



Department Application
Bronze and Silver Award



Name of institution	University of Birmingham
Department	School of English, Drama and American & Canadian Studies (EDACS)
Focus of department	AHSSBL
Date of application	April 2018
Award Level	Bronze
Institution Athena SWAN award	Date: March 2011 Level: Bronze
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Equality Charters Manager
Equality Challenge Unit
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To the Equality Charters Manager:

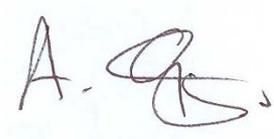
I am delighted to endorse this application by the School of English, Drama and American & Canadian Studies for an Athena SWAN Bronze Award. As Head of School, I am committed to the development of policies and practices that ensure gender parity and are sensitive to equality and diversity issues. I have been closely involved at all stages in the development and writing of our Athena SWAN application, and can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of our School.

As the son of a sociologist mother who was an impassioned feminist, and the father of a daughter now making her way in the workplace, I am committed to gender equality. I was my college's E&D champion in 2016-17, sat on the University's E&D strategic committee and AS committee, learning a great deal and helping to shape key University policies. As Head of School, I have worked to ensure that there is equal representation on committees and hiring panels; instituted curriculum reviews that take gender and diversity questions into account; made School processes more transparent and equitable; created two new School roles – an E&D lead and a Staff Welfare post; established an E&D intranet webpage; asked the E&D Lead to report to School Executive Committee; supported female colleagues' applications to the Aurora programme and the University's Emerging Leaders course; provided training for School staff who are mentors; dedicated a School Away-Day session to E&D matters; and supported colleagues on maternity leave and on their return to work.

These actions are the tip of the iceberg. Our School application shows that we do many things well but that we can improve. Our action plan calls for explaining our policies more clearly; developing better data sets and a clearer system for monitoring data; improving communications around gender issues; offering targeted mentoring for female colleagues (especially in relation to leadership roles and promotions) and training on intersectionality, unconscious bias, and inclusive language.

We have superb female academics, some of whom are already in leadership roles. Dr Deborah Longworth (Head of English Literature), Dr Suganthi John (Head of English

Language and Linguistics), Professor Michaela Mahlberg (College Director of Research), Professor Jeannette Littlemore (College Director for Internationalisation), and Professor Susan Hunston, OBE (world leader in corpus linguistics) are leading lights in our School. This suggests that our direction of travel is encouraging, and I would like to see a generation of younger female academics rise to the same heights by ensuring they are given every opportunity to contribute to the University at the highest intellectual and administrative levels. Our task is to implement actions that are game-changing and sustainable in the long term. I expect us to meet this challenge and will give the School the time and resources it needs to complete the job.

A handwritten signature in black ink, appearing to read 'A. Gasiorek', with a stylized flourish at the end.

Andrzej Gasiorek (Head of School)

Word count: 500

GLOSSARY

A2B	Access to Birmingham (a UoB widening participation scheme)
AHRC	Arts and Humanities Research Council
AP	Action Plan
AS	Athena SWAN
BAME	Black, Asian and Minority Ethnic
CAL	College of Arts and Law
Canvas	University Virtual Learning Environment
CGS	College Graduate School
DTA	Department of Drama and Theatre Arts
E&D	Equality and Diversity
EDACS	(School of) English, Drama and American and Canadian Studies
EC	Executive Committee
ELAL	Department of English Language and Applied Linguistics
ELIT	Department of English Literature
FCW	Department of Film and Creative Writing
FT	Full-time
HoD	Head of Department
HoS	Head of School
HR	Human Resources
KIT days	Keeping-In-Touch days, for staff on parental leave
PG	Postgraduate
PDR	Professional Development Review

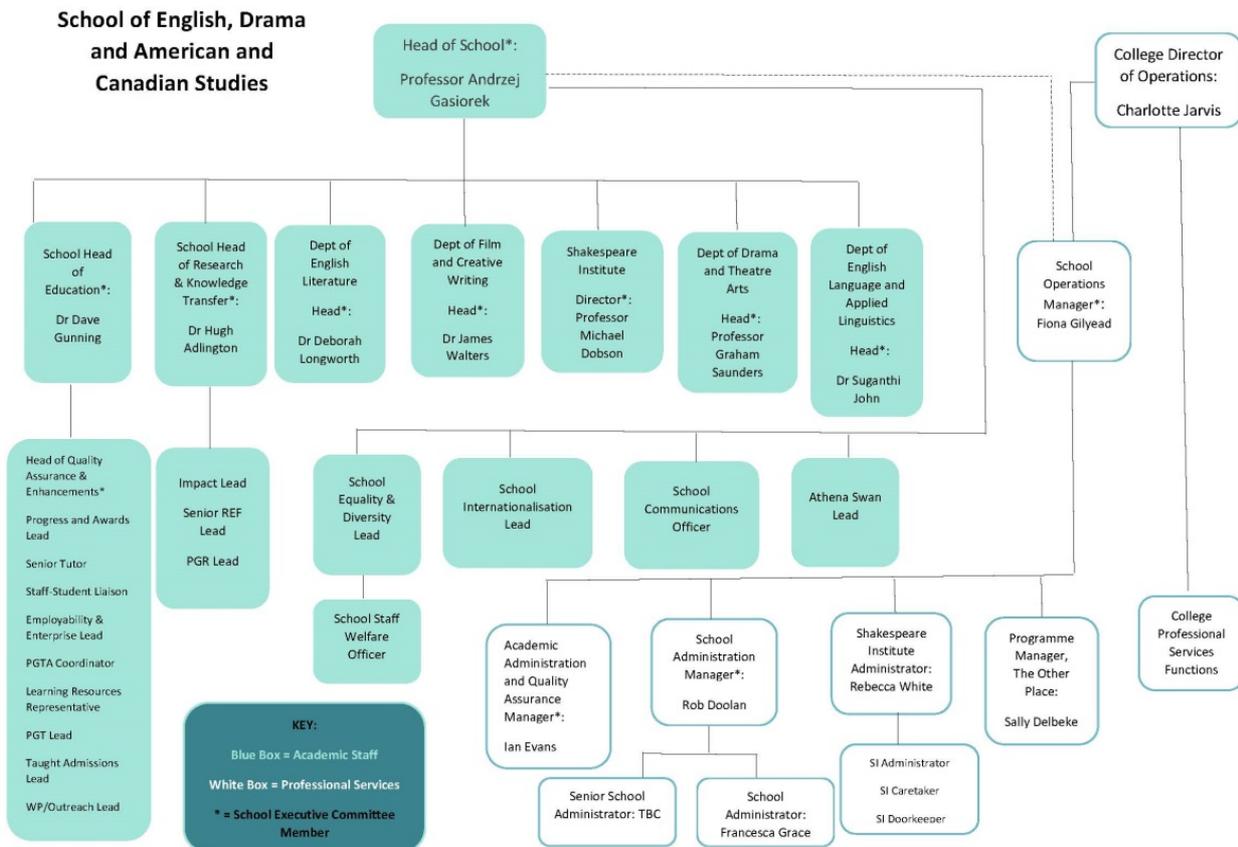
PGR	Postgraduate Research
PGT	Postgraduate Taught
POD	Professional and Organisational Development
PT	Part-time
PTES	Postgraduate Taught Experience Survey
RC	Research Centre
REF	Research Excellence Framework
RKT	Research and Knowledge Transfer
RG	Russell Group
SAT	Self-Assessment Team
SCS	Staff Culture Survey
SI	The Shakespeare Institute
UG	Undergraduate
UoB	University of Birmingham
VC	Vice-Chancellor
WAM	Workload Allocation Model

2. DESCRIPTION OF THE DEPARTMENT

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.

Founded in 1900 on an anti-discrimination ethos accepting men and women from all religions and backgrounds on an equal basis, the University of Birmingham (UoB) was England’s first civic university. The School of English, Drama and American & Canadian Studies (EDACS)—and its 1,929 students (69% female), 112 academic staff members (51% female) and 10 professional services staff (70% female)—takes up this ethos. Housed in the College of Arts and Law (CAL), the School comprises five departments—English Literature (ELIT), English Language and Applied Linguistics (ELAL), Drama and Theatre Arts (DTA), Film and Creative Writing, and the Shakespeare Institute (SI)—three of which are geographically dispersed across the Edgbaston campus (**Fig.1**). DTA is housed a short distance away in the Selly Oak campus, which it shares with the BBC

Figure 1: School Organisation



Drama Village and which features studio spaces, a purpose-built theatre, and Learning

Resources Centre. The internationally renowned SI is based in Stratford-upon-Avon.

EDACS has eight distinct and collaborative research centres (RCs) dedicated to public engagement and impact-led initiatives in both the local and global communities and to driving research-led teaching (Fig. 2); they serve as communities for staff and students with shared research interests. In the *Complete University Guide*, Drama and Creative Writing are ranked second in the UK and English is eighth. In *Guardian* League Tables, American Studies is first in the UK, Drama is fifth and English & Creative Writing is sixth. Following the 2013 VC Review, recruitment was targeted toward developing the

Fig. 2: EDACS Research Centres

Centre for American and Canadian Studies

Centre for Digital Culture

Centre for Contemporary Literature and Culture

Centre for Literary Editing and the Materiality of the Text

B-Film: Birmingham Centre for Film Studies

Centre for Corpus Research

Centre for Modernist Cultures

Nineteenth-Century Centre

following research areas: Medieval & Early Modern Literature and Shakespeare, Eighteenth-Century Literature and Romanticism, Literature and Culture after 1850, Critical Creativity, Literary Editing, ELAL, Theatre History and Historiography, and Contemporary Performance Studies, with "contemporary" as principle interdisciplinary and multi-disciplinary theme. EDACS's response to UoB's Strategic Framework for 2015-2020 focuses on improving the quality and impact of research outputs and increasing grant income capture from all funding sources, largely by an emphasis on mentoring and building research communities via RCs with support from the CAL RKT Office, EDACS Research Development Officer, and cultural institutions in the West Midlands.

EDACS students take a wide range of single and joint honours UG programmes as well as PGT and PGR degrees in all our subject areas. EDACS's postgraduate community is global and our research degrees include creative practice alongside taught MAs and supervised PhDs, some by distance learning. Bucking nation-wide trends, UG student numbers have risen by 32.6% in EDACS since 2013–14, while PGT student numbers have

risen by 11% and PGR student numbers have reduced by 2.8% (significantly less than the university-wide 4.2% decline in PG enrolment). The increased enrolments have

driven a significant increase of academic staff, giving EDACS the opportunity to expand its efforts to recruit a diverse range of colleagues across all levels. Because the baseline Staff Culture Survey (SCS) was completed in 2016, the data reported in this application reflects the School prior to this expansion; we anticipate the 2018 and 2020 SCSs to reflect the School’s current diversity.

Word Count: 496

3. THE SELF-ASSESSMENT PROCESS

(i) A description of the self-assessment team

Fig. 3: EDACS Athena SWAN Self-Assessment Team (SAT)

Name		Profile
Shantel Edwards		<ul style="list-style-type: none"> • PhD candidate in English Literature • Previously studied UG and MA at UoB • Worked as EDACS Student Experience Officer for two years before starting PhD • First in family to attend university
Rex Ferguson		<ul style="list-style-type: none"> • Senior Lecturer in Modern Literature • UoB since 2011 • EDACS Head of PGT • Father and Home-educator of 3 children
Andrzej Gasiorek		<ul style="list-style-type: none"> • Professor and Head of School • Married with a daughter living and working in London in the film industry • UoB since 1993 and very committed both to the institution and the School of EDACS • Son of Polish immigrants • Long-term research on twentieth-century literary culture, especially literary modernism
Fiona Gilyead		<ul style="list-style-type: none"> • EDACS Operations Manager • UoB since 1997 • Married with a son at University • Combines substantial work responsibilities with a busy home life
Nicholas Groom		<ul style="list-style-type: none"> • Senior Lecturer in Applied Linguistics • UoB since 2005 • Married with two teenage sons; was day carer of children while studying for PhD between 2001 and 2005 • First person in my family to go to university

Name		Profile
Chris Laoutaris		<ul style="list-style-type: none"> • Lecturer at the Shakespeare Institute, at UoB since 2013 • Academic specialist in women's history • Son of Cypriot immigrants • Long-term carer for severely disabled family member • Extensive media work on gender
Rebecca N Mitchell		<ul style="list-style-type: none"> • Senior Lecturer in Victorian Literature and Culture • Athena SWAN Lead 2018- • UoB since 2015 • Affiliated with Sexuality & Gender Studies Programme • First-generation university student
Rob Stone		<ul style="list-style-type: none"> • Professor of Film Studies, at UoB since 2012 • Athena SWAN Lead 2016-2018 • Co-director of B-Film RC • Dyscalculic • Married with extended Spanish family • Experience of compassionate leave
Rachel Sykes		<ul style="list-style-type: none"> • Lecturer in Literature • UoB since 2016 • EDACS AS AP Coordinator • Co-directs Literature RC • Academic specialist in gender studies
Vidyan Ravinthiran		<ul style="list-style-type: none"> • Senior Lecturer in North American Literature • UoB since 2017 • First BME Equality and Diversity Lead for EDACS • Academic focus on 20th century feminist poetics

(ii) An account of the self-assessment process

The EDACS Athena SWAN Self-Assessment Team (SAT) was established in March 2016 by general invitation to all staff in EDACS, followed by an informal process of discussion with interested members from each of the five departments; the E&D Officer, EDACS Operations Manager and the HoS are standing members. The EDACS SAT Lead maintains inter-departmental communication in matters of policy and best practice with other UoB AS SAT leads and represents EDACS at CAL and UoB level AS meetings. The EDACS SAT meets every other month during submission periods and once per term thereafter. Its minutes are posted on the CAL Canvas site and EDACS E&D Canvas page. Leadership rotates every two years, with Rob Stone leading from March 2016 to January 2018, and Rebecca Mitchell leading from 2018-2020. Future leadership will be drafted by volunteers from among the SAT. Looking forward, the AP calls for the

recruitment of an undergraduate to the SAT to ensure representation across all levels **[AP3.1]**.

The first action of the EDACS SAT was to develop a strategy and draw up a role descriptor for SAT members, subsequently ratified by the EDACS EC. This confirmed the following responsibilities: [1] Representing colleagues on EDACS SAT; [2] Contributing to the design and creating the content of EDACS AS Staff Culture Survey (SCS); [3] Running and reporting on Focus Groups; [4] Analysing data relating to E&D in EDACS, including the identification of trends in recruitment, promotions, and committee membership; [5] Reviewing local practices, such as maternity and return to work, flexible working, induction, workload models and outreach; [6] Contributing to the formulation of the EDACS AS application and Action Plan (AP); and [7] Implementing the EDACS AS AP, including ongoing SCS administration and review.

In line with the AS Charter on intersectionality, the EDACS SAT committed to collecting detailed and responsive data, including alternates to the male/female gender binary common on institutional questionnaires; our survey and AP reflect this commitment **[AP3.2]**. Our data-gathering also demonstrated the importance of collecting anecdotal evidence. Some colleagues wanted to ensure their experiences were registered but were reluctant to contribute to formal surveys and on-the-record Focus Groups, choosing instead to speak with individual SAT members. In some cases—e.g. applying for promotion or taking family leave—these individuals constitute 50% or 100% of persons affected by a policy in a given year. Experiences reported anecdotally or in small numbers thus cannot be ignored as unrepresentative and are included in this application where appropriate.

The SAT designed its SCS in a round of meetings that supplemented the best practices from previous surveys with questions designed by the SAT to explore the particularities of EDACS. The SCS was primarily multiple choice, with 42 optional questions inviting levels of agreement/disagreement and spaces for free text comments. The SCS opened for four weeks beginning in April 2016, garnering 71 responses from academic and professional services staff. Aggregated results were collated and disseminated as a spreadsheet; data from the SCS is featured throughout this document.

While the SCS revealed a high rate of satisfaction amongst EDACS staff regarding E&D matters, the SAT identified some areas of possible concern. These provided the themes for three Focus Group in Summer 2016: [1] Gender and Sexuality; [2] Policy and

Dissemination; and [3] Ethnicity and Visibility. An invitation to participate was issued to all staff and each 2-hour session was led by two members of the EDACS SAT. Attendance averaged 9 persons. The anonymised minutes of these confidential discussions prompted discussion by the EDACS SAT and EC, leading to the development of the AP in collaboration with key UoB personnel and the CAL and UoB AS committees. Regular updates of the AP have been submitted to the EDACS EC and ratified. Since then representation and communication in all directions has been facilitated by the new EDACS “Staff Hub” page on Canvas, the UoB virtual learning environment, a central site for communicating policy and announcements to EDACS staff.

Building on the data collected and the experience of running the focus groups, SAT members drafted sections of this application, which were then edited and revised by the AS Lead and reviewed by the SAT in consultation with the School Executive Committee.

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

The EDACS SAT is continuing with the implementation, adaptation, and continual revision of the AP. The SAT now maintains an E&D webpage on the Canvas Staff Hub that is building rapidly [AP3.3]. Our AP was presented to all EDACS staff at an Away Day by the EDACS SAT Lead and E&D Officer in May 2017 and made available on the Staff Hub. The EDACS SAT will continue to meet termly, recruiting members as necessary to ensure gender parity and representation across ranks [AP3.4]. We now represent EDACS at CAL and UoB level and act as two-way conduits for new initiatives and guidelines. The SAT will oversee the updating, delivery, and analysis of SCS in summer 2018 and 2020 [AP3.5].

Word Count: 885

4. A PICTURE OF THE DEPARTMENT

4.1 Student data

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

EDACS does not offer foundation courses.

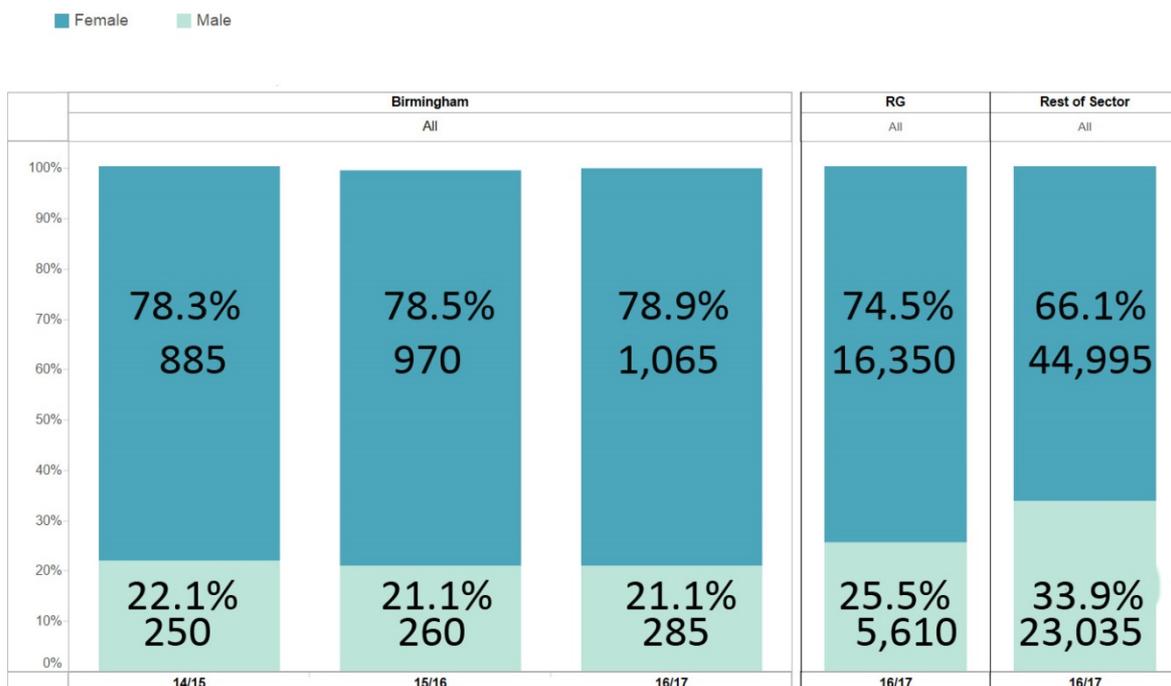
(ii) Numbers of undergraduate students by gender

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

Challenges facing EDACS in student diversity are endemic across the sector: unlike many fields, the vast majority of students are women, so much so that efforts are underway to increase male applications and uptake of offers. BAME students are also underrepresented, and while this imbalance is also reflected in the sector, EDACS is ramping up efforts to increase the diversity of its student population to ensure we exceed national benchmarks and better reflect the diversity of the city of Birmingham.

Female students made up the majority (78.9%) of the FT UG population in EDACS in 2017-18, with very little variation in this ratio within the 5 departments in EDACS. This figure has remained stable throughout the three academic years represented by the data and is slightly higher than that of equivalent programmes within Russell Group (RG) institutions (where on average, 74.5% of students are female), and higher than in equivalent programmes in non-RG institutions (where the average is 66.1%) (Fig. 4).

Fig.4: EDACS UG students by gender, with Russell Group and Sector Benchmarks



The sector shows a clear gender imbalance; EDACS is mindful of the desirability of attracting more male undergraduates to address their underrepresentation. Male staff have been encouraged to undertake more outreach work, with the hope of providing school students with models they can aspire to. There is an overlap here with the ideal recruitment of more BAME students, and our E&D and Outreach Leads are actively working to increase representation of male and BAME students with the goal of reaching parity with RG figures [AP4.1].

In terms of applications, the period 2014-17 saw a greater proportion of female applicants (81.4%) than male applicants (70.8%) secure an offer to study in EDACS. A greater proportion of female offer-holders than male offer-holders accepted over the same period (29.7% of females / 25.6% of males) (Fig. 5).

Female students are awarded first degree classes at slightly higher rates than male students (29% vs. 18%); that gap narrows when “good” honours degrees (1.1 and 2.1) are combined (94% female vs. 93% male) (Fig. 6). The gender ratio of academic awards and prizes, which are an important esteem marker for future employment and further study, better aligned with enrolment as a whole, with 28 of 34 prizes (82%) awarded to female students.

Fig.5: Undergraduate applications and offers in EDACS by gender

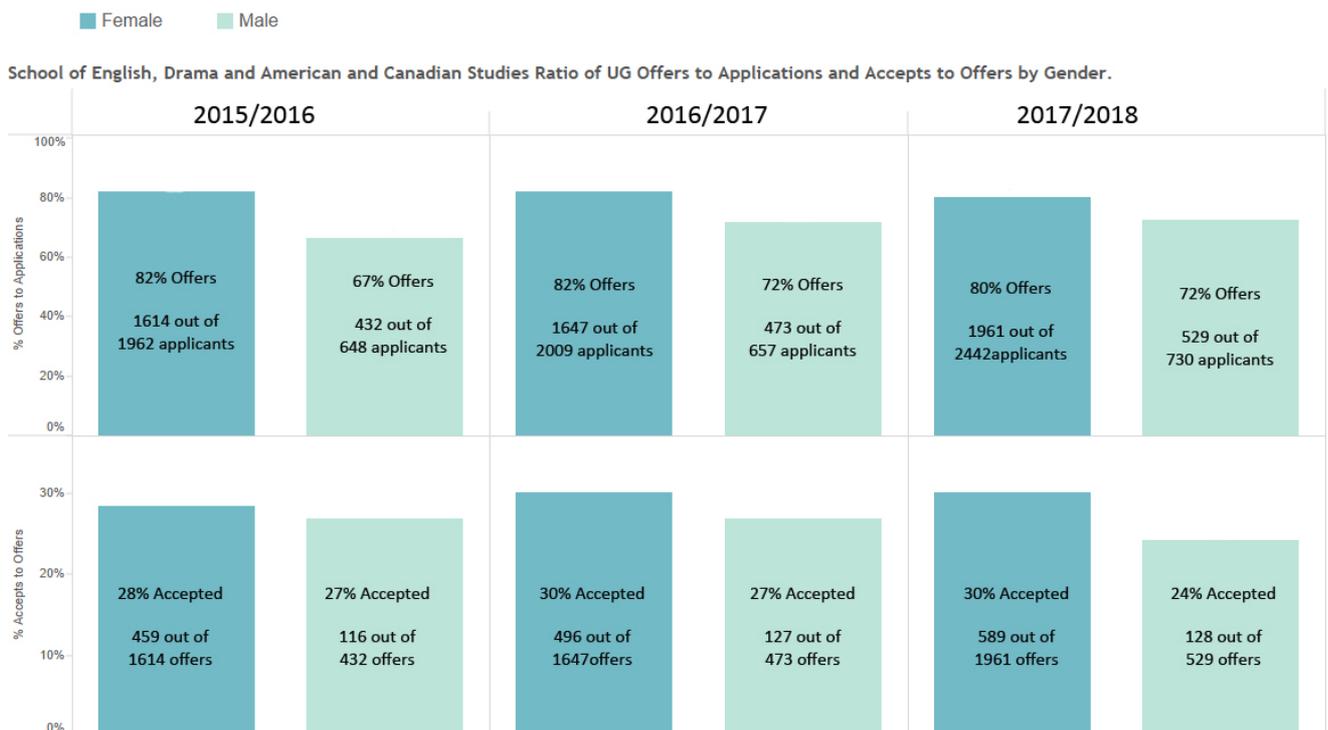


Fig.6: EDACS' UG degree classification by gender



- (iii) Numbers of men and women on postgraduate taught degrees
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Mirroring our undergraduate enrolment trends, female students made up the majority of PT (75%) and FT (64%) PGT students in the 2015-2016 academic year. This proportion matches that of equivalent programmes within RG institutions (74%) in the same period. The proportion of PT female students also matches that of equivalent programmes in RG institutions (66%) and non-RG institutions (67%) in the same period (Fig. 7).

Fig. 7: PGT Enrollment against Benchmarks



Gender parity increases in the pipeline from undergraduate to post-graduate studies; In terms of applications, in the period 2014–17 more females (58.5%) than males (51.0%) applied to FT programmes. In addition, the majority of female (77.9%) and male (81.0%) applicants to PT programmes were offered places. Acceptance and take-up rates were similar, although these differ between FT and PT programmes, with 41.4% of females and 38.4% of males taking up places on FT programmes and 73.6% of females and 75.8% of males accepting places on PT programmes [Fig. 8; Fig. 9]. While the gender balance is encouraging in isolation, it indicates that a smaller percentage of women than men are continuing into post-graduate studies. EDACS is therefore targeting 3rd-

year dissertations as an intervention site to encourage prospective students to continue onto post-graduate work [AP4.2].

Fig. 8: Postgraduate Taught applications and offers split by gender (full-time)

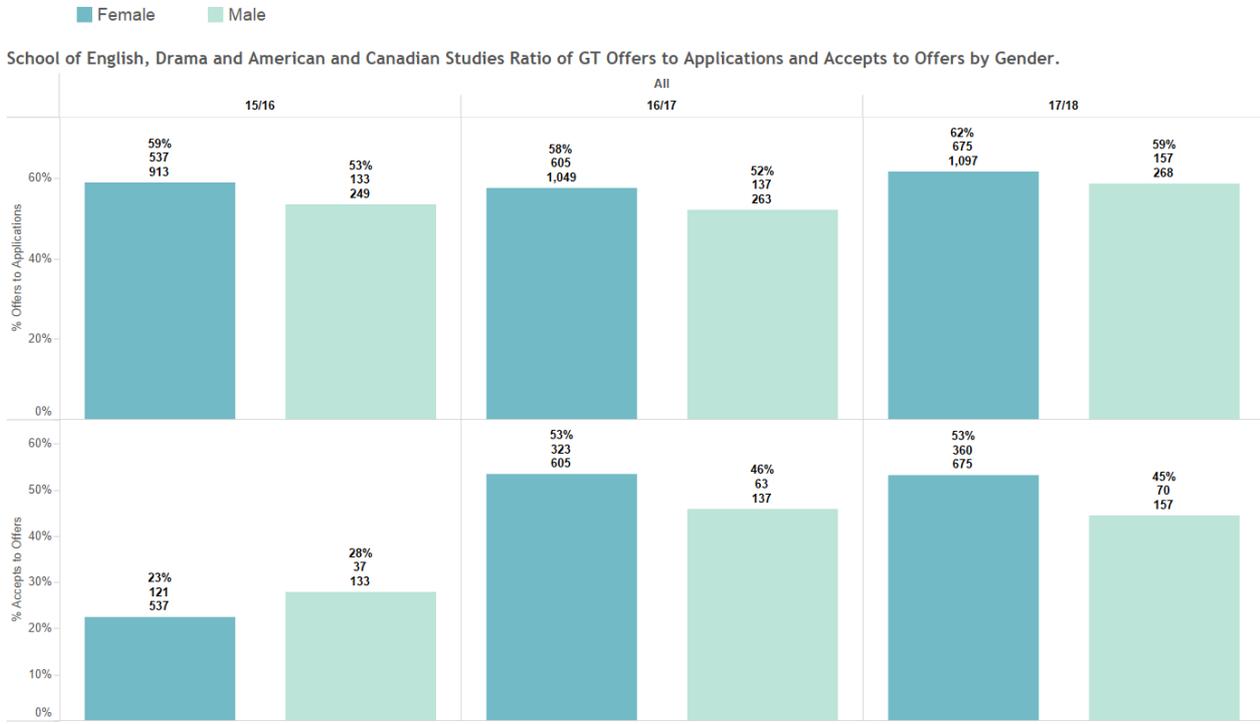
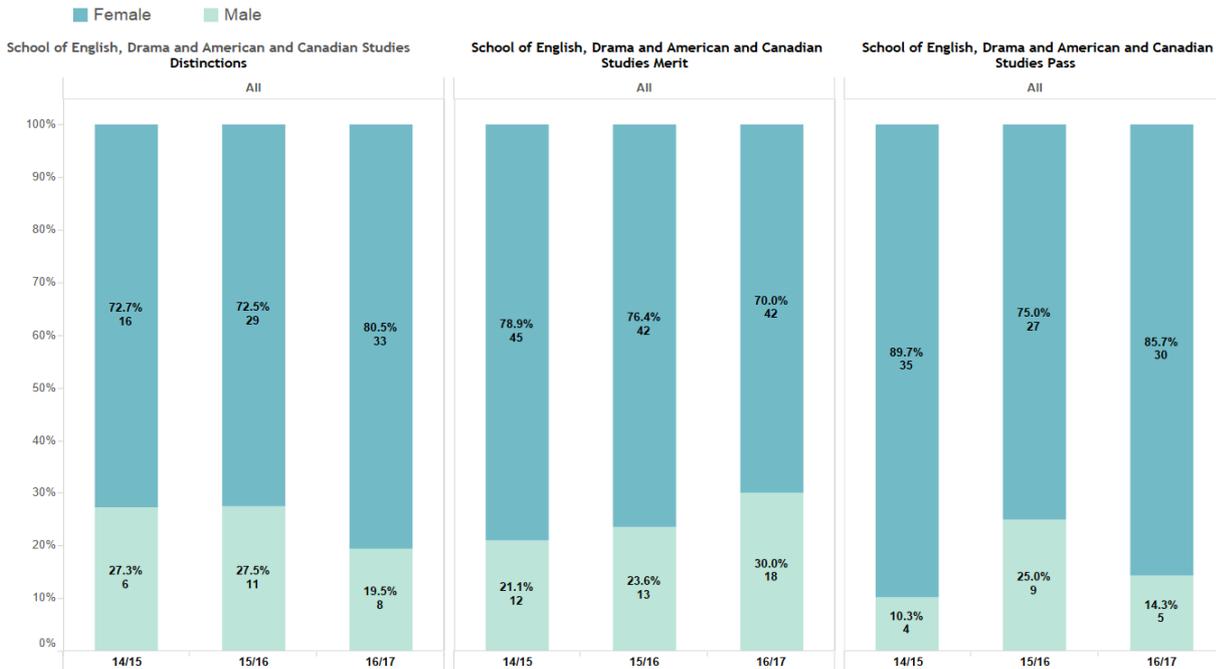


Fig.9: Postgraduate Taught applications and offers split by gender (part-time)



Fig. 10: Classification of FT PGT degrees by gender



In the years 2013–16, significantly more FT female PGT students were awarded a merit or a distinction (70%) than male students (30%) (Fig.10). Interestingly, this is reversed for PT PGTs, as 40% of female PT PGT students are awarded a merit or distinction compared to 60% of male students (Fig.11). This disparity could be due to greater work and care demands on female PT students; the AP indicates that the April 2018 SCS will solicit data to inform remediation actions [AP4.3].

Fig.11: Classification of PT PGT degrees by gender

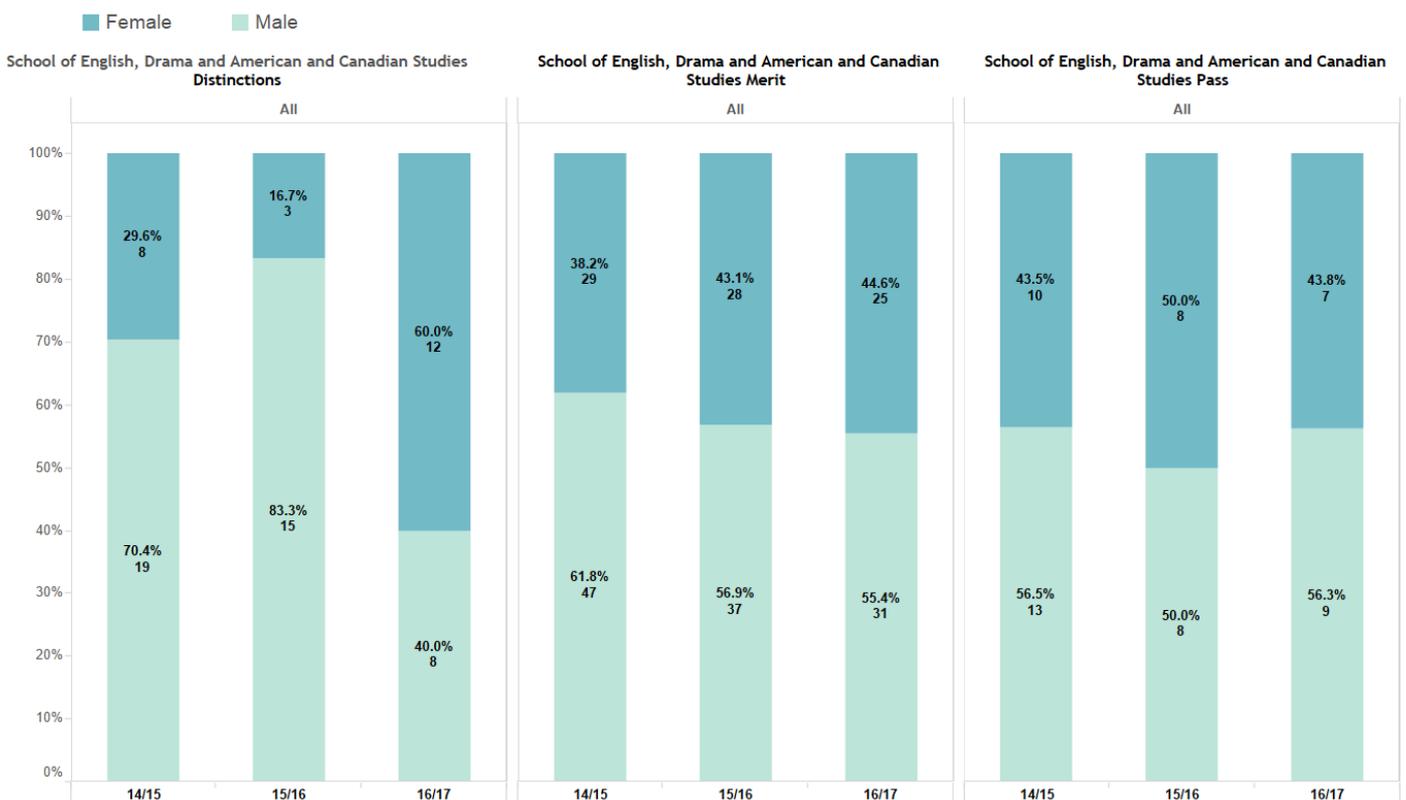


Figure 12 PGR Enrolment by Gender against Benchmarks

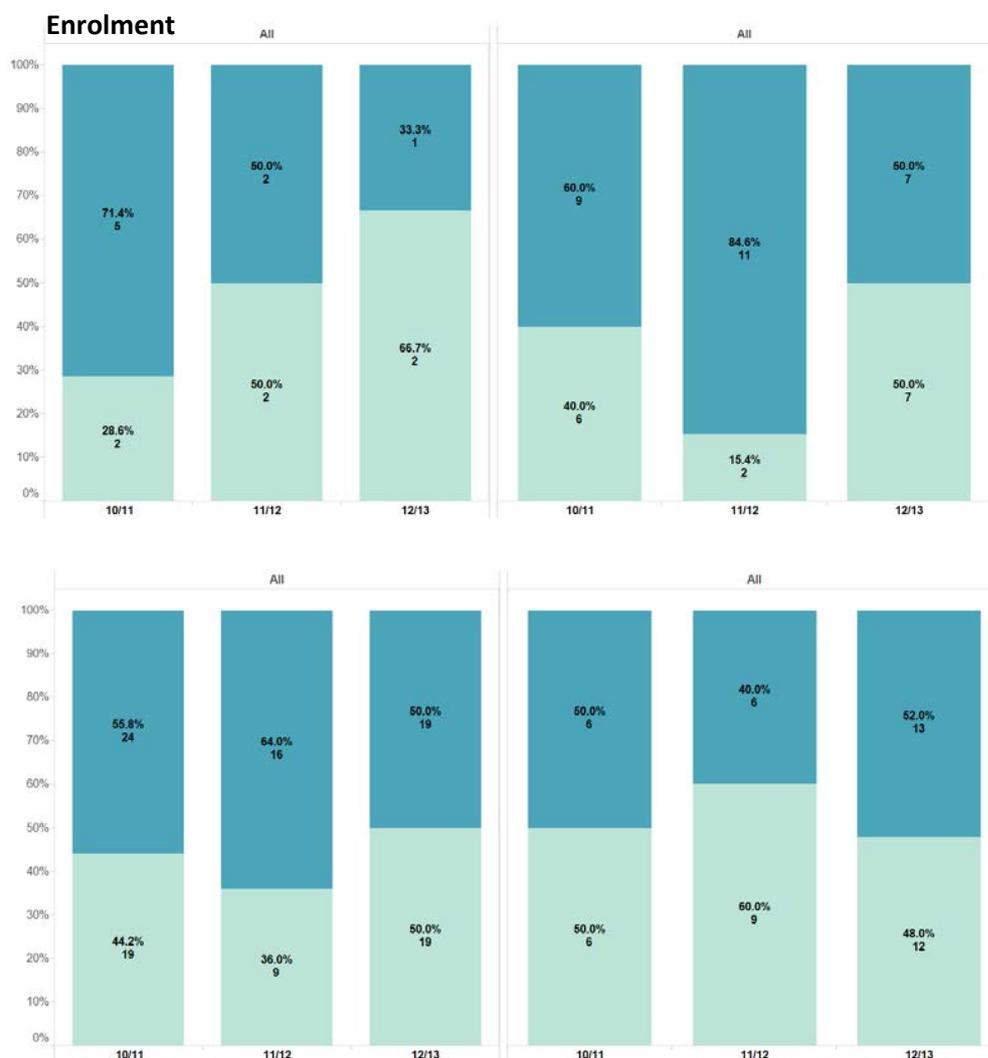


(iv) Numbers of men and women on postgraduate research degrees

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

Gender imbalance increases in later years of study (**Fig 12**). Equivalent programmes at other RG and non-RG institutions have slightly higher proportions of female students (63% and 61% respectively in 2013–15). On FT programmes, the majority of UoB students were female (60% in 2014–15), which is slightly fewer than those enrolled on equivalent programmes in both RG and non-RG institutions (64% and 66% respectively). Further research will be done to try to ascertain why the PT PhD programme recruits fewer female students than similar institutions. Completion rates for men and women are similar, but still lag behind RG (**Fig. 13**). AP indicates data collection and analysis to support remedial actions to bring School attainment in line with RG [**AP4.3**].

Fig.13: PGR Completion Rates, PT (top) and FT (bottom) based on Year of Enrolment



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

While the School does not maintain progression statistics for individual students, it is apparent from the overall data that pipeline tightens for women after undergraduate studies. In an effort to increase the percentage of women pursuing post-graduate work, EDACS is targeting 3rd-year students at the dissertation-writing stage. Research-intensive work is highlighted at a yearly poster competition and, via the School's Research Centres, staff encourage promising students to apply for post-graduate

studies. At the MA level, Research Centres integrate MA students into the research community and actively encouraging promising students to continue to the PhD. The AP indicates modes of tracking these new interventions to assess their impact on student application figures [AP4.2, 4.3].

4.2. ACADEMIC AND RESEARCH STAFF DATA

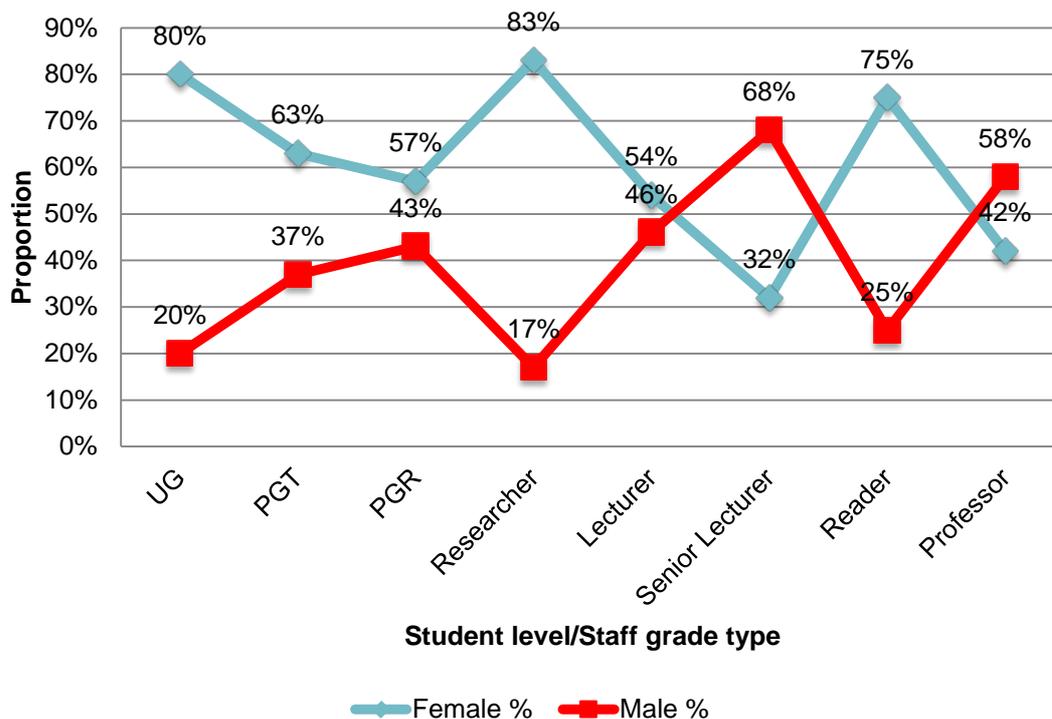
- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

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

The EDACS pipeline (**Fig. 14**) shows that while women significantly outnumber men in undergraduate and post-graduate studies, as the pipeline tightens increasingly through the higher ranks. The one exception in the chart is at the rank of Reader, but it is notable that there are only 4 total Readers in the School.

To address this tightening pipeline, EDACS has over the last three years made a concerted effort to ensure gender balance at every stage of the recruitment process, from advertisements and vetting committees to applicant pools. To increase representation at the higher ranks via promotion, EDACS will schedule yearly summer

Fig. 14: EDACS Academic Pipeline



workshops on the application process **[AP4.4]**. Research Fellows (RFs) are externally funded and necessarily on fixed-term contracts. NB: **Figure 15** shows a decrease in percentage of women Readers across the period; we note that this is a result of the addition of male staff, not the loss of women staff. Real numbers of women Readers have increased from 2 to 3.

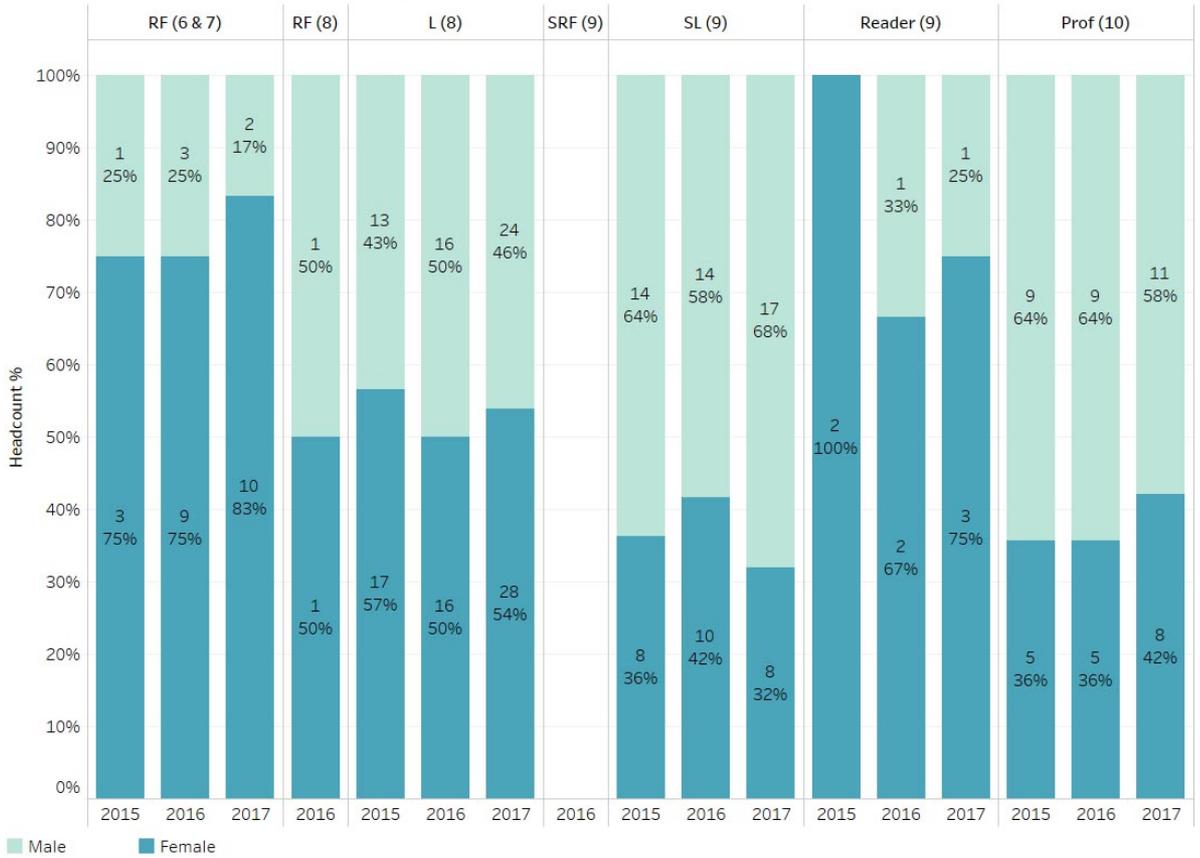
Despite relatively healthy figures in gender equity across ranks, it is clear that other intersectional areas of diversity could be improved, a fact that was demonstrated by the 2016 SCS (See “Further Information” section below). Like our student population, staff are primarily full-time (75%) and an overwhelming percentage self-identified as white (89%), heterosexual (74%), and 93% did not consider themselves disabled. The SCS results do not reflect responses from recent hires; we anticipate the 2018 SCS, indicated in the AP, will indicate greater diversity **[AP3.5]**. EDACS shows progress towards gender balance that improves on UoB averages, especially at the professorial level, and is working to increase diversity across multiple dimensions.

- (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.

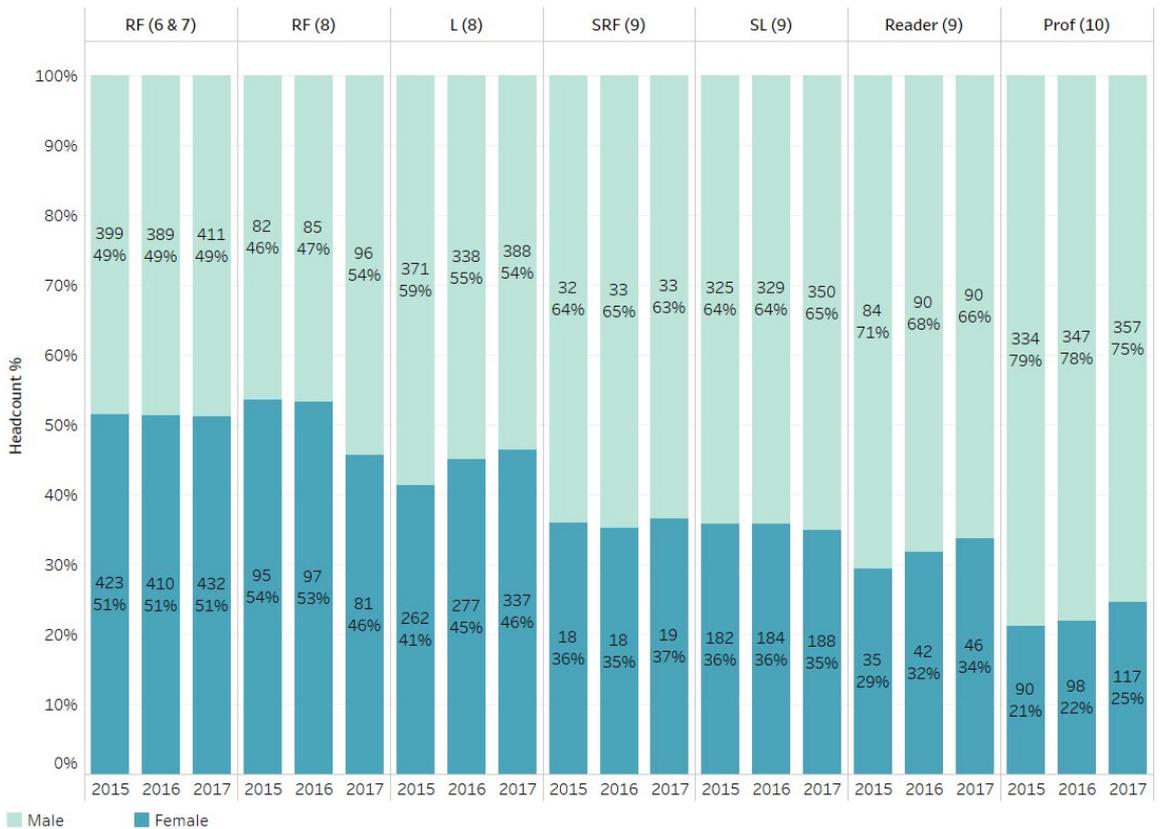
UoB does not employ any staff on zero-hour contracts. In EDACS, fixed-term appointments are largely limited to post-doc roles (RF), all of which are fixed term. This rank does show significant imbalance, with 10 women versus only 2 men in 2017. AP efforts to enhance ECR experience and progression **[AP5.6, 5.7]** are designed to address this imbalance. A redeployment scheme ensures that fixed-term staff are given priority for reappointment within six months of the end of their existing contract.

Fig. 15: Staff by Gender, EDACS (above) and University (below)

4.2.i Academic Staff by Grade (EDACS)



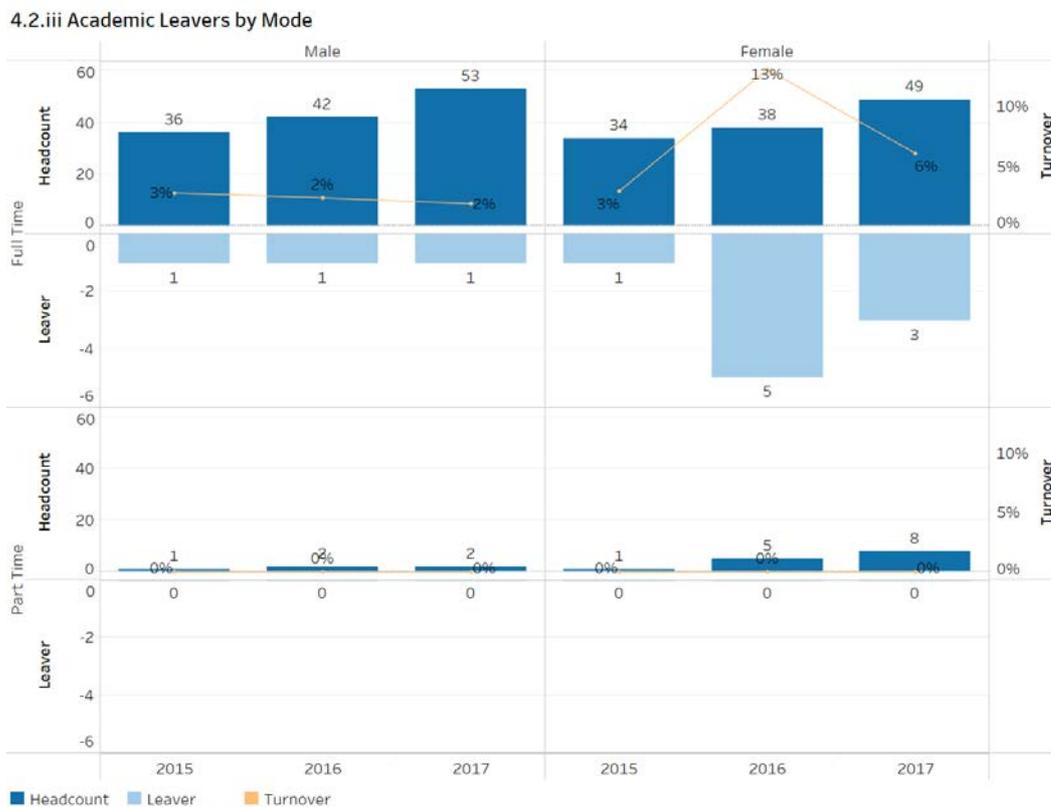
4.2.i Academic Staff by Grade (University)



- (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.

Our data-gathering revealed that in 2016 a greater proportion of female staff (14%) than male staff (3%) voluntarily left their role (**Fig.16**). In response, the AP includes the implementation of exit interviews with the AS or E&D lead for all academic leavers; these optional meetings will include discussions of gender bias as cause for leaving [AP4.5].

Fig.16: Voluntary staff leavers split by gender



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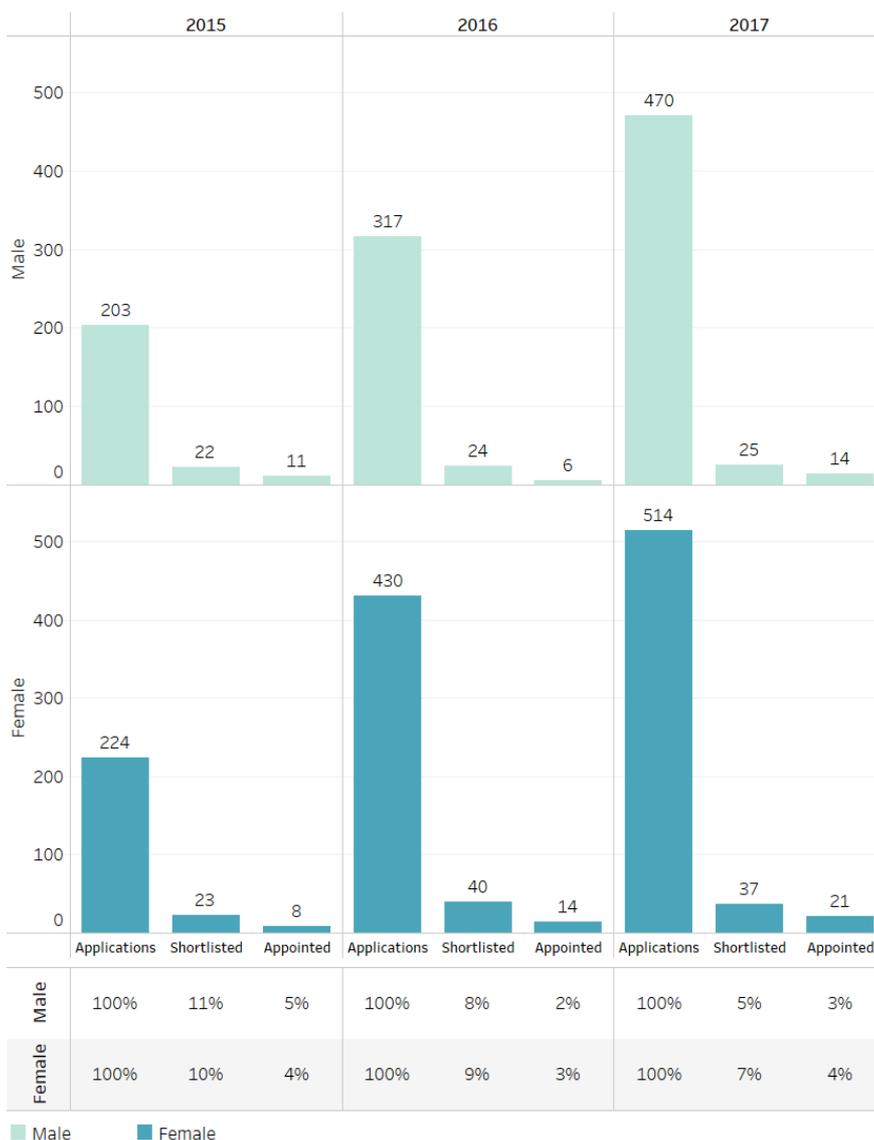
5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

(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.

Recent increases in student enrolment set the stage for hiring opportunities. In 2016 new language was added to job advertisements: "EDACS recognizes that strength and success come from diversity and strives to maintain a flexible and supportive environment that enables all staff and students to flourish." As part of a drive to change institutional culture, the EDACS HoS, SAT, E&D officer, participants in the Aurora Leadership Programme (including HoDs), and interested staff members are working to expand what qualities are deemed "best" when vetting applications. In our Focus Groups, a consensus reported feeling underwhelmed or unsatisfied with the mandatory HR fair-hiring training in unconscious bias, required of all search-committee members. To address that concern, EDACS worked with Professional and Organisational Development (POD) to develop a bespoke, enhanced half-day unconscious bias-training seminar to augment the UoB-required module and address the discipline-specific concerns. Initially targeting school leaders (with 5 takers in its first iteration) the AP calls for continued implementation with targeted increases **[AP4.6]**. To increase diversity on the interview panels, a junior academic staff member is now required on all panels **[AP5.1]**. Our Focus Groups also recommended an emphasis on intersectional diversity in job postings and vetting, mindful of not only gender and race or ethnicity, but educational and class backgrounds, research methodology and focus, etc. Increases in the recruit of women and BAME staff in 2016-2017 demonstrate early impact of these changes, which we expected to be reflected in future SCS administrations **[AP3.5]**.

Fig. 17: EDACS Recruitment by Gender



In the period 2015–17, slightly more than half of the applications for teaching positions were made by females (54%); significantly over half of those shortlisted were female (62.1%), and a similar percentage of those appointed were female (60%) (Fig. 17). Within the research category, females also make up the majority of applicants of those shortlisted and of those appointed. Within the lecturer category, more than half of the applications come from females (55%), just over half of those shortlisted were women (54%), and just over half of those appointed were women (56%). On balance, then, the percentage of women hired corresponds to the percentage of women applying for the positions. In some years see greater variation; in 2015–16, for example, the majority of those appointed were women (75%). One area of recruitment where women statistically lag is in appointments at the Professorial level (Fig. 18), at only 36% of the total. Efforts to increase gender equity in recruitment noted above will be especially

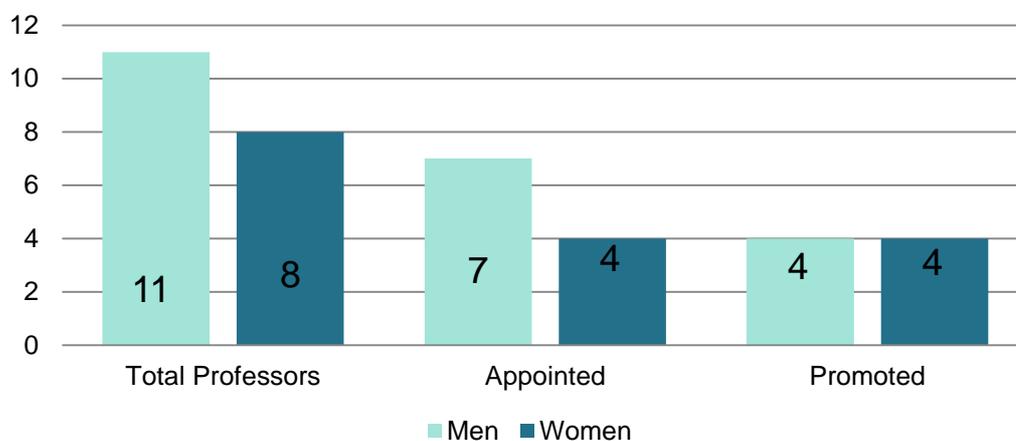
relevant at this level, with additional focus on pro-active recruitment at the individual level.

Fig. 18: EDACS Recruitment by Grade

5.1.i Recruitment

		2015			2016			2017		
		Applications	Shortlisted	Appointed	Applications	Shortlisted	Appointed	Applications	Shortlisted	Appointed
RF (6 & 7)	Male	2	1	1	21	4	2	17	1	1
	Female	5	3	3	61	16	7	17	5	5
RF (8)	Male				42	3	1			
	Female				54	4	1			
L (8)	Male	142	12	5	249	16	2	350	19	9
	Female	167	9	2	312	20	6	409	26	12
SRF (9)	Male				1	1	1			
	Female				0	0	0			
SL (9)	Male	32	5	3	4	0	0	86	3	2
	Female	35	6	1	3	0	0	76	2	0
Reader (9)	Male				0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0
Prof (10)	Male	27	4	2	0	0	0	17	2	2
	Female	17	5	2	0	0	0	12	4	4

Figure 19: EDACS Professors Appointed & Promoted (as of 2017)



(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.

The recent increase in staff hiring has led to an increased need for standard, comprehensive induction. All new EDACS staff in 2016-17 were invited to several induction activities. The onus for presenting information fell primarily on HoDs and Administrative staff, however, and feedback attested to the need for a coordinated induction effort at EDACS level. Consequently, the first iteration of a formal EDACS-level induction took place in September 2017. These changes were reflected in an informal March 2018 survey: 40% of staff starting in autumn 2016 agreed that the EDACS induction was “very helpful” or “somewhat helpful,” compared to 91% of the autumn 2017 starters. A new push towards increasing the visibility and impact (and budgets) of EDACS RCs makes them ideal for social inductions, while start-of-term EDACS-wide Away-Day events now include specific induction activities such as an annual lunch for new female staff, which was initiated in 2016, and RC retreats for team building outside of the campus hallways, continuing induction well beyond week 0.

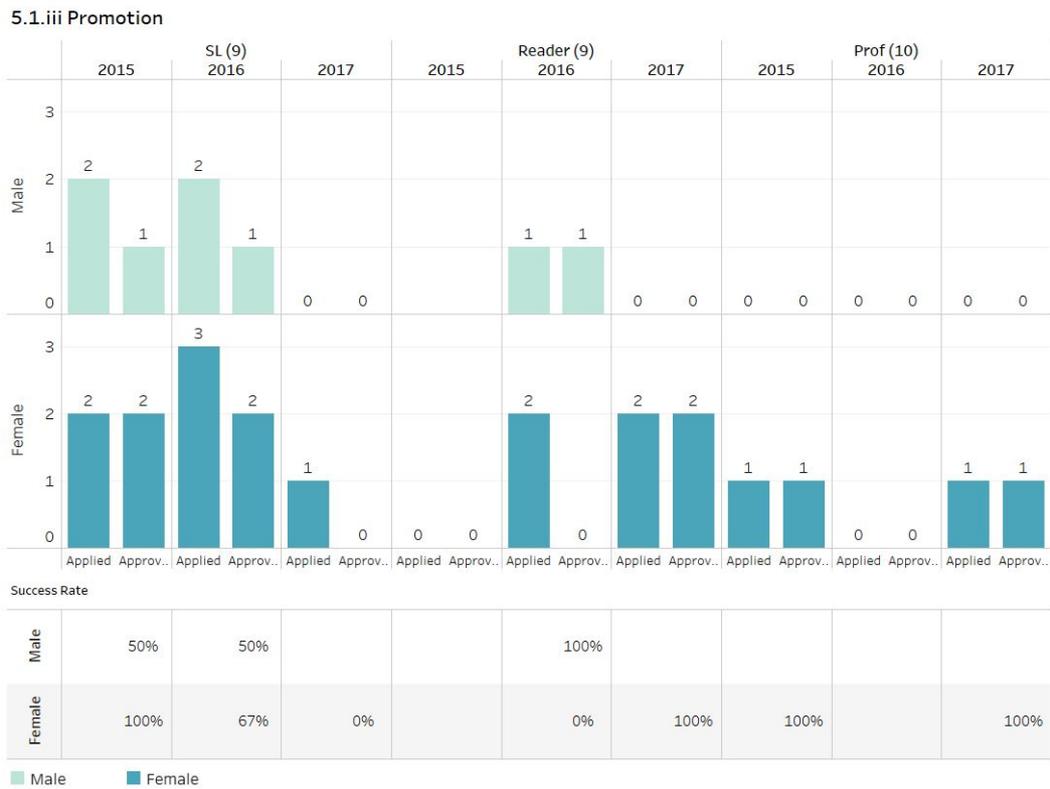
(iii) Promotion

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.

In EDACS, promotion is regarded as part of a career-long process; following induction, HODs assign all probationary academic staff a mentor who contributes to the end-of-probation review. In the past no formal training or support accompanied the mentorship process. Our Focus Groups indicated a need for guidance on navigating administrative responsibilities in the early-career stage; to begin to address this need, in 2016-17 a new mentor-training workshop was implemented for all new mentors and future AS SCSs will assess staff satisfaction with both sides of the mentoring relationship **[AP3.5]**. Because research mentoring tends to focus on the probationary period, and because departmental needs vary, mid-to-late career mentoring for research academics has lacked a formal structure across the School. In addition to promotion workshops and RC efforts described above, free-writing workshops have been held by some HODs to encourage a collegial environment for research activities; the AP reflects the School’s intention to roll out similar mid-career support activities across the School **[AP5.2]**.

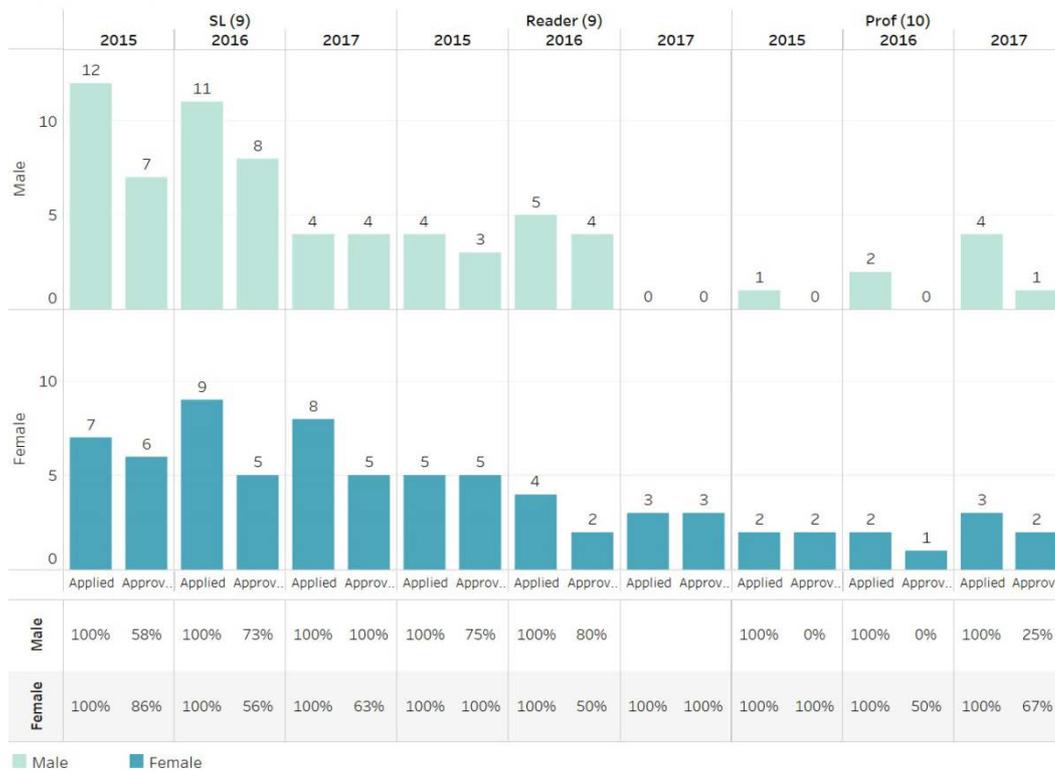
As part of the AS review of the academic promotions process in CAL a summary database was produced to monitor the gender balance of applicants for promotion in each School and the gender mix of those successful in their applications. EDACS Promotion applications (**Fig.20**) show few discernible patterns, even when compared to

Fig.20: Promotion Applications/Successes in EDACS



College-level statistics (**Fig.21**). The AP includes robust data collection and analysis in future iterations of the SCS and will include questions for those who have experienced failed promotion applications; these issues are currently treated primarily in the PDR process and would benefit from greater exploration **[AP3.5]**.

Fig.21: Promotion Applications/Successes in CAL



In 2015–16 CAL also initiated a review of the gender balance of its promotions panel, which had nine members (four female and five male). In 2016–17 this was improved: there were five female and five male members, three of whom are currently EDACS academics: the CAL Director of RKT (female), the CAL Director of Internationalisation (female) and the CAL Director of Education (male). EDACS-level promotions panels are chaired by the HoS, have members with clearly defined roles (e.g. HoDs, Head of Research, etc.), and include a senior academic from another School.

Our Focus Groups reported a general expectation that individual circumstances should be taken into account in the promotions process: every promotions application form for SL and Senior Research Fellow includes a question on individual circumstances which "recognises that some individuals may have personal individual circumstances that have impacted on or continue to impact on their performance either by a reduction in the volume or range of activities that they were/are able to undertake."

Stated "circumstances" include maternity/parental/adoption leave along with PT employment, disability, ill health (permanent or temporary) and caring commitments.

This application, along with other promotion information, can be found on the UoB website and EDACS Staff Hub. Nevertheless, our Focus Groups reported that they found HR communication regarding the academic promotion process could be vague. For example, formal policy for the "Conferment of title of Professor of Reader" states only that: "Individuals wishing to be considered for the title should submit their application electronically to their HoS." The criterion for promotion to Professor is also vague: "UoB may confer the title of Professor on distinguished scholars of international standing who have made and will continue to make an outstanding contribution to UoB by way of their research, learning and teaching and management and administration." Attempts to seek information beyond what is on UoB websites can also be frustrating. In one instance, for example, a request for information was met with the suggestion that applicants seek out colleagues who have recently been through the process: this route may perpetuate existing biases, and feed into the perception, expressed in our Focus Groups, that men tend to apply for promotion sooner than their female colleagues.

Our Focus Groups reported that translating UoB promotion policies into practice would be easier with greater local support. Given the range of benchmarks for "distinguished", "outstanding" or "international standing" that might exist across the university, for example, EDACS strives to offer more comprehensive and discipline-specific advice as part of the PDR process and promotions workshops. A School Communications Officer was appointed in January 2018 to help coordinate communication between departments, staff, students, and the community; resulting increased awareness of policies will be tracked in the SCS [AP3.5], with remedial action warranted if no changes are evident.

- (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.

The University does not have access to fine-grained RAE 2008 data in a format suitable for Athena SWAN. The School's overall and output profiles indicate an upward trajectory in REF output scores from the 2008 exercise to the 2014 REF. Data from 2014 show that a higher percentage of eligible male staff than eligible female staff were submitted in both UoA 29 (English Language and Literature) and UoA 35b (Drama). As submission choices were based on internal REF ratings, the imbalance potentially reflects implicit or unconscious bias, which prompted the development of enhanced training to mitigate unconscious bias [AP4.6]. REF 2020 expects a 100% submission of eligible staff. Termly REF workshops are currently held by RED leads. In 2017 the REF reading panel was expanded to include two women, a proportion that the AP calls for maintaining and increasing [AP5.3]. Yearly mentoring meetings are held with the School REF lead for all REF-eligible staff; these meetings contribute to career-long mentoring within the School.

b. Career development: academic staff

(i) Training

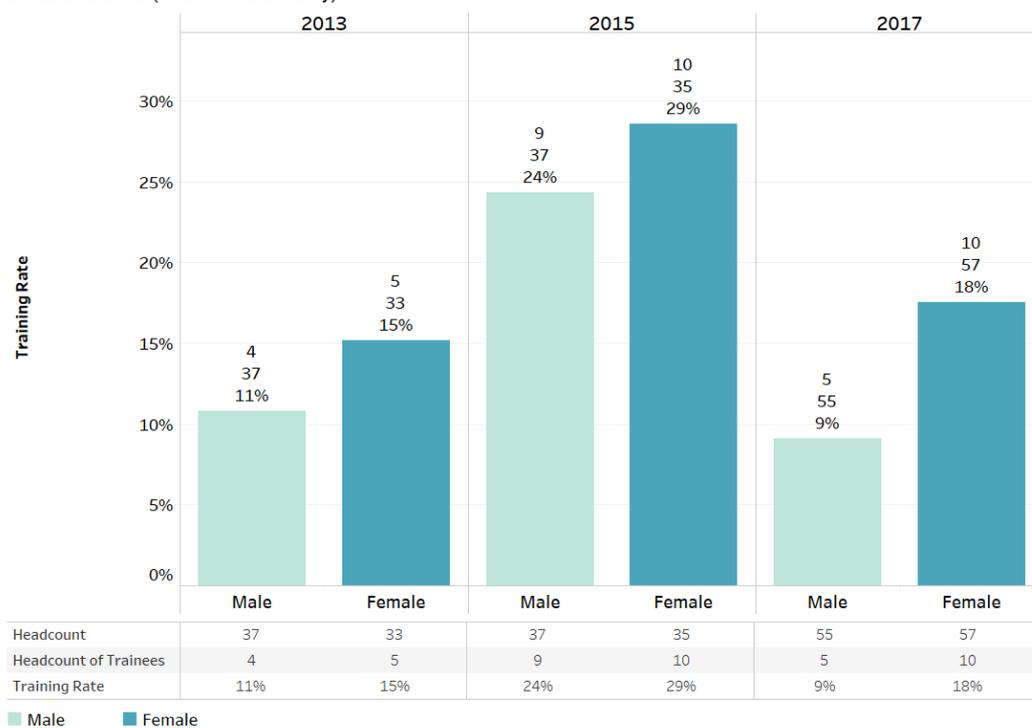
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

All new staff with responsibility for teaching and without a relevant qualification enrol on UoB's Postgraduate Certificate in Higher Education as one of their probationary requirements. They must also attend training in PGR supervision through a half-day course run by UoB's Graduate School and complete an online refresher course biannually. As noted above, the POD team offers training on effective mentoring for those with responsibilities for mentees, as well as a range of optional workshops and modules on career planning, time management and grant writing. In 2016/17 three EDACS staff members participated in the Aurora Leadership programme, a women-only leadership development initiative run by the Leadership Foundation for Higher Education that enjoys significant prestige. One attendee reported that the experience made her 'more likely to pursue administrative roles'. Because take-up dropped to zero in 2017-2018, the AP includes targets for future iterations [AP5.4]. There are also programmes for Emerging Leaders and Emerging Research Leaders, for which attendees are nominated by the HoS. Because of a perceived lack of transparency noted in the

Focus groups, the AP calls for the publication of calls for expressions of interest, where appropriate, and for including links for information on such programmes in the Staff Hub in all instances [AP5.4]. Refresher courses in unconscious bias and E&D matters are regularly offered online and in person; attendance at all training courses is monitored and trainers receive immediate feedback. Our Focus Groups show that these opportunities are welcomed by EDACS staff and, in terms of breakdown by gender, there is a fairly even split in terms of participation (Fig.22). In light of the number of new staff, the AP includes standardising dissemination of development opportunities through the Staff Hub [AP5.4].

Fig.22: Gender split in uptake of training by academic staff

University of Birmingham Academic Training Rates: for School of English, Drama and American and Canadian Studies (Internal Courses only)



(ii) Appraisal/development review

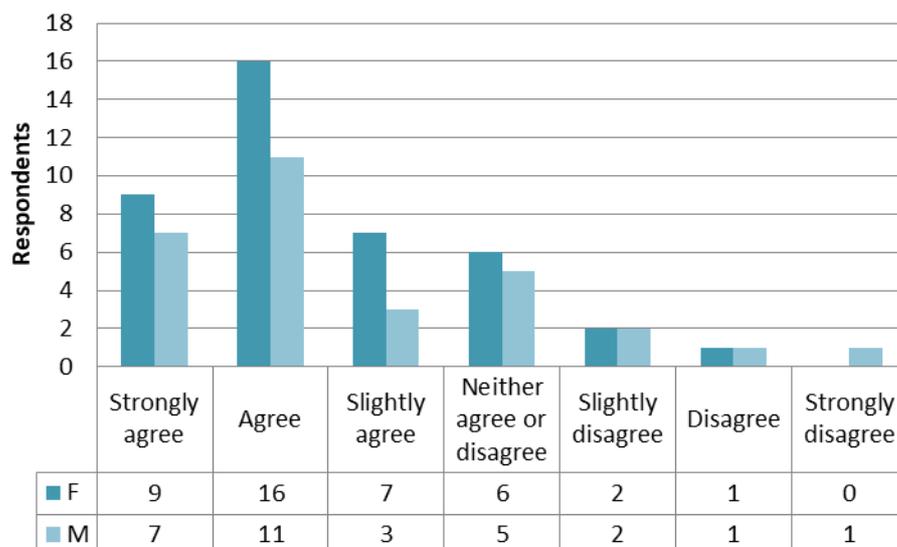
Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

New members of academic staff are normally subject to a three-year probationary period, beginning with the setting of objectives in consultation between the probationer, their mentor, and HoS. The probationer then meets annually with the HoS to review progress and identify development opportunities. Probation can be extended to a maximum five years, although the decision to do so would be taken by the HoC in consultation with VC or Deputy Pro-VC (Resources).

Following probation, academic and academic-related staff (except post-doctoral researchers for whom there is no formal process of review other than that required by their funding body) enter a cycle of Performance and Development Review (PDR) conducted annually and based around a structured discussion of "stretching but achievable" objectives with HoDs or line managers. There is no rigid format for the PDR and the five departments in EDACS tend to maintain slightly different approaches, best suited to their staff fields. These slight disparities are nevertheless the topic of a working group initiated by the HoS to be run in 2018 [AP5.2]. Notably, 75% (78% of women) of all respondents to the EDACS AS SCS agreed with the statement: "My department provides me with a helpful PDR" (Fig.23).

Fig.23: EDACS AS SCS Helpful PDR

My Department provides me with a helpful PDR/annual appraisal



(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.

Our Focus Groups expressed awareness that the HoS and HoDs maintain an open-door policy for informal discussions about career progression. More than two-thirds of staff feel that their responsibilities are fairly distributed, which is important as these are generally considered negotiable steps towards promotion, although 22.7% did feel they bore a disproportionate responsibility for administration. However, EDACS figures show a fairly even gender split in administrative roles, with some annual fluctuation.

Focus Group attendees also voiced concern that role descriptors for administrative roles can be hard to find, thus discouraging a diverse range of people from applying. In 2017 a new policy was implemented requiring the submission of letters of interest and CVs for all School-level administration roles to ensure transparency and encourage gender parity **[AP5.5]**. In broader terms of progress in an academic career, CV-building development opportunities such as networking and internal and external representative opportunities are widely taken up by the majority of staff in EDACS.

This very positive picture is less evident for part-time staff respondents, 25% of whom did not think EDACS offers the same opportunities to those working flexibly or on PT contracts. The action plan calls for focussed language in School bulletins to encourage uptake among PT staff **[AP5.6]**.

(iv) *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).*

UG students in EDACS and across UoB have access to the Central Careers office, augmenting information provided by their Personal Tutors. According to the NSS, the response to the statement "good advice is available for making career choices" is good in EDACS, with agreement in the five Departments in the 76-90% range, while an even more impressive 84-90% agreed that "good advice is available on further study opportunities." The School Student Experience Officer coordinates additional enrichment events, including a yearly "So You Want to Be a Lecturer?" workshop for those interested in academic careers; in 2017 some 31 UG and PGT students attended.

Our AP calls for increased focus on the BA-MA pipeline by Research Centre members overseeing 3rd-year dissertations **[AP4.2]**.

At the PGT level, School support has largely focused on funding applications, especially for the Midlands 3 Cities (M3C) AHRC consortium for PhD funding. Although organised by the College Graduate School (CGS), these efforts depend on the input of EDACS staff for student mentoring and selection panels at School and College level. Additional opportunities for advice depend upon the initiative of each student in approaching convenors, HoDs and potential supervisors. Needing to seek out individual career support may account for the middling response to the question of whether "good advice was made available for making career choices" in the annual Postgraduate Taught Experience Survey (PTES), with agreement at 56% in 2014, 50% in 2015 and 65% in 2017, although the advice available on further study opportunities was rated higher. Looking forward, EDACS aims to integrate PGT development with that of PhD students.

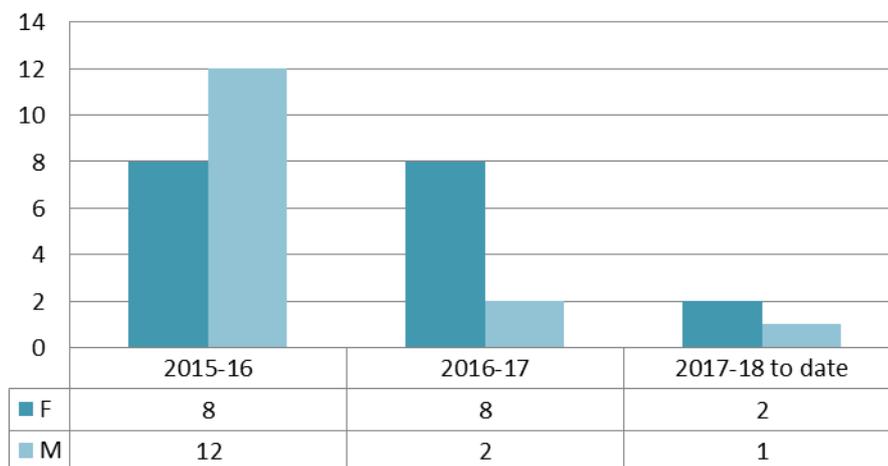
PhD students' opportunities for receiving advice and support on academic progression include the CGS and PGR Officers in EDACS and, of course, their supervisors. Events on academic writing, publishing, CV-writing, etc. are frequently offered by CGS, which also held a careers day in 2017 that included a range of speakers and workshops. The biannual Postgraduate Research Experience Survey (PRES) is laudatory about opportunities to develop professional skills and support for academic career progression. Both PGTs and PGRs are also encouraged to attend events held by the School Early Career Officer, a newly created post to address the development needs of the many Post-Doc and ECRs in the department, targeted improvements of which are included in AP **[AP5.7]**.

- (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.

In addition to research mentors, significant support for those applying for research grants is provided by CAL RKT office, which includes staff dedicated to EDACS. Though there is no formal requirement of funding for advancement, our Focus Groups showed that some staff feel under pressure to create funding applications regardless of whether they fit with their individual research plans. Workshops by the CAL Research & Knowledge Transfer office helps staff identify which programmes best align with

research goals, and PDR meetings, research mentorship meetings, and meetings with REF Leads also address active career development; training for mentors begun in 2017 will help mitigate any one-size-fits-all approach to research mentoring [AP5.2]. Weekly “Research Bulletins” produced by the School Research Officer keep staff apprised of current opportunities, and the CAL RKT offers regular workshops and individual meetings to consult on funding strategies and application preparation. Grant capture (Fig. 24) shows year-to-year variations in gender distribution; over the three years, women captured slightly more grants than men (18 to 15).

Fig. 24. External Grants Received, by Gender



Flexible working and managing career breaks

(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.

Comprehensive sets of guidelines, formal documentation and FAQs covering all aspects of maternity and adoption leave are accessible to EDACS staff via the UoB staff intranet and EDACS Staff Hub. Members of staff initiate the leave process by arranging an appointment with the UoB HR team by the end of the 15th week before the expected due date (for pregnancies), within seven days of being newly matched with a child (for UK adoptions), or within 28 days of being approved as an adoptive parent (for overseas adoptions). In all cases, the HR team advises on leave and pay entitlements, and agrees leave and return to work dates with the member of staff. The member of staff decides when to tell their line manager that they are pregnant or planning to adopt a child, and

although there is a general expectation that staff will discuss their leave plans with their managers, there had been no formal requirement for this. In two focus groups and individual comments, some staff members who had taken up maternity leave described these meetings as well-meaning but focused more on cover arrangements and proposed return dates than on the maternity/adoption leave or return-to-work process. Further, the arrangements for these discussions have varied across EDACS. Line managers have emphasised that no one-size-fits-all approach should be adopted. In an effort to ensure consistency and to ensure that all staff are aware of all options, the School Operations/Administration Managers will now prompt Line Managers to schedule meetings at key points (before leave and several weeks before returning from leave) with the staff member upon notification and will provide an up-to-date briefing sheet with policy information [AP5.8]. As for school-wide mentoring, the HoS will form a working group in 2018 that will investigate and discuss this matter [AP5.9].

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

Cover for EDACS staff is arranged by line managers in consultation with the HoS. EDACS staff are under no pressure to limit their leave because of concerns about cover, as a central fund meets the costs of leave. Policy regarding PGR supervision cover is currently unclear, however, and the AP includes defining a policy [AP5.9]. Staff on maternity/adoption leave are entitled to up to 10 optional, paid Keeping-In-Touch (KIT) days, where they undertake work, training, or other work-related activity whilst on leave. KIT days are seen as benefitting both individual staff (training and development can continue during leave; staff can stay on top of workplace developments) and their departments (ongoing initiatives can benefit from the staff member's skills, knowledge and experience). However, it is appropriate that KIT days continue to be optional, as some prefer to have no contact with work at all while on maternity/adoption leave. Perception, knowledge and take-up of KIT days is generally good. Academic staff who have been on maternity leave in the last 5 years unanimously praised the School's Operations Manager for keeping in touch with them informally via emails and agree that similar communications from their academic line managers would be equally welcome.

- (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.

In principle, arrangements for returning to work are highly supportive of staff on maternity/adoption leave. It is understood that the individual's plans for their return-to-work may change after the birth or when child care arrangements have been finalised. UoB policy, in line with AS best practices, dictates that Academic staff employed on three-legged contracts (teaching-research-administration) who have taken maternity or adoption leave for six months or more are entitled to a term of workload remission from one leg on their return to work, to enable them to re-focus on their research or teaching as appropriate. With such robust policies in place, recent leavers nevertheless reported that they were unaware of the policies and therefore did not take full advantage of them. To respond to this information gap while attending to the wide variations in individual staff member's needs and wishes, the AP includes amplifying the passive information sites—including the AS and E&D Canvas webpages—and, as noted above, providing additional structure for meetings between staff and their line managers; these steps respond to staff concerns by ensuring consistency while allowing for case-by-case flexibility [AP5.8].

Arrangements for workload remission are agreed by staff members and the HoS (or representative) in advance of a return to work. Where the quantity of academic outputs has been impacted as a result of leave, this is taken into account in the promotions processes, REF, and any other exercise that uses quantity of outputs as a performance measure. Returning staff are invited to join two informal support groups: the UoB-wide Parents and Carers Network, and the Parents and Carers Lunch Group, which was set up by and for members of EDACS academic and support staff in response to staff interest.

EDACS staff report variable experiences of returning to work after maternity/adoption leave. Whilst some were happy with arrangements, others felt that HoDs are under pressure to assign roles immediately to returnees, when time to re-acclimatize is necessary. As one member of our Focus Groups put it, “‘coming back’ needs to be seen as a process, not just a set of decisions to be made on your first day back in post.” It is important to note, however, that whereas some staff want to manage their return closely, others find this process an unwelcome intrusion. As stated above, the HoS plans on including this topic in the 2018 working group assigned to the matter of maternity

leave [AP5.9]. Overall, at least one formal meeting of returnees and line managers is seen as useful to clarify the individual’s preferred mode of return. The AP calls for implementing standard processes which an individual can opt out of, as opposed to expecting the affected staff member to ask for what is available. Building meetings into the processes will nudge those who would like to take up options without pressuring those who do not.

(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.

Data for maternity take-up and return rates in EDACS are provided below (Fig.25).

Fig.25: Maternity take-up and return rates for EDACS 2015-2017

Are they still employed at the University after the below Time Frames					
Year	DEPT	Returned To Work?	6 Months	12 Months	18 Months
2017	DRAMAT	Yes	Yes	N/A	N/A
2017	DRAMAT	N/A	N/A	N/A	N/A
2017	ENGLIT	Yes	Yes	N/A	N/A
2016	SHAKSP	Yes	Yes	Yes	N/A
2016	DRAMAT	Yes	Yes	N/A	N/A
2016	ENGLIT	Yes	Yes	Yes	N/A
2015	ENGLIT	Yes	Yes	Yes	N/A

The return rate for academic staff is less than 100% because in 2016 there was one member of academic staff who was on a fixed term contract that was not renewed, but whose contract was extended up until the start of the maternity leave; Statutory Maternity Pay was then issued by UoB.

(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.

UoB does not currently provide monitoring data for these groups, though future EDACS SCS will collect information on them [AP3.5].

(vi) Flexible working

Provide information on the flexible working arrangements available.

Staff returning from maternity/adoption/partner leave have the right to request a wide variety of PT or flexible working arrangements. Flexible Working Guidelines are accessible on the UoB Intranet and arrangements are negotiated with the line managers in consultation with HoS. Our Focus Groups noted that several current members of EDACS have negotiated flexible working arrangements following maternity leave and have spoken very positively about these arrangements and the ease with which they were negotiated. In the past three years, HOS has received three applications for flexible working arrangement, all of which were from women staff members and all of which were approved. Members of our Focus Groups also remarked that support for compassionate leave from HoDs and HoS was sensitive and generous.

(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.

At present, when staff agree a flexible working request the contractual change is permanent (i.e. there is no automatic right to revert back to a FT working pattern). The funding for the days/hours dropped is also likely to have been reallocated. However, applicants can ask to work flexibly for a limited period of time and agree an end date to this temporary arrangement with their line manager, after which they can revert back to an FT working pattern. Information on these policies has been added to the Staff Hub; future SCS will survey staff awareness of these policies [AP3.5].

5.6. Organisation and culture

(i) Culture

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

Issues of (gender) equality and diversity are central to the research and teaching carried out within EDACS, reflected in multiple scholarly projects, impact case studies, and undergraduate and graduate modules. There is a strong connection between its

academic practice and this application, and a commitment to positive change which in no way disregards the intelligent thinking which has already been done, and initiatives which are already in place.

UoB's university-wide staff survey ("Have Your Say 2016") revealed that a laudable 70% responded positively when asked whether they felt E&D matters were taken seriously by UoB. However, when compared to the score extracted for EDACS staff alone, this fell to 63%, with only 22% strongly agreeing. The EDACS SCS dug deeper, asking staff to comment on the statement: "I have experienced a situation(s) where I have felt uncomfortable because of my gender." 71.8% indicated that this was not part of their experience, but 7% agreed and 12.7% slightly agreed that it was; drilling down further, it became clear that a larger percentage of female staff (12 out of 41) than male (5 out of 29) reported some agreement with the statement. The EDACS SAT is thus working to improve School culture on multiple fronts. We have raised E&D issues on Staff-Student Committees and departmental meeting agendas, modified diversity statements on all new recruitment advertisements, and created an EDACS Students E&D Representatives Working Group. Multiple forms of unconscious bias training are available, including a bespoke three-hour workshop. In the EDACS AS SCS, 44.3% of people responding reported having undertaken no unconscious bias training. Our proposed solution is to publicise the different options vigorously in staff bulletins, and have HoDs, in liaison with the E&S and AS Leads, encourage staff to attend the POD workshop, which combines seminars with discussion groups **[AP4.6]**.

Our Focus Groups revealed that EDACS staff felt that current online bias training was insufficiently signposted and underwhelming. This is compulsory for members of interview and promotions panels has been augmented, as noted above, with enhanced, bespoke unconscious bias training for EDACS staff **[AP4.6]**.

(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.

Although the majority of those surveyed in EDACS agreed that UoB "has clear policies in relation to equality and diversity", there was some dissention, with 10% disagreeing to some degree. When asked to consider whether EDACS implements its policies on E&D in transparent and effective ways, 40% were neutral with only a small amount of disagreement.

Our Focus Groups confirmed that it was common knowledge that all of UoB's HR Policies are on the intranet, but when our survey asked whether EDACS staff were kept informed about matters relating to E&D (including changes to policy), fewer than 50% of respondents returned a positive response, which is one of the main spurs to the creation and maintenance of the new EDACS E&D Canvas page **[AP3.3]**.

The EDACS E&D Canvas page will continue to provide a forum for the dissemination of news, events and policy information. It currently holds details on forthcoming events; unconscious bias training; parental leave and flexible working; statistics from the University-wide Equality Scene 2016-2020; staff networks; language inclusivity; the Race Equality Charter; guidance on supporting transgender staff and students; and details of EDACS's actions so far, as well as contacts within the University Equality and Diversity Management Structure.

(iii) Representation of men and women on committees

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

All staff in EDACS are members of the EDACS School Committee alongside representatives from the UG, PGT and PGR student bodies. This meets three times a year and is monitored by the EDACS EC. The other large EDACS committees are the Research Committee and the Education Committee **(Fig. 26)**.

Fig.26: Gender balance in the three main committees in EDACS: Research, Education and Executive

Committee	2014/15		2015/16		2016/17	
	F	M	F	M	F	M
Research Committee	4	5	6	3	4	6
Education Committee	10	9	10	9	11	10
Executive Committee	6	5	6	5	3	8

In addition, gender balance is monitored on the School Promotions Committee and the SSC. In March 2017 the EDACS SAT initiated data collection on the gender balance of all EDACS committees to facilitate cross-referencing with workload values attributed to specific administrative roles as part of the Workload Allocation Model (WAM). Thus far, data collected for EDACS promotions panels reveals a gender balance maintained by immediate readjustments when required.

(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?

In the past, there has been no data capture on staff participation on external committees. The SAT is aware anecdotally that senior female staff serve on a range of editorial boards, serve as external examiners or on departmental reviews, and hold a range of positions across academia and beyond. The AP seeks to address this data gap by surveying staff via our next SCS with a view to identifying future actions **[AP5.11]**.

(v) Workload model

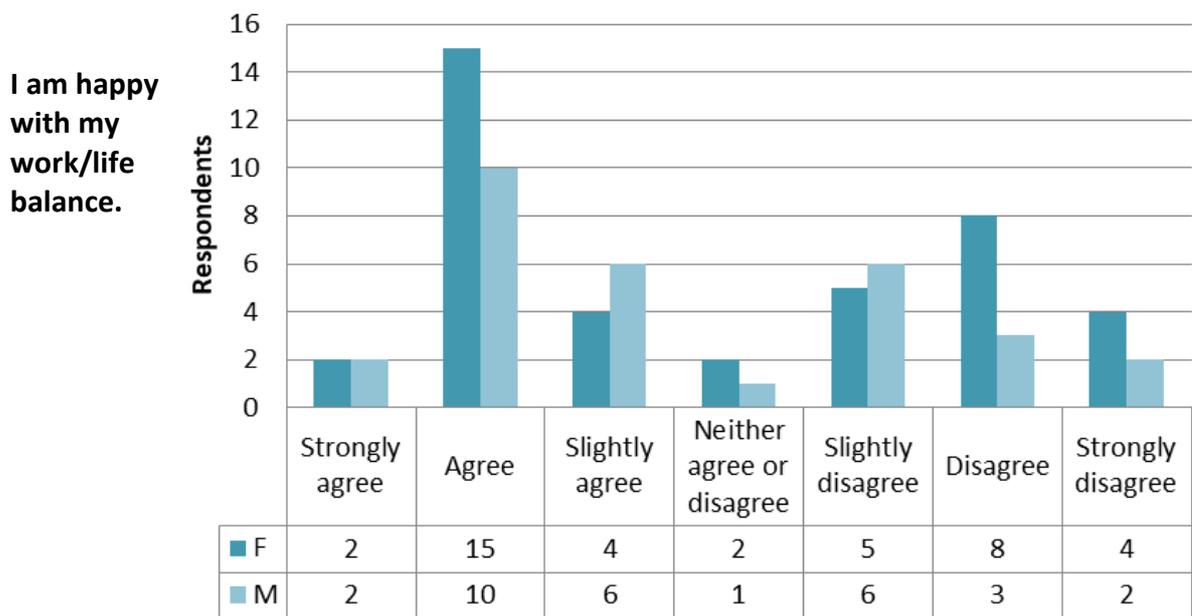
Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model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

The WAM assigns value as points to various roles across Colleges and across Schools within CAL; it allocates an average of 900 points to each working year, equating to 4 points per working day. Additional points accrued in a given year may be balanced out

with a corresponding reduction the following year. For three-legged contracts (research-teaching-administration) there is a notional split of 300 points for each. Current information on WAM allocation is posted on the Staff Hub. A new UoB-wide WAM (and software platform) will be implemented for 2018/19, helping to increase transparency and ensure that all aspects of staff duties are captured accurately.

Still, even the best-designed WAM does not necessarily ensure a positive sense of work-life balance among staff. (Fig. 27).

Fig.27: EDACS AS SCS: Work Life Balance Satisfaction



Some 45.7% of SCS respondents in EDACS declared themselves unhappy with their work-life balance, while 22.7% felt they were given "disproportionate" administrative responsibilities. Since the administration of the initial SCS, hiring across all ranks has increased the pool of staff performing administrative tasks, spreading the load. Across the School, informal networking and support events—such as English Literature Lunchtime writing sessions and the EDACS Parents and Carers Lunch Group—encourage a workplace balance. While there is no single magic bullet to perfect work/life balance for everyone, these efforts will be combined with self-reflection to ensure continuing improvement: future SCS will seek additional information on reasons for such imbalance and develop strategies for the School to address them [AP3.5].

(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 EDACS SCS shows that 76.1% of respondents agree that "meetings in my Department are scheduled at convenient times in order to enable everyone to attend." Additional clarification on how to better accommodate all staff will be sought with more detailed questions on the next SCS. Annual away days for EDACS School Committee meetings are normally scheduled on non-teaching days; social gatherings and events are, as far as possible, scheduled after core teaching hours. There is, however, some concern relating to the provision of appropriate childcare facilities for members of staff who may be working very late or are off the Edgbaston campus, as nursery hours do not correspond to teaching hours. Locally, EDACS works to ensure staff with caring responsibilities are assigned teaching within the hours of available childcare [AP5.12].

Fig.28: "Birmingham Heroes" campaign poster for The Shakespeare Institute, which is one of the five units in EDACS.



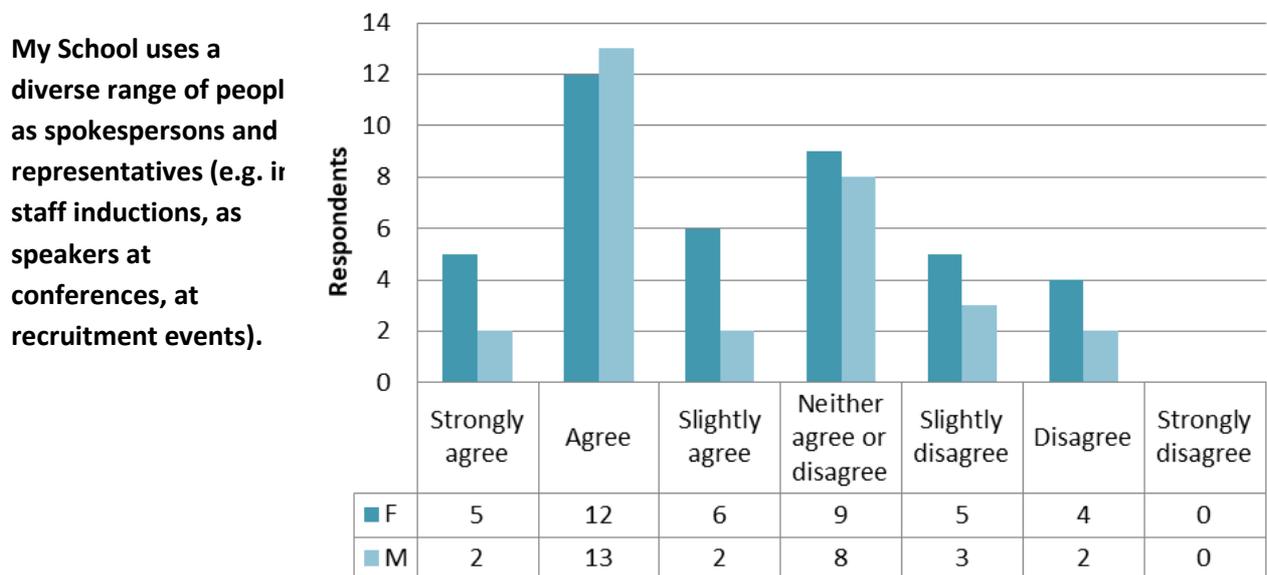
(vii) Visibility of role models

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.

The University recently raised the visibility of its role models through a "Birmingham Heroes" campaign, which showcases academic teams. The multi-media campaign

offered an opportunity to showcase a diverse range of staff. The Shakespeare Institute insisted that the poster featuring their research team did so with an emblematic 50-50 gender balance and balanced positioning (**Fig.28**). Such efforts, while significant, form only a part of the School’s visibility strategy. The SCS illuminated some concerns on this front, as only 56% agreed that "my school uses a diverse range of people as spokespersons and representatives" (**Fig. 29**).

Fig.29: EDACS AS SCS Diverse Range of Spokespersons and Representatives



As previously mentioned, the research and teaching culture of EDACS manifests a long-standing commitment to investigation into issues of gender, with multiple seminars by both internal and outside speakers addressing this subject from different perspectives. To offer a recent example, an autumn 2017 event organized by the E&D Lead featured three women speakers (also people of colour), and was positively received by female students, who made up the majority of the audience. A student’s query led to the creation of an “Everyday Feminism” reading/action group for students and staff: the first session (January 2018) it was remarkably well attended, and issues debated and

discussed included the relationship between staff and students, the demographics represented within seminar groups, and a willingness to bring in more outside speakers, using the funds allocated to the Equality and Diversity by the HoS. Importantly, the student who first suggested the convening of such a group was also given a platform to speak.

The EDACS SAT and E&D Leads work to ensure that there is gender parity for speakers in on-campus and outreach events, and that EDACS role models thereby represent a diverse range of backgrounds. Vetting of all campus speakers is now required as part of UoB policy, and this review allows for the monitoring and data collection on gender balance **[AP5.13]**.

(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.

UoB's Outreach Team has eight officers and implements the Access to Birmingham (A2B) scheme in order to meet recruitment targets for students from widening participation backgrounds as set by UoB's Access Agreement with the Office for Fair Access: currently 6% of CAL's annual UG intake. This scheme helps students from less privileged backgrounds reach their potential, with 74.6% likely to get a good 2:1 degree (compared with 67.7% for non-A2B students). At a local level, though, EDACS has seen a consistent fall in the numbers of students from widening participation backgrounds applying since 2014 (**Fig. 30**). This trend does not correlate with the general recruitment trends, though recent studies have suggested that underprivileged students or those who put a greater emphasis on career prospects are more likely to choose STEM fields over humanities and arts (e.g. Johnson & Muse 2017). Our AP reflects plans to increase A2B applications. Meanwhile, a new School Outreach Officer has redoubled efforts to reach local schools in the hopes of encouraging more A2B applications **[AP4.1]**.

Fig.30: CAL A2B applications and entrants (supplied by the UoB Outreach Team)

	Applications 2016	Entrants 2016	Applications 2017	Entrants 2017
EDACS	76	20	65	12
History and Cultures	54	19	48	9
Languages, Cultures, Art History and Music	5	2	6	2
Philosophy, Theology and Religion	40	12	42	15
Law	169	48	185	46
CAL Total	344	101	346	84

Outreach extends well beyond the A2B programme, and the Outreach officer reported a robust response to recent calls for staff participation in outreach activities. Across EDACS, 35 staff have volunteered for outreach involvement, and in 2017-2108 to date, 21 staff (11 women and 10 men) have already actively taken part in outreach work. These numbers reflect the goal of increasing the visibility of male role models—to mitigate our depressed numbers of male students. EDACS E&D Officer now acts as a integrates efforts with the Outreach Team in order to implement data collection, enhance communication and initiate activities.

Word count: 5889

4. FURTHER INFORMATION

Recommended word count: Bronze: 500 words

One aspect of EDACS that is more difficult to capture in statistics is the degree to which exploring issues of gender—along with race, ethnicity, religion, and disability—is central to the research of many in the School. This interest can be seen across all time periods, from studies of the reading practices of medieval queens, to a scholarly edition of the Early Modern poet Aphra Behn’s corpus, to analysis of fourth-wave feminism in digital culture. New staff have introduced gender studies modules into the curriculum, including a third-year specialist module on 20C feminist writers and a second-year foundational course on gender and sexuality studies. Three staff-members are formally affiliated with UoB’s Sexuality and Gender Studies Programme, allowing them to

supervise MRes and PhD students on those courses, and recent joiners plan to affiliate as well.

Given the personal and departmental investments in intersectionality, it was natural under that, when conducting our initial Staff Culture Survey, SAT members wanted to gather a broader range of information about our colleagues' experiences. We recognize that the Athena SWAN charter calls for an express focus on intersectionality for Institution-level awards, but not for Departmental Bronze applications. While we have not included intersectionality data in the above sections, we felt it important to note that, as we tackle gender diversity and representation, we also aim to redress imbalances in racial and ethnic diversity and to increase the visibility of underrepresented groups.

Word count: 237

8. ACTION PLAN

See attached



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EDACS Athena SWAN BRONZE AWARD ACTION PLAN (AP)

The following initiatives are numbered as they appear in the EDACS AS Application:

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
3. THE SELF-ASSESSMENT PROCESS					
3.1	Add undergraduate representative to AS SAT	To ensure representation at all School levels.	Spring 2018	HOS EDACS SAT Lead	Appointment of undergraduate representative to AS SAT.
3.2	Non-binary gender classification EDACS AS communication and SCS will include non-binary gender descriptors.	At present, UoB only allows staff to classify themselves as either female or male thus not allowing for non-binary identification.	Summer 2018	EDACS AS SAT Lead EDACS AS SAT Lead	100% of EDACS AS communications and surveys will include non-binary gender descriptors by 2020.
3.3	Maintain Canvas Staff Hub	Focus groups and CSC indicated need for centralised site for staff-related information and policies.	Created March 2016 Yearly reports by E&D Lead each September	HoS E&D Lead	90% of staff respondents agree that information is easily available, as indicated on Summer 2020 SCS.

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
3.4	Update School with AS SAT Meetings Maintain and post minutes from AS SAT meetings.	Ensure ongoing development of action plan and feedback loop and continued communication with School staff.	Summer 2018, 2020	EDACS AS SAT Lead EDACS AS SAT Lead	100% of minutes from termly-meetings uploaded to Staff Hub within one week of meeting.
3.5	Update AS SAT SCS SAT will oversee the updating, delivery, and analysis of SCS in Summer 2018 and 2020.	To provide baseline data for the writing and submission of the AS Bronze award, in the first instance, and to direct subsequent AS policy, increase diversity, and future applications.	First EDACS AS SAT SCS: April 2016 Next EDACS AS SAT SCS due: Summer 2018, Summer 2020 and every two years thereafter	EDACS AS SAT Lead EDACS AS SAT	Increased response to EDACS AS SAT SCS from 71 in 2015-16 to over 90 in 2018 and 100 in 2020.
4. A PICTURE OF THE DEPARTMENT					
4.1	Increase student diversity Increase outreach efforts to foster gender and ethnic diversity. Increase male role models in outreach, recruitment, and early intervention.	Sector wide and school wide gender imbalance – EDACS lags slightly behind Russell Group in gender diversity.	Parity with Russell Group ratio: 2020	EDACS E&D Officer EDACS Outreach Lead	Goal of reaching parity with RG gender balance (26.2% male as of 2015/16). 20% increase in A2B applications by 2020.

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
4.2	MA Pipeline Enhance 3 rd -year dissertation research supervision by to increase recruitment of MA students.	Fewer women than men are continuing to PG studies following undergraduate work. Targeted recruitment during research development activities should build confidence and increase PG uptake. Research Centres lead activities.	From summer 2017	HoDs RC Leads, monitored by AS SAT	Increase percentage of women entering MA program by 10% by 2020.
4.3	Postgraduate attainment Collect data on and monitor the gender balance of PGT students achieving a merit or distinction; review assessment processes with external examiners; monitor gender balance of recruitment of PGT to PhD programmes, with attention to the attainment of PT students.	In the years 2013–16, significantly more FT female PGT students were awarded a merit or a distinction (70%) than male students (30%) but this trend is reversed for PT PGTs where 40% of female PT PGT students are awarded a merit or distinction compared to 60% of male students.	Next EDACS AS SAT SCS: Summer 2018	HoDs EDACS AS SAT, Heads of PGs	Data to be assessed and deployed in discussions of the Education Working Group in order to inform policy and develop support for female PGTs. Success will be measured by an increase of merit/distinction amongst female PT PGTs rising from 40% to 50% by 2020.

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
4.4	Workshops for promotion application process and preparation	To increase promotion to women to higher academic ranks.	Summer 2018 and each year thereafter	EDACS HoS EDACS School Communication Officer	By 2020, 20% increase in yearly number of applicants for promotion from among eligible population.
4.5	Exit interviews AS and/or E&D lead to offer optional exit interviews, which might shed light on instances of perceived gender discrimination and how to remedy them.	Our data-gathering revealed that in 2016 a greater proportion of female staff (14%) than male staff (3%) voluntarily left their role.	Clarify policy with UoB and implement interviews: September 2018 Analysis of interviews by: September 2020	EDACS AS SAT EDACS E&D Officer	Offer optional exit interviews to all leavers, with 50% uptake by 2020.
4.6	Unconscious bias training Make enhanced, bespoke EDACS unconscious bias training (three-hour workshop) available to all EDACS staff, initiating refresher courses for current EDACS staff who have already participated.	EDACS AS SCS, 44.3% of staff reported having undertaken no unconscious bias training and many reported finding the shorter version unsatisfactory.	Offer termly bespoke sessions: 2018-2020	EDACS E&D Officer EDACS E&D Officer	50% of EDACS staff to complete bespoke (enhanced) unconscious bias training by September 2020.

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
5. SUPPORTING AND ADVANCING WOMEN'S CAREERS					
5.1	Junior staff members on interview panels	To increase diversity on the interview panels, a junior academic staff member is now required on all panels.	Policy established: 2018 Review as part of SCS 2018 and 2020	EDACS HoS HoDs	100% of panels to have junior staff members by 2020.
5.2	Mentoring A new working group on the PDR process and formulate best practices for refining the three tiers of mentoring (probationary mentoring, post-probationary mentoring via PDRs, and research mentoring), initiated by HoS in Summer 2018.	Research mentoring tends to focus exclusively on the probationary period, while mid-to-late career mentoring for research academics lacks a formal structure. There is also some perception that the quality of support depends somewhat on the luck of the draw.	Implemented by HoDs: September 2018 Review and best practice document issued: September 2018 and every year thereafter	EDACS HoS HoDs	From September 2018, the matching process has been tailored to the needs of specific individuals by asking mentees about their expectations and requirements. 90% satisfaction with mentoring experience and opportunity by Summer 2020 SCS.

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
5.3	<p>EDACS committee membership</p> <p>Ensure transparency on the composition of School committees (Research Committee, REF Reading Panel, Education Committee, and School Executive Committee) and raise awareness of which administrative roles serve on which committees by posting to online Staff Hub.</p>	<p>Our focus groups report little awareness of the rationale behind committee composition. Greater transparency will encourage more women to apply for academic-administrative roles and thus serve on prominent committees.</p>	<p>Initiated with first EDACS AS SAT SCS: April 2016</p> <p>Next review: Summer 2018 and every two years thereafter</p>	<p>EDACS HOS</p> <hr/> <p>EDACS Operations Manager</p>	<p>Increased levels of staff awareness of policy (90%) on Summer 2020 SCS.</p>
5.4	<p>Training for career development</p> <p>Targeted recruitment for participants for Aurora Leadership Programme and similar programmes for Emerging Leaders and Emerging Research Leaders. Details to be publicised on the E&D Canvas site and on the Staff Hub; mentors to encourage potential candidates in PDR.</p>	<p>In 2016/17 three EDACS staff members participated in the Aurora Leadership programme. Because take-up dropped off in 2017-2018, AS SAT will aim to expand future iterations.</p>	<p>Implemented 2018</p>	<p>HoS</p> <hr/> <p>E&D and AS Leads, all staff acting as mentors</p>	<p>Increase participation of female staff in leadership programmes by 25% in 2018 and 50% in 2020.</p>

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
5.5	School administrative roles Advertise with full descriptions for all available administrative academic positions, soliciting and reviewing all applications.	Our focus groups report a lack of clarity of roles and process for applying. A standardised process will help to ensure gender parity and transparency.	Fully implement for roles by: Spring 2018.	EDACS HOS	100% of all relevant School-level administrative roles advertised and vetted through stated process by 2018-2019.
				EDACS HOS	
5.6	Career development opportunities for PT staff Offer and encourage regular networking and training opportunities to flexible or PT staff; add language to Research and Education bulletins to encourage uptake among PT staff.	25% of PT staff surveyed did not think EDACS offers the same opportunities for networking to those working flexibly or on PT contracts.	Implemented 2018	EDACS HoS	Decrease percentage of dissatisfied PT staff to only 5% by Summer 2020 SCS.
				EDACS E&D Officer	
5.7	Career Development for PGs and ECRs Creation of School Early Career Officer; increased professionalization workshops offered by School PG leads and Research Centres	Postgraduate Taught Experience Survey #s need improvement: agreement that “good advice is available for making career choices” was 56% in 2014, 50% in 2015 and 65% in 2017.	Position created: September 2017 Review of success: AS SAT SCS 2020	EDACS HoS	Increase ECR satisfaction by 25% as gauged by the PTES.
				EDACS ECO (Early Career Officer)	

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
5.8	<p>Meetings preparing for and returning from family leave</p> <p>Schedule meetings with the HOD before the leave begins and several weeks before return, supported by briefing sheet and scheduling prompts from School administrators.</p>	Lack of awareness of options for returning to work both before, during, and after leave. Allowing those returning to choose the terms of their return (i.e. dropping one of their “three legs”).	Implemented autumn 2018	<p>EDACS Operations Manager and School Administration Manager</p> <hr/> <p>EDACS Operations Manager</p>	<p>Meetings offered to 100% of leavers.</p> <p>25% increase of awareness of policy by Summer 2020 SCS.</p>
5.9	<p>Establish working group and develop policy for cover and support during family leave</p>	Policy regarding PGR supervision cover, in particular, is currently unclear and/or implemented inconsistently across EDACS.	<p>Working group created: 2018</p> <p>Policy suggestions collected and forwarded to HoS: 2020</p>	<p>HoS</p> <hr/> <p>HoS/AS Lead</p>	Working group created by September 2018; policy formalised by 2020.

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
5.10	Further data collection Gather UoB and CAL data on gender equality with additional regards to race, ethnicity, religion, ability, and sexuality amongst employees.	Gender balance of staff in EDACS is close to parity (48% female, 52% male in 2016-17) yet 88.6% of staff identify as white and 74.3% as heterosexual.	Initiated with first EDACS AS SAT SCS: April 2016 Next review: Summer 2018 and every two years thereafter	EDACS AS SAT EDACS E&D Officer, EDACS Operations Manager and HoS	EDACS E&D Officer will further develop questions for the next AS SAT SCS and use the collected data to inform and advise the future composition of EDACS Committees (hiring, promotion, etc.).
5.11	External committee membership Initiate data collection on staff participation in external committees and related offices.	Currently there is no data capture on staff participation on external committees and EDACS AS SAT will survey staff.	Initiated with second EDACS AS SAT SCS: Summer 2018 Next review: Summer 2020 and every two years thereafter	AS Lead EDACS AS SAT	Reporting of 100% data collected in 2018 SCS and 2020 SCS to School administration.

	Action required	Rationale	Timescale	Oversight / Implementation	Outcome measure
5.12	<p>Childcare Align teaching hours with availability of child care for staff with caring duties.</p>	<p>2016 AS SAT SCS and Focus groups relay concerns relating to the last hour of standard UoB teaching day (1800-1900 hours) extending beyond childcare facilities on campus, which conform to the standard national day nursery opening hours of 8-6. It is also noted that staff at the Shakespeare Institute in Stratford do not have access to co-located University-run childcare facilities.</p>	<p>Parents working group to propose policy: summer 2018.</p> <p>Policy enacted: for academic year 2018/19.</p>	<p>HoDs/HoS</p> <p>Ian Evans with HoDs</p>	<p>Enact EDACS timetabling policy for relevant staff. 25% increase in staff satisfaction as reported in Summer 2020 SCS.</p>
5.13	<p>Outside speakers and representatives Commit to gender parity of invited speakers, chairpersons, and outreach speakers as part of required vetting procedures.</p>	<p>44% of respondents felt like the school did not use a diverse range of spokespersons and representatives.</p>	<p>Vetting implemented: September 2017</p>	<p>EDACS School Administration Manager and HoS</p> <p>EDACS E&D Officer</p>	<p>75% of respondents agree that EDACS offers diverse range of spokespersons on 2020 SCS.</p>