Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1000	1000
4. Picture of the department	2000	2000
5. Supporting and advancing women's careers	6000	6500
6. Case studies	n/a	1000
7. Further information	500	500

Name of institution	University of Edinburgh
Department	School of History, Classics and Archaeology
Focus of department	AHSSBL
Date of application	7th December 2015
Award Level	Bronze
Institution Athena SWAN award	Date: 04/15 Level: Silver
Contact for application Must be based in the department	Dr. Angela Bartie (Lecturer)
Email	angela.bartie@ed.ac.uk
Telephone	0131 650 4067
Departmental website	http://www.ed.ac.uk/history-classics-archaeology

1.   LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

4 December 2015

GEM / Athena Swan
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Madam / Sir,

Gender Equality / Athena SWAN Charter Mark / Bronze Award
School of History, Classics & Archaeology (SHCA), University of Edinburgh

I am happy to provide this letter of endorsement for the application by the above School for the Bronze Award in the new, 2015 scheme, and to express my full commitment as the current Head of School to this submission and to the School's strong intention fully to effect the changes and ameliorations proposed in the accompanying documentation. Since I took over as Head of School in summer 2013 I have been a regular attender at School Self Assessment Team meetings and have ensured that the School Management Committee has also engaged with this process, more particularly to endorse the action points that we have set ourselves for the coming years.

I have also contributed to both the text and data contained in this submission and can confirm that, to the limits of my knowledge, all the submitted data conveys an accurate picture of our present state as a School. One of eleven Schools in this College, the current constitution of SHCA dates only from 2007, when Archaeology joined the former School of History (already an amalgamation of three departments of History) and Classics. Following from the co-location of the School in the single building it now occupies (from 2010) and the expansion of its administrative support teams, the reflection underpinning the SAT GEM survey exercise has provided an excellent opportunity to take stock of both our achievements and shortcomings in relation to equality and diversity.

Self-evidently, different components of the School are at markedly different stages in the trajectory towards full gender equality. Many of our undergraduate cohorts are preponderantly female, proportions that we recognize change very significantly at the other career extreme, to the gender proportions represented within SHCA's professoriate. My School Management Committee does not shirk the challenge this represents; and the new post of Equality and Diversity Director is now planned to help take matters forward.

At School level we have already begun implementing procedures in light of questionnaire results and survey data to diminish real and perceived aspects of gender inequality, for example in our recruitment strategy from instigating new procedures at initial listing of candidates (alongside gender-balanced selection groups, already

in place) through to gender-balanced interview panels (again, now a regular feature). At the opposite end of the spectrum, as Head of School, I have taken steps on the one hand directly to address concerns about unequal professional relationships between dominantly-female support staff and largely-male senior academic staff at UE09 and UE10, whilst on the other also strongly supporting female colleagues for e.g. the Aurora scheme, senior management training within the University, and academic promotion to Grade 10 (Professor). I regard the fact that we have supported three female internal promotions to UE10 since 2012-13 (one of whom has since sadly died) as a step in the right direction.

The commitment and dedication of the successive Conveners (Julian Goodare and Angela Bartie) and members of the self-assessment team, and the wider engagement of staff who have contributed to the paperwork accompanying this letter, have all been impressive. There is plainly much to be done further to foreground equality and diversity issues across SHCA, but the endeavours represented in this submission bode well for the effective implementation of the detailed action plan which is included.

Yours faithfully,

(Letter – 540)

GLOSSARY OF ABBREVIATIONS

AS: Athena SWAN
CAM: Communications and Marketing
CHSS: College of Humanities and Social Science
DoPS: Director of Professional Services
FTC: Fixed Term Contract
GEM: Gender Equality Charter Mark
GHC: Guaranteed Hours Contract
HCA: School of History, Classics and Archaeology
HESA: Higher Education Statistics Agency
HoS: Head of School
OEC: Open Ended Contract
ORP: Oxford Research and Policy
PG: Postgraduate
PGR: Postgraduate Research
PGT: Postgraduate Taught
P&R: School Planning & Resources Committee
RG: Russell Group
RKEO: Research and Knowledge Exchange Office
SA: Subject Area
SAT: Athena SWAN Self-Assessment Team
SMC: School Senior Management Committee
UG: Undergraduate

UNIVERSITY OF EDINBURGH ACADEMIC/RESEARCH PAY GRADES

Table 1: University of Edinburgh pay grade (UE Grade) and equivalent job description

UE Grade	Equivalent Job Description (Academic/Research Staff)
UE06	Research Assistant, Research Associate
UE07	Teaching Fellow, Research Associate
UE08	Lecturer, Research Fellow, Research Investigator
UE09	Senior Lecturer, Reader, Senior Research Fellow
UE10	Professor, Professorial Research Fellow

UNIVERSITY OF EDINBURGH STATEMENT ON HOURS TO BE NOTIFIED (HTBN) DATA

"The University of Edinburgh does not employ staff on zero-hours contracts. However, from 2014/15 the University employs a number of its staff on 'Guaranteed Hours' contracts to meet the University's complex business needs while providing flexibility and a greater degree of certainty for staff in terms of access to work and pay. A majority of guaranteed hours staff employed in the School of History, Classics and Archaeology are tutors and demonstrators".

2.   DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

HCA was formed in 2002, and comprises three Subject Areas that form its principal subdivisions for management purposes: History, Classics and Archaeology. The three Heads of Subject Area, who are selected following open advertisement, carry out direct line management of academic staff. The largest SA, History, is further subdivided into eight small Sections; these oversee some teaching and research activities but do not hold significant budgets.

In 2014/15 the School had 153 salaried staff, most of whom are full-time: 106 academic staff and 47 administrative staff. An additional 89 staff are employed on GHCs, 89.9% of whom are tutors. All academic staff are based in one of the three SAs, although can also be affiliated to one or more of the School's three research centres: the Centre for the Study of Modern Conflict, the Scottish Centre for Diaspora Studies, and the Centre for Medieval and Renaissance Studies. A School Management Committee, consisting of the Heads of SA and other senior officers, manages the School. The student population includes around 1,100 undergraduate students and 400 postgraduate students (around a quarter are international students). Overall the School is an average-sized unit within the University. Since 2010, all staff have been housed in the same building, newly refurbished and centrally located.

Gender ratios among academic staff in the School are highly unequal. In 2014/15, only 32.1% of academic staff were female, compared with 47.1% in comparable units in Russell Group universities (**Chart 1**). Ratios are uneven across all three SAs: 24.2% of History staff are female, 31% in Classics, and 33.3% in Archaeology. The gender balance amongst professional services staff is skewed towards females. As can been seen in the following charts and tables, most women are clustered in grades UE06-UE08 across all three SAs with far lower numbers at UE09-UE10. Conversely, there is an above average number of female students at all levels of study in HCA: UG=61.3%, PGT=63.4%, PGR=53.1%.

Since its formation, the School has never had a female Head of School or Head of the History SA. Things are now changing, although the pace has been slow: between 2013-2015, the Head of Classics was female, as is the current Research Director, and CHSS Promotions Committee representative. A decade ago, all academic members of the School Management Committee were male; at present there is only one female out of eight (2013-2015=2F:6M).

Academic/Research Staff – HCA

Chart 1/Table2 shows 2011/12-2014/15, overall numbers of female staff increased from 30-34, although the proportion of female staff decreased from 34.5%-32.1% (HESA=50.8%, RG=47.1%). The overall increase in female staff is in History (+2) and Classics (+2); Archaeology remains unchanged. **Chart 2** shows most female staff (67.7%) are clustered in grades UE06-UE08; gender disparities are more pronounced at UE09 (26.5%) and UE10 (5.9%). From 2014/15, figures include three female GHC in History (two UE06 Research Assistants, one UE07 Honorary Fellow) **(AP3.5)**.
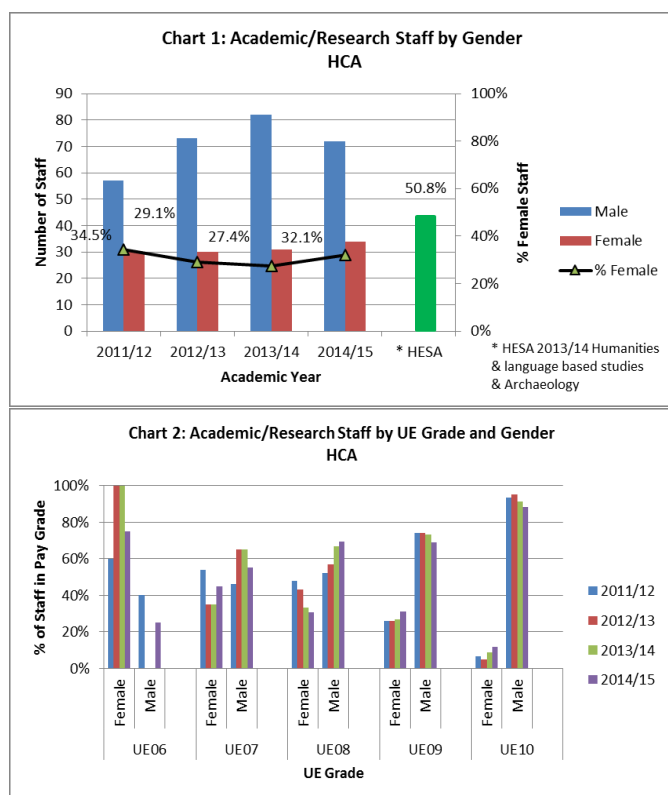
Chart 1: Academic/Research Staff by Gender HCA

Chart 2: Academic/Research Staff by UE Grade and Gender HCA

Table2: Academic/research staff, by UE Grade and gender (HCA)

Academic/ Research Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	2	6	12	23	14
	Female	3	7	11	8	1
	% Female	60.0%	53.8%	47.8%	25.8%	6.7%
2012/13	Male	0	13	17	23	20
	Female	1	7	13	8	1
	% Female	100.0%	35.0%	43.3%	25.8%	4.8%
	Male	0	15	24	22	21
	Female	1	8	12	8	2
2013/14	% Female	100.0%	34.8%	33.3%	26.7%	8.7%
	Male	1	12	24	20	15
	Female	3	9	11	9	2
2014/15	% Female	75.0%	42.9%	31.4%	31.0%	11.8%

Academic/Research Staff – History

Chart 3 shows 31.7% of History staff are female (+1.7% since 2011/12), below HESA (38.8%) and RG (36%) benchmarks. Female staff are clustered at UE06-UE08 (70%); UE09=25% and UE10=5%. A recent female promotion (UE10) increased the number of female History professors from 1-2 (11.8%) – still well below the HESA benchmark for female professorial staff in History (21.6%) **(AP3.5)**.
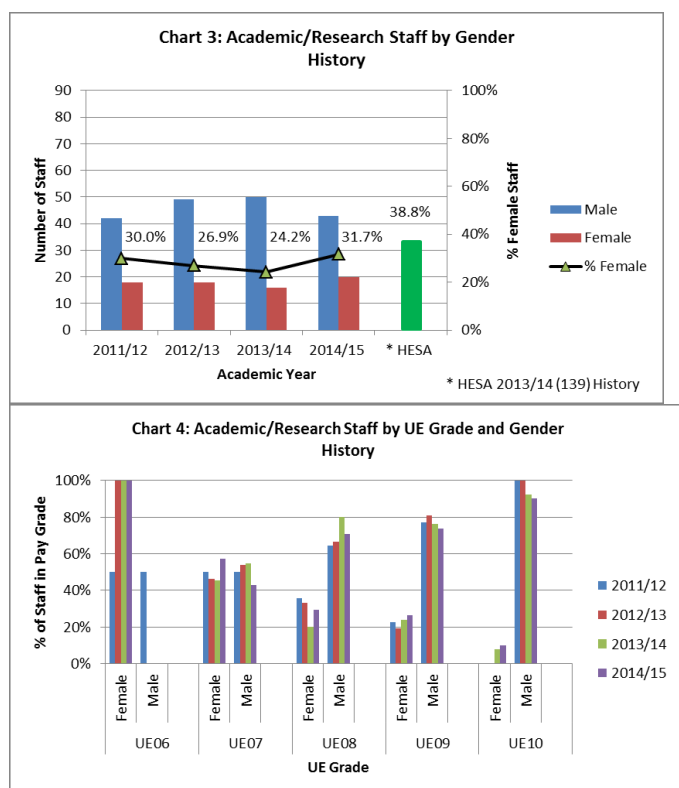
Chart 3: Academic/Research Staff by Gender History

Chart 4: Academic/Research Staff by UE Grade and Gender History

Table3: Academic/research staff, by UE Grade and gender (History)

Academic & Research Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	2	6	9	17	8
	Female	2	6	5	5	0
	% Female	50.0%	50.0%	35.7%	22.7%	0.0%
2012/13	Male	0	7	14	17	11
	Female	1	6	7	4	0
	% Female	100.0%	46.2%	33.3%	19.0%	0.0%
2013/14	Male	0	6	16	16	12
	Female	1	5	4	5	1
	% Female	100.0%	45.5%	20.0%	23.8%	7.7%
2014/15	Male	0	3	17	14	9
	Female	3	4	7	5	1
	% Female	100.0%	57.1%	29.2%	26.3%	10.0%

Academic/Research Staff – Classics

29.6% of Classics staff are female, below national (45.3%) and RG (39.5%) benchmarks. Four of eight female members of staff are employed at UE06-UE08, with three in UE09 (37.5%) and one at UE10 (12.5%). There is gender parity at UE09, but the proportion of female staff at UE10 is 25% - 3.7% of all staff in Classics, significantly below HESA Professorial benchmark (23.8%) for females in Classics **(AP3.5)**.
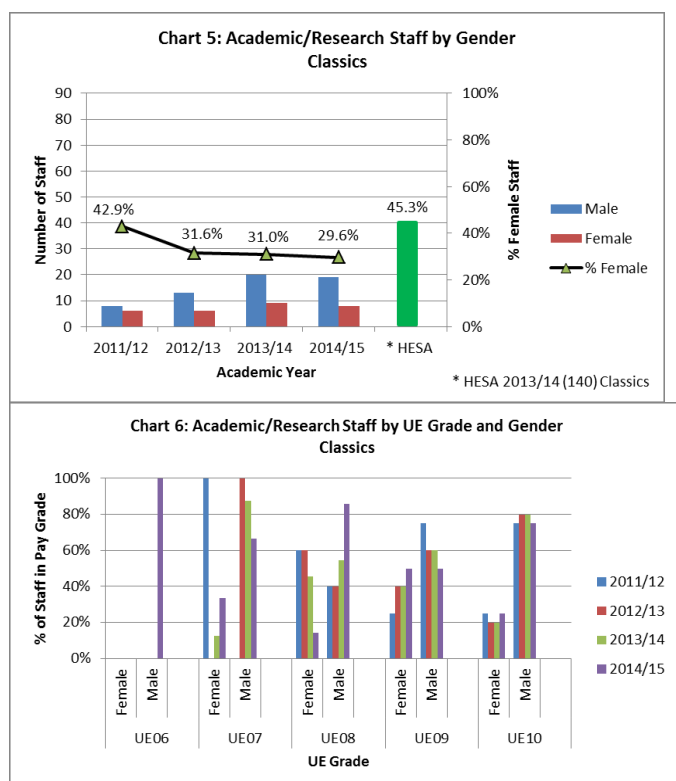
Chart 5: Academic/Research Staff by Gender
Classics

Chart 6: Academic/Research Staff by UE Grade and Gender
Classics

Table 4: Academic/research staff, by UE Grade and gender (Classics)

Academic & Research Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	0	0	2	3	3
	Female	0	1	3	1	1
	% Female	0.0%	100.0%	60.0%	25.0%	25.0%
2012/13	Male	0	4	2	3	4
	Female	0	0	3	2	1
	% Female	0.0%	0.0%	60.0%	40.0%	20.0%
2013/14	Male	0	7	6	3	4
	Female	0	1	5	2	1
	% Female	0.0%	12.5%	45.5%	40.0%	20.0%
2014/15	Male	1	6	6	3	3
	Female	0	3	1	3	1
	% Female	0.0%	33.3%	14.3%	50.0%	25.0%

Academic/Research Staff – Archaeology

Table 5 shows 6 of 16 Archaeology staff are female (37.5%, -8.7% since 2011/12), despite the number of female staff remaining unchanged – below HESA (42.1%) and RG (42.9%) benchmarks. **Chart 8** shows women are employed in UE07-UE09. As the overall numbers of staff are very low, large statistical shifts result when even one member of staff joins or leaves (e.g. the loss of one female UE09 in 2012/13=15% decrease). There are no UE06 and 3M/0F UE10 (HESA=20.0%) **(AP3.5)**.
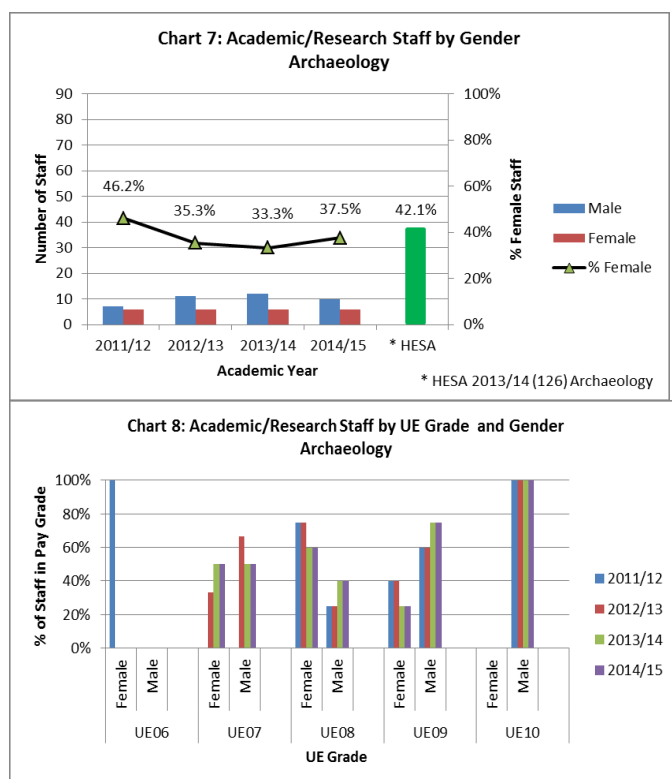
Chart 7: Academic/Research Staff by Gender Archaeology

Chart 8: Academic/Research Staff by UE Grade and Gender Archaeology

Table 5: Academic/research staff, by UE Grade and gender (Archaeology)

Academic & Research Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	0	0	1	3	3
	Female	1	0	3	2	0
	% Female	100.0%	0.0%	75.0%	40.0%	0.0%
2012/13	Male	0	2	1	3	5
	Female	0	1	3	2	0
	% Female	0.0%	33.3%	75.0%	40.0%	0.0%
2013/14	Male	0	2	2	3	5
	Female	0	2	3	1	0
	% Female	0.0%	50.0%	60.0%	25.0%	0.0%
2014/15	Male	0	2	2	3	3
	Female	0	2	3	1	0
	% Female	0.0%	50.0%	60.0%	25.0%	0.0%

Professional Services Staff

In 2014/15 there were 47 professional services staff, of whom 72.3% (n=34) are women, a decline from a high of 84.2% (n=16) in 2011/12. This is below national (76.6%) and RG (75.4%) benchmarks. Nonetheless, **Chart 10/Table 6** show a clear decline in proportions of women against an increase in grade, albeit with equalisation and above at UE07-UE08. A male (DoPS) occupies the highest grade (UE09), though the previous DoPS was female. A rise in the total number of professional services staff occurred between 2011/12-2012/13 (+18) due to the introduction of a new Resources Team (School hub) model **(AP3.5)**.
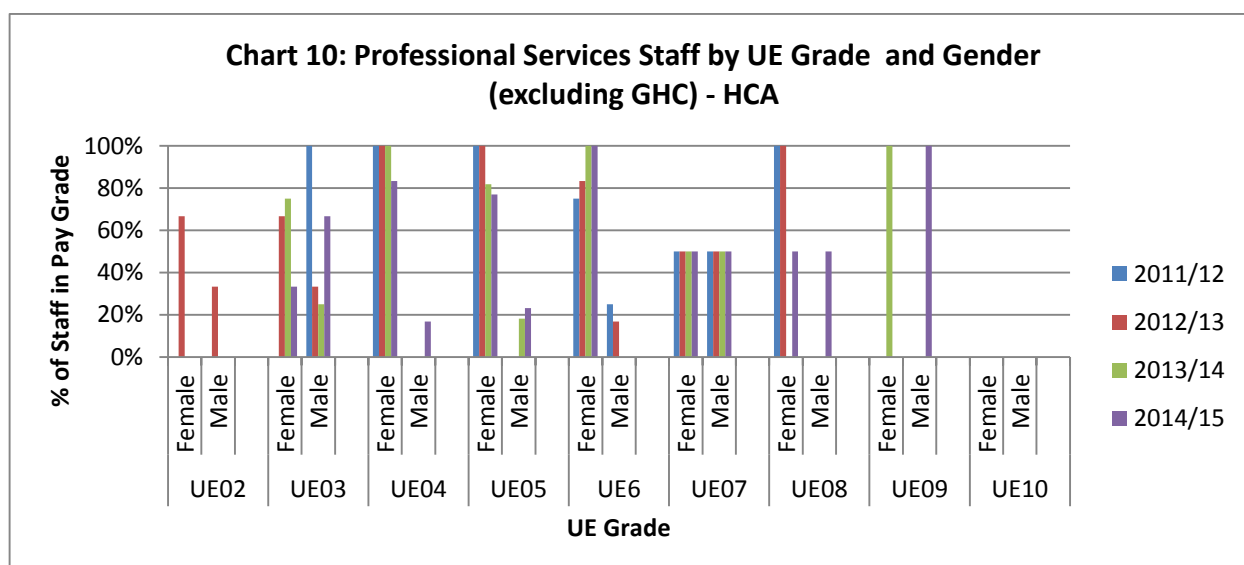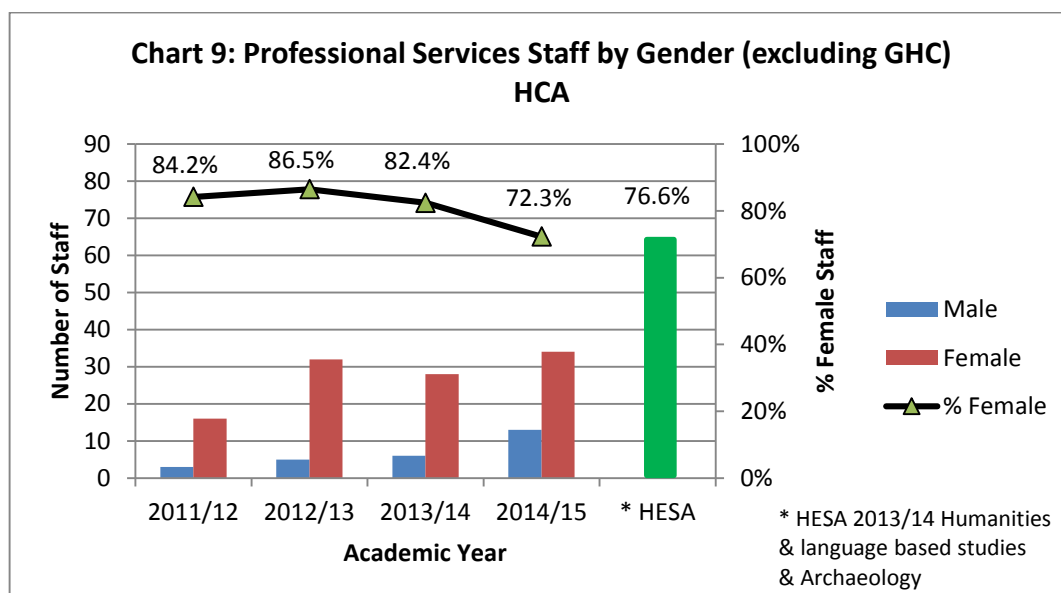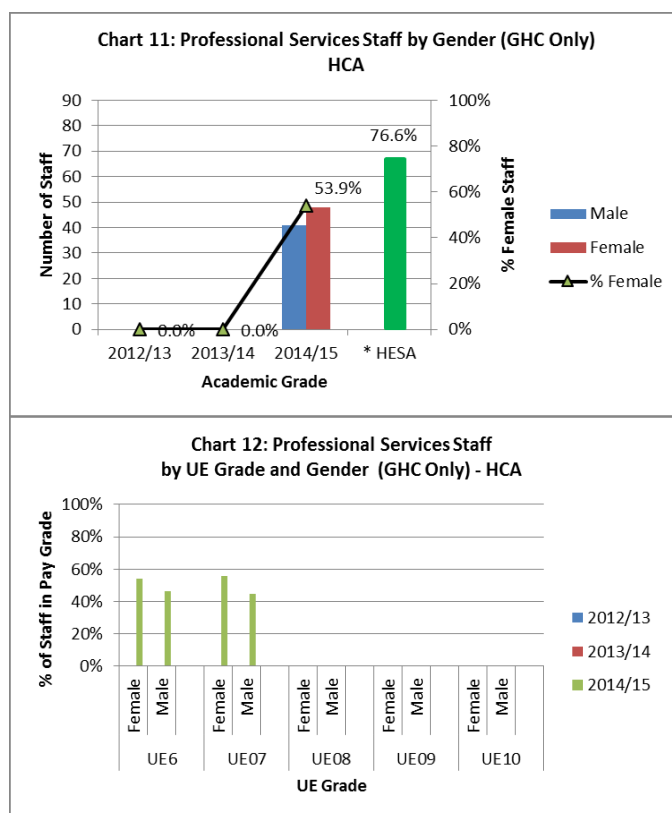
Chart 9: Professional Services Staff by Gender (excluding GHC) HCA

84.2%   86.5%   82.4%   72.3%   76.6%

* HESA 2013/14 Humanities & language based studies & Archaeology

Chart 10: Professional Services Staff by UE Grade and Gender (excluding GHC) - HCA

Table6: Professional services staff, excluding GHC, by UE Grade and gender (HCA)

Professional Services Staff		UE02	UE03	UE04	UE05	UE6	UE07	UE08	UE09	UE10
2011/12	Male	0	1	0	0	1	1	0	0	0
	Female	0	0	4	7	3	1	1	0	0
	%	0.0%	0.0%	100.0%	100.0%	75.0%	50.0%	100.0%	0.0%	0.0%
2012/13	Male	1	1	0	0	1	2	0	0	0
	Female	2	2	11	9	5	2	1	0	0
	%	66.7%	66.7%	100.0%	100.0%	83.3%	50.0%	100.0%	0.0%	0.0%
2013/14	Male	0	1	0	2	0	3	0	0	0
	Female	0	3	7	9	5	3	0	1	0
	%	0.0%	75.0%	100.0%	81.8%	100.0%	50.0%	0.0%	100.0%	0.0%
2014/15	Male	0	4	2	3	0	2	1	1	0
	Female	0	2	10	10	9	2	1	0	0
	%	0.0%	33.3%	83.3%	76.9%	100.0%	50.0%	50.0%	0.0%	0.0%

Non-Academic GHC

Chart 11: Professional Services Staff by Gender (GHC Only) HCA

Chart 12: Professional Services Staff by UE Grade and Gender (GHC Only) - HCA

HCA employs some GHC staff on non-academic contracts, in-line with central University protocol. These staff include tutors and demonstrators: 43F:37M at UE06 (53.7% female) and 5F:4M at UE07 (55.6% female). GHC data was not available before 2014/15, but will now be monitored (see 4.2(ii), 5.3(vii)) **(AP3.5, AP5.8)**.

(Total=812)

3.   THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

HCA has supported a gender equality self-assessment team since February 2013. The SAT comprises 19 volunteers recruited via emails and face-to-face discussions (**Table 8**). Each member plays an important role in the development of gender-equality strategies, undertaking the analysis required of AS and on-going gender equality-related activities. The team includes established and new academic staff from various career levels, including the Head of School (HoS), while a PhD and two MSc students provide a valuable postgraduate perspective. Professional staff, including the DoPS and an HR representative, are also integral to the team and have played an active role since its launch. The College has appointed an AS Project Officer, who sits on every CHSS self-assessment team, to promote collaboration and encourage sharing of best practice.

Table 7: Key to biographies table (Table 8).

Relevant Experience		Work-life Balance Experience	
A	Annual Reviewer	C	Children
M	Mentor/Mentee	D	Other Dependents
P	Promotions Process	DCP	Dual-career Partnership
O	Office Bearer	F	Flexible Working
R	Recruitment Panel	M	Maternity Leave
SM	Senior Management	P	Paternity Leave

Table 8: Athena SWAN self-assessment team (HCA)

SAT Member	Job Title	M/F	FT/PT	Relevant Experience						Work-life Balance Experience					
				A	M	P	O	R	SM	C	D	DCP	F	M	P
Dr Monica Azzolini	Senior Lecturer (History)	F	PT							✓		✓		✓	
Dr Angela Bartie	Lecturer/ Joint SAT Convener (History)	F	FT		✓		✓			✓		✓			
Prof Donald Bloxham	Richard Pares Chair of History (History)	M	FT			✓				✓		✓			
Dr Adam Budd	Lecturer (History	M	FT				✓			✓		✓			
Dr Glenys Davies	Senior Lecturer (Classics)	F	PT			✓		✓			✓	✓			
Dr Gayle Davis	Senior Lecturer (History)	F	FT					✓			✓	✓			✓
Rhona Feist	Athena SWAN Project Officer - CHSS	F	FT					✓							
Dr Julian Goodare	Reader/ Joint SAT Convener (History)	M	FT			✓				✓		✓			
Neil McGillivray	Director of Professional Services	M	FT						✓	✓		✓			
Kacper Lyszkiewicz	e-Learning and Web Development Officer	M	FT					✓							
Dr Catriona Pickard	Lecturer (Archaeology)	F	PT							✓		✓	✓	✓	
Prof Ian Ralston	Head of School (Archaeology)	M	FT	✓	✓	✓	✓	✓	✓			✓			
Laura Robertson	HR Adviser	F	FT			✓		✓							
Dr Ulrike Roth	Head of Subject Area (Classics)	F	FT	✓	✓	✓	✓	✓	✓						
Iida Saarinen	PhD Student (History)	F	FT										✓		
Lindsay Scott	Graduate School Secretary	F	FT								✓				
Dr David Silkenat	Lecturer (History)	M	FT				✓			✓		✓			
Eva Snedden	Student Support Assistant	F	PT									✓			
Niall Whelehan	Marie Curie Research Fellowship (History)	M	PT							✓		✓			✓

The SAT has met four or more times every year between 2013-15. Representatives raised the profile of GEM at School Forums in October 2013, two dedicated SMC meetings in 2014, and in SA meetings throughout and, since April 2015, representatives have raised the profile of AS in these forums. Responsibility for information gathering and report writing is shared throughout the team, and meetings enable the group to discuss progress and potential action points. A public 'GEM/ECU – HCA' Wiki allows staff to access all AS materials and is supported by a Gender Equality and AS webpage **(AP3.4)**. Gender equality news articles and training opportunities are circulated regularly and team members act as champions for AS within their subject areas. Ian Ralston has played an active role since becoming HoS (as did his predecessor Alvin Jackson). He is joined by Neil McGillivray in representing AS and HCA's gender equality agenda at SMC. Ulrike Roth was also a member of SMC throughout the self-assessment process.

The School committed to producing a self-assessment report and action plan, based upon the original STEMM AS model, nine months before the GEM trial was announced. The SAT then completed the GEM application template, which was mapped to the post-2015 AS template in July 2015.

ACTIONS

AP3.4   Provide virtual space for University & School documents and web links on gender equality and AS activity in the School; improve signposting.

(ii)   an account of the self-assessment process

In 2013, HCA conducted online gender culture surveys of postgraduate students (June), and academic and professional staff (October). Responses are discussed in detail throughout, and summarized in 5.6(i). The survey generated a response rate of 43.2% for staff (45.5% of females/30.5% of males), and 15.2% for postgraduate students (19.1% of females/9.4% of males). To facilitate a comparative analysis of its impact upon gender equality and staff and postgraduate satisfaction, these surveys will run biennially. **(AP3.2)** The SAT conducted brainstorming sessions in March 2013, to flag key issues and gauge staff perceptions of GEM-related themes. HCA has also adopted the Oxford Research and Policy 'Non-STEM Good Practice Checklist', to identify existing strengths and weaknesses in gender equality procedures, and to map AS impact **(AP3.3)**.

The team is proactive in promoting gender equality and Athena SWAN. In December 2012, an on-campus seminar, led by Yvonne Galligan (Queen's University, Belfast) and Averil MacDonald (University of Reading), provided an insight into challenges faced and obstacles overcome by other UK institutions. The event enabled staff from eleven Schools to network and marked the start of the CHSS gender equality programme. Quarterly meetings of the University of Edinburgh Athena SWAN Network and Advancing Gender Equality Working Group (AGEWG), chaired by the Vice Principle People and Culture, also promote the spread of best practice across three Colleges. Nationally, the team is represented at the Athena SWAN Scottish Network, comprising representatives from 15 HE institutions across Scotland. In 2014, members attended a University Senate debate, 'Embedding Equality', and Rhona Feist reported on the ECU biennial conference 'Achieving equality: transforming the HE culture'. Regarding external collaboration, Ulrike Roth also volunteered to act as an assessment panelist in the GEM trial, Angela Bartie applied to become an Athena SWAN assessment panelist, and Iida Saarinen attended the residential course 'Ingenious Women', encouraging female researchers gain confidence and to take charge of their careers. Bartie and Saarinen also participated in the Royal Historical Society Gender Equality Seminar (Glasgow, 2014) - this fed into the 2015 report, *Gender Equality and Historians in UK Higher Education*. Bartie has begun the 2015-2016 Aurora Programme.

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

The SAT will meet quarterly to monitor progress on the action plan **(AP3.1)**, promote the AS agenda, and plan activity. It will also act as the School's Equality & Diversity Committee. Responsibility for action points will be delegated to team members, who will report to the Convener. An annual statistical analysis of the AS data set will enable the team to measure progress **(AP3.5)** and will be published, together with an annual report **(AP3.1)** on HCA's ECU/GEM Wiki **(AP3.4)**. To facilitate a comparative analysis, staff and PGR surveys will run biennially and the Athena SWAN Project Officer will produce and circulate a summary of results to promote transparency and encourage feedback **(AP3.2)**. Commitment to AS and the gender equality initiative in HCA is demonstrated by the SMC's readiness to strategically embed related practices and policies. To facilitate implementation of HCA's action plan, AS has been written into the College and School Plans and is a permanent fixture in the SMC calendar. One SMC meeting per year will be dedicated to Athena SWAN and a review of the annual progress report, impact to date and projected activity. Individual AS-related topics will also be discussed by SMC throughout the year. **(AP3.6)**.

ACTIONS

AP3.1   Develop and embed a process of rigorous gender equality self-assessment within the academic planning cycle, and promote AS.
AP3.2   Survey gender culture within HCA, for comparative analysis and action
AP3.3   Identify strengths and weaknesses in gender culture within HCA and map progress over time.
AP3.4   Provide virtual space for University & School documents and web links on gender equality and AS activity in the School; improve signposting.
AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.
AP3.6   Promote senior management buy-in, to embed AS in School policy, practice & procedure.
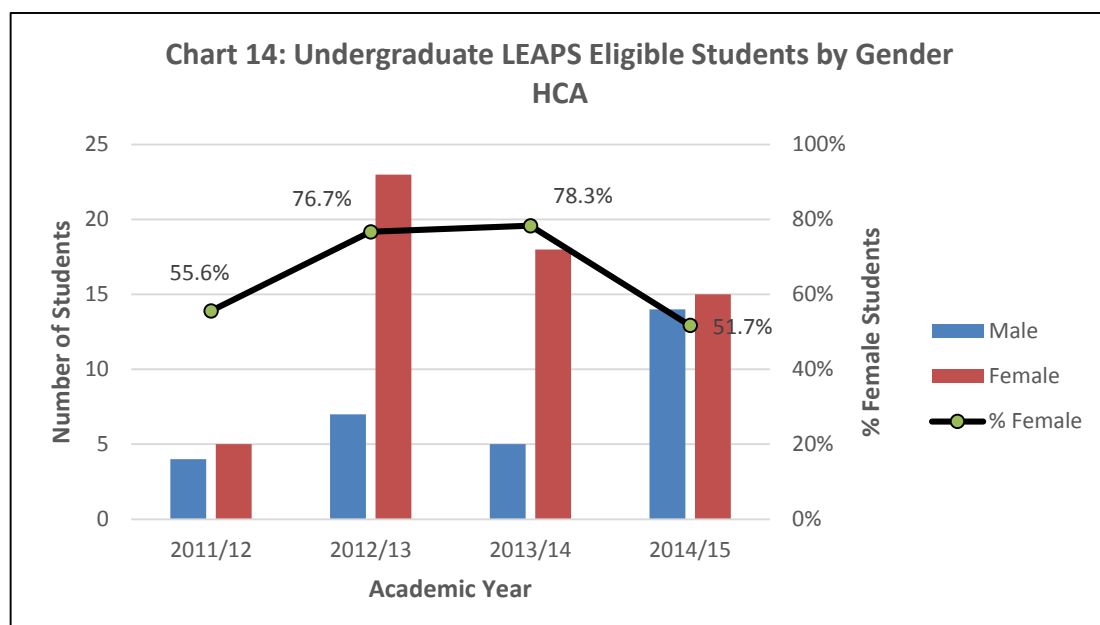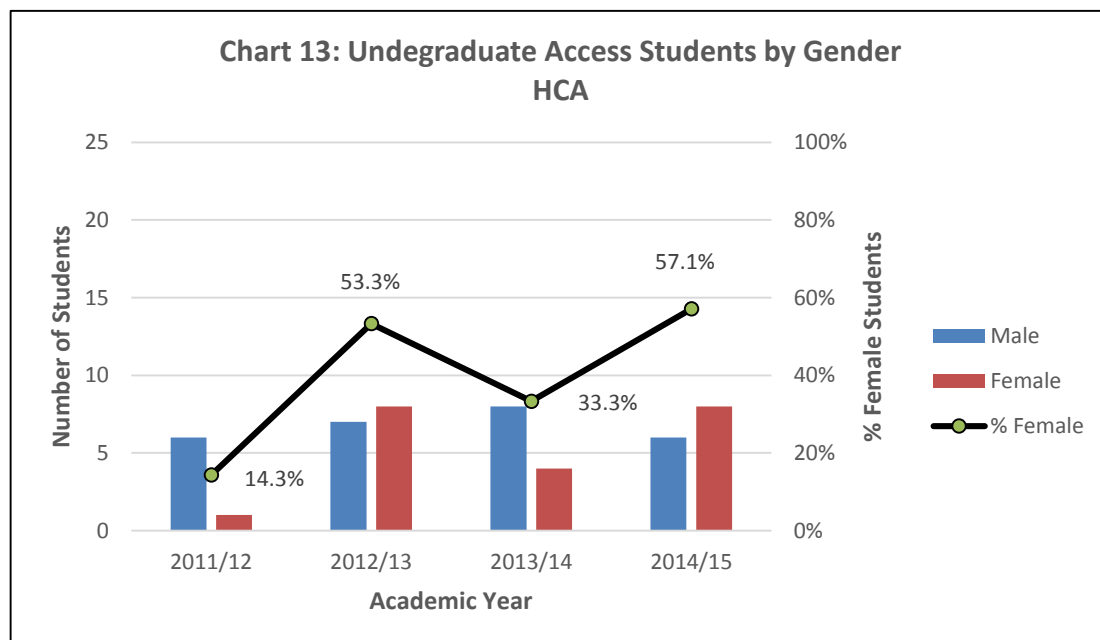
(Total = 874)

4. A PICTURE OF THE DEPARTMENT

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

4.1 Student data

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

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

Foundation programmes are not available at the University of Edinburgh. Between 2011/12-2014/15, 48 access students (43.8%F), entered a wide range of degree programmes in HCA (**Chart 13**). A majority were participants in the Scottish Wider Access Programme. SWAP unites Scottish colleges and universities developing access courses for mature students from backgrounds previously under-represented in HE.

Chart 13: Undegraduate Access Students by Gender HCA

Chart 14: Undergraduate LEAPS Eligible Students by Gender HCA

Between 2011/12-2014/15, a further 91 LEAPS-eligible students (**Chart 14**) were matriculated via the Lothians Equal Access Programme for Schools (LEAPS), of whom 67% were female. This outreach initiative aims to raise awareness of opportunities in HE amongst young people whose school careers have been affected by adverse economic or social circumstances, or who come from communities with little or no experience of HE.

Combined, the average gender bias over this 4-year period favours females, at an average of 58.9%. To redress this imbalance HCA will encourage female and male students to engage with WP outreach events, and continue to monitor the data annually **(AP3.5, AP5.21)**.
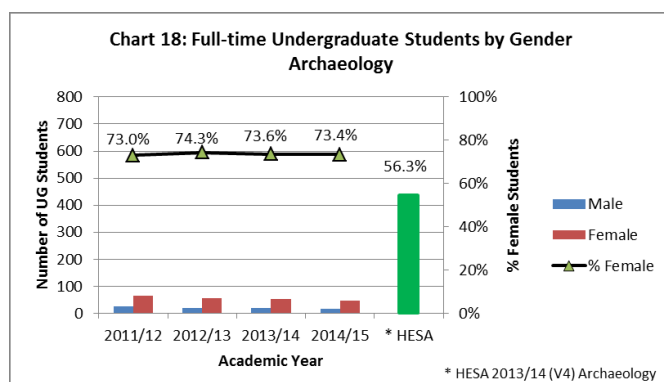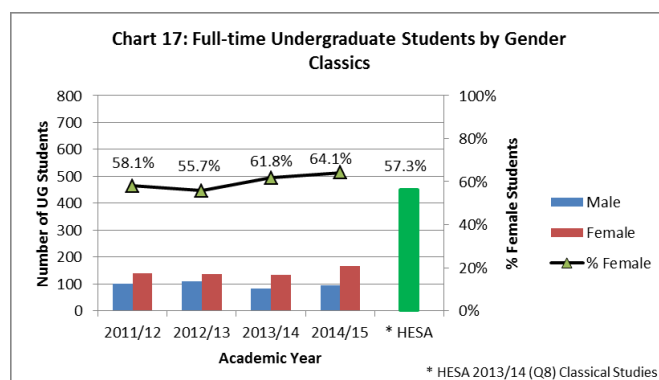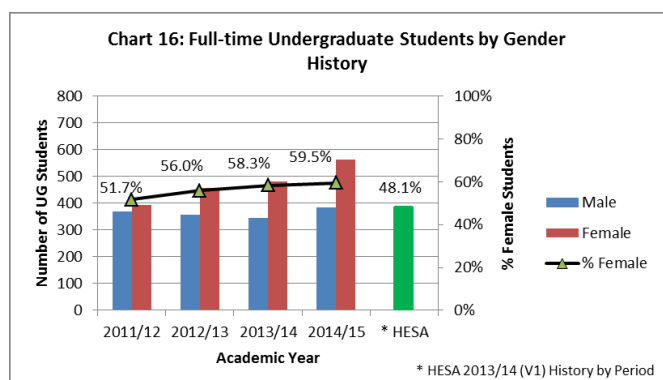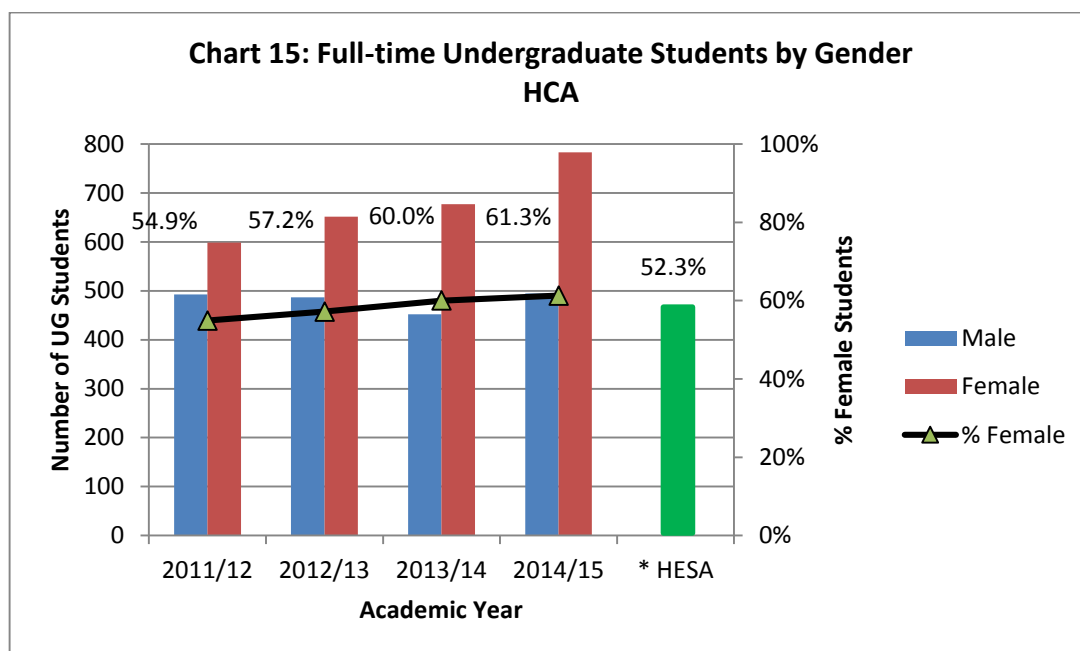
(ii) Numbers of undergraduate students by gender

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

All UG teaching in HCA is conducted on a full-time basis. Over all degree programmes there is a gender bias to females above the HESA national average (52.3%). However, there is large variation in the ratio of males/females enrolled on specific degree programmes, some of which reflects the small number of students enrolled. Programmes (with >10 students) that exhibit a large gender bias to males are Ancient and Medieval History and Economic and Social History; and to females, Ancient History and Classical Archaeology, Ancient Mediterranean Civilisations, Archaeology, Archaeology and Social Anthropology, Classical Studies, History and Archaeology, and History and History of Art, i.e. the bias to females is particularly pronounced in the Archaeology degree programmes. This reflects the gender bias in applications, offers and acceptances.

Chart 15 shows the proportion of UG females in HCA has increased every year since 2011/12, from 54.9%-61.3%, and is higher than the national (52.3%) and RG benchmarks (54.9%). This trend will be monitored by the SAT to ensure that it remains in line with the HESA benchmarks and never below 50% **(AP3.5, AP4.1)**.

Between 2011/12-2014/15, the percentage representation in all three SAs increased, particularly in History (+7.8%), and Classics (+6%). Both reflect an increase in female students (History=394>564; Classics=140>166). These are above national (**Charts 15-18**) and RG benchmarks: History=59.5% (RG=51.5%), Classics=64.1% (RG=57.3%), Archaeology=73.4% (RG=58.2%).

Chart 15: Full-time Undergraduate Students by Gender HCA

Chart 16: Full-time Undergraduate Students by Gender History

* HESA 2013/14 (V1) History by Period

Chart 17: Full-time Undergraduate Students by Gender Classics

* HESA 2013/14 (Q8) Classical Studies

Chart 18: Full-time Undergraduate Students by Gender Archaeology

* HESA 2013/14 (V4) Archaeology

HCA aims to be attractive to all applicants. Male and female staff and PG students are present at Open Days, publicity is gender-neutral, and a gender-neutral approach is taken in the selection of participants (5.6 (vii) and (viii)) **(AP3.5, AP4.1)**.

UG Applications, Offers, Acceptances

The success rate reflects the proportion of applicants that received offers in each year. **Chart 19** shows the female success rate is consistently higher, increasing from 45.6% (2011/12)-48.5% (2014/15) c.f. 32.7%-42.9% for males. **Table 9** shows lower numbers of males apply to HCA each year, although from 2011/12-2014/15,

applications increased for females (+22.8%) and males (+6.7%). Offers also increased (+30.5%F, +39.9%M). These reflect wider trends - more females than males apply to attend university (UCAS data on Applicants by Sex shows 57% of applications by June 2014 were female; 2011-2014, more females applied than males) **(AP3.5)**.

For all three SAs, the admissions process is handled by the College's Undergraduate Admissions Office.
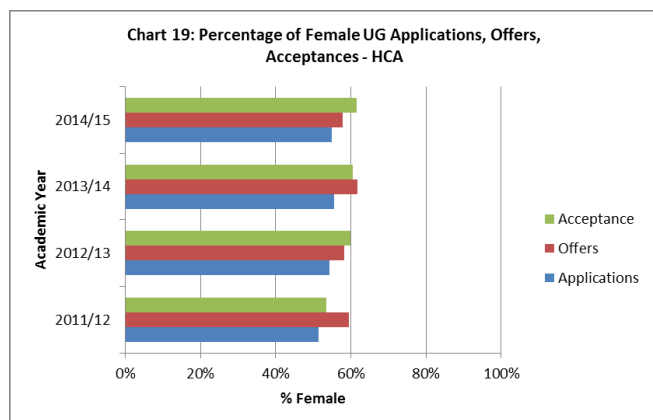

Chart 19: Percentage of Female UG Applications, Offers, Acceptances - HCA

Table 9: UG application success rate by gender (HCA)

UG	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2011/12	1257	573	**45.6%**	1188	388	**32.7%**
2012/13	1247	640	**51.3%**	1051	457	**43.5%**
2013/14	1410	713	**50.6%**	1126	440	**39.1%**
2014/15	1543	748	**48.5%**	1267	543	**42.9%**

UG Degree Attainment by Gender

Chart 20: Undergraduate Degree Classification by Gender HCA
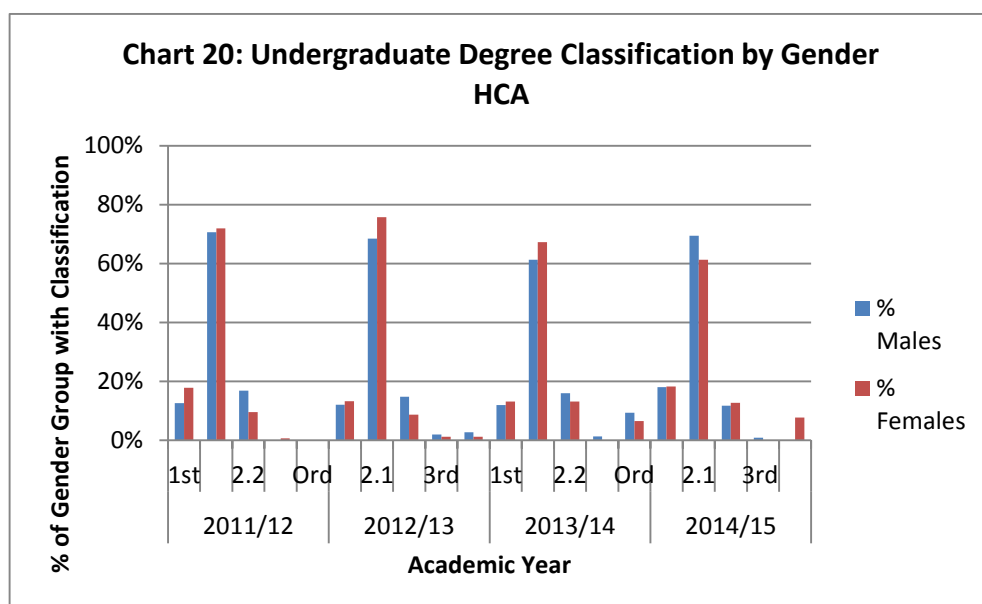
Table 10: Number of undergraduate students, by degree classification and gender (HCA)

Degree	2011/12				2012/13				2013/14				2014/15			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
1st	26	17.8%	15	12.6%	23	13.3%	18	12.1%	14	13.1%	9	12.0%	26	18.3%	20	18.0%
2:1	105	71.9%	84	70.6%	131	75.7%	102	68.5%	72	67.3%	46	61.3%	87	61.3%	77	69.4%
2:2	14	9.6%	20	16.8%	15	8.7%	22	14.8%	14	13.1%	12	16.0%	18	12.7%	13	11.7%
3rd	1	0.7%	0	0.0%	2	1.2%	3	2.0%	0	0.0%	1	1.3%	0	0.0%	1	0.9%
Ord.	0	0.0%	0	0.0%	2	1.2%	4	2.7%	7	6.5%	7	9.3%	11	7.7%	0	0.0%

More females graduate overall, and are consistently more likely to secure a 1st class degree, although this difference has reduced (2011/12=5.2%, 2014/15=0.3%)(**Chart 20**). **Table 10** illustrates a decline in the number of female students securing a 2:1 (-10.6%) and increase in 2:2s (+3.1%), and converse shifts for males – larger than the degree attainment gap identified by HESA. Degree classification data should be monitored **(AP3.5)**. Less students graduated in 2013/14 following a proportionally smaller admissions intake in 2010/11 (to avoid penalties relating to funding/quotas) **(AP3.5)**.

From 2011/12-2014/15, more students graduated with an Ordinary Degree (0-14) - from 2012/13, these students were assigned to their School rather than CHSS. Since receiving this data in Oct 2015, the School has appointed a working group to investigate the all-female cohort in 2014/15 **(AP5.10)**.

HCA undertakes anonymous marking, with written assignments anonymised by administrative staff before being released to staff for marking and second marking/moderation. All UG exam boards are conducted anonymously, with names assigned to results only after they are agreed.


ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP4.1   Address gender imbalance on specific teaching programmes.

AP5.10 Improve provision for and awareness of student support within HCA, and clearly signpost support available more widely in the University.

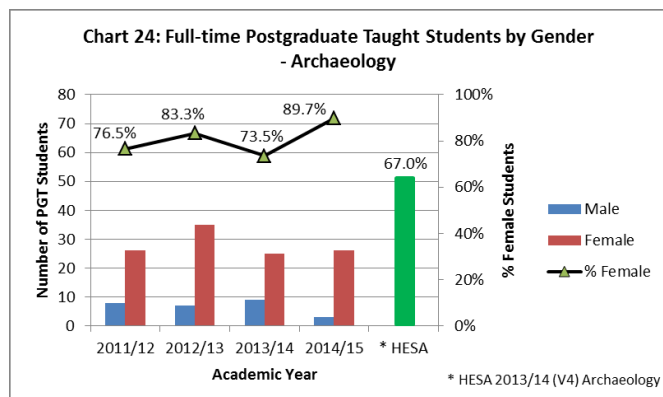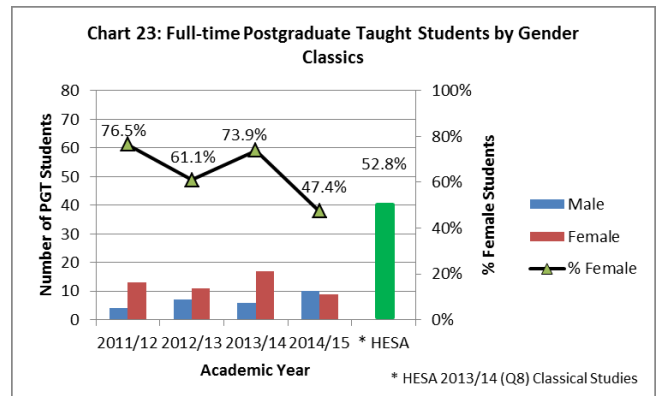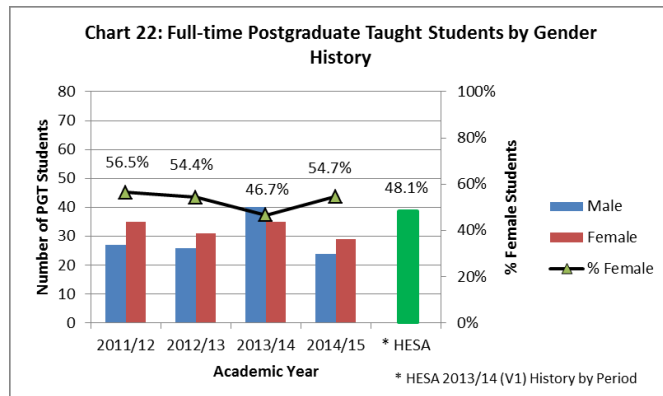**(iii)   Numbers of men and women on postgraduate taught degrees**

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

Chart 21 shows a consistent gender bias toward females in FT taught PG programmes, despite a drop of 2.1% in both numbers and proportions of females (overall HCA=63.4%, HESA=53.4%, RG=51.6%). An increase in the proportion of male PGT students, FT and PT, is apparent in 2013/2014, mainly due to the increase in Online Distance Learning (ODL) students.

Chart 21: Full-time Postgraduate Taught Students by Gender HCA

23
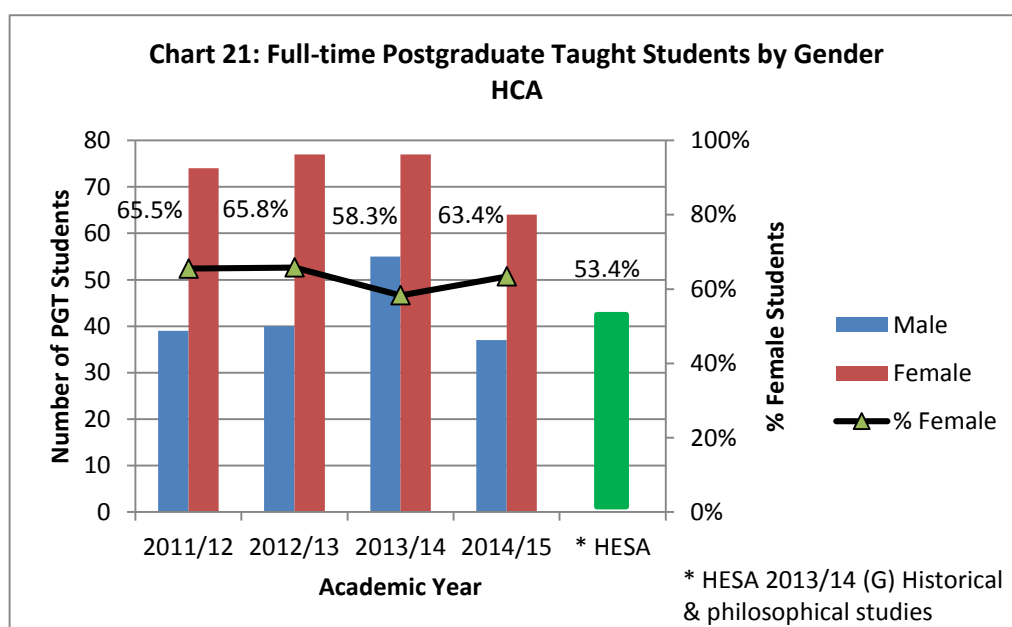
Between 2011/12-2014/15, there was a drop in female FT PGT in History (35-29, average 2.5 drop p.a.) and Classics (13-9, average 0.5 drop p.a.). For both, males increased (**Charts 22-23**). In History, the proportion of female FT PGT students (54.7%) is still above benchmarks (HESA=48.1%, RG=49.1%). **Chart 23** shows fluctuations in Classics, with an overall decline from 76.5% (2011/12)-47.4% (2014/15), now below HESA (52.8%) and RG (53.6%) benchmarks (though the small cohort produces marked statistical changes) **(AP4.1, AP4.2, AP5.10)**. Female representation in Archaeology increased from 76.5%-89.7%, well above HESA (67%) and RG (68.2%) benchmarks (**Chart 24**) **(AP3.5).**

Chart 22: Full-time Postgraduate Taught Students by Gender History

Chart 23: Full-time Postgraduate Taught Students by Gender Classics

Chart 24: Full-time Postgraduate Taught Students by Gender - Archaeology

Chart 25 shows PT PGT enrolments increased from 18-24 between 2011/12-2014/15, but the proportion of females dropped significantly (-34.2%) and is now significantly below HESA (50.4%) and RG (44.9%) benchmarks **(AP3.5, AP4.1, AP4.2, AP5.10)**. An increase in the proportion of males undertaking PT programmes has occurred since 2011/2012.

Chart 25: Part-time Postgraduate Taught Students by Gender HCA
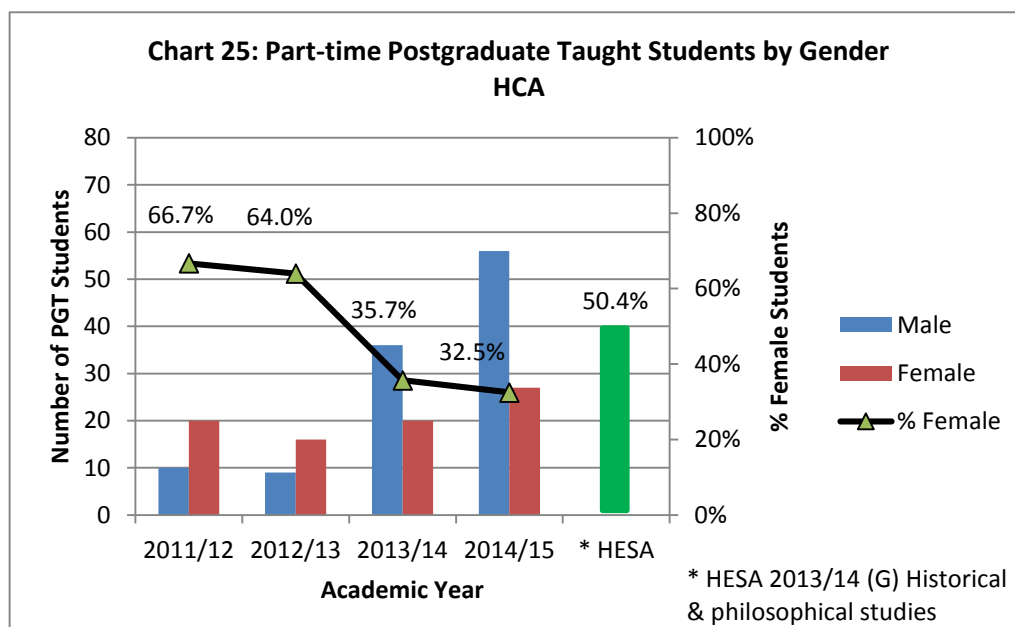
The largest increase in male PT PGT students is in History, linked to the new online MSc History programme, introduced in 2013/14, comprising 75.7% males in 2013/14 (28M/9F) and 71.8% in 2014/15 (51M/20F) (**Table 14**). Correspondingly, the proportion of females on PT PGT History programmes decreased: 2011/12=64.3%, 2014/15=32% (HESA=50.8%, RG=46.5%) (**Chart 26**). Numbers are very low – and have declined – in Classics and Archaeology. In Classics (**Chart 27**), there are no female PT PGT students in 2014/15 (HESA=71.4%; RG=72.7%) and in Archaeology (**Chart 28**), female students=60% of PT PGT students (HESA=62.7%; RG=60.7%). The new online MSc History programme has sought to support and encourage flexible learning, and numbers have increased from 37 (2013/14) to 71 (2014/15)(female proportion +6.1%). Attention should be paid to the content and marketing of this course (**AP3.5, 4.1, AP4.2**).
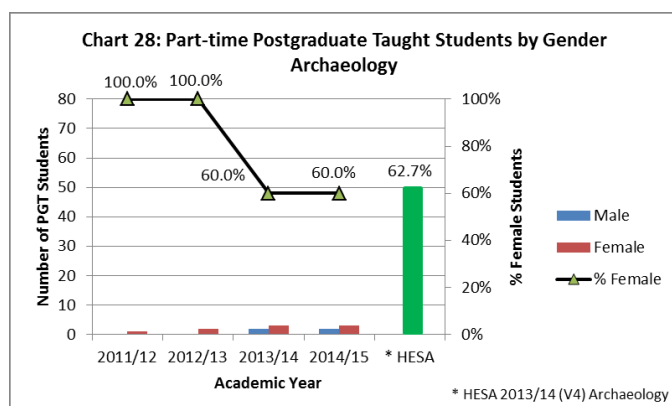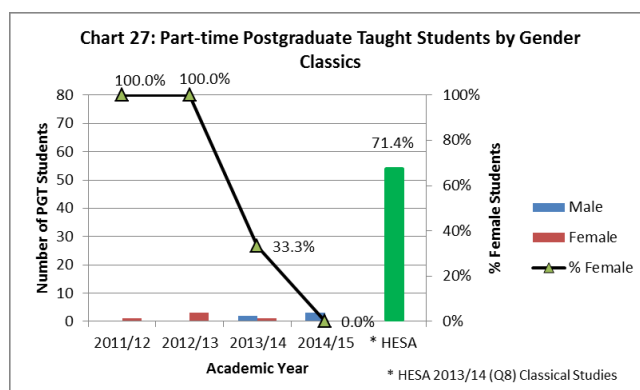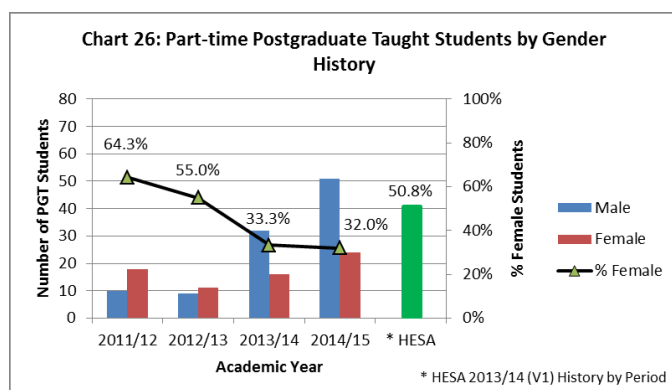

Chart 26: Part-time Postgraduate Taught Students by Gender History

Chart 27: Part-time Postgraduate Taught Students by Gender Classics

Chart 28: Part-time Postgraduate Taught Students by Gender Archaeology

Table 11: On-line distance learning students, by programme and gender (HCA)

Qualification & Programme Name	2012/2013			2013/2014			2014/2015		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
MSc in History	0	0	0.0%	8	26	23.5%	21	50	29.6%
MSc in Landscape, Environment and History	2	3	40.0%	0	0	0.0%	0	0	0.0%
Sub Total	2	3	40.0%	8	26	23.5%	21	50	29.6%

PGT Applications, Offers, Acceptances

Applications and offers for the 19 PGT programmes in HCA have grown between 2011/12-2014/15. **Chart 29/Table 12** show a 28.2%F and 42.8%M growth in applications and 12.3%F and 18.7%M rise in offers (related to the ODL MSc History). The PGT success rate was higher for females in all years except 2012/13, when the male success rate was 2.6% higher. In 2014/15, the female success rate was 70.6% c.f. 64.3% for males (**AP3.5**).

The School has a programme of recruitment activities to attract PGT students, overseen by a School PG Recruitment Officer in conjunction with support teams. These include promoting the university Postgraduate

Open Day, organising an annual 'Postgraduate Study in the School' session for final year UGs, and online information sessions using the virtual classroom/meeting tool, Collaborate **(AP4.1, AP4.2)**.

The College Postgraduate Office handles admissions with input sought from the SA Graduate Officers or Programme Directors only in cases where additional comments on a student's background/qualifications are needed. HCA offers a number of MSc scholarships each year, advertised via an open competition. In 2014/15, 9 of the 12 awards were to female students.
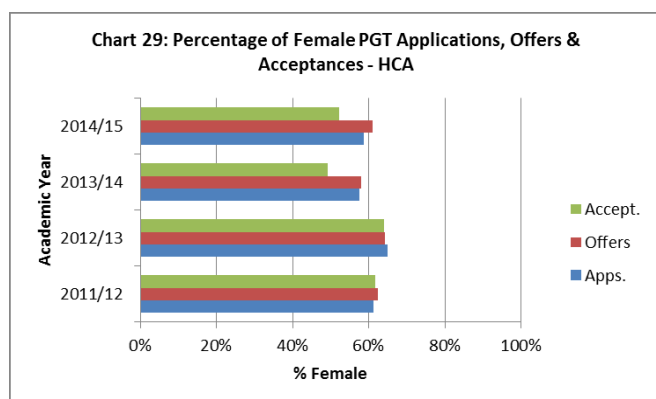
Table 12: PGT application success rate by gender (HCA)

PGT	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2011/12	252	203	80.6%	159	123	77.4%
2012/13	298	220	73.8%	161	123	76.4%
2013/14	321	253	78.8%	238	183	76.9%
2014/15	323	228	70.6%	227	146	64.3%

PGT Degree Completion Rate by Gender
Table 13 shows the female PGT completion rate was higher than males, but dropped from 66.9%-61.2%, between 2012/13-2014/15. One male graduated with a PgCert during this period, and 64% of PgDiploma students (n=11) were female. 2012/13-2014/15, 234 females and 132 males elected to study an MSc, with 21.8% of females and 19.7% of males securing a distinction (**Chart 30**) **(AP3.5)**.

Table 13: PGT completion rates, by programme (HCA)

| PGT Programme		2012/13			2013/14			2014/15		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
MSc	Pass	60	33	64.5%	64	35	64.6%	59	38	60.8%
	Distinction	19	7	73.1%	16	7	69.6%	16	12	57.1%
PgCert		0	0	0.0%	0	1	0.0%	0	0	0.0%
PgDip		4	1	80.0%	0	3	0.0%	7	2	77.8%
Total		83	41	66.9%	80	46	63.5%	82	52	61.2%
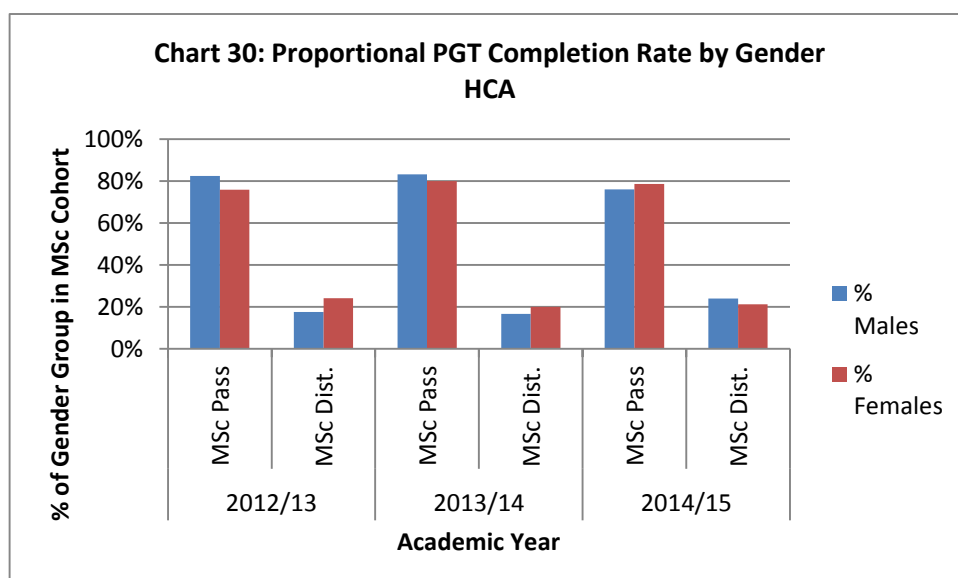
ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP4.1   Address gender imbalance on specific teaching programmes.

AP4.2   Develop a strategy to encourage high achieving UG/PGT students to progress to PGT/PGR programmes

AP5.10 Improve provision for and awareness of student support within HCA, and clearly signpost support available more widely in the University.
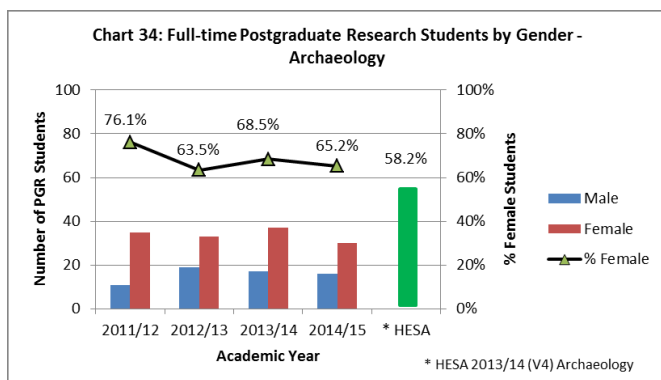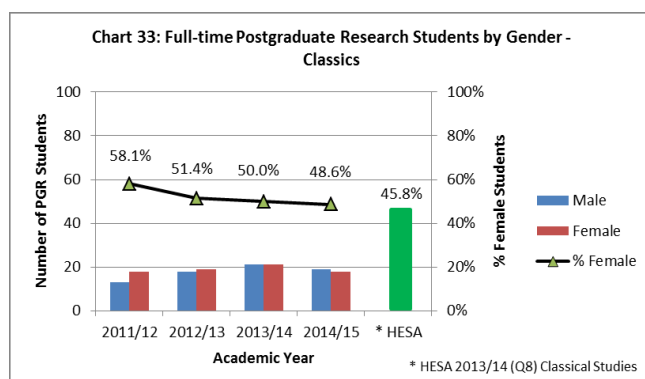
(iv)   Numbers of men and women on postgraduate research degrees

Provide data on course application, offers, acceptance and degree completion rates by gender.

Chart 30 shows a bias toward females in full-time PGR study 2011/12-2014/15. This has fluctuated, dropping by 14.7% (95-86) overall. Female representation is currently above national (43.7%) and RG (43.8%) benchmarks, but has dropped from 57.2%-53.1% and will be monitored to ensure that it remains above 50% (**AP3.5**). There is evidence of a 'leaky pipeline' between PGT and PGR study at School and SA levels (see 4.2(v)) **(AP4.2, AP4.3)**.

Chart 31: Full-time Postgraduate Research Students by Gender HCA
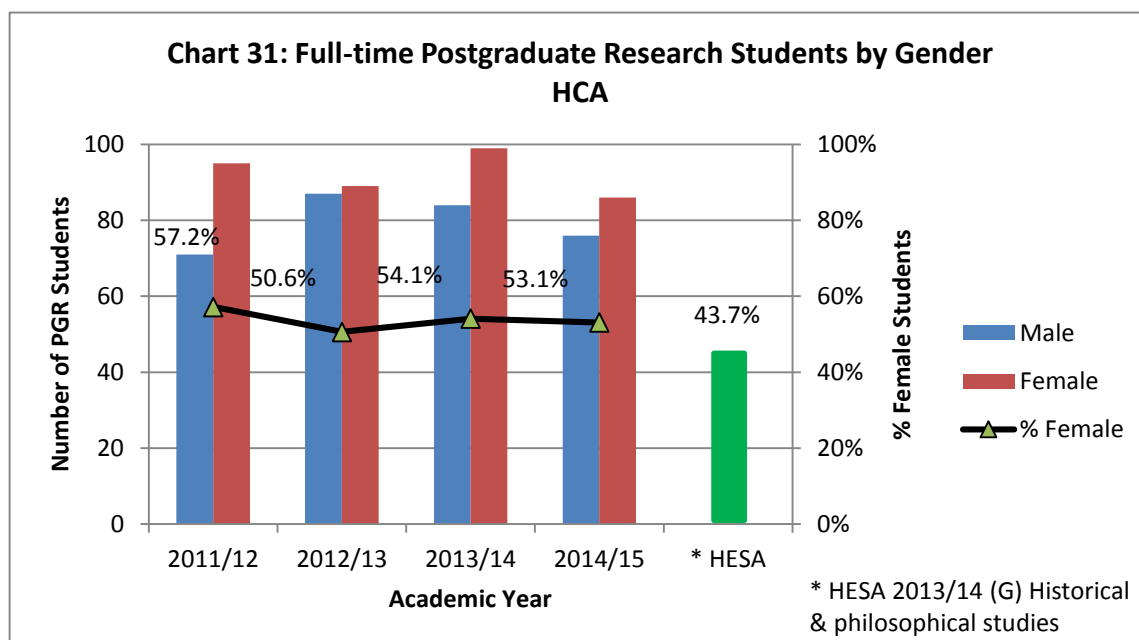
In all three SAs 2011/12-2014/15, the numbers of female students dropped very slightly, but the proportion of female representation remained above HESA and RG benchmarks. In History, there was a slight increase in the proportion of female FT PGR students, from 47.2%-48.1% (HESA=43.3%, RG=45.1%), but in Classics and Archaeology, the proportion of female FT PGR students fell: Classics=58.1%-48.6% (HESA=45.8%, RG=46.2%); Archaeology=76.1%-65.2% (HESA=58.2%; RG=59.5%). The proportion is less than 50% in both History and Classics; attention should be given to improving these figures **(AP3.5, AP4.3)**.

Chart 32: Full-time Postgraduate Research Students by Gender - History

Chart 33: Full-time Postgraduate Research Students by Gender - Classics

Chart 34: Full-time Postgraduate Research Students by Gender - Archaeology
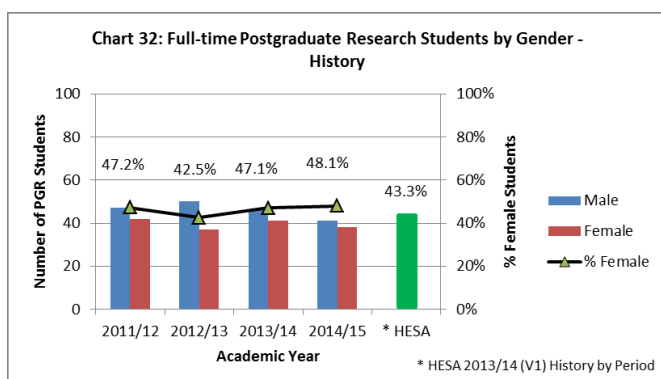
Chart 35 shows that between 2011/12-2014/15 females studying PT PGR declined 38.5% (13-8) and female representation decreased to 34.8% (-8.7%), below national (44.3%) and RG (43.1%) benchmarks.

Chart 35: Part-time Postgraduate Research Students by Gender HCA
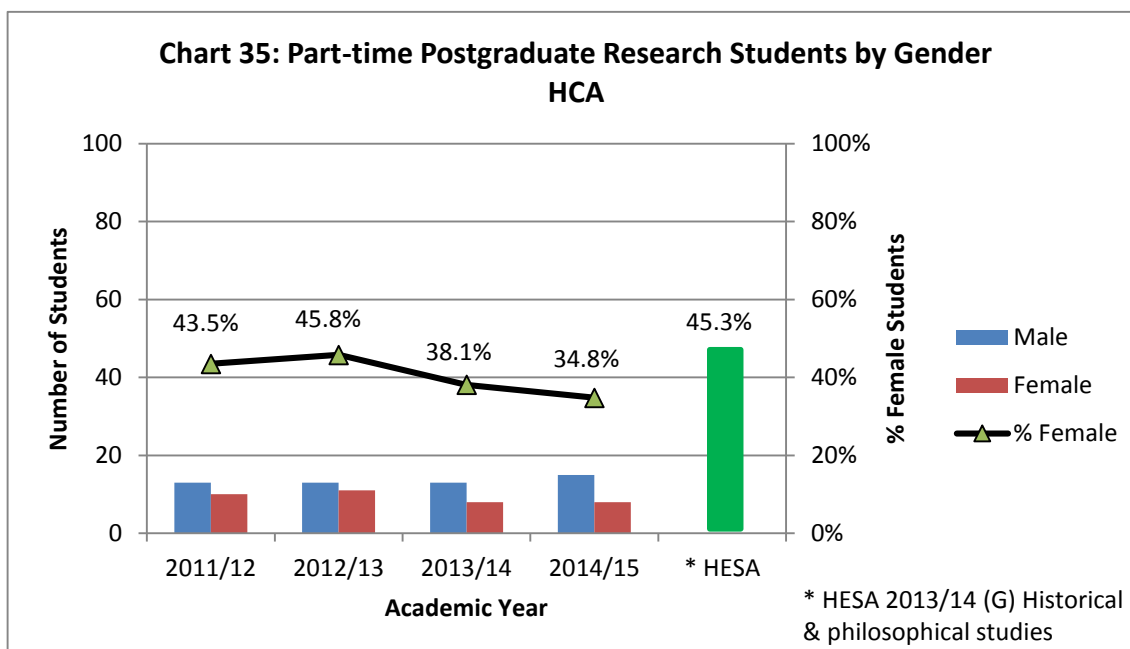
Female representation is below HESA and RG benchmarks in all three SAs (**Charts 36-38**). 2011/12-2014/15, History declined from 55.6%-30.8% (HESA=47.3%, RG=43.5%); Classics remained 40% (except 2012/13=66.7%) (HESA=56.3%, RG=58.3%); Archaeology has fluctuated slightly, with 33.3% in 2011/12 and 40% in 2014/15 (HESA=52%, RG=51.4%) **(AP3.5)**.

Chart 36: Part-time Postgraduate Research Students by Gender History

* HESA 2013/14 (V1) History by Period

Chart 37: Part-time Postgraduate Research Students by Gender Classics

* HESA 2013/14 (Q8) Classical Studies

Chart 38: Part-time Postgraduate Research Students by Gender - Archaeology

* HESA 2013/14 (V4) Archaeology
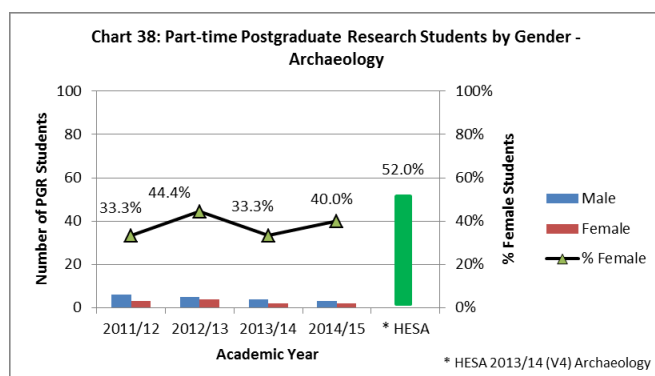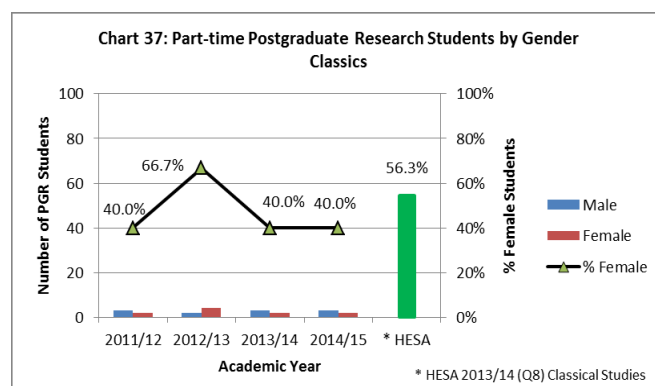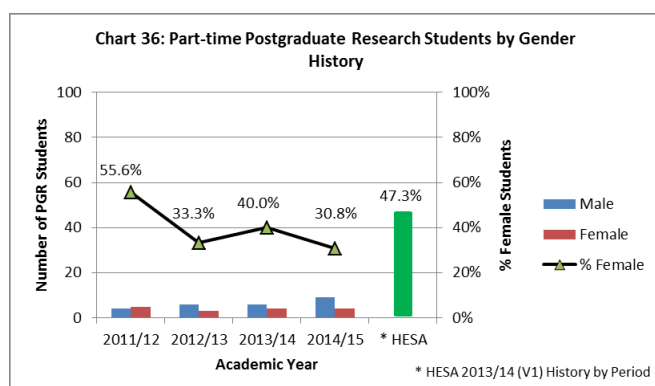
PGR Applications, Offers, Acceptances

Chart 29/Table 14 illustrates that 2011/12-2014/15, female applications declined by 9.7% (72-65) and males increased 7.1% (85-91). Female offers increased by 23.1% and males by 8.5%. The female success rate is higher at 73.8% (+19.6%) **(AP3.5, AP4.2)**.

The School has a programme of recruitment activities aimed at attracting PGT students, including promoting the university Postgraduate Open Day and online information sessions using the virtual classroom/meeting tool, Collaborate. The Graduate School's Deputy Director organises an annual event for current PGT students thinking about PhD study and applying for scholarships (attracting 26 students, of whom 17 (65%) were female, in 2015) **(AP4.2, AP4.3)**. Admissions to research programmes are administered by the SA Graduate Officers, who identify appropriate supervisors and take advice on the viability of research proposals. Two references are required and samples of written work sometimes requested. The Director/Deputy Director of the Graduate School makes a final light-touch check. HCA offers doctoral scholarships, with 13 awarded for 2014/15 entry (7F). SA Graduate officers ask for volunteers and arrange panels to achieve a good spread of expertise; in 2014/15, these were composed as follows: Classics (3M/1F); Archaeology (3M/1F); History (2M/2F) **(AP3.5)**.

Chart 39: Percentage of Female PGR Applications, Offers & Acceptances - HCA
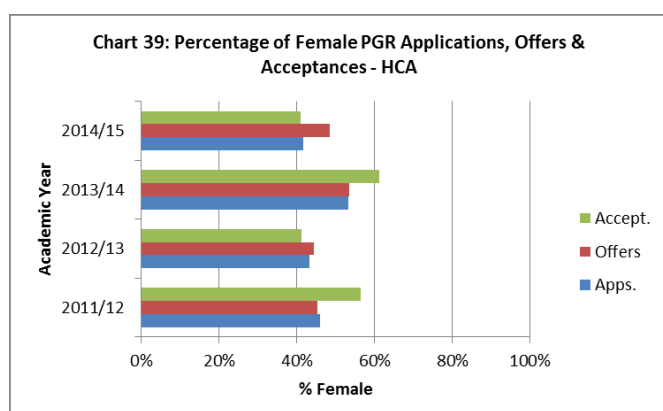
Table 14: PGR application success rate by gender (HCA)

PGR	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2011/12	72	39	**54.2%**	85	47	**55.3%**
2012/13	82	52	**63.4%**	108	65	**60.2%**
2013/14	104	63	**60.6%**	91	55	**60.4%**
2014/15	65	48	**73.8%**	91	51	**56.0%**

Table 15 demonstrates between 2012/13-2014/15, the female PGR completion rate was between 42.4%-62.2%, a small number of students completed the MPhil by Research (1F:2M), and 24F and 16M elected to study an MSc by Research, with parity (50%) in the proportion of each gender group securing a distinction (**Chart 40**). At PhD level, the average female completion rate was 51.1% **(AP3.5, AP4.3, AP5.10)**.

Table 15: PGR completion rates, by programme (HCA)

PGR Programme		2012/13			2013/14			2014/15		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
MPhil		0	1	0.0%	0	0	0%	1	1	50.0%
MSc by Research	Pass	6	3	66.7%	3	3	50.0%	4	2	66.7%
	Distinction	4	1	80.0%	4	6	40.0%	3	1	75.0%
PhD		13	12	52.0%	7	10	41.2%	15	10	60.0%
Total		23	17	57.5%	14	19	42.4%	23	14	62.2%
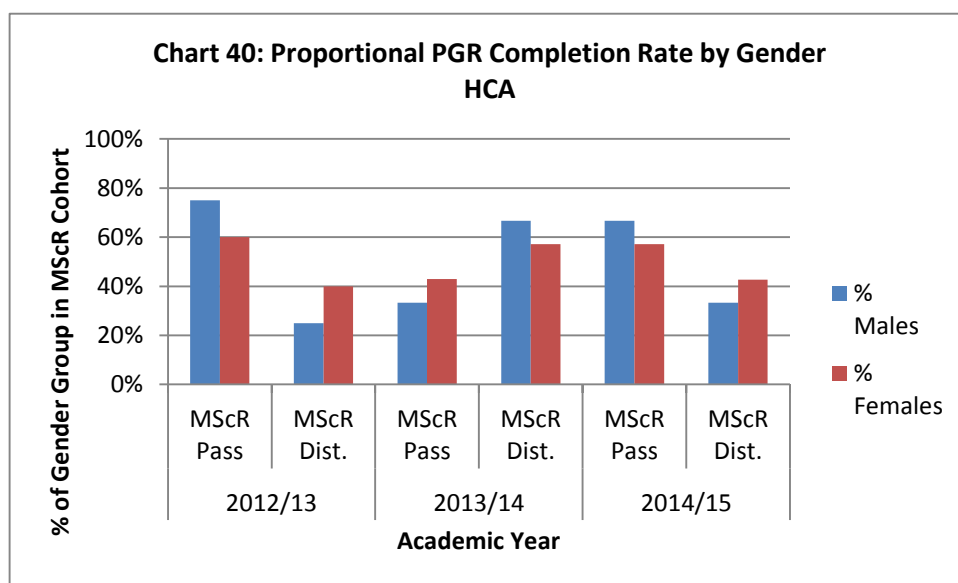
Chart 40: Proportional PGR Completion Rate by Gender HCA

ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP4.2   Develop a strategy to encourage high achieving UG/PGT students to progress to PGT/PGR programmes.

AP4.3   Address gender imbalances in PGR study.

AP5.10 Improve provision for and awareness of student support within HCA, and clearly signpost support available more widely in the University.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

At School level, the pipeline between UG and PG degrees appears robust with a rise from 61.3% female UG students to 63.4% PGT students. There are no PT UG programmes, but at PGT level, only 32.5% of PT students are female **(AP4.1)**. A drop is evident in PGT to PGR: 53.1% FT PGR students are female. Although this is still above national (43.7%) and RG (43.8%) benchmarks, a proportional drop of 4.1% occurred 2011/12-2014/15. Closer examination of the data in SAs suggests that stronger female recruitment to Archaeology degrees has masked leaky pipelines in History (59.5% UG, 54.7% PGT, 48.1% PGR) and Classics (64.1% UG, 47.4% PGT, 48.6% PGR). Evidence of a leaky pipeline is stronger when figures for PT PGT and PGR programmes are examined e.g. at PT PGR levels, figures at School and individual SAs are all below national and RG benchmarks (see 4.2 (iv)). Although female proportions on all FT UG, PGT and PGR degrees are above national and RG benchmarks, there have been declines in some areas (as outlined above). Attention should be given to attracting more female PGT and PGR students, especially in History and Classics **(AP4.2, AP4.3, AP5.10)**.

ACTIONS

AP4.1   Address gender imbalance on specific teaching programmes.

AP4.2   Develop a strategy to encourage high achieving UG/PGT students to progress to PGT/PGR programmes.

AP4.3   Address gender imbalances in PGR study.

AP5.10 Improve provision for and awareness of student support within HCA, and clearly signpost support available more widely in the University.

4.2 Academic and research staff data

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

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

HCA employs a large academic staff, mostly on combined Teaching/Research contracts. Since 2011/12, the percentage of women employed in HCA has ranged from 27.4%-34.5% (HESA=50.8 %). Gender disparity exists at all grades, but grows more pronounced at UE09-UE10. The proportion of women at UE07-UE08 has steadily declined between 2011/12-2014/15 (UE07=53.8%-42.9%, UE08=47.8%-31.4%), although the number of female UE07s has increased (+2) whilst UE08 remains the same (n=11). Small numerical and statistical increases are evident at UE09 (+1, 25.8%-31%) and UE10 (+1, 6.7%-11.8%), but at professorial level, every SA is well below HESA benchmarks (see Section 2).

The evidence suggests that HCA has had some difficulty recruiting, hiring, and retaining female members of staff, as well as potential weaknesses in the promotion process at UE08 and above **(AP5.1, AP5.2, AP5.3, AP5.6, AP5.9)**.

Teaching and Research Staff

Just over 4/5 (81.1%) of academic staff are combined Teaching and Research (T&R), of which 26.7% are female (**Chart 41**), well below HESA (43.4%) and RG (39.3%) benchmarks. Female staff make up 2.3% of UE07 posts, 11.6% UE08, 10.5% UE09 and 2.3% UE10. Only 11.8% of all T&R staff are female professors (n=2) (**Chart 42**). Between 2011/12-2014/15, the total T&R staff increased (+15), mostly male (**Table 16**). Proportionately, female staff declined in UE07 and UE08, increasing slightly in UE09 (+5.2%, n+1) and UE10 (+5.1%, n+1). **(AP3.5)**.
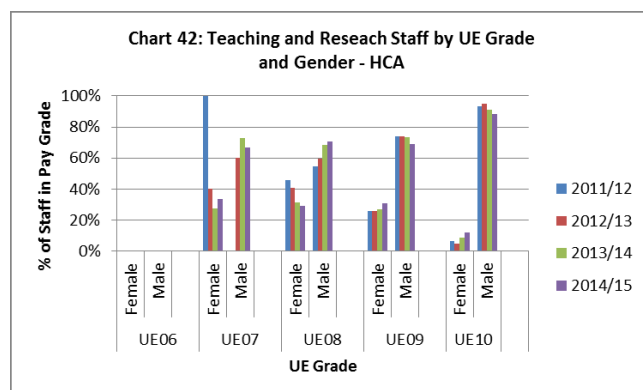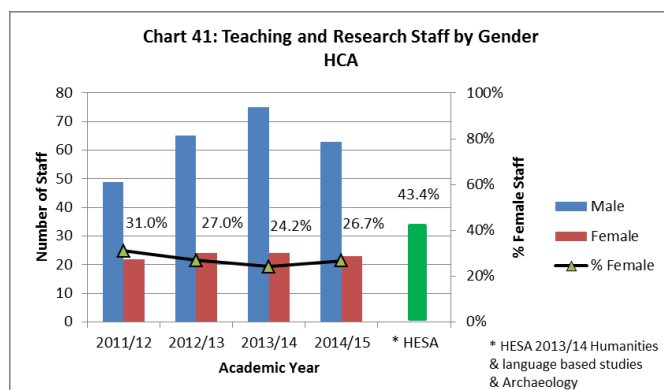
Table 16: Teaching and Research staff, by UE Grade (HCA)

Teaching and Research Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	0	0	12	23	14
	Female	0	3	10	8	1
	%	0.0%	100.0%	45.5%	25.8%	6.7%
2012/13	Male	0	6	16	23	20
	Female	0	4	11	8	1
	%	0.0%	40.0%	40.7%	25.8%	4.8%
2013/14	Male	0	8	24	22	21
	Female	0	3	11	8	2
	%	0.0%	27.3%	31.4%	26.7%	8.7%
2014/15	Male	0	4	24	20	15
	Female	0	2	10	9	2
	%	0.0%	33.3%	29.4%	31.0%	11.8%

Research Only Staff

This comprises UE06 and UE07 research fellows and research assistants. The nature of these research-funded roles means that they are fixed-term. In 2014/15, there were 13 research only staff (53.8% female), with 4xUE06 (75% female), 8xUE07 (50% female), and 1xUE08 (0% female). This is above HESA (45.1%) and RG benchmarks (45.9%) **(AP3.5, AP5.3)**.

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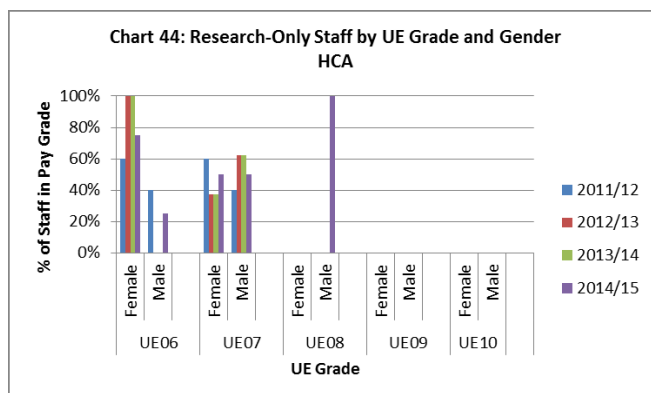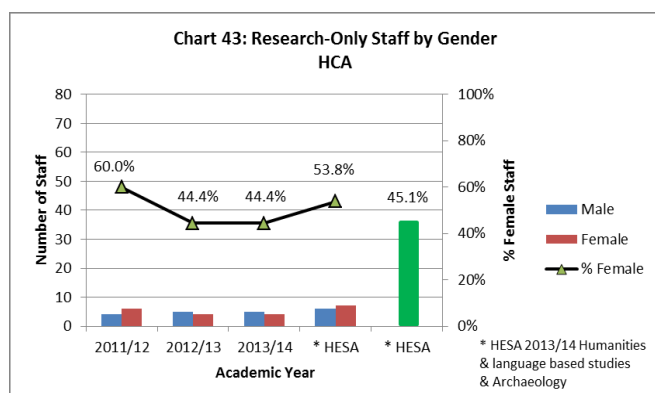
Table 17: Research only staff, by UE Grade (HCA)

Research Only Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	2	2	0	0	0
	Female	3	3	0	0	0
	%	60.0%	60.0%	0.0%	0.0%	0.0%
2012/13	Male	0	5	0	0	0
	Female	1	3	0	0	0
	%	100.0%	37.5%	0.0%	0.0%	0.0%
	Male	0	5	0	0	0
	Female	1	3	0	0	0
2013/14	%	100.0%	37.5%	0.0%	0.0%	0.0%
	Male	1	4	1	0	0
	Female	3	4	0	0	0
2014/15	Female	75.0%	50.0%	0.0%	0.0%	0.0%

Teaching Only Staff

This comprises UE07 and UE08 teaching fellows who are all FTC, with the exception of 1 UE08. These figures do not include GHC tutors (48F/41M in 2014/15) who are categorized differently by the University of Edinburgh (see Section 2 and 4.2(ii)). There were 7 teaching only staff in 2014/15, 57.1% female (4F/3M). This is below HESA (61.8%) and RG (62.2%) benchmarks **(AP3.5)**.

Chart 45: Teaching-Only Staff by Gender HCA

Chart 46: Teaching-Only Staff by UE Grade and Gender HCA
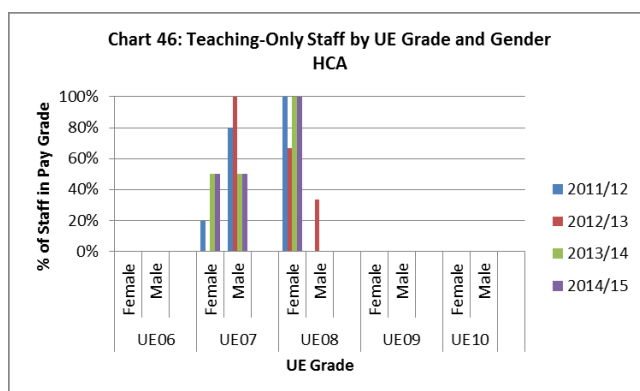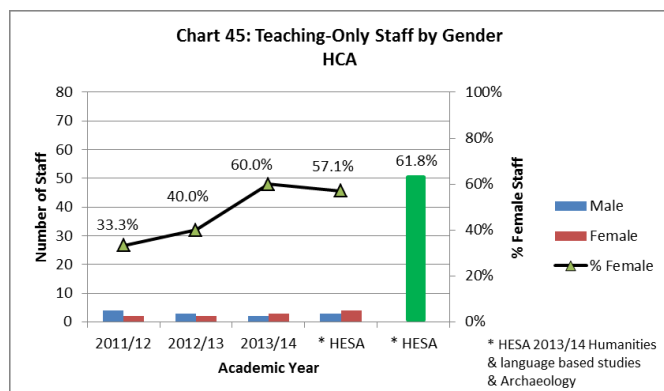
Table 18: Teaching only staff, by UE Grade (HCA)

Teaching Only Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	0	4	0	0	0
	Female	0	1	1	0	0
	%	0.0%	20.0%	100.0%	0.0%	0.0%
2012/13	Male	0	2	1	0	0
	Female	0	0	2	0	0
	%	0.0%	0.0%	66.7%	0.0%	0.0%
	Male	0	2	0	0	0
	Female	0	2	1	0	0
2013/14	%	0.0%	50.0%	100.0%	0.0%	0.0%
	Male	0	3	0	0	0
	Female	0	3	1	0	0
2014/15	%	0.0%	50.0%	100.0%	0.0%	0.0%

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

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

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

Chart 47 shows men are more likely to have an open-ended contract (OEC). In 2014-15, 52M/21F held OECs and 20M/10F held FTCs (**Table 19**). In 2014/15, 3F/0M academic staff were employed as Research Assistants on GHC contracts. In 2013/14, there were more women on FTC and GHC contracts than OECs: 54.8% of women and 40.2% of men had FTCs, up from 43.3% and 35.6% respectively in 2012/2013 (**Tables 21-22**). From 2011/12-2013/14, the percentage of staff on OECs steadily declined (women=60%-45.2%, men=82.5%-59.8%), but increased in 2014/15 (61.8% of females and 72.2% of males).

In 2014/15, 28.3% of staff in HCA were on FTCs, (+3% since 2011/12). In 2013-2014, 44.2% of staff were employed on FTCs – a figures skewed by 6 FTC (0.2FTE) Professorial posts (**Table 22**) **(AP5.1)**. Chancellor's Fellows are also included in this data. This 5-year UE08 FTC post supports transition from research to a combined academic role, and subject to satisfactory review, converts to an OEC Lectureship. In 2013/14, there were 3F/8M CFs. At UE08, there are now 7 (6M/1F) CFs remaining (see 4.2(iii)), 2 temporary lectureships in History and Archaeology, and a Marie Curie Research Fellow (all male) **(AP5.5)**.

HCA's policies regarding transferring staff to permanent contracts are informed by the University's 'Policy on the Use of Fixed Term Contracts'. Staff on FTCs, with four years continuous employment and a renewed contract, may be deemed open-ended, unless there is 'objective justification' for an FTC. A University 'Life-cycle' is followed, which includes clear advice on HR processes and options for the future (including extension, redeployment and termination). FTC staff are included in the Annual Review process, during which the question of post-FTC plans may be raised and discussed **(AP5.8, AP5.9)**.

In 2014/15, there were 3 Guaranteed Hours staff in HCA (2xRA, 1xHonorary Fellow - all female). All others (largely tutors) are recorded under Professional Services staff, following Central UHRS recording protocol (central University policy) **(AP3.5)**.

Chart 47 : Open-Ended Academic/Research Contracts HCA
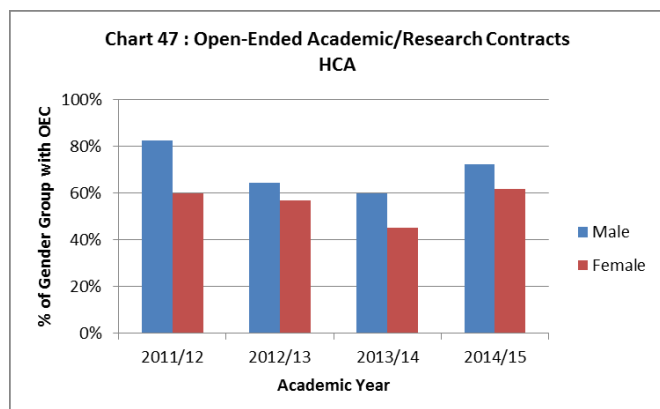
Table 19: Contractual agreements by gender (HCA)

	Female				Male			
	GHC	Fixed	Open	% Open	GHC	Fixed	Open	% Open
2011/12	0	12	18	**60.0%**	0	10	47	**82.5%**
2012/13	0	13	17	**56.7%**	0	26	47	**64.4%**
2013/14	0	17	14	**45.2%**	0	33	49	**59.8%**
2014/15	3	10	21	**61.8%**	0	20	52	**72.2%**

Chart 48 : Open-Ended Academic/Research Contracts by Grade 2011/12 - HCA
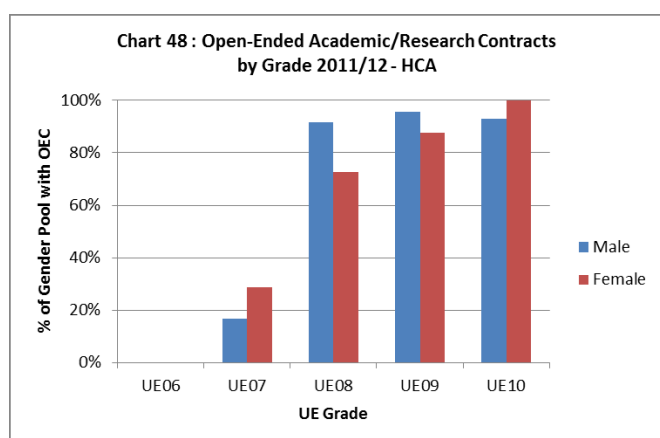
Table 20: Contractual agreements by gender (2011/12)

2011/12	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	3	0	**0.0%**	2	0	**0.0%**
UE07	5	2	**28.6%**	5	1	**16.7%**
UE08	3	8	**72.7%**	1	11	**91.7%**
UE09	1	7	**87.5%**	1	22	**95.7%**
UE10	0	1	**100.0%**	1	13	**92.9%**

Chart 49: Open-Ended Academic/Research Contracts by Grade 2012/13 - HCA
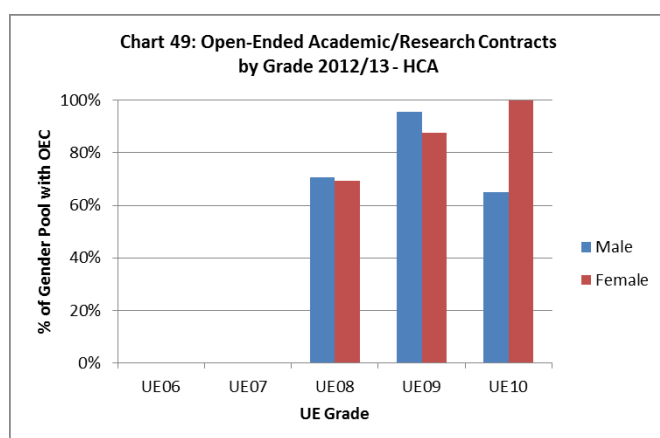
Table 21: Contractual agreements by gender (2012/13)

2012/13	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	1	0	**0.0%**	0	0	**0.0%**
UE07	7	0	**0.0%**	13	0	**0.0%**
UE08	4	9	**69.2%**	5	12	**70.6%**
UE09	1	7	**87.5%**	1	22	**95.7%**
UE10	0	1	**100.0%**	7	13	**65.0%**

Chart 50: Open-Ended Academic/Research Contracts by Grade 2013/14 - HCA

(Bar chart: % of Gender Pool with OEC by UE Grade, Male/Female — UE08, UE09, UE10 show values)
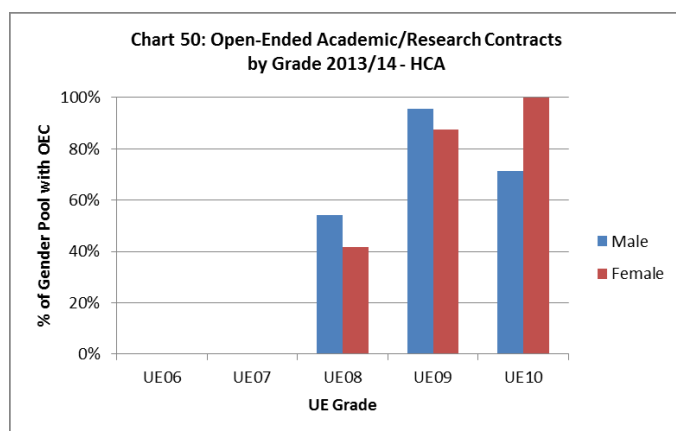
Table 22: Contractual agreements by gender (2013/14)

2013/14	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	1	0	0.0%	0	0	0.0%
UE07	8	0	0.0%	15	0	0.0%
UE08	7	5	41.7%	11	13	54.2%
UE09	1	7	87.5%	1	21	95.5%
UE10	0	2	100.0%	6	15	71.4%

Chart 51: Open-Ended Academic/Research Contracts by Grade 2014/15 - HCA

(Bar chart: % of Gender Pool with OEC by UE Grade, Male/Female)
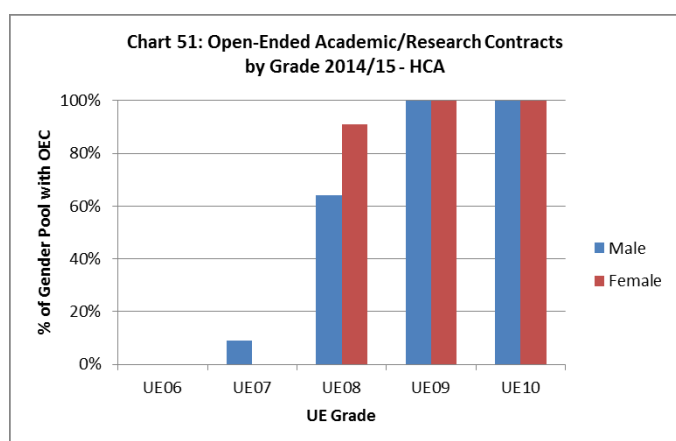
Table 23: Contractual agreements by gender (2014/15)

2014/15	Female				Male			
	GHC	Fixed	Open	% Open	GHC	Fixed	Open	% Open
UE06	2	1	0	0.0%	0	1	0	0.0%
UE07	1	8	0	0.0%	0	10	1	9.1%
UE08	0	1	10	90.9%	0	9	16	64.0%
UE09	0	0	9	100.0%	0	0	20	100.0%
UE10	0	0	2	100.0%	0	0	15	100.0%

ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP5.1   Address gender imbalances in male/female ratios of staff at both subject area and School levels.

AP5.5   Improve gender balance in Post-New Club sessions.

AP5.8   Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope of discussion.

AP5.9   Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.

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

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

There were no leavers in 2011/12. Between 2012/13-2014/15, they increased from 4-13. Proportionally to staff ratios in the School the % turnover of female staff is high, with 47.6% of leavers female c.f. a population of 32.1%. 13 (56.5%) of the 23 academic leavers stated 'Enhance career/better job' as their reason for leaving (8M/5F). For 2, the reason recorded was 'Abandon contract' (2F), 2 'Job Dissatisfaction (1M/1F, both UE08), 1

'Family responsibility' (F) and 3 'Not Known' (all F). For 2014/15, of the 13 academic leavers, 8 were 'Enhance career/better job' (2F), 2 'Abandon contract' (both F), 2 'Not Known' (2F), and 1 'Job Dissatisfaction' (F). These categories give a general indication of the reasons for leaving, but more detailed information would be useful to understand more about the pattern of academic leavers as well as to highlight potential issues relating to gender. The HoS offers voluntary exit interviews, but introduction of the anonymous College online exit survey would be useful **(AP4.4)**.

Chart 52: 2012/13 Turnover of Full-time Academic/Research Staff by Gender - HCA
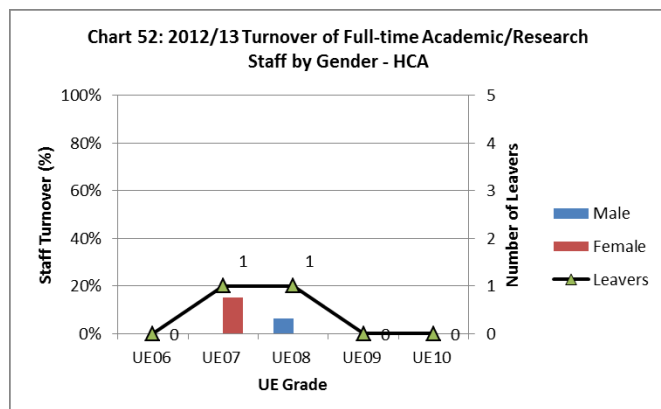
Chart 52 shows one female UE07 (Classics) and one male UE08 (History) leaver, both FT (no PT leavers).

Chart 53: 2013/14 Turnover of Full-Time Academic/Research Staff by Gender - HCA

Chart 54: 2013/14 Turnover of Part-Time Academic/Research Staff by Gender - HCA
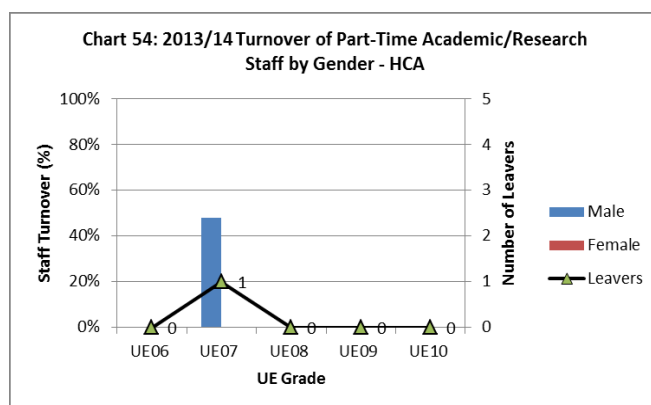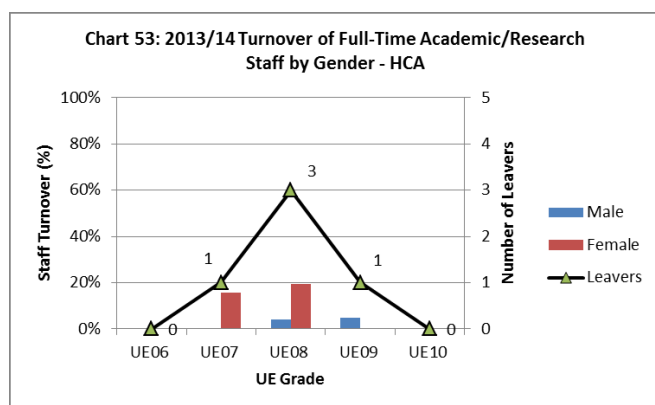
Charts 53/54 show that in 2013/14 leavers included one female UE07, three UE08 staff (2F/1M), and one UE09 male, all FT History. One PT male UE07 also left History.

Chart 55: 2014/15 Turnover of Full-Time Academic/Research Staff by Gender - HCA

Chart 56: 2014/15 Turnover of Part-Time Academic/Research Staff by Gender - HCA
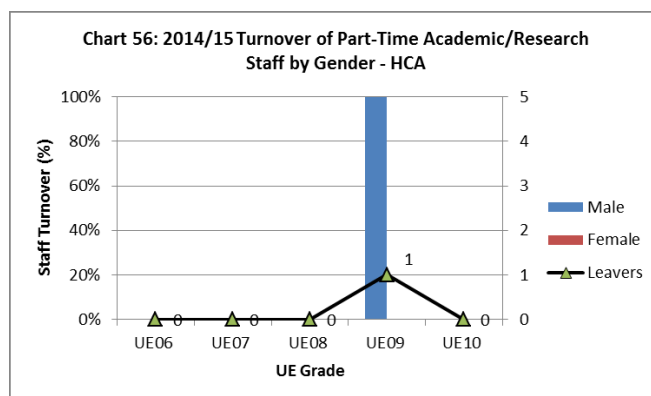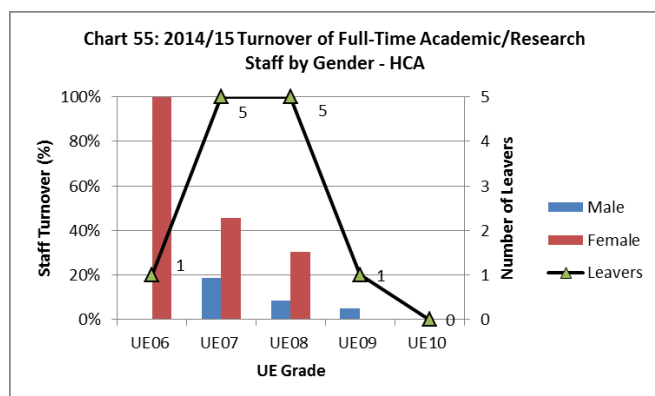
In 2014/15, leavers included one female UE06 in History, five UE07 (3F/3M), five UE08 (3F:2M), and one UE09 in History (**Chart 55**). One PT male UE09 also left Archaeology (**Chart 56**). At UE07, four were in History and one was in Archaeology; at UE08 2 were from History and three, Classics.

Overall, the average leavers for History, Classics and Archaeology were 71.4%, 19% and 9.5% respectively. The proportional population of the three SAs in HCA, 2011/12-2014/15, were 62.6% (History), 21.8% (Classics) and

15.6% (Archaeology), suggesting turnover in History was disproportionately high. This will be closely monitored **(AP3.5, AP4.4, AP5.8, AP5.9)**.

Table 24: Academic/research staff leavers, 2011/12-2014/15 (HCA)

Year	2011/12		2012/13		2013/14		2014/15	
Grade	Male	Female	Male	Female	Male	Female	Male	Female
UE06	0	0	0	0	0	0	0	1
UE07	0	0	0	1	1	1	2	3
UE08	0	0	1	0	1	2	2	3
UE09	0	0	0	0	1	0	2	0
UE10	0	0	0	0	0	0	0	0
Total	0	0	1	1	3	3	6	7

ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP4.4   Improve knowledge and understanding of the reasons academic staff leave the School through improved feedback and monitoring of survey data.

AP5.8   Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope of discussion.

AP5.9   Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.

(Total=2841)

5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1   Key career transition points: academic staff

(i)   Recruitment

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

The main entrance point to an academic post in the School occurs at levels UE06-UE08. These include Chancellor's Fellows, a FTC post expected to lead to OEC (4.2(ii)). There is little direct appointment to UE09 (senior lecturer/reader) - generally filled by internal promotion. UE10 is considered separately below.

Chart 57: Female Job Applications, Shortlisted, Offers & Appointments - HCA
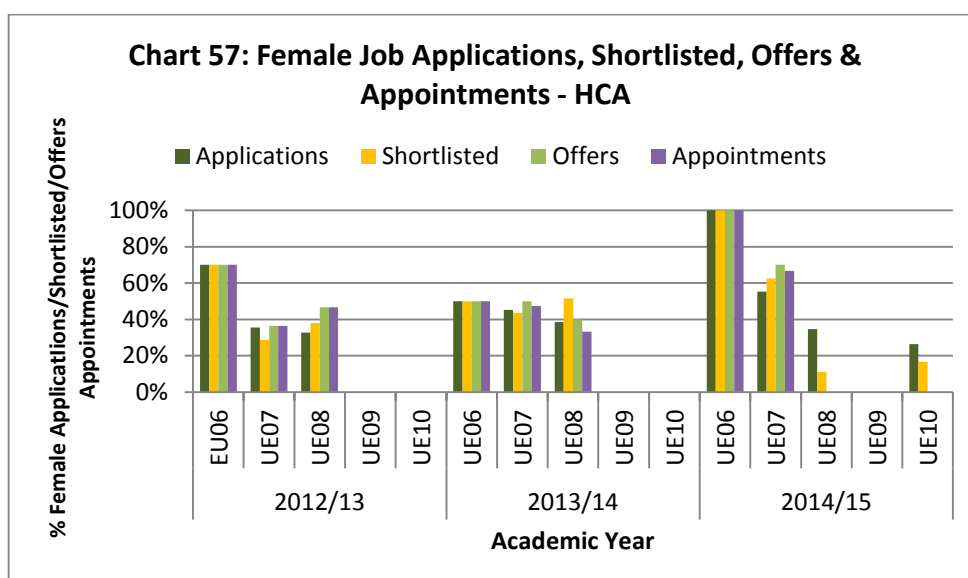
2012/13

18F and 23M appointments were made, with 66.7% UE06 appointments to females, 36.4% UE07, and 46.7% UE08. More females were shortlisted at UE06 (66.7%F) than UE07 (28.6%) and UE08 (38%). There were 385 CF applications (127F/206M/52 unknown), 6 appointments made (2F/4M), and an approximate success rate of 1.6%(F)/1.9%(M).

Table 25: Academic applications, shortlisted, offers, and appointments, by gender (2012/13 - HCA)

2012/13	Applications				Shortlisted				Offers				Appointments			
	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female
UE06	7	3	0	70.0%	7	3	0	70.0%	7	3	0	70.0%	7	3	0	70.0%
UE07	16	24	5	35.6%	4	8	2	28.6%	4	6	1	36.4%	4	6	1	36.4%
UE08	247	366	140	32.8%	19	25	6	38.0%	7	8	0	46.7%	7	8	0	46.7%
UE09	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
UE10	0	6	0	0.0%	0	6	0	0.0%	0	6	0	0.0%	0	6	0	0.0%
Total	270	399	145	33.2%	30	42	8	37.5%	18	23	1	42.9%	18	23	1	42.9%

Table26: Shortlisted success rate, by gender, 2012/13 (HCA)

2012/13	Female Apps.	Female Shortlist	Female Success	Male Apps.	Male Shortlist	Male Success
UE06	7	7	100.0%	3	3	100.0%
UE07	16	4	25.0%	24	8	33.3%
UE08	247	19	7.7%	366	25	6.8%
UE09	0	0	0.0%	0	0	0.0%
UE10	0	0	0.0%	6	6	100.0%
Total	270	30	11.1%	399	42	10.5%

Table 27: Appointed success rate, by gender, 2012/13

2012/13	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
UE06	7	7	100.0%	3	3	100.0%
UE07	16	4	25.0%	24	6	25.0%
UE08	247	7	2.8%	366	8	2.2%
UE09	0	0	0.0%	0	0	0.0%
UE10	0	0	0.0%	6	6	100.0%
Total	270	18	6.7%	399	23	5.8%

2013/14

13F and 18M appointments were made, with 50% UE06 appointments to females, 47.4% UE07, and 33.3% UE08. Shortlisting was more gender-balanced than in 2012/13 (UE06=50%F, UE07=43.6%, UE08=48.6%). There were 363 CF applications (143F/220M/0 unknown), 3 appointments (0F/3M), and an approximate success rate of 0%(F)/1.4%(M).

Table 28: Academic applications, shortlisted, offers, and appointments, by gender (2013/14 - HCA)

2013/14	Applications				Shortlisted				Offers				Appointments			
	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female
UE06	7	7	0	50.0%	7	7	0	50.0%	7	7	0	50.0%	7	7	0	50.0%
UE07	82	98	1	45.3%	17	21	1	43.6%	10	9	1	50.0%	9	9	1	47.4%
UE08	189	301	0	38.6%	17	16	0	51.5%	4	6	0	40.0%	3	6	0	33.3%
UE09	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
UE10	0	1	0	0.0%	0	1	0	0.0%	0	1	0	0.0%	0	1	0	0.0%
Total	278	407	1	40.5%	41	45	1	47.1%	21	23	1	46.7%	19	23	1	44.2%

Table29: Shortlisted success rate, by gender, 2013/14 (HCA)

2013/14	Female Apps.	Female Shortlist	Female Success	Male Apps.	Male Shortlist	Male Success
UE06	7	7	100.0%	7	7	100.0%
UE07	82	17	20.7%	98	21	21.4%
UE08	189	17	9.0%	301	16	5.3%
UE09	0	0	0.0%	0	0	0.0%
UE10	0	0	0.0%	1	1	100.0%
Total	278	41	14.7%	407	45	11.1%

Table30: Appointed success rate, by gender, 2013/14

2012/13	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
UE06	7	7	100.0%	7	7	100.0%
UE07	82	9	11.0%	98	9	9.2%
UE08	189	3	1.6%	301	6	2.0%
UE09	0	0	0.0%	0	0	0.0%
UE10	0	0	0.0%	1	1	100.0%
Total	278	19	6.8%	407	23	5.7%

2014/15

8F and 8M appointments were made, with 100% of UE06 appointments to females, 38.5% UE07, and 15.7% UE08. Most females were shortlisted at UE06 (63.8%F) and UE07 (57.7%), with much smaller proportions at UE08 (11.1%) and UE10 (16.7%). There was no CF round.

Table 31: Academic applications, shortlisted, offers, and appointments, by gender (2014/15 - HCA)

2014/15	Applications				Shortlisted				Offers				Appointments			
	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female
UE06	2	0	0	100.0%	2	0	0	100.0%	2	0	0	100.0%	2	0	0	100.0%
UE07	26	21	0	55.3%	10	6	0	62.5%	7	3	0	70.0%	6	3	0	66.7%
UE08	54	102	0	34.6%	2	16	0	11.1%	0	4	0	0.0%	0	4	0	0.0%
UE09	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
UE10	10	28	0	26.3%	1	5	0	16.7%	0	1	0	0.0%	0	1	0	0.0%
Total	92	151	0	37.9%	15	27	0	35.7%	9	8	0	52.9%	8	8	0	50.0%

Table32: Shortlisted success rate, by gender, 2014/15 (HCA)

2014/15	Female Apps.	Female Shortlist	Female Success	Male Apps.	Male Shortlist	Male Success
UE06	2	2	100.0%	0	0	0.0%
UE07	26	10	38.5%	21	6	28.6%
UE08	54	2	3.7%	102	16	15.7%
UE09	0	0	0.0%	0	0	0.0%
UE10	10	1	10.0%	28	5	17.9%
Total	92	15	16.3%	151	27	17.9%

Table 33: Appointed success rate, by gender, 2014/15

2014/15	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
UE06	2	2	100.0%	0	0	0.0%
UE07	26	6	23.1%	21	3	14.3%
UE08	54	0	0.0%	102	4	3.9%
UE09	0	0	0.0%	0	0	0.0%
UE10	10	0	0.0%	28	1	3.6%
Total	92	8	8.7%	151	8	5.3%

Applications and appointments: UE06 and UE07

Females are overrepresented in applications to UE06. Shortlisting and appointment success percentages are equal as these are largely named appointments (e.g. in research grant applications), tutors, or for posts of less than 6 months duration. At UE07 (research assistants and teaching fellows), there has been a shift from underrepresentation to slight overrepresentation, from 35.6% in 2012/13-55.3% in 2014/15 (applications), 28.6%-57.7% (shortlisting), and 36.4%-55.6% (appointments) **(AP5.3)**.

Applications and appointments: UE08 and Chancellors Fellowships

A drop in female applications, shortlisting and appointments is seen at UE08. In 2012/3, 7F/8M were appointed at UE08 (2F/4M were appointed as CFs); in 2013/4, 3F/6M (0F/3M CFs); in 2014/5, 0F/4M (no CF round). The proportion of female applications remains lower; in 2014/15, 34.6% UE08 applicants were female (2013/14=38.6%). Shortlisting success has fluctuated: 2012/13=38%, 2013/14=48.6%, 2014/15=11.1%. Female success in appointments has declined from 46.7% (2012/13) to 0% (2014/15). This needs attention, as this grade represents the main point of entry with expectation that the post is or will become permanent (**AP5.1, AP5.2, AP5.3**).

Table 34: Chancellor's Fellows applications, shortlisted, offers, and appointments, by gender (2012/13 to 2014/15 - HCA)

	Applications				Shortlisted				Offers				Appointments			
	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female
2012/13	127	206	52	33.0%	5	7	1	38.5%	2	4	0	33.3%	2	4	0	33.3%
2013/14	143	220	0	39.4%	4	7	0	36.4%	0	3	0	0.0%	0	3	0	0.0%
2014/15	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
Total	270	426	0	38.8%	9	14	1	37.5%	2	7	0	22.2%	2	7	0	22.2%

Applications and appointments: UE09-UE10

There were no UE09 posts and 8 UE10 appointments: 6 in 2012/3, 1 in 2013/14 and 1 in 2014/15 (all male). Most of these posts were FTC, with 6 0.2FTE UE10 Professorial Fellows appointed in 2012/13 (related to REF2014) **(AP5.1)** and 1 in 2013/14 (the biennial A.G. Leventis Visiting Professor in Greek). The 0.2 UE10s were not appointed using normal recruitment procedure, and the AS action plan addresses this as a priority **(AP5.1)**. In 2014/15 10F/28M applied for one post, 1F/5M were shortlisted, and one male appointed (following proper, usual appointment procedures) **(AP3.5)**.

Recruitment procedures: There is a university-wide template for advertising posts and providing further particulars, but the precise wording can vary even within the School. Adverts often seek 'scholars of the highest calibre' with 'world-leading' published research, and under 'person specification' '*excellent* presentation and communication skills' usually appears first (an 'ability to work as part of a team' appears near the bottom of the list). This kind of terminology could dissuade less confident candidates from applying, even where they do have the skills and publications. This is an area that requires further attention **(AP5.1)**. College guidelines on appointment to non-Professorial academic posts specify that appointment panels 'should have a gender balance where possible'. The School has now implemented College policies, by ensuring that at least one person of the minority gender sits on every panel and, where possible, has sought to achieve gender balance **(AP5.2)**. College guidelines specify that 'no more than 5 should be shortlisted, preferably 4'. School practice has tended to favour shortlists of 5 candidates as this allows for inclusion of candidates with less conventional profiles. Although consideration is usually given to the gender balance on the shortlist, this has not been a primary consideration **(AP5.2)**.

Offers: From 2012/13-2014/15 there is an almost direct correlation between offers and appointments. However, between 2012/13-2014/15, three applicants did not accept their offer (1x UE07 and 1xUE08 in 2013/14 and 1x UE07 in 2014/15). All were female. More information on the reasons may be valuable **(AP5.3)**.

ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP5.1   Address gender imbalances in male/female ratios of staff at both subject area and School levels.

AP5.2   Ensure that shortlisting and appointment panels are gender balanced and staff involved have received appropriate training for this role.

AP5.3   Encourage female staff in particular to apply for posts in the School at academic entry level Grade UE08 and above.

(ii)   Induction

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

HCA staff are encouraged to attend University and College inductions via targeted emails, advertising on the website and inclusion in the School Newsletter. In 2014, HCA introduced its own staff induction event and pack, which includes practical information on e.g. School Office Bearers and Committees, Health and Safety, and IT Support. This induction has now become a biannual event for new/existing academic and professional staff. There is currently no formal introduction or welcome on the first day; new staff usually meet with either their Head of SA or Head of Section, depending on which part of HCA they have joined (**AP5.4**).

The formal School induction programme is augmented by the 'Post-New Club', a monthly session aimed at academic staff in their first three years in HCA. In many ways, the Post-New Club extends the purposes of induction e.g. in allowing new members of staff to meet more of their colleagues and speak regularly to the director of research. The membership is currently slightly balanced more towards male than female, with speakers roughly two thirds male in 2014-15 (**AP5.5**).

ACTIONS

AP5.4   Create welcoming and supportive environment for new staff members in the School, and also improve signposting to School and University policies on E&D, parental/family leave, and flexible working patterns from the beginning.
AP5.5   Improve gender balance in Post-New Club sessions

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iii   Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Each year College HR emails academic staff below professorial level about promotion processes. The School then invites all academics up to and including UE09 to submit applications, using University online guidance and template documents. The School has a Promotions Adviser, who sits on the College Promotions Committee, and whose details are advertised in School/College emails about promotions and on the HCA website. CHSS runs an annual Academic Promotions workshop, which staff in HCA are informed about via email (**AP3.4, AP5.6**). No initiatives currently exist to encourage women specifically to apply for promotion (**AP5.7, AP5.9**). There is no promotions process for professional services staff, as such; rather these staff either go through a process of biannual re-grading, or apply through the formal recruitment process to move into another role.

The School Promotions Committee (HoS, School's representative on the CHSS Promotions Panel, and SA Heads) convenes to consider submitted applications and provide feedback to the candidate and to CHSS, explaining support or otherwise of the Committee for the application. Individuals may submit an unsupported application to CHSS, and are advised of that right. Once decisions have been made centrally about promotion, all candidates are offered further feedback and advice (including how to improve candidacy in future). To the proposition 'I understand the promotions process and criteria in the Institute', 23.3% agreed, 40% disagreed, and 36.7% responded 'don't know'. 51.6% of staff 'don't know' whether HCA rewards the full range of skills and experience with regard to the promotions process (44.8%F/56.0%M) (**AP5.8**). Transparency and understanding of issues relating to promotion should be addressed as a priority (**AP5.6**).

Table 35: Applications for promotion and success rate for full-time staff, by gender (HCA)

* Table removed to protect sensitive data.

2011/12-2014/15, **Table 35** shows 12F and 24M applications, with 66.7% success rate for both males and females. One PT member came forward for promotion (successful female). In the last survey, 14.3% of staff disagreed that PT staff have the same opportunities as FT staff and 71.4% responded 'don't know'. 50% of the PT staff who responded to the survey (n=4) disagreed that they understood the promotions/progression process in HCA (**AP5.6, AP5.7, AP5.8, AP5.9**).

More females (5) applied for promotion in 2012/13 (100% success rate), decreasing to one in 2013/14 (100%) and 2014/15 (50%). There were two successful female applications to UE10 in 2012/13 and one in 2014/15 **(AP3.5)**.

Table36: Applications for promotion and success rate, by UE Grade and gender (HCA)

* Table removed to protect sensitive data.

Table 37: Applications for promotion and success rate, by HCA subject area (Average: 2011/12-2014/15)

* Table removed to protect sensitive data.

2011/12-2014/15, History, Classics and Archaeology submitted 63.9%, 25% and 11.1% of applications, respectively **(Table 37)**. 65.4% (History), 26.9% (Classics) and 7.7% (Archaeology) of successful applications can be attributed to each subject area. Proportionally, History, Classics and Archaeology represent 62.6%, 21.8% and 15.6% of academic staff in HCA. The School will monitor this data over a wider timeframe and target sustained trends for action **(AP3.5)**.

ACTIONS

AP3.4   Provide virtual space for University & School documents and web links on gender equality and AS activity in the School; improve signposting.

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP5.6   Improve awareness of promotion requirements/procedures and encourage promotion across grades

AP5.7   Promote engagement with training and development opportunities by HCA staff.
Create a database to monitor uptake and ensure compliance with guidelines for mandatory training across all subject areas.

AP5.8   Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope of discussion.

AP5.9   Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.

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iv   Department submissions to the Research Excellence Framework (REF)

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

Table 38: REF 2014 Submissions by gender (HCA)

REF 2014 Submissions	Female		Male		Total	
Submitted	30	93.7%	75	92.6%	105	92.9%
Not Submitted	2	6.3%	6	7.4%	8	7.1%

Table 39: REF 2014 Submissions by gender (History)

REF 2014 Submissions	Female		Male		Total	
Submitted	17	100.0%	49	94.2%	66	95.7%
Not Submitted	0	0.0%	3	5.8%	3	4.3%

Table 40: REF 2014 Submissions by gender (Classics)

REF 2014 Submissions	Female		Male		Total	
Submitted	7	77.8%	17	89.5%	24	85.7%
Not Submitted	2	22.2%	2	10.5%	4	14.3%

Table 41: REF 2014 Submissions by gender (Archaeology)

REF 2014 Submissions	Female		Male		Total	
Submitted	6	100.0%	9	90.0%	15	93.8%
Not Submitted	0	0.0%	1	10.0%	1	6.2%

As **Tables 38-41** indicate, a very high proportion of HCA staff were submitted to REF2014 (93%). Moreover, the gender balance of staff submitted (93.7% of eligible female staff) mirrors the gender balance of eligible staff in the School (92.9%). In Classics, the low number of non-submissions (4) resulted in a skewing of 22.2% of eligible female staff not submitted c.f. 10.5% of male staff (**Table 40**). Decisions about REF inclusion were based on external assessment of submitted research outputs. The process was gender-blind. The School followed the University's E&D requirements: the School's REF Review Group undertook specific training for this. All eligible staff were invited to submit confidential records of personal circumstances that might have affected research outputs during the census period. Where decisions were made not to submit staff (a very small number of cases) these were made on grounds of academic criteria, only following external and independent reviewing of the quality of the work and in line with the University's E&D policy. These decisions were discussed with the members of staff concerned, and appropriate support mechanisms have been put into place to enable them to be submitted to any subsequent REF. We will continue to monitor gender balance of staff considered research active and viable for REF return (**AP3.5**).

Addressing Gender Inequality

The School is taking a supportive approach to planning for REF2020, with collegial discussion of research, and attention to the balance between teaching, administration and research (**AP5.18**). By these measures the School is aiming for a 100% inclusion rate**.** All new and early career staff are provided with a research mentor; this scheme is also offered to all other staff (including non-submitted staff) (**AP5.9**)**.** All staff are eligible to apply for school research leave for one semester in six, and these requests are accommodated to fit with the teaching needs of the unit. Staff who are not submitted to REF are not discriminated against in this regard. Staff who are on maternity/additional paternity leave also build up their research leave entitlement during this perio

Table 42: RAE 2008 Submissions by gender (History & Classics)

RAE 2008 Submissions	Female		Male		Total	
Submitted	15	88.2%	46	95.8%	61	93.8%
Not Submitted	2	11.8%	2	4.2%	4	6.2%

ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP5.9   Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.

AP5.18 Promote transparent and equitable allocation of workload.

SILVER APPLICATIONS ONLY

5.2   Key career transition points: professional and support staff

(i)   Induction

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

(ii)   Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.3   Career development: academic staff

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

University training programmes are available to HCA staff, although advertisement within the School has been patchy (usually through School emails) (**AP3.4**). The available schemes fall into the following training categories: (1) Annual Review; (2) Workload Allocation; (3) Recruitment; (4) Equality and Diversity; (5) Unconscious Bias; (6) Training and Development for Female Staff. Categories 1-3 are specific to managers, appraisers, reviewers and participants in appointment processes and include the following specific programmes:

(1) 'Annual Review Skills' and 'Giving Effective Feedback' (5.3(ii))
(2) 'Developing Your People' and 'Allocating, Monitoring and Supporting Work' (5.6(v))
(3) 'Recruitment and Selection and the Law' and 'Recruiting for Excellence' (5.1(i))

Training opportunities are advertised via a dedicated section of the University's HR website and can be booked via the online training portal. Whilst HCA staff have undertaken training in a range of these, training has not been compulsory or systematically monitored (**AP5.7**).

Category 4 and 5 training on E&D and Unconscious Bias is salient to 1, 2, and 3. Category 4 training is available to all staff, with an online training module that stands alone or is a prerequisite to participation in the workshop 'Developing an Understanding of Equality, Diversity and Internationalisation', whilst Category 5 training is available online to all staff. In 2013, 22.2% of staff had completed the online E&D training, and 15.8% Unconscious Bias training (**AP5.2, AP5.4, AP5.7**).

Category 6 training can be subdivided into programmes tailored for all female researchers and women developing leadership and management skills (all multi-day workshops or residential courses). Those exclusively for females are the University's 'Ingenious Women' and 'Enterprising Women' courses for researchers and the (external) Leadership Foundation for Higher Education Aurora course (which Bartie, SAT convenor, has just begun). A call for those interested in the Aurora scheme was circulated around all staff by the HoS (**AP5.7, AP5.9**).

ACTIONS

AP3.4   Provide virtual space for University & School documents and web links on gender equality and AS activity in the School; improve signposting.

AP5.2   Ensure that shortlisting and appointment panels are gender balanced and staff involved have received appropriate training for this role.

AP5.4   Create welcoming and supportive environment for new staff members in the School, and also improve signposting to School and University policies on E&D, parental/family leave, and flexible working patterns from the beginning.

AP5.7   Promote engagement with training and development opportunities by HCA staff.
Create a database to monitor uptake and ensure compliance with guidelines for mandatory training across all subject areas.

AP5.9   Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.

(ii)   Appraisal/development review

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

HCA introduced regular Annual Reviews (PDR) in 2012/13 (led by the SAT). In 2012/13, 80.4% of all eligible staff were reviewed, rising to 93.7% in 2013/14, and declining to 71.8% in 2014/15 (partly due to temporary administrative shortages) (**AP5.8**). Postdocs are assessed in the same scheme as other staff, as per university policy. Colleagues can request someone from the ranks of qualified reviewers, although a gender balance/mix of reviewers has not always been provided. Before the PDR, individuals complete a pro-forma about the past year and future plans. Mutually-agreed action points are recorded upon the conclusion of the meeting before it is signed off by the HoS. All administrative staff are appraised by their line manager (**AP5.8**). PDRs are separate from the promotions process, but the School does emphasise one of their goals as 'giving support to the career progress of the individual'. Discussion during PDRs should, therefore, include issues related to promotion (the School Promotions Adviser provides briefings on promotions criteria to reviewers) (**AP5.6, AP5.9**).

The recent development of regular and systematic appraisal has been positively received. One survey respondent noted that *'within History SA annual reviews have been carried out consistently this past year for the first time in many years. This is obviously a very positive step. The lack of systematic AR in previous years is indicative of older cultural attitudes'.* Asked in the survey how far the School 'provides me with a helpful Annual Review' – 66.7% agreed, 15.9% disagreed, 17.5% responded 'don't know'. Among administrative staff 13 out of 15 agreed/strongly agreed (**AP5.8**).

ACTIONS

AP5.6   Improve awareness of promotion requirements/procedures and encourage promotion across grades.

AP5.8   Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope of discussion.

AP5.9   Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.

(iii)   Support given to academic staff for career progression

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

All staff receive an Annual Review (5.3(ii)) (**AP5.8**). All research-active academic staff also receive an annual research interview, covering planned research outputs, funding applications, and impact/KE (and identifying need for additional support). All junior academic staff involved in research within three years of their appointment (including postdoctoral researchers) are provided with a research mentor (a senior colleague within the SA, not their line manager, who can advise them on all aspects of research and career progression) (**AP5.9**). This mentor-mentee relationship normally lasts for the first three years of employment (two years in Archaeology). Mentors receive a workload allowance (**AP5.18**). In the Staff Gender Survey, 46.0% of staff agreed that 'the School provides useful opportunities to act as a mentor' and 52.8% of staff that 'the School

provides useful opportunities to have a mentor'. Mentoring has been strengthened since then, though further development is desirable (**AP5.9, AP5.15**). All staff can apply for a mentor through the University's Mentoring Connections programme, which provides a mentor, often from a different School, for c.1 year. HCA has just advertised for a Mentoring Champion, whose role will be to promote and act as first point of contact for Mentoring Connections (**AP5.9**).

ACTIONS

AP5.8   Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope of discussion.

AP5.9   Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.

AP5.15 Raise awareness of Athena SWAN and gender issues relating to gender equality through a programme of events in the annual School calendar.

AP5.18 Promote transparent and equitable allocation of workload.

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

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

All taught students in HCA are assigned a Personal Tutor (PT), a member of teaching staff who provides regular face-to-face academic and pastoral support. PGRs and PGT students moving into the dissertation component of the MSc degree are assigned one or more supervisors. PTs and academic supervisor(s) are not selected on the basis of gender, although students can request a different PT or supervisor on this basis. The Graduate School also has a Deputy Director whose role includes acting as PT for PGR students and organizing academic support and social activities. HCA provides a supportive environment for both male and female PGRs: 85.0 % of PG student survey respondents felt respected by colleagues of both genders, and 86.7 % felt respected by academic staff of both genders. 56.7 % of student respondents noted their satisfaction with the support made available by HCA to help students progress from study to an academic career. Weekly digests listing forthcoming conferences, funding opportunities, and relevant talks are sent around all PG students (**AP5.15**). Voluntary skills training workshops are available to postgraduates while monthly career advice appointments are offered to students seeking guidance about the job search post-graduation. Monitoring HCA seminar series could increase the visibility of female role models (**AP5.10**), whilst a more trans-inclusive working environment could be supported (**AP5.11**).

In accordance with University policies, students are also encouraged to seek out the University's student support services as needed. More could be done to signpost the resources available for all students. A handful of students indicated no knowledge of the availability of assistance offered by the school with 23.30% of postgraduate respondents claiming ignorance of what avenues of support were available (**AP5.10**).

ACTIONS

AP5.10 Improve provision for and awareness of student support within HCA, and clearly signpost support available more widely in the University.
Expose students to a variety of career trajectories and options and present a range of role models to students at all levels of study.

AP5.11 HCA is committed to supporting a trans-inclusive working environment for students and staff.

AP5.15 Raise awareness of Athena SWAN and gender issues relating to gender equality through a programme of events in the annual School calendar.

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

HCA employs a dedicated Research Administrator who provides one-to-one advice and support to all academic staff on the preparation of external research funding applications (from initial idea through to submission). The School runs a compulsory internal peer-review system for all applications >£15K: two UE09-UE10 staff with a track record of research funding success and/or involvement in research funding council or other appropriate committees provide feedback on drafts prior to submission. The School Research & Knowledge Exchange Office (RKEO) disseminates information about funding schemes/deadlines and university training in these areas via email. It also runs a number of internal training events for different constituent groups and to which all staff are invited (and, where relevant, final year PhD students) e.g. workshops on early career fellowships and collaborative research schemes. The annual research interview includes research-funding applications (5.3(iii)). Where staff are known to be unsuccessful in a funding application they are encouraged to meet with the Research Administrator, Research Director or their research mentor to discuss what to do next.

The School offers forms of internal 'seed-corn and pump-priming' to enable the start-up of new projects and to which all academic staff contracted to undertake research are eligible to apply; criteria for the 'large' version of this scheme specifically encourages initiatives that will enable early career colleagues to be named on grant applications. RKEO data indicates that in 2013/14, females submitted 33% (20) of 61 external funding applications and secured 4 of 8 successful awards (50%); in 2014/15, 16 of 64 applicants (25 per cent) were female, securing 3 of 9 successful applications (33.3 per cent). The gender profile of applications and, significantly, successes broadly reflects the gender profile of academic staff in the HCA. We will continue to monitor this profile over subsequent years (**AP3.5**). It might be pointed out that the current Director and Deputy Directors of Research are female.

ACTION

AP3.5 Monitor gender balance across HCA and measure progress through analysis of staff and student data.

5.4   Career development: professional and support staff

(i)   Training

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

(vi)   Appraisal/development review

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

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

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

5.5   Flexible working and managing career breaks

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

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

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

Before going on leave, the School ensures that staff liaise with College HR to discuss legal aspects of maternity/adoption leave entitlement cover and pay. Maternity Risk Assessments have been carried out regularly within HCA, but more consistently for professional services staff than academic (these provide an opportunity for the School to offer adjustments including, but not limited to, physical environment, workload, working pattern). There is no formal policy in place outlining procedures for arranging maternity/adoption leave cover, resulting in variation across HCA: Classics have tended to provide full maternity cover, while History and Archaeology have not (**AP5.12**).

At present, there are no arrangements for pregnant staff occasionally feeling unwell or needing to rest during working hours. The issue has been raised in the past and guidelines to direct staff to such facilities at walking distance will be explored (**AP5.13**).

ACTIONS

AP5.12 Improve transparency and understanding of policies relating to parental leave and flexible working entitlement and opportunities

AP5.13 Improve School facilities for staff who are pregnant and/or caring for infants.

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

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

There are no formal Keeping In Touch (KIT) processes. A formal, entirely voluntary system of communication between School and staff during maternity/adoption leave would be beneficial (**AP5.12**). In the past there have been assumptions that staff on maternity/adoption leave are required (or at least happy) to take part in a number of work-related tasks e.g. responding to emails, completing forms, and PGR supervision. This is not in line with University policies and requires urgent attention (**AP5.12**). A formal School policy for dealing with the practical aspects of arranging and managing staff on maternity/adoption leave has been lacking (**AP5.12**), as has training for line managers and administrators in matters relating to maternity/adoption leave (**AP5.7**).

ACTIONS

AP5.7   Promote engagement with training and development opportunities by HCA staff.
Create a database to monitor uptake and ensure compliance with guidelines for mandatory training across all subject areas.

AP5.12 Improve transparency and understanding of policies relating to parental leave and flexible working entitlement and opportunities

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(iii)   Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

There is no phased return to work from maternity/adoption leave for academic or support staff. Practices have varied depending upon line manager, revealing inconsistencies due to the lack of a formalized School policy (**AP5.12**) and insufficient knowledge of university guidelines (**AP5.7**). No funding has been earmarked to support returning staff (**AP5.12**). There are, however, measures to support academic staff who decide to breastfeed, including access to a fridge on each floor, and single-occupancy office for expressing milk. These should be formalized in the new policy, with similar arrangements extended to support PGRs (**AP5.13**). No reduction of working hours for breastfeeding is currently in place but staff are allowed to work flexibly and from home whenever possible to support breastfeeding (**AP5.14**). Baby changing facilities for those staff who decide to breastfeed at work are not currently offered (**AP5.13**).

ACTIONS

AP5.7   Promote engagement with training and development opportunities by HCA staff.
Create a database to monitor uptake and ensure compliance with guidelines for mandatory training across all subject areas.

AP5.12 Improve transparency and understanding of policies relating to parental leave and flexible working entitlement and opportunities.

AP5.13 Improve School facilities for staff who are pregnant and/or caring for infants.

AP5.14 Raise awareness of current policies on flexible working.

(iv)   Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Table 43 shows between 2011/12-2014/15, 9 members of academic staff (2xUE07, 4xUE08, 3xUE09) took maternity leave. The return rate was 88.9%; most returned to work within a year (one UE09 did not return). No professional services staff commenced maternity leave. There were no adoption leave applications **(AP3.5)**.

Table 43: Academic/research staff maternity leave uptake (HCA)

Academic/ Research Staff	UE06	UE07	UE08	UE09	UE10
2011/12	0	1	0	0	0
2012/13	0	0	3	2	0
2013/14	0	1	1	1	0
2014/15	0	0	0	0	0

ACTION

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

SILVER APPLICATIONS ONLY

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

(v)   Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

The School has maintained records of the small number of staff who have requested paternity or adoption leave (**Table 44**). The return rate has been 100% and there have been no instances of additional paternity leave or shared parental leave (there was no legal provision for shared parental leave for most of the period under consideration; the University Shared Parental Leave policy was introduced in 2014-2015).

There is no dedicated policy to plan and support paternity and parental leave, nor provision of specific funding to provide temporary cover to academic or professional staff requesting this leave (**AP5.12, AP5.14**). The staff survey indicated that 34.5% of female staff and 44.0% of males think that they receive adequate information about work-life balance matters, including maternity/paternity leave entitlement (**AP3.5, AP5.15**).

Table 44: Paternity leave uptake (HCA)

	UE06	UE07	UE08	UE09	UE10
2011/2012	0	0	0	0	0
2012/2013	0	0	1 (History)	2 (History)	1 (History)
2013/2014	0	0	0	1 (Archaeology)	1 (Classics)

* There were no instances of paternity leave in 2014/15

ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP5.12 Improve transparency and understanding of policies relating to parental leave and flexible working entitlement and opportunities.

AP5.14 Raise awareness of current policies on flexible working.

AP5.15 Raise awareness of Athena SWAN and gender issues relating to gender equality through a programme of events in the annual School calendar.

(vi)   Flexible working

Provide information on the flexible working arrangements available.

For academics, flexible working has tended to be raised in informal discussion with Heads of SA and HoS, but policies have not been actively promoted/managed consistently (**AP5.14**). A number of academic staff work flexibly around drop-off/pick-up times of dependants from schools/nurseries without requesting a formal flexible working arrangement (e.g. staff can and do request not to teach seminars/tutorials in the 9am-10am and 4pm-6pm slots if this interferes with caring duties) (**AP5.19**).

Tables 45-46 show that between 2011/12-2014/15 2 academic staff and 2 professional services staff requested and were granted flexible working agreements. The majority of staff (60%M and 58.6%F in the Staff Gender Survey) believe the School is supportive and helpful when work and other life obligations conflict, including requests for flexible or more limited working hours or temporary leave; the same number agree that HCA needs to undertake additional action to maintain work-life balance (**AP5.19, AP5.20**). This suggests a need for

better promotion of flexitime options (**AP5.4, AP5.12, AP5.14**). Most staff either are not sure (71%) or do not agree (14%) that staff who work PT or flexibly in the School are offered the same career development opportunities as FT staff (**AP5.6, AP5.15**). SA heads should actively encourage staff on flexitime arrangements to apply for administrative roles that could lead to career development **(AP3.5, AP5.8, AP5.9)**.

Table 45: Formal academic/research staff requests for flexible working, by UE Grade and gender (HCA)

Academic/ Research Staff	UE06	UE07	UE08	UE09	UE10
2011/12	0	1 female	0	0	0
2012/13	0	0	0	0	0
2013/14	0	0	1 female	0	0
2014/15	0	0	0	0	0

Table 46: Formal professional services staff requests for flexible working, by UE Grade and gender (HCA)

Professional Services Staff	UE02	UE03	UE04	UE05	UE6	UE07	UE08	UE09	UE10
2011/12	0	0	0	0	0	0	0	0	0
2012/13	0	0	0	2 females	0	0	0	0	0
2013/14	0	0	0	0	0	0	0	0	0
2014/15	0	0	0	0	0	0	0	0	0

> **ACTIONS**
>
> AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.
>
> AP5.4   Create welcoming and supportive environment for new staff members in the School, and also improve signposting to School and University policies on E&D, parental/family leave, and flexible working patterns from the beginning.
>
> AP5.6   Improve awareness of promotion requirements/procedures and encourage promotion across grades.
>
> AP5.8   Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope of discussion.
>
> AP5.9   Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.
>
> AP5.12   Improve transparency and understanding of policies relating to parental leave and flexible working entitlement and opportunities.
>
> AP5.14   Raise awareness of current policies on flexible working.
>
> AP5.15   Raise awareness of Athena SWAN and gender issues relating to gender equality through a programme of events in the annual School calendar.
>
> AP5.19   Promote culture of having meetings within core hours and at family friendly times.
>
> AP5.20   Promote a greater sense of team ethos across individual teams and subject areas.

(vii)   Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The School routinely considers cases for working pattern adjustments for all types/categories of staff. There are existing members of staff currently phasing in/out of adjusted working patterns, often as part of an agreed return to full-time work after a period of leave (including maternity leave). This is considered on a case-by-case basis, with the School offering support within the limits of its commitments and resources.

Academic/Research Staff

A number of academics have requested PT arrangements or were offered PT posts. **Table 47** shows the number of female PT staff has increased by 66.7% (6-10) and males have decreased by 50% (4-2) during 2011/12-2014/15. In 2014/15, 29.4% of female staff and 2.8% of male staff work part-time. Any detrimental implications of PT employment on career progression are more likely to be felt by female staff (**AP5.6, AP5.8, AP5.9**). The figures for male PT posts were skewed in 2012/13-2013/14 due to the appointment of six PT UE10 posts and the biennial Visiting Research Professorship in Classics (all male) (**AP5.1**).

Among female academics the highest percentage of PT staff is at the lowest level, UE06, diminishing with career progression to 0% at UE10. This could be interpreted as a sign that requesting part-time has a detrimental impact on career progression – this should be addressed (**AP3.5, AP5.14, AP5.18**).

Table 47: Academic and research staff by full-time/part-time contractual agreement (HCA)

Academic/Research Staff		Female			Male		
		Full-time	Part-time	% Part-time	Full-time	Part-time	% Part-time
	UE06	1	2	66.7%	2	0	0.0%
	UE07	5	2	28.6%	4	2	33.3%
	UE08	9	2	18.2%	12	0	0.0%
	UE09	8	0	0.0%	22	1	4.3%
2011/12	UE10	1	0	0.0%	13	1	7.1%
	UE06	0	1	100.0%	0	0	0.0%
	UE07	6	1	14.3%	11	2	15.4%
	UE08	11	2	15.4%	16	1	5.9%
	UE09	8	0	0.0%	22	1	4.3%
2012/13	UE10	1	0	0.0%	13	7	35.0%
	UE06	0	1	100.0%	0	0	0.0%
	UE07	6	2	25.0%	15	0	0.0%
	UE08	9	3	25.0%	23	1	4.2%
	UE09	7	1	12.5%	21	1	4.5%
2013/14	UE10	2	0	0.0%	15	6	28.6%
	UE06	0	3	100.0%	0	1	100.0%
	UE07	6	3	33.3%	11	1	8.3%
	UE08	9	2	18.2%	24	0	0.0%
	UE09	7	2	22.2%	20	0	0.0%
2014/15	UE10	2	0	0.0%	15	0	0.0%

Professional Services Staff

Table 48 shows that 2011/12-2014/15, PT staff in HCA increased from 2-58 females, and from 0-42 males. Removing 2014/15 GHC staff, to facilitate a comparison with previous years, there are 10 female (UE04-UE07) PT staff in 2014/15 and 1 male UE05. One male went PT in 2013/14 to pursue career-development opportunities. Amongst the female cohort, PT contracts are most prevalent at UE04-UE07. Attention is needed to career development support for GHC and PT staff **(AP3.5, AP5.8)**.

Table 48: Professional staff by full-time/part-time contractual agreement (HCA)

Professional Services Staff		Female			Male		
		Full-time	Part-time	% Part-time	Full-time	Part-time	% Part-time
2011/12	UE02	0	0	0.0%	0	0	0.0%
	UE03	0	0	0.0%	1	0	0.0%
	UE04	3	1	20.0%	0	0	0.0%
	UE05	6	1	12.5%	0	0	0.0%
	UE06	3	0	0.0%	1	0	0.0%
	UE07	1	0	0.0%	1	0	0.0%
	UE08	1	0	0.0%	0	0	0.0%
	UE09	0	0	0.0%	0	0	0.0%
	UE10	0	0	0.0%	0	0	0.0%
2012/13	UE02	2	0	0.0%	1	0	0.0%
	UE03	2	0	0.0%	1	0	0.0%
	UE04	6	5	45.5%	0	0	0.0%
	UE05	8	1	11.1%	0	0	0.0%
	UE06	4	1	20.0%	1	0	0.0%
	UE07	1	1	50.0%	2	0	0.0%
	UE08	1	0	0.0%	0	0	0.0%
	UE09	0	0	0.0%	0	0	0.0%
	UE10	0	0	0.0%	0	0	0.0%
2013/14	UE02	0	0	0.0%	0	0	0.0%
	UE03	3	0	0.0%	1	0	0.0%
	UE04	4	3	42.9%	0	0	0.0%
	UE05	8	1	11.1%	1	1	50.0%
	UE06	3	2	40.0%	0	0	0.0%
	UE07	2	1	33.3%	3	0	0.0%
	UE08	0	0	0.0%	0	0	0.0%
	UE09	1	0	0.0%	0	0	0.0%
	UE10	0	0	0.0%	0	0	0.0%
2014/15	UE02	0	0	0.0%	0	0	0.0%
	UE03	2	0	0.0%	4	0	0.0%
	UE04	7	3	30.0%	2	0	0.0%
	UE05	7	3	30.0%	3	0	0.0%
	UE06	6	46	88.5%	0	37	100.0%
	UE07	1	6	85.7%	2	4	66.7%
	UE08	1	0	0.0%	1	0	0.0%
	UE09	0	0	0.0%	1	0	0.0%
	UE10	0	0	0.0%	0	0	0.0%

ACTIONS

AP3.5 Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP5.1 Address gender imbalances in male/female ratios of staff at both subject area and School levels.

AP5.6 Improve awareness of promotion requirements/procedures and encourage promotion across grades.

AP5.8 Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope of discussion.

AP5.9 Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.

AP5.18 Promote transparent and equitable allocation of workload.

5.6 Organisation and culture

(i) Culture

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

To assess gender equality, HCA ran the UKRC cultural analysis tool throughout November 2013, generating 63 responses (43.2% response rate). Response rates were not less than: academics=30.1%; professional staff=45.5%; females=45.3%; and males=30.5%. There is room to improve, particularly academic and male participation rates (**AP3.2**).

WORKPLACE CULTURE
Staff perceptions of HCA workplace culture were generally favourable, with scope for improvement. 63.5% think colleagues pay equal attention when either gender speaks, but significant disparities are noteworthy as 44.8% of females, but 84% of males, accept this view (**AP3.3, AP5.15**). Overall, 65.1% disagree that colleagues have condescending attitudes towards women (females: 62.1%; males 68.0%) (**AP5.7**); 73.0% agree that work-related social activities are welcoming to both genders (females: 72.4%; males: 72.4%) (**AP5.20**).

34.9% of respondents disagree that staff in leadership roles demonstrate commitment to diversity (females: 41.4%; males: 32.0%) whilst 28.6% believe men more likely to be chosen for special activities than women (females: 34.5%; males: 20.0%) (**AP5.16, AP5.17**). The data suggests some female staff feel that HCA culture is tilted towards males in certain areas. 28.6% do not think that HCA makes it clear that unsupportive behaviours are not acceptable (females: 41.4%; males, 20.0%). Similarly, 41.3% do not know whether inappropriate images are not allowed (females 41.4%; males: 44.0%) (**AP5.7, AP5.15**).

Implications are not straightforward: lack of knowledge and/or policy may signal apparent lack of problems. All responses suggest that considerable improvement in E&D awareness in HCA is essential, few staff having undertaken E&D (22.2%) or unconscious bias (15.9%) training (**AP5.7, AP5.15**).

PARTICIPATION & PROMOTION PRACTICE:
Staff perceptions of policies to encourage participation and promotion of both sexes at all levels were assessed. Most responses were positive, with notable gender differences. 71.0% agreed that HCA provides useful networking opportunities (females: 69.0%; males: 88.0%) (**AP5.19, AP5.20**); 66.7% that helpful annual reviews are available (females: 69.0%; males: 60.0%) (**AP5.8**); and 60.3% that individuals are treated on merit, irrespective

of gender (females: 51.7%; males: 64.0%). 61.9% agree that work allocations are fair (females: 48.3%; males: 68.0%) (**AP5.18**); and 71.4% agree that HCA meetings are scheduled within core hours (females: 75.9%; males: 64.0%) (**AP5.19**).

Similarly, 46.8% of staff don't know whether the range of skills is acknowledged at annual review (females: 48.3%; males: 44.0%) (**AP5.8**), rising to 51.6% for promotions (females: 44.8%; males: 56.0%) (**AP5.6**). 28.6% disagree that they understand career development and promotions processes (females: 31.0%; males: 28.0%), and transparency of practices was highlighted (**AP5.6, AP5.7**). 34.9% disagreed that HCA provides mentoring opportunities (females: 31.0%; males: 28.0%), and 34.9% disagreed they are given opportunities to be mentored (females: 37.9%; males: 24%) (**AP5.9**). 69.8% of staff agree they are encouraged to pursue career development opportunities (females: 75.9%; males: 68.0%) (**AP5.7, AP5.9**) and 66.7% agree they receive encouragement to represent the unit externally/internally (females: 72.4%; males: 72.0%) (**AP5.16, AP5.17, 5.22**).

LEADERSHIP & MANAGEMENT COMMITMENT
Perceptions on whether HCA management is committed to equal opportunities in career advancement, and to sustaining a healthy work-life balance were assessed. 60.3% (33.3% 'Don't know') and 57.1% of staff (31.7% 'Don't know') agreed respectively that HCA deals effectively with flexible working requests and harassment complaints (**AP5.12, AP5.14, AP5.15**). As 42.9% of staff (51.7% of females and 32.0% of males) disagree that HCA provides clear information about University policies on gender equality issues (20.6% 'Don't know'), induction was flagged as a potential solution to such concerns (**AP3.4, AP5.4, AP5.15**).

Support for gender equality initiatives is widespread in HCA. 61.9% of staff agreed that action to promote these is required to maintain work-life balance (females: 62.1%; males: 60.0%), although 22.2% 'Don't know' (**AP3.4, AP5.18, AP5.19**). 61.9% favoured promotion of gender equality in career development opportunities (females 62.1%; males: 60.0%), while 23.8% 'don't know' (**AP5.7, AP5.8, AP5.9**, **AP5.16, AP5.17**).
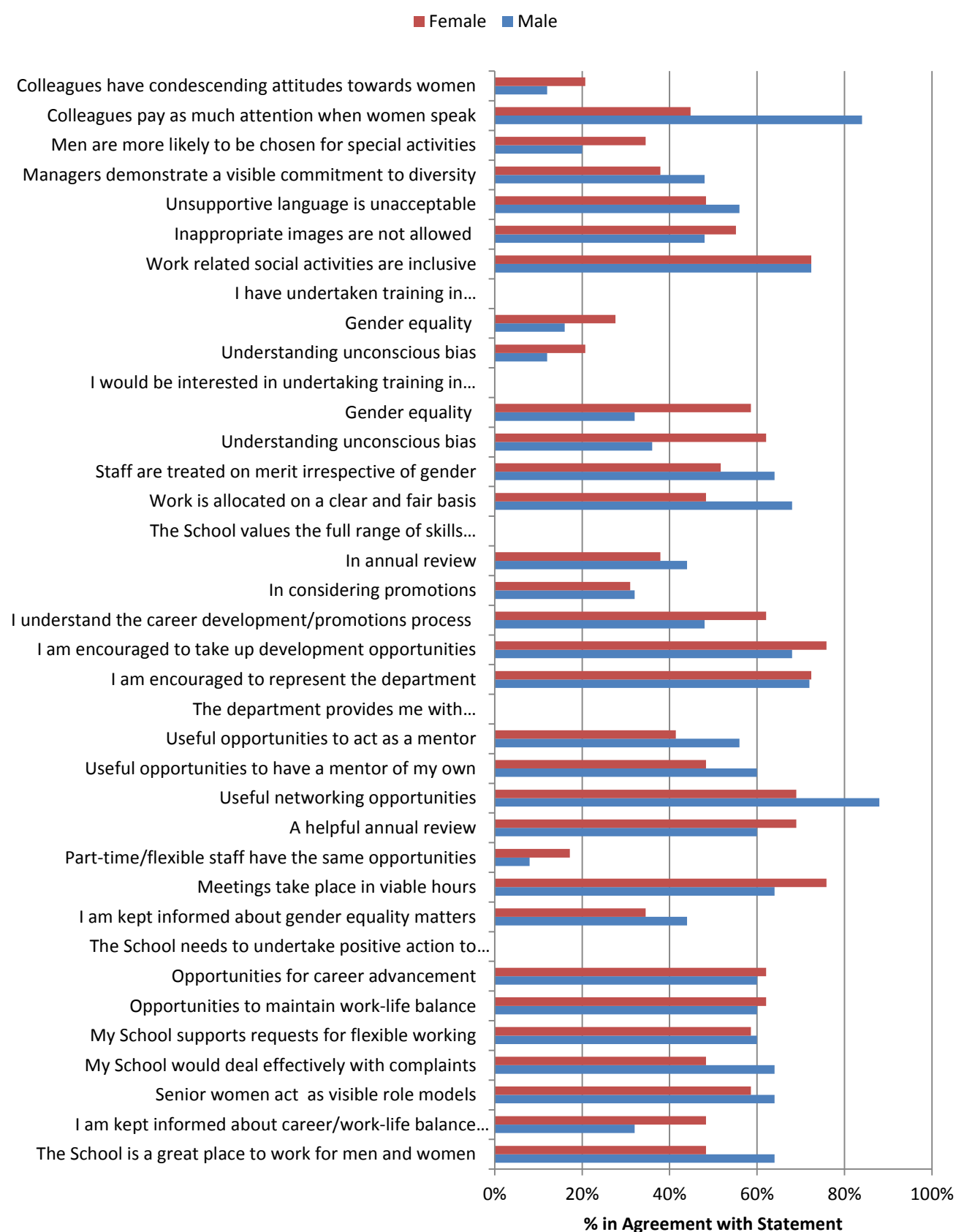
REPUTATION AND SOCIAL RESPONSIBILITY:
Is HCA perceived to have a good reputation and to be socially responsible on gender equality issues? 58.7% agreed that senior men and women act as role models (females: 58.6%; males: 64.0%) (**AP5.9, AP5.15**). 58.7% agreed that HCA is a great place for men and women to work (females: 48.3%; males: 64.0%), but 25.4% disagreed (females: 34.5%; males: 20.0%) (**AP5.15, AP5.20**). The team will investigate this negative perception **(AP3.2, AP3.3)**. Induction, mentoring and annual review will be promoted, given that 30.2% of staff disagree that HCA keeps employees informed about career advancement and work-life balance matters (females: 34.5%; males: 20.0%) (**AP5.4, AP5.9, AP5.8**).
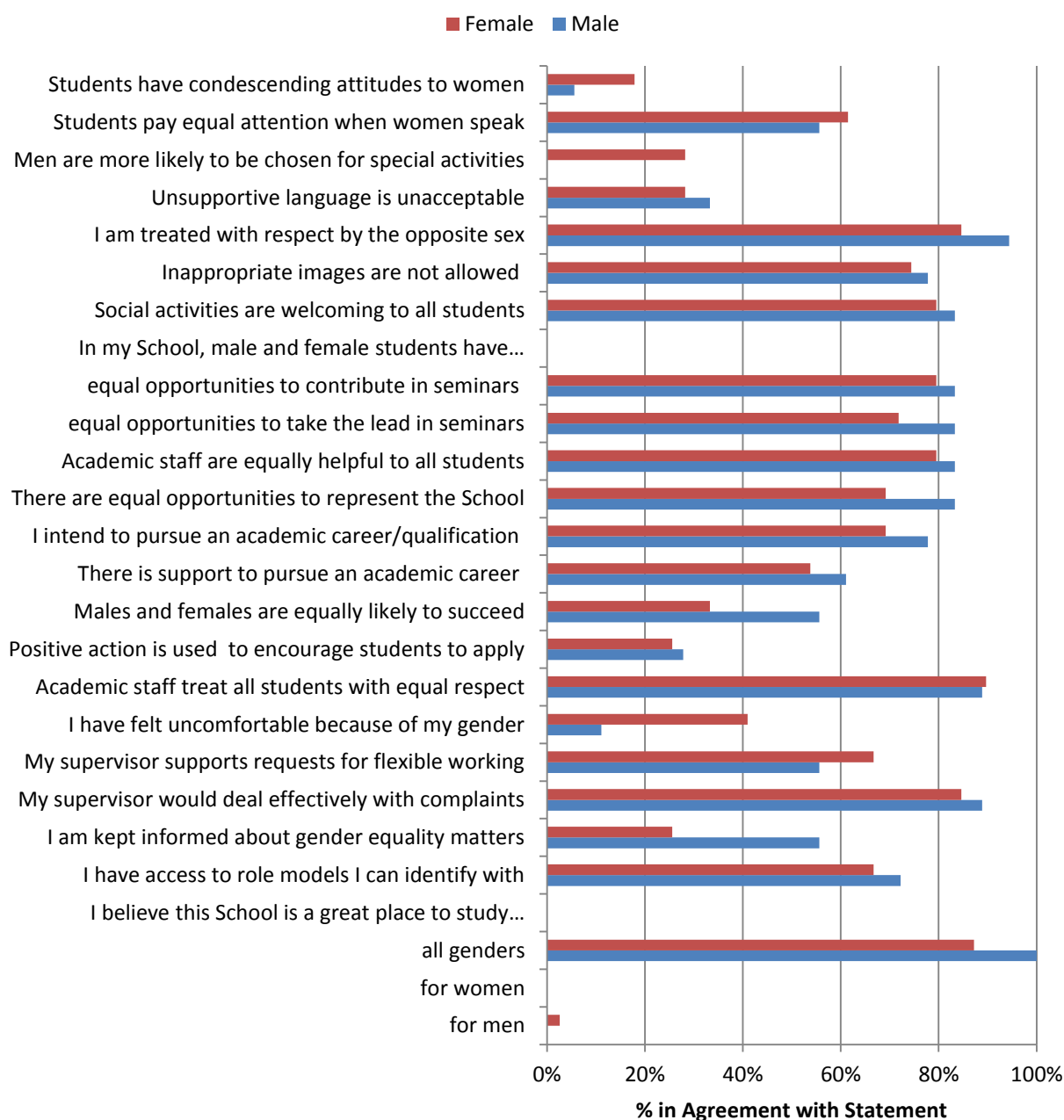
ACTIONS

AP3.2   Survey gender culture within HCA, for comparative analysis and action.

AP3.3   Identify strengths and weaknesses in gender culture within HCA and map progress over time.

AP5.4   Create welcoming and supportive environment for new staff members in the School, and also improve signposting to School and University policies on E&D, parental/family leave, and flexible working patterns from the beginning.

AP5.6   Improve awareness of promotion requirements/procedures and encourage promotion across grades.

AP5.7   Promote engagement with training and development opportunities by HCA staff.
Create a database to monitor uptake and ensure compliance with guidelines for mandatory training across all subject areas

AP5.8   Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope of discussion.

AP5.9   Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich culture in the School.

AP5.12 Improve transparency and understanding of policies relating to parental leave and flexible working entitlement and opportunities.

AP5.14 Raise awareness of current policies on flexible working.

AP5.15 Raise awareness of Athena SWAN and gender issues relating to gender equality through a programme of events in the annual School calendar.

AP5.16 Maintain rigorous selection processes for line managers.

AP5.17 Improve the gender ratios on key School committees (esp. SMC and Research Committee).

AP5.18 Promote transparent and equitable allocation of workload.

AP5.19 Promote culture of having meetings within core hours and at family friendly times.

AP5.20 Promote a greater sense of team ethos across individual teams and subject areas.

AP5.22 Accurately record participation in outreach events by gender, to assist with planning and ensure that HCA is presenting a gender balanced outward facing image.

Chart 58: Staff Gender Equality Survey Results 2013 - HCA

■ Female ■ Male

Statement	
Colleagues have condescending attitudes towards women	
Colleagues pay as much attention when women speak	
Men are more likely to be chosen for special activities	
Managers demonstrate a visible commitment to diversity	
Unsupportive language is unacceptable	
Inappropriate images are not allowed	
Work related social activities are inclusive	
I have undertaken training in…	
Gender equality	
Understanding unconscious bias	
I would be interested in undertaking training in…	
Gender equality	
Understanding unconscious bias	
Staff are treated on merit irrespective of gender	
Work is allocated on a clear and fair basis	
The School values the full range of skills…	
In annual review	
In considering promotions	
I understand the career development/promotions process	
I am encouraged to take up development opportunities	
I am encouraged to represent the department	
The department provides me with…	
Useful opportunities to act as a mentor	
Useful opportunities to have a mentor of my own	
Useful networking opportunities	
A helpful annual review	
Part-time/flexible staff have the same opportunities	
Meetings take place in viable hours	
I am kept informed about gender equality matters	
The School needs to undertake positive action to…	
Opportunities for career advancement	
Opportunities to maintain work-life balance	
My School supports requests for flexible working	
My School would deal effectively with complaints	
Senior women act as visible role models	
I am kept informed about career/work-life balance…	
The School is a great place to work for men and women	

% in Agreement with Statement

Chart 59: PG Gender Equality Survey Results 2013 - HCA

Legend: Female, Male

Categories (top to bottom):
- Students have condescending attitudes to women
- Students pay equal attention when women speak
- Men are more likely to be chosen for special activities
- Unsupportive language is unacceptable
- I am treated with respect by the opposite sex
- Inappropriate images are not allowed
- Social activities are welcoming to all students
- In my School, male and female students have…
- equal opportunities to contribute in seminars
- equal opportunities to take the lead in seminars
- Academic staff are equally helpful to all students
- There are equal opportunities to represent the School
- I intend to pursue an academic career/qualification
- There is support to pursue an academic career
- Males and females are equally likely to succeed
- Positive action is used to encourage students to apply
- Academic staff treat all students with equal respect
- I have felt uncomfortable because of my gender
- My supervisor supports requests for flexible working
- My supervisor would deal effectively with complaints
- I am kept informed about gender equality matters
- I have access to role models I can identify with
- I believe this School is a great place to study…
- all genders
- for women
- for men

X-axis: % in Agreement with Statement (0% to 100%)

(ii) HR policies

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

HR policies are defined at University level. During the past few years the School restructured its HR admin function to provide a central resource for the support of all HR-related policy, further tweaked in 2015 to introduce a School Resources Team. Whilst the School is now content that there is an appropriate structure in place, there is still significant work to be done in the development of School-wide guidelines and policy.

The implementation of all HR policy is devolved to line managers. Where a member of staff raises an HR-related concern, the line manager is responsible for identifying the appropriate policy, and ensuring that the case is managed appropriately (**AP5.7**). All line managers are encouraged to filter cases through the DoPS in the first instance. Where things can be handled routinely, the DoPS will discuss matters with the College HR Advisor during a monthly catch-up meeting, then follow up as necessary, ensuing policy compliance at all times. Where the case is more serious or requires swift action, the DoPS will liaise immediately with College HR or (more likely in academic cases) encourage the line manager to directly contact College HR. College HR manages the investigative and disciplinary elements of more serious cases, which may require external investigation and/or a formal disciplinary hearing, hence the importance of the regular and early link between the line manager, the DoPS and the College HR Advisor.

In all equality, dignity and respect, bullying, harassment, grievance and disciplinary cases, the School will direct staff to existing University policy (**AP3.4, AP5.4**). In 2015, the SAT created a new E&D section of the HCA website, which includes clear information on the Equality Act 2010 and how it is promoted in the School, links to the relevant HR policies on E&D matters, and links to available E&D-related training (**AP3.4**).

ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP5.4   Create welcoming and supportive environment for new staff members in the School, and also improve signposting to School and University policies on E&D, parental/family leave, and flexible working patterns from the beginning.

AP5.7   Promote engagement with training and development opportunities by HCA staff.
Create a database to monitor uptake and ensure compliance with guidelines for mandatory training across all subject areas.

(iii) Representation of men and women on committees

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

Committee membership is defined on the basis of post, responsibility and/or academic admin duty. Academic admin posts are widely advertised to all academic staff, alongside a defined role description and workload estimate (5.6(iv)) (**AP5.16**). Successful candidates apply for these positions in the knowledge that they'll assume a Convenor/membership role on one or more of HCA committees. On occasion, a committee may co-opt representatives from the wider staff or student populations; in these cases an invitation will be circulated asking for expressions of interest prior to a closing date. As demonstrated by the E&D Committee, some committee memberships are defined by volunteer contributions, irrespective of post, position or level of responsibility. In late 2014/15, HCA reviewed memberships of many student/curriculum related committees, in recognition of the expertise and role that admin staff play in these business areas, ensuring that (often female) staff be confirmed as full members of these committees, rather than being misunderstood as meeting auditors or secretarial support.

The School hasn't routinely monitored grade and gender profiles of committee memberships, but commits to doing so (**AP3.5, AP5.17**). E&D training for all staff who assume academic admin positions will ensure increased awareness across all committee Conveners and the majority of ex-officio members (**AP5.7**). Existing information confirms the following distribution of staff across the School's core 7 committees (**Table 49**):

Table 49: Membership of Key School Committees by Gender

Committee	2012/13		203/14		2014/15	
	M	F	M	F	M	F
Research Committee	67%	33%	60%	40%	58%	42%
School Management Committee	78%	22%	70%	30%	70%	30%
International Committee	67%	23%	80%	20%	73%	27%
Computing & Equipment Committee	54%	44%	80%	20%	70%	30%
Library Committee	86%	14%	62%	38%	83%	17%
UG Board of Studies	64%	36%	67%	33%	61%	39%
Graduate Studies Committee	67%	37%	73%	27%	73%	27%

Over the assessment period, the gender balance of School line managers (informing committee Convenerships) has been heavily skewed towards males: all Heads of School and 66% (History: 2; Archaeology: 2) of the last six Heads of Subject Area have been male and 33% female (Classics: 2). A recent improvement in the transparency of HCA's management has been the insistence that any vacant academic admin role must be openly advertised across the School rather than filled at the discretion of the responsible line manager (**AP5.16**). This change creates a genuine equality of opportunity for colleagues looking to widen their administrative experience and, in the longer-term, to build a more compelling case for promotion (**AP5.6, AP5.8, AP5.17**). There is still work to be done in relation to gender-balance in HCA (**AP3.1, AP3.4**).

(iv)   Participation on influential external committees

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

Academic staff largely participate in College and University committees as an ex-officio duty associated with their School academic admin role (see 5.6(iii)). Many involve responsibility for convening a School-level committee, which leads to a representative membership on the equivalent College committee. Academic colleagues can also apply for College Deanship positions in the same way, and where successful become the Convenor of the College level committee, working across all Schools, then representing the College at University/Senate level. PDR conversations will regularly encourage academic colleagues to consider putting themselves forward for these positions (**AP5.8**). Administrative staff are also afforded the same opportunity, often representing the School at similar College or University level committees or working groups. Senior School administrative staff regularly contribute at this level, although the DoPS recognises the development value of these opportunities for all grades of support staff (**AP5.17**).

The School encourages academic staff to become actively involved in a range of societies, institutions and companies outside the University. Current examples include the Directorship of the London-based Pashold Trust and senior board-level roles with Edinburgh University Press. These are complemented by a variety of roles in national and international academic societies (**AP5.22**). Newer colleagues in particular are encouraged to take relevant training offered within the University e.g. in dealing with the media (**AP5.7**).

ACTIONS

AP5.7   Promote engagement with training and development opportunities by HCA staff.
        Create a database to monitor uptake and ensure compliance with guidelines for mandatory
        training across all subject areas.
AP5.8   Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope
        of discussion.
AP5.16 Maintain rigorous selection processes for line managers.
AP5.22 Accurately record participation in outreach events by gender, to assist with planning and ensure
        that HCA is presenting a gender balanced outward facing image.

(v)   Workload model

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

HCA has a long-standing workload allocation model, developed alongside the various reorganisations of the School. A table of the 'value', expressed in terms of workload hours, is attached to individual tasks, including teaching, pastoral and administrative responsibilities. The model aims to be as transparent as possible, with the table of values circulated to all School staff on an annual basis, in-session workload data collected around the middle of each academic session, and the results of this exercise to be circulated to all members of staff in second semester. Data is used by the three SA Heads to assign teaching and administrative tasks (with due cognisance paid to PT staff and those on research leave for part/all of a session).

The retrospective collection/analysis of workload information has sometimes made effective workload management and equalisation difficult to achieve, especially in the largest of HCA's SAs: History. Perceived disparities in workload between individuals, sections, teaching teams and SAs within the School have been the subject of some comment and complaint (**AP5.18**). As the School's workload management model is essentially concerned with total hours worked, it does not explicitly require or encourage a spread of activity across these categories, which is potentially important in terms of career development and promotion (**AP5.6, AP5.8**).

In November 2015, the SMC committed to significantly reviewing workload allocation rules and formed a Working Group, to report back with streamlined and more equitable proposals by April 2016, ready for consultation and implementation from August 2016 (**AP5.18**).

ACTIONS

AP5.6   Improve awareness of promotion requirements/procedures and encourage promotion across
        grades.
AP5.8   Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope
        of discussion.
AP5.18 Promote transparent and equitable allocation of workload.

(vi)   Timing of departmental meetings and social gatherings

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

Scheduling meetings can be difficult due to a range of factors including staff commitments and different teaching timetables. Wednesday afternoons are generally kept free of teaching, and many core meetings are held then, including School Forums and SA meetings (**AP5.19**). Otherwise meetings tend to be held at lunchtime or in consultation with participants about the day/time in advance (e.g. by Doodle Poll). The Staff Gender Survey indicted that most staff believe that meetings are completed in viable hours to enable those with caring responsibilities to attend (71% agree, 20% do not know) (**AP3.2**).

Work-related social activities are generally seen to be welcoming to both sexes (venue, activity, scheduling): 73.0% agree, 14.3% disagree, 12.7% don't know. Where possible these are held during the working day (lunchtime/afternoon), though many take place in the early evening. Most regular seminars and visiting lectures are held c.5pm, with programmes published at the beginning of each academic term. In 2014/15, 22% of regular seminar series (4/18) were held at 5pm or after. The timing of these evening seminars has, at times, been the subject of review and adjustment (e.g. the Scottish History seminar series trialled an earlier starting time of 4.30pm in 2014-15 but this reverted to the usual time of 5.15pm due to popular demand from the majority of participants). There are a range of formal and informal social gatherings held at section, SA and School levels, with a range of practices relating to timing and period of notice given e.g. the School hosts an annual Staff Christmas Party from 5pm, with partners and children warmly invited (c. 4 weeks notice given). An annual support services staff away day takes place, with at least 4 weeks noticed provided (**AP5.19, AP5.20**).

ACTIONS

AP3.2   Survey gender culture within HCA, for comparative analysis and action.
AP5.19 Promote culture of having meetings within core hours and at family friendly times.
AP5.20 Promote a greater sense of team ethos across individual teams and subject areas.

(vii)   Visibility of role models

> Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

HCA's recently-changed governance provides opportunities to address equality in its leadership. The expanding School has recruited women into permanent positions; associated new scholarly research and teaching reflect longstanding concerns over E&D issues. The School seeks to embed gender equality and diversity into its internal and external activities (**AP3.1, AP5.15**).

An in-house marketing team was appointed in 2013 to oversee communication of School activities including student recruitment via printed and online media. The two-woman team promotes E&D in presentations of colleagues' and students' activities. This includes photography and video, all maintained by them on the

School's website. While the team reflects ideals for gender equity and diversity, academic staff is dominantly male. HCA features photographs throughout its building of its students at work; these contain more women than men, partly due to the relative proportions of willing participants (these images encode greater racial and religious diversity than currently present within the School) (**AP3.4, AP5.15**). In 2013, HCA launched an online History MSc: its publicity emphasizes flexibility of work/life balance in relation to academic progress (the programme was devised in response to concerns over this balance) (**AP4.1, AP5.10**).

In raising the public profile of its research, HCA has highlighted historical conditions for women, children, and immigrants. Examples include Louise Jackson's work on historical child abuse and the everyday regulation of young people by police officers, magistrates, and social workers and Wendy Ugolini's research on Second World War migrant identities in Britain. Jackson has featured on *Fair Cop* (BBC4), *Women's House* (Radio 4) and *Look North* (BBC) and Ugolini on BBC Radio Scotland and Radio 4, and Sky News. Such activities, regularly featured on our website, are also disseminated via social media (**AP5.22**).

HCA supports research seminars across its SAs, fostering cross-disciplinary exchanges (e.g. Gender History). Of 18 series in 2014/15, 38.9% had 50% female speakers or above; and 72.2% had 32.1% female presenters or above (the current proportion of HCA female staff). The School also hosts numbers of endowed guest lectures, high-profile events equally featuring women organisers and speakers (**AP5.10, AP5.15**).

ACTIONS

AP3.1   Develop and embed a process of rigorous gender equality self-assessment within the academic planning cycle, and promote AS.

AP3.4   Provide virtual space for University & School documents and web links on gender equality and AS activity in the School; improve signposting.

AP4.1   Address gender imbalance on specific teaching programmes.

AP5.15   Raise awareness of Athena SWAN and gender issues relating to gender equality through a programme of events in the annual School calendar.

AP5.22   Accurately record participation in outreach events by gender, to assist with planning and ensure that HCA is presenting a gender balanced outward facing image.

(viii) Outreach activities

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

The focus of the School's outreach activity is embedded within SAs, complimented by the Research Centres. The School hosts a number of events each year, ranging from small-scale information sessions for local school children, the wider HLF Scotland's War Project delivered by our project-specific Outreach Officer, festival lectures, historical exhibitions and presentations to local history groups. Whilst the School hasn't previously maintained data on the grade profile of staff contributing to these events, during sessions 2012/13 and 2013/14 a total of 7582 people attended the 66 events that were supported by the School's RKEO. Systematic monitoring and analysis is required (**AP3.5, AP5.22**).

The School also hosts a series of student recruitment and post-offer conversion events, offering recruitment and programme-related tours, presentations and 1-2-1 discussions with possible applicants, offer holders and

parents. An analysis of conversion rates, and recruitment event feedback shows that conversion is increased when academic staff attend and contribute to such events. During 2014/15, 160hrs worth of academic staff time was spent contributing to these events (100hrs M/60hrs F). Improved monitoring and analysis of staff contributions at recruitment/conversion related events will be introduced **(AP3.5, AP5.22).**

ACTIONS

AP3.5   Monitor gender balance across HCA and measure progress through analysis of staff and student data.

AP5.22 Accurately record participation in outreach events by gender, to assist with planning and ensure that HCA is presenting a gender balanced outward facing image.

(Submission Total - 11453)

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

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

8.   ACTION PLAN

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

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

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

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

Action plan

Principle ref number	Objective	Rationale i.e. what evidence is there that prompted this objective?	Action already taken to date and outcome	Further action planned	Time-frame Q1 – Oct-Dec Q2 –Jan-Mar Q3 – Apr-Jun Q4 – Jul-Sep	Person responsible Include job title.	Target outcome Where possible include a tangible measure of success
3. The Self-Assessment Process							
3.1	Develop and embed a process of rigorous gender equality self-assessment within the academic planning cycle, and promote AS.	The School requires a dedicated committee to lead the gender equality initiative and champion AS within the School and across the College and University, as well as permanent E&D representation in the School's planning and decision making group, the SMC.	SAT established during session 2014/15. Intention that this will evolve into a core School E&D committee.	Schedule (minimum) quarterly SAT meetings to track progress against Action Plan and map future activity. The creation of a new School officer, the E&D Director, who will be a member of the SMC *ex officio*, thereby assuring that all aspects of the School's operation will be subject to E&D review and input. An allowance of 230hrs will be allocated to this role in the Workload Allocation Model. The creation of a Deputy E&D Director to lead on the student recruitment, conversion and PG mentoring aspects of this plan. An allowance of 110hrs will be	December 2015. August 2016 following definition of the E&D Director posts and recruitment to both positions.	DoPS to take responsibility for the definition of the E&D Director/ Deputy Director posts, and subsequent recruitment.	SAT meetings embedded into, and publicised by, annual calendar of School events. E&D Director appointed through formal interview process. Deputy E&D Director appointed through formal

				allocated to this role in the Workload Allocation Model. Produce and publish an annual review of the AS process, for presentation to SMC.	From November 2016; with first annual AS progress review to be published prior to start of session 2017/18.	E&D Director	interview process. Annual AS review published on AS Wiki.
3.2	Survey gender culture within HCA, for comparative analysis and action.	Capture quantitative and qualitative data that is not available via the HR and Governance & Strategic Planning departments, to inform and measure gender equality in HCA.	In November 2013, HCA circulated staff and PG student surveys. The responses were analysed in conjunction with the AS Project Officer. Survey report generated and published on AS Wiki and HCA 'Gender Equality' webpage.	Staff survey to run biennially. Comparative summary of survey results to be generated and published. PG student survey to run biennially. Comparative summary of survey results to be generated and published.	Conduct a follow up survey of staff and PG students in February 2015/16.	Staff Survey: SAT Convener supported by School Resources Team. PG Student Survey: SAT Convener supported by the Graduate School.	Report published on AS Wiki and HCA 'Gender Equality' webpage. Survey results and report available on AS Wiki, with summary of staff and PG results available on webpage.
3.3	Identify strengths and weaknesses in gender culture within HCA and map	Rigorous monitoring of AS impact is required. HCA requires a tool to measure the	Oxford Research and Policy 'Non-STEM Good Practice Checklist' introduced.	Review of existing strengths and weaknesses conducted. Checklist published on AS Wiki.	November 2016/17.	E&D Director with input from SMC.	Record of incremental impact in 5 'Action Areas', across all 10 ORP defined

	progress over time.	effect of policies, practices and procedures upon gender equality.		Progress on checklist to be reviewed on an annual basis and an updated draft to be published on AS Wiki.	November 2017/18 and annually thereafter.		domains (items 1-90). Annually updated checklist available on AS Wiki.
3.4	Provide virtual space for University & School documents and web links on gender equality and AS activity in the School; improve signposting.	To promote career development and a better work-life balance for staff, it is necessary to address a lack of transparency and understanding of gender equality related processes, policies and practices. In 2013, only 36.5% of staff agree that 'My School provides clear information on ... matters that may relate to gender equality'.	An HCA 'AS Wiki' was created in July 2013; biennial survey results/report, and annual AS statistical analysis were subsequently made available to all staff. HCA E&D webpage, to provide information about training and career development opportunities, and links to University policies on family leave, flexible working, and AS activity. Dedicated HCA Gender Equality page provides survey results, and details of AS SAT membership.	Events section added to E&D/AS webpage with regularly updated links to E&D-related events and talks. Summary of biennial survey results to be published on Wiki and website. Annual AS statistical review to be published on Wiki annually. Annual AS progress report to be published on Wiki. Links to EUSA Women's Group and LGBT Network added to Gender Equality webpage. Athena SWAN logos clearly visible on webpages to champion gender equality.	2015/16: Q2 2015/16: Q4 -biennially 2016/17: Q1 2017/18: Q1 2015/16: Q1 2015/16: Q3	SAT Convener/ E&D Director, supported by School Resources Team.	AS/ECU HCA Wiki and website pages launched. Agree response rates for 'My School provides clear information on ... matters that may relate to gender equality' >75% in staff and PG survey (for both genders). Athena SWAN logo clearly visible on HCA website.

3.5	Monitor gender balance across HCA 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 progress.	In February 2013, a process of annual statistical review commenced, initially of the full GEM dataset; subsequently extended to accommodate the post-2015 AS criteria.	Collect and review full AS dataset on an annual basis. Staff data to include: Male/female ratio, turnover, recruitment, promotions, committee membership, contracts, family leave uptake/return, research and outreach activities. Student data to include: UG, PGT, PGR headcount, Access entrants, Degree classification, applications, offers, acceptances. Produce a statistical report and publish on AS Wiki. Report results to School Forum, as part of annual AS progress review.	Next annual review to be completed prior to January 2017, then scheduled and presented annually as part of the on-going E&D commitment November 2016.	E&D Director, Project Officer, SMC. E&D Director	Full AS data set and report available on Wiki for comparative analysis. AS progress review scheduled into annual calendar for School Forum.
3.6	Promote senior management buy-in, to embed AS in School policy, practice & procedure.	To succeed, the AS process must be embedded and supported at strategic level.	AS has been written into the School Plan and is a permanent fixture in the SMC calendar/agenda. HoS and DoPS are both ex-officio members of the AS SAT.	Creation of new post of E&D Director who will be a member ex-officio of the SMC, ensuring that E&D is core to all planning, strategy and resourcing discussions. Duties will include scrutiny of all HCA job advertisements; co-ordinating mentoring across	August 2016. Work will begin immediately, to ensure a start date in advance of session 2016/17.	DoPS to take responsibility for the definition of the E&D Director post, and subsequent recruitment.	AS written into the strategic School Plan to CHSS, and scheduled routinely into SMC agenda. Director and Deputy Director

				the School; organise training in E&D; meet with and advise other school Directors on E&D aspects of their brief and set E&D targets; review and report on school E&D strategy (for School plan) on annual basis (see **AP3.1**).			of E&D appointed through formal interview process.

4. A Picture of the Department

4.1 Student Data |

| 4.1 | Address gender imbalance on specific teaching programmes. | Proportion of females is higher than both national and Russell Group (RG) benchmarks at UG level, with an average 3.5% decrease in the proportion of UG male students since 2011/12.

Proportion of PGT females is higher than national and Russell Group (RG) benchmarks; except for Classics where a decline to 47.4% (below the national and RG benchmarks) occurred in 2014/15. | An existing School Marketing Officer coordinates promotional activity across HCA.

Meeting quarterly, from start of 2015/16 to discuss and action a defined and funded marketing plan. On the strength of these discussions, DoPS has initiated discussions across relevant admin teams (Comms & Marketing, Student Support, Graduate School and Teaching Organisation) in relation to student recruitment and applicant conversion. This was also discussed at SMC in October 2015 as part of a wider financial strategy and planning discussion. | Deputy E&D Director role, to support UG/PGT/PGR student/programme priorities in the areas of recruitment, conversion and mentoring.

Annual review of all promotional material (e.g. prospectus/HCA web/marketing materials) to ensure that images and information content are gender neutral.

Athena SWAN logo to feature prominently in all marketing materials.

Ensure equal representation of female and male students at Visit Day desks and off-campus promotional and outreach events. | August 2016

05/2016-ongoing

06/2016-biannually | Deputy E&D Director, UG and PG Directors, CAM | Deputy E&D Director appointed through formal interview process

100% of promotional materials feature a strong female and male presence.

AS logo appears in prospectus and on HCA website.

Equal female and male student representation at 100% of on-campus Visit Days (History, Classics and Archaeology desks). |
| 4.2 | Develop a strategy to encourage high achieving UG/PGT students to | The female proportion of part-time PGT students School-wide has dropped below HESA/RG | Revised format, specifying separate PGR recruitment events for external and on-course students has been introduced for 2015/16, in collaboration | Deputy E&D Director to establish and lead a 'PG Progression Working Group', to identify high-achieving UG and PGT students. | During 2016/17, ready for the 2017 autumn | Deputy E&D Director, PG Director, Graduate School and Student | 5% increase in female and male full-time PGT and PGR application, |

	progress to PGT/PGR programmes.	benchmarks – declining in all subject areas.

Decline in female PGR application, offer, and acceptance rates in 2013/14. | with the existing for PG Open Day and associated activities.

SMC committed to strategy of targeted and tailored recruitment conversations with existing PGT students. | Initial e-mail contact, with optional one-to-one meeting. Subsequent mentoring, regarding programme choices, application process, funding and academic careers for interested UG/PGT students.

Provide gender-balanced support and encouragement in the form of talks by female and male academic staff and existing female and male PGR students.

Work with CAM to market the on-line MSc History programme to prospective female and male PGT students, including prominent Athena SWAN branding. | recruitment round.

During 2016/17, ready for the 2017 autumn recruitment round. | Support Office.

Deputy E&D Director, PG Director, CAM. | offer, and acceptance rates (History, Classics and Archaeology).

5% increase in female and male part-time PGT and PGR application, offer, and acceptance rates (History, Classics and Archaeology).

10% increase in proportion of female students enrolled on the on-line MSc. |
| 4.3 | Address gender imbalances in PGR study. | Higher proportion of female full-time PGR students; approaching parity since 2011/12 (53.1% in 2014/15). | From July 2015, a pilot PG Mentoring scheme was developed, with voluntary mentors drawn from HCA staff. To commence in January 2016. | Introduction of a PG mentoring scheme, and group meetings for female academics and postgraduates meeting once a semester, in neutral space off-site, for informal mentoring and conversation. | 2016/17: Q1 | SAT Convenor, PG Deputy Director, PG Recruitment & Publicity Officer (until Jul 2015) | Agree response rate for 'My School provides advice, coaching, and mentoring ... to help me progress to further study or an academic |

		In 2014/15 the proportion of female part-time PGR students is below 50%, and the national and RG benchmarks. In 2013, 43.3% of PG students disagree or don't know whether 'My School provides advice, coaching, and mentoring ... to help me progress to further study or an academic career'.		Establish a student focussed AS programme of events, to include regular talks by female and male academic staff, high profile female staff, recent female graduates and female students who have successfully transitioned from PGT to PGR programmes.		Deputy E&D Director, PG Director	career' >75% in PG survey (for both genders). ≥ 2 student-focussed AS branded events scheduled into School calendar per semester; and featured in PG induction handbook.
4.2 Academic and Research Staff Data							
4.4	Improve knowledge and understanding of the reasons academic staff leave the School through improved feedback and monitoring of survey data.	There has been a gradual increase in the number of academic staff leaving HCA, from 0 in 2011/12 to 11 in 2014/15. 47.6% of leavers are female, compared with a population of 32.1% in HCA.	CHSS HR introduced a voluntary on-line exit survey in 2014. Since November 2014, only 4 members of staff have returned a response. To actively encourage engagement across HCA, the Resources Team have been instructed to draft an exit letter/request, with a link to the College online exit survey.	Implement a consistent School policy of formally contacting all leavers with the letter inviting them to participate in the voluntary online exit survey (option of anonymity). Letter extended to include an invitation to schedule an appointment for voluntary exit interview with HoS or DoPS.	2015/16: Q1 2015/16: Q1	DoPS, with support of School Office DoPS, HoS, with support of School Office	100% of leavers receive the voluntary exit survey request letter. Minimum 50% of HCA leavers elect to complete the voluntary exit survey.

				Link to exit survey to be included on School website. SAT to review exit survey responses in an extension of the annual statistical review, and report to SMC with the annual AS progress report.	2015/16: Q1 2016/17: Q1 – annually thereafter	E&D Director, Project Officer	Visible exit survey link and signposting on HCA website. Annual AS report published on AS Wiki and webpage.
5.1 Key Transition Points: Academic Staff							
5.1 (i) Recruitment							
5.1	Address gender imbalances in male/female ratios of staff at both subject area and School levels.	In HCA, the number of female teaching and research staff is lower than the national and Russell Group benchmarks in all three subject areas. As well as gender imbalance in HCA overall, there are areas of the School where there are few or no female members of teaching and research staff at each of the	All job adverts highlight the University's commitment to being an equal opportunities employer, and prominently feature details of part-time and flexible working opportunities, and links to family friendly policies.	SMC to draw up strategy document for developing appointments in areas/teaching sections where female staff are currently under-represented, with commitment to future strategic appointments. SMC (with E&D Director as ex-officio member) to discuss and approve all academic appointments. Introduce mandatory approval by E&D Director of text and Further Particulars for all adverts before recruitment processes begin, to provide a consistent approach across all subject areas.	2015/16: Q2 2016/17: Q1 2016/17: Q1 2015/16: Q1	Head of School with direction from SMC, then E&D Director once in post. E&D Director	SMC produce strategy document on recruitment. 100% of academic appointments reviewed and approved by SMC and E&D Director. 100% of job adverts include

		Grades UE08 to UE10.		All HCA job advertisements will include an explicit statement emphasising the School's commitment and openness to recruiting staff regardless of gender, sexuality or ethnicity. All job adverts will include prominent links to the School's E&D and dedicated 'Gender Equality' pages. All job adverts will prominently feature Athena SWAN branding.	2015/16: Q1 2015/16: Q3	DoPS, with support of School Office DoPS, with support of School Office SAT Convener, with support of School Office	statement of commitment to openness. 100% of job adverts include HCA E&D and Gender Equality webpages. 100% of adverts include Athena SWAN logo. 15% increase in the proportion of female applications for jobs at UE08-UE10.
5.2	Ensure that shortlisting and appointment panels are gender balanced and staff involved have received appropriate training for this role.	Staff involved in shortlisting and appointments have not previously been required to undertake training in E&D and Unconscious Bias. Shortlisting panels have not mandatorily been gender balanced.	School adheres to College guidelines that every recruitment panel comprises a minimum one female and one male member. In 2015, HCA introduced the use of longer shortlists, with those on the longer list graded A-C prior to shortlisting meeting, to ensure the widest range of those who meet essential	Introduction of process to ensure that at least one person of the minority gender sits on every panel – including at shortlisting stage – and, as far as the field of expertise and staff availability allows, achieve equal gender balance in appointment panels. School to require all Chairs of appointment panels to complete workshops in 'Recruiting for Excellence' and 'Recruitment & Selection and	2016/17: Q2 2016/17: Q2	E&D Director, supported by School Resources Team.	100% of appointments/ Shortlisting panels include as minimum one male and one female; and gender parity where possible. 100% of panel Chairs have completed both recruitment

			criteria are fully considered and discussed. HCA closely monitor gender balance on shortlists.	the Law'. To be monitored and enforced by School Resources team, in conjunction with IAD and HR Systems.	2016/17: Q2		training programmes.
		In 2013, 22.2% and 15.5% of staff agreed that they had undertaken training in E & D, and unconscious bias respectively.	From 2015, the School Resources Team has provided guidance and process information to all staff involved in recruitment and shortlisting.	Staff involved in recruitment and shortlisting will undertake mandatory training in 'e-Diversity in the Workplace' and 'Overcoming Unconscious Bias'. HCA will monitor gender balance on appointment panels. To be monitored and enforced by School Resources team, in conjunction with IAD and HR Systems.	2016/17:Q2		100% of panel members, including the Chair, have completed E&D and UB training programmes.

100% increase in the number of staff who 'Agree' that, 'I have undertaken training in E & D' and 'I have undertaken training in 'unconscious bias'. |
				Enable earlier career staff to volunteer to join appointment panels to alleviate overload, as well as for personal career development reason.	2015/16: Q2		
				Guidelines for School owned shortlisting and staff recruitment process to be drafted and implemented across all subject areas. Guidelines to be published on HCA website, to promote continuity and transparency.	2015/16: Q2		100% of appointments comply with HCA shortlisting and recruitment policy.
5.3	Encourage female staff in	There are a significantly lower	Since Oct 2015, the E&D Officer has been asked to	- **Also see AP5.1**			

	particular to apply for posts in the School at academic entry level Grade UE08 and above.	number of applications from females at Grades UE08-UE10. Three job offers were declined between 2012/13-2014/15 (all by females).	review Further Particulars for new academic posts. During 2015, the School Resources Team began work on the definition of a standard Further Particulars template, ensuring consistency across all Subject Areas. During 2015, the School reviewed publicity materials via its in-house marketing team (recruited in Feb 2013) and has introduced a wider range of images of staff and students that more accurately reflect gender balance of the staff and student cohorts across all subject areas.	E&D Director to review wording of job descriptions and adverts, to encourage women to apply, with particular consideration given to broadening the language used to describe an academic sub-discipline, if the area is traditionally male-dominated. HCA to promote equality and diversity in all publicity materials (both online and in print), monitor content (text and images), promote AS in recruitment materials, and add this information to the School website and to a New Staff Handbook. Utilise corporate data and introduce a voluntary 'feedback mechanism' to establish why applicants decline job offers, to monitor for E&D-related issues.	2015/16: Q1 To be reviewed by E&D Director once in post (from August 2016). 2017/18: Q1 2017/18: Q1	HoS with direction from SMC, then E&D Director once in post, supported by School Resources Team. E&D Director to check and review annually and report to SMC.	10% increase in female proportion of applicants for jobs at each Grades UE08-UE10. 5% increase in male proportion of applicants for jobs at each Grade UE06-UE07. 100% of applicants who decline an offer receive an opportunity to give feedback.
5.1 (ii) Induction						
5.4	Create welcoming and supportive environment for new staff members in	Address issues raised in 2013 staff survey, when only 36.5% of respondents agreed that HCA	New School induction event introduced in September 2014 and now a biennial event, for both academic and professional staff. New	Revise and enhance School induction event and supporting materials, including the creation of a new 'Staff Handbook'.	2016/17: Q2	E&D Director supported by SMC and admin colleagues in School	100% of new staff receive 'Staff Handbook' at induction.

| | the School, and also improve signposting to School and University policies on E&D, parental/family leave, and flexible working patterns from the beginning. | gave clear information on the University's policies in relation to gender equality. | Staff Handbook also introduced, currently being revised and expanded (with input of SAT co-convenor).

Prior to submission 22.2% of staff had completed the online E&D training, and 15.8% of staff had completed Unconscious Bias training.

The SAT introduced an equality and diversity section of the School website. This includes clear sign-posting and links to the University's policies relating to gender equality, flexible working, family leave and harassment.

Work has begun on the introduction of a staff intranet, providing access to relevant University policy documentation. It is expected that this will be ready for publication before end of 2015. | 'Staff Handbook' to include E&D section, with signposting to parental/family leave policies, flexible working options, and nursery provision.

Web-links to HCA E&D and 'Gender Equality' webpages to be clearly highlighted, with prominent Athena SWAN logo.

All new staff in the School will complete the online modules, 'e-Diversity' and 'Overcoming Unconscious Bias as part of the School induction programme. (existing staff will also be undertaking this training as specified in **AP5.2**) Staff who have not completed this training by the start of session 2017-18 will be ineligible to exercise School or Subject Area offices or to act as the organisers of seminar series.

Introduction of 'Induction Buddy' scheme for new staff during first four weeks, to provide a friendly welcome on the first day and act as a first point of contact for guidance on practical questions. Monitor success through feedback form and report to SAT. | 2016/17: Q2

2016/17: Q2

2016/17:Q2

2016/17: Q2 | Resources Team. | Agree response rate for 'My School provides clear information on ... matters that may relate to gender equality' >75% in staff survey (for both genders).

100% of staff holding School or Subject Area offices to have completed E &D and unconscious bias training.

>75% of participating staff (of both genders) agree that the induction buddy scheme was helpful and supportive. |

5.5	Improve gender balance in Post-New Club sessions	Speakers and membership have been balanced in favour of male staff.	The Convenor of the Post-New Club has been instructed to promote gender balance. At least one female and one male speaker will feature per meeting of the club.	Monitor gender to ensure that at least 35% of speakers are female, to improve the balance of speakers and more closely reflect the gender demographic within HCA.			≥35% of Post-New Club speakers are female and male.

5.1 (iii) Promotion

5.6	Improve awareness of promotion requirements/ procedures and encourage promotion across grades.	In 2013, 44.5% of surveyed staff disagreed that they understood the promotion/ progression process in HCA, or didn't know. The proportion of female staff employed at Grades UE09 and UE10 are very low (31% and 11.8%, respectively). Most females are employed at Grades UE06-UE08. There was a drop in the number of females coming forward for promotion in	The School actively promotes the CHSS Promotions Workshop via an email, which also provides details of the School's procedures for promotion applications and advertises the School Promotions Advisor. This email includes a link to the full promotions criteria. School Promotions Advisor provides a briefing (in person and written) to HCA Annual Reviewers, prior the review process. With their permission, all Reviewers notify the Promotions Advisor of those likely to pursue promotion in the next round.	HCA to promote and publicise the annual CHSS Promotions Workshops to all staff via email and through the School website. Introduce talks by Promotions Adviser at Subject Area and School meetings in lead up to annual promotions round. Staff Annual Reviews to include discussion of professional and personal development goals, with promotion included in this discussion (AP5.8) Introduce a 'Career Development Workshops'. Two to be scheduled per academic session, with one aimed at academic staff and one aimed at professional services staff.	2015/16: Q2 2015/16: Q2 2015/16: Q2 2016/17: Q2 - for the 2017 Annual Review round	E&D Director, with HoSA's and School Promotions Advisor. E&D Director. Line Managers, inc HoSA's. E&D Director.	Agree response rate for 'I understand the career development and promotions/ progression process in my School' >70% in staff survey (for both genders). 100%of Annual Reviews include an opportunity to discuss personal development and promotion. ≥2 lunchtime discussions scheduled into annual School calendar (one

		2013/14 and 2014/15.		Both should include specific reference to part-time staff and flexible working, with tailored guidance on promotion/career trajectories.			academic focussed/one professional services focussed).
				'e-Diversity in the Workplace' and 'Overcoming Unconscious Bias' training to be made mandatory for all members of the School Promotions Committee.	. 2016/17: Q1	School Resources Team.	100% of Schools Promotions Committee members have completed E&D and Unconscious Bias training.
				Review membership of School Promotions Committee, to add E&D Director as key member.	2016/17: Q1	Head of School.	

5.3 Career development: academic staff	

(i) Training	

5.7	Promote engagement with training and development opportunities by HCA staff. Create a database to monitor uptake and ensure compliance with guidelines for mandatory	Currently there is no cross School monitoring of training and staff development, advertisement of these opportunities is inconsistent and the School is currently unable to provide statistics on uptake by gender.	The SAT has added a training and help page with links to online E&D and Unconscious Bias training to the E&D section of the School web site.	Introduce a consolidated interface for mandatory and optional training on the School website (cross-referenced to the HCA E&D website). Introduce rigorous monitoring of training uptake, including gender representation of staff on training programmes, to enforce compliance and inform the development of new training programmes. Database to be maintained by School Resources Team, in	2016/17: Q1 2016/17: Q1 2016/17: Q1	E&D Director. All admin support and monitoring of staff training will be undertaken by School Resources Team, likely by the HR Administrator.	School Resources Team create, hold and maintain an up to training record for 100% of HCA academic and professional services staff.

	training across all subject areas.			conjunction with IAD and HR Student Systems.			
(ii) Appraisal/Development Review							
5.8	Improve effectiveness of Annual Review, by adding value and continuity, including a wider scope of discussion.	In 2013, only 67.0% of staff agree that the School provides a helpful Annual Review, or don't know. A more positive responses is perceived from more senior staff, and less so at from more junior colleagues. Qualitative responses indicate some variation in understanding the purpose of Annual Review, and confusion/lack of transparency in terms of its relationship to promotions and contract renewals.	In 2012/13, the School introduced a consistent programme of Annual Review: in 2012/13, 80.4% of all eligible staff were reviewed, reaching a high of 93.7% in 2013/14, but declining to 71.8% in 2014/15. The School has an existing extended pool of reviewers, but recent practice has delegated this duty to line managers. School Promotions Advisor currently provides ad-hoc briefings to staff on promotions and procedures.	School to consolidate existing good practice within Subject Areas, whilst introducing a standard School wide Annual Review 'package' and discussion mandate to ensure a consistent approach to personal and professional development and reflection for all staff, whilst analysing contributions to workload, committee memberships, promotion, and the discussion of career plans and opportunities beyond existing roles. Achieve 100% Annual Review rate for eligible staff. School to define pool of reviewers, ensuring that there is a minimum of one trained reviewer for each Subject Area to prevent overload and provide choice, and that this is decoupled from the line-management role.	2016/17: Q1 2017/18: Q4 2016/17: Q1 2016/17: Q1	E&D Director, with DoPS.	100% Annual Review for all eligible staff in HCA. Agree response rate for 'My School provides a helpful Annual Review' >80% in staff survey (for both genders). Each Subject area supports ≥1 reviewer, with a choice of male or female reviewer.

				School to ensure an equitable spread of male and female reviewers, giving a breadth of reviewer choice to all staff, irrespective of grade or Subject Area.	2015/16: Q2		100% of reviewers are trained in both Annual Review training programmes.
				Mandatory Annual Review skills training for reviewers, with take-up monitored by School Resources Team; staff will complete e-learning module, 'Understanding Annual Review', to enhance purpose and value of review process.	2016/17: Q1		
				From 2016/17, all GHC working more than 300 hours will have a mandatory Annual Review. All guaranteed employees working less than 300 hours will be offered an annual review.			100% Annual Review of GHC staff working >300 hours.

(iii) Support given to academic staff for career progression

| 5.9 | Improve awareness and take up of mentoring amongst staff in HCA, and create a mentoring rich | In 2013, 50.8% of surveyed staff agreed that HCA provides useful menteeing opportunities, and 46.0% agreed that useful mentoring | School has advertised for an interim Mentoring Champion, to act as a point of information and liaison for the University Mentoring Connections Scheme (Jan-Jul 2016), which provides mentoring opportunities for | HCA will introduce a school-wide mentoring process to be co-ordinated and monitored by the new E &D Director. The new formal mentoring structures will address all aspects of a colleague's academic activity, research, teaching and administration, | 2017/18: Q1 | SMC, lead by Head of School, implemented by the School Resources Team. | 10% increase in uptake of Mentoring Connections (as mentor and mentee), for both academic and |

culture in the School.	opportunities are available. Mentoring has previously focused on research mentoring of academic staff only.	academic and professional services staff. This will become part of the duties of the E&D Director from August 2016.	and will make use of more senior staff to help less experienced colleagues develop their careers in ways helpful for annual appraisal and as preparation for promotion applications. Mentoring arrangements to be discussed during Annual Reviews (academic and professional services), and members of staff without a mentor will be encouraged to engage, as preferred.	2017/18: Q1	Line Managers; inc HoSA's.	professional services staff. Agree response rate for 'My School provides useful opportunities to act as mentor' >75% in staff survey (for both genders).
			School to actively support applications to formal mentoring, coaching and leadership schemes including the Aurora Leadership Programme, and 'Ingenious Women' and 'Enterprising Women' IAD leadership initiatives. Information to be included in Staff Handbook, School website, and through Annual Review.	2017/18: Q1	SMC, ultimately approved by HoS.	Agree response rate for 'My School provides useful opportunities to act as mentee' >75% in staff survey (for both genders).
			SMC to annually review mentoring provision, and to define mentoring remit and amount of workload credits allocated to both mentors and mentees.	2016/17: Q1	SMC, lead by E&D Director.	Workload allocation credits for mentor and mentee roles

							written into WAM.
<td colspan="8" style="background-color:#d4f0c0">**(iv) Support given to students (at any level) for academic career progression**</td>							
5.10	Improve provision for and awareness of student support within HCA, and clearly signpost support available more widely in the University. Expose students to a variety of career trajectories and options and present a range of role models to students at all levels of study.	In 2013, only 56.7% of PG students agree that 'My School provides advice, coaching, and mentoring ... to help me progress to further study or an academic career'. There are diverse seminar series and talks available to PG students, but no data on gender balance of speakers – a requirement to collect and monitor this information exists, to ensure that PGR students are exposed to female and male role models throughout their study.	School hosts a comprehensive programme of HCA alumni events. The SAT Convenor, PG Deputy Director and previous PG Recruitment Officer organise an annual PG social gathering, to provide an informal networking event aimed at female PGR students. On-going 'Review of Hours' has resulted in additional focus upon support and development of PGR students working in tutoring and other teaching positions.	The School has committed to introduce a Deputy E&D Director to lead on the student related aspects of the AS agenda, particularly focussing on PG mentoring, training, dedicated events and access to role models (see **AP3.1**). Introduce a series of Career Workshops (minimum of two per academic year) to reflect a range of career options and trajectories, including flexible working, part-time, and for early- mid and senior female academics (see **AP5.6**). Monitor gender balance of seminar series speakers to make sure these provide adequate variety of role models and are highly accessible to all students. A minimum of 35% female and male seminar speakers to be enforced. Circulate policies pertaining to student support via an email	2016/17: Q1 following definition of the Deputy E&D Director post and successful recruitment. 2016/17: Q1 2016/17: Q1 2017/18: Q1	DoPS to take responsibility for the definition of the Deputy E&D Director post, and subsequent recruitment. Deputy E&D Director, with PG Director and Graduate School. Deputy E&D Director, with PG Director and Graduate School. Deputy E&D Director	Deputy E&D Director appointed through formal interview process. ≥2 lunchtime discussions scheduled into annual School calendar. Annual schedule of research seminars includes ≥35% female and male speakers. Agree response rate for 'I am kept informed

				each semester, with website updates throughout the academic year. Add links to relevant University support groups (including EUSA Women's Group and University LGBT Network) on HCA E&D webpages.			about career advancement and work-life balance matters' >75% in PG student survey (for both genders.
5.11	HCA is committed to supporting a trans-inclusive working environment for students and staff.	PG students raised concerns that there were no gender neutral toilet facilities available for Trans or intersex individuals.	Initial consultation with Estates and Buildings regarding feasibility.	Implement gender-neutral toilet facilities within School building by converting at least one of the single-sex toilets to a gender-neutral one.	2017/18: Q2	School Resources Team, subject to feasibility study with Estates & Buildings.	Gender neutral toilet is assigned, with clear signage.
5.5 Flexible working and managing career breaks							
5.12	Improve transparency and understanding of policies relating to parental leave and flexible working entitlement and opportunities.	In 2013, only 60.3% of surveyed staff agreed that 'My School is supportive when work and other life obligations conflict', or didn't know. There are currently no formal 'Keeping In Touch' policies in place, potentially resulting in an expectation that	In July 2015, HCA introduced an equality and diversity section of the School website. This includes clear sign-posting and links to the University's policies relating to gender equality, flexible working, family leave and harassment.	Publish a School-wide policy outlining procedures for arranging maternity cover. This should include: a) A voluntary 'KIT Agreement', between employee and line-manager, to establish an agreed level of communication (via phone, email or in person). b) Enable staff to use KIT days for career development and training activities, including conference attendance..	2016/17: Q2 2016/17: Q2 2016/17: Q2	Head of School and School Resources Manager. Head of School, via SMC. Head of School, via SMC.	Maternity policy published on HCA E&D website, and in Staff Handbook. 100% of staff commence maternity leave with a 'KIT Agreement', honoured by line-manager. Agree response rate for 'My

		those on leave should continue to undertake work-related tasks. In 2013, only 37.9% of staff agreed that 'I am kept informed about career advancement and work-life balance matters that affect me' in staff survey.		c) Allocate core School funding for teaching and admin replacement for periods of maternity and adoption leave, that affects teaching provision (temporary and p/t contracts). Promote family leave and flexible working opportunities, via HCA E&D website; Staff Handbook; supplemented CHSS HR 'Family leave and Flexible Working' lunchtime workshop in the School (see **AP5.14**)l.	2016/17: Q2 2016/17: Q3	SMC, budgets set by Head of School and DoPS. E&D Director, CHSS HR, supported by School Resources Team.	School is supportive when work and other life obligations conflict' >75% in staff survey. Agree response rates for 'My School provides clear information on ... matters that may relate to gender equality' >75% in staff and PG survey (for both genders).
5.13	Improve School facilities for staff who are pregnant and/or caring for infants.	There are currently no arrangements in place for pregnant staff occasionally feeling unwell or needing to rest during working hours. Baby changing facilities for those staff who decide to breastfeed at work are not	The School completed an audit of space usage during 14/15.	Identify a dedicated space where staff and students can discretely and freely express milk or breastfeed their babies. This space should have adequate storing facilities (a fridge). This could be the same space used by staff feeling unwell during pregnancy. Install baby-changing facilities in at least two toilets in the building and make sure that these are properly marked. (these should be in gender-neutral toilets).	2017/18: Q2 2017/18: Q2	School Resources Manager. School Resources Manager.	Dedicated maternity space assigned, with clear signage. Baby-changing facilities installed in ≥2 toilets, with clear signage.

		currently available.					
5.14	Raise awareness of current policies on flexible working.	Issues of flexible working are currently raised in informal discussion with Heads of Subject Area and HoS, but there is no system to actively promote or manage flexible working arrangements on a consistent and fair basis across HCA. In 2013, only 14.3% of surveyed staff agreed that 'Staff who work part-time or flexibly have the same opportunities as those who work full-time'.	The SAT introduced an equality and diversity section of the School website. This includes clear sign-posting and links to the University's policies relating to gender equality, flexible working, family leave and harassment.	Mandate for discussion at Annual Review (for part-time and full-time staff) includes training and career development opportunities; and family leave and flexible working opportunities and entitlement (see **AP5.8**). Invite CHSS HR to present a talk on 'Family Leave and Flexible Working' to all staff (academics as well as professionals) and follow up with email linking to this information on School E&D website (once per academic year). All requests for adjustments to working hours to be made formally, as per University policy, to ensure that the terms of the agreement are rigorously adhered to, regarding work allocation.	2016/17: Q1 2017/18: Q1 2017/18: Q1	E&D Director working with Heads of Subject Area, supported by the Resources Team.	Agree response rate for 'My School provides a helpful Annual Review' >80% in staff survey (for both part-time and full-time staff). Agree response rate for 'I am kept informed about career advancement and work-life balance matters' >75% in staff survey (for both genders. 100% of flexible working agreements are made formally.

5.6 Organisation and Culture

5.6 (i) Culture and (ii) HR Policies

5.15	Raise awareness of Athena SWAN and gender issues relating to gender equality through a programme of events in the annual School calendar.	In 2013, only 58.7% of staff agreed that 'The School uses senior women as well as senior men as visible role models'. 42.9% of staff disagree that 'My School provides clear information on … matters that relate to gender equality'.	The SAT has introduced an equality and diversity section of the School website. This includes clear sign-posting and links to the University's policies relating to gender equality, flexible working, family leave and harassment.	HCA will support a variety of events designed to highlight and the historic and on-going contribution of female and male staff, and to improve awareness of gender equality related matters. These will include: (1) Annual lecture to celebrate female scholarship and female education within HCA and across the University, hosted on or close to International Women's Day (8th March). (2) The naming and rebranding of the UG Common Room to commemorate a prominent female scholar associated with HCA. 3) Introduce a programme of 'Brown Bag Lunches' (twice per semester) to provide information on and an opportunity to discuss E&D related topics like promotions, mentoring, annual reviews, timetabling and work-life balance.	2016/17: Q1 Ongoing 2017/18: Q2 2016/17: Q2 2016:17: Q2	SMC, then E&D Director E&D Director, once in post, supported by School Resources Team. HoS, DoPS E&D Director, once in post, supported by School Resources Team.	Agree response rate for 'The School uses senior women as well as senior men as visible role models' >75% in staff survey (for both genders). Agree response rates for 'My School provides clear information on … matters that relate to gender equality' >75% in staff and PG survey (for both genders). ≥2 'Brown Bag Lunches' per semester scheduled into annual School calendar.
5.6 (iii) and (iv) Committees							
5.16	Maintain rigorous	The present processes allow a	Definition of existing appointment policy to be	Ensure that all academic line management posts are	2016/17: Q1	DoPS, supported by	100% of line-management

	selection processes for line managers	fair selection based on open advertisement of the line management roles.	published on new School intranet prior to end of 2015.	recruited to and transitioned appropriately. Ensure that existing staff recruitment policy is redefined in accordance with all Athena Swan E&D developments and targets.	2016/17: Q1	Head of School. School Resources Manager, supported by E&D Director.	appointments comply with revised policy.
5.17	Improve the gender ratios on key School committees (esp. SMC and Research Committee)	To foster a greater gender-inclusive culture at decision making level and ensure that diverse opinions are heard across HCA.	Open advertisement of most School administrative roles, allowing all members of staff eligible for application to consider taking on a key administrative role (which entails committee membership). School intranet is under construction, and will providing detailed remit and membership information for all core committees.	Rigorous process of open advertisement for all School administrative roles, allowing all members of staff eligible for application to consider taking on a key administrative role (which entails committee membership).	2016/17: Q1	DoPS	100% of School administrate roles appointed through open advertisement and formal interview process.
				Annual review discussion mandate to be extended to include an opportunity to express interest in committee membership, or concerns regarding overload **(see AP5.8).**	2016/17: Q2	Line Managers, inc HoSA's.	Membership of both females and males on all decision making committees ≥35%.
				Committee memberships to be extended to early-mid career staff, via deputising and shadowing overseen by the E&D Director.	2016/17: Q1	SMC, lead by Head of School.	
				Committee membership to be published on HCA website to promote transparency.	2016/17: Q1	DoPS	Committee membership published on HCA website.
(v) Workload Model							

| 5.18 | Promote transparent and equitable allocation of workload | There is a need for workload to be fairly and consistently allocated across HCA, to enable all colleagues (including those with family commitments) to balance a diverse workload with career aspirations and other life obligations and opportunities. | CHSS workload model is introduced in 2014/15.

SMC commitment to significantly review workload allocation rules, accepted in November 2015.

Working Group formed, to report back with streamlined and more equitable proposals by April 2016, ready for consultation and implementation from August 2016. | School to revise workload model and link to Annual Review process.

Improved School workload model to take account of GHC tutoring and other commitments, equitably measured against salaried staff responsibilities.

Monitor effectiveness of workload model by including additional workload questions in biannual gender survey. | 2016/17: Q1

2017/18: Q1

2017/18: Q2 | Head of School, informed by discussion and analysis via SMC prior to start of 2016/17. | Agree response rate for 'HCA values the full range of skills and experience at a) annual review b) promotion' >70% in staff survey (for both questions, and both genders). |

(vi) Timing of departmental meetings & social gatherings

| 5.19 | Promote culture of having meetings within core hours and at family friendly times. | Meetings within the School have often taken place at times that make it difficult for those with caring commitments to attend.

In 2013, 28.5% of surveyed staff disagreed that 'meetings take place in viable hours' or didn't know. | Agreement has been reached that History Subject Area meetings will take place from 2-4pm (previously held at 3-5pm). This was adopted in principle in September 2015 and in practice from November 2015. | Introduce School wide policy of ensuring that meetings are held within core hours (10am to 4pm) and, ideally, always with a finish time of 4pm at the latest.

Where appropriate, hold School meetings during academic teaching time, and avoid school holidays.

Where meetings are scheduled out with core hours, sufficient notice should be given to enable staff with caring | 2016/17: Q1

2016/17: Q1

2016/17: Q1 | Head of School, following consultation via SMC soliciting views of Subject Areas and Professional Services colleagues. | Agree response rate for 'Meeting are completed in viable hours to enable those with caring responsibilities to attend' >80% in staff survey (for both genders. |

				responsibilities to make appropriate arrangements.			
5.20	Promote a greater sense of team ethos across individual teams and subject areas.	HCA is committed to supporting a positive and inclusive ethos across all subject areas. In 2013, 73% of staff agree that 'Work related social activities in HCA are welcoming to both women and men'.	Annual HCA Staff Christmas Party includes partners and children, with at least 4 weeks advance notice to make any necessary arrangements. A Professional Services Staff Away Day is held annually in January. DoPS has proposed a revised approach to this based on a theme – with the first as 'team-building'.	Introduce a programme of themed cross-subject area events (minimum of one per academic year) intended to promote a shared team ethos and to develop a stronger sense of School identity and belonging.	2017/18: Q1	School RKE Administrator	≥1 cross-subject social event scheduled into annual School calendar. Agree response rate for 'Work related social activities in HCA are welcoming to both women and men'>85% in staff survey (for both genders).
(viii) Outreach activities							
5.21	Promote engagement with Wider Participation to present a gender balanced outward facing image to prospective Access students.	Between 2011/12 and 2014/15, 58.9% of Access students were female. Of SWAP students, 43.8% were female, and of LEAPS students 67.0% were female.	Female and male UG and PG students work as ambassadors, to support HCA and SRA staff at on campus Visit Days and off-campus recruitment events.	Work with WP to encourage the recruitment of female and male UG students from HCA as ambassadors for outreach events; including LEAPS and Kickstart Summer School.	2017/18:Q1	UG Director, supported by Student Support Office.	≥2 female and ≥ 2 male students apply to work with WP annually on outreach activities.
5.22	Accurately record participation in	Previously the School has not recorded	A preliminary analysis commenced when the post-2015 AS template	Maintain records of staff and student engagement with outreach activities, by gender.	2017/18:Q1	Outreach engagement will be	100% of academic staff have an up to

| | outreach events by gender, to assist with planning and ensure that HCA is presenting a gender balanced outward facing image. | participation in outreach activities by gender. | extended the AS data remit. | These records will include engagement with WP, on-campus Visit Days, off-campus recruitment events and knowledge exchange. | | monitored by Research Centre Administrator, with support from the School Resources Team. | date outreach profile.

≥ 1 female and male present on desks at Open Days, with an average, 40% presence of females and males in outreach activities overall. |