



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
<i>Recommended word count</i>		
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	Lancaster University	
Department	Politics, Philosophy and Religion	
Focus of department	AHSSBL	
Date of application	April 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: 2008 (renewed 2012 and 2014)	Level: Bronze
Contact for application <small>Must be based in the department</small>	Prof. Rachel Cooper	
Email	r.v.cooper@lancaster.ac.uk	
Telephone	01524 594702	
Departmental website	https://www.lancaster.ac.uk/ppr/	

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.

4 April 2019

Athena SWAN Charter
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dear Mr James Lush

It is with real pleasure and pride that I write as Head of Department to endorse this Athena SWAN application. EDI is a strategic priority of both the Department of Politics, Philosophy and Religion (PPR) and Lancaster University. The Athena SWAN process has gone a long way to advance these concerns. I became head of PPR in August 2018 and, like my predecessor Dr Patrick Bishop, have worked closely with our Athena SWAN Lead and Deputy Head of Department Professor Rachel Cooper in undertaking a thorough and reflective self-assessment. This application is the beginning of a journey in which the lessons learned are embedded in concrete practice and expressed in departmental culture.

The detailed Action Plan accompanying this submission builds upon a range of already established good practice. For example, we ensure that half of those speaking at our Research Seminars are female, and use computer software to ensure the gender-neutrality of some publicity materials. The Plan identifies a route map to better embed, assure and celebrate the welcome establishment of new practices and values. PPR has taken the opportunity afforded by Athena SWAN to ask some hard and searching questions and, unsurprisingly, we have received some challenging responses. We do not shy away from these but embrace them as opportunities to mend what's not right, build on what's good and introduce what's missing.

Some, thankfully rare, occurrences of insensitive staff behaviour were identified through the surveys. This is addressed in the Action Plan, along with the occasional unwelcome behaviour of some students. We are determined to ensure that students and staff are not only familiar with the reporting mechanisms for harassment and bullying but feel part of a respectful working culture that cultivates mutual respect and collegial responsibility. We are working hard to increase the proportion of female staff in academic roles (through ensuring the gender-neutrality of job adverts, and targeting possible female job applicants), diversify our curriculum, and progress non-binary and transgender issues through appropriate modes of representation and discourse. Through these measures we aim to improve the departmental culture for all our members.

I'm particularly keen to progress the EDI agenda and see the Athena SWAN submission as a valuable springboard to doing so. There is much in the Action Plan of immediate relevance to

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my role as HoD and I give an unqualified commitment to overseeing its implementation. I will be personally responsible for implementing some Action Points, and commit particularly to ensuring that all staff complete EDI training, to using gender-bias software to ensure the gender-neutrality of job advertising materials, and to ensuring female representation on key departmental committees.

The information presented in this submission (including qualitative and quantitative data) is an honest, accurate and true representation of the Department of Politics, Philosophy and Religion.

Sincerely

Andrew

Professor Andrew Dawson
Head of Department
Tel: +44 (0)1524 592418
Email: andrew.dawson@lancaster.ac.uk

[496 words](#)

List of Abbreviations

AP	Action Point
AS	Athena SWAN
BME	Black and minority ethnic
EDI	Equality, diversity and inclusion
F	Female
FTC	Fixed term contract
GTA	Graduate teaching assistant
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Relations
IR	International Relations
L	Lecturer
M	Male
PDR	Performance Development Review (annual appraisal)
PG	Postgraduate
PGR	Research Postgraduate
PGT	Taught Postgraduate
PPE	Politics, philosophy and economics
PPR	Politics, Philosophy and Religion
PS	Professional services (administrative) staff
RA	Research Associate
REF	Research Excellence Framework
RS	Religious Studies
SAT	Self-Assessment Team
SL	Senior Lecturer
TA	Teaching Associate
UG	Undergraduate

2. DESCRIPTION OF THE DEPARTMENT

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

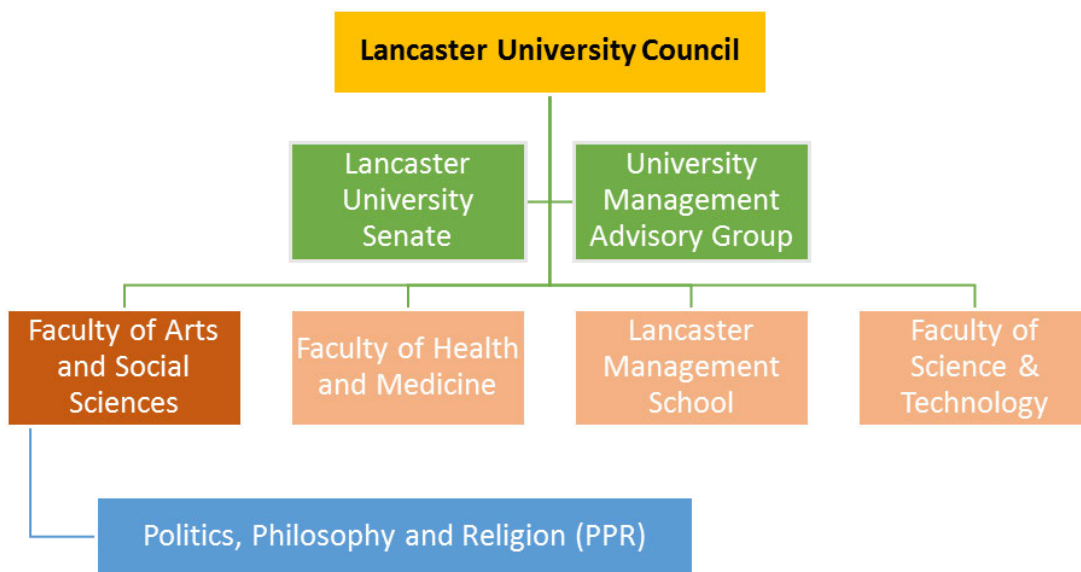
Fig. 2a PPR Staff, taken Summer 2018 on the retirement of our long-serving Departmental Officer.



Lancaster University's Department of Politics, Philosophy and Religion (PPR) was created from a merger of three departments - Politics and International Relations, Philosophy, and Religious Studies - in September 2010. PPR maintains a commitment to its three distinct disciplinary fields (offering single-honours UG degrees in each), while also engaging in teaching and research that addresses issues connecting politics, philosophy and religion.

The vast majority of staff are employed on indefinite contracts and engage in both teaching and research. All staff and PGR students are housed in the same campus building. PS staff and all full-time lecturing staff have individual offices. PhD students, and some RAs, have shared offices. There are two shared kitchen/ common room areas.

Fig. 2b PPR within the organisational structure of Lancaster University



Management decisions are made by the HoD (appointed by the Dean), aided by a seven-member Management Committee made up of the Departmental Officer (Professional Services) and the Directors of UG teaching, PG teaching, Admissions, HR, and Research (who are all senior academic staff). There is a Departmental Meeting of the whole department termly. Fig.2c (overleaf) shows the committee structure of PPR. The gender balance of key committees is a cause for concern and discussed further in section 5.6.iii.

Figure 2c: The management structure of PPR

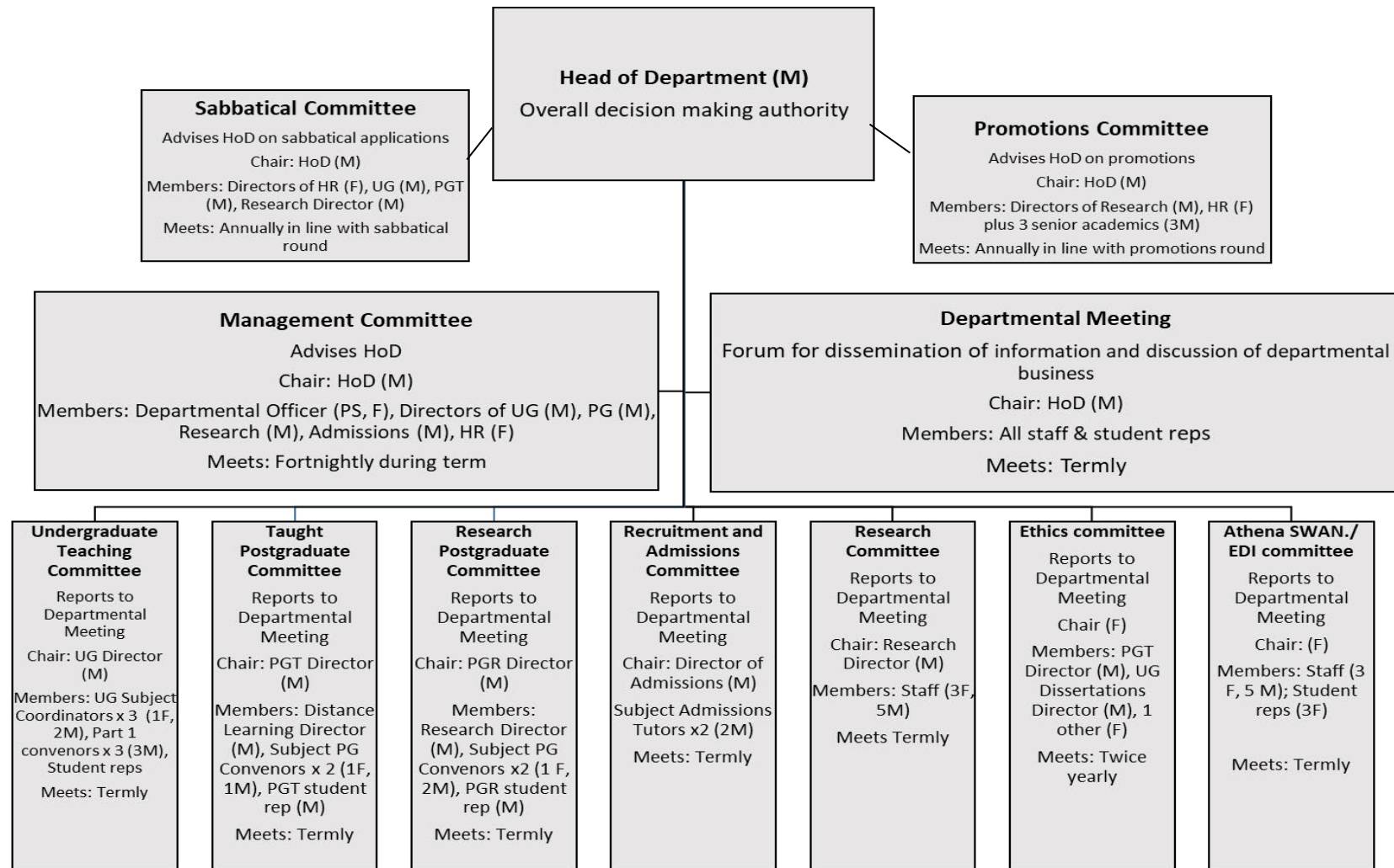


Fig 2.d. A snapshot of the Department (accurate 2017-18)



Academic Staff

52 staff: 18F, 34 M, 35% Female
Teaching and research across Politics and IR,
Philosophy and Religious Studies



Professional Services Staff

8 staff: 100% Female
Provide professional support for the
department.



PGR Students

50 Students: 18F, 32M, 36% Female
MPhils and PhDs



PGT Students

143 students: 59F, 84M, 41% Female
MAs in Politics, IR, Philosophy, Religious Studies
and combinations thereof



UG Students

277 new registrations*: 105 F, 172M, 38%
Female
BAs in Politics, IR, Philosophy and Religious
Studies, plus many joint and combined
programmes

*includes registrations for all degrees that are at least part taught in PPR.

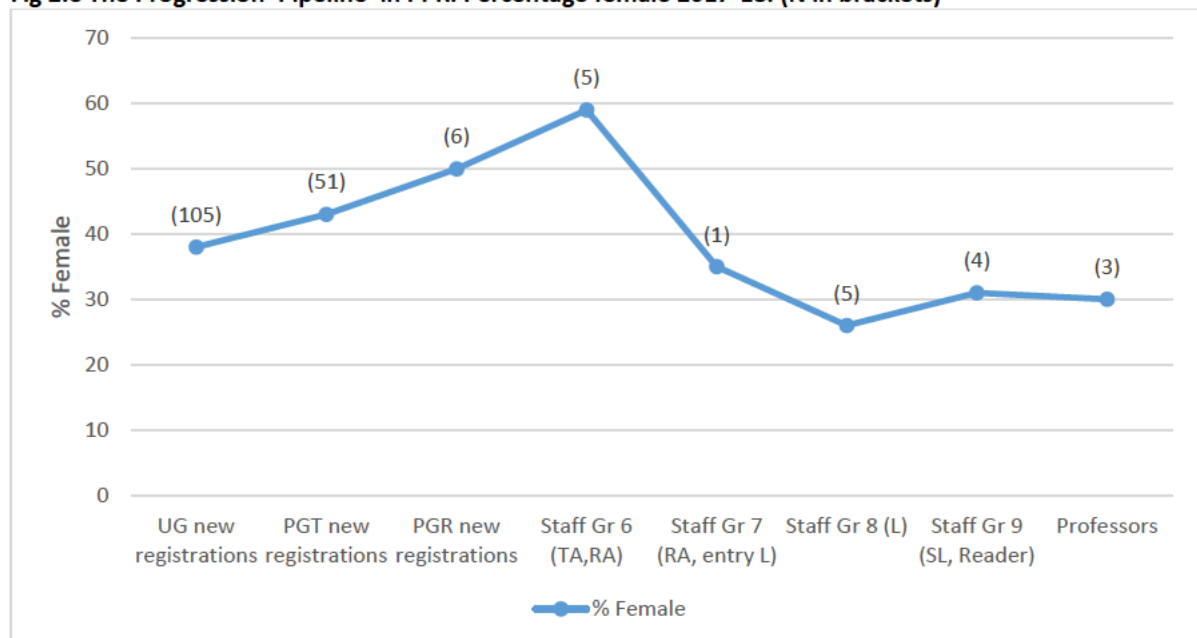
We offer single-honours UG degrees in Politics, International Relations, Philosophy and Religious Studies, and many joint-honours programmes (listed in Section 4.1.ii). All degrees can be taken with a study abroad, or work placement, year.

At PGT level, we offer a variety of single and combined degree schemes (detailed in Section 4.1.iii). A sizable proportion of PGT students study part-time, and we also offer distance learning options. We offer MPhil and PhD degrees.

Benchmarking requires staff and student numbers to be split by discipline, and detailed analysis is left to Section 4. Main findings are that PPR is in line with HESA national benchmarks across all disciplinary areas for staff and PG students. At UG level our politics intake is more male-dominated than would be usual.

The proportion of women in PPR varies with career stage. Fig 2.e. takes 2017-18 as a snap-shot and shows the gender-breakdown at every career stage.

Fig 2.e The Progression 'Pipeline' in PPR. Percentage female 2017-18. (N in brackets)



Numbers at some career stages are small, but Fig 2.e suggests that PPR is male-dominated at UG level, and at academic grades from lecturer upwards. The gender-balance is more even at PGT, PGR, and early-career academic grades. This finding is confirmed, and discussed further, in sections 4.1.v and 4.2i.

The disciplinary make-up of PPR presents us with distinctive opportunities, and also challenges, in working towards gender equality. Gender is a focus of some research and teaching, facilitating explicit discussion of gender issues with colleagues and students. At the same time, our disciplines encourage the exploration of controversial ideas, and frank discussion is encouraged. This poses specific challenges (for example, when students express sexist ideas in seminars). We have identified many ways in which we will be able to improve the practices, policy and culture of the department. However, certain priority issues stand out as requiring action, which we cover in detail in other sections of this application.

Priority Issues to Address (in order of discussion in application)

- **Fewer women employed at academic grades from lecturer upwards.** (Section 4.2.i)
- **Politics UG intake is currently more male-dominated than benchmarks.** (Section 4.1.ii)
- **Unacceptable student and staff behaviour.** Surveys revealed instances of sexist comments being made by students and staff, and some inappropriate touching by staff (Section 5.6.ii).
- **Mechanisms for reporting harassment & bullying.** Surveys showed that many students and staff either do not know how to report or have concerns about reporting (Section 5.6.ii).
- **Non-binary and transgender issues.** We have increasing numbers of non-binary and transgender students and need to develop appropriate systems (eg for noting preferred pronouns) (Sections 4.1.iii, 5.3.i, 7).

Section word count: 1017

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

Fig. 3.i.a shows the PPR SAT in relation to other AS and EDI committees.

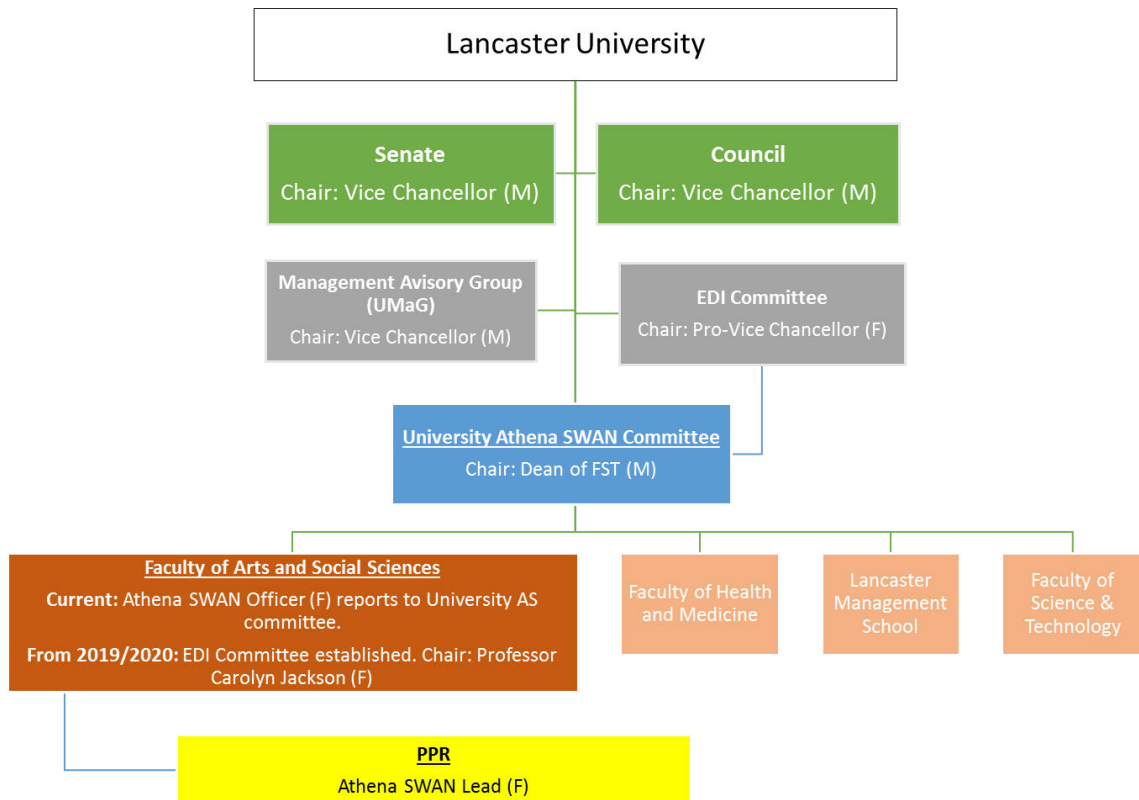


Figure 3.i.a Lancaster University management structure, showing reporting mechanisms for AS and EDI

PPR held its first Self-Assessment Team (SAT) meeting on 27/2/2017. The initial team consisted of the HoD, Patrick Bishop, the departmental Director of HR, Rachel Cooper, and the Equality and Diversity Officer, Kunal Mukherjee. Volunteers were added, and then additional staff invited to ensure that the SAT reflected the gender balance of staff and a variety of life experiences. Student representatives volunteered and were disproportionately female [AP 3.i.1].

Initially, the HoD was appointed as Athena SWAN lead. However, given the pressures of being HoD, he was unable to commit enough time to the role, and in December 2018, Rachel Cooper, Deputy HoD, succeeded him.

Table 3.i.a. The SAT

Name and gender	Role in SAT	Relevant experience
Rachel Cooper, F	Lead (from Dec 2018)	Deputy HoD. PPR Director of HR. Professor from 2018. [REDACTED]
Patrick Bishop, M	Lead (Feb 2017 – Dec 2018)	SL. HoD to Aug 2018. At Lancaster 12 years. Previously taught in Australia and the US.
Clare Coxhill, F	Consultation regarding PS survey	PS staff. At Lancaster 24 years. [REDACTED]
Martha Eckersley, F	Consultation re PG survey	MA student
Karolina Follis, F	MPA leave and flexible working	L. At Lancaster since Oct 2012, initially as Faculty Fellow. [REDACTED]
Brian Garvey, M	UG student sections	L. PPR Equality and Diversity Officer (from Sept 2018). At Lancaster 14 years.
Richard Johnson, M	Focus on intersectionality	L. On a three-year FTC. At Lancaster 2 years.
Sarah Marsden, F	PG student sections	L (50 th Anniversary Lecturer). At Lancaster 4 years.
Kunal Mukherjee, M	Focus on Intersectionality	L. PPR Equality and Diversity Officer (to Sept 2018). At Lancaster 7 years. BME staff.
Nick Unwin, M	Promotions and research funding	L. At Lancaster 11 years.
Bianka Venkatatamani, F	Consultation regarding student survey. Organised feedback session for UG students.	UG student rep.
Emma Williams, F	Consultation on PG survey	PhD student. GTA. [REDACTED]

Academic staff on the SAT were allocated workload points (equivalent to one week's work). In the absence of mechanisms that could similarly compensate student and PS staff members for their time, these SAT members attended meetings and provided consultative advice only, and academic SAT members conducted all data analysis and drafted the application.

Action Point Objective

AP 3.i.1 Ensure future gender balance of SAT student representatives.

(ii) an account of the self-assessment process

In addition to the SAT, other staff played key roles in the process. Brigit McWade, Faculty Athena SWAN officer, advised and commented on drafts, and ran a focus group. Liv Brown was employed to conduct statistical analysis of the UG and PG surveys. Chris Macleod, director of 1st year politics teaching, led a session on dealing with sexism in seminars. The draft application was reviewed by Kate Mackay (specialist in feminist philosophy), Bitten Brigham and Christina Hicks, (Lancaster Environment Centre Athena SWAN SAT members), Emm Johnstone (University AS Project Officer), and David Peet (external consultant, Athena SWAN panel chair).

The full SAT met three times in 2017-18 and three times in 2018-19. The SAT prepared by reading through information on the ECU website, and reviewing examples of successful applications. Meetings discussed: (i) introduction to process, (ii) time line and role allocation, (iii) review of data collected, (iv) survey design, (v) issues identified in data, (vi) draft action plan. Between meetings, smaller groups met to discuss specific issues, and data and draft sections were reviewed by email.

A series of broader consultation and discussion events ensured that all members of the department had the opportunity to both raise and discuss issues, and to contribute to the formation of the Action Plan.

Staff Consultation

All staff were invited to provide details of both good practice and issues they felt should be addressed. An open consultation event in December 2018 considered draft survey questions and focus group topics (Attendance: 12 members of staff). This consultation suggested that PPR faced challenges. Some staff reported instances of sexist comments from colleagues and from students in seminars. Survey questions were added to gauge the extent of such problems. It was agreed that further discussions should focus on (i) dealing with sexist comments in seminars, (ii) diversifying the curriculum, (iii) challenges around maternity leave and parenting, (iv) intersectionality. Further details of these meetings are provided shortly.

Separate surveys were prepared for academic and PS staff. Drafts were reviewed by the SAT. SAT academic staff acted as a pilot group for the academic staff survey (small numbers meant no pilot was possible for the PS survey). Staff surveys aimed to (i) discover how the work experience of staff is gendered, (ii) collect information on

particular known or suspected problems, (iii) provide all staff with an opportunity to suggest actions for the action plan.

Postgraduate Student Consultation

A sub-group of the SAT, which included PGT and PGR representatives, developed the PG survey. The survey was piloted with six PGs, and was refined in response to their feedback.

Undergraduate Student Consultation

To allow comparison between the PG and UG student experience, the UG survey closely paralleled the PG survey. Drafts were discussed with UG student representatives and some questions specific to the UG experience were added. UG student representatives acted as a pilot group for the UG survey.

Survey Response

Academic staff – emailed to staff list of 48 (17 F; 31 M). 30 responses (11 F, 14 M, 1 other, 4 ‘prefer not to say’). Overall response rate of 63%. Response rate for female staff was a minimum of 65%. Response rate for male staff was a minimum of 45% (these are lower bounds due to the 4 ‘prefer not to say’ responses). This compares well with the PPR response rate in the University Staff Survey (2018 45%, 2016 40%, 2014 50%).

Professional services staff – emailed to 8 staff (all female). 7 responses. 88% response rate.

Postgraduate students – emailed to 175 students. 32 responses (14 F, 14 M, 1 non binary, 1 other, 2 prefer not to say). 18% response rate [AP 3.ii.1].

Undergraduate students – emailed to 483 students. 99 responses (66 F, 28 M, 1 non-binary, 1 other, 2 prefer not to say). 20% response rate [AP 3.ii.1].

Focus Groups and Discussions

- (1) Research seminar: Panel discussion ‘Diversifying the curriculum’ (23 Jan 2019). Speakers were Alison Stone (on diversifying philosophy curricula); Julie Hearn (regarding UCU work on ‘Decolonising the curriculum’), and Anderson Jeremiah (regarding BME representation in curricula and academic/clerical roles). Attendance was 30 (academic staff and PGRs). Resulting action points are discussed in Section 7 [AP 7.2].
- (2) Focus Group: Leave, flexible working and core hours (31 Jan 2019). Due to the sensitivities involved, this focus group was led by Brigit McWade (Faculty Athena SWAN Officer). It was attended by 8 (4F, 4M; 6 academics, 2 PS). [APs 5.5.vi.1,2]
- (3) Focus Group: Intersectionality (Led by Kunal Mukherjee, 30 Jan 2019 & 26 February 2019) This focus group met twice to consider the experiences of BME

staff. Attendance: Meeting 1: 3F, 4M (6 academics and 1 PGR); Meeting 2: 3F, 3M (all academics). [AP 3.iii.1]

- (4) Dealing with explicit sexism in seminars (Led by Chris Macleod, 7 February 2019). As on other UK campuses, there have been some recent incidences of explicitly sexist and racist language amongst students at Lancaster. Attendance 8 academic staff (4F, 4M), and 4 GTA seminar tutors (2F, 2M). [APs 5.6.ii.1,2,3]

Action Plan Consultation

Action Points stemming from the statistical analyses and surveys, and not otherwise discussed in focus groups, were considered at the Action Plan Discussion Meeting, held 29 Jan 2019. All staff, and student representatives, were invited to this meeting. The SAT and 7 additional staff and student representatives attended.

The draft Action Plan was further discussed at the Management Committee, and then at all other relevant Departmental Committees (Research, UG, PG, Admissions).

The SAT UG student representative, Bianka Venkatatamani, organised an Athena SWAN panel (8 March 2019) for UG students. Findings from the Athena SWAN surveys and statistical analyses were reported, and gender-related challenges in PPR were discussed. Speakers were Bianka Venkatatamani, Rachel Cooper (AS Lead), Kate MacKay (L, specialist in feminist philosophy), and Julie Hearn (UCU EDI Director). Attendance was 15 UG students (10F, 5M), and 6 staff (4F, 2M).

At the end of the consultation period, on completion of the draft application, all staff and students in the department were thanked for their participation, and the Athena SWAN Charter was circulated (copies were also placed on departmental noticeboards). [AP 3.ii.2].

Action Point Objectives

AP 3.ii.1 Improve response rate for future UG and PG surveys.

AP 3.ii.2. Provide department members with Athena SWAN submission and reports of key results from surveys.

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

The Athena SWAN self-assessment focussed on gender, though we considered ‘the intersection of gender and other factors wherever possible’ (AS Charter Principle 10). Following submission of the Athena SWAN application, the SAT will be replaced by a department EDI committee. Initially, membership will be the same as the SAT. From 2019-20, Karolina Follis (currently a SAT member) will take over as EDI chair (and also PPR Director of HR). Committee membership will reflect the diversity of PPR, and be included in the PPR Workload Model.

The full EDI committee will meet termly (with additional subgroup meetings to address particular issues), and will report to the Departmental Meeting and the Faculty EDI Committee. The EDI committee will oversee the completion of the Athena SWAN Action Plan, and also begin addressing broader equality and diversity issues within PPR. [APs 3.iii.1 & 2].

Action Point Objectives

AP 3.iii.1. Start to address broader EDI issues within department (by creating EDI committee, and further focus group regarding BME issues).

AP 3.iii.2 Keep department staff and students informed regarding the implementation of the Athena SWAN Action Plan.

Section word count: 1308

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

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

n/a

- (ii) Numbers of undergraduate students by gender

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

Methodology Notes:

UG numbers include all registrations on degree schemes to which PPR contributes. For example, a Philosophy & Mathematics student is included in these figures, on the basis they are substantially affected by departmental practices and policies.

For reasons of space, many bar charts in this section present only data for women (with male data included in tables). Data on non-binary students is not available from central databases, and so percentages for male students always equal (100 – F%).

In the current academic year (18/19), 770 undergraduate students are registered on degrees to which PPR contributes. Very few students (around 1 per year) are part-time. We offer a wide range of degree programmes, as listed in Table 4.1.ii.a (overleaf). Most UG students are registered for joint, or combined, honours.

Table 4.1.ii.a: All UG Degree Schemes with PPR subjects as components

Single Honours	Joint and Combined Honours
International Relations	<ul style="list-style-type: none"> • International Relations and: <ul style="list-style-type: none"> - Economics; - History; - Religious Diversity; - Management and Politics; - Peace Studies; - Politics; • International Relations in Contemporary China;
Philosophy	<ul style="list-style-type: none"> • Philosophy and: <ul style="list-style-type: none"> - English Literature; - Ethics and Religion; - Film Studies; - French Studies; - German Studies; - History; - History and Politics; - Linguistics; - Mathematics; - Politics; - Chinese; - Politics and Economics; - Spanish Studies.
Politics	<ul style="list-style-type: none"> • Politics and: <ul style="list-style-type: none"> - Economics; - French Studies; - German Studies; - History; - History and Philosophy; - Law; - Management and International Relations; - Philosophy; - Philosophy and Economics; - International Relations; - Religious Studies; - Sociology; - Chinese; - Spanish Studies.
Religious Studies	<ul style="list-style-type: none"> • Religious Studies and: <ul style="list-style-type: none"> - English Literature; - Ethics and Philosophy; - History; - Philosophy; - Politics; - Sociology. • Social Work, Ethics and Religion. • International Relations and Religious Diversity.

Fig. 4.1.ii.a and Table 4.1.ii.b show undergraduate applications, offers and registrations across all UG programmes that have PPR subjects as a component, by gender.

Fig. 4.1.ii.a % Female undergraduate applications, offers and registrations across all UG programmes that have PPR subjects as a component (N in brackets)

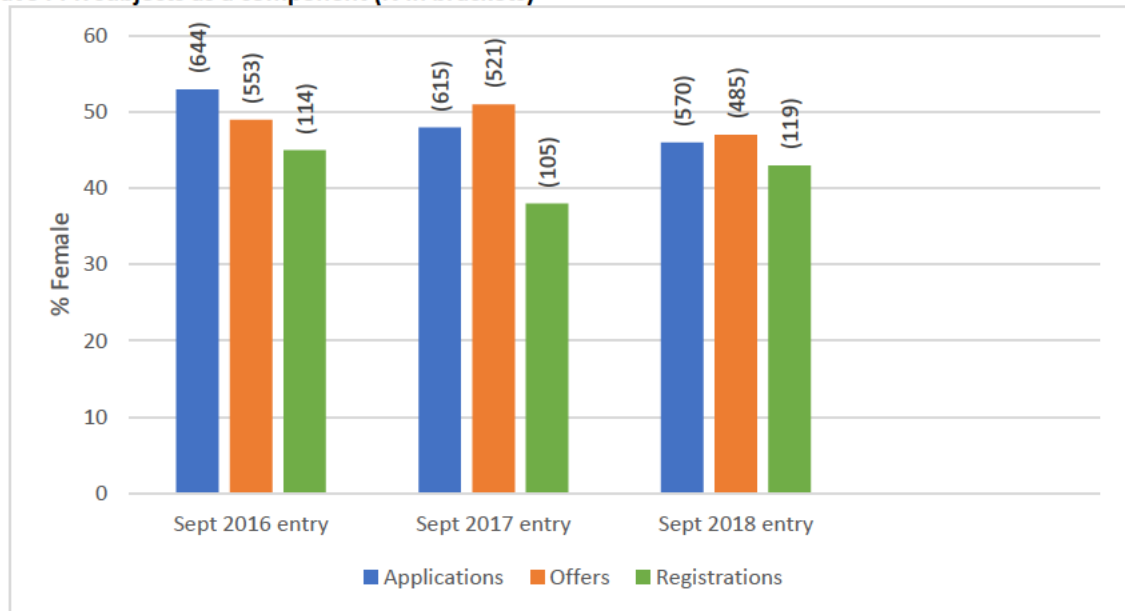


Table 4.1.ii.b Undergraduate applications, offers and registrations across all UG programmes that have PPR subjects as a component, by gender

	F						M					
	applications		offers		registrations		applications		offers		registrations	
Year	N	%	N	%	N	%	N	%	N	%	N	%
Sept 16 entry	644	53%	553	49%	114	45%	567	47%	470	51%	140	55%
Sept 17 entry	615	48%	521	51%	105	38%	679	52%	551	49%	172	62%
Sept 18 entry	570	46%	485	47%	119	43%	659	54%	540	53%	155	57%

Fig. 4.1.ii.a and Table 4.1.ii.b show that PPR has fewer female undergraduates registered than male (average for the last three years F 42%, M 58%). The proportion of offers to applications has been similar across genders. Over the last three years on average 22% of women, but 30% of men, have registered following an offer [AP 4.1.ii.1].

The following charts and tables break down the student body by discipline. This is necessary to enable benchmarking with other UK Higher Education Institutions.

Politics and International Relations

Fig. 4.1.ii.b and Tables 4.1.ii.c and 4.1.ii.d show that the undergraduate intake for politics-related degree schemes is disproportionately male. Joint politics degrees have averaged 38% female. In single-honours politics, the intake has been only 25% female for the last two years. This compares poorly with HESA 2017/8 national figures, where degrees with politics as the principal subject were 49% female.

Fig. 4.1.ii.b POLITICS – Single and Joint Honours. % Female undergraduate applications, offers and registrations (N in brackets)

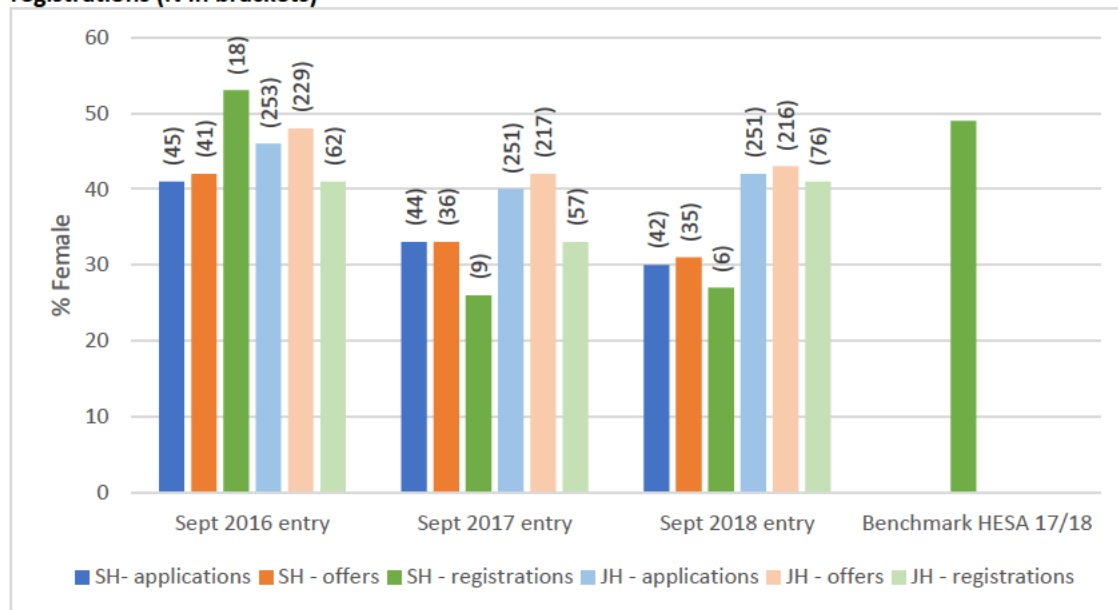


Table 4.1.ii.c. Undergraduate applications, offers and registrations for single-honours POLITICS, by gender

Entry Year	F						M					
	applications		offers		registrations		applications		offers		registrations	
	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2016	45	41%	41	42%	18	53%	66	59%	56	68%	16	47%
Sept 2017	44	33%	36	33%	9	26%	90	67%	72	67%	25	74%
Sept 2018	42	30%	35	31%	6	27%	96	70%	78	69%	16	73%

Table 4.1.ii.d: Undergraduate applications, offers and registrations for joint-honours POLITICS, by gender

Entry Year	F						M					
	applications		offers		registrations		applications		offers		registrations	
	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2016	253	46%	229	48%	62	41%	302	54%	252	52%	91	59%
Sept 2017	251	40%	217	42%	57	33%	369	60%	305	48%	116	67%
Sept 2018	251	42%	216	43%	76	41%	347	58%	288	57%	111	59%

We are currently unsure why our politics UG intake is so disproportionately male. Notably, we do not see this pattern with UG registrations on International Relations degrees (Fig.4.1.ii.c and Tables 4.1.ii.e and f). The Politics and International Relations

programmes are highly similar; teaching staff overlap, and many modules are shared. The university is investing in new software which will enable finer-grained analysis of applications and registrations (by gender and other measures), and we plan to conduct further detailed investigation [AP 4.1.ii.2].

Fig. 4.1.ii.c INTERNATIONAL RELATIONS, Single and Joint Honours. % Female applications, offers and registrations (N in brackets)

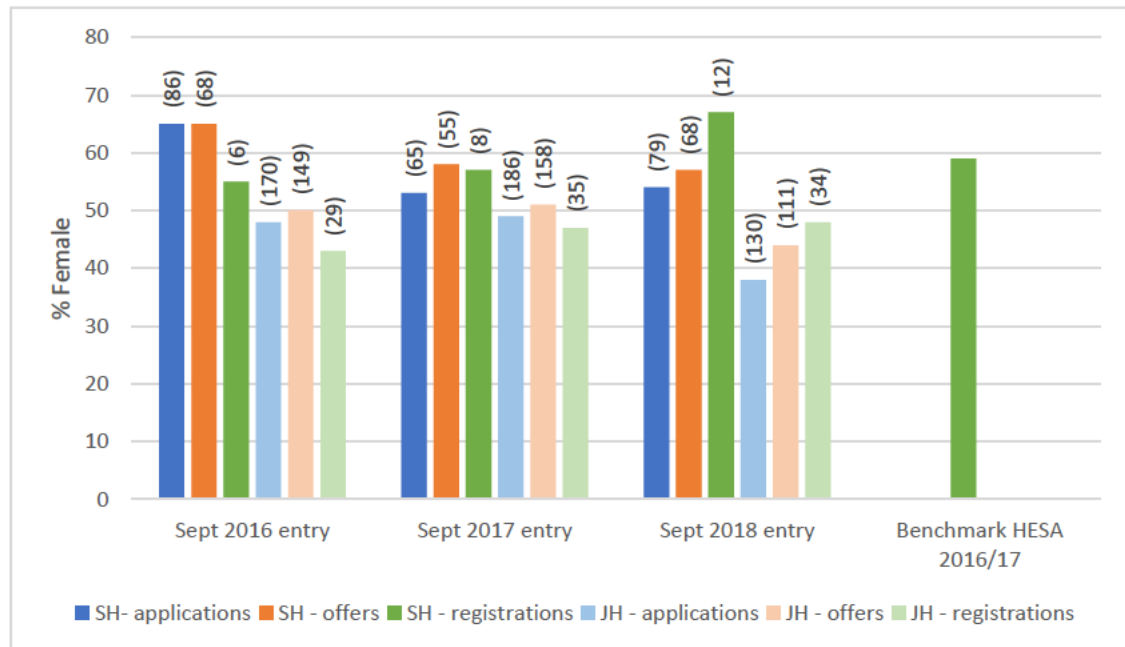


Table 4.1.ii.e Applications, offers and registrations for single-honours INTERNATIONAL RELATIONS, by gender

Entry Year	F						M					
	applications		offers		registrations		applications		offers		registrations	
	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2016	86	65%	68	65%	6	55%	46	35%	37	45%	5	45%
Sept 2017	65	53%	55	58%	8	57%	57	47%	40	42%	6	43%
Sept 2018	79	54%	68	57%	12	67%	66	46%	52	43%	6	33%

Table 4.1.ii.f Applications, offers and registrations for joint-honours INTERNATIONAL RELATIONS, by gender.

Entry Year	F						M					
	applications		offers		registrations		applications		offers		registrations	
	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2016	170	48%	149	50%	29	43%	182	52%	148	50%	39	57%
Sept 2017	186	49%	158	51%	35	47%	195	51%	152	49%	39	53%
Sept 2018	130	38%	111	44%	34	48%	182	62%	144	56%	37	52%

In contrast to politics, single-honours IR has more female than male students, and joint degrees with IR have been close to parity. Nationally, in 2016/7 degrees where International Relations was the major subject had a 59% female intake (programme specific data from 'Marketing and Communications HESA dataset', 2016/17 is most recent year available), and our single-honours figures are consistent with that.

Philosophy

Fig. 4.1.ii.d and Table 4.1.ii.g show that single-honours Philosophy has been much closer to 50% female over the period. This is consistent with the HESA-figure for degree schemes in which Philosophy is the principal subject, which for 2017/8, was 51% female.

Fig. 4.1.ii.d PHILOSOPHY, Single and Joint Honours. % Female applications, offers and registrations (N in brackets)

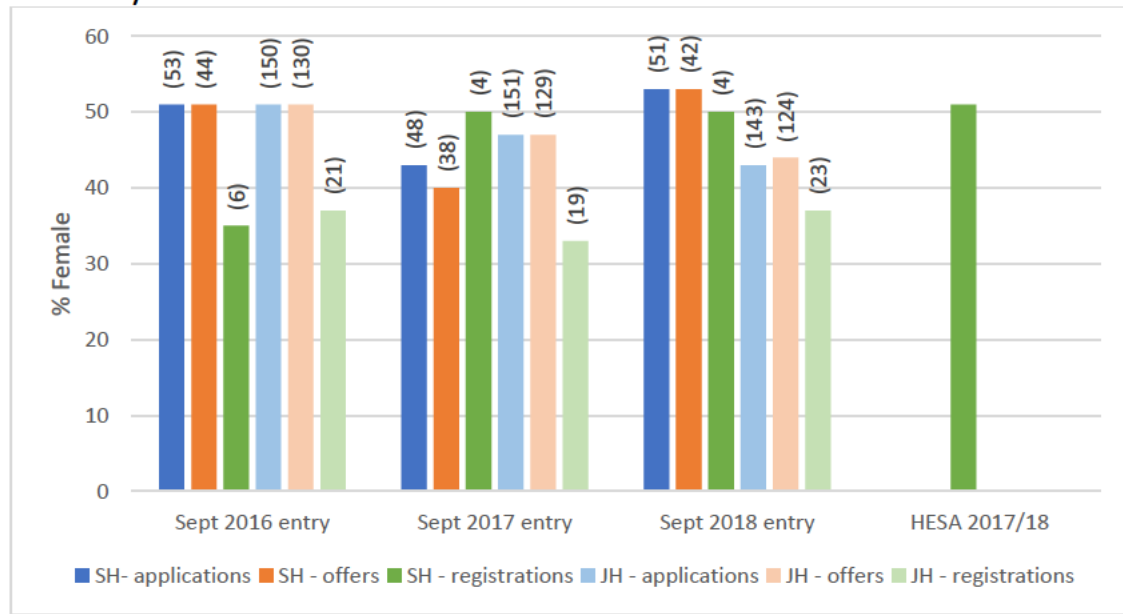


Table 4.1.ii.g Applications, offers and registrations for single-honours PHILOSOPHY, by gender

Entry Year	F						M					
	applications		offers		registrations		applications		offers		registrations	
	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2016	53	51%	44	51%	6	35%	50	49%	43	49%	11	65%
Sept 2017	48	43%	38	40%	4	50%	64	57%	56	60%	4	50%
Sept 2018	51	53%	42	53%	4	50%	46	47%	38	47%	4	50%

Table 4.1.ii.h shows that Lancaster's joint degrees with Philosophy have been more male-dominated, which is largely because a high proportion of those joint degrees have been with Politics.

Table 4.1.ii.h Applications, offers and registrations for joint-honours PHILOSOPHY

Entry Year	F						M					
	applications		offers		registrations		applications		offers		registrations	
	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2016	150	51%	130	51%	21	37%	147	51%	123	49%	36	63%
Sept 2017	151	47%	129	47%	19	33%	171	53%	146	53%	39	67%
Sept 2018	143	43%	124	44%	23	37%	186	57%	156	56%	39	63%

PPE is particularly strongly male-dominated, as shown in Fig. 4.1.ii.e and Table 4.1.ii.i.

Fig. 4.1.ii.e PPE. % Female applications, offers and registrations (N in brackets)

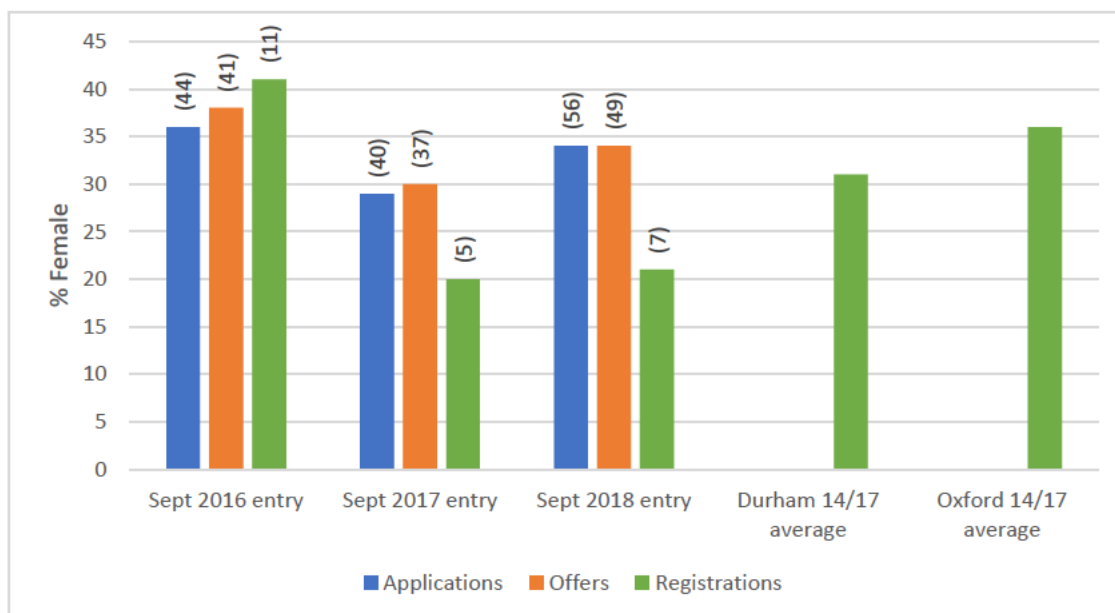


Table 4.1.ii.i Applications, offers and registrations for PPE, by gender

	F						M					
	applications		offers		registrations		applications		offers		registrations	
Year	N	%	N	%	N	%	N	%	N	%	N	%
Sept 16 entry	44	36%	41	38%	11	41%	78	64%	68	62%	16	59%
Sept 17 entry	40	29%	37	30%	5	20%	97	71%	88	70%	20	80%
Sept 18 entry	56	34%	49	34%	7	21%	110	66%	94	66%	26	79%

HESA does not provide separate figures for PPE nationally. However, it is possible to get details regarding the gender breakdown of PPE cohorts at other specified institutions (using the 16/17 'Marketing and Communications HESA dataset'). Over the most recent three years, PPE at Durham averaged 31% female, and PPE at Oxford (largest national PPE cohort) averaged 36% female. This suggests that the Lancaster intake is more male-dominated than would be typical for PPE degree schemes [AP 4.1.ii.2].

Religious Studies

Fig. 4.1.ii.f and Tables 4.1.ii.j and k present figures for Religious Studies (RS) degree schemes. Nationally, RS at undergraduate level tends to be female dominated. Degrees in which RS was the major subject were 74% female (programme specific 16/17 data from 'Marketing and Communications HESA dataset'). The percentages for RS, both single and joint honours at Lancaster, are broadly consistent with that [AP 4.1.ii.3]. They have also tended to fluctuate quite widely, which is to be expected when the numbers are so low.

Fig. 4.1.ii.f RELIGIOUS STUDIES Single and Joint Degrees. % Female applications, offers and registrations (N in brackets)

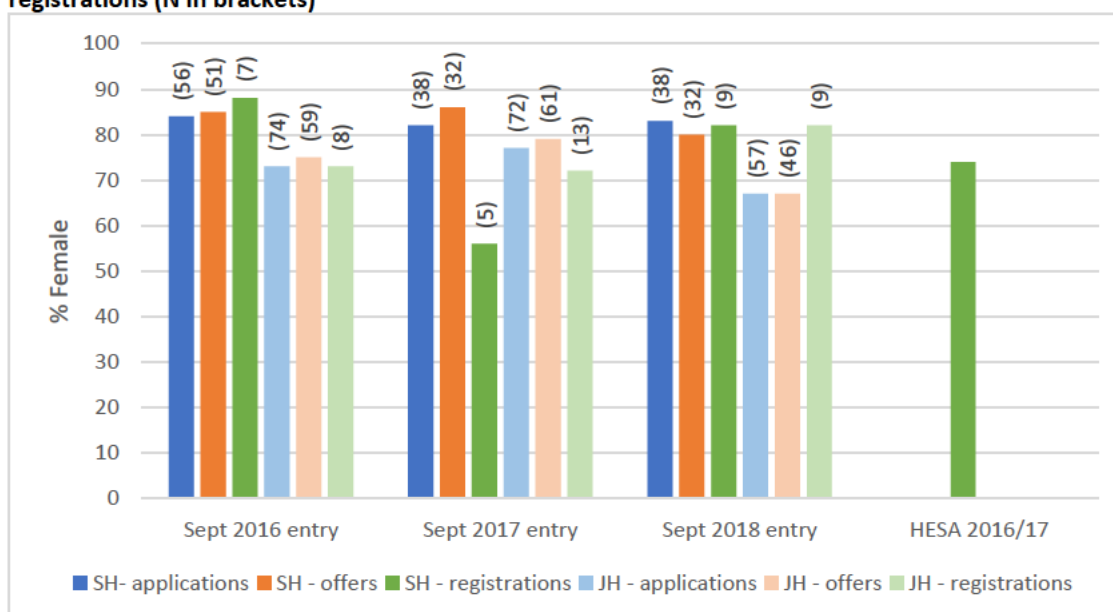


Table 4.1.ii.j. Applications, offers and registrations for RELIGIOUS STUDIES single-honours, by gender.

Entry Year	F						M					
	applications		offers		registrations		applications		offers		registrations	
	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2016	56	84%	51	85%	7	88%	11	16%	9	15%	1	13%
Sept 2017	38	82%	32	86%	5	56%	9	18%	5	14%	4	44%
Sept 2018	38	83%	32	80%	9	82%	8	17%	8	20%	2	18%

Table 4.1.ii.k Applications, offers and registrations for RELIGIOUS STUDIES joint honours, by gender

Entry Year	F						M					
	applications		offers		registrations		applications		offers		registrations	
	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2016	74	73%	59	75%	8	73%	27	27%	20	25%	3	27%
Sept 2017	72	77%	61	79%	13	72%	22	23%	16	21%	5	28%
Sept 2018	57	67%	46	67%	9	82%	28	33%	23	33%	2	18%

Part 1 Registrations

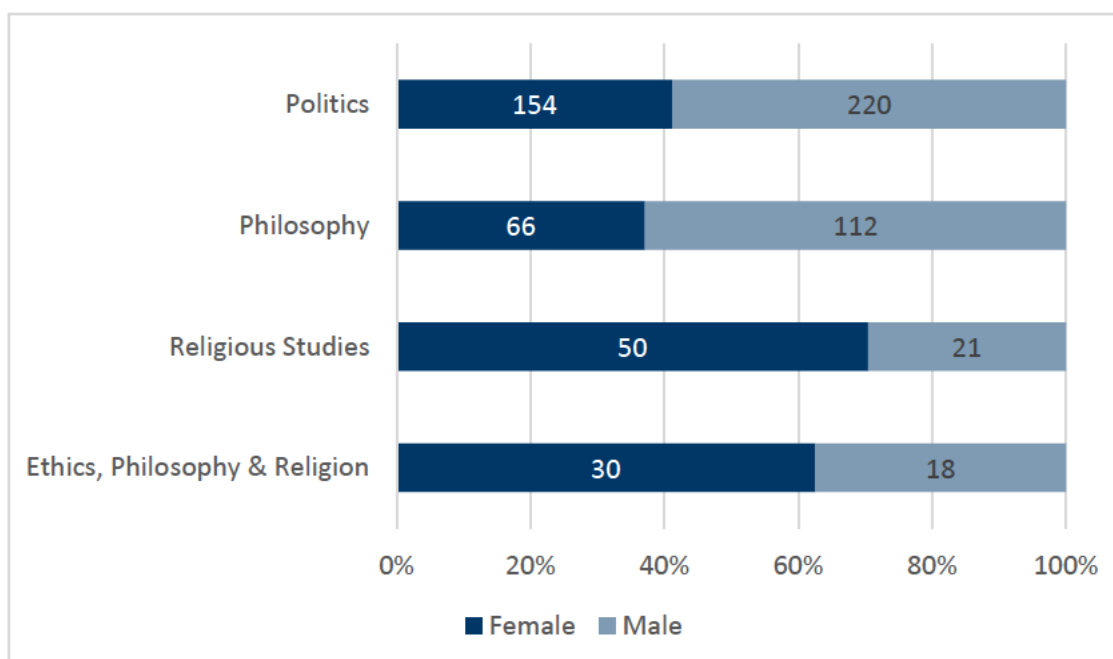
Lancaster undergraduates typically study three subjects in Yr1 before then specialising in their studies.

Table 4.1.ii.i Registrations on first year introductory modules, by subject and gender

Year	Politics		Philosophy		Religious Studies		Ethics, Philosophy & Religion									
	F	M	F	M	F	M	F	M								
	N	%	N	%	N	%	N	%	N	%						
16/17 *	150	42%	198	57%	65	38%	106	62%	46	67%	22	32%	29	58%	21	42%
17/18	143	36%	249	64%	67	37%	116	63%	52	63%	30	37%	24	56%	19	44%
18/19	169	44%	214	56%	67	37%	113	67%	53	80%	12	20%	36	70%	15	30%
Average	154	41%	220	59%	66	37%	112	63%	50	70%	21	30%	30	63%	18	37%

*Politics Part 1 16/17 also had one non-binary student

Fig.4.1.ii.g 3-year average F/M breakdown for each Part 1 course.

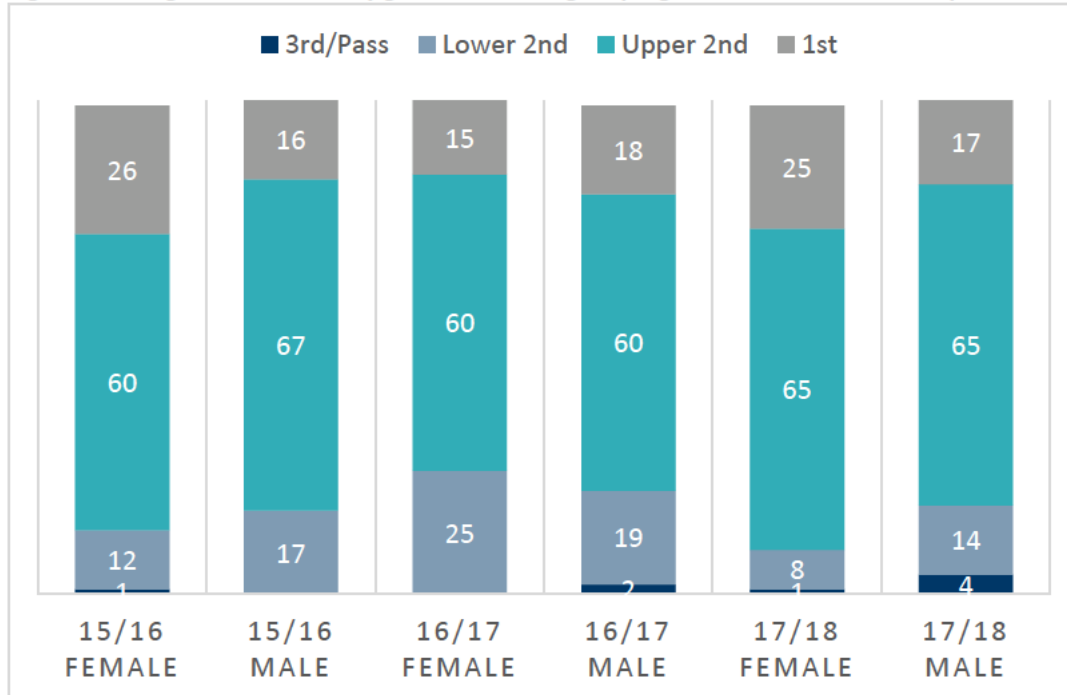


At Part 1, Religious Studies, and Ethics, Philosophy and Religion, are strongly female-dominated (similarly to Religious Studies degree schemes). However, Part 1 registrations for Politics are less male-dominated, and registrations for Part 1 Philosophy more male-dominated than are degree-scheme registrations. [AP 4.1.ii.4].

Undergraduate Degree Attainment

As numbers on individual degree programmes are small, Fig. 4.1.ii.h shows degree attainment for all degrees that are at least part-taught in PPR combined (ie including all joint honours).

Fig. 4.1.ii.h Degree attainment by gender for all degree programmes that are at least part PPR taught



Over the last 3 years, 517 UG degrees have been awarded. 22% (N=48) of women and 17% (N=52) of men gained 1st class degrees, and 62% (N=134) of women and 64% (N=192) of men gained 2:1 degrees. This means that 84% of women (N=182) and 81% of men (N=244) gained 'good' honours degrees. 15% of women (N=33) and 17% of men (N=50) gained 2:2 degrees. Very few students were awarded 3rd class or Pass degrees; 1% of women (N=2), and 2% of men (N=6). Gender differences with regard to degree attainment are thus small, though our data suggests that men may be less likely to obtain first class degrees [AP 4.1.ii.5]. Our assessment practices are already designed to minimise gender bias. All coursework and exams are anonymised before marking (so markers do not know the gender of the student).

Action Point Objectives

AP 4.1.ii.1 Increase uptake of offers by women.

AP 4.1.ii.2. Increase female registrations for Politics and PPE degree schemes.

AP 4.1.ii.3. Increase male registrations for Religious Studies degree schemes.

AP 4.1.ii.4 Understand reasons for gender differences in 1st year course registrations.

AP 4.1.ii.5 Continue to monitor degree attainment by gender (if the slight tendency for men to obtain fewer first persists beyond 2020, develop action plan to address).

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

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

Methodology Note: Numbers on some MA courses are very small. To provide adequate numbers for benchmarking we analyse five-years of data in this section.

Table 4.1.iii.a shows PGT registrations by gender and mode of study. Between 2014-2019 women made up 51% of Full Time students (F: 180, M: 171, Total: 351), but only 41% of Part Time students (F:121, M:174, Total 295) [AP 4.1.iii.1].

Table 4.1.iii.a: PGT students by gender and mode of study

Academic Year	Full Time					Part Time					Totals
	F		M		Total	F		M		Total	
	N	%	N	%		N	%	N	%		
2014/15	28	53%	25	47%	53	15	34%	29	66%	44	97
2015/16	24	45%	29	55%	53	29	45%	35	55%	64	117
2016/17	53	58%	38	42%	91	29	44%	37	56%	66	157
2017/18	37	45%	45	55%	82	22	36%	39	64%	61	143
2018/19	38	53%	34	47%	72	26	43%	34	57%	60	132

Table 4.1.iii.a was generated from central university statistics. We noted that five students known to the department have identified as non-binary in the last two years, but these students are not visible in the centrally generated figures [AP 4.1.iii.2]

Fig. 4.1.iii.a and Table 4.1.iii.b. show that figures for men and women with respect to applications, offers and registrations are broadly equal across the genders over the last five years.

Fig. 4.1.iii.a PGT % Female applications, offers and registrations (N in brackets)

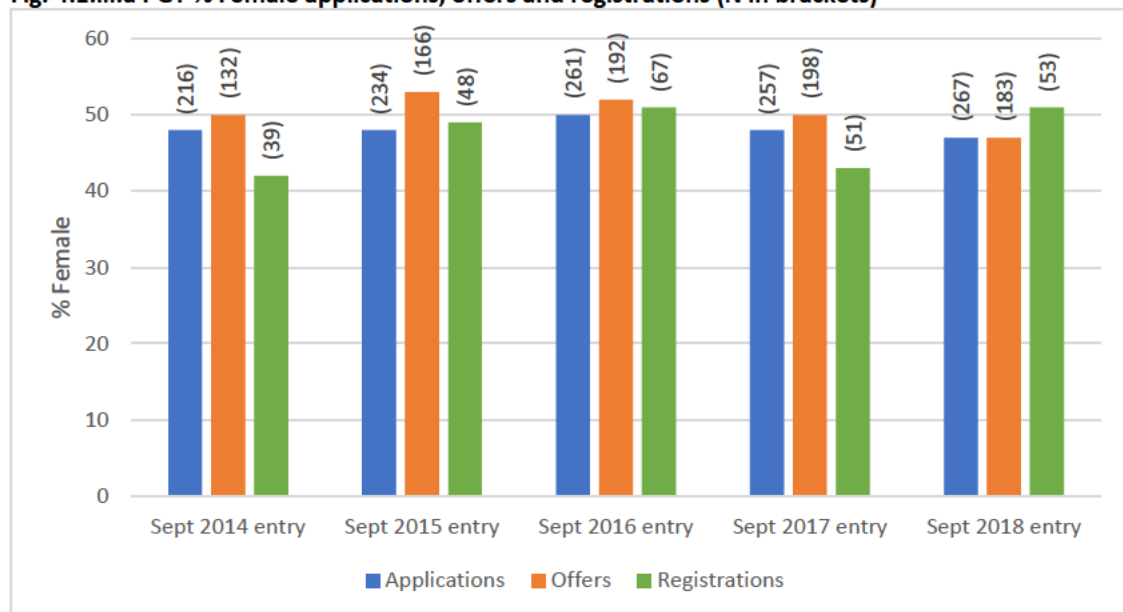


Table 4.1.iii.b. Postgraduate taught application, offers and registrations

	Female						Male					
	Applications		Offers		Registrations		Applications		Offers		Registrations	
Entry Year	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2014	216	48%	132	50%	39	42%	237	52%	130	50%	54	58%
Sept 2015	234	48%	166	53%	48	49%	253	52%	149	47%	50	51%
Sept 2016	261	50%	192	52%	67	51%	260	50%	174	48%	64	49%
Sept 2017	257	48%	198	50%	51	43%	273	52%	196	50%	67	57%
Sept 2018	267	47%	183	47%	53	51%	306	53%	210	53%	51	49%
Mean	247	48%	174	50%	52	48%	266	52%	172	50%	57	52%

For benchmarking it is necessary to consider the disciplines represented in the department separately. Table 4.1.iii.c shows the PGT degree schemes offered in PPR, and how we have categorised them for benchmarking.

Table 4.1.iii.c PGT schemes convened by PPR and subject area (for benchmarking)

PGT Scheme	Subject area (for benchmarking)
International Relations MA & MRes	Politics
Philosophy MA & PG Cert	Philosophy
Politics MA	Politics
Religious Studies MA	Religious Studies
Diplomacy and International Law LLM	Cross subjects – no benchmarking
Conflict Resolution and Peace Studies MA	Politics
Conflict, Development and Security MA	Politics
Diplomacy and Foreign Policy MA	Politics
Diplomacy and International Law MA	Cross subjects – no benchmarking
Diplomacy and International Relations MA	Politics
Diplomacy and Religion MA	Cross subjects – no benchmarking
Philosophy and Religion MA	Cross subjects – no benchmarking
Politics and International Relations PG Cert	Politics
Politics and Philosophy MA	Cross subjects – no benchmarking
Politics, Philosophy and Religion MA	Cross subjects – no benchmarking
Quakerism in the Modern World MA	Religious Studies
Quaker Studies PG Cert	Religious Studies
Religion and Conflict MA	Cross subjects – no benchmarking

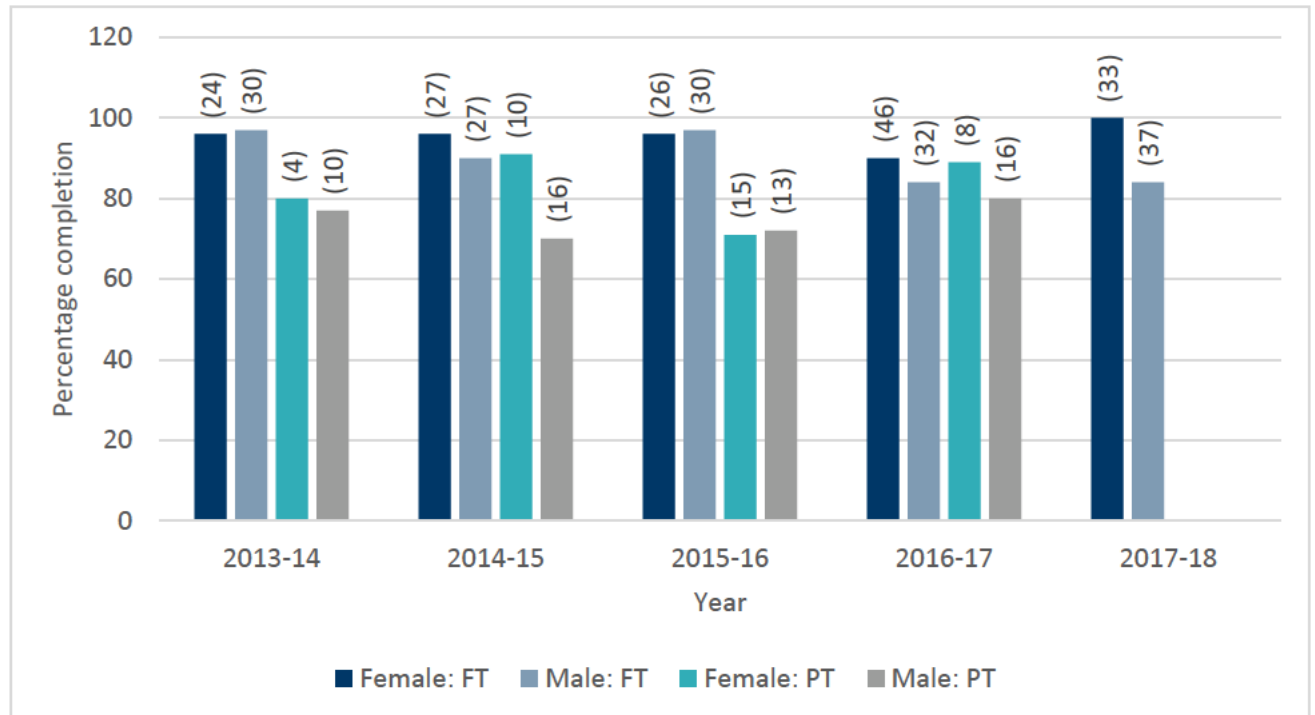
Table 4.1.iii.d. shows PPR's gender split across the disciplines is in line with sector figures and indicates a fairly even distribution of men and women studying for PGT degrees across all three disciplines.

Table 4.1.iii.d. PGT by gender on single-discipline programmes

	PGT Philosophy		PGT Politics		PGT Religious Studies	
	F	M	F	M	F	M
PPR total 2014-19	10 (40%)	15 (60%)	144 (46%)	172 (54%)	45 (52%)	41 (48%)
HESA for 'principal' subject area (2017-18)	40%	60%	47%	53%	48%	52%

Fig 4.1.iii.b shows that over the last five years, on average, women have completed their studies more frequently (90%, N=193) than men (84%, N=211) across part- and full- time programmes. Completion rates are in line with university figures. Average completion rates for female PT are 83% (N=9) and for males 75% (N=14). This suggests male PT students are less likely to complete, but the numbers are small [AP 4.1.iii.3].

Figure 4.1.iii.b: Percentage completion rates for part-time and full-time Postgraduate Taught students (N in brackets) As yet no data is available for 2017-18 PT students, who have yet to complete their studies.



Below, Table 4.1.iii.e shows there is no clear pattern in the number of women achieving distinctions and merits.

Table 4.1.iii.e Percentage and number of women and men gaining distinctions and merits

Year	F				M			
	Distinction		Merit		Distinction		Merit	
	N	%	N	%	N	%	N	%
2013-14	7	41%	7	41%	13	43%	6	20%
2014-15	8	31%	13	50%	8	26%	16	52%
2015-16	6	21%	22	76%	7	25%	19	68%
2016-17	12	35%	13	38%	14	31%	26	58%
2017-18	34	35%	34	55%	9	20%	27	61%

Action Point Objectives

AP 4.1.iii.1. Learn reasons for gendered pattern of FT/PT PGT status.

AP 4.1.iii.2 Ensure non-binary students are visible in university statistics.

AP 4.1.iii.3. Start to collect data on reasons for PGT non-completion.

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

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

Table 4.1.iv.a shows that currently 16 (32%) of our PGR students are female. Between 2014-2019 women made up 42% of full time students (F: 76, M: 106, Total: 182), but only 23% of part time students (F:15, M:50, Total 65). [AP 4.1.iv.1]

Table 4.1.iv.a PGR students by gender and mode of study

Academic Year	Full Time					Part Time					Total
	F		M		Total	F		M		Total	
	N	%	N	%		N	%	N	%		
2014/15	15	45%	18	55%	33	5	42%	7	58%	12	45
2015/16	15	39%	23	61%	38	5	38%	8	62%	13	51
2016/17	14	39%	22	61%	36	3	20%	12	80%	15	51
2017/18	16	43%	21	57%	37	2	15%	11	85%	13	50
2018/19	16	42%	22	58%	38	0	0%	12	100%	12	50

Below, Fig. 4.1.iv.a and Table 4.1.iv.b show that on average over the last five years women have made up 33% of applications, 35% of offers, and 40% of registrations [AP 4.1.iv.2].

Fig. 4.1.iv.a % Female Postgraduate research applications, offers and registrations (N in brackets)

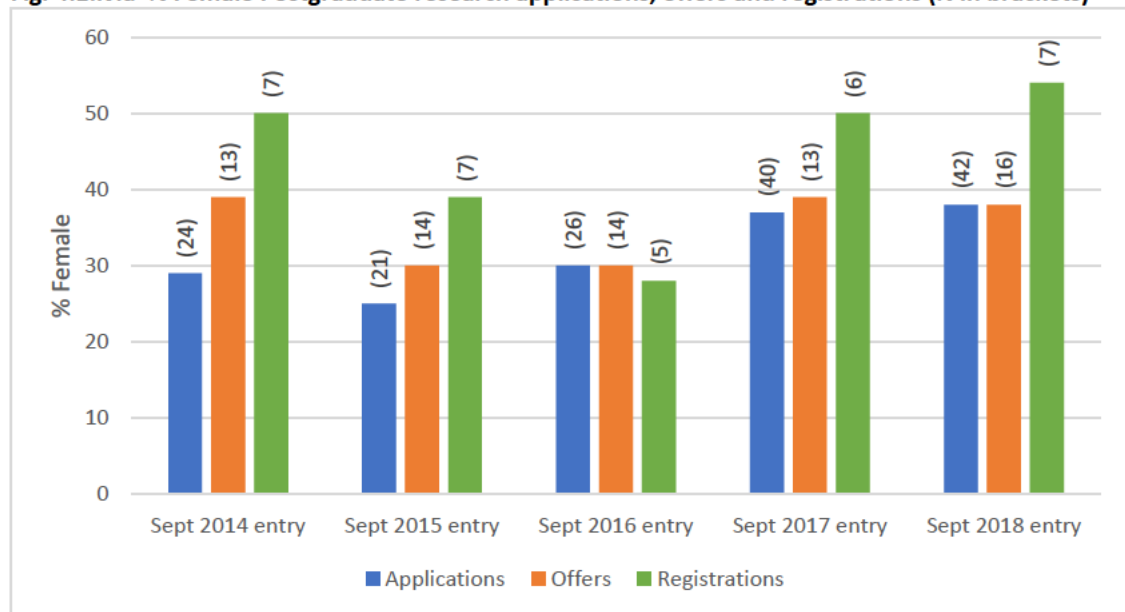


Table 4.1.iv.b Postgraduate research applications, offers and registrations

Entry Year	F						M					
	Applications		Offers		Registrations		Applications		Offers		Registrations	
	N	%	N	%	N	%	N	%	N	%	N	%
Sept 2014	24	29%	13	39%	7	50%	59	71%	20	61%	7	50%
Sept 2015	21	25%	14	30%	7	39%	63	75%	33	70%	11	61%
Sept 2016	26	30%	14	30%	5	28%	60	70%	32	70%	13	72%
Sept 2017	40	37%	13	39%	6	50%	67	63%	20	61%	6	50%
Sept 2018	42	38%	16	38%	7	54%	68	62%	26	62%	6	46%
Mean	31	33%	14	35%	6	40%	63	67%	26	65%	9	60%

Because absolute numbers are so small for some of the PGR programmes, to look at the breakdown by discipline, it is helpful to take an average over the last five years and compare these with HESA's 2017-18 figures, as shown in Table 4.1.iv.c. The gender-breakdown is in line with national norms for PGR students across all three disciplines.

Table 4.1.iv.c: PGR students by subject and gender

	PGR Philosophy		PGR Politics		PGR Religious Studies	
	F	M	F	M	F	M
Total 2014-19	15 48%	16 52%	50 35%	91 65%	26 35%	49 65%
HESA for 'principal' subject area (2017-18)	38%	62%	40%	60%	35%	65%

There is little difference with respect to the percentage of men and women who complete their PhDs. On average 38% (N=10) of men and 42% (N=10) of women do not complete (from 2009/10 to 2013/14, the full period for which data is available) [AP 4.1.iv.3].

Action Point Objectives

AP 4.1.iv.1 Learn reasons for gendered pattern of FT/PT PGR status.

AP 4.1.iv.2 Learn why more men than women are applying for PGR programmes and identify ways of addressing the gender difference.

AP 4.1.iv.3 Start to collect data on reasons for non-completion at PGR level.

(v) Progression pipeline between undergraduate and postgraduate student levels

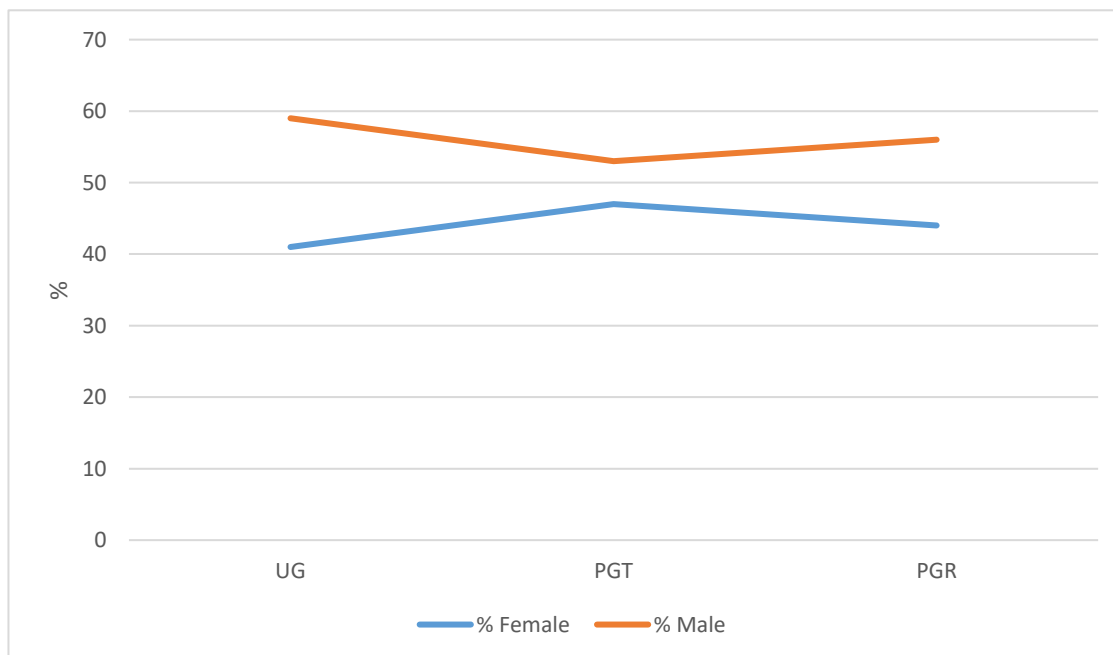
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Table 4.1.v.a and Fig. 4.1.v.a show that over the last five years, the proportion of women registering for PG degrees has been higher than the proportion registering for UG degrees.

Table 4.1.v.a. Percentage figures for undergraduate, postgraduate taught, postgraduate research registrations (Note that these figures do not represent individual student's journeys. Rather, these are the snapshots of how the groups at each level compare with one another by gender).

Year	Undergraduate		Postgraduate Taught		Postgraduate Research	
	F	M	F	M	F	M
2014-15	37%	63%	42%	58%	50%	50%
2015-16	41%	59%	49%	51%	39%	61%
2016-17	46%	54%	51%	49%	28%	72%
2017-18	39%	61%	43%	57%	50%	50%
2018-19	44%	56%	51%	49%	54%	46%
Mean	41.4%	58.6%	47.2%	52.8%	44.2%	55.8%

Figure 4.1.v.a Progression pipeline. Mean percentage of registrations by gender at undergraduate, postgraduate taught and postgraduate research levels. 2014-19



However, drawing conclusions from this data is not straightforward as the subjects offered by the department at UG and PGT level vary in ways that might be expected to affect gender balance (in particular PPE, which is strongly male-dominated is only offered at UG level).

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.

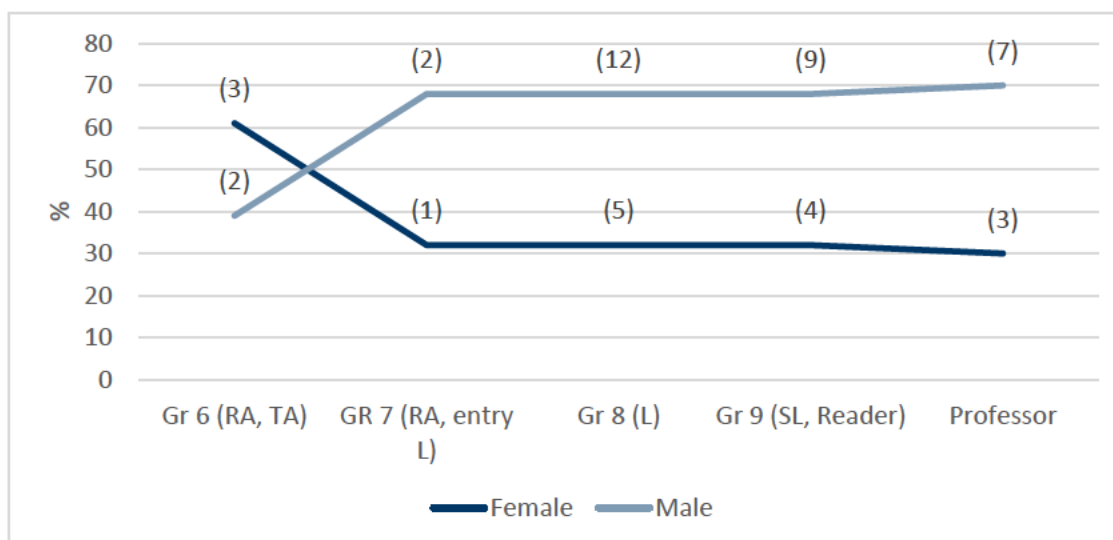
Methodology Note: Data on staff is presented by headcount.

Table 4.2.i.a and Fig. 4.2.i.a. show that over the last three years, PPR has employed more women than men at Grade 6, and more men than women at all higher grades [AP 4.2.i.1].

Table 4.2.i.a Academic staff by gender and grade, 2015-2018.

Year	Gr6 (RA,TA)				Gr7 (RA, entry L)				Gr8 (L)				Gr9 (SL, Reader)				Professorial				Total
	F		M		F		M		F		M		F		M		F		M		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
15/16	2	65	1	35	1	21	4	79	5	36	9	64	4	33	8	67	3	30	7	70	44
16/17	3	59	2	41	1	40	1	60	6	33	13	67	4	31	9	69	3	30	7	70	49
17/18	5	59	3	41	1	35	2	65	5	26	13	74	4	31	9	69	3	30	7	70	52
3yrs mean	3	61	2	39	1	32	2	68	5	32	12	68	4	32	9	68	3	30	7	70	

Fig 4.2.i.a Academic staff by gender and grade, mean % (mean N in brackets) 2015-2018.



Grade 6 staff are RAs and TAs on time-limited grant-funded projects. Within PPR disciplines securing on-going grant funding is difficult to the point of impossibility, and our commitment to ensuring career-progression for FTC Grade 6 staff is best operationalised through the help we can provide such staff in securing ongoing employment at other institutions (Section 5.3.ii & iii). From Grade 7 onwards the pipeline is flat. This suggests that once women have obtained a Grade 7 post (entry-level lecturer), women and men in PPR are equally likely to progress through the career stages. This is consistent with data on promotions (Section 5.1.iii) which suggests that women in PPR are currently slightly more likely than men to make a successful application for promotion.

Data on BME staff were compiled within the department (central HR figures contained many gaps). It has only been possible to provide data on BME staff by gender and grade for 2017-18 (Table 4.2.i.b). BME staff were 5 women (28% of total women) and 6 men (17% of total men).

Table 4.2.i.b. BME staff by gender and grade for 2017-18

	Grade 6 & 7		Grade 8		Grade 9		Grade Prof	
	F	M	F	M	F	M	F	M
BME staff	2	2	1	2	2	1	-	1
Total staff	5	3	5	13	4	9	3	7
%BME	40%	67%	20%	15%	50%	11%	0%	14%

Table 4.2.i.b. shows that BME staff are concentrated at grades 6 & 7 (predominantly TA or RA grades). Looking at higher grades, 29% of women at these grades are BME, but only 13% of men [AP 4.2.i.1].

Benchmarking requires allocating staff to subject areas (by HESA cost code). This is not straightforward, as some staff work between two disciplines. More women work across two disciplines, as in recent years we have both created more cross-disciplinary posts and also appointed more women. Table 4.2.i.c shows staff employed by HESA code (as coded 2017-18) and gender.

Table 4.2.i.c. Staff by HESA subject code

Single HESA subject area staff	
Politics/ IR staff	6F, 15M
Philosophy staff	5F, 8M
RS staff	5F, 8M
Cross HESA subject area staff	
Politics/IR AND Religious Studies	2F, 1M
Politics/IR AND Philosophy	1F, 1M

As it is not clear how best to treat cross-disciplinary staff, figures for benchmarking have been calculated using two methods (Table 4.2.i.d). In the first, cross-disciplinary staff are allocated to both disciplines (eg a Politics/RS staff member has been counted in the head-count for each discipline). In the second method, cross-disciplinary staff have been excluded entirely from the calculations.

Table 4.2.i.d Comparison with HESA benchmarks

Discipline	HESA 16/17 benchmark	PPR with cross-disciplinary staff included in headcount both disciplines	PPR excluding cross-disciplinary staff
Politics/ IR	37%	36%	29%
Philosophy	30%	38%	33%
RS	37%	33%	38%

These figures show that if cross-disciplinary staff are included in the headcount for both disciplines, the proportion of female staff is close to (in philosophy better than) the HESA benchmark. With cross-disciplinary staff excluded, the proportion of women staff in politics/IR is lower than the HESA benchmark [AP 4.2.i.1].

Staff by contract function

Most staff are employed on Teaching and Research contracts. PPR also employs some research associates (working on funded projects), and teaching associates (to cover the teaching of permanent staff with buy-out from research grants).

Table 4.2.i.e. Contract Function and Gender

	Teaching and Research				Research Only				Teaching Only			
	F		M		F		M		F		M	
Year	N	%	N	%	N	%	N	%	N	%	N	%
15/16	13	33%	27	68%	2	50%	2	50%	0	-	0	-
16/17	13	32%	28	68%	2	50%	2	50%	2	50%	2	50%
17/18	13	31%	29	69%	2	50%	2	50%	3	43%	4	57%

Over the three years, 32% of staff on Teaching and Research contracts are female, while women comprise 50% of Research Only, and 47% of Teaching Only staff. Research Associates and Teaching Associates are typically employed at Grades 6&7 and, and so this finding in large part replicates the findings of Table 4.2i.a. Staff Grade by Gender.

Tables 4.2.i.f and g compare numbers of academic staff on part-time and full-time contracts.

Table 4.2.i.f. FT/PT, Contract Function and Gender (Raw numbers)

	Teaching and Research				Research Only				Teaching Only				All					
	F		M		F		M		F		M		F		M			
Year	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
15/16	11	2	26	1	1	1	2	0	0	0	0	0	0	0	12	2	28	1
16/17	10	3	27	1	1	1	2	0	1	1	1	1	13	5	29	3		
17/18	11	2	28	1	2	0	2	0	1	2	1	2	14	4	32	3		

Table 4.2.i.g. FT/PT, Contract Function and Gender (Percentages)

	Teaching and Research				Research Only				Teaching Only				All			
	F		M		F		M		F		M		F		M	
Year	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
15/16	85%	15%	96%	4%	50%	50%	100%	0%	-	-	-	-	86%	14%	97%	3%
16/17	77%	23%	96%	4%	50%	50%	100%	0%	50%	50%	50%	50%	72%	28%	91%	7%
17/18	85%	15%	97%	3%	100%	0%	100%	0%	33%	67%	33%	67%	78%	22%	91%	9%

Tables 4.2.i.f and g shows that few academic staff work part-time. Proportionately more women than men work part-time (22% women versus 9% men in 2017-18). Research-only and teaching-only posts are frequently advertised as part-time posts (these are usually funded by research grant income). In contrast, research and teaching posts are usually advertised as full-time posts. Some research and teaching staff who now work part-time were

originally full-time, but later moved to part-time contracts for work-life balance reasons. In emails to the Athena SWAN lead, concerns have been raised as to how well the current workload model accommodates part-time workers. A new workload model is under development, and will be reviewed to ensure that the work of part-time staff is fairly recognised [AP 4.2.i.2].

Action Point Objectives

AP 4.2.i.1 Employ more women and more BME staff at Lecturer-plus grades.

AP 4.2.i.2 Treat part-time staff fairly in workload model.

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Where relevant, comment on the transition of technical staff to academic roles.

- (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.

Table 4.2.ii.a shows academic staff by contract type.

Table 4.2.ii.a Academic staff by contract (FTC v Indefinite) and gender

	Indefinite				Fixed Term			
	F		M		F		M	
Year	N	%	N	%	N	%	N	%
15/16	13	33%	26	67%	2	40%	3	60%
16/17	13	32%	27	68%	4	44%	5	56%
17/18	12	31%	27	69%	6	43%	8	57%

Research Only and Teaching Only staff work on time-limited research projects, or cover teaching for those on such grants, and are employed on FTC. Grade, Contract Function, and FTC status are thus strongly correlated. The majority of Teaching and Research Staff are employed on indefinite contracts (in 17/18, 12 F, 27 M). However, in 17/18 three Teaching and Research staff (1F, 2M) were on FTC.

Hourly-paid Graduate Teaching Assistants

PhD students (hourly-paid) teach first year seminars.

Table 4.2.ii.b. First year seminar tutors, by 1st year course, and gender (no percentages as small numbers)

Year	Politics		Philosophy		Religious Studies		Ethics, Philosophy & Religion	
	F	M	F	M	F	M	F	M
15/16	3	6	1	4	2	1	0	1
16/17	2	5	2	4	1	1	0	1
17/18	1	6	2	4	3	1	0	2

Politics seminar tutors have been predominantly male. In recruiting for tutors for 2018-19, efforts were made to recruit more women: (i) advice was taken to ensure the advert wording was gender neutral, (ii) women PhD students received additional invitations to apply, (iii) the interview panel included 2 women. Despite these efforts, only one female tutor was appointed [AP 4.2.iii.1]. When asked, possible female candidates for these roles declined as they were already engaged with other work.

Efforts to Ensure Continuity of Employment

GTA's are only employed during their PhD studies, to ensure that new cohorts of PGRs are also given an opportunity to obtain teaching experience.

Academic staff (employed for >1yr) are eligible to join the University Redeployment Register. Data on leavers (Section 4.2.iii) shows that many FTC staff either left to take up new posts, or remain employed at the university on new contracts. Of 9 FTC staff, only 2 were dismissed at the end of the FTC (discussed further 5.3.iii).

Action Point Objective

AP 4.2.ii.1 Employ more female GTA's for 1st year Politics seminars.

(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.

The data below was supplied by HR. Date of leaving has been suppressed to preserve confidentiality (at the instruction of HR).

Table 4.2.iii.a Academic Staff – Leavers 1.8.2015 – 1.8.2018 Reasons for leaving, by gender (small numbers, no percentages)

Reason for leaving	Teaching and Research Staff		Teaching-only staff		Research-only staff	
	F	M	F	M	F	M
'Leavers' who remain at university						
Took up new post at university	-	-	-	-	-	2
Dismissal. End of FTC (and then employed on new contract in university)	-	-	1	1	1	-
Leavers who have left university						
Dismissal end of FTC (and has left university)	-	-	-	-	1	1
Resigned	3 (1 SL, 2 L)	1 (Professor)	-	-	-	2

From 1.8.15 – 1.8.18, 6 staff resigned; 3 women (2L, 1 SL) and 3 men (1 Professor and 2 RAs). The female SL retired. If she is omitted from the 'resignations', the proportion of women resigning (40%) is roughly in line with the proportion of female staff in PPR (35%). There is no reliable information available on reasons for the other resignations [AP 4.2.iii.1].

Other categories of 'leaver' were amongst teaching-only and research-only staff (such staff are commonly employed on FTCs). Some secured employment at other HE institutions at the end of their contract, but we lack reliable data on this [AP 4.2.iii.1].

Action Point Objective

AP 4.2.iii.1. Start to collect data within department on reasons for staff leaving.

Section word count: 2597

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

5.1. Key career transition points: academic staff

(i) Recruitment

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

All adverts make the institution's commitment to equality and diversity clear, stating: 'We welcome applications from people in all diversity groups'. Posts are advertised on jobs.ac.uk, the university website, and on subject-specific mailing lists. For posts at Lecturer grades upwards, the interview panel consists of FASS Dean (or representative, often Associate Dean); HoD; subject specialist colleague; external member. There is at least one woman on every appointment panel. The university offers training for panellists, which includes training on unconscious bias (undertaken by 8 members of staff to date) [AP 5.1.i.1]. Panellists independently score applicants against the job person specification, and their scores are then combined to determine the shortlist.

Table 5.1.i.a shows data for recruitment by grade. Over the last three years, five academic appointments have been made in the department. 29% of applicants, 45% of those interviewed, and 60% of those appointed have been women. Numbers are small, but this data suggests that once they have applied for a post, women have a better chance of being appointed than do men. Notably, the Grade 8 appointment was male (which reinforces the tendency within the department for men to be employed at higher grades) [AP 5.1.i.2, 3].

Table 5.1.i.a. Applications, interviews, and offers for academic posts by gender and pay grade

Year	Grade	F						M					
		apply		interview		appoint		apply		interview		appoint	
		N	%	N	%	N	%	N	%	N	%	N	%
17/18	7	63	32%	5	36%	2	100%	131	67%	9	64%	0	0%
16/17	7	14	30%	6	60%	1	50%	33	70%	4	40%	1	50%
15/16	8	17	20%	2	40%	0	0%	66	80%	3	60%	1	100%
Total across years and grades		94	29%	13	45%	3	60%	230	71%	16	55%	2	40%

The academic staff survey asked about perceptions of recruitment practices (Fig. 5.1.i.a).

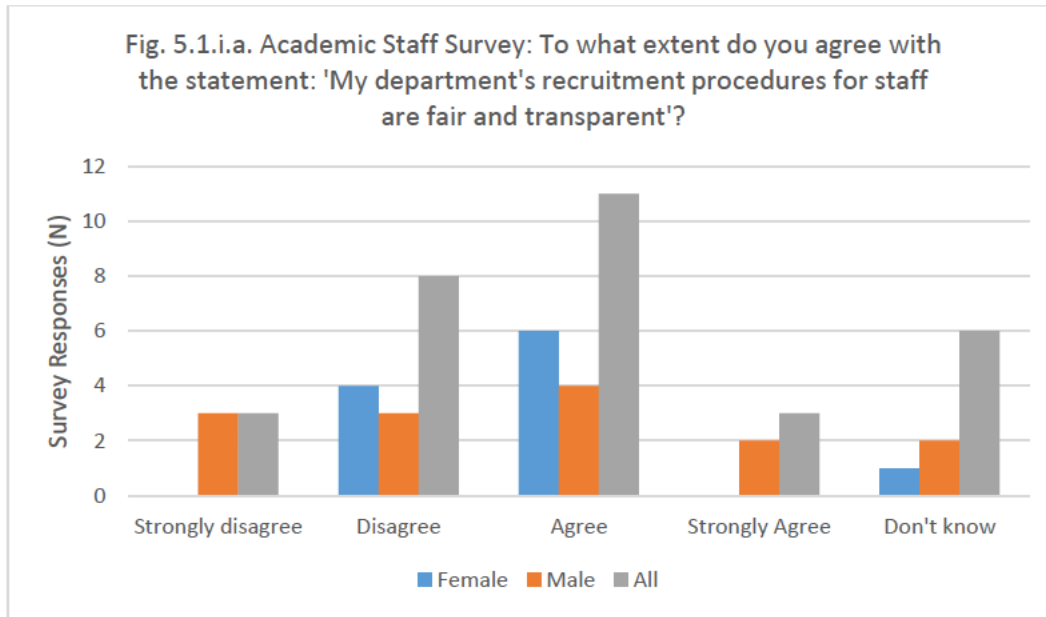


Fig. 5.1.i.a indicate issues to be addressed; only 45% of staff agree that current practices are fair and transparent, 35% disagree, and 19% don't know [AP 5.1.i.4]. One commented:

'I don't find these processes particularly transparent. For example, as a staff member I attended a number of candidate presentations but the significance of these talks and how they feed into the final decision was never explained' (Academic, F)

Action Point Objectives

AP 5.1.i.1 Ensure all PPR staff who sit on appointments panels have attended EDI appointment-focussed training.

AP 5.1.i.2 Increase job applications from women candidates.

AP 5.1.i.3 Ensure no gender bias in appointments process post-application.

AP 5.1.i.4. Clarify recruitment practices for staff.

(ii) Induction

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

On their first day, new staff are shown around the department and introduced to colleagues by the Departmental Officer. Their job role, and departmental structures, are discussed with the HoD. Compulsory online training – Diversity in the Workplace, Health and Safety, Information Security – must be completed within the first week.

New academic staff are allocated a mentor from the same discipline. Mentors provide informal advice, and meet mentees regularly in the first year.

New academic staff are typically placed on probation for three years. An initial probationary plan is agreed with the HoD within the first month, and progress is assessed at meetings at 6 months, 12 months, 2 years and 3 years.

The staff survey asked, ‘To what extent do you agree that your induction was helpful?’ (for those appointed in last 5 years). 6 of 7 staff with recent experience of induction agreed it was helpful. However, the survey showed that some staff do not feel part of the department (5.6.i), and some find departmental policies unclear (5.1.iii and 5.5). We plan to address these issues by improving induction processes [APs 5.1.ii.1, 5.1.ii.2].

Action Point Objectives

AP 5.1.ii.1. Improve induction by developing ‘staff handbook’ to make departmental procedures and policies clearer.

AP 5.1.ii.2 Improve induction by inviting new academic staff to give a seminar paper to better integrate new staff into department.

(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.

Tables 5.1.iii.a and b present promotions data for the years 15-18. All applicants for promotion have been full-time staff. No staff applied for promotion between Professorial bands.

Table 5.1.iii.a. Applications for promotion from Grade 7 to Grade 8 (small numbers, no percentages)

	15-16 applications	15-16 success	16-17 applications	16-17 success	17-18 applications	17-18 success
Female	1	1	1	1	0	0
Male	3	2	1	0	0	0

Table 5.1.iii.b. Applications for promotion to SL/Reader/Chair (small numbers, no percentages)

	15-16 applications	15-16 success	16-17 application	16-17 success	17-18 application	17-18 success
Female	0	0	1	1	1	1
Male	1	1	1	0	3	2

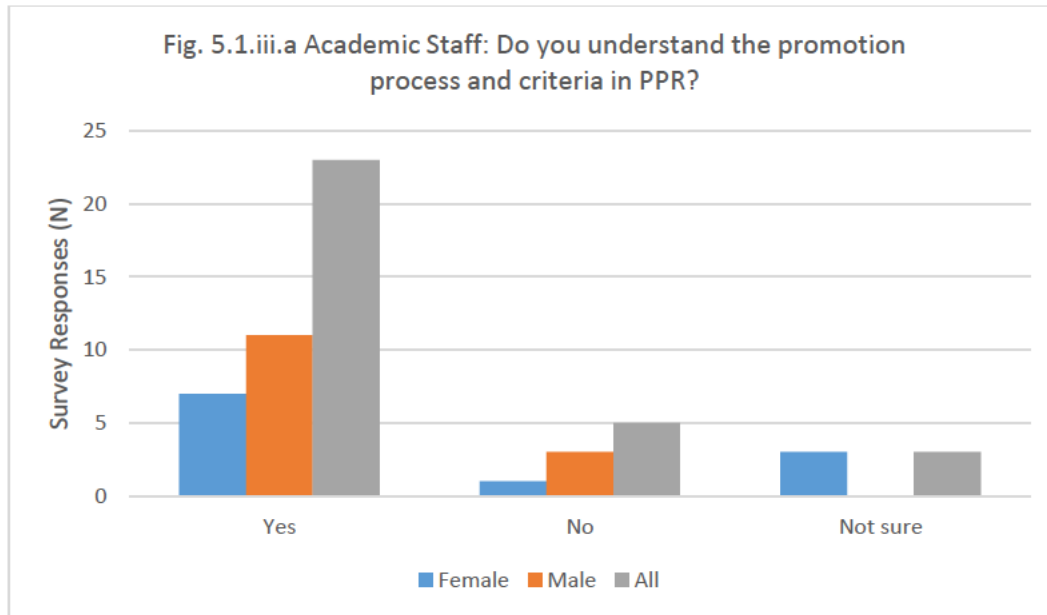
Numbers are very small. Combining across all years and all grades, the proportion of applicants for promotion who were female (31%) is in line with the proportion of female academic staff in PPR (35%). Of staff applying for promotion, 4 women, and 5 men were promoted; 44% of applicants who succeeded were women.

Plans for promotion are discussed in annual staff Performance Development Reviews. Promotions applications go first to the department promotions committee (six senior staff, covering each disciplinary area). Advice is given on how applications can be refined prior to being forwarded to the Institutional promotions committee, or, if it is thought that the application is premature, the applicant is advised how to work towards promotion in the future.

The three domains of Research, Teaching, and Leadership and Engagement, are equally weighted in institutional promotions criteria. 'Teaching-led' promotions applications are encouraged. Discipline-specific guidance for central promotions committees is in preparation. Draft PPR guidance reminds reviewers that student feedback tends to be lower for women staff and that peer-observation should also be used in evaluating teaching.

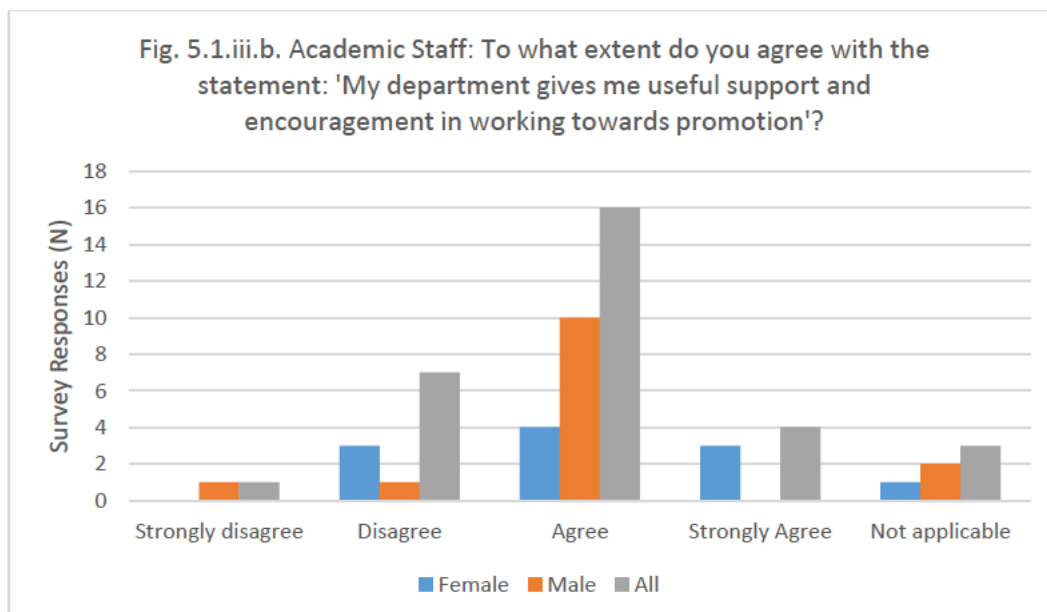
The promotion application form records details of any career breaks so that this information can be considered by the Promotions Committee.

The academic staff survey asked, 'Do you understand the promotion process and criteria in PPR?' (Fig 5.1.iii.a).



While most staff said they did understand these processes, 26% said they did not or were unsure [AP 5.1.iii.1].

The academic staff survey also asked whether staff felt supported and encouraged in working towards promotions; 26% of staff disagreed [AP 5.1.iii.2].



Action Point Objectives

AP 5.1.iii.1. Clarify promotions process for staff.

AP 5.1.iii.2. Ensure all staff receive guidance on how to work towards promotion during PDR.

(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.

PPR was created via merging three separate departments - Politics, Philosophy, and Religious Studies - in 2010. In 2008, the then three departments of Philosophy, Politics, and Religious Studies each made separate RAE submissions to their respective panels. In the 2014 REF, PPR submitted to UoA 33 Theology and Religious Studies.

Lancaster University policy regarding staff submissions changed between 2008 and 2014. In 2008 almost all staff were submitted to the RAE; of eligible staff across the then three departments, only one (male) was not submitted. In 2014, a smaller proportion of staff was submitted. Decisions regarding submission were made based on output quality (as judged by external reviewers). Staff selection was also partly strategic (eg numbers were constrained by Impact Case Study numbers). In the 2014 REF, PPR submitted 8 women and 17 men. Of eligible staff, 4 women and 9 men were not included. This means that 66% of eligible female staff were included, and 65% of eligible male staff were included.

In 2021, the new REF system requires all eligible staff to be submitted. Decisions will need to be made regarding the number of outputs that each staff member submits, and we will monitor these decisions by gender [AP 5.1.iv.1].

In the academic staff survey, most agreed that the 2014 REF submission was fair (55%), or did not know (39%). Staff will generally be unaware who in the department has been submitted for the REF – as such the high ‘Don’t know’ response is to be expected.

Action Point Objective

AP 5.1.iv.1. Ensure transparency regarding all decisions about REF 2021 to ensure no gender bias (all staff will be submitted, but number of outputs per staff member may vary).

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) 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.

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 compulsory, annual, staff Performance Development Review considers training and development needs. During probation, training and development is discussed more frequently with new staff at each review meeting. In the 3-year period, Oct 2015- Oct 2018, female academic staff have attended a total of 54 training events, and male academic staff have attended 30. Notably, one '50th Anniversary' lecturer (F) - a cohort provided with a special training programme - has attended 32 training events. If she is excluded from the analysis, then remaining female staff make up 35% of PPR staff, but accounted for 43% of training attendance [AP 5.3.i.1].

Training opportunities are advertised on the university website, and by emails to all staff. The effectiveness of training events is monitored via attendees being asked to complete feedback forms. There is a University annual 'Making Professor' event, which is specifically aimed at women (although open to all), and has been attended by 3 women and 2 men. Equality and Diversity training is mandatory for all new Lancaster staff, who must complete an online course. However, 6 academic staff (1 F, 3 M, 2 'prefer not to say') reported in the survey that they had never received EDI training [AP 5.3.i.2].

Staff were asked whether they would appreciate EDI training (with a list of possible topics to tick). There was greatest interest in training on Transgender Issues (17 staff), Responding to Explicit Sexism (14 staff), and Unconscious Bias (16 staff) [AP 5.3.i.3].

Action Point Objectives

AP 5.3.i.1 Encourage all staff to make use of training opportunities.

AP 5.3.i.2 Ensure all staff complete compulsory EDI training.

AP 5.3.i.3 Organise topic-specific EDI training (on Transgender Issues, Responding to Explicit Sexism, and Unconscious Bias).

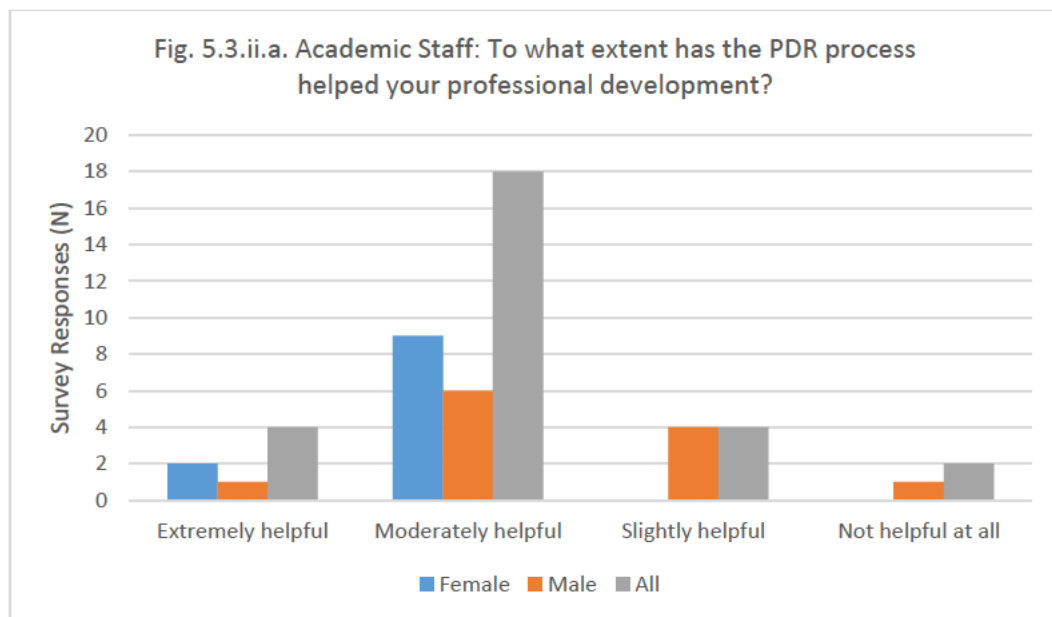
(ii) Appraisal/development review

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.

There is a compulsory, annual, Performance Development Review (PDR). The PDR reviews the year's performance (against objectives agreed the year before), sets objectives for the coming year, and considers development needs. The progress of probationary staff is reviewed more frequently. Probation typically lasts 3 years, and so includes most RAs and TAs for their entire period of employment.

In smaller departments, the HoD would conduct all PDRs. As PDR is too large for this to be feasible, a number of senior staff act as PDR reviewers. In 2017-2018, 2 (22%) women and 7 men acted as reviewers. All PDR reviewers are required to undertake training [AP 5.3.ii.1].

The academic staff survey asked 'To what extent has the PDR process helped your professional development?'. 79% of staff found their PDR moderately or extremely helpful, and no gender differences were apparent.



Action Point Objective

AP 5.3.ii.1 Ensure all PDR reviewers have received training.

(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.

Amongst other topics, the PDR discussion considers how each staff member might best work towards promotion. At the staff Action Plan Discussion Meeting it was decided that an informal mentoring program, independent of annual appraisal, would also be useful [AP 5.3.iii.1].

New staff are given a reduced workload in their first two years (1/3 reduction in Yr1, 1/6 reduction in Yr2) to help them settle in and establish their research.

Postdoctoral researchers in PPR agree a programme of career development activities with the PI with whom they are working. New researchers are expected to enrol in the university programme for researcher development (involving workshops and coaching). In recent years, some early-career FTC staff have gained permanent academic employment, but some have not (see Table 4.2.iii.a). We will start to offer FTC staff advice on job applications and mock-interviews [AP 5.3.iii.2].

Action Point Objectives

AP 5.3.iii.1 Enhance informal support for staff career progression through introducing a mentor system.

AP 5.3.iii.2 Better support for FTC staff in obtaining academic employment.

(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).

In the postgraduate student survey 62.5% (N=20) of respondents felt they had received good or very good career development advice within the department. On a scale, with 'very good' rated as 1, and 'no advice' rated as 5, the mean score for women was 2.93 (95% confidence interval 2.10-3.76), and 2.43 for men (95% confidence interval 1.59-3.27).

For MA students, the careers service gives a talk for PPR students, 'What to do with your MA'. The department runs another session specifically on applying for PhDs and academic careers. PhD students can apply for funds for conference travel and training. Supervisors, and the PhD Director, provide PhD students with individualised advice regarding possible academic careers. We plan to enhance support for PhD students by inviting them to attend presentations given by academic job applicants (and post-talk discussion). [AP 5.3.iv.1]

Undergraduates have access to the University Careers Service, and can access advice on applying for PGT degrees from academic tutors. In the UG survey 83% of respondents (N= 86)

said they had considered going on to postgraduate study (86%, N=57 of females; 79%, N=22 of males). By the 3rd year, 61% of UG students (no gender breakdown possible) reported having received advice about applying for postgraduate courses. In the survey some commented that they would appreciate more structured advice on going on to postgraduate study [AP 5.3.iv.2].

Action Point Objectives

AP 5.3.iv.1 Enhance support for PGR students in seeking academic jobs.

AP 5.3.iv.2 Ensure UG students know about PGT opportunities.

(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.

Table 5.3.v.a and 5.3.v.b show grant applications and awards by gender. As numbers are small, percentages are only given for the total grant applications and awards over the whole three years.

Table 5.3.v.a Grant applications by gender

Year	Co-I		PI	
	F	M	F	M
2015-16	1	1	6	8
2016-17	4	3	15	6
2017-18	9	7	15	9
Total and %	14	11	36	23
	56%	44%	61%	39%

Table 5.3.v.b Grants awarded by gender – number and value of awards

Year	Co-I		PI	
	F	M	F	M
2015-16	0	0	3	1
2016-17	1	0	4	0
2017-18	0	3	2	0
Total and %	1	3	9	1
	25%	75%	90%	10%
Average monetary value			£27,700	£368,200

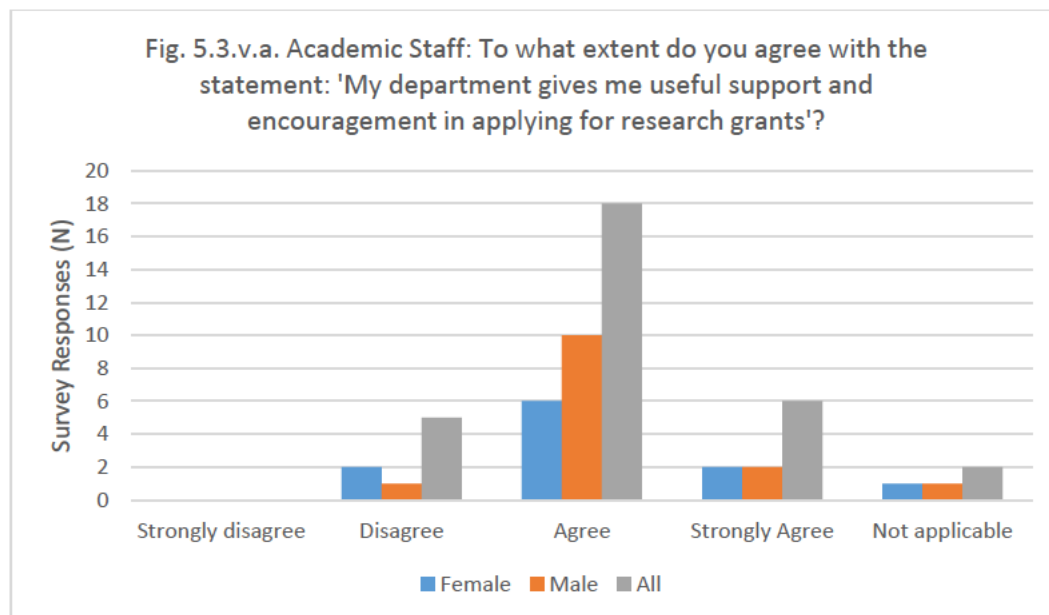
Female staff submitted 59% of total grant applications (50) in 2015-18. They submitted roughly the same proportion of grants applied for as Co-I as those applied for as PI. Given that only 35% of staff employed are female this indicates that women staff in PPR apply for more grants than do men.

Women staff are also over-represented among those who were awarded research grants. In the period 2015-18, women gained 10 (71%) research grants awarded to staff in PPR; 9 (90%)

grants awarded as PI, and 1 (25%) grants awarded as Col. However, the average monetary value of the grants awarded to women was lower (£27,700) than the grant that was awarded to a man (£368,200). Looking at the chances of success once a grant is submitted, overall 20% of grant applications from women were successful, while 11% of grant applications from men were successful [AP 5.3.v.1].

The department Research Director, and the university Research Support Office, supports staff in identifying potential funding streams, and in developing research grants. Grant applications are also discussed in the annual PDR meeting. Starting in 2019, all research grant applications are reviewed by two-members of the department Research Committee, who help applicants refine grant applications. The department Research Director provides guidance when grant applications are unsuccessful.

In the staff survey, 81% staff agreed that they are supported in applying for grants, and there appeared to be no gender difference in responses.



Action Point Objectives

AP 5.3.v.1. All staff to be encouraged and supported in applying for research grants.

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support 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?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels 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.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

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.

Staff have the right to time off with pay for antenatal care or to attend pre-adoption meetings. The Department has adopted standard University procedures for administration of statutory maternity and adoption leave. Table 5.5.i.a shows that Lancaster is in line with some comparable institutions (although Manchester offers a longer period of full-pay leave).

Table 5.5.i.a Comparison of Maternity/Adoption Leave Conditions

Lancaster (Durham, York, Warwick offer similar terms)	52 weeks: 18 weeks leave on full pay 21 weeks statutory maternity/ adoptive pay 13 weeks unpaid
Manchester University	52 weeks: 26 weeks leave on full pay 13 weeks statutory maternity/ adoptive pay 13 weeks unpaid.

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

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

Between 2015-2018, two members of staff took maternity leave (one research academic, and one PS). The PS post was covered by a temporary employee; the leave of the research academic did not create a need for cover. In the past, when teaching staff have taken maternity leave, hourly paid contracts have been utilised to cover specific modules. Staff may work up to 10 'Keep in Touch' (KIT) days during leave, for which they are given time off in lieu. The research academic who took maternity leave describes the KIT scheme as 'win-win' as it provided her with additional leave, while ensuring she could attend some meetings.

(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.

Most staff in PPR work in individual, lockable, offices, which ensures privacy for breastfeeding or expressing milk. Refrigerators are available for milk storage. Staff may also take breaks during the workday to breastfeed. There is a Preschool on campus. There are no facilities for baby-changing within the department [AP 5.5.iii.1].

Since 2015 the University provides the Maternity/Adoption Research Support (MARS) fund, which can provide funding to support the research of returning staff. However, staff survey responses showed that few are aware of the fund [AP 5.5.iii.2].

Action Point Objectives

AP 5.5.iii.1 Make baby changing facilities available within department.

AP 5.5.iii.2 Ensure academic staff going on maternity or adoption leave know about MARS funding.

(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.

One academic took maternity leave in 2015/16 and returned full-time. One PS staff took maternity leave in 2015/16 and returned to part-time work (hours had previously been reduced after a prior maternity leave).

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(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.

One academic staff member took paternity leave in 2015/16, and two in 2016/1. Focus group discussion revealed some uncertainty as to how leave (and any required teaching cover) would be arranged in practice [AP 5.5.v.1].

Action Point Objective

AP 5.5.v.1 Clarify and make explicit how teaching will be covered when staff take paternity/ shared parental/ adoption/ parental or compassionate leave.

(vi) Flexible working

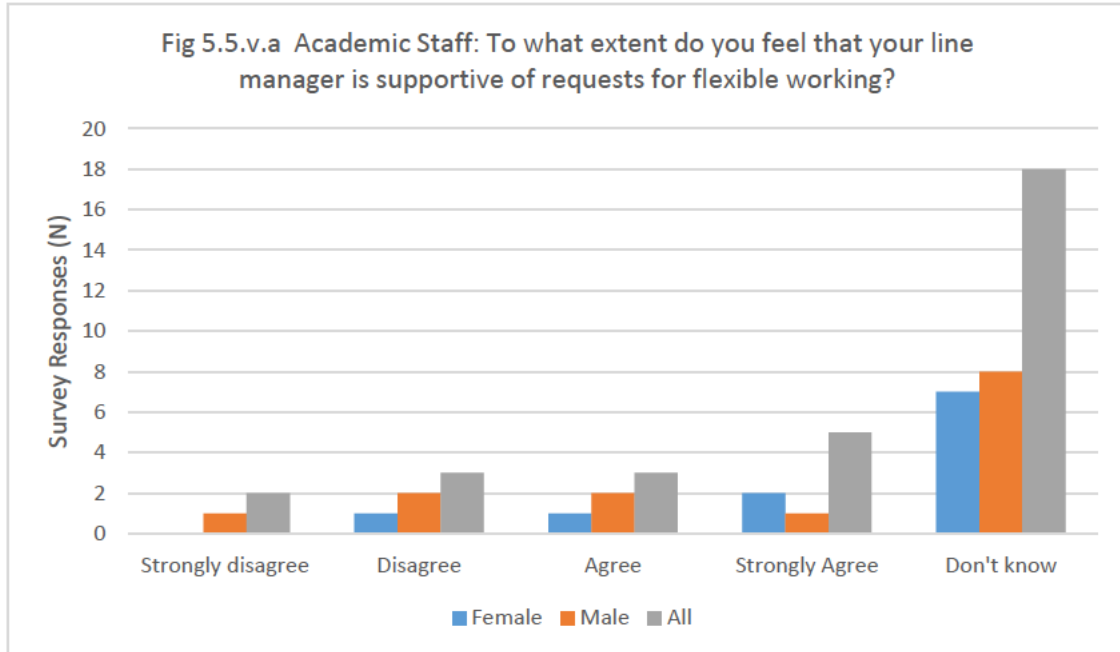
Provide information on the flexible working arrangements available.

The HoD has the authority to approve flexible working subject to ratification by HR. Flexible working can involve (a) reduction in hours, (b) varying patterns of work, for example teaching timetabling requests, or term-time only working.

From 2015-18 there were five requests (all from women, four academic staff, one PS staff) for reduced hours. All were approved. Requests were motivated by the need to address work-life balance and/or meet caring obligations.

Apart from teaching and scheduled meetings, most work carried out by academics can be carried out when and where they choose. In focus group discussion, academic staff appreciated this flexibility, and noted that it enabled them to accommodate caring responsibilities.

Amongst academic staff, focus group discussion revealed some anxiety amongst staff who are uncertain how the (recently appointed) HoD will view timetabling requests. Such requests are becoming harder to accommodate due to a shortage of teaching space [AP 5.5.vi.1, 2]. In the academic staff survey 58% 'Do not know' whether their line manager is supportive regarding flexible working requests, and 16% believe he is not supportive (Fig. 5.5.v.a).



In the PS staff survey, 71% agreed that the HoD is supportive of requests for flexible working, and 29% 'do not know'.

Amongst academic staff, there is some concern that part-time work has a negative impact on promotion [AP 5.5.vi.3]:

"Promotion criteria... incorporate no allowance for part-time working." (Academic, F)

(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.

Flexible working applications to reduce hours are for a two-year period. After two years staff must either revert to previous status or make the arrangement permanent. Focus group discussion noted that this University policy seemed insufficiently flexible, and it is in any case currently being reviewed by HR.

Action Point Objectives

AP 5.5.vi.1 Clarify procedures for requesting flexible working (including timetabling requests).

AP 5.5.vi.2 Ensure that flexible working requests are managed in a fair and transparent manner.

AP 5.5.vi.3 Clarify how academic promotions criteria (particularly around research) take part-time working into account.

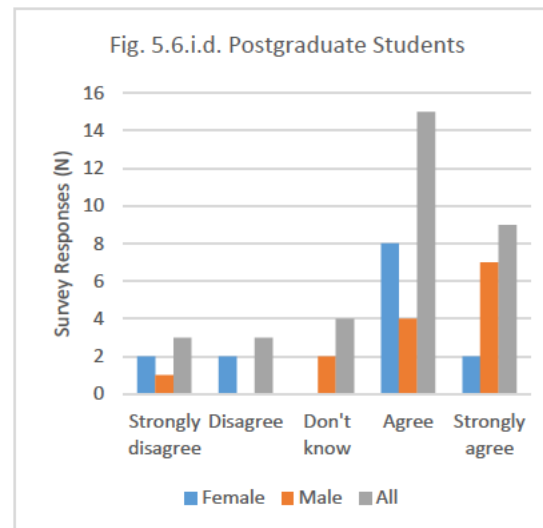
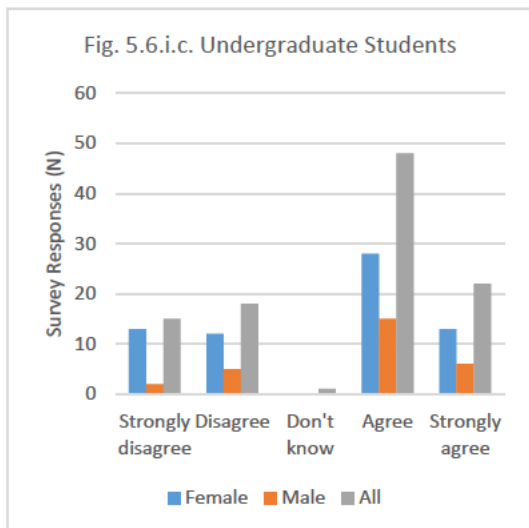
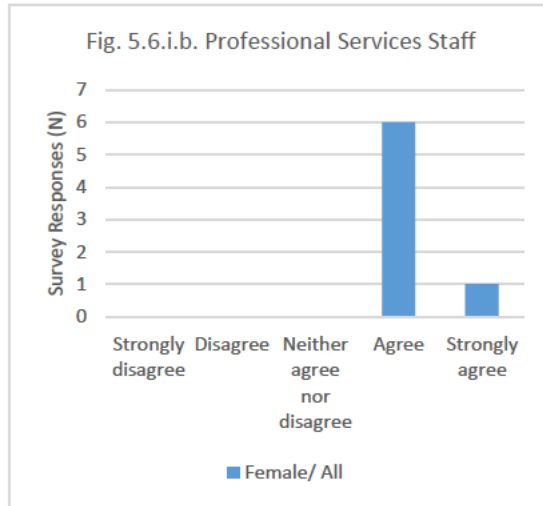
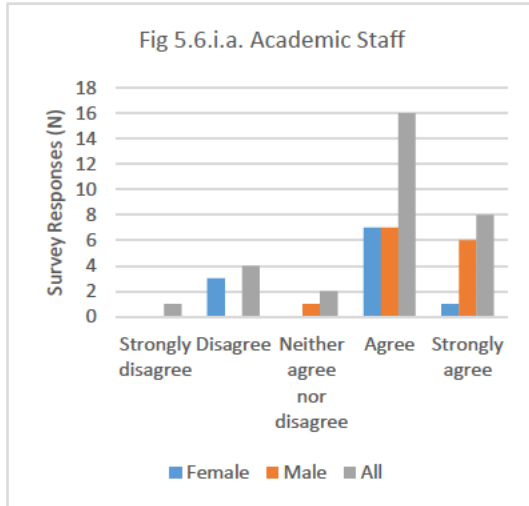
5.6. Organisation and culture

(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.

A distinctive feature of the department is that some academic staff work on gender-related issues (Alison Stone and Kathryn MacKay – feminist philosophy; Ram Prasad, Shuruq Naguib, Hiroko Kawanami – gender and religion; Amalendu Misra – sexual violence against men). The departmental research seminar concerns gender-related issues once or twice a year. Some taught modules focus explicitly on gender, notably ‘Feminist Philosophy’ and ‘Gender and Religion’. Some staff play key roles in ‘making and mainstreaming sustainable structural and cultural changes to advance gender equality’ (AS Charter Principle 9). Julie Hearn is currently the Lancaster UCU Equality Officer. Alison Stone is assistant editor of the Diversity Reading List, which provides an online resource for diversifying philosophy reading lists.

However, while there is valuable work being done in the department to tackle gender (and other) inequalities, PPR faces challenges. Staff and student surveys asked whether respondents felt part of the 'departmental community' (staff), or 'student community on my course' (student) (Figs 5.6.i.a-d).



All PS staff (100% female) felt part of the departmental community. Amongst Academic Staff and students, women are more likely to feel they are not part of the community than men. In the Intersectionality Focus Group discussants also felt that women and BME staff were less likely to feel part of the department community. [AP 5.6.i.1 & 2]

- Action Point Objectives**
- AP 5.6.i.1 Ensure that all staff feel themselves to be part of the departmental community.
 - AP 5.6.i.2 Ensure that all UG students feel themselves part of the departmental community.
 - AP 5.6.i.3 Ensure that all PG students feel part of departmental community.

(ii) HR policies

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

The HoD meets regularly with the HR Partner. HR policies are conveyed regularly to staff with management responsibilities via central email lists.

The staff and student surveys asked about experiences of inappropriate speech and behaviours encountered over the previous 12 months.

Table 5.6.ii.a Experiences of inappropriate speech and behaviours by survey (academic staff, professional services staff, PG students, and UG students)

	Academic Staff	PS Staff	PG Students	UG Students
Students in class have made comments I consider sexist	14 45%	0 0%	4 13%	33 32%
Students have touched me in ways I consider inappropriate	0 0%	0 0%	3 9%	4 3%
Staff have made comments I consider sexist	14 45%	0 0%	3 9%	10 10%
Staff have touched me in ways I consider inappropriate	3 10%	0 0%	2 6%	0 0%

45% of academic staff and 32% of UG students reported that students in classes had made comments they considered sexist. As on some other campuses, Lancaster has seen an increasing (but still very small) number of students who are willing to voice reactionary views. For example, a female academic reported that ‘these students referred to the ‘traditional family’, in which women’s roles were to raise children and take care of the home, as ideal models for social and political arrangements’. A focus group on dealing with explicit sexism (and racism) from students in seminars was held [AP 5.6.ii.1,2,3,5].

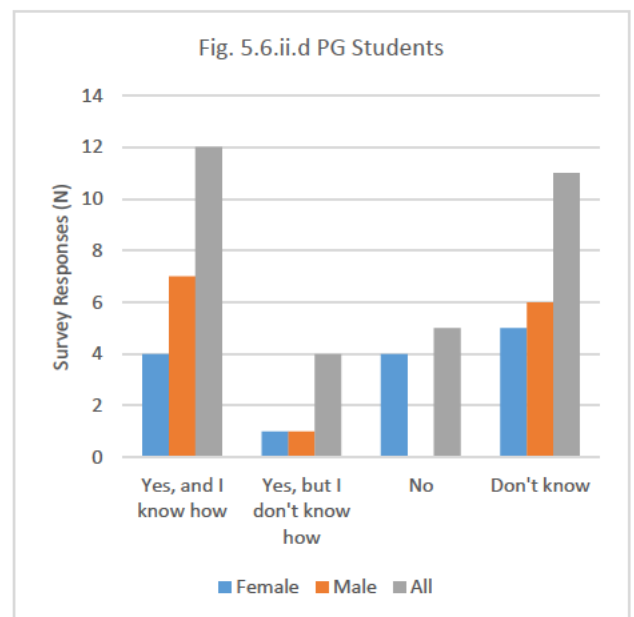
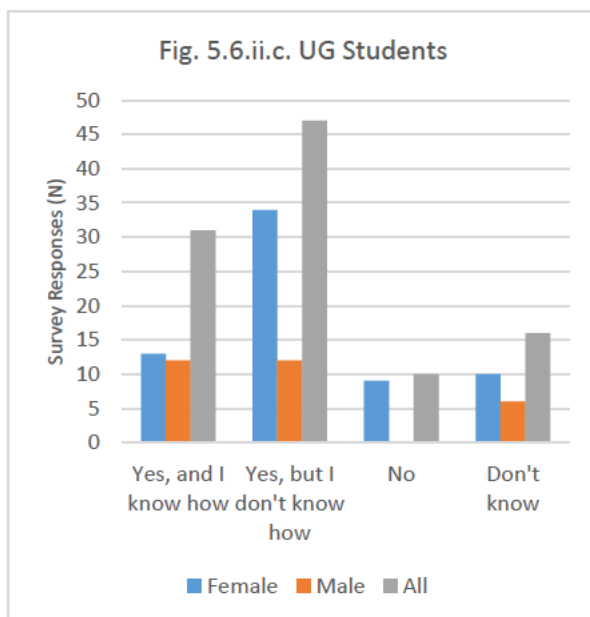
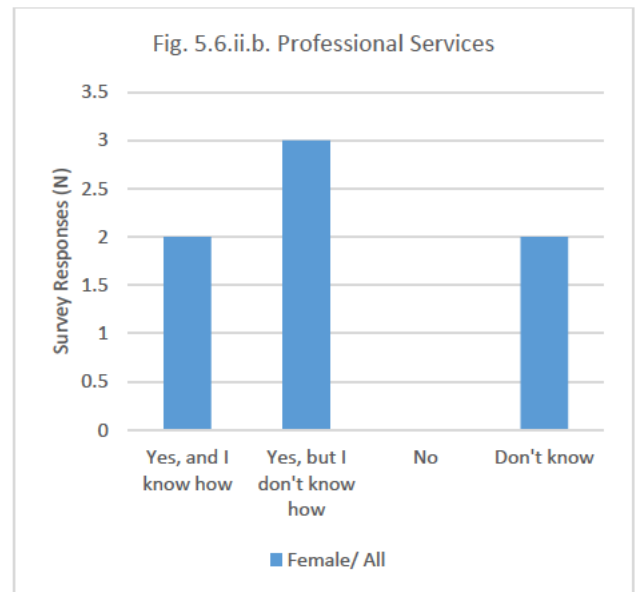
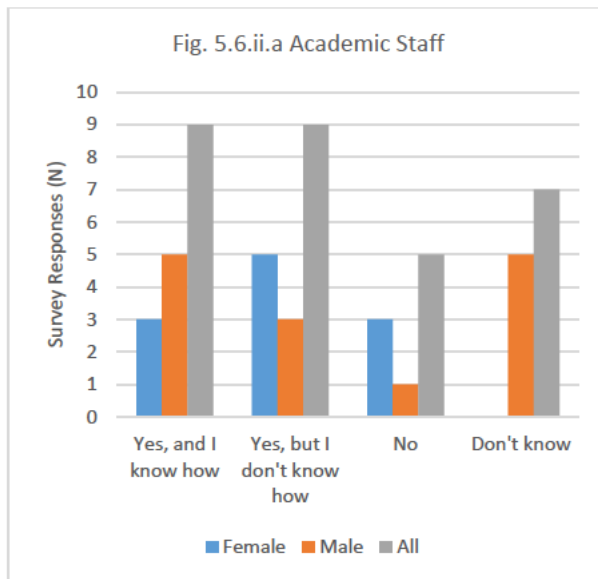
Reports of staff making comments considered sexist were also quite common. 45% of staff (45% of women and 43% of men) reported that colleagues had made comments they considered sexist. Around 10% of UG and PG students reported cases where staff had made comments they considered sexist.

Three male academic staff, and two male postgraduates, reported that staff had touched them in ways they considered inappropriate. No such reports were made by PS staff or by undergraduates. Although the survey gave information on how harassment might be reported, no complaints have been lodged. No descriptions of these events were provided by respondents to the staff survey, but a male postgraduate student commented,

'it shouldn't be thought appropriate for certain male staff to be so tactile with colleagues and students' (PG student, M)

We are deeply concerned about these reports of staff making sexist comments, and inappropriately touching staff and PG students. Recent reports suggest such behaviours are common across the HE sector and are not specific to PPR at Lancaster. The NUS 2018 report 'Power in the Academy: Staff-student misconduct in UK higher education' found that 1 in 8 students had been touched by staff in ways that made them feel uncomfortable, and 30% reported instances when a staff member had made sexualised remarks or jokes. We will monitor emerging best practice in confronting such problems (eg as being developed by The 1752 Group), and aim to develop strategies for stopping such behaviours in PPR. At the March 2019 Departmental Meeting, all staff were informed of the survey findings and expectations regarding staff behaviour were clarified. This information has also been distributed to all staff by email [AP 5.6.ii.4].

We are also concerned that many staff and students either do not know how to report sexual harassment, or would have concerns about reporting it. The surveys asked, 'Would you feel comfortable reporting instances where you felt unfavourably treated because of your gender?'



Many staff, and 53% of UG students, would be willing to report instances where they felt treated unfavourably because of their gender but do not know how [AP 5.6.ii.6]. Worryingly amongst both staff and PG respondents, a sizeable proportion would either not feel comfortable, or are unsure about, reporting an instance where they felt unfavourably treated because of their gender (PG survey 50%, N=16; academic staff survey 40%, N=12) [AP 5.6.ii.7]. In the Action Plan Meeting staff further said they did not feel confident regarding how to advise personal tutees who might be experiencing sexual harassment (or other well-being issues) [AP 5.6.ii.8].

Action Points Objectives

- AP 5.6.ii.1 Develop best practice for dealing with explicit sexism and racism in seminars.
- AP 5.6.ii.2 Equip GTA staff with the skills to deal with explicit sexism and racism in seminars.
- AP 5.6.ii.3 Make expectations regarding acceptable language in seminars clear to all students.
- AP 5.6.ii.4 Make expectations regarding acceptable behaviour and language clear to all staff.
- AP 5.6.ii.5 Monitor incidences of unacceptable behaviour and language.
- AP 5.6.ii.6 Ensure staff and students know how to report cases of sexual harassment.
- AP 5.6.ii.7 Ensure that staff and students would feel comfortable reporting instances of sexual harassment.
- AP 5.6.ii.8 Better equip academic tutors to advise students on well-being issues (including sexual harassment)

(iii) Representation of men and women on committees

The HoD allocates work within the department, and so determines staff committee membership. Student representatives are determined by student vote. Overall from 2016-19, 24% of staff on committees are female. At academic grades 8 and above (ie those eligible to serve on committees) 29% of staff are female (Table 4.2.i.a).

Table 5.6.iii.a Gender make-up of department committees for 2018-19. *Indicates chair. All staff are academic unless specified as PS.

Committee	2018-19		2017-18		2016-17	
	F	M	F	M	F	M
Management committee	2 (1PS, 1 academic)	5*	1	5*	2	4*
Undergraduate Teaching Committee	1 staff 6 student reps	5* staff 6 student reps	1 staff 12 student reps	5* staff 6 Student reps	1 staff 14 student reps	5* staff 9 student reps
Taught Postgraduate Committee	1 staff	2* staff 1 student rep	1 staff 1 student rep	3* staff 1 student rep	In 2016-17 there was a single Postgraduate Committee that dealt with both PGT and PGR issues)	In 2016-17 there was a single Postgraduate Committee that dealt with both PGT and PGR issues)
Research Postgraduate Committee	1 staff	4* staff 1 student rep	1 student rep	2* staff 2 student rep		
Recruitment and Admissions Committee	-	3*	-	3*	-	3*
Research committee	3	5*	New for 2018-19			
Promotions committee	2	4*	2	4*	2	3*
Sabbatical committee	1	4*	1	3*	1	3*
Ethics committee	2*	2	New in 2018-19 (previously ethics review was done at Faculty level)			

In the staff surveys there were some comments that influential committees tend to be male (and white).

'more gender and ethnic diversity at the senior management level in the department'.
(Academic, F)

'more female academics in leadership roles' (Academic, Gender 'Prefer not to say')

'please incorporate the voices of ethnic minority colleagues in the decision making process' (academic, Gender 'Prefer not to say')

PPR resulted from a merger of three departments in 2010, and to date we have concentrated on ensuring that key committees include staff from each disciplinary area. However, given the concerns voiced, and the statistical under-representation of women on committees, in future we will ensure gender-representation on key committees (management, promotions and research committees) [AP 5.6.iii.1].

Action Point Objective

AP 5.6.iii.1 Ensure female staff representation on committees

(iv) Participation on influential external committees

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

University promotions criteria value service on external committees (both within the university, and external to the university). Until 2017-18 the PPR workload model included only work performed within the department. A revised model is under development that will include points for work on extra-departmental university committees [AP 5.6.iv.1]

Women in the department currently serve on a number of influential external committees. Kim Knott and Alison Stone currently serve on the University Research Committee. Knott, Stone, and Linda Woodhead have all served on national REF panels. Woodhead has served on the Council of the ESRC, and currently chairs the Lancaster University Gender Pay Gap Task Force (advancing AS Charter Principle 4). Shuruq Naguib serves on the Muslim Women's Council and the committee of the British Association for Islamic Studies.

Action Point Objective

AP 5.6.iv.1 Better recognise service on external committees.

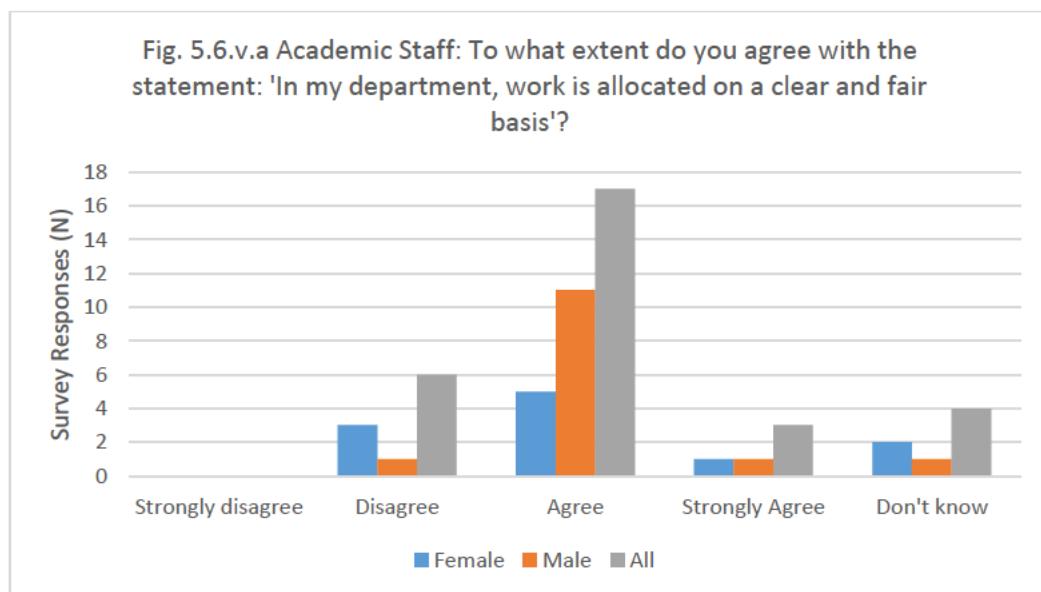
(v) Workload model

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.

PPR uses a workload model to distribute teaching and administrative tasks. Points are awarded for teaching modules (weighted according to the number of students), supervising dissertations, and research students. Points for administrative tasks aim to reflect the work involved in each task. The aim is for all staff on standard full-time teaching and research contracts to receive equal teaching and administrative loads. The expectation is that such staff spend two thirds of their time on teaching and administration, and one third on research. Expected workloads are adjusted for new staff, research buy-outs, part-time staff, and staff on teaching-only contracts. The workload model is perennially contested, and the Director of HR negotiates minor revisions with relevant staff each year (eg in determining points for newly created administrative tasks). Average workload for 2018-19 (the only year for which reliable figures are available) showed no evidence of gender-bias (average F: 180 points; M: 183 points).

In addition to administrative tasks that are included in the workload model, some tasks are shared equally between all staff, and so not included in the model. These include 1st year marking, attendance at open days, and academic tutees. Major administrative duties within the department are undertaken by the members of the department Management Committee. Members of the management committee serve for fixed three-year terms.

The staff survey asked 'To what extent do you agree with the statement: 'In my department, work is allocated on a clear and fair basis' (Fig.5.6.v.a). Although most staff agreed, a sizeable minority (33%) disagreed or don't know [AP 5.6.v.1].



Action Point Objective

AP 5.6.v.1 Clarify work allocation model

(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.

Termly Departmental Meetings, involving all staff, are held from 2-4pm. Dates for the whole academic year are available from the preceding August, allowing those with caring responsibilities good notice.

The departmental research seminar is currently 4-6pm Wednesdays. Some staff go for dinner afterwards. The timing is awkward for those with small children, and these seminars will be moved to lunchtime. [AP 5.6.vi.1].

There is an annual dinner, which is held in the evening. The date is known several months beforehand, allowing those with caring responsibilities to make suitable arrangements if they wish to attend.

Action Point Objective

AP 5.6.vi.1. Reschedule departmental seminar to timing easier for those with childcare responsibilities.

(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.

Since 2017, an even balance of male and female speakers have presented at the Departmental Research Seminars. Since October 2018, there has also been a weekly Postgraduate Work-in-Progress Series. To date speakers have been an equal number of women and men [AP 5.6.vii.1].

Different prospectuses are produced for Politics and International Relations, Philosophy, and Religion. Front images do not feature people. Internal imagery features 2 men and 3 women (Politics and IR); 3 men and 11 women (Religious Studies); 7 men and 6 women (Philosophy) [2018 Prospectus] [AP 5.6.vii.2].

The PPR website does not feature people on the main page. Main images on secondary pages feature 5 men, and 10 women (accurate 21 Dec 2018).

We intend to trial the use of Gender Bias software to ensure the wording of publicity materials is gender neutral [AP 5.6.vii.2]

Student surveys included questions about role models, with slightly different wording. UG students were asked whether there were enough female role models in the department. 60% (N=62) felt there were sufficient female role models, while 40% did not. There was no apparent gender difference; 58% (N=37) of women and 53% (N=15) of men felt there were enough female role models. The PG survey asked whether there were too few female role models in the department. 50% agreed, 50% disagreed. 57% (N=8) of male PGs agreed there were too few female role models, but only 35% (N=5) of women. However, numbers were small and 95% confidence intervals for mean responses overlapped.

Action Point Objectives

AP 5.6.vii.1 Ensure fair representation of women speakers at PPR events.

AP 5.6.vii.2 Ensure publicity materials are inclusive and encourage applications from under-represented groups

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

PPR has two Schools Liaison officers; one for Politics, and one for Religious Studies/ Philosophy (often taught together in schools). Every year they each visit about ten schools, and organise a Teachers' Conference. The Schools Liaison Officers are both male. From 2015-18, PhD students employed to assist in Religious Studies/ Philosophy have been 6 female and 2 male. In politics, there has been a 50/50 gender split in student helpers.

Those attending Open Days hear talks by the Admissions Officers (currently men in all 3 disciplines), and also chat to other staff. In 2017-18 staff attending Open Days were 14 women, 34 men (30% female). All teaching staff are allocated slots for the Open Day attendance rota.

Currently, all Schools Liaison Officers and Admissions Officers are male (total 5). Due to their role in outreach events, these staff may be perceived as 'more senior' by those attending events, and we will seek to ensure greater female representation in these roles [AP 5.6.viii.2].

The department has recently introduced a system for collating information regarding broader outreach and engagement activities, and it will be possible to monitor this for gender-balance in the future [AP 5.6.viii.3].

Action Point Objectives

AP 5.6.viii.1 Ensure participants at outreach activities include members of under-represented groups.

AP 5.6.viii.2 Ensure greater female staff representation in key outreach roles.

AP 5.6.viii.3 Review broader engagement activities to assess relative contribution by gender.

Section word count: 4501

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7. FURTHER INFORMATION

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

Professional Services Staff

In the PS survey staff tended not to agree that there are opportunities for career progression (5 out of 7 disagreed or didn't know). The Faculty has implemented new measures to help career progression (eg training in management, mentoring), and we need to make sure staff are aware of, and able to utilise, these opportunities. [AP 7.1]

Diversifying the curriculum

At the Research Seminar Panel, 'Why Diversify the Curricula?' (23 Jan 2019) panellists argued that academia is currently predominantly male, and overwhelmingly white. To avoid perpetuating gender and race inequalities in academia, curricula must be made more diverse. This might be achieved via (i) including minority authors on reading lists, (ii) hiring more minority teaching staff, (iii) directly discussing the ways in which gender (and other) biases have shaped disciplines. [AP 7.2].

Non-binary and transgender issues

We have increasing numbers of non-binary and transgender students. We would like to improve our policies and practices (eg to develop systems such that preferred pronouns are known and used) [AP 7.3].

Action Point Objectives

AP 7.1 Ensure professional services staff are informed of opportunities for career progression.

AP 7.2 Increase diversity of PPR curricula.

AP 7.3 Form a workgroup to develop department practices and policies that better accommodate transgender and non-binary students

Section word count: 171

Total word count: 10090

8. 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.



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PPR Athena SWAN Action Plan – Top Priority actions are in orange

REF	OBJECTIVE	RATIONALE	ACTION	TIMEFRAME	RESPONSIBILITY (primary in bold)	SUCCESS CRITERIA
AS and EDI Processes						
3.i.1	Ensure gender balance of student representatives on SAT.	Volunteer student representatives were all female.	Invite female and male students to act as SAT student representatives.	October 2019 (in sync with new student intake) and then annually.	EDI chair	At least one male student representative and one female student representative on SAT.
3.ii.1	Improve response rate for UG and PG surveys.	Many respondents began the surveys and then gave up prior to completing the demographic questions (which were at the start.)	(i) Move demographic questions in student surveys to end. (ii) Send out additional reminders to students.	Annual surveys will be short and concentrate on priority issues (running Jan 2020, 2021, 2022). Full survey will run Sept 2022 (prior to application for Silver).	Athena SWAN lead	Student survey response rates >40% (currently UG 20%, PG 18%).
3.ii.2	Provide department members with 2019 Athena SWAN submission and survey findings.	To increase awareness of EDI issues and support involvement in the Athena SWAN process of all staff and students.	(i) Key results from surveys to be circulated to all staff and students (these have already been discussed at presentations by the AS chair).	2019 summer term	Athena SWAN lead	Reports to be circulated. Target: 2020 Survey responses to indicate that >90% staff and >60% students are aware that department has made Athena SWAN submission (no benchmark, new question).

			(ii) Make Athena SWAN submission available to all staff.			
3.iii.1	Start to address broader EDI issues within department.	During the process a number of broader EDI issues were raised. The EDI committee will replace the Athena SAT and have a broader remit. There are some concerns re bias against BME staff.	(i) Create departmental EDI committee. (ii) EDI subgroup to consider experiences of BME staff.	(i) Post-submission, Summer term 2019 (ii) 2019-21	(i) Management committee (ii) EDI chair	EDI committee formed and to meet termly. Identify three key issues facing BME staff and develop action plan to address. Evaluate impact of actions via targeted staff survey in 2022.
3.iii.2	Keep staff and students informed regarding the implementation of the Athena SWAN action plan.	To increase awareness of EDI issues and support involvement in the Athena SWAN process of all staff and students.	Annual updates of progress regarding Action Plan to be (i) discussed at Management Committee and Department Meeting, (ii) circulated by email to all staff and students, (iii) made available to staff on department intranet.	Oct 2019 and then annually	EDI chair	Increased awareness of departmental commitment to EDI issues, as measured by survey responses. Target: >80% of respondents to agree that PPR is committed to improving EDI (currently 70% on academic staff survey, 100% on PS staff, not currently a student survey question).
Student cohort - UG						
4.1.ii.1	Increase uptake of offers by women.	Women are currently less likely to accept offers (22% F, 30% M).	Conduct a detailed analysis of uptake of offers to UGs by gender (on introduction of new software). Factors to be explored in relation to gender: impact of open day attendance, benchmarking against range of	Within 1 year of introduction of new software (anticipated for 2020)	Admissions Director. Admissions team.	Target: equal proportions of female and male applicants to register post-offer by 2023.

			comparable institutions, A-level choices and grades, UK v. international, local v. distant. Introduce action plan to encourage more women to accept offers.			
4.1.ii.2.	Increase female registrations for Politics and PPE degree schemes.	Our UG politics and PPE degree schemes are more male dominated than HESA benchmarks.	<p>(i) Conduct analysis (on introduction of new software) to better understand why politics and PPE are so male dominated. Factors to be explored in relation to gender: impact of open day attendance, benchmarking against range of comparable institutions, A-level choices and grades, UK v. international, local v. distant.</p> <p>(ii) (cross-ref AP 5.6.vii2) Ensure marketing and recruitment materials across all programmes are inclusive and encourage applicants from under-represented groups.</p> <p>(iii) (cross-ref AP 5.6.viii.1) Ensure participants at outreach activities include members of under-represented groups.</p>	<p>(i) Within 1 year of introduction of new software (anticipated for 2020)</p> <p>(ii) 2019 and ongoing.</p> <p>(iii) 2019 and ongoing.</p>	<p>(i) Admissions Director. Admissions team.</p> <p>(ii) Admissions Director. Admissions team.</p> <p>(iii) Politics Schools Liaison Officer</p>	<p>Target: 40% F registrations on politics degree schemes by 2023 (currently 23%, HESA benchmark 49%)</p> <p>Target: 35% F registrations on PPE by 2023 (currently 27%, Durham 31%, Oxford 36%)</p>

4.1.ii.3.	Increase male registrations for Religious Studies degree schemes.	PPR is in line with HESA benchmarks, but men are under-represented on UG RS programmes nationally.	(ii) (cross-ref AP 5.6.vii2) Ensure marketing and recruitment materials across all programmes are inclusive and encourage applicants from under-represented groups. (iii) (cross-ref 5.6.viii.1) Ensure participants at outreach activities include members of under-represented groups.	Review in 2019-20 and ongoing	(i) Admissions Director. Admissions team. (ii) RS Schools Liaison Officer	Target: 30% M registrations on RS degree schemes by 2023 (currently 25%, HESA benchmark 26%).
4.1.ii.4	Understand reasons for gender differences in 1 st year course registrations.	Registrations on 1 st year introductory courses are closer to 50:50 F:M than registrations for degree schemes in RS and Politics – understanding why might help us better address gender imbalances in degree scheme registrations. In philosophy, the 1 st year introductory course is more male-dominated than registrations for degree schemes, and we need to	(i) Collect quantitative data on registrations on 1 st year introductory courses by gender. (ii) Seek to understand gendered differences in uptake by (a) comparison with Faculty-level figures, (b) survey/ focus-group asking 1 st years re their reasons for choices.	(i) from Oct 2019 (ii) 2019-20	(i) Part 1 co-ordinator. (ii) UG Director , Part 1 Directors.	Report to be produced for EDI, Management, and Undergraduate Teaching Committees detailing reasons for gendered pattern of Part 1 registrations. Action plan to be developed to increase F registrations in 1 st year philosophy module to 50%.

		introduce an action plan to address this.				
4.1.ii.5	Continue to monitor degree attainment by gender.	Men may have a slight tendency to obtain fewer 1sts, but small numbers mean that to date this is somewhat unclear.	Continue to monitor degree attainment by gender. If the tendency for men to obtain fewer first persists, develop action plan to seek to address.	Monitor from October 2019 and then annually. Form group to develop action plan if tendency persists beyond 2020.	UG Director , Undergraduate teaching committee.	Degree attainment by gender to be reported annually at EDI and UG committees. Action group to develop at least 3 actions to address if male under-attainment persists.
Student Cohort - PG						
4.1.iii.1	Learn reasons for gendered pattern of FT/PT PGT status.	Men seem more likely to study part-time at PGT level. Until the reasons for this, and implications of PT status, are better understood, it is unclear whether PT status causes any problems such that a gender imbalance needs to be addressed.	(i) Continue to collect data on PT/ FT PGT status by gender. (ii) Compare PPR data with faculty-level data. (iii) Investigate possible links between gender, FT/PT status, and home v. international status (iv) Investigate links between PT status and attainment.	(i) Oct 2019 (ii) 2019-20	PGT Director , PG co-ordinator, PGT committee.	Report to be produced for EDI, Management, and Postgraduate Teaching Committees detailing reasons for, and implications of, gendered pattern of FT/PT PGT status. Action plan to address imbalances to be produced if FT/PT differences disadvantage any gender.
4.1.iii.2	Ensure non-binary students are visible in university statistics.	There are non-binary students within the department but they are not visible on all university data sets	Ask university to include separate non-binary gender figures in all data sets	Summer 2019	Athena SWAN lead	To have requested this of university (result not under departmental control).

4.1.iii.3	Start to collect data on reasons for PGT non-completion.	Men have slightly lower completion rates, so we want to see if there are gendered reasons for non-completion.	Introduce system to ask for, and collect, reasons for non-completion.	Introduce in 2019-20, then ongoing	PGT Director , PG co-ordinator	Data on reasons for PGT non-completion to be available for analysis for 2023 Athena SWAN submission (small numbers means sufficient data for analysis cannot be available pre-2023)
4.1.iv.1	Learn reasons for gendered pattern of FT/PT PGR status.	Numbers are too small to be conclusive, but it looks as if men may be more likely to study PT at PGR level. Until the reasons for this, and implications of PT status, are better understood, it is unclear whether PT status causes any problems such that a gender imbalance needs to be addressed.	(i) Continue to collect data on PT/ FT PGR status by gender. (ii) Compare PPR data with faculty-level data. (iii) Investigate possible links between gender, FT/PT status, and home v. international status. (iv) Investigate links between FT/PT status and attainment.	(i) Oct 2019 (ii) 2019-20	PGR Director , PG co-ordinator, PGR committee.	Report to be produced for EDI, Management, and Postgraduate Research Committees detailing reasons for gendered pattern of FT/PT PGR status. Action plan to address imbalances to be produced if FT/PT differences disadvantage any gender.
4.1.iv.2	Learn why more men than women are applying for PGR programmes.	Women are less likely to apply for PGR study, although registrations are roughly 50% F, 50% M.	Further analysis needed to determine whether the types of application made by men and women vary (eg international v home; more and less qualified candidates). Determine whether imbalances in applications disadvantage any gender (given that the	2019-20	PGR Director , PG co-ordinator.	Report to be produced for EDI, Management, and Postgraduate Research Committees detailing reasons for, and implications of, gender imbalance in applications. Action plan to be produced if gender differences in applications disadvantage any gender.

			gender balance of registrations is roughly even).			
4.1.iv.3	Start to collect data on reasons for non-completion at PGR level.	Though there is no apparent gender-difference, non-completion amongst PGRs is high and it would be good to learn more about the reasons (and how they might be gendered)	Introduce system to ask for, and collect, reasons for non-completion.	Oct 2019 and then ongoing	PGR Director, PG co-ordinator	Data on reasons for PGR non-completion to be available for analysis for 2023 Athena SWAN submission (small numbers means sufficient data for analysis will not be available pre-2023)
Staffing						
4.2.i.1	Seek to employ more women and more BME staff at Lecturer-plus grades.	At grades >L women and BME people are under-represented. NB: Internal promotion can enable progress from L grades upwards but is not expected to result in people progressing from RA/TA to L grades as RA & TA posts within the department are FTC grant-funded posts.	(i) Increase job applications from women candidates (detailed in AP 5.1.i.2) (ii) Start to review all staff CVs at annual appraisal and encourage staff to make timely applications for promotion.	Oct 2019 and then ongoing	(i) HoD, Departmental Officer. (ii) HoD, PDR reviewers	Success to be measured by statistics of staff grade by gender. Target: increase proportion of F at Lecturer-plus grade to 35% (from current 30%) by 2023. (note this is an aspirational target, as the number of new appointments is currently unknown).
4.2.i.2	Treat part-time staff fairly in	A new workload model is under development. Some	As new work-load model is developed consult with	2019-20	HR Director	Success to be measured by question to be added to survey. Target: >70% part-time staff to

	work-load model.	concerns have been raised as to how fairly the current workload model accommodates part-time workers.	part-time staff to ensure they are fairly treated.			feel they are fairly treated (new survey question, no benchmark).
4.2.iii.1	Employ more female GTAs for 1 st year Politics seminars.	GTAs teaching 1 st year politics seminars are currently 1:6 female:male.	(i) Women PhD students to receive additional invitations to apply for GTA posts, (ii) interview panel to include women	Summer term 2019	Politics 1 st year convenor	More women to be recruited as GTAs for politics Part 1. Target 35% F by 2021 (in line with % F politics PhD students)
4.2.iii.1.	Start to collect data within the department on reasons for staff leaving	Currently collected data is inadequate to address this issue	HoD (or other senior staff member if leaver prefers) to conduct exit interviews.	Introduce in 2019-20, then ongoing	HoD, Departmental Officer	Data to be available detailing reasons for staff leaving, for analysis for 2023 Athena SWAN submission.
Career transitions						
5.1.i.1	Ensure all PPR staff who sit on appointments panels have attended EDI appointment-focussed training.	Not all senior staff have attended training.	(i) Ask senior staff to attend EDI appointment-focussed training (ii) Training register to be checked when staff appointed to interview panels	Introduce 2019 then ongoing.	(i) HR Director (ii) HoD, Departmental Officer.	All staff who sit on appointments panels to have received training.
5.1.i.2	Increase job applications from women candidates.	Fewer women than men currently apply for posts.	(i) Use gender-bias software to ensure the gender-neutrality of job advertising materials (ii) Forward details of job vacancies to possible applicants from under-represented groups	Introduce in 2019-20, then ongoing	HoD, Departmental Officer	All job adverts to have been run through software. >5 possible women candidates to be identified and asked to apply for each post.

			(women, BME, disabled people).			Success to be measured by statistics of application by gender. Target: increase applications from women to 40% (currently 29%)
5.1.i.3	Ensure no gender bias in appointments process post-application.	Numbers are very small, but it might be that women are currently disproportionately likely to be appointed once they have applied.	Collect data from HR when new appointments are made, construct action plan if any evidence of bias.	Annually, as numbers become available.	HR Director	Maintain up-to-date figures to allow the analysis of trends over time. Target: no evidence of gender bias in appointments.
5.1.i.4	Clarify recruitment practices for staff	A substantial minority of staff feel that current recruitment practices are insufficiently transparent	(i) Discuss in department meeting (ii) Make written summary available.	2019-20	HR Director, HoD	>60% of staff to agree in survey that recruitment practices are fair and transparent (currently 45% on academic staff survey)
5.1.ii.1	Improve induction by developing 'staff handbook' to make departmental procedures and policies clearer.	Although survey responses suggested no direct concerns re induction, a number of staff do not feel sure about departmental processes. A handbook provided at induction aims to make these clearer.	A 'staff handbook' that details department policies and procedures to be developed, given to all staff and made available on intranet.	Summer 2019	Departmental Officer and HoD	Handbook to be made available to all staff. Target: >70% of staff to feel that departmental policies are clear (new question to be added to survey, no benchmark).
5.1.ii.2	Improve induction by inviting new	Although survey responses suggested no direct concerns re	Invite all new staff to present at departmental research seminar.	Oct 2019 onwards	Research seminar organiser	All new staff to be invited to give talks. Success to be measured by proportion of new staff giving

	academic staff to give seminar paper to better integrate new staff in department.	induction, a number of staff do not feel part of the departmental community (section 5.6.i). Inviting staff to present their work early will make it easier for them to form research links within the department.				talks. Target: 75% new staff to give talk within a year of arrival.
5.1.iii.1	Clarify promotions process for academic staff.	A significant minority of staff are currently unsure whether they understand promotions criteria.	(i) Organise a panel discussion to talk through promotions process and criteria. (ii) Develop written guidance to be distributed with annual call for promotion applications.	Oct 2019 (in time for promotions round)	HR Director	Process to be clarified. Success to be measured by increase in staff who say they understand promotions process in survey. Target: > 80% agreement (currently 74%)
5.1.iii.2	Ensure all staff receive guidance on how to work towards promotion during PDR.	A significant minority of staff do not feel supported and encouraged in working towards promotions	(i) All PDR reviewers to annually review CVs and to prompt any staff who might be promoted to apply. (ii) All PDR discussions to include advice on how to work towards promotion.	Summer 2019 and then ongoing.	HR Director, PDR reviewers.	Success to be measured by increase in staff who say they feel supported in working towards promotion. Target: > 80% agreement (currently 74%)
5.1.iv.1	Ensure transparency regarding all decisions about REF 2021 (all staff will be	There was no evidence of gender bias in previous submissions, but 2021 process will be	(i) All policies regarding REF submission to be explained to staff (ii) Decisions re REF submissions to be monitored for gender bias.	2019-21	Research Director & research committee	>80% of staff to conclude that REF processes were fair in next survey (currently 55% agree fair, and 40% 'do not know').

	submitted, but number of outputs per staff member may vary).	different and required monitoring.				
Career Development						
5.3.i.1	Encourage all staff to make use of training opportunities.	Some staff (disproportionately male) have received little recent training.	(i) Include time for training in workload model, (ii) Email all staff with information on training opportunities, (iii) Annually, ask staff to recommend training that has been useful to colleagues.	Oct 2019 and then ongoing	HR Director	> 70% of staff (both F and M) to undertake some training each year (currently 25%).
5.3.i.2	Ensure all staff undertake compulsory EDI training	Survey revealed that some staff had not undertaken this training.	(i) Email all staff and ask to complete training (ii) Departmental Officer to keep list of which staff have undertaken EDI training (iii) HoD to ensure that all staff have undertaken EDI training by Jan 2020.	(i) Summer 2019 (ii) ongoing (iii) by Jan 2020	(i) HR Director (ii) Departmental Officer (iii) HoD	100% staff to have undertaken compulsory EDI training by Jan 2020.
5.3.i.3.	Organise topic-specific EDI training (on Transgender Issues, Responding to Explicit Sexism, and	Survey revealed widespread interest in training on these topics.	Organise training sessions on (i) transgender and non-binary issues, (ii) dealing with explicit sexism, (iii) unconscious bias.	One session in each of 2019-20, 20-21, 21-22	EDI Chair, EDI committee	Success to be measured by numbers attending sessions and finding them useful. Target: sessions to be attended and found useful by 15+ staff (target selected as approx. 15 staff said such sessions would be useful in survey).

	Unconscious Bias).					
5.3.ii.1	Ensure all PDR reviewers have received training	To ensure that PDR discussions are supportive and helpful. New training for PDR reviewers is being introduced.	The university is rolling out new PDR training, which will be taken by all PDR reviewers in PPR.	Summer 2019 and ongoing	HR Director, Departmental Officer.	100% PDR reviewers to have received training.
5.3.iii.1	Enhance informal support for staff career progression through introducing a mentor system.	Requested in survey to support career progression and agreed to be good idea in wider staff consultation.	Introduce a departmental mentor system, which is independent of annual appraisal.	2020-21	HR Director, Management committee	Success to be measured by numbers of mentor-mentee pairs, and by survey responses. Target: 10 mentor-mentee pairs by 2021. 80% staff to agree in survey that they have the opportunity to have a mentor (new question, no benchmark).
5.3.iii.2	Better support FTC staff in obtaining academic employment.	Some FTC staff struggle to secure continued academic employment post contract.	All FTC staff to be offered (i) advice on job applications and CVs, (ii) mock interviews if they are short-listed for a post.	Oct 2019 and ongoing	HoD, Mentors of FTC staff.	Success to be measured by destinations of FTC staff at end of contracts. Target: >60% of FTC who want to stay in academia to secure academic post (currently no data for benchmark).
5.3.iv.1	Enhance support for PGR students in seeking academic jobs.	To help prepare PhD students for academic job market	Invite PGR students to attend talks given by job applicants (and post-talk analysis)	When job applicants give talks	PGR Director	Success to be measured by numbers of PGR students attending job talks. Target > 5 PGR students to attend each job talk.
5.3.iv.2	Ensure UG students know about PGT opportunities.	Requested by respondents to UG student survey	Introduce an annual workshop for UG students thinking of applying for PGT courses.	2019-20 and then annually	PGT Director	Success to be measured by workshop attendance. Target: 20+ students.
5.3.v.1	All staff to be encouraged and	Male staff are currently less likely	(i) funding calls to be emailed to staff	(i) 2019 and then ongoing	Research Director &	Success to be measured by numbers of grant applications and

	supported in applying for research grants.	to apply for research grants, and their applications are less likely to be successful	(ii) organise a panel discussion on grant writing.	(ii) 2019-20	research committee	awards. Target: 75% of research-active staff (F and M) to submit a research grant application in the period 2019-2023. Proportions of applications and awards to be proportionate with gender-distribution of staff.
Flexible working and managing career breaks						
5.5.iii.1	Make baby changing facilities available.	There are currently few baby changing facilities on campus	Ask estates to place a baby changing table in disabled toilet	Summer 2019	Athena SWAN lead	Changing table to be made available.
5.5.iii.2	Ensure academic staff going on maternity or adoption leave know about MARS funding	Academic staff survey showed that many staff were unaware of this fund	Inform all academic staff going on maternity or adoption leave of MARS funding	2019 and ongoing	Head of Department, Departmental Officer.	Survey to show all staff taking leave to be aware of funding.
5.5.v.1	Clarify and make explicit how teaching will be covered when staff take paternity/ shared parental/ adoption or parental leave.	Focus group revealed uncertainty about this.	Policy to be developed, circulated to staff, and made accessible to staff as departmental policy document.	2019-20	HR Director, HoD, Management committee	Survey to indicate >80% staff understand policy (new question, no benchmark).
5.5.vi.1	Clarify procedures for requesting flexible working (including	Academic staff survey and focus group revealed lack of clarity and	In consultation with HR, develop written guidelines regarding requests for flexible working and	2019-20	HoD, HR Director, Management committee	Survey to indicate >80% staff understand policy (new question, no benchmark).

	timetabling requests)	concerns around this.	timetabling accommodations.			
5.5.vi.2	Ensure that flexible working requests are managed in a fair and transparent manner	Academic staff survey and focus group revealed lack of clarity and concerns around this.	(i) Maintain statistics on flexible working requests made and granted by gender. (ii) Run focus group on flexible working in Spring 2020 to monitor whether the flexible working policy is meeting its intended goals, and is being applied in a positive and supportive manner.	(i) Summer 2019 and then ongoing. (ii) Spring 2020	(i) HoD, HR Director (ii) EDI chair	Success to be measured by statistics regarding numbers of applications made and agreed by gender. Quantitative target: no evidence of gender bias. Qualitative target: focus group to show no major concerns. Survey results to show that >60% to believe their line manager is supportive regarding flexible working requests (currently on academic staff survey 15% disagree and 58% 'don't know').
5.5.vi.3	Clarify how academic promotions criteria take part-time working into account.	Academic staff survey and focus group revealed lack of clarity around this.	Ask HR to clarify how academic promotions criteria (particularly around research) take part-time working into account.	2019-20	EDI chair to ask HR	HR to have been asked to clarify promotions criteria (result of request not in departmental control).
Departmental Organisation and Culture						
5.6.i.1	Ensure all staff feel themselves to be part of departmental community.	Surveys and focus groups show some staff do not currently feel part of the department. Focus group discussion shows that some feel their achievements (eg new books, media	(i) Ensure achievements of all staff and PGRs are recognised by publicising research successes in the PPR Research Newsletter. (ii) Organise additional inclusive annual social event (iii) Invite new academic staff to give seminar paper	2019-20 and ongoing	(i) Research Newsletter editor (ii) Staff to be asked to volunteer by HR Director. (iii) Seminar series organiser.	(i) All staff to be regularly contacted by the editor to request news of research successes and developments. The Newsletter to be published twice a year. (ii) One additional social event to be organised each year. (iii) 75% new staff to give talk within a year of arrival (as AP 5.1.ii.2)

		appearances, are currently unrecognised)	to better integrate new staff in department (as detailed in AP 5.1.ii.2).			Overall success to be measured by survey response. Target >80% staff (both women and men) to feel part of departmental community (currently 75% on academic staff survey).
5.6.i.2	Ensure that all UG students feel part of departmental community.	Surveys show some UG students do not feel part of student community.	(i) Enhance PPR-based welcome week activities for new UG students ('Welcome to PPR' session, programme based skills-seminars, lunch, evening social event) (ii) Introduce 'Welcome back' meetings for all PPR students at start of 2nd and 3rd year.	Oct 2019 and ongoing	(i) UG Director, Part I Convenors (ii) UG Director, Part II Subject Directors.	Target >75% UG students (both women and men) to feel part of departmental community (currently 69%).
5.6.i.3	Ensure that all PG students feel part of departmental community.	Surveys show some PG students do not feel part of student community.	(i) Enhance welcome week activities (introductory meetings, evening social event). (ii) Encourage attendance at weekly departmental seminar by stressing importance at Welcome week and in handbook.	Oct 2019 and ongoing	(i) PGT & PGR Director (ii) PGT and PGR Director	Target >75% PG students (both women and men) to feel part of departmental community (currently 70%)
5.6.ii.1	Develop best practice for dealing with explicit sexism	Surveys, and staff reports, indicate instances where students make	(i) Hold a further discussion of how best to deal with students making sexist /	Spring 2020	(i) UG Director (ii) Research seminar organiser	Success to be measured by questions to be added to survey. Target >70% of staff to feel confident they know how to

	and racism in seminars.	sexist/ racist comments in seminars. The staff discussion held Jan 2019 was useful, and further staff discussion will enable the development of ways of dealing with this. An explicit discussion of the issues will raise awareness and encourage reflection by staff and students.	racist comments in seminars. (ii) Hold panel discussion of the boundaries of free speech and harmful/hateful speech			respond to explicit sexism from students in seminars (new question, no benchmark).
5.6.ii.2	Equip GTA staff with the skills to deal with explicit sexism and racism in seminars.	Surveys, and staff reports, indicate instances where students make sexist/ racist comments in seminars. GTAs require support in developing strategies to deal with this	Include discussion of how to deal with sexist/ racist comments in seminars in GTA training	Oct 2019 and then annually	Part 1 Directors	Target >60% of GTAs to feel confident they know how to respond to explicit sexism from students in seminars (new survey question, no benchmark).
5.6.ii.3	Make expectations regarding acceptable language in	Surveys, and staff reports, indicate instances where students make sexist/ racist	(i) Include discussion of acceptable language in seminars in Introductory talks for new students	Oct 2019 and then annually	Part 1 Directors	Success to be measured by decrease in proportions of staff and students reporting students making sexist comments in seminars. Target: <25% survey

	seminars clear to all students	comments in seminars.	(ii) Include information of acceptable language in seminars in student handbooks			respondents to report that students have made comments they consider sexist in classes (currently 45% staff, 32% UG students).
5.6.ii.4	Make expectations regarding acceptable behaviour and language clear to all staff.	Surveys included some reports of staff making sexist comments, and inappropriate touching of male staff and PGs.	(i) Discuss expectations regarding staff behaviour in departmental meeting. (ii) Email all staff to make explicit expectations regarding staff behaviour (iii) Ensure that key information regarding University policy on bullying, harassment and sexual misconduct are included in new Staff Handbook	(i) and (ii) March 2019 (immediate action already taken) (iii) Summer 2019	(i) and (ii) Athena SWAN lead (iii) HoD, Departmental Officer	Success to be measured by a decrease in the numbers of staff and students reporting sexist language, or inappropriate touching, by staff. Target for 2020 survey: zero instances of inappropriate touching, < 20% of staff to report instances of sexist comments being made by staff (currently 45%).
5.6.ii.5	Monitor incidences of unacceptable behaviour and language.	Surveys indicated current instances of unacceptable behaviour. Annual surveys (as detailed in AP 3.ii.1) will increase awareness and enable us to track success in dealing with these issues	Repeat surveys with questions on experiences of staff or students making sexist comments, or inappropriate touching.	Spring 2020 and then annually (until such behaviour no is no longer an issue)	EDI chair	Success to be measured by survey completion rates. Target: >70% staff completion rate (currently 63% academic staff and 88% PS staff), >40% student completion rate (currently 20% UG, 18% PG).
5.6.ii.6	Ensure staff and students know how to report	Staff and student surveys showed that many are currently	Ensure that new (i) staff and (ii) student handbooks include details of how to	Summer 2019	(i) HoD, Departmental Officer	Success to be measured by increase in staff and students who know how to report instances of

	cases of sexual harassment	unsure how to report harassment	report cases of sexual harassment. (iii) place posters in department detailing mechanisms for reporting harassment.		(ii) UG Director, PG Directors (iii) HR Director	sexual harassment. Target >70% respondents in all surveys to know how to report harassment (currently 53% UG, and 43% PS staff don't know) .
5.6.ii.7	Ensure that staff and students would feel comfortable reporting instances of sexual harassment.	Staff and PG student surveys showed that many would not feel comfortable using existing reporting mechanisms	Initiate departmental discussion to find out why some staff and students would not feel comfortable using existing mechanisms, and form action plan to address problem (for example we will consider whether it would help to have a PPR 'Harassment Officer')	Autumn term 2019.	EDI chair	Success to be measured by staff and student survey. Target >70% staff and PG students to agree they would feel comfortable reporting harassment (currently 50% PG, and 40% academic staff are unsure or would feel uncomfortable).
5.6.ii.8	Better equip academic tutors to advise students on well-being issues (including sexual harassment)	In the action plan meeting discussion some staff said they felt ill-equipped to deal with such issues.	(i) Provide academic tutors with list of sources of well-being support for students (including re sexual harassment). (ii) Hold meeting for academic tutors to discuss and share examples of good practice re supporting tutees.	2019 - 20.	UG Director, UG Co-ordinator	All tutors to have a list of well-being contact details. Success to be measured by question to be added to survey. >70% staff to feel confident they know how to refer students to well-being support (new question, no baseline).
5.6.iii.1	Ensure female staff representation on committees	Surveys indicated some concerns re the numbers of women on key committees	(i) Keep data on gender balance of departmental committees (ii) Seek to include more women and BME staff in departmental management	2019-20 and then ongoing	(i) HR Director (ii) HoD	Maintain annual figures re gender and committee membership. Aim for gender make-up of committees to reflect proportions of available staff. Target: at least one women on management,

			roles (when this does not lead to over-burdening such staff)			research and promotions committees
5.6.iv.1	Better recognise service on external committees	Service on extra-departmental committees is not currently recognised on department workload model	Introduce points for extra-departmental university committees in workload model.	2019-20	HR Director	Work on university committees external to the department to be included in workload model
5.6.v.1	Clarify work allocation model.	In the academic staff survey, a significant minority of staff did not agree that work allocation is fair or transparent	(i) Hold staff discussion re work allocation (ii) Include written details of workload principles in departmental policies.	2019-20	HR Director	Aim to increase the proportion of staff who feel that workload allocation is fair. Target >75% to agree that workload allocation is fair (currently 67%).
5.6.vi.1	Reschedule departmental seminar to timing easier for those with childcare responsibilities	Seminar currently ends 5.30pm, which is difficult for staff with children to collect	Move research seminar to lunchtime slot	Oct 2019	Research Director, Research Committee	New time to lead to increased attendance (especially of those with caring responsibilities).
5.6.vii.1	Ensure fair representation of women speakers in PPR	To ensure that the work of women is fairly represented within the department.	(i) 50-50 gender split for departmental seminars (ii) organisers of other departmental seminars to include representative proportion of women speakers (% to depend on subject)	2019-20 and ongoing	Seminar Organiser	Target: 33% plus of speakers to be women. (33% is roughly the proportion of female academic staff in PPR disciplines).
5.6.vii.2 (this AP forms	Ensure publicity materials are inclusive and	To encourage applicants from	(i) Include more male photos in the RS prospectus	2019-20 and ongoing	Admissions Director, Admissions team	Success to be measured by application statistics, as 4.1.ii.2 and 4.1.ii.3

part of 4.1.ii.2 and 4.1.ii.3)	encourage applications from under-represented groups	under-represented groups.	(ii) Introduce use of gender bias software to ensure the wording of publicity materials is gender-neutral.			
5.6.viii.1 (this AP forms part of 4.1.ii.2 and 4.1.ii.3)	Ensure participants at outreach activities include members of under-represented groups.	At UG level student intake is currently disproportionately female in RS, and disproportionately male in politics and PPE	(i) Ensure RS schools outreach includes mixed, or all male, schools. (ii) Ensure politics schools outreach includes mixed, or all female, schools.	2019-20 and ongoing	Schools Liaison Officers.	Participants at schools outreach events for RS to be at least 50% male. Participants at schools outreach events for politics to be at least 50% female. Success to be measured by application statistics, as 4.1.ii.2 and 4.1.ii.3
5.6.viii.2	Ensure greater female staff representation in key outreach roles.	Schools Liaison and Admissions Officers may be viewed as 'more senior' by those attending outreach events and are currently all male.	Include more female staff in key outreach roles.	Academic year 2019-20 and ongoing.	HoD	Proportion of female staff in key outreach roles to be proportionate with gender make-up of department staff by 2022.
5.6.viii.3	Review broader engagement activities to assess relative contribution by staff gender.	A system for recording departmental engagement activities is under construction and will enable such analysis.	Conduct statistical analysis of gender and staff participation in engagement activities.	Summer 2020	Knowledge Exchange Lead	Report of gender split of staff involved in engagement activities to be produced for EDI committee. Action plan to be developed if gender imbalance is evident.

Other: PS Staff, Diversifying Curricula, Non-binary						
7.1.	Ensure professional services staff are informed of opportunities for career progression.	PS survey showed that many either felt there were no opportunities for career progression or did not know.	(i) ensure PS staff receive details of career progression opportunities (ii) ensure career progression discussed in PS staff PDRs.	Ongoing	Departmental Officer	Success to be measured by survey. Target >50% of PS staff to feel there are opportunities for career progression (currently 29%).
7.2	Increase diversity of PPR curricula	Authors on reading lists are disproportionately male and white.	(i) Ensure that primary readings on 1 st year modules include work by women (ii) Circulate link to 'Diversity Reading List' to staff early each August (iii) Organise a discussion session for staff to reflect on their experiences re their attempts to 'diversify' the curriculum, and share good practice	(i) Oct 2019 and then ongoing (ii) August 2019 and then annually (iii) 2020-21	(i) Part 1 Directors, and Part I Teaching Teams (ii) EDI chair (iii) EDI chair	(i) 1 st year modules to include 10% women in 2019-20, 20% by 2020-21 (currently 0% on some reading lists) (ii) 75% of philosophy staff to have made changes to diversify reading lists by Oct 2020. ('Diversity Reading List' only covers philosophy) (iii) Panel to encourage 4+ staff to take measures to diversify curricula.
7.3	Develop department practices and policies that better accommodate transgender and non-binary students.	We have increasing numbers of transgender and non-binary students.	Form a workgroup to review best practice developed at other institutions and to develop departmental practices and policies that better accommodate transgender and non-binary students.	2019-20	EDI chair	Workgroup to be formed, to develop departmental guidelines.