2023.	b. Athena SWAN lead.	
			c. Create Athena SWAN page on Workspace	c. Complete by end of autumn semester 2019.	c. APM staff responsible for Workspace	
			d. Collect quantitative and qualitative data on the intersection between race/ethnicity and gender for staff and students.	d. From summer semester 2019, complete by end of academic year 2020/21.	d. EDI Committee member engaged in the University's Race Equality Charter.	

			e. Collect qualitative data on PGR views and experience	e. Complete by end of autumn semester 2019	e. PGR representative of SAT	
			f. Recruit UG and PGT representative for SAT	f. Complete by start of autumn semester 2019	f. Head of School	
			g. Induction of all new staff and PGR students to include introduction to Athena SWAN initiative and principles. Staff induction will include the expectation to complete unconscious bias training during the first year in service and unconscious bias training will be provided to all PGR students during the bi-weekly colloquium each academic year. Mandatory unconscious bias training for all staff (see action point 13A)	g. Process to start from spring 2019 semester.	g. Head of School, Director of PGR Studies	
			h. Inclusion of Athena SWAN SAT lead in the School Executive Group, to contribute to the School's strategic oversight in this area.	h. Athena SWAN SAT lead member of SEG since spring 2019 (bi-monthly meetings).	h. Athena SWAN SAT lead	
			i. Conduct staff survey to monitor effectiveness of action plan, assess awareness of and engagement with Athena SWAN principles by all members of staff.	i. Complete by end of academic year 2022/23.	i. Athena SWAN SAT member responsible for data.	
2*	Ensure ongoing gender equity in UG and PGT recruitment and degree attainment	We have an equal number of male and female UGs and PGTs. We have not identified gender bias in the recruitment and degree	Annual analysis and benchmarking of UG and PGT recruitment and attainment and report to Athena SWAN SAT.	Every end of academic year starting from 2019.	Admissions officer with assistance from University Recruitment and Admissions team.	Gender equity in UG and PGT recruitment and degree attainment.

		attainment of our taught student population. Ongoing monitoring and analysis will ensure that equity in these areas will be upheld	If discrepancies arise, Athena SWAN SAT to discuss and implement possible measures.		Exams officer and support team.	
3 A-D **	Improve the gender balance of female PGR applications and intake	In contrast to our UG and PGT student cohort, the gender balance of our PGR students is much less favourable. Although our percentage of female PGR students does not deviate significantly from the Russel Group average, we would like to improve the situation, not least because it has significant implications for the career pipeline of women in the field.	a. Conduct focus group with female PGT students and survey all PGT students in order to investigate possible reasons for low rate of female PGR applications and the decrease in female HEU PGR applicants specifically. Include question on part-time PGR option to uncover reasons for mostly make PGR part-time students. b. Discuss and implement possible measures for increasing the number of female PGR applications, based on focus group and survey findings. c. Analyse and benchmark female PGR applications, offers and accepts and report regularly to Athena SWAN SAT. d. Check for gendered language in PGR scholarship adverts.	a. Complete by end of academic year 2019/20. b. Complete during autumn semester 2020. c. Annually, starting from 2019/20 academic year. d. Every PGR scholarship advert checked since spring semester 2019.	a. Focus group: PGT student SAT representative. Survey: paid PGR student with relevant expertise with support of SAT committee. b. Admissions and marketing committee. c. Director of PGR admissions with support of PGR admissions team. d. Member of APM staff responsible for research-related activities.	Increase in the number of female PGR applications by 20%. Increase the intake of female PGR students to raise our percentage of female PGR students to 10% above the Russell Group average by 2023.
4 A-C **	Improve the gender balance of female applications for academic posts with a view to increasing the percentage of female academic	Our main challenge is to raise the number of female applications for academic posts, because from 2015-18 only an average of 30% of applications were by women. We did not detect a clear bias against female	a. Job adverts, once released, are sent to all members of staff in order to ensure that the widest possible pool of candidates is reached. These internal emails in future will highlight the School's aim	a. Every time a job advert is released, process commenced in spring 2019.	a. Head of School	Raise the number of female applicants for academic roles above our 2015-18

	staff in the longer term.	candidates when it comes to shortlisting or offers made. Women have a marginally better chance of being shortlisted, but a slightly smaller chance of being appointed. Therefore, the only way to increase the percentage of female academic staff in the long term is to encourage more applications from female candidates.	of increasing the number of female applications and appointments and colleagues will be asked to think about outstanding women in the field that could be encouraged to apply. b. De-gender the language in job adverts to ensure that female candidates are not put off from applying. c. Monitor numbers of female applications for academic posts, shortlisting and offers made to ensure numbers are improving. If no improvement is noticeable by the end of 2020/21 academic year, possible solutions will be discussed at the first Athena SWAN SAT meeting and SEG meeting in autumn 2021.	b. All job adverts have been language-checked since autumn 2018. c. Annual monitoring at the start of the academic year, starting from 2019/20 academic year.	b. Athena SWAN SAT c. School Operations Manager	average of 30% to 40%. Increase the percentage of female academic staff in the School to over 40% by 2023.
5 A-E ***	Encourage and support promotion applications by female colleagues.	Analysis of promotions statistics over the past six years showed that there is no bias against women. Female staff have been both more likely to apply and to be successful in this respect. In spite of this, there is evidence that more women than men felt that the promotions process was not fair and transparent and that they had not been encouraged to go forward with an application. Women also tend to wait longer to apply for promotion to the next level than men.	a. Meetings to be arranged with staff that had successful promotions applications to offer support and discuss possible ways forward. b. Annual internal publication of promotions statistics (applications/success rate) by gender. As the numbers are relatively small, they need to be presented in a way that ensures the anonymity of individual staff.	a. Annually once promotions decisions are announced, starting in spring 2020. b. Annually at the start of the spring semester, starting from 2019/20 academic year.	a. Head of School b. Director of Staff Development	Staff survey in 2023 (action point 1 h) to show that as many male as female staff have faith in the transparency and equity of the promotions process. HR data analysis to show that women on average do not wait longer than men to apply

			c. The discussion of promotion plans/encouragement of putting forward an application will be made a mandatory part of the PDPR process.	c. Annually at PDPR meetings of all staff eligible for promotion, starting from 2019/20 academic year.	c. Staff tasked with conducting PDPR reviews. PDPR pro-forma to be amended by the Head of School/Operations Manager.	for promotion by end of academic year 2022/23.
			d. Pro-active identification of female staff ready to progress to the next level at an early stage to encourage the preparation of a promotion applications. Given our low number of female professors, female colleagues at level 6 deemed ready for application will be particularly encouraged to apply.	d. Conversations to take place each spring semester when promotions round is announced, starting spring 2020.	d. Head of School.	The number of female professors will be increased to the HESA average of 26% by 2023.
			e. Staff survey to monitor female staff's perceptions of the promotions process.	e. Complete by end of academic year 2022/23.	e. Athena SWAN SAT member responsible for data.	
6 A-C **	Encourage female academics' contribution to the REF impact agenda.	There has been gender equity in REF submissions, but to date all of the School's impact case studies have been submitted by men. A successful REF impact case study can significantly further an academic's career. It is unlikely that the work by our female academics as a whole is less suitable for impact work. We will seek to encourage and support	a. Investigate reasons for low level of female engagement in the REF impact agenda through the discussion of motivations with individual staff. This will include an exploration of the scope of their work for the preparation of a future impact case study.	a. Conversations to take place with all female staff during the academic year 2019/20.	a. School impact coordinator.	Increase the number of female academics working on impact cases by 2021. The percentage of female impact case studies should correspond to the percentage of female
			b. Organise a talk introducing REF impact agenda and the merits of	b. School Away Day autumn 2020.	b. University REF Impact Coordinator and selection of	

		colleagues in putting forward future case studies.	building an impact profile at the School Away Day in preparation of the next REF cycle.		School case study authors.	members of academic staff by 2023.
			c. Include discussion of impact potential during annual review of personal research plans.	c. Annually at research meetings with all research/research and teaching staff from academic year 2019/20.	c. Director of Research	
7 A-C *	Adopt a more systematic approach to encouraging and recording staff training	Staff training is an important aspect of staff and career development. It has become clear that the School's approach to staff training has been unsystematic. Uptake of staff training as well as the recording of training has been haphazard and colleagues have also been unaware of the training on offer.	a. Regular information about training made available by Professional Development to be emailed to all staff twice a semester. b. Systematic recoding of training events and discussion of training needs/opportunities during PDPR developmental conversations for both academic and APM staff. c. All-School training events, for example, at the Away Day, will be tagged as such and records of attendance will be kept.	a. Starting from autumn semester 2019. b. Starting with PDPR reviews with all staff held in spring 2020. c. Starting from autumn semester 2019.	a. Director of Staff Development. b. Staff tasked with conducting PDPR review. PDPR pro-forma to be amended by the Head of School/Operations Manager. c. Member of APM staff to be appointed by Operations Manager.	Review of PDPR forms in 2023 to show a systematic approach to the uptake and recording of training events. At least 50% of male and female staff (both academic and APM) will complete and record training events.
8 A-B ***	Broaden remit of PDPR to discuss workload management and work-life balance to enhance the feeling of staff of being supported.	Although the PDPR includes elements of both performance review/assessment and development/support, it has not led to a situation where staff feel supported in their development. Although the	a. Discussion of workload management and work-life balance during PDPR developmental conversations for both academic and APM staff.	a. Starting with PDPR reviews with all staff held in spring 2020.	a. Staff tasked with PDPR reviews. PDPR pro-forma to be amended by the Head of School/Operations Manager.	Discussion of workload management and work-life balance is an integral part of the School's PDPR by 2021.

		PDPR format with its focus on assessment is mandated by the University (and there are plans to replace this system in May 2019), the School is free to add its own components to any review process.	b. Annual email sent in the summer, encouraging staff to raise workload concerns with the Operations Manager before the academic year begins to maximise opportunities to investigate and act.	b. Starting from 2019/20 academic year.	b. Operations Manager.	Narrower workload distribution (see also Action Point 17) for all staff between 90% and 110%. Staff survey (action point 1 h) to show that staff are feeling supported.
9 A-C **	School to work on an initiative to promote mentoring opportunities	Good mentoring can play a significant role in career development. To date, all new members of staff are allocated a mentor with the aim of supporting them especially during their first 1-2 years in service. Mentoring for established staff, especially once promoted, has been ad hoc. It is clear that a more formal mentoring model that will take into account the mentoring needs of newly promoted staff, staff returning from parental leave, or staff on fixed-term contracts would be beneficial.	a. Establish a more formal mentoring model able to take into account the individual needs of colleagues. b. Encourage mentors in the school to attend formal University training through the Leadership and Management Academy (LMA) c. Encourage staff to utilise mentors outside of the School where appropriate.	Mentor scheme working group set up in autumn 2019. New mentoring scheme to launch in the academic year 2021/22.	Mentor scheme working group to be set up by Head of School. The group should include representation from academic staff at all levels.	All staff to have been offered an appropriate and official mentor under the new scheme by 2022.
10 A-C **	Investigate the effectiveness of UG, PGT and PGR career advice and identify steps to improve this	The School offers a large range of career advice to UG, PGT and PGR students, including on the transition to a sustainable academic career. To date we know little, however, about how students perceive the effectiveness of these efforts as a whole. A better	a. Hold focus groups with UG, PGT students and PGR students about the effectiveness of the support/career advice available.	a. UG and PGT focus groups to be held during academic year 2020/21. PGR focus group to be held by end of autumn semester 2019.	a. UG and PGT Athena SWAN representatives. PGR representative to address this issue as part of action point 1c.	Additional schemes and initiatives to enhance UG, PGT and PGR career advice to be adopted as relevant.

		understanding of students' views on the career advice available to them will help us to identify potential additional schemes and initiatives, such as the new UG peer mentoring scheme instituted in 2018/19. We already have identified the organisation of a session offered to PGT students about PGR studies available at the School as one possible way of increasing female PGR applications.	b. Reassess career advice offered to students at all levels on the basis of focus groups. Identify any potential gaps/additional measures required. c. Offer a session about PGR studies to PGT students each year.	b. Complete by start of academic year 2022/3. c. Annually in the autumn semester from academic year 2019/20.	b. Director of UG, PGT and PGR studies. c. Director of PGR Studies and PGR student volunteer, preferably female.	
11 *	Formalise mechanism to follow up and support unsuccessful grant applications	The ratio of grant applications submitted by male and female academics in the School corresponds roughly to the ratio of male and female colleagues. Grant application by women are more likely to succeed than those by men (20 vs 12% success rate). The writing of grant applications requires much time and energy. Rejection can be frustrating and might put staff off considering the revision of the application and submission to a different scheme. In order to encourage staff and make the best of their time and energy, a formal mechanism to follow up and support unsuccessful grant applications makes a good deal of sense.	Set up mechanism to follow up and support unsuccessful grant applications.	Complete by start of academic year 2019/20.	Director of Research.	All unsuccessful grant applications to be discussed with the Director of Research and meetings to be recorded by 2023.
12 A-E **	Establish a more proactive approach to supporting flexible working and managing career breaks	On the whole, staff felt supported by the School before, during and after maternity leave or when requests for flexible working were made. It is clear,	a. For staff anxious about sharing news of their pregnancy, a one-page document providing links to relevant University resources/policies and	Maternity/paternity working group set up in autumn 2019. Complete by the end of academic year 2019/20.	A small maternity/paternity working group to be appointed by the Head of School.	All actions implemented by 2021.

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		however, that support in various areas was reactive and the result of discussions with individual staff. In order to avoid uncertainty or anxiety for staff during any stage of the maternity/paternity leave process, we will take a more proactive approach in a number of areas we identified as problematic in the future.	suggesting topics to discuss during their first meeting with the Head of School/Operations manager to be posted on the School's workspace. b. A more extensive and regularly updated document to be posted on the School's workspace, detailing School-level advice, such as information about support available before/during and after maternity/paternity leave and typical meeting agendas throughout the duration. c. For pregnant staff in charge of large modules or significant administrative responsibilities, maternity cover should be in place before they leave so an adequate handover can take place. d. A dedicated person in the School to get up to speed on the intricacies of KIT days, so they can provide straightforward and timely advice when required. e. Assessing the feasibility of bringing forward study leave for staff returning from maternity leave to alleviate the impact on their research profile.			

13 A-B ***	Improve the working culture in the School regarding perceptions of gender bias, support with workload management and work-life balance.	There are problems with the working culture in the School regarding perceptions of gender bias, workload and work-life balance. The SAT's work over the past two years has already raised awareness of gender equity and bias in the School and the implementation of the action plan will further embed these principles in our working culture. However, it is clear that expressions of gender bias and sexism are unconsciously expressed. Moreover, all of our staff's feelings about the working culture in the School requires careful monitoring.	a. Mandatory unconscious bias training for all staff at the next School Away Day. b. Staff survey to monitor feelings about the working culture in the School, regarding gender bias, workload management and work-life balance.	a. Away Day September 2019. b. Staff survey to be conducted in academic year 2022/23 (see also action point 1 h).	a. Relevant member of APM staff to arrange. b. Paid PGR student with support of the Athena SWAN SAT.	Staff survey to show improvements in staff perceptions of the working culture in the School regarding gender bias, workload management and work-life balance by 2023.
14 A-B ***	Visibility of support roles	There is a post within the school that has as part of its remit to be the point of contact where people can go for support on dignity at work, bullying, harassment, grievance and disciplinary processes. However, this role is not well known and at times of stress it should be immediately known.	a. Annually advertise by email the remit of the support roles in the school to increase visibility. b. Add names to role descriptions on workspace to provide a reference point.	Each autumn semester starting from 2019/20 academic year.	APM Staff/Operations Manager.	Staff survey (action point 1 h) to show increased transparency of roles and role holders in the school.
15 A-B ***	Ensure gender equity in School committees	Work on the Athena SWAN initiative uncovered a significant gender imbalance in School committees, especially regarding the absence of women chairing them (only 2 committees – 22% – chaired by women in 2019). Moreover, we noted a historically and ongoing low representation of women on the Research Committee.	a. Open administrative posts, including committee chairs, for application by all staff to make the process open and transparent. b. Increase female representation on the Research Committee.	a. Email sent each autumn semester starting in December 2018. b. Start of academic year 2019/20.	Head of School	The percentage of committees shared by women should at least correspond to the percentage of female academics in the School by the end of the 2023 academic year. Ensure a similar ratio of women

						represented in the Research Committee.
16 A-B *	Encourage women's participation on influential external committees.	Participation on influential external committees is an indicator of esteem and recognition as an expert in the field. As such, it is an important factor in career development and promotion. Female staff are more likely to engage in such activities if encouraged to do so. They also are more put off than men from participating in external committees, because of existing workload demands.	a. Include participation in external committees as a standing item on the School's PDPR. b. Recognise participation in influential external committees in the workload model.	a. Starting from PDPR reviews held in spring 2020. b. Starting with workload allocation issued in academic year 2019/20.	a. Staff tasked with conducting PDPR reviews. b. Operations Manager/Head of School.	Systematic data on participation on influential external committees will be available for analysis from 2021.
17 **	Even workload distribution	Staff have expressed concerns over excessive workload as a serious problem in the School's working culture. Whilst the School is not fully in control of determining our overall workload, good management and transparency in workload planning can alleviate the situation within the realm of our possibilities.	a. Annual invitation of staff to review and discuss their workload allocation. b. Ensure an even distribution of workload amongst all staff.	a. Email sent to all staff annually since academic year 2017/18. b. Annual meeting held since academic year 2017/18.	a. Operations Manager b. Head of School/Operations Manager	Workload of all staff within the range of 90-110% by 2023.
18 A-D **	Improve the visibility of female role models in the School.	Female role models are an important element in establishing gender equality in the School and helping to close gaps in the career pipeline and progression of female students and staff. In addition to obvious factors, like the low number of female professors, we have uncovered other issues regarding female role models that need to be addressed.	a. Annual calls for nominations of honorary professors will explicitly encourage female staff to put forward nominations and will ask all staff to actively identify female honorary professors. b. Encourage centre directors to consider gender balance in research	a. Annual email in autumn semester from academic year 2019/20. b. Annual email to be sent from spring 2019 semester.	a. Head of School b. Director of Research	At least 30% of the Schools honorary professors to be female by 2023. Female speakers at centre events to exceed 30% by 2023.

			events/invitations of speakers.			Reading lists, especially for UG core modules, are more diverse by 2023.
			c. Email to all staff to ensure an appropriate gender balance in their reading lists; Teaching Centre event on the subject; PGR students to be employed to provide annotated bibliographies with a focus on female and non-white authors for core UG modules.	c. Email was sent in autumn 2018; Teaching Centre event was held in spring 2019; PGR students to be employed in summer semester 2019.	c. Director of Teaching	An appropriate gender balance of photos on our website and prospectus by 2023.
			d. Adjust photographs on our website and prospectus to ensure that the achievements of female role models are highlighted and represented appropriately, but that teaching and interaction with students is not portrayed as a 'female' task.	d. Completed for 2020/21 prospectus/website.	d. Admissions and Marketing Committee	