



## Department Application Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

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

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

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

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

## **COMPLETING THE FORM**

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

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

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

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

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

## **WORD COUNT**

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Nottingham		
Department	Cultures, Languages and Area Studies		
Focus of department	AHSSBL		
Date of application			
Award Level	Bronze		
Institution	Athena	Date: 2018	Level:
SWAN award			Silver
Contact for application			
Must be based in the department	Professor Nicola McLelland		
Email	nicola.mclelland@nottingham.ac.uk		
Telephone	0115 95 15822		
Departmental website	<a href="https://www.nottingham.ac.uk/clas/index.aspx">https://www.nottingham.ac.uk/clas/index.aspx</a>		

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words |



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Head of School  
Nicola McLelland BA MPhil PhD

Dear colleagues,

It is my privilege to submit this Athena SWAN Bronze application as the Head of the School of Cultures, Languages and Area Studies (CLAS) at the University of Nottingham. I chose to chair the SAT myself in 2017-18, and I look forward to implementing our action plan to embed Athena SWAN principles in all aspects of School life.

I am particularly pleased to highlight two aspects of our application. First, we have a strong track record of both male and female leadership in the School, and of both women and men taking on major leadership roles in the School and University. In 2017-18 we had six female professors in CLAS out of 77 female academics, compared to seven among 59 male academics; this is certainly not parity, so there is still work to be done, but we have long had both male and female role models in visible senior positions.

Second, in the last two years, we have seen the School's first two promotions to L6 (Associate Professor) on the teaching-focussed track, both women, one of them part-time (0.8 FTE) at the time of her application. This sends a clear signal to our teaching-focussed colleagues and part-time colleagues, especially to the more numerous women in these groups.


However, our self-assessment has also identified several areas that demand our attention. A major concern is the pipeline from undergraduate and postgraduate taught courses to postgraduate research and beyond. Women constitute nearly a two-thirds majority at UG and PGT levels, but only just outnumber men amongst postgraduate research students, and among staff women are outnumbered by men at senior levels.

Furthermore, despite the individual success noted above, relatively few women on part-time contracts have found their way through to promotion to senior levels. More generally, colleagues have expressed a lack of confidence in the career development support they have received. Another key focus for our action plan is how best to support early career colleagues, of whom we have a significant number on fixed-term contracts in the School: a precarious career stage that may particularly impact on women.

We should also continue to work sector-wide to increase male representation at undergraduate level in our subjects, and seek to recruit more men to APM roles at lower grades in the School.

We look forward to tackling these issues, and others identified in our submission, also working with other colleagues in the wider Faculty and University to shape and share best practice. We embrace the Athena SWAN principles as a key part of our wider commitment to supporting and promoting EDI in all its aspects, including equality of opportunity regardless of gender, ethnicity, disability or sexual orientation.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School, and very much hope our submission meets with your approval.



Professor Nicola McLelland

**481 words**

## ABBREVIATIONS USED WITHIN THIS DOCUMENT

ACS	Department of American and Canadian Studies
AP	Action Point within the Action Plan
APPLE	Academics' and Administrators' Professional and Personal Leadership Experience
APM	Administrative, Professional and Management staff
AS	Athena SWAN
CAS	Centre for Advanced Studies
CLAS	School of Cultures, Languages and Area Studies
CMVS	Department of Cultural, Media and Visual Studies
DL	Distance Learning
DoR	Director of Research
DoT	Director of Teaching
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee
ESE	Education and Student Experience
FEDIB	Faculty Equality, Diversity and Inclusion Board
FT	Full-time
HESA	Higher Education Statistic Agency
HoD	Head of Department
HoS	Head of School
JH	Joint Honours
KIT	Keeping in Touch days for staff on maternity leave
L5	Level 5 (Assistant Professor)
L6	Level 6 (Associate Professor)
L7	Level 7 (Professor)
LANTERN	Language Teaching Reading Network
LCF	Learning Community Forum
LGBT	Lesbian, Gay, Bisexual, Transgender plus
LMA	Leadership Management Academy
M3C	(AHRC-funded) Midlands3Cities Doctoral Training Partnership
MLC	Department of Modern Languages and Cultures
PDPR	Professional Development and Performance Review (appraisal)
PB	Performance bonus
PG	Postgraduate
PGR	Postgraduate Research (PhD level)
PGT	Postgraduate Taught (Masters level)
PNTS	Prefer not to say
PT	Part-time
REF	Research Excellence Framework
RG	Russell Group
RKEC	Research and Knowledge Exchange Committee
PVC	Pro-Vice Chancellor
R&T	Research and Teaching staff
SAT	Self-assessment Team
SET	Student Evaluation of Teaching
SEM	Student Evaluation of Modules
SESEB	School Education and Student Experience Board

SH	Single Honours
SMC	School Management Committee
SME	Small and Medium Enterprises
SPG	School Promotions Group
SPLiT	Shared Parental Leave in Touch days
SRC	School Research Committee
T&L	Teaching and Learning staff
UG	Undergraduate
UoN	University of Nottingham
VLE	Virtual Learning Environment
WAND	Women's Advancement Networking and Development
WP	Widening Participation



## 2. DESCRIPTION OF THE SCHOOL

Recommended word count: Bronze: 500 words

The School of Cultures, Languages and Area Studies (CLAS), formed in 2011, comprises three departments, each among the largest of their kind in the UK and recognised internationally for their research: American and Canadian Studies (ACS); Cultural, Media and Visual Studies (CMVS); and Modern Languages and Cultures (MLC). MLC is home to academics working in French; German; Russian & Slavonic Studies; Spanish, Portuguese & Latin American Studies; and Translation & Interpreting. MLC also contains the teaching-focussed Mandarin section (five colleagues), and the Language Centre, offering University-wide teaching (30 colleagues). The School therefore has a relatively high proportion of teaching-focussed staff, although research-active colleagues constitute the majority of academic staff (85). The School has a strong record of teaching excellence, with Student Evaluations of Teaching (SET) scores consistently amongst the highest in the University.

### 2.1 People

Across the School, 136 academic staff work in teaching and research, supported by 13 administrative colleagues, also working closely with APM staff in central Student Services. Our student community comprises 1,141 undergraduate students, 132 PGT and 91 PGR students. Table 1 summarises the gender balance across these three groups.

Population	Count		%	
	Female	Male	Female	Male
Academic (Research & Teaching, Research Only, Teaching Focussed)	77	59	53%	47%
Administrative, Professional and Managerial	11	2	85%	15%
<b>Total School Staff</b>	<b>88</b>	<b>61</b>	<b>59%</b>	<b>41%</b>
Undergraduate	977	437	69%	31%
Postgraduate Taught	99	33	75%	25%
Postgraduate Research	47	44	52%	48%
<b>Total Students</b>	<b>1123</b>	<b>514</b>	<b>69%</b>	<b>31%</b>

**Table 1: Staff and students in CLAS by gender**

### 2.2 Research, Scholarship and Teaching in the School

Each department makes a REF return as a separate Unit of Assessment to its own panel. We have research centres for Contemporary East Asian Cultural Studies; Critical Theory; Research in Race and Rights; Translation and Comparative Cultural Studies; Research on Cuba; Study of Post Conflict Societies; and an Institute for Screen Industries Research.

Teaching at UG level, especially in ACS and MLC, involves a wide range of Joint and Combined Honours combinations with other subjects, a challenge for central timetabling (see 5.3.v, 5.4.vi).

### **2.3 Facilities**

CLAS staff are located in a single building, the Trent Building, allowing the sharing of ideas and fostering a sense of collegiality. Our teaching takes place here and in other centrally timetabled teaching space. All students have access to the Language Learning Self-Access Centre in Trent. CLAS and English students share a large study and social area in the Trent Building. PGR students have desk space in three large study areas with networked computers.

**Figure 1: Photograph has been redacted to maintain privacy**



**Figure 2: Trent Building**



**Figure 3: CLAS students in the Translation and Interpreting Suite**

**412 words**

### **3. THE SELF-ASSESSMENT PROCESS**

**Recommended word count: Bronze: 1000 words**

(i) A description of the self-assessment team

The CLAS SAT consists of 19 women and 4 men (Table 2). Ensuring representation from all relevant constituencies, some of which are predominantly female (especially APM staff and language teaching staff), yielded a gender imbalance (explained more fully below), and this may have influenced our thinking. All students who volunteered were encouraged to participate. This increased the gender imbalance, as only one volunteer was male, but we did not wish to turn away any student volunteers in our first engagement with Athena SWAN. (Our **AP 1** is to embed EDI in CLAS, with an ongoing EDI group, working to improve gender balance compared to the SAT, and with balanced representation on relevant committees.)

Name	M/F	Role	Role in SAT	Context/experience of work life balance



APM Grades 2 to 5, from UG and PG students, from the School's three departments, and – within MLC – both from academic departments and from the Language Centre, an entirely teaching-focused unit. The SAT also had representation from the (less numerous) T&L staff in other areas. <Name redacted> – a member of the BME Staff Network, the University's Diversity in Recruitment Review Group and of the Race Equality Charter SAT – helped us attend to questions of intersectionality. From November 2017, the group met approximately monthly throughout 2017-2018.

The SAT reviewed School data, and examined School staff responses to two University surveys: one which focused on Athena SWAN principles (66/149 School responses, 44%, February 2017), and a Staff Engagement Survey (87/149 School responses, 58%, April 2017). A School survey is planned for 2018-19 (**AP 2**). SAT members were encouraged to contribute their experiences and observations at each meeting. Other School staff responded by email to open requests for input in the weekly newsletter, and four staff also came forward to be interviewed by SAT members. All these sources informed our submission and action plan.

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

From 2018-19, a School Equality, Diversity and Inclusion Committee (EDIC) will be responsible for implementing the Athena SWAN action plan, as approved by School Management Committee (SMC). It will report termly to FEDIB and to SMC.

**ACTION POINT 1**

Embed EDI in School ways of working.

**ACTION POINT 2**

Survey School staff to gather additional School-specific EDI data and feedback to inform future plans and actions.

**420 words**

#### **4. A PICTURE OF THE DEPARTMENT**

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

##### **4.1 STUDENT DATA**

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

The Faculty of Arts Foundation course, launched in 2017-18 and based in the School of Humanities, has two men and one woman who, if they pass Year 0, will progress to Year 1 of a degree in CLAS.

**(ii) Number of undergraduate students by gender**

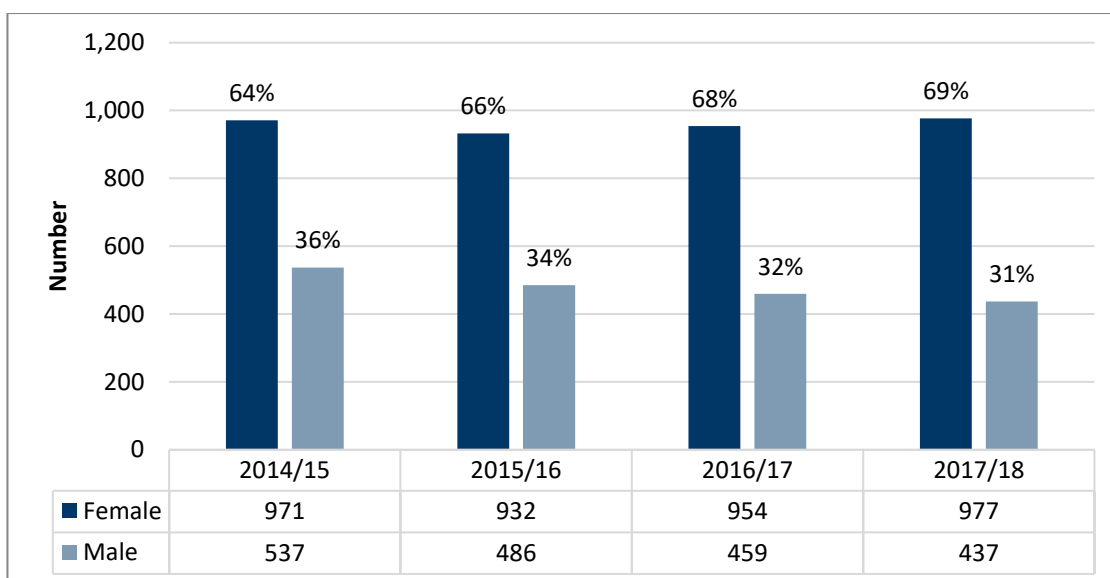
*Note: Because of the method of extracting data, most student data are presented for four years (2014-17). All other data are presented over three years (2015-17).*

Approximately two-thirds of students are female (Figure 4). This is broadly similar across the three departments, though highest in CMVS (e.g. 2017-18 ACS 65%; MLC 69%; but CMVS 74%, following a steady increase from 65% in 2015-16; see Table 3). These proportions are comparable to those at all stages of the admissions process (applications, offers and acceptances, Figure 5), where men consistently make up only about one-third of the whole. The proportion of applications leading to offers for men and women is roughly equal, at 75% for women and 74% for men. Consistently more male than female offers lead to acceptances, but male undergraduate numbers have declined by ca. 5% from 2014-15 to 2017-18.

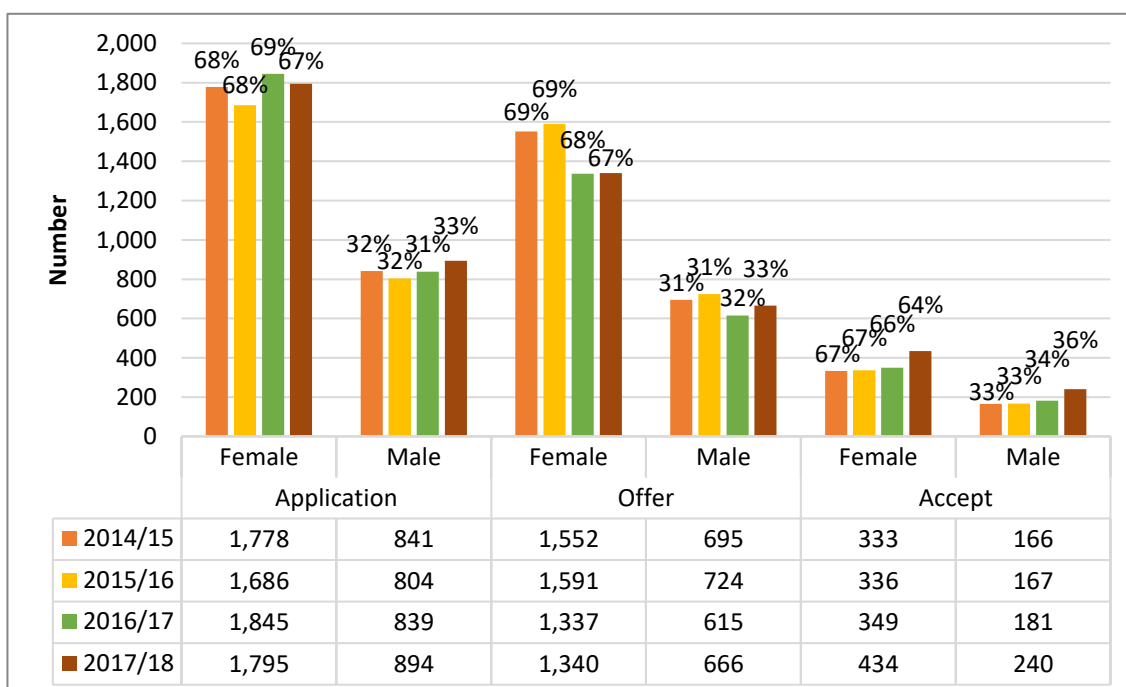
Virtually all undergraduate students study full-time; fewer than 1% of either gender study part-time.

		Female	Male	Ratio (F:M)
American & Canadian Studies	2017/18	188 65%	100 35%	10:5
	2016/17	178 63%	103 37%	10:6
	2015/16	169 63%	99 37%	10:6
	2014/15	185 63%	110 37%	10:6
Culture, Film and Media	2017/18	225 74%	79 26%	10:4
	2016/17	200 70%	84 30%	10:5
	2015/16	167 67%	81 33%	10:5
	2014/15	155 65%	85 35%	10:5
Modern Languages and Cultures	2017/18	564 69%	259 31%	10:5
	2016/17	577 68%	273 32%	10:5
	2015/16	597 66%	306 34%	10:5
	2014/15	631 65%	342 35%	10:5

**Table 3: Undergraduate Students by gender and Department**



**Figure 4: Male and female undergraduate students in CLAS (2014-2018)**



**Figure 5: UG applications, offers and acceptances by gender in CLAS (2014-2018)**

The consistently high proportion of female students in the School is comparable with the sector subject and Russell Group subject areas (Figure 6). In modern languages, this gender skewing is also well documented right through the secondary school pipeline; languages may suffer from a status problem compared to STEM subjects. In 2016, 56% of modern languages GCSE entries were from female candidates, rising to 64% at A-level (Language Trends 2017: 16, 21). Our beginners' language programmes offer an opportunity to bring more male students into the pipeline; in marketing and outreach, we will work to present male staff and student role models, both in languages and in our other subject areas (**AP 3**).

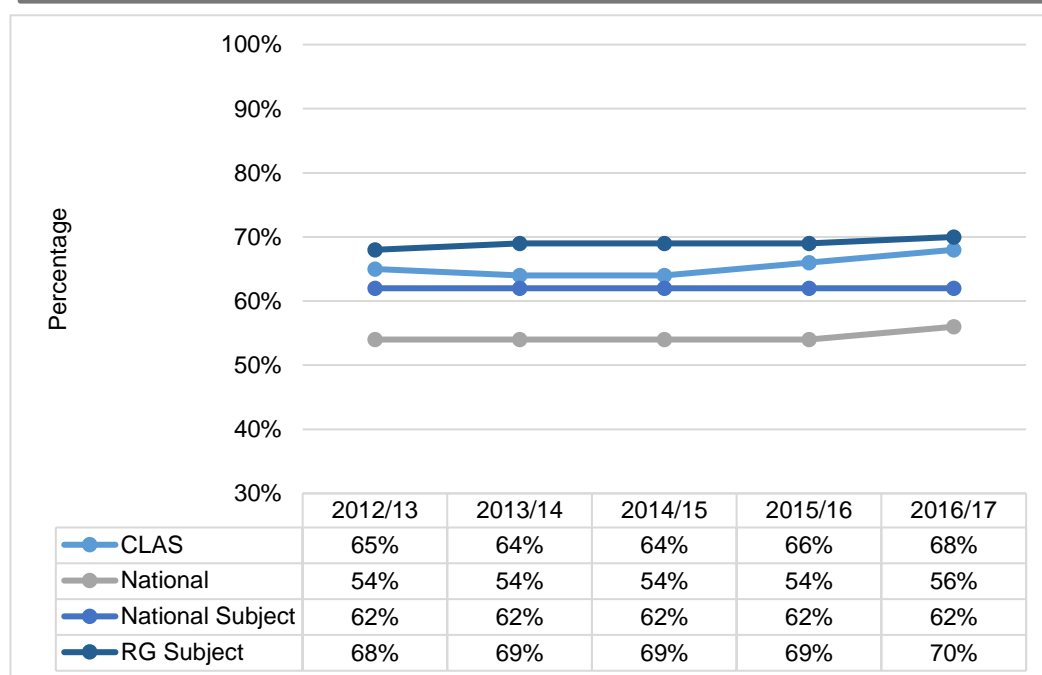
### ACTION POINT 3

Increase the number of UG applications from male candidates in all our subject areas

Relatively fewer men than women obtain good degrees (II.1 or first-class degrees); the proportion of women gaining good degrees in CLAS is close to the RG subject average. This is not the case if we consider just first-class degrees, where CLAS women fall somewhat below the RG subject and National subject averages. A slightly lower percentage of men than women overall gain first-class degrees (Figures 7, 8, 9, 10). We address this in **AP 4**, gathering the data to highlight particular areas of discrepancy in order to tackle them (for instance, do particular forms of assessment benefit one gender more than another, e.g. heavily weighted dissertation modules?).

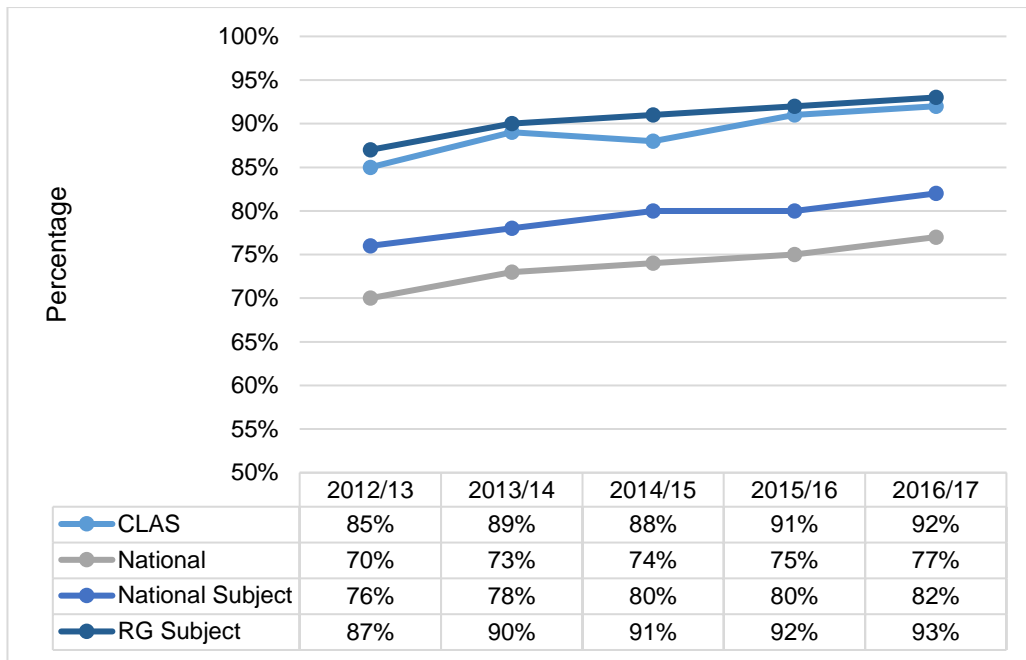
### ACTION POINT 4

Achieve parity in men's and women's attainment at UG

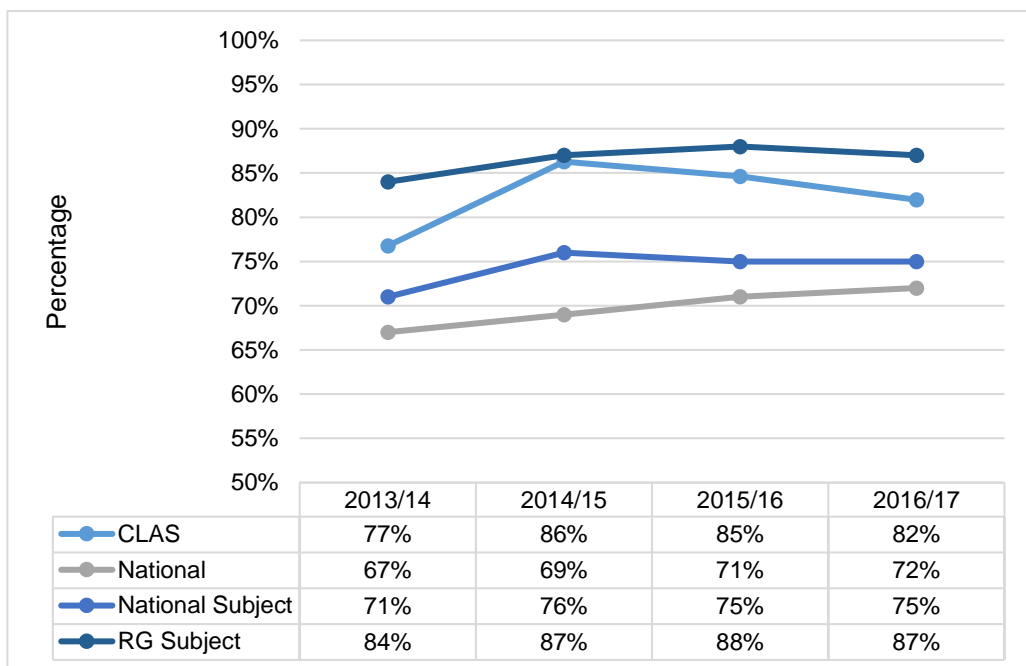


**Figure 6: Proportion of women students in CLAS, against national, national subject and Russell Group (RG) subject benchmarks**

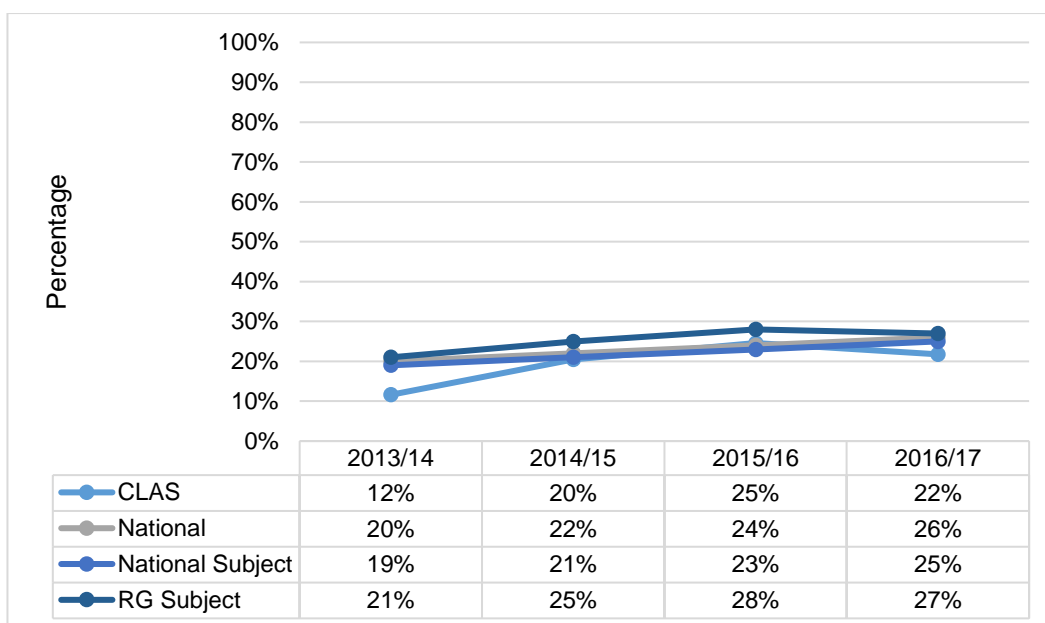




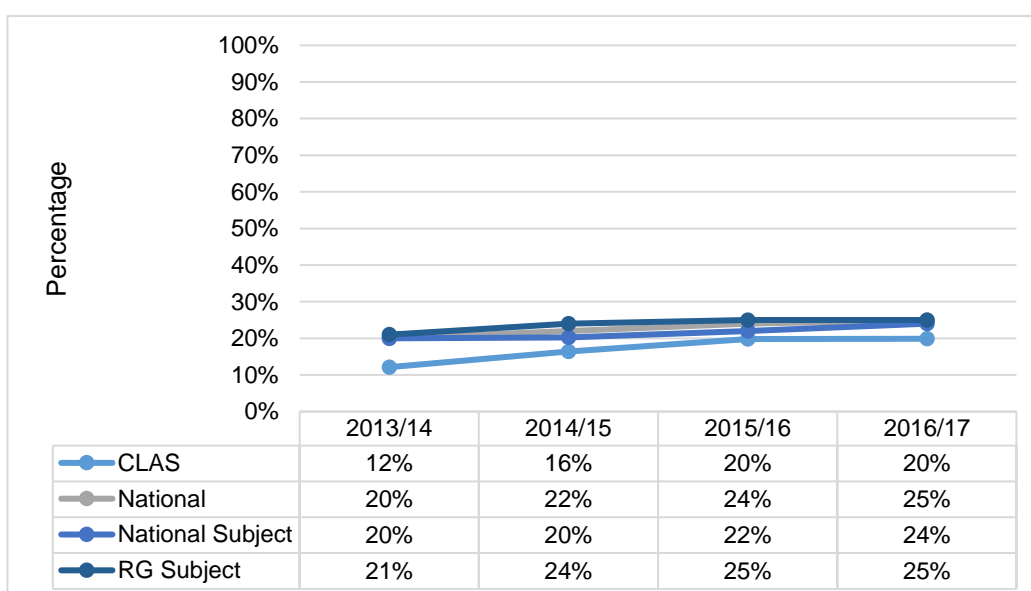
**Figure 7: Women gaining a “good” degree (II.1 or First) in CLAS**



**Figure 8: Men gaining a “good” degree (II.1 or First) in CLAS**



**Figure 9: Women gaining a first-class degree in CLAS**



**Figure 10: Men gaining a first-class degree in CLAS**

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

Our PGT numbers have almost doubled since 2014-15. Women outnumber men, 2:1 or, now, even 3:1 (Figure 11); an increase in men's applications (+52%) is still less than the increase from women (+145%, Figures 12, 13).

A relatively even proportion of male and female PGT students studied part-time in 2014-15. However, by 2017-18, female students were predominantly studying full-time (80%), while only 55% of men were. We are unsure why proportionally more men than women choose part-time study. In **AP 5**, we will work towards gender parity in participation at PGT by seeking to understand better the reasons for gender imbalance, reviewing our PG

marketing materials to ensure they speak to all groups, and developing resources for personal tutors to use to highlight PGT options to all students.

#### ACTION POINT 5

Achieve gender parity in participation at PGT

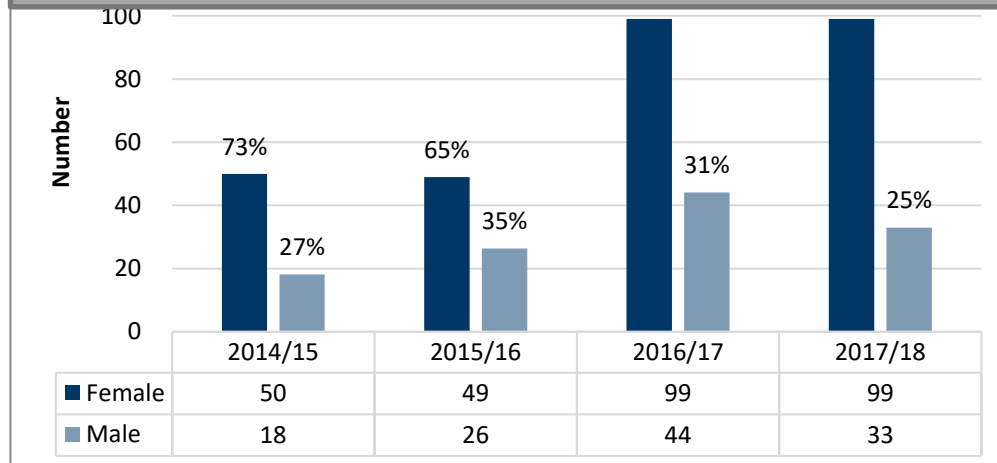


Figure 11: Male and female PGT students in CLAS (2014-18)

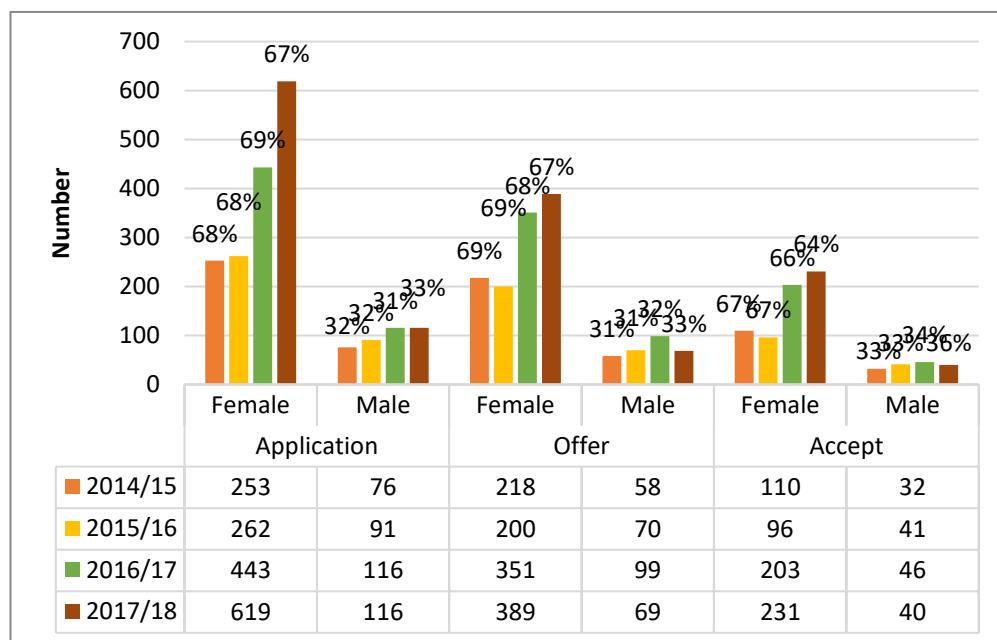
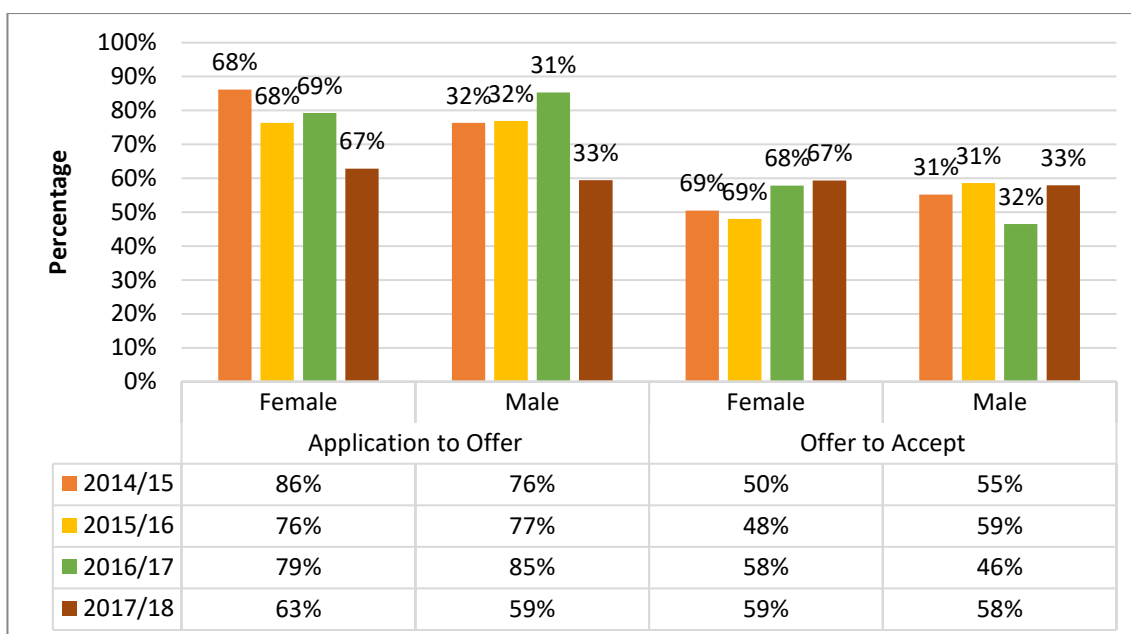


Figure 12: PGT applications in CLAS (2014-2018)



**Figure 13: PGT applications, offers and acceptances in CLAS by gender (2014-2018)**

		Count						%					
		Female			Male			Female			Male		
Study Mode		2 Y	3 Y	4 Y	2 Y	3 Y	4 Y	2 Y	3 Y	4 Y	2 Y	3 Y	4 Y
2014/15	Full Time	50	1	0	13	0	0	98%	2%	0%	100%	0%	0%
	Part Time	0	0	1	0	0	0	0%	0%	100%	0%	0%	0%
	Total	50	1	1	13	0	0	96%	2%	2%	100%	0%	0%
2015/16	Full Time	34	0	0	12	0	0	100%	0%	0%	100%	0%	0%
	Part Time	0	4	0	0	2	0	0%	100%	0%	0%	100%	0%
	Total	34	4	0	12	2	0	89%	11%	0%	86%	14%	0%
2016/17	Full Time	38	1	0	15	0	0	97%	3%	0%	100%	0%	0%
	Part Time	0	7	3	0	4	0	0%	70%	30%	0%	100%	0%
	Total	38	8	3	15	4	0	78%	16%	6%	79%	21%	0%

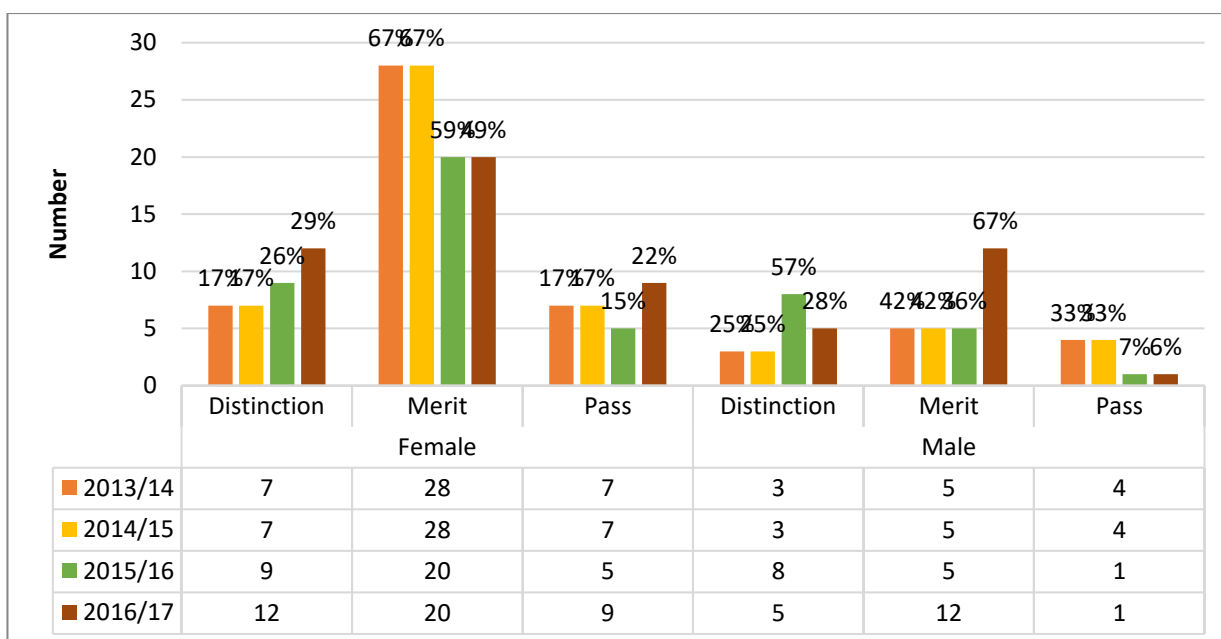
**Table 4: PGT completion rates in CLAS (2014-2017)**

PGT completion rates are healthy for both genders – from 2014 to 2017 (Table 4), only two of 132 full-time PGT students did not complete in the expected time period (both women). Part-time numbers are too low to be statistically meaningful.

The number of MA Distinctions achieved by men and women has been increasing, but the proportion of women achieving “only” a pass has doubled from 11% to 22%, while the proportion of men earning a pass has decreased (though numbers are small) (Figure 14). Gender may interact here with course-specific factors (such as a high proportion of international students, who are also predominantly female), and we will investigate this in **AP 5 and 6**, formulating suitable actions to address the factors identified.

#### ACTION POINT 6

Achieve parity in men’s and women’s attainment at PGT



**Figure 14: PGT attainment in CLAS by gender (2013-2017)**

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

While women constitute nearly a two-thirds majority at UG and PGT levels, they only just outnumber men amongst postgraduate research students (47 vs 44 in 2017-18; Table 5). Yet male PhD students outperform women in winning studentships over the years 2015-2017 (Table 6). ACS and MLC have generally had more female than male research students, but CMVS has historically had more men than women at PGR. (CMVS is also the only department of the three in CLAS with more male than female staff – 12 vs 9 in 2017).

The proportion of research students studying part-time has increased, probably reflecting a tighter research funding environment. Female part-time PGR numbers doubled from 5 to 12 across the four years, accompanied by a small decline in full-time numbers, while male numbers increased from 3 to 10 students, and in addition to a small increase in full-time study (Figure 15).

PhD completions in under four years are low, but – despite fluctuations – lower for women than for men; optional work placements taken by M3C-funded students may partly explain the low rate, but not the gender difference. Slower completion rates may be a proxy for other issues around PGR support, and our PGR students were keen to see these explored, and this is reflected in **AP 7** below; and we must investigate why women's on-time completion rates are lower.

		Count		%	
		Female	Male	Female	Male
American and Canadian Studies (ACS)	2017/18	13	11	54%	46%
	2016/17	6	8	43%	57%
	2015/16	9	7	56%	44%
	2014/15	11	7	61%	39%
Cultural Media and Visual Studies (CMVS)	2017/18	15	18	45%	55%
	2016/17	14	18	44%	56%
	2015/16	10	12	45%	55%
	2014/15	12	14	46%	54%
Modern Languages and Cultures (MLC)	2017/18	19	15	56%	44%
	2016/17	21	14	60%	40%
	2015/16	26	11	70%	30%
	2014/15	20	14	59%	41%

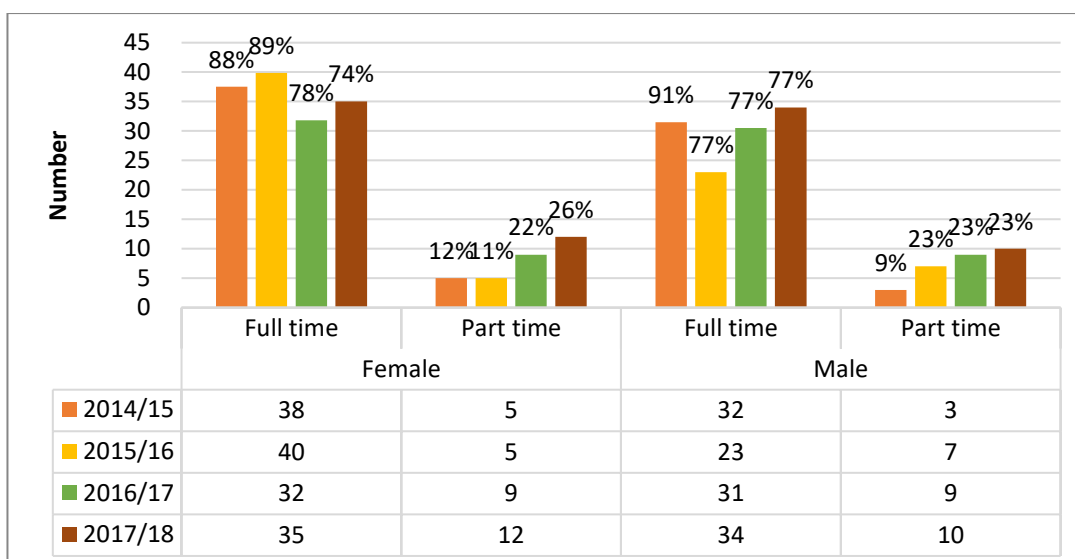
**Table 5: Postgraduate Research Students by gender and department in CLAS (2014-2018)**

		Count		%	
		Female	Male	Female	Male
2015		6	5	55%	45%
2016		5	7	42%	58%
2017		6	8	43%	57%
ACS Total 2015-17		7	9	44%	56%
CMVS Total 2015-17		5	5	50%	50%
MLC Total 2015-17		5	6	45%	55%
<b>School Total</b>		<b>17</b>	<b>20</b>	<b>46%</b>	<b>54%</b>

**Table 6: PhD funding awards made in CLAS (external and School studentships)**

		Female				Male			
		Under 4 years		4 Years and over		Under 4 years		4 Years and over	
		Count	%	Count	%	Count	%	Count	%
2014/15		8	18%	37	82%	2	22%	7	78%
2015/16		7	21%	26	79%	14	40%	21	60%
2016/17		6	15%	33	85%	2	20%	8	80%

**Table 7: Full-time PhD completions within recommended time in CLAS, by gender**



**Figure 15: Postgraduate research students in CLAS by gender and mode of study**

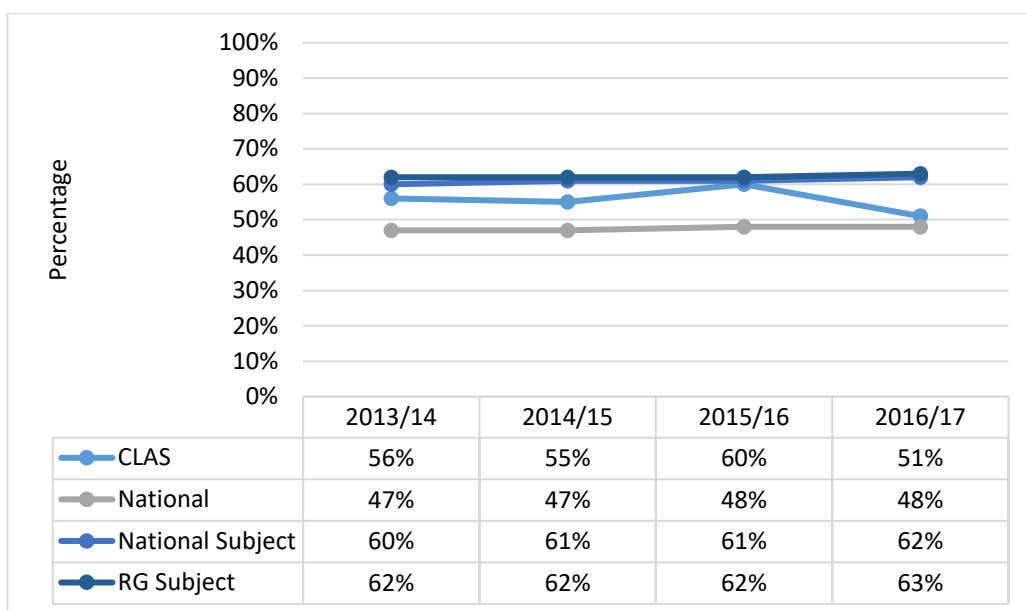
(v) Progression pipeline between undergraduate and postgraduate student levels

While the preponderance of female over male students is broadly similar at UG and PGT, there are far fewer women at PGR (17% less at PGR than PGT in 2017-18), where they only just outnumber men (Table 8), and are behind in subject benchmarks (Figure 16). Choice of MA course partly explains the lack of continuation from PGT to PGR. Women predominate (75% women in 2017) on two large professionally-oriented MAs, in *Chinese-English Translation & Interpreting* (2017 intake 24, almost exclusively international students), and *Screen Industries* (2017 intake 28). Higher employment rates for women than men after PGT degrees probably play a role too. HEFCE destinations data for the year 2015-16 – the most recent available – show that 86% of women PGT students went into full or part-time work, compared with only 57.2% of men.

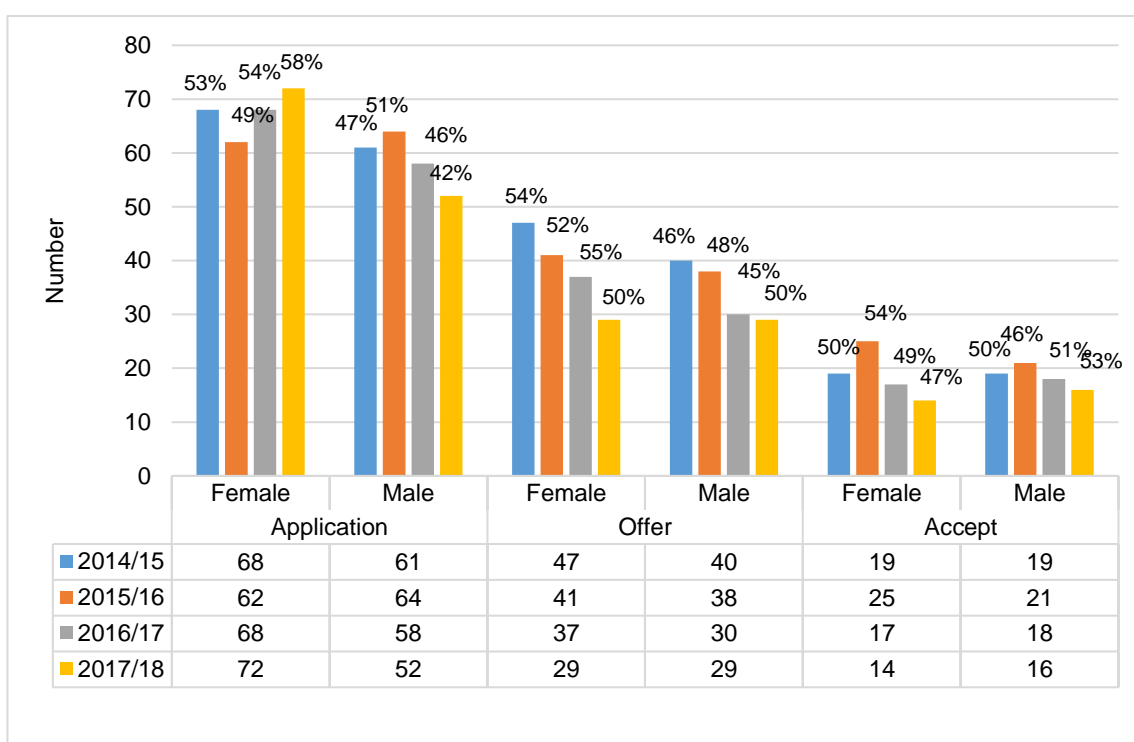
Nevertheless, our subject areas – female-dominated earlier in the pipeline – have, by PGR, lost many women expected to continue to research degrees (and thus PGR distribution begins to approach the pattern found in our R&T staff population). It is concerning, therefore, that the proportion of female applicants receiving offers has declined more over the past four years (-29%) than for men (-10%), even as the number of applications from women has increased (Figure 17, 18). See **AP 7**.

**ACTION POINT 7**

Achieve proportionate gender representation at PGR level; and investigate and improve PhD completion times, currently slower for women

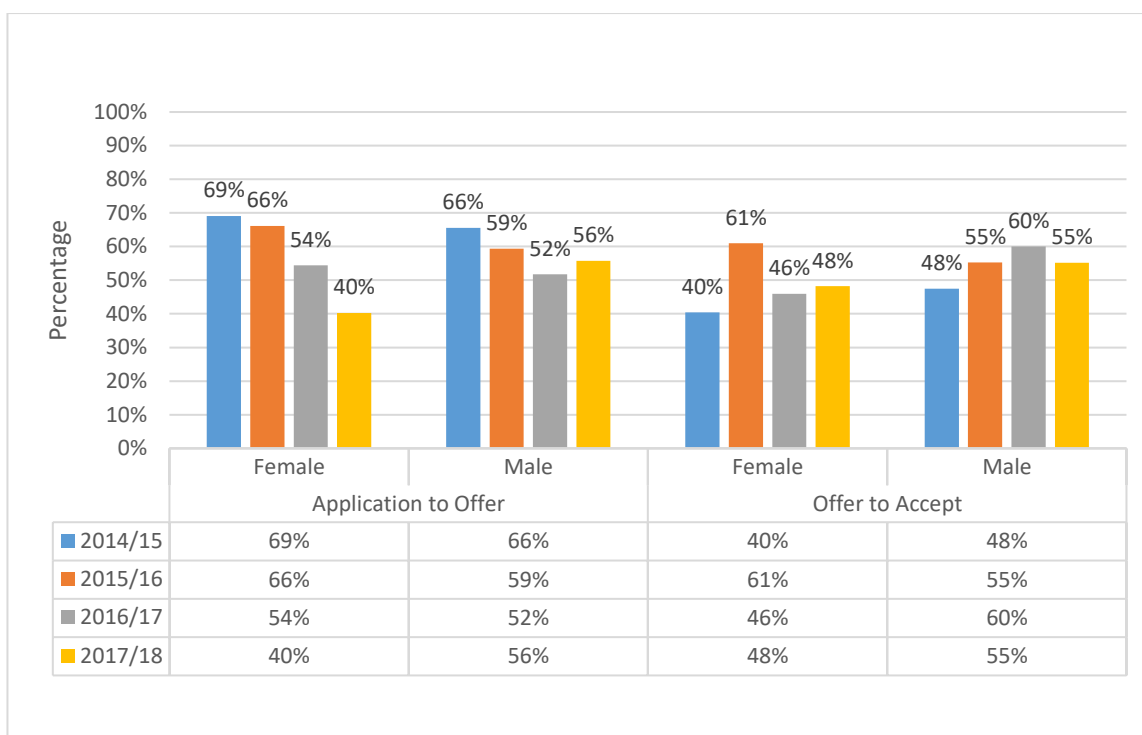


**Figure 16: Female participation at PGR in CLAS against sector averages**



**Figure 17: Postgraduate research applications, by gender**





**Figure 18: Proportion, by gender, of offers and acceptances by number of postgraduate research applications received**

Year	UG				PGT				PGR			
	Count		%		Count		%		Count		%	
	F	M	F	M	F	M	F	M	F	M	F	M
2014/15	971	534	65%	35%	49	18	73%	27%	43	35	55%	45%
2015/16	932	483	66%	34%	48	26	65%	35%	45	30	60%	40%
2016/17	954	458	68%	32%	98	44	69%	31%	41	40	51%	49%
2017/18	977	435	69%	31%	99	33	75%	25%	47	44	52%	48%

**Table 8: Pipeline from UG, to PGT and PGR by gender in CLAS**

#### 4.2 ACADEMIC AND RESEARCH STAFF DATA

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

Of our 136 academic staff, 77 are women and 59 men; 6 of 13 professors were women in 2017 (Table 9; for historical data, see Figure 17). Figure 19 makes plain the drop-off in women through the pipeline from UG/PGT to PGR and then through levels of seniority in academic posts (with more women at lower levels, and more men at senior levels).

Job Family	Count		%	
	Female	Male	Female	Male
Teaching Focus	36	15	71%	29%
Research &	34	42	45%	55%
Research Focus	7	2	78%	22%
<b>Total Academic</b>	<b>77</b>	<b>59</b>	<b>57%</b>	<b>43%</b>

Table 9: Academic staff in CLAS by gender and Job Family in 2017

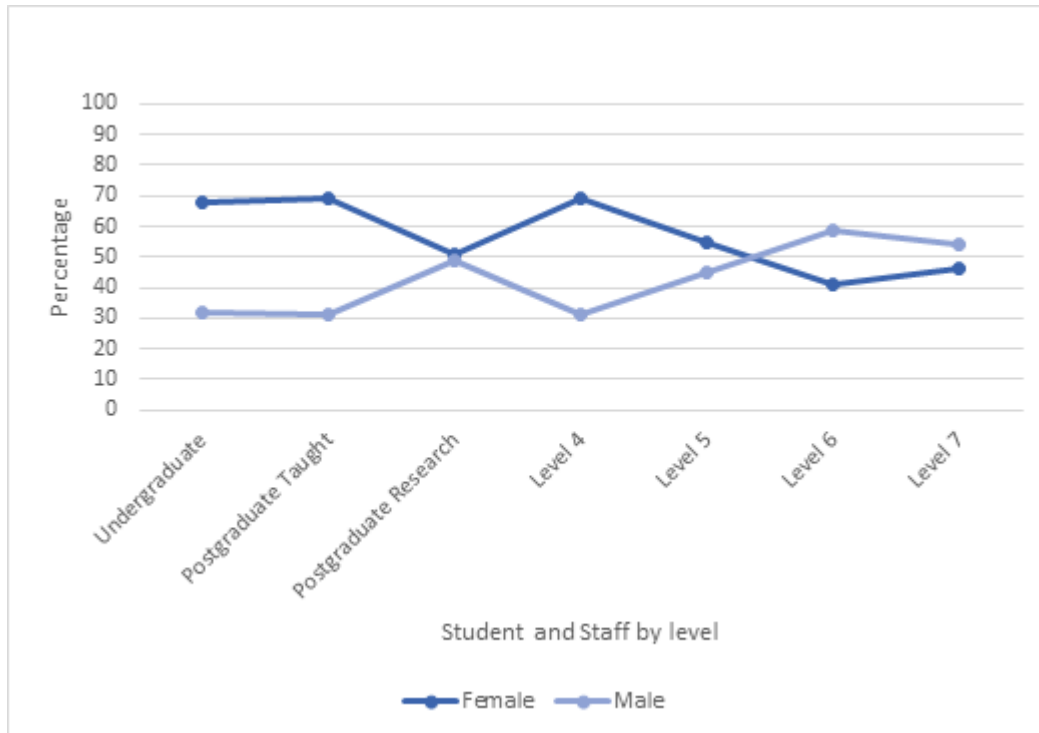
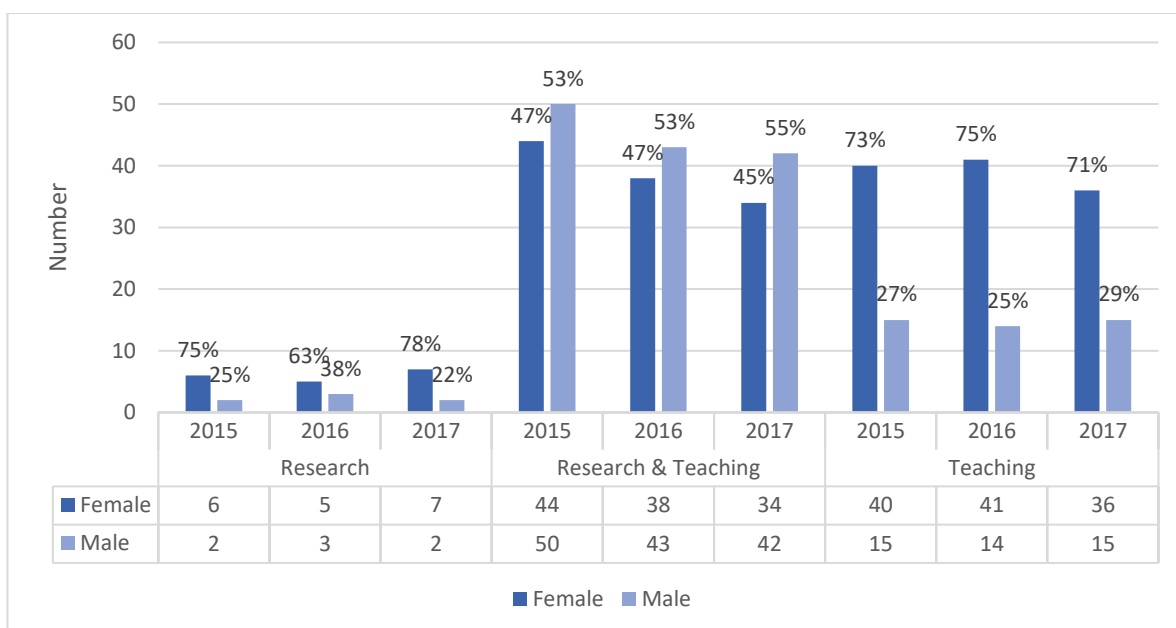
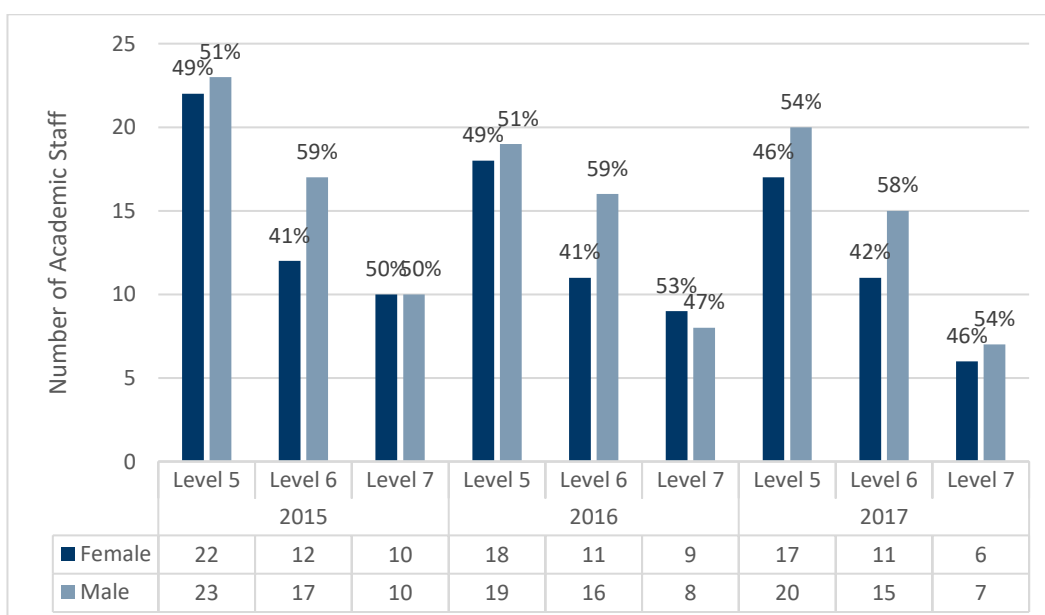


Figure 19: Pipeline from Undergraduate student to R&T Level 7 staff by gender - 2017



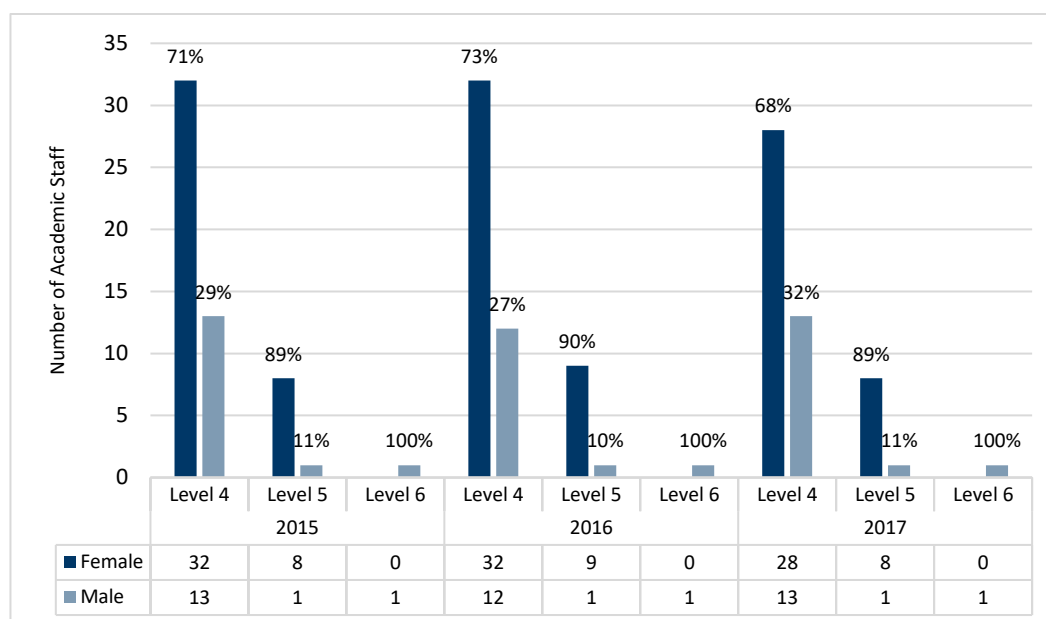
**Figure 20: Academic staff by gender and Job Family since 2015**

In the job family of **research and teaching (R&T)**, the largest group and still the “typical” academic career post, women are outnumbered by men (34 vs 42 out of 76), although at 45%, female participation is slightly higher than the national sector average 41% (HESA). Men outnumber women at every level in the R&T family (Figure 21). This is in striking contrast to research posts (generally externally-funded L4 post-doctoral fellowships; see below), where women outnumber men by about 3:1, even if raw numbers are low. The contrast between women’s success in gaining this kind of post – intended as a stepping stone to a career post – and their lower participation at L5 and above on the R&T track is clearly a significant concern; we explore this more fully in Section 5.2.



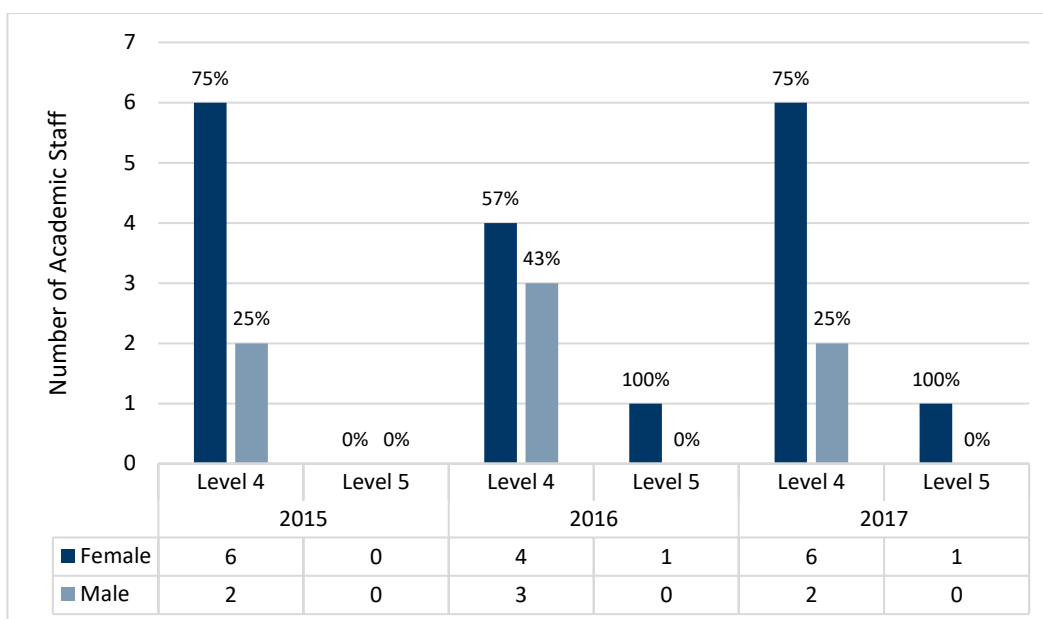
**Figure 21: Number of R&T staff by gender and grade**

The **teaching and learning (T&L)** family (Figure 22) is dominated by women, at 71% (36/51) in 2017. Note that 58% (27/51) of our T&L staff are in the Language Centre (25 women of 30 staff) and Mandarin language section (all 5 are women), and that language teaching is, historically, a largely female profession (a fact which may contribute to poor recruitment of boys to languages, already in schools). Women make up 68% of teaching-focused staff at L4, and 89% at L5. Progression from L4 to 5 on this track is historically good, with six promotions since 2015. A male L6 T&L colleague, appointed to a new post in 2014, has now been joined by two women at L6, promoted internally in 2017 and 2018.



**Figure 22: Number of T&L staff by gender and grade**

Numbers of **research-focus** staff fluctuate depending on individual and project funding successes. All (9 in 2017) have fixed-term contracts. Project-funded postdoctoral posts (currently 2/9) are recruited in the usual way, but candidates for individual fellowships, are mentored internally to apply directly to external bodies (Leverhulme, British Academy). Around three-quarters of postdoctoral fellows are women (Figure 23), much higher than the sector average of 47%.



**Figure 23: Research-focus staff by gender and grade**

Within the three departments, gender distributions are broadly similar to national averages in ACS and CMVS (Table 10). In MLC, women outnumber men more strongly than in the sector average, but that predominance is accounted for by T&L posts, especially in the Language Centre; men slightly outnumber women in R&T posts.

	Count		%		HESA Subject Average (%) 2016-17	
	Female	Male	Female	Male	Female	Male
American and Canadian Studies (ACS)	12	9	57%	43%	45%	55%
Cultural, Media and Visual Studies (CMVS)	9	12	43%	57%	41%	57%
Modern Languages and Cultures (MLC)	56	38	60%	40%	66%	34%
Modern Languages and Cultures (MLC) excluding Language Centre	31	32	49%	51%	66%	34%

**Table 10: Academic staff in CLAS by gender and department 2017**

Across the School, in ACS in 2017, two of three professors were female in 2016-17; at L6, four out of six Associate Professors were women; they will be joined by two further men promoted this year. In CMVS, women currently dominate at junior levels: two out of three L4 staff (66%) and four out of eight L5 (50%) compared to the overall demographic of 43% women. Only two out of seven L6 (Associate Professor) staff are women; of the three professors, one, the Head of Department, is a woman. Given the high numbers of women at undergraduate level, we would expect the gender balance in CMVS to shift in

future, so it is striking that current PGR numbers do not yet reflect any such change. In MLC, women are also somewhat over-represented at Levels 4 and 5 (68% and 63% female) compared with the overall department demographic (60% female), and women are under-represented at more senior levels, with three women among the seven Professors and five out of 13 Associate Professors.

Our **AP 8** will address possible biases in the appointments process which may affect gender distribution in appointments made. As for the concerning drop-off in women's participation at more senior levels – and especially the contrast between women's higher-than-average success in gaining L4 postdoctoral positions and their lower participation at Level 5 and above – we will tackle these both through **AP 8** and, crucially, through **AP 13** below, improving support for career progression.

We note that representation across other characteristics is too low to be statistically represented, but **AP 8** will seek to improve participation from under-represented groups too.

#### ACTION POINT 8

Work towards closer gender parity in staffing, encouraging applications from under-represented groups, including trans and/or gender non-binary, and increased representation of BME, by ensuring recruitment process is fair and inclusive, from advertising, to shortlisting and interview. [This includes redressing the drop-off of male candidates from application to shortlisting stage, and of women from shortlisting to appointment at L5; see Section 5.1 below].

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

Position Status	Job Family	Level	Count						%					
			2015		2016		2017		2015		2016		2017	
			F	M	F	M	F	M	F	M	F	M	F	M
Fixed Term	Research	4	6	2	4	3	6	2	75%	25%	57%	43%	75%	25%
		5	0	0	1	0	1	0	0%	0%	100%	0%	100%	0%
	Research & Teaching	5	3	2	0	0	0	2	60%	40%	0%	0%	0%	100%
	Teaching	4	6	6	7	5	5	4	50%	50%	58%	42%	56%	44%
	<b>Total</b>		<b>15</b>	<b>10</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>60%</b>	<b>40%</b>	<b>60%</b>	<b>40%</b>	<b>60%</b>	<b>40%</b>
Permanent	Research & Teaching	5	20	20	18	19	17	18	50%	50%	49%	51%	49%	51%
		6	12	17	11	16	11	15	41%	59%	41%	59%	42%	58%
		7	10	10	9	8	6	7	50%	50%	53%	47%	46%	54%
	Teaching	4	26	7	25	7	23	9	79%	21%	78%	22%	72%	28%
		5	8	1	9	1	8	1	89%	11%	90%	10%	89%	11%
		6	0	1	0	1	0	1	0%	100%	0%	100%	0%	100%
	<b>Total</b>		<b>76</b>	<b>56</b>	<b>72</b>	<b>52</b>	<b>65</b>	<b>51</b>	<b>58%</b>	<b>42%</b>	<b>58%</b>	<b>42%</b>	<b>56%</b>	<b>44%</b>

**Table 11: Academic and research staff in CLAS by Level on fixed-term and permanent contracts by gender**

Few academic staff are on fixed-term contracts (2015: 16% = 25/157 2016: 14% = 20/144; 2017 15% = 20/136) (Table 11) compared to the sector (34%, HESA). Women comprise 56-60% of these contracts, higher than the sector figure (49%, HESA), but in line with the School staff demographic (59% female). Fixed-term contracts are predominantly L4 (17/20 in 2017) with a further three at L5. They are used as follows:

- i. 9/20 in 2017 (of whom 7 women): research associates on externally funded projects (2); holders of individual Leverhulme or British Academy fellowships (7); 7 out of 9 are women;
- ii. 3/20 10-month fixed term contracts for language assistants, recruited by our French partner university;
- iii. 8/20 short-term contracts cover maternity and paternity leave, career breaks, and other short-term needs.

In 2017-18, the School undertook an exercise to minimise reliance on casual (hourly paid) staffing, and a large portion of our casual pay budget was consolidated into a total of eight permanent posts. Remaining casual pay budget ensures the flexibility to provide PhD students with relevant paid teaching experience, and to respond to urgent short-term needs. We do not use zero hours contracts.

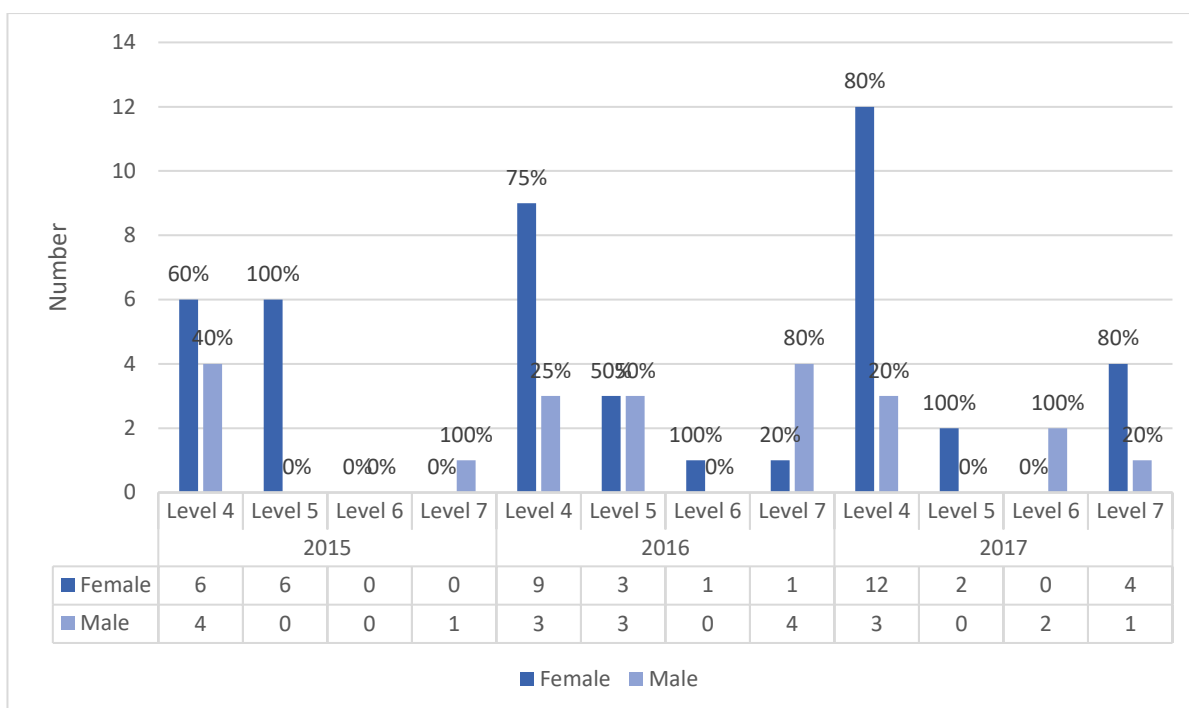
The SAT has identified a need to co-ordinate better support for fixed-term staff, regardless of the various funding sources of their appointments. Such staff are typically post-PhD, at a crucial but precarious career-building phase. **AP 9** includes a number of actions to establish best practice across the School to support all colleagues at this stage.

#### **ACTION POINT 9**

**Ensure best practice in use of fixed-term contracts and in support for staff on such contracts, including post-doctoral fellows.**

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

In 2016 and 2017, women were over-represented among academic leavers. In 2017, of 18 women academic leavers (72% of all leavers, vs 59% of CLAS staff), six retired; six left because their fixed-term contract ended (likewise three men); six gave their reason as 'resignation' with no further explanation, though anecdotally, we know they moved to posts elsewhere. Despite these explanations (retirement, moving to new posts), the higher proportion of female leavers at Levels 5-7 is, on the face of it, concerning (Figure 24); it might, for instance, be a reaction to higher workloads as a result of greater 'emotional labour' (see Section 5.4.v). A more robust system is therefore needed to track and understand why staff leave (**AP 11**).



**Figure 24: Academic Leavers by gender and level**

#### ACTION POINT 10

Introduce exit interviews for resigning academics, and produce analyses of the data for review and action.

2497 words

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

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

#### (i) Recruitment

Across recruitment at all APM grades and academic levels (Figure 22), 63% of applications are from women, 35% men; 2% prefer not to say (PNTS). After shortlisting, women dominate more strongly (73% vs 26% male and 2% PNTS). Offers are made in similar proportions (Figure 25): of 30 academic appointments over three years, 20 (66%) went to women, 10 (34%) to men. It is concerning that at L5 – still the typical first permanent post – women make up 41% of those shortlisted, but only 20% of those appointed (see **AP 8** above, ensuring a fair and inclusive recruitment process, from advertising to appointment).

Panels for permanent academic posts at L5 or above typically include Head of School, and have an external Chair, usually Faculty Pro-Vice-Chancellor. Panels for all posts, including administrative roles, have at least three members. All involved in recruitment have completed unconscious bias training. All-male or all-female interview panels are avoided



where possible. Panel constitution has not previously been recorded. No policy is yet in place to target under-representation via the recruitment process; see **AP 11**. In **AP 8**, above, trialling advertising that targets under-represented groups is a first step.

#### ACTION POINT 11

Increase female representation at higher levels through recruitment and through support for career progression on all pathways [see AP 8 and AP 13]

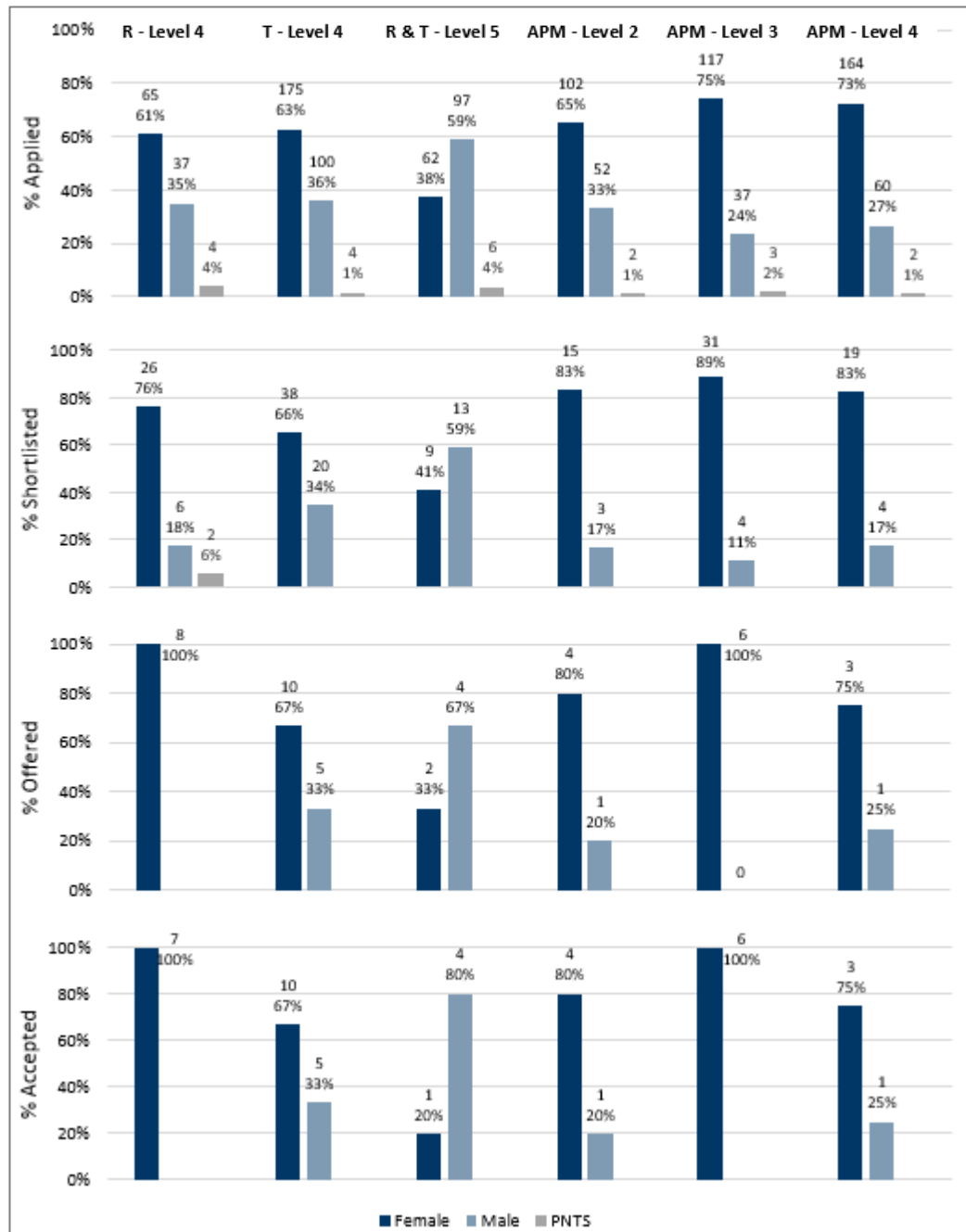


Figure 25: Recruitment data by stage and gender 2015-2017 (no Level 6 or 7 posts were advertised during this period)

## (ii) Induction

New staff receive a School Staff Handbook a week before they start. On their first day staff attend an induction with their departmental line manager, and within their first two months, they meet the Head of School. All new staff are assigned a local mentor. Based on comments made in a variety of fora, the SAT questioned the effectiveness of the current local induction (“does the School have an induction?” one colleague asked in a meeting of the School Management Committee). The focus on local, departmental induction may inadvertently lead to an inconsistent and incomplete experience for new staff. Administrative support for academic staff has been re-structured University-wide over the past two years, leading to some confusion about who new staff should turn to with queries; in response to informal feedback from new staff, we now provide a list of key contacts in Student Services beyond the School. We do not know yet if there any gender differences in how new staff experience induction, and we will gather data about this as part of our staff survey. We will also use the findings from this to help inform the review of our induction process and develop an improved process (**AP 12**).

### ACTION POINT 12

Review staff induction process and develop an improved School-wide induction process.

## (iii) Promotion

Potential candidates for promotion express interest, or are identified through discussions at their Personal Development and Performance Review (PDPR). They are offered advice from Head of School, Head of Department, or other members of School Promotions Group (SPG, comprising all Heads of Department and all professors). Applications are submitted to the advisory SPG for feedback (which might be that an application is premature). Revised applications are considered by Faculty Management Group and given further feedback. Only after this process – intended to ensure applications are maximally strong – does an applicant formally submit their application. An application can also be made without the support of the School and/or Faculty.

Year	Level Applied For	Applications		Successful		Unsuccessful	
		F	M	F	M	F	M
2015	Level 5	2	0	1	0	1	0
	Level 6	1	1	0	1	1	0
	Level 7	0	2	0	2	0	0
	Total	3	3	1	3	2	0
2016	Level 5	1	0	1	0	0	0
	Level 6	1	1	1	1	0	0
	Level 7	1	0	1	0	0	0
	Total	3	1	3	1	0	0
2017	Level 5	2	2	2	2	0	0
	Level 6	2	1	2	1	0	0
	Total	4	3	4	3	0	0
Overall Total		10	7	8	7	2	0

**Table 12: Count of CLAS applications for promotion at formal consideration stage by gender and level**

Over the last three years (2014-2017), more women than men submitted an application for promotion for initial informal consideration at School level (13 women and ten men, i.e. 57%: 43%; note that these informal figures are not included in Table 12). These led to ten female and seven male formal applications, of which all but two were successful. Both of these were from women, who were successful when they re-applied subsequently. Over the past three years initial applications are thus in line with the School gender demographic (also 57%:43% academic staff gender balance in 2017, Table 9). Despite this, promotion still needs attention. From 2014-2017, there were no applications from part-time staff; only one part-time colleague has been promoted in the past five years (a woman). Since part-time academic colleagues constitute 26% of School staff, we urgently need to address this. At University level there is no evidence that part-time colleagues are disadvantaged once their applications are considered.

There is evidence that many colleagues lack confidence and do not feel well supported in preparing for promotion. Around 40% (27/66) of CLAS respondents to a University survey in 2017 said no one had fully discussed their preparation or readiness for promotion with them (8 out of 20 men, 13 of 46 women). Similarly, 24/66 felt that they did not receive support or encouragement to apply for promotion or internal positions (6/20 men, 18/46 women).

*“UoN has a habit of keeping junior people down, since they do work on the cheap” (a very alarming perception, reported to a SAT member by a female CLAS staff member)*

Over half of respondents (37/66) perceived that women were disadvantaged in regard to promotion (59% of women: 27/46; half of men: 10/20). Nearly a third of respondents (21/66) disagreed with the statement that “My gender has no bearing on whether I will

have a successful career in this University environment” (18/46 women, but also 3/20 men). Such a lack of faith in the promotions process is deeply concerning, and we have already taken steps to respond, in three ways, to achieve greater staff confidence in the process itself and to support colleagues better in working towards and then applying for promotion: 1. A Faculty mentoring scheme is being introduced from 2018-19, which we will encourage School staff to participate in; 2. A Faculty career development workshop was piloted in 2017-18, and will be an annual event, seeking to demystify both promotion expectations and the process; 3. In the last two years, the Head of School and Heads of Department have pro-actively encouraged staff from under-represented groups to apply (e.g. part-time and teaching-focused staff). At university level, the promotions process and criteria are being reviewed and updated in 2018-19 with particular attention being paid to EDI considerations. The annual performance review process (discussed more fully below in section 5.2.ii.) is another opportunity to support staff in preparing for promotion; and it is also being revisited at University level. At School level, our **AP 13** builds on the steps already taken at School and Faculty level to improve colleagues’ experiences of – and perceptions of – promotion in relation to Athena SWAN principles.

#### **ACTION POINT 13**

**Improve support for career progression, especially needed for women and part-time staff.**

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

Across our three Units of Assessment, in RAE2008, 96 members of staff were returned, 42% women and 58% men. For REF2014, 101 staff members were eligible: 47% females and 53% males. Of these, 95 (94%) were submitted, of whom 49% women and 51% men (proportionally more women compared to those eligible, and proportionately more than in 2008).

For REF2021, individual staff must submit between one and five outputs, with an average of 2.5 outputs overall, leaving more scope for differential treatment of individuals. We must explain how EDI considerations are taken into account in selecting among available outputs, and will develop a code of practice. For example, internal reviews have hitherto used pairs of reviewers without regard to gender. We may revisit this in cases where, for example, an item by a woman is at risk of being excluded on the basis of review by two male readers. We will ensure all reviewers – including any new ones – have received unconscious bias training.

We expect our three REF units to submit nine impact case studies in total. In our 2018 review, twelve draft case studies were reviewed, of which five were authored by a woman, five by a man, one by a team of men, and one by a mixed team led by a woman. A successful impact case study can be an opportunity for career progression. Equally, preparing a case study – especially if not ultimately chosen for submission – may be an additional pressure, diverting energy from publications and funding applications that are important for career progression. We will track impact case studies by gender (authors,

contributors) and ensure equitable levels of support and workload allocation (see also **AP 21** on workload).

**AP 14** ensures that these EDI issues are fully considered in preparation for REF2021.

#### **ACTION POINT 14**

Embed consideration of EDI issues in selection of staff outputs and impact case studies for inclusion in REF2021.

## **5.2 Career development: academic staff**

### **(i) Training**

School staff have access to training and development at University, Faculty and School level, as well as access to funds for other opportunities. The University's Professional Development team and the Leadership and Management Academy, supported by a VLE hub, both offer a wide range of short courses and longer programmes for staff (all job families and career stages), including personal and career development, research and impact skills, and supervision/management training. Staff are encouraged (e.g. via PDPR) to seek out and attend relevant training. Data suggest that over the last three years, far more women have participated in centrally run courses than men (75% women vs 25% men). However, we have only a partial picture of take-up for training, and we suspect that central records over-represent the mainly female APM job family. Registers have not generally been taken at bespoke Faculty and School training events for academic staff. University central data suggests only 24 CLAS staff have attended EDI related courses since 2012, but again, these figures are incomplete. A link to a mandatory EDI online module is included in the staff induction handbook, but take-up has not been monitored at School level. We will gather this data in future, and use it to mainstream EDI training (**AP 15** below; cf. **AP 1**).

Some CLAS colleagues, including the current Head of School, benefited from University-level programmes for women, including APPLE (Academics' and Administrators' Professional and Personal Leadership Experience, for L4 and 5 academic and APM staff), and WAND (Women's Advancement Networking and Development, for L6 and 7 academic and APM staff). Three women and two men have participated in the University's Research Leaders Programme introduced in 2014 (for experienced L6 and L7 colleagues), and five men and six women have so far participated in the Arts Faculty Research Leadership programme, which has run twice so far, in 2016-17 and 2017-18, aimed at mid-career colleagues (one male applicant's place was deferred to 2018-19; all other applications were successful). Anecdotally, participants have benefited from these programmes – of the three female participants in the Research Leaders Programme, one is the current Head of School, another has taken up a Chair at another institution. However, we have not systematically sought feedback from School staff about how participants regard these courses vis-à-vis their career progression. This will be included in the School staff survey planned for 2018-19 (i.e. **AP 2**).

All CLAS academic staff receive an individual annual funding allocation to support research and/or teaching-related scholarship. Research-active colleagues can apply for additional funds from School, Faculty and University sources. Teaching-focused staff have access to the CLAS Teaching Development Fund and Student Experience Fund. Study leave schemes are open to research staff (usually one semester in seven, subject to approval of an appropriate research plan) and – for appropriate projects and subject to operational need – to T&L staff (L5 and above). Applications to research leave schemes are very rarely turned down (though they may be referred for revision and mentoring before resubmission), but we do not currently record the gender representation in applications (addressed in **AP 18** below). Our **AP 15** will ensure that all staff are aware of training opportunities and will record the take-up, to be considered by EDIC (yielding further action points if appropriate).

#### **ACTION POINT 15**

**Ensure all staff are aware of training opportunities relevant to their role, support staff in taking up opportunities, and record staff take-up.**

The School's annual Away Day includes sessions dedicated to teaching and research skills development, and other topics as suggested by colleagues (e.g. 2018: training in personal tutor responsibilities). For language teaching colleagues, a *LANguage Teaching Reading Network* (LANTERN) meets twice-termly, with the explicit aim of developing colleagues' confidence in reading pedagogical research and ultimately producing their own research, thus supporting their career development.

At grass-roots level, a L5 female academic has introduced short writing retreats (morning or afternoon sessions) this year, responding to some women's experience that it is difficult to block out time to write up research. Depending on the feedback from this and other schemes (e.g. the Rights & Justice Research Priority Area Writing retreats), we will support and perhaps expand such schemes (**AP 16**).

#### **ACTION POINT 16**

**Gather feedback on writing retreat sessions to inform future provision and support for such initiatives.**

#### **(ii) Appraisal/development review**

All staff (every job family and level) undertake an annual Personal Development and Performance Review (PDPR). Reviewers are senior to or at the same level as the reviewee. Head of School reviews Heads of Department and Professors. All reviewers are expected to undertake training provided by the Professional Development unit. University data suggests 85 CLAS staff have been trained 2012-2017 – 58% female, 42% male – but we believe these figures under-report, possibly excluding locally-organized training events. In 2018, the Faculty ran PDPR training in 2018 for any reviewers not yet

trained, but registers were not taken. We will ensure that data are recorded in future, as part of **AP 15** above (establishing a system to record attendance at training).

In the alternate semester to PDPR, research-active colleagues have a purely developmental research planning meeting with their Director of Research.

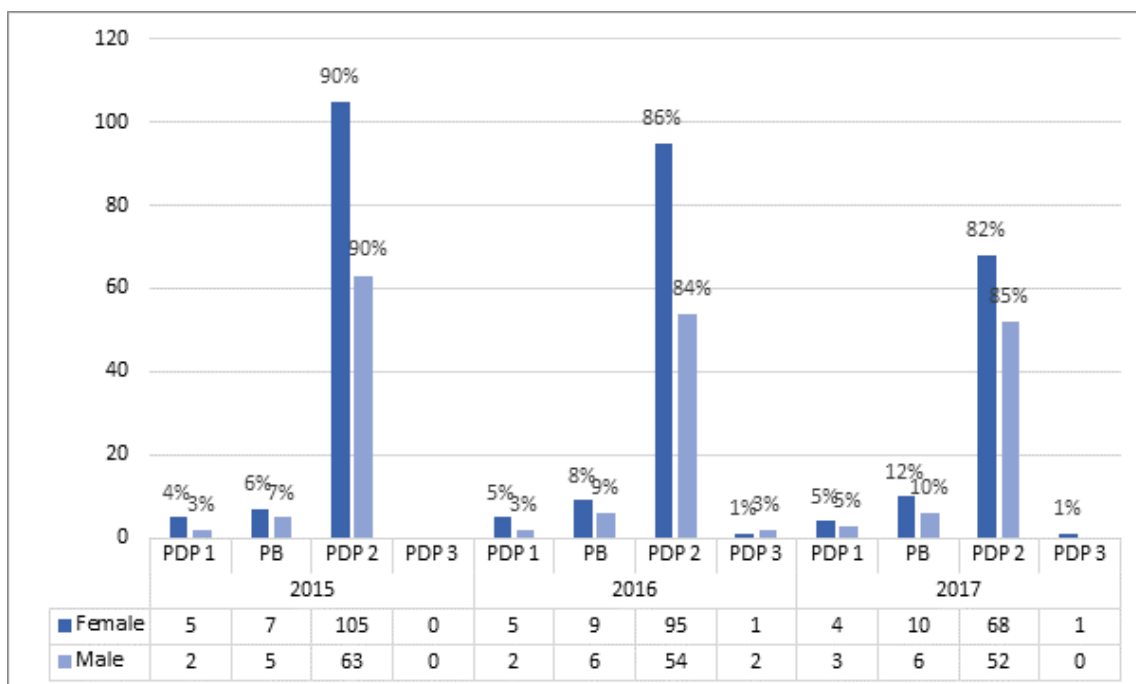
At PDPR, staff are rated 1 (awarding an additional increment), 2 with a Performance Bonus (a one-off non-consolidated performance bonus), 2 (meets expectation), or 3 (below expectation). The proportions of 1s and PBs are set by the University. Differences in distribution of level 1 and PBs between genders are not statistically significant (Figure 26), and distribution of ratings is always monitored for any possible bias affecting job family, gender, and full or part-time status.

While the ratings system encourages a focus on the “Performance Review”, the Head of School sends guidance to reviewers annually, reminding them to pay due attention to the “Personal Development” aspect. Nevertheless, the Staff Engagement Survey in 2017 suggests that the current PDPR model is considered unhelpful by many staff. Within CLAS, 42 of 66 respondents (64%) did not agree that the levels used are “helpful in reflecting on my performance”; female respondents made up 70% of those who disagreed. PDPR is now being reviewed at University level.

Teaching is assessed via SET (Student Evaluation of Teaching) and SEM (Student Evaluation of Modules). SET and SEM data are provided for discussion at PDPR; staff are expected to include scores in promotion applications. Staff are encouraged to contextualise scores (including factors that may prompt lower scores such as timetabling, room facilities, core vs optional modules), and University data since 2016 shows that overall in CLAS, women have significantly higher SET scores than men (88.12/100 mean for women vs. 86.53 for men). Our SAT nevertheless expressed the concern – often articulated by colleagues – that students’ responses may reflect unconscious bias against women. This yields our **AP 17**.

#### **ACTION POINT 17**

Lobby University Campus Life Director and PVC for EDI to offer unconscious bias training for students.



**Figure 26: PDPR outcomes by gender (where PB or 1 results in a financial reward)**

(iii) Support given to academic staff for career progression

The School encourages and mentors applications to externally-funded post-doctoral fellowships; the academic sponsor named in the application typically works closely with applicants on their application, with support from the relevant Director of Research. The fellowships include generous funding allowances to support research, and there is carefully limited scope for teaching experience alongside the research programme, to strengthen fellows' CVs. As noted above in 4.2.i, women outnumber men in gaining such fellowships in CLAS. There is no guarantee that a fellowship will lead to a permanent post, but at least four current R&T colleagues in CLAS (one man and three women) began their careers with funded post-doctoral positions at Nottingham, and were subsequently appointed to permanent posts here.

The School offers Visiting Fellow status for up to three years to early career researchers who have completed their PhD or fellowship at Nottingham, but to whom a continued University affiliation is useful (e.g. access to library facilities, University address for publications); the School has three Visiting Fellows currently, but our SAT postgraduate members reported that not all those eligible are aware of the scheme.

Postdoctoral fellows have one nominated mentor, usually the person who sponsored their application. They participate in the academic and social life of their home department, and can turn to their Director of Research for additional support. However, CLAS does not yet have clear minimum guidelines for the support of post-doctoral fellows. We will address this through **AP 9** above (ensuring best practice in supporting staff on fixed-term contracts).



All new staff are assigned a mentor by their Head of Department for the first two years of their appointment. However, we have identified a desire by some colleagues for further ongoing support, beyond the formal mechanisms in place through PDPR and annual research interviews (where appropriate), as exemplified by the comment below, received by email in response to a general call to staff to offer points for consideration by the SAT team:

*“Mentoring would be useful. [I] tried to seek out mentors, but the exodus of senior women [...] has made this difficult”* (CLAS staff member, by email; the comment alludes to the retirement, in a single year, of two female professors and the departure of another senior woman to a Chair at another institution, all from a single subject area).

While other anecdotal evidence suggests at least some informal mentoring relationships are working well, a Faculty mentoring scheme is now under development (as noted above, **AP 13**) to address the gap experienced by some colleagues.

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

Personal tutors provide students with academic and pastoral support, and signpost specialist support services. The School’s Employability Officer (an academic role, currently held by a L5 T&L colleague) and the University’s central Careers and Employability Service together provide a programme of general and bespoke career planning and employability workshops through all years of the degree. Employability skills are embedded in some core and optional modules, e.g. Year 1 core *Introduction to Translation and Interpreting*, and the optional final-year *Undergraduate Ambassadors* module, in which MLC and CMVS students go into schools to support pupils once a week (see also 5.4.vii), an experience which has prompted several students to progress to teacher training at Nottingham or elsewhere.

All PGR students have at least two supervisors; departmental PG Directors can provide additional guidance. Alongside department-specific research skills modules, the Graduate School offers research- and employability-related courses, both generic and specifically for Arts postgraduates. Students are encouraged to attend relevant training (minimum of two each year), and must report annually on training undertaken.

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

Annual research interviews and PDPR meetings provide opportunities for staff to plan towards research goals, including funding bids, which can be important for career progression. Mentoring and feedback during bid development is provided by departmental Directors of Research. The Centre for Advanced Studies (CAS) runs bid-writing workshops and boot camps for staff preparing bids, provides successful applications as models, offers practical support and checking, and ensures all applications are mentored and peer reviewed before submission to maximise chances of success.

Despite the support in place, the biggest stumbling block is the time required to prepare a bid. Faculty funds are available to provide seed-corn funding to undertake preparatory work for a bid, to bring co-investigators together for planning workshops, etc.

School Research Committee receives reports on bid submissions and outcomes. CAS provides generic support to colleagues whose bids are unsuccessful, e.g. advising on re-shaping bids for re-submission to the same scheme, or for submission to a different funding opportunity.

We have not thus far recorded application and success rates by gender; this will be done from 2018-19, and an action plan developed in response to any gender-specific concerns identified (**AP 18**).

#### **ACTION POINT 18**

Support colleagues' research careers, before and after funding applications, and ensure that gender is not a barrier to research career development.

### **5.3 Flexible working and managing career breaks**

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

The School follows Faculty policy to cover maternity, paternity and adoption leave through fixed-term contracts rather than (as in the past) spreading the load amongst existing staff and teaching affiliates.

Maternity, paternity and adoption leave (including shared leave) policies and guidance are available on the HR website. Staff discuss practicalities of upcoming leave (including any appropriate adjustments) with their HoD or Operations Manager (for APM staff), who also signposts relevant policies and guidance available online, and encourages contact with an HR Employment Relations Advisor for further support with accessing entitlements.

During maternity leave, up to ten paid Keeping in Touch (KIT) days can facilitate training and help prepare the return to work, e.g. attending meetings or PhD supervisions. KIT days are routinely taken up by administrative colleagues, but take-up amongst academic colleagues is more variable; we are not confident that all academic colleagues are aware of this scheme. Contact with individuals on leave is also variable; we will highlight to academic line managers the importance of agreeing regular contact with the individual on leave. See **AP 19** below.

#### **(ii) Cover and support for maternity and adoption leave: returning to work**

Staff discuss their return with their line manager, who explains support mechanisms (also available in the Information Booklet for Parents on HR webpages). Staff are reminded of their right to use accrued annual leave to phase their return to work. School staff have

access to a dedicated parents' room available in the same building, for example, for breastfeeding mothers (Figure 27). Facilities are available for milk storage.

Maternity, adoption or shared parental leave does not delay entitlement to research leave, but "counts" as service towards research leave in the normal way. Timing of the next research leave may be adjusted. For some colleagues, research leave soon after maternity leave may be desirable; for others, a gap may be helpful.



*"I reduced breastfeeding intensively before I came back to work [...]. If I had to be back breastfeeding, I think it would be good to have a special room for that."*

(CLAS staff member, by email, 2018, describing her experience before the parents' room existed )

**Figure 27: Parenting room, Trent Building**

(iii) Maternity return rate

Eleven members of staff have taken maternity leave in the three-year period from 2015 to 2017 (nine R&T and two APM), and all returned to work; all academics taking maternity leave remain in post. In addition, one PGR student interrupted her studies for a four-month period of maternity leave between June and October 2015.

*"I was supposed to come back after six months, but I wasn't well enough. [...] my line manager was very supportive and understanding, and directed me towards [the] counselling service at the University."* (CLAS staff member, interviewed in 2018)

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

No staff in the School have yet requested adoption leave. Four academic staff have taken paternity leave in the period 2015-2017, and there is one instance of shared parental leave (Table 13). Staff on shared parental leave are entitled to up to 20 Shared Parental Leave in Touch (SPLiT) days (akin to, but in addition to, KIT days if applicable).

The University promotions procedure explicitly invites applicants to comment on the impact of caring responsibilities, part-time working and maternity/paternity/adoption leave, and career breaks on an applicant's profile. These factors are explicitly taken into account. However, it seems that this part of the process is poorly understood. Alarming, in an anonymous University survey in 2017, more than two-thirds of School respondents (45/66) agreed with the view that "taking maternity/extended paternity/adoption/parental leave would delay my career progress" (16/20 of male respondents; 29/46 women). Furthermore, 7 (all female) of the 27 respondents to whom the question was applicable agreed that "taking maternity/extended paternity/adoption/parental leave has damaged my career at the University". However, feelings were mixed – four respondents did not agree. In discussion in our SAT, it was noted by some parents that the need to make adjustments imposed by starting a family can delay career progress, e.g. less flexibility to travel for research trips, conferences and networking, and balancing work and young family with "a sleep/energy deficit". However, our planned survey (AP2) will gather further data on any institutional factors to address, as well as how to mitigate the effects on career development of having a young family. We will also ensure – as part of AP 13, concerning promotion – that all staff understand how different career patterns are explicitly taken into account in the promotions application and decision-making procedure, also highlighting as role models individuals who have been promoted after having had leave. Further, AP 19 will ensure all staff are aware of the support available regarding maternity/paternity/adoption/parental leave, and for those with caring responsibilities. This support includes the University's new Conference and Training Care fund, which aims to improve access to development opportunities where additional childcare costs would be incurred.

Year	Academic						APM					
	2015		2016		2017		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M	F	M
Paternity	0	1	0	3	0	0	0	0	0	0	0	0
Maternity	3	0	3	0	3	0	1	0	0	0	1	0
Adoption Leave	0	0	0	0	0	0	0	0	0	0	0	0
Shared Parental	0	0	0	1	0	0	0	0	0	0	0	0

**Table 13: Maternity leave, paternity leave, and shared parental leave taken in CLAS, 2015-2017 (no adoption leave has yet been requested)**

#### ACTION POINT 19

Ensure all staff are aware of support available to them regarding maternity/paternity/adoption/parental leave, support on return to work, and the new Conference and Training Care fund.

All employees who have a minimum of 26 weeks' continuous service have the right to request a flexible working pattern, and details of the policy and application procedure are available online. Requests are considered by the Head of School and Operations Manager (for APM staff) or Head of Department (for academic staff), in consultation with the School's HR Business partner. In 2015-2017, ten flexible working requests were

submitted in CLAS (seven from women, three from men). One was initially declined but later approved as a career break. All other requests were authorised.

As to flexible working patterns for academic staff, timetabling of teaching (between 9am and 6pm) is centrally managed, but our typically Joint and Combined Honours degree suite presents a challenge for central timetabling. After a recent review, only very limited adjustment to teaching timetables was permitted for School staff in 2017-18 (although colleagues are not expected to teach 9-10 and 5-6 on any one day). In 2017-18, it was possible to block out the hours of 5-6pm, for example, to enable staff to collect their children from childcare (the University's own nursery closes at 6pm). Alternatively (but not as well), colleagues were permitted to block 9-10am to be able to take children to school. These are minimal adjustments. Even where colleagues request an equivalent block of five hours, but at times other than 9-10 or 5-6, the Head of School had to argue each case individually. Our SAT noted that this situation compares poorly with the flexibility available in other Schools (see **AP 23** under 5.4.vi, which addresses timing of meetings and social gatherings, but also teaching). This relative inflexibility particularly affects our (largely female) teaching-focused staff, whose role means they have higher contact hours and are thus less likely to have family-friendly hours by 'luck of the draw'; it was noted by our SAT that greater flexibility in this would have greater impact than limiting meetings to core hours. See **AP 23** in 5.4.vi below.

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

Staff returning from leave – or at any point – can request a reduction in hours. School practice is to keep the option to reinstate full-time hours for twelve months, a limit determined by operational need. (Reduced hours can be covered temporarily, but beyond a year, permanent staffing to plug the gap is required). Staff returning to full-time from part-time, or from career breaks, long-term sick leave, or carer's leave are offered a mentor and other practical support identified in discussion with their line manager (e.g. training in online systems that may be new to them).

### 5.4 Organisation and culture

#### (i) Culture

Many staff and students in CLAS engage with questions of gender and EDI in teaching and research (Figure 28). Examples from our curriculum are modules such as *Sex, Gender and Society* and *Recent Women's Writing* (in MLC), *Feminist Thought in the US: 1970 to Present* and *Recent Queer Writing* (in ACS) and *Gender, Sexuality and Media* (in CMVS). Individual School colleagues also organise and promote events such as talks, workshops and film screenings for the University of Nottingham's LGBT History Month and Black History Month. The School's culture thus embodies strong awareness of and critical engagement with questions of gender, sexuality, race, and EDI. However, EDI has received little explicit attention in the School's formal structures. Anecdotal comments reported by SAT members (including reference to an "inaccessible boys' club", but also a suggestion that it is hard to be a man in more-female-dominated areas) make clear that

there is work to be done to make the School's culture and practices more gender-inclusive.

The School thus commits to Principle 9 of the Athena SWAN Charter: making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not advance equality sufficiently. As already noted, from 2018-19, EDI will be a standing item on key committees (**AP 1**) to implement aspects of our Action Plan that fall under their remit (research, education and student experience, Learning Community Forum) and to identify areas for consideration by the EDIC. A School survey and focus groups will gather additional data and invite suggestions in order to formulate further action points (**AP 2**).

In response to a major and unsettling restructure of University administration in August 2016 (which particularly affected our largely female APM staff), a 'Wednesday coffee morning' was introduced in CLAS, open to all staff, academic and APM, with free coffee and biscuits. This popular weekly fixture helps build new relationships and maintain existing ones across job families and levels. The weekly School newsletter is also an important part of our culture, offering key recognition of staff achievements across gender, level and job family, and promoting upcoming events, including those celebrating EDI.





Above: Examples of CLAS public events celebrating female role models and EDI

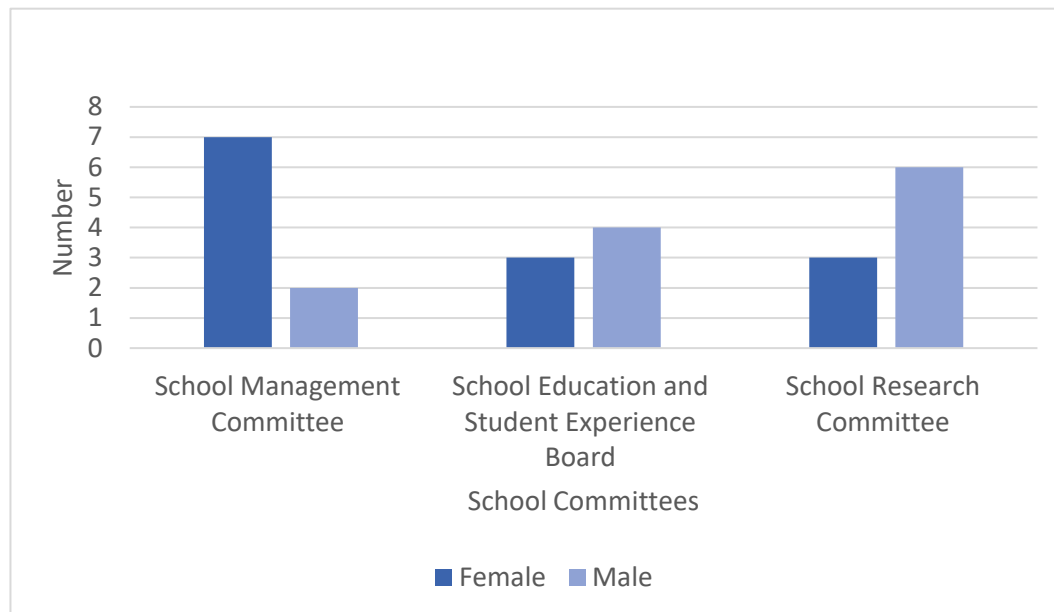
Photographs have been redacted to maintain privacy

Figure 28: Teaching and research activities that promote and reflect on EDI

(ii) HR policies

The School follows University policies and guidance on HR issues. The Head of School and Operations Manager have ultimate responsibility and address any issues identified or reported. School staff and managers are kept informed through staff meetings, briefings, induction and the Staff Handbook.

(iii) Representation of men and women on committees



**Figure 29: Committee membership by gender**

CLAS has a good history of both men and women in senior leadership roles. The Head of School (2016-20) – appointed by the Faculty Pro-Vice-Chancellor after an invitation to all professorial staff to apply – and her two immediate predecessors are women; three further predecessors were male. All three current Heads of Department are female, as are the current Director of Teaching (DoT) and Director of Research; but the previous incumbents of both of those roles were male, and from 2018-19, one Head of Department will be male.

Across the three key decision-making committees of School Management Committee (SMC), School Education and Student Experience Board, and School Research Committee (which both report to SMC), current membership consists of 13 women and 12 men (see Figure 29). Committee membership is usually predetermined by role (e.g. Directors of Research attend School Research Committee); Departmental staff meetings, which also report to SMC, involve all staff members in each unit. Roles are rotated every three years or so; roles are appointed after invitations for expressions of interest. Efforts are made to ensure that all three departments are well represented. Gender balance has not been explicitly attended to historically, and we address this in **AP 20**; nor, however, has it historically been a concern, despite year-to-year fluctuations.



Two current female Heads of Department are L6, as is the DoT, and one might query whether women carry a disproportionate share of leadership responsibilities without always enjoying the seniority associated with such roles. However, such roles also offer opportunities to strengthen a case for senior promotion. All roles received an allocation in the Workload Model.

#### ACTION POINT 20

Ensure gender parity on School committees through the allocation of academic administrative roles.

**Figure 29: Six members of School Management Committee with the Vice-Chancellor in November 2017. Photograph has been redacted to maintain privacy**

#### (iv) Participation on influential external committees

The School encourages all staff to join external committees, identifying development opportunities at PDPR and *ad hoc* as opportunities arise. Table 14 gives some examples of participation in influential external committees.

Name has been redacted to maintain privacy.	Member of the Education Excellence Group, University of Nottingham
Name has been redacted to maintain privacy.	Deputy Chair of the UK Research and Innovation (UKRI)'s External Advisory Group for Equality, Diversity and Inclusion; Member of AHRC's 14-member Advisory Board
Name has been redacted to maintain privacy.	REF panel; President of the Society for French Studies UK and Ireland (President from July 2018); Fellow of the British Academy
Name has been redacted to maintain privacy.	Graduate School Associate Dean (Arts); British Association for American Studies Treasurer (2005-2008)
Name has been redacted to maintain privacy.	Chair of the British Chinese Language Teaching Association Committee

**Table 14: CLAS memberships of influential external committees (examples)**

(v) Workload model

The University operates a workload model with a small number of institution-wide norms (e.g. 27% research, 80 hours per PGR supervision, etc.). The Faculty is piloting common workload norms across Departments and Schools for the majority of duties in 2018-19. Actual and projected workloads are discussed with each member of staff during the PDPR process and as the coming year is planned.

In an anonymous staff survey in 2017, 73% (48/66) of CLAS respondents described their workload as “working very long hours – more than 50” or “always work more than I am contracted to – less than 50”. More males (85%) responded this way than women (67%), but the wording of the question assumed a full-time load. Part-time staff, predominantly female, are of course less likely to have worked more than 50 hours, but may well still have worked more than their contracted hours. Equally, there are perceptions that women may carry a disproportionate share of pastoral support, as in this response to an open call for comments to the SAT group: *“It is important to look at ‘emotional labour’ of female colleagues: their own tutees, but also male colleagues redirecting upset tutees to women”* (CLAS staff member, by email, 2018). We will follow these concerns up in our School survey and in focus groups (**AP 2** above). We also note that more women than men have left their roles (see 4.2.ii above); we will explore the possibility that genuine overload may contribute to this (**AP 21, 22**).

**ACTION POINT 21**

Review and refine pilot Faculty workload model and check for possible gender disparities.

**ACTION POINT 22**

Investigate formal and informal pastoral duties of academic staff, consult with colleagues, and propose policy changes to address any gender and/or other EDI disparity.

(vi) Timing of departmental meetings and social gatherings

Most School meetings take place on Wednesday afternoons to avoid clashes with undergraduate teaching. An annual schedule of meetings is circulated in August to assist staff in planning; where possible, meetings are scheduled in core hours (10-4). Termly Learning Community Forums (staff-student liaison committees) typically run 4-5.30pm to avoid clashes with other meetings; efforts to find alternative slots have not so far been successful.

*“My attendance at meetings can be limited by my part time contract. I appreciate being included in minutes and agenda circulation, on the understanding that I can attend or contribute where possible or relevant to my roles”* (CLAS staff member, by email, 2018)

Research seminars are often outside core hours to avoid clashes with scheduled meetings and teaching (ACS 5pm start; CMVS 5.30pm start; in MLC, research seminars alternated in 2017-18 between 1-2 and 4-5pm, in an effort to balance family-friendly hours with availability of colleagues to attend). Additional events are often timetabled in evenings, especially public events.

The weekly opportunity for all staff to meet socially is Wednesday coffee at 11am.

#### ACTION POINT 23

Timetable School business in core hours to maximise participation by all staff; lobby for greater teaching timetable flexibility; if necessary, develop a local flexible policy.

#### (vii) Visibility of role models

The School and Faculty marketing team are reviewing publicity and local display materials to ensure visibility of a range of role models, especially men and BME (**AP 3, 5**; see also **AP 27** on outreach). As a next step to increase the visibility of male and female role models in our subject areas (female-dominated at UG and PGT level), we will create a bank of short promotional and module introduction which feature male and female staff and student role models equally, talking about their subject (**AP 24**).

To embed EDI and role models in curriculum design (**AP 25**), a session at our next Away Day will raise staff awareness of EDI issues when compiling module contents and reading lists and to provide strategies to develop more inclusive syllabi and reading lists, ensuring, for example, that men and women artists, film-makers, writers, and researchers are well represented.

Our final-year *Undergraduate Ambassadors* module offers students from MLC and CMVS a six-week teaching placement in a local school or college, a key opportunity to present a range of role models to pupils, as well as through the outreach programmes discussed in 5.4.viii below. In 2016-17, 23 of 31 participants in the module were female and 8 male, representative of our student population, but far from parity (see **AP 27** below). Four were classed as BME. In 2017-18, of 34 participants, 25 were female and 9 male. Three of the men came from the CMVS department, the other six from MLC. Two were classed as BME.

Of the School's 13 Special Professors, 4 are female and 9 are male (31%: 69%)

#### ACTION POINT 24

Create a bank of short promotional and module introduction videos presented by male and female (staff and student) role models equally, and by role models from under-represented groups.

#### ACTION POINT 25

Embed EDI in School curriculum design.

#### ACTION POINT 26

Achieve 50:50% gender balance of Special Professors and invited speakers across School research seminars.

(viii) Outreach activities

We have a dedicated Widening Participation (WP) and Outreach Officer (in the APM Job Family). Over the past three years of WP and outreach activity with school pupils (including Sutton Trust summer schools and a modern languages High Achievers summer school in 2017), contributions came on 44 occasions from female staff, and on 33 occasions from male staff. Male role models are not quite as visible as female ones, but male participation is proportionately higher than in the CLAS staff body. Undergraduates, postgraduate students and postdoctoral fellows have also been involved – here, women outnumber men (as in the student and postdoctoral population), but an example of an excellent visible male role model in UG language study is <name redacted> (German Single Honours, final year), awarded a Vice-Chancellor’s Medal in 2018 for his outstanding contribution to widening participation and outreach activities. **6583 words**

**ACTION POINT 27**

Ensure diverse and representative participation in WP outreach events in terms of both staff and student participation.

**Figure 30: Language students from local schools participating in a workshop in MLC, April 2018. Photograph has been redacted to maintain privacy**

6. N/A

**7. FURTHER INFORMATION**

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

1. The data in our submission refer to “male” and “female”, because the gender data we have at our disposal are categorised in binary terms. However, we are aware that our School community includes individuals who identify as transgender or as intersex, and we have included consideration of the University’s 2017 Trans Working Group report in our first action point. We are also conscious that – in part driven by the structure of the document – intersectional issues receive relatively little attention in our application. However, our School EDIC will ensure that they receive due consideration in future.

2. Our SAT also investigated gender in the student-nominated Staff Oscars awarded annually by the Student Union. CLAS has had 38 female nominations and 45 male nominations over the academic years 2013-2017 (including where one person is nominated more than once in different years or categories, such as “most inspiring”, “best all-rounder”: data obtained by one of our Student Reps from the Student Union). Male staff are somewhat over-represented (54% of nominations vs 40% of School staff). The Union does not currently track gender statistics.
3. Seven University Dearing Awards for Excellence in Teaching – which can be self-, student- or staff-nominated – have been awarded to five women and two men from CLAS over the past three years (L4-6). The two awards to colleagues who are not on T&L contracts were both awarded to women (L5 and L6).
4. Subject benchmarking for CLAS is difficult, as we combine three separate departments. Student demographic and attainment data has been benchmarked against 10 HESA JACS codes: Mass communication & documentation, French, German, Spanish, Portuguese, Russian and East European, European, other European languages, literature and related, American Studies and Cinematics and photography. Department demographic data has been bench marked against three HESA Subject Cost Centres (Area Studies, Media Studies, and Modern Languages).
5. A number of administrative staff who work closely with the School are part of central Student Services, so are not included in this submission. Note, too, that data reported on for the department of CMVS (up to 2017-18) does not include data on seven academic staff who joined the department from another School with effect from August 2018.

**363 words**

## **8. ACTION PLAN**

Please see the following pages for our action plan.



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## LANDSCAPE PAGE

### 9. ACTION PLAN



If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE  and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
1.	Embed EDI in School ways of working	To implement this submission's action points and beyond (including actions from University's 2017 Trans Working Party report), EDI must be embedded in School structures, with buy-in from staff in key strategic roles.	<ul style="list-style-type: none"> <li>a. Establish EDI Committee (EDIC) and terms of reference, meeting termly, with additional task &amp; finish groups, and reporting to Faculty EDIB</li> <li>b. Key roles as ex officio members: HoS, DoR, DoT, Directors of PGR and PGT, Senior Tutor</li> <li>c. Pro-actively encourage diverse membership, including more men (compared to SAT membership 2017-18)</li> <li>d. Annual reports and termly recommendations from School EDIC to School Management Committee and Faculty EDI Group.</li> <li>e. Include EDI as standing item on SMC, SRC, SESEB and Learning Community Forum.</li> <li>f. Ensure all staff complete EDI training module</li> </ul>	Dec 2018	on-going	Head of School; School Director of EDI (as Chair of EDIC); Operations Manager	<ul style="list-style-type: none"> <li>a. EDI a standing item at SMC and at other key committees, generating points for action.</li> <li>b. Action points implemented through EDIC and other key committees.</li> <li>c. 100% staff completion of University EDI training</li> </ul>

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
2.	Survey School staff to gather additional School-specific EDI data and feedback to inform future plans and actions	SAT feared “survey fatigue” after two University-level surveys in 2017, but recommended a survey in 2018-19; email input and interviews with four staff outside the SAT indicate appetite for wider consultation.	<ul style="list-style-type: none"> <li>a. Design and implement survey of all School staff during 2018-19, including focus on action points in this submission and from University 2017 Trans Working Group report</li> <li>b. Staff focus groups to follow up areas of concern identified from survey</li> <li>c. Develop and implement additional action points on basis of survey outcomes</li> </ul>	Dec 2018	Dec 2019	Director of EDI	Survey and focus group data gathered and fed into future School EDI actions.
3.	Increase the number of UG applications from male candidates in all our subject areas	Numbers of female applicants consistently outweigh male applicants, and this is reflected in the UG student population.	<ul style="list-style-type: none"> <li>a. Run focus groups to gather student input on relevant factors</li> <li>b. Review marketing materials accordingly with a view to better representing diverse range of UG and PG students, including for ab initio (beginners) languages, an opportunity to introduce additional male students to the female-skewed post A-level pipeline</li> </ul>	Dec 2018	Sept 2021	Faculty Marketing Manager; School Director of Admissions; Assistant Operations; Manager for ESE	<ul style="list-style-type: none"> <li>a. Updated marketing materials reflecting diverse student body, with male students well-represented</li> <li>b. Increased numbers of applications from male students (initial target 40% by 2022, from 33% currently), leading to more balanced student body</li> </ul>



Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
4.	Achieve parity in men's and women's attainment at UG	Women's degree outcomes are relatively weaker at UG.	<ul style="list-style-type: none"> <li>a. Introduce reporting on attainment by gender and BME for home and international students as a standing item at UG Exam Boards</li> <li>b. Include review of degree attainment by gender and BME in Annual Monitoring of degrees</li> <li>c. EDIC and SESEB to review data annually and recommend changes to assessment where any patterns in attainment gaps are identified</li> </ul>	Dec 18	ongo-ing	School Exams Officer; School ESE Manager	<ul style="list-style-type: none"> <li>a. Embedded process of gathering and reviewing data on UG attainment by gender and BME, and of assessment review</li> <li>b. No gender or BME difference in distribution of degree classes at UG by 2022</li> </ul>
5.	Achieve gender parity in participation at PGT	Women outnumber men at PGT level, especially in CMVS and MLC. There appears to be a trend towards more men studying part-time.	<ul style="list-style-type: none"> <li>a. Run focus groups of PGT students to canvas student opinion in order to understand their experience better and to investigate why more men than women are choosing to study PGT part-time</li> <li>b. Review PG marketing materials (as in 3.b above)</li> <li>c. Develop resources for personal tutors to use to highlight PGT options to all students</li> </ul>	Jan 19	Sept 2022	Director of PG Studies	<ul style="list-style-type: none"> <li>a. Develop action plan to address issues or trends identified in focus groups.</li> <li>b. More equal gender balance of students at PGT level across both modes of study, especially in CMVS and MLC; initial target of 40% (from 25% in</li> </ul>

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
							2017-18) by 2022
6.	Achieve parity in men's and women's attainment at PGT	Women's degree outcomes are relatively weaker at PGT. The high proportion of international women students may be relevant.	<ul style="list-style-type: none"> <li>a. Introduce reporting on attainment by gender and BME, and home vs international attainment, as a standing item at PGT Exam Board</li> <li>b. Include review of degree attainment by gender and BME in Annual Monitoring of degrees</li> <li>c. EDIC to review data annually</li> <li>d. Gather data on PGT completion rates and develop action plan if needed</li> </ul>	Jan 2019	July 2022	Director of PG Studies; School ESE Manager	<ul style="list-style-type: none"> <li>a. Process of gathering and reviewing data on PGT attainment and completion by gender embedded</li> <li>b. No gender difference in degree performance at PGT by 2022</li> </ul>
7.	Achieve proportionate gender representation at PGR level; and investigate and improve PhD on-time completions, currently slower for women	Compared to at least a two-thirds majority at UG and PGT levels, women only just outnumber men amongst PGR students. Fewer offers are made to women per application received, and women win slightly fewer PGR studentships, which may suggest unconscious bias. The number of part-time	<ul style="list-style-type: none"> <li>a. Run focus groups with staff and students to investigate the causes for lower numbers of women studying at PGR compared to PGT and UG. In particular, investigate the selection process to investigate why fewer women are receiving offers, even as the number of applications has been increasing</li> <li>b. Run focus groups with PGRs to ascertain their views and needs regarding pastoral support, part-time vs full-time study; to investigate barriers for both genders, but especially for women, to completion within four years</li> </ul>	Jan 2019	July 2022	School Director of PGR	<ul style="list-style-type: none"> <li>a. Action points arising from focus groups</li> <li>b. Clear identified role-holder for PGR pastoral support</li> <li>c. Increased proportion of female students at PGR level to reflect better the proportions at UG/PGT; initial target of at least</li> </ul>

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
		research students is increasing. Data suggest rates of completion within four years are low for both genders, but lower for women. PGR students in our SAT report different experiences of pastoral support.	c. Develop and implement a standard School policy for pastoral support for PGR students d. Develop action points arising from outcomes of a. and b. e. Ensure prospective supervisors and studentship panels have completed unconscious bias training f. Review recruitment activities for PGR, including those targeted at current PGT				60% women by 2022 d. Offer to application rate close to gender parity by 2022 e. Proportion of studentship awards to each gender in line with PGR student population by 2022 (60% female in line with target in c. above) f. Improved % of PhD completion within four years and increased gender parity; initial target of 50% for both genders by 2022
8.	Work towards closer gender parity in staffing, encouraging	There is a drop-off of women from shortlisting to appointment at Level 5.	a. Ensure all interview panel members have taken unconscious bias training b. Develop a process to record data on panel composition	Dec 2018	Dec 2020	Operations Manager; Assistant Operations	a. Evidence of targeted initiatives in recruitment process to

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
	applications from under-represented groups, including trans and/or gender non-binary, and increased BME representation by ensuring recruitment process is fair and inclusive from advertising to shortlisting and interview	Women are less represented at more senior levels. In the Language Centre, only 16% of staff are male. Men are strongly outnumbered by women in APM roles, and there is a drop from 28% to 15% between application and shortlisting of men for APM roles. Unconscious bias may play a role.	c. Develop a process for all posts to undergo an Equality Impact Assessment (EIA) before being advertised d. Trial targeted advertising for under-represented groups for job family and level e. Investigate and identify measures (beyond a. to c. above) to address drop-off of male candidates from application to shortlisting stage, and of women from shortlisting to appointment at L5			Manager (Recruitment)	address under-representation. b. Measurable increase in diversity of shortlisted applicants for academic and administrative posts c. Initial target of 5% increase in proportion of women in Level 5 appointments and of men in the Language Centre and in APM roles by 2022 (a modest target because vacancies only become available at a slow rate)
9.	Ensure best practice in use of fixed term contracts and in the support	Relatively more women hold fixed-term contracts in CLAS than in the wider sector (60% CLAS v 49% wider	a. Subject temporary posts to EIA assessment b. Focus group with post-doctoral fellows and those on temporary contracts to determine their needs	Dec 2018	a. on-going	Head of School; Director of EDI; School Director of Research;	a. Named post-doctoral and temporary posts liaison role.

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
	given to staff on such contracts, including post-doctoral fellows	sector). These include prestigious post-doctoral fellowships, but such temporary positions are also precarious. Despite individual mentors and a range of training courses, current support for these colleagues is patchy.	<ul style="list-style-type: none"> <li>c. Named post-doctoral and temporary posts liaison role.</li> <li>d. School Research Committee to develop explicit minimum standards for the support of post-doctoral fellows (matters for consideration include a nominated point of contact beyond the immediate mentor/sponsor; PDPR reviews to be conducted by two members of staff; monthly 1:1 meetings between post-doctoral fellows and their sponsor).</li> <li>e. Embed good career support for all staff on fixed-term contracts, drawing on existing resources and structures (some of which are targeted at PGR but relevant to fixed-term staff too, e.g. Graduate School courses on applying for academic and non-academic jobs)</li> <li>f. Explicitly include fixed-term staff in Faculty's new mentoring scheme</li> <li>g. Ensure all staff and PGR students are aware of the Visiting Fellow scheme for those to whom a continued University affiliation is useful at end of contract or PhD</li> </ul>		b.-g. by Sept 2019	Recruitment Manager; New post-doctoral fellow liaison role.	b. Clearly identifiable process and structure of support and career development for those on fixed-term contacts
10.	Introduce exit interviews for resigning academics, and	Our data suggest a higher rate of female leavers. We need to gather data to explore	a. Develop formal exit interview policy and process and provide data to EDIC for annual review.	Dec 2018	a. by July 2019 ; b.	Operations Manager; HR Business Partner	<ul style="list-style-type: none"> <li>a. Exit interview policy embedded</li> <li>b. Further action points as</li> </ul>

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
	produce analyses of the data for review and action	whether reasons for leaving are gendered and if related to the work performed while in post.	b. Report data on leavers by gender to EDIC and SMC annually		ongoing		identified by EDIC from annual review of data
11.	Increase female representation at higher levels through recruitment and through support for career progression on all pathways	In CMVS, only two out of seven L6 (Associate Professor) staff are women; of the three professors, one, the Head of Department, is a woman. In MLC, women are under-represented at more senior levels.	We will address this point through our action points on recruitment (8. above) and on career progression (13. below).	Dec 2018	July 2022	Director of EDI [See AP 8, 13]	An increase in female representation at higher levels and in the areas identified; initial target of 40% by 2022, but ultimate goal is parity
12.	Review staff induction and develop an improved School-wide induction process	We are concerned about a possible lack of consistency in communicating key information to new starters and this may extend to Athena SWAN matters such as leave entitlements, mentoring, and available structures to support career development.	a. Include induction as part of our staff survey to investigate possible gender differences in the experience of induction b. Develop School-level process for induction of new staff. c. For additional department-level induction (which will continue to be appropriate too), develop a checklist to ensure consistency.	Dec 2018	2020	Heads of Department; Head of School; Assistant Operations Manager	a. Roll out School-wide induction process and documentation from September 2019; b. Process of annual evaluation and amendment in place c. 100% awareness in future staff

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
		Anecdotal evidence suggests induction is delivered differently and with varying levels of effectiveness across the different areas within the School. We do not yet know if there are gender differences in the experience of induction.					survey of relevant leave entitlements and career support structures d. Gender parity in satisfaction with induction as measured by School surveys
13.	Improve support for career progression, especially needed for female and part-time staff	Many colleagues lack confidence and do not feel well supported in preparing for promotion. Over half of the respondents to a recent survey perceived that women were “slightly disadvantaged” or “significantly disadvantaged” in respect to promotion. Women have been under-represented for the past three years in applications for promotion compared with the School demographic. Only one	<ul style="list-style-type: none"> <li>a. Encourage participation in a new Faculty-wide mentoring scheme open to all colleagues; monitor and review for feedback and improvement</li> <li>b. Encourage staff participation in annual Faculty of Arts career development workshops and review in light of feedback (piloted 2017-18)</li> <li>c. Pro-active invitation, annually, from Professoriate and Heads of Department to invite discussions, well in advance of the formal announcement of the promotions round</li> <li>d. Pro-active one-to-one meetings between members of School Promotions Groups with female part-time staff</li> <li>e. Assign a research mentor to ECRs in first research leave period</li> </ul>	Dec 2018	on-going	Head of School and School Promotions Group (a.-d.); DoR (e.); Director of EDI (f.)	<ul style="list-style-type: none"> <li>a. 100% awareness of mentoring and of process for promotion preparation and application, as evidenced via staff survey</li> <li>b. Parity in numbers of applications for promotion from men and women at all levels, and proportionally from part-time staff by 2022</li> </ul>

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
		part-time colleague has been promoted over the past 5 years.	f. Run career progression focus groups for male and female staff to explore the perceived and actual barriers to applying for promotion and make recommendations for future actions				
14.	Embed consideration of EDI issues in selection of staff outputs and impact case studies for inclusion in REF2021.	For REF2021, we must explain how EDI considerations are taken into account in selecting outputs. SAT identified the need for better scrutiny. Impact case studies are growing in importance for REF and therefore also for individual careers.	a. Confirm whether all REF reviewers have undertaken unconscious bias training; provide training where necessary b. Develop a code of practice and process to ensure robust and fair decision-making where inputs are not selected for REF c. Track impact case studies for gender of authors and contributors and ensure equitable support and workload allocation	Dec 2018	Dec 2021	Head of School; School Director of Research; Departmental REF Coordinators.	a. Code of practice for REF decisions about selection of outputs and case studies b. All staff who act as REF reviewers will have undertaken unconscious bias training
15.	Ensure all staff are aware of training opportunities relevant to their role, support staff in taking up opportunities, and record staff take-up	We do not know to what extent essential and career-enhancing training is accessed by our staff, as University central records of school staff participation in training are incomplete and registers are not always taken at local events.	a. Review induction materials and online Staff Handbook to ensure training entitlements and opportunities are clear b. Email all staff twice a year with reminders of the information and links to the relevant pages of Staff Handbook c. Training opportunities to be highlighted in annual review (PDPR) meetings d. Develop a process to record participation in staff training and prepare a summary annually for report to EDIC	Dec 2018	July 2019	Operations Manager; PDPR reviewers	a. Accurate data on training take-up b. Action plans arising from any issues identified in under-representation of any groups in take-up of training



Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
16.	Gather feedback on writing retreat sessions to inform future provision and support for such initiatives.	Writing retreats – open to all, but initiated by women who identified this as a need – have been introduced locally	<ul style="list-style-type: none"> <li>a. Gather feedback and attendance data from this and similar schemes (e.g. Rights &amp; Justice Research Priority Area Writing retreat)</li> <li>b. Embed retreats in School calendar if successful</li> </ul>	Dec 2018	July 2019	nominated member of EDIC (tbc)	<ul style="list-style-type: none"> <li>a. Success of the writing retreat has been evaluated</li> <li>b. Embed in School Calendar if appropriate</li> </ul>
17.	Lobby University Campus Life Director and PVC for EDI to offer unconscious bias training for students.	The University's data believes SET and SEM do not disadvantage women staff. However, anecdotally, staff report incidents of unconscious bias from students, for example in their behaviour towards junior female staff.	Raise need for unconscious bias training for students with Campus Life Director and PVC for EDI so that it is offered as part of student induction and/or EDI provision for students.	Dec 2018	Sept 2019	Director of EDI	The need to provide unconscious bias training for students recognised at University level.
18.	Support colleagues' research careers, before and after funding applications, and ensure that gender is not a barrier to research career development	Funding applications are routinely mentored, but we have not so far recorded application and success rates for internal and external funding. There is no formal policy in School whereby unsuccessful bids are acknowledged and feedback/	<ul style="list-style-type: none"> <li>a. Develop process to record internal and external funding applications and successes by gender for annual review by SRC</li> <li>b. Develop action plan to address any issues raised by the data</li> <li>c. Ensure, as good practice, via School Research Committee that unsuccessful bids lead to a conversation between the applicant and their departmental Director of Research or other appropriate academic</li> </ul>	Dec 2018	Ongoing, review 2020	School Director of Research; Senior Administrator (Research & Operations)	<ul style="list-style-type: none"> <li>a. Action plan by 2020 if data suggest gender disparity in funding applications/success</li> <li>b. Application and success rates for internal and external funding in line with</li> </ul>

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
		encouragement provided.					gender demographic of eligible staff
19.	Ensure all staff are aware of support available to them regarding maternity/paternity/adoption/parental leave, support on return to work, and the new Conference and Training Care fund.	SAT identified that communication of relevant HR policies was largely ad hoc and that knowledge of them was patchy.	<ul style="list-style-type: none"> <li>a. Review induction materials and online Staff Handbook to ensure these entitlements are clear</li> <li>b. Email all staff twice a year with reminders of the information and links to the relevant pages of Staff Handbook</li> <li>c. As part of this information, highlight KIT and SPLIT, options for flexible return to work, agreeing arrangements for contact during leave, and option to re-arrange scheduled research leave semester</li> </ul>	Dec 2018	ongoing	Operations Manager	<ul style="list-style-type: none"> <li>c. Inclusion of key policies in induction and staff handbook in 2018-19</li> <li>d. 100% awareness of key policies, as measured in School surveys</li> <li>e. 0% respondents in future staff surveys identifying with the notion that maternity/parental/adoption leave creates a barrier to career progression</li> </ul>
20.	Ensure gender parity on School committees through the allocation of academic administrative roles	Gender composition of decision-making committees is not currently reported on, which prevents the School being able to ensure that there is a	<ul style="list-style-type: none"> <li>a. Draft list of School roles to undergo review by EDIC for EDI assessment before confirmation.</li> <li>b. In cases of significant imbalance, SMC to review allocation of roles.</li> </ul>	Dec 2018	on-going annually	Director of EDI; Head of School	<ul style="list-style-type: none"> <li>a. Record of gender and EDI membership in key committees</li> <li>b. The gender balance on decision making</li> </ul>

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
		representative gender balance.					committees is close to parity
21.	Review and refine pilot Faculty workload model and check for possible gender disparities	The Faculty is piloting a workload model to facilitate greater transparency of staff workloads across units.	<ul style="list-style-type: none"> <li>a. Gather feedback on Faculty workload norms and refine as needed</li> <li>b. In particular, review allocation for impact case study lead and contribution (cf. 14 above)</li> <li>c. Sample workloads across genders and levels to check for possible gender differences</li> </ul>	Dec 2018	June 2019	Head of School, Heads of Dept, Operations Manager	<ul style="list-style-type: none"> <li>a. Ongoing refinement of Faculty workload model</li> <li>b. Action plan formulated if gender differences in workloads are identified.</li> </ul>
22.	Investigate formal and informal pastoral duties of academic staff, consult with colleagues, and propose policy changes to address any gender and/or other EDI disparity	Anecdotally, women and BME staff report that they disproportionately take on time-consuming pastoral duties, including informally, which has a negative impact on career progression. The last three Senior tutors have been women.	<ul style="list-style-type: none"> <li>a. Gather further data via School survey</li> <li>b. Sample a representative group of colleagues across genders and career stages/career paths to determine “typical” load of pastoral support</li> <li>c. EDIC to present findings to SMC</li> <li>d. SMC to develop any necessary policy changes in light of findings</li> </ul>	Dec 2018	Jan 2020	Director of EDIC	<ul style="list-style-type: none"> <li>a. Knowledge base from survey and sampling to inform possible policy changes</li> <li>b. Policy changes as required (e.g. explicit workload allocation for pastoral duties specific to gender/BME issues)</li> </ul>
23.	Timetable School business in core hours to maximise participation by	SAT noted that the University permits only very limited adjustment to centrally managed teaching timetables,	<ul style="list-style-type: none"> <li>a. School to lobby University for greater timetabling flexibility through all available channels</li> <li>b. If necessary, adopt a local flexible policy as far as practicable.</li> </ul>	Dec 2018	on-going	Head of School; Dept. Research seminar convenors	<ul style="list-style-type: none"> <li>a. University recognition that teaching hours outside 10-4 are as difficult for</li> </ul>

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
	all staff; lobby for greater teaching timetable flexibility centrally; if necessary, develop a local flexible policy.	and that this particularly affects our (largely female) teaching-focused staff, who have higher contact hours than research-active staff. Most meetings take place in core hours, but research seminars in some departments take place out of hours.	<ul style="list-style-type: none"> <li>c. SMC to implement a policy that meetings take place between the hours of 10am-4pm; a necessary exception are video-conferences with colleagues at Malaysia and China campuses to accommodate the time difference.</li> <li>d. Research seminars to be scheduled within core teaching hours, defined by the University as 9am-6pm, and to alternate between earlier and later slots</li> </ul>				<ul style="list-style-type: none"> <li>staff as meetings outside these hours, leading to policy change</li> <li>b. Explicit School policy on meetings and on research seminars, within core hours, by Dec 2019</li> </ul>
24.	Create a bank of promotional and module introduction videos presented by male and female (staff and student) role models equally, and by role models from under-represented groups.	Our subjects are all female-dominated at UG and PGT level. To date we have done little pro-actively to ensure male role models are both visible and heard speaking about their subject, too.	<ul style="list-style-type: none"> <li>a. A bank of short videos in which all genders and all groups are seen and heard engaging with our subjects</li> </ul>	April 2019	April 2020	Department Directors of Teaching, with Faculty Marketing Officer	<ul style="list-style-type: none"> <li>a. Minimum 12 short videos by April 2020</li> </ul>

Action point	Planned action	Rationale	Key outputs	Timeframe (start/end)		Responsibility	Success criteria and outcome
25.	Embed EDI in School curriculum design	SAT identified good practice in another School in attention given to gender/ EDI balance on reading lists and in curricula.	<ul style="list-style-type: none"> <li>b. Devote a School Away Day plenary session to raising awareness of impact of reading lists on EDI issues, including gender</li> <li>c. EDIC to undertake review of curricula and reading lists in following year</li> </ul>	Jan 2019	June 2020	Director of EDI; Departmental Library Representatives	<ul style="list-style-type: none"> <li>b. Away Day session to be delivered in January 2019</li> <li>c. Evidence of change in curricula and reading lists</li> </ul>
26.	Achieve 50:50% gender balance of Special Professors and invited speakers across School research seminars	SAT identified that information regarding the availability of female role models was not available. This prevents the School from taking action to address any gender imbalance.	<ul style="list-style-type: none"> <li>a. Gender of Special Professors and invited speakers to be recorded by administrative staff</li> <li>b. Report to be received by School EDIC biannually</li> <li>c. School EDIC to initiate action to attempt to address any gender imbalance identified</li> </ul>	Dec 2019	ongoing	School Administrator (Operations)	<ul style="list-style-type: none"> <li>a. Record of speakers kept</li> <li>b. Balance of speakers at gender parity (allowing for small fluctuations)</li> </ul>
27.	Ensure diverse and representative participation in WP outreach events in terms of both staff and student participation	Data from the current year suggests there is no obvious gender imbalance in participation in WP and outreach, but we do not systematically record data.	<ul style="list-style-type: none"> <li>a. WP and outreach reports to record details of gender of participants and to be received by EDIC on an annual basis.</li> <li>b. EDIC to initiate action to address any gender imbalance identified amongst groups delivering and attending activities</li> </ul>	Dec 2018	on-going	School Widening Participation and Outreach Officer; Director of EDI	<ul style="list-style-type: none"> <li>a. Annual report on WP and outreach</li> <li>b. Action plan developed by Dec 2019 to address any disparity identified in participation</li> </ul>