



# Political Studies Association

**ACSS REPORT ON EDI IN SOCIAL  
SCIENCES (AN OVERVIEW)**



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This is a brief representation of discipline-specific information as contained in the recently published ACSS report on EDI in social sciences. The key points are highlighted and categorized in two sections below. Also included in this document are further areas for development.

## POSITIVES IN POLITICS AND IR

1. There are more female students (52%) than male students (48%) studying politics and international relations.

## POSITIVES IN THE SOCIAL SCIENCES

1. There are more female students (58%) than male students (42%) studying in the field of social sciences, which is broadly in line with the HESA student population data at 57% female to 43% male.
2. In comparison with the sector-wide HESA data (63%), there is a higher proportion with a known disability working in permanent/open ended employment in the social sciences (75%).
3. At undergraduate level, a higher percentage of female students (26.7%) are awarded first class honours classification than male students (22.5%).
4. The sex split among the total academic staff population (regardless of contract type) within the social sciences is almost equal, at 51% female and 49% male.

## OPPORTUNITIES IN POLITICS AND IR

- There are more male academic staff (59%) than female (41%) in politics and international relations.
- In politics and international relations, about 82% of academic staff are White, 6% are Asian, 1% are Black, 3% are Mixed and 10% are unknown.
- About 73% of students in politics and international relations are White, 9% are Asian, 7% are Black, 6% are Mixed and 5% are unknown.
- According to POLAR4 data, a higher proportion of politics and international relations students come from the upper quintiles (more advantaged). With about 8% from Q1 (representing the most disadvantaged), 10% from Q2, 18% from Q3, 23% from Q4 and 41% from Q5 (the most advantaged).



## OPPORTUNITIES IN THE SOCIAL SCIENCES

1. Of the total male academic staff employed within the social sciences, 14% are professors, 4% are in senior management positions and 82% are in other contract levels. Of the total female academic staff within the social sciences, 8% are professors, 3% are in senior management positions and 89% are in other contract levels.
2. Proportionally, there are twice as many male professors as female professors in the social sciences.
3. The percentage of male students from privately funded schools is higher than female students, at 11% and 7%, respectively.
4. According to POLAR4 data, a higher proportion of social science students come from the upper quintiles (more advantaged) than the total student population data.
5. Regarding employment functions in the social sciences, male staff are more prevalent in teaching and research positions (65%) than female staff (58%), while more female staff (30%) than male (26%) are employed in teaching only functions and research only function (female- 12% and male- 9%)
6. Of the total white academic staff within the social sciences, 12% are professors, 4% are in senior management positions and 84% are in other contract levels. Of the total Asian academic staff within the social sciences, 12% are professors, 3% are in senior management positions and 85% are in other contract levels. Of the total Black academic staff within the social sciences, 5% are professors, 2% are in senior management positions and 93% are in other contract levels. Of the total Mixed academic staff within the social sciences, 8% are professors, 3% are in senior management positions and 89% are in other contract levels
7. Of the total academic staff population in the social sciences 6% have a known disability. Of those with a known disability within the social sciences, 2% are employed in senior management positions and 8% are in professorial positions.
8. Regarding employment functions in the social sciences, of those with no known disability 62% are on teaching and research contracts, while of those with a known disability 56% are on teaching and research contracts. In teaching only functions, there are more staff with known disability (32%), than staffs with no known disability (28%). In research only function there are more staff with known disability (12%), than staffs with no known disability (10%).



## AREAS FOR FURTHER WORK

1. There is a need to improve female staff representation in politics and international relations.
2. Although there is no discipline-specific data on staff and students with known disability, the overall stat in the social sciences is incredibly low, that should be focused on.
3. There is a significantly low representation of students and staffs from the global majority (Asian, Black, Mixed) in the discipline.
4. Another area needing attention is the representation of students from lowest participation neighbourhood (lower quintiles). It is important to direct ongoing campaign on encouraging interest in political studies to these areas.
5. There is a low representation of female students from private schools in the discipline.
6. Although there is no specific data on females holding professorial and senior management positions in the discipline, the overall stats in the social sciences are relatively low, and worth focusing on.
7. There is a major disparity of academic performance of black students in the social sciences when compared to their colleagues.
8. Similarly, there is a significant gap in the number of academic staff holding professorial and senior management role.

Diverse Voices and similar initiatives could use these highlighted areas as a guide, infusing them into their overall strategy design.