



Gender Equality and Historians in UK Higher Education



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Royal Historical Society
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Foreword

Historians are not the only Humanities academics to sense a problem when a roughly equal gender balance among students is not replicated among staff, especially not at more senior levels, and there is a persistent pay gap between male and female academics. UK academic philosophers produced in 2011 a report similar to the RHS one, and with similar findings. Over the past thirty years, policies against overt discrimination have been in place; but as the RHS report wryly says, ‘good policies are not always enough’. ‘Invisible, or unconscious, bias’, ‘stereotype threat’, and ‘the silencing of women’, are unfortunately still rife in our professional experience.

The clarity of the diagnosis strikes home. The History-specific focus helps expose the gap between institutions’ professed intentions and outcomes that fall short. Respondents’ ideas as to how things might be improved are foregrounded. In difficult times, such resolute optimism is an achievement in itself. Yet contracts not specifying sabbatical leave, and inadequate provision for those with caring responsibilities, smack – still – of the 1970s. This is what makes the RHS report an urgent summons to greater institutional engagement, and, therefore, so timely.



Jinty Nelson, DBE, FBA

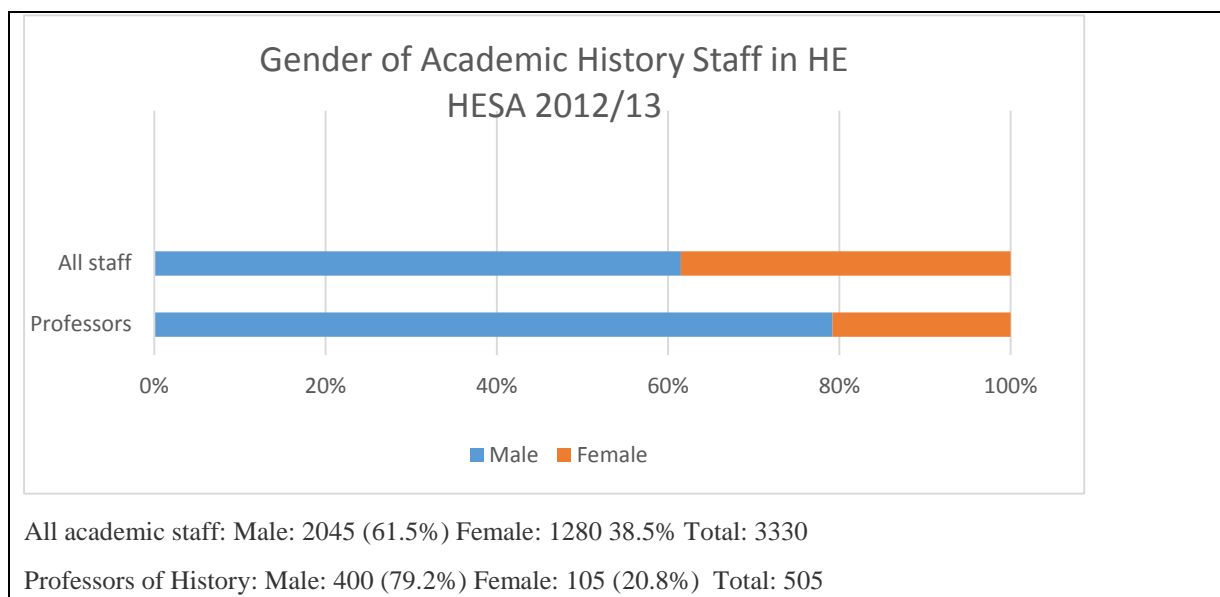
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President of the Royal Historical Society, 2001-2005



1. What's the Problem?

History has a roughly equal gender balance among school and university students, but more than 60% of academic history staff are male and, according to the latest HESA figures, only 20.8% of history professors are female.



The situation is far worse in some sub-fields of the discipline, where careers are made (or not): the Economic History Society, which has been tracking the problem for 25 years now, reports that not only their membership but also attendance at their events routinely divides 75% men to 25% women. Although cultural history usually has a better ratio, intellectual history or international history often has an even worse one. So while History in the schools runs the risk of being perceived as “a girls’ subject”, and young women achieve more top grades at ‘A’ level, History in the universities is still overwhelmingly male-dominated both in certain fields and at senior levels. The growing body of research into hidden gender bias in Humanities subjects reveals a host of concerns relevant to historians.

1.1 The persistence of invisible bias: Policies against overt discrimination have been in place for about three decades. If they were working effectively, there would by now be far more women professors of history and a more equal balance among permanent academic staff. Good policies and good intentions are not always enough. Anyone committed to improving gender balance therefore has to think more radically to develop policies that can help to overcome invisible or unconscious bias and the resulting experiences of stereotype threat and the silencing of women.

1.2 Stereotype threat is “being at risk of confirming, as self-characteristic, a negative stereotype about one’s group” (definition from Claude M. Steele and Joshua Aronson, ‘Stereotype Threat and the Intellectual Test Performance of African Americans’, *Journal of Personality and Social Psychology*, 69:5, Nov. 1995, 797-811). In other words, if someone thinks that there are low expectations of their performance, they are likely to perform poorly. There is now a wealth of experimental evidence for stereotype threat – see Further Reading, p.17.



1.3 The Silencing of Women: Mary Beard explored male construction of the norms for public speech in her article, 'The Public Voice of Women', *London Review of Books*, 20 March 2014. She identified a variety of forms of aggressive behaviour: interrupting; talking over someone; looking blank when they speak, as if they weren't saying anything; making reference to previous male speakers but not female ones; misattributing to a man ideas or proposals that meet with approval and were actually made by a woman. The fact that women sometimes deploy these modes of behaviour does not make them any less male in orientation. Read the article here: <http://www.lrb.co.uk/v36/n06/mary-beard/the-public-voice-of-women>

2. The Gender Equality Charter Mark (GEM)

The evidence that gender bias affects not only science and engineering but also humanities and social sciences prompted the Equality Challenge Unit to launch the Gender Equality Charter Mark scheme (GEM). GEM recognition is equivalent to the Athena SWAN awards for STEM subjects. A pilot scheme was carried out in 2014, with 20 departments around the UK undertaking an equality audit and then revising policy and practice to make any necessary improvements. The RHS encourages all History Departments to draw upon the resources and advice offered by GEM, even if you decide not to commit to the full process. A report of the experience of Durham History Department will be made available on the RHS website in 2015, including a template of their Cultural Attitudes Survey. Find full details of the scheme at: <http://www.ecu.ac.uk/equality-charter-marks/gender-equality-charter-mark/>

The Equality Challenge Unit's statistical report for 2014 on Equality in Higher Education shows a persistent pay gap of median 13.6% between male and female academics, a decline in uptake and duration of maternity leave, the continued dominance of men in senior roles and few opportunities for part-time working across the whole higher education sector. At present there are no figures specifically for History, but these should start to become available once GEM is fully established.



Equality Challenge Unit

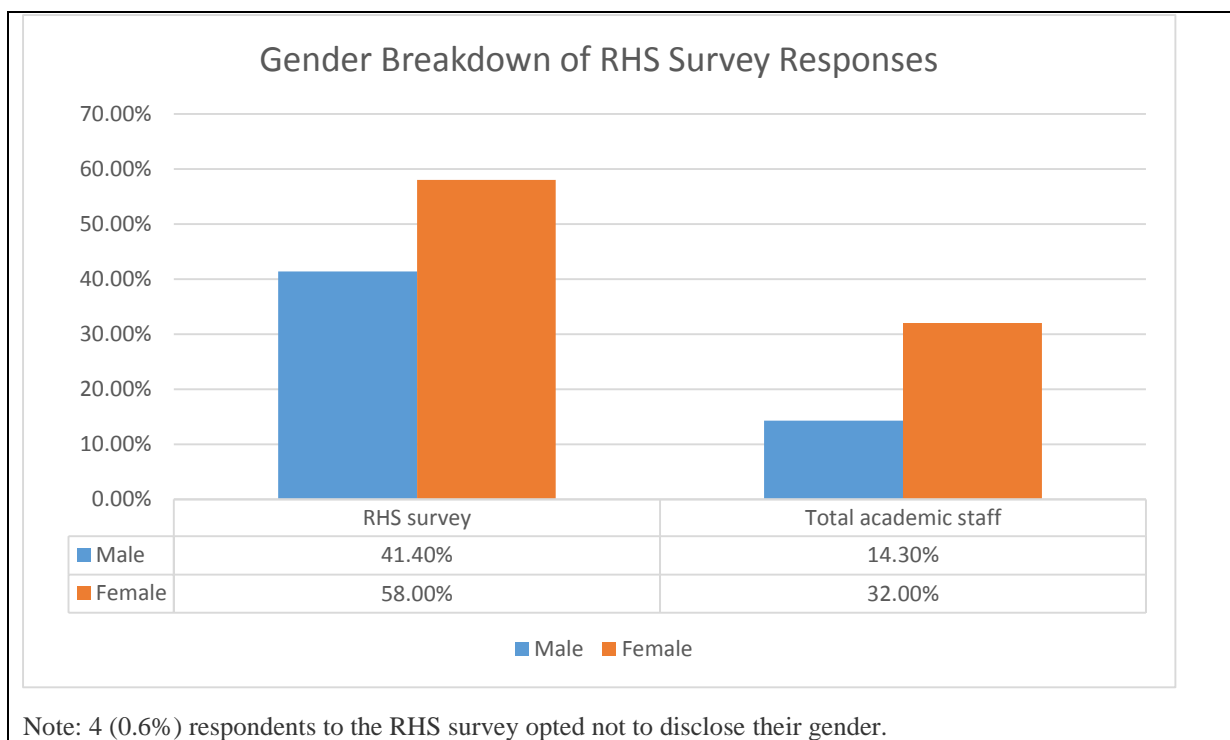
The Gender Equality Charter Mark

Humanities equivalent of the Athena SWAN awards in the sciences

3. The RHS Survey on Gender Equality

GEM provided the stimulus for the RHS to launch its own initiative on Gender Equality in History. We decided to investigate gender bias across the historical profession, especially in arenas which lie outside the formal remit of any particular institution, but which are vital to all professional historians, notably conferences, journals and learned societies. Our work is intended to be complementary to GEM, focusing particularly on these discipline-wide aspects, as befits the role of the RHS.

This Report is based on a survey carried out by the RHS from February to July 2014. It was distributed widely to the RHS membership and to our contacts in all History Departments in UK higher education. We were very pleased to receive a total of 707 replies, 410 (58%) of responses from women, 293 (41.4%) from men plus 4 (0.6%) who did not disclose their gender. This sample represents 21.2% of the 3330 History academics in UK Higher Education – 32% of 1280 female and 14.3% of 2045 male academic staff in HE (HESA, 2012/13).



Only a handful of respondents said that there was no cause for concern: the overwhelming majority, both men and women, identified a range of continuing barriers to gender equality, both formal and informal. A summary of the main findings is given below (pp. 11-15) and the full results are available in Appendix I. As well as asking about people's experiences, we also invited ideas about how to improve things. Many of the suggestions made were discussed at two open workshops, one held in London on 18 September 2014, the other in Glasgow on 17 November 2014. The following list of recommendations is the outcome of those discussions.

We hope that this report will be a useful resource for History Departments, journal editors, conference organisers and all other historians who seek to make our subject as open and inclusive as possible. We welcome comment, suggestions and examples of good practice.

Thinking about gender issues is a good way of reflecting on the practices and culture of the discipline as a whole.



4. Recommendations and Advice

Gender Equality is not just a problem for women

4.1 For Everyone

1. **Please disseminate this report as widely as possible.** Discuss it at department meetings, staff-student committees and editorial boards. Consciousness-raising helps a lot. Find out about policies on gender; publicise them; discuss them; press for changes if need be.
2. **Think about what you personally could do to help.** All the research on overcoming inequalities shows that outcomes are much better when everyone is involved in trying to prevent discrimination and minimise its effects rather than certain groups being specifically expected to do so. Be aware of the question of gender balance in all your work: teaching, reviewing, organising and conducting academic events, at department meetings. Raise it as often as is necessary. For example, if invited to speak at a conference, ask who else is speaking and draw attention to gender inclusiveness if need be. Challenge *macho* working practices and cultures. Perhaps select one theme or issue to focus upon.
3. **Remember that small changes can make a big difference.** Just as an accumulation of minor instances of prejudice and unfairness creates a problem, so too can a build-up of relatively small changes transform a working culture.
4. **Report back to us** about your experiences and any examples of good practice (contact Jane Gerson, Research & Communications Officer j.gerson@royalhistsoc.org).

4.2 For Departments and Faculties

1. Carry Out an Equalities Audit

Consider applying for GEM recognition (see p. 4). Find full details of the scheme at:

<http://www.ecu.ac.uk/equality-charter-marks/gender-equality-charter-mark/>

Use GEM materials to carry out an audit of your unit, even if you decide not to commit to the full GEM process. Even a survey and a short report will get people thinking and talking.

Think about gender balance among different categories of staff: permanent/temporary; full-time/part-time; research/teaching/administration.

Think about students as well as staff: Do more men than women get firsts/distinctions in your unit? If so, try to find out why. Do you have more male research students? Think about your teaching practices in the light of invisible bias and stereotype threat.

Asking about Gender: Bear in mind that gender categories are not restricted to male/female. For advice about how best to ask about gender identifications, see the Human Rights Campaign, Working for Lesbian, Gay, Bisexual and Transgender Equal Rights: www.hrc.org/resources. Their main point is that the least restrictive way to ask is to invite people to self-identify, rather than offering them a range of options from which to choose.



2. Take Steps to Embed a Culture of Equality

Think about how to ensure that all committees take equality into account in all aspects of their work. Requirements to have a certain proportion of women on committees can exacerbate the work overload for senior women and/or require women at earlier stages of their careers to assume responsibilities for which they are often not trained or prepared, aggravating anxiety and work overload. A better approach might be to say that one, or preferably two, people on each committee are responsible for the Equality brief.

Anonymity: Consider implementing anonymity as far as possible in all procedures: degree classifications; graduate admissions; job applications and so on. It is often possible to find ways around the logistical obstacles.

3. Recruitment and Selection of Staff

Invisible bias needs to be addressed at every stage of the recruitment process. Many of us will be familiar with the experience of sitting in a short-listing meeting where everyone round the table expresses the hope of finding good female candidates to invite to interview, but the outcome of the discussion is a list that is wholly or predominantly male. It is not enough to “encourage applications” from any under-represented minority: more radical approaches are required.

Remit of posts: If you have a poor gender balance overall, think about recruiting in fields of history where there is a better gender balance.

Positive action: Consider using the provisions of the Equality Act (2010), which allow for positive action to address inequalities and for a waiver of advertising to head-hunt people from under-represented groups.

The recruitment committee: All panels should have at least two women: if it can’t easily be done from within your unit, look for women externals. Ensure that all members of the recruitment committee are fully briefed on equalities, including invisible bias and stereotype threat.

Drafting the advertisement: It has been argued in other fields that female candidates are more likely to think that they don’t match a specified brief, so it might be better to define posts broadly, e.g. instead of “military history”, say “historian of warfare”.

Shortlisting: Take steps to avoid eliminating female candidates when moving from long to short lists. Read the work of those on the long list and/or have a longer shortlist and be more adventurous. Explore the possibility of introducing anonymity, at least in the earlier stages of the process. Applicants could be invited to give an abbreviated publication profile, e.g., 1 article in x journal; 1 monograph with CUP; 1 article in y journal; 3 book chapters. This could be presented separately from their full list of publications, which the committee could see later.

The interview day: Tell candidates exactly what to expect. Think about sending questions out in advance. You would then test each candidate’s best thinking, rather than their ability to think quickly under pressure, which is a classic situation in which stereotype threat is known to come into effect (see p. 3). There would in any case always be follow-up questions for which candidates could not prepare, so there would still be a chance to test thinking under pressure, if you wish to do so.

Afterwards: Offer constructive feedback to unsuccessful candidates.



4. Promotion and career development

Carry out annual reviews of everyone eligible for promotion, including part-timers, and give advice about what they need to do to be ready. Planning for promotion needs to start many years before an actual application. For example, it is often overlooked that as well as producing good publications people need to build up the networks that will enable them to list the requisite number of referees.

Actively encourage women to apply. Consider setting targets and/or benchmarking with other History departments. If relatively few women are applying for promotion in your institution, as is the case in many universities, try to find out why – there is some evidence of women getting stuck mid-career, probably because of a combination of family responsibilities, administration and pastoral roles.

Ensure that workloads are allocated fairly and transparently. Women should not be given all the pastoral care roles, the mentoring or the outreach; conversely, they should be given the opportunity to do the kind of jobs that more evidently support a promotion case.

Planning research: Particular thought should be given to the crucial second project, which often coincides with child-bearing years.

Career advice should be available for people who have taken any kind of career break, who work part-time or who have come into academia from another career.

Career breaks should be taken into account for promotion, both in policy and practice.

Give History-specific guidance: Promotion criteria are usually university-wide and generic; it is helpful to set out guidelines about what is expected of a historian. For example, is a range of strong journal articles sufficient, or must there be a monograph? Does a large research grant count in place of a second monograph? What kind of administrative jobs do you need to have done? How much public engagement or impact work?

Redefining success: Service, outreach and team-work should be duly rewarded. Think about definitions of success – see suggestions on the website <http://www.cam.ac.uk/women-at-cambridge>

Presentation of a promotion application: is there implicit gender bias there? There is evidence that asking for “significant contributions” rather than a list of achievements can improve the presentation of women’s cases, not least by allowing a greater variety of roles to be taken into account.

Getting the narrative right: Offer all promotion candidates advice about how to prepare their application to fit the criteria.

5. Working culture and work/life balance

Family responsibilities:

Ensure that your employer’s policies on parental and carers’ leave and flexible working are well-known, respected and normalised in your unit. Many universities (although by no means all) now have good formal policies on the books, but often few people, including those responsible for implementing them, are well-informed about what they are. It is crucial that such policies are widely known and understood, both in order to make the employer more accountable and to counter any perceptions of unfairness among colleagues.



Implement policies flexibly, taking individual circumstances into account. Good communication and sensitive management are crucial.

Parental leave will be open to men as well as women from 2015 onwards because of new legislation, so parents can share time away from normal duties around the birth/adoption of a child. This greater flexibility of parental leave may help in some cases, but it should not be regarded as a general solution. Sensitive management will still be needed.

Press your employer for help with childcare, on-campus nurseries if possible, or help with costs.

Ensure that caring responsibilities apart from children, e.g. elderly relatives, are fully taken into account in both workload allocation and career development. Flexible and part-time working should be not only readily available to carers but also not stigmatised – the Civil Service may be a good example to investigate here.

Integration back into the department: Return to work after any career break leave needs careful thought, discussion and planning; again, flexibility is key: some people might find a research sabbatical helpful to catch up, as some universities offer; others might prefer a reduced teaching load.

6. Work/life balance for everyone

All Department business should be conducted during normal working hours, especially meetings at which decisions will be taken.

Encourage everyone to develop their own personal strategies to keep their research going in situations of overload, e.g. clearly defined projects with specific source bases.

Managers should avoid sending emails outside normal working hours (you can write them at midnight on Friday if you wish, but set them to be sent out at 9am on Monday).

7. Mentoring

Mentoring places expectations on *both* parties

Mentoring can do a lot to help people overcome the effects of stereotype threat. There are different ways of structuring it: peer or senior to junior; single-issue (e.g. a specific grant or promotion application) or continuing (covering all career matters); distance or face-to-face; cross-disciplinary or intra-disciplinary; related to HR procedures (probation, appraisal, career development) or wholly separate from them. Ideally, mentoring should be available at all stages of a career.

Good models to study are offered by the Historical Association and the British Philosophical Association.

What makes mentoring effective?

- Clear understanding by both mentor and mentee of the relationship of the mentoring scheme to HR processes.
- Clear agreement from the outset about expectations of both parties, frequency of contact and confidentiality, with regular reviews because individual needs change.
- An atmosphere of trust and openness – so that the mentor does not become yet another person the mentee feels s/he has to impress.
- Willingness of both parties to engage in dialogue (not to issue or seek instruction).
- Willingness of both parties to be reflective, honest and open about problems and fallibility.
- Ability of mentors to share institutional knowledge and culture, especially the informal ways of doing things.



- Ability of mentors to advise on career development, especially publishing strategy and getting your work known and read, i.e. they need a good track record themselves.
- Training of mentors, especially about invisible bias and stereotype threat.
- Institutional recognition of the importance of mentoring work as integral to everyone's professional obligations, with due credit for it in workload allocation.

4.3 For Teachers and PhD Supervisors

1. Think about how to make students aware of questions of diversity and equality. The work needs to be done again with each new generation.

– offer training; encourage informal networking to create safe environments; discuss invisible bias and stereotype threat in relation to curriculum content and to teaching and learning culture.

2. Offer PhD students advice about how to get their work known and read so that they will build up a pool of referees. See the advice for ECRs on the RHS website at <http://royalhistsoc.org/early-career-historians/>

4.4 For Journal Editors

1. Monitor gender balance of editors; advisory boards; peer reviewers; submissions; acceptances.
2. Implement blind peer reviewing.
3. Consider a policy statement on peer reviewing to encourage constructive reports. For an example, see: www.elsevier.com/_data/promis_misc/cognitionreviewpolicy.pdf

4.5 For Conference and Seminar Organisers

Aggression is not synonymous with rigour

1. Be alert to the gender balance of invited speakers.
2. If you have few women speakers, consider offering them the first choice of dates.
3. Investigate the practicalities of providing a crèche.
4. Establish guidelines for chairing academic discussions to make them more inclusive and less hostile/aggressive. Everyone would benefit from rooting out the idea that aggression and contempt are synonymous with academic rigour and cleverness. For example (from the *Women in Philosophy* report):
 - i. Take a short (3-5 minute) break between the talk and the questions (to allow people to think about and/or discuss the formulation of their question);
 - ii. Don't always operate on first-come, first-served basis, which prioritises the most assertive, who will often be the same people in every session;
 - iii. Adopt/enforce a hand/finger distinction, i.e. hand = new question; finger = follow-up/request for clarification;
 - iv. Ensure questioners ask only one question at a time, so that more people have a chance to speak;
 - v. Make it clear that follow-up questions are at the chair's discretion.

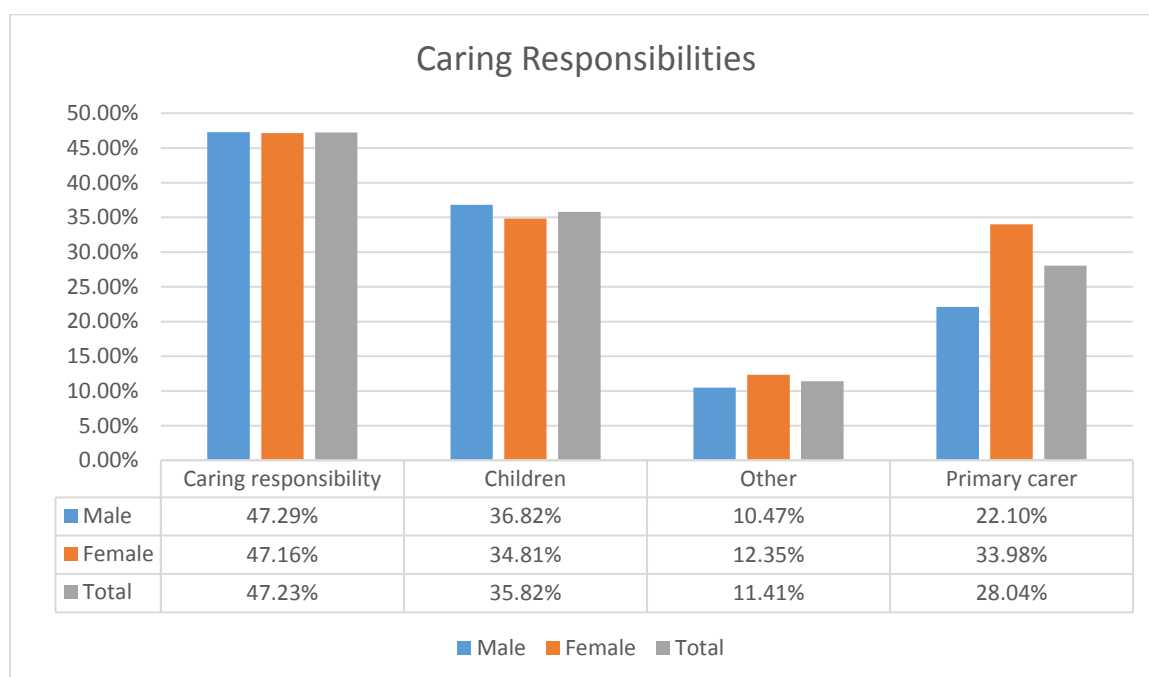


5. The RHS Survey Results

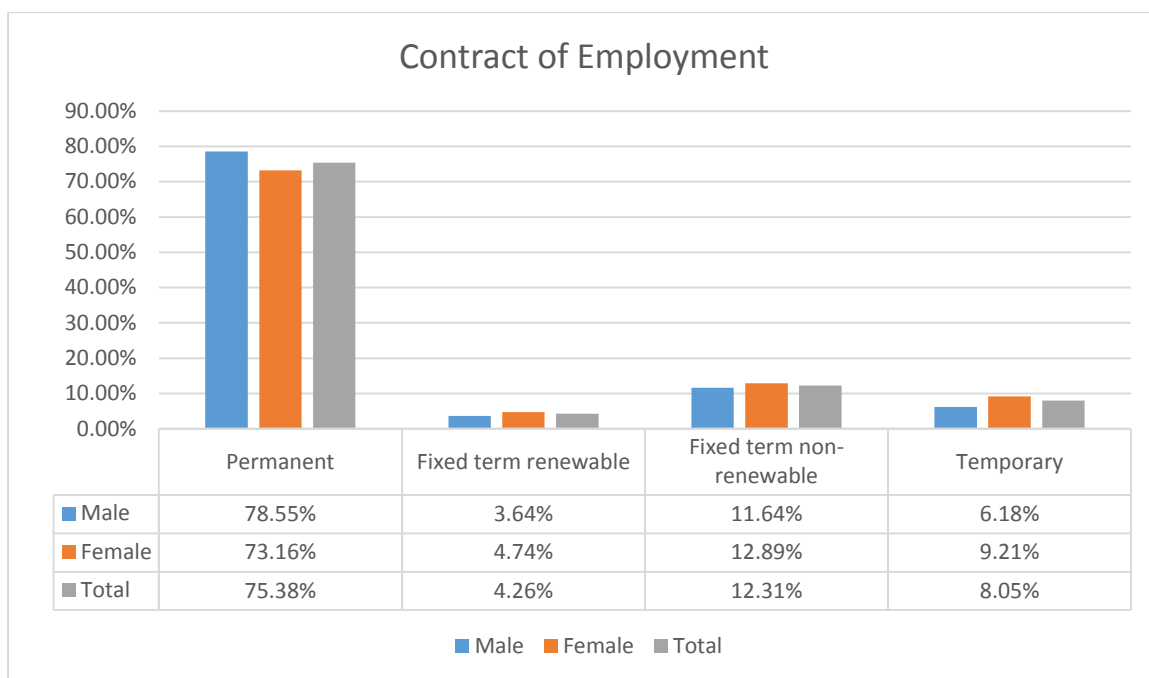
5.1 Summary of Findings

Range of replies: Of the 707 replies, 58% were from women and 42% from men. There was a good spread of people at different stages of their career and different ages. There was a reasonably good geographical spread across the United Kingdom, reflecting the number of HE History departments in each region, with the highest response from the South East and London and the lowest from N. Ireland and Wales. The response from ethnic minorities (3.32%) was 9.78%, i.e. lower than the 2012/13 HESA figure (12.8%) for all academic staff, which indicates a low presence of ethnic minorities in History compared with other academic disciplines overall. The response from those with a registered disability (3.02%) was much closer to the HESA figure of 3.5% for all academic staff, indicating a broadly similar level of registered disabled in History compared with other disciplines.

Caring Responsibilities: Just under half of the respondents stated that they have caring responsibilities for children, parents or other elderly relatives, or a partner. While the percentage of 47% of caring responsibilities was the same for both women and men this ratio shifted considerably with reference to primary care responsibilities, with 34% of women stating they were primary carers compared with 22% of men.



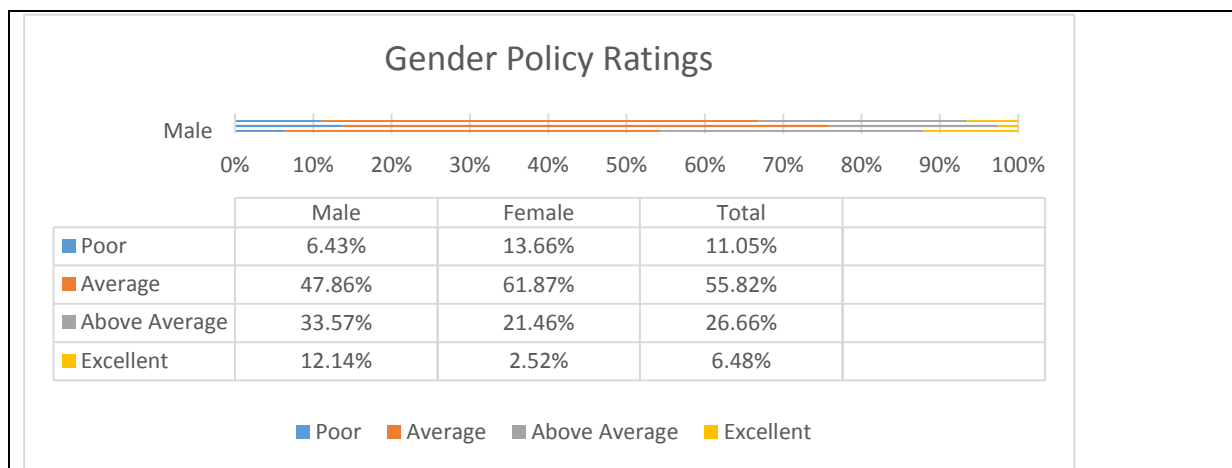
Terms of employment: 75% stated that they are permanently employed, with 8% on temporary contracts, 12% on fixed-term non-renewable and 4% on fixed-term renewable contracts. Of those on temporary contracts, 88% would prefer to be on a permanent one, but less than 6% expected that to happen. Among those on fixed-term contracts, 85% would prefer a permanent contract but only 6% expected one. Among permanent staff, less than half said their contracts specified sabbatical leave (46%). On all types of contract, 80-90% said they regularly worked evenings and weekends.



Policies on gender equality: In response to questions about institutional policies on gender equality, the most striking finding was how many people ticked the “don’t know” box. The best-known policy is maternity leave: only 10% did not know the policy, while 27% did not know the policy for paternity leave. Mentoring for new staff is also in place (72%) and reasonably well-known (15% did not know about it). On allocating workload, 53% said their institution had an accessible, written policy, 23% said it didn’t and 24% said they didn’t know. 13% of respondents said their institutions implement anonymised shortlisting of job applicants; 51% said they did not and 37% did not know.

One of the most significant areas of concern was *promotion*: only 10% said their institutions had promotion policies that take gender into account, with 40% saying they did not and 50% “don’t knows”. In the following areas 40-50% of respondents did not know if their institution had a policy that took gender into account: Recruitment and Selection; Career Development; Harassment and Bullying. Likewise, 40-50% did not know if their institution had policies to monitor gender equality or to require gender-neutral language in all documents.

Ratings on gender equality: In reply to the question, “How would you rate your institution’s policies with respect to gender equality and fairness?”, on a scale of 1 (poor) to 5 (excellent), the average rating was 2.29, with women notably taking a more critical attitude and men a more approving one:





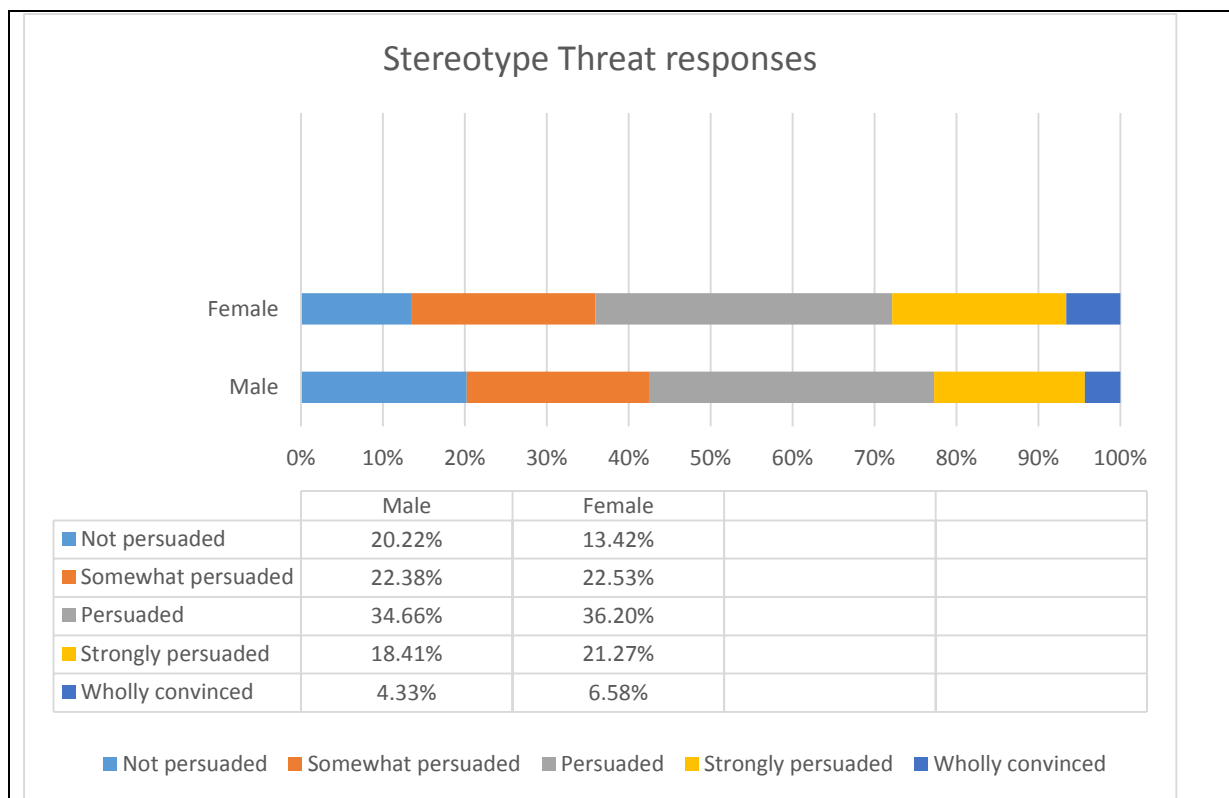
In reply to the question, “If you experienced, observed or suspected gender discrimination would you know how to raise the matter in your institution?” 54% said yes; 16% no and 30% were unsure. There was a marked difference of response between men and women with 21.4% of women stating they would not know how to raise the matter compared with 11% of men, while 33.5% of women said they were unsure compared with 24% of men.

When asked about cases of gender discrimination or bias in a range of practices, whether experienced, observed or suspected, there were significant numbers (more than 10%) of respondents answering yes to the following: Promotion decisions (25%); Allocation of teaching (14%); Allocation of major administrative roles (25%); Allocation of pastoral care roles (21%); Membership of committees (21%); Conduct of meetings (22%); Conduct of career development/appraisal interviews (11%); and Invitations to deliver keynote lectures (12%). In reply to a separate question, 20% of respondents had specific instances of bias, discrimination or harassment to report.

When asked about role models, 69% said someone in their department/faculty had served as a role model, 86% someone in their field of history. The role models were not necessarily of the same gender: of the dept/faculty ones, 57% were of the same gender; of the field of history ones 59%.

Although there was consistency of response in each category in terms of a high or low perceived level of discrimination, there was a notable gap between female and male perceptions. Women were more than two times as likely to perceive gender discrimination and bias as men across all categories.

To the question about how persuaded you are by the idea of stereotype threat (i.e. that individuals are at risk of adopting negative stereotypes of their gender, thereby turning them into a self-fulfilling prophecy; see p. 3), on a scale of 1-5 (not persuaded to wholly convinced), the average score was 2.76. There was a small gap between male and female perceptions with women tending towards being more convinced about the threat than men.





The survey results thus give a good preliminary indication of both quantitative and qualitative trends. The GEM process will in time provide far more comprehensive and granular data. REF data relating to gender will be available in 2015 and the RHS will incorporate it into our analysis. For the full survey data please see Appendix 1.

Summary

All historians – and their employers – would benefit from:

- Reasonable working hours and a healthy work-life balance.
- Policies to promote gender equality in recruitment, workload allocation, probation and promotion.
- Greater awareness of invisible bias and stereotype threat.
- Implementation of measures to help counter their effects, e.g. mentoring.

5.2 Digest of comments

1. Over and over again, respondents raised the problem of universities demanding a routine workload of teaching, administration and pastoral care that is only manageable with long hours of overtime. This was felt to be bad for everyone but often worse for women.
2. Almost as much concern was expressed about a macho work culture of intense competition and peer pressure, with no interest in a good work/life balance, in the context of a sector-wide climate of continually raised expectations of achievement in research, publication and grant-winning.
3. There is clearly still some way to go in improving institutional policies on gender equality, especially their dissemination and implementation. Only 33% rated their institution's policies as above average or better. People often did not know what policies were in place to promote equality in their institution, making it unlikely that implementation is effective.
4. There was a widespread sense that universities do not do enough, either formally or informally, to take account of the needs of parents, especially during the pre-school years. On-campus nurseries were warmly welcomed as helping greatly with the logistics of childcare, but often they do not have enough places. The flexibility of academic life can help accommodate care needs if sensitively managed by departments, but greater centralisation of planning (e.g. timetabling) away from departments has often made this more difficult. And there is great variation in the extent to which institutions are prepared to accommodate job shares or part-time working, although some respondents reported examples of good practice in this area.



5. People who look after parents, a partner or other elderly relatives expressed concern that it was even more difficult to get their circumstances understood or taken into account.
6. Even when good policies were thought to be in place, widespread unfairness was still perceived, by both men and women, particularly in relation to promotion. Several respondents expressed the view that no real account is taken of maternity leave (or other career breaks) in assessing promotion cases, and there were some examples of women specifically being told that it would hold them back.
7. It is not only a management problem: some people with caring responsibilities reported good understanding from their managers but not from their colleagues (as well as vice versa).
8. The informal effects on a career were frequently mentioned: loss of research/writing time; reduced conference attendance; reduced seminar attendance; being seen as not contributing to the department; missing out on the informal conversations where opinion is formed.
9. Many women respondents, particularly the more senior, raised the problem of the requirement to be representative, both in relation to increased workload and to the residual sexism in the assumption that one woman's voice is enough to cover the gender aspect of any situation.
10. Affirmative action was mentioned by only a few people; of those almost as many were against it as were for it.
11. Many respondents expressed concern about other under-represented groups, concerns which we strongly share and hope to work on in future.

6. Key Facts and Figures

History in the schools:

52.4% of 'A' level candidates in History in 2014 were female. 27.4% of these young women achieved A or A* grades, compared to 22.9% of the young men (DfE).

History in higher education:

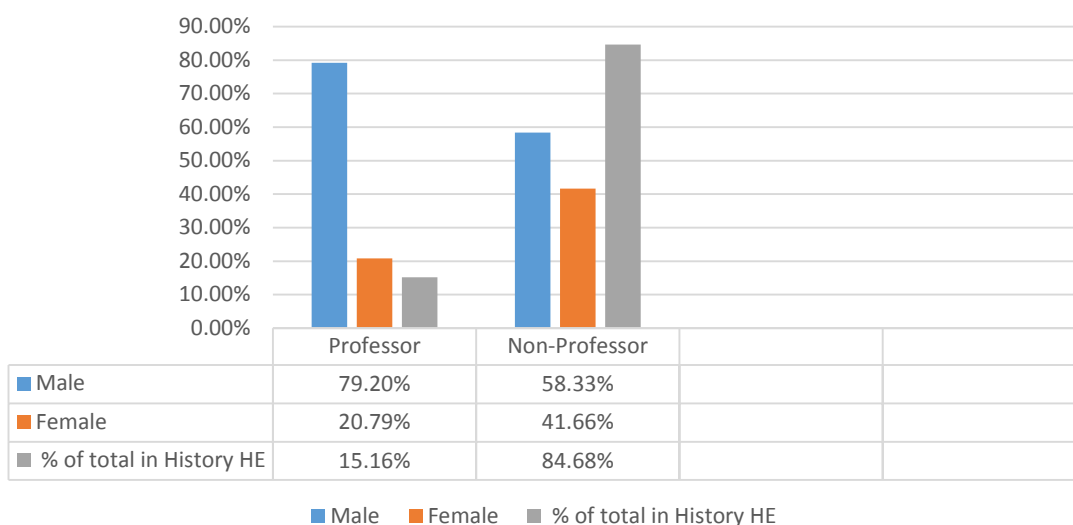
Among university students, the gender ratio remains close to what it was at school: in 2011-12, 47% of history undergraduates and postgraduates were female. HESA figures for 2012-13 give a percentage of 47.5% for female History UGs and of a total 4860 PG History students 48% were female. (HESA unfortunately does not differentiate between postgraduate taught and research).

Of 3330 History academics (permanent or fixed-term contract staff, full-time and part-time) in 2012/13, 38.5% were women, 61.5% men (HESA).

HESA give the following data for the balance of Professors and non-Professors but do not give a further breakdown of different levels:

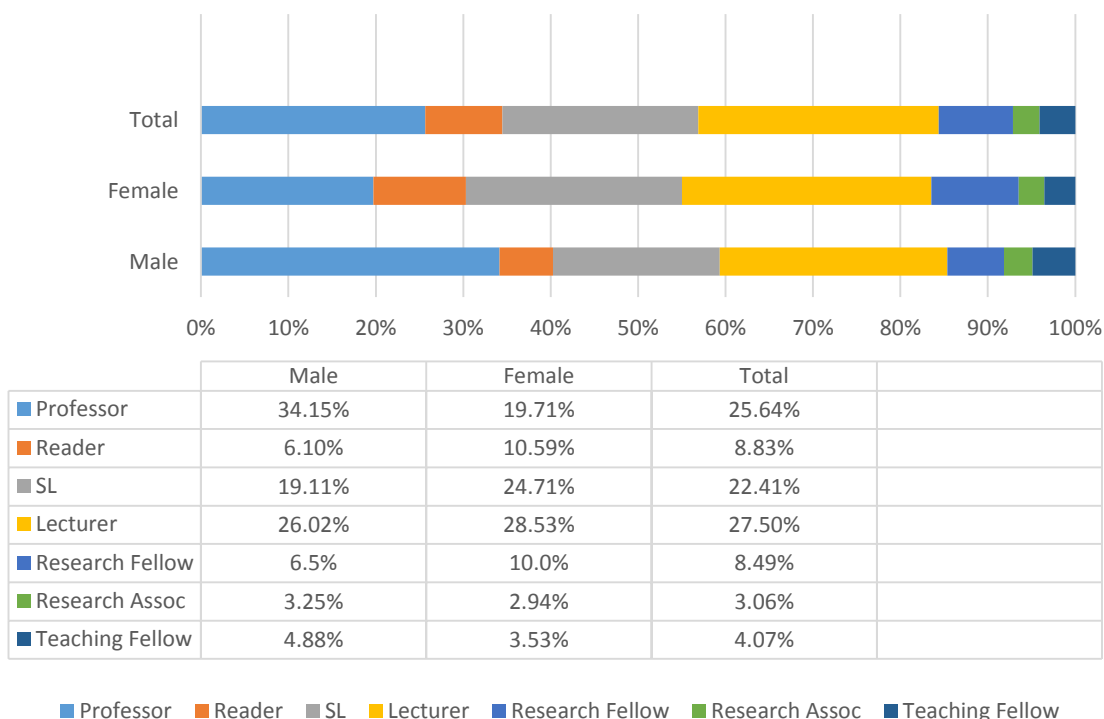


Professors/Non-Professors in History HE HESA (2012/13)



Of the RHS Survey replies, the breakdown of employment titles was as follows:

Employment Titles - gender breakdown



Heads of Department/School: 69% of RHS survey respondents had a male Head, 31% a woman.



7. Further Reading and Resources

AHA material, including a Best Practice Guide:

<http://www.historians.org/about-aha-and-membership/governance/committees/committee-on-women-historians/gender-equity-in-the-academic-history-workplace>

Beard, Mary, 'The Public Voice of Women', *London Review of Books*, 20 March 2014:

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<http://psawomenpolitics.com/become-a-member/>



QUESTION (Please see notes below)	FEMALE	MALE	TOTAL RESPONSES	Skipped question Total	F	M
1.GENDER total	410 (58.32%)	293 (41.68%)	703 (99.43%)	4	N/A	N/A
2.AGE total	410 (100%)	292 (99.66%)	706 (99.58%)	1	0	1
25-34	105 (25.61%)	53 (18.09%)	158 (22.38%)			
35-44	130 (31.71%)	83 (28.33%)	215 (30.45%)			
45-54	99 (24.15%)	70 (23.89%)	170 (24.08%)			
55-64	55 (13.41%)	55 (18.77%)	110 (15.58%)			
65+	21 (5.12%)	32 (10.92%)	53 (7.51%)			
3.ACADEMIC TITLE	387 (94.39%)	271 (92.49%)	660 (93.35%)	47	23	22
Dr.	317 (81.91%)	174 (64.21%)	493 (74.7%)			
PROFESSOR	70 (18.09%)	97 (35.79%)	167 (25.3%)			
4.EMPLOYMENT TITLE	340 (82.82%)	246 (83.96%)	589 (83.3%)	118	70	47
Professor	67 (19.71%)	84 (34.15%)	151 (25.64%)			
Reader	36 (10.59%)	15 (6.1%)	52 (8.83%)			
Senior Lecturer	84 (24.71%)	47 (19.11%)	132 (22.41%)			
Lecturer	97 (28.53%)	64 (26.02%)	162 (27.5%)			
Research Fellow	34 (10%)	16 (6.5%)	50 (8.49%)			
Research Assoc.	10 (2.94%)	8 (3.25%)	18 (3.06%)			
Teaching Fellow	12 (3.53%)	12 (4.88%)	24 (4.07%)			
5.ETHNIC BACKGROUND	401 (97.8%)	289 (98.63%)	693 (98%)	14	9	4
Non-White	9 (2.24%)	14 (4.84%)	23 (3.32%)			
White	392 (97.76%)	275 (95.16%)	670 (96.68%)			
6.DISABILITY	404 (98.54%)	289 (98.63%)	696 (98.44%)	14	6	4
Reg disabled YES	10 (2.48%)	11 (3.81%)	21 (3.02%)			
Reg disabled NO	394 (97.52%)	278 (96.19%)	675 (96.98%)			
7.RESEARCH AREA	389 (94.88%)	282 (96.19%)	674 (95.33%)	33	21	11
Cultural	239 (61.44%)	147 (52.13%)	388 (57.57%)			
Economic	54 (13.88%)	50 (17.73%)	104 (15.43%)			
Intellectual	66 (16.97%)	73 (25.89%)	139 (20.62%)			
International	50 (12.85%)	62 (21.99%)	112 (16.62%)			
Political	111 (28.53%)	129 (45.74%)	240 (35.61%)			
Social	209 (53.73%)	142 (51.42%)	356 (52.82%)			
8.PLACE OF WORK	392 (95.61%)	280 (95.56%)	675 (95.47%)	32	18	13
University	390 (99.49%)	277 (98.93%)	670 (99.26%)			
College of FE	2 (0.51%)	3 (1.07%)	5 (0.74%)			
9. REGION OF WORKPLACE	397 (96.83%)	287 (97.95%)	687 (97.17%)	20	13	6
Scotland	47 (11.84%)	51 (17.77%)	98 (14.26%)			
N.Ireland	5 (1.26%)	8 (2.79%)	13 (1.89%)			
Wales	19 (4.79%)	10 (3.48%)	29 (4.22%)			
NE England	49 (12.34%)	26 (9.06%)	75 (10.92%)			
NW England	35 (8.85%)	27 (9.41%)	63 (9.17%)			
E.Midlands	25 (6.3%)	23 (8.01%)	48 (6.99%)			
W.Midlands	20 (5.04%)	15 (5.23%)	35 (5.09%)			
SW England	23 (5.79%)	14 (4.88%)	37 (5.39%)			
S.England	26 (6.55%)	15 (5.23%)	41 (5.97%)			
SE England	76 (19.14%)	60 (20.91%)	137 (19.94%)			
London	72 (18.14%)	38 (13.24%)	111 (16.16%)			

QUESTION	FEMALE	MALE	TOTAL RESPONSES	Skipped Questions Total F M		
10. GENDER of HoD	397 (96.83%)	282 (96.25%)	682 (96.43%)	25	13	11
FEMALE	112 (28.21%)	96 (34.04%)	209 (30.38%)			
MALE	285 (71.79%)	186 (65.96%)	473 (69.35%)			
11. Do you care for:	405 (98.78%)	277 (94.54%)	684 (96.75%)	23	5	16
Children	141 (36.81%)	102 (38.49%)	243 (37.38%)			
Parent(s)	35 (9.14%)	17 (6.42%)	52 (8%)			
Partner	15 (3.92%)	12 (4.54%)	27 (4.15%)			
N/A	214 (55.87%)	146 (55.09%)	362 (55.69%)			
12. Are you primary carer?	362 (88.29%)	258 (88.05%)	623 (88.12%)	84	48	35
YES	123 (33.98%)	57 (22.09%)	180 (28.89%)			
NO	45 (12.43%)	51 (19.77%)	96 (15.41%)			
N/A	194 (53.59%)	150 (58.14%)	347 (55.70%)			
13. Workplace response	174 (42.44%)	119 (40.61%)	293 (41.44%)	414	236	174
Has your caring role affected your job?	Y 145 (83.33%) N 29 (16.67%)	Y 92 (77.31%) N 27 (22.69%)	Y 237 (80.89%) N 56 (19.11%)			
Is your institution aware of your caring role?	Y 143 (84.62%) N 26 (15.38%)	Y 70 (61.40%) N 44 (38.60%)	Y 213 (75.27%) N 70 (24.73%)			
If YES have they accommodated your needs?	Y 91 (66.91%) N 45 (33.09%)	Y 54 (65.06%) N 29 (34.94%)	Y 145 (66.21%) N 74 (33.79%)			
14. Contract of employment	380 (92.68%)	275 (93.86%)	658 (93.07%)	49	30	18
Permanent	278 (73.16%)	216 (78.55%)	496 (75.38%)			
Temporary	35 (9.21%)	17 (6.18%)	53 (8.05%)			
Fixed-term renewable	18 (4.74%)	10 (3.64%)	26 (4.26%)			
Fixed-term non-renewable	49 (12.89%)	32 (11.64%)	81 (12.31%)			
15. TEMPORARY STAFF	46 (11.22%)	25 (8.53%)	73 (10.33%)	634	364	268
Is your contract 12 months or less?	Y 30 (66.67%) N 15 (33.33%)	Y 21 (84.00%) N 4 (16.00%)	Y 51 (71.83%) N 20 (28.17%)			
Is your rate of pay hourly?	Y 22 (48.89%) N 23 (51.11%)	Y 13 (52.00%) N 12 (48.00%)	Y 35 (49.30%) N 36 (50.70%)			
Does it include holiday pay?	Y 32 (71.11%) N 13 (28.89%)	Y 15 (65.22%) N 8 (34.78%)	Y 48 (69.57%) N 21 (30.43%)			
Does it include preparation time?	Y 28 (60.87%) N 18 (39.13%)	Y 13 (54.17%) N 11 (45.83%)	Y 42 (59.15%) N 29 (40.85%)			
Does it include marking time?	Y 30 (65.22%) N 16 (34.78%)	Y 15 (65.22%) N 8 (34.78%)	Y 46 (65.71%) N 24 (34.29%)			
Does it include attendance at required meetings?	Y 23 (50.00%) N 23 (50.00%)	Y 11 (47.83%) N 12 (52.17%)	Y 35 (50.00%) N 35 (50.00%)			
Does it specify time for paid research?	Y 9 (19.57%) N 37 (80.43%)	Y 6 (26.09%) N 17 (73.91%)	Y 16 (22.86%) N 54 (77.14%)			
Do you regularly work longer than contracted hours?	Y 41 (91.11%) N 4 (8.89%)	Y 22 (88.00%) N 3 (12.00%)	Y 64 (90.14%) N 7 (9.86%)			
Do you regularly work in the evenings?	Y 40 (88.89%) N 5 (11.11%)	Y 19 (82.61%) N 4 (17.39%)	Y 60 (86.96%) N 9 (13.04%)			
Do you regularly work at weekends?	Y 39 (88.64%) N 5 (11.36%)	Y 21 (87.50%) N 3 (12.50%)	Y 61 (88.41%) N 8 (11.59%)			
Has your temporary contract been renewed?	Y 24 (53.33%) N 21 (46.67%)	Y 11 (45.83%) N 13 (54.17%)	Y 35 (50.00%) N 35 (50.00%)			



QUESTION	FEMALE	MALE	TOTAL RESPONSES	Skipped Question		
				Total	F	M
Are you on a temporary contract by choice?	Y 4 (8.89%) N 41 (91.11%)	Y 8 (33.33%) N 16 (66.67%)	Y 12 (17.14%) N 58 (82.86%)			
Would you prefer to be on a permanent contract?	Y 39 (88.64%) N 5 (11.36%)	Y 21 (87.50%) N 3 (12.50%)	Y 61 (88.41%) N 8 (11.59%)			
Do you expect your contract to be made permanent?	Y 3 (6.38%) N 44 (93.62%)	Y 0 (0%) N 23 (100%)	Y 4 (5.63%) N 67 (94.37%)			
16. FIXED-TERM CONTRACT	72 (17.56%)	37 (12.62%)	111 (15.70%)	596	338	256
Is your contract for less than 3 years?	Y 37 (52.86%) N 29 (41.43%) N/A 4 (4.71%)	Y 18 (51.43%) N 16 (45.71%) N/A 1 (2.86%)	Y 55 (51.89%) N 46(43.40%) N/A 5 (4.72%)			
Is your contract for 3 years or more?	Y 31 (43.66%) N 34 (47.89%) N/A 6 (8.45%)	Y 18 (56.25%) N 13 (40.63%) N/A 1 (3.13%)	Y 50 (48.08%) N 47 (45.19%) N/A 7 (6.73%)			
Is your fixed-term contract full-time?	Y 47 (66.20%) N 21 (29.58%) N/A 3 (4.23%)	Y 25 (67.57%) N 11 (29.73%) N/A 1 (2.70%)	Y 73 (66.97%) N 32 (29.36%) N/A 4 (3.67%)			
If you on a part-time contract is this by choice?	Y 11 (16.67%) N 14 (21.21%) N/A 41 62.12%	Y 9 (27.27%) N 2 (6.06%) N/A 22 (66.67%)	Y 20 (20.00%) N 16 (16.00%) N/A 64 (64.0%)			
Would you prefer to be on a full-time contract?	Y 15 (23.08%) N 7 (10.77%) N/A 43 66.15%	Y 6 (18.75%) N 8 (25.00%) N/A 18 (56.25%)	Y 21 (21.43%) N 15 (15.31%) N/A 62(63.27%)			
Does your contract specify no. of hours work per week?	Y 41 (56.94%) N 26 (36.11%) N/A 5 (6.94%)	Y 21 (58.33%) N 13 (36.11%) N/A 2 (5.56%)	Y 62 (56.88%) N 40 (36.70%) N/A 7 (6.42%)			
Does your rate of pay include preparation time?	Y 28 (39.44%) N 12 (16.90%) N/A31 43.66%	Y 18 (48.65%) N 9 (24.32%) N/A 10 (27.03%)	Y 47 (43.12%) N 21 (19.27%) N/A 41(37.61%)			
Does your rate of pay include marking time?	Y 30 (42.25%) N 10 (14.08%) N/A31 43.66%	Y 17 (45.95%) N 9 (24.32%) N/A 11 (29.73%)	Y 48 (44.04%) N 19 (17.43%) N/A 42(38.53%)			
Does it include attendance at required meetings?	Y 38 (52.78%) N 15 (20.83%) N/A19 26.39%	Y 20 (54.05%) N 10 (27.03%) N/A 7 (18.92%)	Y 59 (53.64%) N 25 (22.73%) N/A 26(23.64%)			
Does your contract include paid research time?	Y 42 (58.33%) N 21 (29.17%) N/A 9 (12.5%)	Y 22 (59.46%) N 11 (29.73%) N/A 4 (10.81%)	Y 65 (59.09%) N 32 (29.09%) N/A 13(11.82%)			
Do you regularly work longer than your contracted hours?	Y 48 (68.57%) N 7 (10.00%) N/A15 21.43%	Y 26 (70.27%) N 5 (13.51%) N/A 6 (16.22%)	Y 75 (69.44%) N 12 (11.11%) N/A 21(19.44%)			
Do you regularly work in the evenings?	Y 59 (81.94%) N 10 (13.89%) N/A 3 (4.17%)	Y 30 (81.08%) N 5 (13.51%) N/A 2 (5.41%)	Y 90 (81.82%) N 15 (13.64%) N/A 5 (4.55%)			
Do you regularly work at weekends?	Y 58 (80.56%) N 12 (16.67%) N/A 2 (2.78%)	Y 29 (78.38%) N 6 (16.22%) N/A 2 (5.41%)	Y 88 (80.00%) N 18 (16.36%) N/A 4 (3.64%)			



QUESTION	FEMALE	MALE	TOTAL RESPONSES	Skipped question		
				Total	F	M
Has your fixed-term contract been renewed?	Y 21 (29.58%) N 37 (52.11%) N/A 13 18.31%	Y 8 (21.62%) N 17 (45.95%) N/A 12 (32.43%)	Y 29 (26.61%) N 55 (50.45%) N/A 25(22.94%)			
Are you on a fixed-term contract by choice?	Y 8 (11.27%) N 59 (83.10%) N/A 4 (5.63%)	Y 12 (32.43%) N 21 (56.76%) N/A 4 (10.81%)	Y 20 (18.35%) N 81 (74.31%) N/A 8 (7.34%)			
Would you prefer to be on a permanent contract?	Y 64 (88.89%) N 3 (4.17%) N/A 5 (6.94%)	Y 28 (75.68%) N 6 (16.22%) N/A 3 (8.11%)	Y 93 (84.55%) N 9 (8.18%) N/A 8 (7.27%)			
Do you expect your contract to be made permanent?	Y 3 (4.17%) N 62 (86.11%) N/A 7 (9.72%)	Y 3 (8.11%) N 28 (75.68%) N/A 6 (16.22%)	Y 7 (6.36%) N 90 (81.82%) N/A13 (11.82%)			
17. PERMANENT STAFF	279 (68.05%)	214 (73.04%)	499 (70.58%)	208	131	79
Is your permanent contract full-time?	Y 256 (91.76%) N 21 (7.53%) N/A 2 (0.72%)	Y 206 (96.26%) N 8 (3.74%) N/A 0 (0.00%)	Y 464 (93.74%) N 29 (5.86%) N/A 2 (0.40%)			
If you are on a part-time contract is this by choice?	Y 20 (10.75%) N 7 (3.76%) N/A159(85.48%)	Y 6 (4.11%) N 6 (4.11%) N/A134(91.78%)	Y 26 (7.78%) N 13 (3.89%) N/A295(88.32%)			
Would you prefer to be on a full-time contract?	Y 12 (6.45%) N 18 (9.68%) N/A156(83.87%)	Y 10 (6.71%) N 8 (5.37%) N/A131(87.92%)	Y 22 (6.53%) N 26 (7.72%) N/A289(85.76%)			
Does your contract specify no. of hours work per week?	Y 108 (40.30%) N 141 (52.61%) N/A 19 (7.09%)	Y 86 (41.95%) N 105 (51.22%) N/A 14 (6.83%)	Y 195 (41.05%) N 247 (52.00%) N/A 33 (6.95%)			
Do you regularly work longer than your contracted hours?	Y 187 (70.83%) N 11 (4.17%) N/A66 (25.00%)	Y 132 (67.35%) N 10 (5.10%) N/A 54 (27.55%)	Y 321 (69.48%) N 21 (4.55%) N/A120(25.97%)			
Do you regularly work in the evenings?	Y 252 (90.97%) N 23 (8.30%) N/A 2 (0.72%)	Y 182 (86.67%) N 28 (13.33%) N/A 0 (0.00%)	Y 436 (89.16%) N 65 (13.35%) N/A 2 (0.41%)			
Do you regularly work at weekends?	Y 241 (87.64%) N 32 (11.64%) N/A 2 (0.73%)	Y 176 (83.81%) N 33 (15.71%) N/A 1 (0.40%)	Y 419 (86.04%) N 65 (13.35%) N/A 3 (0.62%)			
Does your contract specify time for paid research?	Y 109 (40.07%) N 149 (54.78%) N/A 14 (5.15%)	Y 69 (33.66%) N 126 (61.46%) N/A 10 (4.88%)	Y 179 (37.37%) N 276 (57.62%) N/A 24 (5.01%)			
Does your contract specify sabbatical leave?	Y 132 (47.65%) N 129 (46.57%) N/A16 (5.78)	Y 88 (42.93%) N 111 (54.15%) N/A 6 (2.93%)	Y 221 (45.66%) N 241 (49.79%) N/A 22 (4.55%)			
Do you take your sabbatical leave as specified?	Y 112 (41.79%) N 27 (10.07%) N/A129(48.13%)	Y 76 (39.18%) N 25 (12.89%) N/A93 (47.94%)	Y 189 (40.73%) N 53 (11.42%) N/A222(47.84%)			
18. Are there policies on:	394 (96.10%)	283 (96.59%)	680 (96.18%)	27	16	10
Gender equality monitoring?	Y 150 (38.07%) N 51 (12.94%) DK193(48.98%)	Y 162 (58.06%) N 7 (2.51%) DK 110 (39.43%)	Y 314(46.45%) N 59 (8.73%) DK 304(44.97%)	31		



QUESTION	FEMALE	MALE	TOTAL RESPONSES	Skipped Question		
				Total	F	M
Recruitment taking gender into account?	Y 111 (28.17%) N 81 (20.56%) DK202(48.98%)	Y 133 (47.00%) N 38 (13.43%) DK 112 (39.58%)	Y 245 (36.24%) N 119 (17.60%) DK 316(46.75%)			
Anonymised shortlisting of job applicants?	Y 40 (10.18%) N 206 (52.42%) DK147 (37.4%)	Y 47 (16.61%) N 134 (47.35%) DK102 (36.04%)	Y 87 (12.89%) N 341 (50.52%) DK 252 37.33%)			
Promotion which takes gender into account?	Y 22 (5.60%) N184 (46.82%) DK187(47.58%)	Y 48 (16.96%) N 84 (29.68%) DK 151 (53.36%)	Y 70 (10.37%) N 269(39.85%) DK 340(50.37%)			
Career development which takes gender into account?	Y 46 (11.89%) N 172(44.44%) DK169(43.67%)	Y 72 (25.62%) N 62 (22.06) DK 147 (52.31%)	Y 119 (17.79%) N 235 (35.13%) DK 318(47.53%)			
Maternity leave?	Y 346(88.49%) N 5 (1.28%) DK 40 (10.23%)	Y 255 (89.16%) N 1 (0.35%) DK 30 (10.49%)	Y 604 (89.35%) N 6 (0.89%) DK 70 (10.36%)			
Paternity leave?	Y 258 (66.67%) N 11 (2.84%) DK118(30.49%)	Y 205 (74.01%) N 12 (4.33%) DK 60 (21.66%)	Y 466 (69.97%) N 23 (3.45%) DK 178(26.73%)			
Harassment/bullying which takes gender into account?	Y 138 (35.29%) N 64(16.37%) DK189(48.34%)	Y 134 (48.20%) N 23 (8.27%) DK 121 (43.53%)	Y 273 (40.75%) N 88 (13.13%) DK 311 46.42%)			
Mentoring for new staff	Y 264 (67.87%) N 61(15.68%) DK 64(16.45%)	Y 221 (78.37%) N 24 (8.51%) DK 37(13.112%)	Y 487 (72.36%) N 85 (12.63%) DK 102(15.16%)			
Sabbatical leave	Y 245 (62.82%) N 59 (15.13%) DK 86 (22.05%)	Y 201 (71.53%) N 38 (13.52%) DK 42 (14.95%)	Y 447 (66.52%) N 97 (14.43%) DK 130(19.35%)			
Allocating staff workload	Y 176 (45.24%) N 108 (27.76%) DK105(26.99%)	Y 176 (63.08%) N 46 (16.49%) DK 57 (20.43%)	Y 355 (53.06%) N 154 (23.02%) DK 162(24.22%)			
Gender-neutral language in documents?	Y 138 (35.38%) N 82 (21.03%) DK170(43.59%)	Y 125 (44.48%) N 43 (15.30%) DK 113 (40.21%)	Y 263 (39.20%) N 126 (18.78%) DK 285 42.47%)			
19. Rate these policies:	396 (96.58%)	280 (95.56)	679 (96.04%)	28	14	13
1. Poor	56 (13.66%)	18 (6.43%)	75 (11.05%)	(Av. Rating 2.29)		
2. Average	245 (61.87%)	134 (47.86%)	379 (55.82%)			
3. Above average	85 (21.46%)	94 (33.57%)	181 (26.66%)			
4. Excellent	10 (2.52%)	34 (12.14%)	44 (6.48%)			
20. Would you know how to raise gender discrimination in your institution?	397 (96.82%)	281 (95.90%)	681 (96.32%)	26	13	12
YES	183 (46.10%)	182 (64.77%)	366 (53.74%)			
NO	81 (20.40%)	31 (11.03%)	113 (16.59%)			
UNSURE	133 (33.5%)	68 (24.20%)	202 (29.66%)			
21. Have you perceived gender discrimination or bias in the following:	359 (87.56%)	259 (88.39%)	618 (87.41%)	89	51	34



QUESTION	FEMALE	MALE	TOTAL RESPONSE	Skipped question		
				Total	F	M
Recruitment and selection for academic posts?	Y 104 (30.23%) N 240 (69.77%)	Y 41 (16.87%) N 202 (83.13%)	Y 147 (24.96%) N 442 (75.04%)			
Promotion decisions?	Y 131 (38.53%) N 209 (61.47%)	Y 27 (11.54%) N 207 (88.46%)	Y 160 (27.77%) N 416 (72.22%)			
Submission to RAE/REF decisions?	Y 33 (9.48%) N 315 (90.52%)	Y 13 (5.24%) N 235 (94.76%)	Y 46 (7.69%) N 552 (92.31%)			
Allocation of teaching?	Y 71(20.94%) N 268 (79.06%)	Y 21 (8.43%) N 228 (91.57%)	Y 92 (15.59%) N 498(84.41%)			
Allocation of major administrative roles?	Y 124 (37.01%) N 211(62.99%)	Y 38 (15.57%) N 206 (84.43%)	Y 162 (27.88%) N 419 (72.12%)			
Allocation of pastoral care roles?	Y 106 (30.72%) N 239 (69.28%)	Y 29 (11.69%) N 219 (88.31%)	Y 135 (22.69%) N 460 (77.31%)			
Membership of committees?	Y 97 (28.20%) N 247 (71.80%)	Y 33 (13.15%) N 218 (86.85%)	Y 131 (21.94%) N 466 (78.06%)			
Conduct of meetings?	Y 100 (29.07%) N 244 (70.93%)	Y 39 (15.66%) N 210 (84.34%)	Y 140 (23.53%) N 455 (76.47%)			
Conduct of teaching?	Y 39 (11.11%) N 312 (88.89%)	Y 19 (7.51%) N 234 (92.49%)	Y 59 (9.75%) N 546 (90.25%)			
Conduct of career appraisal /development interviews?	Y 59 (16.76%) N 293 (83.23%)	Y 11 (4.40%) N 239 (95.60%)	Y 70 (11.61%) N 533 (88.39%)			
Writing references?	Y 22 (6.15%) N 336(93.85%)	Y 7 (2.73%) N 249 (97.27%)	Y 30 (4.87%) N 586 (95.13%)			
Grant application decisions?	Y 21 (5.93%) N 333(94.07%)	Y 8 (3.13%) N 248 (96.87%)	Y 29 (4.75%) N 582 (95.25%)			
Guidance about which journals to submit to?	Y 11 (3.07%) N 347(96.93%)	Y 4 (1.54%) N 255 (98.56%)	Y 16 (2.58%) N 603 (97.42%)			
Guidance about which publishers to approach?	Y 13 (3.62%) N 347(96.38%)	Y 3 (1.16%) N 256 (98.84%)	Y 17 (2.74%) N 603 (97.26%)			
Acceptance of articles in journals?	Y 12 (3.40%) N 341(96.60%)	Y 4 (1.56%) N 252 (97.65%)	Y 17 (2.78%) N 594 (97.22%)			
Appointments to editorships of journals?	Y 30 (8.65%) N 317(91.35%)	Y 6 (2.35%) N 249 (95.04%)	Y 37 (6.13%) N 567 (93.87%)			
Invitations to deliver keynote lectures?	Y 60 (17.60%) N 281(82.40%)	Y 15 (5.92%) N 238 (94.07%)	Y 77 (12.92%) N 519 (87.08%)			
Invitations to conferences?	Y 35 (10.00%) N 315(90.00%)	Y 10 (3.92%) N 245 (96.08%)	Y 47 (7.74%) N 560 (92.26%)			
Invitations to edit major reference works?	Y 33 (9.54%) N 313 (90.46%)	Y 9 (3.57%) N 243 (96.43%)	Y 43 (7.17%) N 557 (92.83%)			
Opportunities to get involved in learned societies?	Y 41 (11.92%) N 303(88.08%)	Y 11 (4.31%) N 244 (95.69%)	Y 53 (8.82%) N 548 (91.18%)			
22. ROLE MODELS	400 (97.56%)	279 (95.22%)	684 (96.75%)	23	10	14
Are there role models for you in your dept./faculty?	Y 274 (68.5%) N 126 (31.5%)	Y 193 (69.18%) N 86 (30.82%)	Y 469 (68.77%) N 213 (31.23%)			
If YES are they the same gender as you?	Y 183 (63.99%) N 103 (36.01%)	Y 90 (45.92%) N 106 (54.08%)	Y 275 (56.82%) N 209 (43.18%)			
Are there role models for you in your field of history?	Y 343 (87.28%) N 50 (12.72%)	Y 230 (84.56%) N 42 (15.44%)	Y 575 (86.08%) N 93 (13.92%)			



QUESTION	FEMALE	MALE	TOTAL RESPONSE	Skipped question		
				Total	F	M
If YES are they the same gender as you?	Y 225 (65.22%) N120 (34.76%)	Y 113 (49.56%) N 115 (50.44%)	Y 339 (58.96%) N 236 (41.04%)			
23. Are you persuaded by idea of 'stereotype threat'?	395 (96.34%)	277 (94.54)	675 (95.47%)	32	15	16
Scale of 1-5 where 1 is not persuaded at all and 5 is wholly convinced.	1 53 (13.42%) 2 89 (22.53%) 3 143 (36.20%) 4 84 (21.27%) 5 26 (6.58%)	1. 56 (20.22%) 2. 62 (22.38%) 3. 96 (34.66%) 4. 51 (18.41%) 5. 12 (4.33%)	1. 110 (16.30%) 2. 151(22.37%) 3. 240 (35.56%) 4. 136 (20.15%) 5. 38 (5.63%)	Av. Rating 2.76		
24. Are there instances of gender discrimination you want to draw attention to?	Y102 (27.49%) N269 (72.51%)	Y 25 (9.43%) N 240 (90.57%)	Y 127 (19.87%) N 512 (80.13%)	68	39	28
25. Policy suggestions to improve gender equality.	161 (39.27%)	70 (23.89%)	232 (32.8%)	475	249	223

Please note:

1. Four respondents did not give their gender which accounts for some minor discrepancies between total figures and specific gender figures.
2. The figures in bold at the top of each question give total number of responses and a percentage breakdown compared to total responses to the gender survey overall FEMALE 410, MALE 293, TOTAL 707. For example to Q3 (Academic Title) there were 660 responses in total representing 93.35% of all responses; 387 female responses representing 94.39% of all female responses; 271 male responses representing 92.49% of all male responses.
3. The figures NOT in bold below the headline figures give the percentage of responses to the specific question compared to all responses to the question overall. For example for Q3 (Academic Title) a total of 493 gave Dr as their title, representing 74.7% of total responses to Q.3 (660); 317 females gave Dr as their title, representing 81.91% of the 340 females who responded to the question; 174 males gave Dr as their title, representing 64.21% of the 271 males who responded to the question.
4. Not all respondents answered all categories of each question, and in these cases the percentage given relates to the total of number of respondents (excluding anyone who skipped the specific question category).
5. There are discrepancies in the figures which reflect discrepancies in responses. For instance, in response to Q14 (Contract of Employment) a total of 35 women and 17 men stated they are on a temporary contract, but there were 46 female and 25 male responses to the section on temporary contracts i.e. a slightly higher figure in both cases.