



## **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
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<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

<b>Name of institution</b>	University of Manchester	
<b>Department</b>	School of Environment, Education and Development	
<b>Focus of department</b>	AHSSBL	
<b>Date of application</b>	November 2017	
<b>Award Level</b>	Bronze	
<b>Institution Athena SWAN award</b>	<b>Date:</b> November 2014	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Susie Miles	
<b>Email</b>	Susie.Miles@manchester.ac.uk	
<b>Telephone</b>	0161 275 3286	
<b>Departmental website</b>	www.manchester.ac.uk/SEED	

#### ADDITIONAL WORD LIMIT

The School of Environment, Education and Development has been awarded 1000 additional words for this application as it comprises five departments whose profiles vary significantly in terms of staff and student profile. Due to the diverse nature of the School's Departments, the staff and student profiles present variance in gender equality issues and these discipline level data need to be discussed in detail. The overall budget, administrative and management structure remains at School level.

(Please see email below).

Additional words have been used and are split into different sections:

**Letter of endorsement:** Above the recommended word limit by 39 words taken from other sections

**Picture of the Department:** Above the recommended word limit by 316 words. This is 316 words from other sections

**Supporting and advancing women's careers:** Above the recommended word limit by 582 words. This is 145 words from other sections and 437 from the additional word extension.

**Total additional words used: 437**

**From:** Athena Swan [<mailto:AthenaSwan@ecu.ac.uk>]

**Sent:** 14 February 2017 12:35

**To:** Sarah Mohammad-Qureshi

**Cc:** Athena Swan

**Subject:** RE: Word count extension request

Dear Sarah,

Apologies for the delay.

We can confirm that the School of Environment, Education and Development (SEED) at the University of Manchester may use an additional 1,000 words in order to analyse and reflect on disaggregated data and explain discipline differences within the School. These additional words can be used throughout the application, but it should be made clear where they have been used in the word count at the end of each section.

Please include a copy of this email in your application to confirm this word extension.

Best wishes,

**Athena SWAN Team**

**Equality Challenge Unit**

First floor, Westminster Tower,

3 Albert Embankment

London, SE1 7SP

**T:** 020 7438 1010

**F:** 020 7438 1011

**W:** [www.ecu.ac.uk](http://www.ecu.ac.uk)

Follow us on **Twitter:** [@EqualityinHE](https://twitter.com/EqualityinHE)

Twitter: [@UoMEandD](https://twitter.com/UoMEandD)

Blog: <http://UoMEqualityandDiversity.wordpress.com>



## 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.

**Athena SWAN Team**  
**Equality Challenge Unit**  
First floor, Westminster Tower,  
3 Albert Embankment  
London, SE1 7SP

Dear Sir / Madam

**Application for an Athena SWAN Award, School of Environment, Education and Development (SEED), University of Manchester**

In the School of Environment, Education and Development we aim to:

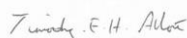
“foster a supportive, working environment that recognises and celebrates diversity”  
and we have: “a clear commitment to staff equality and diversity that supports staff to achieve their maximum potential.” *School Strategic Plan, 2017-22.*

I fully endorse the application by the School for the Athena SWAN bronze award and have ensured that the information presented in the application, including the qualitative and quantitative data, is an honest, accurate and true representation of the School.

As Head of School I established an E&D Committee at the beginning of my time as Head of School (2013). I am delighted to have been a member of the Self-Assessment Team, to have been involved in reviewing our policies and practices from a gender perspective, and to have contributed to the drafting of a clear, measurable Action Plan. Support for the Athena SWAN application is one of the five priorities for the School in the most recent action plan submitted to the University. This will ensure that time and space is dedicated to discussing the Athena SWAN processes, and equality and diversity issues more broadly, in all of the School’s major committee meetings, and monitoring the actions presented here.

While this application shows that progress is being made towards the equal representation of women in senior academic positions, and the Architecture department has achieved this, I recognise some specific challenges in other areas of the School, including differences in representation between departments. Crucially, female staff are significantly under-represented in leadership positions, with just two women currently occupying senior School leadership roles, and women only representing 31% of professors. I see the Athena SWAN bronze award as the first step towards creating a School that offers opportunity and support to all, regardless of gender, and actively seeks to redress imbalances in the recruitment of staff and students, in performance indicators such as degree outcome, in promotion and in leadership.

**Yours faithfully**



**Professor Tim Allott**

**Head of School of Environment, Education and Development**

**Supporting paragraph:**

As the incoming Head of School, I am fully supportive of this Athena Swan application, and look forward to being an active member of the SAT. I fully endorse the information presented in this application as an honest, accurate and true representation of the School. We have identified a shortage of female staff in leadership positions as a particular issue and I will aim to drive change in this area through changes to mentoring, performance review, and promotion procedures in order to maximise the progression and promotion of our outstanding junior female colleagues to senior positions. Over the time period of the plan, we will also increase the proportion of female members of recruitment panels to 40% (with at least one per panel). We will relaunch our Equality and Diversity Committee to raise gender awareness at departmental and School level, and work together to implement the Action Plan. These changes are long overdue, and I am pleased to be able to lead the School at this critical juncture to ensure greater opportunities and outcomes for female students and for female colleagues at all stages in their careers.

*Professor Martin Evans, incoming HoS from 1 November 2017*

**Section 1: [539 words]**

Acronym	Meaning
BME	Black and minority ethnic
E&D	Equality and diversity
FT	Full-time
GDI	Global Development Institute
HEI	Higher Education Institution
HNAP	Humanities New Academics Programme
HoD	Head of Department
HoS	Head of School
HoSA	Head of School Administration
HR	Human Resources
KIT	Keeping In Touch
MAL	Maternity and adoption leave
MIE	Manchester Institute of Education
P&DR	Performance & Development Review
PREP	Personal Research Expectations Plan
PEM	Planning and Environmental Management
PGR	Postgraduate Research
PGT	Postgraduate Taught
PL	Parental Leave
PSS	Professional Support Staff
PT	Part-time
RA	Research Associate
REF	Research Excellence Framework
SEED	School of Environment, Education & Development
SL	Senior Lecturer
SPC	School Promotions Committee
SPRC	School Policy and Resources Committee
SLD	Staff Learning and Development
T&R	Teaching and research
TF	Teaching Focused
UG	Undergraduate
WAM	Work Allocation Model

**Table 1: School/Faculty/University Acronyms**



## 2. DESCRIPTION OF THE DEPARTMENT

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

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

The interdisciplinary School of Environment, Education and Development (SEED) is one of five Schools in the Faculty of Humanities, University of Manchester. The School has five departments:

- Architecture (ARCH)
- Geography (GEOG)
- Global Development Institute (GDI)
- Manchester Institute of Education (MIE)
- Planning and Environmental Management (PEM)

There are 210 academic staff (96 women), and 39 researchers (22 women). The School is situated across three buildings – 15 minute walking distance between the furthest buildings. The Administration of the School is managed by a centralised team of Professional Support Staff (PSS). There are 83 PSS staff (53 women) performing a range of functions including technical services (Chart 3).

The School has 4135 students, on many different programmes (Chart 4). In three of our five departments postgraduate taught students (PGT) outnumber undergraduate students (UGT). We have a high percentage, c.30%, of international students. Our PGT cohorts also include Teacher Trainees. Around 50% of our 262 postgraduate research students (PGR) are on taught programmes, some accredited. In two departments our UGT students are accredited by national associations, and Architecture students are taught as part of the cross-institutional Manchester School of Architecture, with teaching being shared between the University of Manchester and the Manchester Metropolitan University (MMU).

### The School of Environment, Education and Development



Department of Architecture



Department of Geography



Department of Planning & Environmental Management (PEM)



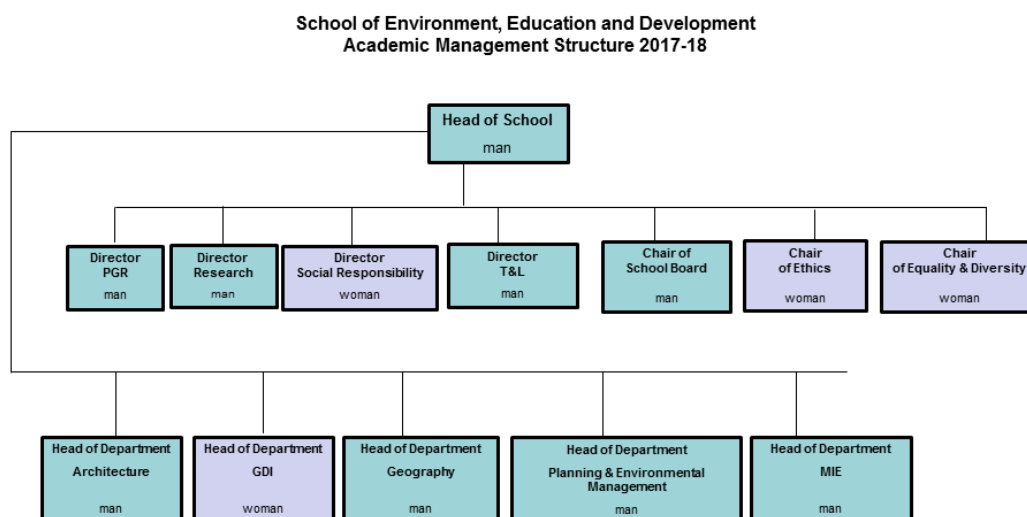
Global Development Institute (GDI)



Manchester Institute of Education (MIE)

## Management Structure

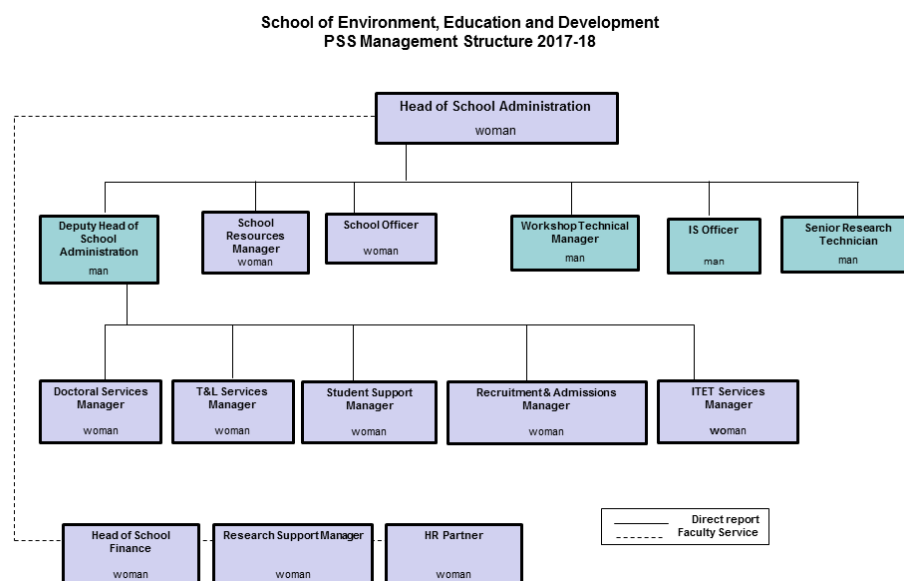
The academic management structure is led by a Head of School (HoS) in partnership with a Head of School Administration (HoSA) (Charts 1 and 2). The HoS manages five Heads of Department, and four Directors (Research, PGR, Teaching and Learning, and Social Responsibility). There are three additional areas of responsibility, each of which has a Chair.



**Chart 1: School Academic Management Structure 2017-2018**

The under-representation of women in these leadership positions is a recognised weakness, addressed in various ways in the Action Plan (primarily **AP2.1**).

The Head of School Administration, with the Deputy Head of School Administration, manages 15 PSS managers. Research, Finance and Human Resources are Faculty/University services but housed within the School.



**Chart 2: School PSS Management Structure 2017-2018**

## Academic staff

The School has 244 academic staff on a range of contracts:

- Teaching and Research (T&R)
- Teaching and Scholarship (T&S)
- Research (R) which includes post-docs and research fellows

In addition there are staff on distinctive contracts linked mainly to teacher training in MIE – included in the “research and other academics” figures in the submission. Developing the ability to clearly disaggregate these “research” and “other academics” figures to enable a clearer review of these non-standard posts is within the Action Plan (AP2.2).

Further detail is within Section 4.2.

## Professional Support Services Staff

The School has 83 PSS staff. In Grades 1-4 (clerical and secretarial grades) there has been movement towards a more balanced gender split (72% W in 2014, 58% W in 2016). Women are over-represented in the Grade 5 posts (senior secretarial grade) at 81%, but recently two men have been appointed to this grade level. There is also a small team of Technical Services staff (9 M, 1 W), overseeing Laboratories, Workshops and GIS.

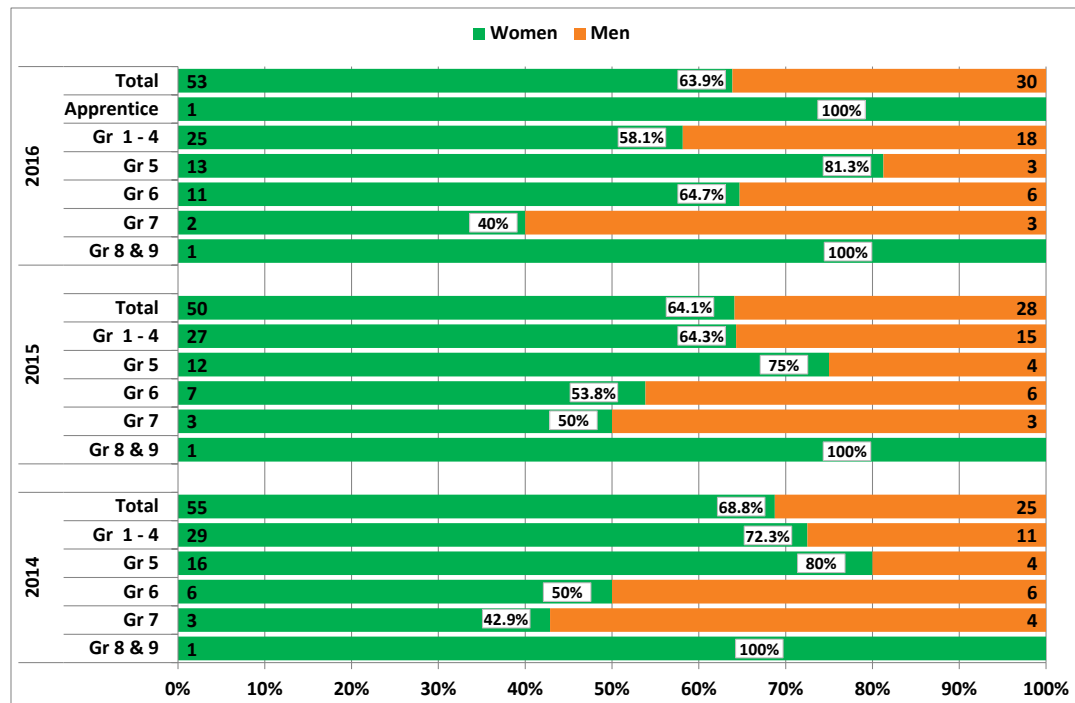
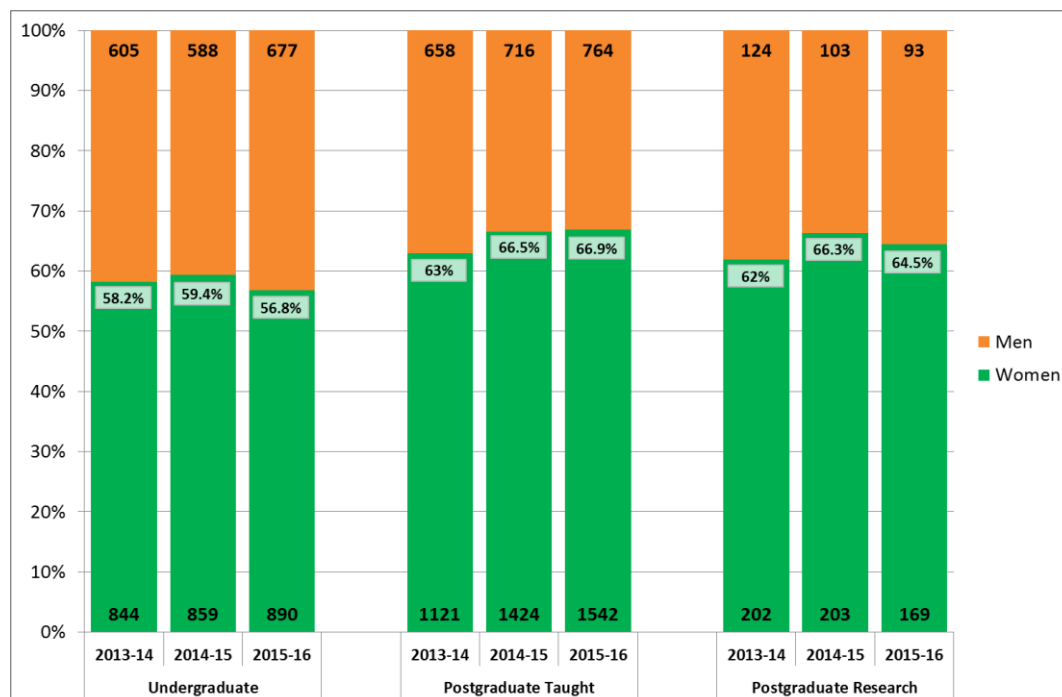


Chart 3: PSS (admin) staff 2014-2016

## Students

We have a large and diverse cohort of students (4135), with a third of students from non-EU countries.

Further detail on student data is provided in Section 4.1



**Chart 4: UGT/PGT/PGR Student Profile 2013-2014 to 2015-2016**

## Section 2: Action Plan Summary

AP2.1 - Increase quota of women on relevant panels; continue to strengthen and highlight training and development opportunities for women; Introduce improved mentoring, coaching and P&DR/PREP; Increase the invitations to women visiting fellows; develop clear job descriptions for all core School and departmental positions.

AP2.2 - Employ an RA to conduct an analysis of the allocation of fixed term and part-time positions>

Section 2 word count: [499 words]

### 3. THE SELF-ASSESSMENT PROCESS

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








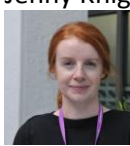
Describe the self-assessment process. This should include:








(i) a description of the self-assessment team





The School's Equality and Diversity Committee was established in 2013 with eight members, including a departmental representative, the HR partner, and was co-chaired by Professor Helen Gunter from MIE (2013-16) and Rosie Williams, the HoSA. A report of the gender composition of staff and students in the School was prepared in 2014 using data from 2012-2013 and was presented to the School Policy and Resources Committee (SPRC) and the School Board in 2014, which highlighted the under-representation of women at SL and Professor levels, and a gender pay gap.

In May 2016 Dr Susie Miles was appointed Chair of the E&D Committee, with an explicit brief to lead on the Athena SWAN agenda and to represent the School on the Faculty of Humanities E&D Committee. In September 2016 the Committee agreed to expand its membership to become the new SAT. Existing members were invited to continue in this new role, and the invitation to join the new SAT was disseminated widely, and the Head of School played a key role in inviting staff to consider joining the SAT.

The SAT was established in September 2016, first met in October 2016 and is co-chaired by Dr Susie Miles and Rosie Williams (HoSA). The 21 member team (15W, 6M) was selected on the basis of the criteria laid out in the Athena SWAN handbook. The membership includes the outgoing HoS and incoming HoS; four academics from the original E&D Committee and additional representatives from MIE, GDI and Geography, the three largest departments; the HR partner; four ECRs, two PSS staff and the University's Athena SWAN coordinator. The one area the SAT struggled with was engaging students, drafts of the action plan were circulated via email to all UGT/PGT/PGR students along with the key aims of the Athena SWAN agenda. Some feedback came back from PGR students, but not from UGT/PGT. Despite calls for participation the last member of the SAT to join was the PGR representative (Robinson). These issues are addressed in **AP1.3**. Participation in SAT was entirely voluntary, and the School included workload points for members of the SAT in the WAM (2017). The SAT was supported by an allocated PSS administrator.

SAT member	Job Title	M/ W	FT/ PT	Relevant Experience (no more than 20 words)
<b>Zahra Alijah</b> 	Lecturer*  Initial Teacher Training (MIE)	W	FT	Director of non-profit initial teacher training provider, leading on equality and diversity issues. Formerly recruit lead for Secondary PGCE
<b>Tim Allott</b> 	Outgoing Head of School and Professor of Physical Geography	M	FT	20 years' experience of academic management and leadership; responsible for School leadership team, father of two adult children one of whom a disabled dependant
<b>Monique Brown</b> 	PSS Manager for Doctoral Services	W	FT	Partner role with PGR Director; PSS advocate lead for Manchester's Association of University Administrators
<b>Isabelle Doucet</b> 	Senior Lecturer in Architecture and Urbanism*  Architecture	W	FT	Scholarly interest in social responsibility in architectural practice and education; experience of Admissions process; promoted to Senior Lecturer in 2016
<b>Martin Evans</b> 	Incoming Head of School  Professor of Geomorphology  Geography	M	FT	Responsible for School leadership team; experience of promotions/probation panels; father of 2 children under 18; caring for elderly parents
<b>Ceri Hughes</b> 	Research Associate, Inclusive Growth Analysis Unit	W	FT	Full-time RA - interest in labour market inequalities; researcher since 2013, generally employed on fixed-term contracts; joined SEED in June 2016
<b>Steven Jones</b> 	Senior Lecturer in Education  PGR Director for SEED	M	FT	Elected member of Senate, School's promotion and probation panels; 2 children aged 11 and 8; co-authored HEFCE <i>Student Outcomes</i> report
<b>Jenny Knights</b> 	School Human Resources Partner	W	FT	12 years' experience of working in HR roles in HE. Mother of two pre-school children

SAT member	Job Title	M/ W	FT/ PT	Relevant Experience (no more than 20 words)
David Lawson 	Senior Lecturer in Public Policy and Development Economics  GDI	M	FT	Former Chair of School and University Ethics Committees, international expert on the economics of gender, empowerment and poverty
Sarah Lindley 	Professor of Geography	W	FT	Experience as non-professorial member of Faculty Professorial Promotions Committee; Aurora training (2015); recent experience of promotion (2017)
Narinder Mann 	Lecturer in Humanities Education*  Initial Teacher Training (MIE)	M	FT	School Associate Director for Widening Participation; research interest in social justice in Higher Education; early career academic on probation
Susie Miles 	Senior Lecturer in Inclusive Education  MIE  (Co-chair)	F	FT	Faculty E&D Committee; experience of FTCs and part-time work; SL since 2010; Mother of 2 adult children; occasional caring responsibilities
Sarah Mohammad-Qureshi 	Athena SWAN Coordinator  Equality, Diversity and Inclusion	W	FT	Member of all University SATs; Formerly fixed-term Academic Researcher and Researcher Development Officer; experience of maternity leave and flexible working
Jen O'Brien 	Lecturer in Human Geography,  Director of Social Responsibility (since 2015)	W	FT	Experience of promotion and probation panels; Mother of pre-school child; experience of FTCs, on a Teaching and Scholarship contract
Maria Pampaka 	Senior Lecturer  MIE/ Social Statistics (Social Sciences)	W	FT	Experience as PGT/PGR student, RA and Research Fellow UoM; permanent contract (MIE), FTC (SoSS); Recent experience of promotions

SAT member	Job Title	M/ W	FT/ PT	Relevant Experience (no more than 20 words)
 Nuno Pinto	Lecturer in Urban Planning and Urban Design*  PEM	M	FT	13 years' experience as academic teaching UG, PGT, PGR on permanent and fixed-term contracts; different admin roles
 Caitlin Robinson	PGR Student  Geography	W	FT	Experience as UG/PGT/PGR student; Graduate Teaching Assistant role for four years
 Helen Underhill	Post-doc ECR, Senior Tutor  GDI	W	FT	Nine years' teaching and leadership experience in secondary schools; Completed PhD in December 2016; various fixed-term teaching and research contracts
 Saskia Warren	Lecturer in Human Geography	W	FT	Early career academic; member of Geography Advisory Group; research interest in gender and labour; experience of fixed term contract work
 Kelly Watson	Research Associate  Geography	W	PT	ECR; 10 years in SEED pipeline; Experience of temporary, part time research contract roles Member of University Wellbeing Management Group
 Rosie Williams	Head of School Administration  (Co-Chair)*	W	FT	18 years in UoM; HOSA partner role with HoS delivering operational/strategic planning; mother of 2 children under 10

*\*Original member of Equality and Diversity committee*

**Table 2: School SAT members**

(ii) an account of the self-assessment process

The size and complexity of the School made the self-assessment process challenging. The data provided by the University on staff and students had to be analysed both at School and departmental levels. In some cases data was difficult to access, and received in the late stages of the process (as identified in each section, with associated actions). A doctoral researcher (Watson) was initially appointed as an RA to assist with the process of analysing and displaying data. In the later stages of the process an academic member of staff (Pampaka) completed this analysis.



Each department held its own 'sub-SAT meetings', and led discussions about the emerging data and action plan at various stages during the process. In some cases these were combined with Departmental Forums, and in others they were specifically convened meetings. The Athena SWAN process was also discussed at School Board, the School's Policy and Resources Committee and in monthly meetings of Heads of Department. In addition, a one hour session was dedicated to the Athena SWAN action plan at the Women Into Leadership promotions workshop, held only for women, in July 2017.

The School of Social Sciences (SoSS) SAT Chair, Professor Claire Alexander, acted as an external advisor to the SAT in the early stages of the process. In addition, the SAT chairs of the five Schools in the Faculty of Humanities have provided valuable ongoing feedback through discussions convened by the Faculty of Humanities E&D Committee.

The quantitative and qualitative data presented covers three academic years: 2013-2014, 2014-2015, and 2015-2016. It was agreed that there was not enough time to review 2016-2017 data released in Autumn 2017 in sufficient detail given the complexity of the analysis undertaken for the 2013-2016 data.

An online Academic Audit of staff views and experiences of Athena SWAN principles was conducted between October-November 2016, championed by the Head of School and Heads of Departments (Table 3). A similar audit for PSS staff was carried out in February 2017, again fully supported by the Head of School Administration (Table 4).

Role	Gender			Total Respondents	Total staff
	Women	Men	Prefer not to say		
Research staff	7 (18%)	1 (3%)	0 (0%)	8 (21%)	39
Lecturer	20 (16%)	19 (16%)	3 (2%)	42 (34%)	122
SL/Reader	15 (32%)	14 (30%)	2 (4%)	31 (66%)	47
Professor	7 (19%)	8 (22%)	0 (0%)	15 (42%)	36
Initial teaching training tutor	3 (15%)	1 (5%)	0 (0%)	4 (20%)	20
<b>Total</b>	<b>52 (21%)</b>	<b>43 (18%)</b>	<b>5 (2%)</b>	<b>100 (41%)</b>	244

**Table 3: Respondents to academic staff audit by gender. Figures in parentheses are expressed as a percentage of total staff within each role category**

Role	Gender			Total Respondents	Official HR figures
	Women	Men	Prefer not to say		
Grades 1 - 4	13 (30%)	2 (4%)	1 (2%)	16 (37%)	43
Grade 5	8 (50%)	1 (6%)	0 (0%)	9 (56%)	16
Grade 6-8	11 (49%)	3 (13%)	0 (0%)	14 (61%)	23
<b>Total</b>	<b>32 (39%)</b>	<b>6 (7%)</b>	<b>1 (1%)</b>	<b>39 (48%)</b>	82

**Table 4: Respondents to professional support staff audit by gender. Figures in parentheses are expressed as a percentage of total PSS staff within each grade grouping**

This was the first Audit of its kind in the School. It offered contrasting views on the School's culture, policies and practices and staff were encouraged by the initiative which 'gave staff hope that there would be change' (private comment by female ECR). The data gathered was triangulated with the School data, discussed at length by SAT members and used to inform the Action Plan, particularly in relation to workplace culture. The outcomes have not yet been communicated to staff, we aim to release a full report of the Academic /PSS Audit results in December 2017 **(AP5.2)**.

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

The School will re-establish the E&D Committee in December 2017 to oversee the monitoring, implementation and evaluation of the Action Plan. The lead department representatives of the SAT will continue to monitor the implementation of the SAT Action Plan. The outgoing HoS will continue to support the E&D work as a critical friend. Additional members will be recruited to represent all protected characteristics within its remit. This membership will be reviewed annually and for an upper limit of 3 years from November 2017. This Committee will continue to be co-chaired by the E&D lead (Miles) and the HoSA (Williams) in close collaboration with the SR Director (O'Brien).

The E&D Committee membership includes additional PSS and student representatives. The Committee will meet at least four times per year and report to the School SPRC and Faculty E&D Committee. The Committee will oversee annual monitoring and evaluation of data around recruitment, promotion, student and staff profiles, administer future staff audits and oversee the School annual Action Plan. Staff and students will be updated on progress through regular reports in the monthly School Bulletin, and the School intranet site, established in September 2017 with secure log-in screen, will host the E&D monitoring data, audit results and annual action plans **(AP5.2)**.

**Section 3: Action Plan Summary**

AP1.3 - Representative of student body to be invited to E&D committee minimum of 1 for each of UGT/PGT/PGR.

AP5.2 - Increase the profile of E&D activities in the School; Conduct Annual E&D review of School data, including Staff Audit (Academic/ PSS/PGR); Publish the findings and implications of the Audit ; Seminar series to include guest speakers to address AS values; School E&D training sessions for new members and long-established senior staff.

**Section 3: [1000 words]**

## 4. A PICTURE OF THE DEPARTMENT

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

### 4.1. Student data

If courses in the categories below do not exist, please

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

N/a (no students on these programmes).

(ii) Numbers of undergraduate students by gender

The School offers 14 single and 2 joint honours programmes. All Departments apart from GDI offer UGT. Architecture's UG programme is offered jointly by the University of Manchester and Manchester Metropolitan University (MMU). Only the Architecture programme has part-time students (very small numbers which are incorporated in the total numbers).

The School profile of shows women as slightly over-represented at around 58.5% (Chart 5). Departments compare well against national averages (Chart 6), with the exception of MIE given disproportionate representation of women at national level. PEM is the one department where men outnumber women, although more even than national data. The School will keep these figures under review annually (**AP1.1**).

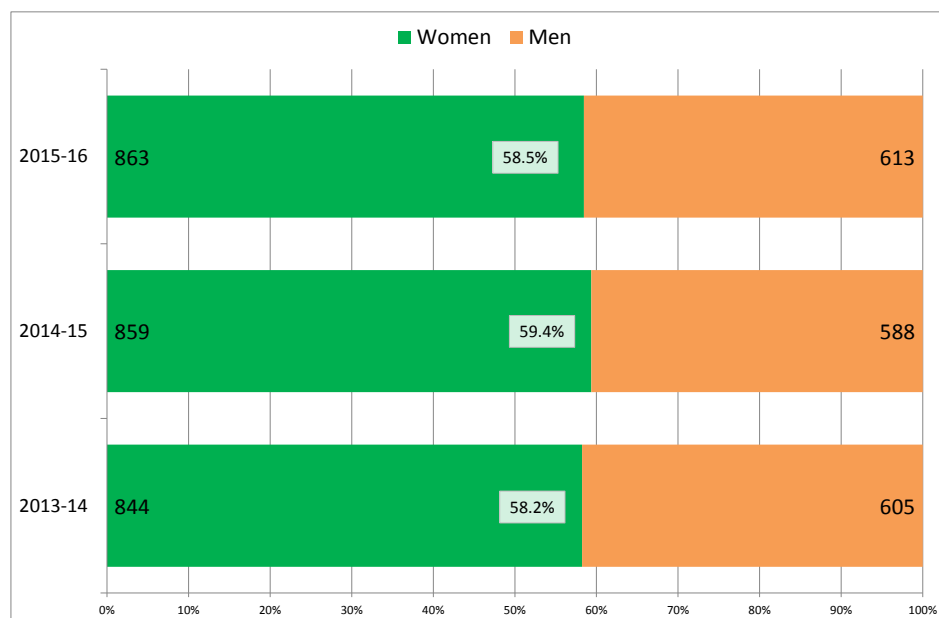
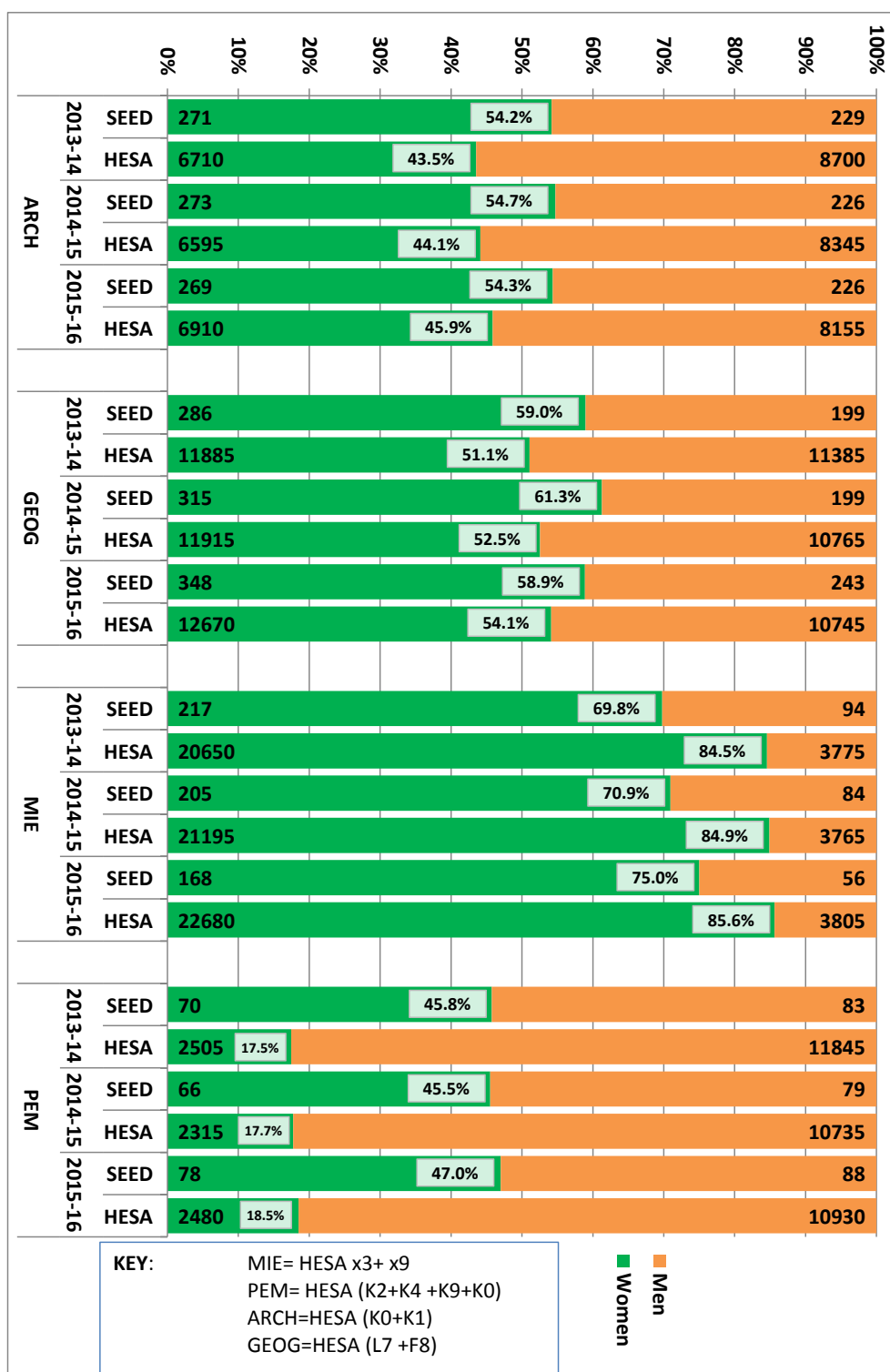


Chart 5: School UGT students 2013-2014 to 2015-2016 by gender



The Key outlines which JACS codes were combined to give an equivalent departmental total used for benchmarking (see Table 5)

**Chart 6: Departmental total UGT figures for all programmes including HESA  
Benchmarking Profile 2013-2014 to 2015-2016**

JACs Code and Description	
Architecture	K0 Broadly based programmes within Architecture, Building and Planning
Architecture	K1 Architecture
Geography	L7 Human and Social Geography
Geography	F8 Physical Geography
MIE	X3 Academic studies in Education
MIE	X9 Others in Education
PEM	K0 Broadly based programmes within Architecture, Building and Planning
PEM	K2 Building
PEM	K4 Planning (urban, rural and regional)
PEM	K9 Others in architecture, building and planning

**Table 5: JACs codes used in HESA benchmarking data**

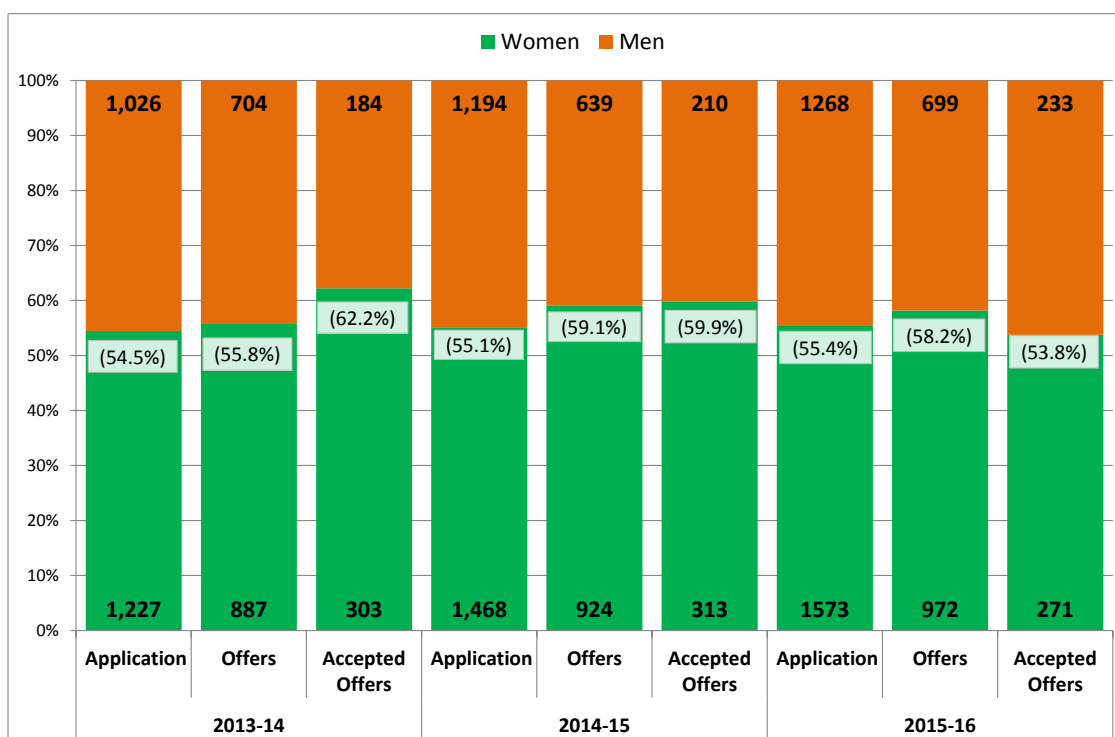
School applications have gender balance 55%W, 45%M in 2015-16 (Chart 7). Proportional to applications, more offers are made to women 62%W 2015-16 (Chart 8). Acceptance rates are even 17%W, 18%M 2015-16.

In Departments the same patterns exist, apart from PEM where applications from male students are slightly in the majority (Chart 9). Nonetheless, PEM consistently makes proportionally more offers to women (Chart 10).

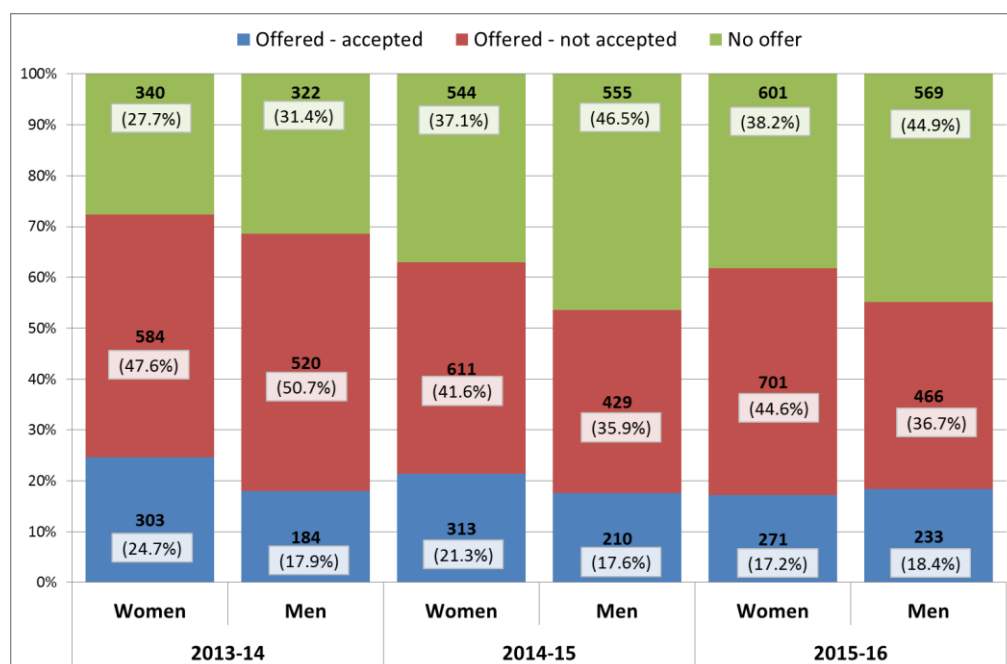
Since 2013-14 in all departments but Geography, the University has required a higher grade tariff for UGT (minimum entry requirement of BBB), leading to decreased applications for MIE and PEM. In all departments except Architecture, the proportion of women accepting offers has also seen reduction. Strategies to achieve gender balance in all departments will be developed and implemented, and this data will be reviewed annually (**AP1.1**).

The School has strength in attracting high quality female applicants, which it will work to maintain. At the same time, it must work to address reduced numbers of applications, while achieving/maintaining balanced intakes. This requires better monitoring data to be gathered to inform future strategy (**AP1.1**). We will create fine-grained departmental action plans to better understand and respond to the reasons why departments like Architecture and PEM attract more male applicants, and more lower quality male applicants (**AP1.1**).

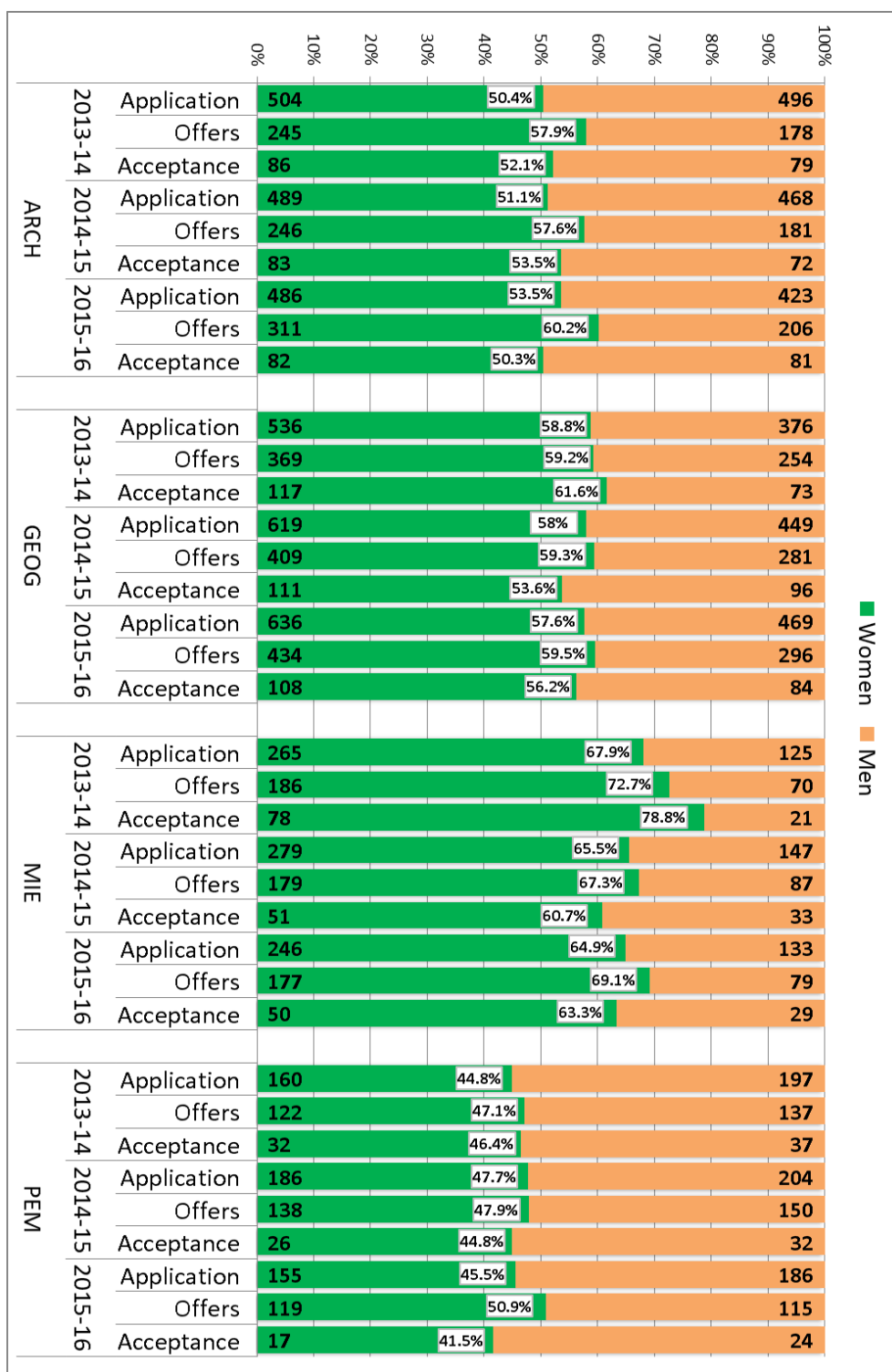
We will undertake annual reviews to address issues identified, including identifying more appropriate benchmarking data (**AP1.1**).



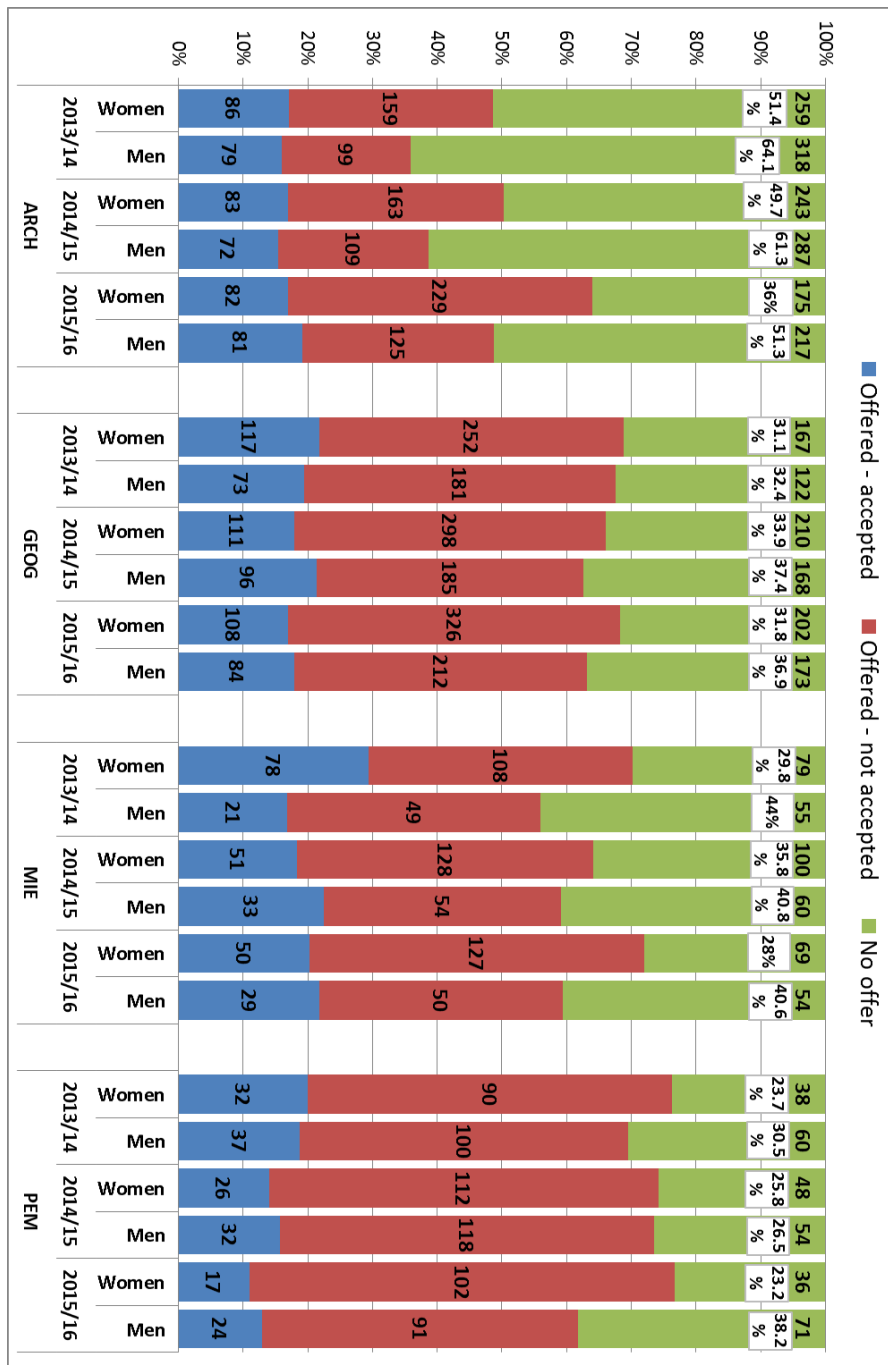
**Chart 7: School UGT application process indicating frequencies and gender proportions at each application stage 2013-2014 to 2015-2016**



**Chart 8: School UGT application process indicating gender profile in application outcomes 2013-2014 to 2015-2016**



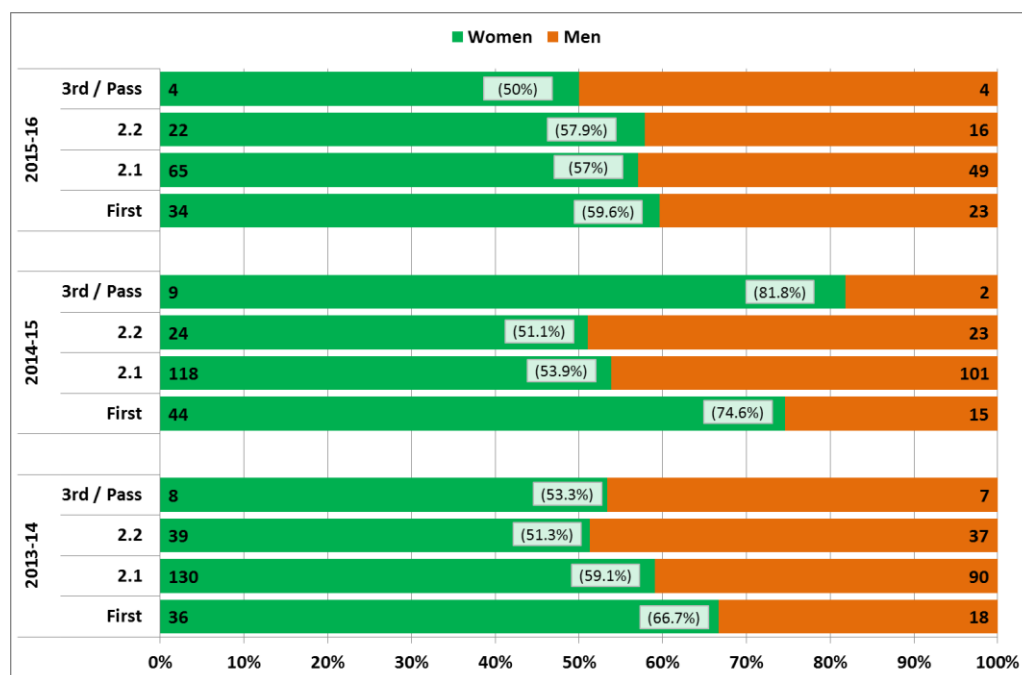
**Chart 9: Departmental UGT application process indicating frequencies and gender proportions at each stage 2013-2014 to 2015-2016**



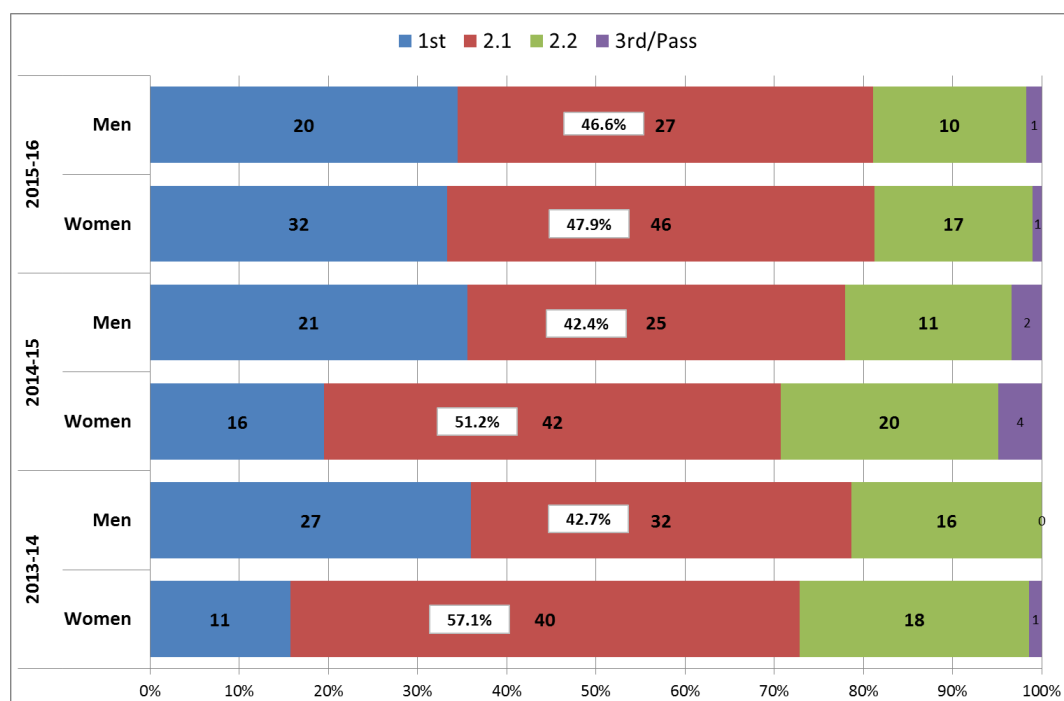
**Chart 10: Departmental UGT application process indicating gender profile in application outcomes 2013-2014 to 2015-2016**



School data (Chart 11) shows that a higher percentage of women gain a First and women are the majority in all grade categories. Looking at the distribution of grades it is evident that women get proportionally less Firsts than men, but this gap has closed in the 2015-16 data (Chart 12).



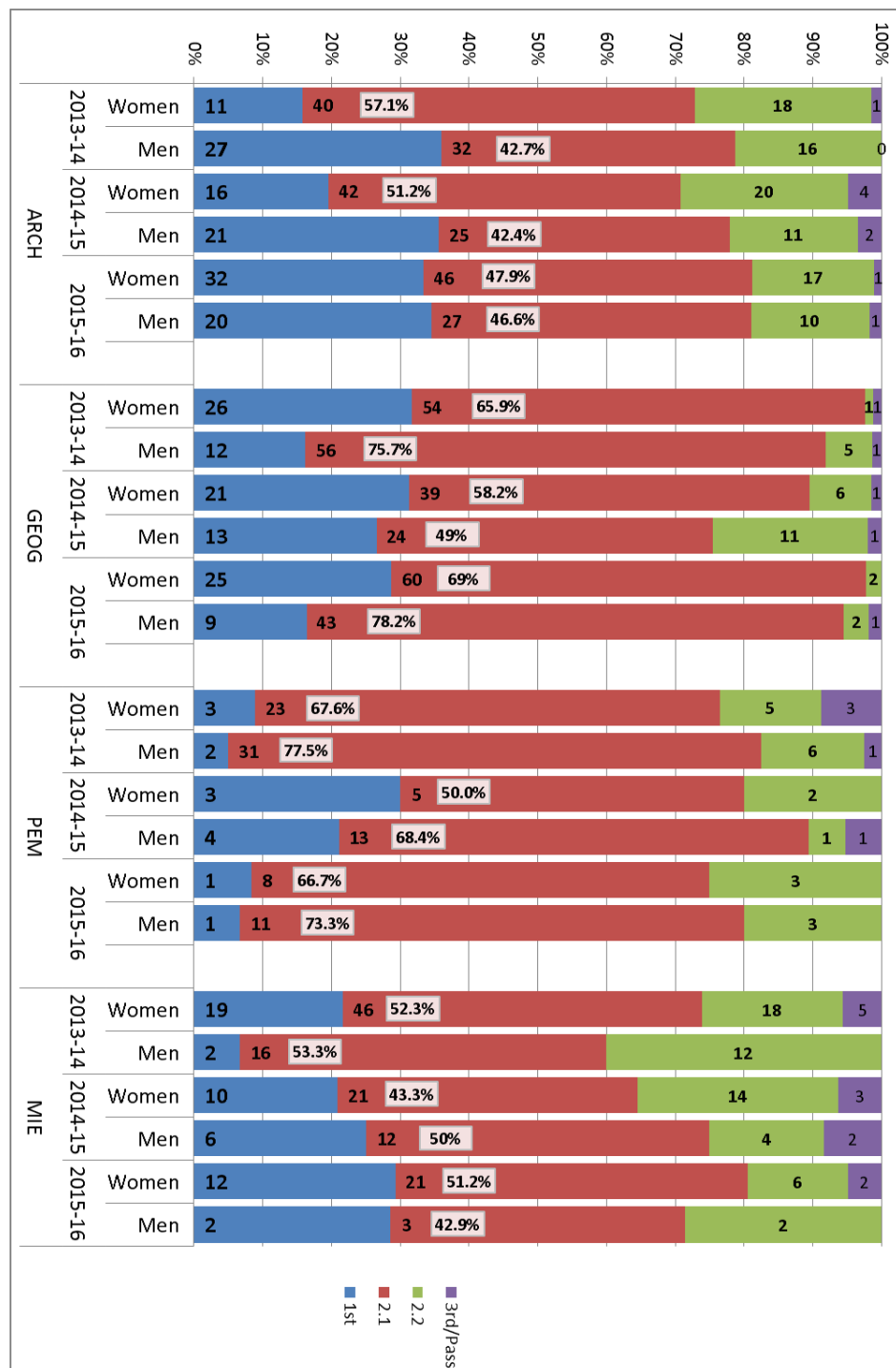
**Chart 11: School level UGT degree attainment 2013-2014 to 2015-2016, by gender showing the percentages of men and women at each grade.**



**Chart 12: School level UGT gender profiles of degree attainment for 2013-2014 to 2015-2016. Percentages show the distribution of grades by gender**

In departments (Chart 13) this same trend can be viewed, with some variation in % difference year-on-year. A higher proportion of women than men achieve first class

degrees in Geography. Until 2015-16 a disproportionate number of men in Architecture achieved firsts compared to women. PEM shows a drop between 30% of women gaining a first in 2014-15 falling to 8% in 2015-16, but year-to-year variations in PEM data are affected by the very small numbers on these programmes.



**Chart 13: Department level UGT gender profiles of degree attainment 2013-2014 to 2015-2016. Percentages show the distribution of grades by gender**

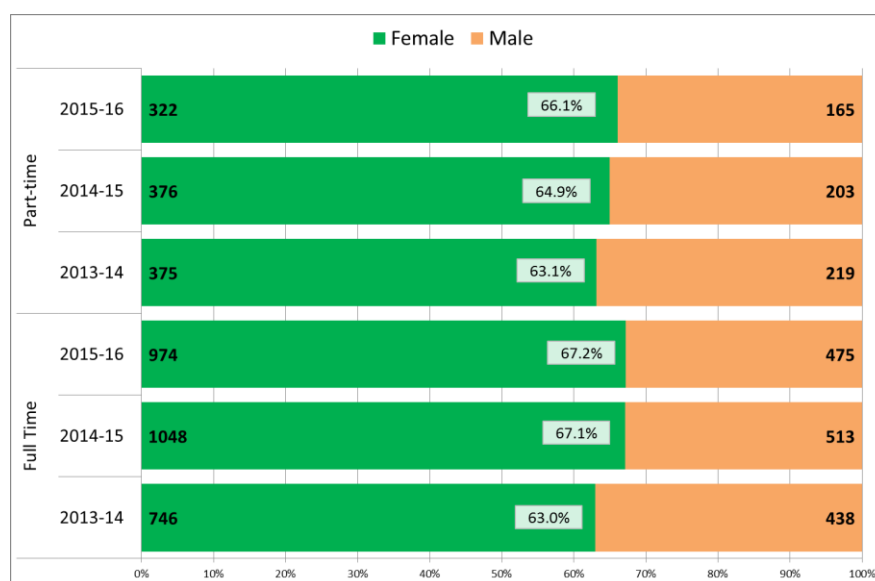
(iii) Numbers of men and women on postgraduate taught degrees

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

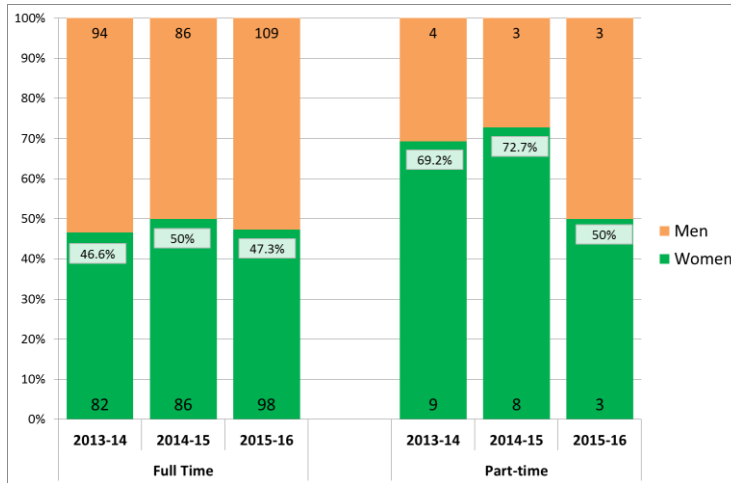
The School offers 63 PGT programmes, including Initial Teacher Training. Around 80% of programmes offer a part-time route.

Women are in the majority of full-time students 63-67% (Chart 14). At departmental level this is reflected within MIE and GDI (Charts 16 and 18). MIE with its initial teacher training programme, has high numbers of female students (67-74%). GDI had a peak recruitment year in 2014 (96%W), with large numbers of full-time female Chinese students registering (following a change in School policy around pre-sessional English). Geography and PEM (Charts 17 and 19) both have lower % of full-time female students, averaging around 50% or slightly lower. Reflecting on these trends we need to gain a better understanding of recruitment patterns through fine grained departmental action plans (AP1.1).

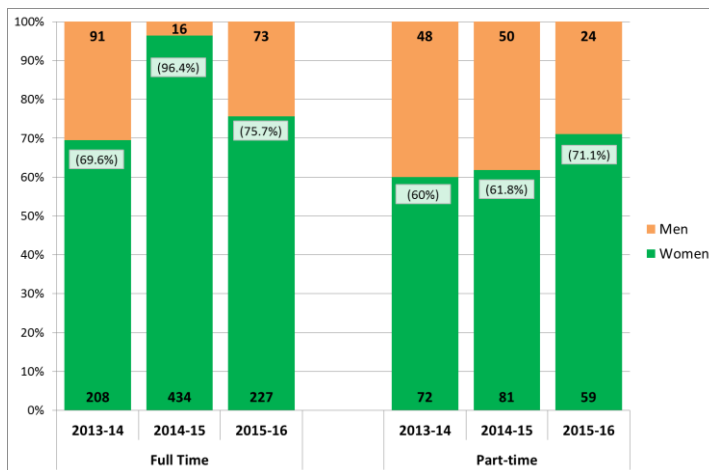
The PGT part-time profile shows women in the majority 62-66% (Chart 14). In departments MIE and GDI have much higher numbers of part-time students (mainly distance learning, or part-time programmes), and women here are in the majority. PEM and Geography have fewer part-time students and it is difficult to identify trends.



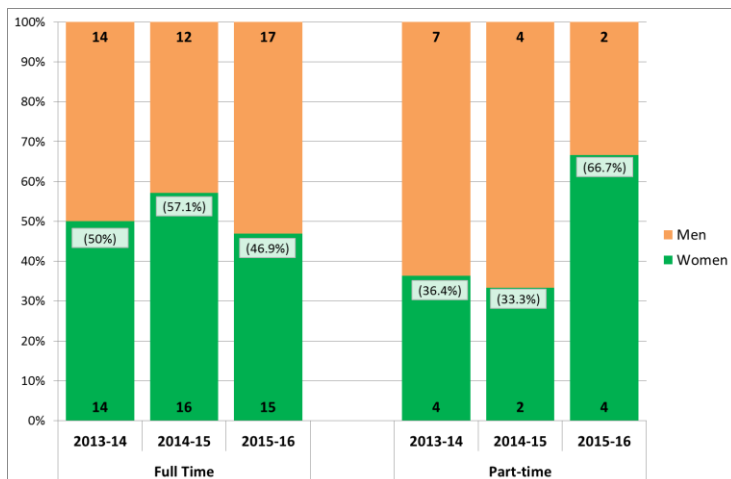
**Chart 14: School profile of FT/PT PGT students by gender from 2013-2014 to 2015-2016**



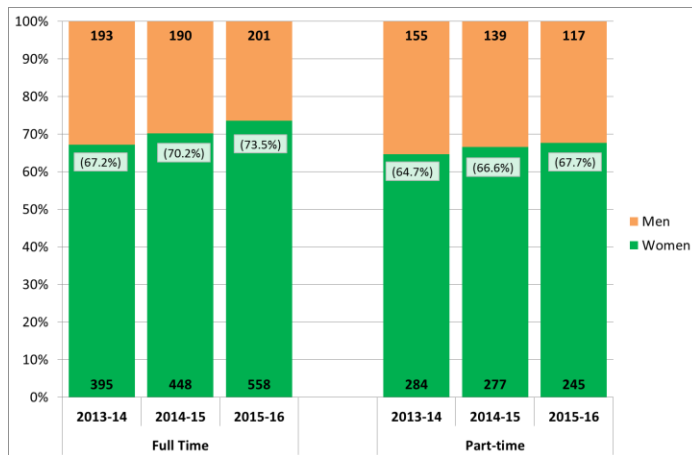
**Chart 15: Architecture FT/PT PGT students by gender 2013-2014 to 2015-2016**



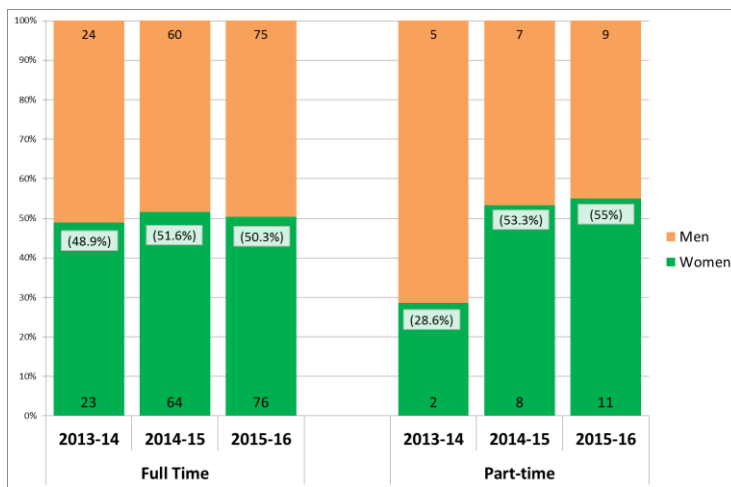
**Chart 16: GDI FT/PT PGT students by gender 2013-2014 to 2015-2016**



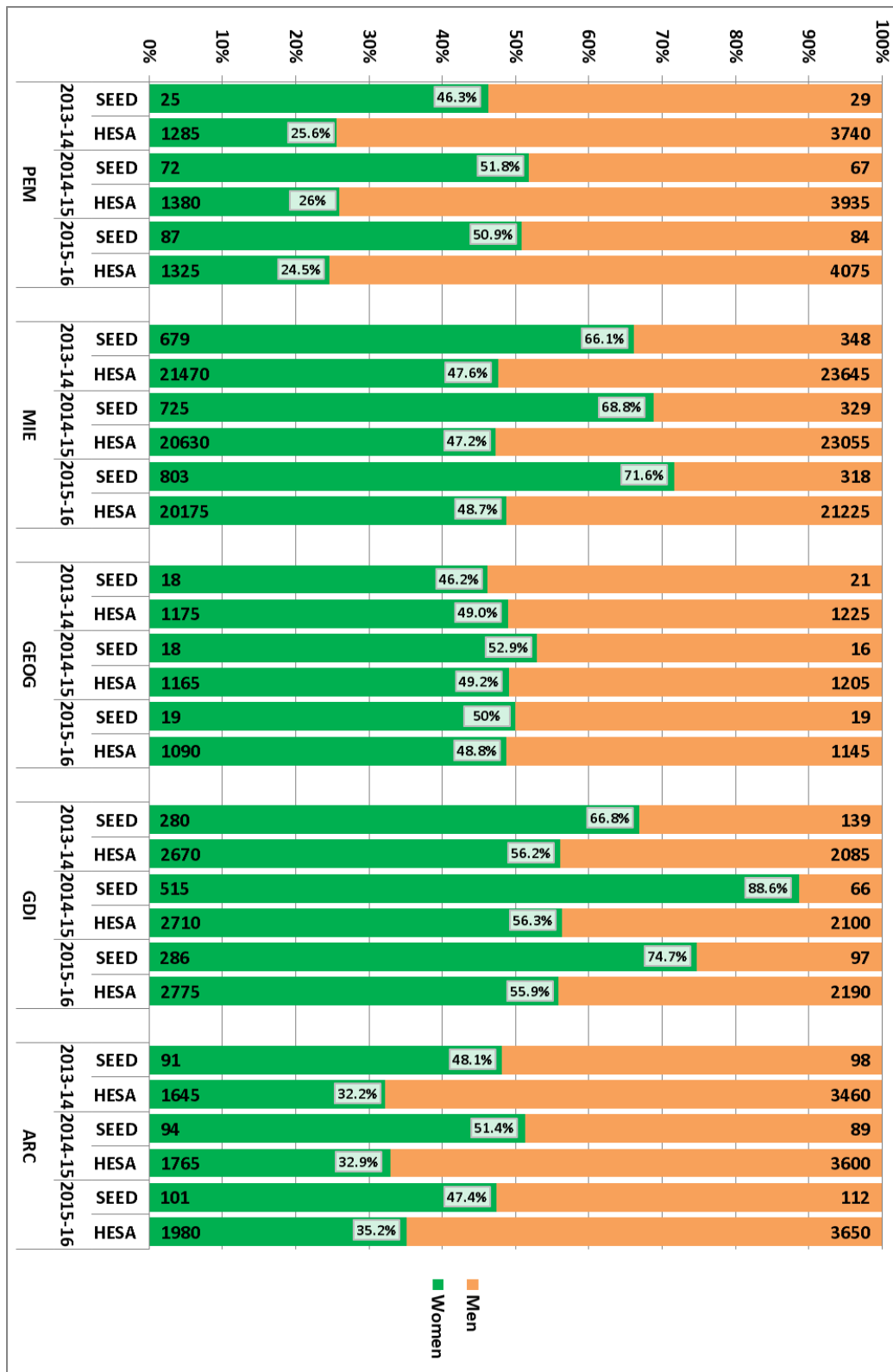
**Chart 17: Geography FT/PT PGT students by gender 2013-2014 to 2015-2016**



**Chart 18: MIE FT/PT PGT students by gender 2013-2014 to 2015-2016**



**Chart 19: PEM FT/PT PGT students by gender from 2013-2014 to 2015-2016**



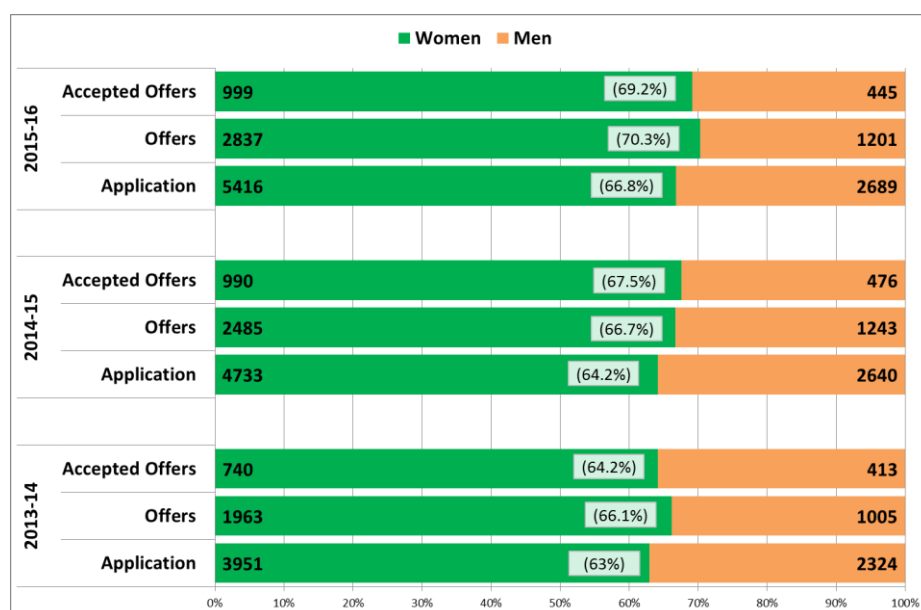
JACS codes were combined to give an equivalent departmental total used for benchmarking (see Table 6)

**Chart 20: Departmental total PGT figures for all programmes including HESA  
Benchmarking Profile 2013-2014 to 2015-2016**

Department	JACs Code and Description
Architecture	K0 Broadly based programmes within Architecture, Building and Planning
Architecture	K1 Architecture
GDI	L8 Development Studies
GDI	N6 Human Resource Management
Geography	L7 Human and Social Geography
Geography	F8 Physical Geography
MIE	X3 Academic studies in Education
MIE	X9 Others in Education
MIE	X2 Research and Study Skills in Education
MIE	X1 Training Teachers
PEM	K0 Broadly based programmes within Architecture, Building and Planning
PEM	K2 Building
PEM	K4 Planning (urban, rural and regional)
PEM	K9 Others in architecture, building and planning

**Table 6 – JACs codes used in PGT HESA Benchmarking Table**

Women made 63% of the applications (combined totals of FT/PT ) in 2013-14 increasing to 67% in 2015-16 (Chart 21). Women account for the majority of PGT offers and acceptances (Chart 22). Of those women who applied, offers were made to 50% in 2013-14 and 52% in 2015-16; this is a higher proportion compared to that of men but the data also show a more balanced accepted offers proportion.



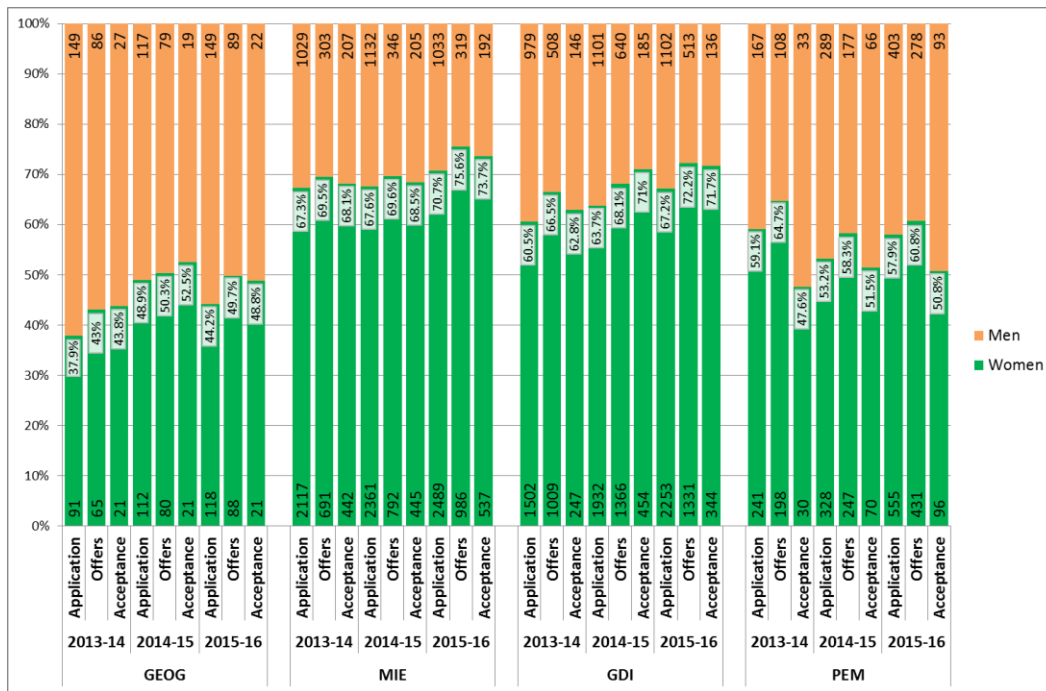
**Chart 21: School PGT application process indicating frequencies and gender proportions at each application stage 2013-2014 to 2015-2016**



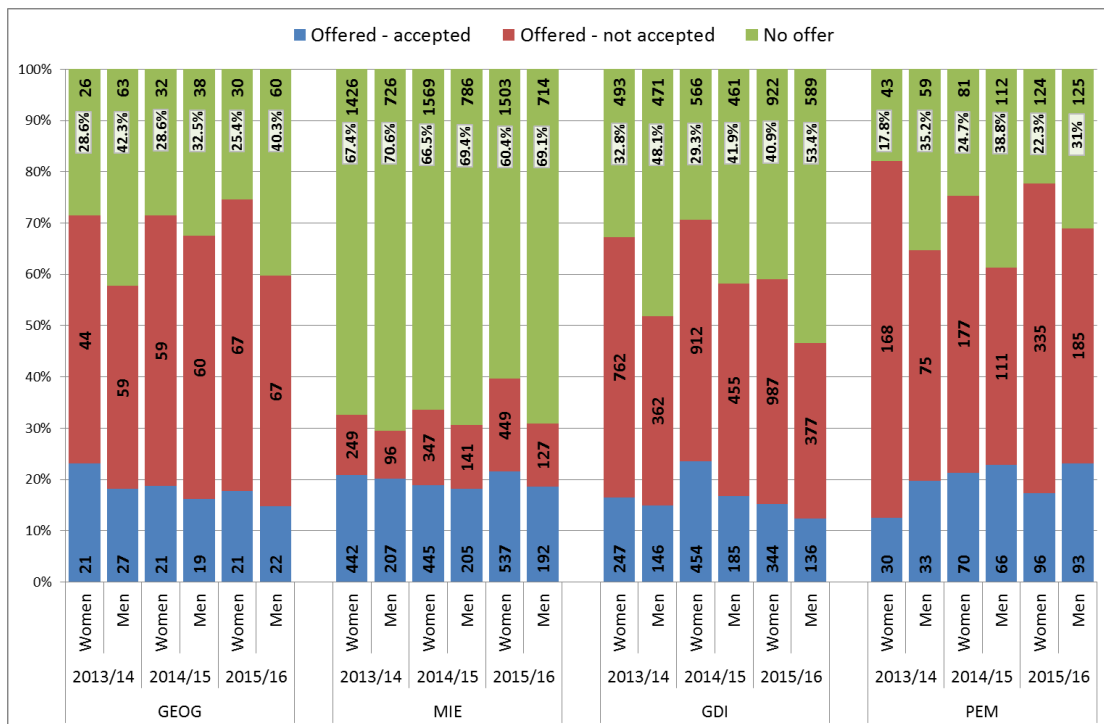
**Chart 22: School PGT application process Indicating gender profiles for 2013-2014 to 2015-2016**

In departments, the majority of applications were in MIE and GDI, with women applicants in the majority (Chart 23). For Geography, most applications were made by men, although the difference is decreasing. MIE, GDI and Geography make a greater proportion of offers to women, and receive most acceptances from women (Chart 24), with Geography at the lower end. PEM receives more applications from men, but makes proportionally more offers to women, however the acceptance rate is lower amongst women than men. These considerations demonstrate the need to review gender/ethnicity balance in promotional and admissions material at departmental level (AP1.2).





**Chart 23: Departmental PGT application process indicating frequencies and gender proportions at each application stage 2013-2014 to 2015-2016**



**Chart 24: Department application process indicating gender profile in application outcomes 2013-2014 to 2015-2016**

At School level the majority (88 to 93%) of Full Time PGT students complete their programme within 2 years, with no substantive difference by gender (chart 25). The majority of PT PGT students finish within programme timescales, with no discernible trends over the 2009-2011 cohorts by gender. While withdrawal rates are comparable by gender for FT students (Chart 26), a higher proportion of men withdrew in 2009, and of women in 2010, and similar proportions withdrew in 2011 for PT students.

We did not have access to departmental level data but this will be addressed in the action plan (AP6.1).

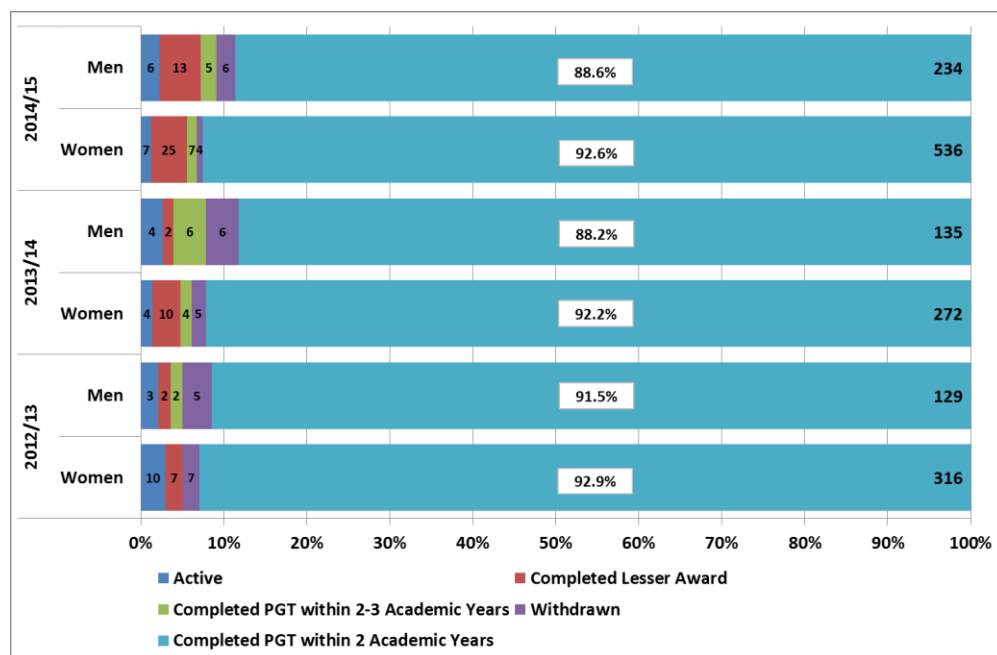


Chart 25: School PGT full time Completion Data for men and women

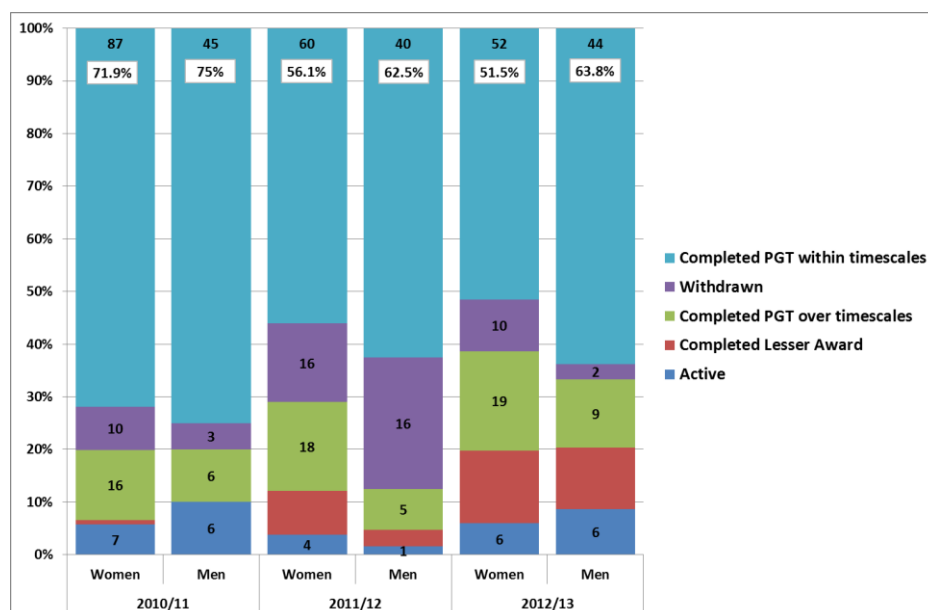
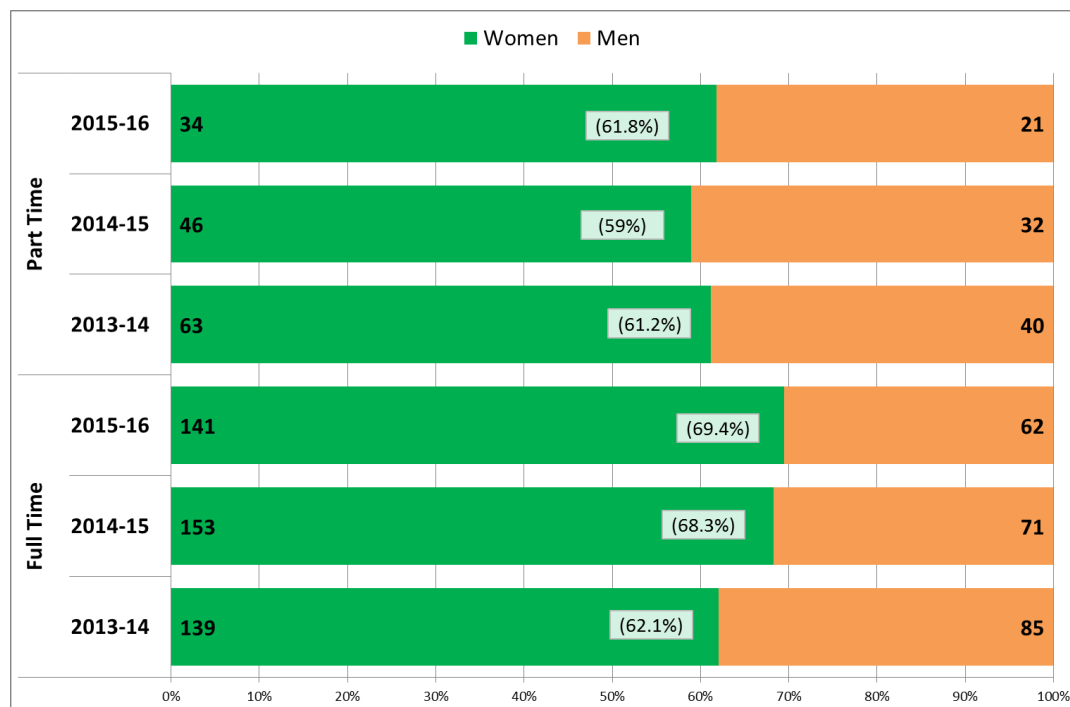


Chart 26: School PGT part-time Completion Data for men and women

(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.

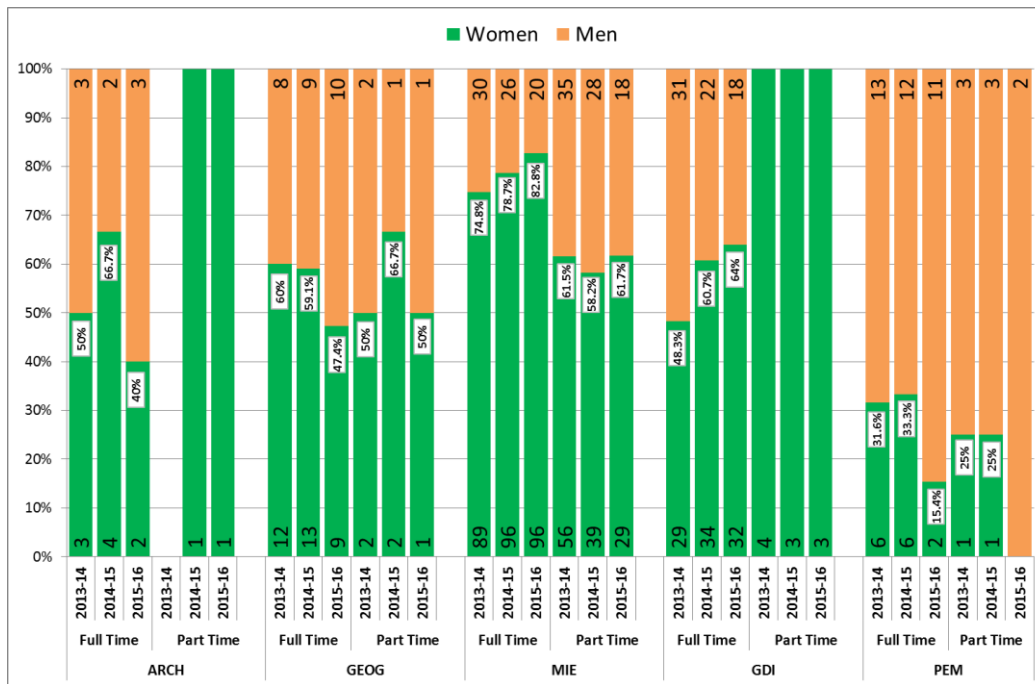
The majority of PGR students are full-time (203 FT 55PT in 2015-16). Within the full-time cohort women are in a majority (62% in 2013 rising to 69% in 2015, Chart 27).



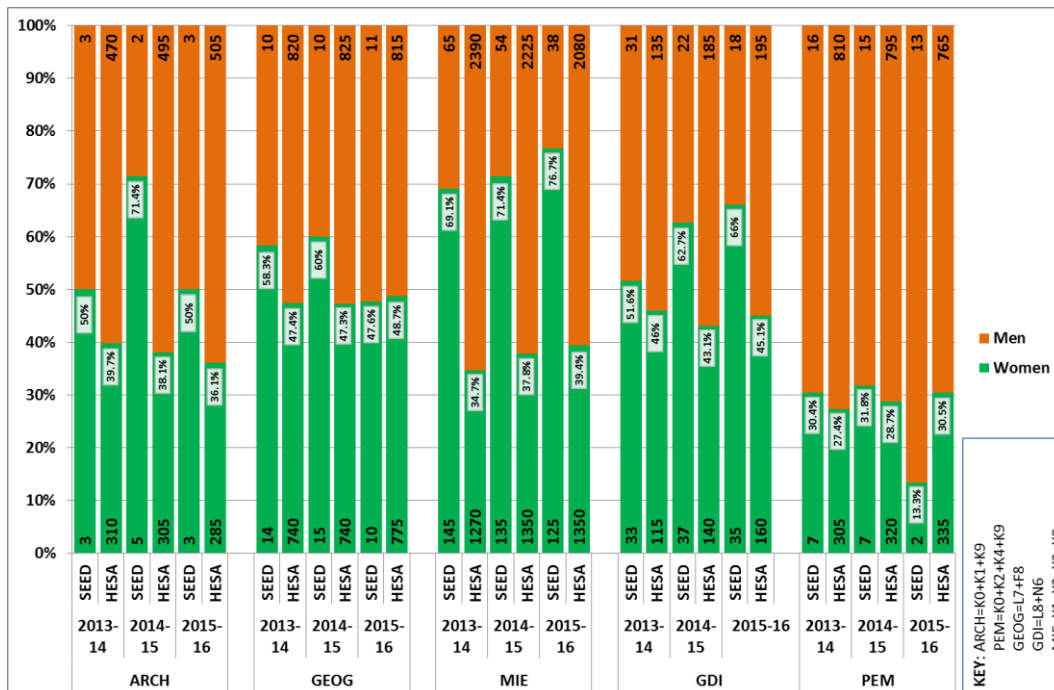
**Chart 27: School PT/FT PGR students frequencies and gender proportions 2013-2014 to 2015-2016**

Each department offers PGR programmes, MIE and GDI have much higher numbers than Geography and PEM, and Architecture has very low numbers (Chart 28). PEM and Geography have less women than men, although both have until recently exceeded the national average (Chart 29). The number of PGR students in PEM is small, but the gender balance is poor. Our aim is to create fine-grained departmental plans to better understand, monitor and respond to the gender and ethnicity imbalances in applications, offers and acceptances (**AP1.1**).

The number of part-time students in the School is so small that it is difficult to identify trends. Numbers of part-time students have been falling since 2013 (103 students in 2013 to 55 students in 2015). MIE has the majority of part-time students, mainly due to the nature of the PGR programmes it offers, such as professional doctorates. The total number of part-time students in MIE has been falling steadily from 91 in 2013-14 to 47 in 2015-16. This reduction in PGR part-time numbers is mainly due to an increased entry requirement for this route, to match the full-time. Part-time numbers will be kept under review (**AP1.1**).



**Chart 28: Department PT/FT PGR students frequencies and gender proportions 2013-2014 to 2015-2016**



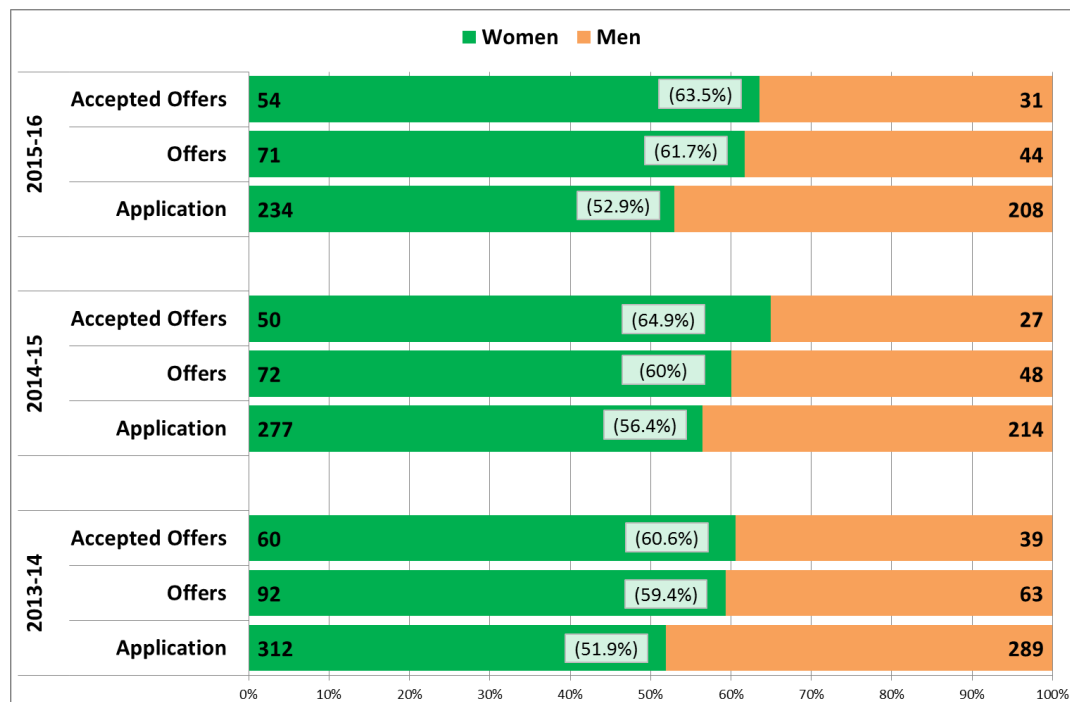
JACS codes were combined to give an equivalent departmental total used for benchmarking (see Table 7)

**Chart 29: Departmental total PGR figures and gender proportions including HESA Benchmarking 2013-2014 to 2015-2016**

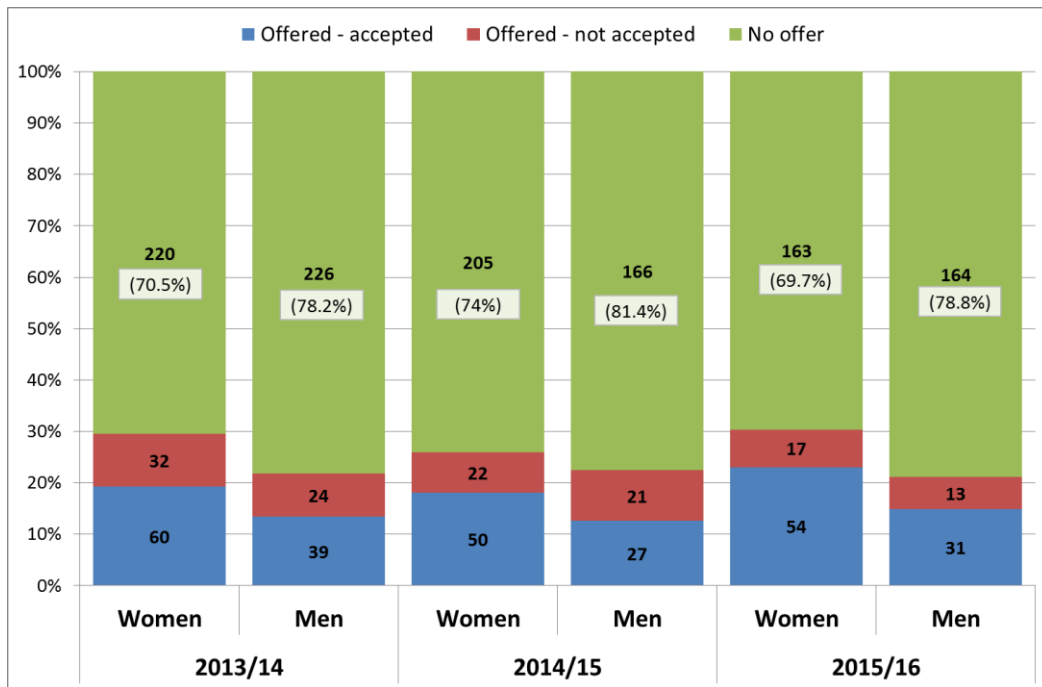
Department	JACs Code and Description
Architecture	K0 Broadly based programmes within Architecture, Building and Planning
Architecture	K1 Architecture
GDI	L8 Development Studies
GDI	N6 Human Resource Management
Geography	L7 Human and Social Geography
Geography	F8 Physical Geography
MIE	X3 Academic studies in Education
MIE	X9 Others in Education
MIE	X2 Research and Study Skills in Education
MIE	X1 Training Teachers
PEM	K0 Broadly based programmes within Architecture, Building and Planning
PEM	K2 Building
PEM	K4 Planning (urban, rural and regional)
PEM	K9 Others in architecture, building and planning

**Table 7: JACs codes used in PGR HESA Benchmarking**

A slightly higher proportion of applications are made by women (53% in 2015-16, chart 30), of these applications a higher proportion of offers are made to women than men (30%W 21% M in 2015-16, Chart 31), with women accepting offers marginally less than men (23%W, 25%M 2015-16, Chart 31).



**Chart 30: School PGR application process with frequencies and gender (women) proportions of each stage from 2013-2014 to 2015-2016**



**Chart 31: School PGR application outcomes indicating gender profiles from 2013-2014 to 2015-2016**

There are differences by departments. The majority of applications were made to MIE and GDI, with more women applying to MIE than men, and slightly more men applying to GDI than women (Charts 32 and 33). Architecture, Geography and PEM have seen steadily increasing numbers of women applying across the three years.

MIE, Geography and GDI generally make more offers to those women who apply, and those women who have offers made are more likely to accept them. It is difficult to determine trends in Architecture due to the small numbers involved. In PEM offers being made are more gender balanced than previously which is a promising trend (AP1.1 and AP1.2).

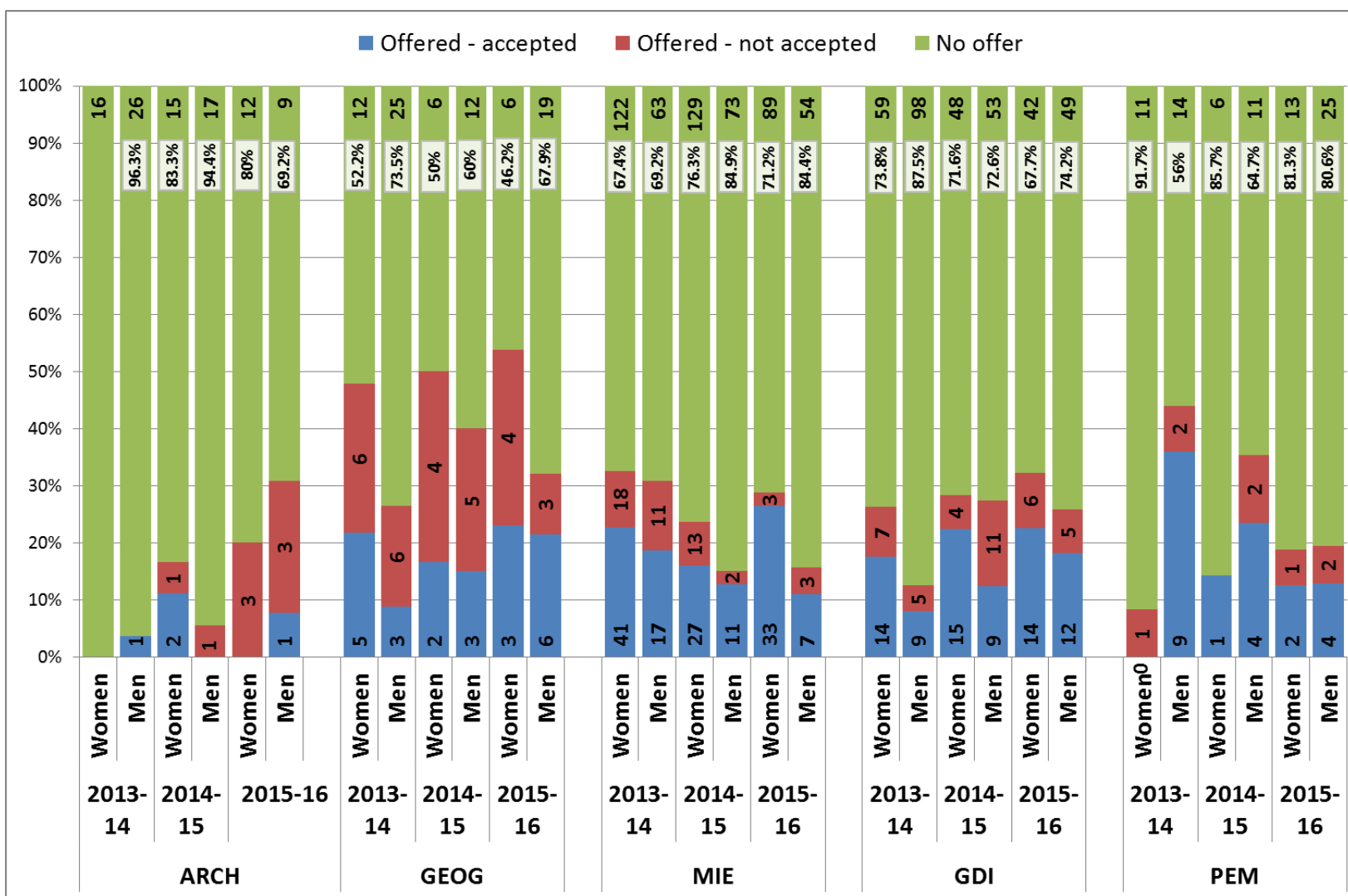


Chart 32: Departmental PGR application outcomes indicating gender profiles from 2013-2014 to 2015-2016

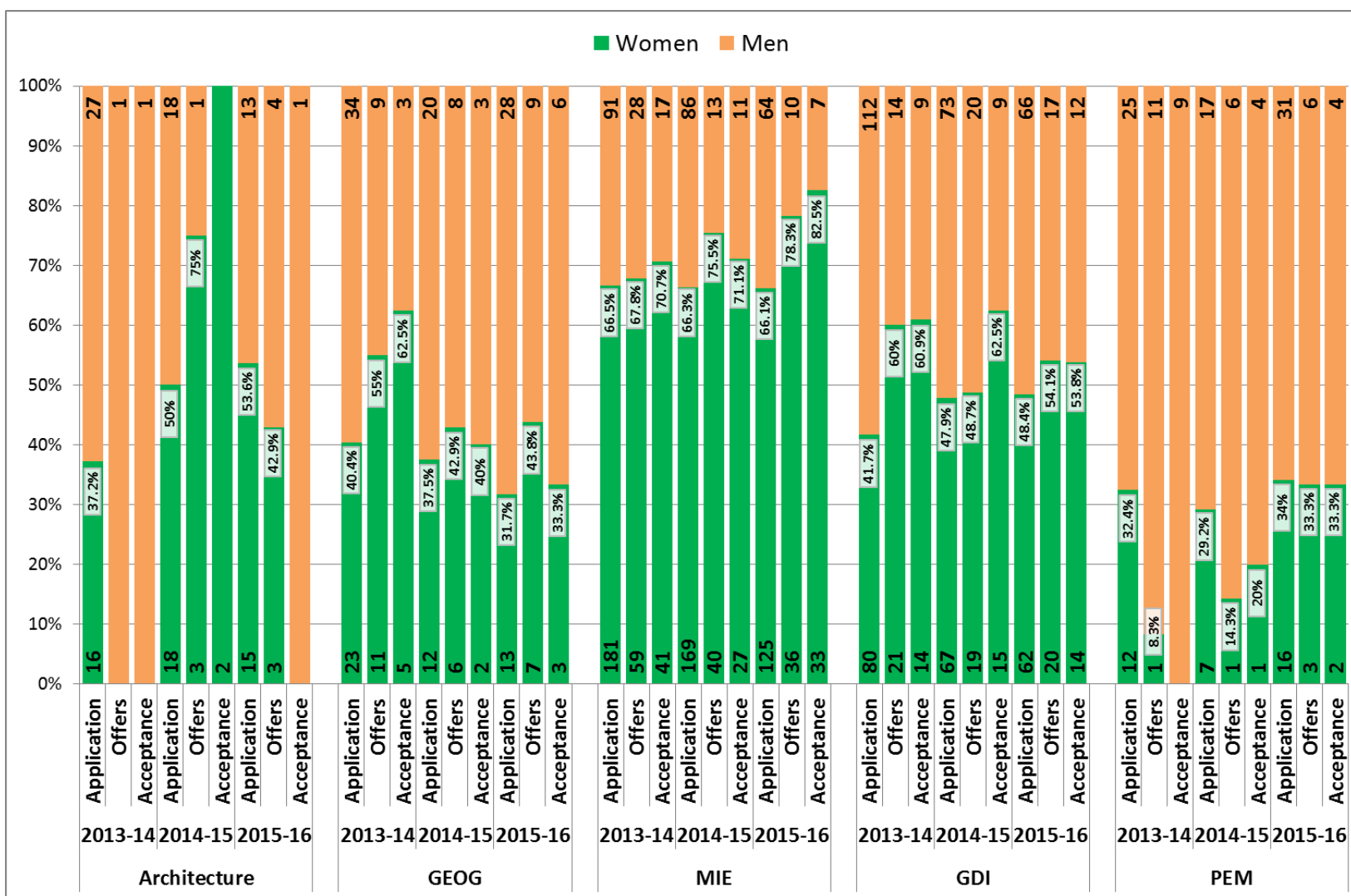
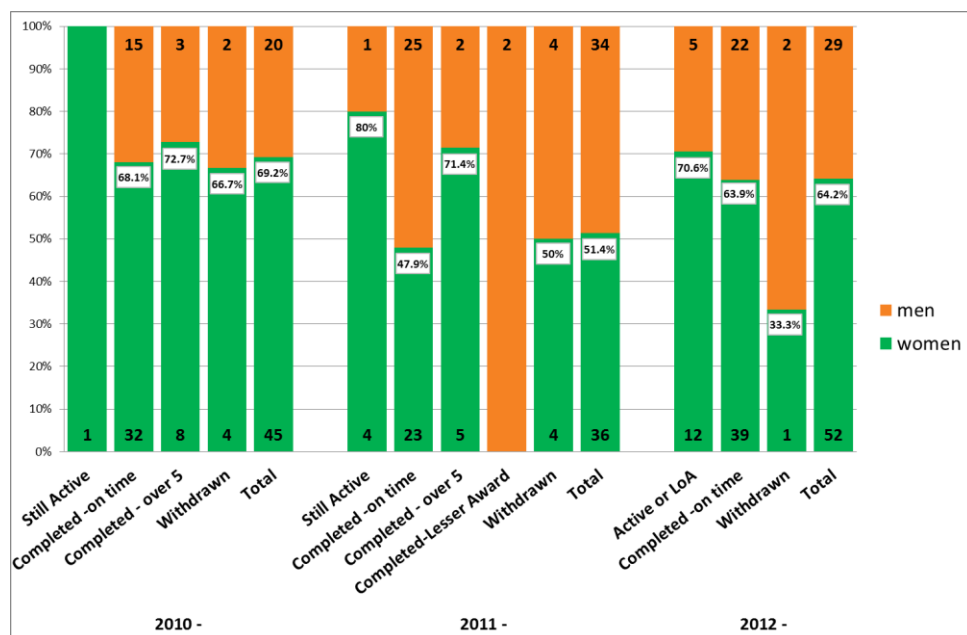


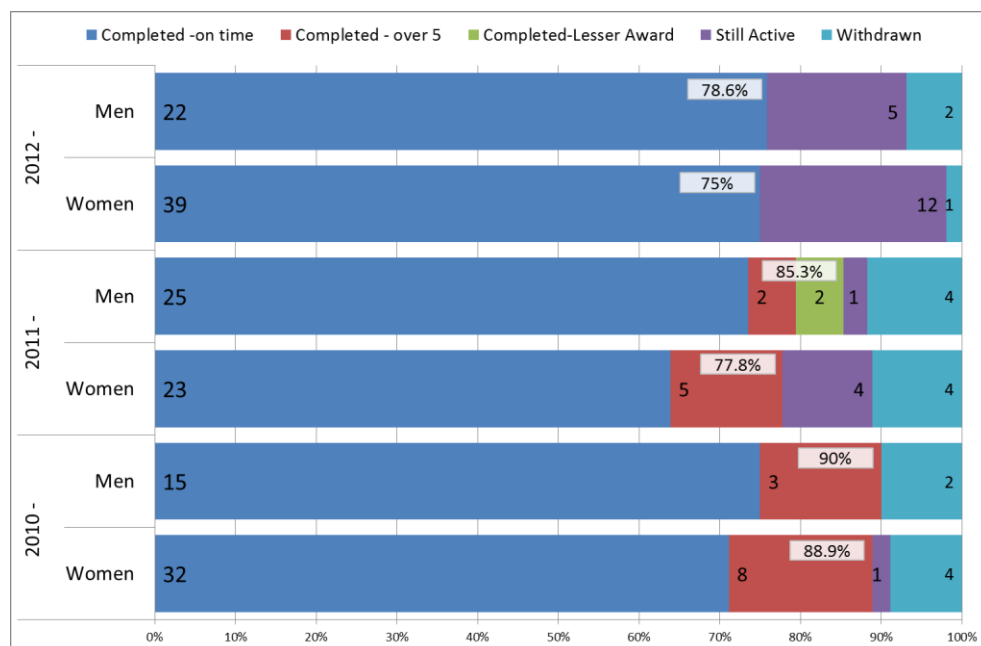
Chart 33: Departmental application process, indicating frequencies and gender proportions for each application stage from 2013-2014 to 2015-2016



The majority of FT PGR students complete within 5 years (Chart 34), with no substantive difference by gender (Chart 35). 20



**Chart 34: PGR FT degree completion categories for 2010-2011 to 2012 -2013 entrants, by gender**



**Chart 35: Women and Men School PGR FT Completion Profiles**

With small numbers of PT PGR students it is hard to discern trends (Charts 36 and 37). However there appears to be high number of withdrawn students, this is interpreted as early identification of student issues leading to early withdrawal. The entrance requirements have been strengthened, as has support for students, although time-lag

in this data means these changes are not yet represented. We will keep this issue under review (AP1.1).

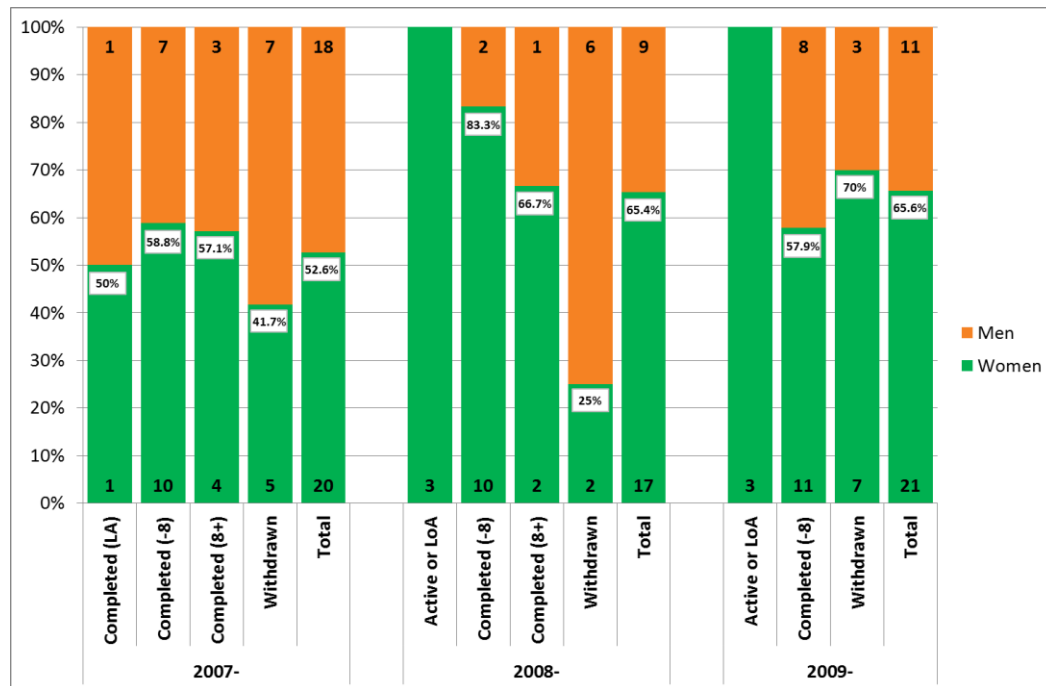


Chart 36: School Profile PGR PT Completion

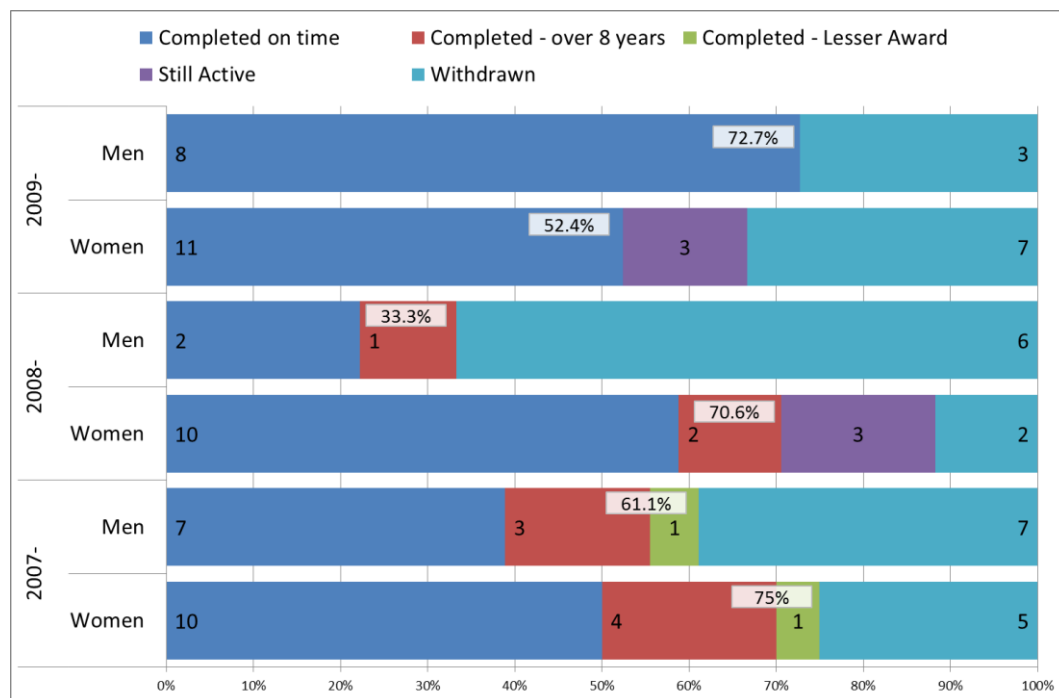


Chart 37: Women and Men School PGR PT Completion Profiles

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Student pipeline progression is particularly challenging to evaluate in SEED, as the PGT provision predominantly draws students from other universities and the UGT/PGT programmes offered through the departments are significantly different in their target demographic. The PGT programmes in Geography focus on specialisms, and so have a much smaller intake than UGT. In PEM, the UGT/PGT profile of female students is healthy, albeit not as high as the other departments (but matches the national benchmark).

In PGR our action plan focuses on the monitoring and analysis of the decreasing intake, as well as a comprehensive review of promotional material, targeted promotion, review of gender presence at interviews, as contacts for information, prominence of information pertinent to students who are parents and have childcare responsibilities (**AP1.1 & AP1.2 & AP1.4 & AP5.5**).

**Section 4.1: Action Plan Summary**

AP1.1 - Produce reports of student profiles; Create action plans to respond to gender and ethnicity imbalances.

AP1.2 - Monitor promotional materials, and recruitment policies and practices; Adopt good practice.

AP1.4 - To work with PGR Reps to design a PGR Audit.

AP5.5 Use information gathered from PGR Audit (see **AP1.4**) to identify equalities issues among PGR students; To draw up an action plan to respond to those issues identified.

## 4.2. Academic and research staff data

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

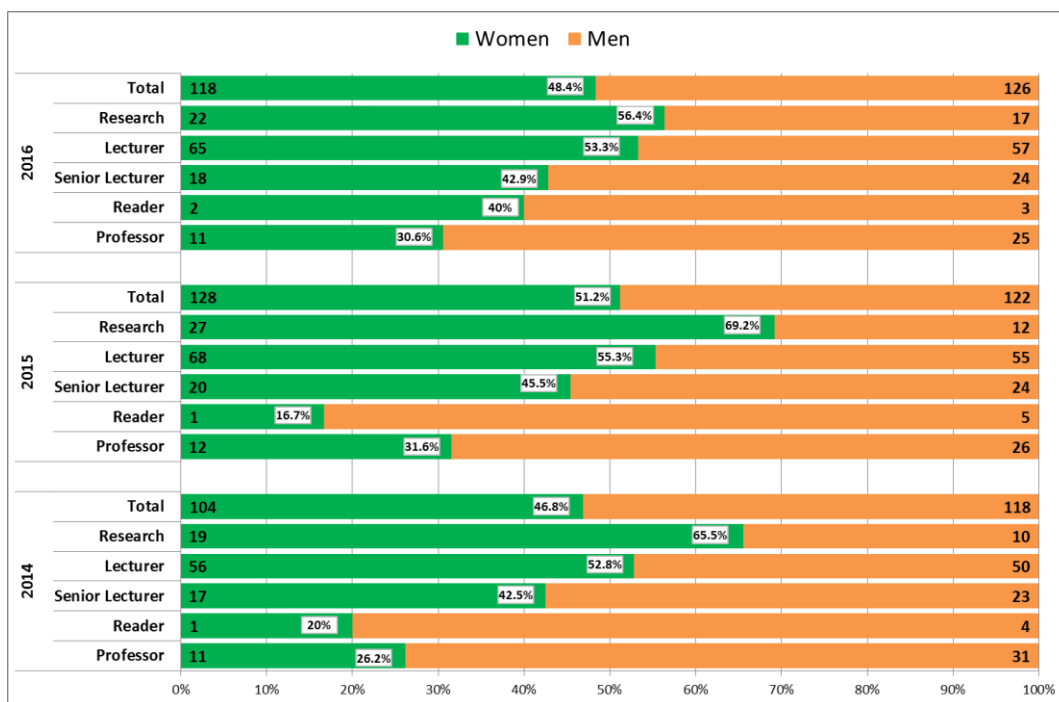
Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Women accounted for 48% of academic roles (including research only posts) in 2016-17, which reflects the three year period we consider (2014-15 to 2016-17) (Chart 38).

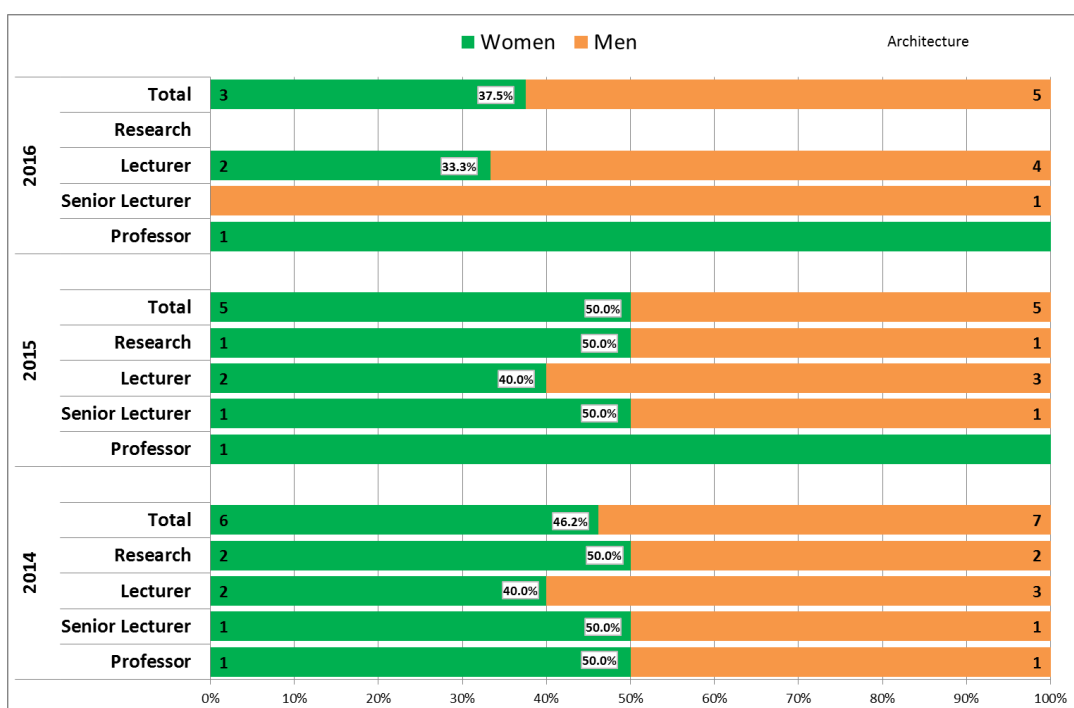
Role distribution is uneven; 53% of Lecturers, 43% of Senior Lecturers and 31% of Professors in 2016-17 (Chart 38).

Efforts to support the careers of women in fixed-term posts and to encourage applications to more senior roles are a central part of the Action Plan (**AP2.1 and AP2.2**). The School's complexity, interdisciplinary nature and non-standard departmental structure makes it hard to find appropriate benchmarking in the sector, and is another challenge to address (**AP2.3**).

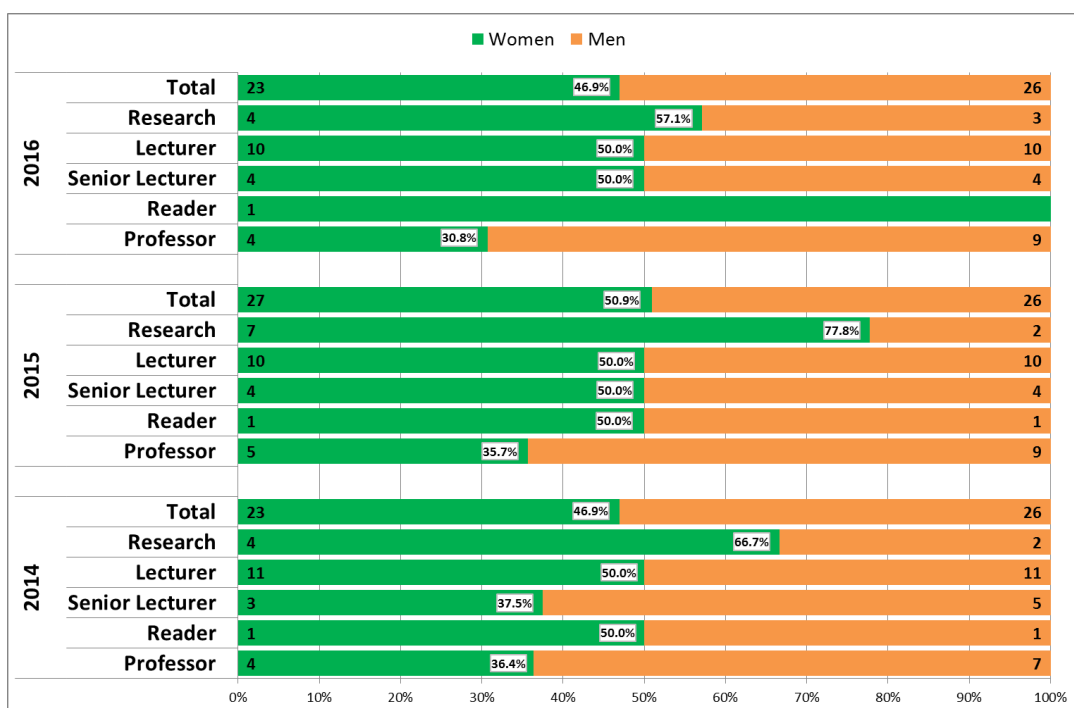
The School has a mixed demographic of academic and research staff, depending on the department profile (Charts 39-43). Most departments have a relatively balanced gender mix. PEM is the outlier (31% women). The distribution of women amongst roles and career levels also varies between departments though most follow the pattern of decreasing representation from Lecturer/Senior Lecturer/Professor. In particular, the Academic Staff Audit identifies the need to introduce systematic support for women to consider and discuss promotion in their annual P&DRs, for which reviewers need appropriate training and awareness, as well as ensuring access to mentoring, coaching, role modelling and offering feedback on applications. We recognise that this is a major concern and have developed inter-connected Action Points (**AP3.3, AP3.4, AP3.5, AP4.1**).



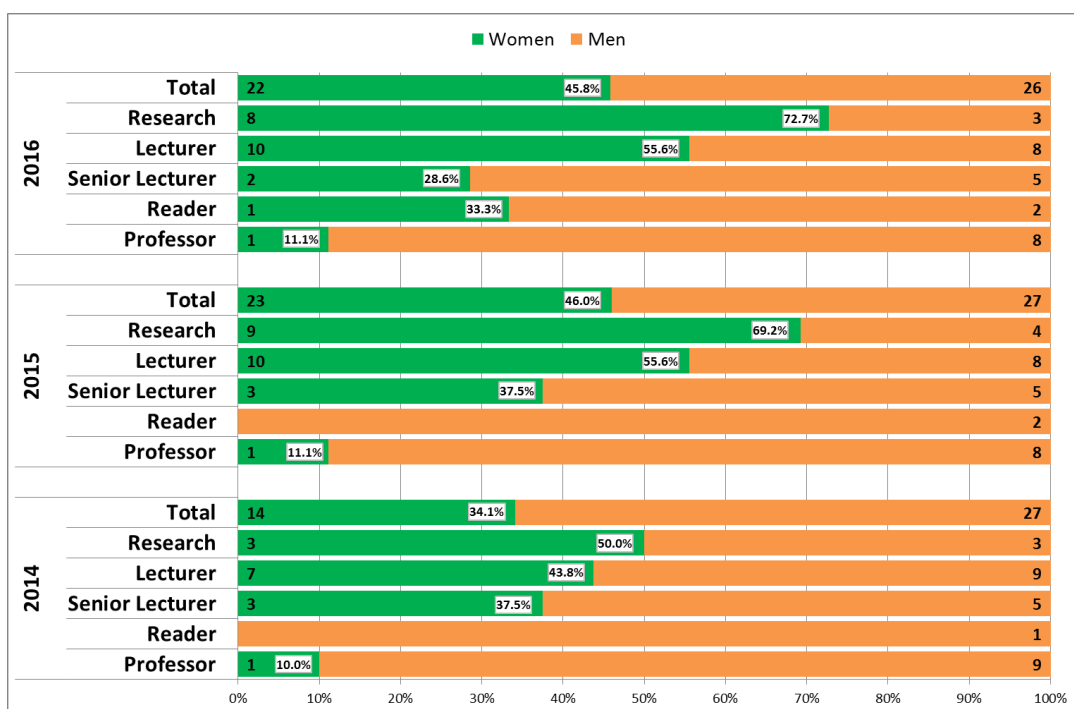
**Chart 38: School Profile indicating proportion of women across academic roles, 2014-2016**



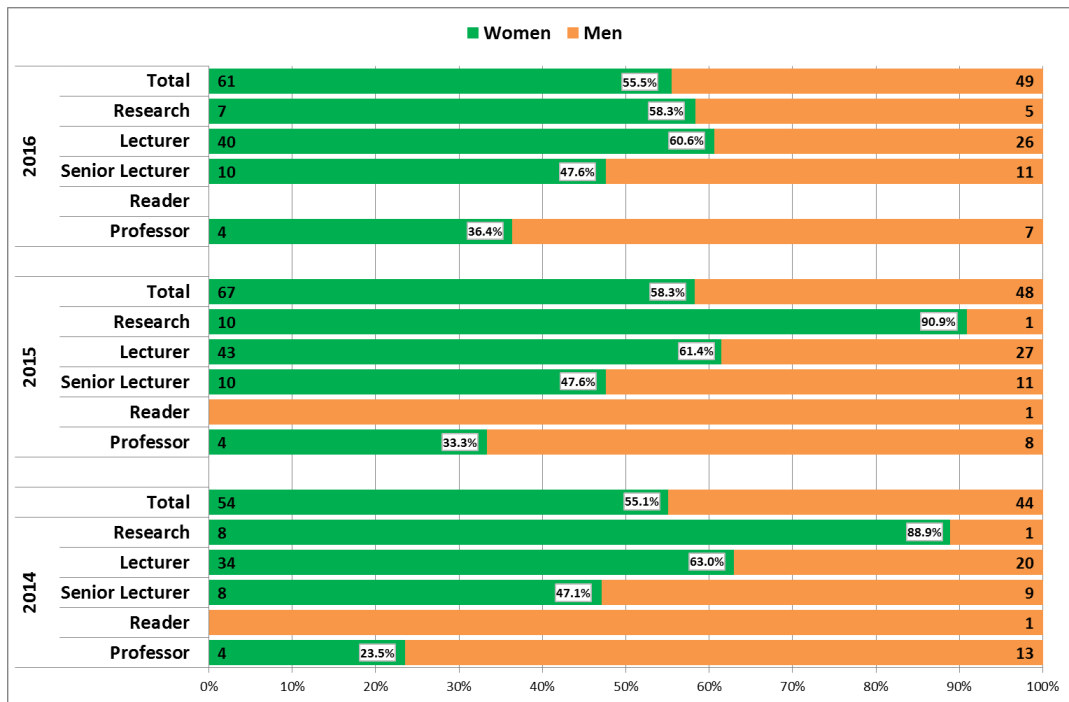
**Chart 39: Architecture Profile indicating proportion of women across academic roles, 2014-2016**



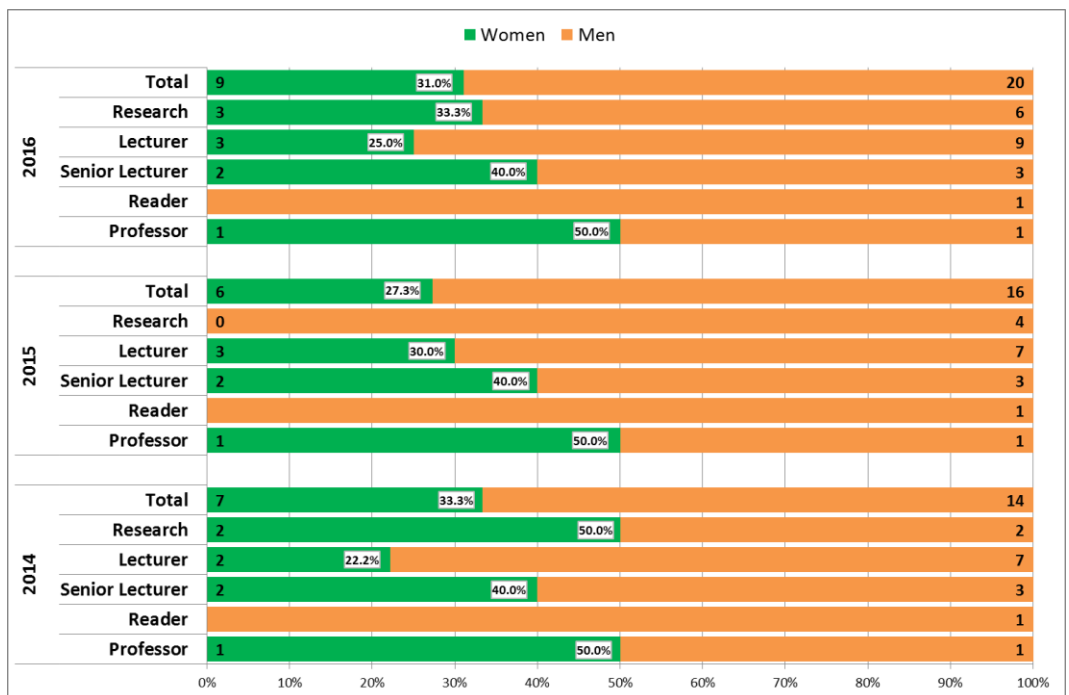
**Chart 40: GDI Profile indicating proportion of women across academic roles, 2014-2016**



**Chart 41: Geography Profile indicating proportion of women across academic roles, 2014-2016**



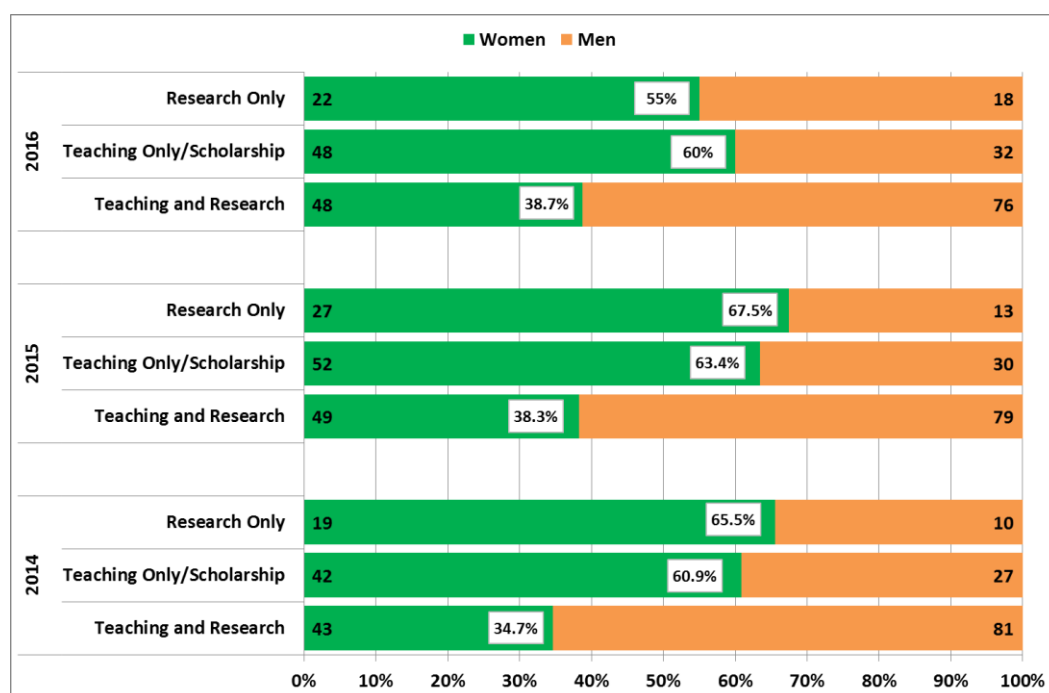
**Chart 42: MIE Profile indicating proportion of women across academic roles 2014-2016**



**Chart 43: PEM Profile indicating proportion of women across academic roles 2014-2016**

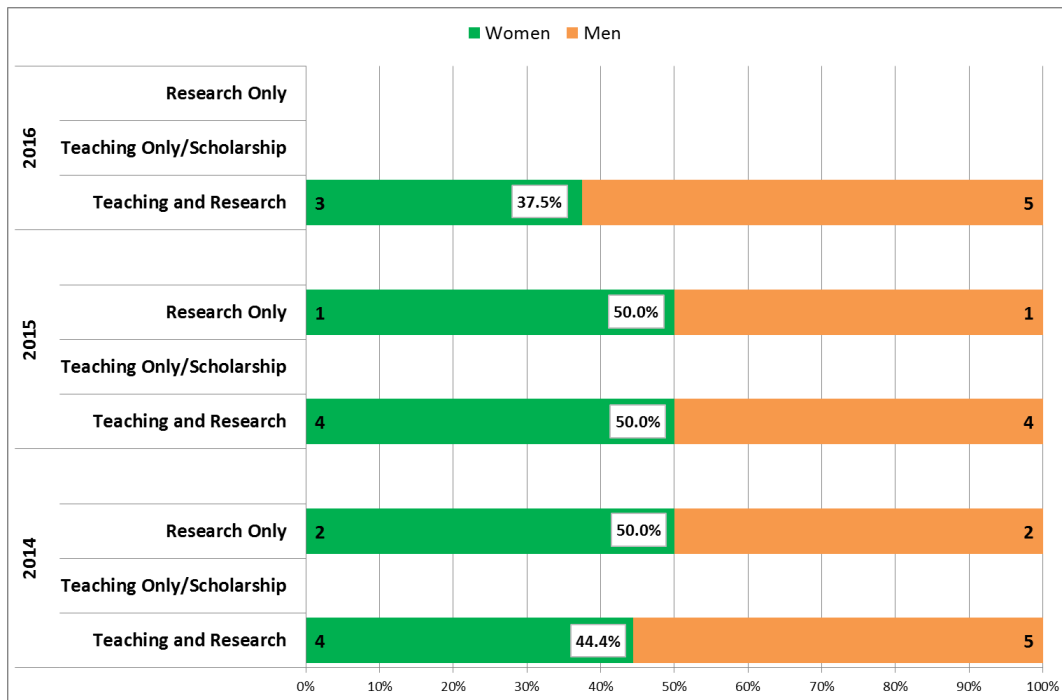
Reviewing gender profiles across functions women account for over half of those on Research Only (55%) and Teaching Only/Teaching and Scholarship contracts (60%), but make up just 39% of those on Teaching and Research contracts. This is mirrored across the departments (Charts 45-49). A review of this is specifically addressed in the action plan (**AP2.2 & AP6.1**).

Teaching & Scholarship roles were introduced 5 years ago, to replace Teaching Only roles (staff were not moved across to T&S posts, therefore some Teaching Only staff remain). These roles expect a higher teaching load, but with an expectation of scholarship around pedagogy. Teaching & Research posts have an expectation of research income and output. Research Assistant/Associate posts are generally short term and funded by specific research projects. We have a very small number of Research Fellows in the School.

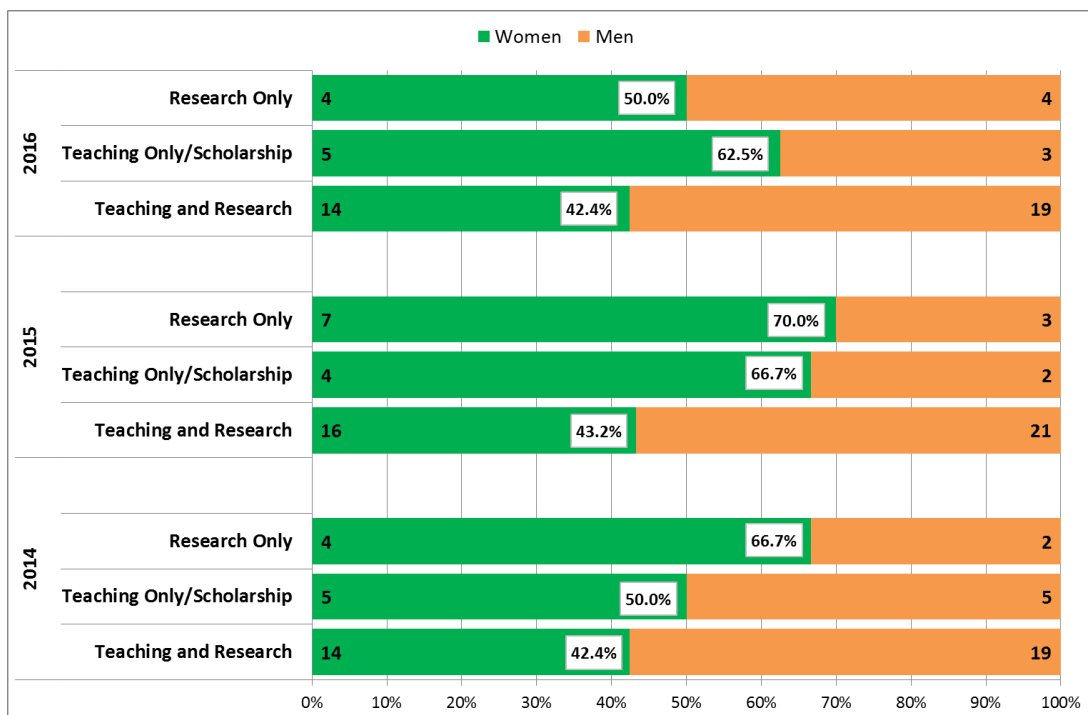


**Chart 44: School Profile indicating proportion of women across Research T&S, T&R roles, 2014-2016**

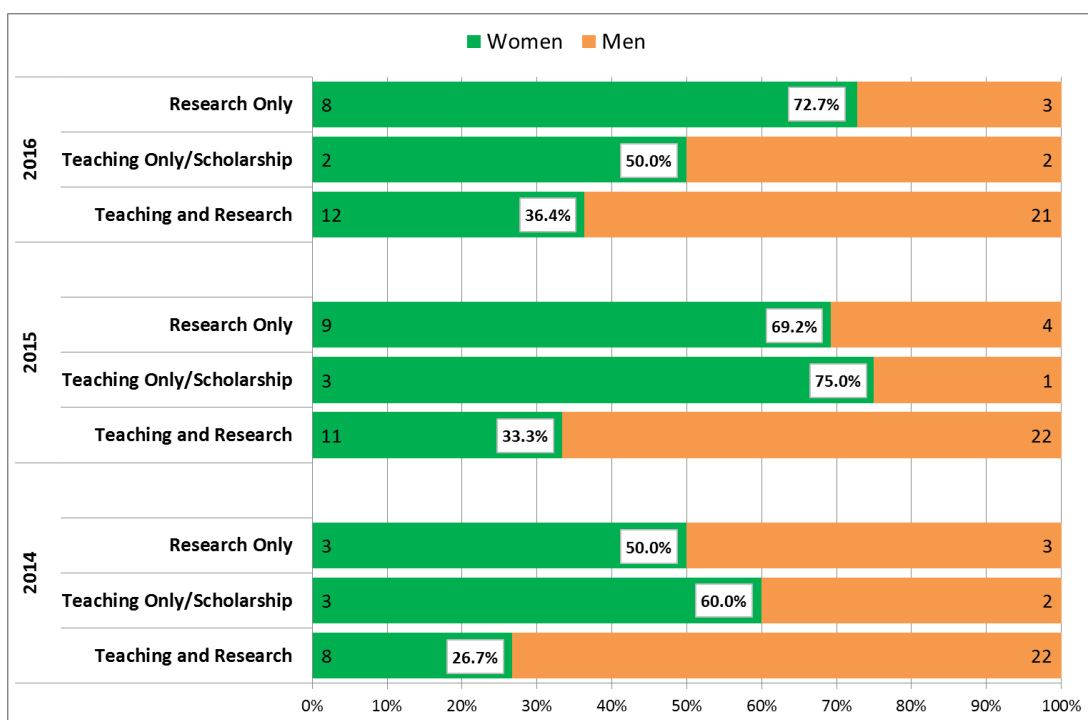




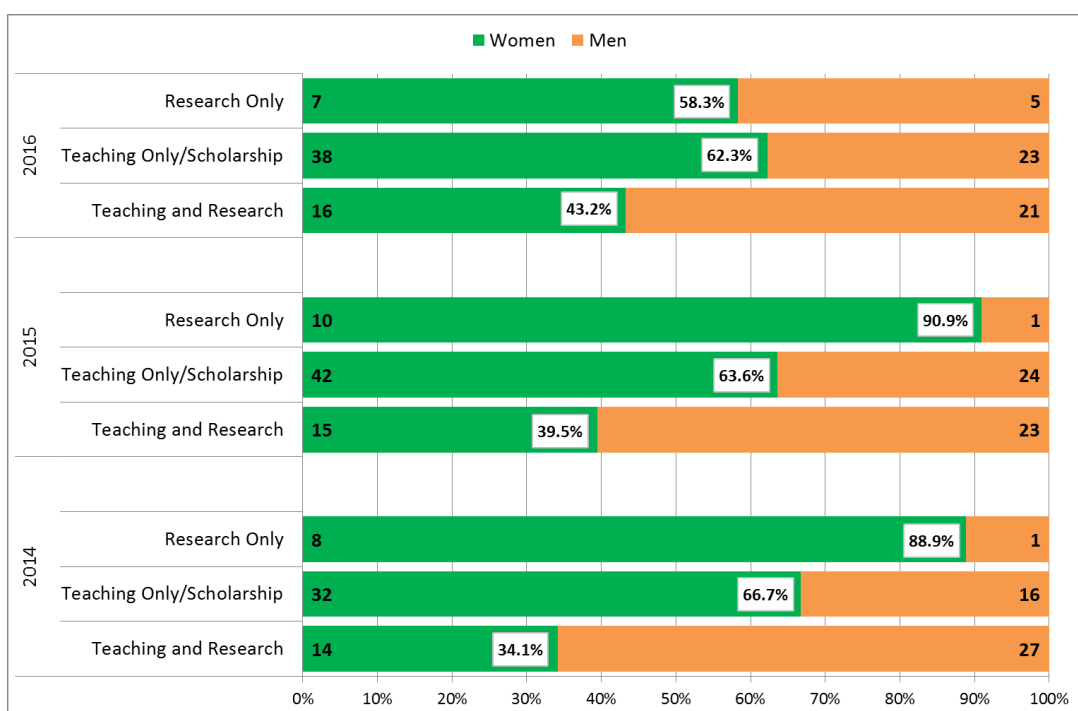
**Chart 45: Architecture Profile indicating proportion of women across Research T&S, T&R roles, 2014-2016**



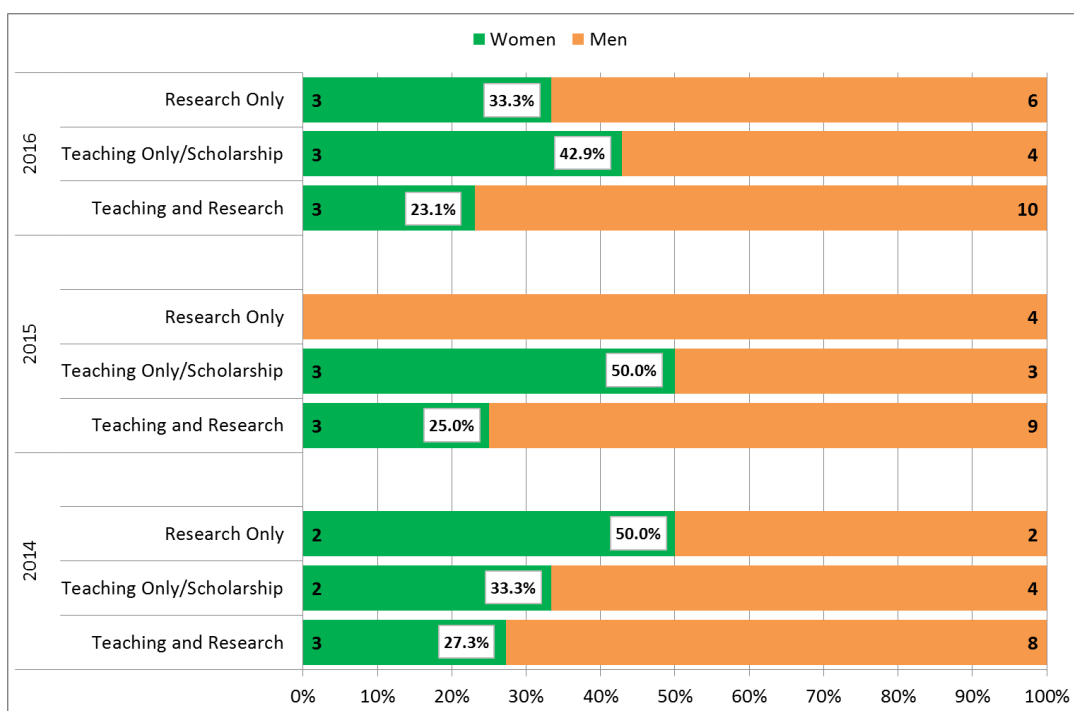
**Chart 46: GDI Profile indicating proportion of women across Research T&S, T&R roles, 2014-2016**



**Chart 47: Geography Profile indicating proportion of women across Research T&S, T&R roles, 2014-2016**



**Chart 48: MIE Profile indicating proportion of women across Research T&S, T&R roles 2014-2016**



**Chart 49: PEM Profile indicating proportion of women across Research T&S, T&R roles, 2014-2016**

#### SILVER APPLICATIONS ONLY

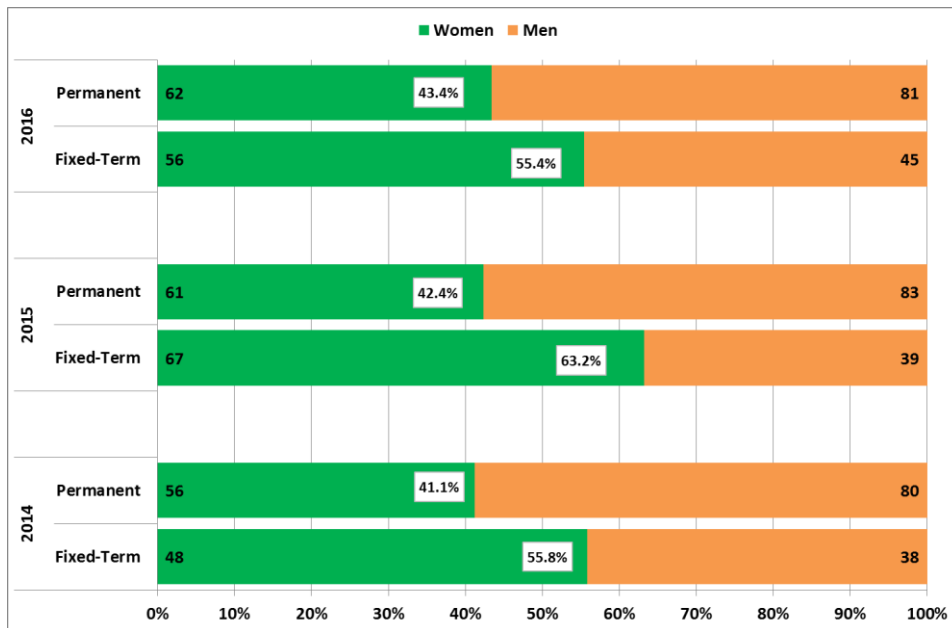
Where relevant, comment on the transition of technical staff to academic roles.

#### (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.

No academic or research staff are employed on zero-hour contracts. Women make up a greater share of the staff on Fixed Term contracts (FTC) 55%, compared to 43% on permanent contracts (Chart 50). This imbalance is more pronounced in some departments than others, in particular MIE where women accounted for 61% of FTC in 2015-16 (Chart 51). Few FTC are seen at senior lecturer/reader or professorial grades, while few permanent contracts are used in research or teaching focused positions. The University operates a redeployment scheme, in which all staff are considered as redeployees four months prior and until the end of their contract, except for those who have four years or more service who remain on the register for six months after their contract end date which gives them priority access to suitable vacancies.

We will conduct a study to investigate this issue further (**AP2.2**) and the improvements in P&DR, mentoring and coaching, and induction processes for all staff will benefit those on FTCs (**AP3.4**).



**Chart 50: School Total Academic and research staff on indicating proportion of women on fixed-term, open-ended/permanent 2014-2016**

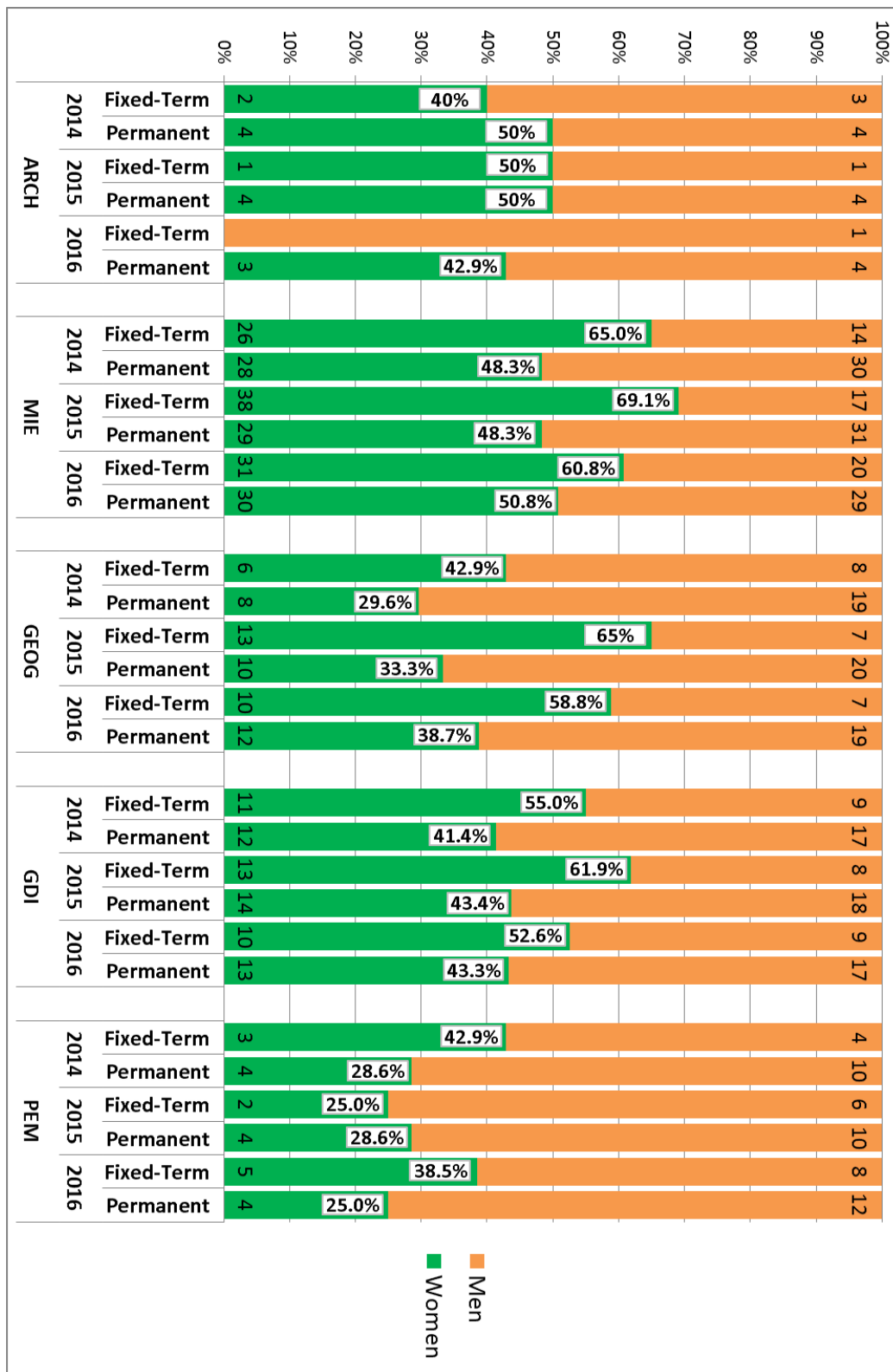
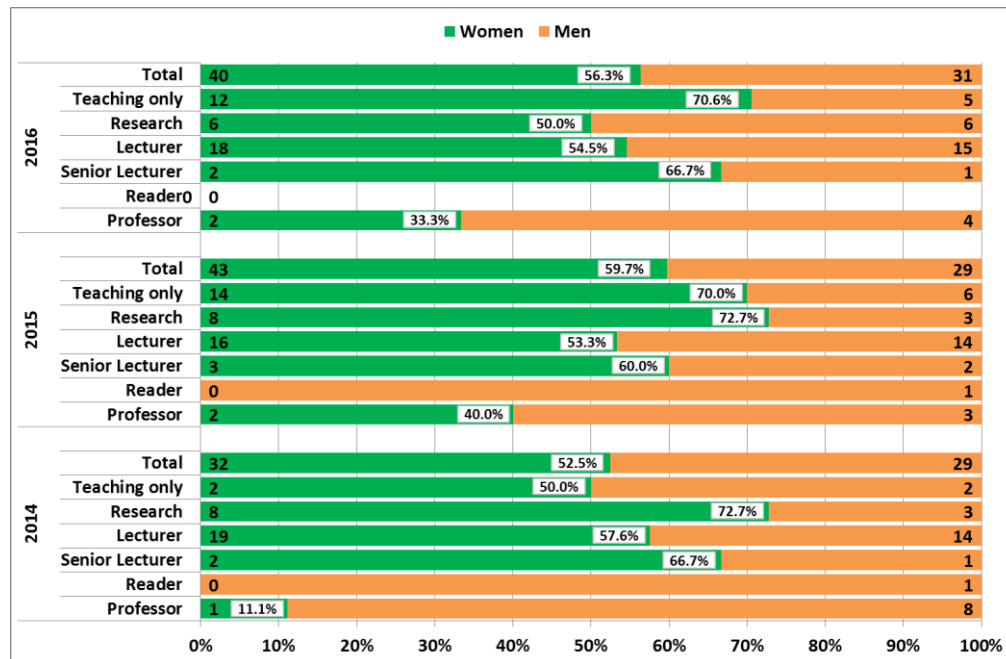
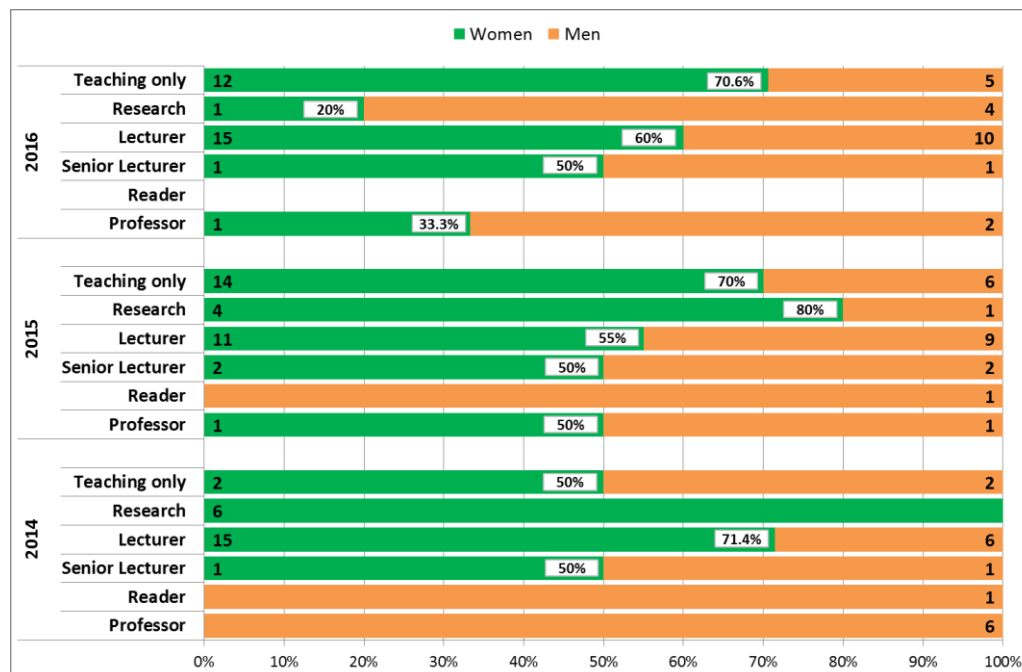


Chart 51: Departmental Total Academic and research staff on fixed-term, open-ended/permanent contracts, 2014-2016

20% - 30% of part-time and non-standard posts in the Schools are in MIE (Charts 52 and 53), and are mainly linked to Initial Teacher Training. A School-wide study will be conducted to better understand the gender balance in FTCs and part-time posts (AP2.2).



**Chart 52: School Part-time academic staff indicating proportion of women across roles 2014-2016**



**Chart 53: MIE Part-time academic staff indicating proportion of women across roles 2014-2016**

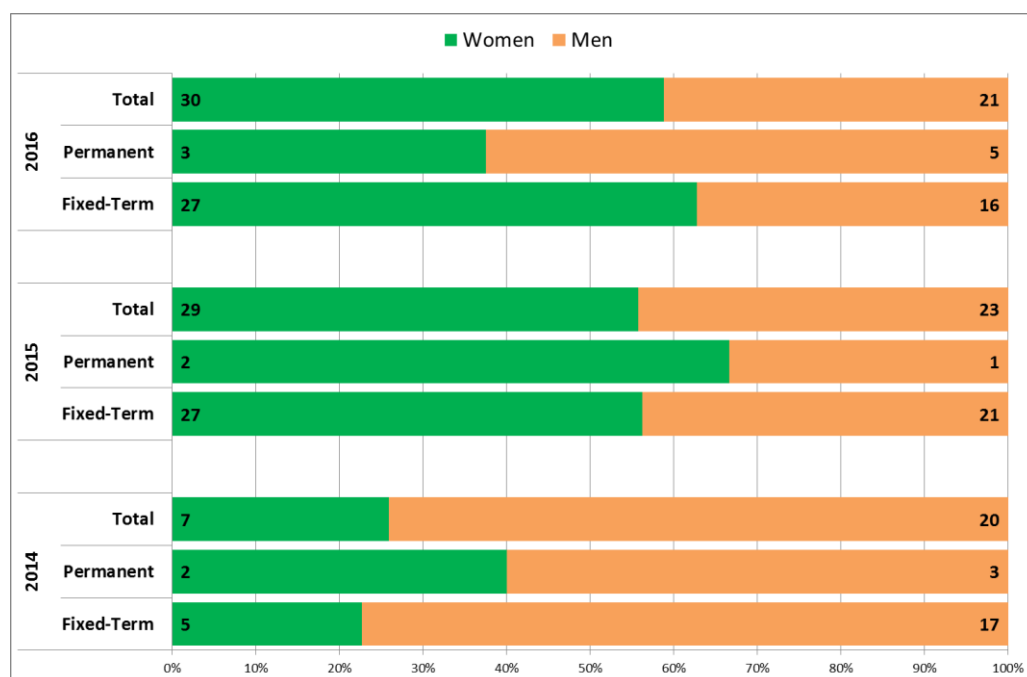
### (iii) 281 Academic leavers by grade and gender and full/part-time status

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

There is little turnover among permanent staff. Staff on fixed-term contracts (FTC) make up the greatest share of leavers (Chart 54). Between 2014-2016, 16 staff on permanent contracts left (7W), along with 113 people on FTC (59W). Over this period, 53% of all FTC leavers were women, which broadly reflects the overall share of women on FTC.

In 2016 the turnover rate (leavers as a proportion of staff on that contract type in the previous year) was 40%W FTC and 41%M (this compares to 5%W and 6%M on permanent contracts). So although women make up more than half of those on FTC, they are not disproportionately likely to leave (charts 55 and 56). The majority of staff who leave had part-time contracts, with women forming the majority of part-time staff. This is also the case amongst full-time departures (although 2016 may be an outlier as it is significantly different from previous years).

The majority of leavers from the period 2014-2016 were from Lecturer posts. There are no discernible trends looking at academic leavers by gender across departments. The School will take steps to improve data collection processes to better understand the reasons for staff moving on (**AP6.2**). Currently all academic staff are expected to hold an exit interview with their line manager, and complete an administrative checklist on issues such as returning equipment. However in practice this does not always happen and the information is not monitored. The interview format does not capture individual reasons for leaving and there is no central School level repository for this information. We will improve the quality of the exit interview process, ensuring that any gendered issues that emerge are fed back to the E&D Committee (**AP6.2**).



**Chart 54: Fixed term/Permanent contacts School Academic Leavers gender profiles, 2014-2016**

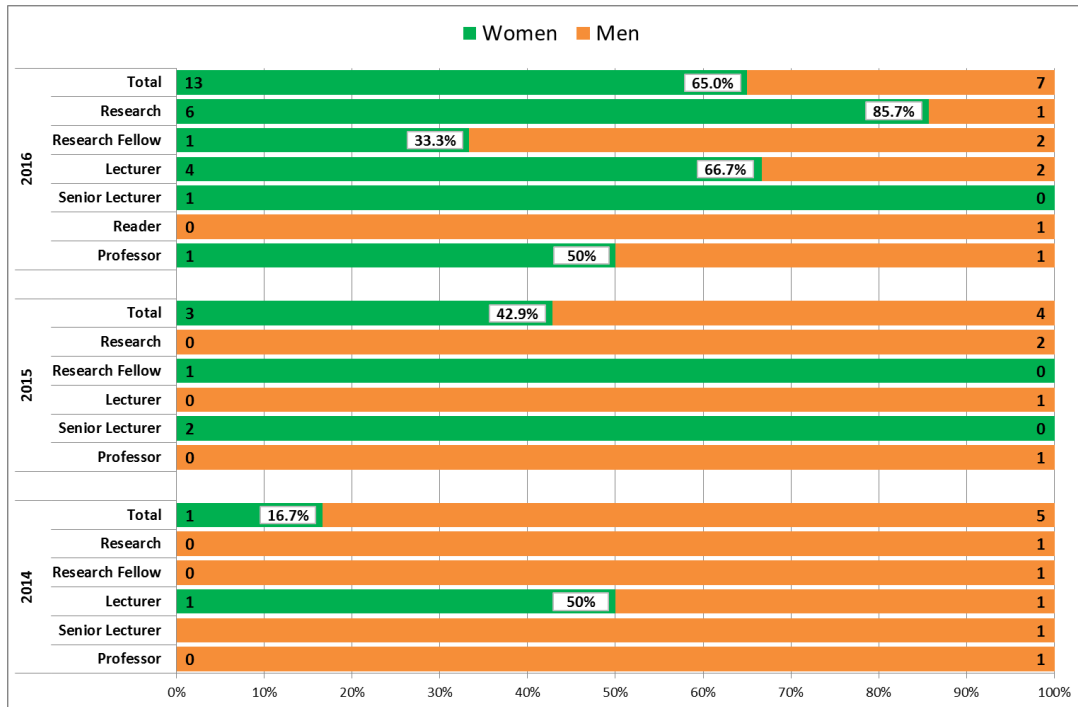


Chart 55: School Full time Academic Leavers 2014-2016 gender profiles by job role

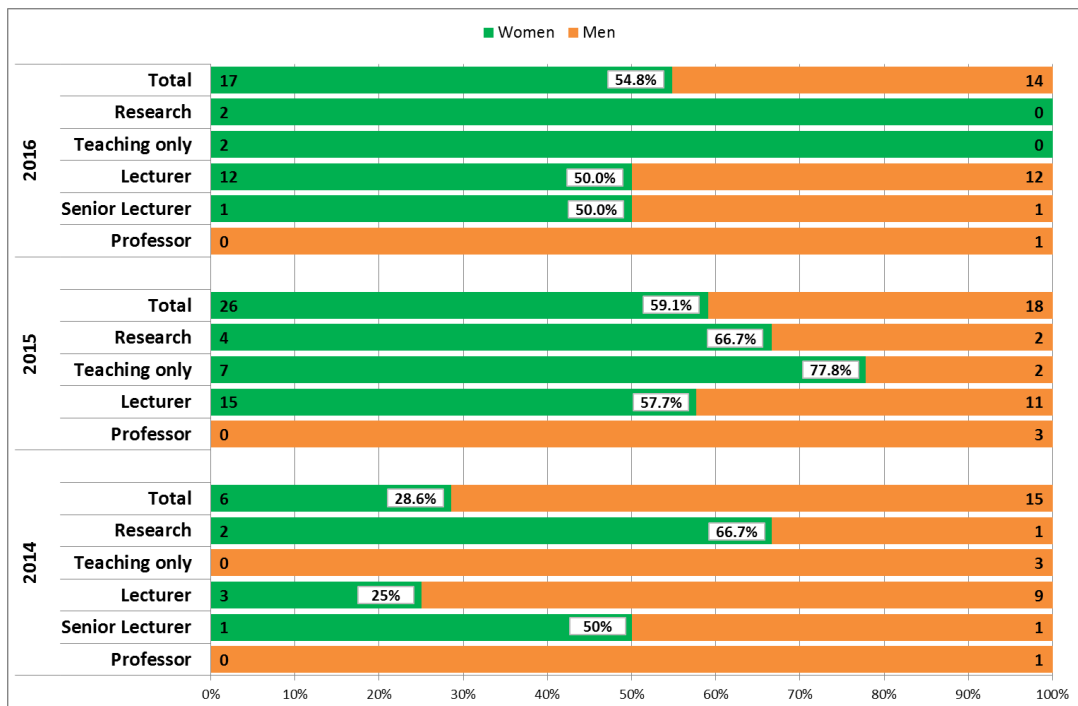
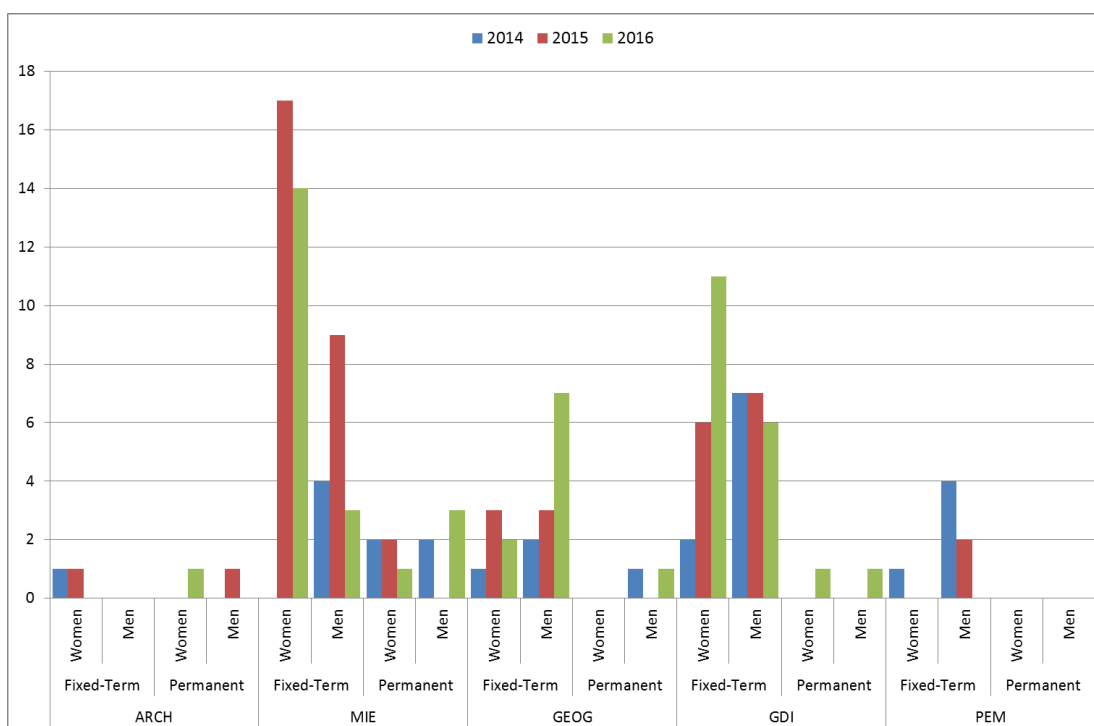


Chart 56: School Part-time Academic Leavers 2014-2016 gender profiles by job role





**Chart 57: Departmental Academic Staff Leavers 2014-2016**

#### Section 4.2: Action Plan Summary

AP2.2 - Employ an RA to conduct an analysis of the allocation of fixed term and part-time positions.

AP2.3 - Draw up a list of external, comparable departments and Schools (outside of the University of Manchester), against which the School and its constituent departments can be benchmarked.

AP3.1 - Monitor data of women on panels; Supply E&D, gender and BAME data to all appointment panels; Invite women from other departments and Schools to increase, in the short term, gender balance; To aim for a 40% quota of women on shortlisting, recruitment and appointment panels; Ensure all new academic and PSS staff undertake E&D training.

AP3.3 - Request changes to H NAP courses to promote understanding of equalities issues.

AP3.4 - Make mentoring and coaching available allowing to request particular mentors to match experience; A coaching/mentoring question placed on the Staff Audit.

AP3.5 - Provide manager training to enable support for the career development of returners; Clear success record of the number of promotions applicants; Promotion training uses a diverse range of case studies; Focus Groups held to gather the experiences of staff who have taken any form of family leave.

AP4.1 - Ensure School Promotion Committee contains at least 40% representation of women; Raise awareness of promotion and progression processes for women across the School, especially for non-standard careers; Fund research to identify the reasons for the mistrust of the promotion process amongst women in the School.

AP6.1 - To supply E&D, gender and BAME data to all appointment panels; To make clearer at recruitment stage the School's commitment to addressing inequality at all levels; Recruiting managers requested to consider flexible working; Annual report produced on recruitment data;

Introduce clear guidelines for recruiting managers on recruitment data management.

AP6.2 - Make exit interviews available to staff; Create a 'thinking about leaving?' section on the school intranet; Key themes emerging from the exit interview data is used to inform further actions; produce annual review of academic leavers.

**Section 4: [1478 words]**

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

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.

In the School women made fewer applications to T&S/T&R academic posts than men (39% applications 2015-16), and less women than men are appointed, 15% in 2015-16 (chart 58). This is reversed in FTC research posts, women accounted for 51% of applications in 2015-16, 80%W were appointed (chart 59). It should be noted that in each year a very small percentage (average of 5%) of candidates did not give gender details, classed as "other" in the data.

We will undertake additional scrutiny behind gender differences in FTC research posts, as a larger number of women occupy FTC positions **(AP2.2)**.

The action plan also outlines how we will review the Departmental profiles, develop targets and hold HoDs to account on agreed action points relating to recruitment practices **(AP3.1 & AP6.1)**.

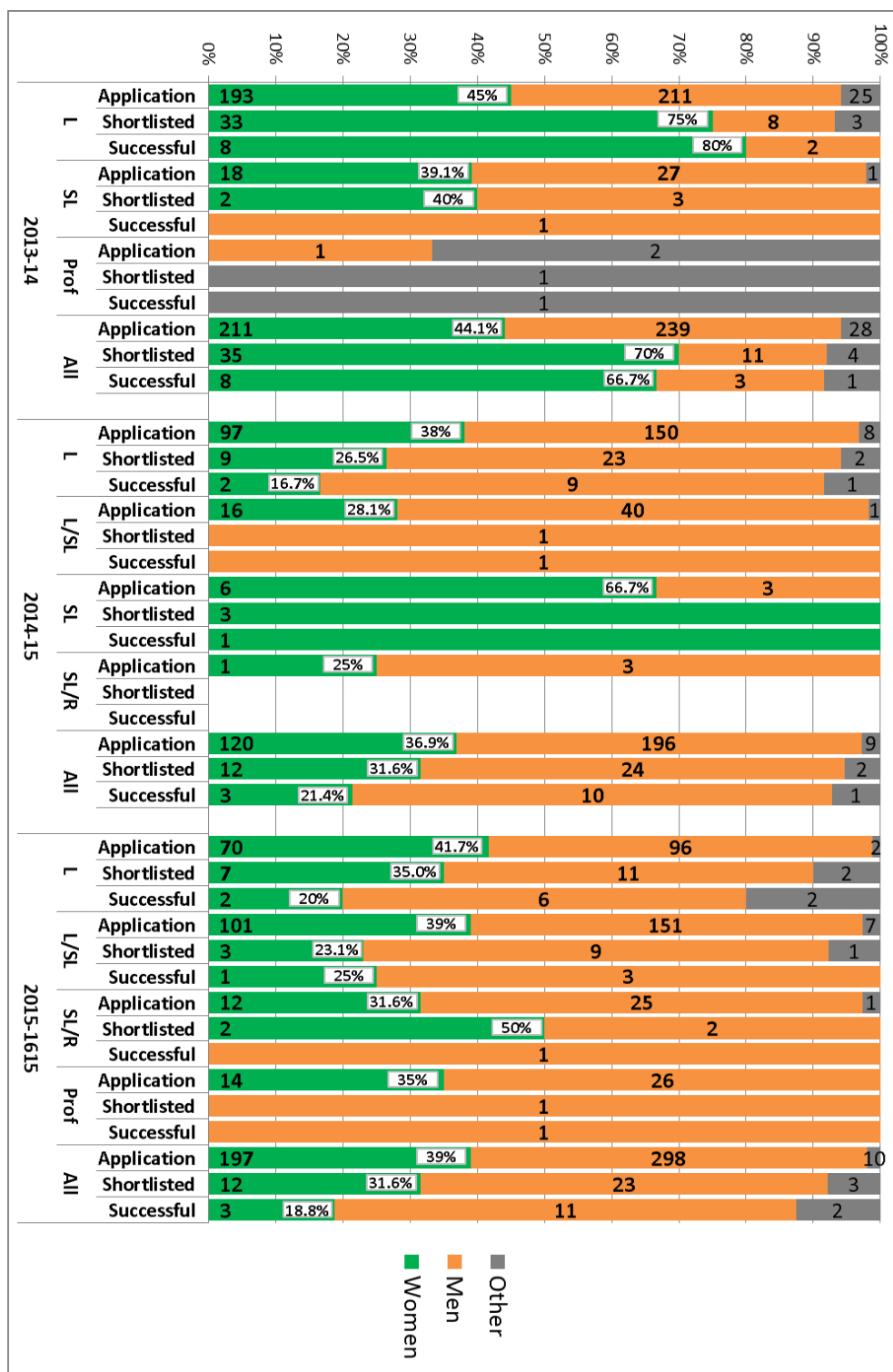


Chart 58: School Applicant data Academic Posts (Teaching and Research/Teaching and Scholarship) 2013-2015

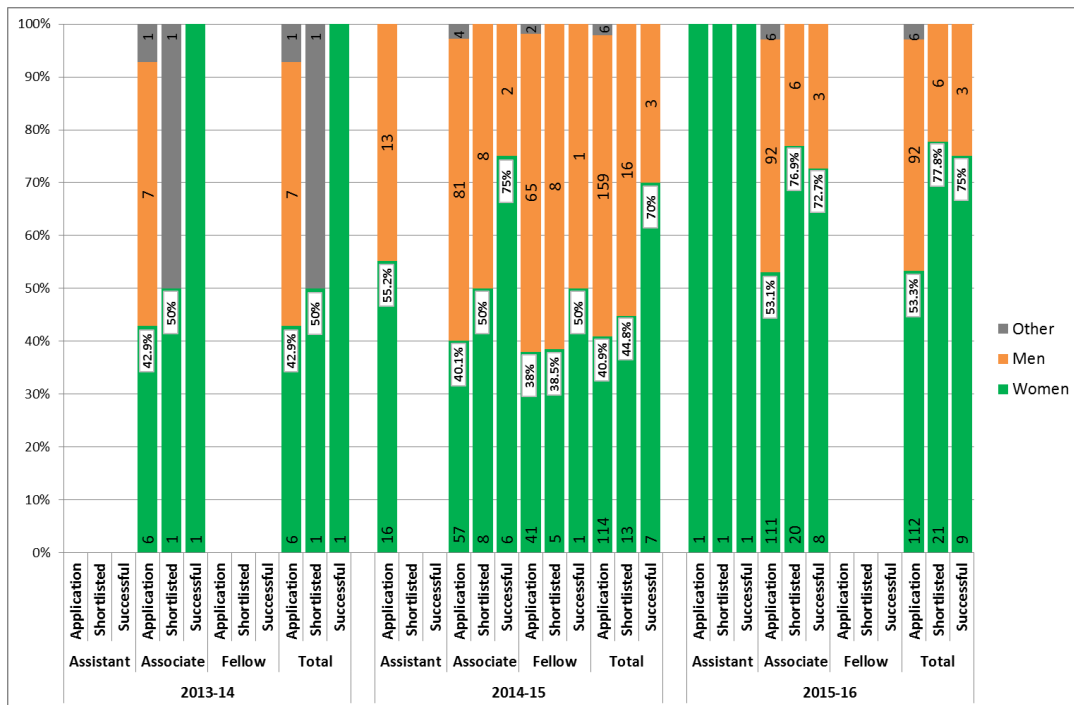


Chart 59: School Applicant Data Research Focused Posts 2013-2015

All job descriptions carry an equality statement. Applications are submitted online (Jobtrain). Vacancies are advertised on jobs.ac.uk, the University website, and circulated through professional networks. Recruiting managers are responsible for keeping Jobtrain data up-to-date, but there is no clear guidance on this (AP6.1).

Job descriptions are not regularly monitored for exclusionary language/criteria, in addition the offer of flexible working/job share is rarely considered when advertising posts (AP6.1).

Applicants are assessed and shortlisted against a person specification, using a shortlisting pro-forma. There are set Faculty criteria for representation on panels (Table 8). All interviewers are required to have undertaken the University's 'Training in Equality and Diversity Issues' course, alongside the shortlisting and interviewing course and appropriate interview training. There are often fewer women available to sit on panels than men. The gender imbalance on panels and the need for more staff to be trained in E&D and unconscious bias is addressed in the Action Plan (AP3.1).

Position	Panel Composition
Professor/Chair	<ul style="list-style-type: none"> <li>• Dean of the Faculty (or vice-Dean) [CHAIR]</li> <li>• Head of School</li> <li>• Head of Department</li> <li>• Up to three Department staff, including one non-professorial</li> <li>• 1 Professor from another Faculty</li> <li>• An External Assessor in the relevant field</li> </ul>
Lecturer/Senior Lecturer/Reader	<ul style="list-style-type: none"> <li>• Head of School/ School Director [CHAIR]</li> <li>• Head of Department</li> <li>• Two to four representatives nominated by Head of Department</li> <li>• Dean of the Faculty of Humanities/Vice Dean/senior academic from the Faculty</li> </ul>
Lecturer/Senior Lecturer/Reader of less than 2 year duration	<ul style="list-style-type: none"> <li>• Head of School or, if unavailable, Head of Department [CHAIR]</li> <li>• Head of Department (if not the Chair)</li> <li>• Two to four representatives nominated by Head of Department</li> </ul>
Research Staff	<ul style="list-style-type: none"> <li>• Principal Investigator [CHAIR]</li> <li>• Two to four colleagues nominated by Principal Investigator</li> </ul>

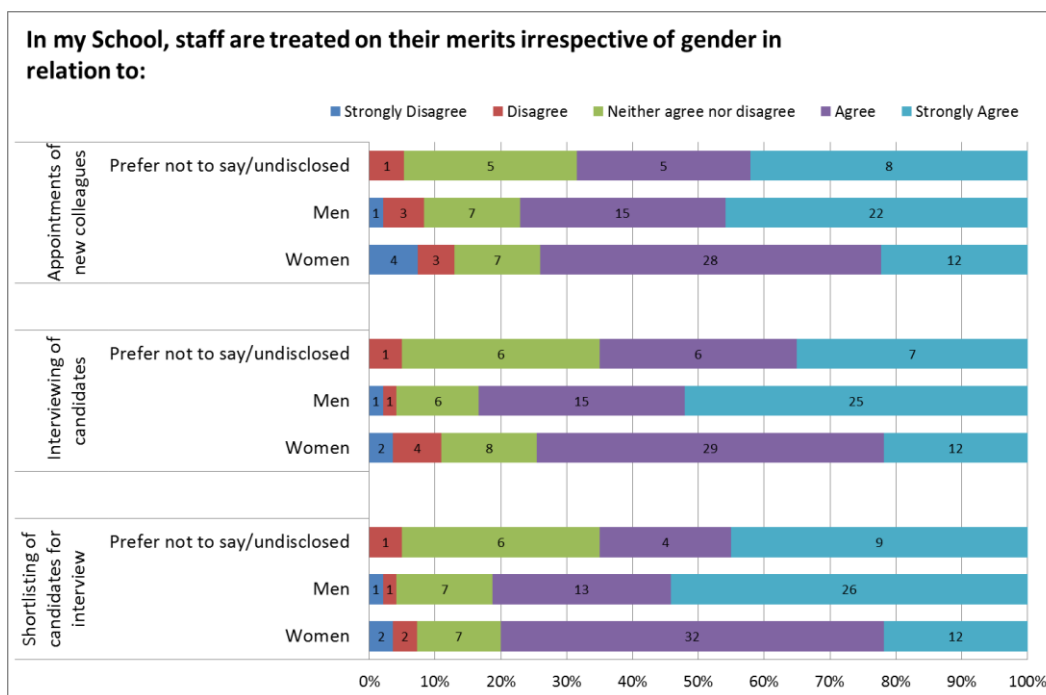
**Table 8: Academic Interview Panel Composition**

The Academic Staff Audit (see Section 3ii) revealed some small gender differences in attitudes towards gender versus merit-based recruitment (chart 60). 81%W and 80%M agreeing that candidates were shortlisted on merit, regardless of gender; and 75%W and 83%M interviewed on merit; and 74%W and 77%M felt that appointments were made on merit. Within the qualitative comments, an under-representation of women on short-listing and interview panels, as well as in senior decision-making positions, was highlighted as a concern amongst women and men:

*“Those making decisions about shortlisting are usually male professors. There is usually one woman on interviewing panels, and this is often the same woman, rather than this being an opportunity for everyone.”* (Female Respondent)

*“Often the make-up of the interview panel does not reflect the diversity of the staff available. The ‘usual suspects’ will carry out the interviewing and are more often than not senior (e.g. Professors) male staff.”* (Male Respondent)

This lack of trust in the recruitment and interview process, requires a series of actions related to increased numbers of women being involved in interview panels. The School is committed to achieving a target of 40% of women on interview panels (**AP3.1**)



**Chart 60: Academic audit responses on statements about recruitment process, by gender groups**

## (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.

Departments organise Induction and support for academic staff on T&R and T&S contracts. In 2014 a School-level induction checklist was introduced into the departments which outlined key operational information and required expectations to be recorded. There has been inconsistent use and monitoring of this checklist, which has been addressed in the action plan (AP3.2). PSS staff receive a similar induction programme, depending on their role. Researchers have an informal induction process conducted by the Principal Investigators. This is addressed in the Action Plan (AP3.2).

T&R and T&S academic staff members are allocated a mentor and a supervisor for their probationary period. They also undertake the mandatory Humanities New Academics Programme (HNAP), up to SL level. There is some dissatisfaction with both induction and HNAP. The Academic Staff Audit revealed that 12/26 women (46%) disagreed that issues of gender equality were appropriately addressed during induction, compared with 4/22 men (18%). The following comment illustrates the lack of gender-specific training at School level:

*"The HNAP training from Humanities covered some of these issues. There was no formal induction process within SEED. I was lucky to have informal guidance that I sought from existing colleagues here. Gender equality was not addressed within SEED."* (Female Respondent) (AP3.3).

(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.

A greater number of men apply for promotion than women, however when women do apply their overall success rate for the last two years has been better than men (Table 9). We therefore aim to put the necessary support in place to enable more women to work towards submitting these applications (AP4.1).

		Application		Success		% successful	
		Men	Women	Men	Women	M	W
2015	Chair (T&R)	3	0	2	0	67%	-
	Reader (T&R)	1	2	1	1	100%	50%
	Senior Lecturer (T&R)	6	4	3	1	50%	25%
	Senior Lecturer (T&S)	1	0	0	0	0%	-
	Senior RF	0	0	0	0	-	-
	<b>Total</b>	<b>11</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>60%</b>	<b>33%</b>
2016	Chair	1	0	0	-	0%	-
	Reader	0	0	-	-	-	-
	SL	6	5	2	2	75%	50%
	Senior RF	0	0	-	-	-	-
	Research Fellow	1	0	0	-	0%	-
	<b>Total</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>33%</b>	<b>40%</b>
2017	Chair	4	3	2*	2	50%	67%
	Reader	0	0	1*	-		
	SL	6	4	2	4	33%	100%
	Senior RF	0	0	-	-		
	<b>Total</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>50%</b>	<b>86%</b>

*\*in 2017 an applicant for Chair was awarded Reader.*

**Table 9: School applications for academic promotion from 2015-17**

The annual promotions process opens in December when criteria and guidance is circulated. Applications are made to the School Promotions Committee (SPC) and a final decision made at Faculty Promotions Committee. In 2015, University guidance was amended to emphasise the importance of equality of opportunity in relation to how career breaks affect applicants, which is addressed in the supporting statement written by the senior colleague. The SPC is comprised of the HoS, HoDs, all Directors and the Chair of the School Board. In January 2017 Unconscious Bias training was provided for SPC.



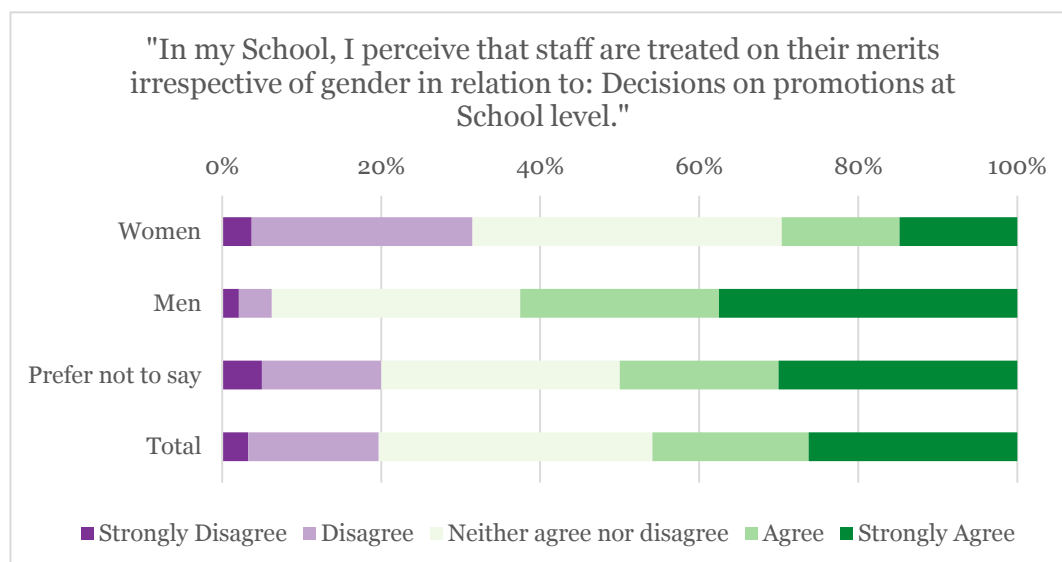
Cases for promotion are identified at department level through the P&DR process, and supported by HoDs. P&DR processes will be improved to ensure promotion discussions take place at all levels (AP3.6).

The School runs Promotions Workshops offering promotion advice and information.

In July 2017 a women-only workshop was held to address the specific gender discrepancies in applications from women (AP4.1).

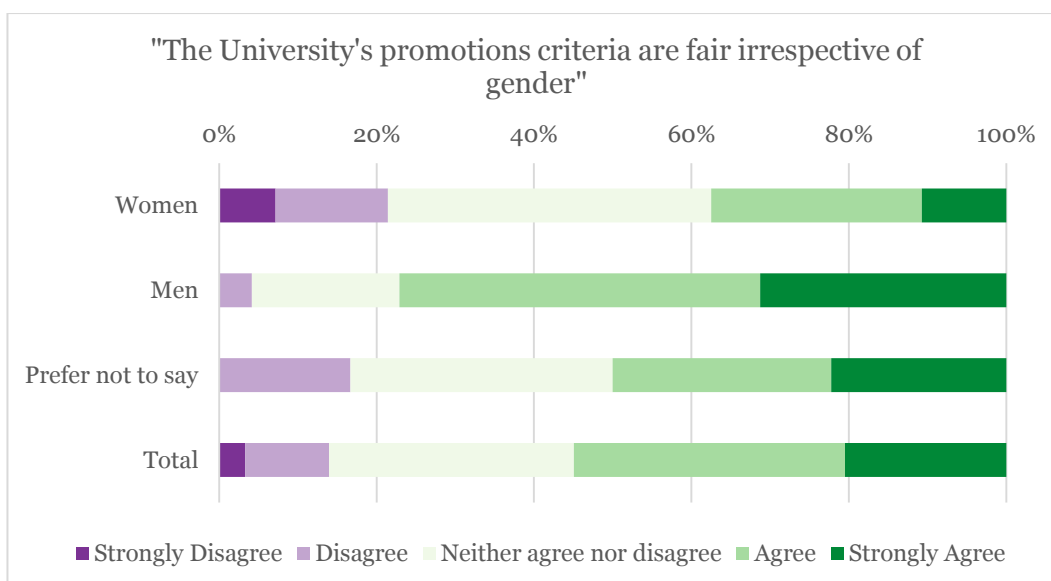


The Academic Staff Audit identified mistrust in the promotions process (chart 61). The Academic Staff Audit showed only 38% of women believed the University's criteria are fair irrespective of gender (77%M). Furthermore, there was a 33% difference between women and men who agreed that decisions on promotion at school level are treated on their merit irrespective of gender with 30% of women agreeing compared to 63% of men:



**Chart 61: Academic Audit question: To what extent do you agree with the following statement "In my School, I perceive that staff are treated on their merits irrespective of gender in relation to: Decisions on promotions at School level."**

Whilst generally positive, the Academic Audit showed 21%W and 4%M disagreed that promotion was fair irrespective of gender:



**Chart 62: Academic Audit Survey. Question 4: To what extent do you agree with the following statement "The University's promotions criteria are fair irrespective of gender."**

Several female respondents felt that promotions criteria are gendered and do not take account of the diverse pathways and non-professional experiences of women academics:

*"I think the effects of the promotions criteria are sometimes subtly gendered - for example, it biases towards 'superstar' profiles and people who have worked almost exclusively in one area of research. I think for people who have had a non-traditional pathway - including lots of contract work, or taken career breaks for parental leave, or worked outside of academia for a while - 'selling' your standing as a researcher is quite difficult."* (Female Respondent)

Women respondents also felt that career breaks, were a significant hurdle to career advancement:

*"There is no capacity to accommodate personal circumstances, other responsibilities external to work (E.g. raising children, and other caregiving roles) or part time status. Until we have criteria that view the merit one has accrued as relative to opportunities available to an individual, there is no possibility of fairness. In fact it is well known that assigning reward on the basis of merit alone only serves to further advantage those already in a privileged position (i.e. more likely to accrue such merit)."* (Female Respondent)

This respondent highlights the fact that the success rates of promotion applications are not communicated to staff (AP2.1). In addition, women's perceptions that the promotions process is subject to unconscious bias will continue to be addressed through regular WIL workshops (see AP3.1): 370

*“There is a big distinction between criteria being fair irrespective of gender and the systems that uphold them being fair. So yes, I think the criteria are fair (so long as career breaks are taken into account, I haven't had any experience of this yet), but I don't believe that male and female colleagues are judged equally against them. I would also say this was about unconscious bias rather than conscious bias.” (Female Respondent)*

We will introduce promotion as a standard discussion point in P&DR processes, and improve the quality of the P&DR and Personal Research Expectations Plan (PREP) processes by updating the training of the reviewers. We will also establish a P&DR (& PREP) working group, and try out inter-departmental reviewing processes to address the low rate of promotion applications by women **(AP3.1)**

(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.

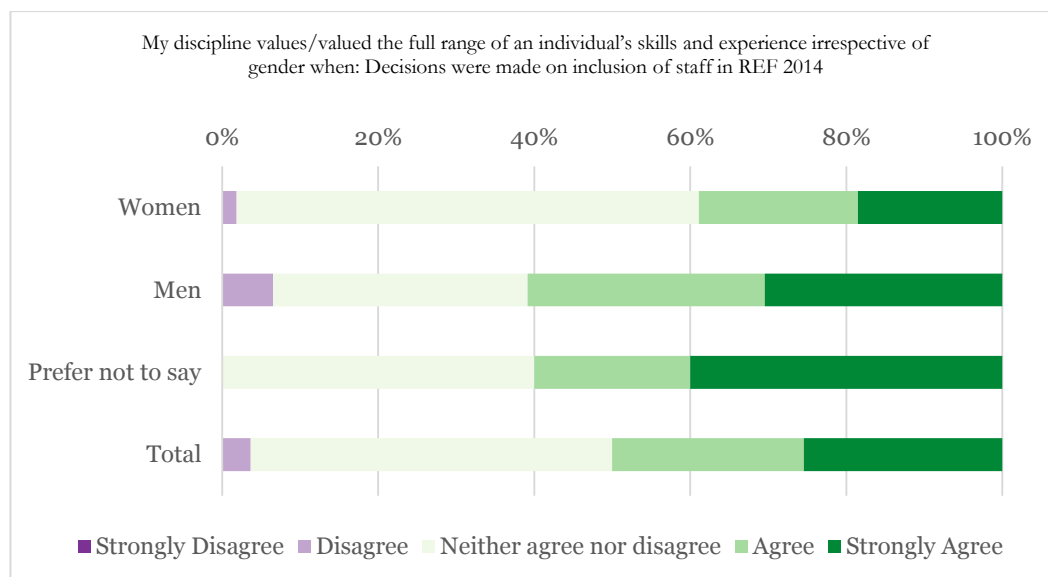
Unit of Assessment	Gender	University of Manchester			HEI Average Inclusion %	Difference
		Included	Total	Inclusion %		
Architecture, Built Environment and Planning	Female	7	7	100%	49%	51%
	Male	9	13	69%	54%	15%
Geography, Environmental Studies and Archaeology	Female	13	15	87%	81%	6%
	Male	23	24	96%	83%	13%
Anthropology and Development Studies	Female	17	28	61%	74%	-13%
	Male	27	31	87%	83%	4%
Education	Female	17	17	100%	27%	73%
	Male	21	25	84%	36%	48%
School	Female	54	67	81%	66%	15%
	Male	80	93	86%	69%	17%

**Table 10: REF Data, 2014**

The University did not keep records on gender inclusion for the RAE 2008 exercise, so we cannot review the progression of this data.

Departmental variance shows MIE above HEI average inclusion rates for both men and women (higher rates for women), followed by Architecture, and by Geography (higher rates of submission for men), whilst GDI shows higher inclusion rates for men, and below average rates for women (-13%). The Academic Audit findings reflected this disparity, with 61%M and only 39%W agreeing that the School valued the full range of

an individual's skills and experience irrespective of gender when decisions were made on inclusion of staff in REF 2014:



**Chart 63: Academic Audit Survey. Question 13f: My discipline valued the full range of an individual's skills and experiences irrespective of gender when decisions were made on inclusion of staff in REF 2014.**

Although the requirements of the next REF are not yet known, these findings indicate that the mistrust of the promotions process extends to other forms of decision making such as the REF and grant applications (**AP 4.2**).

### **Section 5.1: Action Plan Summary**

AP3.1 - Monitor data of women on panels; supply E&D, gender and BAME data to all appointment panels; Invite women from other departments and Schools to increase, in the short term, gender balance; to aim for a 40% quota of women on shortlisting, recruitment and appointment panels; Ensure all new academic and PSS staff undertake E&D training.

AP3.2 - To integrate Athena SWAN principles and E&D issues into Induction processes; improve departmental induction activities.

AP3.3 – Request changes to HNAP courses to promote understanding of equalities issues.

AP4.1 - Ensure School Promotion Committee contains at least 40% representation of women; raise awareness of promotion and progression processes for women across the School, especially for non-standard careers; Fund research to identify the reasons for the mistrust of the promotion process amongst women in the School.

AP4.2 - To ensure transparency about gender and seniority in the RRE, REF and grant applications processes.

AP6.1 - To supply E&D, gender and BAME data to all appointment panels; To make clearer at recruitment stage the School's commitment to addressing inequality at all levels; Recruiting managers requested to consider flexible working; Annual report produced on recruitment data; Introduce clear guidelines for recruiting managers on recruitment data management.

## 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?

Academic T&R and T&S staff are expected to complete the Humanities New Academics Programme (HNAP) within 2 years. HNAP is an assessed programme which covers academic teaching, research, PGR supervision and basic training in E&D. Completion is required to pass probation.

Further training opportunities are provided by the University Staff Learning and Development (SLD) team. There is also career level training offered by the Faculty Researcher Development Team, the library (My Research Essentials) and the Research Support Services (mostly targeted at Research Fellows and above). Awareness of these programmes is patchy and there are no clear criteria to access School/University funds for external training **(AP3.6)**.

The School actively encourages senior women to take part in Faculty and University Leadership Programmes, including Step Into Leadership and Headstart, however we only have 1-2 places allocated each year. In addition the University offers some funded places on the Leadership Foundation for Higher Education (LFHE) Aurora programme (women only) and Stellar HE programme (BME staff).

The 2015 University Staff Satisfaction Survey revealed only 48% of staff felt they had been given training identified in P&DRs. The School circulated training opportunities and a number of women showed interest in the Aurora programme. As a response the HoSA launched a Women Into Leadership (WIL) programme open to all women in ECR roles or those with leadership ambitions. Based on the principles of the LFHE Aurora

Programme, the WIL programme was co-delivered in four sessions by the HoSA with an external trainer (a woman with over 10 years of experience in the HE sector). The programme covered authentic leadership identity, presence and impact: including the nature of leadership for women; Navigating power and politics in organisations; Developing a strong core set of leadership skills; Personal development planning. 15 women (2RAs; 14Ls; 2 SLs) chose to participate. The course was well received as these comments illustrate:

*"I found the WIL course an incredible safe space to discuss topics that are often either dismissed or actively avoided in the academic workplace; burdens, pressures, discrimination, worries etc. But also a very positive space of solidarity and togetherness. I've developed some really deep friendships with other participants on the course, and hope that it continues for other researchers in the School." (Lecturer WIL participant)*

*"The Women Into Leadership programme was a fantastic series of training events that have really made me evaluate and recognise my own, and others, positive contributions to the academy, both male and female. In particular, it has made me better appreciate how women can better manage situations in the workplace to reduce or remove the potential for discrimination. Most importantly, the WIL programme allowed me to understand and acquire these skills in a positive and non-judgemental environment that fostered progressive yet tolerant discussions. In addition, the programme has provided me with a wonderful network of colleagues that meet regularly to provide a 'sharing community' for all aspects related to women in the workplace and associated leadership roles" (Lecturer WIL participant).*

This course was cost-effective and has had a much wider impact on a larger number of women in the School than the other courses offered by the University. It also had the added impact of contributing to a more positive workplace culture for the individual women involved. We aim to capture longitudinal data to track the impact of this training on the progress of women on the WIL programme as they apply for promotion and positions of responsibility and leadership (AP 4.1).

	2014	2015	2016
Headstart	0	1W	2W
Step Into Leadership	2M 2W	2M 2W	2M
AURORA	1W	1W	1W
Stellar HE	n/a	1M	1M
Women Into Leadership (SEED)	n/a	0	19W

**Table 11: School Attendance on Leadership Training – by Gender 2014-2016**

Our Academic Audit showed that although 90% of respondents were aware of training opportunities, men (92%) and women (86%), only 67% had participated in training.

More men (69%) than women (57%) had been encouraged to participate in training opportunities, while more women (67%) than men (61%) had participated in such opportunities. A particular concern was a lack of training at ECR level, as the following comment illustrates:

*"I have asked what provision there is for career development, but as a junior member of staff on a short term contract I have not been entered into any early career training activities. I was told there was a professional development plan or training provision set up for me by my line managers. All the training I have arranged I have done so for myself."* (Female Respondent)

Support and training for post-doctoral researchers, ECRs and those on temporary contracts is devolved to departmental level. We are committed to include Principal Investigators in all future training on P&DR reviews and mentoring (**AP3.5**).

#### (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.

Annual Performance and Development Reviews (P&DRs) are offered to all academic staff, including postdoctoral researchers, and annual Personal Research Expectations Plan meetings (PREPs) are compulsory for all REF eligible staff. Both P&DRs and PREPs review the previous 12 months and look forward to the next 12 months and 2-3 years ahead, and an agreed summary of performance and development plans is agreed upon. They are undertaken by line managers, PIs or senior staff, who all receive basic mandatory training on delivering the mechanics of a P&DR. P&DRs cover research, teaching and administration. PREPs focus on research, including publication plans, conference attendance, knowledge exchange/impact, research funding, sabbatical leave, career aspirations and development, and PGR supervision.

The P&DR is submitted to the HoD and the PREP is submitted to the Director of Research to track its completion. There are currently no School searchable records of P&DR completion and submission – although each HoD confirms that all requested P&DRs have taken place there is no way to report on this. Additionally records of completion for research staff are especially patchy (**AP3.7**).

According to the Academic Audit, only 63% of respondents (67% men and 56% women) found the process valuable. Many of the comments, from both women and men, suggest that the effectiveness of the P&DR process is highly contingent on who is conducting the P&DR, as the following comments demonstrate:

*"Last year my P&DR was very supportive. This year I left feeling stressed, undervalued and unappreciated. I was not praised for my merits, only told that I could not apply for promotion but with no explanation or justification as to why. I was berated for my choice of roles, and came away with no advice or encouragement."* (Female Respondent)



In the Academic Audit, many respondents felt that the P&DR process was better when it functioned as a coaching session, as the following comment suggests:

*“Some parts were useful. My P&DR last year (2014 summer) was more productive and supportive than my P&DR in 2015, which was less organised around listening and support and directed more closely toward offering advice.”*  
(Female Respondent)

A clear need for further training and development of P&DR reviewers has been identified (**AP3.7**).

(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.

Early career and probationary T&R and T&S staff are assigned a mentor, who advises on research and publication strategy. Currently this mentor is assigned from within the department, and also undertakes the annual Personal Research Expectations Plan (PREP). Within the Academic Audit, there was a call for improved mentoring systems for ECRs (**AP2.1**):

*“But more could be done - for example, I'd like there to be a mentoring scheme that is offered as a matter of course to all staff in junior research and teaching roles.”* (Female Respondent)

The annual P&DR process should be used for these discussions but as highlighted above provision is to be strengthened (section 5.3iii).

The School encourages participation in a range of leadership and career progression training (as highlighted in 5.1i).

The University Women Professors Network provides support and informal mentoring and bespoke coaching for senior women engaged in leadership roles, although the School does not track how many staff are part of this network.

All full-time HEFCE funded academic staff are allocated a School-funded Allowance to facilitate conference attendance and research support, this includes Teaching Focused staff. This allowance is equivalent to around £850 per full time member of staff, there is no capability to track spend exactly, nor report on gender spend.

All teaching active staff are peer-reviewed through the Faculty Peer Review process, and all probationary staff and promotion applicants have their teaching reviewed at School level by two academics, including an internal senior colleague and one from another department. This is an opportunity to discuss training needs and opportunities, and the review document is held at School level.

Although the Academic Audit found that 31% of respondents (29%W and 31%M) had been encouraged to apply for promotion in the last 2 years, only 49%W believe that senior academic staff respect junior academic staff equally, in contrast to 69%M. This is

reflected in the comments from women which suggest that junior roles do not benefit from the same levels of support:

*"I feel that more should be done to support staff in junior roles such as mine, particularly in terms of career advice and mentoring. Senior staff are supportive if asked, but my line managers have not provided direct support in terms of career development and the next steps I can or should take."* (Female Respondent) (AP3.3)

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

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

The applied and professional nature of most of our UG and PG taught programmes means that students benefit from professional and research-based experience of staff from within the School and external contributors.

Students are encouraged to develop and reflect on their own personal development plans. Formal placement opportunities are available on several career focused undergraduate and postgraduate programmes, and this is a formally assessed component of the degree.

In addition, careers focused events and encouragement to engage with initiatives such as the Manchester Leadership Programme and sustainability challenges are an important part of equipping our graduates for citizenship and leadership in a diverse, and rapidly changing, global environment.

Signposting of information about career opportunities for PGR students is available within the School Handbook. Careers information is presented at the School PGR Annual Conference, which is open to all PGR year groups and pathways, and at the Annual 'Methods Fair' which is organised by the University's Careers Service.

All students within the School are entitled to support from the University of Manchester Careers Service, during their time as students with us and for three years after graduation. School social media channels are used to promote opportunities, and the Careers Service have established networks with employers and other professionals to provide students with timely information and advice.

(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.

T&R staff within the School are actively supported in pursuing external research funding. Information on upcoming external research grant opportunities are provided on a regular basis by email by the Faculty Research Support Team Hub. The Research Support Team also assist with the bidding process and budget planning. Support to develop the application is also available through the School Grant Writer, introduced in September 2016, who runs bespoke workshops, especially targeted to particular calls, and for ECRs and staff who have had limited success with grant bids.

All applications for project grants and fellowship applications are formally peer reviewed within the School prior to submission. For some funding streams, further rigorous review and feedback is undertaken at Faculty level. There is currently no regular reporting on grant submission figures within the School (**AP4.2**).

Where applications are unsuccessful at funding body stage, applicants are encouraged to liaise with colleagues within their research groups and the Research Support Team to seek any opportunities to rework and submit their application to an alternative funder. Alternatively, the team will advise whether resubmission to the next round is advisable. Broader discussion about external funding is also a feature of the annual PREP and this process will be strengthened (**AP3.7**).

**Section 5.3: Action Plan Summary**

AP2.1 - Increase quota of women on relevant panels; strengthen and highlight training and development opportunities for women; Introduce improved mentoring/coaching; Increase the invitations to women visiting fellows; Develop clear job descriptions for all core School and departmental positions.

AP3.3 – Request changes to H NAP courses to promote understanding of equalities issues.

AP3.5 - Provide manager training to enable support for the career development of returners; Clear success record of the number of promotions applicants; Promotion training uses a diverse range of case studies; Focus Groups held to gather the experiences of staff who have taken any form of family leave.

AP3.6 – Training requirements flagged and recorded in P&DR/PREP; Set a baseline average for each career level; Introduce School-wide guidelines to ensure that women have equal opportunities to access training; Add “usefulness” of training question on Staff Audit.

AP3.7 – Promotion as a standard item in P&DR/PREP process; All staff have P&DRs; Train all P&DR/PREP reviewers; Establish a P&DR/PREP working group; Pilot inter-department reviewing.

AP4.1 - School Promotion Committee contains at least 40% women; Raise awareness of promotion processes for women, especially for non-standard careers; Fund research to identify the reasons for the mistrust of the promotion process amongst women in the School.

AP4.2 - Ensure transparency about gender and seniority in the RRE, REF and grant applications processes.

## 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 [136]

Post Title	Absence Type	Number	Start Date of Absence Period
Lecturer	Maternity	1	2013
Senior Research Fellow	Maternity	1	2014
Lecturer	Maternity	1	2014
Senior Lecturer	Maternity	1	2015
Teaching Fellow	Maternity	1	2015
Research Fellow	Maternity	1	2015

**Table 12: Maternity leave Data Academic/Research Staff**

Post Title	Absence Type	Number	Start Date of Absence Period
Academic- Related Manager (Grade 6)	Maternity	1	2013
Admin Assistant (Grade 4)	Maternity	1	2014
Senior Programme Administrator (Grade 5)	Maternity	1	2014

**Table 13: Maternity Data PSS Staff**

No instances of shared-parental leave were recorded, however, if a mother ends her maternity leave and returns to work, whilst the secondary care-giver takes the remaining time as shared-parental leave, the records would still show the mother's leave as 'maternity' rather than 'shared parental leave'. It may be that some mothers in the 2015-16 leavers did use shared parental leave arrangements following their maternity leave.

There is currently no central repository for School level data on maternity, adoption, paternity and shared parental leave or flexible working arrangements, since this information is currently held at department level and with HR. We will liaise with HR to strengthen their processes to enable us to report effectively on this data (AP3.5).

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

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

The full staffing cost of all maternity and adoption leave is covered by Faculty funding (including research staff). Departments are responsible for arranging cover and handover arrangements. Staff are entitled to take time off with pay to keep appointments. For academic staff, MAL is arranged through the HoD, for PSS staff via their Line Manager. There is an optional checklist to complete for managers detailing things to consider such as use of keeping-in-touch days, where things are kept, handing over of lecture slides etc. or if it related to the individual's professional progression e.g. upcoming funding deadlines, conferences, research students support etc., copies are held by the individual and their line manager. We have no data on whether these checklists are completed, or considered (AP3.5).

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

The University offers members of staff the option to work for up to 10 Keeping In Touch (KIT) days and for up to 20 SPLIT (shared parental leave-in-touch) days per parent. This is to enable staff to keep in touch and up to date with developments at work, and must be agreed in advance by both the employee and the line manager. We have no process for tracking these KIT days (AP3.5).

University Policy allows the School to make reasonable contact with members of staff, for example, to discuss return to work arrangements or to communicate important information.

Employees on fixed-term contracts are covered by the same policy and associated provisions until the contract expires. Statutory Maternity/Adoption Pay will continue to be paid beyond the contract expiry date via payroll if eligible. Where the fixed term contract is due to end by reason of redundancy during maternity leave an employee on the Redeployment Register will be offered a suitable alternative post where such a post becomes available. We have no cases of staff contracts ending during maternity leave, nor staff being redeployed whilst on maternity leave.

The Academic and PSS Academic Audits showed generally positive responses for support during maternity leave, with 5 out of 6 women academics happy with the level of support, and 5 out of 5 PSS female staff being happy with the level of support they received, compared to 3 out of 5 male academics who took paternity leave.

### (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.

HoDs are expected to arrange a meeting prior to return to work to discuss workload and support. Line managers are provided with a checklist from HR to assist staff in the transition back to work. There is currently no recording of this activity at School level. There is no School specific guidance as to what support individuals should receive when coming back from maternity, this is addressed in the action plan **(AP3.5)**.

The University offers returners from maternity, paternity and adoption leave the opportunity to join a peer support group, and there are two workplace nurseries. The University has a salary sacrifice scheme supporting childcare costs.

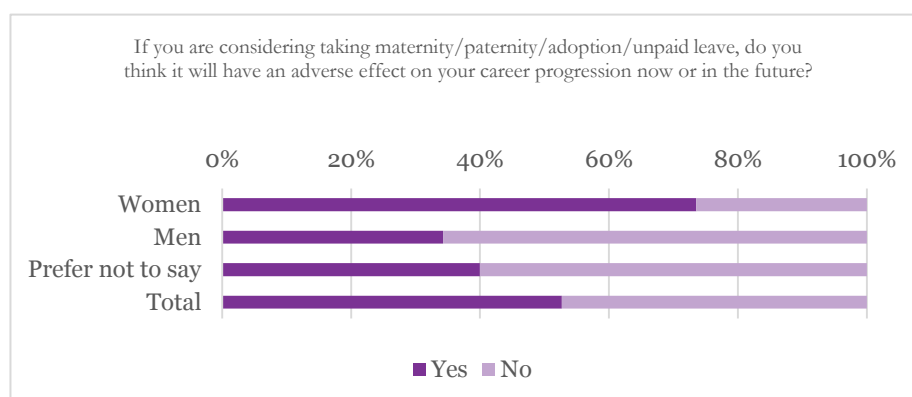
The Academic Audit showed mixed responses for return to work support with only 3 out of 6 female academics happy with the level of support. There was a perception of a lack of understanding about the upheaval of returning to work after a period of parental leave.

*“When I returned from leave there was no appreciation in terms of the workload that I was given, of the fact that I had been on maternity leave for the best part of a year... I was just expected to carry on as if I had never been away.” (Female Respondent)*

Our Academic Audit showed that 53% of academic women and 28% of academic men agreed that women were more at a career disadvantage for having a family than male staff. Women respondents felt that this was potentially due to preconceptions about productivity and flexibility:

*"I also feel that assumptions are made about working mothers in junior roles...This particularly relates to their flexibility and availability which are assumed to be a problem in taking on certain roles." [female respondent]*

With regard to respondents who might consider taking leave in the future, 74%W thought it would have an adverse effect on their career progression, compared to only 34%M:



**Chart 64: If you are considering taking maternity/paternity/adoption/unpaid leave, do you think it will have an adverse effect on your career progression now or in the future?**

A fear of being 'left behind' emerged as a perceived barrier to one's potential career progression following a possible period of leave:

*"A bit hypothetical because the question does not describe my situation ... but e.g. 6 months of paternity/maternity leave would impact on career progression because progression is based on achievements ... you cannot achieve whilst on leave. (Male Respondent)"*

Amongst PSS staff, only 30%W and 14%M agree that having a family puts female PSS staff at a career disadvantage. This is a significant difference between academic and PSS cultures.

The Academic Audit showed some dissatisfaction, with 7 of the 14 respondents (1M, 6W) who had taken MAL indicating this had negatively impacted their careers.

The School needs to both increase support for those returning from maternity leave and raise awareness of successful career progression from individuals in this position **(AP3.5)**.

#### (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.

All staff returned to work from maternity leave and no fixed term staff had contracts ended during 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.

Post Title	Absence Type	Start Date of Absence Period
Professor	Statutory Adoption Pay	2014
Senior Lecturer	Statutory Paternity Pay	2014
Professor	Statutory Paternity Pay	2015
Research Fellow	Statutory Paternity Pay	2015

**Table 14: Paternity /shared/adoption male Academic Staff**

Post Title	Absence Type	Start Date of Absence Period
Grade 6	Statutory Paternity Pay	2015
Grade 6	Statutory Paternity Pay	2015

**Table 15: Paternity /shared/adoption male PSS Staff**

The University has shared Parental Leave and Parental Leave policies and procedures which are adhered to by the School.

The School is fully supportive of all staff taking up these opportunities, although there is no clear policy on encouraging staff to take them up and this is addressed in the action plan (**AP3.2 & AP3.5**) . Formal requests by academic staff are made via HoDs, while PSS requests are made to line managers. All formal requests are lodged centrally with HR.



The Academic Audit showed that 3 out the 5 male academics who took Parental Leave found the process supportive and all maintained some form of contact during leave. There was no qualitative data to investigate further why 2 of the staff did not find the process supportive.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University has a policy which allows flexible working for all staff. Requests for flexible working may be for any reason and are not restricted to employees with family commitments. Approval is granted by the Line Manager and signed off by the Head of School. All PSS staff Grades 1-5 are able to opt-in to formal flexi-time (**AP 6.1**).

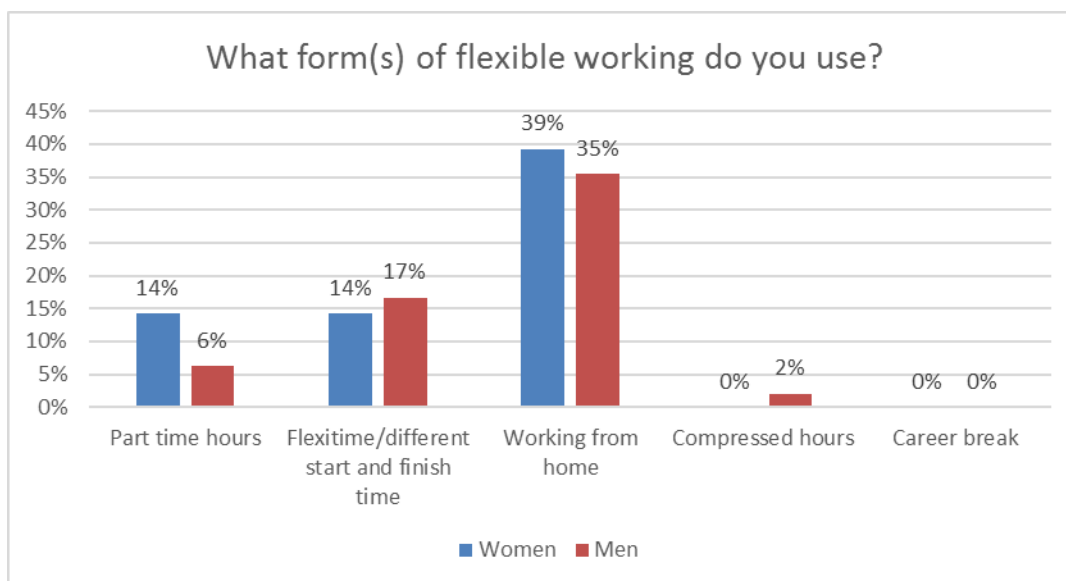
Flexible working requests which are approved are either permanent or granted against a certain circumstance, are reviewed on a periodic basis by the line manager.

The School is fully supportive of flexible working, (although there is currently no clear policy on communicating this to staff) (**AP3.2 & AP6.1**) and seeks to support reasonable requests from academic and PSS staff. All formal requests are lodged centrally with HR.

It is not clear whether all staff understand the flexible working options of the institution. HR records show that between 2014-2016, there were 8 formal requests for flexible working, from staff - 4 academic (2M, 2W), 4 PSS (2M, 2W). All of these requests were approved.

Discussions with HoS and HoDs suggest that many flexible working arrangements with academics are informal. There is no School level record of informal arrangements and a review of existing arrangements is needed. This lack of record keeping was reflected by our AS Academic Staff Audit, in which 34% of men and 39% of women indicated they use flexible working (**AP6.1**).

The Academic Audit shows that men are slightly more likely to use flexitime or compressed hours, whilst women are more likely to use part-time hours or work from home (chart 65) . However, several respondents noted that flexible working could hide broader workload and work-life balance issues.



**Chart 65: Academic staff experience of flexible working (AS Academic Staff Audit)**

There was also a feeling from male respondents that workload and flexible working was gendered, as the following comments suggest:

*"In my immediate case, a number of female colleagues have consistently done less workload for the same amount of pay. Their family situations seem to have been a reason taken for why they were not asked/or pulled out of commitments (e.g. going on field trips, other teaching and administrative commitments) that I as a male without children was expected to do." (Male Respondent)*

*"I feel some colleagues (especially without children) have been asked to bear more of the workload responsibility. Single men are particularly vulnerable to be asked to do a lot in this way." (Male Respondent)*

*"Female academic staff with children have used it to their career advantage - to get out of certain tasks - leaving other academic staff to fill the gap." (Male Respondent)*

There are a number of actions relating to this running through the action plan (see list at the end of this section).

**(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.

The University advertises all vacancies via the internal website and follows a process which allows part-time staff to apply for suitable full-time roles or full-time staff to apply for part-time roles.

There is no formal University policy on the transition from part-time back to full-time work after career breaks. Currently staff may approach their line manager to discuss an increase in hours, but this would be based on the needs of each and there is no way to record these informal conversations **(AP3.8)**.

### Section 5.5: Action Plan Summary

AP3.2 - To integrate Athena SWAN principles and E&D issues into Induction processes; improve departmental induction activities.

AP3.5 - Provide manager training to enable support for the career development of returners; clear success record of the number of promotions applicants; Promotion training uses a diverse range of case studies; Focus Groups held to gather the experiences of staff who have taken any form of family leave.

AP3.8 - Clear statements around the expected use and application of flexible working, parental leave and the application of all University family friendly policies; Introduce a process for tracking flexible working requests; Clear policy on expectations of staff returning from maternity leave, shared parental leave or adoption leave.

AP6.1 - To supply E&D, gender and BAME data to all appointment panels; To make clearer at recruitment stage the School's commitment to addressing inequality at all levels; Recruiting managers requested to consider flexible working; Annual report produced on recruitment data; Introduce clear guidelines for recruiting managers on recruitment data management.

## 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.

E&D is now a standing item at the School Board, SPRC, and at departmental meetings. The main focus has been on raising awareness of the Athena SWAN principles, gathering data for the application and seeking feedback on the Action Plan. The School Strategic Plan (2017-2022) states a commitment to the principles of Athena SWAN, and the key action plan items will be embedded in the annual operational plan.

The Chair of the SAT and E&D committee (Miles), who has expertise in disability equality and inclusion in education, represents the School on the Faculty E&D committee, and has attended the first ever University wide transgender awareness training. The Director of Social Responsibility (O'Brien) has E&D as a key operational priority.

Our Academic Staff Audit suggests disparity between School level initiatives/policies and the workplace culture of departments. The survey revealed that 48% of responding men and 61% of responding women in academic positions were not satisfied with the balance between their professional and personal life. Comments from women academics reveal that work-load allocation is unreasonable:

*"I used to work on average twice the hours specified in my contract. As a part-timer I now work three to four times my contracted hours. Work-life balance is still pretty dire." (Female Respondent)*

For both men and women, the pressure of being measured on 'outputs' in terms of career advancement was a key aspect of their dissatisfaction with work-life balance:

*"I think promotions procedures are heavily output-focused. There is very little consideration of context." (Male Respondent)*

Focus groups will be held with SPC members to establish the impact of the UB training (AP3.1). University delivered unconscious bias training will be rolled out to all staff in the next three years. All academic staff will receive E&D training in order to widen the pool of potential women interviewers, and the impact of this training will be measured through the Academic Staff Audit (AP3.1).

## (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 HoS holds monthly meetings with the HR partner, who sits on SPRC and informs on policy changes. The HoS meets individually with HoDs monthly, and the HoSA meets with senior PSS staff, HR discussions form part of these meetings.

The HoS sits on the Humanities Policy and Resources Committee, through which the Head of HR provides updates on policies.

Our Academic Audit showed that 94%M and 78%W are aware of the University's gender equality policies (listed in the audit). However only 52%M and 60%W believe that the School makes it clear that intimidating language is not acceptable and 11% of respondents (10%M and 16%W) have personally experienced or witnessed inappropriate language or behaviour over the past two years. Comments from women academics in certain areas reflected a feeling that there was no point in reporting such behaviours.

*"I struggled to talk out about this issue. I was told that the behaviour of this person had been reported in the past .... nothing had been done about it in the past." (Female Respondent)*

In the PSS Audit, 57%M and 87%W were aware of the equality policies, and 58%M respondents and 69%W believe that the School makes it clear that inappropriate language and behaviour are not acceptable. Around 26% of PSS respondents had witnessed or experienced inappropriate behaviour. Out of those who had witnessed or experienced it, 87% had reported it informally to senior colleagues within the School.

Out of these individuals who reported it 70% felt that the response was dealt with sensitively and appropriately.

We will increase awareness of the University-wide zero tolerance policy and 'We get it' campaign, and with its online tool for reporting instances anonymously or formally, and of procedures for reporting inappropriate language and behaviour (AP5.1).

(iii) Representation of men and women on committees

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

Key School Committees	Chair M/W	Academic Staff		PSS Staff		% women
		Men	women	men	women	
School Policy and Resources Committee*+	M	9	2	1	5	41%
Heads of Department Meeting*	M	5	1	0	1	29%
School Board	M	All School academic and PSS staff can attend this				
School Promotions Committee*	M	9	2	n/a	n/a	22%
School Research Committee+	M	5	3	0	2	50%
School Teaching and Learning Committee+	M	8	5	1	9	61%
School PGR Programmes Committee+	M	8	3	1	2	36%
School Strategic Admissions Group*	M	15	4	2	3	30%
School Equality and Diversity Committee+	W	2	4	0	1	71%
School Web Committee	W	3	4	5	3	37%
<b>Total</b>		<b>64</b>	<b>28</b>	<b>10</b>	<b>26</b>	<b>54%</b>

\*all chaired by the Head of School

+policy shaping (influential committees)

**Table 16: Chairs of key School Committees (2016-2017) and gender profile**

Although women make up 54% of School Committee membership, they are in a minority in the Heads of Departments meeting and Promotions Committee, and in the

majority in the Teaching and Learning Committee and the E&D Committee. Academic women are under-represented in relation to their proportion in the School (30% compared to 48% overall).

Head of Department recruitment includes an explicit reference to the need to recruit and support women and BME staff into leadership roles. Senior roles carry workload reduction, extra sabbatical tariff and non-pensionable stipend.

The Self-assessment process has heightened the awareness of the School management of the need for gender balance in key academic leadership roles. Practices in role recruitment vary at department level, and issues of committee overload can be a cause for concern when there are small numbers of women, particularly at senior level. **(AP6.1).**

The Academic Audit showed the discrepancy in perception of the opportunities given to academic staff (92%M/71%W) to represent the Department/School on committees, an issue that was compounded, certainly for women, by issues of workload:

*“There are lots of opportunities but workload models could better reflect the commitment of academics to these roles.” (Female Respondent)*

We will address this clear gender imbalance in the senior leadership of the departments in the School and in the School-level committees **(AP2.1).**

#### **(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?

All School Directors and HoS sit on Faculty committees in their area of responsibility, and the School is also represented in Faculty Leadership roles. All opportunities for University and Faculty roles are notified by email, and external opportunities are circulated by the Research Support Office. Workload reduction is applicable in some of these cases. As with School level roles, individuals may be approached by HoS and HoDs, especially in cases of under-represented groups.

#### **(v) Workload model**

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

The School has a workload allocation model (WAM) which covers academic staff on T&R/T&S contracts involved in teaching, PhD supervision and administration. The School assumes an overall 40:40:20 split for teaching, research/scholarship and administration for T&R staff (60:20:20 for T&S staff). Points are allocated for

probationary staff to complete HNAP – and there is an assumption of 50% workload reduction for Year 1 of a T&R/T&S academic post.

The Academic Staff Audit showed a perception that workload allocation was gendered, with 16%W and 8%M disagreeing with the statement that gender does not play a role in workload allocation. Comments within the Audit suggest a recognition that pastoral work is gendered with higher numbers of women assuming these roles: **(AP5.4)**.

*“I see more of the less visible work (e.g. supporting students in crisis, quietly supporting colleagues and mopping up various messes left behind by others) in my discipline as, at least in part, gendered work.” (Male Respondent)*

Workload is considered as part of appraisal and development and in promotion criteria. In the Academic Audit, nearly a third of women (32%) disagreed that decisions on promotions at School level were made irrespective of gender; only 6% of men disagreed **(AP 4.1)**.

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

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

All School level meetings are organised within core working hours (10am-4.00pm). The Academic Audit revealed a difference in reporting between 81%M and 74%W in their reporting of departmental meetings being held in core hours, as the following comments emphasise:

*“Career disadvantage - unable to attend meetings that I would like to, as they are outside core hours and I have childcare.” (Female Respondent)*

Social events do tend to take place out of core hours, but are publicised in advance to allow those with caring responsibilities to make necessary arrangements. 59%W and 77%M felt that social activities are welcoming to both men and women. Again, timings appear to be an issue:

*“They still often take place in the evenings, which can be difficult for some people.”*

Academic Seminars usually take place in core hours, although public lectures often take place early evening due to timetabling constraints and invitations to the public, however MIE has introduced an earlier start (4pm instead of 5pm) for its regular Sarah Fielden lecture evenings, in response to E&D concerns **(AP5.6)**.

#### **(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.

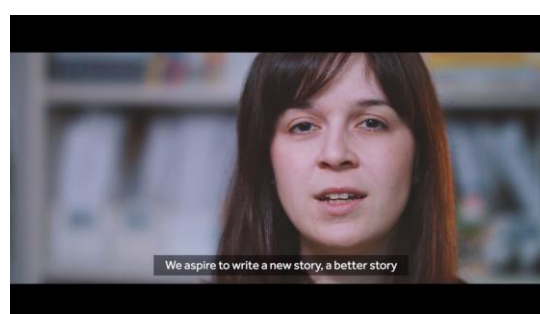
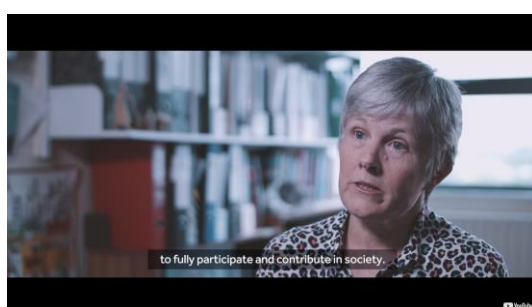
Chairpersons and speakers in seminars are not systematically recorded. However data for 2016-17 shows that there is a fair gender balance among the speakers, but not among the chairpersons (Table 17). The gender balance of chairpersons and speakers will be monitored through our Action Plan (**AP2.1**).

Department	Name of Seminar/Workshop	Speaker		Chair/Organiser
		M	F	
Architecture	Research Seminar	5	7	F
GDI	GDI Lecture Series	7	4	F
Geography	Research Seminar Series	7	9	M
MIE	Sarah Fielden Seminar Series	3	5	M
MIE/SEED	Research & Teaching Matters	9	9	M
PEM	Research Seminar Series	2	2	M

**Table 17: Departmental Seminar Speakers 2016-2017**

Gender has not been explicitly considered when producing publicity material. A review of externally facing website pages conducted in 2017 reveals images of 40 women and 22 men.

The School produced a video in 2017 to raise awareness of the School's high impact global research. Two of the five talking heads, representing each department, were women (one SL, the Chair of the SAT – left) and one early career lecturer, the Chair of the Ethics Committee - right).





There was a suitable balance between the representation of men and women in the 2017 Undergraduate prospectus - with women being represented in 53% of images – see Table 18 below.

Department	Images of Men	Images of Women
Geography	20 (50%)	20 (50%)
MIE – English Language for Education	17 (43%)	23 (58%)
PEM	10 (42%)	14 (58%)
MIE – Management, Leadership and Leisure	8 (38%)	13 (62%)
Architecture	23 (56%)	18 (44%)
Total	78 (48%)	88 (53%)

**Table 18: Images of Men/Women in Undergraduate Prospectus**

(viii) Outreach activities

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

The self-assessment process highlighted a lack of systematic reporting of outreach activities. All outreach work will be allocated workload points, and each department will develop more clarity about the classification of outreach and recording of commitments (AP5.4).

The University recognises outreach and engagement work through their “Making a difference awards”. In 2017 five staff were nominated (2W/3M) and four students nominated (2W/2M). The School promotes opportunities available to staff from Faculty Level such as the Social Responsibility in the Curriculum and the Public Engagement awards. Outreach activities are celebrated through newsletters at School and discipline level and on social media.



### **Section 5.6: Action Plan Summary**

AP2.1 - Increase quota of women on relevant panels; Continue to strengthen and highlight training and development opportunities for women; Introduce improved mentoring, coaching and P&DR/PREP; Increase the invitations to women visiting fellows; Develop clear job descriptions for all core School and departmental positions.

AP3.1 - Monitor data of women on panels; Supply E&D, gender and BAME data to all appointment panels; Invite women from other departments and Schools to increase, in the short term, gender balance; To aim for a 40% quota of women on shortlisting, recruitment and appointment panels; Ensure all new academic and PSS staff undertake E&D training.

AP4.1 - Ensure School Promotion Committee contains at least 40% representation of women; Raise awareness of promotion and progression processes for women across the School, especially for non-standard careers; Fund research to identify the reasons for the mistrust of the promotion process amongst women in the School.

AP5.1 - Clear definitions of what constitutes inappropriate language and behaviour are agreed; Introduce visible statements from HoS/HoDs stating zero tolerance to bullying and harassment; enhance presence and awareness of University's 'We get it' initiatives.

AP5.4 - Undertake research to analyse existing departmental workloads and the allocation of pastoral and administrative responsibilities; To ensure managers recognise all aspects of academic workload in promotions procedures.

AP5.6 - Codify a School Policy around meetings taking place in core hours (10-4), circulating current good example; Enforce compliance of policy.

AP6.1 - To supply E&D, gender and BAME data to all appointment panels; To make clearer at recruitment stage the School's commitment to addressing inequality at all levels; Recruiting managers requested to consider flexible working; Annual report produced on recruitment data; Introduce clear guidelines for recruiting managers on recruitment data management.

### **Section 5: [6582 words]**

## **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**

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

## 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.

The size and complexity of the five departments in the School of Environment, Education and Development (SEED) makes it difficult to understand how gender operates, and the physical distance between the buildings (approximately 15 minute walk, in some cases) compounds these difficulties. It is evident from this self-assessment and consultation process that there continue to be structural barriers to women's equality, perhaps most strongly evidenced by unequal representation in senior and leadership positions. We have identified a lack of data and knowledge about gender issues across the School, as well as pipeline issues. Some of the proposed actions can be implemented relatively easily, while others require a long-term culture change and University wide action, such as the over-representation of women in insecure fixed term research roles and in Teaching and Scholarship positions. Our aims include the location of data identified as missing, the improvement of School access to University level data, as well as the collection of more fine-grained data at department level. In working towards the Athena SWAN Silver Award over the next 3-4 years, we will focus on the following key areas which are presented in the order in which evidence has been presented in the main application:

- 1) **Picture of the Department - Student profile:** the School data reveals gender and ethnicity imbalances in some departments at UGT and PGT levels, but is incomplete. We aim to increase availability and understanding of data at departmental level, leading to changes in practice where needed.
- 2) **Picture of the Department - Staff Profile:** the data highlights consistent under-representation of women academics in senior positions in the School, and over-representation of women in fixed term and part-time posts. A key aim of the Action Plan is to increase the number of women in senior leadership positions.
- 3) **Advancing Women's Careers - Staff recruitment, training and support:** in addition to School data highlighting consistent under-representation of women academics in leadership positions, the Athena SWAN Audit (PSS & Academic) highlights distrust of School processes including P&DRs, lack of access to training and limitations in induction and other processes. We will introduce a range of measures to tackle these issues.
- 4) **Advancing Women's Careers - Staff progression and promotion:** the Academic Audit identified a mistrust of the promotions process and progression at all levels. We will make promotion processes more transparent and provide mentoring and coaching for women and men.
- 5) **Advancing Women's Careers - Workplace Culture:** the Audit identified urgent areas for action, particularly around inappropriate language and behaviours, as well as many meetings taking place outside of core hours. We aim to more clearly define and communicate standards and expectations around these issues.
- 6) **Collecting more complete evidence and raising awareness:** we will improve communications around Equality and Diversity, establish and maintain a staff intranet site focused on E&D, and conduct an annual Staff audit.

#### List of Role Abbreviations Used in Action Plan

CEDC	Chair of Equality and Diversity Committee
HOD	Head of Department
HOS	Head of School
PGRD	Postgraduate Research Director
RD	Research Director
SRD	Social Responsibility Director
TLD	Teaching and Learning Director
DSM	Doctoral Services Manager
HOSA	Head of School Administration
HRP	HR Partner
HSSE	Head of SEED Student Experience (Deputy HoSA)
SLDP	Staff Learning and Development Partner

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
1) Picture of the Department - Student profile							
AP 1.1	<p>The gender balance on UGT/PGT courses has improved, but there is little understanding of how or why this has happened, good practice is not being captured and shared, and there is insufficient awareness of how to ensure that gender balance is continually monitored in relation to national benchmarks.</p> <p>PGR gender balance needs careful consideration.</p>	<p>(i) To produce reports of student profiles at department level at admissions, offers, acceptances and registrations stages annually – in relation to gender and ethnicity.</p> <p>(ii) To create action plans to respond to gender and ethnicity imbalances in applications, offers and acceptances and registrations.</p>	<p>(i) Dec 17-Sept 18 (then annually)</p> <p>(ii) Dec 17-Sept 18 (then annually)</p>	(i)-(ii) TLD /PGRD	<p>(i) Department plans are created, approved and actioned in order to address gender imbalances that may arise in some student cohorts. Ensure plans consider national benchmarks, where these are positive.</p> <p>(ii) Identify Institutes which are outperforming the benchmark and enquire about their practice. Good practice and blockages identified – student profile reports of gender and ethnicity sent to E&amp;D Committee twice a year for monitoring purposes.</p> <p>Gender and ethnicity analysis of admissions data</p>	Medium	<p>Departmental process established for receiving annual student gender and ethnicity profiles and producing actions. Good practice examples disseminated across departments.</p> <p>Adaption of admissions plan in response to previous years' profile produces positive changes to the admissions and matriculated demographic - reflective of the A-Level profile for UG – in line with the UG profile for PGT.</p>

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
					feeds into all stages of the admissions planning cycle.		
AP1.2	There is no School-wide strategy or process for producing gender/ethnicity balanced promotional materials and activities.	(i)To monitor promotional materials, and recruitment policies and practices, compare differences in approach across departments and adopt good practice for consistent performance across the School.	(i)Dec 17-Sept 18 (then annually)	(i)HOSA/ HSSE/CED	<p>(i)Student groups evaluate revisions of promotional materials.</p> <p>Promotional materials are revised.</p> <p>Promotional materials are approved and distributed.</p> <p>Systems in place to monitor the materials used on Open Days and field trips, including the language used in branding to promote the School and the departments - building on the good practice already developed in Geography.</p> <p>Feedback requested from participants on their opinion</p>	Medium	<p>Gender/ethnicity balanced promotional activities in use across the School.</p> <p>Feedback and demographics of Open Day/field trip attendees, and record of presenters, achieves a gender balance and is ethnically diverse.</p> <p>Feedback from Student Representatives confirms the School, departments, programmes are presented as an inclusive and supportive environment.</p>



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					<p>of the Department based on their experience and the materials received.</p> <p>Systems in place to monitor trends towards more diverse representation of staff (by gender and ethnicity) when addressing large cohorts of students.</p>		
AP1.3	<p>There is a lack of consideration and explanation of E&amp;D issues within existing student committees, possibly leading to a lack of engagement.</p> <p>There is an identified need to involve students in the SAT/E&amp;D Committee.</p>	<p>(i) To ensure active participation of Student Representatives in the E&amp;D Committee, in discussions about AS principles/E&amp;D issues, and in the implementation of the School Action Plan.</p> <p>(ii) To introduce E&amp;D as a standing item in School and departmental programme committees, to inform the wider student body – including discussing specific</p>	<p>(i) Nov 17-Jan 18 (then annual call)</p> <p>(ii) Jan 18 (ongoing)</p>	<p>(i) HSSE</p> <p>(ii) HSSE/DTL/ PGRD</p>	<p>(i) Representatives of the student body to be invited to the E&amp;D Committee (minimum of one for each of UGT/PGT/PGR).</p> <p>(ii) Clear evidence of E&amp;D discussions in minutes of School and departmental programme committees.</p>	Medium	<p>There is an established process for consulting students on E&amp;D issues.</p> <p>Clear student engagement in the Action Plan, as evidenced by E&amp;D issues being a recognised part of student engagement with the School.</p>

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		<p>items such as UEQ feedback issues.</p> <p>(iii) To develop focus groups for each constituency to identify barriers and opportunities to student participation in E&amp;D issues.</p>	<p>(iii) Jan 18 – May 18 (planning) Sept 18 – Dec 18 (implementation)</p>	(iii) HSSE/CED	(iii) Student Representatives at departmental and School level engage in focus groups with their constituencies to discuss ways of increasing student participation in E&D issues.		
AP1.4	The School does not have a clear idea about equalities issues among PGR students, especially in relation to career development and pipeline issues, and PGR students were not included in the Staff Audit.	(i) To work with PGR representatives on the E&D committee to design an Audit instrument for PGR students, by building on the Staff Audit .	(i) Jan 18-Jun18	(i)PGR student representatives/CED	<p>(i)An Audit instrument for PGR students is designed and tested.</p> <p>PGR audit is conducted.</p>	High	<p>The School has a clear idea about equalities issues among PGR students and actions are taken in response to the issues identified.</p> <p>PGR students are included in the annual Athena SWAN Audit process.</p>

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
2) Picture of the Department - Staff Profile							
AP2.1	Under-representation of women in senior and professorial roles across the School, with particular concerns in Geography, GDI and MIE.  There is a lack of transparency in the promotions process, and the success rate is not communicated to staff.	(i) To increase quota of women on shortlisting, recruitment, promotion and appointment panels at department and School level.  (ii) To continue to strengthen and highlight training and development opportunities for women to prepare them for promotion and leadership. Including support for the development of formal and informal networks, building on the success of the FAN (female academic network) in Geography and the School's Women Into Leadership programme.	(i) Nov 17-Sept 20  (ii) Nov 17-Sept 20	(i) HOSA  (ii) HOSA/ CED/HOS	(i) Increased numbers of women on recruitment, promotion and appointment panels.  (ii) Increased number of women are invited to enrol on 'Step Into Leadership' programme and on School's 'Women Into Leadership' programme.  Opportunities created for women and men to deputise for HoS and other senior positions, and there is an equal representation of women and men chairing meetings and committees, and records to be kept of gender/ethnicity balance.	High	The number of women appointed to senior leadership positions is increased from two to four out of a total of eleven by 2020, with a longer term aspiration to reach five or six senior leaders out of eleven.  An increase in the percentage of staff who feel promotion cases at School level are treated on their merit irrespective of gender. As reflected by the Annual Audit Scores increasing above 75% for both genders (currently 30% of women/63% of men):  <b>The School meets Faculty of Humanities 2020 targets of 47%/53% representation of women to men at SL and above, with an aspiration to achieve 50:50 by 2020.</b>

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		<p>(iii) To introduce improved mentoring, coaching and P&amp;DR/PREP processes for academic and research staff – which include discussions around career progression.</p> <p>(iv) To increase the number of invitations to women visiting fellows to act as role models and work with women academic staff in the School to support career progression (successfully trialled in Geography in 2016/17, with one senior visiting fellow). At least two</p>	<p>(iii) Jan 18 – May 18 (planning) Sept 18 – Dec 18 (implementation)</p> <p>(iv) Nov 17-Sept 20</p>	<p>(iii) HODs/PIs/ SLDP</p> <p>(iv) HoDs/RD/ HOSA</p>	<p>Success rates of promotion processes will be communicated together with information about how the panel make adjustments to the criteria for those with non-standard career pathways.</p> <p>(iii) Improved mentoring, coaching and P&amp;DR/PREP processes with particular attention to Geography, GDI and MIE.</p> <p>(iv) Numbers of invitations logged and baseline set (support provided for two per year).</p>		

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
		<p>invitations per department per year.</p> <p>(v) To develop clear job descriptions (with required skills and clear E&amp;D statements) for all core School and departmental academic “administrative” positions in order to encourage women to apply for internal posts.</p>	<p>(v) Jan 18-Sept 18 (planning stage) Sept 18 (ongoing)</p>	<p>(v) HOSA /HSSE/HoDS</p>	<p>(v) All core School and department roles are identified and job descriptions written.</p>		
AP2.2	There is a lack of understanding of gender representation across non-standard contracts (FTCs, part-time, Tutors in Initial Teacher Training in MIE) and of the context and reasons for this.	(i) To employ an RA to conduct an analysis of the allocation of fixed term and part-time positions across the School to identify the reasons for any gender imbalance.	(i) Jan 18-Sept 18	(i) HoS/CED	(i) A study of the gender representation across non-standard contracts (FTCs, part-time, Tutors in Initial Teacher Training - MIE) is conducted by a researcher in the School, and suggested actions integrated into E&D Action Plan.	Low	There is a clear understanding of the gender representation across non-standard contracts (FTCs, part-time, Initial Teacher Training in MIE) and of the context and reasons for this; and actions have been taken to address the issues arising.

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
AP2.3	Given departmental complexities, there is a lack of clarity about the most appropriate departments external to the School, against which to benchmark School data, which leads to difficulties in identifying weaknesses in AS linked metrics.	(i) To draw up a list of external, comparable departments and Schools (outside of the University of Manchester), against which the School and its constituent departments can be benchmarked.	(i) Jan 18-Apr 18	(i) HoS/CE&D	(i) Discussions held with HoDs and HoS, and with key staff in departments to draw up a list of external departments and Schools (outside of the University of Manchester) will be drawn up, against which the School and its constituent departments can be benchmarked.  This newly drawn up benchmarking information is used annually when reviewing AS data.	Low	Clearly defined benchmarking departments/Schools are identified, against which to review our data.  The School is able to evaluate staff and student trends across the wide range of AS metrics much more effectively.
<b>3) Advancing Women's Careers Staff recruitment, training and support</b>							
AP3.1	Women were marginally less likely than men to feel that interview candidates were treated on merit, regardless of gender, according to the Staff Audit.	(i) To monitor and record the proportion of women involved in interview panels to enable an average figure of women on panels to be developed.	(i) Nov 17-Feb 18 (then ongoing)	(i) HOSA	(i) Records are kept, and published annually, of the representation of gender and ethnicity in shortlisting and interview panels.	High	The number of women (not just those in senior positions) participating in interview panels is increased to at least 40/60 representation. <b>Strengthened gender balance on shortlisting and recruitment panels – meet School's 40% target by 2020</b> An increase from 21% W

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
	No monitoring or recording of the proportion of women involved in panels.	(ii) To supply up-to-date School and departmental E&D, gender and BAME data to all appointment panels to ensure that panel members are aware of imbalances in the staff profile.	(ii) Nov 17-Feb 18 (then ongoing)	(ii) HRP/ HOSA	(ii) Information provided to panels on profile imbalance.		and 46% M to 60% for both genders reporting ' <i>strong agreement</i> ' in the Staff Audit that " <b>Staff are treated on merit: with Appointments</b> ".
	In some departments there is only a small number of women who contribute to interview panels and committees, and it is common for there to be only one woman on shortlisting and interview panels, which leads to overload.	(iii) Invite women from other departments and Schools to participate in interview panels in the short-term, and on a reciprocal basis.	(iii) Nov 17-May 18	(iii) HOS/ HODs	(iii) Increase in number of women contributing to interview panels in 2018.		
		(iv) To reach an agreement about the maximum number of panel attendances per year to ensure that no one member of staff is overburdened (except where the individual is required to be present e.g. HOS).	(iv) Nov 17-May 18	(iv) HOS/ HODs	(iv) Workload plans are in place to enable more women (not just those in senior positions) to participate in interview panels without overload on existing senior women.		
		(v) To aim for a 40% quota of women on shortlisting, recruitment and	(v) Nov 17-Sept 19	(v) HOS/HODs	(v) 40% quota met		

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
		<p>appointment panels (as in AP 1.3), providing opportunities for ECR women to be part of interview panels.</p> <p>(vi) To ensure all new academic and PSS staff undertake E&amp;D training, and that this is refreshed every 3 years in light of Athena SWAN and new understandings of Equality and Diversity issues.</p> <p>(vii) To carry out focus groups with SPC members to establish the impact of the UB training undertaken earlier this year by SPC members.</p>	<p>(vi) Nov 17-Sept 18 (then ongoing)</p> <p>(vii) Jan 18-Feb 18</p>	<p>(vi) SLDP/HRP</p> <p>(vii) HOS /CED</p>	<p>(vi) All academic and PSS staff have undertaken training in E&amp;D and/or University delivered Unconscious Bias training, and records are kept of training completed.</p> <p>(vii) Focus groups are carried out with SPC members and to establish the impact of the UB training.</p>		



REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
AP3.2	Gender equality is perceived by staff to be 'not appropriately addressed' within School and departmental induction processes.	<p>(i) To integrate Athena SWAN principles and Equality and Diversity issues into induction processes across the School.</p> <p>(ii) To improve departmental induction activities, including appropriate recording of induction to ensure 100% of staff receive induction, including all research staff.</p>	<p>(i) Nov 17-Feb 18 (then ongoing)</p> <p>(ii) Nov 17-Feb 18 (then ongoing)</p>	<p>(i) HoSA/ HoDs</p> <p>(ii) HOSA</p>	<p>(i) Athena SWAN principles are integrated into induction procedures, and are available on the School's E&amp;D intranet.</p> <p>(ii) Records kept of completion of induction at department and School level, including RAs, and non-completion followed up.</p>	High	Increase in percentage of newly appointed staff who complete the annual AS Audit who report that AS principles and E&D issues are appropriately addressed in their Induction to 50% (currently 8%).
AP3.3	Gender equality is perceived by staff to be 'not appropriately addressed' within the Humanities New Academics Programme (HNAP).	(i) To request changes to the Humanities New Academics Programme (HNAP) courses in order to promote understanding of equalities issues on the following courses: Recruitment, admissions and widening participation, Student support and academic tutoring, and Career development planning.	(i) Nov 17-Sept 18	(i) CED	<p>(i) HNAP training on E&amp;D issues is strengthened.</p> <p>Report to Faculty E&amp;D Committee and SPRC on changes made.</p>	Medium	<p>HNAP training is adapted to strengthen its focus on E&amp;D issues, and especially gender equality, for all new academics at department and School level.</p> <p>Feedback from staff that the E&amp;D elements of the programme meet their needs in supporting students and their own career development as a measure of success.</p>

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
AP3.4	<p>There is a lack of awareness of formal and informal <b>mentoring and coaching opportunities</b> available for all staff (i.e. including non-probationary staff).</p> <p>Women who have had non-standard careers, ECRs and part-time staff have expressed a need for mentoring and coaching.</p>	(i) To make mentoring and coaching available for those women and men who would like to take it up, taking into account the option for ECRs, part-time staff and those who have had a non-traditional career route (i.e. ITT) to request particular mentors to match experience.	<p>(i) Nov 17-Feb 18 (planning) Feb 18-Sept 18 (pilot) Sept 18 (implementation)</p>	(i) HoSA/ SLDP/CED	<p>(i) All academic/research staff have the opportunity to have an allocated mentor.</p> <p>Awareness of coaching and mentoring opportunities available through Staff Learning and Development in the University is included as an additional question in annual Staff Audit.</p> <p>Issue-specific coaching available at university level – especially for those who cannot commit to a full and regular training programme.</p> <p>Staff are encouraged by managers and PIs to seek/consider coaching and mentoring, if/when a need is expressed, and as a routine part of P&amp;DR process – and the uptake is recorded School.</p>	Medium	Women and men take up mentoring and coaching opportunities as indicated by School records and Annual Staff Audit – baseline figure increase to be determined through new Annual Audit question.

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
		(ii) A specific coaching/mentoring question placed on the Staff Audit to track staff awareness and engagement.	(ii) Jan 2018	(ii) HOSA/CED	(ii) Introduction of Coaching/Mentoring questions in Staff Audit.		
AP3.5	Some women academics perceive their career to be negatively impacted by taking maternity leave, parental, adoption or unpaid leave.	<p>(i) To provide training for HoDs, managers, mentors, P&amp;DR/PREP reviewers, Pls, and PhD supervisors about maternity, paternity and adoption leave rights, and how to support the career development of returners.</p> <p>(ii) To enable the School to have a clear view of the career progression of staff taking maternity leave, parental, adoption and unpaid leave staff. The School Promotions Committee records the number of applicants who have had periods of leave,</p>	<p>i) Nov 17-Feb 18 (planning) Feb 18-Sept 18 (pilot) Sept 18 (implementation)</p> <p>(ii) Mar 2018 (ongoing)</p>	<p>(i) HOSA/SLP</p> <p>(ii) HOSA/HRP</p>	<p>(i) Checklists are used by managers and mentors to support women and men who take various forms of leave to ensure all areas of support are discussed, and a record kept of this discussion, including KIT days.</p> <p>(ii) Clear record of career progression of staff taking maternity leave, parental, adoption and unpaid leave staff.</p>	Medium	<p>A decrease in the number of women reporting that their career has been negatively impacted by maternity/paternity maternity, parental, adoption and unpaid leave, as evidenced by the Annual Staff Audit increase to 50% (currently 25%) and by Focus Groups held with staff who have taken leave.</p> <p>Increase in number of applications and successful promotions by those who have taken 1-6 months; 6-12 months; 12 months or more (target to be determined once baseline established).</p>

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
		<p>whether staff are full or part time etc, and their success rates.</p> <p>(iii) Promotion Workshops/Leadership training/HNAP use a diverse range of case studies when evidencing career progression.</p> <p>(iv) To gather the experiences of staff who have taken maternity/paternity parental, adoption and unpaid leave through holding focus groups.</p>	<p>(iii) Jan 18 – Sept 18 (ongoing)</p> <p>(iv) Sept 18-Dec 18</p>	<p>(iii) HRP/CED</p> <p>(iv) HRP/SLDP /CED</p>	<p>(iii) Case studies are developed of academics who have taken maternity/parental/ adoption unpaid leave - highlighting support received and promotion achieved.</p> <p>(iv) Issues raised and identified through focus groups publicised through the E&amp;D Intranet and School Bulletin.</p>		

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
AP3.6	<p>Women have slightly less awareness of training opportunities than men, but appear to be significantly less encouraged to apply for training.</p> <p>There is a lack of record keeping at department and School level of the amount of training undertaken outside the University by women and men.</p>	<p>(i) To ensure training desires, needs, and activities are routinely flagged and then recorded in P&amp;DR/PREP meetings. Implement a new School process to ensure this information is collected and collated to set a baseline average for each career level.</p> <p>(ii) To introduce School-wide guidelines to ensure that women have equal opportunities to access training, and ring-fence the training budget to resource this and to raise awareness of training budget through E&amp;D intranet, School Bulletin, promotions workshops.</p> <p>(iii) To ensure annual evaluation of the “usefulness” of training is</p>	<p>(i) Feb 18 – April 18 (process design) April 18 (implemented and ongoing)</p> <p>(ii) Nov 17-May 18 (policy design) Aug 18 (implemented and ongoing)</p> <p>(iii) Nov 2017 (ongoing)</p>	<p>(i) HOSA/HoD</p> <p>(ii) HOSA/SLP</p> <p>(iii) HOSA/CED</p>	<p>(i) Clear recording/reporting process for training needs as identified through P&amp;DR/PREP introduced.</p> <p>A baseline average is developed for the number of training days that can be taken per year.</p> <p>(ii) Clear criteria for type of training opportunities that are eligible for UoM funding – information disseminated through Intranet and School bulletin – and to P&amp;DR reviewers ahead of annual meetings.</p> <p>(iii) A question to evaluate the usefulness of training undertaken is added to the</p>	Medium	<p>The majority of women and men are aware of training and development opportunities and have been encouraged to apply for this as indicated by Annual Staff Audit, up to 75% (currently 57% women/69% men).</p> <p>A baseline average of days’ training per staff member dependent on career level, to be in place by 2020.</p>

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LEAD BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
		introduced as a question into Staff Audit.			Staff Audit.		
AP3.7	P&DR and PREP processes do not explicitly include a discussion about promotion.	<p>(i) To introduce promotion as a standard item in the School P&amp;DR &amp; PREP process.</p> <p>(ii) To ensure that all staff, including ECRs/Post-docs/ITT tutors have annual P&amp;DRs.</p> <p>(iii) To train all P&amp;DR &amp; PREP reviewers to have promotion conversations and to support reviewees to get the most out of their P&amp;DR and PREP.</p> <p>(iv) To establish a P&amp;DR and PREP working group – and pilot inter-departmental reviewing processes -</p>	<p>(i) Jan 18 – Mar 18 (then ongoing)</p> <p>(ii) Jan 18-June 18 (then ongoing)</p> <p>(iii) Jan 18-July 18</p> <p>(iv) Jan 18-July 18 (design) July 18-Sept 18 (Pilot )</p>	<p>(i) HoSA/ HoDs</p> <p>(ii) HoSA/ HoDs</p> <p>(iii) HoSA/ SLDP</p> <p>(iv) CED</p>	<p>(i) Promotion is placed as a standard item in P&amp;DR &amp; PREP process and awareness raised via School communications</p> <p>(ii) P&amp;DRs are recorded and each HoD confirms all staff in their Department have had a P&amp;DR delivered.</p> <p>(iii) All P&amp;DR and PREP reviewers are trained every 2 years.</p> <p>(iv) P&amp;DR and PREP working group is established.</p> <p>Cross departmental</p>	High	<p><b>Promotion conversations are routinely held as part of a strengthened and improved P&amp;DR and PREP process, and this is confirmed in the Staff Audit.</b></p> <p>Appropriate structures are in place to support women who step forward to apply for senior positions and promotion. (See AP4.1)</p>

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		including consideration of offering the choice of a woman reviewer, or someone with experience of their particular situation.	<i>July 19 (full implementation)</i>		P&DR/PREP processes have been trialled, evaluated and updated accordingly.		
<b>AP3.8</b>	There are no clear processes for ensuring existing academic staff and managers are aware of University flexible working, parental leave and family friendly policies.	(i) To draw up a set of clear statements around the expected use and application of flexible working, parental leave, and the application of all University family friendly policies – and communicate this to all staff on a quarterly basis.	<i>(i) Nov 17-May 18</i>	<i>(i) HoSA/HRP/ CED</i>	(i) Family/Flexible working policy introduced.	<b>Low</b>	Increased use of formal flexible working (current average of one person per year).  <b>Increased levels of satisfaction (to 80%) with support provided by the School before, during and after maternity/parental leave, as represented in the AS Audit (currently 69% before, 73% during and 54% after).</b>
	There is no clear way of tracking requests for flexible working.	(ii) To introduce a process for tracking flexible working requests – including informal requests.	<i>(ii) Nov 17- May 18</i>	<i>(i) HoSA/HRP/ CED</i>	(ii) Process for tracking requests introduced.		
	There is no School policy on expectations of	(iii) To draw up a clear policy on expectations of staff returning from maternity leave, shared parental leave	<i>(iii) Nov 17- May 18</i>	<i>(i) HoSA/HRP/ CED</i>	(iii) Clear return to work policy introduced.		

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	staff when returning from maternity leave, shared parental leave or adoption leave.	or adoption leave (including phased returns to work, workload relief, possible enhanced research funding, rooms where women can express breastmilk, and rooms where staff can rest.					
<b>4) Advancing Women's Careers - Staff progression and promotion</b>							
<b>AP4.1</b>	<p>Fewer women apply for promotion than men, both in absolute terms and proportional to current gender profiles for career grades.</p> <p>Fewer women see the recruitment and promotions processes as being fair, and there is a culture of mistrust about the promotions</p>	<p>(i) To ensure School Promotion Committee contains at least 40% representation of women, using appropriate secondments, such as an ECR woman member or E&amp;D Committee representative.</p> <p>(ii) To raise awareness of promotion and progression processes for women across the School, especially for non-standard careers through E&amp;D intranet and</p>	<p>(i) Sept 18-Dec 18</p> <p>(ii) Nov 17-Nov 18 (then ongoing)</p>	<p>(i) HOS</p> <p>(ii) HOS/CED</p>	<p>(i) 'Spotlight' section on women role models (staff and students) talking about their career paths is a regular feature in the School Bulletin.</p> <p>(ii) The relationship between the number of promotion applications from women and their attendance at the annual WIL workshop is established.</p>	Medium	<p><b>Increased numbers of women apply for promotion at all levels, and more women are appointed to senior positions in line with increased applications.</b></p> <p>An increase in the percentage of staff who feel promotion cases at School level are treated on their merit irrespective of gender. As reflected by the Annual Audit scores increasing above 75% for both genders (currently 30% of women/63% of men).</p>



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	process.	School Bulletin.			<p>Annual Women into Leadership workshops are led by academics who have recent experience of the promotions process, and address gendered issues in the promotions process.</p> <p>Tailored advice, proofreading and commentary on promotion applications provided by mentors and academics.</p>		
		(iii )To explore the reasons for the mistrust of the academic promotion process amongst women.	(iii) Jan 18-Sept 18 (study conducted) Sept 18– Dec 18 (findings disseminated)	(iii)HOS/CED	<p>(iii) Study conducted to explore reasons for women’s mistrust of the promotion process - research to be funded by the School.</p> <p>Study findings disseminated through E&amp;D intranet, department meetings, Faculty E&amp;D Committee, University Athena SWAN</p>		

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					network, and changes are introduced in the School.		
AP4.2	Higher proportion of women than men perceived gender to be a factor in submission to the REF and in the grant applications process.	(i) To ensure transparency about gender and seniority in the RRE, REF and grant applications processes.	(i) Jan 18-July 18 (then ongoing)	(i) RD	(i) Gender balance is monitored in REF processes, in the annual internal Research Review Exercise processes, and in grant applications processes.  Gender profile of REF/RRE and successful grant applications is monitored, discussed in the School Research Committee and published annually on E&D website.	Low	There is transparent communication about gender and seniority in the RRE, REF and grant applications processes.  Increase in agreement via the Annual Audit that decisions made with regard to REF are based on the full range of an individual's skills and experiences irrespective of gender to 75% (currently 39% women/60% men).

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<b>5) Advancing Women's Careers - Workplace Culture</b>							
<b>AP5.1</b>	The Staff Audit indicates that men are more likely to witness inappropriate language and behaviours, while women are more likely to experience inappropriate language and behaviours.	<p>(i) To develop clear definitions of what constitutes inappropriate language and behaviour.</p> <p>(ii) To introduce visible statements from HoS/HoDs stating zero tolerance to bullying and harassment regardless of the seniority or esteem of the perpetrator.</p> <p>(iii) To enhance presence and awareness of University's 'We get it' initiatives across the School, and enhance staff and student awareness of reporting mechanisms for any incidents of sexual harassment and bullying.</p>	<p>(i) Nov 17-Feb 18</p> <p>(ii) Feb 18-May 18</p> <p>(iii) Jan 18 (then Sept 18 annually)</p>	<p>(i) HOS/CED</p> <p>(ii) HoDs</p> <p>(iii) SRD/CED</p>	<p>(i) Definitions of inappropriate language and behaviour agreed by E&amp;D Committee and SPRC.</p> <p>(ii) HoS/HoDs statements disseminated and appear in promotional material, and in other key documents, such as in job adverts, induction material etc.</p> <p>(iii) Regular items in School Bulletin, and at departmental meetings, reminding staff about the zero tolerance policy on bullying and harassment and about the existence of Harassment advisors), and the University's 'We get it' campaign.</p>	<b>High</b>	<p>Decrease in reported incidences of inappropriate language and behaviour, as measured by the Annual Staff Audit, focusing on a reduction below 5% of those witnessing/experiencing intimidating language (currently 14% women/6% men), and those witnessing/experiencing unwelcome behaviour (currently 8% women/6% men).</p> <p>Increase in percentage to 75% of staff knowing about the preventative measures available, as well as support already in place (e.g. Harassment advisors), and the University's 'We get it' campaign, as measured by University's Staff Survey question 8.2 2017 (currently 64%).</p>

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AP5.2	<p>There was a low response rate to the Academic Staff Audit, especially by men, and some apathy about Athena SWAN.</p> <p>Staff Audit responses suggest a lack of awareness of the importance of E&amp;D issues across the School.</p>	<p>(i) To increase the profile of E&amp;D activities in the School, strengthening the existing E&amp;D intranet, ensuring regular communications and ensuring issues are on the agenda of key meetings – including a standing item on departmental away days.</p> <p>(ii) To conduct Annual E&amp;D review of School data, including Staff Audit (Academic and PSS), in order to assess and highlight progress towards achieving agreed actions in the Action Plan.</p>	<p>(i) Nov 17-Feb 18 (intranet refresh) Feb 18 (ongoing)</p> <p>(ii) Jan 18-May 18 (audit/action plan review) Sept 18-Dec 18 (focus groups)</p>	<p>(i) CED/HOSA</p> <p>(ii) CED/HOSA</p>	<p>(i) Intranet site established and regular updates on E&amp;D policies and initiatives at department and School level are included in the School Bulletin.</p> <p>Evidence about the impact of the Athena SWAN Charter on women's careers and improvements in workplace culture and achievements is shared on the Intranet site.</p> <p>(ii) Staff are invited to raise their questions, 'myths', and any scepticism about Athena SWAN, in departmental focus groups and with the SAT/E&amp;D Committee. E&amp;D questions and myths are addressed in a 'Common myths' section of the intranet site.</p>	Medium	Improved completion rates for Academic Annual Staff Audit from 52% to 80% .

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		<p>(iii) To publish the findings and implications of the Staff Audit and of the E&amp;D Action Plan on the Intranet, and regularly raise awareness of key objectives at departmental and School level.</p> <p>(iv) To request all current and future departmental seminar series leaders to include guest speakers to address AS values and latest research on Equality and Diversity issues.</p> <p>(v) To introduce School training sessions covering wider E&amp;D issues, especially for new members of senior staff and long-established senior staff (mirroring some issues identified in HNAP – see AP3.3)</p>	<p>(iii) Nov 17-May 18 (then annually)</p> <p>(iv) May 18-Sept 18 (planning) Sept 18 (implementation)</p> <p>(v) Sept 18-Jan 19 (planning) Jan 19 (implementation)</p>	<p>(iii) CED/DSR</p> <p>(iv) HOSA/CED</p> <p>(v) CED/SLP</p>	<p>(iii) Action plan progress and Annual Audit reports to be standing item on SPRC/ School Board/department boards/departmental away days. One SPRC meeting is dedicated to E&amp;D issues on an annual basis.</p> <p>(iv) Evidence of introduction of AS and E&amp;D themes to seminars.</p> <p>(v) Training sessions covering wider E&amp;D issues are introduced.</p>		

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AP5.3	The E&D Committee has identified through departmental consultation, that there is some gender bias in student feedback (UEQs) about women lecturers' teaching; UEQ feedback tends to focus on personal characteristics; UEQ scores are biased towards male lecturers and which may impact teaching scores for women; and there is little recognition of this issue across the School.	<p>(i) To raise student awareness across the School and through the Student Union E&amp;D training courses for Student Representatives about gendered student feedback in UEQs.</p> <p>(ii) To raise staff awareness through identified programme of training (5.2 v) and through discussion at Promotions Committee.</p> <p>(iii) To introduce a question in the Staff audit to gather evidence of the impact of gendered UEQ comments.</p>	<p>(i) May 18 (then annually)</p> <p>(ii) Feb 18-July 18</p> <p>(iii) Jan 18 (ongoing)</p>	<p>(i) TLD/PGRD</p> <p>(ii) HOSA/ CED</p> <p>(iii) HOSA/CED</p>	<p>(i) A statement is included in all Student Handbooks about zero tolerance of bullying and harassment which includes UEQ statements – further students are informed of the importance of non-gender biased ways of evaluating teaching through E&amp;D discussions in programme committees.</p> <p>(ii) Managers are informed of the need to contextualise the UEQ scores when considering them as evidence of teaching quality, and in promotion applications.</p> <p>(iii) Staff audit amended to include a question to gather evidence of the impact of gendered UEQ comments.</p>	High	<p>The majority of staff are aware of the School's efforts to reduce gendered comments in UEQs, as evidenced through the new question to be factored into the 2018 Audit.</p> <p>Staff report a reduction of inappropriate comments, as evidence by the Staff Audit.</p> <p>Evaluation forms completed by Student Representatives attending Student Union E&amp;D training report increased awareness of the inappropriateness of gendered comments in UEQs.</p>

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AP5.4	There is a perceived unfairness in the way certain types of work are allocated e.g. that pastoral and administrative duties are disproportionately allocated to women and some men.	<p>(i) To undertake research, which analyses existing departmental workloads and the allocation of pastoral and administrative responsibilities.</p> <p>(ii) To ensure managers recognise all aspects of academic workload in promotions procedures (including administrative and pastoral roles, and outreach and public engagement activities), and that this is communicated to staff.</p>	<p>(i) Mar 17 (then ongoing)</p> <p>(ii) Sept 18-Dec 18</p>	<p>(i) HoS/HoDs</p> <p>(ii) HOS/CED</p>	<p>(i) Departments to review pastoral and administrative roles and the rationale for allocations by gender, and redistribute, if necessary.</p> <p>Increased transparency of workload and its allocation process (e.g. descriptors of expectations of roles).</p> <p>(ii) Promotions applications contain a broad scope of academic activities.</p>	Medium	Percentage of women reporting that there is unfairness in the way certain types of work are disproportionately allocated to women is reduced below 10%, as evidenced by the Annual Staff Audit (currently 16% of women/8% men).
AP5.5 See also AP1.4	The School does not have a clear idea about the equalities issues faced by PGR students when transitioning from PGR to ECR, in	(i) To use information gathered from PGR Audit (see AP1.4) to identify equalities issues among PGR students, especially in relation to supervision, workplace culture and	(i) May 18-Dec 18	(i) PGRD/CED	(i) PGR Annual Audit responses reviewed and issues addressed.	Low	Clearer awareness of equalities issues affecting PGR students, especially in relation to PhD supervision, workplace culture and career development (ECR/post-doctoral positions), as evidenced by

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	relation to career development and pipeline issues.  PGR students were not included in the Staff Audit.	career development, (ECR/post-doctoral positions).  (ii) To draw up an action plan to respond to those issues identified.	(ii) Dec 18-Feb 19	(ii) PGRD/CED	(ii) Action Plan drawn up and reviewed within the PGR Committee quarterly.		metrics set in the first PGR AS Audit, and drawn out in the subsequent action plan.
AP5.6	It is not known to what extent meetings and seminars take place outside core hours 10am-4pm.  Evidence in the Staff Audit that activities take place outside core hours.	(i) To codify a School Policy relating to meetings and internal seminars taking place in core hours (10am-4pm), and circulate examples of best practice from departments, such as how to book rooms in other buildings; how to use schedulers; consideration given to staff who are unable to attend meetings/seminars that need to be scheduled outside of core hours, and how they will be included in discussions or receive the	(i) May 17-Sept 18	(i) HoS/HoSA	(i) School Policy drawn up and introduced.	Low	Departmental meeting times and internal seminar times are monitored to ensure that they take place in core hours.  All staff report that departmental meetings and internal seminars are taking place in core hours, as evidenced by the Annual Staff Audit (currently 9% disagree that this happens).



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		information; advice for staff on how to challenge unnecessary out-of-core-hours meeting times.  (ii) To monitor departmental meeting and internal seminar times to ensure they take place in line with newly codified School policy (AP5.5 (i)); and provide reminders about the School's core hours policy for those organisers who are regularly arranging meetings outside of these times.	(ii) Jan 18 (ongoing)	(ii) HoSA	(ii) Departmental meetings monitored and issues about non-core meetings discussed.		
<b>6) Collecting evidence and raising awareness</b>							
<b>AP6.1</b>	Insufficient attention is paid to communicating the importance of staff diversity in recruitment processes, and to the long-term	(i) To supply up-to-date School and Departmental E&D, gender and BAME data to all appointment panels.  (ii) To make clearer at the recruitment stage the School's commitment to	(i) Nov 17-Jan 18  (ii) Nov 17-Feb 18 (process change) Feb 18	(i) HoSA/HRP  (ii) HoSA//HOS/HOD	(i) An improved reporting system is in place from HR to the School on student recruitment and profile.  (ii) Clearer E&D statements in adverts.	<b>Medium</b>	Appropriate attention is paid to the importance of staff diversity, and there is a more representative gender and ethnic profile of recruitment at School and department level.

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	negative effects of under-representation of women and BME staff groups.  Staff Recruitment reporting data and processes are weak (Jobtrain, HR records).	addressing inequality at all levels through strengthened adverts and include positive action statements relevant to the department and level of post advertised, reflective of any imbalances present in those areas.  (iii) To request recruiting managers to consider increased opportunity for, and awareness of, flexible working (shared, flexi-hours, etc.) for each advertised post.  (iv) To produce an annual report on recruitment with a School and department breakdown by gender and ethnicity. Disaggregate the numbers of women and men on “research” and “other academics” contracts to enable a clearer review of	(ongoing)      (iii) Jan 18-May 18 (then ongoing)      (iv) May 18 (then annually)	      (iii) HOSA/ HOS      (iv) CED/HOSA	      (iii) Increase in number of flexible roles offered with working terms.      (iv) The annual E&D report includes profile of recruitment and identifies blockages in the system Progress towards positive action in recruitment is evaluated by E&D Committee.		The possibility of flexible working is included in job adverts (currently none are advertised as being flexible).  Data records collected from Jobtrain are complete for each post.

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		non-standard posts.  (v) To introduce clear guidelines for recruiting managers on completing the University's Jobtrain recruitment system to ensure data reported is correct.	(v) Nov 17-Feb 18 (then ongoing)	(v) HOSA	(v) Data held at central level is improved, and the School is able to access meaningful reports from central records.		
AP6.2	There is a lack of knowledge about why staff leave the School and whether gender and/or gender-related issues are a significant factor in the profile of academic leavers.	(i) To make confidential exit interviews with HR available to staff who want to discuss their reasons for leaving, some of which may be related to equalities issues.  (ii) Create a 'thinking about leaving?' section on the school intranet which will link to the University's central Athena SWAN site, which provides information to staff about how to deal with issues which may be contributing to their thoughts of leaving.	(i) Nov 17-Feb 18 (process change) Feb 18 (ongoing)          (ii) May 18 (ongoing)	(i) HoSA/HRP       (ii) HoSA/CED	(i) Extended, or additional, staff exit interviews are made available by HR and the outcomes are recorded.       (ii) The 'Thinking about leaving?' section of the Intranet is tracked and the number of hits on certain sections monitored to establish the 'reasons' for accessing these sections.	Low	The School has a clear understanding of trends in relation to reasons why staff leave, and tailored action plans that could improve School practice.

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		<p>(iii) To systematically record the information gathered in the exit interviews. Key themes emerging from the exit interview data are used to inform further actions.</p> <p>(iv) To produce an annual review of academic leavers to evaluate and learn from the reasons academic and PSS staff leave the School, paying particular attention to women in insecure, short-term post-doc/ECR positions.</p>	<p>(iii) May 18 (annually)</p> <p>(iv) May 18 (annually)</p>	<p>(iii) HoSA/ HRP</p> <p>(iv) HoSA/ HRP</p>	<p>(iii) Analysis of exit interviews is conducted.</p> <p>(iv) An annual report is presented to SPRC on staff leavers and any other issues identified.</p>		



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