



DEPARTMENT APPLICATION
Bronze and Silver Award

**School of Culture and Creative Arts
University of Glasgow**



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

Name of institution	University of Glasgow	
Department	School of Culture and Creative Arts	
Focus of department	AHSSBL	
Date of application	11 December 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2016	Level: Bronze
Contact for application <small>Must be based in the department</small>	Lizelle Bisschoff	
Email	Lizelle.Bisschoff@glasgow.ac.uk	
Telephone	0141 3306542	
Departmental website	https://www.gla.ac.uk/schools/cca/	

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.



10 December 2019

Dear James,

As Head of the School of Culture and Creative Arts (SCCA) and a SAT member, I am delighted to support our application for a Bronze Athena SWAN Award. I believe it represents SCCA's deep commitment to equality, diversity and inclusion (EDI) across a range of areas, including but not limited to, gender equality.

As detailed in our submission (Sections 2; 5.6), questions of gender equality are central to SCCA's research, teaching and public engagement. Research on gender and cultural labour and gender and representation are prominent in our work (and REF submission). In addition to our cross-School course 'Genders,' modules at all levels have issues of gender, sexuality and equality at their heart. Building on this, we have recently appointed a Grade 10 academic post in Creative Economy, with an explicit focus on EDI.

SCCA's range of subject areas – Music, Film and TV, and Theatre Studies, History of Art and Textile Conservation, and a Centre for Cultural Policy Research - have differing staff/student gender profiles. History of Art, in particular, shows longstanding predominance of female students. This is true to a lesser extent across the rest of our undergraduate programmes, though the reverse is true at PGR level. Similarly, across SCCA, we have more women than men at early-mid career levels (Grades 6-8), though this dips at Grade 9 and above throughout the review period. Addressing male UG underrepresentation whilst also combatting the attrition of our talented female students and staff is a core concern of our future Action Plan on recruitment and outreach activities.

Over the review period, SCCA nominated and supported 3 women's participation in competitive UofG leadership programmes and funded 5 women (4 Academic; 1 Professional and Support) on Advance HE's Aurora leadership programme. Since 2016/17, workforce planning with the Head of College HR has identified future, and particularly female, leaders in SCCA. We now benefit from visible female leaders: the Head and Deputy Head of School, and Head of Professional Services are all women and 3/6 subject Heads are women.

Our pipeline improved in 2018/19 with new Professorial appointments/promotions; we now have 50% female Professors up from 35% during the self-assessment period. However, we still have work to do through our Action Plan, especially in terms of support and promotion guidance for colleagues on the reasonably new Learning, Teaching and Scholarship track.

Implementing the Athena SWAN Charter led to a series of staff discussions which culminated in the decision to appoint a School EDI Champion who will develop Athena SWAN work to include ethnicity, disability, age and social class. SCCA will resource the EDI Committee's activities, with workload allocation for the Champion and a commitment to fully staff and clerk the Committee's work (discussed in our future plans (s.3.(iii))).

I am proud of the work that our Self-Assessment Team, chaired by EDI Champion, Lizelle Bischoff, has achieved and am fully supportive of this application. The information presented here (including qualitative and quantitative data) is an honest, accurate and true representation of SCCA.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Kate Oakley'.

Professor Kathryn Oakley
Head of School of Culture & Creative Arts

Professor of Cultural Policy
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University of Glasgow,
Glasgow,
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DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 495 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.

1. Introduction

The School of Culture and Creative Arts (SCCA) is home to four Subject areas (Film & Television Studies, History of Art, Music, and Theatre Studies) and two Centres (Centre for Cultural Policy Research (CCPR) and Centre for Textile Conservation and Technical Art History (CTCTAH)). Its distinctiveness lies in the engagement with a comprehensive spectrum of creative arts and cultural practices supplemented by expertise in cultural policy. The complementary nature of our subjects underpins SCCA's status as an international centre in research and teaching that integrates a focus on artistic practice with critical and theoretical reflection at the highest level. Extensive public engagement and local, national and international connections make SCCA the 'cultural face' of the University and contribute to championing the city of Glasgow as one of the world's major cultural centres.

We are a leading research School, a claim evidenced by our REF2014 performance: Film and Television Studies and the Centre for Cultural Policy Research (CCPR) had 45% of its research evaluated as world leading with a 100% world-leading research environment. We are Scotland's leading centre for musical research, with 65% of the work in Music recognised as world leading or internationally excellent. Research impact across SCCA is very strong with History of Art having 73% of its impact case studies rated as world leading. We have an extensive portfolio of postgraduate programmes attracting over 240 students (including 130 international) and 100 students are pursuing doctoral research in SCCA.

2. Staff – general

The School had a total of 117 staff as at 2017-18,:

Table 2.1. Academic Staff and Professional & Support Staff (PSS) by Gender

YEAR	PSS			ACADEMIC			TOTAL		
	F	M	%F	F	M	%F	F	M	%F
2017/18	14	8	64%	51	44	54%	65	52	56%

Women predominate in both Academic and Professional Services roles. Amongst Academic staff, however, there are slight differences from this overall picture within individual subject areas:

3. Staff – subject areas

Table 2.2 Academic Staff by Subject Area and Gender:

YEAR	HISTORY OF ART		MUSIC		THEATRE STUDIES		FILM & TELEVISION		CCPR	
	F	M	F	M	F	M	F	M	F	M
2017/18	23 (90%)	8	3 (17%)	15	5 (45%)	6	14 (58%)	10	6 (55%)	5

4. Students by gender

Table 2.3 UG, PGT and PGR Students by Gender:

TERM	UG			PGT			PGR		
	F	M	%F	F	M	%F	F	M	%F
2017/18	614	226	73%	174	51	77%	69	59	54%

There is a gender imbalance in the student population i.e. we generally have far more women than men on undergraduate levels, but the reverse is visible when it gets to PGR level. This imbalance is also evident in our staff population, with more women in SCCA on grades 6-8 and less on grades 9 upwards.

Diversifying UG and PGT cohorts towards better male engagement whilst stemming any loss of women towards research degrees and academic careers is one of the main areas we are addressing in the application (APs 4.1.1 -4.1.9).

5. Administration / Management Structure

Members of each Subject Area report to a Head of Subject or Centre (HoSub/HoCentre), and each HoSub to the Head of School (HoS). Currently, 4/6 HoSub/Centres were women. We benefit from strong female leaders and role models; currently the HoS and the Deputy HoS are women. All PSS report to the Head of Professional Services, who is also a woman. In 2019-20, SCCA Management Team (SMT) consists of 15 members, 8 of whom are women (i.e. 53%), including HoS, Deputy HoS, Convener of Graduate Studies and Internationalisation Officer. Members of the SMT represent SCCA at College and University levels. Although these roles are essential elements for career progression, we must ensure that we are not overburdening women with these roles at the expense of their research, scholarship and teaching development.

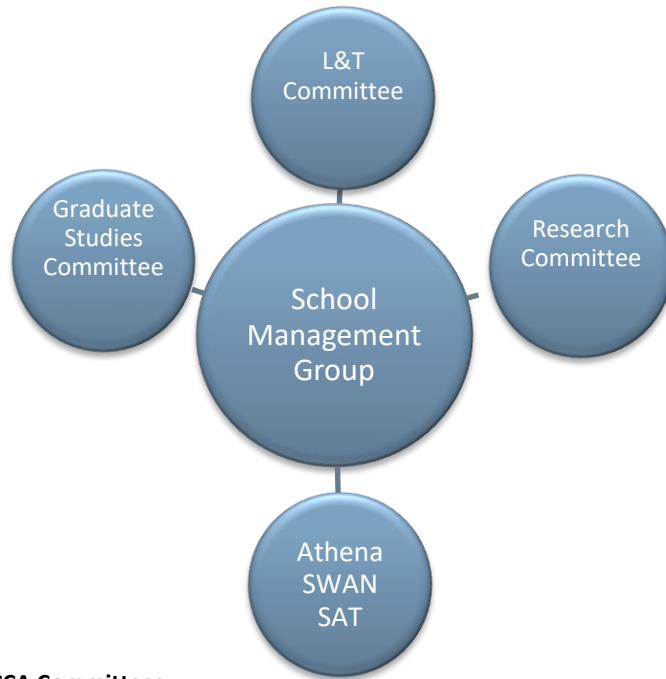


Figure 2.1 SCCA Committees

THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 772 words

Describe the self-assessment process. This should include:

a description of the self-assessment team

The self-assessment team (SAT) is drawn from across all five subject areas of SCCA. It includes contributions from staff external to SCCA, including Head of College Human Resources and University Gender Equality Officer.

The Head of School (HoS) and Head of Professional Services (HoPS) are SAT members, ensuring senior engagement with Athena SWAN and providing buy-in and commitment of School management. SAT Chair and members receive workload allocation for their Athena SWAN activities.

There is a good spread of job family and career stage representation, with members on each of the academic career tracks ranging from early career level to senior professional and professorial level and a postgraduate research student:

Table 3.1 SAT Members (SCCA) by Job Family/Role Function and Gender (*1 Male Student Member):

ROLE FUNCTION	F	M	TOTAL
Professional & Support	4	1	5
Academic	7	4	11
Total	11	5 (6*)	16 (17*)

One issue we will address as part of our Action Plan is the SAT gender balance:

AP 3.1	Improve gender balance on SAT to 50:50 from 65:35 (female/male) at time of submission.
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In addition to SCCA members, the SAT received support and guidance on AS data, HR procedures and actions, and the Athena SWAN process from the University Gender Equality Officer and Head of College HR. The College of Arts Gender Equality Champion and a Head of another School (former SAT Chair for that School) reviewed our submission and Action Plan to provide feedback and guidance on issues arising and our actions devised to address them.

Table 3.2 Description of SAT

Name (M/F) (Job Family)	Role: Full-Time/Part-Time	Work and life experience relevant to SAT role
Kenny Barr (M) (Academic)	Research Associate Centre for Cultural Policy Research Full-Time	Early career researcher with recent experience as: postdoctoral research associate, PGR student and GTA.
Lizelle Bisschoff (F) (SAT Lead/EDI Officer) (Academic)	Senior Lecturer in Film Studies Full-time	Deep commitment to issues of race and gender, in particular, from research work in African cinema. Acting at ECDP mentor.
Andrew Bull (M) (Student)	PhD Student Music Part-Time	Experience of Undergraduate and Postgraduate studies within the university. Involved in recruitment activities on Open Days and teaching undergraduate classes.
Casi Dylan (F) (PSS)	Cultural Activities Coordinator Full-Time	Developing College/School's public-facing cultural arts programme and supporting infrastructure. Personal interest and experience of inclusion issues relating to minority languages.
Lisa Gallagher (F) (PSS)	School Operations & Finance Administrator School of Culture & Creative Arts Full-Time	Based in UofG/College Human Resources for >18 years before School– brings experience of HR issues- ECDP, Promotion, PDR, Recruitment, Induction. No caring responsibilities.
Drew Hammond (M) (Academic)	Lecturer in Music Part-Time	Experience of student matters via: BMus admissions officer; L&T representative for Music; Music Staff/Student Liaison Committee Convenor.
Bjorn Heile (M) (Academic)	Professor of Music Full-Time	Brings experience to the SAT from previous Head of Subject, Deputy Head of School,
David Martin-Jones (M) (Academic)	Professor of Film Studies Film and Television Studies Full-Time	School Research Convenor. Acts as mentor (cognizant of ECDP programme); conducts P&DRs.
Neil McDermott (M) (PSS)	Resource Development Officer in Music Full-Time	Technical staff, with administrative role. Senior Adviser of Studies for UG students. Parent of a young child.
Pauline McLachlan (F)	Head of Professional Services	Manages all School Professional Service Staff; co tributes to School strategic direction and PDR

(PSS)	School of Culture & Creative Arts Full-Time	Reviewer for 10 colleagues. Married with two School-age children.
Patricia de Montford (F) (Academic)	Lecturer in History of Art Full-Time	Experience of ECR & GTA mentoring and developing student employability/graduate attributes at all levels.
Kate Oakley (F) (Academic)	Head of School Professor of Cultural Policy Full-Time	HoS since 2018, experience throughout career as mentor, REF roles, PDR reviewer. Significant research interest is inequality in cultural labour markets.
Victoria Price (F) (Academic)	Senior Lecturer in Theatre Studies Full-Time	Recent experience of promotion process; significant experience of staff/student recruitment and induction; acts as ECDP mentor; experience of leadership roles at school and college level.
Davina Smith (F) (PSS)	Learning & Teaching Administrator Full-Time	Knowledge and experience achieved working within the University as Learning and Teaching Support Administrator and as a Finance Administrator.
Margaret Smith (F) (Academic)	Lecturer Centre for Textile Conservation and Technical Art History (CTCTAH) Full-time	Experience as Lecturer in CTCTAH on capsulised/part-time basis since. Now on a full-time open-ended contract.
Inge Sorensen (F) (Academic)	Lecturer in Media Policy Full-Time	Equality and diversity in screen industries is my key research area. Cohabit w/partner and one school-age child. Grown-up daughter, who is a scientist, lives in Edinburgh.
Liz Tomlin (F) (Academic)	Professor Theatre Studies Full Time	Recently promoted. Research into class discrimination in the arts. Previous experience of recruitment, ECR mentoring, line management, and workload allocation. No caring responsibilities.
College/University Representatives		
Katie Farrell (F)	UofG Gender Equality Officer Full-Time	Dual-career relationship; experience of UG-PGT-PGR-staff transition at UofG. Panel experience and chairs Athena SWAN Scotland Network.
Gillian Shaw (F)	College Head of Human Resources Full-Time	Responsible for HR policies and action plans on range of equality issues, promotion, and progression.

an account of the self-assessment process

SCCA first engaged with the Athena SWAN Charter in 2017/18, convening a SAT from volunteer members following a School-wide call for interest. The SAT co-designed and ran Athena SWAN Culture survey in 2017/18, which closed in April 2018.

81 members of staff completed the survey:

Table 3.3 Athena SWAN Culture Survey 2017/18 Response Rates by Job Family and Gender:

Response Rates	F	M	TOTAL
Professional & Support (PSS)	7 /14 (50%)	6/8 (75%)	13/22 (59%)
Academic	36/51 (71%)	23/44 (52%)	59/96 (61%)
Total	43/65 (66%)	29/52 (56%)	81/118 (69%)

Two PSS respondents and seven Academic respondents opted not to disclose their gender identity¹.

Findings from this and the University-wide engagement survey (run in October 2018) both informed this submission. We will run the Athena SWAN Survey every two years, from August 2020, allowing time for our Acton Plan to be embedded and to help evaluate its impact.

AP 3.2	Run Athena SWAN Staff Culture Survey every two years commencing in August 2020.
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This initial process coincided with national industrial action around pensions in February 2018. This prompted SAT reflection on the gendered aspect of these issues and the role, if any, of Athena SWAN in addressing them. Following this, the (then) SAT Chair and four members decided to rotate off the SAT and discontinue engagement with Athena SWAN.

Remaining SAT members, supported by the (then) HoS, raised the issue of engagement with the Athena SWAN Charter at subject meetings and away-days and fed findings back to the SAT. Each subject area reported support for SCCA's continued engagement with Athena SWAN. Those who had left the SAT were clear that they did not object to SCCA's continued engagement with the Charter. The Deputy HoS brought together remaining SAT with new members and a new Chair (Lizelle Bisschoff) who joined following a further call for interest. The current HoS also joined the SAT upon appointment to SCCA in October 2018.

The SAT continued with the self-assessment in January 2019. The current SAT has met four times overall during submission preparation and split into five smaller working groups (WGs) to address key components of the self-assessment process.

The five WGs include: Student Data; Staff Data; Career Transition Points; Career Development; and Organisation and Culture. WGs met in between whole-SAT meetings and fed their initial findings back to the SAT to be discussed and analysed alongside their suggestions for future actions, which formed the basis for the Action Plan.

We benefitted from advice and guidance on our application and Action Plan from internal reviewers and critical friends within the College of Arts.

¹ 'Other' and 'Prefer not to Say' options were provided.

plans for the future of the self-assessment team

One of the main outcomes of the self-assessment process and completing the Athena SWAN application was the creation of a new School role, an Equalities, Diversity and Inclusion (EDI) Officer.

The EDI Officer will chair the SAT and oversee implementation of the Athena SWAN Action Plan. The SAT will grow in both size and scope into an EDI committee that will also consider intersectionality, LGBTQIA+ and the other protected characteristics. It will retain the good spread of representation of job families across SCCA; improved gender balance will better reflect the gender balance across SCCA:

AP 3.3	An EDI Committee will be appointed, responsible for implementing the Athena SWAN Action Plan as well as a broader remit around EDI issues. The EDI Committee will reflect a 50:50 gender balance.
AP 3.4	The interim chair of the SAT team appointed in Jan 2019 was replaced by an EDI Officer in Aug 2019, to oversee the AS application and eventual implementation of the Action Plan.

The EDI Committee will meet every 2 months; it will report directly into SMG through a standing agenda item and attendance, where relevant, by the EDI Officer. The Committee will be clerked by SCCA's Head of Professional Services.

Progress on implementation of the Action Plan will be communicated across SCCA through a standing item in the monthly School Newsletter:

AP 3.5	Disseminate information on progress on implementation of Action Plan to all staff and students in SCCA in monthly School Newsletter
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At the start of each new academic year, the ToR and membership of the EDI Committee will be reviewed. Membership will last, ordinarily, for three years following which membership will rotate with new members sought following open call by HoS:

AP 3.6	HoS and EDI Officer to review committee membership at the start of every academic year, HoS to issue open call to all staff members to rotate EDI Committee Members every three years
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A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 3327 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

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.

A central University team manages UG admissions; successful applicants are selected based on qualifications and merit; SCCA does not use interviews for admissions.

Table 4.1.1. Undergraduate Admissions to School Of Culture And Creative Arts:

UG ADMISSIONS		APPS	OFFERS	ACCEPTS	Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
2013/14	FEMALE	1182	681	161	58%	24%
	MALE	591	294	80	50%	27%
	TOTAL	1773	975	241	55%	25%
2014/15	FEMALE	1249	764	197	61%	26%
	MALE	556	255	72	46%	28%
	TOTAL	1805	1019	269	56%	26%
2015/16	FEMALE	1063	664	190	62%	29%
	MALE	511	255	66	50%	26%
	TOTAL	1574	919	256	58%	28%
2016/17	FEMALE	1162	705	184	61%	26%
	MALE	531	257	73	48%	28%
	TOTAL	1693	962	257	57%	27%
2017/18	FEMALE	1294	805	178	62%	22%
	MALE	671	326	79	49%	24%
	TOTAL	1965	1131	257	58%	23%

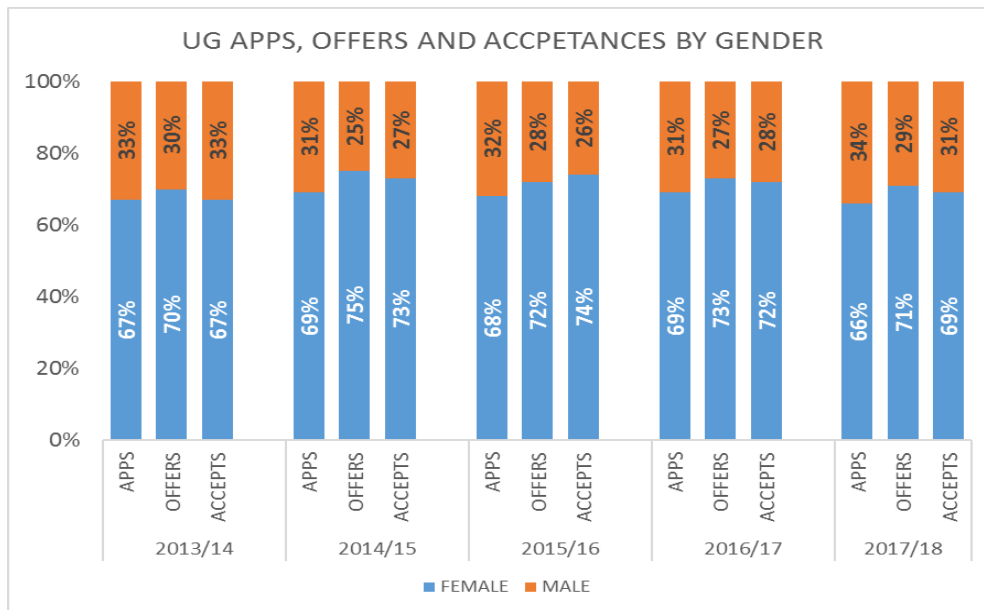


Figure 4.1.1. Applications, offers and acceptances by gender (%), 2013-2018

There is a clear gender imbalance, average 68% female/32% male, in applications across the period. Female applicants had slightly higher rates of success in securing offers (Table 1 and Fig. 2); becoming more pronounced over the five-year period from 58% to 62%:

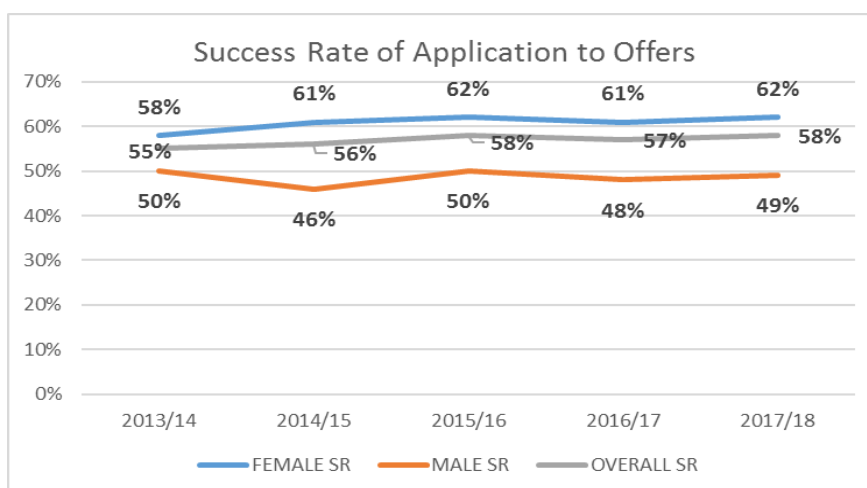


Figure 4.1.2. Success Rates Offers/Applications 2013-2018

Admissions are mainly based on exam grades. Gender data for entries and performance in SQA Highers and A-Levels (i.e. those sitting exams and those achieving highest grade) provide further context to the pipeline fuelling admissions²:

² Scottish qualifications are the most appropriate benchmark to use because the majority of our new UG entrants are Scottish domiciled (5-year average: Scotland 56%; RUK 21%; EU (Excl. UK 19%; Intl 4%).

Table 4.1.2. Scottish Qualifications Authority (SQA) Higher Exam Entries by Gender (2017/18)

SQA Higher Subject	FEMALE	MALE
Art and Design	81%	19%
Drama	70%	30%
History	61%	39%
Media	57%	43%
Music	60%	40%
Music Technology	28%	72%
Photography	69%	31%
Average	61%	39%

Table 4.1.3. A-Level Exam Entries by Gender (2017/18)

A-Level Subject	FEMALE	MALE
Art and Design	75%	25%
Drama	70%	30%
Media, Film and TV	57%	43%
Other Communication Studies	57%	43%
History	56%	44%
Music	48%	52%
Average	60.5%	39.5%

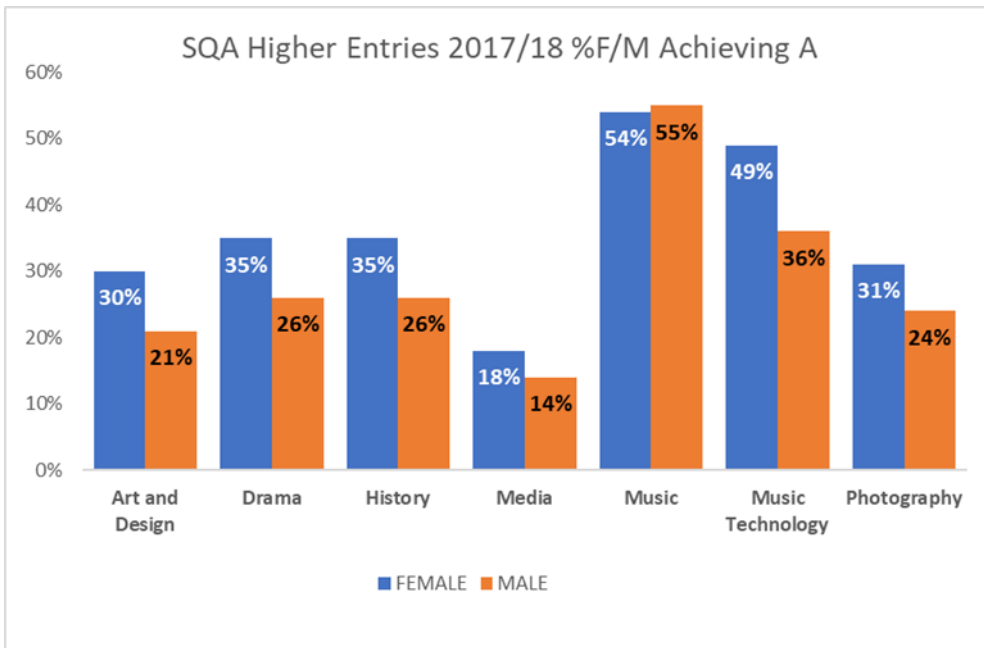


Figure 4.1.3 SQA Higher Exam Entries- % Female and Male Achieving Grade A (2017/18)

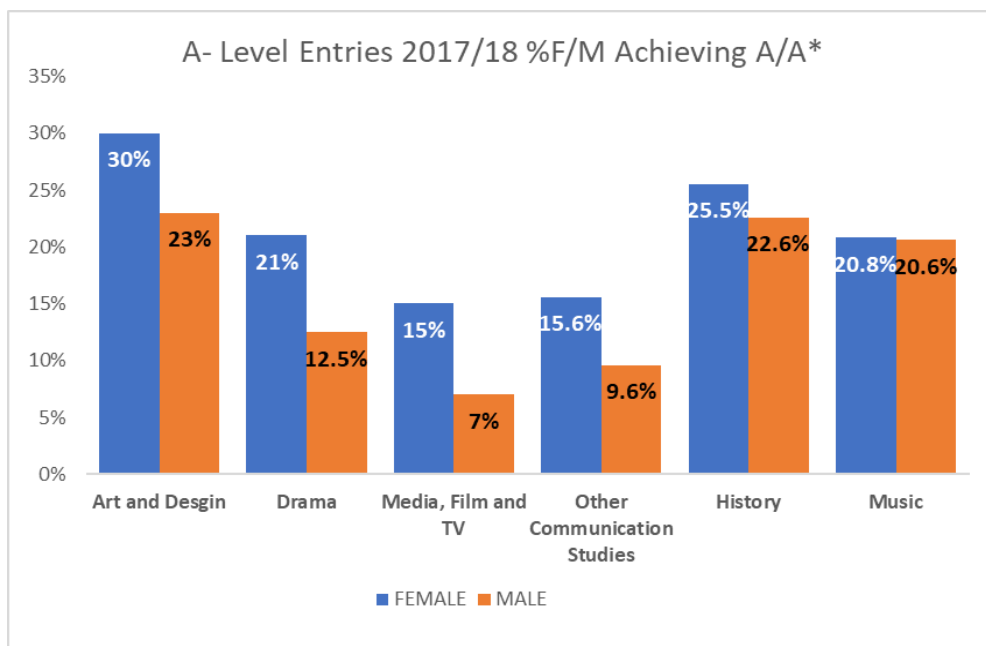


Figure 4.1.4. A-Level Exam Entries- % Female and Male Achieving Grade A/A* (2017/18)

Data demonstrate higher proportions of female pupils both sitting exams and achieving A grades in all but one of the SQA Higher and one of the A-Level subjects aligned most closely with SCCA subjects. This may explain, in part, larger proportions of female applicants to UG programmes and their higher success rates.

SCCA is, however, also out of kilter with national UG HESA benchmarks (discussed below) that show 42%M across HESA UG population compared to 27%M UG students in SCCA.

We aim to improve diversity in our UG applications, registrations and cohorts through recruitment and outreach activities:

AP 4.1.1	Profile diverse gender identities in our promotional materials and other marketing activities, ensuring men are equitably represented.
AP 4.1.2	Ensure equitable participation of men and women at Open Days and Offer-holder visits
AP 4.1.3	Contribute to Scottish Funding Council Gender Action Plan ³ that aims to tackle gender segregation in school pupil subject choice and aspiration, in particular, requesting to join the UofG SFC iGAP Working Group to address History of Art – which falls below SFC GAP benchmarks and is one of our most popular subject areas amongst UG students.

³ SFC GAP requires Scottish universities to ensure that no subject shows gender imbalance greater than 75% of one gender amongst its Scottish Domiciled Undergraduate Entrants (SDUE) by 2030

UNDERGRADUATE – REGISTERED STUDENTS:

Table 4.1.4 Undergraduate Students – All Subjects⁴:

TERM	FULL-TIME		PART-TIME		TOTAL	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	481	224	5	3	486	227
2014/15	517	186	4	5	521	191
2015/16	574	190	7	3	581	193
2016/17	604	210	4	4	608	214
2017/18	611	224	3	2	614	226

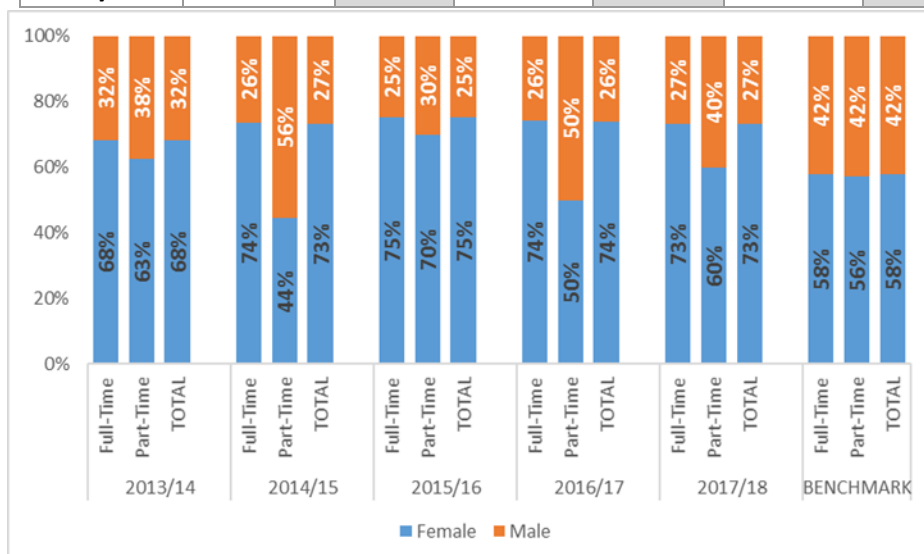


Figure 4.1.5 Undergraduate Student Gender Ratios – All Subjects

Gender ratios of enrolled students reflect the imbalance found in admissions data over the period: women comprising between 68% - 75% of total UG population, compared to 58%F HESA Benchmark. These data (enrolments and admissions) do not show a 1-1 relationship in any given year, because one refers to all students across all years, and the other to applications for that entry year. The gender imbalance in individual subjects has a differential impact on the overall gender ratios due to varied cohort sizes. The most extreme gender imbalance, for example, can be seen in History of Art, which has the largest number of students:

Table 4.1.5 Undergraduate Teaching – Proportion of Students Across Subjects:

SUBJECT AREA	2013/14	2014/15	2015/16	2016/17	2017/18
HISTORY OF ART	25% (182)	27% (192)	27% (213)	29% (238)	28% (239)
FILM & TV	26% (183)	25% (177)	23% (180)	25% (208)	24% (205)
MUSIC	24% (173)	23% (165)	23% (180)	21% (169)	21% (178)
THEATRE STUDIES	17% (121)	17% (123)	17% (134)	19% (154)	18% (154)
JOINT CCA	8% (57)	8% (58)	9% (70)	7% (55)	8% (64)

⁴Benchmark Includes Subjects HESA: W3- MUSIC, W4 – DRAMA, W6 – CINEMATICS & PHOTOGRAPHY V1, HISTORY BY PERIOD, V3, HISTORY BY TOPIC, W1 FINE ART

HISTORY OF ART:

Table 4.1.6 Undergraduate Students – History Of Art:

LOAD	FULL-TIME		PART-TIME		TOTAL	
TERM	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	146	30	4	1	150	31
2014/15	167	20	3	1	170	21
2015/16	185	22	4	1	189	23
2016/17	210	26	2	0	212	26
2017/18	201	36	1	0	202	36

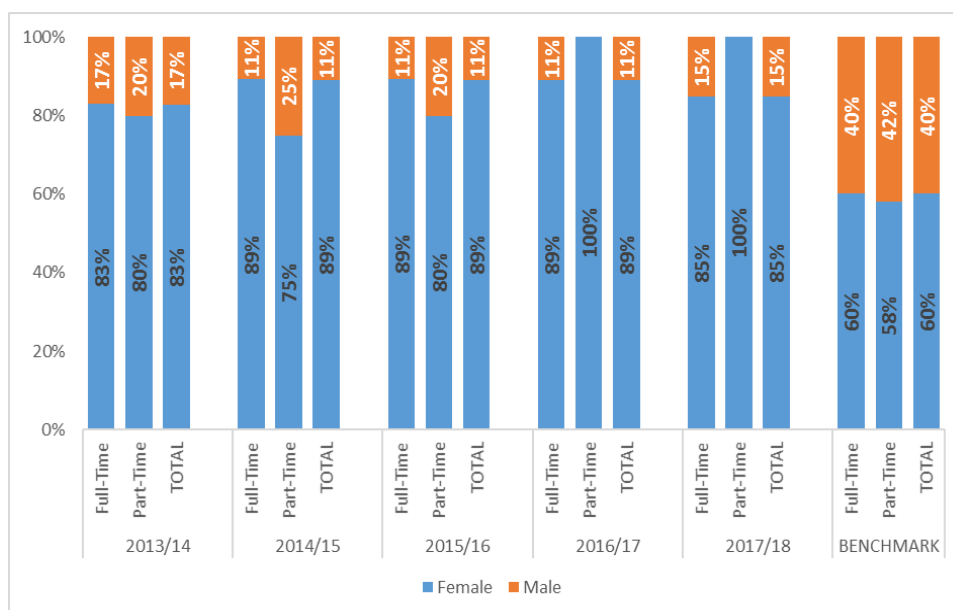


Figure 4.1.6 History of Art Gender Ratios

History of Art is the furthest from HESA benchmarks (40% male), with c.13% male/87% female balance. This gap widened by 2% over the whole period, and gender imbalance was at its highest (89% female) between 2014/15-2016/17. Male numbers and proportion increased in 2017/18; it is not clear if this is an upward trend. Part-time numbers are too small to be meaningful, but typically mirror full-time pattern with majority female students.

We know cultural beliefs about what is “appropriate” male or female behaviour are heavily influenced by young people’s social environments. Our AP to engage with the national SFC GAP activity, a strand of which is targeted at addressing the gender bias across influencing factors on young people’s subject choices (peers, parents, media etc.), will help us to build capacity in tackling this aspect of our pipeline at a very early stage (AP 4.1.3).

However, data above show we are out of line with national benchmarks. And so, alongside this wider GAP activity, to ensure our recruitment materials and activities are inclusive and diverse, we will:

AP 4.1.1	Profile diverse gender identities in our promotional materials and other marketing activities, ensuring men are equitably represented.
AP 4.1.2	Ensure equitable participation of men and women at Open Days and Offer-holder visits

AP 4.1.3	Contribute to Scottish Funding Council Gender Action Plan that aims to tackle gender segregation in school pupil subject choice and aspiration, in particular, requesting to join the UofG SFC iGAP Working Group to address History of Art – which falls below SFC GAP benchmarks and is one of our most popular subject areas amongst UG students.
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FILM & TELEVISION STUDIES

Table 4.1.7 UNDERGRADUATE STUDENTS – FILM & TV STUDIES⁵:

TERM (ALL FULL TIME)	FEMALE	MALE	TOTAL
2013/14	112	70	182
2014/15	116	60	176
2015/16	123	56	179
2016/17	139	69	208
2017/18	142	63	205

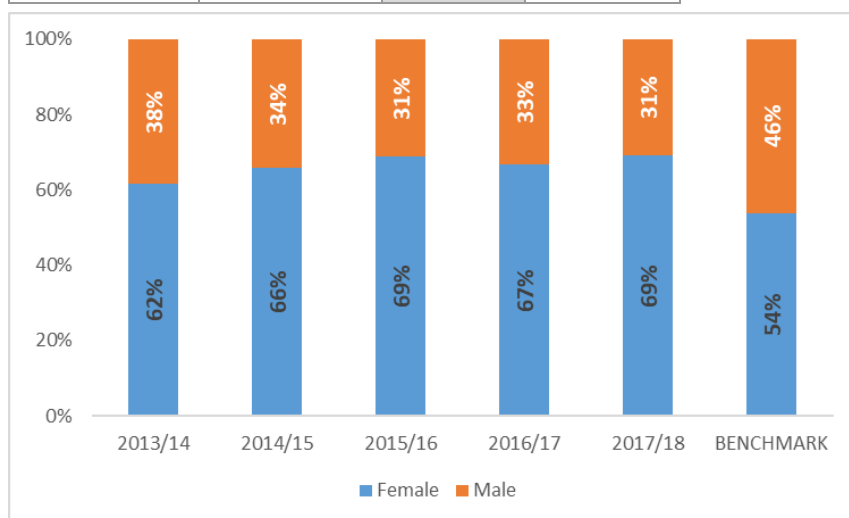


Figure 4.1.7. Film and Television Studies Gender Ratios

Film and Televisions Studies is c.67% female/33% male across the period. This imbalance is greater than HESA benchmarks (46% male) and slightly greater than male/female proportions of pupils undertaking SQA Higher Media (43% male).

⁵ HESA Benchmark – Cinematics and Photography

MUSIC

Table 4.1.8 Undergraduate Students – Music (Excl. Electronics With Music MEng/BEng):

TERM	FULL-TIME		PART-TIME		TOTAL	
	FEMALE	MALE	FEMAL E	MALE	FEMALE	MALE
2013/14	96	75	1	1	97	76
2014/15	92	68	1	4	93	72
2015/16	104	72	2	2	106	74
2016/17	89	74	2	4	91	78
2017/18	104	71	1	2	105	73

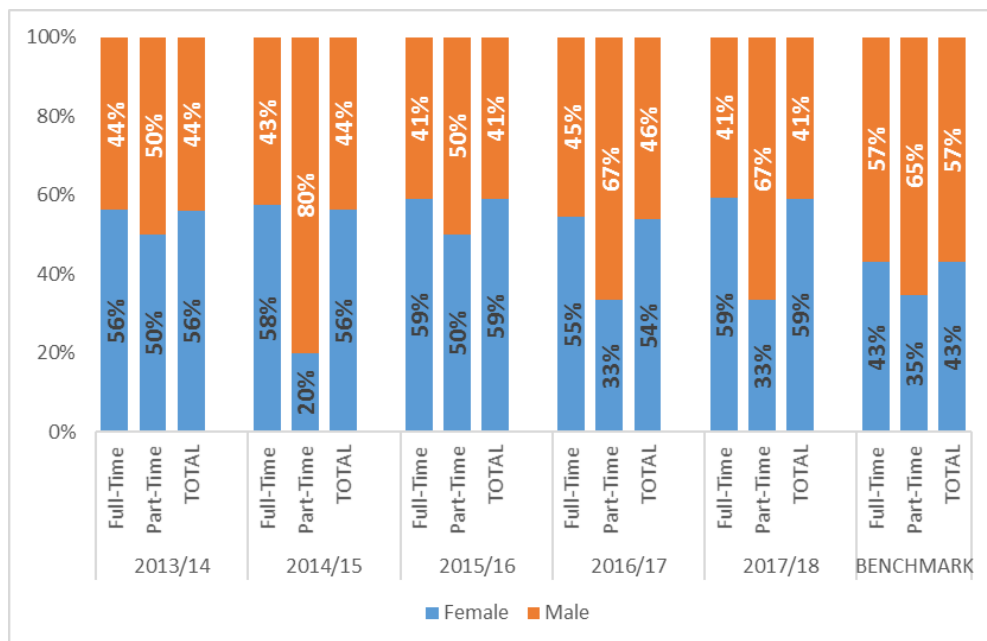


Figure 4.1.8 Music Subject Gender Ratios

Of all SCCA subjects, Music is closest to, and very marginally more gender balanced than, HESA benchmarks, with c.44%male/56%female across the period compared to 43% male/57% female benchmarks. There was a 3% rise in the gender imbalance (from 56%-59%female), although it is difficult to tell if this is part of a larger trend due to fluctuations between 2014/15 – 2016/17.

Part-time numbers are too small to be meaningful, typically representing <5% of overall music cohorts.

THEATRE STUDIES

Table 4.1.9 Undergraduate Students – Theatre Studies⁶:

TERM	FULL-TIME		PART-TIME		TOTAL	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	87	33	0	1	87	34
2014/15	95	27	0	0	95	27
2015/16	103	29	1	0	104	29
2016/17	121	31	0	0	121	31
2017/18	113	40	1	0	114	40

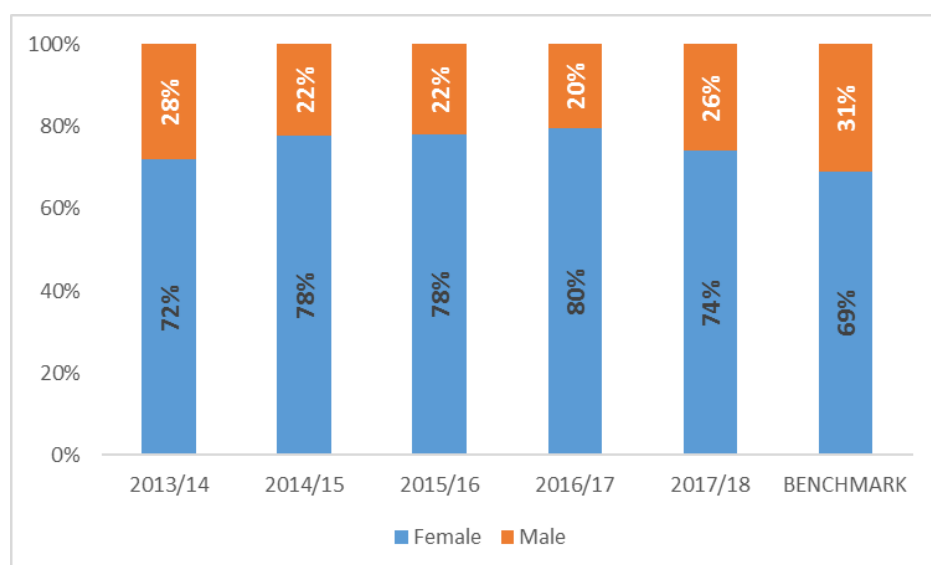


Figure 4.1.9 Theatre Studies Gender Ratios

Theatre Studies is roughly 24%M/76%F, and fluctuates, across the period. From 2014/15 to 2016/17 the ratio appears to become more imbalanced at c.80%F, although this recovered to some extent in 2017/18 at 74%F, which is within 5% of HESA benchmark. It is too early to regard this as an upward trend in male participation; we will evaluate this annually as part of our AP implementation.

Theatre Studies webpage is reasonably gender balanced in its use of people images and imagery:

Subject UG Webpages ⁷	Masculine	Feminine	Non-Binary	Mixed
Theatre Studies	2	2	-	1
History of Art	-	1	-	1
Film & TV Studies	-	1	-	2
Music	2	2	4	2

⁶ HESA Benchmark – W4 Drama

⁷ Main landing page for each Subject including pages where information on each UG programme is presented and images in pages that detail facilities that support UG degrees (e.g. performance studios etc.). This relates only to images that include people.

Counter-stereotypical imagery across these sections of History of Art and Film and TV Studies webpages, in particular, will be improved (AP 4.1.1). Additionally, we will ensure gender-balanced participation in Open Days and other outreach sessions (AP 4.1.2).

JOINT DEGREES

Table 4.1.10 Undergraduate Students – Joint Degrees Across SCCA⁸:

TERM	FEMALE	MALE	TOTAL
2013/14	40	16	56
2014/15	47	11	58
2015/16	59	11	70
2016/17	45	10	55
2017/18	51	13	64

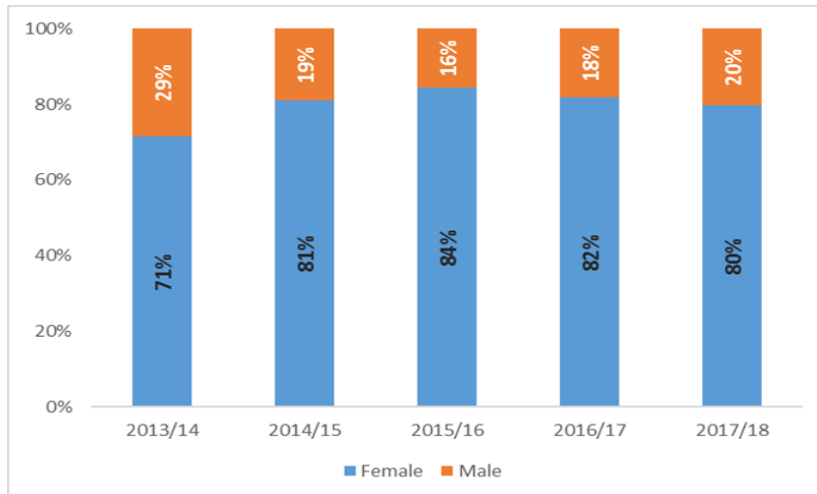


Figure 4.1.10. Joint Degree Gender Ratios

The gender imbalance on joint degrees (taken in subjects within SCCA) (Figure 4.1.10) is more extreme than it is for UG students in general (Figure 4.1.4); perhaps unsurprising given the already existing imbalances on SCCA programmes being combined.

⁸ No Benchmark Data Available

UNDERGRADUATE DEGREE ATTAINMENT

Table 4.1.11 Undergraduate Students – Attainment Data by Gender 2013/14 – 2017/18

UG PROGRAMMES		FEMALE			MALE			TOTAL	
		no.	% ↓	% →	no.	% ↓	% →	no.	% ↓
2013/14	FIRST CLASS	27	22%	66%	14	26%	34%	41	23%
	UPPER SECOND	81	66%	73%	30	57%	27%	111	63%
	LOWER SECOND	13	11%	62%	8	15%	38%	21	12%
	THIRD CLASS	1	1%	50%	1	2%	50%	2	1%
	ORDINARY	0	0%	0%	0	0%	0%	0	0%
	TOTAL	122	100%	70%	53	100%	30%	175	100%
2014/15	FIRST CLASS	22	25%	61%	14	32%	39%	36	27%
	UPPER SECOND	51	59%	69%	23	52%	31%	74	56%
	LOWER SECOND	11	13%	69%	5	11%	31%	16	12%
	THIRD CLASS	3	3%	75%	1	2%	25%	4	3%
	ORDINARY	0	0%	0%	1	2%	100%	1	1%
	TOTAL	87	100%	66%	44	100%	34%	131	100%
2015/16	FIRST CLASS	34	28%	81%	8	29%	19%	42	28%
	UPPER SECOND	78	64%	82%	17	61%	18%	95	64%
	LOWER SECOND	9	7%	75%	3	11%	25%	12	8%
	THIRD CLASS	0	0%	0%	0	0%	0%	0	0%
	ORDINARY	0	0%	0%	0	0%	0%	0	0%
	TOTAL	121	100%	81%	28	100%	19%	149	100%
2016/17	FIRST CLASS	30	23%	81%	7	15%	19%	37	21%
	UPPER SECOND	90	70%	76%	28	61%	24%	118	68%
	LOWER SECOND	8	6%	42%	11	24%	58%	19	11%
	THIRD CLASS	0	0%	0%	0	0%	0%	0	0%
	ORDINARY	0	0%	0%	0	0%	0%	0	0%
	TOTAL	128	100%	74%	46	100%	26%	174	100%
2017/18	FIRST CLASS	44	32%	75%	15	33%	25%	59	32%
	UPPER SECOND	83	60%	73%	30	67%	27%	113	62%
	LOWER SECOND	10	7%	100%	0	0%	0%	10	5%
	THIRD CLASS	1	1%	0%	0	0%	0%	1	1%
	ORDINARY	0	0%	0%	0	0%	0%	0	0%
	TOTAL	138	100%	75%	45	100%	25%	183	100%
Totals across the 5-year periods	FIRST CLASS	157	26%	73%	58	27%	27%	215	26%
	UPPER SECOND	383	64%	75%	128	59%	25%	511	63%
	LOWER SECOND	51	9%	65%	27	13%	35%	78	10%
	THIRD CLASS	5	1%	71%	2	1%	29%	7	1%
	ORDINARY	0	0%	0%	1	0%	100%	1	0%
	TOTAL	596	100%	73%	216	100%	27%	812	100%

Table 11 data show that First Class degree attainment is proportionately slightly higher in males in every year except for 2016/17, which is an extreme outlier, showing male First-Class attainment 8% lower than that of females. If we exclude 2016/17, on average First-Class Attainment is 3% higher for males. If we include 2016/17, the average is only 1% higher for males.

For Upper Second attainment, however, the relationship changes significantly, with females showing on average 5% higher attainment than males, and in Lower Second attainment, males are roughly 4% higher. Overall, we see female attainment tends to be higher than that of males, with female graduates across the review period more likely to obtain a First Class or Upper Second-Class Honours degree (Table 4.1.12: 90% of female graduates over the 5 years, compared to 86% of male counterparts). A statistical outlier is that no males achieved a Lower Second or below in 2017/18.

Regardless, there seems to be a clear indication male students achieve Firsts at a higher rate, year-on-year than female students, which may have relevance to aspirations for, and access to, PG study that, ultimately, impacts the staffing pipeline.

Table 4.1.12. Rates of Attainment of Combined First And Upper second-Class Degrees, By Gender

TERM	% females obtaining either First or Upper Second-class degrees	% males obtaining either First or Upper Second-class degrees
2013/14	88%	83%
2014/15	84%	84%
2015/16	93%	89%
2016/17	94%	76%
2017/18	92%	100%

We need to be alive to potential barriers that females face in achieving firsts, especially implicit gender biases in the way that advanced level coursework is marked.

Given what we know anecdotally about music auditions and implicit bias in performance-based assessment⁹, it was important to consider attainment data by subject (especially relevant to Music and Theatre Studies).

Despite low numbers, making year-on-year trends difficult to identify, data do not suggest gender bias against females in Music or Theatre Studies degree attainment below.

⁹ Goldin, Claudia, and Cecilia Rouse. 2000. "Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians." *American Economic Review*, 90 (4): 715-741 (DOI:10.1257/aer.90.4.715).

Table 4.1.13. Music Subject Undergraduate Degree Classification Attainment

MUSIC		FEMALE	% TOTAL FEMALE	MALE	% TOTAL MALE	TOTAL
2013/14	FIRST CLASS	8	32%	4	23%	12
	UPPER SECOND	13	52%	10	58%	23
	LOWER SECOND	4	16%	3	18%	7
	TOTAL	25	100%	17	100%	42
2014/15	FIRST CLASS	3	23%	6	32%	9
	UPPER SECOND	5	38%	8	42%	13
	LOWER SECOND	4	31%	3	16%	7
	THIRD CLASS	1	8%	1	5%	2
	ORDINARY	0	-	1	5%	1
	TOTAL	13	100%	19	100%	32
2015/16	FIRST CLASS	7	27%	0	0%	7
	UPPER SECOND	14	54%	5	71%	19
	LOWER SECOND	5	19%	2	29%	7
	TOTAL	26	100%	7	100%	33
2016/17	FIRST CLASS	3	14%	2	11%	5
	UPPER SECOND	15	71%	12	66%	27
	LOWER SECOND	3	14%	4	22%	7
	TOTAL	21	100%	18	100%	39
2017/18	FIRST CLASS	7	30%	5	29%	12
	UPPER SECOND	15	65%	12	70%	27
	LOWER SECOND	1	4%		0%	1
	TOTAL	23	100%	17	100%	40

On average, 25% of females achieve Firsts across the period, compared to 19% of males. The discrepancy is significantly affected by 2015/16 when no males received Firsts. This pattern deviates from overall School averages, where 26% of females and 27% males attain Firsts on average. See Table 11 for comparison. 57% of females and 60% of males attain Upper Seconds averaged across the period. This too deviates from School averages (see Table 4.1.11).

This does not suggest bias against female Music students.

Table 4.1.14. History of Art Subject Undergraduate Degree Classification Attainment

HISTORY OF ART		FEMALE	% TOTAL FEMALE	MALE	% TOTAL MALE	TOTAL
2013/14	FIRST CLASS	8	18%	2	25%	10
	UPPER SECOND	34	76%	4	50%	38
	LOWER SECOND	2	4%	2	25%	4
	THIRD CLASS	1	2%		0%	1
	TOTAL	45	100%	8	100%	53
2014/15	FIRST CLASS	5	16%	2	29%	7
	UPPER SECOND	23	72%	5	71%	28
	LOWER SECOND	2	4%		0%	2
	TOTAL	32	100%	7	100%	39
2015/16	FIRST CLASS	7	19%	1	20%	8
	UPPER SECOND	27	75%	4	80%	31
	LOWER SECOND	2	6%		0%	2
	TOTAL	36	100%	5	100%	41
2016/17	FIRST CLASS	13	24%	0	0%	13
	UPPER SECOND	37	68%	6	86%	43
	LOWER SECOND	4	7%	1	14%	5
	TOTAL	54		7		61
2017/18	FIRST CLASS	18	29%	2	22%	20
	UPPER SECOND	37	60%	7	78%	44
	LOWER SECOND	6	10%	0	-	6
	THIRD CLASS	1	2%	0	-	
	TOTAL	62	100%	9	100%	71

In History of Art, where the overall ratio of females to males is around 6:1, females attain Firsts 22% of the time on average across the period, and males 19% of the time. Male graduates were more likely overall to achieve First and Upper Second degrees considering the period as a whole, however, extremely low numbers make comparisons difficult.

Table 4.1.15 Film & Television Subject Undergraduate Degree Classification Attainment

FILM & TELEVISION		FEMALE	% TOTAL FEMALE	MALE	% TOTAL MALE	TOTAL
2013/14	FIRST CLASS	3	14%	4	33%	7
	UPPER SECOND	15	71%	6	50%	21
	LOWER SECOND	3	14%	2	17%	5
	TOTAL	21	100%	12	100%	33
2014/15	FIRST CLASS	6	29%	4	36%	10
	UPPER SECOND	12	57%	5	45%	17
	LOWER SECOND	3	14%	2	18%	5
	TOTAL	21	100%	11	100%	32
2015/16	FIRST CLASS	9	43%	3	50%	12
	UPPER SECOND	11	52%	3	50%	14
	LOWER SECOND	1	5%		0%	1
	TOTAL	21	100%	6	100%	27
2016/17	FIRST CLASS	7	27%	3	23%	10
	UPPER SECOND	18	69%	5	38%	23
	LOWER SECOND	1	4%	5	38%	6
	TOTAL	26	100%	13	100%	39
2017/18	FIRST CLASS	10	45%	3	33%	13
	UPPER SECOND	11	50%	6	67%	17
	LOWER SECOND	1	5%	0	-	1
	TOTAL	22	100%	9	100%	71

Low numbers make it difficult to draw significant conclusions but, on the whole, students perform very well; all students across the period secured First Class or Upper/Lower Second Class degrees with varying proportions of male/female students achieving the highest degree classification of a First.

Table 4.1.16 Theatre Studies Subject Undergraduate Degree Classification Attainment

THEATRE STUDIES		FEMALE	% TOTAL FEMALE	MALE	% TOTAL MALE	TOTAL
2013/14	FIRST CLASS	7	33%	2	25%	9
	UPPER SECOND	10	48%	4	50%	14
	LOWER SECOND	4	19%	1	13%	5
	THIRD CLASS	0	0%	1	13%	1
	TOTAL	21	100%	8	100%	29
2014/15	FIRST CLASS	8	47%	1	17%	9
	UPPER SECOND	7	41%	5	83%	12
	LOWER SECOND	2	12%	0	0%	3
	THIRD CLASS	0	0%	0	0%	0
	TOTAL	17	100%	6	100%	23
2015/16	FIRST CLASS	6	25%	3	43%	9
	UPPER SECOND	17	71%	3	43%	20
	LOWER SECOND	1	4%	1	14%	2
	THIRD CLASS	0	0%	0	0%	0
	TOTAL	24	100%	7	100%	31
2016/17	FIRST CLASS	7	29%	2	33%	9
	UPPER SECOND	17	71%	4	67%	21
	LOWER SECOND	0	0%	0	0%	0
	THIRD CLASS	0	0%	0	0%	0
	TOTAL	24	100%	6	100%	30
2017/18	FIRST CLASS	6	33%	5	63%	11
	UPPER SECOND	11	61%	3	38%	14
	LOWER SECOND	1	6%	0	0%	1
	THIRD CLASS	0	0%	0	0%	0
	TOTAL	18	100%	8	100%	26

Numbers are so small that it is extremely difficult to identify any gendered trends in attainment, with women achieving proportionately more First-class degrees in 2013/14, 214/15 and men proportionately more likely to achieve Firsts in the last 3 years reviewed.

As with Music, there are Honours courses in Theatre Studies that include an element of assessed performance. All coursework and examinations are second marked/moderated and audited/verified at an external exam board. We will, however, ensure that all staff involved in Honours assessment are trained in unconscious and implicit bias:

AP 4.1.4	Staff marking honours work to complete unconscious bias training.
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Table 4.1.17 Joint Honours Undergraduate Degree Classification Attainment

JOINT HONOURS		FEMALE	% TOTAL FEMALE	MALE	% TOTAL MALE	TOTAL
2013/14	FIRST CLASS	1	10%	2	25%	3
	UPPER SECOND	9	90%	6	75%	15
	TOTAL	10	100%	8	100%	18
2014/15	FIRST CLASS	0	-	1	100%	1
	UPPER SECOND	4	100%	0	-	4
	TOTAL	4	100%	1	100%	5
2015/16	FIRST CLASS	5	36%	1	33%	6
	UPPER SECOND	9	64%	2	67%	11
	TOTAL	14	100%	3	100%	17
2016/17	FIRST CLASS	3	100%	1	50%	4
	UPPER SECOND	0	0%	1	50%	1
	TOTAL	3	100%	2	100%	5
2017/18	FIRST CLASS	3	23%	0	-	3
	UPPER SECOND	9	69%	2	100%	11
	LOWER SECOND	1	8%	0	-	1
	TOTAL	13	100%	2	100%	15

There are extremely low numbers in graduating cohorts for Joint Honours degrees – the data do not suggest any gender bias in outcomes.

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.

SCCA offers PGT programmes in:

FILM & TV STUDIES	<ul style="list-style-type: none"> • Creative Industries & Cultural Policy • Film & Television Studies • Film Curation • Filmmaking & Media Arts • Media Management
HISTORY OF ART	<ul style="list-style-type: none"> • Antiquities Trafficking & Art Crime [PgCert: Online distance learning] • Art History • Art History: Collecting & Provenance in an International Context • Art History: Dress & Textile Histories • Art History: Technical Art History, Making & Meaning • Curatorial Practice (Contemporary Art) (in conjunction with The Glasgow School of Art) • Museum Studies • Textile Conservation
MUSIC	<ul style="list-style-type: none"> • Composition & Creative Practice • Historically Informed Performance Practice (in conjunction with the Royal Conservatoire of Scotland) • Music Industries • Musicology • Sound Design & Audiovisual Practice
THEATRE STUDIES	<ul style="list-style-type: none"> • Playwriting & Dramaturgy • Theatre Studies • Theatre & Performance Practices

Given the large number of PGT programmes, data are considered for PGT cohorts overall in relation to admissions and attainment.

Table 4.1.18 PGT Admissions by Gender

PGT ADMISSIONS		APPLICATIONS		OFFERS		ACCEPTS		Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
2013/14	FEMALE	651	84%	454	84%	261	84%	70%	57%
	MALE	124	16%	89	16%	51	16%	72%	57%
	TOTAL	775	100%	543	100%	312	100%	70%	57%
2014/15	FEMALE	754	81%	489	80%	314	79%	65%	64%
	MALE	179	19%	122	20%	81	21%	68%	66%
	TOTAL	933	100%	611	100%	395	100%	65%	65%
2015/16	FEMALE	859	80%	512	80%	327	79%	60%	64%
	MALE	211	20%	132	20%	86	21%	63%	65%
	TOTAL	1070	100%	644	100%	413	100%	60%	64%
2016/17	FEMALE	1093	83%	653	83%	359	83%	60%	55%
	MALE	221	17%	138	17%	71	17%	62%	51%
	TOTAL	1314	100%	791	100%	430	100%	60%	54%
2017/18	FEMALE	1390	82%	477	81%	298	81%	34%	62%
	MALE	304	18%	109	19%	69	19%	36%	63%
	TOTAL	1694	100%	586	100%	367	100%	35%	63%

The female:male ratio for applicants plateaued around 4:1, with women comprising between 80 – 84% of applicants over the last 5 years. This is significantly higher than UG, with average of 68%F applicants.

Male applicants have, overall, slightly higher success/acceptance rates although 2017/18 appears to diverge from the overall trend, with significantly lower success rates for both male and female applicants (35% overall, compared to average of c.64% over previous 4 years).

Instead of highlighting any bias against male applicants in admissions processes, data suggest we need to attract more men to our PGT programmes:

AP 4.1.5	Enhance recruitment activities so that male students are encouraged to apply for these subjects, via male staff representing these subjects at Open Days and outreach activities.
AP 4.1.6	PGT convenors to identify potential UG male students in these subjects to discuss progression onto PGT study, encouraging those who wish to continue at Glasgow, and highlight funding opportunities.
AP 4.1.7	Survey male UG leavers with a view to identifying barriers to PGT progression.
AP 4.1.8	Initiate series of talks from current male PGT to UG students about taking steps towards PGT study.

Table 4.1.19 PGT Student Cohorts by Domicile Category

Term	Gender	EU (excl. UK)	International	RUK	Scotland	UK (Undefined)	Total
2013/14	Female	17%	35%	6%	41%	1%	100%
	Male	13%	28%	3%	56%	0%	100%
	Total	16%	34%	5%	45%	1%	100%
2014/15	Female	13%	52%	11%	24%	0%	100%
	Male	7%	29%	5%	59%	0%	100%
	Total	12%	47%	9%	33%	0%	100%
2015/16	Female	16%	54%	7%	23%	1%	100%
	Male	16%	16%	3%	65%	0%	100%
	Total	16%	47%	6%	30%	1%	100%
2016/17	Female	13%	58%	8%	20%	0%	100%
	Male	5%	42%	7%	47%	0%	100%
	Total	12%	55%	8%	25%	0%	100%
2017/18	Female	11%	56%	7%	26%	0%	100%
	Male	4%	35%	14%	47%	0%	100%
	Total	10%	51%	8%	31%	0%	100%

Whilst domicile data demonstrate increasing internationalisation, interestingly, the majority of male PGT students across all years considered are of Scottish domicile. The rate of growth of female international students is higher than male equivalents.

This suggests APs 4.1.5-8 re: our UG populations are appropriate.

Given UKBA restrictions, PGT students are less able to study on a part-time basis – the increasing internationalisation of our cohorts might explain the low numbers of part-time students below:

REGISTERED PGT STUDENTS

Table 4.1.20 Full-time and part-time students on postgraduate taught degrees

TERM	FULL-TIME		PART-TIME		TOTAL	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	101	26	13	6	114	32
2014/15	115	32	16	9	131	41
2015/16	134	23	13	8	147	31
2016/17	169	37	9	6	178	43
2017/18	166	45	8	6	174	51

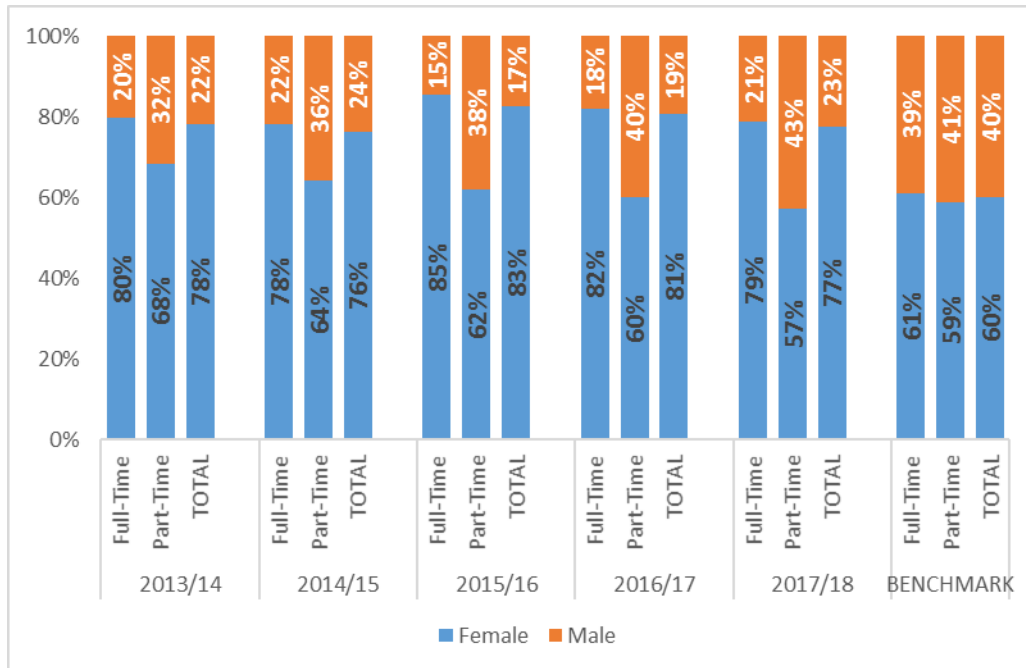


Figure 4.1.11. Full-time and part-time PGT students

Gender balance for full-time students remained relatively stable over the 5-year period between 76-83%F and reflects the UG data (ave.73%F).

It shows our PGT programmes have greater imbalance than national benchmarks, with 77%F; 23%M in 2017/18 compared to benchmark of 60%F; 40%M.

In addition to APs 4.1.6-8, we will:

AP 4.1.9	Continue to promote part-time study options for PGT provision (which is more popular amongst male students) by ensuring its prominence in course documentation, online information, and at Open Days.
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PGT subject data mirror UG picture, with men extremely underrepresented. Numbers are small- particularly in Music and Theatre Studies- meaning small changes can create large fluctuations in percentages.

This is most noticeable for Music where male students comprised between 36% and 67% over the period. PGT History of Art has, like at UG level, the most extreme gender imbalance at c.90%F.

Table 4.1.21 PGT Students (n) by Subject and Gender 2013/14 – 2017/18

		FEMALE	MALE	TOTAL
FILM & TV STUDIES	2013/14	39	13	52
	2014/15	49	21	70
	2015/16	57	13	70
	2016/17	92	23	115
	2017/18	73	25	98
HISTORY OF ART	2013/14	54	6	60
	2014/15	53	7	60
	2015/16	57	4	61
	2016/17	55	7	62
	2017/18	68	8	76
MUSIC	2013/14	2	4	6
	2014/15	6	5	11
	2015/16	9	6	15
	2016/17	9	5	14
	2017/18	4	6	10
THEATRE STUDIES	2013/14	19	9	28
	2014/15	23	8	31
	2015/16	24	8	32
	2016/17	22	8	30
	2017/18	29	12	41

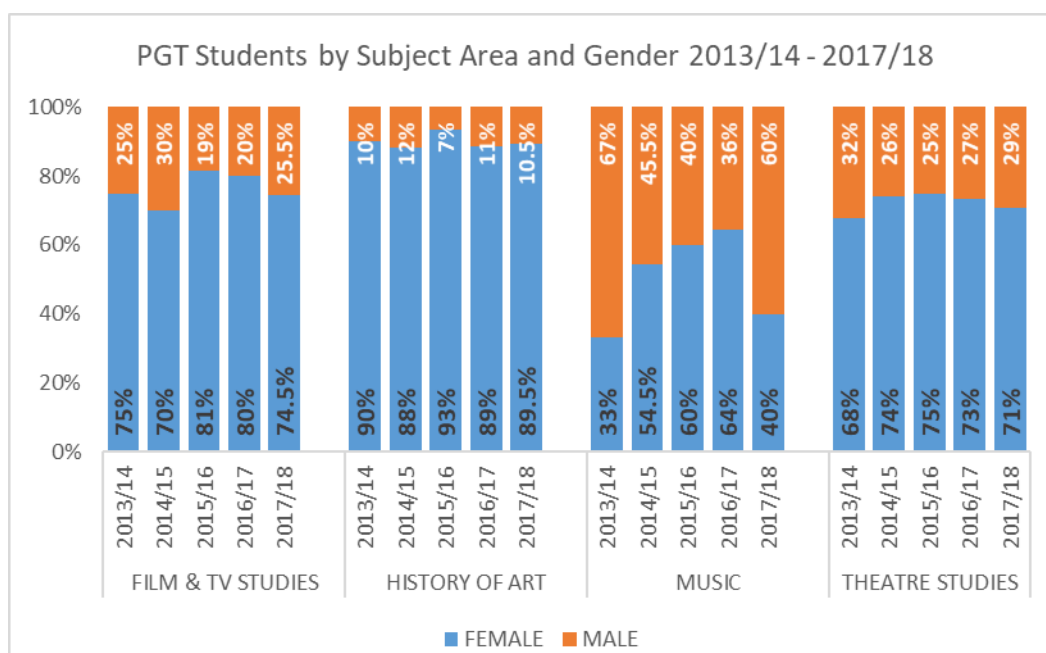


Figure 4.1.12. PGT Students (%) by Subject and Gender 2013/14 – 2017/18

Table 4.1.22 PGT Attainment Data by Gender

PGT PROGRAMMES		FEMALE			MALE			TOTAL	
		no.	% ↓	% →	no.	% ↓	% →	no.	% ↓
2013/14	DISTINCTION	24	17%	77%	7	20%	23%	31	18%
	MERIT	68	49%	81%	16	46%	19%	84	48%
	QUALIFIED	48	34%	80%	12	34%	20%	60	34%
	TOTAL	140	100%	80%	35	100%	20%	175	100%
2014/15	DISTINCTION	44	18%	86%	7	11%	14%	51	17%
	MERIT	97	41%	75%	32	52%	25%	129	43%
	QUALIFIED	97	41%	82%	22	36%	18%	119	40%
	TOTAL	238	100%	80%	61	100%	20%	299	100%
2015/16	DISTINCTION	31	22%	79%	8	24%	21%	39	22%
	MERIT	74	52%	83%	15	44%	17%	89	51%
	QUALIFIED	37	26%	77%	11	32%	23%	48	27%
	TOTAL	142	100%	81%	34	100%	19%	176	100%
2016/17	DISTINCTION	31	18%	78%	9	25%	23%	40	19%
	MERIT	80	46%	85%	14	39%	15%	94	45%
	QUALIFIED	63	36%	83%	13	36%	17%	76	36%
	TOTAL	174	100%	83%	36	100%	17%	210	100%
2017/18	DISTINCTION	53	20%	79%	14	22%	21%	67	20%
	MERIT	122	46%	79%	32	50%	21%	154	47%
	QUALIFIED	89	34%	83%	18	28%	17%	107	33%
	TOTAL	264	100%	80%	64	100%	20%	328	100%

Male PGT students slightly outperform female students in gaining Distinctions and Merits. There is little movement of variation in the 5-year review period at average of 19%F and 20%M achieving Distinction (with an anomalous year for male graduates achieving Distinction in 2014/15); male student numbers are so small that slight changes can lead to large % fluctuations and the differing proportions of male and female students achieving the highest degree outcomes are not consistently significant across the period.

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.

Table 4.1.23 PGR (PhD) Admissions by Gender

PGR (PhD) ADMISSIONS		APPLICATIONS		OFFERS		ACCEPTS		Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
2013/14	FEMALE	38	58%	24	71%	16	70%	63%	67%
	MALE	28	42%	10	29%	7	30%	36%	70%
	TOTAL	66	100%	34	100%	23	100%	52%	68%
2014/15	FEMALE	28	47%	18	49%	15	47%	64%	83%
	MALE	31	53%	19	51%	17	53%	61%	89%
	TOTAL	59	100%	37	100%	32	100%	63%	86%
2015/16	FEMALE	43	59%	36	62%	26	60%	84%	72%
	MALE	33	41%	22	38%	17	40%	67%	77%
	TOTAL	76	100%	58	100%	43	100%	76%	74%
2016/17	FEMALE	41	59%	21	60%	18	62%	51%	86%
	MALE	29	41%	14	40%	11	38%	48%	79%
	TOTAL	70	100%	35	100%	29	100%	50%	83%
2017/18	FEMALE	62	60%	29	59%	25	63%	47%	86%
	MALE	41	40%	20	41%	15	38%	49%	75%
	TOTAL	103	100%	49	100%	40	100%	48%	82%

Prospective applicants are encouraged to first identify a potential supervisor and discuss their project. Occasionally, projects may advertise PhD positions. Applicants provide a single page research proposal, initially reviewed by colleagues whose expertise and research interests most closely match the area of proposed study and then considered centrally by our Research Admissions Office. Funding is competitive, and centres primarily on AHRC and College funding.

Female applicants outnumber male applicants and generally enjoy higher success rates for offers overall. Men comprise higher average proportions of applicants for PhDs (43%M) than at UG (32%M) and PGT (18%M) level. Although this demonstrates better gender balance, it does raise questions about female attrition. Women comprised on average 68% UG; 82% PGT and 57% PhD applicants.

We discuss this in the context of progression pipeline below; to address it, we will:

AP 4.1.10	Enhance our recruitment activities so that female students are encouraged to apply for these subjects, with female staff present at PG Open Days and involved in outreach activities.
AP 4.1.11	PGT convenors to identify female students in these subjects to discuss progression into PGR study, encouraging those who wish to continue at Glasgow, and highlight funding opportunities.
AP 4.1.12	Initiate series of talks from current female PGR to PGT and UG students about taking steps towards PGR study.

AP 4.1.13	Survey female PGT and UG leavers with a view to identifying barriers to PGR progression.
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Table 4.1.24 PGR (Masters) Admissions

PGR (Masters) ADMISSIONS		APPLICATIONS		OFFERS		ACCEPTS		Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
2013/14	FEMALE	10	67%	8	73%	6	100%	80%	75%
	MALE	5	33%	3	27%	0	0%	60%	0%
	TOTAL	15	100%	11	100%	6	100%	73%	55%
2014/15	FEMALE	5	83%	4	80%	3	75%	80%	75%
	MALE	1	17%	1	20%	1	25%	100%	100%
	TOTAL	6	100%	5	100%	4	100%	51%	86%
2015/16	FEMALE	8	40%	4	36%	3	33%	50%	75%
	MALE	12	60%	7	64%	6	67%	58%	86%
	TOTAL	20	100%	11	100%	9	100%	55%	82%
2016/17	FEMALE	8	67%	3	60%	2	50%	38%	67%
	MALE	4	33%	2	40%	2	50%	50%	100%
	TOTAL	12	100%	5	100%	4	100%	42%	80%
2017/18	FEMALE	15	63%	5	56%	4	57%	33%	80%
	MALE	9	38%	4	44%	3	43%	44%	75%
	TOTAL	24	100%	9	100%	7	100%	38%	78%

Aside from 2015/16, which appears to be an anomaly, the number of female students accounts for around two-thirds of all applications. However, for both 2016/17 and 2017/18 offer success rates in comparison to male students, decreased – only 38% of applicants for 2017/18 were male, yet 44% of them received offers, compared to 63% of the applications being female, but only receiving 56% offers.

However, the numbers of Master’s students is relatively small, and prone to fluctuation due to courses not running across all years.

Table 4.1.25 Registered PGR Students – PhD

TERM	FULL-TIME		PART-TIME		THESIS-PENDING		TOTAL	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	31	16	7	10	17	6	55	32
2014/15	32	20	10	11	18	9	60	40
2015/16	36	24	13	11	18	11	67	46
2016/17	32	25	11	12	18	11	61	48
2017/18	39	28	13	10	15	16	67	54

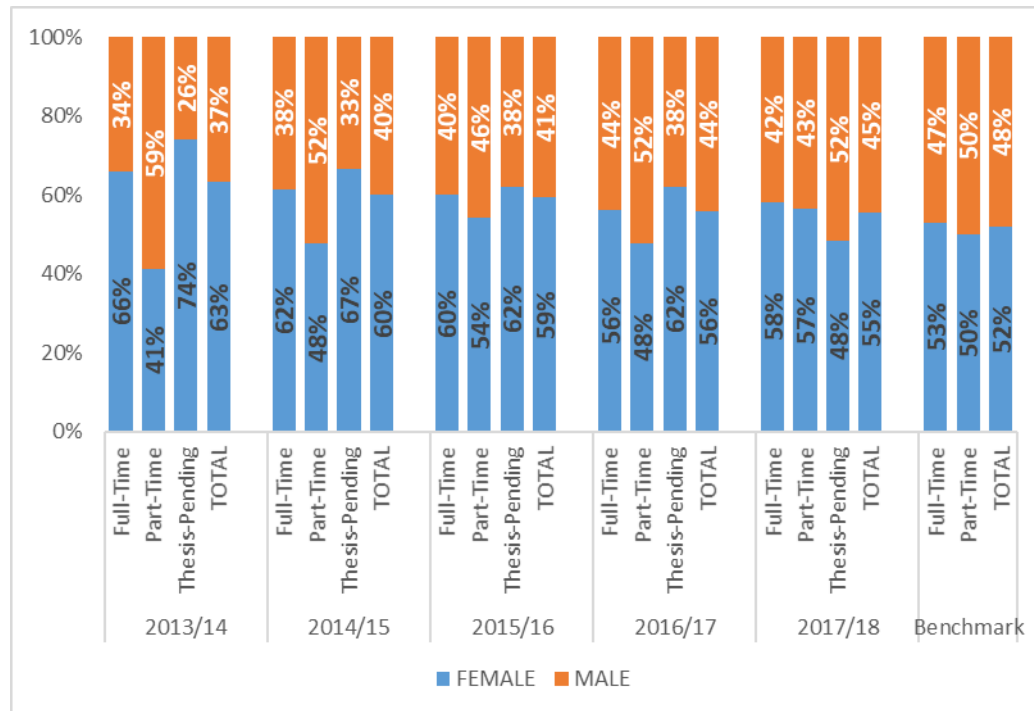


Figure 4.1.13. PhD Students by Gender and Academic Load 2013/14 -2017/18¹⁰

PhD data show a closing of the gender gap in terms of registered students. Female students still hold a slight majority above the benchmark (ave. 59% compared to 52% benchmark). However, the PhD level shows a real change in the representation of male students at 41% average compared to UG (ave. 32%M) and PGT levels (ave. 18%M).

Table 4.1.26 Registered PGR – Masters –i.e. MRes, Master of Music, MPhil (Res), Master of Letters (Res)

TERM	FEMALE	MALE	TOTAL
2013/14	6	1	7
2014/15	4	1	5
2015/16	3	7	10
2016/17	4	5	9
2017/18	2	5	7

Whilst PGR-Masters data show dramatic fluctuations in percentage in terms of gender ratio, small student numbers mean that changes of a single student in either direction appear large as a percentage.

¹⁰ Benchmarking Data is available for PGR overall and is not available disaggregated by PhD and Other programmes.

PGR Completions

Table 4.1.27 PGR (PhD) Completions

PGR-PhD	Eligible PGR Students		PGR Thesis-S Completing		% of PGR Thesis-S Completing	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
ADMIT TERM						
2009	9	4	8	3	89%	75%
2010	10	7	8	6	80%	86%
2011	13	5	9	5	69%	100%
2012	12	8	11	8	92%	100%
2013	10	6	8	4	80%	67%
2014	9	5	5	3	56%	60%

Table 4.1.28 PGR (Masters) Completions

PGR-Masters	Eligible PGR Students		PGR Thesis-S Completing		% of PGR Thesis-S Completing	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
ADMIT TERM						
2009	6	4	3	1	50%	25%
2010	3	3	2	3	67%	100%
2011	2	6	2	5	100%	83%
2012	4	4	4	3	100%	75%
2014	2	1	2	1	100%	100%
2015	1	5	1	4	100%	80%

Again, numbers here are so small that a single additional student not completing their course heavily influences the percentages.

It is notable that 2014 PhD students, both male and female, have struggled. It may be that these students are taking just over the 4-year mark to complete and so would not have submitted by the 2017/18 data cut.

The data do not suggest gendered issues in completion rates and PGR Wellbeing resources are being brought across the University in order to better support students, with initiatives and workshops being extensively advertised. These include:

AP 4.1.14	Ensuring that PGR students are made aware of Wellbeing resources, both through emails from supervisors and through the creation of an Information Sheet to be shared at Annual Progress Reviews
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Progression pipeline between undergraduate and postgraduate student levels

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

Table 4.1.29 UG to PG pipeline

TERM	UG		PGT		PGR- ALL	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	68%	32%	78%	22%	65%	35%
2014/15	73%	27%	76%	24%	61%	39%
2015/16	75%	25%	83%	17%	56%	44%
2016/17	74%	26%	81%	19%	55%	45%
2017/18	73%	27%	77%	23%	54%	46%

Note that this is not strictly a cohort analysis given that PGTs will not all have completed UG at UofG etc.

The gender balance between UG and PGT remains similar, holding at a steady 3:1 ratio. Indeed, the proportion of female students at PGT level is higher than at UG, with an increase of up to 10% (e.g. 2013/14), though this has lessened over the past few years.

However, the data for PGR students reveals a different picture. The ratio is far more equal at this point, having steadied for the past 3 years at around 55% female to 45% male.

In terms of the progression pipeline, this may represent an issue – a question is to be raised here over why female students account for around 76-83% of the PGT cohort, but only 54-65% of the PGR cohort. Of course, not all PGR students are our PGT graduates, but taking these numbers to be indicative as a wider trend amongst PGT gender ratios in all universities, there is still an issue.

Part of this will be that PGT courses are not necessarily all aimed at feeding into PGR study – several PGT courses offered in the College of Arts are aimed at entry into industries, such as Playwriting and Dramaturgy, Textile Conservation, and Music Industries.

However, we need to ensure there are no barriers stopping female progression into our PGR cohort – in order to combat this, the approach used to correct male underrepresentation in UG and PGT can be applied to women at PGR in terms of identifying and encouraging women students (Actions 4.1.10-4.1.13).

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.

Academic and Research Staff by Grade and Gender:

Table 4.2.1. All Academic and Research Staff by Grade and Gender

GRADE	2013/14			2014/15			2015/16			2016/17			2017/18		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
GRADE 6	3	4	43%	5	4	56%	4	2	67%	3	1	75%	5	2	71%
GRADE 7	14	8	64%	12	8	60%	14	8	64%	12	12	50%	19	14	58%
GRADE 8	10	7	59%	8	5	62%	8	5	62%	9	4	69%	11	5	69%
GRADE 9	5	7	42%	6	11	35%	5	11	31%	7	12	37%	10	12	45%
PROFESSOR	6	10	38%	6	10	38%	5	10	33%	6	11	35%	6	11	35%
TOTAL	38	36	51%	37	38	49%	36	36	50%	37	40	48%	51	44	54%

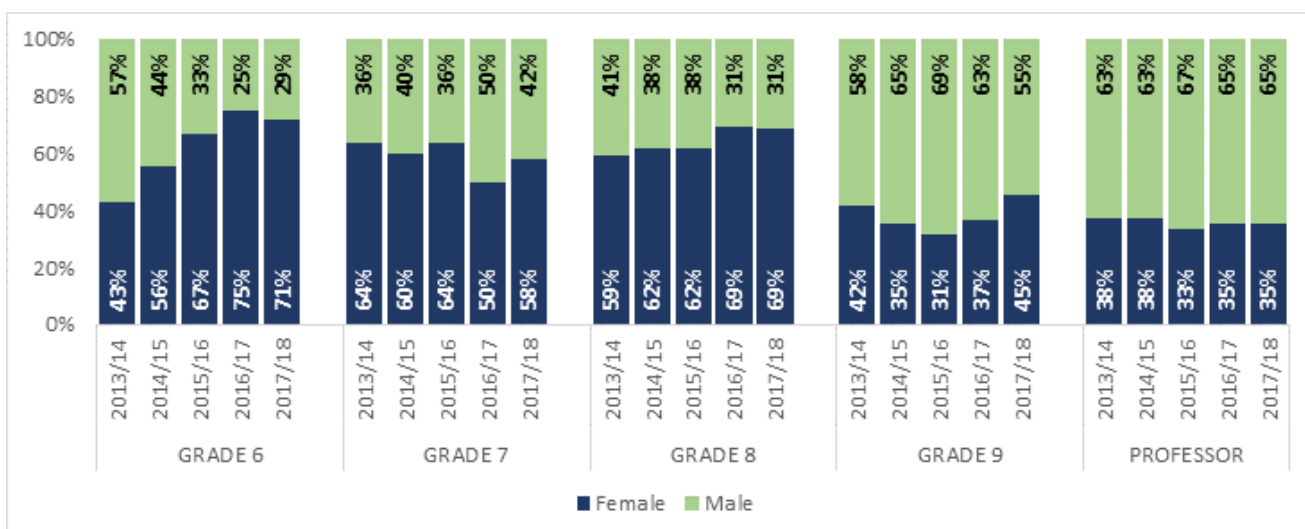


Figure 4.2.1. All Academic and Research Staff by Grade and Gender

Table 4.2.1 shows consistent overrepresentation of women across Grades 6, 7 and 8, with an increase in 2017/18, especially in the number of women at Grade 7.

Small numbers at Grade 6 mean minor changes can create large fluctuations in percentages. There is clear attrition of women from Grade 8 onwards over the review period. However, the number of women at Grade 9 doubled over the period, with 45% women at Grade 9 in 2017/18.

The introduction of the University Early Career Development Programme (ECDP) improved female representation at higher grades, with 6 female colleagues successfully promoted from Grade 8 to Grade 9 over 3 years (2016/17 – 2018/19¹¹).

The % female Professors represents a significant drop compared to the proportion of women at earlier career levels. We now have a 48/52 gender balance (11 women; 12 men) at Professorial level following recruitment (n= 2F) and academic promotion (n= 3F)¹². This puts SCCA higher than Benchmarks for all HEIs reporting to HESA and those in the Russell Group:

Table 4.2.2 2017/18 HESA Data -Cost Centres Art & Design; Media Studies; Music, Dance, Drama & Performing Arts

2017/18 HESA Benchmark	RUSSELL GROUP		ALL HESA HEIs	
	F	M	F	M
Professor	35%	65%	34%	66%
Total Academic	48%	52%	47%	53%

¹¹ This is based on our School data- we will update our pipeline charts and tables with this when HR provide the 2018/19 data release for Athena SWAN- in December 2019

¹² *ibid.*

Academic and Research Staff by Function, Grade and Gender:

Table 4.2.3. Research and Teaching (R&T) Staff by Grade and Gender

R&T	2013/14			2014/15			2015/16			2016/17			2017/18		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
GRADE 7	7	4	64%	5	4	56%	7	3	70%	6	5	55%	6	4	60%
GRADE 8	8	7	53%	8	5	62%	8	5	62%	9	4	69%	10	5	67%
GRADE 9	5	7	42%	6	11	35%	5	11	31%	7	11	39%	9	11	45%
PROFESSOR	6	10	38%	6	10	38%	5	10	33%	6	11	35%	6	11	35%
TOTAL	26	28	48%	25	30	45%	25	29	46%	28	31	47%	31	31	50%

R&T pipeline roughly mirrors that overall Academic pipeline above (Table 4.2.1), with a drop-off between Grades 8-9 and then a steep drop to Professor. As noted above, there has been an increase female Professors, outwith this review period, that now sits at 48% female.

ECDP is supporting the equitable progression of women from Grades 8-9, discussed above.

Table 4.2.4. Learning, Teaching and Scholarship (LTS) Staff by Grade and Gender

LTS	2013/14			2014/15			2015/16			2016/17			2017/18		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
GRADE 6	1	3	25%	1	3	25%	1	2	33%	1	1	50%	2	2	50%
GRADE 7	2	1	67%	3	2	60%	4	3	57%	4	3	57%	9	6	60%
GRADE 8	1	0	100%	-	-	n/a	-	-	n/a	-	-	n/a	1	0	100%
GRADE 9	-	-	n/a	-	-	n/a	-	-	n/a	-	-	n/a	1	0	100%
TOTAL	4	4	50%	4	5	44%	5	5	50%	5	4	56%	13	8	62%

LTS track at UofG is a substantive career track that offers routes to progression towards Professorship. SCCA saw 5 promotions on this track over the review period (100% success rate). Women hold most roles on this track; we will ensure that our promotion actions take this into account towards future support for career progression on this route (see 5.1 (iii) for a fuller discussion).

Table 4.2.5. Research Staff (Research) by Grade and Gender

RESEARCH	2013/14			2014/15			2015/16			2016/17			2017/18		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
GRADE 6	2	1	67%	4	1	80%	3	0	100%	2	0	100%	3	0	100%
GRADE 7	5	3	63%	4	2	67%	3	2	60%	2	4	33%	4	4	50%
GRADE 8	1	0	100%	-	-	n/a	-	-	n/a	-	-	n/a	-	-	n/a
GRADE 9	-	-	n/a	-	-	n/a	-	-	n/a	0	1	0%	0	1	0%
TOTAL	8	4	67%	8	3	73%	6	2	75%	4	5	44%	7	5	58%

Most roles on the Research track are early carer Research Assistant/Associate posts at Grades 6/7. The numbers and gendered proportions vary over time due to the higher turnover of these roles that are associated with grant-funded research projects of fixed duration. Roles above those levels are rare, with only 1F and 1M at Grades 8 and 9 on Research Track over the period.

Academic Staff by Overall Function and Gender:

Table 4.2.6. Academic and Research Staff by Function and Gender

YEAR	R&T			LTS			RESEARCH		
	F	M	%F	F	M	%F	F	M	%F
2013/14	26	28	48%	4	4	50%	8	4	67%
2014/15	25	30	45%	4	5	44%	8	3	73%
2015/16	25	29	46%	5	5	50%	6	2	75%
2016/17	28	31	47%	5	4	56%	4	5	44%
2017/18	31	31	50%	13	8	62%	7	5	58%
RUSSELL GROUP			46%			50%			56%
ALL HESA HEIS			47%			46%			55%

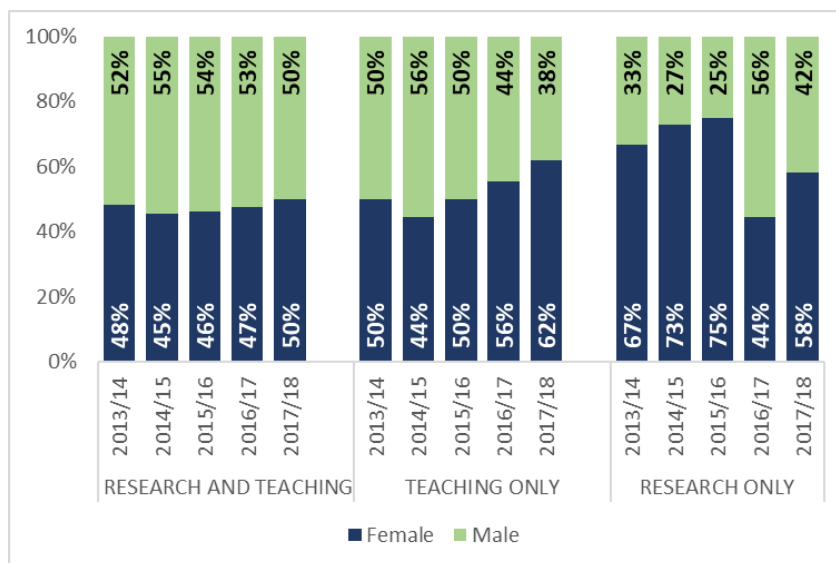


Figure 4.2.2. Academic and Research Staff by Function and Gender

Women are well represented across all functions; less so in R&T, but this improved towards 50/50 gender balance in 2017/18. Compared to benchmarks for Russell Group, SCCA is broadly similar, with slightly higher proportions of women across all functions.

There was an increase in LTS recruitment between 2016/17 – 2017/18, particularly for a fixed-term as temporary teaching cover/backfill due to a research project award. However, SCCA recently appointed a female full-time, open-ended LTS Lecturer in Conservation Science. Offering more opportunity for career progression in the LTS track.

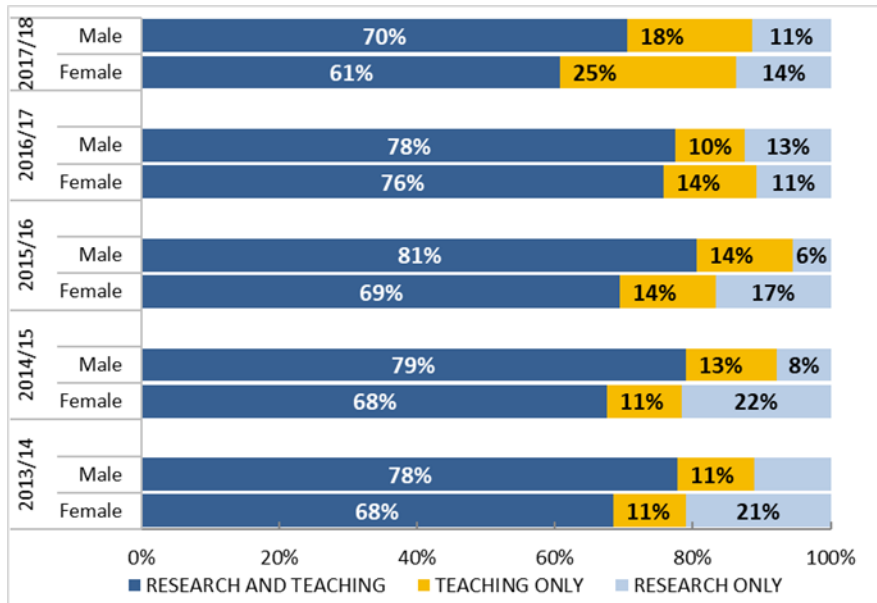


Figure 4.2.3. Male and Female Academic and Research Staff by Function

Figure 4.2.3 shows men in SCCA are proportionately more likely to be in R&T roles than women, despite the gender balance across the R&T function and higher proportion of women, overall.

The School recognises the need for much more activity to address disparities in gender ratios; the R&T gender profile (50%F in 2017/18, Table 4.2.6) does not mirror our UG (73%F in 2017/18) or PGR (54%F in 2017/18) proportions although we do show higher female representation across the discipline and at Professorial level than HESA Benchmarks for 2017/18.

We must ensure that we are not losing female talent in our UG- PGR- Staff pipeline. Actions in our AP to encourage more women to pursue PhDs are relevant here (4.1.11-4.1.14).

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

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

There are 3 main contract types at UofG - Open Ended; Open Ended with Funding End Date; and Fixed-Term. SCCA does not use zero-hours contracts. Fixed-Term contracts tend to be used for posts of short duration (≤ 1 year) and to cover absence including maternity cover.

Researchers employed on projects with end-dates are, generally, employed on open-ended with funding end-date contracts, offering more security (e.g. 2-3 years continues service contract) than rolling fixed-term contracts (which might end/re-start each year).

Table 4.2.7. Staff by Contract Type and Gender (i.e. Proportion of male:female staff on each contract type)

	2013/14		2014/15		2015/16		2016/17		2017/18	
OPEN ENDED										
FEMALE	29	48%	27	45%	27	46%	30	48%	33	50%
MALE	32	52%	33	55%	32	54%	33	52%	33	50%
OPEN ENDED WITH FUNDING END DATE										
FEMALE	8	67%	8	80%	6	75%	5	50%	6	55%
MALE	4	33%	2	20%	2	25%	5	50%	5	45%
FIXED TERM										
FEMALE	1	100%	2	40%	3	60%	2	50%	12	67%
MALE	0	0%	3	60%	2	40%	2	50%	6	33%

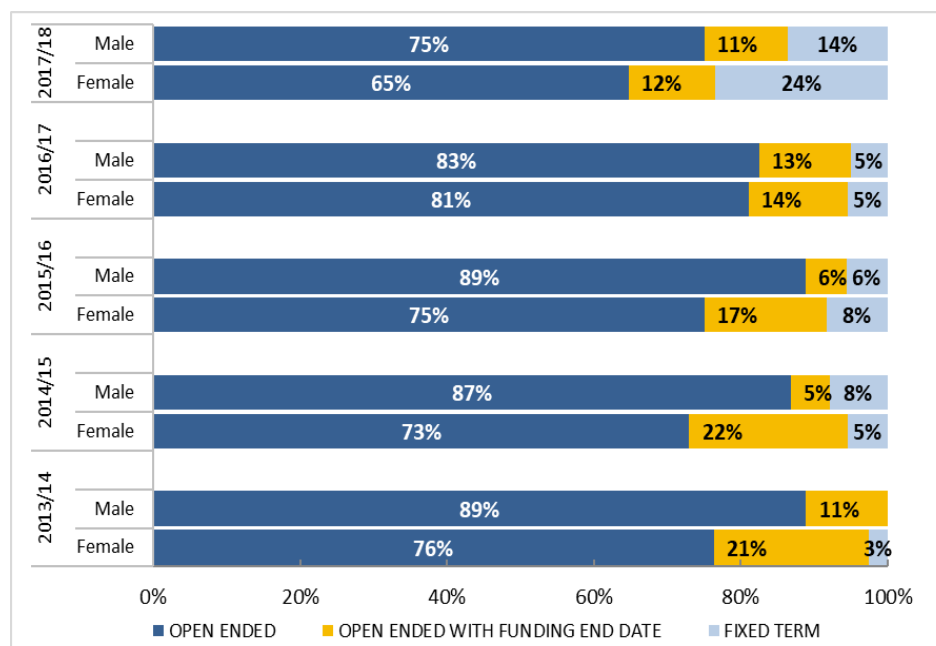


Figure 4.2.4 Male and Female Staff by Contract Type (i.e. proportion of contract types on which cohort of female staff are employed each year)

Gender distribution across contract types mirrors female/male proportions across academic functions. Most Open-Ended contracts relate to R&T positions (50%F in 2017/18); contracts with a funding end date relate, mostly, to Research posts (58%F in 2017/18) associated with funded projects; and several of the Fixed-Term contracts relate to LTS roles (62%F in 2017/18) appointed for backfill cover or fixed teaching coverage.

Table 4.2.8. Male and Female staff by Contract Type and Grade for all years aggregated (*- compare horizontally across Grades)

	GRADE 6	GRADE 7	GRADE 8	GRADE 9	PROFESSOR
OPEN ENDED*					
FEMALE	1 (1%)	43 (29%)	45 (31%)	33 (23%)	24 (16%)
MALE	8 (5%)	26 (16%)	26 (16%)	51 (31%)	52 (32%)
TOTAL	9 (3%)	69 (22%)	71 (23%)	84 (27%)	76 (25%)
OPEN ENDED WITH FUNDING END DATE*					
FEMALE	14 (42%)	13 (39%)	1 (3%)	0 (0%)	5 (15%)
MALE	1 (6%)	17 (94%)	0 (0%)	0 (0%)	0 (0%)
TOTAL	15 (29%)	30 (59%)	1 (2%)	0 (0%)	5 (10%)
FIXED TERM*					
FEMALE	5 (25%)	15 (75%)	0 (0%)	0 (0%)	0 (0%)
MALE	4 (31%)	7 (54%)	0 (0%)	2 (15%)	0 (0%)
TOTAL	9 (27%)	22 (67%)	0 (0%)	2 (6%)	0 (0%)

Most people employed on Open-Ended/Funding End Date and Fixed-term contracts are on Grades 6-7. There is a more balanced spread across Grades 7-Professor, with the majority on Open-Ended contracts.

Women are disproportionately represented on fixed-term contracts in LTS positions.

To ensure all staff, which will disproportionately impact women, on fixed-term contracts are supported in future career progression, we will:

AP 4.2.1	Line managers should discuss future possibilities with staff members on Open Ended with Funding End Date contracts nearing the end of their contracts
AP 4.2.2	HoSubs to hold redeployment discussions with staff on fixed-term contracts
AP 4.2.3	We will augment the next Athena SWAN Staff Survey to include (a) question(s) to gauge attitudes and aspirations of current staff on fixed-term contracts/approaching funding-end-dates.

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.

Most academic leavers are across Grade 6-7, with both female and male leavers increasing since 2013/14. This reflects the fixed-term contract type, with higher female representation. School practice now is to continue these contracts over vacation periods to reduce stop/start nature of employment, although no work may be required. There are minimal academic leavers across Grade 8-10, mainly attributable to open-ended contracts prevalent at these levels.

We actively encourage completion of a Leavers Checklist. Self-assessment highlighted the need to more rigorously manage this to enhance data collection and improve staff engagement as well as our understanding of reasons staff leave and onward destinations.

We will augment the next Athena SWAN Staff Survey to include (a) question(s) to gauge attitudes and aspirations of current staff on fixed-term contracts/approaching funding-end-dates.

Table 4.2.9 Academic and Research Leavers by Grade and Gender and Full-, Part-time Status

	2013/14				2014/15				2015/16				2016/17				2017/18				
	F		M		F		M		F		M		F		M		F		M		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
GRADE 6	0	1	0	0	1	0	1	0	1	1	1	0	0	2	4	1	0	1	2	1	0
GRADE 7	0	0	0	0	1	0	0	0	0	1	0	0	0	0	3	0	1	4	3	1	1
GRADE 8	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GRADE 9	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
TOTAL	2 (100%)		0 (0%)		2 (67%)		1 (33%)		4 (80%)		1 (20%)		6 (75%)		2 (25%)		10 (71%)		4 (29%)		

AP 4.2.4	HR to actively encourage the completion of the leavers checklist.
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SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5315 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.

The School advertises all new posts on UoG's website, jobs.ac.uk, and in relevant journals. At least 1 male and 1 female sit on appointing committees for R&T and LTS positions to ensure candidates do not suffer from stereotype threat if presented with a single-gender panel. To ensure this approach does not overburden staff we will:

AP 5.1.1	Audit recruitment panels to ensure they adhere to the policy of including at least one member of each sex.
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Candidates for interview are shortlisted by at least two people against pre-determined essential and desirable criteria. All staff on appointment committees must undergo Recruitment and Selection training (essential precursors of which are Equality and Diversity (E&D) and Unconscious Bias training). Compliance is monitored by HR.

E&D training was made mandatory for all staff across the University in 2016. We will ensure that all staff complete this and the Unconscious Bias course (see action 4.1.4).

Table 5.1.1 Recruitment at Grade 6:

YEAR	APPLICATIONS			SHORTLISTED			APPOINTED			SH/LIST SR		HIRES SR	
	F	M	%F	F	M	%F	F	M	%F	F	M	F	M
2013/14	21	22	49%	1	3	25%	1	1	50%	5%	14%	100%	33%
2014/15	20	12	63%	6	2	75%	3	1	75%	30%	16.7%	50%	50%
2015/16	46	21	69%	13	2	87%	3	0	100%	28%	10%	23%	0%
2016/17	9	10	47%	4	4	50%	3	1	75%	44%	40%	75%	25%
2017/18	8	6	57%	6	1	86%	2	0	100%	75%	16.7%	25%	0%

*There were a high number of applicants for Research Assistant role(s).

Table 5.1.2 Recruitment at Grade 6/7:

YEAR	APPLICATIONS			SHORTLISTED			APPOINTED			SH/LIST SR		HIRES SR	
	F	M	%F	F	M	%F	F	M	%F	F	M	F	M
*2016/17	4	3	57%	2	0	100%	1	0	100%	50%	0%	50%	n/a

* Role advertised across both grades depending on candidate experience- Appointment was made at Grade 7

Application and shortlisting/appointment success rates are variable by gender for Grade 6 roles. Overall, the data suggest women are slightly more likely to be shortlisted and subsequently appointed. This is perhaps unsurprising given the predominance of women at PGR levels. Despite this, we will act to mitigate implicit bias and stereotype threat by expecting all staff to complete unconscious bias training (see action 4.1.4).

Table 5.1.3 Recruitment at Grade 7:

YEAR	APPLICATIONS			SHORTLISTED			APPOINTED			SH/LIST SR		HIRES SR	
	F	M	%F	F	M	%F	F	M	%F	F	M	F	M
2013/14	38	33	54%	8	5	62%	4	3	57%	21%	15%	37.5%	60%
2014/15	26	33	44%	6	4	60%	2	1	67%	15%	12%	33%	25%
2015/16*	49	83	37%	12	9	57%	2	3	40%	24%	11%	16.7%	33%
2016/17	45	53	46%	10	9	53%	2	4	33%	4%	17%	20%	44%
2017/18	-	-	-	-	-	-	-	-	-	-	-	-	-

Application and Shortlist Success rates by gender vary at Grade 7. There was a noticeable spike in male applicants in 2015/16, which corresponded to a high number of male applicants for a University Teaching post in Music.

Success rates from interviewed applicants to appointments show variation and don't suggest gendered bias in favour of men/women.

Table 5.1.4. Recruitment at Grade 8:

YEAR	APPLICATIONS			SHORTLISTED			APPOINTED			SH/LIST SR		HIRES SR	
	F	M	%F	F	M	%F	F	M	%F	F	M	F	M
2013/14	-	-	-	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-	-	-	-
2015/16	12	15	44%	2	2	50%	0	1	0%	16.7%	13%	0%	50%
2016/17	25	7	78%	6	2	75%	2	0	100%	24%	29%	33%	0%
2017/18	-	-	-	-	-	-	-	-	-	-	-	-	-

Small numbers of applicants to a limited number of posts at Grade 8 make it difficult to discern trends. Again, a post based in Music in 2015/16 showed a male majority amongst applicants. In 2016/17, applicants to two posts (1 in Contemporary Art and Curation; 1 in Screen Production) lead to large female percentage of applicants. Success rates by gender do not suggest men were any less likely to be shortlisted. Women were more likely to be appointed following interview, however, data are too small to infer any gendered trends or bias.

Table 5.1.5. Recruitment at Grade 9:

GRADE 9	APPLICATIONS			SHORTLISTED			APPOINTED			SH/LIST SR		HIRES SR	
	F	M	%F	F	M	%F	F	M	%F	F	M	F	M
2013/14	-	-	-	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-	-	-	-
2015/16	6	2	75%	2	0	100%	1	0	100%	33%	0%	50%	n/a
2016/17	6	14	30%	2	1	67%	1	0	100%	33%	7%	50%	0%
2017/18	3	19	14%	1	3	25%	0	1	0%	33%	16%	0%	33%

Encouragingly, given the lack of women at Grade 9 across the pipeline historically, women were proportionately more likely to be shortlisted when applying to Grade 9 and enjoyed high success rates to appointment.

There were no external recruitment to Professor roles that concluded within the 2017/18 cut-off date for our recruitment data (July 2019). We will review future data updates from HR for 2018/19 to assess any gendered issues in that recruitment.

At Professorial level, SCCA are much more likely to support staff towards internal progression – and this is demonstrated in our promotion data and discussion below (section 5.1 (iii)).

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels.

Each new appointee and their line manager are expected to complete Induction Checklists, accessible online via the HR Recruitment Toolkit.

The checklists incorporate discussion of health, safety & wellbeing matters (e.g. lone worker, fieldwork); any local practices relevant to taking leave etc. Along with key roles and responsibilities, the line manager discusses the probationary process (including ECDP) and the Performance and Development Review process with the new member of staff as appropriate. And new colleagues complete mandatory training in Equality and Diversity, GDPR and Information Security etc.

Induction buddies/mentors are appointed, where appropriate. Once identified, buddies/mentors are briefed by the new member of staff's line manager at least one week before their start date. They provide support for the new employee for an agreed period.

Staff survey results indicate a need to improve induction: 8/14 women and 4/8 men who recently joined SCCA did not feel that induction met their needs:

Table 5.1.6. Staff Survey Academic Response by Gender to Induction Question:

<i>The School induction process met my needs (for staff that have joined SCCA since January 2015):</i>			
Response	Female	Male	Prefer not to say
Strongly agree	2 (5.6%)	0 (0.0%)	0
Agree	4 (11.1%)	4 (17.4%)	1 (14.3%)
Disagree	6 (16.7%)	3 (13.0%)	0
Strongly disagree	2 (5.6%)	1 (4.4%)	0
N/A	21 (58.3%)	13 (56.5%)	6 (85.7%)
No answer	1 (2.8%)	2 (8.7%)	0

Self-assessment identified several aspects of SCCA and UofG policies, practices and processes where staff show low awareness. They include: Parental Leave and Flexible Working Policies; SCCA Committees (Terms of Reference and Membership); Dignity at Work and Study Policies and Respect Adviser Network.

To improve communication, we will revise/update the SCCA Handbook; this will also be shared with new staff on joining and should offer a more comprehensive introduction to SCCA (AP 5.1.4, 5.1.5).

AP 5.1.2	Update SCCA Staff Handbook with key information about family-friendly and flexible working policies, and relevant benefits. As well as flagging key information about aspects of the promotion (see Action 5.1.6) and PDR (see Action 5.3.1) policies/processes.
AP 5.1.3	Devise new question(s) in next Athena SWAN Staff Survey re: effectiveness of updated Staff Handbook.

(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.

Table 5.1.7. Promotion Criteria Strands for all Career Tracks Summary from UofG

Research and Teaching	Learning, Teaching & Scholarship	Research-Only
<ul style="list-style-type: none">• Research & Scholarship• Knowledge Exchange & Impact• Learning & Teaching• Leadership, Management and Citizenship (<i>incl. Outreach</i>)• Esteem	<ul style="list-style-type: none">• Learning & Teaching Practice• Scholarship, Knowledge Exchange & Impact (<i>incl. Outreach</i>)• Leadership & Management• Esteem	<ul style="list-style-type: none">• Research & Scholarship• Knowledge Exchange & Impact• Learning & Teaching• Leadership, Management (<i>incl. Outreach</i>)• Esteem

Promotion is an annual, standardised, University-wide process. HoS emails all staff the timeline, forms and links to relevant information at the launch of each round. Application is by self-nomination; staff are also identified through Performance and Development Review (PDR). Over the last 2-3 years, SCCA participated in College-wide positive action of approaching prospective female applicants, especially at higher levels, to encourage them to apply. This improved female applicant numbers at G9 and Professor (Tables 5.1.11-12).

Promotion procedures take additional circumstances (e.g., part-time working, maternity leave) into account via a specific part of the form where their impact can be outlined and considered.

HoS and Head of College HR hold an annual promotion workshop, open to all SCCA staff. Staff are encouraged to meet with HoS to discuss and strengthen their applications, prior to submission. Applicants to Professor are invited to meet with Head of College.

At UofG the LT&S track is a specific career track with promotion now possible up to Professor. Data above (s.4.2) showed 62%F on LT&S track in this last year (2017/18); only two staff, both women, are on grades beyond 7 (one on grade 8 and one on grade 9).

EDCP now facilitates progression for LT&S track colleagues, similar to those on R&T track (i.e. up to and including Grade 9). The annual promotion workshop and support has a specific stream covering LT&S track criteria.

Table 5.1.8. Promotions Applications/Successful Applications to Grade 7:

GRADE 7	APPLICATIONS		PROMOTIONS		SUCCESS RATE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	1	0	1	0	100%	n/a
2014/15	1	1	1	1	100%	100%
2015/16	0	0	0	0	n/a	n/a
2016/17	1	0	1	0	100%	n/a
2017/18	0	0	0	0	n/a	n/a

Table 5.1.9. Promotions Applications/Successful Applications to Grade 8:

GRADE 8	APPLICATIONS		PROMOTIONS		SUCCESS RATE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	2	1	2	1	100%	100%
2014/15	1	0	0	0	0%	n/a
2015/16	2	0	2	0	100%	n/a
2016/17	4	1	4	1	100%	100%
2017/18	4	1	4	1	100%	100%

Data on promotion applications to Grades 7 and 8 demonstrate high levels of success, with no suggestion of any gender bias in the success rates between 2013/14- 2017/18. Increased promotion applications to Grade 8 are likely due to the ECDP (see below 5.3(iii)).

Table 5.1.10. Promotions Applications/Successful Applications to Grade 9:

GRADE 9	APPLICATIONS		PROMOTIONS		SUCCESS RATE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	0	4	0	3	n/a	75%
2014/15	2	2	1	2	50%	100%
2015/16	2	1	1	1	50%	100%
2016/17	3	0	3	0	100%	n/a
2017/18	0	2	0	2	n/a	100%

Applications to Grade 9 had more varying success; 5/7 applications from women and 8/9 applications from men were successful over the period.

Table 5.1.11 Promotions Applications/Successful Applications to Professor:

PROF	APPLICATIONS		PROMOTIONS		SUCCESS RATE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2013/14	0	0	0	0	n/a	n/a
2014/15	1	0	0	0	0%	n/a
2015/16	1	1	1	1	100%	100%
2016/17	0	2	0	1	n/a	50%
2017/18	3	0	3	0	100%	n/a

Numbers are small and do not indicate any bias in promotion rates to Professor. 4/5 applications from women and 2/3 applications from men were successful over the 5-year period.

There is no indication gender affects promotion success rates across grades. In 2014/15 and 2015/16, 50% of females applying were promoted (affecting two women who were not promoted) and 100% of men. By contrast, professorial promotions the following years showed success rates were 50% for men (affecting one man), but 100% for women, in 2016/17 and 2017/18 respectively.

During self-assessment staff were asked about understanding of promotion criteria, and support and encouragement for applying:

Table 5.1.12 Athena SWAN Staff Survey Results on Academic Promotion Questions:

<i>I understand the University academic promotion process and criteria:</i>			
	Female	Male	Prefer not to say
Strongly agree	12 (33.3%)	7 (30.4%)	0 (0.0%)
Agree	15 (41.7%)	11 (47.8%)	4 (57.1%)
Disagree	4 (11.1%)	4 (17.4%)	0 (0.0%)
Strongly disagree	2 (5.6%)	1 (4.4%)	1 (14.3%)
N/A	3 (8.3%)	0 (0.0%)	2 (28.6%)
<i>Staff are encouraged and helped to apply for promotion within SCCA:</i>			
	Female	Male	Prefer not to say
Strongly agree	11 (30.6%)	9 (39.1%)	0 (0.0%)
Agree	14 (38.9%)	8 (34.8%)	3 (42.9%)
Disagree	6 (16.7%)	4 (17.4%)	1 (14.3%)
Strongly disagree	2 (5.6%)	0 (0.0%)	1 (14.3%)
N/A	3 (8.3%)	1 (4.4%)	2 (28.6%)
No Answer	0 (0.0%)	1 (4.4%)	0 (0.0%)
<i>Appropriate support is provided at every stage of the promotion process within SCCA:</i>			
	Female	Male	Prefer not to say
Strongly agree	11 (30.6%)	5 (21.7%)	0 (0.0%)
Agree	10 (27.8%)	11 (47.8%)	3 (42.9%)
Disagree	6 (16.7%)	5 (21.7%)	1 (14.3%)
Strongly disagree	3 (8.3%)	0 (0.0%)	1 (14.3%)
N/A	6 (16.7%)	1 (4.4%)	2 (28.6%)
No Answer	0 (0.0%)	1 (4.4%)	0 (0.0%)

= Male/female respondents affirm understanding of process and criteria – 75% Female; 78.2% Male Strongly/Agree (16.6% Female; 21.8% Male Strongly/Disagree);

= 69.5% Female and 73.9% Male Strongly/Agree staff are encouraged and helped to apply for promotion; 22.3%Female and 17.4%Male Strongly/Disagreed.

= 68.4% Female and 69.5% Male respondents Strongly/Agreed that appropriate support provided at each stage of the process; 25%Female and 21.7%Male respondents Strongly/Disagreed.

Free text comments on promotion were limited – one comment highlighted a crucial misperception:



There is no official acknowledgement in the promotion process that some members of staff are part-time, and therefore do not have the same opportunity to fulfil the full breadth of requirements for promotion as their full-time colleagues.

As outlined above, this is inaccurate as the process explicitly provides space to account for part-time working; we understand from discussions across College that this arose during other Schools' Athena SWAN process (especially in School of Critical Studies).

To clarify misunderstandings about promotion process and part-time working, we will:

AP 5.1.4	Include a note about the annual promotion workshop in new induction materials (AP 5.5.4) and specifically flag that the workshop will cover the special considerations section of the promotion application form that provides opportunity to account for impact of working less than full-time on the case for promotion.
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To improve the help and support for staff contemplating preparing a promotion application we will:

AP 5.1.5	Establish an LT&S Forum to provide opportunities for peer mentoring amongst staff on this track. The Forum will also allow staff to build capacity around <i>scholarship</i> and pedagogy (key aspects of LT&S career pathway criteria).
AP 5.1.6	Following initial HoS meeting, HoSubs will be matched with promotion applicants to review and comment on applications to help strengthen case for support.

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.

Table 5.1 13 Eligible Staff Returned in RAE and REF by Gender

	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
RAE 2008									
SUBMITTED	22	85%	48%	24	92%	52%	46	88%	100%
NOT SUBMITTED	4	15%	67%	2	8%	33%	6	12%	100%
TOTAL ELIGIBLE FOR SUBMISSION	26	100%	50%	26	100%	50%	52	100%	100%
REF 2014									
SUBMITTED	27	87%	47%	30	100%	53%	57	93%	100%
NOT SUBMITTED	4	13%	100%	0	0%	0%	4	7%	100%
TOTAL ELIGIBLE FOR SUBMISSION	31	100%	51%	30	100%	49%	61	100%	100%

%* compare vertically

%^ compare horizontally

REF2008 and REF2014 data show fewer eligible females (85% in 2008 and 87% in 2014) were returned than men (92% in 2008 and 100% in 2014). Following REF2014, mentoring systems and support structures were introduced to help prepare staff for future REF submissions. This seems to be effective and particularly helpful for women who were more likely to strongly/agree having a mentor 'helped them understand the REF process', while men were more likely to be indifferent/not answer:

Table 5.1.14. Athena SWAN Staff Survey Question on Mentoring:

<i>Having a mentor has helped me to understand the REF process:</i>			
Response	Female	Male	PNTS
Strongly agree	3 (8.3%)	1 (4.4%)	0 (0.0%)
Agree	13 (36.1%)	3 (13.0%)	0 (0.0%)
Disagree	1 (2.8%)	1 (4.4%)	1 (14.3%)
Strongly disagree	2 (5.6%)	0 (0.0%)	0 (0.0%)
N/A	7 (19.4%)	11 (47.8%)	5 (71.4%)
No answer	10 (27.8%)	7 (30.4%)	1 (14.3%)

The six key REF roles across SCCA (the three REF Champions and the three Impact Champions) are gender balanced 50:50.

Table 5.1 15 REF Committees and Leadership Roles *UoA 33 = Music (with only n=3 Female Academic Staff)

Unit	REF Champions		Leader of reading/working groups		Reading groups/research committees	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
UOA32	2	0	n/a	n/a	5	6
UOA33*	0	2	0	3	3	14
UOA34	1	1	1	3	6	7

There are three Units of Assessment (UoA) within SCCA, that have engaged in interim REF reviews (IRR) in 2017/18. Interim impact reviews for REF 2021 are on-going.

In the IRR 2018/19, there was informal monitoring for unconscious bias. Further, there is ongoing monitoring of gender balance and output types for REF2021.

All eligible staff on R&T and Research-only contract functions will be submitted for REF 2021.

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?

A wide range of training and continuous professional development (CPD) opportunities are available to all staff, usually advertised via SCCA's staff email list. Mandatory courses include Online Equality & Diversity training. As at October 2019, completion across SCCA was: Academic: 86%F: 81%M; PSS: 100%F: 100%M.

Specific training needs are identified by staff and discussed in annual PDRs. Existing training courses are curated and run via: Employee and Organisational Development (EOD). Evaluation of this training is also discussed in annual and interim PDR meetings and course evaluations are issued to attendees following completion of each session.

The Learning Enhancement & Academic Development Service (LEADS) provide professional development opportunities for learning & teaching staff and also run the Postgraduate Certificate in Academic Practice (PGCAP).

For researchers, there are several researcher training and development opportunities, including careers advice, personal development and data management training.

Staff self-enrol on professional development courses and any completed training is automatically logged to populate the Learning and Development section of an employee's annual Performance Development Review (see Section x below).

Data show academic women are proportionately *more likely* to attend internal EOD training courses/programmes than male counterparts:

Table 5.3.1. Number of Male/Female Staff Attending Internal EOD Courses/Programmes
(NB number relates to headcount rather than instances of training as individuals may attend multiple courses)

Year	Gender	No. of Academic Staff Attending courses	Female/Male Proportion of Academic Staff
2013/14	Female	11 (65%)	51%
	Male	6 (35%)	49%
	TOTAL	17 (100%)	100%
2014/15	Female	7 (64%)	49%
	Male	4 (36%)	51%
	TOTAL	11 (100%)	100%
2015/16	Female	12 (55%)	50%
	Male	10 (45%)	50%
	TOTAL	22 (100%)	100%
2016/17	Female	14 (61%)	48%
	Male	9 (39%)	52%
	TOTAL	23 (100%)	100%
2017/18	Female	10 (62.5%)	54%
	Male	6 (37.5%)	46%

Athena SWAN survey showed respondents, generally, experienced equitable access to training and development:

Table 5.3.2. Athena SWAN survey question on access to training:

<i>Do you believe that you have been treated fairly, regardless of your gender in respect of: Access to relevant training and development?</i>			
Response	Female	Male	Prefer not to say
Yes	31 (86.1%)	23 (100.0%)	5 (71.4%)
No	1 (2.8%)	0 (0.0%)	1 (14.3%)
N/A	3 (8.3%)	0 (0.0%)	1 (14.3%)
No answer	1 (2.8%)	0 (0.0%)	0 (0.0%)

AP 5.3.1	All Academic staff to complete E&D training before P&DR forms will be signed off.
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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.

Annual Performance Development Review (PDR) provides the opportunity for all staff and their line manager to reflect upon performance and development in the last year and agree objectives and development plans for the forthcoming year. PDR criteria broadly mirror promotion criteria.

PDR is mandatory for all staff, including for those engaged on fixed-term and funding-end-date contracts. Postdoctoral Research staff complete PDR and a distinct and tailored form was created for these staff. The UofG's PDR webpages contain extensive information on the process, including training videos and other resources. The HoS supplements this with an annual briefing and guidance to all reviewers.

Athena SWAN survey showed mixed views on PDR:

Table 5.3.3. Athena SWAN survey question(s) on PDR (Helpfulness)

<i>The School has provided me with a helpful annual Performance and Development Review (PDR):</i>			
	Female	Male	PNTS
Strongly agree	4 (11.1%)	3 (13.0%)	0 (0.0%)
Agree	16 (44.4%)	13 (56.5%)	3 (42.9%)
Disagree	10 (27.8%)	4 (17.4%)	2 (28.6%)
Strongly disagree	2 (5.6%)	3 (13.0%)	2 (28.6%)
I have not been in SCCA long enough to have participated in P&DR	4 (11.1%)	0 (0.0%)	0 (0.0%)

= 55.5%Female and 69.5%Male respondents had experience of a helpful PDR; 33.4%Female and 30.4%Male respondents had not; a higher proportion of women had joined SCCA too recently to have experienced PDR.

Despite reasonably high proportions of Female/Male respondents disagreeing that PDR was helpful, the majority of both Female and Male respondents Strongly/Agreed that PDR discussions had helped them to manage their objectives and progress:

Table 5.3.4. Athena SWAN survey question(s) on PDR (Managing Objectives)

<i>Discussions with my PDR Reviewer helped me to manage my objectives and progress:</i>			
	Female	Male	PNTS
Strongly agree	4 (11.1%)	3 (13.0%)	0 (0.0%)
Agree	19 (52.8%)	15 (65.2%)	3 (42.9%)
Disagree	4 (11.1%)	5 (21.7%)	3 (42.9%)
Strongly disagree	1 (2.8%)	0 (0.0%)	1 (14.3%)
N/A	7 (19.4%)	0 (0.0%)	0 (0.0%)
No answer	1 (2.8%)	0 (0.0%)	0 (0.0%)

There was a shared sense amongst respondents that PDR does not recognise or help develop the full range of their skills/abilities:

Table 5.3.5. Athena SWAN survey question(s) on PDR (Recognition of Skills)

<i>The PDR process recognises and helps to develop the full range of my skills and abilities</i>			
	Female	Male	PNTS
Strongly agree	13 (36.1%)	8 (34.8%)	2 (28.6%)
Agree	2 (5.6%)	0 (0.0%)	0 (0.0%)
Disagree	14 (38.9%)	8 (34.8%)	3 (42.9%)
Strongly disagree	3 (8.3%)	5 (21.7%)	2 (28.6%)
N/A	4 (11.1%)	2 (8.7%)	0 (0.0%)

Women respondents were not clear that they could request an alternate reviewer or did not feel able to:

Table 5.3.6. Athena SWAN survey question(s) on PDR (Reviewers)

<i>Do you feel that you could request a different reviewer if assigned a PDR reviewer with whom you were uncomfortable?</i>			
	Female	Male	PNTS
Yes	15 (41.7%)	14 (73.9%)	5 (71.4%)
No	16 (44.4%)	4 (17.4%)	2 (28.6%)
N/A	5 (13.9%)	2 (8.7%)	0 (0.0%)

We need to address this:

AP 5.3.2	Make staff aware that all requests for alternative PDR reviewer will be given due consideration and communicate the option to discuss it confidentially with HoS.
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We must also ensure we value the range of colleagues' skills and abilities within and outwith the PDR process, and that they also know how to map these onto PDR criteria:

AP 5.3.3	Mapping of the courses provided by ArtsLab onto the promotion and P&DR criteria to help reviewers talk through the relevant training where needs are identified.
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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.

The Scottish and Glasgow Crucible:

There are several mentoring and leadership development opportunities available to staff within SCCA, and many of these are taken up by women. Since 2015 there have been three Glasgow Crucible participants from SCCA (two female and one male). There have also been two women from SCCA who have taken part in the Scottish Crucible.

Leadership Development:

Since 2016 there have been three people on Aurora as participants and three female professors in SCCA who have acted as mentors outside of SCCA for Aurora purposes.

Arts Lab:

Arts Lab offers help to researchers through personal advice, workshops, and by encouraging and supporting capacity-building across interdisciplinary research themes. Topics/workshops it covers include: Collaborative research; introduction to different funding schemes; introduction to international networking; understanding 4* research and how to achieve it; introduction to data management and research integrity; unlocking potential impact from you research.

Early Career Development Programme (ECDP):

ECDP provides a structure and mechanism by which newly appointed early career academic staff at Grade 7 and 8 are supported in developing their academic skills and in progressing their career. A mentor is appointed to all ECDP participants. In addition to formal mentoring, a catalogue of bespoke and aligned courses, and a set pathway for academic advancement, the EDCP has clear and transparent performance and promotion criteria and a set timescale within which these must be achieved, and promotions sought. The transition from Grade 7 to 8 is within three years (36-40 months), and five years (60-64 months) from Grade 8 to grade 9. These clear conditions for promotion minimise the potential gender-based prejudice in the PDR and promotion application process, and the possibility for delays in the application process for promotion.

Promotion applications to Grade 9 for women have been fewer and slightly less successful; however, the current numbers of ECDP at Grade 8 bodes well for future changes to the pipeline at that level:

Table 5.3.7 ECDP Participants in SCCS as at 2017/18

ECDP as at 2017/18	GRADE 7	GRADE 8
Female	7	8
Male	2	2

Mentoring, a key component of ECDP, seems particularly helpful to women in terms of defining research aims and progression. In the staff survey (question 36.2), 59.62% of women agreed or strongly agreed to 17.64% of men (16 women v 3 men) that mentoring had helped 'manage my research objective and progress'. Informal mentoring was reported as extremely useful in the survey.

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).

Undergraduate:

Various events are organised to support students in their academic career progression, including talks presented by Careers Services, open days, and professional development training such as CV writing workshops.

Postgraduate:

All PGR students gain experience in presenting their research, through the annual SCCA Postgraduate Research Symposia hosted by all subject areas.

They can develop their teaching practice by training and teaching UG and PGT courses as Graduate Teaching Assistants; various training and development workshops are presented locally within subject areas as well as by the Learning Enhancement and Academic Development Services (LEADS).

All PGRs undertake Annual Progress Reviews with their supervisors and a reviewer not on their supervisory team. Through APR, PGRs submit and receive feedback on a section of their writing; detail and evaluate training they have completed and get support to identify further training or development needs.

Postgraduate Research Experience Survey (PRES) 2018/19 suggests action is required to ensure female PGRs are adequately supported by supervisors and through APRs to identify training needs:

Table 5.3.8 PRES 2018/19 responses to Professional Development/Supervisor and Support questions:

SURVEY THEME¹³	% Agreement	% Agreement
PROFESSIONAL DEVELOPMENT	FEMALE	MALE
My ability to manage projects has developed during my programme	69% (9% = Disagree)	50% (6% = Disagree)
My ability to communicate information effectively to diverse audiences has developed during my programme	69% (3% = Disagree)	60% (7% = Disagree)
I have increasingly managed my own professional development during my programme	74% (3% = Disagree)	56% (13% = Disagree)
SUPERVISOR AND SUPPORT	FEMALE	MALE
My supervisor/s have the skills and subject knowledge to support my research	94%	100%
I have regular contact with my supervisor/s, appropriate for my needs	86% (3% = Disagree)	100%
My supervisor/s provide feedback that helps me direct my research activities	86% (3% = Disagree)	100%
My supervisor/s help me to identify my training and development needs as a researcher	66% (20% = Disagree)	81% (13% = Disagree)

AP 5.3.4	Invite UofG Researcher Development Manager to co-present with SCCA PGR Convenor to SCCA PGR cohort at annual PG Welcome event in Nov each year. Attendance will be mandated to ensure that all students are advised to attend (unless on fieldwork or working remotely).
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¹³PRES Results 2018/19 53/111 eligible respondents – 48% response rate

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.

Support for research grants applications is provided through Arts Lab, in several ways:

- 1) Arts Lab Workshops focus on particular schemes or types of award, with tips for success and a chance for discussion. These are open to all staff and to others where appropriate (for instance, the workshops on postdoctoral fellowships are open to PhD students).
- 2) In Schools and Subjects, support is available via individual and/or group mentoring. This gives staff an opportunity to discuss early-stage ideas and get informal feedback as they work on applications. Arts Lab liaises with School Research Convenors and other staff who lead this activity.
- 3) Arts Lab and the College of Arts Research Office run the Application Development Service, which provides peer review of applications by experienced PIs. Support with costings is also provided by the College of Arts Research Office.

In addition to the above College-wide support processes, applications are also internally reviewed by senior staff members within individual subject areas, and feedback is provided to applicants.

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.

Once a member of CCA staff confirms their pregnancy to their line manager they should meet to discuss leave arrangements.

The University provides a Maternity Leave Checklist - to be used by both line manager and employee to guide discussions and covers:

- a. What to do before maternity leave, including discussing any teaching cover, organising workstation assessments etc.
- b. Arrangements during maternity leave, including reasonable communication and use of KIT Days to support career development or maintain good relationships with colleagues.
- c. Returning from maternity leave including discussions of a phased return, advice on breastmilk expressing and storage facilities and 'academic returners' scheme, where relevant.

CCA has dedicated HR support from SCCA with whom staff can discuss specific maternity leave arrangements and policy details.

As per Table x below, not many staff took maternity leave in the reporting period. In addition, only 4/42 female staff responded 'yes' to having taken maternity leave while working in SCCA (i.e. potentially outwith the reporting period) in the staff survey. Therefore, few staff and line managers have *recent* experience of either taking, or supporting staff who are taking, maternity leave

Survey comments revealed that people were less likely to look to SCCA webpages for this kind of HR information:



I found information prior to going on maternity leave on HR's website.

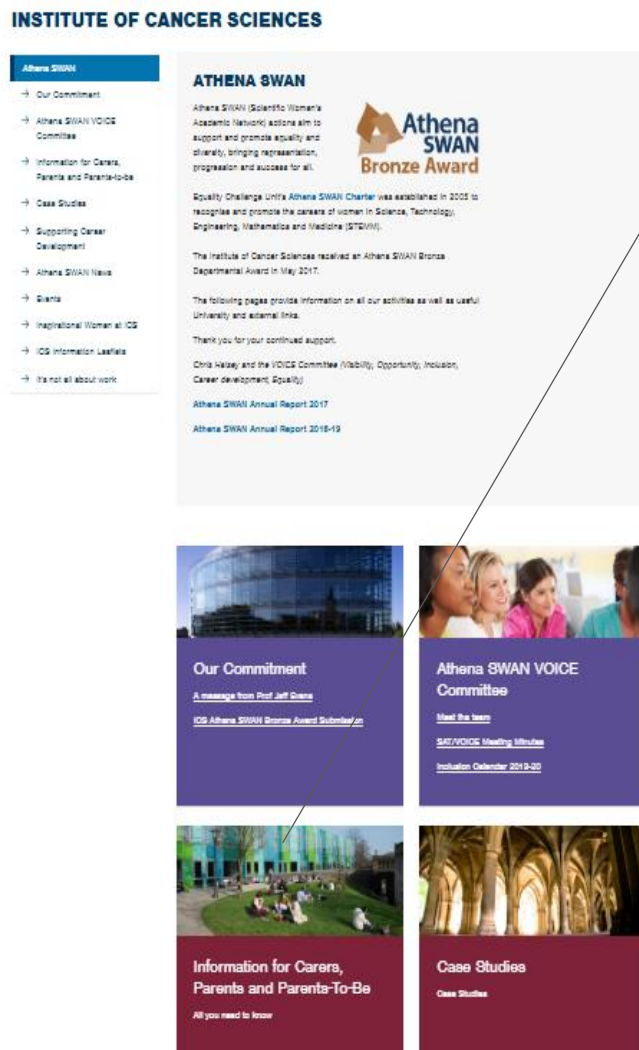


I just defaulted to a keyword search of the UoG website. I didn't think to use the SCCA webpages.

This is not unreasonable as the policies are all maintained centrally.

However, it is important to include links to these policies and information on SCCA webpages and in induction materials for new colleagues (particularly as they may wish to access this information in confidence without the need to ask for support in locating it) in order to highlight up front the support mechanisms that are in place.

This has worked well in other areas of the University, including Institute of Cancer Sciences who recently achieved Athena SWAN Silver for their impact on gender equality:



Information for Carers, Parents and Parents-to-be includes:

- =Maternity, Paternity, Shared Parental, Adoption and Carers Leave Policies – links and information
- =Information and advice for staff Returning to Work after Family Leave (including a point of contact for discussing requirements for expressing breastmilk)
- =Parental Buddying Scheme – links to University scheme
- =Help with childcare costs- links to information for staff (childcare vouchers etc. and student finance information)
- =Student Parent Policy and Student Carer Policy

Figure 5.5.1. Snapshot of 'Athena SWAN' section of ICS webpages with relevant parent/carers tiles (there are additional tiles of other information not included here)

We will model this best practice and improve School information and ensure easy access to future support:

AP 5.5.1	Rebrand Athena SWAN' webpage to 'Equality, Diversity and Inclusion' page on School webpage.
AP 5.5.2	Create Information tile for Parents - and Carers-to-Be on School 'Equality, Diversity and Inclusion' webpage, modelling it on best practice from Institute of Cancer Sciences.
AP 5.5.3	Incorporate the Maternity Leave Checklist into new webpage/tile (AP 5.5.2) and update it with School-specific processes and points of contact.
AP 5.5.4	Update Induction materials in Staff Handbook with a Family-friendly section and include the information and checklist that will be featured in new 'Information for Carers, Parents and Parents-to-be' webpage.

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

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

Staff are entitled to 18 weeks of full pay during their maternity or adoption leave.

In 2018 the University revised its Maternity and Paternity Leave Policies, removing any length of service requirements to access enhanced paid leave. It also increased paid paternity leave from 1 to 2 weeks.

We need to make staff aware of these changes and to do this we will:

AP 5.5.5	Create news item in SCCA newsletter on Equality, Diversity and Inclusion and publicise new School information etc. (as per Aps 5.5.1 – 4) and particularly highlight recent policy changes around paid leave entitlement. Update induction materials with links to University policies and highlight entitlements.
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During leave, staff are encouraged to maintain reasonable contact with their subject through KIT days. Building on Action 5.5.4, we will update the 'localised' maternity checklist to highlight how they have been used to raise awareness and supporting maternity leave planning in the future:

AP 5.5.6	In line with AP 5.5.3 add actual examples of previous KIT Day usage to help inform future discussions and maternity leave planning between staff and line managers.
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Cover and support for maternity and adoption leave: returning to work

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

The College also offers an Academic Returners Research Support Scheme by virtue of which staff who undertake research can apply for funds to support the resumption of their research on return from maternity, adoption or shared parental, or extended paternity leave.

To date SCCA has supported 2 applications from within SCCA, which were awarded (NB one period of maternity leave was outwith the reporting period for this submission and so not listed in Table x below).

Colleagues wishing to continue breastfeeding on return can access breastmilk expressing and storage space in the main University building. The library has a Family Study Lounge, mainly aimed at student parents, but also open to staff who want to bring in their children and get some work done; this is particularly useful for staff who may be located in shared offices.



Figure 5.5.2. Family Study Lounge in UofG Library

In order to publicise support available at SCCA-level and to highlight other sources of support across the University for staff returning from leave, we will:

AP 5.5.7	(i) Invite successful applicants to the Academic Returners Scheme to participate in the creation of a case study on their experience in applying, how the funding has helped them and what they used it for, and their 'top tips' for those applying in future. (ii) Feature case study under the relevant item on SCCAs new webpage (AP 5.5.2);
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(iii) Link to case study in the 'localised' School Maternity Leave Checklist (AP 5.5.3).

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.

Table 5.5.1 Maternity Leave by Staff Category, Grade and Returner Status

YEAR	GRADE	CATEGORY	RETURNER STATUS
2013/14	NO MATERNITY LEAVE COMMENCED IN THIS YEAR		
2014/15	NO MATERNITY LEAVE COMMENCED IN THIS YEAR		
2015/16	GRADE 8	ACADEMIC	RETURNED
2016/17	GRADE 4	PROFESSIONAL AND SUPPORT	RETURNED
2017/18	NO MATERNITY LEAVE COMMENCED IN THIS YEAR		

There has not been a large number of staff taking maternity leave during the reporting period; and there has been a 100% return rate.

As noted above, we have a relatively low number of staff having taken maternity leave during the reporting period. All staff returned and one member has subsequently taken another period of maternity leave, that will be reported in future datasets that will be provided by HR.

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.

Table 5.5.2. Paternity Leave by Staff Category and Grade (All Male staff taking Paternity Leave)

YEAR	GRADE	CATEGORY	LEAVE
2013/14	GRADE 6	PROFESSIONAL AND SUPPORT	PATERNITY LEAVE
	PROFESSOR	ACADEMIC	PATERNITY LEAVE
2014/15	GRADE 7	ACADEMIC	PATERNITY LEAVE
2015/16	GRADE 7	ACADEMIC	PATERNITY LEAVE
2016/17	NO PATERNITY LEAVE TAKEN		
2017/18	GRADE 6	PROFESSIONAL AND SUPPORT	PATERNITY LEAVE
	GRADE 7	PROFESSIONAL AND SUPPORT	PATERNITY LEAVE
	GRADE 7	ACADEMIC	PATERNITY LEAVE

* No Adoption, Shared Parental, Ordinary Parental Leave recorded during the reporting period

Paternity leave has been taken by a mix of Professional and Support and Academic staff, mainly at Grades most closely associated with early career stages.

In line with commentary above, the Paternity Leave provision has been expanded in the last academic year. It now sits at two weeks full-pay. Survey comments suggest it will be important to make staff aware of this:



The one thing which was frustrating about paternity leave...was that no one explained that the second week would mean a substantial loss of salary but that annual leave could be arranged to cover that week.

AP 5.5.5 (above) will increase staff awareness of these changes.

Flexible working

Provide information on the flexible working arrangements available.

Table 5.5.3. Flexible Working Requests by Staff Category, Grade, Gender and Outcome

YEAR	CATEGORY	GRADE	GENDER	OUTCOME
2013/14	PROFESSIONAL AND SUPPORT	GRADE 6	FEMALE	SUCCESSFUL
2014/15	PROFESSIONAL AND SUPPORT	GRADE 5	FEMALE	SUCCESSFUL
2015/16	PROFESSIONAL AND SUPPORT	GRADE 7	FEMALE	SUCCESSFUL
2016/17				
2017/18	PROFESSIONAL AND SUPPORT	GRADE 4	FEMALE	SUCCESSFUL
	PROFESSIONAL AND SUPPORT	GRADE 6	FEMALE	SUCCESSFUL
	PROFESSIONAL AND SUPPORT	GRADE 7	FEMALE	SUCCESSFUL

* There were no requests during the period from Academic staff.

It is interesting to note that all staff who have requested formal flexible working in the last 5 years are in Professional and Support roles. This played out in the survey comments where academic staff reported access to, and preference for, informal flexibility:

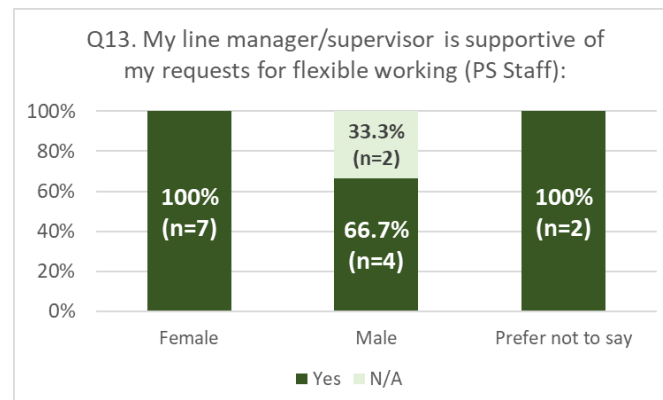
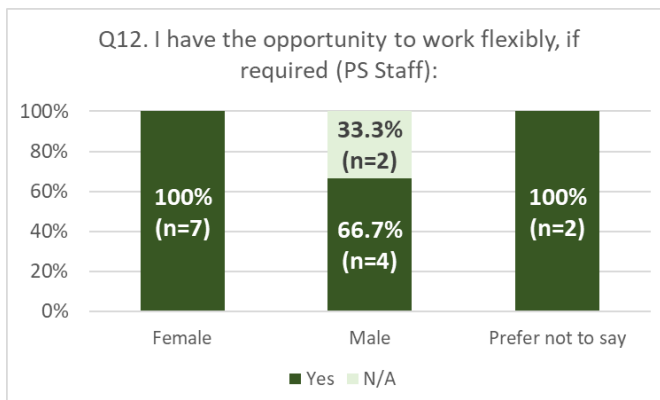


I feel that we (academic staff) all work flexibly anyway - I don't have to talk to my line manager about it so long as I'm present for teaching, meetings, etc., and work my contracted hours over the course of the week.



My role allows me to work pretty flexibly without formalising this. I am very resistant to formalising of flexible or non-flexible working. Over and above set dates/time (teaching, essential meetings) I can pretty much carry out work where and when I choose. I value this enormously.

Positively, all requests in the period have been supported and were successful. Given the team-based nature of many of the PS roles in SCCA, flexible working arrangements can be more beneficial when formalised to assist with workload management and workforce planning. However, practically all definitive responses to this aspect of the survey were positive (NB exact same responses to both questions):



Figures 5.5.3 and 5.5.4 Athena SWAN Survey questions on Flexible Working

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.

Any member of staff working part-time can make a flexible working request to move to full-time; this would be supported where budget allows. No such requests were made in the review period.

The School has supported the phased return of colleagues from periods of sickness absence, with initially light and only gradually increasing workloads. The School would use same approach for staff transitioning from part-time to full-time work.

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.

Pedagogy, Curriculum and Practice

Questions surrounding gender equality are central to the research and teaching of many academics in SCCA. Staff from each of our subject areas teach on the cross-School course, 'Genders', and several courses and units at all levels have issues of gender, sexuality, ethnicity and equality at their heart. These range from the contemporary focus of courses such as Theatre Studies' 'Queer Exceptions' and 'Decolonizing the Canon', to the historical focus of Music's 'Musical Culture in the Long Nineteenth-Century' which, alongside sessions on women composers explores other ways in which women had a decisive impact on music history.

A cohort of staff and postgraduate students in Film & Television Studies is in the process of establishing an Arts Lab-supported EDI Lab in the College of Arts, an initiative which draws on their interests in EDI-related research and activism.

Language, Behaviours, Interactions

Almost 90% of female respondents (86.2% Academic; 100% P&S) and 100% of Academic and P&S male respondents agree that '[t]he School is welcoming and supportive of all genders' (and only 2.3% of women disagree). Respondents who chose not to disclose their gender identity (an 'Other' option was provided but not used) were more likely to agree with the statement or were unsure.

Tables 5.6.1 (i-iii) Athena SWAN Staff Survey Results for Questions on Culture and Environment

<i>The School is welcoming and supportive of all genders:</i>						
Response	ACADEMIC			P&S STAFF		
	FEMALE n (%)	MALE n (%)	PNTS n (%)	FEMALE n (%)	MALE n (%)	PNTS n (%)
Strongly Agree	11 (30.6%)	12 (52%)	0 (0%)	2 (29%)	3 (50%)	0 (0%)
Agree	20 (55.6%)	11 (48%)	5 (71.4%)	5 (71%)	3 (50%)	1 (50%)
Disagree	1 (2.8%)	0 (0%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Strongly Disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Don't Know	4 (11.1%)	0 (0%)	1 (14.3%)	0 (0%)	0 (0%)	1 (50%)
Total	36 (100%)	22 (100%)	7 (100%)	7 (100%)	6 (100%)	2 (100%)

<i>The School makes it clear that unsupportive language and behaviour are not acceptable from staff:</i>						
Response	ACADEMIC			P&S Staff		
	FEMALE n (%)	MALE n (%)	PNTS n (%)	FEMALE n (%)	MALE n (%)	PNTS n (%)
Strongly Agree	9 (25%)	8 (36%)	1 (14%)	2 (29%)	1 (16.7%)	0 (0%)
Agree	24 (67%)	14 (64%)	4 (57%)	4 (57%)	4 (66.7%)	2 (100%)
Disagree	3 (8%)	0 (0%)	1 (14%)	1 (14%)	0 (0%)	0 (0%)
Strongly Disagree	0 (0%)	0 (0%)	1 (14%)	0 (0%)	1 (16.7%)	0 (0%)
Don't Know	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	36 (100%)	22 (100%)	7 (100%)	7 (100%)	6 (100%)	2 (100%)

* 1 Male respondent did not answer this question

<i>The School makes it clear that unsupportive language and behaviour are not acceptable from students:</i>						
Response	ACADEMIC			P&S Staff		
	FEMALE n (%)	MALE n (%)	PNTS n (%)	FEMALE n (%)	MALE n (%)	PNTS n (%)
Strongly Agree	12 (35%)	6 (30%)	0 (0%)	2 (33%)	1 (17%)	0 (0%)
Agree	18 (53%)	12 (60%)	5 (71.4%)	4 (67%)	5 (83%)	0 (0%)
Disagree	3 (8%)	2 (10%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Strongly Disagree	1 (9%)	0 (0%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Don't Know	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	34 (100%)	20 (100%)	7 (100%)	6 (100%)	6 (100%)	0 (100%)

* 2 Female Academic respondents and 2 Academic Male respondents did not answer the question

* 1 Female P&S respondent did not answer the question; 2 P&S respondents who selected 'Prefer not to say' re: gender identity question did not answer the question

There are similar percentages for the proposition that '[t]he School makes it clear that unsupportive language and behaviour are not acceptable from staff/students'. Although these headline figures are encouraging, Academic female respondents were the respondent group most likely to be in disagreement with these statements.

To address this and ensure all staff and students are clear on SCCA's position we will develop a statement and Schoolwide guidelines which will be incorporated into SCCA's bespoke induction processes and included in the Staff Handbook (Action 5.6.5).

Mental Health and Work-Life Balance

Examples of good practice regarding staff mental health considerations exist within SCCA and will be mainstreamed into more sustainable and wide-reaching changes to better advance equality. Music has a Convener of Wellbeing who has received training to support students and staff. Music has also held a collective mindfulness meditation session during a year-end meeting of all staff and students to prepare for the exam season (2018/19). They seek to embed this in their practice, and this will be rolled out across SCCA (Action 5.6.3).

In common with most comparable institutions, work-life balance remains a challenging area in SCCA.

To address some of these issues, we will:

AP 5.6.1	Create a standing agenda item to discuss and share good management practice at SMG meetings.
AP 5.6.2	Establish a School forum to provide peer support on workload management and work/life balance.
AP 5.6.3	Mental health training to be made available to all managers and staff. Music's approach to be highlighted as an example of good practice that could be adopted by other subject areas.
AP 5.6.4	Formalise current good practice on workload management and curriculum planning - currently managed at a subject level or on an informal basis – into Schoolwide Guidelines and incorporate into bespoke induction processes and given a prominent position in SCCA's Handbook on Moodle.
AP 5.6.5	Write a formal statement to clearly communicate SCCA's policy on unsupportive language and behaviour and include School Guidelines in the induction process and in the Staff Handbook. (See also the Action on student feedback in HR policies section below.)
AP 5.6.6	Ensure access to gender neutral toilets in School buildings and sites.
AP 5.6.7	Encourage all staff to attend awareness-raising training from Scottish Transgender Alliance.
AP 5.6.8	Raise awareness of support plans for students who may be transitioning contained within the UofG Equality and Diversity Policy; this is particularly important for Advisors of Study.
AP 5.6.9	EDI officer to provide a PowerPoint slide and Moodle information for use in all UG and PG student inductions from 2020/21 academic year onwards.

HR policies

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

HoS meets monthly with Head of HR/HR Advisor who provides updates on HR policies and practice. These are cascaded via Heads of Subject and at School management meetings to update line managers and others.

The UofG Respect Advisers Network provides informal support and guidance on bullying and harassment to complement the existing support structures of the University.

As outlined above, in 5.6(i), the clear majority of Female/Male Academic and P&S staff Strongly/Agree SCCA is clear that unsupportive language/behaviour from staff and students is unacceptable.

Despite this the survey indicated awareness of the 'Dignity at Work and Study' policy:

Tables 5.6.2 (i-ii) Athena SWAN Staff Survey Questions on Dignity and Respect:

<i>Are you aware of the University's Dignity at Work and Study Policy?</i>						
Response	ACADEMIC			P&S Staff		
	FEMALE n (%)	MALE n (%)	PNTS n (%)	FEMALE n (%)	MALE n (%)	PNTS n (%)
Yes	20 (56%)	12 (52%)	4 (57%)	2 (71%)	1 (33%)	1 (50%)
No	16 (44%)	11 (48%)	3 (43%)	4 (29%)	4 (67%)	1 (50%)
Total	36 (100%)	23 (100%)	7 (100%)	7 (100%)	6 (100%)	2 (100%)
<i>I am aware of support that I could seek from the Respect Advisers Network:</i>						
Response	ACADEMIC			P&S Staff		
	FEMALE n (%)	MALE n (%)	PNTS n (%)	FEMALE n (%)	MALE n (%)	PNTS n (%)
Yes	5 (14%)	3 (13%)	3 (43%)	2 (57%)	0 (0%)	1 (50%)
No	30 (83%)	20 (87%)	4 (57%)	4 (43%)	5 (100%)	0 (0%)
No Answer	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)
Total	36 (100%)	23 (100%)	7 (100%)	7 (100%)	6 (100%)	2 (100%)

There is a clear need to address this lack of awareness of the Respect Advisers Network (especially amongst P&S Male staff) and to improve awareness of the Dignity at Work and Study Policy:

AP 5.6.10	Dedicated an item per month in SCCA Newsletter to the work of the Respect Advisers Network and issues relating to dignity at work and study.
AP 5.6.11	In addition to 5.6.10 (above), Head of Professional Services will email all P&S staff with information on the Dignity at Work and Study Policy, SCCA's commitment to EDI principles and links to information on, and contact details for, the Respect Advisers Network.

AP 5.6.12	Update HR Policy section in the Staff Handbook so that it fully incorporates revised School EDI Guidelines, highlights the Dignity at Work and Study Policy and include these in School staff inductions.
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The survey did identify female academic staff have been made to feel uncomfortable because of their gender *by students*:

Table 5.6.3 Athena SWAN Staff Survey Question on Staff Experience re: Gender:

Response	ACADEMIC			P&S Staff		
	FEMALE n (%)	MALE n (%)	PNTS n (%)	FEMALE n (%)	MALE n (%)	PNTS n (%)
Strongly Agree	1 (2.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Agree	6 (16.7%)	1 (4.4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Disagree	16 (44.4%)	11 (47.8%)	4 (57%)	3 (43%)	3 (50%)	1 (50%)
Strongly Disagree	11 (30.6%)	8 (34.8%)	3 (43%)	4 (57%)	3 (50%)	0 (0%)
No Answer	2 (5.6%)	3 (13.0%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)
Total	36 (100%)	20 (100%)	7 (100%)	7 (100%)	6 (100%)	2 (100%)

When staff were asked about their experience with staff/students related to gender, or any suggestions for improving staff experiences with staff/students related to gender, one wrote:



More training - raising awareness for students about the biases against female academics.

Female, Research & Teaching Staff Member

This reflects an issue we have identified whereby student feedback gathered through course evaluation is disproportionately critical towards female members of staff. To address this, we will:

AP 5.6.13	Update the course evaluation form with a reminder to students of its purpose, advocating productive ways to complete them. Provide supplementary guidance alongside the evaluation form that raises awareness of potential bias related to gender and race.
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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.

The current overall gender balance of SCCA’s committees is 51% female and 49% male, with the breakdown of individual committees and staff roles as follows:

Table 5.6.4 SCCA Committees by Gender and Job Family

STAFF TYPE	GENDER	SCHOOL MANAGEMENT TEAM	LEARNING & TEACHING	RESEARCH	POSTGRADUATE	COLLABORATIONS & CULTURAL ACTIVITIES
ACADEMIC	FEMALE	7 (58%)	2 (33%)	1 (20%)	3 (50%)	3 (50%)
	MALE	5 (42%)	4 (67%)	4 (40%)	3 (50%)	3 (50%)
	TOTAL	12 (100%)	6 (100%)	5 (100%)	6 (100%)	6 (100%)
P&S STAFF	FEMALE	1 (100%)	1 (33%)	2 (100%)	1 (50%)	2 (100%)
	MALE	0 (0%)	2 (67%)	0 (0%)	1 (50%)	0 (0%)
	TOTAL	1 (100%)	3 (100%)	2 (100%)	2 (100%)	2 (100%)
TOTAL	FEMALE	8 (62%)	3 (33%)	3 (43%)	4 (50%)	6 (75%)
	MALE	5 (38%)	6 (67%)	4 (57%)	4 (50%)	2 (25%)
	TOTAL	13 (100%)	9 (100%)	7 (100%)	8 (100%)	8 (100%)

The overall membership is positively balanced between genders, but we are conscious, and working to rectify, discrepancies within individual committees. Whilst gender balance is an active consideration in committee recruitment, alongside factors such as career progression and personal suitability, we are formalising our selection processes and guidelines School-wide so that such discrepancies can be identified and rectified: recruitment tends to be managed on a committee-by-committee basis currently.

The AS staff survey highlighted the need for increased transparency of criteria and selection:

Table 5.6.5 Athena SWAN Staff Survey Question on Leadership and Committee Role Allocation:

Response	ACADEMIC			P&S Staff		
	FEMALE n (%)	MALE n (%)	PNTS n (%)	FEMALE n (%)	MALE n (%)	PNTS n (%)
Strongly Agree	1 (2.8%)	9 (39.1%)	0 (0%)	0 (0%)	1 (16.7%)	0 (0%)
Agree	16 (44.4%)	10 (43.8%)	4 (57.1%)	1 (%)	1 (16.7%)	0 (0%)
Disagree	7 (19.4%)	1 (4.4%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Strongly Disagree	0 (0%)	0 (0%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Don't Know	7 (19.4%)	2 (8.7%)	1 (14.3%)	1	0 (0%)	0 (0%)
N/A	2 (5.6%)	0 (0%)	0 (0%)	2	1 (16.7%)	0 (0%)
No Answer	3 (8.3%)	1 (4.4%)	0 (0%)	3 (%)	3 (50%)	2 (100%)
Total	36 (100%)	23 (100%)	7 (100%)	7 (100%)	6 (100%)	2 (100%)

Whilst full committee membership and terms of reference are currently published in the Staff Handbook on SCCA's Moodle page, we acknowledge that increased transparency and formalisation of the selection process may enable investigation of the discrepancy in the gender balance of some of the individual committees – Research, for example – which may be perceived as traditionally amongst the most influential school bodies.

The School acknowledges the challenge of 'committee overload' in some smaller subjects – Music, for example, has only three full-time, female members of staff – and this is currently managed on a case by case basis by individual Heads of Subject.

AP 5.6.14	Formalise committee membership processes and selection criteria and ensure they are fully transparent across SCCA from induction onwards, in order to address statistical discrepancy, taking the balance of individual committees into account as well as top line statistics.
AP 5.6.15	Create shadow opportunities for committees for Early Career Staff, introducing them to committee/governance work.

Participation on influential external committees

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

In appointing people to serve on committees external to SCCA, the Head of School generally invites expressions of interest from all eligible staff. If there is more than one volunteer, there is an interview process. Gender balance is taken into account by the HoS throughout this appointment process.

The formal process for encouraging staff to put themselves forward for external committee membership outwith the University is via the PDR, which includes sections on Leadership, Management and Citizenship and Continuous Professional Development/Career Planning.

Staff are encouraged to engage in a discussion with their reviewer about positions of influence.

While PDR only occurs on an annual basis, line managers and mentors are expected to support staff on an ongoing basis and encourage them to take on new challenges if appropriate.

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.

A workload model (WLM) has been developed at UofG; it is subject to ongoing evaluation and revisions. Currently WLM plans are managed at subject-level. A revised WLM policy is under discussion and SCCA is awaiting updates from College Management Group in this regard. In the meantime, we are piloting different models within subject areas, with a view to making the distribution as equitable as possible, factoring in the nature of different roles and different staff circumstances.

HoSubs, in coordination with the HoS, are responsible for fair allocation of roles and fair distribution of workloads and these are discussed at PDR. Major leadership roles in School and College are advertised and, like substantial administrative roles at Subject level, carry relief from other duties. They are typically held for three to four years. Our Early Career Development Programme has a phased teaching allocation from a starting point of a 50% load.

There are indications that some academic women feel disadvantaged due to their gender in comparison to men, particularly in the areas of workload distribution:

Table 5.6.6 Athena SWAN Staff Survey Question on Workload Allocation

Response	ACADEMIC			P&S Staff		
	FEMALE n (%)	MALE n (%)	PNTS n (%)	FEMALE n (%)	MALE n (%)	PNTS n (%)
Strongly Agree	1 (2.8%)	5 (21.7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Agree	19 (52.8%)	13 (56.5%)	4 (57.1%)	4 (57%)	6 (100%)	1 (50%)
Disagree	3 (8.3%)	1 (4.4%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Strongly Disagree	1 (2.8%)	0 (0%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Don't Know	12 (33.3%)	4 (17.4%)	1 (14.3%)	3 (43%)	0 (0%)	1 (50%)
No Answer	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	36 (100%)	23 (100%)	7 (100%)	7 (100%)	6 (100%)	2 (100%)

c.56% Female academic respondents compared to c.78% Male academic respondents Strongly/Agree; with academic Female respondents proportionately more likely than Male counterparts to Strongly/Disagree or be unsure.

Generally, P&S Male respondents Agreed and P&S Female counterparts either Agree or are unclear.

Academic women responding to the survey were much more likely to disagree or remain unclear about whether teaching and administration is allocated to Research and Teaching staff on a fair basis:

Table 5.6.7 Athena SWAN Staff Survey Question on Teaching Allocation

<i>Teaching and administration is allocated on a fair basis irrespective of gender:</i>						
Response	ACADEMIC			P&S Staff		
	FEMALE n (%)	MALE n (%)	PNTS n (%)	FEMALE n (%)	MALE n (%)	PNTS n (%)
Strongly Agree	0 (0%)	8 (34.8%)	0 (0%)	N/A	N/A	N/A
Agree	14 (38.9%)	13 (56.5%)	5 (71.4%)	N/A	N/A	N/A
Disagree	6 (16.7%)	0 (0%)	0 (0%)	N/A	N/A	N/A
Strongly Disagree	1 (2.8%)	0 (0%)	1 (14.3%)	N/A	N/A	N/A
Don't Know	10 (27.8%)	1 (4.4%)	1 (14.3%)	N/A	N/A	N/A
N/A	2 (5.6%)	0 (0%)	0 (0%)	N/A	N/A	N/A
No Answer	3 (8.3%)	1 (4.4%)	0 (0%)	N/A	N/A	N/A
Total	36 (100%)	23 (100%)	7 (100%)	N/A	N/A	N/A

We will address these perceptions by:

AP 5.6.16	Address the discrepancy between perception and reality regarding fair workload allocation by making the allocation of workloads visible and transparent.
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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.

SCCA's core teaching hours are 9am- 5pm with core hours for meetings and events recommended as 10am-4pm. In Music, a decision was taken a couple of years ago for subject meetings to be restricted to the period from 2pm-4pm. Also in Music, a number of informal meetings were introduced at lunchtime on Wednesday (roughly alternating between research and teaching-focused).

While research seminars and social gatherings across SCCA are generally scheduled after 5pm, participation is voluntary. Some subject areas have trialled a lunchtime series of talks since evening seminars are problematic for some staff members, although there is also an awareness that the lunchtime hour should be protected.

A flexible approach and rotating timings would maximise opportunities for as many people as possible to take part.

As staff members have different personal circumstances, work patterns and caring responsibilities, there is clearly no single approach to scheduling that would fit all staff. A flexible and alternating approach would seem most preferable:

AP 5.6.17	Subject areas should be required to take a flexible and alternating approach to scheduling departmental meetings and social gatherings, so that all staff could be accommodated, including part-time staff and staff in different job families.
AP 5.6.18	The School's Engagement Lead will be asked to develop guidance around flexible meeting times, consulting with staff to identify challenges and devise solutions.
AP 5.6.19	We will make a policy recommendation to SMT that all major events such as large conferences should be child-friendly and include the provision of childcare.

Visibility of role models

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

SCCA is highly aware of the historic and current challenges surrounding gender imbalance and lack of diversity in cultural programming and seeks to champion previously underrepresented voices in its public facing work.

The research interests of many of SCCA's staff leads to strong female representation in our research seminars and public-facing events. The wider programme featured a host of events which positively engaged with issues of equality, diversity and inclusivity, including the inaugural Glasgow Feminist Arts Festival (Nov 2018); Decolonising the Academy symposium and workshop (March 2019); and a music residency led by the indigenous Canadian singer Jeremy Dutcher (April 2019).

In 2018 SCCA established a new body – the Collaborations & Cultural Activities Committee (C&CA Committee) – whose remit extends to embedding EDI principles into all School programming procedures, and as such can gather, monitor and benchmark equitable participation in public-facing activity.

Whilst the processes for gathering such information - School-wide -are nascent, details for events directly programmed or funded in 2018/19 by the C&CA Committee shows that:

- 4 out of 6 discussion events had all women panels. Women were also in the majority for the remaining 2 panels.
- 70% featured the creative work of female artists

We are currently developing benchmarks for gender representation in our public programme, alongside systems to enable us to capture full programme details, including participant and audience profiles.

We are conscious as we develop the new Schoolwide undergraduate programme, which relies heavily on partnerships with creative organisations, of our role as a potential influencer on issues of equality across the sector and will set clear standards in this regard in our Service Level Agreements.

AP 5.6.20	Complete development of administrative and monitoring & evaluation systems to capture full programme details for all School events, including participant profiling and benchmarking.
AP 5.6.21	Establish and incorporate a clear equalities policy in the Service Level Agreement for all official external partners, within and beyond the purview of the new Schoolwide undergraduate programme.

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.

Engagement in meaningful outreach and cultural activity is a real consideration in SCCA's PDR and promotion criteria. The School is committed to embedding such activities as part of the review of Workload Model, which will enable us to capture the gender and grade of staff participating in them.

The public-facing nature of SCCA's areas of research means that staff of all grades and genders are involved in the delivery of outreach events. There was equal male/female split in event organisers for C&CA Committee's 2018/19 events programme. We are developing systems to capture this information School-wide.

In 2017/178, Music launched 'Composition in the Classroom', a bespoke mentoring scheme to equip UofG students with experience of working in a school setting and, likewise, to introduce pupils to university culture and further pursuit of music education.

Information on audience gender breakdown is not currently gathered through our standard evaluation form, although other profiling details are captured. For example, of the audience members who completed the feedback forms in 2018/19:

- 73% were White
- 46% were University of Glasgow students (followed by public audiences at 43%)
- 4% considered themselves to have a disability.

We are committed to the University's 'Accessible Event Policy' and to increasing the diversity of our audiences:

AP 5.6.22	Develop an audience development plan for SCCA's events to invest in increased audience diversity.
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6 FURTHER INFORMATION

Recommended word count: Bronze: Word count distributed throughout the document.

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

7 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.



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