



Department Application
Bronze and Silver Award
INCLUDING GUIDANCE



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Cambridge	
Department	Faculty of Divinity	
Focus of department	AHSSBL	
Date of application	30 April 2019	
Award Level	Bronze	
Institution Athena SWAN award	April 2014	Level: Silver
Contact for application <small>Must be based in the department</small>	Dr Ankur Barua	
Email	ab309@cam.ac.uk	
Telephone	01223 763011	
Departmental website	www.divinity.cam.ac.uk	

List of Abbreviations

AHRC	Arts and Humanities Research Council
AP	Action Point
BA	Bachelor of Art degree
BTh	Bachelor of Theology degree
CTF	Cambridge Theological Federation
CV	<i>Curriculum vitae</i>
DD	Doctor of Divinity
F	Female
FB	Faculty Board
HEI	Higher Education Institution
HR	Human Resources
M	Male
MPhil	Master of Philosophy degree
PD	Postdoctoral researcher
PdOC	Postdoctoral Society, University of Cambridge
PG	Postgraduate student
PhD	Doctor of Philosophy degree
PI	Principal Investigator
PPD	Personal and Professional Development
RA	Research Associate
RAE	Research Assessment Exercise 2008
REF	Research Excellence Framework 2014 and 2021
RS	Religious Studies
SAH	School of Arts and Humanities

SAP	University-wide Senior Academic Promotions process
SAT	Self-Assessment Team (for Athena SWAN)
UoA	Unit of Assessment (for REF)
UG	Undergraduate student
UL	University Library
UTO	University Teaching Officer

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Actual word count: 498 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.

Athena SWAN Charter
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dear Mr Greenwood Lush,

It is my pleasure to endorse the Cambridge Faculty of Divinity's re-submission of its application for an Athena SWAN Bronze Award. While the Faculty was disappointed that our initial application was not approved, the process of re-drafting the application to address the feedback we received has sharpened our collective appreciation of both the challenges and opportunities we face in sustaining a fully inclusive environment for research and teaching. The resulting application has my – and the entire Faculty's – fullest support.

Because the Faculty of Divinity is a small unit, even minor changes in absolute numbers can have a strong impact on demographic data. Thus, although the Faculty has a strong record of recruiting and promoting women at the most senior levels, the fact that three women at professorial rank have retired in the last year (with only one replaced by a woman) means that women comprise only 20% of the Faculty in 2018-19. While we hope that recruitment

to three lectureships in the current year will help to redress that balance, under even the most successful outcome it will remain the case that the representation of women in the Faculty declines markedly in the transition of students from undergraduate to postgraduate study, and still further in the movement up the career path from postdoc to lecturer to more senior appointments.

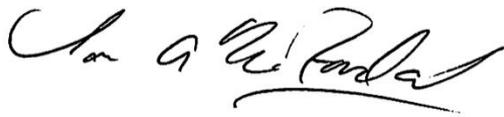
In order to address these challenges, our application outlines a plan for formalising internal structures, regularising processes, and enhancing environment to ensure that issues of diversity are kept to the forefront of Faculty life. In the self-assessment process, three areas in particular have emerged as priorities for the Faculty moving forward: career progression (including recruitment, mentoring, and promotion), Faculty culture (including teaching priorities and family-friendly practices), and work/life balance. Our proposals are rooted in the conviction that that success in fostering inclusivity requires sustained attention to the implicit as well as the explicit dimensions of our institutional engagement with teaching and research. To this end, we have already undertaken work in several areas, including enhancing the gender diversity of course bibliographies, formalising the appraisal process for all members of academic staff, and giving public expression to our commitment to diversity through daily programming during Transgender Awareness Week.

One of the distinctive features of our Faculty is a commitment to studying religious traditions ‘from the inside’ in addition to via social scientific analysis. Because this aim can only be achieved if students recognise the diversity that obtains within, as well as between, different faith communities, it is crucial that our teaching and research be marked by attention to marginalised voices – especially those of women in traditions strongly marked by patriarchal heritage. This application reflects the Faculty’s commitment to realise this aim by fostering diversity and inclusion across the full range of practices that shape our academic life.

In conclusion, I affirm that everything in the following application is true and commend to you the proposals contained therein as central to the continued flourishing of the study of Divinity at Cambridge.

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

Yours sincerely,

A handwritten signature in black ink, appearing to read "Ian A. McFarland". The signature is written in a cursive style with a prominent flourish at the end.

IAN A. MCFARLAND

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Actual word count: 489

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.

Theology has been taught at the university since its foundation and was traditionally linked to the training of ordinands in the Church of England. The Faculty continues to participate in such training but while it retains its historic strength in Christian traditions, its current focus is the academic study of religious thought, including Islam, Judaism, Hinduism and Buddhism.

The primary teaching programme is for the 3-year BA degree in Theology, Religion and Philosophy of Religion, which is designed to provide a firm grounding in religious thought and practice across major traditions. The course is internationally distinctive in combining a range of disciplinary approaches.

The Faculty Board comprises staff from across the Faculty on a rotating basis, with all major Faculty committees reporting there. The total research income for the current year is £1,503,940 (2 out of 4 large scale grants have female PIs), several major grant applications are pending (2 out of 4 female), including to the ERC. One female staff member, Dr Hjördis Becker-Lindenthal, who is a member of the E&D Committee, has won a highly competitive Philip Leverhulme Prize worth £100,000. To highlight its commitment to sustaining family-friendly spaces, the Faculty invites female role models to speak about work/life balance, and embeds these seminars in the Faculty's termly activities.

The Faculty is currently comprised of 25 academic staff, 4 researchers, 11 professional and support staff and 319 students. The undergraduate population is comprised of ca. 50 students per year taking the BA, plus around 30 MPhil students per year and around 90 students in any given year studying for the PhD. Our staff and student body are diverse in faith traditions, including those of no faith as well as those for whom faith is central to their vocational goals. This diversity is reflected in our research programme, and is a much-

valued aspect of our character as a Faculty, as indicated in our January 2017 survey which ranged across staff and students, and sought to understand their experiences within the Faculty.

The Faculty is aware of significant areas of disparity in gender representation in the career pipeline, especially a drop in the representation of women at each stage, from undergraduate to graduate studies, and from postdoc to tenured academic employment. The retirement in 2018 of three women professors has prompted us to particularly work towards promoting women role models in senior positions. There is a steep decline from strong undergraduate representation of women to incrementally smaller percentages of women up to professorial level, which is reflected in Table 1. The only exception is at the academic-related and assistant staff level, where the ratio of women to men is consistently higher. To promote and foster gender equality, the Faculty is undertaking action on a structural level, by encouraging women postgraduates to present their research in various research seminars, and inviting postdocs and affiliated female academics such as college research fellows to chair seminars and sit on Faculty committees.

Type	Female	Male	Female %
Staff			
Academic	8	17	32%
Academic-related	4	1	80%
Researcher	1	3	25%
Assistant	4	2	67%
Student			
Undergraduate	86	72	54%
Masters	10	19	34%
PhD	22	69	24%
Other graduate	0	1	0%
Total (staff and student)	135	184	42%

Table 1 shows total faculty population (2017-18) illustrating general reduction in female representation across the career path

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Actual word count: 965

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The self-assessment team (SAT) was formed in Spring 2016. The decision to develop our first Athena SWAN submission was strongly endorsed by the Divinity Faculty Board, especially after seeing gender statistics and our academic pipeline. A sum of £1000 was set aside from Faculty funds for initiatives relating to E&D during the first year's work.

Two-thirds of the original SAT were women and just one-third men, although an effort was made to offset this imbalance by ensuring that the men were drawn from the full range of grades in the Faculty. Members were identified through volunteers (~75%) and invitation (~25%) to ensure gender representation at all levels. The SAT also included two 3rd year undergraduate members, one male and one female, who rotated on an annual basis. The SAT was supported by the central and School E&D Teams.

Following the initial submission of the Bronze Award application, the SAT was replaced by a Faculty E&D Committee in the Spring of 2018, which is chaired by Dr Ankur Barua. As the size of the SAT had made it unwieldy, the new E&D Committee was deliberately designed to be smaller than the SAT (down to 6 from 15 members), with a mix of new members alongside those who had been part of the SAT. In order to reflect the importance of its remit to the life of the Faculty as a whole, the Chair of the Faculty Board serves as a member of the committee *ex officio*. The committee's gender balance is 3:3 male-to-female. It is notable for a lack of senior women, but this is owing to the fact that three women at professorial rank have retired in the last year (with only one replaced by a woman), and the Faculty lacks women at senior rank who are not already heavily committed elsewhere.

(ii) an account of the self-assessment process

The SAT, formed in 2016, met termly and reported to the Faculty Board on a termly basis. From the 2017-18 academic year, E&D is a standing agenda item on all central Committees. The Chair of the Faculty Board also ensures congruence with broader Faculty strategy.

Initially, the SAT discussed the male-dominated nature of the primary sources studied in our main degree course. The team then worked on consulting staff and students on their experience of the Faculty. A School-wide survey for staff had previously been issued in 2015-6. However, to focus more specifically on the Faculty experience and to address all staff and student groups, an Athena SWAN survey was designed and launched in January 2017. The Divinity survey became the template for use by other Faculties within the school.

The uptake rate for the survey for students can be seen in Table 2. The breakdown of staff was harder to monitor owing to the complex survey layout. An incentive of a book voucher prize-draw was offered.

Table 2 shows the number of staff and students who accessed the Athena Swan survey (2017) for Divinity

The results of the survey were processed and anonymised, and thereafter analysed in sections by the SAT. Action points were then developed and discussed.

Small numbers mean it was sometimes hard to draw firm conclusions, or to know if minor disparities betokened significant issues. Such instances have been followed up by the E&D Committee. Consultation also included focus groups to gather information on specific issues, including postdoctoral experience (5 PDs took part), graduate recruitment (4 undergraduates took part), and recruitment of women students to the MPhil degree (4 3rd-year undergraduate women took part).

The SAT also engaged with:

- University E&D events and surgeries
- Networking between academic leads
- Exchanges with another cognate department (St Andrews)

Professor Catherine Pickstock, who previously chaired the SAT, is a member of the University's Well-Being Working Party, and has attended regular policy development meetings leading to University-wide initiatives and HR Committee approval. Many of the discussions and findings of the Well-Being Forum have informed the Faculty's Athena SWAN strategy, including the convening of well-being and family-friendly events, and an easily accessible 'Well-Being Notice Board'.

The SAT had identified 3 critical areas to address:

- male dominance within the study of Theology, from graduate to undergraduate levels
- MPhil recruitment in all subject areas
- the impact these patterns therefore have on academic recruitment

Based on continued reflection towards this submission, the Faculty's main priorities, which incorporates these critical areas, were refocused as follows, during discussions at E&D Committee meetings:

- Career development and progression towards academic career (including recruitment, mentoring, and promotion)
- Faculty culture (including teaching priorities and family-friendly practices)
- Work/life balance

These key priorities reflect the Faculty's understanding that tackling inequality does not involve simply introducing a few administrative measures but demands that we address its multidimensional nature.

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

To oversee the progress of the action plan, and raise the awareness of issues of E&D more broadly, the E&D team will continue to ensure broad staff representation through an annual review of membership to maintain a good gender balance. E&D issues and the action plan progress will be reported to the department committees of the primary subject areas (E&D will continue as a fixed agenda item), and termly to all staff.

The E&D Committee meets once a term and meetings are scheduled in advance. To further increase institutional awareness of, and commitment to, equality and diversity, E&D Committee updates will continue to be sent to the Faculty Board. E&D progress and news are shared in the termly Faculty Newsletter, and on the Faculty homepage. More widespread dissemination of information, including Athena SWAN networking and support in the School-wide termly meetings, is co-ordinated by our Chief Secretary. Notifications will also be given via the Well-Being Noticeboard, accessible to all staff and students, and regularly updated with diverse events, policy-documents and initiatives (AP 1.2, AP 1.3).

To assess the progress of APs, the Faculty staff survey will be repeated annually. We aim for greater engagement in future staff surveys through incentives such as book vouchers (AP 1.1). All members of the Faculty were strongly encouraged, through emails from the Faculty Chairperson, to take the University Staff Survey in March 2019.

Action Points:

AP 1.1: Encourage greater participation in Athena SWAN survey of all staff and students through greater publicity.

AP 1.2: Actively promote E&D within the Faculty through events and initiatives.

AP 1.3: Set up networking events to share examples of good practices with other departments in School of Arts and Humanities.

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Actual word count: 1954 words

4.1. Student data

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

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

N/A

- (ii) Numbers of undergraduate students by gender

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

At Cambridge University, undergraduates are admitted by one of the 31 autonomous colleges. Departments have no control over the entry to a specific course.

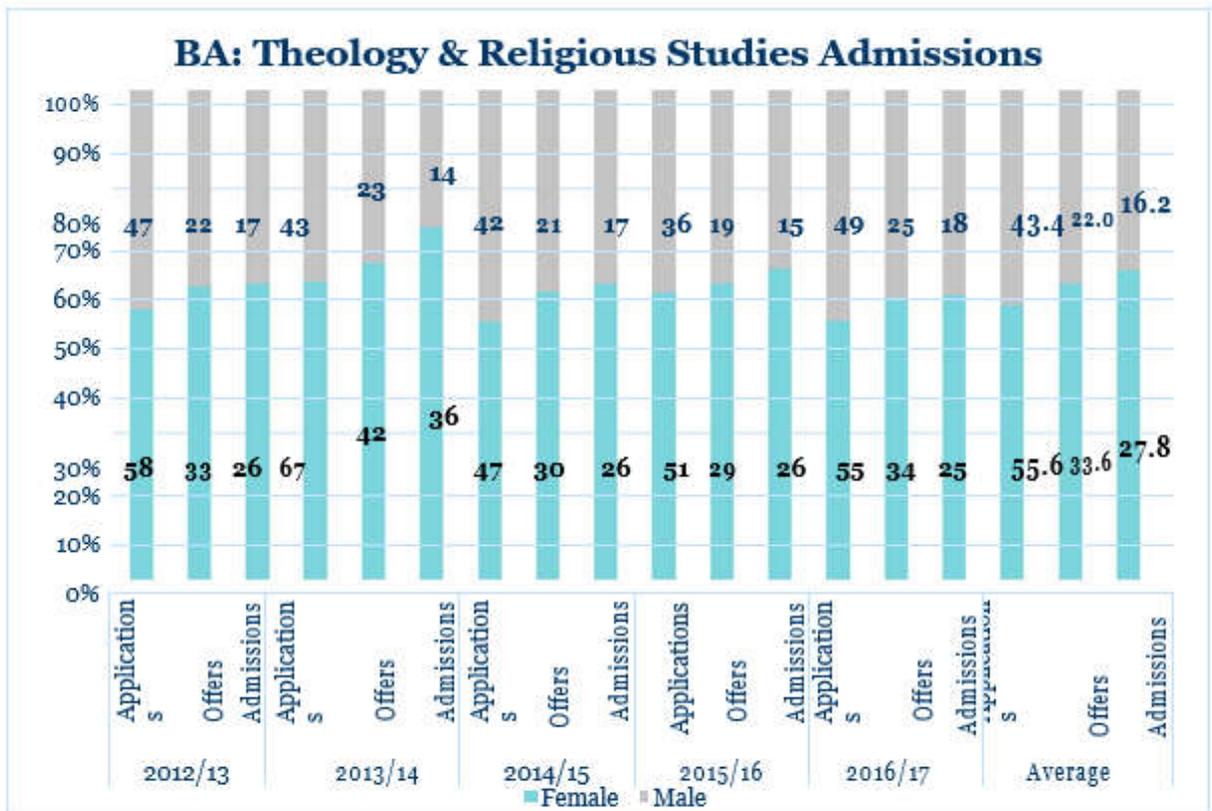


Table 3 shows more female admissions than male at undergraduate level.

Our undergraduate course is full-time, with preponderant numbers of women to men students (average 56%F accepted to study, Table 3). Compared with our benchmark

Russell Group comparator (65.1%F, HESA, 2017-18), this paints a positive picture. However, the gender imbalance regarding male students needs more careful study. The gender pool at A level shapes our undergraduate profile, with more women studying Religious Studies at A level and gaining more A*s and As, this being a typical A level subject of around 70% of our candidates. Accordingly, we have determined to target male school pupils, not necessarily those studying RS at A Level but also other cognate subjects. Through collaboration with the programmes of the Outreach Officer, we seek to increase the numbers of male applicants by targeting male year 11 and year 12 school pupils by publicising our subject (AP 2.2).

Because we are small, we have selected a longer sample of 5 years data allowing more accurate identification of possible trends, especially as undergraduate study is currently the only stage when our gender balance is in favour of women. We will scrutinise admissions data year by year to assess the success of our actions, particularly by analysing the gender breakdown of undergraduate applicants, offers made, acceptance and examination attainment (AP 2.1). In the below charts, any discrepancy between our attainment and admissions data is accounted for by students who do not sit the exam owing to special dispensation.

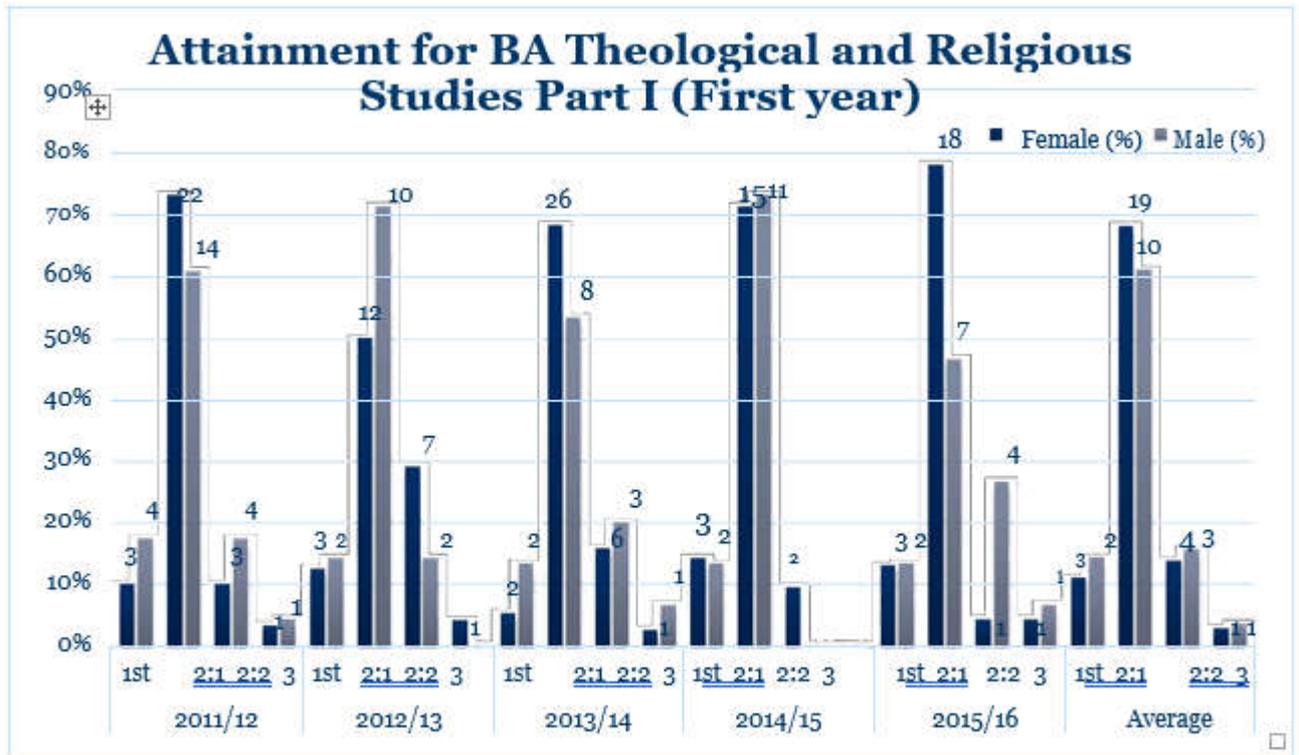


Table 4 shows the attainment by gender for the Undergraduate course first year with women most likely to obtain a 2i.

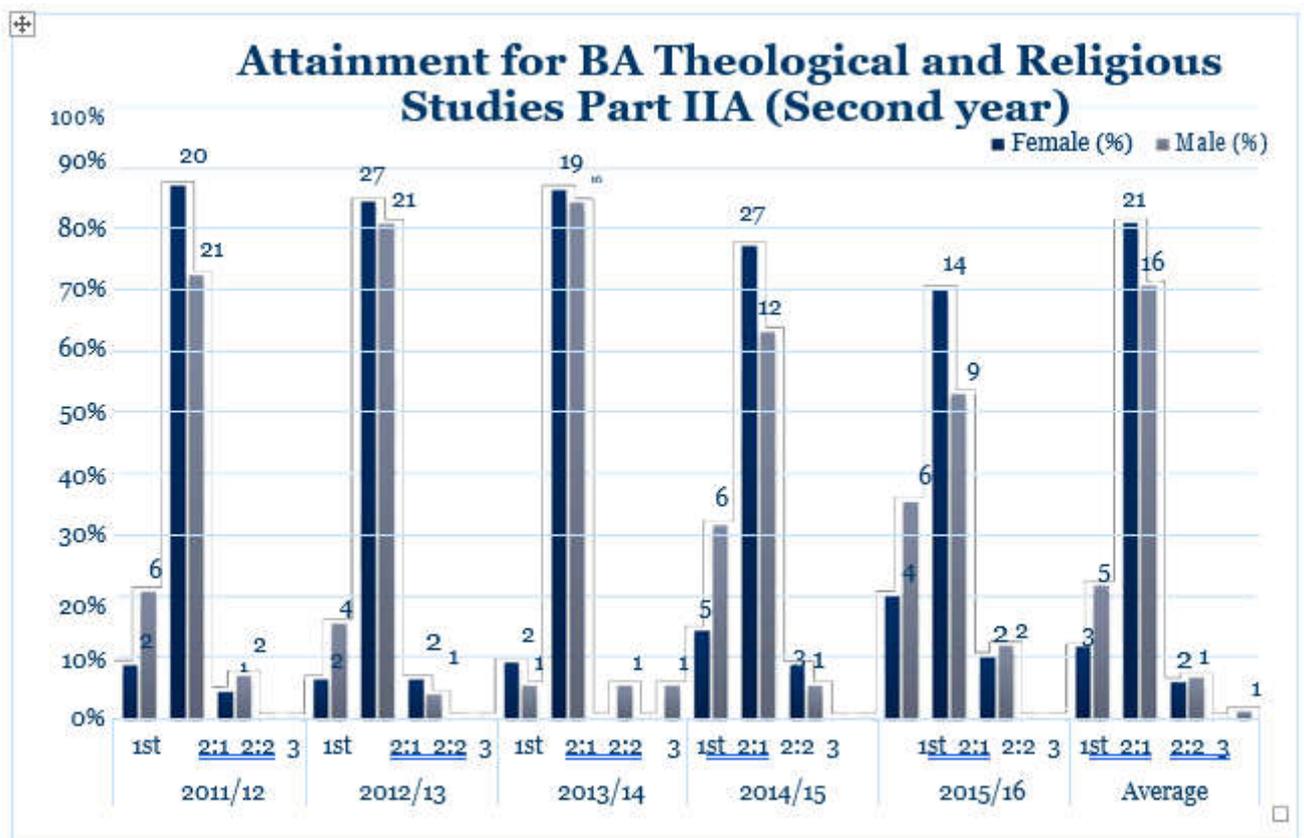


Table 5 shows the attainment by gender for the Undergraduate course second year with women most likely to obtain a 2i.

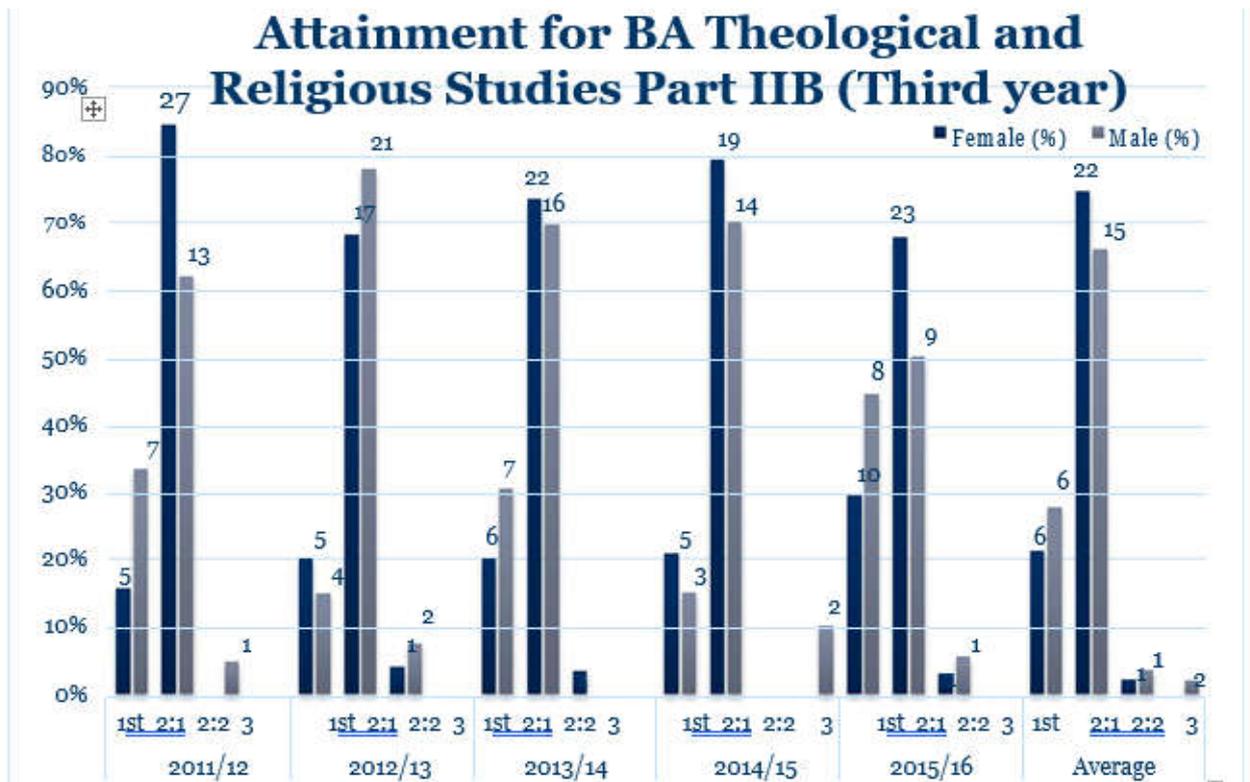


Table 6 shows the attainment by gender for the Undergraduate course third year with women most likely to obtain a 2i.

Tables 4,5, and 6 show that, across all three years of the degree, men obtain relatively more firsts, with women mostly attaining 2.1 results. This reflects closely the benchmarking trend with more men obtaining firsts (22%M, 18%F) and more women obtaining IIs is (68%F, 59%M). This gender attainment gap was a targeted concern in 2000-1 when the Faculty revised its undergraduate degree. When the course was revised, different modes of assessment were introduced, including coursework long essays, and new teaching modes, including seminar-based courses, and opportunities for students to present in an informal setting, alongside more traditional lecture and supervision modes of teaching assessed by three-hour written examination. The new balanced modes have helped to better balance attainment. We seek to embed best practice in the future by tasking the Undergraduate Teaching Committee to scrutinise all papers on an annual basis for evidence of gender bias in teaching and assessment and to provide guidance on how any failing may be rectified. A standard element of proposals for new course papers in the future will be a satisfactory account of how their proposed means of teaching and assessment address the problem of potential gender bias before their approval by the Faculty Board (AP 2.3).

Action Points:

AP 2.1: Analyse and collect gender breakdown of undergraduate applicants, offers made, and acceptance and attainments rates by gender, as soon as data becomes available.

AP 2.2: Target male year 11 and year 12 school pupils with publicity of our subject.

AP 2.3: Ensure that proposals for new course papers provide a satisfactory account of how proposed means of teaching and assessment address any potential gender biases.

(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.

N/A

(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.

Until 2017, the MPhil and PhD degrees were full-time courses only. There are now 3F and 10M part-time PhD students. This ratio is roughly consistent with those studying for the PhD degree overall.

Tables 7 and 8 below show that there are significantly more male applicants for graduate courses. This is lower than the national benchmark (35.5%, HESA 2017-18). The gender disparity of postgraduate applications makes it a major priority to promote the MPhil in more positive ways for women. The MPhil degree will be promoted in a targeted manner to

women undergraduates, and current women MPhil and women PGs will be involved in such promotion events. Through such opportunities for women undergraduates to understand their academic choices better, we aim at increasing the number of MPhil and PG students over the next four years (AP 3.1).

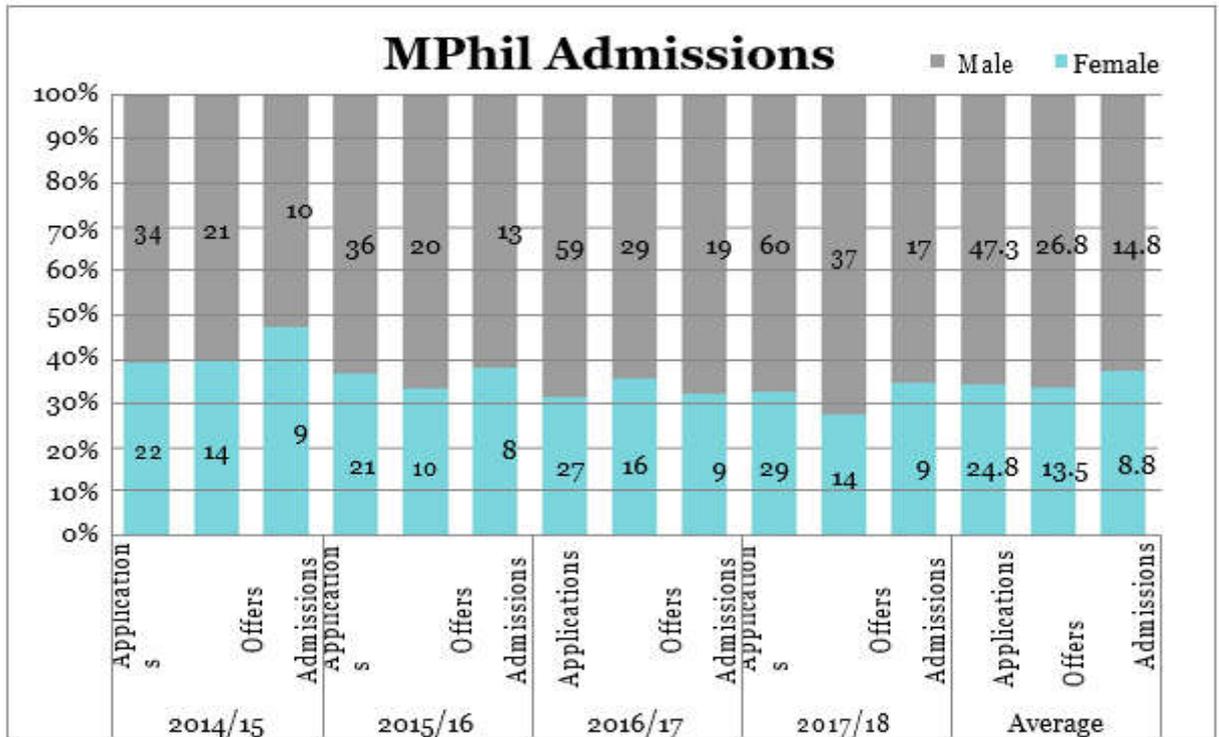


Table 7 shows the admission data for the MPhil with significantly fewer female applicants and offers than male.

PHD Admissions

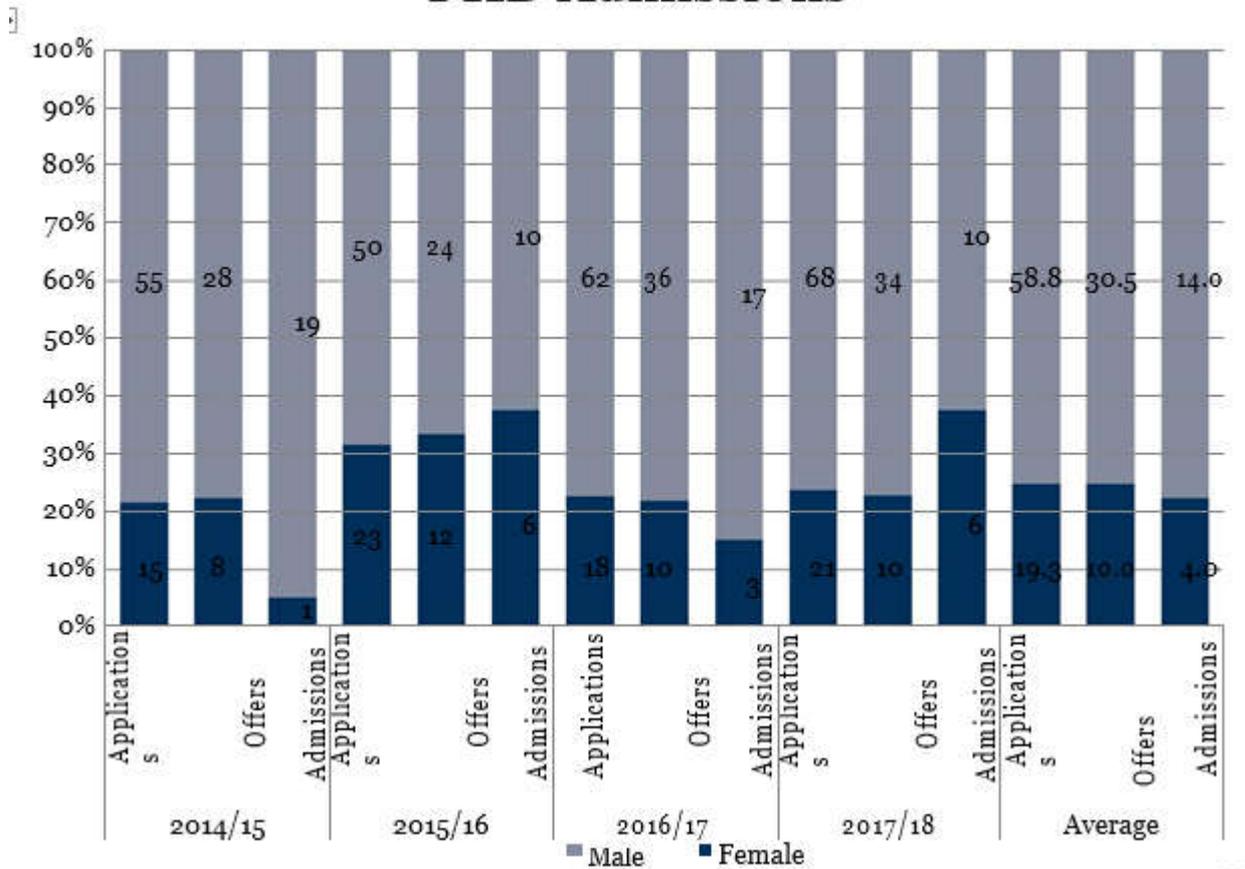


Table 8 shows PhD admissions with significantly fewer female applicants than male.

The Faculty’s Degree Committee is responsible for postgraduate admissions. Prospective students obtain admissions information through our website, Graduate Open Days and through direct contact with a prospective supervisor. An online graduate application form then initiates the University admissions procedures. Interviews with a prospective supervisor take place in person or via Skype, and depending on the type of funding applied for, also by a subgroup of Degree Committee members and subject specialists. All individuals involved in admissions of students are E&D trained.

We have initiated MPhil show-casing sessions to which we invite potential MPhil students. We publicise the MPhil course structure, and seek feedback from recently graduated women MPhil students. These briefing sessions have been poorly attended by women undergraduates (2016: 2F, 15M; 2017: 2F, 12M; 2018: 2F, 12M). The women students who did attend were contacted by the SAT, to discuss their motivations in applying for the MPhil. One student stated that the MPhil seemed off-puttingly narrow; and another, that they were concerned about career prospects following the MPhil. Through feedback from

men and women undergraduates we will find out if this is a gendered distinction (AP 3.2).

Owing to the low number of applications by women to our postgraduate courses (Tables 7 and 8), the Faculty has:

- Initiated MPhil and Post Doc show-casing sessions where recently graduated women MPhil and Post Doc students discuss their experience
- Following the above feedback, we aim to develop more diverse, interdisciplinary and research-led modules, including one on theology and gender.

Intensive and targeted promotion of the MPhil is crucial, and statistics will continue to be scrutinised to highlight possible gender imbalances. In a Focus Group, convened by the SAT in 2017, 3 women MPhil students spoke positively about the exciting intensity of the MPhil course, and their intention to continue to further research degrees. Although the Focus Group provided a small statistical base, the discussions, as well as student feedback forms, suggest that there is genuine student satisfaction with the course itself, but more effective advertising and promotion of the course, by targeting undergraduate groups, will be critical. Short video presentations by women academic roles will be prepared for undergraduates, where they discuss their careers and what is exciting about following an academic career path (AP 3.2, AP 3.3).

Tables 9 and 10 show the number of students completing the MPhil and PhD each year. As there are significantly fewer female graduates, it is expected that there will be fewer completions; percentages are generally good. This data will continue to be collected and analysed to ensure that any potential trends are spotted and can be dealt with.

Submission Deadline	Number Due to Complete		Number Completed		% Completed On Time	
	Male	Female	Male	Female	Male	Female
2015	10	9	10	8	100%	89%

2016	13	8	12	8	92%	100%
2017	19	9	19	8	100%	89%

Table 9 shows the completion rates of the MPhil graduate course.

Submission Deadline	Number Due to Complete		Number Completed		% Completed On Time	
	Male	Female	Male	Female	Male	Female
2015	11	3	10	3	91%	100%
2016	10	6	7	6	70%	100%
2017	15	2	14	2	93%	100%

Table 10 shows the completion rates of the PhD graduate course.

Action Points:

AP 3.1: Promote the MPhil degree to women undergraduates in a targeted manner, with current MPhil and women PGs involved in promotion events. Establish a mentoring system for women PGs.

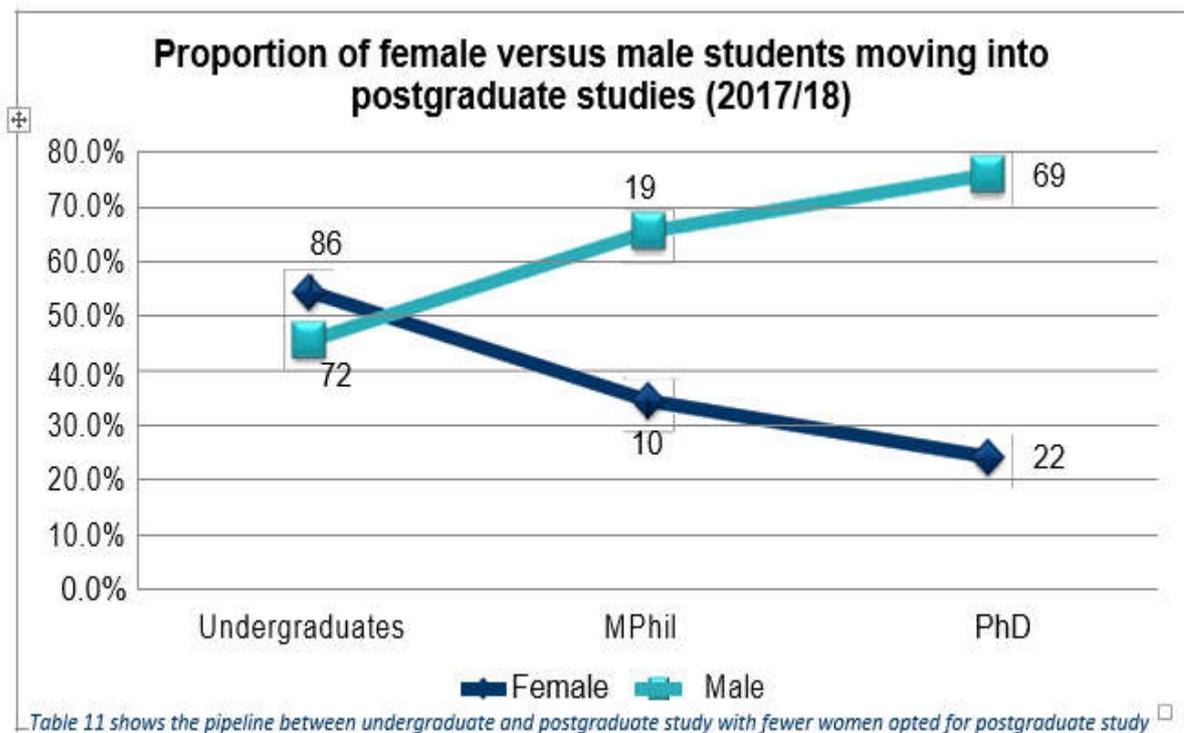
AP 3.2: Target women undergraduates with short video presentations by women academic role models. Regularly solicit feedback from undergraduates attending graduate course promotion events to assess whether the graduate programmes are welcoming to women.

AP 3.3: Update website to convey and emphasise commitment to recruitment of women to the MPhil

- (v) Progression pipeline between undergraduate and postgraduate student levels

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

Table 11 shows that the proportion of male to female students shifts dramatically from the undergraduate to the MPhil stage, and continues on the same downward trajectory along the academic pipeline. In 2017-18, admission rates were 54% women admitted as undergraduates, to 35% admitted to the MPhil degree, in contrast to 65% men students; narrowing to an average of 24% women admitted to the PhD degree, in contrast to 76% men students.



The pipeline imbalance is anticipated by career aspirations, as evidenced by our 2017 survey. Students were asked to specify their career goals, and in the case of graduate study at Cambridge, more men than women undergraduates aspired to continue to graduate research (roughly 57% men and 42% women), whereas more women than men aspired to graduate study at other HEIs (80% women, 20% men), though the sample in question was small: 14 and 5 individuals, respectively. Crucially, gender imbalance is visible in the answers to the same questions posed to our graduate students: 37% women graduates aspired to continue in academia in Cambridge or other HEIs, compared with 63% men. We will compare answers to these questions in our next survey.

This pipeline is a cause of major concern, since the academic discipline at large is being shaped in gender terms by these ratios which will become entrenched unless the causes are identified and offset by measures to attract women to continue in the subject. Now that the discipline is diversified in terms of faith perspective, there is no longer the same assumption that students proceed to male ordination. The subject is, as indicated above, intrinsically diverse and multi-disciplinary. At a Faculty Board meeting in 2018, it was decided that a special prize would be instituted with the description: ‘the best undergraduate dissertation in the third year which engages with some aspect of the relationship between gender and religion’. We are attempting as an institution to foreground the intersections between the study of religion and gender studies through targeted information, show-casing sessions, thematising of gender, role-modelling, and other initiatives detailed throughout this application (AP 3.1, 3.2, 3.3).

4.2 Academic and research staff data

- (i) Academic staff by grade, contract function and gender: post docs (research only or teaching only), and tenured academics (teaching and research)

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.

All academic staff in the Faculty have both teaching and research requirements in their contracts. Postdocs (PDs) are the only staff with research-only contracts.

The composition of the Faculty reflects both the historical legacy of its earlier focus upon Christian theology and its strategic decisions, in more recent years, to broaden its scope to include expertise in other religious traditions and other approaches to the study of religion. Because of these numbers, the pipeline (see Tables 11 and 12) is difficult to interpret. For example, data shows a strikingly strong representation of women at the senior professorial level, yet 3 of the 4 women professors retired in 2018. Data in Tables 11, 12, 13, and 13.1 also shows a key point of attrition between PG and PD level.

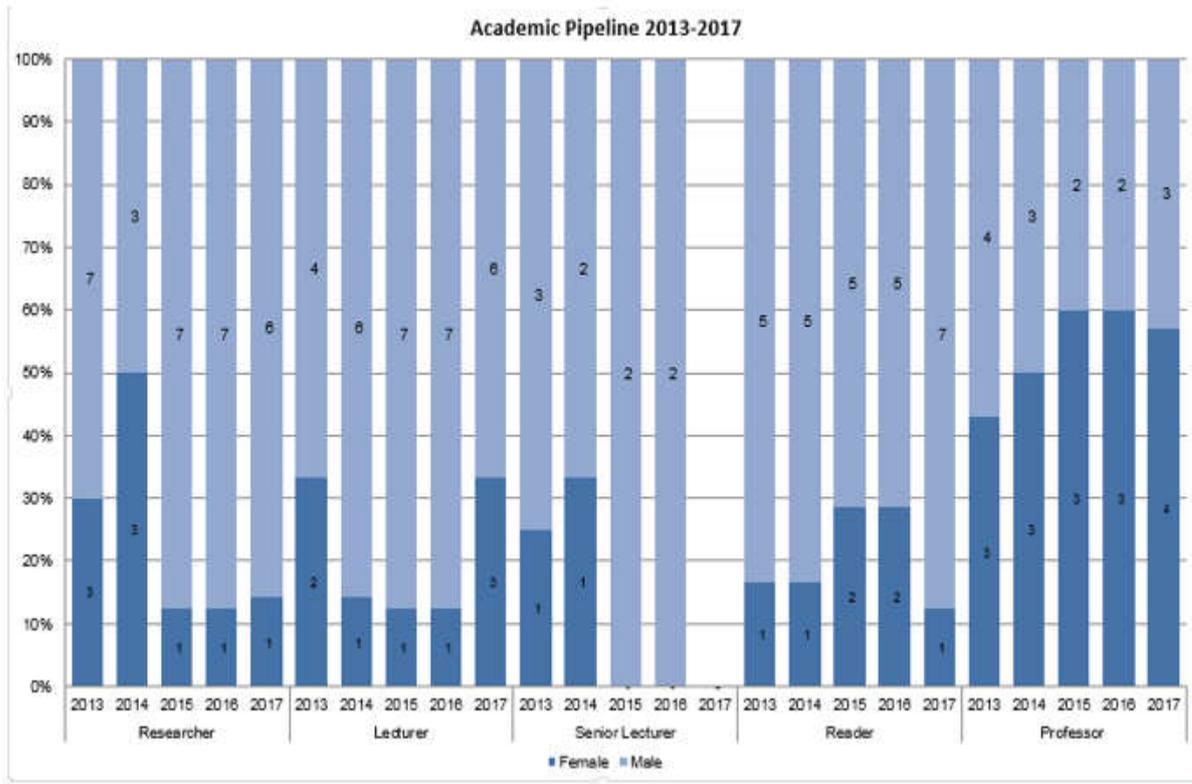


Table 12 shows the academic pipeline of academic staff between 2013-2017.

Changes in Proportion of Female Academic Staff between 2013 and 2017

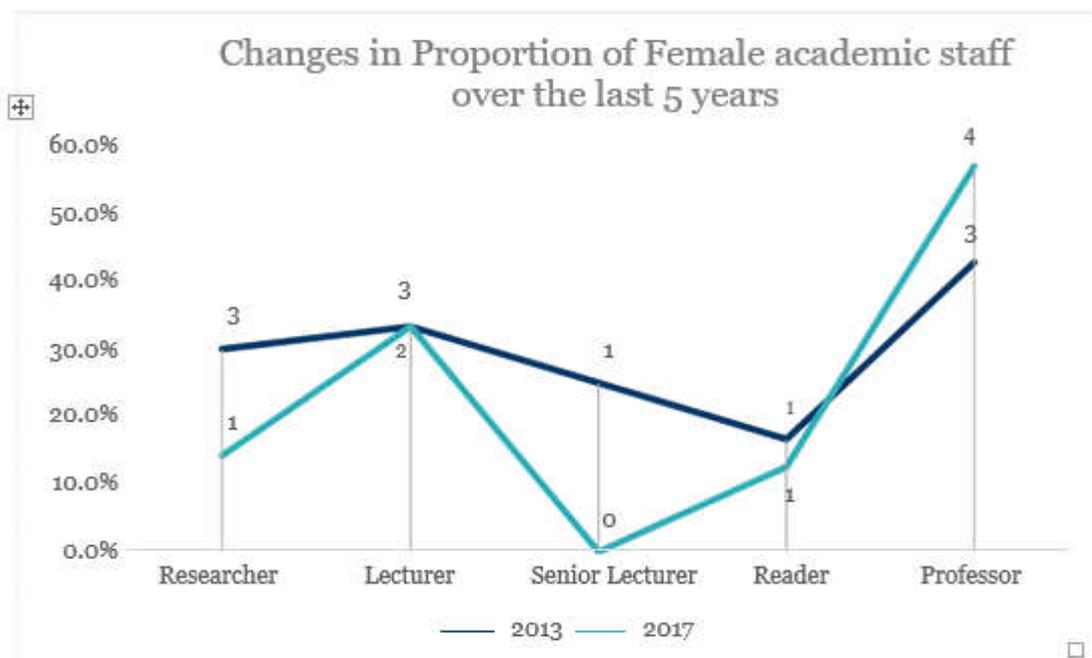


Table 13 illustrates the pipeline of academic staff and how their proportions have changed from 2013 to 2017.

Table 13.1 illustrates the pipeline of academic staff and how their proportions have changed from 2016 to 2018.

Owing to recent promotions, the Faculty currently has one female Reader. Because three women at professorial rank have retired in the last year (with only one replaced by a woman), women comprise only 20% of the Faculty in 2018-19. In order to address our pipeline issue of progression, we will put in place actions addressing the application process, and encouraging and supporting our staff in the promotions process. More specifically, supportive feedback will be given to research council PD applications and research fellowships (AP 4.1, 4.2, 4.3).

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

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

As shown in Table 14, the majority of our academic staff are on permanent contracts and the majority of our research staff are on fixed-term contracts. This is owing to research staff

relying on funding for their current projects. The Faculty of Divinity currently has no staff on zero-hour contracts.

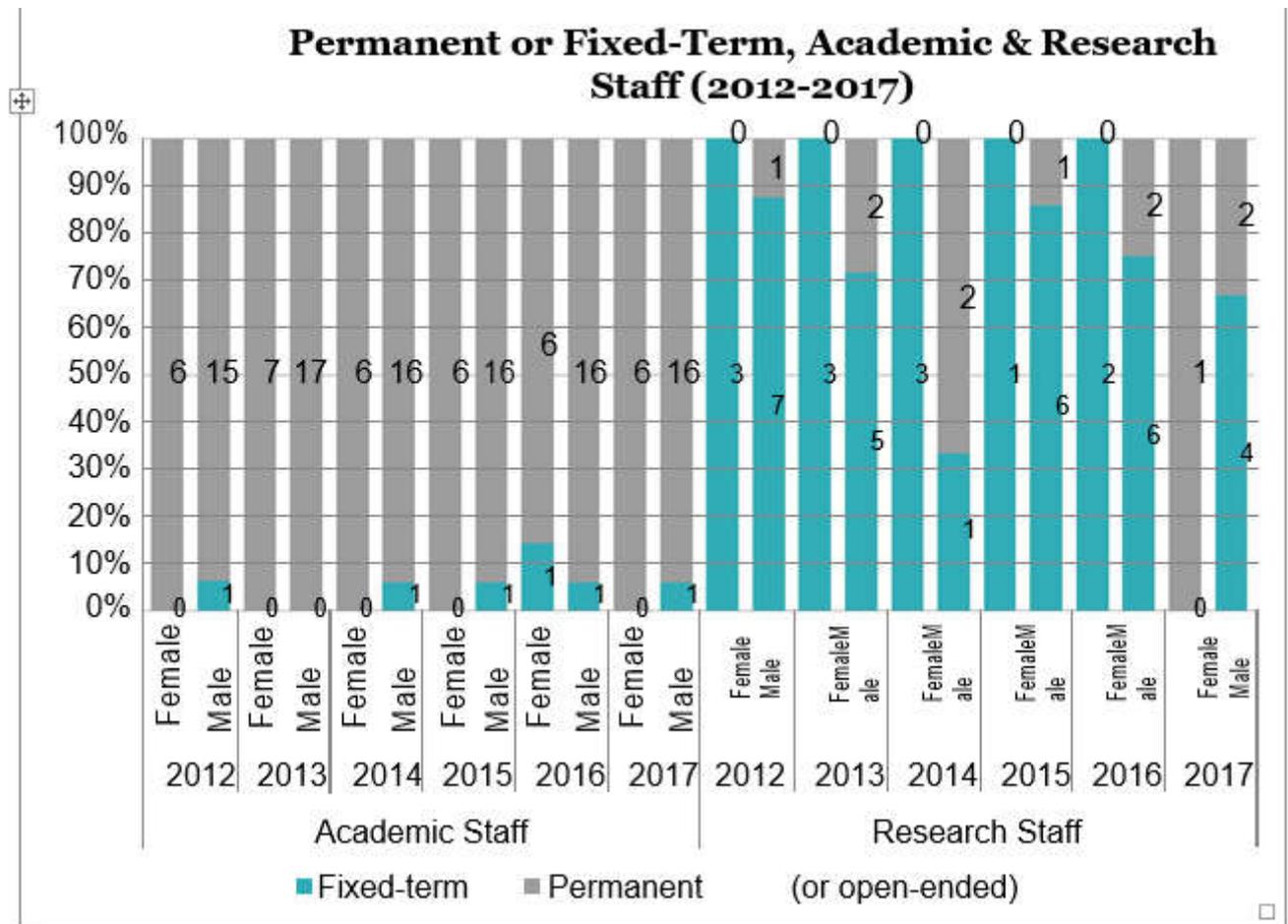


Table 14 shows the number of academic and research staff on permanent and fixed term contracts with most academic staff on permanent contracts and most researchers on fixed-term contracts irrespective of gender.

Despite caveats about small samples and disproportionate changes, the pattern of gender imbalance is consistently visible. These figures will be closely scrutinised over the next four years for any identifiable patterns, and for any signs of redressing of imbalance through supportive feedback to applications for research fellowships (AP 4.1).

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

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

Table 15 shows that the turnover of permanent academic staff is low, averaging about 5% of academic staff per year – a figure comparable to that in the rest of the University (the

turnover of researchers is higher, averaging about 46% per annum, owing to the nature of fixed-term grant funding). All academic staff and all but 3 research staff (3M) were on full-time contracts. Of the fixed-term contracts held by women researchers, all proceeded to equivalent permanent or higher-grade employment elsewhere, and all have continued on an academic trajectory. The data is equivalent to that of male academic trajectories, in relative terms.

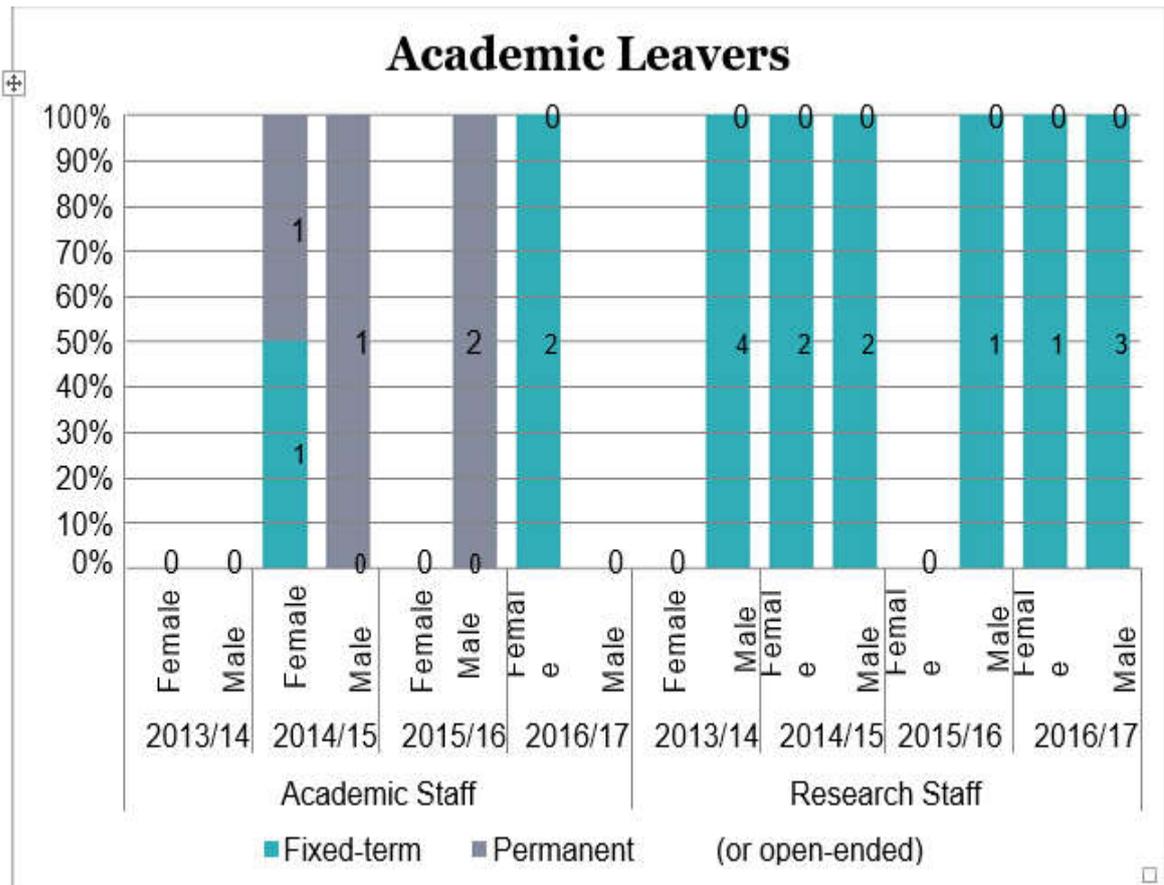


Table 15 shows Academic leavers by grade and contract type with a higher number of researchers leaving due to limited funding.

The Faculty does not at present formally collect destination information, nor the reasons for departure, and exit interviews do not take place. However, such information and mentoring throughout fixed-term contracts with a view to career development is critical to enable us to track our success in developing the careers of fixed-term researchers. There is a trend for loss of female staff at Postdoc level, and it will be important to gain an understanding of the reasons why, and also offsetting career attrition, especially at the Postdoc

stage. In our action points, we have included a commitment to introducing exit interviews and collecting career destination data. Through these measures, we seek to improve our understanding of why staff leave the Faculty and to spot opportunities for retention (AP 4.4).

The Faculty administrator follows the University redeployment policy, engaging with individuals whose contracts are due to reach completion, and supporting colleagues facing change, redundancy or deployment.

Action Points:

AP 4.1: Solicit PD applications through advertisement, and give supportive feedback to research council postdoctoral applications and research fellowships.

AP 4.2: Increase transparency of PD application process through PD application workshops.

AP 4.3: Highlight the appeal of academic career path through termly lunch seminars, away days, and similar activities, which will be supported by a fixed annual budget.

AP 4.4: Improve knowledge of why staff leave by setting up exit interviews and exit mentoring.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words Actual word count: 5955 words

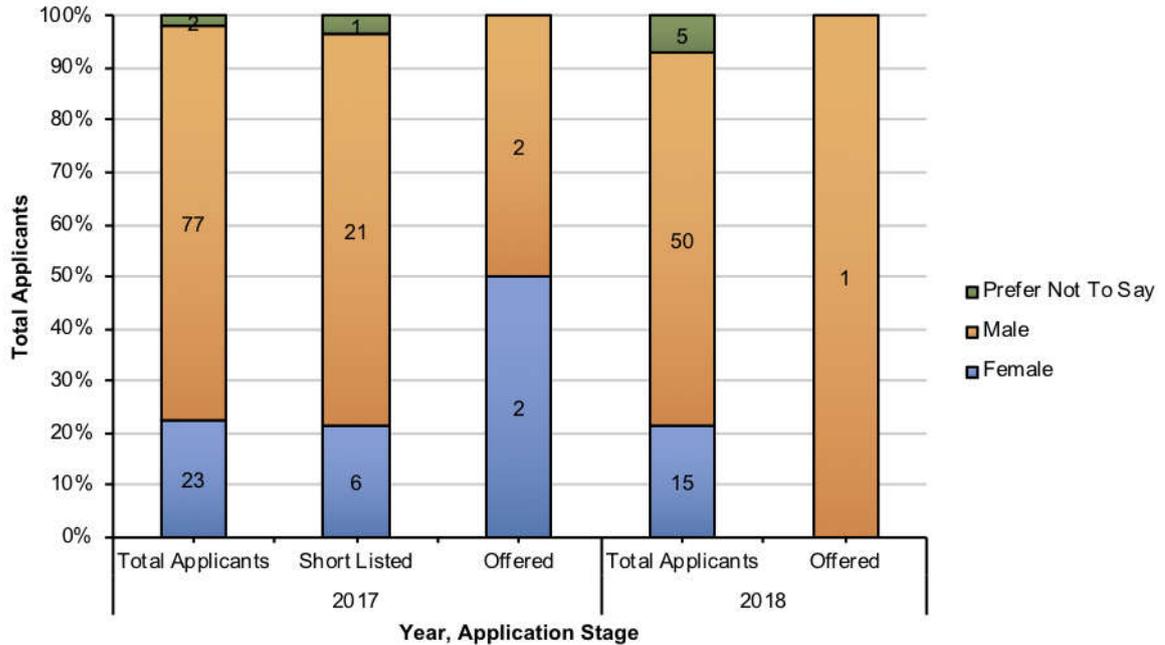
5.1 Key career transition points: academic staff

(i) Recruitment

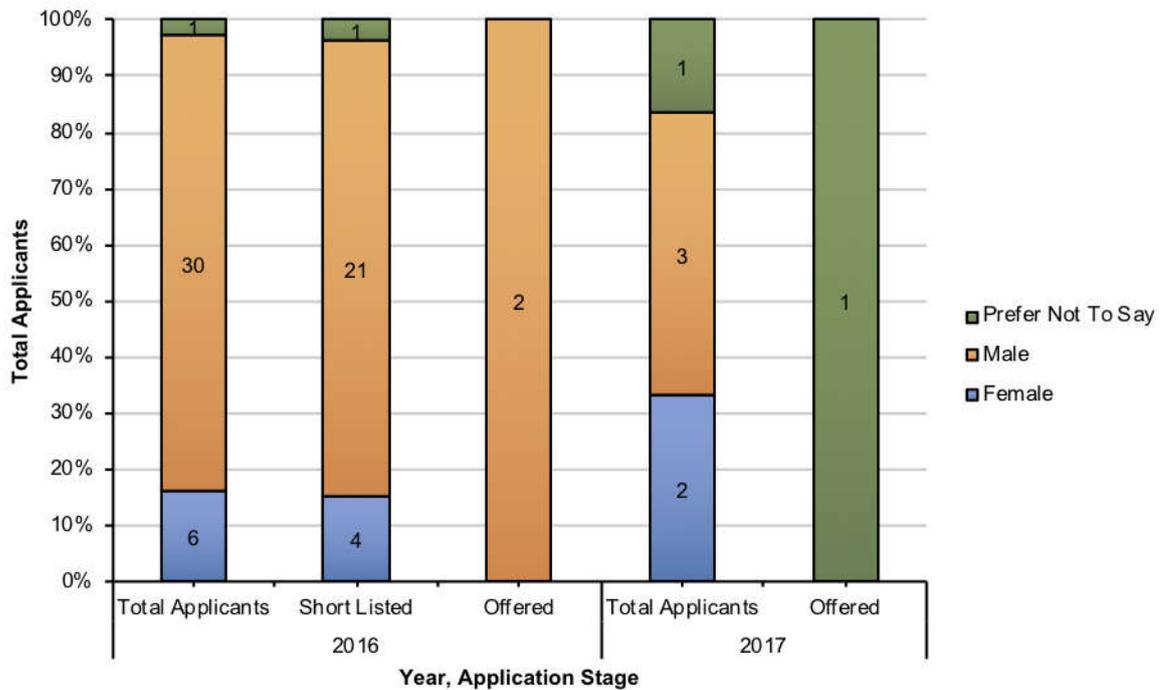
Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Table 16 indicates gender imbalance at all stages of the recruitment process. This data will continue to be collected annually and reviewed to assess the inclusivity of the process (AP 5.3).

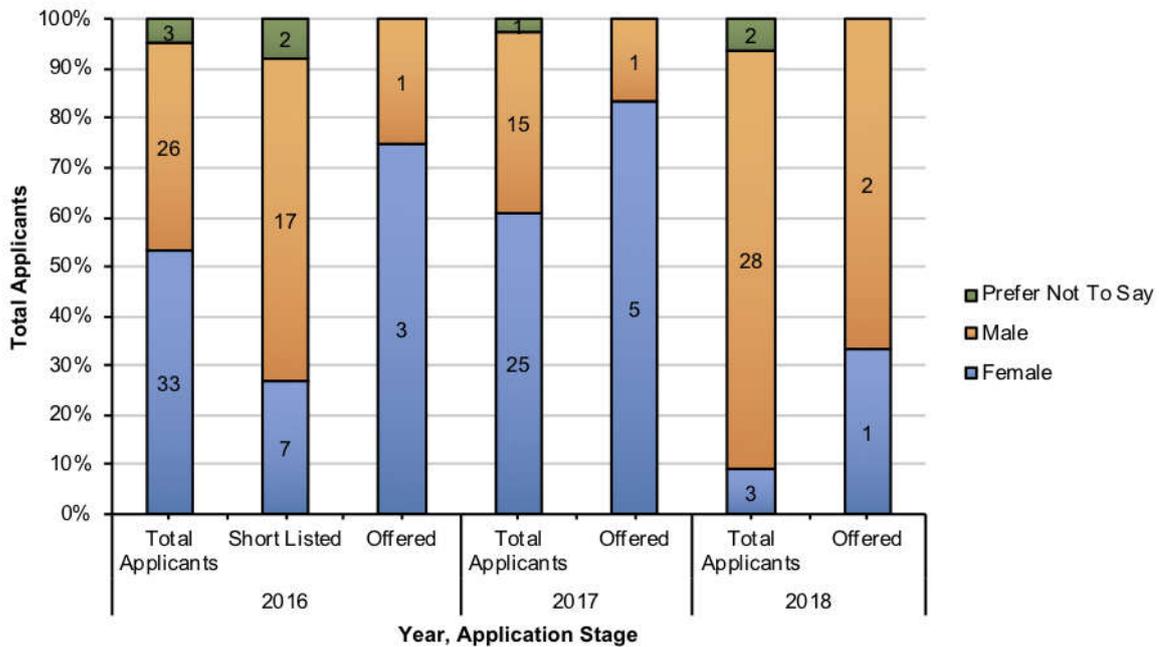
Recruitment Stage Proportions - Academic



Recruitment Stage Proportions - Research



Recruitment Stage Proportions - Academic Related



Recruitment Stage Proportions - Assistant

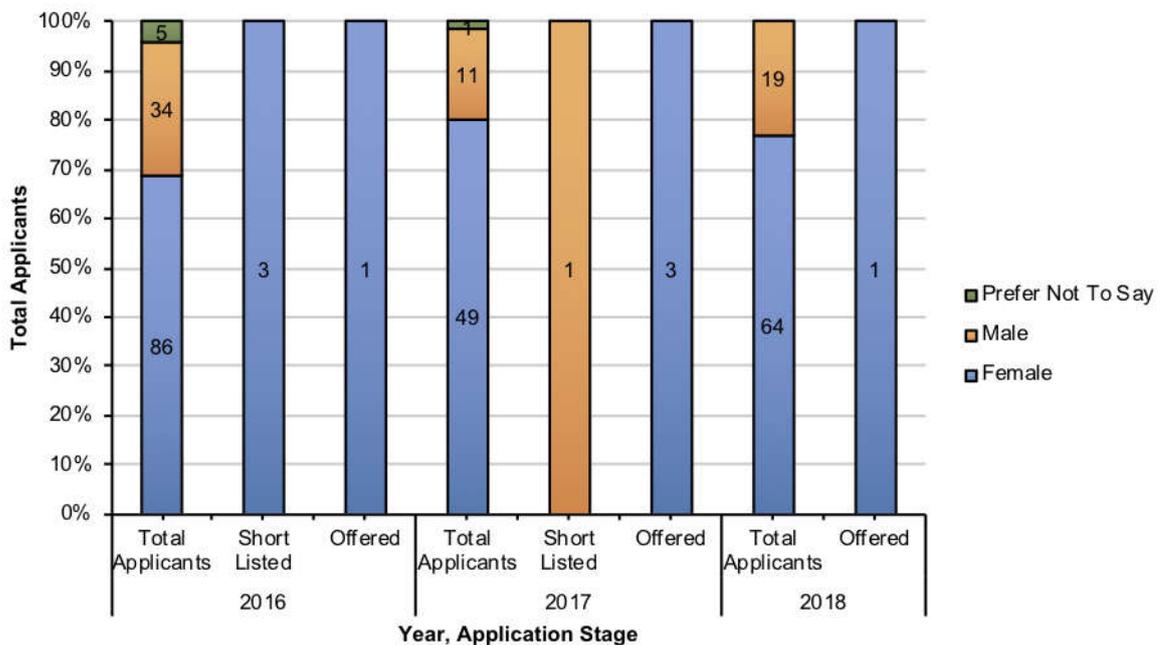


Table 16 shows the recruitment data for Divinity, with discrepancies in gender representation at every stage, and particularly at the shortlisting stage.

University guidance is provided on recruitment, including job descriptions, advertisement wording (where gender neutral language is used) and further particulars. To attract more women to apply, details of flexible working options, annual leave and family-friendly

policies are provided. The Faculty website is regularly updated to ensure that this information is accessible. The data indicates that while we have good numbers of women applicants, there is a drop in the number of women at the shortlisting level. To raise awareness among interview panels about achieving shortlists which reflect the gender balance of the applications, the Chair of the relevant selection committee will insist on an appropriate shortlist. The PPD data between 2012 and 2019 indicate that only 9M and 3F have taken the Recruitment Essentials: Appointing the Right Candidate training. We will ensure that all members of the Faculty receive this training (AP 5.1). The Chair of the selection committee will actively support eligible candidates in the recruitment process, and, in particular, women by finding funding to pay for the childcare costs of interviewees, and alternative modes of interviewing such as Skype interviews (AP 5.2). We have instituted specific action points indicated here, and will seek feedback to check if there are areas in which we can improve, and also on these action points (AP 5.3).

A key point of attrition of women academics in the Faculty is the PD to tenured academic roles, and to address this issue, we will actively solicit PD applications, conduct PD workshops, and organise events to promote academic career paths (AP 4.1, AP 4.2, AP 4.3). For solicited PD appointments, where researchers are not named on grants, a formal application process involving advertising, shortlisting and interview, in accordance with University policy, is initiated. The Faculty Administrator co-ordinates this process and ensures the presence of gender balance and E&D training (AP 5.1) For professorial elections, the membership of the Board of Electors comprises local, national and international experts, including female members. The latter is particularly important as appointing senior women role models is of the utmost importance for future women researchers in our field.

Action Points:

AP 5.1: Recruitment Essentials training for all members of the Faculty, who can sit on appointment committees.

AP 5.2: Offer to pay for childcare costs of interviewees, and flexible modes of Interviewing.

AP 5.3: Invite E&D consultant to attend recruitment process, from drafting of particulars to selection, and offering feedback about the recruitment process.

(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.

Faculty induction includes:

- Divinity Induction Pack issued by the Faculty Administrator which highlights Health and Safety practice, as well as Fire Safety training.
- Individual PIs and subject area chairs provide additional inductions specific to their own activities, including training in approaches to teaching and forms of assessment.
- Staff are directed to the University online induction module which includes policy information and processes for SAP, as well as the University's Supporting Parents and Carers at Cambridge staff network (SP@ce), the Returning Carers Scheme, My Family Care (emergency care provision), and CAMBENS local benefits scheme.
- The Chair of FB sends welcome email and subsequently meets in person with new staff, inviting them to gather for morning coffee during their first term-time week in post in order to network with other staff. In addition, the Chair of the PD/Early Career Scholar Committee sends out a welcome e-mail to new early career scholars and meets them personally for an informal induction.

The 2017 staff survey indicated dissatisfaction with the induction processes available (see Table 17). Most problematically 11F and 17M reported they had not received an induction.

Table 17 shows the survey results relating to the induction process with the majority of staff (male and female) indicating that they had not received an induction or did not find their induction wholly satisfactory.

The PPD data indicates that between 2012 and 2019 7M and 3F have taken the online induction to Cambridge. The Chair of FB is concerned to improve induction processes, and will take new staff on a tour of the Faculty, the surrounding campus, and the University Library (AP 6.2). No mechanisms were previously in place to understand the effectiveness of induction, but it will be assessed in the coming years through repeated staff surveys and also through discussions with the Chair of FB (AP 6.1).

Action Points:

AP 6.1: Introduce induction feedback mechanism.

AP 6.2: New staff to meet with Chair of FB for tour of campus.

(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.

University-wide Senior Academic Promotions (SAP), for which the latest exercise was launched on 1 October 2019, is the process by which senior posts (lecturer and above) are promoted. All eligible candidates are identified by the Chair of Faculty who discusses a potential application with the candidate, or advises discussion with an alternative mentor as part of the University SAP mentoring and CV schemes. The Faculty is keen to encourage women to apply for promotion as soon as they become eligible, by specifically targeting women who are eligible for promotion (AP 7.1, AP 7.2).

100% of women applicants for promotion were successful, compared with 75% of men (Tables 18, 18.1, and 19). Our high success rate is a direct result of close criteria scrutiny, the experience of senior members who sit on promotions panels and share their knowledge, stringency applied at the preparation stages, assiduous feedback, and mentoring.

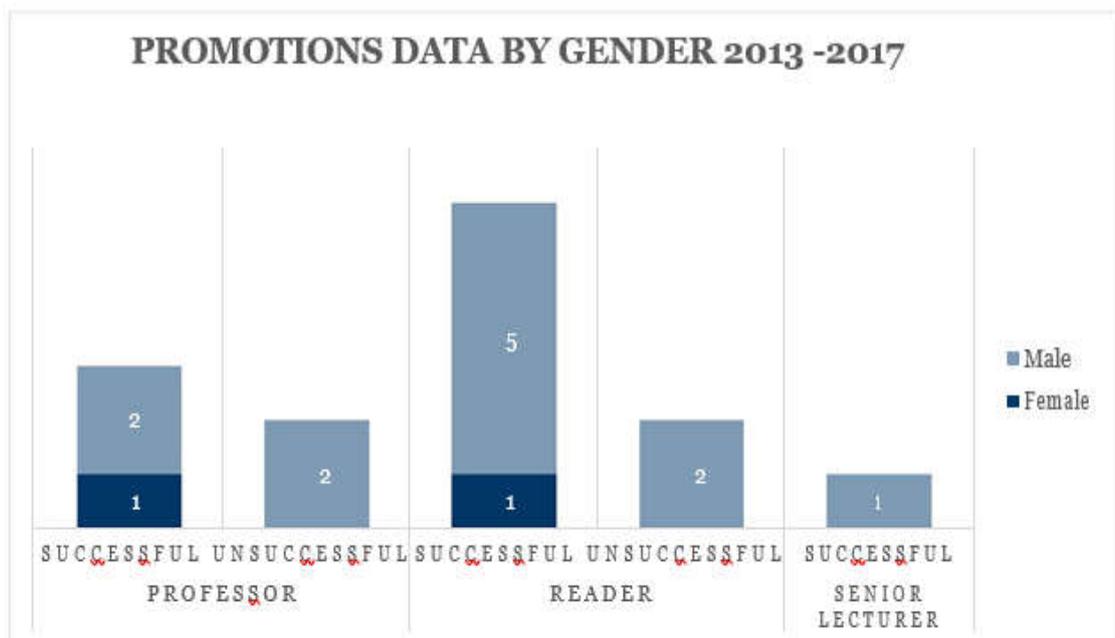


Table 18 shows promotion data for academic staff between 2013-2017 with more male applicants and therefore successes than female.

Applicants and success rates for promotions by year (2013-2017)

Role Applied For	Year	Total Successful	Total Unsuccessful	Female % Successful
Senior Lecturer	2017	1	0	0%
Reader	2013	1	0	0%
	2014	1	1	100%
	2015	1	0	0%
	2016	3	0	0%
	2017	0	1	0%
Professor	2013	0	1	0%
	2014	0	1	0%
	2015	1	0	100%
	2016	1	0	0%
	2017	1	0	0%

Table 19 shows promotion data for academic staff between 2013-2017 and is also reflected in table 18.

The survey indicated staff didn't understand promotions procedures (10F, 10M). These responses indicate that clarification of SAP is needed for all staff, but especially women. The Faculty will now further promote SAP Fora as a source of information (AP 7.3).

Table 20 shows survey responses regarding understanding of the promotions procedures with three times as many men as women feeling they understand the procedures and equal numbers of men women and men saying they do not understand the procedures. N.B. Percentages indicate the percentage of total female, total male and total overall and should be read down the columns.

In addition to the promotion of academic staff, we actively encourage the career development of professional and support staff within the Faculty. PPD provides chances for

career development through secondment. Three assistant staff have moved on to posts of a higher grade (one internally), and one member of assistant staff has been seconded to a position of higher grade (2013-17).

Staff survey results indicate that more needs to be done to encourage and support assistant staff in applying for secondments and attending PPD training courses (Table 21) and our actions reflect our commitment to improving development opportunities for staff (AP 7.4).

Table 21 shows survey responses regarding secondments with only a small proportion of staff feeling supported in secondment applications. N.B. Percentages indicate the percentage of total female, total male and total overall and should be read down the columns.

Action Points:

AP 7.1: Provide Chair of FB with SAP application success rate by gender to assist chair of FB in targeting individuals in the future.

AP 7.2: Provide additional mentoring for women staff eligible for promotion.

AP 7.3: Clarify SAP procedures, and especially target at women.

AP 7.4: Improve development opportunities for staff by making information available about secondment and training opportunities.

(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.

Table 22 shows the percentage of male and female eligible staff submitted for the REF 2014 and RAE 2008. The Faculty REF panel in 2014 was chaired by a woman, and our Unit of Assessment subpanel was trained in E&D. The Faculty REF panel for 2021 is chaired by a woman, and it is in the process of reading submissions.

Table 22 shows REF and RAE returns data with a higher percentage of eligible male staff submitting in the REF 2014 compared to female.

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?

The University provides training through the Personal and Professional Development team (PPD) which includes the development of academic and non-academic skills through face-to-face and online training courses. The 2017 survey indicated a sense of discouragement at taking up opportunities for training (24%F, 20%M staff). As a response, the Faculty will actively encourage staff participation in PPD training more directly through further advertising within appraisal and mentoring meetings, and through circulation of PPD term-cards and posters (AP 8.2).

Name of PPD Event	Men	Women
Pathways in Higher Education Practice Core Seminar	3	2

Leadership Development Programme for New Heads of Institutions	1	2
Welcome to Cambridge	3	2
Supervising Graduate Students	17	6
Admissions Selection	7	8
Immigration and Recruitment	1	1
Recruitment Essentials	9	3
Induction (Online)	7	5
Data Protection Training (Online)	10	8

Table 23 shows the uptake by gender of training available to staff in the Faculty, 2012-2019.

E&D Training Completions as at 31 March 2019			
	Training Completed?		Total
	Yes	No	
E&D Online Training	33 (85%)	6 (15%)	39
Implicit Bias Training	10 (26%)	29 (74%)	39

Table 23.1 shows the uptake of E&D Training and Implicit Bias Training

In November 2016, the Faculty started proactively encouraging all staff to complete online E&D training. The Faculty will ensure that all staff undertake the training, and the uptakes indicated in Tables 23 and 23.1 will be increased (AP 8.1, AP 5.1).

The staff survey also revealed academic staff found scheduling time for training difficult (50%M, 46%F). Bespoke in-house training sessions will therefore be introduced (AP 8.2).

Action Points:

AP 5.1: E&D and Recruitment Essentials training for all UTOs, who can serve on appointment committees.

AP 8.1: Implement 100% take-up of E&D online training and unconscious bias training.

AP 8.2: Increase accessibility and uptake of PPD courses by convening at least one in-house tailored PPD event for women academics per year.

(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.

The University provides clear guidelines for appraisal at least every two years. Appraisal is intended to be a supportive and creative review of personal development, involving a two-way exchange of information. This has been inconsistently implemented, with some staff pro-actively seeking appraisal, while others have not been appraised for several years, or following return from parental leave and career breaks. A large majority (74%M, 61%F staff) have also not received training in being appraised (see Table 24).

Table 24 shows the survey data relating to appraisals with most staff having not received training in this area and having not been appraised in the past two years. N.B. Percentages indicate the percentage of total female, total male and total overall and should be read down the columns.

We are addressing this problem as a matter of urgency and the appraisal system has now been re-designed by the Faculty (launch 2017-18), with a view to sustainability and enhancement of E&D. This appraisal and review scheme for Academic, Academic-Related and Research Staff provides a regular pattern of biennial (or annual for those on probation and postdocs) appraisal for individual members to consult with their colleagues concerning their work, with a view specifically towards professional development. A targeted effort will be made to increase the numbers of staff attending training on being appraised and/or giving appraisals (AP 9.1).

For PDs, reviews are annual, and there will be two parts to their review, (1) a Project Review meeting and (2) a Development Review meeting. The survey highlighted that 50%F (2) and 43%M (3) respondents felt they received feedback from their PI. These numbers indicate a need to improve the consistency and quality of appraisals for PDs. Appraisal training information will be communicated to PIs and a refresher session will be arranged within the Faculty or via PPD, as appropriate (AP 9.1).

Action Points:

AP 9.1: Encourage appraiser and appraisee training via PPD.

(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.

Survey results show:

- 26%F staff felt that their gender affected the achievement of their career goals.
- 66%M staff felt that their gender never affected their career goals, compared with 43%F.
- 78%M PGs felt their gender never affected their career attainment compared to 32% PGs
- 25%F PGs said it did affect their career goal attainment.

These perceptions are illuminating, given that a key attrition point for female researchers is at the transition from PD to academic. Our Faculty is committed to supporting career development and facilitating next career steps, and seeks to reduce the attrition rate for women academics.

Several measures are already in place:

- The University's Careers Service is available to all staff and students, and offers specialist careers advice for contract research staff and PDs. The Postdocs of Cambridge (PdOC) Society offers guidance on opportunities within and outside Cambridge.
- A dedicated careers advisor for PDs, the Postdoctoral Officer meets regularly with the PDs, sets up their mentors, and has convened off-site meetings with the Director of the Office of Postdoctoral Affairs.
- PDs are represented on the Faculty Board.

- A lunchtime Athena SWAN Seminar where female role models discuss their work, as well as work/life balance. Three women professors in the Faculty offered lunchtime talks in our SWAN seminar series in 2017-18, reflecting on changes in the role of women in their field, in connection with intellectual developments in their subject, as they approached retirement. These seminars will be embedded in the Faculty calendar (AP 10.1, AP 10.4).

Despite these endeavours, our survey indicates widespread negative perception of encouragement and support by line-managers and PIs, and inconsistent mentoring and feedback:

- 19% of academic staff (15%M (6), 24%F (7)) feel they lack good chances of career progression.
- 18% (18%M (7), 20%F (6)) feel they are not provided with fair feedback from their line-manager or PI.

The survey results also demonstrated a need for a stronger mentoring culture in the Faculty. In response, a new mentoring scheme which is available for all staff, but particularly intended to support female staff considering promotion, has been introduced. This scheme will be formalized, e.g. mechanisms for review and feedback will be added (AP 10.3). More extensive training will be provided for the mentor and mentee, as well as for PIs and line-managers, in offering support and feedback. At present, there is online advice for mentors, but in-house subject-specific training will help to increase awareness of the value of the role for both mentor and mentee (AP 10.2).

2 of our female PDs have obtained competitive Research Fellowships (equivalent to a PD position) in in open-field competitions, and a female Research Associate, Dr Hjördis Becker-Lindenthal, has obtained a prestigious Leverhulme Early Career Fellowship. This success is in part owing to intensive support, mentoring and feedback from the Faculty's Research Committee.

Action Points:

AP 10.1: Plan SWAN seminar schedule at start of each academic year.

AP 10.2: Arrange in-house PD mentor and mentee training, with online information as well.

AP 10.3: Formalise comprehensive mentoring for all staff, at all levels, with mechanisms for review and feedback.

AP 10.4: Embed in the Faculty's termly activities seminars where female role models are invited to speak about work/life balance.

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

The Faculty offers undergraduate students briefing about graduate programmes. Advice is given regarding graduate funding opportunities and the Faculty website is regularly updated to reflect this, together with study and transferable skills advice. It will specifically implement an undergraduate away-day which will thematise graduate study, to increase the number of women applications for graduate study (AP 11.1). An away-day will also be implemented with a focus on encouraging women PG to apply for PD positions (AP 11.2).

Student survey findings suggest only partial success in supporting and promoting academic career progression:

- 6F, 1M undergraduates felt their gender impeded their academic career progression.
- 21% of all undergraduates said they did not receive constructive advice regarding

career development.

The survey confirms an overall sense that more men than women students identify with academic research in our Faculty (11M, 6F), and more work needs to be done to identify the reasons for this variation, and ways to change this perception. A focus group will be organised with undergraduates to understand better their perception of the academic career path (AP 11.3, AP 3.2).

Graduate students are offered the following by the Faculty:

- Well-publicised graduate show-casing and career study sessions with specific attention paid to women graduates
- Financial support to run their own seminar and journal (*Noesis*)
- Funding to attend at least one international conference per year
- Guidance is given by the Faculty's Research Committee on research integrity and ethics
- Short Instagram videos have been filmed, aimed at encouraging women to remain within academia (see picture right)



Moreover, PDs are offered undergraduate supervising and lecturing experience. The Faculty is very proud of these successes and will support them in the future. They are considered to be part of an overall shift in culture towards a more inclusive approach, drawing PGs and PDs in to experience academic skills first hand.

Action Points:

AP 11.1: Undergraduate away-day thematising graduate study, showcasing current PG and PD researchers, discussing advantages of work/life balance of academic career path.

AP 11.2: Women PG away-day/retreat, to encourage PD/JRF applications.

AP 11.3: Undergraduate focus-group on perception of academic career path.

(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.

Prospective research applications are supported by the research committee, Faculty administrator, Faculty Impact Officer, and by the school Research Facilitators who advise on relevant schemes, provide examples of successful applications and offer feedback on draft applications. Financial costings are drawn up, in consultation with the Research Director and Faculty Administrator and Chair of FB, together with the School Research Grant Administrator.

For Early Career Fellowships, a separate system of support is in place:

- The Faculty offers its own PGs a briefing session on early career fellowships and JRFs in the Easter Term of each academic year; existing PDs showcase their experiences and achievements.
- Every summer, the Faculty advertises its willingness to support applications to early career fellowships by assessing applications, drawing on subject specialisms which are represented on the Committee, and a selection are supported in making applications to relevant schemes, or ranked and put forward to the University for their internal competitions.

- Eligible women PGs are targeted and encouraged to apply for relevant schemes, including those not necessarily current PDs in our Faculty.
- Early career fellowships are advertised on the university job webpage to ensure applications from a wider field than our own PG population.

The foregoing system of internal feedback is part of a new concerted effort to increase research grant applications and successes and our PD numbers. Table 25 shows that the number of applications is small.

Table 25 shows the number of grant applications between 2013-2017 included success, rejections and those still pending with men submitting more applications and being more likely to be successful.

Despite being central to School strategy, 29% of staff felt discouraged in applying for grants. There appears to be no gender imbalance in this perception, or in the group of applicants, which suggests a widespread lack of awareness or feeling of intimidation about the process, rather than reflective of gender imbalance. Specific programmes will be instituted to increase the number of grant applications, through well-publicised briefing sessions on the process of applications, testimonials and showcasing by successful applicants, as well as briefings on pathways to impact (AP 12.1).

Action Points:

AP 12.1: Institute programmes to raise awareness of the research grant application process and support available in Faculty and SAH, through lunchtime talks from grant winners and research facilitators, plus poster and website feature, with examples of successful grant applications.

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.

As soon as the Faculty is made aware of pending maternity, the Faculty Administrator:

- ✓ Meets with the individual to inform them of the HR University maternity leave policy.
- ✓ Conducts a risk assessment.
- ✓ Ensures the individual is aware of the Returning Carer's Scheme, as well as the procedures for requesting part-time or flexible hours on return.
- ✓ Provides information on the University's family-friendly provision (including nursery provision and Holiday Play Schemes).

The Faculty will ensure that its website is regularly updated so that the above information remains easily accessible. In addition, family-friendly policies will be advertised alongside life/career testimonials by women in the Faculty Newsletter to highlight the point that the Faculty is supportive of staff who take maternity and paternity leaves (AP 13.1).

Action Points:

AP 13.1: Add family-friendly policy updates and maternity and paternity policies, as well as life/career testimonials by women academics to faculty newsletter. Highlight these policies in all staff and graduate student inductions.

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

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

During maternity and adoption leave, the individual has access to research mentoring, should they wish to take this up, as well as 10 paid ‘keeping in touch’ days, in which a member of academic staff may work without affecting statutory maternity pay. We are aware that many women academics worry about the consequences of taking family leave, and have concerns about its effect on their career prospects, and their standing within their home institution. We are determined to make sure that our staff feel encouraged to take such leave, are supported on their return to work, are able to keep in worthwhile contact with Faculty officers during leave if they desire, and do not feel that stigma attaches to prioritising family responsibilities (AP 13.1).

(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.

The University launched a ‘Returning Carers’ support scheme in 2013, supporting return from family leave and career breaks. Academics who have taken 3 or more months leave in the past four years can apply for up to £10,000, to be used on teaching buy-out, setting up new research and attending conferences, in order to build up their research profiles and networks, and other academic activity. Individuals will be actively encouraged to seek research mentoring from the Chair of the Faculty or an appropriate academic member of staff, and to maintain this contact, should they so wish, during the maternity or adoption leave, and on their return to work (AP 13.3).

The scheme addresses a major concern, highlighted in our 2017 survey:

- 13%F students and 10%F academic staff disagreed that the Faculty is supportive of students or staff (respectively) taking maternity/paternity/carers/special leave.
- 44%M academics and 40%F felt that the Faculty did support such individuals.

This indicates a need for improvement in existing provisions. In future, the Faculty will instigate the following:

- Staff appointed to the ‘keeping in touch’ role encouraged to communicate information so a central record can be kept to identify issues which can be addressed to retain a higher proportion of staff with young children (AP 13.3).
- All staff on parental leave will meet with the Faculty Administrator and/or Chair of FB to discuss return to work, possible opportunities for graduated return, and periods of reduced administrative responsibilities, and research mentoring.
- A ‘family room’ in the Faculty will be sought (AP 13.5) where baby-changing facilities are well-advertised and accessible; breastfeeding facilities are provided; and a shelf is allocated in the Faculty refrigerator for storage of breastmilk.
- The Faculty Library has altered its access policy to allow new parents to bring their children in to make use of library resources. This is especially valued as the University Library’s access policy excludes children from entering the library area.

Action Points:

AP 13.3: Formalise in-house research mentoring scheme for those returning from maternal leave, and build up a central record to identify issues relating to staff with young children

AP 13.5: Seek a family room in the faculty building.

(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.

Five staff have made use of maternity leave provision during the review period, and one researcher did not return.

Maternity Return Rate

Year	Staff Type	Leaver	Returner	Still on Leave	Total
2012	Researcher	1	0	0	1
2013	Researcher	0	1	0	1
2014	Academic-Related	0	1	0	1
2017	Academic	0	1	0	1
2018	Academic	0	0	1	1

Table 26 shows the return rate following maternity leave for all staff since 2012.

The Faculty has several measures in place to facilitate return to work after maternity or adoption leave, as indicated above. The Faculty is planning more rigorously to collect and disseminate the reasons staff both return and leave following periods of maternal leave in order to better understand how staff may be better supported and retained in the future (AP 13.4).

Action Points:

AP 13.4: Collect and disseminate data relating to staff experience of maternal leave via exit surveys.

(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.

The University provides two weeks' paid paternity leave (used by two PDs since 2011). As from 2011, the University also offers provision for fathers who would like to undertake enhanced shared parental leave of up to 26 weeks during the period from 20 weeks after the birth to the end of the mother's paid maternity leave, if the mother has returned to work. To date, no male members of staff have taken such additional leave, but should any do so in the future, they will be entitled to the same 'keeping in touch' days and mentoring as are currently available for staff on maternity leave. The Faculty is working to increase the awareness of parental leave schemes by advertising in the Faculty newsletter and increasing visibility within the Faculty (AP 13.2).

Action Points:

AP 13.2: Increase awareness and uptake of parental leave schemes through posters on prominent faculty notice boards and faculty newsletter.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Flexible working arrangements are available to all staff in the Faculty. The University's flexible working policy (for all staff) allows for alteration to working hours in consultation with the individual's line manager and/or Chair of Faculty. During the review period, no staff have taken up this opportunity, but efforts are being made to

increase publicity via our website and Well-Being noticeboard, and the Administrator is available to give advice on the scheme. The Faculty will provide training opportunities for line-managers and PI's on promoting and implementing flexible working (AP 14.2).

Many staff do work 'flexibly', with the flexible working policy implemented informally for academic staff who do not have 'core' hours, and research staff who do not have set hours of work but are expected to average 37 hours per week, with hours arranged in consultation with their PIs and the needs of the research group.

The 2017 staff survey indicates that there is a high level of satisfaction in working routines for staff, 85% (85%M, 83%F) perceiving that the work allocated to them was fair and appropriate. However, 10%F feel that their PI or line manager would not support flexible working patterns, thus suggesting a possible stigmatisation of such patterns. To offset this perception, we will redouble efforts to advertise the opportunity to work flexibly, through a poster campaign and profiling the scheme on our website, and seeking out testimonials from staff in other Faculties or Departments in the SAH who have taken advantage of this scheme (AP 14.1).

Action Points:

AP 14.1: Collect testimonials from staff who have taken advantage of flexible working pattern.

AP 14.2: Training for line-managers and PIs on flexible working as a valuable way to retain excellent researchers and staff, and encourage flourishing in the working environment.

(vi) 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.

To date, no staff have undertaken this transition during the assessment period. However,

we have outlined above the Returning Carers Scheme which is well-publicised by our Administrator through frequent email circulation and posters. In addition, staff returning to full-time work after part-time working patterns are entitled to tapered re-introduction to full-time work, reduced administrative responsibilities and strong encouragement to build up their research careers through mentoring and applying for research leave grants. They are also made aware of their entitlement to return to work on a part-time basis, building up to full-time after a career break, though to date, individuals have returned on a full-time working basis after career breaks.

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.

The Faculty aims for a supportive and collaborative atmosphere. We acknowledge that advancing gender equality requires action on a structural level, and active commitment from those in senior roles. As part of our aim to encourage the representation of women in Faculty roles, our women postgraduates are frequently invited to showcase their research in the research seminars of all subject areas. More broadly, we include a number of PDs and PGs in different academic roles, such as hosting visiting speakers, chairing seminars and leading discussions.

The Faculty is aware that across the Arts and Humanities disciplines, there is a relative under-representation of women in senior roles. The retirement in 2018 of three women professors from the Faculty was thus an occasion for us to assess the significance for our students and staff members of our having these active role models in senior positions. An article which featured reflections from Professors Soskice, Coakley and Lieu on the changing nature of the discipline over the course of their careers was published in the Faculty newsletter (Issue 2, November 2017) and circulated to alumni and members of the university.

On a yearly basis, students elect a graduate representative who is responsible for taking their views to the Faculty Board, and communicating any policy changes to the student body. Staff and students co-

run reading groups, often collaboratively together with graduates and postdoctoral researchers. Our summer garden party celebrates the results and achievements of our undergraduates and the end of the academic year, as also does our Annual Faculty Dinner which is increasingly festive in character.

The PGs and PDs organise daily events and work closely together to support one another in their research and writing timetables and projects. There is an annual graduate themed study day, bringing together our PGs with those from 6 other UK universities to encourage a sense of commitment to academia as a career path. The proceedings of the 2017 study day (theme: ritual), have been published in a special issue of the *International Journal of Philosophy and Theology* (Volume 79, No.3, July 18), guest-edited by 3 of our staff members, including one PD (Professor Catherine Pickstock, Dr Simone Kotva, and Dr Jacob Sherman). A number of other graduate led social events and workshops have been funded and supported by the Faculty (“Silence”, 2018), and School (“Being”, 2017). PGs participate in Faculty research seminars, a mentoring scheme and fortnightly seminar lunches and teas (which include kosher food, and are timed to permit observant Jewish students and people with young families to attend).

The 2017 survey showed that 25% (32%M, 17%F) of the Faculty perceive it to be family-friendly. We seek to improve these numbers through the initiatives we have outlined in previous sections, and, more particularly, hosting more family-friendly events, such as garden parties and film screenings, and making our existing Christmas parties, and summer term garden parties family-friendly and inclusive (AP 15.1, AP 13.1).

In November 2017, the Faculty hosted a week of lunchtime talks to mark Transgender Awareness Week (poster right). These talks were preceded by ‘live readings’ in the foyer of the Faculty to ensure visibility and publicity for the events. Students from the LGBT+ community were invited to take part in running and chairing the sessions.

In November 2018, we marked the week of awareness with an interdisciplinary day conference on the theme of transgender theology. This event featured papers from local graduate students and Early Career Researchers and a keynote address from the playwright Jo Clifford. These events are conceived as fruitful extensions to the intellectual life of our faculty, and part of our commitment to tackling the discriminatory treatment often

experienced by trans people.

Every weekday during term, tea and coffee are served in the Faculty foyer at 11 am, courtesy of a rota of self-organised graduate students. These coffee mornings are an opportunity for Faculty staff and members of all levels and of all disciplines to meet informally and share ideas in a public and open space. There is no fixed agenda for these sessions; the refreshments are laid out and people are invited to socialise, discuss and ask questions of each other or not as they please. In a context where the progression of undergraduate women to postgraduate study is a defining challenge for the Faculty, creating a space for informal interchange by women undergraduates with women postgraduates, postdocs and staff communicates that the Faculty is an environment where women can take up academic research as a viable career path.

The design of our building (opened in 2000) assisted with the continued modernisation and diversification of our subject. It features symbolically curved walls and a central vertical shaft of light to signify openness and collaboration, and its position on the Sidgwick Site brings the Faculty into closer physical proximity with our cognate Faculties. Numerous offices and seminar rooms on the ground, first and second floors have large windows, many of which are public facing, and the rest have a view of the Faculty's garden. The garden itself is used for summer staff and student parties, and members of the Faculty are welcome to take their breaks and lunch hours in it. During a showcasing event for artworks by ordinand students, students mentioned the "amazing lightness" of the foyer. Research space has been opened up, improving the atmosphere in lectures and seminars with light and airy spaces culminating in a rotunda.

Action Points:

AP 15.1: Host and promote family-friendly events in the Faculty building.

(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 policies.

HR policies are promoted in the faculty in several ways:

- Online equality and diversity training, which includes modules on harassment, discrimination, and bullying is encouraged with targeted emails. Participation is monitored by the Faculty administrator and will be compulsory for all members of appointments and REF committees (AP 5.1)

- Faculty and University induction package
- Posters and leaflets on the Faculty Well-Being Noticeboard, regular email updates with links to university-wide and centrally-administrated initiatives, and occasional lunch-time briefings
- Faculty Newsletter and regularly updated website
- Individual advice available by Faculty administrator
- School HR Forum provides University policy updates.

All the above are different ways in which we seek to embed E&D and inclusivity into Faculty processes and cultures. Despite these channels for the dissemination of HR policies, the survey indicated that staff felt that there was a lack of clarity on such issues. The survey indicated that a proportion of staff distrusted that colleagues would be able to recognise instances of harassment and discrimination, or would challenge such instances:

- 11F, 9%M felt gender discrimination would not be challenged by members of the Faculty
- 8%F, 3%M felt race discrimination would not be challenged
- 15%F felt sexual orientation discrimination would go unchallenged
- 12%F, 9%M felt religious discrimination would not be challenged
- 19%F felt unsupported in dealing with issues of harassment or discrimination in relation to gender.

Student data was more positive, with the overall sense that harassment and discrimination were challenged in the Faculty. Nonetheless, the data indicates a need for increased awareness of E&D and dignity at work, and for clear communication of zero

tolerance of bullying, harassment, and sexual misconduct (A 5.1, AP 16.1, AP 16.2).

Action Points:

AP 5.1: E&D training for all committee members.

AP 16.1: E&D and HR policy information targeted at undergraduates and PGs, to make them aware of their rights and feel empowered to challenge discrimination and harassment.

AP 16.2: E&D training for everyone who has contact with another person in the teaching and research environment.

(iii) Representation of men and women on committees

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

All academics are significantly involved in committee work in the Faculty, with a roughly proportionate participation of women in the committee structure overall, in line with the ratio of women to men staff more generally. There is, however, an overload on women, given the necessity to represent women on committees.

Faculty Board 2018-2019 Number of members: 27	
Male: 71%	Female: 29%

Degree Committee 2018-2019 Number of members: 18	
Male: 89%	Female: 11%

Table 27 shows the representation of male and female staff on committees with percentage of females typically being lower than males but this reflects the smaller number of female academics staff.

The FB is particularly concerned to encourage women academics into leadership roles and assume positions on decision-making committees. For example, over the past 6 years, we have had two female Chairs of FB; one female Deputy Head of School, a female co-ordinator for REF 2014 and REF 2021, and a female University Gender Champion. The Chair of FB considers committee workload and discusses allocation with the Planning and Resources Committee. Newly appointed female academics are supported to rise into

visible senior committee positions, wherever possible.

Committee overload is an issue, especially when there are fewer women senior academic staff. To offset this, and to offer important career experience for young researchers, affiliated female academics (such as college research fellows) and postdoctoral researchers will be invited to serve on Faculty committees (AP 17.1). Staff will also all be trained in E&D and implicit bias, so that the interests of diversity are served, even where there may be few or no women present (AP 5.1).

Action Points:

AP 17.1: Invite PDs and college JRFs to participate in Faculty committees.

(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 encouraged to represent the Faculty and participate in influential external committees by discussion with the FB Chair. For example, Professor Sarah Coakley served as the Deputy Head of the School of Arts and Humanities, and served on the University's General Board. Professor Catherine Pickstock was encouraged and supported to serve on the AHRC moderating panel. When such external roles and vacancies are advertised, the Faculty Chair and Administrator send emails to the whole Faculty list, but they will also write specifically to women academics whom they believe the role would suit (AP 17.2).

Action Points:

AP 17.2: Target women academics to apply for prestigious external national committee roles.

(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.

The Chair of Faculty, in consultation with the Administrator and Planning and Resources Committee, takes into consideration individual variation in role preferences and suitability for different types of work. There is currently no formal evaluation of our workload distribution, but the survey indicated broad contentment regarding workload (70%M, 67%F), and the annual staff surveys will repeat this investigation (AP 1.1).

Table 28 shows survey responses relating to workload with the majority of staff feeling their workload was appropriate irrespective of gender.

A roster of duties and roles for the academic year ahead will now be circulated and discussed in consultation with FB to ensure any necessary training can be put in place (AP 18.1). This will also allow staff ample opportunity to comment on their workload and change assigned responsibilities if necessary – an approach the Faculty will formalise (AP 18.2).

There are no gender-based or seniority-based differences in average teaching loads or contact hours.

Action Points:

AP 18.1: Issue allocation of committee and role roster at the end of Lent (January–March) term, to allow plenty of time for any training required.

AP 18.2: Formalise consultative workload allocation approach.

(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.

Faculty teaching and committee meetings often run beyond 4 pm. The 2017 survey suggests (60%M, 57%F) that the community may benefit from such Faculty business taking place within core hours. PG women felt particularly strongly about this (78%).

In 2017-18, the Faculty moved the Degree Committee to 2 pm and a key seminar to 1.30 pm to facilitate keeping business within core hours. As a result of this change, attendance at the seminar improved dramatically (from 10-15 to 35-60 attendees per session) and also broadened to include those from surrounding Faculties and the University of London. There was also an increase in the attendance of observant Jewish students who were previously unable to attend because of the timings of dusk.

Following the above success, the Faculty will continue to schedule business activities within core hours, where possible. Feedback will be reviewed in the final FB of the academic year, when scheduling for the following year is underway (AP 19.1).

Action Points:

AP 19.1: Collect and analyse feedback on the scheduling of events in the Faculty.

(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.

Until recently, the Faculty has been led more by women than by men with two previous chairs of FB and more professors being female. The survey shows this is not what is perceived by staff and students. More Faculty members felt they were led by men (40%) than by women (7%) (Table 29). There was also a sense that some staff and students felt there was a lack of role-models for them in the Faculty (23%F staff, 17%F PGs).

Table 29 shows survey results regarding all Faculties member's views about who leads the Faculty with most people indicating it was equal or mostly led by men. N.B. Percentages indicate the percentage of total female, total male and total overall and should be read down the columns.

Reasons behind this perception may include:

- The dominance of men in the subject past and present.
- Hierarchical structures of the Faculty.
- Use of academic titles at meetings indicated by students as concealing gender and making them feel an 'honorary man'. This practice has also been described as alienating by junior and visiting members attending meetings who did not know peoples' titles and felt unable to speak freely as a result.

The Faculty has taken measures to address these issues by:

- The 'Senior Seminars' across the subject areas have been renamed 'Research

Seminars’, as it was felt that undergraduate students might be put off from attending these talks because of the label ‘Senior Seminars’.

- ✓ PGs and PDs offered chance to chair seminars in order to encourage diversity of rank and gender.
- ✓ Introduction of de-stratified events including BTh Pastoral Portfolio Exhibition Day (May 2017) – the Faculty introduced exhibition and performance space for students to show their work.

Role models are vitally important to the Faculty, and therefore increasing the visibility of women and thematising gender diversity to a greater extent will be prioritised (AP 20.1).

The Faculty is also working on the following initiatives:

- Faculty website is regularly reviewed to ensure representative range of men and women staff and students aimed at prospective applicants.
- Subject committees review student reading lists and committee minutes to include first names and to thematise gender in discussions.
- New student reading group ‘Women of the Bible’ to increase gender thematising in the area of the New Testament.
- Planned MPhil module on Theology and Gender

Action Points:

AP 20.1: Increase visibility of women academics in the faculty at all levels through photographic portraits, photographs of women alumni and website profiling.

(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.

Staff and student participation in outreach activities is currently not recorded but will be collected in the coming review period (AP 21.3).

Undergraduate recruitment does not fall within direct Faculty purview; nonetheless, we have a strong record in outreach activity:

The work of the Outreach Officer includes obtaining funding to host an exhibition (picture right) including artefacts by women and explanatory exhibition notes by our staff.

Staff at all levels are encouraged to interact via school visits with the public. Knowledge exchange helps increase awareness of theological research.

The University's Centre for Science and Policy works with us to convene events and network opportunities with policy-makers, civil servants and business/charity representatives.



Yearly participation of staff and PGs in the Cambridge Festival of Ideas promoting their research to general public.

Faculty academics provide teaching for extra-mural courses and are involved with Cambridge Summer Schools and Sutton Trust courses.

The Faculty is ensuring data gathering in an impact and knowledge exchange repository. SAP takes into account outreach activities. The Faculty will ensure that outreach audio and media publicity are attentive to gender diversity, and particular attention will be given to sustaining and developing the above initiatives (AP 21.1, 21.2).

Action Points:

AP 21.1: Organise outreach event thematising gender.

AP 21.2: Ensure gender balance of staff and students running outreach events.

AP 21.3: Collect and analyse participation in outreach events by gender and school type.

6. FURTHER INFORMATION

Recommended word count: Bronze: 500 words (Currently 450 words)

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

As is evident from the body of the application, as the Faculty seeks to develop a culture of best practice relating to inclusivity, issues of recruitment of women academic staff and postgraduate students (at both the MPhil and the PhD levels) loom especially large. Because the Faculty is a small unit, small changes in absolute numbers significantly impact demographic data. Thus, the fact that three women at professorial rank have recently retired (with only one replaced by a woman) means that women will comprise only 20% of UTOs in the Faculty in 2018-19.

In addition, the male-oriented nature of the canon is an ongoing challenge for us, as is the case also for many other humanities disciplines. There are limits as to how we can negotiate the issue of the canon, but inroads are being made through making best use of sources by women throughout history, thematising gender in our research and teaching, and encouraging women researchers to understand that they represent the subject as much as men, so to reshape the canon for the future. The recruitment of women postgraduates and staff will, of course, be crucial to this reshaping of the future canon, even if it remains perforce a long-term project.

While addressing gender imbalances involves structural changes across institutions, we are seeking to implement such changes at smaller, but significant, levels through the various actions outlined across the application, with specific measures proposed for the next 4 years to promote gender equality and address the relative underrepresentation of women academics. The leadership of the Faculty is strongly committed to supporting the career development of women academics and to reducing the attrition rate for women academics, by increasing the visibility of women and thematising gender diversity in the study of religion. The fact that the University is becoming increasingly focused on E&D will help consolidate and sustain our efforts at student recruitment and mentoring at all levels, as well as postgraduate working conditions. These include regular updating of Faculty website to highlight our commitments to promoting equality and diversity in the overall life of the Faculty; ensuring that everyone, and in particular individuals who are involved with appointments, have received E&D training; actively encouraging staff to attend courses that may be beneficial to their career development; and encouraging interviewing panels to invite women to apply for jobs.

To highlight its commitment to sustaining family-friendly spaces, the Faculty also invites female role models to speak about work/life balance, and will embed these seminars in the Faculty's termly activities. Maintaining inputs from both University-level and School-level initiatives, as well as examples of best practice from other Faculties, will be crucial to continued progress in achieving the Faculty's aims for inclusion.

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).

REF.	DESCRIPTION OF ACTION	RATIONALE	OUTPUTS/ MILESTONES	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
AP 1.1	Increase response rates of Annual Athena SWAN survey of all staff and students	To further increase awareness of, and commitment to, E&D, and also to understand changing perceptions and take appropriate actions	To track progress with Athena SWAN initiatives, and E&D perception	Start: Annual survey distributed May each year starting 2019	E&D Chair, Faculty Office	Annual surveys distributed to all staff and students The response rate aimed is 60% F is for 2020 and 70% F for 2021
AP 1.2	Promote awareness of E&D at Faculty level by profiling, publicity, events, and initiatives	To sustain and continue to further E&D as actively as possible at all levels	Regular events, bulletins, initiatives relating to E&D per term	Every term	E&D Chair	Staff survey continues to show increased awareness of E&D
AP 1.3	Sharing examples of good practice with other faculties and departments in SAH, through networking events	To benefit from one another's commitment to E&D and support one another's SWAN applications	Networking, events, fora, communication, shared events	Every term	E&D Chair	Networking events advertised every term leading to improved practice
AP 2.1	Analyse and collect gender breakdown of undergraduate applicants, offers made, acceptance and examination attainment rates by gender	Currently more female than male undergraduates See Table 3	Annual report informing admissions decisions to Faculty Board following admission round	Annually	Admissions Chair, in consultation with Faculty Board	Obtain gender balance at undergrad level by October 2021

AP 2.2	Increase numbers of male applicants by targeting male year 11 and year 12 school pupils with publicity of our subject	Smaller proportion of men to women undergraduate admissions The 2016-17 figures for admission are: 18 men and 25 women	Content of school visits and publicity updated, and reviewed annually by E&D Collect testimonials annually from current male undergraduates	Start: Academic year 2019/20, incorporated into regular school visits	Outreach Officer	Increase number of male applicants by 8, by October 2021
AP 2.3	Ensure proposals for new course papers provide a satisfactory account of how proposed means of teaching and assessment address potential gender bias	Smaller number of women than men obtain firsts See Tables 4, 5, and 6	Scrutinise papers for evidence of gender bias in teaching and assessment and provide guidance on how any failing may be rectified	Annually from October 2019, when new courses are proposed	Undergraduate Teaching Committee, Faculty Board	Reduce the gender attainment gap for undergraduates, by October 2022
AP 3.1	Targeted promotion of MPhil degree to women undergraduates, with current MPhil and women PGs involved in promotion events Establish a mentoring system for women postgraduate students	Currently fewer women graduates than men. To present graduate study as an exciting career path for women Tables 7 and 8 show there are significantly more male applicants for graduate courses	More opportunities for women and undergraduates to understand their academic choices better	Start: October 2019 Termly events, timed to coordinate with funding and academic applications	MPhil Coordinator, E&D Chair, with help from current PGs and PDs	Increase in female graduate applicants, >5% applicants more by October 2020 We aim to increase this figure by a further 10% by October 2021

AP 3.2	<p>Target women undergraduates with short video presentations by women academic role models, discussing their careers and what is exciting about academic career path</p> <p>Regularly solicit feedback from undergraduates attending graduate course promotion events to assess whether the graduate programmes are welcoming to women</p>	Fewer female graduates than male. More access to role models in the field	Accessible video presentations on website	October 2019	E&D Chair, Subject area Chairs, Faculty Office to arrange Twitter feeds	<p>Increase in female graduate applicants, >5% applicants more by October 2020</p> <p>We aim to increase this figure by a further 10% by October 2021</p>
AP 3.3	<p>Update website to convey and emphasise commitment to recruitment of women to the MPhil</p> <p>Examine MPhil and PhD application, offer, admission, and completion statistics by gender, and ensure that any gender disparities evident are brought to the attention of the Degree Committee for a response</p>	Fewer women MPhil students than male. To enable potential women applicants to see research as viable career path, and to understand the full range of opportunities on offer	Up-to-date and detailed information on website	<p>Start: October 2019</p> <p>Reviewed annually, and updated whenever new policies, opportunities, and events arise</p>	E&D Officer, Faculty Office	<p>Faculty website updated to provide information on academic career path following MPhil completion</p> <p>More female MPhils by 2021</p>

AP 4.1	Solicit PD applications through advertisement, and give supportive feedback to research council PD applications and research fellowships	To increase numbers of PD applicants and secure higher success rates Table 21	Higher PD application success rate Guidance for selection committee to solicit PDs HIGH	Start: Academic year 2019/20 And termly, or in line with research council and competition deadlines; advertise well in advance to allow time to prepare and revise applications in the light of feedback	Research Committee Chair	More PD applications (men and women) 30% increase in success rate of PD applications by October 2020
AP 4.2	Increase transparency of PD application process	To increase numbers of applicants (men and women) and secure higher success rate (men and women)	Convene PD application workshops HIGH	Start: October 2019, then termly workshops with roster released annually, at start of academic year, before main PD applications round	Research Committee Chair, PD Officer, SAH grants facilitator	Roster of annual application workshops in place at start of each academic year, 1 per term. 80% positive feedback in Annual Survey relating to the PD application process
AP 4.3	To increase confidence in academic career path. Invite the Faculty Postdoc Committee to liaise with the Faculty Board for a variety of workshops and other engagements, which will be supported by a fixed annual budget	To further support PDs demonstrating appeal of academic career path	PD away-day or retreat HIGH	Start: Academic year 2019/20 Then annually	PD Officer	Planned annual PD retreat 80% positive feedback in Annual Survey relating to the PD application process
AP 4.4	Improve knowledge of why staff leave the Faculty by setting up exit interviews and exit mentoring to understand better the range of reasons for leaving, and to spot opportunities for retention	Currently formal data regarding reasons for leaving is not obtained. Consistent data needed on reasons for leaving to consider ways to prevent leaving	Process set up Evaluation after a year Report to Faculty Board HIGH	Start: January 2020, and then whenever member of staff is leaving	Faculty Administrator, FB Chair	All staff leaving receive an exit interview and mentoring

AP 5.1	E&D and Recruitment Essentials training compulsory for all UTOs in view of their possible service on appointment committees	To offset gender imbalance	Message from the Chair of the Faculty stating that training is compulsory Repeated annually or whenever appropriate HIGH	Start: September 2019 but ongoing, termly reviewing	Faculty Administrator	100% Recruitment Essentials and E&D training uptake by October 2020
AP 5.2	Maximise opportunities to recruit women by finding funding to pay for childcare costs of interviewees, and arranging alternative modes of interviewing such as Skype interviews	Currently more male than female applicants to academic roles. To ensure uptake of interview, and perception of concern with life/work balance	Update further particulars and recruitment information to make this prominent Evaluate after year one to assess uptake	Start: Case by case basis, during any recruitment process Starting in January 2020	Faculty Administrator	Childcare costs covered as necessary for interviewees
AP 5.3	Review inclusivity of recruitment process, including wording of adverts, drafting of further role information to selection process, and offering feedback	Currently women are under-represented at all stages of the recruitment process. To ensure that our processes are as conducive as possible to women applicants	Changes implemented Evaluation after one year Report to FB annually or after each recruitment round	Start: October 2019	Chair of FB, Faculty Administrator, University E&D Consultant	One entire recruitment process checked for E&D and feedback provided to the FB
AP 6.1	Provide a welcoming and informative integration of new staff via new induction process	Staff survey indicated room for improvement with current induction processes (Table 17)	Evaluate annually or after each intake	Start: October 2019 Whenever new member of staff is inducted	FB Chair	Feedback mechanism in place, 100% new staff providing feedback 100% new staff meeting chair of FB within two months of starting post
AP 6.2	Offer a tour of the Faculty and related University buildings	To foreground the Faculty's induction process	Evaluate annually or after each intake	Whenever new member of staff is inducted	FB Chair	Feedback mechanism in place Every new member receives induction

AP 7.1	Provide Chair of FB with SAP application and success rates by gender to assist in targeting individuals (particularly women) for promotion	Currently male academics are more likely to apply for promotion than female	Data provided to Chair of FB annually before SAP process begins HIGH	Start: Following next SAP round in 2019	FB Chair	To provide structures where every eligible woman is encouraged to apply for promotion every 5 years
AP 7.2	Provide mentoring for women staff eligible for promotion Promote annually the central CV mentoring scheme in case staff do not wish to be mentored by those within the Faculty	Currently male academics are more likely to apply for promotion than female	Programme starts Evaluation after one year Report to FB annually HIGH	Start: SAP 2019 Then annually, targeting eligible women staff	FB Chair	All academic women eligible for promotion offered opportunities for forward career planning and development via additional mentoring
AP 7.3	Clarify SAP procedures, and especially target women. Encourage all eligible staff to attend SAP Forum, or run an annual session with School HR Manager or Chair of FB to clarify procedure	2017 Survey suggested that staff felt there was a lack of transparency regarding SAP procedures	Promotion of SAP Forum Run Faculty SAP session Prepare briefing sheet / info for promotion mentors HIGH	Start June 2019 Then annually, in summer term previous to SAP round	Faculty Administrator	Staff survey shows increased perception of SAP process transparency Increase in applications for promotions from eligible staff

AP 7.4	Improve development opportunities for professional and support staff by making information available for secondment and training opportunities, and including testimonials to Faculty Newsletter and websites	Survey indicated that 43% staff reported that they do not feel supported and encouraged in this respect To address this problem, wider awareness of career opportunities is needed	Web information updated Line managers informed about opportunities every year Information added to newsletter HIGH	Start: Annual promotion of opportunities from October 2019 plus targeted emailing when posts are advertised	Faculty Administrator and Faculty Office	Every person will attend at least one PPD course per academic year
AP 8.1	Implement 100% take-up of E&D online training and Implicit Bias training	Faculty includes under-represented groups and increased E&D awareness is crucial	Increased training uptake by monthly reminders and termly drives Training to be retaken every 3 years HIGH	Start: October 2019 End: October 2020	Faculty Administrator	100% training uptake by October 2020
AP 8.2	To increase accessibility and uptake of PPD courses by women academics by convening at least one in-house tailored PPD event for women academics per year More advertising and profiling of PPD training	Survey results indicated staff didn't always feel supported in attending PPD events Maximise career development awareness of opportunities	Roster of annual PPD event for women academics on variety of key themes such as work/life balance, email management etc., available at start of each academic year Advertising by poster, email, and wellbeing noticeboard	Start: Academic year 2019/20 Then annually	E&D Officer, Faculty Office, PPD Office	One in-house PPD event per year

AP 9.1	Encourage appraiser and appraisee training via PPD and also in-house appraiser-appraisee training, through wider spread of information	To increase the effectiveness of appraisal following indication of dissatisfaction in staff survey and low appraisal completion rates	Termly advertising of training course, plus target individuals being appraised in each coming term with training information HIGH	Start: October 2019	Faculty Administrator, Chair of FB	100% staff trained in appraisal 50% appraisal uptake by October 2019, and 100% by October 2020 10% increase in positive response rates regarding appraisals in next staff survey
AP 10.1	Plan SWAN seminar schedule at the start of each academic year	Fewer female academics than male. To increase awareness of career path and exposure to role models	Advertised schedule of seminars in Faculty calendar at the start of Autumn term, with a variety of themes relating to the field, including personal narratives	Start: Academic year 2019/20 first roster delivered Then annually	E&D Chair	Roster of speakers in place at start of each academic year, with 80% positive feedback for the seminars
AP 10.2	Arrange in-house PD mentor and mentee training, with online information as well	Mentoring previously occurred sporadically in the Faculty. To enable staff to make better use of mentoring	Accessible training for mentor involvement HIGH	Start: Academic year 2019/20 Then annually	Faculty Administrator and PPD	Accessible mentor/mentee training, on annual basis, well-publicised First year attendance 50% academics, increasing by at least 10% following year 80% positive feedback
AP 10.3	Formalise comprehensive mentoring for all staff, at all levels, with mechanisms for review and feedback	Staff survey showed evidence that staff wanted mentoring and more support with the process	All full-time staff not on probation will be appraised once every 3 years. Staff on probation will be appraised once every year	Start: Academic year 2019-20 Then reviewed annually in September	Faculty Administrator, Chair of FB	80% positive feedback of the mentoring process by October 2021

AP 10.4	Invite female role models in the subject to speak about work/life balance	Currently more male than female academics and graduate students. Graduate events promoting female leadership roles	Termly confirmed roster of speakers by female role models, available at start of academic year and well-publicised in posters, website, and emails HIGH	Start Date: October 2019 Then termly	E&D Officer, Seminar Chairs	More female PD applicants 80% positive feedback for the events
AP 11.1	Undergraduate away-day thematising graduate study, showcasing current PGs and PDs, discussing work/life balance in academic career	Currently more male than female applications. Increase applications for graduate study	More undergraduates seriously considering graduate study, especially women students HIGH	Start: October 2019 Then in first term of each academic year, targeted at 3 rd year undergraduates	E&D Chair, Chair of Degree Committee	Day event organised to increase interest in and knowledge of academic career path, with testimonials and showcasing 80% positive feedback
AP 11.2	Women PG away-day/retreat, to encourage PD/JRF applications	To encourage academic career path in women students	More PD applications from women HIGH	Start: Easter 2018, in time for upcoming admissions round Then annually	E&D Chair, Degree Committee Chair, PD Officer	Scheduled off-site day event showcasing academic career path 80% positive feedback
AP 11.3	Undergraduate focus-group on perception of academic career path	Currently more male than female applications for graduate study. Increase applications for graduate study	Understand underlying reasons for graduate gender balance HIGH	Start: By October 2019, in time for upcoming applications and funding round	E&D Chair	Focus group scheduled to enable better analysis of career motives and perceptions of academia of undergraduate students

AP 12.1	Raise awareness of research grant application process and support available in Faculty and SAH, through talks from grant winners and research facilitators, plus poster and website feature	Currently small number of grant applications submitted. To encourage more grants applications	To give support to those considering applying for grants HIGH	Start: Academic year 2019/20 Then annually	Grants Officer, Chair of Research Committee	Scheduled, varied information events, leading to higher numbers and success rate of grant applications Gender balance in number of grant applications by men and women Positive feedback of 80% for programmes
AP 13.1	Improve perception of Faculty as family-friendly by updating Faculty website to include wellbeing and family policies, facilities and events	Survey indicated staff did not feel the faculty to be family-friendly The 2017 survey showed that only 25% (32%M, 17%F) of the Faculty perceive it to be family-friendly	Website updated with family-friendly information, including University-wide events, news and essays Reviewed and updated annually or whenever appropriate	Start: September 2019 Then annually	Faculty Administrator, Faculty Office, reporting web-hits to E&D Chair	Website updated with family-friendly information Next survey indicates 20% rise in positive responses by staff and students regarding the Faculty as family-friendly
AP 13.2	Increase awareness and uptake of parental leave schemes through posters and Faculty Newsletter, which are also highlighted in staff and graduate inductions	Current uptake of schemes is inconsistent. Better information of schemes and support	More information widely distributed in variety of media, for those undertaking parental leave, as eligible HIGH	Start: Review and update annually in September each year starting September 2019	Faculty Office	Staff survey shows 100% awareness
AP 13.3	Formalise in-house research mentoring scheme for those returning from maternal leave Build up a central record to identify issues relating to staff with young children	Increase research support for those on maternity leave	Staff returning from leave offered mentoring, and provided more opportunities to discuss and plan research during and after parental leave, by Faculty Administrator and Chair of FB HIGH	Start: November 2019 Implemented case by case	Faculty Administrator, Chair of FB	Re-entry interview with every person who has taken leave indicates satisfaction

AP 13.4	Collect and disseminate means by which staff may be retained following maternal leave	Current return to work rate is good but we want to maintain this and improve on it	To increase repertoire of support HIGH	Start: Annual report to FB in Easter term (May–June) starting 2020	Faculty Administrator, Chair of FB	Consistent patterns of return to work following maternal leave
AP 13.5	Seek a suitable family room in the Faculty building	To improve facilities for staff and students with babies and small children	Room identified and promoted to all, with baby-changing facilities. A shelf in the Faculty refrigerator allocated for breastmilk	Start: This is ongoing due to space issues but we aim to achieve it by October 2020	Buildings Committee	Family room established by October 2020
AP 14.1	Collect testimonials from staff (e.g. elsewhere in SAH) who have taken advantage of flexible working pattern. To increase uptake	To reduce stigma attached to flexible working	Publicise details of SPACE network among staff	Start: January 2020 Every three years	Faculty Office	Accessible testimonials available online to increase understanding and uptake of flexible working scheme
AP 14.2	Training for line-managers and PIs on flexible working as a valuable way to retain excellent researchers and staff, and encourage flourishing in the work environment	To reduce stigma attached to flexible working	Build in to training for line-managers and PIs	Start: November 2019 Ensure all trained by May 2020	Faculty Administrator	Staff survey shows 100% understanding of scheme, leading to uptake of scheme when appropriate

AP 15.1	Host family-friendly events in the Faculty building	Increase family-friendly perception (2017 survey reported mixed perception)	Better facilities for work/life balance	Start: Academic year 2019/20 Then annually	E&D Chair	Roster of family-friendly events, leading to increased family involvement in Faculty life, and role-modelling work/life balance 20% increase in staff and students reporting the Faculty to be family-friendly in next survey
AP 16.1	E&D and HR Policy Information targeted at all undergraduates and PGs Also include E&D training for all students	Better awareness of rights and E&D legislation is needed following survey responses indicating perception that the Faculty might not challenge discrimination and harassment	Breaking the Silence, E&D information and reporting procedures included in all student Handbooks and welcome talks College Tutors informed about this information E&D training for all students, to make them aware of their rights and feel empowered to challenge discrimination and harassment	Start: October 2019 with an aim to be distributed by January 2020	Faculty Office	Student survey data shows better awareness and trust in the reporting system. Indication that students are undertaking E&D training – this has not previously been attempted, so to begin with a 25% uptake will be aimed for
AP 16.2	E&D training for anyone who has contact with another person in the teaching and research environment (including admissions interviewers, outreach participants, PIs, line-managers)	Establishing the view that E&D is a major priority to the Faculty. 100% E&D training	Consistent awareness across Faculty at all levels HIGH	Start: September 2019 End: By July 2020, and ongoing for all new staff	Faculty Administrator	Increase to 100% E&D trained

AP 17.1	Invite PDs and college JRFs to participate in Faculty committees	Career opportunity in academic development, and gender balance on committees to prevent senior overload	Career opportunity, PD representation and gender balance on committees HIGH	Start: October 2019 Then annually, during committee allocation	Chair of FB	More PD and JRF committee involvement, leading to greater gender balance, career development for PDs and avoidance of workload imbalance for women staff
AP 17.2	Target women academics to apply for prestigious external national committee roles	More female representation in national subject roles	To increase gender balance at senior level and high profile HIGH	Start: When opportunities arise to begin immediately, reviewed annually	Faculty Administrator, Chair of FB	Profiled opportunities for senior representation of women at national level
AP 18.1	Issue allocation of committee and role roster at end of Lent (January–March) Term, to allow plenty of time for training	Commitment to and involvement in committee allocation	Roster distributed, chance for feedback and discussion HIGH	Start: May 2019 Then reviewed annually	FB Chair, Faculty Administrator	Draft committee allocation to be circulated to all staff, to improve workload evenness and increase in positive perception by October 2020
AP 18.2	Formalise consultative workload allocation approach	More positive perception of workload distribution	Transparent process, to encourage commitment to and involvement in committee allocation HIGH	Start: Lent term (January–March) 2020 Then reviewed annually, at end of Lent Term	FB Chair	Formal workload allocation mechanism, leading to evenness and more positive perception, and 10% increase in positive responses by October 2020
AP 19.1	Collect and analyse attendance rates at Faculty events, and solicit feedback	To find out if core hours are suitable for future	Compare attendance with equivalent events not scheduled in core hours (for example, those publicised before the implementation of trial core hours scheme) HIGH	Start: Academic year 2019/20, and reviewed termly	Convenor of each event, reporting to Chair of FB and Administrator	Up-to-date data on attendance rates, to review the suitability of core hours timetabling, provided to FB

AP 20.1	Increase visibility of women academics in the Faculty at all levels through photographic portraits, photographs of women alumni, and website profiling	To increase sense of women as representing the subject, and as role models for students and PDs	Achieve more visibility of women role models, through pictures, photographs, and website profiling, leading to increase in role model profiles	Start: Academic year 2020/21 Aim to complete portraits by end of academic year	E&D Chair, Chair of FB	Improve 2017 survey perception of few role models 20% increase in positive responses in the next survey
AP 21.1	Outreach event thematising gender	Early school pupil awareness of academic career paths for women	To introduce pupils to research as viable option for future. Incorporate gender into outreach events	Start: One-off, by July 2020 End: July 2020	Outreach Officer	Event introducing pupils to academia and theorisation of gender held 80% positive feedback
AP 21.2	Ensure gender balance of staff and students running outreach events	To encourage gender balance of applications in the future	100% gender balance of those running events	Start: November 2019 Then for all events	Outreach Officer, supported by Chair of FB	100% gender balance at all points of contact with schools
AP 21.3	Collect and analyse internal and external participation in outreach events by gender and school type	Currently no formal data is collected on outreach participation. Consistent data awareness	Ability to act at an early school-leaving stage to offset gender imbalance HIGH	Start: Lent term (January–March) 2020 Then ongoing following each event	Outreach Officer	Data on gender balance at every point of contact with Faculty scrutinised, leading to better gender balance representing Faculty to schools

