Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Cambridge
Department	Faculty of English
Focus of department	**AHSSBL**
Date of application	November 2018
Award Level	**Bronze**
Institution Athena SWAN award	**Date: 2014** **Level: Silver**
Contact for application Must be based in the department	Dr Gavin Alexander
Email	gra1000@cam.ac.uk
Telephone	01223 767287
Departmental website	www.english.cam.ac.uk

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

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

(495 words)

UNIVERSITY OF CAMBRIDGE
Faculty of English

Professor Peter de Bolla
Professor of Cultural History and Aesthetics
Chair of the Faculty Board

Dr Ruth Gilligan
Athena SWAN Manager
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

28 November 2018

Dear Dr Gilligan

As Chair of the Faculty of English I'm delighted to support this Athena SWAN application and am committed to our Action Plan.

The SAT has brought together staff and students of all career stages, and with varied backgrounds and intersecting identities, and we have made common cause, always looking to go far further than required in securing lasting structural and cultural change. The Action Plan meshes well with our strategic aims – which include increased graduate numbers and better graduate training, improved support for research activity and postdoctoral researchers, new appointments in key areas, and a change to the age and gender profile of academic staff – and will help us to deliver them. Ours is a subject in the humanities, and issues of equality, diversity, and inclusivity are a part of our subject matter as well as the frame within which we work. At the same time as we have been working on this application, we have been working with a group of our students to 'decolonise' our curriculum. Our new E&D Officer and Steering Committee are one result of collaborations between this group and our SAT.
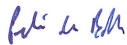
For the first time in the Faculty's history, after a wave of appointments at lecturer level, women make up more than 50% of our academic staff. Our students have noticed this increase in junior role models, but our female career pipeline has now a far different shape to that of a generation ago, when 30% of our female academic staff were professors. Our need for more women in senior academic roles is pressing, and – while we are delighted at recent promotions of women to reader and professorial appointments – we know that much remains to be done. We have worked hard to create the conditions for a long-term change to the historic gender gap in undergraduate examination performance and have made key structural changes to our curriculum. We have begun to understand and remediate attrition points in the female pipeline especially at the graduate stage: these are national patterns, but we must do better locally. We have committed to securing at least 50% women speakers in seminars and public lectures. I have personally managed the introduction of our new workload model, and I will be overseeing improved promotion advice and support, including changes to our staff review procedure.

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Prof. Nicolette Zeeman and Dr Gavin Alexander as Chairs of the SAT, supported by our Faculty Administrator Marina Ballard, have given outstanding leadership to a large and dedicated team. Their vision, drive, and attention to detail has set in train lasting changes to how we work and how we measure the success of what we do, and has brought us closer to delivering our goal of equality of opportunity and outcome for all the female members of our community.

The information presented in this application (including qualitative and quantitative data) is an honest, accurate, and true representation of the Faculty.

Prof. Peter de Bolla

ABBREVIATIONS

|	
AP	Athena SWAN Action Plan
AS	Athena SWAN
ASNC	Anglo-Saxon, Norse, and Celtic (Department / programme)
CRASSH	Cambridge Centre for Research in Arts, Social Sciences, and Humanities
DC	Degree Committee (responsible for graduate programmes)
DoGS	Director of Graduate Studies (oversees PGR programmes)
DoMS	Director of MPhil Studies (oversees PGT programmes)
DUGS	Director of Undergraduate Studies (oversees UG programmes)
E&D	equality and diversity
ECR	early-career researcher
EDI	equality, diversity, and inclusivity
EDISC	EDI Steering Committee
ELL	English Language and Literature
FA	Faculty Administrator
FB	Faculty Board (principle decision-making body of FoE)
FoE	Faculty of English and Department of ASNC
HoD	Head of Department (of ASNC)
IB	Implicit bias
MPhil	our 1-year PGT qualification
OPdA	University Office of Post-doctoral Affairs
PDR	post-doctoral researcher
PG	postgraduate
PGR	postgraduate research (i.e. PhD)
PGT	postgraduate taught (i.e. MPhil)
PPD	University Personal and Professional Development training programme
PRC	Planning and Resources Committee
PS staff	professional and support staff
SAH	School of Arts and Humanities (FoE is one of 9 faculties and departments comprising SAH)
SAP	Senior Academic Promotions (annual University exercise)
SL	Senior Lecturer
SRD	staff review and development
TA	teaching associate
UG	undergraduate
UoC	University of Cambridge
WSN	University Women's Staff Network

2. DESCRIPTION OF THE DEPARTMENT

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

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

The **Faculty of English (FoE)** sits within the **School of Arts and Humanities (SAH)** at the **University of Cambridge (UoC)** and includes within it the **Department of Anglo-Saxon, Norse, and Celtic (ASNC)**. FoE's dedicated building is on the Sidgwick site, at the centre of the University's teaching and research facilities in the humanities. UG and PG classes and seminars all take place in the building; UG lectures take place there or in the neighbouring Sidgwick lecture block.

fig. 1: FoE staff, 2017
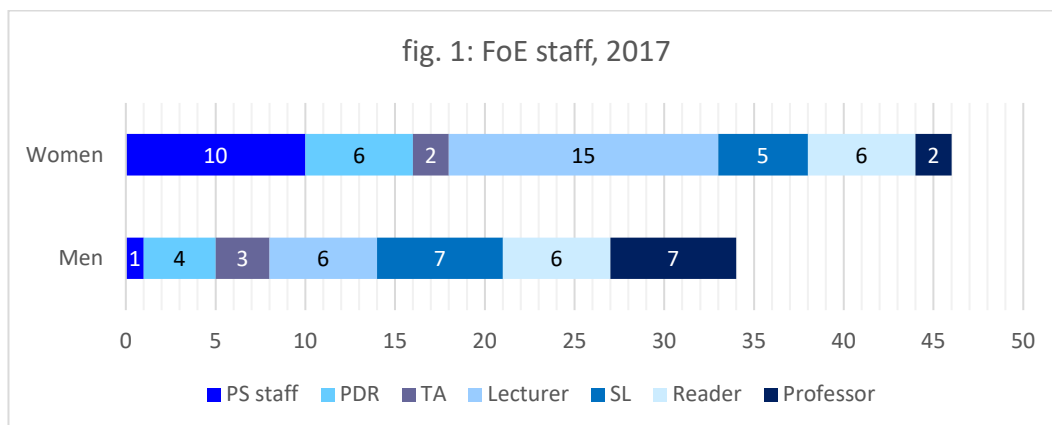
The Faculty building also houses a **Library**, whose staff (5 women, 2 men) are employees of the University Library but who participate in Faculty committees. FoE counts within its academic members the lecturing staff (26 women, 21 men) and research staff (8 women, 12 men) employed by the 31 autonomous **Cambridge Colleges**. They play a vital role in supplementing FoE teaching and examination provision, in research culture, and in administration, but have no contract of employment with UoC or FoE.
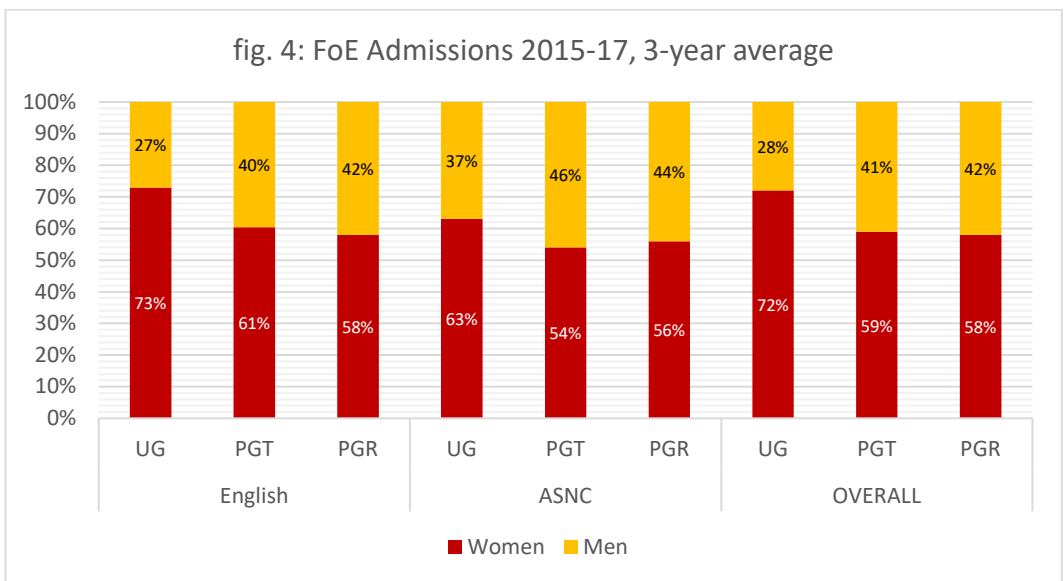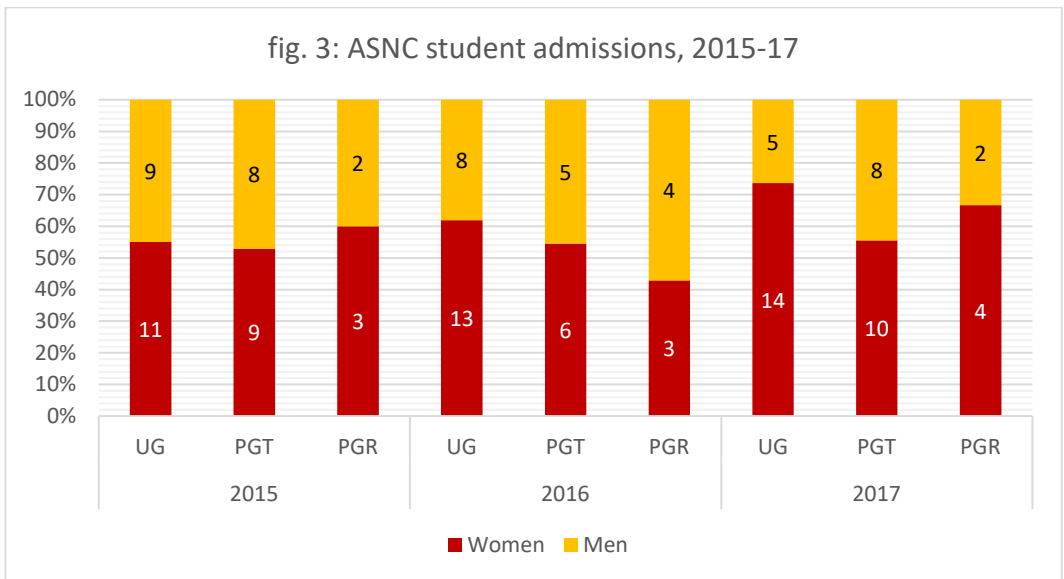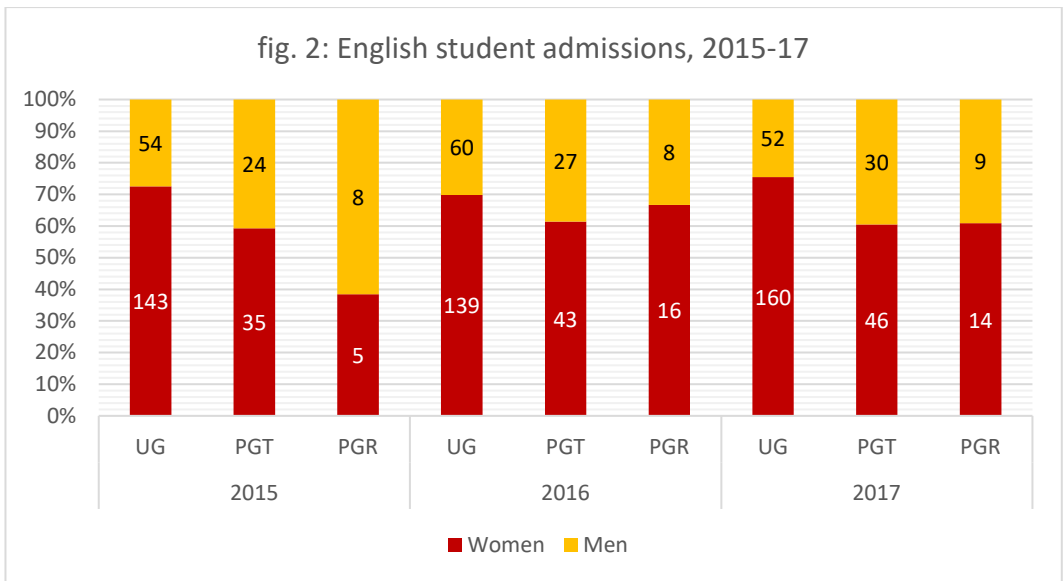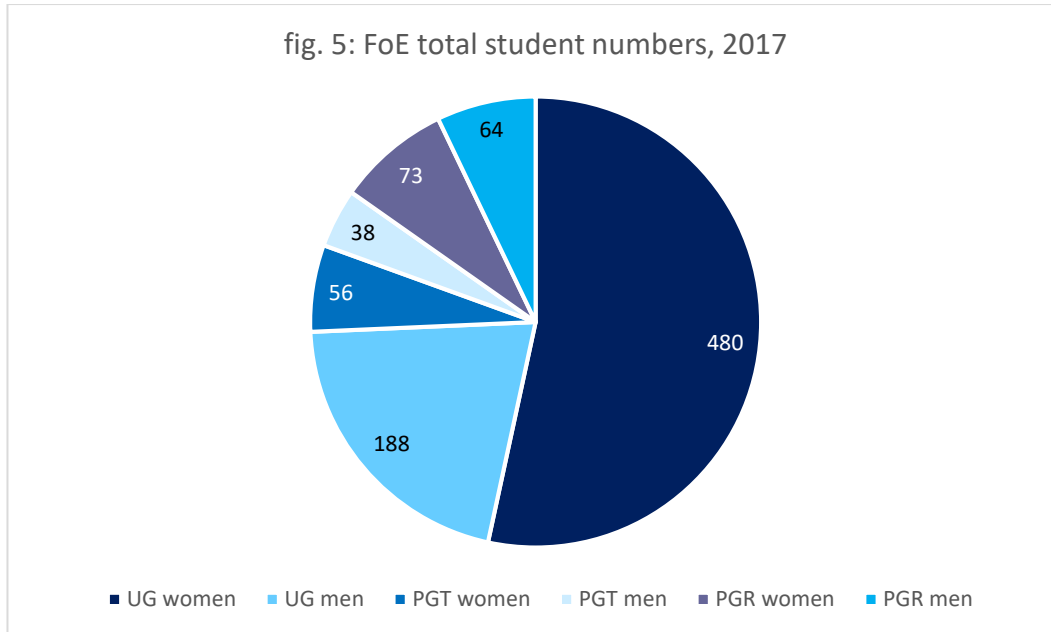
Student numbers:

fig. 2: English student admissions, 2015-17

	2015			2016			2017		
	UG	PGT	PGR	UG	PGT	PGR	UG	PGT	PGR
Men	54	24	8	60	27	8	52	30	9
Women	143	35	5	139	43	16	160	46	14

fig. 3: ASNC student admissions, 2015-17

	2015			2016			2017		
	UG	PGT	PGR	UG	PGT	PGR	UG	PGT	PGR
Men	9	8	2	8	5	4	5	8	2
Women	11	9	3	13	6	3	14	10	4

fig. 4: FoE Admissions 2015-17, 3-year average

	English			ASNC			OVERALL		
	UG	PGT	PGR	UG	PGT	PGR	UG	PGT	PGR
Men	27%	40%	42%	37%	46%	44%	28%	41%	42%
Women	73%	61%	58%	63%	54%	56%	72%	59%	58%

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fig. 5: FoE total student numbers, 2017

Legend: UG women, UG men, PGT women, PGT men, PGR women, PGR men

Values: 480, 188, 56, 38, 73, 64

We return below to the significant leaky pipeline for female students.

Our programmes:

UG programme

- 3-year full-time degree programme (in English or ASNC), with summative examinations at end of second year and third year
- lectures and seminars organised centrally
- small-group and one-to-one teaching organised (and funded) by Colleges
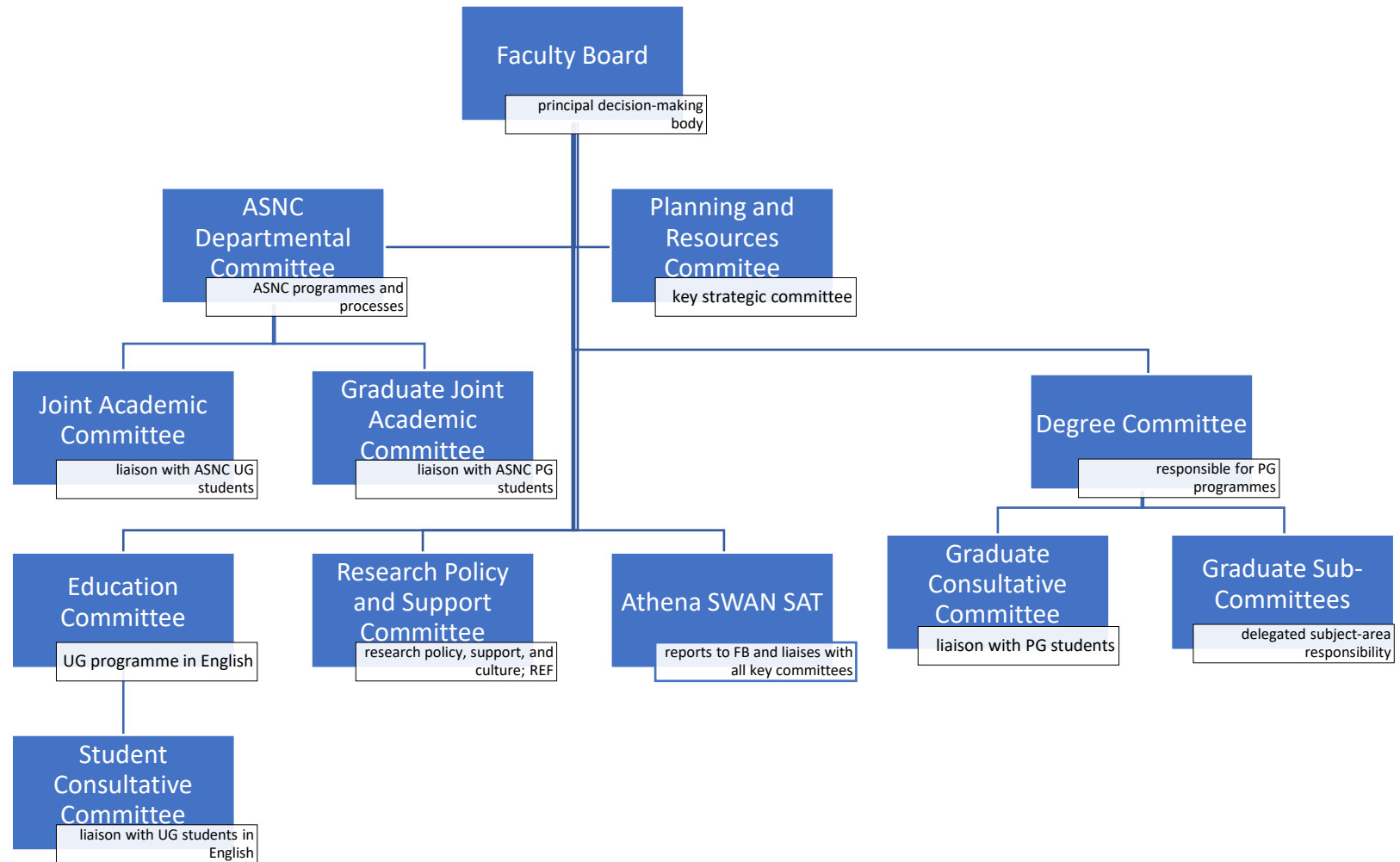
PG programmes

- PGT – full-time MPhil in ASNC, Medieval and Renaissance Literature, English Studies, American Literature, and Criticism and Culture
- PGR – part-time or full-time PhD programme
- all graduate teaching organised centrally

All aspects of UG and PG teaching policy and practice are discussed at twice-yearly **Teaching Forum** awaydays; graduate students involved in UG teaching are invited to attend relevant sessions.

FoE committees and officers:

- responsible either for whole of FoE (including ASNC) or solely for English or ASNC matters
- administration and examination of UG and PG programmes in English and ASNC for the most part handled separately
- key management committees cover whole of FoE
- FoE headed by Chair (2-3 year term)
- ASNC has own HoD (2-3 year term)
- Faculty Board (FB) main Faculty decision-making body (made up of Faculty officers, elected members, and student representatives)
- Most Faculty committees report to FB

Key **committees** with responsibility for implementing AP:

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                              ┌─────────────────┐
                              │  Faculty Board  │
                              │ principal       │
                              │ decision-making │
                              │ body            │
                              └────────┬────────┘
                    ┌──────────────────┼─────────────────┐
          ┌─────────────────┐                   ┌──────────────────┐
          │ ASNC            │                   │ Planning and     │
          │ Departmental    │                   │ Resources        │
          │ Committee       │                   │ Commitee         │
          │ ASNC programmes │                   │ key strategic    │
          │ and processes   │                   │ committee        │
          └────────┬────────┘                   └──────────────────┘
        ┌──────────┴──────────┐
┌─────────────────┐  ┌──────────────────┐
│ Joint Academic  │  │ Graduate Joint   │
│ Committee       │  │ Academic         │
│ liaison with    │  │ Committee        │
│ ASNC UG         │  │ liaison with     │
│ students        │  │ ASNC PG students │
└─────────────────┘  └──────────────────┘
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- **Faculty Board** — principal decision-making body
- **ASNC Departmental Committee** — ASNC programmes and processes
- **Planning and Resources Commitee** — key strategic committee
- **Joint Academic Committee** — liaison with ASNC UG students
- **Graduate Joint Academic Committee** — liaison with ASNC PG students
- **Degree Committee** — responsible for PG programmes
- **Education Committee** — UG programme in English
- **Research Policy and Support Committee** — research policy, support, and culture; REF
- **Athena SWAN SAT** — reports to FB and liaises with all key committees
- **Graduate Consultative Committee** — liaison with PG students
- **Graduate Sub-Committees** — delegated subject-area responsibility
- **Student Consultative Committee** — liaison with UG students in English

(446 words)

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

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

(ii)   an account of the self-assessment process

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

THE TEAM

Key features of **the SAT**:
- recruited with the aim of representing diverse cross-section of FoE, including lecturing staff, PDRs, PS staff, and students, with balance of genders appropriate to each constituency
- membership carries workload credit
- 4 current members and 6 former members are parents
- 3 members took maternity leave during process
- 2 u/g and 1 p/g student members co-opted to the SAT are elected by their peers to represent them on FB (annual appointments: in 2017 all were female; in 2018 all are male)
- currently 9 female members, 9 male

Current SAT membership:

Name	Gender	Role(s)	Context and Experience

Name	Gender	Role(s)	Context and Experience

Name	Gender	Role(s)	Context and Experience

We acknowledge the key roles of former SAT members, particularly Prof. Nicolette Zeeman (SAT Chair, 2016-17) and Nakita Gilbert (School AS Coordinator 2017-18).

THE PROCESS

The SAT was constituted in January 2016. It met monthly in its early phase, and thereafter every 2-3 months, moving back to monthly in the run-up to submission. All minutes go to FB.

Preliminary and preparatory stages included:
- attendance at University AS briefings (Chair and others)
- budget secured for administrative support and project costs
- discussions with SAH leading to School AS Coordinator post

Ongoing **support and networking** activities include:
- buddying with SAT chair in Mathematics (2016)
- termly SAH AS forum meetings for SAT chairs and administrative leads in 9 faculties and departments (2018-)
- University AS network
- discussions with opposite numbers at Newcastle, York, and Oxford
- attendance at E&D briefings and training/workshop sessions (various members)

Key stages of **initial activity**:
- members undertook training in E&D issues, including IB and stereotype threat
- members formed sub-groups (UG, PG, PS staff, academic staff, PDRs), meeting separately to think about issues, gather data, and draft surveys
- individual members took responsibility for particular information-gathering tasks, e.g. briefing on university parenting and childcare policy and provision (compiled by a flexible-working academic parent)
- survey questions, including strong intersectional component, discussed and approved by SAT

- surveys carried out during summer and autumn of 2016 (college-employed academic staff included in relevant sections of the academic staff survey, and Library staff in the PS staff survey, so as to include all perspectives)

Survey responses:

fig. 6: 2016 survey take-up (as % of each cohort)

cohort	value
PS staff	17
academic staff	44
postgraduates	21
undergraduates	75
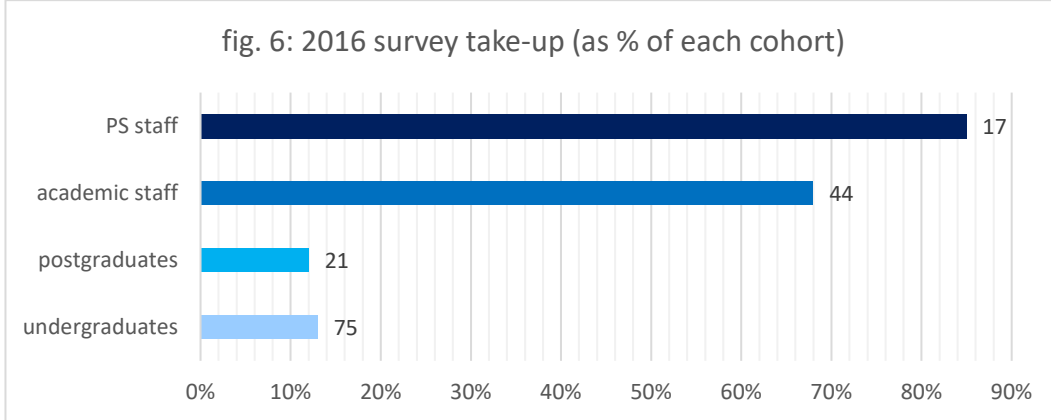
Student take-up was low in percentage terms (a detailed survey of a busy and over-surveyed community), but rich qualitative data was gathered from the 96 student participants. Response rates will be increased in our next student surveys (**AP1.5**).

fig. 7: Survey respondents by gender

	Women	Men	Other/non-binary
PS staff	14	3	
academic staff	26	18	
postgraduate	16	4	1
undergraduate	58	16	1
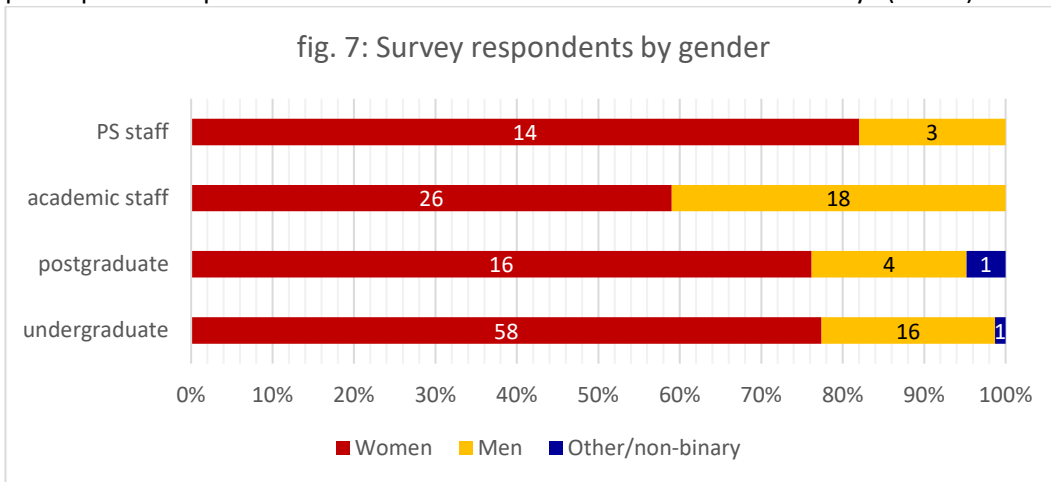
A clear pattern in the academic staff survey responses was visible at the **intersection of gender, age, and career stage** – female respondents were significantly younger, at an earlier career stage, and recruited more recently:

fig. 8: Profile of academic staff survey respondents

	Women	Men
under 40	12	5
joined FoE in last 5 years	14	7
readers/professors	5	8
parents	12	10
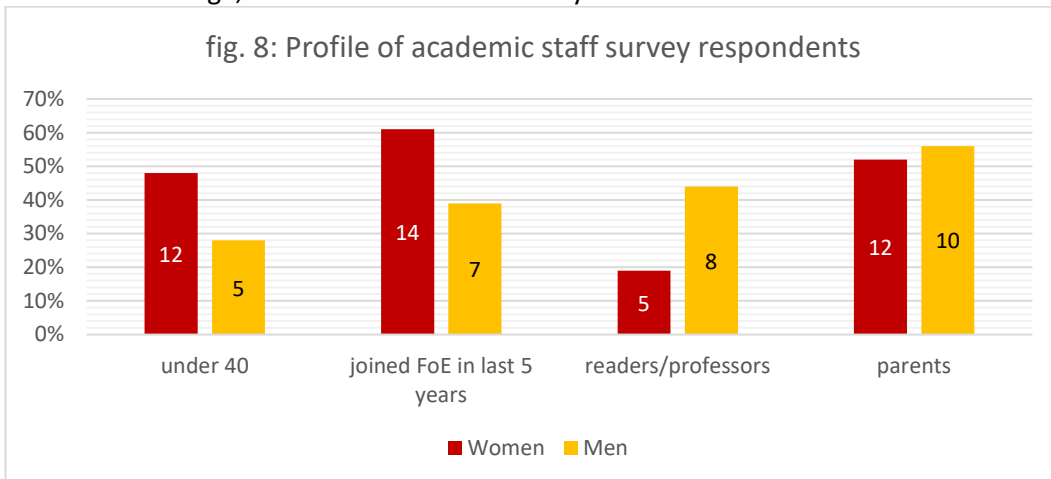
In addition:

- additional **subgroups** thought further about issues particular to PDRs and College-employed lecturers
- survey responses received from 26 (44%) **College-employed academic staff**
- **focus groups** brought together for additional discussion:
    - PDRs
    - college lecturers
    - PS staff

Other **quantitative data** was gathered from:

- University E&D
- FoE offices
- University PPD
- University HR system

Our discussions, informed by all of these data, have focussed on four **key areas**:

Action Plan Key Areas

1. An Equal, Diverse, and Inclusive Culture

2. Supporting Women's Careers

3. Diversity, Attainment, and the Undergraduate Experience

4. Postgraduate Pipeline: Enabling Women in the Academy

Communication and consultation:

- SAT minutes discussed at FB, and AS standing item on each FB agenda
- SAT communicates regularly with staff and students by email
- communication with all FoE members (including alumnae/i) through termly Faculty Newsletter
- AP has been presented and discussed at all relevant committees to ensure buy-in
- SAT has also consulted with promoters of parallel initiatives, including the student-led 'Decolonise' Group. The Quotations Project (5.4(vii) below) is the result of collaboration with the Decolonise Group

THE FUTURE

- SAT will continue to meet every two months (**AP1.2**)
- dedicated administrative support from PS team (**AP1.1**)
- improved data gathering for better AP progress monitoring (**AP1.3**)
- SAT chair role incorporated into FoE annual forward-planning process
- continue to ensure that parents are represented in the SAT membership (**AP1.13**)

- liaise closely with FoE's new EDI Steering Committee (AS Chair and EDI Officer sit on both committees)
- continue to liaise closely with other FoE committees
- ongoing work on our AP will be publicised throughout FoE via annual email and presentations at start and mid-point of 4-year timeframe
- surveys in 2019 and 2022 to measure AP progress (**AP1.4**)

The SAT **terms of reference** (**AP1.1**) will be:
- engage with the Athena SWAN charter, promote its principles, and implement our AP
- achieve within FoE a culture that promotes and values equality, diversity, and inclusion across all areas of Faculty activity, including teaching, learning, examination, research, and administration
- engage with and implement University-wide initiatives on gender equality
- identify FoE-specific gender-equality issues, and develop and apply actions to address these issues
- gather data to monitor progress on gender equality
- prepare future AS applications
- liaise with key Faculty and School committees and fora

As one of the first faculties in SAH to apply for AS, we will continue to contribute to exchanges of experience and good practice within SAH and beyond, and to cultural change across UoC.

Action Points

AP1.1 Establish formal SAT terms of reference and membership structure, and allocate administrative support

AP1.2 SAT to meet every two months

AP1.3 Implement new data gathering mechanisms

AP1.4 Repeat online survey of staff and students every three years, with questions modified to close data gaps

AP1.5 Maintain/improve survey response rates in different categories as appropriate

AP1.13 Ensure continued representation of parents in SAT membership

(804 words)

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

FoE has a leading international reputation for its teaching and research. We have been placed consistently either first or second in the QS World University Rankings by Subject (ELL) since 2013. PG courses have a satisfaction rate of 97%; this is against UoC's average rate of 94% and the Russell Group average of 92.5% (Cambridge 2017 Student Barometer). In the NSS 2016 the total satisfaction score was 91% (national mean 91%), with 47% very satisfied (national mean 46%). Because of the separate processes and teams in **English** and **ASNC**, we have separated most of the data that follows, amalgamating it when possible and appropriate.

[images of students outside Faculty teaching rooms]

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

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

n/a

(ii)   Numbers of undergraduate students by gender

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

Admissions
All UG programmes are full-time, 3-year, with summative assessment at end of 2nd and 3rd year. At Cambridge, undergraduates are admitted by one of the 31 autonomous colleges. Departments have no control over the entry to a specific course. Further details will be provided to the panel.

fig. 9: English UG admissions
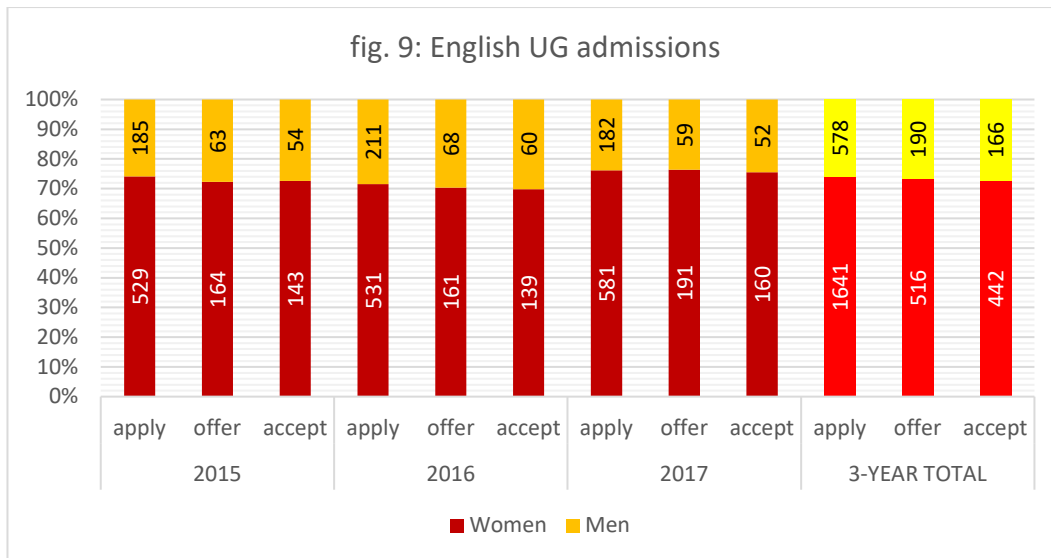
Data for English shows:
- no clear difference in female and male success rates in gaining offers or achieving admission
- UG gender proportions in English fairly consistent over time (3-year average: 73% female) and close to national benchmarks (2015 77%, 2016 78%: UCAS Acceptances by detailed subject group and sex)

fig. 10: ASNC UG admissions
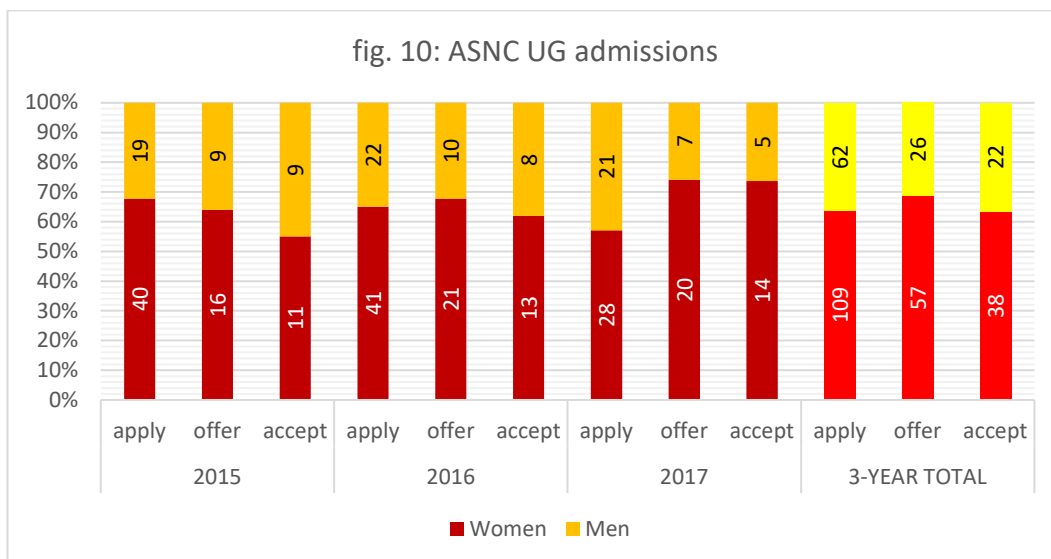
Data for ASNC shows:
- in a small sample, no significant patterns or trends
- no other courses of this kind nationally, so benchmarking is not possible

The SAT looked at all aspects of the Admissions process that FoE controls (including open days, access initiatives, website information, staff training) in order to improve further the encouragement we give to potential female applicants.

Degree attainment
The following tables present English and ASNC UG examination results separately by gender. The 2nd-year and final-year results together constitute the final graduating classification, without aggregation.

fig. 11: English Year 2 Examinations, 2012-18
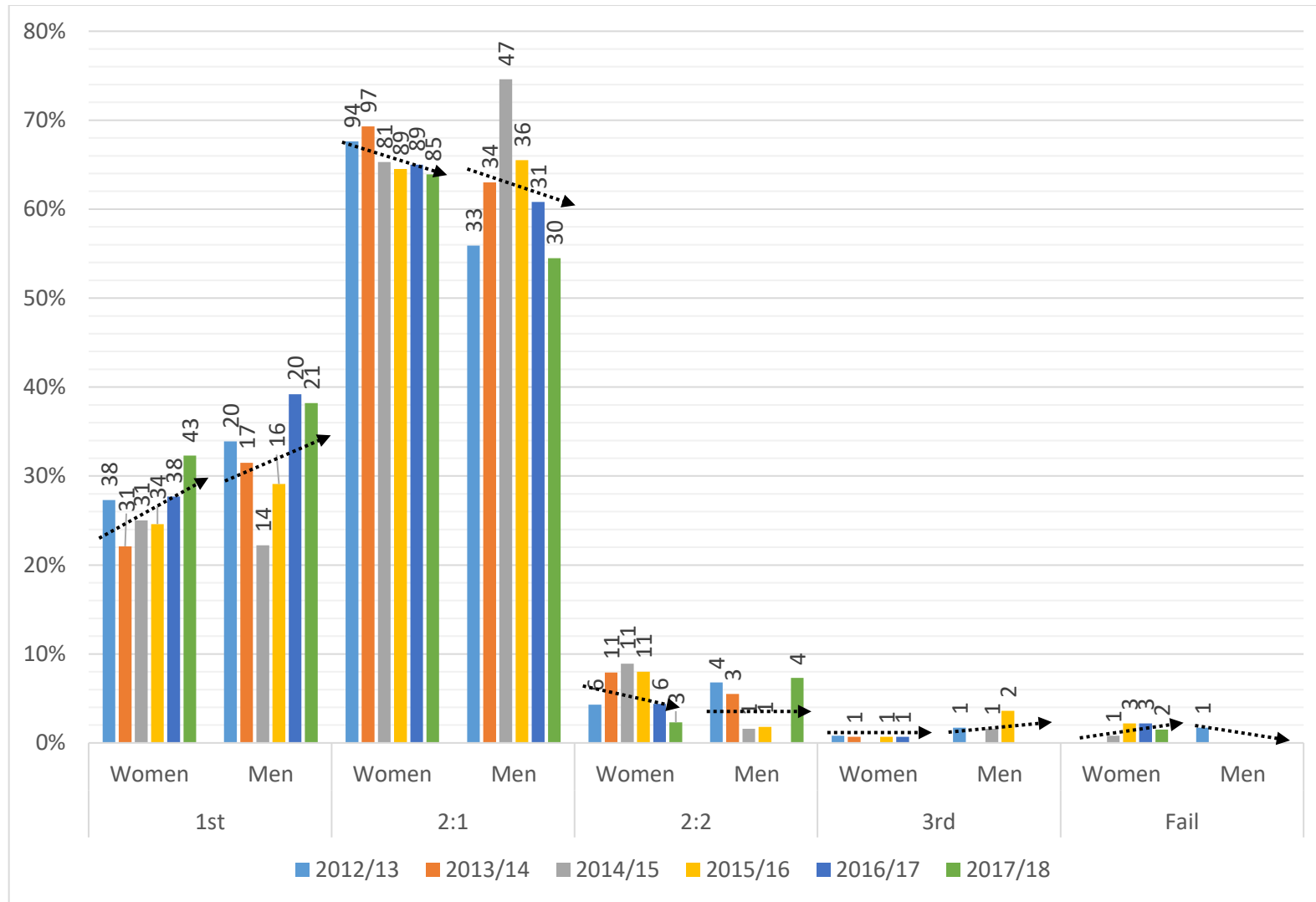
fig. 12: English Final Year Examinations, 2012-18
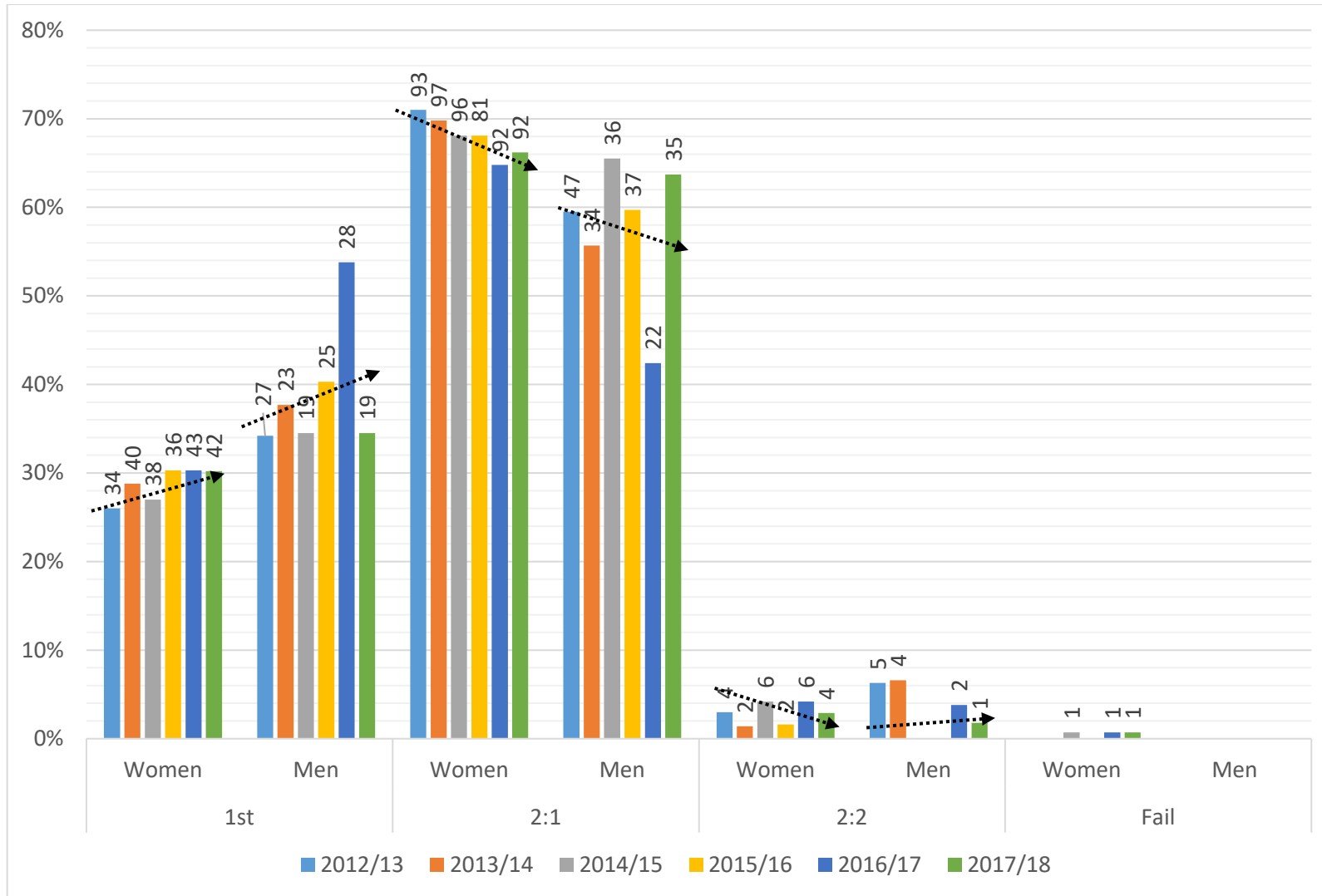
[there were no third-class results]

fig. 13: ASNC Year 2 Examinations, 2012-18
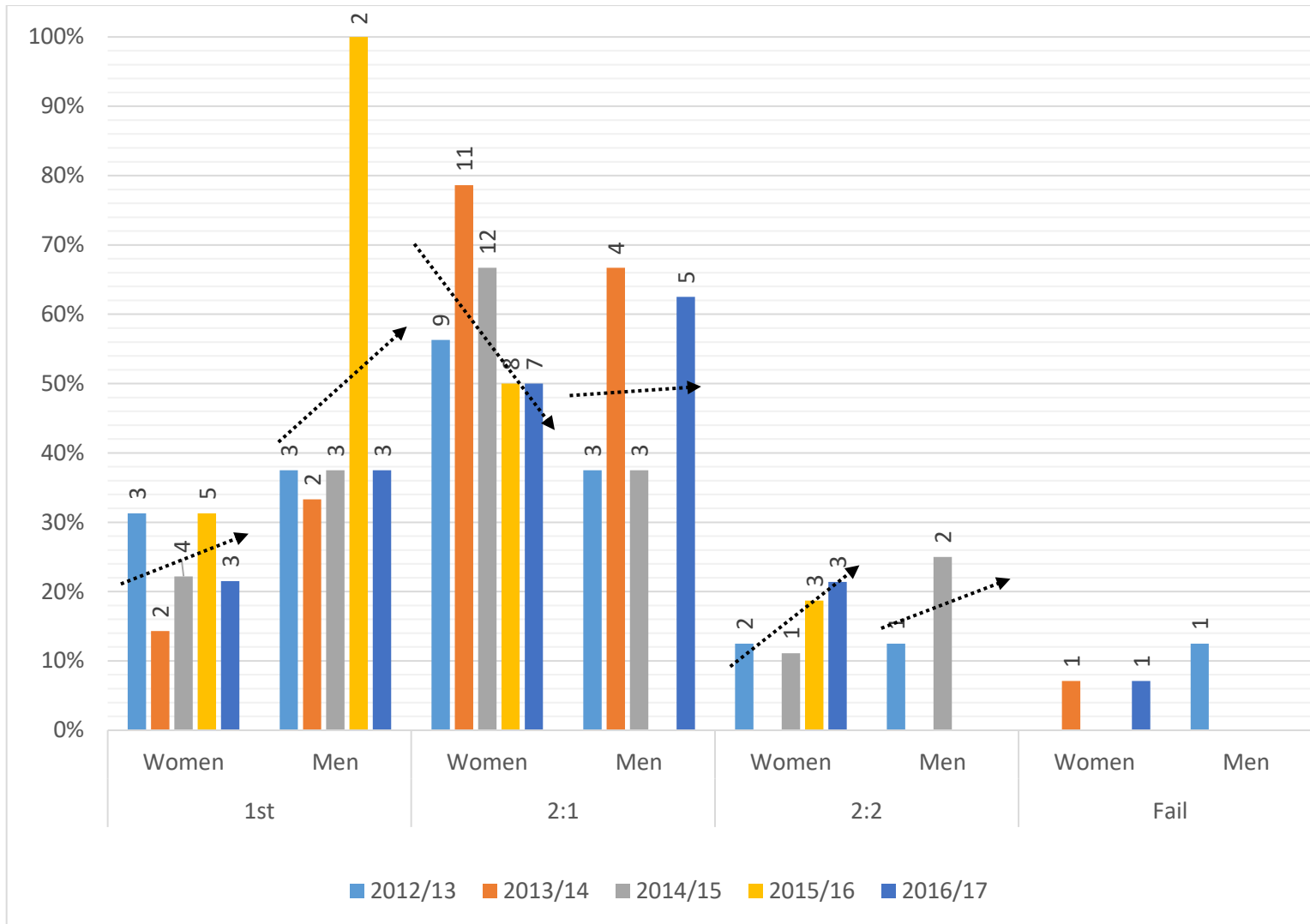
[there were no third-class results]

fig. 14: ASNC Final Year Examinations, 2012-18
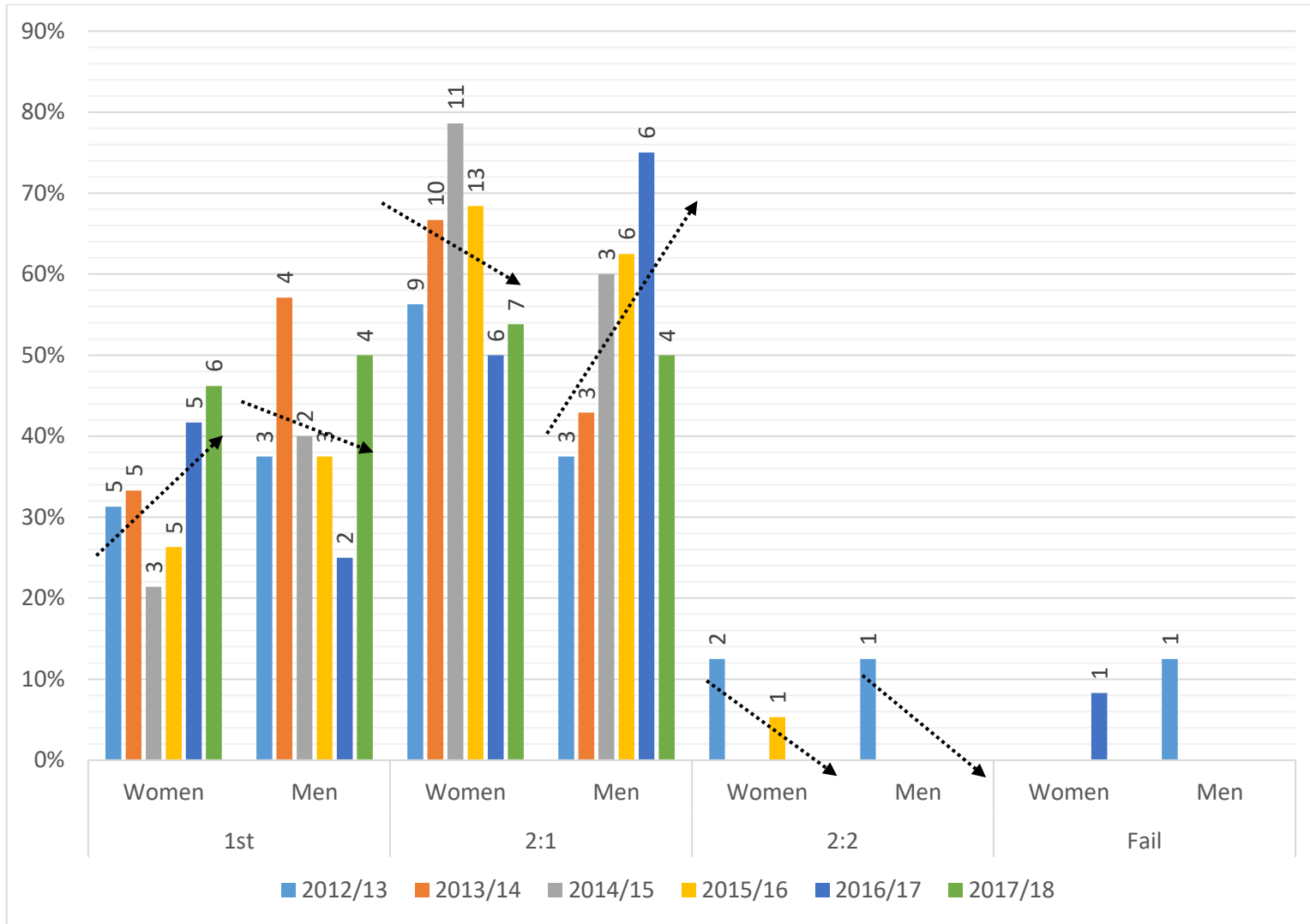
[there were no third-class results]

The figures for **English** show:

- clear **gender performance gap**
- in year 2 examinations the average gap between %female and %male firsts is 5.5% but the trend has narrowed
- in final-year examinations the most recent results have the narrowest recorded gap (4.3%)

We aim further to narrow this gap (**AP3.9**).

In **ASNC** the dataset is small (fewer than 10 male students per year) so there is little statistical significance; however, the trend suggests:

- greater gender performance gap at year 2
- significantly narrowed in year 3

In **ASNC** the need is to understand the causes of the greater gap at year 2, as well as of the success in narrowing it by year 3 (**AP3.15**).

The gap in **English** is part of a general pattern at Cambridge and other Russell Group HEIs. HESA benchmark data commissioned by our **2014-16 working group** shows:

- women tend marginally to outperform men overall across the UK
- but *not* in English Studies: of 116 reporting institutions, 71 (61.2%) had a smaller proportion of women than men achieving firsts, and at these 71 institutions, women were on average a third less likely to achieve a first

Our problem is typical of the sector, but we do not underestimate its significance.

Through a thorough research review we identified the following likely contributing factors:

- differential approaches (women as learners, men as exam-targeters)
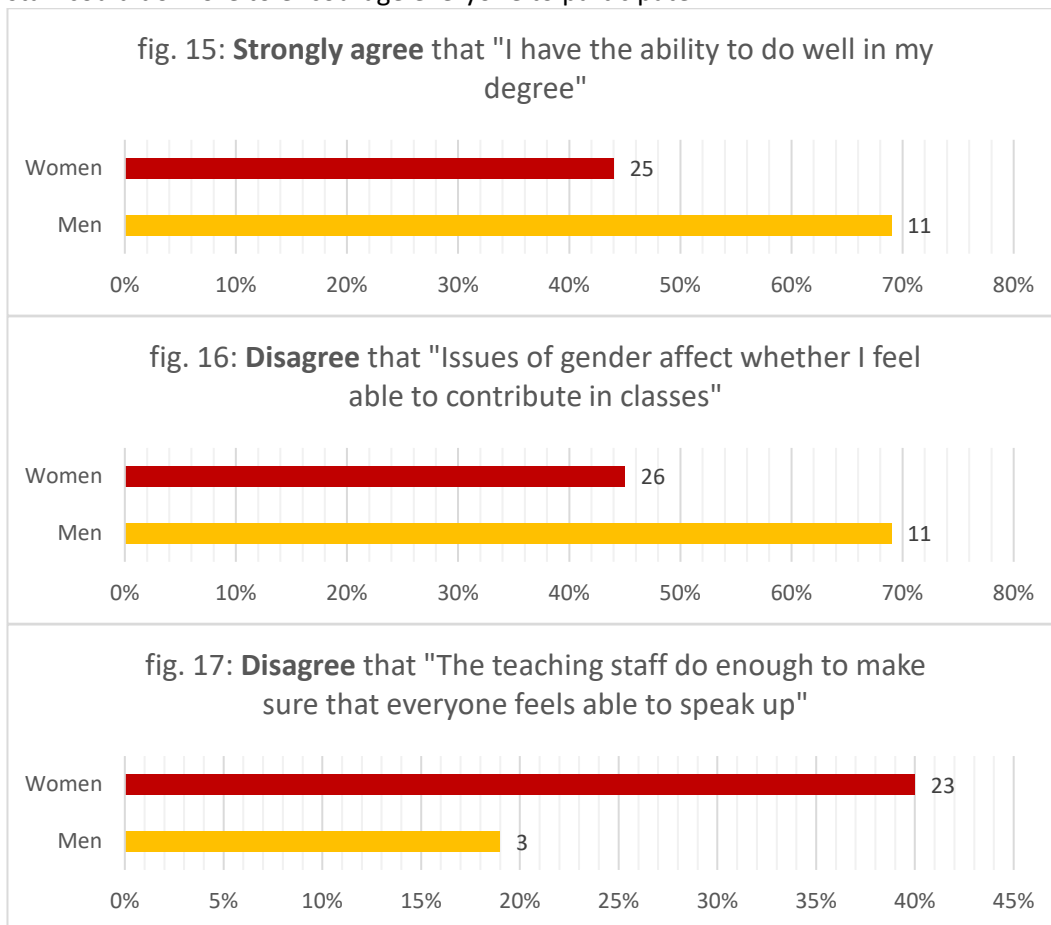- stereotype threat
- declining academic self-concept

The working group recommended that English take steps to address all likely causes of the gender gap and to create a **learning and teaching environment** that is as equal as possible for all students.

Our AP builds on measures we have trialled (**AP** cross-references here are all to the next key stage in this incremental process). These include:

- examiner moderation (**AP3.12**)
- examiner self-assessment exercise (**AP3.13**)
- moving towards 50% female voices in examination questions (**AP3.3**)
- inclusion of analysis and comment in Exam Board reports (**AP3.14**)
- new (2013-14) introductory lecture series for all 1st-2nd-year modules to help student-orientation (**AP3.4**)
- new (2015-16) first-year workshops supporting transition from school to university and explicitly addressing 'imposter syndrome' and stereotype threat: designed to increase confidence and help students understand what is expected of them (**AP3.5**)
- regular Library-run study skills sessions
- course bibliographies revised to foreground inclusivity of curriculum (there are few set texts or topics so nothing is off-limits), and opportunities to study female and BAME authors, and/or questions of gender and ethnicity (**AP3.1**)

- new (2017-18) online student feedback system, to ensure better and more inclusive feedback on teaching (**AP3.7**)
- inclusive Teaching Forum established in 2017 to discuss and develop educational policy and good teaching practice (**AP3.8**)
- new (2017-18) examination criteria emphasise positive features rather than negative ones (**AP3.10**)
- improving scaffolded learning: for example, exam setting traditionally proceeded in isolation from lecture provision but from 2017-18 at least one examination question must be set relating to each lecture course or seminar series.

UG survey responses showed us that women have less confidence, are more likely to feel that gender affects their class contribution, and are more likely to feel that teaching staff could do more to encourage everyone to participate:

fig. 15: **Strongly agree** that "I have the ability to do well in my degree"

Women	25
Men	11

0% 10% 20% 30% 40% 50% 60% 70% 80%

fig. 16: **Disagree** that "Issues of gender affect whether I feel able to contribute in classes"

Women	26
Men	11

0% 10% 20% 30% 40% 50% 60% 70% 80%

fig. 17: **Disagree** that "The teaching staff do enough to make sure that everyone feels able to speak up"

Women	23
Men	3

0% 5% 10% 15% 20% 25% 30% 35% 40% 45%

Teaching Forum discussions and online resources aim to improve pedagogic practice (**AP3.8**). Other action points target teaching (**AP3.2**) and examining (**AP3.6, 3.11**). We

also believe a long-term change to the gender imbalance in senior academic positions is vital.

Action Points

AP3.1   Ensure diversity and representation of female writers in UG course descriptions and reading lists

AP3.2   Ensure diversity and representation of women in UG teaching

AP3.3   UG Examination questions to represent female and male voices equally

AP3.4   Consolidate new introductory lecture series for first- and second-year UG courses and review annually

AP3.5   Consolidate new lecture-workshops to support transition from school to university

AP3.6   Develop dossier of annotated UG examination scripts

AP3.7   Consolidate and improve new online UG student feedback system, with attention to EDI issues

AP3.8   Athena SWAN related issues on agenda for each Faculty Teaching Forum

AP3.9   Narrow gender gap in UG examination performance and monitor year-on-year picture

AP3.10   Review and revise new UG assessment criteria

AP3.11   Produce profile of each individual UG examiner's marking by student gender and by module

AP3.12   Require UG examiners of certain modules to meet in middle of marking to self-moderate on gender-related issues

AP3.13   Repeat UG examiner self-assessment questionnaire exercise every three years

AP3.14   Chairs of Examiners to review student performance by gender and to include comments in annual report

AP3.15   Constitute ASNC working group on examination performance by gender

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

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

The FoE PGT programme is a full-time MPhil. There is no part-time option.

Admissions

- Across English and ASNC, PGT women over the last three years account for 59.4%; 61% in English compares to national benchmark of 72% (HESA data, English studies, 2016-17); no ASNC benchmark
- On average 19% of female applicants and 22% of male applicants are admitted to the English PGT programme, and 36% of female and 50% of male applicants are admitted to the ASNC PGT programme


fig. 18: English PGT admissions

fig. 19: ASNC PGT admissions
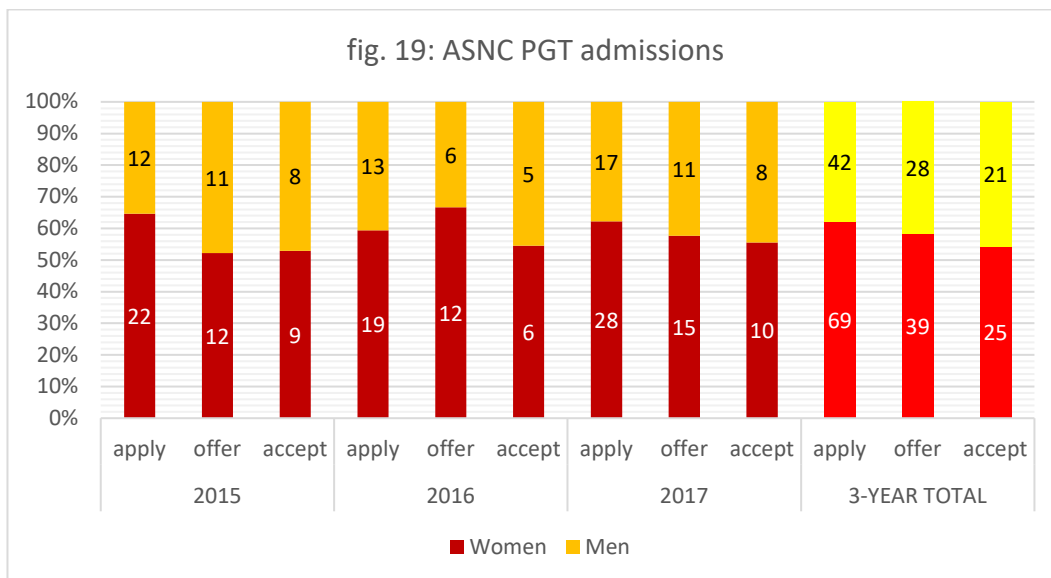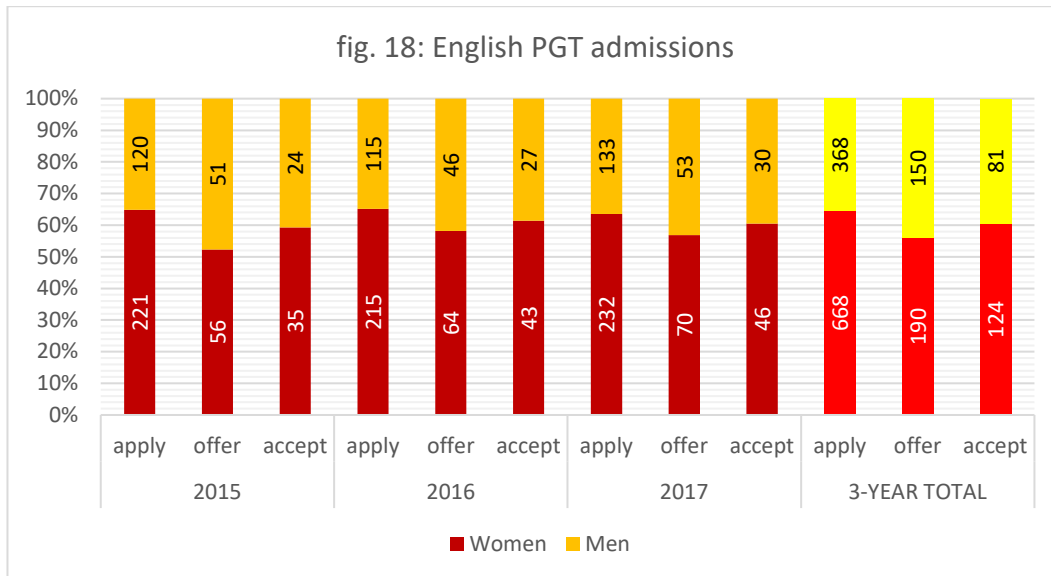
Key features:

- Men are more likely than women to receive an offer
- The gap was largest in 2015 and has improved in the past two years
- Women in English are more likely than men to take up their offer, but in ASNC they are less likely

We will review **graduate admissions processes** (including funding) in order to understand the reasons for both these patterns and develop solutions (**AP4.6**), and conduct an annual review of online applicant support (**AP4.1**).

Completion rates

These are very high (Cambridge benchmark 97% for all courses; no national data) and the small difference (3-year average: female 97.3%, male 98%) is not statistically significant:

fig. 20: PGT completion rates
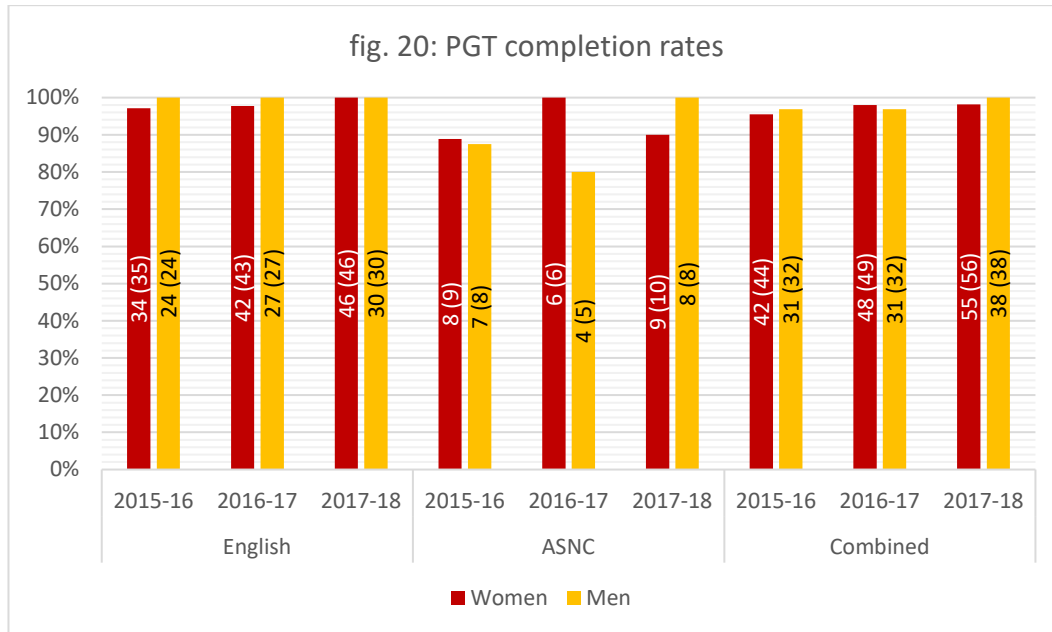
Degree results

We looked at average mark outcomes by gender. In ASNC male and female outcomes are identical over time (in a small dataset), but in English we noticed a significant historic gender gap, which has now disappeared:

fig. 21a: Average Final MPhil Marks - English

fig. 21b: Average Final MPhil Marks - ASNC
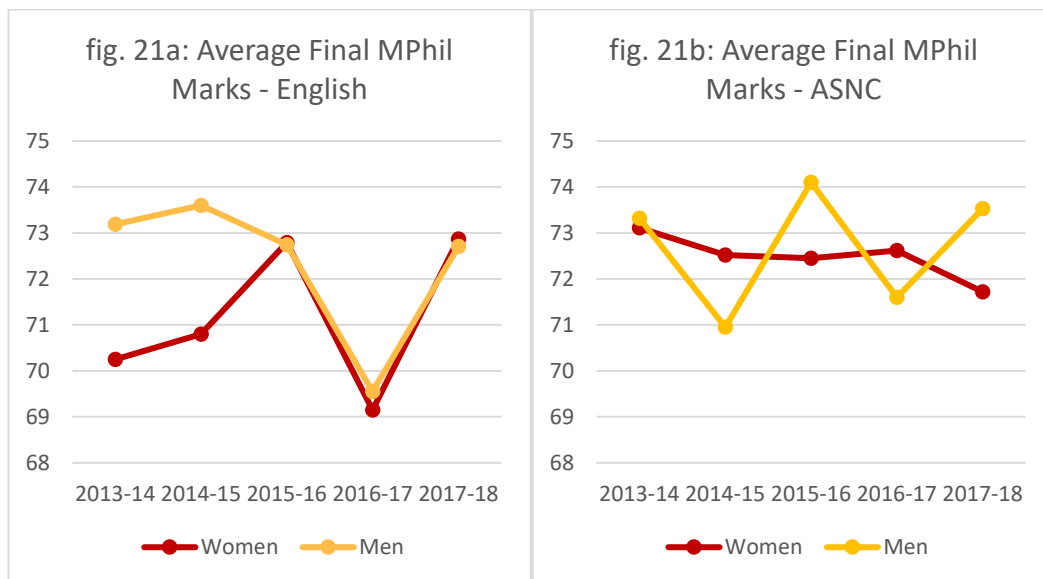
Our AP includes measures on training (**AP4.3**, **4.4**) and examining (**AP4.5**) to consolidate this positive development.

(iv)   Numbers of men and women on postgraduate research degrees

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

The FoE PGR programme is a full-time PhD. It is now possible to take the PhD part-time; our first student commenced study in 2017.

Admissions

- Across English and ASNC, PGR women over the last three years account for 57.7%; 58% in English compares to national benchmark of 66% (HESA data, English studies, 2016-17); no ASNC benchmark
- On average 10% of female applicants and 10% of male applicants are admitted to the English PGR programme, and 36% of female and 29% of male applicants are admitted to the ASNC PGR programme

fig. 22: English PGR admissions

fig. 23: ASNC PGR admissions
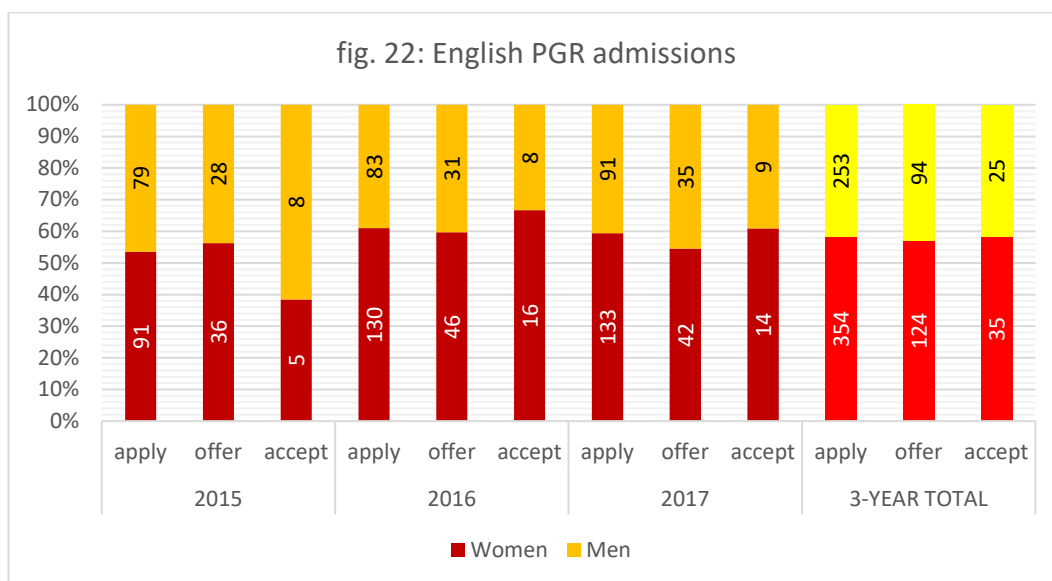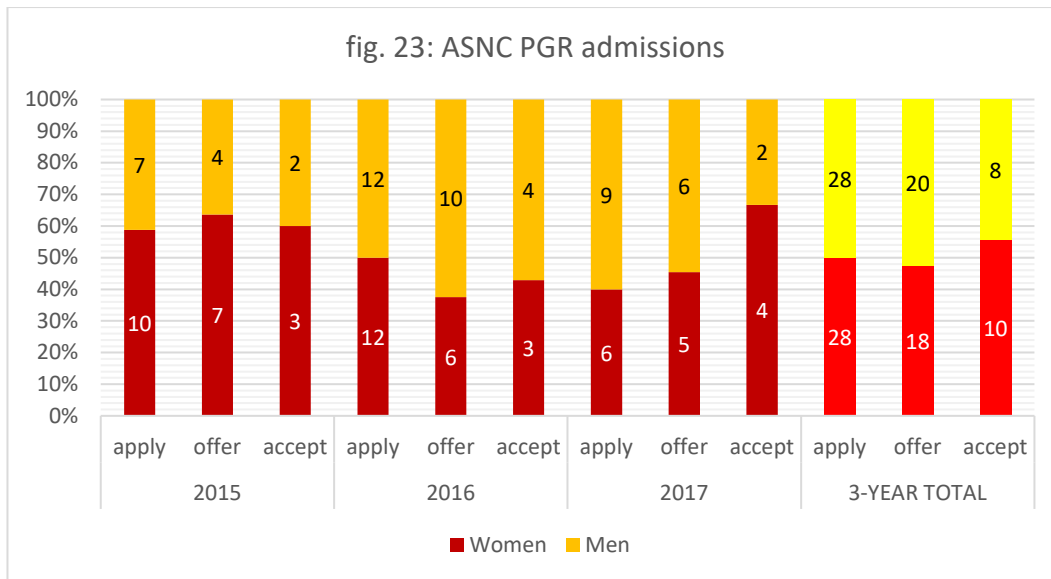
There are fluctuations from year to year in these relatively small datasets, but the same pattern emerges here in both English and ASNC as at PGT level, though here it is less pronounced: men are slightly more likely to receive an offer and women slightly more likely to take up an offer. This will also be addressed in our review of graduate admissions processes (**AP4.6**).

Completion rates

Those in English are higher than the national benchmark of 85% for all PhD courses. Looking at starters between 2011 and 2013 (41F, 2 of whom are ongoing; 26M), the difference between average female (85.4%) and male (88.5%) completion rates is not statistically significant:

fig. 24: English PGR completion rates
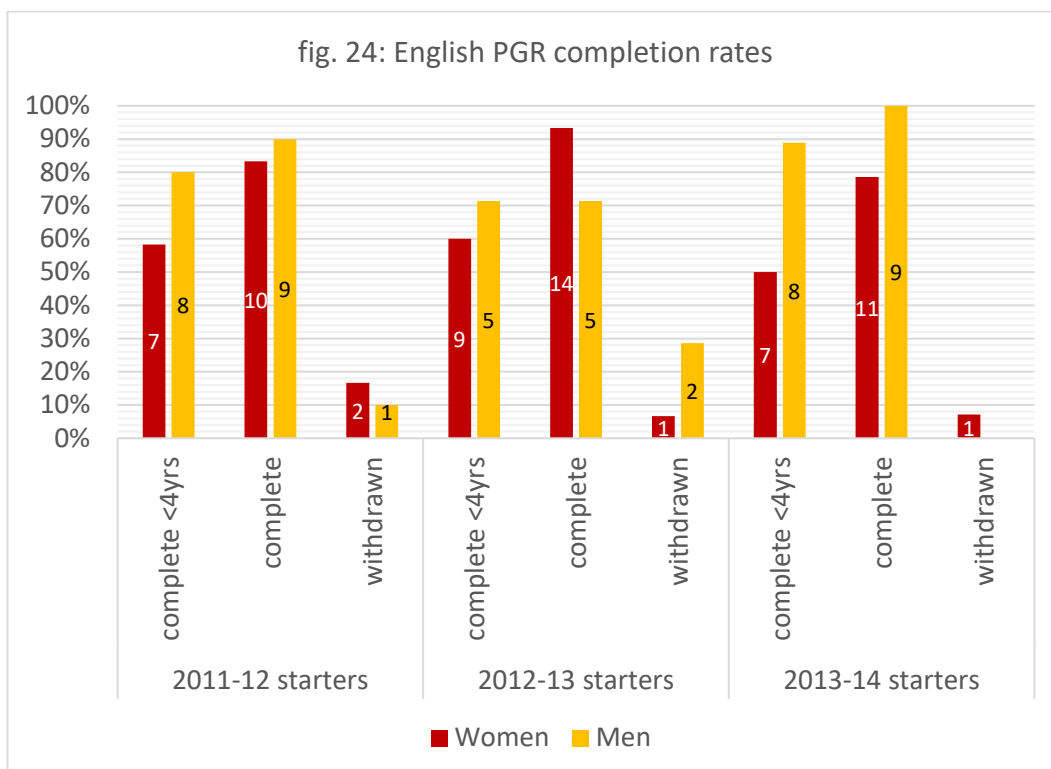
However, it is clear that men (80.8%) are far more likely than women (56.1%) to complete within the **shorter timeframe** of <4 years. We will investigate and remediate this pattern (**AP4.7**) and improve training of PhD supervisors (**AP4.8, 4.10**). Our new PGR training programme (**AP4.3**) will improve support for our female PGR students.

In ASNC, 2011-13 starters (10F; 8M, 2 of whom are ongoing), we see a female average completion rate of 100% and a male rate of 75%, with no student withdrawals:

fig. 25: ASNC PGR completion rates
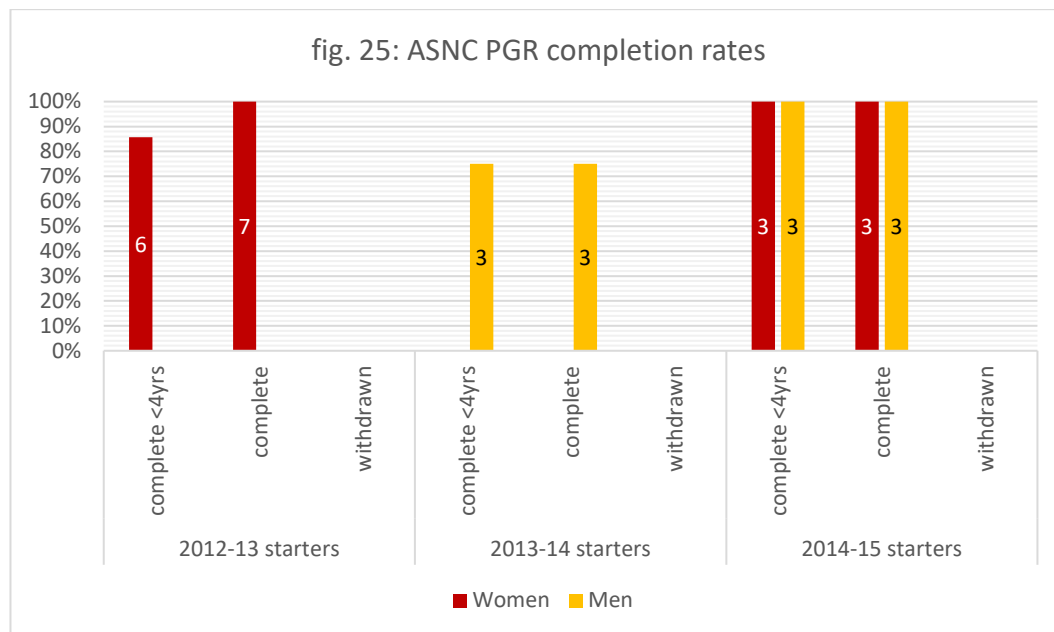
The sample is small but the rates are excellent, and better for female PGR students.

Action Points

AP4.3   New annual PGR training programme to include events targeting female students and E&D

AP4.6   Investigate graduate admissions and funding processes with attention to issues of gender

AP4.7   Investigate female and male PGR completion rates

AP4.8   Training event on supervising PG students

AP4.10   Annually review and republicise graduate supervision guidance

(v)   Progression pipeline between undergraduate and postgraduate student levels

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

fig. 26: Progression Pipeline for Women (3-year average, 2015-18)

Benchmark sources: HESA student data, 2016-17, English studies; HESA staff data, 2016-17, English language and literature, all teaching and research staff
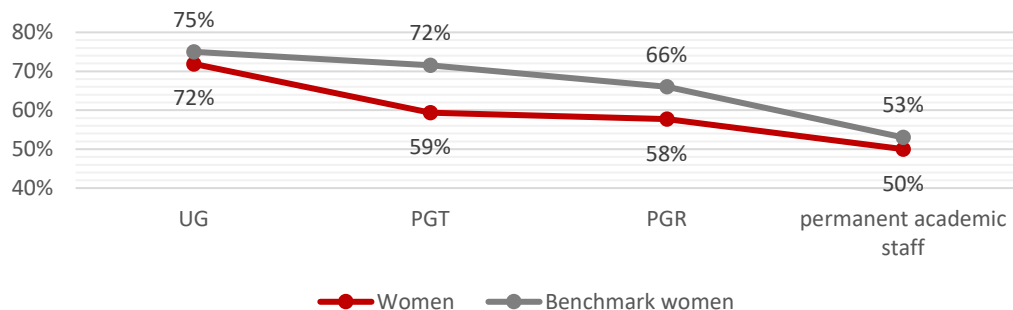
The FoE pipeline shows a **drop in proportions of women at each stage**, paving the way for a further drop among academic staff. The same pattern is apparent nationally, but steepens progressively, whereas for us the gap to the benchmark narrows progressively after an initial steep drop-off at PGT, so that at either end we are close to the benchmark. Three factors may be relevant:

1. Gender gap in UG examination performance (**AP3.9** aims to redress this: see 4.1(ii) for full discussion and related APs)
2. The difference (stark at PGT, slighter at PGR) between the fortunes of female and male PG applicants (**AP4.6** addresses this: see 4.1(iii-iv) for full discussion and related APs)
3. The historic differential performance in assessed components of MPhils of female and male candidates. Although this pattern has disappeared in the past three years, we need to understand the reasons for this, which might include examiner practices and IB, but also funding (**AP4.5** addresses this: see 4.1(iii)).

Action Points

AP3.9   Narrow gender gap in UG examination performance and monitor year-on-year picture

AP4.5   Establish system to analyse PGT student and examiner statistics by gender annually

AP4.6   Investigate graduate admissions and funding processes with attention to issues of gender
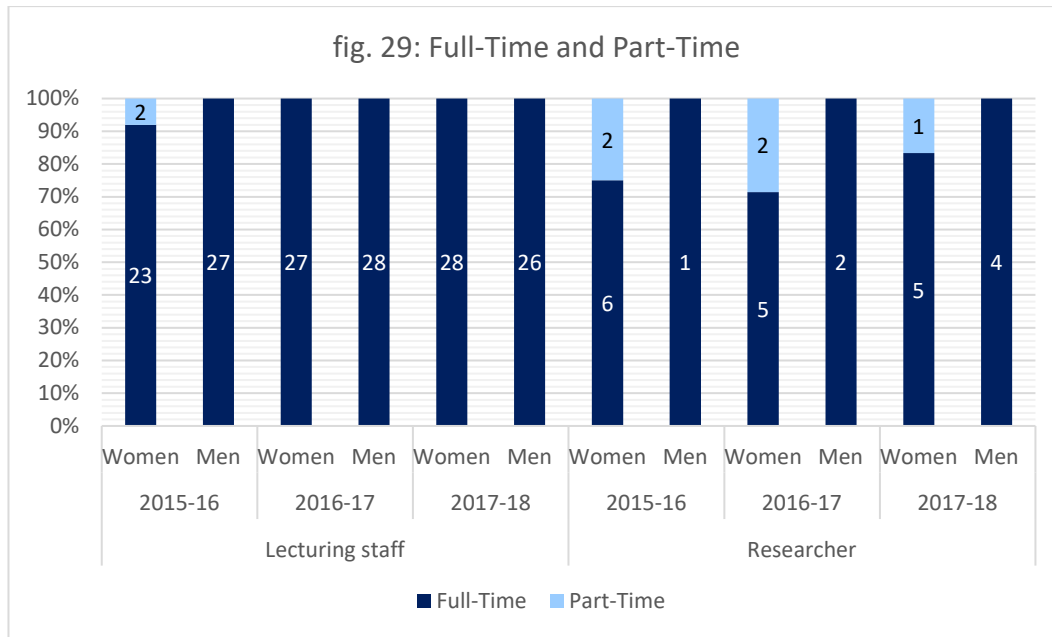
4.2. Academic and research staff data

(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.

fig. 27: FoE Academic Staff

fig. 28: Research-only, Teaching and Research, Teaching-only
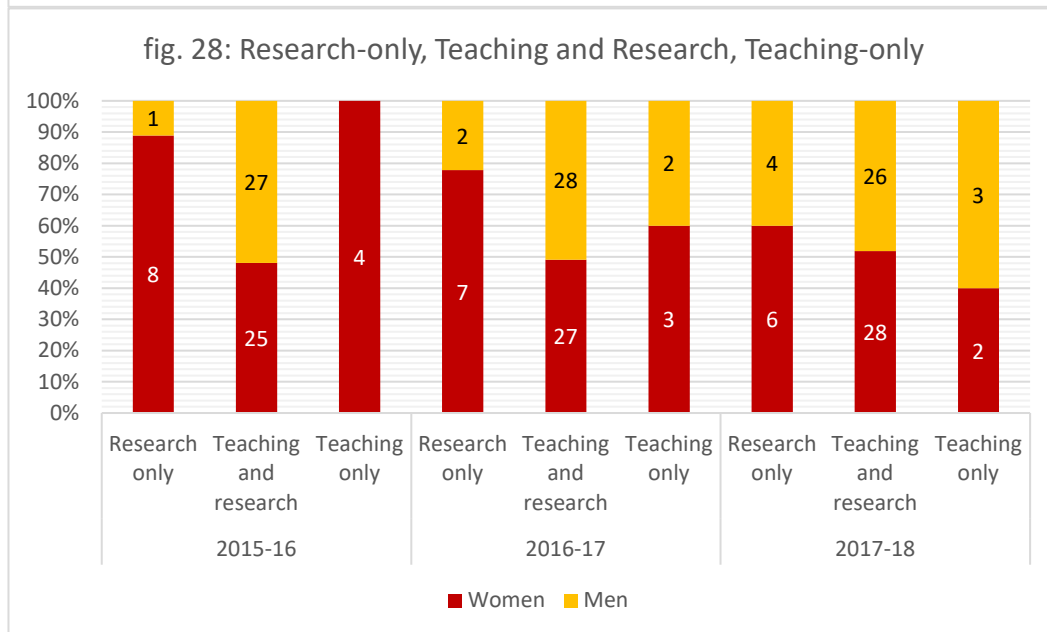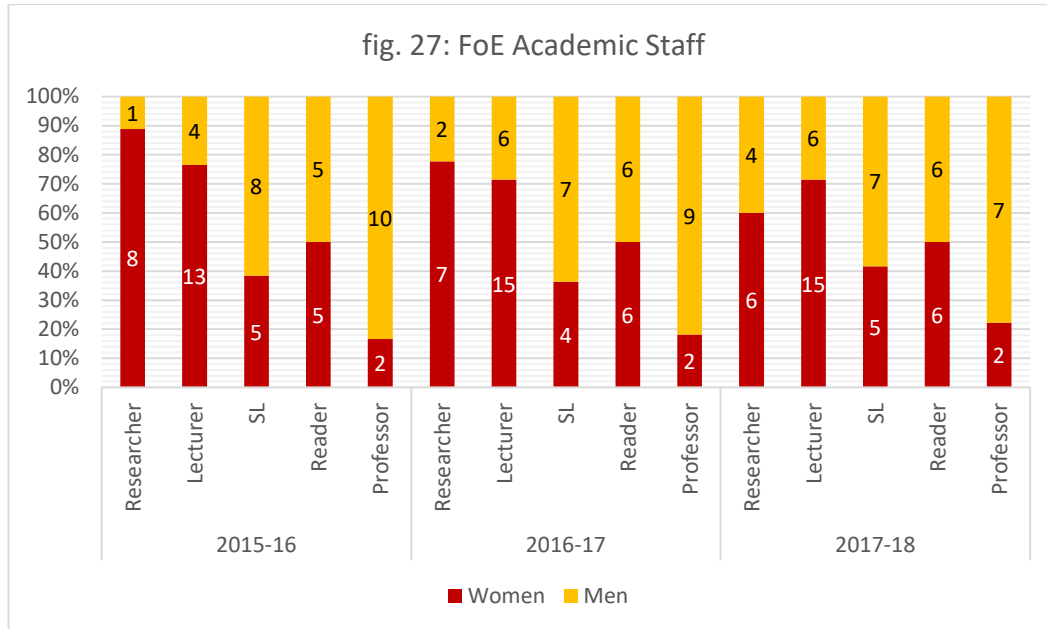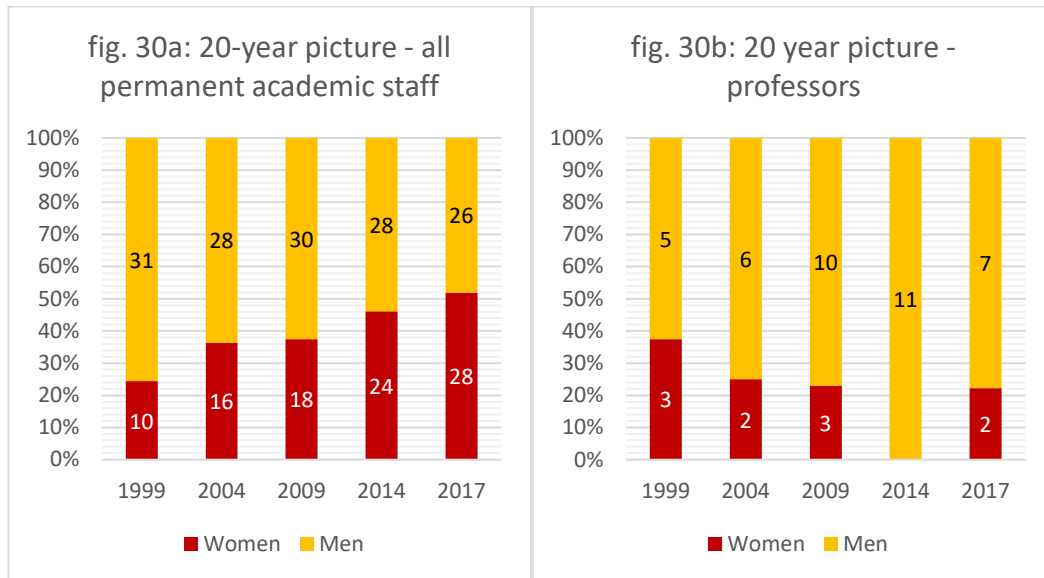

All permanent FoE academic staff are on **teaching and research** contracts. In addition, we employ a varying number of PDRs on fixed-term, externally-funded, **research-only** contracts. **Grades** are fixed by post: PDR (7), Lecturer (9), SL (10), Reader (11), Professor (12); no separate data on grading is therefore provided. We no longer employ fixed-term temporary lecturers (teaching and research) as externally-funded leave cover, because University policy is now to make such appointments as TAs (see 4.2(ii) below); the only such appointment in the past 3 years was a female temporary lecturer in 2015-16.

We have had few members of academic staff on **part-time** contracts, all female and more often PDRs:

fig. 29: Full-Time and Part-Time

	Lecturing staff						Researcher					
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
	2015-16		2016-17		2017-18		2015-16		2016-17		2017-18	
Part-Time	2						2		2		1	
Full-Time	23	27	27	28	28	26	6	1	5	2	5	4

Women are under-represented at the senior levels. The reasons for this are mostly historical:

fig. 30a: 20-year picture - all permanent academic staff

	1999	2004	2009	2014	2017
Men	31	28	30	28	26
Women	10	16	18	24	28

fig. 30b: 20 year picture - professors

|	1999	2004	2009	2014	2017
Men	5	6	10	11	7
Women	3	2	3		2

Significant features (benchmarks: HESA staff data, 2016-17, English language and literature, teaching and research staff; ECU staff statistical report 2017, 4.15, non-SET full-time professors/non-professors by gender):

- women now make up 52% of permanent academic staff, close to national benchmark of 53% (Russell Group 51%)
- 22% of professors are female (national benchmark 31%)
- 7% of women are professors (national benchmark 8%)
- 27% of men are professors (national benchmark 16%)

In 1999 women made up only 24% of permanent academic staff but accounted for 38% of all professors; all have since left or retired. The many junior male staff appointed a

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generation ago have moved through the ranks, creating a glut at the senior level; the **many recent appointments of female staff** that have brought the FoE academic staff gender balance to parity have almost all been at the junior level. In the short-term, these appointments exacerbate the appearance of a poor pipeline, but they represent a responsibility and an opportunity, by getting our support right, to balance the pipeline over time (see 5.1(iii)). We are constrained by the fact that UoC only allows recruitment at the junior level except to one of five established chairs, but we expect to recruit at least as many women as men to these senior positions (see 5.1(i)). Historic data shows the **pipeline already flattening**:

fig. 31: FoE Female Academic Pipeline
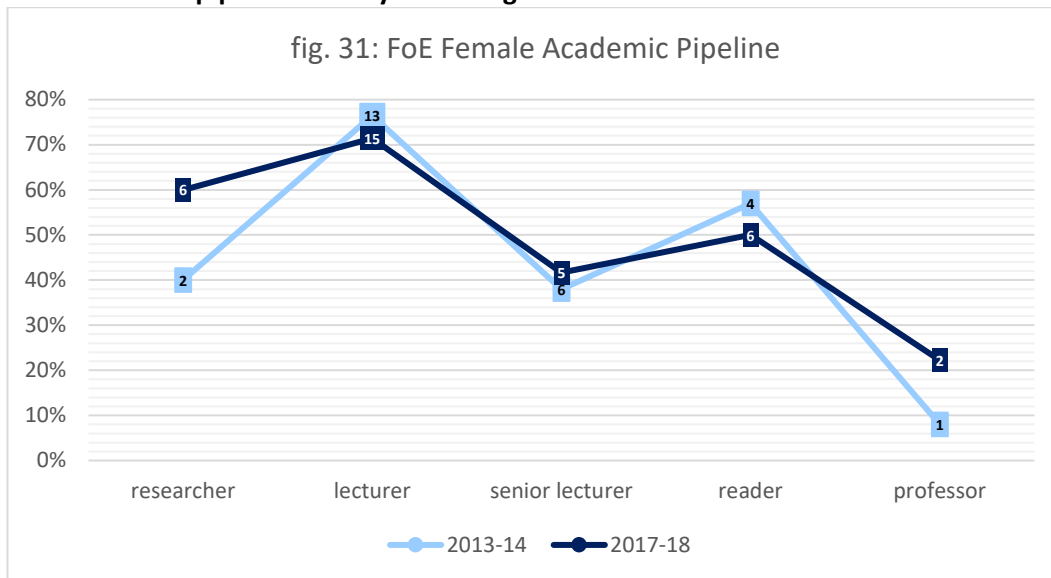
One female academic survey respondent commented: 'We have too few senior women, and far too few colleagues from ethnic minorities'. The **intersection of gender and ethnicity** can be observed in the following charts, which show BAME permanent female academic staff moving through the pipeline more rapidly than the average:

fig. 32a: Female permanent academic pipeline - BAME/all **2013**	fig. 32b: Female permanent academic pipeline - BAME/all **2017**

A female academic staff survey respondent commented: 'There should be more active mentoring support, and part of this should involve discussing promotion'. Initiatives already implemented include:

- improved SRD
- improved information-sharing including an annual promotion workshop
- publicising university initiatives including the CV mentoring scheme

The AP includes further initiatives (see section 5) and a key objective of flattening the pipeline (**AP2.9**).
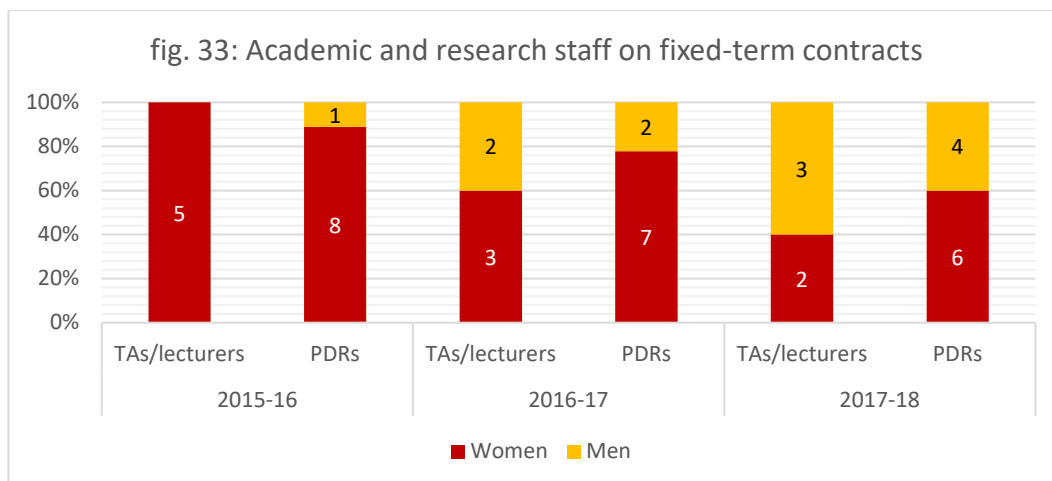
Action Points

AP2.9   Flatten female academic staff pipeline

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

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

FoE employs a small number of TAs on fixed-term **teaching-only** contracts, and only when funded by external research grants, as cover for permanent staff members on research leave. We have one member of staff on a zero-hours contract, a self-employed language teacher externally funded to provide a term of teaching each year, which they fit flexibly around other commitments. In this case, a zero-hours contract was the only option. There are no other circumstances in which we would use a zero-hours contract.

fig. 33: Academic and research staff on fixed-term contracts

	TAs/lecturers	PDRs	TAs/lecturers	PDRs	TAs/lecturers	PDRs
	2015-16		2016-17		2017-18	
Men		1	2	2	3	4
Women	5	8	3	7	2	6

The year-to-year, grant-dependent, fluctuations are wide, and the sample small. All of the PDR appointments and the majority of the TA appointments are of ECRs; this is typically a first, career-development appointment as part of a career path that may be pursued in any HEI. Between 2015 and 2018 67% (benchmark 62%) of TAs and 75%

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(benchmark 62%) of PDRs were women (benchmarks: HESA staff data 2016-17, ELL, teaching-only and research-only). The **high proportions of female staff** are not statistically significant in these numbers, but they do suggest the future of the subject and the likelihood that we will be supporting higher proportions along the pipeline in the coming decades. **Mentoring** and **SDR** supports a pro-active and enabling approach to career development; indeed, it is common for PDRs to resign mid-contract to take up a permanent position elsewhere. A female TA academic staff survey respondent commented: 'I think the support is brilliant'.

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

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

There is no central mechanism to capture more detailed information about why staff leave UoC, but an online exit survey is currently being developed. Given the historically low turnover of academic staff, a compulsory retirement age of 67 has been maintained. The 2012 Employer Justified Retirement Age policy, prompted by the abolition of the default retirement age, assists with redressing the historical under-representation of women and BAME staff, ensuring a steady flow of academic positions become available.

We record whether staff leave through resignation, decease, dismissal, resignation, or limit of fixed-term contract. Resigning permanent academic staff have exit interviews if they have not already explained their reasons for leaving; **AP2.1** improves associated record-keeping.

It is hard to draw conclusions from this small dataset. Among permanent academic staff members, resignations to take up posts elsewhere are uncommon. Where our understanding is imperfect is in the success in achieving further employment of those reaching the end of a fixed-term contract; we know anecdotally that most go on to further academic employment, but we are not in a position to analyse this data (**AP2.2** addresses this).

Action Points

AP2.1   Collect reasons for permanent staff leaving

AP2.2   Record destination of leaving PDR and TA staff

(2,425 words)

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

5.1.   Key career transition points: academic staff
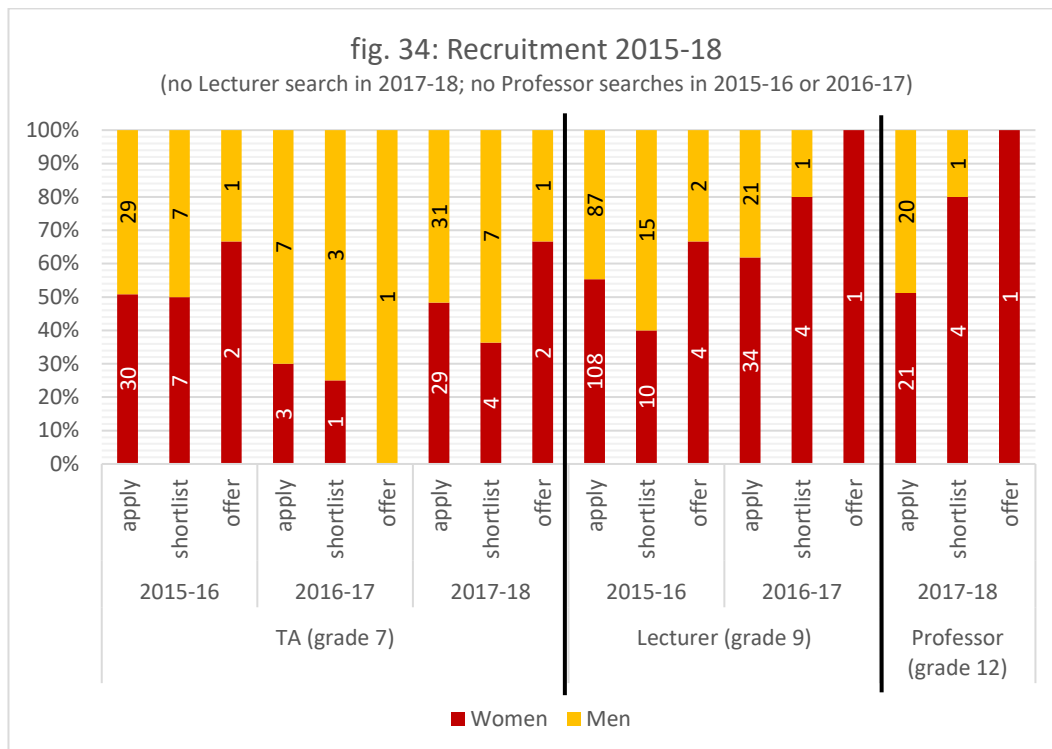(i)   Recruitment

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

Jobs are advertised on:
- UoC website
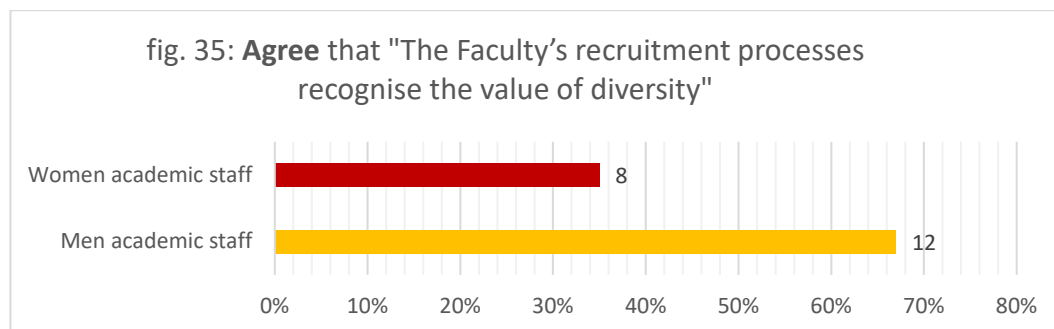- FoE website
- jobs.ac.uk

All job advertisements are formulated in gender-neutral language and note our E&D
commitment. UoC policy on appointments has recently changed: instead of a single,
annually-appointed appointments committee, FoE must now constitute a committee
for each appointment, enabling us better to ensure subject-specialist representation
and gender balance (**AP1.16** ensures this), and to redress the historic shortlisting
patterns described below. All members of our Appointments Committees have taken
E&D and IB training and UoC 'Recruitment Essentials' training.

fig. 34: Recruitment 2015-18
(no Lecturer search in 2017-18; no Professor searches in 2015-16 or 2016-17)

All job offers in this period were accepted. Our processes already ensure that women
are encouraged to apply: the benchmark figures (UK ELL teaching-and-research 53%
female, teaching-only 62% female: HESA staff data, 2016-17) is exceeded in applications
for permanent teaching-and-research posts (56%) and far exceeded for appointments
(75% women overall); for TA posts the applications (48%) are lower than the
benchmark but the appointments (57%) are closer, and very close to the Russell Group

benchmark (58%). Overall women account for 54% of applications and 67% of offers. Women had historically fared less well than men at the shortlisting stage, but far better than men at interview, suggesting that any IB (including in letters of reference) was being countered at that stage. This pattern in shortlisting disappeared in 2016-17 and 2017-18. We believe **training in E&D and IB** is responsible for this welcome trend, and changed appointment committee structure will maintain it (in conjunction with **AP1.16**). We have identified one further recruitment process improvement (**AP2.3 – childcare costs for interviewees**).

In the academic staff survey there was a particular concern (more common in female and younger staff) about recruitment:

fig. 35: **Agree** that "The Faculty's recruitment processes recognise the value of diversity"

Women academic staff	8
Men academic staff	12

0% 10% 20% 30% 40% 50% 60% 70% 80%

An UG survey respondent commented: 'I'd really like to have a non-white lecturer before I reach the end of my degree and not just because I have taken the postcolonial paper.' Whilst we have a good record in encouraging and appointing female candidates, we acknowledge the need to work hard to define posts and conduct searches in order to expand the Faculty's diversity of background and ethnicity.

Action Points

AP1.16   Ensure gender-balanced committees via biennial review

AP2.3   Offer to pay childcare costs for interviewees

(ii)   Induction

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

Induction is offered at both University and FoE level. **University induction and support** includes:
- online induction programme covering essential information about UoC
- 'Welcome to Cambridge' networking event
- Pathways to Higher Education Practice for newly appointed probationary lecturers (one-to-one meeting plus seminars)
- 'Getting Connected' induction event for PDRs

- dedicated web resources, including induction microsite and Staff Guide
- Employee Induction Checklist to work through and use as prompt during FoE induction

FoE induction and support includes:
- general and (new) one-to-one meeting for all new academic staff with the Faculty Chair
- new (2017) and comprehensive induction guides for: (i) FoE lecturing staff; (ii) FoE PDRs; (iii) College academic staff
- improved mentoring (see below)

Effectiveness is reviewed through the **Staff Survey**:
- Of those appointed in the five years before the 2016 survey, only 19% were satisfied with the induction offered by the Faculty, which had consisted only of a general introductory meeting with the FoE Chair
- Comments highlighted the need for social events to enable new staff to meet existing staff
- Comments from college academic staff additionally highlighted the need to continue improvements in integrating them into the Faculty (**AP2.6**, **2.7** address this)

The following **changes** have been made:
- Social event for all members of academic staff after general induction meeting
- New induction guides give prominence to E&D issues, including training, parental leave, returning carers scheme, etc. (**AP2.5** consolidates this).

Further initiatives include a new staff handbook (**AP2.4**). We are confident that all these measures will lead to improved levels of satisfaction in our next staff survey.

Action Points

AP2.4   Create and publicise Academic Staff Handbook

AP2.5   Review annually induction packs for all staff groups and academic staff handbook

AP2.6   Regular communication with colleges for information about new college academic staff

AP2.7   Annual induction meeting for college-employed academic staff

(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.

All promotions of permanent academic staff are handled as follows:
- Single University-wide **'Senior Academic Promotions' (SAP) scheme**
- Applications made annually in October and results announced following June

- Criteria balance research, teaching, and administration, allow for different combinations, and credit the full range of activities (e.g. outreach)
- Career breaks and special circumstances (e.g. caring responsibilities) are factored in

We looked at a long period for statistically significant figures:

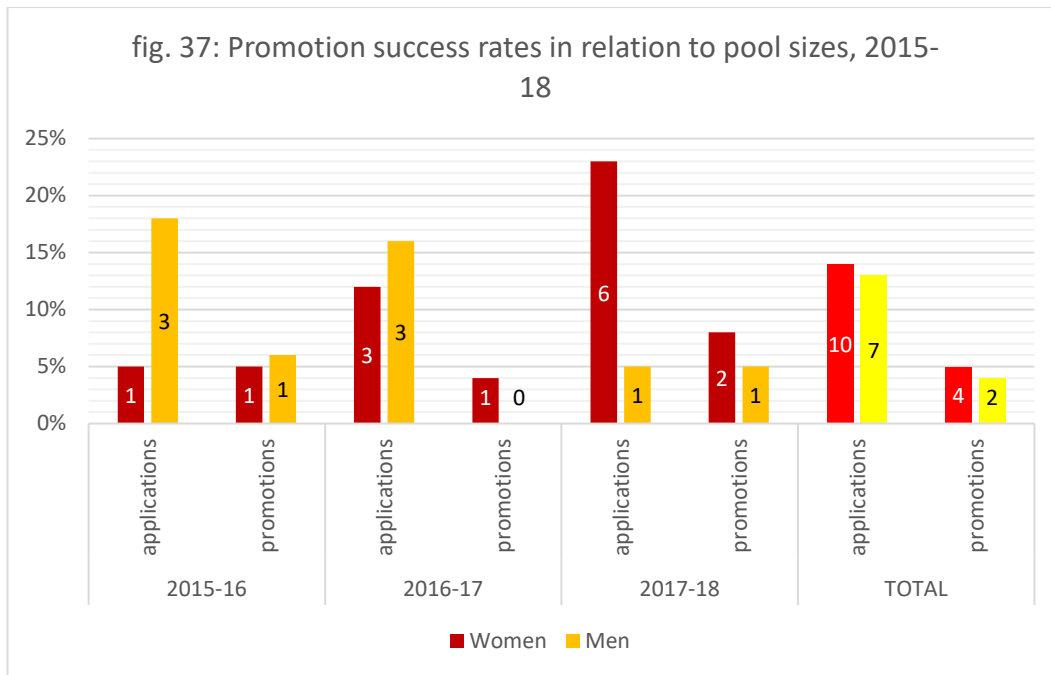fig. 36: FoE promotion success rates, 2008-18
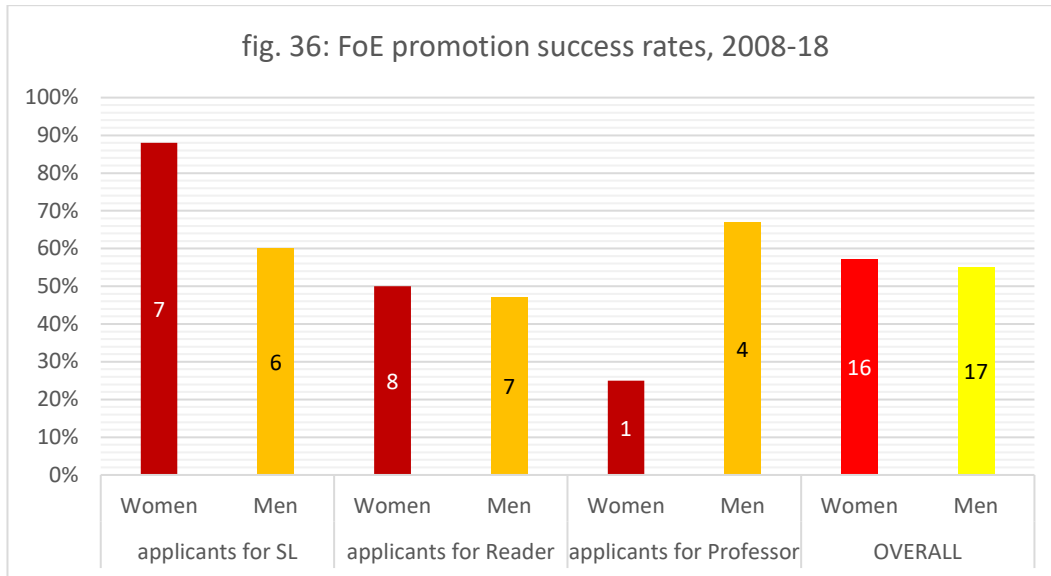
This 10-year view shows:
- women more successful than men in gaining senior lectureships and readerships
- women less successful in gaining professorships
- women more successful overall (57% compared to 55% men)

We cannot count one recent professorial 'promotion', when one of our female academic staff members was appointed in a competitive process to an established Chair; the sample is not statistically significant, but the poor record of women applying for professorial promotion is a matter for concern.

Application rates, success rates, and pool sizes
Historically, men have been more likely than women to apply: in the period 2004-8 women made up 36% of eligible staff but only 30% of applicants for promotion. This trend has been reversed in recent years: in 2014-16 women made up 46% of eligible staff and 53% of applicants for promotion. **As well as now being more likely then men to apply, women are more successful when they do apply.** Recent data, based on the pools of potential applicants (i.e. those at lecturer, SL, or reader) shows 14% of eligible women applying annually with a 40% success rate, compared to 13% of men (success rate 29%):

fig. 37: Promotion success rates in relation to pool sizes, 2015-18

Year	Category	Women	Men
2015-16	applications	1 (5%)	3 (18%)
2015-16	promotions	1 (5%)	1 (6%)
2016-17	applications	3 (12%)	3 (16%)
2016-17	promotions	1 (4%)	0
2017-18	applications	6 (23%)	1 (5%)
2017-18	promotions	2 (8%)	1 (5%)
TOTAL	applications	10 (14%)	7 (13%)
TOTAL	promotions	4 (5%)	2 (4%)

■ Women ■ Men

Support

Staff are encouraged and supported through the following means:

- Staff review and development (SRD)
- Mentoring
- Publicising UoC SAP CV scheme. The Scheme matches potential applicants with senior academics in cognate disciplines who have extensive experience of SAP procedures for advice and support. Although the Scheme was developed primarily to support, and is specifically targeted towards, female academic staff, male academic staff are not excluded
- Publicising University SAP briefings
- Publicising each SAP round, and circulating documentation
- Annual invitation to anyone thinking of applying for promotion to discuss this with the FoE Chair and/or ASNC HoD
- Feedback meeting for unsuccessful applicants with FoE Chair / ASNC HoD
- Annual discussion session where various members of FoE with experience of sitting on SAH promotions committees give presentations and take questions (new in 2018)

SRD meetings take place in June/July, timed to lead up to a potential SAP application in October. We are discussing changing the SRD system in English in 2019 so that the current and future FoE Chairs conduct the SRD meetings for all members of academic staff (biennially, as at present). This will ensure that a gathered view can be reached of which staff are ready to apply for promotion, and appropriate encouragement can be given. Improvements are still needed:

fig. 38: **Agree** that "I have been / was well supported and advised within the Faculty in applying for promotion and in the aftermath"
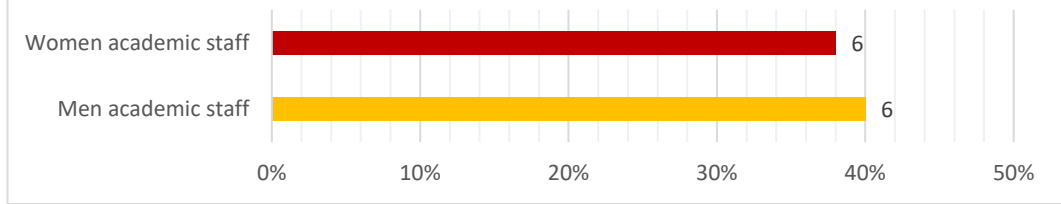
We will therefore be more proactive in identifying and supporting female promotion candidates (**AP2.11**) and will streamline the application process for them (**AP2.10**), supporting our key aim (**AP2.9: flatten female academic staff pipeline**).

Action Points

AP2.9   Flatten female academic staff pipeline

**AP2.10**   Central provision of data to applicants to support promotion applications

AP2.11   Review promotions possibilities annually and proactively offer support to potential female applicants

(iv)   Department submissions to the Research Excellence Framework (REF)

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

English and ASNC submit to **separate REF panels**.

fig. 39: RAE 2008 and REF 2014 submission rates
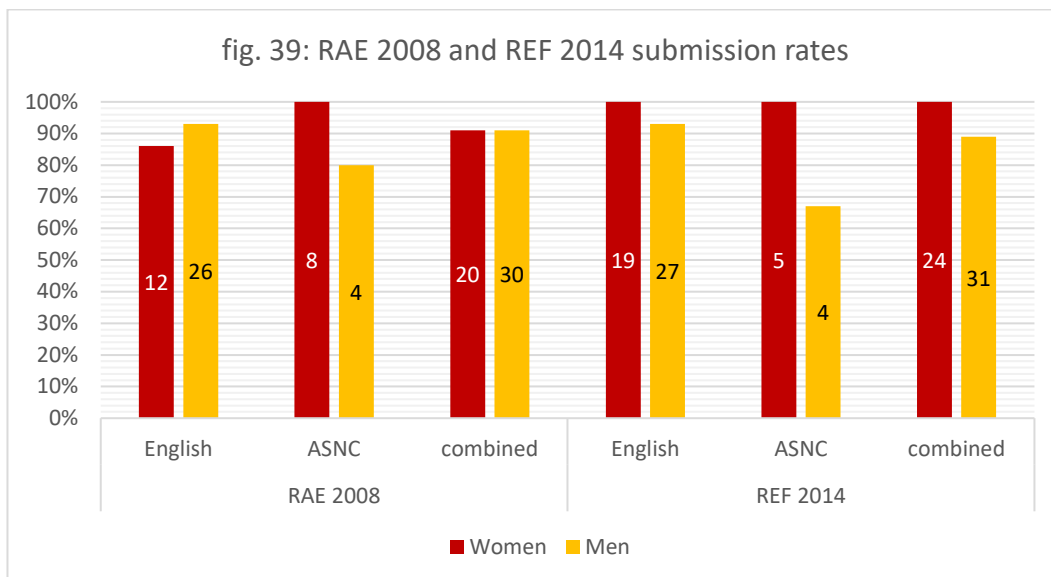
- 100% submission rate for FoE female academic staff in REF 2014
- 89% for male academic staff
- 91% for both groups in RAE 2008

The **improvement in the female academic staff group** in English from 2008-2014 is notable. PDRs may be included in REF, and the lower male figure for ASNC is skewed by non-submitted PDRs: 100% of male permanent academic staff in ASNC were submitted to REF 2014.

### 5.2.	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?

Academic staff have access to training (including online training) through the following **providers**:
- University Personal and Professional Development (PPD)
- University Information Services (UIS) for IT training
- Cambridge Centre for Teaching and Learning (CCTL) for training in lecturing and small-group teaching, along with opportunities to network, reflect on educational practice, and exchange ideas
- SAH
- CRASSH
- FoE

Publicity for PPD and UIS training programmes is through termly or annual leaflets and emails sent direct to all academic staff members. Other training opportunities are announced by email. **Required online training modules** for all staff (including 'E&D Essentials' and 'Understanding Unconscious/Implicit Bias') are incorporated into personalised start pages on the UoC VLE and announced by email. The new FoE EDI microsite includes direct links to all relevant training.

FoE supplements these programmes as necessary, for example with a recent talk on open access. Because of the generic nature of university E&D/IB training, we have recently (June 2018) made available to all staff and graduate students a video-lecture by Cambridge social psychologist Dr Juliet Foster, 'Implicit Bias and Stereotype Threat', which focuses especially on teaching and learning in the humanities; 25% of all staff have already viewed this and we will increase take-up and discussion of this excellent resource (**AP1.9**). The **SAH** also organises ad hoc training as necessary; **CRASSH** has recently run a series of workshops on 'Being a Research Leader' for ECRs. All such opportunities are announced by email.

Overall take-up of **E&D training** is currently at 87% and we will increase it further (**AP1.7**):

fig. 40: E&D training take-up

academic staff	PS staff	OVERALL
60	14	74
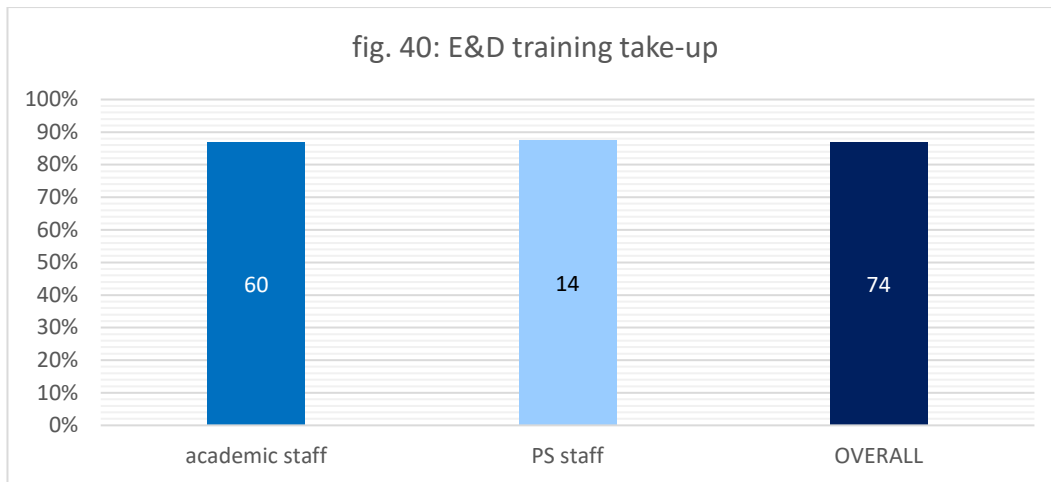
FoE academic staff preparing for leadership roles are offered the **PPD** 'Leadership Essentials' course, which may be supplemented by further advanced leadership workshops. In the period 2015-18 one female lecturer and two male readers have taken the Senior Leadership Programme (level 1). PPD offer courses in numerous areas, including teaching, career development, and project management:
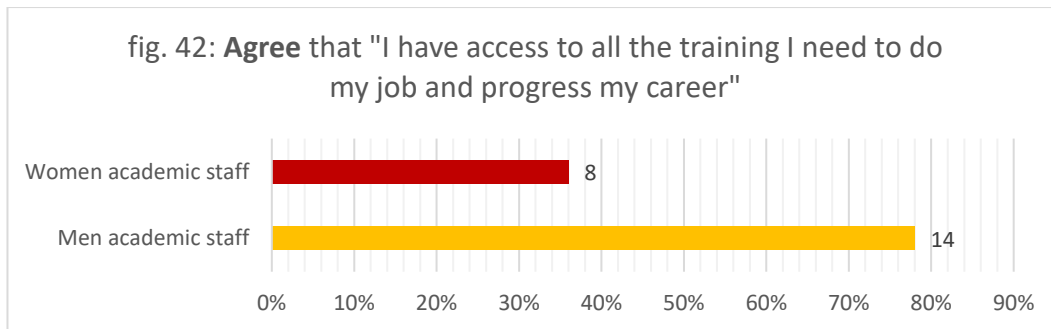
fig. 41: Take-up of PPD training, academic staff

	Women	Men
2017-18	6	5
2016-17	3	7
2015-16	5	1
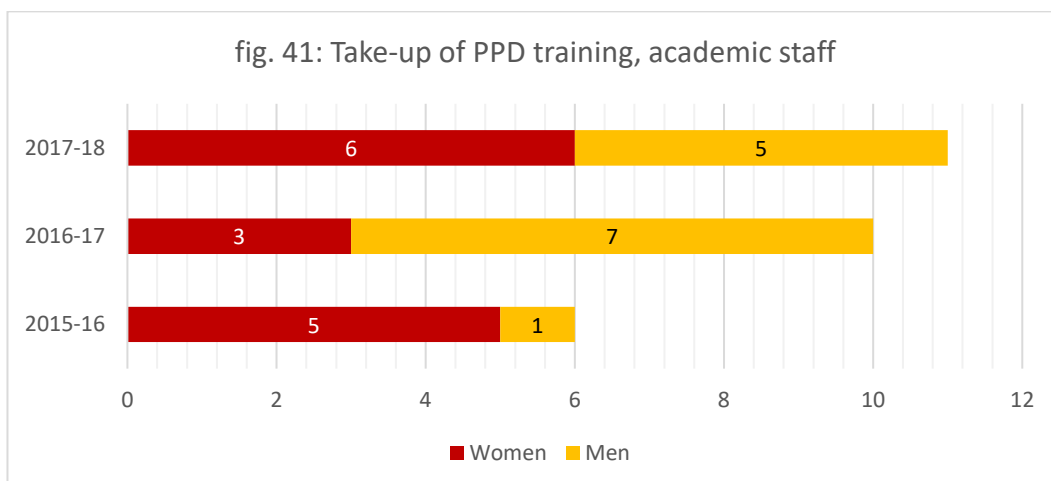
PPD runs the 'Springboard' personal development programme for **female staff and PGR students** (key areas covered include communication skills, assertiveness, self-confidence, improving work/life balance, and developing positive skills and attitude). Their 'Researcher Development Programme' organises the various training resources into a recommended menu for **PGR students and ECRs**, who also have access to networks, events, and resources organised by OPdA. Career development support is also supplemented for particular **identity groups** by Cambridge's various networks: Women's Staff Network, LGBT+ Staff Network, Disabled Staff Network.

Training for new staff is discussed under 'Induction' (5.1(ii)).

In 2018-19 FoE will be piloting UoC E&D's 'Where do you draw the line?' training sessions – a sexual harassment prevention approach developed by UCL and the Universities of Cambridge, Manchester, and Oxford.

Academic **staff survey** responses were mixed, with a clear gender split also reflecting the fact that a majority of female respondents were early- to mid-career, and a majority of male respondents mid- to late-career:

fig. 42: **Agree** that "I have access to all the training I need to do my job and progress my career"

Training needed and taken is discussed individually at biennial SRD, and data about success and training needs are gathered through the staff survey. Our planned 'career mapping' guidance for academic staff will include clearer expectations about training (**AP2.22**). We acknowledge the need to improve attendance recording at FoE-organised sessions (**AP1.8**).

Action Points

AP1.7   Increase staff take-up of E&D and IB training

AP1.8   Improved attendance-recording by gender at FoE-organised training sessions

AP1.9   Organise lunchtime sessions to view and discuss lecture on implicit bias and stereotype threat

AP2.22   Develop 'career mapping' guidance for academic staff

---

(ii)   Appraisal/development review

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

Our current **staff review and development (SRD) scheme**:
- Each member of academic staff reviewed by a senior colleague (professor or reader)
- Biennial SRD meeting in June or July (timed for the run-up to SAP applications in October)
- Meeting reviews progress, discusses difficulties, and sets priorities and objectives

The exceptions are:
- PDRs on externally-funded projects, who are reviewed by their PI (see below)
- other PDRs, who receive career support from a mentor
- probationary permanent academic staff, who have a mentor (see below), plus an annual probationary meeting with FoE Chair/ASNC HoD which covers the same areas as SRD

Completion rates: until recently, English was not adequately publicising or monitoring SRD, and many members of staff had not been through SRD for a considerable time. In ASNC, existing SRD completion rates were much better, with the list of reviews completed annually included in Departmental Meeting papers. English began a push in 2015-16 and **take-up was drastically improved**, to 87% overall (**AP2.16** will continue this trend):


fig. 43: FoE SRD completion rates
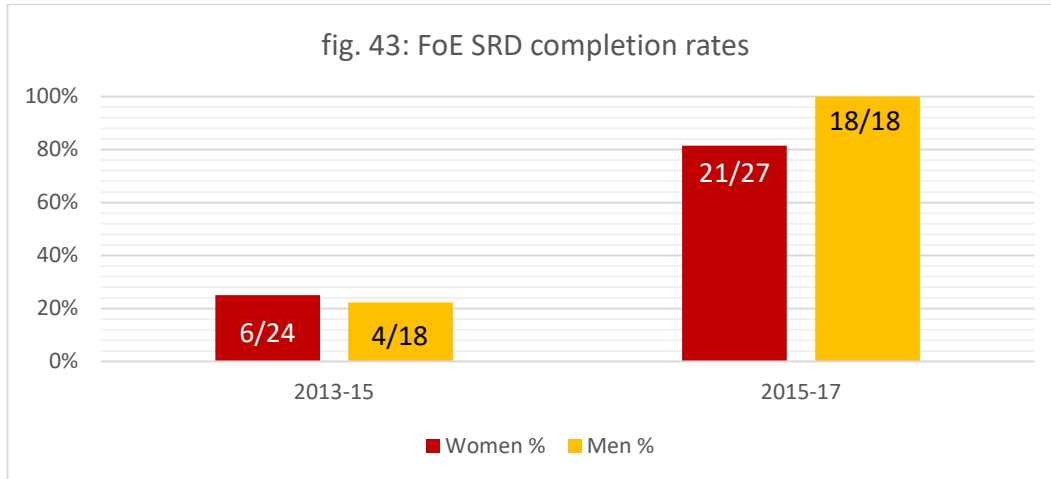
Training: all SRD reviewers must take University PPD training on SRD, either through attending a course or following an online module. In the past 3 years 1 female and 2 male academic staff members have started acting as reviewers and have taken this training. PPD also offers training for reviewees, but we do not require this.

Further features:
- Annual meeting of all SRD reviewers in advance of meetings, to discuss the process and ensure consistency
- SRD reviewers expected to discuss work-life balance, as well as parenting/caring-related issues as appropriate; **AP2.24** ensures this in future
- SRD for all lecturers, SLs, and readers includes discussion of the timing of promotion application and being in a position to apply successfully
- Staff member's CV, progress report, and record of SRD discussion reviewed by FoE Chair/ASNC HoD
- In 2017-18, following advice from the SAT, we offered all staff in English a choice in the gender of their reviewer
- ASNC reviewees are given complete freedom to approach a reviewer of their choosing

Satisfaction levels are high:

fig. 44: **Disagree** that "My experience of SRD as a reviewee has been positive"
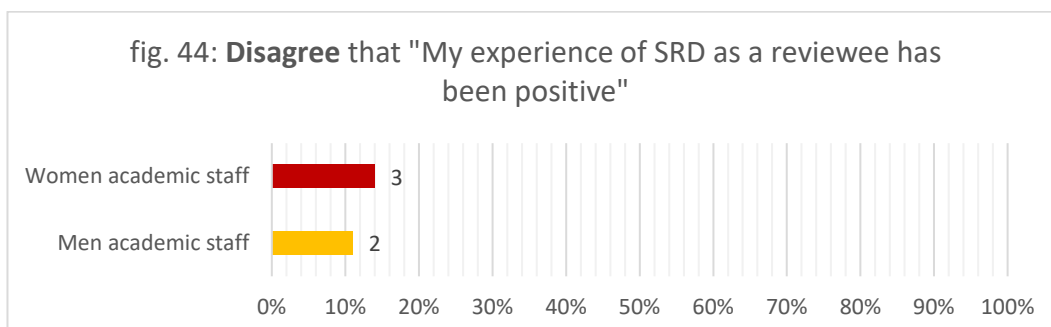
We are discussing changing the SRD system for staff in English during academic year 2018-19. The senior colleague would become a mentor or 'critical friend' and SRD itself would be conducted for all staff by a team comprising the current FoE Chair and their successor (see 5.1(iii) above). **AP2.17** provides a measure for this process. We have identified a need for guidance on external participation (**AP2.26**); our 'career-mapping' guidance (**AP2.22**) will further strengthen and clarify SRD.

Action Points

AP2.16 Increase completion of biennial SRD

AP2.17 Gather feedback on SRD and mentoring

AP2.22 Develop 'career mapping' guidance for academic staff

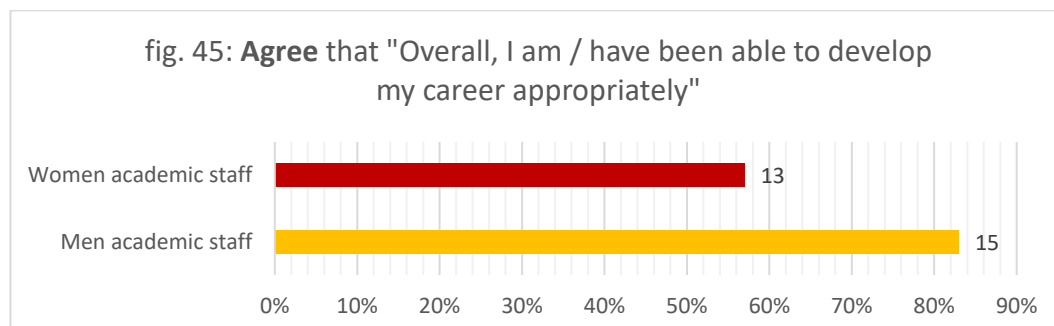**AP2.24** Include checklist of parenting/caring-related issues in SRD

AP2.26 Develop guidance for SRD on encouragement of external participation
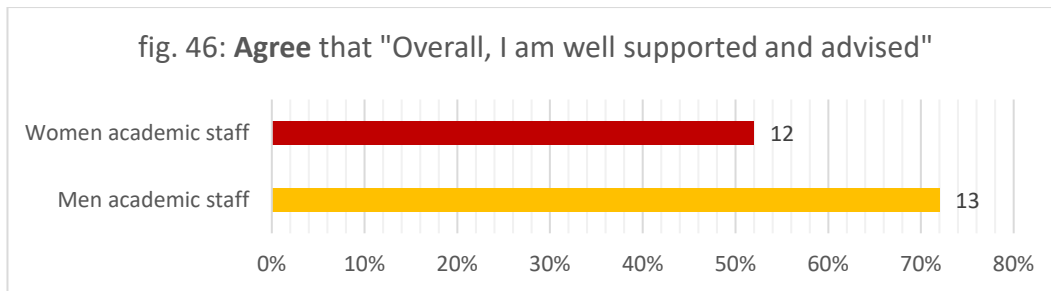
(iii) Support given to academic staff for career progression

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

New permanent lecturers have a **reduced workload** in the first 3 years of appointment. All new permanent academic staff and TAs are appointed a **mentor**; for permanent staff this arrangement lasts until the end of the probationary period. PDRs on funded projects receive **career management reviews** from their PI. Other FoE PDRs are appointed mentors. There is no current monitoring of the effectiveness of these arrangements (**AP2.12** redresses this). PDRs can also participate on a voluntary basis in OPdA's mentoring scheme.

Satisfaction is good, but we see a clear need to improve the experience of female academic staff (noting that higher male satisfaction may reflect the fact that a majority of male respondents are mid- to late-career):

fig. 45: **Agree** that "Overall, I am / have been able to develop my career appropriately"

Women academic staff	13
Men academic staff	15

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

fig. 46: **Agree** that "Overall, I am well supported and advised"

A **new system** (**AP2.12, 2.13, 2.14, 2.15**), redesigned with SAT consultation, will be rolled out from 2018 and evaluated (**AP2.17**). In addition, the redesign of the SRD system in English provides the opportunity to extend **mentoring** to post-probationary academic staff, and **peer-to-peer support** to college-employed ECRs (**AP2.8**), with full details to be worked out in 2018-19.

All academic staff have access to FoE **research funds** and conference-support funds, in addition to funding streams elsewhere in UoC (notably CRASSH) to run conferences, develop research impact, or start new projects.

A female academic commented: 'My colleagues are supportive and interested. But if you don't even know what sort of questions you should be asking – about leave, about the balance of teaching and research, about publication plans, about which admin jobs to take on – then you can't ask them.' A male academic commented: 'I do not feel that anyone is taking any personal interest in my career, for better or for worse. I am asked to take on jobs, and I do them; that is it. I feel that my career is entirely up to me.' A key initiative in this area is the development of guidance for academic staff on what is expected when in their developing careers (**AP2.22**). This will form the basis of focussed discussion sessions for staff, at least biennially, and will be embedded within induction, mentoring, and SRD. The aim of this **'career mapping'** approach is to address the common experience described in the staff survey: that staff are unclear about expectations and career planning.

Action Points

AP2.8   Improve support for college-employed ECRs

AP2.12   Improve mentoring scheme

AP2.13   Annual call for new mentors

AP2.14   Training for all new mentors

AP2.15   Annual meeting of mentors

AP2.17   Gather feedback on SRD and mentoring

**AP2.22**   Develop 'career mapping' guidance for academic staff

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).

UoC and FoE offer our UG and PG students a diverse menu of training, career development advice and support, mentoring, and career progression opportunities. Website support (**AP4.1** reviews this), open days, and events target prospective PG students. Student societies, research groups, study rooms, social events, and common rooms foster peer-support networks. The **Graduate Research Forum** runs a student-led annual programme of professional development events, organised with support from DoMS and DoGS. Additional support for PGR students includes:
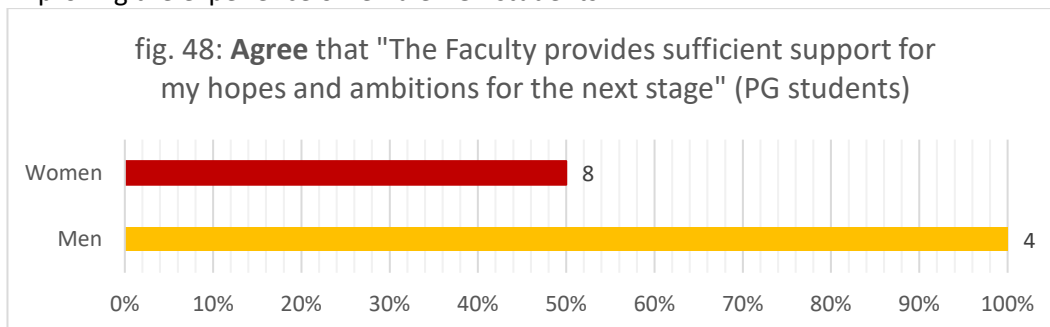
- Graduate Training Programme intranet
- Annual advisory meeting with supervisor and another subject-specialist
- University training in small-group teaching and lecturing through VLE module and face-to-face workshop
- FoE-run training day in small-group teaching (fig. 47)
- University Researcher Development Programme
- ASNC PGR annual training day
- graduate lecture series (English) offering opportunities for PGR students to develop lecture skills (fig. 47)
- teaching mentoring scheme and seminar observation scheme pairing PGR student with academic staff member

All events and opportunities are promoted online and by email. Take-up is proportionate to PG gender balance:

fig. 47: Take-up of PG career progression opportunities
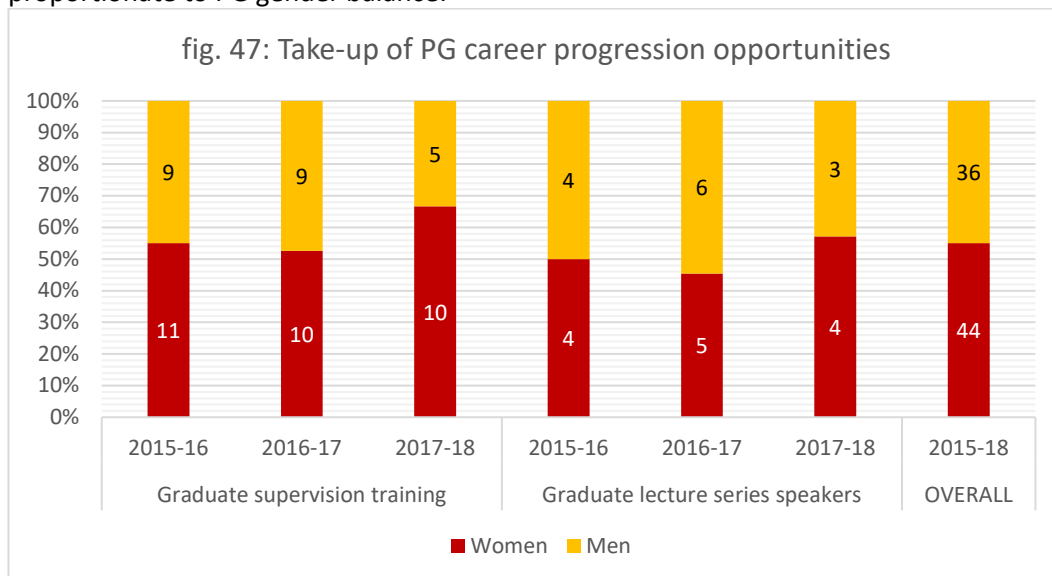
A number of our PG students teach our UG students and we will now require these PGs to undertake E&D and IB training (**AP1.10**).

This extensive provision could be more joined-up. We are therefore launching a new, more coherent, FoE **PGR training programme** in 2018-19 (**AP4.3**) with the aim of improving the experience of female PGR students:

fig. 48: **Agree** that "The Faculty provides sufficient support for my hopes and ambitions for the next stage" (PG students)

Women	8
Men	4

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

PGT students have relatively few generic training opportunities outside their specific MPhil strand, so we will add key workshops to their programme (**AP4.4**). We acknowledge a lack of attendance-monitoring and feedback-gathering for many of the voluntary events. We will improve this by introducing a new online graduate self-evaluation system, which will include reporting attendance at events and giving feedback (**AP4.9**), and by recording attendance at selected events (**AP4.2**).

Action Points

AP1.10 All on list of those recommended for small-group teaching provision to take E&D and IB training

AP4.1 Annual review of website support for graduate applicants

AP4.2 Record attendance by gender at events for prospective PG students

AP4.3 New annual PGR training programme to include events targeting female students and E&D

AP4.4 Workshops on coursework essays and dissertations for PGT students established in annual training programme

AP4.9 Develop online graduate teaching evaluation system

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

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

Our Staff Survey identified **protected time** and **workload** as significant issues. Time for grant capture is protected in two ways:

1. all permanent academic staff have an absolute entitlement to **sabbatical** leave (one term in seven), and any externally funded research leave is in addition to this entitlement

2. **workload model** includes some credit for grant applications (20 points = 2 days), but starting in 2018 we will be increasing this very significantly for major project grant applications to 300 points (= 30 working days)

Numbers of successful grant applications are exactly in line with gender proportions in FoE as a whole – 52% of successful applicants are women and 53% of holders of active grants are women (52% permanent academic staff are women):

fig. 49: Successful grant applications 2015-18 and active grants
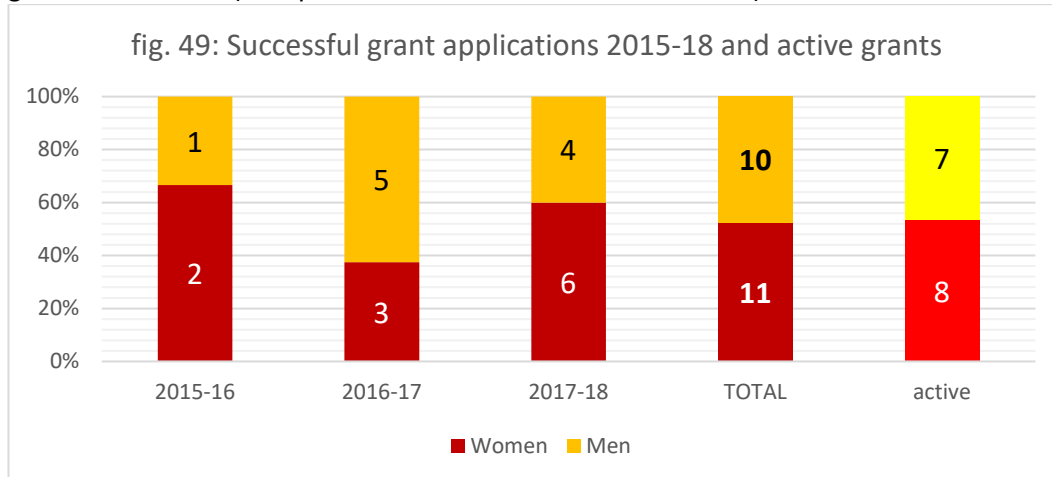
In the period 2015-18 there was an overall success rate of 62% (gender breakdown not available due to data-protection anonymisation of unsuccessful applications).

Staff applying for research grants have immediate access to advice from SAH and FoE officers. FA offers local advice and support, but the main points of contact are:

- School Research Facilitators: advice on funding bodies and their funding schemes; advice on how to translate a research idea into a project; help identifying suitable research grant or research fellowship funding options; support with application-writing and feedback; help with building research networks; access to University internal peer review to receive first-hand comments from reviewers
- School Research Grant Administrator: support for the planning, costing, and preparation of research grant applications and awards.

Seedcorn funding is available through the Cambridge Humanities Research Grants scheme. A dedicated website for SAH and its neighbouring School of Humanities and Social Sciences (SHSS) gathers information and links to support for research in arts, humanities, and social sciences. SAH and SHSS organise regular briefing sessions on funding streams and advice on grant-writing, and other events including a PI development programme.

fig. 50: **Agree** that "I have access to relevant and useful advice on research grant applications"
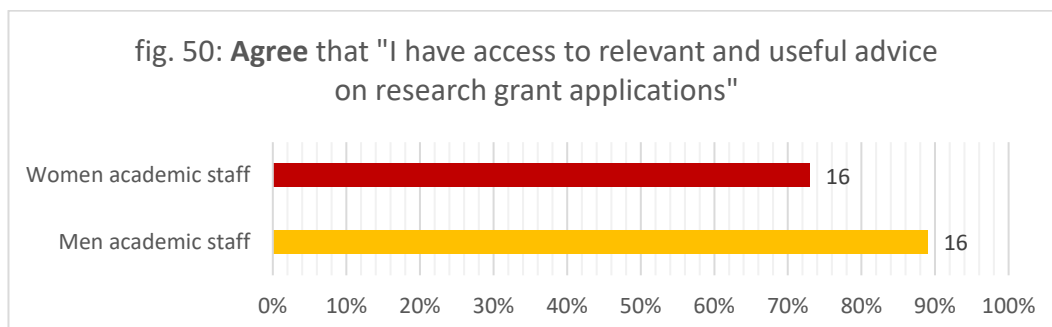
The academic staff survey highlighted the value of SAH support and a **need for more local support, advice, and information-sharing** for colleagues in English (addressed in **AP2.18**, **AP2.21**). We will conduct a focus group to get more input into future provision design (**AP2.19**), which will also be informed by improved annual reporting (**AP2.20**). ASNC Departmental meetings have a standing item where staff report on grant applications, whether prospective or current, which provides a good means of sharing expertise.

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Action Points

AP2.18   Annual meeting on grant applications

AP2.19   Conduct focus group exercise to gain understanding of support needs in relation to grant applications

AP2.20   Annual audit, statistics and report on grant applications

AP2.21   Make grant application mentoring available for prospective applicants
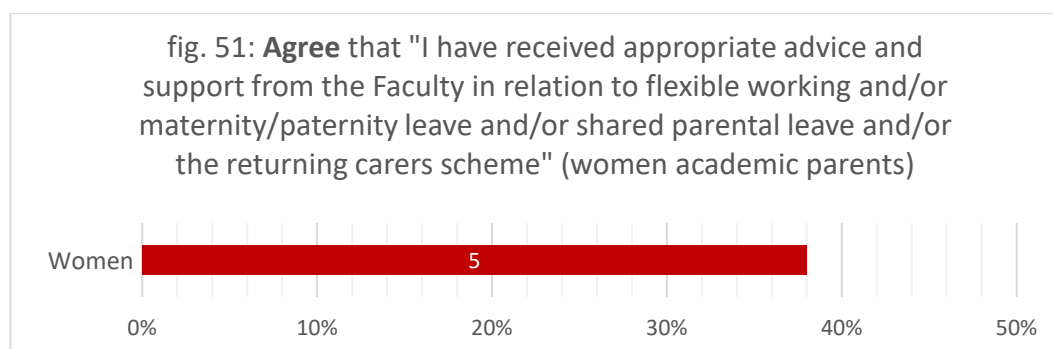
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5.3.   Flexible working and managing career breaks

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.

The academic staff survey showed that female staff did not feel well enough advised or supported:

fig. 51: **Agree** that "I have received appropriate advice and support from the Faculty in relation to flexible working and/or maternity/paternity leave and/or shared parental leave and/or the returning carers scheme" (women academic parents)

Women	5

0%   10%   20%   30%   40%   50%

We have improved access to information to address this. Information on UoC policy and provision is summarised and linked to in new (2017) staff induction guides and FoE website, including new (2018) EDI microsite. Local support includes:
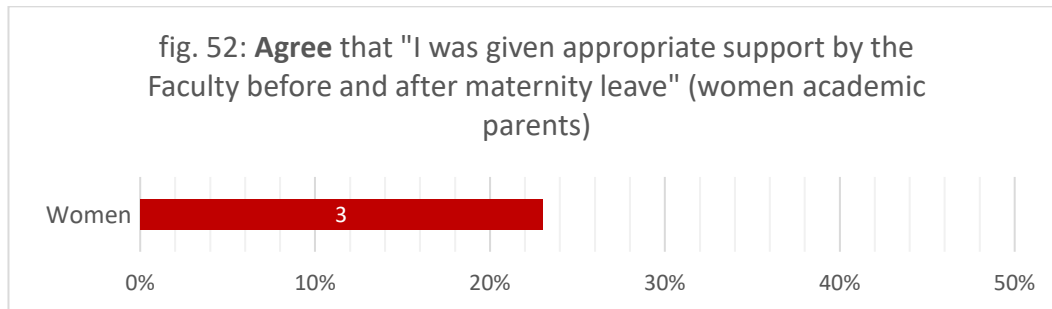
- Staff members thinking of maternity/adoption leave meet FA, who briefs them on sources of information and relevant policies
- Health-and-safety risk assessment undertaken for all pregnant staff

- Cover plans put in place long before leave starts
- Pregnant employees can take paid time off to attend all antenatal appointments
- Employees whose partners are pregnant can go to two appointments (paid).

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

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

UoC offers enhanced maternity, adoption, and shared parental leave (SPL) pay with 18 weeks full pay, 21 weeks SMP, and 13 weeks unpaid leave. Staff on maternity and adoption leave are offered <10 paid 'keeping-in-touch' days when staff come in to stay in contact and catch up on FoE developments. Staff on SPL are offered <20 'SPLIT' (in-touch) days. 100% of PS staff who responded agreed that 'I was supported adequately by the department through my maternity/paternity/shared parental leave'. The responses from academic staff were more mixed, reflecting the fact that many parents were not FoE staff when they started their families, or did so some time ago:

fig. 52: **Agree** that "I was given appropriate support by the Faculty before and after maternity leave" (women academic parents)

Women	3

0%   10%   20%   30%   40%   50%

Substitute teaching funds are provided to cover the teaching of academic staff on maternity leave. Administrative duties are redistributed, with the workload model ensuring that this is done fairly. For PS staff, funding is available for temporary appointments; alternatively, a more junior staff member may be asked to cover as a development opportunity (in which case they will be paid at the higher level and a temporary appointment might be made at their level).

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

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

Staff may request to return from maternity leave in graduated steps. PS staff have a return-to-work meeting and a handover with the line-manager. Academic staff liaise with the Faculty Administrator in advance of returning to work and discuss any required changes to teaching timetabling and/or administrative duties.

Childcare and breastfeeding are well supported. All academic staff have their own private office, in only a few cases shared; there are washroom/baby changing facilities and kitchens with fridges for milk on each floor; the staff common room has toys and crayons, and children are always welcome.

fig. 53: **Agree** that "The Faculty is a family-friendly place to work" (academic staff parents)

Women — 6
Men — 6
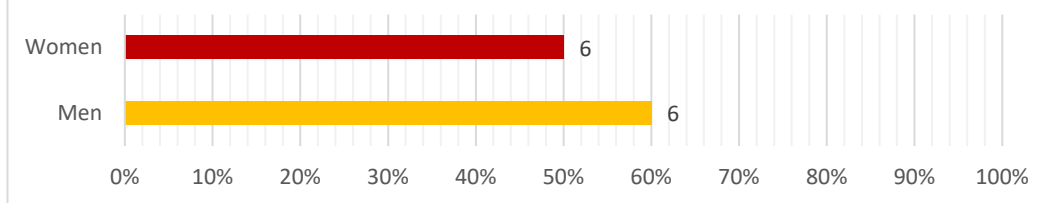
Short of formal flexible working, academic staff have considerable freedom to timetable teaching to suit their caring needs. Small-group teaching is timetabled by the academic staff member. Lectures and seminars are timetabled locally rather than centrally, and we can easily accommodate requests for changes of day/time, e.g. so that all teaching is timetabled within school or childcare hours.

For academic staff, all terms on maternity leave are counted as reckonable service for sabbatical leave purposes. The University Returning Carers Scheme provides funds to support career development following a career break or a period of leave for caring responsibilities (e.g. through research support or teaching buy-out). The Scheme is publicised prominently and must in future be discussed in SRD (**AP2.24**). Staff are encouraged to join the Supporting Parents and Carers @ Cambridge Network (SPACE), which provides an informal source of information and points of contact; the chance to meet others and share experiences and best practice; and opportunities to engage with staff from different University support services to find out what they can offer.

The SAT discussed qualitative and quantitative survey data in developing a range of measures to improve the experience of parents and carers, including better peer support (**AP1.12**), career development advice (**AP2.24**), and research support (**AP2.25**). A 'Families Champion' (**AP1.11**) and continued parental representation on the SAT (**AP1.13**) will ensure that the interests of parents and carers inform SAT and wider FoE discussions, and help us develop further initiatives.

Action Points

AP1.11 Appoint FoE Families Champion

AP1.12 Encourage and facilitate networking of parents and carers

AP1.13 Ensure continued representation of parents in SAT membership

AP2.24 Include checklist of parenting/caring-related issues in SRD

AP2.25 Ensure equitable support of academic travel for carers

(iv) Maternity return rate

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

7 members of academic staff and no members of PS staff took maternity leave between 2015-18. All returned to work, a **100% maternity return rate**. There are no differences of provision for staff on fixed-term contracts (these figures include one PDR).

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

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

Between 2014-17, two members of academic staff and no members of PS staff took paternity leave. In the same period, no members of staff took adoption leave or parental leave, and one female member of staff took shared parental leave. Historically, take-up of paternity and parental leave has been low, often because academic staff already have the flexibility to take time out. We recognise that there are missed opportunities here. We have already improved access to information on all these kinds of leave: information on UoC policy and provision is summarised and linked to in new (2017) staff induction guides and FoE website, including new (2018) EDI microsite. We intend to conduct a survey to improve our understanding of take-up of paternity leave, and will develop strategies for publicising and encouraging take-up (**AP1.14**).

Action Points

**AP1.14**   Survey FoE male staff about paternity issues and develop actions to improve paternity leave take-up

(vi) Flexible working

Provide information on the flexible working arrangements available.

All staff are eligible to work flexibly, including from home. UoC policy (and appeals process) is available online, and is publicised through staff induction guides and FoE website, including EDI microsite. Any member of staff applying will be advised by the Faculty Administrator. FoE aims to approve all requests, and we have the flexibility to enable us to do so. For academic staff, meetings, seminars, and teaching can be moved, and the staff member can be assigned administrative responsibilities that are compatible with the days/times of work. In the past 3 years one PDR has worked flexibly. In the period 2008-15, 2 female members of academic staff with childcare

responsibilities worked flexibly.

We are aware that many academic staff work flexibly in an informal way – asking for teaching to be timetabled so as to free up stay-at-home research days, for example, or to fit around childcare responsibilities:

fig. 54: **Agree** that "I am able to work flexibly if I wish to" (academic staff)

Women	18
Men	16
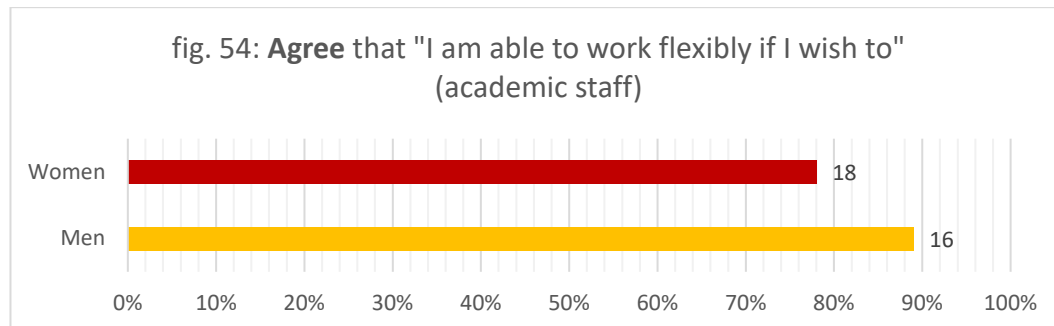
We are proud of our ability to enable this kind of informal flexible working, but also aware of a lack of knowledge of the more formal possibilities:

fig. 55: **Agree** that "I have received appropriate advice/support/training from the Faculty to help me manage my workload and time" (academic staff)

Women	2
Men	1
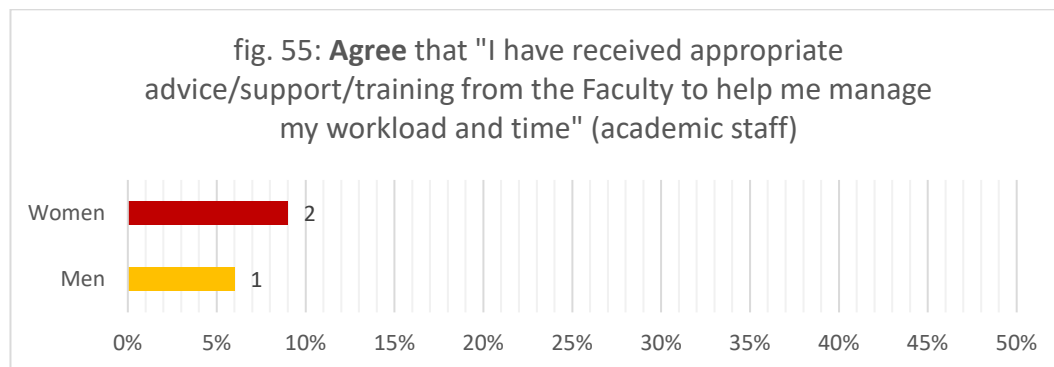
AP2.23 will improve publicity and understanding.

Action Points

AP2.23   Publicise flexible working and time/workload management PPD courses

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

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

FoE would support any member of staff in this transition through regular meetings and workload reviews with the line manager, with advice from the Faculty Administrator. UoC policy allows for graduated return and phased changes to flexible working arrangements.
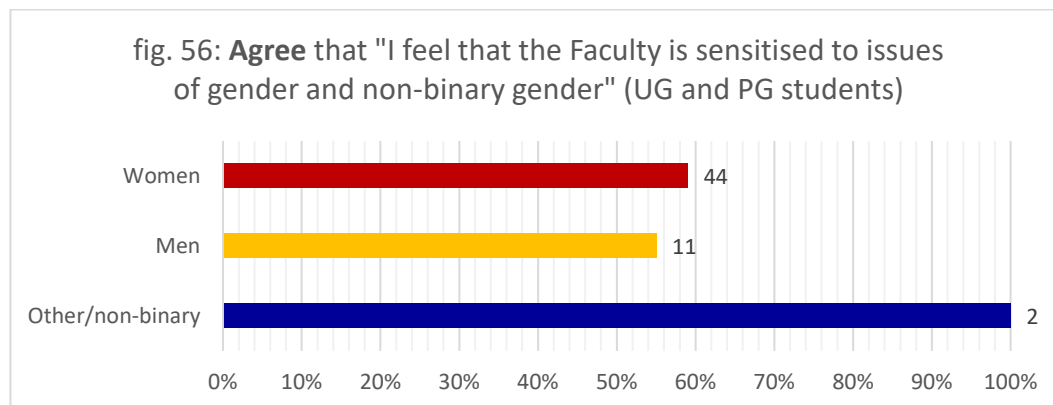
5.4. Organisation and culture

(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.

Equality, diversity, and inclusivity frame our work; for many researchers in FoE they are also the matter on which we work, and about which we teach. The energy that has fuelled our SAT, and parallel initiatives such as **'Decolonise'**, shows that AS is timely, coinciding with a groundswell of desire for change from right across FoE. Inspired by a decisive commitment from academic and administrative leaders to improve the experiences and careers of all female Faculty members, we have begun the exciting work of preparing this application and all that follows from it.

We have recognised the need for more women in **senior academic roles**, and are delighted at recent and impending improvements. The improvements we have made and are continuing to make with our **workload model**, with **SRD**, and with **mentoring** at all career stages are crucial to further remediating the female career **pipeline**. We aim to see male and female pipelines of similar contour, and thereby an eradication of the overall local gender pay gap. Our work on **UG and PG support** is aimed at fixing the pipeline problems lower down the career ladder, by closing the **examination gender gap** and seeing female UGs getting the examination grades they deserve, and enabling female PGs and ECRs to launch successful and sustainable **academic careers**.

fig. 56: **Agree** that "I feel that the Faculty is sensitised to issues of gender and non-binary gender" (UG and PG students)

One UG survey respondent commented: 'I think the faculty is doing well to tackle a complex and pervasive issue. I'm particularly buoyed by the attempts to include more women writers in exams, and by the attempts to ensure that exams do not favour one gender over another.' Already, through grassroots buy-in to the principles here and without the explicit requirements developed in our AP, we are seeing **more than 50% research seminar speakers female**, and **50% of voices quoted in examination papers female**; **87% of all staff** have taken **E&D training**. There remains a feeling that the male half of FoE's academic staff (more senior, older, and more content with the status quo in survey responses) has some catching up to do:

fig. 57: **Agree** that "The Faculty's teaching is sensitive to issues of equality and diversity"
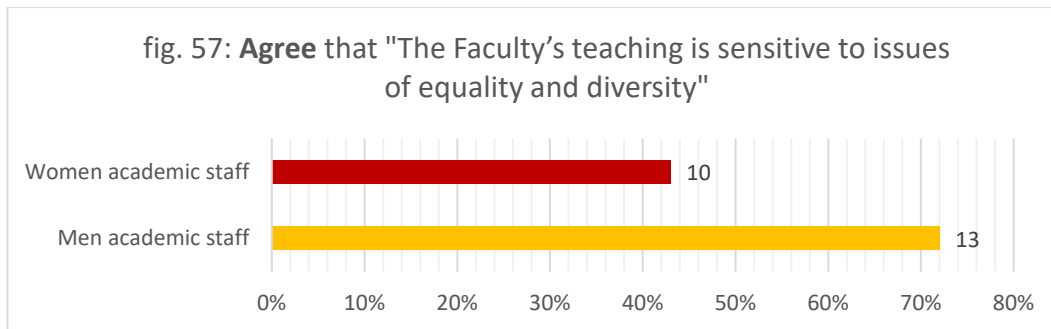
We are committed to active thinking about **intersectionality** and our new **EDI Officer and Steering Committee** will work closely with the SAT on projects that benefit the female, LGBT+, BAME, and disabled members of our community, and especially those whose identities are at the intersection of more than one such group. We will use fixed-term contracts only when a condition of research or leave-replacement funding, and never to sustain core provision on the cheap. We will ensure good two-way communication with students on EDI matters (**AP1.23**, **3.7**) and embed EDI in Faculty governance (**AP1.6**, **1.15**).

Action Points

AP1.6   Create position for EDI Officer on FB

AP1.15   EDI standing item on agenda of key FoE committees

AP1.23   Enhanced communication of EDI issues and resources to students

AP3.7   Consolidate and improve new online UG student feedback system, with attention to EDI issues

(ii)   HR policies

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

FoE follows University HR policy in all areas. All management and administrative staff with responsibility for implementing HR policy are given relevant training and briefings. Problems that arise are brought to the attention of the Faculty Chair or FA and advice sought from the SAH HR team. HR policy changes and services are communicated to FoE members via email and also through the termly Staff Newsletter. Induction guides and EDI microsite provide information on HR policy and links to further details, policy statements, etc.
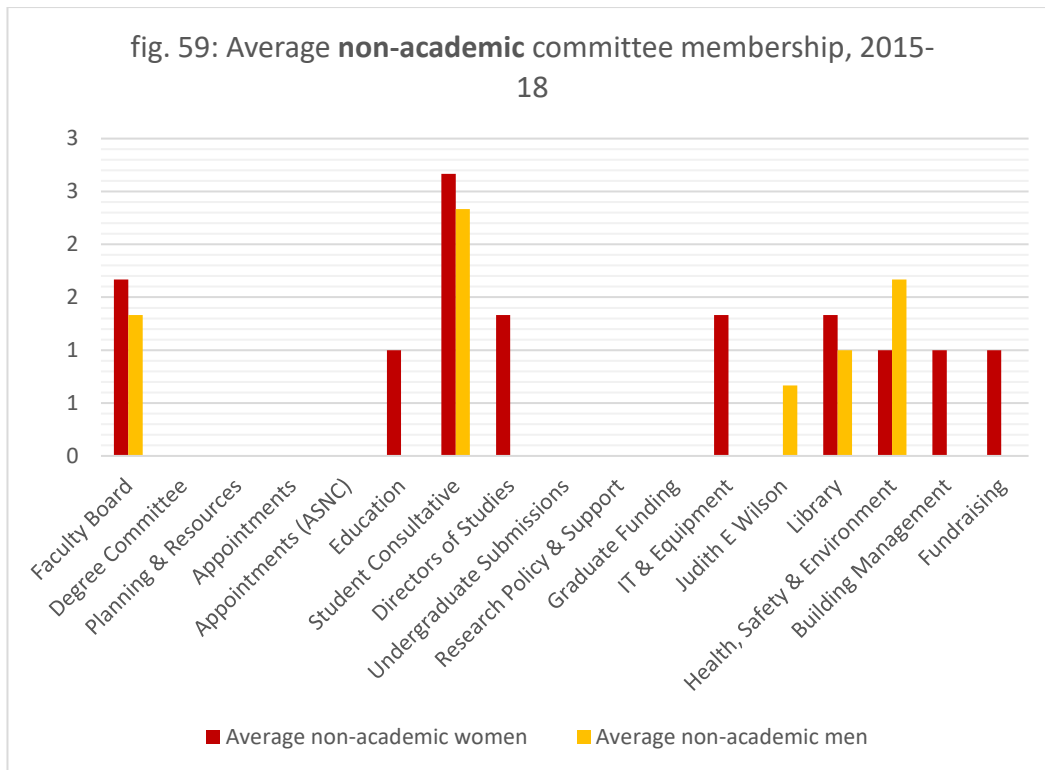
Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing 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 most influential committees are Faculty Board (FB), Degree Committee, Planning and Resources (PRC), and Education. All are chaired by the FoE Chair, who is currently male, and all deliberately represent a diverse cross-section of FoE. All ASNC committees include all permanent academic staff members in ASNC, so they are not included here. Non-academic committee members include PS staff and student representatives.

fig. 58: Average **academic** committee membership, 2015-18
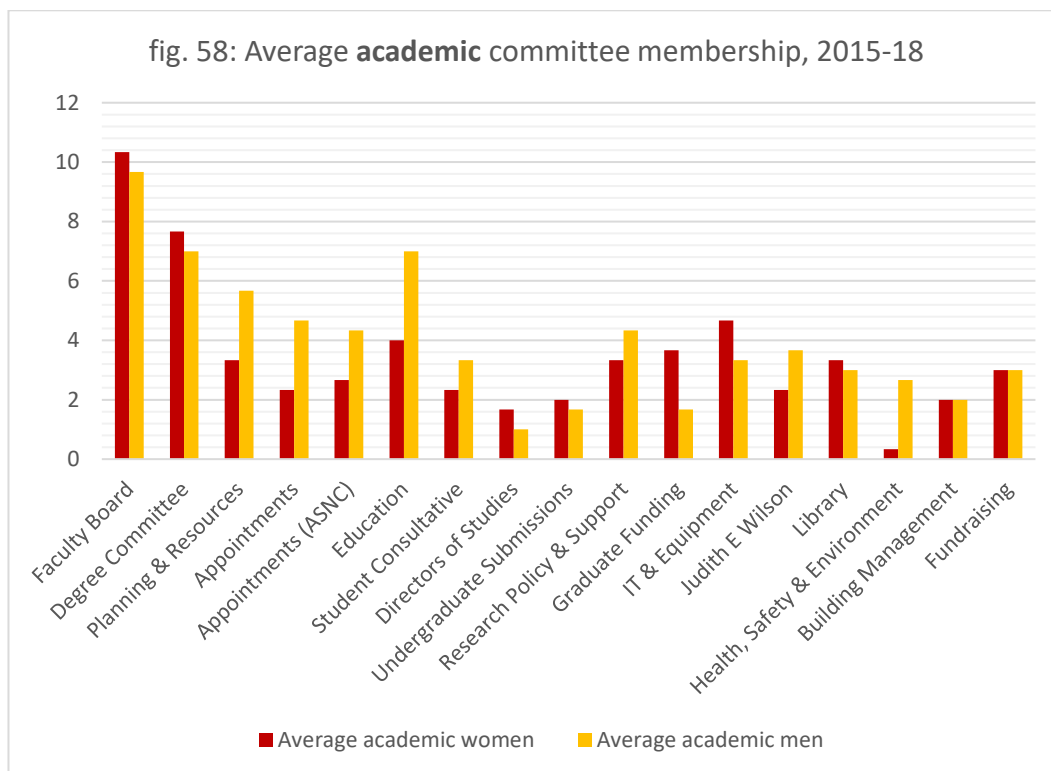
Committee positions per permanent academic staff member: **female 2.1, male 2.5**. Women have outnumbered men on 2 of the 4 key committees. More committee positions overall have been filled by male than by female academic staff because (i) a number of committee positions are restricted to professorial staff, who are overwhelmingly male; and (ii) FoE Chair and ASNC HoD, both currently male, sit on so many committees. Certain positions on FB and PRC are filled by annual election (all FoE members may nominate, be nominated, and vote), and others are designated for current officers (e.g. DUGS). Beyond those constraints PRC seeks to balance committees and overall workload by gender in its annual review of committee

fig. 59: Average **non-academic** committee membership, 2015-18

Legend: Average non-academic women (red), Average non-academic men (yellow)

membership. As a part of that annual process it considers self-nominations for any vacancies. Through this process we enable transparency, achieve representation, prevent committee overload, and balance workloads and opportunities. We recognise the need to think more consciously about committee make-up (**AP1.16**).

Action Points

AP1.16   Ensure gender-balanced committees via biennial review

(iv)   Participation on influential external committees

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

Staff are informed of committee opportunities elsewhere in UoC and externally by email from FoE or SAH administrator. SRD is used to review and encourage participation as appropriate, and all such work is recognised in SAP as part of administrative contribution internally and externally. The workload model gives credit for committee work beyond FoE. In certain cases, gender balance and opportunities for female staff members are explicitly considered and promoted through internal review process of nominations for external committees, e.g. AHRC peer review (at SAH level). We will develop explicit guidance on external participation aimed especially at female staff members to inform SRD discussions (**AP2.26**).
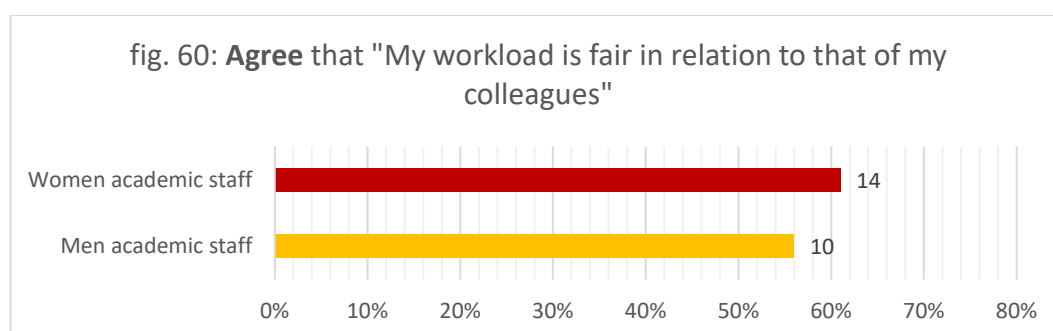
(v)   Workload model

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

Until 2015-16, academic staff in English completed an annual record of activity, listing all teaching, administration, and external activities. These were considered by PRC in an annual workload review, and made available on the academic staff intranet for transparency. 2016 academic staff survey feedback made clear that things needed to change:

fig. 60: **Agree** that "My workload is fair in relation to that of my colleagues"

Women academic staff	14
Men academic staff	10

0%   10%   20%   30%   40%   50%   60%   70%   80%

One male survey respondent commented: 'I do not have confidence that the Faculty works in an equitable way: who does what is not fairly distributed'.

In 2016-17 we introduced a **'stint' system**. Key features:
- Stint points are given for all activities, including teaching, committees, examining, office-holding, outreach, grant submission and administration, university-level committee work, college teaching
- Staff are expected to meet an annual figure (averaged on a three-year rolling basis to allow for changing work patterns), reduced in the early years of appointment
- Staff needing reasonable adjustments through disability will have an agreed reduction
- Allowance given for research leave
- Returns completed online, facilitating data analysis in relation to gender
- PRC considers stint returns and FoE Chair talks to staff members who are significantly over-stint to agree adjustments to their workload
- Stint tariff considered annually by the PRC and adjustments made in the interests of fairness and to eliminate possible gender bias

- Stint data can be included in SRD and promotions applications; the criteria for promotion take account of level of contribution across teaching, research, and administration

We will review the new system once it has bedded down (**AP1.17**).

Office rotation is planned 4-5 years in advance, with offices banded by levels of time commitment and responsibility, and explicit expectations about the frequency of holding offices in each band. A document explaining this system and listing office-holders 4-5 years either side of the current year is available on the academic staff intranet, aiding transparency, and enabling staff optimally to plan their other commitments and research leave patterns.

Because of its small numbers ASNC has no formal workload model, but Departmental meetings review and rotate administrative roles in relation to workload, and staff report the total of their activities as part of SRD.
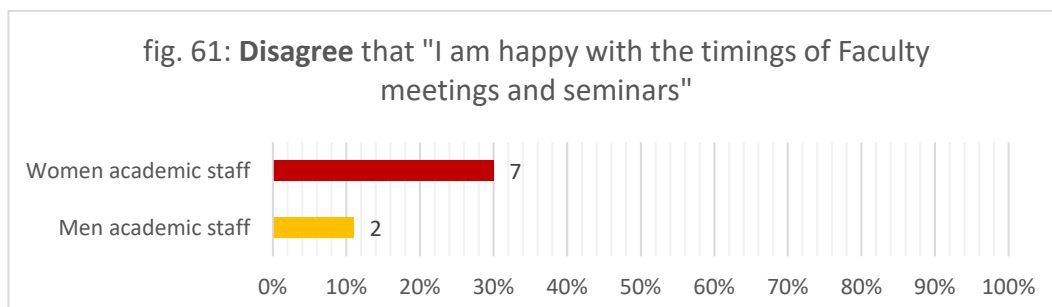

Action Points

AP1.17   Review new workload model

(vi)   Timing of departmental meetings and social gatherings

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

Committee meetings and the work-in-progress seminar are scheduled within agreed core hours (10-4), except in a few cases by consent of all concerned. Informal meetings may take place outside core hours, but the norm is to consult about timings (by doodle poll). All committee meeting times are fixed annually, and available on the FoE online calendar well in advance of each academic year, enabling staff to plan. The larger committees all meet on Thursdays at 2, to enable predictable scheduling of other commitments and part-time working. We are increasingly using the lunch hour for seminars and reading groups. Where we are managing less well is in social events: because most academic staff teach in their colleges in the afternoons, key annual social events (typically at start of year and at year-end) have tended to be scheduled after 4 pm; there are, however, many other social events (including the Library's weekly 'tea@3', examiners' lunches) within core hours. Levels of contentment are generally good, with room for improvement especially among female staff:

fig. 61: **Disagree** that "I am happy with the timings of Faculty meetings and seminars"

Women academic staff	7
Men academic staff	2

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

We will extend a flexible-timetabling approach to research and training events series (**AP1.18**), and conduct a review to see if further adjustments to timings or to FoE core hours are required to support our family-friendly policy (**AP1.19**).

Action Points

AP1.18   Flexible timetabling of series of events

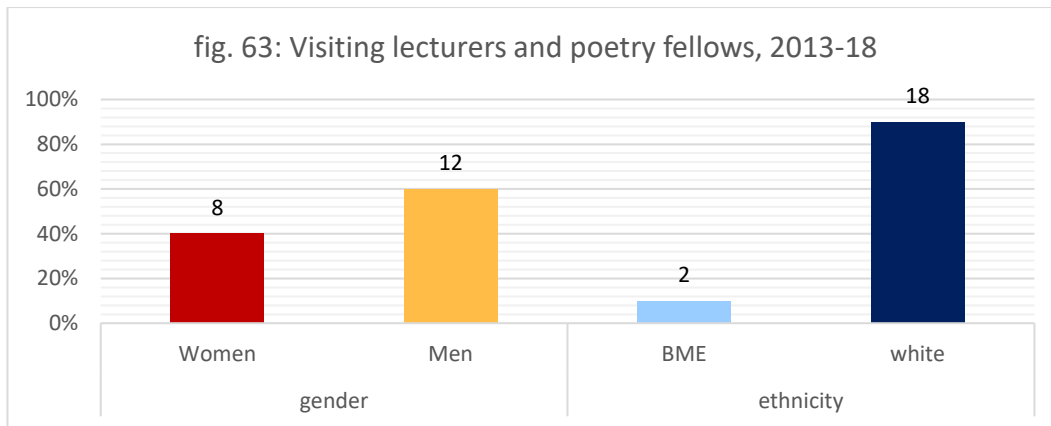**AP1.19**   Review core administrative meeting times and social events

(vii)   Visibility of role models

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

Gender equality and diversity are considered in all of FoE's work, from website images and news stories to events. Our staff work-in-progress seminar ensures at least 50% female speakers and chairs: 3-year figures, 18 female speakers (67%). Many conveners of **graduate research seminars** (currently 59% of seminar conveners are female) aim actively at gender-balanced programmes with appropriate BAME representation, and we will be requiring all to do this in future (**AP1.26**). In the academic year 2017-18, out of 85 speakers (mostly external), 51% were female and 11% BAME:

fig. 62: English and ASNC graduate research seminar speakers, 2017-18
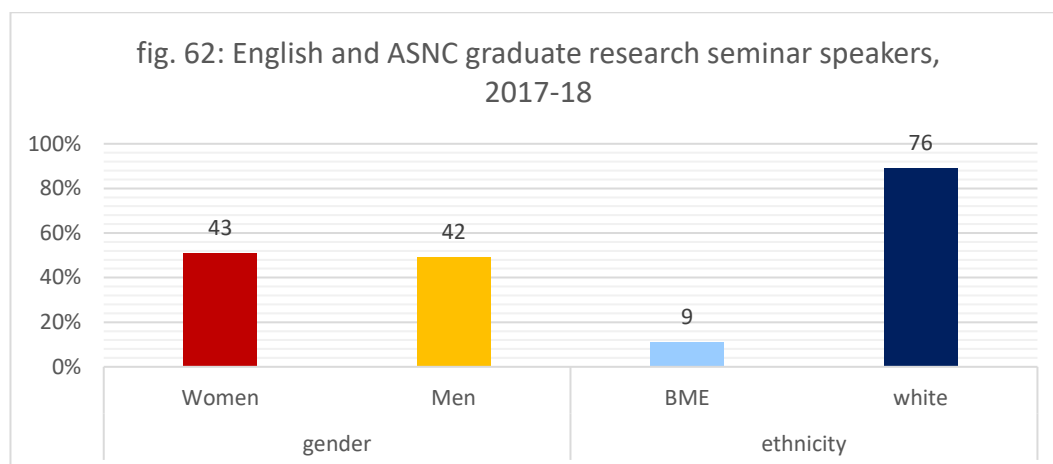
We have performed less well in one area where we have not historically been thinking actively. Each year we host **visiting speakers** to give endowed annual or biennial public lectures, and a year-long poetry fellow. Of 20 visiting speakers and poetry fellows between 2013 and 2018, only 8 were female, and 2 BAME:

fig. 63: Visiting lecturers and poetry fellows, 2013-18

Category	Value
Women (gender)	8
Men (gender)	12
BME (ethnicity)	2
white (ethnicity)	18

Female academic staff, especially, recognise the problem:

fig. 64: Agree that "The balance of speakers (in terms of gender and ethnicity) at our major events is appropriate"

	Value
Women academic staff	7
Men academic staff	10
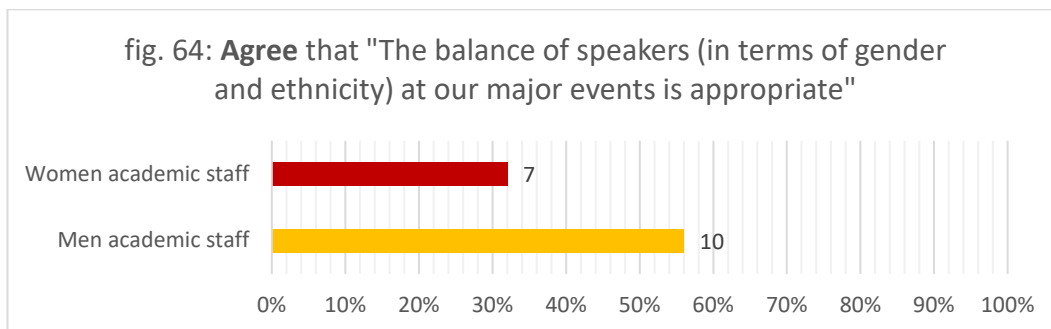
We will correct this visiting speaker imbalance (**AP1.27**).

One PG respondent commented: 'Good female role models have increased rapidly in recent years – we're still lacking distinctive senior/late-career figures though.' Student contentment is generally higher than staff contentment in this area, highlighting the good work that has been done and the will to make further changes:

fig. 65: Agree that "The Faculty provides a wide range of gender role models, both from among its own number and in terms of visiting speakers" (UG and PG students)

	Value
Women	48
Men	11
Other/non-binary	1

fig. 66: Agree that "The Faculty's academic staff offers plenty of role models for all our students"

	Value
Women academic staff	5
Men academic staff	7
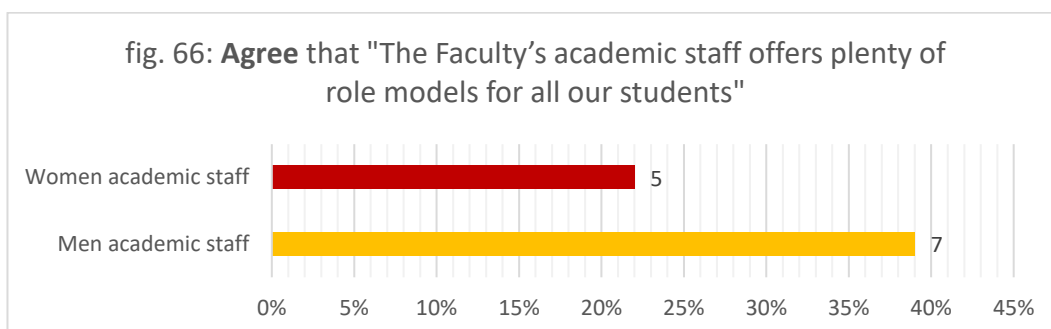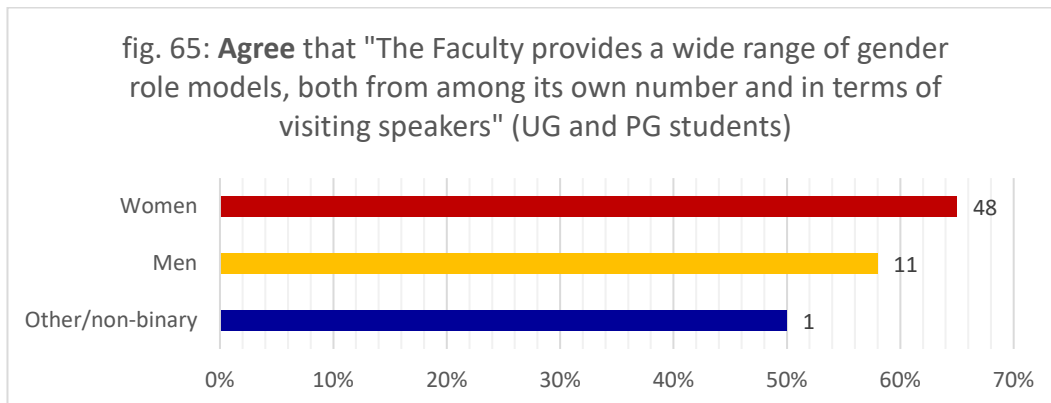
External examiners are visible senior role models, as well as doing vital work supporting our efforts to achieve gender-equal UG and PG examining. From 2015-18, 44% were female. We will in future ensure at least 50% are female (**AP1.28**).

Our **website images** represent the diversity of our subject, with few portraits. The current homepage features images of manuscripts, an online literature timeline, book covers, and the Faculty building. The ASNC homepage features research images, a teaching group, and a large gender-balanced postgraduate group. Our admissions video on studying English features 3 staff talking heads: a female professor, a female senior lecturer, and a male reader. The ASNC equivalent features 4 female and 2 male staff members, along with 2 female and 1 male students. We will institute annual reviews of online presentation to maintain this good pattern of representation (**AP1.20**, **1.22**). A female academic survey respondent commented: 'Get some women on the walls!' We are increasingly aware of the **power of images**: we have removed a display of portraits of former male professors above staff pigeon holes, and are adding new images around the building foregrounding female, BAME, and LGBT+ authors/texts (**AP1.24**). We have embarked on **'The Quotations Project'** (**AP1.25** consolidates) to ensure that we give verbal as well as visual messages to all who use the Faculty building about its commitment to diversity, and the importance of female, LGBT+, and BAME voices to literary history and critical discourse.

Action Points

AP1.20   Regularly review outreach and student application web pages and publicity materials for gender and diversity

AP1.22   Annual report on online presentation of FoE

AP1.24   Represent diversity in pictures in FoE building

AP1.25   Display of quotations to reflect diversity

AP1.26   Ensure gender and ethnicity balance of speakers in research seminar series programmes

AP1.27   Achieve and maintain gender balance and better representation of ethnic minorities in high profile annual lectures

AP1.28   Achieve and maintain equal ratio of female and male external examiners

(viii)   Outreach activities

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

We are very active in **outreach and engagement**, with all such activities earning credit in the new workload model. Activities include: summer schools; taster days and masterclasses for year 12/13 students; open days; CPD for school teachers; University Festival of Ideas. We have an academic outreach officer and a part-time external affairs secretary. No student volunteers are involved.

fig. 67: Outreach 2015-18 (Open days, Masterclasses, Festival of Ideas)
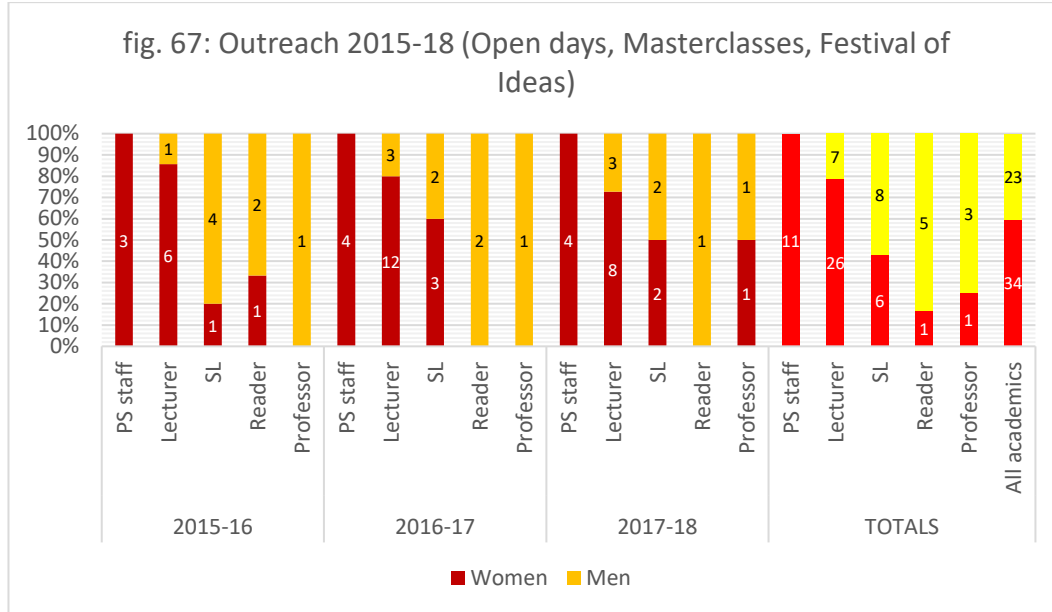
60% of academic staff involved were female. All grades of permanent academic staff were represented. The SAT has gathered these statistics but they were not being monitored or reviewed, and we will redress this (**AP1.21**). We are happy at the strong involvement of female staff in outreach, but see the need also for a fairer distribution of different categories of work among academic staff at all career stages, and for a gender balance that reflects our staff balance. The review of the new workload model (**AP1.17**) will include consideration of its success in enabling us to do this.

Action Points

AP1.17   Review new workload model

AP1.21   Achieve gender balance in staff at outreach events and open days

(6,089 words)

6. FURTHER INFORMATION

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

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

We are excited about our AP plans, but mention here some developments that have already arisen out of the self-assessment process and SAT discussions:

- EDI officer and EDISC (2018)
- EDI microsite (2018)
- requiring all staff to take E&D training (2016); supplementing this with video-lecture by social psychologist (2018)
- removal of pictures of male former professors (2018)
- 'Quotations Project' – monthly change of display of thought-provoking and inspiring quotations foregrounding female and BAME literary voices at 5 locations in FoE building; key student involvement in contributing and selecting quotations (2018)
- resources on IB and stereotype threat in teaching (2018)
- PGT coursework supervision provision improved (2017)
- new examination classification criteria with more enabling emphasis (2017)
- improvements to UG scaffolded learning, including major change to programme structure (1st-year assessment will be introduced in 2020); lecture-workshops to counter stereotype threat, imposter syndrome, etc.; and exam-setting with explicit commitment to ask questions relating to FoE teaching (2016-18)
- emphasis on EDI in teaching materials (including revisions to all reading lists) (2017)
- rapid development of informal culture of gender-equal quoting on examination papers, paving the way for **AP3.3** (2016-18)
- new protocols adopted by exam board chairs to increase awareness of gender issues (2017)
- trialled examiner moderation meetings preparatory to **AP3.12** (2017, 2018)
- examiner self-assessment exercise (2016)
- new online student feedback system (2017)
- new workload model (2017)
- improved staff induction materials (2017)
- data visualisation project, creating a single, flexible database of all academic staff activities in teaching, research, and administration (ongoing)

(240 words)

(TOTAL 10,499 words)

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.

ATHENA SWAN ACTION PLAN 2018-2022

FACULTY OF ENGLISH, UNIVERSITY OF CAMBRIDGE

Our AP is divided into the following key areas:

1. **AN EQUAL, DIVERSE, AND INCLUSIVE CULTURE**

2. **SUPPORTING WOMEN'S CAREERS**

3. **DIVERSITY, ATTAINMENT, AND THE UNDERGRADUATE EXPERIENCE**

4. **POSTGRADUATE PIPELINE: ENABLING WOMEN IN THE ACADEMY**

Within each section, ordering tends to follow the order of the application form for ease of cross-reference. Priority is marked against each action (1 = highest).
Because of the structure of FoE, it is important to be clear about how wide or narrow the scope of actions is. Hence the 'Scope' half of the 'Scope / Priority' column:

Scope	*Applies to*
FoE	(i) the whole of FoE, including both English and ASNC programmes (single officer/committee responsible)
Eng ASNC	(ii) both subject areas, with parallel officer/committee responsibility
FoE/Eng	(iii) everything except ASNC-specific courses and processes
Eng	(iv) English only
ASNC	(v) ASNC only

This is an ambitious Action Plan, but it fits well into our usual cycle of business. We are an energetic and committed department. We care profoundly about our subject and about the experience of all of the members of our community, and we are always looking to improve – across all areas from programme structures and governance to student experience, research culture, and work-life balance. We have the systems and officers in place to do the work that needs doing thoroughly and efficiently, and we are confident that we can deliver what is proposed here. A chart at the end of the Action Plan visualises the spread of actions over the four-year time frame.

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
			1. AN EQUAL, DIVERSE, AND INCLUSIVE CULTURE			
1.1	Establish formal SAT terms of reference and membership structure, and allocate administrative support	FoE 1	Beyond application submission, the ongoing work of the SAT needs to be clearly identified in relation to other FoE committees, and understood by FoE members; the membership structure and criteria will also be set down formally, to ensure that the SAT continues to represent all groups of staff and students, has an appropriate gender balance, and recognises intersectionality; the office of Chair will be added to the PRC forward-planning process for allocation of major offices, to ensure sustainability and aid planning; and the ongoing work needs PS team member allocating to provide dedicated administrative support.	October-November 2018 (terms of reference and membership structure; administrative support); May-June 2019 (office of Chair)	**FoE Chair** through FB and PRC, with **FA** identifying admin. support	Documentation detailing SAT terms of reference and membership structure approved by FB; administrative support allocated from PS team; office of SAT Chair added to forward-planning of offices process, with PRC identifying future Chairs in planning round, May-June 2019
1.2	SAT to meet every two months	FoE 1	SAT must continue to meet regularly in order to monitor data and implement AP, with flexibility to meet more often if needed (e.g. in run-up to next AS application). Meetings have previously been organised by doodle poll but greater forward-planning is the other way to maximise attendance, and will also stabilise a sustainable workload.	January 2019 for remainder of 2018-19 academic year; then summer 2019 for 2019-20, repeating annually	**SAT Chair**	Bi-monthly meetings in FoE annual calendar
1.3	Implement new data gathering mechanisms	FoE 2	The AS application process highlighted data gaps, difficulties accessing data, or cases where data were not presented optimally. We will review ongoing data needs and create new dedicated databases/spreadsheets to enable us better to monitor progress in relation to the AP.	January-June 2019	**SAT Chair** with FA	Dedicated AS databases/spreadsheets established for ongoing data gathering

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
1.4	Repeat online survey of staff and students every three years, with questions modified to close data gaps	FoE 1	Surveys are key in monitoring effects of Athena SWAN actions on FoE, and to gather qualitative and quantitative data to inform further gender-equality initiatives and next AS application. They take time to complete, and compete with other surveys (e.g. NSS, SAH staff surveys), so annual surveying is not the way to get the best data. We also wish the data to reflect changes at key stages in the four-year AP period; in particular, progress by 2019 will help organise priorities in the run-up to 2022. 2016 surveys will form the basis but will be developed further to ensure no information gaps.	November 2018-June 2019: surveys planned and conducted. October 2021-March 2022: surveys planned and conducted	**SAT Chair**	Surveys carried out in 2019 and 2022
1.5	Maintain/improve survey response rates in different categories as appropriate	FoE 1	Survey data, both qualitative and quantitative, has proved of great value, and this requires good response rates, to ensure data are representative and all voices are heard. Aim for realistic improvements by 2022 on 2016 figures in student categories (+c. 25% from 13% to >16% UG and from 12% to >15% PG) where rate was low and academic staff category (+c. 10% from 68% to >75%) where rate was high; sustain very high 85% response rate for PS staff. We will use posters and email to publicise the surveys and consider incentivising student participation (e.g. optional entry to prize draw).	November 2018-June 2019 and October 2021-March 2022: planning and analysis to include consideration of response rates and publicity strategy	**SAT Chair** plus support from ASNC HoD	survey response rates of >85% for FoE PS staff, >75% for FoE academic staff, >16% for UG students, and >15% for PG students
1.6	Create position for EDI Officer on Faculty Board	FoE 1	Ensures connection of Athena SWAN and wider EDI issues and initiatives to all aspects of FoE work	November-January 2018	**FA** through FB	Position added to FB standing orders
1.7	Increase staff take-up of E&D and IB training	FoE 1	87% of all staff have taken University E&D training. 25% of all staff have watched our dedicated video-lecture on implicit bias and stereotype threat (mounted in our VLE, enabling us to record individual participation). We will increase these figures through tailored events (**AP1.9**) and our existing publicity strategy.	2018-2022	**FA**	E&D training: 95% of all staff have completed by 2022. IB training: 50% viewing of lecture by 2022

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
1.8	Improved attendance-recording by gender at FoE-organised training sessions	FoE 3	Self-assessment process identified shortcomings in local training data. We will develop a mechanism to record attendance at our own training sessions by gender.	January-March 2020, with rollout in 2020-21 academic year	**FA**	attendance recording mechanism in place
1.9	Organise lunchtime sessions to view and discuss lecture on implicit bias and stereotype threat	FoE 1	This action point supports **AP1.7**, and encourages further reflection on the issues.	October 2019 and then annually	**SAT Chair**	At least one session takes place in 2019, 2020, and 2021, with more if demand IB training: 50% viewing of lecture by 2022
1.10	All on list of those recommended for small-group teaching provision to take E&D and IB training	Eng ASNC 2	FoE lacks oversight of College-organised small-group teaching. Those who provide it fall into many categories: FoE academic staff, College-employed lecturers, College-employed PDRs, PGR students, and others. FoE academic staff are already required to take E&D and IB training and we wish to ensure that all who provide this teaching are trained in E&D and IB. We produce lists of all those recommended for this teaching, and will make it a requirement for inclusion that the training be completed. This will include annual adding of all PGR students to access lists for restricted online training resources.	Annual process from October 2018	**Senior secretary** **ASNC senior secretary**	100% of those on recommended teaching lists have taken E&D and IB training Process repeated annually
1.11	Appoint FoE Families Champion	FoE 1	50% of female and 60% of male academic staff parents find FoE a family-friendly place to work. We wish to focus efforts to maintain and if possible improve this experience, to ensure that the interests of parents and carers are represented in EDI discussions, and that new formal and informal initiatives are developed.	January-June 2019, to begin term of office October 2019	**FoE Chair through PRC**	Candidate identified, approved, and appointed >75% of female and male academic staff parents find FoE a family-friendly place to work in 2022 staff survey

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
1.12	Encourage and facilitate networking of parents and carers	FoE 2	The Families Champion will organise networking events for FoE parents and carers; will see if there is a desire for a formal network for parents, to share ideas and good practice, and to help inform policy initiatives in this area; and will support these activities.	academic years 2019-20 and 2020-21	**Families Champion**	>75% of female and male academic staff parents find FoE a family-friendly place to work in 2022 staff survey
1.13	Ensure continued representation of parents in SAT membership	FoE 1	There is a clear need to ensure that the parenting needs and experiences of FoE members continue to be heard in SAT discussion.	June 2019 membership review and then annually	**SAT Chair**	At least one member of SAT has current parenting responsibilities
1.14	Survey FoE male staff about paternity issues and develop actions to improve paternity leave take-up	FoE 3	Take-up of paternity leave is low. We need to improve our understanding of this and develop proposals to improve take-up. This will include better recording (e.g. requiring notification of paternity) in order for us to be able to set targets. Increasing the take-up of paternity leave will help to improve further the sense of FoE as a family-friendly place to work and combat any concerns amongst staff, regardless of gender, that taking time off for childcare may be disadvantageous.	academic year 2020-21	**Families Champion**	Survey conducted, recommendations made to SAT, PRC, FB, ASNC Departmental Committee Improved paternity leave take-up by 2022 Further evaluation in 2022 staff survey
1.15	EDI standing item on agenda of key FoE committees	FoE 1	Athena SWAN has been a standing FB agenda item. In the next phase of our work we wish to ensure that ongoing FoE process is always mindful of AS and related EDI issues.	January-June 2019	**FA**	EDI on all key committee agenda templates
1.16	Ensure gender-balanced committees via biennial review	Eng 2	Committee gender balance is good. We are in a phase of rapid demographic shift, with many recent appointments and a number of impending retirements, and need in this phase to continue to monitor gender balance of FoE committees (including chairing responsibilities) to ensure fair representation and workload, and that women and men are not being steered towards particular kinds of involvement through unconscious bias.	2 periodic reviews: April-June 2020 and April-June 2022	**SAT Chair**, with SAT reporting to PRC	SAT reports and this feeds into annual PRC committee round

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
1.17	Review new workload model	Eng **2**	In academic staff survey 61% of female and 56% of male academic staff agreed that 'My workload is fair in relation to that of my colleagues'. We have subsequently introduced a new workload model and need to assess its success in clarifying workload expectations, registering all kinds of work fairly, and equalising workloads. Qualitative as well as quantitative responses to 2019 survey will inform any changes.	October-November 2019	**FoE Chair** through PRC	Results of 2019 academic staff survey considered at PRC and workload model revised 2022 survey: >70% satisfaction for female and male staff
1.18	Flexible timetabling of series of events	Eng **2**	In academic staff survey, levels of satisfaction with timing of meetings and seminars were good (30% of female and 11% of male academic staff were *not* happy with timing). We have successfully timetabled successive events in the Faculty Research Seminar at different times so that those with fixed caring commitments that clash with some events can attend others. We will extend this approach to other events series, and repeated events (such as repeating training sessions). Once established, subsequent years' timings are based on the previous year, so the active phase of this action is restricted to a two-year time frame.	academic years 2019-20 and 2020-21	**FA**	Varied pattern to timing of events series and repeated events established 2022 staff survey <20% of female and <7% of male academic staff *not* happy with meeting/seminar timing
1.19	Review core administrative meeting times and social events	Eng ASNC **2**	In order to improve satisfaction with timing of meetings and events of female academic staff especially, and to support FoE family-friendly policy, we will conduct a review to see if further adjustments to timings or to FoE 'core hours' are required.	October 2020-March 2021	**EDI Officer** **ASNC HoD**	Recommendations to PRC and ASNC Departmental Committee acted on
1.20	Regularly review outreach and student application web pages and publicity materials for gender and diversity	FoE **1**	We wish to ensure that FoE presents itself to potential student applicants and others in a way that emphasises equality, diversity, and inclusivity. An annual review will include changes to online material and a report to SAT and EDISC.	October-November 2019 and then annually	**Outreach Officer** with ASNC Admissions Convener	SAT and EDISC satisfied by Outreach Officer's annual report

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
1.21	Achieve gender balance in staff at outreach events and open days	Eng ASNC 2	The SAT has gathered statistics on gender balance but they were not previously being monitored or reviewed. We need to ensure through our staffing of outreach events and open days that FoE presents itself to potential student applicants and others in a way that reflects the gender-balance of FoE and its commitment to gender equality.	Academic year 2018-19: establish mechanism October-November 2019 and then annually: report	**External Affairs secretary** with Outreach Officer **ASNC Admissions Convener**	Monitoring mechanism in place Proportionate gender balance reported annually to SAT
1.22	Annual report on online presentation of FoE	FoE 2	We wish to ensure that online presentation of FoE is representative of its diverse and inclusive nature. An annual report will ensure active and regular monitoring of the website with this in mind.	January 2020 and then annually	**Webmaster** reporting to EDISC	EDISC satisfied by webmaster's annual report on state of website and changes made
1.23	Enhanced communication of EDI issues and resources to students	FoE 1	New EDI Officer role will enable us to do more to ensure (through email, website, induction, etc.) that undergraduate and postgraduate students in English and ASNC are aware of all relevant E&D policies, support, and resources (e.g. 'Breaking the Silence').	October 2018-March 2019	**EDI Officer**	Materials enhanced and communications plan in place Positive feedback through specific questions in 2022 UG and PG surveys
1.24	Represent diversity in pictures in FoE building	FoE 1	In UG and PG student surveys 53% (50 respondents) agreed that 'The Faculty is likely to encourage work that focuses on gender-related issues or writing of any kind' (Q16: 52% female 55% male, 50% non-binary/other). We will ensure that decoration of the FoE building is representative of FoE's diverse and inclusive nature, and that the historic underrepresentation of women is corrected; we will carry out this work incrementally and responsively.	2018-22	**SAT member** leading on this action	SAT satisfied by proposals for phase one (October 2018); work implemented; further phased stages completed by 2022 2022 UG and PG student surveys combined scores >60% on Q16 or equivalent

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
1.25	Display of quotations to reflect diversity	FoE 2	Student survey results (see **AP1.24**) identify need to ensure that we give verbal as well as visual messages to all who use the FoE building about its commitment to diversity, and the importance of female and BAME voices to literary history and critical discourse. 'The Quotations Project' launched October 2018 and this action point sustains its monthly changes of quotations	January-June 2019: develop sustainability plan 2019-22: sustain monthly changes to display	**EDI Officer**	Plan in place for regular consultation to identify and rank new quotations Continued monthly changes of quotation at 5 sites Same survey success measure as **AP1.24**
1.26	Ensure gender and ethnicity balance of speakers in research seminar series programmes	Eng ASNC 1	In UG and PG surveys 65% female, 58% male, and 50% other/non-binary students agreed that 'The Faculty provides a wide range of gender role models, both from among its own number and in terms of visiting speakers'. We need to maintain gender-balanced research seminar programmes, and redress under-representation of ethnic minorities. We will send annual reminders to conveners of research seminars to take gender and ethnicity into consideration in choosing speakers, we will monitor statistics annually, and we will develop further actions as necessary.	June 2019 and then annually: reminders to conveners November 2019 and then annually: report to SAT	**DoGS** **ASNC DoGS** with SAT monitoring	Annual reminders sent Maintain at least 50% women speakers Improve representation of ethnic minorities from 11% (2017-18) to>15% by 2022 SAT consider annual statistical report and act as necessary
1.27	Achieve and maintain gender balance and better representation of ethnic minorities in high profile annual lectures	Eng ASNC 1	32% of female academic staff (compared to 56% male) agree that 'The balance of speakers (in terms of gender and ethnicity) at our major events is appropriate. We will ensure that the run of speakers for our 4 high-profile annual lectures and for our annual poetry fellow (measured on a rolling five-year retrospective basis) includes at least 50% women and at least 15% BAME, so as to provide a variety of role models.	2018-22	**FoE Chair** through FB **ASNC HoD** through ASNC Departmental Committee	>50% women and >15% BAME speakers for high-profile annual lectures and poetry fellow (rolling five-year measure) by 2022 – benchmark 2011 Census 14% BAME

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
1.28	Achieve and maintain equal ratio of female and male external examiners	Eng ASNC **1**	Between 2015 and 2018 44% of external examiners were female (compared to 51% female teaching-and-research academic staff locally and 53% nationally). We will ensure that as external examiners are replaced (they typically serve three-year terms), we move towards and then maintain as close as possible to equal numbers of male and female external examiners of UG and PG programmes.	2018-22	**DUGS** through FB and **DoMS** through DC **ASNC HoD and DoGS** through ASNC Departmental Committee	c. 50% female external examiners by 2022
			2. SUPPORTING WOMEN'S CAREERS			
2.1	Collect reasons for permanent staff leaving	FoE **3**	Self-assessment process highlighted a lack of detailed information about the reasons why permanent academic staff leave their jobs. Departures are infrequent, and reasons are usually given in resignation letter, but exit interviews – alongside dedicated record-keeping – will deepen our understanding.	2019-20 academic year	**FoE Chair** with FA	New system in place by June 2020: all permanent academic staff leavers have exit interview and reasons for leaving are recorded in database
2.2	Record destination of leaving PDR and TA staff	FoE **2**	Self-assessment process highlighted incomplete data on destinations of fixed-term academic staff at the end of their contract. We need a better understanding of the FoE career pipeline, and especially to assess and quantify our success in supporting PDRs and TAs on to the next stage of their careers.	2018-19 academic year	**FA**	New system in place by June 2019: all leaving PDR and TA staff contacted for detailed information at resignation or contract end
2.3	Offer to pay childcare costs for interviewees	FoE **2**	We wish to continue our excellent recent gender balance at all stages of recruitment, by ensuring any disincentives to application are removed, uptake of interview is secured, and message is sent about FoE concern with work-life balance.	2018-19 academic year	**FA**	Offer included in further particulars and interview pack of all jobs advertised from January 2019 >50% women shortlisted for academic posts 2019-22

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
2.4	Create and publicise Academic Staff Handbook	FoE 2	Qualitative data in 2016 academic staff survey revealed staff did not always have the information they needed. A new handbook will ensure that existing academic staff have a single point of access to relevant information of the kind that we now make available at induction; this will be publicised annually. We will include a question in the 2022 survey to measure usefulness.	January-June 2019	**FoE Chair** through small working party	New handbook uploaded to staff intranet and publicised >60% find it useful in 2022 staff survey
2.5	Review annually induction packs for all staff groups and academic staff handbook	FoE 2	2016 academic staff survey revealed low (19%) levels of satisfaction with FoE induction from recent appointees. In response we have created new induction materials. We will annually review these and the new academic staff handbook for EDI issues, to ensure that all relevant information is prominently included, and to reflect FoE and University EDI developments and new resources.	April-July 2019 and then annually	**EDI Officer**	EDI officer reports on successful review to SAT and EDISC 2019 and 2022 staff survey question for those appointed since previous survey: >60% satisfaction
2.6	Regular communication with colleges for information about new college academic staff	FoE 3	Qualitative data in academic staff survey responses revealed gaps and delays in FoE records of new college-employed academic PDRs and lecturers who will automatically become FoE members. We need this information to be current and complete. More than annual communication is needed to ensure that those appointed at times other than the start of the academic year are not missed.	December 2018, March 2019, September 2019, and then annually on that pattern	**Senior secretary**	regular emails sent
2.7	Annual induction meeting for college-employed academic staff	FoE 1	Focus group feedback from college-employed PDRs and lecturers revealed that many wish to feel more included by FoE. We will therefore introduce new college academic staff to FoE through an annual induction meeting with the FoE Chair and social event.	October 2018: first meeting April-May 2022: focus group	**FoE Chair**	First annual meeting takes place and added to annual timetable Positive feedback in focus group exercise after 2022 academic staff survey

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2.8	Improve support for college-employed ECRs	FoE 2	College-employed ECRs (both PDRs and lecturers) are members of FoE for whom FoE has no employer responsibility. Survey and focus group responses from this group revealed a desire for FoE to do more to support them. We have already developed induction packs for college PDRs. We will develop a culture of informal support through an annual email encouraging college-employed ECRs to approach FoE permanent academic staff for informal mentoring support. We will also call a meeting to explore with the ECR community ways in which they might become more cohesive and organised, and will offer administrative support for relevant initiatives.	October 2019 and then annually: email November 2019: meeting	**SAT Chair**	Email reminder sent annually Meeting takes place Improved feedback in focus group exercise after 2022 academic staff survey
2.9	Flatten female academic staff pipeline	FoE 1	Survey responses across the board – UG students, PG students, and academic staff – highlight the female academic staff pipeline as one of our key challenges. The many measures in place and included in the AP should enable us to meet the following targets by achieving promotions at all levels and by female appointments at senior level: • increase proportion of all professors who are female from 22% to >31% (national benchmark) • proportions of all women permanent academic staff rebalanced through promotions and senior appointments as follows: o lecturers <45% (currently 54%) o SLs c. 20-25% (currently 18%) o readers c. 20-25% (currently 21%) o professors >14% (currently 7%)	2018-2022	**FoE Chair**	Pipeline flattened by 2022 as detailed on left See **AP2.10-2-11** for specific measures; **AP2.12-26** all support **AP2.9**

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
2.10	Central provision of data to applicants to support promotion applications	Eng 3	2018 FoE discussion session on promotion highlighted need to make available to applicants for SAP more comprehensive data on their teaching and administrative contribution, to support and streamline the application process, encourage more female applicants, and improve application quality. This will follow from the current data visualisation project headed by the FoE Chair.	January 2019-June 2020	**FoE Chair**	Mechanism in place for 2020 senior academic promotions exercise Same success measure as **AP2.9**
2.11	Review promotions possibilities annually and proactively offer support to potential female applicants	FoE 1	The University believes that men apply for promotion sooner than women. While application rates suggest this is not currently the case locally, qualitative data in the staff survey suggest the need for more proactive advice, and only 38% of female academic staff believe they have been well supported and advised in relation to promotion. The SAT Chair will therefore meet annually with FoE Chair and ASNC HoD, after completion of SRD round, to discuss the staff list in relation to the promotions exercise and ensure that potential female applicants are identified, encouraged, and supported.	July 2019 and then annually	**SAT Chair** with FoE Chair and ASNC HoD	Meetings take place, with follow-up Improved (>50%) satisfaction with promotion advice and support in 2022 survey Same success measure as **AP2.9**
2.12	Improve mentoring scheme	FoE 1	Qualitative data from academic staff survey outlines need for improved mentoring. We will ensure that mentoring meetings take place (typically at least twice yearly). If consultation approves a revised SRD scheme we are likely to extend mentoring to post-probationary academic staff; such a new system would then be included in this action point.	April-June 2019 and then annually	**FA**	Recording system established; all mentees have met with mentors 65% female academic staff report satisfaction with support and advice by 2022 (currently 52%)
2.13	Annual call for new mentors	FoE 2	Identified need to ensure that those interested in acting as mentors are identified and offered opportunities; this will improve quality of mentoring support.	April 2019 and then annually	**FA**	First annual call goes out, and maintained thereafter

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
2.14	Training for all new mentors	FoE 2	Identified need to make training for new mentors available, to ensure that they are aware of best practice. First training sessions took place in 2018, and will be repeated annually or biennially, according to demand.	October-November 2019 October-November 2021 (or sooner)	**FA**	Training arranged periodically
2.15	Annual meeting of mentors	FoE 2	We wish to ensure sharing of ideas and best practice in the support of staff members.	June 2019 and then annually	**FoE Chair**	Meeting added to annual timetable
2.16	Increase completion of biennial SRD	FoE 1	Take-up of biennial SRD was increased from 24% overall in 2013-15 to 87% in 2015-17. We will closely monitor completion of biennial SRD meetings to ensure that as close as possible to 100% of academic staff have biennial SRD.	June-September 2019 then annually to 2022	**FA**	90%-100% completion by 2022
2.17	Gather feedback on SRD and mentoring	FoE 2	52% of female academic staff reported 'Overall, I am well supported and advised', compared to 72% of male academic staff. Measure continuing changes to SRD and mentoring need against this score in 2019 and 2022 staff surveys, and make further adjustments, to ensure and improve satisfaction with both systems.	November 2018-June 2019 October 2021-March 2022	**FA**	Questions included in staff survey; feedback discussed by PRC and adjustments made >65% of female academic staff satisfied with overall support and advice by 2022
2.18	Annual meeting on grant applications	FoE 1	Academic staff survey identified the need for improved advice and support on research grant applications (73% female academic staff satisfaction compared to 89% male). We will therefore introduce and maintain an annual meeting of those involved in past, present, and future grant applications to share information, ideas, and experience.	March-June 2019	**Chair of Research Policy and Support Committee**	First meeting takes place and then added to annual timetable >80% female academics happy with research grant advice by 2022
2.19	Conduct focus group exercise to gain understanding of support needs in relation to grant applications	FoE 2	Qualitative data in academic staff survey identified need to improve our understanding of problems perceived by academic staff in applying for research grants and to inform discussion of remediation.	October-November 2019	**Chair of Research Policy and Support Committee**	Focus group exercise conducted and report to RPSC and PRC >80% female academics happy with research grant advice by 2022 (see **AP2.18**)

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
2.20	Annual audit, statistics, and report on grant applications	FoE 2	Identified shortcomings in annual reporting cycle, and need more closely to monitor success rates (including analysis by gender) of research grant applications; to inform developments in research policy and support.	January-December 2019	**Chair of Research Policy and Support Committee**	Reporting mechanisms established, and first annual report to RPSC and to PRC
2.21	Make grant application mentoring available for prospective applicants	FoE 2	Qualitative data in academic staff survey identified need for more focussed research grant support. We will identify, where requested, a member of staff with relevant grant application experience to offer advice and support to a less experienced applicant, with the aim of improving the quality and success of grant applications, especially from female staff members.	October-December 2019	**Chair of Research Policy and Support Committee**	Scheme established, and annual publicity plan in place 80% female academics happy with research grant advice by 2022 (see **AP2.18**)
2.22	Develop 'career mapping' guidance for academic staff	FoE 2	Qualitative data in academic staff survey highlighted lack of clarity about what is expected when, and career planning generally. 57% of female academic staff agreed that 'Overall, I am / have been able to develop my career appropriately', compared to 83% male. We will develop a 'career mapping' approach with clear guidance on what is expected of academic staff when in their developing careers. We will present this in focussed discussion sessions for staff, at least biennially, and embed within induction, mentoring, and SRD.	January-June 2021	**FoE Chair**	Guidance developed and annual or biennial meeting established 70% female score on career development question in 2022 staff survey
2.23	Publicise flexible working and time/workload management PPD courses	FoE 2	Academic staff survey highlighted that while a high proportion of staff are able to work flexibly, a low proportion (8% female, 6% male) have received advice/support/training in relation to workload and time management. We will therefore ensure that staff attention is drawn to flexible working through prominent inclusion in induction packs and staff handbook, and through annual reminders. We will also ensure prominent publicity for related PPD training.	January-June 2020 and then annual reminders	**FA**	Induction packs updated as appropriate, new staff handbook checked, annual publicity plan in place Relevant scores on 2022 staff survey up to >25% female and >20% male

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
2.24	Include checklist of parenting/caring-related issues in SRD	FoE 1	38% of female academic parents were happy with advice/support from FoE in relation to parenting/caring issues. Other survey questions identify information flow as a significant issue. We will therefore ensure that all SRD meetings include discussion, if appropriate, of parental leave (including shared parental leave), flexible working, and returning carers' scheme.	March-June 2019 revise paperwork before June-July 2019 SRD round	**FA**	Parental leave, flexible working, and returning carers' scheme added to SRD paperwork (tick boxes) >60% female academic parents happy with advice/support by 2022
2.25	Ensure equitable support of academic travel for carers	Eng ASNC 2	Identified need to ensure that carers are not deterred from academic travel, and career development, by costs of caring, by allowing greater flexibility in the allocation of academic travel funds (e.g. paying for a partner and child to travel to a conference).	October-November 2018	**FoE Chair** through PRC; **ASNC HoD** through ASNC Departmental Committee	Academic travel forms and guidance updated
2.26	Develop guidance for SRD on encouragement of external participation	FoE 2	Identified need for explicit guidance for especially female staff members on participation in university and external committees and organisations, to inform biennial SRD.	January-June 2020	**FoE Chair** with ASNC HoD	Guidance in place for June-July 2020 SRD round, with external participation included on SRD checklist
	3. **DIVERSITY, ATTAINMENT, AND THE UNDERGRADUATE EXPERIENCE**					
3.1	Ensure diversity and representation of female writers in UG course descriptions and reading lists	Eng 1	Student feedback and analysis of possible causes of examination gender gap highlight need to ensure that course materials and reading lists present individual modules to students in a way that emphasises the diversity of authors who can be studied, and that female writers are represented fairly (which means equally where more recent literature is concerned, and proportionately where older literatures are concerned).	January-March 2019, and then annually	**DUGS**	All course materials and reading lists are updated appropriately, monitored, and maintained, annually

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
3.2	Ensure diversity and representation of women in UG teaching	Eng ASNC **2**	In UG student survey 63% agreed that 'The Faculty is likely to encourage work that is "feminist" or focuses predominantly on women's writing' (Q15). Analysis of possible causes of examination gender gap highlights need for FoE lectures and seminars to attend appropriately and proportionately to women as writers and historical agents, to ensure that the exacerbation of stereotype threat to female students is prevented. We will do this by sampling teaching materials uploaded to the FoE 'Moodle' VLE and published lecture descriptions, paying particular attention to introductory series (see **AP3.4**) and other core teaching (circuses for compulsory papers).	October-November 2019 for academic year 2018-19; then annually	**DUGS** **ASNC DUGS**	DUGS to report annually to EDISC and Education Committee confirming and evidencing that action has been carried out; ASNC DUGS to report likewise to ASNC Departmental Committee. 2022 UG student survey improved feedback (>70% on Q15 or equivalent)
3.3	UG Examination questions to represent female and male voices equally	Eng ASNC **1**	Analysis of possible causes of examination gender gap highlights need to ensure that students taking examinations, and using past examination papers as study-aids, encounter material that represents female and male voices equally, and therefore any stereotype threat potential is removed; this is in addition to the current enjoinment on examiners to consider diversity in setting questions; consideration will be given to expanding these guidelines to make explicit reference to the protected characteristics, e.g. by singling out the issue of sexuality or disability.	October 2018-January 2019 and then annually	**Chairs of Exam Boards in English and ASNC**	Formal requirement added to 'Guidelines for Examiners' documentation; agenda item at paper-passing meeting in January of each year; Chair of Examiners' reports to confirm that gender equality in voices on examinations has been monitored and achieved
3.4	Consolidate new introductory lecture series for first- and second-year UG courses and review annually	Eng **2**	Analysis of possible causes of examination gender gap highlights need for better transitional support. These recently introduced courses support school-university transition and improve students' ability to plan and manage their work for the coming term, but we need an annual review mechanism (looking at content and student feedback) to encourage incremental improvements.	January-June 2019 in teaching planning cycle, and then annually	**DUGS**	Introductory lecture series timetabled annually for each relevant course; positive student feedback; DUGS review of content and feedback to Education Committee

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
3.5	Consolidate new lecture-workshops to support transition from school to university	Eng ASNC **1**	Analysis suggests possible causes of examination gender gap include differential learning approaches and 'imposter syndrome'. New (2016) 'Roadmaps to Success' lecture-workshop address these and other factors we believe are instrumental in female examination underperformance. We will ensure these workshops, or an equivalent, are timetabled annually, open this provision to ASNC students and cross-list in ASNC induction materials, as well as maintaining ASNC undergraduate induction course and series of workshops	January-June 2019 in teaching planning cycle, and then annually	**DUGS** **ASNC DUGS**	'Roadmaps to Success' or equivalent, and ASNC induction course and workshops, timetabled annually; positive student feedback
3.6	Develop dossier of annotated UG examination scripts	Eng **2**	In the UG student survey, 44% of female students strongly agreed that 'I have the ability to do well in my degree' (Q2), compared to 69% of male students. In order to improve sense of self-efficacy and address student queries about exam expectations, we will make available to students a set of annotated examination scripts to give them a better understanding of what kinds of work are rewarded and how to meet our examination criteria.	ongoing to June 2019	**DUGS**	Dossier made available 2022 UG student survey improved feedback (>50% female students strongly agree on Q2 or equivalent)
3.7	Consolidate and improve new online UG student feedback system, with attention to EDI issues	Eng **2**	New (2018) online student feedback should enable us to monitor effectiveness of FoE teaching and effect of AS and related changes to content and provision; once it has bedded down it should be reviewed to ensure it can do this, e.g. adding EDI-related questions as appropriate.	January-June 2020	**SAT Chair** with Education Committee	Review conducted, report considered by SAT and Education Committee, changes made in time for 2020-21 academic year

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
3.8	Athena SWAN related issues on agenda for each Faculty Teaching Forum	Eng 2	UG and PG student surveys highlighted class dynamics and lecturer skill as key to encouraging female students. 40% of female UG students *disagreed* that 'The teaching staff do enough to make sure that everyone feels able to speak up' (Q10), compared to only 18% male UG students. This highlights the need to ensure discussion of AS-related issues in FoE-wide Teaching Forum (twice-yearly awaydays for discussion of issues of pedagogic policy and good practice), and to embed EDI issues in FoE teaching culture.	June-September 2019 and then annually	**Teaching Forum Steering Committee**	AS-related issues on each Teaching Forum agenda. 2019/2022 UG student survey improved feedback (<25% female students disagree on Q10 or equivalent)
3.9	Narrow gender gap in UG examination performance in English and monitor year-on-year picture	Eng 1	We have been working to develop ideas and initiatives to improve the examination results of female undergraduates. No definitive causes of gender gaps such as ours have been identified locally or nationally, but we have looked at every area where research suggests a possible cause. As our 2016 report comments: 'If, after consistent effort, there remain disparities in performance then it may well be that the principal causes are societal and psychological and cannot be significantly affected by pedagogical decisions.' But first we must try everything to meet and exceed the target given here. The APs below (**AP3.10-3.14**) all aim at closing the gender gap, and share the target as one of their success measures.	2018-2022	**SAT Chair**	Narrowing of examination performance gender gap (% first-class results) in English by 2022 from current six-year rolling average figures of 5.5% (2nd year) and 10% (3rd year) to <3% (2nd year) and <5% (3rd year)
3.10	Review and revise new UG assessment criteria	Eng ASNC 2	Following research on our gender gap, English has produced revised (2017) UG assessment criteria, to emphasise positive attributes that are rewarded rather than negative attributes that are penalised. ASNC will be revising its criteria in 2018-19. New criteria should be reviewed once bedded down, in light of external examiners' reports and specific feedback to be sought through 2019 UG student survey.	November 2018-June 2019 for survey feedback 2020-21 academic year for review and revision	**DUGS** with Education Committee; **ASNC Chair of Examiners** with ASNC Departmental Committee	Question(s) added to 2019 UG student survey. Criteria reviewed in light of feedback. New assessment criteria documentation in place for start of academic year 2021-22. Same success measure as **AP3.9**.

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3.11	Produce profile of each individual UG examiner's marking by student gender and by module	Eng 1	We already have a full picture of UG attainment by gender on each examined component and overall through statistics generated annually. And we have introduced many measures focussed on student provision. Research has suggested we should also hypothesise about implicit examiner bias. Statistics will be produced to encourage individual examiners to reflect on and improve their marking practices, and data will be made available for analysis by Chairs of Examiners, SAT, and EDISC; this data to be broken down by module (since an examiner might have notably different marking habits within the microcultures of individual modules).	June 2019 and then annually	**Exam Board Administrators**	Full statistics produced after each annual examination round Same success measure as **AP3.9**.
3.12	Require UG examiners of certain modules to meet in middle of marking to self-moderate on gender-related issues	Eng 1	In advance of discovering whether or not there is evidence for examiner bias individually or overall (see above) we have trialled moderation meetings to ensure that, where a module is identified as having a significant discrepancy in female and male performance, its examiners meet once marking is underway to reflect on their marking practices (e.g. over-attention to style, privileging of argument over knowledge). These will become a formal requirement.	May 2019 and then annually	**Chairs of Exam Boards**	Meetings take place Same success measure as **AP3.9**.
3.13	Repeat UG examiner self-assessment questionnaire exercise every three years	Eng 2	In 2016 we conducted an exercise in which examiners reflected on their marking practices, values, and priorities, revealing the relation between actual practice and our published assessment criteria. As well as encouraging examiner self-moderation, the results informed our further approach to tackling the gender gap. This exercise will be repeated every three years.	June-November 2019 June-November 2022	**SAT Chair**	Exercise repeated, responses analysed, paper to SAT and Education Committee Same success measure as **AP3.9**.

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
3.14	Chairs of Examiners to review student performance by gender and to include comments in annual report	Eng 1	Exam Board Chairs have sometimes chosen, more often in recent years, to include in their reports analysis of, and reflection on, student performance by gender. This will now be a requirement, with further discussion at SAT and Education Committee.	June-November 2019 and then annually	**Chairs of Exam Boards**	Reports include analysis and discussion; reports referred to SAT and Education Committee Same success measure as **AP3.9**.
3.15	Constitute ASNC working group on examination performance by gender	ASNC 2	Data suggests ASNC has a significant gender gap in 2nd-year examinations and small gap in 3rd-year examinations. A working party will consider any gender discrepancies and develop policies and practices to combat them, setting new data for examinations in 2019, 2020, and 2021 alongside historic data.	October 2019-July 2021	**ASNC HoD**	Working party report to ASNC Departmental Committee, SAT, and FB

4. POSTGRADUATE PIPELINE: ENABLING WOMEN IN THE ACADEMY

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
4.1	Annual review of website support for graduate applicants	Eng ASNC 2	PGT is the most significant attrition point in our female pipeline. By improving the advice we offer on applying for MPhil and PhD places we aim to improve female success in gaining places and funding.	June-July 2019 and then annually	**DoGS** **ASNC DoGS**	Website support updated annually. By 2022: 65% female PGT admissions (currently 59.4%, national benchmark 72%) and 62% female PGR admissions (currently 57.7%, national benchmark 66%)
4.2	Record attendance by gender at events for prospective PG students	Eng ASNC 2	Self-assessment process identified data gap. Recording attendance by gender at events for PG applicants will improve our assessment of take-up and value of such events.	2018-22	**DoGS** **ASNC DoGS**	Statistics available to SAT
4.3	New annual PGR training programme to include events targeting female students and E&D	FoE 2	There is a significant difference in female and male English PhD completion rates within 4 years. We are initiating a new FoE PGR training programme in 2018-19 and need to ensure that it includes events relating to E&D and to issues affecting female students (e.g. project planning, dissertation writing, career development). Feedback will be sought through focus group.	October 2018-June 2019 including focus group Then annually, with further consultation as needed	**DoGS**	Positive feedback from focus group. Increase female <4-year PhD completion rates in English from 56% to 65% by 2022

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
4.4	Workshops on coursework essays and dissertations for PGT students established in annual training programme	Eng 2	A historic PGT gender gap has recently been closed, but we do not want it to open again. We will design training support targeted at female students and addressing aspects of researching, planning, and writing MPhil coursework essays (1 session, early November) and dissertations (1 session, February). Feedback will be sought through new online teaching evaluation system.	January-June 2020 develop programme in annual teaching planning cycle for rollout in academic year 2020-21	**DoMS**	Workshops in annual programme for 2020-21 Positive feedback
4.5	Establish system to analyse PGT student and examiner statistics by gender annually	FoE 1	The self-assessment process revealed a historic PGT gender gap of which we had been unaware. It has since closed, but we are far from understanding the reasons for it. We need to match what we do at UG level with full statistical analysis of student performance by gender, and examiner marking patterns by student gender.	January-June 2019	**DoMS** with DC secretary, ASNC DoGS, and Computer Officer	Annual monitoring system established; first set of annual statistics produced and analysed; report discussed at DC, SAT, and ASNC Departmental Committee
4.6	Investigate graduate admissions and funding processes with attention to issues of gender	FoE 1	The self-assessment process has identified significant attrition points in the female pipeline at PGT and PGR stages. We aim to arrive at an understanding of the role of our admissions processes and of funding (and the processes by which it is awarded) in this leaky pipeline, and to develop policy initiatives in response.	December 2018-July 2019	**DoGS** with SAT Chair and EDI Officer	Review produced and discussed at DC and SAT; recommendations implemented
4.7	Investigate female and male PGR completion rates	FoE 2	The self-assessment process revealed that while PhD completion rates are similar in English for female and male students, male students are significantly more likely to complete within 4 years. Alongside more granular statistical analysis is needed focus group discussion involving PGR students and (separately) supervisors.	October-November 2019	**DoGS** with SAT Chair	Report produced and discussed by SAT and DC; recommendations implemented Increase female <4-year completion rates in English from 56% to 65% by 2022

AP#	Planned Action / Objective	Scope / Priority	Rationale	Time frame	Responsibility (**primary**)	Success Criteria / Outcome
4.8	Training event on supervising PG students	FoE 1	A further approach to the PGR completion rates gender gap is to target supervisors. We have discussed a bespoke training session with the relevant University training facilitator and will include this in the Teaching Forum programme for 2019-20. To monitor this area we will include specific satisfaction measures in future PG student surveys.	February 2020, and repeated biennially	**DoGS**	Improved levels of satisfaction between 2019 and 2022 PG student surveys
4.9	Develop online graduate teaching evaluation system	Eng ASNC 2	Graduate feedback has continued to rely on paper forms given out at the end of each event or programme of seminars, so feedback is patchy and cannot be easily analysed. We therefore need to introduce a single online feedback system, similar to that recently introduced at undergraduate level, to gather feedback from PGT and PGR students on all aspects of their teaching and training, with responses identified by gender. This will help us to assess and improve new training initiatives in the above APs, and inform further initiatives aimed at better supporting female students.	April 2019-June 2020, including design and testing	**DoGS** with ASNC DoGS	New system live; report on first round of feedback discussed at DC, SAT, and EDISC
4.10	Annually review and republicise graduate supervision guidance	FoE 1	We intend (**AP4.8**) to enhance training support for supervisors of PG students. Alongside this we need regularly to update FoE's 'Good practice for graduate supervisors' documentation and to publicise it annually, to ensure that all FoE supervisors of PG students are up to date with best practice, especially in EDI. To monitor this area we will include specific satisfaction measures in future PG student surveys.	summer 2019 and then annually	**DoGS** with EDI Officer	Documentation updated, and annual publicity plan in place; annual consultation between DoGS and EDI Officer established Improved levels of satisfaction between 2019 and 2022 PG student surveys

Faculty of English Athena SWAN Action Plan 2018-2022

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