

# Athena Swan renewal application form for departments

## Applicant information

Name of institution	University of York
Name of department	Department of Politics
Date of current application	May 2023
Level of previous award	Bronze
Date of previous award	May 2018
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Section	Words used
An overview of the department and its approach to gender equality	2261
An evaluation of the department's progress and issues	2950
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	5211

\*These sections and appendices should not contain any commentary contributing to the overall word limit

**Overall word limit: 5500 words**

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## **Section 1: An overview of the department and its approach to gender equality**

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

### **1. Letter of endorsement from the head of the department**

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.



Advance HE  
Innovation Way  
York Science Park  
York YO10 5BR  
United Kingdom

Dear Advance HE Equality Charters team,

I am delighted to write in support of the application for Athena Swan Bronze Renewal from the Department of Politics, University of York. This process has provided a welcome opportunity to review our progress so far in advancing gender equality and consolidate our future efforts. The application has my enthusiastic support and the full support of the Department Management Team (DMT).

Equality, Diversity, and Inclusion is central to the Department's new strategy; it is strongly supported by both staff and students, who are often urging us to go even further; and has been put at the heart of everything we do. Our work on the Bronze submission served as a catalyst for a cultural change in the department, and we have made significant improvements since the award in 2017.

Some of the most notable achievements, which are detailed in this application, include the following:

- We have been highly successful in attracting women to senior positions in the department and supporting the promotion of women already here. As a result, we are now approaching gender parity in senior posts: the percentage of female professors rose from 33% to 43% (and will be 47% in July 2023) and the percentage of female Senior Lecturers rose from 38% to 47%.
- Our management team has also become distinctly more female. The Head of Department and the Deputy Head are both women, and the Department Management Team is majority female. We have also maintained gender balance or near gender balance amongst the chairs of all departmental committees.
- In our Bronze submission we set out to enhance the post-maternity leave support offered by the University and we now offer flexible support options to women upon their return. The feedback has been overwhelmingly positive.
- One of our core aims in the last submission was to improve female PhD recruitment. This has been achieved (from 29% to 44% this year) and we

have also improved the gender balance of our student population at both UG and PGT level.

- A final achievement worth highlighting is the reduction of women on fixed-term employment contracts. This has been achieved by moving them to open contracts whenever possible.

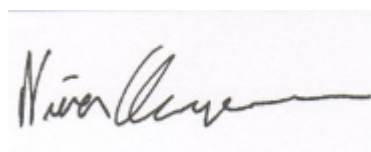
Despite these achievements, the work is by no means done. We need to embed and broaden these changes, and the evidence collected as part of this process has enabled us to identify new initiatives that will further improve equality, diversity, and inclusion in the Department. The Future Action plan is ambitious but, I believe, achievable and will prioritise the following core aims:

- Promote broad engagement and further embed of Athena Swan principles in all departmental activities.
- Address the impact of Covid-19.
- Embed AS principles in all aspects of the student experience.
- Address current imbalances in the composition of staff.
- Provide more targeted support to career development and progression of staff, especially female staff.
- Address concerns with workload levels
- Enhance staff's feelings of inclusion and belonging.

Besides setting out clear aims, the Future Action plan realistically establishes the actions that we will be pursuing to achieve these aims, their expected outcomes, clear-cut lines of responsibility, and the most appropriate performance metrics and indicators for tracking and measuring success. This helps to provide guidance as well as support to those involved in the plan's implementation, while also allowing for a level of flexibility and constructive engagement. From our past experience, we know that the strongest results depend on cross-departmental and multi-stakeholder collaboration and we will make sure to sustain these into the future.

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

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Nina Caspersen', written over a light blue horizontal line.

Nina Caspersen  
Head of Department

## **2. Description of the department and its context**

The Department of Politics at York is an internationally-renowned centre of excellence for teaching and research. Our research takes a pluralistic and interdisciplinary approach and is oriented towards promoting values of equality, diversity, and inclusion from conception to impact. The world-leading quality of our research has been confirmed in the most recent Research Excellence Framework (REF), in which we ranked 11th (2021), ahead of 12 other Russell Group Politics Departments, including Oxford and Cambridge. Our four research clusters (Comparative Politics and Public Policy, International Studies, Political Economy and Political Theory) and five research centres (Centre for Applied Human Rights, Centre for the Comparative Study of Civil War, Interdisciplinary Global Development Centre, York Centre for Conflict and Security and York Centre for Political Theory) constitute dynamic hubs of our research activity. Over the last 5 years we have extended our research expertise on gender significantly. Our new MA on Gender and Politics is a reflection of this.

Since our last application, thanks to a sustained growth strategy and the implementation of Athena Swan, we have become a much larger and more diverse department. We now employ 99 staff (from 54 in 2016), comprising 75 academic staff (from 41), 43% of which are women (from 42%), and 24 PSS (from 13), 87.5% of which are women (a snapshot of our latest staff data, with gender splits, can be found in Appendix 2, Figure DT.1). Besides the increase of the percentage of women in senior level positions (47% at both Senior Lecturer and Professor levels), the department has also diversified along other lines: 13% of our academic staff are now BME (against 6% in the last submission) and we have become very international in outlook, with 40% of our staff holding a first degree from countries other than the UK, including India, the US, Argentina, Denmark, Germany, Greece, Italy, Netherlands, Norway and Portugal.

The department is based at a single site - Derwent College - where professional services and staff offices are located, but teaching occurs across the University campus. We are home to a community of 1136 students and pride ourselves on the excellent research-leading teaching and pastoral support we offer. All staff-student relations, from the classroom to mentoring, aim at empowering students from different backgrounds and at fostering the culture of diversity, equity and inclusion that supports their flourishing.

# Coffee Morning with Women in Politics: Empowering Women, Empowering All.

INTERNATIONAL WOMENS DAY - 8TH MARCH - 12:00-14:00 -  
VANBRUGH COMMON ROOM



*They were so happy to talk to me, the politics department does feel like a family. The friendliness and openness of staff is wonderful.*

**First Generation UG Student**

We offer four undergraduate programmes in Politics, Politics with International Relations, International Relations and Global Development. We also offer joint degrees with English, History, and Economics and Philosophy. We have a UG cohort of 875 students (up from 682 in the last application), which is close to gender balance overall (45% F; Appendix 3, Figure 1) and gender balanced for our four undergraduate programmes (50%; Appendix 2, Figure DT.5). Our UG cohort is also otherwise diverse, with 13.7% of our current UG students being EU and Overseas and 29% BME.

We offer nine MA programmes across three sub-disciplines: International Relations, Political Theory and Public Policy. Our PG community comprises 286 students (190 PGT and 96 PGR) and thanks to a proactive policy (ID3) the intake has been gender balanced for PGTs (50% and 51%) and very nearly gender balanced for PGRs (49%) the last two years (Appendix 2, Figure DT.6). 2022-2023 has shown a slight drop in both intakes, but we remain nearly gender-balanced at PGT level (45%), with a slightly lower proportion of women at PGR level (43% for our current overall cohort, Years 1 to 3) (see Appendix 3, Figure1). Internationalism is deep in our PG



community, with 78% of our PGT and 49% of our PGRs being non-UK nationals, from countries including Mexico, Brazil, India, Nigeria, Germany and Greece.

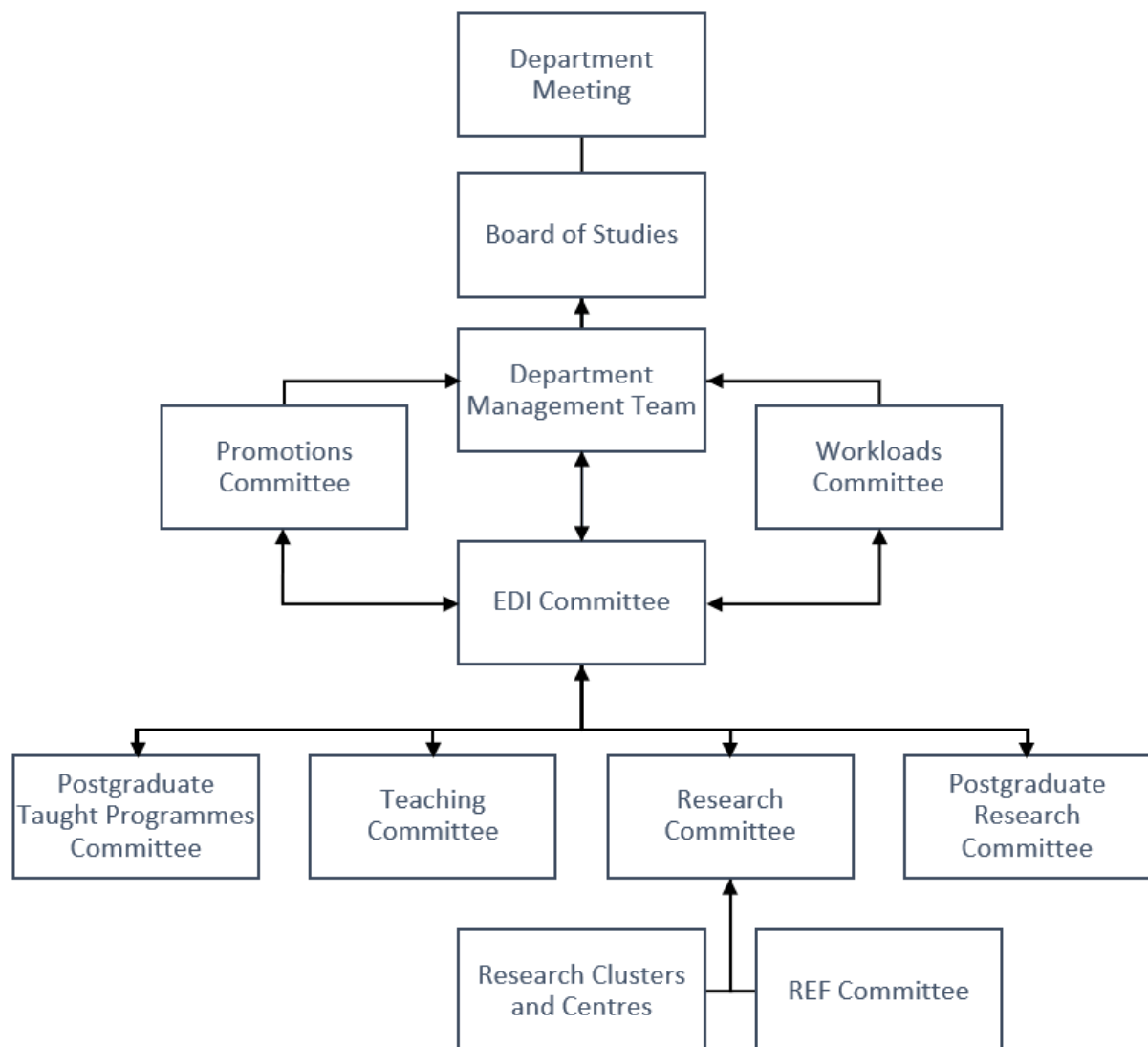


Our governance and management structure is designed to advance quality, diversity and inclusion work. The EDI Committee (EDIC) lies at the heart of the department's governance structure and provides direction and coordination to our EDI strategy and policy. At York Politics, however, EDI is no longer understood as a Committee's job, but as a responsibility shared across departmental structures. Reflecting this, EDI is a standing item on the agenda of all major departmental committees and the Department Management Team (DMT), to which the EDI Chair belongs; and all key departmental officers have a seat in the EDIC. These officers form a powerful guiding coalition, responsible for embedding EDI practices in their different areas of activity (teaching, research, UG and PG student communities) as "the normal way of doing things". In our FAP we are reinforcing their structured involvement in EDIC's activities (FAP 1.1) to see further progress in the mainstreaming of EDI.

Our EDIC meets twice per term, and AS typically makes up half of the agenda. The multiple structural inequalities the EDIC seeks to address can only be adequately tackled by keeping gender at the forefront of its work.



**Figure 8. Diagram of Politics Department's Governance and Management Structure**



In recognition of the importance of AS to the department, in the year of the AS submission the EDIC Chair receives a workload allocation in line with the Deputy HoD and slightly lower in normal years, but still in line with Chairs of main Committees. Members of the writing team also receive workload allocations. Outstanding contributions to the advancement of the AS agenda are rewarded through our Athena Swan Initiative Award (ID1, rolled over to FAP 1.1.3).

**Impact (ID 1):** Since 2018, the AS Initiative Award has been given to the Chairs of EDIC, the department's LGBT officer, and our student services manager. In 2023, the award has been given *ex aequo* to the PhD student who has been part of our 2023 AS application's writing team and the student-lead Anti-Racism Working Group, whose work extends to the links between racialised and gender-based violence.

### 3. Athena Swan self-assessment process

Our SAT is the EDIC, which currently comprises 16 members, 10 of whom are women (63%). Over the assessment period, its composition has changed, but we have always sought to: secure leadership and senior buy-in by including key departmental officers in the SAT; ensure representation of staff with gender expertise; and keep the SAT approximately representative of the department's composition, securing a balance of stage of career, type of contract, gender, race and other relevant protected characteristics.

**Figure 9. EDIC/SAT Composition in 2022/2023**

<b>Position</b>	<b>Sex</b>	<b>Academic Role</b>	<b>Contract Type</b>
Head of Department	Female	Professor	ART (Full-time)
Chair EDIC	Female	Professor	ART (Full-time)
EDIC Deputy	Male	Lecturer	T&S (Full-time)
Department Manager	Female		PSS (Full-time)
Chair DRC	Male	Professor	ART (Full-time)
Chair Teaching Committee	Female	Lecturer	ART (Full-time)
Postgraduate Research Director	Male	Professor	ART (Full-time)
Postgraduate Teaching Director	Male	Senior Lecturer	ART (Full-time)
Chair of BoS	Male	Senior Lecturer	ART (Full-time)
BME & LGBT Officer	Female		Postdoctoral Fellow
Disability Officer	Male	Lecturer	T&S (Full-time)
Harassment Officer	Female	Lecturer	T&S (Full-time)

Gender Specialist	Female	Senior Lecturer	ART (Part-time)
Postdoc Representative	Female		Postdoctoral Fellow
PG Representative	Female		PhD Student
UG Representative	Female		UG student
Other members of staff and students have also integrated and played a significant role in the SAT since 2017, notably: Alasia Nuti (SL, gender specialist and former EDIC Chair); Joe Turner (SL, race and postcolonial feminist theories specialist); Gyda Sindre (SL, member of the writing team); Jesse Machin (PhD student, member of the writing team); Sue Leatt (Politics student services manager).			

While the full SAT coordinated and oversaw cross-group working, we relied on sub-groups of the SAT for performance of specific tasks, recruiting members according to area of expertise and responsibility. The application was led by an AS writing team, with continuous input from the SAT to activities ranging from analysis of the quantitative and qualitative data, through the identification of key priorities, to the development of the future AS action plan.

The SAT met twice every term since the last award. To secure access to EDI policy and share good EDI practice across the department, meetings are included in the departmental calendar; minutes are made available through, and an electronic version of the action plan is updated regularly on, our Google shared drive; Athena Swan documents and EDI resources are located in the Google Drive too for anyone wanting to use them. EDIC events and initiatives are communicated to staff and students through email and the department's social media, and the EDIC Chair presents regularly at the department's Away Day.

In our self-assessment process, we drew on a variety of data: from quantitative HR data provided by the Faculty and collected within the department, through staff surveys, to staff exit interviews and student focus groups. During the Covid pandemic, our staff - many of whom with families abroad - faced mounting workload and wellbeing challenges. In response to this, we took the decision to suspend the application of staff surveys and opted instead for supporting staff through one-to-one welfare discussions and a peer support approach (ID 29). This explains why our staff surveys have all been applied in the latter part of the assessment period. Additionally, as the lockdown lifted, and PDR meetings were resumed, we used these to systematise information about Covid-related impacts on staff. In response to our findings, we have created a funding mechanism for research recovery, which is being rolled over to our future action plan (FAP 2.1.2).

Under the transformed AS Charter, a new Culture Survey was introduced, with the original indication of a set of core mandatory questions. These included questions on actions implemented by the department to mitigate the adverse gendered impact of Covid-19 (Questions 2.5 and 2.6 in our CS survey; see Section 2, under "Covid-19",

and FAP 2.1-2.3). The adoption of the new Culture Survey lays the foundation for longitudinal analysis, but it presented some challenges for the comparison of survey results between the last submission and the current submission. Despite the costs for comparison, we are confident the new survey, which we plan to expand to include more specific questions on problem-areas (such as training and career development; Priority 5 in our FAP), will serve as a far better basis for future comparison and analysis. The next staff survey is scheduled for 2024, and we will be applying it on a biennial basis.

In the next five years, we plan to keep our SAT embedded in EDIC, as this has proved to enable better coordination of the policy-making process and implementation of the AS action plan. However, we will also be future-proofing, to embed best practices and increase capacity to support progress with the AS agenda. Namely, we will be earmarking a budget for AS activities (FAP 1.2.3) and establishing stable AS working groups responsible for different portfolios, as this proved to be the most efficient way to accelerate progress on different aspects of the AP (FAP 1.1; see also FAP 1.2). We will also be creating an AS action log to provide an audit trail of actions performed, and sending each key departmental officer involved in the FAP's implementation a summary of the specific activities under their responsibility, for tighter ownership and accountability. The EDIC Chair will ensure that the action log is updated and maintained over time by the responsible officers. The structure, processes, and activity of the SAT will be monitored annually to ensure the quality and effectiveness of its work. Progress with the FAP will be shared in an annual report to the department's community.

## **Section 2: An evaluation of the department's progress and issues**

In Section 2, applicants should evidence how they meet Criteria B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

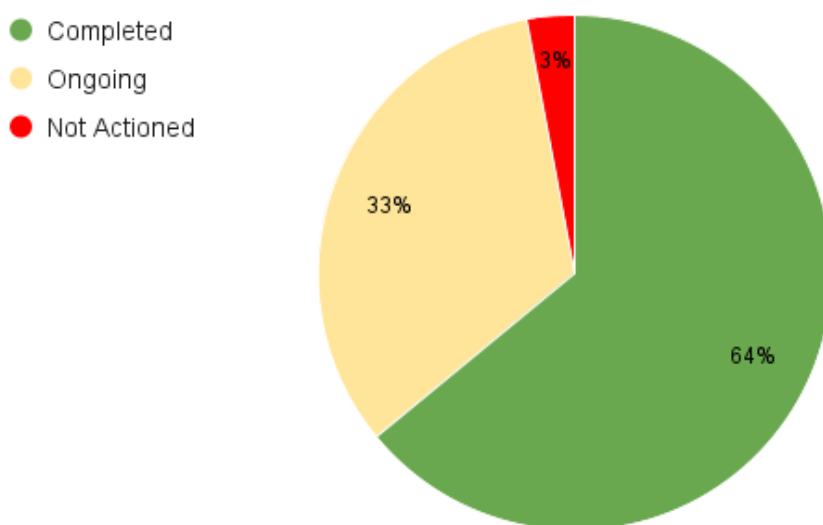
Recommended word count: 3000 words

## 1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

We have made the following progress with our 2017 Action Plan (AP):

Figure 10. 2017 Action Plan Progress



Our 2017 AP was highly ambitious and has enabled us to successfully carry out practical actions to deal with identified priorities. We have learnt some lessons from its implementation: a clearer prioritisation of areas of intervention, avoidance of repetition and overlaps, and tighter assignment of responsibilities would have helped implementation; some success measures were vague, making achievement difficult to demonstrate, others were unrealistic and impossible to complete; the absence of ring-fenced financial resources made the action plan more difficult to execute. Our FAP has been designed to avoid similar problems.

The three red action points in our 2017 AP refer to actions that were never undertaken, namely, earmarking a budget for EDI activities (ID1) and monitoring research grant applications and success rate by gender (ID 22); or actions that were started but discontinued, namely monitoring PhD students' progression by gender (ID4). Moving forward, we will be ring fencing a budget for AS activities (FAP 1.2.4). Lack of human capacity and PSS staff turnover were the main reasons behind gaps

in monitoring. Given the increase in our PSS, we now have the operational capacity for its successful implementation (FAP 5.3.4 and FAP 3.6.9).

We set ourselves six core priorities in our 2017 AS application:

1. To increase the number of female professors in the department
2. To continue to attract women to the department and to support their promotion
3. To increase the number of women in senior administrative posts
4. To achieve gender balance among the chairs of all departmental committees
5. To improve departmental support for women returning from maternity leave
6. To improve female PhD recruitment

We have made substantial progress across all these priorities:

1. The percentage of female professors in the department rose from 33% (2016) to 43% (May 2023) and will be 47% in July
2. 43% of the new Lecturers we hired since 2017 were women, and the percentage of female Senior Lecturers (SL) rose from 38% (2016) to 47% (2023)
3. Since our last submission, our Head of Department (HoD) has been a woman, and the Department Management Team comprises a majority of women (56%; 5 out of a total of 9 members), all undertaking senior administrative posts in the department
4. Through the assessment period, the department has kept gender balance or near gender balance amongst the chairs of all departmental committees
5. The department has enhanced the University's maternity leave policy offering flexible support options to women upon their return. Feedback from returning staff has been overwhelmingly positive (Appendix 2, Table DT.18)
6. We have improved the gender balance of PhD intake cohort from 29% female in 2018/19, to 44% female in 2022/2023 (with a maximum of 49% in both 20/21 and 21/22; See Appendix 2, Figure DT.6)

Progress in two other areas merits highlighting:

7. We have reduced the number of women on fixed-term employment contracts (Appendix 2, Figure DT.3) by moving them to open contracts whenever possible (4 women between 2018 and 2023)
8. We have improved the gender balance of our student population at all levels (UG, PGT and PGR; see Appendix 2, Figures DT.6 and DT.9) and have improved female students' attainment at all levels too, with an emphasis on the % of women earning a First Class Honours Degree, receiving a Merit grade, and successfully completing their PhD (Appendix 2, Figures DT.7, DT.8, DT.10 and DT.10a), with women becoming our highest attainers.

In what follows we discuss and give evidence of how goals were achieved.

**To recruit, retain and promote female academic staff at all levels was a top priority of our AP (ID 8)**

## External Recruitment

The department has seen considerable growth since the previous AS application with a majority of new permanent posts at Lecturer level and at Professor level (Grades 7 and 9, respectively). We have implemented all the action points aimed at increasing the number of women hired: notably, unconscious bias training of panel members; explicit invitation of female applicants in recruitment materials; gender balanced interview panels; gender balance in shortlistings, whenever possible.

**Impact:** We have externally recruited 21 new Lecturers since 2018, 43% of which have been women (9). We have also successfully recruited three women at Chair level, one of whom is BME. Our reputation as an open and collegial department, which champions gender equality and supports collaboration over competition (in the 2022 Culture Survey, 87% of staff found the department a good place to work) has been a major contributor to these successes, as well as our targeted invitations of qualified female applicants to apply to the posts. A major impact of work on recruitment is that we are now well above the RG benchmark at Professor level (30.3% in 2021), with 43% female professors, increasing to 47% in July (7/15).

## Promotion of Academic Staff

The department has overhauled its performance review, mentoring, CV and draft promotion application review processes to incentivise women to plan and apply for promotion (ID 14). Additionally, we nurtured a leadership pipeline for women in their mid-career, namely through a strategic distribution of administrative roles, and provided strong support for women ECRs, especially after maternity leave, to enable research acceleration and grant capture. These combined efforts had a positive effect on the gender balance of our REF 2021 submission, with women: a) representing 49% of the submitted outputs, a percentage that is higher than the percentage of women in ART staff (40%), and b) leading on 2 out of the 4 submitted impact cases as well as comprising half of the team responsible for a third one.

**Impact:** Growth in female academic staff applying for and becoming successful at promotion to senior roles (Appendix 2, Figure DT.4a). Since 2017/18, a greater % of women were promoted to SL than men (53% F against 47% M; 10 women against 9 men) and to Professor (60% F against 40% M; 3 women against 2 men). A major impact of our development of women for promotion is that they now constitute 47% of our SLs (from 38% in 2016) and our Professoriate is very nearly gender balanced (47%, from 33% in 2016).

Despite our success at promoting women to more senior roles, we need to continue to make sure that women are adequately mentored and supported throughout their career and do not hit the ceiling in middle grade positions. The continuing monitoring of gender differences in time between promotions is essential for this (FAP 5.4.3), since women are still taking more time to be promoted to SL than men (5.3 years on average for women against 4 years for men), though they have been more quickly promoted from SL to Professor (5.3 years on average, which is significantly lower than an average of 10 years for the two men who were promoted in the assessed period). Equally important are a series of measures continued or initiated in our FAP,



namely: PDRs helping plan for promotion (FAP 5.3.4- 5.3.5); targeted research and impact support (FAP 5.2.6 -5.2.10); work distribution ensuring that women are not overburdened with non-promotable roles or tasks (FAP 6.1.3); adequate recognition of traditionally women's activities, such as teaching and administration (FAP 6.1.2); and mentoring oriented towards developing in female staff the skills and confidence to apply for senior positions (FAP 5.4.4).

### **Demographics and Retention**

Between 2018 and 2022, we recruited 21 new Lecturers at Grade 7 (all permanent positions), with 43% of the new recruits (9) being women (Appendix 2, Figure DT.4). In the meantime, however, 11 women were promoted to SL and 6 women (against 3 men) at Grade 7 left the department. This resulted in an imbalance, and we now have only 29% women at Lecturer level.

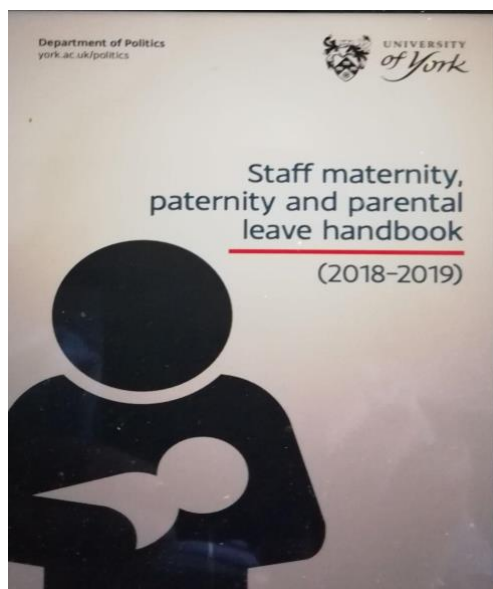
Imbalances at entry level are commonly explained by gender differences in hiring or retention. Since there was no evidence of gender differences in hiring, we looked into retention by carrying out exit interviews (which we are embedding as practice, FAP 5.6). Of the women interviewed (namely, those on ART contracts, 4/6, as those on T&S contracts presented the opportunity to move to an ART contract elsewhere as the main reason to leave), all stated that there were no gendered reasons behind their decision to leave.

We need to re-establish gender-balance at Lecturer level through future recruitments on ART open-ended contracts (women now represent 40% of ART staff, down from 42% in 2016, and 38% of open-ended contracts, down from 40% in 2016; Appendix 3, Figures 4 and 6). This implies proactive measures to ensure less skewed application pools in traditionally male areas (FAP 4.2.1) and the continuance of gender-balanced shortlists (FAP 4.2.2). We also need to continue to ensure that female staff turnover does not reflect insufficient support for female ECRs and their career development (FAP 5.2.11-5.2.12).

### **Maternity Leave (ID 23-28)**

Maternity leave is key to the attraction, retention and development of female talent within the department. The previous action plan identified several issues, including staff's mixed experiences of the maternity leave process and lack of awareness of

how the department implemented university policy (ID 25). In 2018 we created a staff maternity, paternity and parental leave handbook explaining our policy.



To cater to specific needs and mitigate against potential negative impacts of maternity leave on career development and progression, we now offer returning women on ART contracts three options, namely: (1) one term automatic research leave; (2) two terms with reduced teaching load; or (3) research assistance for one term. Staff on T&S contracts have a 20% workload reduction following maternity leave.

**Impact:** Our 2022 survey of mothers returning from maternity leave shows the positive impact of the policy, with half rating it as “good” and the other half as “extremely good”. In response to the survey we have created a suitable private space to express milk and a buddy system for mothers going on or returning from maternity leave.

*Being able to have a more flexible work/life balance because of reduced teaching load in the terms after coming back to work has enabled me to return to teaching with confidence and quality, well-prepared for teaching my students. It has also enabled me to reconnect with the department in a meaningful way, rather than just being harried and stressed all the time, and to get back into research.*

**Female Academic**

**Comment on Maternity Leave Survey 2022**

### **Reducing Precarity**

Since our last AS submission, we have been working to reduce our reliance on fixed-term contracts. While some fixed-term contracts are necessary to cover buy-outs and parental leaves, we want to ensure that they lead towards career development.

**Impact:** We have line-managed, mentored, and successfully supported 4 female members of staff in moving from fixed-term Associate Lecturer contracts to open

contracts, with three of these women having now been promoted to Lecturer (Grade 7). We have also supported 6 other members of staff in moving on to permanent ART contracts elsewhere (3 of whom were women) and securing postdoc positions at York (5, 1 of whom was a woman).

### **Career Development of Professional Support Staff (PSS)**

Our PSS has almost doubled in size since 2017 (from 13 to 24). PSS is integral to the success of the department and we value them highly. However, there is a lack of career path for PSS at the University. Besides changing jobs altogether, career progression is only through role reviews and secondment opportunities. Despite this, we have actively supported our PSS in taking-up training opportunities and have successfully placed two requests for role review.

**Impact:** Two senior leadership roles were created in the department for our longest-serving PSS, with 3 PSS in total getting to a higher grade, two of whom were women.

We will continue to support the career development of PSS into the future as well as seek a more balanced gender composition (currently PSS is 87.5% female; FAP 4.4.1-4.4.4 and 5.2.12).

### **Covid-19**

Throughout the pandemic the department allowed great flexibility in working arrangements to carers and reduced work and marking loads where necessary. Still lockdown brought much research to a halt (notably, planned field work) and the increase in the demands on teaching time radically reduced the time available for research. This is especially true for women, given the increase of the burden of unpaid care, and for staff with child-caring responsibilities:

*Creative and concrete support needs to be put in place urgently to offer practical ways to make up for lost research time during the pandemic years. For instance, increased opportunities for research time, reduced teaching and marking loads. Without that, the effects will be felt for the next 3-5 years in terms of slower research output and no way to catch up on the lost research time.*

### **Staff's open comment in our 2022 CS on Covid-19 impacts on carers**

To mitigate against Covid-19 negative impact on research activity, in 2021 the department has created a specific research fund providing research assistantships and other forms of support to those disproportionately affected and at greater risk of seeing their career progression hindered.

**Impact:** 67% of those accessing the fund have been women whose fieldwork was stopped due to Covid restrictions, and the feedback of those who were awarded the research fund - women and men with young children, who had to be schooled at home - is unequivocal as to the importance of the fund for resuming and accelerating their research.

*The Politics Department's Covid-mitigation fund made a huge difference to my ability to mitigate against the negative impacts of COVID. In my own case, my research had been impacted by two separate COVID-related factors. The first were general lockdowns, which prevented me from accessing archives and field sites. The second, and by far more important, were the challenges and delays that came with caring for a partner and young infant with COVID. In the case of the former, the symptoms continued for a 6 week period, meaning previously planned research trips and interviews were cancelled. Without the COVID mitigation fund, I'm afraid these would have never been rescheduled, as they required support in the form of time and funding. In sum, the fund was extremely important to mitigating against the negative impacts of COVID on myself as a researcher with caring responsibilities.*

**Male member of staff who was awarded the fund in 2022**

*The DRC funds to mitigate the impact of Covid were of invaluable support to help carry forward plans for fieldwork that were disrupted during the Covid 19 pandemic. The funds were generous. Using them I was able to get more interviews done which will help me finalise both grant applications and academic articles in the future.*

**Female member of staff who was awarded the fund in 2021**

We have also worked to avoid the need to offer extensions of the probationary period, likely to have a negative impact on staff's, and women's in particular, long-term earning potential. Moving forward, and in order to provide early support, we will be monitoring the effects of lockdown on publication rates and grant capture (FAP 2.1.1). We will also be implementing a combination of wellbeing and work-life balance measures: namely, reducing workloads (FAP 6.1.5-6.1.6); developing a departmental flexible working policy to secure fairness and consistency (FAP 2.3.2); and supporting the mental and social wellbeing of staff, whose decrease over the course of the pandemic has been captured by our CS (FAP 2.2).

*We need to readily acknowledge that we are living through immensely tumultuous times, and that the past two years- and continuing- pandemic has been, in short, traumatic.*

**Staff's open comment in our 2022 CS on the mental health impact of Covid-19**

**Student Recruitment and Attainment (ID 2-4)**

The gender imbalance of our postgraduate community was identified as a priority in our 2017 AP. We have investigated causes, and did not find evidence of bias at the point of admission. Despite this, we have increased monitoring and taken measures to further buttress our recruitment process against biases.

**Impact:** Female PGR students represented 31% of our PhD students in 2018 and rose to 43% of our overall PhD cohort in 2023, with a 49% female intake in 2020 and

2021. Female PGT students increased from 40% in 2018 to 45% in 2023, with gender balanced intakes in 2020 and 2021 (51% and 50%, respectively). However, given the reduction in our intake of female PGTs and PGRs in 2022/23, and the lower number of female PhD applicants, in particular, our FAP includes actions to attract talented female applicants at both levels (FAP 3.5.5-3.5.6).

While our previous action plan did not focus on PGRs funding, it is integral to our capacity to attract talented female applicants. We actively encourage prospective PhD supervisors to mentor strong female applicants in developing PhD proposals capable of attracting competitive funding. The PGR Director monitors recruitment processes to minimise selection biases and reports on this to the EDIC. We fund departmental PhD studentships; match-fund as required by ESRC WRDTP studentships, the AHRC investment, White Rose College for Arts and Humanities (WRoCAH); and have studentships within our cross-departmental centres. To encourage female applicants, our doctoral degrees and funding are available on a part-time basis, and we have included an action point on rights to parental leave and flexible working in our FAP (3.5.7).

**Impact:** Improvements to our processes have resulted in 50% of our competitive awards being secured by women.

In line with our strategy of diversification, we are now also able to apply to the ring-fenced awards for Black British students from the WRDTP, in partnership with the Stuart Hall Foundation. We have been successful with one application, but want to build a pipeline of talented applicants, especially female Black applicants (FAP 3.6.6).

A combination of recruitment of higher quality PGT and PGR female students, integrating a more visible gender dimension in our taught programmes, and a more effective, often same-gender, supervisory relationship with our female PhD students has resulted in a considerable improvement over the past 5 years in terms of attainment.

**Impact:** A steady increase in the % of PGT female students achieving a Distinction or Merit Grade from 2017/18 to 2021/22 (Distinction: from 10% to 34%; Merit: from 46% to 52%) and a better completion rate for female PGRs than their male peers (Appendix 2, Figures DT.10 and DT.10a).

At UG level, we are gender balanced in our four programmes (Politics, Politics and IR, IR, and Global Development), and closer to gender balance overall (45%, up from 44% in 2017/18; Appendix 2, Tables DT.16 and DT.15). These gains followed the implementation of our AP on recruitment (ID 2).

As those action points were underway, we created and implemented new action points: namely, expanded our offer of modules on gender and reviewed gendered issues in assessments.

**Impact:** A positive improvement in attainment levels, with women being now our highest achieving graduates. In 2017/18, 14% of our female UG students graduated with a First Class Honours or First Class with Distinction degree (the aggregate

being the same for their male counterparts); in 2020-21 25% of our female UG students achieved a First-Class Honours or First-Class Distinction degree (against 7% of our male UG students), with the average within the assessed period being of 21.5% (UG female) against 10% (UG male). The percentage of female UG students obtaining a Lower Second-Class Honours degree has also been reduced steadily, from 15% in 2017/18 to 5% in 2020/21 (Appendix 2, Figure DT.7).

## **2. Key Priorities for Future Action**

**Please describe the department's key issues relating to gender equality, and explain the key priorities for action.**

For the past six years, our priorities have been about attracting women to the department and seeing them through to promotion, implementing enhanced policies and initiatives, and initiating significant cultural and organisational change. Our challenge is now to embed these changes while at the same time using the evidence we have collected to identify new initiatives to enable staff and students to thrive. The priorities in our Future Action Plan are the following:

### **Priority 1: Promote broad engagement and deeper embedding of Athena Swan principles in all departmental activities**

We are future-proofing the operations of EDIC and improving its institutional capacity to make progress with EDI and start pressing ahead with the broadened equality agenda laid out by the new AS Charter. All the department's key officers sit on our EDIC. We are giving them greater involvement in the core activities of the EDIC as they are pivotal agents in securing uptake and dissemination of best practice across the department. We are also creating different subgroups within EDIC, focussing on different areas of responsibility. From experience gathered in the implementation of our previous AP, specialisation and definition of tasks maximises involvement, responsibility, and evidence-based advancement of EDI policy.

### **Priority 2: Address the impact of Covid-19**

The implications of the pandemic on wellbeing, performance and the way we work are long term and it is important to both monitor and address them. We will be reviewing Covid-19's gendered impact on grant application and publication rates so that we can support worst-affected staff. In response to staff's concerns about mental health, we will be introducing a Mental Health Champion role and replacing the Department Wellbeing Officer with a Welfare Committee, which reports to EDIC and is responsible for providing direction and oversight in three main areas: mental health wellbeing, physical health wellbeing and social wellbeing. Flexibility is a key dimension of workplace wellbeing. We will be raising awareness of flexible working options available to staff. We will also be monitoring flexible working requests at an organisational level, to ensure greater consistency and fairness in access to flexible working.

### **Priority 3: Embed AS principles in all aspects of student experience**

Over the next 5 years our goal is to design and launch a Student EDI Strategy, aimed at improving student - especially female student's - experience from an EDI perspective. Our FAP includes action points to improve students' awareness of Athena Swan and our evidence-based knowledge of student EDI experience, so that we can introduce new and reflect upon existing actions to improve student wellbeing and gender equity. We will also seek to increase recruitment of female students from underrepresented groups.

### **Priority 4: Address current imbalances in the composition of staff**

The 2022 CS has shown that staff's support for positive action as required to promote equality across different protected characteristics is very high (95.6%, CS Q5.8), while it evidenced some concerns with the fairness of appointment decisions (CS Q5.7). We will continue to work on the latter, while seeking to address the underrepresentation of women at Lecturer level (29%), on ART contracts (40%), and open-ended contracts (38%); and their overrepresentation amongst PSS (87.5%). We will also seek to recruit and promote more female BME academic staff.

### **Priority 5: Provide more targeted support to career development and progression of staff, especially female staff**

Despite our success at promoting women to SL and Professor level, the 2022 CS helped us identify the need to still better support career development and progression of staff in a department that has seen rapid change and growth. To devise actions targeting staff's needs, we are holding focus groups with staff on different contracts and at different stages of their career. We will also be reinforcing skills training and development in-house and reviewing our PDR and mentoring processes for more effectively assisting staff - especially female staff - in working towards their objectives.

### **Priority 6: Address concerns with workload levels**

Unsustainable high workloads was an issue identified in our 2017 AP, and it continues to require attention in our FAP. We will be working towards a new hours-based workload model, providing greater detail on the range of tasks performed by staff and greater acknowledgement of traditional women's activities, such as teaching and administration. As we pilot the model, we will be monitoring the impacts of semesterisation and modularisation (starting from 2023/24) on workloads and collecting (through PDRs) staff's perceptions of persistent gender inequalities and pressure points. Workload allocation will also seek to eliminate gender differences in the distribution of promotable and non-promotable tasks and to remove unnecessary or non-added value tasks.

### **Priority 7: Enhance staff's feelings of inclusion and belonging**

Our 2022 CS staff's sense of belonging and inclusion was high. However, it also showed that we can do more in valuing people's distinctive contributions. Growth can



bring dissolution or even fracturing of a community. For ours to continue to thrive, we need to nurture staff's involvement, engagement and ownership of the change process, and there is no better way of doing this than recognising their unique roles in it.

### **Section 3: Future action plan**

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

#### **1. Action plan**

Please provide an action plan covering the five-year award period.

**Priority 1: Promote broad engagement and deeper embedding of Athena Swan principles in all departmental activities**

Area to be addressed	Rationale	Action(s)	Responsibility	Timescale	Success Measure
<b>1.1: Deepen embedding of Athena Swan principles within departmental operations to ensure continuity of established best practices</b>	Our SAT is embedded in the EDIC, and EDIC comprises Chairs of main departmental Committees and other key departmental officers. This provides a unique but still underexplored opportunity for sharing best practice and promoting collective ownership and collaborative working in advancing Athena Swan principles	<p>1.1.1. Alter EDIC agenda so that Chairs of main departmental Committees and other key departmental officers make scheduled reports to EDIC on:</p> <ul style="list-style-type: none"> <li>- Gender breakdown for staff and recruitment</li> </ul>	Deputy Head of Faculty Operations for the Department of Politics (DHFO)	Starting 2024, and then annually until 2029, partly continued from ID1 of our 2017 AP	<p>Adherence to planned schedule, with reports provided by Chairs of departmental Committees and other key departmental officers on an annual basis and published internally on shared google drive</p> <p>The annual reports provide a measurable and quantifiable metric to track progress towards key objectives pursued in our AP, notably:</p> <ul style="list-style-type: none"> <li>- Achieve gender parity for staff and recruitment</li> </ul>

- Gender breakdown for UG, PGT and PhD applications, offers and acceptance	Admissions Tutor, PGT and PGR Directors	- Achieve gender parity for UG, PGT and PGR students
- Results of culture/staff surveys and focus groups, including feedback on career development opportunities, performance review, mentoring and flexible working	EDI Chair	- Increase staff's satisfaction with support for career development, performance review and mentoring to at least = > 75%, and awareness of flexible working opportunities to 100% as determined by staff CS
- Uptake of E&D and UB training	DHFO	- Increase uptake of E&D and UB training to 75%
- Research funding split by gender	DRC Chair	- Achieve gender parity in grant applications and increase the number of women applying as PIs and for larger grants

		<ul style="list-style-type: none"> <li>- Outreach activities</li> </ul>	Admissions Tutor		from 2024 benchmark
		<ul style="list-style-type: none"> <li>- Report on departmental seminar speakers</li> </ul>	Seminars Organiser		Improve gender balance in Politics and Global Development degrees
		<ul style="list-style-type: none"> <li>- Issues raised by other committees, given that EDI is a standing item in the agendas of the department's main committees</li> </ul>	EDIC Chair		<ul style="list-style-type: none"> <li>- Ensure gender balance and diversity of departmental seminar speakers</li> </ul>
		Reports will be scheduled so as to minimise burden on staff			Issues feed into EDIC planning and strategy
	1.1.2. EDI remains standing item in all major departmental Committees where		HoD, Committee Chairs	From 2024 to 2029 continued from ID1	Main committees annually assess progress with AS action plan in their

		EDIC is represented by EDI Chair			area of activity to ensure timescales and milestones are met and provide feedback to EDI on how action plans might be updated
		1.1.3. Athena Swan Initiative Award	EDIC Chair	From 2024 and after that annually until 2029, continued from ID1	Athena Swan Initiative Award awarded every year
		1.1.4. Resume regular application of CS	EDIC Chair	From 2024 to 2029	CS applied biennially, with return = or > to 70%
<b>1.2: Increase EDIC capacity to support progress with EDI</b>	As EDIC's remit broadens, it is vital that it develops new organisational structures and work practices and that resources are in place	1.2.1. Besides EDIC's regular two meetings per semester, establish stable AS working groups responsible for different portfolios (data, policy and actions, training and events) and ensure their close articulation through timetabled regular meetings	EDIC	2024-2029	Meetings at least once every three months  AS working groups report to EDIC  Ensure diversity of composition of AS working groups

		1.2.2. Continue to ensure adequate workloading for EDI Chair	HoD with DHoD	2024-2029, continued from update to our 2017 AP	EDI Chair workloaded comparable to other Committee Chairs in the Department
		1.2.3. Create a separate EDIC budget	HoD	From 2024 and after that annually until 2029, continued from ID1 (action not undertaken)	DI has its own ring-fenced budget from beginning of academic year
<b>1.3: Enhance provision of EDI and UB training</b>	<p>EDI training and UB training are already offered online on an annual basis. But EDI training uptake (the only for which we have data) has been low for academic staff (never &gt; 36% in one year) and very uneven over the years.</p> <p>To enhance provision, online training monitoring must be combined with structured, reflexive, and interactive workshops, focussing, amongst other aspects, on inter-personal</p>	1.3.1. Closely monitor EDI and UB training uptake and send reminders to staff to complete their training on a regular basis	Chair of EDI, DHFO, training working group	2023-2029	EDI and UB training uptake increases to 75%, with 100% of members of EDIC having been trained, as assessed via new monitoring system
		1.3.2. EDIC's staff training working group organises bespoke in-house E&D and UB workshops funded by EDIC budget	EDIC Chair, EDIC training working group	At least two training sessions between 2024-2029	<p>Levels of satisfaction with EDI training = &gt; 70%</p> <p>Training events attended by at least 30 people and satisfaction monitored to improve events through attendee feedback</p> <p>Include specific question on EDI</p>

	relations in the peer-review and mentoring processes, as well as in the classroom and supervision				training in CS to monitor % improvement in satisfaction
<b>1.4: Broaden EDI agenda by placing more emphasis on intersectionality</b>	Concerns with complex and compound inequalities resulting from the intersection of gender with other inequalities are central to the transformed Athena Swan Charter. EDIC must drive a more intersectional approach to its equality and diversity work	1.4.1. EDIC regularly monitors staff and student data split by gender and ethnicity and gender and disability (including mental health)	DHFO, Admissions Tutor, Disability Officer, EDIC Chair	Start from availability of reliable quantitative data from Strategic Insights and Analysis Team, and annually afterwards	Data monitored annually. Identify any trends in the data and revise AP accordingly
		1.4.2. EDIC deepens understanding of how intersectional issues affect staff's experience and career development by working closely with peer reviewers and mentors	Performance reviewers group and mentors group report to EDIC	Starting 2025 until 2029	Identify at least two measures to address how intersectionality may affect career development
		1.4.3. EDIC deepens understanding of how intersectional issues affect students by leading on discussions with female Student Ambassadors who self-identify as belonging to	EDIC Chair with EDI Champions	From 2025	Report on impact of intersectional inequalities on female student experience and attainment presented at BoS in 2026. Conclusions and



		under-represented groups and are involved in co-designing equality initiatives			student input inform two action points
		1.4.4. Revise Athena Swan webpages to draw more attention to intersectionality	EDIC Chair with Web coordinator	From 2025	Two case studies on web by 2027
<b>1.5: Broaden EDI agenda by placing more emphasis on staff gender equality issues beyond the sex-based gender binary</b>	The gender categories used in this report are binary (male and female). We recognise that this does not reflect the self-identity and experience of all staff and students in the department, nor does it allow us to analyse gender equality issues beyond the sex-based gender-binary. EDIC needs to align its agenda with the new AS Charter by looking beyond the sex-based gender binary	1.5.1. Use departmental-based events during LGBT History Month (Feb) to recognise and value diversity of gender identity, gender expression, and sex characteristics	EDIC Chair, LGBTQ+ Champion	From 2024, and then annually	At least one departmental-based event organised per academic year. Monitor satisfaction with event and ways to improve similar events through attendee feedback
		1.5.2. Take active steps to ensure that trans, non-binary and intersex staff and students feel welcome in the department, notably by providing information about support structures both in the recruitment process and once they	HoD, with EDIC Chair	From 2025, and then annually	Information on trans and non-binary staff support available from induction.  Maternity, Paternity, Parental and Adoption Policy and Staff Handbook revised

		become part of the department (e.g., maternity, paternity and adoption leave explicitly recognises and supports the many different ways in which people may become parents; support for students transitioning gender, including leave of absence for gender reassignment)			Student induction includes discussion of student-focussed EDI policy seeking to advance gender equality issues beyond the sex-based gender binary
		1.5.3. Provide specific gender identity & expression training (see 1.3)	EDIC Chair	2025	Monitor satisfaction with event and ways to improve similar events through attendee feedback
Priority 2: Address the impact of Covid-19					
Area to be addressed	Rationale	Action(s)	Responsibility	Timescale	Success Measure
2.1. We need to provide support for those especially affected by Covid-19 and its long-term effects	In our 2022 Culture Survey, the percentage of staff positively assessing the department’s measures mitigating	2.1.1. Review long term Covid impact on publication rates and research grant applications by gender and (where possible)	DRC Chair, Research Facilitator	From 2024 until 2029	Data collected and reviewed. Interventions identified and actioned

	against Covid-related gendered impacts and impacts on carers was 60% and 53.3%, respectively. Female academic staff showed lower levels of satisfaction with the measures (the questions receiving 3.5 out of 5 on average; with 3.6M and 3.3F)	caring responsibilities split			
		2.1.2. Continue to secure pump-priming funds to mitigate against negative Covid-related impacts on research productivity of women and carers	HoD, Chair of DRC	Action started in 2021 as update to our 2017 AP and to be continued for as long as Covid impacts are tracked by monitoring system	Fund helps accelerate research of affected women and carers. Continue to monitor the gendered uptake of the fund, its impact on research acceleration, and obtain feedback from recipients to assess its usefulness and whether amendments are required
<b>2.2. Improve support for mental health and wellbeing of staff with particular focus on the gendered impact of the Covid-19 pandemic</b>	The mental wellbeing of staff was negatively impacted by the pandemic. In the 2022 Culture Survey the question on mental health and wellbeing support received amongst the lowest scores (only 57.8% of positive answers). Scores especially low for academic staff (an average of 3.5 out of 5,	2.2.1. Line managers and mentors continue their regular check-ins with staff	Line managers, mentors	Action initiated during the pandemic and to be continued until 2029	Improvement in Culture Survey results on mental health support from 57.8% to 70% positive answers
		2.2.2. Introduce Mental Health Champion role, to highlight issues relevant to their area of responsibility	HoD	From 2024	Mental health communication campaign in place and staff engagement levels monitored
		2.2.3. Replace Department Wellbeing	Wellbeing Committee (reports to EDIC)	From 2024, and then annually	An established, annual wellbeing review

	and for women than men: 3.4F vs 3.5M)	Officer with Welfare Committee, to conduct a wellbeing needs assessment and support staff's mental, physical and social wellbeing in an integrated manner			process with results informing interventions and actions
		2.2.4. Promote awareness and informal, supportive discussion of mental health issues commonly experienced by academics, such as anxiety, impostor syndrome, psychological distress, depression, and burnout	Mental Health Champion with Wellbeing Committee		Number and diversity of staff participating in mental health discussions, feedback on improved awareness of mental health issues affecting academics and reduction of stigma
		2.2.5. Create a wellbeing route map, i.e., a visual representation of sources of help available to academic staff within the department and the University (including	Mental Health Champion with Wellbeing Committee	2026, then reviewed annually	Feedback on route map helping staff find support for their mental health and wellbeing needs and increase usage of mental health and wellbeing resources

		occupational health services, peer support, counselling and support for carers)			
		2.2.6. Create a multifunctional quiet room for staff wanting to take time out, religious practice, and returning mothers needing to express breastmilk in a private setting	Wellbeing Committee	2024	Room created and regularly used by staff and PhD students, with feedback collected on its impact on wellbeing
<b>2.3. Implement the departmental flexible working policy and ensure a consistent and fair approach</b>	Covid-19 has expanded flexible working practices. Our 2022 Culture Survey showed that 75.5% of staff is satisfied with the department's flexible working practices. However, female academic staff are less satisfied than male counterparts (3.9 vs 4.1). We need to better implement the flexible working policy,	2.3.1. Raise awareness of flexible working policy and range of options available to staff	HoD	Starting 2024 to 2029	100% awareness of opportunities for flexible working as measured by survey
		2.3.2. Monitor impact of flexible working and home working arrangements on individuals, teams, and community through flexible working survey	HoD with EDIC surveys subgroup	From 2024, and then biennially	Examples of flexible working offered in staff handbook and taken up  Formal record and monitoring of uptake of flexible working

	ensuring our approach is consistent and fair				
<b>Priority 3: Embed AS principles in all aspects of student experience</b>					
<b>Area to be addressed</b>	<b>Rationale</b>	<b>Action(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Measure</b>
<b>3.1: Increase awareness of and engagement in Athena Swan amongst UG, PGT and PGR students</b>	Athena Swan is designed to advance gender equality amongst staff <i>and</i> students. Exploratory evidence, collected from student reps, shows need to raise awareness about AS means and what it means <i>for them</i>	3.1.1. Introduce annual presentation to UG, PGT and PGR students about Athena Swan and actions being taken to enhance gender equality and diversity in the student body and their impact(s)	EDIC Chair working with Chair of BoS	From 2024, annually afterwards	Talk attended by all student reps, members of the student-led Politics Society and other student groups, and at least 30 students
		3.1.2. Produce article about Athena Swan in student magazine Vox and in liaison with Politics Society Press & Publicity Officer	EDIC Chair	Each year from 2024 in autumn edition	Article published
		3.1.3. Regularly hold EDI get-togethers, involving both staff and students	EDIC Chair and events subgroup	First get-togethers in 2024, and then held every six months until 2029	At least two get-together a year, attended by at least 10 people
		3.1.4. Organise at departmental level	EDI Champions organise and host	From 2024, and then annually	A departmental event organised for at least

		public celebration events for Black History Month, LGBTQ+ History Month, World Women's Day, International Day of Persons with Disabilities, Mental Health Awareness Month, raising awareness about the intersection of gender with other disadvantaged statuses	events, with EDIC events subgroup		one of these celebration per year, on rotating basis
		3.1.5. Involve staff and student representatives in the selection of topics for discussion in these events and speakers	EDI Champions organise and host events, with support of EDIC events subgroup	From 2024, and the annually	Staff and students select topics for discussion and speakers for events. Diverse representation of speakers recorded
		3.1.6. EDIC budget to provide funds for the organisation of these events	HoD, Chair of EDIC	From 2024, and then annually	EDIC funding provided for one event per year
<b>3.2: Gather data about student EDI experience in the department</b>	We know little about students' lived experience of EDI in the department, therefore lacking the	3.2.1. Organise focus groups with UG, PGT and PGR students to discuss their EDI experience and specific	Chair of EDIC, working with EDIC data subgroup, Admissions officer, PGTC and PGRC Chairs, and students	2025-2026	Each focus group with at least 10 participants, data examined, and student feedback used



	knowledge necessary to develop new actions and adapt EDI policy to their needs	needs, with especial attention to variation across gender. Secure diversity of student representatives to provide voice to women and under-represented groups			as basis for at least 1 new policy from 2027
		3.2.2. Conduct annual student experience review drawing together monitoring activities (data review, External Examiner Reports, student surveys, like NSS, and focus groups qualitative data) and accounting for variation across gender	BoS with Teaching Committee	From September 2026, with annual “health check” afterwards	At last one action per year in response to problem-areas
		3.2.3. Develop Student EDI Strategy, to improve EDI culture from student perspective	EDIC Chair with BoS Chair, Chair of Teaching Committee and PGT and PGR Directors	From Autumn 2026	Student EDI Strategy in place by 2027
<b>3.3: Ensure gender equity in student experience</b>	Reviewing our curriculum, assessment and marking practices for potential gender	3.3.1. Monitor awarding gaps by gender	BoS, Chair of Teaching Committee, Chair of Board of Examiners, PGT Director	From 2024 until 2029	No gender differences in degree outcomes

	biases has improved female students attainment across UG, PGT, and PGR levels. We need to continue monitoring to sustain results	3.3.2. Monitor student drop-out, withdrawal and non-completion by gender	BoS, Chair of Teaching Committee, PGT and PGR Directors	From 2024 until 2029	No gender differences in student drop-out, withdrawal and non-completion
		3.3.3. Monitor gender split in student performance by type of assessment at UG and PGT level	BoS, Chair of Teaching Committee, PGT Directs, Chair of Board of Examiners	From 2024 until 2029	No gender differences in student performance by type of assessment at UG and PGT level
		3.3.4. Continue monitoring potential gender biases in our marking schemes and practices	Teaching Committee Chair, PGT Director	From 2026, continued from update to our 2017 AP	No gender biases in our marking schemes and practices
		3.3.5. As we move to Modularisation & Semesterisation, and seek to decolonise and diversify our curriculum, ensure that our efforts take into account the diverse backgrounds and lived experiences of your students, notably female students	Teaching Committee and BoS Chairs	From 2023, and afterwards reviewed annually	Our teaching offer is reframed and reconstructed to make it more inclusive, through gender mainstreaming. Positive impact on learning experience of female students assessed against feedback from UG focus group

<b>3.4: Promote wellbeing and mental health in students</b>	<p>Poor mental health amongst students is an increasing concern, with a higher % of female students recording a mental health related disability. Academic underperformance, reduced engagement, and increased risk of dropping out of university are amongst poor mental health's likely consequences. Loneliness and isolation due loss of support networks poses serious mental health risks.</p>	3.4.1 Work with student representatives to organise coursework and assessment in ways that minimise stressors	Teaching Committee working with student representatives and Politics Student Services Manager	New initiatives disseminated to students from 2025	Feedback from students involved in the initiatives showing that they made a difference to mental health and wellbeing
		3.4.2. Introduce first generation and BME peer mentoring scheme, with 2 <sup>nd</sup> and 3 <sup>rd</sup> year students to peer mentor 1 <sup>st</sup> year students	EDIC, with Student Community Officer	From 2026	Mentoring scheme in place with positive feedback from beneficiaries
		3.4.3. Develop initiatives designed to foster a sense of belonging, such cake and a chat, mentor and buddy programs	Student Community Officer	From 2024-2029, continued from update to our 2017 AP	Weekly cake and chat staff-student gathering at the department
		3.4.4. Work on improving student's mental health literacy by utilising resources (e.g., on stress and anxiety management) produced by the University ED Office	Mental Health Champion	From 2026	Work with focus group to monitor level of access and usage of mental health and wellbeing resources promoting positive mental health and behaviours

		3.4.5. EDIC funds are allocated to the pursuit of these sub-actions	HoD, EDIC Chair	2024-2029	Allocate EDIC funds to the pursuit of these sub-actions
<b>3.5: Ensure gender balance in student recruitment at all levels and through our degrees</b>	The student cohort of our three core degrees (Politics, IR, Politics with IR) is nearly gender balanced (45%; see Appendix 2, DT.6). However, the Politics degree remains predominantly male (63%). Although we have increased offers to female applicants, we are historically more likely to convert male students than female students from applications to acceptances, with conversion rate for female students dropping slightly in 2022/2023	3.5.1. Ensure gender neutrality in undergraduate materials and events	Admissions Tutor with Web coordinator	From 2024 to 2029, continued from 2017 Action Plan ID2	UG cohort in our core degrees is gender balanced (50/50) in the next 5 years
		3.5.2. Provide aspirational view of women in Politics in recruitment, outreach and careers advice	Admissions Tutor with Web coordination	From 2024 to 2029, continued from 2017 Action Plan ID2	
		3.5.3. Department Open Days for prospective students involve female teaching and research staff in stands and talks	Admissions Tutor	From 2024 to 2029, continued from 2017 Action Plan ID2	
	Our joint degrees are far less gender balanced, with all degrees under the	3.5.4. Provide visible student and staff role models for degrees where there is	Admissions Tutor	From 2024 to 2029	Gender imbalance in joint degrees is reduced by at least 5%

	School of PEP (Politics, Economics and Philosophy) being predominantly male, and the degree in Global Development being predominantly female (74%) (See Appendix 2, Figure DT.5)	considerable gender imbalance, through images, testimonials and case studies in promotion materials and our website, and through choice of student and staff ambassadors in Open and Visit Days			
	Although we have made substantial improvements in our recruitment of women at PGT and PGR levels, the risk of underrepresentation still exists given the lower number of applications by women and the slight decline of the % of women at both levels in 2022/23.	3.5.5. Provide aspirational view of gender in Politics and International Relations, by building portfolio of images and testimonials showing career trajectories of female PGT and PhD students as well as the career trajectories and research of senior female academic staff	PGT and PGR Directors, working with Web coordinator	2024-2029, continued from ID2 and ID3 of our 2017 AP	Achieve gender balance (50/50) in PGT and PGR cohorts
		3.5.6. Encourage our best female MA students and high-quality external prospective female doctoral candidates by	PGT and PGR Directors, working with MA dissertation supervisors and staff teaching in our MAs	2023-2029, continued from ID21 in our 2017 AP	Talent pipeline for PhD students in place and women being awarded 50% of our competitive scholarships

		offering mentoring in developing research proposals for competitive scholarship applications and raising awareness about existing PhD scholarships			
		3.5.7. Create and advertise bespoke flexible working and maternity leave support for female PhD students	PGR Director, Web Coordinator	From 2025	Provide flexible working and maternity leave support for female PhD students
	PGT female students' attainment has improved considerably over the assessed period and female PGRs' completion rate has been very high and higher than their male peers. However, continuing monitoring is key to keep countering any attainment gaps	3.5.8. Monitor PGTs and PGRs attainment, withdrawal and progression by gender, since any significant gender differentials can point to gender inequities as well as hamper recruitment	PGT and PGR Directors	Annually, from 2023 to 2029	Report data to EDIC and devise actions in response to identified problem areas

	To tackle intersectionality, we need to improve our numbers of BME and especially Black PhD students, with an emphasis on BME and especially Black female PhD students	3.5.9. Active recruitment (internally and externally), mentoring in developing research proposals, and ring-fenced funding from Stuart Hall Foundation (SHF) in conjunction with White Rose Doctoral Training Partnership	PGR Chair, working with prospective supervisors	From 2024	At least one Black PhD student applicant per year for SHF scheme
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#### Priority 4: Address current imbalances in the composition of staff

Area to be addressed	Rationale	Action(s)	Responsibility	Timescale	Success Measure
4.1. Ensuring fairness in decision-making in academic appointments	Athena Swan is designed to advance gender equality amongst staff <i>and</i> students. Exploratory evidence, collected from student reps, shows need to raise awareness about AS means and what it means <i>for them</i>	4.1.1. Check job specs for unconscious bias and gender-coded language	HoD, EDIC Chair	From 2024 until 2029	70% positive answers to question about fairness of appointment process
		4.1.2. Monitor EDI and unconscious bias training of recruitment panel members	Departmental Manager	From 2024 until 2029	100% uptake on EDI and UB training
		4.1.3. Diversify composition of recruitment panels, along lines of gender,	HoD	From 2024 until 2029	Enhanced diversity of the composition of recruitment panels

		race, ethnicity, grade, etc.			
		4.1.4. Define the role carefully and adhere to that guidance throughout the selection process	HoD	From 2024 until 2029	Adherence to guidance throughout selection process
<b>4.2. Address current underrepresentation of women at Lecturer level and on ART contracts</b>	Only 29% of our Lecturers are women, and women represent only 40% of our ART contracts and 38% of our open-ended contracts. These imbalances need correction.	4.2.1. Improve proportion of female applicants to ART open-ended positions in subjects where they are traditionally minority through encouraging pro-active head-hunting by members of staff	HoD asks academic staff to approach promising female applicants in those areas	From 2024, every time Lecturer positions are approved	In 5 years, at least 40% of Lecturers on ART contracts are women
		4.2.2. As much as possible ensure gender balanced shortlists	HoD, appointment panels	From 2024 until 2029	Shortlists are gender balanced
		4.2.3. Offer at least one female contact in adverts recruiting for posts	HoD	From 2024 until 2029	Female contact offered
<b>4.3. Address gender imbalance in our BME academic staff</b>	In our 2022 Culture Survey academic staff's support for positive	4.3.1. Review recruitment process:	HoD	From 2025-2029	Increase in the number of female BME



	<p>action as required to promote equality across different protected characteristics was very high (95.6%). Currently, 13% of our academic staff are BME, matching the average in Politics and IR departments (12.9%, according to Hanretty, 2021 Report of Political Studies Association, 16). Attracting talented BME candidates to our posts has however historically been a challenge, but to tackle intersectionality we need to address the underrepresentation of BME women in our academic staff</p>	<ul style="list-style-type: none"> <li>- Include commitment to anti-racism in job advertisement</li> <li>- Head-hunt and encourage staff to proactively approach BME academics, especially talented female BME academics, working on advertised fields</li> <li>- As much as possible, include BME panel members, while mindful of risks of overburdening</li> </ul>			academic staff (from current 2)
		4.3.2. Increase support for career progression for all existing BME staff and especially female BME staff (e.g., through mentoring, PDR, and BME support staff networks)	EDIC, HoD, mentors, performance reviewers	From 2023-2029	Evidence of BME moving up the career ladder over the next 5 years

4.4. Address the gender imbalance of PSS staff	Women comprise 87.5% of our PSS staff. Despite the high levels of satisfaction amongst PSS staff shown in the 2022 Culture Survey, the gender imbalance can “naturalise” PSS labour as “women’s labour” and entrench gendered power relations. Also, male PSS staff’s responses showed far less satisfaction across the board, with an emphasis on representation in departmental committees (3.0 for men against 4.4. for women) and career support (3.0 for men against 4.1 for women)	4.4.1. Seek to attract male applicants to new posts	HoD with DHFO	2024-2029	Men comprise > 12.5 % of PSS staff within 5 years
		4.4.2. Confer visibility to current PSS staff’s work by regularly celebrating it alongside academic work in the departmental newsletter	HoD with DHFO	2024-2029	PSS staff’s satisfaction levels remain as high as in 2022 Culture Survey, and gap between male and female satisfaction levels is reduced
		4.4.3. Secure representation of male PSS staff in departmental committees	HoD	2024-2029	PSS male staff represented in departmental committees
		4.4.4. Secure career support for male PSS staff	DHFO	2024-2029	
Priority 5: Provide support in targeted ways to ensure career development and progression of staff					
Area to be addressed	Rationale	Action(s)	Responsibility	Timescale	Success Measure

<b>5.1. Gain better understanding of issues in career development for different groups of staff</b>	<p>In our 2022 Culture Survey, we had only 62.3% positive answers to the question on departmental support for career development. To be able to offer targeted support we need to know more about the specific challenges faced by different groups of staff</p>	<p>Hold focus groups and collate data from PDRs to gain better understanding of challenges faced by T&amp;S, ART, Postdocs and PSS staff</p>	<p>DHoD, DRC Chair, Postdoctoral Officer, and DHoD</p>	<p>2024-2025</p>	<p>Improved understanding of challenges informs at least 4 new targeted measures implemented between 2026 and 2029</p>
<b>5.2. Ensure support for career development to different groups of staff in known problem-areas</b>	<p><b>T&amp;S Staff:</b> The department has 15% T&amp;S staff, 12 of which in permanent positions, 7 on fixed-term contracts. In the 2022 Culture Survey, the question about support for career development got a slightly lower score for T&amp;S staff (3.5 against 3.8 for ART staff). We</p>	<p>5.2.1. Promote teaching leadership by using the department's scholarship fund to support teaching-related research that informs the department's teaching &amp; learning strategy and practice</p>	<p>Teaching Committee Chair, BoS Chair</p>	<p>2024-2029</p>	<p>Question on support for career development scores on average = or &gt; than 3.8 for T&amp;S staff</p> <p>Feedback from T&amp;S shows scholarship fund to be helpful in promoting their ability to lead current and future best practice in teaching and learning in the department</p>

	need to ensure that we are fully supporting their long-term career development	5.2.2. Allocate teaching-related administrative roles in ways that allow T&S staff to build a track-record of leadership and maximise chances of promotion	HoD	2024-2029	T&S staff as successful at promotion as ART staff
		5.2.3. Better integrate T&S staff with our research community	Cluster Convenors	2024-2029	T&S staff attends and participates in Cluster events and initiatives
		5.2.4. Teaching feedback and teaching awards are especially relevant for T&S career progression, so we need to work with students to raise their awareness of unconscious bias in teaching assessments and prize nominations	EDIC Chair, Teaching Committee and BoS Chairs, working alongside teaching representatives	2024-2029, continued from update to our 2017 AP	Reduction of gender differences in teacher feedback and gender balanced nomination lists for teaching prizes
		5.2.5. Besides career development advice through PDRs, offer CV review session to T&S staff on fixed-term contracts	DHoD	2024-2029	Positive feedback from fixed-term T&S staff on helpfulness of CV review

	<b>ART Staff:</b> The mean of the response to the 2022 Culture Survey question on career development support was almost the same for female and male ART staff. However, preliminary evidence shows that career development through grant funded work remains less accessed by women	5.2.6. Monitor gender split of staff applying for departmental and Faculty pump-priming and amounts requested	Research Facilitator	2024-2029	5 year of data available by 2029
		5.2.7. Encourage eligible women to apply for departmental and Faculty pump priming	Research Facilitator, DRC Chair, performance reviewers	2023-2029	Increase of % of women applying for pump priming from 2023/2024 benchmark
		5.2.8. Monitor gender breakdown for external research grant applications PI and co-I applications, including amount requested and success rates	Research Facilitator	2023-2029, continued from ID22 of 2017 AP (action not undertaken)	5 years of data available by 2029
		5.2.9. Encourage eligible women to apply for external grants, to apply as PIs and to apply for larger grants	Research Facilitator, Chair of DRC, Centre Directors, Cluster Convenors, performance reviewers	2023-2029	Increase of % of women applying for external grants, applying as PI, and requesting > than 150K from 2023/24 benchmark
	The impact agenda can be especially onerous for women and those	5.2.10. Support women and those with caring responsibilities in	HoD, Impact Lead	2023-2029	Women impact leads feel supported and encouraged in

	with caring responsibilities	identifying and pursuing REF impact cases (e.g., through DRC funding and workload allowances)			developing their impact cases as assessed by questionnaire. Reports to DRC showing progress suggest support needs are being met
	<b>ECRs:</b> We need to embed ECRs – and especially postdocs – in departmental life and give them a stronger voice in what might enhance their employability and career development	5.2.11. Encourage creation of an ECR Forum, designed to act as supportive network for ECRs, enhancing connectedness as well as career and skills development	DRC Chair	Starting 2025	ECR Forum organises at least one career workshop per year, attended by at least 10 ECRs
	<b>PSS Staff</b> Career progression is limited for PSS staff, which is 87% female	5.2.12. Encourage PSS staff to regularly take up training and career development opportunities	DHFO with HoD	2023-2029	New monitoring system in place showing increase in uptake of training from 2023 benchmark
<b>5.3. Use PDRs to discuss actionable steps for career development</b>	In the 2022 Culture Survey, 71% of staff positively valued feedback received in PDRs. However, the	5.3.1. Career development and potential future training becomes core part of PDRs	DHoD, performance reviewers	From 2024, annually afterwards	Average level of satisfaction with feedback from PDRs and encouragement to take up career

	average score from academic staff for feedback received was 3.7 out of 5 and decreased to 3.2 for encouragement to take up career development opportunities. Valuable feedback is key to professional development.	5.3.2. Training needs identified as part of PDRs inform priorities in organising at least one bespoke, in-house training initiative per annum	Performance reviewers, Cluster Leaders, DRC and Teaching Committee Chairs	From 2024, annually afterwards	development rises from 3.7 and 3.2, respectively, to 4 and at least 3.5., respectively
		5.3.3. Administrative roles are discussed in PDRs to secure reviewees' input into HoD's decisions	DHoD, with EDI Chair	From 2024, annually afterwards	Annual training initiative with at least 40% of staff attending
	Gender bias in performance reviews can reinforce an institution's glass ceiling	5.3.4. Performance reviewers receive training to ensure consistent high quality feedback, including training on how to identify and face potential gender biases	HoD, with EDI Chair and performance reviewers	From 2024, biennially afterwards	Women as satisfied with performance reviews and career development support as men
		5.3.5. Performance reviewers are encouraged to pre-empt a leaky pipeline by preparing female reviewees to apply for promotion	HoD, with EDI Chair and performance reviewers	From 2024, annually afterwards	Evidence of successful promotion of mid-career women

<b>5.4. Ensure support and continuing gender equity in promotion</b>	Over the period of assessment, we have proactively addressed the fact that some staff – especially women – may not put themselves forward for promotion even if they have a strong CV. This work needs to be continued as the 2022 Culture Survey showed that women more than men find their progress to be affected by gender (3.6 against 3.9) and find themselves less encouraged to apply for promotion (3.9 against 4.1)	5.4.1. Continue to monitor via short survey whether the options offered in the maternity leave policy to returning staff are adjusted to their needs	EDIC Chair	Survey applied 1.5 years after staff's return	Evidence of continuing high level of satisfaction with support when returning to work
		5.4.2. Reinforce linkages between Promotions Committee and performance reviewers so that women who performance reviewers identify as likely to be ready for promotion are actively encouraged also by the Committee to submit CVs for review	HoD, performance reviewers	From 2023, and then annually, partly continued from 2017 AP, ID14	Evidence of increasing number of eligible women engaging in the CV review process  Women feel as encouraged as men to apply for promotion in CS, with responses reaching a mean of = or > to 4.1, and feel their progression to be less affected by gender (with a mean = or > 3.9)
		5.4.3. Monitor gender differences in time between promotions	Promotions Committee	2023-2029	No significant gendered differences in time between promotions by 2029
		5.4.4. Taking advantage of the rise in the number of women	HoD, Chair of EDIC	2023-2029	Reinforcement of women-to-women



		Professors, reinforce women-to-women mentoring, as a form of providing strategic advice to facilitate the professional and personal development of other women in the department			mentoring in the department
<b>5.5. Sustain our progress in terms of gender parity at SL and Professorial Level</b>	We now stand very close to gender parity at both SL and Professorial level and want to ensure that these gains are not lost and, where possible, improved to achieve parity	5.5.1. Monitor percentage of women at SL and Professor levels	HoD, EDIC	From 2024 and after that every year	No retrogress from our current 47% female SLs and 47% women professors
		5.5.2. Proactively see women through to promotion (see 5.4.)			
		5.5.3. Continue to proactively headhunt women for Professor positions	HoD with HR		
<b>5.6. Analyse the motivation of staff members leaving the department through exit interviews</b>	In the assessment period 6 women (against 3 men) at Grade 7 left the department, with leavers not entering exit interviews with HR	Devise at departmental level an exit survey to be issued to all outgoing staff members to assess whether lack of opportunities for career development	HoD, EDI Chair		Use survey to identify reasons for staff leaving as well as gender, grade, number of years in employment and number of years in grade

		and/or progression are reasons behind exit			Use data to devise retention measures, if/where required
<b>Priority 6: Address concerns about workload levels</b>					
<b>Area to be addressed</b>	<b>Rationale</b>	<b>Action(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Measures</b>
<b>6. Ensure that academic staff's workload is manageable and fairly distributed</b>	In our 2022 Culture Survey, although perception of fairness of workload allocation was high (73.3%), the question whether workload is manageable received the lowest score of the survey (with only 44.4% of staff agreeing). The sense of overload was greater amongst academic staff, with ART responses reaching an average of 3.4. out of 5, and T&S staff of 3.2. out of 5. Concern about excessive workload was higher	6.1.1. Introduce hours-based workload allocation model, ensuring that workloads match the roles, responsibilities, and time tasks should take	HoD, Deputy HoD, DM, Workloads Committee	2023-2029, continued from ID31 of 2017 AP	Culture Survey indicates increased satisfaction with level of workload experienced by staff, with an overall percentage of 70% positive answers by 2029  Evidence of workload reduction in the assessed period
		6.1.2. Ensure recognition of traditional women's activities (such as teaching, pastoral care and admin.) in the workload model	Workloads Committee	2023-2029	
		6.1.3. In distribution of workload ensure that female ART staff members are not overburdened with	DHoD	2023-2029	

	amongst female academic staff (3.1 F vs 3.6 M, and especially low – 3.0 - by female ART staff). Workload issues have major impact on work-life balance, wellbeing, and job satisfaction. They are also likely to negatively impact the quality of work and capacity to engage with professional training.	roles and tasks with lower “promotion return” than time used for research			
		6.1.4. Workload model reviewed annually, also for gender bias	Workloads Committee	2023, and then annually afterwards	
		6.1.5. Regular monitoring and elimination of non-added value administrative and management tasks	HoD, Committee Chairs, Workloads Committee	2023, and then annually afterwards	
		6.1.6. Promote a work culture of fewer and more effective meetings	HoD	2023-2029	
		6.1.7. Projected workload individually discussed with each member of staff at the end of the first semester and in PDRs	DHoD and performance reviewers	2023, and then annually afterwards	
<b>Priority 7: Enhance Staff’s feelings of inclusion and belonging</b>					
<b>Area to be addressed</b>	<b>Rationale</b>	<b>Action(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Measures</b>

<b>7.1. Recognise and celebrate staff's achievements, making sure that staff's distinct contributions to the department are covered</b>	<p>In our 2022 Culture Survey, only 66.7% of staff felt their contributions were valued in the department. The average score for academic staff feeling valued by and cared for the department was 3.8 and 3.9, respectively. The department has grown considerably in recent years. In a large department, where many members of staff are new, it is harder to sustain a strong community where people feel cared for and recognised</p>	<p>7.1.1. Ensure that the department's recently introduced newsletter celebrates the full variety of staff's accomplishments and contributions to the department, including publications, research grand awards, impact, significant contribution to education programme development, significant contribution to student support development, contributions to the profession, EDI, etc.</p> <p>7.1.2. Changes to workload model to recognise fuller range of staff's contributions (see 6.1.1 and 6.1.2)</p>	<p>DHFO with Chair of EDI</p>	<p>2023-2029, continued from update to our 2017 AP, two newsletters per semester</p>	<p>In Culture Survey, staff's feelings of being valued and cared for are at least at 4.0 on average by 2029</p>
	<p>In our 2022 Culture Survey, staff felt comfortable in speaking up and expressing opinions.</p>	<p>7.2.1. Committee Chairs take EDI and UB training</p> <p>7.2.2. Continue to ensure 50% of women</p>	<p>DHFO</p> <p>HoD</p>	<p>2023-2029, continued from ID8 of 2017 AP</p> <p>2023-2029, continued from ID31 of 2017 AP</p>	<p>100% compliance</p> <p>50% women Chair Departmental</p>

<b>departmental and committee meetings</b>	However, female academic staff felt less so (3.9 W against 4.1 M)	Chairs of departmental committees and % of female departmental officers matching % of women in the department			Committees and officer roles reflecting proportion of women in the department
<b>7.3. Ensure social connections at work and community-building</b>	62.2% of staff considered timing of social events to be compatible with caring responsibilities	7.3.1. Ensure that all social events continue to be timetabled between 10AM and 4PM	DHFO	2023-2029, continued from ID32 of 2017 AP	All social events take place between 10AM and 4PM
	Covid-19 and remote working had a negative impact on social and organisational connectedness	7.3.2. Organise social events to boost staff health, team work, and mental wellbeing	Wellbeing Committee	From 2024	At least 2 social events per year, attended by at least 20 members of staff

## Appendix 0: 2017 Action Plan

ID	Issue identified	Planned actions to address issue	Person responsible (include job title)	Success criteria and outcome	Start	End	Action taken since action plan created in 2017	RAG
1	Continue to promote and support our AS and E&D activities internally and within the University	Develop and maintain an E&D section on the Politics home page	AS lead and E&D officer, with web support	Build the section with core documents and information on Departmental and staff activities in the E&D arena. Introduce quarterly checks and updates	Nov 2017	2018, updated annually	Webpage established and regularly updated	
		Set up «Athena Initiative Award» to reward staff for the best Departmental Athena-related activities.  Mainstream all AS work within our everyday teaching and administration, by making AS a standing agenda item on all major committees					AS Award established and has been awarded in 2018 and 2019 to staff who have made significant difference. Award was put on hold between 2020 and 2022 due to Covid, but has been reinstated for 2022/23  AS is a standard item on all major committees	
		Create Athena Swan Action Log in order to oversee implementation of action plan. Review / audit workings of SAT on an annual basis to ensure it	HoD, DMT, AS lead, SAT	Annual agenda item for discussion at SAT and DMT and follow up of any action points arising.  Continued high engagement by SAT	Summer 2018  November 2017	Summer 2018 and then annually  Spring 2019	AS Action Log in, showing progress with implementation, was annual agenda item for discussion at SAT and DMT, and any delays in progress or	

		remains a high functioning team		members – measured by 90% favourable score on 2019 CS regarding AS and SAT impact			<p>unsuccessful measures were followed up</p> <p>Engagement by SAT members, as divided in specialised subgroups, was continuously high, but question on AS and SAT impact not included in new mandatory survey</p>	
		Set up annual rota for routine monitoring of different data sources from Bronze award and provide feedback to both staff and students	SAT lead and SAT	<p>Routine systems in place to review data, continued high engagement from staff in our activities, reach out to students at all levels in our AS activities.</p> <p>Aim to achieve minimum 80% response rate on future Culture Surveys</p>	November 2017	Ongoing	Rota systems for reviewing data only partly established (FAP 1.1.1). AS activities secured staff engagement, but only partly communicated and/or extended to students (FAP 3.1). Response rate of Culture Survey from academic staff 51% (following common trend for online surveys and downtrend in responses after Covid).	
		Raise our profile on our AS activities internally and externally, using the website, Departmental social media, and an increase in discussions and presentations by SAT members over the next 4 years	SAT lead and SAT	Members of SAT enabled and encouraged to promote our activities, internally and externally	November 2017	Reviewed annually	<p>Created AS section on the departmental website: <a href="https://www.york.ac.uk/politics/equality-diversity-and-inclusion/">https://www.york.ac.uk/politics/equality-diversity-and-inclusion/</a></p> <p>Social media regularly used to disseminate AS initiatives and activities. SAT members regularly presenting work on gender inequality in the department and at Faculty</p>	

		Establish an annual Departmental budget for AS activities. To be used for example for: training for SAT members, Athena Initiative Award, travel costs to regional and national AS events/workshops	HoD, DM, SAT lead	Gain approval for £500 budget per year, use budget towards supporting Politics initiatives to promote equality activities	January 2018	Annual	Budget has not been earmarked (FAP 1.2.4), but funds have been made available for activities upon application	
2	Department has attracted a <i>slightly lower</i> number of female undergraduate students than male students, seen in 2016/2017 and 2017/2018 academic years.	<ul style="list-style-type: none"> <li>• Maintain gender balance in online and visual materials for prospective students</li> <li>• Maintain gender balance in speakers at Open/Visit Days</li> <li>• More actively recruit female students in our marketing materials, via the Politics website, at Open Days, Visit Days, and with other interactions with female students (phone interviews and online conversations), by emphasising cases of previous female students that have been successful in the</li> </ul>	Admissions Director, PEP Admissions Director, and Deputy Admissions Director	Gender balance in UG student cohort is achieved by 2021	November 2017	October 2021 and then annually	We have achieved 50% intake of female students in our four core programmes, i.e., those in which we are in charge of recruitment (Politics, International Relations, and Politics & International Relations). 45% of our overall UG students (including joint degrees therefore) are female.	



		<p>academy or the professional world</p> <ul style="list-style-type: none"> <li>• Monitor gender balance of students coming in through clearing (as this is where a significant number of students are incoming) by adding a gender column to the clearing tracking data.</li> </ul>						
3	<p>Department has attracted almost equal numbers of female and male PGT students over the past five years, but has a slightly lower average percentage (48%) than the national average of (49%).</p>	<ul style="list-style-type: none"> <li>• Maintain current recruitment practices for female students via Open Days, Visit Days, recruitment from current students, interactions with prospective female students (phone interviews, online conversations)</li> <li>• Maintain gender balance in online and visual materials for prospective students to ensure it is balanced and relevant</li> </ul>	<p>Taught Graduate Director, with Graduate Administrator .</p>	<p>Gender balance in PGT student cohort is improved to 50% female</p>	<p>November 2017</p>	<p>October 2021</p>	<p>In the application data, there are no major discrepancies or patterns by gender at PGT level: percentage has risen steadily, from 42% (2018/19), to 46% (2019/20), and 51% (2020-21), with a marginal decline in recent years, 50% (2021/22) and 45% (2022/23). The average is 47%, only marginally lower than in 2016, but still lower than the aspired 49%.</p> <p>However, we have carried out the proposed actions and their impact seems to have made itself felt in 2020/21 and 2021/22.</p>	

		<ul style="list-style-type: none"> <li>• Maintain gender balance of speakers at Open/Visit Days</li> <li>• More actively seek female students via the following means:               <ul style="list-style-type: none"> <li>(i) Offer targeted events at UG level, to specifically raise interest and awareness of women students (eg seminars, leading women speakers)</li> <li>(ii) Consider wording of funding materials offered to potential students to ensure women students are targeted</li> </ul> </li> </ul>					<p>Offer rate has been consistently higher for female applicants.</p> <p>Materials regularly monitored for gender balance and events with speakers gender balance.</p>	
4	Between 2010 and 2016, more men than women entered the PhD programme (45% female compared to national average of 50% female)	<p>Research the causes of lower female uptake of PhDs within current PhD cohorts, via FGDs and online survey</p> <p>Research the causes with relevant funders White Rose/ESRC/main government funders, via</p>	PGR, CR, Graduate office  AS Lead	Report on gender dynamics in PhD recruitment produced and shared with Department	January 2018	January 2020	<p>Student hired to conduct a research project on gender balance in the PhD cohort. Report on gender dynamics in PhD recruitment produced and shared with Department. Research ruled out bias at point of admissions and suggested need look at recruitment. Dissertation topics examined but</p>	

		<p>phone interviews (and where possible email surveys)</p> <p>Analyse dissertation topics of applicants to see whether there is correlation between gender and areas of research</p> <p>Research on PhD enrolment data from comparative Politics Departments in RG (Exeter, Warwick) to see if there are any concurrent declines</p> <p>Re-write funding and other scholarship adverts to more explicitly recruit female applicants (with guidance from HR)</p> <p>See also Action Point 21 (Section 5.3.iv)</p>					no clear correlation between gender and areas of research found.	
		Monitor current and future applications by gender, to ensure that women do not drop off disproportionately to men, following offers being made	Graduate Research Director, and Graduate Administrator	Gender balance in PhD student intake is improved, aiming for an increase in F applications by 5%	January 2018	January 2020	There was a significant drop in female PGRs the year of our Bronze Award, to 29% (2018/19), but since then there has been steady improvement: to 34% (2019/20), 49% (both in	

		Actively seek to recruit and identify suitable female PhD applicants, among our UG and PGT female students, via existing networks in the White Rose, across disciplinary networks					2020/21 and 2021/22) and 44% (2022/23). We will continue to work towards a 50/50 gender balance (FAP 3.5.5 – 3.5.9)	
		Monitor current and future progression by gender, to ensure that female students progress at the same pace than male students as unsuccessful progression may hamper recruitment	Graduate Research Director, and Graduate Administrator	Annual monitoring and reporting to DMT and SAT on PhD progression by gender	June 2018	Annual	Progression by gender has not been monitored. We rolled over this action to FAP 3.5.8.	
5	Female students show slightly higher levels of unemployment of between 2-4% between 2012 and 2016	Increase careers and employability support for UG students, with a particular focus on women's post-graduation employment, via increasing numbers of women speakers, and more targeted career-support activities for women students	UG Placements Officer, Placements Support Officer, Chair of UG TC, Chair BoS	Reduction of female unemployment ratio on graduation to less than 2%, on average	Jan 2018	Jan 2020	Data from Times League Table shows improvement on employment 15 months after course for female students, with 1.7% more women than men in employment at UG level and 6.2% more women than men at PGT level, but number of respondents is low  The department has a placement coordinator who is offering	

							<p>Careers Coaching in the department to students.</p> <p>Students from underrepresented groups are supported in accessing York Futures Scholarship specifically for employability- related development</p>	
<b>Staff Data (Find detailed assessment in the report)</b>								
6	An informal strategy among Senior Management has been developed to recruit, promote and retain female staff, but this strategy has not yet been formalised, or widely advertised in the Department.	<p>Implement the strategies developed via this Bronze Submission in order to actively recruit, retain and promote female staff</p> <p>See further details in <b>Action Points 11 and 14</b> (Sections 5.1.i and 5.1.ii).</p>	Head of Department, Deputy Head, AS lead	Formalise gender equality strategy by advertising, implementing and monitoring progress on this Action Plan over 4 years, by making Athena Swan a standing issue on all management committees (DEC, DMT)	November 2017	Annually	<p>Formalised mechanisms established to recruit, promote and retain female staff and advertised to the department</p> <p>Athena Swan has been standing issue on all management committees</p>	
7	Department has few members of staff from BME background	<p>SAT to conduct research into low recruitment of BME staff, in consultation with York's E&amp;D team</p> <p>SAT to produce a report within two years, with an appropriate action plan, in liaison with York's E&amp;D</p>	AS lead, ED officer	<p>Department report on BME staff prepared and shared with Department</p> <p>Outcoming action points acted on over remaining two years</p>	<p>Nov 2017</p> <p>Nov 2019</p>	<p>October 2019</p> <p>Nov 2021</p>	<p>The staff percentage of BME has improved, with 13% of our academic staff belonging in the group (it was 6% in our last submission)</p> <p>BME recruitment and support is now a standing topic at the EDI committee meetings and the</p>	

		team (to work towards Silver)					direct responsibility of the EDI Deputy Head  Action plan on recruitment strategy produced for 2022/23 departmental Away Day and is to inform FAP 4.3	
8	The percentage of female staff has dropped from 43% to 40% among open contract (OC) staff between 2012 and 2016 (with a low of 35% in 2015)	See also Action Points 11, 1, 13 and 14 (Sections 5.1.i, ii and iii)  Actively recruit, retain and promote female staff to all levels of posts:  1. Ensuring advertising is appropriate and indicates encouragement of female applicants (highlight in adverts that the Department seeks to recruit from underrepresented groups, and is encouraging of flexible working)  2. Targeted recruitment for Chair posts (see	Head of Department, Deputy Head of Department Departmental Manager	Four key indicators will be used to measure progress in this area:  1. Increase numbers of F staff at Chair level by 2  2. Ensure 50% of current F SLs apply for promotion to Chair  3. Increase numbers of F staff at SL level by 4  4. Ensure all appointment panels have gender parity	Nov 2017  Nov 2017  Nov 2017  Nov 2017	Nov 2021  Nov 2021  Nov 2021  Ongoing	The department has worked strategically with formalising processes in line with the action points  Significant progress has been made on these indicators especially with regard to number of female staff at Grade 8 and 9 – 3 new women Chairs via promotion and another 3 through external recruitment. 11 women in total have been promoted to SL, 2 of whom have since promoted to Chair  Also, targeted recruitment of women for Chair posts has been successful with three women hired at this level in 2022, all starting in 2023	

		<p>details in Action Point 11, Section 5.1.i)</p> <p>3. Developing more active promotions support work among female staff (see details in Action Point 14, Section 5.1.iii)</p> <p>4. Ensure that all appointments panels for open contract staff have gender parity (see details in Action Point 12, Section 5.1.i)</p> <p>5. Require all members of appointments panels to undergo the University's unconscious bias training before sitting on panels, and review this training on an annual basis.</p>						
9	In 2015-16, 33% (4/12) of teaching- only staff were women	As with Action Point 8 (Section 4.2.ii, points 1, 4, 5); plus:	Head of Department, Deputy Head of Department/	Achieve greater gender parity for teaching-only staff, aiming for a 10%	November 2017	September 2018	Considerable improvements have been made, with 47% of female teaching-only staff in 2023	

		<p>6. Ensure recruitment and appointment of teaching only contracts concluded by end of summer term.</p> <p>7. Seek overall to reduce our reliance on short-term fixed contract teaching posts over the next four years, via raising this issue with Faculty and University management.</p>	University Planning	<p>increase in women staff at this grade</p> <p>Reduce reliance on one-year fixed term teaching posts by building more flexible budgeting into medium term plan.</p>	November 2017	Ongoing	Reliance on fixed term teaching posts has been reduced to 10%	
10	Only two academic staff members (6%) have chosen to work part-time as of 2015-16 – both are Grade 7 women	Add additional questions to the next CS on part-time working: If the CS reveals that more people would like to be part-time, but have chosen not to do so, identify reasons for this and develop solution for this (encouraging part-time working, job-shares, supporting promotion for part-time staff, sharing role-model stories, etc, as appropriate).	HoD, AS lead	<p>If CS reveals more people would like to be part-time, encourage part-time take-up via greater information dissemination</p> <p>Present comparative national research to the Department</p>	Spring 2019	Present report on part-time working Autumn 2020	<p>The 2022 culture survey showed that 75.5% staff think that the department is very good at enabling flexible working</p> <p>There is no evidence from PDRs of more people would like to work part-time, rather than explore flexible work arrangements</p> <p>Information on part-time options is sent out annually</p>	



		Conduct comparative national research on the discipline (and similar disciplines) on part-time staff uptake.						
11	Training data (see Section 5.3.i) shows most staff have not completed the University's E&D training, even though many serve on recruitment panels	<p>All staff on recruitment panels required to take E&amp;D training</p> <p>All staff encouraged to take E&amp;D training on an annual basis</p> <p>See also <b>Action Point 8</b> (Section 4.2.i) and <b>Action Point 16</b> (Section 5.3.i)</p>	HoD and Department Manager, with AS lead	<p>Email sent to all staff to request they take online E&amp;D training (uptake monitored by DM)</p> <p>Do not allow staff who have not taken E&amp;D training on job panels</p> <p>Organise in-house E&amp;D training on an annual basis for all staff, with HR</p>	<p>December 2017</p> <p>January 2018</p> <p>For Spring 2018</p>	<p>January 2017</p> <p>Ongoing</p> <p>Annually in Spring term</p>	<p>Email sent out, E&amp;D training uptake increased significantly in 2019 and 2022, but in 2018 and 2020 uptake was very low. Monitoring was not consistent (FAP 1.3.1)</p> <p>Completed and implemented: staff on panels took EDI training, though not necessarily that year</p> <p>HR are working on developing new E&amp;D training programme and have not offered in-house training before this is available. In-house training resumed in FAP 1.3.2.</p>	
12	Most job panels have gender representation, but they have not yet all achieved gender parity	<p>HoD to ensure all job panels have gender parity</p> <p>See also Action Point 8 (Section 4.2.i)</p>	HoD and Department Manager	Gender parity achieved on all appointment panels, for all grades/ jobs	November 2017	September 2018	Completed and implemented, all appointment panels for all jobs had gender parity	

13	<p>The annual induction process has not previously been reviewed with staff, and no specific gender and diversity component has been included in the induction process</p>	<p>From academic year 2018-19 onwards, we will:</p> <ul style="list-style-type: none"> <li>• monitor provision and review annually with staff</li> <li>• provide E&amp;D session</li> <li>• Include post-doc research staff in the process</li> </ul>	HoD, DM, AS lead and G&D officer	<p>Annual monitoring of induction – results fed back to DMT and DM</p> <p>AS lead and E&amp;D officer to provide E&amp;D session to the induction process</p>	October 2018	Annually	<p>EDI has been included in induction and regularly monitored</p> <p>AS lead and E&amp;D Chair provided E&amp;D induction sessions</p>	
14	<p>The 2017 staff culture survey revealed uncertainty about promotions processes and criteria, with only 38% agreeing that they felt fully informed about promotions.</p> <p>The qualitative feedback in the survey also highlighted the desire for greater clarity on how the University's criteria are to be interpreted.</p> <p>Female staff were also more likely to disagree/strongly disagree with the</p>	<p>Overall, we plan a more proactive approach to support women for promotion, via the following mechanisms:</p> <ol style="list-style-type: none"> <li>1. improved mentoring scheme, to encourage all eligible staff to apply</li> <li>2. appointing deputies to major administrative roles, to enable more junior and mid-career staff to train up to more senior roles, and to enable wider career development and promotion prospects</li> <li>3. holding annual promotions seminars</li> </ol>	HoD, Deputy HoD, Promotions Committee, Mentors	<p>Improved response rate on CS on promotions awareness and support mechanisms to 90% favourable</p> <p>Mentors put in place for all mid-career staff</p>	<p>Started 2016-17</p> <p>Spring 2018</p>	<p>Annually updated</p> <p>Annually updated</p>	<p>In the 2022 AS survey, there was no question on promotions awareness, but only 68.9% of respondents agreed that staff is actively encouraged to apply for promotion (FAP 5.3.5, 5.4.2, 5.5.2)</p> <p>A mentorship survey developed by ED&amp;I lead was applied earlier that year to ascertain staff's expectations from mentoring and promotion-related advice featured amongst the principal expectations. Expectations communicated to mentors and PDR reviewers to inform departmental practice</p>	

	<p>question concerning being fully informed about promotions (53% compared to 20% of male staff).</p>	<p>in order to improve communication about requirements and opportunities for promotion</p> <ol style="list-style-type: none"> <li>4. including information on promotion in the staff handbook</li> <li>5. annual CV reviews in order to provide support for staff on how to develop their cv for promotion</li> <li>6. mid-career mentorship to provide additional support in relation to developing careers in relation to Professorial promotions;</li> <li>7. ensure all mid-career women undertake leadership training to support them in undertaking senior roles within the Department and the University, to prepare them for the next stages of their careers.</li> </ol>					<p>Mentors are in place for all early and mid-career staff with meetings once per term</p> <p>Deputy director roles have been appointed to major administrative roles. This is in fulfilment of offering leadership training to staff</p> <p>Annual promotion seminars organised but interrupted during the pandemic. They have been resumed Spring 2023</p> <p>Information on promotion included in the staff handbook</p> <p>Annual CV reviews are held by Promotions Committee comprised of all Professors at the department. HoD emails all staff with a date for submission and an internal committee reviews the CV. Feedback is provided to support decision whether and when to submit application for promotion</p> <p>Mid-career mentoring reinforced through bespoke pairing with mentors and active approach for</p>	
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		<p>8. Sharing of relevant cvs across staff</p> <p>See also Action Points 6, 8, 9 and 18 for further details (Sections 4.2, 4.2.i, 4.2.ii. and 5.3.ii.)</p>					<p>submission of CVs to the Promotion Committee</p> <p>Mid-career women actively encouraged to undertake leadership training and take on major roles within the Department and University by mentors and HoD</p>	
15	While members of REF Committee are meant to attend equality and diversity training, training data shows that many have not done so.	See Action Point 11 (Section 5.1.i)					All members of REF Committee were checked for equality and diversity training	
	Decisions made by REF Committee have not been monitored specifically in terms of gender and grade.	Working towards the next submission, the REF Committee will monitor the decisions it makes to identify any gender imbalances, for example, in the scoring of outputs. This information will be reported to the SAT and DRC, with onwards reporting to the Department Management Team and Department meeting.	REF Chair, Research Chair.	Ensure that scoring of outputs does not reflect any gender bias	January 2018	Termly, via regular reporting mechanisms	Decisions made by REF Committee regularly monitored in terms of gender and grade. 49% outputs submitted by women, which represented 40% of submittable staff, and 2/4 impact cases led by women, with a third one with a gender mixed team.	

16	Very small numbers of staff have taken the University's Equality and Diversity training.	See also <b>Action Point 11</b> (Section 5.1.i)  1. Offer in-house E&D training for all staff. 2. HoD to encourage actively E&D training via email communications. 3. All performance reviewers encourage staff to take E&D training. 4. DM to monitor training uptake with AS leader, and report to HoD to take action where people have not taken training, e.g. requirement to take it within a certain time period. 5. Make E&D training mandatory for all those who: a. Chair committees b. Sit on recruitment panels	HoD, DM, AS lead	All staff on recruitment panels and who chair committees have taken E&D training within academic year 2017-18	January 2017	September 2018	ED&I training is offered and actively encouraged. All staff on recruitment panels required to take ED&I training. Committee chairs expected to take ED&I training but not systematically monitored (see FAP 1.3.1)
	Not all staff were aware of training opportunities (eg post-doc staff).			All Performance Reviews include discussion of E&D training	2018-19	Annually	Performance reviews are encouraged to discuss AS and ED&I issues
				Annual monitoring of E&D training uptake, with action taken by HoD	July 2018	Annually	
				All staff to take E&D training by December 2018	Start roll out November 2018	December 2018	

	<p>The Department does not monitor the uptake of training or consider the implications of this, for example in relation to patterns of attendance from male and female staff.</p>	<p>Starting in 2017/18, the DMT will receive an annual report on training uptake by all staff, also to be shared with SAT</p> <p>Identify collective training needs within the Department, and, in particular, sessions which would advance the careers of women and address their low participation.</p> <p>The Department Training Officer will collect the data, monitor uptake, share with the AS lead, who will share it with the relevant committees.</p>	Department Manager and SAT lead	Create annual report on training uptake to be shared with DMT and SAT	October 2018	Annually	<p>Annual report has not been created, but some training activities organised and uptake was reported (e.g., workshop on mid-career research grants, especially for women, were organised by DRC prior to the pandemic and annually reported to DMT and SAT)</p> <p>With Covid-19 all training activities were suspended, with the exception of those relating to moving teaching online</p> <p>They are now being resumed in 2022/23 and Priority 5 of our FAP includes several actions design to identify training needs of staff and provide for them also in-house</p>	
17	Low attendance by staff at staff development courses, especially by women	<p>To investigate further the reasons for low attendance, via a female staff FGD (with email follow up) in the first instance, and then to add this to the staff culture survey in 2019.</p> <p>At each PDR, reviewers to signpost training that is</p>	HoD, Department Manager, Deputy HoD, Performance Reviewers	<p>FGD with female staff on training needs and constraints</p> <p>Remind PRD reviewers and follow up after review on take up</p> <p>Training information circulated at DM each term</p>	<p>October 2018</p> <p>Academic year 2018-19</p> <p>January 2018</p>	<p>Annually</p> <p>Annually</p> <p>Termly</p>	<p>Training needs and constraints discussed in PDR reviews, reviewers instructed to actively signpost suitable training, training information circulated to DM, though not always systematically</p> <p>In the culture survey, only 48.9% of staff were happy with level of</p>	

		<p>available, and, where this is of interest, to be assured that they will be supported to attend subject to normal constraints (e.g. teaching timetable).</p> <p>Relevant training opportunities circulated more widely via information provision at key meetings (e.g. the DM).</p>					<p>encouragement for taking up training opportunities. An additional 28.9% were reasonably satisfied with level of encouragement. Satisfaction among support staff was significantly higher than amongst academic staff, showing that there is significant room for improvement (hence, FAP Priority 5). There was no significant difference in the average level of satisfaction per gender</p>	
18	Need for wider support – outside the PRD process – for mid-career staff, especially women	<p>Introduce mid-career mentors to advise on promotion and development strategy.</p> <p>See also Action Point 14 (Section 5.1.iii).</p>	HoD, Deputy HoD	Improved results in the CS on mid-career support to 90%	Spring 2018	Spring 2019	<p>New Culture Survey followed set mandatory questions, which did not include question on mid-career support</p> <p>However, all mid-career staff are appointed a mentor and mentors instructed on major obstacles faced by mid-career staff</p> <p>Insofar as possible, mid-career female staff are assigned a female Professor as mentor</p>	

							<p>Mentors encouraged to actively advice on development and promotion strategy</p> <p>A mid-career peer-to-peer support group was initiated in 2019 by the Chair of Research Committee, but attendance has been sporadic and was discontinued during Covid</p> <p>Action points to support mid-career staff are included in our FAP under 5.3.5</p>	
19	Need for more formalised support for post-doctoral staff on FTC	Provide a more formalised support system to post-docs	HoD, Deputy HoD	Improved results in the CS on mid-career support and post-doc support to 90%	Spring 2018	Spring 2019	<p>Mandatory set of questions in new CS did not include these questions and postdocs response rate was too low to allow inferences</p> <p>However, the role of Post-doc officer has been created to attend to and design policy for post-doctoral staff specific needs</p> <p>Despite having formalised a support system for postdocs, we want to further integrate postdoctoral staff, alongside other career researchers, in the department (FAP 5.2.11)</p>	



	Lack of awareness among female staff regarding the promotions process identified in CS (50% of female staff did not feel informed, compared to 20% male staff)	See Action Point 14 on promotion (Section 5.1.iii), Action Point 17 (Section 5.3.i) on training and Action Point 18 on career development support (Section 5.3.ii)					<p>Given the modifications introduced by AS to the Culture Survey, the question on promotion was about support to apply for promotion in specific. 72% of female staff felt positively encouraged to apply for promotion, with another 14% feeling reasonably supported. While level of satisfaction is still slightly lower for female staff, considerable improvement seems to have been made, especially with T&amp;S staff</p> <p>The department has organised workshops on promotion and the Promotions Committee regularly reviews staff's CVs to assess readiness for promotion and help plan towards it</p>	
20	Both male and female UG students saw increases in the positive destination score between 2011 and 2016, but the female leavers' score was 2% lower in 2015/16.	<p>Politics has recently hired an employability Support Officer to work across this area from 2017-18.</p> <p>1. Over the short-term, the Department will compile data on participation in employability and</p>	UG Placements Officer, Placements Support Officer, Chair of UG TC, Chair BoS	<p>Strategy to better support female UG employability strategies developed by September 2019</p> <p>Reduction of female unemployment ratio on graduation to less than 2%, on average</p>	September 2017	September 2019	A strategy to better support female UG employability strategies has been developed by our Careers Consultant, number of career talks by female professionals increased, but target not reached and found unrealistic. Job prospects under	

	<p>Female student unemployment on graduation was between 2 and 4% worse than male unemployment between 2012-16.</p>	<p>placements events, to assess the extent to which female students are engaged.</p> <p>2. The data of the Destination of Leavers of Higher Education will be mined systematically in order to establish whether lower female employability figures are systemic for our leavers, and how this compares to leavers from other nationally comparative Politics departments and other departments at UoY.</p> <p>3. Based on (1) and (2), a more informed strategy to respond to this issue will be formulated over the next two years to improve our support for UG overall.</p> <p>4. Increase career support for UG</p>					<p>the pandemic were especially challenging.</p>	
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		<p>students, with a focus on female post-graduation employment, via increasing numbers of female speakers, and more targeted career-support activities</p> <p>See also Action Point 5 (Section 4.1.v)</p>						
21	<p>Not all relevant MA programmes have work placement options and career planning sessions, although two of our MA programmes have these specific components</p> <p>No specific programme in place to support students to pursue a PhD, and no specific activities to encourage applications from women in place.</p>	<p>See also Action Point 4 (Section 4.1.iv) Extend work placement options to all relevant MA programmes by 2019.</p> <p>Provide workshops on career planning at the programme level</p> <p>Setting up a forum within the Department Research Committee and/or Clusters to discuss practical ways of encouraging more female students to pursue a PhD</p> <p>Making female academic role models more prominent in the</p>	<p>PGT Chair, PGT Director, PGT Support Officer, Research Chair</p>	<p>All relevant MAs have work placement options in place by Academic year 2019-2020</p> <p>Workshops on career planning, forums in Clusters, and profiles of female academics raised/established by Academic year 2018-19</p> <p>Gender balance in PhD student intake is improved, aiming for an increase in F applications by 5%</p>	<p>Spring 2017</p> <p>Spring 2017</p> <p>January 2018</p>	<p>October 2019</p> <p>October 2018</p> <p>January 2020</p>	<p>Work placements for relevant MA programmes (Public Policy; Peace &amp; Conflict; Applied Human Rights) in place</p> <p>Careers workshops and events have been introduced for PGT students</p> <p>Best female PGT students actively encouraged to apply to PhDs at York</p> <p>Active pursuit of ESRC DTP funding for talented female applicants</p> <p>Gender balance in PhD intake nearly achieved in 2020/21 (49%), 2021/22 (49%),</p>	

		<p>Department to PGT students</p> <p>Raise awareness about PhD grants/ scholarships among women on our PGT programmes</p>					decreasing slightly in 2022/23 (44%)	
	<p>PGR:</p> <p>The Department has not had a specific policy to support PGR students on their career progression over the past five years, and nor has it had a female-focused academic career advice strategy.</p>	See Action Point 4 (Section 4.1.iv).					<p>Several training and career's workshops have been put in place for PGRs that now run on an annual basis since 2019. These include sessions on:</p> <ul style="list-style-type: none"> <li>- Conference participation</li> <li>- Job market applications</li> <li>- Career opportunities</li> <li>- Research ethics and fieldwork planning</li> </ul> <p>Female-focused academic career advice secured through mentoring by female academics</p>	
22	No mechanism to identify any trends and gender imbalances in the numbers of staff applying for and being awarded research grants.	<p>Monitor success rates by gender via Department Research Committee, reporting to the DMT, SAT and DM.</p> <p>Consider additional mechanisms at DRC to support mid-career to</p>	DRC, Research Support Officer, mentors, HoD	<p>Report on success rates by gender on an annual basis</p> <p>DRC to discuss mid- career support mechanisms and plan activities</p>	<p>January 2018</p> <p>Spring 2018</p>	<p>Monitor annually</p> <p>For academic year 2018-19</p>	<p>No report produced (FAP 5.2.8)</p> <p>However, mid-career workshop organised and more women than men were successful in securing prestigious early career grants in the period (two ESRC Early Career fellowships secured by women grade 7; two British Mid-</p>	

	<p>The success rate by value has been comparatively lower for women in senior positions, but the numbers are very small (only two female professors applying in this period) so it is hard to draw conclusions from this.</p>	<p>senior women to apply for larger grants, including:</p> <ul style="list-style-type: none"> <li>Running sessions on applying for larger grants for all relevant staff, and female staff will be particularly encouraged to attend these by DRC, HoD and mentors</li> <li>Adding large grant applications as a specific point for career development in the PRD process for relevant staff</li> </ul>					<p>Career Fellowships secured by women at grade 8 vs 1 by a man).</p> <p>Support for grant applications by academic staff at all levels provided via Research Facilitator</p>	
23	<p>HoDs recommended that a more formal Departmental mat leave process would benefit all staff, both for clarity and to ensure the correct support for staff was provided.</p>	<ol style="list-style-type: none"> <li>Develop a Departmental Maternity, Paternity and Parental Leave Handbook – a policy document that builds on the University policy, but is specific to the Department and needs of our staff.</li> <li>Formally confirm and communicate the maternity-research</li> </ol>	<p>HoD, all PRD staff, AS lead, SAT</p>	<p>Improve communications on maternity leave via:</p> <p>Updating existing Staff Handbook;</p> <p>Producing new Maternity, Paternity and Parental Leave Handbook;</p> <p>Making leave policies a standing item on core meetings under the AS agenda.</p>	<p>January 2018</p>	<p>September 2018 then updated annually every Autumn</p>	<p>All action points implemented. See report for details and Table DT.18. for results of parental leave survey to staff who have benefited from maternity leave since changes to its implementation introduced</p>	

		<p>leave policy through publication of the information in the Staff Handbook, and by providing information at induction, key meetings, and at key points in the yearly cycle, e.g. during PDR and PRR</p> <p>3. Hold workload meetings pre-leave to improve planning for workloads in light of changing circumstances (see also <b>Action Point 25</b>, Section 5.5.iii)</p> <p>4. Offer a range of further options to provide greater support on return from leave (see also <b>Action Point 25</b>, Section 5.5.iii)</p>						
<b>24</b>	As with 5.5.i, further clarification and communication to staff	See <b>Action Point 23</b> (Section 5.5.i) Record KIT days in the Department	HoD, DM, AS lead	Update Department records	June 2018  Spring 2019	Annually  Bi-annually	Maternity leave policy communicated to all new staff in	

	<p>needed on Departmental policy</p> <p>No records kept of academic staff KIT days in Department</p>			<p>Measure via improved results in 2019 CS, increasing positive responses by 50 %</p> <p>See <b>Action Point 23</b> (Section 5.5.)i for main activities</p>			<p>their induction and explained in Staff Handbook</p> <p>KIT days recorded</p> <p>New culture survey has no specific question on maternity leave information, but bespoke policy is well known at the department and very positively assessed by staff (Table DT.18)</p>	
25	<p>Lack of overall staff knowledge about how the Department implements University policy in practice. Staff reported mixed experiences of the maternity leave process.</p>	<p>Action Point 23 (Section 5.5.i): Develop Maternity, Paternity and Parental Leave Handbook</p> <p>Plus:</p> <ol style="list-style-type: none"> <li>1. Senior staff (HoD, Deputy HoD) to follow up with the University level E&amp;D team for advice regarding further processes that should be in place in the Department.</li> <li>2. Improve Departmental support for women returning from maternity leave, offering three options: (i) one term's</li> </ol>	<p>HoD, Department Manager, DMT, AS lead, SAT</p>	<p>Action Point 23: New Handbook prepared and Staff Handbook updated for September 2018</p> <p>Plus:</p> <ol style="list-style-type: none"> <li>1. HoD to meet with E&amp;D team from Spring 2018, to feed into new handbook on leave</li> <li>2. Start from academic year 2018/19, but consultations start in Summer 2018 during workload meetings.</li> <li>3. Conduct via next CS</li> </ol> <p>4-6. Recorded in the Department</p>	<p>January 2018</p> <p>January 2018</p> <p>Summer 2018</p> <p>Spring 2019</p> <p>January 2018</p>	<p>September 2018</p> <p>September 2018</p> <p>Annually As needed</p> <p>Biannually</p> <p>September 2018 and</p>	<p>General Staff Handbook prepared and updated annually.</p> <p>Maternity, Paternity and Parental Leave Handbook developed after consultation with E&amp;D team, and available online:  <a href="https://www.york.ac.uk/media/politics/equalityanddiversity/Maternity,%20paternity%20and%20parental%20leave%20(Departmental%20Handbook).pdf">https://www.york.ac.uk/media/politics/equalityanddiversity/Maternity,%20paternity%20and%20parental%20leave%20(Departmental%20Handbook).pdf</a></p> <p>Three options offered to women upon return</p> <p>Maternity leave survey conducted in 2021, showing a very high level of satisfaction with the bespoke departmental</p>	

		<p>automatic research leave; (ii) two terms research assistance, or (iii) two terms reduced teaching load, to be agreed with HoD.</p> <p>3. Department to review with staff what else would help improve their experience of returning from maternity leave via the following means:</p> <ul style="list-style-type: none"> <li>- Survey all staff who have returned from leave during the last five years in 2019 CS</li> <li>- Feedback survey data to SAT, DMT and DM</li> </ul> <p>4. Record completion of working arrangement forms in the Department, for women returning from maternity leave, in order to monitor and improve the support provided to returning mothers, and to help us to continue to</p>		<p>7. Report prepared for Away Day Sept 2018.</p>	<p>January 2018</p>	<p>updated annually Sept 2018</p>	<p>maternity leave and flexibility of support measures upon return (See Table DT.18.)</p> <p>In response to the survey, new room to express milk created in the department and buddy mother-to-mother scheme</p>	
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		improve how we do so over the next 4 years.						
		<p>5. Create a formal record of meetings between the HoD, administrative support and staff, before, during, and returning from maternity leave, and monitor this on an annual basis.</p> <p>6. Record completion of the “ML2 (Risk Assessment for Pregnant and Breastfeeding Employees)” forms for staff returning from maternity leave, and store in the Department.</p> <p>7. Conduct comparative research on University maternity (and paternity) leave policies at comparative Russell Group Universities. Lobby the E&amp;D team at York to create</p>					<p>Formal record of meetings created</p> <p>ML2 forms stored in the department</p> <p>Maternity leave policy regularly monitored for comparison with RG and department now extending policy to alternative ways of parenthood (FAP 1.5.2)</p>	

		change at York to improve University policies.						
	No problems recorded regarding maternity return rate						Similarly, no problems observed.	
26	University Paternity Leave provides one week on full pay.	<p>See also Action Point 23 (Section 5.5.i).</p> <ol style="list-style-type: none"> <li>Further comparative research on paternity pay provision across Russell Group Universities with appropriate lobbying to improve UoY's policy</li> <li>Set up a system to record paternity leave data at the Department level.</li> <li>Communication of clear information about paternity leave policy in the Staff Handbook, and in the new Maternity and Paternity leave handbook, at staff induction, and at key</li> </ol>	HoD, Department Manager, AS lead, SAT team	<ol style="list-style-type: none"> <li>See Action Point 25 – report on both maternity and paternity leave to be prepared for Sept 2018 Away Day</li> <li>Set up by January 2018, and then review each September</li> <li>New Leave Handbook developed, plus updates to Staff handbook by start of academic year 2018/19</li> <li>Conduct via CS 2019</li> <li>Start consultation in Spring 2018, and take to University E&amp;D team in Summer 2018</li> </ol>	<p>January 2018</p> <p>January 2018</p> <p>Spring 2018</p> <p>Spring 2019</p> <p>Spring 2018</p>	<p>September 2018</p> <p>Update every September 2018</p> <p>Bi-annually Summer 2018</p>	<p>Maternity and Paternity leave prepared for January 2018, report prepared for September Away Day, and Staff Handbook updated</p> <p>Comparative analysis of maternity, paternity and parental leave conducted with RG and within University of York and report produced</p> <p>Members of staff entitled to two weeks of paternity leave on full pay and encouraged to discuss with HoD alternative opportunities to take time off</p>	

		<p>points in the yearly cycle where relevant (for example, during the PRR and PDR processes), and ensuring this includes all staff groups.</p> <p>4. Survey new parents on reasons why they did or did not take up paternity leave.</p> <p>5. Consultation with HoD and DMT on extending departmental paternity pay to two weeks' full pay, and lobbying to senior levels of UoY</p>						
27	<p>The Department does not have a formal process to promote and encourage take-up of adoption and shared parental leave.</p> <p>No detailed information was available at the Department level about</p>	<p>As with Action Points 23, 25, and 26:</p> <p>1. Develop a system to record data on adoption and shared parental leave requests and periods of leave in the Dept.</p> <p>2. Communication of clear information about adoption leave</p>	HoD, Department Manager, AS lead, SAT team	<p>On 1 2, 4, 5, new Mat and Pat Leave Handbook, plus updates to Staff handbook, by start of academic year 2018/19</p> <p>On 3, conduct via CS 2019</p>	<p>January 2018</p> <p>Spring 2019</p>	<p>September 2018</p> <p>Bi-annually</p>	<p>Process to promote and encourage take-up of adoption and shared parental leave created and included in the Staff Handbook</p> <p>Shared parental leave policy taken up by two members of staff</p> <p>Adoption leave policy laid out in the handbook too and taken up by one member of staff</p>	

	parental and adoption leave policy.	<p>and shared parental leave policy in the Staff Handbook, at staff induction, and at key points in the yearly cycle where relevant (for example, during the PRR and PDR review processes).</p> <p>But, in addition:</p> <p>3. Further consultation with parents on:</p> <p>a) uptake of shared parental leave;</p> <p>b) knowledge of wider parental leave policy;</p> <p>c) consideration they have given to applying for parental leave;</p> <p>d) experience of the parental leave process for those that have taken the option.</p> <p>4. Holding annual presentations on different kinds of leave available at the Away Day, at first Department Meeting</p>						
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		<p>of the academic year, and as part of a regular standing item on core meetings under AS.</p> <p>5. Keeping a record of case studies of individuals who have taken different kinds of leave and their experience of it in the Departmental AS folder on the shared drive</p>						
28	Lack of clarity among staff over flexible working policy already in place, in relation to all staff, e.g.. the teaching constraints request process, maternity leave, and flexible working policies.	<p>1. Add to the staff handbook the full range of University and Departmental practices and support systems available in relation to flexible working.</p> <p>2. Run annual awareness session for all staff on flexible working (eg at the annual Away Day, at the first DM of the year, under AS standing item at core meetings).</p>	HoD, DM, AS lead, SAT team	Improved knowledge of flexible and leave arrangements in the Department, demonstrated by improved awareness and positive response score in the 2019 Culture Survey, by 50 %	September 2018	Then annually/termly as relevant	<p>There is improved knowledge about flexible working opportunities and 2022 CS showed that 75.5% of staff is satisfied with the department's flexible working practices</p> <p>Existing teaching constraints process allows for concentrated working hours. Within the process of modularisation and semesterisation, to be implemented from 22/23, new possibilities will be explored, including working closely with Timetabling to cluster teaching</p>	

		<p>3. Investigate ways to enable new and FTC staff to take better advantage of this existing Teaching Constraints process from academic year 2017-18.</p> <p>4. Conduct further research, via FGDs and in the 2019 CS on the role of the Teaching Constraints form, regarding:</p> <ul style="list-style-type: none"> <li>- staff take up by gender;</li> <li>- types of requests submitted and their acceptance by HoD and/or accommodation through timetabling;</li> <li>- whether a more formal process around flexible working requests would be beneficial to more staff, or if the current policy is best.</li> </ul>					for those who see this as beneficial.	
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	Lack of awareness about flexibility for FTC staff	To discuss flexible working with staff on point of appointment in order to make necessary arrangement in academic year	DM	New staff having awareness of flexible working, as measured improvement of 50% rates in 2019 CS	2017	2019	In 2022 Culture Survey there is no direct “awareness” question, but 75.5% of staff positively assess the department’s offer of flexible working opportunities	
	Staff unaware of informal processes for flexible working in case of emergency/ acute caring responsibilities	To formalise acute/emergency flexibility and put process into handbook and induction day	HoD, DM, AS lead	Increased number of staff discussing flexible arrangements with HoD, improved responses by 50% to these questions in 2019 CS	2017	2019	In 2022 Culture Survey 75.5% of staff shows awareness of possible flexible arrangements to be discussed with HoD. However policy to be developed under FAP 2.3 should explicitly refer to the possibility of flexible working in case of emergency/acute caring responsibilities	
	There have been no cases of this in the Department in the last five years.						There have been cases since the last submission and flexible working arrangements have been agreed on a one-to-one basis with HoD	
29	Awareness on the importance of a diverse and inclusive workplace has already started, but we seek to improve on this and to mainstream gender and diversity into all our activities	On wider culture, see <b>Action Points 14, 17, 18, 23, 34, 25, 26, 27, 28, 3, 31 and 32</b> (Sections 5.6.ii-viii)	All members of DMT and DEC	Achieve 80% return on the 2019 CS  Achieve 75% staff satisfaction that the Department is a diverse and inclusive workplace on the 2019 CS	January 2018	Spring 2019	Due to the pandemic, the 2019 CS was not applied. The only CS was applied in 2022 and had a return of 51% amongst academic staff and 47% amongst all staff. The return on the survey has been far lower than the one we proposed ourselves to achieve, but there are two main reasons:	

							<p>1) we had a significant numbers of new staff, both academic and PSS, who did not feel they knew the departmental enough to participate;</p> <p>2) the return on surveys has been very low across the University post-Covid due to staff fatigue. In our case, survey activity resumed after lockdown lifted, with both a mentoring and a research impact survey being applied shortly before the CS, in addition to the CS.</p> <p>In the 2022 Culture Survey, 75.6% of respondents considered the department to have a culture inclusive of all people</p>	
	<p>On maternity leave, see <b>Action Points 23, 24</b> and <b>25</b>.</p> <p>On paternity, adoption, and parental leave, see <b>Action Points 26</b> and <b>27</b>.</p> <p>On flexible working see <b>Action Point 28</b>. (Sections 5.5.i-vii)</p>							



30	Most committee members and committee chairs have been majority male between 2012-16	<p>See also Action Points 14 and 18 (Sections 5.1.iii and 5.3.iii)</p> <p>Plus:</p> <ul style="list-style-type: none"> <li>- Reviewing committee membership annually</li> <li>- Aiming for gender balance on committees for 2018-19</li> <li>- Aiming for gender balance among committee chairs by 2018-19</li> <li>- Actively encouraging women to go for committee roles via the PDR process, and also via targeted meetings and improved mentoring of mid-career staff.)</li> <li>- Development of Deputy roles in key committees in order to allow for more opportunities and career progression.</li> </ul>	HoD, DHoD, Workload Committee, PRD reviewers, DM	<p>Gender balance among committee chairs by 2018-19</p> <p>Gender balance among committee members by 2018-19</p> <p>Appointment of Deputy roles to key committee chairs by 2018-19</p>	January 2018	Academic year 2018-19 and then annually reviewed	<p>Achieved gender parity among committee chairs</p> <p>Approximate gender balance between committee members reached (50/50 would impose an excessive burden on women, given that only 43% of our academic staff are women)</p> <p>Deputy Chairs were created for all major committees</p>	
	Only 27% of female academic staff who responded to the CS 2017 had been asked to serve on or elected to	<p>See Action Points 14, 17, and 18:</p> <p>HoD to encourage female staff to apply for membership of Committees</p>	HoD, DHoD, PRD reviewers	At least 50% of female staff respond positively to this question in the 2019 CS	January 2018	Spring 2019 Culture Survey then reviewed annually	2022 Culture Survey followed pre-given questions and did not include question. However, PDR reviewers and mentors have been routinely briefed to	

	University-wide committee, versus 53% of male respondents	<p>and to encourage their nomination (Action Point 14)</p> <p>Staff to be encouraged to take leadership training to support greater participation on University Committees (Action Point 17)</p> <p>PDR process used to highlight and encourage women to apply for University Committee Representation (Action Point 18)</p>					encourage female members of staff to take on roles at University-level and uptake of such roles has increased	
31	On a scale of 1 through 9 (with a higher number indicating a higher perception of unfairness of the workload process) the mean response from female staff was 4.8 versus 2.7 from male staff.	<p>Run a focus group discussion (FGD) with female staff to investigate further the causes of the perception of workload unfairness</p> <p>Make workload fairness a standing item under the Athena Swan agenda item at DMT and DEC.</p>	HoD, DHoD, DM and AS lead.	Increase in perceptions of workload fairness to a mean of under 3.00 out of 9 in the 2019 CS	January 2018	Spring 2019 Reviewed annually	In the 2022 culture survey, 81% of female staff agree or strongly agree that workloads are allocated on a clear and fair basis (against 71% of male staff). This constitutes a substantial improvement from perceptions in the last submission	

		<p>Ensure more consistent communication of workload criteria at DM.</p> <p>By these steps, aim to increase the perception of workload fairness to a mean of under 3.00 out of 9 in the 2019 CS.</p>						
32	Core staff meetings are all during core hours. However, 60% of female respondents and 78% of male respondents found it difficult to attend Departmental social activities	Ensure all major annual Departmental social events are held during core hours	DM and AS lead	All major social events held during core hours	December 2018	Ongoing	Core staff meetings are all during core hours. All major annual Departmental social events are held during core hours too	
33	Improved gender balance identified in our external visual and testimonial materials, which we seek to maintain	Ensure that the Department's admission team, and the University's central marketing team continue to provide gender balanced sets of images and testimonials for use on the Departmental website and in promotional materials	DM, Admissions Officers, Deputy Admissions Officer	Web image and testimonial balance maintained at 50%	November 2017	Reviewed annually	Achieved: external visual and testimonial materials regularly monitored to maintain gender balance and diversity	

34	The 2017 CS highlighted the perception that men speak more than women in the DM. 12/34 respondents commented that this meetings' gender dynamics were unequal	<p>Focus on better chairing</p> <p>Smaller group work to encourage greater participation and more diverse speakers</p> <p>Improved awareness of gender bias in discussions, by tracking speakers at major meetings and in small groups, and reporting back to DM to raise awareness of any bias</p> <p>Improvement in speaker gender balance should also take place via changes to Committee Chairs and membership, see Section 5.6.iii</p>	HoD, Deputy HoD, AS lead, DM	<p>Improved response rate to this question in the CS 2019 to 75%</p> <p>Improvement of female speakers – including in small groups) at DM to at least 40% female speakers per meeting by 2018-19</p>	Already started in Autumn 2017	Review termly at DMT under AS standing item CS 2019	<p>Although question not repeated in the 2022 culture survey, a similar question was included on how comfortable staff felt on speaking and expressing opinions. 81% of female staff felt positively comfortable in expressing opinions against 76% of male staff.</p> <p>This constitutes evidence of significant improvement of deliberative culture. Results for female academic staff were marginally lower (78%) but still higher than 75%. Although the difference is not significant we have sought to reinforce and expand our healthy deliberative culture in our FAP 7.2.</p>	
35	The Department does not keep a single log of invited speakers, so there is no consistent set of data on the gender breakdown of external speakers	<p>For Departmental Research Seminars, the Departmental (or research cluster, as appropriate) convenor maintains a log of all invited speakers over the next four years</p> <p>A gender-balanced rotation of chairs is ensured for</p>	Seminar Convenor, Research Cluster Convenors, PGR Chair and Director	<p>Gender parity on all external speakers is achieved by end of academic year 2018-19</p> <p>Chairs of all research workshops are gender balanced by end of academic year 2018-19</p>	Spring 2018	<p>Summer 2019</p> <p>Reviewed annually</p>	<p>Log of invited speakers kept, but some lapses in updating</p> <p>However, requirement has been embedded in our culture and organisers keep a close eye on gender distribution. In result of this, there has been gender parity in invited speakers in the period</p>	

		research workshops (such as postgraduate student presentations)						
36	No formal records kept in the Department around external outreach activities by gender.	Formal records of outreach activities by gender kept in the Department.	HoD and DM	Records of outreach activities monitored by gender	January 2018	Annual review in September	No formal records of outreach activity have been kept  However, efforts have been made to keep gender parity in outreach activities in representation of the department (rather than simply in representation of individual research projects)	

## Appendix 1: Culture survey data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

Our CS had a response rate of 47% overall and 51% for academic staff (we were 96 members of staff when the survey was applied). Although this is a good return for an online survey, especially in light of the decline of response rates during and in the immediate aftermath of Covid-19, it is lower than we would have wished. It also means that we need to be careful in interpreting the survey findings. Although overall variation between gender was higher than variation between contract types, responses showed little variation by gender, there being only three questions where women's average response was lower than men's: Q.2.4. ("The rate people progress in my department is not affected by their gender"); Q3.2 ("My workload is manageable"), and Q4.2 ("My department makes it clear that unsupportive language and behaviour are not acceptable").

In the survey, we used a 1 to 5 rating scale (with 1 meaning "strongly disagree", and 5 "strongly agree") as a simple and effective way to rate staff satisfaction with specific dimensions of the department's EDI action. The responses were disaggregated and analysed according to gender, staff role, and academic contract type.

The treated data includes average ratings, expressed as a decimal and percentage of the maximum '5', followed by count of ratings (with percentage count) for each graded response question. The mode response is highlighted in the count data. Responses from those who chose not to disclose their gender are omitted from the averages. Where included for count, open question responses, and respondent demographics, they are shown either as 'N/a' or 'Prefer not to say'.

Question 3.3 is absent from the results owing to a typo in the numbering of the survey questions.

Table CS.1. Average response per question, by gender, staff role, and academic contract type

Section 1	n=	Q1.1		Q1.2		Q1.3		Q1.4		Q1.5		Q1.6		Grand Total	
		Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5
<b>Female</b>	<b>21</b>	<b>4.5</b>	<b>90%</b>	<b>4.6</b>	<b>92%</b>	<b>4.2</b>	<b>84%</b>	<b>4.3</b>	<b>86%</b>	<b>4.1</b>	<b>82%</b>	<b>4.2</b>	<b>84%</b>	<b>4.3</b>	<b>86%</b>
<b>Academic Staff</b>	<b>14</b>	<b>4.4</b>	<b>88%</b>	<b>4.4</b>	<b>88%</b>	<b>3.9</b>	<b>78%</b>	<b>4.1</b>	<b>82%</b>	<b>3.9</b>	<b>78%</b>	<b>4.1</b>	<b>82%</b>	<b>4.1</b>	<b>82%</b>
Research and Teaching (ART)	10	4.4	88%	4.3	86%	3.9	78%	4.1	82%	3.9	78%	4.0	80%	4.1	82%
Teaching and Scholarship (T&S)	4	4.5	90%	4.8	96%	4.0	80%	4.3	86%	4.0	80%	4.3	86%	4.3	86%
<b>Professional Support Staff</b>	<b>7</b>	<b>4.7</b>	<b>94%</b>	<b>4.9</b>	<b>98%</b>	<b>4.9</b>	<b>98%</b>	<b>4.6</b>	<b>92%</b>	<b>4.6</b>	<b>92%</b>	<b>4.4</b>	<b>88%</b>	<b>4.7</b>	<b>94%</b>
<b>Male</b>	<b>21</b>	<b>4.0</b>	<b>80%</b>	<b>4.3</b>	<b>86%</b>	<b>3.8</b>	<b>76%</b>	<b>3.8</b>	<b>76%</b>	<b>4.1</b>	<b>82%</b>	<b>4.0</b>	<b>80%</b>	<b>4.0</b>	<b>80%</b>
<b>Academic Staff</b>	<b>19</b>	<b>3.9</b>	<b>78%</b>	<b>4.3</b>	<b>86%</b>	<b>3.7</b>	<b>74%</b>	<b>3.7</b>	<b>74%</b>	<b>4.1</b>	<b>82%</b>	<b>3.9</b>	<b>78%</b>	<b>3.9</b>	<b>78%</b>
Research and Teaching (ART)	17	3.9	78%	4.4	88%	3.8	76%	3.8	76%	4.1	82%	3.9	78%	4.0	80%
Teaching and Scholarship (T&S)	2	3.5	70%	3.5	70%	3.0	60%	3.0	60%	3.5	70%	4.0	80%	3.4	68%
<b>Professional Support Staff</b>	<b>2</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>
<b>Section 1 Total</b>	<b>42</b>	<b>4.2</b>	<b>84%</b>	<b>4.5</b>	<b>90%</b>	<b>4.0</b>	<b>80%</b>	<b>4.0</b>	<b>80%</b>	<b>4.1</b>	<b>82%</b>	<b>4.1</b>	<b>82%</b>	<b>4.2</b>	<b>84%</b>

Section 2	n=	Q2.1		Q2.2		Q2.3		Q2.4		Q2.5		Q2.6		Grand Total	
		Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5
<b>Female</b>	<b>21</b>	<b>4.4</b>	<b>88%</b>	<b>4.4</b>	<b>88%</b>	<b>4.1</b>	<b>82%</b>	<b>3.9</b>	<b>78%</b>	<b>3.8</b>	<b>76%</b>	<b>3.7</b>	<b>74%</b>	<b>4.1</b>	<b>82%</b>
<b>Academic Staff</b>	<b>14</b>	<b>4.4</b>	<b>88%</b>	<b>4.5</b>	<b>90%</b>	<b>4.0</b>	<b>80%</b>	<b>3.6</b>	<b>72%</b>	<b>3.5</b>	<b>70%</b>	<b>3.2</b>	<b>64%</b>	<b>3.9</b>	<b>78%</b>
Research and Teaching (ART)	10	4.2	84%	4.4	88%	4.0	80%	3.4	68%	3.5	70%	3.3	66%	3.8	76%
Teaching and Scholarship (T&S)	4	4.8	96%	4.8	96%	4.0	80%	4.3	86%	3.5	70%	3.0	60%	4.1	82%
<b>Professional Support Staff</b>	<b>7</b>	<b>4.6</b>	<b>92%</b>	<b>4.3</b>	<b>86%</b>	<b>4.4</b>	<b>88%</b>	<b>4.3</b>	<b>86%</b>	<b>4.3</b>	<b>86%</b>	<b>4.6</b>	<b>92%</b>	<b>4.4</b>	<b>88%</b>
<b>Male</b>	<b>21</b>	<b>4.4</b>	<b>88%</b>	<b>4.4</b>	<b>88%</b>	<b>4.1</b>	<b>82%</b>	<b>4.0</b>	<b>80%</b>	<b>3.7</b>	<b>74%</b>	<b>3.6</b>	<b>72%</b>	<b>4.0</b>	<b>80%</b>
<b>Academic Staff</b>	<b>19</b>	<b>4.5</b>	<b>90%</b>	<b>4.4</b>	<b>88%</b>	<b>4.2</b>	<b>84%</b>	<b>3.9</b>	<b>78%</b>	<b>3.7</b>	<b>74%</b>	<b>3.6</b>	<b>72%</b>	<b>4.1</b>	<b>82%</b>
Research and Teaching (ART)	17	4.5	90%	4.5	90%	4.2	84%	3.9	78%	3.9	78%	3.7	74%	4.1	82%
Teaching and Scholarship (T&S)	2	4.0	80%	4.0	80%	4.0	80%	3.5	70%	2.5	50%	2.5	50%	3.4	68%
<b>Professional Support Staff</b>	<b>2</b>	<b>3.5</b>	<b>70%</b>	<b>4.0</b>	<b>80%</b>	<b>3.0</b>	<b>60%</b>	<b>4.5</b>	<b>90%</b>	<b>3.0</b>	<b>60%</b>	<b>4.0</b>	<b>80%</b>	<b>3.7</b>	<b>74%</b>
<b>Section 2 Total</b>	<b>42</b>	<b>4.4</b>	<b>88%</b>	<b>4.4</b>	<b>88%</b>	<b>4.1</b>	<b>82%</b>	<b>3.9</b>	<b>78%</b>	<b>3.7</b>	<b>74%</b>	<b>3.6</b>	<b>72%</b>	<b>4.0</b>	<b>80%</b>

Section 3	n=	Q3.1		Q3.2		Q3.4		Q3.5		Q3.6		Q3.7		Grand Total	
		Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5
<b>Female</b>	<b>21</b>	<b>4.2</b>	<b>84%</b>	<b>3.3</b>	<b>66%</b>	<b>4.2</b>	<b>84%</b>	<b>3.8</b>	<b>76%</b>	<b>4.1</b>	<b>82%</b>	<b>3.8</b>	<b>76%</b>	<b>3.9</b>	<b>78%</b>
<b>Academic Staff</b>	<b>14</b>	<b>4.0</b>	<b>80%</b>	<b>3.1</b>	<b>62%</b>	<b>3.9</b>	<b>78%</b>	<b>3.8</b>	<b>76%</b>	<b>4.1</b>	<b>82%</b>	<b>3.4</b>	<b>68%</b>	<b>3.7</b>	<b>74%</b>
Research and Teaching (ART)	10	3.9	78%	3.0	60%	4.0	80%	3.8	76%	4.3	86%	3.6	72%	3.8	76%
Teaching and Scholarship (T&S)	4	4.3	86%	3.3	66%	3.8	76%	3.8	76%	3.5	70%	3.0	60%	3.6	72%
<b>Professional Support Staff</b>	<b>7</b>	<b>4.6</b>	<b>92%</b>	<b>3.9</b>	<b>78%</b>	<b>4.9</b>	<b>98%</b>	<b>3.7</b>	<b>74%</b>	<b>4.3</b>	<b>86%</b>	<b>4.4</b>	<b>88%</b>	<b>4.3</b>	<b>86%</b>
<b>Male</b>	<b>21</b>	<b>4.0</b>	<b>80%</b>	<b>3.7</b>	<b>74%</b>	<b>4.1</b>	<b>82%</b>	<b>3.8</b>	<b>76%</b>	<b>3.7</b>	<b>74%</b>	<b>3.6</b>	<b>72%</b>	<b>3.8</b>	<b>76%</b>
<b>Academic Staff</b>	<b>19</b>	<b>3.9</b>	<b>78%</b>	<b>3.6</b>	<b>72%</b>	<b>4.1</b>	<b>82%</b>	<b>3.7</b>	<b>74%</b>	<b>3.6</b>	<b>72%</b>	<b>3.5</b>	<b>70%</b>	<b>3.7</b>	<b>74%</b>
Research and Teaching (ART)	17	4.1	82%	3.7	74%	4.1	82%	3.7	74%	3.7	74%	3.5	70%	3.8	76%
Teaching and Scholarship (T&S)	2	3.0	60%	3.0	60%	4.0	80%	4.0	80%	3.0	60%	3.0	60%	3.3	66%
<b>Professional Support Staff</b>	<b>2</b>	<b>4.5</b>	<b>90%</b>	<b>4.0</b>	<b>80%</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>	<b>4.0</b>	<b>80%</b>	<b>4.5</b>	<b>90%</b>	<b>4.3</b>	<b>86%</b>
<b>Section 3 Total</b>	<b>42</b>	<b>4.1</b>	<b>82%</b>	<b>3.5</b>	<b>70%</b>	<b>4.2</b>	<b>84%</b>	<b>3.8</b>	<b>76%</b>	<b>3.9</b>	<b>78%</b>	<b>3.7</b>	<b>74%</b>	<b>3.9</b>	<b>78%</b>

Section 4	n=	Q4.2		Q4.3		Grand Total	
		Av.	%/5	Av.	%/5	Av.	%/5
<b>Female</b>	<b>21</b>	<b>4.0</b>	<b>80%</b>	<b>4.0</b>	<b>80%</b>	<b>4.0</b>	<b>80%</b>
<b>Academic Staff</b>	<b>14</b>	<b>3.8</b>	<b>76%</b>	<b>3.9</b>	<b>78%</b>	<b>3.9</b>	<b>78%</b>
Research and Teaching (ART)	10	3.7	74%	3.8	76%	3.8	76%
Teaching and Scholarship (T&S)	4	4.0	80%	4.3	86%	4.2	84%
<b>Professional Support Staff</b>	<b>7</b>	<b>4.4</b>	<b>88%</b>	<b>4.3</b>	<b>86%</b>	<b>4.4</b>	<b>88%</b>
<b>Male</b>	<b>21</b>	<b>4.2</b>	<b>84%</b>	<b>3.9</b>	<b>78%</b>	<b>4.1</b>	<b>82%</b>
<b>Academic Staff</b>	<b>19</b>	<b>4.2</b>	<b>84%</b>	<b>3.9</b>	<b>78%</b>	<b>4.1</b>	<b>82%</b>
Research and Teaching (ART)	17	4.2	84%	3.9	78%	4.1	82%
Teaching and Scholarship (T&S)	2	4.5	90%	4.0	80%	4.3	86%
<b>Professional Support Staff</b>	<b>2</b>	<b>4.0</b>	<b>80%</b>	<b>3.5</b>	<b>70%</b>	<b>3.8</b>	<b>76%</b>
<b>Section 4 Total</b>	<b>42</b>	<b>4.1</b>	<b>82%</b>	<b>4.0</b>	<b>80%</b>	<b>4.1</b>	<b>82%</b>



Section 5	n=	Q5.1		Q5.2		Q5.3		Q5.4		Q5.5		Q5.6		Q5.7	
		Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5
<b>Female</b>	<b>21</b>	<b>4.3</b>	<b>86%</b>	<b>4.0</b>	<b>80%</b>	<b>4.0</b>	<b>80%</b>	<b>3.7</b>	<b>74%</b>	<b>4.0</b>	<b>80%</b>	<b>4.4</b>	<b>88%</b>	<b>3.9</b>	<b>78%</b>
<b>Academic Staff</b>	<b>14</b>	<b>4.1</b>	<b>82%</b>	<b>3.8</b>	<b>76%</b>	<b>3.7</b>	<b>74%</b>	<b>3.2</b>	<b>64%</b>	<b>3.9</b>	<b>78%</b>	<b>4.4</b>	<b>88%</b>	<b>3.7</b>	<b>74%</b>
Research and Teaching (ART)	10	4.1	82%	3.9	78%	3.7	74%	3.3	66%	3.9	78%	4.4	88%	3.6	72%
Teaching and Scholarship (T&S)	4	4.3	86%	3.5	70%	3.8	76%	3.0	60%	4.0	80%	4.3	86%	4.0	80%
<b>Professional Support Staff</b>	<b>7</b>	<b>4.6</b>	<b>92%</b>	<b>4.3</b>	<b>86%</b>	<b>4.6</b>	<b>92%</b>	<b>4.6</b>	<b>92%</b>	<b>4.1</b>	<b>82%</b>	<b>4.6</b>	<b>92%</b>	<b>4.1</b>	<b>82%</b>
<b>Male</b>	<b>21</b>	<b>4.2</b>	<b>84%</b>	<b>3.8</b>	<b>76%</b>	<b>3.7</b>	<b>74%</b>	<b>3.3</b>	<b>66%</b>	<b>4.0</b>	<b>80%</b>	<b>4.2</b>	<b>84%</b>	<b>3.7</b>	<b>74%</b>
<b>Academic Staff</b>	<b>19</b>	<b>4.2</b>	<b>84%</b>	<b>3.7</b>	<b>74%</b>	<b>3.7</b>	<b>74%</b>	<b>3.2</b>	<b>64%</b>	<b>4.1</b>	<b>82%</b>	<b>4.2</b>	<b>84%</b>	<b>3.7</b>	<b>74%</b>
Research and Teaching (ART)	17	4.2	84%	3.8	76%	3.6	72%	3.2	64%	4.1	82%	4.2	84%	3.8	76%
Teaching and Scholarship (T&S)	2	4.0	80%	3.5	70%	4.0	80%	3.5	70%	4.0	80%	3.5	70%	3.0	60%
<b>Professional Support Staff</b>	<b>2</b>	<b>4.5</b>	<b>90%</b>	<b>4.0</b>	<b>80%</b>	<b>4.0</b>	<b>80%</b>	<b>4.0</b>	<b>80%</b>	<b>3.0</b>	<b>60%</b>	<b>4.5</b>	<b>90%</b>	<b>3.5</b>	<b>70%</b>
<b>Section 5 Total</b>	<b>42</b>	<b>4.2</b>	<b>84%</b>	<b>3.9</b>	<b>78%</b>	<b>3.9</b>	<b>78%</b>	<b>3.5</b>	<b>70%</b>	<b>4.0</b>	<b>80%</b>	<b>4.3</b>	<b>86%</b>	<b>3.8</b>	<b>76%</b>

Section 5 (cont.)	n=	Q5.8		Grand Total	
		Av.	%/5	Av.	%/5
<b>Female</b>	<b>21</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>
<b>Academic Staff</b>	<b>14</b>	<b>4.4</b>	<b>88%</b>	<b>4.4</b>	<b>88%</b>
Research and Teaching (ART)	10	4.5	90%	4.5	90%
Teaching and Scholarship (T&S)	4	4.3	86%	4.3	86%
<b>Professional Support Staff</b>	<b>7</b>	<b>4.7</b>	<b>94%</b>	<b>4.7</b>	<b>94%</b>
<b>Male</b>	<b>21</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>
<b>Academic Staff</b>	<b>19</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>
Research and Teaching (ART)	17	4.4	88%	4.4	88%
Teaching and Scholarship (T&S)	2	5.0	100%	5.0	100%
<b>Professional Support Staff</b>	<b>2</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>
<b>Section 5 Total</b>	<b>42</b>	<b>4.5</b>	<b>90%</b>	<b>4.5</b>	<b>90%</b>

Table CS.2. Average response per question, by staff role and academic contract type

Question	Academic Staff				Professional Support Staff				Grand Total	
	Research and Teaching (ART) (n=27)		Teaching and Scholarship (T&S) (n=6)		Total (n=33)		Total (n=9)		(n=42)	
	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5	Av.	%/5
<b>Section 1</b>	<b>4.0</b>	<b>81%</b>	<b>4.0</b>	<b>80%</b>	<b>4.0</b>	<b>81%</b>	<b>4.6</b>	<b>93%</b>	<b>4.2</b>	<b>83%</b>
Q1.1	4.1	82%	4.2	83%	4.1	82%	4.7	93%	4.2	85%
Q1.2	4.4	87%	4.3	87%	4.4	87%	4.8	96%	4.5	89%
Q1.3	3.9	77%	3.7	73%	3.8	76%	4.8	96%	4.0	80%
Q1.4	3.9	79%	3.8	77%	3.9	78%	4.6	91%	4.0	81%
Q1.5	4.0	81%	3.8	77%	4.0	80%	4.6	91%	4.1	82%
Q1.6	4.0	79%	4.2	83%	4.0	80%	4.4	89%	4.1	82%
<b>Section 2</b>	<b>4.0</b>	<b>80%</b>	<b>3.8</b>	<b>77%</b>	<b>4.0</b>	<b>79%</b>	<b>4.2</b>	<b>85%</b>	<b>4.0</b>	<b>81%</b>
Q2.1	4.4	88%	4.5	90%	4.4	88%	4.3	87%	4.4	88%
Q2.2	4.4	89%	4.5	90%	4.5	89%	4.2	84%	4.4	88%
Q2.3	4.1	83%	4.0	80%	4.1	82%	4.1	82%	4.1	82%
Q2.4	3.7	75%	4.0	80%	3.8	76%	4.3	87%	3.9	78%
Q2.5	3.7	75%	3.2	63%	3.6	73%	4.0	80%	3.7	74%
Q2.6	3.6	71%	2.8	57%	3.4	68%	4.4	89%	3.6	73%
<b>Section 3</b>	<b>3.8</b>	<b>76%</b>	<b>3.5</b>	<b>70%</b>	<b>3.7</b>	<b>75%</b>	<b>4.3</b>	<b>86%</b>	<b>3.9</b>	<b>77%</b>
Q3.1	4.0	80%	3.8	77%	4.0	79%	4.6	91%	4.1	82%
Q3.2	3.4	69%	3.2	63%	3.4	68%	3.9	78%	3.5	70%
Q3.4	4.0	81%	3.8	77%	4.0	80%	4.8	96%	4.2	83%
Q3.5	3.7	75%	3.8	77%	3.8	75%	3.9	78%	3.8	76%
Q3.6	3.9	79%	3.3	67%	3.8	76%	4.2	84%	3.9	78%
Q3.7	3.6	71%	3.0	60%	3.5	69%	4.4	89%	3.7	73%
<b>Section 4</b>	<b>3.9</b>	<b>79%</b>	<b>4.2</b>	<b>83%</b>	<b>4.0</b>	<b>80%</b>	<b>4.2</b>	<b>84%</b>	<b>4.0</b>	<b>81%</b>
Q4.2	4.0	80%	4.2	83%	4.0	81%	4.3	87%	4.1	82%
Q4.3	3.9	78%	4.2	83%	3.9	79%	4.1	82%	4.0	80%
<b>Section 5</b>	<b>3.9</b>	<b>78%</b>	<b>3.9</b>	<b>77%</b>	<b>3.9</b>	<b>78%</b>	<b>4.3</b>	<b>87%</b>	<b>4.0</b>	<b>80%</b>
Q5.1	4.1	83%	4.2	83%	4.2	83%	4.6	91%	4.2	85%
Q5.2	3.8	76%	3.5	70%	3.8	75%	4.2	84%	3.9	77%
Q5.3	3.7	73%	3.8	77%	3.7	74%	4.4	89%	3.9	77%
Q5.4	3.2	64%	3.2	63%	3.2	64%	4.4	89%	3.5	70%
Q5.5	4.0	80%	4.0	80%	4.0	80%	3.9	78%	4.0	80%
Q5.6	4.3	86%	4.0	80%	4.2	85%	4.6	91%	4.3	86%
Q5.7	3.7	74%	3.7	73%	3.7	74%	4.0	80%	3.8	75%
Q5.8	4.4	89%	4.5	90%	4.5	89%	4.7	93%	4.5	90%
<b>Grand Total</b>	<b>3.9</b>	<b>79%</b>	<b>3.8</b>	<b>77%</b>	<b>3.9</b>	<b>78%</b>	<b>4.4</b>	<b>87%</b>	<b>4.0</b>	<b>80%</b>

Table CS.3. Average response to Q2.6, by gender and caring responsibilities

Q2.6 My department has taken action to mitigate the adverse impact of the Covid-19 pandemic on those with caring responsibilities							Grand Total		
	No			Yes					
	n=	Av.	% / 5	n=	Av.	% / 5	n=	Av.	% / 5
<b>Academic Staff</b>	<b>7</b>	<b>3.3</b>	<b>66%</b>	<b>26</b>	<b>3.5</b>	<b>69%</b>	<b>33</b>	<b>3.4</b>	<b>68%</b>
Research and Teaching (ART)	5	3.4	68%	22	3.6	72%	27	3.6	71%
Female	1	3.0	60%	9	3.3	67%	10	3.3	66%
Male	4	3.5	70%	13	3.8	75%	17	3.7	74%
Teaching and Scholarship (T&S)	2	3.0	60%	4	2.8	55%	6	2.8	57%
Female	2	3.0	60%	2	3.0	60%	4	3.0	60%
Male	0	-	0%	2	2.5	50%	2	2.5	50%
<b>Professional Support Staff</b>	<b>3</b>	<b>5.0</b>	<b>100%</b>	<b>6</b>	<b>4.2</b>	<b>83%</b>	<b>9</b>	<b>4.4</b>	<b>89%</b>
Female	2	5.0	100%	5	4.4	88%	7	4.6	91%
Male	1	5.0	100%	1	3.0	60%	2	4.0	80%

<b>Grand Total</b>	<b>10</b>	<b>3.8</b>	<b>76%</b>	<b>32</b>	<b>3.6</b>	<b>72%</b>	<b>42</b>	<b>3.6</b>	<b>72%</b>
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Table CS.4. Average response per question according to ethnicity, caring responsibilities, and contract function

Question	Ethnicity			Caring Responsibilities			Full-time/Part-time Contract				Open/Fixed Term Contract			Grand Total (n=45)
	BME (n=3)	White (n=40)	Total (n=43)	Yes (n=32)	No (n=10)	Total (n=42)	FT (n=35)	FT flexi (n=3)	PT (n=4)	Total (n=42)	Open (n=43)	FTC (n=1)	Total (n=44)	
<b>Section 1</b>	<b>4.2</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>	<b>4.4</b>	<b>4.2</b>	<b>4.0</b>	<b>4.4</b>	<b>4.5</b>	<b>4.1</b>	<b>4.1</b>	<b>4.3</b>	<b>4.1</b>	<b>4.1</b>
Q1.1	4.0	4.2	4.2	4.2	4.4	4.2	4.1	4.3	4.8	4.2	4.2	4.0	4.2	4.1
Q1.2	4.3	4.4	4.4	4.4	4.7	4.5	4.4	4.7	4.8	4.4	4.4	5.0	4.4	4.4
Q1.3	4.0	4.0	4.0	3.9	4.4	4.0	3.9	4.7	4.5	4.0	4.0	4.0	4.0	3.9
Q1.4	4.3	4.0	4.0	3.9	4.5	4.0	3.9	4.3	4.3	4.0	4.0	5.0	4.0	4.0
Q1.5	4.7	4.0	4.0	4.0	4.4	4.1	4.0	4.3	4.5	4.1	4.0	4.0	4.0	4.0
Q1.6	3.7	4.1	4.1	4.2	3.9	4.1	4.0	4.3	4.3	4.0	4.0	4.0	4.0	4.0
<b>Section 2</b>	<b>3.8</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>	<b>3.9</b>	<b>4.0</b>	<b>3.9</b>	<b>4.6</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>3.8</b>	<b>4.0</b>	<b>3.9</b>
Q2.1	4.3	4.4	4.3	4.4	4.3	4.4	4.3	4.7	4.5	4.4	4.3	5.0	4.3	4.3
Q2.2	4.3	4.4	4.3	4.4	4.3	4.4	4.3	4.7	4.5	4.4	4.3	5.0	4.3	4.3
Q2.3	4.0	4.1	4.0	4.2	3.8	4.1	3.9	4.7	4.5	4.0	4.0	4.0	4.0	4.0
Q2.4	2.7	3.9	3.8	3.9	3.8	3.9	3.8	4.7	4.3	3.9	3.8	3.0	3.8	3.8
Q2.5	4.0	3.7	3.7	3.8	3.6	3.7	3.7	4.3	4.3	3.8	3.7	3.0	3.7	3.7
Q2.6	3.7	3.6	3.6	3.6	3.8	3.6	3.6	4.3	4.0	3.7	3.6	3.0	3.6	3.6
<b>Section 3</b>	<b>3.5</b>	<b>3.8</b>	<b>3.8</b>	<b>3.9</b>	<b>3.9</b>	<b>3.9</b>	<b>3.7</b>	<b>4.5</b>	<b>4.4</b>	<b>3.8</b>	<b>3.8</b>	<b>3.8</b>	<b>3.8</b>	<b>3.8</b>
Q3.1	4.0	4.1	4.1	4.1	4.1	4.1	4.0	4.7	4.0	4.1	4.0	5.0	4.1	4.0
Q3.2	3.3	3.5	3.5	3.4	3.7	3.5	3.4	4.3	4.3	3.5	3.5	3.0	3.5	3.4
Q3.4	3.0	4.2	4.1	4.2	4.1	4.2	4.0	4.7	4.8	4.1	4.1	5.0	4.1	4.1
Q3.5	4.3	3.7	3.7	3.8	3.8	3.8	3.7	4.3	4.3	3.8	3.7	4.0	3.7	3.7
Q3.6	3.0	3.9	3.9	3.9	3.8	3.9	3.8	4.3	4.5	3.9	3.9	3.0	3.9	3.8
Q3.7	3.3	3.6	3.6	3.7	3.6	3.7	3.4	4.7	4.5	3.6	3.6	3.0	3.6	3.5
<b>Section 4</b>	<b>4.2</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>	<b>3.8</b>	<b>4.0</b>	<b>3.9</b>	<b>4.5</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>2.5</b>	<b>4.0</b>	<b>3.9</b>
Q4.2	4.3	4.0	4.0	4.2	3.8	4.1	3.9	4.7	4.3	4.0	4.0	2.0	4.0	4.0
Q4.3	4.0	3.9	3.9	4.1	3.7	4.0	3.9	4.3	4.3	3.9	4.0	3.0	3.9	3.9
<b>Section 5</b>	<b>3.8</b>	<b>4.0</b>	<b>3.9</b>	<b>4.0</b>	<b>4.1</b>	<b>4.0</b>	<b>3.9</b>	<b>4.6</b>	<b>4.3</b>	<b>4.0</b>	<b>3.9</b>	<b>3.1</b>	<b>3.9</b>	<b>3.9</b>
Q5.1	4.3	4.2	4.2	4.2	4.5	4.2	4.1	4.7	4.5	4.2	4.2	3.0	4.2	4.1
Q5.2	3.7	3.8	3.8	3.8	4.2	3.9	3.7	4.7	4.5	3.8	3.8	3.0	3.8	3.7
Q5.3	4.3	3.8	3.8	3.9	3.8	3.9	3.7	4.7	4.3	3.8	3.8	3.0	3.8	3.7
Q5.4	2.7	3.5	3.4	3.5	3.4	3.5	3.3	4.7	3.8	3.4	3.4	3.0	3.4	3.3
Q5.5	4.3	3.9	3.9	3.9	4.2	4.0	3.9	4.3	4.3	4.0	3.9	3.0	3.9	3.9
Q5.6	3.7	4.3	4.3	4.2	4.6	4.3	4.3	4.7	4.5	4.3	4.3	3.0	4.3	4.2
Q5.7	3.0	3.8	3.7	3.8	3.8	3.8	3.7	4.3	4.0	3.7	3.7	4.0	3.7	3.7
Q5.8	4.3	4.5	4.5	4.5	4.5	4.5	4.5	4.7	4.8	4.5	4.6	3.0	4.5	4.5
<b>Grand Total</b>	<b>3.8</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>	<b>4.0</b>	<b>3.9</b>	<b>4.5</b>	<b>4.4</b>	<b>4.0</b>	<b>4.0</b>	<b>3.6</b>	<b>4.0</b>	<b>3.9</b>

Table CS.5. Count of responses per question and rating, by gender

Response	N/a		Female		Male		Section 1 Total	
	n=	%	n=	%	n=	%	n=	%
<b>Q1.1</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	1	33%	0	0%	1	5%	2	4%
3	2	67%	2	10%	6	29%	10	22%
4	0	0%	6	29%	7	33%	13	29%
5	0	0%	13	62%	7	33%	20	44%
<b>Q1.2</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%
3	2	67%	1	5%	3	14%	6	13%
4	1	33%	7	33%	8	38%	16	36%
5	0	0%	13	62%	10	48%	23	51%
<b>Q1.3</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	1	33%	2	10%	2	10%	5	11%
3	2	67%	3	14%	5	24%	10	22%
4	0	0%	4	19%	9	43%	13	29%
5	0	0%	12	57%	5	24%	17	38%
<b>Q1.4</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	1	5%	1	2%
2	1	33%	1	5%	1	5%	3	7%
3	2	67%	2	10%	5	24%	9	20%
4	0	0%	8	38%	8	38%	16	36%
5	0	0%	10	48%	6	29%	16	36%
<b>Q1.5</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	1	33%	0	0%	0	0%	1	2%
2	0	0%	1	5%	1	5%	2	4%
3	1	33%	3	14%	4	19%	8	18%
4	1	33%	9	43%	8	38%	18	40%
5	0	0%	8	38%	8	38%	16	36%
<b>Q1.6</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	1	5%	1	2%
3	3	100%	3	14%	4	19%	10	22%
4	0	0%	11	52%	10	48%	21	47%
5	0	0%	7	33%	6	29%	13	29%

Response	N/a		Female		Male		Section 2 Total	
	n=	%	n=	%	n=	%	n=	%
<b>Q2.1</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	1	33%	1	5%	0	0%	2	4%
3	2	67%	2	10%	2	10%	6	13%
4	0	0%	5	24%	9	43%	14	31%
5	0	0%	13	62%	10	48%	23	51%
<b>Q2.2</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	1	33%	1	5%	0	0%	2	4%
3	1	33%	1	5%	0	0%	2	4%
4	1	33%	7	33%	13	62%	21	47%
5	0	0%	12	57%	8	38%	20	44%
<b>Q2.3</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	1	33%	0	0%	0	0%	1	2%
2	0	0%	1	5%	1	5%	2	4%
3	1	33%	2	10%	1	5%	4	9%
4	1	33%	11	52%	14	67%	26	58%
5	0	0%	7	33%	5	24%	12	27%
<b>Q2.4</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	1	33%	3	14%	1	5%	5	11%
2	0	0%	0	0%	1	5%	1	2%
3	2	67%	3	14%	4	19%	9	20%
4	0	0%	6	29%	7	33%	13	29%
5	0	0%	9	43%	8	38%	17	38%
<b>Q2.5</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	2	10%	0	0%	2	4%
2	0	0%	1	5%	1	5%	2	4%
3	3	100%	3	14%	8	38%	14	31%
4	0	0%	9	43%	9	43%	18	40%
5	0	0%	6	29%	3	14%	9	20%
<b>Q2.6</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	2	10%	0	0%	2	4%
2	1	33%	2	10%	2	10%	5	11%
3	2	67%	4	19%	8	38%	14	31%
4	0	0%	6	29%	7	33%	13	29%
5	0	0%	7	33%	4	19%	11	24%

Response	N/a		Female		Male		Section 3 Total	
	n=	%	n=	%	n=	%	n=	%
<b>Q3.1</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	0	0%	4	19%	1	5%	5	11%
3	2	67%	0	0%	5	24%	7	16%
4	1	33%	5	24%	8	38%	14	31%
5	0	0%	12	57%	7	33%	19	42%
<b>Q3.2</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	1	33%	0	0%	1	5%	2	4%
2	0	0%	3	14%	3	14%	6	13%
3	2	67%	11	52%	4	19%	17	38%
4	0	0%	4	19%	7	33%	11	24%
5	0	0%	3	14%	6	29%	9	20%
<b>Q3.4</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	1	5%	1	2%
2	0	0%	2	10%	0	0%	2	4%
3	2	67%	3	14%	3	14%	8	18%
4	1	33%	4	19%	9	43%	14	31%
5	0	0%	12	57%	8	38%	20	44%
<b>Q3.5</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	1	33%	1	5%	0	0%	2	4%
2	0	0%	1	5%	1	5%	2	4%
3	1	33%	5	24%	7	33%	13	29%
4	1	33%	9	43%	8	38%	18	40%
5	0	0%	5	24%	5	24%	10	22%
<b>Q3.6</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	1	5%	1	2%
2	1	33%	0	0%	1	5%	2	4%
3	1	33%	5	24%	4	19%	10	22%
4	1	33%	8	38%	13	62%	22	49%
5	0	0%	8	38%	2	10%	10	22%
<b>Q3.7</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	2	67%	0	0%	1	5%	3	7%
2	0	0%	2	10%	3	14%	5	11%
3	1	33%	7	33%	3	14%	11	24%
4	0	0%	6	29%	11	52%	17	38%
5	0	0%	6	29%	3	14%	9	20%

Response	N/a		Female		Male		Section 4 Total	
	n=	%	n=	%	n=	%	n=	%
<b>Q4.2</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	1	33%	0	0%	0	0%	1	2%
2	0	0%	3	14%	0	0%	3	7%
3	2	67%	1	5%	2	10%	5	11%
4	0	0%	10	48%	13	62%	23	51%
5	0	0%	7	33%	6	29%	13	29%
<b>Q4.3</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	1	33%	2	10%	1	5%	4	9%
3	1	33%	2	10%	4	19%	7	16%
4	1	33%	10	48%	12	57%	23	51%
5	0	0%	7	33%	4	19%	11	24%

Response	N/a		Female		Male		Section 5 Total	
	n=	%	n=	%	n=	%	n=	%
<b>Q5.1</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	1	33%	0	0%	0	0%	1	2%
2	1	33%	1	5%	0	0%	2	4%
3	1	33%	3	14%	2	10%	6	13%
4	0	0%	6	29%	13	62%	19	42%
5	0	0%	11	52%	6	29%	17	38%
<b>Q5.2</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	2	67%	0	0%	0	0%	2	4%
2	1	33%	3	14%	1	5%	5	11%
3	0	0%	4	19%	6	29%	10	22%
4	0	0%	5	24%	11	52%	16	36%
5	0	0%	9	43%	3	14%	12	27%
<b>Q5.3</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	2	67%	0	0%	1	5%	3	7%
2	0	0%	2	10%	3	14%	5	11%
3	1	33%	3	14%	1	5%	5	11%
4	0	0%	9	43%	12	57%	21	47%
5	0	0%	7	33%	4	19%	11	24%

Response	N/a		Female		Male		Section 5 (cont.)	
	n=	%	n=	%	n=	%	n=	%
<b>Q5.4</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	3	100%	1	5%	1	5%	5	11%
2	0	0%	2	10%	3	14%	5	11%
3	0	0%	6	29%	7	33%	13	29%
4	0	0%	6	29%	9	43%	15	33%
5	0	0%	6	29%	1	5%	7	16%
<b>Q5.5</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	1	33%	0	0%	0	0%	1	2%
2	0	0%	3	14%	0	0%	3	7%
3	1	33%	3	14%	6	29%	10	22%
4	1	33%	6	29%	10	48%	17	38%
5	0	0%	9	43%	5	24%	14	31%
<b>Q5.6</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	1	33%	0	0%	1	5%	2	4%
3	1	33%	3	14%	2	10%	6	13%
4	0	0%	6	29%	10	48%	16	36%
5	1	33%	12	57%	8	38%	21	47%
<b>Q5.7</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	1	33%	0	0%	0	0%	1	2%
2	0	0%	3	14%	2	10%	5	11%
3	2	67%	4	19%	7	33%	13	29%
4	0	0%	7	33%	8	38%	15	33%
5	0	0%	7	33%	4	19%	11	24%
<b>Q5.8</b>	<b>3</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%
3	0	0%	1	5%	1	5%	2	4%
4	0	0%	8	38%	9	43%	17	38%
5	3	100%	12	57%	11	52%	26	58%



Table CS.6. Count of responses per question and rating by staff role and gender

Section 1	Academic Staff Total								Professional Support Staff Total								Grand Total	
	N/a n=	%	Female n=	%	Male n=	%	n=	%	Female n=	%	Male n=	%	n=	%	n=	%	n=	%
<b>Q1.1</b>	<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>		
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	1	33%	0	0%	1	5%	2	6%	0	0%	0	0%	0	0%	2	4%		
3	2	67%	2	14%	6	32%	10	28%	0	0%	0	0%	0	0%	10	22%		
4	0	0%	4	29%	6	32%	10	28%	2	29%	1	50%	3	33%	13	29%		
5	0	0%	8	57%	6	32%	14	39%	5	71%	1	50%	6	67%	20	44%		
<b>Q1.2</b>	<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>		
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	2	67%	1	7%	3	16%	6	17%	0	0%	0	0%	0	0%	6	13%		
4	1	33%	6	43%	7	37%	14	39%	1	14%	1	50%	2	22%	16	36%		
5	0	0%	7	50%	9	47%	16	44%	6	86%	1	50%	7	78%	23	51%		
<b>Q1.3</b>	<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>		
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	1	33%	2	14%	2	11%	5	14%	0	0%	0	0%	0	0%	5	11%		
3	2	67%	3	21%	5	26%	10	28%	0	0%	0	0%	0	0%	10	22%		
4	0	0%	3	21%	8	42%	11	31%	1	14%	1	50%	2	22%	13	29%		
5	0	0%	6	43%	4	21%	10	28%	6	86%	1	50%	7	78%	17	38%		
<b>Q1.4</b>	<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>		
1	0	0%	0	0%	1	5%	1	3%	0	0%	0	0%	0	0%	1	2%		
2	1	33%	1	7%	1	5%	3	8%	0	0%	0	0%	0	0%	3	7%		
3	2	67%	1	7%	5	26%	8	22%	1	14%	0	0%	1	11%	9	20%		
4	0	0%	7	50%	7	37%	14	39%	1	14%	1	50%	2	22%	16	36%		
5	0	0%	5	36%	5	26%	10	28%	5	71%	1	50%	6	67%	16	36%		
<b>Q1.5</b>	<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>		
1	1	33%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	1	2%		
2	0	0%	1	7%	1	5%	2	6%	0	0%	0	0%	0	0%	2	4%		
3	1	33%	2	14%	4	21%	7	19%	1	14%	0	0%	1	11%	8	18%		
4	1	33%	8	57%	7	37%	16	44%	1	14%	1	50%	2	22%	18	40%		
5	0	0%	3	21%	7	37%	10	28%	5	71%	1	50%	6	67%	16	36%		
<b>Q1.6</b>	<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>		
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	1	5%	1	3%	0	0%	0	0%	0	0%	1	2%		
3	3	100%	3	21%	4	21%	10	28%	0	0%	0	0%	0	0%	10	22%		
4	0	0%	7	50%	9	47%	16	44%	4	57%	1	50%	5	56%	21	47%		

5	0	0%	4	29%	5	26%	9	25%	3	43%	1	50%	4	44%	13	29%
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Section 2	Academic Staff Total								Professional Support Staff Total								Grand Total	
	N/a	n=	%	Female n=	%	Male n=	%	n=	%	Female n=	%	Male n=	%	n=	%	n=	%	
<b>Q2.1</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
2		1	33%	1	7%	0	0%	2	6%	0	0%	0	0%	0	0%	2	4%	
3		2	67%	2	14%	1	5%	5	14%	0	0%	1	50%	1	11%	6	13%	
4		0	0%	2	14%	8	42%	10	28%	3	43%	1	50%	4	44%	14	31%	
5		0	0%	9	64%	10	53%	19	53%	4	57%	0	0%	4	44%	23	51%	
<b>Q2.2</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
2		1	33%	1	7%	0	0%	2	6%	0	0%	0	0%	0	0%	2	4%	
3		1	33%	0	0%	0	0%	1	3%	1	14%	0	0%	1	11%	2	4%	
4		1	33%	4	29%	11	58%	16	44%	3	43%	2	100%	5	56%	21	47%	
5		0	0%	9	64%	8	42%	17	47%	3	43%	0	0%	3	33%	20	44%	
<b>Q2.3</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		1	33%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	1	2%	
2		0	0%	1	7%	0	0%	1	3%	0	0%	1	50%	1	11%	2	4%	
3		1	33%	1	7%	1	5%	3	8%	1	14%	0	0%	1	11%	4	9%	
4		1	33%	9	64%	13	68%	23	64%	2	29%	1	50%	3	33%	26	58%	
5		0	0%	3	21%	5	26%	8	22%	4	57%	0	0%	4	44%	12	27%	
<b>Q2.4</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		1	33%	3	21%	1	5%	5	14%	0	0%	0	0%	0	0%	5	11%	
2		0	0%	0	0%	1	5%	1	3%	0	0%	0	0%	0	0%	1	2%	
3		2	67%	2	14%	4	21%	8	22%	1	14%	0	0%	1	11%	9	20%	
4		0	0%	3	21%	6	32%	9	25%	3	43%	1	50%	4	44%	13	29%	
5		0	0%	6	43%	7	37%	13	36%	3	43%	1	50%	4	44%	17	38%	
<b>Q2.5</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		0	0%	2	14%	0	0%	2	6%	0	0%	0	0%	0	0%	2	4%	
2		0	0%	1	7%	1	5%	2	6%	0	0%	0	0%	0	0%	2	4%	
3		3	100%	2	14%	6	32%	11	31%	1	14%	2	100%	3	33%	14	31%	
4		0	0%	6	43%	9	47%	15	42%	3	43%	0	0%	3	33%	18	40%	
5		0	0%	3	21%	3	16%	6	17%	3	43%	0	0%	3	33%	9	20%	
<b>Q2.6</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		0	0%	2	14%	0	0%	2	6%	0	0%	0	0%	0	0%	2	4%	
2		1	33%	2	14%	2	11%	5	14%	0	0%	0	0%	0	0%	5	11%	
3		2	67%	3	21%	7	37%	12	33%	1	14%	1	50%	2	22%	14	31%	
4		0	0%	5	36%	7	37%	12	33%	1	14%	0	0%	1	11%	13	29%	

5	0	0%	2	14%	3	16%	5	14%	5	71%	1	50%	6	67%	11	24%
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	Academic Staff Total								Professional Support Staff Total						Grand Total		
Section 3	N/a	n=	%	Female n=	%	Male n=	%	n=	%	Female n=	%	Male n=	%	n=	%	n=	%
Q3.1		3	100%	14	100%	19	100%	36	100%	7	100%	2	100%	9	100%	45	100%
1		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2		0	0%	4	29%	1	5%	5	14%	0	0%	0	0%	0	0%	5	11%
3		2	67%	0	0%	5	26%	7	19%	0	0%	0	0%	0	0%	7	16%
4		1	33%	2	14%	7	37%	10	28%	3	43%	1	50%	4	44%	14	31%
5		0	0%	8	57%	6	32%	14	39%	4	57%	1	50%	5	56%	19	42%
Q3.2		3	100%	14	100%	19	100%	36	100%	7	100%	2	100%	9	100%	45	100%
1		1	33%	0	0%	1	5%	2	6%	0	0%	0	0%	0	0%	2	4%
2		0	0%	2	14%	3	16%	5	14%	1	14%	0	0%	1	11%	6	13%
3		2	67%	9	64%	3	16%	14	39%	2	29%	1	50%	3	33%	17	38%
4		0	0%	3	21%	7	37%	10	28%	1	14%	0	0%	1	11%	11	24%
5		0	0%	0	0%	5	26%	5	14%	3	43%	1	50%	4	44%	9	20%
Q3.4		3	100%	14	100%	19	100%	36	100%	7	100%	2	100%	9	100%	45	100%
1		0	0%	0	0%	1	5%	1	3%	0	0%	0	0%	0	0%	1	2%
2		0	0%	2	14%	0	0%	2	6%	0	0%	0	0%	0	0%	2	4%
3		2	67%	3	21%	3	16%	8	22%	0	0%	0	0%	0	0%	8	18%
4		1	33%	3	21%	8	42%	12	33%	1	14%	1	50%	2	22%	14	31%
5		0	0%	6	43%	7	37%	13	36%	6	86%	1	50%	7	78%	20	44%
Q3.5		3	100%	14	100%	19	100%	36	100%	7	100%	2	100%	9	100%	45	100%
1		1	33%	0	0%	0	0%	1	3%	1	14%	0	0%	1	11%	2	4%
2		0	0%	1	7%	1	5%	2	6%	0	0%	0	0%	0	0%	2	4%
3		1	33%	4	29%	7	37%	12	33%	1	14%	0	0%	1	11%	13	29%
4		1	33%	6	43%	7	37%	14	39%	3	43%	1	50%	4	44%	18	40%
5		0	0%	3	21%	4	21%	7	19%	2	29%	1	50%	3	33%	10	22%
Q3.6		3	100%	14	100%	19	100%	36	100%	7	100%	2	100%	9	100%	45	100%
1		0	0%	0	0%	1	5%	1	3%	0	0%	0	0%	0	0%	1	2%
2		1	33%	0	0%	1	5%	2	6%	0	0%	0	0%	0	0%	2	4%
3		1	33%	4	29%	4	21%	9	25%	1	14%	0	0%	1	11%	10	22%
4		1	33%	5	36%	11	58%	17	47%	3	43%	2	100%	5	56%	22	49%
5		0	0%	5	36%	2	11%	7	19%	3	43%	0	0%	3	33%	10	22%
Q3.7		3	100%	14	100%	19	100%	36	100%	7	100%	2	100%	9	100%	45	100%
1		2	67%	0	0%	1	5%	3	8%	0	0%	0	0%	0	0%	3	7%
2		0	0%	2	14%	3	16%	5	14%	0	0%	0	0%	0	0%	5	11%
3		1	33%	6	43%	3	16%	10	28%	1	14%	0	0%	1	11%	11	24%
4		0	0%	4	29%	10	53%	14	39%	2	29%	1	50%	3	33%	17	38%

5	0	0%	2	14%	2	11%	4	11%	4	57%	1	50%	5	56%	9	20%
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Section 4	Academic Staff Total								Professional Support Staff Total								Grand Total	
	N/a	n=	%	Female n=	%	Male n=	%	n=	%	Female n=	%	Male n=	%	n=	%	n=	%	
<b>Q4.2</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		1	33%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	1	2%	
2		0	0%	3	21%	0	0%	3	8%	0	0%	0	0%	0	0%	3	7%	
3		2	67%	1	7%	2	11%	5	14%	0	0%	0	0%	0	0%	5	11%	
4		0	0%	6	43%	11	58%	17	47%	4	57%	2	100%	6	67%	23	51%	
5		0	0%	4	29%	6	32%	10	28%	3	43%	0	0%	3	33%	13	29%	
<b>Q4.3</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
2		1	33%	2	14%	1	5%	4	11%	0	0%	0	0%	0	0%	4	9%	
3		1	33%	2	14%	3	16%	6	17%	0	0%	1	50%	1	11%	7	16%	
4		1	33%	5	36%	11	58%	17	47%	5	71%	1	50%	6	67%	23	51%	
5		0	0%	5	36%	4	21%	9	25%	2	29%	0	0%	2	22%	11	24%	
<b>Section 5</b>																		
<b>Q5.1</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		1	33%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	1	2%	
2		1	33%	1	7%	0	0%	2	6%	0	0%	0	0%	0	0%	2	4%	
3		1	33%	3	21%	2	11%	6	17%	0	0%	0	0%	0	0%	6	13%	
4		0	0%	3	21%	12	63%	15	42%	3	43%	1	50%	4	44%	19	42%	
5		0	0%	7	50%	5	26%	12	33%	4	57%	1	50%	5	56%	17	38%	
<b>Q5.2</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		2	67%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%	2	4%	
2		1	33%	2	14%	1	5%	4	11%	1	14%	0	0%	1	11%	5	11%	
3		0	0%	4	29%	6	32%	10	28%	0	0%	0	0%	0	0%	10	22%	
4		0	0%	3	21%	9	47%	12	33%	2	29%	2	100%	4	44%	16	36%	
5		0	0%	5	36%	3	16%	8	22%	4	57%	0	0%	4	44%	12	27%	
<b>Q5.3</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		2	67%	0	0%	1	5%	3	8%	0	0%	0	0%	0	0%	3	7%	
2		0	0%	2	14%	3	16%	5	14%	0	0%	0	0%	0	0%	5	11%	
3		1	33%	3	21%	1	5%	5	14%	0	0%	0	0%	0	0%	5	11%	
4		0	0%	6	43%	10	53%	16	44%	3	43%	2	100%	5	56%	21	47%	
5		0	0%	3	21%	4	21%	7	19%	4	57%	0	0%	4	44%	11	24%	
<b>Q5.4</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	
1		3	100%	1	7%	1	5%	5	14%	0	0%	0	0%	0	0%	5	11%	
2		0	0%	2	14%	3	16%	5	14%	0	0%	0	0%	0	0%	5	11%	

3	0	0%	6	43%	7	37%	13	36%	0	0%	0	0%	0	0%	13	29%
4	0	0%	3	21%	7	37%	10	28%	3	43%	2	100%	5	56%	15	33%
5	0	0%	2	14%	1	5%	3	8%	4	57%	0	0%	4	44%	7	16%

Section 5 (cont.)		Academic Staff Total								Professional Support Staff Total						Grand Total	
	N/a	n=	%	Female n=	%	Male n=	%	n=	%	Female n=	%	Male n=	%	n=	%	n=	%
<b>Q5.5</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1		1	33%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	1	2%
2		0	0%	2	14%	0	0%	2	6%	1	14%	0	0%	1	11%	3	7%
3		1	33%	2	14%	4	21%	7	19%	1	14%	2	100%	3	33%	10	22%
4		1	33%	5	36%	10	53%	16	44%	1	14%	0	0%	1	11%	17	38%
5		0	0%	5	36%	5	26%	10	28%	4	57%	0	0%	4	44%	14	31%
<b>Q5.6</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2		1	33%	0	0%	1	5%	2	6%	0	0%	0	0%	0	0%	2	4%
3		1	33%	2	14%	2	11%	5	14%	1	14%	0	0%	1	11%	6	13%
4		0	0%	5	36%	9	47%	14	39%	1	14%	1	50%	2	22%	16	36%
5		1	33%	7	50%	7	37%	15	42%	5	71%	1	50%	6	67%	21	47%
<b>Q5.7</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1		1	33%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	1	2%
2		0	0%	3	21%	2	11%	5	14%	0	0%	0	0%	0	0%	5	11%
3		2	67%	2	14%	6	32%	10	28%	2	29%	1	50%	3	33%	13	29%
4		0	0%	5	36%	7	37%	12	33%	2	29%	1	50%	3	33%	15	33%
5		0	0%	4	29%	4	21%	8	22%	3	43%	0	0%	3	33%	11	24%
<b>Q5.8</b>		<b>3</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
1		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3		0	0%	1	7%	1	5%	2	6%	0	0%	0	0%	0	0%	2	4%
4		0	0%	6	43%	8	42%	14	39%	2	29%	1	50%	3	33%	17	38%
5		3	100%	7	50%	10	53%	20	56%	5	71%	1	50%	6	67%	26	58%

Table CS.7. Count of responses per question and rating, by academic contract type and gender

Research and Teaching (ART) Total										Teaching and Scholarship (T&S) Total								Academic Staff			
Section 1	N/a	n=	%	Female	n=	%	Male	n=	%	N/a	n=	%	Female	n=	%	Male	n=	%	Total	n=	%
Q1.1		2	100%		10	100%		17	100%		29	100%		4	100%		2	100%		7	100%
1		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%
2		1	50%		0	0%		1	6%		2	7%		0	0%		0	0%		0	0%
3		1	50%		2	20%		5	29%		8	28%		1	100%		0	0%		1	50%
4		0	0%		2	20%		5	29%		7	24%		0	0%		2	50%		1	50%
5		0	0%		6	60%		6	35%		12	41%		0	0%		2	50%		0	0%
Q1.2		2	100%		10	100%		17	100%		29	100%		4	100%		2	100%		7	100%
1		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%
2		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%
3		2	100%		1	10%		2	12%		5	17%		0	0%		0	0%		1	50%
4		0	0%		5	50%		6	35%		11	38%		1	100%		1	25%		1	50%
5		0	0%		4	40%		9	53%		13	45%		0	0%		3	75%		0	0%
Q1.3		2	100%		10	100%		17	100%		29	100%		4	100%		2	100%		7	100%
1		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%
2		1	50%		2	20%		2	12%		5	17%		0	0%		0	0%		0	0%
3		1	50%		2	20%		3	18%		6	21%		1	100%		1	25%		2	100%
4		0	0%		1	10%		8	47%		9	31%		0	0%		2	50%		0	0%
5		0	0%		5	50%		4	24%		9	31%		0	0%		1	25%		0	0%
Q1.4		2	100%		10	100%		17	100%		29	100%		4	100%		2	100%		7	100%
1		0	0%		0	0%		1	6%		1	3%		0	0%		0	0%		0	0%
2		1	50%		1	10%		1	6%		3	10%		0	0%		0	0%		0	0%
3		1	50%		0	0%		3	18%		4	14%		1	100%		1	25%		2	100%
4		0	0%		6	60%		7	41%		13	45%		0	0%		1	25%		0	0%
5		0	0%		3	30%		5	29%		8	28%		0	0%		2	50%		0	0%
Q1.5		2	100%		10	100%		17	100%		29	100%		4	100%		2	100%		7	100%
1		1	50%		0	0%		0	0%		1	3%		0	0%		0	0%		0	0%
2		0	0%		1	10%		1	6%		2	7%		0	0%		0	0%		0	0%
3		1	50%		1	10%		3	18%		5	17%		0	0%		1	25%		1	50%
4		0	0%		6	60%		6	35%		12	41%		1	100%		2	50%		1	50%
5		0	0%		2	20%		7	41%		9	31%		0	0%		1	25%		0	0%
Q1.6		2	100%		10	100%		17	100%		29	100%		4	100%		2	100%		7	100%
1		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%
2		0	0%		0	0%		1	6%		1	3%		0	0%		0	0%		0	0%
3		2	100%		3	30%		4	24%		9	31%		1	100%		0	0%		0	0%
4		0	0%		4	40%		7	41%		11	38%		0	0%		3	75%		2	100%

5	0	0%	3	30%	5	29%	8	28%	0	0%	1	25%	0	0%	1	14%	9	25%
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	Research and Teaching (ART) Total								Teaching and Scholarship (T&S) Total								Academic Staff			
Section 2	N/a	n=	%	Female n=	%	Male n=	%	n=	%	N/a	n=	%	Female n=	%	Male n=	%	n=	%	Total n=	%
Q2.1		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		0	0%	0	0%	0	0%	0	0%		0	0%	0	0%	0	0%	0	0%	0	0%
2		1	50%	1	10%	0	0%	2	7%		0	0%	0	0%	0	0%	0	0%	2	6%
3		1	50%	2	20%	1	6%	4	14%		1	100%	0	0%	0	0%	1	14%	5	14%
4		0	0%	1	10%	6	35%	7	24%		0	0%	1	25%	2	100%	3	43%	10	28%
5		0	0%	6	60%	10	59%	16	55%		0	0%	3	75%	0	0%	3	43%	19	53%
Q2.2		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		0	0%	0	0%	0	0%	0	0%		0	0%	0	0%	0	0%	0	0%	0	0%
2		1	50%	1	10%	0	0%	2	7%		0	0%	0	0%	0	0%	0	0%	2	6%
3		1	50%	0	0%	0	0%	1	3%		0	0%	0	0%	0	0%	0	0%	1	3%
4		0	0%	3	30%	9	53%	12	41%		1	100%	1	25%	2	100%	4	57%	16	44%
5		0	0%	6	60%	8	47%	14	48%		0	0%	3	75%	0	0%	3	43%	17	47%
Q2.3		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		1	50%	0	0%	0	0%	1	3%		0	0%	0	0%	0	0%	0	0%	1	3%
2		0	0%	1	10%	0	0%	1	3%		0	0%	0	0%	0	0%	0	0%	1	3%
3		1	50%	1	10%	1	6%	3	10%		0	0%	0	0%	0	0%	0	0%	3	8%
4		0	0%	5	50%	11	65%	16	55%		1	100%	4	100%	2	100%	7	100%	23	64%
5		0	0%	3	30%	5	29%	8	28%		0	0%	0	0%	0	0%	0	0%	8	22%
Q2.4		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		1	50%	3	30%	1	6%	5	17%		0	0%	0	0%	0	0%	0	0%	5	14%
2		0	0%	0	0%	1	6%	1	3%		0	0%	0	0%	0	0%	0	0%	1	3%
3		1	50%	1	10%	3	18%	5	17%		1	100%	1	25%	1	50%	3	43%	8	22%
4		0	0%	2	20%	5	29%	7	24%		0	0%	1	25%	1	50%	2	29%	9	25%
5		0	0%	4	40%	7	41%	11	38%		0	0%	2	50%	0	0%	2	29%	13	36%
Q2.5		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		0	0%	2	20%	0	0%	2	7%		0	0%	0	0%	0	0%	0	0%	2	6%
2		0	0%	1	10%	0	0%	1	3%		0	0%	0	0%	1	50%	1	14%	2	6%
3		2	100%	0	0%	5	29%	7	24%		1	100%	2	50%	1	50%	4	57%	11	31%
4		0	0%	4	40%	9	53%	13	45%		0	0%	2	50%	0	0%	2	29%	15	42%
5		0	0%	3	30%	3	18%	6	21%		0	0%	0	0%	0	0%	0	0%	6	17%
Q2.6		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		0	0%	2	20%	0	0%	2	7%		0	0%	0	0%	0	0%	0	0%	2	6%
2		1	50%	1	10%	1	6%	3	10%		0	0%	1	25%	1	50%	2	29%	5	14%
3		1	50%	1	10%	6	35%	8	28%		1	100%	2	50%	1	50%	4	57%	12	33%
4		0	0%	4	40%	7	41%	11	38%		0	0%	1	25%	0	0%	1	14%	12	33%

5	0	0%	2	20%	3	18%	5	17%	0	0%	0	0%	0	0%	0	0%	5	14%
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	Research and Teaching (ART) Total								Teaching and Scholarship (T&S) Total								Academic Staff			
Section 3	N/a	n=	%	Female n=	%	Male n=	%	n=	%	N/a	n=	%	Female n=	%	Male n=	%	n=	%	Total n=	%
Q3.1		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		0	0%	0	0%	0	0%	0	0%		0	0%	0	0%	0	0%	0	0%	0	0%
2		0	0%	3	30%	1	6%	4	14%		0	0%	1	25%	0	0%	1	14%	5	14%
3		2	100%	0	0%	3	18%	5	17%		0	0%	0	0%	2	100%	2	29%	7	19%
4		0	0%	2	20%	7	41%	9	31%		1	100%	0	0%	0	0%	1	14%	10	28%
5		0	0%	5	50%	6	35%	11	38%		0	0%	3	75%	0	0%	3	43%	14	39%
Q3.2		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		1	50%	0	0%	1	6%	2	7%		0	0%	0	0%	0	0%	0	0%	2	6%
2		0	0%	2	20%	2	12%	4	14%		0	0%	0	0%	1	50%	1	14%	5	14%
3		1	50%	6	60%	3	18%	10	34%		1	100%	3	75%	0	0%	4	57%	14	39%
4		0	0%	2	20%	6	35%	8	28%		0	0%	1	25%	1	50%	2	29%	10	28%
5		0	0%	0	0%	5	29%	5	17%		0	0%	0	0%	0	0%	0	0%	5	14%
Q3.4		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		0	0%	0	0%	1	6%	1	3%		0	0%	0	0%	0	0%	0	0%	1	3%
2		0	0%	1	10%	0	0%	1	3%		0	0%	1	25%	0	0%	1	14%	2	6%
3		2	100%	2	20%	3	18%	7	24%		0	0%	1	25%	0	0%	1	14%	8	22%
4		0	0%	3	30%	6	35%	9	31%		1	100%	0	0%	2	100%	3	43%	12	33%
5		0	0%	4	40%	7	41%	11	38%		0	0%	2	50%	0	0%	2	29%	13	36%
Q3.5		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		1	50%	0	0%	0	0%	1	3%		0	0%	0	0%	0	0%	0	0%	1	3%
2		0	0%	1	10%	1	6%	2	7%		0	0%	0	0%	0	0%	0	0%	2	6%
3		1	50%	3	30%	7	41%	11	38%		0	0%	1	25%	0	0%	1	14%	12	33%
4		0	0%	3	30%	5	29%	8	28%		1	100%	3	75%	2	100%	6	86%	14	39%
5		0	0%	3	30%	4	24%	7	24%		0	0%	0	0%	0	0%	0	0%	7	19%
Q3.6		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		0	0%	0	0%	1	6%	1	3%		0	0%	0	0%	0	0%	0	0%	1	3%
2		1	50%	0	0%	0	0%	1	3%		0	0%	0	0%	1	50%	1	14%	2	6%
3		1	50%	2	20%	4	24%	7	24%		0	0%	2	50%	0	0%	2	29%	9	25%
4		0	0%	3	30%	10	59%	13	45%		1	100%	2	50%	1	50%	4	57%	17	47%
5		0	0%	5	50%	2	12%	7	24%		0	0%	0	0%	0	0%	0	0%	7	19%
Q3.7		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		2	100%	0	0%	1	6%	3	10%		0	0%	0	0%	0	0%	0	0%	3	8%
2		0	0%	1	10%	2	12%	3	10%		0	0%	1	25%	1	50%	2	29%	5	14%
3		0	0%	4	40%	3	18%	7	24%		1	100%	2	50%	0	0%	3	43%	10	28%
4		0	0%	3	30%	9	53%	12	41%		0	0%	1	25%	1	50%	2	29%	14	39%



5	0	0%	2	20%	2	12%	4	14%	0	0%	0	0%	0	0%	0	0%	4	11%
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	Research and Teaching (ART) Total								Teaching and Scholarship (T&S) Total								Academic Staff			
Section 4	N/a	n=	%	Female n=	%	Male n=	%	n=	%	N/a	n=	%	Female n=	%	Male n=	%	n=	%	Total n=	%
Q4.2		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		1	50%	0	0%	0	0%	1	3%		0	0%	0	0%	0	0%	0	0%	1	3%
2		0	0%	2	20%	0	0%	2	7%		0	0%	1	25%	0	0%	1	14%	3	8%
3		1	50%	1	10%	2	12%	4	14%		1	100%	0	0%	0	0%	1	14%	5	14%
4		0	0%	5	50%	10	59%	15	52%		0	0%	1	25%	1	50%	2	29%	17	47%
5		0	0%	2	20%	5	29%	7	24%		0	0%	2	50%	1	50%	3	43%	10	28%
Q4.3		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		0	0%	0	0%	0	0%	0	0%		0	0%	0	0%	0	0%	0	0%	0	0%
2		1	50%	2	20%	1	6%	4	14%		0	0%	0	0%	0	0%	0	0%	4	11%
3		1	50%	1	10%	3	18%	5	17%		0	0%	1	25%	0	0%	1	14%	6	17%
4		0	0%	4	40%	9	53%	13	45%		1	100%	1	25%	2	100%	4	57%	17	47%
5		0	0%	3	30%	4	24%	7	24%		0	0%	2	50%	0	0%	2	29%	9	25%
Section 5																				
Q5.1		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		1	50%	0	0%	0	0%	1	3%		0	0%	0	0%	0	0%	0	0%	1	3%
2		1	50%	1	10%	0	0%	2	7%		0	0%	0	0%	0	0%	0	0%	2	6%
3		0	0%	2	20%	2	12%	4	14%		1	100%	1	25%	0	0%	2	29%	6	17%
4		0	0%	2	20%	10	59%	12	41%		0	0%	1	25%	2	100%	3	43%	15	42%
5		0	0%	5	50%	5	29%	10	34%		0	0%	2	50%	0	0%	2	29%	12	33%
Q5.2		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		2	100%	0	0%	0	0%	2	7%		0	0%	0	0%	0	0%	0	0%	2	6%
2		0	0%	1	10%	1	6%	2	7%		1	100%	1	25%	0	0%	2	29%	4	11%
3		0	0%	3	30%	5	29%	8	28%		0	0%	1	25%	1	50%	2	29%	10	28%
4		0	0%	2	20%	8	47%	10	34%		0	0%	1	25%	1	50%	2	29%	12	33%
5		0	0%	4	40%	3	18%	7	24%		0	0%	1	25%	0	0%	1	14%	8	22%
Q5.3		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		2	100%	0	0%	1	6%	3	10%		0	0%	0	0%	0	0%	0	0%	3	8%
2		0	0%	2	20%	3	18%	5	17%		0	0%	0	0%	0	0%	0	0%	5	14%
3		0	0%	1	10%	1	6%	2	7%		1	100%	2	50%	0	0%	3	43%	5	14%
4		0	0%	5	50%	8	47%	13	45%		0	0%	1	25%	2	100%	3	43%	16	44%
5		0	0%	2	20%	4	24%	6	21%		0	0%	1	25%	0	0%	1	14%	7	19%
Q5.4		2	100%	10	100%	17	100%	29	100%		1	100%	4	100%	2	100%	7	100%	36	100%
1		2	100%	1	10%	1	6%	4	14%		1	100%	0	0%	0	0%	1	14%	5	14%
2		0	0%	1	10%	3	18%	4	14%		0	0%	1	25%	0	0%	1	14%	5	14%

3	0	0%	4	40%	6	35%	10	34%	0	0%	2	50%	1	50%	3	43%	13	36%		
4	0	0%	2	20%	6	35%	8	28%	0	0%	1	25%	1	50%	2	29%	10	28%		
5	0	0%	2	20%	1	6%	3	10%	0	0%	0	0%	0	0%	0	0%	3	8%		
Section 5 (cont.)	Research and Teaching (ART) Total								Teaching and Scholarship (T&S) Total								Academic Staff			
	N/a	n=	%	Female n=	%	Male n=	%	n=	%	N/a	n=	%	Female n=	%	Male n=	%	n=	%	Total n=	%
Q5.5	2	100%		10	100%	17	100%	29	100%	1	100%		4	100%	2	100%	7	100%	36	100%
1	1	50%		0	0%	0	0%	1	3%	0	0%		0	0%	0	0%	0	0%	1	3%
2	0	0%		2	20%	0	0%	2	7%	0	0%		0	0%	0	0%	0	0%	2	6%
3	1	50%		1	10%	4	24%	6	21%	0	0%		1	25%	0	0%	1	14%	7	19%
4	0	0%		3	30%	8	47%	11	38%	1	100%		2	50%	2	100%	5	71%	16	44%
5	0	0%		4	40%	5	29%	9	31%	0	0%		1	25%	0	0%	1	14%	10	28%
Q5.6	2	100%		10	100%	17	100%	29	100%	1	100%		4	100%	2	100%	7	100%	36	100%
1	0	0%		0	0%	0	0%	0	0%	0	0%		0	0%	0	0%	0	0%	0	0%
2	1	50%		0	0%	1	6%	2	7%	0	0%		0	0%	0	0%	0	0%	2	6%
3	1	50%		1	10%	1	6%	3	10%	0	0%		1	25%	1	50%	2	29%	5	14%
4	0	0%		4	40%	8	47%	12	41%	0	0%		1	25%	1	50%	2	29%	14	39%
5	0	0%		5	50%	7	41%	12	41%	1	100%		2	50%	0	0%	3	43%	15	42%
Q5.7	2	100%		10	100%	17	100%	29	100%	1	100%		4	100%	2	100%	7	100%	36	100%
1	1	50%		0	0%	0	0%	1	3%	0	0%		0	0%	0	0%	0	0%	1	3%
2	0	0%		2	20%	2	12%	4	14%	0	0%		1	25%	0	0%	1	14%	5	14%
3	1	50%		2	20%	4	24%	7	24%	1	100%		0	0%	2	100%	3	43%	10	28%
4	0	0%		4	40%	7	41%	11	38%	0	0%		1	25%	0	0%	1	14%	12	33%
5	0	0%		2	20%	4	24%	6	21%	0	0%		2	50%	0	0%	2	29%	8	22%
Q5.8	2	100%		10	100%	17	100%	29	100%	1	100%		4	100%	2	100%	7	100%	36	100%
1	0	0%		0	0%	0	0%	0	0%	0	0%		0	0%	0	0%	0	0%	0	0%
2	0	0%		0	0%	0	0%	0	0%	0	0%		0	0%	0	0%	0	0%	0	0%
3	0	0%		0	0%	1	6%	1	3%	0	0%		1	25%	0	0%	1	14%	2	6%
4	0	0%		5	50%	8	47%	13	45%	0	0%		1	25%	0	0%	1	14%	14	39%
5	2	100%		5	50%	8	47%	15	52%	1	100%		2	50%	2	100%	5	71%	20	56%

Table CS.8. Coded responses to open questions

Q1.7 Do you have any suggestions for ways the Department could increase the sense of belonging and inclusion?	Gender (Total n=14)			n=	Total %
	F (n=7)	M (n=5)	N/a (n=2)		
1. No comment.	2	2	0	4	29%
2. There should be more emphasis on staff networks and/or social events.	2	2	0	4	29%
3. When concerns are raised, they should be taken more seriously.	2	0	0	2	14%
4. There should be more recognition and celebration of the work that staff do.	1	1	0	2	14%
5. There should be more racial and/or gender diversity in the department. The department's hiring strategy needs to be amended.	2	0	0	2	14%
6. There should be greater equality between T&S and research staff, OR, There should be greater equality in terms of workload and job security.	2	0	0	2	14%
7. The department is too large to foster a sense of cohesion, inclusion, and belonging. Well-led, smaller clusters could better achieve this.	0	1	0	1	7%
8. There should be more effective training around unconscious bias and inclusive practices. The culture of the department should enforce this training in practice, and hold people accountable.	0	0	1	1	7%
9. More should be done to create an inclusive environment for students. This begins with staff behaviour. All staff should be expected to contribute to widening participation.	0	0	1	1	7%
	11 58%	6 32%	2 10%	19 100%	100%

Q2.7 Do you have any suggestions for ways the department can improve gender equality?	Gender (Total n=13)			n=	Total %
	F (n=6)	M (n=5)	N/a (n=2)		
1. No comment.	2	2	0	4	31%
2. Take practical steps to address workload inequality, which disproportionately impacts women. This is especially true under the effects of Covid-19 (due to caring responsibilities), and it continues to have a knock-on impact on workloads and output.	1	1	1	3	23%
3. There is clearly an effort being made to address gender equality issues. However, the voices of those affected need to be amplified and foregrounded.	0	0	1	1	8%
4. There should be fewer male professors.	0	1	0	1	8%
5. There should be coaching for attaining committee positions aimed towards non-men.	1	0	0	1	8%

6. All work activities should be workloaded in order to have a better understanding of how work is distributed along gendered lines.	1	0	0	1	8%
7. More formal encouragement of men to take caring leave and be supported upon their return.	0	1	0	1	8%
8. Gender equality should not be measured by the demographics of leadership roles. It is a matter of acknowledging equal capabilities.	1	0	0	1	8%
	6 46%	5 38%	2 16%	13 100%	100%

Q3.8 Please share any suggestions for the Department to improve support for a good work-life balance and the general wellbeing of staff	Gender (Total n=9)			n=	Total %
	F (n=4)	M (n=3)	N/a (n=2)		
1. Workloads are too high in general.	3	1	0	4	44%
2. There is not enough time for research.	2	1	0	3	33%
3. Teaching loads should be reduced.	2	1	0	3	33%
4. Supervision of students should attract more recognition as a time-intensive work activity.	2	0	0	2	22%
5. No comment.	1	1	0	2	22%
6. There should be greater equality in (caring) leave opportunities between ART, T&S, and support staff.	0	0	1	1	11%
7. There should be better, and more long-term, mental health support available.	0	0	1	1	11%
8. Preparation time should be workloaded and should take in account (lack of) experience and/or familiarity with teaching content.	0	1	0	1	7%
9. Individual staff should be consulted on their timetabling.	1	0	0	1	11%
10. There should be a wider range of options for flexible working (reducing hours is not always a suitable option).	1	0	0	1	11%
	12 63%	5 26%	2 11%	19 100%	100%

Q4.4 Is there anything the department can do to improve how we tackle bullying and harassment?	Gender (Total n=6)			n=	Total %
	F (n=2)	M (n=2)	N/a (n=2)		
1. No comment.	0	1	1	2	33%
2. There should be more supervision and surveillance of GTAs and how they relate to their students.	0	1	0	1	17%
3. There needs to be better understanding amongst colleagues of what is/is not acceptable, and greater sensitivity to complicated social dynamics.	1	0	0	1	17%

4. I am not aware of any bullying.	1	0	0	1	17%
5. I am aware of some instances of behaviour that I do not feel are appropriate.	0	0	1	1	17%
	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>100%</b>
	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>100%</b>	

Q5.9 Please share any suggestions for ways the department can improve support for equitable and inclusive recruitment, career development and/or promotion process	Gender (Total n=9)			n=	Total %
	F (n=5)	M (n=2)	N/a (n=2)		
1. Targeted recruitment or an amended recruitment strategy to increase diversity along gender, race, and class lines.	3	0	0	3	33%
2. Address workload inequality.	0	1	1	2	22%
3. Less focus on REF when it comes to recruitment priorities.	2	0	0	2	22%
4. Better coaching and guidance on how to achieve promotion for mid-career staff, along with support that is tailored to this career level specifically.	1	0	0	1	11%
5. Offer specific Covid-related support to help mitigate the effects of the pandemic on mental health, workloads, and output. This directly impacts promotion eligibility.	1	0	0	1	11%
6. Make meetings with mentors optional.	0	1	0	1	11%
7. Clearer guidance for ALs about how to progress into permanent positions.	1	0	0	1	11%
8. Offer career development opportunities for professional support staff.	1	0	0	1	11%
9. Give T&S staff more flexibility, recognition, and greater ownership of their work.	0	0	1	1	11%
10. Better career support and promotion opportunities for T&S staff. Make opportunities for innovation, research, and networking available to T&S staff on par with ART staff.	0	0	1	1	11%
11. Recruit more women at junior levels.	1	0	0	1	11%
12. Greater commitment to supporting a healthy work-life balance.	1	0	0	1	11%
13. Increase fairness and equality of opportunity within the department. Increase transparency of decision-making.	0	0	1	1	11%
	<b>11</b>	<b>2</b>	<b>4</b>	<b>17</b>	<b>100%</b>
	<b>65%</b>	<b>12%</b>	<b>23%</b>	<b>100%</b>	

Figure CS.1. Pie charts illustrating respondent demographics

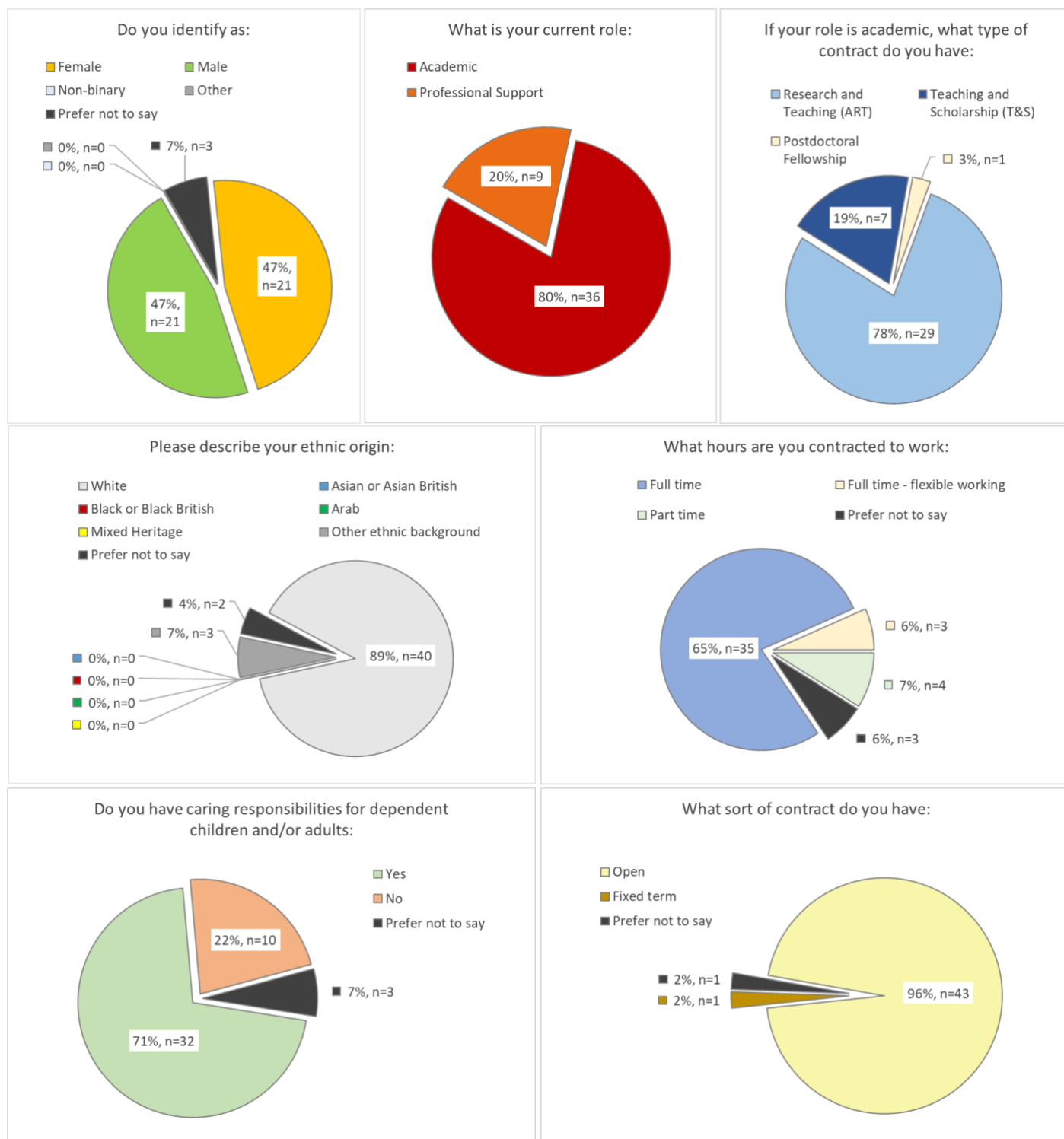
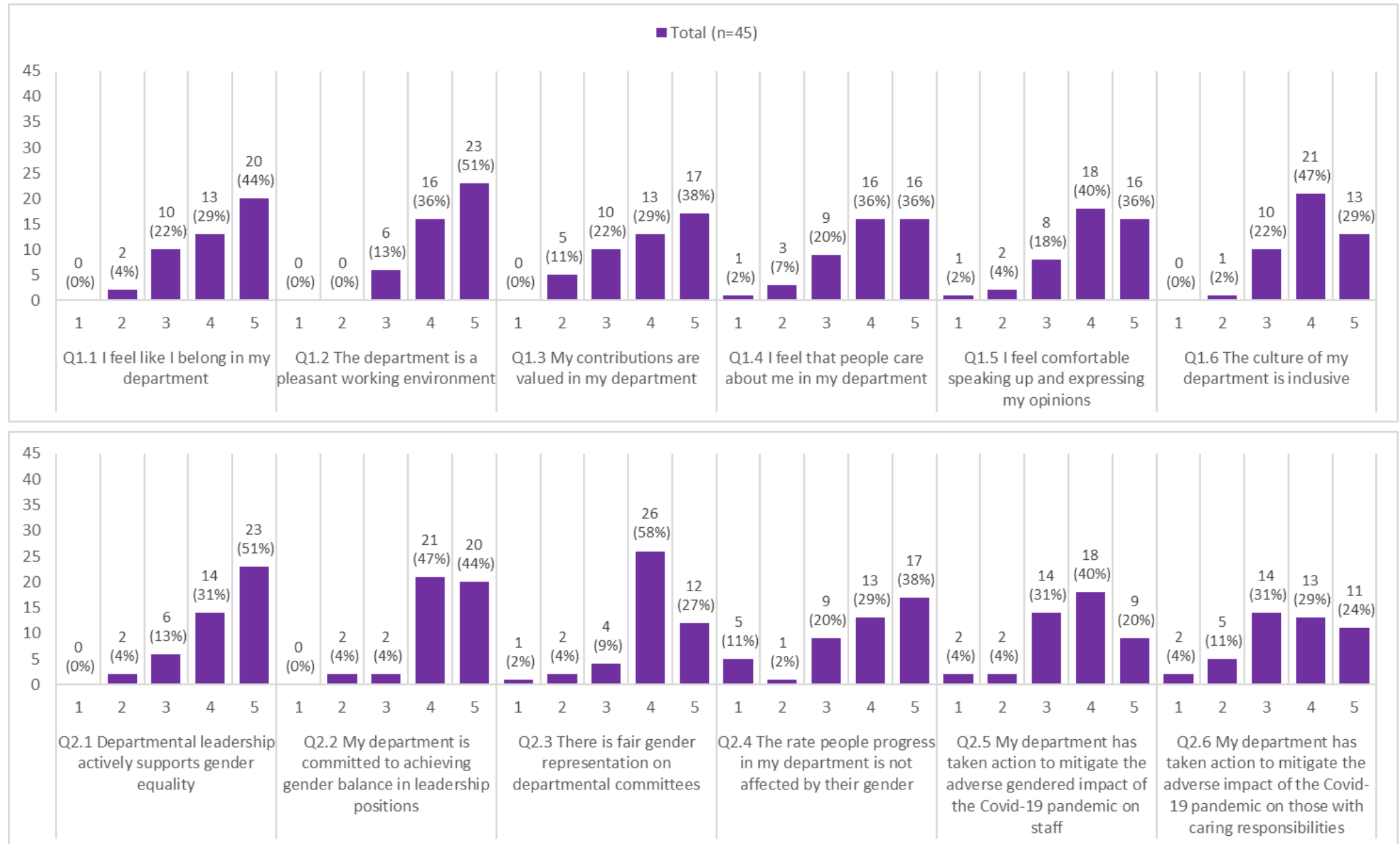
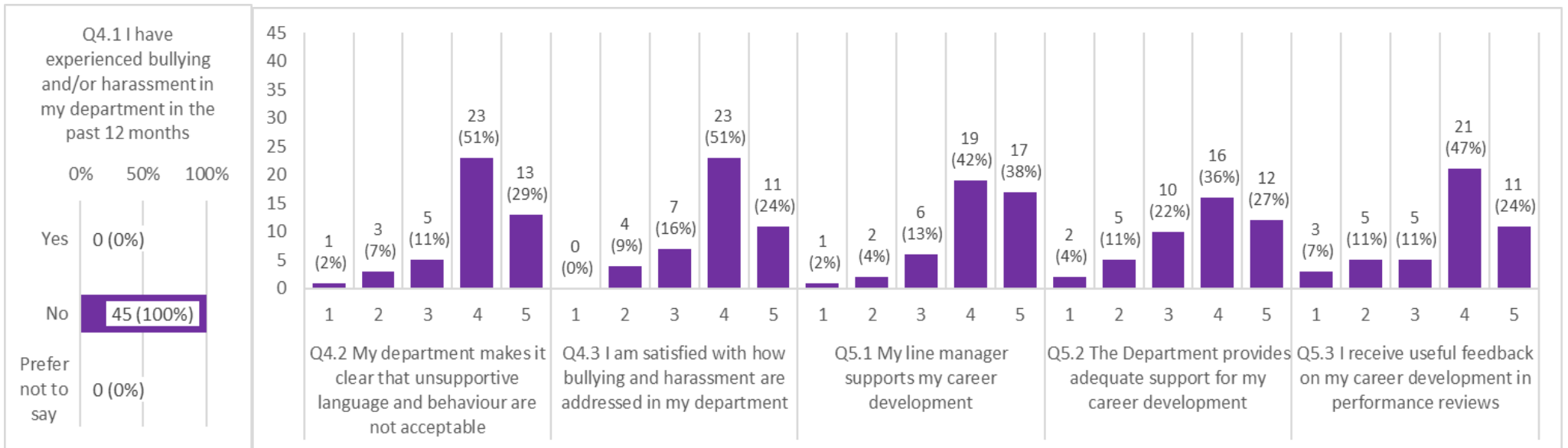
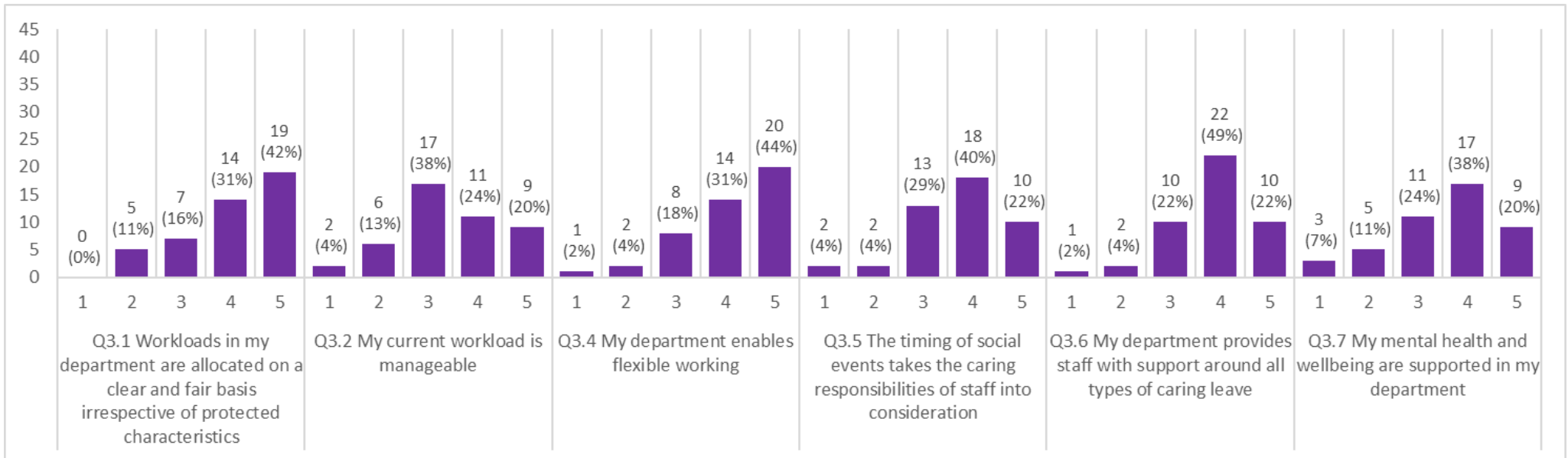


Figure CS.2. Bar graphs for total count of responses per question and rating







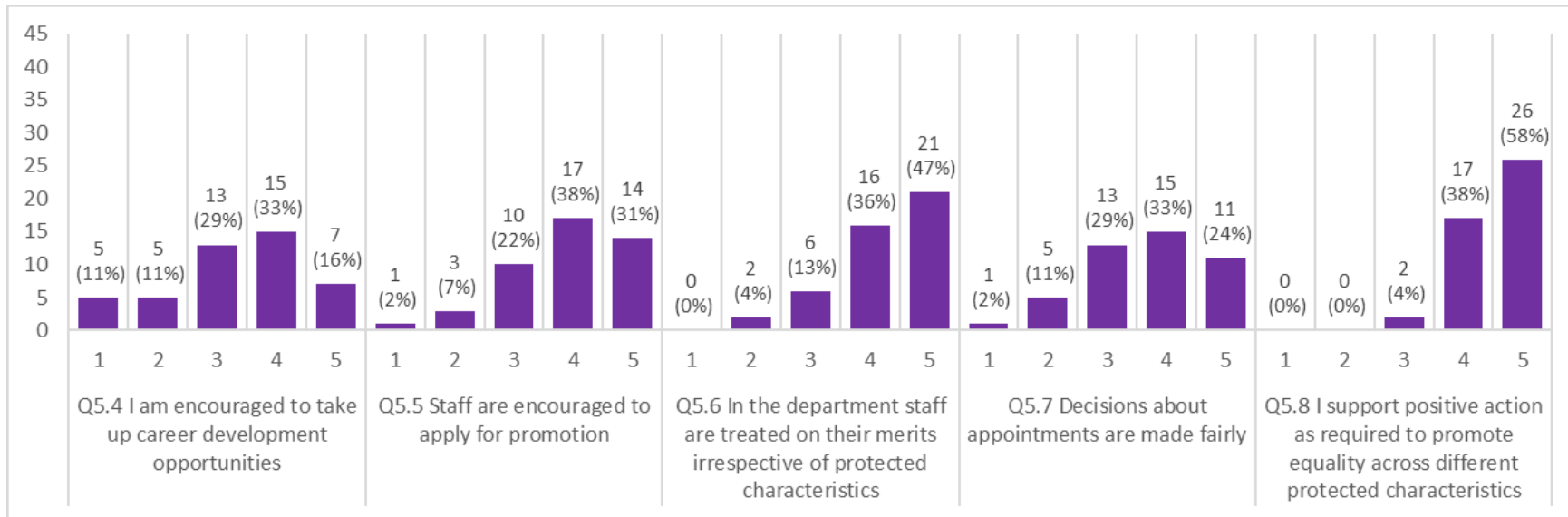
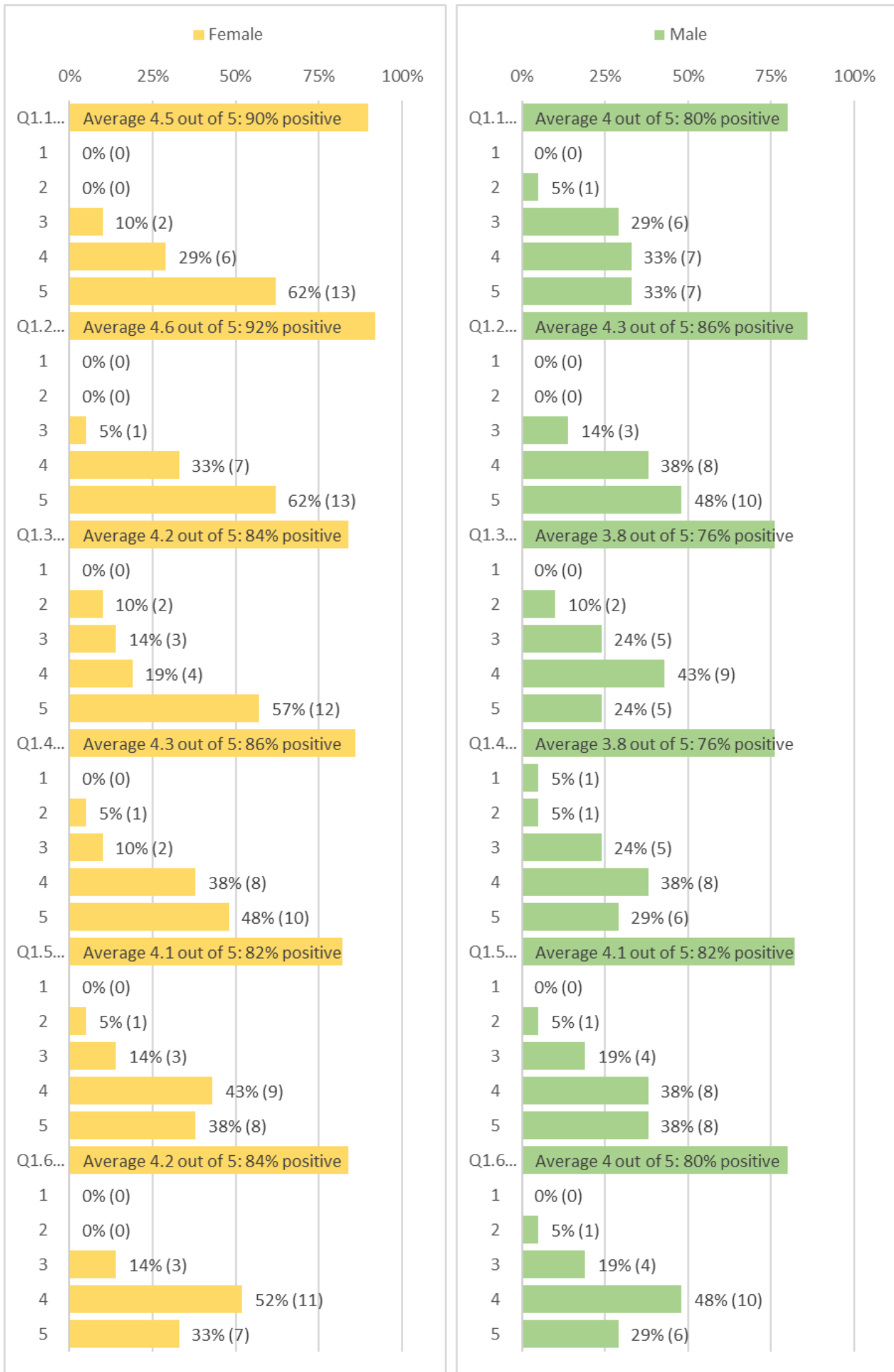
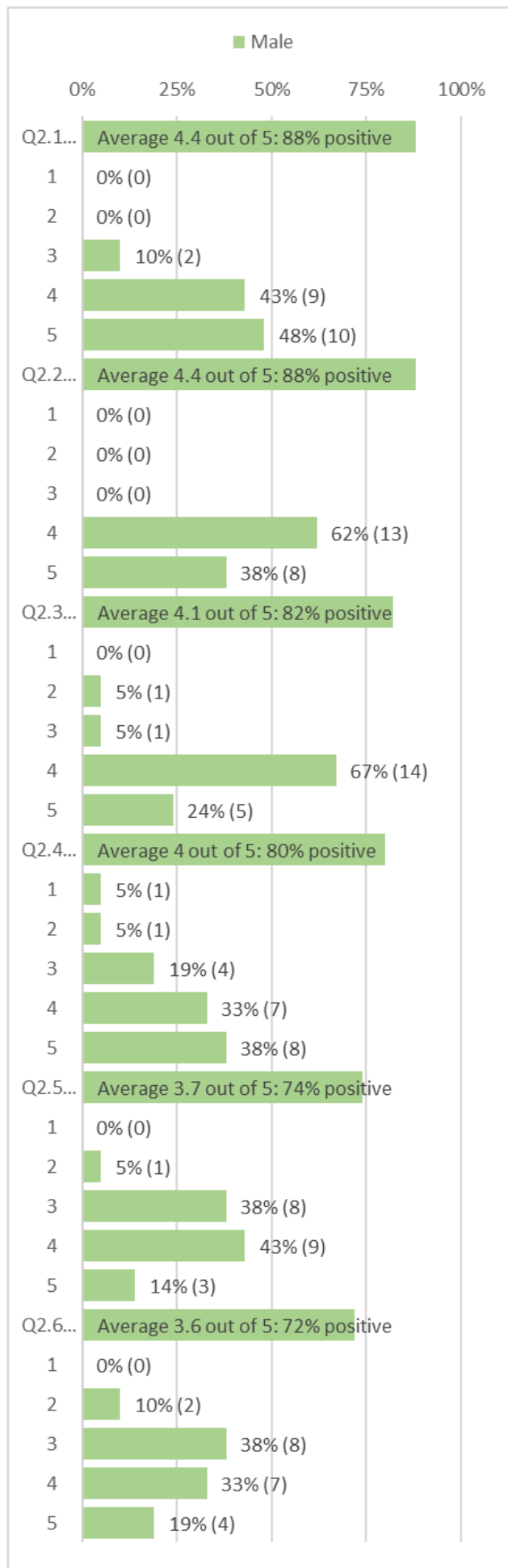
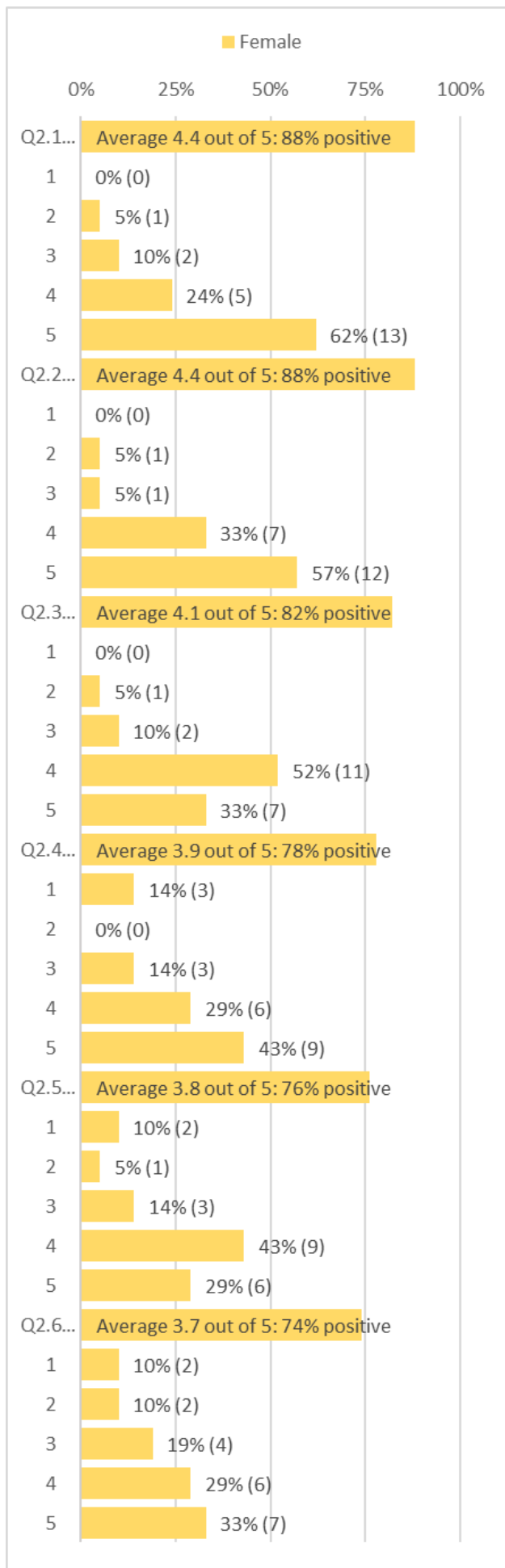
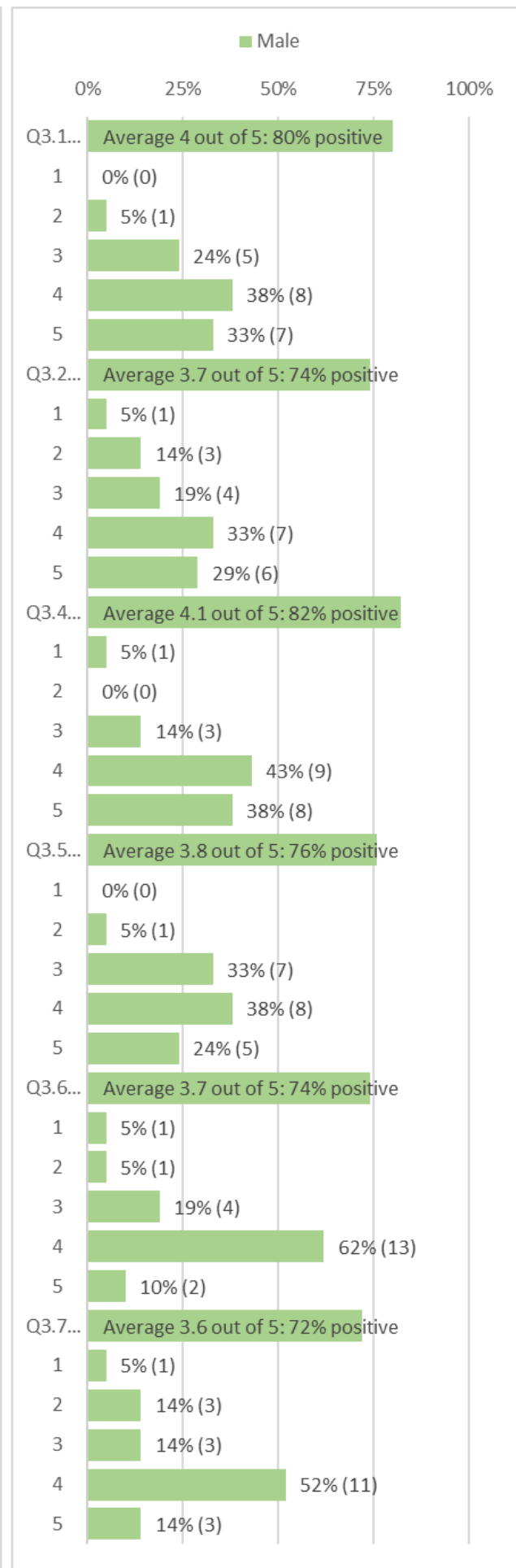
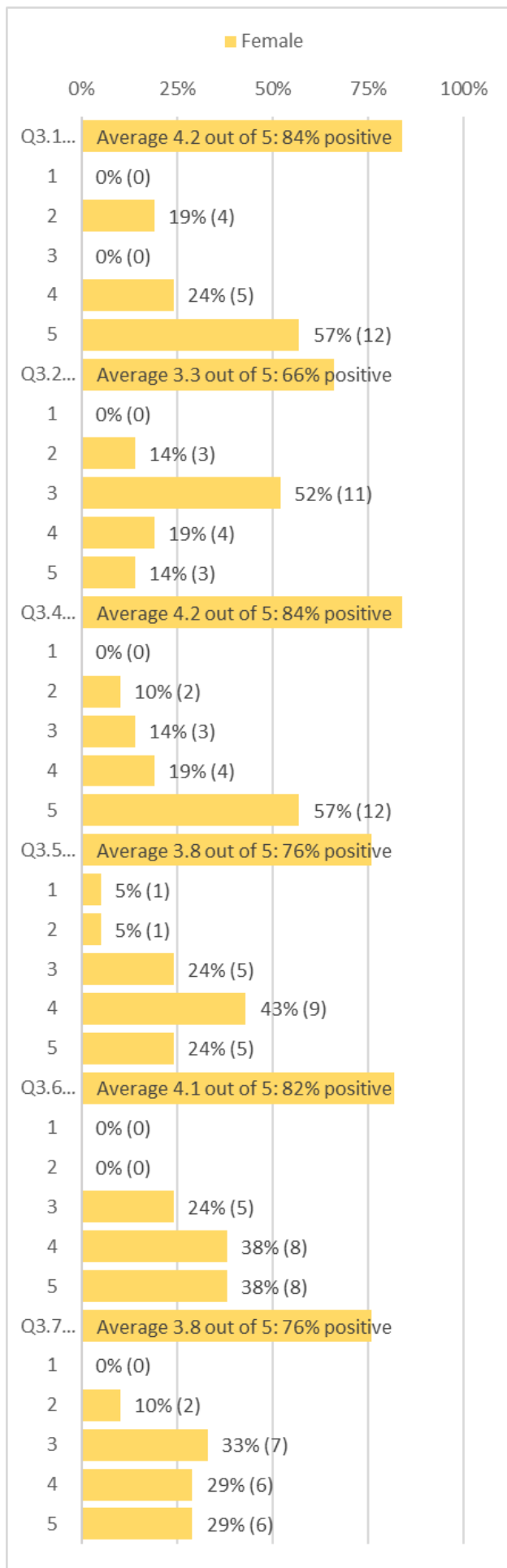
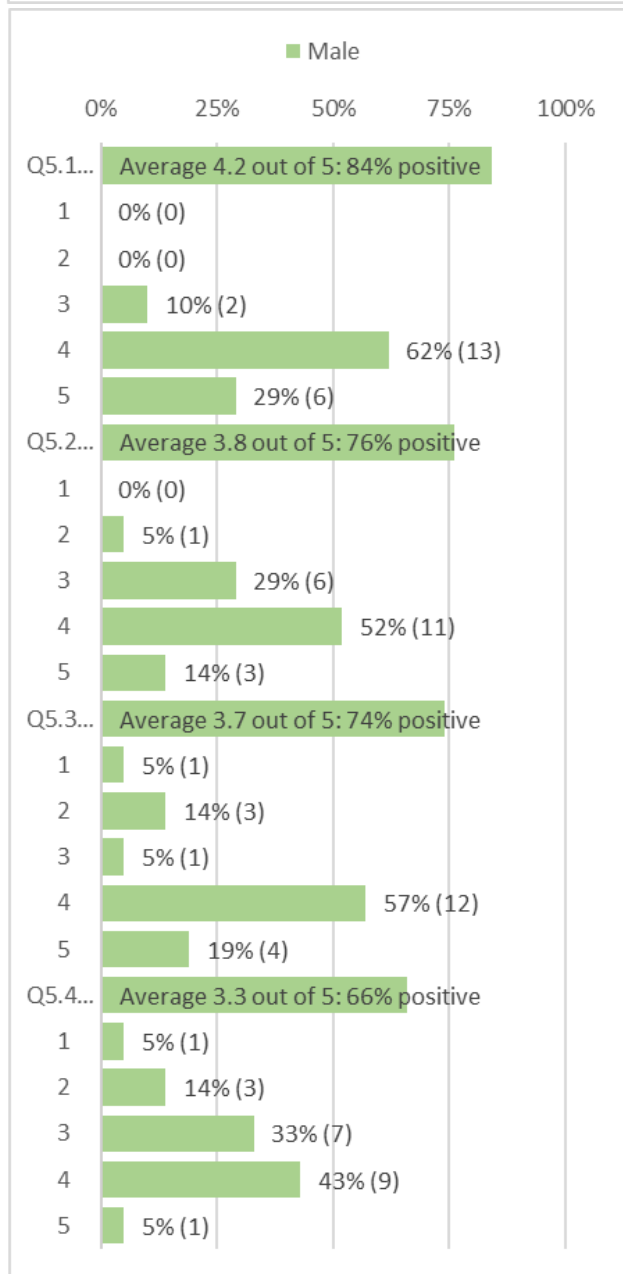
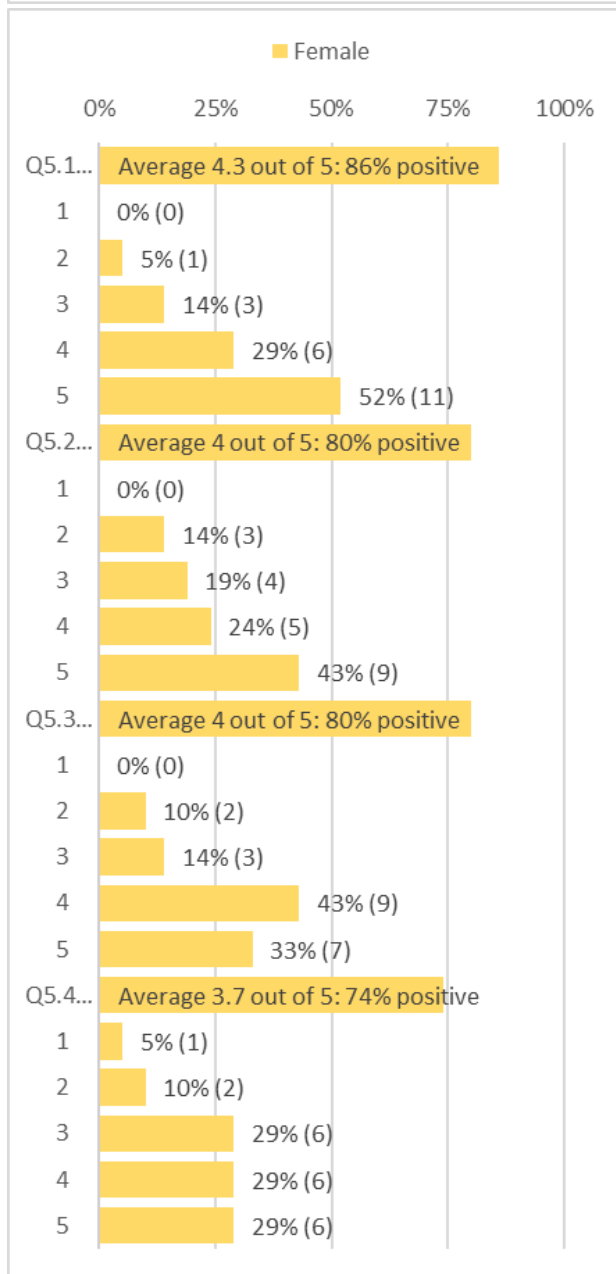
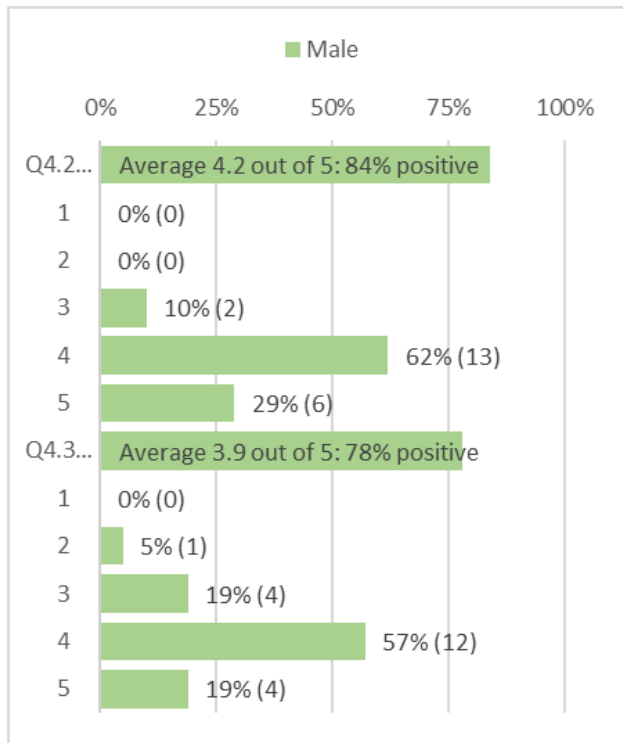
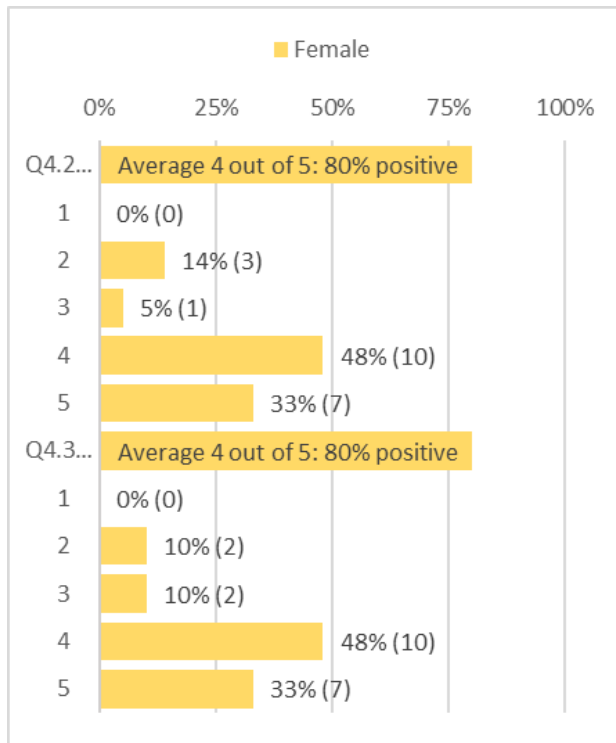


Figure CS.3. Bar graphs for count of responses per question and rating, by gender









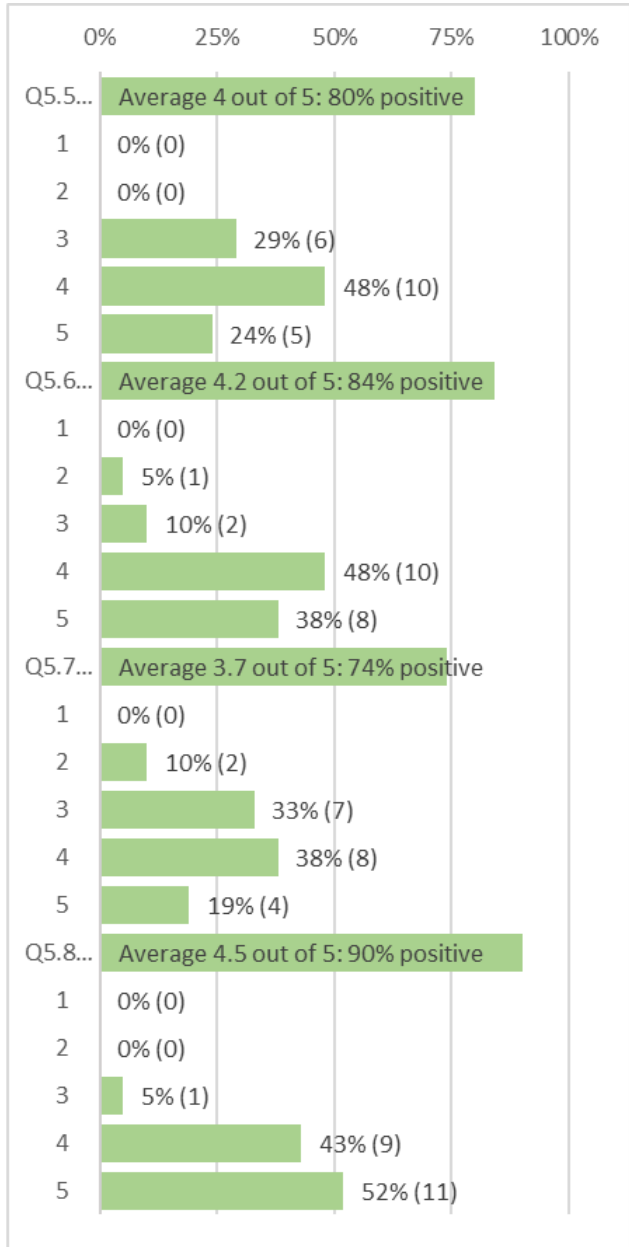
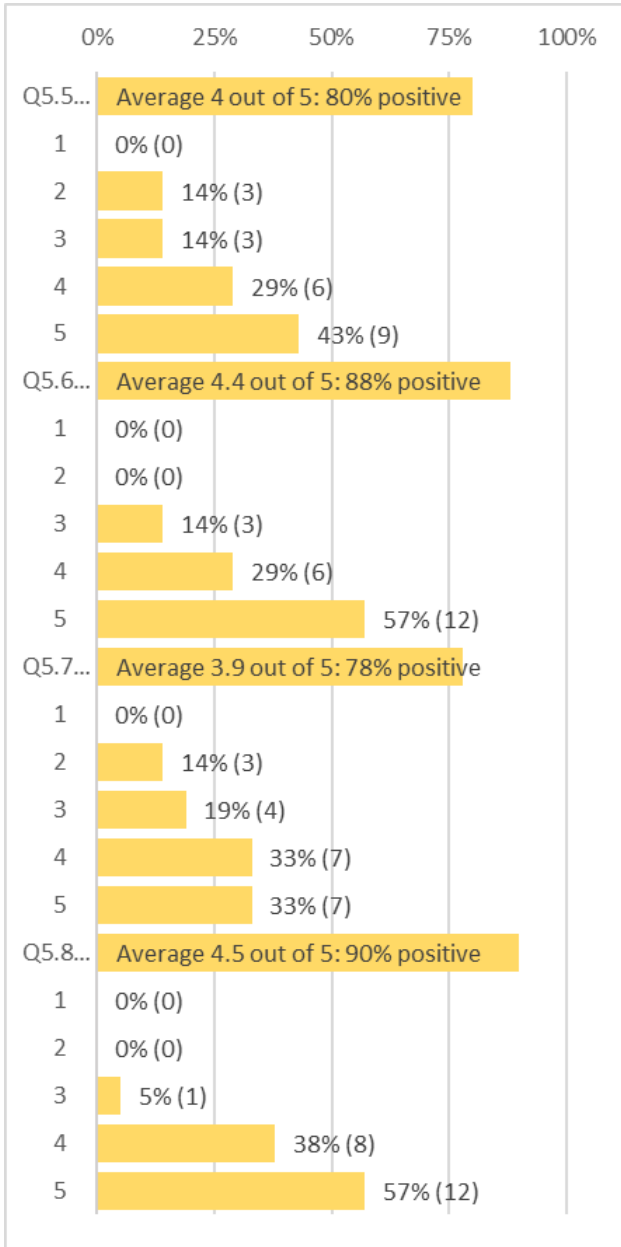
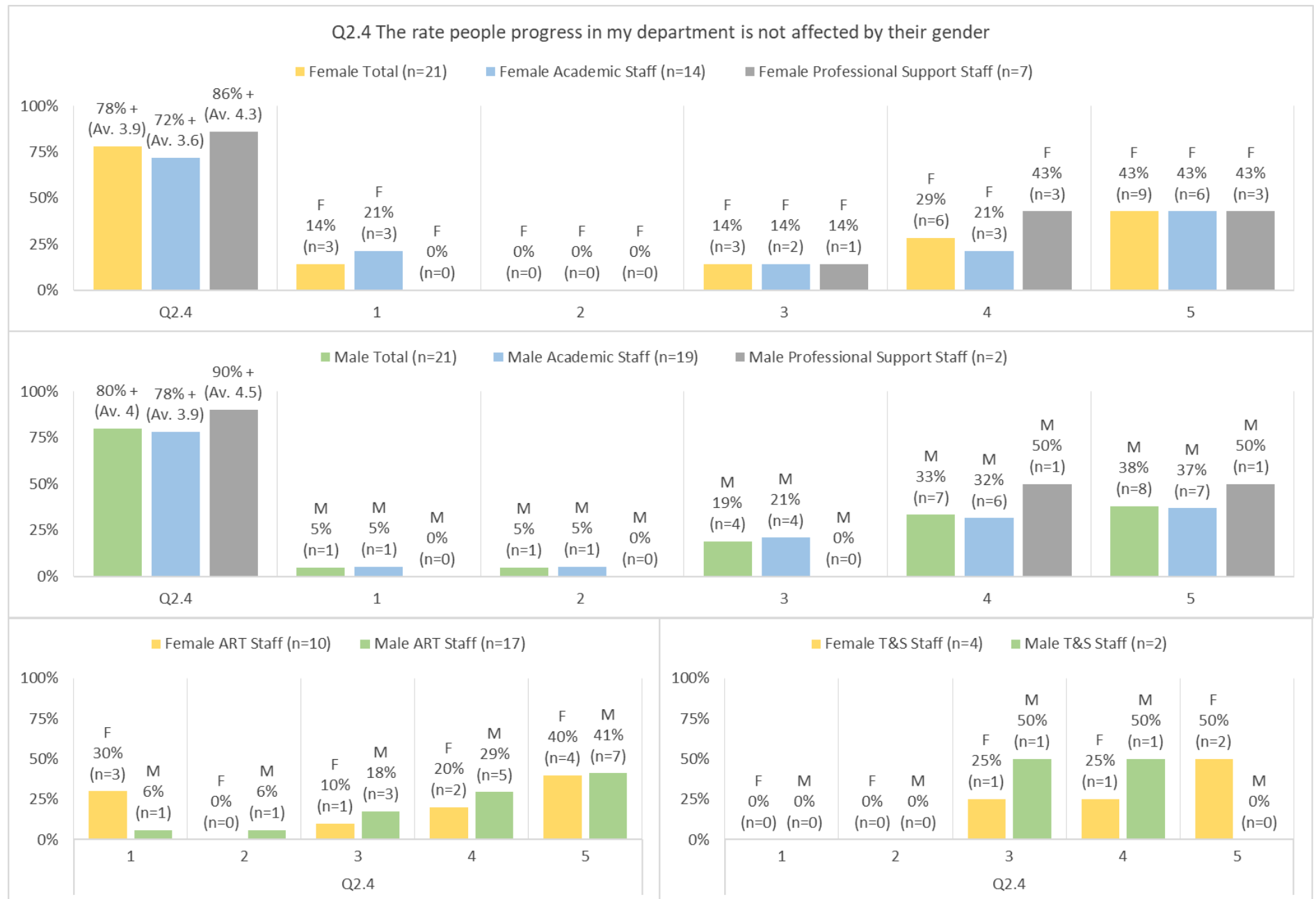
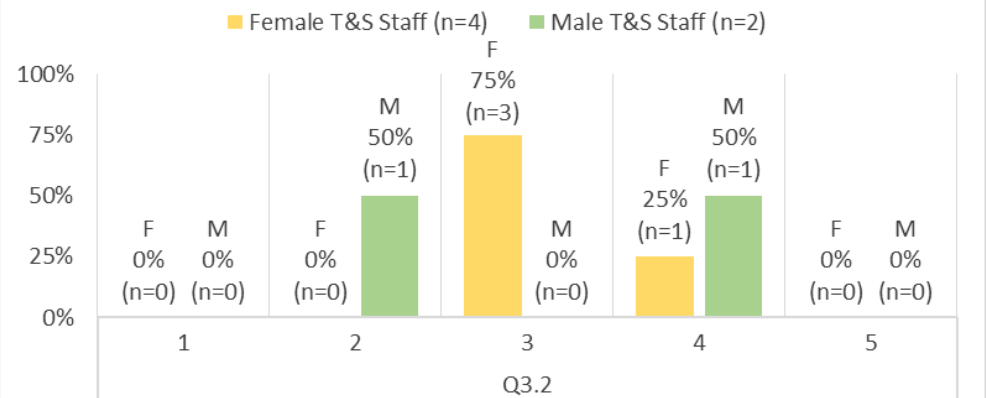
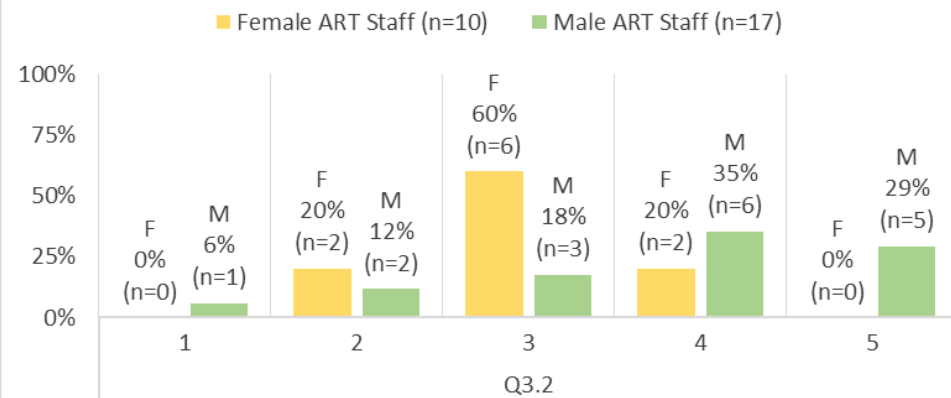
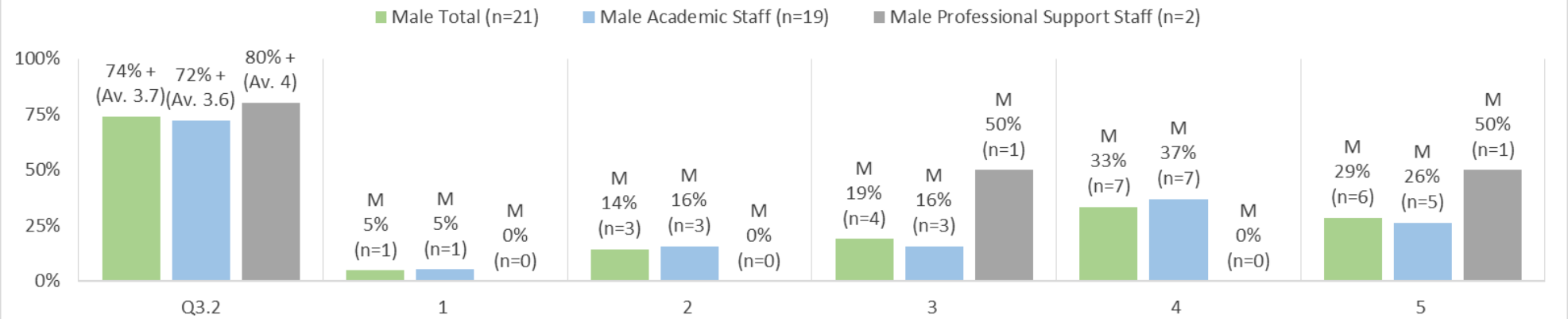
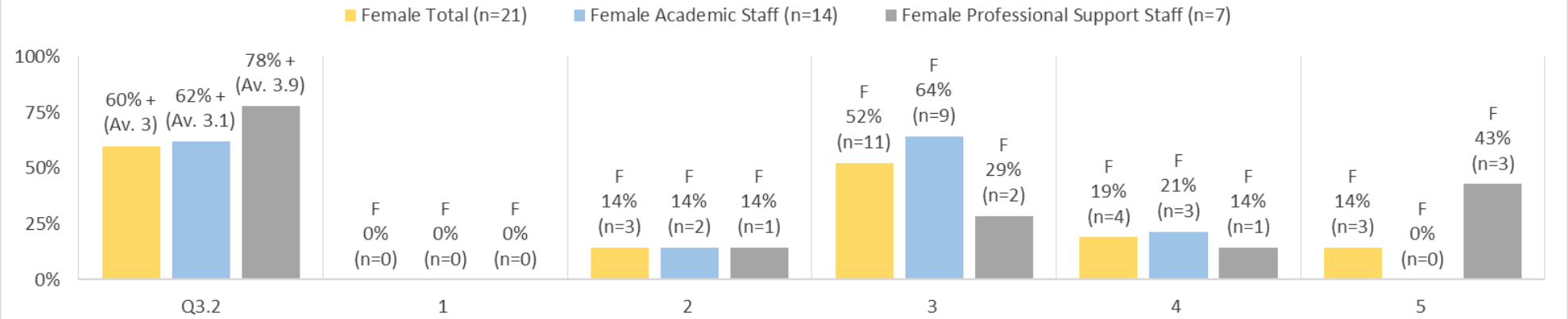


Figure CS.4. Bar graphs for count of responses per question and rating, by gender, staff role, and contract type, where women's average response was lower than men's



### Q3.2 My current workload is manageable





### Q4.2 My department makes it clear that unsupportive language and behaviour are not acceptable

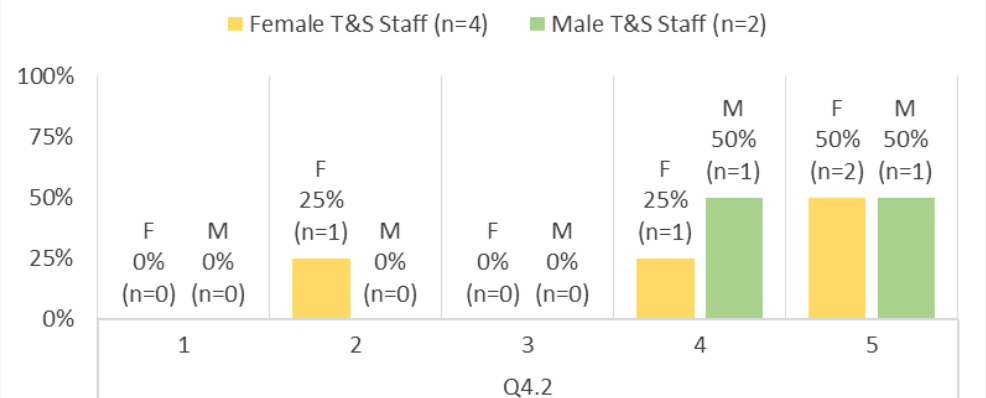
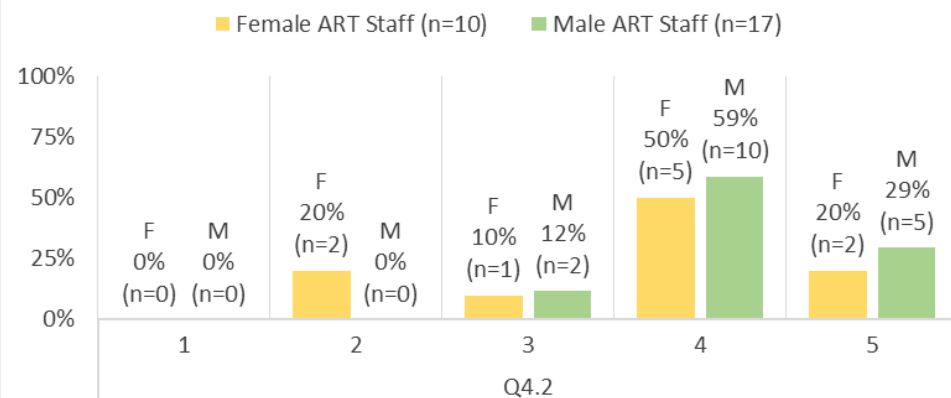
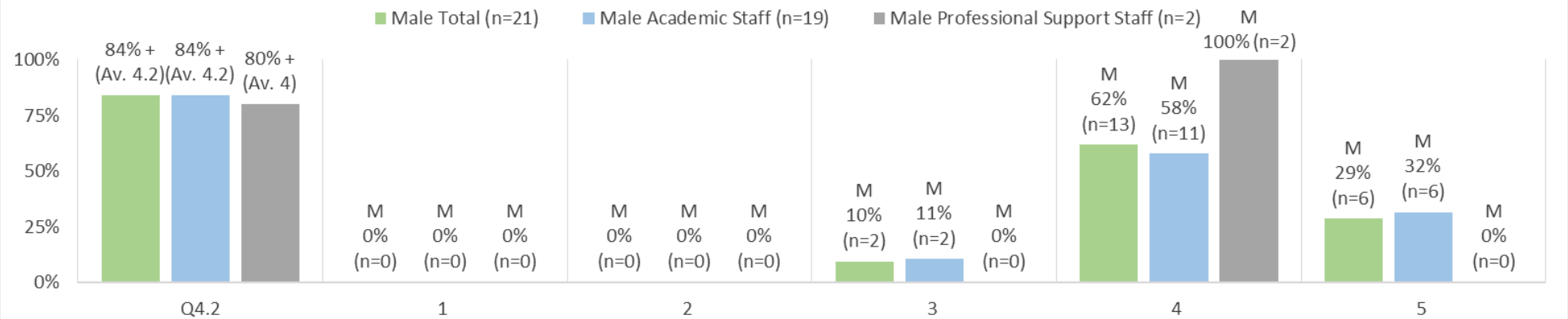
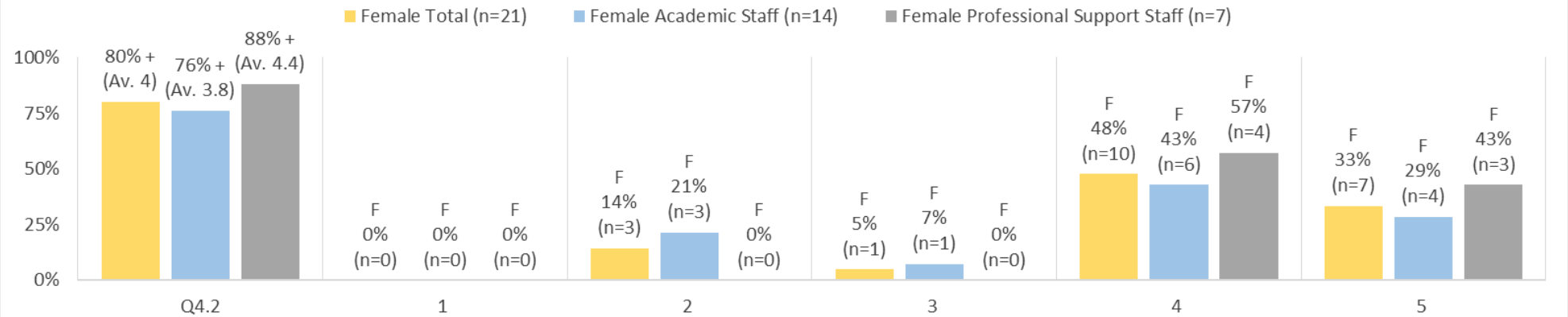
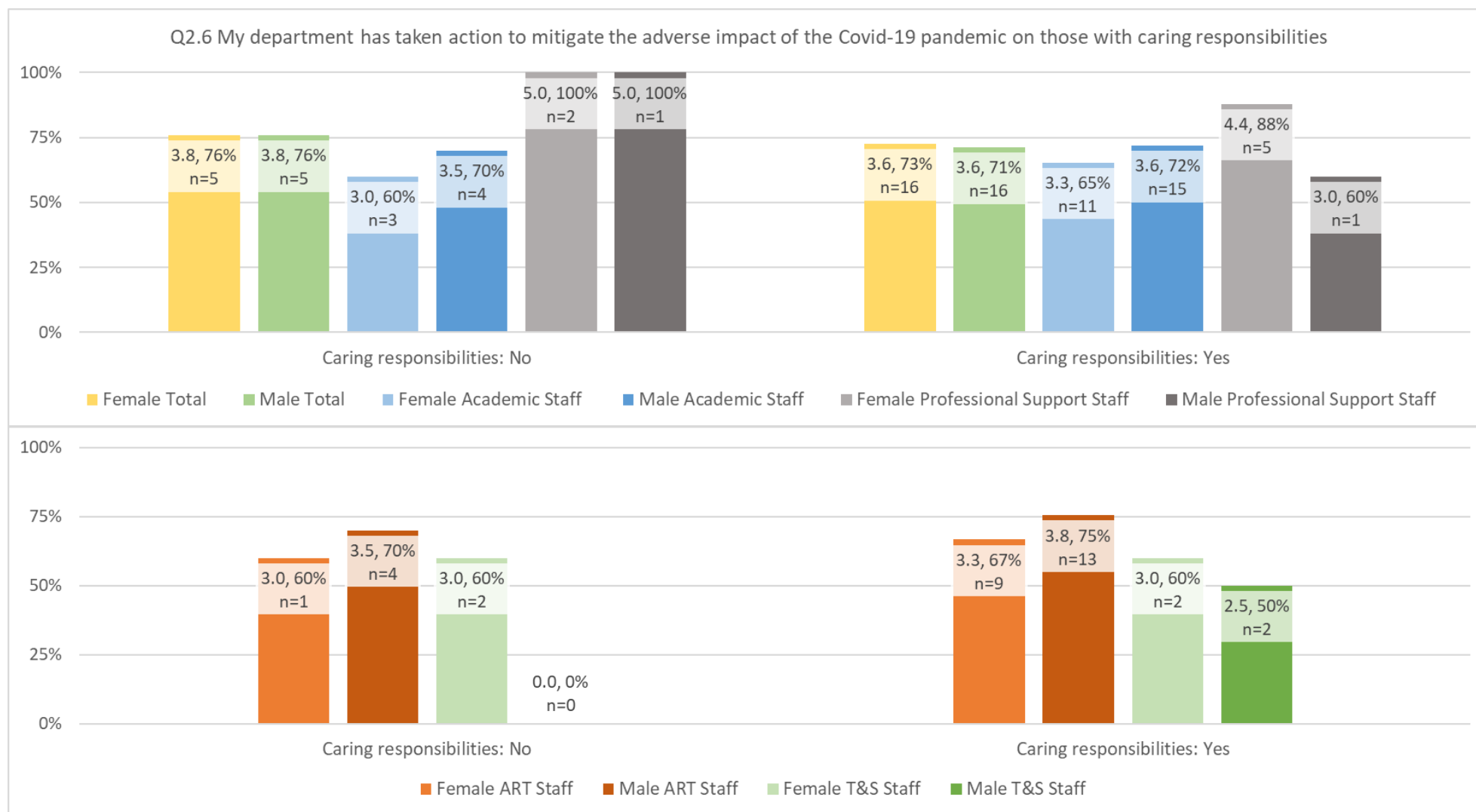
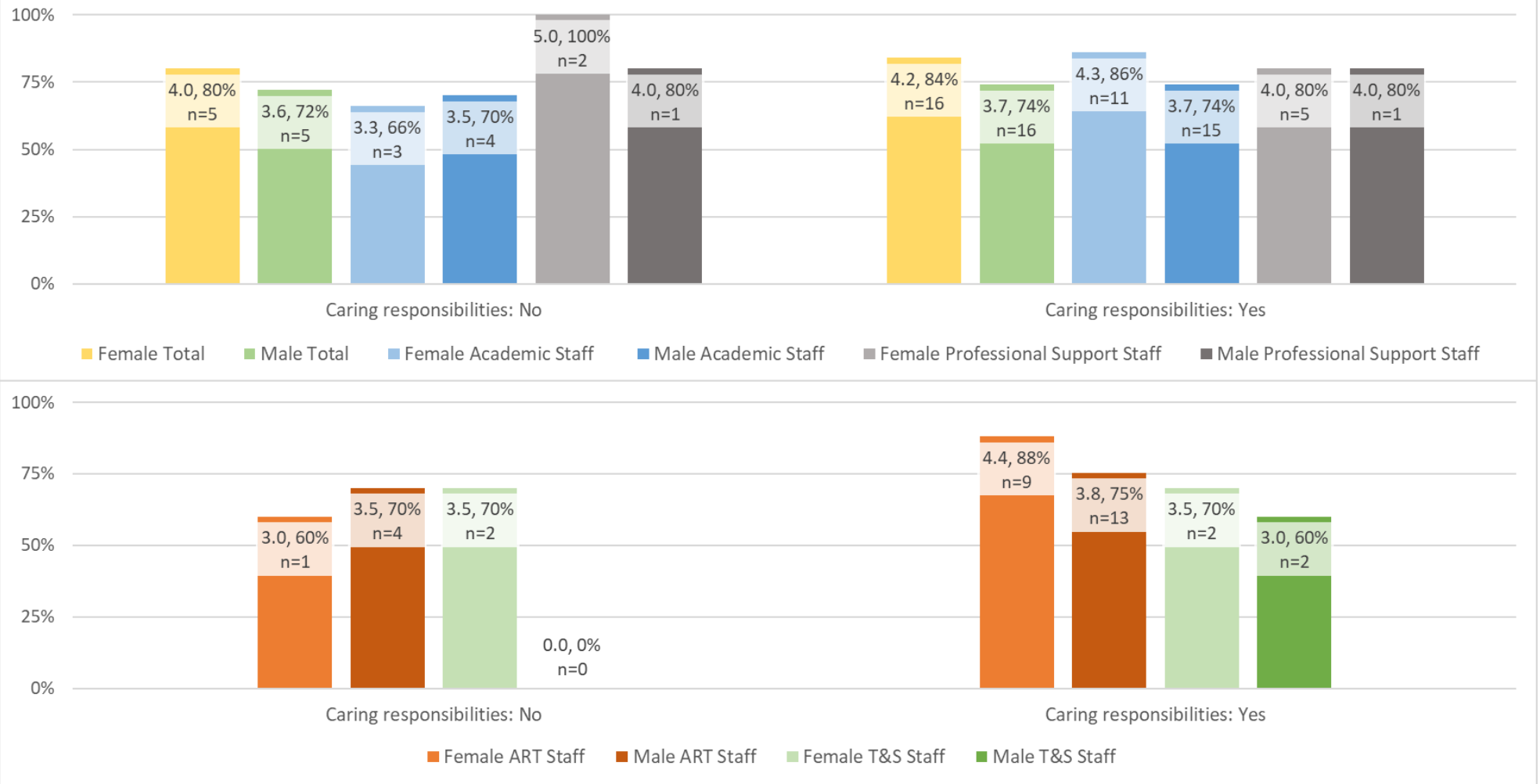


Figure CS.5. Bar graphs for average responses to Q2.6 and Q3.6, by caring responsibilities (yes/no), gender, staff role, and academic contract type



Q3.6. My department provides staff with support around all types of caring leave



## Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

Department data requirements	Location	Notes
1 Students at foundation, UG, PGT, and PGR level	Table DT.15 Table DT.16	Table DT.15 includes UG students on PPE degrees that are jointly run by the Politics Department. Table DT.16 only includes UG students on Politics degrees (Politics, IR, Politics with IR, and Global Development)
2 Degree attainment and/or completion rates for students at foundation, UG, PGT, and PGR level	Table DT.17 Table DT.17a	Data for UG attainment is currently available only up to the academic year 2020/21.
3 Academic staff by grade and contract function	Table DT.4 Table DT.6 Table DT.7 Table DT.8	Table DT.4 and Table DT.6 represent the current year. Table DT.6 excludes postdoctoral researchers. Table DT.7 and Table DT.8 cover the period 2018-23. Table DT.8 includes postdocs, who are all on fixed term contracts.
4 Academic staff by grade and contract type	Table DT.2 Table DT.5 Table DT.9	Data for the current year represents the demographics of the Department as of July 2023, to include newly recruited staff. Table DT.2 and Table DT.5 detail the current year.
5 Professional, technical and operational (PTO) staff by job family	Table DT.1	There are no technical and operational staff in the department. Thus, this data relates to professional support staff (PSS) only. Since PSS are not categorised by job family, we include Grade as an alternative. Departmental officers are included alongside PSS in the category of 'non-academic staff' in Table DT.3, Table DT.3a, and Figure DT.1.
6 PTO staff by contract type	Table DT.3 Table DT.3a	PSS are hired on open-ended contracts by default, except when there is an acute need for additional support. There are no PSS on fixed term contracts currently. We include part-time/full-time status.
7 Applications, shortlists and appointments made in recruitment to academic posts	Table DT.11 Table DT.11a Table DT.12 Table DT.12a	Our Departmental Manager changed in 2021 and shortlists data was not transferred to the new DHFO. We did not manage to obtain it from HR either. However, we have consistently sought to have gender-balanced shortlists, though this has proved impossible in traditionally male dominated specialisms, like Public Policy. Table DT.11 and Table DT.11a provide applications data aggregated over the period 2017-22. The proportion of female applicants remained consistent year on year, at a ratio of approximately 1:2, with the exception of professorial level (1:5). Table DT.12 and Table DT.12a provide appointments data. There is no recruitment at Grade 8 (Senior Lecturer).
8 Applications, shortlists and appointments made in recruitment to PTO posts	Table DT.11 Table DT.12a	Table DT.11 and Table DT.12a include both academic and professional support staff for comparison. The proportion of female:male applicants for PSS roles is the inverse of academic posts (2:1).
9 Applications and success rates for academic promotion	Table DT.10	With the exception of one application for promotion from Lecturer to Senior Lecturer by a male staff member, all applications have been successful between 2017-22.
10 Applications and success rates for PTO progression	N/a	There is a lack of career progression for PSS. Besides changing jobs altogether, career progression only occurs through role reviews and secondment opportunities.

Table DT.1. Current professional support staff by grade and gender

Gender	Grade 4		Grade 5		Grade 6		Grand Total	
	n=	%	n=	%	n=	%	n=	%
<b>Female</b>	<b>11</b>	<b>92%</b>	<b>5</b>	<b>71%</b>	<b>5</b>	<b>100%</b>	<b>21</b>	<b>87%</b>
Full-time	7	64%	1	20%	3	60%	11	52%
Part-time	4	36%	4	80%	2	40%	10	48%
<b>Male</b>	<b>1</b>	<b>8%</b>	<b>2</b>	<b>29%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>13%</b>
Full-time	1	100%	2	100%	0	0%	3	100%
Part-time	0	0%	0	0%	0	0%	0	0%
<b>Grand Total</b>	<b>12</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

Table DT.3. Current non-academic staff by job role and full-time/part-time status

Job role	Part-time		Full-time		Grand Total	
	n=	%	n=	%	n=	%
<b>Departmental officer</b>	<b>0</b>	<b>0%</b>	<b>17</b>	<b>100%</b>	<b>17</b>	<b>100%</b>
Female	0	0%	7	41%	7	41%
Male	0	0%	10	59%	10	59%
<b>Professional support staff</b>	<b>10</b>	<b>18%</b>	<b>14</b>	<b>82%</b>	<b>24</b>	<b>100%</b>
Female	10	100%	11	79%	21	87%
Male	0	0%	3	21%	3	13%
<b>Total Female</b>	<b>10</b>	<b>36%</b>	<b>18</b>	<b>64%</b>	<b>28</b>	<b>100%</b>
<b>Total Male</b>	<b>0</b>	<b>0%</b>	<b>13</b>	<b>100%</b>	<b>13</b>	<b>100%</b>
<b>Grand Total</b>	<b>10</b>	<b>9%</b>	<b>31</b>	<b>91%</b>	<b>41</b>	<b>100%</b>

Table DT.3a. Current non-academic staff by gender and full-time/part-time status

Gender	Part-time		Full-time		Grand Total	
	n=	%	n=	%	n=	%
<b>Female</b>	<b>10</b>	<b>100%</b>	<b>18</b>	<b>55%</b>	<b>28</b>	<b>68%</b>
Departmental officer	0	0%	7	41%	7	25%
Professional support staff	10	100%	11	59%	21	75%
<b>Male</b>	<b>0</b>	<b>0%</b>	<b>13</b>	<b>42%</b>	<b>13</b>	<b>32%</b>
Departmental officer	0	0%	10	77%	10	77%
Professional support staff	0	0%	3	23%	3	23%
<b>Grand Total</b>	<b>10</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>41</b>	<b>100%</b>

Table DT.2. Current academic staff by grade and academic contract type, excluding postdocs

Level of Seniority	ART		T&S		Grand Total	
	n=	%	n=	%	n=	%
<b>Associate Lecturer (Grade 6)</b>	<b>0</b>	<b>0%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>
Female	0	0%	4	44%	4	44%
Male	0	0%	5	56%	5	56%
<b>Lecturer (Grade 7)</b>	<b>17</b>	<b>68%</b>	<b>8</b>	<b>32%</b>	<b>25</b>	<b>100%</b>
Female	5	29%	2	25%	7	28%
Male	12	71%	6	75%	18	72%
<b>Senior Lecturer (Grade 8)</b>	<b>17</b>	<b>89%</b>	<b>2</b>	<b>11%</b>	<b>19</b>	<b>100%</b>
Female	8	44%	1	50%	9	47%
Male	9	56%	1	50%	10	53%
<b>Professor (Grade 9)</b>	<b>15</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>15</b>	<b>100%</b>
Female	7	47%	0	0%	7	47%
Male	8	53%	0	0%	8	53%
<b>Total Female</b>	<b>20</b>	<b>74%</b>	<b>7</b>	<b>26%</b>	<b>27</b>	<b>100%</b>
<b>Total Male</b>	<b>29</b>	<b>71%</b>	<b>12</b>	<b>29%</b>	<b>41</b>	<b>100%</b>
<b>Grand Total</b>	<b>49</b>	<b>72%</b>	<b>19</b>	<b>28%</b>	<b>68</b>	<b>100%</b>

Table DT.4. Current academic staff by grade and contract function

Level of Seniority	Fixed Term		Open Contract		Grand Total	
	n=	%	n=	%	n=	%
<b>Postdoc Research Fellow</b>	<b>8</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>100%</b>
Female	6	75%	0	0%	6	75%
Male	2	25%	0	0%	2	25%
<b>Associate Lecturer (Grade 6)</b>	<b>7</b>	<b>42%</b>	<b>2</b>	<b>58%</b>	<b>9</b>	<b>100%</b>
Female	3	43%	1	50%	4	44%
Male	4	57%	1	50%	5	55%
<b>Lecturer (Grade 7)</b>	<b>0</b>	<b>0%</b>	<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>
Female	0	0%	7	28%	7	28%
Male	0	0%	18	72%	18	72%
<b>Senior Lecturer (Grade 8)</b>	<b>0</b>	<b>0%</b>	<b>19</b>	<b>100%</b>	<b>19</b>	<b>100%</b>
Female	0	0%	9	47%	9	47%
Male	0	0%	10	53%	10	53%
<b>Professor (Grade 9)</b>	<b>0</b>	<b>0%</b>	<b>15</b>	<b>100%</b>	<b>15</b>	<b>100%</b>
Female	0	0%	7	47%	7	47%

Male	0	0%	8	53%	8	53%
Total Female	9	27%	24	73%	33	100%
Total Male	6	14%	37	86%	43	100%
Grand Total	15	19%	61	81%	76	100%

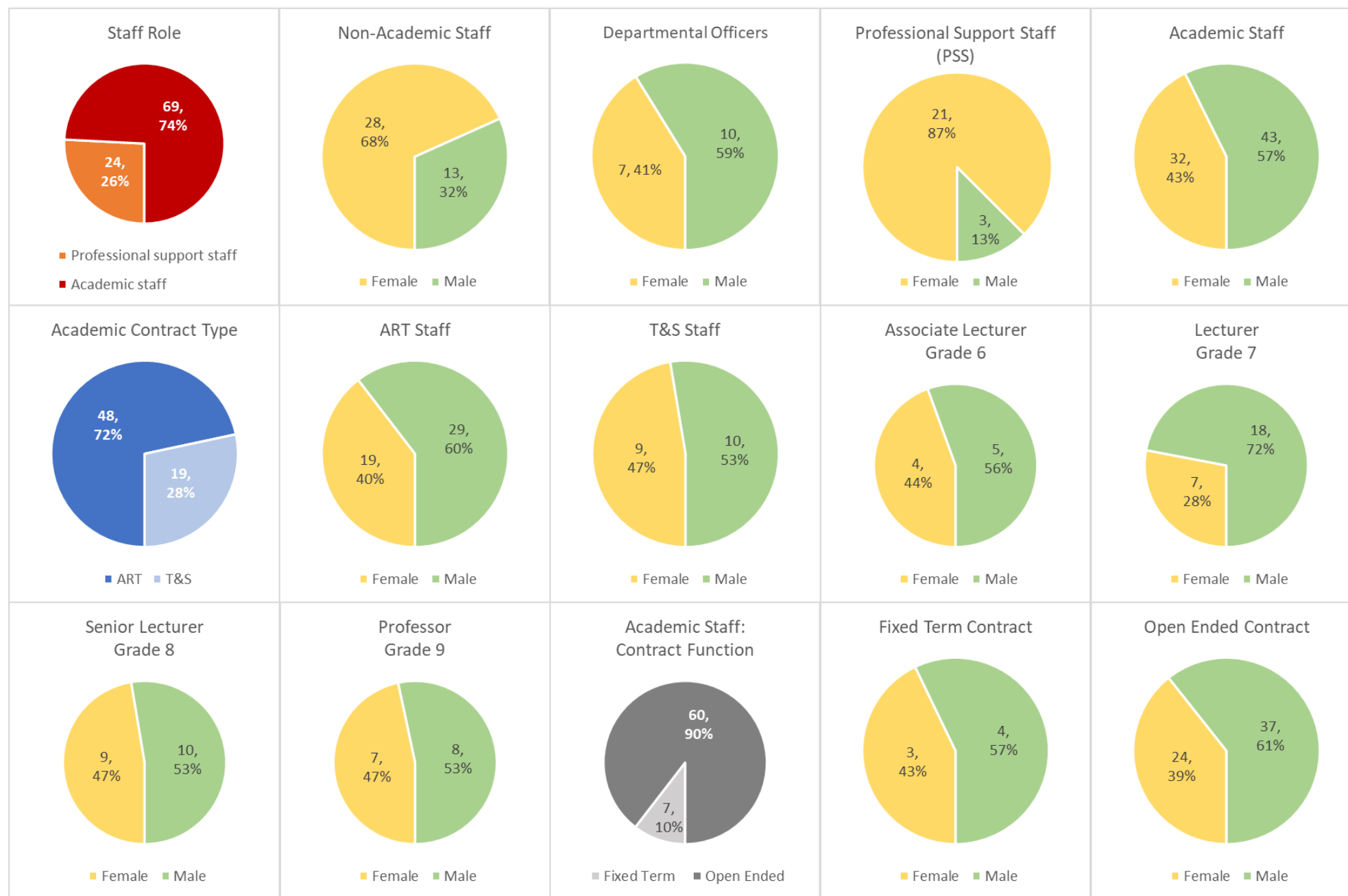
Table DT.5. Current academic staff by academic contract type and contract function, excluding postdocs

Level of Seniority	Research and Scholarship (ART)						Teaching and Scholarship (T&S)						Grand Total	
	Fixed Term		Open		Total		Fixed Term		Open		Total		n=	%
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%		
<b>Associate Lecturer (Grade 6)</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>7</b>	<b>78%</b>	<b>2</b>	<b>77%</b>	<b>9</b>	<b>68%</b>	<b>9</b>	<b>100%</b>
Female	0	0%	0	0%	0	0%	3	43%	1	50%	4	44%	4	44%
Male	0	0%	0	0%	0	0%	4	57%	1	50%	5	56%	5	56%
<b>Lecturer (Grade 7)</b>	<b>0</b>	<b>0%</b>	<b>17</b>	<b>100%</b>	<b>17</b>	<b>68%</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>32%</b>	<b>25</b>	<b>100%</b>
Female	0	0%	5	29%	5	29%	0	0%	2	25%	2	25%	7	28%
Male	0	0%	12	71%	12	71%	0	0%	6	75%	6	75%	18	72%
<b>Senior Lecturer (Grade 8)</b>	<b>0</b>	<b>0%</b>	<b>17</b>	<b>100%</b>	<b>17</b>	<b>89%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>100%</b>	<b>2</b>	<b>11%</b>	<b>19</b>	<b>100%</b>
Female	0	0%	8	47%	8	47%	0	0%	1	50%	1	50%	9	47%
Male	0	0%	9	53%	9	53%	0	0%	1	50%	1	50%	10	53%
<b>Professor (Grade 9)</b>	<b>0</b>	<b>0%</b>	<b>15</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>15</b>	<b>100%</b>
Female	0	0%	7	47%	7	47%	0	0%	0	0%	0	0%	7	47%
Male	0	0%	8	53%	8	53%	0	0%	0	0%	0	0%	8	53%
<b>Grand Total</b>	<b>0</b>	<b>0%</b>	<b>49</b>	<b>100%</b>	<b>49</b>	<b>72%</b>	<b>7</b>	<b>37%</b>	<b>12</b>	<b>63%</b>	<b>19</b>	<b>28%</b>	<b>68</b>	<b>100%</b>

Table DT.6. Current academic staff by gender and contract function, excluding postdocs

Gender	Fixed Term Contract						Open Ended Contract						Grand Total	
	ART		T&S		Total		ART		T&S		Total		n=	%
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%		
<b>Female</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>100%</b>	<b>3</b>	<b>11%</b>	<b>19</b>	<b>79%</b>	<b>5</b>	<b>21%</b>	<b>24</b>	<b>89%</b>	<b>27</b>	<b>100%</b>
Associate Lecturer (Grade 6)	0	0%	3	100%	3	75%	0	0%	1	100%	1	25%	4	100%
Lecturer (Grade 7)	0	0%	0	0%	0	0%	5	71%	2	29%	7	100%	7	100%
Senior Lecturer (Grade 8)	0	0%	0	0%	0	0%	8	89%	1	11%	9	100%	9	100%
Professor (Grade 9)	0	0%	0	0%	0	0%	6	86%	1	14%	7	100%	7	100%
<b>Male</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>100%</b>	<b>4</b>	<b>10%</b>	<b>29</b>	<b>78%</b>	<b>8</b>	<b>22%</b>	<b>37</b>	<b>90%</b>	<b>41</b>	<b>100%</b>
Associate Lecturer (Grade 6)	0	0%	4	100%	4	67%	0	0%	2	100%	2	33%	6	100%
Lecturer (Grade 7)	0	0%	0	0%	0	0%	11	65%	6	35%	17	100%	17	100%
Senior Lecturer (Grade 8)	0	0%	0	0%	0	0%	10	100%	0	0%	10	100%	10	100%
Professor (Grade 9)	0	0%	0	0%	0	0%	8	100%	0	0%	8	100%	8	100%
<b>Grand Total</b>	<b>0</b>	<b>0%</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>10%</b>	<b>48</b>	<b>79%</b>	<b>13</b>	<b>21%</b>	<b>61</b>	<b>90%</b>	<b>68</b>	<b>100%</b>

Figure DT.1. Pie charts of current staff demographics





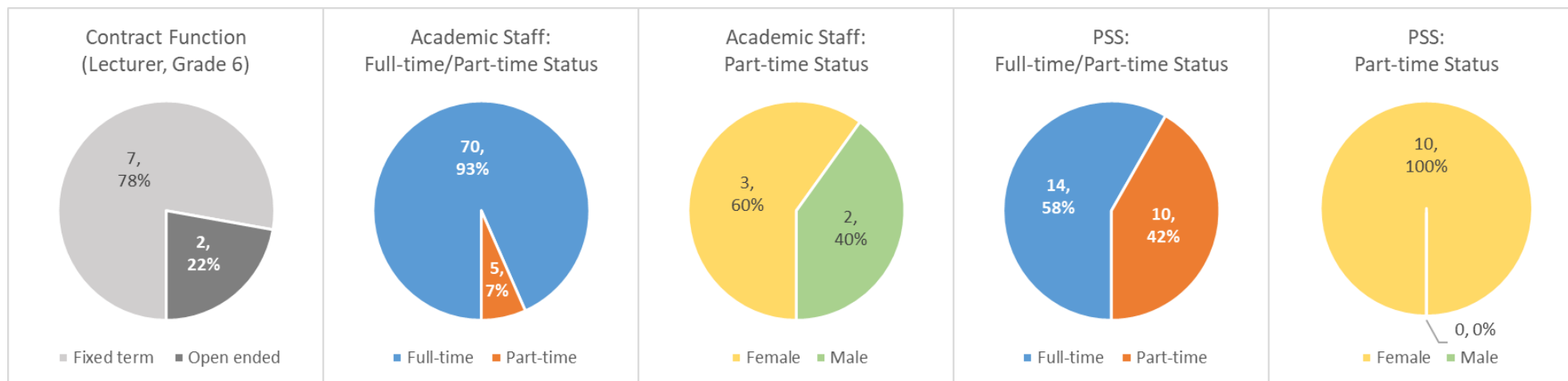


Figure DT.1a. Proportion of BME identity by staff role 2022

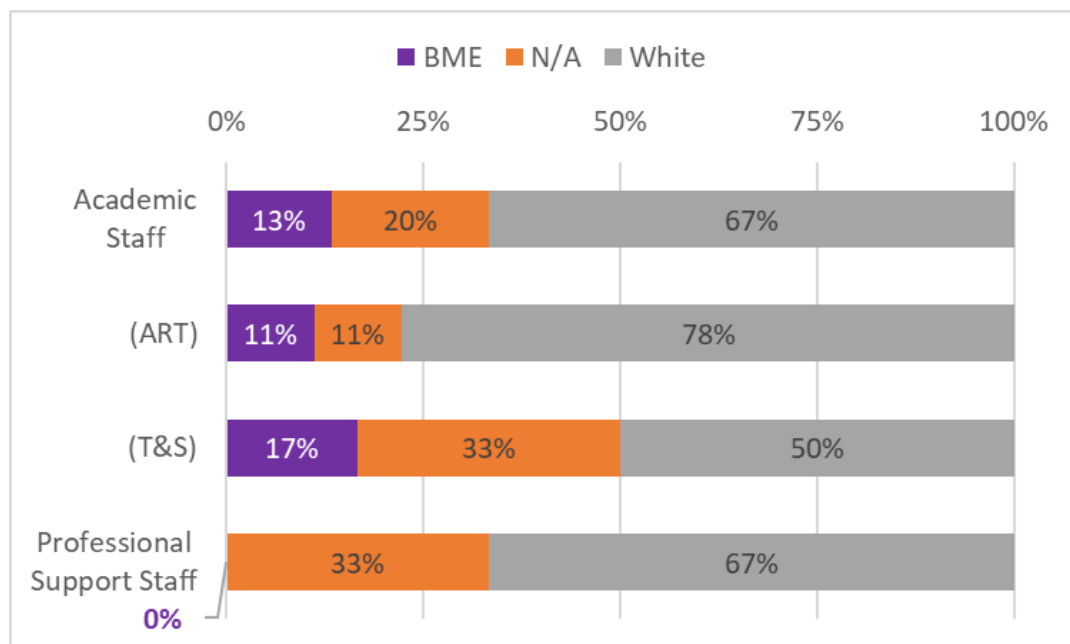


Table DT.7. Academic staff by gender, grade, and contract function between 2018-2023, excluding postdocs

Gender	2018		2019		2020		2021		2022		2023	
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
<b>Female</b>	<b>33</b>	<b>48%</b>	<b>32</b>	<b>43%</b>	<b>30</b>	<b>45%</b>	<b>28</b>	<b>41%</b>	<b>33</b>	<b>42%</b>	<b>27</b>	<b>40%</b>
<b>Grade 6</b>												
<b>Associate Lecturer</b>	<b>14</b>	<b>42%</b>	<b>9</b>	<b>29%</b>	<b>8</b>	<b>27%</b>	<b>7</b>	<b>26%</b>	<b>12</b>	<b>35%</b>	<b>4</b>	<b>15%</b>
Fixed Term Contract	12	85%	8	89%	4	45%	3	40%	6	54%	3	75%
Open Contract	2	15%	1	11%	4	55%	4	60%	5	46%	1	25%
<b>Grade 7</b>												
<b>Lecturer</b>	<b>10</b>	<b>30%</b>	<b>15</b>	<b>46%</b>	<b>13</b>	<b>43%</b>	<b>8</b>	<b>28%</b>	<b>9</b>	<b>26%</b>	<b>7</b>	<b>26%</b>
Fixed Term Contract	1	10%	1	7%	1	8%	1	13%	1	8%	0	0%
Open Contract	9	90%	14	93%	12	92%	7	87%	8	92%	7	100%
<b>Grade 8</b>												
<b>Senior Lecturer</b>	<b>5</b>	<b>15%</b>	<b>4</b>	<b>13%</b>	<b>4</b>	<b>13%</b>	<b>8</b>	<b>28%</b>	<b>9</b>	<b>26%</b>	<b>9</b>	<b>33%</b>
Open Contract	5	100%	4	100%	4	100%	8	100%	9	100%	9	100%
<b>Grade 9</b>												
<b>Reader</b>	<b>1</b>	<b>3%</b>										
Open contract	1	100%										
<b>Professor</b>	<b>3</b>	<b>9%</b>	<b>4</b>	<b>13%</b>	<b>5</b>	<b>17%</b>	<b>5</b>	<b>18%</b>	<b>4</b>	<b>12%</b>	<b>7</b>	<b>26%</b>
Open Contract	3	100%	4	100%	5	100%	5	100%	4	100%	7	100%
<b>Total Fixed Term Contract</b>	<b>13</b>	<b>39%</b>	<b>9</b>	<b>29%</b>	<b>5</b>	<b>15%</b>	<b>4</b>	<b>14%</b>	<b>7</b>	<b>21%</b>	<b>3</b>	<b>11%</b>
<b>Total Open Contract</b>	<b>20</b>	<b>61%</b>	<b>23</b>	<b>71%</b>	<b>25</b>	<b>85%</b>	<b>24</b>	<b>86%</b>	<b>26</b>	<b>79%</b>	<b>24</b>	<b>89%</b>
<b>Total Female</b>	<b>33</b>	<b>100%</b>	<b>32</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>33</b>	<b>42%</b>	<b>27</b>	<b>100%</b>
<b>Male</b>	<b>36</b>	<b>52%</b>	<b>42</b>	<b>57%</b>	<b>37</b>	<b>55%</b>	<b>41</b>	<b>59%</b>	<b>45</b>	<b>58%</b>	<b>41</b>	<b>60%</b>
<b>Grade 6</b>												
<b>Associate Lecturer</b>	<b>17</b>	<b>47%</b>	<b>20</b>	<b>47%</b>	<b>12</b>	<b>33%</b>	<b>11</b>	<b>27%</b>	<b>9</b>	<b>20%</b>	<b>5</b>	<b>12%</b>
Fixed Term Contract	15	88%	16	79%	9	75%	7	64%	7	78%	4	80%
Open Contract	2	12%	4	21%	3	25%	4	36%	2	22%	1	20%
<b>Grade 7</b>												
<b>Lecturer</b>	<b>7</b>	<b>20%</b>	<b>7</b>	<b>17%</b>	<b>7</b>	<b>19%</b>	<b>11</b>	<b>27%</b>	<b>17</b>	<b>38%</b>	<b>18</b>	<b>44%</b>
Open Contract	7	100%	7	100%	7	100%	11	100%	17	100%	18	100%
<b>Grade 8</b>												
<b>Senior Lecturer</b>	<b>6</b>	<b>17%</b>	<b>9</b>	<b>21%</b>	<b>9</b>	<b>24%</b>	<b>10</b>	<b>24%</b>	<b>10</b>	<b>22%</b>	<b>10</b>	<b>24%</b>
Open Contract	6	100%	9	100%	9	100%	10	100%	10	100%	10	100%
<b>Grade 9</b>												
<b>Professor</b>	<b>6</b>	<b>15%</b>	<b>6</b>	<b>15%</b>	<b>9</b>	<b>24%</b>	<b>9</b>	<b>22%</b>	<b>9</b>	<b>20%</b>	<b>8</b>	<b>20%</b>
Open Contract	6	100%	6	100%	9	100%	9	100%	9	100%	8	100%
<b>Total Fixed Term Contract</b>	<b>15</b>	<b>42%</b>	<b>16</b>	<b>37%</b>	<b>9</b>	<b>25%</b>	<b>7</b>	<b>17%</b>	<b>7</b>	<b>16%</b>	<b>4</b>	<b>10%</b>
<b>Total Open Contract</b>	<b>21</b>	<b>58%</b>	<b>26</b>	<b>63%</b>	<b>28</b>	<b>75%</b>	<b>34</b>	<b>83%</b>	<b>38</b>	<b>84%</b>	<b>37</b>	<b>88%</b>
<b>Total Male</b>	<b>36</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>37</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>41</b>	<b>100%</b>
<b>Grand Total</b>	<b>69</b>	<b>100%</b>	<b>74</b>	<b>100%</b>	<b>67</b>	<b>100%</b>	<b>69</b>	<b>100%</b>	<b>78</b>	<b>100%</b>	<b>68</b>	<b>100%</b>

Table DT.8. Academic staff by grade and contract function between 2018-2023

Grade 6 - Associate Lecturer/Postdoc	2018		2019		2020		2021		2022		2023	
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
<b>Fixed Term Contract</b>	<b>26</b>	<b>87%</b>	<b>24</b>	<b>83%</b>	<b>13</b>	<b>65%</b>	<b>10</b>	<b>56%</b>	<b>13</b>	<b>64%</b>	<b>15</b>	<b>88%</b>
Female	12	44%	8	34%	4	28%	3	29%	6	47%	9	60%
Male	15	56%	16	66%	9	72%	7	71%	7	53%	6	40%
<b>Open Contract</b>	<b>4</b>	<b>13%</b>	<b>5</b>	<b>17%</b>	<b>7</b>	<b>35%</b>	<b>8</b>	<b>44%</b>	<b>7</b>	<b>36%</b>	<b>2</b>	<b>12%</b>
Female	2	50%	1	20%	4	59%	4	52%	5	73%	1	50%
Male	2	50%	4	80%	3	41%	4	48%	2	27%	1	50%
<b>Grade 6 Total</b>	<b>30</b>	<b>100%</b>	<b>29</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>17</b>	<b>100%</b>

Grade 7 - Lecturer	2018		2019		2020		2021		2022		2023	
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
<b>Fixed Term Contract</b>	<b>1</b>	<b>6%</b>	<b>1</b>	<b>5%</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>5%</b>	<b>1</b>	<b>3%</b>	<b>0</b>	<b>0%</b>
Female	1	100%	1	100%	1	100%	1	100%	1	100%	0	0%
Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Open Contract</b>	<b>16</b>	<b>94%</b>	<b>21</b>	<b>95%</b>	<b>19</b>	<b>95%</b>	<b>18</b>	<b>95%</b>	<b>25</b>	<b>97%</b>	<b>25</b>	<b>100%</b>
Female	9	56%	14	66%	12	63%	7	38%	8	32%	7	28%
Male	7	44%	7	34%	7	37%	11	62%	17	68%	18	72%
<b>Grade 7 Total</b>	<b>17</b>	<b>100%</b>	<b>22</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>26</b>	<b>100%</b>	<b>25</b>	<b>100%</b>

Grade 8 - Senior Lecturer	2018		2019		2020		2021		2022		2023	
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
<b>Fixed Term Contract</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Open Contract</b>	<b>11</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>19</b>	<b>100%</b>
Female	5	45%	4	31%	4	31%	8	45%	9	46%	9	47%
Male	6	55%	9	69%	9	69%	10	55%	10	54%	10	53%
<b>Grade 8 Total</b>	<b>11</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>19</b>	<b>100%</b>

Grade 9 - Professor	2018		2019		2020		2021		2022		2023	
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
<b>Fixed Term Contract</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Open Contract</b>	<b>9</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>15</b>	<b>100%</b>
Female	3	35%	4	39%	5	36%	5	36%	4	31%	7	47%
Male	6	65%	6	61%	9	64%	9	64%	9	69%	8	53%
<b>Grade 9 Total</b>	<b>9</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

Grand Total	2018		2019		2020		2021		2022		2023	
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
<b>Total Fixed Term Contract</b>	<b>28</b>	<b>41%</b>	<b>25</b>	<b>33%</b>	<b>14</b>	<b>21%</b>	<b>11</b>	<b>16%</b>	<b>14</b>	<b>18%</b>	<b>15</b>	<b>20%</b>
Female	13	46%	9	37%	5	33%	4	36%	7	50%	9	60%
Male	15	54%	16	63%	9	67%	7	64%	7	50%	6	40%
<b>Total Open Contract</b>	<b>40</b>	<b>59%</b>	<b>49</b>	<b>67%</b>	<b>53</b>	<b>79%</b>	<b>58</b>	<b>84%</b>	<b>64</b>	<b>82%</b>	<b>61</b>	<b>80%</b>
Female	19	48%	23	47%	25	48%	24	42%	26	41%	24	39%
Male	21	52%	26	53%	28	52%	34	58%	38	59%	37	61%
<b>Grand Total</b>	<b>68</b>	<b>100%</b>	<b>74</b>	<b>100%</b>	<b>67</b>	<b>100%</b>	<b>69</b>	<b>100%</b>	<b>78</b>	<b>100%</b>	<b>76</b>	<b>100%</b>

Table DT.9. Academic staff by grade and gender between 2018-2023

Grade	2018		2019		2020		2021		2022		2023		Average
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%	
<b>Grade 6</b>	<b>31</b>	<b>46%</b>	<b>29</b>	<b>39%</b>	<b>20</b>	<b>30%</b>	<b>18</b>	<b>26%</b>	<b>21</b>	<b>27%</b>	<b>19</b>	<b>13%</b>	<b>32%</b>
Female	14	45%	9	31%	8	40%	7	39%	12	57%	4	44%	42%
Male	17	55%	20	69%	12	60%	11	61%	9	43%	5	56%	58%
<b>Grade 7</b>	<b>17</b>	<b>25%</b>	<b>22</b>	<b>30%</b>	<b>20</b>	<b>30%</b>	<b>19</b>	<b>28%</b>	<b>26</b>	<b>33%</b>	<b>25</b>	<b>37%</b>	<b>28%</b>
Female	10	59%	15	68%	13	65%	8	42%	9	35%	7	28%	49%
Male	7	41%	7	32%	7	35%	11	58%	17	65%	18	72%	51%
<b>Grade 8</b>	<b>11</b>	<b>16%</b>	<b>13</b>	<b>18%</b>	<b>13</b>	<b>19%</b>	<b>18</b>	<b>26%</b>	<b>19</b>	<b>24%</b>	<b>19</b>	<b>28%</b>	<b>22%</b>
Female	5	45%	4	31%	4	31%	8	44%	9	47%	9	47%	42%
Male	6	55%	9	69%	9	69%	10	56%	10	53%	10	53%	58%
<b>Grade 9</b>	<b>9</b>	<b>13%</b>	<b>10</b>	<b>14%</b>	<b>14</b>	<b>21%</b>	<b>14</b>	<b>20%</b>	<b>13</b>	<b>16%</b>	<b>15</b>	<b>22%</b>	<b>18%</b>
Female	3	33%	4	40%	5	36%	5	36%	4	31%	7	47%	37%
Male	6	67%	6	60%	9	64%	9	64%	9	69%	8	53%	63%

Grand Total	68	100%	74	100%	67	100%	69	100%	79	100%	69	100%	100%
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Table DT.10. Academic promotions by grade and gender between 2017-2022, with average number of years between promotions

Promotion from/to	2017			2018			2019			2020			2021			2022			Grand Total		
	n=	%	Av. yrs	n=	%	Av. yrs	n=	%	Av. yrs	n=	%	Av. yrs	n=	%	Av. yrs	n=	%	Av. yrs	n=	%	Av. yrs
<b>Lecturer to Senior Lecturer</b>	<b>2</b>	<b>67%</b>	<b>5.5</b>	<b>3</b>	<b>75%</b>	<b>4.7</b>	<b>2</b>	<b>67%</b>	<b>4.0</b>	<b>4</b>	<b>67%</b>	<b>2.5</b>	<b>5</b>	<b>100%</b>	<b>5.4</b>	<b>3</b>	<b>100%</b>	<b>6.3</b>	<b>19</b>	<b>79%</b>	<b>4.7</b>
Female	1	50%	4.0	1	33%	6.0	0	0%	0.0	2	50%	2.0	4	80%	5.8	2	67%	8.0	10	53%	5.3
Male	1	50%	7.0	2	67%	4.0	2	100%	4.0	2	50%	3.0	1	20%	4.0	1	33%	3.0	9	47%	4.0
<b>Senior Lecturer to Professor</b>	<b>1</b>	<b>33%</b>	<b>5.0</b>	<b>1</b>	<b>25%</b>	<b>2.0</b>	<b>1</b>	<b>33%</b>	<b>10.0</b>	<b>2</b>	<b>33%</b>	<b>9.5</b>	<b>0</b>	<b>0%</b>	<b>0.0</b>	<b>0</b>	<b>0%</b>	<b>0.0</b>	<b>5</b>	<b>21%</b>	<b>7.2</b>
Female	0	0%	0.0	1	100%	2.0	1	100%	10.0	1	50%	4.0	0	0%	0.0	0	0%	0.0	3	60%	5.3
Male	1	100%	5.0	0	0%	0.0	0	0%	0.0	1	50%	15.0	0	0%	0.0	0	0%	0.0	2	40%	10.0
<b>Grand Total</b>	<b>3</b>	<b>100%</b>	<b>5.3</b>	<b>4</b>	<b>100%</b>	<b>4.0</b>	<b>3</b>	<b>100%</b>	<b>6.0</b>	<b>6</b>	<b>100%</b>	<b>4.8</b>	<b>5</b>	<b>100%</b>	<b>5.4</b>	<b>3</b>	<b>100%</b>	<b>6.3</b>	<b>24</b>	<b>100%</b>	<b>5.2</b>

Table DT.11. Applications for recruitment to academic and professional support posts by gender between 2017-2022

Gender	ART		T&S		Academic Posts Total		PSS Posts Total		Grand Total	
	n=	%	n=	%	n=	%	n=	%	n=	%
Female	559	33%	111	29%	670	32%	491	69%	1,161	42%
Male	1,124	67%	275	71%	1,399	68%	221	31%	1,620	58%
<b>Grand Total</b>	<b>1,683</b>	<b>100%</b>	<b>386</b>	<b>100%</b>	<b>2,069</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>2,781</b>	<b>100%</b>

Table DT.11a. Applications for recruitment to Research and Teaching (ART) posts by grade and gender between 2017-2022

Gender	Associate Lecturer Grade 6		Lecturer Grade 7		Professor Grade 9		Grand Total	
	n=	%	n=	%	n=	%	n=	%
Female	53	26%	497	35%	9	17%	559	33%
Male	150	74%	930	65%	44	83%	1,124	67%
<b>Grand Total</b>	<b>203</b>	<b>100%</b>	<b>1,427</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>1,683</b>	<b>100%</b>

Table DT.12. Appointments made in recruitment to academic posts by gender and grade between 2018-2022

	2018		2019		2020		2021		2022		Grand Total	
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
<b>Female</b>	<b>4</b>	<b>44%</b>	<b>3</b>	<b>30%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>25%</b>	<b>5</b>	<b>42%</b>	<b>15</b>	<b>33%</b>
Grade 6	2	50%	0	0%	0	0%	2	67%	2	40%	6	40%
Grade 7	2	50%	3	100%	0	0%	1	33%	3	60%	9	60%
<b>Male</b>	<b>5</b>	<b>56%</b>	<b>7</b>	<b>70%</b>	<b>3</b>	<b>100%</b>	<b>9</b>	<b>75%</b>	<b>7</b>	<b>58%</b>	<b>31</b>	<b>67%</b>
Grade 6	4	80%	4	57%	2	67%	5	56%	3	43%	18	58%
Grade 7	1	20%	2	29%	1	33%	4	44%	4	57%	12	39%
Grade 9	0	0%	1	14%	0	0%	0	0%	0	0%	1	3%
<b>Grand Total</b>	<b>9</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>3</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>46</b>	<b>100%</b>

Table DT.12a. Appointments made in recruitment for academic and professional support staff between 2018-2022

	2018		2019		2020		2021		2022		Grand Total	
Staff role	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
<b>Academic Staff</b>	<b>9</b>	<b>50%</b>	<b>10</b>	<b>83%</b>	<b>3</b>	<b>43%</b>	<b>12</b>	<b>52%</b>	<b>12</b>	<b>71%</b>	<b>46</b>	<b>60%</b>
<b>ART</b>	<b>3</b>	<b>33%</b>	<b>6</b>	<b>60%</b>	<b>1</b>	<b>33%</b>	<b>5</b>	<b>42%</b>	<b>7</b>	<b>58%</b>	<b>22</b>	<b>48%</b>
Female	2	67%	3	50%	0	0%	1	20%	3	43%	9	41%
Male	1	33%	3	50%	1	100%	4	80%	4	57%	13	59%
<b>T&amp;S</b>	<b>6</b>	<b>67%</b>	<b>4</b>	<b>40%</b>	<b>2</b>	<b>67%</b>	<b>7</b>	<b>58%</b>	<b>5</b>	<b>42%</b>	<b>24</b>	<b>52%</b>
Female	2	33%	0	0%	0	0%	2	29%	2	40%	6	25%
Male	4	67%	4	100%	2	100%	5	71%	3	60%	18	75%
<b>Professional Support</b>	<b>9</b>	<b>50%</b>	<b>2</b>	<b>17%</b>	<b>4</b>	<b>57%</b>	<b>11</b>	<b>48%</b>	<b>5</b>	<b>29%</b>	<b>31</b>	<b>40%</b>
Female	9	100%	2	100%	4	100%	8	73%	5	100%	28	90%
Male	0	0%	0	0%	0	0%	3	27%	0	0%	3	10%
<b>Grand Total</b>	<b>18</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>77</b>	<b>100%</b>

Figure DT.2. 100% stacked bar chart for academic staff gender by grade between 2018-2023

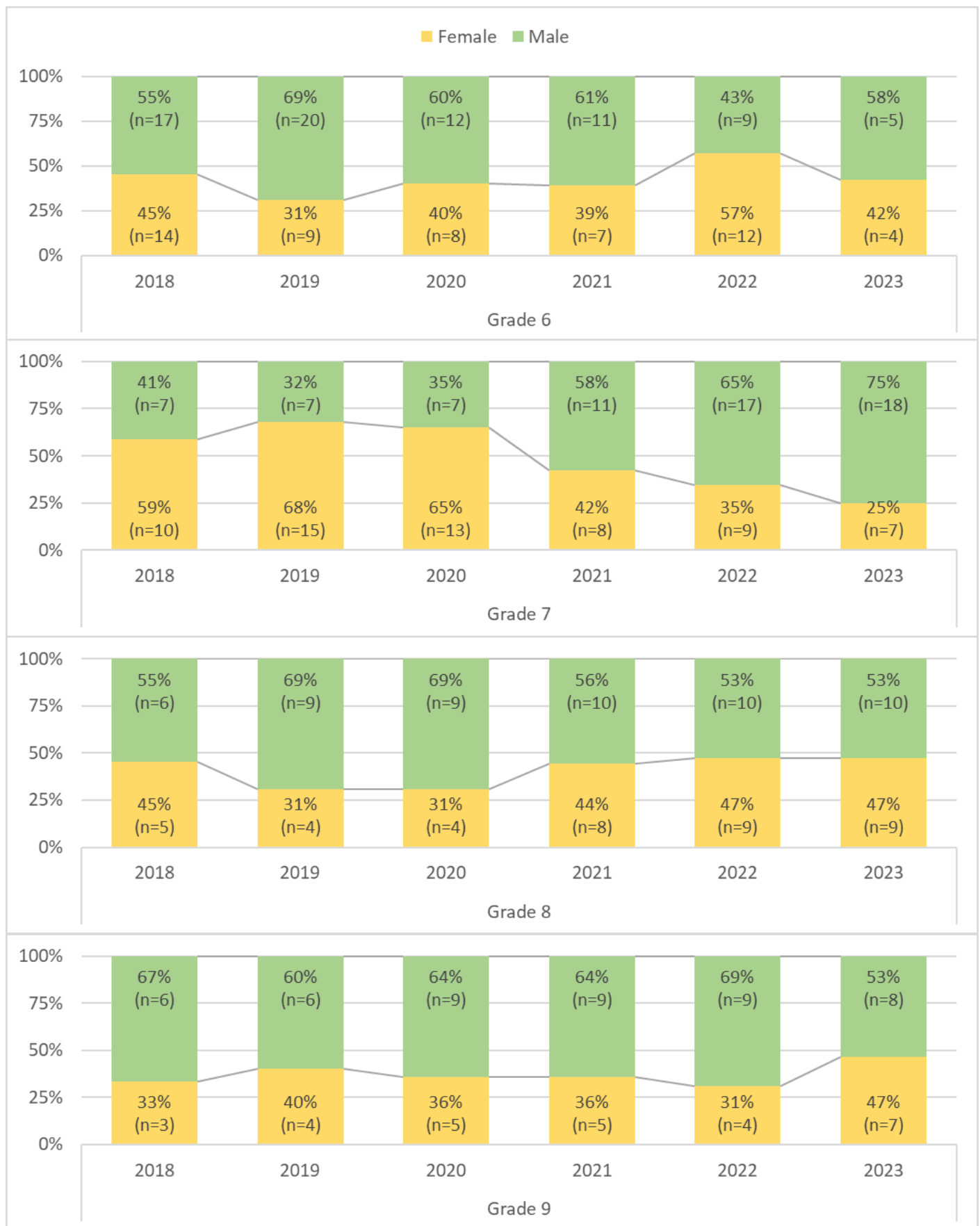


Figure DT.3. Bar chart for percentage of fixed term vs open contracts in Grade 6 academic staff by gender (2018-2023)

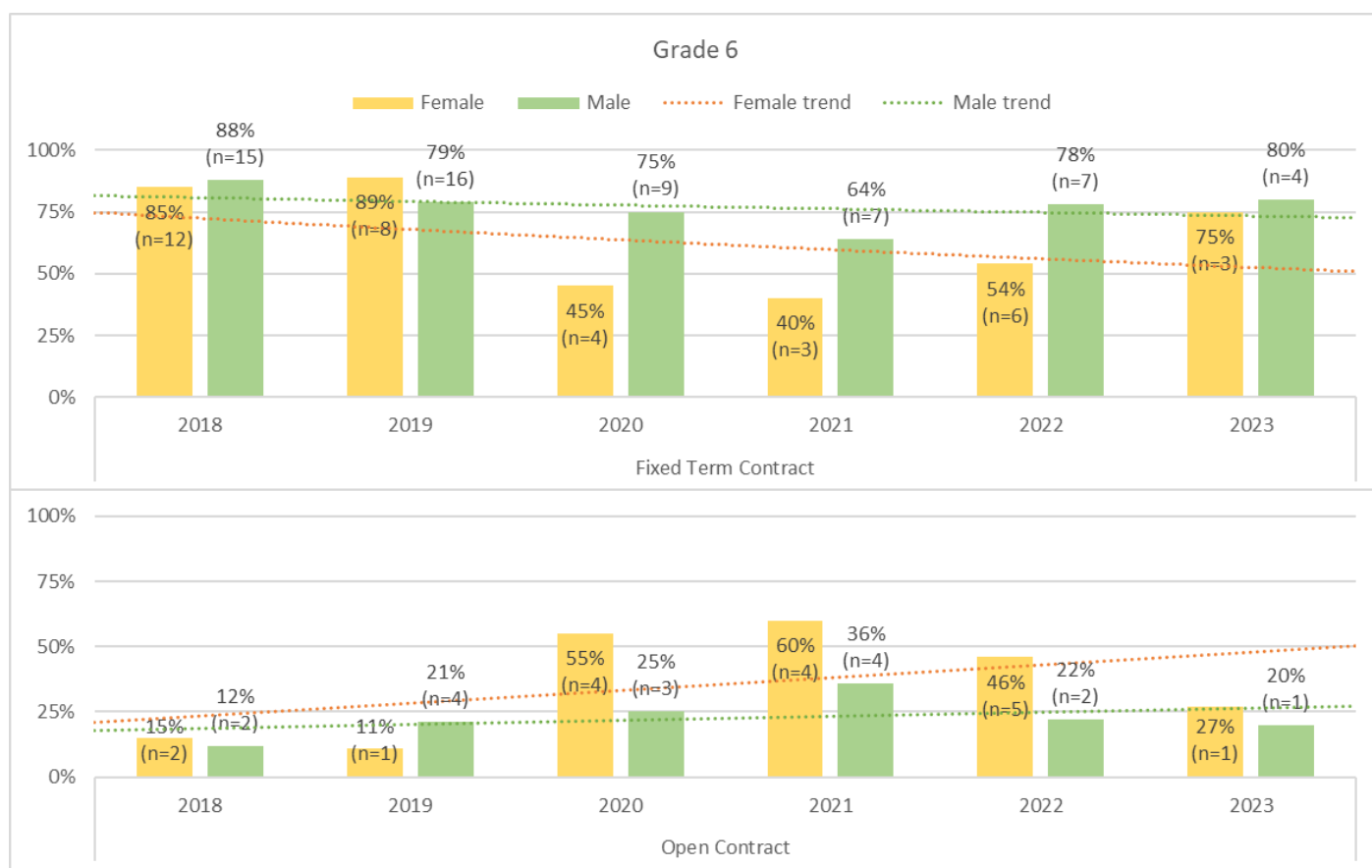


Figure DT.4. 100% stacked bar chart for academic appointments to grades 6 and 7 (2018-2022)





Figure DT.4a. 100% stacked bar charts for academic promotions to Grades 8 and 9 between 2017-2022 by gender

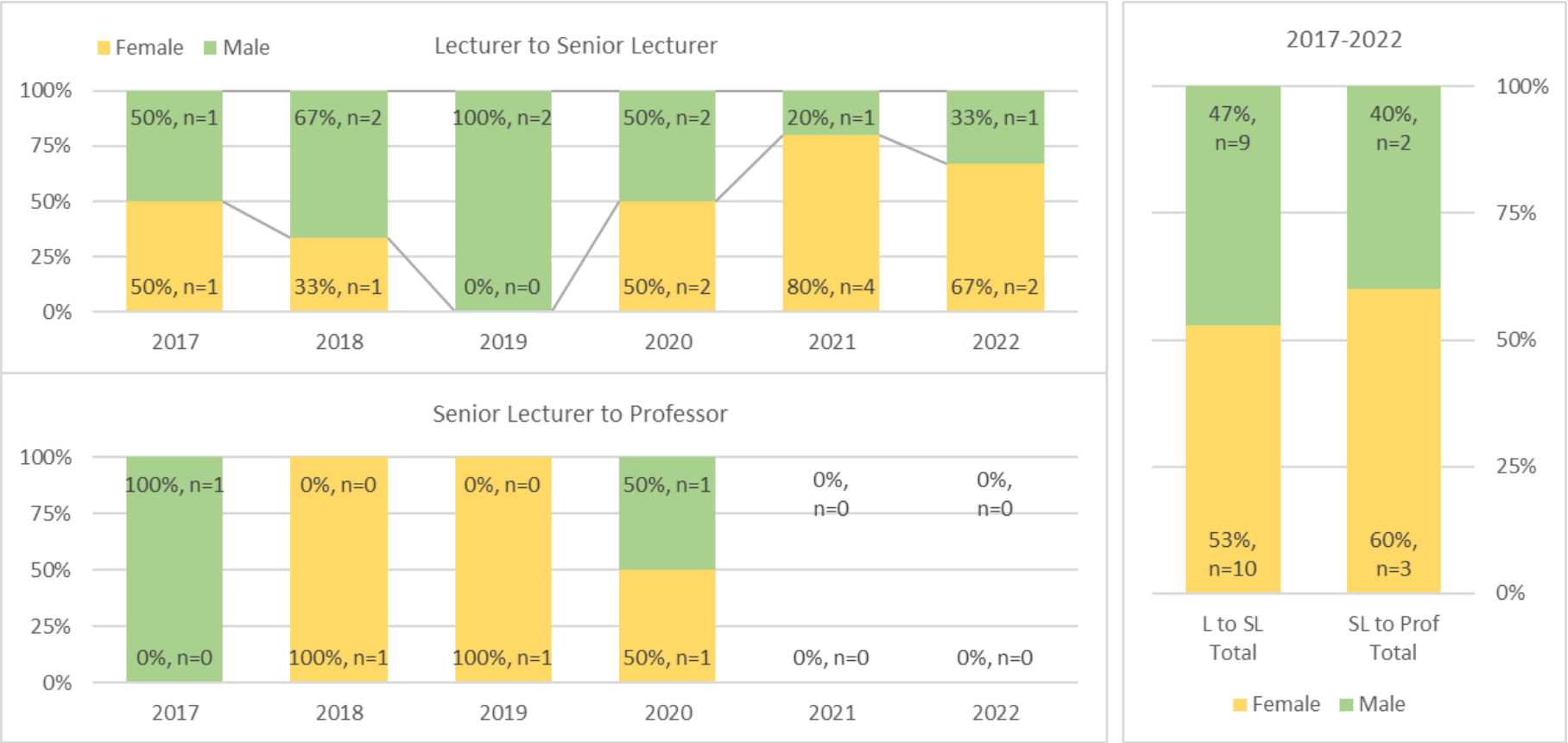


Table DT.13. Academic leavers by grade and gender between 2018-2022

Grade	2018		2019		2020		2021		2022		Average
	n=	%	n=	%	n=	%	n=	%	n=	%	
<b>Grade 7</b>	<b>3</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>60%</b>	<b>3</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>56%</b>
Female	1	33%	0	0%	3	100%	2	67%	0	0%	67%
Male	2	67%	0	0%	0	0%	1	33%	0	0%	33%
<b>Grade 8</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>40%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>50%</b>	<b>25%</b>
Female	0	0%	0	0%	1	50%	0	0%	1	50%	50%
Male	0	0%	0	0%	1	50%	0	0%	1	50%	50%
<b>Grade 9</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>50%</b>	<b>19%</b>
Female	0	0%	0	0%	0	0%	0	0%	1	50%	33%
Male	0	0%	1	100%	0	0%	0	0%	1	50%	67%
<b>Grand Total</b>	<b>3</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>3</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>100%</b>

Table DT.14. Academic leavers by gender, academic contract type, and full-time/part-time status between 2018-2022

Gender	2018		2019		2020		2021		2022		Average
	n=	%	n=	%	n=	%	n=	%	n=	%	
<b>Female</b>	<b>1</b>	<b>33%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>80%</b>	<b>2</b>	<b>67%</b>	<b>2</b>	<b>50%</b>	<b>56%</b>
<b>Full-time</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>100%</b>
ART	1	100%	0	0%	2	50%	2	100%	2	100%	78%
T&S	0	0%	0	0%	2	50%	0	0%	0	0%	22%
<b>Male</b>	<b>2</b>	<b>67%</b>	<b>1</b>	<b>100%</b>	<b>1</b>	<b>20%</b>	<b>1</b>	<b>33%</b>	<b>2</b>	<b>50%</b>	<b>44%</b>
<b>Full-time</b>	<b>2</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>86%</b>
ART	2	100%	0	0%	1	100%	1	100%	2	100%	100%
<b>Part-time</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>14%</b>
ART	0	0%	1	100%	0	0%	0	0%	0	0%	100%
<b>Grand Total</b>	<b>3</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>3</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>100%</b>

Table DT.15. Current undergraduate students by course and gender, including Politics degrees and PPE degrees

Course	Female		Male		Grand Total	
	n=	%	n=	%	n=	%
Economics and Philosophy	3	43%	4	57%	7	100%
Economics and Politics	10	36%	18	64%	28	100%
Global Development	43	74%	15	26%	58	100%
History and Politics	1	50%	1	50%	2	100%
International Relations	56	47%	64	53%	120	100%
Philosophy and Politics	12	27%	33	73%	45	100%
Philosophy, Politics and Economics	99	40%	151	60%	250	100%
Politics	42	37%	71	63%	113	100%
Politics with International Relations	131	52%	121	48%	252	100%
<b>Grand Total</b>	<b>397</b>	<b>45%</b>	<b>478</b>	<b>55%</b>	<b>875</b>	<b>100%</b>

Table DT.16. Students by level and gender between 2017/18-2022/23 (Politics degrees only)

Level	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Average
<b>UG</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	
Female	44%	46%	46%	49%	50%	50%	48%
Male	56%	54%	54%	51%	50%	50%	52%
<b>PGT</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	
Female	39%	42%	46%	51%	50%	45%	45%
Male	61%	58%	54%	49%	50%	55%	55%

<b>PGR</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	
Female	15%	29%	34%	49%	49%	43%	36%
Male	85%	72%	66%	51%	51%	57%	64%

Table DT.16a. Conversion rates for undergraduate home students by gender between 2016/17-2022/23

Conversion Type	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Applications to Offers</b>	<b>96%</b>	<b>95%</b>	<b>97%</b>	<b>96%</b>	<b>97%</b>	<b>98%</b>	<b>98%</b>
Female	98%	95%	99%	97%	98%	99%	99%
Male	95%	95%	96%	95%	96%	97%	97%
<b>Applications to Unconditional Firm</b>	<b>24%</b>	<b>19%</b>	<b>24%</b>	<b>20%</b>	<b>22%</b>	<b>22%</b>	<b>17%</b>
Female	23%	17%	22%	19%	21%	19%	15%
Male	25%	22%	25%	21%	22%	25%	20%
<b>Offers to Positive Responses</b>	<b>40%</b>	<b>36%</b>	<b>40%</b>	<b>43%</b>	<b>41%</b>	<b>44%</b>	<b>48%</b>
Female	40%	36%	38%	38%	40%	39%	47%
Male	40%	35%	42%	47%	41%	50%	50%
<b>Positive Responses to UF</b>	<b>62%</b>	<b>57%</b>	<b>62%</b>	<b>49%</b>	<b>55%</b>	<b>51%</b>	<b>36%</b>
Female	59%	48%	59%	51%	55%	50%	31%
Male	66%	65%	63%	47%	55%	52%	41%

Table DT.17. Undergraduate attainment by gender between 2017/18-2020/21

Gender	2017/18	2018/19	2019/20	2020/21	Average
<b>Female</b>	<b>44%</b>	<b>45%</b>	<b>45%</b>	<b>48%</b>	<b>46%</b>
First (D)	0%	3%	3%	1%	2%
First	14%	18%	23%	24%	20%
US	71%	62%	62%	69%	66%
LS	15%	13%	12%	5%	11%
Third	0%	3%	0%	0%	1%
Lower Exit	0%	1%	0%	0%	0%
<b>Male</b>	<b>56%</b>	<b>55%</b>	<b>55%</b>	<b>52%</b>	<b>54%</b>
First (D)	5%	4%	1%	0%	3%
First	9%	6%	9%	7%	8%
US	63%	72%	72%	79%	72%
LS	21%	17%	13%	10%	15%
Third	1%	0%	0%	2%	1%
Lower Exit	0%	0%	4%	1%	1%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Table DT.17a. Postgraduate attainment by gender

Level	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Average
<b>PGT</b>	<b>86%</b>	<b>92%</b>	<b>93%</b>	<b>92%</b>	<b>91%</b>	<b>96%</b>	<b>92%</b>
<b>Female</b>	<b>43%</b>	<b>49%</b>	<b>51%</b>	<b>47%</b>	<b>55%</b>	<b>52%</b>	<b>50%</b>
Distinction	10%	25%	21%	35%	34%	19%	25%
Merit	46%	52%	49%	54%	52%	42%	49%
Pass	44%	20%	25%	10%	11%	36%	23%
Lower exit	0%	3%	2%	2%	3%	3%	2%
Fail	0%	0%	4%	0%	0%	0%	0%
<b>Male</b>	<b>57%</b>	<b>51%</b>	<b>49%</b>	<b>53%</b>	<b>45%</b>	<b>48%</b>	<b>50%</b>
Distinction	16%	14%	9%	39%	27%	14%	21%
Merit	62%	54%	63%	43%	48%	56%	53%
Pass	22%	26%	20%	17%	14%	27%	21%
Lower exit	0%	6%	6%	1%	10%	3%	5%
Fail	0%	0%	2%	0%	1%	0%	0%
<b>PGR</b>	<b>14%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>10%</b>	<b>4%</b>	<b>8%</b>

<b>Female</b>	<b>56%</b>	<b>73%</b>	<b>44%</b>	<b>33%</b>	<b>37%</b>	<b>14%</b>	<b>45%</b>
Pass	100%	88%	100%	100%	100%	100%	97%
Fail	0%	13%	0%	0%	0%	0%	3%
<b>Male</b>	<b>44%</b>	<b>27%</b>	<b>56%</b>	<b>67%</b>	<b>63%</b>	<b>86%</b>	<b>55%</b>
Pass	100%	67%	100%	88%	100%	83%	93%
Fail	0%	33%	0%	13%	0%	17%	7%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Figure DT.5. Pie charts for current student demographics by level, course and gender

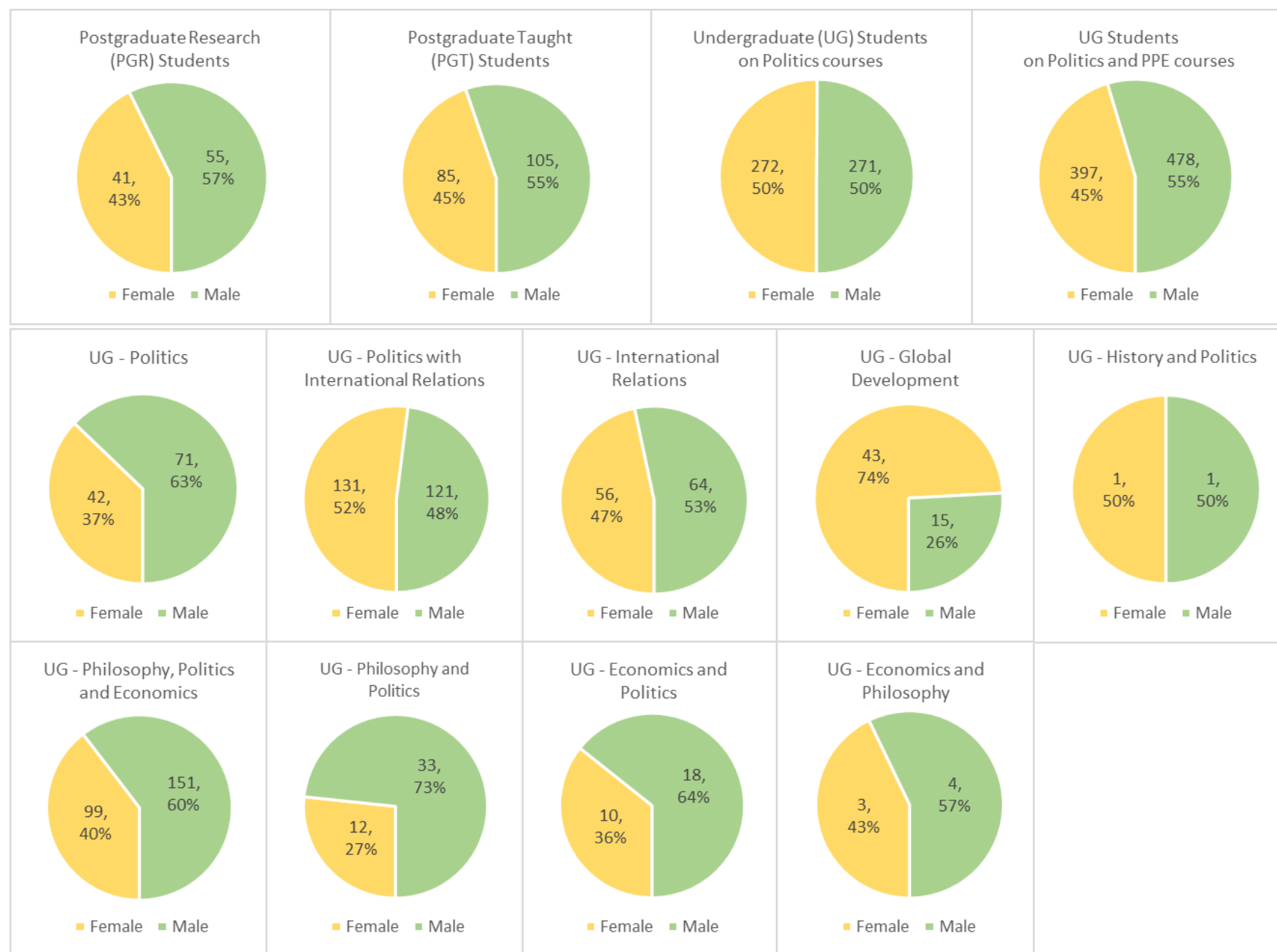


Figure DT.6. 100% stacked bar chart for student intake by level and gender between 2017/18-2022/23

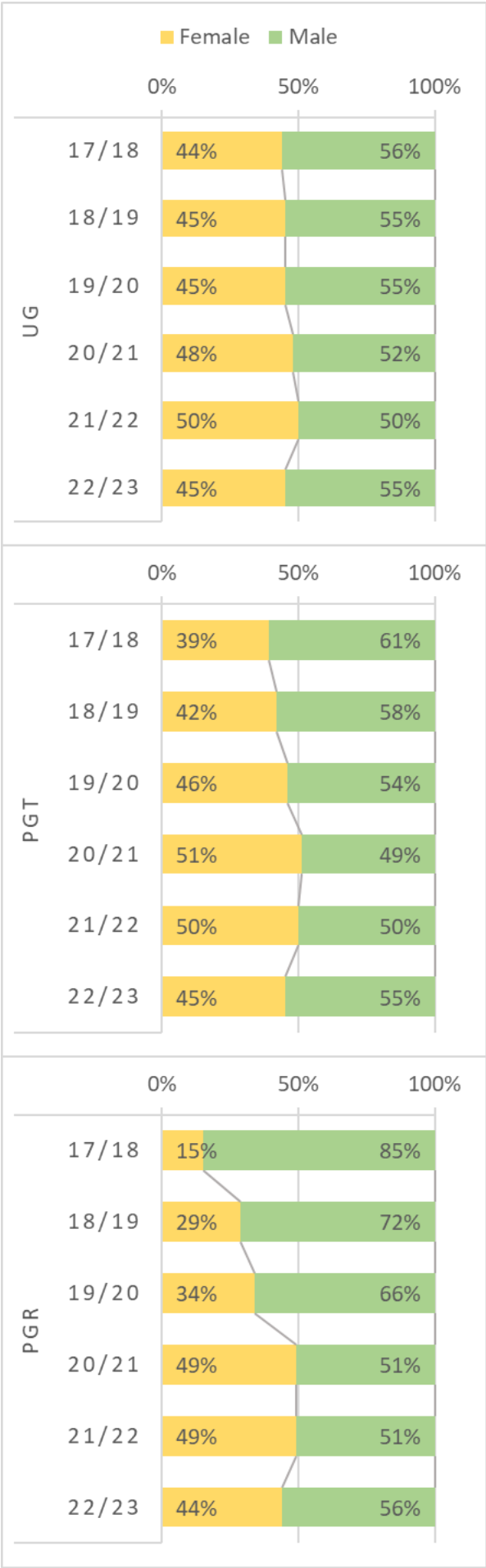


Figure DT.7. Horizontal bar chart for undergraduate attainment by gender between 2017/18-2020/21

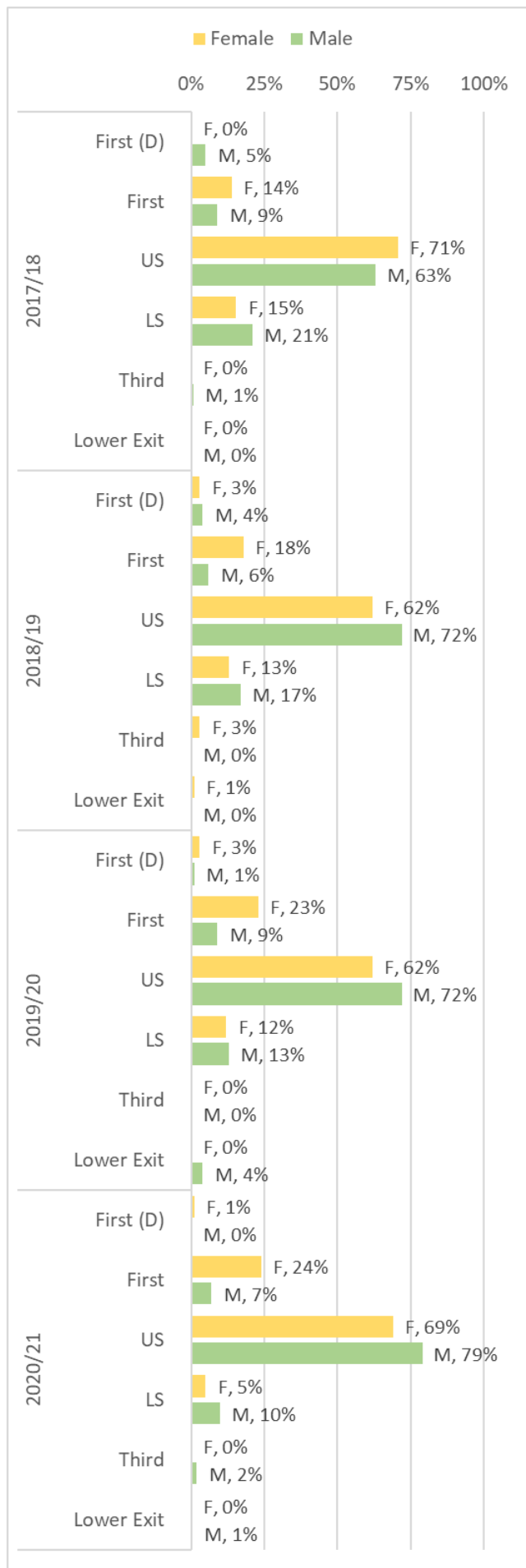


Figure DT.8. Bar chart for trends in UG attainment by gender

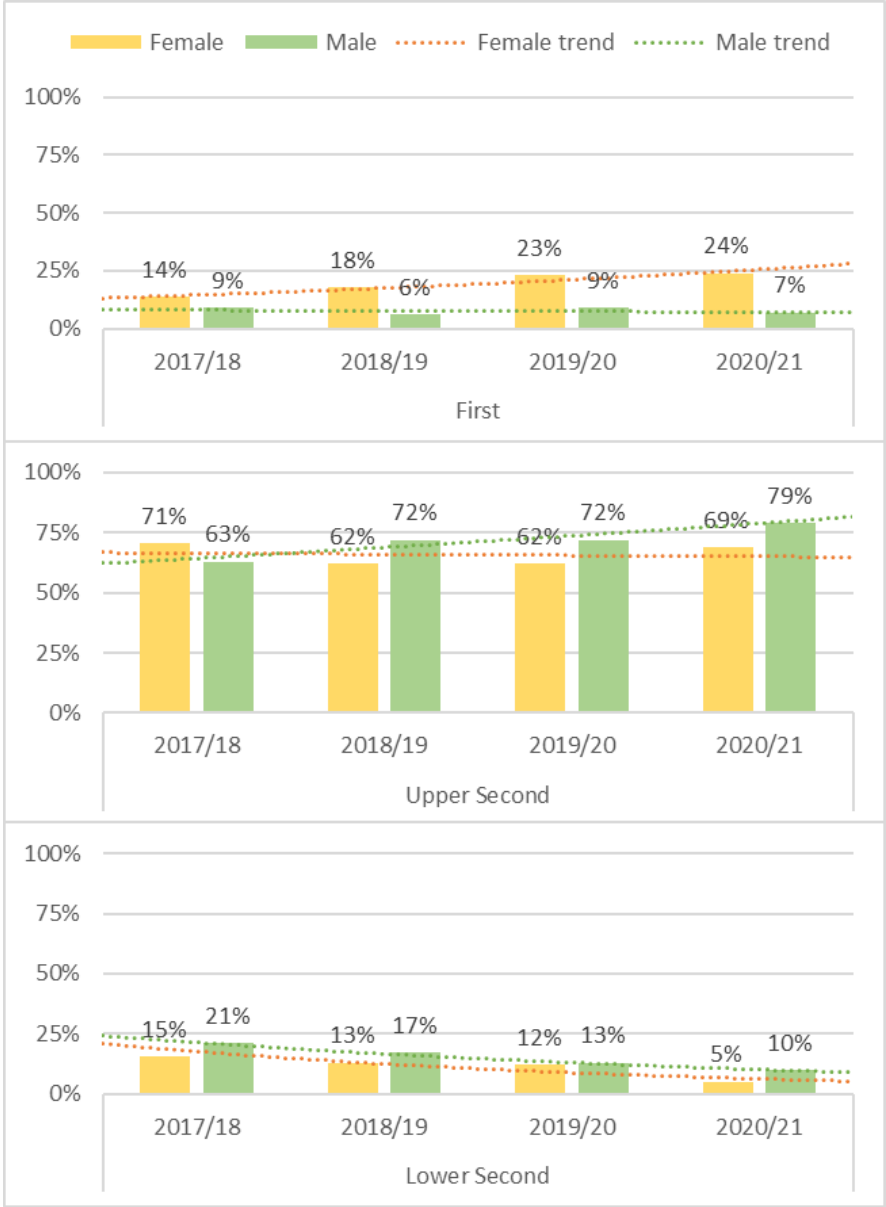


Figure DT.9. Bar chart for trends in percentage of female students by programme



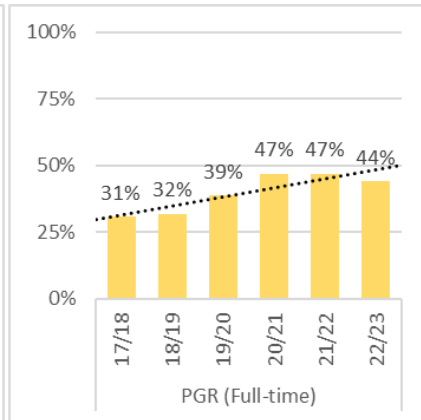
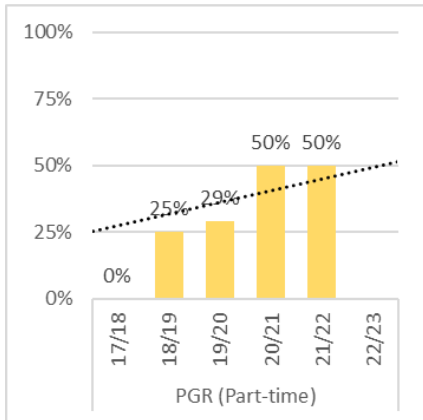
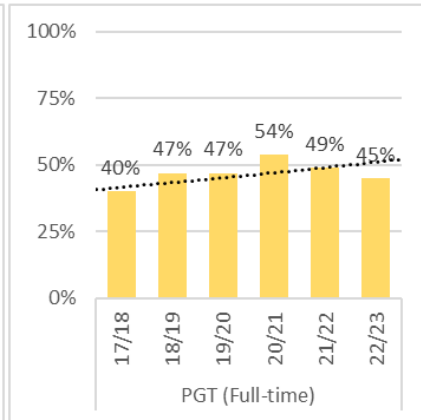
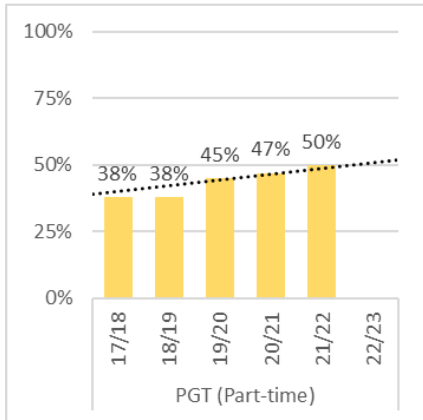
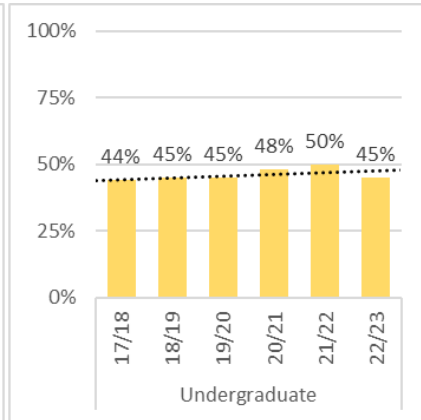
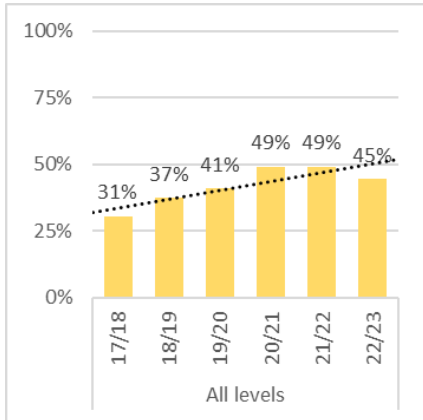


Figure DT.10. 100% stacked bar chart for PGT attainment between 2017/18-2022/23 by gender

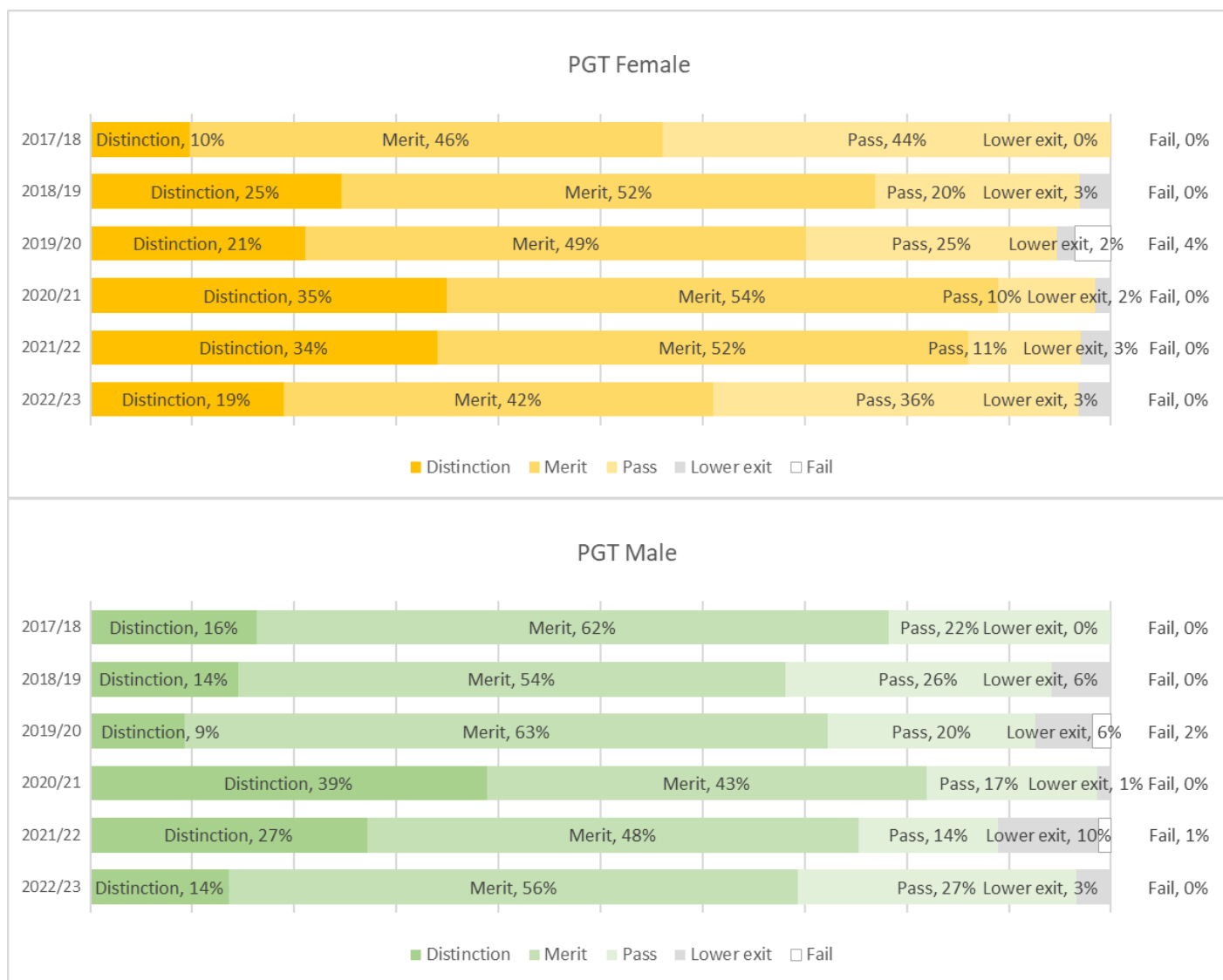


Figure DT.10a. Bar chart for PGR completion rate (Pass) between 2017/18-2022/23 by gender

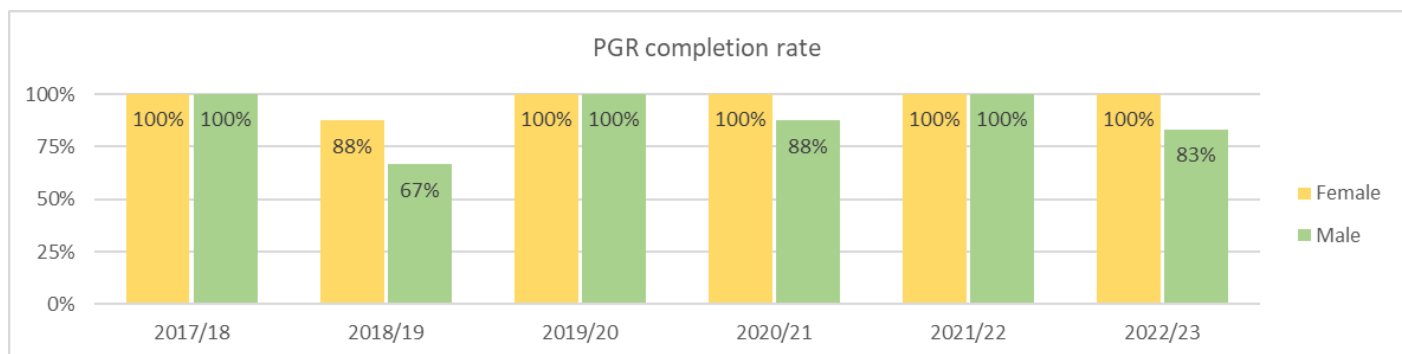


Table DT.18. Parental leave survey responses coded

		Proportion of respondents (n=4)	
<b>A. On a scale of 1 to 5, how would you assess our current maternity, paternity, parent and adoption leave policy?</b>		<b>n=</b>	<b>%</b>
1	Extremely poor	0	0%
2	Poor	0	0%
3	Average	0	0%
4	Good	2	50%
5	Extremely good	2	50%
		Proportion of respondents (n=4)	
<b>B. What aspects of our current policy did you find most useful and why?</b>		<b>n=</b>	<b>%</b>
1.	The post-leave reduction in teaching, and being able to adjust my schedule or working hours around changing childcare needs are most useful. This is because of the challenges of caring for an ill child (especially in the context of COVID-19), which include sleep disruption/deprivation and being unable to rely on external childcare arrangements.	3	75%
2.	I appreciate informal expressions of understanding and support from line managers and the Head of Department.	2	50%
3.	Being able to change the duration of leave with only two months' notice, in line with changing needs at home.	1	25%
4.	The flexibility to choose between different types of support after returning to work.	1	25%
		Proportion of respondents (n=4)	
<b>C. Where did you find it lacking and why?</b>		<b>n=</b>	<b>%</b>
1.	There is a lack of information and guidance for accessing aspects of the policy that would have been useful if taken advantage of, including Keeping In Touch (KIT) days while on leave, and flexible working and mentoring after returning to work. The apparent complexity of applying for these schemes presents an unnecessary barrier, OR, I was not fully aware that such schemes were in place until it was too late to benefit from them, and I only became aware through informal conversations with colleagues, rather than formalised documentation.	3	75%
2.	The amount of pay after the first months of leave is not enough for subsistence. This adds pressure to return to work before being ready.	1	25%
3.	Dense timetabling of teaching sessions leaves little time for breaks, and not enough time to attend to maternity-related needs (such as pumping breastmilk) during the working day.	1	25%
4.	The actual amount of work to be done is greater than what is workloaded, so schedules are misleading and often demand a time commitment that impacts on evenings and weekends.	1	25%
5.	I do not find anything lacking. I am simply grateful for the scheme.	1	25%

		Proportion of respondents (n=4)	
<b>D. How would you assess its impact on your research productivity, return to teaching, connection to the department, work/life balance and overall wellbeing?</b>		<b>n=</b>	<b>%</b>
1.	The policy has had a positive impact overall.	4	100%
2.	The reduced teaching/research obligations mean realistic expectations are set, and a level of productivity that supports overall well-being is made achievable.	2	50%
3.	The supportive culture in the department made the transition back to work easier to manage.	2	50%
4.	Flexibility is the main factor that facilitates pursuit of a healthy work/life balance, which in turn allows for increased productivity, confidence, and quality of work.	1	25%
5.	The policy does not take into account that second- or third-time parents have more to manage at home than first-time parents.	1	25%

		Proportion of respondents (n=2)	
<b>E. Suggestions for improvement</b>		<b>n=</b>	<b>%</b>
1.	Clearer and more accessible resources explaining what the benefits are and how to make use of them. The policy document on the university website is unclear. Those going on leave would benefit from having this information delivered as a one-page document, written informally.	1	50%
2.	A robust peer support network. A mentoring scheme that involves coupling someone who is going on leave with someone who has recently returned to work and is able to offer support and advice. There is a need for practical advice regarding what structural issues to expect, and how best to navigate them.	1	50%
3.	I am concerned that staff on differing contracts may not benefit equally from the additional research leave/reduced teaching load, such that those on T&S contracts may not see their obligations reduced equitably.	1	50%

		Proportion of respondents (n=4)	
<b>F. If you were a user of both our current maternity policy and its precursor, could you offer a brief comparative assessment?</b>		<b>n=</b>	<b>%</b>
1.	N/A	4	100%

## Appendix 3: Snapshot of the Department (2022/2023)

### A snapshot of the department in 2023

**Note:** Data records legal sex not gender identity. Charts represent gender in terms of sex and use the word 'gender' in that way.

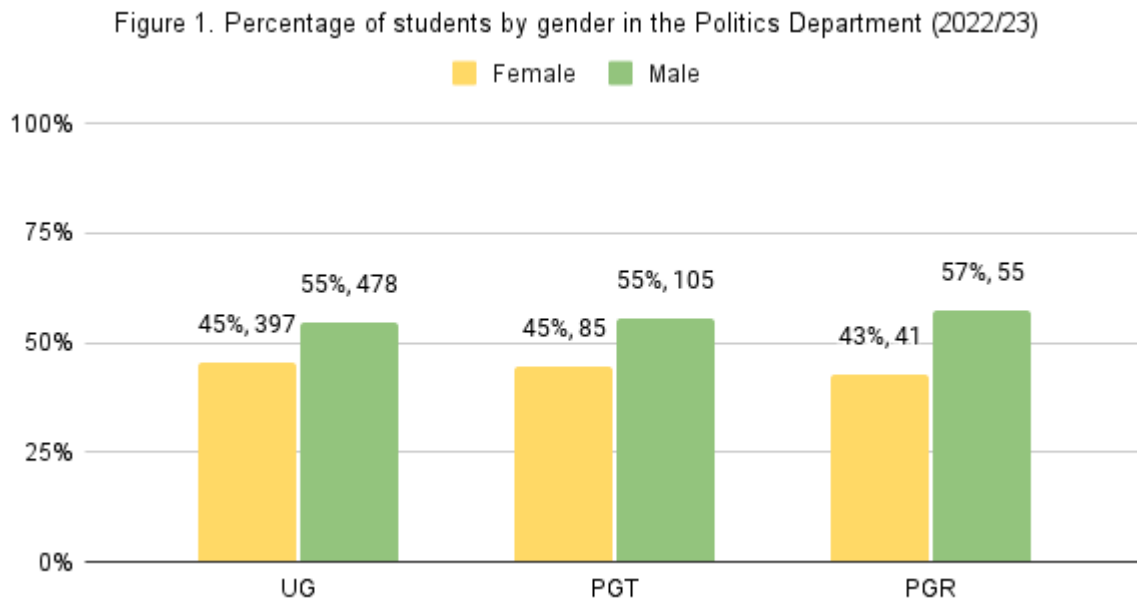


Figure 2. Percentage of staff by gender in the Politics Department (2022/2023)

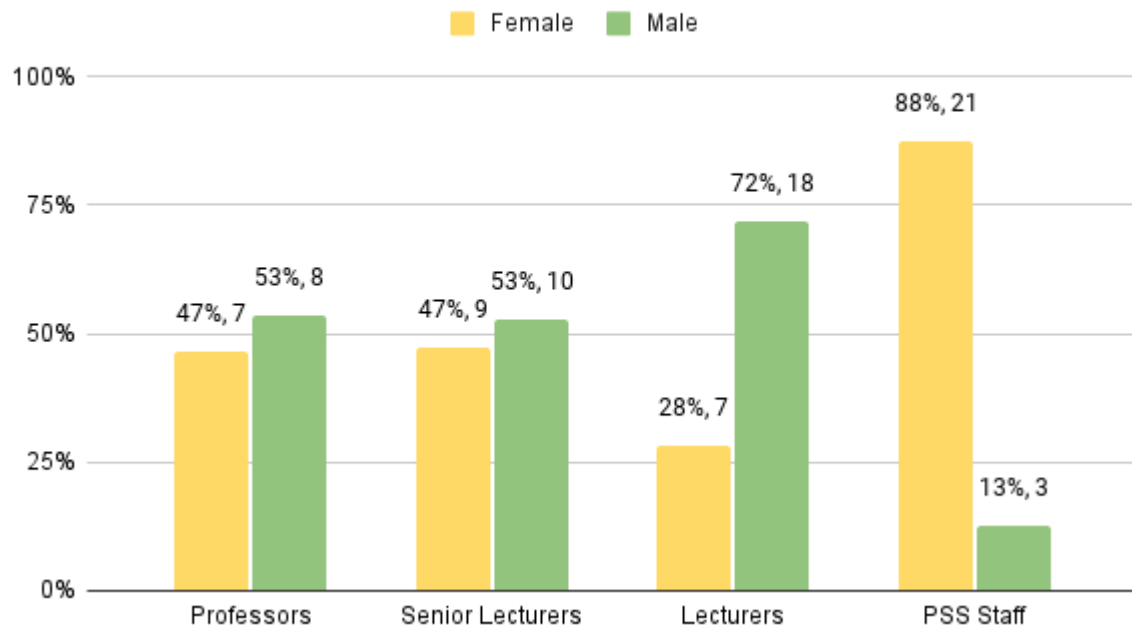


Figure 3. Percentage of academic staff by contract type in the Politics Department (2022/2023)

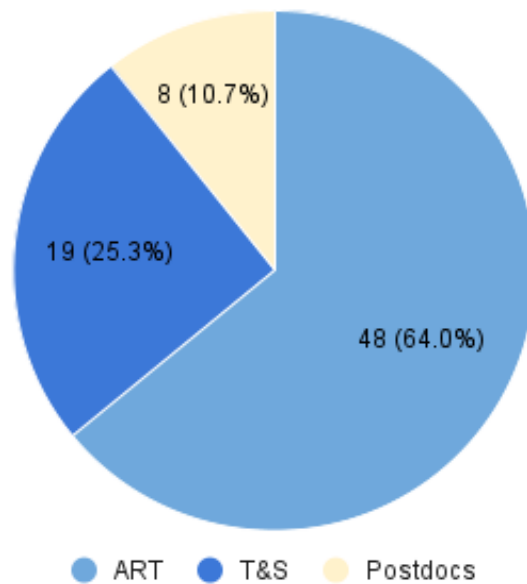


Figure 4. Percentage of ART, T&S and postdocs by gender in the Politics Department (2022/23)

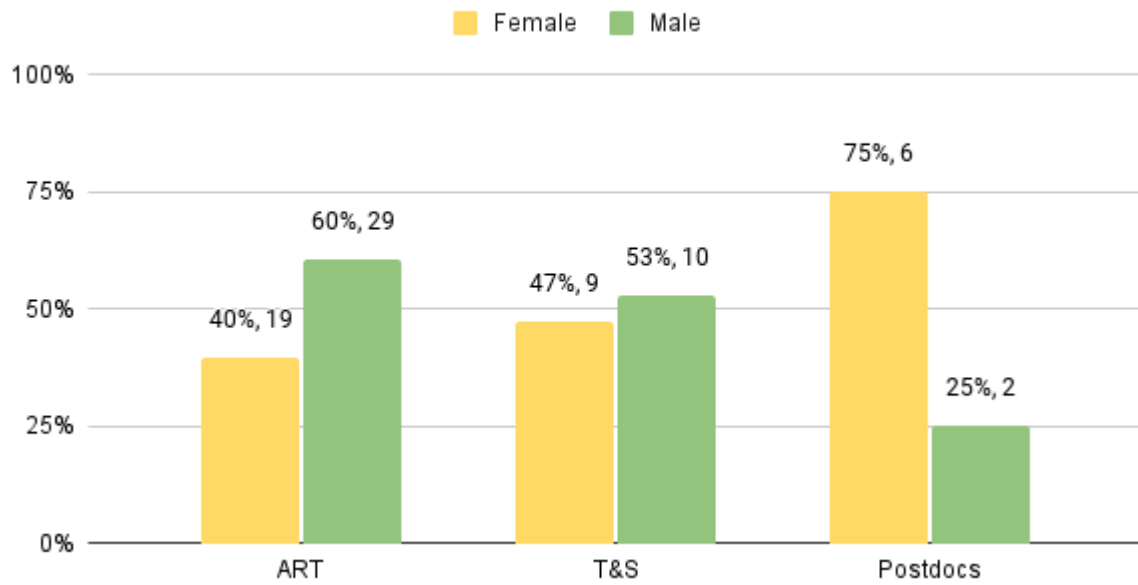


Figure 5. Percentage of academic staff on fixed-term and open-ended contracts, excluding postdocs (2022/23)

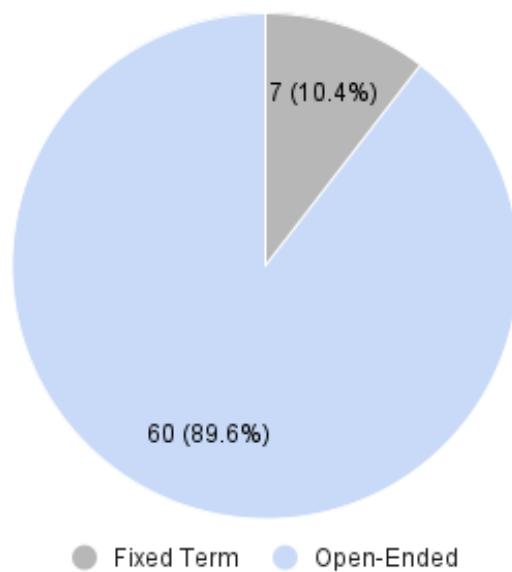


Figure 6. Percentage of academic staff on open-ended contracts by gender (2022/23)

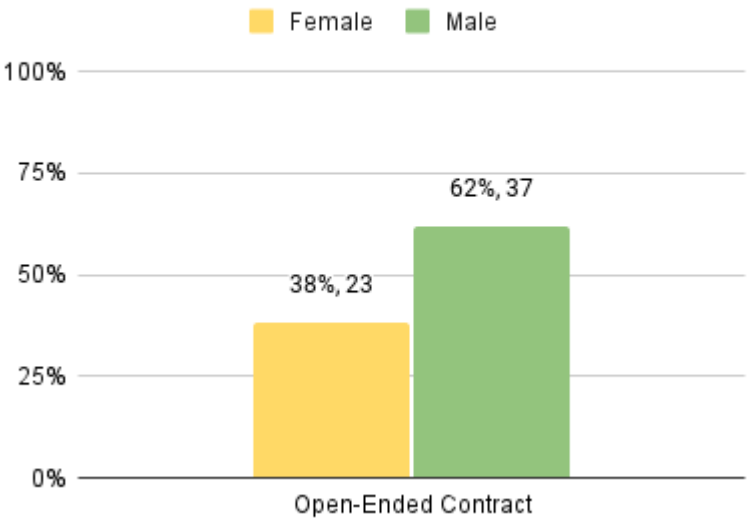
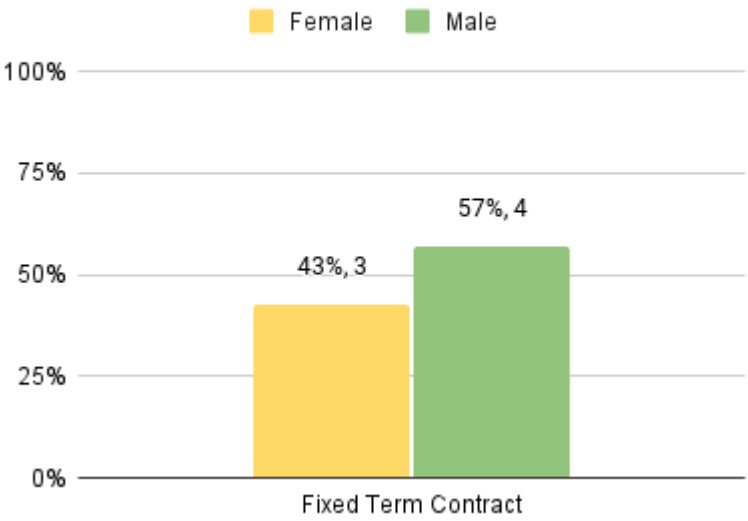


Figure 7. Percentage of staff on fixed- term contracts by gender, excluding postdocs (2022/2023)





## Appendix 4: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

The following abbreviations are used in this application	
<b>ART</b>	Academic, Research & Teaching
<b>AS</b>	Athena SWAN
<b>BME</b>	Black and Minority Ethnic
<b>BoS</b>	Board of Studies
<b>CS</b>	Culture Survey
<b>DHFO</b>	Deputy Head of Faculty Operations for the Department of Politics
<b>DHoD</b>	Deputy Head of Department
<b>DM</b>	Department Meeting
<b>DMT</b>	Department Management Team
<b>DRC</b>	Department Research Committee
<b>EDIC</b>	Equality, Diversity and Inclusion Committee (the committee within the Department of Politics that looks after Equality, Diversity and Inclusion issues, which acted as the SAT for this submission)
<b>ECR</b>	Early Career Researcher
<b>ED&amp;I</b>	Equality, Diversity & Inclusion
<b>EDIC</b>	Equality, Diversity & Inclusion Committee

<b>F</b>	Female
<b>FTC</b>	Fixed Term Contract
<b>FT</b>	Full Time
<b>FTE</b>	Full Time Equivalent
<b>HESA</b>	Higher Education Funding Council for England
<b>HoD</b>	Head of Department
<b>HR</b>	Human Resources
<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Transgender, Gender Queer
<b>M</b>	Male
<b>OC</b>	Open Contract
<b>PDR</b>	Performance and Development Review
<b>PDRA</b>	Postdoctoral Research Associate
<b>PGCAP</b>	Postgraduate Certificate of Academic Practice
<b>PG</b>	Postgraduate
<b>PGR</b>	Research Postgraduate
<b>PGT</b>	Taught Postgraduate
<b>PSS</b>	Professional and Support Services
<b>PT</b>	Part Time
<b>REF</b>	Research Excellence Framework

<b>RG</b>	Russell Group Universities
<b>SAT</b>	Self-Assessment Team
<b>T&amp;S</b>	Teaching & Scholarship Staff
<b>UG</b>	Undergraduate
<b>WRDTP</b>	White Rose Doctoral Training Partnership