Athena SWAN

ECU GENDER CHARTER

EQUALITY CHARTERS

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
Word limit	**10,500**	**12,000**
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

Name of institution	University of Essex
Department	Department of History
Focus of department	**AHSSBL**
Date of application	
Award Level	**Bronze**
Institution Athena SWAN award	**Date: Sept 2013** **Level: Bronze (GEM)**
Contact for application Must be based in the department	Dr Matthew Grant (Reader)
Email	m.grant@essex.ac.uk
Telephone	01206872259
Departmental website	https://www.essex.ac.uk/history/

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Equality Charters Manager

Equality Challenge Unit

7th Floor, Queens House

55/56 Lincoln's Inn Fields

London WCA2A 3LJ

22 November 2016

Athena SWAN Charter Mark Bronze Award, Department of History, University of Essex

Dear Madam or Sir,

I am very pleased to endorse the Department of History's application for a Bronze Award under the ECU's Athena SWAN Charter. The Department has a tradition of women leading the Department, with three of the last seven Heads of Department being women: Dr Fiona Venn and Dr Joan Davies (who both now hold honorary positions in the Department), and Professor Alison Rowlands (who I succeeded in 2014). However, the work of the Self-Assessment Team has shown that there are many areas in which we still need to improve to achieve the working culture for our staff, and learning environment for our students, that I and my colleagues on the Self-Assessment Team want to see here at Essex. I am particularly proud to be leading the first Department at the University of Essex outside the Faculty of Heath and Sciences to apply for the Award, extending the reach of Athena SWAN into the AHSSBL subject areas here at Essex.

As Head of Department, and as a historian who has published extensive on the nature of women's work in British society, I have a deep and long-lasting commitment to gender equality. As Head of Department, I have over-seen the full introduction of the Workload Allocation Model, which has made workload more transparent and fair, and also allowed me to ensure that key activities are sufficiently rewarded. I have also seen an increase in the recruitment of female staff and in the promotion of existing female staff. The Department has also worked hard to eliminate our reliance on short-term contracts, converting such posts into permanent positions. I have played an active role in the Athena SWAN Self-Assessment Team, and its initial findings have greatly informed the Department's Strategic Plan which I, and the rest of History's Senior Team, put forward in February 2016:

- We committed as a Department to review how we recruit staff, with particular emphasis on advertising jobs in areas where women are more evenly presented. In May we appointed a new (female) Lecturer in History (Public Engagement) and in the summer of 2016 advertised what we believe is the first named Chair in gender history ever offered by a University in the United Kingdom: the Rab Butler Chair in Gender and History, the recruitment process for which is currently ongoing.
- In our ongoing review of our education offer, we are committed to making gender a much more crucial and, above all, much more visible part of our curriculum.
- We refurbished and remodelled out Student Common room in consultation with our students to make it both more attractive and more inclusive. Our new circular tables

have enabled more students to use the common room at the same time, and this has encouraged a wider range of students to use the facilities.

The information presented in this application, including the qualitative and quantitative data, is an honest, accurate and true representation of the Department. It is through open and honest discussion of this data that the Self-Assessment Team has been able to develop the thoroughgoing Action Plan produced in this application.

Yours sincerely,
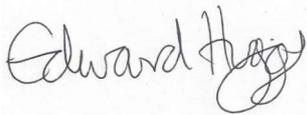
Professor Edward J. Higgs.

Additional Statement from Incoming Head

It is with great pleasure that I affirm my commitment to the Athena SWAN principles as I look forward to leading the Department in the period covered by the enclosed Action plan. The Department is operating within an institution which has affirmed its commitment to equality, both by its work in eliminating the gender pay gap at Professorial level and its work to improve the pay and conditions of graduate students on temporary teaching contracts.

Gender equality will be integral to the work of the Department in the coming years, and I am keen to see a renewed culture of equality in which the barriers to success are broken down, and in which our excellent staff are encouraged and rewarded for their wonderful work. Concrete outcomes I hope to see are in an increase in the number of women in the top two grades of the University's pay scale, an increase in the number of women in senior roles within the Department, and an increased number of female undergraduates. Finally, as part of our work improving the culture for both staff and students, I expect to see the Department take greater account of the importance of intersectionality in every aspect of our work on equality and diversity. To that end, I greatly welcome the plan for the SAT to become the Department's new Equality and Diversity Committee.

Yours sincerely,
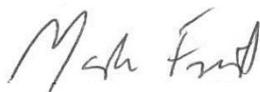
Dr Mark R. Frost

[751 words]

List of Acronyms:

AP	Action plan
AS	Athena SWAN
ASE	Academic Staff primarily with Education Responsibilities
ASER	Academic Staff with Education and Research Responsibilities
ASR	Academic Staff primarily with Research Responsibilities
BAME	Black, Asian and Minority Ethnicity
DoAdmin	Director of Administration
DoEd	Director of Education
DoEm	Director of Employability
DoR	Director of Research
E&D	Equality and Diversity
FT	Full time
GEM	Gender Equality Charter Mark
GTA	Graduate Teaching Assistant
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
KIT	Keeping in Touch
L&D	Learning and Development
NSS	National Student Survey
PDR	Professional Development Review
PG	Post-graduate
PT	Part time
PGT/PGR	Postgraduate taught/Postgraduate research
REF	Research Excellence Framework
RHS	Royal Historical Society
SAT	Self-Assessment Team
SPLIT	Shared Parental Leave in Touch
StaCS	Staff culture survey
StuCS	Student culture survey
UG	Undergraduate
UROP	Undergraduate Research Opportunity Programme
WAM	Workload Allocation Model
WN	Women's Network

Throughout this application the data is usually presented by academic year 2012/13, 2013/14, 2014/15. If describe data as 'current', we are using the most recent figures that were available at the time of writing each section. When we state 'our StaCS' or 'our StuCS' we refer to the survey conducted in May and June 2016 as part of this application.

2. DESCRIPTION OF THE DEPARTMENT

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

The Department of History at the University of Essex is a medium-sized Department within the Faculty of Humanities. We teach and research history from 1450 to the present, across a wide geographic range (Britain, Europe, Africa, Asia, Russia, the US and Latin America) and emphasise the importance of social and cultural as well as political history. We have distinctive and overlapping research clusters in the histories of modern global cultures and identities; gender; race, broadly defined; early-modern European popular cultures and politics; modern British history; and social and cultural history in general. The Department has been traditionally strong in Government Research Exercises, and has a record of success in the NSS (Overall Satisfaction recorded as 93%, 98% and 97% over the past three years).

The gendered nature of our Academic staff basis is unequal (figure 2.1) and has been so consistently (figure 2.2). In 2015-16, only 38% of Academic Staff were women (figure 2.3). This represents a slight deterioration from previous years (figure 2.4).

Figure 2.1: Current All History Staff by Gender

Current All History Staff by Gender

18

22

Female

Male
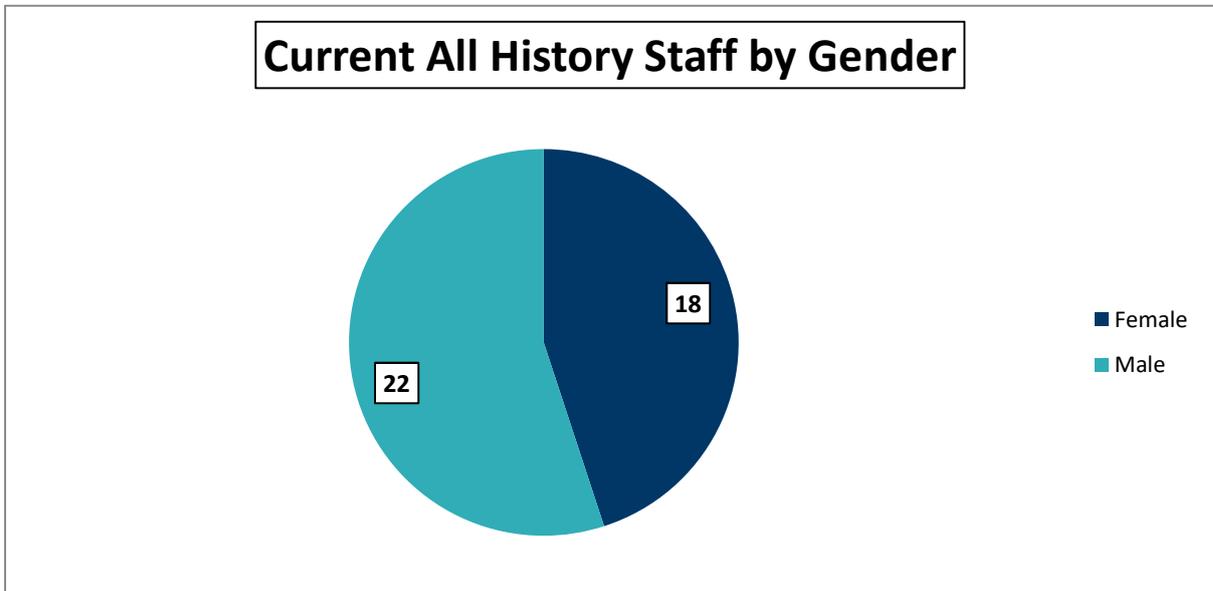
Figure 2.2: Number of All History Staff by Gender

Number of All History Staff by Gender

	2012-13	2013-14	2014-15	2015-16
Female	20	18	17	18
Male	19	20	16	22
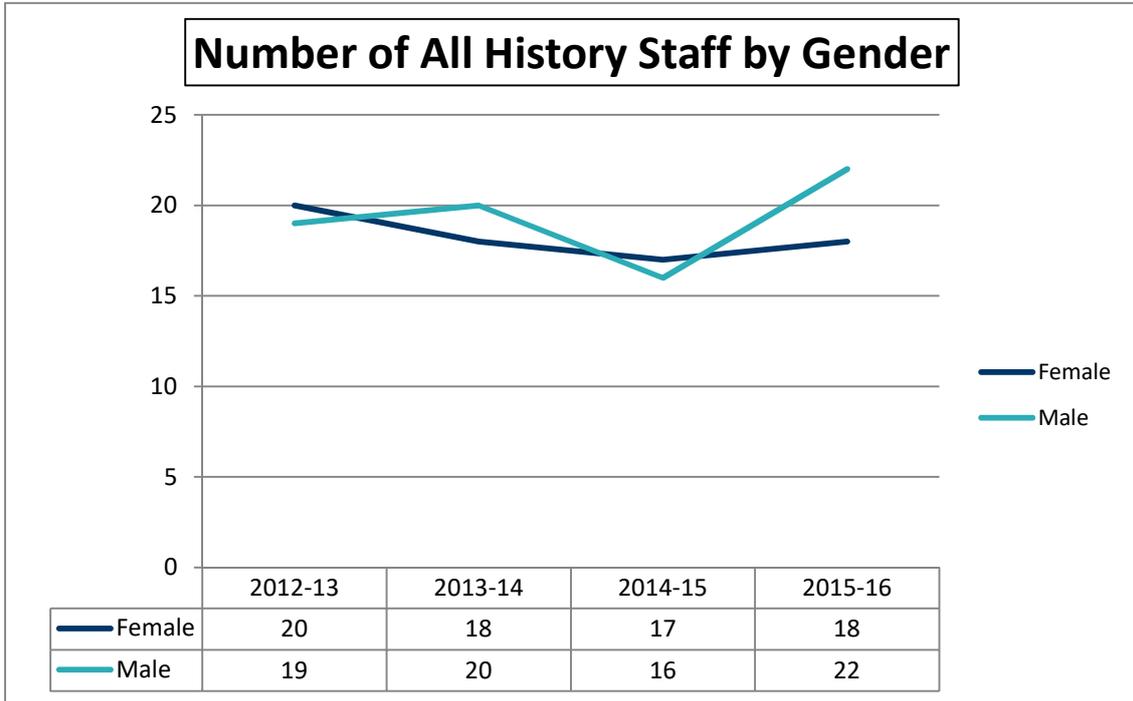
Figure 2.3: Current Academic History Staff by Gender, 2015-16

Current Academic History Staff by Gender
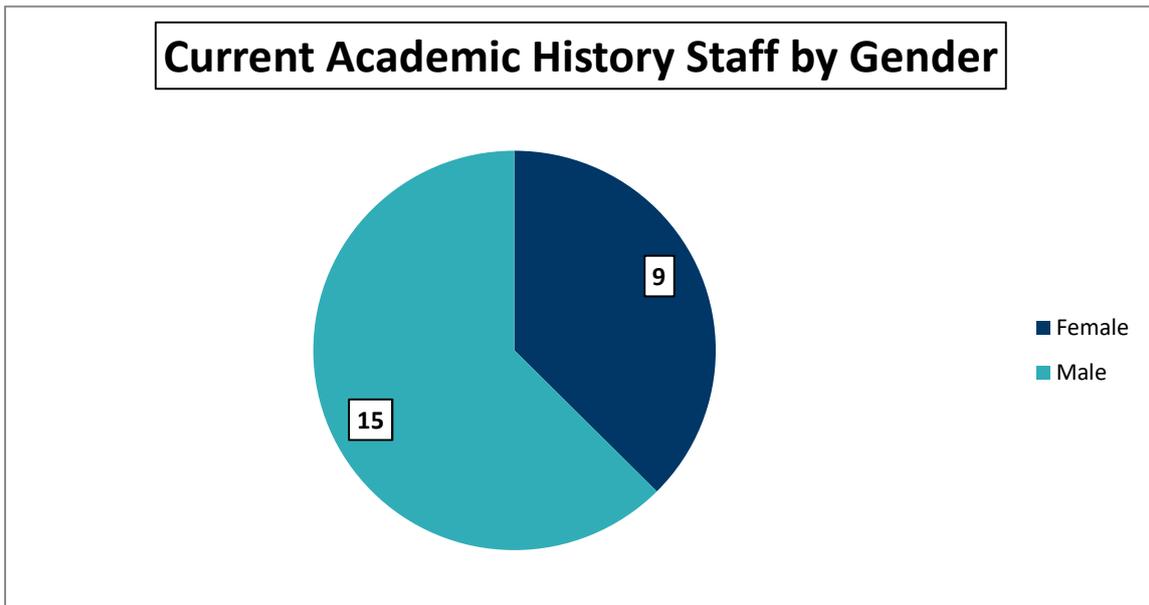
Female: 9
Male: 15

Figure 2.4: Number of Academic History Staff by Gender

Number of Academic History Staff by Gender

	2012-13	2013-14	2014-15	2015-16
Female	9	8	8	9
Male	12	14	12	15
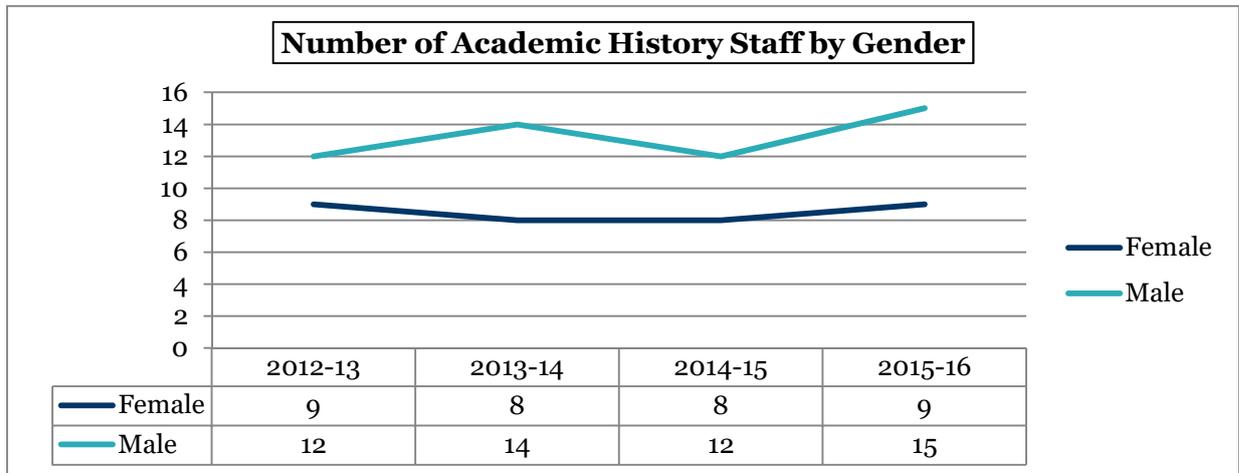
As of 1 October 2016, this situation has improved slightly with the recruitment of one additional member of female academic staff combined with the retirement of one male staff member, and the end of term of another male member's temporary contract. As a result, we now have 9 female members of staff and 12 men (57%). Also, we now have one male member of support staff and four women (80%). As we are dealing with relatively small numbers, it is imperative to monitor staff recruitment and seek ways to ensure a gendered balance within the Department: the departure of one or two academic members of staff could have a dramatic effect on the gender balance **(AP3.2)**

However, there are wide gendered discrepancies in grades academic staff are employed on. Of the 9 current female staff, only 4 are employed above UEG09, whereas 10 of the 12 men are. Although five out ten of the most recent appointments have been women, both of the two appointments above UEG09 were men. Therefore, the data reveals a historic gender imbalance in staff recruitment, the grade at which those staff are recruited, and the career progression of existing female staff (**AP3.2**). History does have a strong record of women holding leadership roles, with three women serving as Head of Department since the creation of the Department in 1972. All these women have served since 1993 (four men served in the same period), most recently in 2011-14. We aim to ensure that we further enhance our record of women undertaking leadership roles in the Department **(AP5.12)**.

Figure 2.5: Number of History Academic Staff by Grade [*Figure redacted from public version as it could allow identification of an individual's contractual details*]

The gender profile of Professional Services Staff appears more equal from the data than it is in reality (see Figures 2.6 and 2.7), as the figures include all staff employed in those years, including temporary staff. In terms of staff on permanent contracts, all professional services staff employed in 2013-2016 have been women.

**Figure 2.6: Current Professional Services Staff by Gender, 2015-16**

Current Professional Services Staff by Gender

- Female
- Male

5

2
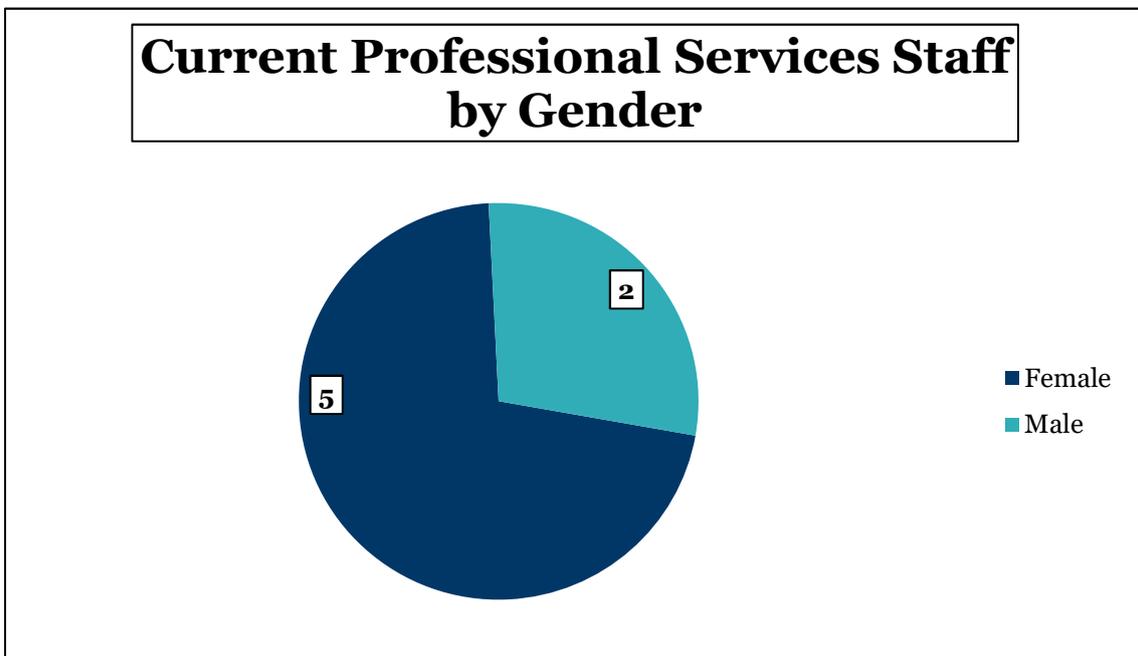
Figure 2.7: Number of Professional Services Staff by Gender

Number of Professional Services Staff by Gender

	2012-13	2013-14	2014-15	2015-16
Female	11	10	9	9
Male	7	6	4	7
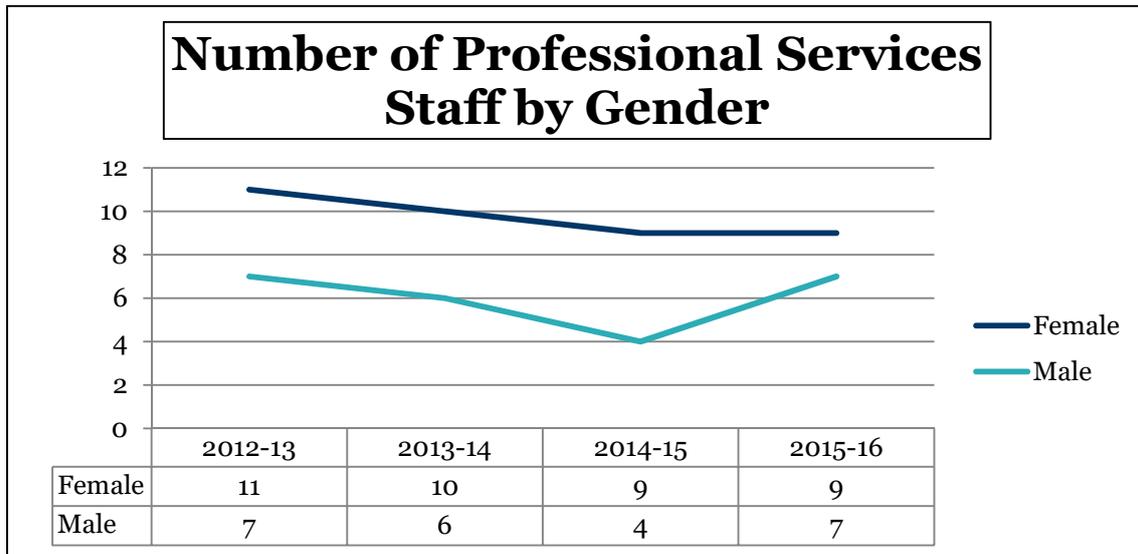
STUDENT NUMBERS

Our UG student numbers are also unequal in comparison with both the wider University of Essex and other benchmarked History Departments (UEA, Sussex, Kent, Goldsmiths, Reading, Lancaster, and Huddersfield). We have 57.6% male students (figure 2.8). Undergraduate applications, offers and acceptances all show that men are more like to apply, be offered a place, and to accept an offer to study in this Department. In 2015-16, 40% of students who accepted an offer were women (Figure 2.9). In terms of new student registrations, 44% (2013-14), 37% (2014-15), and 46% (2015-16) of students have been women in the past three years. In contrast, similar Departments show that 53-55% of their UG students are female (Figure 2.10). In PGT and PGR, the numbers are much more equal (at around 50% each), although the numbers are small (figure 2.8). In comparison, our benchmarked Departments have higher numbers of female PGT students (usually around 60% female), but lower numbers of PGR students (between 43-47%) **(AP3.5).**

Figure 2.8: Current Student Populations by Gender

Sex
■ Male
■ Female

UG Current Population 2015/16	PGR Current Population 2015/16	PGT Current Population 2015/16
History	History	History
Undergraduate	Postgraduate Research	Postgraduate Taught

UG Undergraduate: Male 247 (57.6%), Female 182 (42.4%)
PGR Postgraduate Research: Male 20 (52.6%), Female 18 (47.4%)
PGT Postgraduate Taught: Male 11 (50.0%), Female 11 (50.0%)

Undergraduate		Male	247
		Female	182

Postgraduate	Research	Female	18
		Male	20

Postgraduate	Taught	Female	11
		Male	11

Figure 2.9: Number of UG Applications, Offers and Acceptances

Number of UG applications, offers and acceptances

	2012-13 Applications	2012-13 Offers	2012-13 Acceptances	2013-14 Applications	2013-14 Offers	2013-14 Acceptances	2014-15 Applications	2014-15 Offers	2014-15 Acceptances
■ Male	439	307	51	475	342	122	466	359	138
■ Female	327	236	47	360	272	105	339	261	90
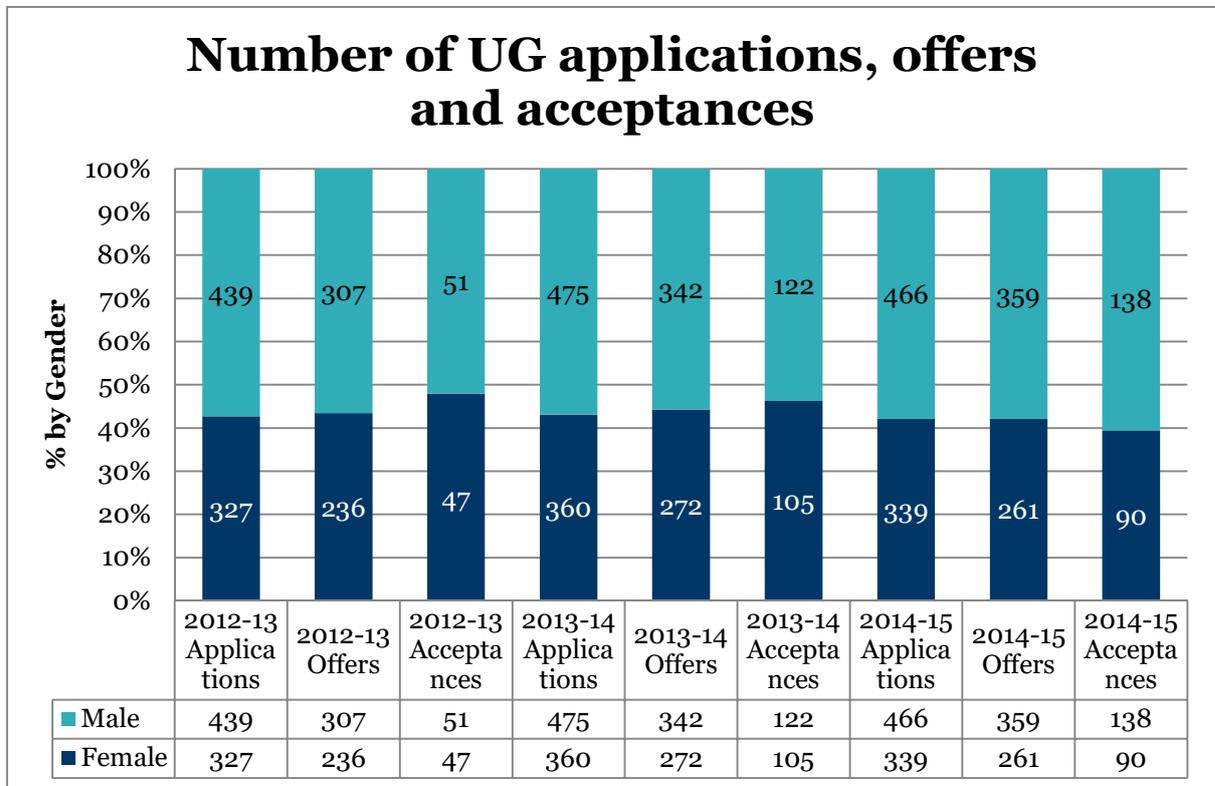
Figure 2.10: Benchmarked UG Student Populations

Number of Full-time and Part-time Students

Sex
- Male
- Female

(G) Historical & philosophical studies

First degree & Other undergraduate

Sex	2012/13		2013/14		2014/15	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Male	2,215	80	2,090	45	1,950	55
Female	2,525	105	2,490	60	2,350	60

Figure 2.11: Benchmarked PGT Student Populations

Number of Full-time and Part-time Students

Sex
- Male
- Female

(G) Historical & philosophical studies

Postgraduate (taught)

Sex	2012/13		2013/14		2014/15	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Male	125	75	155	65	130	80
Female	185	110	175	115	175	105

**Figure 2.11: Benchmarked PGR Student Populations**

National Benchmark: HESA Data
Benchmark Group includes: UEA, Sussex, Goldsmith, Kent, Reading, Lancaster, Huddersfield

Number of Full-time and Part-time Students

(G) Historical & philosophical studies

Postgraduate (research)

Sex
- Male
- Female

Sex	2012/13		2013/14		2014/15	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Male	195	95	210	100	195	80
Female	165	95	190	85	145	85
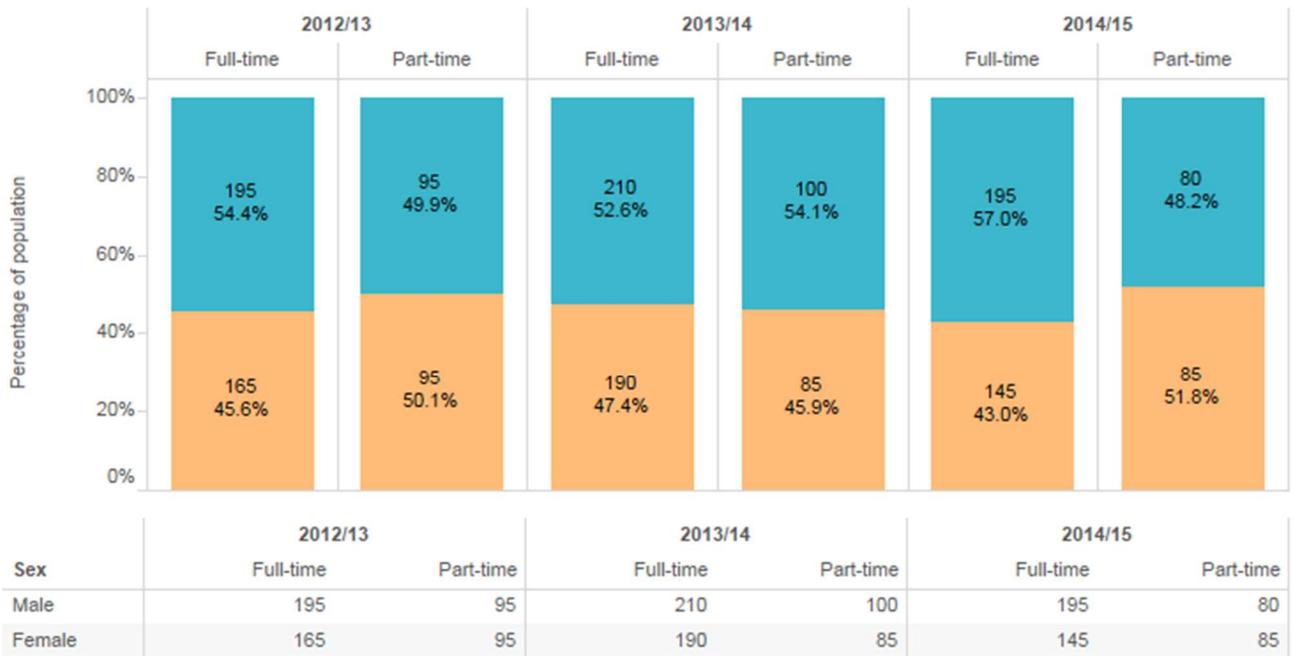
[635 Words]

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

Figure 3.1: the Self-Assessment Team.

Name	Position	Full or Part Time	Mentoring	Promotions process	Senior Team Member	Recruitment process	Children / Care	Dual-career Partnership	Flexible Working
Dr Catherine Crawford	Senior Lecturer	FT		*					
Nicola Dagnell	HR Officer	FT					*		*
Dr Amanda Flather	Lecturer	FT	*			*			
Dr Mark R Frost	Senior Lecturer	FT	*	*		*	*		
Dr Matthew Grant (Chair of SAT)	Reader in History	FT	*	*	*	*		*	
Dr Alix Green (from September 2016)	Lecturer (from September 2016)	FT	*		*	*	*	*	
Dr Laila Haidarali	Lecturer	FT				*		*	
Professor Edward Higgs	Professor	FT	*	*	*	*		*	
Beatriz Lopez (until September 2016)	Student Administrator	FT				*			
Dr Andrew Priest	Senior Lecturer	FT		*	*	*		*	
Dr Nadine Rossol	Senior Lecturer	FT	*	*	*	*			
Professor Alison Rowlands	Professor	FT	*	*	*	*	*	*	
Dr David Rundle	Lecturer (until September 2016)	FT	*					*	
Karen Shields	Director of Administration	FT	*	*	*	*	*		
Alice Violett	PGR Student	FT							
Nicolle Watkins	PGR Student	FT							

The Department committed to applying for an Athena SWAN Departmental Award in the summer term of academic year 2014/15. Integral to this decision was both UoE's success in its ECU Gender Equality Charter Mark application and the Royal Historical Society's report 'Gender Equality and Historians in UK Higher Education', which highlighted a range of issues which the Department felt it could explore. For example, the RHS expressed enormous concern that only 38.5% of the total number of Academic History Staff in HE were women, and that only 20.8% of professors were. The fact that these figures mirrored our own gender balance, or in terms of female professors was actually better, made the Department aware that our own gender imbalances were not 'accidental' but were part of a wider structural problem in the discipline. The experience of two History staff members on the UoE Institutional SAT also allowed us to have access to positive attempts to tackle such challenges. Therefore the SAT team, formally created in February 2016, began with an awareness of the scale of the basic challenge and an awareness that further investigation would reveal other problems, but also a determination to find ways to address these issues.

All SAT staff members volunteered, and were recruited via an email to all staff inviting them to participate. The SAT is representative of the whole Department, including members of staff at all levels from Lecturer to Professor. In fact, more than a third of Academic Staff members serve on it. It includes the current, previous, and forthcoming Heads of Department, demonstrating the commitment to the team and application. Temporary staff and those on ASE Contracts are represented. Two members (one former, one current) of the Support team are on the team, as are two PGR student members. It also includes staff balancing family and working lives, those with childcare commitments, and those with recent experience of the promotion and recruitment process. No staff in the History Department currently have formal flexible working arrangements.

The SAT communicates by meetings and email. There have also been meetings of 'break out' groups to discuss issues in greater depth. The StaCS and StuCS Surveys (based on the UKrc Cultural tool) were designed, disseminated, and the illuminating results analysed. The SAT met termly, with an additional 'drafting' meeting prior to submission of this application, and email discussion in between meetings. Focused meetings with staff not on the SAT have been held to gauge opinions and hear the staff voice. The StaCSy had a response rate of more than two-thirds of Academic and Professional Services Staff (three-quarters of female staff, half of male staff). Uptake of the StuCS was more disappointing (around 20%), and improving student awareness of History's AS actions will be vitally important work **(AP3.4).** Athena SWAN is a standing agenda item for discussion in the Departmental Meeting to allow communication with other Staff and the Student body through the elected Student Representatives.

SAT Team members act as champions for gender equality. Members have attended (and some have been instrumental in leading discussions at) a range of events, from the University of Essex School of Health and Human Science's AS celebration event, to meetings of the University's Women's network, to promoting AS to a delegation of young female Researchers from the University of Konstanz as part of the joint Essex-Konstanz mentoring scheme (figure 3.2)

Figure 3.2: History SAT Chair, Dr Matthew Grant, discussing Athena SWAN with University of Konstanz Students

Figure 3.3: Detail of 3.2 showing the 'Impact of Athena SWAN' to students from Konstanz.

A range of measures allows ideas to flow between the Institution, other Departments, and the History AS process. The Chair of the SAT continues to sit on the Institutional SAT and sits on the Steering Group of the UoE Women's Network. News items relating to gender quality are emailed to staff, and the Institutional Athena SWAN newsletter is distributed to all staff. The progress of the departmental SAT is monitored by the Institutional SWAN Steering Group which reports to the Human Resources & Equality & Diversity Group (HRED) Group, and the SAT process has been helped by the Essex Internal SWAN user group: this connects Departmental Chairs of SATs who have previously completed applications with those who are currently completing applications. We benchmarked ourselves against History Departments that were ever fellow

members of the former 1994 Group or who have similar entry tariffs to us for UG degree schemes. An external 'critical friend' was consulted, Dr Tracey Loughran at Cardiff University. The Department's application has also been reviewed by our HR link officer, and by the Faculty Manager on behalf of the Executive Dean of the Humanities.

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

The SAT and the wider History Department will work to embed the Athena SWAN May 2015 values into every aspect of the Department's work, including the Department's annual strategic action plan **(AP 3.1)**. The SAT will meet once a term to monitor progress and plan the activity relating to the History AS Action Plan **(AP 3.1).** Responsibility for action points will be delegated to team members, who will report to the AS Lead. SAT will report termly to the Departmental Meeting, and an annual 'Bulletin of Progress' to Staff and Students will be produced and disseminated via email and the Departmental Athena SWAN webpage **(AP 3.3).** SAT membership will be renewed annually, providing opportunities for new staff members and allowing circulation of roles **(AP3.1).** Key data, including staff profiles and student applications, offers, and acceptances to be gathered every year **(AP3.2)**, and the Staff and Student Culture Surveys will be run biennially **(AP3.4).** In 2017-18, the SAT will form the core of the Departments new Equality and Diversity Committee, leading on a range of issues, including the key one of taking account of intersectionality when developing policies and plans **(AP3.1)**.

The SAT Chair will provide a termly update to the University SWAN Steering Group. SAT members will act as gender champions throughout the university and will regularly contribute to the Institutional SWAN newsletter in Spring 2017 and SWAN awareness raising events **(AP3.3)**. In addition, SAT members will aim to promote AS to other History Departments through contributions to the Essex History Department blog on our experience of the benefits of engaging with the AS application process **(AP3.3).**

Figure 3.4: Screenshot of Department of History Athena SWAN webpage

[1,006 Words]

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

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

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

N/A

(ii)   Numbers of undergraduate students by gender

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

Our student body is disproportionately male when compared to benchmarked Departments. For full-time study, men have made up between 53.9% and 57.7% of UG students (Figure 4.1.1). In our benchmarked group, that range is 45.4% to 46.7%. In terms of individual students, it could be said that there were 109 'missing' female students in 2014/15 (if our 232 male students had represented 45.4% of the student body rather than 57.7%). Moreover, the gender split is slightly more pronounced on History's sole honours programmes. Whereas 42.2% of our UG students were female in 2014-15, on single honours programmes that figure was 39.5% (see Figure 4.1.3).

History's curriculum offer is currently being reviewed, and an additional module called '"Votes for Women!": Life and Work for Women in Twentieth Century Britain' is being developed for teaching in AY2017-18, and the place of gender history will be enhanced within first year provision (**AP4.1**). Work to increase the number and visibility of female role-models will also be undertaken, particular updating the research pages of the website to better reflect the diversity and research strengths of the Department (**AP4.15).**

Figure 4.1.1: Number of Full and Part-time UG Students by Gender.

Number of Full-time and Part-time students
(If no part-time bars show, there are no part-time students associated)

History

Undergraduate, Taught

	2012/13		2013/14		2014/15	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Female	186	3	190	1	170	
Male	231	1	222	2	232	3
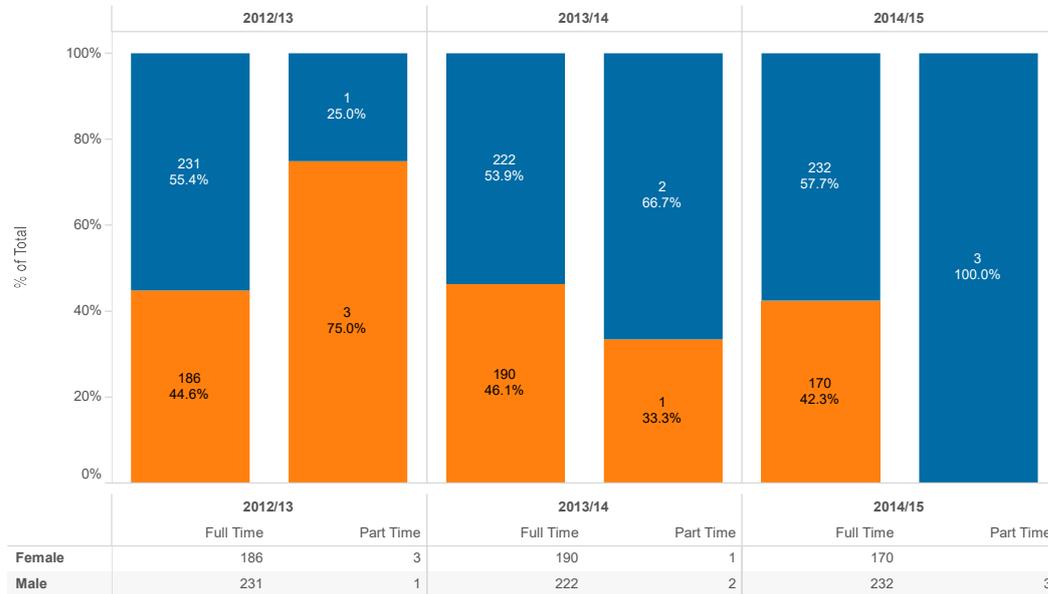
Figure 4.1.2: Benchmarking Data for UG Numbers by Gender

National Benchmark: HESA Data
Benchmark Group includes: UEA, Sussex, Goldsmith, Kent, Reading, Lancaster, Huddersfield

Number of Full-time and Part-time Students

(G) Historical & philosophical studies

First degree & Other undergraduate

	2012/13		2013/14		2014/15	
Sex	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Male	2,215	80	2,090	45	1,950	55
Female	2,525	105	2,490	60	2,350	60

21
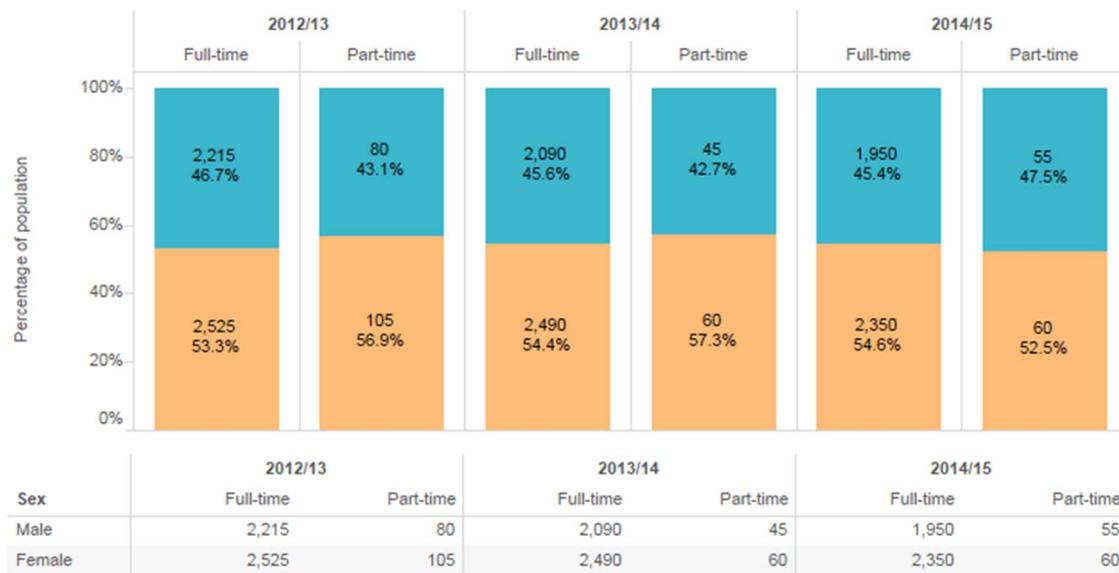
Figure 4.1.3: Undergraduate Gender Composition by Degree Course, 2014-15

Undergraduate Gender Composition by Degree course 2014/15

|	Headcount		% of Total Headcount	
	Female	Male	Female	Male
American History	4	5	44.4%	55.6%
History	90	125	41.9%	58.1%
History and Criminology	7	11	38.9%	61.1%
History and Film Studies		1		100.0%
History and Literature	11	4	73.3%	26.7%
History and Modern Languages	2		100.0%	
History and Sociology	8	9	47.1%	52.9%
History with Film Studies	1		100.0%	
History with Human Rights	2	2	50.0%	50.0%
History with Modern Languages	3		100.0%	
Local Historical Studies		2		100.0%
Modern History	15	40	27.3%	72.7%
Modern History and International Relations	7	15	31.8%	68.2%
Modern History and Politics	18	21	46.2%	53.8%
Social and Cultural History	2		100.0%	
Grand Total	170	235	42.0%	58.0%

UG Applications, Offers and Acceptances

Admissions to the Department reflect the proportion of applicants who apply each year. Figure 4.1.3 shows that the Department consistently makes offers to a slightly higher percentage of female applicants than male ones. A great deal of work has been undertaken to ensure the application and admissions process is gender-neutral **(AP4.1)**. Female and male staff and students are present at Open Days, and we ensure that 'teaching' and 'research' taster talks are circulated among both male and female staff.

We believe our systemic gender imbalance needs to be tackled at the application stage, to make the Department's education offer more appealing to prospective female students **(AP4.1)**, and to ensure that our learning environment appeals to more female students through the promotion of role models among staff and existing students **(AP5.9, AP5.15).**

Attention will be given to exploring with potential students why they chose or don't chose to apply for begin to study History at Essex, questions relating to gender issues will be discussed in History specific focus groups, to see if any lessons can be learnt **(AP 4.1)**.

Figure 4.1.4: UG Applications, Offers and Acceptances

Number of UG applications, offers and acceptances

	2012-13 Applications	2012-13 Offers	2012-13 Acceptances	2013-14 Applications	2013-14 Offers	2013-14 Acceptances	2014-15 Applications	2014-15 Offers	2014-15 Acceptances
■ Male	439	307	51	475	342	122	466	359	138
■ Female	327	236	47	360	272	105	339	261	90

Axis Title (y-axis, 0% to 100%)
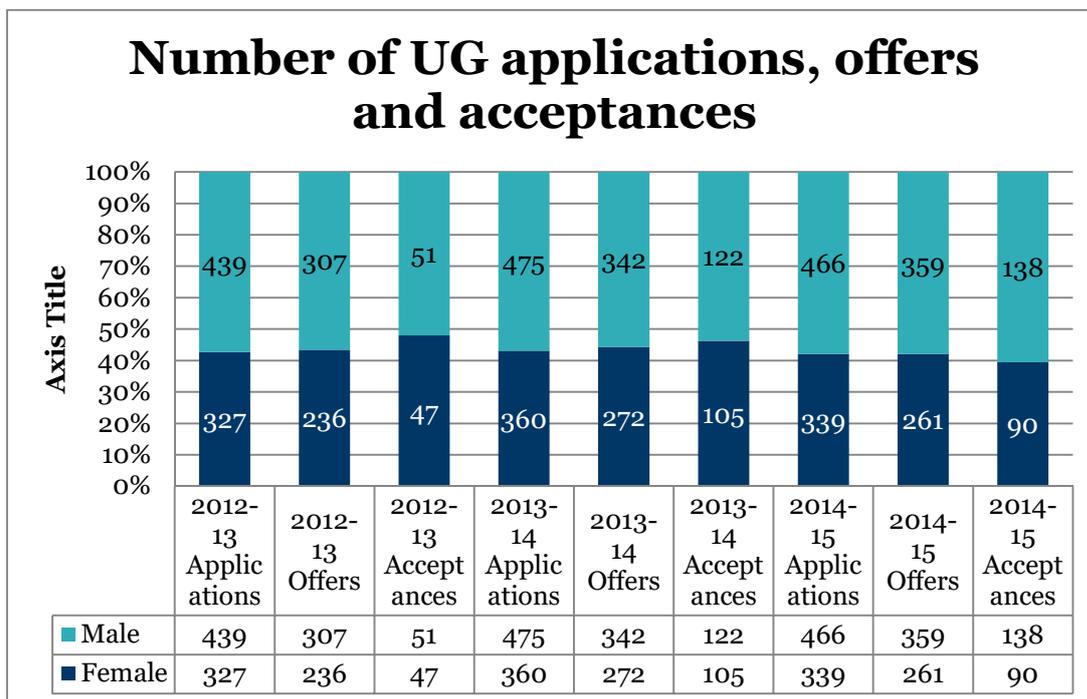
UG Degree Attainment

Female students are consistently more likely to achieve a first class degree or what is often termed a 'good degree' (a first or upper second). In the previous three years of data 17.3% of female students secured a first-class degree, and 81.5% a 'good degree'. In comparison, the figures for male students were 13.2% achieving firsts and 79% 'good degrees', respectively. This suggests that there are no significant problems in terms of women's degree attainment in comparison to men. However, benchmarked Departments show a significantly greater proportion of both female achievement and imbalance between women and men: in the same period 22.1% of female students achieved first class degrees and 91.1% 'good degrees' in the bench-marked group, whereas 17.7% of men received firsts and 84.3% good degrees. The trend in recent years is towards a steady improvement in good degree scores for both women and men.

The Department has been working to improve degree results. It is a KPI of the Department, and there is an annual review of the 'Good Degrees' rate in the annual UoE Planning Process. The Department is reviewing its curriculum, and has instituted modules with a wider array of assessments, including more with 100% coursework components **(AP4.2)**. It also overhauled its assessment criteria in 2013-14. The ongoing Curriculum Review will continue to examine ways to improve degree attainment and to ensure that female students are supported to achieve the best possible result, including the development of modules designed to engage female students **(AP4.2)**.

Figure 4.1.5: UG Degree Outcomes

Degree Outcomes of Full-time and Part-time students
(Where no part time bar show, there are no part time students associated)

History

Undergraduate

Legend: ■ Male ■ Female

Headcount chart

	2012/13				2013/14			2014/15		
	First Class Degree	Upper Second Class Degree	Lower Second Class Degree	Third Class Degree	First Class Degree	Upper Second Class Degree	Lower Second Class Degree	First Class Degree	Upper Second Class Degree	Lower Second Class Degree
Female	8	34	12		13	40	9	7	30	9
Male	6	60	15	1	13	46	17	8	29	10

Percentage chart

	2012/13				2013/14			2014/15		
	First Class Degree	Upper Second Class Degree	Lower Second Class Degree	Third Class Degree	First Class Degree	Upper Second Class Degree	Lower Second Class Degree	First Class Degree	Upper Second Class Degree	Lower Second Class Degree
Male	42.9%	63.8%	55.6%	100.0%	50.0%	53.5%	65.4%	53.3%	49.2%	52.6%
Female	57.1%	36.2%	44.4%		50.0%	46.5%	34.6%	46.7%	50.8%	47.4%

**Figure 4.1.6: Benchmarks for UG Degree Attainment**

National Benchmark: HESA Data
Degree Outcomes of Full-time and Part-time Students
Benchmark Group includes: UEA, Sussex, Goldsmith, Kent, Reading, Lancaster, Huddersfield

(G) Historical & philosophical studies

First degree & Other undergraduate

	2012/13				2013/14				2014/15			
	First class honours	Upper second class honours	Lower second class honours	Third class honours/Pass	First class honours	Upper second class honours	Lower second class honours	Third class honou..	First class honours	Upper second class honours	Lower second class honours	Third class honours/Pass
Female	135.0 10.0	495.0 5.0	80.0 5.0	5.0	185.0 5.0	570.0 10.0	65.0 5.0	5.0	190.0 5.0	525.0 10.0	45.0 0.0	5.0
Male	100.0 5.0	480.0 5.0	120.0 0.0	15.0 0.0	140.0 5.0	480.0 0.0	80.0	10.0	115.0 5.0	380.0 5.0	80.0 0.0	10.0 0.0

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

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

Usually more women than men undertake PGT degrees in the Department in line with similar Departments, but in 2014-15 the proportion of male students increased. This was due to a larger intake of male PGT student. However, these figures were during a year (2014-15) when an increased number of bursaries were offered to UG students to undertake a Masters as part of Essex's 50th anniversary celebrations. The gender intake will be monitored **(AP3.2)**. More generally, the Department's PGT offer will be reviewed to ensure that the curriculum and learning environment are attractive to female students **(AP4.2).**

Figure 4.1.7: Number of Students on PGT Degrees

Number of Full-time and Part-time students
(If no part-time bars show, there are no part-time students associated)

Sex
- Male
- Female

History

Postgraduate, Taught

	2012/13		2013/14		2014/15	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Female	7	7	11	7	10	4
Male	5	4	6	3	14	3
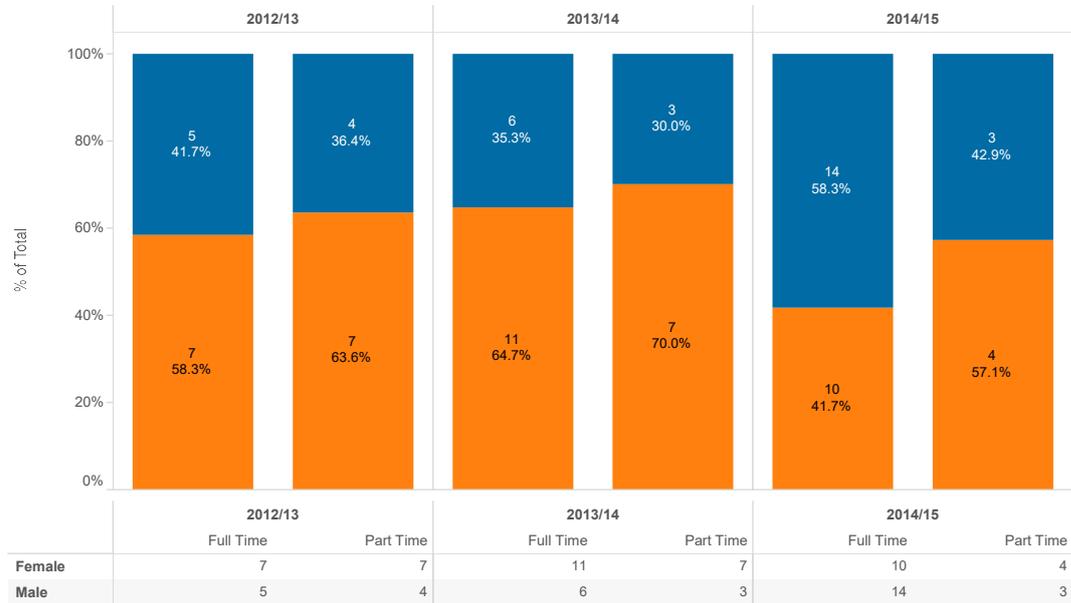
Figure 4.1.8: Benchmarks for PGT Student Numbers by Gender

National Benchmark: HESA Data
Benchmark Group includes: UEA, Sussex, Goldsmith, Kent, Reading, Lancaster, Huddersfield

Number of Full-time and Part-time Students

Sex
- Male
- Female

(G) Historical & philosophical studies

Postgraduate (taught)

| Sex	2012/13		2013/14		2014/15	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Male	125	75	155	65	130	80
Female	185	110	175	115	175	105
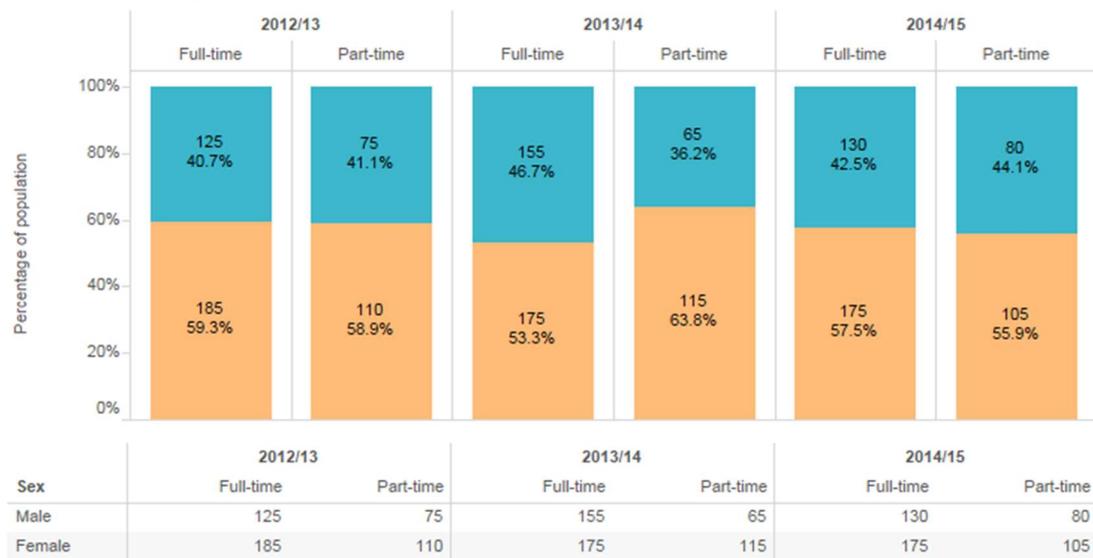
PGT Applications, Offers, and Acceptances

Applications vary from year to year, unsurprisingly given the relatively small numbers involved. In the past three years, more women applied for PGT programmes than men. Women are more likely to be accepted onto PGT programmes than men (57.8% of applications), and were more likely to be made an offer (47% of women compared to 35%), and more likely to accept (55.6% of acceptances). The gender balance of our PGT offer will continue to be reviewed **(AP3.2).**

Figure 4.1.9: Number of PGT Applications, Offers and Acceptances.

Number of PGT applications, offers and acceptances

	2012-13 Applications	2012-13 Offers	2012-13 Acceptances	2013-14 Applications	2013-14 Offers	2013-14 Acceptances	2014-15 Applications	2014-15 Offers	2014-15 Acceptances
■ Male	23	9	4	23	8	10	23	7	16
■ Female	31	14	12	32	15	12	22	11	8
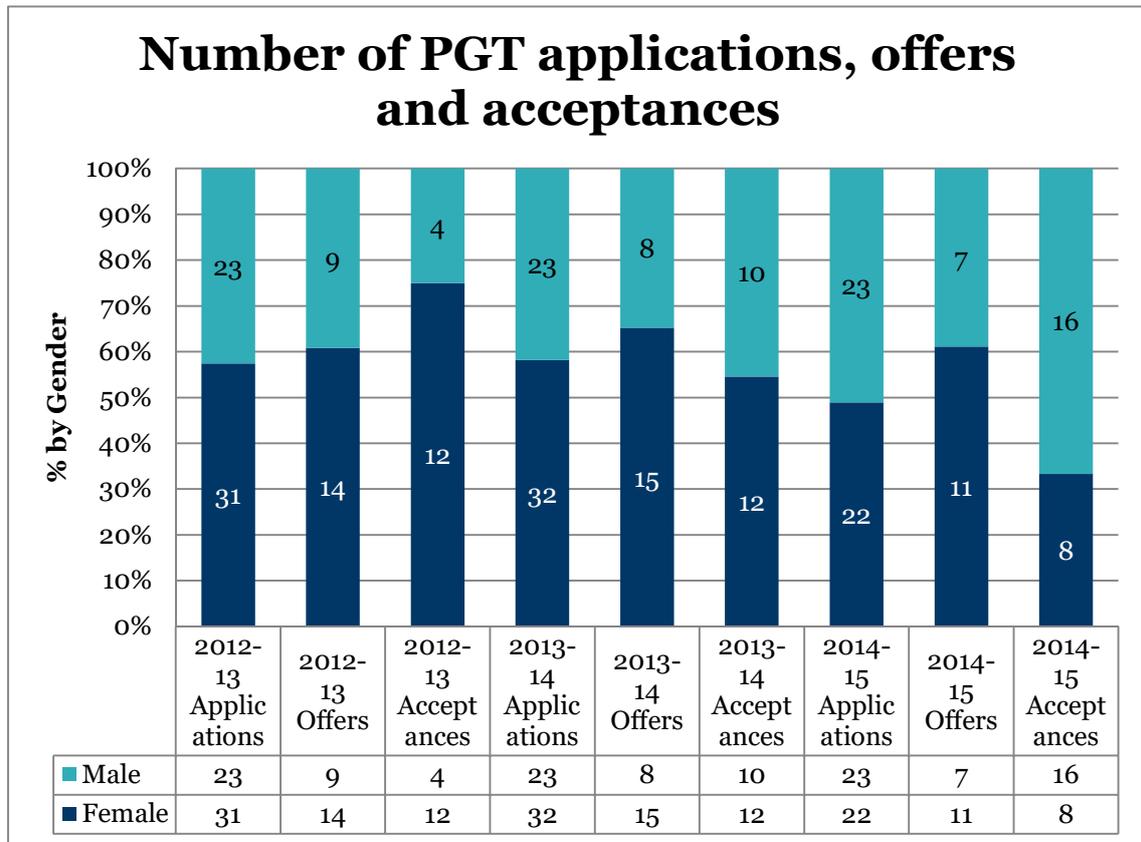
PGT Completion Rate by Gender

For full-time Students, women were very likely to successfully complete their studies (91.3%), and men were less likely (86.7%). For part-time students 77.2% of female students completed, compared to 57.1% of men. Completion rates have improved over the last three years, a result of work to enable students to better plan their studies and of increased support provided by the Director of Postgraduate Taught Studies **(AP4.2)**.

**Figure 4.1.10: PGT Completion by Gender**

Completion of Full-time and Part-time students
(Where no part time bar show, there are no part time students associated)

Male
Female

History

Postgraduate, Taught

| | 2012/13 | | | | 2013/14 | | | | | 2014/15 | | | |
| | Full Time | | Part Time | | Full Time | | | Part Time | | Full Time | | Part Time | |
	Successful	Withdrawn	Successful	Withdrawn	Successful	Transfer	Withdrawn	Successful	Withdrawn	Successful	Withdrawn	Successful	Withdrawn
Female	6	1	1	2	7			2	1	8	1	5	
Male	5	1	1	1	2	1	1	3	1	6			1
Grand Total	11	2	2	3	9	1	1	5	2	14	1	5	1

(Headcount chart and % of Total Headcount chart)
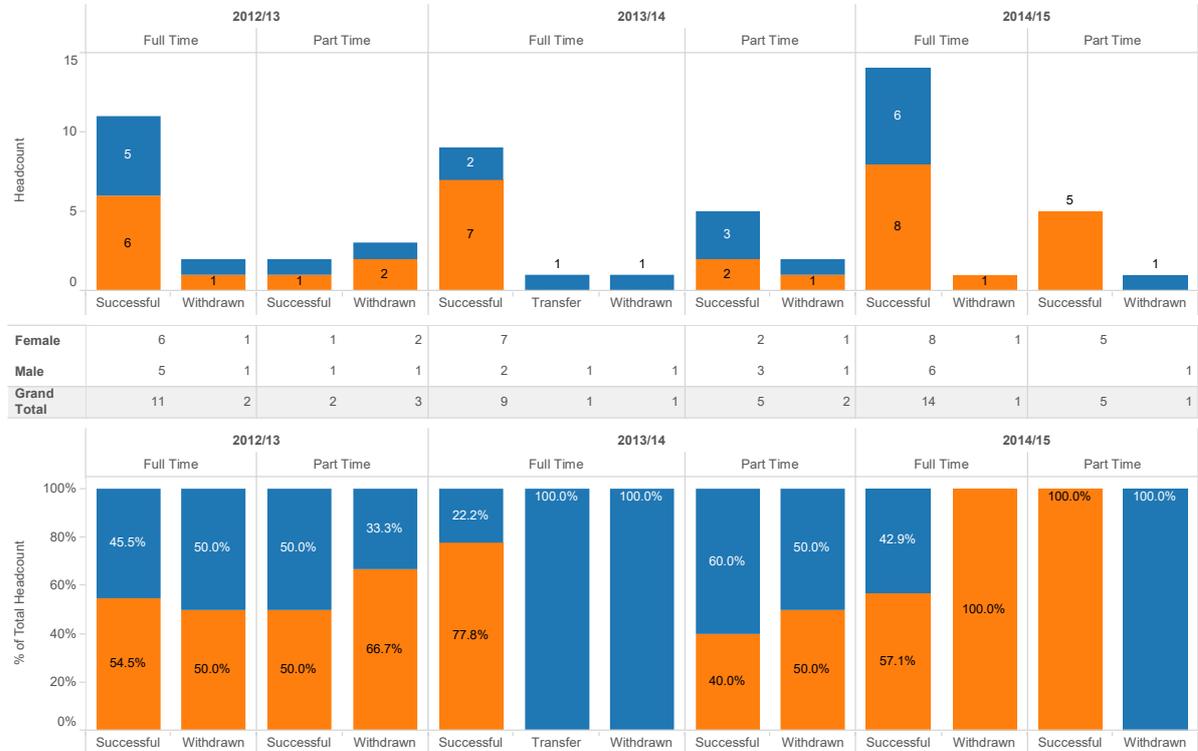
(iv)   Numbers of men and women on postgraduate research degrees

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

More women than men undertake full-time PGR courses in History at Essex although the numbers are relatively equal and small (15 FT female students compared to 14 male students in 2014/15). This is in contrast to the benchmarked group, in which male students are significantly more like to study at PGR level. For part-time students, our numbers have fluctuated due to the small numbers involved. It is important, however, that we promote the possibility of PT PGR study, and review uptake, to ensure that women are not being deterred from studying for a PGR degree on a part-time basis (**AP4.2)**

**Figure 4.1.11: Number of PGR Students**

Number of Full-time and Part-time students
(If no part-time bars show, there are no part-time students associated)

Sex
- Male
- Female

History

Postgraduate, Research
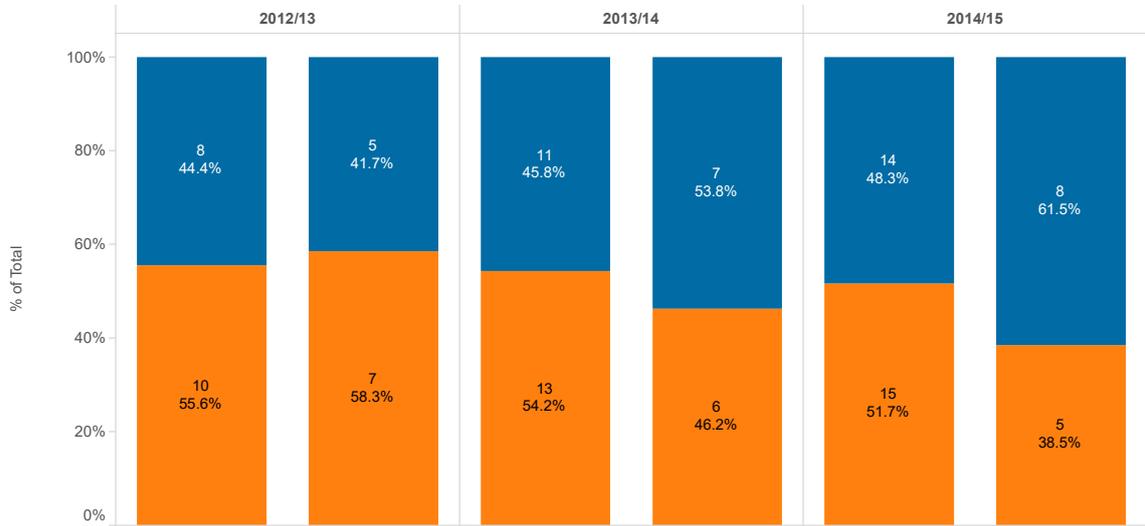
	2012/13		2013/14		2014/15	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Female	10	7	13	6	15	5
Male	8	5	11	7	14	8

Figure 4.1.12: Benchmark for PGR Data

National Benchmark: HESA Data
Benchmark Group includes: UEA, Sussex, Goldsmith, Kent, Reading, Lancaster, Huddersfield

Number of Full-time and Part-time Students

Sex
- Male
- Female

(G) Historical & philosophical studies

Postgraduate (research)

	2012/13		2013/14		2014/15	
Sex	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Male	195	95	210	100	195	80
Female	165	95	190	85	145	85

29

PGR Applications, Offers, and Acceptances

Many more men than women apply for PGR study (66.3%). Moreover, men are more likely to be offered a place (39% to 26.67%). The numbers involved are very small, however. We now interview all PGR applicants before acceptance, allowing the Department to obtain a wider range of information about a candidate before selection **(AP4.2)**.

Figure 4.1.13: PGR Applications, Offers and Acceptances

Number of PGR applications, offers and acceptances

	2012-13 Applications	2012-13 Offers	2012-13 Acceptances	2013-14 Applications	2013-14 Offers	2013-14 Acceptances	2014-15 Applications	2014-15 Offers	2014-15 Acceptances
■ Male	11	2	2	27	12	6	21	9	6
■ Female	8	3	4	13	3	6	9	2	4
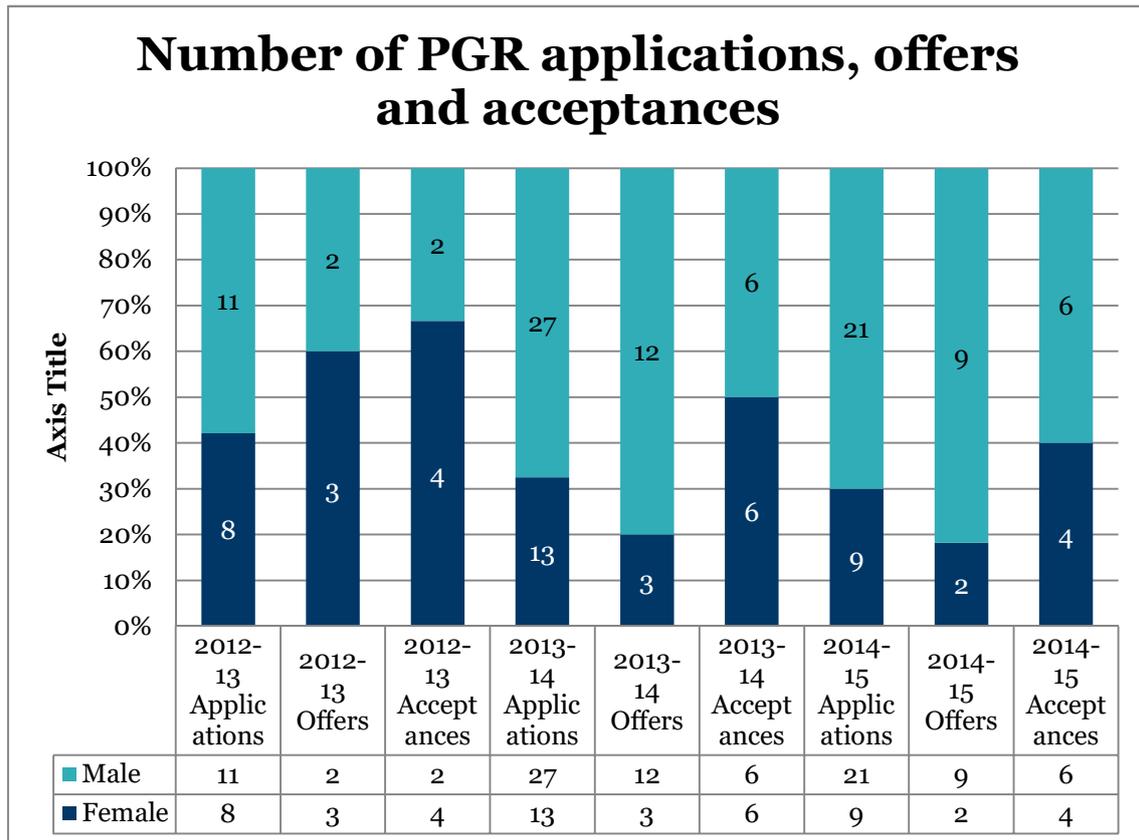
PGR Completion Rate by Gender

PGR Completion rates show a large gender imbalance. Over the past three years, 93.3% of men successfully completed their FT PGR studies, whereas the figure for women was 60%. For PT, the numbers were 91.7% for men and 50% for women. Action is required to improve the completion rates of female PGR students. History has developed a new policy on PGR progression, including the expected 'milestones' for students at every stage of their PGR study **(AP4.3)**. As the regulations surrounding PGR degrees have changed significantly, we have decided that all PGR supervisors will be required to complete the new online training being developed at the University. Even experienced supervisors, we believe need up-to-date training (**AP4.3).** We believe this will improve completion rates by enabling staff to identify progression issues earlier. Increasing the opportunities for PGRs to participate in the Departmental research culture will also improve PGR students' sense of belonging and inclusion, improving chances of completion **(AP4.3)**.

Figure 4.1.14: Completion of PGR Students

Completion of Full-time and Part-time students
(Where no part time bar show, there are no part time students associated)

Male
Female

History

Postgraduate, Research

	2012/13			2013/14			2014/15			
	Full Time	Part Time		Full Time	Part Time		Full Time			Part Time
	Successful	Successful	Withdrawn	Successful	Successful	Withdrawn	Successful	Transfer	Withdrawn	Successful
Female	2	1	1	1	1	1	1	1	1	
Male				1	1		2			2
Grand Total	2	1	1	2	2	1	3	1	1	2

(v)   Progression pipeline between undergraduate and postgraduate student levels

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

Considering our historic issues with undergraduate recruitment the proportion of female Essex graduates PGT and PGR programmes is unsurprisingly unsatisfactory. It is hoped that as our work to improve female recruitment to UG programmes continues, this pipeline will improve **(AP4.1)**. However, we believe it is important to work to ensure that we support academic choices for research careers at UG and PGT levels and to review our PG programmes to ensure an attractive PGT and PGR offer **(AP4.2, AP5.15).**

Figure 4.1.15: Postgraduate Students who Previously Studied at the University of Essex (PGT)

Postgraduate Students who previously studied at Essex University

History

Postgraduate, Taught

	2012/13		2013/14		2014/15	
	Essex	Other	Essex	Other	Essex	Other
Female	5	13	8	11	7	7
Male	5	4	4	8	11	9
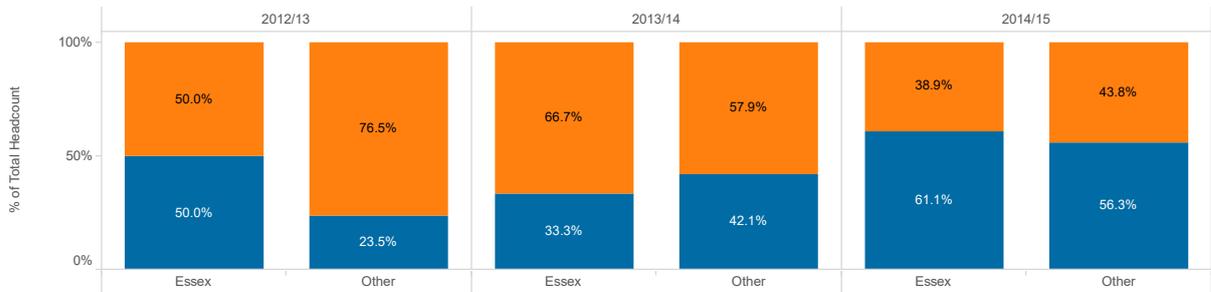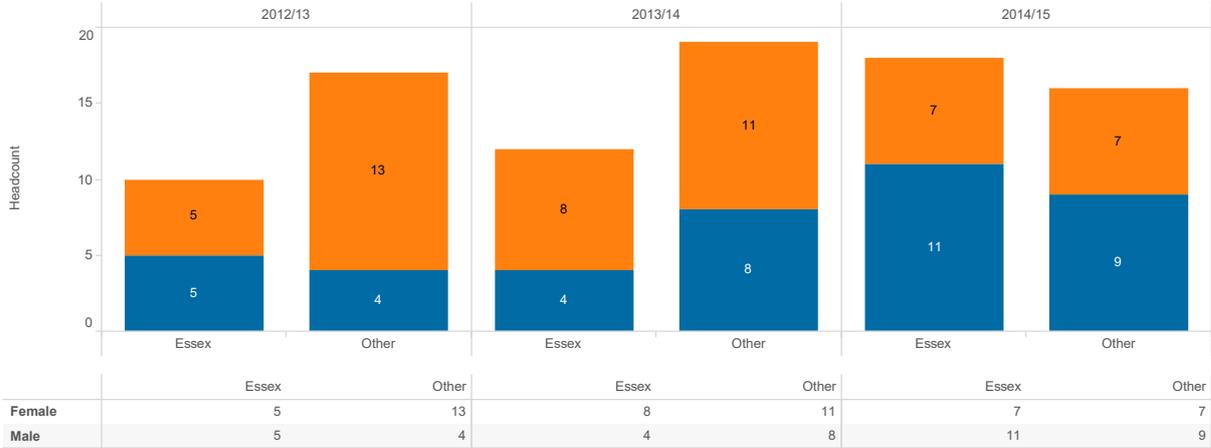
Figure 4.1.16: Postgraduate Students who Previously who Studied at the University of Essex (PGR)

Postgraduate Students who previously studied at Essex University

History

Postgraduate, Research

	Essex	Other	Essex	Other	Essex	Other
Female	3	14	3	16	3	17
Male		13	4	14	8	14
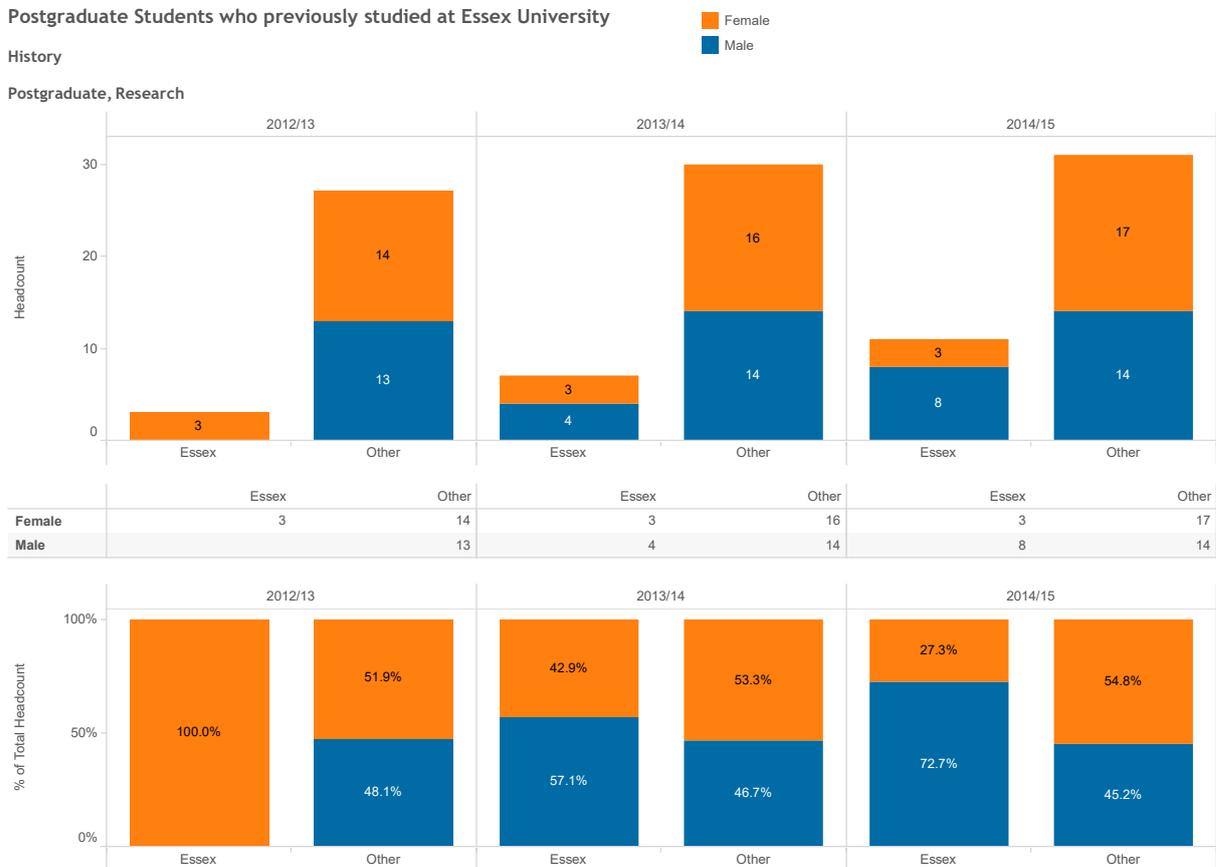
4.2. Academic and research staff data

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

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

There are wide, gendered discrepancies in the grades academic staff are employed on (Figure 4.2.1). Whereas five out of the nine female staff are on UEG09, only two out of twelve male staff. No woman currently in the Department was appointed above the level of Lecturer, whereas five men. Moreover, although four out of the eight most recent appointments have been women, the Department's two appointments above UEG09 in this period were men. Therefore, the data reveals a historic gender imbalance in staff recruitment, the grade at which those staff are recruited, and the career progression of existing female staff. A number of actions will be adopted to tackle this, ranging from the recruitment processes **(AP5.1)**, Promotions **(AP5.2, AP 5.4)**, PDR and Mentoring, Workload, and Unconscious Bias Training.

**Figure 4.2.1: Academic History Staff by Grade**

Number of History Staff Based on Grade

	UEG08	UEG09	UEG10	UEG11	UEG08	UEG09	UEG10	UEG11	UEG08	UEG09	UEG10	UEG11
		2012-13				2013-14				2014-15		
■ Male		4	4	4		6	4	4		5	3	4
■ Female	3	3	3		2	4	2		2	4	1	1
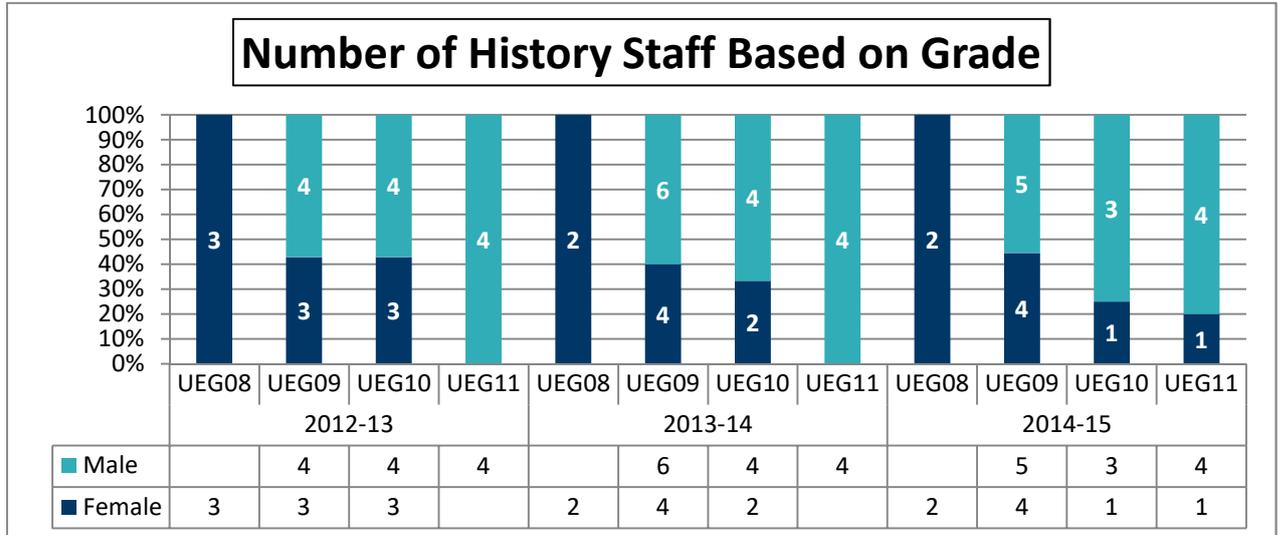
Figure 4.2.2: Academic History Staff by Contract Function

Number of History Staff based on Contract Function

	ASE	ASER	ASR	ASE	ASER	ASE	ASER
		2012-13			2013-14		2014-15
■ Male		12			14		12
■ Female	3	5	1	3	5	2	6
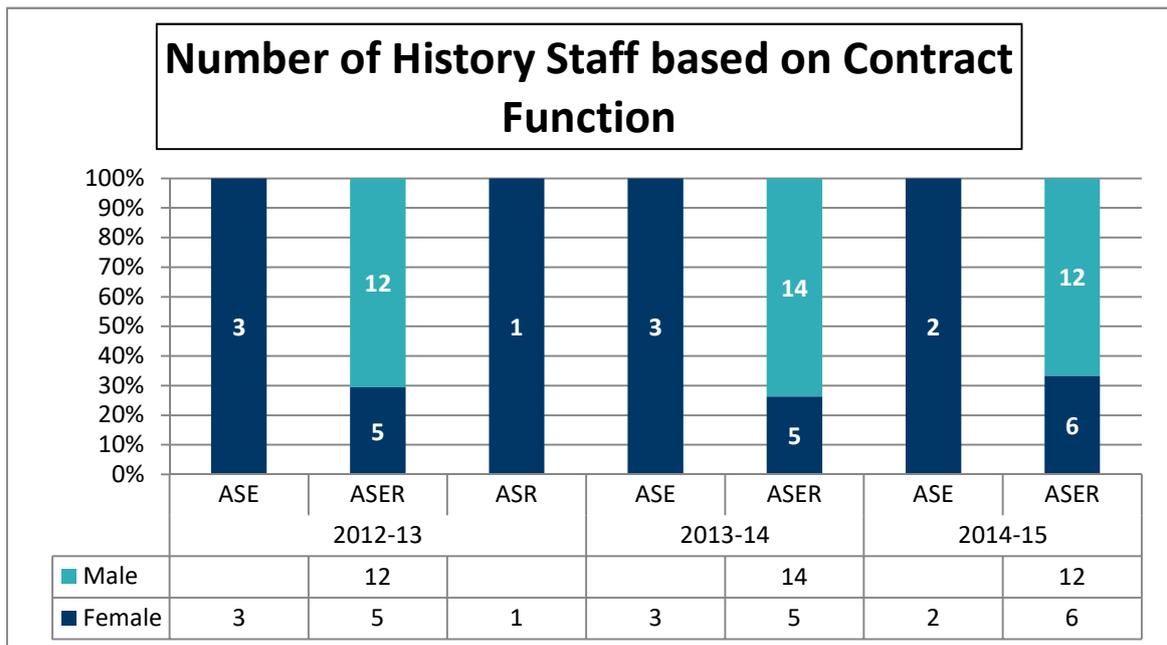
Research-Only Staff

In the three years up to 2015, History has had only one staff member on an ASR contract (figure 4.2.2), although a new ASR staff member started in September 2015. These are limited term research staff attached to externally funded research projects. As such, it is important that they receive career development support from within the Department **(AP5.6, AP5.7)**

Teaching-only Staff

No men have been employed on ASE contacts, whereas three women have been (figure 4.2.2), although one colleague was moved to an ASER in this period. The UoE promotions criteria emphasises the important contribution made by ASE staff, and one colleague did secure promotion to UEG10 in this period. Given the gendered nature of such roles, it is vital that ASE staff receive additional career development support to ensure equality with the support received by ASER staff **(AP4.4).**

> **SILVER APPLICATIONS ONLY**
> Where relevant, comment on the transition of technical staff to academic roles.

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

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

The Department has small and declining numbers of staff on Fixed Term Contracts. This is in part to due to redeployment of two staff members from fixed-term to full-time posts. There has also been a wider policy shift within the University away from employing temporary staff in favour of employing open-ended/permanent staff. This initiative emerged from the University's institutional Bronze action plan (to reduce fixed-term contracts by 50% by June 2016). This target is reviewed at Faculty level led by Exec Deans and good progress is being made to achieve this. It is university policy that staff who are employed on fixed-term contracts, with four years continuous service and a renewed contract may be deemed as open ended unless there is an 'objective justification' for the FTC. Such staff are included in the annual PDR process, but more support could be provided about future career options, such as a 'forward-looking' PDR meeting in the final year of the FTC. **(AP4.5)**

Figure 4.2.3: Number of History Staff [*Figure redacted from public version as it could allow identification of an individual's contractual details*]

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

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

The number of History leavers among all staff is relatively small, although balanced in gender terms (**Figure 4.2.4**). The University does ask staff to complete an exit questionnaire, but it is not mandatory. The Department will invite all leaving staff to a leaver's interview. It is important that Leavers are monitored to ensure that female staff do not leave disproportionately or any underlying root causes can be understood and mitigated **(AP3.2, AP4.5).**

Figure 4.2.4: History Leavers

Number of History Leavers

Staff numbers

Year	Female	Male
2012-13	1	2
2013-14	3	1
2014-15	1	3

Legend: Female (dark blue), Male (teal)
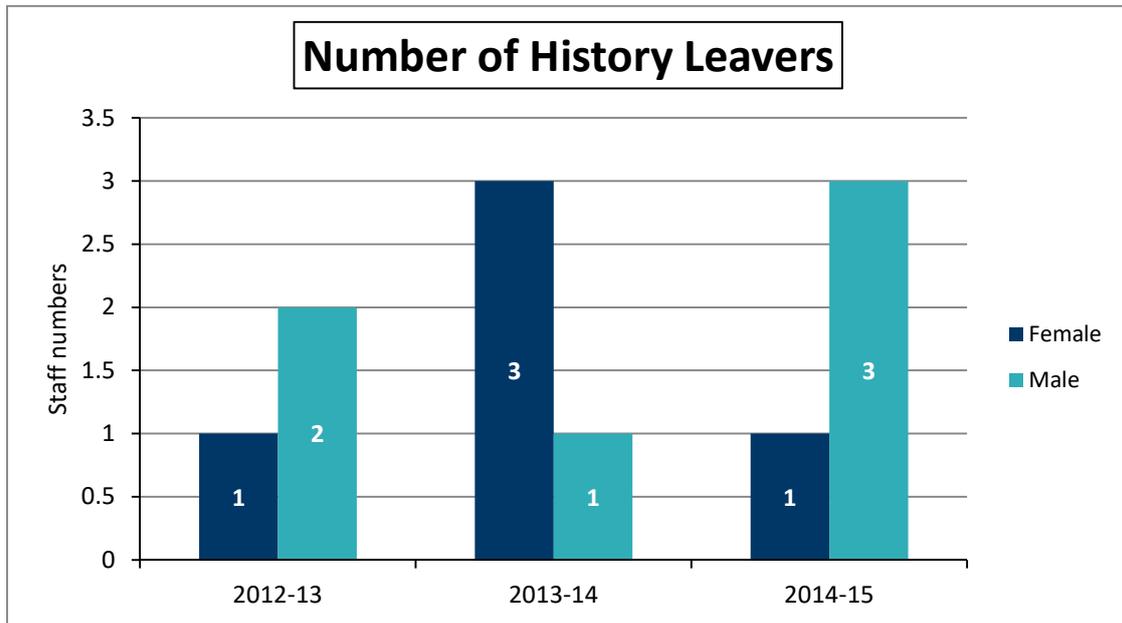
[1,727 words]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i)   Recruitment

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

Between 2012 and 2015, History made eight hires, 5 men and 3 women. At UEG10, one man was appointed. At UEG09, two men and one woman were appointed. At UEG08, two women were appointed. Considerable effort has gone into addressing potential gender bias at the selection stage. The UoE requires all panels to include two female staff members, and all members of recruitment panels are required to undergo recruitment training, which contains training on equality and diversity. We will continue to ensure that our recruitment procedures are monitored, and will adopt a plan that History Department staff will have to undertake unconscious bias training in addition to the University's Equality and Diversity training **(AP5.1).**

The gender imbalance of recruitment may be explained by the applications we receive. At UEG10 and UEG09 only 31.9% of the applicants who identified their gender were women, whereas 60.1% of the applications at UEG08 were. We believe this has been caused by the remit of the posts advertised. Evidence from the Royal Historical Society suggests that the remit of posts is crucial to the gender profile of applicants. In 2012-13 two of History's posts advertised for Lecturer in Modern British History, with a preferred specialism in the History of War, and a Lecturer in American History, which specified an ability to teach the history of Anglo-American Relations. Only 29.5% of applicants for UEG09 posts in this year identified themselves as female. In 2015-16, History advertised a job for a Lecturer in History (Public Engagement) which received a much more even number of applications (47% women). We will continue to monitor the remit of our posts to promote the gender balance of applications and our staff base, review the language of all recruitment advertising to ensure it does not promote what can be classed as masculine qualities, use positive statements where women or men are underrepresented, and promote the University's work-life balance culture in advertising. **(AP3.2, AP5.1)**

The University of Essex does not hold reliable, comparable data on those who have been shortlisted or offered jobs as part of the process, only the numbers of applications and eventual hires. This data has therefore been excluded.

Figure 5.1.1: Applications and Hires by Year.


Applications and Hires by Year
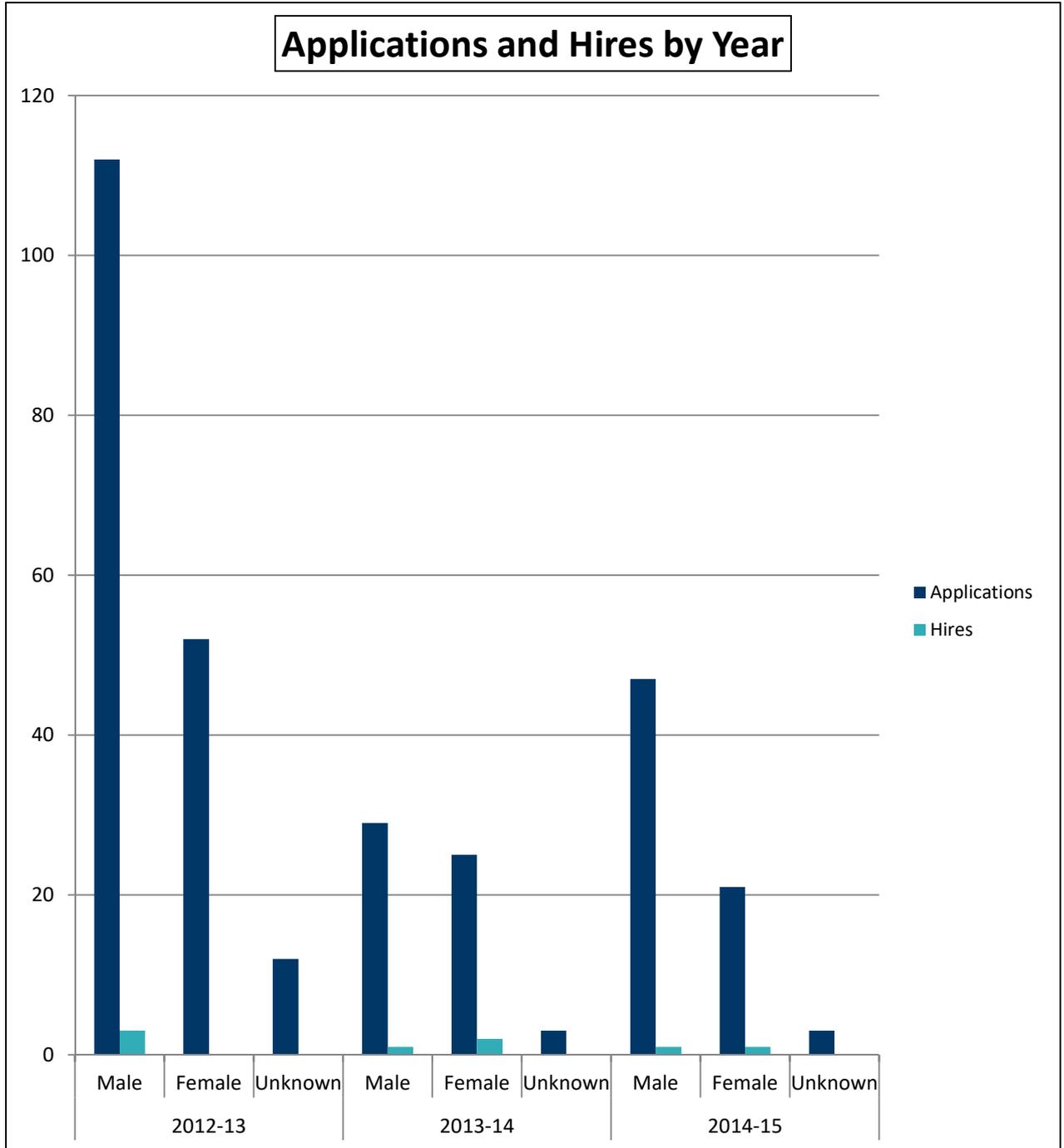
Figure 5.1.2: Applications and Hires by Gender and Grade [*Figure redacted from public version as it could allow identification of an individual's contractual details*]

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

The University's induction includes a welcome event. A range of information on HR policy, including on maternity and paternity leave, and information on flexible working, is provided to new starters in advance. This includes an extensive online portal for induction available via Moodle. As a small to medium sized Department, we believe it is important not to attempt to replicate the University's new induction programme. Therefore our own induction arrangements are largely informal. All new starters are sent information in advance concerning the Department. This includes the annual staff handbook and examples of reading lists (if new colleagues are creating new modules). Each new staff member is allocated an informal mentor, who takes the new colleague for coffee and offers advice. The SAT believes that Departmental induction should be more structured, particularly to embed new and forthcoming initiatives introduced as part of our AP. For example, all mentors for new probationary staff will be part of the 'History Mentors' programme. All other new staff will be offered a mentor as part of this more formal mentoring arrangement as part of their induction and career development. Signposting the 'Welcome to Essex' resource as a source of HR information within the History Staff handbook would also be useful to existing staff **(AP5.3, AP5.7, AP5.9).**

(iii)   Promotion

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

In the three years of available data, eight staff members have applied for promotion. All were successful. This includes three female staff (37.5%): one was appointed to Chair (UEG11) and two to Senior Lecturer (UEG10). This is in line with the existing staff base. Although the Department is naturally delighted with this 100% success rate, it does not believe that it automatically shows a robust and fair promotions culture.

The UoE promotion criteria were revised in 2013-14 further to an action from the Institutional Bronze award and GEM submission. The new criteria are now extremely explicit on how the University considers the impact of career breaks on promotions, and on how the full range of work-related activities (including administrative, pastoral and outreach work) are taken into consideration. The promotions criteria and process are circulated first by the University, and then by the HoD. The HoD invites anyone interested for a personal talk about how to apply, and career development issues are addressed in annual PDR meetings. Training and mentoring around promotion are offered by the University's Learning and Development section, and a series of events have been promoted by the UoE Women's Network on both encouraging female staff to consider promotion and helping them with the process. Draft promotions applications are sent to the Head of Department, who, along with a senior group of colleagues, provides feedback to applicants. We will move to a system where only those who have undertaken Unconscious Bias training will comment on draft promotions applications **(AP5.2)**

The work conducted within the central University, however, has not always translated to the History Department. In our StaCS, clear problems were identified (see section 5.6, and figure 5.6.1). In particular, although 78% of staff felt confident in their understanding of the promotion and probation process and criteria this reveals there is still work to do. For academic staff, we will embed a culture of awareness about promotion in a number of ways. The new History Mentoring Programme will provide support, guidance, and crucially encouragement to staff. We will have an annual History promotions workshop, involving a member of HR staff, to encourage discussion and embed knowledge of the promotions criteria. Finally, the revamped PDR process will take a longer-range look at staff careers to ensure individual staff members maintain ambitious plans for the future. **(AP3.2, AP5.2, AP5.4, AP5.6, AP5.7)**.

Figure 5.1.3: Promotion by Grade and Gender

Grade to be promoted to	Status	2012-13			2013-14			2014-15		
		F	M	All	F	M	All	F	M	All
Grade 8 Lecturer	Applications									
	Promotions									
Grade 9 Lecturer	Applications									
	Promotions									
Grade 10 Senior Lecturer	Applications				1	0	1	1	2	3
	Promotions				1	0	1	1	2	3
Grade 10 Reader	Applications				0	1	1			
	Promotions				0	1	1			
Professor Grade 11	Applications				1	1	2	0	1	1
	Promotions				1	1	2	0	1	1

Figure 5.1.4: History Promotions: Applications and Promotions
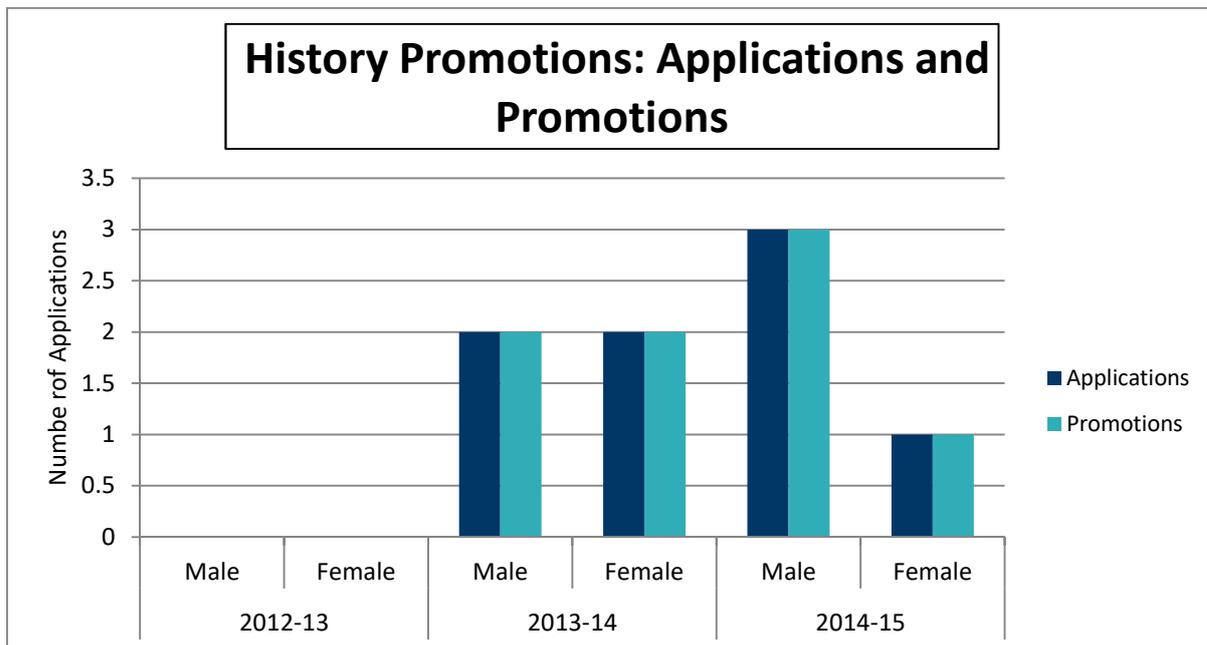
(iv)   Department submissions to the Research Excellence Framework (REF)

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

In 2008 History submitted fourteen staff. Only two of these were female staff (14.3%). This compared to a University submission of 86 women out of 338 (25.4%). In REF2014, the number of female staff submitted was five out of nineteen (26.7%). University statistics were not kept in the same way for REF2014. This increase occurred because all five eligible female staff were submitted for REF2014, whereas only two from five were submitted for RAE2008. The number of female staff eligible for submission was five for both assessments, and as the number of total staff increased from 19 to 20 in 2014, the percentage of women who were eligible for submission actually declined slightly. So any improvement in RAE/REF terms was driven by the improved submission rate for female staff, not any increase in female staff numbers. The gender profile for both submissions is skewed by the fact that a number of male temporary staff were submitted. The gender balance for all future submissions to REF exercises will be monitored **(AP3.2)**.

Figure 5.1.5 : Submission to RAE2008 and REF2014 by Gender (percentages reflect proportion of staff submitted):

	University of Essex			Department of History		
	Submitted	Not-Submitted	Total	Submitted	Not-Submitted	Total
2008 Male	252 (74.8%)	85 (25.2%)	337	12 (85.7%)	2 (14.3%)	14
2008 Female	86 (67.6%)	41 (32.3%)	127	2 (40%)	3 (60%)	5
2008 Total	338 (72.8%)	126 (27.2%)	464	14 (73.7%)	5 (26.3%)	19
2014 Male	248 (82.9%)	51 (17.1%)	299	14 (73.7%)	1 (6.7%)	15
2014 Female	112 (67.7%)	25 (18.2%)	137	5 (26.3%)	0 (0%)	5
2014 Total	360 (82.6%)	76 (17.4%)	436	19 (95%)	1 (5%)	20

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i)   Induction

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

(ii)   Promotion

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

5.3. Career development: academic staff

(i)   Training

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

The University of Essex Learning and Development (L&D) section offers a range of training opportunities including unconscious bias, permanency and promotion, equality and diversity, recruitment and selection, appraisal training and leadership programmes. These are advertised to staff via emails and the HR website and can be booked quickly online via a training portal. The departmental SWAN page also signposts staff to the L&D section. The University also promotes

specific leadership training for female staff; such as Aurora and Springboard. Although no staff have attended these programmes in the data period these development programmes will continue to be promoted **(AP5.5, AP5.6)**. It is worth noting, however, that History's Executive Dean has recently acted as a role model for the Aurora programme.

Both Academic and Professional Services staff are nominated by the HoD to attend the University's 'Future Leaders' programme, In the past three years two males and one female have undertaken this training. Senior staff can also, by invitation from the Vice Chancellor, undertake the Strategic Leaders training programme, and two male staff members had undertaken this by the end of AY2014-15. Both leadership programmes are accredited by the Leadership Foundation of Higher Education. We will monitor the gender balance of History Staff on these programmes (**AP3.2**), and eligible staff will be encouraged to participate by the Head of Department **(AP5.5).**

Equality and Diversity training is compulsory for all new staff. Unconscious Bias training is also available. However, this is voluntary at the moment, and only four staff members indicated that they had completed it. The Department aims to promote the uptake of Unconscious Bias training in a number of ways: it will hold a Department-wide training session, and will make the training mandatory for any staff member with a formal leadership function (sitting in the Senior Team Meetings, serving on recruitment panels, and sitting on the internal promotions review committee) **(AP5.5)**.

All departmental staff who sit on staff recruitment panels have participated in mandatory Recruitment and Selection training (which covers equality and diversity and unconscious bias). No member of staff who has not completed the tailored recruitment training can participate in the selection and interview process.

HR records show that whilst some training has been undertaken by departmental staff both academic and professional services staff need more encouragement to undertake training, and the Department needs to ensure the effectiveness of training is monitored. The University's new PDR contains sections on training, and the discussion and review of training opportunities will be embedded into the annual PDR process. **(AP5.5, AP5.6).**

(ii)   Appraisal/development review

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

All staff participate in the annual PDR process. Colleagues appointed to a probationary contract have a probationary agreement which forms the basis of annual appraisal. Annual PDR is conducted by the Head of Department for all staff. Prior to the meeting, academic staff are required to complete a form reviewing the past and noting future plans. Mutually-agreed action points are recorded at the end of the meeting, before the form is signed off by the Head of Department. All administrative staff are appraised by their Line Manager. In the StaCS, there was a degree of dissatisfaction with PDR within the History Department. When asked whether the 'Department of History provides me with a useful PDR process', eleven out of nineteen responses were either 'agree' or 'strongly agree'. We believe that this is too low, and that a more useful process is needed. The University is currently reviewing and improving the entire process as one of the action points for its institutional Bronze award, and History will implement the

changes to PDR that arise from this **(AP5.6)**. When reviewing the practice of PDR in History, the SAT found that the discussions within those meetings needed to be expanded to include a range of topics, including promotion, career development, training, and work-life balance. This requires a much longer time devoted to the annual PDR meetings. In the past, it was felt that as a small-to-medium size Department, it was appropriate for the Head of Department to conduct all PDR meetings. The need to expand and enhance the PDR process, and the growth in staff numbers in the Department, means it now impossible for PDR to be conducted effectively solely by the Head of the Department. An expanded PDR team will be assembled, training will be provided, and the annual PDR process will include discussion of all the above areas **(AP5.6)**. Post-doctoral researchers will be included in the same process. The effectiveness of this new system will be measured in future Staff Culture Surveys **(AP3.4)**.

(iii)   Support given to academic staff for career progression

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

Support for career progression centres around the annual processes of PDR and Research Planning. Each staff member has an annual PDR meeting with the HoD. The annual appraisal is an opportunity for staff to review their teaching, research and administrative roles, as well as their general citizenship, discuss progress against objectives, and discuss future plans. If required, revisions are made to staff workload and flexible working requests are considered. However, Less than two-thirds of History staff believed that the Department had an effective PDR system when asked in the StaCS, highlighting the need for an enhanced system to be implemented **(AP5.6)**.

Each member of staff on a research contract has an annual Research Meeting with the HoD and Director of Research to discuss plans for research outputs, funding and impact. Probationary Staff are allocated a mentor within the Department, who operates on an informal basis. There is a clear need for more formal mentoring opportunities. Only seven out of eighteen staff members agreed or strongly agreed that the Department provides 'useful mentoring opportunities.' We will promote a richer culture of mentoring: the arrangements for mentoring staff on probationary contracts will be made more formal (the mentor and mentee will be required to make a confidential note of their twice termly meetings). All female staff will be invited to join the new History Mentoring Programme **(AP.5.7)**, and will be placed with a Mentor. Mentors will be appointed from both existing senior female staff, but the Department will also approach senior female staff in other Departments. This is both to relieve the workload burden on the small number of senior female staff in History, but also because the History SAT felt that mentees often benefits from discussions with those outside their own Department. Mentees will be able to request a mentor from either inside or outside the Department. All mentors will be invited to attend a workshop on effective mentoring, and all mentees invited to a workshop on getting the most from mentoring **(AP5.7)**

The Department has had very few postdoctoral researchers, and career development has been left to their line manager, often the Principle Investigator of their grant. There is a clear need to include postdoctoral researchers more firmly within the Department's practices for Career Development. From 2016/17, they will be included in the Department's Career Development process, including an annual PDR meeting and an invitation to join the new History Mentoring

scheme **(AP5.6, AP5.7)**. They will also be invited to a leavers meeting, in which the effectiveness of History's career development process will be discussed **(AP4.5)**.

New staff in their probation period are now required, and permanent staff are encouraged to gain, Fellowship of the HEA by applying through the University's professional development framework.

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

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

Academic career progression is promoted to students in a number of ways. The Department has a strong emphasis on research-led Education. All UG students complete an Independent Research Project, in line with both UoE policy and the QAA Subject Benchmarks. Academic decision-making is helped by our personal tutor programme, annual events on module choices, and dedicated workshops to support the choice of IRP topic. The UG Students are also eligible to apply to the UoE UROP scheme, which provides a paid bursary to students undertaking placements on a staff research project. This allows students to gain experience and new research skills. History has offered twenty-five of these placements. The History Degree programme consistently scores highly (benchmarked with other History programmes) in the NSS.

Figure 5.3.1: Screenshot of UROP Scheme Testimonials from History Students.

Student

"The placement has definitely helped me to develop my research skills, which has been especially beneficial for my final year Independent Research Project. It confirmed my thoughts that I would most probably want to continue research after graduation, either through a masters or research based career. I thought the placement was unique and very ideal for students, especially those with an interest in research and would recommend the placement to others."

Sarah Marshall

"The UROP placement is probably one of the most valuable elements of my university education. It was the first 'job' that I enjoyed and realising that it is possible to earn money doing what I enjoy and love was an eye-opener and continues to this day to motivate and inspire me. It was inspiring in terms of the topic. It moved me, it changed me, I learned valuable lessons"

Baerbel Lilo

In spite of the opportunities and support provided, the SAT were immensely saddened by the StuCS which revealed that twice as many female UG students believed that gender would determine the success of their careers in History than not. Action is needed to provide a range of role models for students, including celebrating the success of women in the Department **(AP5.15)**, and of former female students **(AP5.8)**. The ongoing curriculum review will also aim to ensure modules are offered that inspire female students to study History further (**AP4.1).**

At postgraduate level, the Department offered MA Bursaries. These have now stopped due to both financial constraints and the instigation of the new Postgraduate Loans Scheme. We also mentor applicants through the process of applying for funding through the AHRC CHASE Consortium. CHASE reviews the gender breakdown of their awards annually as part of their review process. PGT and PGR students have annual, separate research days. The Department provides £2,000 annually to support the yearly themed Graduate Research Conference. This has been highlighted by the UoE Employability and Careers Service as an example of good practice in their new PGR Employability Toolkit for UoE Departments. Each PGR Student is provided with substantial training funds to support their Development (£2,500) through the University's 'Proficio' scheme. Uptake of Proficio training has been patchy, and more can be done to support the academic careers of PGR Students. PGR students now conduct an annual Training Needs Analysis alongside Supervisors. A new History PGR Careers Workshop will also be held **(AP4.8)**

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

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

Advice and guidance on research funding applications comes from two main sources: staff have an annual research meeting with the Head of Department and Director of Research where future plans, including funding, are discussed **(AP5.6)**; the annual History Away Day has a research section in which members of the University Research and Enterprise Office are present. New staff also have extensive probation agreements which provide a framework for appropriate levels of funding to be sought. Staff developing a funding bid will be offered a 'Funding Mentor' to help them formulate their research questions and read draft applications **(AP5.7).** There is a Humanities Faculty Peer Review Group, which provides staff with feedback on draft research bids. Existing efforts have concentrated on both extending awareness of funding schemes and reducing the stigma of 'failing' in an attempt to boost confidence **(AP5.5)**. We believe our enhanced mentoring scheme will promote the application of funding bids through improved confidence and workload planning (**AP5.7)**.

5.4. Career development: professional and support staff

(i)   Training

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

(vi)   Appraisal/development review

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

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

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

**5.5. Flexible working and managing career breaks**

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

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

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

There has been one period of maternity leave in the last three years (2012-15) in the History Department. The University has extensive support on the period before leave, including paid leave for antenatal appointments. A suite of advice concerning University policy on maternity, adoption, and shared parental leave is available. The University also allows special paid leave to be taken for staff undergoing fertility treatment: up to five additional days leave in any 12 month period can be granted for those undertaking such treatment. The University offers extensive support for parents, including 'Parent to Be Seminars', this support was developed as part of the Institution's AS Bronze Award. The University also has a guidance booklet for staff called 'pregnancy, maternity and returning to work' which includes useful tips and advice for staff who are planning their maternity leave.

Figure 5.5.1: Screenshot of UoE 'Pregnancy, Maternity and Returning to Work' booklet.
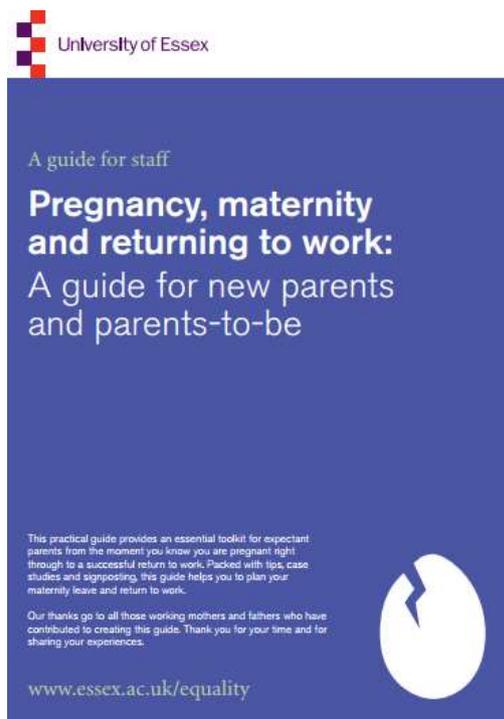
It is important that information on the support available for maternity and adoption leave is communicated effectively to staff, and that History's senior management team is aware of its duties and obligations on this issue. Links to these policies, and the contact details of History's HR link will be placed in the annual History Staff Handbook, and HR will provide an annual briefing to History's senior management team on changes to HR policy **(AP5.9)**

Also, the Department will carry out a Pregnancy, Adoption, and Leave risk assessment, to ensure a programme of support is put in place for each staff member, ensuring that the availability of leave is understood by both the individual staff member and the senior management team **(5.8)**. This document would also contain details of, and encouragement to take up, paid KIT/SPLIT days, and the support that will be available to staff on their return.

There are also occasional Parents-to-be seminars which provide information on university policy and support in this area.

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

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

University policy is that staff during maternity or adoption leave continue to received their annual pay increments. Staff are also actively encouraged to use up to 10 paid KIT or SPLIT days to remain updated about department al changes and to keep in contact with colleagues. Again, the departmental SWAN webpage signposts staff to these benefits, but more could still be done to increase communication. Details of how KIT/SPLIT days will work will be drawn up with staff

as part of the pregnancy risk assessment, with it made clear that there is flexibility for staff to use such days in different ways according to their schedule and concerns **(AP 5.9).**

If a member of academic staff takes maternity or adoption leave, fixed-term cover is appointed. If a member of professional services staff is on maternity or paternity leave, the University first seeks to identify an existing member of core staff to cover; if none are available, the University then advertises a temporary position.

Staff are consulted on the way in, and frequency with, which they wish to be communicated with. They are be invited to key events and meetings, using their KIT days to facilitate attendance, where this was possible.

Staff have access to HR guides on pregnancy, maternity and returning to work which details what should be expected with case studies and tips.

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

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

The University provides advice and support for staff returning to work. This advice has been revised as part of the Institution's AS Bronze Award. Staff returning to work from family leave will be invited to meet with their line manager/HoD before their return to discuss their workload and objectives for the coming months. During this return to work meeting work life balance and flexible working can be discussed. The University's new work life balance policy allows staff to return to work on a reduced contract following maternity leave with the option of returning to full-time post within a year should this be desired.

On return to work staff have the opportunity to apply to the 'Parent Career Development Fund', to request funding of up to £150 to cover the cost of childcare provision relating to attending a conference or networking event that is linked to professional development. This fund was introduced to the Faculty of Humanities in October 2016 and as yet one person from the Department (supported by the HoD) has made an application to the fund. The fund was a result of the institutional SWAN award.

The Fund is a part of a suite of advice and support available to parents. This includes: the University's Parent Support Network , which currently has over 150 members of university staff with only 2 from History; The Essex Women's Network (again a product of Institutional SWAN action plan) , which has a total university staff membership of 263 of which 4 members are from History; and the University's Parent Mentoring Scheme .

The Parent Mentoring scheme was created in response to feedback received via the University's AS and GEM projects. The Scheme offers members of staff support and advice on pregnancy at work, maternity/paternity/adoption leave and life as a working parent. Parent mentors are University staff with experience of taking and returning from parental leave and being a working parent. They are volunteers from a wide range of Departments/Sections and career stages. Most mentors are female, but men are also welcome to participate in the scheme, either as a parent mentor or as a member of staff seeking support from others in a similar situation.

The University has a day nursery for staff and students (at reduced rates) and facilities for breastfeeding and expressing milk (Parent and Baby room) these can be used by staff and students.   The nursery has been used by History staff in the past.

Most parents employed by the University of Essex can opt to take part of their salary in the form of childcare vouchers. They can choose to take up to £243 per month (for a lower rate tax payer) as childcare vouchers. This will be a cost saving as they don't then need to pay tax or National Insurance contributions on this amount.

There is the potential for parents and carers to take other types of leave paid / unpaid during the time they are caring for their child, care leave and time of for dependents are two options. The University wishes to support staff in managing work alongside caring responsibilities and recognises the value of retaining staff who are also carers. Carers are people who spend unpaid time looking after, or supporting, a relative, child, partner, neighbour or friend who is frail, ill, has a physical or learning disability, mental health problems or substance misuse problems. Staff may be granted up to 5 days (pro rata for part-time staff) of care leave with full pay within any 12 month period on a rolling basis. They may also be granted up to a further 5 days unpaid care leave per year. This will not affect annual or sick leave provisions and staff are not required to exhaust their annual leave before care leave is granted. In regards to time off for dependents, the right allows you to deal with an unexpected or sudden problem and make any necessary longer term arrangements, for example: to deal with an unexpected disruption or breakdown in care arrangements for a dependant; for example, when the childminder or nurse fails to turn up. This can be one or two days' leave.

HR Policies and the extensive mechanisms for support outlined above are promoted to new starters via the new 'Welcome to Essex' online resource. The extent and nature of such policies needs to be better communicated to existing staff within the Department, however. Links to these policies are currently on History's website, and both links to policies and the contact details of History's HR link will be placed in the annual History Staff Handbook, and HR will provide an annual briefing to History's senior management team on changes to HR policy **(AP5.9)**

(iv)   Maternity return rate

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

In the past three years, there was one instance of maternity leave in this period. The individual took 8 months leave, returned to work and then resigned 5 months later, to take up a post in a different University, much closer to the family home. The StaCS reveals that staff do feel the History Department is a supportive place to work, and the SAT believe that one leaver is not indicative of a broader problem in the Department. That said, it believes that the University's policies on supporting parents and the Department's plan to increase information flow to staff, will enhance the working experience of new parents **(AP5.9)**

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

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

There have been no instances of paternity leave, shared parental, adoption, or parental level in the last three years. All staff have access to University policy concerning this area and information is advertised on the HR website, on the departmental SWAN webpage and to all new starters in their induction information. Although our Staff survey suggested that awareness of HR policies is reasonably high (especially when men were filtered out), the extent and nature of such policies could be better communicated to staff. Links to these policies, and the contact details of History's HR link will be placed in the annual History Staff Handbook, and HR will provide an annual briefing to History's senior management team on changes to HR policy **(AP5.9)**

(vi)   Flexible working

Provide information on the flexible working arrangements available.

In the last three years there have been no formal flexible working requests in the History Department. The University has extensive advice on flexible working as part of the University's Work Life Balance policy (a product of the Institutional AP). Guidance booklets, case studies and role models for managers and staff showcasing how flexible working can be managed successfully are all available to help staff understand what options and support are open to them. Links to these policies are available on the History AS webpage, and these (and the contact details of History's HR link) will be placed in the annual History Staff Handbook **(AP5.9)**

There is a deeper culture of informal flexible working. When asked whether the 'Head of Department is supportive of requests for flexible working', no staff member disagreed. Informal flexible arrangements include timetable adjustments, including setting certain time aside as being unavailable for teaching commitments (within guidelines). The Department aims to ensure all staff are empowered to request formal flexible working, and one application is currently being discussed as of November 2016 (**AP5.9**).

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

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

The University's Work-Life balance policy (introduced in 2016 as a result of the Institutional SWAN Bronze award) enables staff who return from family leave to go part-time for a year with the opportunity to return to full-time hours afterwards should it suit them. Links to the work life balance policy will be placed in the History Staff handbook and History's website, to point staff to current policy **(AP5.9)**. Staff returning from career breaks will be offered mentoring as part of the History Mentor Programme **(AP5.7)**. We will introduce a reduced workload for staff returning from parental leave **(AP5.13)**.

5.6. Organisation and culture

(i) Culture

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

Figure 5.6.1: Staff Culture Survey Results

Question	Response	Agree/ Strongly Agree
Participation and promotion practices		
staff are treated on their merits irrespective of their gender	All	68.4%
	Excl. 'Men'	72.7%
When carrying out performance appraisals, the Department of History values the full range of an individual's skills and experience	All	68.4%
	Excl. 'Men'	81.8%
When considering promotions, the Department of History values the full range of an individual's skills and experience	All	57.9%
	Excl. 'Men'	63.6%
I understand the promotion/probation process and criteria	All	77.8%
	Excl. 'Men'	80%
I am actively encouraged to take up career development opportunities	All	73.7%
	Excl. 'Men'	81.8%
The Department of History provides me with a useful PDR process	All	57.9%
	Excl. 'Men'	63.6%
The Department of History provides me with useful mentoring opportunities	All	38.9%
	Excl. 'Men'	45.5%
The Department of History provides me with useful networking opportunities	All	50%
	Excl. 'Men'	54.5%
The Department of History provides me with leadership or management opportunities	All	61.1%
	Excl. 'Men'	45.5%
I am encouraged and given opportunities to participate in influential committees either inside or outside the Department	All	72.2%
	Excl. 'Men'	60%
The Department of History encourages me to raise my profile externally at conferences and professional society activities	All	70.6%
	Excl. 'Men'	70%
I am encouraged to raise my profile internally by contributing to departmental seminars and Department/University events	All	64.7%
	Excl. 'Men'	60%
Staff who work part-time or flexibly are offered the same career development opportunities as those who work full-time	All	31.6%
	Excl. 'Men'	45.5%
I believe that in the Department men and women are paid an equal amount for doing the same work or work of equal value.	All	84.2%
	Excl. 'Men'	90.9%
Workload allocation is transparent?	All	94.4%
	Excl. 'Men'	90.9%
Gender is an issue in teaching and administrative workloads?	All	26.3%
	Excl. 'Men'	81.8%
Workplace Culture		
	All	78.9%

The Department of History makes it clear that unsupportive language and behaviour are not acceptable	Excl. 'Men'	81.8%
Meetings in the Department of History are held at times that are suitable for those who work flexibly	All	73.7%
	Excl. 'Men'	81.8%
Work related social activities are welcoming to both women and men.	All	89.5%
	Excl. 'Men'	81.8%
I have undertaken training in equality and diversity.	All	100%
	Excl. 'Men'	100%
I have undertaken training in understanding unconscious bias:	All	26.7%
	Excl. 'Men'	33.3%
Leadership and Management Commitment		
The Department of History has made it clear to me what its policies are in relation to gender equality	All	68.4%
	Excl. 'Men'	81.8%
My Head of Department is supportive of requests for flexible working	All	68.4%
	Excl. 'Men'	72.7%
During my time in the Department of History, I have experienced a situation(s) where I have felt uncomfortable because of my gender	All	10.5%
	Excl. 'Men'	18.2%
I am confident that my HoD would deal effectively with any complaints about harassment, bullying or offensive behaviour	All	84.2%
	Excl. 'Men'	81.8%
The Department of History allows my views to be heard	All	100%
	Excl. 'Men'	100%
The Department of History allows my views to be heard at all times	All	63.2%
	Excl. 'Men'	63.6
Reputation and Social Responsibility		
I am kept informed by the Department of History and/or University about gender equality matters that affect me	All	78.9%
	Excl. 'Men'	90.9%
New staff are informed of the University's family friendly policies during the induction process?	All	55.6%
	Excl. 'Men'	70%
The Department of History has a good culture around flexible working	All	78.9%
	Excl. 'Men'	81.8%
The Department of History actively supports female staff before they go on maternity leave	All	36.8%
	Excl. 'Men'	54.5%
The Department of History actively supports female staff by making arrangements for covering their work during their absence	All	42.1%
	Excl. 'Men'	54.5%
The Department of actively supports female staff by arranging cover for work during absence and the use of Keeping In Touch (KIT) days	All	26.3%
	Excl. 'Men'	36.4%
The Department actively supports female staff returning from mat. leave by helping them to achieve a suitable work life balance	All	26.3%
	Excl. 'Men'	36.4%
The Department of History actively supports male staff to take paternity leave	All	27.8%
	Excl. 'Men'	36.4%
The Department of History actively supports male staff to consider flexible working options to meet caring responsibilities.	All	36.8%
	Excl. 'Men'	45.5%
Are you aware of the Athena SWAN Charter and Principles and the Department's commitment to this?	All	78.9%
	Excl. 'Men'	90.9%
Are you aware of the Women's Network and how to get involved?	All	73.7%
	Excl. 'Men'	90.9%

The Department is deeply committed to the principles of the AS charter, and aims to ensure that the advancement of gender equality is integral to every aspect of our current practice and strategic vision. Cultural change will be achieved through the changing of practice and an increase in resources given to gender equality. We aim to embed and celebrate good practice, demonstrating to staff inside and outside History what change can look like.

The study of gender in its historical context is a key research and teaching strength of the Department, and the Department prides itself on its inclusivity and commitment to advancing the careers of all staff and eliminating the structural barriers to success. The process of reviewing our policies and practice has been enormously helpful in identifying the areas we need to improve and shining a light on the places where there was a lack of connection between the Department's image of itself and the experiences of staff or students. Continuing to review our data on gender equality will allow us to map successes and future challenges **(AP3.2, AP3.4)**

Our StaCS and StuCS have been invaluable for understanding both the culture of the Department and the areas of concern for Staff and Students. Just over 70% of staff responded. Not all respondents identified their gender, nor were they asked to do so in binary terms. It is important that the voices of those who chose not to state their gender are not lost. Therefore total responses (TR) are given, as those which exclude those who identified as men (ex-M). In our Student Culture survey, only 20% of students responded. This means our results cannot be considered representative. However, they have still been used to inform the application and action plan. Improving the visibility of AS among students and take up of future surveys will be a key action **(AP3.4)**

On Workplace Culture, there were uniformly high scores on questions asking about whether the Department has a workplace culture that is acceptable to all: highlighting that our commitment to the AS principles has a strong basis in the everyday culture and practice of the Department. All staff have completed Equality and Diversity training, but the questions did highlight the lack of uptake for Unconscious Bias training. The University offers online unconscious bias training, and we aim to ensure that every staff member in a position of leadership or involved with recruitment, permanency, and promotions applications will undertake unconscious bias training **(AP5.1, AP5.2, AP5.10).**

On Participation and Promotion practices, the survey identified areas were more needed to be done, particularly on whether staff are were 'treated on their merits irrespective of their gender' and whether the 'full range of an individual's skills and experience' is valued either in the Department or the promotions process. Further to there were unsatisfactory levels of agreement for questions relating to PDR, and opportunities relating to mentoring, networking and leadership or management. Qualitative interviews revealed concern that there is a culture in which men are more likely to serve in senior Departmental roles, especially those related to 'research', and women more likely to serve in apparently 'caring' roles centred on supporting student's pastoral needs. The fact that historically women were more likely to hold temporary teaching-only contracts has contributed. Moreover, the ongoing gender imbalance at senior levels contributes to a culture of men dominating senior roles in the Department. These findings have led to the action points to improve PDR processes, mentoring arrangements, promotions awareness, the filling of senior team roles, and the need for the greater visibility of role models (**AP5.4, AP5.6, AP5.7, AP5.12, AP5.15)**

On Leadership and Management commitment, there was some need articulated for more information on policies relating to gender equality . Most concerning was the fact that two staff signalled that they had 'experienced a situation(s) where I have felt uncomfortable because of

my gender'. The SAT considers this unacceptable, and hopes that work on Unconscious Bias training, but also clearer information about where to express concerns and complaints will enable History to reduce the chances of such occasions happening again **(AP5.1, AP5.2, AP5.9, AP5.10)**.

On Reputation and Social Responsibility questions, responses again showed that staff in History believed the Department was discharging its responsibilities concerning gender equality. However, we wish to deepen this sense that History is or would be a good place to work if staff have caring responsibilities or flexible working requirements **(AP4.9)**.

When we asked students about the gender culture of the Department, they routinely agreed that the Department is a supportive place for students regardless of gender. There were areas of concern however. Too many female students believed they had were less likely to have a successful career in history because of their gender (see section 5.3.iv, and **AP5.9**). Too many do not know about the Department's policies on gender equality and how they apply to students. This will be tackled by a review of the student handbooks and by communicating changes made in an annual AS update sent to students **(AP5.10, AP3.3).**

The Department has worked to make the Department more welcoming and inclusive for all students. The student common room was remodelled to make it more welcoming, and the table lay out changed to encourage a wider range of groups to make use of the facilities **(AP5.10)**. For staff, Departmental can do more to create a welcoming and inclusive environment for staff. Social activities are rare, and we will trial a tea and coffee social twice a term, to be held in core hours in term time **(AP5.10).**

There is also a need to ensure the Department is adequately equipped to provide an inclusive welcoming environment to any trans staff or students, or those with any form of non-binary identity. There is institutional guidance on trans issues available to students and staff. This guidance will be highlighted to staff, and additional guidance will be produced for staff on student with a non-binary gender identity. **(AP5.11)**.

(ii)   HR policies

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

The Department requires all new staff to undertake Equality and Diversity training, which includes training on equality, dignity and work, bullying, harassment, and grievance and disciplinary processes. Every member of History staff has completed this training. HR policy guides have been produced for HoDs and other matters dealing with key policies (including work-life balance, and pregnancy and maternity), and these include case studies and useful tips to help managers deal with policies consistently and fairly. To ensure that both staff and the expanded senior team are kept informed and in touch with HR policies, links to the up-to-date policies will be placed in the History Staff Handbook, along with the contact details of History's HR link. There is HR training for senior staff for dealing with HR issues, and the Department's HR Link Officer will be invited to brief the Senior Team annually on HR policy **(AP5.9)**

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

Figure 5.6.2: Membership of key History Committees by Gender,

	2013-14		2014-15		2015-16	
	Women	Men	Women	Men	Women	Men
Senior Team	N/A		0	4	2	4
Research Committee	3	4	3	5	4	5
Education Committee	3	7	3	6	4	8

There are three decision-making standing committees: the Senior Team, Education, and Research Committees. All staff serve on either the Education or Research Committees, and conscious efforts have always made to ensure a gendered balance on both the Research and Education Committee. Considering the preponderance of male staff over the past three years, this represents a commitment to ensuring a gender balance in the discussion and formulation of Departmental Research policy. The Senior Team Meeting was instituted in 2014-15. Service on this Committee is *ex officio*, and the membership represents the holders of senior leadership positions in the Department. The Department is committed to providing a greater gender balance in such roles by circulating them more widely and encouraging female staff to consider such roles as part of the PDR process. We aim to ensure that at least a third of all members of the Senior Team are women over the four year action plan. **(AP5.12, AP5.6).** The gendered balance of key committees will be monitored **(AP3.2).**

(iv)   Participation on influential external committees

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

Service on influential external committees is determined by *ex officio* roles. For example, the Director of Education sits on the Faculty Education Committee. University-wide roles, such as Deanships or Deputy Deanships, are advertised within the University and involve a formal selection process. University Task and Finish Groups are filled by invitation. Therefore, increasing the numbers of women serving on University committees external to the Department requires an increase in the number of women serving in the major leadership roles in the Department, and increased opportunities for female staff to increase their profile beyond the Department.

Our StaCS highlighted dissatisfaction with leadership opportunities, particularly once men were filtered out. We strongly believe that improving the rotation of senior roles and allowing more people to fill them will lead to more people participating on influential external committees (see Section 5.6.iii above, **AP5.12)**

(v) Workload model

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

History's WAM was adopted in 2013-14, following an action from the institutional AS award in 2013. It allocates time for all teaching, research, and administrative duties (out of 1,600 hours). Research Staff receive 37.5% allocation of time for research (600 hours). All staff receive 150 hours for 'citizenship'. There was near universal agreement in the StaCS that the WAM is transparent and available for staff to view, and the SAT believe the adoption of this model has greatly improved fairness. However, there were concerns that the *nature* of the work allocated in the workload is gendered. The Department aims to address this by circulating administrative roles more regularly, in particular ensuring senior roles are available to women encouraging women to take up those roles **(AP5.12).**

Workload is taken into account in appraisal and annual review, forming the focus of existing PDR meetings, although it is not formally taken into account in the promotions criteria. The WAM is refined every year in response to the changing of administrative roles, and the HoD and SAT have monitored the WAM for gender bias and will continue to do so **(AP5.13)**. Role descriptors and detailed handover meetings allow the smooth succession of staff into different roles.

Responsibility for AS has been taken into account in the workload, with the SAT Chair awarded 50 hours. From 2017/18 all members of the SAT will receive 15 WAM hours as the SAT forms the core of the new Equality and Diversity Committee **(AP3.1)**. The increased workload resulting from the enhancements to the PDR process will be met by widening the remit of Senior Team Members to undertake PDR meetings **(AP5.6)**

(vi) Timing of departmental meetings and social gatherings

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

The timings of meetings and social gatherings have been consistently reviewed by the History Department. Department meetings are scheduled to finish at 5pm, and Departmental Seminars are scheduled at 4pm, to allow people with care responsibilities to leave work after their core hours finish at 5pm. Departmental Meetings, committee meetings, and research seminars, are scheduled and announced in advance in the annual Departmental Calendar circulated before the start of the autumn term, allowing everyone to plan their attendance. Occasional events that start later are announced well in advance and are optional to staff. Most staff agreed that Meetings 'are held at times that are suitable for those who work flexibly'. We will continue to

review the timings of these meetings**.** Meeting agenda and minutes are made available via the Department's Sharepoint. Work-related social gatherings are rare, but include a voluntary annual Christmas lunch. More than 80% of staff believed that social gatherings were welcoming, but more thought needs to be given to how to build an inclusive and welcoming culture of work-related social activities **(AP5.10, AP5.14).**

(vii) Visibility of role models

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

The Department aims to have a gendered balance of visible role models. We aim to have a gendered balance of speakers at our research events, and we ensure there is a gender balance in staff at University Open Days. We have a webpage showcasing the achievements of female staff and the work of AS. However, more can be done to increase the visibility of role models. For example, on our external-facing research web pages, only one in seven films showcasing research is by a woman. In the History common room, we have pictures of former staff, but only one of them is a woman. In the corridor, we have a display of book covers from current and former staff. As former staff were overwhelmingly male, this presents a predominantly male image of the Department. We will work to ensure more suitable and inspirational role models from our own current and former staff and students are used to publicise the Department internally and externally. For example, we will celebrate the fact that three of our former Head of Department were women, and revise our book cover display to more prominently feature the work of current staff **(AP5.15, AP5.8).**

(viii) Outreach activities

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

The Department is poor at recording data on outreach activities and the gendered take-up of these activities. It will institute a plan to formally plan and record these activities. **(AP5.16).** However, in discussion the SAT felt that Outreach activities did not form a burdensome part of the job, nor was it felt that outreach activities were particularly gendered.

Outreach activities take two main forms: work as part of the recruitment team's activities, or in the form the form of public engagement and impact work relating to research. As recruitment activities expand we will review how such activities are recorded in the WAM **(AP5.16)**. Currently, impact activity is absorbed into individual research allocations within the WAM. The senior team will review whether additional workload hours should be allocated to those selected as potential impact case-studies for the forthcoming REF **(AP5.16)**. All engagement activities are

recognised by the Universities permanency and promotions process, with research impact particularly notes as being important in the criteria.

[6,847 words]

<div style="background-color:gray; padding:1em">

SILVER APPLICATIONS ONLY

6.   CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

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

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

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

</div>

7. FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

[Total application word count: 11,966]

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

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

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

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

Ref	Objective	Rationale i.e. what evidence is there that prompted this objective?	Action already taken to date and outcome	Further action planned	Time-frame Q1 – Oct-Dec Q2 –Jan-Mar Q3 – Apr-Jun Q4 – Jul-Sep	Person responsible Include job title.	Target outcome Where possible include a tangible measure of success
3. The Self-Assessment Process							
3.1	Embedding of Gender Equality self-assessment, and intersectionality, into all aspects of Departmental work	In order for the Department to advance gender equality, it needs a dedicated, resourced committee to review procedures and drive change	Athena SWAN SAT ongoing since AY2014-15 Athena Swan is a Standing item on DM agenda	Scheduled, termly meetings of SAT SAT to become Equality and Diversity Committee, and SAT Lead Director of Equality and Diversity, with Minutes placed on Departmental Sharepoint	Termly throughout AP period Q4 2016-177	SAT Lead HoD, DoAdmin	Termly meetings for four year AP period Equality and Diversity to be fully embedded in Departmental Committee structure: with Administrative support, documents on restricted Sharepoint.
				Role Descriptor for new post of Director of Equality and Diversity	Q4 2016-17	SAT Lead, HoD, DoAdmin	Role descriptor in place for new post in AY2017-18
				SAT membership will be renewed annually, providing opportunities for	Q1 Annually from 2017-18	SAT Lead	Wide-ranging membership of SAT to embed skills and culture in Department

| | | | | new staff members and allowing circulation of roles, building awareness of E&D priorities and promoting ownership pf the agenda within the departmental community. | | | 66% of staff to have served on SAT by Q42020 |
| | | | | AS in History Strategic Plan and E&D targets to be reviewed annually as part of plan and planning process. Create 'Mentoring and PDR Sub-Group' to oversee development of these key planks | Q2 2016-17 and annually | HoD, SAT Lead | Embedding of Senior Management commitment to Equality and Diversity. Ensuring visibility to Department, Faculty and University of AS action plan and progress against targets.

Plans for implementing new arrangements for PDR (AP5.6) and Mentoring (AP5.7) to be developed |

| 3.2 | Ensuring continuing review of gender data for staff and students allowing changes over time to be measured. | The rigorous and honest analysis of high quality data is vital to ensuring that successes, problems, challenges, and trends are identified. | Data on staff (including grade, recruitment, and promotion) and students (Including registrations, applications, offers, and degree attainment) collected and analysed in AY2015-16. | Comparable data for students (UG, PGT, PGR numbers, UG/PGT degree results, applications, offers, and acceptances) and staff (gender diversity, grade, leavers, recruitment, promotions, committee membership, contract type, family leave uptake, outreach and impact) will be collected every year, and reviewed by SAT team, and reported to Departmental Meeting, so further actions can be agreed and progress monitored. | Q1 Annually | HR, SAT Lead | Annual review of data by SAT to map trends and impact of AS Action Plan (annual paper on data to go to Departmental Meeting in good time to be incorporated into the strategic plan and annual review of courses as appropriate.) |
| | | | | Intersectionality to be key lens | Ongoing, until Q4 2019-20 | SAT | Future application to AS to take full |

				through which data is reviewed and reported, particularly in regard to race			account of intersectionality.
3.3	History SAT to be champions of gender equality both inside the Department and externally	To promote gender equality both inside and outside the Department, the History SAT needs to act as champions for Gender Equality and the AS process. This will lead to other Humanities Departments in Essex, and other History Departments nationally, applying for the award.	History staff participated in Institutional GEM application, in UoE Women's Network, and in the AS Support Network for Department's applying for AS.	An annual 'Bulletin of Progress' to Staff and Students will be produced and disseminated via email	Q1 Annually, from 2017	SAT Lead	Increase awareness of Athena Swan and its impact among Students and Staff
				AS submission and branded logos to be published on Departmental webpage to promote transparency and champion AS. Annual post on History Department's blog.	Q1 Annually, from 2017	SAT Lead	Increase external awareness of Department's work (evidence could be if a: staff member asked to be 'critical friend' for external AS application
				History AS update to be published inUoE AS newslerrer	Q2 2016-17	SAT Leader	Increases awareness of History's AS progress in UoE

				Standing item on AS on Student Staff Liaison Committee Agenda	Q3 Annually, from AY2017-18	DoE	Increase awareness of AS and its impact among Students (75% awareness in next StuCS)
				Presentation at Faculty Education Committee	Q3 2016-17	SAT Lead/HoD	To promote AS within Arts & Humanities subjects at UoE
				History event annually on International Women's Day to promote AS activities and values	Q2 2016-17	SAT	To promote History's commitment to AS values and champion AS activity.
3.4.	Identify ongoing strengths and weaknesses of gender culture in Department over time.	History requires a mechanism for reviewing gender culture among staff and students and for measuring changes over time.	Staff and Student Gender Culture Surveys completed in April-May 2016 and discussed by SAT.	Bi-annual survey of Student (both PG and UG) and Staff Culture to conducted and results disseminated to students and staff.	Q3 2017-18, Q3 2019-20	SAT Lead	Collection of survey data to allow change over time to be understand and communicated to stakeholders
			Survey reports disseminated to students and staff via email.	Improve response rate among Students to above 33% - by more active promotion	Ongoing, until Q2 2018, Q2 2020	SAT Lead, HoD, DoE	Response rate of above 33% will allow comparability and representativeness.

				of survey and aims of Athena SWAN (see AP3.3)			
				Focus groups to explore areas in greater depth	Q1 2018-19, Q1 2020-21	SAT Lead	Greater quantitative data into problems.
3.5	Ensure that History is benchmarking itself correctly to ensure challenging comparisons are identified.	We can only measure our progress, and the extent of the challenge ahead, if we have a suitable set of benchmarks to compare ourselves with	Existing benchmarking in 2016: aligned with former 1994 group partners and Departments with similar entry tariff.	Review of benchmarking to ensure comparability is achieved	Q2 2018, Q2 20120	SAT Lead.	Useful data on which to comparable ourselves to (ensuring we set challenging targets for ourselves) and enabling an informed conversation about our strengths, weaknesses and achievements.
4. Picture of the Department							
4.1	Reduce the gender disparity in History's UG recruitment	Our student body is disproportionately male when compared to benchmarked Departments. For full-time study, men make up 57.7% of UG students. In our benchmarked group is 45.4%.	Recruitment of UG students (selection, open days) is gender blind. History Athena SWAN webpage celebrating commitment to gender equality and the	Ongoing Curriculum review, including new module to be designed in AY16-17 and delivered in AY17-18: '"Votes for Women!": Life and Work for Women in	Q1 2017	Leader of Curriculum Review, DoEm	New module offered in AY 2017-18

				successes of female staff	Twentieth Century Britain'.			
					New First Year provision to contain a module that contains gender as a core element	Q1 2018-19	Leader of Curriculum Review, Recruitment Committee	New first year module taught in AY 2018-19.
					Review of Marketing undertaken, including issue of under-representation of female applicants.	Q1 2016 – Q1 2017	Director of Recruitment	Implement review of marketing to tackle under-representation of female student (target: 50% of UG population to be women by 2020)
					Record and review gender diversity of staff participating in open days and in marketing materials	Q3 Annual	Director of Recruitment	Ensure that staff participation in open day and on publicity materials reflects gender diversity of the Department.
					Utiltise UoE Schools Membership Programme to conduct focus groups for	Q2 2016-17	Director of Recruitment	To ensure actions are based on stakeholder feedback rather than internal perception of the barriers to recruitment.

				information and feedback regarding gender and recruitment. Visibility of role modules on student-facing webpage (ref AP5.15)			
4.2	Ensure Pipeline of highly qualified researchers into Masters and PGR degrees by increasing degree attainment and eliminating barriers to progression.	Although 'Good Degrees' are improving, to ensure a pipeline of researchers, we need to ensure all our students are achieving the best degree result they can.	UG Curriculum review: marking criteria.

Increased Support for PGT students, including guidance for PGR funding applications (has led to increase in funding success rate for PGR study).

Interviewing all PGR applicants | UG Curriculum review to consider gendered aspects of assessment and feedback: more modules with alterative and mixed assessment; review of marking criteria. | Q2 2017-Q3 2018 | Leader of Curriculum Review, DoE, Education Committee | Increase in degree attainment for all students, but we will particular monitor female students (target: 90% of female UGs to receive 'good degrees' in 2020) |
| | | | | Review of PGT Courses and Modules to consider gender balance of recruitment and curriculum | Q1 2017-18 | DoE, PGT Director | Review and consideration of recruitment and curriculum to PGT degrees (ensure a gendered balanced on PGT courses) |
| | | | | PGR Recruitment to promote PT options within | Q1 2017-18 | DoR, PGR Director | Awareness of PT options for PGR should help ensure completion rates |

				PGR recruitment events			increase for female students (target: elimination of gender gap in PGR completion).
4.3	Ensure there is a healthy pipeline of female ECRs by improving PGR Completion	The only way to ensure a pipeline of highly skilled female researchers is to improve the completion of PGR degrees by female students	PGR Milestones formally adopted in AY2014-15. Improved training budget through UoE 'Proficio' scheme.	All PGR supervisors, including experienced ones, to complete online training on supervising PhD students.	Q3 2016-17	DoR, PGR Director, HoD	All supervisors of PGR students to receive training. This should help PGR completion. (Target: elimination of gender gap in PGR completion)
				Ensure take-up of training, by embedding training and skills discussion in supervisory meetings: review by PGR Director	Q1 2016-17	DoR, PGR Director	Embedding and reviewing Training Needs Analysis should improve awareness and uptake of training.
				Proactively investigate the causes of completion rates through focus groups with female PGR students	Q3 2016-17	Humanities Deputy Dean (PGR)	Deepen knowledge of reasons for lower completion rates for female PGR students

				Increase sense of inclusion and belonging of PGR students by including them more comprehensively in Departmental Research Culture	Q3 2016-17 – Q4 2017-19	DoR	100% of PGR students to participate in Research events during 2018-19 annually thereafter.
4.4	ASE Staff to receive additional career development support to ensure equality with ASER Staff	ASER Staff receive annual PDR and Research Development Meetings. ASE Staff only a PDR meeting	None to date	Additional Career Development meeting between ASE Staff members and DoE, with focus on promotion criteria	Q1 2018-19	DoEd or nominee	Eliminate gap in career development support between ASE and ASER staff by ensuring consistency in the support they recieve
4.5	Create a mechanism for understanding why Staff leave the Department	Although only one permanent member of Academic staff has left, a mechanism is required to ensure we capture the reasons for any departure. FTC and Postdoctoral Staff are also 'leavers' and need to be provided with extra support for the next stage of their careers	University-wide survey sent to staff leavers. Staff are not required to complete these exit questionnaires and they do not allow staff the opportunity to give full reasons for their departure.	FTC Staff and Postdoctoral Staff to given extra support, including a mentor and formal 'Next Steps' interview with HoD or nominee. All permanent staff to be Invited to Exit Interview with HoD. Leaver	Q1 2017-18, ongoing As necessary	HoD, mentor HoD	To provide a better, more structured system of careers development for those on FTCs or for Post-Doctoral researchers. To ensure any issues raised by leaver are

				offered chance to nominate alternative senior staff member.			understood by the Department.

5. Supporting and Advancing Women's Careers

| 5.1 | Tackle the gender imbalance of the Academic Staff base, ensuring we are addressing any factors which may be disadvantaging women in the recruitment process. | The Department is still some way from achieving parity in its staff basis: men still outnumber women (57% of staff are men). Some posts attracted vast majority of male applicants | All recruitment panel staff undertake Gender and Equality Training

There is a gender balance on recruitment panels, as every panel must contain two female staff | All History staff on recruitment panels to undertake Unconscious Bias training

All new posts to be reviewed in the light of potential gender imbalance. | Q1 2017-18

Q1 2017-18, ongoing | HoD, Chairs of Recruitment Panels

HoD, Senior Team | To ensure that any unconscious bias in recruitment procedures is eliminated as far as possible

To ensure that gendered impact of any recruitment area is understood and taken into account (target: all posts to have at least 33% women applicants) |
|---|---|---|---|---|---|---|---|
| | | | | Review the language of all recruitment advertising to ensure it does not promote what can be classed as masculine qualities, uses | Q3 2017-18 | SAT Lead, HoD | No post to be advertised unless SAT lead confident it expresses the gender equality values of the Department. |

				positive statements where women or men are underrepresented, and promotes the University's work/ life balance culture in advertising			
5.2	Tackle imbalance in academic grading to ensure greater equality at higher grades	At higher grades (UEG10 and UEG11) women are very under-represented (in 2015-16 only three female staff, compared with eleven men), highlighting a gender gap in pay and status within the Department. Evidence suggests that the internal review process is unhelpful, and based on out of date information. As senior staff disproportionately male, gender bias could be factor in failing to support	Rab Butler Chair in Gender and History advertised in AY2015-16 (appointment process ongoing)	Unconscious Bias training and workshop on promotions criteria for internal reviewer of draft promotions applications Work to improve awareness of, and confidence in, the promotions process and criteria (see AP5.4) Improve usefulness of PDR process (see AP5.6).	Q2 2017-18	HoD, HR	HoD to bar anyone not undertaking unconscious bias or attending a workshop on criteria from the internal review of promotions applications.

		promotion applications.		Improve availability and quality of mentoring available to female staff in the Department (see AP5.7)			
5.3	To provide a supportive and inclusive working environment from induction, and to ensure new starters are informed about policies and procedures from the beginning	Departmental induction is informal, and qualitative evidence highlighted that History staff believed a more structured process would be beneficial to creating a positive working culture.	All new starters undergo UoE induction, including a welcome conference and access to Welcome to Essex online resource All new starters receive Departmental welcome pack, including staff handbook History Athena SWAN website flags HR policies.	A 'welcome' to Essex social event to introduce new staff to colleagues. All new starters to be encouraged to take up the opportunity for mentoring (see AP5.6) in welcome meeting with HoD Staff handbook to include links to HR policies and contact details of	Q1 2017-18 and ongoing Q1 2017-18 and ongoing Q1 2017-18	HoD, DoAdmin HoD, Mentor DoAdmin, HR Link Officer	To welcome staff to the Department, and to create a welcoming and inclusive environment for new staff To ensure all new staff have the career development opportunities that would allow them to succeed (target: all new non-professorial female staff to have a mentor by 2020. History Staff handbook to be another point of information concerning where

				History's HR link officer.			staff can access information and support.
				HR to provide a termly drop-in session for all staff regarding any concerns.	Q2 2016-17 and termly thereafter	HR Link Officer	Open door, surgery approach to ensure History staff are aware of where to access advice and policy details
5.4	Improve awareness of Promotion Process and Criteria	Although knowledge of promotions criteria is good (80% of responses excluding men), there is a need to target those who as yet may not be thinking about promotions. We believe some staff should be thinking about promotion at a much earlier stage.	University-level training workshops on promotion University's Women's Network runs informal sessions, including 'Becoming a Professor' to advertise the promotion process.	Annual session on promotions criteria, to be led by HR, in History Department Meeting. Pathways to promotion to be central aspect of both new PDR and mentoring arrangements, allowing staff to gain insights from outside the Department	Q1 2017-18 Q1 2017-18	SAT Lead, HoD, DoAdmin HoD, Senior Team, Mentors	Clearer understanding of promotion criteria for all staff (target: over 90% positive response to question on understanding promotion criteria in next staff survey) To increase confidence and ambition when going for promotion, leading to earlier promotion (target: potential case-study for Silver Award)

				Network for newly promoted staff, to help them collectively plan for next promotion application	Q1 2018-19	SAT Lead, HoD	Create clear pathways for newly promoted staff, and a shared sense of activity.
5.5	Improve awareness and take-up of training and career development opportunities.	Although staff felt they were encouraged to take up career development opportunities (81.8% of staff excluding men), ensuring that more staff undertake training and career development opportunities will allow staff to progress in their careers more effectively, particularly given the emphasis on leadership training.	Learning & Development workshops available to book online

Departmental Workshops on Research Funding | Departmental nominations to University 'Future Leaders' training to show greater diversity.

Training offered by Learning and Development Team to be discussed in annual PDR meeting

Opportunities through Aurora and Springboard to be promoted to help training female staff | Q1 2017-18 and annually

Q1 2017-18

Q1 2017-18 | HoD

HoD, Appraisal Team

HoD, Humanities Exceccutive Dean | 50% of Departmental Nominations to Future Leaders scheme to be women.

Increase of uptake of University offered training.

Increase uptake of external training by staff. At least two staff members to undertake such training in AP period. |
| 5.6 | To create an inclusive, supportive and career- | Less than two-thirds of staff believed that | All staff have an existing PDR | Implement forthcoming | By Q3 2017-18 | HoD, DoAdmin, SAT Lead, PDR | New PDR process in History to meet |

	focused PDR system within the Department	the Department offered a useful PDR process. We believe it is essential that this is improved.	meeting as part of the University's annual review process	changes to University Policy on PDR (arising from Institutional Bronze Award action points).		& Mentoring Sub-Group	'Best Practice' in University.
			All ASER and ASR staff have an annual research meeting to plan future activity	Extended PDR discussion to include: promotion process and criteria, training and development needs, career planning, work-life balance.	Q1 2017-18	HoD, Senior Team	90% of Staff to agree that History provides a useful PDR process by 2020.
			Probationary Staff have extensive probationary documents to aid assessment.	PDR meetings to be undertaken by extended Senior Team to lessen workload on HoD.	Q1 2017	HoD, Senior Team	Extended PDR meetings to have taken place with all staff
			Training available for both appraisers and appraisees.	Training on appraisal and PDR for Senior Team members undertaking PDR meetings.	Q1 2017	HoD, Senior Team, HR	All PDR assessors to have received training. HR to provide.
				Role Descriptors for Senior Team	Q4 2017	HoD, DoAdmin, SAT Lead, DoR,	Updated role descriptors placed

				roles to be amended to include new PDR role.		DoEd, DoEm, HR Officer	on History's hidden Sharepoint site.
5.7	Promote and Embed an extensive, supportive, and inclusive Mentoring system available to all History staff on request	Less than half of Staff (45% of responses excluding men) believed that the Department offered them suitable mentoring opportunities. High quality mentoring is vital for supporting women's careers.	All probationary staff have an appointed mentor.

All new non-probationary staff are given the name of a staff member to act as an informal mentor to help orientation | Launch of new History Mentoring Programme open to all, with mentoring promoted particularly to new staff and those returning from parental leave or long-term research leave. | Q1 2017-18 | SAT, PDR & Mentoring Sub-Group | 90% of staff to agree that History provides suitable mentoring opportunities |
| | | | | Recruitment of external mentors, to ensure availability of senior female staff to act as mentors | Q3 2016-17 | SAT Lead, PDR & Mentoring Sub-Group | Availability of senior female staff to act as mentors (six external mentors to be recruited). |
| | | | | Mentoring framework to be produced, with areas to be covered (to include promotions process, criteria, and timetable). | Q4 2016-17 | SAT Lead, PDR & Mentoring Sub-Group | Short document to be available to mentors and mentees at launch of mentoring programme. |

				Training on effective mentoring to be provided	Q3 2016-17, Q3 2017-18, Q4 2018-19	HoD, DoR	Core group of suitable mentors to be available for launch of programme in Q1 2017
				Departmental Mentors for funding applications, to include feedback on final outcome.	Q2 2017-18	HoD, DoR	Support available for every staff member producing a funding application
5.8	Supporting Students Academic Career Development	We aim to ensure we support all our students with their academic career development. Our female students have lower degree attainment than those in benchmarked Departments (81.5% compared to 91.1%).	Research-led Education part of University and Department core mission. Skills training and Independent Research Project key part of curriculum UROP opportunities to improve career skills	Mechanism to Celebrate students' success on Departmental news and social feeds, including Departmental website.	Q2 2016-17 – Q4 2018-19	SAT Lead, Social Media Officer	New Departmental website to feature news items focusing on student achievement.
				Student-generated content to feature on History AS webpage	Q4 2016-17	SAT Lead, Director of Independent Research Project module	UG Student work on gender equality Celebrated on AS website. At least one student per year to be featured.
				Invite successful female former	Q2 2017-18	DoEm	Annual alumni event making a

			Alumni Discount available for PGT degrees. History support for PGRs included as best practice for UoE PGR Employability tool-kit. Remodelling of Student Common room to make more inclusive	students by holding alumni events as part of second year employability module. achievements Improve take up of PGR training and employability, by increasing training offer and holding PGR-focused careers activities. Visibility of role models (see AP5.15)	Q2 20116-17 – Q4 2019-20	SAT Lead, DoR, PGR Director	successful female former students to be visible role models to current students Doubling of PGR training offered by Department over a three year period; adoption of PGR Employability toolkit.
5.9	Ensure that the Department has a culture of knowledge concerning work life balance, family friendly policies. and other HR policies (including in harassment and grievance procedures)	Although the numbers taking any of the following (Flexible working, Maternity, Adoption, Paternity, Parental Leave) are very small, it is vital that the Department empowers people to take this leave if needed.	HR Policies on Essex Website. New 'Welcome to Essex' online resource for all new starters. Departmental SWAN webpage signposts all staff to family friendly policies	Links to HR policies, and contact details of History's HR link, to be placed in History Staff Handbook. HR to provide History Senior Team with an annual update on HR policies.	Q4 2016-17 Q1 2017-18	SAT Lead, DoAdmin HoD, DoAdmin	Revised Staff Handbook to include these details Entire leadership team to be informed of changes to HR policies

			and work life balance information.	HR to give brief update to all staff on HR policy changes in DM	Q1 or Q2 2017-18	HoD, DoAdmin, HR, SAT Lead	All staff to have update on HR changes and clear link to their HR link officer.
				Pregnancy, adoption, and Parental plan to ensure tailored leave, contact and return to work arrangements for individual staff members.	As necessary	HR, DoAdmin, SAT Lead	Clear arrangements in place in advance for any staff member taking Pregnancy, adoption or Parental leave.
				Essex Parent Support Network to be promoted to staff in Staff Handbook and via email	Q4 2016-17	SAT Lead, DoAdmin	Clear signpost provided to Essex Parenting Support Network
5.10	Ensure the culture and practice of the Department embodies the principles of the Athena SWAN Charter	We believe it is essential for the Athena SWAN principles to be embedded in the culture and practice of the Department, to both eliminate the barriers to success for staff and to create a	History has a legacy of female leadership in the Department.	Introduction to Unconscious Bias training in Departmental meeting	Q2 2016-17	SAT Lead	Promotion of online Unconscious Bias training (target 80% of staff undertaking training)
				Review of Student Handbook to ensure gender	Q4 Annually	SAT, DoEd	More than 66% of students to agree that they are aware

			policies are communicated to students. Termly tea and coffee social activities to ensure a visible and welcoming culture of inclusivity. New Equality and Diversity Committee (see AP3.1)	Q3 2016-17	SAT	of Departmental policy Over 90% agreement (all categories of staff) that social activities are welcoming
positive culture in which success and participation is promoted, encouraged and celebrated.						
5.11	Creating an inclusive and welcoming environment for Trans people and those with with non-binary gender identities	For us to fully reflect the Athena SWAN principles, the Department must be an inclusive and welcoming environment for trans staff and students and those with non-binary gender identities	University policy on trans staff and students available on HR website and on History's Athena SWAN webpage Student and Staff Culture Surveys avoided assumptions about binary gender identities.	University policy on trans staff and students to be flagged in History Staff handbook Guidance to be produced on awareness of, and communications with, people with non-binary gender identities. Review of curriculum to consider a module	Q4 2016-17 Q4 2017-18 Q1 2017-18 – Q2 2018-19	SAT Lead, DoAdmin SAT Lead, SAT, DoAdmin DoE, Curriculum Review Lead,	Updated Handbook to include this information New policy for staff on awareness of, and communications with, people with non-binary gender identities. Potential History module to disrupt idea that gender

				examining gender identities in historical context		Recruitment Committee	roles were 'fixed' historically.
5.12	Ensure that Senior Roles and positions on key committees represent the gender diversity of the Department	The relatively low number of women on higher pay grades and in senior roles creates a status gap (such roles also lead to external visibility and increase promotion opportunities). We must be confident that all staff have the abilities and confidence to fill these roles	New role descriptors have made these roles more transparent.

Efforts have been made to ensure a gender balance on the Research Committee | HOD to review and ensure rotation of roles

HoD to identify and support female colleagues to undertake 'Future Leaders' training

PDR discussions to discuss future roles available, to encourage volunteers to such roles (see AP5.6) | Q1 2016-17

Q1 2017-18 | HoD

HoD | Senior roles to be filled by women at least 33% of the time.

50% of all staff nominated to 'Future Leaders' to be female. |
| 5.13 | Ensure a fair and transparent Workload Model rewards staff adequately and does not create unconscious barriers to success | Confidence in the transparency of the WAM is high particularly in terms of its transparency (over 90%). There were concerns, however about the gendered nature of | Fair and Transparent WAM adopted in 2014-15.

WAM revised annually. | WAM to be reviewed annual by SAT and monitored for gender bias.

Centrality of Athena SWAN to Department to be | Q2 2016-17

Annually, starting Q1 2017-18 | SAT

HoD | Less than 5% to believe gender is an issue in workload allocation.

SAT Lead to receive 50 hours, SAT members 15 hours in WAM |

		different work (81.8%)		recognised in WAM			
				Staff returning from parental leave to receive reduction for first year.	Annually as necessary	HoD	Returning staff to receive 50 hours reduction (comparable to probationary member of staff).
5.14	Ensure that the practices of the Department help create a family-friendly culture	It is vital that those with families and/or caring responsibilities are supported and included rather than being excluded by pre-existing or new barriers. At the moment the SAT are confident they are not, but careful review is needed.	All Meetings scheduled to end at 5pm, with papers and minutes available online Departmental seminars run in core timetable hours (4-6pm) All meetings and seminars scheduled and announced in advance.	Timings of Meetings and Research Seminars to be reviewed annually to ensure continued staff satisfaction with timings Work-related social activities to taking place in core hours (see AP5.10)	Q4 2016-17 Q4 2016-17	SAT, HoD, whole Department SAT, HoD, DoAdmin	SAT must be confident that Meetings and Seminars are correctly scheduled to meet the needs of those with families. Work-related social activities to be scheduled before 4pm.
5.15	Increase the visibility of successful female staff to ensure they are able to serve as role models to more junior staff and to students.	To increase confidence and to demonstrate the University and Department rewards success, students and junior colleagues	We have set up an Athena SWAN webpage, including a section celebrating the recent research	Remodelling History displays to feature current staff more prominently and recontextualise	Q3 2016-17 – Q1 2019-20	HoD, SAT, Director of Recruitment	Remodelled space to Increase visibility of achievements of current female staff.

		must be able to identify with successful role models	achievements of selected female staff.	achievements of retired staff.			
				Updating section on celebrating research achievements of female staff on current Departmental website	Ongoing, annual	SAT Lead	Up to date information on achievements to highlight most recent causes for celebration, ensuring circulation of female staff being celebrated.
				New Departmental Website (in development) to include improved news section and feature female staff achievements prominently	Q2 2018-19	SAT Lead, Social Media Officer	Wider visibility of female role models from an improved mechanism for celebrating achievement.
				Existing Departmental Research Pages to be revamped to include filmed research talks by female staff	Q2 2016-7	DoR, Social Media Officer	50% of filmed research talks on website to be by female staff members.

| 5.16 | Ensure that Outreach and Impact activities are highlighting the gender diversity of the Department and are adequately rewarded by the Department | The Department is poor at recording data on outreach activities and the gendered take-up of these activities, we need to have confidence that the image of the Department presented externally represents its diversity while simultaneously ensuring that outreach activities become a disproportionately burdensome for female staff. | Efforts are made to provide a staff gender balance for recruitment activities.

We monitor the gendered nature of research impact activities (one in three of our case-studies was by a woman) | Formally record and monitor all outreach activities.

SAT to Review recruitment activities to ensure gender balance and adequate WAM tariff

Review of Impact Activities to ensure they are adequately supported in WAM | Q4 2016-7

Q2 2016-17

Q3 2016-17 - Q1 2017-18 | SAT Lead, DoAdmin

HoD, Director of Recruitment, SAT

DoR, SAT Lead | Annual record of outreach activities to be produced.

Recruitment activities to be gender balanced: open day rota and talks to be recorded by gender.

Review of whether Impact activities should receive additional WAM hours. Decision implemented in Q1 2018. |

LANDSCAPE PAGE

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE ¶ and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.