



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Bath	
Department	Department of Politics, Languages and International Studies	
Focus of department	AHSSBL	
Date of application	18 th May 2018	
Award Level	Bronze	
Institution Athena SWAN award	Date: October 2017	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Susan Milner	
Email	s.e.milner@bath.ac.uk	
Telephone	01225 385355	
Departmental website	http://www.bath.ac.uk/departments/department-of-politics-languages-international-studies/	

Glossary of abbreviations used

DoS	Director of Studies
DSAT	Departmental Self-Assessment Team
ECU	Equality Challenge Unit
EDC	Equality and Diversity Committee
FLC	Foreign Languages Centre
FTC	Fixed-Term Contracts
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Department
IMML	International Management and Modern Languages
IR	International Relations
KTP	Knowledge Transfer Partnership
L&P	Languages and Politics
MAIR	Masters of the Arts in International Relations
MAIT	Masters of the Arts in Interpreting and Translation
MLES	Modern Languages and European Studies
NSS	National Student Survey
PGR	Postgraduate Research
PGT	Postgraduate Taught
PIR	Politics and International Relations
PoLIS	(Department of) Politics, Languages and International Studies
PwE	Politics with Economics
SAT	Self-Assessment Team
SDPR	Staff Development and Performance Review
SSLC	Staff-Student Liaison Committee
UoB	University of Bath
WAM	Workload Allocation Model
1WN	1 West North

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.

Dear Athena SWAN panellists,

It is with the greatest enthusiasm and wholehearted commitment that I support this application for the Athena SWAN Bronze award. Inclusivity, and particularly gender equality, are crucial to the success of the University of Bath and the PoLIS department.

As a department we aspire to create a working environment where everyone is empowered to reach their full potential. Athena SWAN has given us a fresh impetus to explore the reasons why we have fewer women reaching the top of the career ladder, and to find a mechanism to work together towards addressing this issue. It has been enlightening to gather the detailed data and use the findings to take stock of the situation in PoLIS.

The key challenges identified through this process include: attraction, recruitment, promotion and senior roles within PoLIS. Since becoming Head of Department in November 2016, I have reinvigorated the recruitment process, explicitly encouraging applications from female candidates through the wording and placement of adverts. This has allowed us to achieve gender balance in a significant wave of new appointments. Working with the chair of the Athena SWAN Self-Assessment Team I have also put in place new actions to improve promotions processes.

The new PoLIS Equality and Diversity Committee will concentrate on ensuring the action plan which centres on these key areas - of recruitment, promotion, and support for women to reach senior roles - is achieved. More robust departmental systems to encourage female career development, particularly among the Teaching Fellow cohort, and from Lecturer to Senior Lecturer/Reader Level and from Senior Lecture/Reader to Professor will be embedded. Improving the SDPR procedures so there is a clear focus around promotions and the process, as well as the introduction of an annual promotions workshop, will support and promote change.

I look forward to working with the new Equality and Diversity Committee and am currently leading the call for a new Chair and members of the Committee.

With my deputy Head of Department I have ensured that the work of the Athena SWAN Self-Assessment Team directly informs the department's strategy and day-to-day decision-making. The discussions in well-attended meetings preparing for this submission, and supporting activities such as workshops, questionnaires and focus groups, have raised the awareness of gender equality amongst staff and students in PoLIS. We will build on this awareness and appetite for change and complement it with strong support for our Gender and Sexuality research cluster in events and initiatives, and for our ongoing work with students on gender in the curriculum.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

I shall personally ensure that resource is in place for the implementation of the action plan, and that the ensuing work embeds equality in all aspects of our departmental activities.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ns Startin', enclosed in a thin black rectangular border.

Dr Nicholas Startin

Head of Department, Politics, Languages and International Studies

(469 words)

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.

PolIS is a large, diverse department that delivers undergraduate and graduate teaching programmes in languages, and politics and international relations:

- BA Modern Languages and European Studies
- BA Languages and Politics
- BSc Politics and International Relations
- MA in Contemporary European Politics
- MA in European Politics with Transatlantic Track
- MA in International Politics
- MA in International Relations
- MA in International Security
- MA in Interpreting and Translating
- MA in Translation with Business Interpreting (Chinese)
- MA in Translation and Professional Language Skills.

The teaching portfolio also includes two undergraduate programmes shared with other departments:

- BSc International Management and Modern Languages
- BSc Politics with Economics

and delivery of the Politics/IR track of the faculty MRes.

The broad picture of the department shows a student body composed of a majority of female students and academic staff more evenly split but with a majority of male employees.

Undergraduate student numbers grew over the period 2013-2016.

Staffing levels and distribution changed over the three-year period, showing a decrease in numbers (**Table 1**), partly due to the transfer of Foreign Languages Centre (FLC) outside the department in 2016 (see **Section 4.2**). Staff numbers decreased in politics/international studies in 2013-15, followed by use of interim temporary teaching contracts to mitigate short-term time lags in replacement of departing staff by full academic appointments; a large wave of appointments was recently made, with new staff commencing in September 2017.

Table 1: Total number of academic staff, professional and support staff, and students, by gender

		2013/14			2014/15			2015/16			2016/17		
		Numbers			Numbers			Numbers			Numbers		
		F	M	F (%)	F	M	F (%)	F	M	F (%)	F	M	F (%)
Academic, research and teaching staff (*)	Research	0	3	0%	1	3	25%	2	0	100%	2	1	67%
	Teaching	24	3	89%	25	5	83%	16	9	64%	14	11	56%
	Lecturer	3	8	27%	4	8	33%	3	7	30%	2	4	33%
	Senior Lecturer	5	5	50%	4	7	36%	5	8	38%	6	9	40%
	Reader	2	5	29%	2	2	50%	2	1	67%	2	0	100%
	Professor	1	6	14%	1	6	14%	1	6	14%	1	6	14%
	Other (eg. KTP)	3	1	75%	3	1	75%	2	1	67%	1	1	50%
	Total	38	31	55%	40	32	56%	31	32	49%	28	32	47%
Professional and support staff (*)	Total	2	0	100%	2	0	100%	0	0	-	1	0	100%
	Undergraduate Students	767	496	61%	792	540	59%	814	580	58%	812	591	58%
Students	Postgraduate Teaching Students	122	50	71%	113	44	72%	116	51	69%	115	55	68%
	Postgraduate Research Students	12	13	48%	11	15	42%	13	14	48%	10	15	40%
	Total	901	559	62%	916	599	60%	943	645	59%	937	661	59%

(*) Staff data: Headcount as of 31st July; full person equivalents (FPE)

Note: The category 'other' here includes teaching-only staff with significant administrative responsibility (course directors; contractually they are teaching fellows): see Section 4.2(i) below

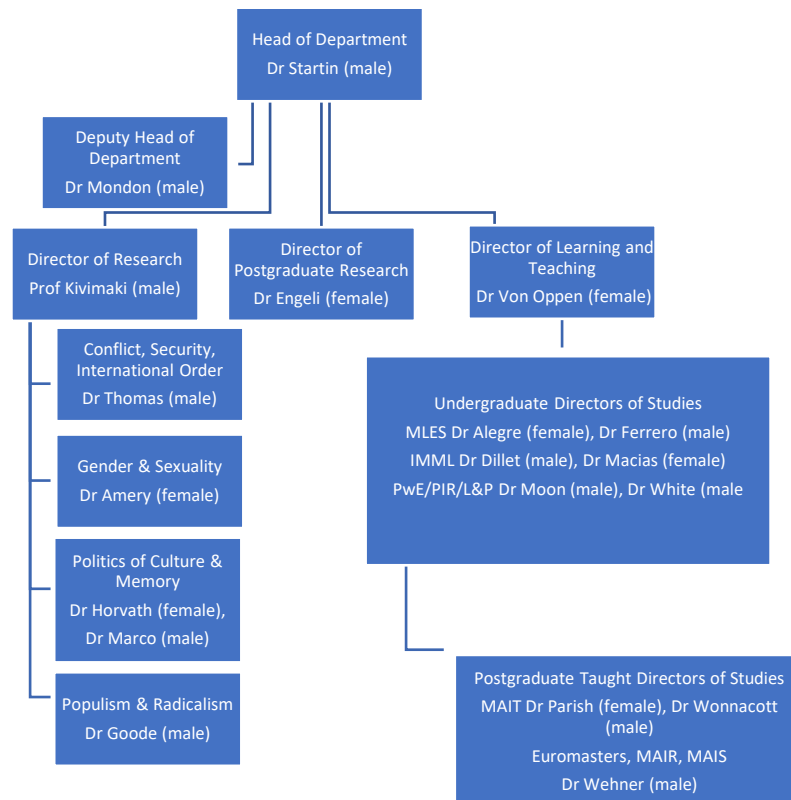
Academic staff offices are located on two floors in 1 West North (1WN) which also houses two kitchens and a set of small meeting rooms. Larger meetings and most teaching take place elsewhere on campus.

Research in PoLIS is organised within four clusters, initially Conflict, Security and International Order; Populism and Radicalism; and The Politics of Culture and Memory. The fourth cluster, Gender and Sexuality, was formally recognised in 2017, building on an earlier informal network. Its upgraded status acknowledges a critical mass of expertise in gender studies within the department. It is coordinated by a female early career researcher (Dr Fran Amery, previously coordinator of the British Political Studies Association standing group on Women in Politics, which is now coordinated by a new PoLIS appointee Dr Jennifer Thompson). Clusters organise the regular departmental seminar

series, and have a budget for stand-alone activities such as conferences, workshops and publications launches. Membership of the clusters is open and overlapping; the size of each is roughly equal.

Professional/support staff are employed and managed outside the department, with line management responsibility located in the faculty. Data tables in this document therefore omit professional/support staff. Seven administrative staff (female; all but one full-time) with direct responsibility for PoLIS teaching programmes are however located in the 1WN departmental office, also including the departmental coordinator and a placements officer. Two members of staff (female) are included in the PoLIS headcount in university staff data (as in **Table 1**) for 2013-14 and 2014-15; these are FLC managers who are now not counted as PoLIS staff after relocation of FLC.

Figure 1: Departmental structure, PoLIS



(489 words)

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

Summary

- The self-assessment process began formally in January 2017 but built on work begun in 2016;
- the team benefitted from the specialist expertise of a critical mass of researchers in the field of gender equality, marked in 2018 with the recognition of the Gender and Sexuality group as a departmental research cluster;
- the self-assessment process coincided with a wave of appointments and the team was able to work with departmental management to ensure gender balance in recruitment;
- Athena SWAN principles were embedded in staff and executive meetings and departmental heads participated fully in the process throughout

(i) A description of the self-assessment team

Membership of the SAT was open to all staff on a voluntary basis, with workload allocations for full membership (based on regular attendance and substantive written input to drafts): 50 hours for full members, 350 for the chair. Members of the SAT (Table 2) included languages and politics/IR and staff on all grades represented in the Department, and also a member of professional support staff, the Departmental Coordinator, who volunteered for this role. The SAT was composed of a majority of women (eight, to five men) but input from male colleagues was ensured by wider consultation and inclusion of non-core-SAT staff in SAT meetings.

The SAT received full support from departmental management throughout. The HoD/deputy HoD, Director of Teaching and Learning, and Director of Research were members of the SAT; the HoD and SAT chair held regular briefings outside the SAT meetings; and the SAT chair reported regularly to Executive Committee.

Athena SWAN activities were mainstreamed into departmental activities during the preparation of the submission. The SAT chair liaised with relevant Directors of Studies (DoS) for SAT discussions on undergraduate and postgraduate students, as well as with student representatives and the Staff-Student Liaison Committee (SSLC). DoS attended relevant SAT meetings where possible (meetings of 17 February and 22 March respectively, as a minimum: see Table 3), and if unable to attend they held separate face-to-face meetings with the SAT chair and/or corresponded by email to provide substantive input to the discussion and action points.

One undergraduate and one postgraduate student (Emma Partridge for IMML and Lily Honor for MAIR respectively, both student representatives on SSLC) attended SAT meetings throughout in 2016-17; two undergraduate students joined the SAT in 2017-18 (Sarah Hickey and Lily Liu, both Languages & Politics, both student representatives on SSLC). Two additional focus groups were conducted outside the SAT meetings, one for undergraduate and one for postgraduate research students. All the students who volunteered to take part in SAT meetings and the focus groups were






female, based on voluntary participation (self-selection); however, discussion in SSLC involved male and female representatives. Ms Hickey, working with the DSAT chair, conducted an online survey of students in January 2018.










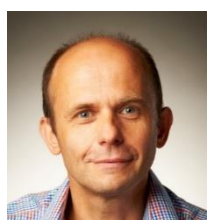

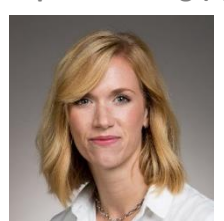

Athena SWAN SAT meeting of 17 February: Student representatives are seated sixth and seventh from the right. As the meeting took place in half term, one staff member brought her daughter to the meeting (fifth from the right)

Athena SWAN is a standing item on the agenda of departmental staff meetings. All staff can view the Athena SWAN documentation including the HESA data provided by the university Office for Policy and Planning, which were posted on a departmental Moodle page (also including annual Equality and Diversity reports) to which student representatives also have access. The Departmental Coordinator manages the Moodle page. There is also a public-access web page for Athena SWAN for PoLIS, in line with web pages for other departments in the university.

Table 2: Membership of the Self-Assessment Team

Name	Grade	Other information/ personal statement
<p>Dr Fran Amery (F)</p> 	<p>Lecturer Recently completed probation Admissions Tutor, Politics Teaching: British politics</p>	<p>I research gender and politics: previously convenor, PSA Women and Politics specialist group; convenor of new Gender and Sexuality cluster</p>
<p>Dr Elisabeth Attlmayr (F)</p> 	<p>Teaching Fellow Teaching: German language</p>	<p>In teaching I challenge gendered language. Through Athena SWAN I want to highlight the position of female teaching fellows</p>
<p>Hannah Cook (F)</p> 	<p>Departmental Coordinator</p>	<p>I became involved with the Athena SWAN Scheme to help represent administrative support staff</p>
<p>Dr Juan Pablo Ferrero (M)</p> 	<p>Lecturer Director of Studies, MLES Teaching: Latin American studies</p>	<p>I focus on equality as a human right, and am interested in diversity in the classroom</p>
<p>Astrid Forsyth (F)</p> 	<p>Teaching Fellow Convenor/coordinator, German language teaching</p>	<p>I am interested in supporting equality and better chances for everyone involved in university teaching</p>

<p>Dr Adalgisa Giorgio (F)</p> 	<p>Senior Lecturer Chair, University Equality and Diversity Network Teaching: Italian language and culture; women's writing</p>	<p>Influenced by the experience of growing up in Southern Italy, I have worked in women's/gender studies and women's writing for the past thirty years</p>
<p>Prof. Timo Kivimäki (M)</p> 	<p>Director of Research Teaching: international security</p>	<p>My research and teaching use theories from gender studies. I am interested in tackling gendered aspects of management processes</p>
<p>Dr. Yuktेशwar Kumar (M)</p> 	<p>Course Director MA Interpreting and Translation (Chinese Stream) Departmental coordinator of Equality and Diversity Network Hindu Advisor to University Inter-Faith Group</p>	<p>My interest in gender equality stems from my professional and wider international experience where I see the consequences of inequality</p>
<p>Dr Irene Macias (F)</p> 	<p>Senior Teaching Fellow Director of Studies, IMML Languages Coordinator/Convenor, Spanish</p>	<p>Together we can remove barriers (by building confidence, supporting carers, and valuing teaching activities) and change perceptions</p>
<p>Dr Penny Miles (F)</p> 	<p>Teaching Fellow Teaching: Latin American studies, political and judicial institutions</p>	<p>I am interested in seeing how gender plays out in management processes but also in more subtle forms</p>

<p>Dr Susan Milner, Chair (F)</p> 	<p>Reader Member of University Academic Staff Committee Teaching: European politics and policy-making</p>	<p>I have sought to promote equality and diversity in the many roles I have carried out during my time at UoB</p>
<p>Dr Aurélien Mondon (M)</p> 	<p>Senior Lecturer Deputy Head of Department Teaching: French and comparative politics</p>	<p>Athena SWAN principles are linked to my research areas on populism, racism and the construction of the 'other'</p>
<p>Dr Nick Startin (M)</p> 	<p>Senior Lecturer Head of Department Teaching: French and European politics</p>	<p>As HoD I am working to increase the number of women in senior roles and more generally support career progression</p>
<p>Dr Steve Wharton (M)</p> 	<p>Senior Lecturer Teaching: French and communication studies</p>	<p>My research on perceptions and portrayals of homosexuality in European countries informs my commitment to issues of equality and diversity</p>
<p>Dr Sophie Whiting (F)</p> 	<p>Lecturer Recently completed probation Teaching: Comparative politics</p>	<p>I am interested in gender equality through my research on female political participation and political parties' role in promoting women</p>
<p>Steven Wonnacott (M)</p> 	<p>Teaching Fellow Deputy Director of Studies for the MA in Interpreting and Translation Teaching: French, Italian Athena SWAN Champion, Faculty of Humanities and Social Sciences</p>	<p>I work to promote equality, diversity and inclusion across the board, in teaching and management, and my Athena SWAN role</p>

Note: Membership is based on attendance at a minimum of three meetings plus substantive input into aspects of the process (e.g. written responses by email to specific notes or action points; written responses by email to draft versions of the submission)

(ii) An account of the self-assessment process

The work of the SAT in 2017-18 was preceded by a programme of meetings coordinated by two early career researchers, Dr Fran Amery and Dr Sophie Whiting, in 2015-16, which focused on gender in teaching and feedback.



Dr Fran Amery presenting a workshop on gender bias in the politics curriculum and student feedback (March 2016)

The self-assessment process working towards submission began formally in January 2017 and proceeded as outlined in **Table 3**. It took place at a time of substantial change in the department, including a major recruitment process. Self-assessment raised awareness of equality and diversity issues, leading to new practices even before the Action Plan was formulated, such as having Athena SWAN as a standing item at staff meetings, integration of Athena SWAN into staff and student induction processes, and introducing Athena SWAN as a regular item in Staff-Student Liaison Committee business.

Table 3: Athena SWAN SAT timetable of SAT meetings and associated activities, January 2017-February 2018

Date	Thematic focus	Follow-up activities
12 January 2017	Agenda-setting, priorities and process	Dedicated Moodle page
17 February	Undergraduate students, teaching	Meeting with PIR student representatives (17 February 2017); Discussion at SSLC (26 February 2017)
22 March	Taught postgraduate students	
28 April	Academic staff: gender breakdown, career development	
28 June	Academic staff: workload	Focus group meeting with postgraduate research students (28 June 2017) Staff survey (July 2017): personal development support, care responsibilities, workload, and departmental culture; respondents (= 34): 50% female, 50% male Report to Departmental Executive (12 July 2017): focus on postgraduate research, staff survey
(Summer)	Initial draft of submission	External review of draft by external consultant (August 2017) Draft and comments posted on Moodle
27 September	Comments on consultant feedback Allocation of responsibility for specific action points	Versions of draft posted on Moodle; comments circulated by email
11 December	Discussion on decision to submit in April 2018 Discussion of Action Plan Discussion of departmental and university plans on Equality & Diversity; and actions on Sexual Harassment and Discrimination (Students' Union)	Discussion at Staff-Student Liaison Committee Chair meetings with new university Equality and Diversity manager and officer (January-February 2018) Chair participation in HSS Faculty meeting of DSAT Chairs (25 January 2018)
19 February 2018	Discussion of action plan Introduction to Equality & Diversity manager and officer; faculty projects manager	Student survey

Note: administrative role titles are given where these are not presented in Table 2: DoS = Director of Studies

The DSAT chair attended a GW4 (regional university consortium) training event at the University of Bristol on 25 January 2017, addressed by ECU. The DSAT chair liaised with peers across the university through the university Athena SWAN network meeting, and contributed to the university draft Athena SWAN bronze award renewal submission in March based on contributions from SAT members. Peer learning in the faculty was facilitated by regular face-to-face informal meetings between the DSAT chairs and the Faculty Athena SWAN Champion, Steven Wonnacott, who also organised a meeting of all DSAT chairs in January 2018, addressed by the Science Athena SWAN Champion, Dr Sarah Bailey. Faculty director of administration Ann-Marie Hartland provided information on faculty professional support staff. Faculty Operations and Project Manager, Yvonne Ascott, provided technical advice and input into the final version of the submission.

The university's new Equality and Diversity manager, Georgina Brown, and officer, Aiste Senulyte, provided intensive support and advice on the submission following their appointments in January and February 2018 respectively.



Athena SWAN Departmental Self-Assessment Team meeting of 27 September 2017

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

Following submission of the Athena SWAN application, a new Equality and Diversity Committee (EDC) will be established as a departmental Committee, reporting to Executive Committee. The EDC will meet regularly, that is, at least once per semester and three times per academic year **(AP 3.1)**. A call for a Chair and new members was issued in May 2018 and Terms of Reference

for the new committee will be published on the Athena SWAN website (AP 3.2). Mainstreaming of Athena SWAN (AP 3.2, 3.3) as well as specific action points will ensure an ongoing programme of discussion and activities in order to implement the action plan.

As well as the annual student and staff data cycle, a survey of staff will be conducted each year, at the end of the academic year (AP 3.4). Its results will be analysed at the first meeting of the Committee in the following academic year and any further action points identified. A nominated member of the EDC will take lead responsibility for the survey.

The Action Plan presented in this document outlines responsibility for actions and for their monitoring, and also identifies relevant reporting mechanisms and routes. The Plan is subject to annual review (AP 3.5). The Plan builds on the momentum generated by the self-assessment process; consequently, many actions begin immediately after submission, and most require annual reporting to sustain and embed activity.

The department's Athena SWAN webpage will provide information about work and relevant events and activities. With the ongoing support of the Faculty champion, the SAT chair will continue to engage with Athena SWAN across the university through the institutional Athena SWAN network, which meets at least once per semester. In addition the Faculty Champion will organise at least one meeting per year for SAT chairs across the faculty, to support mutual learning and exchange of good practice (the first of these meetings took place in January 2018).

(1415 words)

ACTION POINTS

ACTION POINT 3.1 Establishment of a new Equality and Diversity Committee (EDC)

ACTION POINT 3.2 Regular reporting by EDC to the Department Executive Committee (DEC)

ACTION POINT 3.3 Routine discussion of equality and diversity at Departmental Staff

ACTION POINT 3.4 Annual surveys of staff

ACTION POINT 3.5 Publication and annual monitoring of the Athena SWAN Action Plan

4. A PICTURE OF THE DEPARTMENT

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

Summary

- The gender balance of the student population on undergraduate and taught postgraduate programmes, across languages, and politics, and international relations, has improved slightly in recent years;
- PoLIS does well in relation to national benchmarking data;
- There is room for improvement, in terms of attracting male students to languages programmes and female students to politics programmes (where the gender composition has remained constant);
- The department is proactively raising awareness of gender in the curriculum, and investigating further the student experience by gender and promoting diversity and inclusivity in its student body

4.1. Student data

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

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

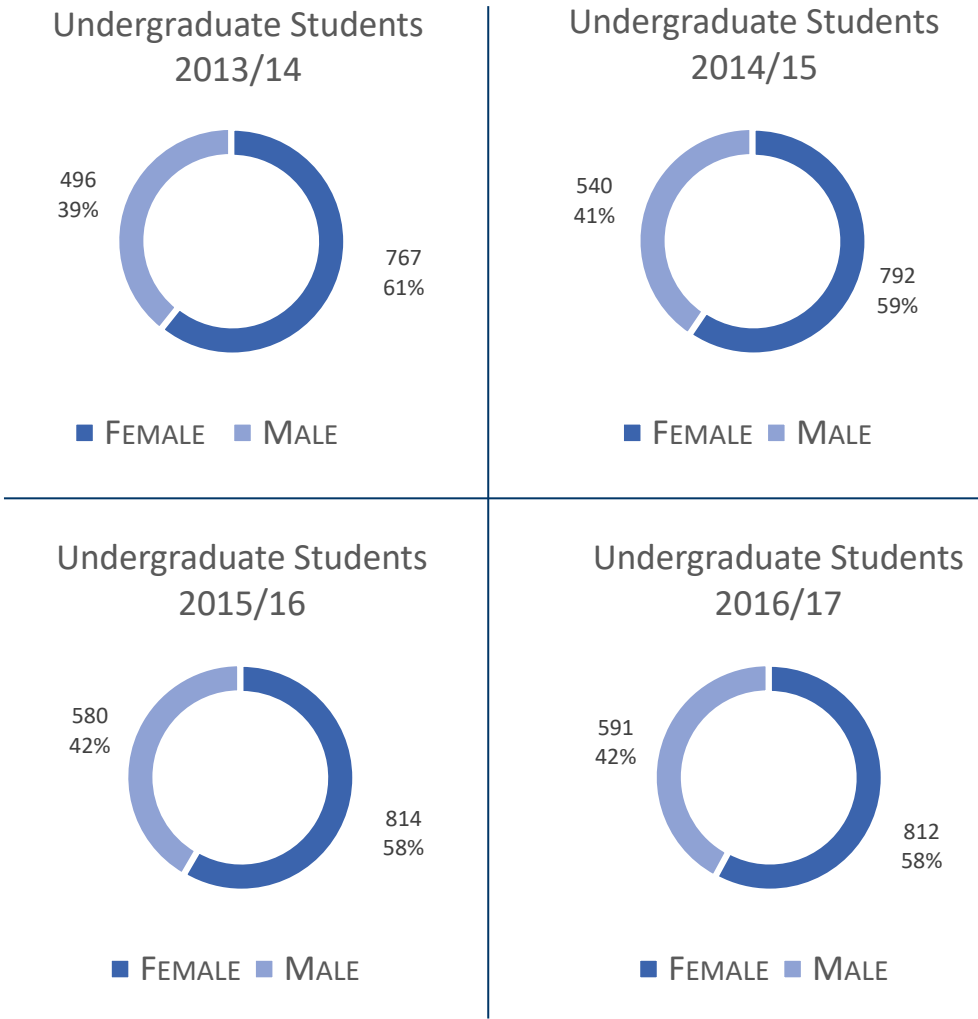
N/A

(ii) *Numbers of undergraduate students by gender*

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

Figure 2 shows the gender breakdown within the department over the last four years. The gender breakdown of applications, offers and acceptances is broadly aligned (**Table 4**) and has not altered over the four years. Male applicants with offers are more likely to accept them than women; women on average are more likely than their male counterparts to receive an offer but less likely to accept, but differences are not significant.

Figure 2: Undergraduate students by gender



Note: Figures show full total headcount (including for shared programmes PwE and IMML)

Table 4: Undergraduate applications, offers, and acceptances by gender

UG PoLIS							
		Apps	Offers	Accepts	Offers / Apps	Accepts / Offers	Accepts / Apps
2013/14	Female	1,205	905	222	75%	25%	18%
	Male	793	582	155	73%	27%	20%
	% F	60%	61%	59%			
2014/15	Female	1,138	904	232	79%	26%	20%
	Male	807	628	173	78%	28%	21%
	% F	59%	59%	57%			
2015/16	Female	1,275	1,089	252	85%	23%	20%
	Male	836	678	177	81%	26%	21%
	% F	60%	62%	59%			

The high proportion of female students on languages programmes decreased slightly (**Table 5**), at 63% in 2014-15 including IMML, and 68% excluding IMML. Both data are in line with the national pattern whereby languages attract a high proportion of female students (**Table 6**).

For politics and international relations, the proportion of female students remained constant at around 50% (50% in 2013-14, 49% in 2014-15 and 50% in 2015-16). This is broadly in line with the national pattern: HESA data indicate a small and slightly decreasing majority of male students (51% in 2014-2015).

Table 5: Undergraduate students by discipline/programme split, and by gender

PoLIS UG students population by discipline, programme split and gender 2013 - 2017												
	2013/14			2014/15			2015/16			2016/17		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Languages	340	146	70%	319	140	69%	312	144	68%	288	123	70%
Politics	214	217	50%	253	262	49%	284	289	50%	297	308	49%
IMML	213	133	62%	220	138	61%	218	147	60%	227	160	59%
Total	767	496	61%	792	540	59%	814	580	58%	812	591	58%

Table 6: Undergraduate benchmarking

HESA Cost Centre		All HEIs Modern Languages				All HEIs Politics			
		Total	Full time	Part time	Other	Total	Full time	Part time	Other
2013/14	Female	27275	24010	3265	-	13000	12590	410	0
	Male	12560	11215	1345	-	13865	13310	555	0
	Other	0	0	-	-	5	5	0	-
	Total	39840	35230	4610	-	26870	25900	965	0
	%F	68%	68%	71%	-	48%	49%	42%	-
	%M	32%	32%	29%	-	52%	51%	58%	-
2014/15	Female	26580	23485	3095	-	13140	12755	385	0
	Male	12095	10830	1265	-	13710	13155	555	0
	Other	5	5	-	-	5	5	0	-
	Total	38680	34320	4360	-	26860	25915	940	0
	%F	69%	68%	71%	-	49%	49%	41%	-
	%M	31%	32%	29%	-	51%	51%	59%	-
2015/16	Female	25760	23230	2530	0	14220	13855	365	0
	Male	11705	10680	1030	-	14470	14020	450	0
	Other	5	5	0	-	10	10	0	-
	Total	37475	33915	3560	0	28700	27885	815	0
	%F	69%	68%	-	-	50%	50%	-	-
	%M	31%	31%	-	-	50%	50%	-	-
2016/17	Female	24770	22650	2120	-	15435	15110	325	0
	Male	10945	10125	820	-	15235	14790	440	-
	Other	15	15	-	-	15	15	0	-
	Total	35730	32785	2940	-	30680	29915	765	0
	%F	69%	69%	72%	-	50%	51%	42%	-
	%M	31%	31%	28%	-	50%	49%	58%	-

The department strives to promote gender balance in staffing recruitment and outreach activities. The admissions tutor for languages is (2017-18) a man, and for politics/IR a woman. Schools liaison work is coordinated by one man, one woman.

The SAT, in consultation with students, decided to promote gender balance in recruitment and outreach activities (AP4.1.1), and to review student data on an ongoing basis. Currently the university does not provide gendered breakdowns of enrolments, applications, offers and acceptances, by individual programme but the EDC will seek to analyse improved data (AP4.1.2).

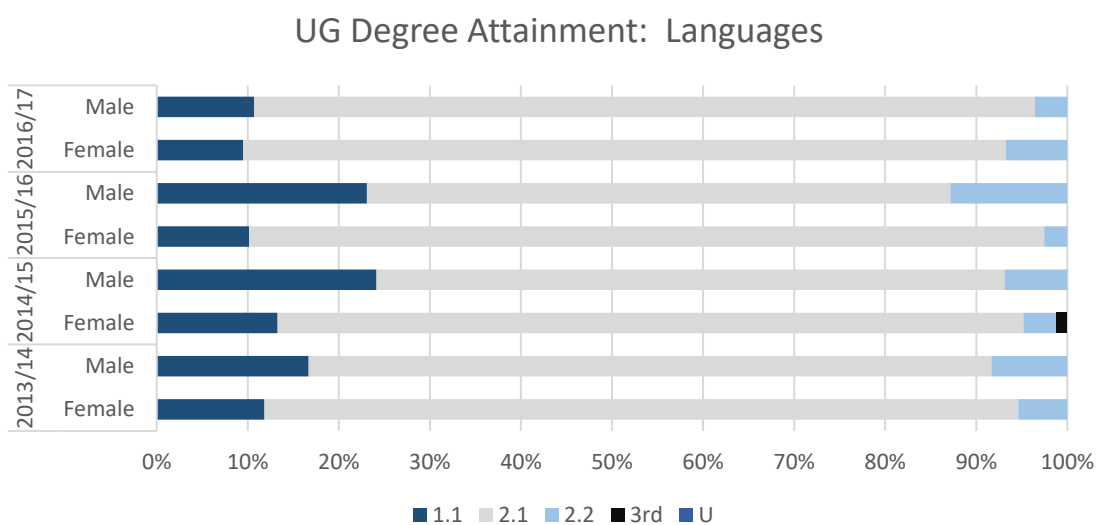
Regarding undergraduate degree attainment (**Figure 3**), profiles for male and female students differ slightly, with male students more likely to attain first-class degrees relative to their weight within the student population. However, over four years the pattern was not consistent.

This observation, though not based on sufficiently robust data, nevertheless gave rise to a wider discussion amongst staff and students in the SAT process. Overall the impression of students and staff is that there are no significant disparities between men and women, that female students thrive in PoLIS and that there is a critical mass of staff and students to provide support. Female students continue to be active as representatives and the gender of representatives broadly reflects that of the student population. However female students pointed out that on the wider campus there is a majority of male students and this affects the university culture. Here two key questions were raised and discussed: first whether female students feel supported in their studies, second whether they feel their voice is sufficiently heard relative to that of male students.

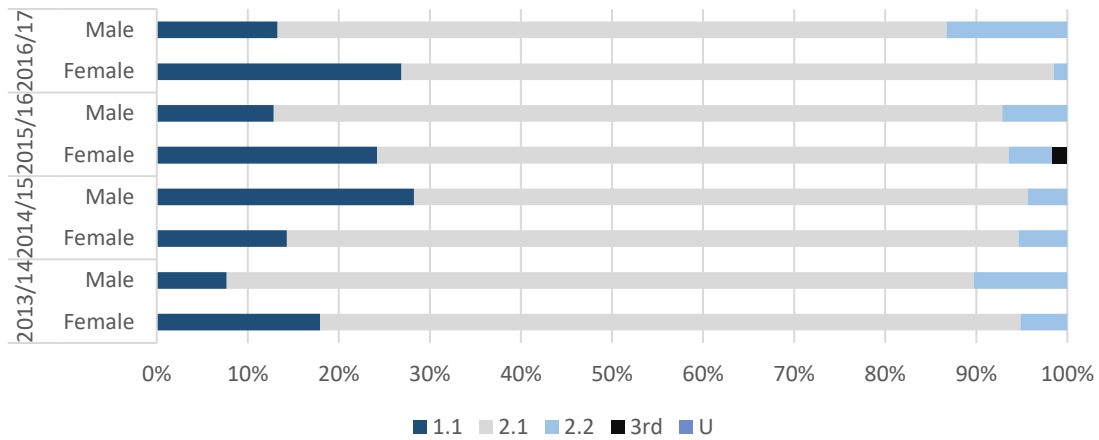
A student survey led by a final-year student representative in February 2018 (*see Section 7: Further Information*) indicated that students generally feel supported in the department and there is little perception of any gender disparity, but a majority of respondents highlighted that PoLIS could do more to support female students' careers development (also raised in DSAT meeting of 17 February 2017).

The SAT team considered whether further data could be analysed in order to investigate these two questions of support and voice. In 2017-18 focus group discussions with female and male students will be conducted and the student experience investigated more widely (**AP4.1.3**).

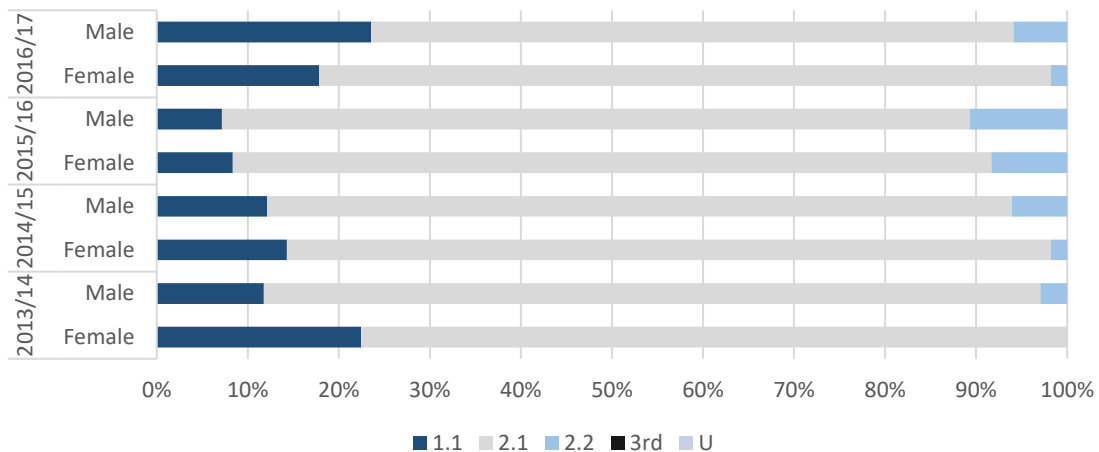
Figure 3: Undergraduate attainment in languages, politics, and on IMML



UG Degree Attainment: Politics



UG Degree Attainment: IMML



National Student Survey results by gender were analysed by the SAT team for three years (2013-2016). Levels of satisfaction with the quality of teaching and with the learning environment are similar for male and female students, but that there is a ‘satisfaction gap’ (Q21) between male and female responses particularly for languages students, and female students report lower levels of feeling supported in their studies than their male counterparts (Q10). The EDC will further investigate cohort data to assess trends over time (AP4.1.4).

Students also raised questions about the presence and profile of female staff within the department, and of female scholars and female subjects within the curriculum. The EDC will build on earlier initiatives raising awareness and promoting engagement by staff and students on gender in the curriculum (AP4.1.5).

Finally, students requested greater attention to intersectionality. The EDC will seek to improve data by characteristics other than gender (AP4.1.6).

ACTION POINTS

ACTION POINT 4.1.1 Promote gender balance in recruitment activities for undergraduate programmes

ACTION POINT 4.1.2 Analyse data on undergraduate student enrolment and attainment by gender and programme

ACTION POINT 4.1.3 Investigate the student experience through focus group discussions.

ACTION POINT 4.1.4 Analyse successive waves of NSS data to ascertain whether female students express lower levels of satisfaction and feelings of support than male students, across different degree programmes

ACTION POINT 4.1.5 Conduct analysis of gender in the curriculum and in teaching and learning activities, starting with a gender analysis of student feedback

ACTION POINT 4.1.6 Improve data collection on undergraduate student enrolment and attainment, to include data allowing consideration of intersectionality

ACTION POINT 4.1.7 Set up new student forum to discuss, identify and tackle harassment, discrimination

(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.

Figure 4 presents four years of data on students on postgraduate taught programmes, showing a small decline in both student numbers and proportion of female students. There is only a small number of part-time students each year (languages only in this period) with no discernible gender pattern.

Figure 4: Taught postgraduate students by gender

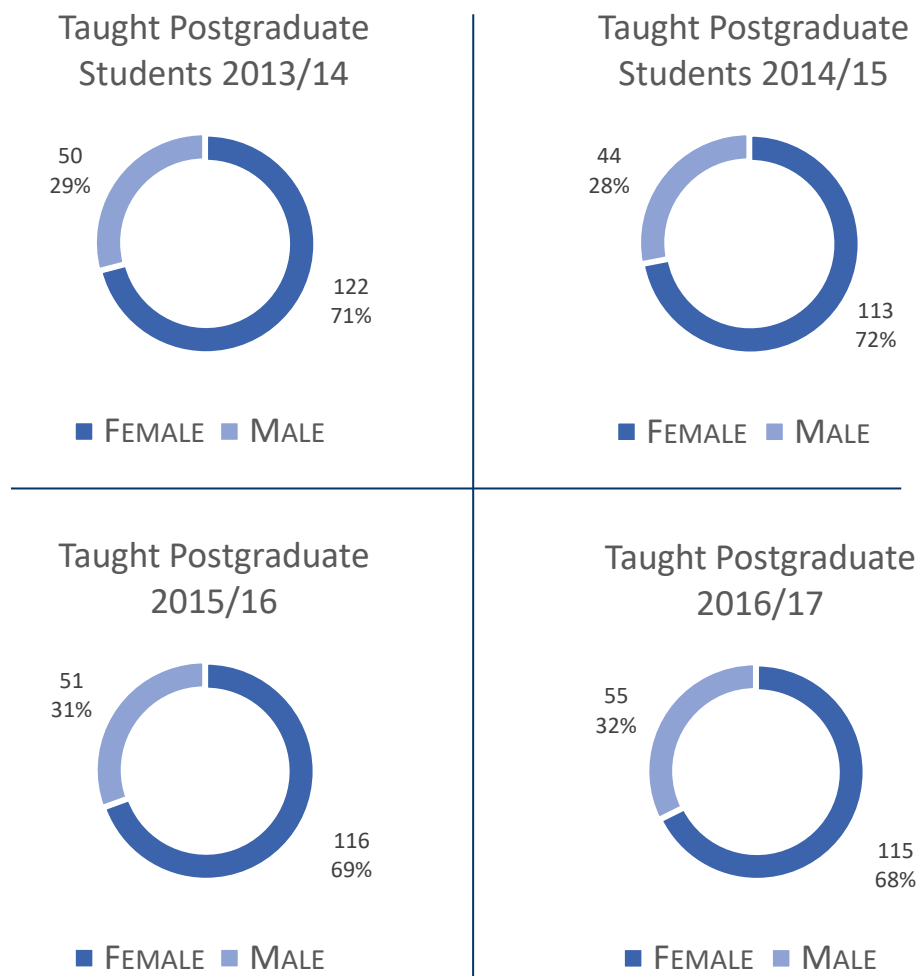


Table 7 provides a breakdown of these trends by programme: students of interpreting, translation and professional languages skills are shown as languages, and students on politics/IR MA programmes as politics/international studies.

Table 7: PGT students by gender and programme

PGT STUDENTS		Total	Languages	Politics and International Studies
2013/14	Female	122	61	61
	Male	50	15	35
	% Female	71%	80%	64%
2014/15	Female	113	66	47
	Male	44	16	28
	% Female	72%	80%	63%
2015/16	Female	116	59	57
	Male	51	19	32
	% Female	69%	76%	64%
2016/17	Female	115	59	56
	Male	55	16	39
	% Female	68%	79%	59%

The proportion of female students on languages programme dropped slightly from 80% to 76% in 2015-16; we need to monitor data further to ascertain whether this is a longer-term trend. Overall there was a small decline in both student numbers and proportion of female students. The gender composition of the student body reflects that of the industry which is predominantly female. Benchmarking information (**Table 8**) indicate a roughly constant trend: 73% female languages students in 2013-14, 74% in 2014-15.

The proportion of female students on PoLIS politics/IR Masters Programmes remained roughly constant at 64% in 2013-14, 63% in 2014-15 and 64% in 2015-16. PoLIS appears to attract more female students to its politics Masters programmes than other universities. This suggestion is however tentative as it does not provide information on programme content: it could be that PoLIS recruits more female students because programme content is highly internationalised (we know that on undergraduate programmes politics and international relations recruits more females than politics with economics).

Table 8: Postgraduate benchmarking (HESA cost centre Politics/International Studies)

HESA Cost Centre		All HEIs Modern Languages				All HEIs Politics			
		Total	Full time	Part time	Other	Total	Full time	Part time	Other
2013/14	Female	2440	2090	330	20	3175	2825	335	15
	Male	905	765	135	5	3320	2870	435	20
	Other	-	-	-	-	0	0	0	0
	Total	3345	2855	460	25	6500	5695	770	35
	% Female	73%	73%	72%	80%	49%	50%	44%	43%
	% Male	27%	27%	29%	20%	51%	50%	56%	57%
2014/15	Female	2475	2110	350	15	3325	3000	310	10
	Male	880	720	155	5	3180	2790	375	15
	Other	-	-	-	-	0	0	0	-
	Total	3360	2830	505	350	6505	5790	685	25
	% Female	74%	75%	69%	4%	51%	52%	45%	40%
	% Male	26%	25%	31%	1%	49%	48%	55%	60%
2015/16	Female	2340	1955	365	20	3275	2915	345	15
	Male	865	700	155	5	3230	2815	390	20
	Other	0	0	0	-	0	0	-	-
	Total	3205	2660	525	25	6505	5735	740	35
	% Female	73%	73%	70%	80%	50%	51%	47%	43%
	% Male	27%	26%	30%	20%	50%	49%	53%	57%
2016/17	Female	2545	2115	415	10	3690	3280	390	15
	Male	990	810	175	5	3790	3280	495	15
	Other	0	0	0	-	15	15	0	-
	Total	3535	2930	595	15	7495	6575	890	35
	% Female	72%	72%	70%	67%	49%	50%	44%	43%
	% Male	28%	28%	29%	33%	51%	50%	56%	43%

Women are more likely to receive an offer than men (**Table 9**). Female students received a slightly higher proportion of offers (particularly true for MAIT) than the application rate for two of the four years. This may reflect the specific conditions of the highly internationalised recruitment pool. It therefore appears appropriate to investigate further how gender and country of domicile interact in recruitment, as part of our wider ongoing monitoring of recruitment patterns by gender (**AP4.1.8**).

Table 9: Applications, offers, and acceptances to taught postgraduate programmes

UG PoLIS							
		Apps	Offers	Accepts	Offers / Apps	Accepts / Offers	Accepts / Apps
2013/14	Female	1,205	905	222	75%	25%	18%
	Male	793	582	155	73%	27%	20%
	% F	60%	61%	59%			
2014/15	Female	1,138	904	232	79%	26%	20%
	Male	807	628	173	78%	28%	21%
	% F	59%	59%	57%			
2015/16	Female	1,275	1,089	252	85%	23%	20%
	Male	836	678	177	81%	26%	21%
	% F	60%	62%	59%			

PoLIS puts great effort into presenting gender-balanced recruitment activities. Recruitment is currently led by the Course Director (female) and deputy DoS (male).



University of Bath 50th anniversary celebrations (also the 50th anniversary of the MA in Interpreting and Translation), 12 September 2016: Guest speaker interpreter Matthew Perrett (far right); from left are Elena Kidd, course director; Nina Parish, Director of Studies; Steven Wonnacott, deputy Director of Studies; Miguel Fialho, Teaching Fellow

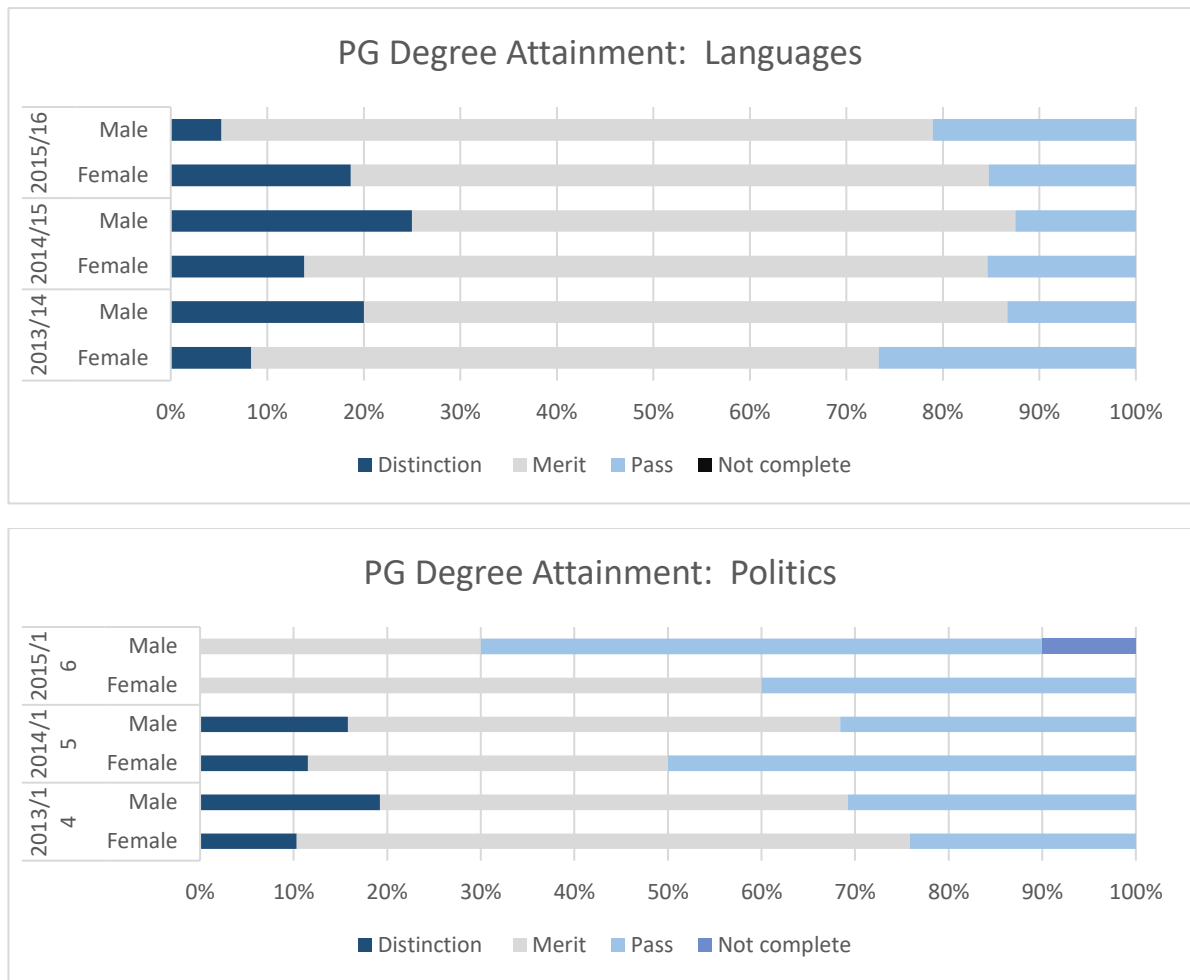
External practitioners, often Bath alumni, play a significant role in programme delivery, and in raising the profile of the interpreting and translation programmes internally and externally. PoLIS aims through its invitations to external practitioners to provide both male and female professional role models.



Guest speakers on the MA in Interpreting and Translation (20 October 2017): two Bath alumni Joe Terry and Katy Brown spoke to students about opportunities in football translation

Figure 5 presents data on PGT student attainment by gender. It indicates that female students are less likely than males to attain distinction, across programmes, and especially on languages are more likely to fail to complete. The department therefore needs to consider reasons for this relative under-performance. In SAT discussions, the student representative raised the point that the gender and national origin of students varies across programmes and questioned whether this creates situations which the data do not show, where students may feel relatively disempowered due to the combination of gender and nationality. We will investigate further how national background influences gendered group dynamics, through focus group discussions. We will also analyse available evidence in Postgraduate Student Satisfaction surveys to identify any trends by gender regarding the student experience (**AP4.1.9**).

Figure 5: PGT student attainment discipline/programme split, and by gender



ACTION POINTS

ACTION POINT 4.1.8 Improved data on student entry to postgraduate taught programmes, by programme and by national background/country of domicile

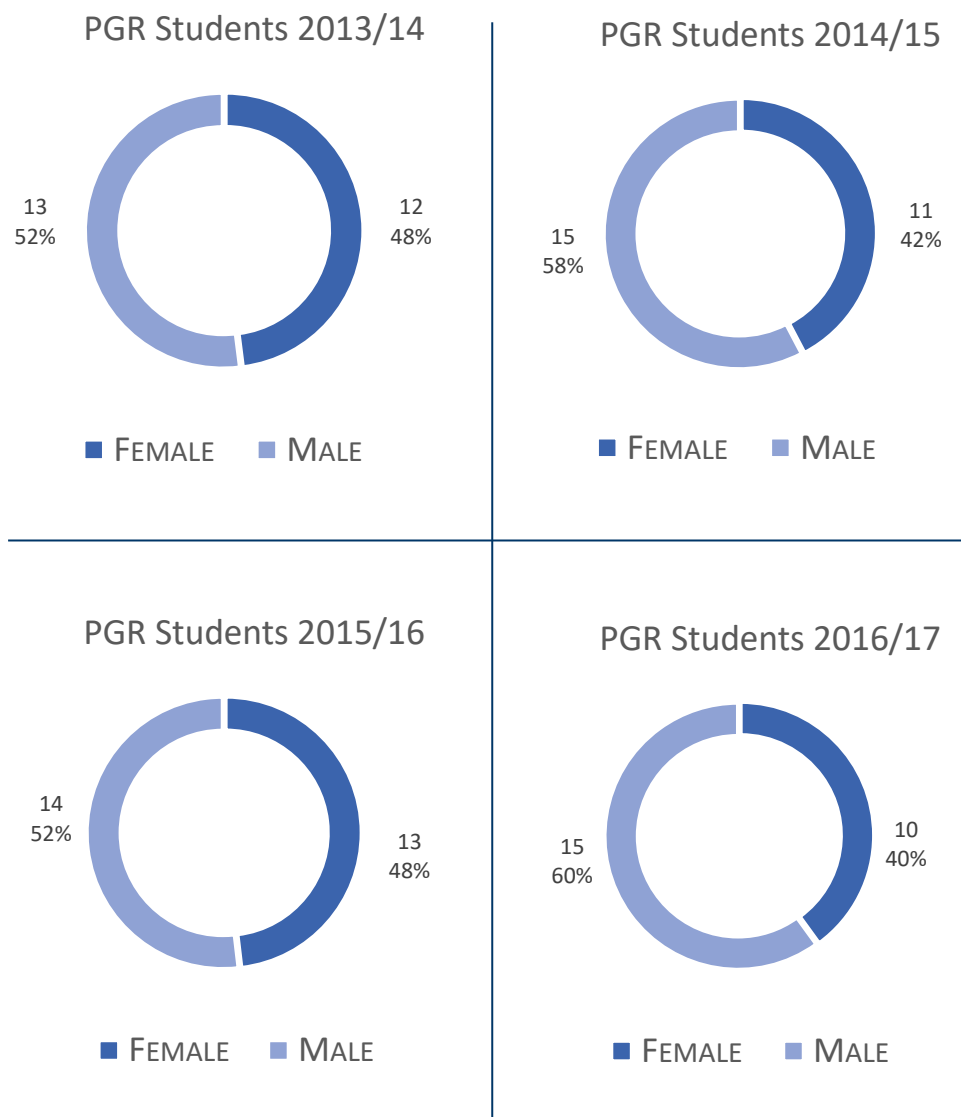
ACTION POINT 4.1.9 Investigation of the student experience by gender on taught postgraduate programmes (surveys and focus groups)

(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.

Figure 6 shows student numbers on postgraduate research degrees. As numbers are small it is difficult to analyse trends. 48% of students were female in 2016, in line with the proportion of female staff in the department. Female students are more likely than male students to enrol part-time; we have no data regarding reasons.

Figure 6: Postgraduate research students by gender



We initially had no benchmarking data as PoLIS PGR students were attributed to the languages cost centre, whereas most PGR students specialise in politics/IR. Of 32 students enrolled in 2016, 10 are in the Governance and Resistance cluster, 17 in Conflict, Security and International Order, and 5 in Politics of Culture and Memory. The benchmarking discrepancy was identified during the SAT process and the university agreed to rectify it by supplying politics benchmarking data from 2016-2017 (**Table 10**). Benchmarking suggests that University of Bath politics PGRs are more gender-balanced than the national average, which may partly reflect the existence of a cultural studies strand.

Table 10: Benchmarking data for postgraduate research, politics/international relations

HESA Cost Centre: Politics and International Studies		All HEIs			
		Total	Full time	Part time	Other
2016/17	Female	805	655	75	75
	Other	5	5	0	0
	Total	1925	1520	225	185
	%F	42%	43%	33%	41%
	%M	58%	57%	67%	59%

Offers and acceptances (**Table 11**) follow a broadly gender-balanced pattern except in 2014-15, and in 2016-17 the proportion of offers to female students fell, but given the small numbers we cannot draw conclusions.

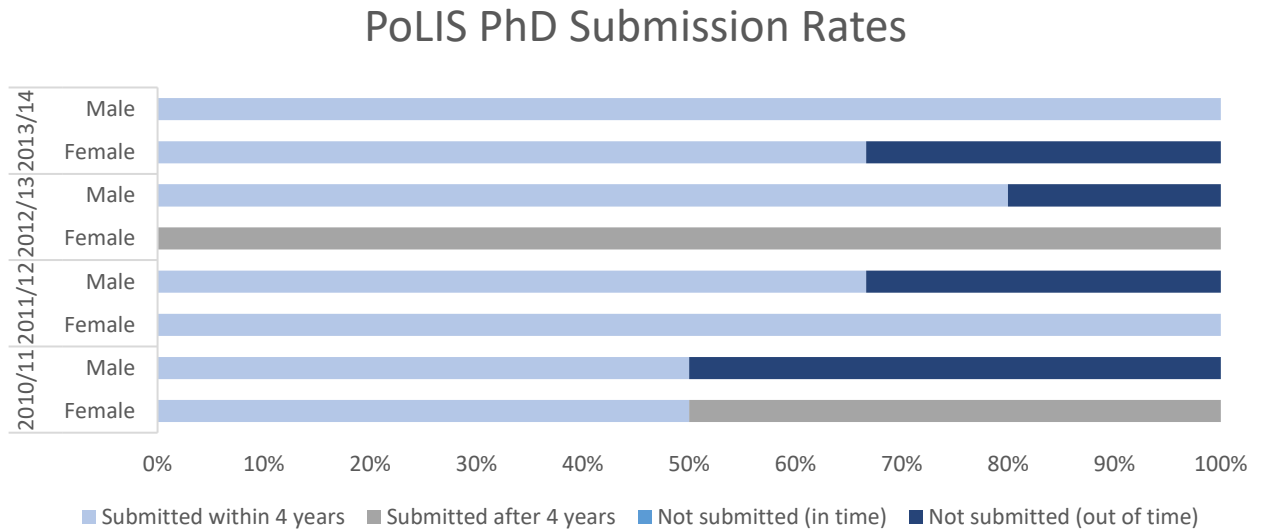
Table 11: Applications, offers, and acceptances to postgraduate research

PGR: PoLIS		Apps (*)	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
2014/15	Female	50	9	1	18%	11%	2%
	Male	51	9	4	18%	44%	8%
	% F	50%	50%	20%			
2015/16	Female	32	9	7	28%	78%	22%
	Male	45	8	6	18%	75%	13%
	% F	42%	53%	54%			
2016/17	Female	56	9	3	16%	33%	5%
	Male	61	13	9	21%	69%	15%
	% F	48%	41%	25%			

Figure 7 presents completion rates. It is difficult to detect any trends over time due to small numbers. We cannot identify any gender disparity.

Figure 7: Completion rates for postgraduate research in PoLIS

Note: cohort analysis based on date of entry rather than year of submission



The SAT conducted a focus group discussion with (self-selecting) students, all female. The students highlighted the disparity between the proportion of female students and the proportion of female supervisors (around a third of total allocated staff hours in 2016). Female students reported feeling consequently disadvantaged in predominantly male academic networking. Following consultation with the DoS the SAT chair discussed with Executive Committee new arrangements for overseeing recruitment and supervision (**AP4.1.10**). We will also work towards greater transparency of opportunities for paid casual work (research and teaching) (**AP4.1.11**). Notwithstanding the move towards gender balance in supervisory teams in the future, we will also look at ways of supporting female academic networks in the department, ensure gender balance in departmental research seminars, and ensure that postgraduate research students are invited to all research cluster events, to encourage that students have access to female academic role models (**AP4.1.12**).

The department has worked with students over the last few years to increase the internal and external visibility of postgraduate research students: departmental seminars, student-led research seminars, extra-curricular events (e.g. pub quizzes), web presence, and a quarterly newsletter. Female students have been active in these initiatives. Currently the student representative is female; her predecessor was male.



International Relations and European Politics Study Group (organised by postgraduate research students) debate on Brexit, 1 November 2017, attended by staff and students: speakers Dr Maria Garcia and Dr Nick Startin are on the left

(v) *Progression pipeline between undergraduate and postgraduate student levels*

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

As shown above, the proportion of female students at Masters level is higher than at undergraduate level for languages and politics/IR, which suggests that there is no 'leakage' of female students from the study pipeline.

For all undergraduate programmes, staff discuss further study with final-year students and provide information about Bath postgraduate programmes. At the SAT meeting on 22 March staff observed that the masters programmes attract regular enrolments by Bath graduates, particularly on the European stream of languages programmes due to fit between the languages studied. For example, in 2017-18 5 (four female, one male) out of 15 MAIT and 2 (one female, one male) out of 14 TPLS; two of the current Euromasters (MA Contemporary European Studies) cohort (both male) are Bath graduates. In addition one PoLIS alumna (female) registered for MRes in September 2017.

Of the 179 full time, first degree (UK/EU) PoLIS leavers for whom we hold destination data for 2014-15, 14 were registered on a further study programme at UoB, of whom 10 were female, 4 male; for 2015-16, 13 of 149 leavers enrolled at UoB, of whom 10 were female, 3 male (according to data from the annual Destinations of Leavers from HE Survey). To date we have

been unable to locate gendered data on graduate destinations overall. We will undertake work to identify, improve and update data (AP4.1.13).

ACTION POINTS

ACTION POINT 4.1.10 New administrative structure to oversee gender balance in supervision

ACTION POINT 4.1.11 Monitoring of arrangements for allocation of and support for casual work for postgraduate research students

ACTION POINT 4.1.12 Support for women's informal and formal networks

ACTION POINT 4.1.13 Improved pipeline data between undergraduate and postgraduate student levels

4.2. Academic and research staff data

Summary

- The department has improved gender balance across the broad disciplines of languages and politics and international relations, and does well in relation to national benchmarking data;
- it needs to pay attention to two main imbalances: teaching-only grades are female-dominated, although there has been greater balance in recent years, and the department is working to support career progression for teaching-only staff; senior grades (professor) are male-dominated

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

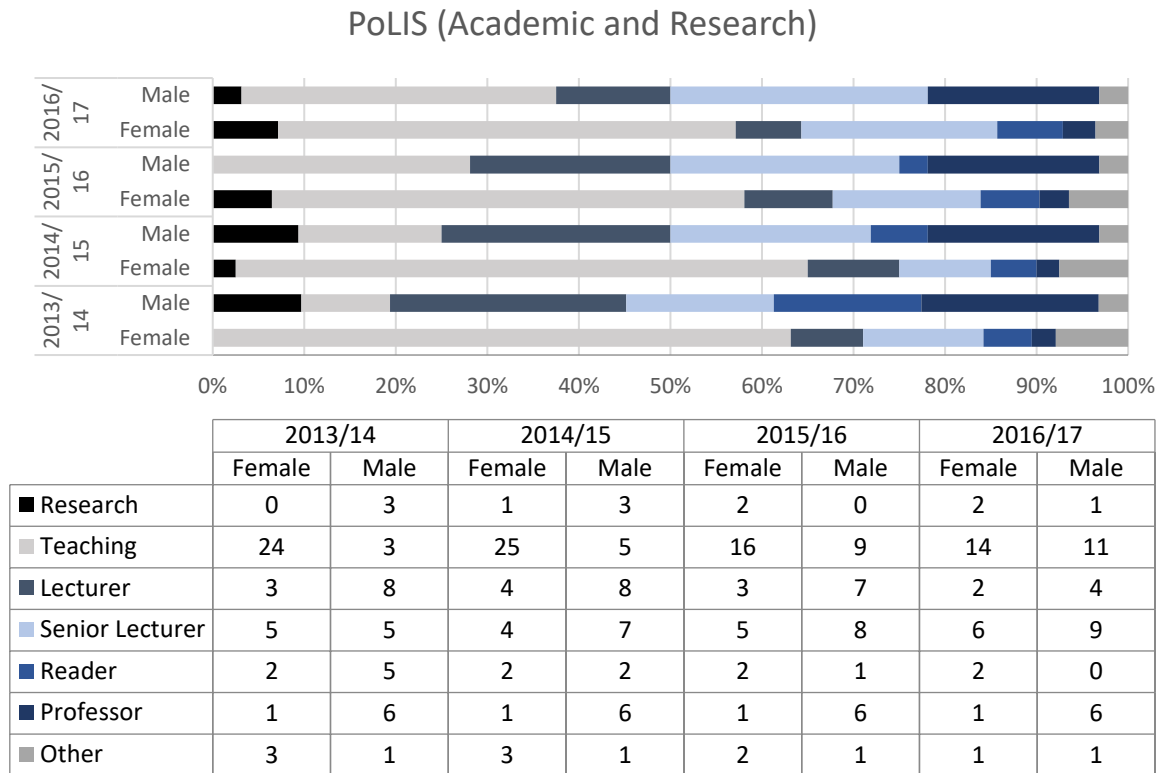
Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Overall, 64% of staff in languages in PoLIS were female in 2016-17, compared to 66% in HEIs nationally. This indicates that, following the transfer of FLC staff, PoLIS academic staff in languages are slightly more gender-balanced than the national average.

In politics/international relations, however, 33% of academic staff were female in 2016-17, lower than the national average of 37%. However, the proportion of female academics in politics/international relations rose with new appointments in 2015 and will rise further with the wave of appointments in September 2017, indicating that PoLIS is addressing gender balance in its recruitment practices, although there is still room for further effort, and attention needs to be paid to supporting career progression for women.

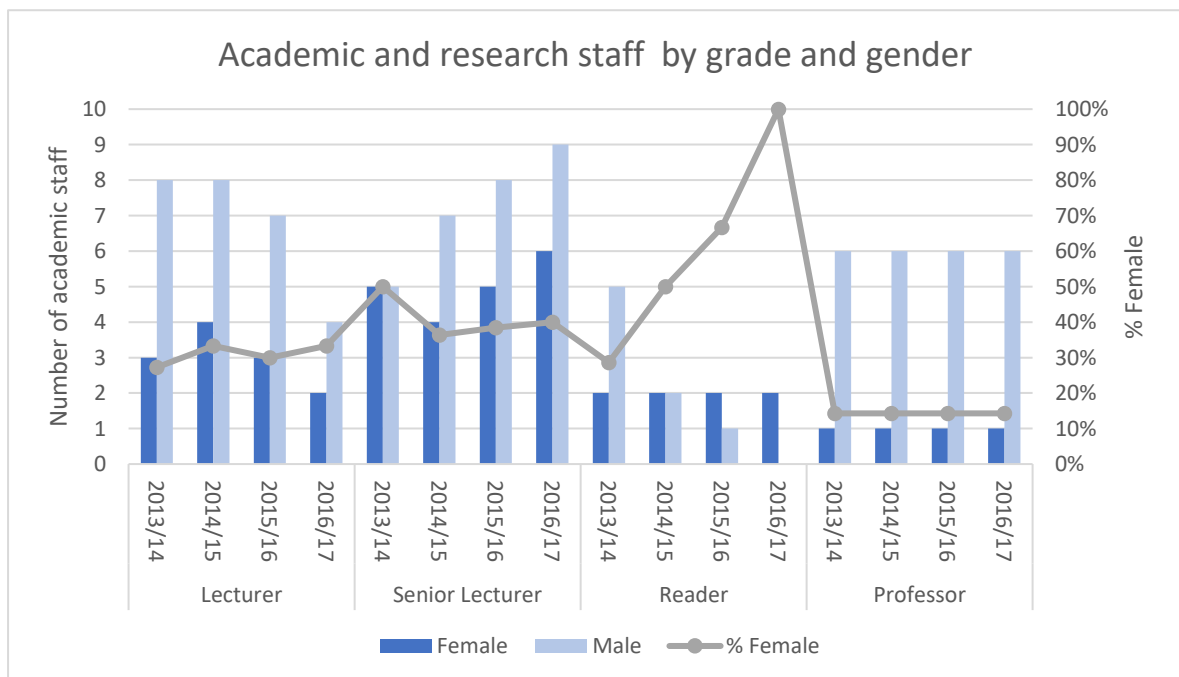
Figures 8 and 9 present data on the breakdown of academic and research staff in PoLIS for four years from 2013-14.

Figure 8: Academic and research staff by role and by gender



Data for 2013-15 include FLC staff, which helps to explain the decrease in total staff numbers in 2015-16 and changing distributions of staff by role and gender, in particular a decreasing number of (female) teaching-only staff over the four years. FLC in 2013-15 had 16 contracted staff, all but one female, all at grade 6.

Figure 9: Academic and research staff by grade and gender



For reference, **Table 12** shows how grades at the University of Bath map onto academic roles in PoLIS.

Table 12: Details of academic staff (education and research job family)

	Job title	Grade
Teaching and research contracts	Lecturer	8
	Senior Lecturer	9
	Reader	9
	Professor	Professorial
Research only	Research Assistant	6
	Research Associate	7
	Prize Fellow	8
	Senior Research Associate	8
Teaching only	Teaching Fellow	6-8
	Senior Teaching Fellow	9
Other	Course director	6-8

*Note: As noted in clarification of **Table 1** above, the category 'other' here includes staff whose job title is 'course director' and whose role includes teaching and a significant administrative responsibility; usually such staff are employed according to the same conditions as teaching-only staff and in the same grade band (6-8).*

The number of research-only staff in PoLIS is small with no observable gender pattern: whereas in 2013-15 a greater number of research staff were male, in 2015-16 they were female; we could find no specific reason. In 2016-17 (not in Table 14) there were two research staff, one male, one female. Career progression for research associates in PoLIS typically follows subsequent employment as lecturer (one current lecturer in PoLIS, Dr Edwards, was previously employed as RA). Following the university's recent (2017) adoption of new progression criteria, research associates may progress to senior research associate, if funding allows.

Reflecting the languages side of the department there is in PoLIS a relatively high proportion of teaching-only staff, and of female teaching-only staff. After 2015 (minus FLC), the proportion of teaching-only staff decreased but remains high at 64%, whilst the gender split has become somewhat more balanced: 12 male and 16 female teaching fellows in 2016-17.

PoLIS has a low proportion of female professors (albeit in line with university ratios). As discussed below (Section 5), it indicates that the department needs to provide greater support for women going forward for promotions.

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

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

Table 13 presents data on fixed-term and open-ended contracts. As discussed above, PoLIS has used FTC principally as a means of filling teaching gaps for purposes of short-term planning, particularly in 2015-16.

Table 13: Academic and research staff on fixed-term and open-ended contracts by gender

PoLIS (ACADEMIC AND RESEARCH)		Female	Male	Total	% Female
2013/14	FTC	0	3	3	0%
	Open	38	28	66	58%
	Total	38	31	69	55%
2014/15	FTC	3	4	7	43%
	Open	37	28	65	57%
	Total	40	32	72	56%
2015/16	FTC	5	6	11	45%
	Open	26	26	52	50%
	Total	31	32	63	49%
2016/17	FTC	4	8	12	33%
	Open	24	24	48	50%
	Total	28	32	60	47%

The University does not currently collect data on zero-hours contracts. In PoLIS, a number of staff are employed each year on part-time casual contracts: some of these are staff who are employed elsewhere as specialist practitioners (e.g. translators and interpreters); others are temporary teachers where a specific gap in expertise cannot be filled by existing staff, in languages or politics/IR. **Table 14** shows the gender breakdown of casual teaching staff for 2015-17 using departmental timesheet records, also including postgraduate research students employed as hourly-paid teaching staff.

The number of hourly paid staff decreased in 2017-18 due to investment in full-time academic (teaching and research) posts. There is no observable gender pattern although in 2015-17 there was a higher proportion of female PGR students employed as hourly paid teachers; the more recent drop in numbers of PGR students both male and female reflects a large number of students reaching completion at this particular time.

Table 14: Hourly-paid teaching staff in PoLIS, 2015-17

	2017-18	2016-17	2015-16
Male PGR Teaching Assistants	4	7	6
Female PGR Teaching Assistants	5	14	11
Male Teaching Fellows	2	6	1
Female Teaching Fellows	0	8	2

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

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

Table 15 shows leavers by grade. There is a majority of female leavers at lecturer grade, but no gender pattern appears from very small numbers overall. The department does not currently have access to information collected in university exit interviews. PoLIS will therefore offer leavers the opportunity to discuss reasons for leaving with the Head of Department or other nominated senior academic, and will look at other ways, using faculty data, to gather information on leavers which can inform policy (**AP4.1.14**).

Table 15: Academic leavers by grade

PoLIS (ACADEMIC & RESEARCH)		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2013/14	Female	11	0	6	1	0	0	0	4
	Male	8	0	4	0	1	0	2	1
	% F	58%	-	60%	100%	0%	-	0%	80%
2014/15	Female	8	0	2	1	1	1	0	3
	Male	10	0	4	1	1	3	0	1
	% F	44%	-	33%	50%	50%	25%	-	75%
2015/16	Female	6	1	0	1	0	0	0	4
	Male	4	2	0	0	0	1	1	0
	% F	60%	33%	-	100%	-	0%	0%	100%
2016/17	Female	11	1	4	0	0	0	0	6
	Male	3	0	1	1	0	1	0	0
	% F	79%	100%	80%	0%	-	0%	-	100%

Table 16 presents leavers by full-/part-time status. The higher proportion of female part-time leavers relative to men reflects a higher proportion of female working part-time (particularly FLC).

Table 16: Leavers by full-/part-time status

PoLIS (ACADEMIC & RESEARCH)	2013/14			2014/15			2015/16			2016/17		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Total (all contracts)	11	8	58%	8	10	44%	6	4	60%	11	3	79%
Full-time	2	4	33%	4	9	31%	2	4	33%	3	3	50%
Part-time	9	4	69%	4	1	80%	4	0	100%	8	0	100%

ACTION POINT 4.1.14 Collection of evidence on reasons for staff leaving the Department

(1607 words)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

Summary

- PoLIS has already taken a number of steps, thanks to the Athena SWAN self-assessment process: improved take-up of training on unconscious bias, strengthened induction programme for new staff, reinforced link between SDPR and promotions advice;
- the department is introducing new initiatives and procedures for promotions and workshops for staff, with a view to increasing applications from women;
- there is good informal support for working parents and PoLIS is introducing new formal measures to support maternity returners;
- the Head of Department is working to make departmental culture more inclusive by celebrating success at regular staff meetings held at lunchtime to make them more accessible to all staff.

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.

The University's Recruitment and Selection Code of Practice sets out roles and responsibilities during the recruitment process. The Human Resources Department ensures that departments comply with the code of practice. All positions advertised have clear job descriptions with objective selection criteria.

Training is mandatory for all recruitment panel members for academic appointments. Heads of departments are responsible for the proper conduct of the selection and recruitment process for all posts in their department, and for ensuring that all staff likely to be involved in recruitment follow training to develop the skills necessary to undertake recruitment and selection. This includes unconscious bias training. Compliance is monitored by the HR team using the University's recruitment system (Stonefish).

PoLIS, working with the university Equality and Diversity manager, is looking to deepen unconscious bias training activities, as discussed further below in **Section 5.6.2**.

Shortlisting and selection are carried out against the criteria in the job description and justification for decisions is required. The HR team manage this information in either paper copy or through Stonefish, dependent upon the preference of panel members. Departmental

policy, in line with university policy, is that shortlisting and interview panels should ideally be gender-balanced, but where this is not possible (e.g. due to research specialisms) that there should be at least one female and one male member of each shortlisting and recruitment panel. For all appointments made in 2016-17 the shortlisting and interview panels included at least one woman and one man.

Data on applications, shortlisting and take-up (new starter) rates by gender and grade for academic appointments are presented in **Table 17**.

Table 17: Applications, shortlisted candidates, and new starters by gender, 2013-16

PoLIS (ACADEMIC & RESEARCH)		2013/14			2014/15			2015/16			2016/17		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
APPLICANTS (*)	Total	197	173	53%	342	408	46%	72	86	46%	189	257	42%
	Research	4	7	36%	40	33	55%	19	26	42%	0	0	-
	Teaching	169	93	65%	252	254	50%	53	60	47%	79	37	68%
	Lecturer	0	0	-	41	102	29%	0	0	-	80	139	37%
	Senior Lecturer	18	48	27%	9	19	32%	0	0	-	19	45	30%
	Reader	0	0	-	0	0	-	0	0	-	0	0	-
	Professor	6	25	19%	0	0	-	0	0	-	11	36	23%
	Other	0	0	-	0	0	-	0	0	-	0	0	-
SHORTLISTED	Total	27	25	52%	35	37	49%	19	13	59%	27	29	48%
	Research	1	2	33%	4	0	100%	6	6	50%	0	0	-
	Teaching	21	14	60%	22	21	51%	13	7	65%	11	7	61%
	Lecturer	0	0	-	5	10	33%	0	0	-	7	8	47%
	Senior Lecturer	4	5	44%	4	6	40%	0	0	-	4	6	40%
	Reader	0	0	-	0	0	-	0	0	-	0	0	-
	Professor	1	4	20%	0	0	-	0	0	-	5	8	38%
	Other	0	0	-	0	0	-	0	0	-	0	0	-
NEW STARTERS	Total	10	13	43%	11	13	46%	10	6	63%	9	4	69%
	Research	0	1	0%	1	1	50%	2	0	100%	0	1	0%
	Teaching	5	5	50%	4	6	40%	3	5	38%	4	3	57%
	Lecturer	0	5	0%	2	1	67%	0	0	-	0	0	-
	Senior Lecturer	1	0	100%	0	2	0%	1	1	50%	0	0	-
	Reader	0	1	0%	1	0	100%	0	0	-	0	0	-
	Professor	0	0	-	0	2	0%	0	0	-	0	0	-
	Other	4	1	80%	3	1	75%	4	0	100%	5	0	100%

**Where posts were advertised at multiple levels (e.g. Senior Lecturer/Reader) the lowest position has been recorded here.*

Note: Data for this table come from different databases. Applicants and shortlisted data have been collected from the applications database and shows the number of applicants/shortlisted for each academic year between 1st August and 31st July. New starters data have been collected from the HR database and shows the number of new appointments who started between 1st August and 31st July of the same academic year. Note that new starters for a particular year could have applied in the previous academic year.

No pattern can be discerned regarding the relationship between applications, shortlisted candidate numbers and those of new starters. The data indicate that PoLIS does relatively well in shortlisting and offering posts to female candidates but that the proportion of female candidates is relatively low and declined in 2015-16. We do not have data allowing us to draw conclusions on reasons, but the most obvious action point would be greater effort to identify the pool of female candidates at pre-application stage, and to pay further attention to the way the department presents itself externally including in its job advertising (AP5.1.2).

The university is also in 2017-18 working to develop guidance to departments on how to pursue more gender-focused recruitment campaigns.

(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.

The induction process for new staff comprises corporate and Departmental activities. A corporate checklist gives managers guidance on what should be covered: the job, basic services including computing access, the department and workplace, line management roles and responsibilities, key contacts, departmental organisation, working hours and leave arrangements, HR policies, training, health and safety, equality and diversity, disability support as appropriate, and environment and sustainability. The University will introduce a new induction programme in 2018-19, focusing on mentoring.

All PoLIS staff follow a departmental induction programme and receive an information handbook. Mentors are allocated to all new staff and they are expected to meet for the first time in the first half of September. In September 2017, with a large wave of new staff entering the department, a new induction programme was introduced which took the form of a two-day programme including a social event in the evening which all staff were expected to attend. The induction programme included discussion of equality and diversity policies. The department will review the effectiveness of the new programme at the end of the academic year 2017-18 and identify any changes needed, and will monitor induction arrangements annually thereafter (AP5.1.3).

All new staff undergo formal probation which requires the manager to agree objectives, monitor at the mid-point and confirm completion. The probation process for academic staff is more extensive comprising a three-year programme of development overseen by the

university's Academic Staff Committee. Academic probation includes completion of the Bath Course in Enhancing Academic Practice which leads to accreditation with the Higher Education Academy. A specific workload allocation is provided to enable this.

Progress through probation is monitored corporately each year, or more frequently if feedback shows that the individual needs further support. All academic staff have an academic mentor through this process.

(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.

Internal promotions (or 'progression') for academic staff are managed institution-wide by the Academic Staff Committee, strongly supported by a central HR team which provides advice and guidance to individuals and managers on the process. The team also monitors promotion statistics and provides advice to the committee on life issues such as maternity returners, sickness absence.

Individuals (or line managers) can also apply to have their post re-graded if they believe that the responsibilities have changed significantly over time. This process involves a rigorous assessment using the HERA job evaluation system and carried out by trained HR professionals.

Table 18 presents data on applications and promotions by gender. It shows that female staff are under-represented in applications and in successful promotions in comparison to male staff.

Table 18: Applications and promotions by gender, 2013-16

PoLIS (ACADEMIC AND RESEARCH)	Applications				Promotions				Success rate		
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total
Total	9	12	21	42%	7	10	17	41%	82%	82%	82%
2013/14	1	3	4	25%	1	3	4	25%	100%	100%	100%
2014/15	3	2	5	60%	2	2	4	50%	67%	100%	80%
2015/16	0	2	2	0%	0	1	1	0%	-	50%	50%
2016/17	5	5	10	50%	4	4	8	50%	80%	80%	80%

Of the seven successful promotions by female staff in this period, two were to teaching fellow grade 8, three were to senior teaching fellow, and two were to senior lecturer. Thus, not only was the male success rate higher, but broadly promotion for male staff was to higher grades (including reader and professor). However, the latest year 2016-17 showed a marked improvement in women's promotion rate. Male and female success rates have equalised as a result of the recent improvement.

It will be necessary to monitor the trends in the future to determine whether the improvement continues, and pipeline issues will be addressed as promotions to senior lecturer result in further progression (to reader and professor) or whether more intensive forms of support are required for women reaching senior lecturer/reader level.

Under-representation of women amongst applications for promotion is a wider issue across the university, as recognised in its submission for renewal of Athena SWAN Bronze award in 2017. In order to address it, the university has launched in 2017 a talent management initiative which is currently collecting data on departmental and faculty practices so as to encourage discussion on good practice and look at ways of disseminating it whilst adapting to specific departmental needs.

At departmental level we will focus on promotions workshops as a way of raising awareness and encouraging women to apply, and also improving access to information and support for women at application stage in order to improve their chances of success. PoLIS will establish a Promotions Advisory Group and publicise information about the process, inviting staff to approach PAG members for advice and feedback (AP5.1.4). We will develop an annual promotions workshop (AP5.1.5) on the basis of a university-wide initiative led by HR in 2018. We will also require reviewers to ask about and offer support on promotions during annual Staff Development and Performance Review (SDPR) (AP5.1.6).

Overall, a majority of staff responding to the Athena SWAN SAT survey (69.7%) reported satisfaction with support received in their career and personal development with levels similar for male and female respondents. We aim to improve this level of satisfaction further as an indication of the success of the actions aimed at encouraging applications for promotion.

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Table 19 presents submissions to REF 2014 by gender. Data for 2008 were not supplied by university planning office but according to our internal departmental records a total submission of 33 staff: 16 female (100% of eligible staff) and 17 male (85% of eligible staff).

Table 19: REF submissions by gender, 2014

Submitted to REF	Submitted to REF	Total eligible	% of eligible staff submitted
Female	8	10	80%
Male	17	24	71%
Total	25	34	74%

Women on research/teaching contracts in PoLIS have a high submission rate relative to men although proportions for both genders are high, and the number and proportion of eligible women and men are expected to rise in the next REF due to new appointments in 2017, as well as changes in HEFCE eligibility rules.

ACTION POINTS

ACTION POINT 5.1.1 All staff to complete relevant training on avoidance of bias in recruitment

ACTION POINT 5.1.2 Review of recruitment and pre-recruitment procedures and adoption of any further actions identified

ACTION POINT 5.1.3 Review of induction procedures and adoption of any further actions identified

ACTION POINT 5.1.4 Establishment of new Promotions Advisory Group

ACTION POINT 5.1.5 Annual promotions workshop

ACTION POINT 5.1.6 Improved information on SDPR procedures to ensure better link with

5.2. Career development: academic staff

(i) Training

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

Development of all staff comprises on-line training and a range of classroom-delivered courses, which is open to all staff. Staff are directed towards these courses through conversations with their manager in their SDPR reviews (the SDPR form contains a section asking reviewees to list training requirements as well as record training undertaken in the period under review). Information about training and staff development courses is also regularly provided by the university intranet and email alerts.

Specific modules on Diversity in the Workplace, Unconscious Bias and Equality Analysis are strongly recommended for all staff. Participation in online equality and diversity training is monitored annually by the departmental coordinator. As at June 2017, 21 staff (7 female, 14 male) had completed Diversity in the Workplace training, and 21 staff (9 female, 12 male) had completed Unconscious Bias training (these figures show snapshot data not the number completing the training in a given year).

Training in teaching, learning and assessment is available through the Bath Scheme delivered by Staff Development. Accreditation through the Bath Scheme is mandatory for all staff on probation and participation is also required for postgraduate part-time teachers. Staff wishing to gain accreditation as Fellows/Senior Fellows of the Higher Education Academy are also trained and supported through the Bath Scheme. Over the last three years six members of PoLIS staff have successfully followed the Bath Scheme to receive accreditation as Senior Fellows of the Higher Education Academy (five women, one man).

Table 20 presents snapshot data from 2015-16, based on Staff Development records, of PoLIS staff participation in training events, including the Bath Scheme and the Aurora programme.

Table 20: Participation in university training events by gender, 2015-16

2015/16	Female	Male	Total
Athena SWAN Annual Lecture 2016	1		1
Aurora annual programme	1		1
Aurora Network	2		2
Bath Scheme 1-to-1 tutorials	3		3
Bath Scheme Workshop 1 (Associate to Fellow)	1		1
Bath Scheme Workshop 2 (Associate to Fellow)	1	1	2
Bath Scheme Senior Fellow Workshop 1	1		1
BATH COURSE INDUCTION	2	4	6
Funding opportunities for women	1		1
Leading Teams: Building, Motivating & Developing Staff	1	1	2
Meetings: Effective Committee Servicing	1		1
Performance Management - Skills & Techniques	2	1	3
Recruitment and Selection for panel members		2	2
SDPR for Education & Research staff	3	3	6
THE BATH SCHEME INTRODUCTORY WORKSHOP	2	2	4
Women's Academic Network	2		2

In addition, the department organises ad hoc training and development events on various aspects of teaching and research (for example, in 2015-16, a series of workshops on use of role plays in teaching, supported by a university Teaching Development Fund), and more regular activities such as annual refresher workshops on ethics in research. These events are open and attendance is not monitored.

More specialised professional development is often accessed through individuals' participation in external conferences and workshops. For academic staff this usually takes the form of conference support which is administered and allocated by the Director of Research: 40% of applications were made by female staff in 2015-16, and 43% of funding allocated to women. At the Athena SWAN SAT meeting of 28 June it was agreed that a similar, systematic procedure should be promoted for teaching-only staff, to be administered and allocated by the Director of Learning and Teaching, as similar funds are currently available but the allocation procedure is more ad hoc than for research support funding. Teaching development funding is already available (92% of applications were made by women in 2015-16, and 89% of funding allocated to female staff) but the new procedure will help to ensure greater awareness among staff and higher visibility of activities in the department.

Training specifically for women to help them in career and professional development has included in the last few years participation in the Aurora programme, to which female members of staff can apply on a competitive basis across the university. In PoLIS two female members of academic staff (one at Senior Lecturer, one at Reader level) have participated in the Aurora programme. In 2015-16 two female members of staff participated in the first cohort of the Women in Leadership programme organised by the university's School of Management.

Training for professional and support staff is organised at university level and coordinated and monitored by the faculty management team.

As part of its equality and diversity practice (e.g. in EDC discussions at staff meetings), PoLIS will publicise training and development opportunities available to staff and formalise monitoring arrangements, with a view to ensuring equality of access to relevant training (**AP5.3.1**). The EDC will monitor access to funds available for support for research and teaching, inter alia to review the effectiveness of the new procedure for teaching-only staff (**AP5.3.2**).

(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.

The procedure for appraisals and development review is known as Staff Development and Performance Review (SDPR). Staff are expected to start this process within six months of completing their probation period. There is no mandatory timetable for undertaking the reviews, but they are expected to be completed on an annual basis.

SDPR takes place according to the template available on the Human Resources department website. The template covers reflection on the previous year and progress towards the objectives set; objectives for the following year; and review of training requirements.

Training for reviewers is provided by the university and is mandatory for all reviewers. Reviewees may also request to take part in this training.

The HoD/Deputy HoD allocate reviewers. Current practice is that those with line management roles and all professors are reviewers. In 2016-17, six male reviewers reviewed 22 members of staff (55% of total reviews) and five female reviewers reviewed 18 members of staff.

Completed SDPRs are uploaded onto and maintained on the iTrent (staff records) system. Uploading rates have increased over the last three years. Departmental records show that 25 (out of 38 scheduled reviews) completed SDPR forms were uploaded onto iTrent in 2014-15, 32 (of 41) in 2015-16, and 33 (of 40) in 2016-17. The department will review SDPR to monitor the extent to which promotion and training needs are discussed, and will identify any further action points to be taken (**AP5.3.3**).

(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.

As noted above, university policy is that all staff who request a mentor should be able to access one. This is a relatively new policy which applies mainly to staff who have been in post for some time, since probationers automatically receive mentoring through the Bath Scheme.

Currently 16 members of academic staff have a mentor (12 male, 4 female). Eight of the mentors are female, six male. One of these mentor relationships takes place under the Aurora programme which offers mentors outside the department. Mentoring arrangements are overseen by the mentoring coordinator who reports to the deputy HoD.

The PoLIS staff survey in July 2017 showed that a high proportion of staff felt satisfied with the support they had been given for their career progression. 70% of respondents (69% of women, 71% of men) stated that they had been adequately supported. However, several respondents suggested that arrangements for mentoring and induction could be improved.

The Athena SWAN SAT process raised awareness about mentoring but further ongoing action is required in order to ensure access to mentors and to raise levels of satisfaction (**AP5.3.4**).

(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).

Support to students at all levels is primarily organised by the relevant Directors of Studies. In addition, each department has a Senior Tutor who has overall responsibility for the pastoral support system which applies to all undergraduate and masters students. Ordinarily all members of academic staff in PoLIS are expected to take on an equal load of tutees although the share may vary in particular circumstances (e.g. where staff are employed on fractional research project contracts). DoS organise a full programme of induction events for new students, usually lasting around a week, in addition to the university induction programme.

A feature of UoB programmes is the possibility of placement years (thick sandwich). For languages students, a year abroad is a course requirement and students are supported by placements officers, Erasmus officers, and individual academic placement tutors. For politics students, a placement year is optional but most students choose to undertake a placement. Similarly, they are supported by faculty placements officers, and individual academic placement tutors. Students are usually visited by placement tutors at least once during the year and activities are systematically recorded.

Students wishing to study for PhD are advised and supported by personal tutors and by DoS.

Postgraduate research students are supported by their supervisors (two supervisors form the supervisory team) and the DoS. Career advice and support training activities are organised by the faculty and the university, and additional ad hoc activities are organised by the DoS in response to student demand. This includes information on writing CVs, and applying for academic jobs. Examples of two former PhD students in PoLIS who have gone on to an academic career in the department are presented in **Box 1**.

Postgraduate research students are invited to attend departmental seminars and their attendance at these events is very high, since most full-time students habitually study on campus. In addition they are encouraged to present their own research at departmental seminars and organise their own events to which staff are invited.

Postgraduate students who are employed on fractional teaching contracts receive training under the Bath Scheme; this includes mentoring and teaching observation. Within the department they are 'buddied' with more experienced postgraduate research students.

As part of the survey and any focus group discussions to investigate the student experience for postgraduate research students we will ask questions to gauge satisfaction with arrangements for teaching support and career progression support (see **AP4.1.11** above).

Box 1: Examples of transition from PhD to Early Career Researcher



Galadriel Ravelli was awarded a PhD in 2018, specialising in the politics of right-wing transnational terrorism in the Cold War. Since September 2017 she has been employed as Teaching Fellow in Italian Politics.



Mattia Cacciatori was awarded a PhD in 2017 for his research on the International Criminal Court. Whilst postgraduate student in PoLIS he was active in the postgraduate community and co-convened the International Relations and European Politics study group (with Milena Romano and Zainab Mai-Bornu). He was appointed Teaching Fellow in International Security in September 2016, and Lecturer in Conflict and Security in September 2017.

(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.

Training workshops on grant writing, including bespoke training for specific programmes and calls, is organised by the university.

In line with university policy, PoLIS policy is that all staff applying for research funding should identify a second reader for internal peer review, before the draft application is submitted to the departmental ethics officer. This applies to all proposals, not just those submitted to UK research

councils. The Director of Research advises on suitable second readers if applicants are unsure, with the support of the three research cluster coordinators.

Departmental workload includes an allocation for grants submitted and the Director of Research who oversees this allocation process also monitors success rates and arranges support to those who are unsuccessful in their funding application. The EDC will receive annual reports on grant submissions by gender and on workload allocations for grant submissions by gender (**AP5.3.5**).

ACTION POINTS

ACTION POINT 5.3.1 Information, publicity and awareness-raising about training opportunities

ACTION POINT 5.3.2 Annual report on use of departmental funding to support research and teaching

ACTION POINT 5.3.3 Review of effectiveness SDPR procedures

ACTION POINT 5.3.4 Review of mentoring arrangements (including monitoring and record-keeping) and improvement of information about mentoring

ACTION POINT 5.3.5 Annual report to EDC on grant submissions by gender, including workload allocations

5.3. Flexible working and managing career breaks

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

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

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

Staff are invited to attend an individual maternity/adoption meeting with a dedicated HR advisor prior to taking leave. The meeting provides personalised advice on pay and leave entitlements before, during and at the end of leave, including

- Occupational maternity/adoption pay;
- Shared parental leave;
- Return to work options including flexible working and nursery provision;
- Risk assessment process.

Probationers are offered suspensions for their maternity leave, and periods of leave are taken into account in all decisions of Academic Staff Committee concerning probation.

Before taking maternity/adoption leave, departments are encouraged to plan for cover for the individual's duties and to provide flexibility in the return schedule. Requests for temporary staff to cover maternity/adoption are considered by the Staff Vacancies Review Group, and while the department is usually expected to fund such cover, university funds are available when needed. The university provides for paid leave to cover ante-natal appointments for both partners. The line manager will also undertake a risk assessment using a standard checklist to ensure that the working environment is suitable during pregnancy and on return.

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

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

Cover is arranged for the period of leave only, on a temporary basis.

During maternity/adoption leave, the University provides for up to ten Keeping-in-Touch days to ensure that the employee is able to maintain links with their work, colleagues and developments. The Head of Department with the support of the Departmental Coordinator keeps records of KIT days and ensures that they are taken up.

The SAT also consulted informally with members of academic staff who had taken maternity leave in the previous three years and was able to confirm that they had taken advantage of Keeping in Touch days and found them useful.

One member of professional/support staff took maternity leave in the last four years and she took KIT days, reporting directly to her line manager (faculty manager).

(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.

Combined with:

(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.

Staff on maternity/adoption leave will return to their substantive post (unless agreed otherwise). At university level, some 90% of staff return to work after leave.

Table 21 presents data on numbers of women returning from maternity leave. The one member of staff who did not return in 2015-16 has subsequently returned after extended maternity leave.

Professional and support staff are not included in these figures (see above **5.5(iii)**: one member of professional support staff took leave during this period).

Table 21: Maternity leave-takers and returners

		Return Rate (%)	Total Uptake	Returned	Not Returned	Future Return
Academic and Research staff	2013/14	100%	1	1	0	-
	2014/15	100%	1	1	0	-
	2015/16	67%	3	2	1	-
Professional and Support Staff (*)	2013/14	-	0	-	-	-
	2014/15	-	0	-	-	-
	2015/16	-	0	-	-	-

Staff returning from maternity/adoption leave may request flexible working. They may also request exemptions from teaching at certain times, so that timetables are tailored to suit staff's childcare needs. A request form is distributed each year when timetabling is arranged, and all staff have the right to request exemptions. Childcare needs are considered a priority in assessing such requests, and departmental records indicate that staff requests based on childcare needs are always accommodated.

The university has an on-site nursery although it is not able to guarantee places. Staff may take advantage of a salary sacrifice scheme for nursery payments ('Nursery Plus') and the university operates a childcare voucher scheme.

Qualitative investigation by the SAT found that the department provides informal support for maternity leave returners and staff with childcare responsibilities. In order to enhance existing informal support, the department will formalise arrangements for maternity leave returners, based on a return-to-work interview (**AP5.5.1**). The interview will look at ways of supporting returners including any needs for flexibility or for reduced teaching or administrative loads.

In light of research indicating a link between maternity leave support and women’s career progression, particularly in research-intensive universities (Troeger 2018), and as suggested by recent maternity returners in the department in informal discussions in 2017, returners from maternity leave will receive a double research allocation in their workload in the semester following their return (**AP5.5.2**). This innovation proposed by the DSAT was accepted as new practice by departmental Executive in 2017.

(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.

Table 22 presents data on uptake of paternity, shared parental and adoption and parental leave uptake for 2013-2016 (shared parental leave was applicable only from April 2015. No professional support staff took leave.

In the period 2013-2016, no staff took adoption leave, although we know that in the previous years at least two staff have taken adoption leave in the last decade.

Table 22: Paternity, shared paternity, adoption and parental leave uptake by academic staff

		Paternity Leave	Shared Parental Leave	Parental Leave
Academic and Research staff	2013/14	0	-	0
	2014/15	1	0	0
	2015/16	1	0	0
	2016/17	1	0	0

One to two weeks’ paternity leave is available to staff with 26 weeks’ continuous service under university paternity leave policy. Cover is organised by the HoD/deputy HoD

Departmental records indicate that take-up of paternity leave was higher than university records, presented in **Table 22**, show. Five members of staff took paternity leave during the period 2013-2016.

Policy on shared parental leave applies to all staff with one year’s service.

We have no information on why there was nil take-up of shared parental leave in PoLIS in 2013-16, although the legal right came into force late into this period. The SAT felt that lack of take-up of formal parental leave could reflect the availability of informal flexibility, but we have no data to support this speculation. The department will therefore conduct further investigation into parents' use of available support policies (AP5.5.3).

The Athena SWAN SAT staff survey, in line with an earlier faculty equality and diversity review of workload (2011), found that staff had low levels of awareness of university policy relating to support for employees with care responsibilities. In response to a question asking whether the department provides adequate support to working parents, the largest response was 'don't know' (67%). This could of course reflect the fact that respondents had no childcare responsibilities themselves: this was the case for two thirds of respondents. Nevertheless, the qualitative comments also indicated that awareness of university-level policies was low. The department will therefore enhance information on policies aimed at support for maternity, paternity, adoption, and parental responsibilities (AP5.5.4).

Staff also reported however that at departmental level they had access to and valued a high degree of informal support and managerial support for flexibility.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Both formal and informal arrangements are in place for flexible working. University policy sets out options for staff, which may vary by contract status and function. For academic staff, formal requests generally apply where personal circumstances, usually but not necessarily related to caring responsibilities, require regular timetabling arrangements or workload modifications. Staff may also request a reduction in their working hours on an ongoing basis.

The flexible working options available to staff include part-time working, flexi-time, homeworking, job-sharing, term-time only and annualised hours. 24% of staff across the university have recorded formal contract changes to take up these arrangements.

Table 23 presents data on formal requests for flexible working in 2013-16 in PoLIS. One successful request was made by a member of professional/support staff in 2014-15 (female FLC staff) but data are not available for professional/support staff working for departmental programmes but managed by the faculty.

Table 23: Successful flexible working requests (academic staff)

	Female	Male	Total
2013/14	2	0	2
2014/15	0	0	0
2015/16	0	1	1
2016/17	1	0	1

Informally, staff may request changes to their workload or timetabling through the workload allocation process. The Athena SWAN SAT survey indicated that parents feel that informal arrangements work well, although there are timetabling restrictions (particularly the difficulty of rescheduling classes) which make it difficult to cope with school half-term holidays, for example. Typical comments were: “my line managers have been supportive throughout”; “The departmental response is generally supportive at personal level and there is some informal flexibility. There are however timetabling constraints”.

For professional and support staff, TOIL (time off in lieu) arrangements are available and commonly used. Professional/support staff may also occasionally work from home by agreement with their line manager.

(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.

Although the university does not have a formal policy on staff wishing to move to full-time working after a period of part-time working; there is a range of paths for individuals who wish to work flexibly or to progress back towards full-time employment. A staff member wishing to transition back to a full-time role would discuss this with their line manager, HoD and with their faculty HR adviser who would give the case positive consideration, balancing the request with operational needs. Support for reaching this decision is provided through SDPR and the mentoring system where applicable.

One member of staff in PoLIS (a male teaching fellow) successfully requested the transition from part-time (job share) to full-time employment in 2016.

Reference

Troeger, V. E. (2018) *How much do children really cost? Maternity benefits and career opportunities of women in academia*. University of Warwick.

ACTION POINTS

ACTION POINT 5.5.1 Formalisation of return-to-work interviews for maternity leave

ACTION POINT 5.5.2 Increased workload allocation for research for maternity leave returners who are teaching and research staff

ACTION POINT 5.5.3 Further investigation of staff childcare needs and leave take-up

ACTION POINT 5.5.4 Improved information on departmental platforms of university policies

5.4. Organisation and culture

(i) Culture

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

The department is housed in the 1 West North building on the university's main campus. Offices are accommodated over two wings on the ground floor (level 2) and the second floor (level 4). Print and photocopy facilities are located on both floors. The departmental office is on level 2 along with the offices of most academic staff with management responsibilities, including the Head of Department. Recently the department has worked towards improving spaces for social interaction, in particular the kitchen on level 2 which was refurbished in 2016; there is a further small kitchen on level 4. Where possible meetings take place in 1 West North and the adjacent 1 West, including research seminars and staff meetings.

The Athena SWAN SAT survey showed that a high proportion of staff agreed with the statement that "departmental culture in PoLIS is inclusive, fair and supportive"; the proportion of positive responses by women was slightly higher than for men at over 80%. However respondents also highlighted a number of areas where the department could improve, covering communication and transparency; social interaction; and formality of process so as to ensure consistency and fairness. These areas reflect tensions inherent in a large department with two main disciplinary specialisms. In the process of engaging with

structural change, PoLIS has endeavoured to find solutions to these tensions, and survey respondents acknowledged the efforts of current management to do so, as well as the difficulties involved.

A standing item on the agenda of staff meetings is 'good news' when the HoD highlights and recognises individuals' contributions and successes across the range of departmental activities, including teaching and research but also outreach and recruitment activities.

Teaching forms an important part of the department's identity and ethos, and relations between staff and students are very strong. Discussions with students and in relevant forums (SSLC) during the self-assessment process showed a high level of awareness of and engagement with equality and diversity among students and a desire for the discussions to continue.

Research collaboration is strongly encouraged and is principally fostered through the clusters as well as regular departmental seminars. In 2017-18 the first semester of research seminars was devoted to presentations by new members of staff.



Departmental seminar, 31 October 2017: Dr Jennifer Thompson (far left) presented on Feminist Institutional Approaches to Post-Conflict Governance; Dr Sophie Whiting (standing) was discussant; the event was chaired by Dr Scott Thomas

The Athena SWAN self-assessment process has raised the profile of equality and diversity in the department, building on earlier and ongoing initiatives. The challenge going forward is to maintain that level of engagement and develop initiatives which will increase it further. One of the ways we will do this is, in collaboration with the Gender and Sexuality cluster, organise a high-profile annual lecture which will be jointly badged with Athena SWAN (AP5.6.1).

(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.

University HR policies are reviewed with the trade unions on a risk basis, which also provides an opportunity to ensure that recent changes to legislation or best practice guidance have been incorporated. Any significant changes to an HR policy are approved by the University Executive. Relevant HR policies are also subject to an Equality Impact Assessment to ensure that there is no direct or indirect discrimination inherent in the approach taken. The University Equality and Diversity Committee receives an annual report which reviews the application of HR casework processes by protected characteristic to determine whether application is consistent. HR Advisers, who work closely with Departments, provide guidance on policy application and how this is best tailored to meet business needs. Any updates to HR policies are approved by the University Executive and published on the organisational intranet.

University policies and initiatives on equality and diversity are communicated via the HoD and the Equality and Diversity network. The department's Equality and Diversity officer circulates relevant information and provides an annual return on departmental initiatives.

HR policies on equality, dignity at work, bullying, harassment, grievance and disciplinary processes are monitored annually at faculty level. The HoD has responsibility for ensuring compliance with university policy, and university training is provided for all departmental managers including the HoD. No issues have been identified in relation to differences between policy and practice. No complaints regarding equality, dignity at work, bullying, harassment, grievance or disciplinary processes were received over the period covered by this submission (2013-2017).

Working with the university's Equality and Manager, PoLIS is looking to develop bespoke training activities for staff on unconscious bias, as part of a wider effort aimed at strengthening collaborative understanding of diversity and in the interests of a truly inclusive culture (AP5.6.2).

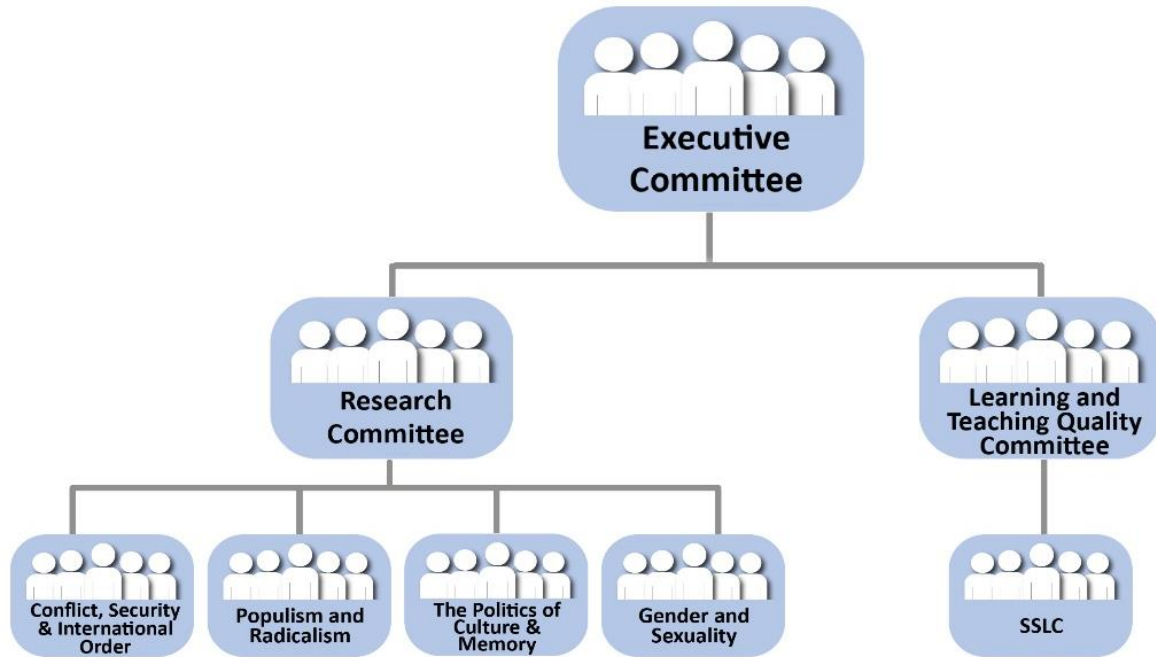
(iii) *Representation of men and women on committees*

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.

Membership of departmental committees (**Figure 10**) is based on administrative responsibilities.

Figure 10: Departmental committee structure



Currently four women and three men carry DoS responsibilities. Most departmental committees are chaired by men although DLTQC will be chaired by a woman from September 2017 due to a change of Directorship of Learning and Teaching. At postgraduate level the primary administrative responsibilities are carried out by women. Departmental Executive Committee is composed of four men and four women and is chaired by the (male) HoD: thus membership was 50% male, 50% female (57%, 43% respectively in 2016-2017). Research Committee has seven male (70%) and three (30%) female members (58% and 42% respectively in 2016-2017). DLTQC has five male (45%) and six female members (45% and 55% respectively in 2016-2017). All of these roles together with other administrative roles which involve committee membership (e.g. departmental ethics officer, impact champion, Erasmus officer) carry allocated hours in the workload model.

Administrative roles are allocated by the HoD. In line with university policy, major departmental administrative roles are open to all staff to apply through an 'expression of interest' process which involves selection by interview where more than one application is received. According to responses in the 2017 Athena SWAN SAT survey, this process has increased transparency in decision-making but requires ongoing attention so that it does not

produce a situation where more men than women apply for key posts or are suitably qualified for them.

A number of PoLIS members of staff are elected members of faculty or university committees which also receive a specific allocation of hours in the workload model. Currently four women and one man occupy elected positions on university committees.

(iv) Participation on influential external committees

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

Participation on influential external committees is strongly encouraged and may attract a workload credit depending on the hours involved. Staff log details on the university research repository, according to which, 27 participations on influential committees were recorded for the period 2013-16, 12 of these by women. There does not appear to be a significant gender difference but the department needs to investigate further and monitor on an ongoing basis, taking any action to identify any disparities identified. Departmental Research Committee will therefore monitor participation on influential external committees by gender and supply data to the Equality and Diversity Committee on an annual basis (AP5.6.3). This initiative will form part of wider reporting on research outcomes by gender at Departmental Research Committee at its regular meetings and annually by DRC to EDC (AP5.6.4).

Among the examples identified, Dr Allum (senior lecturer, female) is a long-standing convenor of the European Consortium's standing group on Organised Crime and has advised the Italian and British governments on her research; Dr Engeli (reader, female) is chair of the European Conference biannual conference on Politics and Gender; Dr Garcia (senior lecturer, female) is a member of the executive committee of the University Association for Contemporary European Studies; Dr Milner (reader, female) is a member of the steering committee of Business in the Community for its Equal Lives project.

(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 departmental workload model includes teaching, administrative and research activities. Pastoral and outreach activities are included in a standard 'teaching support' allocation as well as other activities such as examination invigilation. The workload model corresponds to a university template and is monitored by the university finance department as part of the TRAC process. At departmental level it is managed by the Deputy HoD who is responsible for

teaching allocation and overall allocations; the Director of Research is responsible for research allocations.

The workload model is inevitably a site of tensions concerning the relative value of activities in the context described above where the department delivers a range of different activities. There is a gendered dimension to such tensions given that, as the data presented above show, teaching-only activities are delivered predominantly by women and research-oriented activities mostly by men. Whilst PoLIS endeavours to improve gender balance in this respect (and does well by UK HE comparative standards) and new appointments in 2017 will help in this endeavour, monitoring of the workload to ensure fairness and consistency requires continuing attention.

This is reflected in the findings of the 2017 Athena SWAN SAT survey which identified a gender gap in assessment of the departmental workload model and allocation process. 68% of respondents overall agreed that work is allocated fairly, consistently and transparently, but over 70% of male staff expressed satisfaction with the workload model compared to 58% of female respondents. Issues raised by respondents included a perception that 'invisible work' carried out primarily by women (such as pastoral or outreach work) is insufficiently recognised; and that the time for some teaching activities such as unit coordination has been substantially increased due to electronic modes of assessment but not correspondingly recognised in the workload model.

The new management team in 2016-17 has sought to address related issues by looking more closely at ways of recognising differential input into key activities which are currently 'invisible' without necessarily changing calculation of hours (for example by introducing rotas or new rules which make norms on participation more explicit) or making the model overly complex. These changes will need to be reviewed in the context of annual assessment of the workload model and any further required adjustments in light of changing teaching and administrative needs (**AP5.6.5**).

(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.

Staff meetings usually take place over lunchtimes, lasting one hour. Away days are timed to allow staff with caring responsibilities to attend and flexible transport is arranged for venues off campus. A number of informal social activities are planned in the evening but dates are announced well in advance (e.g. for annual Christmas dinner), whilst the annual end-of-year barbecue takes place in the afternoon following the final examinations programme board. Two departmental seminar slots are scheduled each week (Tuesdays and Thursdays) during semesters, at lunchtime.

In the Athena SWAN departmental survey, several respondents expressed satisfaction with the scheduling of meetings, in response to the question about support for working parents.

A full calendar of departmental events is maintained by the departmental coordinator and kept on the Moodle page (virtual office). The departmental coordinator sends an email reminder of events to all staff every week on Monday morning. Outlook calendar is used for all meetings.

(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.

The department works with the university press office to ensure gender balance in external promotion of its activities. All promotional events showcasing PoLIS commentators (e.g. comment films and podcasts on elections) should include at least one woman. The photograph below gives an example of a recent Facebook Live event featuring two early career researchers, one male, one female. Another example from the same academic year on elections in Italy featured Professors Bull (female) and Lees (male), and showcase events on Brexit at the University's Pall Mall premises featuring Dr Milner (female) and Dr Startin (male). The department is committed to ensuring gender balance in its external presentation and will monitor activities, reporting to EDC (**AP5.6.6**).



Facebook Live event on young people and politics, 14 June 2017: speakers were Early Career Researchers Dr Benjamin Bowman, left, and Dr Sophie Whiting, right; the event was organised and chaired by university press officer Andrew Dunne (centre)

(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.

Outreach activities are coordinated by two departmental officers, one male, one female, working with the university's Student Recruitment Team and Widening Participation office. They do most of the visits and receive a workload allocation for this work, but they also draw on staff from the wider department, admissions tutors, and PoLIS student ambassadors to respond to requests for speakers. PoLIS has good links with local state and independent schools including several where alumni teach and staff regularly contribute to programmes of extracurricular talks. For languages in particular, staff have built up a relationship with several boys' grammar schools in the region where visits take place each year. In addition an annual sixth form conference on young people and politics takes place on the university campus each June, organised and led by staff from PoLIS.

We are currently developing a more systematic database recording outreach activities and including data on gender breakdown of participants (AP5.6.7).

(5923 words)

ACTION POINTS

ACTION POINT 5.6.1 Annual lecture to be organised by Athena SWAN and the PoLIS Gender and Sexuality research cluster

ACTION POINT 5.6.2 New database recording participation on influential committees by

ACTION POINT 5.6.3 Monitoring and reporting of research outcomes by gender

ACTION POINT 5.6.4 Monitoring of workload allocations

ACTION POINT 5.6.5 Monitoring of gender balance in PoLIS public engagement activities

ACTION POINT 5.6.6 Better recording and monitoring of outreach activities with a view to improving gender balance in student recruitment

6. FURTHER INFORMATION

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

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

In this section we present ongoing work on gender in the curriculum: first, the results of a **survey of students** conducted by final-year student representative Sarah Hickey in February 2018. Only 24 students responded, with a majority of second-year students (50%); the survey took place at the same time as NSS so this may have affected the response rate, especially of finalists. The gender split was 50-50.

54.2% of respondents said they sometimes felt conscious of being in a majority/minority on their course of study. Comments here focused on gender stereotypes:

“Surprise that I am studying politics as a woman, felt the need to justify the importance of female representation, been called a snowflake for caring about others, been told that I am less confident because I am a woman without the person getting to know me.”

These stereotypes, and sometimes lack of confidence to challenge them on the part of female students, were also perceived by some students to influence the way teaching staff treated male and female students. This was particularly true of careers development advice and support (9 respondents felt male students receive more career support, which was attributed to a male peer support network). 24/25 students felt that male and female students received the same amount of academic feedback from lecturers. Students also reported that **“There is plenty of support available”** and **“This is a friendly department”**.

The survey showed awareness of and a demand for more attention to gender in the curriculum. 33.3% of respondents said they felt that gender received sufficient attention in the classroom, and departmental discussions on Athena SWAN have contributed to this: **“In most, if not all modules I take gender is taught as part of that module”**; **“Have discussed Athena SWAN in tutorials at length”**.

However, 37.5% of respondents said there was room for further improvement, and 29.2% disagreed that gender received sufficient attention and that the academic canon remained overwhelmingly masculine: **“the amount of reading coming from female sources [...] needs to change in order to challenge gender stereotypes”**; **“as a politics student, the thinkers we learn about are overwhelmingly male”**; **“It is often mentioned in my lectures how we read and learn about male philosophers and academics but they are yet to introduce a sufficient amount of female ones”**. Two further, related issues were raised in comments. First, there was a feeling that gender was insufficiently covered across all parts of the curriculum, that it was **“compartmentalised”** and covered significantly more by female lecturers than male. Second, students commented that gendered perspectives needed to be integrated into subjects such as national and other forms of identity.

Similar challenges were discussed at a **meeting convened by the Gender and Sexuality cluster** round table on gender and race in the curriculum, held on 19 April 2018. The panel was composed of students and staff, including the chair of the Athena SWAN DSAT. Although some examples of good practice were identified (e.g. Professor Paul Higate’s teaching on gender and the armed forces) students spoke of gaps in the curriculum particularly on race and extra-EU country perspectives. They also spoke of the need to integrate gender more closely into the international relations programme. It was agreed that future meetings would look inter alia at the prospect of a more

systematic review of reading lists, syllabi and the programmes run by the department. Whilst there are many signs that the external environment is becoming more hostile to those from different backgrounds, we can create a more inclusive and supportive setting for mutual learning to take place.

(593 words)



Workshop on race and gender in the curriculum, 19 April 2018. Panellists left to right: Professor Paul Higate, Morenika Adebayo (Politics and International Relations Year II), Dr Isabelle Engeli, Lateesha Osbourne (PhD student, Psychology), Dr Susan Milner

(10496 words in total)

7. ACTION PLAN

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

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

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

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



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ACTION PLAN

Please note that several actions in this Plan refer to annual reporting which we understand to mean that the Equality and Diversity Committee will develop a dynamic, ongoing programme of work, taking new actions as necessary where reports identify new issues or where new initiatives may be needed to increase the pace of change.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<u>3.0 Self-Assessment Process</u>						
The actions under this heading are aimed at embedding the Athena SWAN principles and taking forward the actions decided in the self-assessment process						
3.1	Establish a new Equality & Diversity Committee (EDC), post submission, to take forward the Athena SWAN agenda	Implementation of Action Plan Embedding work of Self-Assessment Process and 2018 submission within the wider work of the Department Integration of Athena SWAN principles into	Invite expressions of interest for Chair of the Committee	Start and finish May 2018	HoD	Department informed of new EDC and new Chair; Chair to receive workload allocation
			Invite expressions of interest in joining the team (staff, undergraduate and postgraduate students)	Start and finish May/June 2018	Chair of EDC	Department informed of new EDC membership; membership list posted on the Athena SWAN website; EDC members to receive workload allocation

		the equality and diversity work of the Department, including into the terms of reference of the new EDC	Develop new Terms of Reference to include oversight and implementation of Athena SWAN Action Plan and scope of remit for broader E&D issues	Start and finish May/June 2018	Chair of EDC	Publish Terms of Reference for EDC on Athena SWAN website
			Athena SWAN Committee to meet at least once each semester (and three times per academic year) to review progress on implementation of the Action Plan	Meet June/July and November, 2018, and thereafter at least once per semester (three times per academic year)	Chair of EDC	Create self-assessment database (annual meeting will review all data) Progress on Action Plan implementation added to self-assessment database Self-assessment database accessible to all staff through staff 'virtual office' on internal Moodle page
3.2	The EDC will report to the Department Executive Committee (DEC) and be	Equality and Diversity issues need to be embedded at highest level of Departmental discussion and decision making	Chair of EDC will be on the Executive Committee	Commence at May/June DEC	Chair of EDC and HoD	Checks show that agendas of EDC and DEC reflect the links between the committees; Progress in implementation of AS Action Plan will be indicated in the minutes of each EDC

	responsive to strategic and operational issues arising with the DEC		At least one other member of DEC will be a member of the Athena SWAN Team	Commence at May 2018	Chair of EDC and HoD	Minutes of Executive Committee record this appointment.
3.3	EDC issues will be routinely discussed at Departmental Staff meetings	Discussions in Departmental Staff Meetings have been extremely useful in shaping the application for an Athena SWAN Bronze award. We need to ensure that these discussions can feed in to implementation of the AP, while raising other equality and diversity issues as needed.	Equality and Diversity issues will be a standing item on Departmental Staff (DSM) meeting agenda	May 2018 – April 2021	EDC; Departmental Coordinator	Minutes of DSM will evidence staff discussions of E&D issues Agenda of EDC will reflect discussions at DSM
3.4	Conduct annual surveys of staff to monitor and evaluate progress on relevant	Annual survey is needed to have a role in (a) measuring success of existing action points and (b)	Review previous survey to assess need for new measures	Commence in May/June 2018 and annually thereafter	Survey lead person in EDC (in interim: Chair of EDC)	2018 Staff surveys to include new measures; 2019-2021 surveys include new measures as required

	metrics in the Action Plan	assessing need for adjustment of actions/addition of new ones				
			Conduct staff survey	Commence in end June/early July 2018; subsequent surveys same period each year	Survey lead person in EDC	Staff survey response rate to be at least 80% each year Report results to EDC, DEC and DSM Amend Action Plan where necessary
3.5	Conduct an annual review of the Action Plan and publish the revised Action Plan on the Athena SWAN website	Important to adapt Action Plan to reflect 3 year cycle of data, identify new or changed E&D issues, and disseminate relevant information	November EDC to conduct review of implementation progress Publish revised Action Plan on the Athena SWAN website	November 2018 and then annually	Chair of Athena SWAN Committee	Report on the revised Action Plan published on Athena SWAN website

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<p><u>4.0 Picture of the Department - Student Data</u></p> <p>The actions under this heading build on the discussions held between staff and student since 2016, extend and deepen investigation of the data base, and provide evidence and raise awareness about gender in the curriculum and in the classroom. They establish ongoing actions aimed at improving gender balance across programmes and inclusivity in the student experience</p>						
4.1.1	Promote gender balance in recruitment activities for undergraduate programmes	Imbalance in recruitment to undergraduate and postgraduate programmes; DSAT discussions suggest that targeted activities have mitigated gender profiles nationally but imbalance still exists across the broad disciplines of the department	<p>Ensure gender balance in staffing of open days</p> <p>Within this broad balance, ensure high-profile male speakers at languages open days; and high-profile female speakers at politics open days</p> <p>Ensure gender balance in appointing student ambassadors for open days</p>	Commence in July 2018	HoD, Chair of EDC, Directors of Studies	<p>Report on recruitment activities to EDC (annually at the end of each academic year)</p> <p>Photographic evidence of gender balance on open day stands, to be archived in Athena SWAN database</p>

			Ensure gender balance in all publicity materials used in recruitment activities (brochures, flyers, slides used for open day talks)			
4.1.2	Analyse data on undergraduate student enrolment and attainment by gender and programme	Current data analyses enrolment and attainment data by broad discipline (languages and politics) but in order to address any imbalances a more detailed dataset by degree programme is needed	New dataset Identification of any new action points (e.g. better targeting of careers development, informed by improved data on attainment by gender and by programme)	July 2018 Annual reporting thereafter	DoS working with Chair of EDC and Deputy Head of Department	New dataset Discussion in EDC feeding into annual data cycle and reporting Self-assessment database Timetable for any new actions identified Over the medium to longer term (three to four years) evidence of greater gender balance in enrolment and

						attainment in those programmes where it is currently less gender-balanced
4.1.3	Investigate the student experience further, using focus groups of male and female students, in order to explore further how gender affects the student learning experience	Students in DSAT discussions highlighted how being in a minority (either as male or female student) may affect the student experience, particularly on a campus where the majority of students are male	Focus groups	Autumn 2019 With further investigations in later years as appropriate, in discussion with students in DSAT and in SSLC	DoS (Dr Ferrero taking the lead in the first instance)	Report to EDC by June 2020 Record of discussion at SSLC Summary of findings in self-assessment database Identification of any further action points arising from findings and timetable for new action points
4.1.4	Analyse successive waves of NSS data to ascertain whether there is an imbalance in satisfaction rates by gender, across	Preliminary analysis of available NSS data for 2015-16 suggested a 'satisfaction gap' between female and male respondents,	Report on NSS data Recommendations to EDC on further action points	Autumn 2019 and annual NSS cycles thereafter	Deputy Head of Department and Director of Learning and Teaching,	Report to EDC Report to SSLC Record of discussion at SSLC

	different degree programmes; identify any follow-up actions	particularly for Politics students where there is a gender imbalance in favour of male students			working with Chair of EDC	Elimination of any satisfaction gap in next two to three years
4.1.5	Conduct analysis of gender in the curriculum and in teaching and learning activities, starting with a gender analysis of student feedback	National and international research on gender in Politics teaching has highlighted areas where gender bias may exist although staff and students may not be conscious of this. The primary rationale for activities is awareness-raising and discussions in the DSAT between staff and students have identified positive results of earlier initiatives (workshops on gender bias in	In the first instance, report on gender in student feedback Specific activities each year, to be determined by the EDC (further reports and associated workshops)	June 2019	Deputy Head of Department working with Dr Amery and the Chair of EDC, and Dr Darosci who is conducting the pilot analysis	Report on analysis to EDC; identification of any action points (e.g. modifications to feedback format; training sessions)

		teaching and assessment) in terms of increased awareness				
4.1.6	Improve data collection on undergraduate student enrolment and attainment, to include data allowing consideration of intersectionality	DSAT discussions between staff and students and SSLC discussion highlighted current lack of data on intersectionality	New dataset	June 2019 and annual data cycles thereafter	DoS, EDC (working with OPP and university Equality and Diversity officer on data provision)	Report to EDC annually for discussion Timetable for any further action points identified in discussion New dataset to be added to Athena SWAN database Record of discussion at SSLC (SSLC minutes)
4.1.7	Set up new student forum to identify and tackle harassment, discrimination	Discussions in DSAT between staff and students, and at SSLC, highlighted awareness of issues around discrimination particularly on grounds of race. PoLIS	New forum	June 2018 Formal launch in autumn 2018 Forum will meet quarterly	Deputy HOD, DEC, working with Chair of EDC and Student Union project officer	Terms of reference of new forum Evidence that forum discussions have been considered at SSLC (minutes)

		students attended a new university-wide student race forum in December 2017 and brought discussions into the department. DEC agreed in January 2018 to set up a new forum		Annual reporting to DEC		Link to forum on departmental Athena SWAN page
4.1.8	Improve data on student entry to postgraduate taught programmes, by programme and by national background/country of domicile	DSAT analysis of student data by broad area (languages and programmes) identified a need for more detailed data by programme. Students suggested that the international composition of recruitment may also be linked to gender imbalances, which needs to be investigated further	Working with Admissions, produce more detailed data including on nationality and country of undergraduate study of students applying to and enrolling on taught postgraduate programmes	Sept 2019 to January 2020 Feed into annual data cycle thereafter	DoS for PGT programmes	Report to DEC and EDC Discussion at SSLC Identification of any further action points Additional data to be added to Athena SWAN database

4.1.9	Investigate further the student experience by gender on taught postgraduate programmes	Discussion at DSAT highlighted possible differences in programmes indicated by data; further quantitative and qualitative data required	Analysis of Postgraduate Student Experience Surveys by cohort, by programme, and by gender Organisation of student focus groups by programme	Autumn 2019 (survey analysis) February 2020 (focus groups) Timing of focus groups to take account of cycle of taught postgraduate programmes (more students present in first semester)	DoS for Postgraduate Taught Programmes, working with Chair of EDC	Report to EDC Evidence of discussion in SSLC, in 2018-19 academic year Identification of any further action points and indicators of progress as an outcome of the analysis and reports
4.1.10	Establish new (gender-balanced) committee to oversee recruitment onto research programmes and to	Analysis of departmental workload and discussions between staff and students in	New committee and admissions procedure	March 2019	DoS PGR	Report to DEC Annual report to EDC

	ensure gender balance in supervisory teams	DSAT raised awareness of gender imbalance in supervisory teams and impact on students (lack of female role models; perceived disadvantage of female students in access to opportunities)				Annual monitoring of gender balance of supervisory teams
4.1.11	Publicise and monitor arrangements for allocation of casual part-time paid work to postgraduate research students, formalizing existing arrangements and making them more transparent	Focus group discussions in 2016-17 revealed lack of awareness among students about how casual paid work is distributed, leading to perceptions of potential lack of opportunities among female students	Publication on PGR moodle page of outline of procedures for distributing casual paid work Inclusion of PGR students in departmental workload model	June 2018 Annual updating	Deputy Head of Department	Survey of postgraduate research students (or other qualitative evidence) showing satisfaction with arrangements for distribution of paid casual work

4.1.12	Support networks of female academics in the department	Focus group discussions with PGR students highlighted lack of access to female academics due to unbalanced nature of existing supervisory teams	Departmental seminars to be gender-balanced (internal and external speakers, discussants) All cluster activities to invite participation by PGR students	May 2019	Departmental seminar coordinator, overseen by Director of Research	Report to EDC
4.1.13	Collect data on the progression pipeline between undergraduate and postgraduate student levels	The DSAT was unable to obtain data on the progression pipeline. We consider this information important, so we will identify and work with professional and support staff within the university to collect relevant data	New dataset, to feed into annual Athena SWAN data cycle	May-July 2019	DoS working with the Chair of the EDC	Dataset to be added to Athena SWAN database Identification of any further action points, arising from dataset

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<p><u>4.2 Picture of the Department - Academic and Research Staff Data</u></p> <p>The action under this heading is intended to improve processes within the department so that adequate evidence on employment terms and conditions informs decision-making, in the interests of fairness and inclusivity</p>						
4.2.1	Collect information on reasons why staff leave the department	We do not have evidence regarding the reasons why recent leavers have chosen to move elsewhere. We consider this important information to consider, as it may help improve processes	<p>HoD to offer exit interviews</p> <p>Departmental Coordinator to hold confidential record for one year, to enable annual summary report by HoD</p>	To commence in Autumn 2018	<p>HoD, working with HR Business Partner</p> <p>Departmental Coordinator</p>	Report to EDC

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<p><u>5.1 Supporting and advancing women's careers: Key career transition points for academic staff</u></p> <p>The actions under this heading provide a thorough and robust set of policy objectives and processes aimed at improving the applications and promotions rate of women and men where they are currently under-represented in disciplines and at certain grades, particularly senior grades, within the department</p>						
5.1.1	To conduct a review of recruitment procedures in order to determine whether more targeted practices should be adopted in future	Data up to 2015-16 indicated that PoLIS receives a low rate of applications from women relative to men	Review of data for 2016-17; discussions in Departmental Executive Committee	September 2018 in the first instance	HoD working with departmental HR business partner	<p>Identification of appropriate search measures and/or rewording of job advertisements</p> <p>Improved rate of applications by women to posts: target of gender balance (50-50 split)</p>
5.1.2	To monitor the effectiveness of new induction processes introduced in September 2017, and identify any additional	A new induction process was introduced in September 2017 when a large wave of new staff joined the Department; we	Survey of all new staff	End of the academic year (June/July 2018 in the first instance)	Deputy HoD/ EDC lead on induction	90%+ satisfaction with induction arrangements; action plan to address any points raised, for implementation in September 2018

	improvements resulting from report	are keen to understand whether the changes were effective and to make any further changes as needed				
5.1.3	To establish a new Promotions Advisory Group (PAG)	In order to address under-representation of women in senior grades PoLIS seeks to establish new group with a view to increasing transparency about promotions procedures and ensure consistency of approach	Publish promotions timetable and the activity of the PAG review process within this. Communicate the remit of the PAG - in reviewing and giving feedback on CVs, promotion applications and sabbatical applications	Commence September 2019	HoD as Chair of PAG	Information about promotions procedure available on staff virtual office HoD report to EDC at end of each academic year on promotions (number of men and women seeking advice and receiving feedback)
				March 2020	Staff survey lead on EDC	Develop more detailed survey questions in order to assess awareness of promotions procedures and perceptions of support available: at least 70% to agree with statements that procedures are effective, within two to three years

5.1.4	To organise an annual promotions workshop	Women are under-represented in senior grades in the Department; whilst success rates are good, application rates are lower than for men	Publicise information about workshop and record attendance by gender	October 2018 in the first instance	HoD and Chair of EDC, with input from others (e.g. members of PAG; staff sitting on university Academic Staff Committee)	Increase by at least 10% in percentage of eligible women going forward for promotion
5.1.5	To improve information to staff on how to use SDPR more effectively to prepare for promotion	Women are under-represented in senior grades in the Department; whilst success rates are good, application rates are lower than for men Currently the department lacks reliable evidence that SDPR is being used systematically to address plans for promotion	Email from HoD to remind reviewees that SDPR should also cover plans for promotion HoD monitoring of SDPR returns to ensure that promotion has been discussed	May/June 2018 in the first instance (annual SDPR round)	HoD	Report by HoD to EDC Increase by at least 10% in percentage of eligible women going forward for promotion

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<p><u>5.3 Career Development: academic staff</u></p> <p>The actions under this heading are aimed at providing effective professional and career support for all colleagues, particularly women who tend to apply less than their male counterparts for promotion</p>						
5.3.1	Raise awareness of training opportunities available	Data on training have been discussed in PoLIS for the first time as a result of the Athena SWAN process. Generally we feel staff in the Department avail themselves of opportunities (e.g. participation in Aurora programme, Women in Leadership) but we have not yet collected systematic data	Dedicate at least part of one EDC discussion in staff meeting to training and staff development opportunities Use annual staff survey to assess uptake of training by gender; identify any further action points arising from survey results	Commencing June/July 2019	Chair of EDC Staff Development Coordinators /Survey lead in EDC	Report to EDC outlining results of staff survey and identifying any further action points Discussions at staff meetings to feed into EDC's identification of any further action points Aim to have 80% satisfaction with training

		The EDC needs to monitor uptake of the new arrangements for training activities of teaching-only staff				access and effectiveness within two years
5.3.2	Monitor access to departmental staff development funds for research and teaching support (conference and impact support for teaching and research staff; conference and other teaching events for teaching-only staff)	Discussions in Athena SWAN SAT led to introduction of new procedure for teaching-only staff, in parallel to that for research staff We need to monitor uptake by gender Increased transparency of access to departmental funds	List of funds disbursed each year by staff member (gender and contract/grade) Also use annual staff survey to assess satisfaction	Commencing September 2018	HoD/Director of Research/Director of Learning & Teaching Staff Development Coordinators /Survey lead in EDC	Annual report to EDC, to add to Athena SWAN database Data to show evidence of gender balance proportionate to relevant staff group Staff surveys will also allow assessment of staff perceptions regarding access to training and staff development

5.3.3	Review the effectiveness of SDPR procedures	SDPR procedures are established at university level, but there may be scope to target them more effectively to meet staff needs. In order to do this we need evidence of how staff use and perceive SDPR	Use annual staff survey to assess staff perceptions of effectiveness of SDPR and identify any recommendations for further actions	November 2020 (survey) Actions to be identified for implementation in the following round (2020-2021), also taking account of planned changes at university level	HoD/Survey lead in EDC	Report to EDC outlining results of staff survey (including baseline responses for follow-ups) and identifying any further action points Follow-up discussion at Departmental Executive with a view to recommendations for 2018-19 (e.g. review of in-house training of reviewers, in addition to university training)
5.3.4	Review arrangements for mentoring, in order to ensure equality of access and staff satisfaction with mentoring	PoLIS has worked to improve mentoring arrangements but the qualitative survey in 2017 raised some questions about them. This led departmental management to put	Report on mentoring arrangements in 2017-18 across the department	September 2018 in the first instance	Chair of EDC/Survey lead in EDC Liaising with departmental	Short report of results of survey SDPR questions prepared for HoD reporting baseline responses for new SDPR related questions

		increased effort into ensuring all new members of staff had access to mentors on joining in September 2017. We need to monitor the new arrangements and also ensure that all staff have access to mentors and are satisfied with the support received	Use annual staff survey to gauge perceptions of effectiveness Workload allocation for mentoring coordinator will be increased to take account of new, more pro-active and developmental role (e.g. organisation of training and support initiatives)		mentoring coordinator	Aim to have 80% satisfaction with effectiveness within two years
5.3.5	Conduct full analysis of grant application and award data to inform research support actions, including workload allocations to support grant-writing activities	To date Research Committee has not considered the gender balance in grant getting activity. The AS process and an early look at the data suggested that further analysis might usefully inform research support actions	Conduct an analysis across grades and gender of bids	July 2019	Director of Research	Report to EDC of analysis of grant bidding activity in the Department; annual report and discussion in departmental Research Committee and Executive Committee, including recommendations as to how best to further improve Department research support activity

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<p><u>5.5 Flexible working and managing career breaks</u></p> <p>The department provides informal support for colleagues, such as those with care responsibilities, who need flexibility in their work schedules. These actions are aimed at enhancing support for those with parenting responsibilities, particularly mothers (as research shows there is a motherhood penalty in academic careers), and at raising awareness of university policies for working parents, so that colleagues benefit fully from the formal opportunities available</p>						
5.5.1	Conduct a formal return-to-work interview with maternity leave returners	HoDs have carried out informal interviews but it is not possible to track such informal arrangements in order to ensure consistency and also to ensure that there is awareness among eligible staff	<p>Publication of relevant information in Staff Handbook</p> <p>HoD to take responsibility for contacting staff on their return to conduct interview</p>	Effective for all maternity leave-takers returning after May 2018	HoD	<p>HoD to keep a formal record and report basic statistics to EDC at the end of each academic year</p> <p>Evidence of satisfaction in EDC surveys where applicable (numbers may be very small so EDC should look at interviewing individuals to assess satisfaction among returners re feelings of being supported and tangible outcomes of interview)</p>

5.5.2	Double the standard allocation for research time in workloads in the semester following maternity/adoption and shared parental leave to support reinvigoration of research	<p>To date, support for research-active staff returning from leave has been ad hoc. Whilst the staff survey in 2017 indicated a high level of satisfaction with informal arrangements, comments also highlighted the need for a more formalised approach in order to raise wider awareness and ensure consistency and fairness. Discussions within the SAT and with staff who have recently been on leave suggested (some referred to such arrangements in other universities)</p> <p>The new arrangement will also support research activity in the department</p>	Faculty research support will be informed of the names of those entitled to the increased research allocation monies	Commence in 2018-19 workload allocation round	HoD	Departmental budget records indicate increased allowance for staff returning from maternity/paternity/shared parental leave
					EDC Chair	Report to DEC on satisfaction with impact of increased research allocation amount

5.5.3	Increase staff awareness of the possibilities of shared parental leave.	In the years we have reviewed no-one has taken parental/shared parental leave. We therefore wish to ensure that ignorance of the possibility of doing so is not the explanation for this	Conduct a short stand-alone survey of staff	October 2018 Follow-up surveys may be required, or inclusion of questions in future EDC surveys	Staff survey lead on EDC	Report to EDC with any recommendations feeding into future action points (e.g. AP5.54 below about written information to staff)
5.5.4	Include information about University and Department level maternity and paternity leave policies in the Staff Handbook, and to investigate other ways of providing information (e.g. departmental TV screen, induction programmes)	Staff survey in 2017 showed a high level of 'Don't know' responses to questions about support for parents; whilst this may reflect demographic profile of respondents we need to ensure that information is full, up-to-date and well publicised	Publication of relevant sources of information in the Departmental Staff Handbook HoD to send email to all staff with link to the information	Sept 2018	HoD / Departmental Coordinator	Staff handbook updated; assessment of early awareness of staff of maternity/paternity leave process made at the point when they inform HoD that they will be taking maternity/paternity leave Increased awareness in annual staff surveys: to increase by minimum 10% over three years

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<p><u>5.6 Organisation and Culture</u></p> <p>The departmental culture is generally perceived to be friendly, inclusive and supportive; the actions under this heading aim to ensure ongoing improvement. They are also intended to raise the visibility of Athena SWAN principles of equality, inclusivity and diversity within the department and to ensure that the department promotes its activities in a gender-balanced way</p>						
5.6.1	Organise an annual lecture, to be held jointly with the Gender and Sexuality research cluster, with a high profile speaker	The annual lecture will raise the profile of Athena SWAN within the department, faculty and university, and also raise the profile of gender studies	Organisation of annual lecture (speaker, venue, hospitality, publicity) Funding from departmental budget	First annual lecture to take place in the course of 2018-19, date to be determined, and annually thereafter with reference to external speaker commitments etc.)	Chair of EDC working with cluster coordinator, university Equality & Diversity manager, and press office (Budget: HoD)	Attendance records at annual lecture as evidence of interest across departmental staff: target 40% of staff Publicity for annual lecture on departmental research page and on Athena SWAN web page; clicks and hits to be recorded as evidence of reach

5.6.2	Improve and deepen training activities on unconscious bias	Existing training takes the form of a short online package. Evidence (e.g. from the Equalities and Human Rights Commission) suggests that such training is only partly effective. We feel this could be improved by more in-depth activities which we aim to develop as part of an effort to strengthen our collective understanding of diversity and build an inclusive, supportive culture	Working with the Equalities and Diversity Manager, to develop and organise a series of training activities	First set of workshops in 2018-2019 Further activities based on feedback and in line with the development of external evidence and support materials	Training lead on EDC, working with E&D manager	Monitoring of attendance: 100% attendance within three years
5.6.3	Establish a new database recording participation in influential external committees, by gender	To date this information has not been recorded systematically but has depended on self-reporting in Pure (university repository) with no central oversight	Database to be overseen by Research Committee Information will be required from staff to populate it	End of each academic year: July 2019 in first instance	Director of Research	Report to EDC 100% reporting in Pure by research-active staff Database to be added to Athena SWAN database

5.6.4	Monitor and report research outcomes by gender	Currently reporting is not systematic (e.g. reports to Faculty Research Committee which are not necessarily recorded in departmental minutes). Data have been difficult to obtain for Athena SWAN purposes. Better recording will help research management in the department	Annual report to cover key indicators (publications; grant applications and capture; university sabbaticals; research allocations in workload)	End of each academic year: July 2019 in the first instance	Director of Research	Report to be discussed in Research Committee, then submitted to EDC To be added to Athena SWAN database
5.6.5	Review departmental workload allocation model (WAM) in light of changes introduced in 2017	To date we have not monitored the workload model for any gender bias. A summary analysis by the DSAT chair in 2017 suggested imbalances linked to gender profile of teaching-only and research staff respectively. The workload model is also the only area identified in the 2017 staff survey as	Annual breakdown of workloads by gender and grade	September-October 2018 for implementation in March 2019 (2019-20 allocations round)	Chair of EDC and Deputy HoD	Annual breakdowns to show elimination of any gender imbalances (e.g. on research allocations, postgraduate supervision allocations) within three to four years Increase in satisfaction rates of at least 10% in staff surveys within two years, and elimination of gender

		eliciting differences in response between male and female staff, with female staff less satisfied with allocations				satisfaction gap within the same period
5.6.6	Conduct, report on and act on an analysis of disparities in the WAM, including gender differences	Until now we have not monitored the WAM for gender bias. Our early analysis suggested the value of doing so	Obtain the WAM data and conduct fine-grained analyses (e.g., across teaching- and research-focused posts, high vs low responsibility tasks)	January 2019	Chair of EDC	Report presented to DEC of findings of WAM analysis Response by HoD will indicate the way in which this will be inform WLM allocation.
5.6.7	To capture information about all Departmental Outreach activities including the gender breakdown of participating staff and students and, where possible, event participants	Although PoLIS has been involved in outreach activities we have not systematically tracked this and are thus unaware of the gender balance in the Department that participate in these activities nor of the gender balance of external people who engage with them	Develop a data base to track participation in outreach and engagement events	Commence in September 2018	Nominated Outreach lead on EDC/Departmental Coordinator	Outreach and engagement data base set up EDC will discuss data annually and consider any additional actions necessary, with the aim of achieving gender balance in outreach activities

