



Department Application Bronze and Silver Award

Edited Version

May 2019

(Quotes and data that
could identify individuals
have been removed)



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

The Department submitted its application on 30th April 2019.



Mr James Lush
Athena SWAN Charter
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

14 March 2019

Dear James Lush,

We are delighted to send for consideration the Sociology Department's application for a Bronze Athena SWAN award, based on our thorough self-assessment that has included academic and professional services staff and students.

I became Interim Head of Department in August 2018, assuming leadership from Professor Corinne May-Chahal (Head August 2015-2018). Corinne proactively encouraged the AS process, and had explicitly promoted career progression of women.

When I became Head I refreshed and revitalised the Self-Assessment Team (SAT) following staff departures and leave. I appointed a new Academic Lead and a Professional Services Lead. We substantially increased the point allocation for SAT work, to denote its importance. I became a member of the SAT and assumed responsibility for a section of the application, deepening my commitment to the Action Plan. I ensured Athena SWAN is a standing item on the agendas of key decision-making committees, to promote department-wide and strategic engagement.

The Department is an internationally-recognised centre of excellence in teaching, researching and challenging inequalities, especially gender inequalities, in particular through hosting the Centre for Gender and Women's Studies. The application shows a positive picture in terms of women's careers. More academic staff are women (69%) and a higher proportion of our professoriate are women (71%). While these proportions are higher than HESA benchmarks for Social Studies, they are familiar in departments/schools that include Social Work. That is, they reflect the specificities of the Department.

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This does not mean the department is complacent about removing barriers to gender equality. While evidence suggests it is a place where women succeed as students and staff, we want to recruit more men students, which we see as contributing to sustainable social transformation.

Our data also show that we need to ensure the promotion process is experienced as fair and transparent and that everyone is supported, whether successful or not. Further, we have academic and Professional Services staff (and more women) working on fixed term contracts and we will continue to address the potential negative consequences through increasing our support for their progression. We also need to focus upon the attainment of both women and men students, and to ensure that studying at PGT and PGR levels is accessible for students with caring and other responsibilities.

Our Action Plan will ensure the Department's reputation for equality-related academic work permeates all of its practices. I warmly welcome my successor, Professor Imogen Tyler, knowing she will carry forward our Action Plan with knowledge and commitment. She has made important contributions as Deputy Head, through developing the new organisational structure that has reduced committee overload and embedded gender equality principles in our leadership roles.

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

Yours sincerely



Dr Chris Grover

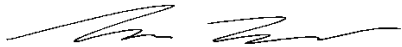
Interim Head of Department, Department of Sociology

Dear Mr James Lush,

I am very pleased to add my support, as incoming Head of Department (1st September 2019), to the Sociology Department's application for an Athena SWAN Bronze Award, and to underscore my commitment to implementing the Action Plan. I will continue to embed principles of gender equality in Departmental strategy and to institute the core values of Athena SWAN within our culture, teaching and research. As Deputy Head of Department (since 2017) I led the recent round of 10 academic appointments in social inequalities. I worked with the current and previous Heads, with staff across the Department and with Faculty and Institutional level staff, to implement principles of gender equality into our recruitment process and practices. I will continue this leadership, overseeing the development of a comprehensive staff induction process and of a fair and transparent Departmental system of promotion. Personally, I will review the CVs of all staff to assess readiness for promotion and identify those who would benefit from

additional encouragement. I am very much looking forward to leading on Athena SWAN transformations as Head of Department.

Yours Sincerely,



Professor Imogen Tyler

Deputy Head of Department and Incoming Head of Department

GLOSSARY OF ABBREVIATIONS

AHSSLB	Arts, Humanities, Social Sciences, Law and Business
AS	Athena SWAN
BME	Black and Minority Ethnic
DAL	Department Academic Athena SWAN Lead
DO	Departmental Officer
DPSL	Department Professional Services Athena SWAN Lead
EDI	Equality, Diversity and Inclusion team
FASS	Faculty of Arts and Social Science
F	Female
FT	Full-time
FTC	Fixed-term contract
GTA	Graduate Teaching Assistant
HoD	Head of Department
LU	Lancaster University
M	Male
OED	Organisation and Educational Development service
PG	Postgraduate
PGR	Postgraduate Research Student (PhD)
PGT	Postgraduate Taught Student (Masters)
PI	Principal Investigator
PT	Part-time
RA	Research Associate
REF	Research Excellence Framework
TEF	Teaching Excellence Framework
SAT	Athena SWAN Self-Assessment Team
SDM	All-Staff Departmental Meeting
UG	Undergraduate

1. DESCRIPTION OF THE DEPARTMENT

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

Sociology (established 1969) ranks highly in HEI league tables for research intensity, teaching innovation and curriculum distinctiveness. The Department hosts 9 research centres and has an international reputation for socially-engaged interdisciplinary teaching and research.

The Department exists across 2 floors, in a 3-story building surrounding a grassed area. Academic staff have individual offices, RAs and PhD students share offices (3 per room). PS staff are located in individual and double offices, close to one another. There are 3 social spaces, with kitchens, accessible to staff and students. An office move in summer 2019 will bring all staff onto the same floor. The 7 core PS staff will relocate to a large open-plan office, promoting more communication between different teams and creating a central, welcoming Department entrance.

Figure 2.1: Use of Departmental spaces - A lunchtime meeting in a 'Social Space' and a workshop in the grassed area



Sociology is one of 9 departments in the Faculty of Arts and Social Sciences. Figure 2.2 depicts its position in the university's management structure.

Figure 2.2: The University management structure

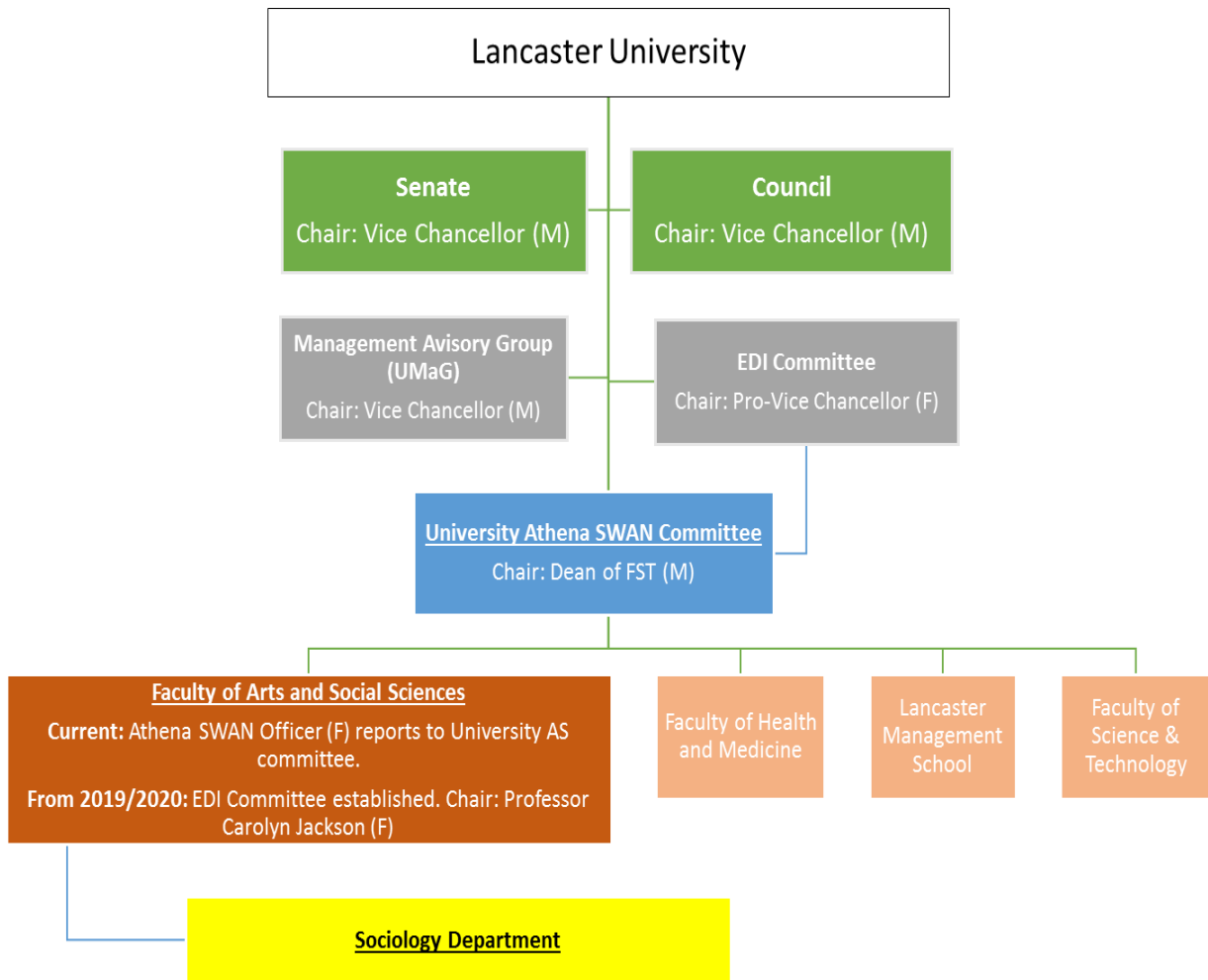
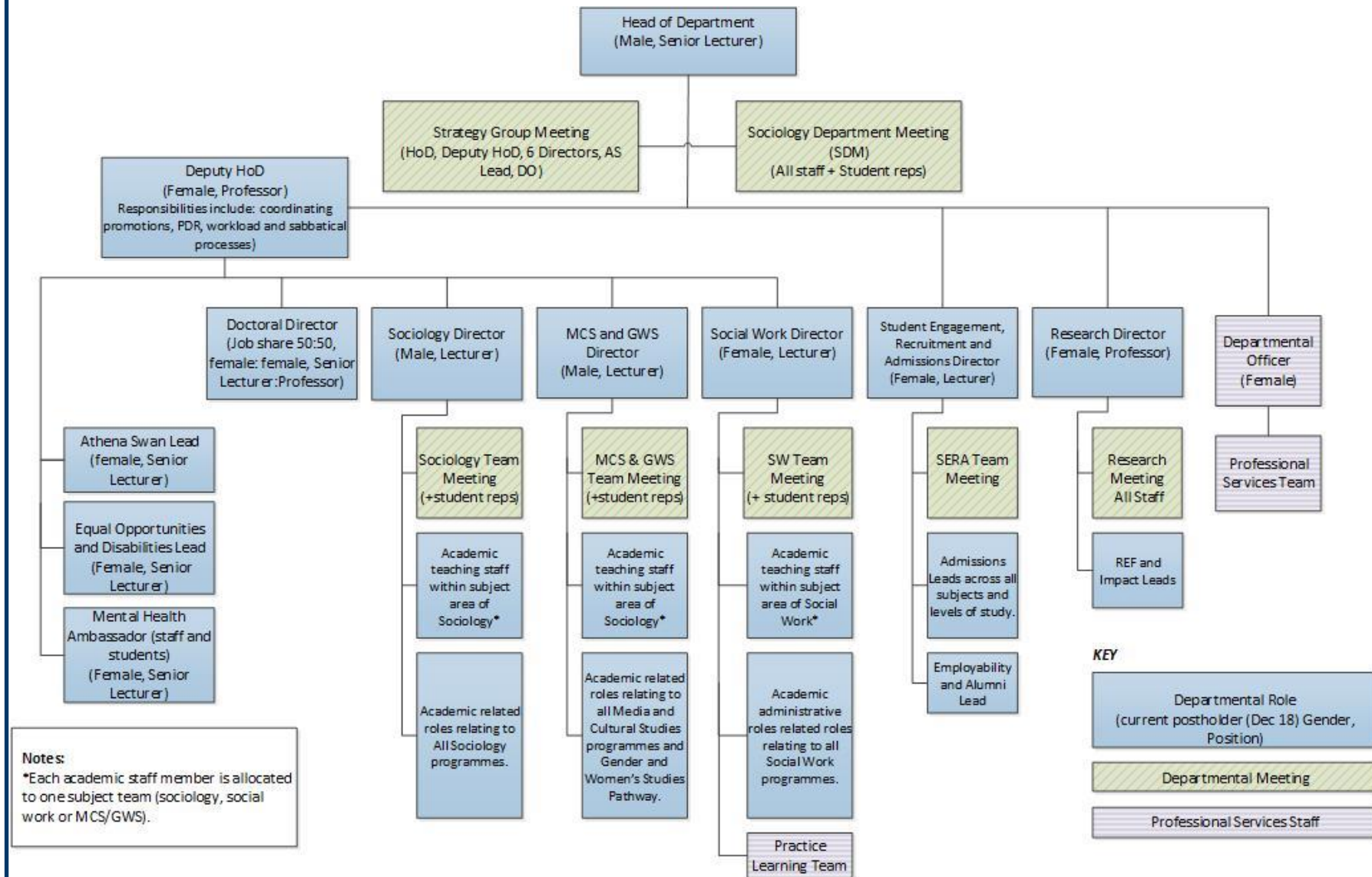
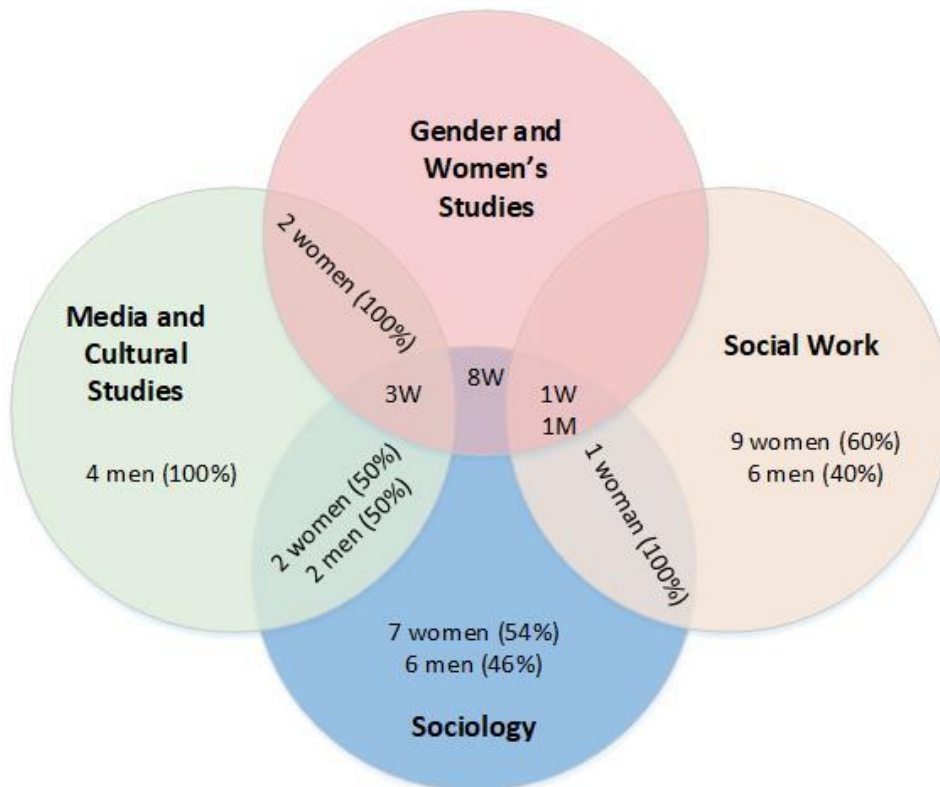


Figure 2.3: The new Department management structure, implemented August 2018



The Department has grown significantly, incorporating the Centre for Gender and Women's Studies (CGWS) 2007, Media and Cultural Studies (MCS) 2009, and Social Work (SW) 2013. This increased the number of staff and multiplied subject areas. Staff have benefitted from this growth; it supports interdisciplinary working and promoted development of a new management structure (Figure 2.3).

Figure 2.4: Academic staff by gender and discipline shows that 20 (38%) are affiliated with more than one subject area.



There are more women than men staff. Currently 71% (10) professorial staff are women and the 2017-18 cycle of recruitment appointed 7 women and 2 men. The gender balance of the academic staff exceeds the HESA Sociology benchmark; the inclusion of SW and CGWS could explain this. Overall the Department has more women staff than HESA benchmarks for equivalent roles across HE.

Table 2.1: Staff in the Department at 1st November 2018 by gender and by role.

Role	Women		HESA %W, 2017-18	Men		Totals
Academic	35	67%	56 (Sociology) 63 (SW) 43 (Media Studies)	17	33%	52
Professional Services	12	80%	80 (Admin/secretarial)	3	20%	15
GTA	9	64%	-	5	36%	14
Totals	56	69%	55% (Professional academic and admin/secretarial in HE)	25	31%	81

The Department offers 3 single-honours UG degrees: Sociology, MCS and SW, and a Gender Studies pathway. We contribute to 6 combined degrees (not included because other Departments administer them).

The Department administers 9 MA programmes, including two combined and 5 Professional Development. While UG enrolment has remained constant across all schemes, 245-253 for the past 3 years, PGT enrolment has increased by 182% from 38 (29:76% women, 2015-16) to 107 (91:85% women 2017-18).

Most students at all levels are women. Table 2.2 shows the gender distribution of students across different levels of study. The total percentage of women is higher than Social Studies benchmark 2017-18. It is close to SW benchmarks at UG and PGT.

Table 2.2: Number of students in the Department, by gender and level of study (1st Dec, 2017-18)

Level of study	Women		HESA %W	Men		Total
Undergraduate	210	83%	88 (SW)	43	17%	253
Postgraduate Taught	101	84%	83 (SW)	19	16%	120
Postgraduate Research	20	69%	53 (Social Studies)	9	31%	29
Totals	331	82%	63 (Social Studies)	71	18%	402

All programmes teach gender and inequality. CGWS supports gender studies teaching, research and community engagement across all programmes. Our public **Sociology** theorises and challenges social inequalities. **MCS** focuses on gender and other inequalities in media and culture. **SW** focuses

on professional practice that challenges inequalities, including related to gender. We see our programmes as contributing to social transformation in relation to gender equality and hence, while they especially attract women students, **we aim to proactively increase applications from men.** (Action Point 4.1.1, 4.1.4)

75% of 47 respondents to our staff survey (12.2018) feel that the Department has things to celebrate around its commitment to gender equality principles.

“Sociology feels like a Department where we can debate all gender issues.” (Woman)

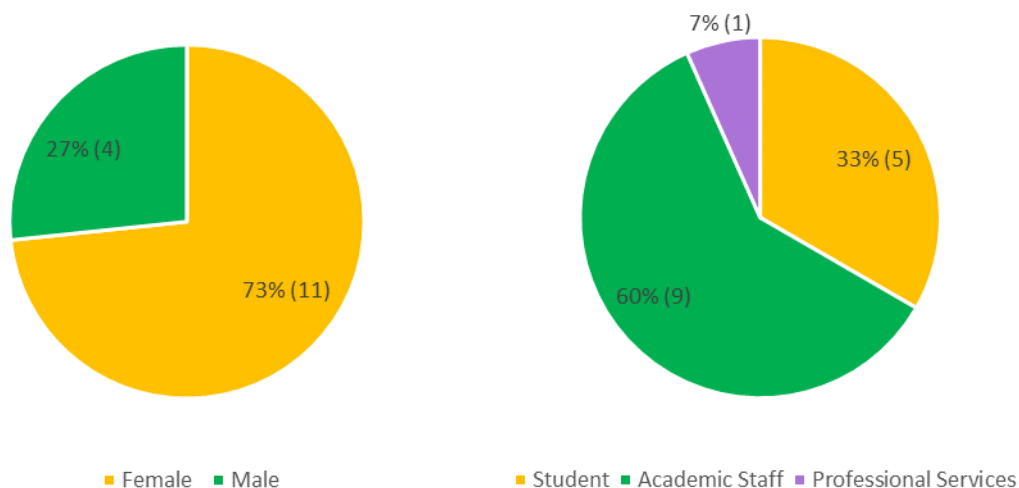
2. THE SELF-ASSESSMENT PROCESS

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

1. Description of the self-assessment team

The department commenced AS work in October 2016, with nomination of a Departmental Lead by the HoD. Staff were invited to volunteer for the Self-Assessment Team (SAT) at an SDM in December 2016, and by subsequent email; 10 volunteered. The SAT has been refreshed and revitalized during the process, seeking to ensure SAT membership represents the Department. In August 2018 9 SAT members left the Department/took leave, 13 new members and a new Academic Lead joined.

Figure 3.1: SAT membership by gender and by role shows it is representative of the Department.



There are 15 members: 73% (11) women, reflecting the Departmental staff gender-ratio. 20% (3) have caring responsibilities and membership is split between MCS, SW and Sociology. Table 3.1 describes current and past SAT members

Table 3.1: Membership of SAT by job title, SAT role, dates of membership and relevant personal details (in alphabetical order by gender)

Name	Job Title and relevant Departmental Role(s)	Key SAT role (SAT members are responsible for ensuring follow up of relevant action points as per the action plan.)	Start date of SAT membership	Details
Daisy Barker	UG student Sociology	UG, survey development, contributed to 4.1 (ii, v)	10/2018	W, FT.
Laura Clancy	Lecturer MCS	PGT & progression, primary responsibility for 4.1 (iii, v)	2/2017 (Feb 17 – Oct 18 as GTA and PGR rep)	W, PT, FTC, Department UG & PGR graduate, joined Sociology staff 2018
Anne Cronin	Reader, PGR Director, MCS/Soc	PGR, career development, primary responsibility for 4.1 (iv), contributed to 5.3	2/2017	W, FT, joined LU 1999.
Jayne Erlam	PGR student SW	PGR, survey development, contributed to 4.1 (iv)	11/ 2018	W, FT, Departmental UG graduate.
Jasmine Fledderjohann	Lecturer SW	Staff data, responsibility for 4.2	8/2018	W, FT, joined Sociology 2016.
Amy Grew	PGT student SW	PGT, progression, survey development, contributed to 4.1 (iii, v)	11/2018	W, FT
Emily Hoyle	PGR student MCS	PGR, progression, survey development, contributed to 4.1 (iv, v)	11/ 2018	W, FT, Department PGT graduate.
Joanna Kostka	Lecturer SW Union Representative	UG, responsibility for 4.1 (ii)	8/2018	W, FT, joined Sociology 2016
Neve Rawlinson	UG student Sociology	UG, survey development, contributed to 4.1 (ii, v)	10/2018	W, FT.

Name	Job Title and relevant Departmental Role(s)	Key SAT role	Start date of SAT membership	Details
Vicky Singleton	Senior Lecturer Sociology	Departmental Academic Lead (2018-2019), SAT Chair, responsibility for 2., 3., 5.6, 7.	10/2018	W, FT, caring responsibilities, joined LU 1993.
Rachel Verrall	Projects Officer	Departmental PS Lead (2018-2019). Project managed the process. Administered surveys. Contributed to 5.1 (ii), 5.5, 5.6, 7.	08/2017	W, PT, caring responsibilities, UG and PGT graduate of LU, joined LU staff 2003.
Chris Grover	Senior Lecturer, HoD, SW	Staff recruitment, responsibility for 5.1 (i), preparation of HoD letter.	10/2018	M, FT.
Ted Gutsche	Senior Lecturer MCS	Career breaks and flexible working, responsibility for 5.5	10/2018	M, FT, caring responsibilities, joined Sociology 2018.
Yang Hu	Lecturer SW/Soc	Staff career development, responsibility for 5.3	10/2018	M, FT, joined Sociology 2016.
Bob Jessop	Distinguished Professor Sociology	Focus Research (including REF) and staff promotions, responsibility for 5.1 (iv), 5.6 (i)	10/2018	M, FT, joined Sociology 1990.

Previous SAT membership

Name	Departmental Role(s)	Date of SAT membership (approx.)	Details
Jess Butler	PGR student	10/2017 – 10/2018 (moved away 8/2018)	W, FT, joined LU 2014.
Emma Cardwell	Research Associate	2/2017 – 8/2018 (Left LU Aug 2018)	W, PT, FTC, caring responsibilities, joined Sociology 2017.

Name	Departmental Role(s)	Date of SAT membership (approx.)	Details
Lauren Emery	Departmental Officer	10/2016 – 7/2017 (left Department 7/2017)	W, FT, joined LU 2008
Tracey Jensen	Senior Lecturer Department AS Lead (2016-2018)	10/Oct 2016 – 8/2018 (on leave from Aug 2018)	W, FT, caring responsibilities, joined Sociology 2012.
Sophie Lewis	UG student	2/2017 – 6/2018 (completed degree June 2018)	W, FT, joined LU 2015.
Adrian MacKenzie	Professor, Part II Teaching Director	2/2017 – 7/2018 (left LU July 2018)	M, FT, caring responsibilities, joined LU 2001
Maggie Mort	Professor, Union Representative	2/2017 – 8/2018 (on leave August 2018)	W, FT, joined LU 1997
Angela Towers	PGT student	2/2017 – 8/2018 (completed degree Sep 2018)	W, FT, caring responsibilities.
Jude Towers	Lecturer	8/2017 – 6/2018 (left LU June 2018)	W, FT, joined Sociology staff 2013. PhD graduate of LU.

An RA contributed significantly to our process (2017-2018) but, despite proactive search, we do not currently have an RA member. **RAs are reluctant to take on extra unpaid duties given their temporary, often PT, post. (Action Point 3.4)** Student membership increased (3, 2017-18 to 5, 2018-19) to promote deeper engagement with student-related issues. **No male students volunteered, despite encouragement, which in part reflects the low proportion of men students, but may also reflect lack of awareness or investment in AS. (Action Point 3.1, 3.3)**

The HoD joined SAT in October 2018, demonstrating strong Departmental leadership commitment to the process. It was an explicit decision to establish the role of DPSL in October 2018, in response to a sense of disconnection between academic and PS staff identified in focus groups (July 2018), and to ensure engagement with experiences of PS staff.

The inclusion of SAT membership within the workload system was discussed and approved at an SDM (February 2017). The workload points were increased in 2018-19; 100 to 150 (equal to hours per year) for Lead, 30 to 75 for each SAT member. Student contributions are recognized through coursework credits and inclusion in the Lancaster Award. PS staff workloads are currently not included in our workload model. Establishing the DPSL role and PS Project Management of the Action Plan formally acknowledges PS contributions, but **the Department seeks additional modes of reward for PS staff and for students. (Action Point 3.4)**

2. An account of the self-assessment process

The Departmental Lead presented the principles of AS at the SDM in December 2016. The SDM, attended by all staff and student representatives, discussed our application and how everyone could access information about AS.

The SAT first met in February 2017, following familiarization by members with the principles of AS and reflection on gender equality issues in their Departmental role. The SAT met face-to-face during term time, with increasing frequency as the process progressed. The SAT also communicated through email. Smaller units within the SAT, focused on specific tasks, met face-to-face and communicated through email and Skype. Table 3.2 details the timing, focus and outcome of SAT meetings.

Table 3.2: SAT meeting dates, tasks and outcomes through the submission process (2017-2019)

Month	Tasks	Outcomes
February 2017	<ul style="list-style-type: none"> • Introduce University AS Lead. • Outline process, procedure and aims of AS submission. • Share understandings of AS principles as related to members experiences and role in the Department. 	Understanding and approval of the AS self-assessment process and procedures.
May 2017	<ul style="list-style-type: none"> • Discuss workload allocations for SAT members. • Discuss timeline to submission. • Identify initial areas of focus for the application. • Allocate initial tasks. 	<p>Initial timeline approved.</p> <p>Tasks allocated for initial quantitative data collection.</p>
June 2017	<ul style="list-style-type: none"> • Report back on quantitative data (promotions, admissions, PGR/PGT applications). • Identify additional data required. • Discuss current and future actions. 	<p>Areas for further data collection identified and tasks allocated.</p> <p>Current and future actions identified and planned.</p>
October 2017	<ul style="list-style-type: none"> • Review SAT membership. • Report back on and discussion of recruitment data. • Review actions implemented. • Identify additional data required. • Discuss current and future actions. • Discuss and allocate members contributions to AS submission. 	<p>Plan for recruitment of new SAT members.</p> <p>Areas for further data collection identified and tasks allocated.</p> <p>Current and future actions reviewed, identified and planned.</p> <p>SAT members allocated specific areas.</p>

Month	Tasks	Outcomes
December 2017	<ul style="list-style-type: none"> Identify questions for departmental survey, using template survey provided by EDI unit. Discuss plan for dissemination of survey and analysis of data. 	<p>Survey questions developed.</p> <p>Plan for distribution and analysis of survey.</p>
Spring term 2018	*Cancelled due to industrial action*	
June 2018	<ul style="list-style-type: none"> Review survey data. Discuss further quantitative data collection. Review application sections written by members. Allocate submission section revisions. 	<p>Data reviewed, 3 focus groups planned.</p> <p>Application reviewed, tasks and revisions allocated. Timeline to submission agreed.</p>
September 2018	<ul style="list-style-type: none"> Review feedback on draft application from FASS Athena SWAN Officer. Discuss draft AS Action Plan. Discuss low response to May staff survey. Identify key Departmental challenges to gender equality. Review SAT membership. 	<p>Application reviewed, tasks and revisions identified and allocated. Timeline to submission finalized.</p> <p>To discuss second staff survey at SDM.</p> <p>Identified work still to be done to ensure identification of Departmental challenges.</p> <p>Plan for recruitment of new SAT members.</p>
October 2018	<ul style="list-style-type: none"> Review and develop survey questions. Prepare presentation about AS to Sociology Departmental Meeting including new staff and student representatives. Discuss how to ensure anonymity and confidentiality. 	<p>Staff survey revised.</p> <p>AS presented at SDM, with Faculty AS Lead.</p> <p>Policy and practices on confidentiality and anonymity clarified and formalized.</p>
November 2018	<ul style="list-style-type: none"> Welcome and update new SAT members. Review new version of staff survey. Discuss how to increase uptake of staff survey. Review draft of AS application to identify work to be done. Establish membership of work groups and the process and timeline to submission. 	<p>SAT membership finalized.</p> <p>Staff survey finalized and strategies for increasing rate of completion agreed.</p> <p>Tasks identified and allocated and process and timeline agreed.</p> <p>Plan to do student survey agreed.</p>

Month	Tasks	Outcomes
	<ul style="list-style-type: none"> • Student survey discussed. 	
December 2018	<ul style="list-style-type: none"> • Develop student survey. • Review Departmental AS poster. • Discuss progress on revisions of various sections and process. 	<p>Student survey developed and distributed.</p> <p>Departmental AS poster displayed.</p>
16th January 2019	<ul style="list-style-type: none"> • Attended by Faculty AS Officer. • Review staff and student survey data. • Review revised AS application, collate feedback and allocate tasks to completion. 	<p>Survey data reviewed.</p> <p>Application reviewed and revisions identified and allocated.</p>
27 th February 2019	<ul style="list-style-type: none"> • Discuss and revise AS Action Plan. • Allocate and finalise responsibilities for Departmental implementation. 	<p>Action Plan reviewed.</p> <p>Action Plan discussed with Directors and staff and students at the SDM.</p> <p>Implementation of Action Plan discussed and finalized.</p>
26 th March 2019	<ul style="list-style-type: none"> • Receive and discuss expert panel feedback on draft application (with David Pete, Chris Harris, Emm Johnston and Faculty AS Officer.) 	<p>Application and Action Plan revised and finalized.</p>
22 nd May 2019	<ul style="list-style-type: none"> • Discuss progress of application. • Discuss progress of implementation of action points. • Allocate tasks for preparation of AS workshop at Departmental Annual Teaching Review 30th May 2019. • Review SAT membership. 	<p>Action Plan progress reviewed and gaps identified.</p> <p>SAT member action points allocated.</p> <p>SAT contribution to Annual Teaching Review planned and tasks allocated.</p> <p>SAT membership next year reviewed.</p>

SAT members volunteered to take primary responsibility for specific tasks, working in small teams (see Table 3.1). Since October 2018, the DAL and DPSL meet weekly, review progress and respond to queries.

SAT members collated and analysed Department and LU quantitative data and consulted with members of the Department about their experiences and perceptions of gender inequalities. Table 3.3 details the methods of qualitative data collection.

Table 3.3: Methods and timing of qualitative data collected by gender of respondents and by total number and percentage of possible respondents.

Method	Women N (%)	Men N (%)	Other / not provided N (%)	Total N of responde nts	% of total possible
Staff Survey 1 (May 2018)	Data inconsistent, many responses without gender			19	26%
Focus Group: PS staff (July 2018)	3 (100%)	-	-	3	20%
Focus Group: new staff (July 2018)	4 (57%)	3 (43%)	-	7	41%
Focus Group: GTAs (July 2018)	2 (67%)	1 (33%)	-	3	25%
Staff Survey 2 (December 2018)	28 (60%)	14 (30%)	5 (10%)	47	58%
Student Survey (December 2018)	74 (74%)	12 (12%)	14 (14%)	100	25%

Staff survey 1 had a low completion rate, despite reminders and time-extension, so 3 focus groups were conducted immediately with underrepresented groups. It was apparent there was low awareness of the AS process across the Department. In addition some staff expressed concerns about anonymity of data. A revised survey was conducted in December 2018, alongside actions to increase awareness of AS (a Departmental poster detailing the AS Charter displayed in prominent locations), and clarification of how anonymity would be maintained at the SDM and on the survey. The response rate increased.

The first student survey was subsequently completed with a relatively low response rate (23% of UGs, 20% PGTs, 38% PGRs). SAT student members used social media to encourage participation and suggested **a systematic AS social media campaign should be developed in the future. (Action Point 3.1, 3.2)**

AS is a standing item on the agenda of key decision-making committees: the SDM (1 per term), the Strategy Group (3 per term) and subject specific Team Meetings (2 per term). The DAL and DPSL sit on the Strategy Group and attend the SDM, and SAT members attend team meetings. This maintains the profile of AS and ensures varied routes for innovations and concerns to be fed to Institutional committees. Information is also distributed via Department emails.

SAT members consulted with individuals outside the Department and LU including attending: a presentation (October 2018) by PS and academic staff about gender equality and AS at gold-award Liverpool University; workshops on data analysis with the University EDI Unit; and seminars organized by other Departments about their AS process. The University AS Lead attended early meetings to explain the submission process.

In March 2018 Faculty appointed an AS Officer who supported the Departmental process and linked to initiatives at Lancaster and elsewhere. In October 2018 she attended the SDM and, alongside Department Leads, introduced AS to new staff and students. The Department Leads met with the Officer monthly and were in continual email/Skype contact. The Officer provided written feedback on the application in July 2018, January 2019 and February 2019, attending the SAT in

January 2019 to provide face-to-face feedback. An expert panel gave detailed written and verbal feedback on the application in March 2019.

3. Plans for the future of the self-assessment team

The SAT meet termly, meetings timetabled alongside other key Departmental meetings.

SAT members sit for maximum 3 years. Membership is reviewed and refreshed annually to monitor Departmental representativeness. (Action Point 3.3)

New and existing SAT members will (re)familiarise themselves with AS principles and resources through annual Departmental SAT (re)induction. (Action point 3.3)

Departmental Projects Officer will project-manage implementation of the Action Plan, working with the SAT and Directors. Relevant Action Points are written into the role descriptions of Directors. Progress against the Action Plan will be formally evaluated at: each SAT meeting; Departmental meetings; the annual Teaching Review; and the annual Research Away Day.

SAT will ensure all new students and staff learn about AS principles and Action Plan content at induction. (Action Point 3.5)

The new Departmental public-facing website (launched March 2019) includes information for applicants, staff and students about AS. It details the AS Charter, our Departmental Commitment, and includes links to further information. It will have a public-facing version of this application and will highlight our Action Plan progress.

A summary of the Action Plan has been collated at Faculty level, combined with the Plans of other Departments, and actions will feed into the new Faculty EDI committee and the Institutional SAT (ISAT). The DASL contributes to the EDI Committee.

ACTION POINTS

- 3.1 Implement and assess digital mechanisms to raise the profile of AS in the Department.**
- 3.2 Implement and assess mechanisms to increase staff and student participation in annual AS surveys.**
- 3.3 Review, refresh and revitalize SAT membership annually and ensure it is representative.**
- 3.4 Ensure all staff are recognized and rewarded for their contributions to SAT.**
- 3.5 Introduce new students and staff to AS Charter principles and Action Plan.**

3. A PICTURE OF THE DEPARTMENT

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

3.1. Student data

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

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

n/a

- (ii) Numbers of undergraduate students by gender

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

Below we discuss our 3 UG programmes separately; women outnumber men throughout. This reflects national data on our disciplines. However, our programmes aim to promote social transformation in gender equality, which requires raising awareness and competence across all genders, so **we intend to increase the number of students who identify as men.** (Action Point 4.1.1)

We refer throughout to HESA benchmarks. These exist for Sociology and SW as principal subjects but not for MCS. Our MCS has a strong socio-cultural focus, making the HESA Media Studies benchmark inappropriate. Hence, for MCS, we use the Social Studies benchmark.

BA (Hons) Media and Cultural Studies (Two programmes, one with a placement year). All students were full-time.

Figure 4.1.1: Student numbers/% on MCS UG programmes by gender and by year, shows we exceed benchmarks for women.

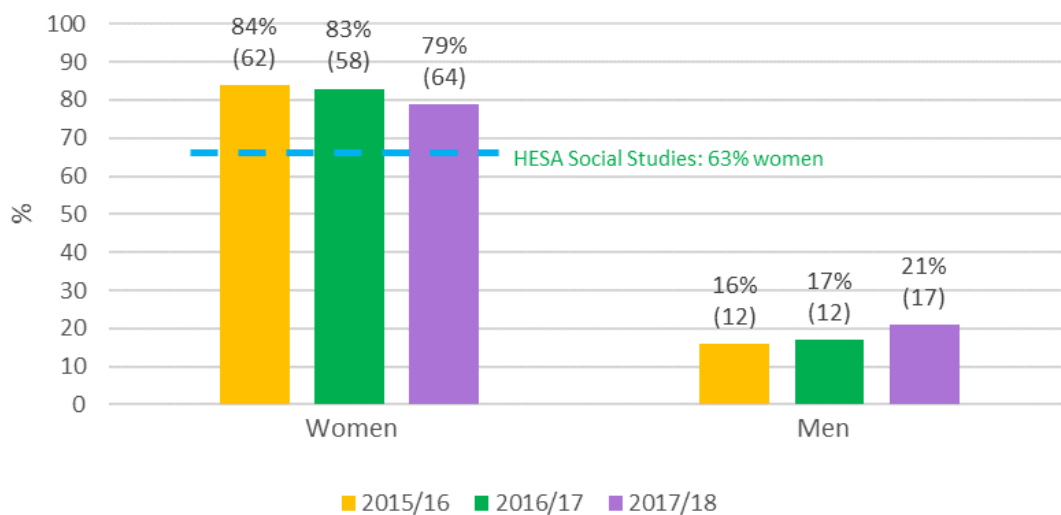
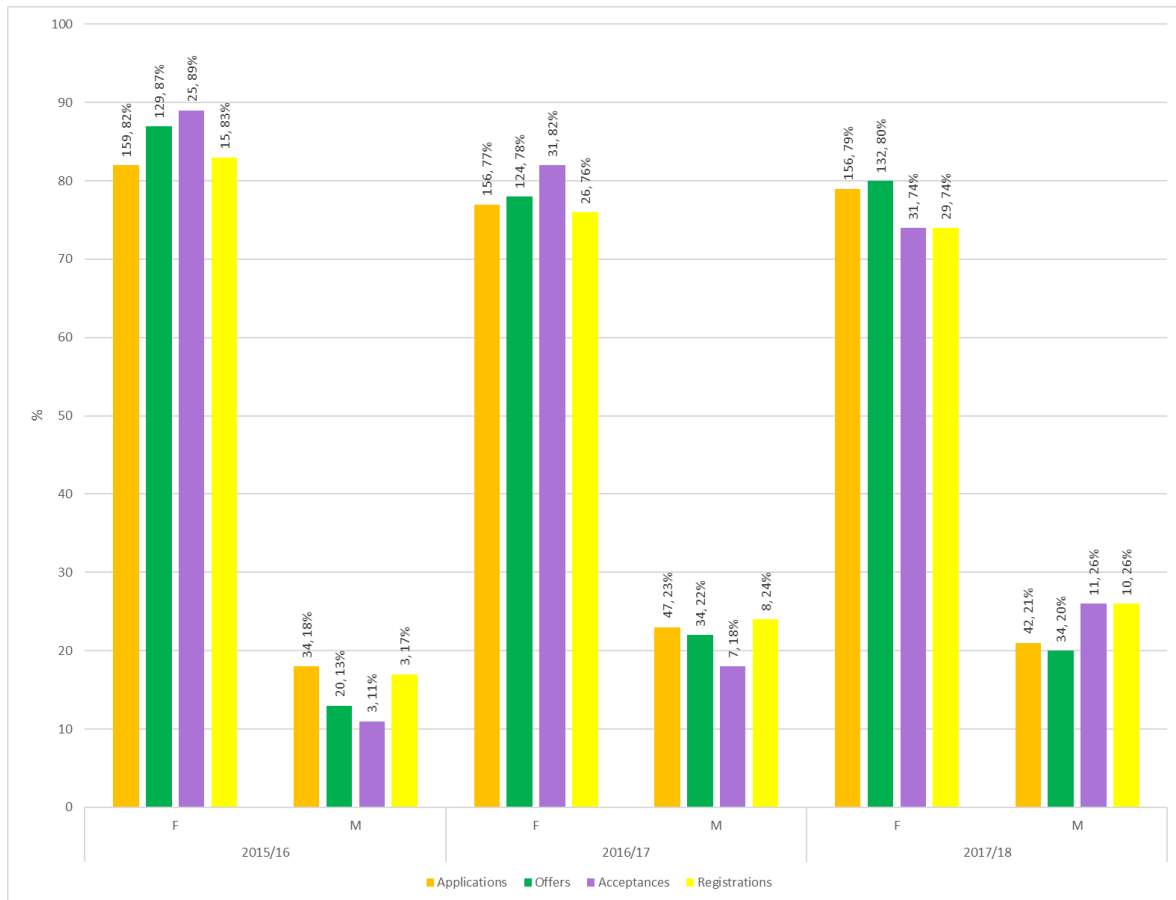
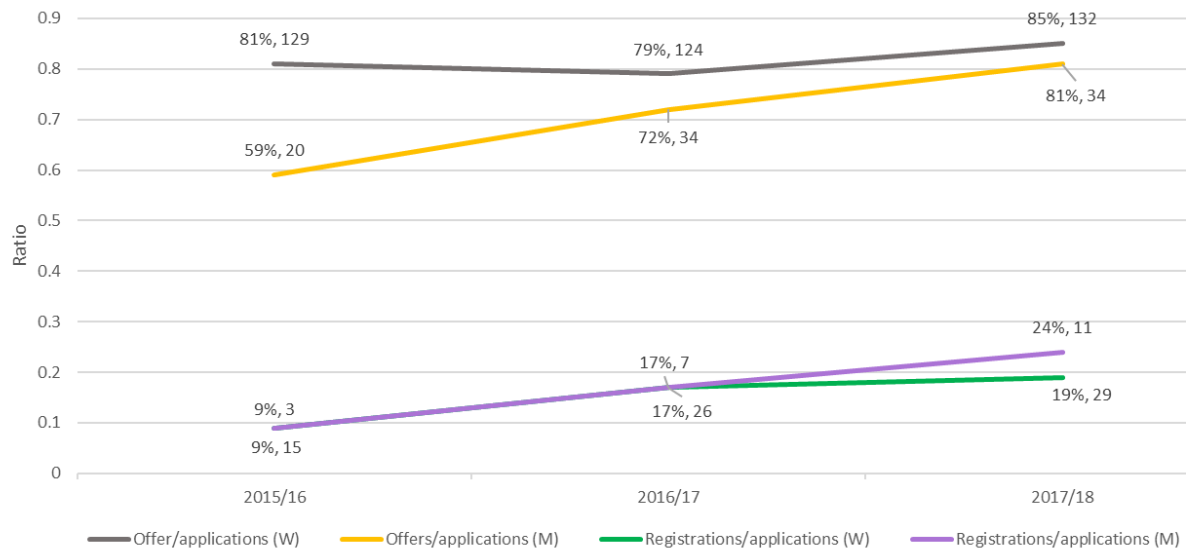


Figure 4.1.2: Applications, offers, acceptances and registrations on MCS UG programmes, by gender and by year, shows more women than men apply and register.



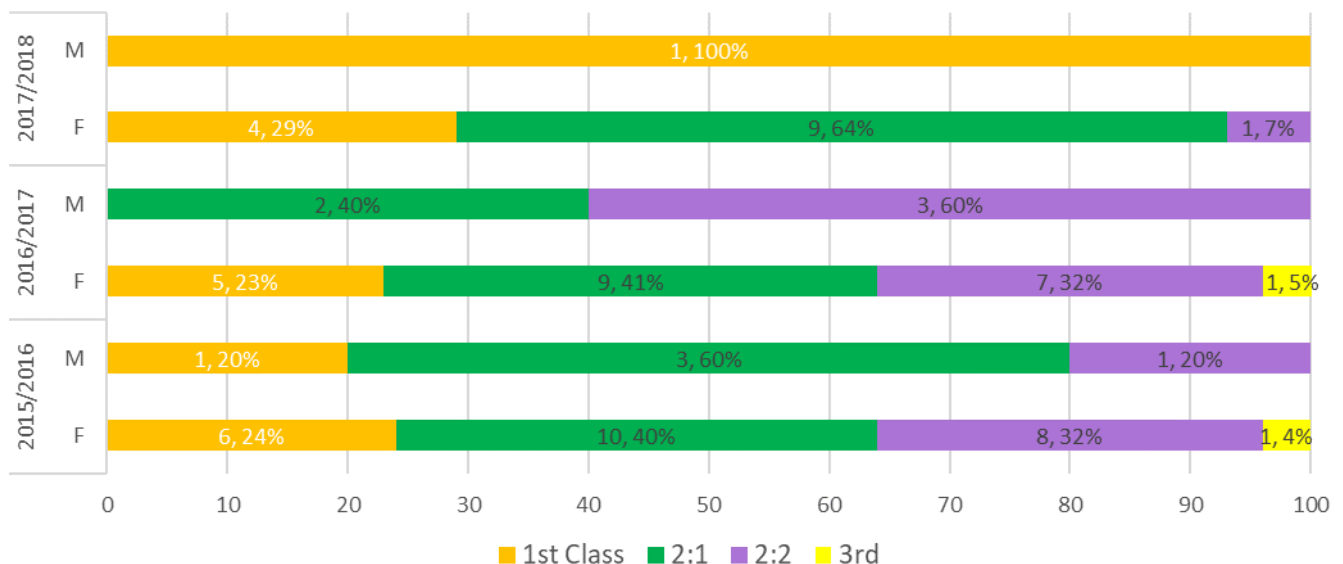
The women/men proportion of applicants to our MCS UG programmes is constant over the last 3 years c80% women. More women also register (74% in 2017/18). There has been a slight (9%) increase in men registering.

Figure 4.1.3: Ratio of applications to offers and registrations on MCS UG programmes by gender and by year shows that similar proportions of men and women applicants register.



This data shows equal treatment of applications to MCS once received. Given the above we aim to tackle the under-representation of men applicants. Initial research with LU marketing and current MCS students suggests men students seek more practical media training. Hence we have included more content on this and will **implement additional mechanisms to increase applications from men.** (Action Point 4.1.1)

Figure 4.1.4: Degree attainment on UG MCS programmes by gender shows that there is no significant gendered pattern to degree attainment, though there is an increase in % of women obtaining a 2:1.



BA (Hons) Social Work, MSW Social Work (Hons) Social Work, Ethics and Religion

Figure 4.1.5: Student numbers/% on SW UG programmes by gender and by year, shows we approximate HESA benchmarks; almost all SW students are women. (Action Point 4.1.1)

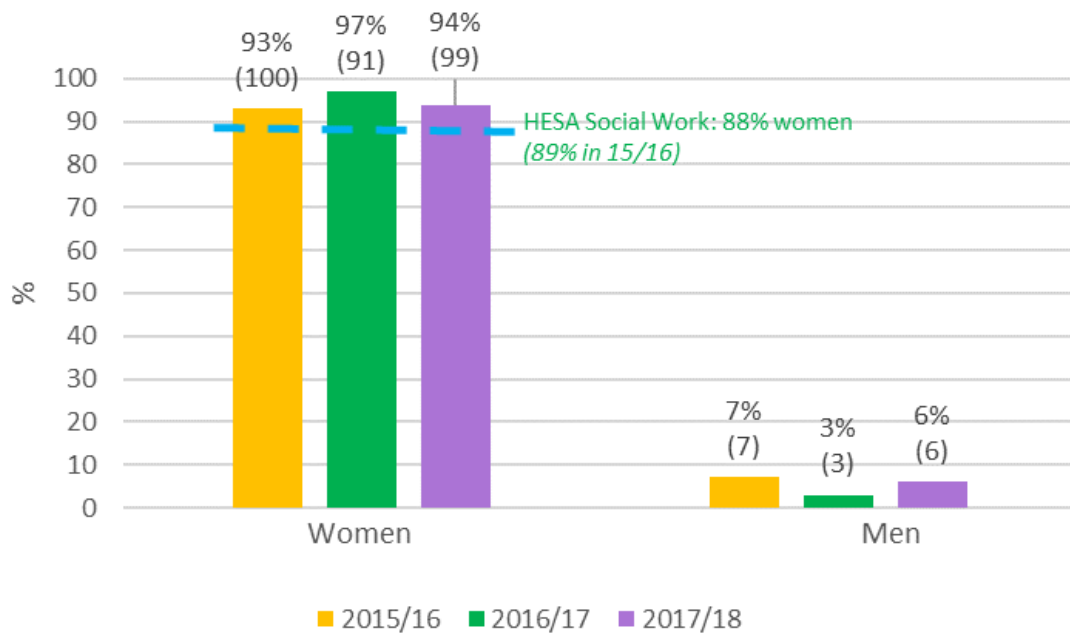
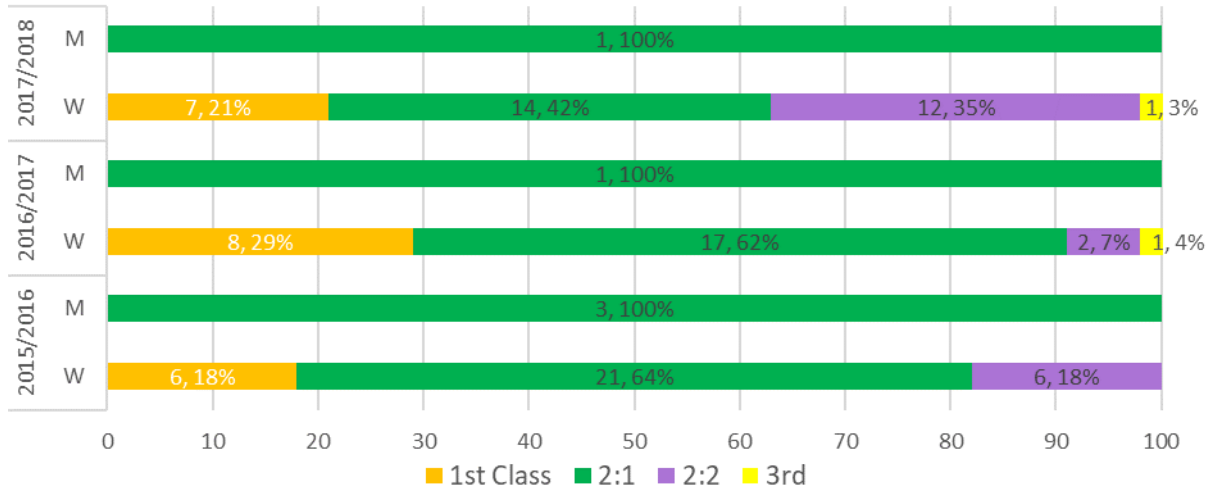


Figure 4.1.6: Annual applications, offers and acceptances and registrations on SW UG programmes by gender and by year, shows numbers/% of women far exceed men throughout. (Action Point 4.1.1)



17% women who apply subsequently register and 20% of men, indicating equal treatment of applications by gender.

Figure 4.1.7: Degree attainment for UG SW programmes by gender and by year.



Although there are low numbers of men, no men achieve below 2:1 compared to 11% - 39% of women. **Men are the minority yet likelier to achieve a good SW degree. (Action Point 4.1.2)**

BA (Hons) Sociology

Figure 4.1.8: Students on Sociology UG programmes by gender and by year, shows gender balance has improved but women still outnumber men by 40% (2017-18).

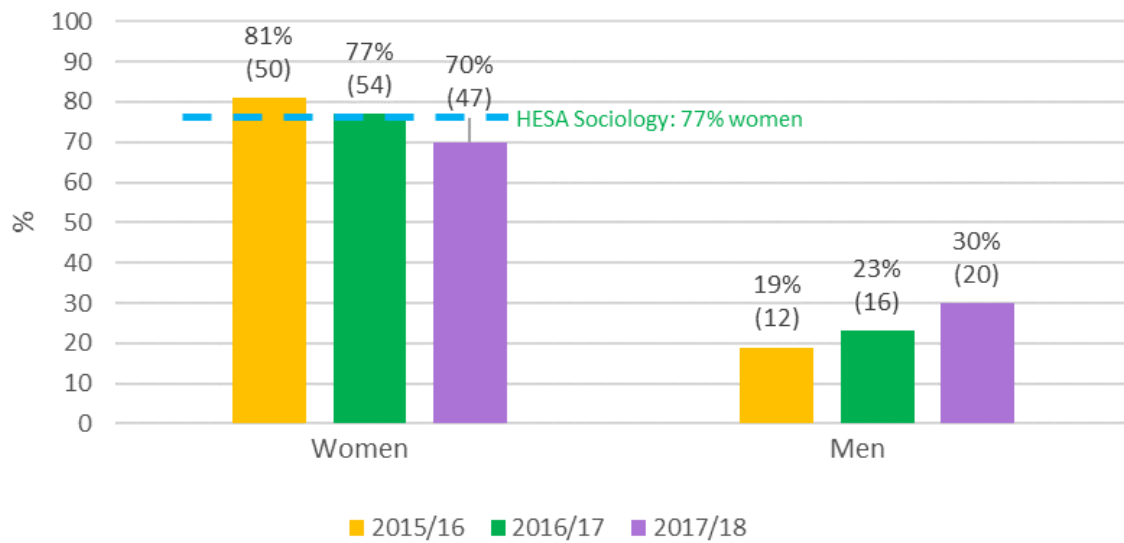
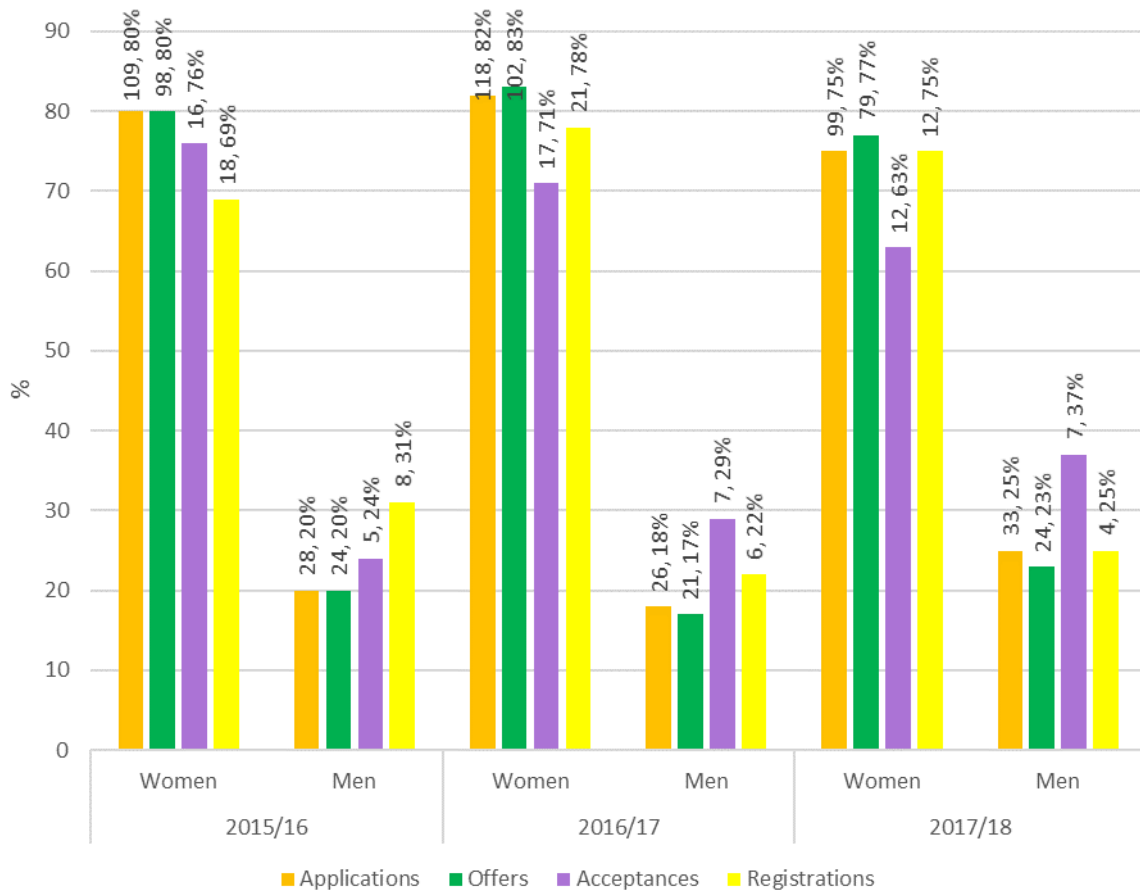
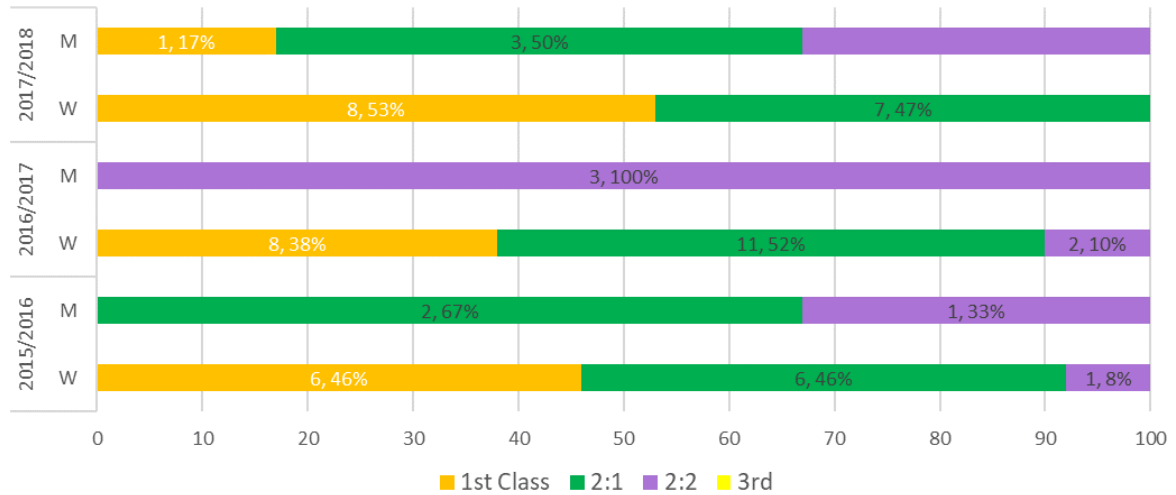


Figure 4.1.9: Annual applications, offers, acceptances and registrations on Sociology UG programmes by gender and by year, shows application, offer and acceptance rate for men and women is trending towards slightly more balance.



Men remain under-represented throughout, and, while this reflects HESA benchmarks **we want to increase applications from men.** (Action Point 4.1.1)

Figure 4.1.10: Degree attainment by Sociology UGs by gender, by year and percentage of gender cohort shows 82%-90% of women achieve a 1st or 2:1 compared with 67% of men (HESA benchmark 73%).



Our Sociology UG programmes enable women to thrive; all assessment is monitored by internal and external moderation processes supporting this explanation. However, **we will investigate if men need different support mechanisms to women.** (Action Point 4.1.2)

Non-completion: Table 4.1.1 shows UG non-completions are consistently at c12% (within expected limits) but there are gender differences.

Table 4.1.1: UG non-completions across all degrees by year of entry and gender (2013/14 – 2015/16).

Year of entry	Women				Men				Total number of students
	Completed		Non completed		Completed		Non completed		
	N	%	N	%	N	%	N	%	N
2013/14	79	88	11	12	13	87	2	13	105
2014/15	75	93	6	7	4	40	6	60	91
2015/16	52	85	9	15	11	100	0	0	72

Figure 4.1.11: UG non-completions across all courses by gender and by year of entry (2013/14 – 2015/16) including total N each year, shows in 2014-15 a very high percentage of men did not complete.



We will investigate non-completion rates further and implement and assess targeted mechanisms to reduce non-completion. (Action Point 4.1.3)

Action Points

- 4.1.1 Implement and assess mechanisms to attract more applications from men to our UG programmes, especially MCS.**
- 4.1.2 Establish reasons for gender differences in achievements of students on SW and Sociology UG programmes and implement and assess mechanisms to ensure student support is appropriate.**
- 4.1.3 Establish reasons for UG non-completion by gender and implement and assess mechanisms to reduce non-completion.**

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

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

Women predominate at PGT level. Table 4.1.2 shows PGT registrations have risen dramatically (by 69: 182%) and more women than men register (91% women) far exceeding the Social Studies HESA benchmark (66%). As at UG level, our PGT programmes aim to contribute to social transformation, requiring all genders to work together to promote equality. Hence, **we intend to increase the diversity of genders on our programmes. (Action Point 4.1.4)**

Table 4.1.2: PGT applications, offers, acceptances and registrations across the Department by gender and by year.

Year	Women								Men							
	Applications		Offers		Acceptances		Registrations		Applications		Offers		Acceptances		Registrations	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2015/16	495	84	181	87	67	80	29	76	92	16	28	13	17	20	9	24
2016/17	498	83	282	82	117	79	67	86	101	17	64	18	32	21	11	14
2017/18	580	84	403	86	172	83	91	91	108	16	65	14	36	17	16	9

Gender proportions in registrations reflect applications and have remained consistent.

Figures below show data on applications, offers and acceptances by year and gender for the 3 subject areas.

Figure 4.1.12: SOCIOLOGY PGT applications, offers and acceptances by gender, by year and by subject, including HESA benchmark for registrations (2017-18).

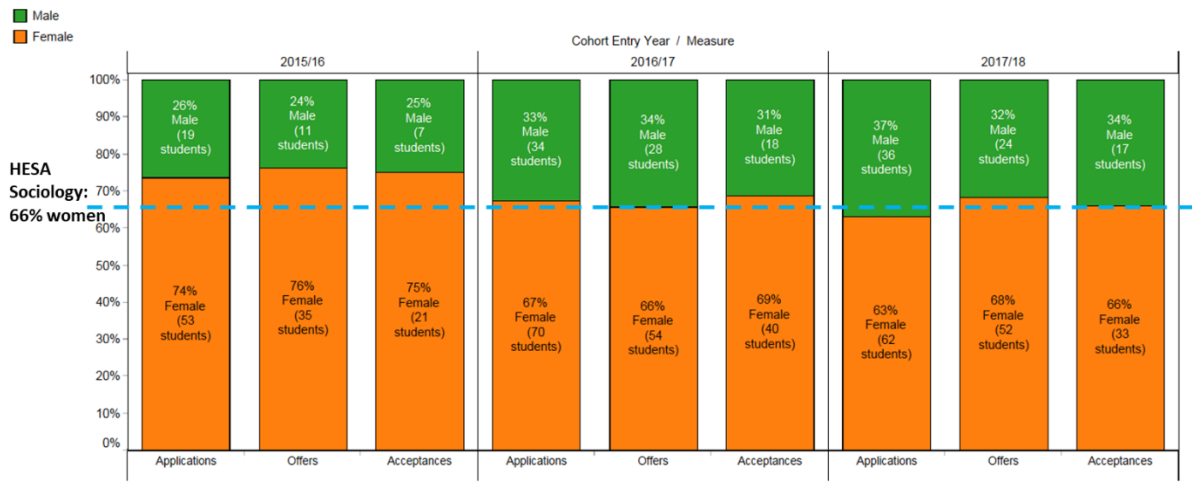


Figure 4.1.13: MCS PGT applications, offers and acceptances by year, gender and subject

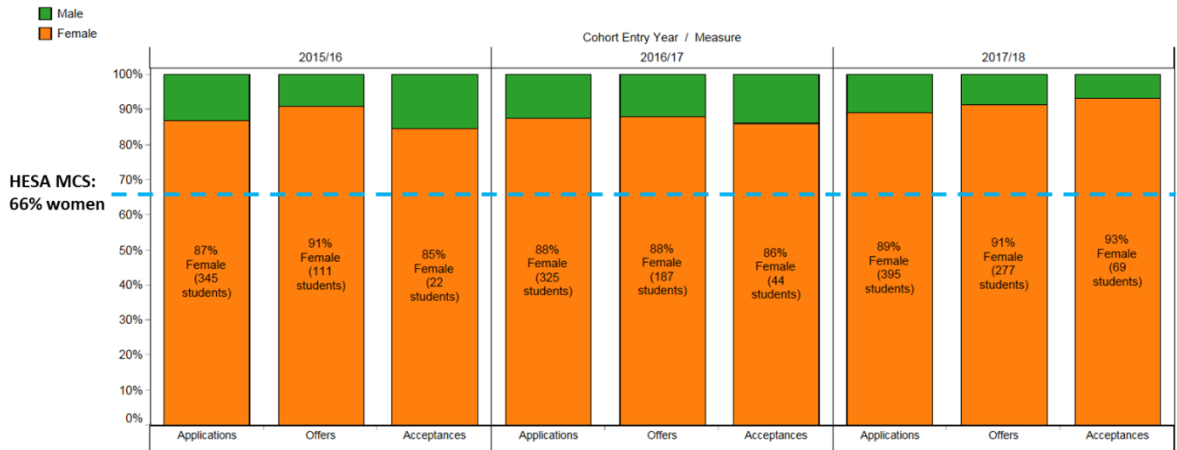
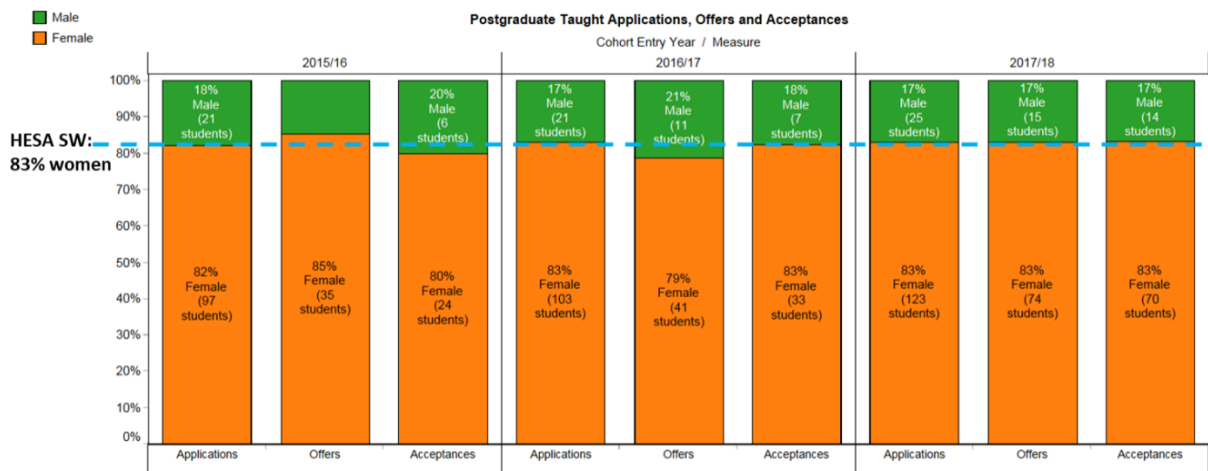


Figure 4.1.14: SW PGT applications, offers and acceptances by year, gender and subject



SW and Sociology reflect HESA benchmarks and MCS exceeds the benchmark. All show predominance of women. Table 4.1.3 shows data about the recruitment process by gender.

Table 4.1.3: Percentage of applications offered, offers accepted and acceptances registered by gender and by year.

Year	Women			Men		
	applications offered	offers accepted %	acceptances registered %	applications offered %	offers accepted %	acceptances registered %
2015/16	37	37	43	30	61	53
2016/17	57	41	57	63	50	34
2017/18	69	43	53	60	55	44

Men are slightly likelier to accept an offer of a place but, in the past 2 years, slightly less likely to subsequently register, suggesting low numbers of men is related to lack of applicants rather than aspects of the process from application to registration.

The gender split of our PGT students is, in part, explained by national disciplinary trends and local progression (83% of our UG are women). In addition, student survey respondents' (12.2019) reasons for not/studying our programmes included:

- Campus location – seen as especially safe for women by students and their families.
- Women students especially valued Departmental expertise on gender.
- Men said ambitions to go into business were more compatible with PG study directly related to business/marketing/media practice.

Recently appointed staff are developing PGT content to ensure attractiveness to all genders. **We will implement additional mechanisms to attract more applicants who identify as men, and in particular to tackle concerns about employability. (Action Point 4.1.4)**

6 (27%) women and 2 (4.5%) men PGT survey respondents agreed that family/caring/personal responsibilities impact their ability to study. They were also asked if they agree/disagree that 'teaching timetables enable those with caring responsibilities to attend'; 9 (43%) women and 3 (15%) men disagreed.

More women than men are studying PT (except 2015-16), and numbers have risen for all genders.

Table 4.1.4: PGT FT and PT students registered, by gender and by year.

Year of Entry	Full time study				Part time study			
	Women FT		Men FT		Women PT		Men PT	
	N	%	N	%	N	%	N	%
2015/16	26	79	7	21	3	60	2	40
2016/17	59	87	9	13	8	80	2	20
2017/18	54	87	8	13	37	82	8	18

Survey respondents described many reasons for their choice to study PT, including caring responsibilities and/or lack of funding; the latter means they must take paid employment:

Timetabling is done centrally and the Department requests that compulsory elements are scheduled in normal working hours. Yet, survey responses show timetabling still affects PGT students' ability to study.

We will try to change timetabling to be more supportive of PT study and of study alongside caring and other commitments. (Action point 4.1.5)

There are no significant gendered disparities in completion rates, hence this has not been included here.

Action Points	
4.1.4	Implement and assess mechanisms to attract more applications from men to our PGT programmes, especially MCS.
4.1.5	Review and change timetabling requests to better enable PGT students to study alongside caring and other life commitments and assess impact of changes.

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

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

The Department currently has 63 PGR students (67% women) across all years, higher than HESA benchmark for Social Studies (53% women 2017-18) and lower than our UG and PGT gender distributions.

Table 4.1.5: PGR applications, offers, acceptances and registrations by gender and by year (including visiting PhD students)

Year	Women								Men							
	Applications		Offers		Acceptances		Registrations		Applications		Offers		Acceptances		Registrations	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2015 /16	53	56	18	69	14	74	3	60	42	44	8	31	5	26	2	40
2016 /17	50	53	18	69	12	57	6	60	45	47	10	36	9	43	4	40
2017 /18	73	66	23	61	15	65	8	89	38	54	15	39	8	35	1	11

More women apply, receive offers and register, with no clear gendered patterns in % of women/men offers and acceptances.

The gender ratio of applications is constant and balanced, close to HESA benchmarks (55% women) except an increase of women in 2017/18. Assessment over 5 previous years shows this is an anomaly to be monitored.

Introduction of standardized time-frame for completion (4 year's F/T) has seen a sector-wide shift in completion data.

PGR students participate in annual review panels with their supervisory team plus a reviewer, to monitor progress and completion timetable. Students must satisfy LU progression requirements to remain registered. Time extensions can be requested from LU. LU records data on PGR submissions.

Table 4.1.6: PGR submissions, by year of entry, mode of study and gender (2011-2013 cohorts) showing no consistently gendered pattern (data as of Dec 18)*

Year of entry	Student status	Women		Men	
		Full time	Part time	Full time	Part time
2011/12	Within time continuer		1		
	Beyond time continuer	1		1	
	Submitted in time		1	5	
	Submitted beyond time	2			
	Withdrawn / excluded		1		
2012/13	Within time continuer				
	Beyond time continuer	1		1	
	Submitted in time	2			
	Submitted beyond time	2	1	3	
	Withdrawn / excluded			5	1
2013/14	Within time continuer	1	1	1	
	Beyond time continuer		1		
	Submitted in time	2		2	
	Submitted beyond time	1		2	
	Withdrawn / excluded	3	2		1

*The discrepancy between figures in table 4.1.6 and table 4.1.7 reflects timing of data collection. Table 4.1.6 is based on Departmental records 1st October – 31st September. Table 4.1.7 is based on HESA academic year 1st August – 31st July.

Table 4.1.7: PGR completion by entry year and gender

Year of entry	Women		Men	
	Count	Percentage	Count	Percentage
2011/12	4	80%	5	100%
2012/13	4	100%	3	33%
2013/14	3	38%	3	75%

Student survey responses (12.2018) suggest some gendered aspects to completion rates; mental distress, caring responsibilities and end of funding impact more on women.

- 7 of 11 (64%) respondents (6 (86%) of these women), agreed mental health conditions had/will affect timely completion. This gendered pattern replicates a national picture. Our Departmental Mental Health Ambassador has implemented new support mechanisms, including supported access to LU resources, **and we aim to further raise Departmental and Institutional awareness of PGR student needs in relation to mental health.** (Action Point 4.1.6)
- 9 of 11 (82%) respondents (7 (78%) women), agreed that taking paid work due to end of funding had affected/will affect timely completion. **The Faculty has stopped providing completion bursaries; we will request their reintroduction.** (Action Point 4.1.7)
- 7 of 11 (64%) respondents (6 (86%) women), agreed caring responsibilities had affected/will affect timely completion. **We offer flexible supervision times and will implement additional mechanisms to support PGR students with caring responsibilities.** (Action Point 4.1.8)

Action Points

- 4.1.6 Write and distribute a report on student experiences of mental distress and PGR study with recommendations for Institutional support mechanisms. Implement recommendations at Departmental level and assess.**
- 4.1.7 Formally request Faculty to reintroduce completion bursaries for PGR students without external funding, assess impact of request and, if successful, of implementation of bursaries.**
- 4.1.8 Implement and evaluate additional targeted support mechanisms for PGR students with caring responsibilities.**

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Higher numbers of women than men progress from UG to PGT.

Table 4.1.8: Progression pipeline between UG, PGT and PGR degrees, all programmes, by gender and year (also shown graphically in Figure 4.2.1).

Gender	Year	UG		PGT		PGR	
		%	N	%	N	%	N
Women	2015/16	87%	214	76%	50	60%	30
	2016/17	87%	203	85%	81	57%	24
	2017/18	83%	210	84%	101	69%	20
Men	2015/16	13%	31	24%	16	40%	20
	2016/17	13%	31	15%	14	43%	18
	2017/18	17%	43	16%	19	31%	9

The drop-off rate for women has improved at PGT and PGR and is stable at UG. The percentage of women PGRs reflects the Departmental percentage of women academic staff (67%). There is improved progression of men at PGR. The topics studied by our PGR students suggest by PGR level our students have recognized that our disciplines are relevant to a wide range of topics and all genders.

4.2 Academic and research staff data

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

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

Table 4.2.1 shows the gender balance of academic staff (64% women) is higher than HESA Sociology (56%) and Media Studies (43%) benchmarks, and close to SW benchmark (63%).

Table 4.2.1: Total academic staff by gender and by year.

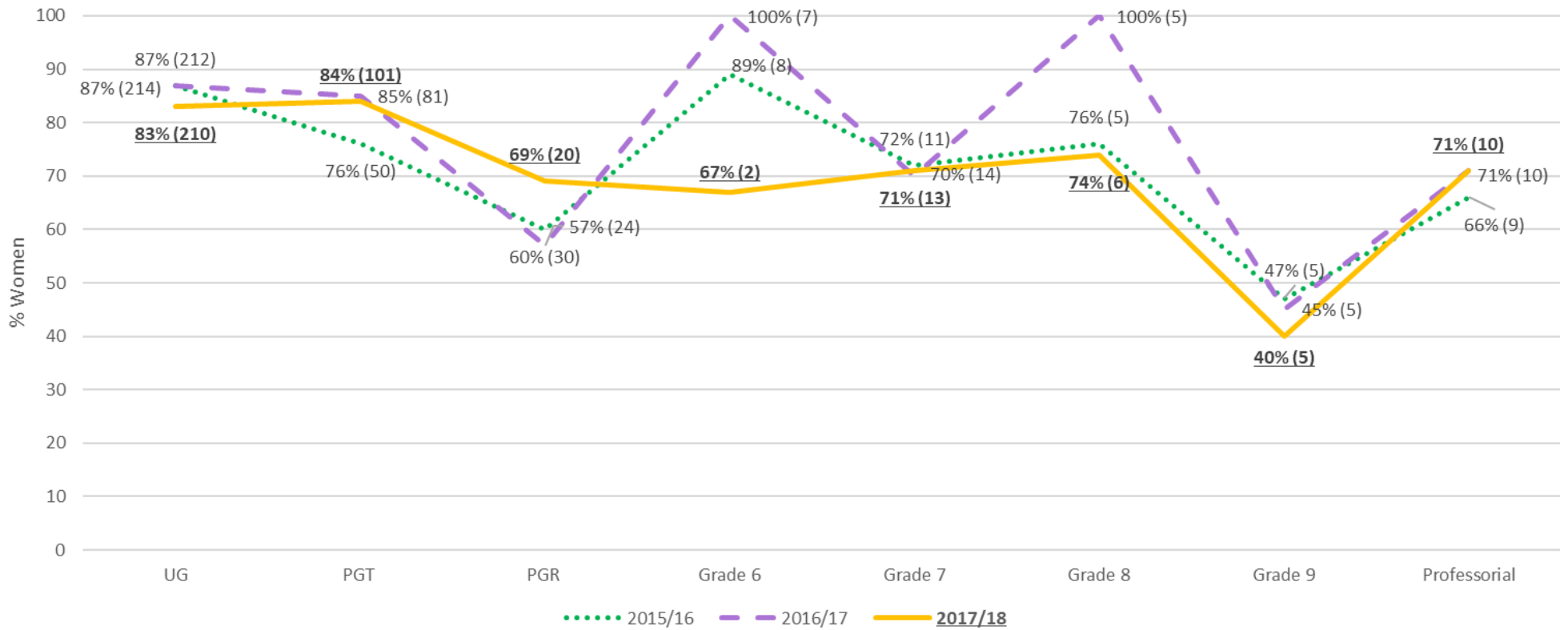
Year	Women		Men		Total
	N	%	N	%	
2015/16	38	68%	18	32%	56
2016/17	41	71%	17	29%	58
2017/18	36	64%	20	36%	56

2017-18 data indicate a slightly lower proportion of women than in the preceding 2 years. The proportion of women academic staff is similar to the proportion of women PGRs (69%) suggesting good progression.

Table 4.2.2: LU pay grades mapped onto HESA levels.

Grade	Description	HESA level
5S	Grade 5 Support Staff	N0
6A/6S	Grade 6 Academic & Support Staff (entry level for RAs)	L0
7A	Grade 7 Academic Staff (minimum entry level for Lecturers)	K0
8A	Grade 8 Academic Staff (usual grade for Lecturers following probation)	J0
8P	Grade 8 Professional Staff	J0
9A	Grade 9 Academic Staff Senior Lecturer, Senior Research Fellow, Senior Teaching Fellow, Reader	I0
AC04	Professorial	F1

Figure 4.2.1: The 'pipeline' of women shows the progression pipeline of women from UG to Professor, by year and shows that women are over-represented in grades 7 and 8 and under-represented at grade 9 where only 40% of academic staff are female.



There has been a decline in the number of contracts at Grade 6, and the % held by women.

There may be issues in **promoting women between grades 8 and 9** and/or recruiting them to grade 9; 60% of men are at grade 9 or above. Survey responses suggest **women may be more reluctant to see themselves as ready for promotion; the HoD and new promotion committee will review all staff for readiness. (Action Point 5.1.5)**

We have more women Professors; a change from 57% men in 2013-14 to 10:71% women 2017-18, in part reflecting the focus of the previous HoD on encouraging women.

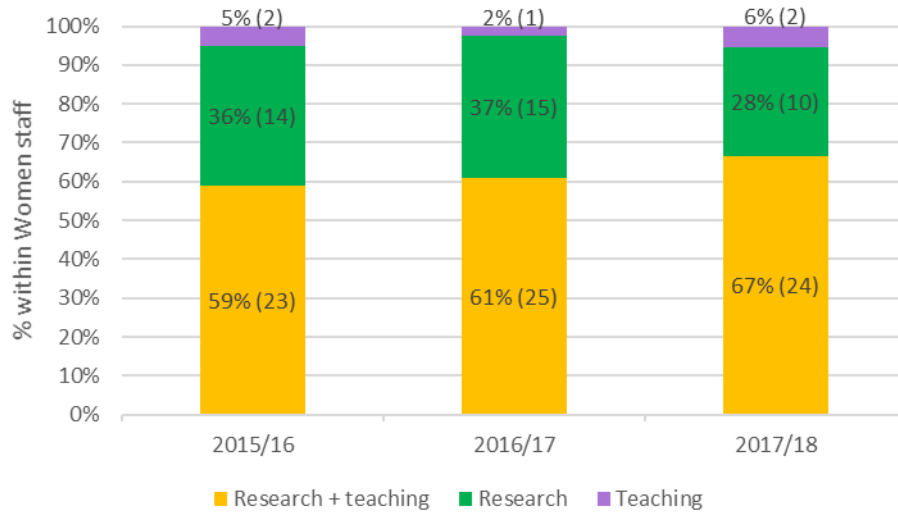
Table 4.2.3: Academic staff on Research and Teaching, Research-only and Teaching-only contracts by gender and by year.

Year	Research + teaching				Research				Teaching				Total
	Women		Men		Women		Men		Women		Men		
2015/16	23	62%	14	38%	14	82%	3	18%	2	67%	1	33%	57
2016/17	25	66%	13	34%	15	83%	3	17%	1	50%	1	50%	58
2017/18	24	65%	13	35%	10	71%	4	29%	2	67%	1	33%	57

2-3 staff/year have teaching-only contracts, with an even gender distribution. These contracts provide teaching experience which supports progression, but we keep numbers low as they rarely lead to retention. More women than men hold Teaching and Research contracts and research-only contracts, reflecting Departmental gender distributions.

Figure 4.2.2 suggests a positive trend in types of contract held by women.

Figure 4.2.2: Contract type within total numbers of women by year shows the number of women on Research-and-Teaching contracts has increased, and the number on Research-only has decreased.



As part of professional development, all PGR students are encouraged to teach on our UG programmes. They receive temporary contracts, paid an hourly rate as Graduate Teaching Assistants (GTAs). This data has only recently been recorded at the Departmental level.

Table 4.2.4: GTAs by year and gender (2016-2018)

Year	Women		Men		Trans		Total
2015 /16	11	65%	6	35%	0	-	17
2016/17	7	47%	7	47%	1	6%	15
2017/18	8	67%	4	33%	0	-	12

The gender ratio is commensurate with the PGR cohort (though male GTAs have reduced this year) c33% of PGR students opt for teaching work annually with no gendered pattern.

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

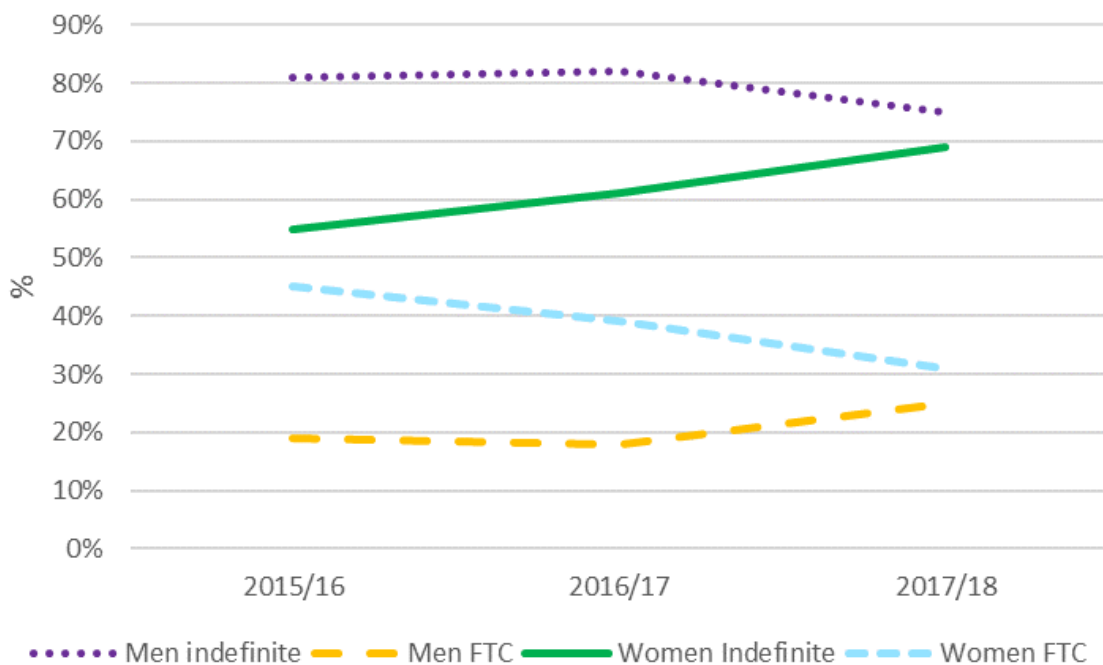
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

The majority of academic staff are employed on 'indefinite' (permanent) contracts. A substantial minority are employed on FTCs, most on funded research projects.

Table 4.2.5: Frequency and proportion of Indefinite and Fixed Term Contract (FTC) by gender

Year	Women				Men				Totals
	Indefinite		FTC		Indefinite		FTC		
2015/16	21	55%	17	45%	13	81%	3	19%	54
2016/17	25	61%	16	39%	14	82%	3	18%	58
2017/18	25	69%	11	31%	15	75%	5	25%	56

Figure. 4.2.3 Proportion of Indefinite and Fixed Term Contract (FTC) by gender, 2015/16 -2017/18



Proportionally by gender, men are at parity with, or more likely than, women to have indefinite contracts. There are more women on FTCs, though the number of men has risen to 5.

The high number of FTCs reflects our research intensity. We support these staff to progress through mechanisms including:

- Allocation of a mentor who supports networking, conference attendance, publication and grant writing and job applications.
- Encouragement to undertake training and participate in Departmental activities to extend skills.
- Discussion and support around redeployment, redundancy and HR policies.

We will do more to monitor and address the negative consequences of FTCs. (Action Point 4.2.1)

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

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

LU HR ask all leavers to complete an exit questionnaire, in which they can request an exit interview. HR do not routinely gather detailed information. The HoD informally interviews all leavers but there is limited Departmental memory of reasons due to HoD rotation. **We need a systematic Departmental leavers' process.** (Action Point 4.2.2)

Action Points

4.2.1 Implement and evaluate additional mechanisms to support those on FTCs to progress their careers.

4.2.2 Initiate and evaluate a formal Departmental 'exit interview' process; record reasons, review annually and implement and assess actions to combat reasons related to inequality.

4. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

The Action Points for this section aim to formalize the ethic of care and inclusion that underpins Department culture, and to raise awareness and visibility, amongst our students and staff, of hidden structures and patterns which inhibit and block equality.

5.1 Key career transition points: academic staff

(i) Recruitment

Departmental vacancies are widely advertised through informal and formal channels:

- Departmental website; national and international publications and networks; social media.
- Departmental search committees for all posts, and at Institutional level for senior posts.

Adverts welcome applications from 'all diversity groups' and state LU is committed to equal opportunity. Recruitment materials include a gender diversity statement and gender diverse images. The HoD consults relevant staff about advert content.

Selection panels have minimum 1 man and 1 woman and, whenever possible, are age, 'race' and disability diverse. Panel membership is approved by:

- HoD - Grades 1 – 6;
- Faculty Dean - above Grade 6;
- Vice-Chancellor - Reader and Chair.

All panel Chairs have undertaken LU's 'Recruiting the Best' (explaining Equality Act 2010 related to selection processes, positive action measures and unconscious bias in decision-making). 6 (9%) of all PS and academic staff have completed 'Recruiting the Best' (1 of these 5 or more years ago). Staff are invited to complete the training via emails from HoD. **We want 100% staff to complete 'Recruiting the Best' the training. (Action Point 5.1.1)**

All panel members have undertaken diversity training. New staff complete an e-learning course, 'Diversity in the Workplace', within 3 months, provided by the University's EDI Unit. 30 staff (45%, excluding GTAs) have completed 'Diversity in the Workplace' (8 of these 5 or more years ago). **We want 100% staff to complete 'Diversity in the Workplace' training. (Action Point 5.1.2)**

Table 5.1.1 provides information on recruitment for academic, research and support posts.

Table 5.1.1: Applications for all departmental posts by gender and departmental role (2013-2018) showing N and (%).

Year	Staff group	Women			Men			Total		
		Applied	Interviewed	Appointed	Applied	Interviewed	Appointed	Applied	Interviewed	Appointed
2015/16	Academic	23 (74%)	8 (67%)	4 (80%)	8 (26%)	4 (33)	1 (20)	31	12	5
	Research	-	-	-	1 (100)	1 (100)	1 (100)	1	1	1
	Professional Services	43 (77)	15 (79)	4 (80)	13 (23)	4 (21)	1 (20)	56	19	5
2016/17	Academic	19 (56)	4 (40)	1 (33)	15 (44)	6 (60)	2 (67)	34	10	3
	Research	15 (63)	10 (83)	3 (97.5)	9 (37)	2 (17)	1 (25)	24	12	4
	Professional Services	69 (73)	17 (94)	4 (100)	25 (27)	1 (6)	0 (0)	94	18	4
2017/18	Academic	-	-	-	-	-	-	-	-	-
	Research	13 (65)	5 (63)	1 (100)	7 (35)	3 (38)	0 (0)	20	8	1
	Professional Services*	91 (71)	28 (75)	6 (75)	37 (29)	9 (24)	2 (25)	128	37	8

* Includes the recruitment of an apprentice at grade 4

- indicates that no vacancies were advertised

64% of academic appointments in past 3 years have been women, in part reflecting that our main subject areas are feminized. **It also shows Departmental success in attracting well-qualified women.** (Action Point 5.1.3)

Survey respondents were asked about their experiences of our recruitment process. Two respondents (1 woman) commented on in-transparency and inequality. However, several staff said our recent recruitment practice was fair and transparent:

Our recent recruitment process (2018-19) implemented mechanisms to promote transparency and equality including:

- Initial focus-group discussions with all staff at an 'Away Day' about grades and subject areas needed;
- Strategy Group members involved in short-listing;
- Staff and PGR students invited to interviewee presentations/informal events, following which the Chair fed back to the panel.

Action Points

5.1.1 Request all staff to complete 'Recruiting the Best' training; regularly assess completion rates.

5.1.2 Request all staff to complete 'Diversity in the Workplace' training; regularly assess completion rates.

5.1.3 Identify, and share across the Institution, Department past best practice in successfully attracting and appointing excellent women applicants to academic posts and assess impact.

(ii) Induction

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

Staff receive a Staff Handbook and the DO and HoD oversee inductions using a checklist of tasks and technical components: Taking staff to their office; a tour of the department; explaining the administrative structure; and discussing teaching and administrative responsibilities. New staff also visit relevant parts of LU (HR to sign contracts, Security to receive passes, library to establish an account). More informal aspects, such as welcoming, are carried out by volunteers.

Survey respondents described mixed experiences of Departmental induction. 10 of 19 respondents (7: 70% women) agreed induction was helpful. 3 staff (2 women) said the work of inducting new staff often falls on women.

A few men and women commented that induction is not welcoming and others said not all components were completed. Staff also identified several specific induction needs for parents.

We will formalize all our induction activities, ensure they are conducted by men and women, are consistent yet meet the needs of diverse staff groups and that staff feel welcomed. (Action Point 5.1.4)

Action Point

5.1.4 Develop and implement a comprehensive induction programme for all new staff; record completion and assess staff experience.

(iii) Promotion

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

LU promotion process, timeline and criteria are available on HR webpages. The HoD sends emails detailing deadlines and links to webpages, and encourages staff to discuss promotion with the HoD, Mentor and/or at PDR. LU holds staff events around promotion advertised by email including an annual 'Making Professor' event and the Bonington Leadership Programme.

Applicants and reviewers use LU promotion criteria to help assess readiness. Faculty recognized the criteria are complex, can be off-putting and lack disciplinary specificities. In March 2019 each Department edited the LU criteria to include Departmental specificities. These are currently under Faculty review.

The Deputy/HoD comment on applications before submission. Input from other colleagues is available on applicant request.

Staff are encouraged to explore a range of promotional routes, including teaching, research, service and pastoral roles, and to mention career breaks/PT lest they be penalized.

Over the past 3 years, 5 women and 2 men academics have been promoted, across various pay grades.

Table 5.1.2: Academic staff applying for promotion, success rate and percentage success, by gender (2015-2017)

Year	Promotion to...	Women			Men		
		N	success	%	N	success	%
2015/16	Grade 8	-	-	-	-	-	-
	SL/Reader/Chair	2	2	100%	1	0	0%
	Prof. promotion	-	-	-	-	-	-
2016/17	Grade 8	1	1	100%	-	-	-
	SL/Reader/Chair	-	-	-	-	1	100%
	Prof. Promotion	1	1	100%	-	-	-
2017/18	Grade 8	-	-	-	-	-	-
	SL/Reader/Chair	1	1	100%	1	1	100%

Women are not disadvantaged in terms of gaining promotion, once they have applied, and appear well supported. The HoD 2015-2018 proactively encouraged women to apply for promotion, which may explain some of our success. Promotion rate must also be considered alongside knowledge of the quality of the applications and the fairness with which the university promotions committees apply criteria. Senior Department staff serve on these committees and report they operate fairly.

More women than men survey respondents reported ‘reservations’ about the transparency and fairness of the promotion process. 3 women said:

- Women have difficulty seeing themselves as ready for promotion.
- The promotion criteria are prohibitive.

The new departmental criteria respond to the latter by including real-life examples of meeting the criteria. Additional action is planned on assessing readiness for promotion.

Survey respondents said LU **promotion events were insufficiently related to our disciplines and career routes and requested more departmental-level events.** (Action Point 5.1.5)

Others said **our promotion support should be formalised.** (Action Point 5.1.5)

Staff of all genders raised the stress of applying and the need for Departmental support when applications are unsuccessful. (Action Point 5.1.5)

Action Point

5.1.5 Establish a promotion committee and evaluate its success in providing support through the entire process for all staff including systematic review of readiness and unsuccessful applicants.

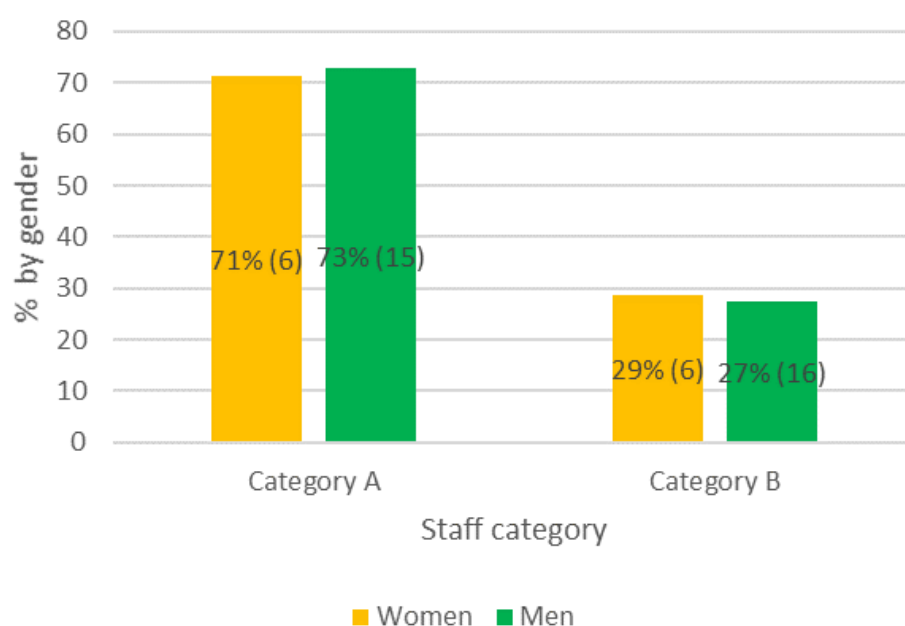
(iv) Department submissions to the Research Excellence Framework (REF)

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

In RAE 2008 and REF 2014, participating Universities chose which staff to include. LU included as many staff as possible to optimize its overall profile. On both occasions, the Department did not submit all contractually REF-eligible staff.

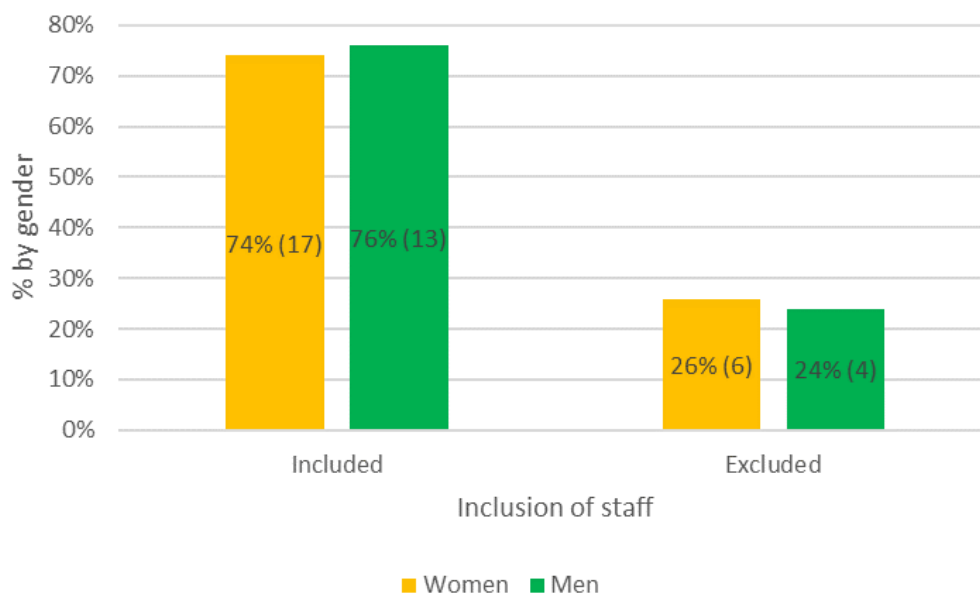
The gender breakdown of 'returned'/'included' staff is detailed below for RAE 2008 (Figure 5.1.2) and REF 2014 (Figure 5.1.3).

Figure 5.1.2: Equal percentages of the total men staff and the total women staff were included in the RAE 2008 and in each category



*For RAE 2008 'category A' is academic staff in post/on payroll on the census data and 'category B' is staff in post from 1st January 2001 but transferred to another Dept/institution by the census date

Figure 5.1.3: An equal percentage of the total women staff and the total men staff were included in the REF 2014



The data show no gender disparities. LU emphasizes that inclusion/non-inclusion in REF is not used in any promotion decisions or performance management procedures. Nonetheless we work against a potential negative impact on staff morale.

The principles for REF 2021 are more flexible and the Departmental submission intends all staff who have research components in their work contract will submit at least one output. Opportunities for doing so are facilitated at Departmental, Faculty, and University level. 76% survey respondents, equal numbers of men and women, agree that REF 2021 preparations are fair and transparent.

5.3 Career development: academic staff

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

(i) Training

Individual staff training needs are identified at PDR with the HoD/reviewer, and personal development objectives set. Training is provided by the LU's OED on: teaching practice; leadership; researcher development; personal effectiveness. Staff sign up for courses through an online portal, and completion of courses is recorded through their personal portal. Training opportunities are circulated via Departmental newsletter. Staff also complete compulsory LU training in e.g. IT and security. Completion is monitored by the DO, who sends reminders.

Newly appointed teaching staff, as part of probation, complete the PG Certificate in Academic Practice (PGCAP) or the Advanced Teaching: Lancaster Accreditation Scheme (ATLAS). The latter works towards HEA Fellow. Completion of a teaching qualification is required for promotion and is supported by the Department through mentoring, peer review and Departmental Teaching forums.

The suitability of PGCAP or ATLAS route is discussed at induction, at PDR and during Mentoring meetings.

Figure 5.3.1: Number of training events attended, by gender and by year, shows that consistently more men than women participate in training events and that overall few staff undertake training. (Numbers exclude compulsory IT security training) (Action Point 5.3.1)

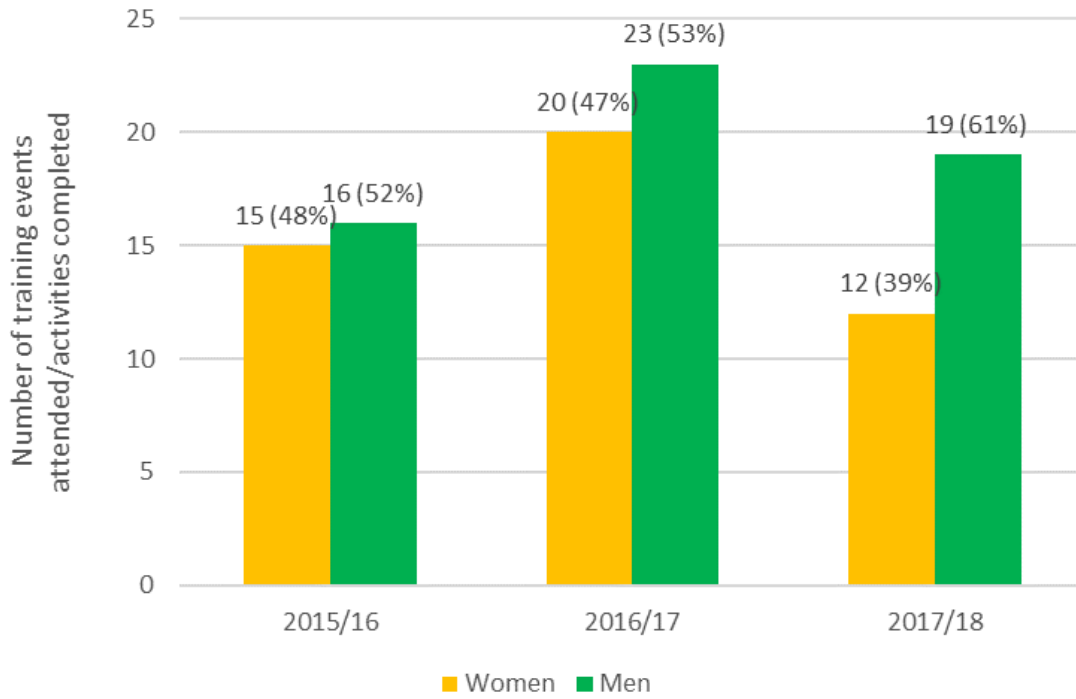
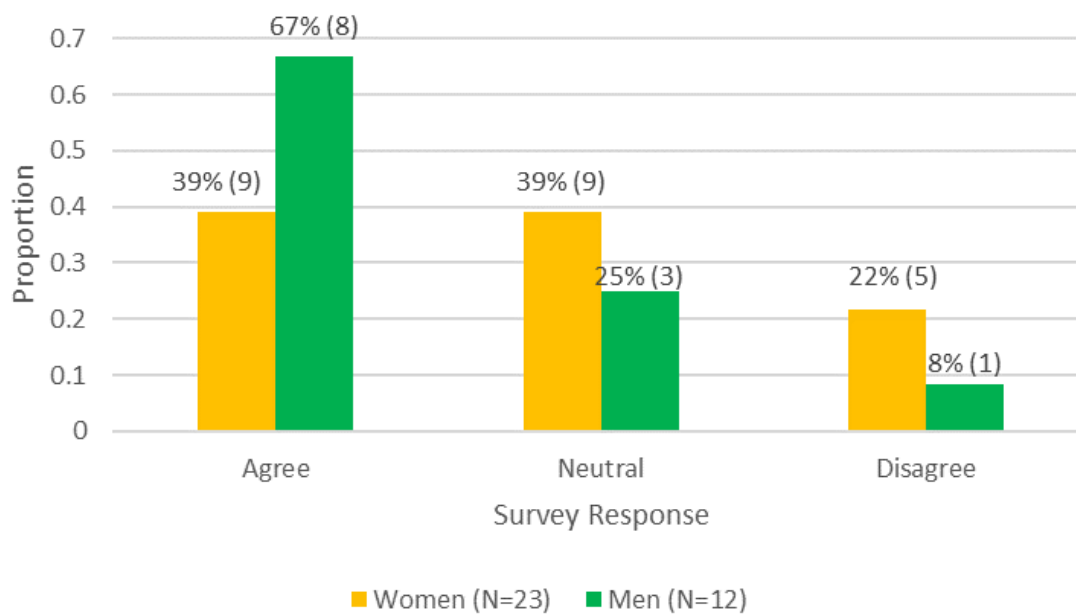


Figure 5.3.2 Proportion of academic staff agreeing that they have sufficient opportunities to receive relevant training (12.2018) shows that similar numbers of men and women agree, but more women neither agree nor disagree.



6 women (no men) commented that workload and time constraints were the main impediments to taking up training: **We will allocate workload points for training. (Action Point 5.3.2)**

Staff expressed a need for **discipline-specific training**. We have established regular Teaching Forums (from September 2018) for discipline-specific discussion, peer support and exploration of teaching skills, with invited trainers as required.

GTAs complete compulsory unpaid training, provided by the OED's Associate Teacher Programme. This is combined with Departmental mentoring to provide a framework for professional development, but is demanding on GTAs time. (Action Point 5.3.3)

Action Points

5.3.1 Invite all staff to participate in at least one professional development event per year; record and assess participation rate.

5.3.2 Include CPD activities in the Department workload model and assess participation rate.

5.3.3 Ask Faculty PGR committee and University EDI committee to implement mechanisms for financial support for GTAs to complete compulsory ATP training.

(ii) Appraisal/development review

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

Staff are invited to have an annual PDR. LU policy is staff undergo PDR at least every 2 years. The PDR is conducted by the HoD, or other senior colleague. Staff complete a form beforehand, in which they review their performance over the previous year, set objectives for the coming year, and identify progression needs (e.g. training and promotion). Staff are encouraged to reflect on personal experiences that have impacted their work.

Figure 5.3.3 Proportion of academic staff survey respondents (12.2018) participating in the PDR process, by gender shows 91% had taken part in PDR in the previous 12 months and all men and 20 of 23 women participated.

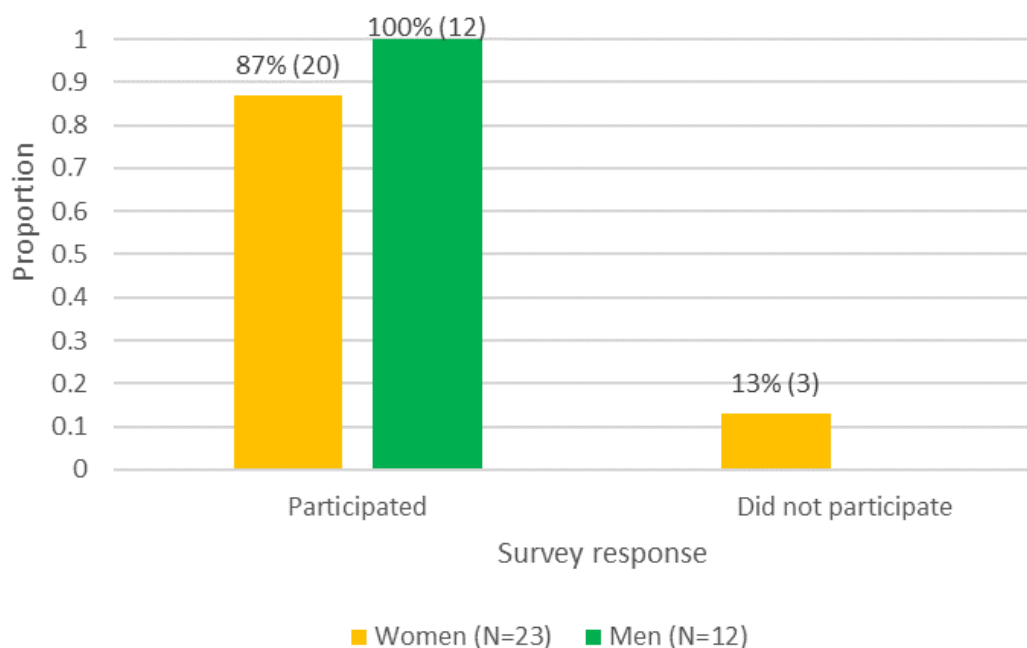
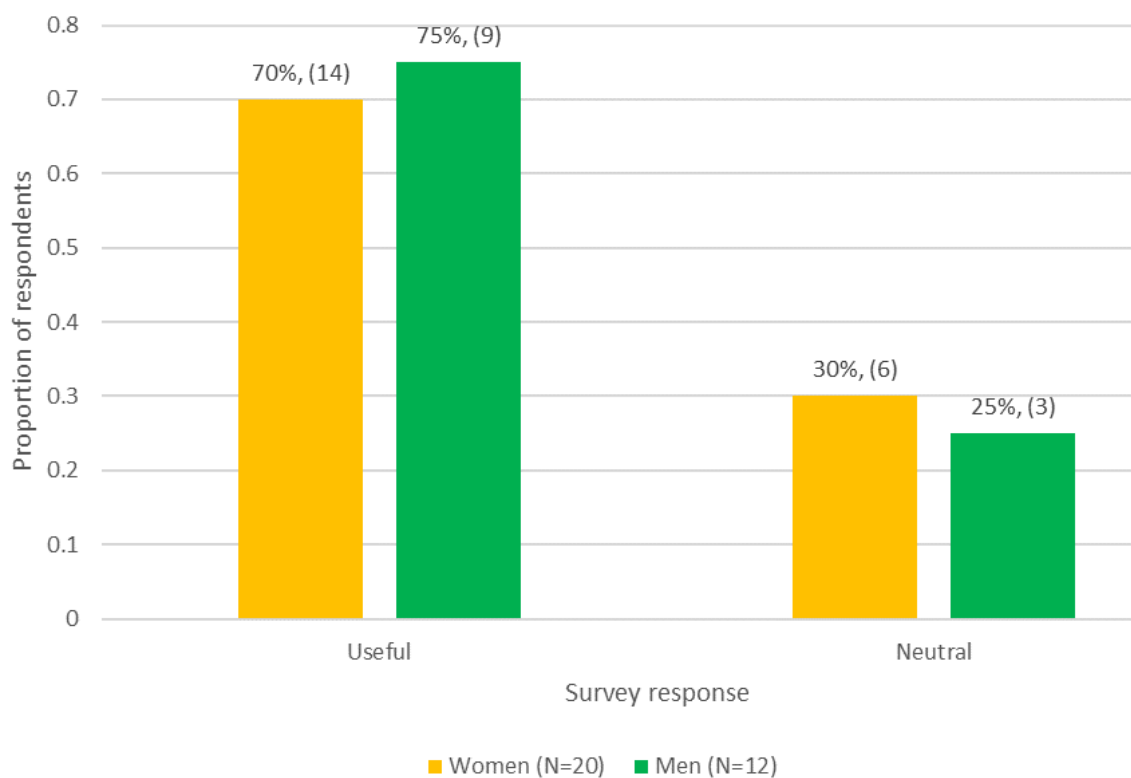


Figure 5.3.4 Proportion of academic staff survey respondents agreeing that the PDR process was useful, by gender, shows 70+% of men and women found the PDR system useful.



Both men and women survey respondents commented on the variability of their experiences:

3 staff (2 women) felt the PDR had changed from useful to perfunctory.

The PDR process is under University review, as these experiences are not unique to our Department. We situate these staff responses within a wider context of HEI culture, where there has been an acceleration of audit. **The Department will develop PDR as a supportive and useful process. (Action Point 5.3.4)**

Action Point

5.3.4 Review, develop and assess PDR practices to ensure they are experienced as supportive and useful by all staff.

(iii) Support given to academic staff for career progression

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

Individual staff have a £1000 annual allowance to support research practice, conference attendance and networking. Post-doctoral, visiting and FTC staff join research centers and communities and present work in progress. They are encouraged to draw on Departmental and Institutional expertise in development of funding bids and feedback on research outputs.

Staff on probation have light workload for 1 year, to facilitate development of research profiles. We have a regular 'New and Early Career Staff Forum' which builds community and discusses teaching/research practice.

LU funding schemes support early career academics, providing seed funding to kick-start research. Staff are encouraged to apply via Departmental Research Newsletter.

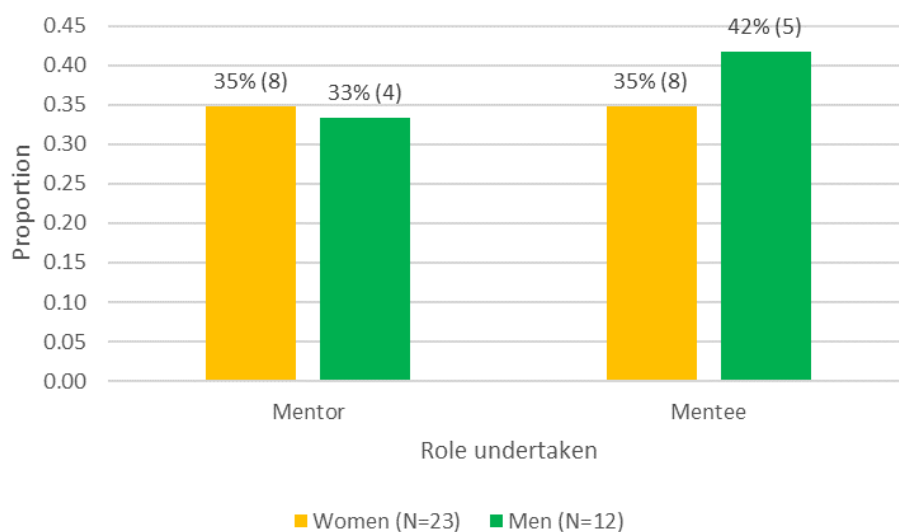
Our new management structure is designed to 'fast-track' early career staff into leadership roles, creating opportunities to lead teaching, research and recruitment teams.

Early career staff, postdoctoral researchers and RAs are assigned a mentor through discussion with the HoD or PI. The mentor has ideally undergone training and also knows LU practices and policies. The mentor advises on publication plans, research projects, funding, and networking. Mentoring also takes place between FTC teaching staff and course convenors.

Informal mentoring frequently occurs, often related to research centers or teaching groups: one-to-one advice is sought/offered about a range of issues including writing publications and grants, teaching practice and conference/seminar organisation.

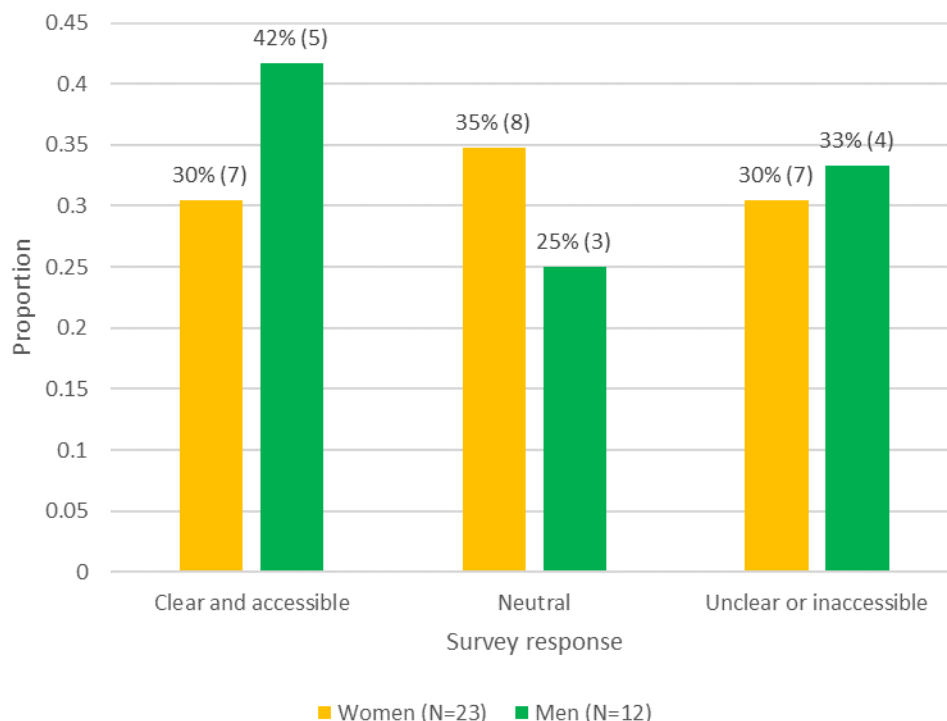
The majority of survey respondents agree that Departmental mentoring is useful.

Figure 5.3.4: Proportion of academic staff survey respondents (12.2018) participating in the mentorship system as mentors and mentees in the previous 12 months shows that fewer than half had participated.



While an equal proportion of women and men respondents acted as mentors, **a smaller proportion of women accessed mentoring opportunities as mentees.** (Action Point 5.3.5)

Figure 5.3.5: Proportion of academic staff members agreeing that the departmental mentoring practices and opportunities are clear and accessible shows one third of men and of women find it unclear/inaccessible.



We will improve the clarity and accessibility of our mentoring and, given that lower numbers of women access mentoring, initiate gendered mentoring. (Action Point 5.3.5)

Action Point

5.3.5 Implement and assess gendered mentoring for women staff.

5.3.6 Increase, record and assess the number of staff trained as mentors and the number of staff being mentored.

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

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

Our Department has a strong record in supporting students' academic career progression. The Department Employability Champion works across all levels and organizes regular Departmental careers information events, various formats, across all levels. Additional support includes:

- 3 Departmental information events/year, plus one-to-one meetings with Departmental Academic Advisors, encourage all students to consider PG routes.
- LU open days, including an evening Faculty PG information session.
- Fees discount to LU graduates who stay for PGT.
- Assistance with applications for Faculty PG scholarships (6 in 2018, 5 women).
- PGT Presentation Day provides 'conference experience'; students prepare and present a paper to peers/staff and receive feedback. We do not currently discuss publishing opportunities with PGT students as their programme is intense.
- Staff mentor students' funding applications to research councils (ESRC and AHRC) and LU funding.
- PGR Director offers group and individual guidance on funding process and likelihood of success.
- Supervisors support student to write their proposal.
- As part of the North West Social Science Doctoral Training Partnership (NWSSDTP) staff bid annually for Standard and Collaborative Studentships (CASE, often include PGT and PGR), co-supervised with an external organization (3 in 2018).
- We have pioneered alternative format PhDs (by publication and by practice) that may be more relevant to future career progression than traditional format, resulting in 3 PhDs by publication (awarded 2017, 2018, 2019). 1 staff is registered for PhD by practice.
- We hold 2 writing retreats a year, for PGR students and staff. They build community while participants make substantial writing progress and develop good writing habits for publishing.
- PGR students have a conference budget to present work nationally and internationally.

- We host an annual 'Intellectual Party'; a conference for PGR students in social science disciplines. PGRs network with students from other Universities and engage with Lancaster staff. Career development advice is integral to the conference.
- PGR and PGT students are invited to attend presentations given by applicants to Departmental academic jobs to develop an understanding of the recruitment process.
- Individual supervisors support PGR students' job searches/applications.
- The University Career Services offers support to completed doctoral students and graduates retain full access to Library by becoming an Alumni Library member for a small fee.

Table 5.3.2: Studentships, bursaries and awards by gender (2017/18)

Award Scheme	Women		Men	
	N	%	N	%
AHRC Doctoral	1	100%	-	0
ESRC Doctoral	1	100%	-	0
CASE Studentship	2	66%	1	33%
Faculty PGR	1	100%	-	0
Faculty PGT	5	84%	1	16%
TOTAL	10	83%	2	17%

More women than men obtained PGR funding in 2017-18. This reflects the student gender ratio at UG/PGT. It suggests we provide good support for women students, some of whom, our data suggest, have caring responsibilities that could prevent pursuit of PGR study.

Student feedback about our careers information is generally positive.

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

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

We have a robust support system for staff applying for research funding and senior staff work with early career staff to support their career development:

- Monthly grant-writing clinic supporting applications from conception to submission, providing feedback on drafts and advice on unsuccessful applications.
- Weekly Departmental newsletter detailing funding opportunities and research-related training.
- Specific workshops, including (2017-18): Writing Successful, High Impact Grant Proposals; Global Challenge Research Funding; LU costing and approval processes.

- LU Research Support Office supports unsuccessful applicants and OED offer a workshop, 'Revising Your Unfunded Research Grant Application for Alternative Funding Sources'.

We provide internal peer review; colleagues in research clusters review one another's applications. For major funders (UKRI/ESRC/AHRC/Nuffield), departmental peer-review is written into the process: 2 colleagues provide written comments prior to submission.

Table 5.3.3: Total research funding applications and awards by gender (2015-2018).

	Application		Award		Success Rate
	N	Value (£)	N	Value (£)	
Women	115	59,028,946	38	1,654,378	39%
Men	49	33,592,154	10	948,053	23%
Total	164	92,621,100	48	2,602,431	31%

Women have a higher success rate in funding applications, submit a larger number and are awarded a higher total value. This reflects our Departmental gender ratio. Overall our data suggest that the Department offers good support for staff through the whole process of applying for grants.

Table 5.3.4: Research funding applications and awards by gender and by year (2015-2017).

	Year	Applications		Awards		Success Rate	
		N	Total (£)	N	Total (£)	%	Mean £
Women	2015/16	16	1,986,293	8	614,408	50%	76,801
	2016/17	39	9,514,720	18	531,194	46%	29,510
	2017/18	60	47,527,933	12	508,776	20%	42,398
Men	2015/16	10	2,311,090	4	336,441	40%	84,110
	2017/18	14	3,121,901	2	287,741	14%	143,870
	2017/18	25	28,159,163	4	323,871	16%	80,967

By year and gender, we see a different story. The number of research grants submitted, by men and women, have increased while success rates are decreasing. **There is a gender difference in the average value of the award, it has decreased for women whereas is relatively stable for men.** (Action Point 5.3.7)

Action Point

- 5.3.7 Record and assess (with the Research Support Office) future patterns in funding awards, success rates and average award value for gender bias; develop and assess appropriate mechanisms to prevent any bias.**

5.5 Flexible working and managing career breaks

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

The Department is committed to ensuring that staff can take career breaks and work flexibly without any disadvantage; we see this as crucial to staff wellbeing.

Despite good leave policies our data show that staff lack knowledge about flexible working options and the request process. **We intend to increase visibility of support for flexible working/career breaks, and promote this as integral to staff wellbeing. (Action Point 5.5.1, 5.5.9)**

Action Point

- 5.5.1 Initiate of a new role of Departmental Wellbeing Ambassador and assess staff awareness of the role.**

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

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

Staff discuss their leave/adjustments with the HoD (academic staff) or line manager (PS staff) no later than 15 weeks before the due or adoption date. Support includes:

- Risk assessment to identify adjustments to working conditions and workloads.
- Discussion with HR about leave options (maternity/adoption/parental/shared/flexible working).
- Paid leave for ante-natal care.

Staff were positive about communication of HR policies, the information available on the HR webpages and the availability of additional support to explain how these policies would affect them.

At the same time respondents identified the following **areas as requiring greater specificity in LU policy while preparing for parenting:**

- **Breastfeeding:** frequency and duration of breaks; available facilities; how long breastfeeding parents are entitled to support. **(Action Point 5.5.2)**
- **Fertility treatment:** rights to leave; requests to not travel (e.g. international conferences) during treatment; rights to use travel funding for other kinds of research activity; rights to reasonable adjustment during treatment. **(Action Point 5.5.3)**
- **Miscarriage and stillbirth:** compassionate leave policy. **(Action Point 5.5.4)**

Action Points

- 5.5.2 **Develop and assess a Departmental breastfeeding policy and feedback to EDI Committee.**
- 5.5.3 **Develop and assess Departmental support for those receiving fertility treatment and share with EDI Committee.**
- 5.5.4 **Provide a statement to the EDI Committee to encourage the University to develop a policy around compassionate leave for those who experience miscarriage and stillbirth and assess impact of the statement.**

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

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

LU rates and length of paid maternity/adoption leave depend on length of service and contract, but are more generous than that recommended in government legislation, and at many other HEIs.

Table 5.5.1: Maternity/Adoption Leave, comparison between Lancaster and other HEIs

HEI Institution	Leave Policy (Maximum leave available, dependent on length of service and whether returning to work)
Lancaster (Durham, York, Warwick offer similar terms)	52 weeks <ul style="list-style-type: none"> · 18 weeks full pay plus · 21 weeks statutory maternity pay (SMP) at 90% of weekly earnings or £145.18 <u>Or</u> 21 weeks Statutory Adoptive Pay (SAP) at 90% of weekly earnings or £139.58 · 13 weeks unpaid
Manchester University	52 weeks: <ul style="list-style-type: none"> · 26 weeks leave on full pay plus · 13 weeks SMP/Maternity Allowance · 13 weeks unpaid.
Lancaster University (Manchester and others also offer this)	Options to share leave and pay with partner

Staff cover is provided during the maternity and adoption leave period, funded by the Department.

Staff on maternity or adoption leave can request to complete up to 10 days paid work, called 'Keeping in Touch' Days (KIT Days), for conference attendance, training, Departmental event/meeting

or other work activity. In the past 3 years **no staff have taken KIT Days**. Our data suggest this reflects staff choice, but it may indicate lack of awareness around KIT days. **(Action Point 5.5.5)**

Action Point

5.5.5 Carry out a focus group with parents about reasons for low up-take of KIT Days; if necessary develop and assess mechanisms to encourage take-up.

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

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

Academic staff and PS staff returning to work after a period of maternity/adoption leave are supported in several ways by the Department and LU:

- Reduction in administration and/or teaching load for a minimum of 1 term.
- One-to-one discussion with HoD (academic) or DO (PS), about Departmental support for their work-life arrangements, including options for flexible working and/or reduced hours.

Survey respondents (5.2018) said there is **need for 're-induction' on return to work**. We have begun to gather staff experiences as the basis for the content of a new formal re-induction. **(Action Point 5.5.6)**

Staff and students use the LU Pre-School Centre and are positive about the provision. However some PGR survey respondents (men and women) said they are caught in a financial and policy trap. All children with working parents (working minimum 16 hours/week) are entitled to 30 hours of 'free' childcare provision after their 3rd birthday. **PGR students** do not qualify as 'working parents' so cannot take up this provision and **must pay for childcare when they can ill afford it**. **(Action Point 5.5.7)**

Action Points

5.5.6 Develop, implement and evaluate a re-Induction process for staff returning from leave.

5.5.7 Carry out focus group with PGR students to explore ways to alleviate their costs for pre-school childcare. Share findings with Faculty PG and EDI Committee and assess impact.

(iv) Maternity return rate

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

Table 5.5.2: Number of Staff who have taken maternity leave (2015-2017) (based on date of commencement of leave).

Staff Category	Year	Maternity	Return %
Academic	2015/16	1	100
	2016/17	0	n/a
	2017/18	0	n/a
Professional services	2015/16	2	100
	2016/17	0	n/a
	2017/18	0	n/a

Table 5.5.1 shows that 3 staff have taken maternity leave in the Department in the past 3 years. All staff returned, suggesting that staff are supported to return following taking maternity leave.

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

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

Fathers (including adoptive fathers) are entitled to take 2 weeks paid paternity leave after the birth/adoption of their child. This consists of 1 week on full pay and 1 week on statutory paternity pay.

Shared parental leave is considered similar to maternity leave. Staff can share maternity leave with a partner.

Adoption leave is detailed in Table 5.5.1.

Staff with parental responsibility are entitled to take up to 18 weeks (pro rata) unpaid parental leave for each of their children up to the child's 18th birthday.

Staff are informed about, and supported to apply for, paternity, shared parental, adoption and/or parental leave, as required, through an initial meeting with their Departmental manager and through HR. We asked about all these types of leave in our surveys and staff reported feeling informed and supported to take-up leave.

Over the past 3 years, 1 academic staff has taken 1 of these forms of leave: shared parental leave. She reported positive experiences.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University offers a range of flexible working options detailed in Table 5.5.3.

Table 5.5.3: LU examples of flexible working

Option	Working arrangement
Part Time	Working less than standard FT hours for the post: reducing number of days/week; reducing number of hours/day.
Compressed Hours	Working FT hours over a shorter time (compliant with the working time directive).
Job-Share	Usually 2 people share the duties and responsibilities of one FT role (e.g. 50/50, alternative weeks, mornings/afternoons, 2/3 days).
Term Time	Work only during term times, FT or PT.
Staggered Hours	Start, finish or break times differ from the usual.
Flexible Retirement	Employee draws a proportion of their pension benefits, and continues working at reduced hours and salary (subject to requirements of their pension scheme).

All staff can request to work flexibly via the HoD, DO or HR. For example, academic staff can request their teaching is condensed to particular days. For PS staff the DO responds to requests and ensures that University 'core hours' are covered by the PS team.

6 staff survey respondents (4 academic) commented that they **feel uninformed about what flexible working is and how to request it.** (Action Point 5.5.8)

There are also comments about good practice. Some staff expressed concern that LU flexible working policy focuses on parents. Yet the number of staff in the Department caring for adults is similar to those caring for children: 14% survey respondents (12.2018) said that they care for children under age 16; 12% for adults, and 7% percent for both.

Survey respondents were not able to say whether flexible or PT working would impact on their career development.

Our data show **staff lack information and support in relation to options, reasons, implications and requests for flexible working.** (Action Point 5.5.1, 5.5.8)

Action Point

5.5.8 Implement mechanisms to inform and support staff about flexible working; how to make requests, various options and the possible implications. Assess their impact.

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

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

LU policy and Departmental practice is to consider and support requests for an increase to working hours on an individual and business-case basis. This is led by the staff member in order not to pressure staff to increase their workload. Staff survey respondents said that they feel they could request increased hours if desired. We have no record of formal applications to increase hours.

5.6 Organisation and culture

(i) Culture

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

The Department organizes teaching, training and research activities, and informal gatherings, explicitly focused on gender, equality and inclusion. Many staff are actively involved in generating knowledge and activism about inequality through publications, teaching and events that work towards social and cultural change. Members of CGWS teach across all programmes, which ensures that resources and curriculum reflect, explore and promote gender equality and inclusivity. Students can follow degree pathways that are centrally concerned with gender as a site of inequality.

AS Charter principles are embedded into Department culture, for example:

- **Benefitting from the talents of all:** Many decisions are made within the SDM, and all staff and students (wherever possible) are encouraged to discuss, feedback and contribute to decision-making.
- **Advancing gender equality and tackling discrimination:** We host regular coffee mornings/lunch-time meetings for cross-University staff/student research clusters, including gender studies. These provide opportunities for support and inclusive engagement. Student assessments include activism, e.g. producing a manifesto that promotes equality and inclusion.
- **Sustainable structural change supporting equal gender representation:** Evening meetings are actively avoided as they could prevent some from participating and could impinge on work-life balance and caring responsibilities.
- **Supporting women's career progression:** The new Departmental management structure devolves power and gives junior staff, and more staff, the opportunity to carry out leadership roles, which is a key Institutional promotion criterion.
- **Removing obstacles and considering intersectionality:** UG and PGT courses, such as 'Feminism and Social Change', showcase feminist women role models and the theme of intersectionality structures the curriculum throughout our programmes.
- **Tackling the gender pay gap:** Students are taught about this on the Gender degree pathway and work to raise awareness e.g. a group of UG students are organising

University wide activism in May 2019. Staff contribute to the LU Gender Pay Gap task group.

The staff survey demonstrated the positive feeling around the culture of the Department:

All staff agreed that **the Department has things to celebrate around its commitment to gender equality, and its promotion of a culture of equality and inclusion.** Indeed, some staff feel that **our Departmental culture is distinctive and at odds with other parts of the University and could lead Institutional culture changes.** (Action Point 5.6.1)

However, alongside this praise for the *culture* of the Department, there were concerns about the everyday *practice* of gender equality, and women were more likely than men to report feeling concerned. Some men and women staff commented that **the commitment to gender equality has a gendered component.**

The comments could suggest that men colleagues are disempowered and discouraged from participating in Departmental conversations and events around gender equality. However, other staff commented on a prevalence of sexism in academia and hence it seems important to celebrate that the Department is strongly shaped by the work of women who prioritise gender equality. At the same time, the work of the Department seeks to challenge inequalities and promote social transformation and hence we seek to **include and empower all genders in our activities around inequalities is crucial.** (Action Point 5.6.2)

In the focus group PS staff (7.2018) highlighted a sense of disconnect between PS and academic staff exacerbated by Institutional culture. For example, PS staff said they share office space whereas academic staff do not, and that PS staff have less flexibility in relation to their work-life arrangements. **We will lobby for a cultural shift in the Institution to ensure the diverse contributions of all staff are equally valued and we will seek to promote Departmental collegiality between PS and academic staff.** (Action Point 5.6.10, 7.1.2)

Action Points

5.6.1 Initiate and participate in cross-Faculty activities to promote an Institutional culture of gender equality.

5.6.2 Invite men in the Department to participate in Departmental gender equality events and activities; record participation and assess.

(ii) HR policies

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

We have clear processes for action if bullying, harassment or sexual misconduct are suspected or reported.

LU has a policy of zero tolerance and the procedures for reporting and taking action are set out in the HR guidance on Bullying, Harassment and Sexual Misconduct. A version of this policy is communicated to students. LU provides anonymous means for reporting bullying, harassment and sexual misconduct.

There are a range of options available to staff and students reporting incidents, and/or who have a grievance in relation to equality and/or dignity at work. These include:

- seeking advice, support and counselling with experienced HR advisors on the Employee Assistance Programme;
- mediation with third party representatives;
- initiating a formal internal complaint;
- reporting an incident to the local police.

The Department takes allegations seriously and aims to resolve them promptly. We are responsive, maintain confidentiality, keep good records of all meetings, follow procedure and ensure that complainants and respondents are supported through a delegated person. Complaints and/or concerns raised by staff or students of racism, bullying, harassment, disablement, have been acted upon following university processes and appropriate external support and guidance.

A member of PS staff raised a concern as part of the preparatory work of this application, about identification of bullying and inappropriate behavior. In addition, an academic staff survey respondent expressed **lack of knowledge about available support for bullying and or harassment.**

During the AS process it became apparent that LU policy was inadequate in safeguarding students and we developed a Departmental policy around staff-student relationships. This policy aims to safeguard professional relationships and protect students and staff from inappropriate behavior, which may include abuse of power and trust, controlling/coercive and predatory behaviour, and sexual exploitation. It includes examples to help identify inappropriate behavior and to maintain dignity for all at work. We are currently expanding this policy to staff-staff relationships and to visiting scholars. We will **raise visibility of our policy on staff-student relationships and increase information about available support.** (Action Point 5.6.3)

Action Point

5.6.3 Raise visibility of Departmental policy on staff-student and staff-staff relationships, and increase information about available support for those experiencing inappropriate behaviour. Assess impact of actions.

(iii) Representation of men and women on committees

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

All Departmental committees report to the SDM which meets once termly and is the decision-making site for the Department. The Committees are detailed below. The table shows the gender break down and role of staff serving on Committees.

Table 5.6.1: Departmental committees by membership, by role and by gender (Dec 2018 onwards; this is a new Departmental structure).

Committee	Chair	Staff membership	Women (incl. Chair)		Men (incl. Chair)	
			N	%	N	%
Strategy group	Rotates	HoD, Directors, AS Lead, DO.	6	55	5	45
SDM	Rotates	All academic and PS staff.	56	69	25	31
Sociology Team	Man Senior Lecturer	Teaching Director, UG module convenors, PGT module convenors, PGR Director, PS staff.	12	63	7	37
MCS & GWS Team	Man Lecturer	Teaching Director, UG module convenors, PGT module convenors, PGR Director, PS staff.	6	50	6	50
Social Work Team	Woman Senior Lecturer	Teaching Director, teaching staff, practice learning staff, PS staff.	13	87	2	13
Student Experience, Recruitment and Admissions Team	Woman Lecturer	Admissions and Recruitment Director, Academic team members representing each subject, professional services.	5	42	7	58
TOTAL			42	69	27	31

The membership of the committees reflects the gender distribution of all staff in the Department. Committee members are identified by their role in the Department.

Equal numbers of men and women Chair the most influential committees. All are academic staff at a range of grades. The two key decision-making committees have rotating Chairs in order to ensure equal representation of gender and grades of staff.

We implemented a new Departmental Structure in August 2018. It was developed by a Department working group, chaired by the Deputy HoD with members from various grades and roles, and discussed at SDM.

The new structure aims to reduce ‘committee overload’ and to distribute key roles and decisions across genders, roles and grades. Previously there were Departmental UG, PGT, PGR and Research Directors and a DO. The new structure recognises the different subject groups in the Department and their distinctive contributions and needs. It has created subject Directors who lead teams of staff, sit on the Departmental Strategy Group and report to the HoD (see Figure 2.3).

All staff are encouraged to apply for a role and discuss their intentions with the Deputy HoD and at PDR. The Deputy HoD and HoD proactively encouraged women to apply for key Departmental leadership roles to ensure gender equality. Each applicant writes a short account of how they would fulfill the role. The Deputy/HoD review applications and allocate roles. Gender equality is one of the criteria for role allocation, alongside grade distribution. Currently 4 women and 2 men have the key Director roles, reflecting the Departmental gender split of academic staff (67% women).

Key departmental roles related to gender equality: AS Lead, Equal Opportunities and Disabilities Lead, and Mental Health Ambassador, are all occupied by women (see figure 2.3). **We will encourage gender distribution of work that explicitly focuses on equality. (Action Point 5.6.4)**

Action Points

5.6.4 Invite men to take on Departmental roles explicitly related to work on equalities (AS Lead, Equal Opportunities and Disabilities Lead, and Mental Health Ambassador and new Wellbeing Ambassador).

(iv) Participation on influential external committees

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

Staff participation on influential external committees follows their role in the Department. In some cases there is more than 1 person (and more than 1 gender) in a role represented outside the Department. In these cases, the staff rotate the external role or decide who will adopt it. Table 5.6.2 shows the gender of staff serving on University committees.

Table 5.6.2: University committee representation by gender (December 2018)

Committee	Departmental representative	
	Female	Male
FASS UG courses committee		1
PRC		1
FASS Engagement Committee	1	
FASS Postgraduate Studies Committee		1
FASS Admissions and Recruitment Committee	1	
FASS Student Employability Forum		1
FASS Internationalisation Committee		2
FASS Research Committee	1	
University's Collaborative Partnership Teaching Committee		1
University Academic Promotion Sub-Committee (representing FASS)	1	
FASS-LUMS Research Ethics Committee	1	
TOTAL	5 (42%)	7 (58%)

42% of staff serving on influential external committees are women and 58% are men. Given the Departmental academic staff split of 67% women, **we intend to increase the number of women in these external leadership roles. (Action Point 5.6.5)**

Action Point

5.6.5 Increase number of women serving on influential committees external to the Department.

(v) **Workload model**

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

A new Departmental workload model was adopted in 2013-14, developed to promote transparency and fairness. It allocates 1620 points (hours/year) for each FTE academic staff. Teaching points reflect student numbers, whether the teaching is new, preparation, contact and marking hours. Service roles are allocated a fixed number of hours and rotate every 3 years.

Probation, research buy-out for funded projects and sabbatical are included in the workload calculations. Staff can apply for research leave (sabbatical) after seven terms of teaching. The subject Directors are responsible for ensuring teaching is covered. The options are:

- Teaching buy-out funding is used to pay temporary replacement staff;
- Optional courses are laid down for the leave period;
- Staff cover own teaching in non-sabbatical term (subject to work load).

The Department is moving towards **team-teaching and co-teaching** (particularly in core modules) to ensure continued support for staff taking leave and to mitigate the effects on continuing staff.

In recent years, the average annual teaching and service workload has remained around 75% (plus 25% for research). However, **for 2 of the past 3 years, the lowest workload has been allocated to a man and the highest to a woman. (Action Point 5.6.6)**

Table 5.6.3: lowest, highest and average workloads in the Department (2015-2017)

Year	Lowest workload (as teaching + service)	Highest workload (as teaching + service)	Average workload
2015/16	56% (man)	94% (woman)	71%
2016/17	35% (man)	93% (woman)	71%
2017/18	47% (woman)	92% (1 woman + 1 man on same)	75%

The workload model was revised in June 2018 in relation to the new Department structure. The new Director roles are calculated as enhanced service roles, with extra points. The annual workload document is on a shared data drive, accessible to all staff, and is a 'living document' that is the basis of discussion around work distribution at individual and team level.

Survey respondents agreed that allocation of workload is fair. However, some staff commented that men evade crucial aspects of Departmental work.

Some staff felt that the workload model can obscure a **disproportionate burden on women staff of pastoral and administrative work**. The allocation of administrative roles is now annually monitored for gender equity.

There were repeated references in the survey to 'housework' roles, which are undervalued despite their centrality to the smooth running of the Department. It was felt that these roles are often feminized. We are in the process of developing **detailed job descriptions** for 'housework' roles to ensure they are valued.

Related to the above, staff raised concerns about potential **discrepancies between work allocation and completion** with regards to roles that have a fixed workload allocation but which might be done less or more comprehensively. The detailed job descriptions are going some way to ensuring all roles are carried out fully.

The comments underscore that we must continue regular review of annual workload allocation by gender and role in addition to annual reassessment of the workload model to ensure roles are allocated the right amount of points. We do the latter individually, reporting concerns/suggestions to the DO, and collectively at the annual Teaching Away Day.

Action Points

5.6.6 Evaluate and revise the annual workload allocation and workload model annually to ensure gender equality.

(vi) Timing of departmental meetings and social gatherings

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

Departmental 'core hours' are 10am-4pm. Most Departmental meetings are Wednesday afternoons when there is no scheduled teaching. Consideration is given to PT staff and to caring responsibilities of staff when scheduling meetings and other activities. Influential meetings are scheduled at the beginning of the year for the whole year to allow staff to make arrangements to attend. PT staff are not expected to attend meetings if they occur outside their working hours. Minutes of meetings are available so staff can stay abreast of developments if they miss meetings. Many research seminars and social gatherings are scheduled at lunchtimes to enable attendance.

Staff commented that **Departmental meetings often end beyond core hours.** (Action Point 5.6.7)

Most staff commented positively on work-related social activities though some reported a **split between academic and PS staff.** (Action Point 5.6.10)

Action Points

5.6.7 Train all Chairs of meetings to maintain planned meeting hours; monitor and assess when meetings over run.

5.6.8 Implement and assess a programme of regular, inclusive social events for academic and PS staff.

(vii) Visibility of role models

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

Women are well represented in the research life of the Department. Internal staff and external speakers, of all genders, are invited to present research seminars, Chair events, serve as External Examiners and be part of all activities.

We don't have data on the **gender balance of speakers at our public events.** This will be collected from August 2019. Responses to the staff and student surveys were very positive about the visibility of people of all genders as role models. (Action Point 5.6.11)

The Department recently updated its publicity materials, including recruitment materials and web page. A diverse range of students are represented. The webpages feature 'testimony' boxes from current students and recent alumni and represents diversity with images and text. The Department

recruits Student Ambassadors from its UG cohort, who are paid to participate in recruitment activities such as Open Days and Applicant Visit Days to welcome applicants, answer questions about the degree programme, and serve as role models. The Ambassadors reflect diverse genders and under-represented student groups.

Action Point

5.6.9 Record, review and assess gender of speakers at our events.

(viii) **Outreach activities**

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

The Department is committed to outreach and engagement and to encouraging study in Sociology from diverse groups.

The first year Gender and Women's Studies UG course is taught collaboratively by 14 staff from across the University and supports academics concerned about gender equality who feel isolated in their home Department: student Recruitment has increased.

Students are encouraged to explore and challenge gender equality and to take their work outside the classroom. For example, in 2017-18, 3rd year UG students established a social media campaign #EverydaySexism@LU that collected staff and student experiences of harassment and they organised a public walk drawing attention to un/safe spaces in Lancaster city (Figure 5.6.1, c. 45 men and women, 8.3.18).

Figure 5.6.1: A group of staff, students and members of the public engaged in an International Woman's Day walk in Lancaster City Centre about sexism and un/safe spaces.



On-going community engagement includes; a feminist film night in Lancaster city (3 per term); participation in the 'Hear Me Roar' Lancaster collective which produces Lancaster's Feminist Arts Festival (2014, 2016) featuring over 40 artists, with an audience-reach of 1,200. These events celebrate the work of artists, activists and academics challenging gender inequalities and the intersection with other factors.

Our new outreach student recruitment programme began in 2016-17 and has been expanded in 2018-19. It includes a series of visits with local and regional schools on the themes 'Why Sociology?' and 'Inequalities'. The work is supported by Faculty-level Outreach, who work with Departmental colleagues to support recruitment, retention and progression of widening participation students. We have just begun to **record applicant participation and feedback by gender. (Action Point 5.6.10)**

The outreach activities for 2018-19 include: a Teacher's Conference for WP and feeder schools in the area; a series of themed days which invite schoolchildren onto campus to celebrate diversity (Black History Month, Pride, International Women's Day); an outreach campaign around 'First Generation Students' drawing on the experiences of Department staff, current students and alumni.

The new Student Experience, Recruitment and Admissions Team (SERA) includes 5 women and 7 men academics (the woman Director has caring responsibilities). SERA has implemented a formal system of allocation of participation in out-reach activities across all staff that is recognized in the workload model. This ensures equitable distribution of outreach work and accommodates needs of staff with caring responsibilities.

Action Points

5.6.10 Record, review and assess student experiences of the outreach work of the Department in relation to gender diversity and equality.

7 FURTHER INFORMATION

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

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

Through the AS process, staff and students expressed concerns that the focus on gender that the AS application requires can obscure experiences of inequality relates to **intersectional identities**. The SAT encouraged staff to evidence their concerns through additional comments in the surveys. We also carried out initial research on intersectional experiences of inequality. Key findings are:

The UG non-completion data demonstrates a rising proportion in recent years of **students with disabilities who are not completing**. The Departmental Equal Opportunities and Disabilities Lead is guiding the Department to more inclusive teaching practice, organising Departmental training and providing regular updates at the SDM. She has developed a checklist for accessibility, adjustment and inclusivity actions for use across all modules. We created a new role, **Mental Health Ambassador**, who coordinates support for students' experiencing mental distress. Challenges related to UG **students with a disability** that intersect with gender will continue to be addressed.

HESA collects data on those who **identify as Other in relation to gender**. Our students study non-binary genders and inequalities related to gender and sexuality norms. We intend to **make trans and non-binary self-identification more visible in the Institution**; we support the University's work toward increasing their rating on Stonewall's workplace equality index. We will work with Student Registry, the Faculty EDI committee and HR to ensure students and staff are aware that they can change their recorded gender identity and to improve communication about the range of gender markers in records. **(Action Point 7.1.1)**

The Institution is developing new guidelines about **harassment and bullying** (gender, sexual, racial, disability, neuro-diversity). The Department has staff and student expertise about lived experience of discrimination and marginalised identities. In relation to Institutional incidences of harassment staff offer advice to the University via; publishing statements, providing talks to staff and students and advice to Institutional bodies.

We will continue to work towards a cultural shift in the Institution that promotes a sense of equality and mutual respect between PS and Academic staff. At Department level we will promote more interaction and we will lobby the Institution to support PS staff career progression. **(Action Point 7.1.2)**

ACTION PLAN

Action Point	Action and Rationale	Proposed method	Timeframe	Persons Responsible for ensuring action is completed	Success criteria and outcome
Implementing the Action Plan					
3.1 HIGH PRIORITY	<p>Implement and assess digital mechanisms to raise the profile of AS in the Department</p> <p><i>To increase staff and student awareness of AS principles and Departmental Action Plan.</i></p>	<ol style="list-style-type: none"> 1. Add public-facing version of application to Departmental AS webpage, update at least termly (week 3, following each SAT meeting) with progress on Action Plan. Post a comment on Departmental social media once per month about AS Charter principles referring to webpage and Action Plan. Monitor and record number of visits to webpage termly. 2. Develop Department AS student social media and maintain monthly posts specifically aimed at students who identify as; men; women; non-binary or Trans, taking particular AS Charter principles and Action Points and raising awareness about how they relate to the teaching and research in the Department and practices and processes in wider LU. Assess student interest in the campaign. 	<ol style="list-style-type: none"> 1. Oct 2019 and termly (week 3 beginning Nov. 2019) 2. Oct. 2019 – April 2022 	<ol style="list-style-type: none"> 1. PS AS Lead 2. SAT member 	<ul style="list-style-type: none"> • Monthly posts about AS on Departmental social media, termly updates on Action Plan implementation on website, website has minimum of 80 monthly views (20/week). • On the AS survey in Jan 2021, 60% (241) students

					report they follow the page. By Dec. 2021 the page has 300 followers
3.2 MEDIUM PRIORITY	Implement and assess mechanisms to increase staff and student participation in annual AS surveys <i>To ensure that our assessment of gender equality is informed by the experiences of all staff and students.</i>	<ol style="list-style-type: none"> 1. Review, distribute and analyse AS staff and student surveys annually with the aim that the topics and questions generate Department-wide investment in the survey and AS principles. 2. Advertise the survey widely through Departmental notice boards, Department social media, web site, Departmental meetings, email invitations/reminders to all and announcement in lectures and seminars. 3. Inform students of the chance to receive a £25 book token for completion, chosen randomly and anonymously with anonymity of data maintained. 	Prepare, distribute in Jan – March. (begin Jan 2020) analyse in April-July.	AS Leads primary responsibility, SAT members lead on specific aspects.	<p>Increase student participation to 60% (from 23%:92 to c241) by March 2022.</p> <p>Increase staff participation to 80% (from 58%:47 to c65) by March 2022.</p>
3.3 MEDIUM PRIORITY	Review, refresh and revitalise SAT membership annually and ensure it is representative. <i>To ensure SAT membership is representative of</i>	<ol style="list-style-type: none"> 1. Review membership annually and monitor representativeness in terms of Departmental roles, grades and work-life balance and gender balance. Report at the SDM and proactively seek volunteers by invitation and personal approach from under-represented areas, especially from new and early career staff, male students and RAs (see also 3.1 and 3.4). 	1. Annually Sept.	AS Leads and HoD	SAT membership is always representative of Department gender balance, subject areas, roles, grades and work-life arrangements.

	<i>the Department and that all SAT members are AS trained.</i>	2. Develop, implement and assess an annual (re)induction about SAT principles, data locations, practices of analysis, the Action Plan and Departmental progress in implementation for all SAT members to undergo.	2. Develop Sept. 2019, implement annually in Oct. and assess annually at final SAT meeting in May/June.		100% SAT members participated in annual AS SAT Induction and feedback that it is helpful.
3.4 HIGH PRIORITY	Ensure all staff are recognized and rewarded for their contributions to SAT <i>To ensure all SAT members receive recognition and reward.</i>	<ol style="list-style-type: none"> 1. Review workload points allocation for SAT membership annually when Departmental workload is allocated. Discuss with SAT members to assess amount of work undertaken and that point allocation is appropriate. 2. Ex-gratia payments for PS staff and/or contribution to the departmental SAT/EDI committee written into PS staff job description so that it can be pointed to when going for promotion/increment. 3. Create a 0.1FTE RA post for AS so an RA can combine AS work with other posts and gain paid work experience in a service/admin role which supports career progression. 4. In addition to coursework done for credit, pay students at an hourly rate, with a clear job role for AS work, to 	<p>1/2 Annually in June began 2018.</p> <p>3. Annually from August 2019</p> <p>4. On-going from October 2019</p>	AS Academic Lead and HoD	All SAT members receive recognition and reward for contribution to AS work.

		provide paid academic work experience that can support progression.			
3.5 HIGH PRIORITY	Introduce new students and staff to AS Charter principles and Action Plan. <i>To ensure all new staff and students are informed about AS principles and the Departmental commitment.</i>	<ol style="list-style-type: none"> 1. Create a Departmental introduction to AS explaining AS principles, drawing on the Departmental commitment to the AS Charter and public-facing version of Department AS application and introducing SAT leads, the website and social media pages. 2. Distribute and introduce introduction to all students during Induction and assess familiarity with AS Charter principles via AS survey. 3. Distribute and discuss introduction with all new staff at Induction and assess familiarity with AS Charter principles via AS survey. 	<ol style="list-style-type: none"> 1. July 2019 2. Annually beg. Oct. 2019, assess in March beg. 2020. 3. Through the year, assess in March. 	<ol style="list-style-type: none"> 1. SAT members 2. Subject Directors 3. DO 	At annual AS survey (beginning March 2020) 100% of students and staff report they are familiar with AS Charter principles and Departmental commitment to them.
Student Recruitment, Support and Experience					
4.1.1 HIGH PRIORITY	Implement and assess mechanisms to attract more applications from men to our UG	<ol style="list-style-type: none"> 1. Work with University marketing team to explore and review how we market our programmes to men and ensure men are well represented in images and text. 2. Conduct a series of focus groups with students exploring how to make our programmes equally attractive to all genders. 	1. 2. 3. Started collecting data in Feb 2019. Review data following final	Admissions and Recruitment Director	Developed disciplinary specific evidence about the barriers to men applying to our programmes. Mechanisms

	<p>programmes, especially MCS.</p> <p><i>To improve understanding of why men are underrepresented on our UG programmes, especially MCS and increase applications.</i></p>	<p>3. Review promotional materials and activities to ensure they are gender balanced.</p> <p>4. Work with marketing to gather feedback from male applicants about representations of gender diversity and employability at our recruitment events.</p> <p>5. Include more course content/assessment on media practice.</p> <p>6. Expand our current buddy system (which is just for those offered a place) to all male recruitment event attendees and applicants.</p>	<p>open day in Aug 2019.</p> <p>4. 6 September 2019 onwards</p>		<p>implemented to increase men applicants.</p> <p>Increased men applicants to MCS by 20% (to 50 applicants) by Oct 2021 and men applicants across all UG programmes by 30% (to 123) by Oct. 2021.</p>
<p>4.1.2</p> <p>MEDIUM PRIORITY</p>	<p>Establish reasons for gender differences in the achievements of students on the SW and Sociology UG programmes and implement and assess mechanisms to ensure support is appropriate.</p> <p><i>To ensure women and men are not</i></p>	<p>1. Analyse patterns in grades over past 3 years by module, by gender, to detect any module-specific gender patterns in achievement related to gender.</p> <p>2. Carry out a focus group with a group of male and female high achieving SW and Sociology students to explore their experiences of, and requirements for, support and analyse the data for gender differences.</p> <p>3. Develop actions as appropriate, implement and assess through further analysis of quantitative data on gender differences in student grades.</p>	<p>1. June 2020</p> <p>2. June 2020</p> <p>3. Implement in October 2020,</p>	<p>Social Work SAT member and Sociology SAT member</p>	<p>Establish reasons for gender differences in achievements on UG SW and Sociology programmes.</p> <p>Targeted support mechanisms implemented.</p> <p>The achievements of men and women students on SW and Sociology are</p>

	<i>disadvantaged in any of our UG programmes.</i>		assess in June 2022		proportionally gender equal.
4.1.3	<p>Establish reasons for UG non-completion by gender; implement, and assess, mechanisms to reduce non-completion.</p> <p><i>To improve understanding of reasons why students don't complete and reduce non-completion rate.</i></p>	<ol style="list-style-type: none"> 1. Collect data about reasons for non-completion or the risk of non-completion through survey and/or post withdrawal contact as appropriate. 2. Analyse data for any gender patterns. 3. Work with University Student Support and University College Tutors to develop processes to support students at risk of non-completion. 4. Implement Departmental support mechanisms and assess. 	Aug 2019 – Dec 2020	Departmental UG Personal Tutors.	<p>Developed gender specific evidence about the reasons why students do not complete.</p> <p>Action points developed as appropriate and impact evaluated.</p> <p>Non-completion reduced to below 10% annually for all genders.</p>
4.1.4	<p>Implement and assess mechanisms to attract more applications from men to our PGT programmes, especially MCS.</p>	<ol style="list-style-type: none"> 1. Work with University marketing team to explore and review how we market our programmes to men, with particular attention to employability. 2. Review promotional materials and activities to ensure they are gender balanced and attend to employability. 	<p>1.Begin data collection in Feb 2019. Review data in Aug 2019.</p> <p>2 - 5. July – Sept 2019) to prepare for</p>	1-5. Admissions and Recruitment Director	<p>Developed disciplinary specific evidence about the barriers to men applying to our programmes.</p> <p>Implemented mechanisms to</p>

	<i>To improve understanding of why men are underrepresented on our PGT programmes, especially MCS, in order to increase applications from men.</i>	<ol style="list-style-type: none"> 3. Work with marketing to gather feedback from male applicants about representations of gender diversity and employability of our recruitment events and materials. 4. Include more course content/assessment on media practice. 5. Develop buddy system for all male recruitment event attendees and applicants. 6. Organise an annual 'Where are they now' UG workshops, showcasing men and women alumni, focused on our PGT programmes and employability. 	<p>2021 admissions cycle.</p> <p>6. Begin workshops Nov. 2019.</p>	6. Employability Champion	<p>increase men applicants.</p> <p>Increased numbers of men applying to our PGT programmes overall by 50% (to 162) and to MCS by 50% (to 74) by September 2022.</p>
4.1.5 HIGH PRIORITY	<p>Review and change timetabling requests* to better enable PGT students to study alongside caring and other life commitments and assess impact of changes.</p> <p>(*All timetabling is done centrally.)</p> <p><i>To improve PGT timetabling to ensure our programmes are</i></p>	<ol style="list-style-type: none"> 1. Gather evidence of modules commonly studied by PT students and those with caring responsibilities. 2. Request these are timetabled on the same day and that each module is on the same day every week, to facilitate consistency in student caring arrangements, and that all compulsory elements are within core hours. 3. Develop inclusive teaching formats for more modules, such as digital access and short, intense modules. 4. Continue to ensure University is aware of the impact of timetabling policies through feedback to Faculty PG Committee. 	<p>1/ 2 Feb. – June 2019</p> <p>3 /4 .Oct. 2019 onwards</p>	<p>1/ 2. PGT PS staff</p> <p>3. Directors</p> <p>4. SAT members</p>	<p>100% student PGT survey feedback (beginning March 2020) reports timetabling of PGT modules is conducive to studying alongside caring and other responsibilities.</p>

	<i>accessible to all students.</i>				
4.1.6	<p>Write and distribute a report on student experiences of mental distress and PGR study with recommendations for Institutional support mechanisms. Implement recommendations at Departmental level and assess.</p> <p><i>To create a culture of understanding and support in relation to mental distress and PGR study.</i></p>	<ol style="list-style-type: none"> 1. Invite PGR students to talk about mental distress they are experiencing without fear of negative or dismissive reactions through; placing posters in the department; include session in PGR Induction (with University Counselling Service and Department Mental Health Ambassador) about the interaction of mental distress and PGR study and available tools and resources to help manage or reduce impact of mental distress (e.g. Improving time management, mindfulness, managing dedicated writing time, counselling service); include consideration of mental distress in annual PGR panels and include a question in the annual survey about experiences of support received. 2. Invite PGR students to start dialogues with one another about experiences of mental distress. 3. Raise the issue of enhancing central mental health support targeted for PGR students with the Faculty PG Committee. 	<p>Aug 2019</p> <p>Evaluate in Aug 2020</p>	<p>Department Mental Health Ambassador and PGR Director.</p>	<p>Annual student PGR survey feedback (beginning March 2020) reports 100% of respondents feel supported by the Department in relation to mental distress during PGR study.</p>
4.1.7	<p>Formally request Faculty to re-introduce</p>	<ol style="list-style-type: none"> 1. Lobby Faculty to (re)offer centrally-funded 'completion bursaries' for students whose funding has ended. 	<p>Jan 2020 – July 2020</p>	<p>PGR Director</p>	<p>100% of PGR respondents to annual student</p>

	<p>completion bursaries for PGR students without external funding; assess impact of request and, if successful, of implementation of bursaries.</p> <p><i>To increase financial support for students without funding to enable them to complete their PhD.</i></p>	<p>2. Increase visibility of opportunities for, and support for, P/T study alongside caring, working and other commitments.</p> <p>3. Assess impact of completion bursaries (if reintroduced) on completion rates.</p>			<p>survey (beginning March 2020) report that the Department is doing all it can to support students who are experiencing financial hardship to complete.</p> <p>Increased rate of completion of PhD within 4 years to 90% for both men and women (if bursaries re-introduced) by September 2023.</p>
<p>4.1.8</p> <p>MEDIUM PRIORITY</p>	<p>Implement and evaluate additional targeted support mechanisms for PGR students with caring responsibilities.</p> <p><i>To improve the experiences of support for PGR</i></p>	<p>1. Remind supervisors annually of the need to offer flexible supervision times for all students, particularly those who have caring responsibilities.</p> <p>2. Collect narratives' from students about their experiences of balancing study and caring commitments and include on the Departmental website as a resource for current PGR students to access.</p>	<p>1. Annually in Oct</p> <p>2. Oct 2020 – Dec 2020.</p>	<p>1./3. PGR Director.</p> <p>2./4. PGR SAT member</p>	<ul style="list-style-type: none"> • In PGR survey (March 2021) 80% respondents feel supported in relation to studying alongside caring responsibilities.

	<i>students completing their PhD who have caring and other commitments.</i>	<ol style="list-style-type: none"> Pair PGR mentors who have experienced balancing caring and PGR study with a new PGR student with caring responsibilities. Include a question in the annual survey about experiences of Departmental and Institutional support received in relation to carrying out caring commitments alongside study. 	<p>3. Oct 2020</p> <p>4. Annually beg. March 2020.</p>		<ul style="list-style-type: none"> Student narratives on website by Dec. 2020. 100% PGRs with known caring responsibilities offered support by experienced student.
Academic Staff: Recruitment, Induction, Career Development and Wellbeing					
4.2.1 HIGH PRIORITY	<p>Implement and evaluate additional mechanisms to support those on FTCs to progress their careers.</p> <p><i>To support those on FTCs and facilitate their career ambitions.</i></p>	<ol style="list-style-type: none"> Carry out a focus group with those on FTCs to assess their experience of Institutional policies around redundancy and redeployment and level of Departmental support to further their careers. Invite all Principle Investigators (PIs) to undergo mentoring training. Work with HR to develop 'pathway to permanency' plans with staff on FTCs. Encourage all staff on FTCs to have an annual PDR. Monitor how many women on FTCs obtain an indefinite contract within 3 years. 	Oct 2019 –Oct 2021	<p>1./3./5. SAT member</p> <p>2./4. HoD</p>	<ul style="list-style-type: none"> Obtained qualitative evidence about experience of those on FTCs of Departmental and Institutional support. 100% PIs complete mentoring training by December 2021. 100% of those on FTCs have a PDR

					<p>by December 2021.</p> <ul style="list-style-type: none"> • 100% survey respondents on FTCs (March 2022) report feeling supported to progress their career. • 70% of those on FTCs obtain an indefinite contract within 3 years, assessed 2023.
<p>4.2.2</p> <p>HIGH PRIORITY</p>	<p>Initiate and evaluate a formal 'exit interview' process; record data, review annually and implement and assess actions to combat reasons related to inequalities.</p>	<ol style="list-style-type: none"> 1. Introduce a systematic formal 'exit interview' process, including an interview with all staff who leave. 2. Keep a Department record of reasons for leaving, by gender. 3. Review reasons, analyze by gender and implement actions as necessary. 4. Assess impact of actions. 	<p>Implement Oct 2019 – then on-going.</p>	<p>HoD</p>	<ul style="list-style-type: none"> • 100% staff who leave have had an exit interview. • Meaningful data on reasons for leaving is collected and analysed for gendered issues. • Actions implemented and assessed to

	<i>To gather meaningful data about academic leavers and identify and act on any gender issues.</i>				<p>address any inequalities.</p> <ul style="list-style-type: none"> • Zero leavers cite gender inequality as a reason for leaving.
5.1.1 MEDIUM PRIORITY	<p>Request all staff to participate in 'Recruiting the Best' training; regularly assess completion rates.</p> <p><i>To widen the pool of recruitment panel chairs and members while ensuring all are aware of the potential impact of unconscious bias.</i></p>	<ol style="list-style-type: none"> 1. Importance of the training to be emphasized at staff induction, reminder to complete sent 1 month after starting. 2. Communicate to all staff the importance of the training, and the departmental objective for all staff to complete at SDM. 3. Local database of staff completion, 6 monthly checks and email reminders to complete. 4. PDR reviewers remind staff to complete. 5. Local record of panel members on job interview panels and who has completed the training. 	Aug 2019 onwards	1/2/3/5. DO and HoD 4. PDR reviewers	<ul style="list-style-type: none"> • 90% of new staff have completed training within 2 months of starting. • 100% of staff have completed training by end Dec 2019.
5.1.2 HIGH PRIORITY	<p>Request all staff to complete 'Diversity in the Workplace' training; regularly assess completion rates.</p>	<ol style="list-style-type: none"> 1. Importance of training to be emphasized at staff induction, reminder to complete sent 1 month after. 2. Communicate to all staff the new departmental objective for all staff to complete training at SDM. 	Aug 2019 onwards	1/2/3. DO and HoD 4. PDR reviewers	<ul style="list-style-type: none"> • 50% staff trained by by December 2020.

	<i>To ensure all staff are trained in understanding diversity.</i>	<ol style="list-style-type: none"> Local database of staff completion and 6 monthly checks and email reminders to complete. PDR reviewers to remind staff to complete at the annual PDR. 			<ul style="list-style-type: none"> 100% of interview panel members trained by December 2021.
5.1.3	<p>Identify, and share across the Institution, Department past best practice in successfully attracting and appointing excellent women applicants to academic posts and assess impact.</p> <p><i>To better understand the reasons why the Department has been exceptionally good at recruiting women academic staff.</i></p>	<ol style="list-style-type: none"> Review all staff recruitment material (e.g. adverts, job descriptions and person specifications) to gather examples of wording that encourages applicants of all genders and does not discourage women. Carry out interviews with women appointed over the past 3 years to collate their reasons in deciding to apply. Share findings with EDI and HR staff in the Institution. 	Sept 2019 – Sept 2020	SAT member	<p>Established evidence of best practice in recruitment of women academic staff.</p> <p>Findings reported to Institution via the Faculty EDI Committee and HR and evidence it has impacted institutional recruitment practices and policy.</p>
5.1.4	Develop and implement a	<ol style="list-style-type: none"> Carry out a Departmental consultation and design and implement a comprehensive induction programme for 	1. June - Dec 2019	1. SAT member	<ul style="list-style-type: none"> New staff Induction

<p>HIGH PRIORITY</p>	<p>comprehensive induction programme for all new staff; record completion and assess staff experience.</p> <p><i>To ensure the Department has a formal, consistently applied and effective induction programme.</i></p>	<p>all new staff, that incorporates specificities pertaining to varied needs of staff.</p> <ol style="list-style-type: none"> 2. Ensure induction programme is consistently applied. 3. Include content pertaining to equality and diversity in Staff Handbook (e.g. flexible working, career breaks, information about University pre-school Centre, AS Action Plan.). 4. Ensure that new staff are collectively welcomed into the Department through a termly social event to welcome new staff (or less often if no new staff). 5. Record who is doing the work that is included in the induction programme to ensure that this work is done by all genders. 	<p>2. – 5. Jan 2020 onwards.</p>	<p>2. DO, HoD</p> <p>3/4/5 DO</p>	<p>programme implemented by Jan 2020</p> <ul style="list-style-type: none"> • • 80% new staff report feeling welcomed in annual staff survey (beginning March 2020). • • Induction work carried out by all genders.
<p>5.1.5</p> <p>HIGH PRIORITY</p>	<p>Establish a promotion committee and evaluate its success in providing support through the entire process for all staff including systematic review</p>	<ol style="list-style-type: none"> 1. Review all staff for readiness for promotion, encourage those who could apply. Pay particular attention to leaky pipeline between grades 8 and 9 for women. 2. Form a committee that all staff can access to discuss promotion and/or prepare for submitting an application. 3. Carry out focus groups with key staff members about what the Department is doing well and could do better, in terms of support for promotion. 	<p>1/2/3 By Dec 2019</p>	<p>Deputy HoD and HoD</p>	<ul style="list-style-type: none"> • 100% of staff survey respondents (beginning March 2021) report feeling the promotion process is fair and transparent.

	<p>of readiness and unsuccessful applicants.</p> <p><i>To ensure all staff experience the promotion process as fair and transparent and are supported throughout the process.</i></p>	<ol style="list-style-type: none"> 4. Establish a formal support system that includes: identify a mentee for each applicant who can also provide support if the application is unsuccessful; monitor the readiness of all staff for promotion including promotion as an automatic item for discussion on every PDR and academic mentors discuss promotion with their mentees. 5. Develop a programme of discipline specific presentations from senior staff who sit on promotion panels to discuss the promotion process with new and junior colleagues. 6. Disseminate new discipline specific promotions criteria to all staff. Include, along with HR policies and practices around promotion, in the Staff Handbook and on our webpage. 	<p>4. By June 2020</p> <p>5. By Aug 2020</p> <p>6. By Dec 2019</p>		<ul style="list-style-type: none"> • 100% of staff survey respondents (beginning March 2021) report that they receive good support through the whole promotion process, including in relation to readiness for promotion and if unsuccessful.
5.3.1	<p>Invite all staff to participate in at least one professional development event per year; record and assess participation rate.</p> <p><i>To increase the number of staff undertaking</i></p>	<ol style="list-style-type: none"> 1. Encourage all staff to identify at least 1 area of professional development they will undergo. 2. Offer staff training on how to follow up on the training needs they identify and how to navigate the OED portal. 3. Advertise training opportunities and encourage take-up of professional development via Departmental notice boards, at staff meetings, via departmental web site and social media and Departmental electronic newsletter. 	<p>June 2019 – on-going.</p> <p>Offer staff training annually beg. Nov 2019.</p>	<p>PDR Reviewers, DO and HoD</p>	<p>100% of staff participated in at least one professional development event annually from December 2021 onwards.</p>

	<i>professional development.</i>				
5.3.2 MEDIUM PRIORITY	<p>Include CPD activities in the Department workload model and assess participation rate.</p> <p><i>To encourage and facilitate staff undertaking training.</i></p>	<ol style="list-style-type: none"> 1. Include points for staff training in the workload model. 2. Inform all staff at the SDM of the inclusion of workload points for training. 3. Assess rate of staff participation and at survey include a question about whether the allocation of workload points helps them to participate in training. 4. Feedback our action and assessment to Faculty EDI Committee. 	Dec 2019	DO and HoD	<p>100% respondents to staff survey (beginning March 2020) report that allocation of workload points for training facilitates participation in CPD.</p> <p>100% of staff participated in CPD activities by December 2021.</p>
5.3.3	<p>Ask Faculty PGR committee and University EDI committee to implement mechanisms for financial support for GTAs to complete</p>	<ol style="list-style-type: none"> 1. Review Departmental budget for feasibility of paying GTAs for time attending ATP training. 2. Initiate Strategy Group and SDM discussion on this. 3. Feedback report of discussion points and decision to Faculty PG Committee and to Faculty EDI Committee. 4. Monitor responses and assess any new mechanisms of Departmental and Institutional support. 	Aug – Dec 2019	PGR Director	<p>Report produced and disseminated and impact monitored.</p> <p>New mechanisms of support implemented.</p>

	<p>compulsory ATP training.</p> <p><i>To find out if there are ways to support GTAs financially to undertake compulsory training.</i></p>				
<p>5.3.4</p> <p>MEDIUM PRIORITY</p>	<p>Review, develop and assess PDR practices to ensure they are experienced as supportive and useful by all staff.</p> <p><i>To ensure all staff experience the PDR as useful.</i></p>	<ol style="list-style-type: none"> 1. Develop new guidance for the completion of Department PDRs to promote it as a supportive process rather than evaluative. For example, formally encourage reflection on work-life balance. 2. Include PDR as an induction item for new staff and update PDR pages in Staff Handbook. 3. All staff involved in PDR as Reviewers to have undertaken the 'Coaching at Lancaster' training to ensure a more effective and even experience for reviewees. 4. Report Department views on the PDR experience to University PDR review. 	<p>Sept 2019</p>	<p>2/3 DO, HoD 1/4. SAT member</p>	<p>100% respondents to staff survey (beginning March 2020) report that PDR is experienced as supportive.</p> <p>100% PDRs are carried out by trained reviewers by Dec. 2021.</p> <p>90% of eligible staff completed annual PDR from August 2022 onwards.</p>

<p>5.3.5</p> <p>HIGH PRIORITY</p>	<p>Implement and assess gendered mentoring for women staff.</p> <p><i>To increase number of women accessing mentoring.</i></p>	<ol style="list-style-type: none"> 1. Organise Departmental training in gendered mentoring women and invite staff to be trained. 2. Advertise woman-to-woman mentoring on Departmental notice boards and at SDM. 3. Identify those women staff who might benefit from gendered mentoring and invite to take-up gendered mentoring. 4. Record take-up. 5. Complete 2 focus groups; 1 with mentors and 1 with mentees, to assess impact of gendered mentoring. 	<p>Sept 2019 to evaluation in Sept 2020 and onwards</p>	<p>Deputy HoD and DO</p>	<p>100% of women staff participated in formal Departmental mentoring as mentees by December 2020.</p> <p>All staff who participate report gendered mentoring is useful.</p>
<p>5.3.6</p> <p>HIGH PRIORITY</p>	<p>Increase, record and assess the number of staff trained as mentees and the number of staff being mentored.</p> <p><i>To ensure staff of all genders (academic and PS) can access an even, flexible, personable and effective mentoring programme.</i></p>	<ol style="list-style-type: none"> 1. Invite established staff to take up mentoring. 2. Develop a Departmental database of un/trained mentors and mentees by gender, by grade and by role. 3. Invite staff to complete 'Coaching at Lancaster' training to become mentors. 4. Publicise the Departmental mentoring programme at Induction, at PDRs and on Departmental notice boards, website and electronic newsletter. 	<p>Sept 2019 onwards</p>	<p>Deputy HoD and DO</p>	<p>80%:65 staff (increased from c16%:13) participated in the formal Departmental mentoring programme as mentees and/or mentors by December 2021.</p> <p>50%: 40 staff completed 'Coaching at</p>

					Lancaster' training by Dec. 2021.
5.3.7	<p>Record and assess (with the Research Support Office) future patterns in funding awards, success rates and average award value for gender bias; develop and assess appropriate mechanisms to prevent any bias.</p> <p><i>To understand the reasons for the gender differences in staff funding success and award value and prevent bias.</i></p>	<ol style="list-style-type: none"> 1. Record and investigate (with the Research Support Office) the gendered patterns in funding awards, success rates and average award value. 2. Develop mechanisms to reduce any gender bias. 3. Assess quantitative data to evaluate impact of mechanisms on gendered patterns in awards, success rate and award value. 	Sept 2019 – Sept 2020	Research Director	<p>Established evidence of reasons for gender differences in funding awards.</p> <p>Evidence reported to Institution via the Research Support Office and Faculty EDI Committee.</p> <p>Departmental mechanisms implemented and assessed; no evidence of gender bias in funding awards, success rates and value.</p>
5.5.1 HIGH PRIORITY	<p>Initiate a new role of Departmental Wellbeing Ambassador and assess staff</p>	<ol style="list-style-type: none"> 1. Appoint staff member to role of Departmental Wellbeing Ambassador who reports to HoD and feeds into SAT. 2. Carry out focus groups with representatives from different Departmental staff and student groups to 	<ol style="list-style-type: none"> 1. by August 2019. 2. by Dec. 2019 	<ol style="list-style-type: none"> 1. HoD 2-9 Wellbeing Ambassador 	<p>100% staff survey respondents (beginning March 2021) report they feel their wellbeing</p>

	<p>awareness of the role.</p> <p><i>To raise visibility of, and increase value of, attention to staff wellbeing.</i></p>	<p>determine their needs in relation to wellbeing and develop a full job description for the role.</p> <ol style="list-style-type: none"> 3. Publicise the role of Wellbeing Ambassador through posters on Department notice boards, website, electronic newsletter and in departmental meetings. 4. Ambassador to offer weekly ‘surgeries’ to all staff and students to respond to queries. 5. Initiate 1 targeted wellbeing campaign per term (e.g. ‘Desk-less Lunch’, ‘Coffee get together’, ‘Walking Meetings’). 6. Distribute information about University activities, events, policies and information related to promoting wellbeing and contribute to LU Health and Wellbeing Events. 7. Request representation on new Faculty EDI committee to feed into, and be informed by, the work of that committee on wellbeing. 8. Review the Department workload model to ensure it supports work-life balance for all. 9. Monitor impact of the forthcoming university policy on work-life balance on the Department and its staff. 	3-9. Jan 2020 onwards		is valued by the Department and they can access support as required.
5.5.2 MEDIUM PRIORITY	Develop and assess a Departmental breastfeeding policy and feed to	<ol style="list-style-type: none"> 1. Gather feedback from staff on breastfeeding and pumping policy and experiences, including 	Sept 2019 – June 2020	SAT members and Wellbeing Ambassador	Department policy on support for

	<p>Faculty EDI Committee.</p> <p><i>To support staff (and students) preparing for, and during, breastfeeding and/or pumping when in the department</i></p>	<p>identification of changes needed to address needs and improvement related to University policy.</p> <ol style="list-style-type: none"> 2. Develop departmental list of breastfeeding buddies who have experience of breastfeed/pumping when returning to work/study. 3. Develop and display a factsheet that provides information on family friendly policies (including breast feeding and pumping), events and spaces. 4. Feed Departmental policy to Faculty EDI committee and HR. 			<p>breastfeeding implemented.</p> <p>100% of staff survey respondents for whom breastfeeding and pumping is relevant report annually (beginning March 2021) that they are supported prior to an once returned to work/study.</p>
<p>5.5.3</p> <p>MEDIUM PRIORITY</p>	<p>Develop and assess Departmental support for those receiving fertility treatment and share with EDI Committee.</p> <p><i>To support staff preparing for, and during, fertility treatment.</i></p>	<ol style="list-style-type: none"> 1. Gather feedback from staff on Departmental support during fertility treatment, including identification of institutional change to address needs and improvements related to University policy and practices. 2. Develop Department policy on support for those receiving fertility treatment. 3. Feed Departmental policy to Faculty EDI committee and HR. 	<p>Sept 2019 – June 2020</p>	<p>SAT members and Wellbeing Ambassador</p>	<p>Department policy on support for staff receiving fertility treatment implemented.</p> <p>100% of staff survey respondents for whom fertility treatment is relevant report annually (beginning March 2021) that they are supported.</p>

<p>5.5.4</p> <p>MEDIUM PRIORITY</p>	<p>Provide a statement to the EDI Committee to encourage the University to develop a policy around compassionate leave for those who experience miscarriage and stillbirth and assess impact of the statement.</p> <p><i>To clarify compassionate leave provision for staff who experience miscarriage and stillbirth</i></p>	<ol style="list-style-type: none"> 1. Conduct feedback sessions with relevant Departmental staff around how to improve the clarity and quality of University policy around compassionate leave following miscarriage and stillbirth. 2. Review strategies in other institutions. 3. Develop Departmental statement about compassionate leave following miscarriage and stillbirth. 4. Submit statement to Faculty EDI Committee and HR and monitor subsequent policy development or change. 	<p>Sept 2019 – June 2020</p>	<p>SAT members and Wellbeing Ambassador</p>	<p>Statement on best practice to provide support for those experiencing miscarriage and stillbirth developed and given to Faculty EDI Committee.</p> <p>Clear University policy on compassionate leave following miscarriage/stillbirth implemented and disseminated.</p>
<p>5.5.5</p> <p>MEDIUM PRIORITY</p>	<p>Carry out a focus group with parents about reasons for low up-take of KIT Days; (if necessary)develop</p>	<ol style="list-style-type: none"> 1. Gather evidence about staff awareness of KIT days through a focus group. 2. Establish demand and whether staff feel supported to apply, and analyse data for gender differences. 	<p>Sept 2019 – June 2020</p>	<p>SAT members and Wellbeing Ambassador</p>	<p>100% of staff survey respondents for whom this is relevant report annually (beginning March 2021) that</p>

	<p>and assess mechanisms to encourage take-up.</p> <p><i>To understand reasons for low take-up of KIT Days and determine need for further action.</i></p>	<ol style="list-style-type: none"> 3. Include information about KIT provision in PDR process. 4. Display AS factsheet that provides information on family friendly policies, events and spaces on the Department notice boards and web site. 			they are aware of, any feel able to request, KIT leave.
5.5.6 HIGH PRIORITY	<p>Develop, implement and evaluate a re-Induction process for staff returning from leave</p> <p><i>To ensure staff are supported in returning following leave.</i></p>	<ol style="list-style-type: none"> 1. Complete interviews with staff returned in the last 3 years about the ideal content of a re-induction process. 2. Design and implement a re-induction process for all returning staff to undergo within 2 weeks of returning. 3. Carry out follow-up interviews with the returning staff members to evaluate the re-induction process. 4. Review and revise the process in relation to the feedback. 	<p>1 /2 by Dec 2019.</p> <p>3 /4 by June 2020.</p>	<p>SAT member to develop, review and assess.</p> <p>DO and HoD to implement.</p>	<p>Re-Induction process implemented.</p> <p>100% of staff survey respondents who have returned following leave report in annual survey (beginning March 2021) that the re-induction process prepares them well to return.</p>
5.5.7	<p>Carry out a focus group with PGR students to explore ways to alleviate their costs for pre-</p>	<ol style="list-style-type: none"> 1. Carry out a focus group with PGR students who are parents of pre-school children to assess their needs in relation to pre-school childcare provision. 	<p>Sept 2019 – Sept 2020</p>	<p>SAT members</p>	<p>Departmental policy on financial support for PGR student parents of pre-school children</p>

	<p>school childcare. Share findings with Faculty PG and EDI Committee and assess impact.</p> <p><i>To support PGR parents of pre-school children to progress their careers.</i></p>	<ol style="list-style-type: none"> 2. Carry out a focus group with PGR students who are parents of older children to assess their strategies for funding pre-school childcare. 3. Review mechanisms in place at other Universities in relation to support for PGR student parents of pre-school children. 4. Produce a Departmental statement about PGR student needs in relation to pre-school childcare and various mechanisms of support, including financial. 5. Submit statement to Faculty PG Committee, EDI Committee and the University Pre-School Centre. 6. Monitor subsequent policy development and/or implementation of Departmental, Faculty and Institutional support mechanisms. 			developed and implemented.
5.5.8 MEDIUM PRIORITY	<p>Implement mechanisms to inform and support staff about flexible working; how to make requests, various options and the possible implications. Assess their impact.</p>	<ol style="list-style-type: none"> 1. Develop a Departmental factsheet about flexible working detailing: how to make a request, examples of flexible working arrangements, and possible implications. 2. Display the factsheet on Departmental notice Boards and website. 3. Include the factsheet in staff (re)induction and PDR. 4. Work with HR to broaden the range of reasons and definitions of flexible working. 	Sept 2019 – September 2020	Wellbeing Ambassador	100% of staff survey respondents annually (beginning March 2021) report that they feel informed about options for flexible working and that the request process

	<i>To ensure staff feel informed and able to request changes to their working hours.</i>				is fair and transparent.
Department Organisation and Culture					
5.6.1	<p>Initiate and participate in cross-Faculty activities promoting gender equality.</p> <p><i>To disseminate Departmental best practice around a culture of gender equality across the Institution.</i></p>	<ol style="list-style-type: none"> 1. At least 1 member of staff to participate in the newly established Faculty EDI committee. 2. DASL and DPSL to feed information to AS Institutional SAT (ISAT). 3. At least 2 members of staff to participate in the Lancaster University Women’s Network and feedback to Department Committees. 4. Staff initiate at least 1 cross-Faculty event per year focused on gender equality. 5. At least 5 members of staff to participate in cross-Faculty events on gender equality such as organised by University Student’s Union Feminist Society, University College Union and/or the University Gender Pay Gap task group. 6. Record and celebrate participation in Department and Institutional events and activities about gender equality. 	On-going throughout	SAT members and Equal Opportunities and Disability Lead	Departmental staff initiated at least 1 cross-Faculty activity/event per year about gender equality and at least 15 members of staff annually participated in at least 1 cross-Faculty activities focused on gender equality.

<p>5.6.2</p> <p>MEDIUM PRIORITY</p>	<p>Invite men in the Department to participate in Departmental gender equality events and activities; record participation and assess.</p> <p><i>To ensure all staff are invested in AS principles and gender equality.</i></p>	<ol style="list-style-type: none"> 1. Carry out a focus group with men academic staff to explore their key agendas in relation to gender equality and how their engagement in Departmental activities and events could be increased. 2. Proactively invite more men from the Department to contribute to specific events and actions around gender equality and Athena SWAN. 3. Keep a record of all Departmental events about gender equality and of the gender of those involved in organising and presenting them. 	<p>Sept 2019 – June 2021</p>	<p>SAT members</p>	<p>Increased participation of men staff in Departmental gender equality events, actions and conversations so that at least 1 man participates in the organisation and/or presentation of each event.</p> <p>100% staff survey respondents annually (beginning March 2020) report that all staff are committed to gender equality.</p>
<p>5.6.3</p> <p>HIGH PRIORITY</p>	<p>Raise visibility of Departmental policy on staff-student and staff-staff relationships, and increase information about available support</p>	<ol style="list-style-type: none"> 1. Organise a staff event with input from the Employee Assistance Programme and HR which outlines how the Department defines ‘bullying’, ‘harassment’ and ‘sexual misconduct’ and explains how staff and students can report incidents or concerns. 2. Publicise the availability of the Departmental Equal Opportunities and Disability Lead on the Departmental 	<p>Sept 2019 - June 2020</p>	<p>Equal Opportunities and Disability Lead</p>	<p>100% staff report being aware of bullying, harassment and misconduct policies and how to report and to access support.</p>

	<p>for those experiencing inappropriate behaviour. Assess impact of actions.</p> <p><i>To ensure all staff can identify bullying, harassment and misconduct and there is Departmental zero-tolerance of inappropriate behaviour.</i></p>	<p>webpage, notice boards and in electronic newsletters and ensure that staff know who the named contacts are.</p> <p>3. Display Departmental policy on Staff-Student and on Staff-Staff Relationships and Conduct on notice boards and web site and ensure it is communicated to all students and all staff at induction.</p> <p>4. Link with work in other Departments who are leading on this, such as Lancaster Institute for Contemporary Arts, to share and develop expertise.</p> <p>5. Promote adoption of the Departmental policy at Institutional levels through feeding it to the Faculty EDI committee.</p>			
5.6.4 MEDIUM PRIORITY	<p>Invite men to take on Departmental roles explicitly related to work on equalities (AS Lead, Equal Opportunities and Disabilities Lead, Mental Health Ambassador and Wellbeing Ambassador).</p>	<ol style="list-style-type: none"> 1. Ensure the work of men staff in relation to promoting gender equality is celebrated in the Department through announcements on Departmental web site, notice boards, social media and in meetings. 2. Proactively encourage men to take up training in gender equality. 3. Review gender of those in roles explicitly related to promoting equality every 3 years (or when roles change). 	Aug 2019 – Aug 2022	HoD and Deputy HoD	2 men and 2 women in the roles of AS Lead, Equal Opportunities and Disabilities Lead, Mental Health Ambassador and Wellbeing Ambassador by August 2022.

		4. Invite men to take-up the roles explicitly related to work on equalities and encourage men to consider taking on these roles at their PDR.			
5.6.5	<p>Increase number of women serving on influential committees external to the Department.</p> <p><i>To support women to take on leadership roles.</i></p>	<ol style="list-style-type: none"> 1. Evaluate membership and chairs of influential External committees by gender annually (or when roles change). 2. Formalise a system of rotation/role sharing of representation on external committees. 3. Ensure the work of women in leadership roles is celebrated in the Department through announcements on Departmental web site, notice boards, social media and in meetings. 4. Promote leadership training opportunities across the Department to all staff. 5. Encourage women to consider taking on external leadership roles during their PDR and link explicitly with 'service' promotion criteria. 6. Form a Department women's leadership group to share experiences of leadership roles and provide support taking on roles on influential external committees. 7. Encourage women staff to join Lancaster Women's Network. 	September 2019 onwards	HoD and SAT members	Number of women serving on influential external committees increased to 7 (58%), more representative of the gender split in the Department (67% women) by September 2021.

5.6.6	<p>Evaluate and revise the annual workload document and model for gender equality.</p> <p><i>To ensure workload is monitored and is gender equal.</i></p>	<ol style="list-style-type: none"> 1. Review the workload document at each refresh to ensure equity related to the points. 2. Ensure adequate points are allocated for those roles that have high hidden (pastoral, administrative) work load. 3. Ensure that pastoral and administrative roles are regularly rotated and that the rotation is equitable in terms of gender. 4. Develop fuller descriptions of service roles and handover notes to ensure that all staff know what is involved and are able to ensure continuity of service. 5. Initiate a Faculty-wide initiative, via the Faculty EDI, to recognize the pastoral and administrative work of Departments and to give these components more visibility in promotions guidance. 	<p>1/2/3 Annually in June</p> <p>4/5 Aug – Dec 2020</p>	HoD and DO	Workload allocation and model has no gender bias.
5.6.7 HIGH PRIORITY	<p>Train all Chairs of meetings to keep to scheduled planned meeting hours; monitor and assess when the meetings run over.</p> <p><i>To maintain core working hours.</i></p>	<ol style="list-style-type: none"> 1. Organise annual training on how to Chair a meeting, including time keeping. Invite all staff to participate. 2. At the start of each meeting state that if meetings over-run staff are not expected to stay and that Departmental policy is to maintain core working hours. 3. Record and assess the end time of meetings in the minutes. 	Annually in October 2019 and then on-going.	SAT members and DO	<p>100% of Chairs trained by September 2021.</p> <p>100% meetings end at scheduled time from October 2019.</p>

<p>5.6.8</p> <p>HIGH PRIORITY</p>	<p>Implement and assess a programme of regular, inclusive social events for academic and PS staff.</p> <p><i>To reduce sense of Departmental split between academics and PS staff.</i></p>	<ol style="list-style-type: none"> 1. Timetable and organise a programme of regular social events throughout the year that are inclusive of all staff, in terms of venue, activity and timings. 2. Encourage increased use of shared social spaces for informal daily gatherings. 	<p>Timetable annually in in Aug. beginning 2019 and then on-going events</p>	<p>DO and SAT members</p>	<p>80% PS staff and 80% academic staff attend events.</p> <p>100% staff report a sense of collegiality between all members of the Department in annual staff survey (beginning March 2022).</p>
<p>5.6.9</p>	<p>Record, review and assess gender of speakers at our events.</p> <p><i>To ensure diverse range of role models are represented at Departmental events.</i></p>	<ol style="list-style-type: none"> 1. All staff to have a presence at recruitment events to represent diversity of the staff body to prospective students. 2. Collect and assess and respond to student and staff feedback on the range of role models that are visible in the Department. 3. Record and evaluate data on gender of speakers at Departmental events. 4. On-going review of Departmental publicity material, social media and webpages to ensure diverse role models are represented. 	<ol style="list-style-type: none"> 1. Feb 2019 onwards 2. Feb 2020 3. Aug 2019 onwards 4. By Dec 2019 	<ol style="list-style-type: none"> 1. Admissions and Recruitment Director 2./3/4 SAT member 	<p>100% student and staff respondents to annual surveys (beginning March 2020) report that Departmental role models represent a diversity of genders.</p> <p>All genders are represented equally as speakers at Departmental events</p>

5.6.10	<p>Record, review and assess student experiences of the outreach work of the Department in relation to gender diversity.</p> <p><i>To ensure outreach work is experienced by students as gender diverse and promote equality.</i></p>	<ol style="list-style-type: none"> 1. Work with the Faculty Outreach Team to ensure student feedback questionnaires and interviews on our programme of outreach activities include questions about the impact of the activities on widening participation and gender diversity. 2. Review feedback following each event. Provide assessment to the SAT of student feedback and any actions required. 	Feb 2019 – June 2020. Report to SAT September 2020.	Admissions and Recruitment Director (with the Faculty Outreach)	100% students report that our outreach events are inclusive and gender diverse.
7.1.1 HIGH PRIORITY	<p>Ensure students and staff are aware that they can change their gender identity on their records.</p> <p><i>To promote gender self-identification, diversity and fluidity as a norm.</i></p>	<ol style="list-style-type: none"> 1. Work with Student Registry and HR to ensure students and staff are aware that they can change their gender identity on their records. 2. Display information on our notice boards and at induction events about the range of gender markers. 3. Organise at least 1 cross-Faculty event per year for staff and students focused on gender fluidity, diversity and non-binary genders. 4. Extend teaching about trans and non-binary genders across all programmes. 5. Try to have Departmental role models who identify as trans and non-binary gender. 	Begin September 2019 then on-going.	SAT members and Department Equal Opportunities and Disabilities Lead.	100% student and staff respondents to annual surveys (beginning March 2020) report that the Department supports gender self-identification, diversity and fluidity.

7.1.2	<p>Promote interaction between PS and academic staff and lobby the Institution to increase support for career progression of PS staff.</p> <p><i>To promote a sense of equality and mutual respect between PS and Academic staff.</i></p>	<ol style="list-style-type: none"> 1. All PS and Academic staff to move to the same floor to promote cohesion and interaction. 2. PS staff to be located in one large office to promote interaction between PS staff and between PS staff and academic staff. 3. Move the stationary cupboard and staff mail pigeon holes to the PS room to encourage informal interaction between academic and PS staff. 4. Encourage use of social spaces by all staff including weekly Departmental coffee. 5. Departmental staff continue to feed into Faculty and Institutional initiatives including the Professional Services Project and the Gender Pay Gap Task Group. 	June 2019 – August 2020	HoD and DO	100% staff respondents to annual surveys (beginning March 2020) report a sense of equality and mutual respect between PS staff and academic staff.
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