



**Department Application**  
Bronze and Silver Award



## ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

## ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

## COMPLETING THE FORM

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

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

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

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

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

## WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

<b>Name of institution</b>	Lancaster University	
<b>Department</b>	Linguistics and English Language	
<b>Focus of department</b>	AHSSBL	
<b>Date of application</b>	20/11/2020	
<b>Award Level</b>	Bronze	
<b>Institution Athena SWAN award</b>	<b>Date: 2020</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Claire Nance	
<b>Email</b>	c.nance@lancaster.ac.uk	
<b>Telephone</b>	01524 593045	
<b>Departmental website</b>	www.lancaster.ac.uk/linguistics/	

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

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

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

**Note:** Please insert the endorsement letter **immediately after** this cover page.

Dani Glazzard  
Head of Athena Swan  
Advance HE  
Napier House  
4 High Holborn  
London WC1V 6AZ



November 2020

Dear Dani Glazzard,

As Head of Department, I fully support this application for an Athena Swan Bronze Award. Throughout my many years of working in this Department and specifically in the past two years as its Head, I have come to experience the Department as a friendly, inclusive and collegial place where equality and diversity are highly valued.

While these values are strong, we also know that in practice our structures and practices may not always be best designed to support them. The Athena Swan scheme has provided an invaluable opportunity to devote time to examining our structures. We have worked on this application in times of unprecedented challenges, with the impact of the Covid 19 pandemic requiring us to do what we can to support students and staff. Despite these challenges, our commitment to the Athena Swan process is strong. Focus group discussions were lively and intense. Staff and students contributed ideas via the surveys. The SAT team provided invaluable impetus, insight and ideas. I am particular grateful to our Athena Swan lead, Dr Claire Nance, for her leadership and commitment to the Department's Athena Swan agenda.

This SAT process has shed light on a number of issues which we have started examining and working on.

While in general, our student gender balance is in line with subject norms, at UG level, male students may not reach their full potential. Conversely, in the transition from UG to PGT level, female students may miss out. Our Action Plan includes detail on how we seek to reduce this 'leaky pipeline'.

As part of the SAT process, we scrutinized our workload. Our allocation appears fair to all genders. But we need to improve gender balance in administrative work, committee membership and committee chairs. As Head of Department, I will actively support the revision of our workload model. I will use my role as member of a newly formed Faculty group on workload models to support a change of policies at Faculty and Department level. With regards to career progression for women, we found that female academics are more likely to have not applied for promotion since appointment than men. As Head of Department, I will lead a promotion workshop and create a group of peer mentors who can comment on draft applications.

Covid-19 is bringing challenges and rapid change to our working practices, which many students and staff are anxious about. To support students, we will include discussions about Covid-19 and study, mental health and access to technology into the academic advisor meetings. We are also surveying students about other ways we can better support them.

As a Department, we are fully committed to implementing our action plan and in my role as HoD I will do what I can to support these actions, with the overall aim of strengthening EDI in our Department.

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

Yours sincerely,

A handwritten signature in black ink that reads "Uta Papen". The signature is written in a cursive, slightly slanted style.

Professor Uta Papen  
Head of Department  
Department of Linguistics and English Language  
Lancaster University

[496 words]

## List of abbreviations

AL	Associate Lecturer
AVD	Applicant Visit Day
BIPOC	Biracial, Indigenous and People of Colour
BME	Black and Minority Ethnic
CASS	Centre for Corpus Approaches to the Social Sciences
CC	Coordinating Committee
DO	Departmental Officer
DOS	Director of Studies
DS	Doctoral Studies Committee
EAP	English for Academic Purposes
EDI	Equality Diversity and Inclusion
EL&L	English Language and Linguistics
EL	English Language
F	Female
FASS	Faculty of Arts and Social Sciences
FORGE	Forensic Linguistics Research Group
FST	Faculty of Science and Technology
HoD	Head of Department
KIT	Keeping in Touch
LAEL	Linguistics and English Language
LIP	Language, Ideology and Power
LT	Language Testing
LTRG	Language Testing Research Group
LUMS	Lancaster University Management School
M	Male
MA	Master of Arts
MARS	Maternity/Adoption Research Support
MAS	MA Studies Committee
MOOC	Massive Open Online Course
OED	Organisation and Educational Development
PDR	Performance and Development Review
PERLL	Perception and Learning Laboratory
PG	Postgraduate
PGT	Postgraduate Taught
PGR	Postgraduate Research
PI	Principal Investigator
PNS	Prefer Not to Say
POT	Peer Observation of teaching
PSS	Professional Services Staff
PVC	Pro-Vice Chancellor
RC	Research Committee
SLLAT	Second Language Learning and Teaching
SLT	Speech and Language Therapy
SPLIT	Shared Parental Leave in Touch
TALAS	Task Allocation System
T&C	Thesis and Coursework
TESOL	Teaching English to Speakers of Other Languages
UG	Undergraduate
UGS	Undergraduate Studies Committee

## 2. DESCRIPTION OF THE DEPARTMENT

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

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

Linguistics and English Language has been a separate department at Lancaster University since 1974. Our research groups reflect the range of research in the department and current strengths: 1) Corpus linguistics, 2) Discourse and text, 3) Language testing, 4) Second language acquisition, 5) Literacy studies, 6) Phonetics, 7) Psycholinguistics, 8) Language and politics and 9) Forensic linguistics. A 2020 staff picture is in Figure 1.

Linguistics and English language make up one community: most undergraduate students combine both subjects and many staff research across both areas. There is no distinction at postgraduate level.

'I will say that when I am with the department, I have never seen any issues of unfairness and I have seen a welcoming and encouraging culture towards students and faculty'

(Female academic)



Figure 1: LAEL staff photo from 2020. Taken online while the department works from home.



Figure 2 shows the department in Lancaster's management structure:

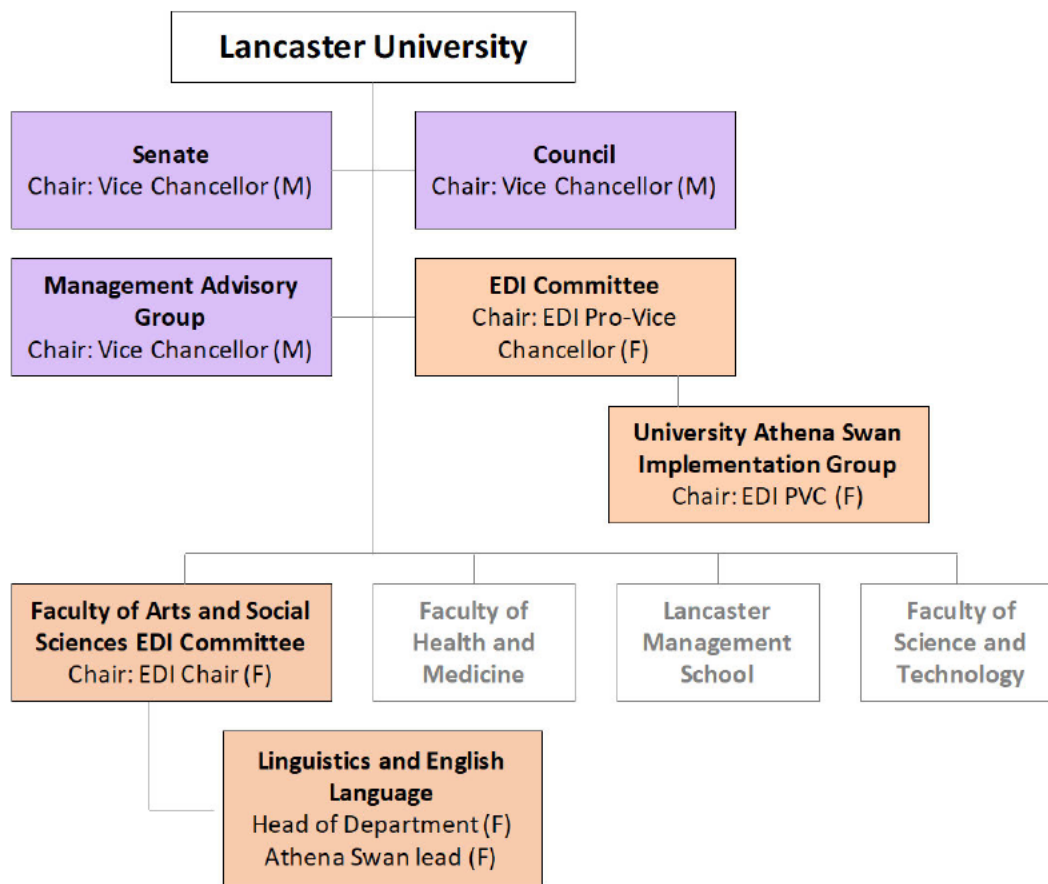


Figure 2: The management structure of Lancaster University showing the EDI committees. Purple = roles held by men, orange = roles held by women.

Current administrative roles are shown by gender in Table 1:

Role	Gender
Head of department	Female
Director of Undergraduate Studies	Female
Exams Officer	
NSS Champion	
Part 2 DoS	Female
UG admissions tutor 1	Female
School Liaison	Female
A Level Conference	
MA in Applied Linguistics and TESOL DoS	Female
MA in Language and Linguistics, Discourse Studies, English Language and Literary Studies DoS	Female
MA in TESOL Distance	Female
MA in English Language Distance	Female
Thesis Only PhD DoS	Female
Thesis Only PhD admissions (2 <sup>nd</sup> reader)	Female

Role	Gender
Thesis and Coursework PhD admissions (2 <sup>nd</sup> reader)	Female
PG Scholarship Coordinator (MA and PhD)	Female
Peer Observation of Teaching Coordinator	Female
Employability Champion	Female
Internationalisation (External relations), Visitors and Study Abroad Coordinator	Female
Athena Swan Coordinator	Female
Media Assistant supervisor	Female
Director of Research REF coordinator (Outputs)	Female
Deputy Head of Department	Male
Part 1 DoS	Male
UG Study Skills Coordinator	Male
UG admissions tutor 2	Male
Thesis and Coursework PhD DoS	Male
Thesis Only PhD admissions (1 <sup>st</sup> reader)	Male
Thesis and Coursework PhD admissions (1 <sup>st</sup> reader)	Male
Publicity Coordinator	Male
Library Coordinator	Male
Ethics/ FASS LUMS committee	Male
REF coordinator (impact)	Male
Chair of PG Studies (including MA Studies and Doctoral Studies)	Male (2 terms) Female (1 term)
MA in Language Testing Distance DoS	Male (2 terms) Female (1 term)
Disabilities Coordinator	Female (1 term) Male (2 terms)
Ethics Officer/ FASS LUMS Committee 1	Male (2 terms) Female (1 term)
Ethics Officer/ FASS LUMS Committee 2	Male

Table 1: Administrative and leadership roles in the department according to gender in 2019-20. Orange = roles held by women, purple = roles held by men (excluding one-term sabbaticals where a female staff member covered).

The entire committee structure of the Department is shown in Figure 3:

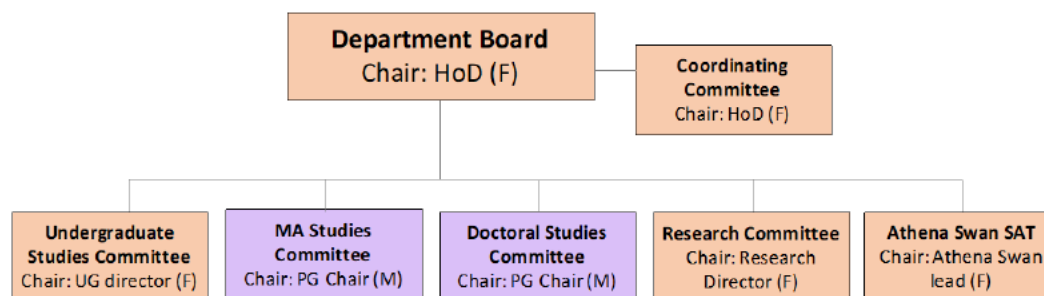
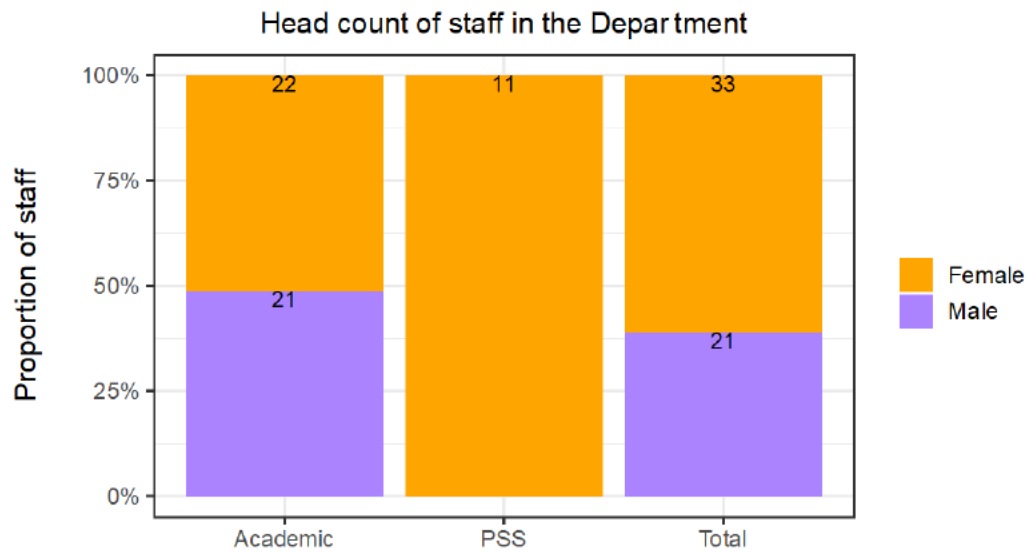


Figure 3: The committee structure of the Department. Orange = roles held by women, purple = roles held by men.

Figure 3 shows that there are more female committee chairs than male, especially as the MA Chair and Doctoral Studies Chair roles are held by the same male person. Our HoD is female and has been a female academic for the past nine years (except during a one-year sabbatical).

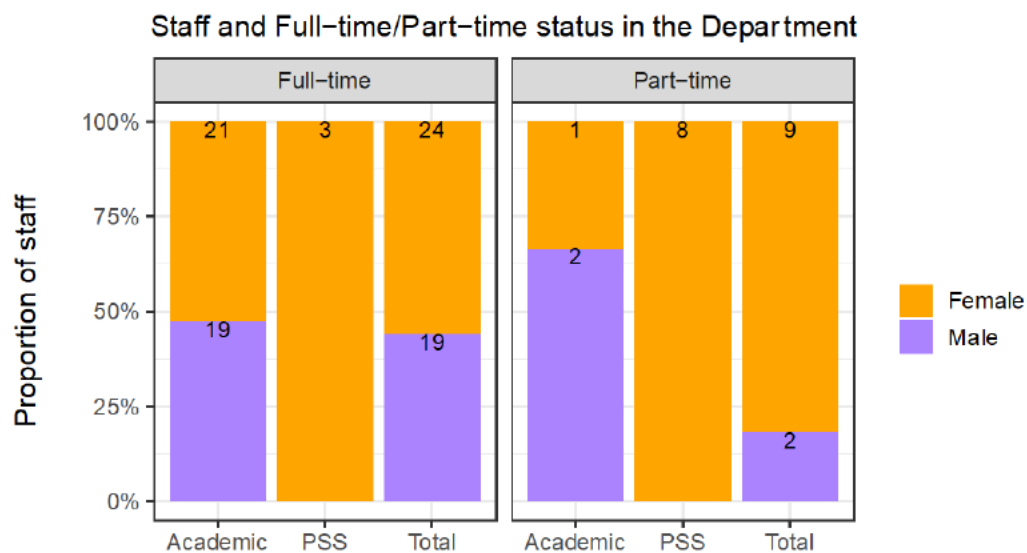
In the academic year 2019/20, we had 43 academic members of staff and 11 Professional Services Staff (PSS) (Figure 4). 22/43 (51%) of academics are female, 11/11 (100%) of PSS are female. Overall 33/54 (61%) of LAEL staff are female.



Academic		PSS		Total	
Female	Male	Female	Male	Female	Male
22 (51%)	21 (49%)	11 (100%)	0 (0%)	33 (61%)	21 (39%)

Figure 4: Numbers and proportions of male and female staff in LAEL. Y axis shows percentage of staff. Numbers are shown at the top of each bar.

Figure 5 shows that 22/54 (41%) of staff in LAEL work part-time. Of these, there are 3/43 (7%; 1F, 2M) part-time academics, and 8/11 (73%; 8F, 0M) PSS staff.



Gender	Full-time			Part-time		
	Academic	PSS	Total	Academic	PSS	Total
Female	21 (53%)	3 (100%)	24 (56%)	1 (33%)	8 (100%)	9 (82%)
Male	19 (48%)	0 (0%)	19 (44%)	2 (66%)	0 (0%)	2 (18%)

Figure 5: Staff in LAEL according to Full-time and Part-time status and gender. Y axis shows proportion of each gender, numbers are at the top of each bar.

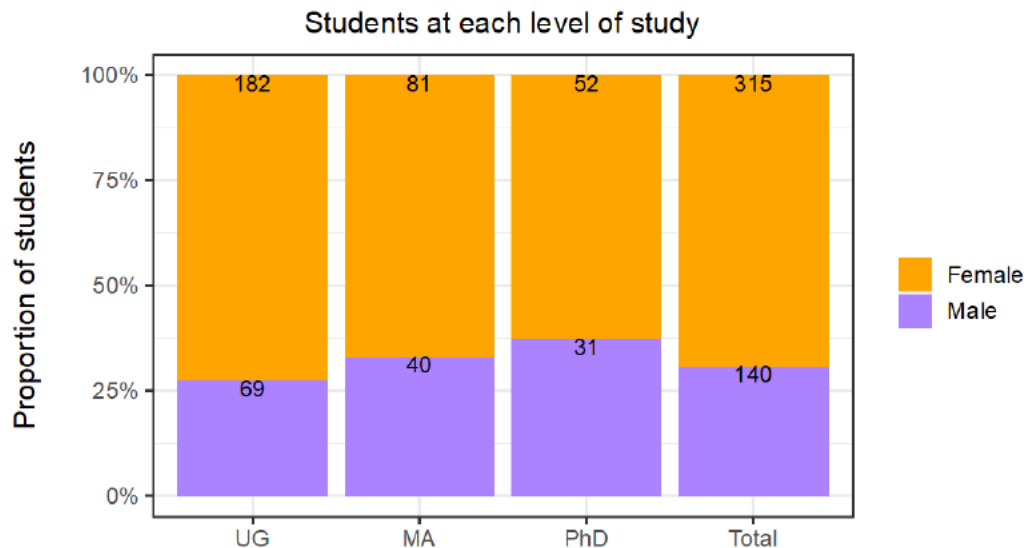
A list of all the degree programmes taught in LAEL is in Table 2.

Programme level	Programme
UG single honours (all BA)	Linguistics
	Linguistics (Placement year)
	Linguistics (Study abroad)
	English Language
	English Language (Placement year)
	English Language (Study abroad)
	English Language in the Media
	English Language in the Media (Placement year)
	English Language in the Media (Study abroad)
UG joint honours (all BA)	English Language and Linguistics
	English Language and Linguistics (Placement year)
	English Language and Linguistics (Study abroad)
	English Language and Creative Writing
	English Language and Creative Writing (Placement year)
	English Language and Literature
	English Language and Literature (Placement year)
	English Language and Chinese Studies
	English Language and French Studies
	English Language and German Studies
	English Language and Spanish Studies
	Chinese Studies and Linguistics
	French Studies and Linguistics
	German Studies and Linguistics
	Spanish Studies and Linguistics
Taught Masters (all MA)	Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL)
	Discourse Studies
	English Language and Literary Studies
	Intercultural Communication
	Language and Linguistics
	English Language (Distance)
	Language Testing (Distance)
	Language Testing (Distance) PgCert
	TESOL (Distance)

Programme level	Programme
PhD	PhD in Linguistics by research
	PhD Applied Linguistics by Thesis and Coursework

Table 2: Degree programmes in LAEL

The proportion of male and female students at each level of study is shown in Figure 6. Our students are mainly female in keeping with disciplinary norms (315/455, 69%) see Section 4.1(ii). The proportion of female students decreases on PG courses, see Section 4.1 for analysis. In our student survey, 3% of respondents identified as non-binary, and 1% as transgender.



Gender	UG	MA	PhD	Total
Female	182 (73%)	81 (67%)	52 (63%)	315 (69%)
Male	69 (27%)	40 (33%)	31 (37%)	140 (31%)

Figure 6: Summary of students by gender at each level in LAEL in 2019/20.

In our student survey, only 6.7% of students did not agree that the department supports students from protected characteristics, and 79% of respondents agreed that there is a representative spread of women among staff in LAEL.

'I have experienced a very supportive environment'  
(Female student)

LAEL is based in the County South building. All staff have their own office spread along one corridor. PhD students have shared offices on the same floor as staff or one floor above. Staff in the Centre for Corpus Approaches to the Social Sciences (CASS) are normally housed adjacent to County South but are temporarily working in a different building. In both buildings, staff and students have access to shared kitchens (Figure 7) and a seating area (Figure 8). Since spring 2020, we have been working from home due to COVID-19, see Section 7.



*Figure 7: A shared kitchen area in LAEL.*



*Figure 8: Mixing bay in County South where staff and students can spend breaks.*



*Figure 9: Using the mixing bay to prepare for Chinese New Year celebrations in LAEL.*

#### KEY POINTS

- 2.1 5/7 LAEL committees are chaired by women (Section 5.6(iii)).
- 2.2 Admin roles are mainly held by women (Sections 5.6(iii) and 5.6(v)).
- 2.3 The proportion of female students decreases on higher level courses (Section 4.1).

[492 words]

### 3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The SAT in 2019/20 comprised of 11 members (9F (82%), 2M (18%)). Membership of the SAT was self-nominated and resulted in an over-representation of female staff members. We achieved good representation of all grades apart from Senior Lecturer (Table 3) (Action 3(iii).3).

Grade	Number on SAT	Number at this grade in LAEL	% of grade represented on SAT
Professor	2	12	33.3%
Reader	2		
Senior Lecturer	0	13	0%
Lecturer	3	18	16.7%
PSS	1	11	9%
Postdoc	1	6	16.7%
PG	1	204	0.5%
UG	1	251	0.4%

Table 3: Grade representation on the SAT in 2019/20.

The only staff member to receive workload points for SAT membership was the Athena Swan lead, who received 100 points per year (see Section 5.6(v) for explanation of workload points). SAT members were expected to attend one SAT meeting per term, working group meetings and focus groups as needed. In 2019/20 students were paid for participation in the SAT (£15.72 per hour). During summer 2020 the PG student rep was employed to help with data analysis and organisation (£15.72 per hour). SAT members were recruited annually during the self-assessment process via invitation and many staff members contributed for several years (Figure 11). The 2019/20 SAT is in Table 4.

Name	Gender	Role	SAT role	Experience of work/life balance
Jess Aiston	F	PhD student and Associate Lecturer	EDI Assistant, PG student rep	Works part-time during PhD studies.
Gavin Brookes	M	Research Associate and member of CASS	Staff progression	Works in Centre Corpus Approaches to the Social Sciences (CASS).
Julia Gillen	F	Reader, former Athena Swan lead	Department culture	Grown-up children.
Vicki Haslam	F	Professional Services Staff responsible for Part II UG students	Flexible working and career breaks	One primary school-age child. Works part-time.



Name	Gender	Role	SAT role	Experience of work/life balance
Sam Kirkham	M	Lecturer, Part I DOS	Impact of COVID-19	Lives with partner and 2 cats.
Mekah Liddell	F	UG student	UG student rep	Worked part-time and volunteered as a student.
Alison Mackey	F	Professor	Flexible working and career breaks	0.2 FTE contract, international commute.
Claire Nance	F	Lecturer, Athena Swan lead	Athena Swan lead	Moved to 0.8FTE contract in September 2020.
Uta Papen	F	Professor, Head of Department	Department overview, Staff progression, Impact of COVID-19	One secondary school-age child. Partner has a long commute.
Diane Potts	F	Lecturer, MA Applied Linguistics and TESOL DOS	PG students	Developed and implemented job-sharing and flexible hours policies and programmes. Managed policy relating to illness and human rights.
Karin Tusting	F	Lecturer, Chair of UG Studies	UG students	Two secondary school-age children. [REDACTED]

Table 4: Details of the 2019/20 Athena Swan SAT.

#### KEY POINTS

3(i).1 Female staff are currently over-represented on the SAT.

3(i).2 Senior and junior staff are represented on the SAT but no Senior Lecturers.

#### (ii) an account of the self-assessment process

The SAT was formed in 2017 and aimed to submit for a Bronze award in April 2018. Submission was then delayed, and the former Athena Swan lead took on new roles. She handed over to the current Athena Swan lead in summer 2019. At this point, Lancaster University resubmitted for a Bronze award and advised us to pause Athena Swan activity until the outcome of that submission was known. Instead, we worked on other

aspects of EDI: we held a student forum, organised our first Chinese New Year celebration, and changed one toilet block in our department to gender-neutral. Lancaster University was re-awarded Bronze in spring 2020 and we then prepared the current document.

We conducted EDI surveys in December 2017 and in June 2020. Separate surveys were conducted for academics, PSS, and students. In the second round of surveys, the academic response rate was 84%, the PSS response rate was 36%, and the student response rate was 20%. Working groups met in 2017-2019 and focus group discussions were held in 2020, timeline summarised in Figure 10. Throughout the self-assessment process, the SAT met regularly. EDI has been a standing item on Department Board meeting agendas since 2017. The current HoD is a SAT member.

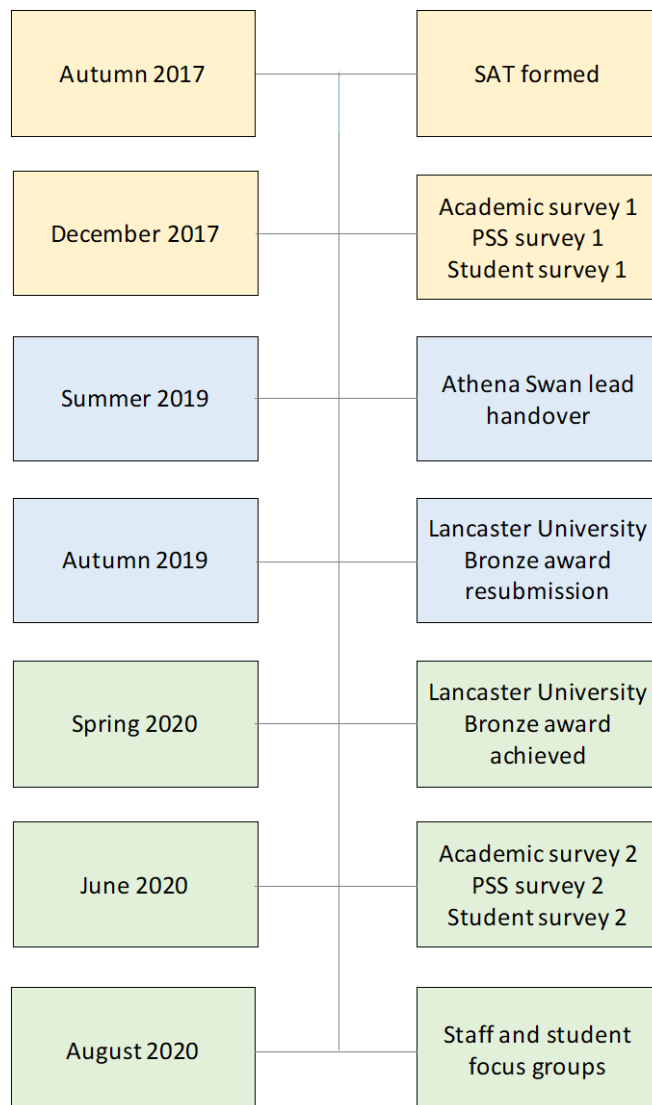
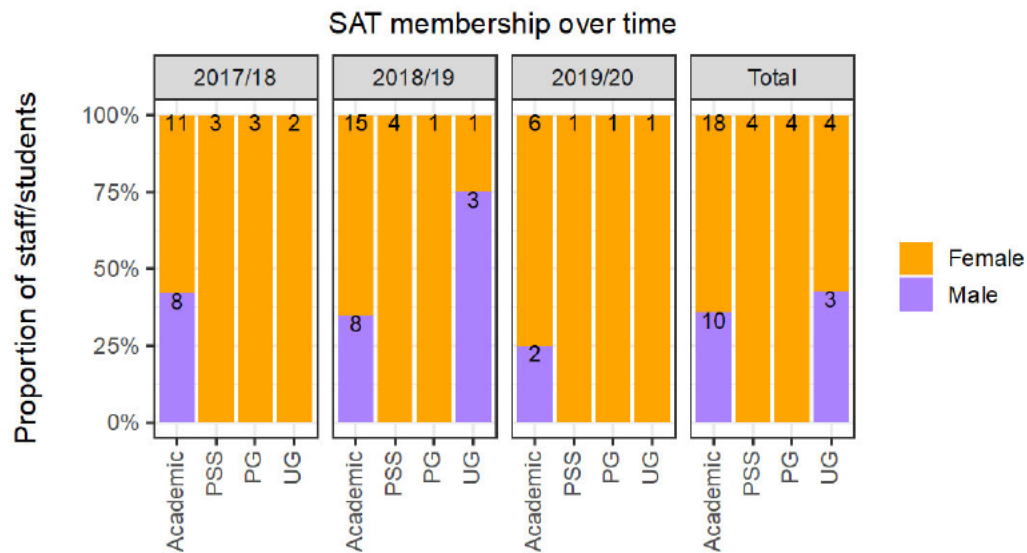


Figure 10: Summary of self-assessment timeline. Each year is shown in a different colour.

The numbers of staff and students involved on the SAT is in Figure 11. Female academics have been over-represented on the SAT (64% total, LAEL academics are currently 51% female). PSS SAT members have all been female, reflecting the PSS in LAEL. PG members have all been female meaning that male PG students have not been represented. We have not specifically aimed to include both MA and PhD students on

the SAT previously, but we will improve (Actions 3(iii).3-4). The number of UG student reps is small but male and female students have participated (4F, 3M).



Year	Gender	Academic	PSS	PG	UG
2017/18	Female	11 (56%)	3 (100%)	3 (100%)	2 (100%)
	Male	8 (42%)	0 (0%)	0 (0%)	0 (0%)
2018/19	Female	15 (65%)	4 (100%)	1 (100%)	1 (25%)
	Male	8 (35%)	0 (0%)	0 (0%)	3 (75%)
2019/20	Female	6 (75%)	1 (100%)	1 (100%)	1 (100%)
	Male	2 (25%)	0 (0%)	0 (0%)	0 (0%)
Total	Female	18 (64%)	4 (100%)	4 (100%)	4 (57%)
	Male	10 (36%)	0 (0%)	0 (0%)	3 (43%)

Figure 11: SAT membership in LAEL over time. 'Total' represents individuals involved at some point (43 individuals).

The meetings and focus groups held are in Table 5. Meetings were held in person but in spring 2020 we moved online. During the focus groups in August 2020, 37 people took part (21F, 16M; 33 academics, 2 PSS, 1 PG student, 1 UG student). These focus groups were conducted on Microsoft Teams over the course of a week.

Date	Activity	Academic present?	PSS staff present?	PG student present?	UG student present?
Autumn 2017	SAT meeting	Yes	Yes		
Autumn 2017	SAT meeting	Yes		Yes	Yes
Autumn 2017	SAT meeting	Yes	Yes	Yes	Yes
Autumn 2017	Working group staff and student data	Yes			
Autumn 2017	Working group career development	Yes	Yes	Yes	

Date	Activity	Academic present?	PSS staff present?	PG student present?	UG student present?
Spring 2018	SAT meeting	Yes	Yes	Yes	Yes
Spring 2018	Working group staff and student data	Yes			
Spring 2018	Working group student data	Yes	Yes	Yes	
Spring 2018	Working group career development	Yes	Yes	Yes	
Spring 2018	Working group organisation and culture	Yes		Yes	Yes
Spring 2018	Working group flexible working/career breaks	Yes	Yes		
Summer 2018	SAT meeting	Yes	Yes	Yes	Yes
Autumn 2018	SAT meeting	Yes		Yes	Yes
Autumn 2018	Working group student data	Yes		Yes	
Autumn 2018	SAT meeting	Yes	Yes	Yes	Yes
Spring 2019	SAT meeting	Yes	Yes		
Summer 2019	Athena Swan lead handover meeting	Yes			
Autumn 2019	SAT meeting	Yes			
Autumn 2019	Student consultation	Yes		Yes	Yes
Spring 2020	Athena Swan work paused due to University resubmission				
Summer 2020	SAT meeting	Yes	Yes	Yes	Yes
Summer 2020	Focus group UG students	Yes	Yes		Yes
Summer 2020	Focus group PG students	Yes	Yes	Yes	
Summer 2020	Focus group Staff progression	Yes	Yes	Yes	
Summer 2020	Focus group Department culture	Yes	Yes	Yes	
Summer 2020	Focus group Flexible working and career breaks	Yes	Yes	Yes	
Summer 2020	Focus group Impact of COVID-19	Yes	Yes	Yes	Yes

Table 5: Summary of the self-assessment meetings.

#### KEY POINTS

3(ii).1 The LAEL self-assessment process has taken place over three years.

3(ii).2 A large number of staff have been on the SAT and/or taken part in focus groups.

3(ii).3 Male PG students have not been represented due to lack of male student self-nominations.

#### (iii) plans for the future of the self-assessment team

The SAT will continue to meet every term but will expand its remit to include wider aspects of EDI (Action 3(iii).1). Initially, the EDI Committee will be chaired by the current Athena Swan lead and the EDI Chair role will be held for three years (Action 3(iii).2).

The EDI Committee will comprise of at least 9 members including UG, PGT and PGR students, a PSS member, a postdoc, academic staff of Grade 7, 8, 9, Professor and the department Disability rep (Action 3(iii).3). At least one student rep will not be female (Action 3(iii).4). We aim to achieve an equal gender balance among academics (Action 3(iii).5). EDI Committee academics will receive 10 workload points a year (Action 3(iii).6). The postdoc will receive a day's workload reduction (Action 3(iii).7). The PSS member will be awarded 8 hours' time in lieu (Action 3(iii).8). Student reps will be paid a £10 voucher each meeting (Action 3(iii).9). Terms of reference for the new committee will be drawn up (Action 3(iii).10) and work allocated from our Action Plan. The EDI Chair and HoD will monitor the implementation of the Action Plan. EDI will continue to be a standing item at Department Board. The LAEL EDI Committee will report to the Faculty EDI Committee. We will conduct EDI staff and student surveys every two years (Action 3(iii).15).

Currently, all Lancaster University staff are working from home and we cannot predict when we will return to campus. As part of the self-assessment process, we created an EDI Team in Microsoft Teams where all staff can communicate. The Team will now act as a digital notice board where information about the Action Plan and EDI-related policies can be stored (Action 3(iii).11). The EDI Team will be used to announce EDI-related events (Action 3(iii).12). Several staff mentioned isolation associated with working from home and COVID-19 (see Section 7). We will hold a coffee or lunch drop-in once a term where staff can see one another and chat (online initially) (Action 3(iii).13).

In our student survey, respondents mentioned how much they appreciated our first Chinese New Year celebration in 2020 (pre-lockdown). At each autumn meeting of the EDI Committee, we will discuss which national/religious festivals we wish to celebrate that year and EDI committee members will recruit student volunteer helpers and organise celebrations (Action 3(iii).14).

‘The Chinese New Year event was a great idea, running more events centred around different cultural holidays would be fun and build the department’s community spirit.’

*(Male student)*

#### KEY POINTS

- 3(iii).1 The SAT will become the LAEL EDI Committee, meeting termly.
- 3(iii).2 We will use the EDI Microsoft Team as an EDI noticeboard.
- 3(iii).3 The EDI Committee will hold a termly social lunch/coffee for staff.
- 3(iii).4 The EDI Committee will organise staff/student celebrations of national/religious festivals annually.

#### ACTION POINTS

- 3(iii).1 Rename the SAT to EDI Committee and meet termly to discuss all aspects of EDI.
- 3(iii).2 The EDI Committee will be chaired by the current Athena Swan lead and rotate every three years. The EDI Chair will rotate between male and female colleagues.
- 3(iii).3 We will ensure that the EDI Committee includes at least 9 people including UG, PG, PGT, PGR, PSS, a postdoc, grade 7 academic, Grade 8 academic, Grade 9 academic, a professor and the department Disabilities Coordinator. Membership will rotate at least every three years.
- 3(iii).4 At least one student rep will not be female.
- 3(iii).5 There will be an equal or near-equal gender balance among academic EDI Committee members.
- 3(iii).6 EDI Committee members will receive 10 points (approximately one day's work) for membership (changing to 8 hours when workload model is revised see Section 5.6(v)).
- 3(iii).7 The postdoc rep will receive a day's workload reduction agreed with their line manager.
- 3(iii).8 The PSS staff rep will receive 8 hours of time in lieu.
- 3(iii).9 Student reps will be paid £10 voucher from Ethical Superstore (or other sustainable supplier) each term per committee meeting.
- 3(iii).10 Terms of reference for the new committee will be drawn up.
- 3(iii).11 Use the EDI Team space as a notice board and repository.
- 3(iii).12 Use the EDI Team space to advertise EDI-related events.
- 3(iii).13 Hold a termly EDI coffee/lunch drop-in chat for staff.
- 3(iii).14 The EDI Committee will continue to organise staff-student celebrations of national/religious festivals each year.
- 3(iii).15 Conduct staff and student surveys every two years.

[1027 words]

#### 4. A PICTURE OF THE DEPARTMENT

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

##### 4.1. Student data

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

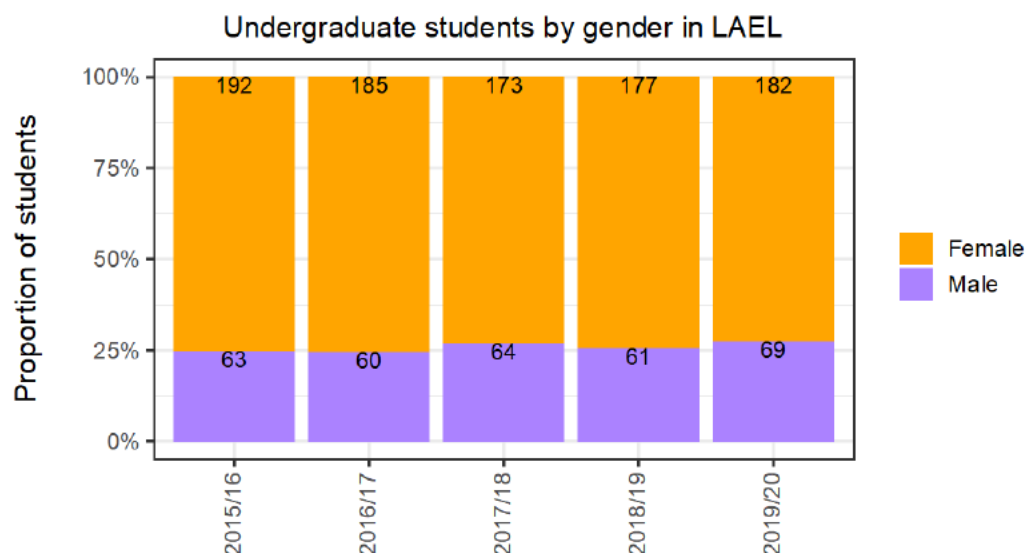
(i) Numbers of men and women on access or foundation courses

N/A.

(ii) Numbers of undergraduate students by gender

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

The numbers of full-time and part-time undergraduate students in LAEL are in Figure 12. In the past five years, we have not had any part-time undergraduate students.



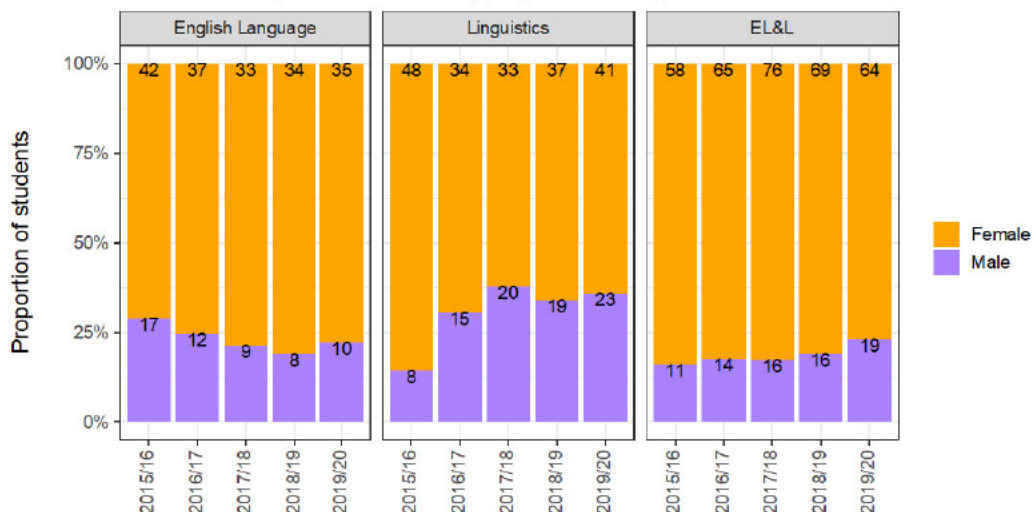
Gender	2015/16	2016/17	2017/18	2018/19	2019/20
Female	192 (75%)	185 (76%)	173 (73%)	177 (74%)	182 (73%)
Male	63 (25%)	60 (24%)	64 (27%)	61 (26%)	69 (24%)

Figure 12: Overall number of UG students by gender. Bars show proportions of students for each gender, numbers are shown at the top of each bar.

LAEL students can study a large number of UG programmes (Table 2). Here, we focus on the three programmes delivered entirely in LAEL: English Language, Linguistics, and English Language and Linguistics (EL&L). Total students on each programme is in Figure 13 (including study abroad and placement options). There are more female than male students on every programme, but the proportion of male students is highest for Linguistics. In order to ensure our recruitment events appeal to all applicants we will ensure that there is a gender balance of staff (Action 4.1(ii).1) and ensure taster sessions cover both Linguistics and English Language (Action 4.1(ii).2).



Undergraduate students by programme and gender in LAEL



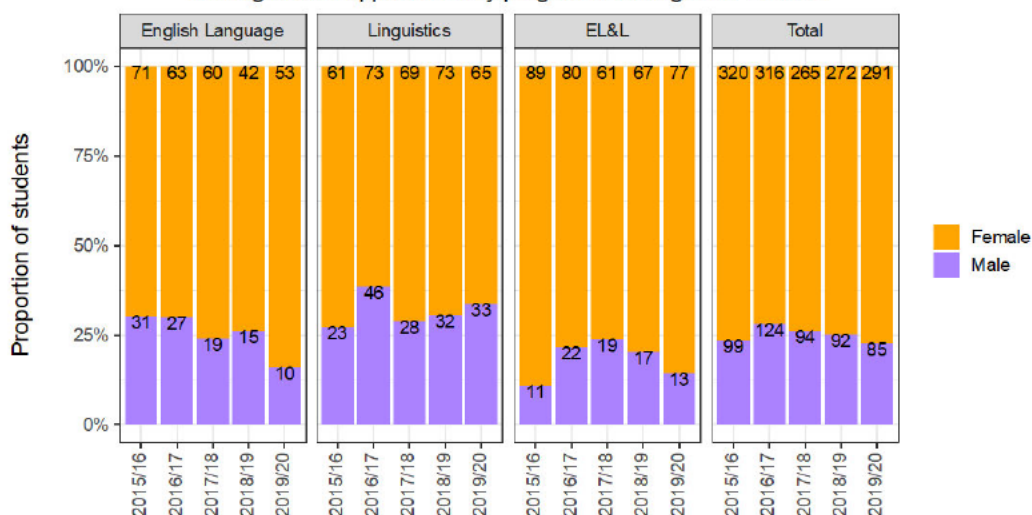
Degree	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
English Language	Female	42 (71%)	37 (76%)	33 (79%)	34 (81%)	35 (78%)
	Male	17 (29%)	12 (24%)	9 (21%)	8 (19%)	10 (22%)
Linguistics	Female	48 (86%)	34 (69%)	33 (62%)	37 (66%)	41 (64%)
	Male	8 (14%)	15 (31%)	20 (38%)	19 (34%)	23 (36%)
EL&L	Female	58 (84%)	65 (82%)	75 (82%)	69 (81%)	64 (77%)
	Male	11 (16%)	14 (18%)	16 (18%)	16 (19%)	19 (23%)

Figure 13: UG students by gender and programme over time.

HESA do not provide student data on Linguistics/English Language specifically. Instead, these subjects are combined with 'Languages'. HESA Languages UG students in 2019 were 73% female and 27% male showing that LAEL proportions are in line with benchmarks.

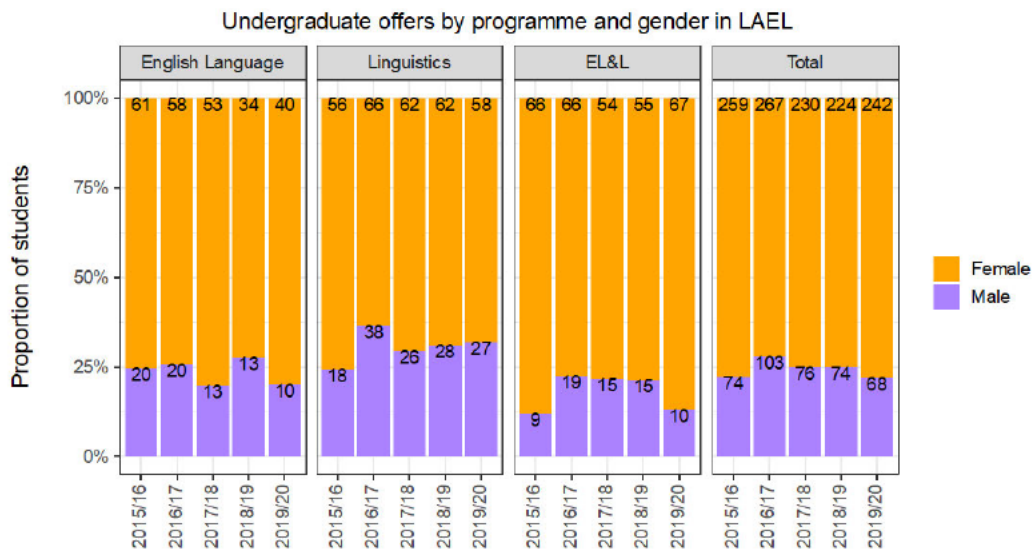
Applications, offers and acceptances are in Figure 14-Figure 16, with no clear gendered pattern, other than an overall higher proportion of females.

Undergraduate applications by programme and gender in LAEL



Degree	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
English Language	Female	71 (70%)	63 (70%)	60 (76%)	42 (74%)	53 (84%)
	Male	31 (30%)	27 (30%)	19 (24%)	15 (26%)	10 (16%)
Linguistics	Female	61 (73%)	73 (61%)	69 (71%)	73 (70%)	65 (66%)
	Male	23 (27%)	46 (39%)	28 (29%)	32 (30%)	33 (34%)
EL&L	Female	89 (89%)	80 (78%)	61 (76%)	67 (80%)	77 (86%)
	Male	11 (11%)	22 (22%)	19 (24%)	17 (20%)	13 (14%)
Total	Female	320 (76%)	316 (72%)	265 (74%)	272 (75%)	291 (77%)
	Male	99 (24%)	124 (28%)	94 (26%)	92 (25%)	85 (23%)

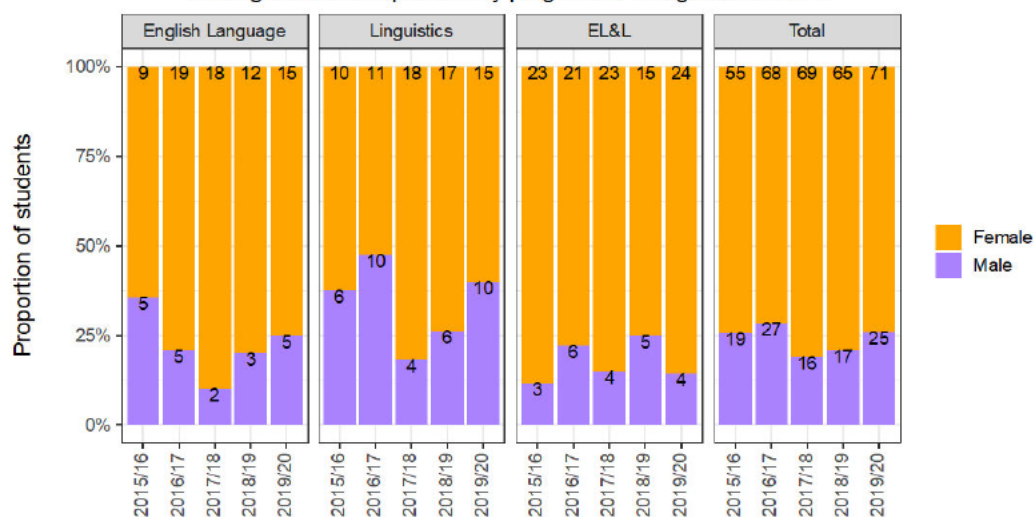
Figure 14: UG applications by gender and programme. Note: 'Total' includes all applications in addition the three main programmes.



Degree	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
English Language	Female	61 (75%)	58 (74%)	53 (80%)	34 (72%)	40 (80%)
	Male	20 (25%)	20 (26%)	13 (20%)	13 (28%)	10 (20%)
Linguistics	Female	56 (76%)	66 (63%)	62 (70%)	62 (69%)	58 (68%)
	Male	18 (24%)	38 (37%)	26 (30%)	28 (31%)	27 (32%)
EL&L	Female	66 (88%)	66 (78%)	54 (78%)	55 (79%)	67 (87%)
	Male	9 (12%)	19 (22%)	15 (22%)	15 (21%)	10 (13%)
Total	Female	259 (78%)	267 (72%)	230 (75%)	224 (75%)	242 (78%)
	Male	74 (22%)	103 (28%)	76 (25%)	74 (25%)	68 (22%)

Figure 15: UG offers by gender and programme. Note: 'Total' includes all offers in addition the three main programmes.

Undergraduate acceptances by programme and gender in LAEL



Degree	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
English Language	Female	9 (64%)	19 (79%)	18 (90%)	12 (80%)	15 (75%)
	Male	5 (36%)	5 (21%)	2 (10%)	3 (20%)	5 (25%)
Linguistics	Female	10 (63%)	11 (52%)	18 (82%)	17 (74%)	15 (60%)
	Male	6 (38%)	10 (48%)	4 (18%)	6 (26%)	10 (40%)
EL&L	Female	23 (88%)	21 (78%)	23 (85%)	15 (75%)	24 (86%)
	Male	2 (12%)	6 (22%)	4 (15%)	5 (25%)	4 (14%)
Total	Female	55 (74%)	68 (72%)	69 (81%)	65 (79%)	71 (74%)
	Male	19 (26%)	27 (28%)	16 (19%)	17 (21%)	25 (26%)

Figure 16: UG acceptances by gender and programme. Note: 'Total' includes all acceptances in addition the three main programmes.

Acceptance rates are in Table 6. There is no clear gender discrepancy in acceptance rates.

Year	Female acceptance rate	Male acceptance rate
2015/16	21.2%	25.7%
2016/17	25.5%	26.2%
2017/18	30.0%	21.1%
2018/19	29.0%	23.0%
2019/20	29.3%	36.8%

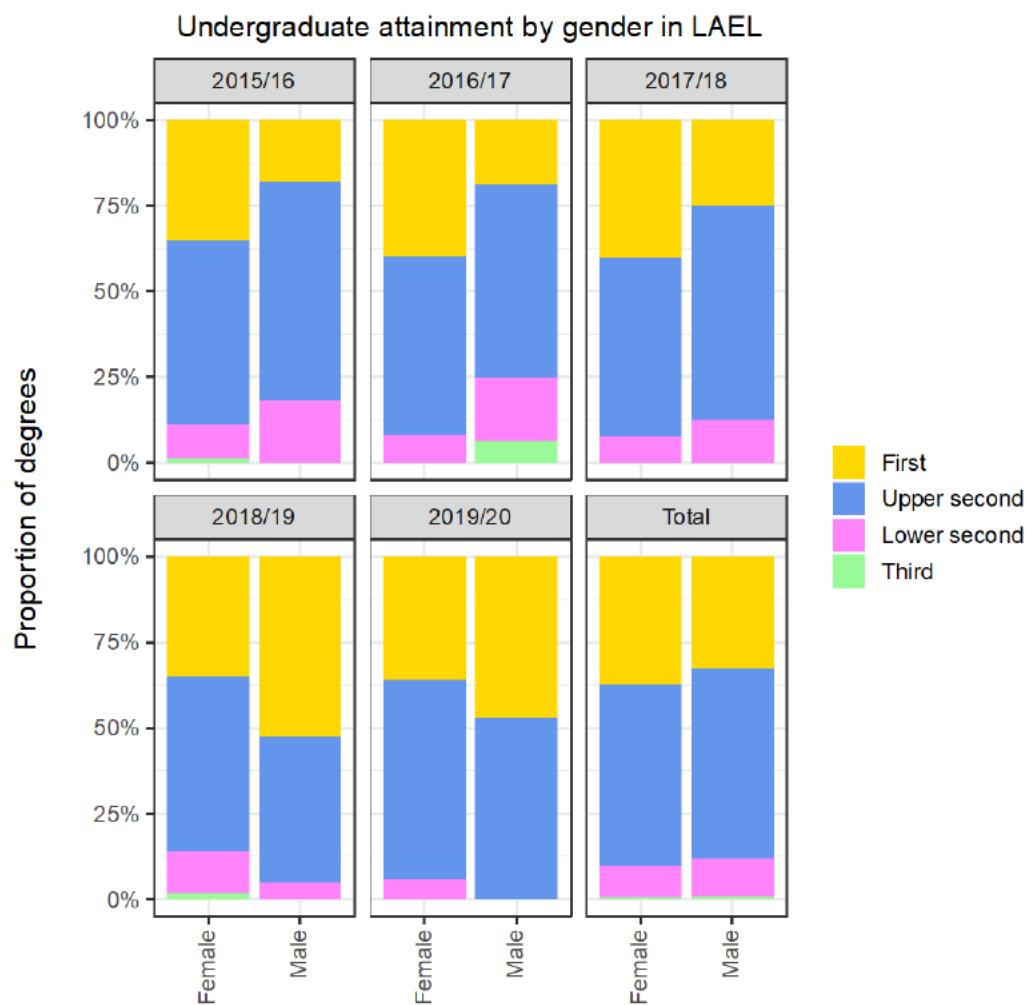
Table 6: UG acceptance rate by gender. Calculated from total applications/acceptances.

Degree completion rates are in Table 7. In each year, the male completion rate is lower than the female completion rate (Actions 4.1(ii).5-6).

Year of entry	Female completion rate	Male completion rate
2012/13	93%	91%
2013/14	90%	82%
2014/15	91%	78%
2015/16	93%	81%
2016/17	93%	79%
Median	93%	81%

Table 7: UG degree completion rates.

Over time, female students achieve a higher rate of firsts (Figure 17). We will further analyse and seek to address this imbalance (Actions 4.1(ii).4-6).



Degree class	Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
First	Female	25 (35%)	25 (40%)	21 (40%)	20 (35%)	18 (36%)	109 (37%)
	Male	4 (18%)	3 (19%)	4 (25%)	11(52%)	8 (47%)	30 (33%)
2:1	Female	38 (54%)	33 (52%)	27 (52%)	29 (51%)	29 (58%)	156 (53%)
	Male	14 (64%)	9 (56%)	10 (63%)	9 (43%)	9 (53%)	51 (55%)
2:2	Female	7 (10%)	5 (8%)	4 (8%)	7 (12%)	3 (6%)	26 (9%)
	Male	4 (18%)	3 (19%)	2 (13%)	1 (5%)	0 (0%)	10 (11%)
Third	Female	1 (1%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	2 (1%)
	Male	0 (0%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	1 (1%)

Figure 17: UG degree attainment over time. Bar chart shows proportions of each degree awarded by gender each year, numbers shown in the table.

#### KEY POINTS

- 4.1(ii).1 There are fewer male UG students than female students in LAEL.
- 4.1(ii).2 There have been no part-time UG students in LAEL recently.
- 4.1(ii).3 Male UG degree completion rate is lower than female completion rate.
- 4.1(ii).4 Male students achieve a lower proportion of first-class degrees.

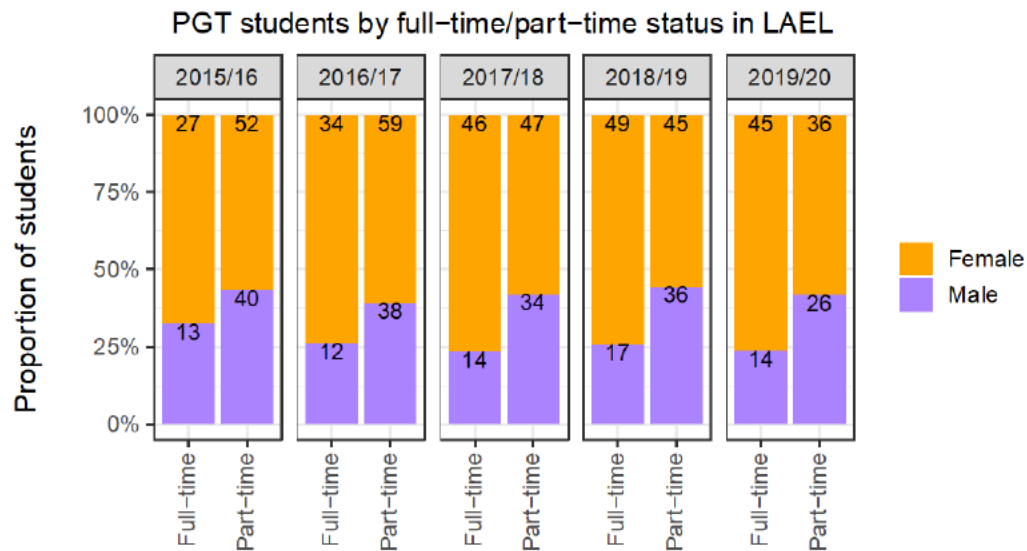
#### ACTION POINTS

- 4.1(ii).1 Aim to achieve male representation at all recruitment events (see Section 5.6(viii)).
- 4.1(ii).2 Ensure recruitment events feature taster sessions from both Linguistic topics and English Language.
- 4.1(ii).3 Advertise and encourage part-time study via recruitment events, publicity and dedicated support.
- 4.1(ii).4 Conduct further analysis into characteristics of students who achieve 2:2s or thirds.
- 4.1(ii).5 Identify and support UG students with 2:2 or third grade averages via academic advisor system.
- 4.1(ii).6 Identify and support UG students with low attendance via the academic advisor system in order to provide the most access and engagement with the degree programme and lower chances of dropout.

(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.*

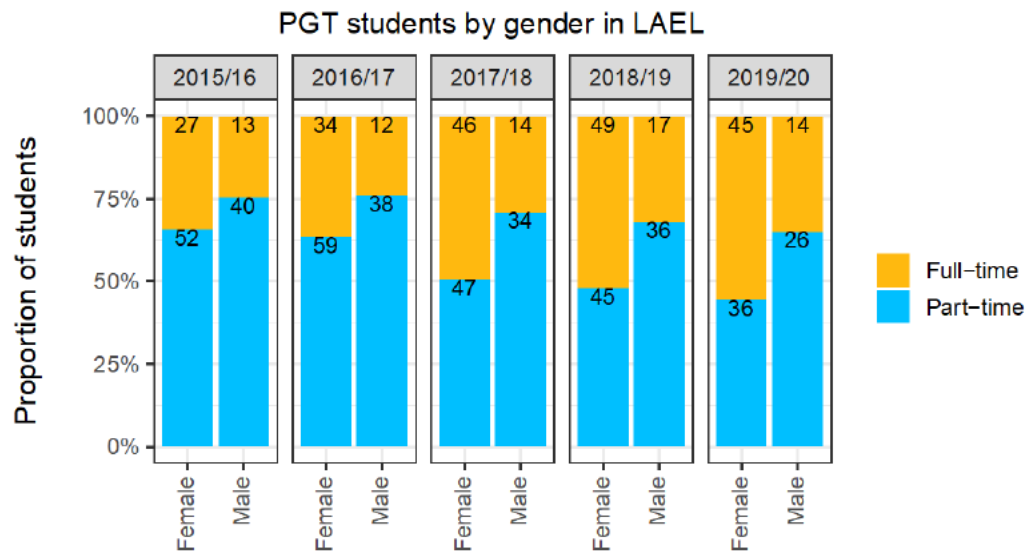
PGT (Postgraduate Taught) students are mainly female (Figure 18). The proportion of male students is higher among part-time PGT students. In 2019/20 our PGT students were 66% female (81/121), 33% male (40/121). This is more equal than HESA benchmarks for Languages (72% female, 28% male).



Status	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
Full-time	Female	27 (68%)	34 (74%)	46 (77%)	49 (74%)	45 (76%)
	Male	13 (32%)	12 (26%)	14 (23%)	17 (26%)	14 (24%)
Part-time	Female	52 (57%)	59 (61%)	47 (58%)	45 (56%)	36 (58%)
	Male	40 (43%)	38 (39%)	34 (42%)	36 (44%)	26 (42%)

Figure 18: PGT students by full-time/part-time status over time.

Just over half of PGT female students are part-time, and nearly three quarters of male students are part-time (Figure 19).

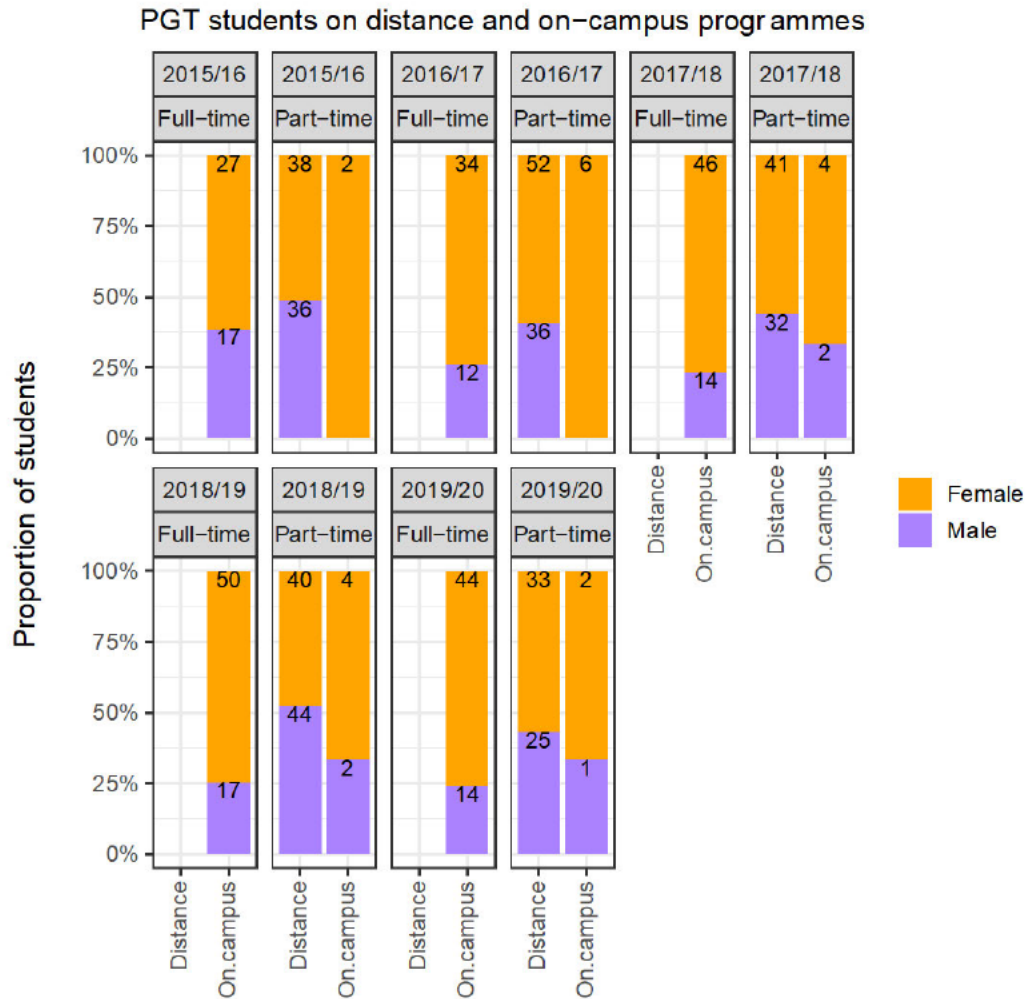


Gender	Status	2015/16	2016/17	2017/18	2018/19	2019/20
Female	Full-time	27 (34%)	34 (37%)	46 (49%)	49 (52%)	45 (56%)
	Part-time	52 (66%)	59 (63%)	47 (51%)	45 (48%)	36 (44%)
Male	Full-time	13 (25%)	12 (24%)	14 (29%)	17 (32%)	14 (35%)
	Part-time	40 (75%)	38 (76%)	34 (71%)	36 (68%)	26 (65%)

Figure 19: PGT status and gender proportion.

LAEL offers a large number of PGT programmes (Table 2). Several programmes are only offered as part-time, distance-learning: MA English Language, MA Language Testing, MA Applied Linguistics and TESOL. Intercultural Communication is a brand-new programme so is not analysed further.

A breakdown of degrees by distance vs. on-campus learning is in Figure 20. There is greater gender parity in distance-learning programmes.

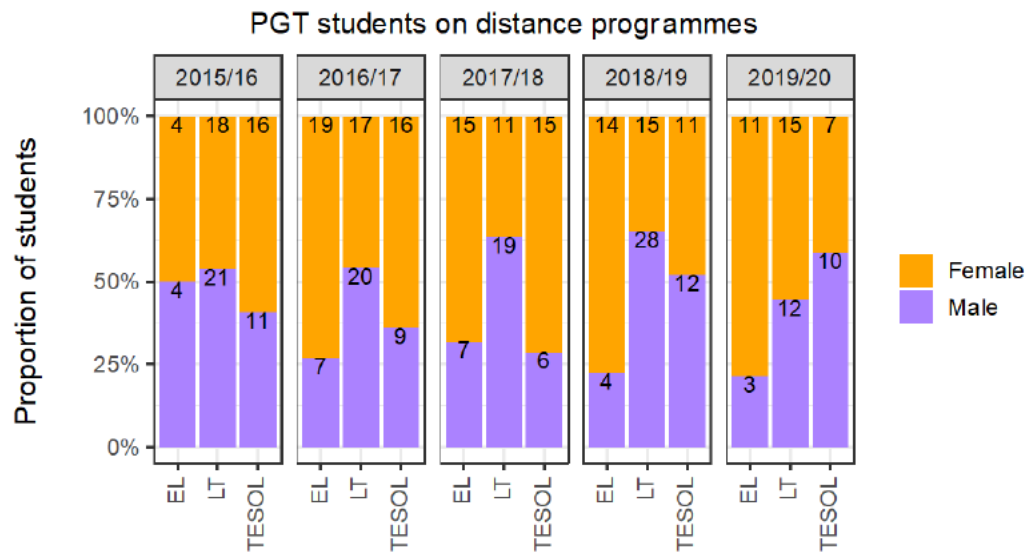


Year	Gender	Full-time		Part-time	
		Distance	On-campus	Distance	On-campus
2015/16	Female	NA	27 (61%)	38 (51%)	2 (100%)
	Male	NA	17 (39%)	36 (49%)	0 (0%)
2016/17	Female	NA	34 (74%)	52 (59%)	6 (100%)
	Male	NA	12 (26%)	36 (41%)	0 (0%)
2017/18	Female	NA	46 (77%)	41 (56%)	4 (66%)
	Male	NA	14 (23%)	32 (44%)	2 (33%)
2018/19	Female	NA	50 (75%)	40 (48%)	4 (66%)
	Male	NA	17 (25%)	44 (52%)	2 (33%)
2019/20	Female	NA	44 (76%)	33 (57%)	2 (66%)
	Male	NA	14 (24%)	25 (43%)	1 (33%)

Figure 20: Breakdown of part-time/full-time PGT students by learning type (note distance programmes are only available part-time).



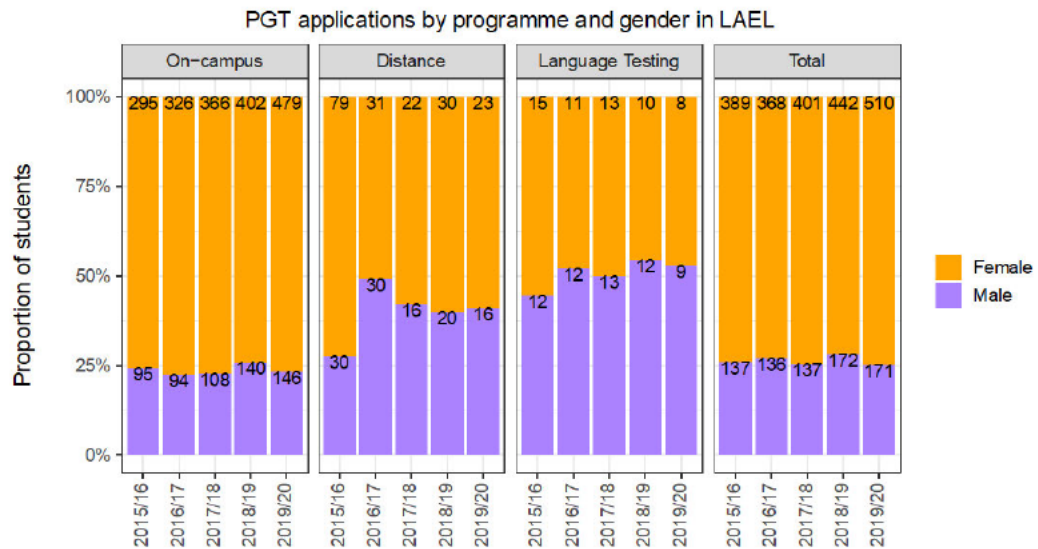
This effect is due to the MA in Language Testing (LT), where there are typically equal or greater numbers of male students (Figure 21). This is a highly specialised professional development degree for people already working in industry.



Degree	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
English Language	Female	4 (50%)	19 (73%)	15 (68%)	14 (78%)	11 (79%)
	Male	4 (50%)	7 (27%)	7 (32%)	4 (22%)	3 (21%)
Language Testing	Female	18 (46%)	17 (46%)	11 (37%)	15 (35%)	15 (56%)
	Male	21 (54%)	20 (54%)	19 (63%)	28 (65%)	12 (44%)
TESOL	Female	16 (59%)	16 (64%)	15 (71%)	11 (48%)	7 (41%)
	Male	11 (41%)	9 (36%)	6 (29%)	12 (52%)	10 (59%)

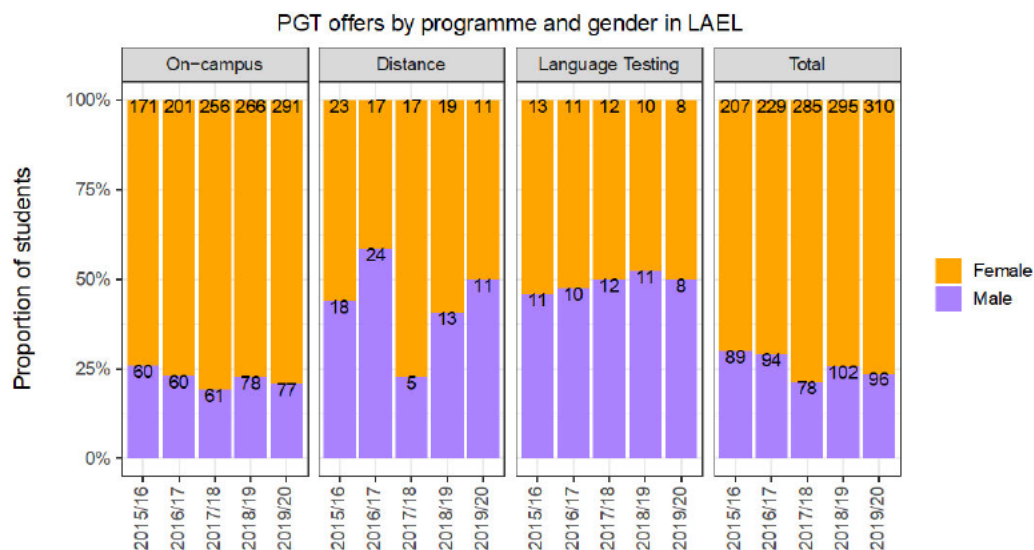
Figure 21: PGT students on different distance-learning courses.

Applications, offers and acceptance rates for PGT programmes are in Figure 22-Figure 24, grouped into on-campus programmes, distance-learning and Language Testing. These figures show that the gender ratio in applications, offers and acceptance rates is consistent with the student numbers on different courses.



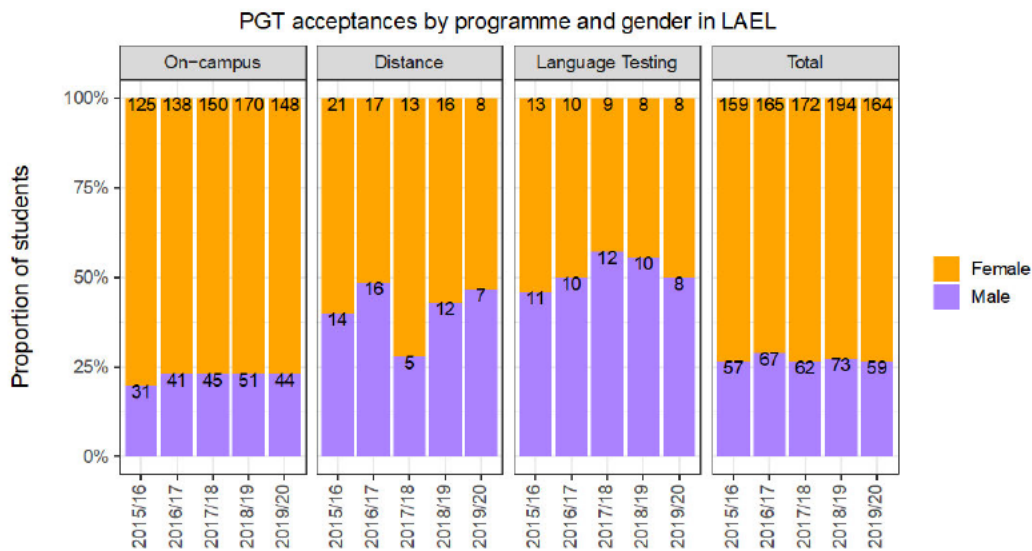
Degree	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
On-campus	Female	295 (76%)	326 (78%)	366 (77%)	402 (74%)	479 (77%)
	Male	95 (24%)	94 (22%)	108 (23%)	140 (26%)	146 (23%)
Distance	Female	79 (72%)	31 (51%)	22 (58%)	30 (60%)	23 (59%)
	Male	30 (28%)	30 (49%)	16 (42%)	20 (40%)	16 (41%)
Language Testing	Female	15 (56%)	11 (48%)	13 (50%)	10 (45%)	8 (47%)
	Male	12 (44%)	12 (52%)	13 (50%)	12 (55%)	9 (53%)
Total	Female	389 (74%)	368 (73%)	401 (75%)	442 (72%)	510 (75%)
	Male	137 (26%)	136 (27%)	137 (25%)	172 (28%)	171 (25%)

Figure 22: PGT applications by gender and programme.



Degree	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
On-campus	Female	171 (74%)	201 (77%)	256 (81%)	266 (77%)	291 (79%)
	Male	60 (26%)	60 (23%)	61 (19%)	78 (23%)	77 (21%)
Distance	Female	23 (56%)	17 (41%)	17 (77%)	19 (59%)	11 (50%)
	Male	18 (44%)	24 (59%)	5 (23%)	13 (41%)	11 (50%)
Language Testing	Female	13 (54%)	11 (52%)	12 (50%)	10 (48%)	8 (50%)
	Male	11 (46%)	10 (48%)	12 (50%)	11 (52%)	8 (50%)
Total	Female	207 (70%)	229 (71%)	285 (79%)	295 (74%)	310 (76%)
	Male	89 (30%)	94 (29%)	78 (21%)	102 (26%)	96 (24%)

Figure 23: PGT offers by gender and programme.



Degree	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
On-campus	Female	125 (80%)	138 (77%)	150 (77%)	170 (77%)	148 (77%)
	Male	31 (20%)	41 (23%)	45 (23%)	51 (23%)	44 (23%)
Distance	Female	21 (60%)	17 (52%)	13 (72%)	16 (57%)	8 (53%)
	Male	14 (40%)	16 (48%)	5 (28%)	12 (43%)	7 (47%)
Language Testing	Female	13 (54%)	10 (50%)	9 (43%)	8 (44%)	8 (50%)
	Male	11 (46%)	10 (50%)	12 (57%)	10 (56%)	8 (50%)
Total	Female	159 (74%)	165 (71%)	172 (74%)	194 (73%)	164 (74%)
	Male	57 (26%)	67 (29%)	62 (26%)	73 (27%)	59 (26%)

Figure 24: PGT acceptances by gender and programme.

An overview of the PGT acceptance rates by gender is in Table 8. Acceptance rates for on-campus programmes are overall similar for female and male students. Rates for Language Testing are at near ceiling levels, and rates for distance programmes fluctuate with no signs of broader gendered trends.

Year	Programme	Female acceptance rate	Male acceptance rate
2015/16	On-campus	73.1%	51.7%
	Distance	91.3%	77.8%
	Language Testing	100.0%	100.0%
2016/17	On-campus	68.7%	68.3%
	Distance	100.0%	66.7%
	Language Testing	90.9%	100.0%
2017/18	On-campus	58.6%	73.8%
	Distance	76.5%	100.0%
	Language Testing	75.0%	100.0%
2018/19	On-campus	63.9%	65.4%
	Distance	84.2%	92.3%
	Language Testing	80.0%	90.9%
2019/20	On-campus	50.9%	57.1%
	Distance	72.7%	63.6%
	Language Testing	100.0%	100.0%

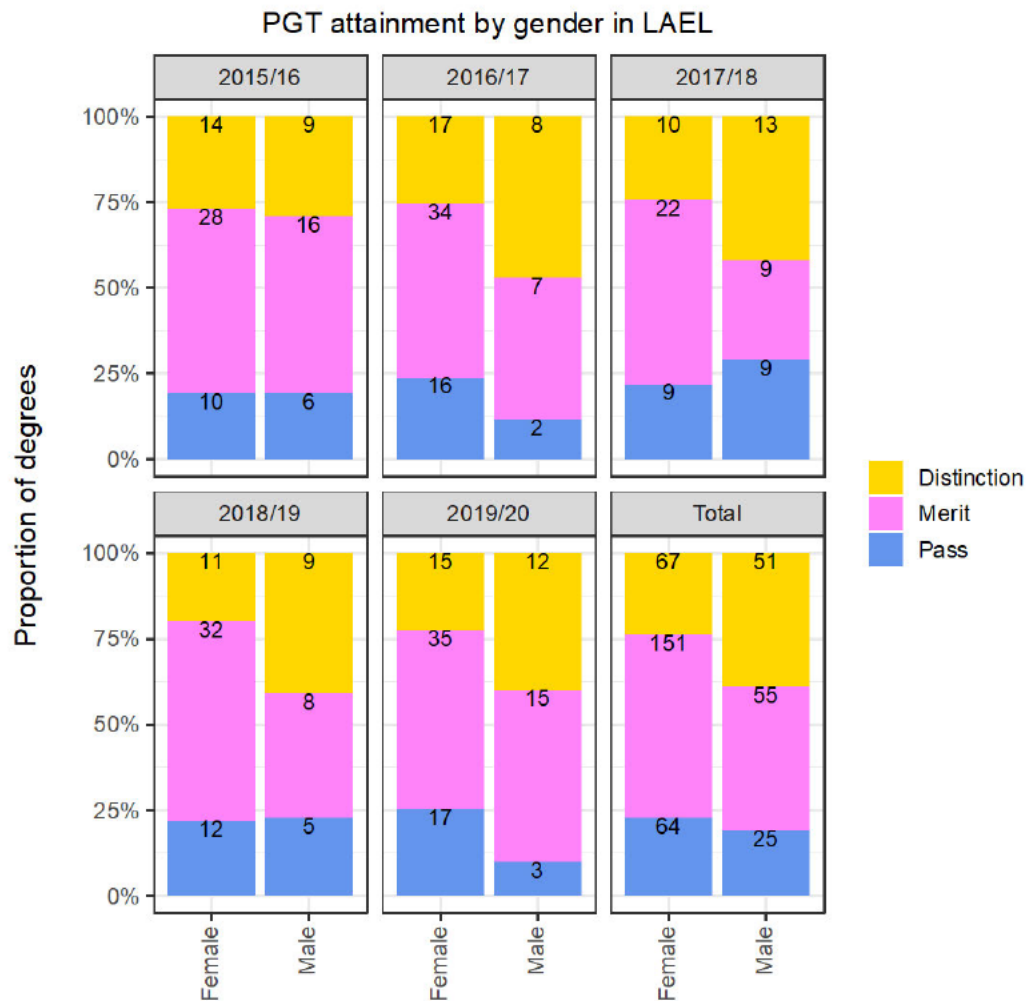
Table 8: PGT acceptance rates by gender and programme type.

PGT degree completion rates are very high across all programmes. For on-campus and distance programmes rates are slightly lower overall among male students but higher for Language Testing (Table 9). The differences are small, and we are not sure these trends are meaningful, but we will analyse attainment and completion further to investigate (Action 4.1(iii).3).

Year of entry	Programme	Female completion rate	Male completion rate
2014/15	On-campus	96%	75%
	Distance	78%	78%
	Language Testing	91%	100%
2015/16	On-campus	93%	92%
	Distance	100%	83%
	Language Testing	80%	80%
2016/17	On-campus	98%	100%
	Distance	92%	89%
	Language Testing	50%	90%
2017/18	On-campus	100%	93%
	Distance	88%	100%
	Language Testing	86%	100%
2018/19	On-campus	91%	88%
	Distance		
	Language Testing		
Median	On-campus	96%	92%
	Distance	90%	86%
	Language Testing	83%	95%

Table 9: PGT degree completion rates. Completion rates for Distance and Language Testing 2018/19 students not yet available as these are two-year programmes.

A higher proportion of male students receive a Distinction, and a higher proportion of female students receive a Merit (Figure 25). This may be due to a variety of factors in addition to gender e.g. English skills and academic experience on entry, and professional background (Action 4.1(iii).3).



Degree class	Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Distinction	Female	14 (27%)	17 (25%)	10 (24%)	11 (20%)	15 (22%)	67 (24%)
	Male	9 (29%)	8 (47%)	13 (42%)	9 (41%)	12 (40%)	51 (39%)
Merit	Female	28 (54%)	34 (51%)	22 (54%)	32 (58%)	35 (52%)	151 (54%)
	Male	16 (52%)	7 (41%)	9 (29%)	8 (36%)	15 (50%)	55 (42%)
Pass	Female	10 (19%)	16 (24%)	9 (22%)	12 (22%)	17 (25%)	64 (23%)
	Male	6 (19%)	2 (12%)	9 (29%)	5 (23%)	3 (10%)	25 (19%)

Figure 25: PGT attainment by gender over time. Percentage shows percentage of degrees awarded to that gender.

#### KEY POINTS

- 4.1(iii).1 There are a large number of part-time PGT students in LAEL.
- 4.1(iii).2 Part-time students are more likely to be male due to a high proportion of male students on the MA Language Testing.
- 4.1(iii).3 Male students are more likely to get a Distinction than female students.

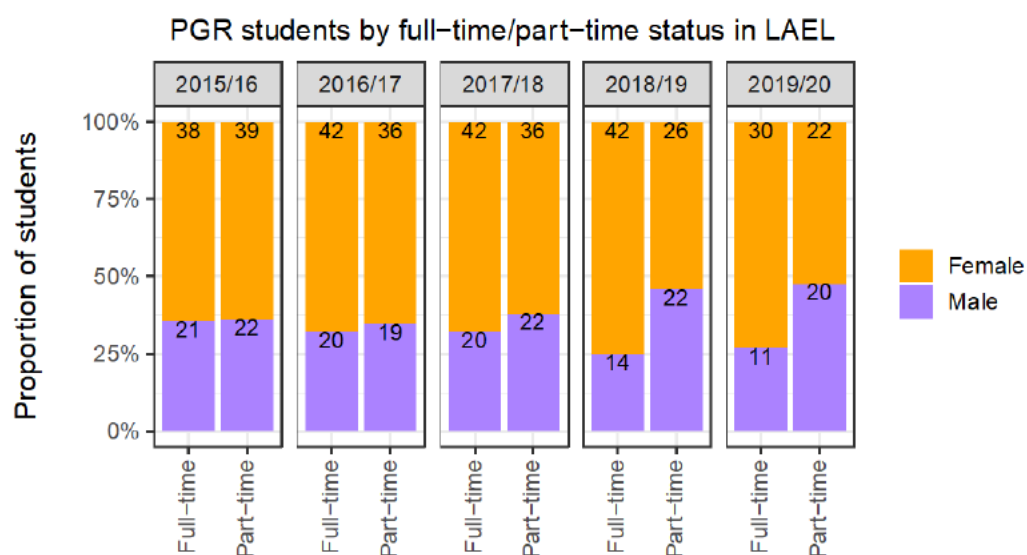
#### ACTION POINTS

- 4.1(iii).1 Analyse and revise PGT recruitment materials to ensure part-time mode is sufficiently explained and advertised.
- 4.1(iii).2 Revise LT recruitment materials to ensure female representation.
- 4.1(iii).3 Collect and analyse data on PGT student background on entry and compare to attainment and completion.

(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.*

Overall, there is a higher proportion of female PGR students (Figure 26). The proportion of male students is slightly higher in part-time mode, especially in the past two years. In 2019/20 we had 63% female PGR students (52/83) and 37% male PGR students (31/83). This is exactly the same as HESA benchmarks (63% female, 37% male).

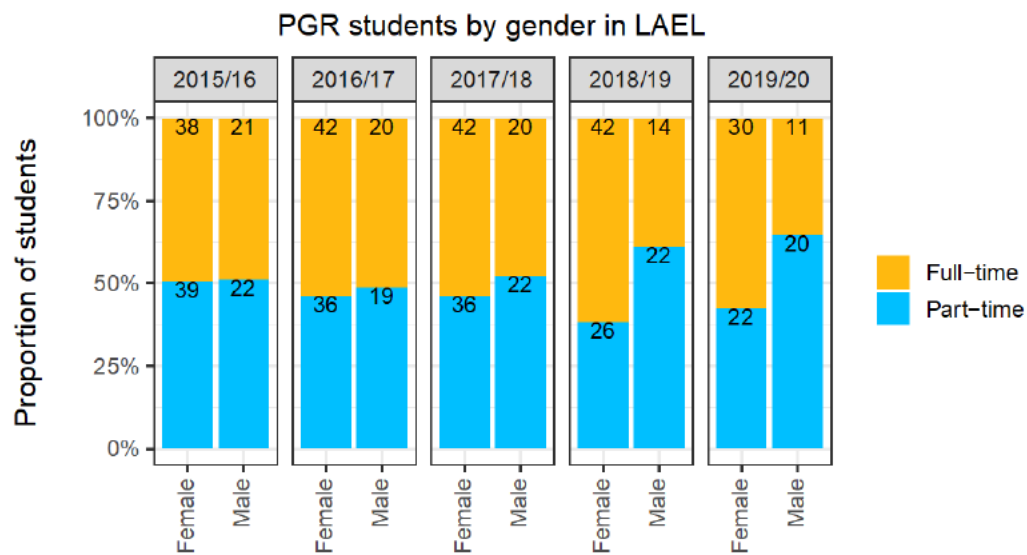


Status	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
Full-time	Female	38 (64%)	42 (68%)	42 (68%)	42 (75%)	30 (73%)
Full-time	Male	21 (36%)	20 (32%)	20 (32%)	14 (25%)	11 (27%)
Part-time	Female	39 (64%)	36 (65%)	36 (66%)	26 (54%)	22 (52%)
Part-time	Male	22 (36%)	19 (35%)	22 (34%)	22 (46%)	20 (48%)

Figure 26: PGR students full-time and part-time.



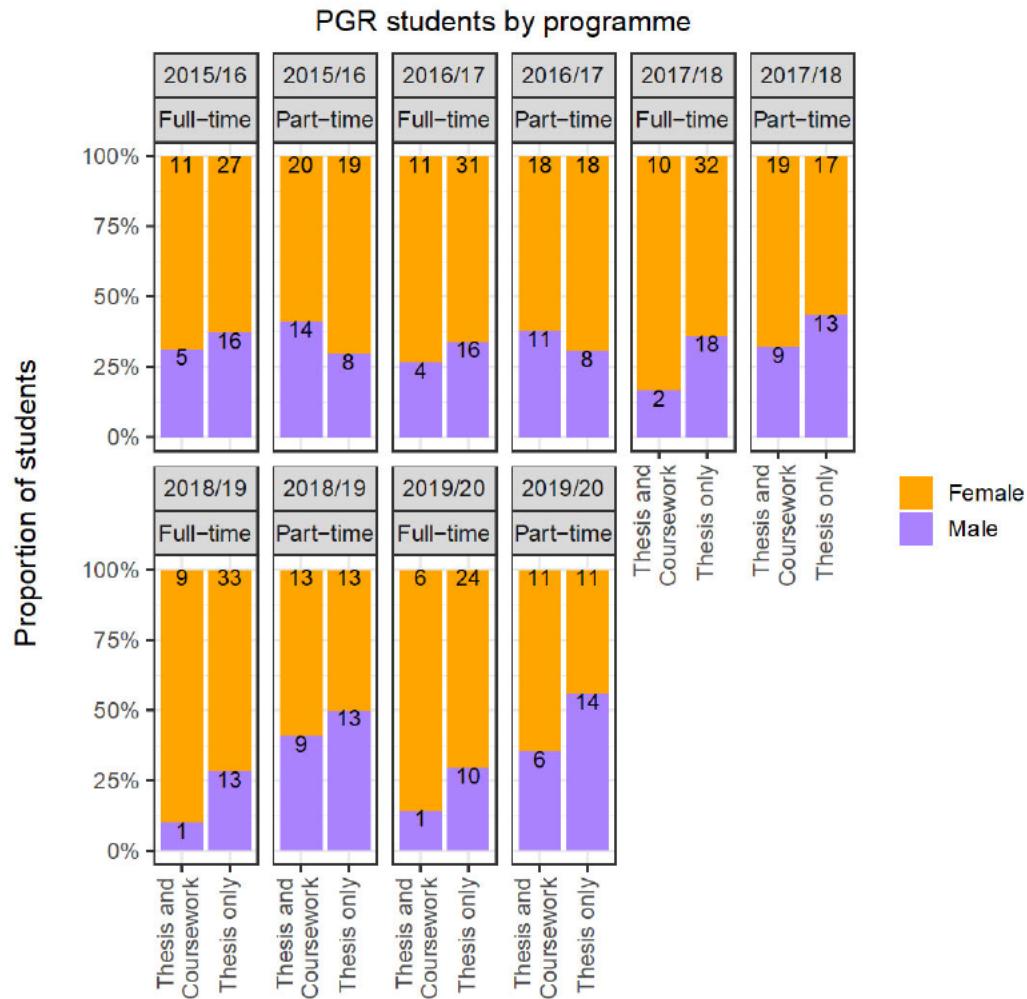
There were almost equal proportions of male and female full-time and part-time PGR students in 2015-2018 (Figure 27). In the past two years, over half of male students are choosing to study part-time.



Gender	Status	2015/16	2016/17	2017/18	2018/19	2019/20
Female	Full-time	38 (49%)	42 (54%)	42 (54%)	42 (62%)	30 (58%)
Female	Part-time	39 (51%)	36 (46%)	36 (46%)	26 (38%)	22 (42%)
Male	Full-time	21 (49%)	20 (51%)	20 (48%)	14 (39%)	11 (35%)
Male	Part-time	22 (51%)	19 (49%)	22 (52%)	22 (61%)	20 (65%)

Figure 27: PGR status and gender proportion.

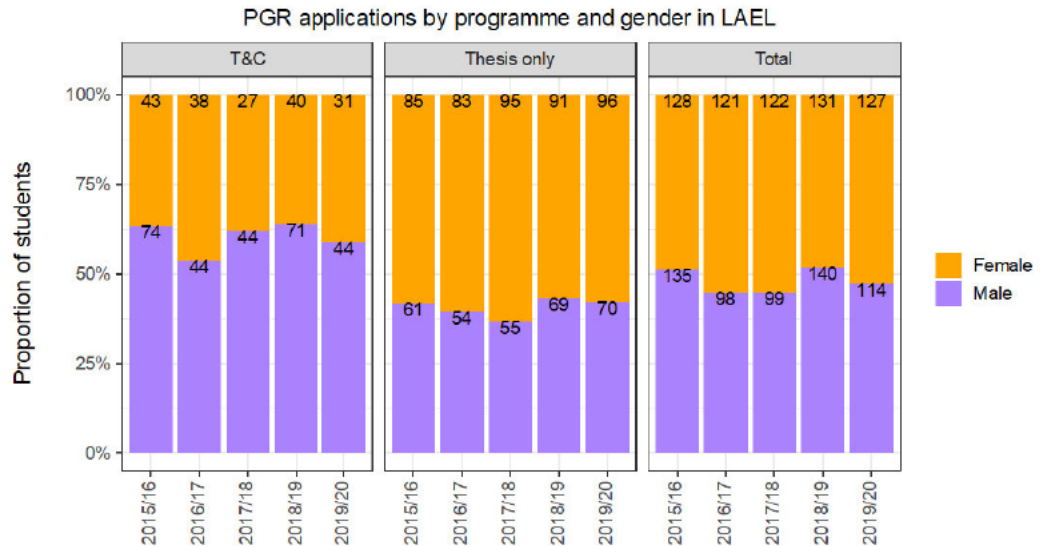
LAEL offers two PhD programmes: PhD in Linguistics by Thesis, and PhD in Applied Linguistics by Thesis and Coursework (T&C). A breakdown of gender ratios is in Figure 28. There is a higher proportion of female students in full-time study mode compared to part-time. There are more male students on the Thesis only programme compared to the T&C.



Year	Gender	Full-time		Part-time	
		T&C	Thesis only	T&C	Thesis only
2015/16	Female	11 (69%)	27 (63%)	20 (59%)	19 (70%)
	Male	5 (31%)	16 (37%)	14 (41%)	8 (30%)
2016/17	Female	11 (73%)	31 (66%)	18 (62%)	18 (69%)
	Male	4 (27%)	16 (34%)	11 (38%)	8 (31%)
2017/18	Female	10 (83%)	32 (64%)	19 (68%)	17 (57%)
	Male	2 (17%)	18 (36%)	9 (32%)	13 (43%)
2018/19	Female	9 (90%)	33 (72%)	13 (59%)	13 (50%)
	Male	1 (10%)	13 (28%)	9 (41%)	13 (50%)
2019/20	Female	6 (86%)	24 (71%)	11 (65%)	11 (44%)
	Male	1 (14%)	10 (29%)	6 (35%)	14 (56%)

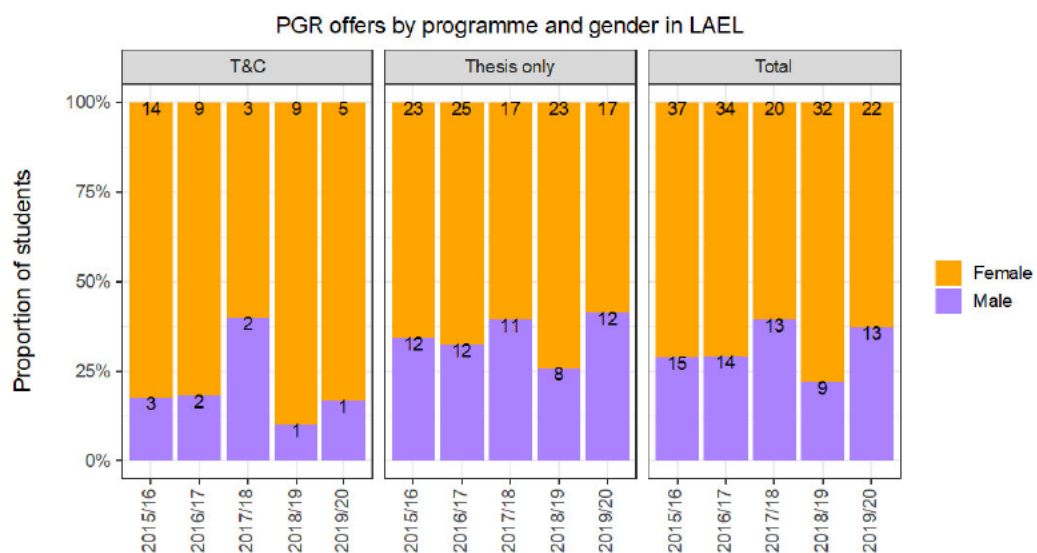
Figure 28: PGR gender breakdown by study mode and programme.

The applications, offers and acceptances on the PhD programmes are in Figure 29- Figure 31. There is a slightly higher proportion of applications from male students compared to female students on the T&C programme, and a greater proportion of female applications on the Thesis only programme. Overall, there is almost gender parity in applications.



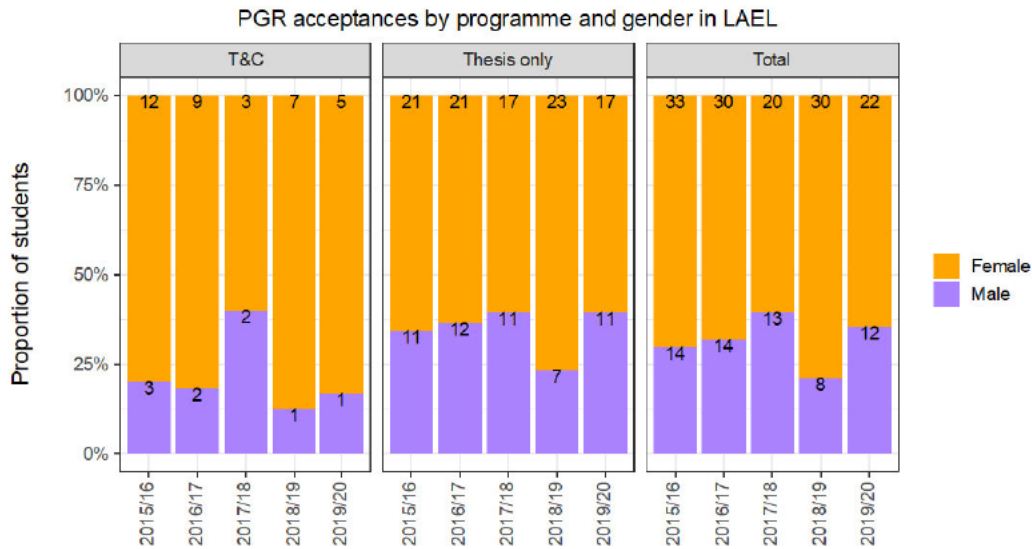
Programme	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
T&C	Female	43 (37%)	38 (46%)	27 (38%)	40 (36%)	31 (41%)
	Male	74 (63%)	44 (54%)	44 (62%)	71 (64%)	44 (59%)
Thesis only	Female	85 (58%)	83 (61%)	95 (63%)	91 (57%)	96 (58%)
	Male	61 (42%)	54 (39%)	55 (37%)	69 (43%)	70 (42%)
Total	Female	128 (49%)	121 (55%)	122 (55%)	131 (48%)	127 (53%)
	Male	135 (51%)	98 (45%)	99 (45%)	140 (52%)	114 (47%)

Figure 29: PGR applications over time.



Programme	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
T&C	Female	14 (82%)	9 (82%)	3 (60%)	9 (90%)	5 (83%)
	Male	3 (18%)	2 (18%)	2 (40%)	1 (10%)	1 (17%)
Thesis only	Female	23 (66%)	25 (68%)	17 (61%)	23 (74%)	17 (59%)
	Male	12 (34%)	12 (32%)	11 (39%)	8 (26%)	12 (41%)
Total	Female	37 (71%)	34 (71%)	20 (61%)	32 (78%)	22 (63%)
	Male	15 (29%)	14 (29%)	13 (39%)	9 (22%)	13 (37%)

Figure 30: PGR offers over time.



Programme	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
T&C	Female	12 (80%)	9 (82%)	3 (60%)	7 (88%)	5 (83%)
	Male	3 (20%)	2 (18%)	2 (40%)	1 (12%)	1 (17%)
Thesis only	Female	21 (66%)	21 (64%)	17 (61%)	23 (77%)	17 (61%)
	Male	11 (34%)	12 (36%)	11 (39%)	7 (23%)	11 (39%)
Total	Female	33 (70%)	30 (68%)	20 (61%)	30 (79%)	22 (65%)
	Male	14 (30%)	14 (32%)	13 (39%)	8 (21%)	12 (35%)

Figure 31: PGR acceptances over time.

More offers are made to female students, especially on the T&C programme. Almost equal numbers of applications are received from male and female students, but female students are more likely to send in successful applications. We think that this might stem from gender discrimination internationally, i.e. male applicants might have more opportunity to submit, and will conduct further analysis (Action 4.1(iv).4).

Acceptance rates for both PGR programmes are very high with no gendered pattern (Table 10).

Year	Programme	Female acceptance rate	Male acceptance rate
2015/16	T&C	85.7%	100.0%
	Thesis only	91.3%	91.7%
2016/17	T&C	100.0%	100.0%
	Thesis only	84.0	100.0%
2017/18	T&C	100.0%	100.0%
	Thesis only	100.0%	100.0%
2018/19	T&C	77.8%	100.0%
	Thesis only	100.0%	87.5%
2019/20	T&C	100.0%	100.0%
	Thesis only	100.0%	91.7%

Table 10: PGR acceptance rates.

Overall male completion rates are lower than female completion rates, especially on the T&C programme (Table 11). This could be due to a range of factors including gender (Action 4.1(iv).5).

Year of entry	Programme	Female completion rate	Male completion rate
2011/12	T&C	83%	40%
	Thesis only	75%	70%
2012/13	T&C	82%	75%
	Thesis only	100%	88%
2013/14	T&C	100%	60%
	Thesis only	90%	86%
2014/15	T&C	100%	50%
	Thesis only	90%	33%
2015/16	T&C	67%	NA
	Thesis only	100%	50%
Median	T&C	83%	55%
	Thesis only	90%	70%

Table 11: PGR completion rates.

#### KEY POINTS

- 4.1(iv).1 There are more female than male PGR students.
- 4.1(iv).2 Male students are more likely to study part-time.
- 4.1(iv).3 Female students are more likely to be offered a place on PhD programmes.
- 4.1(iv).4 Female students are more likely to complete their degree

#### ACTION POINTS

- 4.1(iv).1 Analyse and revise recruitment materials to ensure equal gender balance.
- 4.1(iv).2 Analyse and revise recruitment materials to ensure part-time options are sufficiently explained and advertised.
- 4.1(iv).3 Monitor and analyse reasons for rejected PGR applications.
- 4.1(iv).4 Collect and analyse Home and Overseas applications, offers and acceptances separately.
- 4.1(iv).5 Collect and monitor data on PGR student characteristics, drop out and completion.

#### (v) Progression pipeline between undergraduate and postgraduate student levels

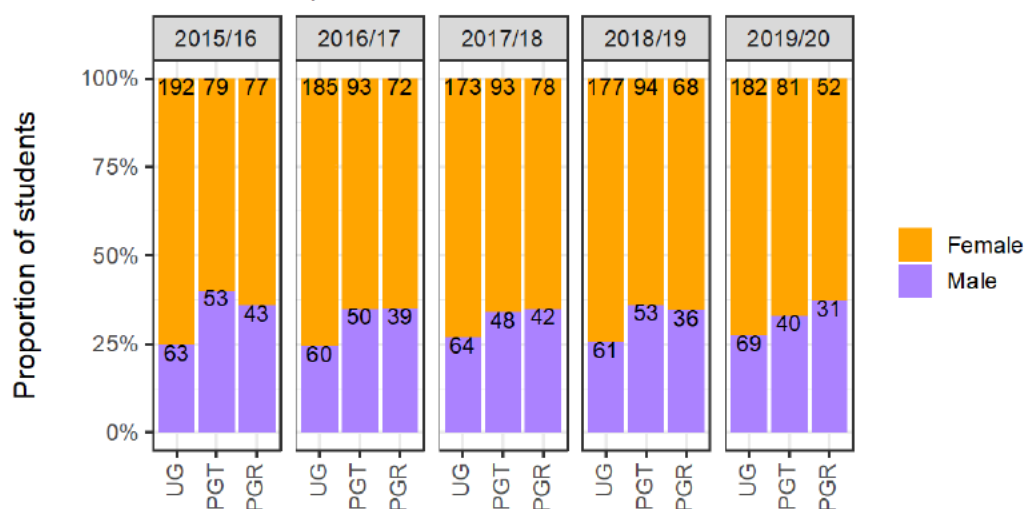
*Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.*

The student pipeline between UG>PGT>PGR is in Figure 32. The UG population has a higher proportion of female students than the PG population. A number of our UG students carry on to PG degrees in Speech and Language Therapy (SLT), but this degree is not offered at Lancaster. This profession is heavily female-dominated: in 2020 97% of SLTs in the UK were female.<sup>1</sup> It might be the case that high-achieving female students are attracted to SLT but cannot continue in LAEL. Thus, the progression pipeline for former female UG students might be closer to equal than statistics from Lancaster University alone are able to show.

---

<sup>1</sup> <https://www.hcpc-uk.org/about-us/insights-and-data/the-register/registrant-snapshot-1-jul-2020/>

Pipeline from UG to PGR in LAEL



Level	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
UG	Female	192 (75%)	185 (76%)	173 (73%)	177 (74%)	182 (73%)
	Male	63 (25%)	60 (24%)	64 (27%)	61 (26%)	69 (27%)
PGT	Female	79 (60%)	93 (65%)	93 (66%)	94 (69%)	81 (67%)
	Male	53 (40%)	50 (35%)	48 (34%)	43 (31%)	40 (33%)
PGR	Female	77 (64%)	72 (65%)	78 (65%)	68 (65%)	52 (63%)
	Male	43 (36%)	39 (35%)	42 (35%)	36 (35%)	31 (37%)

Figure 32: Student pipeline from UG to PGR.

We investigated the applications and success rates for PG funding in case this is a factor in losing women between UG and PGR level. LAEL students can compete for three internal scholarships for MA, 2 internal PhD scholarships (FASS funding and the English for Academic Purposes studentship (EAP)), and 2 external PhD scholarships (AHRC and ESRC).

Male and female applications, successes and success rates are in Table 12. We are not able to provide data on applications and success rates for more than two years ago as these were kept on paper and have been destroyed (Action 4.1(v).3).

The following trends can be identified: success rates overall are low due to low availability of funding, and there is not enough data to identify a gendered pattern. However, there are approximately equal numbers of applications from men and women, which does not reflect our higher proportion of female students (Action 4.1(v).1-4).

Year	Funding source	Applications		Successes		Success rate	
		Female	Male	Female	Male	Female	Male
2017/18	MA	unknown	unknown	unknown	unknown	unknown	unknown
	FASS PhD	unknown	unknown	unknown	unknown	unknown	unknown
	EAP	0	0	0	0	NA	NA
	ESRC	unknown	unknown	1	1	unknown	unknown
	AHRC	unknown	unknown	0	1	unknown	unknown
2018/19	MA	16 (55%)	13 (45%)	1	2	6.3%	15.4%

Year	Funding source	Applications		Successes		Success rate	
		Female	Male	Female	Male	Female	Male
	FASS PhD	8 (50%)	8 (50%)	1	1	12.5%	12.5%
	EAP	0	0	0	0	NA	NA
	ESRC	2 (50%)	2 (50%)	0	0	0%	0%
	AHRC	0 (0%)	3 (100%)	0	1	NA	33.3%
2019/20	MA	18 (53%)	16 (47%)	2	0	11.1%	0%
	FASS PhD	6 (40%)	9 (60%)	1	0	11.1%	0%
	EAP	3 (50%)	3 (50%)	1	0	33.3%	0%
	ESRC	2 (66%)	1 (33%)	1	0	50.0%	0%
	AHRC	4 (100%)	0 (0%)	1	0	25.0%	NA

Table 12: Applications and successes for PG funding.

#### KEY POINTS

- 4.1(v).1 Female students disproportionately do not continue from UG>PGT>PGR.
- 4.1(v).2 Women are under-represented in applications to PG funding.

#### ACTION POINTS

- 4.1(v).1 Funding application writing workshop for final-year UG students and MA students, specifically targeting female students.
- 4.1(v).2 Review and revise materials on PG funding opportunities using gender bias-avoidance software from HR.
- 4.1(v).3 Monitor characteristics of students who apply for PG funding.
- 4.1(v).4 Ensure male and female student experiences are represented at the PG funding information session (see Section 5.3(iv), Action 5.3(iv).4).



#### 4.2. Academic and research staff data

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

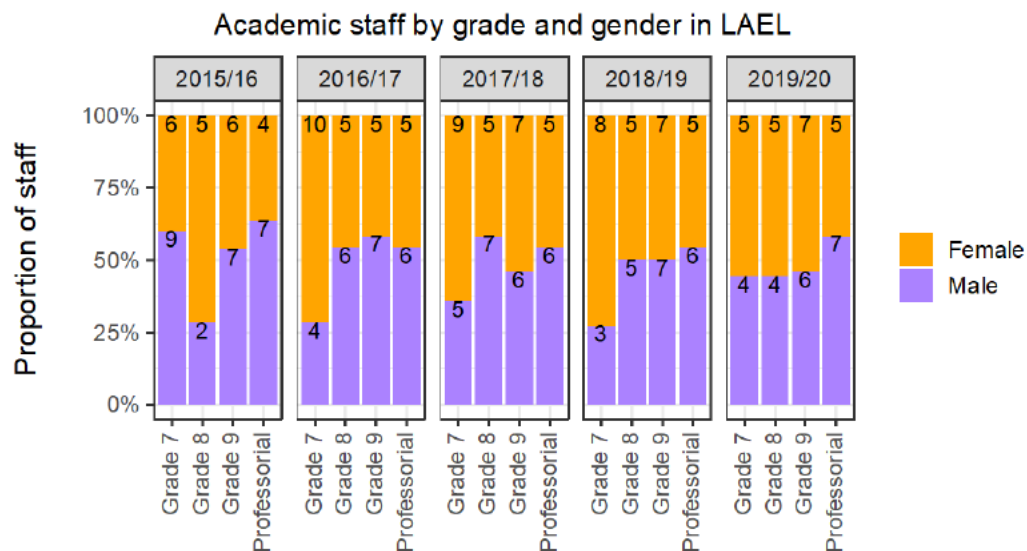
*Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.*

The Lancaster pay grades mapped onto HESA levels are in Table 13.

Grade	Description	HESA level
5	Grade 5 PSS	NO
6	Grade 6 PSS Research Associate Teaching Associate	LO
7	Grade 7A lecturer (teaching and service) Grade 7P research fellow Grade 7P teaching fellow	KO
8	Grade 8A lecturer (teaching and service) Grade 8P research fellow Grade 7P teaching fellow	JO
9	Grade 9A senior lecturer (teaching and service) Grade 9P senior research fellow Grade 9P senior teaching fellow	IO
AC04	Professorial	F1

Table 13: Mapping of Lancaster grades onto HESA levels.

In general, there are slightly more men than women at higher grades in LAEL (Figure 33).



Level	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
Grade 7	Female	6 (40%)	10 (71%)	9 (64%)	8 (73%)	5 (56%)
	Male	9 (60%)	4 (29%)	5 (36%)	3 (27%)	4 (44%)
Grade 8	Female	5 (71%)	5 (45%)	5 (42%)	5 (50%)	5 (56%)
	Male	2 (29%)	6 (55%)	7 (58%)	5 (50%)	4 (44%)
Grade 9	Female	6 (55%)	5 (42%)	7 (64%)	7 (50%)	7 (64%)
	Male	7 (45%)	7 (58%)	6 (36%)	7 (50%)	6 (36%)
Professor	Female	4 (36%)	5 (45%)	5 (38%)	5 (45%)	5 (42%)
	Male	7 (64%)	6 (55%)	8 (62%)	6 (55%)	7 (58%)

Figure 33: Male and female staff at each academic grade in the past five years in LAEL. Grade 6 excluded due to very small numbers (see Table 16).

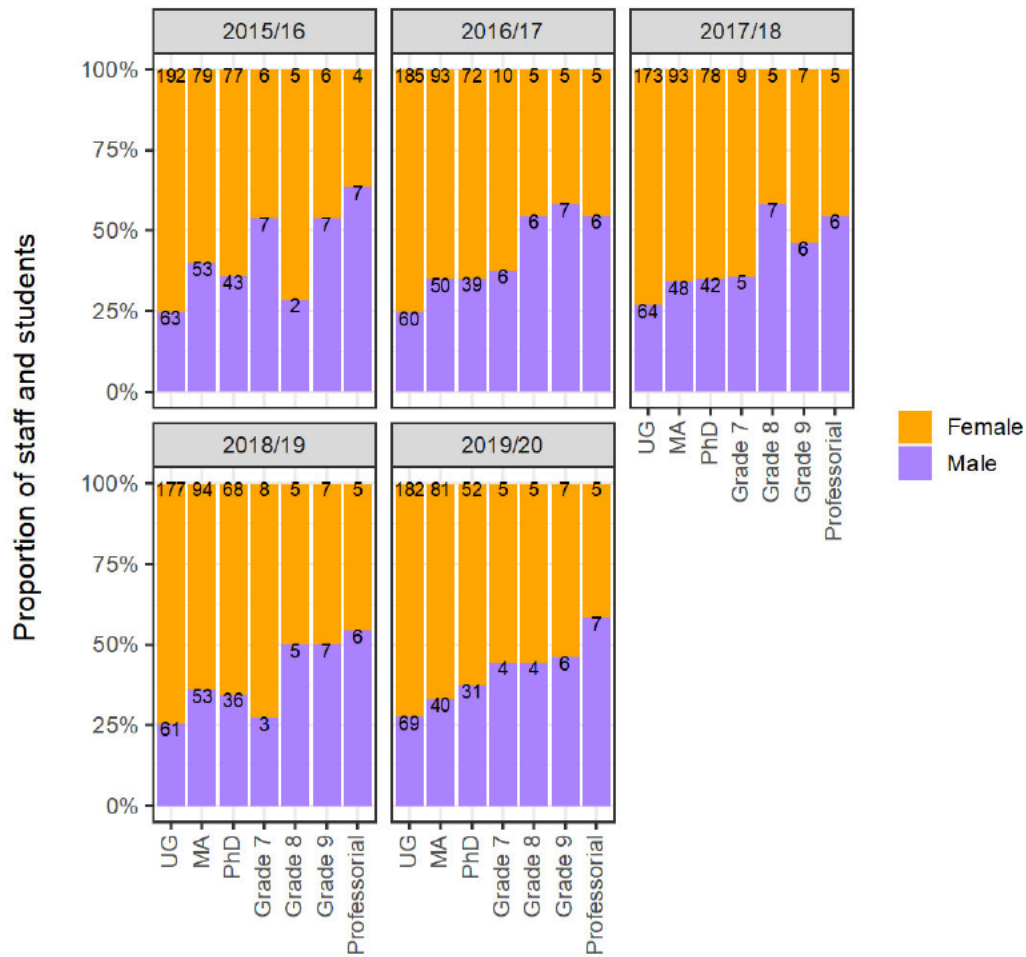
The makeup of LAEL staff in 2019/20 is similar to HESA benchmarks (Table 14).

LAEL data		HESA benchmarks	
% female non-prof	54.8%	% female non-prof	58.5%
% male non-prof	45.2%	% male non-prof	41.5%
% female prof	41.7%	% female prof	43.3%
% male prof	58.3%	% male prof	56.7%

Table 14: LAEL staff grades and gender in 2019/20 compared to HESA benchmarks.

The progression pipeline for LAEL for staff and students is in Figure 34. The general pattern is of decreasing proportion of women and increasing proportion of men from UG to Professor (Actions 4.1(v).1-4, 5.1(iii).1-5).

### Pipeline from UG to Professor in LAEL



Level	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
UG	Female	192 (75%)	185 (76%)	173 (73%)	177 (74%)	182 (73%)
	Male	63 (25%)	60 (24%)	64 (27%)	61 (26%)	69 (27%)
MA	Female	79 (60%)	93 (65%)	93 (66%)	94 (69%)	81 (67%)
	Male	53 (40%)	50 (35%)	48 (34%)	43 (31%)	40 (33%)
PhD	Female	77 (64%)	72 (65%)	78 (65%)	68 (65%)	52 (63%)
	Male	43 (36%)	39 (35%)	42 (35%)	36 (35%)	31 (37%)
Grade 7	Female	6 (40%)	10 (71%)	9 (64%)	8 (73%)	5 (56%)
	Male	9 (60%)	4 (29%)	5 (36%)	3 (27%)	4 (44%)
Grade 8	Female	5 (71%)	5 (45%)	5 (42%)	5 (50%)	5 (56%)
	Male	2 (29%)	6 (55%)	7 (58%)	5 (50%)	4 (44%)
Grade 9	Female	6 (55%)	5 (42%)	7 (64%)	7 (50%)	7 (64%)
	Male	7 (45%)	7 (58%)	6 (36%)	7 (50%)	6 (36%)
Professor	Female	4 (36%)	5 (45%)	5 (38%)	5 (45%)	5 (42%)
	Male	7 (64%)	6 (55%)	8 (62%)	6 (55%)	7 (58%)

Figure 34: Progression pipeline from UG to professor in LAEL.

Figure 35, Table 15 shows the ethnic makeup of academic staff in LAEL in comparison to HESA benchmarks (5 Prefer Not to Say (PNS) responses were excluded from the LAEL data).

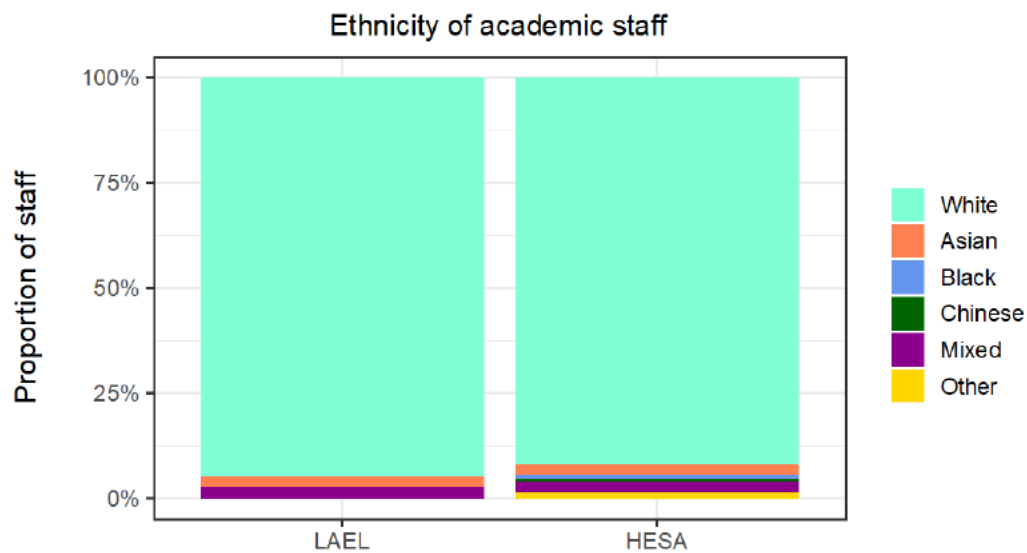


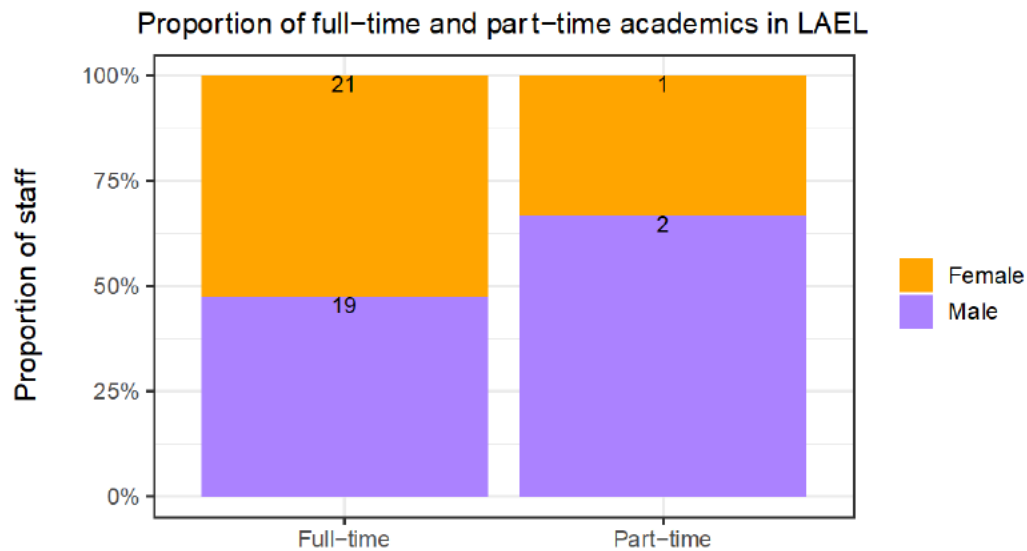
Figure 35: Ethnicity of academic staff in LAEL and HESA benchmarking in 2019/20.

The numbers of academics involved are in Table 15. The proportion of non-white academics in LAEL is extremely small, but this is similar to HESA benchmarks.

Data source	Ethnicity	Number	Proportion
LAEL	White	36	94.7%
	Asian	1	2.6%
	Black	0	0%
	Chinese	0	0%
	Mixed	1	2.6%
	Other	0	0%
HESA	White	4310	91.8%
	Asian	120	2.6%
	Black	40	0.9%
	Chinese	35	0.7%
	Mixed	120	2.6%
	Other	70	1.5%

Table 15: Ethnicity of academic staff in LAEL compared to HESA benchmark. We have not broken down by gender in LAEL as individual staff will be identifiable.

There are not many part-time academics (Figure 36). The male part-time staff members are Grade 9, the female part-time staff member is a professor who chooses to split her career between Lancaster and a university in another country.



Gender	Full-time	Part-time
Female	21 (53%)	1 (33%)
Male	19 (47%)	2 (66%)

Figure 36: Number and proportion of full-time and part-time academics in LAEL in 2019/20.

There have been no teaching-only positions in LAEL in the past five years. Research-only staff are employed fixed-term on specific projects only or have individual fellowships. These are at Grade 6/7, stipulated by the requirements of a grant (Table 16). See also 4.2(ii) Figure 37.

Level	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
Grade 6	Female	1 (50%)				
	Male	1 (50%)	2 (100%)	2 (100%)	1 (100%)	1 (100%)
Grade 7	Female	6 (50%)	9 (75%)	8 (73%)	8 (80%)	3 (60%)
	Male	6 (50%)	3 (25%)	3 (27%)	2 (20%)	2 (40%)

Table 16: Numbers, grades and gender of research-only staff. See also totals of fixed-term staff in Figure 37.

#### KEY POINTS

- 4.2(i).1 There is a slightly higher proportion of male professors in LAEL.
- 4.2(i).2 The proportion of women decreases from UG to Professor.
- 4.2(i).3 LAEL academics are overwhelmingly white.
- 4.2(i).4 There are very few part-time academics in LAEL.

#### ACTION POINTS

- 4.2(i).1 Collect and analyse data within grade bands to gain a more fine-grained picture of the positions of male and female colleagues.
- See also Actions in Section 4.1(v) and 5.1(iii).

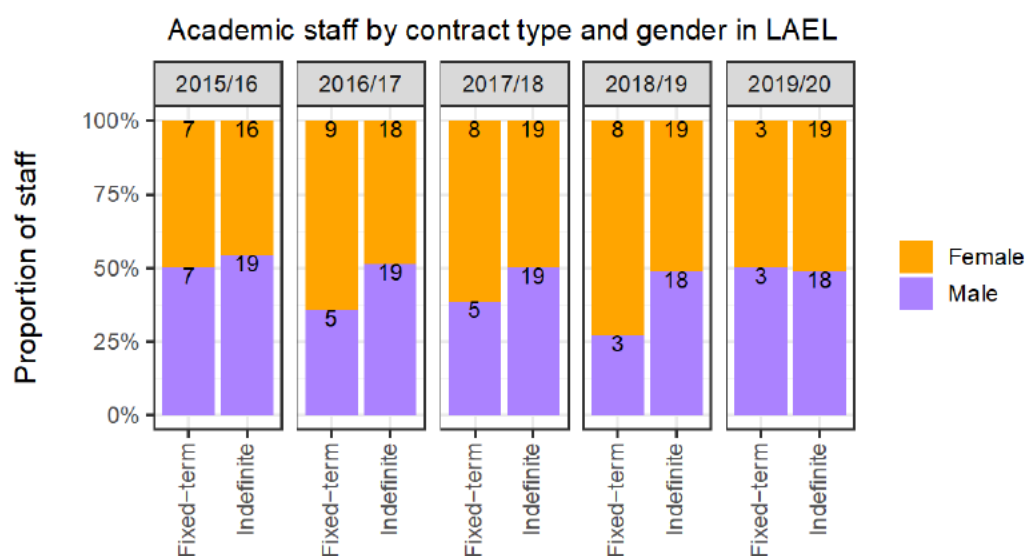
#### SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

(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.*

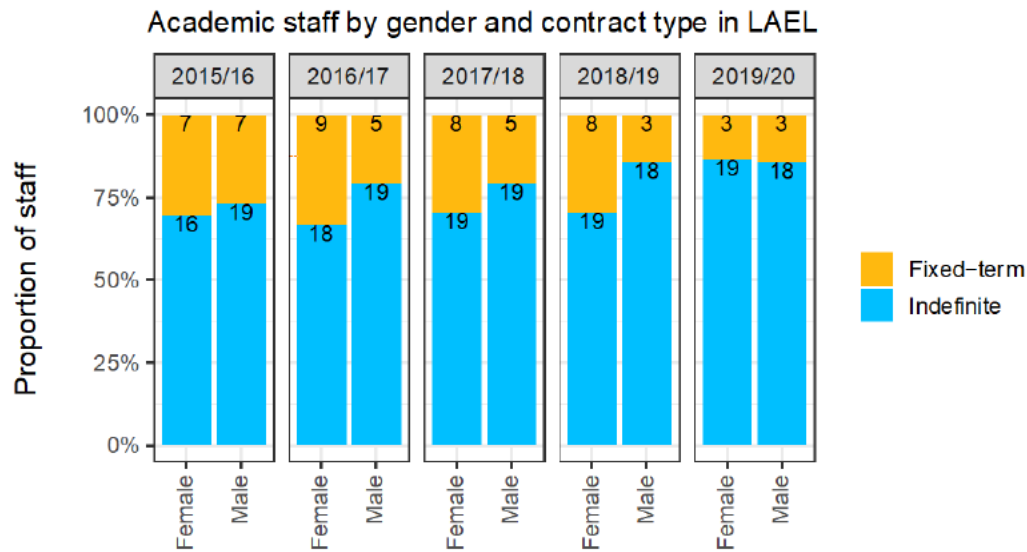
There is a greater proportion of female academics employed on fixed-term contracts compared to men, though this has evened out in the past year (Figure 37).



Contract	Gender	2015/16	2016/17	2017/18	2018/19	2019/20
Fixed-term	Female	7 (50%)	9 (64%)	8 (62%)	8 (73%)	3 (50%)
Fixed-term	Male	7 (50%)	5 (36%)	5 (38%)	3 (27%)	3 (50%)
Indefinite	Female	16 (46%)	18 (49%)	19 (50%)	19 (51%)	19 (51%)
Indefinite	Male	19 (54%)	19 (51%)	19 (50%)	18 (49%)	18 (49%)

Figure 37: Number and proportion of academics on indefinite and fixed-term contracts.

Over time there has been a greater proportion of the female workforce on fixed term contracts compared to men (Figure 38). Staff on such contracts are mainly employed as postdocs in the large research centre attached to the Department, CASS, or have independent research fellowships.



Gender	Contract	2015/16	2016/17	2017/18	2018/19	2019/20
Female	Fixed-term	7 (30%)	9 (33%)	8 (30%)	8 (30%)	3 (14%)
Female	Indefinite	16 (70%)	18 (66%)	19 (70%)	19 (70%)	19 (86%)
Male	Fixed-term	7 (27%)	5 (21%)	5 (21%)	3 (14%)	3 (14%)
Male	Indefinite	19 (73%)	19 (79%)	19 (79%)	18 (86%)	18 (86%)

Figure 38: Number and proportion of academic staff by gender and contracts type.

In LAEL, fixed-term contracts are only used for research-only positions. A comparison to HESA benchmarks is in Table 17. The proportions of each gender were equal in 2019/20 in LAEL compared to a higher proportion of females on research-only contracts in the HESA data. However, the number of staff on research-only contracts in LAEL is small so it is difficult to draw meaningful conclusions. Zero-hours contracts are not used at Lancaster University.

LAEL Female		LAEL Male		HESA Female		HESA Male	
Number	%	Number	%	Number	%	Number	%
3	50%	3	50%	985	61%	630	39%

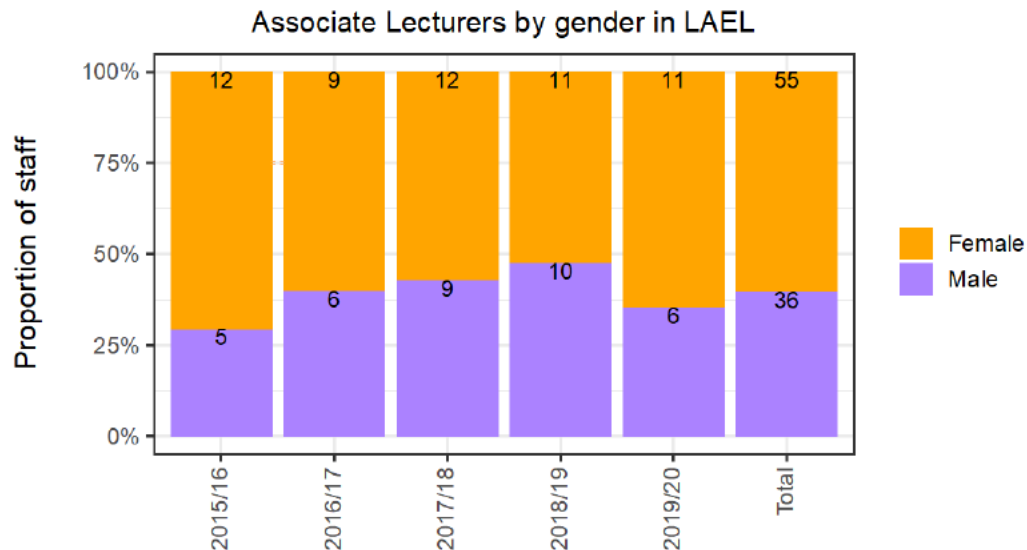
Table 17: Number and percentage of research-only contracts held by men and women in LAEL 2019/20 and HESA benchmark data.

We employ a number of PhD students as Associate Lecturers (ALs) to teach on UG modules. ALs are contracted to do a certain number of seminars each week on a module. They are paid for three hours per seminar including preparation, teaching, an office-hour and marking (Faculty standard rate). ALs attend one training session each year and are supervised by the academic convening the course. ALs are recruited via a



department process where they can apply for available teaching, in agreement with their supervisors. Teaching is offered based on the applicant's strengths.

There are more female ALs than male: 60% F, 40% M in total - Figure 39. This reflects the gender balance of our PGR population (63% F, 37% M in 2019/20 - Figure 26). However, the PGR students most likely to be available to work as ALs are those studying full-time on the thesis only programme. In the past five years, these students were 67% female 33% male and (Figure 28). There is, therefore, an over-representation of male ALs, which may harm the career progression of female PGR students (Actions 4.2(ii).1-2). We have not kept records of applications to AL positions in the past (Action 4.2(ii).3).



Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Female	12 (71%)	9 (60%)	12 (57%)	11 (52%)	11 (65%)	55 (60%)
Male	5 (29%)	6 (40%)	9 (43%)	10 (48%)	6 (35%)	36 (40%)

Figure 39: Number and proportion of Associate Lecturers in LAEL.

**KEY POINTS**

- 4.2(ii).1 There are very few staff on fixed-term contracts in LAEL and such contracts are limited to specific research projects.
- 4.2(ii).2 Male students are slightly over-represented among Associate Lecturers.

**ACTION POINTS**

- 4.2(ii).1 Review and revise recruitment material for ALs to identify possible gender biases.
- 4.2(ii).2 Include career planning including working as an AL as part of the PhD panel process in order to help students plan their workload in order to include teaching where appropriate.
- 4.2(ii).3 Keep records on gender of applicants for AL positions.

(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.*

There are very small numbers of academic leavers (Figure 40, Table 18) and it is not possible to draw a clear pattern with regard to gender of leavers over time. Two staff members (1F, 1M, both professors) worked part-time before retiring in 2019 and it is common to do so.

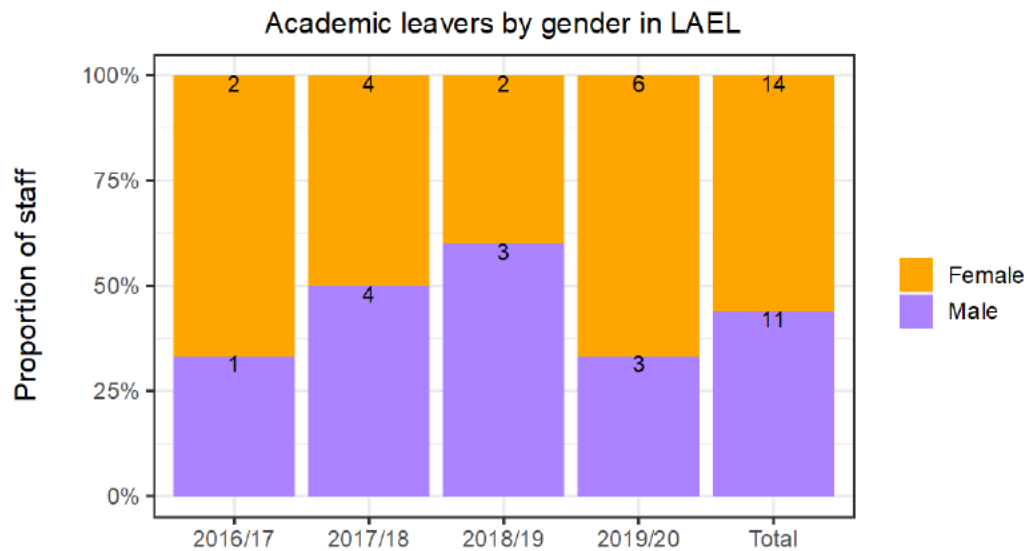
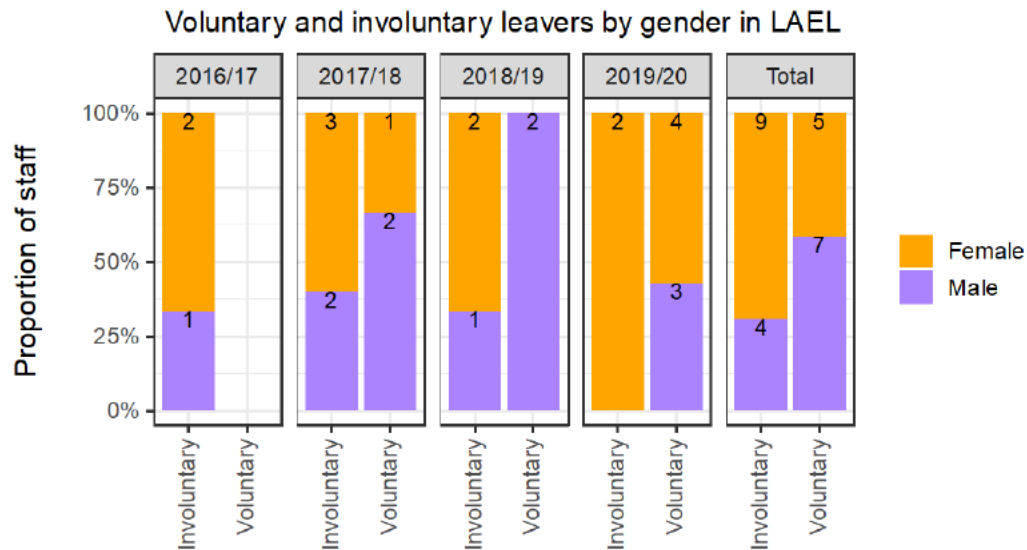


Figure 40: Number and proportion of academic leavers from LAEL in the past four years.

Year	Number of leavers		Leavers as a % of total academics	
	Female	Male	Female	Male
2016/17	2 (67%)	1 (33%)	8.7%	3.8%
2017/18	4 (50%)	4 (50%)	14.8%	16.7%
2018/19	2 (40%)	3 (60%)	7.4%	12.5%
2019/20	6 (67%)	3 (33%)	23.1%	14.3%
Total	14 (56%)	11 (44%)	14.3%	12.4%

Table 18: Number of academic leavers from LAEL and shown as a proportion of male and female academics.

Figure 41 shows the proportion of male and female leavers according to whether they left voluntarily or involuntarily (due to their contract ending). The numbers are very small but involuntary leavers are more likely to be female. This is likely due to a typically higher proportion of women on fixed-term contracts.



Leaving status	Gender	2016/17	2017/18	2018/19	2019/20	Total
Involuntary	Female	2 (67%)	3 (60%)	2 (67%)	2 (100%)	9 (69%)
Involuntary	Male	1 (33%)	2 (40%)	1 (33%)	0 (0%)	4 (31%)
Voluntary	Female	0	1 (33%)	2 (100%)	4 (57%)	5 (42%)
Voluntary	Male	0	2 (67%)	0 (0%)	3 (43%)	7 (58%)

Figure 41: Voluntary and involuntary leavers from LAEL over the past four years.

The University offers a redeployment scheme for involuntary leavers whose contracts have ended.<sup>2</sup> This policy has recently been enhanced, for example the default will be to move colleagues who have had successive fixed-term contracts onto indefinite contracts. This policy will be implemented (Action 4.2(iii).1). Any colleague who is leaving is currently offered an exit interview with the HoD. We will now implement the new FASS exit interview policy and encourage the colleague to an exit interview with the EDI Chair and to complete an exit questionnaire (Actions 4.2(iii).2-3).

**KEY POINTS**

- 4.2(iii).1 In general, there is a low staff turnover in LAEL.
- 4.2(iii).2 Involuntary leavers are more likely to be women than men.

<sup>2</sup> [https://www.lancaster.ac.uk/users/ucu/policies/Approved\\_05-Casual%20Working%20and%20FTC%20Policy.pdf](https://www.lancaster.ac.uk/users/ucu/policies/Approved_05-Casual%20Working%20and%20FTC%20Policy.pdf)

**ACTION POINTS**

4.2(iii).1 Implement the enhanced University policy on fixed term contracts.

4.2(iii).2 Implement the new FASS exit interview policy and encourage all leavers to an exit interview with the EDI Chair.

4.2(iii).3 Use the new FASS exit interview questionnaire to compile and analyse reasons for leaving.

[2145 words]

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

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

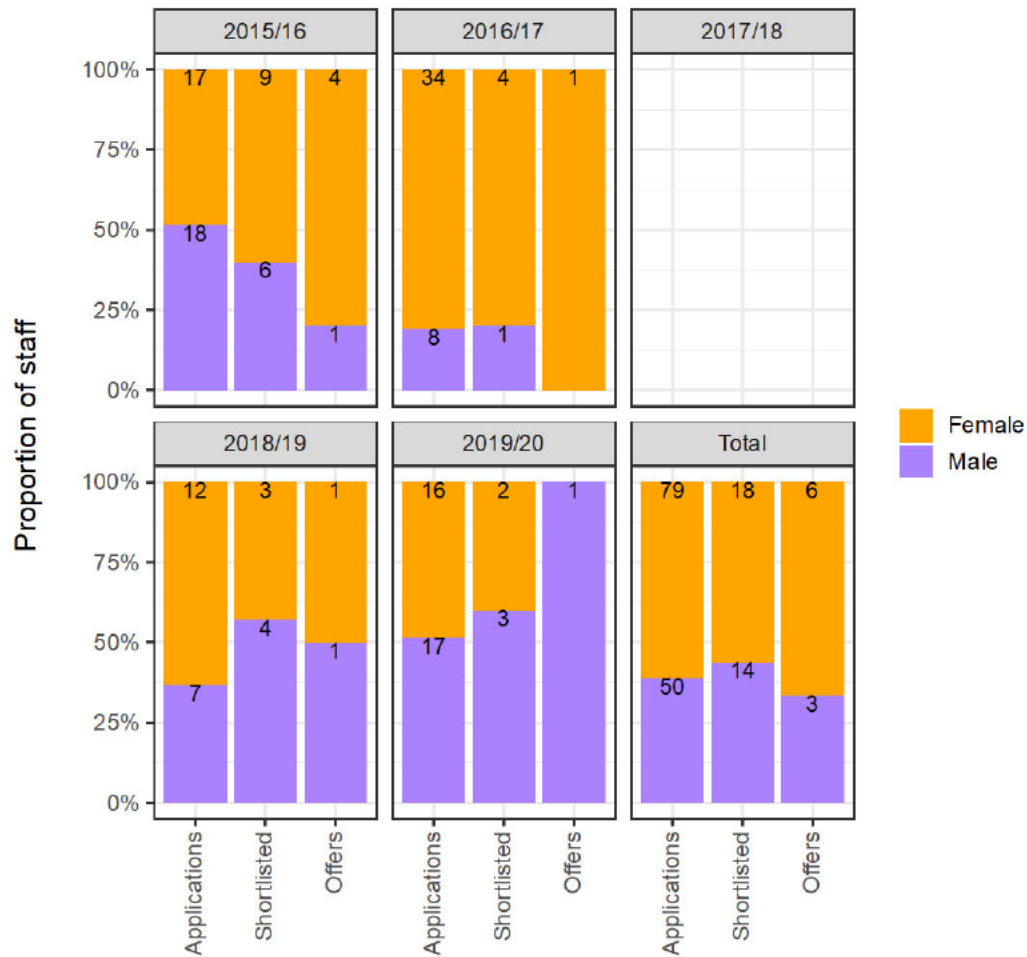
#### (i) Recruitment

*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.*

Positions are advertised on the University's website, on subject-specific mailing lists and on social media. University policy is that 'wherever practical' a recruitment panel will represent a range of ages, genders, ethnicities and disability characteristics. In LAEL we ensure that both male and female staff are represented on panels and aim for parity. We have not kept records of this but will do so (Action 5.1(i).1). Shortlisting is done via an online system and applications are scored according to desirable and essential criteria. The highest-ranking candidates are invited to interview. Application guidance documents are written to ensure that they are welcoming to different genders and we use a gender decoder tool to guard against unintentionally using biased language. We highlight Lancaster University's Athena Swan award and include a statement saying that we welcome diverse applicants. A candidate who declares a disability and meets the essential criteria is automatically shortlisted. Recruitment panel chairs are required to have completed a bias avoidance training course, which we will extend to all panel members (Action 5.1(i).3).

Data on academic applications, shortlisting and offers are in Figure 42-Figure 46. There are no cases where a greater proportion of female applicants were offered positions than applied for them. However, there are two grades where a greater proportion of male applicants were offered positions than applied for them: 7A and 7P. Overall, there are small numbers involved at each grade, and we do not see any concerning gendered trends. In this period only one position did not recruit (Grade 9A, all-female shortlist).

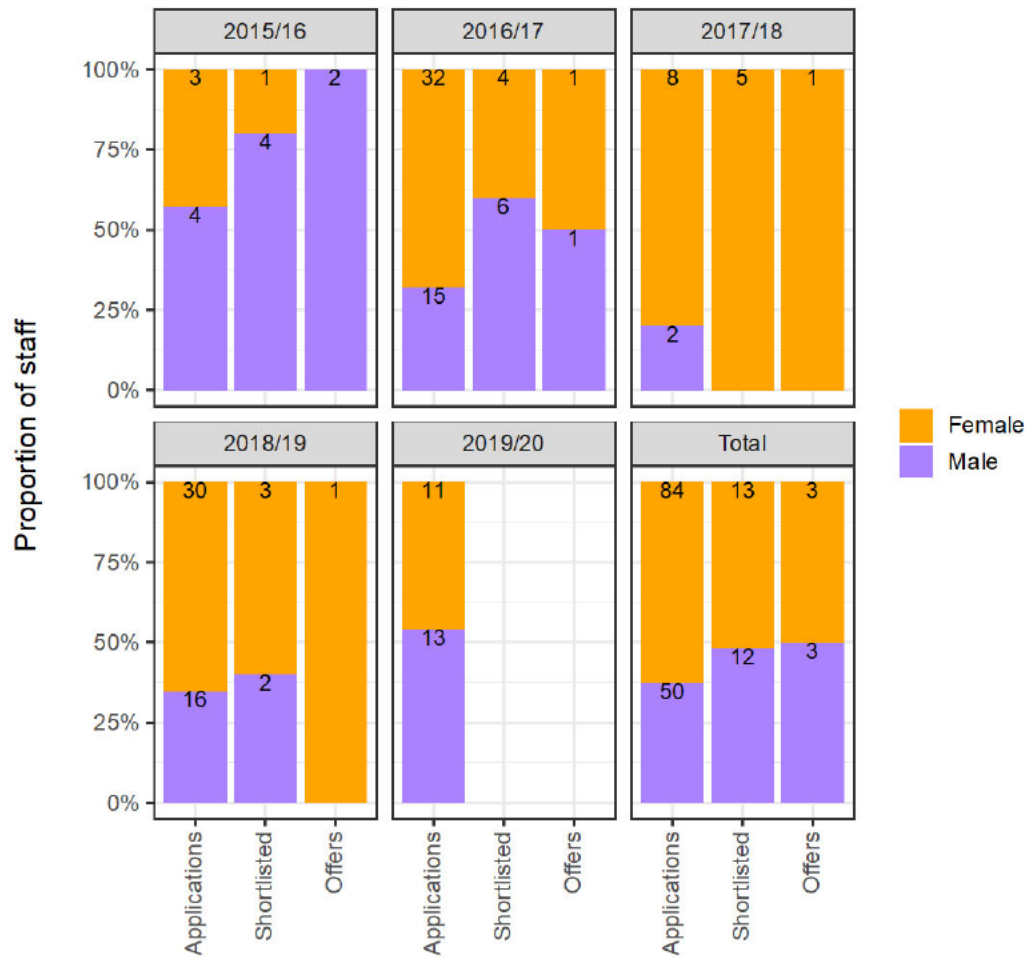
### Appointments to Grade 6P



Recruitment	Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Applications	Female	17 (49%)	34 (81%)	0	12 (63%)	16 (48%)	79 (61%)
	Male	18 (51%)	8 (19%)	0	7 (37%)	17 (52%)	50 (39%)
Shortlisted	Female	9 (60%)	4 (80%)	0	3 (43%)	2 (40%)	18 (56%)
	Male	6 (40%)	1 (20%)	0	4 (57%)	3 (60%)	14 (44%)
Offers	Female	4 (80%)	1 (100%)	0	1 (50%)	0 (0%)	6 (67%)
	Male	1 (20%)	0 (0%)	0	1 (50%)	1 (100%)	3 (33%)

Figure 42: Applicants, shortlisting and offers made at Grade 6P (Research Associate).

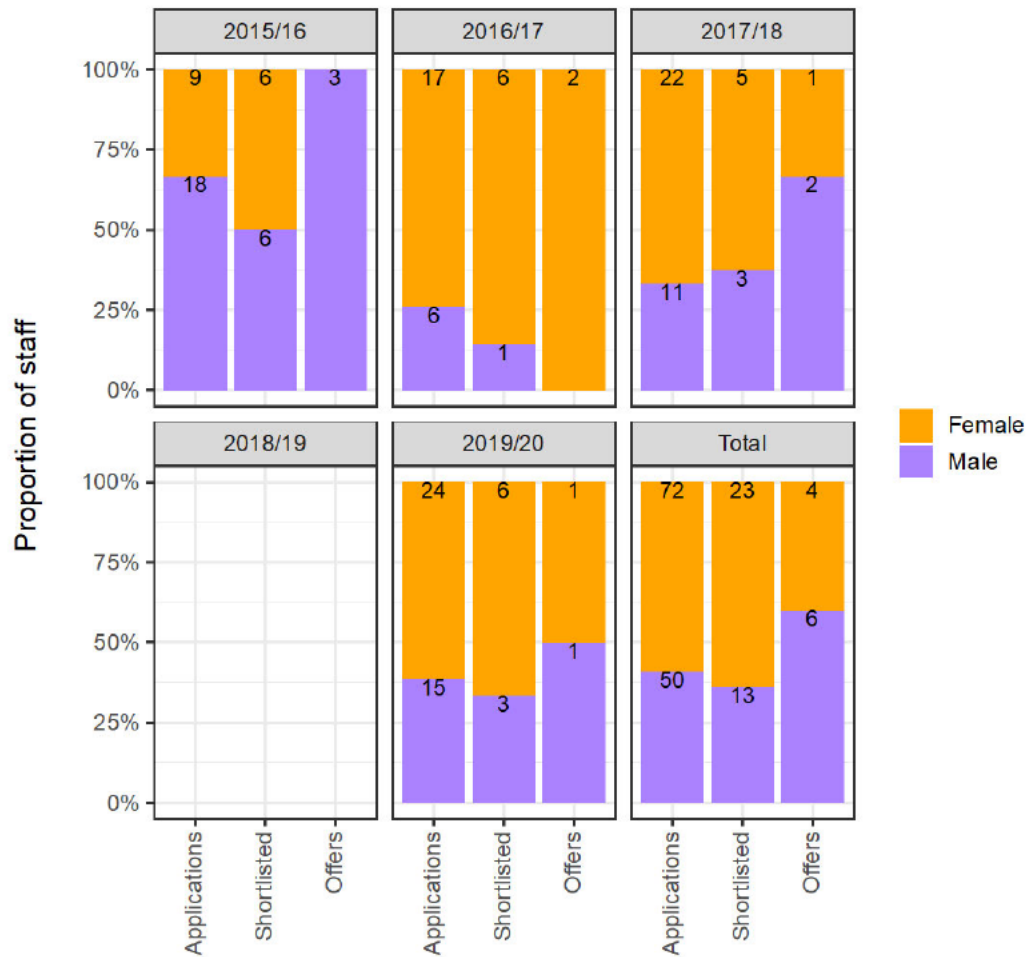
### Appointments to Grade 7A



Recruitment	Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Applications	Female	3 (43%)	32 (68%)	8 (80%)	30 (65%)	11 (46%)	84 (63%)
	Male	4 (57%)	15 (32%)	2 (20%)	16 (35%)	13 (54%)	50 (37%)
Shortlisted	Female	1 (20%)	4 (40%)	5 (100%)	3 (60%)		13 (52%)
	Male	4 (80%)	6 (60%)	0 (0%)	2 (40%)		12 (48%)
Offers	Female	0 (0%)	1 (50%)	1 (100%)	1 (100%)		3 (50%)
	Male	2 (100%)	1 (50%)	0 (0%)	0 (0%)		3 (50%)

Figure 43: Applicants, shortlisting and offers made at Grade 7A (Teaching and research).

### Appointments to Grade 7P

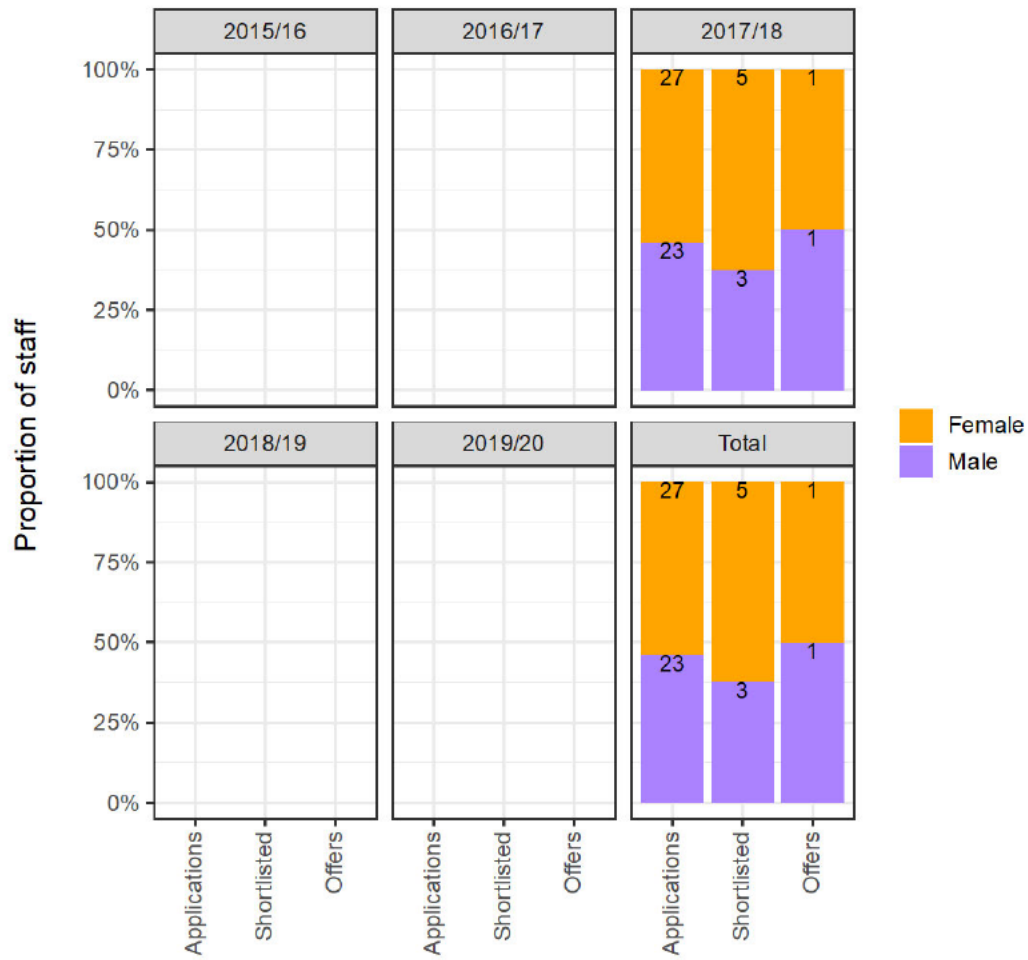


Recruitment	Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Applications	Female	9 (33%)	17 (74%)	22 (67%)		24 (62%)	72 (59%)
	Male	18 (67%)	6 (26%)	11 (33%)		15 (38%)	50 (41%)
Shortlisted	Female	6 (50%)	6 (86%)	5 (63%)		6 (67%)	23 (64%)
	Male	6 (50%)	1 (14%)	3 (37%)		3 (33%)	13 (36%)
Offers	Female	0 (0%)	2 (100%)	1 (33%)		1 (50%)	4 (40%)
	Male	3 (100%)	0 (0%)	2 (67%)		1 (50%)	6 (60%)

Figure 44: Applicants, shortlisting and offers made at Grade 7P (Research Fellow).



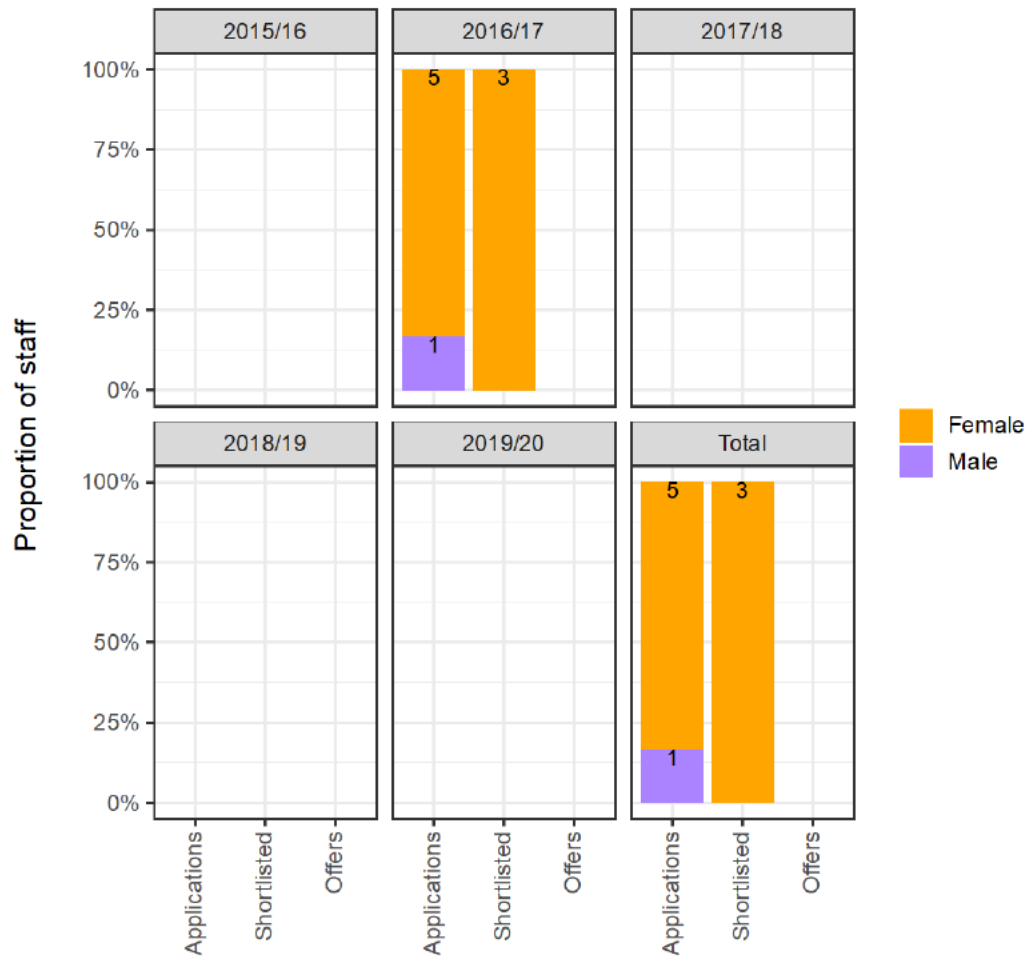
### Appointments to Grade 8A



Recruitment	Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Applications	Female			27 (54%)			27 (54%)
	Male			23 (46%)			23 (46%)
Shortlisted	Female			5 (63%)			5 (63%)
	Male			3 (37%)			3 (37%)
Offers	Female			1 (50%)			1 (50%)
	Male			1 (50%)			1 (50%)

Figure 45: Applicants, shortlisting and offers made at Grade 8A (Teaching and research).

### Appointments to Grade 9A



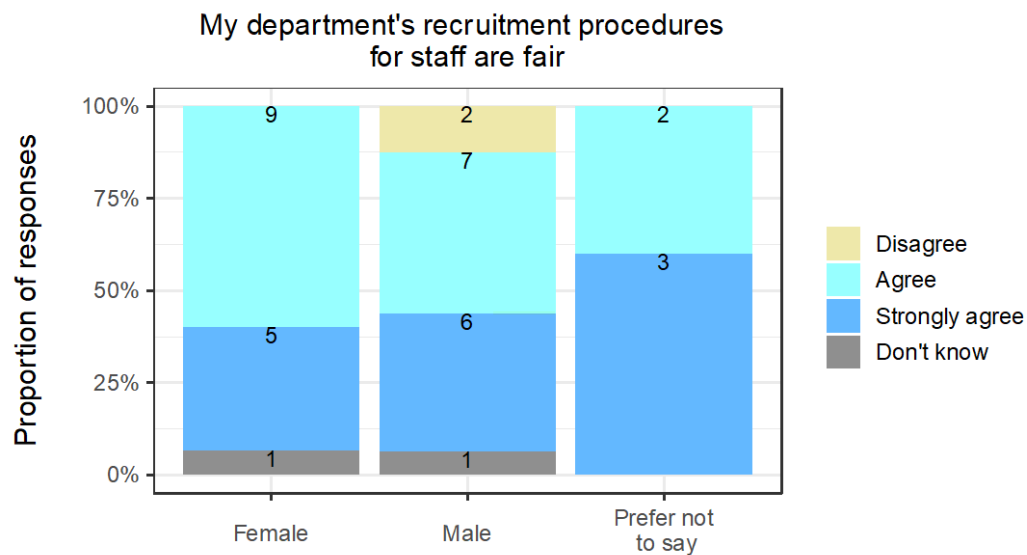
Recruitment	Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Applications	Female		5 (83%)				5 (83%)
	Male		1 (17%)				1 (17%)
Shortlisted	Female		3 (100%)				3 (100%)
	Male		0 (0%)				0 (0%)
Offers	Female						
	Male						

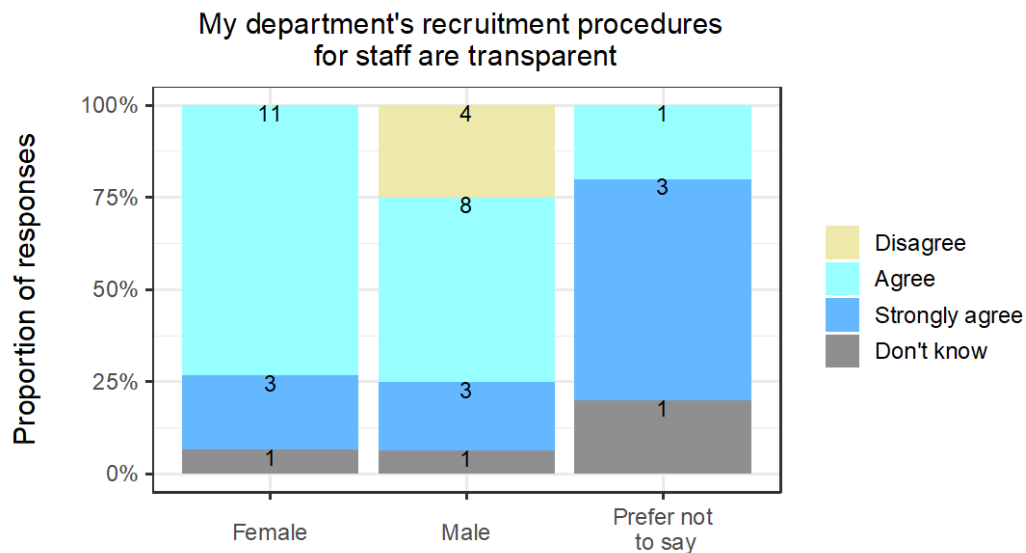
Figure 46: Applicants, shortlisting and offers made at Grade 9A (Teaching and research).

Academic appointments are made after a research talk open to all staff and an interview involving panel members. Some comments were made about a perceived lack of weight added to the job talk in relation to the interview. In focus group discussions, it was concluded that perceptions about hiring came from a lack of knowledge about the process (Action 5.1(i).4).

‘Recruitment could be more transparent if members of the Department were given more of a say throughout the entire process. For example, deciding who gets to sit on the panel, what the job role will involve, and taking better account of the views of members of the department after the presentation’  
*(Male academic)*

Figure 47 shows that 93.3% of female academics think that the department’s recruitment process is fair, compared to 81.3% of males. 93.3% of females think that recruitment processes are transparent compared to 68.8% of males. We do not know why this gender discrepancy exists, but aim to improve transparency (Action 5.1(i).4).





*Figure 47: Academic staff survey responses to the questions 'My department's recruitment procedures are fair' and 'My department's recruitment procedures are transparent'.*

#### KEY POINTS

- 5.1(i).1 LAEL has offered male applicants a disproportionate share of positions at grade 7A and 7P.
- 5.1(ii).2 Female staff are more likely than male staff to think that recruitment processes are fair and transparent.

#### ACTION POINTS

- 5.1(i).1 Keep a record of gender characteristics on recruitment panels.
- 5.1(i).2 Analyse and revise essential and desirable criteria for job adverts to ensure none imply gender bias.
- 5.1(i).3 Require all interview panel members to undertake recruitment bias avoidance training.
- 5.1(i).4 Produce and share an internal document to explain recruitment processes.

(ii) Induction

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

Induction is carried out by the Departmental Officer (DO) and the Head of Department (HoD). The DO introduces the new colleague to the practical aspects of work and to other colleagues. The new colleague then meets with the HoD. The HoD ensures the new colleague is appointed a mentor, discusses training needs, and oversees their Performance and Development Review (PDR). The new colleague and the HoD agree a probation document.

Ten academics in the staff survey said that they had recently been through an induction process. Of these, 3/5 women did not find it helpful and thorough compared to 0/3 men and 0/2 PNS (Figure 48).

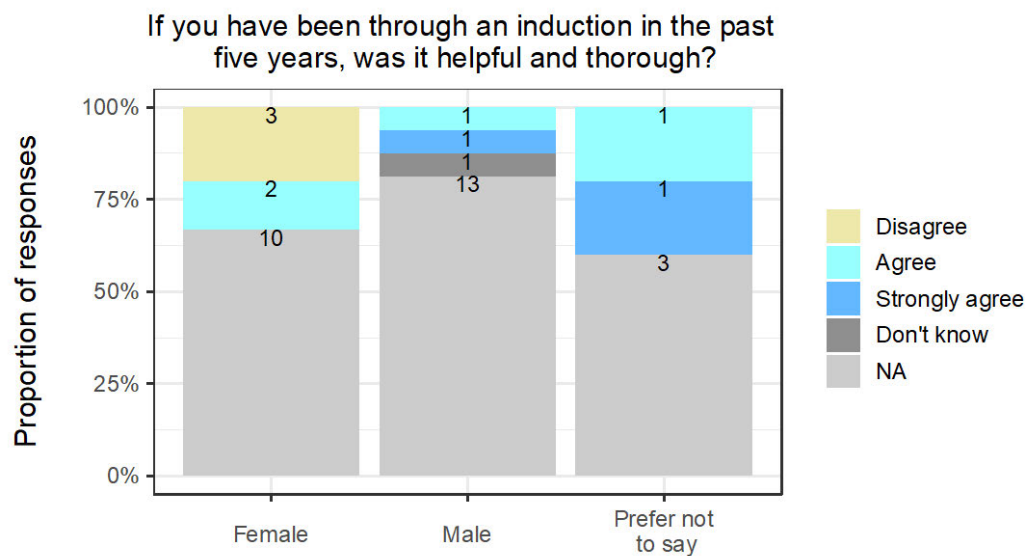


Figure 48: Academic survey results regarding induction.

KEY POINTS

5.1(ii).1 Women are less likely than men to find induction helpful and thorough.

### ACTION POINTS

- 5.1(ii).1 Invite male and female colleagues to a focus group discussion regarding a useful induction process.
- 5.2(ii).2 Revise induction process accordingly.

### (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.*

The University's promotion criteria are centrally decided. At the beginning of each promotions round, the criteria are disseminated to all staff. There are promotions-related events at University level every year. The FASS EDI committee held a promotions event for the first time in 2020/21. The Research Staff Association offers workshops for research-only staff.

In the Department, promotion is discussed every year as part of PDR. Colleagues are invited by the HoD to discuss their plans and seek advice. The HoD offers to provide feedback on all draft applications.

Staff are encouraged to declare relevant career breaks or periods where work was affected by personal circumstances. When promotions are unsuccessful, feedback can be requested from the promotions committee. Pay is not negotiable and is set by the union-agreed spinal point system.

'For promotion, there is often good individual support from colleagues and mentors, but there is not a lot of "structural" support as such. I feel we could benefit from a promotions committee within the department that gives advice and considers applications internally so that the decision of whether or not to support the application does not rest only with the HoD.'

*(Male academic)*

Applications for promotion are in Table 19.

Year	Grade on application	Grade applied to	Female			Male		
			Applications	Successes	Number of applications as % of cohort	Applications	Successes	Number of applications as % of cohort
2015/16	Professor	Professorial increment	3	3	75%	5	5	71.4%
	Grade 9	Professor			0%			0%
	Grade 8	Grade 9			0%			0%
	Grade 7	Grade 8			0%	3	3	33.3%
2016/17	Professor	Professorial increment	2	2	40%	1	0	16.7%
	Grade 9	Professor			0%			0%
	Grade 8	Grade 9	2	2	40%			0%
	Grade 7	Grade 8	1	1	10%			0%
2017/18	Professor	Professorial increment	2	2	40%	2	1	33.3%
	Grade 9	Professor			0%			0%
	Grade 8	Grade 9			0%	1	1	14.3%

Year	Grade on application	Grade applied to	Female			Male		
			Applications	Successes	Number of applications as % of cohort	Applications	Successes	Number of applications as % of cohort
2018/19	Grade 7	Grade 8			0%	1	1	20%
	Professor	Professorial increment	2	1	40%	2	2	33.3%
	Grade 9	Professor			0%			0%
	Grade 8	Grade 9	1	1	20%	1	1	20%
2019/20	Grade 7	Grade 8			0%	2	0	50%
	Professor	Professorial increment	1	1	20%	4	4	57.1%
	Grade 9	Professor	3	3	42.8%			0%
	Grade 8	Grade 9	1	1	20%	1	1	25%
Median	Grade 7	Grade 8			0%	2	0	50%
	Professor	Professorial increment	2	2	40%	2.8	2.4	33%
	Grade 9	Professor	3	3	43%	0	0	0%
	Grade 8	Grade 9	1	1	20%	1	1	20%
	Grade 7	Grade 8	1	1	13%	2	1.33	50%

Table 19: Promotion applications and successes in LAEL.

Table 19 shows that a lower proportion of female staff apply for promotion from Grade 7 to Grade 8 than male staff. This might be due to the greater numbers of females on fixed-term contracts who might feel that they are not eligible (Action 5.1(iii).1). In the past 5 years no male staff have applied for promotions from Grade 9 to professor (~7 males at Grade 9 each year). The 3 part-time academics have not applied for promotion in the past 5 years.

The success rates for promotions are in Table 20. This table shows that rates are generally high, but lower for male staff (Action 5.1(iii).3).

Year	Female success rate	Male success rate
2015/16	100%	100%
2016/17	100%	50%
2017/18	100%	75%
2018/19	66%	100%
2019/20	100%	33%
Mean	93.2%	71.6%

Table 20: Summary of promotion success rates in LAEL.

93.8% of male respondents to the academic staff survey have applied for promotion since appointment but only 66.7% of female respondents (Figure 49) (Actions 5.1(iii).1-5).

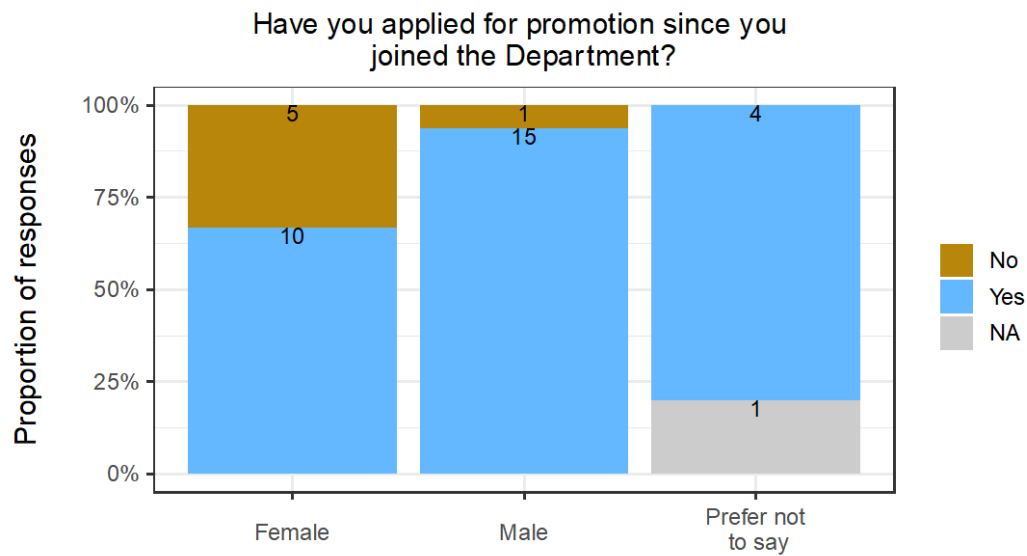


Figure 49: Applications to promotion according to the staff survey.

20% of female respondents disagreed that women are actively encouraged to apply for promotion, compared to 0% of male respondents (Figure 50).

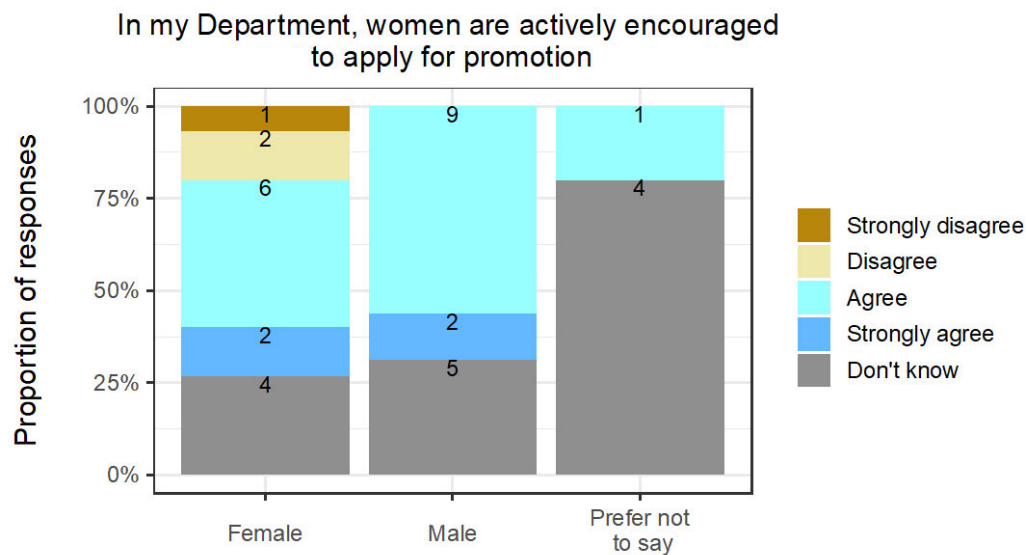


Figure 50: Responses to academic staff survey about women being encouraged to apply for promotion.



The majority of staff agree that they are confident to put themselves forward for promotion when they meet the criteria (Figure 51). Female staff are less likely to strongly agree suggesting that they might be less confident in applying (Actions 5.1(iii).1, 5.1(iii).5).

'I tried to put forward an application, but I struggled with the documentation and I didn't feel confident enough, so I didn't send it over'  
(Female academic)

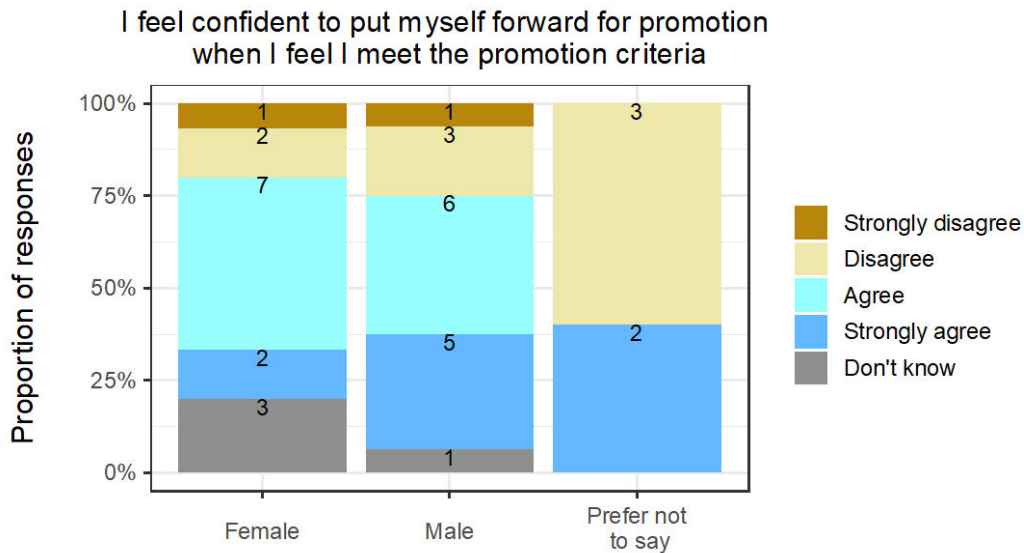


Figure 51: Academic staff survey responses about confidence in applying for promotion.

Most academics agree that the department values a full range of an individual's skills and experiences (Figure 52). There is no clear gendered pattern to responses and only 6/36 did not agree.

[I have not applied because]  
'Strengths in my portfolio not valued by the university, not enough time to complete the application form when the deadline was closing in'  
(Female academic)

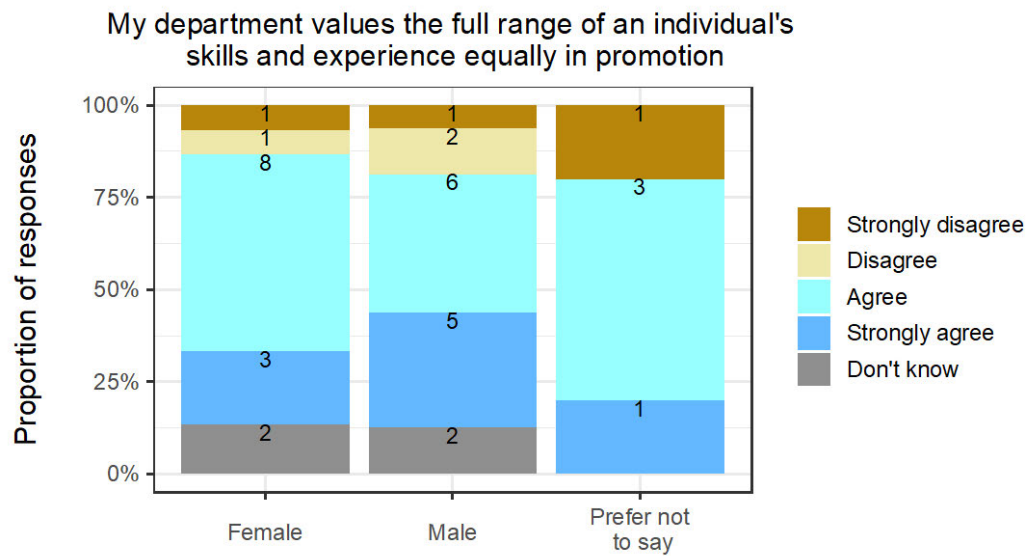


Figure 52: Academic survey responses relating to skillset and promotion.

Most academics do not know whether the promotions process is fair to those taking a career break (Figure 53). Out of those who expressed an opinion, there is no clear gender pattern.

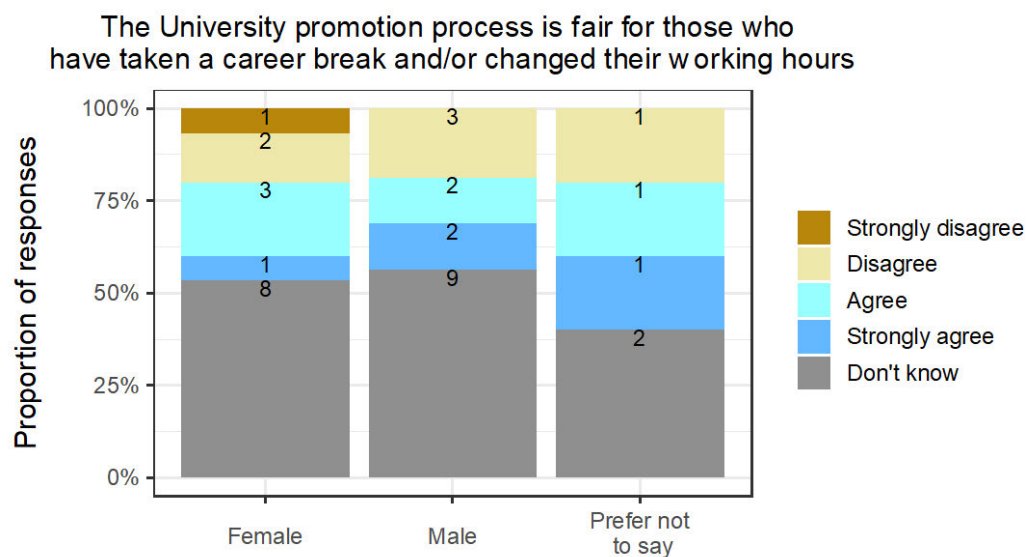


Figure 53: Academic survey responses to career breaks and fair promotion.

#### KEY POINTS

- 5.1(iii).1 Women and men are highly successful in being promoted when they apply, though women are more successful.
- 5.1(iii).2 There is a tendency for female staff to stay at Grade 7 and for male staff to stay at Grade 9.
- 5.1(iii).3 Women are less likely to have applied for promotion since their appointment and may be less confident about putting in an application.
- 5.1(iii).4 More women than men think that women are not actively encouraged to apply for promotion.
- 5.1(iii).5 Most staff think that their skills are recognised in promotions.

#### ACTION POINTS

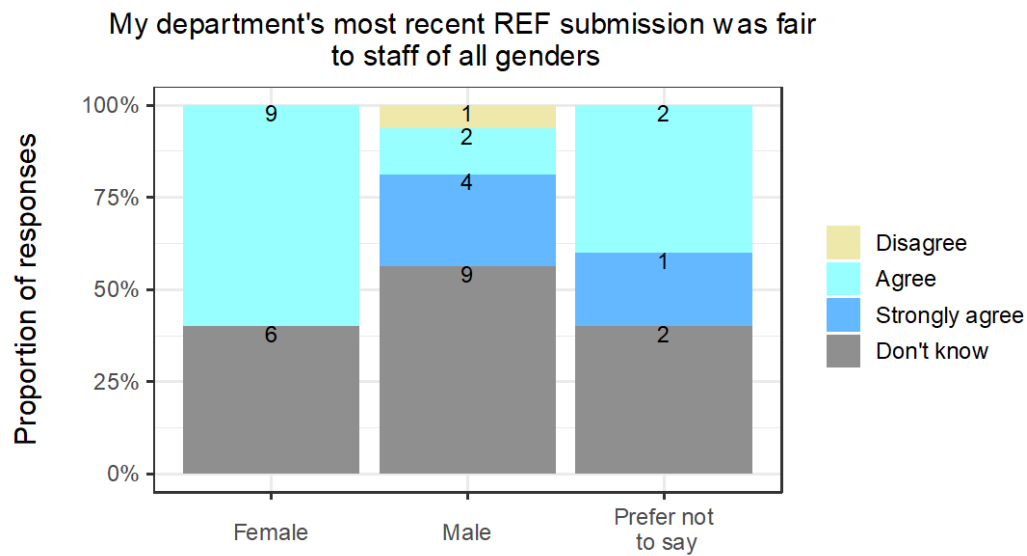
- 5.1(iii).1 Hold an annual department promotions workshop including male and female speakers, and one research-only staff member.
- 5.1(iii).2 Invite PDR reviewers to actively discuss promotion and strategic plans for promotion.
- 5.1(iii).3 Create promotion mentoring group to provide feedback on applications.
- 5.1(iii).4 Clarify promotions timeline annually.
- 5.1(iii).5 Hold a focus group for all colleagues to identify perceived barriers to promotion application at different grades.

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

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

In 2014, 27/32 eligible staff were submitted to the REF. Of the four staff not submitted, 3 were female. Although numbers are small this may indicate a gendered pattern. In 2008, all eligible staff were submitted to the RAE, as part of an institutional strategy to return as many people as possible. In the current REF cycle, there is also a policy by which all staff will be submitted.

60% of female staff thought that REF submission was fair with respect to gender (Figure 54) (40% didn't know) and 37.5% of men (56.2% didn't know). Only one male respondent disagreed that the REF was fair to all genders.



*Figure 54: Academic staff survey responses about REF submission.*

**KEY POINTS**

5.1(iv).1 In the 2014 REF 3/4 non-submitted staff were female. However, in the current cycle all staff will be submitted so we are not taking action relating to this submission.

5.1(iv).2 Only one academic thought that the REF was not fair to staff of all genders.

## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

#### (i) Induction

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

#### (ii) 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.

### 5.3. Career development: academic staff

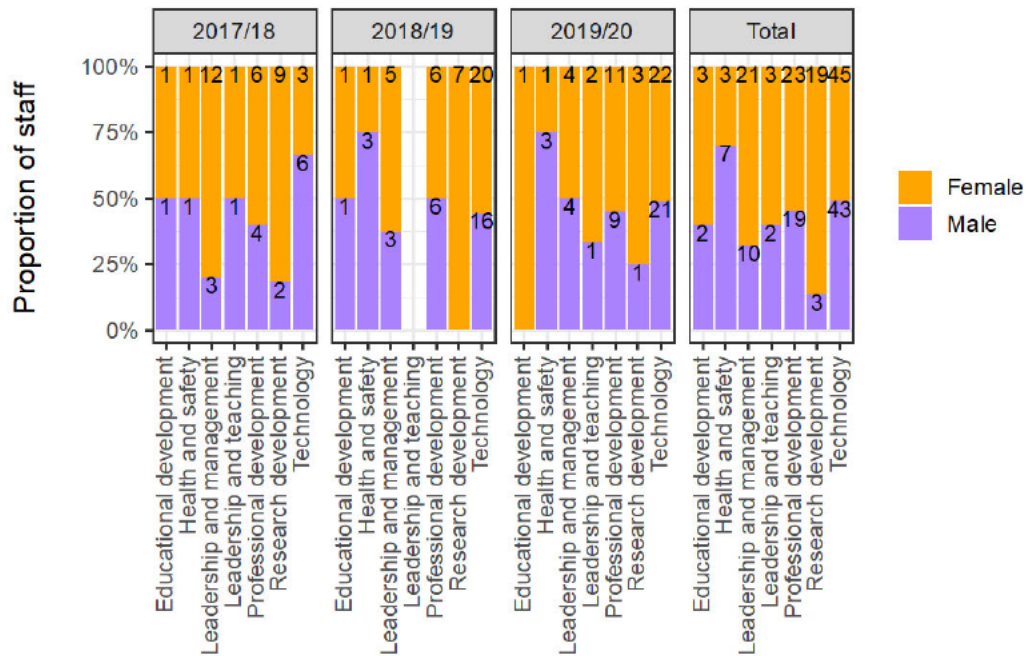
#### (i) Training

*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?*

Training is provided centrally by Organisation and Educational Development (OED). Information about available training is communicated to staff via email by OED. OED request feedback on training which needs providing annually via email.

The training courses taken academics are in Figure 55. There is a near-equal gender split in uptake of Technology training courses. However, men are over-represented in Health and Safety courses, and women are over-represented in all other types of course. The greater proportion of female staff in Leadership and management courses is explained by the training of the current HoD (female), which took place during this period.

Training undertaken by LAEL staff



Training type	Gender	2017/18	2018/19	2019/20	Total
Educational development	Female	1 (50%)	1 (50%)	1 (100%)	3 (60%)
	Male	1 (50%)	1 (50%)	0 (0%)	2 (40%)
Health and safety	Female	1 (50%)	1 (25%)	1 (25%)	3 (30%)
	Male	1 (50%)	3 (75%)	3 (75%)	7 (70%)
Leadership and management	Female	12 (80%)	5 (63%)	4 (50%)	21 (68%)
	Male	3 (20%)	3 (37%)	4 (50%)	10 (32%)
Leadership and teaching	Female	1 (50%)		2 (67%)	3 (60%)
	Male	1 (50%)		1 (33%)	2 (40%)
Professional development	Female	6 (60%)	6 (50%)	11 (55%)	23 (55%)
	Male	4 (40%)	6 (50%)	9 (45%)	19 (45%)
Research development	Female	9 (82%)	7 (100%)	3 (75%)	19 (86%)
	Male	2 (18%)	0 (0%)	1 (25%)	3 (14%)
Technology	Female	3 (33%)	20 (56%)	22 (51%)	45 (51%)
	Male	6 (67%)	16 (44%)	21 (49%)	43 (49%)

Figure 55: Training courses undertaken in LAEL.

Staff are required to identify training undertaken annually during PDR and are set training goals. Informal training takes place via mentoring and probation meetings for new staff. While this informal system generally works, some aspects are not documented and were commented on in the staff survey. The annual staff away day often includes elements of training and we often run short training sessions on new systems as part of Department Board meetings. EDI training is mandatory for all staff. We are currently unable to provide accurate figures for staff who have completed training due to a software issue from the training provider meaning that completed training was not recorded. This has now been resolved and figures will be available in the future.

‘Knowledge about how things work and the support is available is taken for granted and not always documented. It is not always easy to ask about these aspects of the department.’  
*(Male academic)*

Figure 56 shows that 80% of female survey respondents feel that they are encouraged to participate in training compared to 56.3% of males.

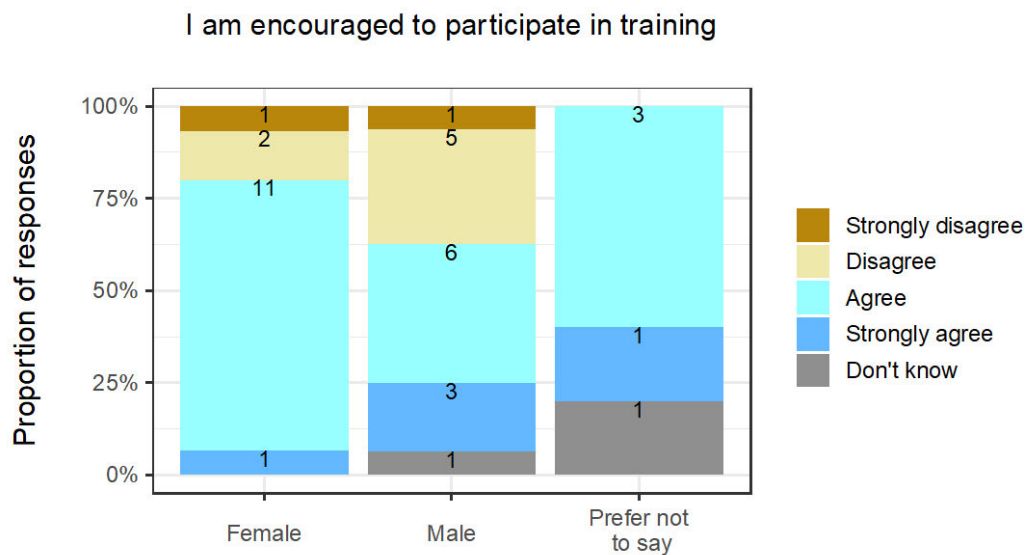


Figure 56: Academic survey responses about encouragement to participate in training.

A greater proportion of male respondents feel that they can access training which is relevant to their career development (87.5% of men, 60% of women, Figure 57).

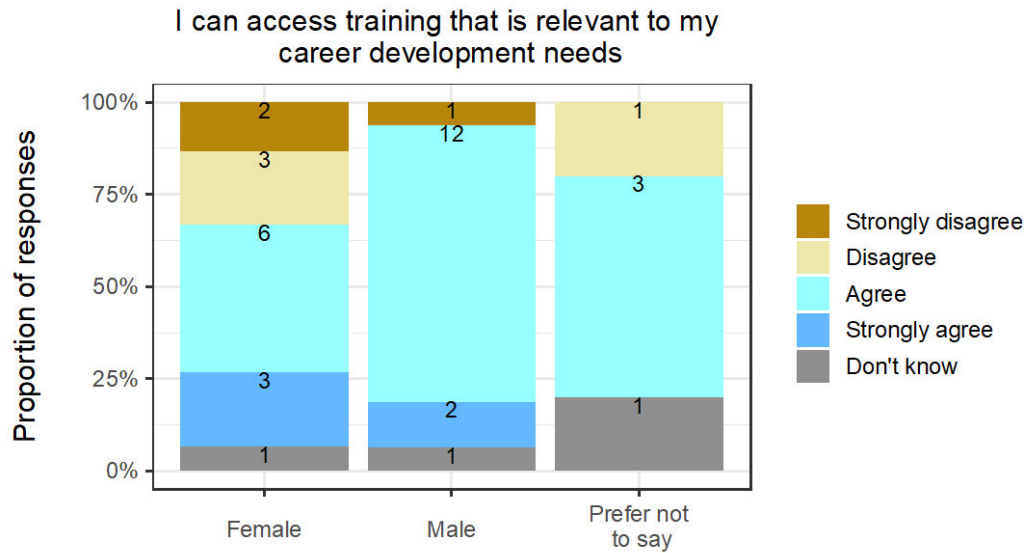


Figure 57: Academic survey about training and career development.

Most staff agree that they are given sufficient time to participate in training (61.1% of total respondents), and that they have sufficient resources to participate in training (63.9% of total). Women are a little less likely to agree with these statements, (Figure 58 and Figure 59). We would like to improve these perceptions (Action 5.3(i).3).

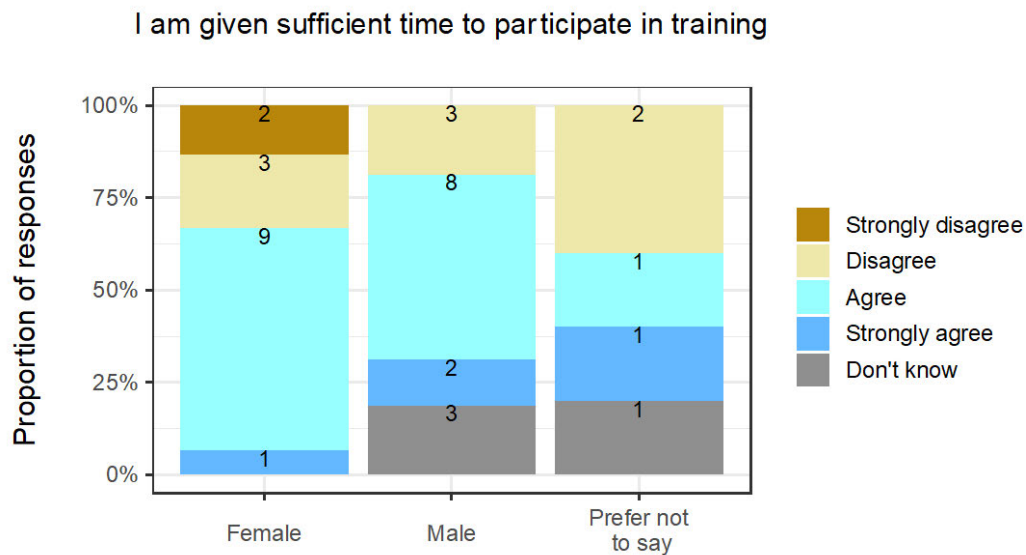


Figure 58: Academic survey about time and training.



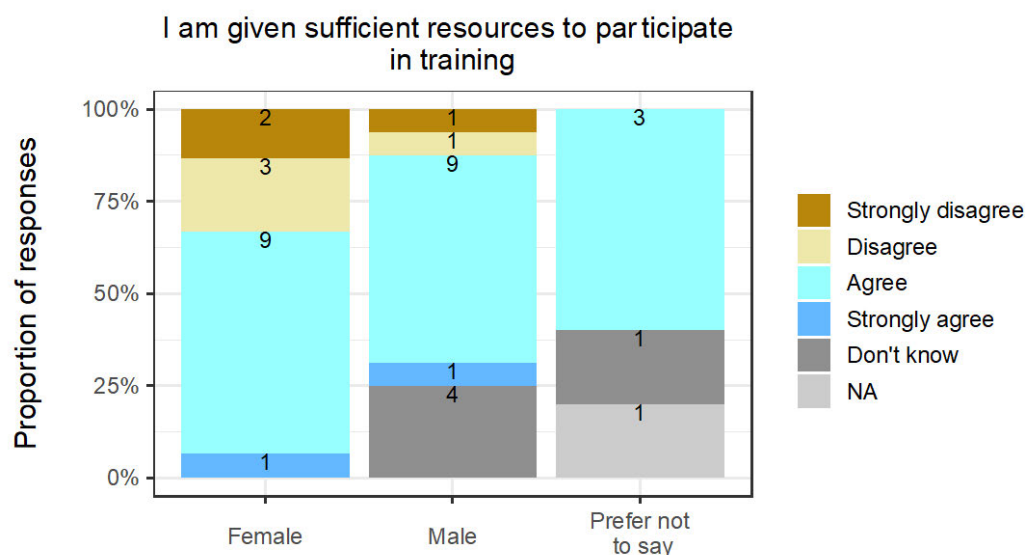


Figure 59: Academic survey about resources and training.

#### KEY POINTS

- 5.3(i).1 Uptake of training is greater among female staff.
- 5.3(i).2 More women than men feel that they are encouraged to participate in training, but more men feel that they can access training relevant to their career needs.
- 5.3(i).3 Most academics agree that they have the time and resources needed to access training, though women are slightly less likely to agree.
- 5.3(i).4 Some training about departmental processes is provided informally.

#### ACTION POINTS

- 5.3(i).1 Consult staff on how induction could include training currently provided informally (Action 5.1(ii).1).
- 5.3(i).2 Compile information about available training opportunities centrally.
- 5.3(i).3 Introduce expectation that academics can take 2 days to attend training sessions annually (in addition to training required via probation such as teaching development for new colleagues which is represented in workload modelling).

(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.*

All staff are offered an annual PDR. A team of senior colleagues acts as reviewer. There are currently 10 academic PDR reviewers (4F and 6M), all of whom have been trained. Postdoctoral PDRs are completed by their project manager.

The take-up of PDR over the past three years is in Table 21. Uptake of PDRs is high overall, but is higher among male staff (Action 5.3(ii).1).

Year	Female PDR rate	Male PDR rate
2015/16	100%	88%
2016/17	89%	90%
2017/18	81%	100%
2018/19	85%	90%
2019/20	80%	92%

Table 21: Academic PDR uptake rate in LAEL.

Most academic survey respondents who had recently completed a PDR found it helpful (72.2% of total). Female respondents were more likely to find it helpful than males (80% compared to 68.8%, Figure 60).

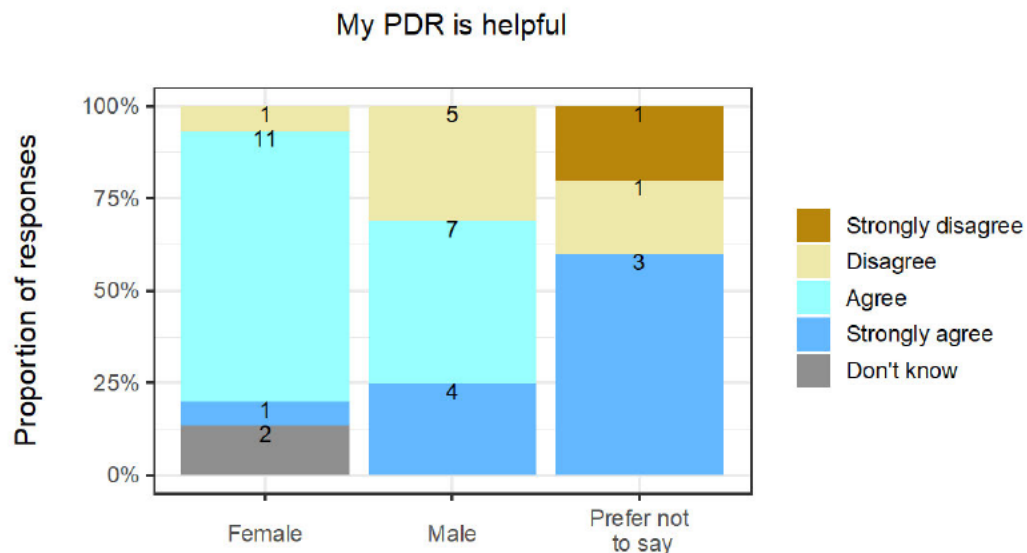


Figure 60: Academic survey responses about PDR being helpful.

Most respondents felt that their reviewer encouraged them to have a strategic plan for promotion and development (69.5% of total). However, a greater proportion of females agreed with this statement than males (80% compared to 68.7%, Figure 61). Currently,

the system only asks reviewees if they plan to submit for promotion in the coming year (see Action 5.3(ii).2).

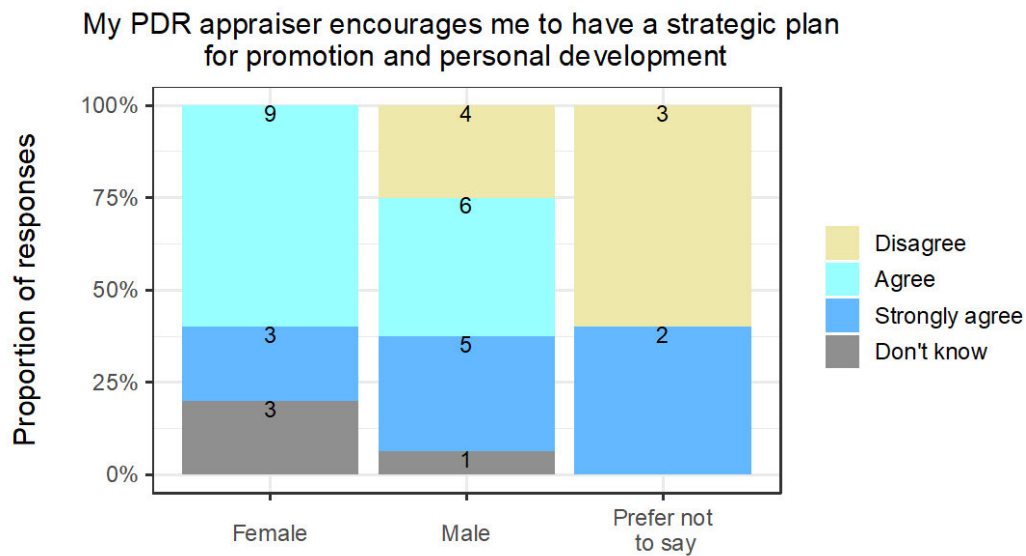


Figure 61: Academic staff survey response about PDR encouraging promotion and development.

The University recently moved to a centralised online form for PDR, which had some technical issues, and at the same time was rebranded as 'Performance and Development Review'. Several academic respondents commented on the negative impact of these changes (Action 5.3(ii).3).

'The "Professional Development Review" was renamed as "Performance and Development Review" without taking into account the terrible effect this would have on staff morale. The new online system is buggy, hard to use and not fit for purpose, plus I have concerns about confidentiality and privacy with the new system.'

*(Male academic)*

**KEY POINTS**

- 5.3(ii).1 Most academics find the PDR useful.
- 5.3(ii).2 Fewer men find PDR useful but uptake is slightly higher.
- 5.3(ii).3 Fewer men find that PDR encourages them to have a strategic career plan.
- 5.3(ii).4 These points may be linked to dissatisfaction with the new online PDR system.

#### ACTION POINTS

5.3(ii).1 HoD communicate with staff annually when PDR is due reminding them that the HoD supports time taken to complete PDR.

5.3(ii).2 Require PDR reviewers to specifically discuss a strategic plan towards promotion with reviewee.

5.3(ii).3 Continue to feedback to HR and FASS EDI Committee about how online PDR system can be improved.

#### (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.*

Postdoctoral researchers are able to access specific training opportunities from OED in line with the Research Concordat.<sup>3</sup> They are offered teaching opportunities if helpful to their career development. Currently, they are not routinely offered a mentor outwith their management line (Action 5.3(iii).1). Every permanent academic has a personal research allowance of £1000 to spend on research expenses annually. Postdocs can apply to a Faculty fund.

Every staff member is usually offered mentoring from a senior colleague in the department but there has been little oversight of this scheme recently and it will be revived in line with the new FASS guidelines (Action 5.3(iii).2). Most staff think that they have access to useful mentoring (75% of total responses - Figure 62). However, there were more males did not feel they have access to useful mentoring (31.2% of males, 13.3% of females).

---

<sup>3</sup> <https://www.vitae.ac.uk/policy/concordat>

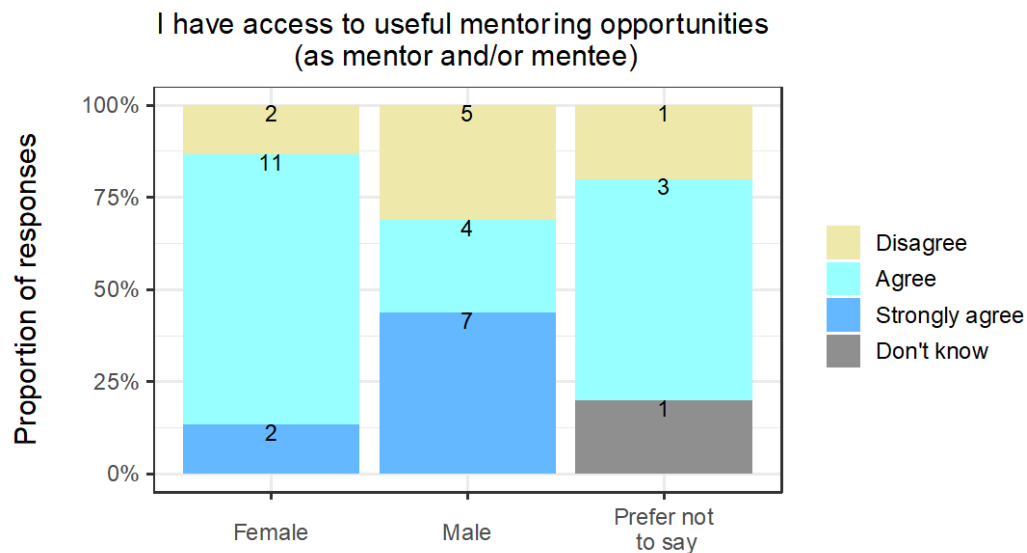


Figure 62: Academic survey response in relation to mentoring.

The vast majority of academics thought that they had access to useful networking opportunities (Figure 63). There is no discernible gendered pattern to perceptions.

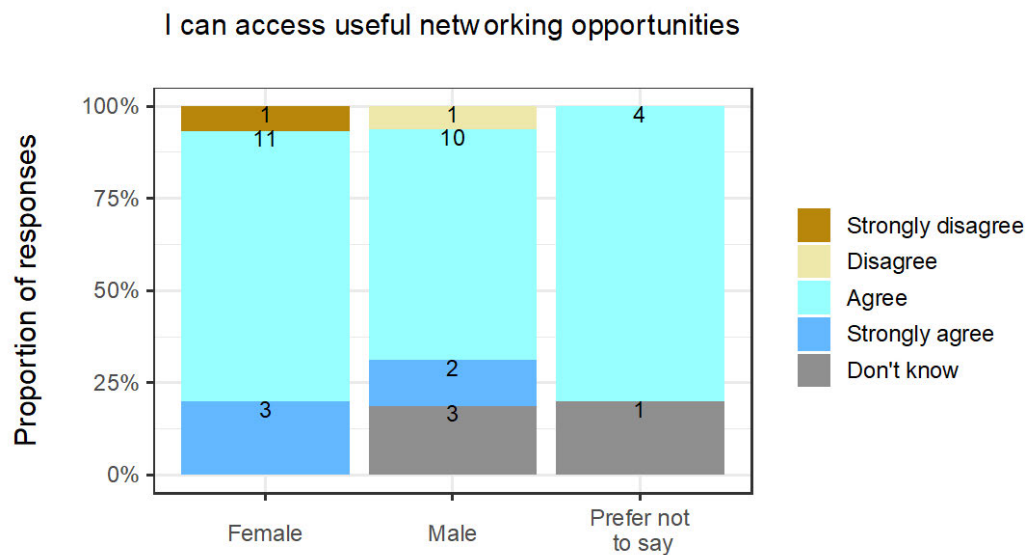


Figure 63: Academic survey responses in relation to networking.

**KEY POINTS**

- 5.3(iii).1 Most academics feel that they have access to useful mentoring.
- 5.3(iii).2 Male academics are less likely to feel they have access to useful mentoring.
- 5.3(iii).3 Most academics feel that they have access to useful networking.

#### ACTION POINTS

- 5.3(iii).1 Allocate postdocs a mentor outside their management line.
- 5.3(iii).2 Revive the department mentoring scheme and adopt the new FASS mentoring guidelines.

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

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

LAEL has a dedicated academic role for student careers support, recently rebranded as 'Employability Champion' by the University.

As a department, 80% of our 2018/19 graduates were in graduate-level jobs, education or training six months after graduation, compared to 65% of English students nationally and 66% of Linguistics students.<sup>4</sup> There are high rates of students reporting graduate-level employment/training over time and no discernible pattern with respect to gender (Table 22).

Graduation year	Gender	% in graduate-level employment/training	Response rate
2016/17	Female	81%	16%
2017/18	Female	87%	16%
2016/17	Male	100%	12%
2017/18	Male	67%	9%

Table 22: Graduate employment/training rates according to gender. Gender breakdown for 2018/19 were not yet available at the time of writing.

Relevant activities to support students into academic careers are in Table 23. Many of these activities are quite informal and may vary according to the staff member's familiarity with the PG funding system (Actions 5.3(iv).1-2).

Student level targeted	Activity
UG students all years	Termly meeting with academic advisor to discuss career options (among other things) Students expressing an interest in academia can receive advice on progression
2 <sup>nd</sup> year UG students	Exam Board identifies students who have the potential to achieve highly

<sup>4</sup> Complete University guide 2020.

Student level targeted	Activity
	Academic advisors discuss attainment with these students and encourage them to develop in final year
2 <sup>nd</sup> and final year UG students	Research internships (see below)
Final year UG students	Dissertation supervision as an opportunity to discuss potential academic careers and encourage students to apply for funding if appropriate
Final year UG students	Prizes awarded to very high achieving students Prize giving is used as an opportunity to encourage them to apply for PG funding
2 <sup>nd</sup> year UG, final year UG, MA, 1 <sup>st</sup> year PhD	PG funding information session is led by PG scholarships convenor All students except 1 <sup>st</sup> year UGs and advanced PhD students are invited and provided with information about funding PG degrees
MA students	Dissertation supervision is used as a one-on-one opportunity to discuss potential academic careers and encourage students to apply for funding
PhD students	Academic career options are discussed as part of supervision from the start
PhD students	Training on preparing for an academic career is optional for all students as part of the FASS research training programme

Table 23: Activities to support academic career progression.

For the past five years the department has run a research internship programme where UG students are paid to work with an academic for a month. The applications and success to this programme by gender are in Table 24. There are many more applications from female students in line with the higher number of UG students in the department. There is no clear gender pattern in success rates.

Year	Female applications	Male applications	Female successes	Male successes	Female success rate	Male success rate
2015/16	17 (94%)	1 (6%)	6 (100%)	0 (0%)	35.3%	0%
2016/17	45 (71%)	18 (29%)	5 (56%)	4 (44%)	11.1%	22%
2017/18	23 (70%)	10 (30%)	7 (78%)	2 (22%)	30.4%	20%
2018/19	39 (76%)	12 (24%)	7 (58%)	5 (42%)	17.9%	41.7%
2019/20	72 (85%)	13 (15%)	13 (76%)	4 (24%)	18.0%	30.8%

Table 24: Applications and success rates to the department research internship scheme.

#### KEY POINTS

- 5.3(iv).1 There are high rates of progression to graduate-level careers from UG students.
- 5.3(iv).2 Support for students to progress to academic careers is quite informal and may vary due to staff familiarity with funding.
- 5.3(iv).3 There is no discernible gendered pattern in success rates for department internships.

#### ACTION POINTS

- 5.3(iv).1 Increase publicity of PG funding information session.
- 5.3(iv).2 Funding application writing workshop for final-year UG students and MA students (Action 4.1(v).1).
- 5.3(iv).3 Monitor characteristics of students applying to department internship scheme.
- 5.3(iv).4 Ensure male and female student experiences are represented at the PG funding information session (Action 4.1(v).5).

#### (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.*

Every grant application of over £500,000 is awarded 30 points in our workload model. Staff are able to undertake training in grant writing via OED. In the Department, we have a repository of successful grant applications which staff can consult. Every application is peer-reviewed by two colleagues before submission. There is no formal process for supporting unsuccessful applications (Action 5.3(v).1). Postdocs are regularly written into grant applications as a CI, and several hold independent fellowships.

A gender breakdown of grants applied for by Principal Investigator (PI) is in Table 25. Women applied for a much greater sum than men in 2017/18 but this was driven by one large submission (£9,872,656). Otherwise there are no clear gendered patterns in grant applications and success rates.

Academic year	Gender	Number of applications	Total amount	Successful applications	Total awarded	Success rate
2017/18	Female	15 (54%)	£11,257,710	9 (64%)	£1,020,320	60%
2017/18	Male	13 (46%)	£3,858,025	5 (36%)	£302,567	38%
2018/19	Female	12 (44%)	£6,453,240	2 (25%)	£34,157	17%
2018/19	Male	15 (56%)	£4,014,291	6 (75%)	£288,268	40%



Academic year	Gender	Number of applications	Total amount	Successful applications	Total awarded	Success rate
2019/20	Female	22 (56%)	£9,925,364	7 (78%)	£324,499	32%
2019/20	Male	17 (44%)	£7,651,879	2 (22%)	£550,489	12%

Table 25: Grant applications and success rates by gender of PI. Values to nearest £.

Most respondents in the staff survey felt that the Department gives them useful support and encouragement in applying for grants. There was no clear gendered pattern (Figure 64).

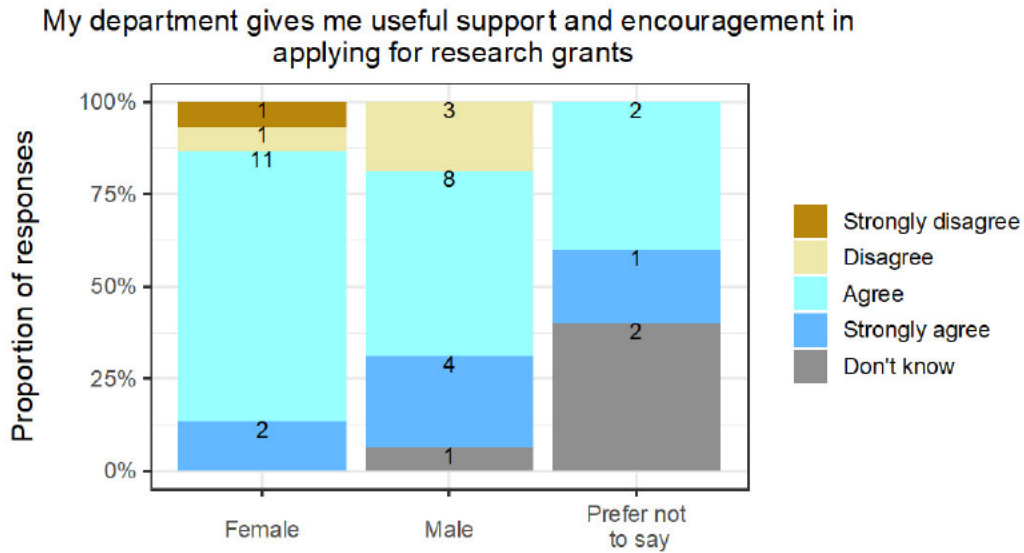


Figure 64: Academic survey responses about support for grant applications.

#### KEY POINTS

- 5.3(v).1 Staff in LAEL apply for a large number of grants.
- 5.3(v).2 There is no clear gendered pattern in applications or success rates.
- 5.3(v).3 There is no process for supporting unsuccessful grant applications.

#### ACTION POINTS

- 5.3(v).1 Invite colleagues who are unsuccessful in grant applications to discuss options for resubmission with the Research Director.

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support 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?

#### (vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels 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.

#### (ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

### 5.5. Flexible working and managing career breaks

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

#### (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.*

To support the colleague going on leave, the DO and HoD inform the colleague about the University's leave policy, KIT days, and a return to work plan including reduced and flexible working (Section 5.5(iii)). The HoD discusses the colleague's workload with them and ensures that responsibilities are redistributed.

One female respondent in the academic survey had taken maternity leave and she agreed that she was supported beforehand. One female respondent in the PSS survey had taken maternity leave in the past five years and she agreed that she was supported beforehand.

#### KEY POINTS

5.5(i).1 Staff in LAEL feel well-supported before maternity leave.

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

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

The HoD stays in touch with the colleague throughout their leave, if desired. Colleagues on leave may use Keeping in Touch (KIT) days to fulfil specific responsibilities, e.g. to remain involved in supervising PhD students. But this is voluntary and there is no pressure on colleagues to use these days. To further support use of KIT days we will adopt the Advance HE guidelines<sup>5</sup> (Action 5.5(ii).1).

[with respect to support after maternity leave]  
'It was excellent.'  
(Female academic)

One female respondent in the academic survey had taken maternity leave and she agreed she was supported during leave. One female respondent in the PSS survey had taken maternity leave and she agreed she was supported during leave.

KEY POINTS

5.5(ii).1 Staff in LAEL feel well-supported during maternity leave.

(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.*

On returning, the colleague has an informal meeting with the HoD/DO. Adjustments to an academic's load are made by the HoD to ensure that childcare responsibilities and nursery opening hours can be met, and PSS colleagues may request flexible working, which is granted if at all possible. Timetabling is controlled centrally but the HoD/DO will also ask for adjustments to timetabling or flexible working to ensure a colleague is able to breastfeed at the on-campus pre-school if desired and meet childcare timing responsibilities. Timetabling are almost always able to ensure these requests are granted. Staff are able to apply to a fund for up to £10,000 to support their research on returning to work (MARS - Maternity/Adoption Research Support). Discussion with colleagues suggests that awareness of this scheme is low (Action 5.5(iii).2). All parents and carers can join a University support network (currently 170 members).

KEY POINTS

5.5(iii).1 Adjustments are made to workload and timetabling to support returning mothers.

5.5(iii).2 Returning mothers can apply for funding to support research.

<sup>5</sup> <https://www.advance-he.ac.uk/knowledge-hub/improving-use-kit-and-split-days>

#### ACTION POINTS

5.5(iii).1 Colleagues returning from parental leave will be preferentially allocated UG research interns in the year of their leave.

5.5(iii).2 Introduce a checklist of discussion points for a return to work interview for all forms of parental/adoption leave. The list will include: flexible working options, funding for research support (MARS), parents' and carers' network.

#### (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.*

The number of staff who have taken maternity/paternity leave is in Table 26 (no female staff took adoption/shared parental leave). All staff returned full-time after their leave. There were no staff on fixed-term contracts whose contracts were not renewed.

	2017/18	2018/19	2019/20
Maternity leave academics	1 (9 months)	2 (4 months, 1.9 months)	2 (11.9 months, 10.2 months)
Maternity leave PSS	0	0	0
Paternity leave academics	0	0	2
Paternity leave PSS	NA	NA	NA

*Table 26: Rates of staff taking maternity/paternity leave. Data not broken down by grade due to small numbers and individuals becoming identifiable.*

#### KEY POINTS

5.5(iv). Male and female colleagues all returned to work full-time after maternity/paternity leave.

## SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

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

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

There is no formal process encouraging paternity/parental leave. Where these are taken, colleagues are relieved of all duties and can use Shared Parental Leave In Touch (SPLIT) days if desired.

Two of the three survey respondents who took paternity leave recently did not think that they were offered appropriate support before leave, during leave or on return to work.

The number of staff taking paternity leave in the past three years is in Table 26 (no male staff took adoption/shared parental leave). One man commented that they were eligible for paternity leave but did not take it. This was due to personal choice, but we aim to improve support for fathers both in terms of research support (Action 5.5(v).1) and peer network (Action 5.5(v).2).

Figure 65 shows that although most academics feel that they are informed about gender equality matters, 6/36 respondents disagreed (Action 5.5(v).3). All PSS who replied to this question on the survey agreed that they were well-informed. Taken together, Actions 5.5(v)1-3 aim to improve information about, support for and promotion of paternity/shared parental leave.

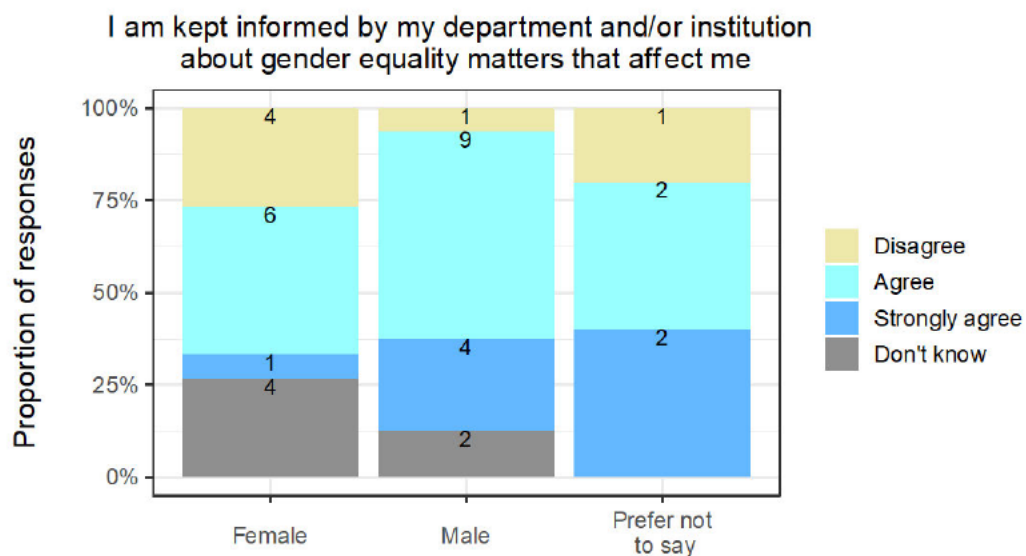


Figure 65: Academic staff survey response about gender equality information.

#### KEY POINTS

- 5.5(v).1 Some male colleagues do not feel well-supported on their return to work.
- 5.5(v).2 A significant minority of academics do not feel that they are kept well-informed about gender equality matters.
- 5.5(v).3 One colleague was eligible for paternity leave but did not take it.
- 5.5(v).4 Male and female staff in LAEL regularly take maternity/paternity leave but no one took shared parental leave.

#### ACTION POINTS

- 5.5(v).1 Colleagues returning from parental leave will be preferentially allocated UG research interns in the year of their leave (Action 5.5(iii).1).
- 5.5(v).2 Male colleagues who are taking parental/adoption leave will be offered an informal interview with another male parent mentor before and after their leave.
- 5.5(v).3 Improve access to information about parental leave options, especially shared parental leave.

#### (vi) Flexible working

*Provide information on the flexible working arrangements available.*

Flexible working times are considered the norm for academic staff in LAEL as long as their role is completed. Academic staff can formally make timetabling requests to allow for childcare responsibilities and long commutes via an annual form. Timetabling is done centrally, but every effort is made to support requests. PSS can request flexible working via the DO and requests are granted if at all possible.

'I am given every opportunity I could wish for to make this work well for me and the department. I am very happy with the flexible working culture of the department. I see it working well for others also.'

*(Female academic)*

'The department is so flexible to everyone's requests that sometimes this disadvantages people without commitments. I am fully supportive of a flexible working culture, but not to the detriment of other staff.'

*(Female academic)*

While requests for flexible timings are almost always granted, this can require staff who do not have such caring responsibilities or long commutes to disproportionately fill

early and late teaching slots. There are plans to allocate teaching more fairly at Faculty level, which we will implement (Action 5.5(iv).1).

Figure 66 shows that the majority of respondents to academic (top panel) and PSS surveys (bottom panel) felt that the working culture in the department is generally flexible.

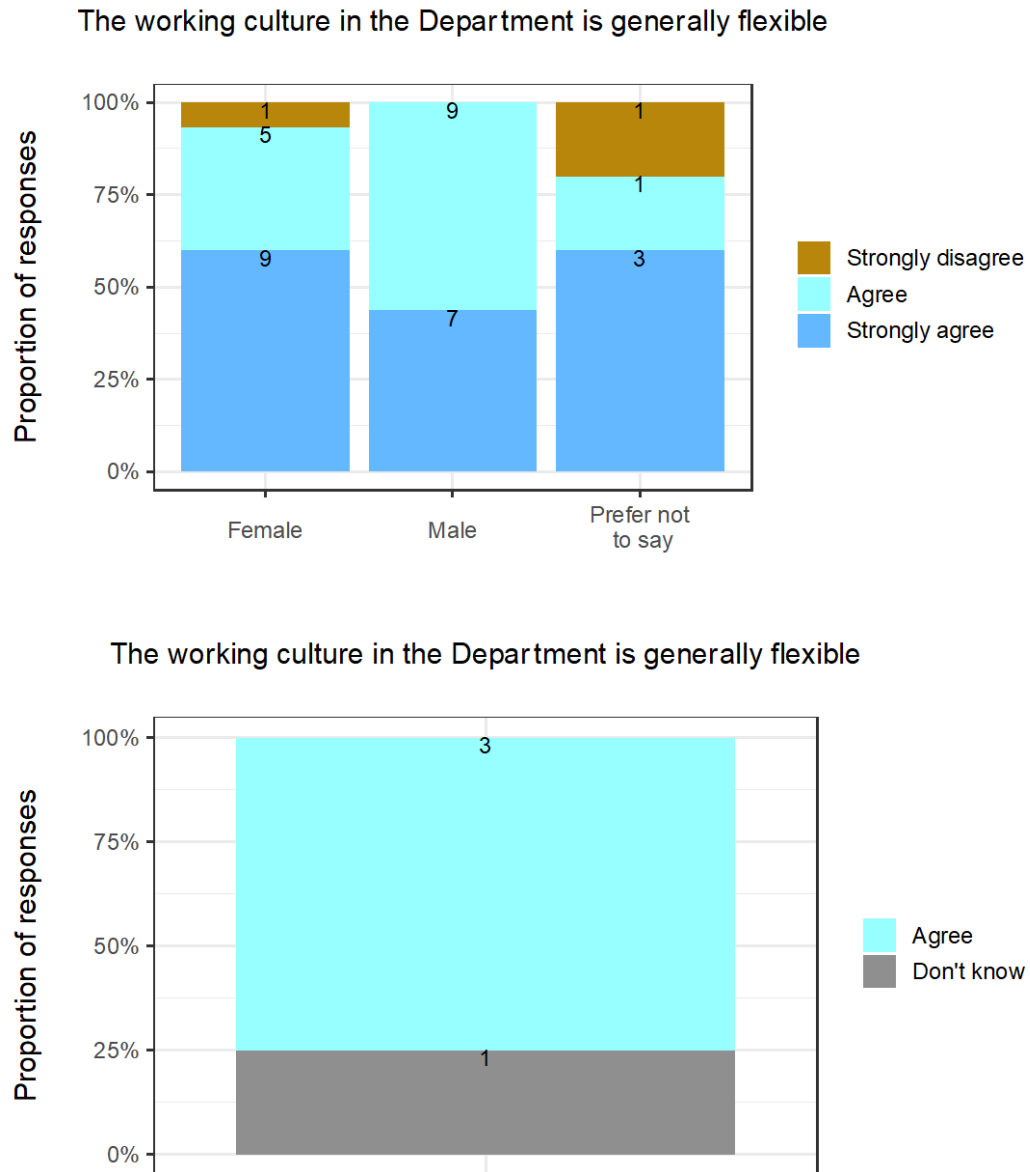


Figure 66: Staff survey responses about flexible working culture in the department. Top panel: Academic staff survey, bottom panel: PSS staff survey.

#### KEY POINTS

- 5.5(vi).1 There is a culture and acceptance of flexible working in LAEL.
- 5.5(vi).2 This is appreciated by staff.

#### ACTION POINTS

- 5.5(vi).1 Implement Faculty guidelines on allocating early/late teaching slots equitably across the Department, whilst taking childcare responsibilities into account.

#### (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.*

In the past five years, colleagues who have taken parental leave have chosen to return to full-time work without a transition period. No colleague has taken long-term sick leave and returned to work in the past five years. We have not developed a policy on this but would approach each situation on a case-by-case basis.

### 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.*

A large number of staff and PG students actively research and teach about language and gender/sexuality as well as other aspects of EDI. Recent actions include:

- LAEL produced a set of gender-inclusive language guidelines, which are promoted as good practice in the University Athena Swan resources.
- We normalise LGBTQ+ identities in teaching, research and self-identity. Several staff and students actively research language, sexuality and discrimination.
- A male colleague's research was used in a Commons debate on Islamophobia.
- A group of (male and female) staff and PG students are working on language and online misogyny.
- One toilet block in our building is now a toilet for all genders (not common practice at Lancaster).



The staff and student surveys demonstrate that the department is perceived to adhere to Athena Swan principles. The vast majority of academics think that the department actively promotes a culture of equality and inclusion (Figure 67). There is no gendered pattern to responses. All PSS agreed.

'I am always impressed by gender equity in terms of organization and culture.'  
*(Female academic)*

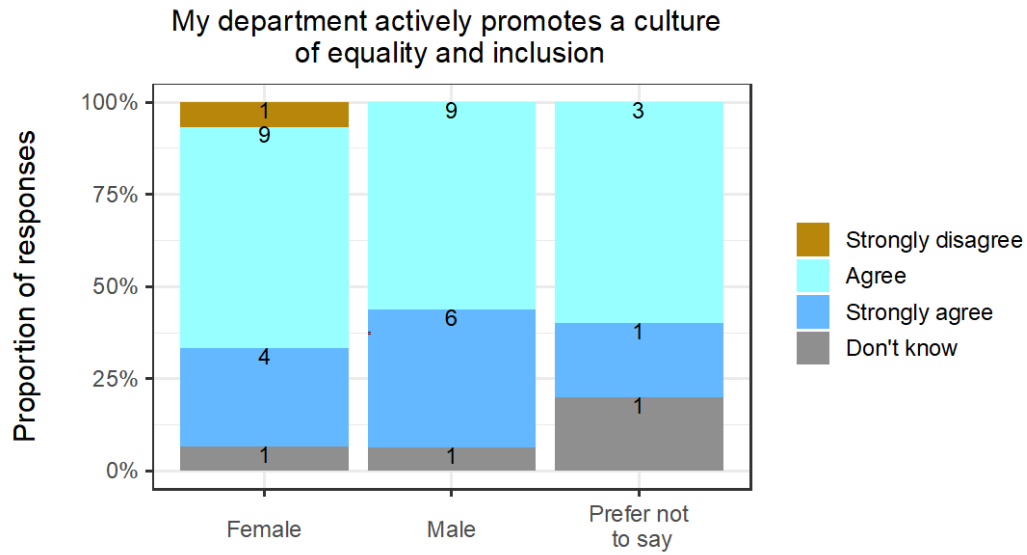


Figure 67: Academic survey responses to a culture of equality and inclusion in the department.

All female and 93.8% of male academics think that the department is committed to gender equality principles (Figure 68). All PSS agree.

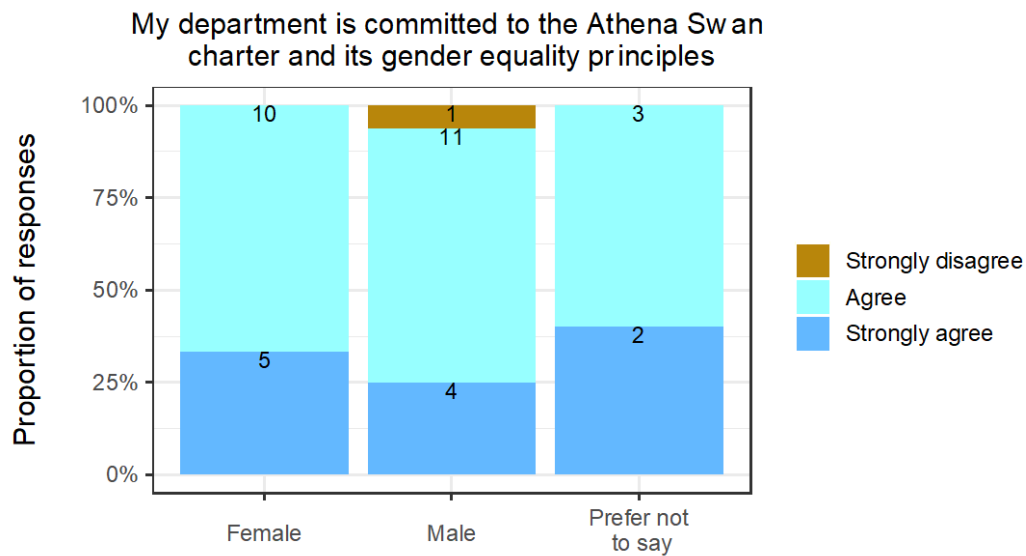


Figure 68: Academic survey result for 'My department is committed to the Athena Swan charter and its gender equality principles'.

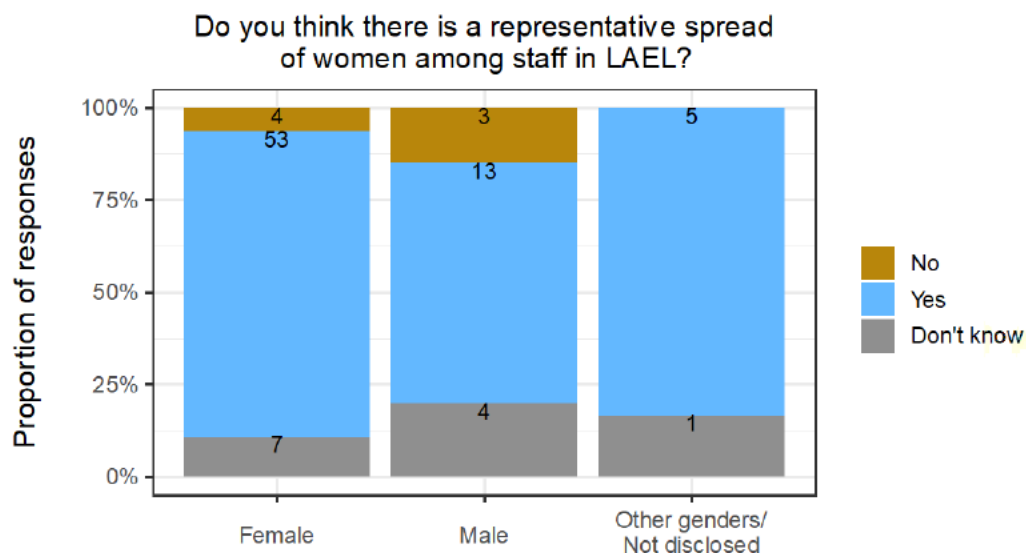
While the majority of students thought that there is a representative spread of women in LAEL (Figure 69), this was not the case for ethnic minorities (Figure 70). Several students commented that while LAEL is generally inclusive, there is a lack of ethnic/religious diversity among staff.

'Lecturers made an effort to include diverse examples and acknowledge non-heteronormative identities, non-stereotypical gender roles and diverse backgrounds and ethnic minorities. They also encouraged us to do so ourselves.'

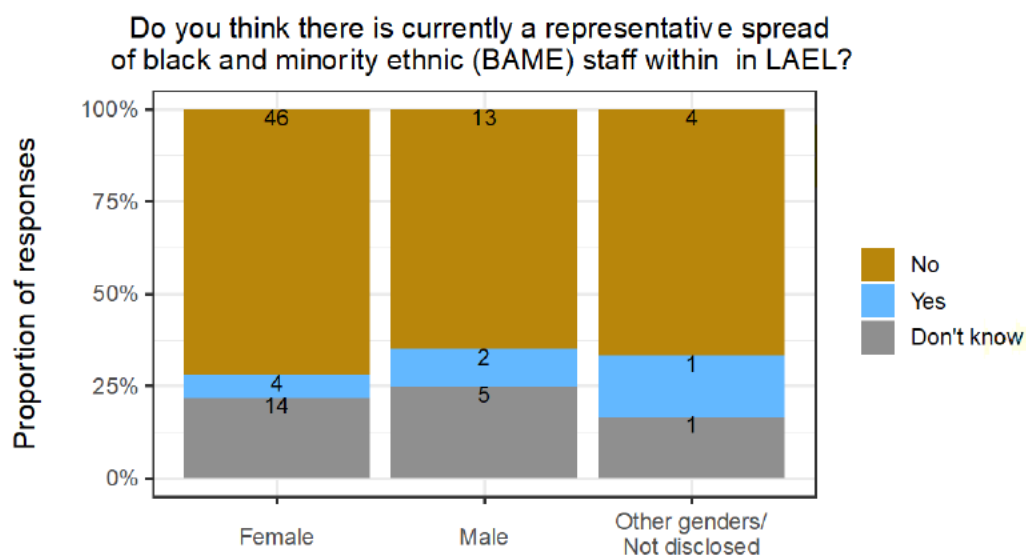
*(Female student)*

'I think that Lancaster University is very kind and inclusive towards people of different ethnic backgrounds, however I do feel that this conversation surrounding diversity often misses out the factor of religion.'

*(Female student)*



*Figure 69: Student survey responses about the representation of women.*



*Figure 70: Student survey responses about BAME representation.*

Student representatives sit on UG and PG committees and Department Board (Table 27). Volunteers are recruited by email. The proportion of female students in the department is 69% (Section 2) and our proportion of female student reps has been close or just below 69% for 4/5 years recorded so male students are possibly slightly over-represented.

Year	Female reps	% female reps	Male reps	% male reps
2015/16	17	73.9%	6	26.1%
2016/17	15	65.2%	8	34.8%
2017/18	15	68.2%	7	31.8%
2018/19	19	67.9%	9	32.1%
2019/20	14	58.3%	10	41.7%

Table 27: Number and proportion of student reps by gender.

KEY POINTS

- 5.6(i).1 The vast majority of staff and students think that the department actively promotes gender equality and inclusivity.
- 5.6(i).2 LAEL could do more to promote ethnic and religious diversity.
- 5.6(i).3 Male students are slightly over-represented among student reps.

ACTION POINTS

- 5.6(i).1 Review and revise publicity materials to include more ethnic and religious diversity where appropriate.
- 5.6(i).2 Increase celebration of religious and national festivals such as Chinese New Year.
- 5.6(i).3 Preferentially invite women and BIPOC speakers to whole department seminars (Action 5.6(vii).1).

(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.*

Relevant HR policies are on the HR website. The HoD meets once a month with the Department's HR partner. In the past 5 years, we have not had any situations concerning equality, dignity at work, bullying and harassment. We had one disciplinary process. The HoD and DO keep informed about relevant policy and policy change through meetings with HR. Information is cascaded to staff via email. The Athena Swan lead sits on the Faculty EDI committee and contributes to the development of relevant Faculty policies.

**KEY POINTS**

5.6(ii).1 The HoD and DO are responsible for implementing HR policies in the Department.

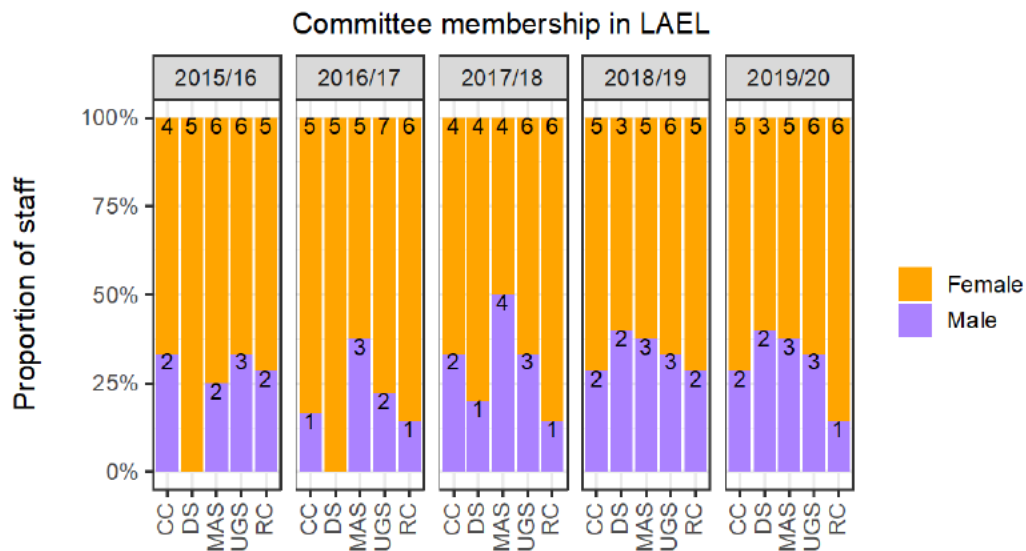
5.6(ii).2 The Athena Swan lead can influence HR policies relating to EDI at faculty level.

(iii) Representation of men and women on committees

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

There are six department committees and the Athena Swan SAT (Figure 3). The management committee (‘Coordinating Committee’) supports the HoD with key decisions relating to the running of the Department. All staff and student representatives sit on Department Board, meeting termly.

Committee membership is in Figure 71, which shows that gender parity was achieved in only one committee/year combination. Otherwise committees were predominantly female.

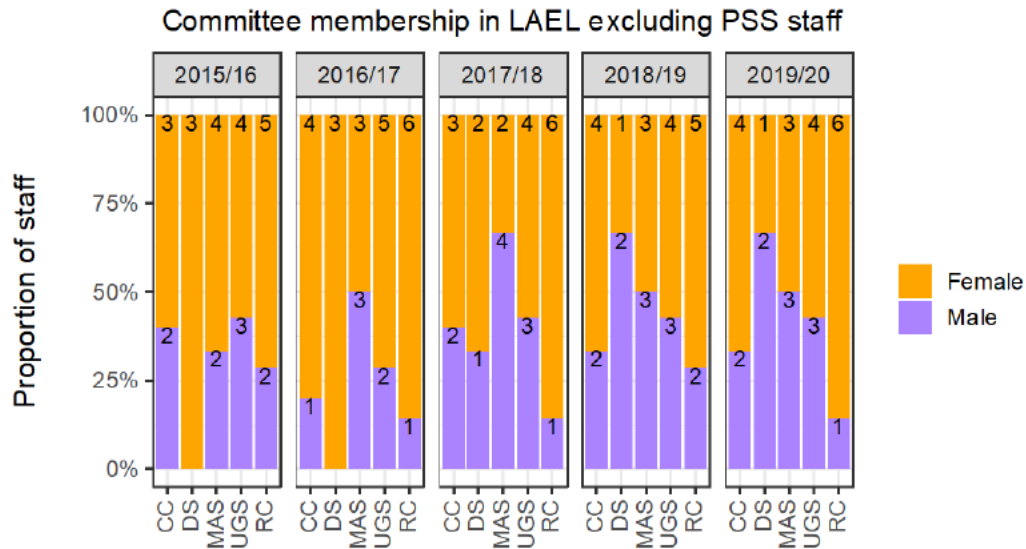


Committee	Gender	2015/17	2016/17	2017/18	2018/19	2019/20
CC	Female	4 (67%)	5 (83%)	4 (67%)	5 (71%)	5 (71%)
	Male	2 (33%)	1 (17%)	2 (33%)	2 (29%)	2 (29%)
DS	Female	5 (100%)	5 (100%)	4 (80%)	3 (60%)	3 (60%)
	Male	0 (0%)	0 (0%)	1 (20%)	2 (40%)	2 (40%)
MAS	Female	6 (75%)	5 (63%)	4 (50%)	5 (63%)	5 (63%)

Committee	Gender	2015/17	2016/17	2017/18	2018/19	2019/20
UGS	Male	2 (25%)	3 (37%)	4 (50%)	3 (37%)	3 (37%)
	Female	6 (67%)	7 (78%)	6 (67%)	6 (67%)	6 (67%)
RC	Male	3 (33%)	2 (22%)	3 (33%)	3 (33%)	3 (33%)
	Female	5 (71%)	6 (86%)	6 (86%)	5 (71%)	6 (86%)
	Male	2 (29%)	1 (14%)	1 (14%)	2 (29%)	1 (14%)

Figure 71: Department committee membership over time.

Committee membership excluding the all-female PSS is in Figure 72, which shows that there were more female academics than male on committees 76% of the time.



Committee	Gender	2015/17	2016/17	2017/18	2018/19	2019/20
CC	Female	3 (60%)	4 (80%)	3 (60%)	4 (67%)	4 (67%)
	Male	2 (40%)	1 (20%)	2 (40%)	2 (33%)	2 (33%)
DS	Female	3 (100%)	3 (100%)	2 (67%)	1 (33%)	1 (33%)
	Male	0 (0%)	0 (0%)	1 (33%)	2 (67%)	2 (67%)
MAS	Female	4 (67%)	3 (50%)	2 (33%)	3 (50%)	3 (50%)
	Male	2 (33%)	3 (50%)	4 (67%)	3 (50%)	3 (50%)
UGS	Female	4 (57%)	5 (71%)	4 (57%)	4 (57%)	4 (57%)
	Male	3 (43%)	2 (29%)	3 (43%)	3 (43%)	3 (43%)
RC	Female	5 (71%)	6 (86%)	6 (86%)	5 (71%)	6 (86%)
	Male	2 (29%)	1 (14%)	1 (14%)	2 (29%)	1 (24%)

Figure 72: Academic committee membership over time.

Committees tend to be chaired by women (Table 28).

Committee	2015/16	2016/17	2017/18	2018/19	2019/20
CC	F	F	F	F	F
Doctoral Studies	F	F	M	M	M
MA Studies	F	F	M	M	M
UG Studies	M	F	F	F	F

Committee	2015/16	2016/17	2017/18	2018/19	2019/20
Research Committee	F	F	F	F	F

Table 28: Committee chairs over time.

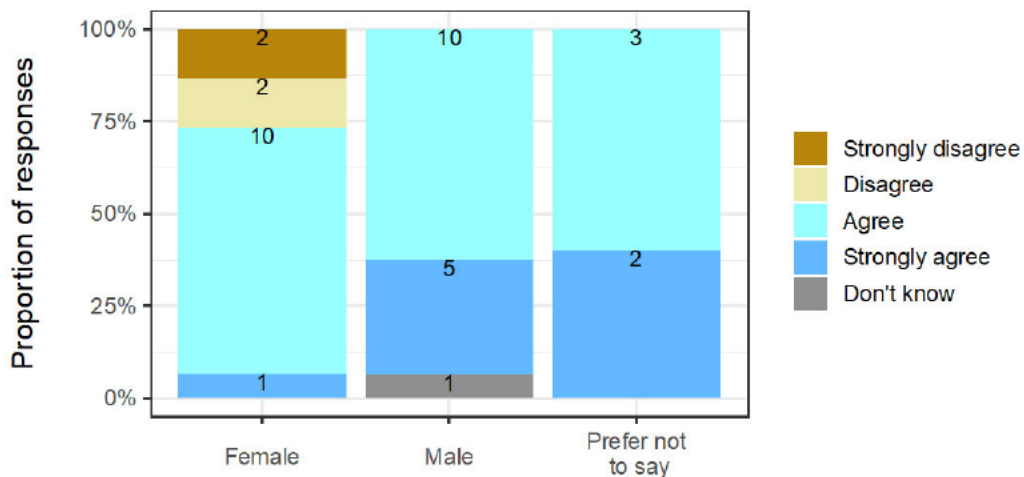
On the one hand, female staff are well-represented in the committee structure. However, women are over-represented which could mean that they have less time to conduct research compared to men. Historically the promotions system prioritises research, especially in promotion to professor. At the same time, men are under-represented which may disadvantage those wishing to undertake a service-focussed career and exclude representation in decision-making.

Committee membership is allocated due to administrative role, apart from reps from certain groups e.g. early-career, who sit on the CC and Research Committee. In order to ensure gender parity on committees, we must ensure parity in allocating administrative roles.

A key criterion in role-assignment is colleagues' expertise and area of work as well as their relative seniority. Colleagues fulfil a specific administrative role for 3-4 years and will then be given the opportunity to move to a new role. The process is usually conducted by the HoD approaching a suitable candidate for the role. The process of selecting the HoD is organised by the Faculty and the University, with input from the Department.

Figure 73 shows that 26.6% of women do not think that women are appropriately represented on departmental committees and 33.3% of women do not think that men are appropriately represented. 100% of male and PNS respondents think gender representation is appropriate. We did not ask whether 'appropriate' would mean over-representation or under-representation (Action 5.6(iii).4). Focus group discussion and Figure 72 suggests that women are over-represented in administrative work.

#### Women are appropriately represented on departmental committees



## Men are appropriately represented on departmental committees

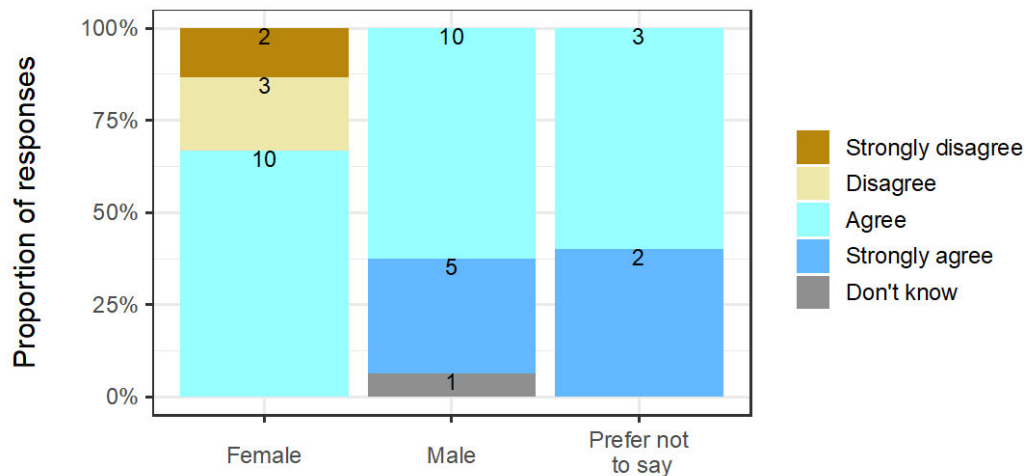


Figure 73: Academic survey responses about gender representation on committees.

Administrative roles in 2019/20 are in Table 1. Only 37/43 academics are available for 35 administrative roles. There is no current plan for mitigating or reducing this workload. Table 1 shows that 19/35 administrative roles were filled by women and 16/35 by men in 2019/20.

### KEY POINTS

- 5.6(iii).1 Female academics are over-represented on committees and as committee chairs.
- 5.6(iii).2 Admin roles are allocated by the HoD in consultation with suitably qualified colleagues.
- 5.6(iii).3 There is a heavy admin workload in the department and female colleagues do more of this administrative work.

### ACTION POINTS

- 5.6(iii).1 Encourage colleagues to strategically plan for new admin roles as part of PDR.
- 5.6(iii).2 Identify all upcoming administrative role vacancies in January for next academic year. Where there are equally qualified men and women available, the role will be assigned to a man.
- 5.6(iii).3 Monitor workload allocation to admin roles annually via workload modelling.
- 5.6(iii).4 Change staff survey to remove ambiguity regarding 'appropriate' representation on committees.



(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?*

Outside committee membership by gender is in Table 29. There are almost equal numbers of men and women on external committees. Male external committee members are mainly professors; female external committee members are mainly senior lecturers. We do not fully understand the reasons for this, but will investigate (Action 5.6(iv).1).

A small number of men sit on multiple external committees (Table 30), but this is due to one male professor who consistently sits on several external committees, rather than a wider gendered trend.

Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Female grade 7	0	0	0	0	0	0
Female grade 8	1	0	0	0	1	2
Female grade 9	2	2	2	2	1	9
Female professor	1	1	1	2	3	8
Total female individuals	4	3	3	4	5	19
Male grade 7	2	0	0	0	0	2
Male grade 8		2	0	2	2	6
Male grade 9	0	0	0		0	
Male professor	2	2	2	3	3	12
Total male individuals	4	4	2	5	5	20

Table 29: Total number of external committees LAEL staff sit on.

Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Female grade 7	0	0	0	0	0	0
Female grade 8	2	0	0	0	1	3
Female grade 9	2	2	3	2	1	10
Female professor	1	1	1	3	4	10
Female total committees	5	3	4	5	6	23
Male grade 7	3	0	0	0	0	3

Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Male grade 8	0	3	0	3	3	9
Male grade 9	0	0	0	0	0	0
Male professor	4	4	4	3	3	18
Male total committees	7	7	4	6	6	30

Table 30: Total external committees where a LAEL staff member has sat. Quantifies staff who sit on multiple committees.

External committee membership is rewarded in our workload model (5 points per committee) and is incentivised by the University's promotions criteria.

In the academic survey, only 3/36 respondents did not think that they were given opportunity and encouragement to represent the department externally (Figure 74).

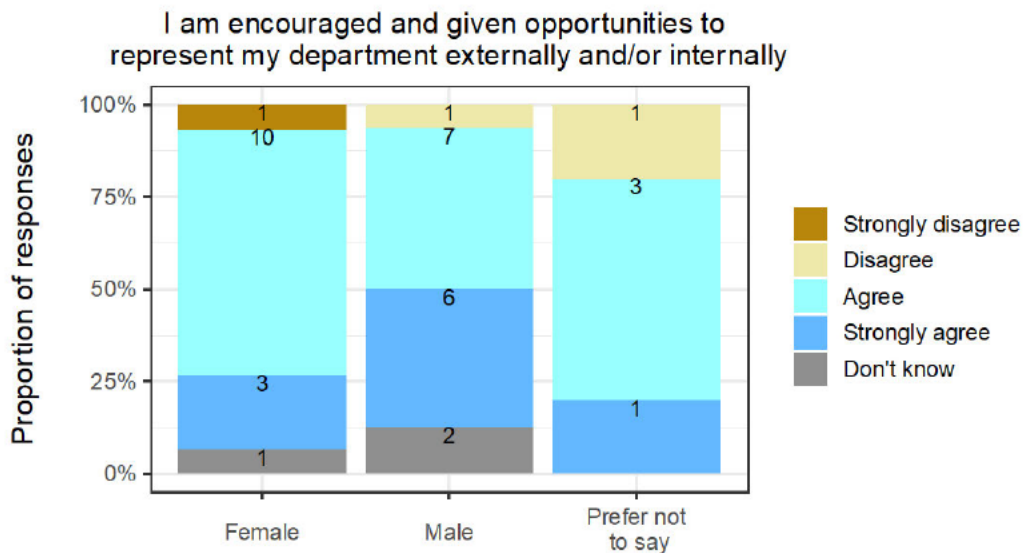


Figure 74: Academic survey responses to opportunities for external committees.

#### KEY POINTS

- 5.6(iv).1 Equal numbers of men and women sit on external committees.
- 5.6(iv).2 Male external committee members are mainly professors, females are senior lecturers.

#### ACTION POINTS

- 5.6(iv).1 Include a question on staff survey to elicit qualitative data about reasons for external committee membership and perceptions of its role in promotion.

(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.*

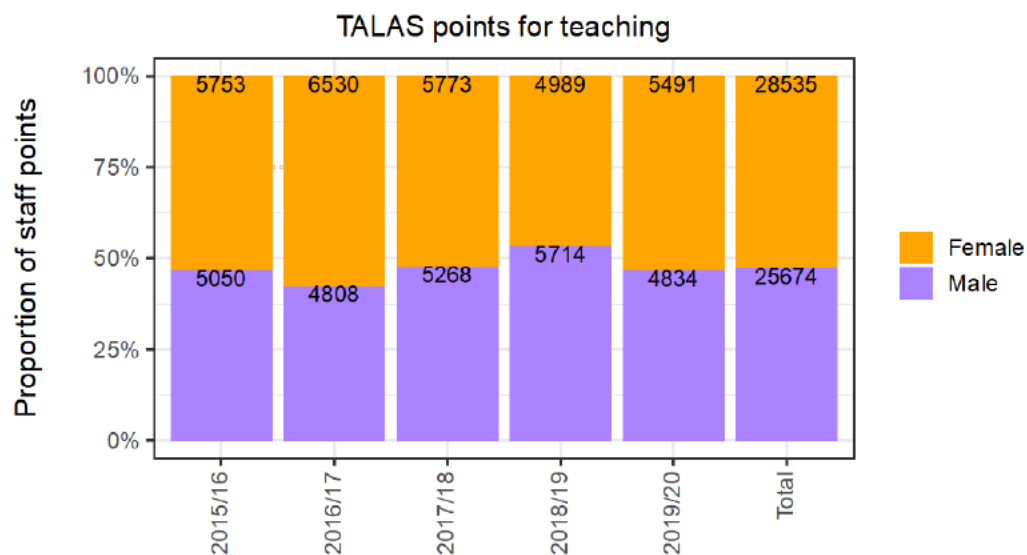
The department workload model is called TALAS (Task Allocation System) and is coordinated by the Deputy HoD. It is a bespoke model which allocates a number of points per task. There is no direct relationship between points and hours of work, which leads to perceptions of unfairness and lack of transparency (see Figure 78 below), as well as the possibility of overwork. We will set up a working party to introduce an hours-based system in the next two years (Action 5.6(v).1-4).

TALAS compares each staff member's total for the year against a department average (mean). If staff are above average, they can (in theory) be allocated less work, and if they are below, they can be allocated more work. In practice, certain tasks can only be done by certain people e.g. specialised teaching. The number of points per task can be adjusted if the task has changed. Where workload varies year on year, e.g. if a course is taught every second year only, points are carried forward as a surplus or a deficit. All staff can see TALAS and can compare themselves against others. Research grant buyouts are included with an overall percentage reduction in points for a particular year. A review is currently taking place to overhaul workload modelling at Faculty level, but this review has not yet been finished. Revised guidelines will involve moving to an hours-based system, which we will implement (Action 5.5(v)ii).

There are some weaknesses with TALAS. As the model compares against a department mean, there is no set target workload for each individual, or estimated number of hours for each task. We therefore do not routinely monitor an overall increase in workload (Action 5.6(v).4). Secondly, the system of carrying forward surpluses and deficits means that some staff can accumulate a very large surplus or deficit over time (Action 5.6(v).6), which can skew the overall mean (Action 5.6(v).5).

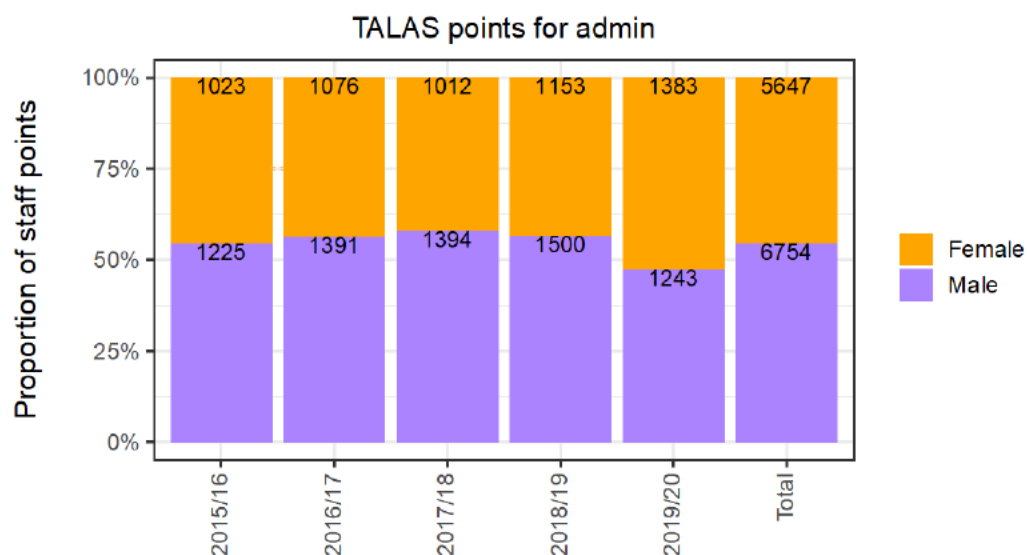
The TALAS points for teaching are in Figure 75, admin in Figure 76 and the total points overall in Figure 77. It appears that men are given more points for admin work than women. However, one large admin role (300 points) is included as part of a male academic's contract and is not rotated, which accounts for 300 points to males annually. Also, the HoD role (female) currently has no TALAS points awarded but is instead recognised as a 75% buyout in workload. This would be roughly equal to 550 points and is not included in the analysis below.

Taking the above points into account, the figures indicate that the proportion of TALAS points given to men and women is remarkably equal across different types of task (teaching, admin) and across different years. TALAS points for new roles or increased work in an admin role are awarded when a colleague requests them. It may be the case that there is a gender imbalance in who requests extra points for extra work and who does not (Action 5.6(v).7).



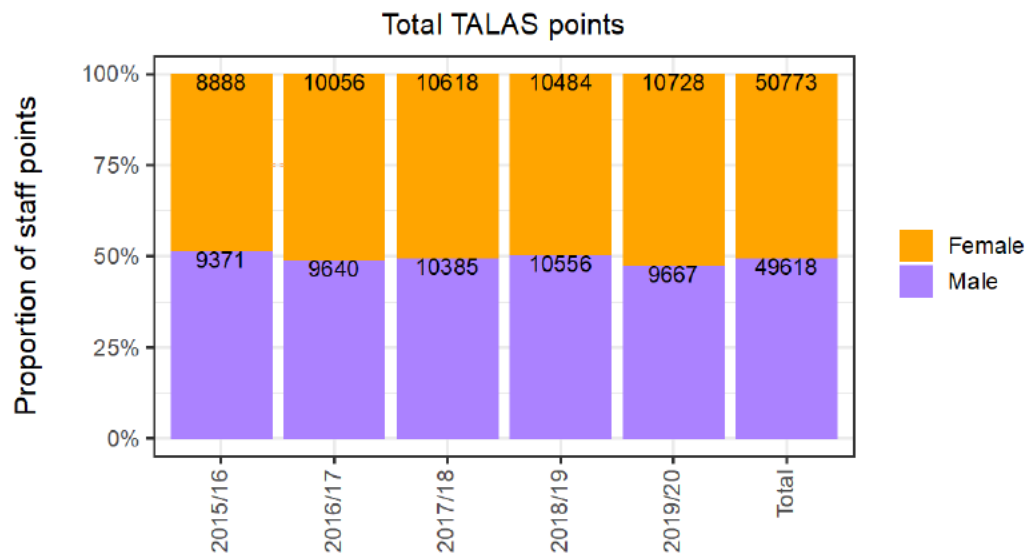
Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Female	5753 (53%)	6530 (58%)	5773 (47%)	4989 (47%)	5491 (53%)	28535 (53%)
Male	5050 (47%)	4808 (42%)	5268 (53%)	5714 (53%)	4834 (47%)	25674 (47%)

Figure 75: TALAS points for teaching.



Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Female	1023 (45%)	1076 (44%)	1012 (42%)	1153 (43%)	1383 (53%)	5647 (46%)
Male	1225 (55%)	1391 (56%)	1394 (58%)	1500 (57%)	1243 (47%)	6754 (54%)

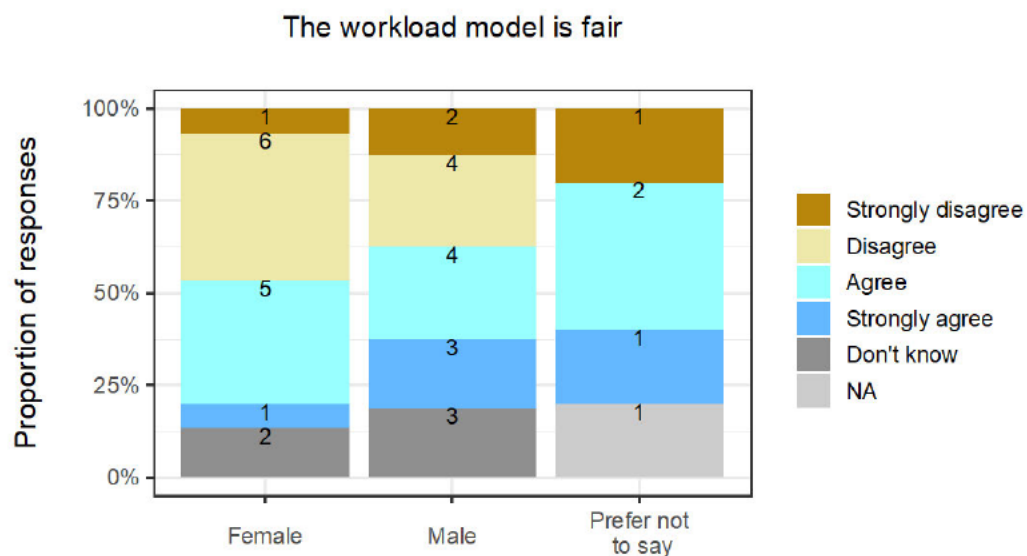
Figure 76: TALAS points for admin.



Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Female	8888 (49%)	10056 (51%)	10618 (51%)	10484 (50%)	10728 (53%)	50773 (51%)
Male	9371 (51%)	9640 (49%)	10385 (49%)	10556 (50%)	9667 (47%)	49618 (49%)

Figure 77: TALAS points grand total.

Figure 78 shows that 46.7% of female academics and 37.5% of male academics do not think that TALAS is fair. Also, 53.3% of females and 37.4% of males do not think that TALAS is transparent. These results suggest that TALAS is not well-regarded by a substantial number of colleagues.



### The workload model is transparent

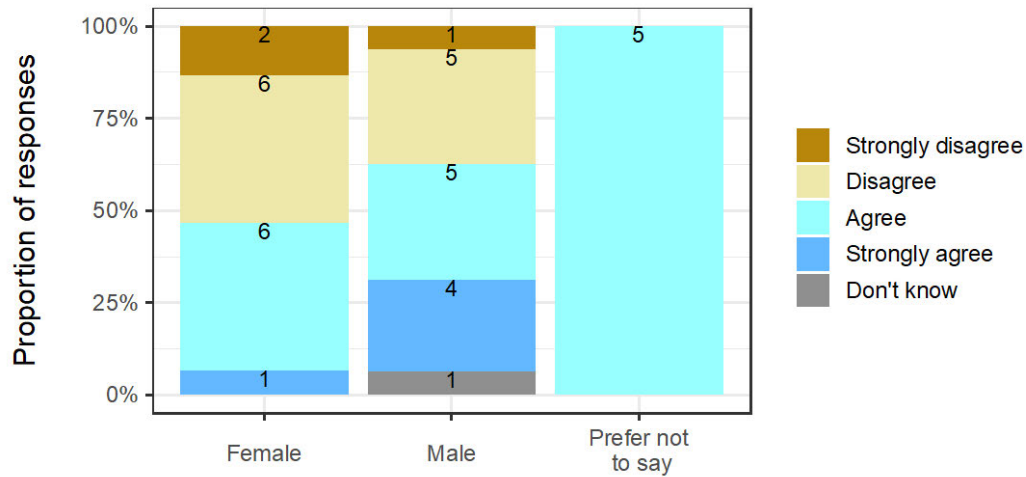


Figure 78: Academic survey responses about fairness and transparency in TALAS.

#### KEY POINTS

- 5.6(v).1 There is no clear relationship between points and hours of work in the workload system.
- 5.6(v).2 Male and female staff have been awarded equal numbers of points, but changes are dependent on individuals making requests.
- 5.6(v).3 A large number of colleagues do not think that TALAS is fair and transparent.

#### ACTION POINTS

- 5.6(v).1 Set up a working party to revise TALAS.
- 5.6(v).2 Adopt revised Faculty guidelines on workload modelling when available.
- 5.6(v).3 Allocate a number of hours per task rather than points.
- 5.6(v).4 Ensure staff cannot be allocated over a maximum number of hours in any particular year.
- 5.6(v).5 Use the median instead of a mean to assess average workload.
- 5.6(v).6 Write off surplus/deficits after 2 years.
- 5.6(v).7 HoD/Deputy HoD review points allocated for admin roles annually.

(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.*

Department meetings are typically held 1400-1600 on Wednesdays, or sometimes mid-morning on other days. Social events are often held at lunch time, e.g. retirements or book launches. Two evening socials a year are held for all staff: one at Christmas and one at the end of the summer term, typically in the HoD's house/garden. Staff are encouraged to bring family and children to each of these events. Each year, the Department funds transport for a day walk in the Lake District (Figure 79). All staff and PG students are invited to attend. Social events with students are held at lunchtime with students to celebrate PG and UG graduations (Figure 80). In 2019/20 we held our first staff/student celebration of Chinese New Year (Figure 9).



*Figure 79: PG Students on the annual Lake District staff/student walk.*



Figure 80: Staff during a lunchtime celebration for PG graduations.

Figure 81 shows that in the academic staff survey, the vast majority of staff agreed that meetings are between 1000-1600 (86.6% of women, 93.7% of men, 100% PNS). Similarly, 80% of females, 100% of males and 100% of PSS think that work-related social activities are likely to be welcoming to men and women. Among the PSS, 100% of respondents thought that departmental meetings are conducted within core hours, and 75% of respondents thought that social activities are likely to be welcoming to men and women.

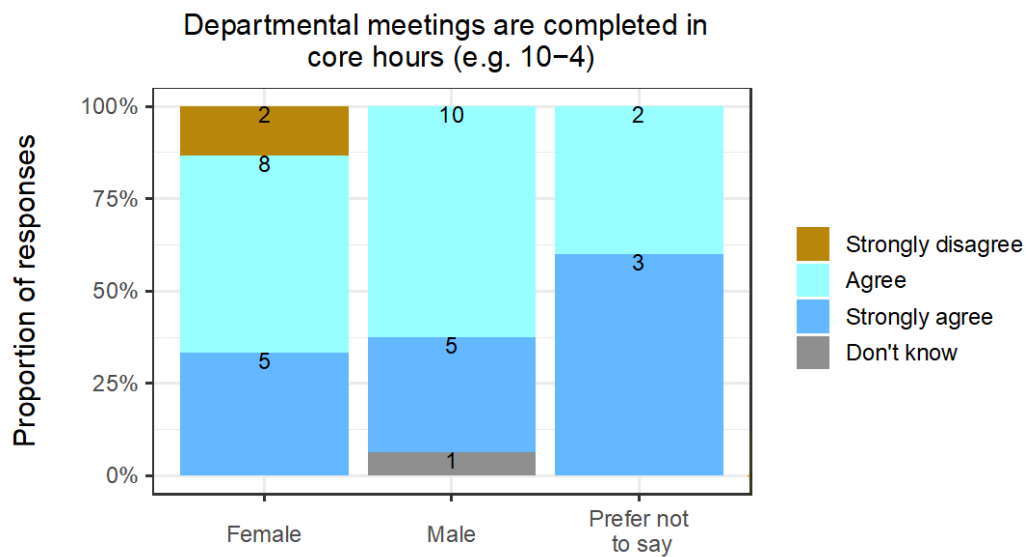


Figure 81: Academic responses about timing of departmental meetings.



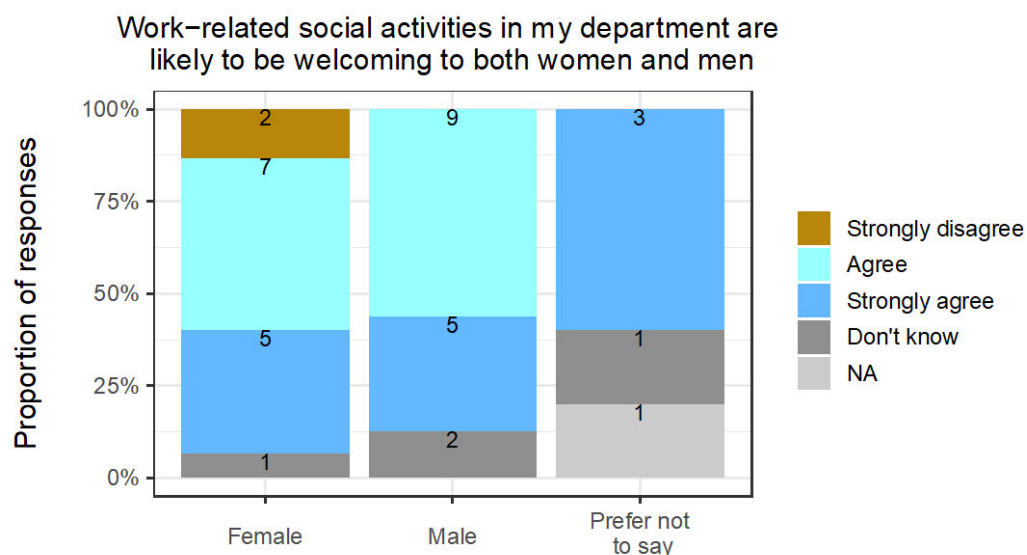


Figure 82: Academic responses about social activities and gender.

**KEY POINTS**

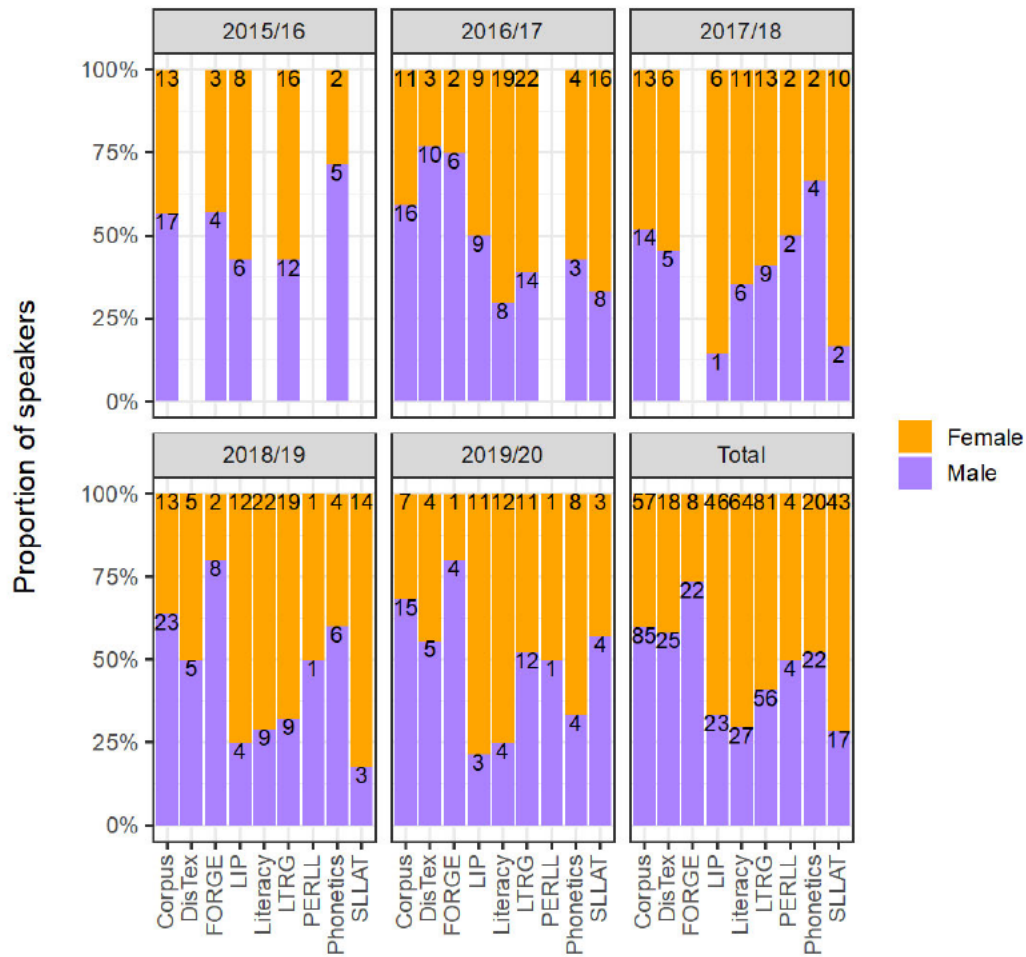
- 5.6(vi).1 Department meetings are generally held 1000-1600.
- 5.6(vi).2 Staff think that socials are welcoming to men and women.

(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.*

There are nine research groups in LAEL which have an annual budget to invite speakers: 1) Corpus Linguistics, 2) Discourse and Text (DisTex), 3) Language Testing research Group (LTRG), 4) Second Language Learning And Teaching (SLLAT), 5) Literacy Research Group, 6) Phonetics, 7) Perception and Learning Lab (PERLL), 8) Language, Ideology and Power (LIP) and 9) Forensic Linguistics Research Group (FORGE). Figure 83 shows the number of invited speakers. Two groups invited roughly equal male and female speakers, three groups invited more male speakers and four groups invited more female speakers.

Invited speakers to each research group



Group	Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Corpus	Female	13 (43%)	11 (41%)	13 (48%)	13 (36%)	7 (32%)	57 (40%)
	Male	17 (57%)	16 (59%)	14 (52%)	23 (64%)	15 (68%)	85 (60%)
DisTex	Female		3 (23%)	6 (55%)	5 (50%)	4 (44%)	18 (42%)
	Male		10 (77%)	5 (45%)	5 (50%)	5 (56%)	25 (58%)
FORGE	Female	3 (75%)	2 (25%)		2 (20%)	1 (20%)	8 (27%)
	Male	4 (25%)	6 (75%)		8 (80%)	4 (80%)	22 (73%)
LIP	Female	8 (57%)	9 (50%)	6 (86%)	12 (75%)	11 (79%)	46 (67%)
	Male	6 (43%)	9 (50%)	1 (14%)	4 (25%)	3 (21%)	23 (33%)
Literacy	Female		19 (70%)	11 (65%)	22 (71%)	12 (75%)	64 (70%)
	Male		8 (30%)	6 (35%)	9 (29%)	4 (25%)	27 (30%)
LTRG	Female	16 (57%)	22 (61%)	13 (59%)	19 (68%)	11 (48%)	81 (59%)
	Male	12 (43%)	14 (39%)	9 (41%)	9 (32%)	12 (52%)	56 (41%)
PERLL	Female			2 (50%)	1 (50%)	1 (50%)	4 (50%)
	Male			2 (50%)	1 (50%)	1 (50%)	4 (50%)
Phonetics	Female	2 (40%)	4 (57%)	2 (33%)	4 (40%)	8 (67%)	20 (48%)
	Male	5 (60%)	3 (43%)	4 (67%)	6 (60%)	4 (33%)	22 (42%)
SLLAT	Female		16 (67%)	10 (83%)	14 (82%)	3 (43%)	43 (72%)
	Male		8 (33%)	2 (17%)	3 (18%)	4 (57%)	17 (28%)

Figure 83: Invited speakers over time to research groups.

Some groups have only an academic convenor, some additionally have a student convenor, some have only student convenors. Table 31 shows the gender of the talk organisers per year. Many groups have several male and female convenors. Where there is a single gender of convenor, they are more likely to be female, but the numbers are too small to draw firm conclusions.

Group	2015/16	2016/17	2017/18	2018/19	2019/20
Corpus	M	F	F	F	F
DisTex	NA	M	M	M	M
FORGE	F	F	F	F	F
LIP	M	M	F/M	F/M	M
Literacy	F	F	F	F	F
LTRG	F/M	F/M	F/M	F/M	F/M
PERLL	NA	NA	F/M	F/M	F/M
Phonetics	F/M	F/M	F/M	F/M	F/M
SLLAT	F/M	F/M	F/M	F/M	M

Table 31: Research group convenors over time.

Very occasionally we invite speakers to give whole-department seminars. In the past five years we have invited six speakers (4M, 2F). In the past five years, LAEL had few visiting professors (6M, 2F).

Department publicity materials use images from a stock of department photos. When we took these photos, consideration was given to diversity and representation e.g. Figure 84.



Figure 84: Example photo from LAEL stock publicity materials.

Almost every academic thinks that the department uses women as well as men as role models (1F respondent disagreed - Figure 85).

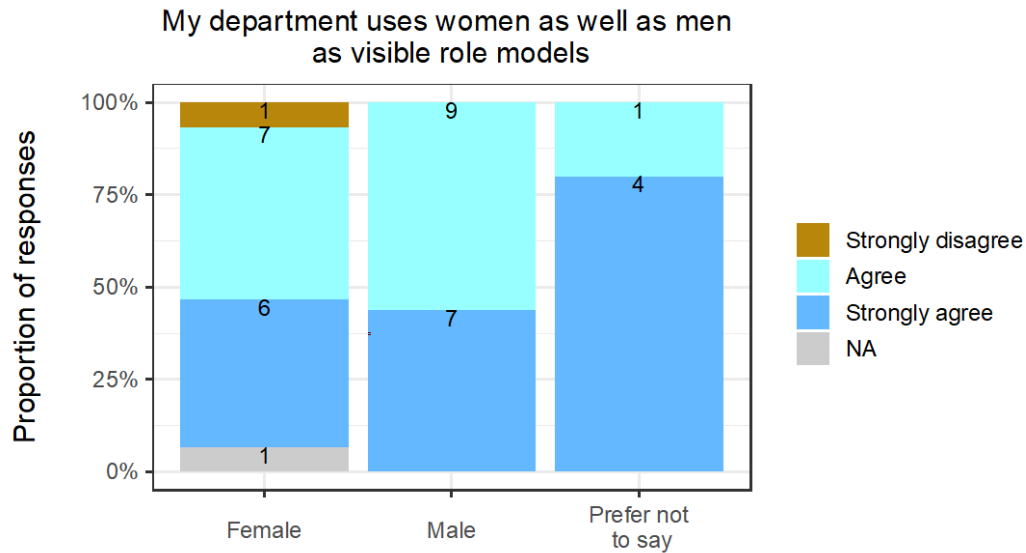


Figure 85: Academic survey responses on gender and role models.

**KEY POINTS**

- 5.6(vii).1 Overall, research groups invite equal numbers of men and women.
- 5.6(vii).2 Most research groups have both male and female convenors.
- 5.6(vii).3 LAEL had more male whole-department speakers, and more male visiting professors.
- 5.6(vii).4 Diversity is carefully considered in publicity materials.

**ACTION POINTS**

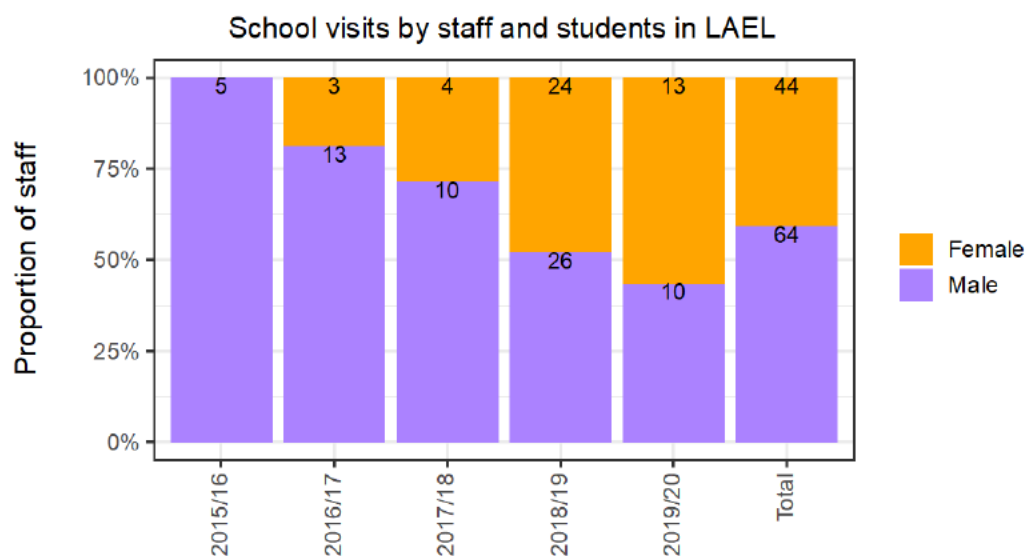
- 5.6(vii).1 Preferentially invite women and BIPOC speakers to whole department seminars (see also Action 5.6(i).3).
- 5.6(vii).2 Monitor diversity of visiting professors (see also Action 5.6(i).3).
- 5.6(vii).3 Ask staff to consider diversity characteristics when recruiting visiting professors.
- 5.6(vii).4 Monitor diversity of research group speakers.

(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.*

LAEL’s submission to the 2021 REF includes three impact case studies: two with male and female leads, and one with a female lead. Staff are regularly interviewed in local, national and international media. LAEL runs two MOOCs (Massive Open Online Courses) annually: in Corpus Linguistics (male and female leads) and Dyslexia and language teaching (female lead). Each has been running for 5 years and has had over 50,000 participants. Next year we are introducing a MOOC in Shakespeare’s language (male staff member leading). LAEL colleagues frequently publish in industry-appropriate journals such as British Medical Journal (lead author = female), Journal of Speech, Language and the Law (lead author = male), Language Assessment Quarterly (lead author = female). We have a forensic speech science business attached to the department (female owner, female academic contact). CASS (male and female leads) won a Queen’s Anniversary Prize for outstanding work of public benefit. Participation in outreach is expected of all staff and is rewarded via the promotion system.

LAEL conducts a number of visits to local schools each year (Figure 86). Previously, more men conducted school visits than women, but in the past two years there has been gender parity. When several staff are involved in visits, we actively aim to include males and females.

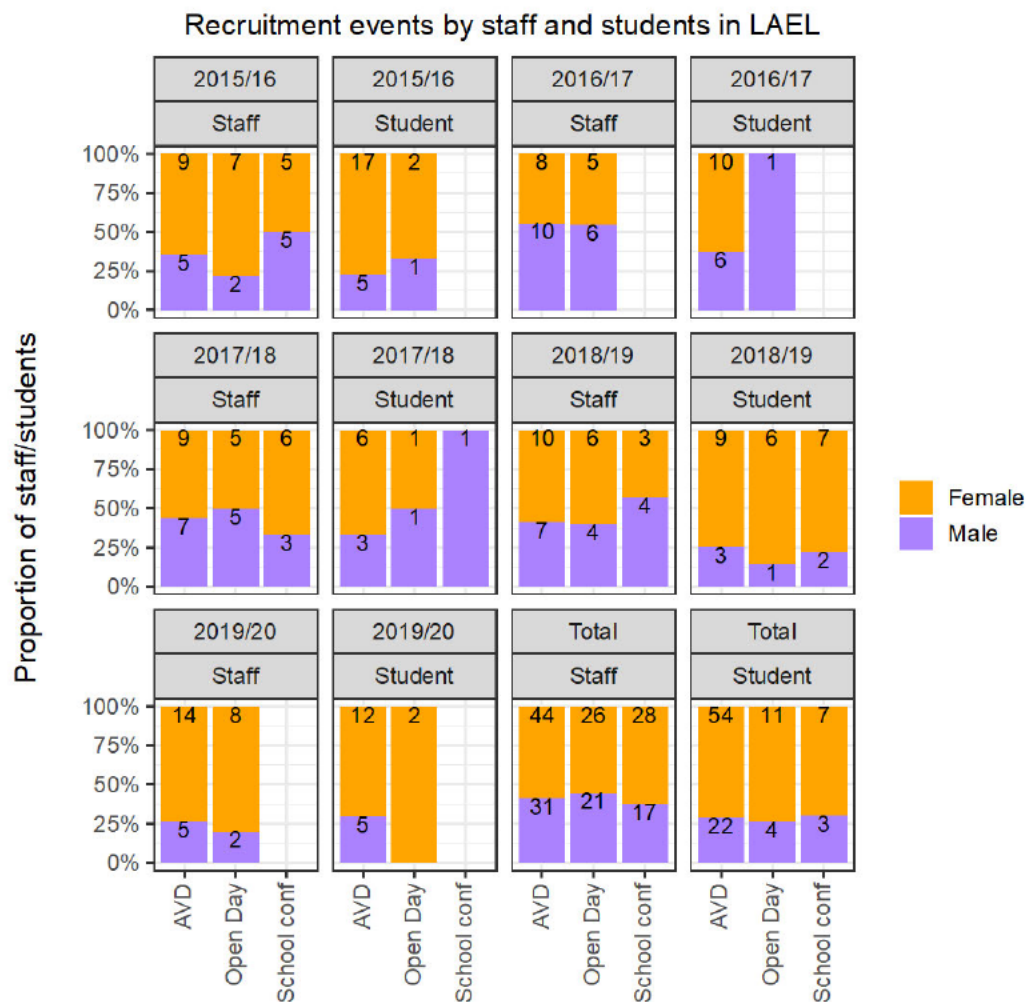


Gender	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Female	0 (0%)	3 (19%)	4 (29%)	24 (48%)	13 (57%)	44 (41%)
Male	5 (100%)	13 (81%)	10 (71%)	26 (52%)	10 (43%)	64 (59%)

Figure 86: Number and proportion of school visits conducted by gender.

The department holds three main kinds of recruitment events: Applicant Visit Days (AVDs), Open Days during the summer, and a school conference (not held every year). The staff and students contributing to recruitment events is in Figure 87. PSS work at each event and all PSS are female. The staff numbers including only academics are in Figure 88 and show that roughly equal numbers of male and female academics participate. More female student ambassadors have worked at recruitment events, but this is consistent with the proportion of female students (Figure 6).

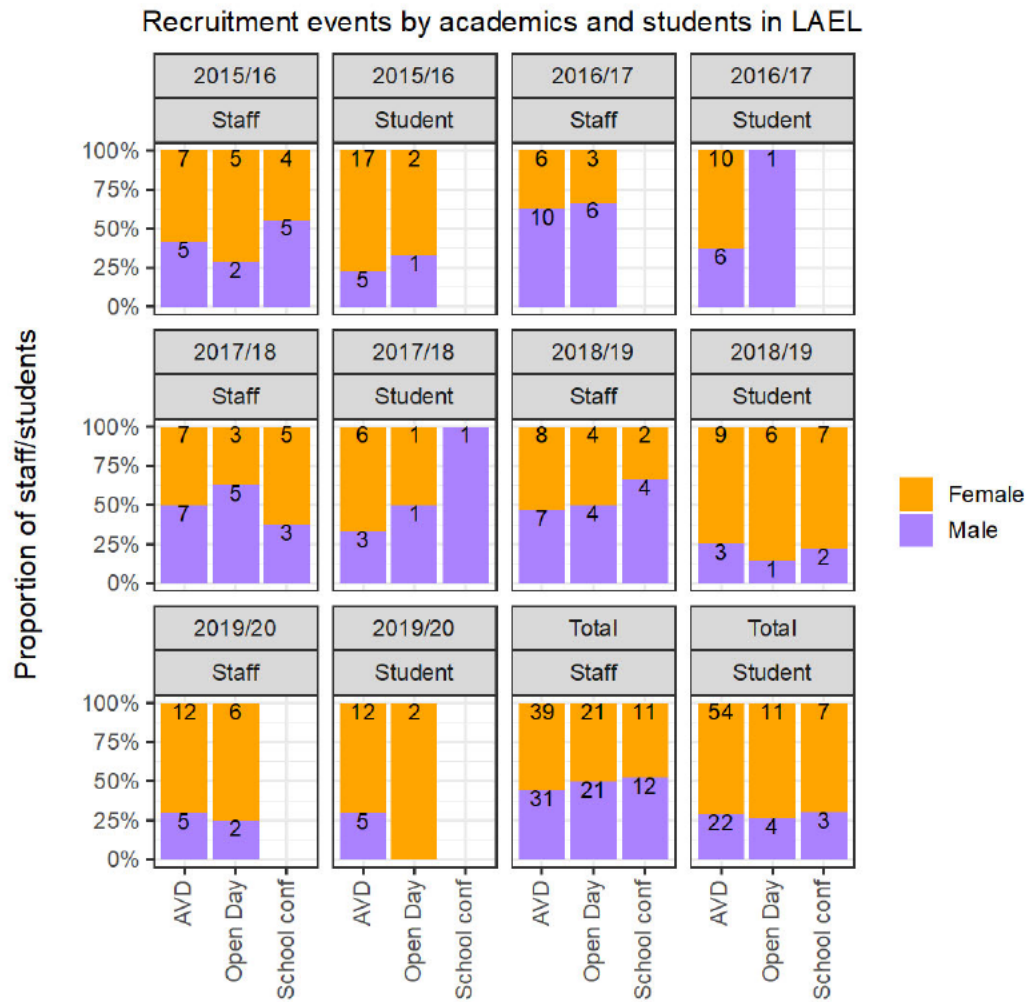
Academic staff are asked to volunteer for AVDs and Open Days, which are held on Saturdays. No extra pay or time in lieu is given for this work. Work at an AVD or Open Day is not recognised in the workload model as it has previously been assumed that this is a core duty for all academics (Action 5.6(viii).2). PSS involved in recruitment are asked to work at recruitment events as part of their role and have time in lieu for this work. Student ambassadors are paid by the hour for their work at recruitment events.



Year	Gender	Staff			Student		
		AVD	Open Day	School conf	AVD	Open Day	School conf
2015/16	Female	9 (64%)	7 (78%)	5 (50%)	17 (77%)	2 (67%)	
	Male	5 (36%)	2 (22%)	5 (50%)	5 (23%)	1 (33%)	
2016/17	Female	8 (44%)	5 (45%)		10 (63%)	0 (0%)	
	Male	10 (56%)	6 (55%)		6 (37%)	1 (100%)	

2017/18	Female	9 (56%)	5 (50%)	6 (67%)	6 (67%)	1 (50%)	0 (0%)
	Male	7 (44%)	5 (50%)	3 (33%)	3 (33%)	1 (50%)	1 (100%)
2018/19	Female	10 (59%)	6 (60%)	3 (43%)	9 (75%)	6 (86%)	7 (78%)
	Male	7 (41%)	4 (40%)	4 (57%)	3 (25%)	1 (14%)	2 (22%)
2019/20	Female	14 (74%)	8 (80%)		12 (71%)	2 (100%)	
	Male	5 (26%)	2 (20%)		5 (29%)	0 (0%)	
Total	Female	44 (59%)	26 (55%)	28 (62%)	54 (71%)	11 (73%)	7 (70%)
	Male	31 (41%)	21 (45%)	17 (38%)	22 (29%)	4 (27%)	3 (30%)

Figure 87: Staff and students involved in department recruitment events over time.



Year	Gender	Academic			Student		
		AVD	Open Day	School conf	AVD	Open Day	School conf
2015/16	Female	7 (58%)	5 (71%)	4 (44%)	17 (77%)	2 (67%)	
	Male	5 (42%)	2 (29%)	5 (56%)	5 (23%)	1 (33%)	
2016/17	Female	6 (38%)	3 (33%)		10 (63%)	0 (0%)	
	Male	10 (62%)	6 (67%)		6 (37%)	1 (100%)	
2017/18	Female	7 (50%)	3 (38%)	5 (63%)	6 (67%)	1 (50%)	0 (0%)
	Male	7 (50%)	5 (62%)	3 (37%)	3 (33%)	1 (50%)	1 (100%)

2018/19	Female	8 (53%)	4 (50%)	2 (33%)	9 (75%)	6 (86%)	7 (78%)
	Male	7 (47%)	4 (50%)	4 (67%)	3 (25%)	1 (14%)	2 (22%)
2019/20	Female	12 (71%)	6 (75%)		12 (71%)	2 (100%)	
	Male	5 (29%)	2 (25%)		5 (29%)	0 (0%)	
Total	Female	39 (56%)	21 (50%)	11 (39%)	54 (71%)	11 (73%)	7 (70%)
	Male	31 (44%)	21 (50%)	17 (61%)	22 (29%)	4 (27%)	3 (30%)

Figure 88: Academic staff and students participating in recruitment events.

A majority of academics feel that they are encouraged to participate in outreach activities (Figure 89), and that men and women are appropriately represented in outreach (Figure 90).

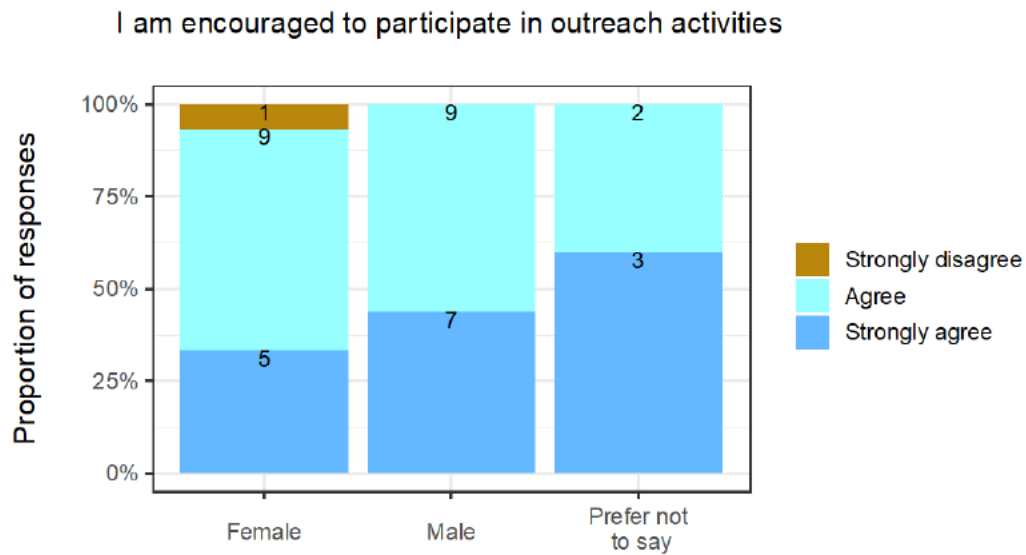


Figure 89: Academic survey responses about participating in outreach.

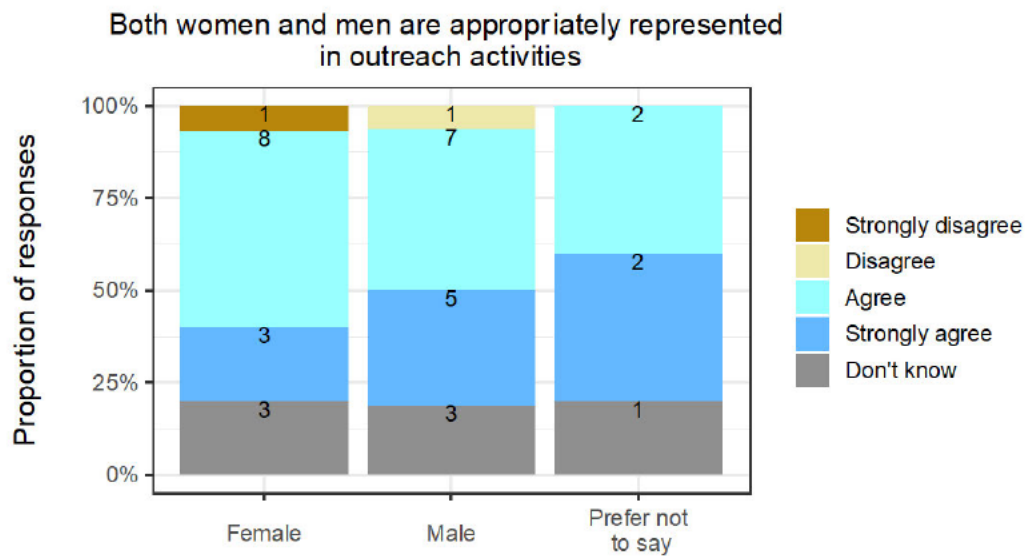


Figure 90: Academic survey responses about male and female representation in outreach.



#### KEY POINTS

- 5.6(viii).1 Large numbers of male and female staff participate in outreach.
- 5.6(viii).2 There is a reasonable gender balance of academics present at open days and school visits.
- 5.6(viii).3 There is no academic workload recognition for taking part in open and applicant visit days.

#### ACTION POINTS

- 5.6(viii).1 Ask all academics to contribute to at least one AVD or Open Day a year except where childcare responsibilities prohibit this.
- 5.6(viii).2 Include AVD and Open Day work in the workload model.

[6358 words]

#### SILVER APPLICATIONS ONLY

##### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

## 7. FURTHER INFORMATION

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

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

Our staff surveys were conducted during the spring 2020 lockdown. We surveyed staff about the response to COVID-19 and predictions for future work. At that time, 46% of female academics and 31.2% of male academics did not think that the pandemic had a negative effect on their productivity (Figure 91), and 75% of the PSS staff did not think that COVID-19 had impacted their productivity (Figure 92).

'The impact of COVID19 on women's research, projects, and visibility in the workplace is going to be felt for \*years\*'  
(Female academic)

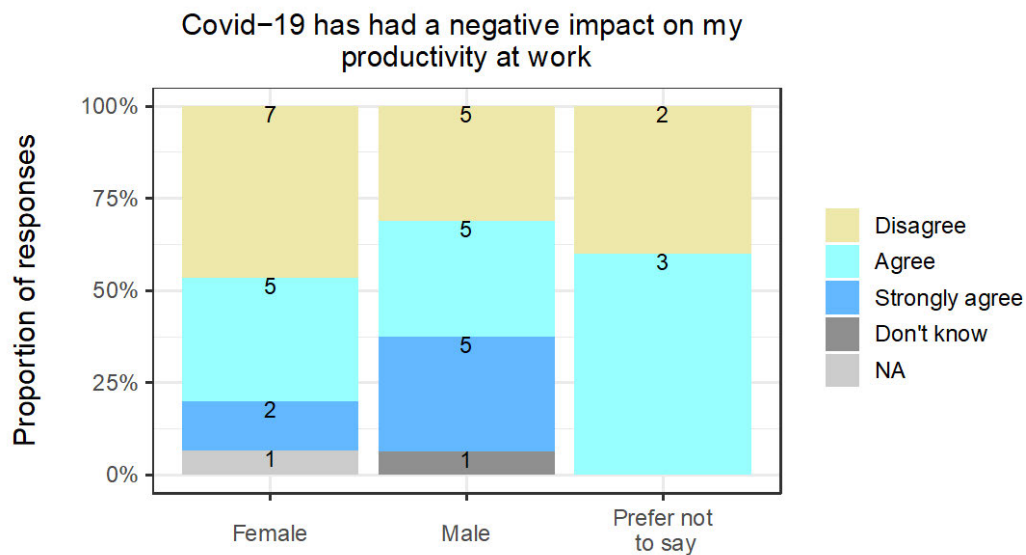


Figure 91: Perceived impact of COVID-19 on productivity (academics).

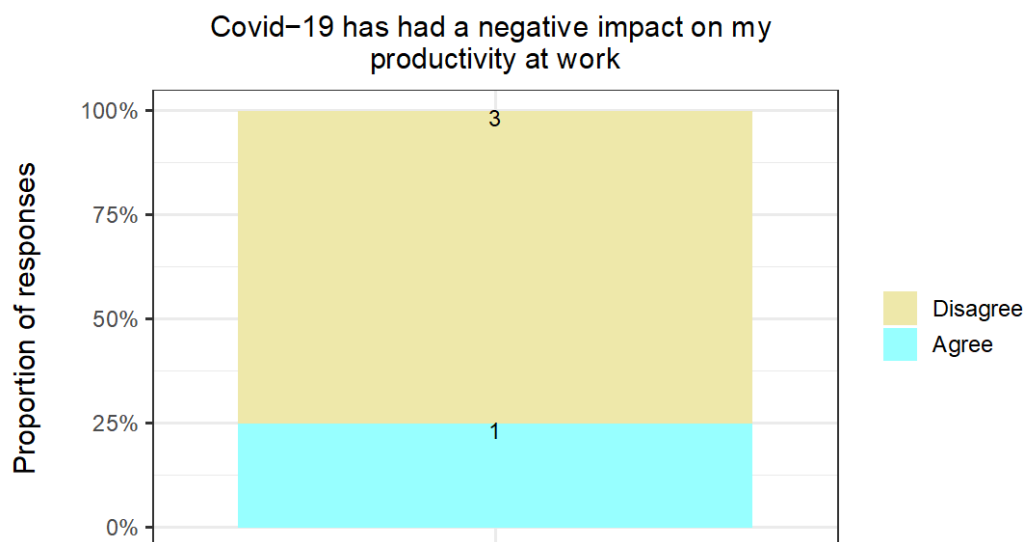


Figure 92: Perceived impact of COVID-19 on productivity (PSS staff).

Only three academic respondents (1M, 1F, 1PNS) and no PSS staff thought that their circumstances had not been taken into account when allocating work during the pandemic (Figure 93).

'In my experience, dealing with Covid-19 and the lockdown has been very challenging. I think everyone has managed their personal circumstances as best they could, and the HoD has been very supportive the whole way through.'

(Male academic)

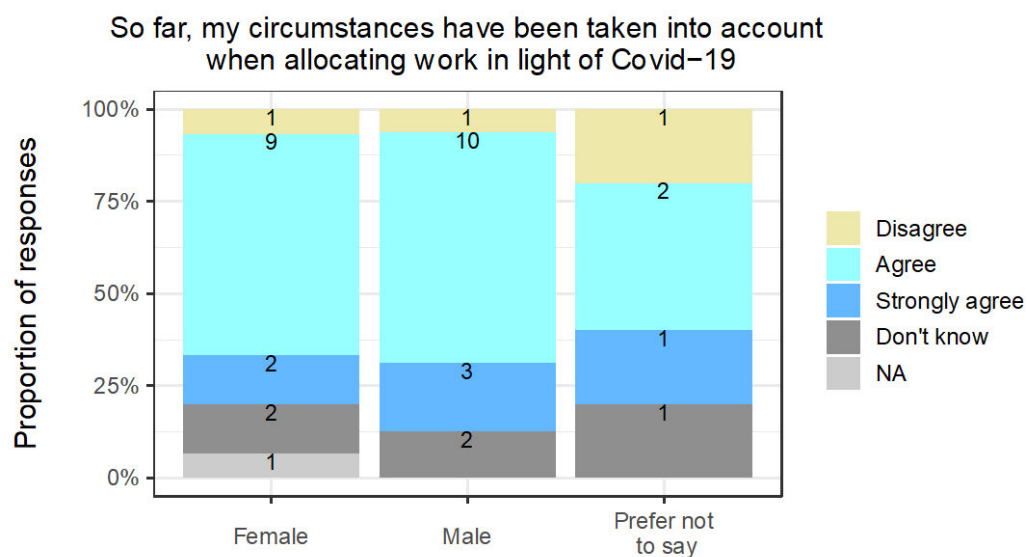


Figure 93: COVID-19 work allocation and personal circumstances (academic survey).

Staff were not confident that the promotions and PDR system will take the impact of COVID-19 into consideration (Figure 94 and Figure 95).

‘Signs are not good within the university that the impact of Covid-19 will not hit promotions.’  
*(Female academic)*

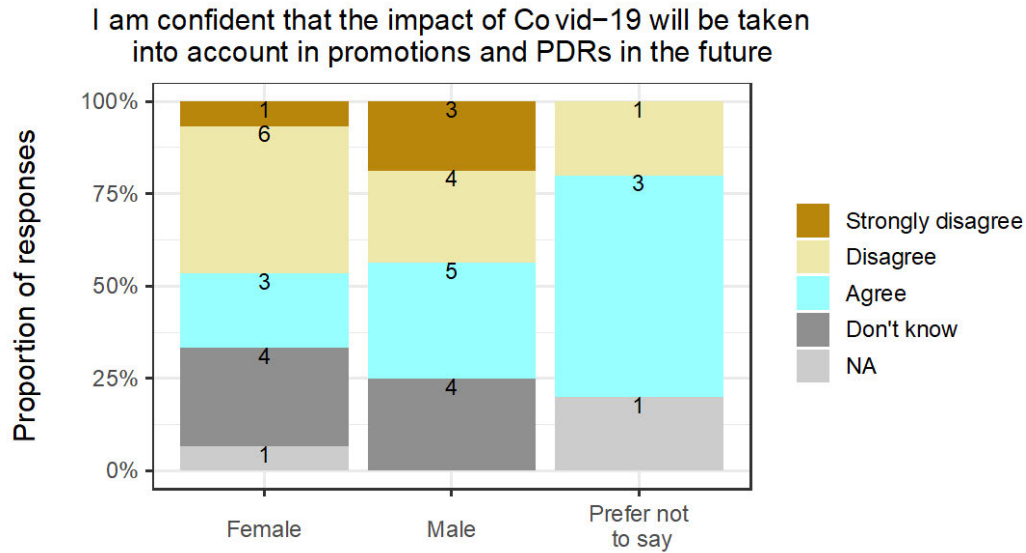


Figure 94: Academic confidence in the promotions system and impact of the pandemic.

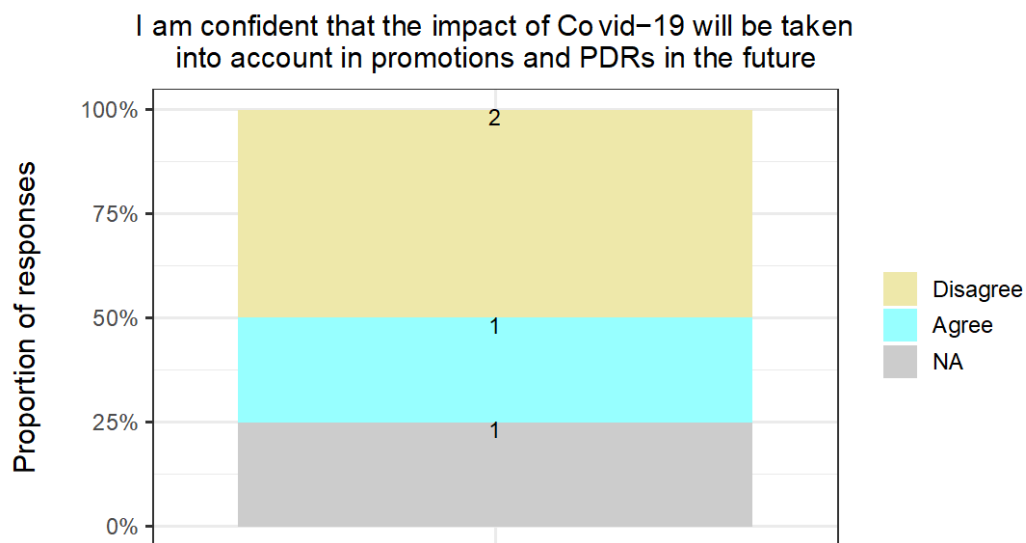


Figure 95: PSS confidence in the promotions system and impact of the pandemic.

Very few survey respondents thought that COVID-19 will impact the work of women and men equally (Figure 96 and Figure 97). Survey respondents felt that inevitably it is carers', particularly women's, careers which will suffer due to the effects of the pandemic. A further factor is that academics with student-centred administrative roles are more affected than those without.

'From my perspective, the lockdown seemed to create a gulf in the experiences of those who have caring responsibilities and those who don't. Some people have had the busiest period of their lives, and others might have felt lonely, isolated and demotivated.'

*(Male academic)*

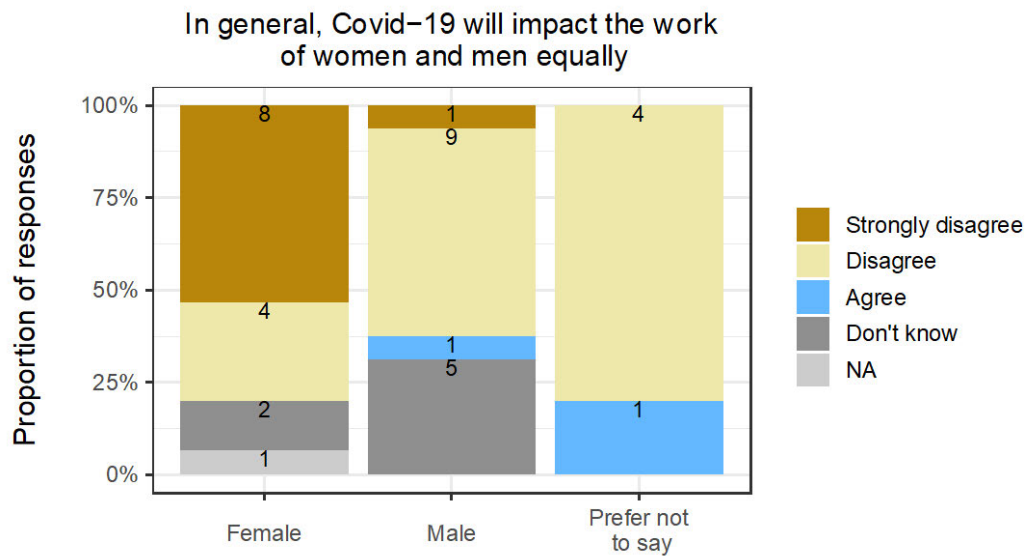


Figure 96: Impact of COVID-19 on the work of women and men (academics).

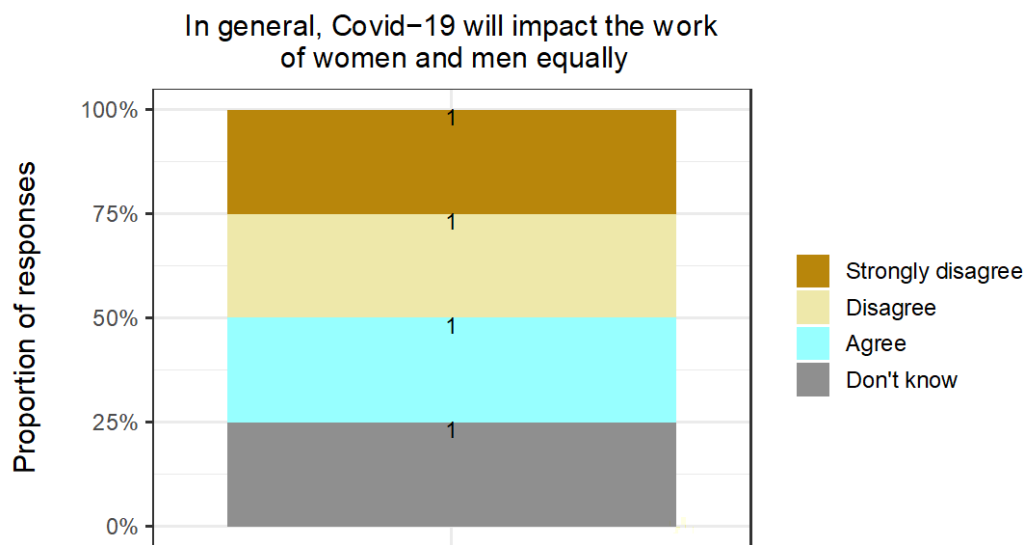


Figure 97: Impact of COVID-19 on the work of women and men (PSS staff).

Students clearly articulated that the pandemic will have an asymmetric impact across different groups, though their concerns were mainly about differing impacts on different socioeconomic groups and mental health.

The University is surveying staff and students about the continued response to COVID-19 and we will use these results to also feed into our departmental response (Action 7.6).

'I do wonder how students of different economic backgrounds have coped in an atmosphere that is very reliant on technology. Not everyone has access to technology.'

*(Female student)*

'Covid has been hard for me personally, with my lack of support for [my disability] and my mental health.'

*(Female student)*

#### KEY POINTS

- 7.1 A number of staff feel that COVID-19 has affected their productivity.
- 7.2 Most staff feel that their personal circumstances have been taken into account so far.
- 7.3 Staff do not think that promotions and PDR will take COVID-19 into account sufficiently.
- 7.4 Staff do not think that the work of women and men will be affected equally by the pandemic.
- 7.5 Students are concerned about mental health and unequal access to technology.

#### ACTION POINTS

- 7.1 Invite colleagues to discuss and plan for the impact of COVID-19 during PDR if they wish.
- 7.2 Use Department and University channels to lobby for University policy on COVID-19 impact on productivity, promotions and probations.
- 7.3 Undergraduate research interns in 2020/21 will be preferentially allocated to staff with caring responsibilities or student-centred admin roles.
- 7.4 Survey students about access to technology and financial concerns.
- 7.5 Include discussion about the impact of COVID-19 on students via the Academic Advisor system.
- 7.6 Monitor results from University staff and student consultations about the COVID-19 response and build this into planning.

[479 words]

[Total submission 10997 words]

## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Number	Rationale with reference to the self-assessment	Action	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
3(iii).1	Expand the remit of EDI work within LAEL beyond Athena Swan (p20).	Rename the SAT to EDI Committee and meet termly to discuss all aspects of EDI.	Termly EDI meeting minutes uploaded to the EDI Team space on Teams in January 2021 and then each term.	January 2021 and then termly	EDI Chair	EDI Committee minutes will reflect termly meetings. EDI Committee minutes available to whole department on Teams.
3(iii).2	Improve gender balance in EDI lead roles as the current Athena Swan lead is female (p15).	The EDI Committee will be chaired by the current Athena Swan lead and rotate every three years. The EDI Chair will rotate between male and female colleagues.	EDI Committee initially chaired by current Athena Swan lead. Male staff member appointed to EDI Chair role when current Athena Swan lead hands over in 2022.	January 2021- October 2022	EDI Chair	The EDI Chair role will be filled by at least one male colleague in the next five years.

3(iii).3	Improve grade representation on EDI Committee as Senior lecturers were not represented on the 2019/20 SAT (p15).	The EDI Committee will include at least 9 people including UG, PGT, PGR, PSS, a postdoc, grade 7 academic, Grade 8 academic, Grade 9 academic, a professor and the department disabilities coordinator. Committee membership will rotate at least every 3 years.	Annual records of grade and gender of committee members shared on the EDI Teams site each October. In January 2021, at least one Senior lecturer recruited to the EDI Committee.	January 2021 and then recruitment annually each October	EDI Chair	EDI Committee membership records will reflect grade and gender balances overall. By October 2023, we will achieve grade balance among staff.
3(iii).4	Improve gender representation on EDI Committee as male PG students were not represented on the SAT (p19).	Recruit at least one non-female student rep annually.	Review of gender balance of student reps in January 2021 and then each October.	January 2021 and then recruitment annually each October	EDI Chair	By October 2023, we will achieve a representative gender balance among student reps.
3(iii).5	Improve gender representation on the EDI Committee as female staff were over-represented on the SAT (p15).	Recruit an equal or near-equal gender balance among academic EDI Committee members.	In January 2021, at least 3 male academics on the EDI Committee. By October 2023, at least 4 male academics on the EDI Committee.	January 2021 and then recruitment annually each October	EDI Chair	By October 2023, we will achieve gender balance among academic staff.
3(iii).6	Recognise and plan for EDI workload as only the Athena Swan lead received workload	EDI Committee members will receive 10 points for membership (changing	From January 2021, 10 points or 8 hours per year included in workload modelling	January 2021 and then workload	Deputy HoD	EDI workload allocation included in workload model each year in January



	points for SAT membership (p14).	to 8 hours when workload model is revised).	for EDI Committee members.	allocation each October		2021 and then each October.
3(iii).7		The postdoc rep will receive a workload reduction agreed with their line manager.	Written confirmation of workload reduction requested from line manager when the EDI Committee is formed in January 2021 and then each October.	January 2021 and then annually each October	EDI Chair	Workload allocation agreed in writing with postdoc line manager for each postdoc on the EDI Committee in January 2021 and then each October.
3(iii).8		The PSS rep will receive 8 hours' time in lieu for work on the EDI Committee.	Written confirmation requested from DO that the time in lieu is available when the EDI Committee is formed in January 2021 and then each October.	January 2021 and then annually each October	EDI Chair	Time in lieu allocation agreed in writing with DO in January 2021 and then each October.
3(iii).9	Compensate students for their EDI work (p14).	Student reps will be paid £10 Ethical Superstore (or another sustainable supplier) voucher per committee meeting.	Vouchers distributed to student reps by the DO after the first EDI Committee meeting in 2021 and then termly.	January 2021 and then termly following each EDI Committee meeting	EDI Chair	Student reps will receive vouchers for attending each meeting. Records kept by EDI Chair. Starting in January 2021 and then termly.
3(iii).10	Expand the remit of EDI work within LAEL (p19).	Terms of reference for the new committee will be drawn up and approved.	Terms of Reference agreed in the first EDI Committee meeting and posted in the EDI Team space.	January 2021-May 2021	EDI Chair	Terms of Reference will be agreed and posted in the EDI Teams space in May 2021.

3(iii).11	Improve communication of EDI-related information due to staff working remotely (p19).	Use the EDI Microsoft Team space as a notice board and repository.	EDI Team space created in January 2021, and minutes from the first EDI Committee meeting posted in February 2021.	January 2021- February 2021 for setup, then continued use	EDI Chair	Staff will comment on the improved EDI-related communication in our next surveys in 2022. Previously, 67% of academic staff agreed that they were well-informed about gender equality (p91). We will increase this to at least 75%.
3(iii).12		Use the EDI Team space to advertise EDI-related events.	EDI related events posted in the Team from January 2021.	January 2021 for setup, then continued use	EDI Chair	
3(iii).13	Mitigate feelings of isolation around home working and continue to develop social culture of the department (in response to qualitative comments from staff survey p123).	Hold a termly EDI coffee/lunch drop-in chat for staff.	A social drop-in each term from January 2021, initially online (in person once work in offices is possible and if colleagues prefer in person drop-in)	January 2021 and then termly	Deputy HoD	EDI Committee records will reflect termly coffee/lunch drop-ins. Staff survey in 2022 will mention the EDI dropins as an activity to mitigate isolation in the department.
3(iii).14	Enhance profile of ethnic and religious minorities in LAEL, improve inclusivity, staff-student relations (qualitative comments	The EDI Committee will organise at least two staff-student celebrations of national/religious festivals each year.	At least two celebrations of national/religious festivals each year (online initially and then in-person).	January 2021 and then at least twice per academic year	EDI Chair	Our next student survey in 2022 will mention enhanced profile and recognition of religious and

3(iii).15	from student survey p96). Provide data for EDI matters in LAEL and continue Athena Swan and EDI work, in line with our commitment to EDI (Bronze application, HoD letter).	Conduct and analyse three staff and student surveys during the next Athena Swan period (roughly every two years).	Three academic, PSS and student surveys conducted (in 2022, 2024 and 2026) and reports circulated.	Summer 2022, Summer 2024, Summer 2026	EDI Chair	national minorities in LAEL. Staff and student survey data will be gathered in 2022, 2024 and 2026 to support monitoring of this action plan and future Athena Swan work.
4.1(ii).1	Increase proportion of male UG students to 30% of UG population as male students are consistently around 25% of UG students (p22).	Aim to achieve male representation at all recruitment events.	Male participation at all recruitment events where there is more than one student ambassador.	January 2021 and at each AVD and Open Day	Lead Admissions Tutor	Our next Athena Swan submission will show 30% male UG students in 2025/26.
4.1(ii).2		Ensure recruitment events feature taster sessions from both Linguistic topics and English Language.	Taster sessions reflecting Linguistics and English Language topics (there are typically two taster sessions per Open Day/AVD).	January 2021 and at each AVD and Open Day	Lead Admissions Tutor	
4.1(ii).3	Increase proportion of part-time UG students to 5% of UG population as we have not had any part-time UG students in the past five years (p22).	Advertise and encourage part-time study via recruitment events, publicity materials and dedicated support via academic advisor system.	Publicity materials revised from 2021 and then annually. Recruitment events from 2021 highlight part-time UG options. Part-time UG students asked about their experiences via	January 2021 and then at each recruitment event  Termly academic advisor meetings	Lead Admissions Tutor	Part-time students will make up 5% of the UG population in 2025/26.

			academic advisor system. Advisors support part-time students accordingly.			
4.1(ii).4	Decrease proportion of 2:2s and thirds among all students but especially among male students. 10% of	Conduct further analysis into characteristics of students who achieve 2:2s or thirds.	Annual report into characteristics of UG students achieving 2:2 and thirds.	October 2021 and annually	EDI Chair	The gender discrepancies in the award of 2:2s and thirds will be eliminated by July 2024.
4.1(ii).5	female students and 12% of male students achieved a 2:2 or third in 2015-2020 (p27).	Identify and support UG students who have 2:2 or third grade averages via academic advisor system.	Termly academic advisor meetings with students averaging a 2:2 or third to discuss any experiences and issues which might relate to low achievement.	January 2021 then each term	UG Chair	Thirds and 2:2s will account for 8% or lower of total UG degrees awarded 2022-2026.
4.1(ii).6	Increase male completion rate to an average of 86% in 2018-2023 year of entry (improvement from 81% in 2012-2017 p26).	Ahead of academic advisor meetings, students with low attendance (below 60%) will be identified by the Part I and Part II administrators. Academic advisors will consult with students to discuss support strategies.	Termly academic advisor meetings with students who have low attendance records (below 60%) to specifically discuss attendance and additional support.	January 2021 and then at termly academic advisor meetings	UG Chair	Records will show a reduction in the gender discrepancies in UG degree completion rates for students who started between 2018 and 2023. In 2018-2023, the median completion rate for male UG students will be 86% or higher.

4.1(iii).1	Increase visibility of part-time PGT options. Part-time students currently make up 0-10% of on-campus PGT students (p30).	Analyse and revise PGT recruitment materials to ensure part-time mode is sufficiently explained and advertised.	Materials analysed in October 2021 and revised in October 2022 and October 2023. Revised PGT recruitment materials produced including a case study from at least one part-time student.	October 2021-March 2024	PG Admissions Tutor	By 2026, 15% of on-campus PGT students will be studying part-time.
4.1(iii).2	Ensure representation of female students on Language Testing programme. Male students are over-represented on LT compared to other programmes. There is an almost 50/50 split of male and female students on the LT programme compared to 70% female and 30% male on other programmes (p33).	Revise LT recruitment materials to ensure female representation.	Materials analysed in October 2021 and revised in October 2022 and October 2023. Revised PGT recruitment materials produced including a case study from at least one female student.	October 2021-March 2024	LT DOS	By 2026, 60% of students on the MA in Language Testing will be female.
4.1(iii).3	Improve understanding of gender balance in number of Distinctions awarded. 39% of male students receive	Collect and analyse data on PGT student background on entry (English scores, academic grades, professional	Produce two reports describing the background of PGT students on entry and relating this to	October 2023-May 2024 and October 2024-May 2025	PG Chair	Improved understanding of the gender discrepancy. Two reports produced with a gender break down

	distinctions compared to 24% of female students but this may be due to a variety of factors (p36).	experience) and compare to attainment and completion.	attainment and completion. Report 1 in 2023/24 relating to students studying in 2022/23. Report 2 in 2024/25 relating to 2023/24.			of English scores, academic grades, and professional experience on entry compared to eventual attainment. Based on these reports, develop future actions and targets.
4.1(iv).1	Increase representation and visibility of male PGR students as only 37% of PGR students were male in 2019/20 (p38).	Analyse and revise PGR recruitment materials to ensure equal gender balance.	Revised PGR recruitment materials featuring a case study from at least one female and one male student. Materials analysed in October 2021 and revised in October 2022 and October 2023.	October 2021-March 2024	PG Admissions Tutor	Increase visibility of male PGR students with the target of increasing proportion of male PGR students to 42% by 2026.
4.1(iv).2	Increase visibility of part-time PGR options. Just under half of PGR students are part-time (p39) but we wish to ensure that this option is fully represented.	Analyse and revise PGR recruitment materials to ensure part-time options sufficiently explained and advertised.	Revised PGR recruitment materials featuring a case study from at least one part-time student. Materials analysed in October 2021 and revised in October 2022 and October 2023.	October 2021-March 2024	PG Admissions Tutor	Increase visibility of part-time options with the aim of 50% part-time PGR students by 2026.

4.1(iv).3	Improve understanding of higher male rejection rate. Equal applications are made by male and female students, but more offers are made to female students (p42).	Monitor and analyse reasons for rejected PGR applications.	In October 2022, collect information on PhD applications, offers, acceptances and rejections at department level including gender, nationality, age, part-time/full-time status, home/overseas status and programme. Report discussed at Doctoral Studies Committee in February 2023 and then annually.	October 2022-February 2023 and then annually	PG Admissions Tutor	The outcome is a thorough understanding of details of higher male rejection rates (to allow development of targeted actions). This action will be successful when a detailed breakdown report of PhD applicants and characteristics is produced and discussed by Doctoral Studies Committee. Based on these reports, develop future actions and targets.
4.1(iv).4	Improve understanding of higher male rejection rate. Equal applications are made by male and female students, but more offers are made to female students (p42).	Collect and analyse Home and Overseas applications, offers, and acceptances separately.	PhD administrators collect information on reasons for non-completion, and monitor gender, full-/part-time status, home/overseas status and programme. Information submitted to	October 2022-February 2023 and then annually	PG Admissions Tutor	The outcome is a detailed understanding of reasons behind different completion rates. Success here is achieved when the required data is submitted to Doctoral Studies
4.1(iv).5	Improve understanding of higher female completion rate as female completion rate is much higher (83-90% than male (55-70%, p43).	Collect and monitor data on PGR student characteristics and completion.		October 2021 and annually afterwards	PG Chair	

			Doctoral Studies Committee in October 2021 and then annually.			Committee and discussed. Based on these data, develop future actions and targets.
4.1(v).1	Reduce 'leaky pipeline' by which proportion of female students decreases from UG>PGT>PGR. Currently the proportion of female students decreases by ~5-10% at each level (p45).	PG funding application writing workshop for final-year UG students and MA students, targeting female students specifically.	Hold application writing workshop in November 2021 and then annually. Attended by a majority of female students.	November 2021 and annually	PG Scholarships Coordinator	By 2026 we will see a reduction in the decrease of female students at each level to 3% loss (currently 5-10% each year at each level).  By 2024 we will receive 60% of funding applications from female students.  By 2026 we will receive 65% of PG funding applications from female students to reflect our student population.
4.1(v).2		Review and revise materials on PG funding opportunities using gender bias-avoidance software from HR.	In October 2021, revised PG funding information available on the department website.	September-October 2021	PG Scholarships Coordinator	
4.1(v).3		Monitor characteristics of students who apply for PG funding annually and produce a report for PG Committees.	Report on characteristics of those submitting to PG funding produced in May 2021 and then annually for Doctoral Studies and MA Studies Committees.	May 2021 and annually	PG Scholarships Coordinator	
4.1(v).4		Ensure male and female student experiences are represented at the PG	Male and female student reps or case studies present at the funding	October 2021 and annually	PG Scholarships Coordinator	



		funding information session.	information session annually in October.			
4.2(i).1	Improve understanding of gender balance at different grades because there is a lower proportion of female staff at higher grades (42% female professors in 2019/20 compared to 56% female at Grade 7, p49).	Collect and analyse data within grades and professorial bands to gain a more fine-grained picture. See also Actions in Sections 4.1(v) and 5.1(iii).	Report in February 2024 to indicate how long staff members spend at each grade and the gender balance at top and bottom ends of the grade.	October 2023-February 2024	EDI Chair	The outcome will be a good understanding of the reasons behind the gender balance at each grade/band. Here we will analyse balance within grades/bands (high in grade, low in grade). Success will be a report produced and submitted to Department Board in February 2024. We will use this report to inform future actions.
4.2(ii).1	Improve gender balance among Associate Lecturers relative to PGR student makeup. Female students make up 67%	Review and revise recruitment material for Associate Lecturers to identify possible gender biases.	Revised materials available for the 2022 AL recruitment cycle.	October 2021-January 2022	UG Chair	By 2026, AL gender makeup will reflect the student PGR thesis-only population.
4.2(ii).2	of students available to be ALs but only represent 60% of ALs (p55).	Include career planning including working as an Associate Lecturer as part of the pre-confirmation panel process (usually in a	By December 2021, revised guidelines for pre-confirmation panels including information on career planning.	May 2021-February 2022	PG Chair	

		student's first year or FTE) in order to help students plan their workload to include teaching where appropriate.	Implement these guidelines following Department Board in February 2022.			
4.2(ii).3		Keep records on gender of applicants for AL positions.	Record of the proportion of male and female applications to AL positions in July 2021 and then each year.	July 2021 and annually	DO	Gender information about applications and appointments to AL positions will be stored and included in our 2026 Athena Swan submission.
4.2(iii).1	Decrease number of involuntary leavers to 10 or fewer in the next 4 years. In the past 4 years (for which we have data) there were 13 involuntary leavers (p57).	Implement the enhanced University policy on fixed-term contracts.	New fixed-term posts advertised internally before advertising them externally.	October 2021 and for every new fixed-term post.	HoD	Reduction of involuntary leavers in the next four years (2021-2024) to 10 or fewer though we note challenges in the current and future financial position related to opportunities for external grant funding and COVID-19.
4.2(iii).2	Understand reasons for leaving the department as we currently have no exit data other than some	Implement the new FASS exit interview policy and encourage all leavers to an exit interview with the EDI Chair.	Questionnaires filled in by leavers from the department and stored by the DO.	October 2021 and each time a staff member leaves.	DO	Our next Athena Swan submission in 2026 will include understanding and analysis of reasons for leaving (long time

4.3(iii).3	fixed-term contracts ending (p57).	Collect and analyse leaving data.	Conduct analysis of leaving data for next Athena Swan submission (long time period needed as there are so few leavers).	May 2022-July 2026	EDI Chair	period needed to improve understanding due to small numbers of leavers).
5.1(i).1	Ensure gender equality in staff recruitment as we have not previously recorded the composition of recruitment panels (p59).	Keep a record of gender characteristics on recruitment panels.	Records stored by the Departmental Officer.	June 2021 and at for recruitment panel	DO	In our 2026 Athena Swan submission, we will show data on the gender makeup of recruitment panels. If the data show an imbalance, actions to address this will be included in our 2026 Athena Swan submission.
5.1(i).2	Ensure gender equality in staff recruitment as we have not recently revised the criteria (p59).	Analyse and revise essential and desirable criteria for job adverts to ensure none imply gender bias.	Analysis carried out by May 2022; revised criteria used from June 2022.	February-May 2022	Deputy HoD	Job adverts published from June 2022 onwards will include revised criteria.
5.1(i).3	Ensure unbiased recruitment as previously only panel chairs were required to undertake bias avoidance training (p59).	Require all interview panel members to undertake training in recruitment and bias avoidance.	We will have 75% compliance in recruitment panel members by 2023 and 100% in recruitment panel members by 2026.	April 2021 and each time a colleague is recruited	Deputy HoD	By 2026, all panel members will undertake training before interviewing.
5.1(i).4	Increase transparency in recruitment processes as 19% of	Produce and share an internal document to	Document explaining recruitment procedure shared	June-August 2022	Deputy HoD	Our 2024 staff survey will show a reduction in the

	academics did not think recruitment was transparent (p66).	explain recruitment processes.	with staff in August 2022.			number of staff who do not think recruitment is transparent to 10%.
5.1(ii).1	Improve utility of induction as 60% of women who had recently had an induction did not find it useful (p67).	Invite male and female colleagues to a focus group discussion regarding a useful induction process.	A focus group will be held in January 2023 and results written up then shared with staff in February 2023.	January-February 2023	EDI Chair	Our 2026 staff survey will show a reduction in the number of women who did not find induction useful to 20% (long time span needed due to small numbers of inductions carried out annually).
5.1(ii).2		Revise induction process accordingly.	The induction process will be revised and implemented from January 2024.	May-September 2023	HoD	
5.1(iii).1	Improve gender equality in career progression as a lower proportion of female Grade 7 staff apply for promotion to Grade 8 than male staff (p69).	Hold an annual department promotions workshop including male and female speakers, and one research-only staff member.	Workshops held in October 2021, 2022, 2023 2024, 2025.	October 2021 and then annually	HoD	By 2026, equal numbers of male and female staff will apply for promotion at each grade (long time needed due to small numbers at each grade each year).
5.1(iii).2	Encourage female academics to see seek promotions. 33% of female academics had not applied for promotion since joining the department compared to 6% of males (p70).	Require PDR reviewers to actively discuss promotion and strategic plans for promotion.	HoD to instruct PDR reviewers to include discussion of promotions plans in each PDR review.	May 2021 and at annual PDR reviews	HoD	Increase the proportion of female staff who have applied for promotion since appointment. By summer 2026 we will have equal proportions of male

5.1(iii).3	Improve gender balance in promotion success rates as female success rate was 93% (mean) and male success rate was 72% (mean) over the past five years (p69).	Create promotion mentoring group to provide feedback on applications.	Group set up in October 2021 and then recruited and active annually.	October 2021 and recruit annually	HoD	and female academics who have not applied for promotion since appointment: 6% or lower for men and women. By 2026, promotion success rates will be equal for male and female staff.
5.1(iii).4	Address issue of limited time to prepare promotions case, as some staff felt they did not have enough time to get a promotion case together when deadlines were short (p71).	Clarify promotions timeline annually.	Remind colleagues of promotions round in September 2021 and then annually.	September 2021 and then annually	HoD	Our 2024 and 2026 staff surveys will not include feedback on a lack of time for promotion cases.
5.1(iii).5	Ensure that female colleagues will be encouraged to seek promotion as 47% of female academics did not agree that women are actively encouraged to apply for promotion (p70).	Hold a focus group for all colleagues to identify perceived barriers to promotion application at different grades.	Focus group held in January 2022, results communicated to Department Board in May 2022	January-May 2022	EDI Chair	Focus group results in May 2022 will be used to inform future actions. By 2026 our staff survey will show that 20% or fewer of female colleagues do not think that

						women are actively encouraged to apply for promotion.
5.3(i).1	Improve access to and delivery of training for new staff which is currently provided informally only (p77).	Consult staff on how induction could include training currently provided informally and revise induction (Actions 5.1(ii).1-2).	A focus group on improving induction will be held in January 2023 and results written up then shared with staff in February 2023.	January-February 2023	EDI Chair	Our 2026 staff survey will not include comments about informal training which is not available to all.
5.3(i).2	Ensure female colleagues can access training relevant to their career needs. 40% of female academics did not agree that they could access training relevant to their career needs compared to 13% of male academics (p78).	Compile information about available training opportunities centrally in Department Team space.	Department Team channel set up to post training opportunities in one place from October 2021.	October 2021 and updated termly	Deputy HoD	Increase proportion of female academics who believe they can access training relevant to their career needs. By summer 2026 the academic survey will show that we will have equal proportions of male and female academics who do not believe that they can access training relevant to their career needs (13% or lower).
5.3(i).3	Encourage academics to take time for training. 61% of academics agreed that	Introduce expectation that academics can take 2 days to attend training sessions	Communication to all academics in April 2021 that they can take 2 days to attend	April 2021 and reminder each year	HoD	By summer 2026 the staff survey will show equal numbers of male and female

	they have sufficient time to participate in training, and 64% agreed that they have sufficient resources to participate in training. Rates were a little lower among women (p78-79).	annually (in addition to training required via probation such as teaching development for new colleagues which is represented in workload modelling).	training annually (in addition to new lecturer training required for probation). Reminder sent each April.			academics who believe they have sufficient time and resources for training (70% or higher).
5.3(ii).1	Improve take up of PDRs amongst female academics. The take-up of PDR is currently lower among female academics (p80).	HoD communicate with staff annually when PDR is due reminding them that the HoD supports time taken to complete PDR.	Communication sent to all academics in May 2021 and then each May.	May 2021 and annually	HoD	By summer 2026 we will have achieved gender parity in annual PDR take-up rates. PDR take-up rates will be at or near 100% for men and women in summer 2026.
5.3(ii).2	Ensure that promotions planning is part of the PDR process, as 30% of academics did not think that their PDR reviewer encouraged them to have a strategic plan for promotion (p81).	Invite PDR reviewers to specifically discuss a strategic plan towards promotion with reviewee (see also 5.1(iii).2).	HoD to instruct PDR reviewers and question added to each PDR review	May 2021 and at annual PDR reviews	HoD	By 2024, decrease the number of academics who do not think their reviewer encourages them to have a strategic plan for promotion to 20% or lower. By 2026, decrease the number of academics who do not think their reviewer encourages

						them to have a strategic plan for promotion to 10% or lower.
5.3(ii).3	Reduce negative perceptions of new online PDR system as qualitative feedback indicated dissatisfaction with the new online system (p81).	Continue to feedback to HR and FASS EDI Committee about how online PDR system can be improved.	Issues relating to online PDR system raised by EDI Chair as an agenda item at FASS EDI Committee and ask for a response from HR.	October 2021-May 2024	EDI Chair	In the 2024 staff survey, there will be one or fewer negative comments about the online PDR system.
5.3(iii).1	Provide wider mentoring opportunity for postdocs who are not currently offered a mentor outwith their management line (p82).	Allocate postdocs a mentor outwith their management line.	Postdocs allocated a mentor outwith their management line by August 2021.	June-August 2021 each time a new postdoc is recruited	HoD	By 2022, records will show that all postdocs have a mentor outwith their management line. Responses about the usefulness of this scheme can then be measured via the postdoc responses to staff surveys in 2022, 2024 and 2026.
5.3(iii).2	Revise and improve access to mentoring as 25% of academics do not think they have access to useful mentoring (p83).	Revive the department mentoring scheme and adopt the new FASS mentoring guidelines.	All staff allocated a mentor and mentors will follow the FASS guidelines.	September 2021-December 2021	HoD	Our 2022 staff survey will show a reduction in the proportion of staff who do not think they can access useful mentoring to 18%.



						Our 2024 staff survey will show a reduction in the proportion of staff who do not think they can access useful mentoring to 10% or lower.
5.3(iv).1	Improve access to information about continuing in an academic career especially for female students as some career advice is informal and depends on individual staff familiarity (p84).	Increase publicity of annual PG funding information session.	Two emails sent to final-year UG students and MA students in October each year advertising the PG funding information session.	October 2021 and annually	PG Scholarships Coordinator	We will see an increase in attendance at the PG funding information session 2021-2026. A majority of attendees will be female.
5.3(iv).2		Introduce a funding application writing workshop for final-year UG students and MA students (Action 4.1(v).1).	Application writing workshop in November 2021 and then annually.	November 2021 and annually	PG Scholarships Coordinator	By 2026 we will receive 65% of PG funding applications from female students to reflect our student population (Action 4.1(v).1).
5.3(iv).3	There is currently no discernible gender pattern with regards to internship applications, but we will continue to monitor this (p85).	Monitor characteristics of students applying to department internship scheme.	Collect information about diversity characteristics of applications and successes to department internship scheme.	November 2021 and annually	Employability Champion	Records by 2026 will continue to show no gender bias in applications or successes for department internships (long time period needed)

5.3(iv).4	Actions here link with actions in 4.1(v).4 – i.e., the need to reduce leaky pipeline by which the proportion of female students decreases by ~5-10% every year (p45).	Ensure male and female student experiences are represented at the PG funding information session (Action 4.1(v).4).	Male and female student reps or case studies will be presented at the funding information session annually in October.	October 2021 and each October	PG Scholarships Coordinator	as few internships awarded annually). By 2026 we will see a reduction in the decrease of female students at each level to 3% loss each year.
5.3(v).1	Develop support to help colleagues with resubmission of grants as there is currently no support system available (p86).	Invite colleagues who are unsuccessful in grant applications to discuss options for resubmission with the Research Director or other suitable senior colleague. Records will be kept by the DO.	Unsuccessful grant applicants contacted by Research Director or other suitable senior colleague and options for resubmission discussed.	January 2022 and each unsuccessful submission	Research Director	By 2024, we aim for 3 such conversations to take place annually. By 2026, 5 such conversations will take place annually. Equal numbers of discussions will be with men and women.
5.5(iii).1	Improve support for returning parents of all genders. Female staff feel well-supported generally (p89) but we feel that we can do more.	Colleagues returning from parental leave will be preferentially allocated UG research interns in the year of their leave.	Intern allocated to a colleague who has returned from maternity leave in 2022-2026 (long time needed due to small numbers each year).	January 2022-June 2026	Employability Champion	Staff surveys in 2022, 2024 and 2026 will continue to show that colleagues feel well-supported during and after maternity leave.
5.5(iii).2	Improve uptake and awareness of adjustments and support for returning mothers as awareness	Introduce a checklist of discussion points for a return to work interview. The list will include: flexible	Checklist drawn up by EDI Chair and HoD to form the basis of return to work	January 2022 and used for each return to work interview	EDI Chair	A colleague returning from maternity leave will apply to the research support funding

	of the MARS research support scheme is low (p89).	working options, funding for research support (MARS), parents' and carers' network.	conversations for all returning parents.			scheme in 2022-2026 (long time needed due to small numbers). Qualitative feedback in 2024 and 2026 staff surveys will show increased awareness of this scheme.
5.5(v).1	Improve support for fathers returning from parental/adoption leave as 2/3 of colleagues who had recently returned from paternity leave did not feel well-supported (p91).	Colleagues returning from parental leave will be preferentially allocated UG research interns in the year of their leave (Action 5.5(iii).1).	Intern allocated to a colleague who has returned from paternity leave in 2022-2026 (long time needed due to small numbers each year).	January 2022-June 2026	Employability Champion	We will decrease the number of academic survey respondents who felt that they did not feel supported on their return to work as measured through the academic surveys in 2022, 2024 and 2026. By the 2026 survey, no returning fathers will feel that they were not supported. See also Action 5.5(iii).2 – return to work checklist.
5.5(v).2		Male colleagues who are taking parental/adoption leave will be offered an informal interview with another male parent mentor before and after their leave.	Informal interviews offered to all returning fathers with another male parent.	January 2022 and each time a male colleague returns from parental leave.	HoD	
5.5(v).3	Improve communication about shared parental leave options as no one in LAEL took shared	Improve access to information about parental leave options, especially shared parental leave.	EDI Team space used to communicate information and encourage shared parental leave.	May 2022	EDI Chair	In 2021-2026, at least one member of staff will take shared parental leave (where desired).

	parental leave in 2015-2020 (p91) and 33% of academics did not agree that they are kept informed about gender equality matters (p91).					Long time needed due to small numbers. Our 2024 staff survey will show 25% or fewer of staff do not agree that they are kept informed about gender equality matters. Our 2026 staff survey will show 15% or fewer of staff do not agree that they are kept informed about gender equality matters.
5.5(vi).1	Ensure early/late teaching slots are distributed fairly as these can fall disproportionately on a small number of staff (p92).	Implement Faculty guidelines on allocating early/late teaching slots equitably across the Department, whilst taking childcare responsibilities into account.	New policy implemented and communicated to staff.	June 2021	HoD	Our 2024 staff survey will not contain comments about disproportionate allocation of early/late teaching slots to a small number of staff.
5.6(i).1	Increase and celebrate ethnic and religious diversity in LAEL due to comments that religious diversity in particular could be more celebrated and	Review and revise publicity materials to include more ethnic and religious diversity where appropriate.	Revised PG website and publicity materials including at least one case study of research conducted about ethnic minorities or a	May 2022-August 2022	PG Admissions Tutor	Our next student survey in 2022 will mention enhanced profile and recognition of religious and national minorities in

	recognized (p96) (see also Action 3(iii).14).		religious community if possible. Materials revised in May-August 2022.			LAEL (see also Action 3(iii).14).
5.6(i).2		The EDI Committee will organise at least two staff-student celebrations of national/religious festivals each year.	At least two celebrations of national/religious festivals each year (online initially and then in-person).	January 2021 and then at least twice per academic year	EDI Chair	
5.6(i).3	Increase diversity of whole department speakers. Only 8% of students think there is enough BAME representation among staff (p97) and women are under-represented in whole department seminars (p113, see also Action 5.6(vii.1).	Preferentially invite women and BIPOC speakers to whole department seminars (Action 5.6(vii).1).	Equal numbers of men and women invited to give whole department talks in the next five years. At least one BIPOC speaker invited per year.	April 2021-August 2026	EDI Chair	Student survey results in 2024 will show an improvement in student perceptions of ethnic and religious representation among staff to 20%. (Modest target as it is difficult to change recruitment significantly and such change will need time but we can change invited speaker representation in a short time period).
5.6(ii).1	Improve communication of EDI-related HR Policies as currently updates are	Use departmental EDI Microsoft Team space to cascade information	The EDI Microsoft Team space used for staff to find	January 2021-August 2026	EDI Chair	We will monitor staff opinion about access to HR policy through the future staff

	only sent by email and not stored in one place for staff to access (p98).	about HR policy changes.	information relating to EDI.			surveys and will improve perception of access between now and 2026.
5.6(iii).1	<p>Improve female career progression.</p> <p>Reduce proportion of female academics who have not applied for promotion since appointment. 33% of female academics had not applied for promotion since joining the department compared to 6% of males (p70). (See also Actions 5.1(iii).1-5).</p>	Encourage colleagues to strategically plan for new administrative roles as part of PDR.		May 2021 and at annual PDRs	HoD	<p>PDR reviewers will ask all reviewees about strategic career plans towards promotion.</p> <p>The proportion of female academics who have not applied for promotion will decrease as measured in the next three academic surveys.</p> <p>By summer 2026 we will have equal proportions of male and female academics who have not applied for promotion since appointment (see also Actions 5.1(iii).1-5).</p>
5.6(iii).2	Improve gender balance in administrative work as women are over-represented as	Identify all upcoming administrative role vacancies in January for next academic year. Where there are	Available roles identified each January and allocated to men	January 2022 and annually	Deputy HoD	By the time of our 2026 Athena Swan submission, we will see proportionate gender balance in

	committee chairs, as committee members (p100), and as role holder (p102).	equally qualified men and women available, the role will be assigned to a man who has workload capacity.	where workload capacity allows.			committee chairs, committee membership, and role holders.
5.6(iii).3	Improve fairness in workload point allocation for administrative roles as these are re-assessed when an individual requests (p105, see also Action 5.6(v).7). Only 44% of academics think the workload model is fair (p107).	All administrative role workload allocation scrutinised annually and revised accordingly.	Workload model annually scrutinised for changes to admin workload.	October 2021 and annually	Deputy HoD	Staff survey in 2024 will show 50% or more staff think the workload model is fair. Staff survey in 2026 will show 60% or more think the workload model is fair.
5.6(iii).4	Understand perceptions of administration allocation as our staff survey included ambiguous use of the word 'appropriate' (p101).	Change staff surveys to remove ambiguity regarding 'appropriate' representation on committees.	Staff survey wording altered.	June 2022	EDI Chair	The next staff surveys (to be conducted in summer 2022) will reflect this change.
5.6(iv).1	Improve understanding of grade/gender balance in external committee membership as we do not currently understand grade/gender differences in	Include a question on staff survey to elicit qualitative data about reasons for external committee membership and perceptions of its role in promotion.	Staff survey updated to include qualitative box about external committee membership reasons.	June 2022	EDI Chair	The next staff surveys (to be conducted in summer 2022) will include this question.

	external committee membership (p103).					
5.6(v).1	Revise workload model as 44% of academics think the workload model is fair (p107) and 58% think the workload model is transparent (p108).	Set up a working party to revise the department workload model, TALAS.	The working party will meet at least three times and produce a draft new workload model which will be submitted to Department Board in January 2022.	May 2021- January 2022	Deputy HoD	Staff survey in 2024 will show 50% or more staff think the workload model is fair and 65% or more think it is transparent. Staff survey in 2026 will show 60% or more think the workload model is fair and 70% or more think it is transparent.
5.6(v).2		Adopt FASS guidelines on workload modelling when available.	Faculty guidelines adopted when available.	When made available. Expected February 2022	Deputy HoD	Staff survey in 2024 will show 65% of staff or more think the workload model is transparent. Staff survey in 2026 will show 70% or more think the workload model is transparent.
5.6(v).3	Allocate numbers of hours to tasks in order to improve workload transparency as only 58% of academics think the workload model is transparent (p108).	Allocate a number of hours per task rather than points.	Revised workload model will be implemented accounting for hours per task with an upper limit per year, following Faculty guidelines.	October 2022	Deputy HoD	Staff survey in 2024 will show 50% or more staff think the workload model is fair. Staff survey in 2026 will show 60% or more think the workload model is fair.
5.6(v).4	Reduce possibility of staff burnout as there is no maximum points or hours allocated in the workload model currently (p105). This will improve workload	Ensure staff cannot be allocated over a maximum number of hours in any particular year.	No staff allocated tasks beyond their maximum capacity.	October 2022	HoD	Staff survey in 2024 will show 50% or more staff think the workload model is fair. Staff survey in 2026 will show 60% or more think the workload model is fair.



	model fairness (only 44% of academics think the workload model is fair (p107)).					more think the workload model is fair.
5.6(v).5	Reduce impact of outliers on workload modelling as these can currently skew averages (p105) in order to improve fairness in workload allocation. Only 44% of academics think the workload model is fair (p107).	Use the median instead of a mean to assess average workload.	Median used to assess average workload resulting in a fairer model.	October 2022	Deputy HoD	Staff survey in 2024 will show 50% or more staff think the workload model is fair. Staff survey in 2026 will show 60% or more think the workload model is fair.
5.6(v).6	Write off surplus/deficits in workload after 2 years as these can build up over time (p105). Need to improve fairness as only 44% of academics think the workload model is fair (p107).	Write off surplus/deficits after 2 years.	No surplus/deficits carried forward beyond 2 years.	October 2022	Deputy HoD	Staff survey in 2024 will show 50% or more staff think the workload model is fair. Staff survey in 2026 will show 60% or more think the workload model is fair.
5.6(v).7	Review points/hours allocated for admin roles annually as these are only revised on request currently (p105). Aim is to improve fairness as only 44% of academics	Deputy HoD reviews points/hours allocated for administrative roles annually.	All administrative role workload allocation scrutinised annually and revised accordingly.	October 2021 and annually	Deputy HoD	Staff survey in 2024 will show 50% or more staff think the workload model is fair. Staff survey in 2026 will show 60% or more think the

	think the workload model is fair (p107).					workload model is fair.
5.6(vii).1	Increase diversity of whole department speakers as women are under-represented (p113) and only 8% of students think there is enough BAME representation among staff (p97).	Preferentially invite women and BIPOC speakers to whole department seminars (Action 5.6(i).3).	Equal numbers of men and women invited to give whole department talks in the next five years. At least one BIPOC speaker invited per year.	April 2021-August 2026	EDI Chair	Records will show equal numbers of men and women have given whole department talks in 2021-2026. Student survey results in 2024 will show an improvement in student impressions of ethnic and religious representation among staff to 20%.
5.6(vii).2	Increase gender balance of visiting professors to equal men and women over the next 5 years as 75% of visiting professors in 2015-20	Monitor diversity of visiting professors annually to continue gathering information due to small numbers each year (1-2 per year).	Data on visiting professors obtained from HR and stored annually.	April 2021-August 2026	EDI Chair	By 2026, we will increase the proportion of female visiting professors to 50% (long timescale as numbers are small).
5.6(vii).3	were men (p113).	Ask staff to consider diversity characteristics when recruiting visiting professors.	Email sent annually by HoD highlighting former gender discrepancies and inviting colleagues to seek female visiting professors.	August 2021-August 2026	HoD	
5.6(vii).4	Increase gender balance across all	Monitor gender of research group	Records requested each year on	July 2021-July 2026	EDI Chair	Our records in 2026 will show an equal

	research groups as between 2015-20 three research groups invited more male than female speakers and four groups invited more female speakers (p111).	speakers each year in order to make research group convenors aware of gender balance.	research group speaker gender.			gender balance of speakers overall across all research groups.
5.6(viii).1	Ensure recruitment activities are allocated fairly as currently only a subset of staff take part (no gendered pattern, p116).	Ask academics to volunteer for at least one AVD or Open Day a year except where childcare responsibilities prohibit this.	Each year, records show academics routinely work at one AVD or Open Day only, so this work is spread around the department (excluding Admissions Team and HoD).	January 2021 and each year	HoD	By 2024 the workload model will show that academics are not routinely working at more than one AVD or Open Day (excluding Admissions Team and HoD).
5.6(viii).2	Ensure recruitment activities are accounted for in workload modelling as time spent working at recruitment events is not currently modelled (p116).	Include AVD and Open Day work in the workload model.	Updated workload model by February 2021.	January-February 2021	Deputy HoD	In January 2021, the workload model will be updated to include AVD and Open day work.
7.1	Improve planning to mitigate the impact of COVID-19-related productivity as 56% of academics felt COVID-19 had negatively affected their	Invite colleagues to discuss and plan for mitigating the impact of COVID-19 during PDR if they wish and provide support.	The impact of COVID-19 discussed, and support provided where desired.	May 2021-May 2022	HoD	By 2022 only 40% of academics will think COVID-19 has negatively affected their productivity. (Short-term target only as the long-

7.2	<p>productivity by spring 2020 (p120).</p> <p>Improve perceptions that COVID-19 will not be taken into account in career progression. Only 21% of academics thought the impact of COVID-19 will be taken into account in promotions and 25% of PSS (p122).</p>	<p>Use Department and University channels to lobby for University policy on COVID-19 impact on productivity, promotions and probations.</p>	<p>Impact of COVID-19 on career progression raised at Faculty HoD meetings, University Leadership Group, University Promotions Committee and Faculty EDI Committee. Responses communicated to LAEL staff.</p>	<p>April 2021- April 2022</p>	<p>HoD</p>	<p>term situation is still very uncertain). By 2022, we will increase the proportion of staff who feel COVID-19 will be taken into account in career progression to 35% of academics and 50% of PSS. (Short-term target only as the long-term situation is still very uncertain).</p>
7.3	<p>Even up disproportionate effect of COVID-19 on carers, especially women, and those in key administrative roles. Only 6% of academics, and 0% of female academics thought COVID-19 will affect the work of men and women equally. 25% of the all-female PSS staff thought COVID-19 will affect the work of men and women equally (p123).</p>	<p>Undergraduate research interns in 2020/21 will be preferentially allocated to staff with caring responsibilities or student-centred administrative roles.</p>	<p>UG intern allocated to at least one staff member with caring responsibilities or large, student-centred admin role in 2021.</p>	<p>January 2021-July 2021</p>	<p>Employability Champion</p>	<p>Increased proportion of responses in the 2022 staff survey who think that COVID-19 has impacted men and women equally to 20% of academics and 50% of PSS. (Short-term target only as the long-term situation is still very uncertain).</p>

7.4	Improve understanding of student COVID-19-related concerns and issues as our student survey in spring 2020 demonstrated considerable anxiety about future developments and impacts on different groups (p124).	Survey students about access to technology and financial concerns.	Survey conducted in December 2020 and results published in January 2021.	December 2020-January 2021	EDI Chair	December 2020 survey with good response rate from students (above 100), results communicated to staff and students in January 2021.
7.5	Address student concerns identified in spring 2020 student survey about mental health and access to technology as 3% of responses to our student survey containing concerns about mental health support and the pandemic (p124).	Include discussion about the impact of COVID-19 on students via the academic advisor system.	Academic advisors to ask their advisees specifically about the impact of COVID-19 on academic study, mental health and finances.	December 2020 and then termly until July 2024	UG Chair	Students will be directed to learning support, welfare support, or tech support. In our 2022 survey, 1% or fewer of student survey responses will contain concerns about mental health support and the pandemic.
7.6	Multiple surveys and sources of data about the impact of COVID-19 on staff and students are emerging from across the University (p124). These could be used to better respond to	Monitor results from University staff and student consultations about the COVID-19 response and build this into planning.	New information monitored and collated by EDI Chair, then passed on to HoD. Information communicated to CC by HoD and appropriate	January 2021-December 2023	EDI Chair	CC Committee meeting minutes will reflect any new information shared and actions taken. (Short time span as the long-term situation is still unclear).

	changing circumstances in LAEL.		response/actions identified. Checked via minutes from CC.			
--	---------------------------------	--	--	--	--	--



This guide was published in May 2015. ©Equality Challenge Unit May 2015.

Athena SWAN is a community trademark registered to Equality Challenge Unit: 011132057.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited. Alternative formats are available: [pubs@ecu.ac.uk](mailto:pubs@ecu.ac.uk)