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	Lancaster University
Department	Lancaster Institute for the Contemporary Arts
Focus of department	**AHSSBL**
Date of application	30 November 2018
Award Level	**Bronze**
Institution Athena SWAN award	**Date: 2008; renewed 2014 Level: Bronze**
Contact for application Must be based in the department	Professor Elaine Aston
Email	e.aston@lancaster.ac.uk
Telephone	01524 594912
Departmental website	http://www.lancaster.ac.uk/lica/

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.

23rd November 2018

Dear Athena SWAN,

I joined Lancaster University in April 2017 as Director of the Lancaster Institute for the Contemporary Arts (LICA), from the post of Dean, School of Material, at the Royal College of Art, London. LICA's Athena SWAN work was underway – initiated by my predecessor Frank Dawes, who served as a SAT member.

Throughout my career, as a woman and a manager, I have been very conscious of the challenges for women and other under-represented groups within the UK's Higher Education system. In past roles, I have led equality monitoring systems for RAE selection and advised on a review of professorial grades to redress gender and age bias. My own research addresses gender in global art collections, with a focus on presumptions about the physical nature of artworks by female artists.

I was pleased to join the SAT in spring 2018: embedding core values into day-to-day operations is an important aspect of my role; I now sit as a full member of the team. Athena SWAN is a standing item on the agenda for Management Committee meetings and SAT membership (and new EDI committee) will be included in workload allocations that I am reworking with colleagues during 2018/19.

The SAT Lead and I have met regularly to review progress, explore interim findings and to shape new approaches to matters raised by the preparation of the submission. Through extensive exchanges, we have identified areas where we want to improve practice and have initiated critical action points, such as refreshing inductions for new staff and establishing transparent mechanisms for allocating departmental responsibilities. Benchmarking staff and student profiles has allowed us to see where our equality challenges lie, notably gender variations in discipline groups, the promotions process and under-representation of female PhD students.
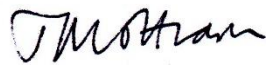
The SAT's work has been invaluable in raising awareness of the equality issues identified in our submission. The Athena SWAN Charter matters to us as a baseline for work with students and engagement with stakeholders, since creative disciplines are a key mechanism for comment and reflection on society. Preparation for the Bronze Award has given us the opportunity to re-frame a robust set of equality values for LICA and to devise an Action Plan. The delivery of the plan will enable us to provide a better and more enriching environment in which staff and students can achieve their full potential in accordance with Athena SWAN principles.

From my perspective, the impact of actions so far has been empowering for all members of LICA, encouraging people to say, act and express more openly: departmental meetings have a greater sense of involvement – less telling more sharing. Of course, it is early days, but with the new EDI committee and our strategy to expand membership and leadership of

equality matters to more LICA staff, I anticipate a more explicit consciousness permeating all committees and the department at large.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

Yours sincerely,

Professor Judith Mottram

[499 words]

Glossary of Terms

AP: Action Point

AS: Athena SWAN

DoS: Director of Study

ECU: Equality Challenge Unit (now part of 'Advance HE')

EDI: Equality Diversity Inclusion

FASS: Faculty of Arts and Social Sciences

FTC: Fixed Term Contract

HESA: Higher Education Statistics Agency

HoD: Head of Department

HR: Human Resources

L: Lecturer

LICA: Lancaster Institute for the Contemporary Arts

LU: Lancaster University

MC: Management Committee

OED: Organisation and Educational Development

PDR: Performance Development Review

PG: Postgraduate (all)

PGR: Postgraduate Research

PGT: Postgraduate Taught

PI: Principal Investigator

RA: Research Associate

R&T: Research and Teaching

SAT: Self-Assessment Team

SCUDD: Standing Committee of University Drama Departments

SL: Senior Lecturer

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

Situated in the Faculty of Arts and Social Sciences (FASS), Lancaster Institute for the Contemporary Arts (LICA) houses Art, Design, Film and Theatre **(Figure 1)**. For teaching purposes, most staff locate within 1 of these 4 disciplines, but we all participate in the interdisciplinary strands of the curriculum. We have 2 research centres: *Imagination* which is an open and exploratory design research lab; *Insight* provides a forum for research in the creative art subjects. All academic staff belong to one of these two centres. REF 2014 rated 82% of our research as world (4*) or internationally (3*) leading.
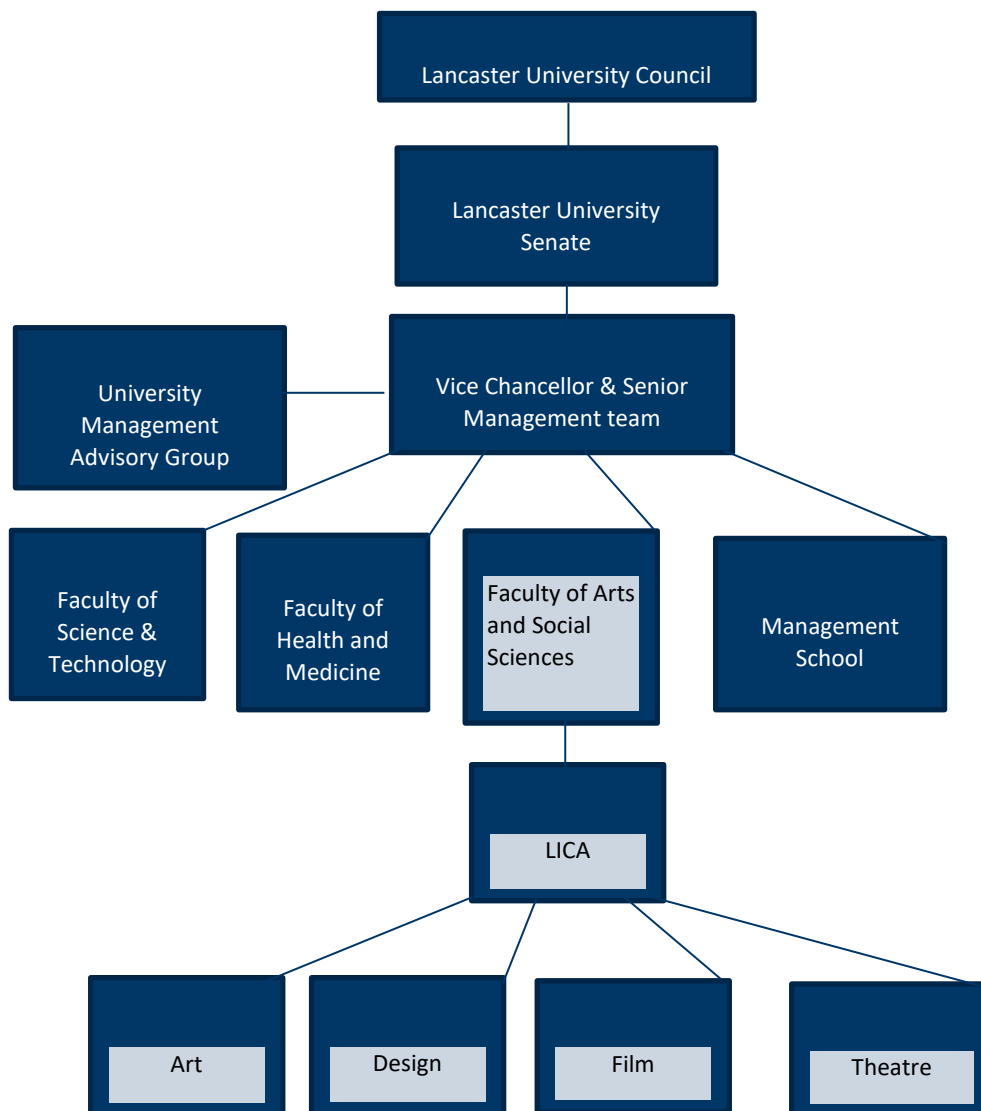
Figure 1 LICA within the Structure of Lancaster University

LICA's professional services staff fall into two categories: administrative and technical. Our administrative staff either support the organisation of the department or externally funded research projects; technical staff offer LICA-wide support to students' creative projects and service the university's public arts programme: *Lancaster Arts*. The flagship LICA building, equipped with studios, seminar rooms, and event spaces **(Figure 2)** provides a hub (pedagogically, administratively, and socially) for staff and students alike.


Figure 2: LICA Building, Design Research Lab
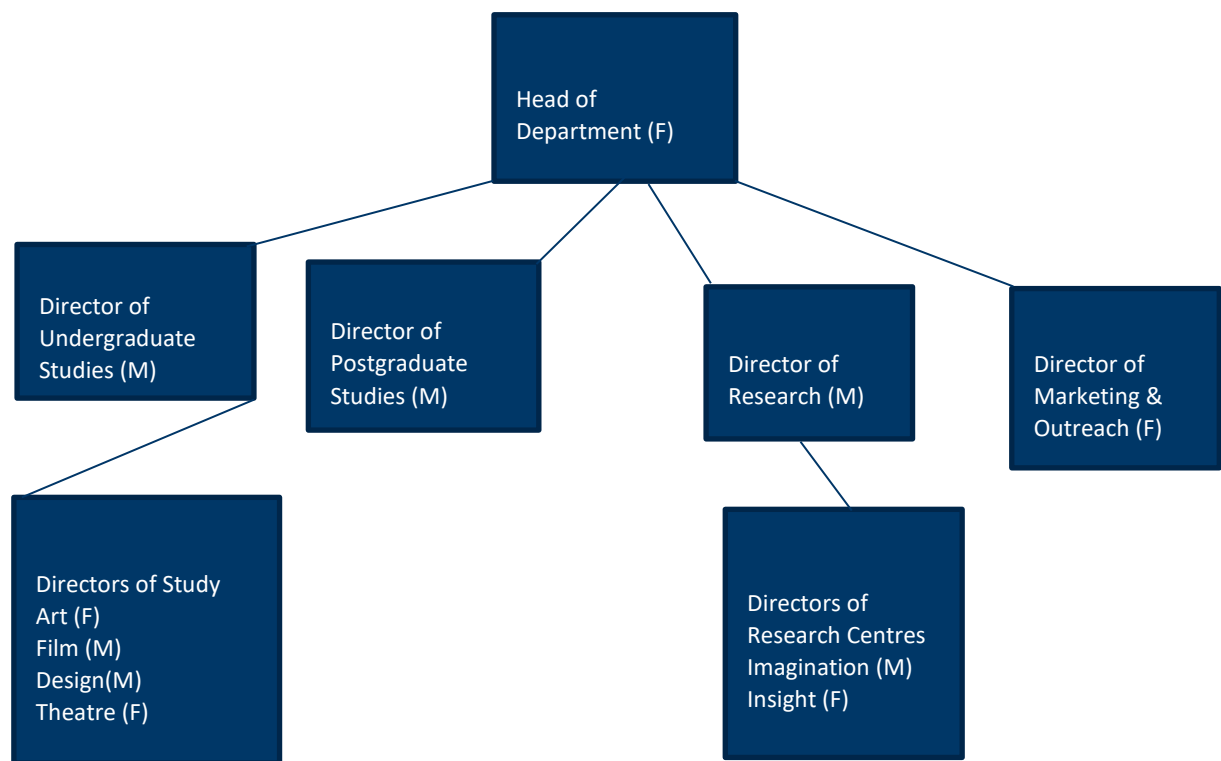
Figure 3 LICA's Management Committee: Principal Roles by Gender (October 2017)

Core to LICA's organisation is a Management Committee (MC) which meets monthly and is chaired by the HoD **(Figure 3)**. Directors of Study (DoS) convene discipline-based meetings, thereby creating a flow of information and feedback between the MC and their subject teams. All principal role holders give briefings at termly LICA-wide staff meetings. We hold termly staff-student consultative undergraduate and postgraduate committees.

When we began preparing for this submission (October 2017), staff numbers in LICA based on a headcount inclusive of academic, administrative and technical roles totalled 58 **(Figure 4)** with an overall gender breakdown of 30F (52%) and 28M (48%).
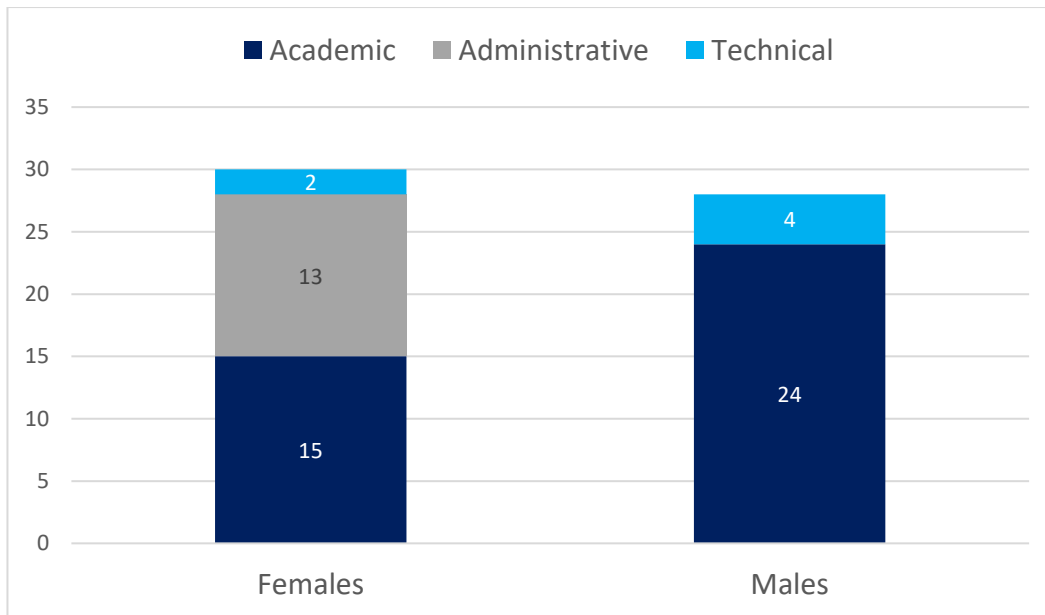
	Academic	Administrative	Technical
Females	15 (38%)	13 (100%)	2 (33%)
Males	24 (62%)	0	4 (67%)
Totals	**39**	**13**	**6**

Figure 4 Gender Profile of Academic, Administrative & Technical staff, Headcount October 2017

Gender inequalities are apparent in academic staffing: 15F (38%) and 24M (62%) gender split. The breakdown by gender and grade is: Lecturer 7F (70%) and 3M (30%); Senior Lecturer 1F (10%) and 9M (90%); Professor 6F (40%) and 9M (60%); Academic-Related 1M (100%); Research-only 1F (33%) and 2M (67%). Except for research-only staff, all staff are on indefinite contracts. There is an uneven distribution of female academic staff across the 4 disciplines that presents a challenge: Film have no female staff and Design are male-dominated: 3F (23%) to 10M (77 %). Our administrative staff are all women, and two thirds of technical staff are men **(see Section 7: AP 4.1 on positive actions to be taken with regard to under-represented groups in these categories)**.

LICA undergraduates major in 1 of 4 disciplines, or take a joint honours arts programme, or combined honours with a subject outside of LICA. The undergraduate Design programme is a new scheme (from 2015-16). At PGT, we currently offer MAs in Design and Arts Management. PhDs are taken in all subjects. We regularly appear in the top ten of our respective subject league tables.

Over the review period (2014-17), our undergraduate student numbers grew from 260 to 361 with a consistent gender ratio of ca. 76%F, although, as data presented in **4.1** will show, with some variations by discipline. At postgraduate levels, PGTs and PGRs are evenly distributed, each level consistently numbering upwards of 30 students across the review period. However, at PGT the student population is ca. 82%F compared to ca. 55F% at PGR, thus highlighting that one key challenge for LICA is to address the fall in female students at PGR level.

[545 words]

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

The Athena SWAN Charter was introduced to LICA in March 2017 by the then HoD, Frank Dawes, subsequently a member of our self-assessment team (SAT). Our SAT **(Table1)** was formed on a volunteer basis: each of us was motivated by professional and/or personal experience of equality matters.

NAME	GENDER	JOB TITLE (all SAT members full-time)	SAT ROLE	EXPERIENCE/ INTEREST EQUALITY ISSUES
Elaine Aston	F	Chair in Theatre	SAT Lead; academic staff data; collation of award document	Feminism & theatre; single parent
Bruce Bennett	M	Senior Lecturer Film	Sub Group student data	Inequalities in media cultures
Chris Boyko	M	Lecturer Design	Sub Group promotions	Interest in Athena SWAN from LGBT perspective
Frank Dawes	M	Director of Engagement (FASS)	Sub Group student data	Inequalities within Higher Education
Linda O'Keeffe	F	Lecturer Sound Culture; EDI officer for LICA	Sub Group promotions	Music technology as a male-dominated industry
Beth Peat	F	LICA Technician	Sub Group student data	Male bias of arts-related technologies
Ruth Templeton	F	Coordinator of Imagination (Professional Services)	Sub Group Recruitment	Interest in Athena SWAN from an intersectional & single-parenting perspective
Stuart Walker	M	Professor Design	Sub Group student data	Social equity & design
Laura Wareing	F	PhD Student Design	Sub Group student data	Worked in male-dominated design area; former Research Associate in Imagination

Table 1 Self-Assessment Team

The gender composition of the SAT is in line with that of the overall gender profile of LICA **(see 2, Figure 4)**; includes academic, administrative and technical staff; representation at postgraduate level and a coverage of grades from lecturer to professor. All R&T members are on full-time and indefinite contracts, here too as per our staff profile **(see 4.2.ii Tables 15 & 17)**. Our PhD representative brought a dual perspective, joining at a transitional point of moving from a fixed-term contract (FTC) as a Research Associate (RA) in *Imagination* to postgraduate research. Given the gender challenges of academic staffing in Design and Film **(see 4.2.i)**, we deemed it important to have representation from these disciplines. Our new, externally appointed HoD (Art & Design) was able to join the SAT in April 2018 **(see HoD's letter)**. We included LICA's EDI Officer, a role that encompasses oversight of students' EDI needs. In the case of professional services and postgraduate members, respective line managers/supervisors were consulted prior to them joining the SAT. The SAT Lead received a workload allocation, but not other staff **(AP1.1).** We did not exercise the option to include undergraduate representatives on the team: it would have been difficult to do this with parity given our multi-disciplinary composition. But we did ensure communication and consultation with our undergraduates **(see 3 ii)**.

(ii)   an account of the self-assessment process

Inception: the SAT Lead collated guidance information & instituted a system for file-sharing. We took advice from AS Award holders at LU's Athena SWAN Forum and from consultations with the University's EDI Advisor.

Meetings: the SAT first met in November 2017 and held a series of 8 regularly convened meetings throughout the academic year. Our 3 subgroups met in between these core sessions (average 7 meetings per subgroup).

Subgroups & Process:
1. Subgroup Student Data
2. Subgroup Recruitment
3. Subgroup Promotions

The sub-group arrangement was a way of achieving an equitable distribution of work. We had our largest sub-group devoted to student data because of our 4 disciplines. The Lead worked on academic staff data; other tasks were distributed among SAT members.

In Spring Term subgroups reported findings back to SAT meetings for discussion and reflection; in Summer Term on-going discussion combined with the writing of draft reports submitted to the Lead for collation. Drafts were regularly shared by email to further collective reflections. We held an 'action points' meeting in June with our Faculty HR partner and dedicated an October meeting (2018) to final reflections on our document.

Support & Consultation: in March 2018, FASS appointed a Faculty AS Officer to assist departments developing submissions. She supported the work of our SAT by: attending 3 SAT meetings; liaising regularly with the Lead during the writing up of this submission; and communicating findings from her own external consultations.

Information & Consultation – Staff: to increase awareness of the AS among all LICA staff, as well as to gather responses relevant to the work of the SAT, we conducted two electronic, equality-themed surveys: one for academic staff (January 2018; 67% response rate; 26 out of 39 staff, 11F, 1 non-gender declared, 14M) and one for professional services staff (March 2018; response rate of 79%; 15 out of 19 staff, 11F, 1 non-gender declared, 3M). Institutional EDI events were promoted through LICA's weekly staff newsletter. Qualitative data on promotions, family-related leave, flexible working and career sustainability for research-only staff was gathered through one-on-one interviews. Interviews were offered on a voluntary basis and conducted by members of the SAT; guidance for question setting was provided by the University's EDI Advisor.

Information & Consultation – Students: AS and the work of the SAT were made a standing item on agendas for staff-student committees. In May 2018, we held a focus group meeting for our third-year subject representatives: 'Equality, Diversity & Inclusivity: How are We Doing?' In June, the SAT Lead conducted voluntary one-on-one interviews with PG students (in person and electronically) and held a dedicated AS session via the PG staff-student committee.

Reporting Lines: the SAT Lead had one-on-one termly (increasing to weekly May/June 2018) meetings with the HoD and reported to all staff at LICA staff meetings. The MC was also kept informed by SAT member Bennett (DoS Film).

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

On submission of our Bronze application, we will transform the SAT into an EDI Committee. The EDI committee will meet termly and one of its core purposes will be to oversee, implement and monitor our Action Plan. Key responsibilities will include reporting to the MC **(AP 1.2)**; reporting SAT findings and our Action Plan to all LICA staff and students **(AP 1.3)**; encouraging student participation in EDI **(AP 1.4)**; conducting staff surveys **(AP 1.5)** and maintaining lines of EDI communication and feedback with staff **(AP 1.6).**

The HoD will be an ex officio member to ensure provision for and support of actions. In the interests of continuity, the committee will retain membership of the SAT for its first year; thereafter it will change to include some staff new to EDI – this is to cascade knowledge and ensure that future award cycles have a growing pool of equality expertise to draw on. New/renewed membership will include representation from all staff categories, a coverage of grade levels and gender composition in-line with LICA's gender profile. Initially the SAT Lead will

chair the committee; subsequently we plan co-chairing and rotation on a biannual basis to maximise opportunities for nurturing leadership in equality matters **(AP 1.7)**.

Thus, the overall objective of the EDI committee will be to achieve departmental-wide ownership of equality matters: to endorse and enhance the culture of equality, diversity and inclusion that LICA aspires to **(see 5.6.i).**

[**966 words, excluding SAT table**]

ACTION POINTS

1.1 Recognise individual workloads of SAT/EDI committee members.

1.2 Transform SAT into EDI Committee; committee to have oversight of action plan to ensure successful delivery; will report to the MC.

1.3 Report on key findings of SAT & AS Action Plan to all LICA staff and students.

1.4 Initiate an EDI student ambassador scheme to encourage student engagement with EDI.

1.5 Continue to conduct EDI surveys for all categories of staff.

1.6 Maintain lines of EDI communication and feedback with LICA staff.

1.7 Organise new/renewed membership of EDI and adopt co-chairing strategy to increase leadership in EDI.

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.

Figure 5 presents LICA's numbers of students on undergraduate programmes by gender; all undergraduates are full-time. It shows that although our undergraduate cohort rose each year, the gender composition remained consistent ca.76-78%F.
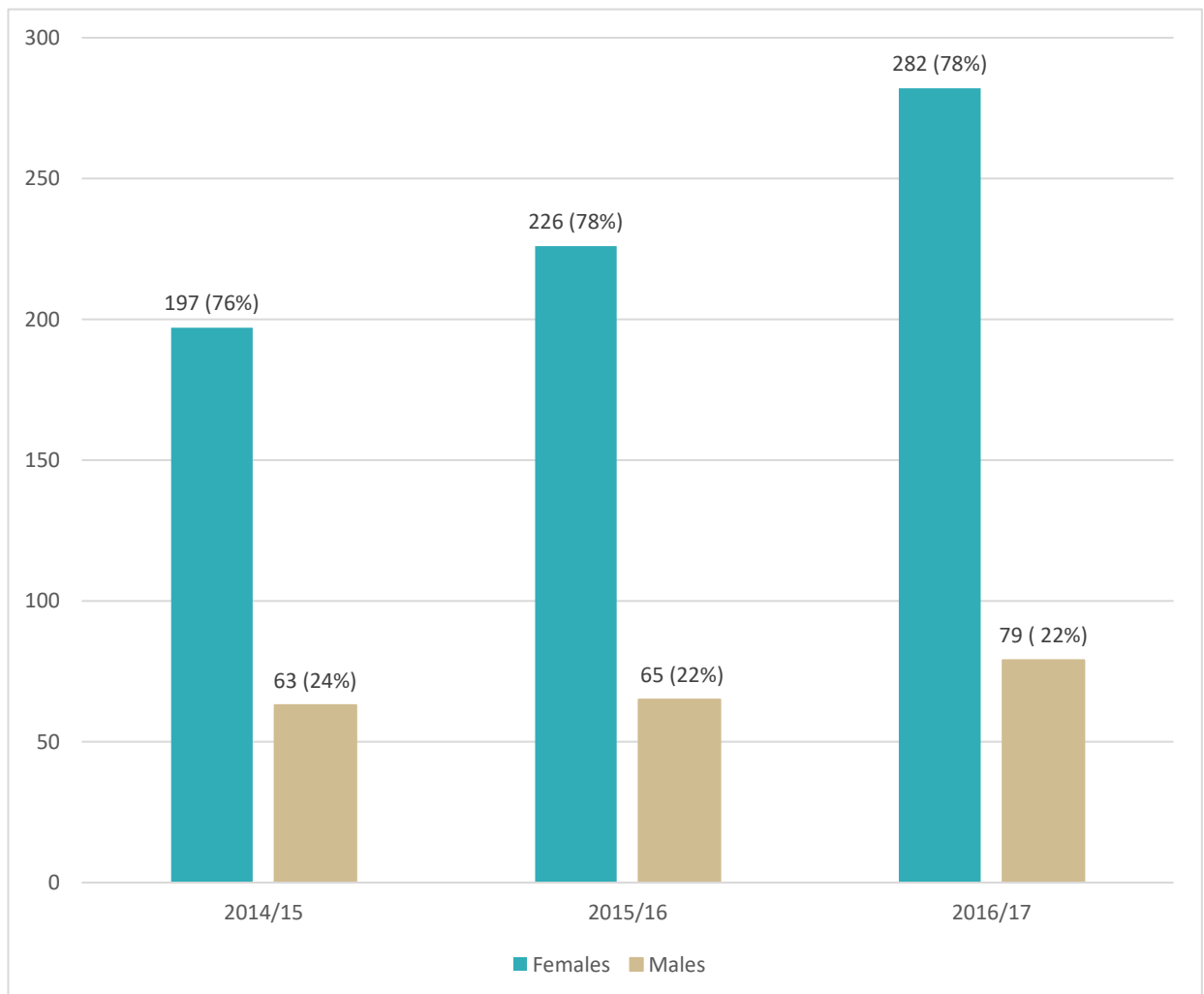
Figure 5 Total Numbers of Undergraduate Students Majoring in LICA Subjects by Gender

Table 2 records the disaggregation of single honours subjects by gender. **Table 3** presents data on combined honours programmes with FASS departments. Note: LICA offers multiple combinations with FASS subjects: English & Creative Writing; Cultural & Media Studies; Philosophy; Sociology; and European Languages. Data for these joint degrees are weighted across departments. Design is a new single honours programme (from 2015-16) and has no combined degrees in LICA/FASS.

	2014-15			2015-16			2016-17		
	Females	**Males**	**Total**	**Females**	**Males**	**Total**	**Females**	**Males**	**Total**
Art	107 (84%)	21 (16%)	128	114 (85%)	20 (15%)	134	121 (87%)	18 (13%)	129
Design	-	-		4 (100%)	0	4	14 (74%)	5 (26%)	19
Film	16 (48%)	17 (52%)	33	13 (50%)	13 (50%)	26	16 (62%)	10 (38%)	16
Theatre	41 (71%)	17 (29%)	58	48 (79%)	13 (21%)	61	43 (78%)	12 (22%)	55

Table 2 Art, Design, Film, Theatre Single Honours Programmes by Gender

	2014-15			2015-16			2016-17		
	Females	**Males**	**Total**	**Females**	**Males**	**Total**	**Females**	**Males**	**Total**
Art	3 (100%)	0	3	7 (88%)	1 (13%)	8	10 (91%)	1 (9%)	11
Film	6 (55%)	5 (45%)	11	20 (63%)	12 (38%)	32	41 (65%)	22 (35%)	63
Theatre	11 (79%)	3 (21%)	14	10 (71%)	4 (29%)	14	20 (83%)	4 (17%)	24

Table 3 Art, Film, Theatre Combined Honours Programmes with FASS Departments by Gender

Table 4 shows data for joint programmes within LICA. It includes the Creative Arts degree that historically served as a combined honours pathway (laid down 2017-18).

	2014-15			2015-16			2016-17		
	Females	**Males**	**Total**	**Females**	Males	Total	**Females**	**Males**	Total
Creative Arts	8 (100%)	0	8	1 (100%)	0	1	1 (100%)	0	1
Art & Film	2 (100%)	0	2	4 (100%)	0	4	9 (100%)	0	9
Art & Theatre	3 (100%)	0	3	4 (67%)	2 (33%)	6	5 (56%)	4 (44%)	9
Film & Theatre	-	-	-	1 (100%)	0	1	2 (40%)	3 (60%)	5

Table 4 Joint Honours Programmes within LICA by Gender

Table 2 provided us with statistics to evaluate the gender profile of our undergraduates disaggregated by discipline. These we compared against HESA benchmarks **(Table 5)**.

	HESA ART	LICA ART	HESA DESIGN	LICA DESIGN	HESA DRAMA	LICA THEATRE	HESA MEDIA	LICA FILM
2014-15	74%	84%	-	-	69%	71%	55%	48%
2015-16	75%	85%	69%	100%	69%	79%	55%	50%
2016-17	76%	87%	70%	74%	69%	78%	56%	62%

Table 5 HESA Art, Design, Drama, Media Studies Benchmarks for Full-Time Undergraduate Women Compared to LICA Disciplines
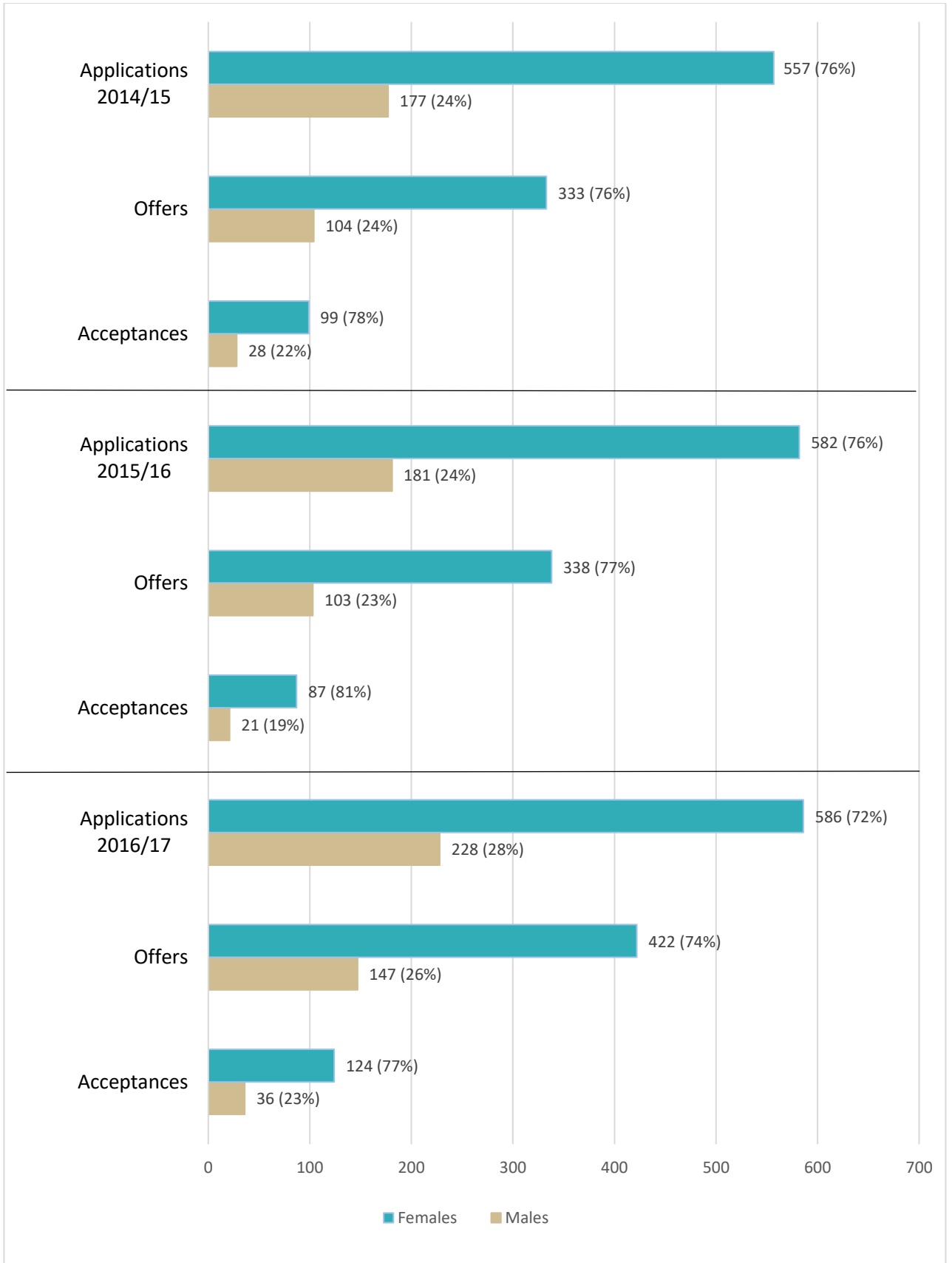
We found Art is consistently above the HESA benchmark for women. Because Design is a new programme with small numbers, we cannot yet tell whether the fall from 100%F to 74%, despite being above the benchmark, suggests an emergent, alternative gender trend **(AP 2.1)**.

Film, benchmarked against Media (film studies normally falls under media for benchmarking, as opposed to 'cinematics') evidences an increase in numbers of women across 3 years, moving from a below average figure (48%) in 2014-15 to exceeding the benchmark in 2016-17 (62%). Theatre shows a significant increase in the proportion of female students in 2015-16 & 2016-17 (ca. 10%) above the benchmark.

Tables 3 & 4 show our combined programmes are populated by much smaller numbers compared to single honours; again, the proportion of women on these programmes is much higher than the relevant HESA benchmarks – joint honours programmes with FASS departments evidence higher numbers of women than single honours programmes in virtually all years **(Table 3)**.

Our applications offers and acceptances data **(Figure 6)** show a fairly consistent gender balance on application (76-72%F). However, it is evident that throughout the application-to-acceptance process the female percentage increases; the largest drop in males occurs between offers and acceptances **(AP 2.2iv)**.

We concluded the need to implement recruitment strategies that balance the attractiveness of our undergraduate programmes for female applicants, with a greater appeal to underrepresented male students **(AP 2.2i, AP 2.2ii, AP 2.2iii, AP 2.2iv)**.

Figure 6 Undergraduate Applications, Offers and Acceptances, by Gender

Chart data:

Applications 2014/15
- Females: 557 (76%)
- Males: 177 (24%)

Offers 2014/15
- Females: 333 (76%)
- Males: 104 (24%)

Acceptances 2014/15
- Females: 99 (78%)
- Males: 28 (22%)

Applications 2015/16
- Females: 582 (76%)
- Males: 181 (24%)

Offers 2015/16
- Females: 338 (77%)
- Males: 103 (23%)

Acceptances 2015/16
- Females: 87 (81%)
- Males: 21 (19%)

Applications 2016/17
- Females: 586 (72%)
- Males: 228 (28%)

Offers 2016/17
- Females: 422 (74%)
- Males: 147 (26%)

Acceptances 2016/17
- Females: 124 (77%)
- Males: 36 (23%)

■ Females ■ Males

We examined rates of completion for LICA students, years of entry 12-13/13-14/14-15 (**Figure 7)** and the disaggregated completions for single honours programmes (Art, Film, Theatre) and all combined honours programmes **(Table 6)**.
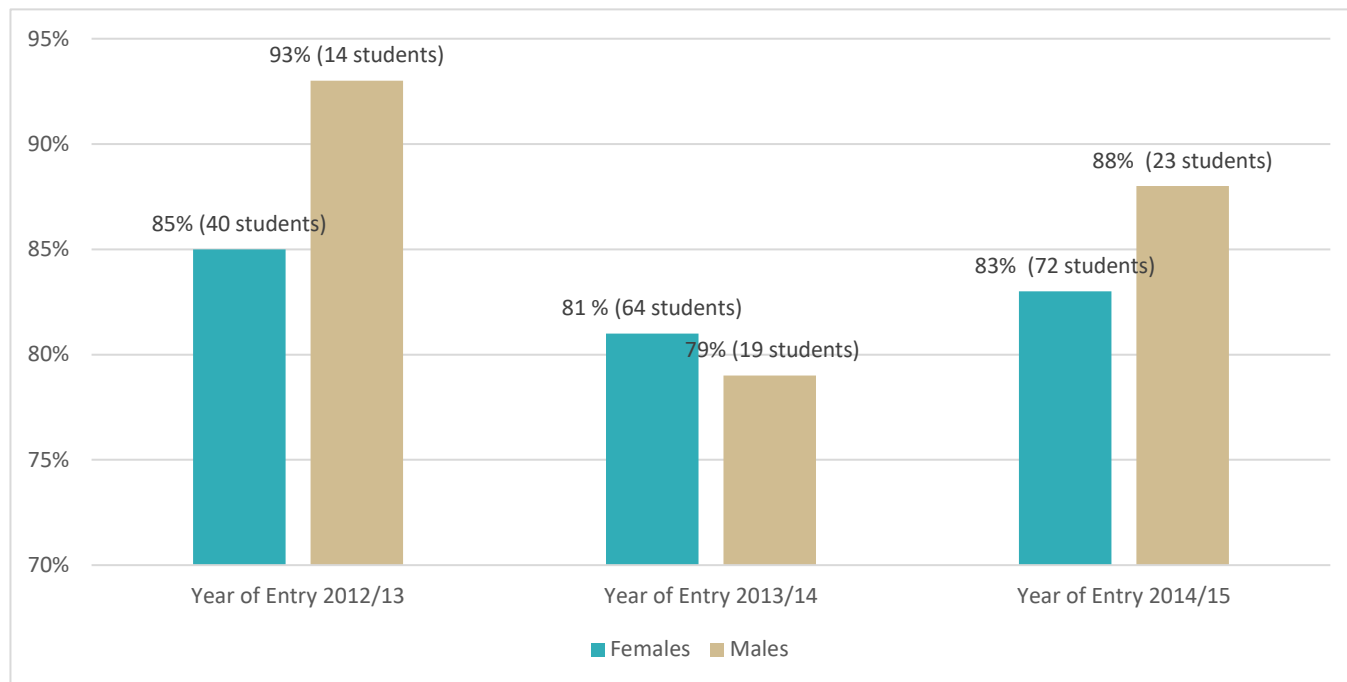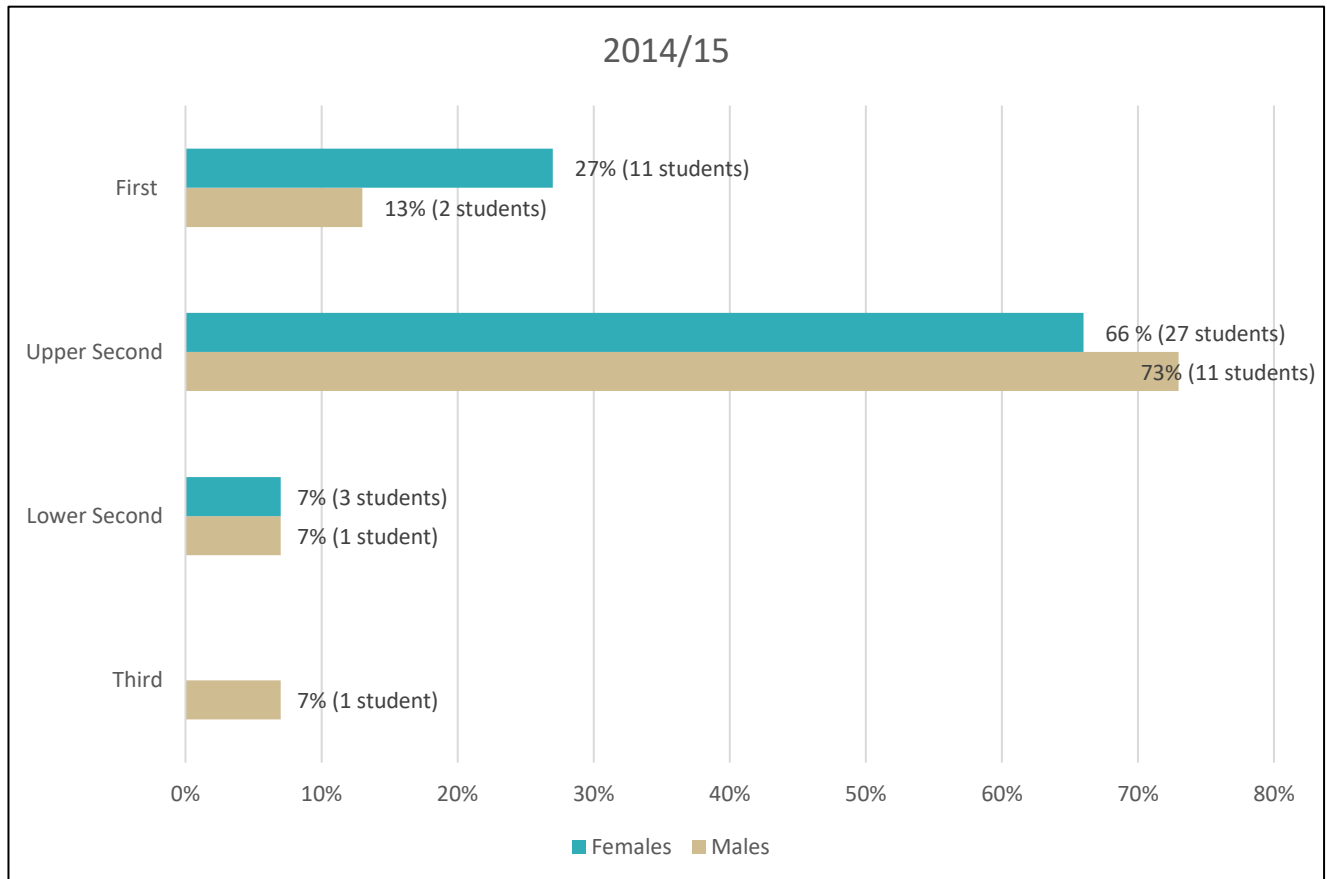

Figure 7 Undergraduate Completions by Gender

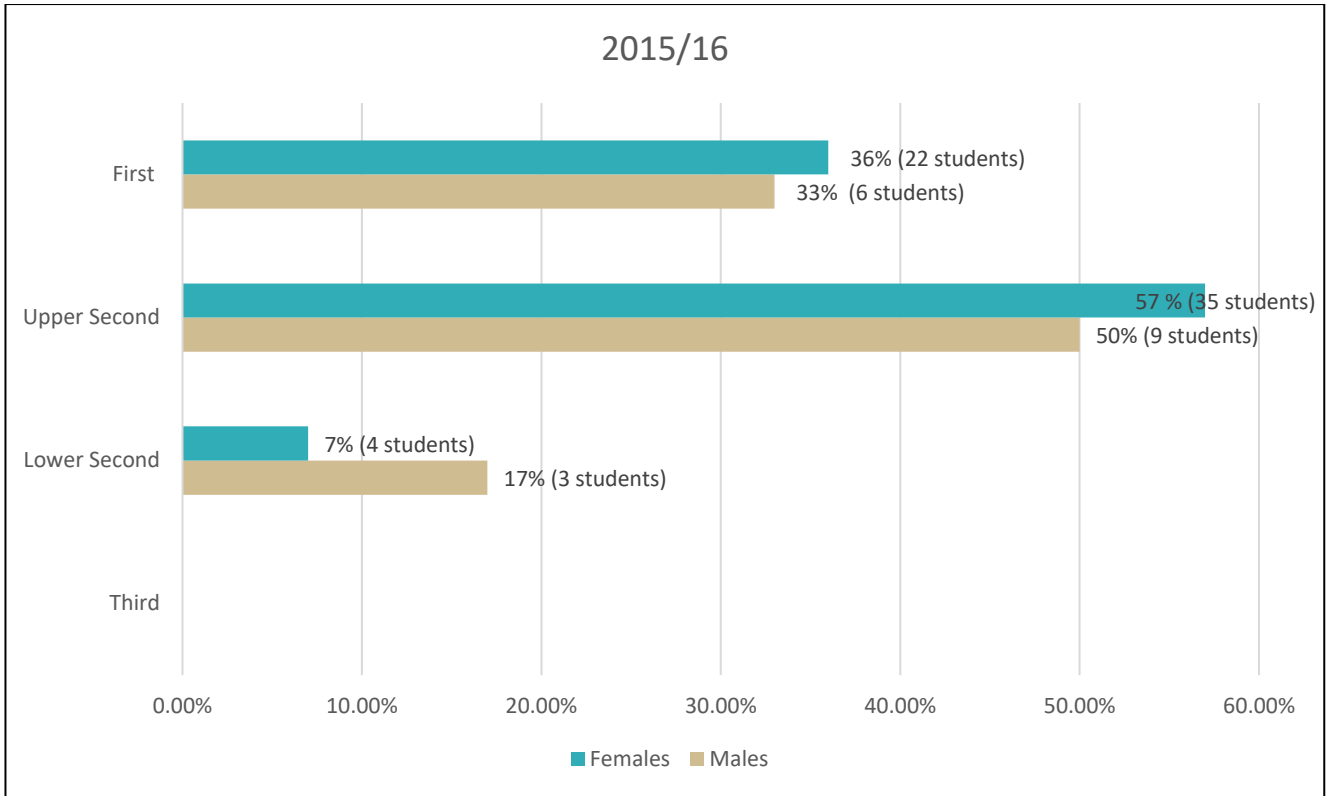|	Year of Entry 12/13		Year of Entry 13/14		Year of Entry 14/15	
	Females	**Males**	**Females**	**Males**	**Females**	**Males**
Art	20 83%	3 100%	38 79%	5 63%	35 83%	9 82%
Film	4 100%	6 86%	5 71%	7 100%	6 67%	4 100%
Theatre	7 78%	3 100%	13 93%	7 88%	23 92%	6 100%
Combined Honours	9 90%	2 100%	8 80%	0	8 73%	4 80%

Table 6 Female and Male Completion Rates for Single Honours (Art, Film, Theatre) and all Combined Honours Programmes

We found that the completion rates for women are 5-8% less than men in 2 of 3 years; the average completion rate for women over the 3 years is 83% compared to 87% for men **(AP 2.3)**.
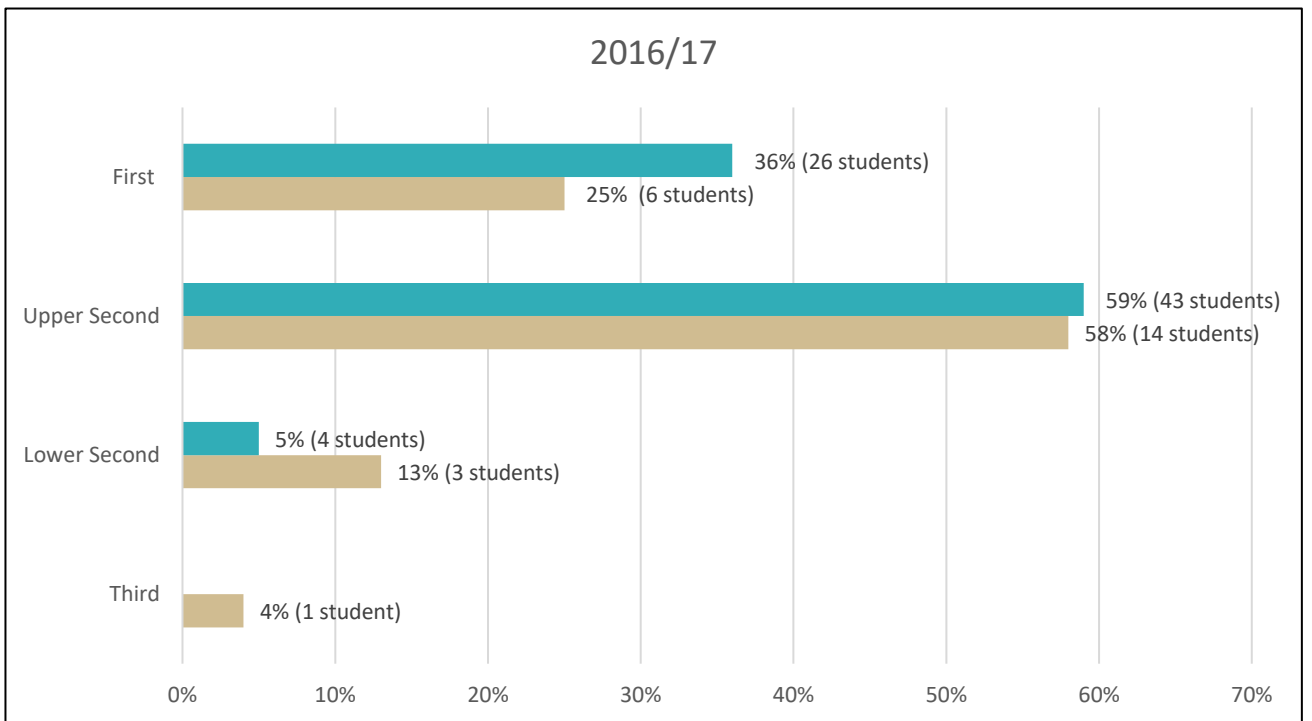
Levels of attainment by LICA students are recorded in **Figures 8, 9 & 10** (percentages of all women and all men by degree classification).

2014/15

Classification	Females	Males
First	27% (11 students)	13% (2 students)
Upper Second	66 % (27 students)	73% (11 students)
Lower Second	7% (3 students)	7% (1 student)
Third		7% (1 student)

■ Females ■ Males

Figure 8 Undergraduate Levels of Attainment by Gender 2014-15

2015/16

Level	Females	Males
First	36% (22 students)	33% (6 students)
Upper Second	57 % (35 students)	50% (9 students)
Lower Second	7% (4 students)	17% (3 students)
Third		

■ Females ■ Males

Figure 9 Undergraduate Levels of Attainment by Gender 2015-16

2016/17

Level	Females	Males
First	36% (26 students)	25% (6 students)
Upper Second	59% (43 students)	58% (14 students)
Lower Second	5% (4 students)	13% (3 students)
Third		4% (1 student)

Figure 10 Undergraduate Levels of Attainment by Gender 2016-17

24

Table 7 shows the disaggregated data for degree classifications for single honours and combined programmes by gender.

YEARS	Art			Film			Theatre			Combined			Totals
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-17
First Females	7 35%	15 40%	15 43%	1 25%	-	2 25%	3 43%	4 31%	4 18%	-	3 43%	5 62.5%	**59 34%**
First Males	1 25%	2 40%	4 44.5%	-	2 28.5%	1 25%	1 25%	2 40%	-	-	-	1 33%	**14 24.5%**
Upper Second Females	12 60%	21 55%	18 51%	2 40%	3 100%	4 50%	4 57%	8 62%	18 82%	9 90%	3 43%	3 37.5%	**105 60%**
Upper Second Males	2 50%	3 60%	4 44.5%	6 100%	3 43%	3 75%	2 50%	3 60%	5 62.5%	1 100%	-	2 67%	**34 60%**
Lower Second Females	1 5%	2 5%	2 6%	1 25%	-	2 25%	-	1 7%	-	1 10%	1 14%	-	**11 6%**
Lower Second Males	1 25%	-	1 11%	-	2 28.5%	-	-	-	2 25%		1	-	**7 12%**
Third/ Pass Females	-	-	-	-	-	-	-	-	-	-	-	-	**0**
Third/ Pass Males	-	-	-	-	-	-	1 25%	-	1 12.5%	-	-	-	**2 3.5%**

Table 7 Disaggregated Levels of Degree Attainment: Single Honours Art, Film, Theatre & Combined Honours Programmes

In total, 94% women (164 of 175) and 84% men (48 of 57) graduated with a 'good honours' (1st/2.1) level of attainment. This is above HESA's benchmark for Creative Arts & Design (2015/16): 74.1% for 'good honours' (23.9% Firsts, 50.2% 2.1s). Despite male graduates being above the benchmark, we concluded to investigate the 10% differential that indicates men underperforming compared to women (**AP 2.4**).

ACTION POINTS

2.1 Design (new programme) requires review of applications by gender vs HESA benchmark.

2.2i Ensure visibility of male staff & student ambassadors on university open days to provide role models for male applicants.

2.2ii Powerpoint for applicant visit/open days to include slide on LICA's commitment to AS, for applicants/families to see department's commitment to EDI.

2.2iii Surveys for visitors to the department on visit/open days to include question on impression of LICA as inclusive environment to help us assess our public-facing, EDI profile.

2.2iv Hold focus group to examine factors for percentage drop between offers and acceptances from male applicants and determine actions to be taken.

2.3 Work with university offices on student welfare & academic support to identify key factors for non-completions, & gender differentials in non-completion rates.

2.4 End of year programme reviews to include a question relating to levels of attainment by gender to understand reasons for under-performance of male students.

(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.

Figure 11 shows our total PGT numbers by gender. In contrast to the HESA benchmark for full-time women in Creative Arts & Design which remained at steady state over the review period (ca.66%) LICA's female population of full-time PGTs exceeds the benchmark and evidences a 10% rise over the review period (76% to 86%).
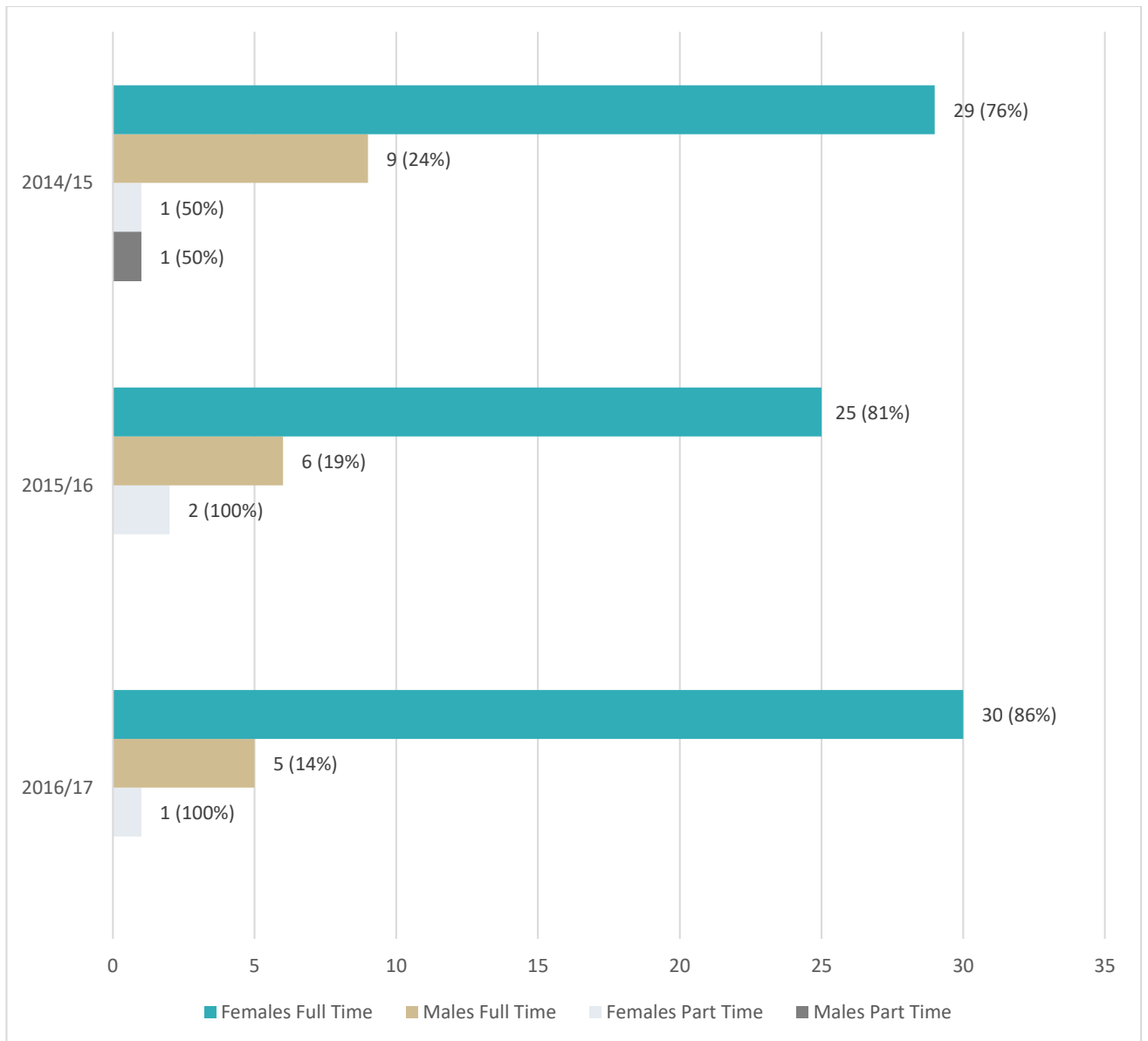
Figure 11 PGT Numbers – Percentages of Females and Males, Full Time & Part Time

Tables 8, 9 & 10 show breakdowns of PGT numbers by programme, gender, full & part-time modes of study. They reveal the very small numbers on the creative arts MAs, evidencing why we consolidated our MA provision into Arts and Design Management (2016-17), and re-titled 'Contemporary Arts Consultancy' as 'Arts Management' (a more effective recruitment tool).

	Females		Males	
	Full Time	Part Time	Full Time	Part Time
Art	2 100%	-	-	1 100%
Contemp. Arts Consultancy	4 80%	-	1 20%	-
Design Management	20 77%	-	6 23%	-
Film	3 75%	1 100%	1 25%	-
Theatre	-	-	-	1 100%
Totals	29	1	8	2

Table 8 PGT Numbers by Programme, Mode of Study and Gender 2014-15

	Females		Males	
	Full Time	Part Time	Full Time	Part Time
Art	-	-	1 100%	-
Contemp. Arts Consultancy	2 100%	1 100%	-	-
Design Management	23 85%		4 15%	-
Film	-	1 100%	-	-
Theatre	-	-	1 100%	-
Totals	25	2	6	0

Table 9 PGT Numbers by Programme, Mode of Study and Gender 2015-16

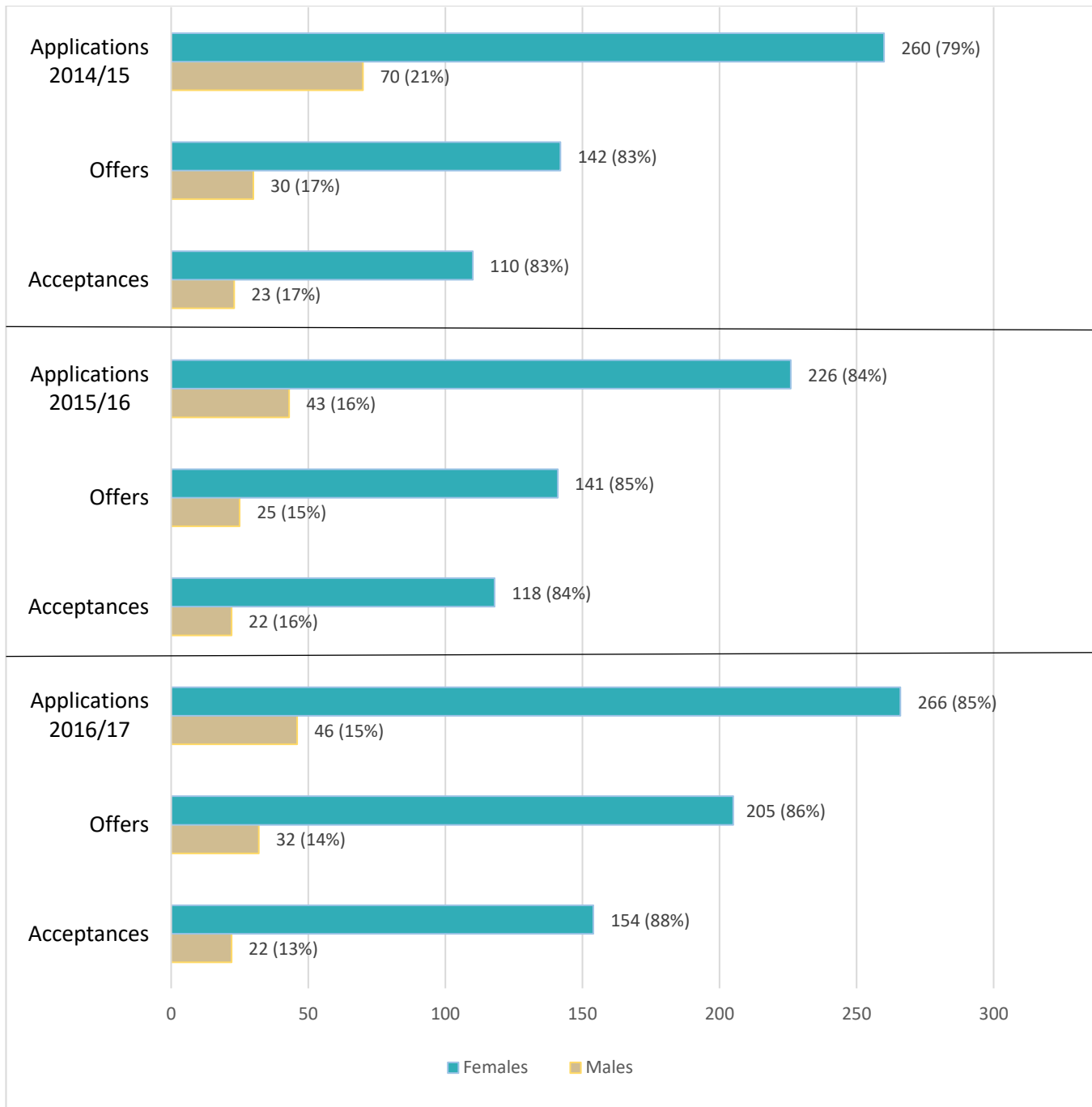|	Females		Males	
	Full Time	Part Time	Full Time	Part Time
Arts Management	12 100%	1 100%	-	-
Design Management	18 78%	-	5 22%	-
Totals	30	1	5	0

Table 10 PGT Numbers by Programme, Mode of Study and Gender 2016-17

Women on our 2 current MA programmes make up our largest PGT population and are predominantly from overseas:

- of 61 female Design students (total over 3 years), 55 were overseas (90%);
- 9 of 12 FT (75%) female Arts Management students were overseas.

This high proportion of overseas women students makes integration into LICA's PG community challenging, since there are relatively few UK students to integrate with. Our consultation with PG students highlighted a need to step up our efforts to enhance integration. We agreed that our current PGR seminar/workshop series organised by PhD students and supported by staff **(see 5.6.vi)** host some sessions open to PGTs, and that related social events include PGTs **(AP 2.5)**.

Figure 12 records numbers of PGT applications, offers and acceptances. This shows the 79% to 85% rise in applications from women and the commensurate drop in applications from men from 21% to 15% **(AP 2.6)**.

Figure 12 PGT Applications, Offers and Acceptances

Our PGT completion rates **(Figure 13)** demonstrate high levels of completion for both female and male students (close to 100%), indicative of effective PGT recruitment and delivery.
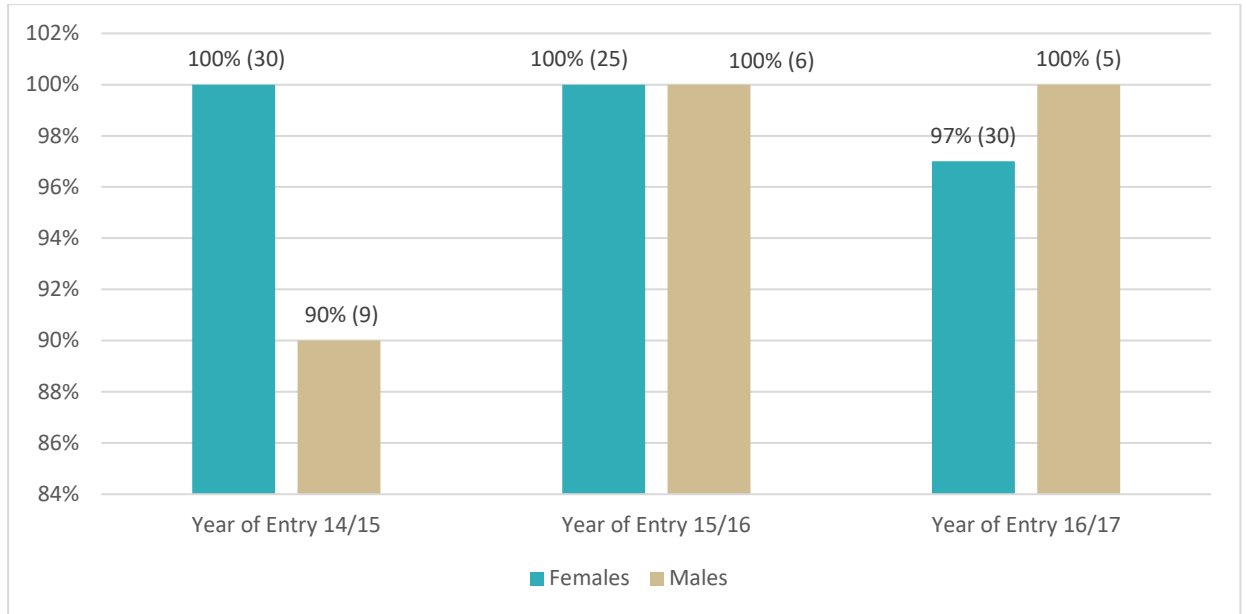
Figure 13 PGT Completion Rates by Gender

Regarding levels of attainment at PGT **(Table 11)**, while mindful of how the proportionally smaller number of male students compared to women might have an impact on the data, we did observe a gender pattern that we felt warranted investigation.

	Year Awarded 2015/16			Totals
Females	**Distinction**	**Merit**	**Pass**	
	11 38%	16 55%	2 7%	29
Males	7 78%	2 22%	-	9
	Year Awarded 2016/17			
Females	**Distinction**	**Merit**	**Pass**	
	3 11%	21 81%	2 8%	26
Males	3 60%	2 40%	-	5
	Year Awarded 2017/18			
Females	**Distinction**	**Merit**	**Pass**	
	10 33%	18 60%	2 7%	30
Males	2 33%	4 67%	-	6

Table 11 PGT Levels of Achievement by Gender

Men achieve higher results: all males achieve merit and distinction (no passes); percentages for men at distinction level are equal to women in 1 of 3 years, but noticeably higher than for women in 2 of 3 years **(AP 2.7)**.

ACTION POINTS

2.5 PGR seminar/ workshop series to include sessions open to PGTs in order to achieve integration of proportionally high number of PGT women from overseas into LICA PG community.

2.6 Revise MA student profiles on PGT web pages to attract interest from female and male applicants with the aim of addressing the fall in applications from men.

**2.7 Investigate and determine reasons for under attainment of women at PGT**.

(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.

In contrast to the 10% rise in full-time PGT women (76% to 86%), **Figure 14** shows our PGR numbers of full-time women falling by 10%: from 18 (58%) in 2014-15 to 15 (48%) in 2016-17. This contrasts with HESA benchmarks that in 2016-17 show Art at 67%F, Design 63%F, Drama 63%, Media 58%. Our part-time numbers of women and men fluctuated slightly over the 3 years but overall evidence a 50%/50% split (10F and 10M); the small numbers made it difficult to draw firm conclusions.

One factor contributing to this 'leaky pipeline' effect between PGT and PGR is that our MA programmes are professionally orientated rather than serving as a research-led programme in preparation for PhD study. Thus, none of the students from our predominantly female PGT population apply to us for PGR study. One action already taken with the aim of attracting internal applications to PGR is revision to programme specifications to include research-focused dissertations on PGT programmes (from 2018-19). The SAT also requested the introduction of workshops on PGR applications and funding **(AP 2.8)**.
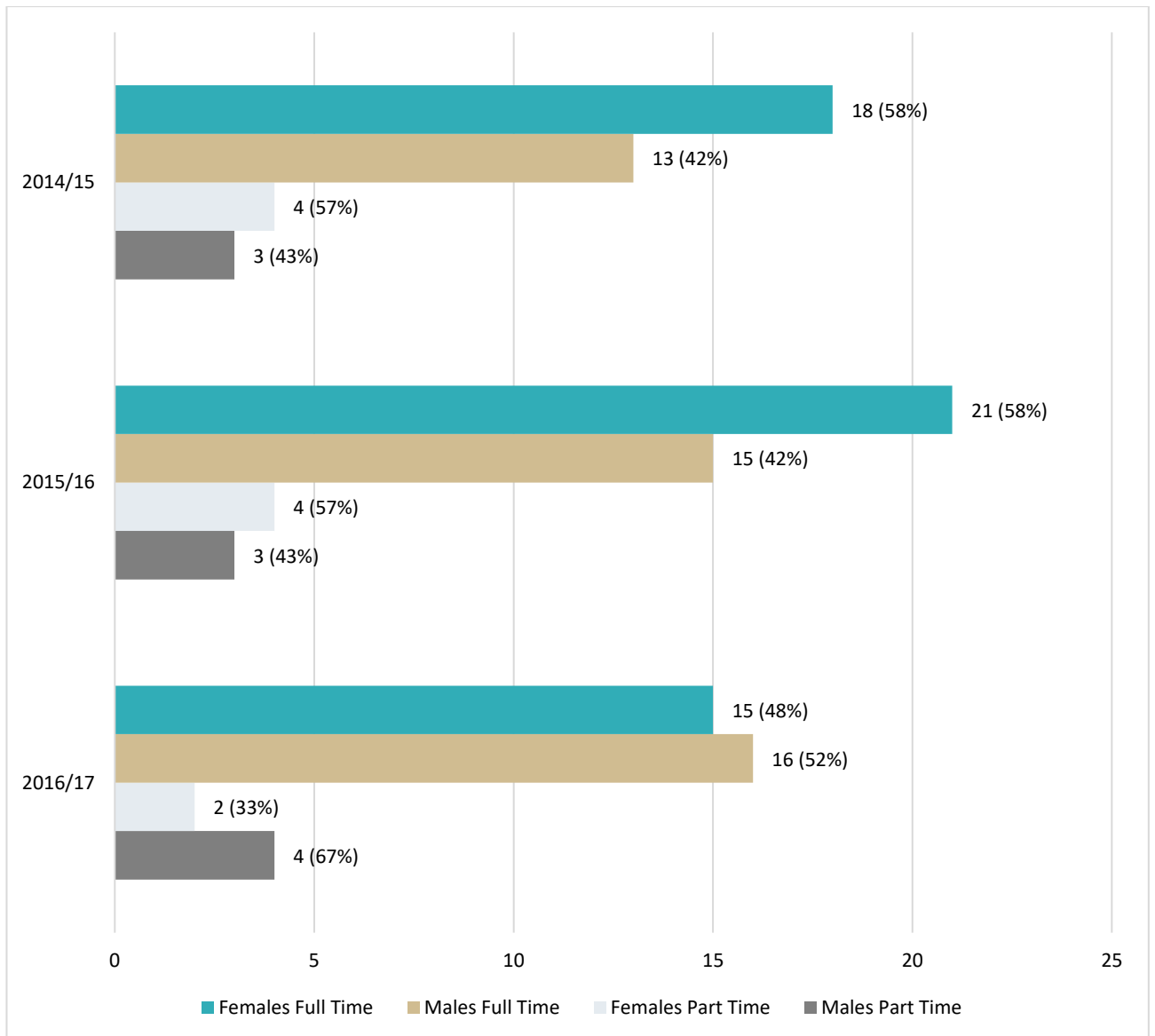
Figure 14: PGR Numbers – Full Time & Part Time by Gender

Regarding our PGR studies attracting potential external women applicants, since applications, offers, and acceptances (**Figure 15)** show a year-on- year decline in applications from women, with numbers more than halving from 37 to 14, and acceptances marginally lower or roughly equal to offers, we concluded to: determine why this lack of appeal to external PGR female applicants and decline in applications **(AP 2.9)**, and improve offer and post-acceptance communications **(AP 2.10)**.
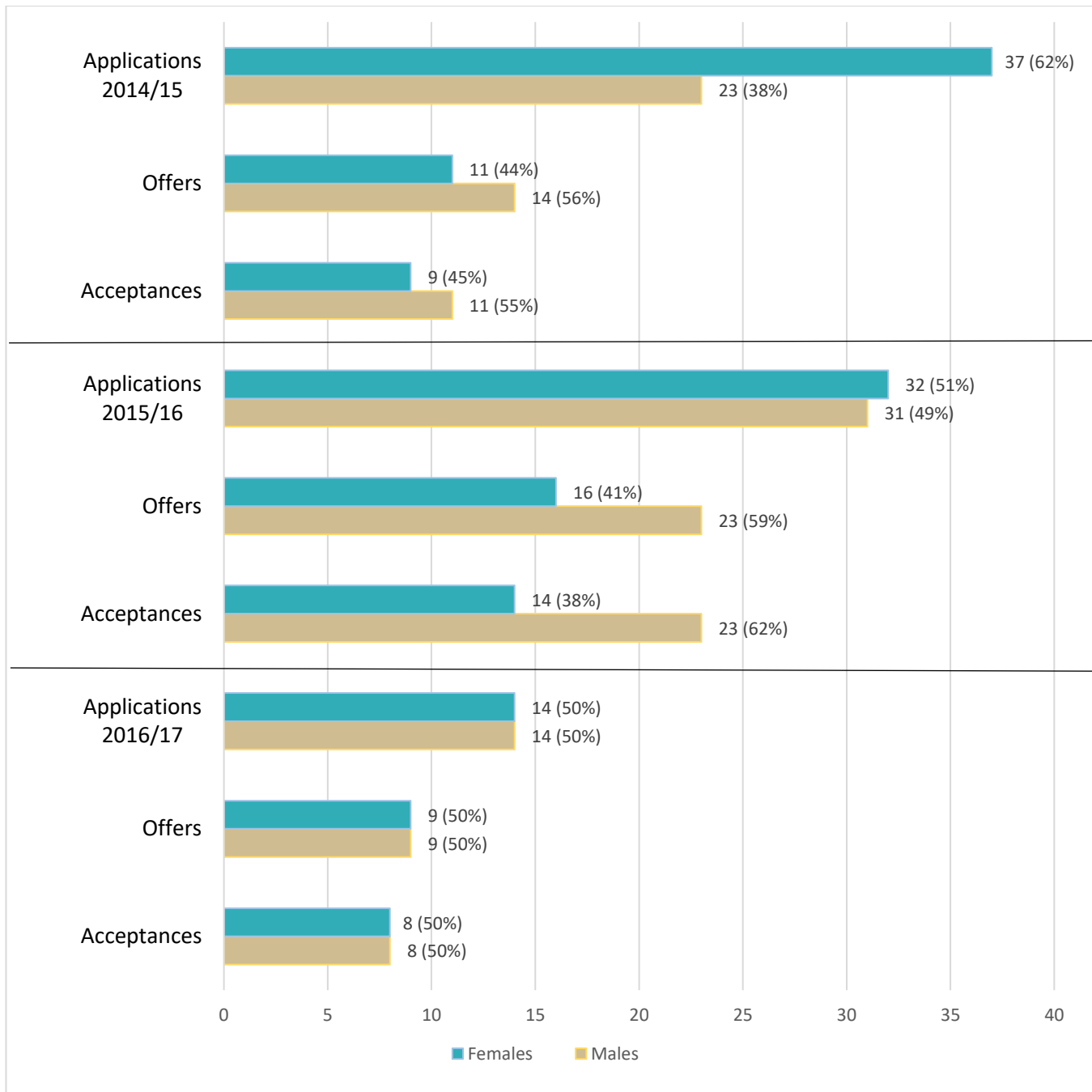
Figure 15 PGR Applications, Offers and Acceptances by Gender

Surveying data on completion rates of PGRs **(Table 12)**, we found 100% completion rates for all students, except for female PGRs in Design: 8 of 11 completions (73%). Although the numbers are small, we deemed it advisable to investigate these non-completions **(AP 2.11)**.

COMPLETION RATES						
	FEMALES			MALES		
	Year of Entry 10/11	Year of Entry 11/12	Year of Entry 12/13	Year of Entry 10/11	Year of Entry 11/12	Year of Entry 12/13
Art	-	-	2 100%	-	-	2 100%
Creative Exchange	-	-	-	-	2 100%	1 100%
Design	3 75%	2 67%	3 75%	2 100%	2 100%	-
Film	-	-	1 100%	-	-	-
Theatre	1 100%		1 100%	1 100%	1 100%	-

Table 12 Completion Rates of PGRs by Scheme and Gender

ACTION POINTS

2.8 Introduce workshops on PGR applications and funding for PGTs to highlight PGR opportunities to LICA PGTs.

2.9 Determine reasons for the lack of appeal to external PGR female applicants and 50% decline in applications.

2.10 Improve PGR offer and post-acceptance communications to help raise percentage of women PGRs.

2.11 Initiate focus group session to determine reasons for non-completions of women PGRs in Design.

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

Figures 16, 17 and 18 show the pipeline progression of LICA students. These highlight the 'leaky pipeline' that occurs for women between PGT and PGR as outlined in our data and narrative, and the inverse pipeline progressions between men and women from undergraduate to postgraduate levels. This underscores the need to implement:

- actions **(AP 2.8, AP 2.9, AP 2.10)** aimed at raising the percentage of LICA's PGR female population;
- and our strategy to increase the application rate from men at PGT level **(AP 2.6)**.
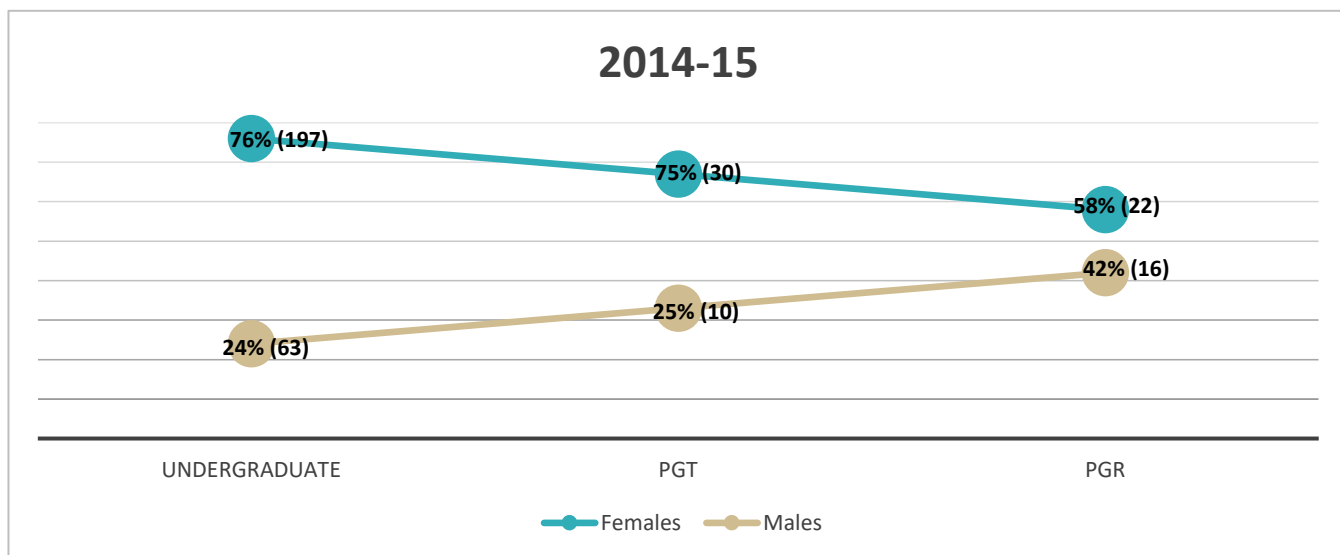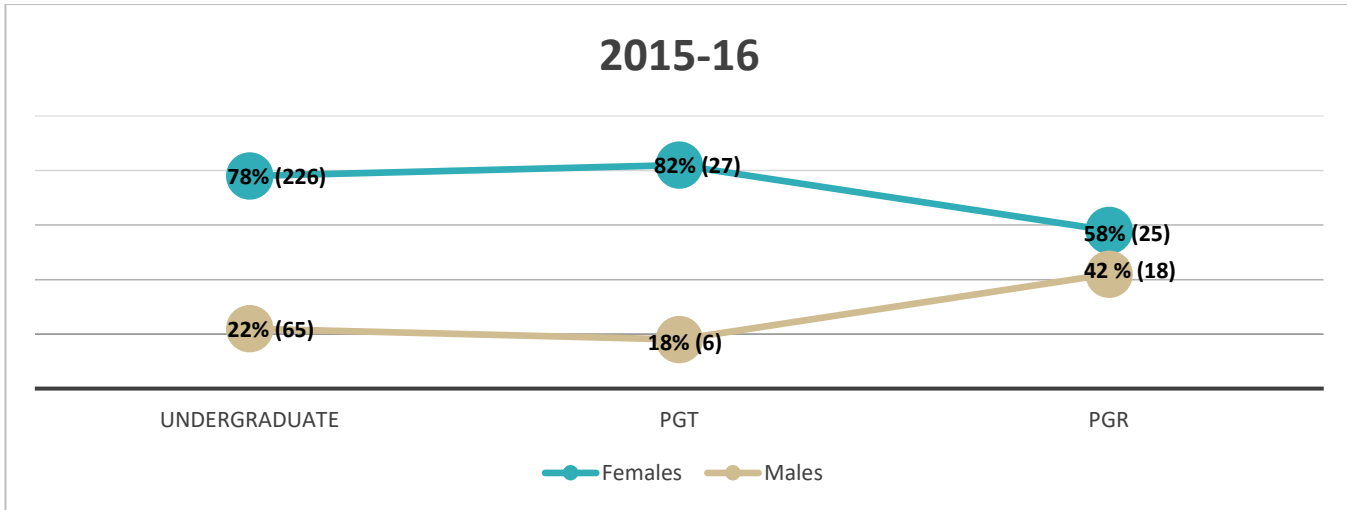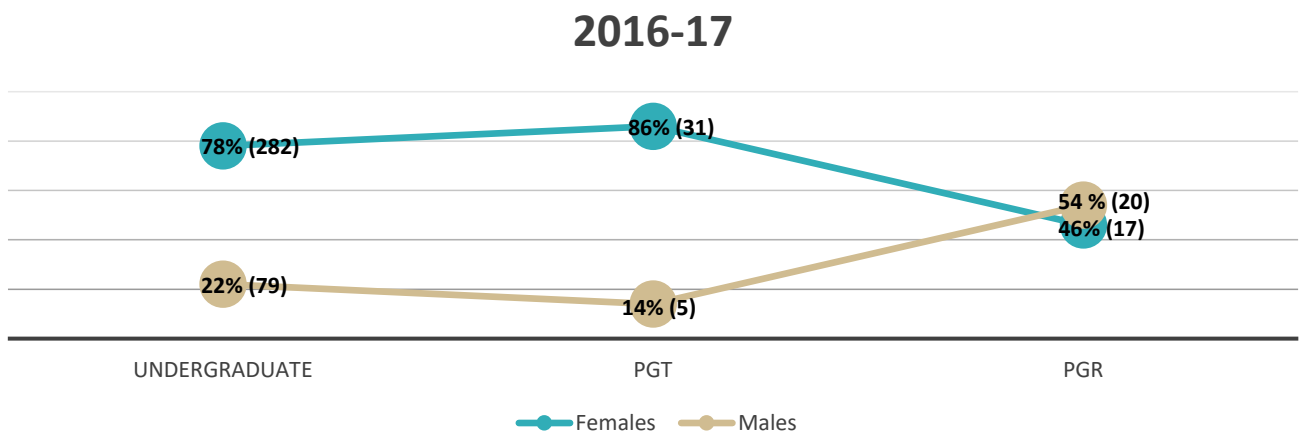
2014-15

76% (197) 75% (30) 58% (22)

42% (16)

25% (10)

24% (63)

UNDERGRADUATE   PGT   PGR

Females   Males

Figure 16 Progression Pipeline 2014-15

2015-16

78% (226)   82% (27)

58% (25)
42 % (18)

22% (65)   18% (6)

UNDERGRADUATE   PGT   PGR

Females   Males

Figure 17 Progression Pipeline 2015-16

2016-17

78% (282)   86% (31)

54 % (20)
46% (17)

22% (79)   14% (5)

UNDERGRADUATE   PGT   PGR

Females   Males

Figure 18 Progression Pipeline 2016-17

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.

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

Data for LICA's academic staff by grade and gender are presented in **Figures 19, 20** and **21** (percentages are based on a month-by-month total averaging of staff numbers in each academic year). This shows a predominance of staff on R&T contracts (**Figure 20**) and a small number of RAs on research-only contracts all of whom are in Design (**Figure 21**). We did not include tabulation of teaching-only staff: only 2 cases – 1 F and 1M (2014-15), both fixed-term and part-time, for temporary cover.

2014/15

2015/16

2016/17

Figure 19 All Academic Staff (includes R&T and RAs) by Grade & Gender
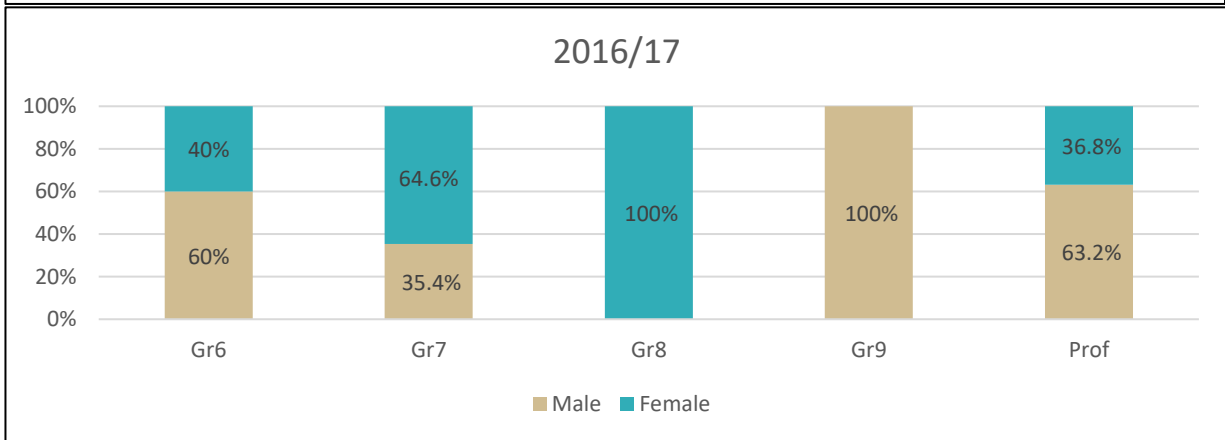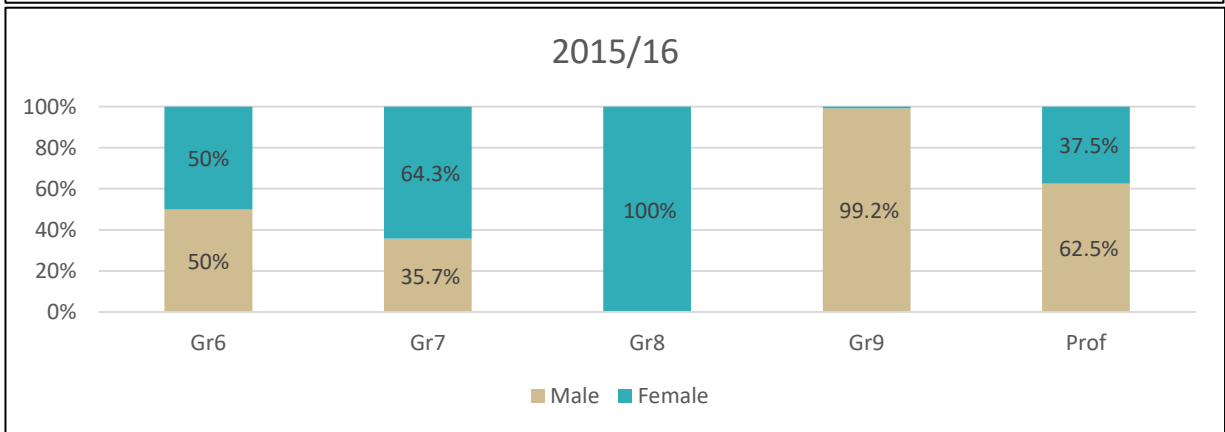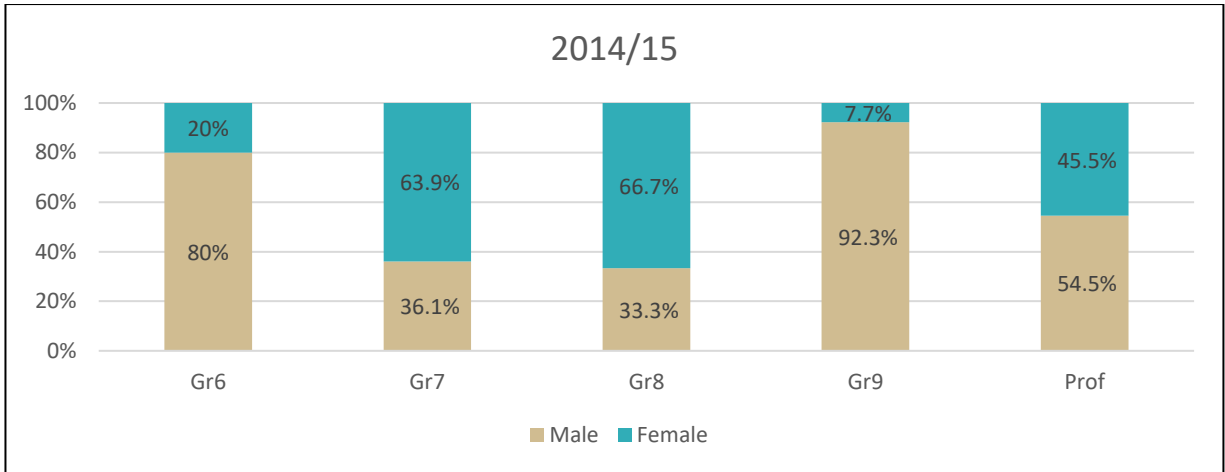
	Grade 6			Grade 7			Grade 8			Grade 9			Grade Prof		
	F	M	**Total**	F	M	**Total**	F	M	**Total**	F	M	**Total**	F	M	**Total**
2014/15	1	3	**4**	7	4	**10**	2	1	**3**	1	12	**13**	5	6	**11**
2015/16	2	2	**3**	8	5	**13**	2	0	**2**	0	10	**10**	5	8	**13**
2016/17	2	3	**5**	7	4	**11**	2	0	**2**	0	10	**10**	5	9	**14**

2014/15
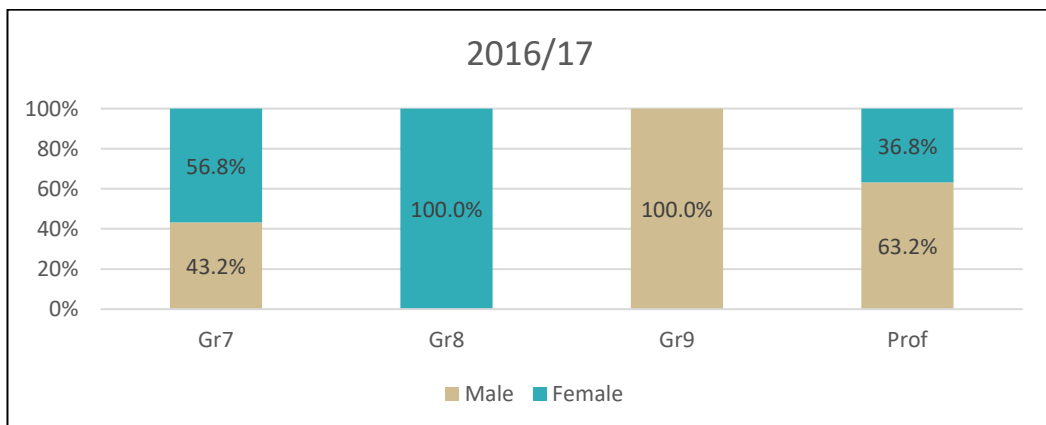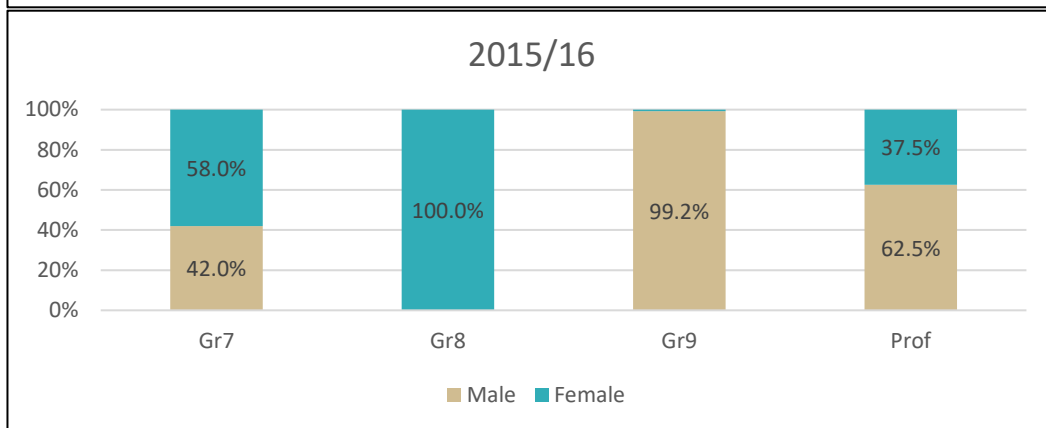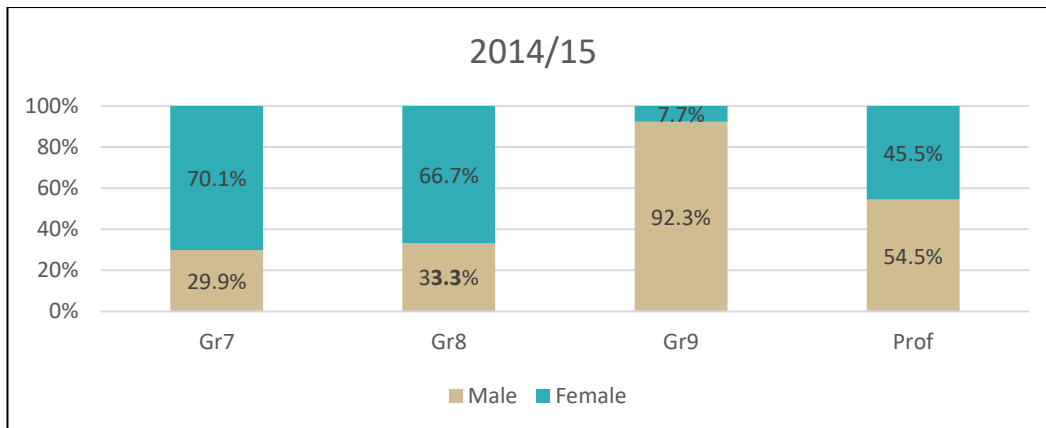
2015/16

2016/17

	Grade 7			Grade 8			Grade 9			Grade Prof		
	F	M	**Total**	F	M	**Total**	F	M	**Total**	F	M	**Total**
2014/15	4	2	**6**	2	1	**3**	1	12	**13**	5	6	**11**
2015/16	5	4	**8**	2	0	**2**	0	10	**10**	5	8	**13**
2016/17	5	3	**8**	2	0	**2**	0	10	**10**	5	9	**14**

Figure 20 Research & Teaching Staff by Grade & Gender

2014/15

(Chart) Gr6: Male 80.0%, Female 20.0%. Gr7: Male 43.6%, Female 56.4%.

Legend: ■ Male ■ Female

2015/16

(Chart) Gr6: Male 50.0%, Female 50.0%. Gr7: Male 24.1%, Female 75.9%.

Legend: ■ Male ■ Female

2016/17

(Chart) Gr6: Male 60.0%, Female 40.0%. Gr7: Male 14.3%, Female 85.7%.

Legend: ■ Male ■ Female
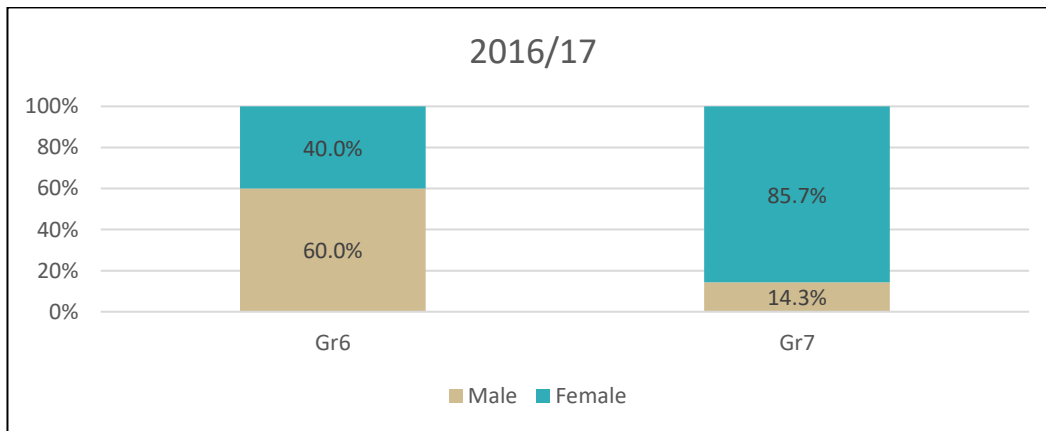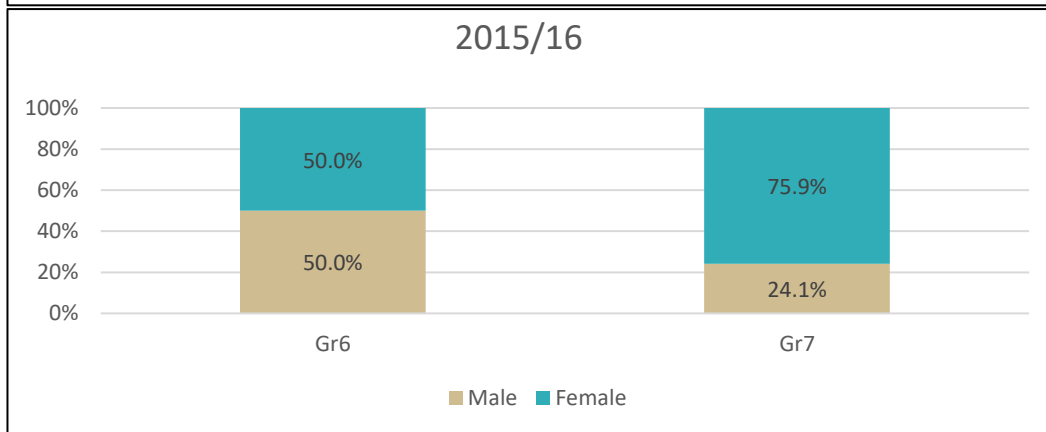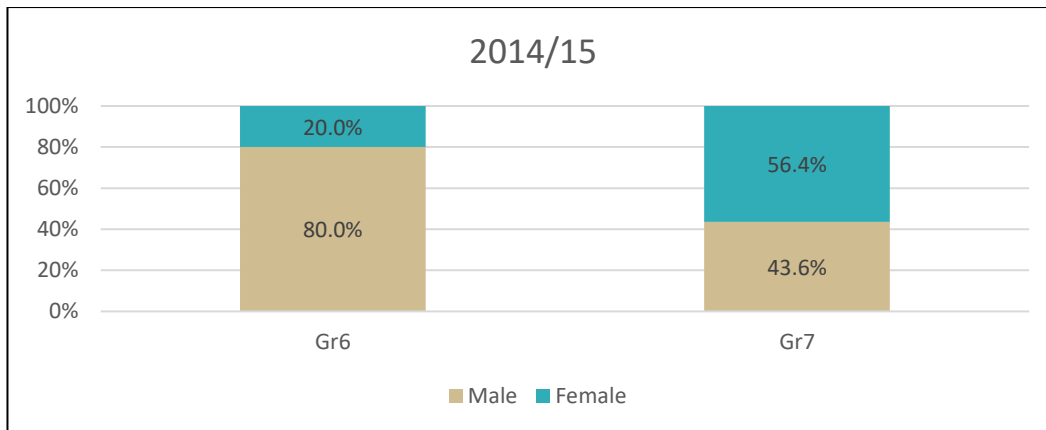
	Grade 6			Grade 7		
	F	M	Total	F	M	Total
2014/15	1	3	**4**	3	2	**5**
2015/16	2	2	**3**	3	1	**5**
2016/17	2	3	**5**	3	0	**3**

Figure 21 Research-Only Staff by Grade & Gender

Lancaster has two Lecturer grades 7 & 8; the aggregated total of academic staff by grade and gender **(Figure 19)** shows a 'leaky pipeline' between women at Grade 7 ca. 64% and Senior Lecturer (Grade 9), virtually 100% male (Nb. LU also uses Gr9 for Reader). The disaggregated data for R&T staff **(Figure 20)** shows the gender gap narrowing at Grade 7 from 70.1% to 57-58% over two years.

To further consider the gender imbalance between Grade 7 and 9, as a comparator we looked at the split at Grade 9 across FASS. Over the review period, the faculty average for R&T female staff at Grade 9 is between 32.4% and 35%. Thus, our virtually 100% male at Grade 9 is anomalous. However, we feel we can account for this because of the comparatively recent appointment of several early-career women. This is a welcome development but going forward means we shall need to monitor the balance across grades as staff become ready for promotion **(see 5.1.iii)**.

Contrastingly, at the professorial level our 45.5%, 37.5% and 36.8% for women compare favourably with HESA's 30%F average for all non-set subjects and is in-line with the faculty average (37.7% to 42.3%). Although this registers a percentage drop from 45.5% to 36.8% (2016/17), the new appointment of our female HoD means that LICA's women professors now total 6(40%) compared to 9(60%) men; only Film is without a female professor **(see Table 13)**. We feel this level of women's seniority will be beneficial to early career women progressing through the promotions pipeline **(see 5.1.iii; AP 3.7)**.

'I need senior women role models'

████████████

Regarding Research-only staff (Grades 6 and 7) we observed that at Grade 6 men are equal to or higher in number than women (3M (80%), 2M (50%), 3M (60%)), whereas at Grade7, women outnumber men (3F (56.4%), 3F (75.9%), 3F (85.7%)). However, the numbers are very small, so we found it difficult to draw any firm conclusions.

Because LICA houses 4 disciplines, we need to show a breakdown of staff by gender and grade.

	ART	DESIGN	FILM	THEATRE	LICA (cross-disciplinary)	TOTALS
Lecturer (F)	3	2		1	1	7F
Lecturer (M)		3				3M
SL (F)	1					1F
SL (M)	1	2	4	1	1	9M
Prof (F)	2	1		2	1	6F
Prof (M)	1	5		2	1	9M
Academic Specialist (M)					1	1M
	6F (75%) 2M (25%)	3F (23%) 10M (77%)	0F 4M (100%)	3F (50%) 3M (50%)	2F (40%) 3M (60%)	36

Table 13: Academic & Teaching Staff by Gender, Discipline & Grade (Headcount, October 2017)

The national averages for academic women in our disciplines (ECU/ 'Advance HE' report 2017) is 51% Art & Design, 41.1% Film and 43.3% Theatre. **Table 13** shows Art above the average 6F (75%) to 2M (25%) and contrastingly Design significantly below 3F (23%) to 10M (77%). Theatre's 50:50 gender split is slightly above average; problematically, Film has no women staff.

However, during the preparation of this submission staffing changes took place in all 4 disciplines: **Table 14**.

	ART	DESIGN	FILM	THEATRE	LICA (cross-disciplinary)	TOTALS
Lecturer (F)	2	3	1	2	1	9F
Lecturer (M)	1	3				4M
SL (F)	1					1F
SL (M)	1	2	4	1	1	9M
Prof (F)	2	1		2	1	6F
Prof (M)	1	5		2	1	9M
Academic Specialist (M)					1	1M
	5F (62.5%) 3M (37.5%)	4F (29%) 10M (71.%)	1F (20%) 4M (80%)	4F (57%) 3M (43%)	2F (40%) 3M (60%)	39

Table 14: Academic & Teaching Staff by Gender, Discipline & Grade (Headcount, October 2018)

Art appointed a male lecturer to replace a female academic, thus re-balancing to a 5F (62.5%)/ 3M (37.5%) ratio. A new female lecturer in Theatre made the gender ratio 4F (57%)/ 3M (43%). Design appointed a new female lecturer: 4F (29%) to 10M (71%), and a new lectureship in Film advertised with a headline equality and diversity message (BAME) resulted in the discipline's first female (Iranian) lecturer to be appointed: 1F (20%) to 4M (80%).

We need to ensure that future appointments continue to include positive-action statements on EDI and steps are taken to appeal to under-represented groups **(see 5.1.i; AP3.3)**.

(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.

LICA has no staff on zero-hours contracts. **Table 15** evidences R&T staff on indefinite contracts (one exception relates to temporary cover for a leave arrangement), with no proportional difference between men and women.

	FEMALES INDEFINITE	FEMALES FIXED	MALES INDEFINITE	MALES FIXED
2014-15	12	0	21	0
2015-16	11	1	22	0
2016-17	12	0	22	0

Table 15 R&T Staff on Indefinite and Fixed Term Contracts by Gender

In contrast to R&T staff, bar one exception, **Table 16** shows research-only staff (Design) on fixed-term contracts, where posts are linked to externally funded projects.

	FEMALES INDEFINITE		FEMALES FIXED		MALES INDEFINITE		MALES FIXED	
	Gr6	Gr7	Gr6	Gr7	Gr6	Gr7	Gr6	Gr7
2014-15	-	-	1	3	-	1	3	1
2015-16	-	-	2	3	-	-	2	1
2016-17	-	-	2	3	-	-	3	0

Table 16 Research-Only Staff on Indefinite and Fixed Term Contracts by Gender & Grade

We also examined data for part-time staff compared to full-time, presented in **Tables 17** and **18** (month-by-month averaging of staff numbers in each academic year). R&T staff **(Table 17)** are virtually 100% full-time; the 2 part-time cases recorded, 1F and 1M, are both at professorial level. Among research-only staff **(Table 18)** we noted proportionally more part-time women at Grades 6 and 7 than men (no part-time Males at Gr 7), but with such small numbers it was difficult to draw any firm conclusions.

	RESEARCH & TEACHING STAFF			
	Females Full Time	Females Part Time	Males Full Time	Males Part Time
2014-15	12 100%	0	20 95.2%	1 4.8%
2015-16	12 100%	0	21 95.4%	1 4.6%
2016-17	11 95.7%	1 4.3%	21 95.5%	1 4.5%

Table 17 Percentages of Research & Teaching Staff on Full- and Part-Time Contracts by Gender

	RESEARCH-ONLY STAFF							
	Females Full Time Gr6	Females Part Time Gr6	Males Full Time Gr6	Males Part Time Gr6	Females Full Time Gr7	Females Part Time Gr7	Males Full Time Gr7	Males Part Time Gr7
2014-15	1 66.7%	0 33.3%	3 100%		2 67.7%	1 32.3%	2 100%	0
2015-16	1 61.1%	1 38.9%	1 77.8%	0 22.2%	3 80.5%	1 19.5%	1 100%	0
2016-17	2 75%	1 25%	2 80.6%	1 19.4%	3 100%	0	0	0

Table 18 Percentages of Research-only Staff on Full- and Part-Time Contracts by Gender & Grade

(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.

Table 19 shows the main reasons academic staff leave LICA are for: new appointments/promotions, relocation overseas, redundancy due to fixed term contracts, and resignations (reasons unknown).

Reasons for Leaving	Females Full Time	Females Part Time	Males Full Time	Males Part Time	Total
Relocating Overseas	1 (SL)		2 (1 SL & 1L)		2
Promotion Or New Appointment	1 (RA)		1 (SL; promotion to Chair)		2
Redundancy: FTC	2 (RA)	3 (RA)	4 (RA)	1 (RA)	10
	1 L (Research & Teaching)	1 (Teaching only)		1 (Teaching only)	3
Resignation (Reason unknown)	3 (RA)		1 (RA)		4
Totals	8	4	8	2	22

Table 19 Academic Leavers by grade, gender, full- & part-time status (January 2014 to December 2017)

LU does not currently collect data on why people leave in a systematic way; however, exit questionnaires will be instated in the academic year 2018/2019. On the SAT's recommendation, our FASS HR partner agreed the inclusion of a question on family/care-related reasons for leaving **(AP 2.12)**.

Of 22 academic leavers, 14 (64%) are RAs, all on fixed-term contracts with a gender ratio of 64%F (9) and 36%M (5). There is no data collection tailored to this category of staff that allows us to track and reflect on rates of redeployment or transfer to permanent contract by gender **(AP 2.13)**. Consultation with RAs affirmed the insecurity of fixed-term posts and the greater support needed for redeployment opportunities **(AP 2.14)**.

> *I do not think information on redeployment was sufficiently explained… The Research Staff Association do a lot to support and understand vulnerable research staff. But I found out about that by chance!*

███████████

[2181 words]

ACTION POINTS

2.12 HR to collect leaving data in comprehensive/systematic way & to include question on family/care-related reasons for leaving.

2.13 Work with HR to initiate data collection tailored to research-only staff that tracks rates of redeployment and transfer to permanent contracts by gender.

2.14 Set up group email distribution list for research-only staff; regularly signpost redeployment information & encourage participation in LU's Research Staff Association dedicated to the support & career development of RAs.

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.

All LICA staff involved in shortlisting and interviews complete 'Recruiting the Best', which includes unconscious bias training. Feedback from 5 members of staff (3M and 2F) involved in the recent LICA appointments **(see 4.2.i)**, indicated 4 of 5 staff finding this highly beneficial **(see also 5.3.i)**.

> *It included exercises about unconscious bias that made us reflect specifically on unconscious bias with regard to gender, age, marital status and disability.*
>
> ▪▪▪▪▪▪▪▪▪▪

> *I thought the section on unconscious bias was useful and one of the highlights of the training day. It made me think very carefully about how unconscious bias might influence my behaviour.*
>
> ▪▪▪▪▪▪▪▪▪▪

Advertisements for new posts state that LICA actively welcomes applications from people in all diversity groups. Information accompanying advertisements includes details of LU's childcare provision (pre-school nursery); family-related policies **(see also 5.5 on maternity, adoption & paternity)** and flexible benefit scheme (includes childcare vouchers & childcare salary sacrifice).

Table 20 shows recruitment data by gender and grade.

Year	Grade	Females			Males		
		apply	shortlist	appoint	apply	shortlist	appoint
14/15	6P	9 53%	3 50%	1 50%	8 47%	3 50%	1 50%
	7A	37 49%	3 50%	1 100%	38 51%	3 50%	0
	7P	6 75%	4 100%	1 100%	2 25%	0	0
15/16	6P	7 37%	2 29%	1 33%	12 63%	5 71%	2 66%
	7A	4 50%	1 33%	0	4 50%	2 66%	1 100%
	7P	26 55%	5 56%	2 100%	21 45%	4 44%	0
	Prof.	5 26%	1 25%	0	14 74%	3 75%	1 100%
16/17	6P	4 36%	0	0	7 64%	2 100%	1 100%
	7A	8 57%	5 100%	2	6 43%	0	0
	7P	3 50%	3 50%	2 100%	3 50%	3 50%	0
	9A	0	0	0	7 100%	0	0
	Prof.	Missing data	3 75%	1	Missing Data	1 25%	0

Table 20 Applications for Posts by Gender and Grade 2014-17

In all cases at level 6P, the percentage of men shortlisted proportional to applications from men increased; for women it dropped. The appointments outcome was a 2F (33%) and 4M (67%) split. However, the absence of information on the type of post/role at Grade 6P (includes professional services and RA appointments) made it difficult for us to evaluate these gendered findings. Contrastingly at 7P women were appointed to all 5 posts (though here too the data do not disaggregate between between professional services and senior RA appointments) and at Grade 7A women evidenced a 75% success rate (3 of 4 lectureship posts). Overall, given the lack of disaggregated data, plus the problem of missing data, we concluded the need to work with the EDI institutional team for comprehensive & disaggregated data collection **(AP 3.1).**

At professorial level we made 2 appointments, 1M and 1F, thus giving no indication that at this senior level men are more likely to be appointed than women. The Gr9/SL post that attracted only male applicants and for which there were no shortlisted candidates, indicates that we need to ensure recruitment

materials appeal to both genders and fully describe the post-holder envisaged by the department **(AP 3.2)**.

Our academic staff survey revealed that 18 of 25 (72%) respondents (10M and 8F) agreed that recruitment procedures for staff are fair and transparent. Contrastingly, 54% of staff, 13 of 24 respondents felt that LICA does not take steps to encourage women and men to apply for posts in areas where they are under-represented. The 13 respondents included 7 women and 4 men, showing that women expressed more concerns than men about this issue (**AP 3.3**).

ACTION POINTS

3.1 Work with EDI institutional team for comprehensive & disaggregated recruitment data.

3.2 Ensure accuracy of recruitment materials and appeal to both genders; use online gender decoder tool for job advertisements.

3.3 Advertisements for all new posts to include positive action statements on equality and diversity; posts to be advertised in specialist networks/ locations where they come to the attention of underrepresented groups.

(ii)   Induction

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

In the past, an induction process has not always been viewed as beneficial, evidenced by feedback in our staff survey that records 4(25%) of 12 (75%) staff (1M and 3F), who identified as having been through an induction during the past 5 years, not finding the process 'helpful and thorough'.

Departmental responsibilities for the implementation of the induction have been refreshed (2017-18): all new members of academic staff have an initial meeting with the HoD (or in the case of research-only staff the PI of the project to which they are assigned, **see 5.3.ii**) to run through the induction checklist templates provided by HR. A DoS is identified as the first point of contact for day-to-day operational advice and communicates with a new member of staff prior to their arrival; a mentor outside of the discipline is also appointed. A second meeting with the HoD is arranged within the first 4 weeks to agree

probation objectives and a personal development plan. This is followed by a series of monthly meetings between the new staff member and HoD to work through induction activities and to monitor activity in relation to promotion objectives. Regular contact with a mentor, DoS and HoD provides a new member of staff with opportunities to feedback on the effectiveness of support offered. The overall objective is to ensure that a new member of staff receives effective guidance on all aspects of their role and responsibilities and feels fully supported **(AP 3.4)**.

> **ACTION POINTS**
>
> **3.4** Ensure all new staff are fully supported and have the opportunity to feedback on the effectiveness of the refreshed induction process.

(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.

Promotions Data: Table 21 presents the number of promotions in LICA by grade and gender (all staff full-time). This shows 2 of 3 (67%) applications by women during the review period were successful; 4 of 5 (80%) applications by men succeeded. This lower success rate for women, combined with how the data show only 1F application for promotion from Gr7 to 8 when R&T women at Gr7 averaged between 4 and 5 staff **(see 4.2.i Figure 20)**, indicates we need to do more to encourage women to apply for promotion and to support them through the process. Thus, where LICA promotions have traditionally relied on staff coming forward and receiving HoD support, we plan to:

- ensure annual PDRs **(see 5.3.ii)** include in-depth conversations about promotions **(AP 3.5)**;
- establish a promotions group to help identify all staff eligible for promotion **(AP 3.6)**;
- set up a system of peer mentorship to complement HoD support **(AP 3.7)**.

		Applied		Promoted	
		Females	**Males**	**Females**	**Males**
2014-15	Gr7 to Gr 8	-	-	-	-
	Gr8 to Gr9	-	1	-	1
	Gr9 to Professor	-	2	-	2
2015-16	Gr7 to Gr 8	-	-	-	-
	Gr8 to Gr9	1	1	0	0
	Gr9 to Professor	-	-	-	-
2016-17	Gr7 to Gr 8	1	1	1	1
	Gr8 to Gr9	1	-	1	-
	Gr9 to Professor	-	-	-	-

Table 21 Promotions Cases: 2014-17

Further, noting the overall 50% success rate of promotion to SL/Gr 9 (4 applications in total; 2F and 2M; successes 1F & 1M) we recognised the need for enhanced mentorship at this level, especially given LICA's proportion of female academic staff who will be reaching this promotional level in the coming years (**see 4.2.i Table 14); (AP 3.8).** In all unsuccessful cases, staff have a feedback session with the faculty Dean and are also invited to meet with the HoD for further support.

Promotions Criteria: LU has institutional-wide promotions criteria, recently revised to include explicit consideration of the effect of career gaps and part-time working. LICA also has a disciplinary profile that can be referred to where our disciplines might not fit generic, university criteria for standard research practices. This was last updated in 2015 and is due to be revised in relation to promotions criteria as part of a university-wide initiative.

Our staff survey revealed that 20 of 26 respondents (77%) agreed they understand the promotions process and criteria (8 of 11F (73%); 11 of 14M (79%); 1 non-gender declared). However, of 24 staff who responded to the question about whether the department values the full range of an individual's skills and experience when considering promotions, 14 (58%; 5F, 9M) agreed and 10 (42%; 4F, 5M, 1 non-gender declared) disagreed. At 42% this is a proportionally high level of disagreement. Thus, at departmental level, we plan to use the LU's promotions initiative as an opportunity for all staff to engage with the institutional criteria, along with a consideration of commonalities and differences relating to LICA. This is to enhance understanding of the values underpinning promotional benchmarks (**AP 3.9**).

Training: When we surveyed LU's Organisation and Educational Development (OED) website we found that the only highly visible, clearly sign-posted promotions training was the 'Making Professor' workshop. We fed this observation back to OED (June 2018) and have since been given to understand that LU is revising and enhancing its promotion training. Departmentally, we shall aim to ensure that staff's attention is drawn to this refreshed promotion training through the PDR process **(see 5.3.ii) (AP 3.10)**.

Perception of promotions: qualitative feedback from the one-on-one interviews also highlighted staff perceptions about the gender imbalance of promotions committees (faculty and university levels) and of unconscious bias among the committees' membership as potentially discouraging rather than encouraging women to come forward for promotion.

Hence, the SAT's promotions sub-group has undertaken to work with the Faculty AS Officer to further investigate this issue and help inform change where necessary **(AP 3.11)**.

ACTION POINTS

3.5 Ensure PDRs include in-depth conversations about promotions to encourage staff confidence in coming forward for promotion.

3.6 Establish promotions group to help identify all staff eligible for promotion.

3.7 Set up system of peer mentorship to complement HoD support of promotions applicants.

3.8 Introduce annual workshop on 'Making Senior Lecturer'.

3.9 Refresh LICA's disciplinary profile related to University's promotions criteria.

3.10 Refreshed promotions-related training to be highlighted in annual PDRs.

3.11 Faculty AS Officer & promotions sub-group to further investigate perceptions of unconscious bias & gender balance on faculty and university promotions panels through additional interviews.

(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 both RAE 2008 and REF 2014 LICA returned 100% of eligible staff. In RAE 2008 the 100% return numbered 11 female and 26 male staff (total 37); REF 2014 was made up of 11 women and 22 men (total 33). In the 2008 return, 11 early career staff were included (4F and 7M) and in 2014 we had a total of 5 early career staff (3F and 2M).

Our 100% return indicates that we have good mechanisms in place to support staff at all career levels. These include: all staff receiving a research allowance (£1000 per annum); a sabbatical system (one term in eight); opportunities to present on research via our two research centres; and regular access to bid-writing workshops **(see 5.3.v)**.

5.3.   Career development: academic staff

(i)   Training

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

Training for all categories of staff is handled centrally through OED; effectiveness of training sessions is evaluated by OED (survey-styled feedback on sessions) and data on training uptake by gender is collected and analysed at institutional level as part of LU's institutional AS action plan.

Our departmental training data show that between September 2009 and May 2018 58 staff completed 344 training courses. Among academic staff (all categories) 13 of 15 (87%) women completed one or more courses; 20 of 24 (83%) of men took one or more courses.

Staff sign up to OED courses generally in accordance with developmental needs identified through PDRs; the PDR process also provides an opportunity for staff to reflect on how training has helped their career development and to identify further training needs **(see 5.3ii)**.

Our survey of academic staff evidenced 21 (81%) of 26 staff confirming that they can access training relevant to their career development needs; 12 (80%) of 15 professional services staff also agreed training needs are met.

The training most relevant to AS is 'Recruiting the Best' (**see 5.1.ii**), 'Making Professor' (taken by 3M and 2F) and the 'Diversity in the Workplace' module (mandatory for all new staff). Ca. 50% of staff have completed the Diversity training. We need to achieve 100% (**AP 3.12**).

ACTION POINTS

3.12 To help promote awareness of EDI, all LICA staff to complete Diversity in the Workplace on-line training.

(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 LICA staff have an annual PDR. In our academic-staff survey, all 26 (100%) respondents agreed they had been offered a yearly PDR. Where previously PDRs had been undertaken by the HoD, 2017-18 saw the introduction of a reviewing team made up of professorial staff to whom reviewees are assigned by the HoD; senior reviewers have all undertaken mandatory PDR training. Any member of staff who is unhappy with a proposed arrangement can request a change to meet their needs (e.g. if a female member staff has been assigned a male reviewer and would prefer a female reviewer).

In the case of RAs attached to externally funded projects, as part of their induction process an initial PDR is instigated within the first 2 weeks of employment. The PI for the project is responsible for carrying out this initial PDR and annual reviews thereafter. In light of feedback from RAs, we do need to ensure that all PIs recognise and support the training and development needs of RAs **(AP 3.13)**.

PDR covers a review of performance, setting objectives, development/ training needs and promotion. Training and development needs arising from PDR conversations are largely managed between reviewer and reviewee. However, the HoD also has oversight of all PDRs and reports themes and known gaps to the Faculty HR partner.

Our survey showed 8 of 26 (31%) respondents (4M, 3F & 1 non-gender declared) finding PDRs unhelpful; qualitative feedback indicated the PDR form placed too much emphasis on task-based objective setting compared to career development. Since our survey, LU has refreshed the PDR forms and introduced a new PDR E-Learning course for reviewers *and* reviewees on how best to

prepare for and get the most out of a PDR. We shall monitor whether these changes fully address concerns raised and address where necessary **(AP3.14)**.

> **ACTION POINTS**
>
> **3.13 All PIs to undertake training for career mentorship & support of RAs.**
>
> **3.14 Gauge impact of new PDR forms and e-learning course in addressing 31% level of dissatisfaction with PDR process.**

(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.

During a 3-year probationary period, R&T staff are supported by a 20% reduction in workload allocation **(see 5.6.v)**. All staff benefit from an annual allocation of research funds and sabbatical system **(see 5.1.iv)**; the administrative load for HoDs is recognised through enhanced sabbatical leave. When staff take on an administrative role, there is a peer-to-peer hand-over period of mentorship.

> *When I was first employed as a junior lecturer I had the opportunity to shadow a colleague in the Director of Study part 1 role, which I subsequently took on. Getting this experience enabled me to confidently take on this role in an early stage of my career, assisting promotion.*

Our PGRs are supported by a careers consultant from the University's careers team. Sessions include workshops on 'Post-PhD Career Pathways', preparing a CV and one-on-one mock interviews. While we note below **(5.3.iv)** that our data on PGR academic destinations is inconsistent, we do have a success story to share that evidences the quality of support we offer for career progression from PGR to post-doctoral/lectureship level: in 2016, 2 of our female PGRs in Design were appointed to lectureships (indefinite contracts).

(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).

Every discipline in LICA has a dedicated careers tutor. The role of the careers tutor is to liaise with the FASS Careers Consultant who organises annual careers talks tailored for each subject and year cohort. LICA also runs an electronic Careers Noticeboard with regular posting of job opportunities.

Best practice in offering support for students' career progression has come from Theatre Studies who in 2012-13 introduced an annual Alumni Careers Panel (established by a female lecturer) **[Figure 22]**. Between 2014-17 each panel had between 5-6 speakers with an average gender balance of 56% female and 44% male; attendance was circa. 30-40 students per event **(Figure 23)**. This model is now being rolled out across LICA; the first multi-disciplinary Alumni panel was held in 2017/18 (5 speakers; 3M and 2F). Going forward, we need to collect feedback on and monitor impact of Alumni Panels by gender on career progression **(AP 3.15).**
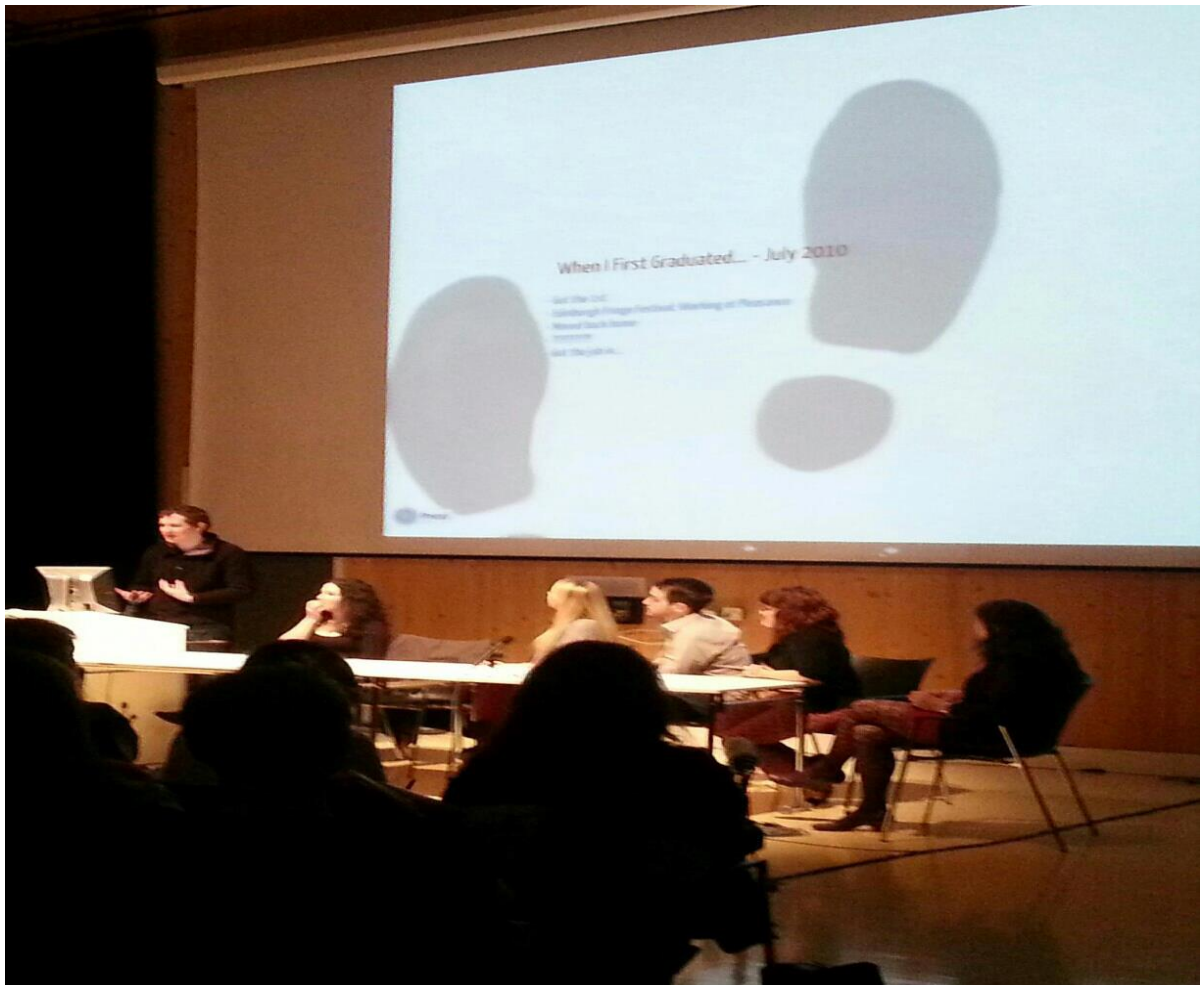

Figure 22: First Alumni Careers Panel 2012/13

Figure 23: Alumni Careers Panel 2016/17

In conjunction with this cross-arts initiative, LICA has a new role 'Employability Champion' which is recognised in the workload allocation (**see 5.6.v**). Additionally, Theatre was awarded an Alumni grant for 'Theatre Connections' (2017), a series of careers events targeted at 25 first- and second-year students from widening participation backgrounds.

Our compulsory, third-year dissertation module is designed to prepare students for further academic study; students are allocated a supervisor and attend a series of research methods lectures. We offer 2 LICA-wide employability-related modules: Placement (Year 2) offers students the opportunity to shadow work in an arts-related industry or organisation, and Creative Enterprise (Year 3) which connects to outreach (**see 5.6.viii**). Advice on postgraduate opportunities is available from the PG Director, though in practice students often consult their personal tutors and/or staff with whom they have the closest working relationship. They are also likely to be the staff who write references for employers or further programmes of study.

PGT students enrolled on the Masters programmes in Arts and Design Management also shadow cultural/creative organisations through a placement module. PGRs are assigned 2 supervisors to ensure they are fully supported throughout their studies; research-related training is provided by the FASS Research Training Programme. The faculty also has a one-day 'Introduction to Teaching' training course which is mandatory for LICA PGRs who opt to teach on undergraduate first-year modules. Consultation with PGRs undertaking first-year teaching 6F (60%) and 4M (40%), indicated inconsistent levels of mentorship

from convenors of Part 1 modules and a request for more guidance on the university's student welfare support systems **(AP 3.16)**.

Although we are aware of our PGRs going into lectureships after completion of their studies our record-keeping on destinations of PGRs is inconsistent; nor have we tracked gender patterns in the subsequent career progression of our PhDs **(AP 3.17)**.

LICA's close working relationship with *Lancaster Arts* is beneficial to the career development of our students, at all levels. For PGRs completing practice-as-research doctorates, *Lancaster Arts* provides resources and spaces (gallery and theatre) for the public presentation and showcasing of creative works. Students can sign up for paid work experience in our Arts Complex (e.g. ushering in the concert hall and theatre). Recent graduates also benefited from a new graduate artists scheme, 'Foot in the Door'. In 2017, this supported 4F (67%) and 2M (33%) LICA graduates in making their first post-graduation pieces; they went on to win Arts Council funding for national touring, thus evidencing the scheme's impact on career progression (10 graduates from the North West were supported in total; 6F (60%) & 4M (40%)).

ACTION POINTS

3.15 Collect feedback on and monitor impact of Alumni Panels by gender on career progression.

3.16 Improve levels of mentorship for PGRs tutoring first-year modules.

3.17 Set up system of record-keeping for PGR career progression.

(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.

Our departmental bid-writing workshops are tailored to LICA's disciplines. Workshops are delivered by staff with experience of successful bids. Meetings of the research centres provide opportunities for collective discussion of grant opportunities and for staff to receive feedback on an initial idea, as well as to garner interest from colleagues who might be interested in becoming part of a proposed bid activity. To strengthen bids, our policy is to give staff access to

successful bids and to receive peer-review feedback from 2 members of staff. As of 2016-17, the workload model (**see 5.6.v**) recognises an allocation both for bid-writing and for lead investigators on a successful externally funded bid.

In terms of research applications, data provided by the Research Support Office was not recorded in a way to easily support analysis of gender and grade **(AP 3.18)**. Nonetheless, we deduced that between 2014 and 2017 88 bids were submitted by LICA staff: 62 (70%) by men and 26 by women (30%). Proportionally, these figures approximate the gender ratio of LICA's academic R&T staff. All large grant successes (50K and above) were awarded to senior staff (SL & above) irrespective of gender.

Regarding success rates, 26 bids by men were successful (42% success rate) and 9 successes came from women (35% success rate). Women's lower success rate indicates we need to ensure that appropriate mentorship is in place; our HoD has introduced a pipeline progression chart for bids that will assist in keeping track of all mentorship required **(AP 3.19)**. Additionally, we propose to host a faculty workshop to garner feedback on the effectiveness of the unconscious bias training now adopted by the grants' awarding body UK Research and Innovation **(AP 3.20)**.

ACTION POINTS

3.18 Improve RSO data collection by gender & grade level.

3.19 Ensure mentorship for all staff making research grant bids, especially women given lower success rate.

3.20 Host faculty workshop to gauge staff experience of and views on the effectiveness of unconscious bias training adopted by UK Research & Innovation.

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.

Prior to taking maternity/adoption leave, staff receive guidance from their line-manager and have access to the faculty HR partner for further advice on policies and procedures. A communications plan is mutually agreed between line-manager and staff member. Cover for staff during leave is arranged by the HoD in conjunction with HR to mitigate the burden of work falling on other staff members.

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

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

During leave, the communication plan is actioned, or adapted according to needs, as a means of keeping in contact with the department. A line manager keeps staff informed of the annual promotions round. Staff on maternity/ adoption leave are entitled to up to 10 'keeping in touch' days for which time-off-in-lieu is given.

(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.

From 2015, a University-wide Maternity/Adoption Research Support (MARS)
fund has been established to provide additional funding to help and support
academic staff taking maternity or adoption leave in order to prevent or
minimise disruption to their research. A return to work plan involves
consideration of a reduced administration and teaching load for an agreed
temporary period to leave time for progressing research, and the option of a
flexible working arrangement. LICA's timetabling policy allows staff to register
their needs regarding childcare (**see 5.6.vi**).

(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.

We had 3 maternity leave cases: 2 professional services and 1 lecturer. The
lecturer resigned (partner took a new job overseas); professional services staff
returned to work, one on a part-time basis.

> *'I was fortunate to be able to reduce my hours to part time on a grade 7
> which is great as not many job shares come up for 7 roles.'*

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

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

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

Our data showed: no adoption leave requests; 1 paternity leave request from
academic staff (lecturer level); 2 paternity leave requests from technical staff, 1
combined with shared parental leave. Support from HR and line-managers
(policy guidance and communications before, during and after leave) was
viewed as highly effective and valuable; feedback on shared parental leave was
exceptionally positive.

*'Shared parental leave is an amazing option – greater
opportunities for more equitable sharing of familial work.'*

▮▮▮▮▮▮▮▮▮▮▮

(vi) Flexible working

Provide information on the flexible working arrangements available.

Our administrative staff have the choice of staggered hours arrangements to
accommodate family-related needs. We had 3 flexible-working cases: 2 from
academic staff; 1 administrative – all women. Although all 3 cases were
successful, consultation revealed 2 cases (1 admin, 1 academic) were achieved
with considerable difficulty, especially the admin case. While support available
at departmental level (HoD) was viewed as positive and valuable, the problems
encountered were occasioned by HR systems and, in the admin case, a lack of
helpful feedback when the case was initially declined **(AP 3.21)**.

'Difficult process at a time of emotional stress.'

▮▮▮▮▮▮▮▮▮▮

*'Process unclear. HR directed me to the wrong forms. I
always had to chase HR for updates.'*

▮▮▮▮▮▮▮

(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.

No cases during review period. In the event of such a request, the procedure
would be for a case to be made for consideration and approval by HoD and
Faculty Dean.

ACTION POINTS

3.21 Department to work with HR to improve management of flexible
working arrangements and communications with LICA staff about
flexible working policies and procedures for making cases.

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.

LICA aspires to a culture of collegiality. Despite the scale of the department, we are still small enough for staff and students to be on first name terms. The multi-disciplinary mix of LICA calls for close teamwork between academic colleagues, and between academics, administrative and technical staff. Traditionally, LICA staff meetings were aimed at academic staff, but in 2017-18 we moved to make this more inclusive by encouraging all staff to attend and instigating an agenda that has greater cross-staff relevance **(AP 3.22**; **see also 5.6.ii** on future inclusion of HR briefings). Also, from 2017-18, in the interests of work-life balance, we adopted the policy of restricting staff & student emails to standard weekday hours. That said, working towards this submission has made us self-reflexively aware of where our active consideration of equality and inclusivity needs to be improved, such as the strengthening of collegial mentorship for promotions **(see 5.2.iii)**, or the need to enhance interactions between PGTs and PGRs to foster inclusivity within our PGR community **(see 4.1.iii)**.

To evidence how LICA actively strives for an inclusive approach to enable our undergraduate students to reach their 'full potential' in accord with AS principle 1, we offer the example of our personal tutor system. All our undergraduates are appointed a personal tutor who is kept informed by the LICA office (with a tutee's consent in the case of confidential, sensitive well-being matters) of individual health, diversity and disability needs and is therefore able to assist with ensuring that the right kind of support is in place (e.g. support requested by gender transitioning students). Getting support in place for creative work is also important. In practice this means a commitment from staff to adapt creative projects to be culturally and disability inclusive (e.g. 2017 assessed performance project that incorporated a signer to work with deaf and hearing students). At the focus group session with third-year representatives **(see 3.ii)**, when asked whether they felt the department had mechanisms for inclusive support in place, the students cited the value of the personal tutor system, along with their sense of feeling '*comfortable and confident*' to approach any member of staff for assistance.

ACTION POINTS

3.22 Continue to set inclusive agendas for LICA staff meetings in order to be relevant to all categories of departmental staff.

(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.

All LU's HR policies concerning the above equality and grievance matters can be accessed by staff on the HR website. The HoD has a monthly meeting with the Faculty HR partner where casework, application of HR policies and staff-related projects are monitored. Projects arise from patterns in casework, from analysis of survey data (i.e. LU's staff survey), and from PDR training needs (**see 5.3.ii**). The HR partner will also provide additional one-on-one sessions for the HoD when support for interpreting and applying HR policies is required. Members of staff are regularly directed to updates to procedures on the HR website by the HoD or Departmental Officer.

However, our survey of academic staff revealed that there are insufficient lines of communication in place to keep staff informed of HR policies: 16 (62%) of the 26 respondents disagreed that they were kept up-to-date. This included a higher proportion of women disagreeing (8 of 11 female respondents (73%) compared to 7 of 14 (50%) men). We also observed a similar pattern of disagreement among our professional services staff survey where 9 of 15 (60%) respondents, including 8 of 11 female respondents (73%), felt they were not kept informed. Given these findings, in addition to email notifications, we invited our Faculty HR partner to attend LICA staff meetings to present updates on HR policies **(AP 3.23)**.

Regarding sexual harassment, we were concerned to find that there are no data on instances reported **(AP 3.24)**. The only indicators are from the University's Staff Survey (2016): of 38 LICA staff (19F and 17M), 11% (3F and 1M) complained of harassment or bullying (an increase of 2% compared to the University Survey 2014). Only 58% of 19 women and 65% of 17 men agreed they knew how to report harassment and bullying.

We therefore concluded it essential to improve awareness of harassment and reporting procedures. One of our women professors has been participating in a working party organised by the Standing Committee of University Drama Departments (SCUDD) to design guidelines on sexual harassment for H.E. drama departments. Although these guidelines are discipline specific, they contain generic understanding and advice, addressed through three key terms: 'Responsibility, Care and Consent'. These guidelines exemplify best practice; we shall build on this initiative by developing a LICA-wide version of the guidelines to be made available to all staff and students **(AP 3.25)**.

ACTION POINTS

3.23 Improve lines of communication & information between LICA & HR.

3.24 Work with HR partner on data collection of reports of sexual harassment.

3.25 Produce guidelines on sexual harassment to be made available to all LICA staff and students and investigate the potential to promote this guidance more widely in LU.

(iii)   Representation of men and women on committees

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

LICA has 7 key committees; length of service is 3 years. **Table 22** shows 3 years of committee membership by gender; **Table 23** by staff type.

	2015-16		2016-17		2017-18	
	Females	**Males**	**Females**	**Males**	**Females**	**Males**
Management	2	4	2	5	5	7
Undergraduate	3	4	3	4	3	4
Postgraduate	4	5	3	5	3	5
Research	4	3	4	3	4	4
Admissions	-	-	3	4	1	5
Marketing & Outreach	3	4	3	4	3	4
Technical Resources	-	-	4	4	3	4

Table 22 LICA Committees by Gender

	2015-16					2016-17					2017-18				
	AD	L	SL	P	T	AD	L	SL	P	T	AD	L	SL	P	T
Management	1	0	4	1	-	1	0	5	1	-	1	2	5	4	-
Undergraduate	1	2	2	2	-	1	1	3	2	-	1	2	2	2	-
Postgraduate	1	2	4	2	-	1	2	3	2	-	1	2	3	2	-
Research	1	1	1	4	-	1	1	1	4	-	1	1	1	5	-
Admissions	-	-	-	-	-	1	2	4	0	-	1	0	4	1	-
Marketing & Outreach	1	1	4	1	-	1	1	4	1	-	1	0	4	2	-
Technical Resources	-	-	-	-	-	1	3	1	0	3	1	3	1	0	2

Table 23 LICA Committees by Staff Type (AD Administrative; L Lecturer; SL Senior Lecturer; P Professor; T Technical)

The monthly convened MC is core to the organisation of the department and from 2017-18 includes all principal administrative role holders **(See 2, Figure 3)**, which accounts for the expansion in numbers and increase at professorial level.

Our Undergraduate Studies Committee has been consistent in its 3F (43%)/ 4M (57%) gender composition. It also includes representation of academic staff from all grades. Similar observations can be made about our Postgraduate Studies Committee. Because our Research Committee is core to REF cycles, this accounts for the number of professorial staff. However, we reflected that we need to re-balance this seniority to ensure a less hierarchical approach and better understanding of REF across all grade levels **(AP 3.26)**. By contrast, our Technical Resources Committee introduced in 2016-17 has no professorial representation (senior staff are briefed through reports at departmental meetings); its membership includes technical staff. Our Admissions Committee from 2016-17 began with a gender balance that has since become a gender gap due to the change-over in the cycle of admissions officers for each discipline. The gender ratio on the Marketing and Outreach Committee, 3F (43%) and 4M (57%) has remained consistent.

To assess whether women are undertaking a larger share of committee labour than men, we took the numbers of women and men eligible for this work during the three-year cycle 11F (34%) and 21M (66%) and the number of committees served by each staff member, to work out proportional representation by gender. For this calculation, service on 1 of the 7 committees had to be at least two years (this excluded one term stand-ins for staff on sabbatical, or one year of service, in order not to skew our data).

	Females Total Number 11 (34%)	Males Total Number 21(66%)
0 Committees	2 (18%)	8 (38%)
1 Committee	4 (36%)	4 (19%)
2 Committees	5 (46%)	7 (33%)
3 Committees	0	1 (5%)
4 Committees	0	1 (5%)

Table 24: Number of Committees Per Staff Member by Gender

Table 24 evidences that proportionally women carry a larger burden of committee work: 8 male staff (38%) compared to 2 women (18%) were not participating in committees; 4 (36%) women served on 1 committee compared to 4 (19%) of men; and 5 (46%) women served on 2 committees compared to 7 (33%) men. The anomaly of 1M on 4 committees relates to HoD service. The other anomaly of 1M on 3 committees indicates that in future distributions of committee work, we need to pay attention not only to gender, but also to establishing a departmental norm for all staff. Given current staffing levels and number of committees, our data suggest the departmental norm should be a maximum of 2 committees per staff member **(AP 3.27)**.

Furthermore, of 7 committees only 1 (Marketing and Outreach) was chaired by a woman for a full 3 years: 5 were consecutively chaired by men; the chairing of the Management Committee shifted from male (2015-16/ 2016-17) to female (2017-18) due to a change of HoD. To make these chairing roles transparent to staff and to initiate an inclusive invitation to chair, those currently in a chairing role and about to step down briefed all LICA staff on what the role entails. A follow-up email encouraged expressions of interest from all staff. This resulted in 3 of 7 committees being chaired by women (from 2018-19) **(AP 3.28)**.

ACTION POINTS

3.26 Achieve more democratic membership of Research Committee in-keeping with staff-inclusive REF submissions.

3.27 Review membership of committees to ensure women are not overburdened; recognise departmental norm of maximum 2 committees per staff member.

3.28 Ensure increased opportunities for female staff to gain chair/leadership experience relevant to promotions criteria.

(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?

Our academic staff survey revealed 8 of 10 (80%) female respondents agreeing that they are encouraged to represent the department on external committees. All LICA's women professors have served on faculty and/or university committees and are highly active participants in arts-related organisations outside of the university, nationally and internationally. Women professors in Art and Design have all been REF panellists.

Ex officio membership of faculty committees is linked to the chairing of departmental committees (e.g. a departmental Director of undergraduate studies will represent LICA on the undergraduate faculty committee). Thus, our new strategy to ensure women are encouraged to chair departmental committees **(see AP 3.28)**, correlates with future increased participation at faculty level.

We also concluded that greater prominence to staff profiles on our website would be advantageous for early-career (if not all) staff, since this is one means by which external bodies can identify possible members of panels and committees **(AP 3.29)**.

> **ACTION POINTS**
>
> **3.29 Increase visibility of staff profiles on departmental web pages.**

(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.

Our workload model is best described as a constant 'work in progress'. A key difficulty for us as a multi-disciplinary entity has been to arrive at a model that can be applied across LICA and at the same time be responsive to the different discipline-specific modes of teaching. The most recent iteration of LICA's workload model introduced in 2017 is based on a points system in which a set number of points are allocated for: postgraduate supervision and teaching; undergraduate teaching (convenorship of modules, hours taught, mode of

teaching, and marking); administrative roles and duties (e.g. DoS, Employability Champion); management of externally funded research and grant-bid writing. With this model, it is possible to see whether the allocation of an individual's workload deviates from the average and to adjust accordingly. The overview and monitoring of workload allocations and the model itself is undertaken by the HoD in consultation with the MC.

Because our focus has been on workload parity between the different disciplines, this has elided attention to gender. Our academic staff survey showed 28% (7 of 25 respondents; 4F and 3M) disagreeing that work is allocated on a fair basis **(AP 3.30)**. The SAT's examination of recent workload allocations revealed one, clear gender pattern: all citizenship-related administration – careers, outreach and AS – is led by women **(AP 3.31)**.

ACTION POINTS

3.30 Review workload allocation across disciplines and by gender to ensure equity and address perceptions of unfairness.

3.31 Address male participation in citizenship-related activities.

(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.

LICA staff meetings are held in core hours (10.00-16.00). Social gatherings such as leaving dos are held at lunchtime. Past seminar series have been held on Wednesday afternoons to facilitate staff attendance. The current seminar/workshop series run by PGRs (**see 4.1.iv**) also takes place on Wednesdays, 12.00-13.00. All timetabling requests related to caring responsibilities (e.g. childcare where school-runs and pick-ups need to be considered) are collated by Directors of Study and submitted to the University's central timetabling office.

Our survey showed that of 26 academic respondents, 23 (88%) agreed that departmental meetings take place within core hours to allow those with caring responsibilities to attend. Professional services staff were also in agreement: a positive response from 13 (93%) of the 14 who answered this question.

> 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 equality-related specialisms of our SAT **(see Section 2; Table 1)** exemplify LICA's research and teaching culture as committed to gender-aware and intersectional perspectives in the arts. Past research-council funded activities have included gender-themed projects such as 'Women's Writing for Performance' (2003-6), that introduced approximately 20 high-profile women practitioners to LICA staff and students. They included 3 BME artists, Jackie Kay, Vayu Naidu, and SuAndi, Director of Black Arts Alliance, who was awarded an Honorary Doctorate from Lancaster University in 2015 **(Figure 24)**. Our relationship with *Lancaster Arts* means that we co-host and/or arrange for our students to participate in a range of events by artists, such as workshops and talks. Again, these strongly reflect gender and intersectional awareness; recent examples include: 'Experiments in Listening', screening and talk (Rajni Shah; practitioner of socially engaged theatre & PhD candidate Lancaster, January 2018); 'IF' one-day festival on inclusive dance practices (March 2018); and 'Breaking Bread', one-day symposium mixing performance and discussion on cultural diversity and otherness (May 2018). In our public art gallery, Art students attend an annual series of talks by professional artists. The number of women artists in the series for the past three years is: 10 of 16 (62.50%) 2015-16; 8 of 16 (50%) 2016-2017; and 7 of 12 (58%) 2017-2018.

Figure 24 SuAndi, Director of Black Arts Alliance awarded an Honorary Doctorate Lancaster University, 2015

LICA's website and promotional materials aim to reflect the inclusive, collegial, group ethos described above (**5.6.i**). However, prior to this exercise we were unaware of how our undergraduate and PGT male population of students falls below the national benchmark **(see 4.1.iii)**. Since video footage relating to undergraduate programmes features only one interview with a male student, we need to address this to be more inclusive **(AP 3.32)**. Contrastingly, we found

the representation of women staff on the website problematic: since some footage has been taken from teaching scenarios external to LICA, they appear underrepresented **(AP 3.33).**

ACTION POINTS

3.32 Address under-representation of male undergraduates in visuals on LICA web pages.

3.33 Address under-representation of female staff in visuals on LICA web pages.

(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.

Members of the Marketing and Outreach Committee, who include all staff categories **(see Table 23)**, assist with the organisation and different types of events that include 'taster days' and visits from and to secondary schools and FE colleges. The female chair of the Marketing and Outreach Committee takes on some of these schools' related activities and this is recognised in the workload model; other contributions are shared out among staff. We also have student ambassadors who assist with recruitment and outreach.

In addition to these regular outreach activities, staff also organise arts and gender-themed events. Examples include:

> 'Hear me Roar': Women's Theatre Festival inaugurated in 2015 by a female professor in collaboration with *Lancaster Arts* and colleagues from Women's Studies; hosted again in 2016 and 2017. Festivals involved approx. 20 artists (2015), 80 artists (2016) and 40 artists (2017) and reached an average of 3,500 people in total. Data monitoring of the festivals evidences 60-70% of audiences identifying as women and around 50% identifying as sexual minorities.

'Educating Girls on Sound', one-day event organised by a female lecturer (April 2016); workshop for teenage girls from the Lakes Schools area in Lancashire, their teachers, and a selection of female sonic artists; approximately 70 in attendance.

'Women Making Movies' half-day symposium organised by a male senior lecturer hosted in Vue Cinema, Lancaster, and open to the general public (May 2017); 3 female speakers and approximately 40 participants.

Finally, our undergraduate Creative Enterprise module convened and taught by LICA's engagement specialist (male), offers our students a raft of outreach opportunities with a range of external organisations from schools to charitable organisations. Outreach projects undertaken on the module are assessed, formally recognised. To evidence and illustrate:

'Sensory Art Makers': Working with Galloway's Society for the Blind, 6 female, fine art students organised a series of workshops exploring tactile and sensory ways of making art.

'Colourful Soles' **(Figure 25)**: 5 theatre students, 3F & 2M, carried out market research into hand-made tie dye clothing to make and sell tie dye socks to raise funds for Lancaster and District Homeless Action Service. The group was involved in helping the homeless learn how to make tie-dye socks so that they could carry on raising funds after the project was completed.

Figure 25 'Colourful Soles' – Undergraduate Student Outreach Project

[5886 words]

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

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

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

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

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

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

In **Section 2** we recorded the all-female composition of our administrative staff and the two-thirds male staffing of technical posts. Moving on, we will ensure that positive actions are taken to encourage under-represented groups apply for jobs in these respective categories **(AP 4.1)**.

While at Bronze level we are not required to report on professional services staff (except for flexible working, career-break policies and practices), we did extend consultation to our administrative and technical staff as evidenced at relevant points in our submission. These consultations also showed the following issues/concerns that have relevance to core aspects of the Silver Award:

1) **Induction**: out of 8 staff who had been through an induction process in the last 5 years, 3 (37.5%), reported this as not 'helpful and thorough'.

2) **Promotion**: 71% of staff (10 of 14 respondents) believe there are *not* opportunities for career progression in their role, with 8 of 11 women (73%) and 2 of 3 men (67%) agreeing with this statement. 6 of 10 respondents (60%) believe that both women and men are *not* actively encouraged to apply for promotion, with 5 of 7 women (71%) and 1 of 3 men (33%) agreeing with this statement.

    'The grade structure makes progression difficult.'

    'Promotions are not applicable for professional services staff.'

'Career progression is not actively encouraged'.

3) **Training:** in contrast to promotions, 79% of staff (11 of 14 respondents) feel encouraged to participate in training, with 9 of 11 women (82%) and 2 of 3 men (67%) agreeing with this statement. 12 of 14 respondents (86%) feel they can access training that is relevant to their development needs (9 of 11 women (82%) and 3 of 3 men (100%)).

4) **Appraisal/Development Review:** 12 of 15 respondents (80%) acknowledged they have a PDR on annual basis. 7 of 13 (54%) respondents reported they did not find the PDR helpful.

From these initial findings we conclude that going forward, for our professional services staff we need to prioritise: promotions; induction process and PDRs **(AP 4.2, AP 4.3, AP 4.4)**.

[331 words]

10,408 TOTAL WORDS

ACTION POINTS

4.1 Implement positive actions to encourage under-represented groups in professional services categories to apply for jobs.

4.2 Address lack of promotion opportunities for admin & technical staff through active engagement with University's piloting of career development opportunities for professional services staff.

4.3 Refresh induction process for & in consultation with admin & technical staff

4.4 Improve helpfulness & thoroughness of PDR experience for admin & technical staff.

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.

ATHENA SWAN ACTION PLAN: LANCASTER INSTITUTE FOR THE CONTEMPORARY ARTS

NOTE: We chose to indicate positions of responsibility rather than people, since during the award cycle staff will change positions/roles. Identifying by position & relevant staffing groups/committees will assist with optimal tracking of action points and their delivery. Actions coded dark blue are for immediate implementation.

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
1 Transition from SAT to Equality Diversity & Inclusion Committee				
1.1 Individual AS/EDI workloads need to be recognised	Consult with LU's AS forum to model recognition of individual workloads and spread best practice	EDI Chair/s in consultation with HoD & AS forum	Confirm individual workloads by July 2019; continue to consult with AS forum to maintain best practice	Work for AS/EDI recognised in individual workloads

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
1.2 Transform SAT into EDI Committee; committee to have oversight of action plan to ensure successful delivery & report to MC	EDI committee set up; will implement & monitor action plan & amend actions if needed; regular reporting to MC & submission of annual report	Chair/s of EDI committee & members; adopt sub-group model of SAT to distribute and carry out oversight tasks	Establish Committee by January 2019	Committee constituted and operational on termly basis; milestones achieved reported to MC; provides a mechanism to identify & address missed milestones
1.3 SAT findings need to be disseminated to all staff and students	Report on key findings at LICA staff meetings & staff-student UG & PG committee meetings	EDI Chair/s & committee members	Relevant meetings scheduled for 2018-19	LICA staff & students have overview of key findings and AS Action Plan
1.4 Increase awareness of EDI among students at all levels	Invite volunteers at undergraduate & postgraduate levels to become EDI ambassadors; include student reps on EDI committee to engage with implementation of AS Action Plan	EDI Officer	Ambassador scheme in place by January 2019	Promotion of EDI within student body of LICA at all levels
1.5 EDI staff surveys needed as mechanism for identifying staff views on EDI	Conduct 2 surveys	Chair/s of EDI committee	Survey 1 (January 2020) Survey 2 (January 2022)	EDI concerns identified, and relevant actions taken as required; 80% of available cohort to engage with surveys
1.6 Maintain lines of EDI communication with LICA staff	EDI as standing item on staff meeting agendas	Members of EDI committee	Termly staff meetings from 2018-19	EDI survey 2020 shows at least 80% of those surveyed understand the EDI action plan/ EDI ambition for the department
1.7 Chairing & Membership of Committee need to generate pool of EDI expertise & leadership	Expand membership to staff new to EDI & arrange co-chairing; ensure grade & membership balance in-line with LICA gender profile	HoD in consultation with EDI chair/s and other committee members	By October 2019 agree a) new members; b) rota of biannual co-chairing	Staff new to EDI recruited to committee; co-chairing/rotation to provide a supportive mechanism for increasing leadership in EDI

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
2 Actions Related to Picture of Department				
2.1 We want to ensure that applications from women to our undergraduate Design programme do not fall below HESA benchmark	Review number of applications & report to EDI committee for discussion of actions to be implemented if applications continue to fall	Design Undergraduate Admissions tutor & EDI committee	Review outcome of admissions cycle in September 2019 & September of following years	Annual report of applications by gender vs HESA benchmark; actions for implementation if required
2.2 Under-recruitment of male undergraduates	**2.2i** Ensure visibility of male staff & student ambassadors on university open days to provide role models for male applicants	Undergraduate Admissions Officer; & Admissions tutors	Implement on visit & open days, scheduled from January 2019 onwards	Regular monitoring of these actions will help to assess effectiveness of these measures
	2.2ii PowerPoint for applicant visit/open days to include slide on department's commitment to AS	Admissions Tutors	From January 2019	Applicants/visitors see our commitment to AS
	2.2 iii Surveys for visitors to the department on visit/open days to include question on impression of LICA as inclusive environment	Admissions Officer	From January 2019	Responses to survey question will help us to assess how to strengthen our public-facing image as an inclusive environment

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
2.2 Continued	**2.2 iv** Hold focus group to examine reasons for percentage drop between offers and acceptances from male applicants and determine actions to be taken	Admissions Tutors	Focus group January 2019; implement agreed actions from February 2019	Effectiveness of agreed actions to be measured against 2% raise in acceptances from male applicants by September 2021
2.3 Non-completions at undergraduate level; overall average completion rate of women 83% compared to 87% for men.	Work with university offices on student welfare & academic support to identify key factors for non-completions & gender differentials in completion rates; implement support mechanisms & report to all LICA staff	HoD, Undergraduate Director & Directors of Study	Full reports by all disciplines at Annual Teaching Review day (ATR), July 2019; repeat on annual basis	First step towards identifying & understanding reasons for non-completion by gender; relevant actions implemented to raise completion rates to minimum 90% for both women and men by July 2020
2.4 Men under-performing at undergraduate level	End of year programme reviews to include data and analysis of levels of attainment by gender	Undergraduate Director & Directors of Study	ATR July 2019; repeat on annual basis	Reliable data on attainment by gender; 100% of modules review outcomes by gender; ATR reports programme outcomes by gender; close gender gap in levels of attainment by July 2021
2.5 Concern for greater integration of PGT cohort (predominantly women from overseas) into LICA's PG community	PGR seminar/ workshop series to include sessions & socials open to PGTs; conduct EDI survey of affected cohorts	Director of PG studies and PGR student rep	Inclusive sessions arranged for 2018-19 & on-going; conduct survey at end of seminar series on annual basis	PGTs & PGRs provided with opportunities for interaction; EDI survey of affected cohorts shows 80% of students feel part of the wider PG community by September 2020

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
2.6 Need to raise application rate from men at PGT level	Revise MA student profiles on PGT web page to attract interest from female & male applicants	PGT programme Directors & Director of Market & Outreach	Complete by January 2019	100% of web images reviewed and approved for EDI compliance; across all our images, a diverse EDI balance is achieved; application rate from men rises by 5% by September 2021
2.7 Need to investigate and determine reasons for under attainment of female PGTs	Focus group session to determine reasons for gender gap in levels of attainment at PGT	Director of PG studies & PG committee	Focus group session Spring term 2019; report from PG Director to MC & EDI committee, September 2019	Initial step towards understanding reasons for gender gap in levels of attainment; actions can be implemented as required; raise women's attainment at PGT to be at least equal to men's in all years
2.8 Generate interest in PGR studies among LICA's proportionally high female PGT population	Run 2 workshops on PGR applications and funding for PGTs	Directors of PGT programmes	1 workshop in November 2018 & 1 in February 2019; repeat on annual basis	Increased awareness of PGR opportunities at PGT level; measure by applications from PGTs to transfer to PGR and workshop attendance data – aim for 50% of all cohorts
2.9 Need to improve appeal of PGR to external female applicants given 50% decline in numbers of PGR applications from women in 2016/17 (numbers dropped to 14 from 32-37)	Focus group session to determine reasons for lack of appeal & fall in applications in order to implement actions to address the decline	Director of PG studies & PG committee	Focus group session Summer term 2019; report from PG Director to MC & EDI committee, September 2019	Initial step towards understanding lack of appeal & fall in PGR applications from women; further actions (in addition to 2.10) to be implemented as required; number of applications from women rises/returns to 2014-15 number of 37 by PGR admissions cycle 2020-21

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
2.10 PGR communications need to be improved to help raise percentage of women PGRs	Tailor university offer and post-acceptance communications to underline LICA's inclusive and supportive environment	Director of PG studies & PG admin officer working with FASS PGR admissions	Communications revised and implemented by January 2019	All PGR applicants/recipients of offers receive a mail-shot/follow up letter
2.11 Non-completion rate of PGR women in Design	Focus group session to determine reasons for non-completions	Director of PG & PhD supervisors in Design	Spring term 2019	Non-completions action planning – traffic light/review system introduced and disseminated to all relevant staff
2.12 Leaving data needs to be comprehensive/ systematically collected	HR to initiate 'exit' questionnaire; FASS HR partner agreed will include question on family/care-related reasons for leaving	Chair/s EDI committee working with FASS HR partner	Exit questionnaire to be adopted 2018-19	100% of leavers to have completed exit questionnaires by September 2019
2.13 No data to track rates of redundancy, redeployment or transfer to permanent contract for research-only staff	Work with HR to initiate comprehensive data collection tailored to research-only staff	Chair/s EDI committee working with FASS HR partner	Comprehensive data collection to be achieved by September 2019	100% of data made available and reviewed annually from October 2019
2.14 Insecurity of fixed-term contracts means RAs need more support for redeployment opportunities	Set up group email distribution list for RAs; regularly signpost redeployment information & encourage participation in LU's Research Staff Association dedicated to the support & career development of RAs	Director of Research & PIs on funded research projects	Improved redeployment support in place by March 2019	Survey data January 2022 finds 80% of RA staff aware of next-step opportunities

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
3 SUPPORTING AND ADVANCING WOMEN'S CAREERS				
3.1 Data on recruitment incomplete; disaggregated data for research-only posts at Grades 6P and 7P required to assist with analysis from gender perspective	Work with EDI institutional team for comprehensive & disaggregated data collection.	Chair/s of EDI committee & EDI institutional team	Comprehensive data set to be completed on annual basis from 2018-19	100% of recruitment data is analysed by grade and gender; available to department by September 2019
3.2 Gr 9 post attracted only male applicants; none were shortlisted	Ensure accuracy of recruitment materials and appeal to both genders; use online gender decoder tool for job advertisements	HoD & FASS HR partner	Actioned for all new posts at point of advertisement	100% of posts advertised have been approved as gender neutral in appeal/EDI compliant by January 2019
3.3 54% of staff respondents in 2018 survey felt that LICA does not take steps to encourage women and men to apply for posts in areas where they are under-represented	Advertisements for new posts to include positive-action statements on EDI; posts to be advertised in specialist networks/ locations where they come to the attention of underrepresented groups	HoD & FASS HR partner	Actioned for all posts at point of advertisement	Achieve uplift to minimum 75% of respondents to January 2020 survey agreeing positive steps are taken

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
3.4 All new staff need to be fully supported and have the opportunity to feedback on the effectiveness of the induction process	Regular contact/meetings between new staff members & HoD, DoS & appointed mentor to be established and maintained	HoD, Directors of Study & mentors	Undertake for all new staff appointments	Three-way support system ensures rigorous guidance in place and opportunities to feedback on effectiveness of induction process; 85% of new joiners report induction useful in January 2020 survey
3.5 Need to encourage all staff, especially women, to come forward for promotion	Ensure PDRs include in-depth conversations about promotions to encourage levels of staff confidence	HoD & PDR Reviewers	Annual PDR Cycles (July to September)	By January 2022 survey, 85% of respondents report PDR useful with regard to discussion of promotion
3.6 Lack of promotions group to identify and invite all staff eligible for promotion to make an application	Set up Promotions Group	HoD, EDI Chair/s & Deputy HoD [new role from October 2018]	Twice a year for each promotions cycle; implement from October 2018	All eligible staff identified & invited to apply for promotion
3.7 More mentorship for promotion cases at all levels – especially Gr 7 with proportionally high number of female staff	All staff making a promotions case to be assigned a mentor for supportive conversations & guidance	HoD & relevant LICA staff to act as mentors	Annual promotions cycles from 2018-19	Enhanced support in place for all staff making promotions cases; 80% satisfaction rate around support for promotion reported in survey January 2020

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
3.8 Mentorship needed for promotions to SL	Initiate an annual workshop at departmental level, or faculty level if cross-faculty interest	LICA (or cross-faculty) staff with experience of promotion to SL to lead workshop; FASS EDI Officer to help organise	May 2019; annually thereafter	Success rate of SL promotions raised to 75%; gender parity achieved in success rate
3.9 Refresh LICA's disciplinary profile related to University's promotions criteria	Organise workshop for academic staff to engage with disciplinary profile and University's promotions criteria	HoD & all academic staff	March 2019	100% of staff are aware of/understand the discipline profile; measure by survey January 2020
3.10 Staff need to be aware of LU's refreshed promotions-related training	Promotions-related training to be highlighted in annual PDRs	PDR reviewers	PDR cycles (July to September)	Staff have better awareness of promotions training; aim for 80% satisfaction in survey January 2020
3.11 Gender imbalance of promotions committees (faculty and university levels) & perception of unconscious bias	Further investigate perceptions of unconscious bias & gender balance on faculty and university promotions panels through additional interviews	Members of sub-group on promotions & EDI faculty officer in consultation with EDI committee	Complete by July 2019	Findings reported to Faculty Dean & can inform change where necessary
3.12 50% of staff completed on-line diversity training; to help promote EDI awareness we need to achieve 100% completion	PDR reviewers to encourage uptake of training for reviewees who have not completed training & also advise if a refresh of training required	PDR reviewers; Departmental Officer to assist with email reminders to staff regarding completions	All staff to have undertaken EDI training within 3 years	100% staff completion of training

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
3.13 PIs need to recognise the training and development needs of RAs	Ensure all PIs are trained on the expectations of the Vitae Concordat to Support Career Development of Researchers which LU is signed up to	PIs	Training undertaken by October 2019 & in all future years/cases where a PI has responsibility for RA staff	100% PIs are trained on the expectations of the Research Concordat to support RAs
3.14 Ca. 31% of staff find PDRs unhelpful; PDR forms emphasise task-based objective setting over career development	New PDR forms & e-learning PDR training introduced by university for reviewers & reviewees; gauge impact of changes in addressing level of dissatisfaction	HoD & FASS HR partner	Annual PDR cycles from 2018-19	85% of staff report PDR helpful – staff survey January 2022
3.15 Need to collect feedback on and monitor impact of alumni career panels on undergraduate career progression by gender	Conduct questionnaire on helpfulness of panels & at later stage, second survey related to impact	Employability Champion working with Careers Office	Annual, from 2018-19	Method of gathering feedback on alumni panels in place by March 2019; able to track impact of sessions on careers progression by gender
3.16 Inconsistent levels of mentorship for PGRs tutoring first-year modules; more guidance on student welfare support systems needed	Convenors of first year modules to provide rigorous levels of support for PGR tutors; FAQs & guidance to be made available to PGRs on admin drive	Convenors of first year modules	Annual, from 2018-19; FAQs & guidance sheets to be completed by September 2019	Rigorous systems of support in place for PGR tutors; additional guidance available on admin drive; measure by first year convenors inviting formal feedback/review from PGRs on annual basis

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
3.17 Inconsistent/ incomplete record-keeping on PGRs after graduation	Develop relations with alumni office to forward PGR graduate destinations information; maintain records at departmental level	PG Director & PG Administrator	System of record keeping established by October 2019; annual updating of records	80% of PGR destinations recorded by October 2020
3.18 RSO data on research grants needs to support gender and grade analysis	Request comprehensive data collection by gender & grade	EDI Chair/s & committee	Refreshed data collection to be operational from academic year 2018-19	100% of grants have gender disaggregated data set
3.19 Grant success rate for women less than for men	Use pipeline bid charts to help track & ensure mentorship needs of all staff are met, especially women	HoD, Director of Research & Directors of Research Centres	Implemented September 2018; to be refreshed on annual basis	Include question on mentorship in surveys to gauge levels of satisfaction; also measure against grant success rates by gender
3.20 Gauge staff experience of & views on effectiveness of unconscious bias training adopted by UK Research & Innovation	Host a faculty workshop on this topic	EDI chair/s & Faculty AS Officer to organise	January 2020 to host workshop	Achieve cross-faculty overview of effectiveness of unconscious bias training & equality issues arising from grant activity; if necessary, findings can be presented to UK Research & Innovation to help inform change

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3.21 HR systems for flexible working requests need to be managed more effectively	Work with & support Faculty HR partner to ensure system is effective; information & updates on process of making flexible working requests to be included in HR briefings at LICA meetings; raise awareness among staff of offer of advisory meetings with HR staff on procedure	FASS HR partner &HoD	Briefings at LICA staff meetings, from 2018-19 (see AP 3.23)	100% of staff report awareness and understanding of flexible working request procedures – survey January 2020
3.22 LICA staff meetings need to be inclusive	Continue to set inclusive agendas for LICA staff meetings in order to be relevant to all categories of departmental staff	HoD	LICA calendar of staff meetings; on-going	LICA staff meetings bolster collegiality & inclusivity; 90% of survey respondents report satisfaction with LICA's culture of collegiality – survey January 2020
3.23 Need to improve communication of HR policies	Faculty HR partner invited to LICA staff meetings to present updates on HR policies; follow-up summaries via email	FASS HR partner	From September 2018; on-going at all LICA staff meetings	90% of survey respondents report satisfaction with awareness of HR policies – survey January 2020
3.24 No data on reports of sexual harassment	Make representation to HR Faculty Partner to initiate data collection	HoD, EDI Chair & FASS HR partner	Arrange meeting with HR January 2019 to discuss & establish mechanism for confidential data collection	Data collection established by October 2019

EQUALITY ISSUES/ RATIONALE	ACTIONS	POSITIONS OF RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE/ OUTCOME
3.25 Raise awareness and prevention of sexual harassment	Adapt & develop theatre's guidelines into LICA-wide guidance statement and investigate the potential to promote this guidance more widely in LU	EDI Chair/s & committee	October 2019 publish on departmental equality page & share with university EDI office for wider dissemination	Awareness/prevention guidance available to LICA staff & students; measure effectiveness against HR data collection on sexual harassment (AP 3.24)
3.26 Research committee has under-representation of grade levels below professor	Re-balance by grade on committee to ensure more democratic approach	HoD in consultation with Director of Research	Committee membership to be addressed for 2018-19 & through REF cycle	Democratic composition of committee achieved in-keeping with practice of staff-inclusive REF submission
3.27 Women carry a larger burden of committee work compared to men.	Review membership of committees to ensure women are not overburdened by committee work; recognise departmental norm of maximum 2 committees per staff member	HoD	Membership of committees to be reviewed January 2019; full implementation of more equitable distribution to be achieved by October 2019	Equitable distribution of committee work
3.28 Only 1 of 7 committees with female chair	Ensure new strategy of briefings on committee chairs & expressions of interest is maintained as an inclusive practice	Committee Chairs; LICA office to circulate requests for expressions of interest; HoD decision on allocation of chairs	Review strategy on annual basis	All staff have better understanding of duties & responsibilities of committee chairs; more inclusive & transparent approach to selection of chairs; increased opportunities for female staff to gain chair/leadership experience relevant to promotions criteria

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3.29 Low visibility of staff profiles on departmental web pages disadvantages all staff, but especially early-career staff (both genders)	Increase visibility of staff profiles on departmental web pages	All staff to provide profile content; Director of marketing & Outreach; faculty web team	Profiles to be refreshed in 2019-20	All staff clearly represented on departmental web pages by July 2020
3.30 28% of staff surveyed in 2018 disagree that work is allocated on a fair basis	Review workload allocation to ensure parity between disciplines & by gender; communicate workload model and allocations more openly	HoD & Management Committee; Directors of Study to communicate with discipline teams	April 2019; review annually	Ensures parity between disciplines & by gender; measure staff perceptions of fairness by surveys – aim for 70% of respondents to January 2020 survey agreeing work is allocated on a fair basis
3.31 Over-representation of women leading on citizenship-related activities	Use PDR process to encourage men to participate in leading citizenship-related activities	HoD & PDR reviewers	2018-2022	More equitable gender distribution of citizenship-related work; measure of success to include male co-chair of EDI committee by 2019-2020
3.32 Under-representation of male undergraduates on LICA web pages	Redress imbalance on undergraduate web pages	Director of undergraduate studies/Directors of Studies to provide image content; Director of Market & Outreach & FASS web team	Complete by January 2019; refresh in future years as required	On-line images of LICA's undergraduate environment more inclusive/EDI compliant

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3.33 Visuals on LICA website under-represent women staff	Refresh images on web pages to address under-representation	Director of Market & Outreach & FASS web team	Complete by January 2019; refresh in future years as required	On-line images of staff are gender inclusive/ EDI compliant
OTHER ACTION POINTS				
4.1 Positive actions needed to encourage under-represented groups in professional service categories to apply for new posts	Ensure wording of job advertisements encourages under-represented groups; use online gender decoder tool for advertisements; include flexible working options for all new posts	HoD & FASS HR partner	Undertake for all appointment opportunities as and when they arise.	Achieve 20% increase of applications from under-represented groups as and when new posts are advertised
4.2 Lack of promotion opportunities for professional services staff	LICA to actively engage with LU's strategy to increase career development for professional services staff by piloting specific development opportunities	HoD, Chair/s EDI; Faculty EDI officer; professional services staff to engage in pilot scheme	Timing to be determined by LU's AS action pan	LICA actively engaged with LU's piloting of development opportunities for professional services staff
4.3 Induction process for professional services staff needs to be 'helpful and thorough'	Run a focus-group meeting with professional services staff to understand how to improve	HoD & EDI chair/s	Focus group session January 2020	Improved induction process for professional services; 85% of respondents to survey January 2022 agree induction process is 'helpful and thorough'
4.4 54% of professional services staff found PDRs unhelpful - 2018 survey	Signpost new PDR forms & E-learning PDR training for reviewers & reviewees	HoD & PDR reviewers	Annual PDR cycles, July to September	Helpfulness of PDR experience improved; 85% of respondents to January 2022 survey satisfied with PDR experience