

Gender equality charter mark

Department analysis and action template

Analysis and action relating to academic staff only is required for the completion of this template

Contact information

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|--------------|------------------------------------|
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Name of University/Department

University of Edinburgh – School of Divinity

Level of award applied for BRONZE (Departmental)

All data in the data template should be given for the past three years. Where data is unavailable, please provide explanations in the suitable section of this submission.

Glossary of Abbreviations

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|---------|------------------------------------------------------------------------------------------------------------------------------------------------|
| CHSS: | College of Humanities and Social Science |
| DIV: | School of Divinity |
| DoPS: | Director of Professional Services |
| GEM: | Gender Equality Charter Mark |
| GCPTRS: | M. Guest, S. Sharma, and R. Song, <i>Gender and Career Progression in Theology and Religious Studies</i> (Durham, UK: Durham University, 2013) |
| HoS: | Head of School |
| ORP: | Oxford Research and Policy |
| PG: | Postgraduate |
| PGR: | Postgraduate Research |
| PGT: | Postgraduate Taught |
| P&R: | School Planning & Resources Committee |
| SAT: | Divinity GEM Self-Assessment Team |
| SMG: | School Management Group |
| TRS: | Theology & Religious Studies |
| UG: | Undergraduate |

Provide a summary of your department, including the information requested below and any other contextual information that you feel is relevant to your submission.

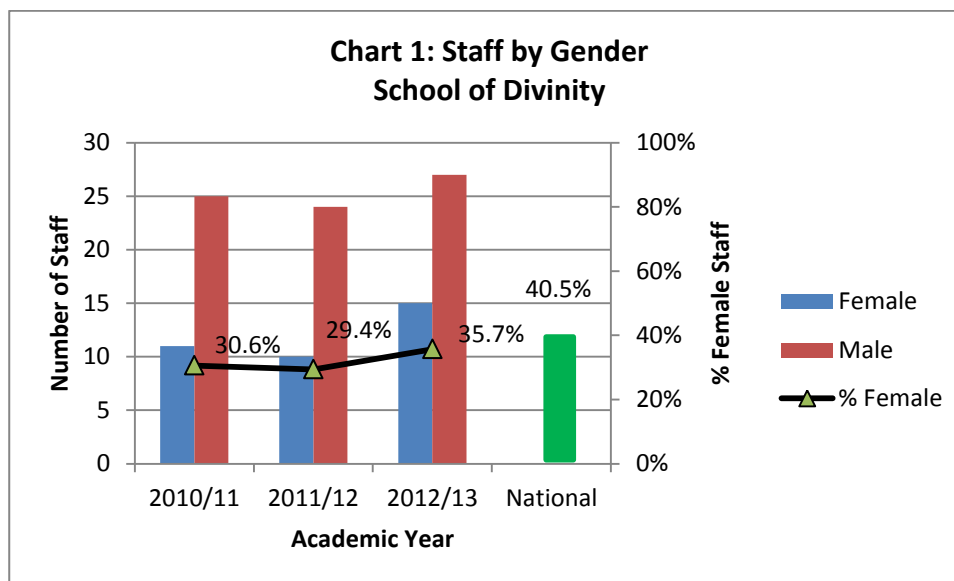
Summary should include:

University of Edinburgh – School of Divinity

- = brief details of the number of staff and students
- = location details, particularly if split over a number of buildings or sites, and comment on how this affects staff
- = size of the department in relation to other arts, humanities and social science departments in the institution
- = how research groups are organised
- = ratios of men and women on departmental senior management team

The School of Divinity is part of the College of Humanities and Social Science (CHSS). It is one of the leading Theology and Religious Studies departments in the UK, with perhaps the largest single-site concentration of staff, students, and specialist library resources in TRS. It is one of the smaller units within CHSS (which has 11 Schools and 16000 students).

In 2012/13 the School had 42 academic staff (26 open-ended, 9 fixed-term, 7 on agreed hours). The profile of full-time staff had been skewed towards the senior end (9 Professors and 9 Senior Lecturers) but recent early career appointments (4 lecturers, 4 tenure-track Chancellor's Fellows, 3 post-doctoral researchers) have created more balance. Between 2010/11 and 2012/13, the proportion of females increased from 30.6% to 35.7%, falling slightly short of the HESA national average for TRS of 40.5%, 2012/13.



| Table 1: T2 data -Xpert HR/UCEA Grade- matched with equivalent with UoE* Grades and Job Descriptions [*University of Edinburgh] | | |
|------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------|
| T2 Reference | UoE Grade | Equivalent Job Description |
| LO Xpert HR L | UE06 | Research Assistant, Research Associate |
| KO Xpert HR K | UE07 | Teaching Fellow, Research Associate |
| JO Xpert HR J | UE08 | Lecturer, Research Fellow, Research Investigator |

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|---------------|------|-------------------------------------------------|
| IO Xpert HR I | UE09 | Senior Lecturer, Reader, Senior Research Fellow |
| F1 UCEA 5A | UE10 | Professor, Professorial Research Fellow |

Interpreting T2:

- Numbers at LO Xpert HR L (UE06) are small: in 2010/11, 2 males; in 2011/12, 1 male; in 2012/13, 4 females (66.7%), 2 males (33.3%). So the percentage of females was highest in 2012/13.
- At KO Xpert HR K (UE07), where numbers are also small, the percentage of females dropped from 57.1% (4 individuals) in 2010/11 to 16.7% in 2012/13.
- Most significantly, at higher grades – IO Xpert HR J (UE08), IO Xpert HR I (UE09), F1 UCEA 5B (UE10) – female representation was consistently lower. However, the percentage of females crept up 2010-13: by 5.0% at UE08, to 25.0%; by 4.5% at UE09, to 46.2%; by 12.2% at UE10, to 22.2%.
- The number of females at F1 UCEA 5A (UE10) is still notably low (the increase from 10% in 2010/11 was due to the recruitment of 1 female and retirement of 2 males).

T2 shows female representation is unequal. We intend to keep monitoring the gender divide at each career level, to identify and act on gender imbalance (**A5, D1-5**).

From 2010-2013 our UG population averaged 265, a good share of the UK market in TRS. Our postgraduate community averaged 180 (150 PGR, 30 PGT): the School attracts postgraduates from around the world. Its ratio of PhD students:staff is the highest in CHSS (second only, across the University, to Chemistry).

The School is located in a historic building at the heart of Edinburgh, New College, and provides a collegial environment for staff and students. It is 0.6 miles from other Schools in CHSS, but undergraduates from across CHSS take Divinity courses, and vice-versa. Staff offices are at New College; most lectures and seminars take place there; onsite facilities include a research library (with an international reputation), a café, and dedicated student study space.

TRS is multi-disciplinary. Christian theology and Biblical studies have been taught at the University of Edinburgh since its foundation in 1583, and the School has traditional strength in these areas. Our expertise today spans world religions, new age and indigenous religions, and the interaction of religion with science, anthropology, sociology, philosophy and history. No confessional commitment is expected of staff or students – our community is diverse and inclusive. The School has four Subject Areas which mentor research students, run research seminars, and administer teaching: Biblical Studies, History of Christianity, Religious Studies, Theology and Ethics. The School's Research Centres draw on expertise across the School and University, and from outside: the Centre for the Study of Christian Origins; the Centre for Theology & Public Issues; the Centre for World Christianity.

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The M:F ratio of academic staff on SMG has been 6M:1F (2010/11); 6M:1F (2011/12); 7M:1F (2012/13). This is rapidly changing as women take senior roles: the current ratio (2013/14) is 4M:4F; in 2014/15 it is likely to be 2M:5F.

It is important to point out that, across the UK, special factors affect gender balance in TRS recruitment and progression: these have been highlighted in a report by M. Guest, S. Sharma and R. Song, *Gender and Career Progression in Theology and Religious Studies* (Durham University, 2013, funded by the HEA's Philosophical and Religious Studies Centre). Our submission cites valuable points of comparison in this report [hereafter *GCPtrs*]. We also benchmark ourselves against 2012/13 HESA national averages for TRS.

| Table 2: Full-time UG, PGT, PGR benchmarking data (% female students) 2012/13 | | |
|-------------------------------------------------------------------------------|--------------------|-------------------------------------|
| | School of Divinity | HESA Theology and Religious Studies |
| UG | 64.5% female | 64.4% female |
| PGT | 34.5% female | 38.1% female |
| PGR | 19.0% female | 31.3% female |

| Table 3: Part-time UG, PGT, PGR benchmarking data (% female students) 2012/13 | | |
|-------------------------------------------------------------------------------|--------------------|-------------------------------------|
| | School of Divinity | HESA Theology and Religious Studies |
| UG | 100.0% female | 53.0% female |
| PGT | 57.1% female | 45.7% female |
| PGR | 31.8% female | 35.9% female |

(677 words)

A To address gender inequalities, commitment and action at all levels of the institution is required

Senior management support

Bronze Letter of endorsement from the head of department.



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28 April 2014

**Gender Equality Charter Mark, Bronze Award Application
School of Divinity, University of Edinburgh: Letter of Endorsement**

As Head of the School of Divinity at the University of Edinburgh I give my strongest support to this application for the GEM Bronze Award. My predecessor, Professor Stewart Brown, joined the GEM Self-Assessment Team at the start. Like him, I have adopted the project whole-heartedly and attended all Team meetings.

The School has long been committed to equality and diversity through intellectual discussions, principles and policies. However, until now there has been no overarching consideration of these issues, no audit of 'how things stand'. GEM, in my view, has provided a significant opportunity to look at gender equality issues in a systematic manner. We are now working to embed GEM insights into all dimensions of School life. I believe that GEM is a powerful tool: to help us to identify where problems are most pressing, and to initiate change effectively and strategically.

Self-assessment began with surveys for staff and postgraduates, and data collection. The Divinity team quickly identified, as the most pressing issue, gender imbalance within our large postgraduate community. For reasons we explore in our submission, we have a far higher proportion of male PhD students; our surveys showed that female postgraduates experienced significant difficulties (academic and more generally) in our student culture. Through GEM, we have taken steps to address this: integrating gender equality issues into postgraduate induction; introducing a befriending scheme for new students; starting a discussion group for female researchers (students and staff); developing mentoring for PhDs. Future surveys will monitor the impact of these initiatives, but initial student feedback has been excellent. For staff, our Action Plan sets out initiatives to support progression, and work-life balance: lunchtime workshops on key issues; mentoring opportunities; clearer guidelines for appraisal. The School has enshrined long-term commitment to GEM in its rolling three-year School Plan, and by making GEM a standing agenda item for the School Management Group and Planning and Resources Committee.

Over the past two decades the proportion of female academics in the School has risen steadily. We have outstanding female role models, at work within and outside the academy: for example, Professor Mona Siddiqui has an international profile in Muslim-Christian relations and regularly presents Radio 4's 'Thought for the Day'; Dr Helen Bond is in strong demand from broadcast media for documentaries and discussions on Biblical themes; Professor Jane Dawson's research has been featured on Radio 3, and in exhibitions and concerts; Professor Susan Hardman Moore has appeared on flagship UK radio programmes such as 'Today' and 'In Our Time'. Women are increasingly taking key roles in School leadership. While we have not quite reached parity (as yet there has not been a female Head of School), the direction of travel is encouraging.

Gender equality is fundamental to the way we undertake all our teaching, research, and professional interactions. I am committed to pursuing this and future GEM awards because gender equality is a core value for the School. It is simply the right thing to do.



Paul Foster
Head of School of Divinity

Ongoing commitment

1. Describe the self-assessment process including information on members of the self-assessment team.

Self-Assessment Team

The School has supported a self-assessment team (SAT) since December 2012 (A1). The team of volunteers is diverse and well-placed to effect change, comprising fourteen members of established and new academic staff from various career levels, including HoS and DoPS. The College has appointed an Athena SWAN/GEM Project Officer, who sits on every team to promote collaboration and sharing of best practice. Lisa Sutcliffe represents HR and Laura Mair provides an invaluable postgraduate perspective.

| Table 4: GEM self-assessment team biographies (School of Divinity) |
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| Dr Naomi Appleton joined the School as a Chancellor's Fellow in September 2012 and before that held a British Academy Postdoctoral Fellowship at Cardiff University (2009-12). She is a newly-recruited junior academic with an international research profile and a range of teaching and administrative experience. She is in a dual career marriage. |
| Dr Helen Bond is Senior Lecturer in New Testament, Director of the Centre for the Study of Christian Origins, Subject Area Convenor for Biblical Studies, and Director of Research. She has recent experience of both the School and College Promotions Committee (2009/10 - 2012/3). Responsibilities outwith the University include Treasurer, SNTS (a prestigious scholarly society devoted to New Testament research), Co-Chair of the Jesus Seminar at the British New Testament Conference, and several Knowledge-Exchange projects. She has had two periods of maternity leave (2004/5, 2006/7), and commutes into Edinburgh from Falkirk. |
| Kathy Christie is the School Director of Professional Services, with responsibility for the School's financial, HR and estates management and overall responsibility for the organisation and management of the School's professional support services team. She is in a dual-career marriage and has experience of the challenges of balancing career and family commitments and supporting her staff with similar challenges. |
| Dr James Eglinton is Meldrum Lecturer in Reformed Theology. He joined the School of Divinity in 2013. Prior to his appointment to this post, he was on the faculty of the Theologische Universiteit Kampen (Netherlands). His wife is a medical doctor currently on a career break. They have two small children (aged three and one) and are a bilingual family. |
| Rhona Feist is Athena SWAN/GEM Project Officer for CHSS. She is a member of every self-assessment team, supporting eleven Schools through the Athena SWAN/GEM application process and promoting 'best practice' across the College. She is single with no children. |
| Dr Paul Foster is the Head of the School of Divinity, and Senior Lecturer in New Testament. He has responsibility for appointments, staffing, and the appraisal process, and is also responsible for the mentoring and career development of new staff. Service to his scholarly discipline includes the editorship of the Expository Times, and the Oxford Apostolic Fathers Series, as well as serving on Editorial Boards of several other journals. As a role model, he has extensive experience as an Academic Liaison Officer and Accommodation Services Warden. He is working actively to ensure |

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| the ongoing and transparent implementation of equality and diversity policies within the School. |
| Professor Susan Hardman Moore (Convenor) was appointed to a Personal Chair of Early Modern Religion in 2013. She comes from a dual-career academic family and has two teenage children, one with special needs. In addition to two spells of maternity leave, she took two years of unpaid leave in the late 1990s, and worked part-time 1999-2007 (0.6FTE), to allow her to act as a carer. |
| Dr Mark Harris is Lecturer in Science and Religion, and a relatively new member of staff. This is his second academic career, his first having been in Physics. He is married to the University's Chaplain, and they have four children. He brings to the team experience of the culture of a very different academic discipline and working world, as well as experience of attempting to balance life-work needs in a dual-career marriage with a young family. |
| Dr Hannah Holtschneider is Senior Lecturer in Jewish Studies. She joined the School of Divinity in 2005 and was promoted to Senior Lecturer in 2011. Current responsibilities in the School include Director of Knowledge Exchange, Subject Area Convenor and Programme Director. Outwith the School she is a standing member of the Committee of the British Association for Jewish Studies, a co-founder of the British Association for Holocaust Studies and co-edits the journal Holocaust Studies. She has had two periods of maternity leave (2010 and 2012). |
| Laura Mair is a PhD student within the School of Divinity. She was elected co-convenor of the New College Postgraduate Committee alongside a male student for the academic year 2013-2014. She has established a female staff/student discussion group which aims to provide a network for women within the School. She is in a dual career marriage. |
| Dr Sara Parvis is Senior Lecturer in Patristics. She came to the School of Divinity as a PhD student in 1998, and was a British Academy Postdoctoral Research Fellow from 2002, before joining the staff as a lecturer in 2005 and becoming a Senior Lecturer in 2010. She is in her second career, having spent her 20s trying her vocation as a Roman Catholic religious sister. She is married and is the primary wage earner in her household. |
| Dr David Reimer is a Senior Lecturer in Biblical Studies, and currently the Director of Postgraduate Studies. He took a year of unpaid leave in 2008/9 to explore aspects of theological education in faith-based institutions. He is married with two adult children. Beyond university commitments, he supports his wife in her role in grass-roots community development in Malawi. |
| Lisa Sutcliffe is a Senior Human Resources Advisor in CHSS. She has been employed full-time in the College HR Team since 2004. Lisa undertakes HR advisory tasks, providing support and advice in a wide range of HR matters from employee discipline to career development across the College. |

The SAT met four times in 2013 and twice in 2014, with additional planning meetings between the Convenor, DoPS and Project Officer. A working group also met independently to format and analyse gender culture surveys for staff and postgraduate students. The SAT shared responsibility for gathering information, and report writing. Full team meetings provided opportunities to discuss issues and action points. A public 'GEM/ECU – Divinity' Wiki enables staff to access the annual GEM statistical analysis, survey results and progress report; in future, impact will be strengthened by a GEM webpage (**A2**). Senior management commitment to planning and progress has been demonstrated at the highest level from the start: the HoS, Paul Foster, has attended all SAT meetings, as did his predecessor Stewart Brown; Dr Foster, with Susan Hardman Moore, David Reimer, Helen Bond, Hannah Holtschneider and Kathy Christie, have represented GEM at SMG.

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| A1 | The School will maintain its GEM Self-Assessment Team to manage the gender equality initiative, to measure progress and to plan future activity. |
| A2 | To promote transparency and understanding, the School will maintain its 'GEM-ECU – Divinity' Wiki, and create a new GEM webpage. The Wiki and webpage will be used to publish survey results, data analysis, to report on progress and to promote best practice. |

Self-Assessment Process

Self-assessment began with surveys of academic and support staff, and PGR students (**A3**), to gauge gender culture. A Survey Working Group modified the UKRC QuickCAT template to suit characteristics of the School. The staff survey generated a response rate of 37.7% and highlighted as primary concerns, transparency and understanding of issues relating to gender equality; such as academic promotions, the workload model and family leave entitlement. 25.6% of eligible students responded to the PGR survey, which identified weaknesses in induction, mentoring and peer support. In May 2013, the programme was extended to include a PGT survey, which generated a response rate of 25.0%. Results are assessed below (section E). Surveys will run annually, with efforts to optimise participation.

In March 2014, the School also adopted the ORP 'Good Practice Checklist', to map current strengths and weaknesses in gender equality, and to benchmark future progress (**A4**).

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| A3 | For the next three years, the School will run annual staff and PGR/PGT student surveys to gauge gender culture and monitor GEM progress (frequency to be reviewed after that). |
| A4 | Map current gender equality practices and procedures against the ORP 'Non-STEMM Good Practice Checklist', and update annually to monitor progress. |

Internal/External Collaboration

The team works hard to promote gender equality and raise the GEM profile, through internal and external collaboration. The Convenor joined the University's Athena SWAN/GEM Network, chaired by the Vice Principal for Equality and Diversity. In December 2012, SAT members attended a CHSS Athena SWAN/GEM seminar, where Yvonne Galligan (Queen's University Belfast) and Averil MacDonald (University of Reading) highlighted challenges tackled elsewhere and introduced the pilot 'Good Employment Practice for Women in Arts, Humanities and Social Sciences'. In 2013, the team was represented at Athena SWAN seminars in London and Edinburgh, and members attended a University Senate debate 'Embedding Equality' in 2014. The School also collaborated with the College of Science and Engineering to modify the UKRC QuickCAT staff survey template.

Plans for the Future

The SAT will meet three times a year to monitor progress and plan future activity (**A1**). Progress will be monitored by annual staff and PG surveys (**A3**), and by annual statistical analysis of the GEM dataset (**A5**). The team will also use the ORP 'Good Practice Checklist' to map progress (**A4**). Annual progress reports will be published on Divinity's GEM Wiki and webpage (**A2**). The timing of team meetings (October, January, April) is now embedded into the annual cycle of meetings that

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report to the School Planning and Resources Committee (P&R). HoS has also made GEM a standing item for monthly SMG meetings and the annual School Plan **(A6)**.

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| A5 | Collect and analyse the full GEM data-set for staff and students on an annual basis, to benchmark existing strengths and weaknesses and monitor progress. |
| A6 | GEM will remain embedded as a standing item for P&R, SMG, and the School Plan. |

(582 words)

B The absence of diversity at management and policy-making levels has broad implications which the institution will examine

Ratio of men and women in:

| Table 5: Summary of T3, T4, T5 committee membership 2010/11-2012/13 (School of Divinity) | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| Academic departmental senior management team (see table T3) i.e. School Management Group (SMG) | 2010/11 | 6M:1F |
| | 2011/12 | 6M:1F |
| | 2012/13 | 7M:1F |
| Academic teaching & learning committee or equivalent (see table T4) i.e. Board of Studies, which includes all Divinity academic staff (open-ended contracts, fixed-term lecturers, Chancellor's Fellows), plus an academic from another School | 2010/11 | 19M:7F |
| | 2011/12 | 20M:8F |
| | 2012/13 | 20M:10F |
| Research committee or equivalent (see table T5) i.e. Research Committee | 2010/11 | 5M:1F |
| | 2011/12 | 6M:0F |
| | 2012/13 | 6M:0F |
| Women have been under-represented on SMG and research committee: see B2, B3. | | |

1. How does line management work in the department? How are line managers chosen, do the roles rotate?

HoS is line-manager for academic staff, appointed for three years by CHSS. Senior academic staff may apply for this role. In the appointment process, all academic staff are invited to put their names forward to be representatives on the CHSS selection panel; two are selected (by a process agreed by the Head of CHSS and HoS, communicated to staff). These representatives sound out colleagues, and pass this information to the appointing panel which is chaired by the Head of CHSS. At present there is no procedural guidance to support achieving gender balance among staff representatives, although (informally) the School has ensured this.

Appointments to other key roles, which carry a place on SMG, are made by HoS and rotate on a three-year term. Since the GEM process began, HoS has emailed all academic staff to invite applications: this has opened up the process but arguably does not go far enough to ensure gender balance.

Subject Area Convenors are proposed and selected by academic staff in their group, with appointments (normally for three years) approved by HoS. The role carries no line management (except in relation to Chancellor's Fellows, early career appointments). At present the appointment process is informal, by consensus. Gender balance is tracked by GEM monitoring of School committees (**B2**).

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| B1.1 | The School recommends to CHSS that procedural guidance should actively support achieving a gender balance among staff representatives in the selection process for HoS. |
| B1.2 | The School will draw up guidelines for SMG which (i) adopt the practice of advertising vacant |

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| | roles; (ii) require HoS to report annually to the SAT (and via GEM to all staff) on the gender balance in SMG and key roles, and to justify the position if the ratios are out of line with the overall profile of academic staff in the School; (iii) allow SMG to co-opt additional members to redress an imbalance, if necessary. |
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2. What is the department doing to address gender imbalance on committees? What success/progress has been made?

The School reviews committee membership annually, or when someone leaves a role. Individual staff loads are considered at annual appraisal. GEM has led the School to assess systematically, for the first time, gender balance on its committees.

| Table 6: Key committees for operational and strategic management, with frequency of meetings each year, academic membership, M:F ratios, and gender of Chair <i>[only academic staff have been included in the ratios, though DoPS is a member of SMG and other Committees such as P&R].</i> | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------|---|--|
| SMG | 12 | HoS, Directors of UG Studies, PG Studies, Research, Knowledge Exchange, Quality Enhancement & Assurance, Recruitment, International | 10/11 | 6M:1F | M | |
| | | | 11/12 | 6M:1F | M | |
| | | | 12/13 | 7M:2F | M | |
| Planning & Resources | 3 | All Divinity academic staff (open-ended contracts, fixed-term lecturers, Chancellor's Fellows). P&R takes an overview of the work of the School. | 10/11 | 18M:7F | M | |
| | | | 11/12 | 19M:8F | M | |
| | | | 12/13 | 19M:10F | M | |
| UG Studies | 3 | Director of UG Studies, HoS, Convenor of Board of Studies, Subject Area Convenors | 10/11 | 5M:2F | M | |
| | | | 11/12 | 3M:4F | M | |
| | | | 12/13 | 5M:2F | M | |
| PG Studies | 3 | Director of PG Studies, HoS, Director of Research, Convenor of Board of Studies, Subject Panel Convenors for PGR, Directors of Taught Masters Programmes | 10/11 | 10M:5F | M | |
| | | | 11/12 | 8M:5F | M | |
| | | | 12/13 | 12M:4F | M | |
| Board of Studies | 3 | All Divinity academic staff (open-ended contracts, fixed-term lecturers, Chancellor's Fellows), plus an academic from another School. BoS approves courses and degrees. | 10/11 | 19M:7F | M | |
| | | | 11/12 | 20M:8F | M | |
| | | | 12/13 | 20M:10F | M | |
| Research | 3 | Director of Research, HoS, Director of PG Studies, three academic staff | 10/11 | 5M:1F | M | |
| | | | 11/12 | 6M:0F | M | |
| | | | 12/13 | 6M:0F | M | |
| Scholarships | 3 | HoS, Principal of New College, Director of PG Studies, & one academic | 10/11 | 5M:0F | M | |
| | | | 11/12 | 3M:1F | M | |
| | | | 12/13 | 3M:1F | M | |
| Subject Areas (4, each with a Convenor) | 5 | All academic staff, divided into subject groups for organising UG and PG teaching <i>M:F ratios of Convenors (only) appear in the next column</i> | 10/11 | 2M:2F | | |
| | | | 11/12 | 0M:4F | | |
| | | | 12/13 | 2M:2F | | |
| Promotions Advisory Group | | HoS, Directors of UG and PG Studies, & one senior academic. <i>Another academic acts as a 'staff adviser' (2010-13 M/F/M), but is not included in the ratios.</i> | 10/11 | 3M:1F | M | |
| | | | 11/12 | 3M:1F | M | |
| | | | 12/13 | 3M:1F | M | |

Reviewing these M:F ratios, we note:

- Women have been proportionately *under-represented* on SMG and the Research Committee; also on the Promotions Advisory Group. However, women have been *over-represented* as Subject Area Convenors, i.e. organising teaching.

- Committee chairs have all been male, except for Subject Area Convenors. The GEM process identified this for us as an area that needs to be monitored. It is partly due to key roles (HoS, Directors of PG Studies, UG Studies, Research, and Knowledge Exchange) being held by men, 2010-13. Recent appointments of women to key roles (see B3) will help to bring change.
- As colleagues contribute to committees *ex officio*, M:F ratios are affected by the gender balance of appointments by HoS to key roles.
- Two committees (P&R, Board of Studies) reflect the overall M:F staff ratio, because both include all academic staff. Because of recent female appointments, the M:F ratio has moved towards greater balance, 2010-13.

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| B2.1 | By tracking the gender balance of committees as part of its GEM data-set (A5), the School will ensure that M:F proportions, broadly, reflect the gender balance among academic staff overall. |
| B2.2 | By tracking the gender balance of committees and key post-holders (A5, B1.2), the School will ensure that the gender balance of appointment to key roles does not have a disproportionate impact on committees across the School. |
| B2.3 | At annual appraisal, individual loads of committee work will be reviewed. |
| B2.4 | SAT will monitor potential 'committee overload' for women in the School, by tracking committee membership (A5) and staff survey responses (A3). SAT will report on this annually to SMG, and (if necessary) ask SMG to address overload. |

3. Where there is an imbalance, what is the department doing to ensure a broad range of views are heard?

Divinity, as a small School, requires all staff to carry significant committee responsibilities; so as the gender ratio of staff improves, ratios on committees improve.

The School has encouraged women to take key roles. This application monitors data to 2012/13, but it should be noted that in 2013/14 the new Directors of Knowledge Exchange and Research were both female. This shifted the balance on SMG to 4M:4F. On the Research Committee, the ratio is now 5M:3F, with a female convenor and the addition of an early career researcher (female). In 2014/15, for the first time, the new Directors of PG and UG Studies will be female and women will outnumber men on SMG.

In the staff survey only 46.6% of males thought they had opportunities to represent the School, compared with 87.6% of females. This is puzzling, as the survey preceded female take-up of key roles, 2013/14 (but it should be noted that a smaller percentage of males responded to the survey: **E1**).

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| B3.1 | As well as the action points B1.1-3, B2.1-4 , we will monitor, via the annual survey, staff opinion on whether the School's committees allow a broad range of views to be heard. |
| B3.2 | The SAT will reflect on the reasons for the lower proportion of male staff agreeing that they have opportunities to represent the School, and track responses on this in future surveys. |

4. How is consideration for gender equality embedded in the thinking and processes of committees and their related structures and procedures?

School committees operate to University HR guidelines on Equality and Diversity. Key committees quickly adopted GEM as a standing item: SMG (December 2012); P&R (February 2013).

Committees that oversee teaching (UG Studies, PG Studies, Board of Studies, Subject Areas) have not reviewed course content in light of gender issues. SAT endorses *GCPTRS* (p.22):

In raising awareness of the significance of women in theology, in the history of religious traditions, in the gendered nature of discussion about TRS ... departments might consider building into their first year modules coverage of these issues. Optional modules on feminist theology are valuable ... but those who opt for them tend to be students already sympathetic to the perspectives covered.

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| B4.1 | The School will audit UG and PG courses to assess how far teaching promotes awareness of the significance of women in theology and in the history of religious traditions, and broader discussion of equality and diversity issues. This review will be repeated on a three-year cycle. Subject Areas will audit courses; SAT will collate responses and report to Board of Studies and SMG. A review of outcomes will appear on Divinity's GEM webpage. |
| B4.2 | The School will invite course managers to review core texts and topics, and reading lists, to promote attention in courses to women, and gender issues; inclusion of contributions from female scholars on reading lists. |

5. What training and induction is provided to committee members and those with decision-making powers?

HoS receives induction from CHSS. HR provides training options for all staff. Within the School, training and induction is informal, but DoPS offers guidance on policy and procedure. Key office holders are shadowed by their successors.

In the staff survey, 79.5% reported they had not undertaken training in gender equality; 91.2% had not undertaken training in understanding unconscious bias.

| | |
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| B5.1 | The School will increase the proportion of staff trained in gender equality and unconscious bias, particularly those involved in appraisal, mentoring, recruitment, and appointment panels. |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(735 words)

C That employment policies, practices and procedures should actively promote gender equality

1. How is gender equality considered in the development and implementation of departmental policies, practices and procedures?

Divinity endorses the University's Equality and Diversity Strategy and DoPS advises the School on how to build this into its policies, practices and procedures. GEM is now a standing item for SMG and P&R, and SAT members sit on a wide variety of committees.

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| C1.1 | The School's new GEM Wiki and webpage (A2) will be used to highlight the integration of gender equality awareness in the School's policies and culture, and to promote best practice. |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2. How does the department monitor the effect of policies, practices and procedures on gender equality? What steps does it take when positive and/or negative impact is found?

In 2013 the SAT ran gender culture surveys **(A3)**, and these will be repeated. SAT monitored key data **(A5)**, reported to SMG and P&R, and was written into the School Plan **(A6)**. By these means, we are tracking the effect of policies, practices and procedures on gender equality, highlighting positive and negative points, and planning action. In March 2014, Divinity adopted ORP's 'Good Practice Checklist' **(A4)** as a tool to record strengths and weaknesses, and to benchmark progress. This Bronze Award submission documents our self-assessment and initiatives so far, and our action plan.

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| C2.1 | To monitor the effect of policies, practices and procedures, SAT will run surveys annually for the next three years (A3) and report key results to SMG and P&R, and on the School GEM Wiki and webpage. |
| C2.2 | The School has adopted the ORP 'Non-STEMM Good Practice Checklist' (A4) : SAT will work through this annually to review strengths and weaknesses and to benchmark progress. |

3. Does the gender balance of staff whose research outputs were submitted to UK funding bodies' Research Excellence Framework 2014 (see table T6) reflect the gender balance of department staff eligible to submit to the REF?

As the University is currently undergoing REF2014 audit, it has not been possible to provide an Institutional SET and non-SET breakdown by gender for T6.

As indicated in T6, the gender balance of staff submitted (37% female) reflects the gender balance of staff in the department (35.7% female).

| Table 7: Ratio of staff submitted to Research Excellence Framework 2014 by gender (T6 data) | |
|----------------------------------------------------------------------------------------------------|----------------|
| Eligible staff | M: 60%, F: 40% |
| Returned staff | M: 63%, F: 37% |

- | |
|----------------------------------------------------------------------------|
| ➤ A difference of 3% in the gender balance of eligible and submitted staff |
|----------------------------------------------------------------------------|

Decisions about REF inclusion were based on external assessment of submitted research outputs. The process was gender-blind. One external assessor was female, the other male. The School followed University equality and diversity requirements: the School's REF Review Group undertook specific training for this. All eligible staff could submit confidential records of personal circumstances that might have affected research outputs during the census period.

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| C3.1 | By tracking the gender balance of REF submissions as part of its GEM data-set (A5) , the School will ensure that gender balance is tracked as standard practice for future REF exercises. |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Where a gender imbalance is identified, what action will the department take to enable a more representative sample of returns to future research assessment and funding allocation exercises?

No sharp gender imbalance was identified. The School is taking a supportive approach to plan for REF2020, with collegial discussion of research, and attention to the balance between teaching, administration and research. By these measures the School is aiming for a 100% inclusion rate.

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| C4.1 | Subject Area members will review and discuss one other's research plans, at least once a year. |
| C4.2 | The Director of Research and a member of SMG (a gender-balanced team) will meet with individuals every two years to discuss research strategy. They will track the likely gender balance of submissions, and highlight and address any potential imbalance in advance. |
| C4.3 | The School's Action Points for mentoring and appraisal (D3.1-3, D4) are also intended to support a gender-balanced and inclusive approach to REF2020. |

(267 words)

D There are personal and structural obstacles to making the transition from undergraduate level to PhD and then into senior academic positions and managerial levels, which require the active consideration of the institution

See Athena SWAN factsheet: best practice: work-life balance
(www.athenaswan.org.uk/content/factsheets)

Comment and reflect on the following student data for the past three years:

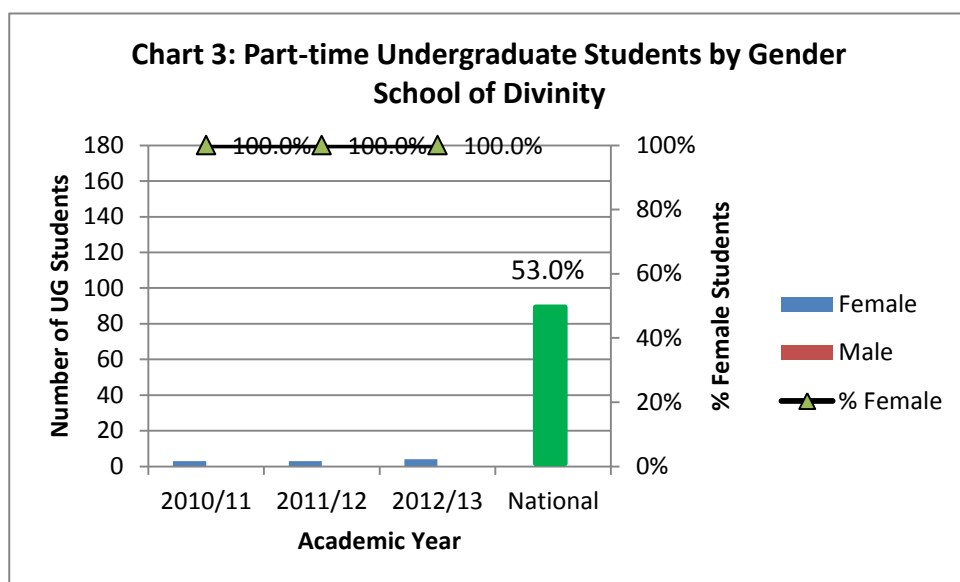
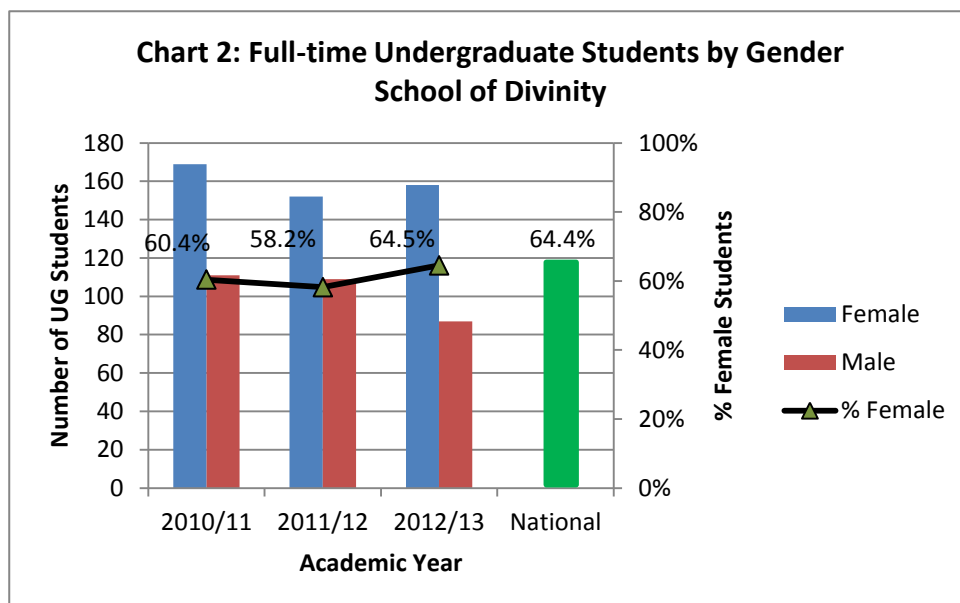
= *Ratio of students by gender on access or foundation courses (see table T7). Describe initiatives to attract men or women.*

Access Students

| Table 8: Intake ratio of students through Access programmes 2010/11-2012/13 (T7 data) | | |
|---------------------------------------------------------------------------------------|-------|----------------|
| 2010/11 | 0M:2F | M: 0%, F: 100% |
| 2011/12 | 2M:3F | M: 40%, F: 60% |
| 2012/13 | 1M:1F | M: 50%, F: 50% |

Numbers are too low to be statistically significant. The gender balance tilts towards females, as in our undergraduate population. All students entered through the Scottish Wider Access Programme, except one female, who entered in 2012/13 on an Access to Humanities HE Diploma. To map trends, the SAT will continue to monitor Access intake by gender **(A5)**.

Undergraduate Students



Across almost all our UG programmes, women outnumber men by a good margin. The small number of part-time students, 2010-13, has been 100%F. Divinity matches the HESA TRS benchmark for full-time UG females (stronger for part-time).

If we disaggregate the data, some differences emerge. Women made up the majority of full-time 'first degree undergraduates': 60.4% (2010/11), 58.2% (2011/12), 64.5% (2012/13). In contrast, among the small number of 'other undergraduates', women moved from minority to parity (35.7% 2010/11, 40% 2011/12, 50% 2012/13): many of these are graduate entrants, church ministry candidates – gender balance here is rapidly equalising in what has been a male-dominated sphere. In UG applications and offers, gender ratios are in line with intake (around 60% female, 40% male). Disaggregated, similar differences emerge between first-time UG applicants and 'others': school-leavers are more likely to be female (73.2% of applicants, 2012/13) but among graduate applicants women accounted for 10.5% (2010/11), 28.2% (2011/12), 47.4% (2012/13).

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The differing gender ratios among school-leaver and graduate entrants maps onto degree programmes:

| Table 9: Ratio of students on UG programmes by gender 2010/11-2012/13 | | | |
|-----------------------------------------------------------------------|----------|---------|---------|
| Degree programme | 2010/11 | 2011/12 | 2012/13 |
| Bachelor of Divinity (BD) Hons | 17F:16M | 11F: 9M | 6F:11M |
| MA Divinity | 48F:39M | 37F:30M | 27F:13M |
| MA Philosophy & Theology | 69F:55M | 40F:34M | 49F:35M |
| MA Religious Studies | 104F:34M | 52F:29M | 44F:15M |

In MA programmes, which mostly recruit school-leavers, females outnumbered males (3F:1M in Religious Studies). In the BD, which mostly recruits graduates heading for ministry, the ratio was around 1:1, 2010-12; fluctuating to 1F:2M, 2011/12.

The School aims to be attractive to all applicants. Male and female staff and students are present at Open Days. Publicity is gender-neutral.

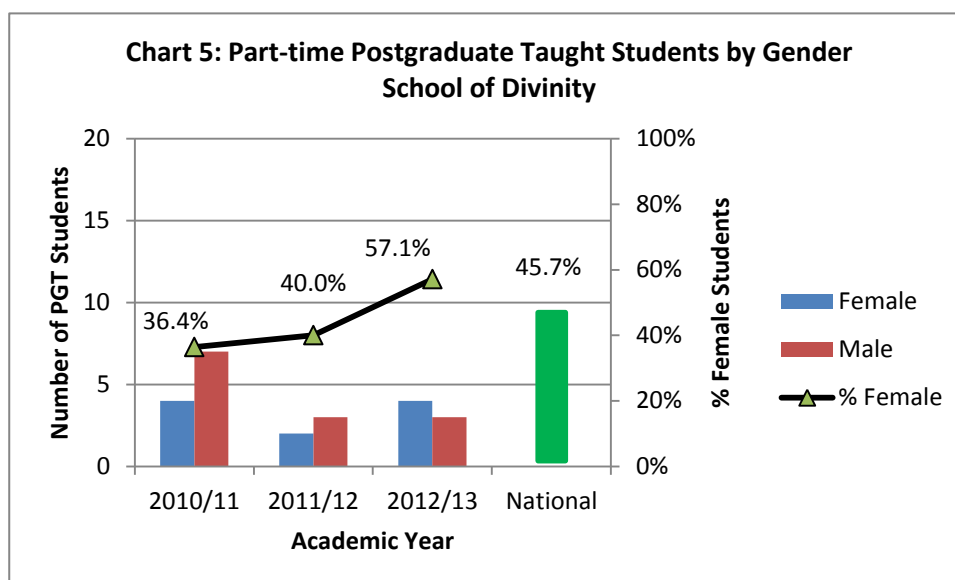
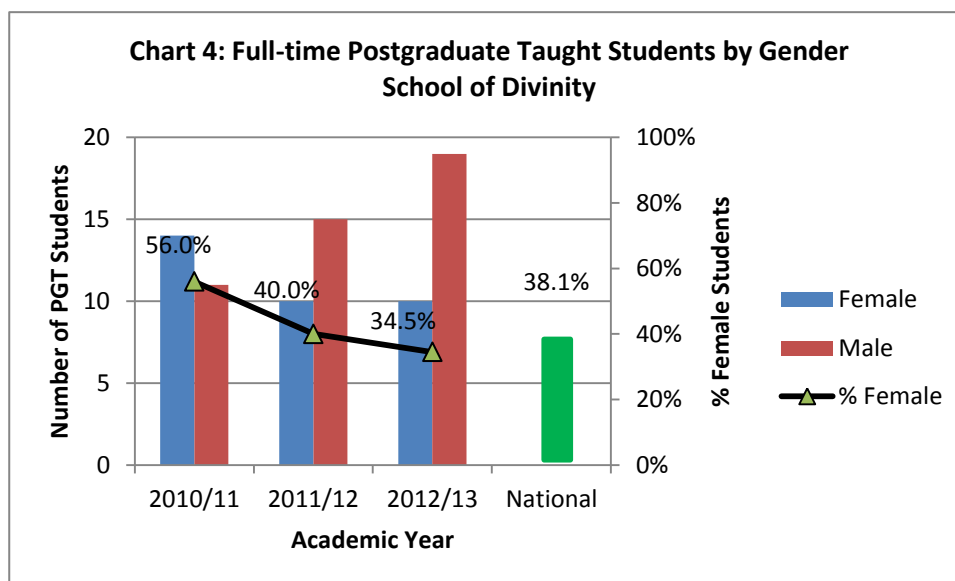
Degree results show no significant difference between men and women. Assessment (essays and examinations) is anonymous, in line with standards across UK universities.

Overall, our UG gender balance is healthy. The proportion of women is not a cause for concern but an asset that may help to address the 'leaky pipeline' of female progression to PGT & PGR. Informally, we have been encouraging women to progress to postgraduate work; the GEM process is encouraging us to be more systematic about this.

| | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UG1 | As part of its GEM data-set (A5) , the School will monitor the M:F ratio of its UG population, including profiles of first-degree and graduate entrants. |
| UG2 | As part of its GEM data-set (A5) , the School will monitor M:F ratios of UG applications and offers, with profiles of first-degree and graduate entrants. |
| UG3 | As part of its GEM data-set (A5) , the School will monitor M:F ratios across the various undergraduate degree programmes. |
| UG4 | SAT will create a Progression Focus Group (reporting to SMG) to develop a strategy for identifying high-achieving UG women and encouraging them to progress to PGT, in this School or elsewhere. |

In relation to the 'leaky pipeline', it is crucial to note that our undergraduates are predominantly Home/EU, but our postgraduates are predominantly international. This will be discussed further in relation to PGT and PGR.

Postgraduate Taught Students



The proportion of full-time PGT females dropped, 2010-13: 56% in 2010/11, 34.5% in 2012/13. (We estimate that over the past decade the proportion has been around 37%, so 2010/11 was exceptional.) In contrast, the proportion of female part-time PGT students rose, 2010-13, although numbers are small. The proportion of M:F for applicants and offers is similar, a ratio of around 2M:1F.

In relation to HESA data for TRS, the School's female PGT population is broadly in line (for full-timers) and exceeds the national average (for part-timers).

However, it is instructive to compare the School with HESA data for Historical and Philosophical Studies. As Table 10 shows, Divinity's intake of women is stronger at UG but weaker at PGT. This gives us, in comparison, a markedly steeper decline in female participation.

| Table 10: Full-time UG, PGT benchmarking data (% female students) 2012/13 | | |
|---------------------------------------------------------------------------|--------------------|----------------------------------------|
| | School of Divinity | HESA History and Philosophical Studies |
| UG | 64.5% female | 52.0% |
| PGT | 34.5% female | 53.7% |

The School's 'leakage' from UG to PGT, 2012/13, was a striking 30%. Over the last decade we estimate it has run at around 23%. Benchmarked against History and Philosophical Studies this looks poor. Yet benchmarked against HESA data for TRS (Chart 4), the School is not far from the national average of 26.3%.

It is significant – but by no means an excuse – that across the UK, there is a poor progression rate for women in TRS. *GCPTRS* looked at data in TRS, Philosophy, English, Mathematics, Chemistry and Anthropology, and concluded that TRS reflects an endemic problem, but in a 'more exaggerated form': 'factors specific to TRS are driving a more dramatic gender bias as students progress' (pp. 9, 10-12). *GCPTRS* highlighted factors in PG recruitment (discussed below in relation to PGR).

Numbers in PGT programmes are small, so statistical analysis is unfruitful. But a breakdown of applications/offers/acceptances/intake in three programmes illustrates differences in gender balance:

| Table 11: Applications/offers/acceptances/intake, Biblical Studies, by gender, 2010-13 | | | | | | | | | |
|----------------------------------------------------------------------------------------|-------------------------------|-----------|----------|----------|--|-------------------------------|-----------|-----------|-----------|
| Biblical Studies, MSc & MTh | | | | | | | | | |
| | F App /Offers /Accept /Intake | | | | | M App /Offers /Accept /Intake | | | |
| 2010/11 | 6 | 4 | 2 | 1 | | 12 | 7 | 2 | 2 |
| 2011/12 | 5 | 3 | 1 | 1 | | 22 | 10 | 6 | 3 |
| 2012/13 | 6 | 5 | 5 | 2 | | 13 | 11 | 5 | 5 |
| TOTALS | 17 | 12 | 8 | 4 | | 47 | 28 | 13 | 10 |

| Table 12: Applications/offers/acceptances/intake, Religious Studies, by gender, 2010-13 | | | | | | | | | |
|-----------------------------------------------------------------------------------------|-------------------------------|-----------|-----------|-----------|--|-------------------------------|-----------|----------|----------|
| Religious Studies, MSc | | | | | | | | | |
| | F App /Offers /Accept /Intake | | | | | M App /Offers /Accept /Intake | | | |
| 2010/11 | 15 | 10 | 5 | 5 | | 10 | 6 | 3 | 2 |
| 2011/12 | 12 | 9 | 6 | 4 | | 12 | 8 | 3 | 2 |
| 2012/13 | 13 | 10 | 4 | 4 | | 4 | 1 | 1 | 1 |
| TOTALS | 40 | 29 | 15 | 13 | | 26 | 15 | 4 | 5 |

| Table 13: Applications/offers/acceptances/intake, Theology in History, by gender, 2010-13 | | | | | | | | | |
|-------------------------------------------------------------------------------------------|-------------------------------|-----------|----------|----------|--|-------------------------------|-----------|-----------|-----------|
| Theology in History, MSc & MTh | | | | | | | | | |
| | F App /Offers /Accept /Intake | | | | | M App /Offers /Accept /Intake | | | |
| 2010/11 | 6 | 5 | 3 | 2 | | 20 | 12 | 5 | 3 |
| 2011/12 | 3 | 3 | 3 | 4 | | 15 | 11 | 7 | 5 |
| 2012/13 | 4 | 3 | 3 | 3 | | 18 | 14 | 8 | 7 |
| TOTALS | 13 | 11 | 9 | 9 | | 53 | 37 | 20 | 15 |

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PGT programmes closest to a ‘traditional’ emphasis (Biblical Studies, Theology in History) attracted more male than female applicants; this was reflected in intake (28.5%, 37.5%). Religious Studies had a far higher proportion of women (72%). In terms of geographical origin, 70% were international. As the School’s UGs are overwhelmingly Home/EU, it is significant that PGT recruitment has come from a different pool (discussed below in relation to PGR).

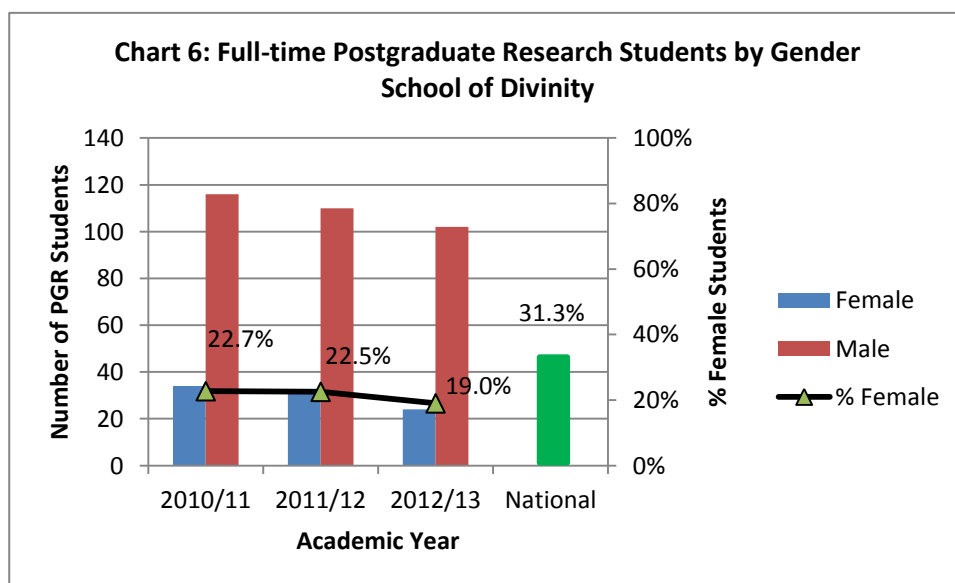
The School wants to increase the proportion of female applicants. Our healthy female UG population is an asset that should allow us to increase female progression to PGT, with us or elsewhere.

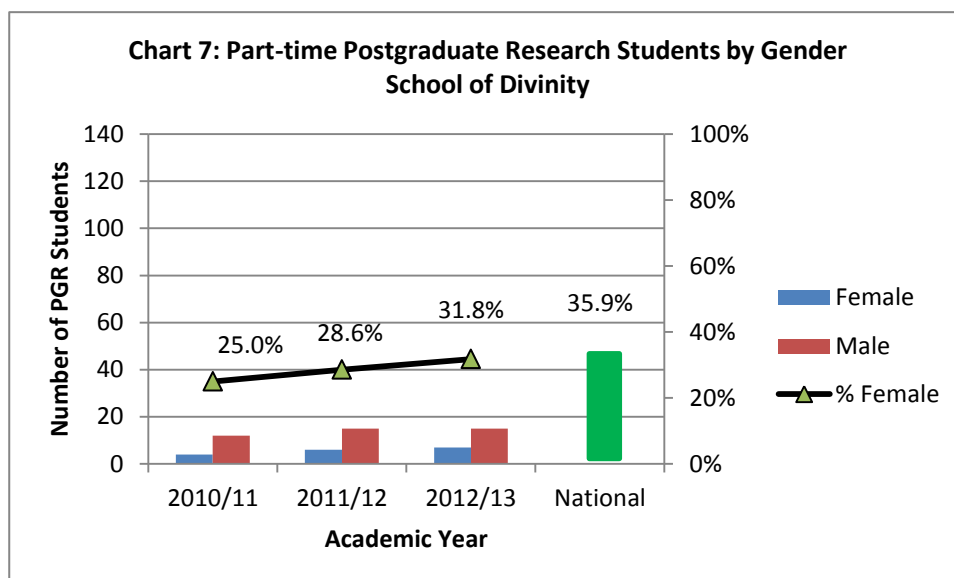
Funding is crucial: lack of it prevents many students from taking up PG places, including strong female applicants. The School recently allocated more scholarship funds to support PGT, as (although scholarships are awarded solely on academic merit) they clearly help to boost applications, intake and progression. Informally, the Scholarships committee has been alert to the need to identify highly qualified female PGT applicants.

The School recognises the importance of peer-mentoring, and staff-student mentoring, for PGT students. An informal discussion group for female academics and research students has attracted interest from PGT students.

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| PGT1 | The new SAT Progression Focus Group (UG4) will develop a strategy for encouraging high-achieving UG women to progress into PGT and on to PGR, in this School or elsewhere; and for encouraging more applications from women for PGT. |
| PGT2 | The Scholarships Committee will review its use of awards to help progression (M&F) into PGT, and report on this to SAT and SMG. |
| PGT3 | The Scholarships Committee will monitor the M:F ratio of PGT awards and take-up, and record this for SAT. |
| PGT4 | The informal discussion group for PGR females and staff (Café Couthie, E3.3) will be extended to female PGT, to enhance support and to encourage progression to PGR. |

Postgraduate Research Students





Divinity's PGR community is vibrant. We are one of the smallest Schools in the University but (alongside the School of Chemistry) have the highest ratio of PhD students per academic.

However, the 'leaky pipeline' from UG to PGT to PGR is striking: in 2012/13 females were 64.5% at UGs, 34.5% at PGTs, 19% at PGR. The School's female PGRs fell from 22.7% (2010/11) to 19% (2012/13).

Benchmarked against HESA data for 2012/13, the School has a markedly low proportion of full-time female PGRs: 19% in comparison with 31.3% across UK in TRS. For the tiny numbers of part-time students the School is far closer (31.8% to HESA's 35.9%).

The sharp gender imbalance at PGR needs to be viewed against a hinterland of fee priorities and religious cultures. *GCPTRS* concluded, from a case study of Aberdeen, Durham, Nottingham and St Andrews (which, like this School, have been successful in recruiting PGR in Biblical Studies and Systematic Theology) that the pattern in TRS is exacerbated by special factors. In a climate where universities have prioritised high-fee income, a good deal of TRS recruitment has come from international markets where Christianity is strong, where churches or individuals are keen to sponsor PG study; particularly communities in the USA and South Korea that privilege the authority and status of men. The by-product is a skewing of PG intake towards male students (*GCPTRS* pp.12-14).

The School's PGR community has a strongly international character. From 2010-13, 74% of PGR intake was international. Over the past decade, 35% have come from the USA, 38% from 55 other countries (mainly South Korea, Canada, India), 27% from Britain. During that decade, 38.5% of our British PGR intake was female; 18.3% of USA intake; 22.3% of intake from other countries.

During the GEM process we realised that one American institution from which PG applications have come (because of a policy of restricting key posts to ordained/ordainable persons, who in their church setting can only be men) operates a 'males only' policy for professors in Biblical Studies and Theology: females are restricted to counselling or languages, or to the library. The

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SAT reflected that we cannot block applications from individuals who have attended such institutions (and often we play a valuable role in broadening students' horizons if they come to us). The SAT also recognised a pressing need to enhance PG induction in general and support for female PGs in particular (**E3**).

The drop in female PGR students, 2012/13, was reported to SMG and P&R. Our loss was exacerbated by competition for the best female applicants. Our top five scholarship offers (awarded on academic merit) went to women, but three of the five took better offers elsewhere. There is not only a thin supply of female PGRs, but also fierce competition for these applicants within the UK and USA. Our merit-based scholarship process does not appear to disadvantage women, but we need to encourage more women to apply for admission and scholarships, and find ways to make awards more attractive.

Digging deeper, it is valuable to look at PhD recruitment across sub-disciplines, broken down by gender. Each sub-discipline has a selection panel (normally including male and female staff); panel decisions are countersigned by the Director of PG Studies.

Table 14: Applications/offers/acceptances/intake, PhD Biblical Studies: Hebrew and Old Testament Studies, by gender, 2010-13

| | F App /Offers /Accept /Intake | | | | | M App /Offers /Accept /Intake | | | |
|---------------|-------------------------------|----------|----------|----------|--|-------------------------------|-----------|-----------|----------|
| 2010/11 | 0 | 0 | 0 | 0 | | 8 | 3 | 2 | 1 |
| 2011/12 | 0 | 0 | 0 | 0 | | 10 | 5 | 5 | 5 |
| 2012/13 | 1 | 0 | 0 | 0 | | 8 | 4 | 3 | 2 |
| TOTALS | 1 | 0 | 0 | 0 | | 26 | 13 | 10 | 8 |

Table 15: Applications/offers/acceptances/intake, PhD Biblical Studies: New Testament, by gender, 2010-13

| | F App /Offers /Accept /Intake | | | | | M App /Offers /Accept /Intake | | | |
|---------------|-------------------------------|----------|----------|----------|--|-------------------------------|-----------|-----------|-----------|
| 2010/11 | 2 | 2 | 2 | 2 | | 18 | 15 | 8 | 7 |
| 2011/12 | 2 | 2 | 1 | 0 | | 15 | 4 | 2 | 1 |
| 2012/13 | 4 | 3 | 0 | 0 | | 15 | 10 | 7 | 6 |
| TOTALS | 8 | 7 | 3 | 2 | | 48 | 29 | 17 | 14 |

Table 16: Applications/offers/acceptances/intake, PhD Christian Ethics & Practical Theology, by gender, 2010-13

| | F App /Offers /Accept /Intake | | | | | | | | |
|---------------|-------------------------------|----------|----------|----------|--|-----------|-----------|----------|----------|
| 2010/11 | 2 | 1 | 1 | 0 | | 13 | 6 | 4 | 3 |
| 2011/12 | 2 | 0 | 0 | 0 | | 15 | 7 | 3 | 2 |
| 2012/13 | 3 | 0 | 0 | 0 | | 12 | 2 | 2 | 0 |
| TOTALS | 7 | 1 | 1 | 0 | | 40 | 15 | 9 | 5 |

Table 17: Applications/offers/acceptances/intake, PhD History of Christianity, by gender, 2010-13

| | F App /Offers /Accept /Intake | | | | | M App /Offers /Accept /Intake | | | |
|---------|-------------------------------|---|---|---|--|-------------------------------|---|---|---|
| 2010/11 | 1 | 1 | 1 | 1 | | 5 | 4 | 3 | 2 |
| 2011/12 | 2 | 2 | 2 | 1 | | 4 | 4 | 3 | 2 |

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| | | | | | | | | |
|---------------|----------|----------|----------|----------|-----------|-----------|----------|----------|
| 2012/13 | 2 | 2 | 2 | 1 | 6 | 3 | 2 | 1 |
| TOTALS | 5 | 5 | 5 | 3 | 15 | 11 | 8 | 5 |

Table 18: Applications/offers/acceptances/intake, PhD Religious Studies, by gender, 2010-13

| | F App /Offers /Accept /Intake | | | | M App /Offers /Accept /Intake | | | |
|---------------|-------------------------------|----------|----------|----------|-------------------------------|-----------|----------|----------|
| 2010/11 | 3 | 1 | 1 | 1 | 8 | 4 | 1 | 1 |
| 2011/12 | 7 | 5 | 1 | 0 | 12 | 8 | 5 | 4 |
| 2012/13 | 5 | 0 | 0 | 0 | 9 | 5 | 2 | 1 |
| TOTALS | 15 | 6 | 2 | 1 | 29 | 17 | 8 | 6 |

Table 19: Applications/offers/acceptances/intake, PhD Systematic Theology, by gender, 2010-13

| | F App /Offers /Accept /Intake | | | | M App /Offers /Accept /Intake | | | |
|---------------|-------------------------------|----------|----------|----------|-------------------------------|-----------|-----------|-----------|
| 2010/11 | 1 | 1 | 0 | 0 | 11 | 9 | 6 | 6 |
| 2011/12 | 5 | 4 | 3 | 3 | 14 | 9 | 4 | 3 |
| 2012/13 | 0 | 0 | 0 | 0 | 13 | 8 | 7 | 7 |
| TOTALS | 6 | 5 | 3 | 3 | 38 | 26 | 17 | 16 |

Table 20: Applications/offers/acceptances/intake, PhD World Christianity, by gender, 2010-13

| | F App /Offers /Accept /Intake | | | | M App /Offers /Accept /Intake | | | |
|---------------|-------------------------------|----------|----------|----------|-------------------------------|-----------|-----------|----------|
| 2010/11 | 5 | 5 | 1 | 1 | 6 | 5 | 4 | 3 |
| 2011/12 | 3 | 0 | 0 | 0 | 14 | 7 | 4 | 3 |
| 2012/13 | 1 | 0 | 0 | 0 | 9 | 6 | 2 | 2 |
| TOTALS | 9 | 5 | 1 | 1 | 29 | 18 | 10 | 8 |

It is hard to draw conclusions from small numbers, but observations can be made:

- Hebrew & OT Studies had no female applicants, 2010/11, 2011/12; Systematic Theology had none in 2012/13; female applications in Ethics fell sharply, 2010-13.
- In 2012/13, across Hebrew & OT Studies, Ethics, Religious Studies and World Christianity, there were ten female applicants but none received offers.
- F:M intake ratio is poor across the board (except History of Christianity's 3F:5M): Hebrew & OT Studies 0F:8M; New Testament 2F:14M; Ethics 0F:5M; Religious Studies 1F:6M; Systematic Theology 3F:16M; World Christianity 1F:8M.

| | |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PGR1 | SAT Progression Focus Group (see also UG4, PGT1-2) will develop a strategy, in collaboration with Subject Areas, to improve the proportion of female PGR applicants. |
| PGR2 | The School will track the gender balance and geographical origins of PGR applicants, with offers, acceptances and final intake broken down by sub-discipline. This data will go to the SAT. |
| PGR3 | The Scholarships Committee will review its use of awards to help progression (M&F) into PGR. |
| PGR4 | The Scholarships committee will monitor M:F ratio in PGR awards and take-up, and report this. |
| PGR5 | The School will aim to ensure PhD selection panels include at least 1M and 1F. |

1. Comment, reflect on and explain gender differences in staff data on recruitment job application and success rates (see table T11).

Note differences between levels, and describe any action that is being taken. If the data set is large, please break it down into the different disciplines or units. Where this data is not available explain why.

The School recruited to 3 posts in 2010/11 (two Lectureships and a Chair), 3 posts in 2011/12 (a Lectureship and two Chancellor's Fellows), and 3 posts in 2012/13 (a Lectureship and two Chancellor's Fellows).

[NB: (1) most appointments started in the academic year after appointment, but (to streamline presentation) are listed by year of application; (2) in future, the University's e-recruitment system will provide better data on the gender of applicants and appointees.]

T11 shows one appointment at UE10: a Chair in Islamic and Inter-Religious Studies. This attracted applications from 12 males and 1 female. The post went to a woman, the first Muslim appointed to the School.

T11 shows eight appointments at UE08. These posts attracted 126 female applicants (37%) and 338 males (63%). Unfortunately, we have not been able to investigate fully by gender (current HR statistics clump applicants for posts advertised simultaneously, and 60 applicants are unidentified by gender). But, allowing for that, the picture looks like this:

- In 2010/11, for lectureships in Religious Studies and New Testament, the M:F ratio of applicants was around 3:1. Two men were appointed.
- In 2011/12, for a lectureship in Science & Religion, the M:F ratio of applicants was almost 6:1. A man was appointed. The M:F ratio in applications for Chancellor's Fellowships was 2:1, but the ratio in appointments was 1:1 (a woman in Religious Studies, a man in Ethics).
- In 2012/13, the pattern for Chancellor's Fellowships was again 2:1 M:F applicants and an appointment ratio of 1:1 (a woman in Old Testament, a man in World Christianity). As a GEM case study, we compared these ratios with data across CHSS and found the School's ratios conformed to the larger picture. A lectureship in Systematic Theology attracted a 100% field of male applicants.

Thus at UE08, 75% of posts went to men, 25% to women (compared with 63% M, 37%F applicants). Appointments broadly reflected the gender profile of applicants, but there were differences within sub-disciplines. Gender imbalance was sharpest in applications for Science & Religion and Systematic Theology.

T11 shows a small number of appointments at UE06/UE07: these relate to individuals named on specific research grants, or externally-funded postdoctoral fellowships.

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Comment on how the department's recruitment processes ensure that female (or male, where appropriate) candidates are encouraged to apply, and how the department ensures its shortlisting, selection processes and criteria comply with the University's equal opportunities policies.

In the staff survey, the statement 'My School takes positive action to encourage women to apply for posts in areas where they are under-represented' attracted a mixed response: 50% agreed, 20% disagreed, 30% did not know. This suggests staff need to be more aware of University policy, and to discuss strategies to encourage women to apply for posts.

The School follows University guidelines for recruitment. Posts are advertised using an HR template. HR and DoPS ensure that criteria for posts are based on published grade profiles, and that advertisements are written in a way that avoids gender bias in qualifications, skills, experience or attributes sought.

We recognise the force of comments in *GCPtrs* (pp. 15, 22):

In attempting to recruit more women ... heads of department (and others involved in the recruitment process) should consider how the wording of the job description (including the job title) could be off-putting to some female applicants. For example, if some areas of TRS are widely considered to be both male-dominated and driven by a heavily gendered approach, then in recruiting to such an area, consideration could be given to broadening the language used to describe the sub-discipline covered, perhaps building in a desire that the successful applicant push the boundaries of the area into new debates.

I mean if you want more women in a department then don't advertise systematic theology, you know, it's that obvious.

The School's experience seems to bear out the final comment: as noted on the previous page, a lectureship in Systematics attracted a 100% field of male applicants.

The School wants to present itself as a place of equal opportunity: images of staff and students on the website convey a gender and racial mix; promotional literature is written in gender-neutral language. Up to this point, monitoring has happened informally.

To ensure that shortlisting and selection comply with University policies, DoPS guides the process. HoS appoints selection panels using CHSS guidelines on appointment of non-professorial staff, which state that (whenever possible) panels should contain men and women, and if not, at least one panel-member should have had equal opportunities training. Our School goes beyond this by ensuring that selection panels *always* include males and females, though we recognise the need to avoid committee overload **(B2.4)**. At present, only panel convenors are required to have training in gender equality and unconscious bias, but the School wants more staff to train, to boost knowledge and experience.

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| D1.1 | A SAT focus group will develop strategies to encourage women applicants in areas where they are under-represented, and report to SAT and SMG. |
| D1.2 | By continuing to monitor the appointment process (A5) , SAT will support progress towards change in male-dominated areas. |

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| D1.3 | The School will review gender balance of shortlists, & justify any imbalance if proportion of women is not representative of proportion of female applicants who meet essential criteria. |
| D1.4 | HoS and DoPS (with Subject Area Convenors) will monitor wording of job descriptions and adverts, to encourage women to apply: consideration will be given to broadening the language used to describe an academic sub-discipline, if the area is traditionally male-dominated; part-time and flexible work options will be highlighted, with other equality and diversity policies ; job descriptions will mention M:F staff profile; GEM branding will be used. |
| D1.5 | Shortlisted applicants will be offered an opportunity to meet a range of current staff. |
| D1.6 | The School will promote uptake of ‘e-Diversity’ online module (B5.1) and make this training mandatory for all staff who serve on appointments panels (not just the Convenor). |
| D1.7 | The School will take steps to promote equality and diversity in its publicity, online and in print: monitoring content (text and images); GEM-branding recruitment materials; adding family-friendly information to the School website and <i>Staff Handbook</i> . |

2. Describe the induction and training support provided to new staff at all levels, and how consideration of gender equality is embedded across the department and/or in the institution. Please provide data and analysis as appropriate.

Induction and training is informed by the University’s Equality and Diversity Strategy and HR policies. Some is provided centrally (by HR or the University *Institute for Academic Development*); some at School level, by academic and support staff.

New staff meet HoS and Subject Area Convenor to discuss their academic role, and are introduced to their mentor (if applicable). After that, progress and training needs are discussed at intervals, to a University-wide HR pattern.

All staff (new and established) receive the School’s *Staff Handbook*, which is updated annually. This covers School structures, committees, degree programmes; academic policies in the School, CHSS and University; training opportunities; support for research; University facilities. At present it does not include explicit signposts to the University’s Equality and Diversity website, or to family-friendly policies.

The staff survey invited responses to the statement ‘The School provides clear information about its policies in relation to gender equality issues’: 70.6% of staff agreed, but 23.5% disagreed and 5.9% didn’t know. This suggests that both new and established and staff need clearer information.

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| D2.1 | The <i>Staff Handbook</i> , as well as GEM webpage (A2) , will alert staff to the University’s strategy and website on Equality & Diversity, and include material on family-friendly policies. |
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3. Comment on career development and progression, looking at staff in all levels.

Career development and progression are discussed below **(D5)**.

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Here we focus on a significant survey finding: the need for greater support for career development and for encouragement at all levels – not just for early career academics.

The survey highlighted mentoring as an important tool for supporting staff in career development and in understanding the promotions process. While most staff agreed that good networking opportunities exist (75%M, 81.3%F), fewer agreed that the School provides useful opportunities to be mentored and to mentor (46.7%M, 43.8%F). A breakdown by career stage showed mid-career staff particularly dissatisfied. In recent years the School has introduced mentoring for early career staff but at present there is no mentoring process to support progression from UE08 to UE09 (Lecturer to Senior Lecturer/Reader) or UE09 to UE10 (Senior Lecturer/Reader to Professor).

The survey also highlighted the need to encourage staff to take up career development opportunities: although 70.5% felt encouraged, 17.6% did not, and 11.8% did not know. Career development is discussed at appraisal, and opportunities for training are highlighted in the *Staff Handbook*, but survey responses suggest more attention could be devoted to this. At present the School does not explicitly promote training courses. The SAT notes two programmes for women that it would be valuable to promote: 'Aurora' (*Leadership Foundation for Higher Education*); 'Enterprising Women' (University of Edinburgh *Institute for Academic Development*).

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| D3.1 | HoS will ensure that new academic staff on grades UE07, UE08 and UE09 are assigned to mentors if they think it would be beneficial. |
| D3.2 | HoS will appoint a Mentoring Connections champion to encourage mid-career staff to consider a mentor. |
| D3.3 | DoPS will track the take-up of mentoring, and the School will monitor opinion on its value for mentors and mentees at appraisal and in annual surveys. |
| D3.4 | The School will promote opportunities for career development by sharing information about training via e-mail circulars, <i>Staff Handbook</i> and GEM webpage. |
| D3.5 | The School will promote career development and progression via one session of its annual academic Awayday. |
| D3.6 | The School will promote career development and progression via lunchtime workshops (D4.4). |
| D3.7 | The School's new guidelines on ground to be covered at appraisal (D4.2) will include career development and progression. |
| D3.8 | The School will promote the 'Aurora' leadership development programme for women, and submit a minimum of one application a year. |

4. Describe current appraisal schemes for staff at all levels.

Are staff able to choose their appraiser? Are promotion and changes in work-life balance routinely discussed in appraisal? Is information in past appraisals considered when discussing promotion? Is there a separate scheme for postdocs? If not, is the general scheme fit for them?

The University's goal in appraisal is to support professional and personal development, and to focus individual efforts. Appraisal also ensures employees are clear about what is expected of them and provides an opportunity to discuss workload and progression. Participation is monitored by HR. The scheme is judged flexible enough to meet the needs of all staff, including postdocs. The University's intention (not yet fully realised) is that appraisal should be annual.

The School is moving quickly towards annual appraisal: in 2012/13, for the first time, all eligible staff were appraised; we will also achieve this in 2013/14. This signals our seriousness about using appraisal to support staff with career progression and work-life balance.

HoS assigns staff to an appraiser, but colleagues can request someone different. In 2013/14, HoS has appointed one male and two females as appraisers, but there are as yet no guidelines to embed a gender mix. A week before the meeting, individuals fill out a proforma about the past year and future plans. This is not kept, but 'Agreed Actions' are recorded to ensure 'follow through', and can be used when discussing promotion at subsequent appraisals.

Discussion at appraisal should always, in theory, cover promotion and changes in work-life balance: however, at present there are no guidelines to ensure this takes place.

The staff survey asked how far the School 'provides me with a helpful annual appraisal'. Responses were mixed: 57.5% agreed, but 24.3% disagreed and 18.2% did not know (it should be noted that the survey preceded the 100% appraisal round, 2012/13).

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| D4.1 | The School will keep to its 100% annual appraisal rate for all academic staff, and the team of appraisers will always include at least one male and one female. |
| D4.2 | The School will introduce guidelines about the ground to be covered at appraisal. |
| D4.3 | The School will monitor staff opinion on the value of appraisal through the annual survey. |
| D4.4 | The SAT will establish a lunchtime workshop series (3 times a year) to gauge staff perceptions of appraisal, work-life balance, the promotions process and so on. |

5. Comment, reflect on and explain gender differences in staff data on promotion and success rates (see table T12).

What action is being taken? Where numbers are small, comment on individual examples of staff who have been through the promotion process. Explain how potential candidates are identified and what support is provided to them.

Consider:

- *how staff are made aware of promotions criteria*
- *how staff are put/put themselves forward for promotion*
- *whether initiatives designed to encourage women to apply for promotion exist*
- *how career breaks including maternity leave are considered in the promotions process*

Comment on any mentoring (formal and informal) or advisory schemes that are in place or being considered to encourage female staff to apply for promotion.

Comment on professional and personal development opportunities and how they are promoted for staff.

Comment on any initiatives in place or planned to encourage females to take up leadership and management roles.

Comment, reflect on and explain gender differences in staff data on promotion and success rates (table T12).

Promotions – process and criteria

HR emails all academic staff about promotion processes, usually in September. The School follows up by inviting all academics up to UE09 (Senior Lecturer/Reader) to submit applications, using University template documents. These forms set out detailed grade profiles, and ask applicants to demonstrate how they match specific criteria; they also request information about career breaks, including maternity leave. A senior academic acts as School Promotions Advisor, to mentor individuals who are preparing a case.

Once applications are in, the School Promotions Panel convenes, usually in November. The panel normally comprises HoS (Convenor), the School representative on CHSS Promotions Panel, Directors of Research, PG Studies and UG Studies, with DoPS in attendance. The School is proactive: all academics up to UE09 – not just those who have submitted applications – are individually considered.

If the panel supports an application to go forward to CHSS, feedback is provided (if necessary) to strengthen the case. If the panel does not support an application, feedback is provided on weaknesses in the case, to develop it for future submission; individuals are also advised they can submit an unsupported application to CHSS. If the panel considers that someone who did not apply should do so, the Convenor invites that person to prepare an application.

Once the ‘promotions round’ is over, successful and unsuccessful candidates are offered feedback. Advice is offered to unsuccessful candidates to improve their chances in the future; plans are made to provide any experience, skills, activities and opportunities they lack. This follow-up stage was not monitored in our first staff survey.

Currently there are no specific initiatives to encourage women to apply for promotion. Discussion about promotion take place, in theory, at annual appraisal, though there are currently no guidelines to ensure this takes place.

Through the GEM process, School has committed itself to develop mentoring (**D3.1-3**), to promote professional and personal development opportunities (**D3.4-6**), and to encourage females to take up leadership and management by monitoring the gender balance of key roles (**B1.2, 2.1**) and by sending one woman a year to ‘Aurora’ (**D3.7**).

Survey responses to ‘I understand the promotions process and criteria’ were positive: 73.5% agreed (81.3%F, 66.6%M), 14.7% disagreed, 11.8% did not know. However, a substantial minority (31.3%F, 20.8%M) thought the promotions process failed to reward the full range of skills and experience (**G3**).

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| D5.1 | The School’s staff survey will monitor opinion on the helpfulness of feedback and follow-up in the promotions process. |
| D5.2 | The School will appoint two senior staff as Promotions Advisors, one male and one female, to allow staff the opportunity to speak to either or both. |
| D5.3 | Through new guidelines on the ground to be covered at appraisal (see D4.2), the School will ensure that appraisal includes reflection on personal and professional development to achieve promotion. |

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| D5.4 | The School will continue to monitor opinion on the promotions process through the staff survey. |
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Gender differences in staff data on promotion

| Table 21: Applications for promotion and success rates by gender, School of Divinity, 2010-13 | | | | | | |
|-----------------------------------------------------------------------------------------------|--------------|------------|-----------|--------------|------------|-----------|
| | Male | | | Female | | |
| | Applications | Promotions | % Success | Applications | Promotions | % Success |
| 2010/11 | 2 | 2 | 100.0% | 1 | 1 | 100.0% |
| 2011/12 | 1 | 0 | 0.0% | 0 | 0 | 0.0% |
| 2012/13 | 2 | 1 | 50.0% | 1 | 1 | 100.0% |

Divinity successfully put forward two women for promotion, 2010-13, one to Senior Lecturer, the other to Professor. The male success rate has been lower. This might suggest that women are slower to put themselves forward, but as numbers are small it is difficult to draw conclusions.

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| D5.5 | The Promotions Panel will continue to monitor the gender balance of candidates put forward for promotion, and (with HR support) will monitor final outcomes by gender, compare them with similar Schools, and report to the SAT. |
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6. Comment, reflect on and explain gender differences in staff data on staff turnover (see table T13).

What does exit interview data show? Consider the history of staff, i.e. have they progressed internally or are they usually external appointments?

T13 shows academic staff who left, but might otherwise have stayed on (it does not include staff who retired or who came to the end of fixed-term contracts). Two staff left, 2010-13: male lecturers who progressed to Chairs elsewhere. At present the School does not offer a formal exit interview.

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| D6.1 | The School will continue to monitor staff turnover by gender. |
| D6.2 | The School will offer a voluntary exit interview. |

7. Describe what the department does to support staff on maternity leave and the arrangements in place to provide cover during a period of maternity leave.

Consider support for female staff before they go on maternity leave, the arrangements for covering work during maternity absence, how women are kept in touch with developments while on maternity leave and what help they receive to achieve a suitable work-life balance on their return. Where applicable, this may include providing details of additional funding arrangements available (e.g. budgeting maternity cover into research grant applications).

Staff applying for maternity or adoption leave meet with HoS and DoPS to discuss policies and procedures, and flexibility available after a return to work. Staff can also meet with College HR to

discuss maternity leave entitlement and pay. HoS and DoPS arrange cover for leave, using the workload model to ensure others are not overloaded; replacement cover can be bought in.

The School keeps in touch with people on leave, and encourages them to come in and visit informally, and voluntarily. We have not yet developed procedures for using optional statutory Keeping in Touch (KIT) Days. About two months before leave ends, HoS and DoPS meet with individuals to plan a return to work. The School wants to increase awareness of options for flexible working (**D10**) and to support staff with caring responsibilities (**D11**).

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| D7.1 | DoPS will draw up guidelines for KIT days, to include: the need for mutual agreement between employer and individual employee on the number of days; examples of uses of KIT for training, staff meetings, a phased return to work (we note KIT is not to be used for routine staff cover). |
| D7.2 | The School will promote awareness of opportunities for flexible working and of support for staff with caring responsibilities: see D10 , D11 . |

8. Comment on data on maternity leave return rate (see table T14).

If it is low, what plans are in place to improve this rate? If the department is unable to provide a maternity return rate, explain why. Data on staff whose contracts are not renewed while on maternity leave should be included in this section.

One academic took maternity leave, 2010-13, and returned to work: a 100% return rate.

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| D8.1 | The School will continue to monitor the maternity leave return rate. |
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9. Comment on data on uptake of paternity (see table T17), additional paternity (see table T18) and adoption (see table T19) leave by grade and gender.

Has this improved or deteriorated and what plans are there to improve further? If possible, compare actual take-up with potential take-up. If you are unable to provide this data, explain why.

No-one requested paternity leave or additional paternity leave, 2010-13. There was an enquiry, but the person had not been in post long enough to be eligible.

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| D9.1 | The School will continue to monitor uptake of leave (paternity, additional paternity, and adoption) by grade and gender. |
| D9.2 | The School will promote paternity and additional paternity leave via its GEM webpage, <i>School Handbook</i> , and by inviting CHSS HR to make an annual presentation on family leave (D11.2). |

10. Comment on data on formal requests for flexible working by gender and application success rate (see table T18).

Comment on any disparities. Where the number of women in the department is small, applicants may wish to comment on specific (anonymised) examples. Comment on the numbers of staff

working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Since 2010, no academics have made formal requests for flexible working (though requests from two female support staff were agreed). Most survey respondents (70.6%) thought their line-manager was supportive in seeking solutions for work-life balance; most (75%) agreed 'family leave and flexible working policies are made clear'. The statement 'My manager supports requests for flexible working' had a positive response from males (66.7%), and females (87.5%), but one respondent commented 'I would not ask for fear of being perceived as not committed to the job'.

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| D10.1 | The School will monitor the take-up of flexible working and consider the degree to which flexible working is understood and explicitly promoted in the School. |
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11. Provide information on support for staff who are carers or have caring responsibilities.

In the survey, 50% identified as carers. As already noted (D10) most staff were aware of family-friendly policies and found management supportive. However, asked whether part-time and flexible workers have the same career development opportunities as full-timers, 29.4% agreed but 50% did not know and 20.6% disagreed.

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| D11.1 | The School will inform staff about the University's endorsement of equal career development opportunities for part-time and flexible workers through e-mail circulars, <i>Staff Handbook</i> , and the lunchtime discussion series (D4.4). |
| D11.2 | The School will invite CHSS HR to lead an annual information session on 'Family Leave'. |

12. Describe the work the department has undertaken to evaluate the impact of its initiatives designed to tackle personal and structural obstacles to progression for staff.

The School's GEM process is nearing the end of its first phase, with a submission for the Bronze Award. The SAT ran surveys to elicit the views of staff and PG students on personal and structural obstacles to progression, gathered and evaluated data, and adopted ORP's 'Good Practice Checklist' to measure progress and identify weaknesses. These are the tools we will use to evaluate the impact of initiatives. They have given us a snapshot of 'how things stand': of gender balance across School activity, of how gender equality is perceived. This submission marks out the baseline we start from, and action points for the future.

(3799 words)

E to tackle unequal representation of women or men requires changing cultures and attitudes (within the department) and across the institution

*‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the institution or department, and includes all staff and students. See Athena SWAN factsheet: **Best practice: organisational culture** and Athena SWAN factsheet: **Best practice: work-life balance** (www.athenaswan.org.uk/content/factsheets)*

1. Using the UKRC cultural analysis tool for staff (see page 7 of the trial handbook) – what do the findings indicate?

What actions are you taking as a result of the findings? What actions are you already taking that may help to improve your staff experience? What do staff think about working in the department? What kind of social spaces do you have, and how supportive are staff of one another?

The survey went to academic and support staff and generated a response rate of 37.7%. The gender balance of respondents seemed to show stronger participation by females than males, though it proved impossible to calculate this precisely.

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| E1.1 | To increase staff participation, especially from males, The SAT will promote awareness of key findings of previous surveys, and of outcomes and goals of the School’s GEM process. This will be done via e-mail circulars to staff and the School’s GEM webpage. |
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Most staff endorsed the School as a good place for men and women to work – where diversity is respected and people have equal opportunities – but the survey highlighted significant areas for action:

- Less than a quarter of respondents had received training in gender equality, and only 6.7%M and 12.5%F in understanding unconscious bias.
- A sizeable minority thought the full range of individual skills was undervalued at appraisal (18.8%F, 20.0%M); *re* promotion, this rose to (31.3%F%, 20%M). For discussion of this and action points, see **G3**.
- 46.7%M and 43.8%F felt they lacked opportunities for mentoring/being mentored.

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| E1.2 | The School will encourage and value participation by academic staff in gender equality and unconscious bias training: see B5.1 , D1.9 . |
| E1.3 | See Action Points identified <i>re</i> mentoring (D3.1-3), encouraging career development (D3.4-6), appraisal (D4), workload management (G2.1), and in ensuring that staff feel the School values the full range of skills and experience (G3.1-4). |

On unsupportive language and behaviour, most (73.5%) felt the School makes it clear this is unacceptable, but 17.6% didn’t know and 8.8% disagreed (2M, 1F). One person highlighted a need

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to look at working relationships between academics (mostly male) and support staff (mostly female), and between male academics and female Subject Area convenors.

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| E1.4 | The School will highlight University guidelines on unsupportive language and behaviour in the <i>Staff Handbook</i> , GEM webpage, and (using outside facilitators) will encourage more open discussion of these issues e.g. in its new lunchtime discussion series (D4.4) or a session on equality and diversity at the annual staff Awayday. |
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On gender culture within the School, 35.3% agreed that some colleagues have condescending attitudes towards women (56.3%F, 13.4%M). 23.5% thought colleagues did not pay as much attention when women speak as when men do (31.2%F, 13.3%M). 29.4% of staff thought the 'old boys' network is alive and well' (37.5%F, 25%M). A small but significant percentage of staff (6.2%F but 13.3%M) also stated the School's culture is more sexist than non-sexist: this is based on broader factors than sexist language, since 88.3% disagreed that 'sexist remarks can be heard in the workplace' (81.3%F, 100%M).

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| E1.5 | The SAT will reflect and report on the reasons underpinning these responses and monitor opinion and the impact of GEM initiatives through annual surveys. |
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To the statement 'inappropriate images are not allowed in the School', 87.5% of females agreed but only 73.3% of men, with an overall 'don't know' response of 20.6%.

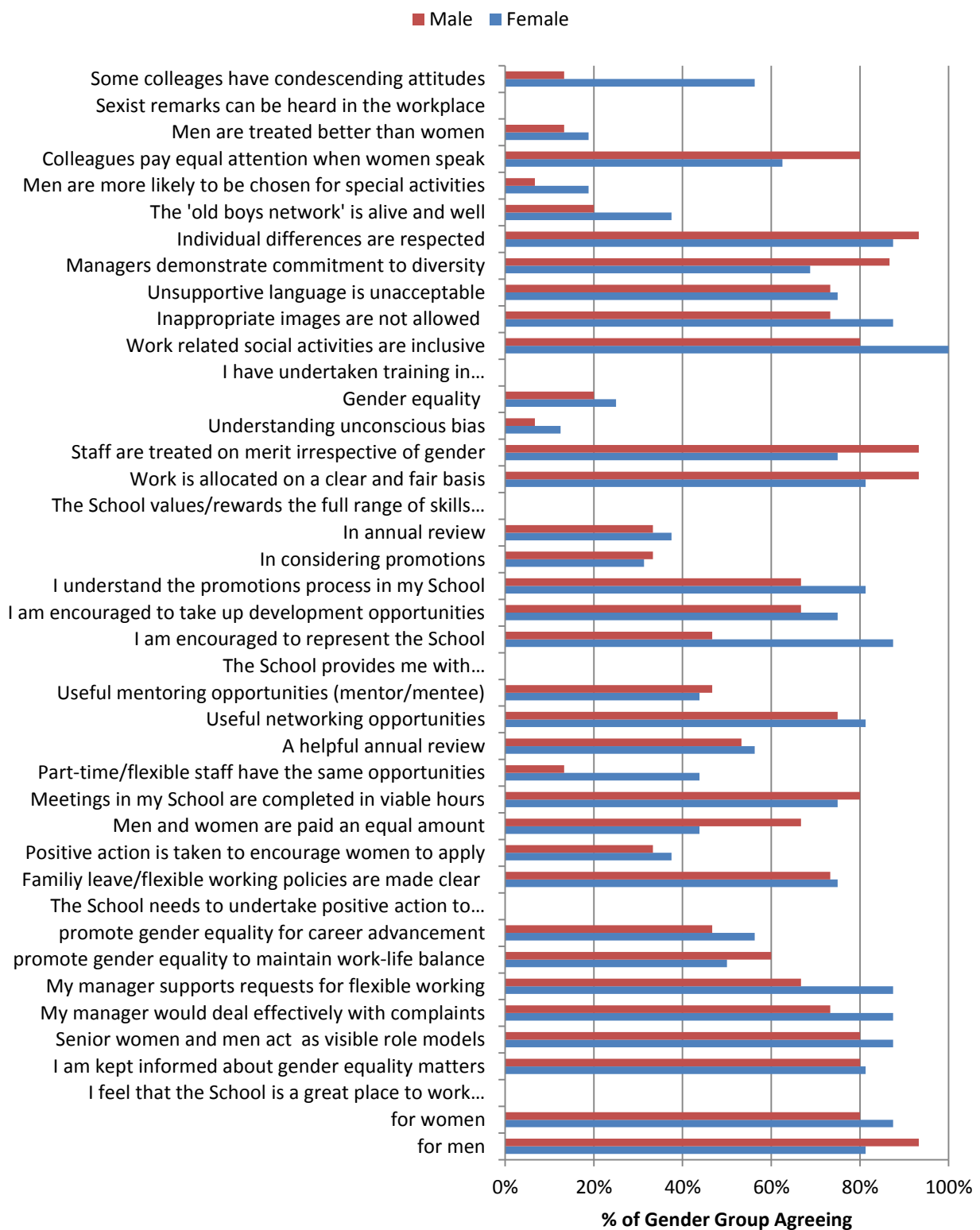
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| E1.6 | The School will clarify ambiguity about policy in this area, through its <i>Staff Handbook</i> , links on the GEM webpage, and as part of the equality and diversity component of student induction. Staff and PG student opinion will be monitored through annual surveys. |
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56% agreed that men and women are paid equally for work of equal value, but 38% didn't know and 6% (100%F) disagreed. Anecdotally, it is often thought that men are placed at higher points on the scale than female counterparts.

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| E1.7 | The School will promote transparency about official policy, via the <i>Staff Handbook</i> , GEM webpage and lunchtime discussion series, and monitor opinion through the annual survey. |
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Most staff found the School welcoming and inclusive. Staff and students share café facilities, academics share a staff room. However, **a significant cause for concern** is that PG surveys uncovered a different picture: many women, particularly PhD students, reported a lack of support or community, and experience of sexism (**E3**).

Chart 8: Gender Equality Survey Results 2013 - Staff (School of Divinity)



2. How do you ensure line managers are familiar, or at a minimum aware of the range of policies available to staff? How do you ensure they actively support staff to utilise relevant policies and benefits?

HoS, as line-manager, receives training in HR policies, as does DoPS. DoPS prepares the *Staff Handbook* (D2). On a day-to-day basis, information is shared by email alerts, at committees, and in response to individual queries. Also, appraisers are trained to support staff to identify policies and benefits.

The staff survey elicited opinion on statements such as ‘my line manager is supportive ... in seeking solutions when work and life obligations conflict’ (70.6% agreed, 5.9% disagreed, 23.5% didn’t know); ‘my line manager would deal effectively with any complaints about harassment, bullying or offensive behaviour’ (76.5% agree, 11.8% disagree, 11.8% don’t know). While a majority of responses were positive, the rate of dissent and ‘don’t knows’ suggests the School could be more supportive and transparent in discussing work-life balance and in handling complaints.

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| E2.1 | The School will provide more support and transparency in this area via its <i>Staff Handbook</i> and GEM webpage, by making opportunities for discussion at lunchtime sessions and the staff Awayday, and through its guidelines for appraisal. This dovetails with Action Points E1.6-7, D4.2 . |
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3. Demonstrate how the department is gender aware and how it promotes the involvement of women.

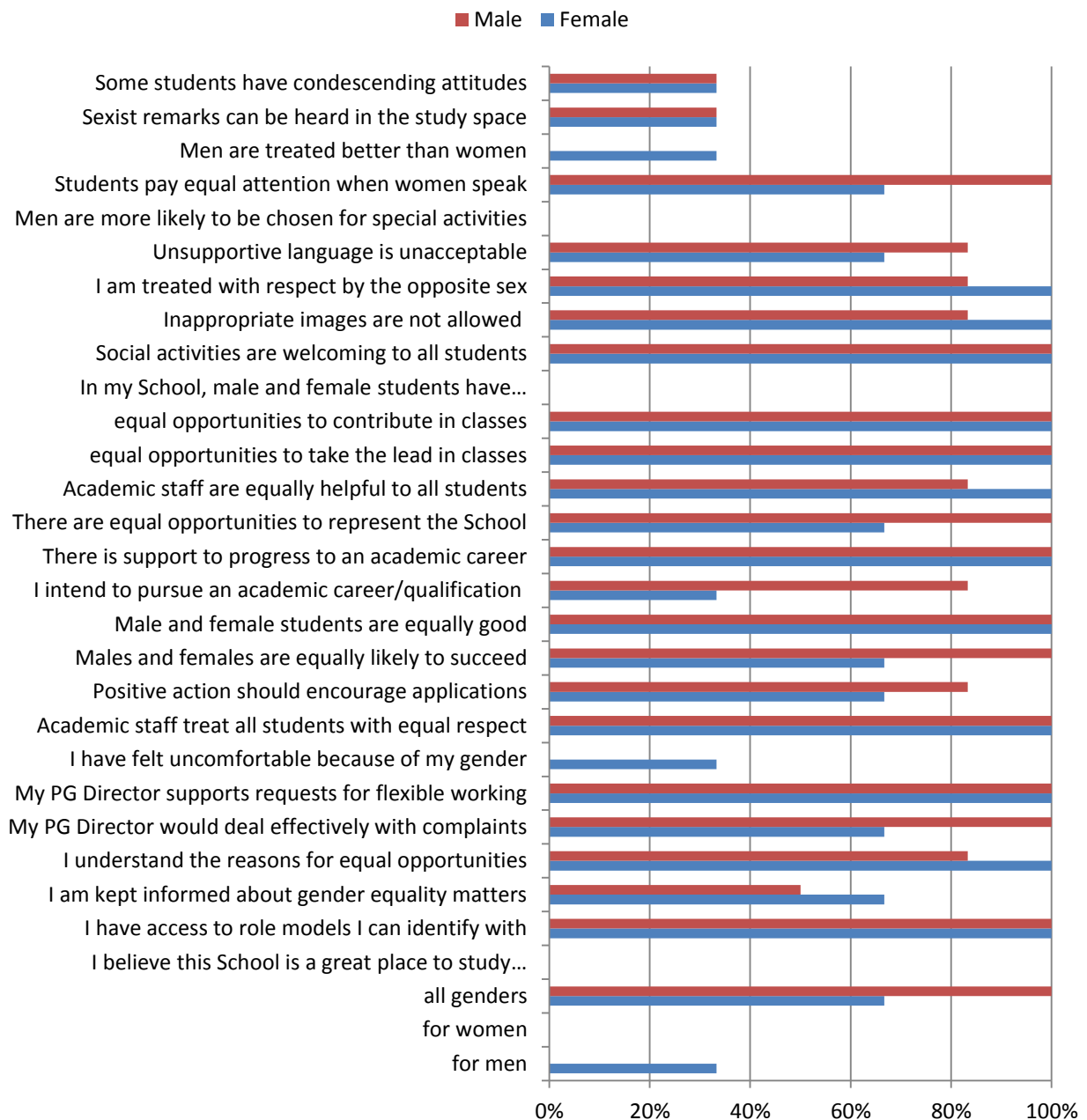
Now that GEM is a standing item for SMG and P&R, gender equality has a high profile. In the staff survey, around 80% agreed they were kept informed about gender equality matters. But, as noted earlier, most have no training in gender equality (79.4%) or unconscious bias (91.2%). The survey also showed opinion is divided (and not on gender lines) over positive action to promote equality: *re* work-life balance, 53.0% agreed, 35.3% disagreed, 11.8% didn’t know; *re* career advancement, 53.0% agreed, 38.2% disagreed, 8.8% didn’t know.

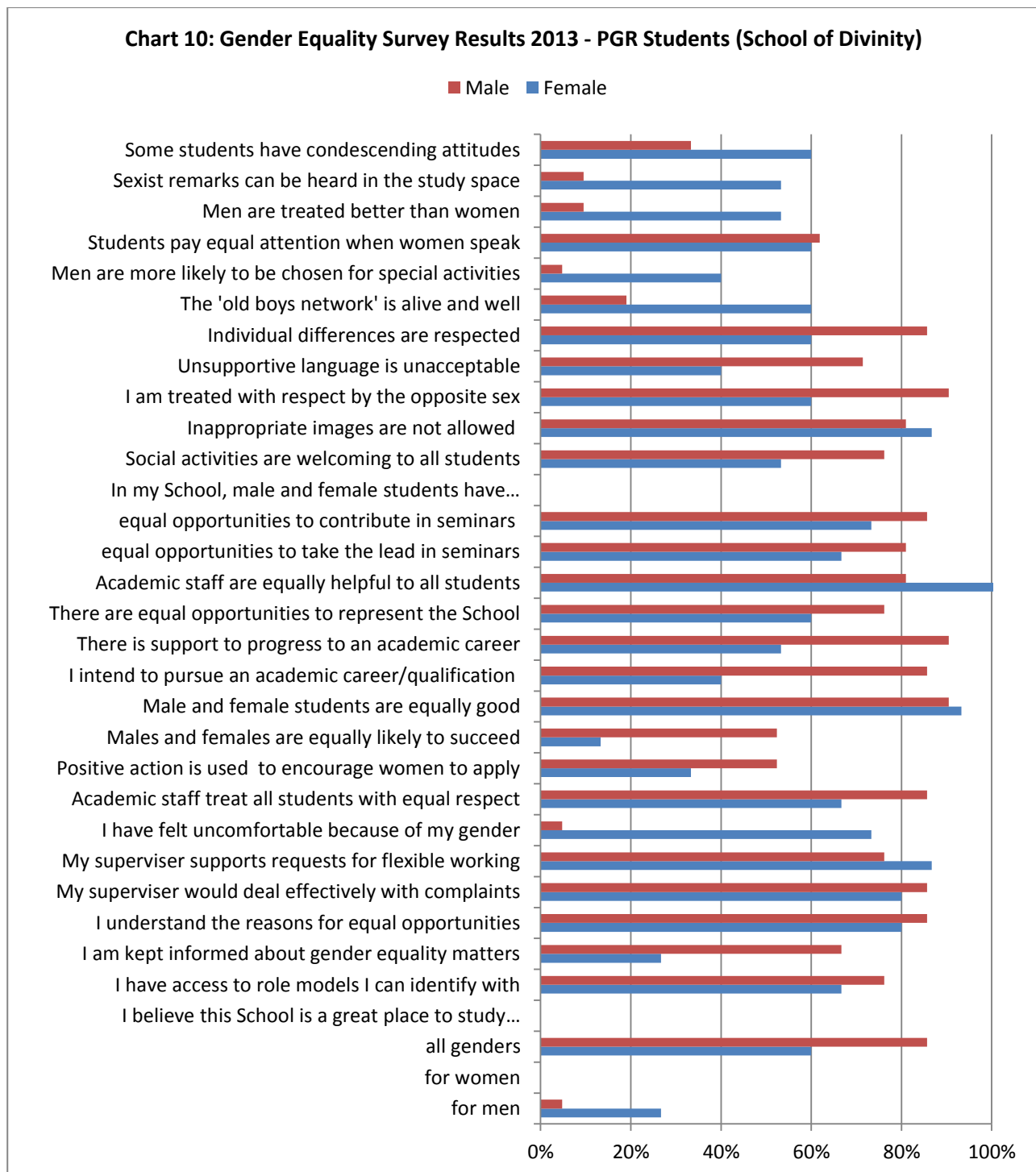
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| E3.1 | The SAT will facilitate open discussion of gender awareness and promotion of gender equality via its new lunchtime discussion series (D4.4). The impact will be monitored by feedback on these discussions and by annual staff surveys. |
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In the last year, the School has appointed more women to key posts. We have not yet had a female Head of School, but in 2013/14 women took up senior roles – Director of Research, Director of Knowledge Exchange, Director of Recruitment. In 2014/15, for the first time, both the Director of PG Studies and Director of UG Studies will be women.

A major concern, however, is the culture among the School’s postgraduates. PG surveys showed that female PhD candidates, in particular, feel a lack of support, experience sexism, and consider academic careers to be more difficult for women than for men. In the staff survey, one respondent thought it was not too strong to describe the School as a ‘toxic environment’ for PGR women.

Chart 9: Gender Equality Survey Results 2013 - PGT Students (School of Divinity)





The PGR survey went to 148 students and generated a 25.6% response (15 females, 21 males). The PGT survey gained a similar response from smaller numbers, but as its results were not as sharp we focus here on the gender divide in PGR responses. For example:

- 46.6%F but only 14.3%M thought the School's culture 'more sexist than non-sexist' or 'sexist'.
- 53.4%F but only 9.5%M thought sexist remarks could be heard in the workplace.

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- 40%F but only 4.8%M found the School ‘more unsupportive than supportive’ or ‘unsupportive’
- 40%F but only 4.8%M believed that men were more likely to be chosen for special activities; the question of whether men are treated better than women in the School attracted a similar response.
- Among male respondents, 52.4% felt that the sexes were equally likely to have a successful career; 14.3% felt that men were; remaining males didn’t know. However, only 13.3% of women felt the genders had an equal chance of being successful in academia, and 66.7% of women believed men were more likely to succeed.

The PG responses raised serious disquiet for the SAT. Reflecting on the issues and possible steps to address them, three team members took the lead: Laura Mair (postgraduate representative); Dr David Reimer (also Director of PG Studies); Dr Naomi Appleton (early career academic).

So far, four significant initiatives have been put in place:

Point of Contact: with PG colleagues, Laura Mair set up a peer-mentoring scheme to pair incoming students with existing students. This supported not only women but also a range of students from diverse backgrounds. Feedback was strongly positive.

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| E3.2 | The School will support PGs to run <i>Point of Contact</i> and to monitor its success. |
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Café Couthie: a group for female academics and postgraduates, another initiative catalysed by Laura Mair. It meets twice a semester in neutral space off-site, for informal mentoring and conversation. Its ethos is reflected in the adjective ‘couthie’, Scots for (of people) ‘agreeable, sociable, friendly, sympathetic’, (of places) ‘comfortable, snug’. Feedback has been excellent:

| Table 22: PGR student feedback on the ‘Café Couthie’ discussion group | |
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| | ‘I’ve found the women’s group to be very useful and supportive. I’ve had the opportunity that I ordinarily wouldn’t have to speak with female staff and it’s particularly helpful that they are at differing stages in their careers and have had varying experiences in academia ... A big thank you to you and the staff for creating, organising, and leading such a beneficial, rewarding, and enjoyable group!’ |
| | ‘Women seem to have been invisible among the PGs in the past ... I find it quite hard NOT to be an island now, as it was so necessary to be self-sufficient during my Master’s year. The topic [of discussion] doesn’t matter - any excuse will do!’ |
| | ‘I appreciate being included in this group very much. I have enjoyed meeting and interacting with other women PGs and staff, women I probably would not have met otherwise. ... I admire the way ... the staff take our questions seriously, answering with honesty and candour.’ |

| | |
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| E3.3 | The School will support and promote <i>Café Couthie</i> as a welcome initiative to develop a strong and positive culture for PG women. Support will include a subsidy (£200 for 2014/15). |
| E3.4 | The SAT is aware of models elsewhere – Durham’s <i>Café des Femmes</i> (highlighted in the <i>GCPTRS</i> report) – and will look for ways to build on this initiative. |

Postgraduate induction: in September 2013, for the first time, equality and diversity issues had a dedicated slot in the programme.

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| E3.5 | The Director of PG Studies will embed this as an annual event. |
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Mentoring: an opt-in scheme for staff (male and female) to mentor PGR students (male and female) has been devised; guidelines are under review. The aim is to implement this at the start of the next academic year.

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| E3.6 | The School will implement this proposal in September 2014 and review its success annually. |
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This GEM template asks only for analysis and action *re* academic staff, but responses to the School's PG surveys raised concern about postgraduate culture (not unrelated to the profile of our PG intake, discussed in **D**). By highlighting this, the SAT is working to ensure that the School is gender aware at all levels.

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| E3.7 | SAT will keep academic staff informed of the outcomes of future PGT and PGR surveys. |
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4. Provide evidence of how staff with family responsibilities and part-time staff are considered when scheduling meetings and social gatherings.

The School does not have guidelines on holding meetings in 'core hours', but in recent years, informally, efforts have been made to use times that suit those with family responsibilities. Fewer events start at 4pm: the Theology & Ethics seminar, for example, has switched to 11am. As far as possible, individual needs for flexibility are taken into account when teaching is timetabled. In the staff survey, 79.4% agreed that meetings take place in viable hours: 18.7% of females and 6.7% of males disagreed. A large majority (100%F, around 80%M) agreed that social gatherings are welcoming to women and men in venue, activity and timing. An annual School Dinner always falls on the Thursday of Freshers' Week and staff are invited well in advance. In October, the School runs an Awayday in the Highlands for staff, students, and their families: this held on a Saturday, at minimal cost; the School provides transport.

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| E4.1 | The School will schedule teaching, meetings and events, as far as possible, to meet the working patterns and flexibility needs of staff, and will continue to monitor opinion by survey. |
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5. Where long-hours culture is an issue, what actions are being taken to address it?

Opinion on this was not sought in the survey, but discussion at a recent staff event showed many people are struggling to complete their commitments, particularly to research, within reasonable working hours.

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| E5.1 | Future surveys will seek views on how far long-hours culture is an issue. |
| E5.2 | Events in the new lunchtime discussion series (D4.4) will open up discussion on work-life balance and family-friendly policies. |

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| E5.3 | SMG will consider ways to discourage manifestations of long-hours culture and to support staff to be proactive in the management of working time. |
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6. Comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres (see table T19).

How does the department ensure that this is recognised and rewarded (e.g. in appraisal and promotion)?

T19 data is available for 2012/13 only, as outreach activities were not systematically recorded prior to embarking upon the GEM process **(A5)**.

Colleagues across the School engage in a variety of outreach activities, from school visits and local talks to high-profile media appearances. The Director of Knowledge Exchange (KE) encourages staff to think creatively about outreach, and monitors participation (but, so far, not systematically by gender). Data collection has been thin until recently: available evidence suggests wide participation, 2010-13, by female and male staff, but it is also likely a good deal of activity has gone unrecorded. On record for schools' liaison are 1M, 3F; for work with faith-based groups, 5M, 5F. Outreach by female staff (8) includes two public exhibitions; story-telling; mediator training; contributions to TV documentaries on Jesus, Pilate, Caiaphas, Herod and Mary Magdalene, on Islam in Britain and multifaith relations, and to *Who Do You Think You Are?*; appearances on flagship radio programmes such as Radio 4's *Thought for the Day*, *Desert Island Discs*, and *In Our Time*. Professor Jane Dawson's AHRC 'Wode Psalter' Project provided a strong impact case-study for the School in REF2014. Outreach by male staff (10) includes public lectures in China; clergy training; panel discussions at the *Edinburgh International Festival*, *Book Festival*, *Science Festival* and *Fringe*; University bicentennial celebrations of David Livingstone; an art exhibition; articles in *THES* and *The Tablet*; consultancy for DEFRA; a popular blog on early Christianity (15,000 views monthly); contributions to TV and radio programmes in Britain, France, Australia, New Zealand and Iran on topics such as climate change, civilians and ethics in wartime today, religion and film, and world Christianity.

The School's outreach in major public lectures (which attract large audiences locally and online) includes contributions from females and males: for example, in 2013 the novelist and academic Marilynne Robinson gave the Croall Lectures; the former Archbishop of Canterbury, Rowan Williams, delivered the Gifford Lectures.

The University's criteria for promotion require sustained activity in KE. However, it is unclear how KE is weighted in the process: for example, the CV template for promotions currently lacks a section on KE.

In the staff survey, 82.4% agreed that the School uses senior women as visible role models. However, only 67.6% agreed 'I am encouraged to represent the School', and within this there was a sharp gender imbalance (87.6%F, 46.6%M). Also, 14.7% thought they were *not* encouraged to represent the School and 17.6% didn't know. This flags up an area to address for all staff, as KE is a criterion for promotion. Outreach activities are discussed at appraisal but are perhaps not sufficiently recognised and rewarded **(D4.1-3, G)**.

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| E6.1 | The School will aim, at least once a year, to host a public lecture by a high-profile female academic. (This could dovetail with development of the <i>Café Couthie</i> programme: E3.4.) |
| E6.2 | Recommend to HR that the role of KE contributions in the promotions process is clarified. |
| E6.3 | The School will continue to encourage KE, increase the proportion of staff recording activity, and monitor participation by gender. |
| E6.4 | School guidelines for appraisers (D4.2) will encourage recognition of, and support to develop, outreach. |

(1779 words)

F the system of short-term contracts has particularly negative consequences for the retention and progression of female academics

1. Comment on the proportions of men and women on fixed-term, open-ended and zero-hours contracts (see table T20).

What are the department's policies about transferring staff to permanent contracts? If staff are not transferred, why not? Are there gender issues and how are they being addressed/have they been addressed?

As **D1** and **D6** note, 2010-13 saw limited recruitment and turnover in open-ended contracts.

M:F ratios for the few zero-hour contracts showed no discernible trends.

2010/11 and 2012/13, a higher proportion of males than females held fixed-term contracts (Chart 11, Table 23), but numbers are so small that trends are hard to determine. Fixed-term appointments fall into a variety of categories:

- Most are linked to externally-funded research grants or postdoctoral fellowships, and end when external funding stops. Such posts are filled by open competition (unless a specific individual's expertise is part of the grant proposal). Postdoctoral fellowships are prestigious, and although tenure is fixed-term, the focus is on career development: career progression is supported by mentoring and by full integration in the appraisal process.
- The University Chancellor's Fellows scheme led to four early career appointments (2M, 2F): over five years, Fellows move from a research-driven remit to the teaching, research and administrative load of a lecturer; subject to a satisfactory review, their fixed-term appointments will be converted to open-ended lectureships.
- One fixed-term appointment was idiosyncratic, partly church-funded: Lecturer/Assistant Principal of New College (female, 2012/13).

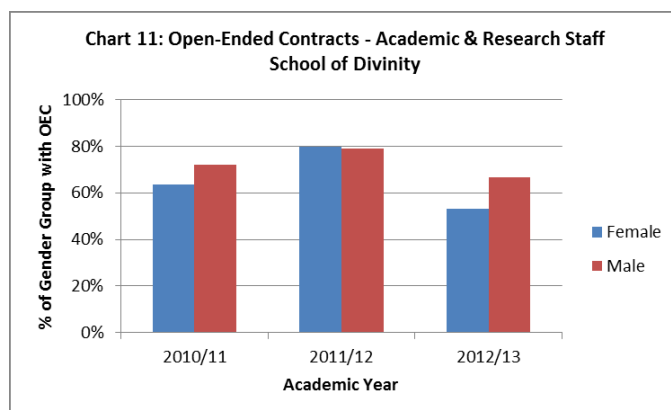


Table 23: Contractual agreements by gender (Divinity)

| | Female | | | Male | | |
|---------|----------------|------|--------|----------------|------|--------|
| | Fixed/ HTBN | Open | % Open | Fixed/ HTBN | Open | % Open |
| 2010/11 | 4 | 7 | 63.6% | 7 | 18 | 72.0% |
| 2011/12 | 2 | 8 | 80.0% | 5 | 19 | 79.2% |
| 2012/13 | 7 | 8 | 53.3% | 9 | 18 | 66.7% |

Chart 12: Open-Ended Contracts by Grade 2010/11
School of Divinity

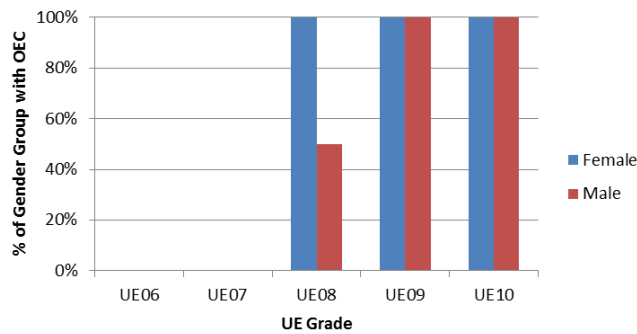


Table 24: Contractual agreements by gender (2010/11)

| 2010/11 | Female | | | Male | | |
|---------|------------|------|--------|------------|------|--------|
| | Fixed/HTBN | Open | % Open | Fixed/HTBN | Open | % Open |
| UE06 | 0 | 0 | 0.0% | 2 | 0 | 0.0% |
| UE07 | 4 | 0 | 0.0% | 3 | 0 | 0.0% |
| UE08 | 0 | 1 | 100.0% | 2 | 2 | 50.0% |
| UE09 | 0 | 5 | 100.0% | 0 | 7 | 100.0% |
| UE10 | 0 | 1 | 100.0% | 0 | 9 | 100.0% |

Chart 13: Open-Ended Contracts by Grade 2011/12
School of Divinity

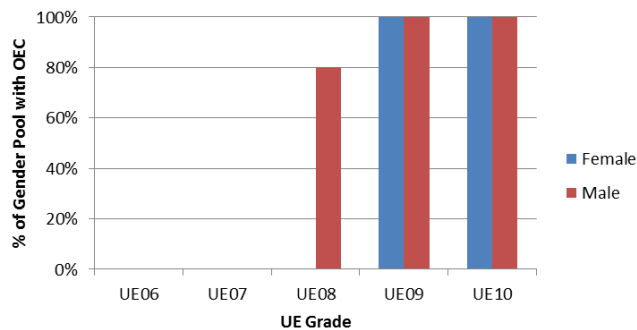


Table 25: Contractual agreements by gender (2011/12)

| 2011/12 | Female | | | Male | | |
|---------|------------|------|--------|------------|------|--------|
| | Fixed/HTBN | Open | % Open | Fixed/HTBN | Open | % Open |
| UE06 | 0 | 0 | 0.0% | 1 | 0 | 0.0% |
| UE07 | 2 | 0 | 0.0% | 3 | 0 | 0.0% |
| UE08 | 0 | 0 | 0.0% | 1 | 4 | 80.0% |
| UE09 | 0 | 6 | 100.0% | 0 | 7 | 100.0% |
| UE10 | 0 | 2 | 100.0% | 0 | 8 | 100.0% |

Chart 14: Open-Ended Contracts by Grade 2012/13
School of Divinity

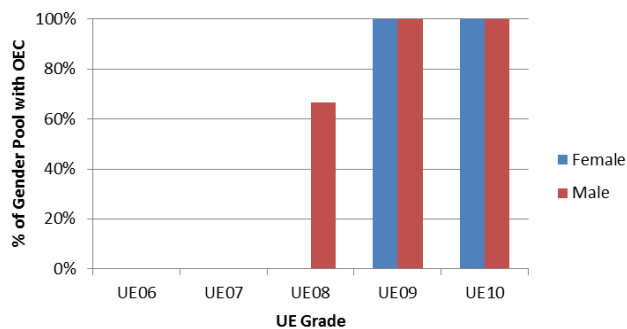


Table 26: Contractual agreements by gender (2012/13)

| 2012/13 | Female | | | Male | | |
|---------|------------|------|--------|------------|------|--------|
| | Fixed/HTBN | Open | % Open | Fixed/HTBN | Open | % Open |
| UE06 | 4 | 0 | 0.0% | 2 | 0 | 0.0% |
| UE07 | 1 | 0 | 0.0% | 5 | 0 | 0.0% |
| UE08 | 2 | 0 | 0.0% | 2 | 4 | 66.7% |
| UE09 | 0 | 6 | 100.0% | 0 | 7 | 100.0% |
| UE10 | 0 | 2 | 100.0% | 0 | 7 | 100.0% |

| | |
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| F1.1 | The GEM process will continue to monitor the small numbers of short-term contracts, to determine trends. |
| F1.2 | HoS and DoPS will organise, through the development of mentoring (D3.1-3), support for early-career academics who are coming to the end of their fixed-term contract: for example, advice about career development and finding new funding, support for job applications. |

(184 words)

G a broad range of work activity undertaken by staff is recognised in their career progression and promotion

- 1. Describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities are transparent, fairly applied and are taken into account at appraisal and in promotion criteria.**

The School's workload allocation model is described in **G2**. Arrangements for appraisal follow University guidelines (**D4**). The promotions process (**D5**), runs to a University-wide pattern designed by HR: applicants are required to match their skills and experience, across a full range of responsibilities, to a specific and detailed grade profile.

-
- 2. Is the department using workload management/modelling?**

Reflect on whether this enables gender equality in the department and/or any further action that is needed. Where the department is not using this model, is there an equivalent system in place or action to ensure a range of work is recognised in promotion and progression?

The School introduced a workload model in 2008. In the staff survey, 85.3% agreed that work is allocated clearly and fairly irrespective of gender (8.8% disagreed, 5.9% didn't know). Individuals plan teaching hours for the next session (with agreed reductions attached to administrative responsibilities). HoS and DoPS review submissions for parity.

This model does not capture research and pastoral duties, or allow planning for unexpected absences (e.g. reallocating teaching to cover sickness) or contingencies (e.g. someone requesting flexibility to work at a lower FTE). Better models are operating elsewhere in the University (e.g. Chemistry's 'Total Workload Model', which we discovered through the Athena Swan/GEM network). CHSS is developing a new model, which the School will adopt.

| | |
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| G2.1 | The School will monitor staff opinion, via the annual survey and the new lunchtime discussion series (D4.4), on how fair and open workload allocation is, and how far it recognises the varied contributions staff make. |
| G2.2 | The School will implement the new CHSS workload model and monitor its effect. |

-
- 3. UKRC Cultural Analysis Tool: looking at Table T21 of the data template, discuss, analyse and develop any necessary action points in relation to the results. See page 7 of trial handbook for further information.**

- Significantly, a sizeable minority disagreed that 'My department values the full range of an individual's skills and experience': at appraisal, 19.4%F, 18.8.3%M; in promotions, 31.3%F, 20%M. Looking more closely, 6.7%M (but 0%F) registered strong disagreement *re* both appraisal and promotion.
- A larger group agreed that the School does value the full range of skills and experience: at appraisal, 37.5%F, 33.3%M; in promotions (31.3%F, 33.3%M). Looking more closely, few

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registered strong agreement: *re* appraisal, 12.5%F, 13.3%M; *re* promotion only 6.3%F, 0%M.

- The majority responded 'neither agree nor disagree': *re* appraisal, 43.8%F, 46.7%M; *re* promotions, 37.5%F, 46.7%M (no-one chose 'slightly agree' or 'slightly disagree').

Overall, a sizeable minority (23%) expressed dissatisfaction, most strongly *re* promotion. More (33%) responded positively, but most (44%) had no clear opinion one way or another.

Improving staff experience in this area relates to other points identified for action: mentoring, particularly for mid-career staff (**D3**); encouraging staff to take up career development opportunities (**D3**); introducing clear guidelines for topics to be covered at appraisal (**D4**); monitoring how well the workload model acknowledges the varied contributions staff make (**G2**).

Anecdotally, staff can feel that research is the only thing valued for promotion, and that tasks often associated with female staff (encouraging roles or informal mentoring) are not taken seriously. There is a perception that the promotions process favours men – or perhaps those of either gender who are keen to push themselves forward, rather than those who are more reticent.

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| G3.1 | With HR guidance, the School will consider how to improve staff experience of the range of skills evaluated at appraisal and for promotions. |
| G3.2 | The School will monitor responses on this issue in future surveys. |
| G3.3 | The School Promotions Adviser will brief staff on promotion criteria at an open meeting. |
| G3.4 | The School will promote discussion of the promotions process and criteria through mentoring (D3.1-3) at appraisal (D4.1-3), and in its new lunchtime discussion series (D4.4). |

(400 words)

H to tackle the unfair treatment often experienced by trans people requires changing cultures and attitudes across the institution

ECU does not require data on trans staff to be presented within this section. Any decision to monitor gender identity should be taken in consultation with trans staff and student groups as well as trade unions and the students' union. If, following consultation, an institution does decide to monitor gender identity, consideration must be given to anonymity, confidentiality and storing of data.

This section should be completed after consulting relevant staff members working at an institutional (rather than departmental) level.

1. What steps is the institution taking to ensure that trans people do not experience unfair treatment when working as a member of staff at your institution? How do you tackle negative attitudes of students, colleagues and members of the public?

As part of its Equality and Diversity strategy, the University is committed to creating an inclusive working environment that treats people as individuals. This includes support and understanding for those who wish to take, or have taken, steps to present themselves in a gender different to their birth gender.

In 2011 the University's *Trans Equality Policy* set out guidelines to ensure that trans people are free from discrimination or victimisation (as required by the Equality Act 2010). This policy makes clear that the University will respect confidentiality and provide a supportive environment for those who wish their trans status to be known. It offers guidance for individuals and their managers. It provides trans respect guidelines for colleagues of an individual who is transitioning. It states that gender identity will have no detrimental impact on employment or promotion, and that transphobic abuse will be tackled under bullying and harassment procedures.

Employees commencing reassignment can seek support from their manager, local HR adviser or Occupational Health. The University's Counselling Service also supports self-referrals. An action plan for managing transition is guided by the individual's preferences and is strictly confidential.

The University's Lesbian, Gay, Bisexual and Transgender Staff Network also plays a pivotal role in supporting trans staff to feel part of a welcoming community at work, in sharing information, and in providing a safe space to discuss LGBT issues. . It is essential to sharing of best practice, knowledge and ideas on operational, research and academic work in relation to LGBT issues.

2. What further initiatives are necessary to ensure trans people do not experience unfair treatment at your institution?

For the period 2013-17, the University has set a challenging '*Equality and Diversity Strategy, Outcomes and Action Plan*', addressing inclusivity of the working environment; mainstreaming equality through governance and management; improving awareness and understanding of equality; improving equity of pay and progression. It takes account of the Stonewall Workplace Equality Index and Gay by Degree Guide and is tailored for the University.

The *Trans Equality Policy*, like all policies, has a review timetable. In 2013, HR and Equality and Student Affairs met to revisit the policy regarding staff and student systems in place to ensure confidentiality of sensitive data. It was felt that no amendment to the existing policy was required at this time, but a further review is scheduled to take place at the end of 2014 and it will be closely monitored. The number of trans staff and students is small, but none the less important, and the University will remain alert and ready to act upon legislative matters that arise in relation to trans.

E&D activity, with attention to LGBT (including trans), will also be actively publicised, to improve awareness of the value of E & D and encourage staff to feel comfortable in the University.

3. How does the institution monitor (and act on any findings of) positive and/or negative impact of its policies and procedures on trans people?

The University recognises its statutory duty to assess the impact of policies and procedures and has an obligation to Equality Impact Assessment. The Equality Diversity Monitoring and Research Committee (EDMARC) publishes statistical annual reports, and a staff survey conducted in 2013 will be repeated in 2014, and biennially thereafter. To identify potential improvements in support mechanisms, additional information will be included to encourage confidential and voluntary disclosure; improving response rates for all protected characteristics.

The LGBT Network acts as a forum with which the University can consult on projects and policies in relation to impact on trans staff. At an individual level, any concerns can be raised in confidence with HR or the University's trained Dignity and Respect Advisers.

(568 words)

Total words – 8991

Action Plan: School of Divinity, University of Edinburgh

| Ref | Objective | Rationale | Action taken & outcome | Further action planned | Timeframe | Responsible | Target outcome | Comments |
|-----|-----------|-----------|------------------------|------------------------|-----------|-------------|----------------|----------|
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A. Senior Management Support & Self-Assessment Process

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| A1 | Develop and embed a process of rigorous gender equality self-assessment within the academic planning cycle, and promote GEM. | The School requires a dedicated committee to lead the gender equality initiative and champion GEM within the School and across the College and University. | Establish SAT. | Schedule three annual SAT meetings (October, January, April), to track progress against Plan and map future activity. SAT to report to P&R (November, February, May) and SMG (monthly). | 12 | 2012 | HoS | SAT meetings start. | |
| | | | | Produce and publish an annual report on GEM activity & progress. | 10 | 2014 [A] | GEMCo ¹ , DoPS GEMCo, GEMPro ² | SAT meetings embedded into, and publicised by, annual calendar of School meetings. Report to SMG and P&R, publish on GEM Wiki & website. | |
| A2 | Provide virtual space for University & School documents and web links <i>re</i> gender equality and GEM activity | To promote career development and a better work-life balance for staff, it is necessary to address a lack of transparency | 'GEM/ECU Divinity' Wiki created; survey results & reports, & GEM data set available to staff. | Create a GEM webpage for the School, to provide information about training and career development opportunities, departmental policies on family leave and flexible working, and | 07 | 2013 | GEMCo, GEMPro | GEM/ECU Divinity Wiki launched. | |
| | | | | | 9 | 2014 | GEMCo, DoPS, Technology Support Officer | GEM webpage launched. 'Don't know' response to 'My School gives me clear information on ... | |

¹ GEMCo: School GEM Convener

² GEMPro: CHSS Athena SWAN/GEM Project Officer

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| | in the School; improve signposting. | and understanding of gender equality related processes, policies and practices. | | GEM activity. Popularity of GEM webpage to be monitored by SAT. | | OG | SAT | matters that may relate to gender equality' decreases 10% in staff survey. Web traffic recorded by ITS and SAT. | |
| A3 | Survey gender culture within the School of Divinity, to identify strengths and weaknesses and facilitate comparative analysis. | Capture quantitative and qualitative data that is not available via the HR or Governance & Strategic Planning departments, to inform and measure gender equality in the School of Divinity. | Survey Working Group [SWG] created. Staff survey circulated, responses analysed. PGR survey circulated, responses analysed. PGT survey circulated, responses analysed. | | 02 03 03 05 | 2013 2013 2013 2013 | SAT SWG SWG SWG | Surveys implemented Staff survey: results & report published on GEM Wiki. PGR survey: results & report published on GEM Wiki. PGT survey: results & report published on GEM Wiki. | |
| | | | | Staff survey to run annually for 3 years (perhaps biennially thereafter), & results published. | 5 | 2014 [A] | SAT | Results & report publicised on Wiki, summary on website. Increase participation by 5% a year especially males. | |
| | | | | PGR/PGT surveys to run annually | 5 | 2014 | SAT | As for staff survey: | |

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|----|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | | | for 3 years (perhaps biennially thereafter), & results published. | | [A] | | <i>see entry above</i> | |
| A4 | Identify strengths & weaknesses in gender culture in the School, and map GEM progress. | Rigorous monitoring of GEM impact is required. Divinity requires a tool to benchmark existing policies, practices and procedures, and measure the success of GEM in improving gender equality in the School. | Oxford Research and Policy 'Non-STEMM Good Practice Checklist' adopted. | <p>Team to attend 'Good Practice Checklist' training session with Sean McWhinnie, on-campus.</p> <p>Use checklist to review existing strengths and weaknesses after submission of GEM application.</p> <p>Annual checklist review of strengths and weaknesses, to map progress. Updated checklist published.</p> | 03 06 10 10 | 2014 2014 2014 2015 [A] | GEMCo, HoS SAT SAT SAT | <p>Use of checklist embedded in GEM submission.</p> <p>3 members (min.) to attend & report to October SAT.</p> <p>Checklist published on GEM Wiki.</p> <p>Checklist published on GEM Wiki.</p> | |
| A5 | Monitor gender balance across Divinity and measure progress through analysis of staff and student data. | As this data was not previously held in a single location, the annual data analysis will promote transparency and understanding; providing an annual benchmark for measurement of subsequent | Collect & review full GEM dataset 2010-13 for trial submission. | <p>Collect & review full GEM dataset annually:</p> <p><u>Staff Data</u> to include M:F ratio for turnover, applications & appointments, promotions, committee members, contracts, family leave, REF submissions</p> <p><u>Student Data</u> to include M:F ratios for UG, PGT, PGR, Access entrants, Degree classification,</p> | 04 11 | 2014 2014 [A] | GEMCo, GEMPro GEMCo, GEMPro | <p>GEM application submitted.</p> <p>Full GEM data set available on Wiki for comparative analysis.</p> | |

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| | | progress. | | applications, offers, acceptances. Produce a statistical report and publish on GEM Wiki. | 04 | 2015 [A] | GEMPro | Summary available on GEM Wiki. | |
| A6 | Promote senior management buy-in, to embed GEM in School policy, practice & procedure. | To succeed, the GEM process must be embedded and supported at strategic level. | GEM now a standing item on agenda for SMG, P&R; also written into School Plan (2014-17). | School will maintain GEM as standing item for SMG, P&R, and in annual review of School Plan. | 12 02 01 | 2012 2013 2014 OG | HoS, GEMCo HoS, GEMCo | GEM discussed at SMG, P&R, & in annual School Plan lodged with CHSS. In SMG and P&R minutes, School Plan. | |
| B. Management & Policy Making | | | | | | | | | |
| B1.1 | Analyse and map management committee membership and line-management appointment policies; to ensure gender balance and diversity in representation at policy-making levels. | Transparency and understanding of selection for key roles is an issue. Responsibility for appointments falls to HoS. School should introduce policies to regulate line-management & committee appointments and ensure that | Weakness identified in CHSS process for appointing staff representatives to appoint HoS: gender balance not embedded. | The School will recommend to CHSS that procedural guidance should actively support achieving a gender balance among staff representatives in the selection process of HoS. | 10 | 2015 | HoS, DoPS | HoS reports CHSS response to SAT. | |
| B1.2 | | | | The School will agree and publish guidelines which (i) Adopt internal School advertising of vacant committee roles. (ii) Require HoS to report annually on gender balance in | 05 05 | 2015 2015 [A] | SMG, P&R OG HoS | Guidelines posted on GEM Wiki & website. Roles advertised by email to all staff. HoS report scheduled into SMG | |

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| | | M:F balance on committees is (minimum) equal to M:F ratio in department, acknowledging danger of committee overload. | | SMG and key roles for next academic year, & to justify any deviation from M:F ratio in School. (iii) Allow SMG to co-opt additional members to re-dress gender imbalance, acknowledging the threat of committee overload. | 05 | 2015 [A] | SMG | calendar, and minuted. Data analysis shows membership is (min) equal to M:F staff ratio. | |
| B2.1 B2.2 | Address gender imbalance by tracking and publicising committee membership to promote transparency and understanding; provide staff with a forum to express an interest in membership or concerns regarding overload. | see A5 | | | | | | | |
| B2.3 | | As committee membership is currently discussed informally, an official means of expressing views is required. | | At appraisal allow staff <ul style="list-style-type: none"> • opportunity to express interest in committee membership; • opportunity to raise concerns <i>re</i> overload. | 04 | 2015 | HoS, DoPS | 'Committee Membership' embedded in new appraisal guidelines see D4.2 | |
| B2.4 | | As the number of senior academic females in the department is currently low, there is a significant risk of committee overload if gender balance membership is | | SAT to monitor risk of 'committee overload' for women, by tracking committee membership (A5) & staff survey responses (A3) . SAT to report on this to SMG, and (if necessary) ask SMG to address it. | 10 | 2014 [A] | SAT | SAT report to SMG, minuted | |

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| | | to be achieved. | | | | | | | |
| B3.1 | Gauge staff perceptions regarding diversity of committee membership, | In 2013, 'Committee membership' was not raised in the staff survey. | | Via staff survey, SAT will monitor views on whether School committees promote diverse representation and enable a broad range of views to be heard. | 10 | 2014 [A] | SAT | 'Committee Membership' written into staff survey and published in annual survey report. | |
| B3.2 | to address any imbalance and ensure that a broad range of views are heard.' | In 2013, only 46.6% of surveyed male staff (87.6% of females) felt they were given opportunities to represent the School. | | Via staff survey, SAT will monitor how far staff believe they have opportunities to represent School. M & F responses will be tracked, to check negative perceptions amongst males (evident in 2013). | 10 | 2014 [A] | SAT | Review published in annual survey report. | |
| B4.1 | Analyse and map the significance of women in UG and PG teaching and teaching materials. | To promote (i) attention in courses to women and gender issues; (ii) inclusion of contributions from female scholars on reading lists. | | School will audit UG & PG courses to establish how far teaching promotes awareness of the significance of women. UG and PG Studies Committees to review triennially and report to SAT. | 05 05 | 2015 2018 OG | SAT, Subject Areas UG & PG Studies, SAT, SMG, BoS Directors of UG & PG Studies | Audit discussed & minuted at SMG and BoS. Summary findings published on School GEM website. SAT reports on review to SMG & BoS. | |
| B4.2 | | | | School will invite course managers to review core texts and topics, and reading lists, and report to SAT. | 05 | 2016 | Directors of UG and PG Studies | Positive feedback recorded, key role models identified. | |
| B5.1 | Increase the | In 2013, 79.4% | | Increase staff uptake of 'e- | 05 | 2015 | SAT, DoPS to | SAT tracks better | |

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| | proportion of staff trained in gender equality and unconscious bias; particularly committee members and those with decision making powers. | of staff had not undertaken training in gender equality and 91.2% of staff had not undertaken training in unconscious bias. | | Diversity in the Workplace' on-line module. 'e-Diversity in the Workplace' will be promoted on the School's GEM webpage & <i>Staff Handbook</i> . DoPS will ensure requisite levels of training have been met for appointments and promotions panels, appraisers and mentors. | 09 | [A] 2014 [A] OG | promote GEMCo, DoPS DoPS | uptake via data from HR & surveys 'e-Diversity' visible on GEM webpage & <i>Staff Handbook</i> . DoPS to record and report to HoS. | |
| C. Gender Equality in Departmental Policies, Practices and Procedures | | | | | | | | | |
| C1.1 C2.1 C2.2 | see A2, A3, A4 | | | | | | | | |
| C3.1 | Ensure that gender balance of staff submitted for REF 2014 reflects gender balance of eligible staff in the School. | To ensure that male and female staff have equal opportunities to submit research outputs. | No marked imbalance, REF 2014, but tracking adopted in GEM process. | The School will continue to track gender balance (A5) , to embed GEM in REF planning. | 01 | 2015 [A] | SAT, Director of Research | REF 2020 submission will comment on the impact of GEM to deliver a percentage of female staff submitting that reflects (minimum) gender ratio in the School. | |
| C4.1 | Ensure that gender balance of | In preparation for REF 2020, all staff should be | Collegial discussion of individual research plans at academic | Staff will continue to review and discuss one another's research plans, at least once a year, and | 01 | 2014 [A] | Director of Research | Supportive collegial planning for REF 2020 to achieve a | |

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| | staff submitted for future research assessment and funding allocation exercises reflects gender balance in the School. | supported so that males and females have equal opportunities to submit research outputs. | Awayday; research plans subsequently posted on shared drive. | update to the shared drive folder. | | | | percentage of female staff submitting that reflects (minimum) gender ratio in the School. | |
| C4.2 | | | Two staff (M&F) will meet individuals biennially to discuss research strategy. | Any potential gender imbalance in REF submissions will be flagged up and addressed in advance. | | OG | Director of Research, member of SMG | Director of Research reports to SMG, P&R. | |
| C4.3 | see D1-3, D4 | | | | | | | | |
| D. Personal & Structural Obstacles to Career Development | | | | | | | | | |
| UG1 UG2 UG3 | Analyse, map and publish UG, PGT and PGR student data to identify gender imbalance. | see A5 | | | | | | | |
| UG4 PGT1 PGT2 | | The SAT has identified a 'leaky-pipeline' in the progression of female students from UG to PGT and PGT to PGR, which requires action. | | SAT will create a Progression Focus Group to develop strategies for: <ul style="list-style-type: none">identifying high-achieving UG women and encouraging them to progress to PGTidentifying high-achieving PGT women and encouraging them to progress to PGRencouraging more female PGT applications. | 05 | 2016 | SAT Progression Focus Group | Strategy report presented to SMG & P&R, minuted. Female PGT & PGR headcount increases. | |
| PGT3 | | In 2012/13, only 34.5% of full- | | Scholarships Committee (reporting to SMG) will monitor | 11 | 2014 [A] | Director of PG Studies | Annual report minuted by SMG | |
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| | | time PGT students were female. | | M:F ratio of PGT awards and take-up, and review how to use awards to promote better progression to PGT. | | | | and posted on GEM Wiki, to track progress. | |
| PGT4 | | | Female PGT students expressed interest in staff-PGR discussions | Staff-student discussion group will extend to include female PGT, to encourage PGTs and boost progression into PGR. | 09 | 2014 | SAT PG rep, GEMCo | Student feedback shows a positive response; increase in female PGR applications. | |
| PGR1 | | In 2012/13, only 19.0% of full-time PGR students and 31.8% of part-time PGR students were female. | | SAT Progression Focus Group will, in collaboration with Subject Areas, develop a strategy for encouraging more female applications to PGR. | 05 | 2016 | SAT Progression Focus Group | Strategy report presented to SMG & P&R, & minuted. | |
| PGR2 | | | As part of the GEM process, SAT looked at international profile of PGR in relation to gender balance. | School will continue to track gender balance & geographical origins of PGR applicants, with offers, acceptances & intake by Subject Area, & report to SAT & P&R. | 10 | 2014 [A] | Director of PG Studies | SAT and P&R minutes, plus summary posted on GEM Wiki. | |
| PGR4 | | | | Scholarships Committee (reporting to SMG) will monitor M:F ratio of PGR awards and take-up, & review how awards might be used to promote progression into PGR. | 11 | 2014 [A] | Director of PG Studies | Annual report minuted by SMG and posted on GEM Wiki, to track progress. | |
| PGR5 | | | | School will ensure that PhD selection panels normally include at least one M and one F. | 09 | 2014 | Director of PG Studies | Guidelines posted on GEM Wiki and School website. | |
| D1.1 | Analyse and | GEM process has | | A SAT focus group (to report to | 05 | 2016 | SAT Strategy | Strategy report | |

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| | map recruitment data and policies to identify gender imbalance | identified a need to encourage women into areas of TRS where they are under-represented. | | SAT & SMG) will develop strategies to bring women into areas where they are under-represented. | | | Focus Group | presented to SAT and SMG. | |
| D1.2 | relating to job application and success rates. | Monitored gender balance of applicants & appointments 2010-13. | Identified imbalance in certain sub-disciplines. | By continuing to monitor the appointment process (A5) , SAT will support progress towards change in male-dominated areas. | 11 | 2014 [A] | SAT | Promote gender balance across all sub-disciplines in the School. | |
| D1.3 | | It is necessary to build gender awareness into the recruitment process. | | School will review gender balance of shortlists, & justify any imbalance if proportion of women is not representative of proportion of female applicants who meet essential criteria. | | OG | Convenors of shortlisting panel, DoPS | Report presented to SMG and HR. | |
| D1.4 | | To encourage increased applications from women, it is necessary to emphasise the School's willingness to accommodate other life obligations and opportunities. | | School will monitor the wording of job descriptions and adverts, to encourage women to apply: <ul style="list-style-type: none"> Consideration will be given to broadening the language used to describe an academic sub-discipline, if the area is traditionally male-dominated. Part-time and flexible work options will be highlighted, plus other equality & diversity policies; job descriptions will mention | 06 | 2014 OG | HoS, DoPS, Subject Area Convenors | Specific actions embedded into wording recruitment materials, to encourage women to apply. | |

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| | | | | <p>M:F staff profile.</p> <ul style="list-style-type: none"> GEM branding will be used. | | | | | |
| D1.5 | | Applicants do not always have an opportunity to meet a range of staff. | | Shortlisted applicants will be offered an opportunity to meet a range of current staff, informally. | 10 | 2014 OG | Convenor of shortlisting panel, DoPS | List of available staff is available for circulation. Potential for informal talk about academic and work-life issues. | |
| D1.6 | | In 2013/14, unconscious bias training is not mandatory for all staff on appointments panels. | | After promoting uptake of 'e-Diversity' online module (B5.1) the School will make this training mandatory for all staff who serve on appointments panels (not just the Convenor). | 06 | 2015 | HoS, DoPS | 100% of staff on appointments panels have completed e-Diversity module. | |
| D1.7 | | In 2013, 20.6% of staff disagreed that positive action is taken to encourage women to apply for posts in areas where they are under-represented. 40.1% didn't know | | School will ensure publicity materials, online and in print, promote equality and diversity: checking text and images; GEM-branding recruitment materials; adding family-friendly information. | 10 | 2014 [A] | DoPS, Technology Support Officer, Director of Recruitment | Annual report to SAT on specific actions taken to promote a positive outward-facing ethos of gender equality. | |
| D2.1 | Promote | The 2013 staff | | The <i>Staff Handbook</i> , as well as | 09 | 2014 | DoPS | <i>Staff Handbook</i> on | |

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| | awareness of GEM and gender quality related issues through a comprehensive staff induction. | survey identified the need for an enhanced induction programme. | | GEM webpage (A2) , will alert staff to the University's strategy and website on Equality & Diversity, and to current family-friendly policies. | | [A] | | GEM Wiki and hardcopy, and on GEM website. All updated annually. | |
| D3.1 | Provide enhanced support to optimise career development and progression opportunities for staff at all grades; | The 2013 staff survey identified the need for mentoring at all career levels. | | HoS will ensure that new academic staff on grades UE07, UE08 and UE09 are assigned to mentors, if they think it would be beneficial. | 09 | 2014 | HoS | Increase in UE07, UE08 and UE09 staff assigned mentors. UE07, UE08, UE09 staff still interacting with mentors one year after pairing. | |
| D3.2 | through access to mentoring and better understanding of promotions policies and practices. | To increase the number of staff participating in the 'Mentoring Connections' programme. | | HoS will appoint a 'Mentoring Connections' champion to encourage established mid-career staff to consider mentoring/being mentored. | 09 | 2014 | HoS | Embedded support to develop mentoring for mid-career staff. | |
| D3.3 | | The School has not previously mapped mentoring uptake by gender systematically, or recorded staff feedback. | | DoPS will track up-take of mentoring for HoS and SAT; School will monitor opinion on its value for mentors and mentees at appraisal and in annual surveys. | 05 | 2016 | DoPS, Appraisers, SAT | Positive responses to Responses to 'The School provides ...useful mentoring /menteeing opportunities' go up by 10% in staff survey. | |

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| D3.4 | | see A2 and D2.1 | | | | | | | |
| D3.5 | | 14.7% of surveyed staff disagreed that they understood the promotions process'; and 11.8% didn't know. | | School will promote career development & progression in one session of its academic Awayday. | 01 | 2015 [A] | HoS | Career progression discussed at annual mandatory event | |
| D3.6 | | see D4.4 | | School will promote career development and progression via lunchtime workshop | see D4.4, G3.3 | | | | |
| D3.7 | | see D4.2 | | New guidelines on discussions at appraisal will include career development and progression. | see D4.2 | | | | |
| D3.8 | | Previously there were no specific local initiatives in place to encourage females to take up leadership roles. | | School will promote the Aurora leadership development programme for women. | | OG | GEMCo, DoPS | School submits (minimum) 1 Aurora application per year. | |
| D4.1 | Ensure that all staff have access to an annual appraisal with specific guidelines regarding | Mandatory annual appraisal ensures that all staff have regular access to support for career development | School implemented an appraisal programme ['Annual Review']: 100% of staff appraised, 2012/13. | School will maintain its programme of appraisals. | 05 | 2014 [A] | HoS, DoPS | 100% of staff appraised annually | |
| | | | | The School will ensure that the appraisal team includes one male and one female appraiser. | 05 | 2015 [A] | HoS | M & F appraisers appointed and trained in e- | |

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| | content; to include career development opportunities, promotion, committee membership and work-life balance. | and work-life balance issues. | | | | | | Diversity. | |
| D4.2 | | To promote transparency and continuity across the School, concise guidelines on key issues to be addressed at annual review are required. | | School will publish guidelines on ground to be covered at annual review; including committee membership and overload, mentoring, career development & progression, and participation in outreach activities. | 04 | 2015 | HoS, DoPS | Guidelines published on GEM Wiki. | |
| D4.3 | | 24.3% of surveyed staff disagreed that the School provides a helpful annual appraisal and 18.2% didn't know. | | DoPS will track annual appraisal rate; SAT will monitor staff opinion on the value of appraisal in annual surveys. | 05 | 2014 [A] | DoPS, SAT | Positive responses to 'School provides... useful annual appraisal' increase by 10% in staff survey. | |
| D4.4 | | To promote transparency and understanding of gender equality related issues. | | SAT will establish lunchtime workshops to gauge staff perceptions of gender equality related issues, such as career development, promotion, appraisal, work-life balance. Impact monitored through staff feedback and by annual staff surveys. | 09 | 2014 | GEMCo | Three workshops a year, scheduled into School calendar to fall just before SAT meetings (October, January, April), so SAT can monitor response & feedback. | |

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| D5.1 | Provide enhanced access to information and additional support, to encourage potential candidates for promotion to apply. | In the 2013, 14.7% of surveyed staff disagreed that they understood the promotions process'; and 11.8% responded 'don't know'. | | School will monitor opinion on the helpfulness of feedback and follow-up in the promotions process through the annual staff survey. | 10 | 2014 [A] | SAT | Positive responses to 'I understand... promotion process' increase by 10% in staff survey. | |
| D5.2 | | To promote transparency and understanding of the promotions process. | | The School will appoint two senior staff as Promotions Advisers (one male, one female), to allow staff to speak to either or both. | 10 | 2014 | HoS | As above: positive responses to 'I understand... promotion process' increase by 10% in staff survey. | |
| D5.3 | | see D4.2 | | | | | | | |
| D5.4 | | see A3 | | | | | | | |
| D6.1 | Analyse and map staff turnover, to improve awareness of reasons for staff attrition. | see A5 | | | | | | | |
| D6.2 | | The School has not previously recorded reasons for staff exit or destination. | | The School will offer a voluntary exit interview. | 06 | 2014 [OG] | HoS, DoPS | Annual summary of exit interview data available DoPS. | |
| D7.1 | Improve transparency and understanding | To promote transparency and continuity across the | | DoPS will draw up guidelines for voluntary KIT days, to include: the need for agreement between employer and employee on the | 12 | 2014 | DoPS | Guidelines published on GEM Wiki and flagged up in <i>Staff Handbook</i> . | |

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| | g of policies and practices relating to family-leave and flexible working opportunities. | School, concise guidelines on voluntary KIT days are required. | | number of KIT days; examples of use of KIT days for training, staff meetings, and a phased return to work. (Guidelines will note that KIT is not to be used as routine staff cover.) | | | | | |
| D7.2 | | 8.8% of surveyed staff disagree that they are kept informed about career development and work-life balance matters; 8.8% didn't know. | | The School will promote awareness of opportunities for flexible working and of support for staff with caring responsibilities (A2, D2.1, D4.4) | 10 | 2016 | See A2,D2.1, D4.4 | Positive responses to 'I am kept informed... about career advancement & work-life balance matters' increase by 5% in staff survey. | |
| D8.1 | Analyse and map maternity leave return rate, to ensure staff feel supported after period of leave. | The School has not previously recorded maternity return rate. | see A5 | | | | | | |
| D9.1 | Improve transparency and understanding of policies and practices | The School has not previously recorded paternity and additional paternity leave | see A5 | | | | | | |

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| | relating to paternity and additional paternity leave. | uptake. | | | | | | | |
| D9.2 | | Qualitative responses to the 2013 staff survey indicated that enhanced awareness of paternity leave opportunities is required. | see A2, D2.1, D4.4 | | | | | | |
| D10.1 | Analyse and map formal requests for flexible working and success rate. | The School has not previously recorded applications for flexible working, to establish success rate. | see A5 | | | | | | |
| D11.1 | Improve transparency and understanding of policies and practices relating to family leave and flexible working opportunities; | In 2013, 20.6% of surveyed staff disagreed and 50.0% didn't know whether staff who work part-time or flexibly have the same career development opportunities | see A2, D2.1, D4.4 | | | | | 'Don't know' responses to 'Staff who work part-time or flexibly in the School are offered the same career development opportunities' decreases by 20% in staff survey. | |
| D11.2 | including career development opportunities | In 2013, 23.5% of surveyed staff disagreed and | | The School will invite CHSS HR to lead an annual information session on 'Family Leave' | 02 | 2015 [A] | HoS, GEMCo | Positive response rate to 'My School has given me clear | |

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| | for part-time staff. | 5.9% didn't know whether the School has given clear information on policies relating to gender equality. | | | | | | information about the Universities policies on matters relating to gender equality' increases by 10% in staff survey. | |
| E. Changing Cultures & Attitudes | | | | | | | | | |
| E1.1 | Conduct a comparative analysis of annual staff survey results to monitor strengths and weaknesses and measure the success of GEM in improving gender culture within the School. | see A3, A5, A6 | | | | | | | |
| E1.2 | | see B5.1 and D1.9 | | | | | | | |
| E1.3 | | see D3.1-D3.4 (mentoring), D3.4-D3.8 (career development) G2.1 (workload management) and G3.1-G3.4 (workload recognition). | | | | | | | |
| E1.4 | | In 2013, 17.6% of surveyed staff responded 'don't know' when asked whether unsupportive language and behaviour was allowed in the School. | | The School will highlight university guidelines on unsupportive language and behaviour: <ul style="list-style-type: none"> through the <i>Staff Handbook (D2.1)</i> and GEM webpage (A2). at a session on Equality & Diversity at annual academic Awayday (D3.5). by staff survey (A3) | 09 | 2014 | DoPS | Guidelines appear in <i>Staff Handbook</i> & on GEM webpage. | |
| | | | | | 01 | 2015 | HoS | Issue scheduled into agenda with outside facilitator | |
| | | | | | 05 | 2014 [A] | SAT | 'Don't know' responses to '...unsupportive language and behaviour are not | |

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| | | | | | | | | acceptable’ decrease by 5% in staff survey. | |
| E1.5 | | The staff survey indicated that a significant percentage of female staff perceive gender culture in the School to favour males. | see A3 | | | | | Positive responses to gender culture related questions in the staff survey increase by 10% overall, and 15% for female respondents. | |
| E1.6 | | In 2013, 20.6% of surveyed staff responded ‘don’t know’ when asked whether inappropriate images were allowed in the School. | | The School will highlight university guidelines on whether inappropriate images are allowed: <ul style="list-style-type: none"> through the <i>Staff Handbook (D2.1)</i> and GEM webpage (A2). at a session on E&D at the annual academic Awayday (D3.5). by staff survey (A3) | 09 | 2014 | DoPS | Guidelines in <i>Handbook</i> & on web. | |
| | | | | | 01 | 2015 | HoS | E&D built into schedule | |
| | | | | | 05 | 2014 [A] | SAT | ‘Don’t know’ response rate to ‘... inappropriate images are not allowed’ decreases by 5% in staff survey. | |
| E1.7 | | In 2013, 38.2% | | The School will highlight | | | | | |

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| | | of surveyed staff responded 'don't know' when asked whether men and women are paid an equal amount for doing the same work. | | <p>university guidelines on equal pay:</p> <ul style="list-style-type: none"> through <i>Staff Handbook (D2.1)</i> and GEM webpage (A2). at a related session in lunchtime workshops (D4.4) by staff survey A3 | 09 | 2014 | DoPS | Guidelines appear in <i>Staff Handbook</i> and GEM webpage. | |
| | | | | | 03 | 2015 | GEMCo | Lunchtime workshop: 'Equal work, equal pay?' | |
| | | | | | 05 | 2014 [A] | SAT | 'Don't know' response to '...men and women are paid equally for same work' goes down by 10% in staff survey. | |
| E2.1 | Ensure that line-managers are familiar with gender related policies and benefits for dissemination to staff. | see A2, D2.1 (Handbook), D4.2 (appraisal), D3.5 (Awayday), D4.4 (lunchtime discussion), E1.6-E1.9. | | | | | | | |
| E3.1 | Promote awareness of GEM and gender equality | see D4.4 | | | | | | | |
| E3.2 | | To enhance the support available to new PG students, | 'Point of Contact' scheme ran, with strong positive feedback | The School will support PGs to continue 'Point of Contact', and monitor uptake and feedback. | 10 | 2014 [A] | Director of PG Studies, SAT PG rep | Rise in PG participation, feedback on value available for SAT | |

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| | related issues across the School, and actively encourage and support the involvement of female staff and students in gauging gender culture and as role models. | voluntary peer mentoring will become available. | | | | | | review. | |
| E3.3 | | Multiple responses to the 2013 student survey suggest that female PGR students feel less supported than their male peers. | Staff-student PGR discussion group formed: two meetings a semester, strongly positive feedback. | The School will support and promote <i>Café Couthie</i> to develop a strong and positive culture for PG women. Support will include a financial subsidy (£200, 2014/15). | 05 | 2014 | GEM PG rep, GEMCo, Director of PG Studies, HoS | Rise in PGR participation, feedback on value of this initiative available for review. | |
| E3.4 | | To build upon the success of <i>Café Couthie</i> and expand this initiative further. | | SAT will create a focus group to develop strategy to build on <i>Café Couthie</i> initiative, through analysis of similar models elsewhere (e.g. Durham's <i>Café des Femmes</i>). | 01 | 2015 | SAT Café Focus Group | Strategy presented to SAT and minuted. | |
| E3.5 | | To promote transparency and understanding of gender equality related issues. | PG induction included a session on equality and diversity issues | Director of PG Studies will embed equality and diversity issues into annual Postgraduate Induction | 09 | 2013 [A] | Director of PG Studies | Gender equality embedded into PG induction process | |
| E3.6 | | In 2013, 23.5% of surveyed PGR students disagreed that the School offers | Guidelines for PGR Mentoring have been submitted by SAT members to the School's PG | PGR Mentoring to be implemented September 2014. Uptake will be monitored annually, and success reviewed, at the October meeting of the | 10 | 2014 | Director of PG Studies | Positive response rate to 'My School offers me advice, coaching, mentoring and | |

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| | | mentoring and support to make the transition from study to an academic career. | Committee. | School PG Committee. | | | | other support, to help me progress from study to an academic career' increases by 10%. | |
| E3.7 | | see A3 | | | | | | | |
| E4.1 | Promote 10am-4pm scheduling policy, as widely as possible. | It is necessary to reinforce the University's existing core hours policy. | | The School will schedule teaching, meetings and events, as far as possible, to meet working patterns and flexibility needs of staff. Opinion monitored via survey (A3) . | 09 | 2014 | HoS | Guidelines on Wiki. Positive responses to 'Meetings completed in viable hours' increase by 5% in staff survey. | |
| E5.1 | Analyse the degree to which a long-hours culture exists within the School, acknowledging the importance of work-life balance. | Staff perceptions of 'long-hours culture' are not currently surveyed | | Future annual staff surveys (A3) will seek views on the degree to which long-hours culture is an issue. | 05 | 2014 [A] | SAT | Long-hours culture question added to staff survey. | |
| E5.2 | | | | Lunchtime workshops (D4.4) will include a session on work-life balance and family-friendly policies. | 01 | 2015 | GEMCo | Lunchtime workshop: 'Don't confuse having a career with having a life' (Hilary Clinton) | |
| E5.3 | | | | SMG will appoint a working group to consider how to support staff to be proactive in management of time, & to diminish manifestations of long-hours culture. | 10 | 2016 | SMG | Guidelines published on GEM Wiki. | |
| E6.1 | Analyse, map and promote | To encourage female UG, PGT | | The School will aim to host a public lecture by a high-profile | 05 | 2015 | Visiting Lectures | Public lecture scheduled in the | |

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| | female involvement in outreach activities, and ensure that participation is recognised at appraisal and in the promotions process. | and PGR students to consider an academic career; and inspire early career academics. | | female academic, at least once per year (see also E3.4) | | | Convenor | academic calendar. | |
| E6.2 | | Ambiguity currently exists regarding the role of KE contributions. | | The School will recommend to CHSS that the role of KE contributions in the promotions process is clarified. | 06 | 2014 | HoS | HoS to report result to SAT, Director KE, & Promotions Panel. | |
| E6.3 | | The School has not previously recorded KE or outreach activity systematically by gender. | The School encourages outreach & KE and recognises that female staff are acting as excellent role models | The School will encourage increased participation in outreach & KE. The School will promote effective recording of activity by gender, on an annual basis (A5) | | OG 04 | Director of Knowledge Exchange 2014 | Outreach & KE recorded annually f and available on Wiki. Identification of role models, M&F. | |
| E6.4 | | To promote transparency and continuity across the School, concise guidelines on key issues to be addressed at annual review are required. | | School guidelines for appraisers (D4.2) will include recognition of outreach activities, support to develop outreach, support <i>re</i> overload related to it | 06 | 2014 | HoS, DoPS | Guidelines published on GEM Wiki. | |
| F. System of Short-term Contracts | | | | | | | | | |

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| F1.1 | Promote the retention and progression of female and male academic staff from fixed-term (FTC) to open-ended (OTC) contracts. | The School has not previously recorded FTC and HTBN contracts by gender. | see A5 | | | | | | | |
| F1.2 | | Instability associated with FTC potentially encourages staff to leave the academic sector. | see D3.1-3 | | | | | | | |
| G. Workload Allocation & Modelling | | | | | | | | | | |
| G2.1 G2.2 | Introduce a new workload model to prevent a long-hours culture and ensure that staff receive appropriate recognition for their diverse contribution. | The existing workload model, introduced in 2008, does not capture research or pastoral duties. | | The School will implement the new CHSS workload model and monitor its effect. | As soon as available | | HoS, DoPS | CHSS workload model embedded; reflects teaching, research and pastoral duties undertaken. | | |
| G3.1 | Ensure that staff receive recognition for the full range of skills | To optimise staff potential to secure skills and experience needed for | | With HR Guidance, the School will appoint a focus group to consider how to improve staff experience of the range of skills evaluated at: | 12 | 2015 | HoS | Report presented to SMT and Minuted. | | |

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| | and experience at appraisal and in the promotions process. | career development. | | <ul style="list-style-type: none"> • appraisal • for promotion | | | | | |
| G3.2 | | In 2013 survey, 21.3% and 30.3% of staff disagreed that the full range of skills are recognised at annual review and in considering promotion. | | Through the annual staff survey, SAT will monitor staff satisfaction about the School's recognition of a broad range of skills and experience, and develop strategies to address negative perceptions. | 10 | 2014 [A] | SAT | 10% increase in positive responses to Question 3 of the UKRC Cultural Analysis Tool. | |
| G3.3 | | Guidance regarding specific promotion criteria required to promote transparency and understanding. | | School Promotions Advisers will brief staff on promotions criteria at a lunchtime workshop. | 09 | 2014 | GEMCo, Promotions Advisers | Lunchtime talk: 'Promotion: all you ever wanted to know' but were afraid to ask.' | |
| G3.4 | | 14.7% of surveyed staff disagreed that they understood the promotions process', and 11.8% responded 'don't know'. | see D3.1, D3.2, D3.3, D3.4 (mentoring), D4.1, D4.2, D4.3 (Annual Review) and D4.4 (lunchtime discussion) | | | | | | |