



Department Application

Bronze Award



Name of institution	University of Hertfordshire	
Department	Creative Arts	
Focus of department	AHSSBL	
Date of application	30.11.17	
Award Level	Bronze	
Institution Athena SWAN award	Date: November 2014	Level: Bronze
Contact for application <small>Must be based in the department</small>		
Email		
Telephone		
Departmental website	http://www.herts.ac.uk/apply/schools-of-study/creative-arts	

Creative Arts Athena Swan Bronze Submission

Glossary of terms

AM	Academic Manager
AS	Athena SWAN
CPD	Continued Professional Development
CPAD	Continuing Professional Academic Development
EIWG	Equality and Inclusivity Working Group
F	Female
FT	Full-Time staff
FTE	Full-Time Equivalent
HE	Higher Education
HR	Human Resources
KIT	Keeping In Touch
M	Male
PG	Postgraduate
PL	Principal Lecturer
PT	Part-Time staff
RIS	Research Information System
SAC	School Academic Committee
SAT	Self-Assessment Team
SEG	Senior Executive Group
SG	Subject Group
SGL	Subject Group Leader
SL	Senior Lecturer
SoCA	School of Creative Arts
SPLIT	Shared Parental Leave In Touch
UH	University of Hertfordshire
UG	Undergraduate
VL	Visiting Lecturer

Ms R Gilligan
Athena SWAN Manager, ECU
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

22 November 2017

Dear Ms Gilligan

I am writing to express my commitment to the Athena SWAN (AS) approach for the School of Creative Arts (SoCA) at the University of Hertfordshire (UH). In making the ongoing effort to address gender inequality, the Self-Assessment Team (SAT) and other members of the School have gone through a process of raising awareness. The SAT is a sub-group of the Senior Executive Group (SEG). We now have an evidence-base for debate and for identification of strengths, challenges and opportunities. We have gained the buy-in of academic and professional leaders, through work at SEG and with programme leaders, and the action plan fits into and realises many of the strategic aims of the School.

AS assessment has benefitted from diversity within the SAT, steering several moves in a more positively inclusive direction. These include:

- Promotion of our first female Professor
- Two female lecturers close to Readership success
- Changing the academic management team from 1F:8M to 3F:8M
- Launching our own post-doctoral mentoring programme which has equal F:M participants
- The Equality and Inclusion Team (EIT) launched to ensure implementation of the action plan and embed equality and gender considerations within the culture and vision of the School
- 89 people 35F:54M attended SoCA Unconscious Bias session June 2017

In addition, there have been strong benefits from the involvement of three specific individuals:

- Myself as a female Dean in SoCA who has been able to present the case for change to the senior executive team;
- Maria Thomas, a specialist from the music industry and original AS Champion who, since undertaking the AS role, has been promoted to Programme Leader of Music Industry Management programme;
- Lyndsay Duthie, the current Champion and film and television producer who manages one of the largest programmes.

Maria and Lyndsay have both been able to bring knowledge from outside the University sector.

We recognise that challenges remain, which include:

- A further awareness of intersectionality
- Overcoming gender bias in industries from which we draw staff

- Comparison of staff gender ratio with student ratios
- Moving towards a 50%:50% ratio in Visiting Lecturers (VLs)

The AS action plan is a thorough document, however I would like to highlight some of the crucial objectives which are:

- To increase the pipeline of diverse candidates at the point of recruitment
- To more actively develop the female talent of UH7 and UH8 academic staff eliminating gender bias in promotion to Principal Lecturer UH9
- To develop potential female leadership and management of UH8 and UH9 academic staff
- To develop a more inclusive staffing body within VLs and externals undertaking 10 hours or less who are likely to significant role models for students
- To relate these objectives to the biases and industry contexts of the subject groups – the diversity of which has been one of the main discoveries

We are committed to eliminating gender bias and to continuing to develop an organisational culture valuing all staff and students. I can confirm that that the information presented in this application is an honest, accurate and true representation of the School.

Yours sincerely,



Judy Glasman BA MSc PGCE MBA FHEA
Dean of School of Creative Arts

(499 words)

2. Description of Department (500 words)

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

Introduction to the School

The School in its current format was set up in 2009 and brought together the Subject Groups (SGs). A key issue in the School is the large proportion of male staff throughout at 62%. This is represented at an even higher proportion within the leadership team where from 2015/16, 8 out of 9 Academic Managers (AMs) were male at the start of the AS process. Within research leadership, which includes Professors and Readers, 4 out of 6 were male and there were no female Professors at the start of the AS process. There are more equal distributions of gender within roles which do not carry a fixed grading but are important to the work of the School, such as Programme Leaders (PLs) 8F:12M and Research Group Leaders (RGLs) 3F:1M.

We have 5 academic SGs (Design, Music, Screen and Visual Arts) and the Postgraduate Group. Each academic group is led by a Subject Group Leader (SGL) or Postgraduate Coordinator in the case of the PG Group, which oversees Postgraduate Taught (PGT) programmes. Postgraduate Research (PGR) is overseen by a University team working with our PG Tutor (F).

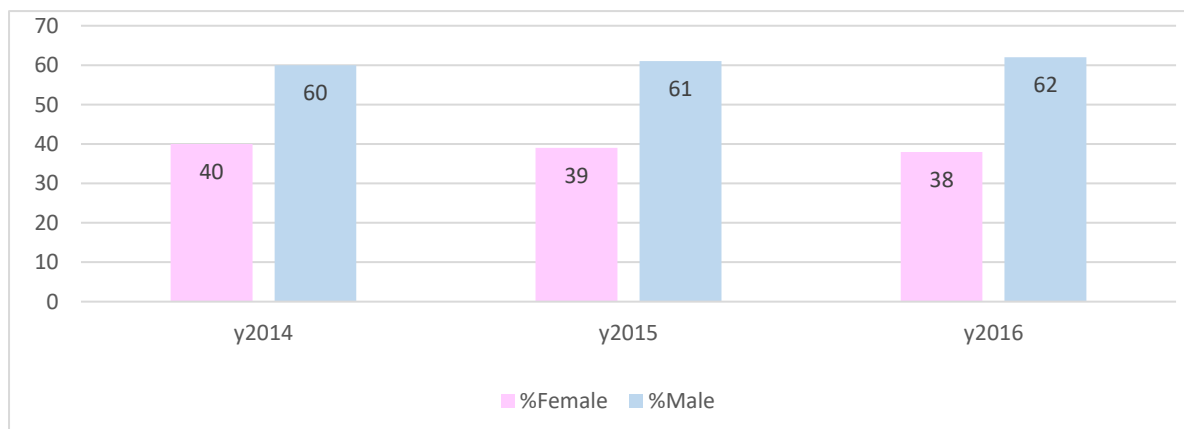
SoCA employs a variety of academic staff who bring different strengths from industry, education and individual creative practice as artists or designers. Many of the part-time staff have portfolio careers combining teaching and practice. In addition, the School employs VLs who bring current industry expertise. Around 23 FTE of staffing is made up of VLs undertaking anything from 10 to 200 hours of work per year (See section 4.2(ii)).

Academic and Professional Staff

In 2015/16 the School was composed of 135 staff by headcount (51F:84M). 91 staff (30F:61M) are classed as academic, 2 (M) as research and 44 (22F:22M) as professional. The use of VLs is integral to the School and in 2015/16 there were 149 VLs (71F:78M).¹ The overall staff gender split has remained fairly constant across the 3 years with 38 – 40% female staff and 60 – 62% male staff.

	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Staff	51 (40%)	48 (39%)	51 (38%)	75 (60%)	76 (61%)	84 (62%)	126	124	135

Table1: Total staff in SoCA by gender 2014-2016



¹ Data in the tables does not include Visiting Lecturers (VLs)

Chart 1: Total staff in SoCA by gender (%) 2014-2016

Gender balance within academic and research staff remained fairly constant at 32 – 33% female and 67 – 68% male from 2014-16. This is discussed further in Section 4.2. (i).

Academic & Research	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Total	30 (33%)	28 (32%)	30 (32%)	62 (67%)	61 (68%)	63 (68%)	92	89	93

Table 2: Academic and research staff in SoCA by gender 2014-2016

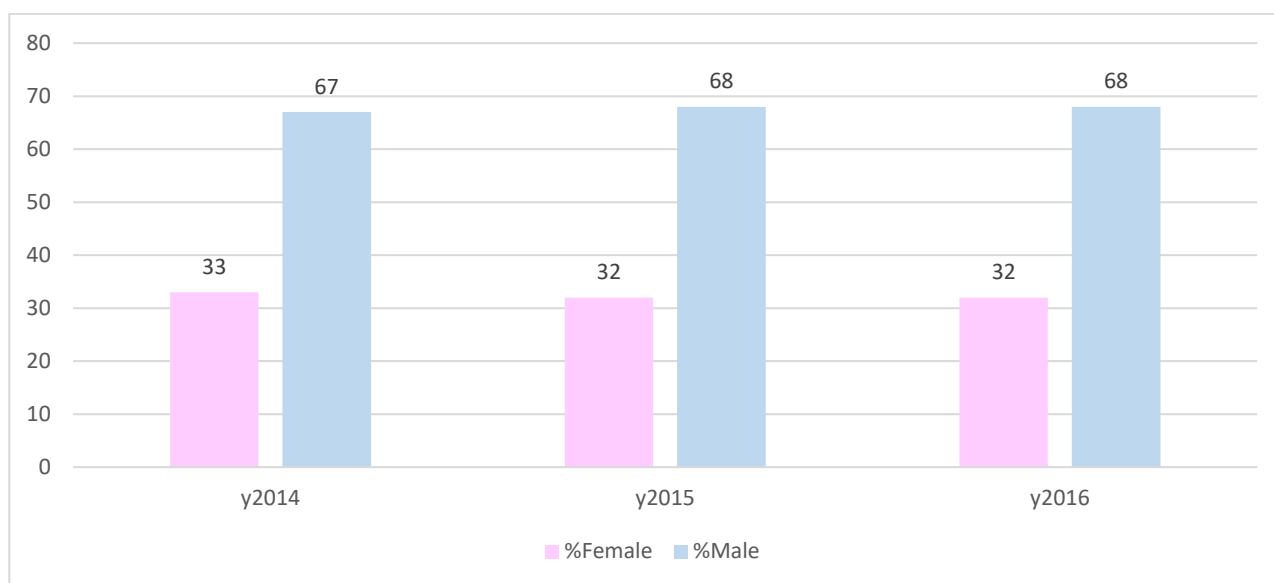


Chart 2: Academic and research staff in SoCA by gender 2014-2016

Subject Group	Awards	Subject Group Leader
Design	<ul style="list-style-type: none"> Design Crafts: Textiles BA (Hons) Design Crafts: Ceramics and Glass BA (Hons) Design Crafts: Jewellery BA (Hons) Fashion Design BA (Hons) Fashion and Fashion Business BA (Hons) Graphic Design BA (Hons) Illustration BA (Hons) Interior Architecture and Design BA (Hons) Product and Industrial Design BA (Hons) Model Design (Model Effects BA (Hons) Model Design (Character and Creative Effects) BA (Hons) Model Design (Special Effects) BA (Hons) 	Dr. Shaun Borstrock (M)
Music	<ul style="list-style-type: none"> Music Composition and Technology BSc Hons Music Composition and Technology for Film and Games BSc Hons Song writing and Music Production BSc Hons Audio Recording and Production BSc Hons Music Technology BSc (Hons) Sound Design Technology BSc Hons 	Professor Tim Blinko (M)

	<ul style="list-style-type: none"> • Music Industry Management BA Hons 	
Post Graduate Creative Arts	<ul style="list-style-type: none"> • MA Fine Art • MA Contemporary Textiles • Art Therapy MA • University Certificate Arts Therapy and Wellbeing Foundation • MA Graphic Design • MA Illustration • MA Graphic Design (online) • MA Illustration (online) • MA Product Design • MA Fashion • MA Interior Architecture and Design • MA Experience Design • Music Composition for Film and Media MSc • Music and Sound Technology (Audio Engineering) MSc • Music and Sound Technology (Audio Programming) MSc • MA Film & TV Production • MA Games Art and Design • MA Digital Media Arts • MA Experience Design • MA Animation • MA Fine Art • MA Contemporary Textiles 	Dr Ian Willcock (M)
Screen	<ul style="list-style-type: none"> • Film and Television Production BA Hons • Digital Media Design BA (Hons) • Model Design (Model Effects) BA (Hons) • Model Design (Special Effects) BA (Hons) • Model Design (Character and Creative Effects) BA (Hons) • 2D Animation and Character for Digital Media BA (Hons) • 3D Computer Animation and Modelling BA (Hons) • 3D Games Art and Design BA (Hons) • Visual Effects for Film and Television BA (Hons) 	Professor Peter Richardson (M)
Visual Arts	<ul style="list-style-type: none"> • BA (Hons) Fine Art • BA (Hons) Photography 	Dr Thea Costantino (F)

Table 3: Breakdown of SG awards and Leaders

Gender balance by headcount within the professional team (made up of administrative and the larger group of technical staff) has seen some fluctuation, moving from a more female team (57-58%) to an equally balanced team of 50:50 in 2016, a result of the digital technologies team joining SoCA from Library and Computer Services (see more detail in section 7).

	Female			Male			Total		
Professional	2014	2015	2016	2014	2015	2016	2014	2015	2016
Total	20	20	22	14	15	22	34	35	44
	(58%)	(57%)	(50%)	(42%)	(43%)	(50%)			

Table 4: Professional staff in SoCA by gender 2014 – 2016

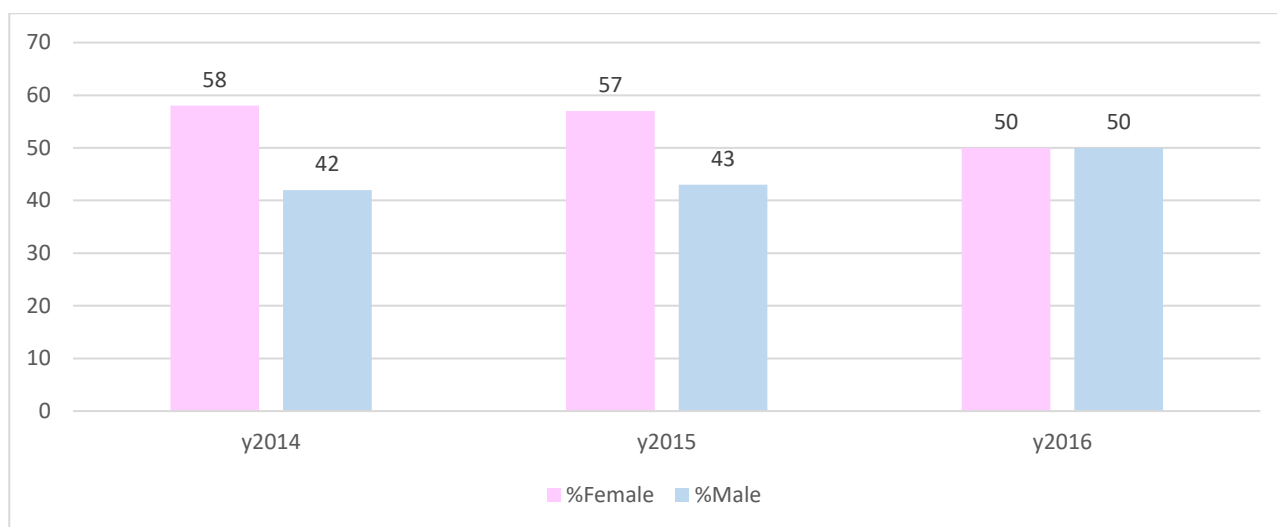


Chart 3: Professional staff in SoCA by gender 2014 – 2016 (%)

Students

Student gender balance has been fairly consistent, but with a higher percentage of males studying undergraduate (UG) programmes and a higher percentage of females studying PGT programmes (See section 4.1).

Student proportions of female to male students have been almost equal for the last 3 years, and reached 50:50 in 2016. This figure disguises differences at SG level, which is discussed further in section 4.2(ii).

Students	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UG	901 (47%)	886 (46.5%)	1016 (48%)	1029 (53%)	1021 (53.5%)	1093 (52%)	1930	1907	2109
PG	114 (62%)	123 (65%)	137 (66.5%)	69 (38%)	66 (35%)	69 (33.5%)	183	189	206
Total	1015 (48%)	1009 (48%)	1153 (50%)	1098 (52%)	1087 (52%)	1162 (50%)	2113	2096	2315

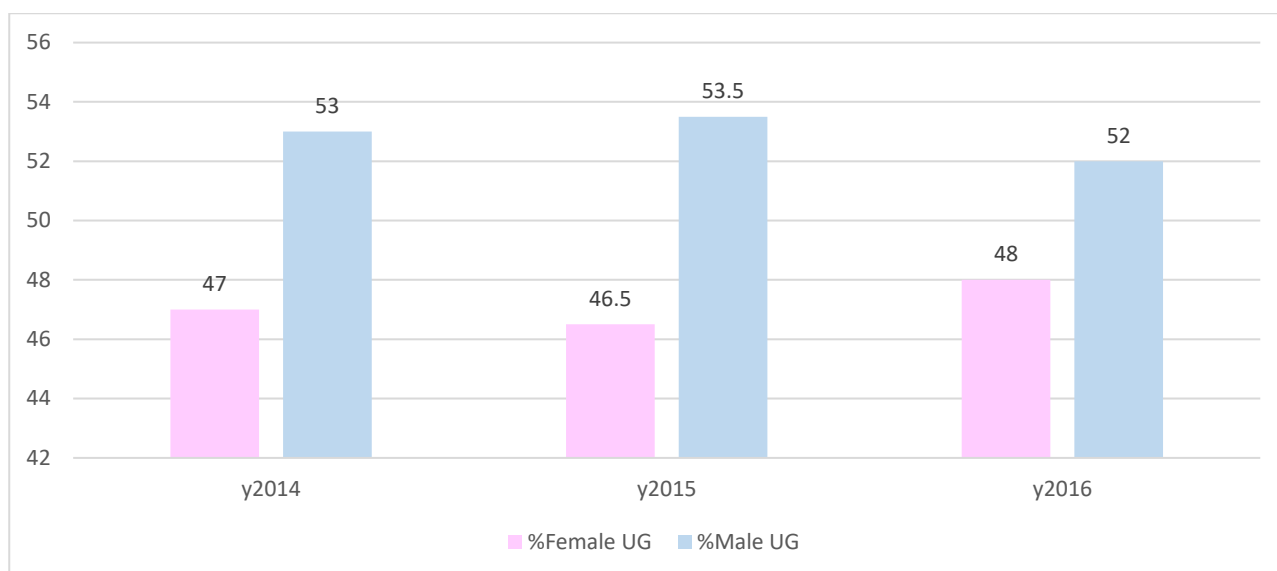


Chart 4: UG Total students in SoCA by gender 2014-2016 (%)

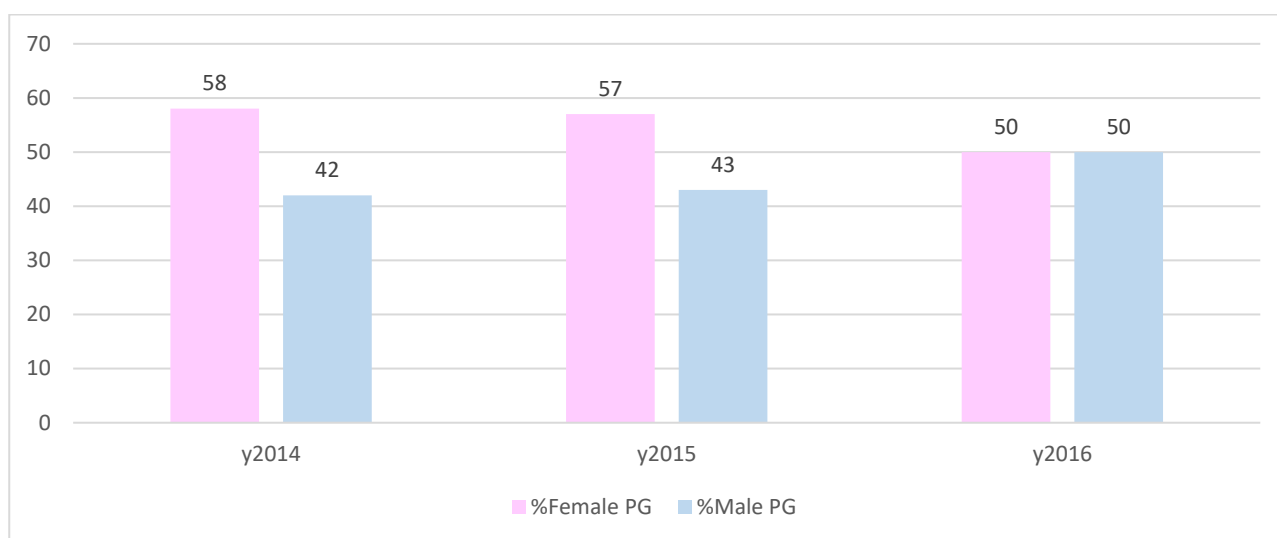


Chart 5: PG: Total students in SoCA by gender 2014-2016 (%)

(494 words)

3. The Self-Assessment Process (1,000 words)

Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

To begin the self-assessment process for the School's Bronze submission, the Dean of SoCA appointed an AS Champion and formed the SAT. Volunteer members were sought through an all-staff email and personal conversations, with the first full meeting being held in December 2015.

The SAT is chaired by the Dean and made up of a diverse group representing different disciplines, working modes and levels of responsibility who are drawn from academic (3F:3M), professional/technical and administrative staff (3F:3M). We note the difference between the SAT gender ratio and that of the School (AP3.i.2).

Name	Role	Work-life balance / promotions / Biographical data
Prof Steven Adams (M)	Associate Dean Research	Dual career household, child under 10. FT with some flexible working agreed.
Regina (Reggie) Bartlett (F)	Photography Technician	FT, dual income household, one son grown up
Prof Tim Blinko (M)	Professor of Music, Head of Music	Dual income household. One adult & one school-age child. FT Professor & Head of Music.
Lyndsay Duthie (F)	Principal Lecturer, Programme Leader Film and Television, AS Champion since May 2017	Works FT in academia alongside professional practice in TV and as an author. One 12-year-old son.
Judy Glasman (F)	Dean of School	Dual career household. Two adult children, works FT.
Dr Sarah Goler Solecki (F)	AS Officer	Dual career household, works FT flexibly. Completed PhD after birth of son, now pre-school age.
Claire Hartridge (F)	School Administration Manager	One secondary school age son, two FT professional parents, two incomes. Some flexible working agreed.
Hitesh Jethwa (M)	Professional Staff, Student Administrator for: Music Composition & Technology, Music Industry Management, Music Technology.	Professional FT staff. Married, two sons at University. Volunteer BAPS London Temple and enjoys helping others.
Jak Kimsey (M)	Design & Media Officer	Single occupancy household, FT.
Maria Thomas (F)	Senior Lecturer, Acting Programme Leader for Music Industry Management, AS Champion up to April 2017	Works PT in academia alongside running a business. Single occupancy household, no caring responsibilities.
Karen Withers (F)	HR Manager (Business Partnering)	Works FT. Dual Career household, both at the University. One young child at the University nursery. Currently on maternity leave.
Michael Wright (M)	Programme Leader Fine Art	Dual career household, FT. Married, five children.

Table 6: Members of the SAT

From April 2017, Maria Thomas stepped down as AS Champion due to different demands as a result of her promotion, being replaced by Lyndsay Duthie. Both are now PLs and bring significant industry experience – Maria from the world of music industry and Lyndsay from her professional career as an award-winning TV producer who has served on the Board of Directors of Women in Film and TV. WFTV is the leading international organisation for women working in creative media, set up in 1989 to use positive action in a male-dominated industry.

(ii) An account of the self-assessment process

The SAT was set up as a working group, reporting to the SEG and the Programme Leaders Group (PLG). It featured specifically in the whole-School week-long development activities in June 2017, as well as in SG

away days where discussion of curriculum and gender equality took place – resulting in communication to all staff in the School. There were also additional meetings and spin-out groups from the SAT and AS was presented to the Student Representatives Group. The new AS monthly newsletter was sent out in November 2017, communicating with staff and students, explaining progress on AS and drawing attention to staff development opportunities (AP3.iii.2).

The Champion is a member of the central University AS SAT and the AS Champions' Network, providing an opportunity to share good practice and link between AS activities at School and University level.

Date	Main Agenda Items	Main decisions: to action
26 th November 2015	<ul style="list-style-type: none"> • Pre-SAT meeting 	<ul style="list-style-type: none"> • Form SAT
10 th December 2015	<ul style="list-style-type: none"> • Introduction to AS • Strengths and weaknesses of School • AS Process • Action plans 	<ul style="list-style-type: none"> • Summarise discussion of what we do well and what we could do better • Conduct review of action plans from other Schools • Data review • Further data analysis
13 th April 2016	<ul style="list-style-type: none"> • Summary of initial staff & student data • Discussion of initial actions 	
13 th September 2016	<ul style="list-style-type: none"> • Update on AS application plan • Student Recruitment • Student Experience • Staff Development • Maternity/Paternity/Parental Leave • Culture 	<ul style="list-style-type: none"> • Define staff development opportunities • Work on draft plan • Review other School submissions for good practice • Begin work on action plan • Confirm future meeting dates
2 nd November 2016	<ul style="list-style-type: none"> • Schedule for completing draft • Overview of current draft • Update on data • Staff Survey 	<ul style="list-style-type: none"> • Supply HR policy overview • Continued work on draft, data analysis
29 th November 2016	<ul style="list-style-type: none"> • Update on data 	<ul style="list-style-type: none"> • Edit and circulate staff survey • Continue data collection and analysis
10 th January 2017	<ul style="list-style-type: none"> • Discussion of Actions raised by submission document • Identification of additional data required 	<ul style="list-style-type: none"> • Put together full draft with action plan
10 th March 2017	<ul style="list-style-type: none"> • Overview of key data • Overview of current draft Action Plan 	
17 th November 2017	<ul style="list-style-type: none"> • Launch of EIT 	<ul style="list-style-type: none"> • Progress on AS action plan • Additional membership for EIT • Communications and newsletter • Towards SG action plans

Table 7: SAT agenda summaries and action points

Throughout the process, the Dean and Champions met regularly - 20 times in total - to analyse the data and primary research findings, identify good practice and develop action points for discussion by the SAT. Meetings also took place with the HR Business Partner.

Consultation exercises were also organised to gauge staff views on a broad range of issues covered by the submission, which helped to identify key areas for development and potential actions to address these (see Table 8).

Type of Activity	Key Personnel	Undertaken by / Disseminated to	Details
Reflection on current position – strengths / weaknesses of School	SAT members	SAT members 6F:6M	Fed into focus groups
Analysis of quantitative data	HR, School	Dean, Champion, HR Business Partner, SAT members (6F:6M)	
Presentations at 3 SEGs, 2 PLGs, 2 School Forums	Dean, Champion	Senior Executive Group (9M:6F), Programme Leaders Group (8F:12M), Student Rep Meeting	
School Forum June 2017 Unconscious Bias training	All staff	35F:54M	In addition to the 22 (12F:10M) staff who had already undertaken the training, brought total to 111 staff (47F:64M), 82% of staff
Focus groups / workshops at School Annual Development events	Facilitated by Champion, SAT members and Associate Deans	All Academic staff	Self-selection for discussion of 5 key themes
Online, anonymous Staff Survey Dec 2016-Jan 2017	Developed by SAT with advice from UH AS Officer	Available to all FT / PT permanent Academic and Professional Staff, did not include VLs	Response rate: 43 staff (32%) More information in table and chart below
Analysis of qualitative data	SAT members	Dean, Champion, HR Business Partner, SAT members	
Informal, confidential conversations with staff	Dean, Champion	Staff – self-selected	5 discussions (4F:1M) with Champion

Table 8: Summary of initial analysis, consultation and dissemination activities

Awareness-raising activities have made clear impact as 93% (17F:19M) of participants in the Staff Survey stated that they were aware that the School is submitting an AS application.

	Female		Male		Prefer not to say	Total
Total participants	20 (46.5%)		21 (49%)		2 (4.5%)	43
Academic	11 (44%)		14 (56%)		0	25
	8 FT	3 PT	10 FT	4 PT		
Professional	8 (57%)		5 (36%)		1 (7%)	14
	5 FT	3 PT	5 FT	0 PT	1FT	
Research	0		1 (50%) FT		1 (50%) FT	2
Undeclared	1 (50%) FT		1 (50%) FT		0	2

Table 9: Analysis of staff survey respondents

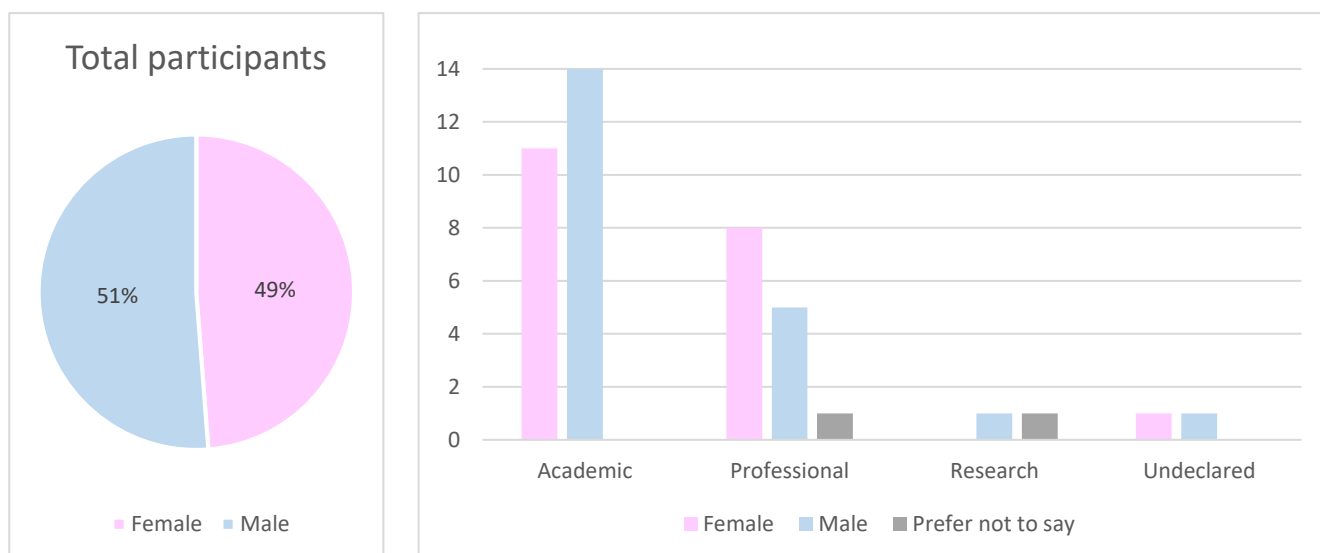


Chart 6: Analysis of staff survey respondents (Headcounts)

Where possible throughout the process, data has been benchmarked against national data and good practice both from the ECU and the AS Network.

The AS process has led, for the first time, to an understanding of the gender bias in the School within research leadership and the spectrum of academic staff. The bias within the senior academic management team had been evident and remains a challenge (AP4.2.i.2), though the SEG meetings also include Business Partners who are largely female who support key functions such as HR, finance and other administration.

As the data and actions have been discussed with the SEG and the PLG, decisions to support benchmarking of VL staffing have also been agreed prior to the full implementation of the action plan (AP4.2.i.1).

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

Going forward, the Dean and the EIT are committed to continually improving on its equality and inclusivity agenda. We intend to:

SAT changes

- Rename the SAT from November 2017 onward – Equality and Inclusion Team (EIT) – to better reflect the broadened remit of the AS Charter and capture work from the Race Equality Charter and commitment to the University's Equality Objectives (AP3.i.1).
- Seek more male representation for the EIT to ensure a gender balance reflective of the School as a whole (AP3.i.2).
- Rotate membership of the EIT and the Champion role, with members serving a minimum of 2 years to ensure continuity.
- Include membership of the EIT in the workload model to encourage wider participation (AP3.iii.1).
- Secure a male alternate for our female AS Champion and expand student representation.

Meeting and reporting

- Meet termly to monitor progress and evaluate the implementation and impact of the action plan, alongside considering the addition of new actions.
- Report to the Dean, SEG and SAC through the SEG (AP3.ii.1).
- Ensure working sub-groups meet on a more regular basis to address particular tasks and sections.
- Continue to feed School-level information to the Institutional SAT.

Communication and consultation

- A key action identified by the SAT is the importance of communication moving forward, both within and outside the School, drawing on internal and external advice (AP3.iii.6 and 7).
- Disseminate developments to all SoCA staff via School Development events, Programme Leader and Student Rep meetings, and the newsletter (AP3.iii.2 – 3.iii.4).
- Continue to assess staff views through biannual surveys in 2018 and 2020 (AP3.iii.5)
- Conduct student surveys and focus groups and hold AS drop-ins to gather further staff ideas and opinions.

(930 words)

4. A Picture of the Department (2,000 words)

4.1 Student data

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

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

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.

The School had 2,109 UG students in 2016, with the majority studying on a FT basis. The overall gender distribution of FT female and male students has become more balanced in 2016 (48%:52%M).

Student	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UG - FT	846 (46%)	831 (45.5%)	970 (48%)	1002 (54%)	998 (54.5%)	1055 (52%)	1848	1829	2025
UG - PT	55 (67%)	55 (70.5%)	46 (55%)	27 (33%)	23 (29.5%)	38 (45%)	82	78	84
UG -Total	901 (47%)	886 (46.5%)	1016 (48%)	1029 (53%)	1021 (53.5%)	1093 (52%)	1930	1907	2109

Table 10: FT and PT UG Students

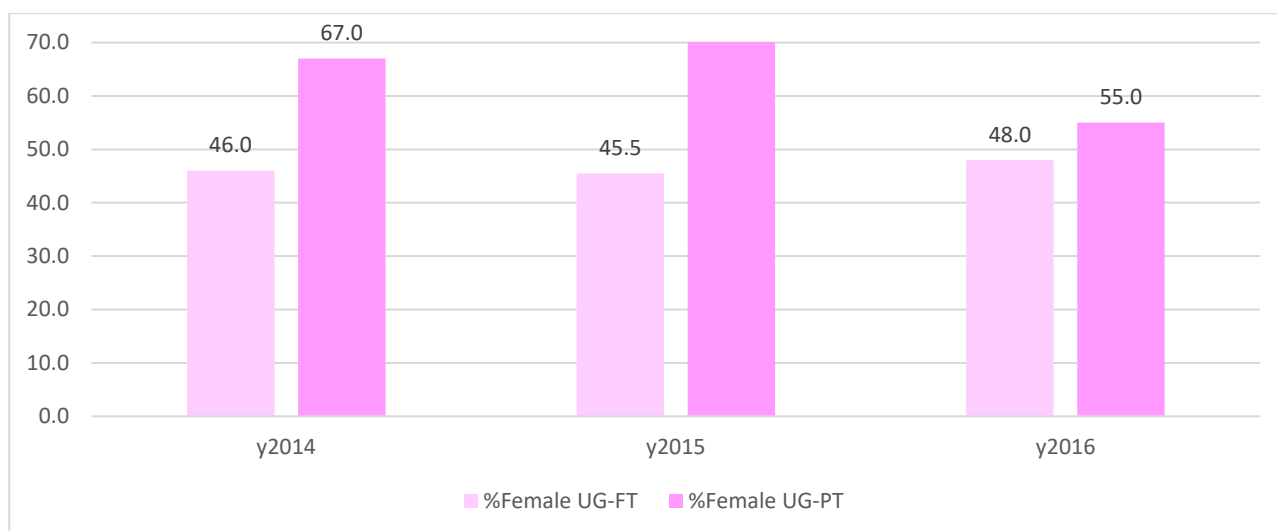


Chart 7: Female FT and PT* UG Students (%)

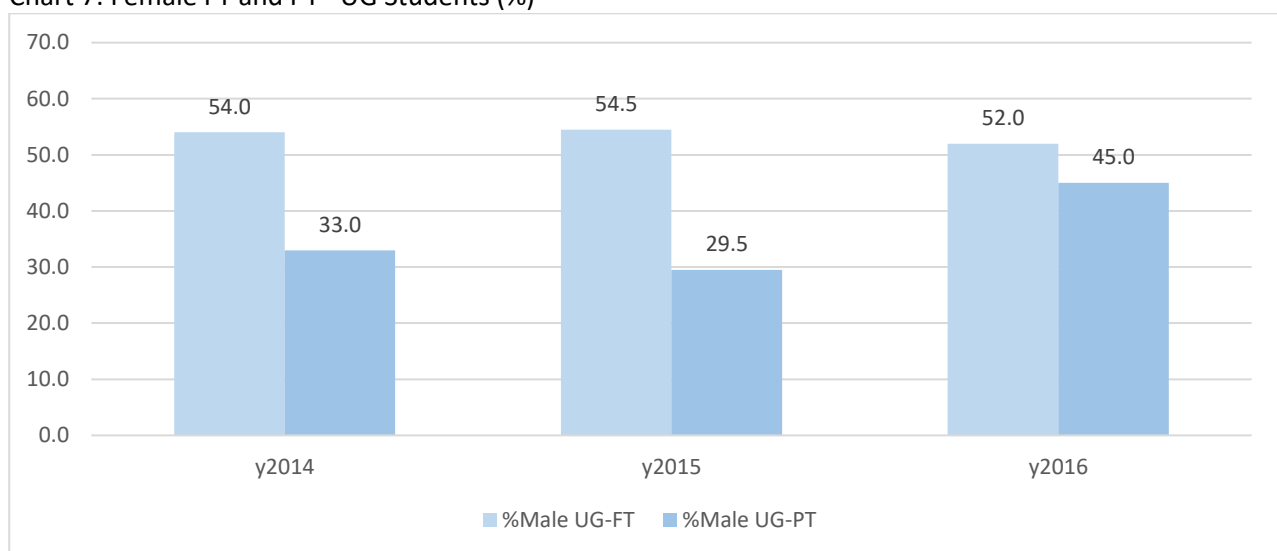


Chart 8: Male FT and PT* UG Students (%)

*note that PT students include both those registered over more than one year as well as those retaking modules

This figure varies considerably between the different SGs in SoCA (Table 11). For example, our student body in Design aligns with the sector norm (64%F:36%M - HESA 2016/17) at 62%F:38%M. The Visual Arts Group is predominantly female and the Music Group predominantly male, following sector norms. This has led the SAT to identify relevant actions to introduce a more gender-balanced range of VLs and unpaid senior speakers from industry and to identify wider intersectionality (AP4.2)

Subject Group	Female	Male	Total
Design	368 (62%)	222 (38%)	590
Music	97 (22%)	347 (78%)	444
PG Creative Arts	137 (66.5%)	69 (33.5%)	206
Screen	352 (42%)	483 (58%)	835
Visual Arts	199 (83%)	41 (17%)	240
Total	1153 (50%)	1162 (50%)	2315

Table 11: UG Students by SG 2015/16

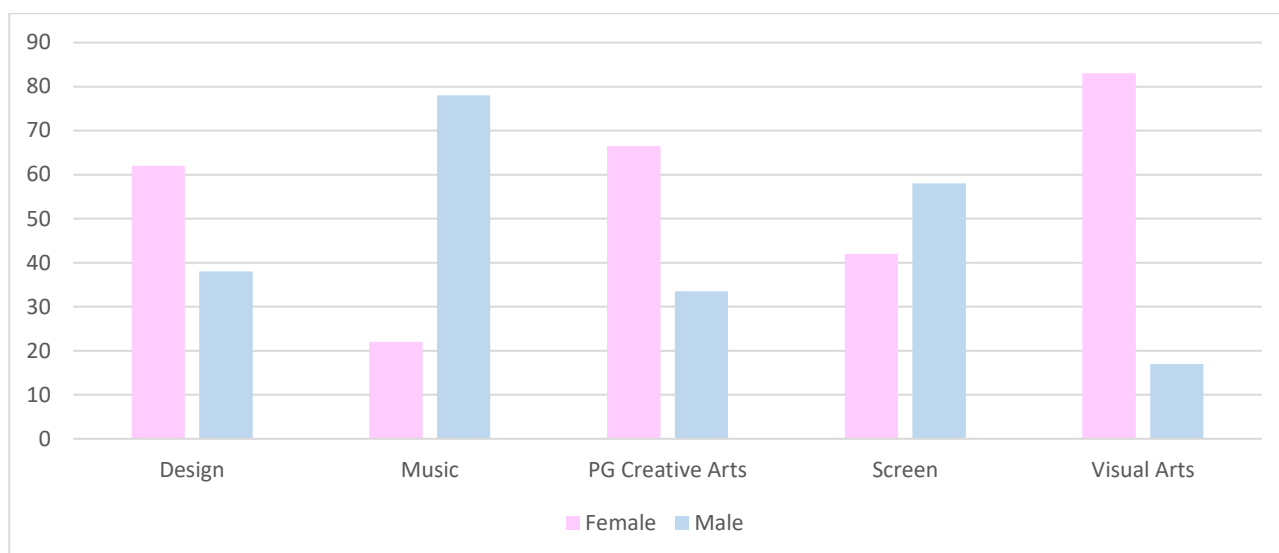
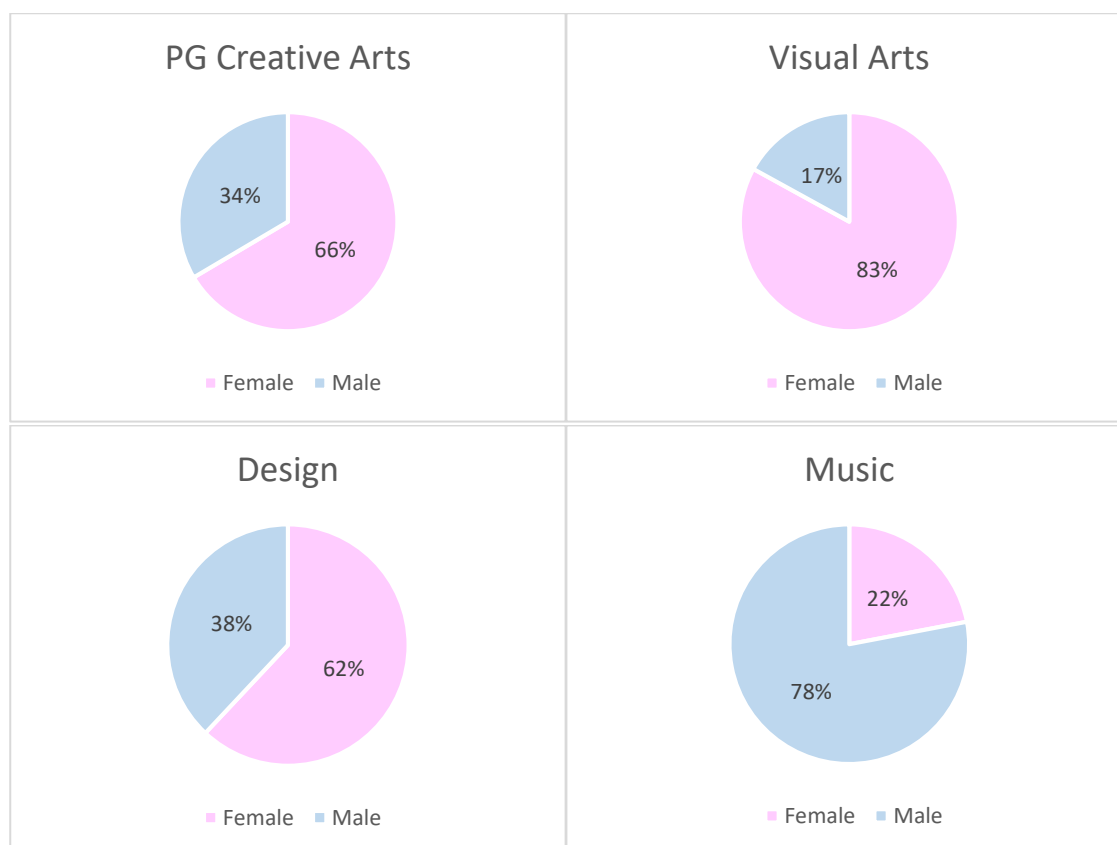


Chart 9: Students by Subject Group 2015/16 (%)

Key findings in relation to the SoCA student body are:

- PGT gender bias towards female students – mainly result of largest programme being MA Art Therapy with around 60 mostly female students
- Screen and Music bias towards male students
- Visual Arts and Design bias towards female students



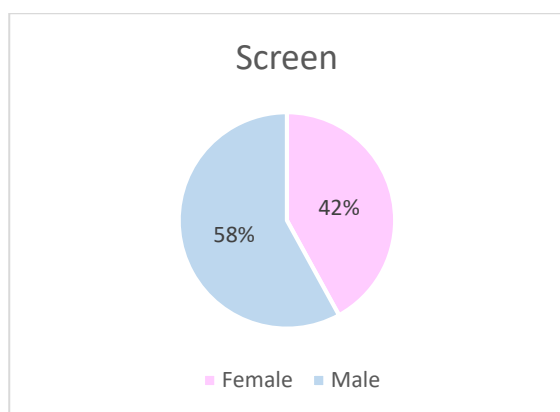


Chart 10: Male and Female % in each Academic Group

UG Applications, Offers and Acceptances

Female applicants have a slightly higher application to offer, and offer, to acceptance rate.

Year of entry	Gender	Applications	Offers	Acceptances	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2013	Female	1891	981	471	52%	48%	25%
	Male	2152	1160	463	54%	40%	22%
2014	Female	2075	1277	540	62%	42%	26%
	Male	2302	1225	497	53%	41%	22%
2015	Female	2343	1421	552	61%	39%	24%
	Male	2427	1378	502	57%	36%	21%

Table 12: UG applications, offers and acceptances

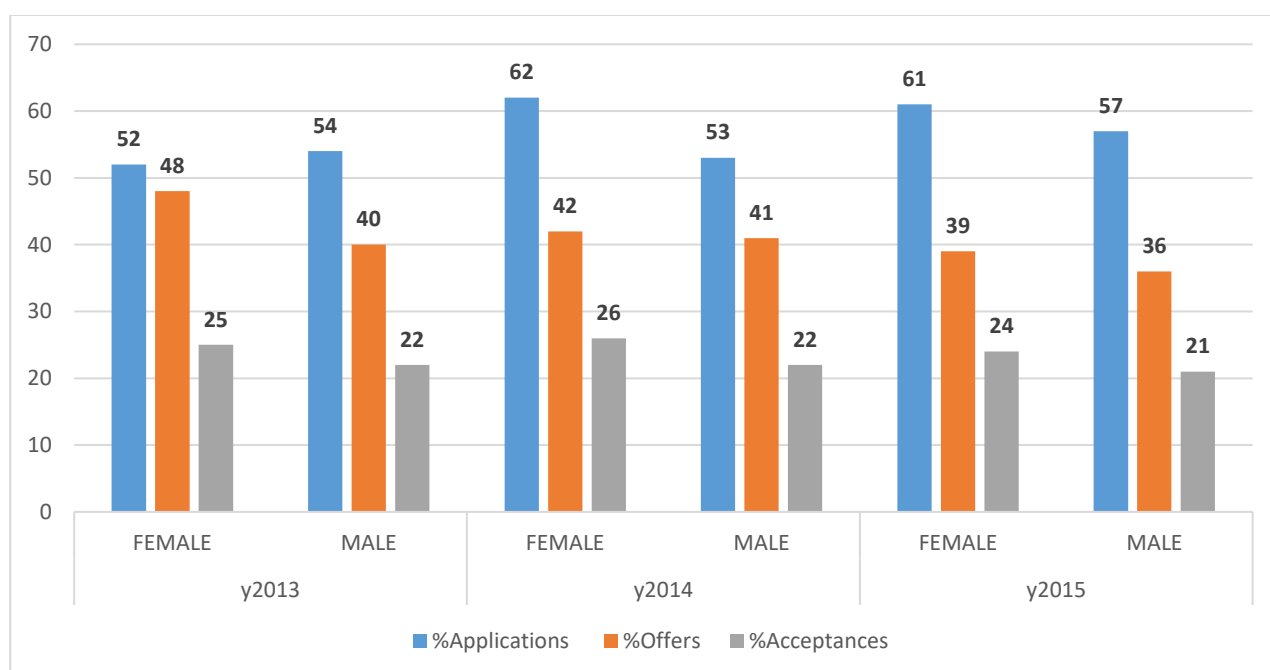


Chart 11: UG applications, offers and acceptances (%)

SoCA aims to attract a demographically diverse range of applications, with marketing materials displaying gender-balanced and ethnically more balanced images and Open Days run by male and female members of staff (AP4.1). Several programmes interview, so research should also be carried out to identify potential biases in the interview process (AP4.1.ii.2).

UG Degree Attainment

The classification of awards analysed does not demonstrate any clear gender bias, being fairly consistent across the board with 21 – 29% of male and female students gaining first class degrees. In fact, in some years our students fare better than the national average where 21.7% of women gained a first class honours degree in 2014/15 compared with 22.4% of men (HESA 2016/17).

In 2015/16, a higher percentage of female students achieved a “Good degree” of 2:1 or above (71.5%) than male (66%), but in 2014/15, more male students achieved a good degree (66.5%F:69%M). We hope to consider the intersection of gender and ethnicity in attainment (AP3.i.1).

Year	Gender	First	% First	Upper second	% US	Lower second	% LS	Third	% Third	Pass	% Pass	Total
2013-14	Female	85	24%	165	46%	73	20%	25	7%	10	3%	358
	Male	97	29%	145	44%	62	19%	16	5%	11	3%	331
2014-15	Female	68	23%	128	43.5%	77	26%	14	5%	7	2.5%	294
	Male	64	21%	148	48%	78	25.5%	14	4.5%	4	1%	308
2015-16	Female	89	27.5%	142	44%	76	23.5%	10	3%	7	2%	324
	Male	81	25%	135	41%	81	25%	19	6%	11	3%	327

Table 13: UG degree attainment

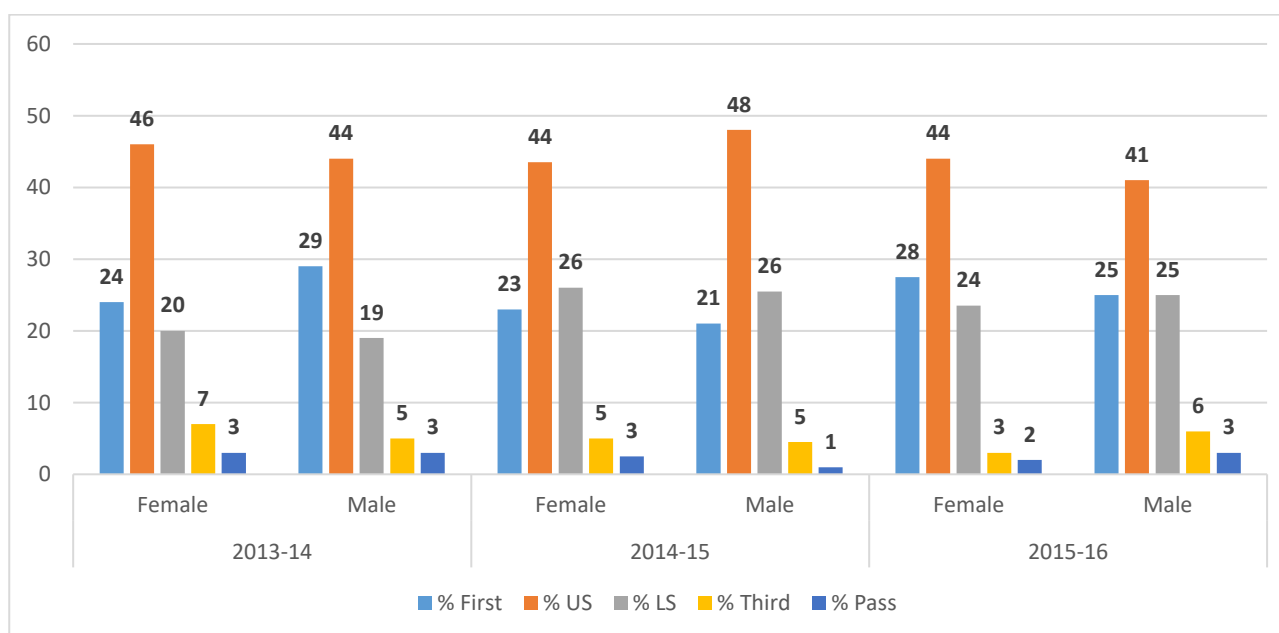


Chart 12: UG degree attainment (%)

Student	% Female			% Male		
	y2014	y2015	y2016	y2014	y2015	y2016
PGT - FT	49	59.5	44	51	40.5	56
PGT - PT	72	74.5	80.5	28	25.5	19.5

Table 14: % PGT Students by FT/PT

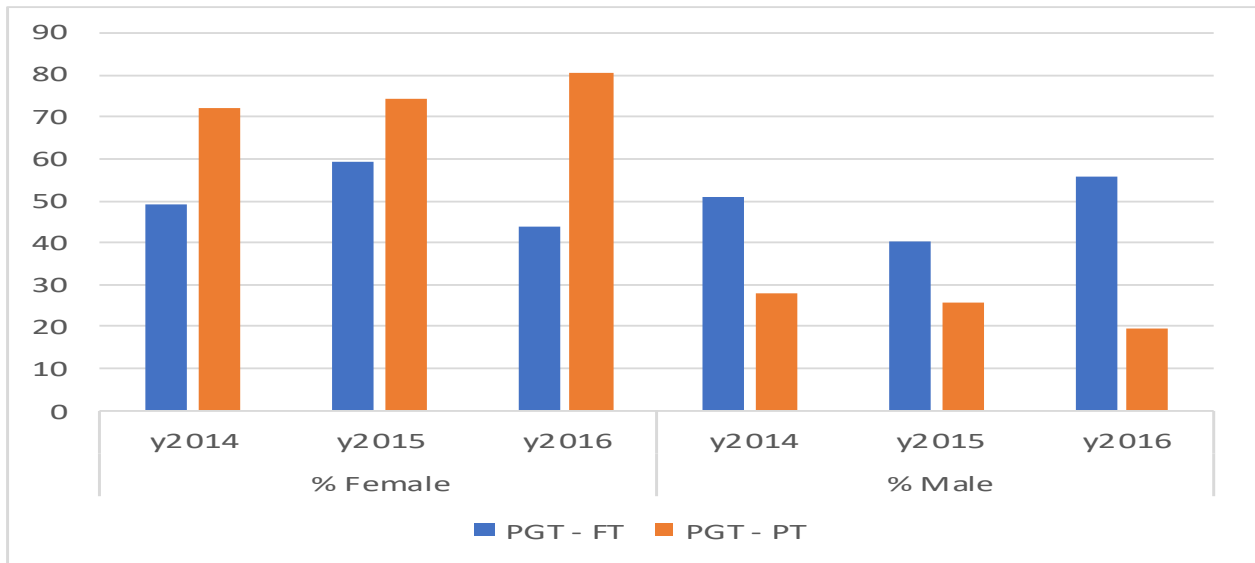


Chart 13: % FT/PT PGT Students

Subject Group	Female	Male	Total
Design	40 (75.5%)	13 (24.5%)	53
Music	4 (15%)	23 (85%)	27
Screen	11 (34%)	21 (66%)	32
Visual Arts	93 (84%)	18 (16%)	111
Total	148 (66%)	75 (34%)	223

Table 15: Total PGT Students by SG 2016

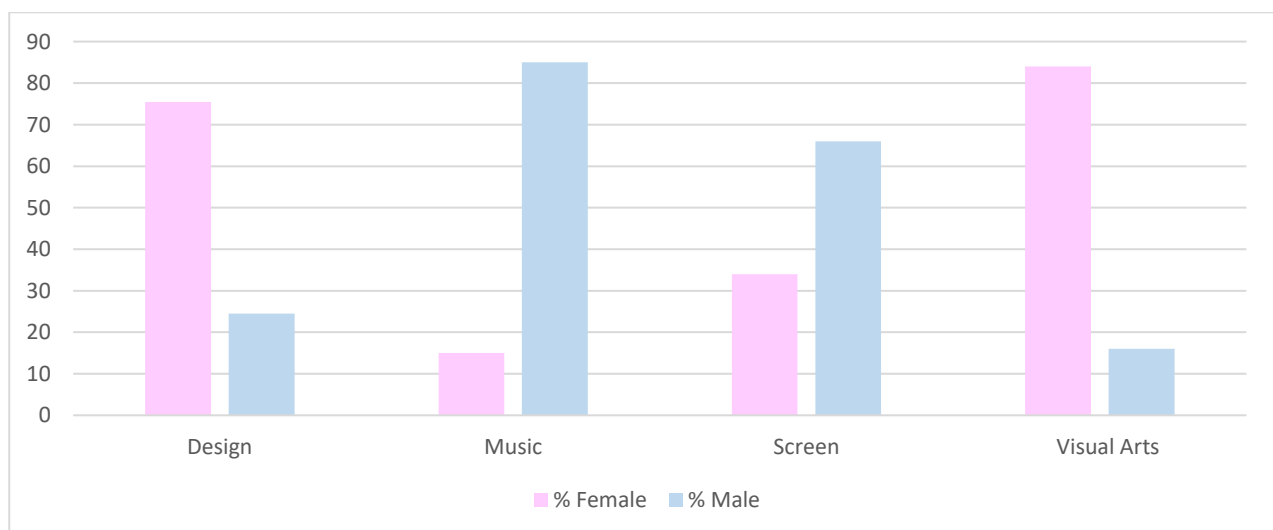


Chart 14: PGT Students by Subject Groups (%)

PGT Applications, Offers and Acceptances

The School receives more applications from prospective female students each year, with overall numbers increasing for both female and male PGT applicants. It is concerning that despite a higher number of applications, females have a lower applications to offers and usually lower offers to acceptances rate. As with UG programmes, several PGT programmes interview so this will be addressed as part of AP4.1.

Year of entry	Gender	Applications	Offers	Acceptances	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2013	Female	258	117	52	45%	44%	20%
	Male	184	118	56	64%	47%	30%
2014	Female	330	193	106	58%	55%	32%
	Male	185	115	60	62%	52%	32%
2015	Female	338	179	83	53%	46%	25%
	Male	203	119	59	59%	50%	29%

Table 16: PGT applications, offers and acceptances

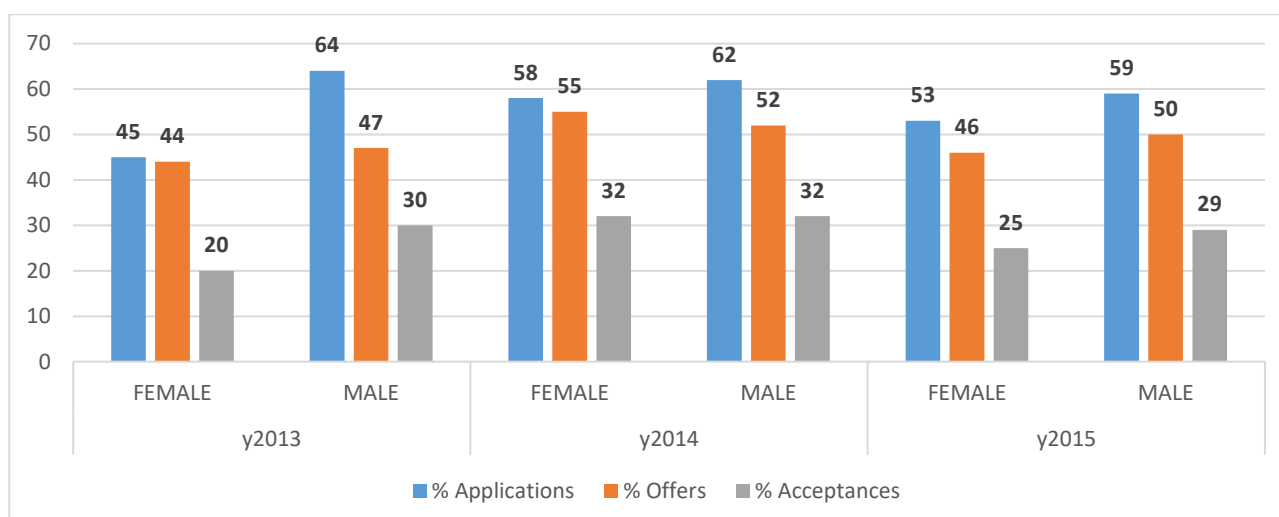


Chart 15: PGT applications, offers and acceptances

PGT Degree Attainment

Unlike at UG level where it is more balanced, female PGT students consistently achieve higher classifications than male students. This can be linked to the strong Arts Therapy course, where in 2015/16 all students achieving their Masters were female and 17 of the 24 received Distinctions. Art Therapy is an unusual course because it takes two years of FT study, rather than the usual one year – with a tendency for students to achieve higher awards. The SAT discussed the female bias amongst Art Therapy students in relation to the range of clients that these students work with. As a result, we intend to increase efforts to employ more male lecturers and researchers (AP4.2.i.1) as well as undertake measures to recruit more male students (AP4.1.ii.1).

Year	Gender	Distinction	% Distinction	Commendation	% Commendation	Other	% Other	Total
2012/13	Female	24	41%	27	47%	7	12%	58
	Male	10	29%	19	54%	6	17%	35
2013/14	Female	25	45%	19	34%	12	21%	56

2014/15	Male	10	31%	14	44%	8	25%	32
	Female	17	38%	16	36%	12	27%	45
	Male	11	33%	14	42%	8	24%	33

Table 17: PGT degree attainment

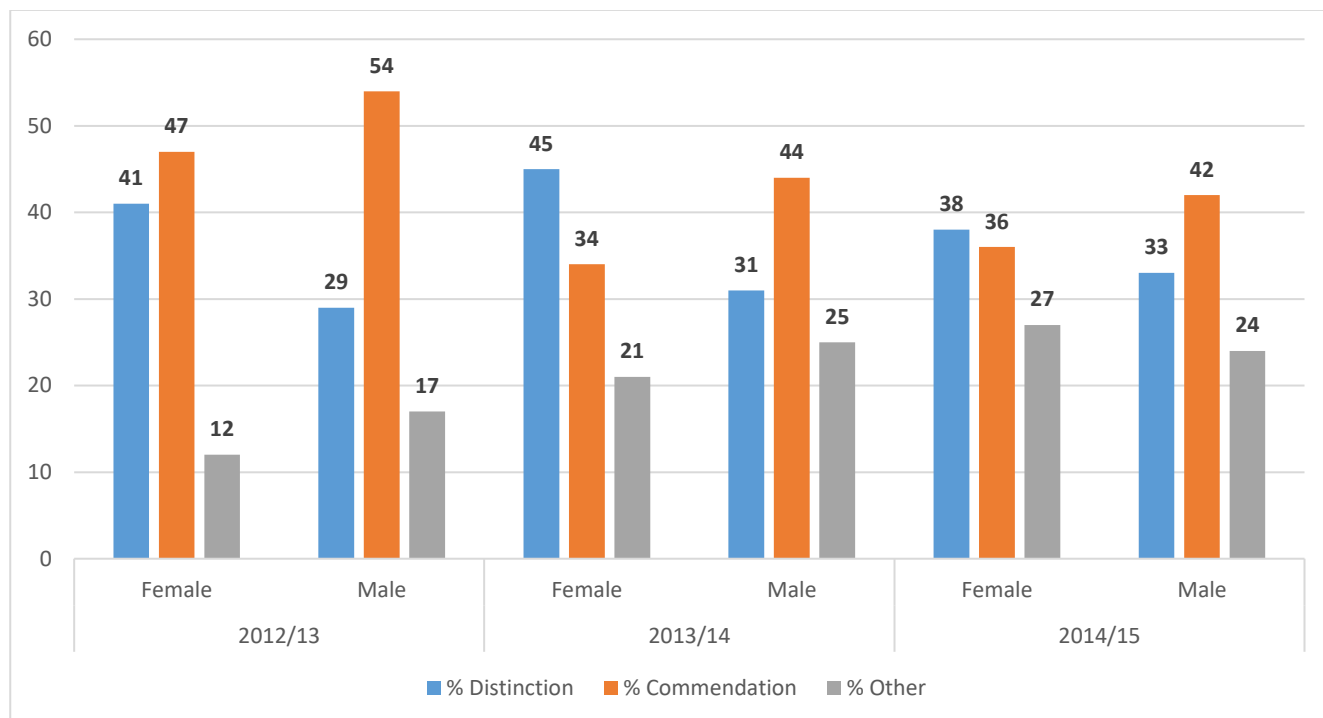


Chart 16: PGT degree attainment (%)

(iii) 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.

SoCA has a significantly smaller number of PGR students than PGT. The tradition is for self-funded rather than publicly-funded doctorates, which leads to most students studying on a PT basis continuing to work.

Student	Female			Male			Total		
	y2014	y2015	y2016	y2014	y2015	y2016	2014	2015	2016
PGR - FT	1	1	3	0	1	2	1	2	5
	100%	50%	60%	0%	50%	40%			
PGR - PT	5	5	6	9	10	7	14	15	13
	36%	33%	46%	64%	67%	54%			
Total	6	6	9	9	11	9	15	17	18

Table 18: Total FT and PT PG students

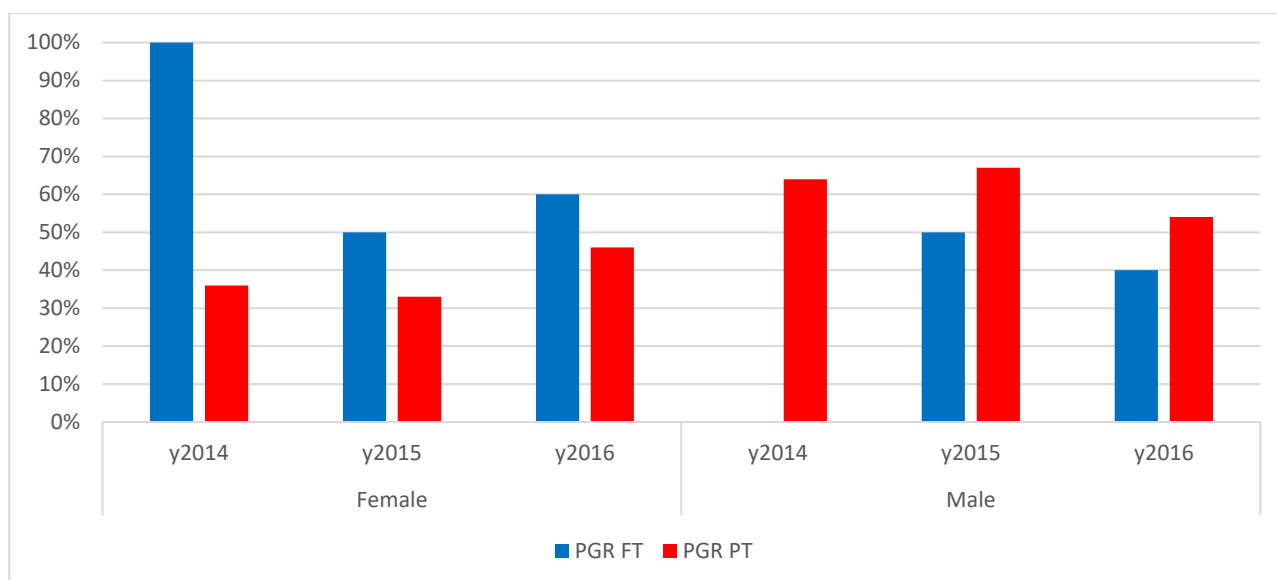


Chart 17: Total FT and PT for PGR students (%)

PGR Applications, Offers and Acceptances

PGR attracts small numbers of applicants. It is good to see that there are 100% acceptances after offers being made. Further monitoring as part of AS will be necessary to determine whether the percentages of female research students remain on par with male (Part of AP3.ii.1).

Year of entry	Gender	Applications	Offers	Acceptances	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2013	Female	1	1	1	100%	100%	100%
	Male	7	2	2	29%	100%	29%
2014	Female	0	0	0	0	0	0
	Male	5	4	4	80%	100%	80%
2015	Female	8	5	3	63%	100%	63%
	Male	3	2	2	57%	100%	67%

Table 19: PGR applications, offers and acceptances

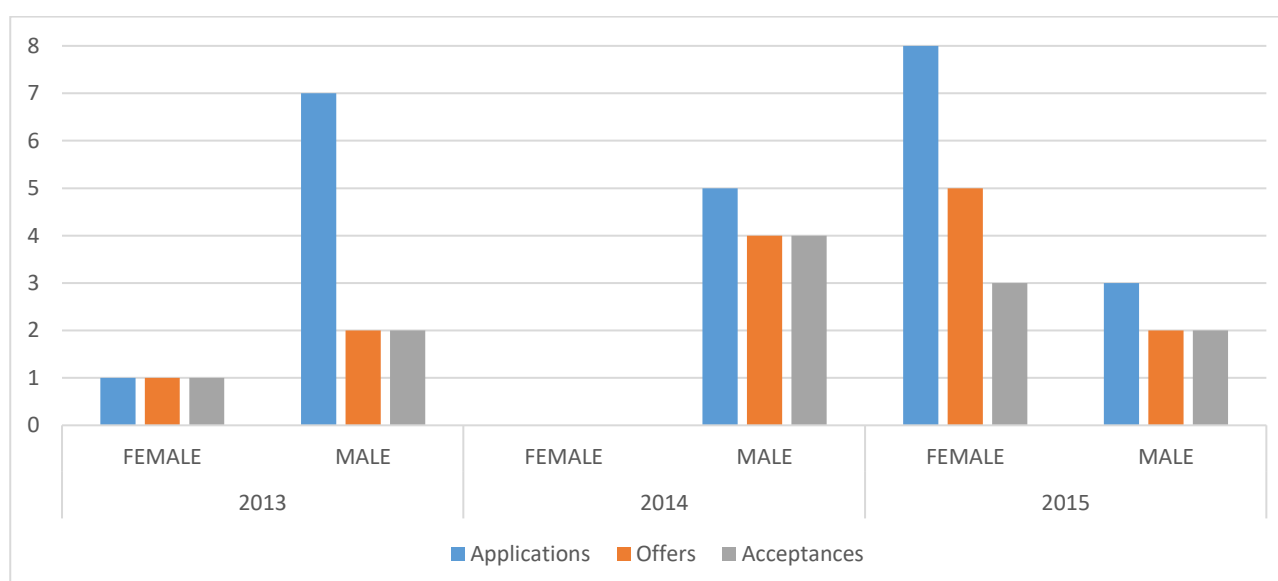


Chart 18: PGR Applications, Offers and acceptances

	Male	Female	
2014	0	1	PhD
2015	1	2	MA by Research
2016	1	1	PhD

Table 20: PGR completions by gender

- (v) **Progression pipeline between undergraduate and postgraduate student levels**
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

As identified, there is a gender distinction between UG and PG students - the majority of UG and PGR are male with the majority of PGT students being female. This is due to the domination of technical driven subjects in the UG course portfolio and the strength of Art Therapy on the PGT programme.

We should however adopt curriculum and pastoral measures to ensure that interested and well-suited students are encouraged to undertake higher level study, acknowledging that this may be after such a study gap and potential pipeline break (AP4.1).

References

HESA (2016) Student data Available at <https://www.hesa.ac.uk/data-and-analysis/students>

4.2 Academic & 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.

Grade	Academic posts	Research posts
Academic Manager (AM)/ Professor	Academic Managers including Deans of School / Heads of Department / Associate Deans	Professor
UH09	Principal Lecturer	Reader
UH08	Senior Lecturer	Senior Research Fellow
UH07	Lecturer	Research Fellow
UH06		Research Fellow
UH05		Research Assistant
UH04		Research Assistant

Table 21: Pay and grading structure for salaried staff at UH

Table 21 highlights the glaring disproportionality at AM level in SoCA. Despite having a female Dean, in 2016 men outnumbered women 1F:8M, although in 2017 this changed to 3F:6M. The most recent appointments to the management team were a female Associate Dean and also a Head of Visual Arts (AP4.2.i.1 and 2).

	Female			Male			Total		
Academic	2014	2015	2016	2014	2015	2016	2014	2015	2016
PER	1 (3%)	1 (3.5%)	1 (3%)	0	0	0	1 (1%)	1 (1%)	1 (1%)
AM	0 (0%)	1 (3.5%)	1 (3%)	10 (17%)	8 (13.5%)	8 (13%)	10 (11%)	9 (10%)	9 (10%)
UH09	7 (23%)	7 (25%)	7 (23%)	8 (13%)	7 (12%)	7 (11%)	15 (17%)	14 (16%)	14 (15.5%)
UH08	19 (63%)	16 (57%)	16 (53%)	31 (52%)	31 (52.5%)	32 (52%)	50 (55.5%)	47 (54%)	48 (53%)
UH07	3 (10%)	3 (11%)	5 (17%)	11 (18%)	13 (22%)	14 (23%)	14 (15.5%)	16 (18%)	19 (21%)
Total	30 (33.3%)	28 (32%)	30 (33%)	60 (66%)	59 (68%)	61 (67%)	90	87	91

Table 22: Academic staff by gender and grade

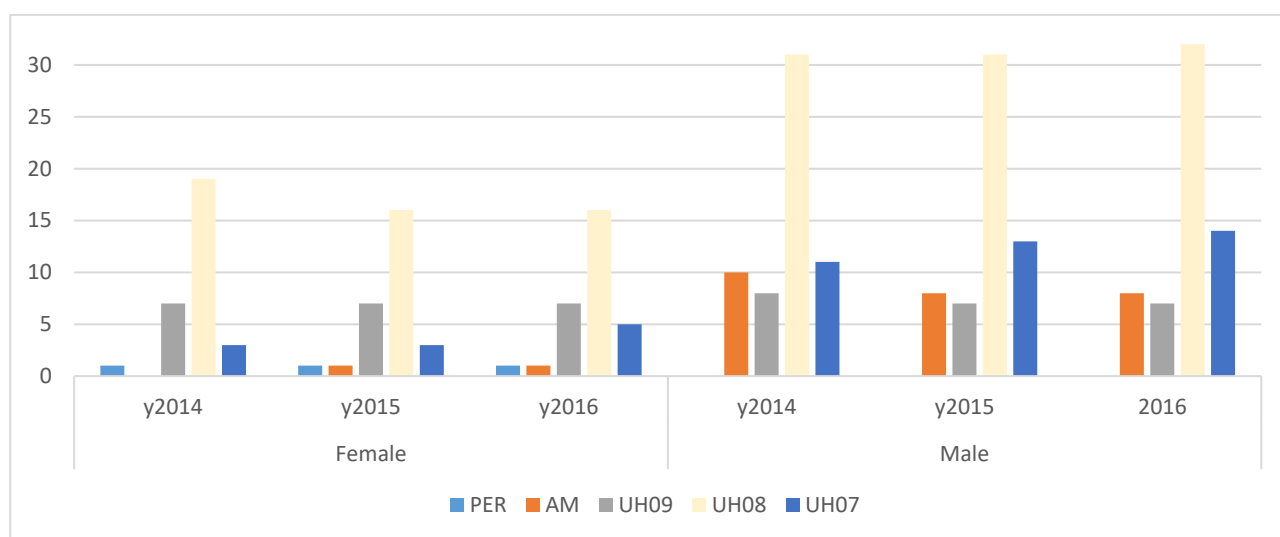


Chart 19: Academic staff by gender and grade

There are equal numbers at UH09 (7F:7M). These academic staff have been promoted rather than recruited and provide some evidence of internal equality of opportunity. The University has set an Equality Objective for Schools to work towards ensuring that the proportion of women in grades UH09 and above meet the institutional benchmark of 30.7%. SoCA is currently at 30%, however we aim to continue encouraging our female staff in order to increase this number (AP4.2.i.1 and AP5.3.6). Further attention will be required to ensure that women at this level can advance to AM level (AP5.3.6).

We have identified several pipeline issues which we intend to address with a talent development programme (AP5.3.5 and AP5.3.6). At UH08 and UH07 there is a disparity of male:female staff where women only account for around one-third. An explanation for this is in part that the largest expansion in the School has been in the highly technical areas of animation, games, and music technology, which tend to attract more men.

Considering that new recruits get on the career ladder at UH07 and UH08, such a gender imbalance could have particularly negative effects on women’s careers moving forward. Thus, we intend to more actively seek female applicants for these posts (AP5.1.2 and AP5.1.3).

Although data is not available on the ethnicity of staff for the 3 years being considered, we are aware that the dominance of White, British and European staff does not reflect the ethnic diversity of our students. In the staff survey, 81% of respondents identified as White (AP4.2). In terms of research staff, there has been no change across the 3 years with 2 male members of staff (AM and UH07).

The School has several other roles which cross a number of grades. Programme Leaders (PLs) (course leaders) are key to the School operation, of which there are 23 (39% female).

Other responsibilities such as Employability and Enterprise Champion and Learning and Teaching Champion have used an Expression of Interest approach advertised to all staff, which has produced a more varied set of applicants (AP5.1.2).

Industry context

Table 23 and chart 20 show that in academia as a whole, CA subjects tend to have a higher percentage of males. Gender biases in different subjects also derive in part from the wider Industry/Practice context (see Figure 1). Certain roles within Industries have also traditionally been female or male.

This presents a difficult situation when recruiting into academic posts in these areas. Applicant groups may often be derived from a larger pool of male applicants from those already employed in education or industry jobs (see AP5.1.2).

Subject	% Female	% Male
Art & Design	49.6%	50.4%
Media Studies	40.4%	59.6%
Music, dance, drama, performing arts	41.9%	58.1%

Table 23: Data from ECU “Equality in higher education: statistical report 2015”

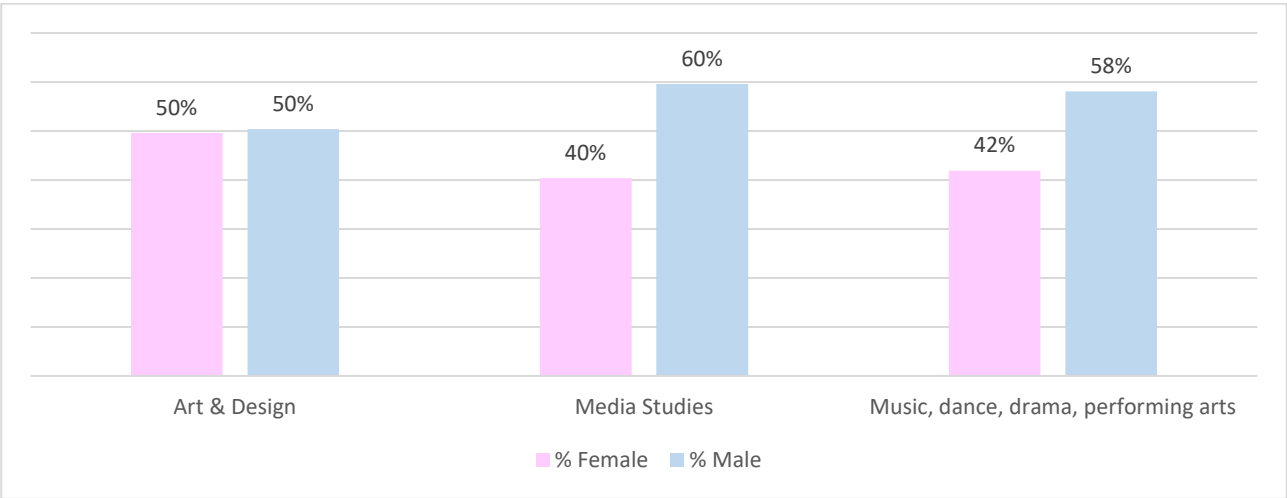


Chart 20: Equality in Higher Education – Statistical Report 2015

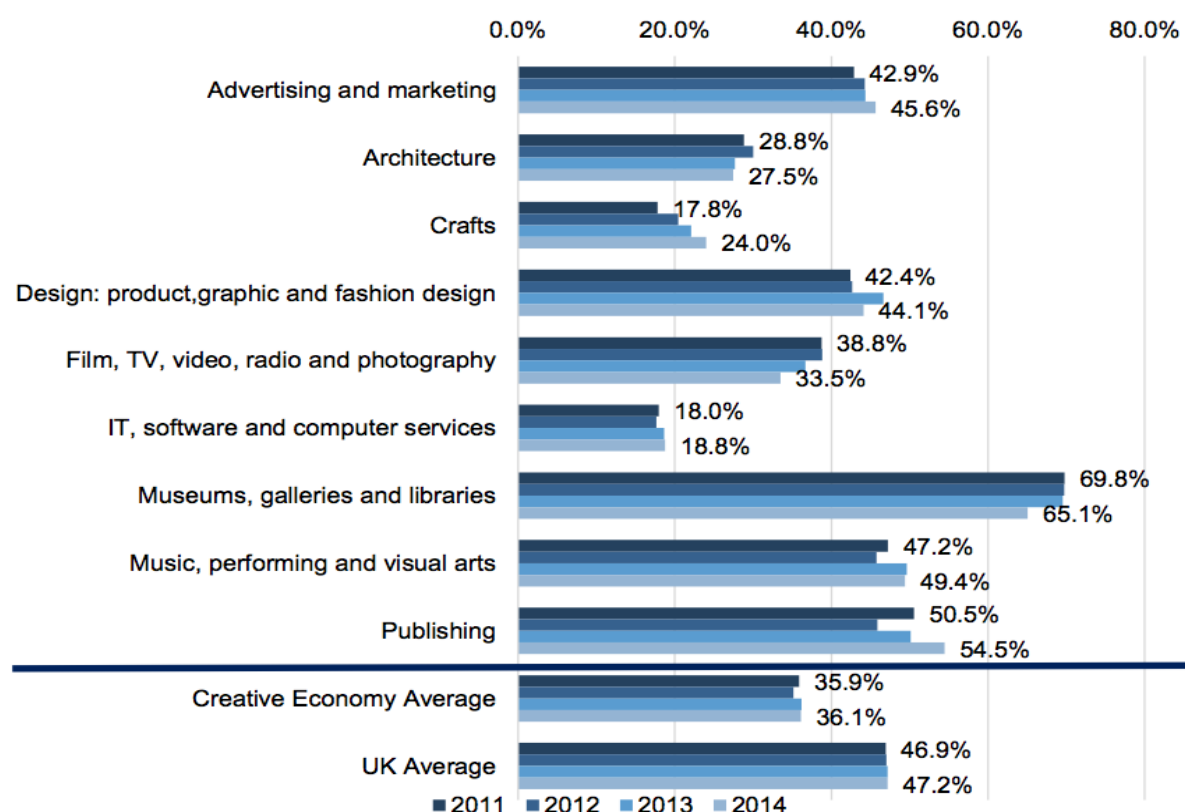


Figure 1: Proportion of women working in each Creative Economy Group by year
(Data from Creative Industries: Focus on Employment - June 2015 from the Department for Culture, Media and Sport)

Breakdown by Subject Group

It is beneficial to explore the gender balance of academic staff in each SG, as it varies. All SGs have a lower percentage of female staff to female students, except PG Creative Arts. Design and Visual Arts have a particularly high percentage of female students, but not female staff.

Subject Group	Female Students	Female Staff	Male Students	Male Staff
	%	%	%	%
Design	62%	35%	38%	65%
Music	22%	13%	78%	87%
PG Creative Arts	66.5%	66.6%	33.5%	33.3%
Screen	42%	27%	58%	73%
Visual Arts	83%	50%	17%	50%

Table 24: % of staff and students by gender and SG

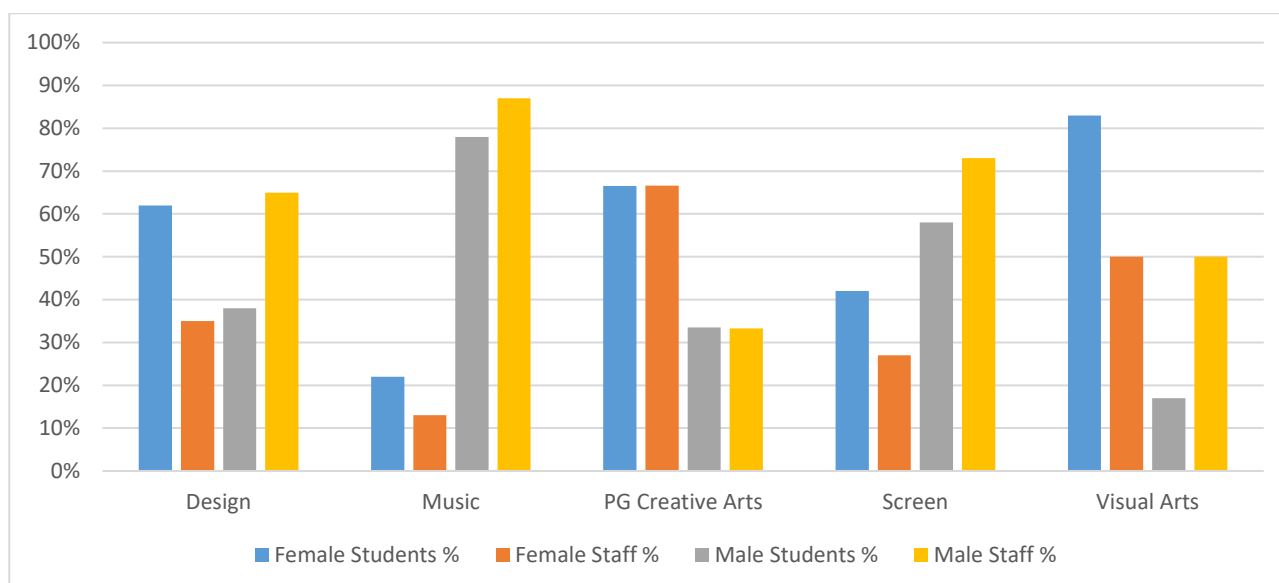


Chart 21: % of staff and students by gender and Subject Group

Relevant benchmarks for each subject group include:

- A comparison with industry gender splits
- A comparison of staffing with gender ratios within the student body
- An abstract measure of 50%:50% which is useful for VL staffing
(See related actions AP4.2.i.2 and AP4.2.i.3)

The SAT has agreed to continue monitoring permanent academic staff and ensuring a balanced staffing of VLs in SGs where there are imbalances (AP4.2 and AP5).

Design

The Design group has a minority of women (35%F:65%M). However, due to a recent reorganisation of the School, we are pleased to report that from the academic year 2016/17 the overall gender split is (12F:14M) with 2F:3M PLs.

	2014	2015	2016
TOTAL Staff	19	17	20
PT Female	7	3	3
	(37%)	(17.5%)	(15%)
FT Female	1	3	4
	(5%)	(17.5%)	(20%)
Total Female	8	6	7
	(42%)	(35%)	(35%)
PT Male	5	4	6
	(25%)	(24%)	(31.5%)
FT Male	5	7	8
	(26.5%)	(41%)	(40%)

Total Male	11	11	13
	(58%)	(65%)	(65%)

Table 25: Design Group staff by gender and PT/FT status

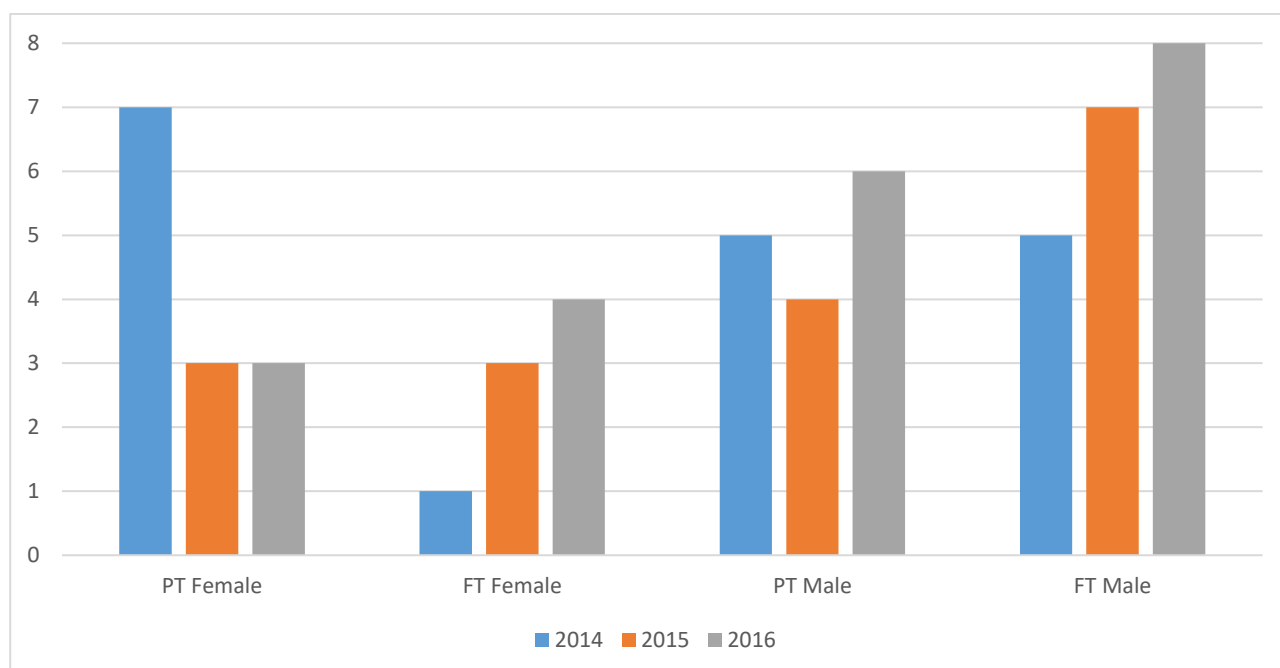


Chart 22: Design staff by gender and Paygrade

DESIGN	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	2	2	2	3	3	3	5	5	5
UH08	6	3	3	7	7	7	13	10	10
UH07	0	1	2	1	1	3	1	2	5
Total	8	6	7	11	11	13	19	17	20
	(42%)	(35%)	(35%)	(58%)	(65%)	(65%)			

Table 26: Design Group staff by gender and pay grade

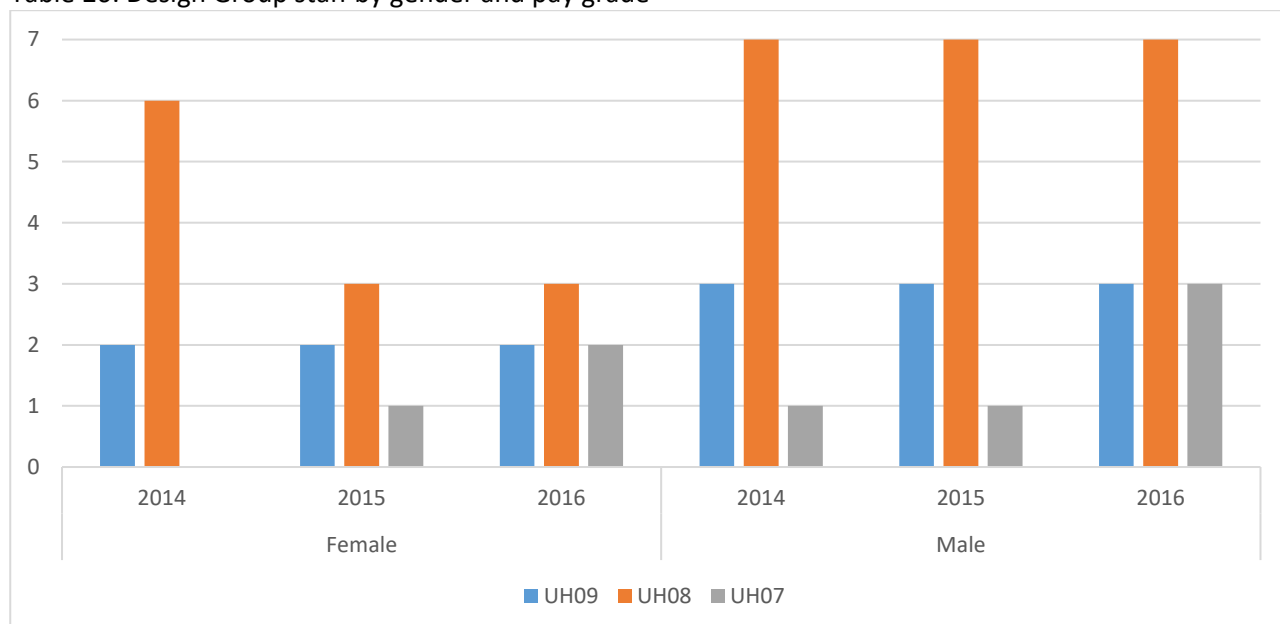


Chart 23: Design Group staff by gender and pay grade

Design	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	1	1	1	1	1	1	3	0	0	0	3	3	5	5	5
UH08	6	2	2	0	1	1	3	3	3	4	4	4	13	10	10
UH07	0	0	0	0	1	2	0	1	2	1	0	1	1	2	5
Total	7	3	3	1	3	4	6	4	5	5	7	8	19	17	20
	(37%)	(17.5%)	(15%)	(5%)	(17.5%)	(20%)	(31.5%)	(24%)	(25%)	(26.5%)	(41%)	(40%)			

Table 27: Design Group staff by gender, PT/FT status and pay grade

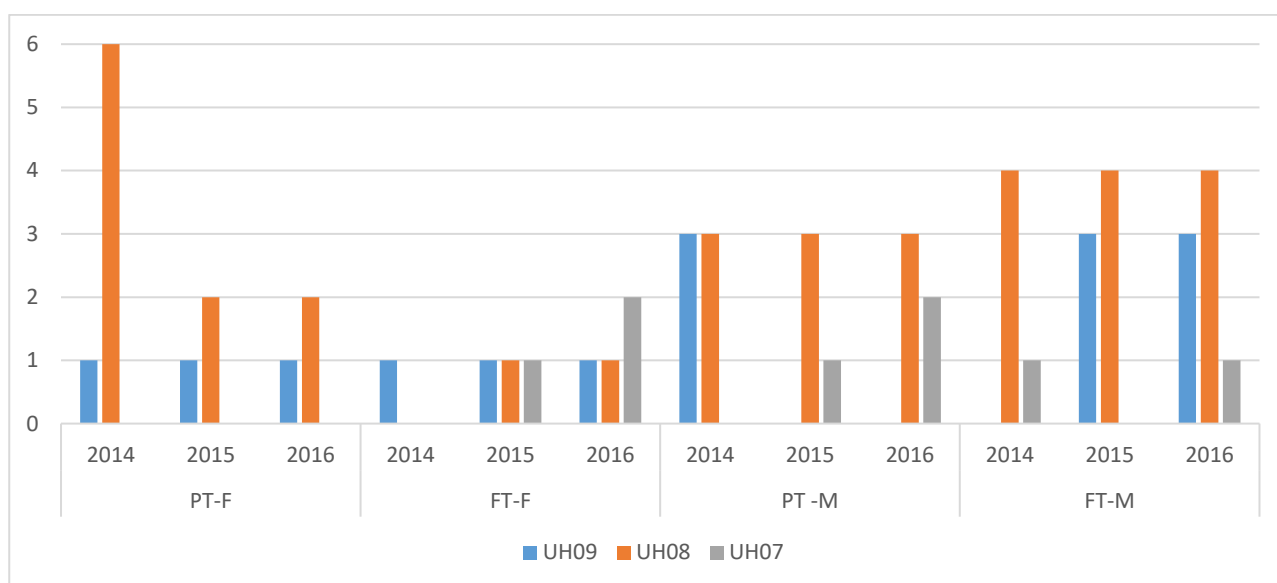


Chart 24: Design Group staff by gender, PT/FT status and pay grade

Design academic group summary points:

- Male bias at 65% of academic team
- More men than women working PT reflects those working in portfolio careers in industry
- More men than women in each of the pay grades
- Lack of alignment of gender ratios of staff to students
(See AP4.1 and AP4.2)

Music

The gender split in Music has remained fairly constant with a high percentage of males, particularly at UH08. This links to the department's history of a focus on technology in music, where the music degrees were part of the Faculty of Engineering and the majority of staff were employed during this period.

The overall gender split across the Music Industry is 53.6%:45.3% female, due to an increase in young women joining the industry. However, the percentage of women drops to 41.4% in the 35-44 age range and to 32.7% between 45-64 (UK Music, 2017).

	2014	2015	2016
TOTAL Staff	15	16	15
PT Female	2 (13.3%)	3 (19%)	2 (13%)
FT Female	0	0	0
Total Female	2 (13.3%)	3 (19%)	2 (13%)
PT Male	5 (33.3%)	9 (56%)	9 (60%)
FT Male	8 (53.3%)	4 (25%)	4 (27%)
Total Male	13 (86.6%)	13 (81%)	13 (87%)

Table 28: Music Group staff by gender and PT/FT status

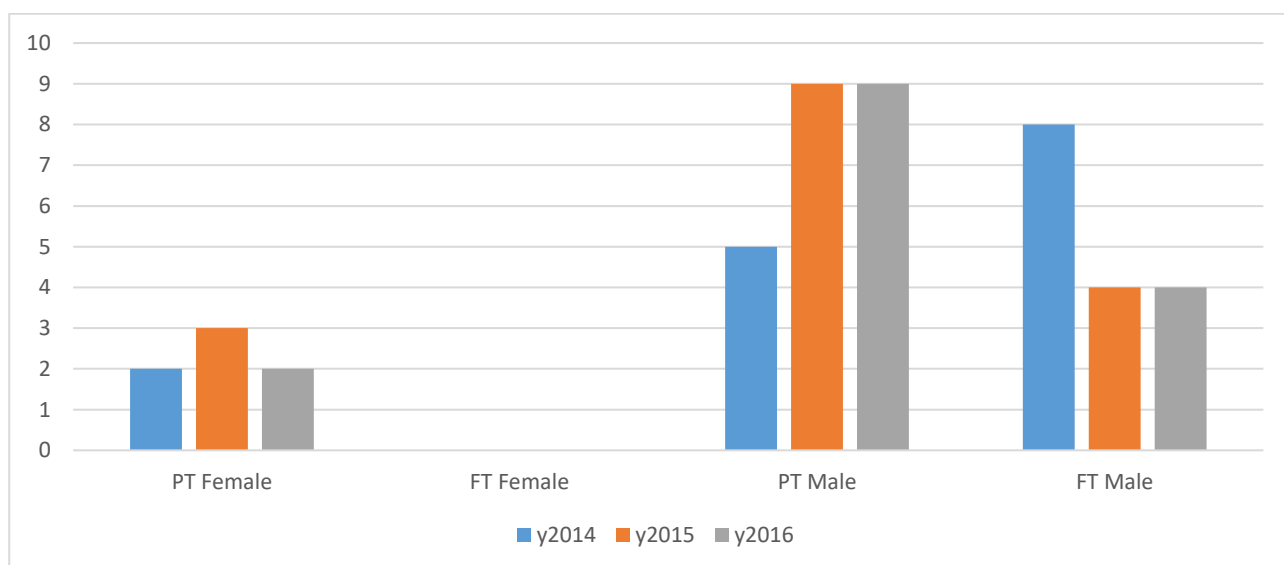


Chart 25: Music Group staff by gender and PT/FT status

	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	0	0	0	2	1	1	2	1	1
UH08	2	2	2	8	8	7	10	10	9
UH07	0	0	0	3	4	5	3	4	5
UH06	0	1	0	0	0	0	0	1	0
	2	3	2	13	13	13			
	(13%)	(19%)	(13%)	(87%)	(81%)	(87%)	15	16	15

Table 29: Music Group staff by gender and pay grade

	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	0	0	0	0	0	0	0	0	0	2	1	1	2	1	1
UH08	2	2	2	0	0	0	5	5	4	3	3	3	10	10	9
UH07	0	0	0	0	0	0	0	4	5	3	0	0	3	4	5
UH06	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
	2	3	2				5	9	9	8	4	4			
Total	-13%	-19%	-13%	0	0	0	-33%	-56%	-60%	-53%	-25%	-27%	15	16	15

Table 30: Music Group Staff by gender and pay grade

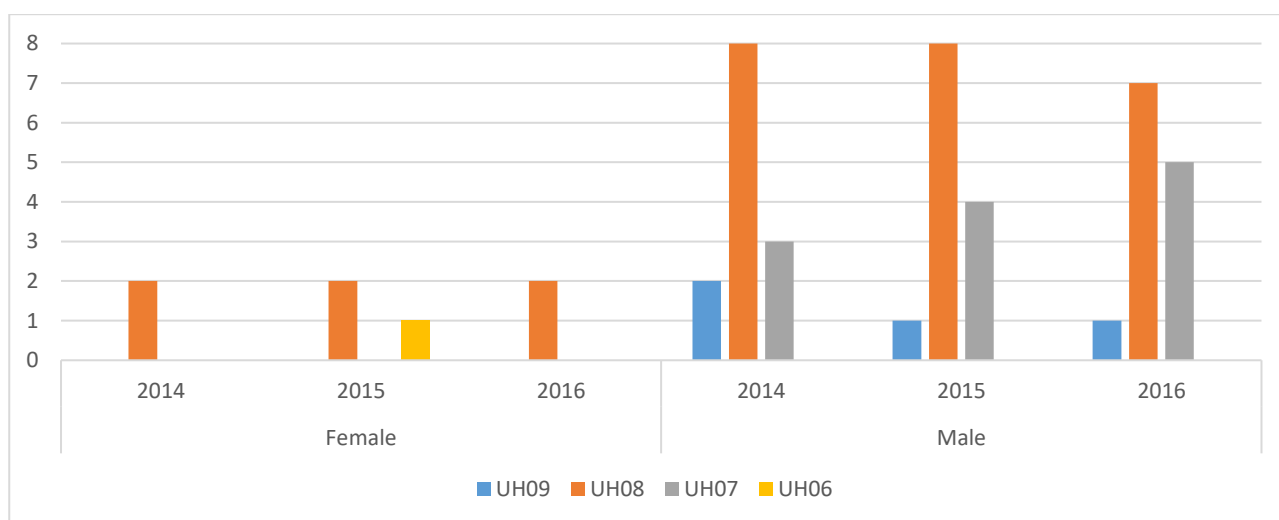


Chart 26: Music Group Staff by gender and pay grade

	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	0	0	0	0	0	0	0	0	0	2	1	1	2	1	1
UH08	2	2	2	0	0	0	5	5	4	3	3	3	10	10	9
UH07	0	0	0	0	0	0	0	4	5	3	0	0	3	4	5
UH06	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Total	2	3	2	0	0	0	5	9	9	8	4	4	15	16	15
	-13%	-19%	-13%				-33%	-56%	-60%	-53%	-25%	-27%			

Table 31: Music Group staff by gender, PT/FT status and pay grade

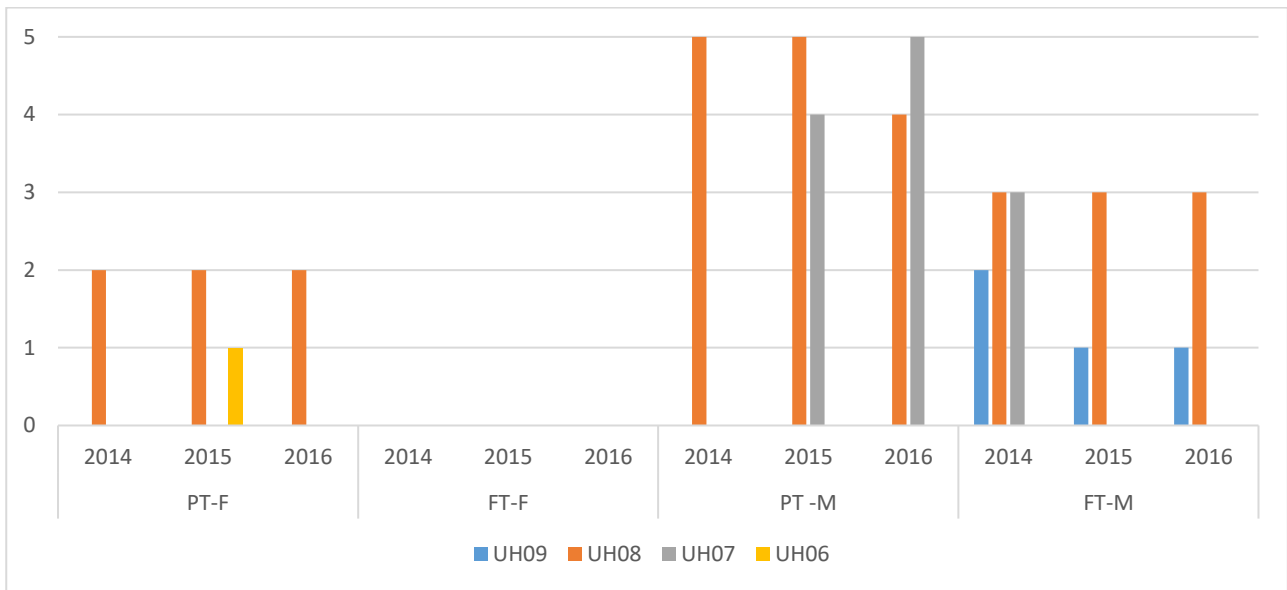


Chart 27: Music Group staff by gender, PT/FT status and pay grade

Music group summary points:

- Significant male bias of academic staff at 87%
- More male than female staff at each pay grade
- More male staff working PT than female
- Some alignment of gender of staff and student body
- PLs are equal male:female at UG (2:2)
(See AP4.1 and AP4.2)

Post Graduate Creative Arts

In Post Graduate Creative Arts, there is a high percentage of females (2 PT/2 FT females and 3 FT males). These staff are the PLs of the PGT courses.

	2014	2015	2016
TOTAL Staff	7	7	7
PT Female	2	2	2
FT Female	2	2	2
Total Female	4	4	4
PT Male	0	0	0
FT Male	3	3	3
Total Male	3	3	3

Table 32: Post Graduate Creative Arts Group staff by gender and PT/FT status

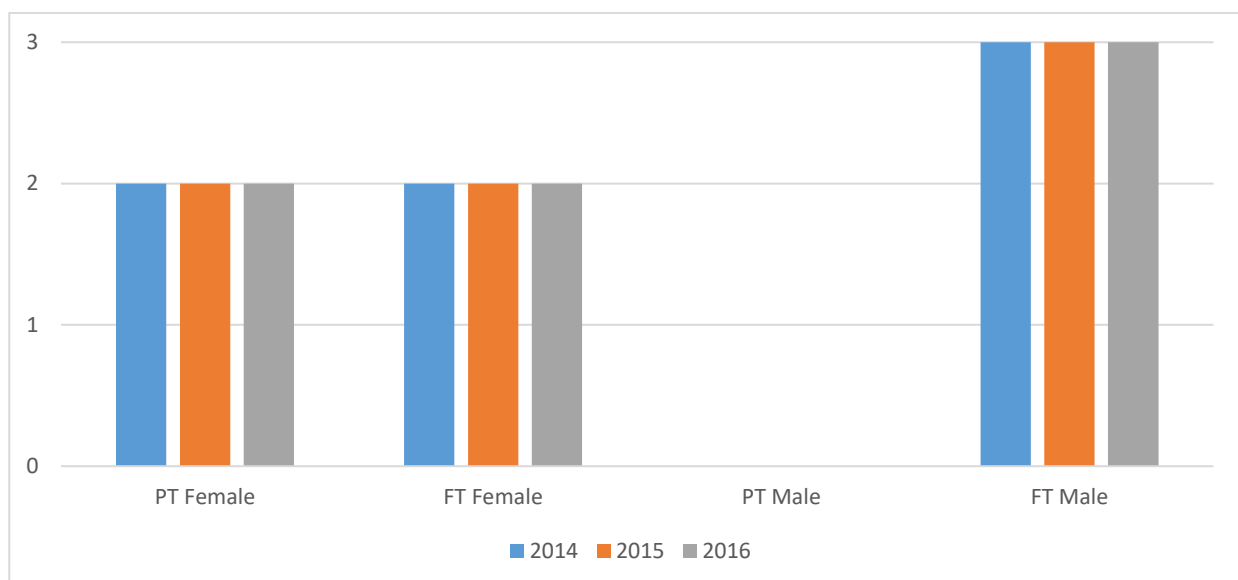


Chart 28: PG Creative Arts Group staff by gender and PT/FT status

	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	2	2	2	1	1	2	3	3	3
UH08	2	2	2	2	2	2	4	4	4
UH07	0	0	0	0	0	0	0	0	0
Total	4	4	4	3	3	4	7	7	7

Table 33: Post Graduate Creative Arts Group staff by gender and pay grade

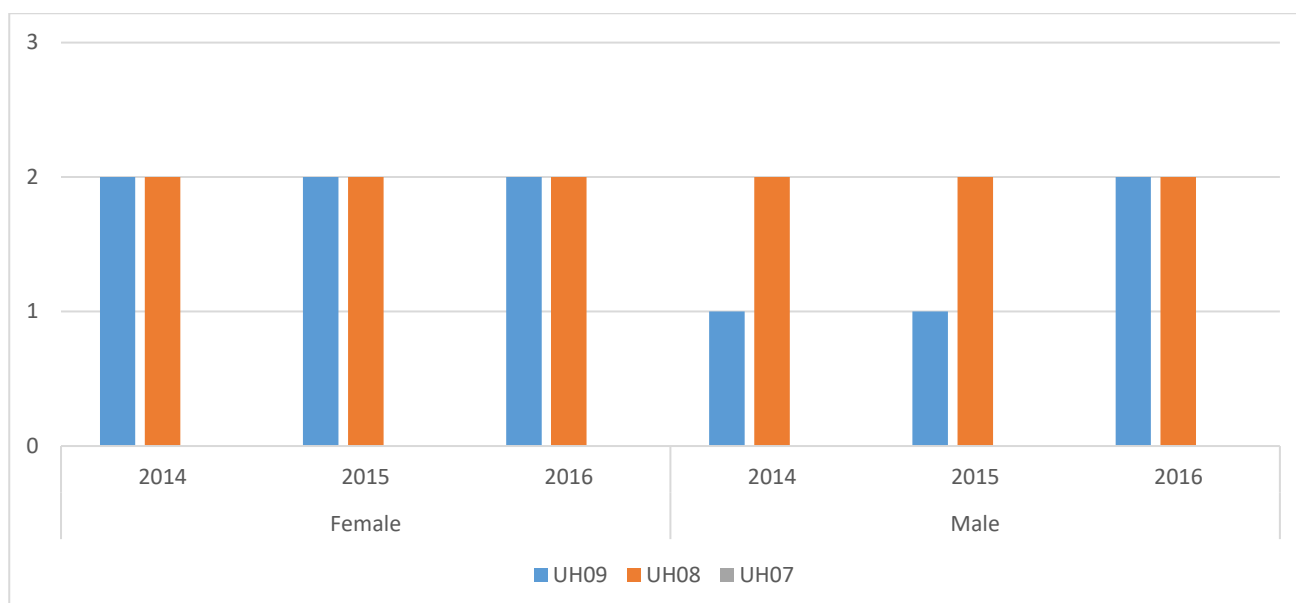


Chart 29: PG Creative Arts Group staff by gender and pay grade

	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	1	1	1	1	1	1	0	0	0	3	3	3	5	5	5
UH08	1	1	1	1	1	1	0	0	0	0	0	1	2	2	3
UH07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	2	2	2	2	2	0	0	0	3	3	4	7	7	8

Table 34: Post Graduate Creative Arts Group staff by gender, PT/FT status and pay grade

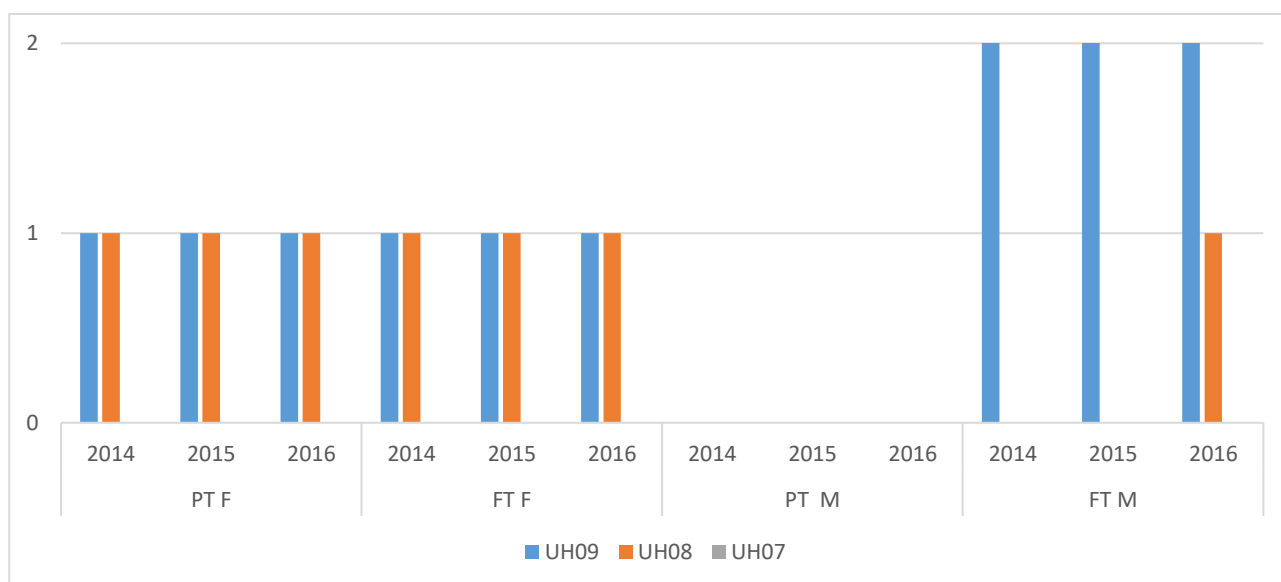


Chart 30: PG Creative Arts Group staff by gender, PT/FT status and pay grade

PG group summary points:

- Small team made up of PLs
- More females to males
- Higher number of female PLs (3M:4F)
- More women than men at UH09 (1M:2F) (AP4.1 and AP4.2)

Screen

There is a high percentage of male staff in the Screen Group (particularly FT), most on higher grades than female staff. We are looking to change this in the future through recruitment actions and talent development. We have increased the proportion of women by 11.5% in the last year.

The largest staff teams are drawn from animation and games and reflect the strong male bias that exists in the industry, derived from the focus on computing and technology. There are signs of supporting change within the industry and we have identified that we need to more actively work with these networks in order to satisfactorily extend the pool of applicants for permanent posts and VLs (AP3.iii.6).

	2014	2015	2016
TOTAL Staff	24	26	26
PT Female	1 (4%)	1 (4%)	3 (8%)
FT Female	3 (12.5%)	3 (11.5%)	5 (19%)
Total Female	4 (16.5%)	4 (15.5%)	7 (27%)
PT Male	5 (21%)	7 (27%)	5 (19%)
FT Male	15 (62.5%)	15 (57.5%)	14 (54%)
Total Male	20 (83.5%)	22 (84.5%)	19 (73%)

Table 35: Screen Group staff by gender and PT/FT status

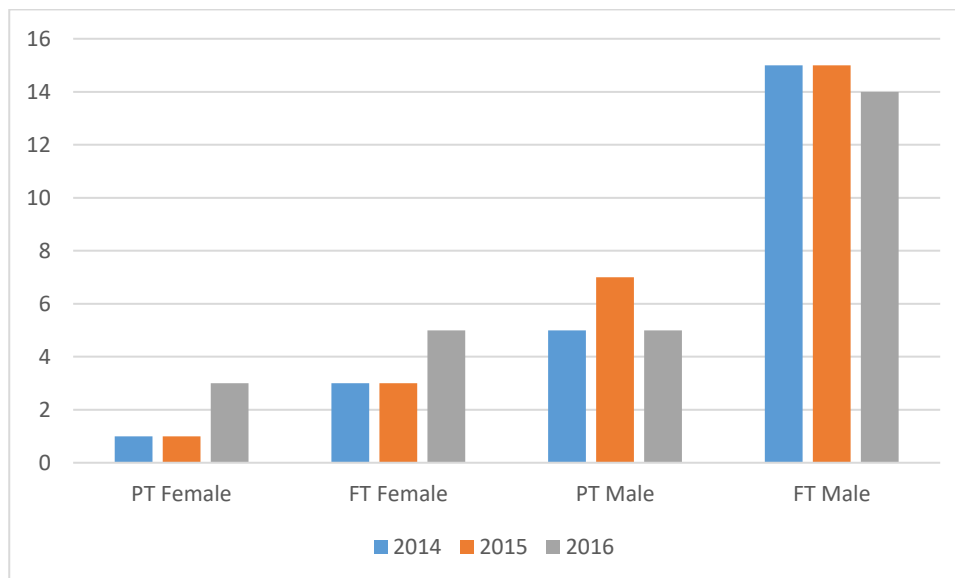


Chart 31: Visual Arts Group staff by gender and PT/FT status

	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	1	1	1	2	4	2	3	5	3
UH08	1	2	3	14	14	14	15	16	17
UH07	2	1	3	4	4	3	6	5	6
Total	4 (17%)	4 (15%)	7 (27%)	20 (83%)	22 (85%)	19 (73%)	24	26	24

Table 36: Screen Group staff by gender and pay grade

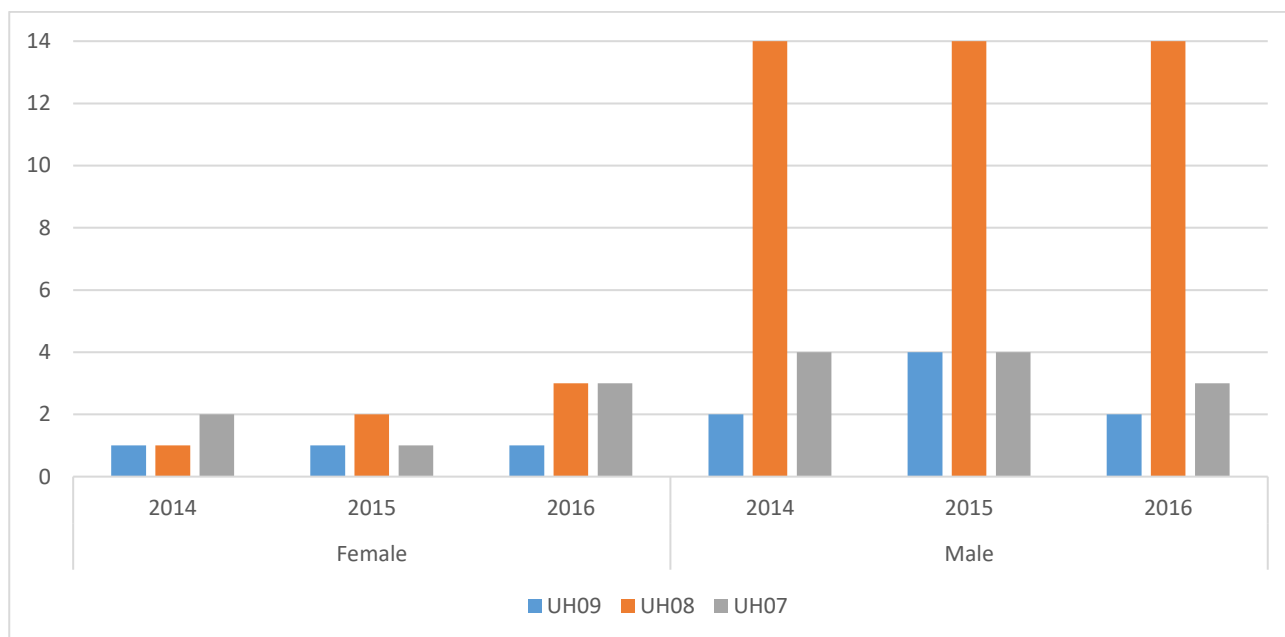


Chart 32: Screen Group staff by gender and pay grade

	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	1	1	1	0	0	0	1	1	1
UH08	6	5	5	2	2	3	8	7	8
UH07	1	1	0	3	4	3	4	5	3
Total	8 (61.5%)	7 (54%)	6 (50%)	5 (38.5%)	6 (46%)	6 (50%)	13	13	12

Table 40: Visual Arts Group staff by gender and pay grade

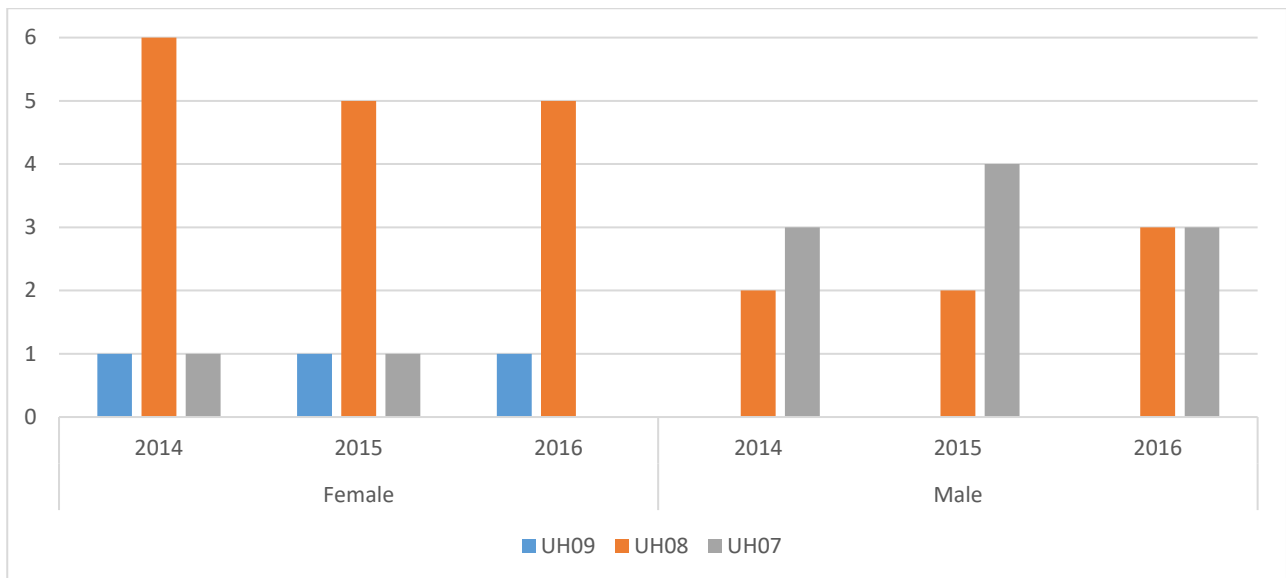


Chart 35: Visual Arts Group staff by gender and pay grade

	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	0	0	0	1	1	1	0	2	0	2	2	2	3	3	3
UH08	0	0	1	1	2	2	3	3	3	11	11	11	15	16	17
UH07	1	1	1	1	0	2	2	2	2	2	2	1	6	5	6
TOTAL	1 (4%)	1 (4%)	2 (8%)	3 (12.5%)	3 (11.5%)	5 (19%)	5 (21%)	7 (27%)	5 (19%)	15 (62.5%)	15 (57.5%)	14 (54%)	24	26	26

Table 37: Screen Group Staff by gender, PT/FT status and pay grade

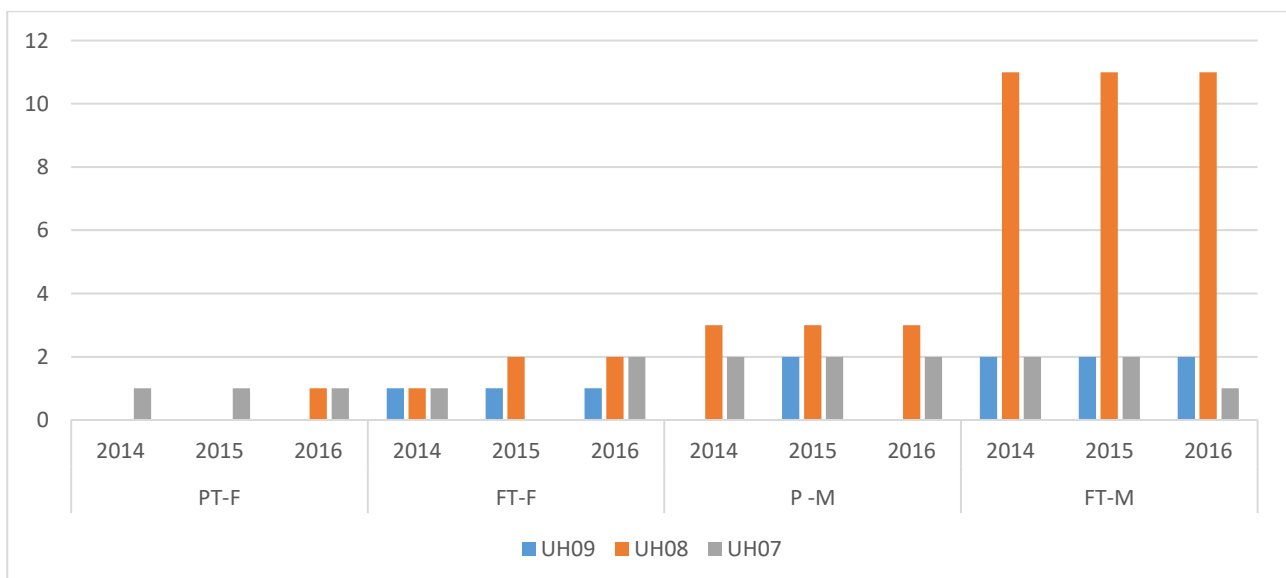


Chart 33: Screen Group staff by gender, PT/FT status and pay grade

Sector	Sub-sector	Women %	Women
		All	Senior Management/ Executive Team
Television	Terrestrial Broadcast	50%	39%
Television	Cable and Satellite	32%	24%
Television	Independent Production	47%	46%
Radio		46%	24%
Post-production		24%	34%
Film	Production	34%	31%
Film	Sales & Distribution	48%	17%
Film	Exhibition	48%	37%
Animation		30%	28%
VFX		26%	29%
Games		19%	27%

Table 38: (Data taken from Creative Skillset – Employment Survey 2015 from March 2016)

Screen summary points:

- Male bias of academic staff at 73%
- More men working PT than women
- More men than women at all pay grades
- Broad alignment of staff and student gender ratio
- One female PL out of 4
(AP4.1 and AP4.2)

Visual Arts

There is a fairly even gender split in the Visual Arts group and it is interesting to note that most staff are PT. This is because the majority of staff are maintaining their creative practice alongside their teaching.

	2014	2015	2016
TOTAL Staff	13	13	12
PT Female	7 (53.5%)	6 (46%)	5 (42%)
FT Female	1 (8%)	1 (8%)	1 (8%)
Total Female	8 (61.5%)	7 (54%)	6 (50%)
PT Male	4 (31%)	5 (38.5%)	5 (42%)
FT Male	1 (7.5%)	1 (7.5%)	1 (8%)
Total Male	5 (38.5%)	6 (46%)	6 (50%)

Table 39: Visual Arts Group staff by gender and PT/FT status

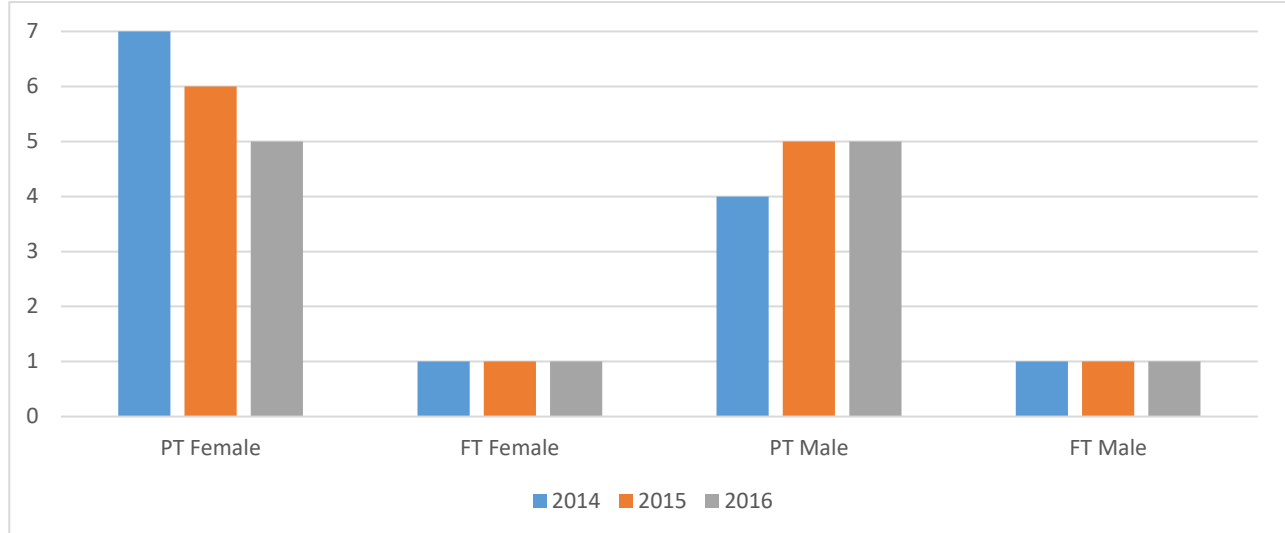


Chart 34: Visual Arts Group staff by gender and PT/FT status

	Female			Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	1	1	1	0	0	0	1	1	1
UH08	6	5	5	2	2	3	8	7	8
UH07	1	1	0	3	4	3	4	5	3
TOTAL	8	7	6	5	6	6	13	13	12
	(61.5%)	(54%)	(50%)	(38.5%)	(46%)	(50%)			

Table 40: Visual Arts Group staff by gender and pay grade

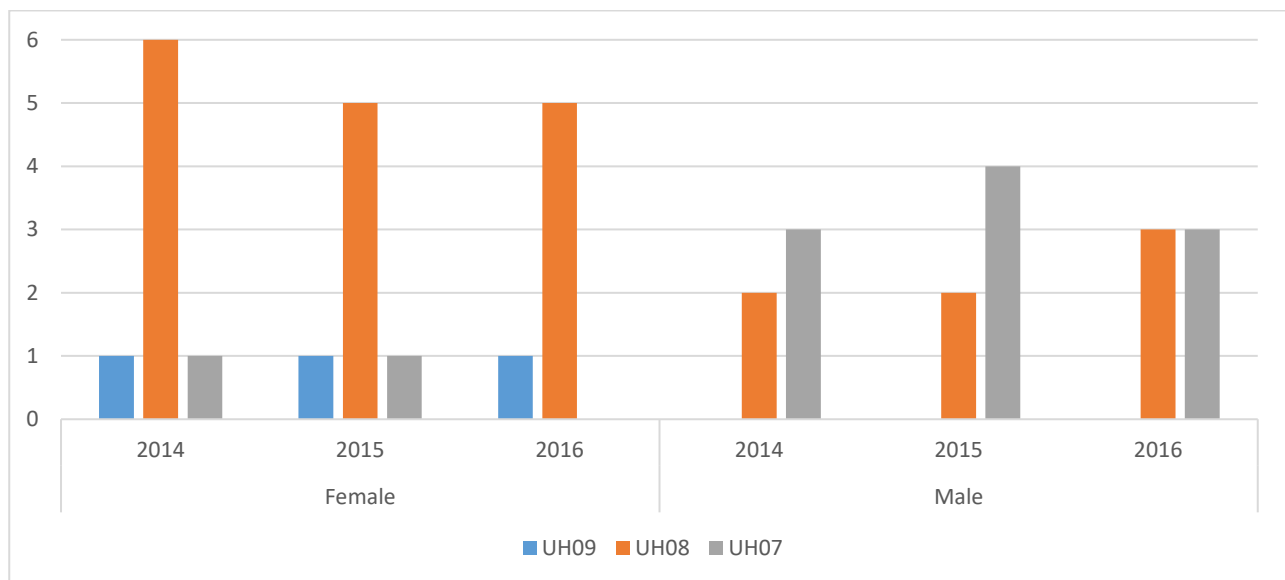


Chart 35: Visual Arts Group staff by gender and pay grade

	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1
UH08	5	4	4	1	1	1	1	1	2	1	1	1	8	7	8
UH07	1	1	0	0	0	0	3	4	3	0	0	0	4	5	5
TOTAL	7 (53.5%)	6 (46%)	5 (42%)	1 (8%)	1 (8%)	1 (8%)	4 (31%)	5 (38.5%)	5 (42%)	1 (8%)	1 (7.5%)	1 (7.5%)	13	13	12

Table 41: Visual Arts Group staff by PT/FT status and pay grade

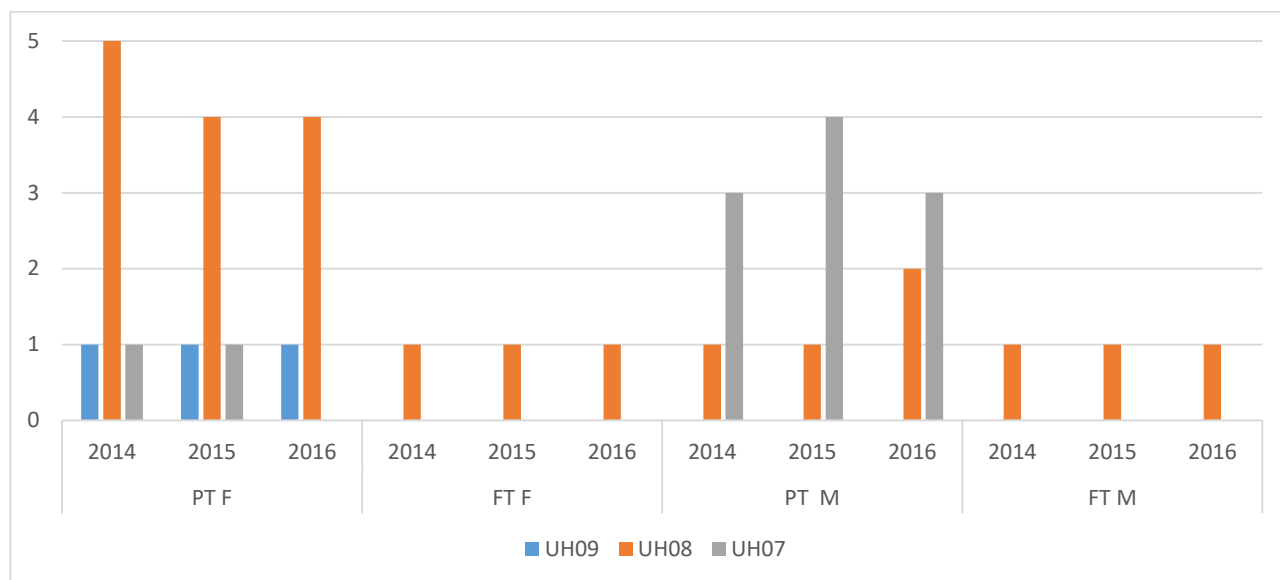


Chart 36: Visual Arts Group staff by PT/FT status and pay grade

Visual Arts summary points:

- Gender equality of staff split
- Ratio of staff out of alignment with significantly female student body at 83%
- Female staff on higher pay scales than male colleagues (AP4.1 and AP4.2)

(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.

As demonstrated in Table 42, fixed-term contracts are rarely used in SoCA. The fixed-term roles identified are all one-off cases that included the School Designer, now on a permanent contract, and a Visiting Professor.

	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
AM								1	1				0	1	1
UH09															
UH08															
UH07								2	1		1		1	2	1
UH06		1										1		1	1
UH05															
UH04									1						1
TOTAL		1						3	3		1	1	1	4	4

Table 42: Fixed-term contracts by gender, PT/FT status and pay grade

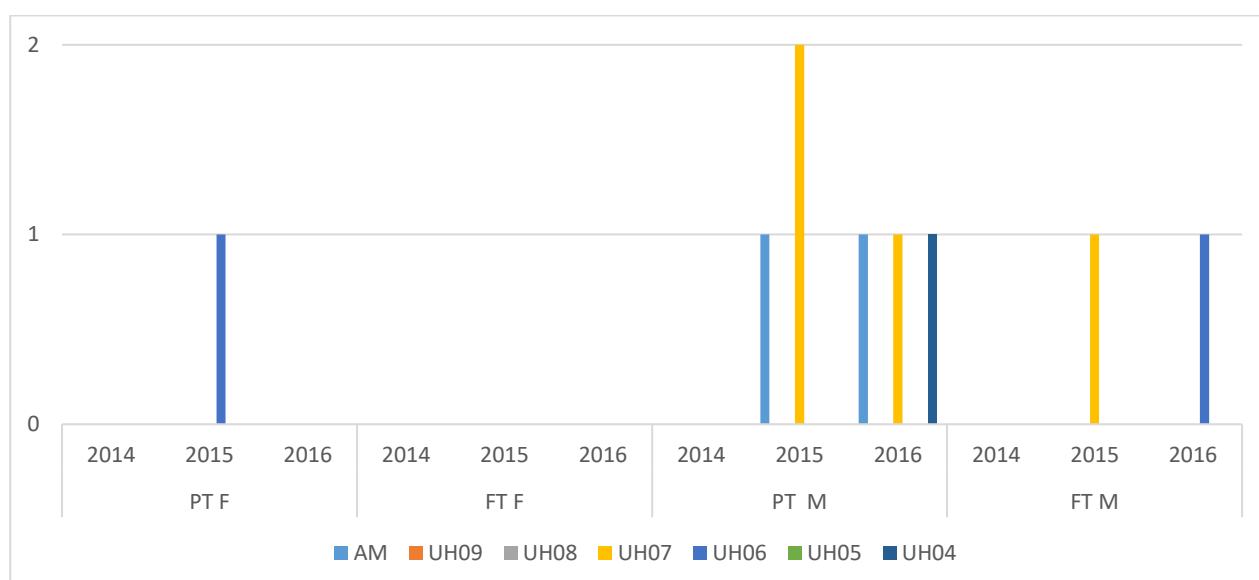


Chart 37: Fixed-term contracts by gender, PT/FT status and pay grade

Visiting Lecturers

In addition to the permanent PT and FT contracted staff, the School employs many VLs who bring current industry expertise. Around 27 FTE of staffing is made up of VLs undertaking anything from 10 to 200 hours of work. This staff group of 149 people (by headcount) are employed on VL contracts (these are not teaching-only). Many of these staff have been working with the School for several years and have flexible working patterns that allow them to maintain their role at the University alongside their positions in industry/practice.

VLs are significant to the student experience as role models – we intend to increase the diversity of these staff using a 50%:50% target for both categories of VLs (AP4.2.i.1)

We evaluated the percentage of male:female VLs (see Table 43) by looking at both small inputs of teaching (10 hours or under), which tend to be industry professionals giving presentations about their work, as well as those working 11 hours or more (see charts 39, 40, 41 and 42). This area was seen as having the potential for faster change than permanent staffing in the short run. It was discussed in depth by the SEG and PLs, as they generally nominate the individuals who are employed. We have therefore identified a set of targets and benchmarks (AP4.2) against which to evaluate progress in relation to the different SGs in the School and to actively promote VL opportunities to female staff in key areas such as Music, Screen and Design.

	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
By Head Count	71 (47%)	65 (44%)	71 (48%)	80 (53%)	83 (56%)	78 (52%)	151	147	149
By Hours	5,670 (42%)	5,724 (45%)	6,449.5 (43%)	7,785 (58%)	6,942 (55%)	8,628 (57%)	13455	12666	15077

Table 43: VL headcount by gender and hours worked

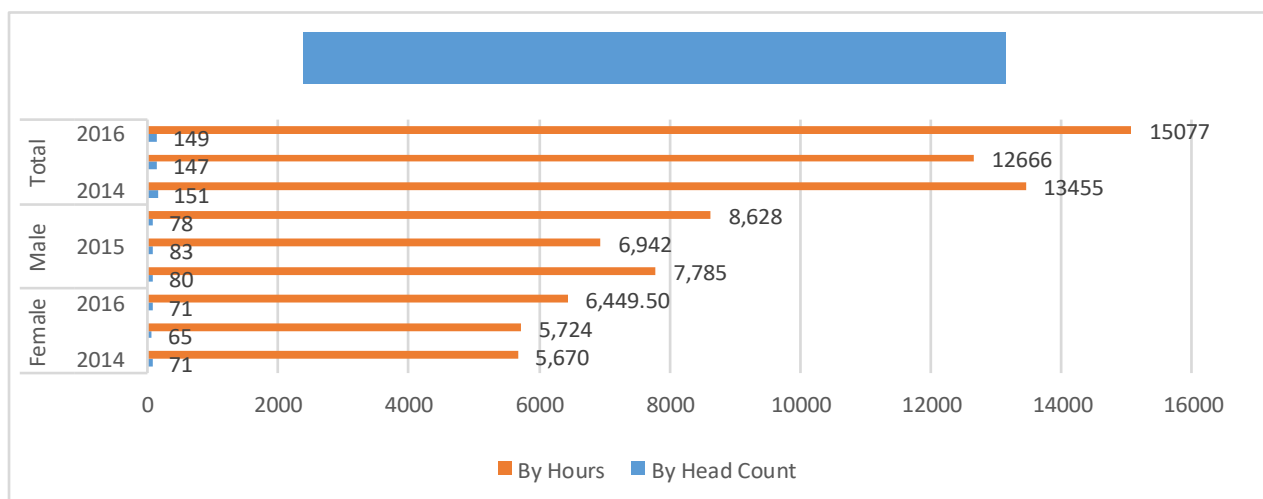


Chart 38: VL Headcount by gender and hours worked

Design

DESIGN Visiting Lecturers: 2015/16 10 hours or less

Male	Female	Total
12	5	17
70.5%	29.5%	100%

DESIGN Visiting Lecturers: 2015/16 11 hours or more

Male	Female	Total
21	12	33
64%	36%	100%

Table 44: Design Subject Group VLs

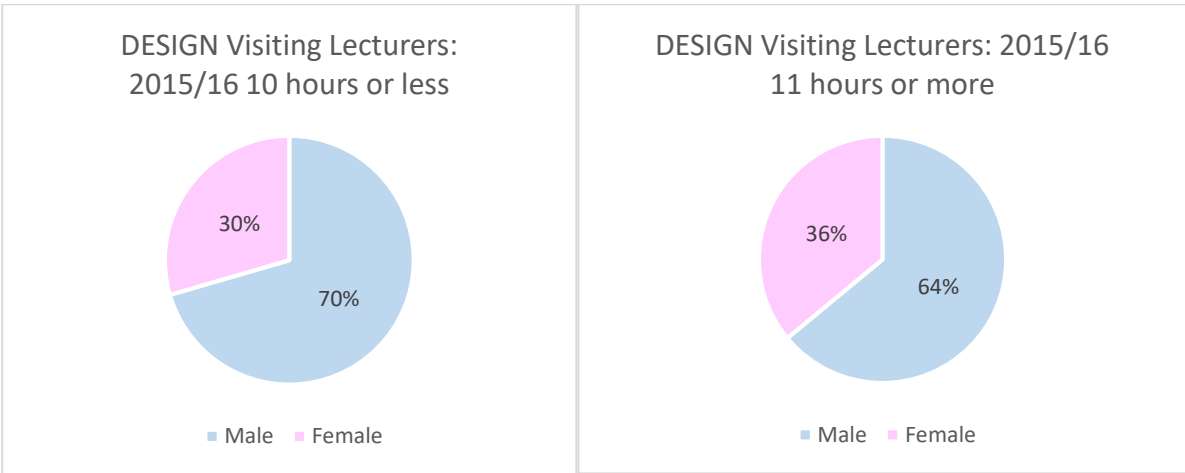


Chart 39: Design Visiting Lecturers Hours

In the Design group there are significantly more men than women employed in both VL categories.

Music

MUSIC Visiting Lecturers: 2015/16 10 hours or less		
Male	Female	Total
5	4	9
55.5%	44.5%	100%

MUSIC Visiting Lecturers: 2015/16 11 hours or more		
Male	Female	Total
19	3	22
86%	14%	100%

Table 45: Music Subject Group VLs

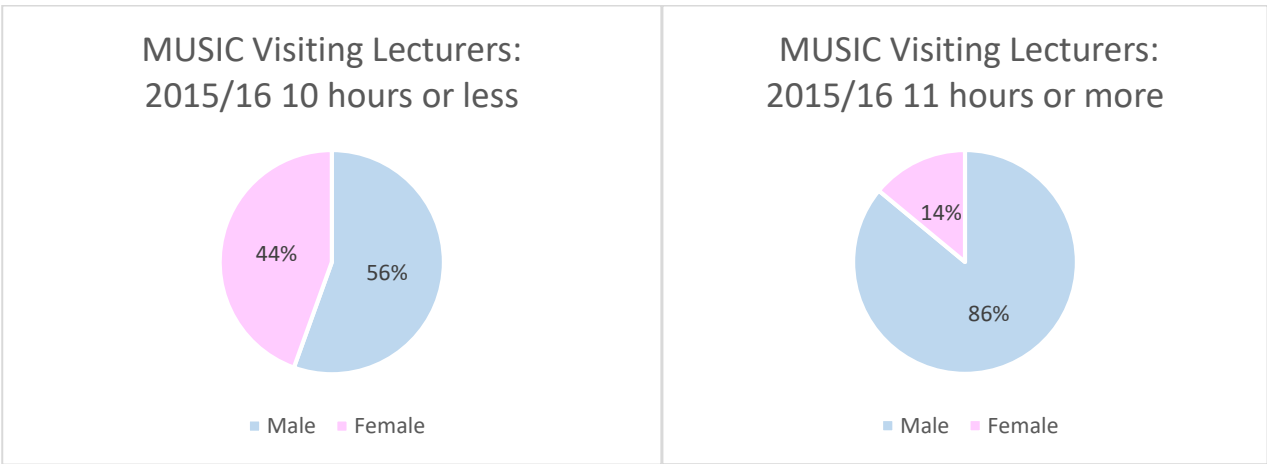


Chart 40: Music Visiting Lecturers Hours

Music group visiting speakers are roughly equally split by gender, although there is a strong male bias in VLs working over 11 hours.

Screen

SCREEN Visiting Lecturers: 2015/16 10 hours or less

Male	Female	Total
16	17	33
48.5%	51.5%	100%

SCREEN Visiting Lecturers: 2015/16 11 hours or more

Male	Female	Total
26	20	46
57%	43%	100%

Table 46: Screen Subject Group VLs

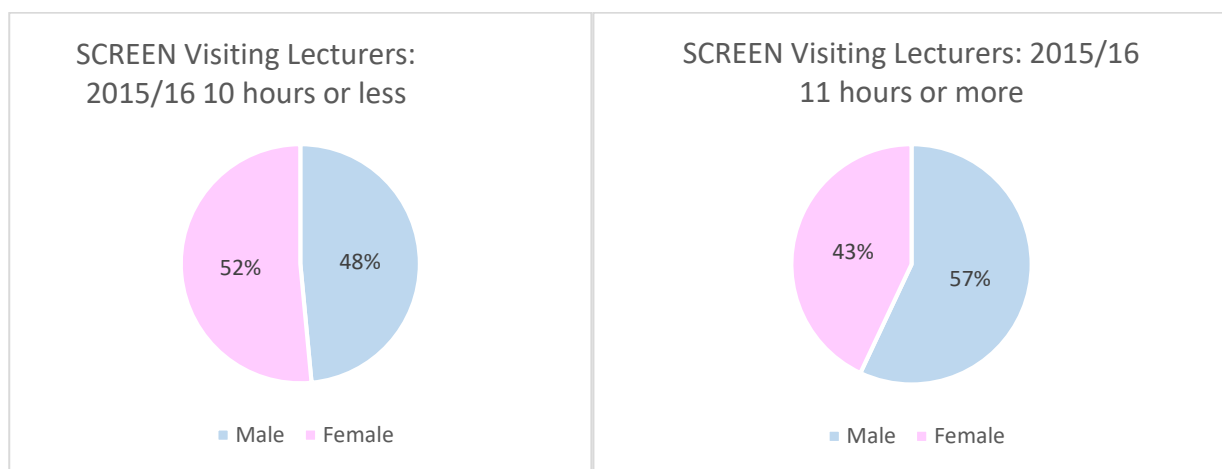


Chart 41: Screen Visiting Lecturers Hours

In the Screen group, VL employment shows a more even gender ratio. The SGLs and PLs have worked to ensure that VLs are more balanced, showing that this is possible to achieve in other areas of the School.

Visual Arts

Visual Arts Visiting Lecturers: 2015/16 10 hours or less

Male	Female	Total
7	13	20
35%	65%	100%

Visual Arts Visiting Lecturers: 2015/16 11 hours or more

Male	Female	Total
10	7	17
59%	41%	100%

Table 47: Visual Arts Subject Group VLs

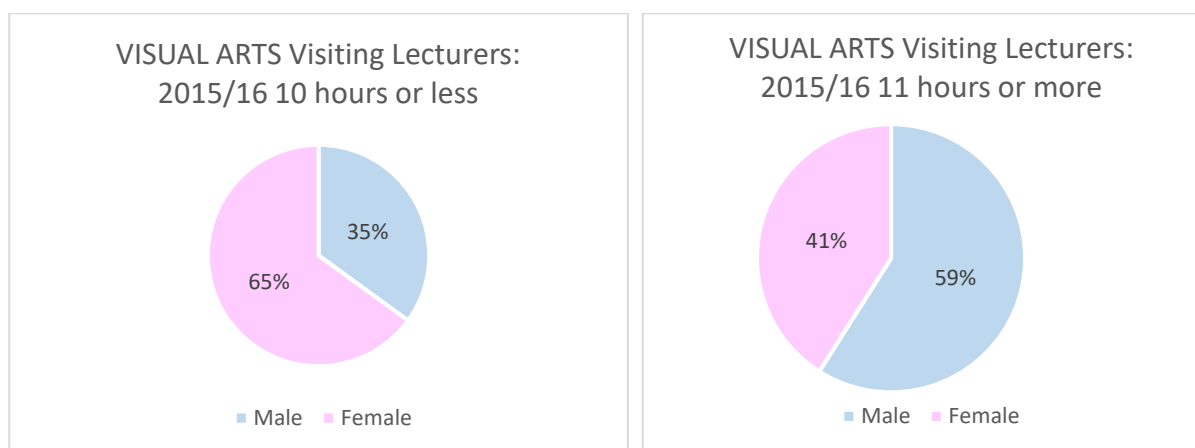


Chart 42: Visual Arts Visiting Lecturers Hours

In the Visual Arts group (one of the smaller academic groups) the ratio is more equal than some of the other groups, over both categories of employment.

(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.

The turnover rate of academic staff in the School is very low between 3 – 7% monthly.

Staff have an exit meeting with their line manager prior to leaving. With the average age growing in the School, we are seeing an increasing number of retirements. Others left to take on higher level jobs at other institutions and 2 staff decided not to return following maternity leave (see 5.5(iv)). Leaver data is collected; however, this requires further monitoring (AP4.2.i.1).

The slow turnover of academic staff means that increasing the diversity and gender or ethnicity of the permanent staff body is also likely to be slow. This is why we have agreed actions in relation to VLs alongside talent development actions (AP5.1.2 and AP5.1.3).

	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
AM							1						1		
UH09						1				2			2		1
UH08	1	2	2			1			1		1		2	2	5
UH07			1	1			1	1	1		1		1	1	3
UH06															
UH05															
UH04															
TOTAL	1	2	3	1	0	2	0	2	2	1	2	2	3	6	9

Table 48: Academic leavers by gender, pay grade and FT / PT status

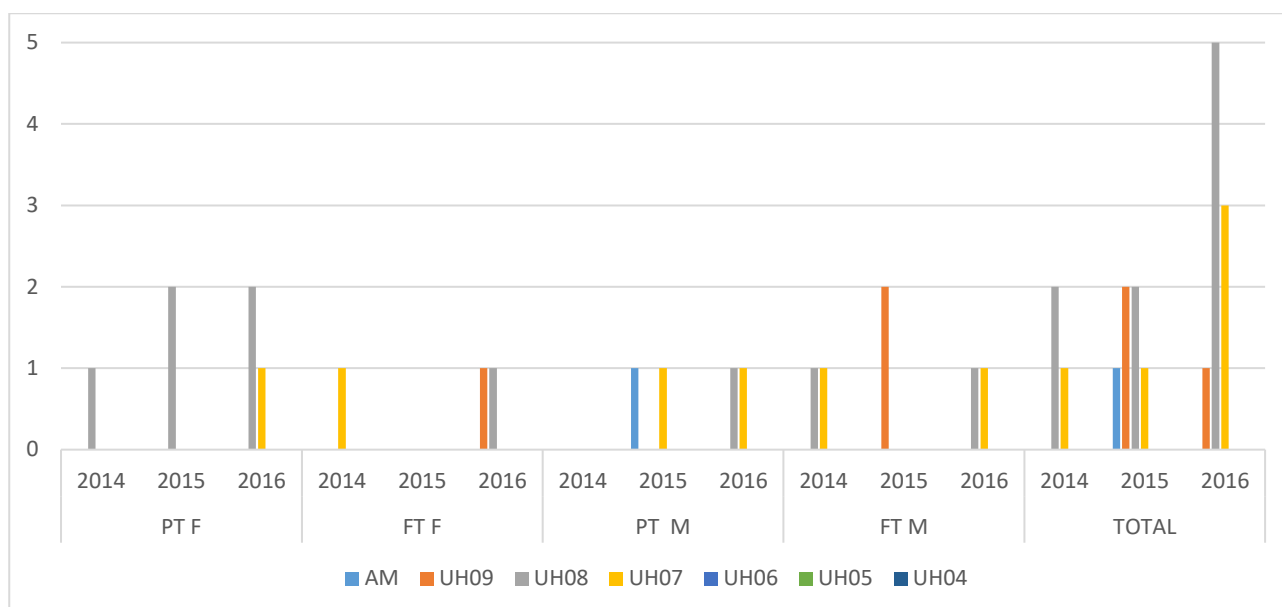


Chart 43: Academic leavers by gender, pay grade and FT / PT status

References

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- Department for Culture, Media and Sport (2015) *Creative Industries: Focus on Employment* Department for Culture, Media and Sport
- Equality Challenge Unit (2015) *Equality in higher education: statistical report 2015* Available at: <http://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2015/>
- Punjar, S. (2016) *Gender Inequalities in the cultural sector* Culture Action Europe
- UK Music (2017) *Work Force Diversity in the British Music Industry* Available at: <http://www.ukmusic.org/news/workforce-diversity-in-the-british-music-industry>
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(2,302 words)

5. Supporting & Advancing Women's Careers (6,000 words)

5.1 Key career transition points: academic staff

(i) Recruitment

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

The School follows the University's recruitment and selection procedures. Adherence to University Equal Opportunities criteria is monitored by HR. A University template for job descriptions and person specifications is used, and job descriptors are agreed with SGLs and the HR Business Partner, to ensure gender-neutral language. Interview panels are chaired by the Dean and panel members are trained in recruitment and selection. Panels always include both genders as decision-makers, as well as external members from other parts of the University or external to UH in order to enhance objective decision-making. Presentations are included in recruitment and selection.

SoCA tends to have around 5 – 6 academic posts per year created through resignation or expansion, and around 2 – 3 posts per year in the professional (technical and administrative) areas. The main entry point for academic posts is at UH07 (8) or UH08 (4).

Grade	Applications					Shortlisted					Offers				
	Female	Male	Un-known	% Female	% Male	Female	Male	Un-known	% Female	% Male	Female	Male	Un-known	% Female	% Male
AM/ Prof	8	12	3	35%	52%	2	4	0	33%	66%	1*	1*	0	50% (12%)	25% (8%)
UH09	2	16	2	10%	80%	0	5	0	0%	100%	0	1	0	0%	20%
UH08	13	38	3	24%	70%	4	11	1	25%	70%	1	3	0	25%	27%
UH07	34	126	13	20%	73%	4	25	6	12%	20%	1	4	3	25%	16%

Table 49: Academic post applications, shortlisted and offers by gender, pay grade and FT/PT status 2014/15 NB % of shortlisted and offers related to the applicant offers on the left column of each table

Grade	Applications					Shortlisted					Offers				
	Female	Male	Un-known	% Female	% Male	Female	Male	Un-known	% Female	% Male	Female	Male	Un-known	% Female	% Male
UH9	1	6	7	7%	42%	0	2	2	0%	33%	0	1	0	0	50%
UH8	15	21	6	36%	50%	10	4	6	67%	19%	2	0	2	20%	0%
UH7	48	89	8	33%	61%	11	16	1	23%	18%	5	2	0	45%	13%

Table 50: Academic post applications, shortlisted and offers by gender, pay grade and FT/PT status 2015/16

Tables 49 and 50 above expose the major weakness in the recruitment process of not attracting equal numbers of female and male applicants. Despite this, women sometimes enjoy better shortlisting rates than men. Where women are getting shortlisted they have a better success rate for offers following interview. Given that these figures are derived from multiple posts, some of the individual posts would have had few female applicants. Nevertheless, despite low applicant numbers the data suggests that there is no gender discrimination as females fare well throughout the selection process. We have only included the two most recent years of data as the third year was not available due to an issue with HR data storage at the central level (an institutional action). More collection and analysis of data is required in this area and we are working with the institutional SAT to rectify the situation (AP5.1.1).

Expressions of interest have been increasingly used in the School where there are particular responsibilities that form part of the job portfolio, and feedback from the staff survey requested more opportunity for these. There are plans to continue and expand the opportunities for Expressions of interest (AP5.1.2).

Role	No of female applicants	No of male applicants	Appointed
L&T support role	2	2	Female
QA support role	1	1	Male

Table 51: Expressions of interest by gender of applicant and appointment 2014

Note no expressions of interest were advertised in 2015.

Role	No of female applicants	No of male applicants	Appointed
Deputy Admissions Tutor	1	1	Female
Design Research Group Chair	0	3	Male
Link tutor	1	1	Male
QA support role (replacing the vacancy above when person left UH)	2	1	Female
Timetabling	0	0	No appointment made

Table 52: Expressions of interest by gender of applicant and appointment 2016

Staff report having good experiences from applying for a new role or post in the School in the Staff Survey.

Posts are always advertised externally and in the main on-line and hardcopy press. In addition, posts will be communicated to internal staff and to VLs. For example, VLs and academic staff are working on a programme for promotional opportunities, and will be individually approached by line managers to encourage consideration of applications (See AP5.1.3). This is a new development as a result of the AS SAT.

There will be a revision of staff recruitment processes to address gender imbalance and increase diversity to address intersectionality (AP5.1). Work on this has already begun and recent changes to recruitment advertisements now include a positive action statement (See AP5.1.2)

Recently, additional external networks have been used such as conference delegate lists, professional body networks, national networks where more diverse applicants may be found and the School is working with HR to explore this further. It is likely that more could be done in this area using social media and other online approaches (AP5.1.2).

Job Descriptions will often include 'equivalent to' statements relating to academic qualifications (e.g. PhDs) so as to open up the potential range of applications which is particularly important in the Creative Arts.

As discussed, the School will actively look to promote VL opportunities for female staff in key areas such as Music, Screen and Design and male staff in Art Therapy (AP5.1).

(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.

Induction in SoCA is made up of 3 separate but linked components – Central Induction, HR welcome meeting/induction and a local induction (Table 53), all of which work together to provide new starters with an effective and timely induction experience. All staff are expected to attend mandatory Equality and Diversity training.

Activity	Provided by	When
University HR induction	HR	First day
Local induction	Line manager, Dean	At start of post
Research staff-specific induction	In-School induction: Line manager, Associate Dean	Within first 3 months

	(Research), Research Grants Team	
Central induction	HR	Within first 6 months
Equality and Diversity and Health and Safety training	Online modules	Within first 6 months
Work practices, policies, procedures familiarisation	In-School induction: Line manager and mentor, guided by HR checklist	During first 12 months in post
UH Research Information System (RIS) training	Central UH training events	During first 12 months in post
Continuing Professional and Academic development (CPAD) course	UH Learning, Teaching and Innovation Centre (LTIC) - accredited course (60 masters level credits)	During first 1 -2 years in post – length of programme depends on staff's previous teaching experience

Table 53: Induction activities for new staff

All staff undertake a local induction with the Dean, which includes a social lunch with all new starters across the various staff categories to help form a network of support.

In the Dean's induction, longer term career objectives are set out including potential contract increases and promotional opportunities. SoCA has developed a fast-track staff Masters approach to accredit prior experiential learning where the plan of study is agreed and adjusted to the individual. This has only been undertaken by male members of staff therefore needs to be more widely communicated as an option (AP5.3.5).

The Dean provides new starters with a set of objectives related to their post. The first 4 months concentrate on the day-to-day activities as academic staff. The second 4 months identify the need to develop research activities and other areas of career development. At the point of entry, key training and development events and mentoring opportunities are identified, including joining the relevant research groups and contacts. This meeting is usually followed by a briefing by the Associate Dean (Research).

Additional introductions happen through line managers (usually SG Leaders for academic staff) and PLs. An induction document has been developed by the School to identify expected knowledge and skills that need to be covered in the first 12 months of the job, specified in relation to probation checkpoints. This is checked at the main probationary points for completion.

All academic staff undertake a Post Graduate Certificate of Education through CPAD if they do not already possess this qualification or are supported in their application to the Higher Education Authority.

A feedback process on induction will be introduced (AP5.3.5).

(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.

Academic positions are advertised within the School via email from the Dean as well as being listed on the Central UH HR System: CORE. Academic promotion opportunities (Figure 2 below) are offered throughout the year by various routes and are also advertised on CORE.

Figure 2: Academic Promotion Routes

			Grade	Teaching and research	Research Focus
			AM	Academic Managers	Professor
			UH9	Principal Lecturer	Reader
			UH8	Senior Lecturer	Senior Research Fellow
			UH7	Lecturer	Research Fellow
			UH6		Research Assistant
			UH5		
			UH4		
Application for vacant position	Application for progression	Application for Readership or Professorship			

Staff may undergo a job evaluation process through EQUATE. Individuals, with the support of their line manager, prepare a portfolio of evidence including information about responsibilities to demonstrate how they meet the criteria for a promoted grade. Where achievements and additional work identify that a person is working above their EQUATE status there is a case for promotion. This is assessed by the HR Business Partner and discussed with the line manager before being approved by the appropriate Pro-Vice-Chancellor to ensure organisational equity.

	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	1	0	0	1	0	0	2	0	0
UH08	2	1	0	4	1	1	6	2	1
UH07	0	0	0	1		1	1	0	1
Total	3	1	0	6	1	2	9	2	2

Table 54: Academic Staff by gender and Grade Summary who were promoted

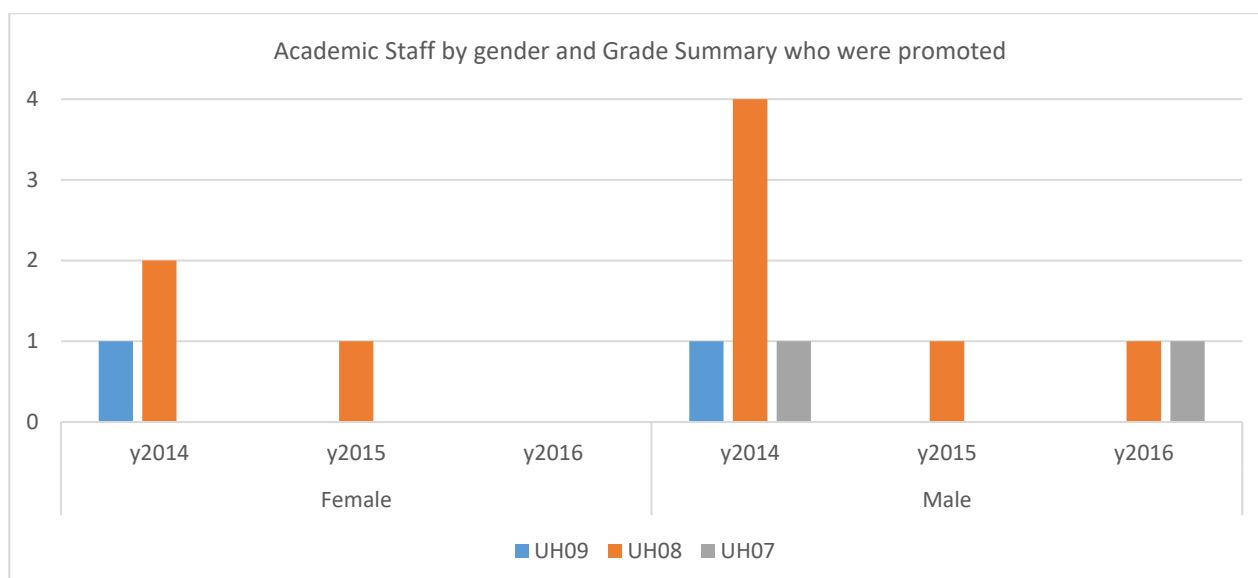


Chart 44: Academic Staff by gender and Grade Summary who were promoted

After evaluating the data on promotions and the staff survey, we have identified a number of actions related to career development opportunities. Findings suggest that staff are aware of development courses and opportunities (17F:19M), but more work on communicating these across the School should be undertaken (AP5.3). 57.5% of staff survey respondents stated that they believe individuals are offered career development opportunities irrespective of gender (9F:14M). However, 64% of female academic respondents think that men are offered more development opportunities which supports the view that more action is needed (AP3.iii.7).

Mentors need to be made more widely available to discuss individual development opportunities, including from industry (AP5.3.5). It would also be beneficial to hold more regular briefings/workshops by the Dean on different career opportunities and how to gain relevant experience for these (AP5.3). And finally, a more active address is needed through training and monitoring to development opportunities within the appraisal meeting (AP5.3.4).

- (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.

There are clear imbalances between the number of women and men submitted for REF in 2008 and 2014. It should be noted that a greater proportion of FT staff submitted were men and that the women submitted had fractional FTE contracts of 0.5FTE and above. In 2017 with the appointment of early career staff over the last three years, this imbalance has been partially redressed and a strategy is in place to ensure the development of research active staff including early career researchers and those returning to research (AP5.3.6 – 8). In an audit done in 2017 in preparation for REF, there were 24 staff reviewed in the mock audit of whom 15 were men and 9 women showing an increase of female participants to 37% compared to the last REF. The submitted and not submitted together are the total number of eligible staff.

	Female		Male		Total	
	2008	2014	2008	2014	2008	2014
Submitted	3 (27%)	5 (28%)	8 (73%)	13 (72%)	11	18
Not submitted	23	30	39	52	62	82

Table 55: REF submissions by gender in 2008 and 2014

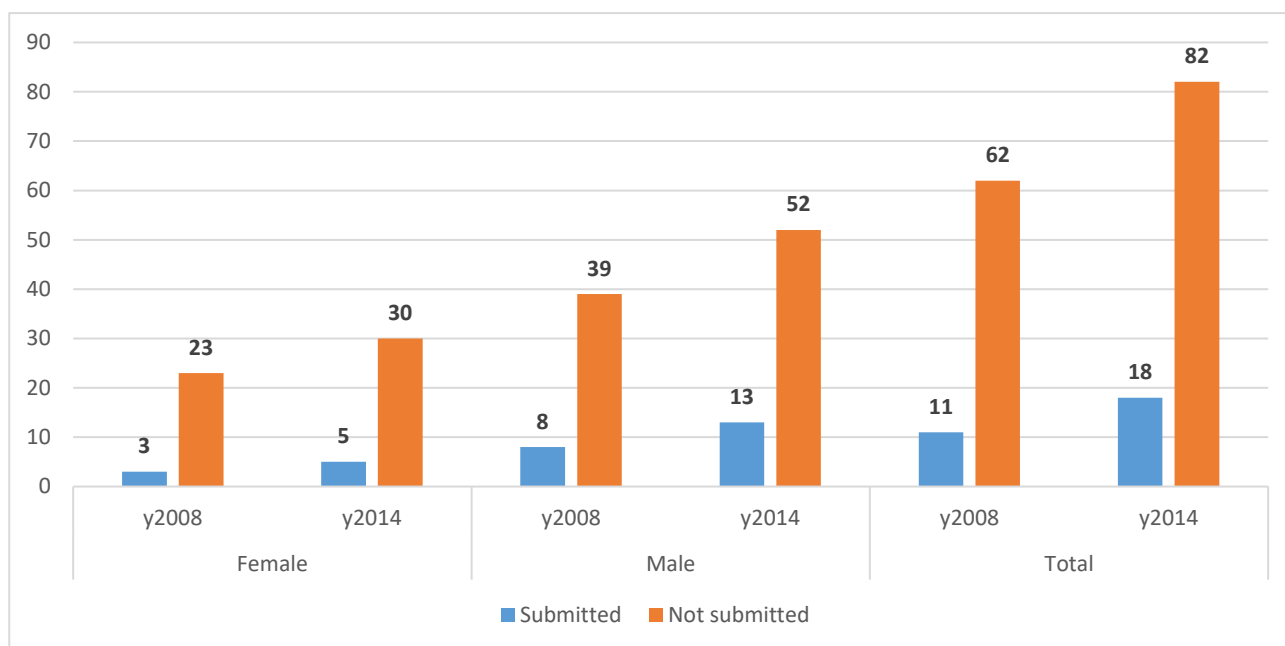


Chart 45: Number of REF submissions by gender in 2008 and 2014

A more active research community is being built in the School and support has been offered in a number of ways. Research Group Chairs (3F:1M) have been appointed after Expressions of Interest and are given remission from their weekly teaching loads.

Staff are supported to develop their research capacity both locally and at University level. Weekly seminars are held by our 4 research groups. These provide a forum in which established and new staff can come together to discuss work in progress. From 2017 onwards (AP5.3) we will provide more research mentors to support the early period of research activity which is accessible to FT and PT academic staff. This has just started and is led by our female Professor and has equal male:female post-doctoral staff benefitting.

Visiting researchers (1F:1M) are regularly hosted to participate in discussion groups. Staff are also supported to develop their research through attendance at conferences, which is routinely funded by the School and priority is given to new staff and Early Career Researchers.

As staff research profiles develop, funding is set aside to assist with the cost of performances and exhibitions, publications etc.

5.2 NOT NEEDED FOR BRONZE SUBMISSION

5.3 Career development: academic staff

The Dean delivers a biannual review of the strategic context of the School that helps staff understand the wider context for the work of the School and their individual activities. This activity supports those who may want to develop their career further in understanding University strategic intentions.

(i) Training

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

Training and development opportunities are available across the School. These may be undertaken externally or provided by the University or School. UH training opportunities are made available to staff through a dedicated section of the University StaffNet website and regular email communication from HR and other areas of the University that offer bespoke learning opportunities.

There is also an all-staff School Development Week in June each year, which aims to keep staff up-to-date and help to develop key areas of knowledge. It is comprised of various group development workshops and activities which respond to contemporary trends and needs, drawing on external expertise as well as sharing best practice from within the School in relation to learning and teaching, employability of students, research and other key activities (AP5.6).

Staff development budgets are devolved to SGLs to align individual development activities to course and individual needs. SGLs all host annual development days for their SGs which combine workshops around strategic and local developments, ensuring that individuals are informed about the wider context and how their work is related to this.

Training	Aimed at	Encouraged / Required
Recruitment & Selection training	Panel Chairs	Required
Diversity in the Workplace module and Equality and Diversity Essentials workshop	All new staff	Required
Data Protection & Freedom of Information Act	All new staff	Required
Equality and Diversity Training	All new staff; available to all staff and PhD students	Required
Unconscious Bias Training	All new staff; available to all staff and PhD students	Required
Cultural Awareness Training	All staff	Encouraged
Transgender Awareness Workshop	All staff	Encouraged

Table 56: Examples of training available from HR

There has been an increase in female staff and a decrease in male staff undertaking training.

	2013/14		2014/15		2015/16	
	Female	Male	Female	Male	Female	Male
Number attending Training	6	20	18	35	23	40
Percentage of staff by gender	23%	77%	34%	66%	36.5%	63.4%

Table 57: Academic staff who under took training by gender

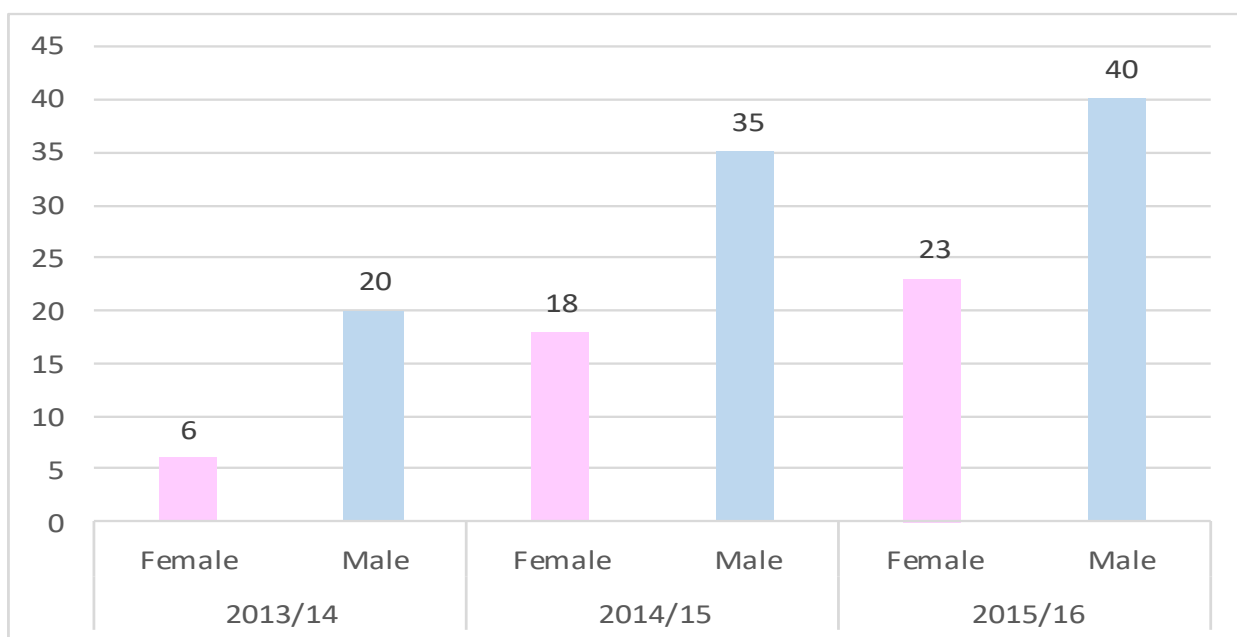


Chart 46: Academic Staff who attended Training by gender

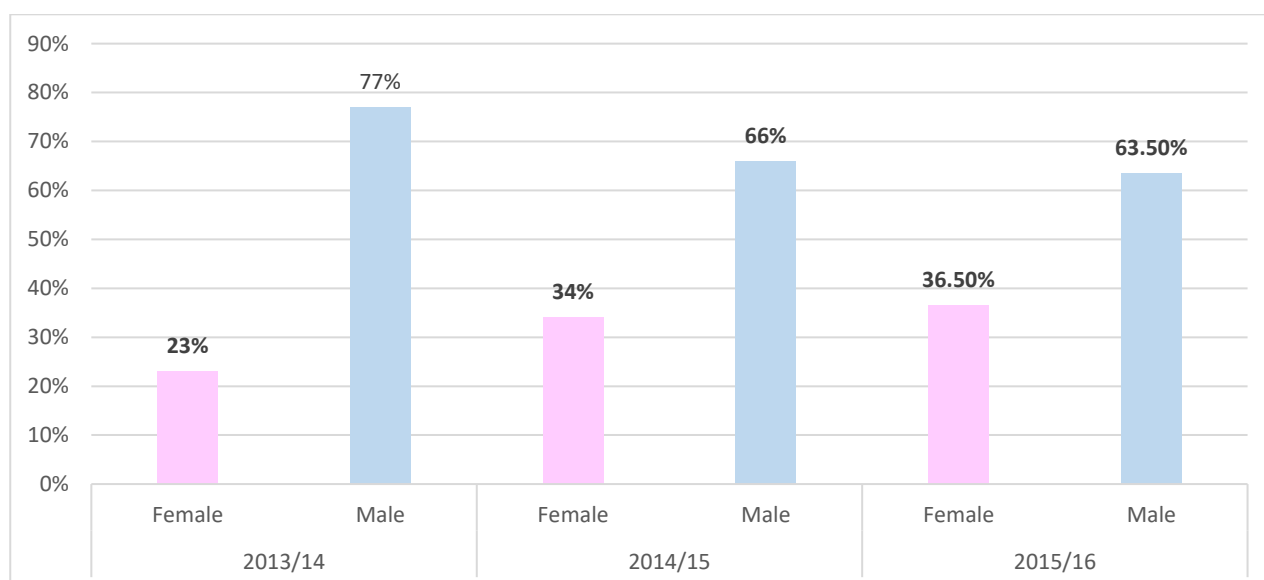


Chart 47: Academic staff who undertook training by gender (%)

Both external and internal staff development opportunities are recorded and discussed at appraisal. In addition, training and annual appraiser updates direct attention to training opportunities for all genders, but additionally to ensuring female and diverse staff are given appropriate encouragement (AP5.3). Staff development take-up needs are to be considered as part of equality and inclusion more thoroughly (AP5.3.1).

The School intends to set up an in-house development programme directed at UH07 and UH08 for promotion and research development, as well as UH08 and UH09 to develop leadership and management skills (AP5.3.6). The purpose is to give female staff the opportunity to understand how committees function and committees to which they would not normally have access such as SEG.

It has been identified at SEG that one area currently lacking in the School is training for those applying for Learning and Teaching grants. A series of events will be developed (AP5.3.2).

Furthermore, skill sharing has arisen as an area for additional development. This is currently being utilised by the technical team, but there is potential for this to be rolled out for staff across the School (AP5.3.3).

(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.

Appraisals are carried out once a year with an additional interim review after 6 months. All appraisers have undertaken training, however a refresher relating to the use of development opportunities more effectively is intended (AP5.3.4).

Appraisals takes account of a range of factors that include teaching, administration, research activity (publications, grants, research students) and outreach activity. The appraisal is also a way for the member of staff to discuss how they meet the University Values. This gives the appraisee the opportunity to discuss their achievements, expectations, and to identify challenges and opportunities that are built into an action plan for the year ahead. On the basis of achievement, staff can apply for promotion through the EQUATE process, which must be made on a case-by-case basis with managerial support. A more active encouragement is intended (See 5.3.5).

More needs to be done to ensure annual appraisals help staff, in particular female staff, to identify development opportunities. Only 49% (64%M:27%F) of staff survey respondents feel their annual appraisal identifies appropriate development opportunities (AP5.3).

(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.

Academic staffs' career progression is supported through a variety of methods which include whole School activities, University activities and appraisal. The staff development budget will include a budget for EDI activities in 2017/18 and a more targeted approach (AP5.3.5 and AP5.3.6).

Staff are encouraged to undertake Masters and doctoral studies and remission from teaching and support for costs are used as further encouragement. Fees are covered by the School both for internally-supervised PhDs and those undertaken at other universities. Currently, 10 staff are completing doctorates, comprising: 3 externally-registered (all male) and 7 internally-registered (3F:4M) (AP5.3.5).

	Female	Male	Total
2013/14	0	1	1
2014/15	0	0	0
2015/16	1	0	1

Table 58: Staff who have completed Doctorates by gender

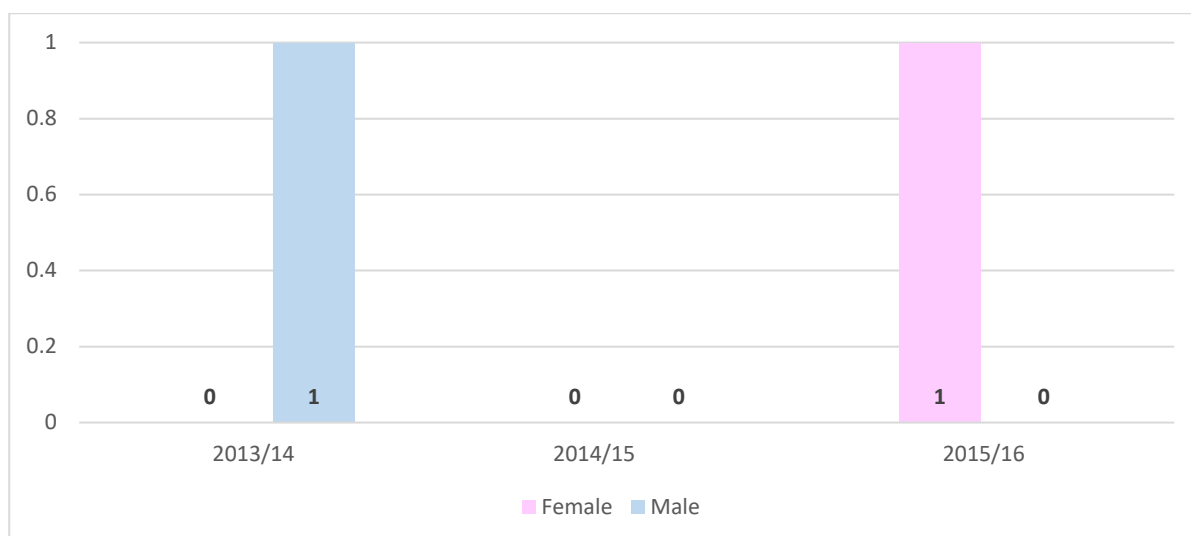


Chart 48: Staff who have completed Doctorates by gender

In order to address research development across the School, the Dean, Associate Dean (Research) and Associate Dean (Business Development) have met with the majority of academic staff in one-to-one meetings giving specific written and verbal advice on research development. The Associate Dean (Research) has then followed up with tailored advice and guidance. Postdoctoral researchers are also given 1 to 1 meetings with the Associate Dean Research.

The School allows workload allocations for research of a third for professors and readers. Those undertaking PhDs in their final period of doctoral study have submitted for additional reduction/cover of teaching – all of which were approved in 2016 order to intensify support during the ‘writing up’ period accessed in 2016/17 by 2F:2M.

A review of School research development spending in 2015/16 identifies 26 people who have had School internal research funding 15M:11F. While male researchers received 57% of the funding, each of the 11 female researchers received a higher amount of funding (an average of £1948 each compared to the average for the male researchers of £1886). It is intended to include this reporting with EIT processes (AP5.3.7).

Support offered	Provided by
Support for new and early career researchers	Doctoral College
Researcher Development Programme	Doctoral College
Developing your Career	HR – People Development
Academic Career Pathways	HR – People Development
Continuing Professional Academic Development	Learning and Teaching Innovation Centre (LTIC)
Continuing Professional Development (CPD) Framework	Learning and Teaching Innovation Centre (LTIC)
Higher Education Academy (HEA) accreditation	Learning and Teaching Innovation Centre (LTIC)
Aurora	Leadership Foundation
Future Leaders	HR – People Development
Mentoring / Coaching	HR – People Development

Table 59: Examples of career development support available to staff

One female member of staff has been attending the Aurora programme each year – these staff have been drawn from both academic (2) and administrative (1).

In the School Staff Survey, 51% (11F:8M) of respondents stated they would like the opportunity to sit in on School-level meetings and activities with a view to gaining an understanding of the wider school strategies (See Action 5.3).

(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).

It has been identified that there is an opportunity to encourage student progression to PG programmes through better communication (AP 4.1.ii.1).

UG students are given information and advice about PG opportunities throughout their studies, but with particular focus during the final year both from the University's central Careers and Employment Service. PG students are given advice about opportunities for research activities, further study and industry careers. All students have access to the University's central online career support, CareerHub, which offers advice and information about events supporting all careers including academic career progression. This is also available to students for up to 2 years after graduation.

The School's graduate and postgraduate exhibitions and events offer opportunities for other students at an earlier stage of development to engage with the nature of study at a higher level. Research students may be given some opportunities to teach in the School.

The School has not used doctoral students for extensive teaching, however many of the doctoral students are already permanent or visiting teaching staff. Other doctoral students are supported through providing presentations and career advice through the University central programme for ECRs.

(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.

The University has a central team who regularly participate in School annual research events, and support grant bids. Research Grants provide expert advice and guidance to support researchers in applying for research funding from a wide variety of funding bodies. Their support covers all aspects of bid development to increase staffs' chances of success.

Colleagues are also offered support in identifying where there are research synergies across Schools to match up researchers, and the Research Office, in liaison with HR Development, facilitate the provision of training events covering finding funding, bid writing, impact, public engagement etc. Unsuccessful applicants are offered support including a review of any feedback alongside the original bid, a review of what applications were successful (where this is publicly available to assess the range of topics funded,) sourcing further funding opportunities and again supporting bid writing, ensuring feedback is taken on board as appropriate.

External grant applications and success have remained steady across the last 3 years with the majority of applications from male staff. Of the 15 applications from women, 9 were from single applicants; of the remaining 6, 3 were with fellow male and 3 were from fellow female co-applicants. Of the 37 applications from men 21 were from single applicants; of the remaining 16, 9 were with fellow male and 7 were from fellow female co-applicants. Training and support for research applications will be developed (AP5.3.8). Success rates are comparable between men and women.

	Grant Applications			Successful Applications		
	Female	Male	Total	Female	Male	Total
2013/14	3	11	14	1 (33%)	4 (36%)	5
2014/15	5	10	15	1 (20%)	3 (33%)	4
2015/16	3	11	14	1 (33%)	3 (27%)	4

Table 60: Numbers of grant applications and successes by gender

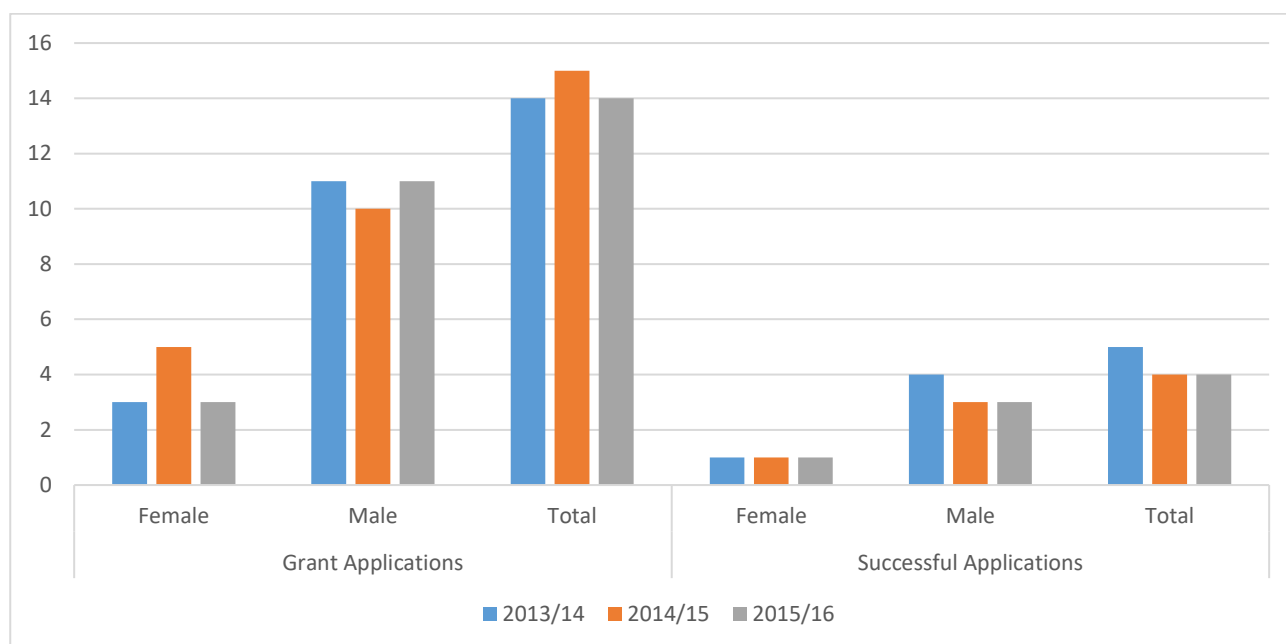


Chart 49: Numbers of grant applications and success by gender

5.5 Flexible working and managing career breaks (ACADEMIC & PROFESSIONAL STAFF)

The Athena SWAN process has highlighted the low number of staff who have taken maternity (see 5.5(iv)), paternity, adoption leave or career breaks. The School will continue to monitor this through data collection and ensure staff are aware of support available (AP5.5).

- (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.

Members of staff meet with line managers to discuss implications, timing and management of maternity and adoption leave. Comprehensive guidance is available on StaffNet relating to all types of parental leave (including maternity, paternity, adoption and shared parental) and the support available to men and women to combine work and family life on return to work. This information also covers paid KIT days, returning to work, changing work patterns and childcare support and is aimed at ensuring that staff remain engaged and have the information they need to take advantage of the support available to enable them to combine work and family life.

Both academic and professional staff are encouraged to discuss their particular circumstances with their line manager and to contact HR for advice on legal and contractual issues before leave periods begin.

Staff who apply for leave are supported by HR through the provision of detailed information regarding legal entitlement, pay etc. Line managers provide support for securing appropriate cover whilst staff are away and discuss the potential for flexible working for those with parental responsibility on return to work.

(ii) Cover and support for maternity and adoption leave: during leave
Explain what support the department offers to staff during maternity and adoption leave.

Within the School, Line Managers (typically SGLs for Academic Staff) will cover in full any work created by a person taking maternity leave. This means that the remaining course team does not have to stretch to cover this work.

Staff on maternity and adoption leave can work for up to 10 days without bringing their leave to an end through Keeping in Touch (KIT) days and 20 Shared Parental Leave in Touch (SPLIT) days for each parent (40 total) for shared parental leave. These days are arranged at a local level between the manager and the member of staff.

(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.

The School keeps contingency budgets both centrally and as allocated to SGLs. These are available to cover one-off parental problems which have involved caring, hospital visits and similar one-off activities.

The School will continue to financially support those who require help covering childcare costs when attending conferences which need wider publicity (See action 5.5.5).

(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.

In the last 3 years the School has had relatively few pregnant female staff – there have been 4 (3 academic and 1 professional). Two academic staff did not return, one because of the journey to work and the other person in 2015 has found work elsewhere nearer home, she was already working PT.

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

The School promotes and encourages take-up of paternity leave and shared parental leave where appropriate through discussion with Line Managers.

Between 2013/4 and 2015/16, 5 academic staff took paternity leave. The School has considered these requests and has agreed a more extended period through a combination of statutory paternity leave, approval of holiday or additional days granted. SGL contingency budgets cover this leave in full, so remaining staff are not disadvantaged. A male member of staff this year has been given a one semester break to support the birth of his child abroad.

No shared parental, adoption or parental leave was requested in the last 3 years.

(vi) Flexible working
Provide information on the flexible working arrangements available.

Flexible working arrangements may be part of time-table planning where staff submit their preferred availability pattern as part of the inputting into the automated timetabling arrangements; individual staff discuss and may resolve this in relation to their PL or apply through the University-wide Flexible Working procedure. The staff survey revealed views of flexible working with 8F:9M indicating the need for improved information (AP5.5).

Around 8 staff a year request a change of contract, both increases and decreases. These changes usually arise after discussion with a line manager. All reductions of permanent contract have been agreed in the last 3 years. Requests for increases of contract have also been agreed.

In line with UH culture, the School operates a system of informal flexible working for staff alongside the formal process. Where possible, a local arrangement is made to support the member of staff in adjusting their working hours. UH has a policy of 'anytime, anywhere, any device' which is operationalised through a Virtual Private Network (VPN) allowing staff to access email, shared and personal folders remotely.

Staff undertake flexible working for a variety of reasons. Central HR only monitors formal requests (such as part-time working) for flexible working.

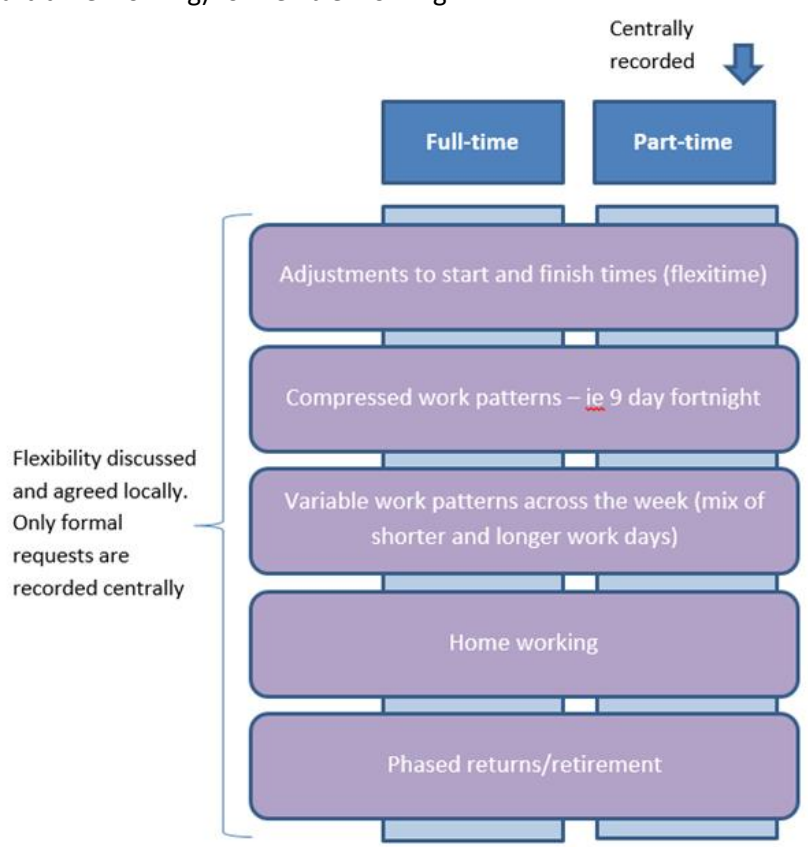


Figure 3: Flexible working arrangements

The University requires that Schools make every effort to arrange 'core business in core hours'. For example, meetings and research seminars should be held within core hours (9.30 a.m. to 5.00 pm) wherever possible. When this is not possible, meetings, seminars and social events are organised well in advance so parents and carers can make any necessary arrangements in order to attend.

Academic staff generally work at home during periods of assessment and may make arrangements to work from home with advance notice to their line managers. Training for line-managers and PLs regarding flexible working will be implemented to ensure awareness (AP5.5.2).

In SoCA, only 1 member of staff (male) requested flexible working in 2013/14 (agreement in place for 2 years) and 2 members of staff (male) requested flexible working in 2015/16. All formal requests were granted.

Only 36% of academic staff (27%F:43%M academic respondents) stated that they were aware of the flexible working policy, whereas 85% of professional Staff (100%F:60%M respondents) said they were aware of UH's flexible working policy (See action 5.5). Examples of flexible working were given in the staff survey, such as:

"I am free to organise my work independently. I use the UH office for meetings, to administer and teach from, but for work that can be anywhere such as preparing teaching resources or research, I often choose to work from home. This is more time efficient as the time wasted sitting in traffic jams (a minimum of 3 hours per day can be better spent on work."

- (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.

Staff taking maternity leave have frequently utilised KIT days and a staged return to work. However, it has not been the case recently that we could identify staff who went to a PT contract and then changed to a FT contract.

Staff in the School on permanent contracts regularly change their contracts. These requests are gathered through SGLs around 4 months prior to the start of the New Year. All applications for increase or decrease of contract were agreed for 2015/16 and 2016/17.

5.6 Organisation & 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 School has already made some headway in embedding the AS principles across the School but there will be a larger focus on this work in the future through an active consideration of gender equality, diversity and inclusivity in the composition of committees and working groups, in relation to advisers on panels and the configuration of recruitment panels (AP5.1.2).

A key area of consideration is the gender split in staffing in each of the SGs (see analysis in section 4.2) in relation to both permanent staffing and VLs. It is expected that early progress can and will be made in the gender split of unpaid visiting staff who are often key industry speakers and paid VLs, to more actively recruit towards diversifying the staff body. This will be evaluated against agreed benchmarks (see action 4.2.i.1).

The culture of the School has already changed and will change further through the active discussion at meetings and in planning activities surfacing gender and wider diversity matters, so it is thought about and put onto the agenda across the School. The AS action plan and direction of travel will be part of the Dean's annual presentations to staff, and gender equality awareness will continue to be developed in the student curriculum (AP4.ii.3) and within teaching staff capabilities.

- (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.

SoCA has an HR Business Partner who is assigned to work in the School as well as being part of the central HR department. This is a useful approach since the HR person is fully up-to-date on policies and the legal aspects of HR as well as available to advise all staff in the School. The HR Business Partner sits on the SEG and has office hours in the School. All staff are encouraged to consult on any issues such as maternity and paternity arrangements, bullying, harassment and grievances. In addition, the HR person regularly meets with the Dean and Heads of SGs to brief and advise them. The briefing with the Dean includes ensuring that the Equate activities where staff can present for promotion are well prepared and reviewed. As well as advising on HR matters at SEG, the HR Business Partner has done one-off briefings for senior staff to enhance the operation of appraisals, and other similar briefings. She also works in the same capacity individually and in groups with the professional staff line managers.

The HR Business Partner is a member of EIT and will take shared responsibility for some AS actions (AP5.1.2 and AP5.3.5 for example).

The HR Business Partner will be further engaged in career path advice, the development of mentoring in the School and the talent development programme to ensure appropriate engagement with HR policies and relevant legislation (See actions 5.5 and 5.3).

(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.

There are two main committees that exist to run key functions of the School – the SEG and the School Academic Committee (SAC). SAC membership is determined by the University Academic Board with various key groups represented and is currently balanced at 10M:10F.

SEG membership is not representative but includes all line managers and key business partners allocated to the School from central teams. SEG membership is currently at 10M:5F. Since these posts are fixed there is no change possible to membership. However, the action plan proposes that shadowing of this group's work should be included in the Talent Development Programme.

Other groups such as the Learning and Teaching Working Group (7F:8M) and Employability Working Group (7F:8M) have open membership, and Chairs consider the proportion of genders represented.

The diverse membership of committees will continue to be monitored with action taken as required to increase gender, diversity and across other protected characteristics (AP5.6.1).

(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 are encouraged to participate in Academic Boards inside the University, but also on Trusts, Industry panels and Boards of Governors externally. There is regular circulation of opportunities to be involved in University committees through emails from central administrators. Staff are encouraged on an ad hoc basis depending on what category of staff is required by the committee. In future the opportunity to sit on University committees will be more actively promoted and an allowance given for this work within the workload allocation. The School will also collect information on this through the Staff Survey and an annual return.

(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.

The School uses the 1571 workload model with a maximum of 550 teaching hours within that. The Dean issues staff with a workload letter annually, with a breakdown of responsibilities which include for academic staff: teaching, course-related activities, strategic tasks and research/ scholarly activities. New academic staff are given a 30-hours teaching reduction for the first year to help settle in. Staff undertaking a teaching qualification will be given an additional 30 hours per year reduction in teaching during the period of the 2 – 3 year qualification. If staff appear to have a large number of demands, the teaching qualification can be spread over more years. Staff undertaking the MA will be allocated 30-hours reduction in teaching and 45 hours reduction per year for the period of PhD study. Responsibilities/roles such as PL, various Coordinators, SGLs and Associate Deans all have workload allowances which reduce teaching loads to make manageable workloads. Roles such as PL have been rotated.

A guideline allocation from Other Scheduled Duties is given for module writing and assessment which is directly proportionate to teaching hours. Other hours from the total workload model are allocated within a guide framework which specifies research and scholarly activities and various Other Duties in a method which is proportionate to the overall size of the total contract.

Workload hours will be allocated to talent development programmes to support career progression (AP 5.3.6).

(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.

The School has a number of key working and social activities. These include a School Forum Day which is twice per year – the start and finish time take account of availability of staff so generally start at 9.30am or 10am, finishing at 4.00pm or prior to that. The School Development Week takes place between the same hours over a whole week, therefore enabling staff to work together on a variety of developmental activities and meetings. Social activities are usually held on Monday, Tuesdays or Thursdays which are key days for fractional contracted academics and VLs, therefore enabling higher participation rates and a better voice in the work of the School. Attendance by fractional staff and VLs at School events such as the Development week will be monitored to ensure maximum participation is enabled (AP5.3.1).

(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.

During the past 18 months, the visibility of role models has been considered more actively following the AS process. Academic staff are more actively considering gender and intersectionality when inviting speakers and utilising industry examples and case studies. The School has only recently begun collecting data showing gender of guest speakers. In 2016/17 there have been 79 guest speakers, 31 (39%) women and 48 (61%) men.

The School will continue to monitor and revise the gender balance of guest speakers across SGs (AP4.2.i.1).

Subject Group	Female	Male	Total
Design	8	1	9
	(89%)	(11%)	

Music	7 (37%)	12 (63%)	19
Post Graduate Creative Arts	1 (50%)	1 (50%)	2
Screen	12 (27%)	33 (73%)	45
Visual Arts	0	0	0
Research	3 (60%)	1 (40%)	5
Total	31 (39%)	48 (61%)	79

Table 61: Number and percentage of Guest Speakers by gender 2016/17

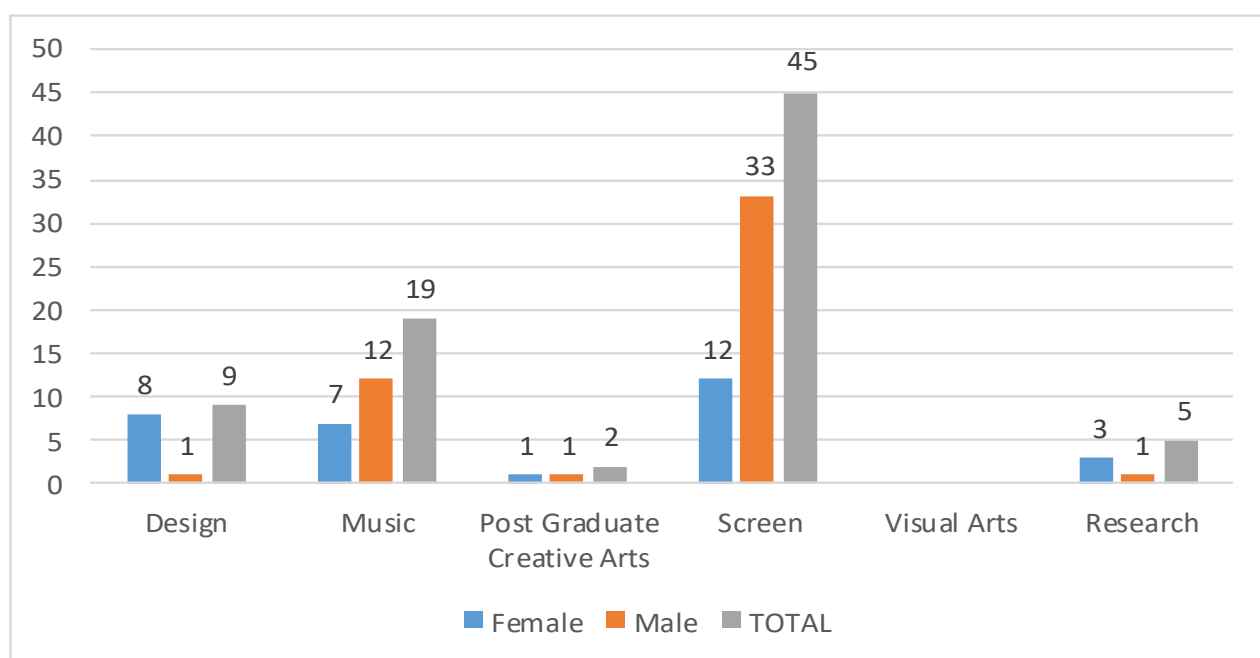


Chart 50: Number of guest speakers by gender 2016/17

In the School Development Week, June 2017, outside speakers were drawn from both genders and wider intersectionality was considered.

The School is led by a female Dean who is visible through running inductions to all new staff, leading School Forums and Development Week activities. The Dean is Vice Chair of the Council for Higher Education in Art and Design (CHEAD). She leads the national Leadership Development Programme for CHEAD and has been able to encourage female participation in the Art and Design sector (there are 65 Universities represented within CHEAD).

3 of the 4 Research Groups are led by women Chairs. 39% of PLs are female and play key team leadership roles. The School Administration Manager is female and is an important role model to others across the School, she is manager of the academic timetable for the School which is a very visible role, working with PLs.

Role models from Industry are also key, for example the Music Subject Group recently hosted a “Women in Music” Masterclass whose panel included senior leaders from the Industry. This was a key event, instigated

by Level 4 students who hosted it and highlights the importance of female role models in Music where the School is currently male-dominated.

The School has its own Graphic Designer who is responsible for much of the promotional material and he ensures that there is equal representation of various groups including gender. There is additional sensitivity to this in relation to male-dominated industry-related programmes e.g. Industrial Design or Games Design and in wider intersectionality such as ethnic background.

The School will continue to utilise the School Headlines events and newspaper to celebrate achievements across genders and wider intersectionality (AP5.6.4).

(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.

School staff and students participate in a wide variety of external and outreach activity. This includes work-related and work experience for students. Many staff contribute to regional activities including Governorships of School Boards, External Examinerships and various projects. Some outreach projects are given workload allowances e.g. Sonic Herts Music Festival, External Examiner roles are part of Other Scheduled Duties are considered part of the total workload portfolio therefore able to be accounted for in appraisal discussions.

Data relating to these activities are often difficult to collect and have not, in the past been considered in relation to gender or career progression (AP5.6.1).

From Staff Survey:

"I have been able to undertake External examiner duties and have been successful in winning bursaries for research" (female member of staff).

(5,423 words)

7. Further information (700 words)

Although the Bronze Award does not require consideration of professional staff in all areas of the submission, the SAT felt that it was important that they be considered in the application due to the key role they play in the School.

Presently the professional staff body is 50F:50M, but the split between the administrative staff and technical staff highlight gender differences between the two. Growth of male staff is the result of the growth of a team from the Library and Computer Services moving to the School.

	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Professional									
UH09	0	0	0	0	1	1	0	1	1
UH08	2	2	2	1	0	0	2	2	2
UH07	0	0	0	7	2	3	7	1	3
UH06	3	4	3	3	3	5	6	7	8
UH05	11	9	11	2	7	9	13	16	20

UH04	3	4	4	0	2	3	3	6	7
UH03	1	1	2	1	0	1	2	1	3
Professional Total	20 (58%)	20 (57%)	22 (50%)	14 (42%)	15 (43%)	22 (50%)	34	35	44

Table 62: Total professional staff by gender and pay grade

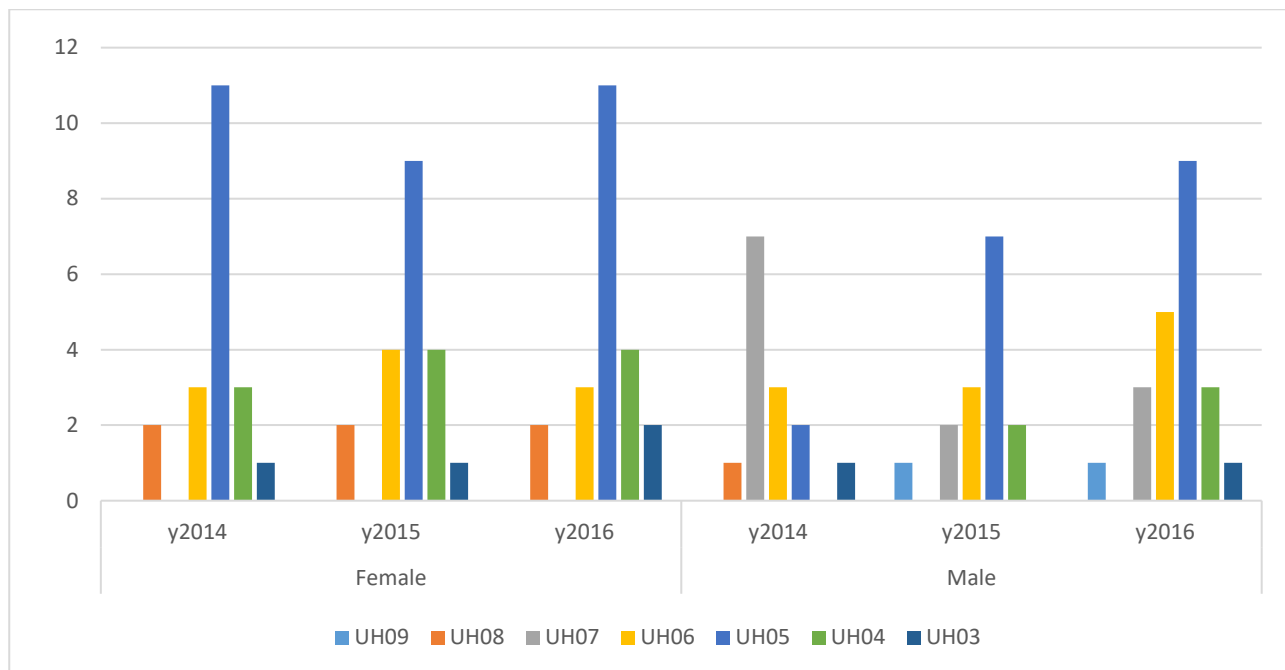


Chart 51: Professional Staff by Gender and Pay Grade

Administrative

The administrative team is mainly FT female staff with a fairly consistent 11 – 13 staff (65-68.6% of administrative staff). The majority of administrative staff are at UH04 – 05. These pay grades are defined by the Central HR team linked to specific job roles.

	2014	2015	2016
TOTAL Staff	17	19	18
PT Female	3 (19%)	3 (16%)	2 (11%)
FT Female	8 (50%)	10 (52.5%)	10 (55.5%)
Total Female	11 (65%)	13 (68.5%)	12 (66.6%)
PT Male	0 (0%)	0 (0%)	1 (5.5%)
FT Male	5 (31%)	6 (31.5%)	5 (28%)
Total Male	5 (31%)	6 (31.5%)	6 (33.3%)

Table 63: Administrative staff by gender and PT/FT status

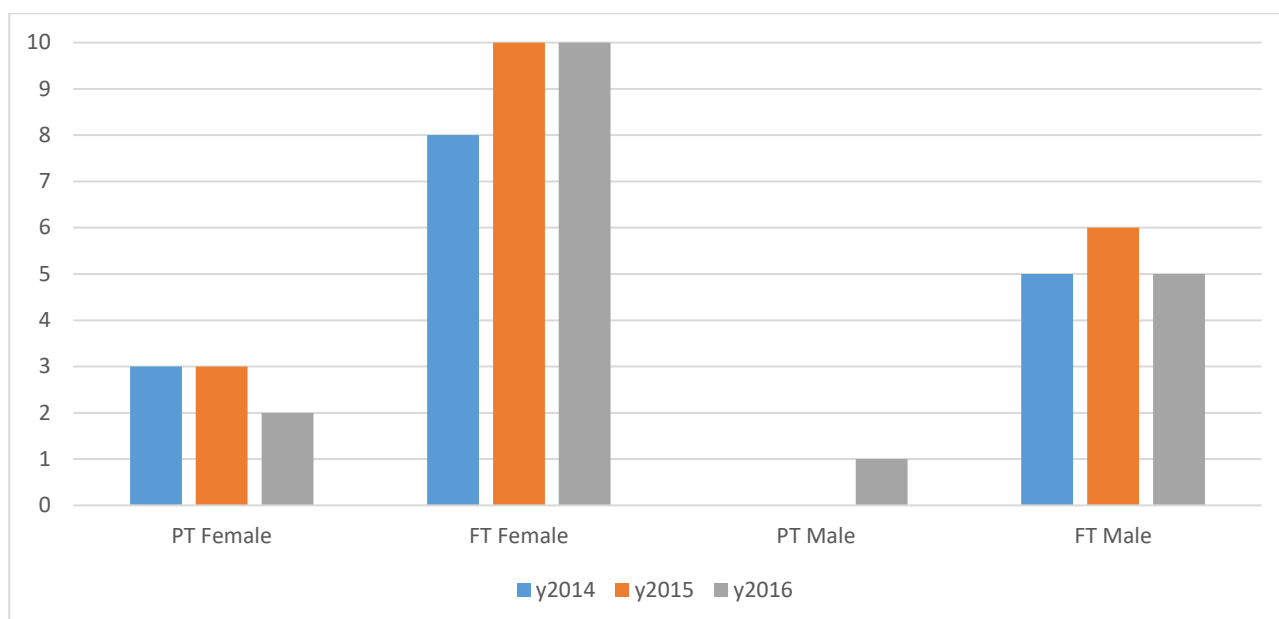


Chart 52: Administrative staff by gender and PT/FT status

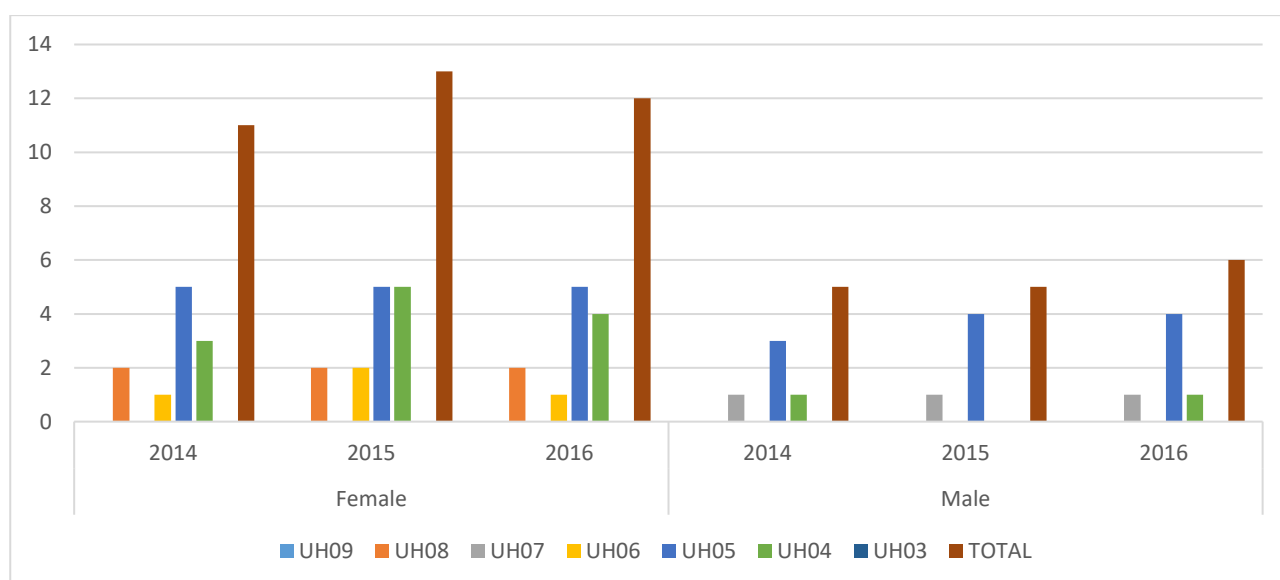


Chart 52: Number of Administrative by gender and pay grade 2014 – 2016

	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UH08	1	1	1	1	1	1	0	0	0	0	0	0	2	2	2
UH07	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
UH06	0	1	0	1	1	1	0	0	0	0	0	0	1	2	1
UH05	1	1*	1	4	4	4	0	0	0	3	4	4	8	9	9
UH04	1	1	0	2	4	4	0	0	1	1	0	0	4	5	5
UH03	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	3	2	8	10	10	0	0	1	5	6	5	16	19	18
	(19%)	(16%)	(11%)	(50%)	(52.5%)	(55.5%)	(0%)	(0%)	(5.5%)	(31%)	(31.5%)	(28%)			

Table 65: Administrative staff by gender, PT/FT status and pay grade 2014 - 2016

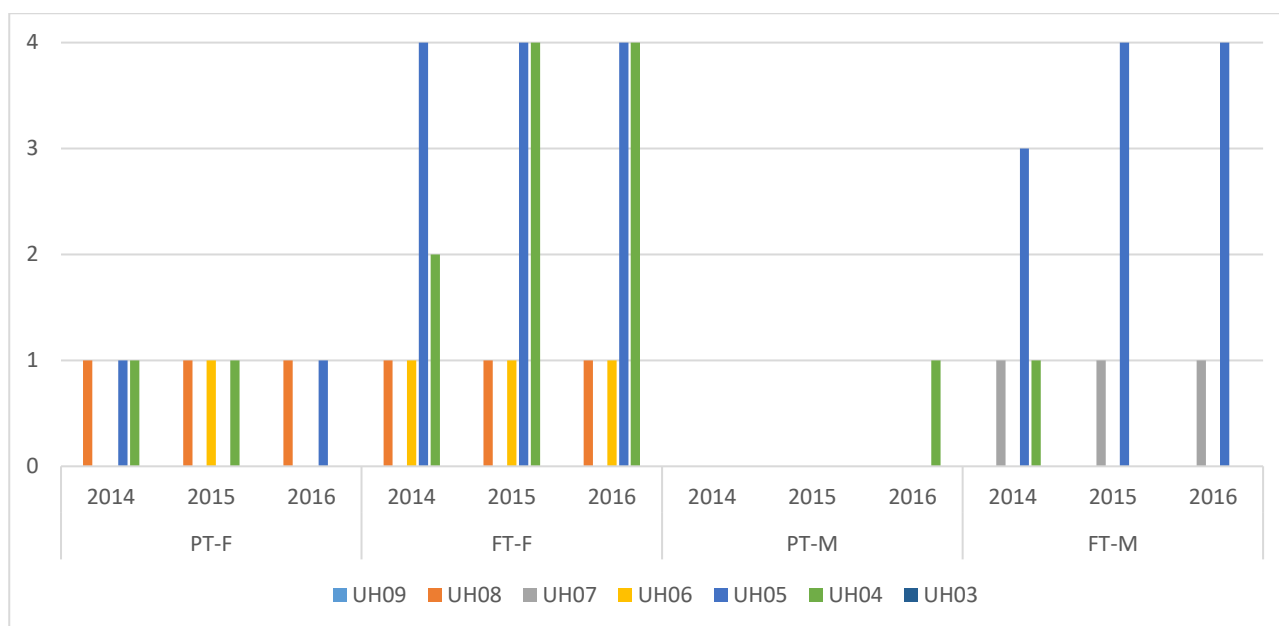


Chart 54: Administrative staff by gender, PT/FT status and pay grade 2014 - 2016

Technical

SoCA is highly dependent on its resources for students and research and therefore its technical staff. There are currently 28 professional technical staff (10 are women, 40% of the team), an increase from the 24 in 2015/16. This is a growing area for the School, therefore it was felt to be particularly important to include technical staff in the process. This was implemented from the start in the AS process through representation on the SAT and has followed through into consideration of technical staff needs from September 2017 onwards, even though we understand that this is not usually part of the Bronze submission.

	2014	2015	2016
TOTAL Staff	18	17	24
PT Female	5 (28%)	4 (23.5%)	3 (13%)
FT Female	4 (22%)	3 (17.5%)	6 (25%)
Total Female	9 (50%)	7 (41%)	9 (38%)
PT Male	0 (0%)	0 (0%)	1 (4%)
FT Male	9 (50%)	10 (59%)	14 (58%)
Total Male	9 (50%)	10 (59%)	15 (62%)

Table 66: Technical staff by gender and PT/FT status

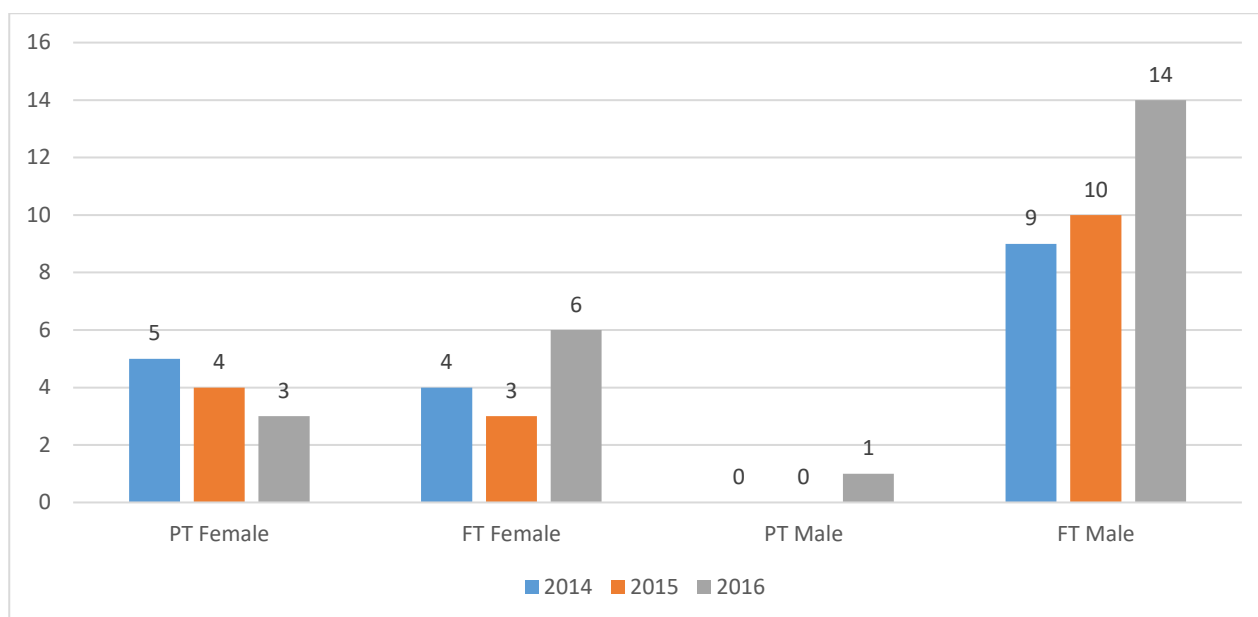


Chart 55: Technical staff by gender and PT/FT status

	Female			Male			Total		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	0	0	0	1	1	1	1	1	1
UH08	0	0	0	0	0	0	0	0	0
UH07	0	0	0	1	1	2	1	1	2
UH06	2	2	2	3	3	5	5	5	7
UH05	6	4	6	4	3	5	10	7	11
UH04	0	0	0	0	2	2	0	2	2
UH03	1	1	1	0	0	0	1	1	1
Professional Total	9	7	9	9	9	15	18	17	24

The female to male figures for technical teams were largely on par, with the exception of 2016 figure which, skews male with 15:9 females. This was due to the digital Technical team from LCS being absorbed back into the School.

Table 67: Technical staff by gender and pay grade

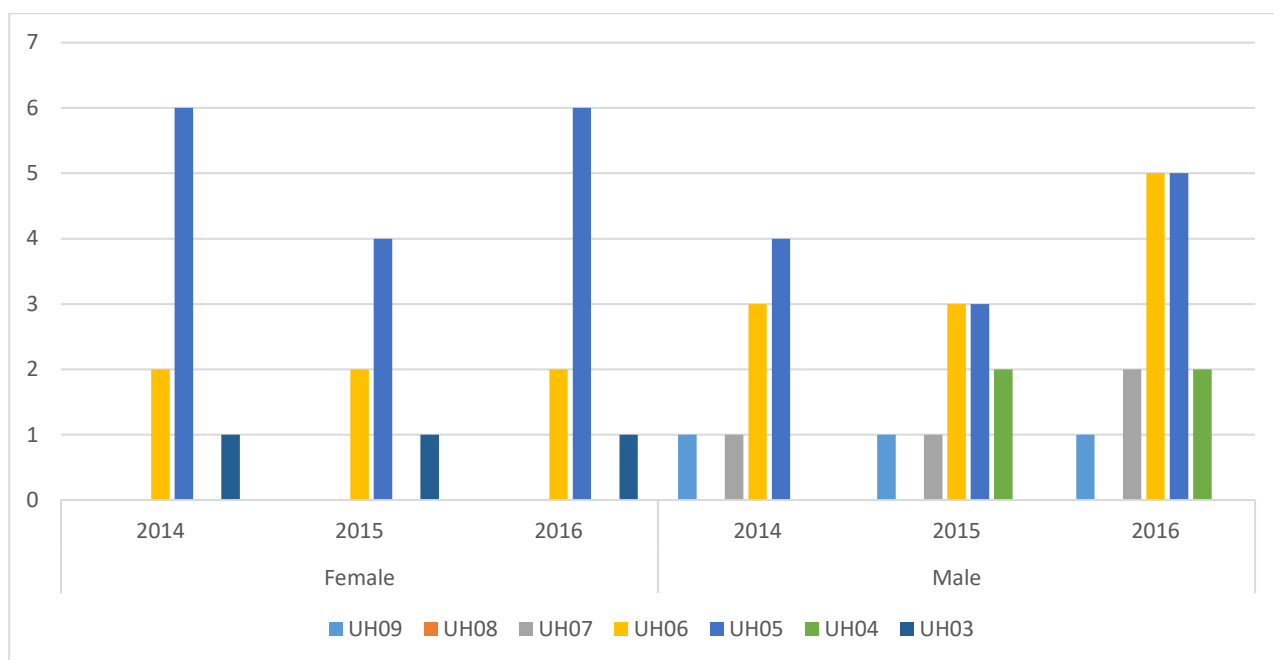


Chart 56: Technical staff by gender and pay grade

	PT Female			FT Female			PT Male			FT Male			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
UH09	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
UH08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UH07	0	0	0	0	0	0	0	0	0	1	1	2	1	1	2
UH06	1	1	1	1	1	1	0	0	0	3	3	5	5	5	7
UH05	3	2	1	3	2	5	0	0	1	4	3	4	10	7	11
UH04	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
UH03	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1
TOTAL	5	4	3	4	3	6	0	0	1	9	10	14	18	17	24
	(28%)	(23.5%)	(13%)	(22%)	(17.5%)	(25%)	(0%)	(0%)	(4%)	(50%)	(59%)	(58%)			

Table 68: Technical staff by gender, PT/FT status and pay grade

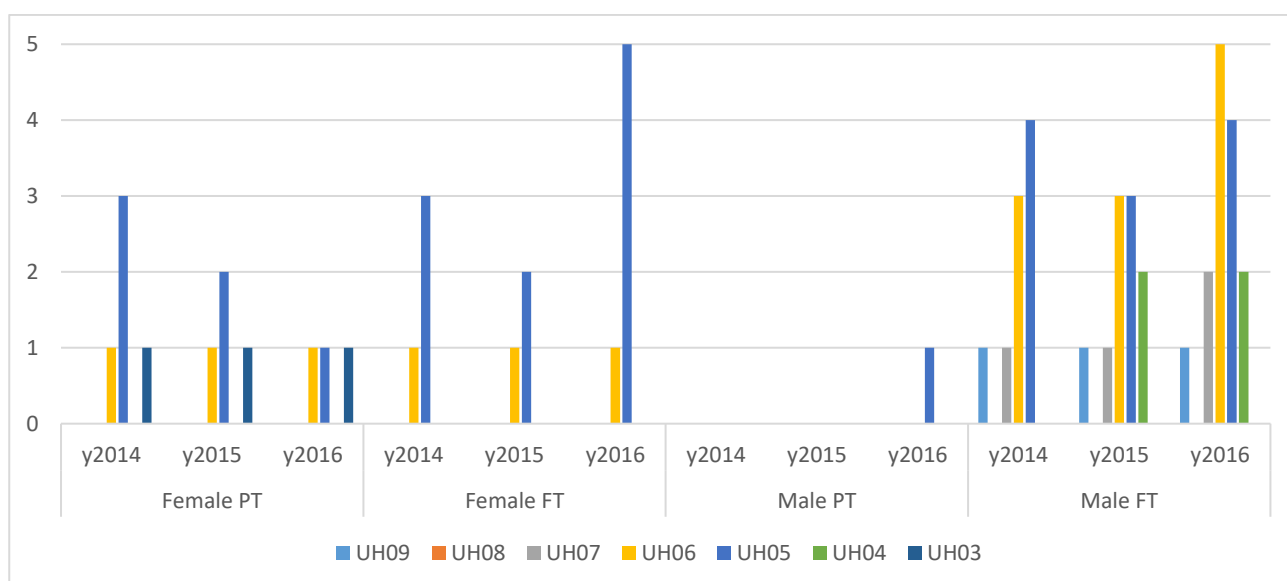


Chart 57: Technical staff by gender, PT/FT and pay grade

Key areas of development have been identified for the Professional staff team and relevant actions developed which are set out in the action plan (AP7).

Some actions are similar to those identified for academic staff, such as a review of recruitment procedures, making full use of the induction and probation process to identify career opportunities and skills sharing.

The process has also highlighted some areas that particularly relate to the professional team, such as enhancing professional accreditation and use of casual staff such as student proctors and the UH pool of casual bank staff.

(328 words)

References

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- Department for Culture, Media and Sport (2015) Creative Industries: Focus on Employment Department for Culture, Media and Sport
- Equality Challenge Unit (2015) Equality in higher education: statistical report 2015 Available at: <http://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2015/>
- Punjar, S. (2016) Gender Inequalities in the cultural sector Culture Action Europe
- UK Music (2017) Work Force Diversity in the British Music Industry Available at: <http://www.ukmusic.org/news/workforce-diversity-in-the-british-music-industry>
- UNESCO, "Diversity of Cultural Expressions": <http://en.unesco.org/creativity/convention/about>

8. Action Plan

Athena Swan Action Plan 2017-2021

Please note that there are a number of key cycles and reporting dates which underpin the action plan

- The annual report of staff and student data to include AS report data sets and trends from 2013/14 onwards
- Annual staff development report of data, to encompass AS report data sets and trends as above
- Staff survey to be conducted November 2018 and November 2020 expanded and revised to respond to specified success criteria
- A set of key benchmarks are set out in 4.2.ii.1

High priority

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
3	Self Assessment overview group, process and future plans						
3.i.1	Establish an Equality and Inclusivity Team (EIT) to include the AS SAT	To continue and build on the work on the current AS SAT	Regular meetings to review data, progress, oversee implementation of AS Action Plan and create new actions where needed	Nov 2017	Termly meetings until Nov 2021	Dean, AS Champion	Annual review of data produced; annual action plan on track; twice yearly reporting to SEG completed
			Secure a male alternate for our female Champion	Nov 2017	Nov 2017		
			Annual review of membership, including Champion	Nov 2018	Annually		

Refer ence	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
3.i.2	Raise the percentage of male SAT members including male managers / team leaders and ensure diverse make-up of SAT membership by taking intersectionality into consideration	High % of male line managers who need to take responsibility for Athena Swan's implementation	Male EIT members attend and contribute to progress of plan	Nov 2017	Nov 2021	Chair of EIT	2 male team leaders appointed to newly launched EIT by Dec 2017 Male EIT membership at 40%
3.i.3	Achieve more student representation on the EIT from each Subject Group	Currently no student representatives on the EIT. Need to improve student engagement in AS process and address gender imbalances in the different SGs	Recruit students in UG, PGT and PGR programmes through Student Representatives Group Student members participation and attendance at meetings Student Representatives to have term of office for 2 years, replace through Student Representatives Group nominations where vacancies	Dec 2017 Jan 2018	Nov 2021 Termly until Nov 2021	Associate Dean Learning and Teaching Chair of EIT Associate Dean Learning and Teaching	Student representatives of minority gender recruited from each Subject Group Annual attendance and participation in EIT at 50% minimum
3.ii.1	Monitor actions of EIT and their impact at SEG, to ensure staff awareness and appropriate progress against action plan	Need to introduce new procedure to keep AS in the management mainstream and ensure AS actions and impact are incorporated into discussions of the strategic direction of the School	Meeting set targets Integrate action points into the People section of the annual School business plan with key objectives and specific targets/milestones AS Champion to attend SEG in order to	Jan 2018 April 2018	Annually until 2021 Sept 2021	Dean, SEG Dean	AS data set with 3 year track and action plan updated and reviewed annually at SEG; % change of Subject Group and Professional Team to be set and reviewed annually specific to different academic groups and teams – see 4.2.i.1

Refer ence	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
			update on progress	termly	Nov 2021	AS Champion	
3.iii.1	Include EIT membership in workload model	Champion currently receives workload allocation. But contribution of others to AS process needs to be acknowledged	Put into workload planning for 2017/18 onwards	Sept 2018	Nov 2021	Dean, SGLs	Time allocated in workload model, participation of 70% of EIT membership in one strand or workshop activity during 2018/19
	Communication and interaction within the School						
3.iii.2	Disseminate regular AS newsletter	It is important to continue raising awareness and updating staff and students on AS progress as well as encourage participation and implementation of action plan	Design and disseminate newsletter Explore various avenues of communication, such as via email and hard copies placed in strategic locations around the School Measure effectiveness of newsletter	Nov 2017 Jan 2017 Nov 2018	Monthly during academic year, until Nov 2021 Nov 2021 Nov 2020	AS Champion AS Champion AS Champion	75% of staff surveyed aware of AS in Nov 2018 survey Readership levels to be tested in staff survey
3.iii.3	Post equality and diversity noticeboard in staff offices and	To disseminate key information to staff and	Noticeboard in place and populated	Jan 2018	Ongoing	AS Champion	Level of staff awareness of AS at 75% minimum in staff survey dates

Refer ence	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
	AS contact point for confidential feedback	encourage participation	Confidential feedback considered by EIT	At next meeting after feedback	Nov 2021	AS Champion	
3.iii.4	Ensure reference to Athena SWAN at staff training and induction events, and annual School Development Week and Subject Group meetings	To disseminate key information to staff and encourage participation	In place in these events	Nov 2017	Ongoing	Dean	See 3.iii.2
3.iii.5	Run internal School staff survey to show trends and progress in awareness and involvement	Regular consultation with staff is crucial to provide evidence of the perception and impact of AS activities	Include further issues such as identifying why staff are working part-time, and whether this may be having an impact on career progression Repeat survey bi-annually and compare with previous responses to measure impact	Nov 2018	Dec 2018	AS Champion	60% response rate to survey of both genders from permanent staffing body in 2018 survey
				Nov 2020	Dec 2020	AS Champion	
	Communication and interaction external to the School						
3.iii.6	Share results of evaluation and impact with key industry partners and gain access to advice and networks	Need for further engagement with key industry networks and partners	Identify relevant industry networks and establish contacts to share results and good practice	Feb 2018	Annually	Dean, SGLs, Programme Leaders	Use of industry networks for 80% of academic post recruitment
3.iii.7	Employ industry mentor as part of Talent Development programme	Industry is important in recruitment and	Explore and confirm use of industry mentor	Feb 2018	Dec 2019	AS Champion	Industry mentorship active for 5 female staff in SoCA

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
		development opportunities	Gather feedback from participants and mentor on overall utility of industry mentorship pilot	Dec 2018	Annually until Dec 2020	AS Champion	75% of industry participants give positive response
4	A picture of the School						
4.1	Students						
4.1.ii.1	Review and revise recruitment activities, including recruitment guidance for marketing and communications team	Awareness of importance of appropriate communications in the recruitment process – evidenced through substantial student gender bias on a number of courses	<p>Review student recruitment information for gender bias and actively use</p> <p>Develop interventions in outreach and taster day activities which combat gender stereotyping</p> <p>Discussion with teacher network to better understand the factors affecting student course choices.</p>	<p>Feb 2018</p> <p>June 2018</p> <p>June 2018</p>	<p>Sept 2019</p> <p>Nov 2021</p> <p>Dec 2018</p>	AD Recruitment	10% increase in minority gender measured for Sept 2019 UH entrants at School level
4.1.ii.2	Review the pattern of offers to applicants made by interview teams	To ensure no bias	Review data regularly at EIT	Dec 2018	Review Dec 2019 and Dec 2020	Associate Dean Recruitment	As for 4.1.ii.1

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
4.1.ii.3	Enhance learning and teaching to encourage student knowledge and progression opportunities	Need to enhance student experience in relation to AS activities and their opportunities	<p>Make visible PG taught and research female and male role models to UGs to encourage progression</p> <p>Equality and diversity is embedded into the curriculum for both UG and PG students</p>	<p>Sept 2018</p> <p>Sept 2018</p>	<p>Until Nov 2021</p> <p>Nov 2021</p>	<p>Associate Dean Learning and Teaching</p> <p>Employability lead</p>	<p>Equality and Diversity training is part of professional practice in SoCA modules on 80% of programmes by 2021</p> <p>Unconscious bias training becomes part of professional practice in Creative Arts modules</p>
4.2	Academic and research staff data						
4.2.i.1	Address gender imbalances and widen diversity of staff body	There is a gender imbalance in the SoCA academic staff body and the diversity of staff does not reflect the diversity of students	<p>Collect and monitor staff data on annual basis</p> <p>Use a set of agreed targets and benchmarks to test year on year change in key areas including increased gender diversity at all pay scale levels in the School, VLs, guest speakers – for School as a whole and within academic Subject Groups</p> <p>Survey / review VL staffing body for awareness of appointments and development of skills for the future</p> <p>Organise the collection and collation of key data of VLs, Visiting Professors, Unpaid visiting Academics & Industry Practitioners by gender and quantity of hours</p>	<p>Aug 2018</p> <p>Jan 2018</p> <p>Sept 2018</p> <p>Nov each year for previous</p>	<p>Nov 2018 Annually</p> <p>Annually until Nov 2021</p> <p>June 2019</p> <p>Nov 2021</p>	<p>AS Champion</p> <p>HR Business Partner, Dean</p> <p>AS Champion</p> <p>AS Champion</p>	<p>Annual reporting of data and data trends continues AS analysis</p> <p>Benchmarks:</p> <p>Academic staff gender balance of permanent staff in SGs Music and Screen to achieve 10% change against 2015/16 baseline by end of academic year 2019/20</p> <p>Academic staff gender balance of permanent staff in SGs Design and Visual Arts to maintain female academic staffing of 45% or above</p> <p>Management team to achieve 40% female contribution by Nov 2021</p> <p>60% awareness in VL staffing over 11 hours per annum</p> <p>Data collected into annual report to EIT and SET</p>

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
				academic year			
4.2.i.2	Explore approaches to raising the percentage of female AM managers in order to ensure full ownership (see also 5.3.7)	There is a predominance of male management at AM grade in SoCA	Talent Development programme focusing on pipeline from UH8/9 to progress to AM1. Paper tabled for EIT meet Jan 2018 to develop.	Feb 2018	Run annually 2018 and 2019	Dean	Internal Talent Development programme launched Jan 2018 measures and outputs as 5.3.6 External recruitment measures and outputs as in 5.1.2
4.2.i.3	Focus actions on academic Subject Groups to drive change	Recognition of industry specifics and use of networks for recruitment and career advancement	Change of gender balance year on year Jan 2018 EIT meeting to prioritise actions within each subject group	Jan 2018	annual	Subject Group Leads	Use benchmarks set out in 4.2.i.1
4.2.i.4	Improve gender balance of VL employees	Imbalance of gender of VLs, also in relation to student gender ratios within Subject Groups	Change of VL gender balance year on year	Sep 2018	Nov 2021	Subject Group Leads	% of change of VLs from baselines in assessment report. <ul style="list-style-type: none"> Guest speakers in all SGs at 50% female participation in 2017/18 and maintained through until Nov 2021 Female VLs in all SGs at 40% or above in 2018/19 academic year and maintained throughout 2020/21 academic year
5	Supporting and advancing women's careers						
5.1	Key career transition points academic staff						

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
5.1.1	Organise and monitor the collection and collation of key application data for posts and internal School roles by gender and ethnicity	Information for Athena SWAN submission not readily available from HR (institutional objective to rectify), Information currently not available for benchmarking	Liaise with HR and institutional SAT to find solution to non-retention of recruitment data after 6 months, which is current practice and makes securing data for AS submissions difficult	Jan 2018	Mar 2018	Dean	EIT data analysis report giving a three year track, see also 3.ii.1 Data secured that meets the needs of the School for annual gender and diversity analyses
			Collect and organise relevant data	Aug 2018	Sept 2018 Annually	EA to the Dean	
			Analyse recruitment data to monitor progress and create new actions as needed	Oct 2018	Dec 2018	AS Champion	
5.1.2	Revise staff recruitment processes to address gender imbalances and increase diversity	There is a gender imbalance in respondents to job applications	Include equal opportunities wording in all advertisements for School posts	Nov 2017	until Nov 2021	Dean and HR business partner	Improvement of female application rates from diverse potential applicants above 2015/16 benchmarks, 20% improvement of M:F ratio for 2017/18 posts (diversity will also be measured – further benchmarks related to this aspect to be developed by EIT by June 2018)
			Review and revise job descriptions and person specifications to ensure that there is no unintended discrimination	Feb 2018	Nov 2021		
			For all appointments, put in place a requirement for the lead recruiter to set up a search person whose role is to specifically seek out female candidates using social media and specialist networks; or male where this is in a minority	Feb 2018	Nov 2021		
				Nov 2017	Nov 2021		

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
			<p>Ensure recruitment panels always have both genders present as part of School recruitment policy</p> <p>50% of managers on recruitment panels to have completed unconscious bias within previous 3 years</p>	April 2018	Nov 2021		
5.1.3	Active promotion of VL opportunities to more female staff in key areas – Music and Screen	Identified lack of female staff in these area during AS process	Use appropriate external Industry networks e.g. Women in Film & Television (WFTV) to support recruitment activities and visiting speaker programme	June 2018	Ongoing	Dean, Subject Group Leads, Programme Leaders	Movement towards VL benchmarks as set out in 4.2.i.1
5.3	Career development academic staff						
5.3	Training						
5.3.1	Organise the collection and collation of key data for staff development of all staffing groups by gender and ethnic group for EIT monitoring	Information for Athena SWAN submission not readily available; Information currently not available for benchmarking	Data that meets the needs of the School for annual diversity analysis	Feb 2018	Annually until 2021	Subject Group Leaders, HR Business Partner	Annual reports to EIT for each previous academic year in place
5.3.2	Hold training workshop for Learning and Teaching grant applicants	Access to grant funding needs to be supported	Organise 1 annual workshop	June 2018	Annually until 2021	Associate Dean Research & Associate Dean Learning & Teaching	Through the 2018 staff survey - at least 75% of both genders indicate that they understand grant application processes and have had access to relevant development

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
5.3.3	Promote Skills Sharing for professional and academic staff across the School	Need for professional staff to update their skills Technical skills development using Lynda.com	Session on Lynda.com	Mar 2018	Nov 2018	School Resources Manager	Through the 2018 staff survey - at least 60% of staff indicate knowledge and use of Lynda.com and other comparable training
Appraisal / development review							
5.3.4	More active management of annual appraisal process across School as a whole	Staff survey indicates some female staff regard male staff as more favoured for staff development	To ensure all staff take part in the appraisal process and use it to identify development opportunities	Sept 2018	Then every 3 years and in place for any new entrants	Dean	100% of line managers to have refreshed appraisal training by Sept 2018 75% of staff satisfied with appraisal process as evidenced through the 2018 staff survey
5.3	Supporting career progression						
5.3.5	Raise awareness of career progression opportunities, career paths and promotion criteria	Awareness levels could be improved as evidenced by staff survey	Encourage staff to attend Academic and Professional Career Pathways Workshops Run 2 School advice sessions on promotional processes and grade benchmarks identifying how to present in Equate and approach to filling gaps in experience Publicise Masters and PhD support through Newsletter	Jan – July 2018 Jan 2018 Feb 2018	Annually until Nov 2021 Annually until Dec 2021	HR Business Partner, AS Champion	Increase proportion of female staff presenting for Equate from 2015/2016 position 75% staff indicate understanding of promotion processes

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
					Annually until Nov 2021		75% staff indicate understanding of promotion processes
5.3.6	Develop and implement Career Progression initiatives (Talent Development Programme)	Proportion of staff at UH7, UH8 and AM / research as evidenced in section 4.2 of submission document.	Key foci: <ul style="list-style-type: none"> UH7 and UH8 development into UH9 Principal Lecturer roles UH8 and UH9 development programme to support leadership and management skills and knowledge with potential progression into AM1 Set up research mentoring scheme to support early career female researchers encouraging progression into Readership and Professorial track 	June 2018 launch for all 3 strands Date as above	Ongoing until Nov 2021 for all strands Date as above	Dean, HR Business Partner, AS Champion AD Research	75% of female staff indicate understanding and access to career development processes - as evidenced in the 2018 staff survey 10% increase in female Readers and Professors by Nov 2021
	Support for grants						
5.3.7	Review the collection and collation of key data of those in receipt of School and University research funding by gender	Information for Athena SWAN submission not readily available; Information currently not available for benchmarking	Data that meets the needs of the School for annual gender and diversity analysis Include School research grant allocations in data collection, as well as research grant successes using track from AS submission	Feb 2018	Annually until 2021	Associate Dean Research	Data reviewed at EIT – see also 5.3.8
5.3.8	Provide support for internal and external research grant writing	Information not currently	Associate Dean of Research will co-ordinate one briefing per year and	Nov 2018	2021	AD Research	75% of staff of both genders satisfied that they have access to research grant support as evidenced by the 2018 Staff Survey

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
		available on take up of support	supervision of the grant writing process for individuals Collect data and evaluate as benchmark				
5.5	Flexible working and managing career breaks academic and professional staff						
5.5.1	Collect annual data on parental leave and use of KIT days for consideration by EIT	Data not currently considered by management on a regular basis	Making line managers aware and one to one discussion	Nov 2018	Until Nov 2021	HR Business Partner	2018 Staff Survey will test maternity leave returners awareness of KIT provision
5.5.2	Manage up-to-date training and awareness of UH approach and support to flexible working	Awareness of management may not be uniform across team	Publicise HR advice and guidance related to career breaks and family obligations Line managers to be annually briefed on the above	Feb 2018	Annual updates	HR Business Partner	70% of male and female staff understand opportunities for flexible working and are satisfied with these
5.5.3	Brief programme leaders on timetabling and response to some flexibility of working needs	Uncertainty expressed by staff in staff survey about flexible working arrangements	Publish and disseminate information	Jan 2018	Jan 2020	Dean, Subject Group Leads	70% of male and female staff understand opportunities for flexible working and are satisfied with these
5.5.4	Clear, well managed and well publicised working from home arrangements for academic staff	Uncertainty expressed by staff In staff survey about flexible working arrangements	Publish and disseminate information	Jan 2018	Jan 2020	Dean, Subject Group Leads	As for 5.5.3

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
5.5.5	Option of funding provided to staff attending conferences to cover extra childcare /carer costs	Not currently in School information – to enable flexibility for carers and working parents	Specify the process for claiming Information published and disseminated through Newsletter	Jan 2018 Feb 2018	Ongoing	Dean AS Champion	75% awareness in staff surveys
5.6	Organisation and culture						
5.6.1	Organise the collection and collation of key data by gender and diversity on School committees and working groups and annual review of this information	Information for Athena SWAN submission not readily available for benchmarking	Data that meets the needs of the School for annual diversity analysis	Jan 2018	Annually until 2021	EA to the Dean, monitored through SEG	Representation on committees includes minimum of 40% women where representatives from wider School are permitted to be involved
5.6.2	Encourage key staff to be involved in relevant industry networks	SAT found that industry networks are important to career development in creative industries	Identify School's key industry networks by subject group and make available to a diverse team	Jan 2018	Nov 2020	Associate Dean Business	75% of male and female academic staff report satisfaction with opportunities for involvement with industry, as evidenced by the 2018 staff survey
5.6.3	Enhance communications regarding key policies	Identified that not all staff were aware of career opportunities through the AS process	Ensure wider dissemination of existing policies and opportunities to all audiences through staff noticeboards, on-line sites, briefings and appraisal materials Extend further communication in relation to family friendly policy and processes	Mar 2018 June 2018	Ongoing Nov 2021	HR Business Partner	See 3.iii.3 – 5

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
5.6.4	Monitor the content of <i>Headline's</i> newspaper and events	Need to ensure gender and diversity representation in School materials which celebrate achievements	Celebrate achievements across gender balance of staff in School <i>Headlines</i> newspaper and events	July 2018	Annually to Nov 2021	School Design Officer	Diverse spread of achievements celebrated in School Headlines publication, reviewed at EIT
7	Further information professional staff						
7.1	Improve external communications in relation to professional staff vacancies	Need ensure no bias in recruitment process	Look at the targeted placement and open wording of job adverts for all Technical/Administration vacancies to ensure we get applications from women (and men where relevant) and diverse groups	Feb 2018	Ongoing	Technical and Resources Manager, School Admin Manager	10% increase of female applications for technical posts from 2015/2016 benchmark and male applications for administrative posts by end of 2018/19 academic year
7.2	Improve professional staff knowledge of development opportunities – as evidenced, higher percentage of male technicians in higher pay grades UH7/ UH6	New staff need to be aware of career opportunities	Use the probation review meetings to ensure new professional staff know about all of the career development opportunities in UH	Feb 2018	Ongoing	Technical and Resources Manager	Increase by 10% take up by female staff of opportunities from 2016 benchmark within technical team by end of 2018/19 academic year
7.3	Enhance technical staff skills with professional accreditation	To support career development	Introduce professional accreditations through the appraisal process	June 2018	Nov 2021	Technical and Resources Manager	Take up by female staff matches % of take up by male staff 2018/19
7.4	Encourage career progression for female technical staff	To support career development	Share good practice from across UH technical staff group via the new technicians forum and the Technical staff project and through University School Administration Group	Sep 2018	Ongoing annual cycle	Technical and Resources Manager, School Admin Manager	% involvement of female staff in leading projects and attending sessions equal to those lead by male staff within the two professional teams

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome
				Start date	End date		
			Managers, through an annual technicians workshop				
7.5	Encourage self-learning i.e utilising Lynda.com and creating and sharing our own technical/Administration teaching materials	To support career development	Need to improve advice on development given as part of appraisal process	Nov 2018	Ongoing annual cycle	Technical and Resources Manager, School Admin Manager	75% awareness achieved as evidence through the 2018 Staff Survey
7.6	Review additional employment opportunities	System not always open in providing opportunities	Review how we employ student proctors and casual workers – are we looking at being representative with these appointments? NB circa 20% of our staff group have come through this route to become full time staff	Nov 2018	Review annually at EIT	Technical and Resources Manager	Establish benchmark of gender and increase % until 40% minimum female proctors