



**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>
Recommended word count		
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>	Lancaster Environment Centre	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	November 2017	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 2014</b>	<b>Level: Bronze</b>
<b>Contact for application</b>	Dr. Christina Hicks	
Must be based in the department		
<b>Email</b>	Christina.hicks@lancaster.ac.uk	
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<b>Departmental website</b>	<a href="http://www.lancaster.ac.uk/lec/">http://www.lancaster.ac.uk/lec/</a>	

### List of Acronyms

Admin.	Administration
AS	Athena SWAN
ECU	Equality Charter Unit
EDI	Equality Diversity and Inclusion
Ext.	External
FST	Faculty of Science and Technology
FT	Full-time
FTE	Full time equivalent
GSE	Graduate School for the Environment
HESA	Higher Education Statistics Agency
HoD	The Director of the Department
LEC	Lancaster Environment Centre
MG	Management Group
OED	Organization and Educational Development
PI	Principal Investigator
P/T/B	Professional, Technical, and Business facing staff
PDR	Progress Development Review
PG	Post Graduate
PGR	Postgraduate Research degrees
PGT	Taught Masters Programmes
PI	Principal Investigators
PT	Part-time
SAT	Self-Assessment Team
SENRGy	Bangor School of Environment, Natural Resources and Geography
UG	Undergraduate
WLM	Work Load Model

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

**Recommended word count: Bronze: 500 words | 599 words**

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



Dear Panel,

I am delighted to endorse Lancaster Environment Centre's (LEC) submission to be considered for an Athena SWAN Bronze Award.

I am fully supportive of Athena SWAN principles, and have been involved in the self-assessment team as assistant Director of LEC, and now Director. LEC has been involved in the Athena SWAN process since our Bronze award in 2013. Our data suggest females are still under-represented, accounting for only 28% of the academic workforce in the department whereas 60% of our UG students are female. The reasons behind this leaky pipeline remain a point of concern and a major focus of forward strategy. Our efforts to date have focused on adopting best practice in relation to appointment and promotion processes and developing skills to improve research grant success rates. We have seen successes in particular:

- We have increased the proportion of female Lecturers from a low of 26% to 40%, and doubled our female Professor numbers from 2 to 4. A fifth has recently been promoted and a female chair in our Management School has a joint position in LEC.
- Females have been promoted at a greater rate than the proportion of females in post. One particular success involved a balanced promotion case (equal weight given to Teaching, Research, and Engagement) to Professor, put forward by a female candidate, reflected in next year's statistics.
- Overall, our research application data suggest females are more successful at winning awards than males, especially females at Lecturer level.

We are acutely aware that we have a long way to go, that we need to sustain our successful activities, and develop additional approaches to address new challenges as they emerge. The department has formally allocated resources to equality issues. Administrators have been allocated 15% FTE for Athena SWAN (AS) related activities. Academic staff are also allocated workload model time for activities related to AS, Equal Opportunities and disabilities. We are approaching mental health issues by appointing a well-being officer, the first in the university.

Full and active engagement in this programme of activities is of paramount importance to the culture we are developing in LEC. We have identified new challenges in the proportion of female postgraduate students and female Research Associates despite our efforts. Therefore, in addition to activities developing current staff and students, we have activities focused on recruitment, flexibility, and developing an inclusive and supportive workplace for all our staff and students.

I am personally committed to the Athena SWAN principles and critical self-reflection. We have encouraged department wide engagement with our core values and monthly emails

encourage staff to endorse healthy working practices, build collegiality, and above all develop mutual respect.

I do not underestimate the challenges to achieving greater equality although we are putting the processes in place; and this application further underlines our commitment. I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of LEC.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'P. Barker', with a long horizontal stroke extending to the right.

Prof Philip Barker, Head of Department

Lancaster Environment Centre  
Lancaster University  
Lancaster LA1 4YQ  
United Kingdom

**Word count: 496**

## 1. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words |

### Introduction

Lancaster Environment Centre (LEC) is a large interdisciplinary centre, keen to foster a diverse and inclusive working environment. Exploring our core values emerged as a central theme at an away day and 'collegiality' has been adopted as a core focus. It is in this context that the Athena SWAN (AS) initiative is of crucial importance to the future development of LEC.

We are proud to have held a Bronze AS award since 2013 and the setback of not being successful in our Silver AS submission in 2015 has been a spur to reinvigorate our activities. As part of this process, we conducted a staff survey in August 2017. Ninety-nine staff members responded to our survey representing 58% of all staff, and amongst those that answered there was a high level of awareness of the AS Charter (91% of respondents), its principles (93%), and whom staff could talk to about this initiative (95%). To increase survey response rates future surveys will be held in term time and follow on from an AS department wide engagement event (**Action a.15**).

However, concern over an overemphasis on a binary view of gender was raised:

*'This issue is more complex than 'men and women'; the simplistic binary view is being used to represent a complex spectrum of people types'*

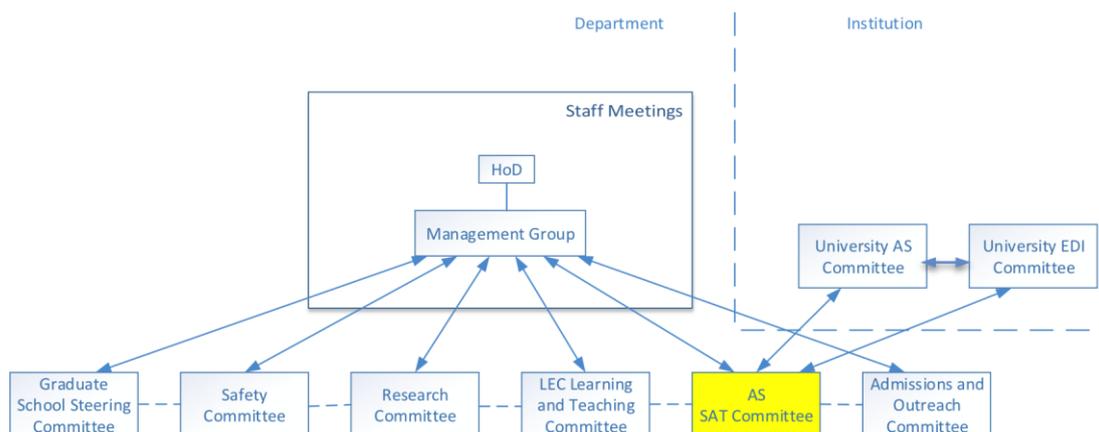
Consequently, we increasingly view AS from the perspective of gender diversity and intersectionality, and going forward will seek greater support in this area.

### LEC Academics

LEC forms one of the largest and most prestigious groups of interdisciplinary environmental researchers in Europe, spanning the environmental, biological, and social sciences. LEC was formally constituted on 1st August 2008 through the merger of three departments - Environmental Science, Geography, and the non-Medical parts of Biology. It is the largest department in Lancaster University and part of the Faculty of Science and Technology (FST). Respect for different approaches to address intellectual challenges is inherent in our approach and this firmly extends to gender equality.

### LEC Management Structure

The Director (HoD) has overall responsibility for the strategic development and management of the department including our contractual obligations. The HoD has support from the Management Group (MG) in the day-to-day management of the Department with members responsible for different activities in the Department including: Teaching, Research, Enterprise and Business, Graduate School (Figure 1). LEC has a devolved governance structure with committees making decisions, which are reported back, discussed, and approved by the MG. All 171 staff are invited to attend staff meetings, which are organised to communicate information and facilitate broader discussion of issues.



**Figure 1.** LEC governance structure.

In addition to Professional services (administrative) and Technical staff, LEC has a number of Business facing staff working with national and multi-national companies.

### Overall Staff Numbers

LEC employs 171 members of staff, 105 Academic, and 66 Professional, Technical, and Business facing (P/T/B) staff. Overall, 44% of LEC's staff are female, 67% P/T/B staff and 30% of the Academic staff (Table 1). Of LEC's 70 Academic staff on indefinite contracts, ~80% are Natural Scientists, including Physical Geographers, and ~20% Social Scientists and Human Geographers.

**Table 1.** Total number of staff (Academic: Research only, and Research and Teaching; Professional, Technical, and Business facing) by gender (2016/17).

	Female	Male	Total	% Female
Research only	11	25	36	31%
Research & Teaching	20	52	72	28%
Academic Total*	31	77	108	29%
Professional	22	3	25	88%
Technical	14	13	27	52%
Business facing	8	6	14	57%
P/T/B Total	44	22	66	67%
<b>Staff TOTAL</b>	<b>76</b>	<b>95</b>	<b>171</b>	<b>44%</b>

\*We have in addition three teaching only staff (one male, two female) bringing the proportion of female Academic staff to 30%.

### LEC Students

LEC's undergraduate portfolio includes degree programmes that fall into Biology and Ecology, Environmental Science, Human, and Physical Geography subject areas (JACS codes). LEC admits ~200 undergraduate (UG) students per year. In 2016/17 there were

594 UG students studying at LEC, 60% were female (Table 2). LEC offers five taught Masters Programmes (PGT) that fall within the same subject area as the UG programmes, and coordinates Postgraduate Research degrees (PGR) that all sit within the new Graduate School for the Environment (GSE), launched in 2017. In 2016/17 there were 78 PGT students, 47% female, and 111 PGR students (in years 1-3), 43% female (Table 2).

**Table 2.** Total number of UG, PGT, and PGR students by gender (2016/17).

	Female	Male	Total	% Female
UG	357	237	594	60%
PGT	37	41	78	47%
PGR	48	63	111	43%
<b>Student Total</b>	<b>442</b>	<b>341</b>	<b>783</b>	<b>56%</b>

**Word count: 612**

## 2. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words |

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

In January 2016, the existing departmental AS self-assessment team (SAT) was refreshed. An open invitation was sent to all staff, PG, and UG students. Seven male and 18 female members of staff and PG students were keen to become involved, and several existing members happy to step down. Because there was no interest from UG students, we proactively approached individuals who had shown an interest in equality initiatives in the past. In selecting the final team, we were keen to have diverse representation.

**Table 3.** LEC's AS SAT makeup

Name	Personal statement
Dr. C. Hicks	Chair of SAT since November 2016 and Lecturer in Human Geography. Three children in a dual career family.
Prof. P. Barker	HoD, Professor of Environmental Change. SAT member since 2014. Experience balancing work with raising a family and caring for elderly parents.
Mrs. B. Brigham	AS Administrative lead, SAT member since 2012. Departmental Administrator, and HR lead. Two children in a dual-career family.
Ms. A. Brookes	AS data support, SAT member since 2012. Department administrative assistant. Two children and works part-time.
Dr. M. James	AS UG representative. Senior Lecturer in Earth and Environmental Science. UG Director of Study (Geography).
Prof. S. Batterbury	AS PGT representative. Professor of Political Ecology, PGT Director of Study. Has a family and previous Athena SWAN type experience.
Ms. K. Shen	AS PGT International representative. Masters student.
Prof. A. Blackburn*	AS PGR representative. Director of Graduate School.
Ms. C. Onyeri	AS PGR International representative. International PhD Student, researching Bioethanol production
Ms. K. Howell	AS PGR UK representative. Third year PhD student in Human Geography.
Dr. K. Buckeridge	AS RA representative. International postdoctoral researcher in plant sciences. Single mother.
Dr. G. Bettini	AS EDI representative, SAT member since 2014. Lecturer in International Development and Climate Politics. LEC Equal Opportunities and Disability Officer.
Dr. A. Ryan	AS flexible working representative, SAT member since 2014. Laboratory manager. One child in dual-career family, previously RA, and worked part-time.
Dr. J. Phelps*	AS union representative. Lecturer in Environmental Social Science.

\*Dr. Phelps and Prof. Blackburn were approached to join the team during the development of the Action plan when it was clear that PGR experiences and working conditions would feature prominently in the actions. They will be involved in implementing the actions. In addition, Ms E.

Appleton, who works part-time, was an active member of LEC's AS SAT up until her secondment in 2017 to support the faculty EDI projects (including LEC's AS submission).

The resulting team has 9 women and 6 men including PG students, academic professional, and support staff, full and part-time staff, with different caring responsibilities, nationalities, and identities (Table 1). Overall, 60% of LEC's SAT members are female; which includes 45% of staff. Although an UG student did join the SAT, they never attended the meetings and have thus not been included here.

**Key challenge: LEC's AS SAT has failed to engage any male or UG students.**

We aim to engage male students and UG students in LEC's SAT by communicating and exploring AS principles in student forums (**action a.1**), and by incorporating AS activities into LEC's UG student representative scheme (**Action a.4**)

(ii) an account of the self-assessment process

LEC's AS SAT has met monthly. The self-assessment process has involved four elements, which have evolved and overlapped through time: 1) scoping, 2) departmental engagement, 3) preliminary data collection and analysis; and, 4) development of action plan.

### **1) Scoping**

The start of the self-assessment process involved a series of initial meetings with individuals within Lancaster University who had expertise or previous experience in Equality, Inclusion, and Diversity initiatives. These meetings were to discuss AS principles, and draw up a departmental strategy for the self-assessment process. This was supplemented by a Skype meeting with James Lush (ECU's Equality Charters Development Manager) for feedback on our unsuccessful Silver AS submission.

### **2) Departmental engagement**

To raise awareness and ensure full engagement with AS, LEC's AS SAT has engaged with the broader department throughout the self-assessment process. This has happened through staff meetings, a departmental AS event, and a MG meeting. AS has been a core component of 3 of the 4 department wide staff meetings since the new SAT was formed in January 2017.

The first staff meeting was used to inform the Department of the team's intention to apply for a Bronze AS award, communicate, and clarify the AS principles. Our aim was to highlight key strengths and weaknesses identified in our previous application, clarify the new process to be followed, and open a dialogue around the process and challenges faced and in doing so gain input and build trust into the process. Ultimately, we wanted to ensure all actions that came from this analysis built on LEC's inclusive and collegiate culture.

The first departmental event was on International Women's Day 2017. Most of the department gathered for a photo, stratified by career stage (i.e. Professors standing in the front row), first with and second without staff who identified as male (Figure 2). The intention was to first celebrate progress to date on achieving improved gender representation in the Department, highlighting the sole female staff member from 50 years ago; and second, use the stratified photo as an entry point to discussing and exploring challenges and strategies to overcome the gender disparity in the department. This gained publicity on the official social media streams and in university news outlets.



**Figure 2.** LEC Staff photo stratified by career stage, showing all staff (top) only female staff (bottom).

In September, LEC's AS SAT took our draft action plan to LEC's MG meeting to gain feedback, and ensure full buy-in from the top levels of LEC management. The third staff meeting held in October was used to summarise the findings of the self-assessment process and present the departmental action plan and rationale prior to submission.

### **3) Initial data collection and analysis**

We split the SAT into five groups assigned with the task of analysing: 1) UG, 2) PGT, 3) PGR, 4) Staff data, and 5) Department policies and practices. The first three SAT meetings focused on quantitative student and staff data, subsequent months dealt with further quantitative and qualitative data, reviewed department strategies (identified in the staff meeting), developed and reviewed the staff survey, and addressed issues raised directly by staff members.

### **4) Development of action plan**

Development of the action plan began in the second staff meeting, actions were refined following completion of initial data collection and analysis, and iteratively further refined in consultation with staff members responsible for the areas of concern (e.g. Director of UG, Faculty HR), the management group, following completion of follow-up data and analysis, and following the third staff meeting.

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

LEC's AS SAT will continue to meet monthly to maintain momentum, provide a forum for new issues to be discussed, ensure actions are implemented and sustained, and monitor progress towards achieving the objectives of the action plan (Table 12). LEC will begin preparations for a Silver AS application, and engage more P/T/B staff onto the team.

Additional student members will be recruited in January 2018 (**Action a.4**). Equality and diversity issues are inherent in all LEC processes (**Action a.2**) and will continue to be a standing item in staff and management group meetings (**Action a.1**). LEC’s AS SAT will continue to hold departmental events that promote a culture of inclusion and diversity and serve to remind the department of our mission (**Action a.3**).

**Word count: 958**

### 3. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words

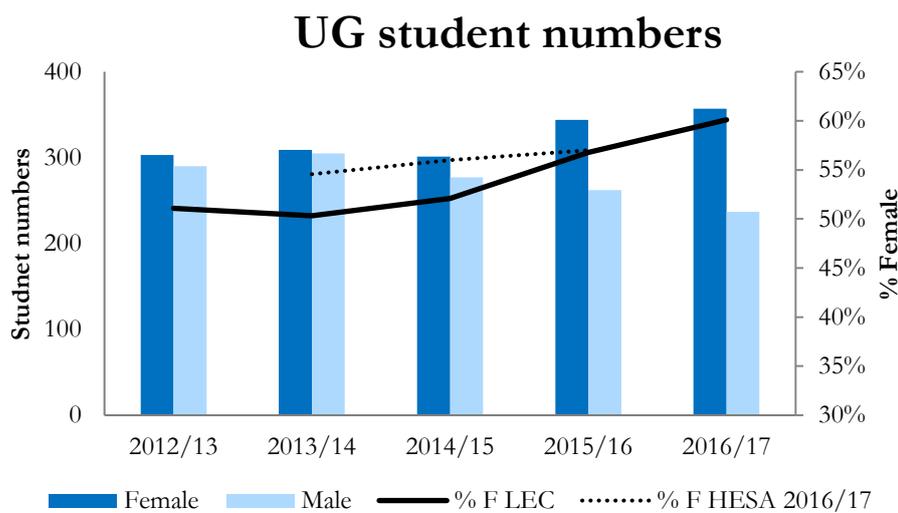
#### 3.1. Student data

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

n/a

(ii) Numbers of undergraduate students by gender

The proportion of female UG students in LEC has risen from 50% in 2012/13 to 60% in 2016/2017, which sits above our benchmark SENRGy (35% in 2014/15) and above the sector average for competitor units of similar subject diversity (HESA average 57% 2015/16) (Figure 2). Furthermore, LEC’s UG female representation has grown at a faster rate than the sector benchmark (Figure 3). The percentage of female UG students over the past 5 years has remained above 50% for all subject areas offered by LEC, except Environmental Science, which rose to 52% in 2016/17 (Table 3). Human Geography accounts for ~30% of LEC’s UG students (Table 3).



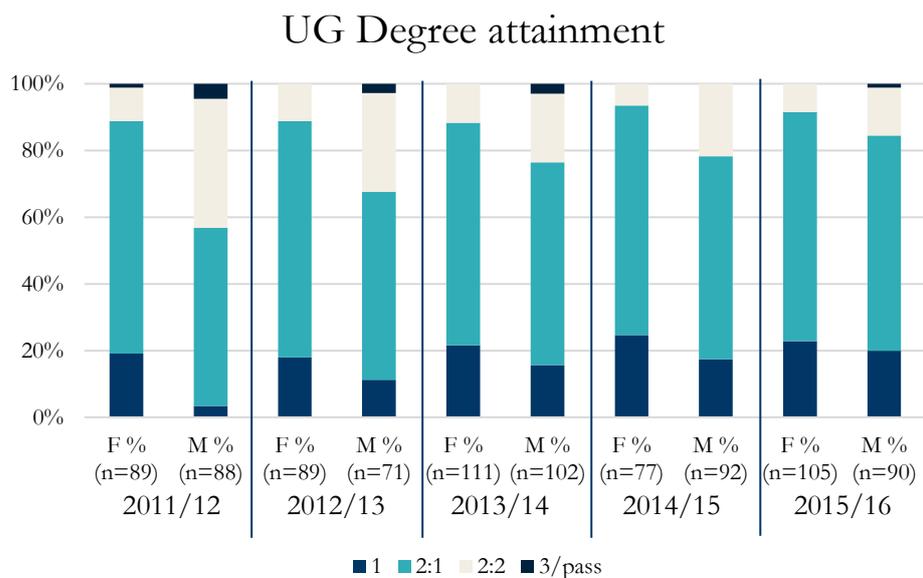
**Figure 3.** Total UG Student numbers (head counts) by gender, compared to national benchmark.

**Table 3.** UG student numbers (FTE) by degree programme and gender.

Programme	2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
BSc Hons: Biology and Ecology	34	34	50	43	34	56	49	41	54	66	44	60	63	53	54
BSc Hons: Environmental Science	51	54	49	42	53	44	38	49	44	41	48	46	48	44	52
BSc Hons: Physical Geography	103	96	52	108	108	50	106	99	52	125	85	60	125	61	67
BA Hons: Human Geography	115	106	52	116	110	51	108	88	55	112	85	57	121	79	61
<b>Total</b>	<b>303</b>	<b>290</b>	<b>51</b>	<b>309</b>	<b>305</b>	<b>50</b>	<b>301</b>	<b>277</b>	<b>52</b>	<b>344</b>	<b>262</b>	<b>57</b>	<b>357</b>	<b>237</b>	<b>60</b>

There have been a total of 3 female part-time (PT) students in the reporting period.

Levels of degree attainment have remained steady for female students who consistently outperform their male counterparts. The attainment gap is narrowing due to steadily improving male performance figures (Figure 4).

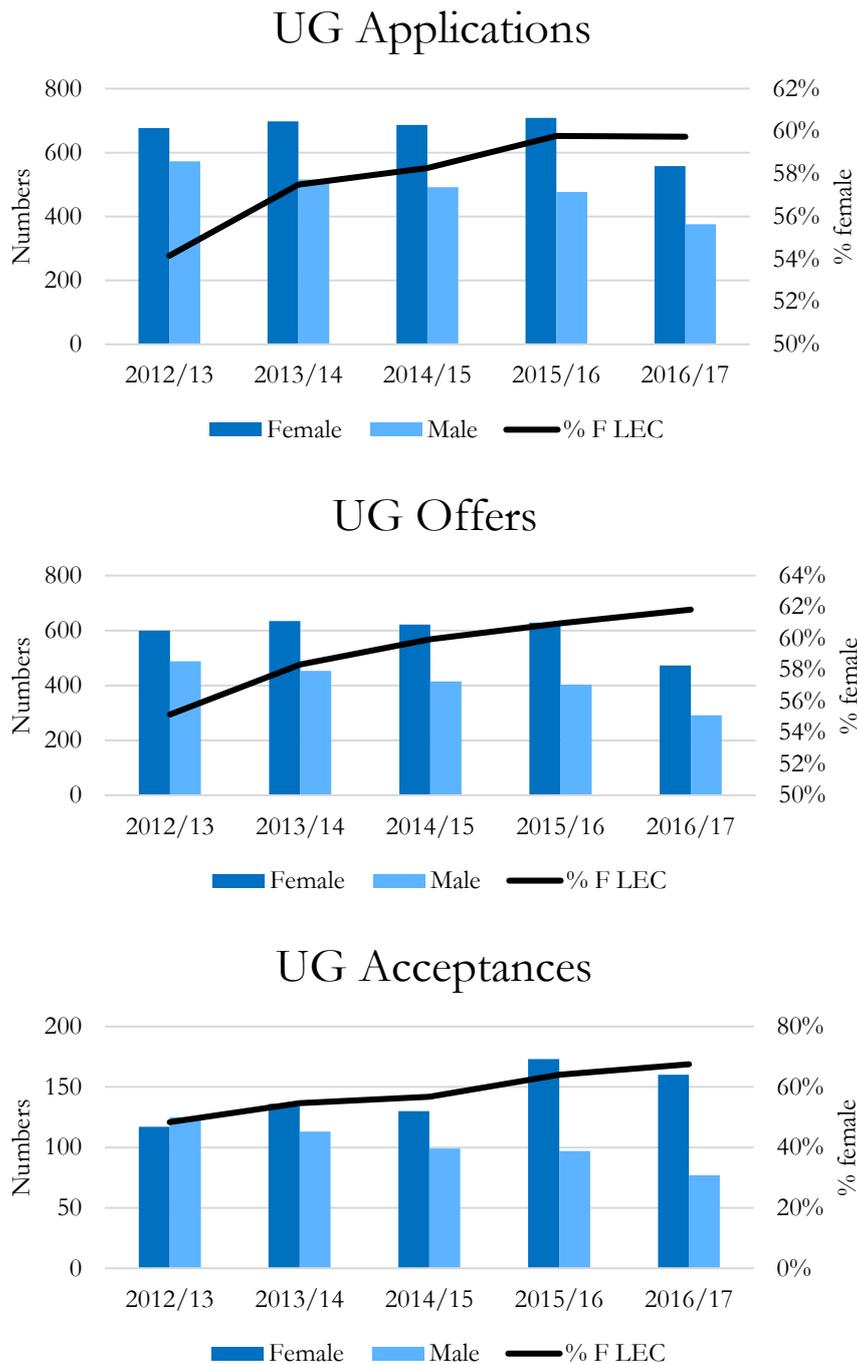


**Figure 4.** Degree attainment by gender for UG Programmes.

The proportion of female UG have increased for applications (from 54% to 60%), offers (56% to 64%), and acceptances (48% to 68%) (Figure 5).

**Key challenge:** There is a greater proportion of female than male UG students, slightly above the sector average.

We will continue to monitor UG student numbers by gender, to review UG recruitment processes and materials (**action b.5**), and if the proportion of male students continues to fall will respond appropriately (**action b.1, b.4**).

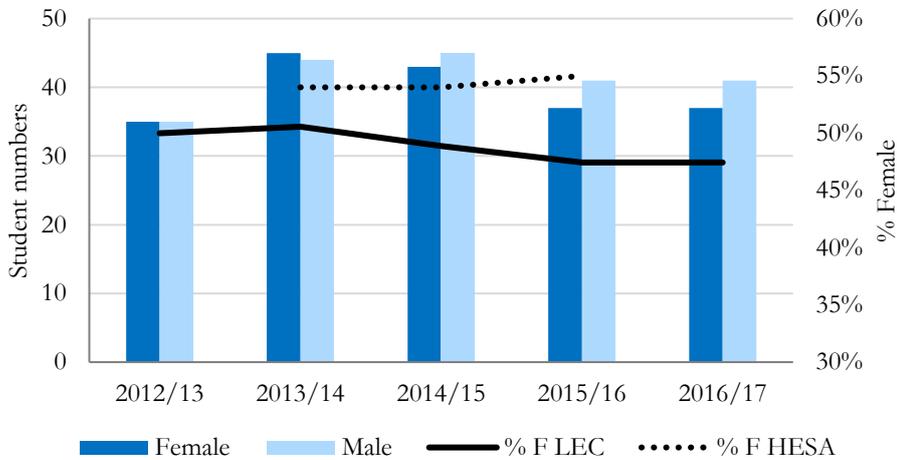


**Figure 5.** Applications, offers and acceptances by gender for UG Programmes.

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

Gender balance between males and females in LEC PGT students has remained close to 50%, which is below the sector average (~54%) although sensitive to subject mix. Further, the proportion of female PGT students in LEC declined to 47% in 2016/17, whereas the sector average shows some evidence of increasing to 55% in 2015/16 (Figure 6). However, we remain above our benchmark SENRGy (35% in 2014/15). The proportion of students on PGT degrees that can be broadly classified as social science dropped to ~15%.

## PGT student numbers

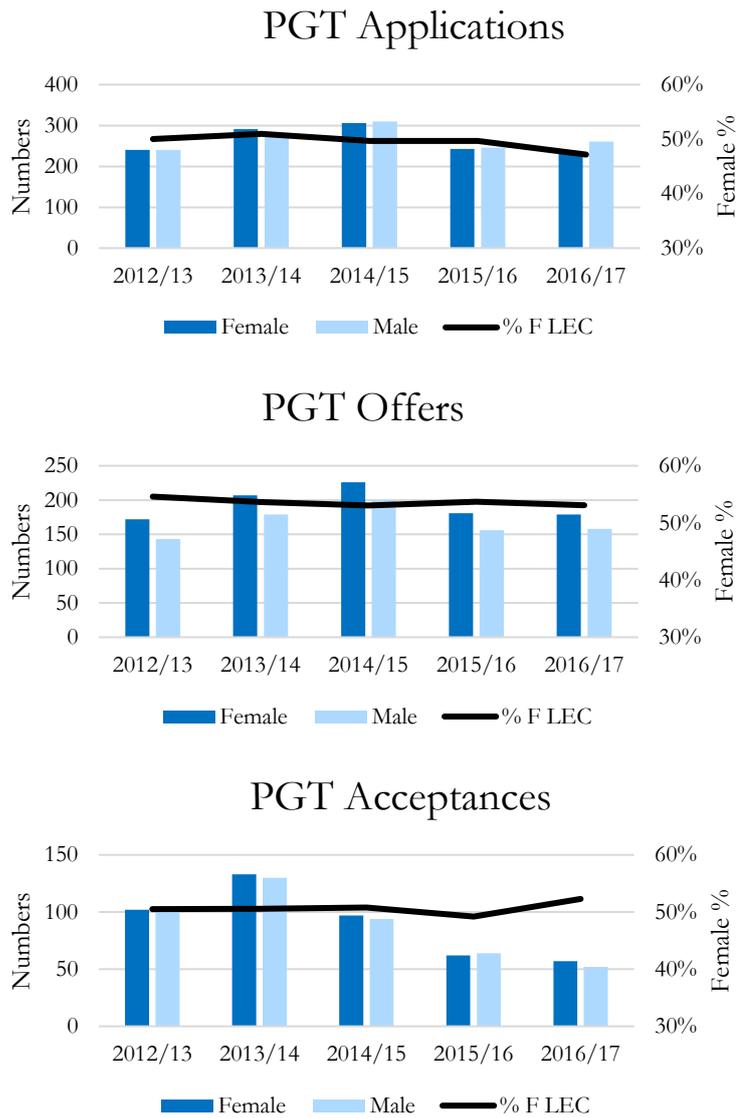


**Figure 6.** Total PGT Student numbers (head counts) by gender, compared to national benchmark.

The proportion of female applications and enrolments at PGT have declined from 50% to 47% (Figure 6, 7). The number of applications, offers, and acceptances to PGT courses has been variable through the years. Although in 2016/17 the proportion of female offers (53%) and acceptances (52%) was greater than the proportion of female applicants (Figure 7), a smaller proportion of females who accepted their offers actually took up a place (47%) (Figure 6).

**Key challenge: The proportion of female PGT students is below the sector average and the proportions of female PGT applications, and acceptances that are converted to places, have declined.**

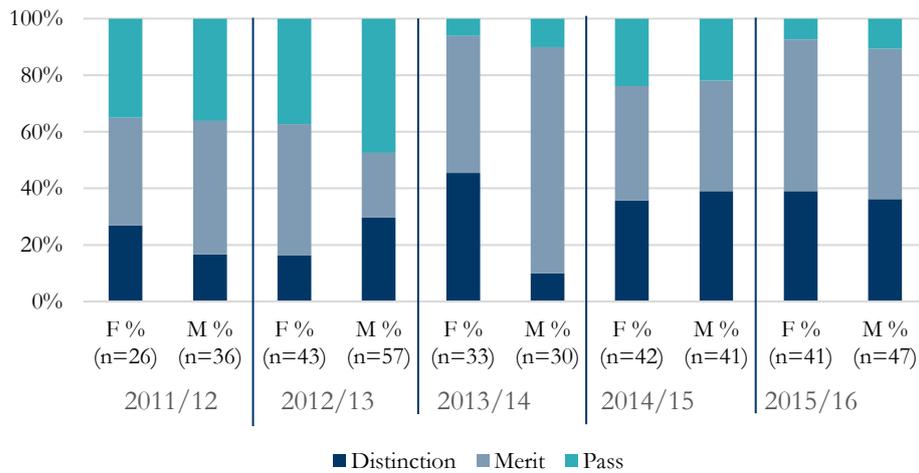
We aim to increase the proportion of female PGT students by increasing the number of female applications (**Actions b.5**) and increasing the number of female acceptances that translate to a place (**Action b.6**).



**Figure 7.** Total PGT Student numbers (head counts) by gender, for applications, offers, acceptances, and enrolments.

Degree results for 2015/16 show that 39% of LEC’s female PGT students achieved a distinction, a 12% increase from 2011/12. Compared to 36% of LEC’s male students, a 17% rise from 2011/12 (Figure 8). There is no clear trend for the proportion of degree classifications (i.e. Distinction, Merit, Pass) awarded to males or females.

## PGT Degree Attainment



**Figure 8.** Degree classification for female and male LEC PGT students from 2011/12 to 2015/16 (student numbers).

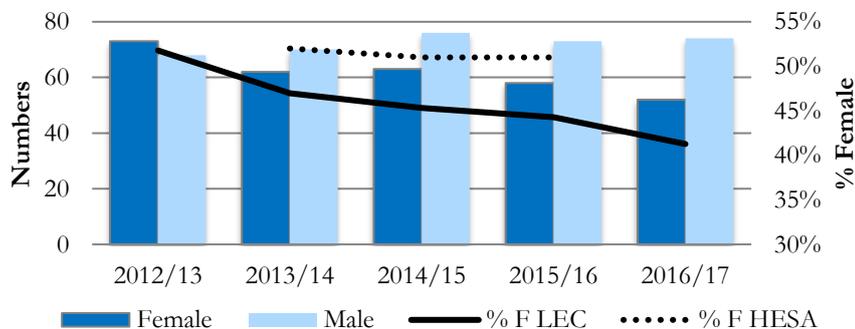
### (iv) Numbers of men and women on postgraduate research degrees

In 2016/17 the proportion of female PGR students was 41% which is below both the sector average of 51% in 2015/16 (Figure 9) and our benchmark SENRGy average (51%). This is in the context of ~12% social science students. Over the 5-year reporting period, the proportion of female PGR students has declined from 52% in 2012/13 to 41% in 2016/17. This pattern is consistent for FT and PT students, but is stronger for UK students than Overseas (OS) (Table 4).

**Key challenge: The proportion of female PGR students has declined to below the sector average.**

We aim to increase the proportion of female PGR students. We will review PGR recruitment materials and processes, and the PGR experience (**Action c.7, b.5, b.7**).

## All PGR Students



**Figure 9.** Number of full time, female and male PhD students enrolled as postgraduate research students (PhD), the % of female students at LEC and the % of female students for the sector average benchmark.

MSc by Research students are a smaller PGR group (4-14/year), who study one-year FT. The proportion of female MSc by Research students is variable, amplified by the small cohort sizes, but has increased from 43% in 2012/13 to 50% in 2016/17, driven mainly by an increase in female FT OS students (Table 4).

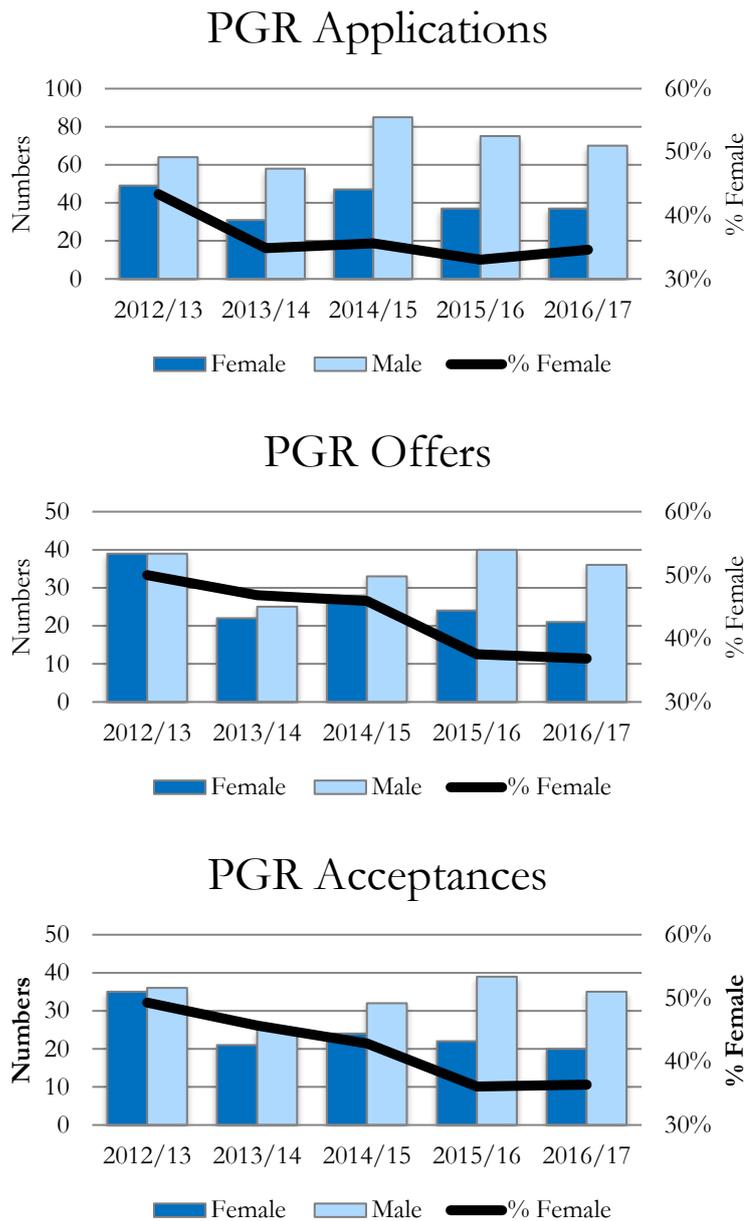
**Table 4.** All PGR students by degree, funding source (UK, Overseas-OS), status (full time-FT, and part time -PT), and gender.

Degree	Status & Funding	2012/13			2013/14			2014/15			2015/16			2016/17		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
PhD	UKFT	41	33	55	30	29	51	32	30	52	28	29	49	25	36	41
	UKPT	3	2	60	1	3	25	2	6	25	2	8	20	1	8	11
	OSFT	20	23	47	25	27	48	22	32	41	21	25	46	23	27	46
	OS PT	3	2	60	2	1	67	3	1	75	2	2	50	1	1	50
	Total	67	60	53	58	60	49	59	69	46	53	64	45	50	72	41
MSc	UKFT	3	7	30	2	5	29	3	5	38	4	6	40	1	2	33
	UKPT	1	0	100	0	1	0	0	1	0	0	2	0	0	0	
	OSFT	2	1	67	2	4	33	1	1	50	1	1	50	1	0	100
	Total	6	8	43	4	10	29	4	7	36	5	9	36	2	2	50
<b>Total PGR</b>		<b>73</b>	<b>68</b>	<b>52</b>	<b>62</b>	<b>70</b>	<b>47</b>	<b>63</b>	<b>76</b>	<b>45</b>	<b>58</b>	<b>73</b>	<b>44</b>	<b>52</b>	<b>74</b>	<b>41</b>

The proportion and number (n) of female PGR applications to LEC has declined from 43% (n = 49) to 35% (n = 37) throughout the 5-year reporting period, while the number of male applications has increased from 63 to 70 (Figure 10). The proportion of female offers and acceptances over the past two years has been equal to the proportion of applications. However, the proportion of female offers and acceptances in the past 5-years has dropped from ~50% to ~35% (Figure 10).

**Key challenge: There has been a decline in the proportion of female PGR applications, offers, and acceptances.**

We aim to increase the number and proportion of female PGR applications, offers, and acceptances. To, achieve this we will review, adjust, and implement new materials, practices, and processes surrounding PGR advertising, recruitment, selection, and monitoring (**Action b.1, b.3, b.5, b.7, b11**).

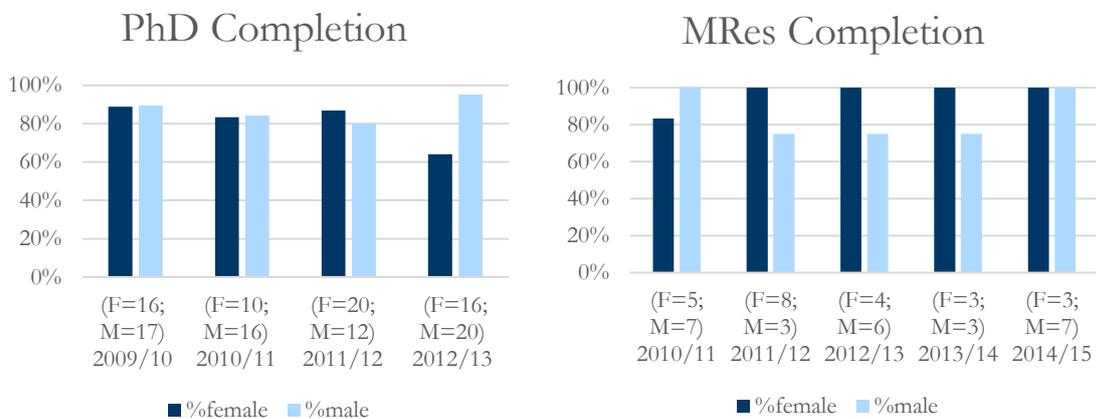


**Figure 10.** The recruitment process for PhD students at LEC, summarized by female and male students and %female students, for each stage: a) applications, b) offers, and c) acceptances, d) registrations.

PhD completion rates (completion within 4 years for FT) are generally similar between male and female PhD students, with the exception of the 2012-13 cohort from which there were 8 female and one male non-completions (Figure 11). MSc by Research completion rates (completion within 2 years) have increased for females from 75% in 2010/11 to 100% in 2011/12, and has remained at 100% since (Figure 11).

**Key challenge: The proportion of female PhD completions fell to 64% for the 2012/13 cohort.**

We aim to increase completion rates of all PhD students, especially female, to above 90%, by building a stronger cohort, protecting wellbeing, and developing a better understanding the PGR experience (Actions a.7, c.3, c.4).



**Figure 11.** PhD and MSc completion rates, against the year student started.

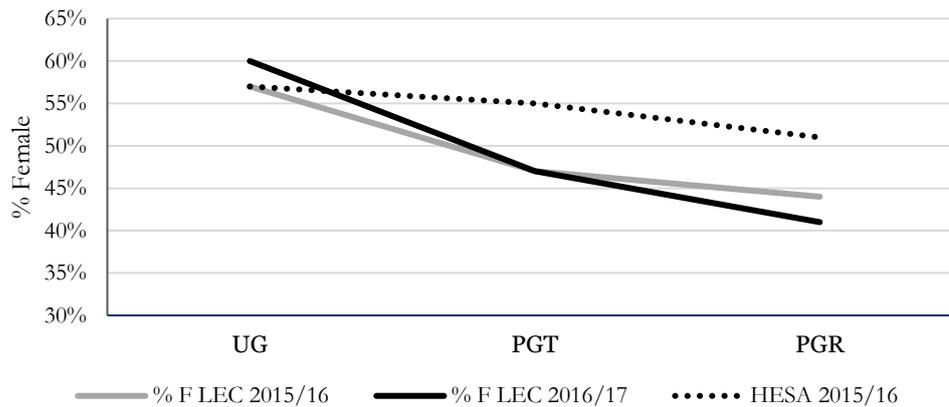
**(v) Progression pipeline between undergraduate and postgraduate student levels**

As the degrees offered by LEC progress from UG, to PGT, and PGR the proportion of females on these courses decreases. There is a difference in subject mix at each level with UG programmes dominated by Geography (approximately 65%) whereas PGT and PGR have a greater number of Environmental Science courses and opportunities. In 2015/16, the proportion of female students fell from 57% at UG, to 47% at PGT, and 44% at PGR. The proportion of female students in the sector benchmark also decreased from UG, to PGT, and PGR, however a greater decline is evident in the LEC student data (Figure 12). In 2016/17, the proportion of female UG students in LEC increased, female PGT students remained the same, and female PGR students declined (Figure 12). However, this is in the context of LEC’s declining proportion of social science students from ~30% at UG, to ~15% at PGT, and ~12% at PGR.

**Key challenge: PGT and PGR represent critical career transition points where there is drop in the proportion of female, and social science students.**

We aim to increase the proportion of female PGT and PGR students, to investigate disciplinary differences, and minimize LEC’s leaky pipeline (Actions b.1, b.2, b.3, b.5, b.6, b.7, b.11, c.3, c.4, c.7).

## Progression Pipeline



**Figure 12.** LEC student career progression pipeline

### 3.2. Academic and research staff data

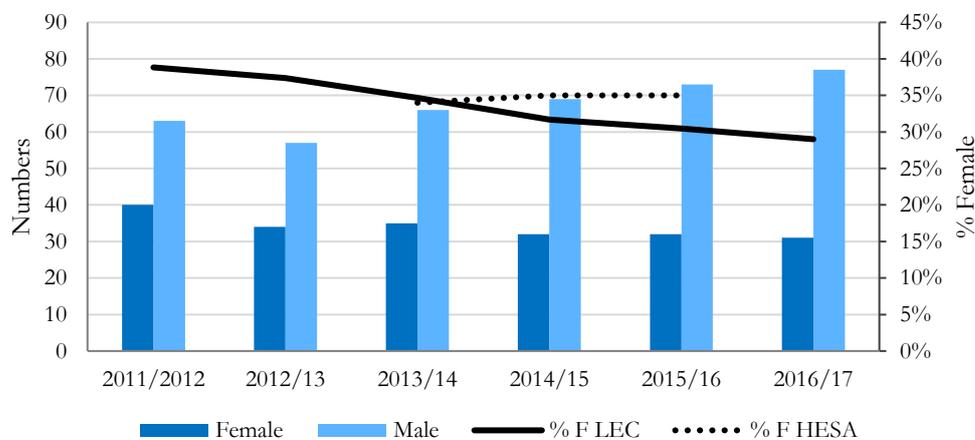
- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Over the 5-year reporting period the total proportion of female academic and research staff in LEC has declined from 39% in 2011/12 (above the sector average of 34% in 201/14) to 29% in 2016/17 (below the 2015/16 sector average) (Figure 13). Further, whereas LEC has experienced a decline, the sector has not.

**Key challenge:** There has been a decline in the proportion of female staff at LEC, from above to below the sector average.

We aim to increase the proportion of female staff to > 35%, the 2014/15 benchmark average (Actions a.1-15, b1-12, c1-7, d1-4) as developed below.

## All Academic and Research Staff



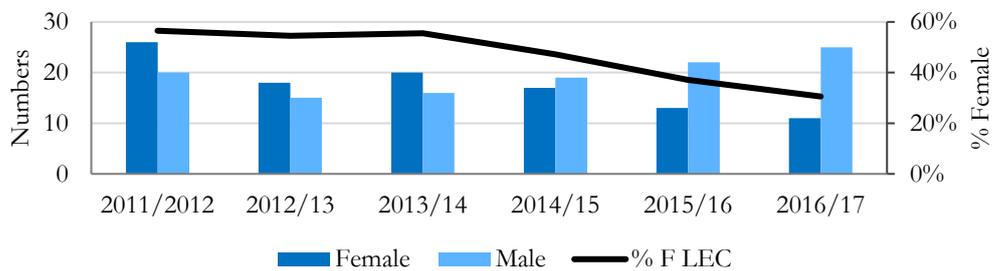
**Figure 13.** Total academic and research staff by gender compared to sector benchmark average.

The decline is most evident amongst fixed term contract staff who all hold research only, Research Associate (RA), positions. The proportion of female RAs declined from 57% in 2011/12 to 31% in 2016/17, which is below our benchmark SENRGy (64%). (Figure 14, table 5).

**Key challenge: The greatest decline in the proportion of female staff is amongst RAs**

We aim to increase the number and proportion of female RAs through better engagement (**Actions a.2-3, a.5-6, a.8-9**), improved monitoring, gender conscious recruitment materials and processes (**Actions b.1, b.5, b.8, b.10-11**), investment in careers development and understanding of the RA experiences (**Actions c.3, d.2-3**)

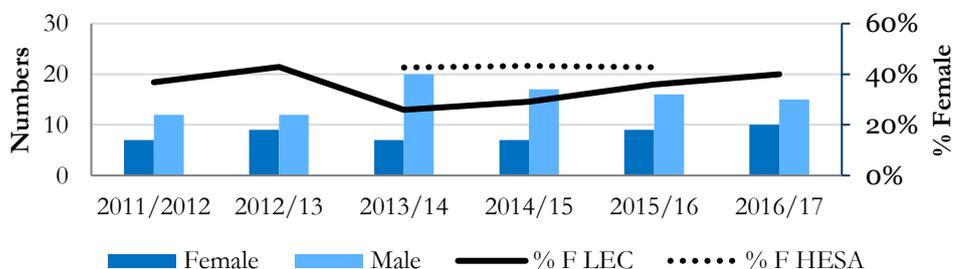
### Research Only Staff (RA)



**Figure 14.** Total number of research only (RA) staff by gender, compared sector benchmark averages (for years available).

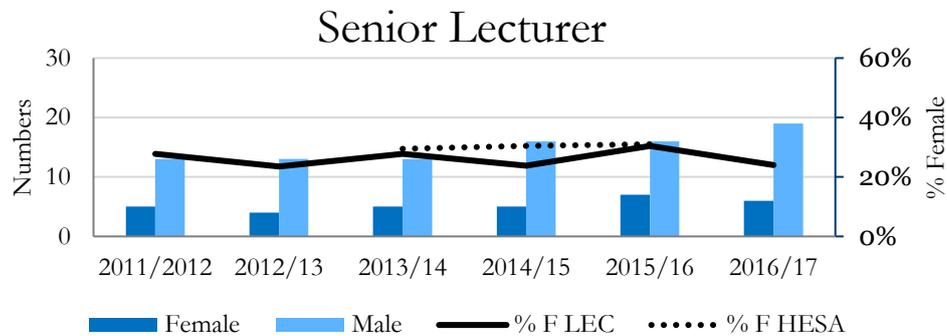
LEC saw a decline in the proportion of female Lecturers between 2012/13 and 2013/14, coinciding with a large intake of male Lecturers starting in 2013/2014 (Figure 15, table 5), though recruited in 2012/13. Recognising this, LEC initiated adjustments to the recruitment and selection process (**Action b.5, b.8, b.11**). We have since seen a steady increase in the proportion of female Lecturers in LEC, rising from 26% to 40% in 2016/17, which is near the sector benchmark average for 2015/16, and above our SENRGy benchmark (28%). We aim to continue increasing the proportion of female Lecturers within LEC and will maintain these activities (**Action b.5, b.8, b.11**).

### Lecturer



**Figure 15.** Total number of Lecturers by gender, compared sector benchmark averages (for years available).

The proportion of female Senior Lecturers has fluctuated between 24% and 31%, which is comparable to the sector benchmark (Figure 16) and above our SENRGy benchmark (~15%), but the absolute numbers are small (~five individuals) (Table 5). LEC aims to increase the number and proportion of female Senior Lecturers through improvements to workload management, departmental support and culture (**Actions a.12, a.13, a.14**); adjustments to recruitment, marketing materials, and selection processes (**Actions b.5, b.8, b.10, b.11**); and targeted career development (**Actions c.5, c.6**).

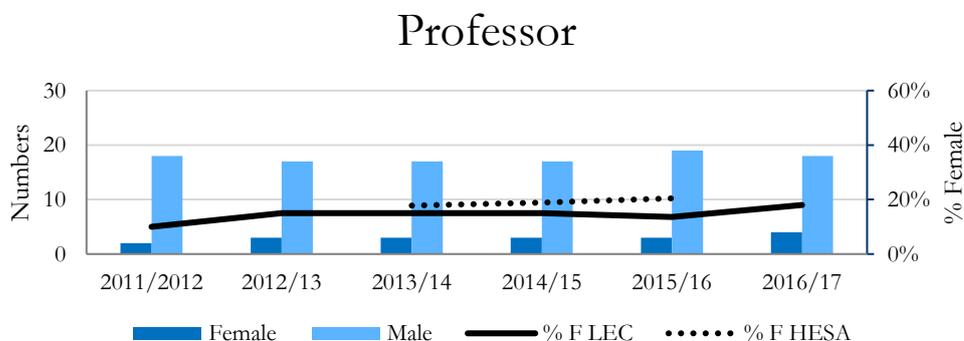


**Figure 16.** Total number of Senior Lecturers by gender, compared sector benchmark averages (for years available).

LEC has always had a low number and proportion of female Professors, in response LEC initiated various career development activities (**Action c.5, c.6**) and has directed staff to support offered by the broader University. Recent years have seen a slow increase in the number and proportion of female Professors in LEC, from two in 2011/12; representing 10%, to four in 2016/17; representing 18% of LEC Professors. This remains below the sector benchmark of 20% (Figure 17). However, one Senior Lecturer has recently been successful in promotion to Professor (to appear in 2017/18).

**Key challenge: The proportion of female Senior Lecturers and Professors in LEC remains below the sector average.**

We aim to increase the proportion of female Professors in LEC by addressing workload management and departmental culture (**Actions a.11, a.12, a.13, a.14**); adjustments to recruitment materials and processes (**Action b.5, b.8, b.10**); and continued career development activities (**Action c.5, c.6**).



**Figure 17.** Total number of Professors by gender, compared sector benchmark averages (for years available).

**Key finding: We have seen a steady increase in the proportion of female Lecturers and Professors**

**Table 5.** Total academic and research staff numbers by year, function, grade, and gender.

Year	Function	Grade	Female	Male	Total	% Female
2011/12	Research only (RA)	6	11	10	21	52%
		7	14	7	21	67%
		8	0	1	1	0%
		9	1	2	3	33%
	Research & Teaching	Lecturer 7	2	1	3	67%
		Lecturer 8	5	11	16	31%
		Senior Lecturer	5	13	18	28%
		Professor	2	18	20	10%
<b>TOTAL</b>			<b>40</b>	<b>63</b>	<b>103</b>	<b>39%</b>
2012/13	Research only (RA)	6P	8	8	16	50%
		7P	9	4	13	69%
		8P	1	1	2	50%
		ZZ/9	0	2	2	0%
	Research & Teaching	Lecturer 7	3	2	5	60%
		Lecturer 8	6	10	16	38%
		Senior Lecturer	4	13	17	24%
		Professor	3	17	20	15%
<b>TOTAL</b>			<b>34</b>	<b>57</b>	<b>91</b>	<b>37%</b>
2013/14	Research only (RA)	6P	6	7	13	46%
		7P	12	5	17	71%
		8P	1	1	2	50%
		ZZ/9	1	3	4	25%
	Research & Teaching	Lecturer 7	3	8	11	27%
		Lecturer 8	4	12	16	25%
		Senior Lecturer	5	13	18	28%
		Professor	3	17	20	15%
<b>TOTAL</b>			<b>35</b>	<b>66</b>	<b>101</b>	<b>35%</b>
2014/15	Research only (RA)	6P	3	7	10	30%
		7P	12	8	20	60%
		8P	0	2	2	0%
		ZZ/9	2	2	4	50%
	Research & Teaching	Lecturer 7	3	6	9	33%
		Lecturer 8	4	11	15	27%
		Senior Lecturer	5	16	21	24%
		Professor	3	17	20	15%
<b>TOTAL</b>			<b>32</b>	<b>69</b>	<b>101</b>	<b>32%</b>

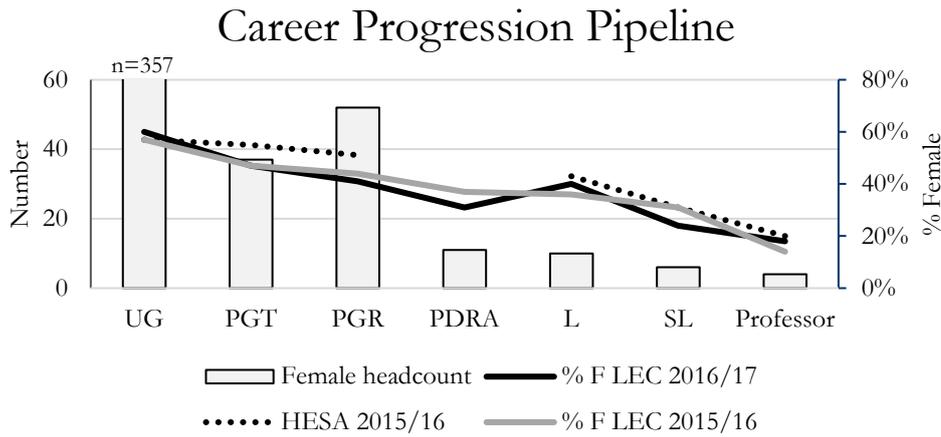
Year	Function	Grade	Female	Male	Total	% Female
2015/16	Research only (RA)	6P	3	6	9	33%
		7P	9	13	22	41%
		8P	0	2	2	0%
		ZZ/9	1	1	2	50%
	Research & Teaching	Lecturer 7	3	5	8	38%
		Lecturer 8	6	11	17	35%
		Senior Lecturer	7	16	23	30%
		Professor	3	19	22	14%
<b>TOTAL</b>		<b>32</b>	<b>73</b>	<b>105</b>	<b>30%</b>	
	Research only RA)	6P	4	5	9	44%
		7P	7	19	26	27%
		8P	0	1	1	0%
		ZZ/9	0	0	0	-
	Research & Teaching	Lecturer 7	2	3	5	40%
		Lecturer 8	8	12	20	40%
		Senior Lecturer	6	19	25	24%
		Professor	4	18	22	18%
<b>Total</b>		<b>31</b>	<b>77</b>	<b>108</b>	<b>29%</b>	

There are in addition three, part-time, teaching only members of staff; two female and one male.

The greatest declines are evident from Senior Lecturer to Professor (17% decline), from UG to PG (13% decline), from PGR to RA (7%), and from Lecturer to Senior Lecturer (5%). Declines at key stages within LEC are greater than the sector benchmark average declines for years available (Figure 18). The overall decline is however comparable to the sector average (Figure 18).

**Key challenge: The greatest decline in the proportion of females to males is between Senior Lecturer and Professor, and between PGR and RA.**

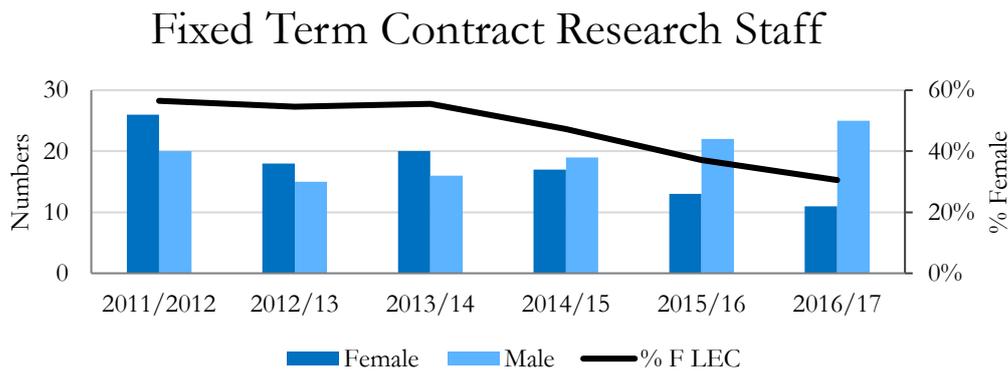
We aim to increase the proportion of female staff to equal or exceed sector benchmark average at all levels. Although actions are developed across all aspects of the career pipeline, we will pay particular attention to developing female Academics to increase rates of promotion, and recruiting female RAs (Actions a.1-15, b.1-11, c.1-7, d.1-4).



**Figure 18.** Representation of the career progression pipeline for all academic and research staff and students at LEC.

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

All RAs (Table 5) are on fixed-term contracts (except one Grade 8 male RA who is technically on an ‘indefinite contract subject to funding’). The proportion of fixed-term contracts staff who are female has declined from 57% to 37% over the reporting period (Figure 19). RAs are generally funded through external competitive funding schemes that are awarded to specific, time-bound, research projects. The nature of this funding means there is a high staff turnover. However, there is evidence in LEC of declines in the proportion of RAs who are female, across all grade levels except Grade 9 where numbers are very low (Table 5). The challenges facing fixed-term contract staff, and associated actions, are as summarised for RA staff (section 4.2 i). Our key aim is to increase the number and proportion of female RAs (and consequently fixed term contract staff).



**Figure 19.** Total number of staff on fixed term contracts by gender

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

The highest turnover within academic staff is amongst research staff RAs (60 leavers in the reporting period). This is due to the nature of fixed term contracts and associated funding.

Across the 3-year reporting period, a greater proportion of LEC's female staff (35%) leave than male (15%). The greatest proportion of female leavers is amongst RAs where, since 2013/14, 53% of leavers have been female, representing 64% of the RAs in LEC (compared to 44% of male RAs) (Table 6). This coincides with a drop in the proportion of female RAs from 56% in 2013/14, to 37% in 2015/16 (Fig 14, Table 5). Most leaving RAs have come to the end of their contract, but high proportions have resigned. A preliminary investigation into the destinations of RA leavers between 2013 and 2016 revealed that out of 22 female RAs leaving, 16 took up a research post elsewhere including fellowships and a lectureship within LEC; however, 6 destinations remain unknown.

There is a greater proportion of female Research and Teaching staff that leave (7%) than male staff that leave (5%) although these are based on very small numbers. This attrition happened in 2014, where 2 Lecturers left, and 2016, when 2 Senior Lecturers left. Research and Teaching staff leave to retire, resign to take up academic posts, relocate for family reasons, or leave academia for alternate careers (Table 6).

**Key challenge: A greater proportion of LEC's female staff leave than male, this is particularly noticeable amongst RAs, but we lack sufficient understanding of why people leave, and where they go.**

We aim to better understand why staff leave and where they go. Where beneficial, we will aim to reduce the proportion of female staff leaving, however in the case of RAs we recognise that movement can be for promotion or security reasons. We will achieve a better understanding of these personal journeys through improved exit interview processes (**Action c.3**), and as relevant improve either staff destinations or retention rates by investing in departmental culture and engagement (**Action a.1-5, a.9-10, a.13**), and targeting career development opportunities (**Actions c.1-2, c.5-6**).

**Table 6.** Academic leavers by role, gender, and grade, as % of staff, with stated reasons for leaving, in the period 2013/14- 2016/17.

Role	Gender	Count (by grade)	% of staff	Reason
Research & Teaching	Female	4 (2SL, 2L)	7%	Resigned to take up new academic post (3) Resigned to leave academia (1)
	Male	7 (4P, 3L)	5%	Resigned to take up new academic post (3) Resigned to leave academia (1) Retired (2) End of contract (1)
Research	Female	32 (13 Gr6, 18 Gr7, 1Gr8)	64%	End of fixed term contract (18) Resignation (14)
	Male	28 (12 Gr6, 16 Gr7)	44%	End of fixed term contract (17) Resignation (11)

**Word count: 1970**

## 4. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words |

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

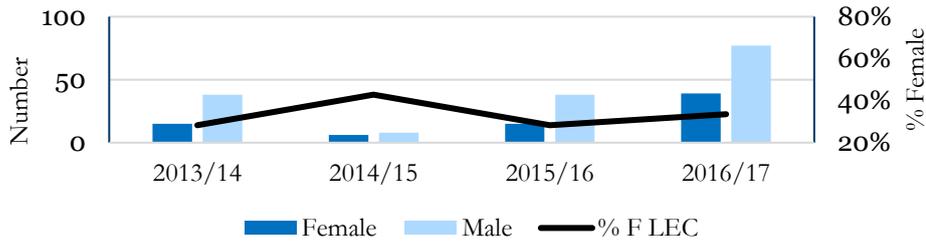
#### (i) Recruitment

Staff are recruited through an openly advertised competitive process. Job adverts, applications, shortlisting, and interview selection is all approved and managed through the university's on-line system, "Stonefish". Within LEC, the recruitment process is managed by the HR lead, who ensures all job adverts, job descriptions, person specifications, selection processes and interviews comply with the university's equal opportunities policies. The Faculty and central HR further check these. We adhere strictly to the requirement that all interview panels are diverse, and this includes a requirement for both male and female panel members to be present.

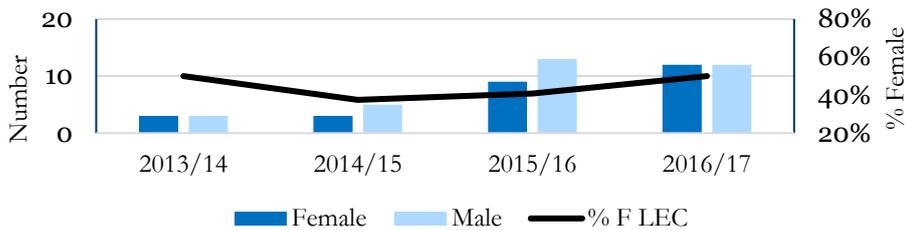
In 2013, out of 10 appointments, only one was female. Since then we have made a number of adjustments to recruitment materials (**Action b.8, b.10**) and processes (**Action b.11**). For example, LEC has recently implemented a requirement that candidates for academic posts are offered information and guidance on school options, accommodation, and life in general around Lancaster and the North West (**Action b.8**). This includes, during departmental and University tours and visits, highlighting the importance of our AS work, pointing out the university's Pre-School Centre, supporting visits with children, facilitating contacts to local schools via colleagues who are parents and governors in schools, and showing candidates accommodation options in Lancaster and surrounding areas.

The overall proportion of female applicants to academic posts across the reporting period fluctuates ~30-35%, with a high of 43% in 2014/15. The proportion of female applicants invited to interview is generally higher at ~40-50%, and the proportion of female appointments has increased from 33% in 2013/14 to 43% in 2016/17 with a high of 58% in 2015/16 (Figure 20). Most appointments to academic posts were to Lecturer positions except for one male Professor recruited in 2016/17 and one female Professor recruited in 2015/16. In a small number of cases LEC can make *ad hominem* (only one person considered for the post) or proleptic (post created following on from the end of a fellowship) appointments. These positions are reserved for holders of prestigious fellowships (e.g. ERC grant holders, Dorothy Hodgkin, and other Royal Society fellowships), who wish to transfer them to Lancaster. Two female and one male *ad hominem* appointments and two female and one male proleptic appointments were made in the period 2013/4 to 2016/17. Three of LEC's recent appointments, all female, have been on the University's 50<sup>th</sup> Anniversary Lectureship scheme. These Lectureships are a University supported scheme designed to identify and support the progression of academic leaders of the future with the potential to become Professors within 5 years.

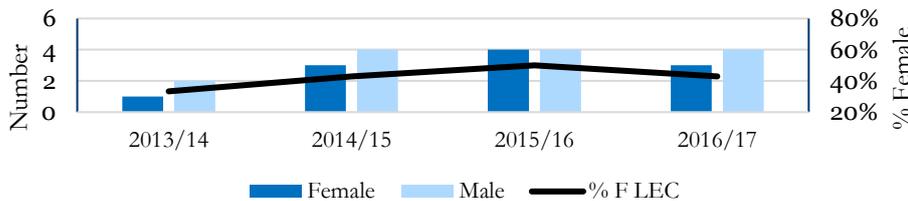
## Academic Applicants



## Academic Interviews



## Academic Appoints

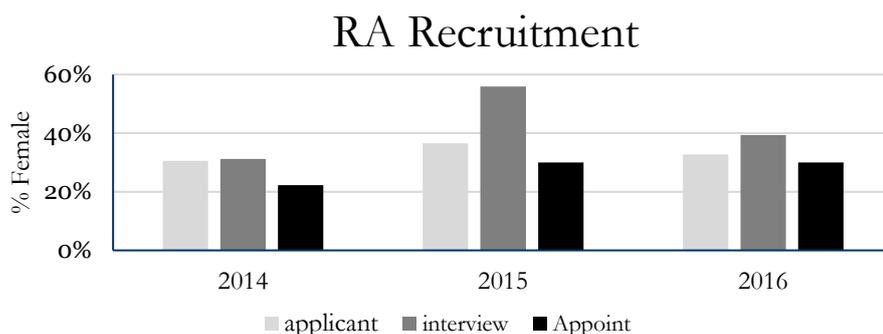


**Figure 20.** Total number of a) applications, b) interviews, and c) appointments to academic posts by gender.

The proportion of female applicants to RA positions has fluctuated between 31%-36% (Figure 21). The proportion of female interviewees has increased from 31 to 39%; this proportion has always been equal to or greater than the proportion of female applicants. Although the proportion of female appointments has increased from 22%-30% (based on small numbers) in the reporting period, this proportion remains below the proportion of female applicants and of females in post (Figure 21, Figure 14).

**Key challenge: Applications, interviews, and appointments to all posts have increased slightly but remain below the proportion of female staff in these roles at LEC.**

We aim to increase the number of female applicants, and the proportion of female appointments, in particular to RA posts. We will continue to develop our activities around recruitment processes and materials and extend these to RA posts (**Actions b.1, b.5, b.8, b.10, b.11**). We will prioritise subconscious bias training for RA recruitment, and provide guidance on interview style and questioning (**Action b.10**).



**Figure 21.** Total number of applications, interviews, and appointments to research only posts by gender.

#### (ii) Induction

New staff members are inducted via events and information provided within the department, by the central University, and on-line training. On the first day of employment, staff members register with HR and payroll and information is provided on training & development and various support mechanisms for staff. Staff are invited to attend a Welcome to Lancaster event with presentations and lunch and it provides central information and enables networking with other new staff. All staff have a safety induction within a month of starting.

Since 2013 LEC has organised more detailed induction sessions for the new academic cohort. These sessions provide an overview of the department, including: strategies, culture and priorities, teaching, research, development and promotion, finance, and health and safety. Each section is delivered by the responsible Management Group member. Athena SWAN is highlighted as a key aspect of the department in terms of support, flexibility, and culture. The sessions include a lunch or an evening dinner depending on staff availability. The uptake has been very high as we liaise closely with all staff to establish a time when they are available. Our AS survey in 2017 established 40% of female and 45.7% of male staff had 'been through a departmental induction process within the last five years'.

RAs (on fixed term contracts) have their induction during the first few days of work, conducted by the Departmental Administrator (DA) and the individual's line manager. The DA covers key issues such as departmental structure and decision-making processes, probation, departmental support for career development and Athena SWAN.

We have not formally established the effectiveness of these induction processes through as survey. Consequently, we have initiated a review of the induction process for all staff, soliciting staff feedback and coordinating focus groups to establish what works and additional needs (**Action c.1**). Initial findings suggest an extended induction and specific teaching mentoring would be beneficial:

*'Induction needs to cover the full 12 month cycle, including key dates for exam boards etc'*

Following a review of induction processes, we will pilot a selection of suggestions to improve the induction process (**action c.1, c.2**).

### (iii) Promotion

Lancaster University runs a yearly promotion cycle. LEC in addition has a number of initiatives designed to support career development and maximize the likelihood that staff will be ready for promotion, put themselves forward, and succeed. First, LEC has introduced promotion discussions in all annual Performance and Development Reviews (PDR) (see below in 5.2). The HoD together with Research Group leaders then consider all cases coming forward, and in addition reviews staff members who may not have come forward but are at the top of their grades. Finally, the HoD will request the CVs of staff who have not come forward but are likely to be eligible for promotion in the near future, to benchmark the cases received (to date all requested CVs have been female to ensure none are overlooked by any subconscious bias) (**Action c.5**).

LEC has organised a series of workshops delivered by departmental staff members that focus on different aspects of career development (e.g. 'Making Lecturers', 'Making Senior Lecturers'). These workshops are designed to ensure staff understand the promotion criteria, various promotion routes, and how to proactively position themselves for promotion in the future (these are supplemented by similar events, at different levels, provided by the University) (**Action c.5**). Although most respondents to LEC's 2017 AS survey understood the promotions criteria and felt supported by the department, female respondents reported slightly lower levels of understanding and support (table 7). We aim to increase awareness amongst female staff of the promotion criteria and process, and ensure they feel supported. To do so, we will continue our career development and promotion activities, proactively encourage female staff to attend, and monitor time to promotion between female and male staff (**Action c.5**).

**Table 7.** Staff survey responses on awareness of promotions criteria (n=99)

	Female	Male
'I understand the promotion process and criteria'	70% agree/strongly agree	85.6% agree/strongly agree
'I feel supported by my department in considering a promotion'	60% agree/strongly agree	68.5% agree/strongly agree
'Although promotions are assessed externally, my department values the full range of an individual's skills and experience (e.g. research, pastoral work, outreach work, teaching, administrative and technical support) when considering promotions'	60% agree/strongly agree	68.5% agree/strongly agree

Twenty-four Research and Teaching staff members were promoted from 2012/13 to 2016/17, 33% were female which reflects LEC's gender in this post. Of those promoted to Grade 8, Senior Lecturer, and Professor 40%, 33%, and 20% were female respectively, which is a greater proportion of females than are in post (Table 8). Seven RAs (on fixed term contracts) were promoted in the same period, 57% of whom were female, greater than the proportion of female RA in post (36% as of 2016/17) (Table 8).

**Key findings: Across all grades and contract type, the female proportion of those promoted is greater than in post.**

**Table 8.** Successful and unsuccessful promotions by function, grade, and gender across the reporting period (2012/13- 2016/17)

Function	Grade	Successful			Unsuccessful	
		Male	Female	% Female	Male	Female
Research & Teaching	Professor	4	1	20%	1	1
	Reader	2	1	33%	0	0
	Senior Lecturer	7	4	36%	0	0
	Grade 8 Lecturer	3	2	40%	0	0
	<b>Total</b>	<b>16</b>	<b>8</b>	<b>33%</b>	<b>1</b>	<b>1</b>
Research only	Grade 7	3	3	50%	0	0
	Grade 8	0	1	100%	0	0
	<b>Total</b>	<b>3</b>	<b>4</b>	<b>57%</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>		<b>19</b>	<b>12</b>	<b>39%</b>	<b>1</b>	<b>1</b>

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

In 2008 91% of eligible female staff and 85% of eligible male staff were submitted to the REF exercise. However, in 2014 56% of eligible female staff and 70% of eligible male staff were submitted. This was driven by a large proportion of impact case studies being led by men and seniority.

**Key challenge: In 2014, eligible females were under represented in LEC's REF submission**

We aim to submit a proportional number of eligible female and male members of staff to the 2021 REF exercise. To achieve this aim, LEC has initiated several activities to support staff in producing a sufficient quantity of high quality outputs, that we will continue **(Action c.6)**.

**4.2. Career development: academic staff**

(i) Training

LEC delivers a wide range of training opportunities, independently, through the University's Organisation and Educational Development (OED) department, and through external consultants. Training has been offered in teaching, management and leadership, recruitment best practice, media and communication, equality and diversity, safety, specialist skills, and IT. Training opportunities are circulated to all staff members and in some instances and following PDRs (see next section) individual staff members are directed towards certain opportunities. LEC female staff have attended 45% of the 463 training sessions attended.

In the 2017 AS survey, 85% of female (80% of male) respondents either agreed or strongly agreed that they 'felt encouraged to participate in training'. The highest rates of attendance were for equality and diversity training, with 55% female and 47% male attendance rate; research training, with 23% female and 37% male attendance rate; and teacher training with 25% female, 20% male attendance rate. We aim to further increase

the proportion of both male and female staff completing equality and diversity training, and the proportion of female staff completing research training; given research is an important route to promotion. This will be achieved through the PDR process, and balanced against other training options to ensure female staff members do not participate in a greater proportion of overall training sessions (**Action c.5**).

All new Lecturers are required to, and supported in, undertaking teaching training as part of their three-year probation period. In addition, the department has supported (via work load time) more experienced staff members to gain a teaching qualification through an experience route. In the past two years, four female staff members have achieved 'Senior Fellow of the HEA' status through this route. This is viewed as beneficial because teaching qualifications, and demonstrated excellence in teaching, is now an explicit promotion criteria and route to a balanced Professorial promotion case (balance between teaching, research, and leadership/engagement). Training is central to many promotion criteria; to increase the proportion of female Senior Lecturers and Professors LEC will continue to promote and support staff in training events, managed individually through the PDR and WLM processes to minimise overall workload (**Actions c.4-6**).

(ii) **Appraisal/development review**

All staff have yearly Performance and Development Reviews (PDR). The Research Group lead conduct academic staff's PDRs, Principal Investigators (PI) conduct researchers' PDRs, and the Director for UG Teaching conducts teaching only staff PDRs. At the end of the yearly cycle, all PDRs are reviewed to ensure career development support is provided and workload is fairly distributed. OED conducts PDR training for research group leads. In 2017 94% of research and teaching staff and 88% of research staff had completed a PDR. According to our 2017 AS staff survey 75% of female and 74% of male respondents found the PDR helpful.

(iii) **Support given to academic staff for career progression**

LEC supports career development in a variety of ways. The department organises a series of workshops (see section 5.1.iii) that focus on different aspects of career development (e.g. 'Making Fellows', 'Making Lecturers'). LEC runs regular mentoring scheme cycles linking junior and senior academic staff. In response to feedback from research staff, LEC has initiated a teaching mentorship scheme for RAs. This initiative aligns with LEC's 'Concordat for Researchers', which is a commitment to support individuals' career development needs. Each year, approximately eight researchers (50% female over the past 3 years) participate in this scheme. A senior academic staff member mentors the junior academics supporting them through lecture preparation and providing feedback after delivery. In addition, LEC supports staff to access training offered by the University's OED, for example 4 academic staff members (2 F, 2 M) have undertaken a leadership course within the University. We aim to improve career development, employability, and promotion potential for all staff, with particular focus on critical career transition points. Thus, we will reinvigorate the LEC Researcher Forum, and mentoring programmes (**Actions a.6**).

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

All students within LEC may take advantage of the careers support offered by both the University's Careers Service and by the department, with the department focusing on

raising aspirations and promoting personal development, allowing the University careers tutors to provide expert career development advice to students.

LEC makes good use of its alumni network to help raise the career aspirations of current students. Annual panel events, attended by alumni who have gone into employment in many different professions, allow students to gain an understanding of the vast array of career options available to them and the opportunity to network with LEC alumni. These events are open to all students within the department (both undergraduate and all postgraduate students), and also serve as a useful opportunity for students to learn more about the careers support available to them.

LEC also supports the Faculty of Science and Technology with the organisation of a STEM-specific careers fair. This was held for the first time in December 2016 and, following its outstanding success, will be repeated on a regular basis. This gives students the opportunity to network with both local and national employers from sectors specific to their field of study.

Finally, LEC actively promotes opportunities for work experience through the Faculty of Science and Technology's internship scheme, for UG and PGT dissertation project voluntary work placements.

All student cohorts in LEC (UG, PGT, PGR) have student representatives who sit on the staff-student committee. This committee discusses issues brought up by students and staff relating all of the department's activities that affect students. The committee has no policy-making powers, but the issues they raise are passed on for action at the Learning and Teaching Committee, which does have these powers. We intend to use this structure to embed wellbeing training, and a culture of support, amongst PGT and PGR students, who tend to be more disconnected from the University's system of pastoral support (**Action c.4**).

The department follows the university policy of all undergraduate students having a personal academic tutor who invites each student at least once per term to discuss their progress. This can include any personal issues affecting ability to study, and to explore the students' thoughts on their future career. An administrator oversees this system to ensure all students are invited, and students' requests for staff with particular attributes, for example female staff or staff with personal experience of caring duties, are accommodated.

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

LEC has recently established smaller research groups of 8-10 where all academic staff members 'belong'. The main purpose of the groups is to provide a supportive and mentoring environment, space for paper and grant ideas to be discussed, and to practice research presentations. These research groups are the primary focus for support in developing grant applications. In addition, all new staff have an academic mentor who also plays this role, and there is a broader culture across LEC where academics successful in grant applications review colleagues' proposals and host mock panel interviews. Further, LEC has a dedicated, Research Development & Faculty Partnership Manager to support with financial and logistical aspects of grant preparation.

Part of LEC's careers development support (see section iii) involves a series of 'Making Fellows' workshops (**Action a.5**) where researchers with a successful track record of securing grant income, or experience on funding panels, provide advice and support in developing grant or fellowship ideas, identifying suitable funding options, and developing, writing, and applying for grants.

### **Research funding applications**

Overall, LEC's female academics tend to apply for proportionally fewer (only 17% of applications from 36% of staff who are female), and smaller (£238,868 compared to £272,981) grants as Principal Investigator (PI). However, female success rates (53%) tend to be higher than their male counterparts (43%) and the average size of grant *awarded* is the same regardless of gender. As Co-Investigator, female academics tend to apply for proportionally fewer and smaller grants, their success rates tend to be lower and the eventual award smaller than their male counterparts.

However, funding patterns and success rate varies by academic grade. Though numbers are small, female researchers (not academics) have the lowest success rates of all groupings and they submit proportionally fewer, though larger, grants than their male counterparts.

**Key challenge: Female researchers have the lowest grant success rates.**

We aim to increase the success rate of female researchers' grant applications through a continuation of our 'making fellows' workshops targeting RAs, but available to all staff, including guidance on choosing projects to join as Co-Investigator (**Action a.6, a.8, c.5-6**).

Conversely, female Lecturers submit a *larger* proportion of applications, ask for *larger* amounts of money, and have the *highest success rates* of all groupings (68% compared to 38% for their male counterparts).

**Key finding: Overall, female PI grant success rate exceeds that of males, and female Lecturers have the highest rates of submission and success.**

Female Professors and Senior Lecturers who constitute 15% and ~30% of LEC's Professors and Senior Lecturer respectively, but submit 5% and 26% of applications at these levels. Despite fewer rates of applications, both have success rates comparable to their male counterparts, female Professors tend to submit larger grants whereas female Senior Lecturers submit smaller.

**Key challenge: Female Senior Lecturers and Professors submit proportionally fewer grants, than their male counterparts.**

We aim to increase the proportion of PI grant applications from female Professors and Senior Lecturers. Workload may present a challenge to writing grant applications at these levels, we will investigate these challenges (**action a.13**) review and adjust staff workload to make efficiency savings (**e.g. Action a.14**), initiate events that foster discussion and development of new ideas (**action a.6, a.8**).

**Table 9.** Grant applicants, income, and success rate by grade and gender averaged over the period 2013/14 – 2015/16.

Applicant	Average Grant Size, £		Success, %		Female applications, % (n)
	F	M	F	M	
Researcher as PI	174,115	140,879	25%	46%	24% (4)
Lecturer as PI	227,702	128,258	68%	38%	40% (19)
Senior Lecturer as PI	130,303	179,808	47%	47%	26% (17)
Professor as PI	569,835	352,374	43%	43%	5% (7)
Total PI ( <i>successful</i> )	238,868 (124,027)	272,981 (124,960)	53%	43%	17% (47)
Total as Co-I ( <i>successful</i> )	383,207 (331,038)	427,776 (499,531)	39%	47%	14% (23)

### 4.3. Flexible working and managing career breaks

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

LEC has provided support to a number of pregnant staff and students in a variety of forms; for example, teaching cover (e.g. for a field course), a quiet space to rest if needed, and full-time maternity cover including during a handover period. The department has successfully liaised between central HR and staff members to facilitate shared parental leave. Although the department seeks to facilitate and emphasizes parental support and flexible options, LEC has received confidential feedback that not all staff are aware of their entitlements. There have not been any requests for adoption leave in this time.

#### **Key challenge: Awareness of, provision, and uptake of maternity support is variable**

We aim to increase awareness of entitlement and support for parental support (actions d.1, d.2).

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

LEC has supported staff in securing Maternity/Adoption Research Support funding (£10,000), reallocating teaching, and on request allowed occasional email communication; the professional services staff in question reported that the communication eased her return to work.

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

On request, the department has supported requests for reduced hours on return to work advertising for a job share post before the member of staff returned from maternity leave, enabling her to meet her new colleague in her keeping in touch (KIT) days. The University pre-school, which is rated as outstanding by Ofsted, is well used by LEC staff, aligns all holiday periods to the University closure days so no additional days of leave have to be used, and can be accessed at a discounted rate through the university's flexible benefits scheme.

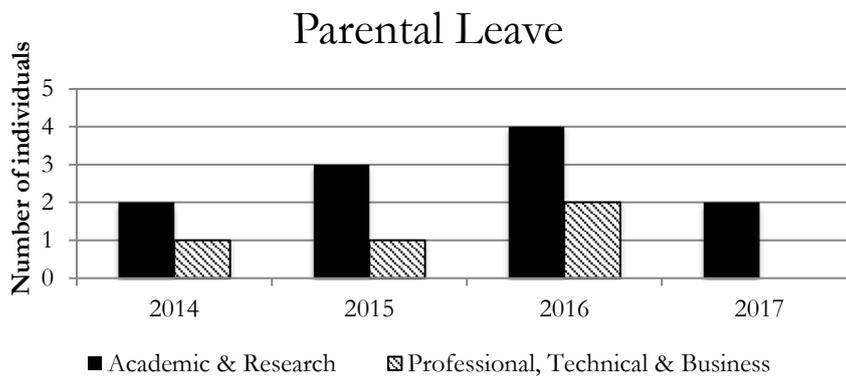
(iv) Maternity return rate

One Lecturer and one Senior Lecturer have taken maternity leave in the past 4 years and one researcher is currently on maternity leave. The two staff members have successfully returned to work on either full time or part time basis as per their requests. Four technical, support and professional services members of staff took maternity leave during the same period and all successfully returned to work on either a full time or part time basis as per their requests. The number of maternity cases is too low to provide a meaningful graphical representation of the trend over the four years.

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

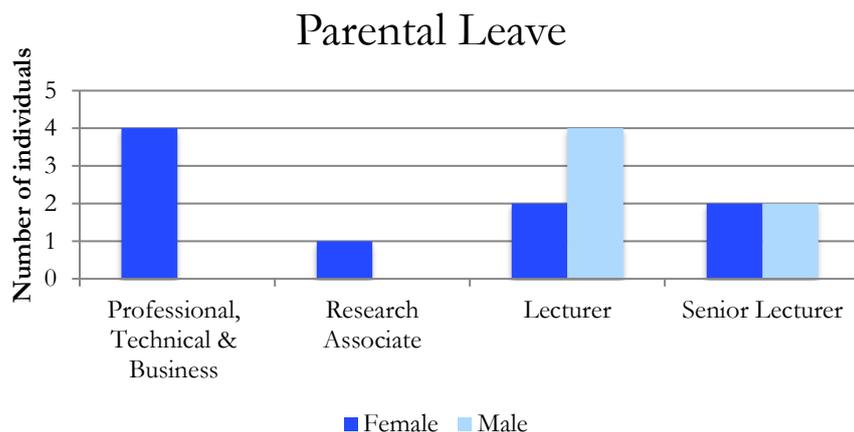
In the last four years the department has had seven male academic and research staff take paternity leave, and one male member of academic staff take shared parental leave. The numbers are too low to provide an accurate trend over this time for paternity or shared parental leave. No members of academic, research, professional or technical staff have taken adoption leave.

Since 2014 the general trend amongst academic and research staff has been an increase in the numbers (male and female) taking maternity, paternity or shared parental leave but total numbers are low (Figure 22). When technical and professional services staff are included the overall number of staff accessing these options increases to 14 (Figure 22).



**Figure 22.** Maternity, Paternity, Shared Leave uptake rates by year started and staff designation

The highest uptake rates are amongst Professional, Technical, and Business facing staff and Lecturers. The numbers of Research Associates, Senior Lectures and Professors formally taking maternity, paternity and shared leave is generally low (Figure 23). Informal arrangements for paternity leave have been accommodated.



**Figure 23:** Maternity, Paternity and Shared Leave uptake rate by role and gender (2013/14 – 2016/17).

#### (vi) Flexible working

LEC is supportive of official requests for flexible working, academic staff are only required to be in their offices when they have teaching commitments, and we support requests for teaching to be time-tabled to accommodate childcare. Consequently, LEC formally (see section iv) and informally supports flexible working option and reduced time contracts for parental, caring, and health reasons. Thus, many staff leave early to pick up children from school or work remotely for periods to be close to elderly parents or extended family.

However, in our 2017 AS survey 70% of female staff members did not know if ‘part-time or flexible staff are offered the same career development opportunities as full-time staff’. Further, 40% of male and female respondents agreed or strongly agreed that ‘LEC supported requests for flexible work’; but, 60% female and 57% male respondents did not know. Furthermore, we have confidential reports that PGR students can be limited in their ability to move between PT and FT options by university regulations.

#### **Key challenge: Awareness of flexible options and institutional support is low**

We aim to increase awareness of and support for flexible options, and investigate new options for PGR students (Actions d.3, d.4).

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

Two female academic staff members have taken maternity leave since 2013. On return, one opted for a permanent reduction to a part-time contract with her workload adjusted accordingly. The second staff member chose to take advantage of KIT days, during her 12-month maternity period, and a phased return to work. LEC will maintain continual communication in managing her workload during this period.

LEC has sought to facilitate staff and students requests for parental support/leave and for flexible working arrangements. However, this has been on a case-by-case basis, and other staff and students may have missed opportunities.

**Key challenge: LEC does not have a clear parental and flexibility entitlements policy covering all staff and students.**

We aim to develop LEC's parental and flexibility entitlement policy and to ensure all staff are aware of and have access to this policy (Actions d.1-4)

#### **4.4. Organisation and culture**

##### **(i) Culture**

LEC is a welcoming and friendly department for students and staff. Prospective students and parents attending open days and candidates attending interviews have commented on this atmosphere. When asked whether LEC promotes a culture of equality and inclusion, 84% of respondents from our 2017 staff survey either agreed or strongly agreed.

LEC seeks to bring staff together on a regular basis. There are termly staff meetings, held in core work hours (9.30am-4pm) which all staff attend. Each staff meeting is repeated twice, once in the morning (e.g. 10am-12pm) and once in the afternoon (e.g. 1pm-3pm) to enable maximum attendance and engender wide discussion. Each staff meeting has time dedicated to discussion. For example, in the previous three staff meetings 'LEC values', 'Athena SWAN', and 'Sustainability' were discussed.

In addition, there are occasional academic away-days, and working groups to progress specific issues, for example teaching programme changes and preparation of our Research Excellence Framework (REF) submission. In a 2016 academic staff away-day, discussion of the values underpinning LEC emphasized respect and diversity, collegiality, and scholarship.

LEC has a culture of celebrating achievement and sharing values. For example, research achievements, promotions, teaching achievements and research impacts are highlighted in monthly newsletters and a termly HoD email is used to remind staff of core values such as 'the importance of diversity, family time, and supporting colleagues'. We aim to broaden the method of communicating these achievements to reach a larger proportion of the staff (Action a.2).

All research groups meet regularly; LEC-wide social events are organised every 6-12 months for all staff and PGR students; and LEC-wide seminars are organized bringing staff members from different research backgrounds together, the scheduled speaker gender split for 2017/2018 is 11male:13 female (**Action a.3**). A department-wide coffee morning is held every Tuesday and new initiatives to foster interaction and engagement are in development (**Actions a.6, a.7, a.8**).

##### **(ii) HR policies**

The departmental administrator is responsible for HR processes including changes to policies. All academic job applications, interviews, and appointments are monitored centrally by Lancaster University Human Resources. PhD applications are monitored by LEC, new practices are being developed to ensure consistency across the funding bodies, to monitor gender and diversity at all stages of the selection process, and uncover any bias that may exist (**Action b.2**).

There is a University-wide system for monitoring, reporting, and disciplining incidences of harassment, bullying, and other grievances. Lancaster University has agreed on a procedure for dealing with complaints of harassment. Though LEC recognises that informal channels can be the most effective means of preventing or stopping harassment, when a formal complaint is lodged the University's Grievance and Disciplinary Procedure applies.

(iii) Representation of men and women on committees

LEC appoints members to committees in two main ways: either a vacant post is advertised and staff volunteer to fill the role, or the Management Group approaches an individual identified as having relevant experience, sufficient workload capacity, and for whom the role would benefit their career progression. Recently, LEC has started circulating committee roles in promotion workshops so that staff can plan their career trajectory (**Action c.5**). The Research Committee is an exception to this rule in that it is composed of LEC's research group leads and the Associate Director for Research.

The Outreach Committee has the highest proportion of female members (38%-43%), whereas the Research Committee has the lowest (8% to 15%) over a 3 year period; this in the context of 30% of LEC's 2015/16 academic staff being female. The Research Committee is male dominated because research group leads are normally Professors, and currently, males dominate Professorships.

**Key challenge: Research Committee is disproportionately male dominated and the Outreach Committee disproportionately female dominated**

We will ensure the gender balance on all committees reflects the gender balance of the department by creating a non-professorial role on the Research Committee, and advertising the Outreach Committee roles and benefits more broadly (**Action a.11**)

**Table 10.** Academic membership of LEC committees by gender, number of staff, and % female. Though all committees in addition include non-academic staff. Please see table 3, Pg 8-9 for the AS Committee.

LEC committee		2014/15	2015/16	2016/17	2017/18
Research Committee	Female	2	1	2	2
	Male	11	11	15	15
	<b>% Female</b>	15%	8%	12%	12%
Management Group	Female	3	1	2	3
	Male	7	6	6	4
	<b>% Female</b>	30%	14%	25%	43%
LEC Learning and Teaching Committee	Female	5	5	4	5
	Male	11	20	20	19
	<b>% Female</b>	31%	20%	17%	21%
Graduate School Steering Committee*	Female	n/a	n/a	1	1
	Male	n/a	n/a	3	3
	<b>% Female</b>	n/a	n/a	25%	25%
Outreach Committee*	Female	n/a	3	3	3
	Male	n/a	4	4	5
	<b>% Female</b>	n/a	43%	43%	38%
Safety Committee**	Female	1	1	1	1
	Male	2	2	2	2
	<b>% Female</b>	33%	33%	33%	33%
Total	Female	13	12	14	16
	Male	35	45	53	51
	<b>% Female</b>	27%	21%	21%	24%

\* Outreach Committee formally began in 2015/16 and the Graduate School Committee in 2016/17.

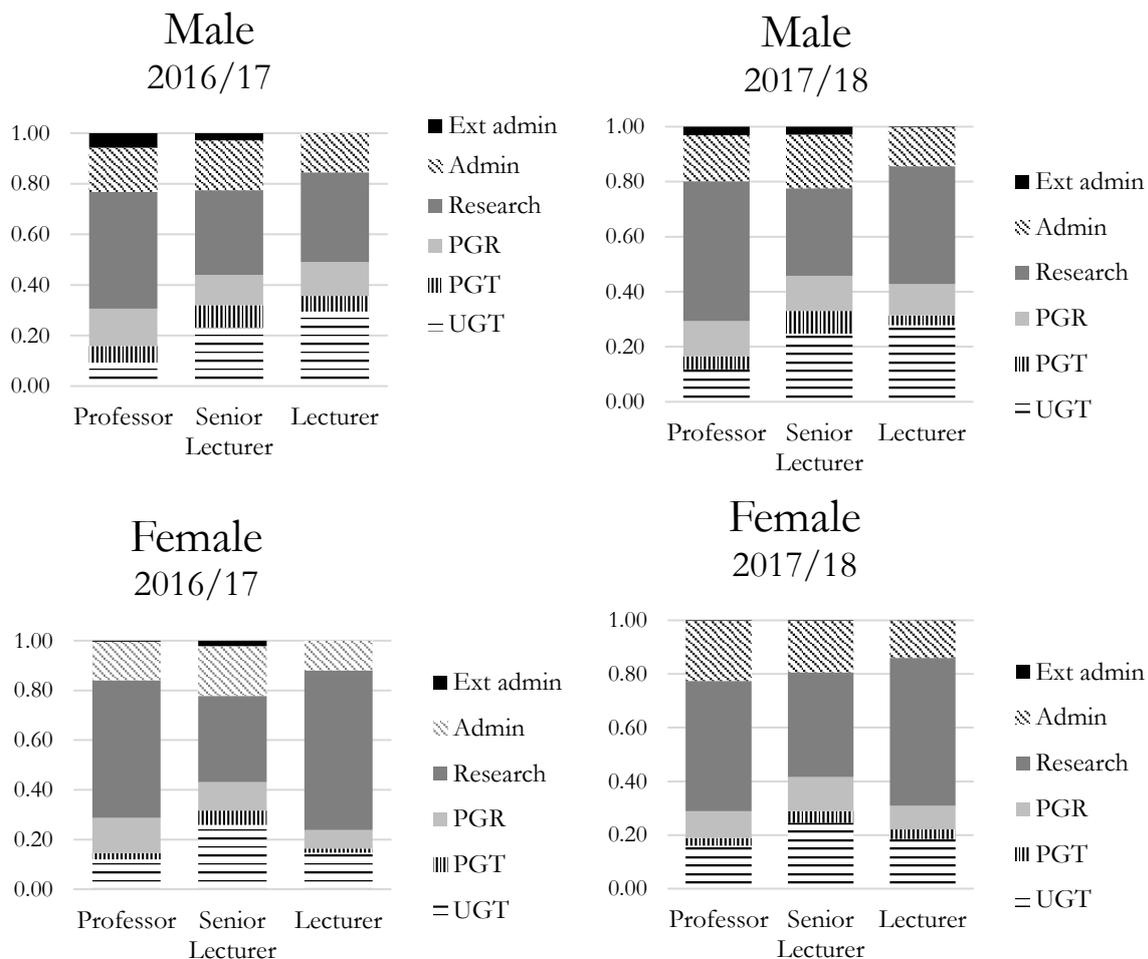
#### (iv) Participation on influential external committees

LEC circulates calls for staff to become involved in external committees, occasionally targeting specific individuals. Female members of staff are not especially targeted; however, our most prominent committee members are both women: Professor L. Heathwaite, Chief Environment advisor to the Scottish government, veteran of many NERC, and Defra committees; and Professor B. Maher, REF panellist, and NERC committee member.

#### (v) Workload model

LEC operates a transparent workload model (WLM) that is populated by, and distributed to all staff, and is always accessible. The workload model includes teaching (UG & PG), supervision (PGR), research, and internal and external administrative roles. The model seeks to account for most of the activities that academics are involved in and the same rules are applied to all members of staff. Although LEC has used this WLM for many years, only 2016/17 and 2017/18 academic years are available, split by grade.

All research and teaching staff are given a base research allocation of 20%. New starters are given a higher research allocation for the first 2 years to ease their transition. The research load includes paid time on research grants. Males tend to have a greater proportion of external (national and international) administrative roles than females. Females tend to do a smaller proportion of PG teaching than males. Female Lecturers tend to have a greater research allocation than males, due to a combination of success in winning research grants (see table 9) and increased research probation allocations (Figure 24).



**Figure 24.** Average distribution of workload by gender and grade for 2016/17 and 2017/18 showing undergraduate and postgraduate teaching (UGT and PGT), postgraduate research supervision (PGR), individual research (Research), Administrative (Admin), and External administrative (Ext admin) roles.

Although there is no clear pattern of gender bias, Senior Lecturers have the smallest amount of time allocated to research which may make fulfilling the criteria for promotion to Professor more challenging. Furthermore, early anonymous feedback suggests there may be a female time burden involved in interview panels:

*“...female representation on interview panels. Because we (rightly) require at least one woman on every interview panel, female staff are disproportionately required to participate in this task”*

LEC therefore aims to explore the WLM by investigating staff perceptions of their WLM distribution, seeking suggestions for more efficient combination of roles, and developing strategies to address potential over burden (**Actions a.13-14**).

(vi) **Timing of departmental meetings and social gatherings**

Although working times for individuals vary considerably according to research experiments needing attention, teaching, and administrative activities, the core working hours in the department are from 9.30am to 4.00pm. Departmental meetings, committee meetings, staff meetings, and staff training events are always held within core working hours.

LEC hosts a variety of social gatherings. LEC holds an annual Christmas conference showcasing innovative teaching practices, and research successes. This conference highlights male and female staff across the range of career stages. LEC holds an annual summer BBQ, which has recently celebrated international staff, and an annual family Christmas Party, with toys, food, live music, and family involvement, both take place between 4-6pm, which whilst not in core hours is a convenient time that enables staff to bring their families along. In addition, LEC hosts a weekly staff and PGR coffee mornings; following recent feedback this is to be moved to the afternoon to avoid the most productive hours of the day.

Because of the size of the department it is often challenging to build cohesion, however LEC is a collegiate department and individual staff members, for a variety of causes, organize many events. For example, in December two LEC academics are hosting a fundraising dinner at LEC, for Earthquake Relief in Mexico. LEC aims to build more cohesion, particularly at critical career stages (e.g. PGT, PGR, RA). We are thus looking to establish a postgraduate weekly seminar and social event, re-establish LEC's researcher forum targeted at RAs, and establish a new coffee and ideas lunch for staff to grow project ideas (**Actions a.6, a.7, a.8**).

(vii) **Visibility of role models**

The second AS-focused staff meeting facilitated breakout discussion groups to explore promising actions to improve gender equality in LEC. Staff, at this meeting, decided that LEC should aim to increase the visibility of female role models.

LEC makes role models visible externally in two main ways. First, Lancaster University has an effective media team who regularly works with LEC's female academics in promoting their research. Through this support, female academics and students from LEC have been interviewed live on radio (e.g. for Radio 4's Today Show), on video (e.g. by Reuters), and for the print media (e.g. for the Huffington Post). Following on this success several female academics from LEC have been encouraged to attend external media training events. Second, LEC employs a freelance journalist who writes blogs for LEC on projects, awards, and academics. To increase the visibility of female role models, the journalist is working with LEC's AS lead to develop a new website. She has identified past stories that showcase female success and will continue to produce stories that promote diverse role models. These stories, together with past media coverage, which will be highlighted on the Athena SWAN website (**Action a.5**).

LEC reviews all UG publicity and promotion materials making necessary adjustments to materials, language, and images to ensure diverse representation (**Action b.5**). This initiative has proven successful in increasing the proportion of female UG students. LEC will extend this process to all PGT, PGR, and staff publicity and promotion materials (**Action b.5, b.7, b.8**). LEC will further pilot a review of PGT curriculum to ensure curriculum content and role models are diverse (**Action b.9**).

LEC promotes female role models internally, through monthly HoD updates that highlight success more generally, and that ensure recent female successes are covered (**Action a.2**). In addition, department wide seminars that take place weekly (including internal and external speakers) will be monitored through the year to ensure that the proportion of male and female speakers reflects the sector benchmark average (e.g. 35% female for 2015/16) (**Action a.9**). A recent event overlooked the importance of gender balance, which was noted by many staff. Consequently, LEC's management group is committed to ensuring all future events (e.g. conferences, workshops, panels, and launches) include female speakers. Further, LEC is developing a voluntary commitment for staff to sign up whereby they will file a complaint, or boycott, any event they are invited to that fails to include female speakers (**Action a.9, new**).

#### (viii) Outreach activities

LEC coordinates a wide range of outreach activities that aims to encourage participation in Geography, Environmental Science and the Biosciences from a wide diversity of audiences, including groups that have been underrepresented in LEC. The outreach committee is made up of 9 females and 9 males. We receive extra support in our outreach activities from a group of enthusiastic student Outreach Facilitators (currently 5 female and 7 male), male and female student ambassadors, and academic staff. Examples of our outreach activities include:

- **Inspiring the Next Generation of Geographers** – project that began in 2015 to inspire school pupils in both human and physical geography, whilst giving our current students classroom experience and the opportunity to engage the public with their research and geography interests.
- **Science Hunters** – this unique Widening Participation project uses Minecraft to inspire younger pupils in science and works closely with the National Autistic Society to engage pupils with autism
- **Sex and Bugs and Rock 'n' Roll** – Demonstration of, and public engagement in, activities including ecologically-themed games, bug hunts, and taking swabs at 11 different events including Glastonbury Festival, Lancaster University's "Campus in the City", "Community Day", and LEC Open Days.
- **Environment and Society Film Club** – Monthly film club and discussion, led by an academic in a local community centre, exploring political ecology relevant issues to encourage a more public understanding of how power shapes access to natural resources.

All these activities will be publicised and showcased on our new Athena SWAN website (**Action a.5**).

**Word count: 5821**

## 5. FURTHER INFORMATION

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

The **staff data** provided are based on headcount as opposed to full time equivalent (FTE) for the whole of LEC because this is how the university provides the comparative figures we use. Lancaster University has two Lecturer levels, Grade 7 and Grade 8. The cut off for FTE is 0.2, LEC in addition has one male 0.2 FTE indefinite Professor and three (two male one female), 0.2 FTE fixed term Professors in Practice. Professors in Practice are Professor posts who are physically based in collaborative industry positions and are not included in staff head counts. Senior Lecturers and Readers both sit within Lancaster University's Academic Grade 9 level for the purpose of this report and because of low numbers (only 1 female and 5 male Readers in 2016/17) they are combined for all sections except for the promotions data (Table 8). Additional staff:

We have chosen two options to **benchmark** our data: 1) Higher Education Statistics Agency (HESA) national averages for four subject codes: Biology & Ecology; Environmental Science; Physical Geography; Human Geography, and; 2) Bangor School of Environment, Natural Resources and Geography (SENRGy), accessed from their successful April 2016 Bronze Award.. We have chosen the latter because of the similar to LEC mix of degree programmes offered (e.g. Environmental Science and Geography), and the research portfolio of their staff (e.g. soil science, climate change impacts, and conservation).

**Word count: 228**

**TOTAL word count: 10085**

## 6. 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.

**LANDSCAPE PAGE**

**Table 12.** LEC Action Plan (H= high, M= medium, L=low).

**LANDSCAPE PAGE**

<b>A. Communication and Culture</b>							
Ref	Priority	Planned action	Rationale	Timeframe (start/end date)		Role responsible	Success criteria
a.1	H	<ul style="list-style-type: none"> <li>AS incorporated as a termly strategic discussion in the management group, staff meetings, student forums.</li> <li>Annual reporting of LEC Athena SWAN data, activities, and progress.</li> </ul>	<ul style="list-style-type: none"> <li>High-level engagement and prominence of AS issues.</li> <li>Sustained commitment.</li> <li>Maintain departmental momentum and engagement for Silver.</li> <li>Engage male students.</li> </ul>	Sept. 2017	On-going, termly, annual	<ul style="list-style-type: none"> <li>AS lead</li> <li>HoD</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of Athena SWAN principles remains above 90% in staff survey.</li> <li>Bottlenecks to progress on AS actions identified early and addressed.</li> </ul>
a.2	H	Broaden departmental communication around subconscious bias, values, and culture e.g. <ul style="list-style-type: none"> <li>Regular values email.</li> <li>Staff interactive discussion sessions.</li> <li>Anonymised suggestions box.</li> <li>Research leads facilitating more communication.</li> </ul>	<ul style="list-style-type: none"> <li>Provide multiple channels for communication and awareness of workplace values and challenges.</li> </ul>	Sept. 2016	On-going	<ul style="list-style-type: none"> <li>HoD</li> <li>MG</li> <li>AS lead</li> </ul>	<ul style="list-style-type: none"> <li>Equality activities embedded in all departmental activities.</li> <li>Regular communication on AS issues.</li> </ul>

a.3	M	<p>Continue regular family friendly and diverse social events e.g.</p> <ul style="list-style-type: none"> <li>• Departmental Barbeque</li> <li>• Film screenings</li> <li>• Family events</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a supportive and inclusive culture reflecting the AS principles.</li> </ul>	Dec. 2016	On-going	<ul style="list-style-type: none"> <li>• AS lead</li> <li>• AS flexible working representative</li> <li>• Administrative office</li> </ul>	<ul style="list-style-type: none"> <li>• Regular financial commitment.</li> <li>• 2+ events per year.</li> </ul>
a.4	M	<ul style="list-style-type: none"> <li>• Include UG representatives in Athena SWAN meetings and incorporate promoting AS into their duties.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase UG student engagement in AS</li> </ul>	Jan.2 018	Annually	<ul style="list-style-type: none"> <li>• Chair of Staff Student Committee</li> </ul>	<ul style="list-style-type: none"> <li>• UG attendance and engagement in Athena SWAN activities</li> </ul>
a.5	H	<ul style="list-style-type: none"> <li>• Produce web pages to highlight role models, alternate career pathways, training and mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of female PGR and staff applications.</li> <li>• Highlight diverse pathways, female role models, and LEC's culture in support for AS principles.</li> </ul>	Aug. 2017	Live by March 2018, regular updates	<ul style="list-style-type: none"> <li>• AS lead</li> <li>• AS administrative representative</li> <li>• LEC contracted freelance journalist</li> </ul>	<ul style="list-style-type: none"> <li>• Website live.</li> <li>• Sustained traffic to site.</li> <li>• From staff survey, 80% staff aware of website and key functions.</li> </ul>
a.6	H	<ul style="list-style-type: none"> <li>• Reinvigorate LEC researcher forum (regular meetings and activities).</li> <li>• Review researcher demands for workshops, training opportunities (e.g. making series).</li> <li>• Provide career development, and pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Attract female RA applications.</li> <li>• Support existing RAs</li> <li>• Highlight diverse career options and paths.</li> </ul>	Nov. 2017	On-going	<ul style="list-style-type: none"> <li>• AS RA representative</li> <li>• Research Promotion Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-annual 'Making Fellows' and 'Making Lecturer' workshops.</li> <li>• Termly 'Research Forum' meetings.</li> <li>• Satisfaction and uptake measured at above 80%.</li> </ul>
a.7	H	<ul style="list-style-type: none"> <li>• Institute weekly Postgraduate Seminar and</li> </ul>	<ul style="list-style-type: none"> <li>• Build an academic cohort for all students.</li> </ul>	Oct. 2018	On-going, weekly	<ul style="list-style-type: none"> <li>• PGR lead</li> <li>• PGR Administration</li> </ul>	<ul style="list-style-type: none"> <li>• All students presented at least</li> </ul>

		social events (e.g. post seminar, bake off, etc.).	<ul style="list-style-type: none"> <li>• Ensure all PhDs have access to a group to practice talks etc.</li> </ul>				<p>once (inclusive of PGT and PGR).</p> <ul style="list-style-type: none"> <li>• Satisfaction and uptake measured at above 80%.</li> </ul>
a.8	H	<ul style="list-style-type: none"> <li>• Initiate a 'Coffee and Ideas' session to bring staff together to build collegiality, test research and grant ideas on colleagues, and harness momentum.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports the development of research grants and papers focused on Senior Lecturers and Researchers.</li> <li>• Build collegiality. Helps develop research ideas.</li> </ul>	Aug. 2018	On-going monthly	<ul style="list-style-type: none"> <li>• Research Promotion Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Termly meetings with good attendance.</li> <li>• Increase in female Senior Lecturer, Researcher, and Professor Grant application and success rates.</li> </ul>
a.9	H	<p>Research activities.</p> <ul style="list-style-type: none"> <li>• Liaise with research group leads to ensure a diversity of speakers are invited and present at department and research group seminars, workshops, and events.</li> <li>• Establish system to record and annually report diversity statistics.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a broad representation of speakers.</li> <li>• Ensure a diversity of role models are visible.</li> </ul>	Jan. 2018	On-going, annual reporting in Jan.	<ul style="list-style-type: none"> <li>• Associate director for research</li> <li>• Research promotions administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Gender balance in speakers (internal and external) is above benchmark proportion of female academics (e.g. 35% in 2015/16).</li> </ul>
a.10	H	<p>Broader activities to achieve gender balance at events.</p> <ul style="list-style-type: none"> <li>• LEC's MG is committed to ensuring all events (e.g. conferences, workshops, panels, and launches)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a broad representation of internal and external contributions to ensure a diversity of role models are visible.</li> </ul>	Aug. 2018	On-going	<ul style="list-style-type: none"> <li>• AS lead</li> <li>• HoD</li> <li>• MG</li> </ul>	<ul style="list-style-type: none"> <li>• All events have female contributions.</li> <li>• All staff pledged to call out lack of diversity.</li> </ul>

		<p>include visible female contributions (i.e. speaker, discussant, and chair).</p> <ul style="list-style-type: none"> <li>• Encourage all staff to make a commitment to call out external events that fail to represent diversity.</li> </ul>					
a.11	H	<p>Initiate strategies to balance influence on committees:</p> <ul style="list-style-type: none"> <li>• Initiate a non-professorial (i.e. for more junior academics to encourage diverse representation) roles position on research committee.</li> <li>• Monitor committee representation and develop action where out of proportion.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure female staff have influence over research and departmental strategy.</li> </ul>	Jan. 2018	Oct. 2020	<ul style="list-style-type: none"> <li>• HoD</li> <li>• Deputy HoD</li> </ul>	<ul style="list-style-type: none"> <li>• All committees in department have proportional representation (+/- 10%).</li> </ul>
a.12	H	<p>Institute strategies to reduce female interview burden:</p> <ul style="list-style-type: none"> <li>• Produce list of eligible female interview panel members in consultation with faculty for distribution.</li> <li>• Develop a culture whereby “cognate” members of interview panels are more frequently men. Monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease the interview burden on certain female staff members.</li> <li>• Free time up for research activity.</li> <li>• Increase promotion rates.</li> </ul>	May 2018	June 2018	<ul style="list-style-type: none"> <li>• LEC HR</li> <li>• Faculty HR</li> <li>• HoD</li> </ul>	<ul style="list-style-type: none"> <li>• List produced with eligible panel members.</li> <li>• Monitor WLM interview data.</li> <li>• Take action where needed.</li> </ul>

		<p>interview workload within LEC.</p> <ul style="list-style-type: none"> <li>• Provide guidance on expectations in relation to the number of interview panels staff are reasonably expected to contribute to.</li> </ul>					
a.13	M	<ul style="list-style-type: none"> <li>• Review workload model-perceptions of personal distribution, satisfaction with overall load, efficiency saving suggestions, paying attention to gendered differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure fair distribution of workload.</li> <li>• Reduce inefficiencies in work allocation.</li> </ul>	Jan. 2018	On-going, annually in June	<ul style="list-style-type: none"> <li>• HoD</li> <li>• Deputy HoD</li> <li>• Associate Director for Teaching UG &amp; PG</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey reports &gt;60% staff happy with workload distribution.</li> </ul>
a.14	M	<p>Explore and instigate strategies to reduce workload:</p> <ul style="list-style-type: none"> <li>• Investigate the desire for and possibility of 'block teaching model' streamlining teaching to fewer modules or over shorter times.</li> <li>• Identify challenges to grant writing and identify opportunities to free up space for developing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce administrative burden associated with multiple modules.</li> </ul>	Jan. 2018	Jan. 2019	<ul style="list-style-type: none"> <li>• HoD</li> <li>• Deputy HoD</li> <li>• Associate Director for Teaching UG &amp; PG</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey reports &gt;60% staff happy with workload distribution.</li> </ul>
a.15	M	<ul style="list-style-type: none"> <li>• Move the LEC staff survey to term time, to follow a staff meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize response rate, through timing and departmental engagement.</li> </ul>	Sept. 2019	Every two years	<ul style="list-style-type: none"> <li>• AS lead</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey response rate greater than 65%.</li> </ul>

		<ul style="list-style-type: none"><li>• Include additional questions on perceptions of workload, and job satisfaction.</li></ul>	<ul style="list-style-type: none"><li>• Understand and monitor workload.</li></ul>				
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B. Recruitment of staff and students							
Ref	Priority	Planned action	Rationale	Timeframe (start/end date)		Responsible	Success criteria
b.1	H	<p>Overarching.</p> <ul style="list-style-type: none"> <li>• Monitor gender balance across all staff and student programmes.</li> <li>• Standardize system of data analysis.</li> <li>• Incorporate gender analysis into all departmental review processes (e.g. UG exam boards, WLM review, sabbatical review).</li> <li>• Respond, adjust, or develop new actions accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing commitment to AS principles.</li> <li>• Adaptive and responsive action plan.</li> <li>• Embed gender in all processes as standard.</li> </ul>	Oct. 2012	On-going	<ul style="list-style-type: none"> <li>• AS SAT</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence based AS actions developed and implemented.</li> <li>• AS principles embedded across all departmental activities.</li> </ul>
b.2	M	<ul style="list-style-type: none"> <li>• Investigate gender balance across department to determine if there are significant disciplinary differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine whether further discipline specific actions are required.</li> </ul>	June 2018	On-going, in place Nov. 2018	<ul style="list-style-type: none"> <li>• AS lead</li> <li>• AS data support</li> </ul>	<ul style="list-style-type: none"> <li>• AS data analysis disaggregated by broad disciplines.</li> </ul>
b.3	M	<ul style="list-style-type: none"> <li>• Standardize PhD application reporting across funding streams and selection stages.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify potential bias in PGR recruitment processes.</li> <li>• Increase proportion of female PGR offers, and acceptances.</li> </ul>	Jan. 2018	On-going	<ul style="list-style-type: none"> <li>• AS lead</li> <li>• PGR administration</li> </ul>	<ul style="list-style-type: none"> <li>• PhD application process recorded such that issues can be identified.</li> </ul>
b.4	L	<ul style="list-style-type: none"> <li>• If low proportions of UG male students decline further, explore reasons and develop action.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and if necessary respond decreasing proportions of male students.</li> </ul>	Oct. 2012	Annual in Oct.	<ul style="list-style-type: none"> <li>• AS UG representative</li> <li>• Assistant Director of UG</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring system in place.</li> </ul>
b.5	H	<p>Overarching.</p>	<ul style="list-style-type: none"> <li>• Increase number of female applicants.</li> </ul>	Oct. 2012	On-going	<ul style="list-style-type: none"> <li>• AS lead</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in proportion of</li> </ul>

		<ul style="list-style-type: none"> <li>Review and adjust all advertising, recruitment, outreach, and promotional material for gender equality, diversity and inclusivity in language and images.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure diversity, and gender balance are proactively promoted and represented.</li> </ul>			<ul style="list-style-type: none"> <li>LEC Graphic Designer</li> <li>Recruitment Conversion and Marketing Coordinators</li> <li>Academic admissions</li> </ul>	female applications to PGT, PGR, and staff positions.
b.6	H	<ul style="list-style-type: none"> <li>Review all <b>PGT</b> recruitment and marketing material.</li> <li>Ensure Athena SWAN and family-oriented 'settling into Lancaster' information on the local environment is provided (e.g. day care and support options, flexible options, family activities) and advertised at open days.</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of female registrations.</li> <li>Ensure diversity, and gender balance are proactively promoted and represented.</li> <li>Increase awareness and uptake of support for families and carers.</li> <li>Increase awareness and uptake of flexible options.</li> </ul>	March 2018	Nov. 2019	<ul style="list-style-type: none"> <li>AS lead</li> <li>LEC Graphic Designer</li> <li>Recruitment Conversion and Marketing Coordinators</li> <li>Deputy director of GSE</li> </ul>	<ul style="list-style-type: none"> <li>Increase proportion of female registrations to 50% by 2020.</li> <li>All material gender conscious.</li> <li>High levels of awareness evident from Staff Student Committee.</li> </ul>
b.7	H	<ul style="list-style-type: none"> <li>Review all <b>PGR</b> recruitment and marketing material.</li> <li>Ensure Athena SWAN and family-oriented 'settling into Lancaster' information on the local environment is provided (e.g. day care and support options, flexible options, family activities) and advertised at open days.</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of female applicants and registrations.</li> <li>Ensure diversity, and gender balance are proactively promoted and represented.</li> </ul>	March 2018	Nov. 2019	<ul style="list-style-type: none"> <li>AS lead</li> <li>LEC Graphic Designer</li> <li>Recruitment Conversion and Marketing Coordinators</li> <li>Deputy director of GSE</li> </ul>	<ul style="list-style-type: none"> <li>Increase proportion of female PGR students to 45% by 2020.</li> <li>All material gender conscious.</li> </ul>
b.8	H	<ul style="list-style-type: none"> <li>Review all <b>staff</b> recruitment and marketing material.</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of female applications.</li> </ul>	Jan. 2015	Jan. 2019	<ul style="list-style-type: none"> <li>AS lead</li> </ul>	<ul style="list-style-type: none"> <li>Increase proportion of</li> </ul>

		<ul style="list-style-type: none"> <li>• Ensure Athena SWAN and family-oriented information on the local environment is provided.</li> <li>• Actively promote opportunities to female candidates through LEC networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure diversity, and gender balance is proactively promoted and represented.</li> </ul>			<ul style="list-style-type: none"> <li>• As HR representative</li> </ul>	<p>female applications to RA and indefinite contract posts to 45% by 2020.</p> <ul style="list-style-type: none"> <li>• All material gender conscious information pack provided.</li> </ul>
b.9	M	<ul style="list-style-type: none"> <li>• Pilot a review of PGT curriculum material for gender and intersectionality (in consultation with LU EDI).</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that our teaching delivery is fully cognisant of equality, diversity and inclusion.</li> </ul>	Sept. 2018	Sept. 2019	<ul style="list-style-type: none"> <li>• AS lead</li> <li>• AS PGT representative</li> <li>• Director PGT</li> </ul>	<ul style="list-style-type: none"> <li>• Material adjusted to include a diversity of opinions and experiences</li> </ul>
b.10	H	<ul style="list-style-type: none"> <li>• Develop LEC standard AS statement as mandatory in all job adverts to include reference to consideration of flexible working options.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise profile and promote AS principles.</li> </ul>	Jan. 2018	Jan. 2019	<ul style="list-style-type: none"> <li>• AS HR representative</li> </ul>	<ul style="list-style-type: none"> <li>• All adverts have statement.</li> </ul>
b.11	H	<p>Institute strategies to embed a gender conscious culture throughout LEC:</p> <ul style="list-style-type: none"> <li>• Embed subconscious bias training (especially gender) throughout all LEC activities (recruitment, teaching, workshops, meetings)</li> <li>• Staff involved in recruitment (staff &amp; students) to attend LU 'Recruiting the Best' course.</li> <li>• All staff to complete diversity training</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and reduce gender bias in recruitment selection, teaching, and daily interactions.</li> </ul>	April 2017	On-going	<ul style="list-style-type: none"> <li>• AS lead</li> <li>• AS HR representative</li> </ul>	<ul style="list-style-type: none"> <li>• Increase proportion of female PGT, PGR, and staff in LEC.</li> <li>• 100% staff completed diversity training.</li> <li>• Increased awareness of gender bias</li> </ul>

		<ul style="list-style-type: none"><li>• Regular bias awareness raising/exploring through staff meeting.</li><li>• Develop gender conscious interview training guide and suggested question wording for all staff interviewing for an RA.</li></ul>					evidenced in departmental engagement events.
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C. Retaining, promoting, and developing staff and students							
Ref	Priority	Planned action	Rationale	Timeframe (start/end date)		Responsible	Success criteria
c.1	M	<ul style="list-style-type: none"> <li>Review staff induction process (e.g. through focus groups) with view to improving and streamlining resources and extending process to cover a 12-month period.</li> </ul>	<ul style="list-style-type: none"> <li>Ease transition and retain more staff.</li> </ul>	Aug. 2017	Aug. 2018	<ul style="list-style-type: none"> <li>AS lead</li> <li>AS HR representative</li> </ul>	<ul style="list-style-type: none"> <li>New and improved induction process in place.</li> </ul>
c.2	M	<ul style="list-style-type: none"> <li>Ensure all new staff have access to an academic mentor who can provide balanced support across teaching, research, and service.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate a smooth entry into academic role.</li> </ul>	Jan 2018	In place 2019, on-going	<ul style="list-style-type: none"> <li>AS HR representative</li> <li>HoD</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of teaching workload good (staff survey results).</li> <li>High proportion of staff retained.</li> </ul>
c.3	M	<p>Overarching.</p> <ul style="list-style-type: none"> <li>Develop system, including exit interview, to monitor reasons for leaving (Academic staff, RAs, PGR students).</li> </ul>	<ul style="list-style-type: none"> <li>Establish why RAs, staff, and PGR students leave when they do.</li> <li>Uncover any systemic issues.</li> </ul>	Now	On-going	<ul style="list-style-type: none"> <li>AS lead</li> <li>HR lead</li> </ul>	<ul style="list-style-type: none"> <li>Systemic challenges identified and actions developed.</li> <li>Annual provision of analysis of this data in Athena Swan annual reporting.</li> </ul>
c.4	H	<p>Develop PGT and PGR wellbeing scheme:</p> <ul style="list-style-type: none"> <li>Contacts and resources made available on AS website.</li> <li>Contacts and resources advertised through PGR induction process.</li> <li>PGR representatives encouraged to attend wellbeing-training e.g. LU's 'look after your mate'.</li> </ul>	<ul style="list-style-type: none"> <li>Provide PhD students with awareness of and easy access to wellbeing resources.</li> <li>Provide individuals with tools to recognise warning signs.</li> <li>Build a supportive culture.</li> </ul>	Oct. 2018	On-going	<ul style="list-style-type: none"> <li>PGR lead</li> <li>AS lead</li> <li>PGR admin</li> </ul>	<ul style="list-style-type: none"> <li>PGR students trained.</li> <li>Reported awareness of wellbeing resources above 85% from student survey.</li> <li>PhD non-completions below 10% by 2012.</li> </ul>

c.5	M	<p>Initiate strategies to support females to position themselves for success in promotion:</p> <ul style="list-style-type: none"> <li>• Promotion explicitly considered in all PDRs cases communicated to Senior Management Group.</li> <li>• Clarify who is available to provide career development advice (internal e.g. mentor, and external, e.g. through OED).</li> <li>• Bench mark promotion cases against rest of department.</li> <li>• Continue LEC 'making series' (e.g. 'Making Fellows', Making Senior Lecturer') and promote LU events (e.g. 'Making Professor').</li> <li>• PDR discussions to balance female training to maximise benefit to career and minimise time burden.</li> <li>• Monitor time to promotion by gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase rate of promotion amongst females.</li> <li>• Maximize routes to consideration for promotion.</li> </ul>	Oct 16	On-going	<ul style="list-style-type: none"> <li>• HR lead</li> </ul>	<ul style="list-style-type: none"> <li>• All PDR reports contain promotion discussion.</li> <li>• Increase in female promotion rate.</li> </ul>
c.6	M	<p>Initiate strategies to support females to become successful researchers, winning income and writing high quality papers:</p> <ul style="list-style-type: none"> <li>• Highlight role of sabbaticals for producing 4* research.</li> <li>• Hold REF training workshops.</li> <li>• Initiate writing retreats.</li> <li>• Explore potential for 'Researcher Buddy' mentoring scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize quality of research outputs amongst females.</li> <li>• Increase grant success rates.</li> </ul>	Jan. 2016	On-going	<ul style="list-style-type: none"> <li>• Research Group Lead</li> <li>• Research Promotion Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Higher proportion of female REF submissions.</li> <li>• Increase in female Senior Lecturer, Researcher, and Professor Grant application and success rates.</li> </ul>

		<ul style="list-style-type: none"> <li>• PDR discussion to help balance workload.</li> </ul>					
c.7	H	<p>Initiate strategies to reduce non completion rates:</p> <ul style="list-style-type: none"> <li>• Review PGT and PGR experience to identify challenges and reasons for non-completions (interviews and focus groups with the GSE, supervisors and students).</li> <li>• Develop actions accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify gendered challenges to PG study and life.</li> <li>• Identify PG needs.</li> <li>• Develop additional actions.</li> </ul>	Jan. 2018	June 2019	<ul style="list-style-type: none"> <li>• AS Lead</li> <li>• PGR lead</li> </ul>	<ul style="list-style-type: none"> <li>• PhD non-completions below 10% by 2021.</li> </ul>

D. Flexible working and support for parents and carers (staff and students)							
Ref	Priority	Planned action	Rationale	Timeframe (start/end date)		Role responsible	Success criteria
d.1	M	<ul style="list-style-type: none"> <li>• Conduct a scoping exercise to clarify and collate PhD parental leave provisions by different funders and University policies.</li> <li>• Make knowledge readily available to students. Identify options for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve uptake and provision of parental leave.</li> <li>• Smooth transition at critical life stage.</li> </ul>	Aug. 2018	Aug. 2019	<ul style="list-style-type: none"> <li>• AS PGR representative</li> <li>• PGR office</li> </ul>	<ul style="list-style-type: none"> <li>• Parental policies hosted on website.</li> <li>• High proportion of staff and students aware of policies.</li> </ul>
d.2	H	<ul style="list-style-type: none"> <li>• Gather all (students and staff) parental policies and information, and house in a single accessible area clearly linked to on the Athena SWAN website.</li> <li>• Develop LEC parental and flexibility policy and guidance notes covering all students and staff (link to website).</li> </ul>	<ul style="list-style-type: none"> <li>• Easy access to relevant policies.</li> <li>• Department visibly friendly of parental and care leave.</li> </ul>	Oct. 2017	Dec. 2017	<ul style="list-style-type: none"> <li>• AS flexible working representative</li> <li>• PGT, PGR, &amp; UG administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of policies at 80% in staff &amp; student survey.</li> <li>• Information included in student handbook and induction sessions.</li> </ul>
d.3	M	<ul style="list-style-type: none"> <li>• Develop guidance to support the inclusion of job share options in grant applications that include funding for RAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Attract more female applicants who may require flexible options.</li> </ul>	Jan. 2018	March 2018	<ul style="list-style-type: none"> <li>• AS HR representative</li> <li>• Research Development &amp; Faculty Partnership Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Increased proportion of female RA applications to 45%.</li> </ul>
d.4	H	<ul style="list-style-type: none"> <li>• Establish and collate policies with respect to PT PhD studentship.</li> <li>• Develop new model for Faculty PT PhD scholarship, enabling movement between PT and FT options, and advertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Enable students with flexible needs to study.</li> <li>• Embrace a diversity of lifestyles needs.</li> </ul>	June 2018	Nov. 2018	<ul style="list-style-type: none"> <li>• AS HR representative</li> <li>• Associate director for GSE</li> <li>• PGR administration office</li> </ul>	<ul style="list-style-type: none"> <li>• Increase proportion of female PGR students to 50%.</li> <li>• All PhD studentships eligible for part-time advertised as such.</li> </ul>





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