

Athena Swan renewal application form for departments

Applicant information

Name of institution	University of Cambridge
Name of department	Faculty of English
Date of current application	30 May 2024
Level of previous award	Bronze
Date of previous award	November 2018
Contact name	Dr Hester Lees Jeffries
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Section	Words used
An overview of the department and its approach to gender equality	2822
An evaluation of the department's progress and issues	2580
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5402

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 5500 words

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Section 1: An overview of the department and its approach to gender equality

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

1. Letter of endorsement from the head of the department



UNIVERSITY OF
CAMBRIDGE
Faculty of English

Professor Raphael Lyne

13th May 2024

Athena SWAN Application Head of Department's Letter

As Chair of the Faculty of English I'm delighted to support this re-application, which offers an honest and accurate representation of the Faculty, with an excellent action plan reflecting positive developments, unforeseen changes, and ongoing challenges. It is the work of a varied and effective SAT led most recently by Dr Hester Lees-Jeffries, with outstanding administrative support from April McIntyre, Marina Ballard, and others.

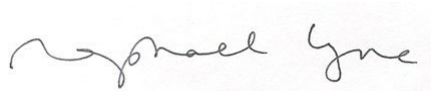
Our Athena SWAN bronze award was very significant for the Faculty. As the person responsible for writing our Environment statement for REF 2021, I found myself reflecting over several paragraphs on the culture change that it represented and prompted, something evident in specific proposals related to research, but also in a changed attitude and a range of new practices in teaching and administration. Thanks to a standing Agenda item, our committees always consider where discussions have EDI contexts and consequences. The new action plan focuses on further embedding processes within our structures, making innovations more robust, an important move in our decentralised institution.

The period since the award has been challenging. Pandemic closures intersected with changes in technology and policy that have led us to try new examination methods, meeting structures, and patterns of working. When considering variations on traditional examination formats, we always bore equality in mind. Sometimes forced changes were taken on hopefully, with the thought that they could make a difference to the gender gap in exam performance; those hopes were generally not realised, but we continue to build a nuanced awareness of the data trends and their causes.

The new action plan acknowledges the limits of the Faculty's control and of our data. It prioritises the improvement of the latter. Within a changing landscape we can point to a number of welcome differences in the current situation. The situation with senior appointments and promotions now looks quite different. We have an ever-improving sense of the 'pipeline' and are handling postgraduate admissions and funding decisions with ever greater rigour. We can point to emerging trends and issues. The action plan, for example, emphasises the need for a more nuanced understanding patterns of career progress. It points at the important question of the low numbers of male applicants for this subject. It proposes a new menopause policy.

As Chair I have devoted time to formal and much informal mentorship and workload management. These conversations have re-emphasised to me how crucial it is that all those studying and working in the Faculty feel a sense of belonging and confidence in its procedures and support. We are seeking to improve our systems for keeping issues related to our Athena SWAN action plan in focus. We are currently finalising the shape of a redesigned EDI Committee. My successor as Chair will be one of the architects of our successful application and was the first EDI Officer in the Faculty. I am pleased to be handing the oversight of the next steps to someone so expert.

Yours sincerely,

A handwritten signature in black ink, reading "Raphael Lyne". The signature is written in a cursive, flowing style. The first name "Raphael" is written in a larger, more prominent script, and the last name "Lyne" is written in a slightly smaller, more compact script. The signature is positioned on a light-colored, possibly white, background.

Professor Raphael Lyne, Chair of the Faculty

(488 words)

2. Description of the department and its context

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

Faculty of English Staff 2023-4

	Women	Men
PS Staff	13	
Researcher (PDR)	7	4
Teaching Associate	4	3
Assistant Professor	4	3
Associate Professor	5	3
Associate Professor (10)	7	4
Professor (11)	9	7
Professor	10	5

These numbers include 9 ASNC UTOs (5W, 4M) and 2 UTOs (1W, 1M) in CDH. The FoE building houses a Library, whose staff (3W, 1M) are employees of the University Library but who participate in FoE committees. FoE counts within its academic members the 29 teaching staff (19W, 10M) and 11 research staff (6W, 5M) employed by the 31 Cambridge colleges, on a variety of different contracts with widely varying roles in teaching. They play a vital role in supplementing FoE teaching and examination provision, in research culture, and in administration, but have no contract of employment with UoC/FoE.

Student Numbers 2023-4

	English 2023/24			ASNC 2023/24			CDH 2023/24	
UG	Female	437	UG	Female	36			
	Male	121		Male	32			
	Other	21		Other	4			
MPhil	Female	60	MPhil	Female	17	MPhil	Female	21
	Male	22		Male	5		Male	8
	Other	2		Other				
PhD	Female	83	PhD	Female	18			
	Male	60		Male	8			
	Other	2		Other	2			
All	Female	580	All	Female	71			
	Male	203		Male	45			
	Other	25		Other	6			

UG programmes

- 3-year full-time degree programme (in English), with summative examinations at end of second year and third year; degrees classed cumulatively, weighted 30%/70% on these results; formative examination (with written feedback) at end of first year (IA)
- 3-year full-time degree programme (in Anglo-Saxon, Norse, and Celtic), with summative examinations at the end of second year and third year; degrees classed cumulatively, weighted 30%/70% on these results; formative examination (with written feedback) takes place at the end of first year (prelim)
- lectures and seminars organised centrally
- small-group and one-to-one teaching organised/funded by Colleges

PG programmes

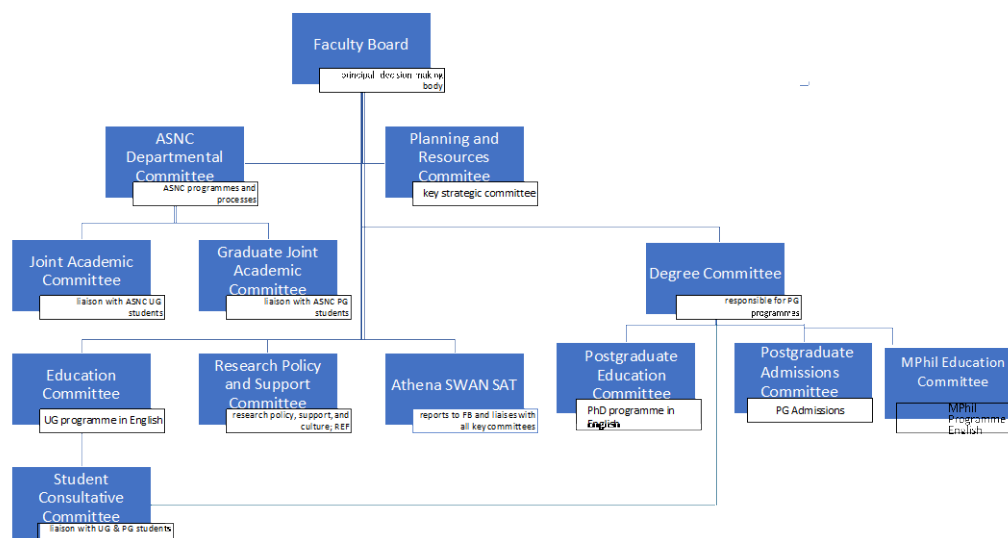
- PGT – full-time 9-month MPhil in English Studies, with option of nominating a ‘pathway’ in Medieval/Renaissance Literature; full-time 9-month MPhil in ASNC
- PGR – part-time/full-time PhD programme
- all graduate teaching organised centrally

All aspects of UG/PG teaching and assessment policy/practice are discussed at twice-yearly Teaching Forums as well as by other Faculty committees; graduate students involved in UG teaching are invited to attend relevant sessions

FoE committees and officers:

- responsible either for whole of FoE (including ASNC) or solely for English/ASNC matters
- administration and examination of UG and PG programmes in English and ASNC for the most part handled separately
- key management committees cover whole of FoE
- FoE headed by Chair (3-4 year term)
- ASNC has own HoD (2-3 year term)
- Faculty Board (FB) main decision-making body (made up of Faculty officers, elected members, and student representatives)
- Most Faculty committees report to FB

Key committees with responsibility for implementing AP:



Key contextual changes and developments since last award:

- New appointments to three out of four of FoE's established Chairs; all four are currently held by women, as is the single established Chair in ASNC
- Wholesale restructuring of PGT courses in FoE
- Use of PANEL online system for PG admissions and centralised English PAC
- Introduction of IA and cumulative classing for UG English course
- Significant adaptations to teaching and assessment practices 2020-23 because of the coronavirus pandemic and its ongoing effects

(507 words)

3. Athena Swan self-assessment process

The SAT is a standing committee of the FoE with members nominated by FB; it was first constituted in January 2016. Following the submission of the application for the Bronze Award in November 2018 (awarded 2019), it continued to meet regularly, with a necessary hiatus during the initial phase of the pandemic, after which it took some time for momentum to be regained.

By its ToR, membership of the SAT includes the AS Officer as chair, the FoE EDI Officer, the FA and the student EDI representative. In addition, it includes a Professorial member of FB, the ASNC HoD or nominated senior ASNC UTO, a PS representative, a CTO, a PDR representative, and another UTO (Associate/Assistant Professor), with the Faculty Coordinator as Secretary. The committee's membership since the previous application has

conformed to this. The current SAT chair took over in summer 2022; when she had a period of unplanned leave in January-March 2023, the FoE Chair temporarily took over responsibility for the SAT and the AS process.

We have endeavoured to ensure that the SAT has included a diversity of lived experience in its membership. At least four of the current members have parental responsibilities and at least two have or have recently had other significant caring responsibilities; parental responsibilities are particularly taken into account when filling vacancies. One member of the committee has a trans child; at least one member of the committee has a child with a disability. At least one of the current committee members identifies as gender-non-conforming and queer.

In response to 2018 panel feedback, SAT work is included in FoE workload planning. Committee membership is stinted for UTOs at the standard rate (10 points) and the SAT Chair's role at 200 points; the EDI Officer receives 150 stint points. (The expectation is that UTOs will average 900 points pa over a three-year period.) AS support is included in the Faculty Coordinator's job description, with time accounted for as part of their workload. The Faculty Administrator gives ongoing high-level support, especially around HR, as a normal part of her role. The PS role on the committee is a voluntary one, accommodated within existing workload, with extra work to be noted in annual appraisal.

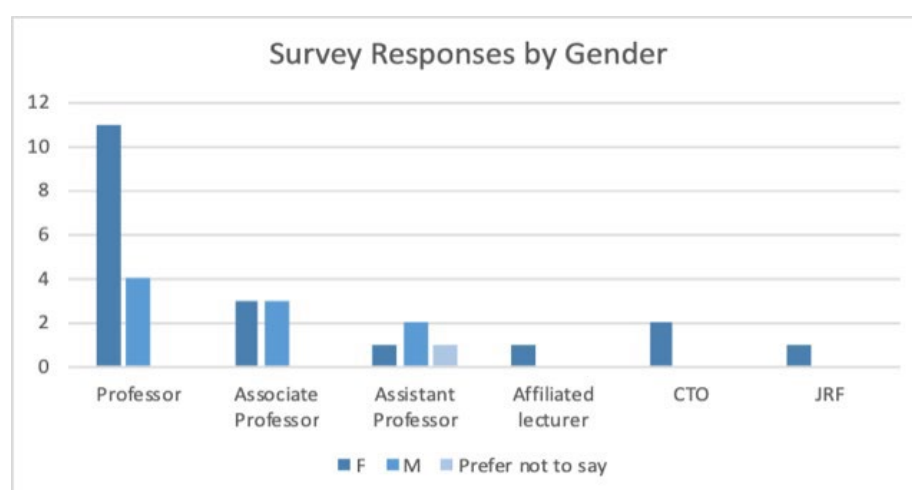
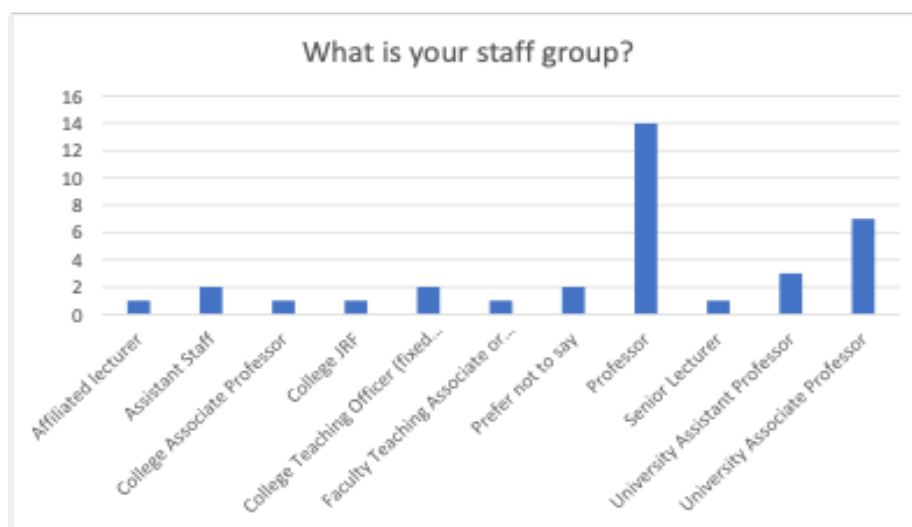
Current membership:

Name	Role(s)	Context and experience
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The SAT has utilised centralised University data around student numbers and degree attainment and completion; UG attainment data has been supplemented with FoE's own more granular data, produced by PS staff for integration into annual reports by chairs of examiners. All data around staffing has been obtained from University HR. The SAT has drawn on FoE/ASNC data for seminars/public lectures (AP1.26, 1.27).

There have been two staff culture surveys since 2018 (autumn 2019; winter 2022-2023). Both have informed this report and the new AP. The 2022-3 survey was constructed, building on the 2019 model, by the current SAT Chair in collaboration with the outgoing SAT Chair and the Faculty Coordinator. It was sent to all FoE, ASNC, and CDH staff, and college-employed staff, including PDRs. Take-up was disappointingly low: whereas in 2019 the response rate was 74.6%, in 2022-3 it was around 22%, skewed towards senior colleagues.

It is difficult to know whether the response rate was high enough to be significant, especially in role-sensitive questions. There was considerable valuable qualitative feedback, drawn on below. This experience, as well as consistently low take-up for other survey exercises, has shaped the formulation of the new AP and its measures of success. There seems to be considerable survey fatigue across the wider institution.



A student survey took place at the same time as the 2019 staff survey, and has informed the account below of initial progress on the 2018 AP and the future AP. It increased participation on the 2016 student survey (UG 17.4%, PG 19.9%), exceeding the targets in the AP (AP1.5: >14% UG; >13% PG). There was no student survey in 2022-3, however. The student experience 2020-23 has been inconsistent and anomalous, with poor comparability between cohorts, and it seems likely that a 2022-23 student survey would have generated little useful quantitative data even if this increase in participation had been maintained. (In the 2022 NSS only 25% of the eligible, ie final-year cohort responded [University response rate 34%].) Formal structures for student engagement within the FoE include the student representatives (2 UG, 1PGT, 1 PGR) who sit on the FB, the SCC (reporting to EC and FB; in

ASNC the Joint Academic Committees) and the Library Committee; college-related student concerns are regularly relayed via the DoS Committee. From 2020-2023 in particular students were surveyed on a number of occasions about examination formats (p.12). In 2023, students were again invited to contribute new 'quotations' for display on the FoE walls and a number engaged enthusiastically with this exercise.

The SAT has continued to meet at least termly, and more frequently in the last eighteen months. Data has been collected and updated across all mandatory areas; the culture survey and AP progress have been discussed by the SAT, as has the evolution of the new AP; there have been valuable conversations about strategies for monitoring and addressing the 'gender gap' in the light of changes to course structures and methods of assessment, as well as the practicalities of creating a family room. The SAT chair has discussed particular elements of the previous AP with relevant stakeholders, and these discussions have shaped the new AP, draft versions of which were responded to by EC/MEC/FB. The current FoE Chair and ASNC HoD have been notably supportive, as have the incoming FoE Chair and the new Deputy Chair.

The experience of the current SAT, especially in the aftermath of Covid-19, has led to the new AP being more modest in its scope and aspirations, both because so much positive change has already been achieved, but also because keeping track of so many APs, and their reliance on quantitative measures of success in some cases, made the work of the current SAT hugely challenging. The focus going forward is largely the embedding of best practice, aiming for consolidation and continued improvement and particularly taking into account the significant changes to UG and PGT structures and the staffing of FoE since the previous award. These are reflected in our new priorities (p.78).

The roles of both SAT Chair and EDI Officer have for many years been incorporated into the FoE's forward-planning schedule of major offices, and this will continue. FB/PRC are currently reviewing how the SAT/SAT Chair will mesh with a reactivated EDI committee, with a broader remit. Membership of the EDI committee/SAT will continue to conform to the model of representation outlined above (p.8), with colleagues invited to participate as part of their normal contribution to FoE/ASNC administration. The current intention is that the SAT will initially be a subset of the EDI Committee, standing alone when the analysis, reflection, review, and forward-planning phases of any future AS application become more intense.

As this report makes clear, EDI activity and accountability have been embedded across the full range of FoE/ASNC activities. While the SAT chair will retain oversight of implementation, supporting and supported by the EDI Officer, ownership of particular actions in the new AP is also devolved to the relevant office-holders and committees, in particular FoE Chair/PRC/FA, EDI Officer/DUS, as well as MEC/PEC/PAC/PRC and ultimately FB. The ownerships of some actions will probably shift: as well as a change of FoE Chair in October, FoE has just introduced the role of Deputy Chair.

The ambition of the 2018 action plan made its management an enormous task. Accordingly, it is a feature of the new AP that many of the APs follow a task-and-finish model. Some of these will dovetail with other processes, for example planned reviews of changes to the structure of the UG course and the new PGT course structure. But it has been a strength of the AP implementation process over the last 5 years that much EDI work, especially work

around gender equality, has become entirely embedded in our processes, and this will continue.

(1331 words)

Covid-19 pandemic

While the implementation of the 2018 AP has been extremely successful, the record-keeping and the achievement of specific measures of success has not been as comprehensive as we would have wished. The SAT process lost momentum over the period of the pandemic and its aftermath and has been slow to recover it, with the pattern of meetings and meeting attendance not always consistent and a wholly understandable lack of time on the part of many involved in EDI work on the SAT and more generally, through increased professional and personal responsibilities, as well as the burden of illness. (In the 2022-3 culture survey 48.6% of respondents reported being the parent/carer of at least one child aged 0-18. It is encouraging to note one survey respondent's comment that 'Particularly during the lockdowns and public health restrictions of the last few years, I found the Faculty to be extremely supportive—to the extent that this was possible, given that I found the University to be extremely un-supportive. But I felt as though colleagues within the Faculty were doing absolutely everything they could to support me under the circumstances'.) The late timing of the 2022-3 culture survey and the omission of a student survey were a knock-on result of these pressures, as was a loss of momentum in analysis, reporting, reflection, and adjustment in the aftermath of the 2019 surveys.

There are particular issues with data around UG assessment/achievement as forms of assessment were not consistent from 2020-23. First- and second-year in-person assessments were cancelled in 2020; third-year in-person assessments were replaced with essay dossiers. In 2020-21, all in-person assessments were conducted as 24-hour open-web, open-book exams. We made the undertaking to our students that we would not change their mode of assessment in the course of their degree: accordingly, online exams continued for the 2018, 2019, and 2020 cohorts (by year of admission), shifting to a 6-hour window at the University's insistence. The 2021 cohort are the first since the 2016 cohort to be wholly assessed by in-person exams. Although we have continued to track data at a granular level (i.e. individual papers) in relation to the M/F awarding gap it is very difficult to assess long-term trends across cohorts 2016-23. Changes in assessment also meant that students were more regularly, and urgently, consulted by survey than would normally be the case, leading to inevitable survey fatigue.

Initiatives in the FoE building such as the quotations project (AP1.25) were side-lined while the building was largely unoccupied. There was a huge additional workload implication around all teaching and assessment, especially UG and PGT; lectures were recorded from April 2020 onwards and throughout the 2020-21 academic year, and classes were delivered online; the burden of college-based small group teaching was massive in terms of screen hours. Almost all 2019-20 MPhil students had extensions on dissertation deadlines into summer 2020, having to be supervised remotely, very often in distant time zones; this was also, of course, the case for PhD students.

(496 words)

Section 2: An evaluation of the department's progress and issues

In Section 2, applicants should evidence how they meet Criteria B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

1. Evaluating progress against the previous action plan

The 2018 ASAP included 79 APs, and panel feedback 'welcomed' its 'ambition'. The majority of the APs have 'gone green', with significant progress made in almost every area, notably in the flattening of the promotions 'pipeline' and in the far more equitable gender balance at all levels of FoE staff, as well as a trend towards the narrowing of the 'awarding gap' at UG and PGT and the elimination of the gap in completion rates at PGR. Overall, 56 (70.8%) APs have 'gone green', 19 (24%) remain amber, some very marginally, and only 4 (5.1%) are red.

Numerous changes to FoE systems and processes have contributed to this. We are proud that, despite challenging circumstances, we have made such good progress. We have had strong, supportive leadership and significant buy-in at all levels, especially by PS staff and senior colleagues. EDI considerations are firmly embedded in our processes and largely mainstreamed in all aspects of our culture and all areas of our activities. In the 2022-3 staff survey, all respondents agreed that FoE 'actively supports gender equality'. 78.9% of respondents agreed that the faculty had 'taken action to mitigate the gendered impact of the Covid-19 pandemic on staff'.

The flattening of the promotions pipeline in FoE (AP2.9) has been spectacular (tables A2.12, 18). All 4 of FoE's established chairs and the single ASNC established chair are currently held by F. In 2018 only 7% of professors were F; in 2023 53% of professors (grade 12) and 64.2% of professors (grade 11) were F (2018: 21%). There has been parity or near-parity for the last five years at grades 11/10. A 2022-3 survey response noted

Reducing the (titular) distinction between Reader and Professor was a good move in thickening the band of senior academics so it's more likely to include more women.

Equal numbers of M and F are currently associate professors (2018 18% F). Women have consistently outnumbered men at grade 9 (assistant professor) since 2018. Senior officers and colleagues have been encouraging and practically supportive to F applying for promotion; more consistent SRD processes have also made a difference, although as one survey respondent commented

The feedback I've received has been intellectually and personally valuable, but the professional/progression system at the University has been in such a state of flux that it is difficult to receive stable advice on how to navigate it.

Another respondent commented:

Encouraging & mentoring junior colleagues through the promotion system continues to be important. We should also ensure that colleagues are appreciated for their contributions of different kinds and understand that they are not being valued solely via the promotions system.

Morale around promotion is much improved since 2018, but we will not become complacent.

Progress has been made on the M/F awarding gap in FoE UG examination results (AP3.1-3.15) (table A2.6). A detailed interim report on the awarding gap was produced in 2022 and there was further TF discussion in 2023: the report showed that the Part II gap had been largely narrowing/holding steady pre-pandemic before increasing again in 2020 (18%; particularly anomalous in its means of assessment) and 2021 (29%). The gap seems to be narrowing again (2022: 8%; 2023: 11%) but there is considerable disparity between papers. Historically one of the main drivers of the gap has been the Practical Criticism and Critical Practice paper (PCCP): in 2023 the gap had disappeared. The new AP has a number of actions focused on the awarding gap.

A particular culture shift in FoE has been around the mandating of equal representation of M/F voices in attributed quotations in exam papers, with examiners also asked to consider other forms of diversity (AP3.3). External examiners have commented positively on this:

Cambridge yet again should be held up as a national example in this effort of critical aspiration. I continue to commend it because it can be time-consuming extra work to effect this kind of change and that work needs to remain visible (2022)



Displays in the EFL, showcasing a research project on 'Diversity and inclusion in children's sports fiction' (October 2023) and 'Invest in women' (International Women's Day 2024)

Many of the 19 (24%) actions rated **AMBER** have been partially successful/fulfilled; some were overtaken by Covid such that, while their general aspiration has been advanced, precise measures of success couldn't be met. Low survey returns in 2022-3 and the lack of a 2022-3 student survey have also contributed, as has the lack of PS resource for data gathering/management, and the inaccessibility/incompleteness of University data.

A further consideration is around communications: handbooks and other information are regularly reviewed/updated, training opportunities are advertised via newsletters/emails, but staff are not always aware of these. This partly arises from the decentralised focus of much FoE/ASNC activity; it also reflects workload/email traffic. FoE's website is overdue for an overhaul, a process now beginning, and communications/information strategies will be part of this.

AP1.5: while the 2019 survey did increase response rates from both staff and students, the 2022-3 staff survey did not.

AP1.7: data around staff take-up of E&D/IB training isn't there; rates have historically been good but have fallen off since the last award. Reminders are regularly sent. **AP1.10** states 'all on list of those recommended for small-group teaching provision to take E&D/IB training'. DoSs are regularly reminded of this but FoE cannot enforce it, as supervisions are a college matter.

AP1.12 was predicated on the appointment of a 'families champion' (**AP1.11**). There was an informal lunch for parents/carers in early 2020 which was thinly attended but received enthusiastically; further plans were overtaken by Covid. New APs seek better to embed support for parents/carers.

While there has not been a formal review to ensure 'gender balance of major committees' (**AP1.16**), FB/PRC have generally been reasonably balanced, although they are currently skewed by 4 of FoE's senior officers (FoE Chair/DoMS/DUS/DGS) being M (for the first time since 2018); currently ASNC HoD/RSPC chair are F.

AP2.7-8 related to college-employed staff. While there were meetings/events in 2019 and some informal mentoring brokered by the FoE chair, this was an aspiration overtaken by Covid; it has been captured in the new AP (1.4). Around promotions, a key FoE success story, **AP2.10** planned to make standardised data centrally available to support applications; this was a low-priority aspiration and PS resource proved insufficient. This does not seem to have compromised promotions success. **AP2.26**, enjoining SRD guidance on external participation, is being undertaken informally, but has not yet been added as a formal line in the SRD checklist.

AP2.12-2.15 all related to mentoring and versions have been carried forward; they sit between **Amber**/**Green** as APs which have not been fully achieved but have certainly not been overlooked. It has become clear that there is generally a preference for informal structures. There was a 2021 review and a meeting in 2022. All colleagues on probation are now automatically given 2 mentors. Some more formal arrangements have been brokered as a result of SRD; peer-to-peer mentoring is encouraged. University training (**2.14**) was

trialled but proved unsatisfactory. There is no complacency: we recognise that we are still to arrive at optimal mentoring practices.

AP3.1-3.2 related to diversity and representation of women in UG teaching. They sit between Amber/Green: these are embedded and periodically monitored but regular monitoring lapsed during Covid. With reference to 3.2, changes in platforms by the University Library have made it harder to update or have oversight of whole reading lists locally; see AP2.1 in the new plan. Lecturing provision across all papers is notably more diverse than in 2018: one particular addition to the UG teaching offer since 2019-20 is a paper on 'Love, Gender, Sexuality' in the eighteenth century. In the 2019 student survey, 74.7% of respondents were neutral/positive in response to the question 'the Faculty/Department is likely to encourage work that is "feminist" or focuses predominantly on women's writing'.

AP3.8 referred to the embedding of AS discussions in FoE teaching forums. During Covid these were necessarily been taken up with urgent discussions around assessment/teaching. Formal agendas are not always produced. AP3.13, 3.15 relate to aspirations around examination processes significantly disrupted by Covid and MAB (p.12); they have been carried forward.

AP4.8 was a Covid casualty: University training for supervisors is widely publicised and there is now much more oversight of PGR supervision via DGS/PEC. AP4.9 related to an online teaching evaluation system for PGT (see AP3.7). There are now better systems for gathering feedback from PGT courses, notably via CamSIS, and better processes in place for monitoring feedback, via MEC/DMS.

4 (5.1%) of the 79 APs in the 2018 AP are rated red. In our assessment, there is no common issue which links them; further reflections follow.

AP1.8 proposed 'Improved attendance-recording by gender at FoE-organised training sessions': even in 2018 there were very few such sessions; they tend to be around examining systems or offered online. There is no sense that M are less likely to engage than F or vice versa; it proved difficult to recover the rationale behind this AP although self-evidently it has not been implemented.

AP1.11 enjoined the appointment of a FoE 'families champion' but—despite repeated efforts—no candidate came forward or was identified. Family-related issues have remained prominent in SAT discussions, with collective responsibility and significant senior management support for taking them forward (eg. AP3.2, 3.4). The number of respondents who were neutral/positive as to the FoE's 'family friendliness' increased to over 70%. Survey responses suggest that the direction of travel is generally positive:

Particularly during the lockdowns and public health restrictions of the last few years, I found the Faculty to be extremely supportive—to the extent that this was possible, given that I found the University to be extremely un-supportive. But I felt as though colleagues within the Faculty were doing absolutely everything they could to support me under the circumstances.

When I arrived in Cambridge, I did need help to balance caring responsibilities, but in those days no-one would dare to ask for help. Now I know of colleagues who have managed to have helpful conversations to this end. I'm delighted that this change has happened.

The faculty (actually the University) is much more geared towards supporting parents than supporting people with other kinds of caring responsibilities.

The need to support colleagues with caring responsibilities is reflected in the new AP (AP3.5).

AP3.7 related to UG feedback: it assumed that the online system trialled in 2018 would succeed. In fact online response rates were no higher; paper forms were re-introduced. This will be revisited. There are a number of other routes whereby students regularly give feedback (p.10).

AP4.2 involved recording attendance by gender at events for prospective PG. This proved impracticable. Most in-person events are casual; there is insufficient resource for data gathering/analysis. Internal FoE PG information events are informal, with no attendance record kept; they always aim for a balance between M/F speakers.

There have been challenges to the successful completion of the relatively small number of **red/amber** APs, but in our assessment none of them is evidence of deep-seated cultural problems in FoE or hostility to EDI. The ambition of the 2018 AP would have made it challenging even in normal times. We have learned that sometimes ambition can be the enemy of success: our future AP has fewer than half the APs of its predecessor. This is not a failure of aspiration, but rather reflects our honest assessment of our lack of capacity to take on large, ongoing data-gathering/management exercises. We have also learned about the challenges of data-management, record keeping, and the maintenance of consistent practices when faculty offices regularly rotate among colleagues. For the SAT in particular, this made handovers a huge challenge. Our relative under-establishment in terms of PS staff has amplified this.

It is clear that the AS project will need a relaunch going forward, despite strong evidence of FoE buy-in to almost all individual actions and overall priorities; more recently-appointed colleagues in particular may be less aware of the larger AS context and history in FoE. The future action plan has largely moved away from survey-derived quantitative measures of success: we have learned that such quantitative benchmarking mostly does not work for us. We will continue to run staff/student surveys, when appropriate or mandated, but we are realistic about the kinds of quantitative data able to be derived from them. Targeted and focused consultations, short-term working groups, and periodic deep-dive reviews are a better fit for our culture and needs than large-scale surveys. We will continue to be alert to innovative ways of gathering feedback on student/staff experience, and will build these in if appropriate over the next 5 years.

Survey responses in 2022-3 included useful and encouraging comments on workload:

I know that we struggle to come up with a way of properly scrutinising (and then doing anything about) stint returns, or of ensuring fairness in allocation of roles. But it is something we are clearly trying to improve.

Faculty processes are now t(r)ending towards fairer allocation of workloads; there's been a big improvement over the past 2-3 years.

Stint points have been revised for a number of FoE roles/activities better to reflect workload: PhD supervision has increased from 30-50 points pa, MPhil supervision from 20-30, and membership of MEC has been set at 40. 100 'legacy points' are allocated to holders of major offices (DUS, DGS, DMS) for the 3 years following the end of their term, in recognition of workload overhang. While women's average annual points have exceeded men's in every year since 2019, the gap has narrowed; this was partly skewed by having had F FoE Chair, DGS, and DMS for some of that time. Restructuring of the MPhil partly aimed to spread teaching and examining more equitably; the newly-created role of CME has given more consistent oversight over examining loads. Creation of separate committees for MPhil/PhD oversight (MEC/PEC) has allowed these committees to work in a more targeted way and reduced the burden on the DC and DMS/DGS, also, ideally, mitigating what one survey respondent described as the way 'emotional labour and the disproportionate burden [is] often taken up by women when it comes to the pastoral/interpersonal part of the job'.

32% of survey respondents agreed that their workload was manageable, with a further 27% neutral; 35% agreed that workload was monitored to ensure fairness. A significant proportion (46%) reported that their quality of life is adversely affected by workload, with slightly fewer reporting an adverse affect on their family life (43%). But, as one survey respondent noted,

The Faculty may not have actively supported me, but in being relatively horizontal in hierarchy, respectful, and flexible, its culture has allowed me the freedom to juggle things as best as I can.

Workload is a sector-wide issue. In Cambridge it is amplified by the collegiate system: most UTO FoE members are also fellows of colleges, effectively having two jobs, neither accountable to the other. CTO FoE members are ineligible for many of the University's/FoE's structures of support and recognition, while remaining a valued and essential part of FoE's activities. All colleagues are acutely aware of an increasing, near-structural reliance on precariously employed colleagues, including PDRs/PGRs, and of the latter's dismal long-term employment prospects. Discussions of workload specific to UTOs in FoE can involve an added sense of moral injury or survivor's guilt, and a sense of exclusion or invisibility among CTOs.

FoE's PS staffing levels are lower than other comparable departments, and depend heavily on a few very long-serving colleagues. While several new PS posts have been created since 2019, this remains a significant area of concern as formal risk and as an unsustainable workload for PS colleagues, with a knock-on effect on academic colleagues. There is a strong recognition from most FoE colleagues of collective responsibility for EDI, especially in areas where intersectional inequalities remain a concern; there is considerable willingness to

engage in training, working groups, monitoring, and innovation around pedagogy, assessment, outreach, and EDI. But there is less and less capacity to do so.
(2580 words)

ATHENA SWAN ACTION PLAN PROGRESS

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
1.1	Establish formal SAT terms of reference and membership structure, and allocate administrative support	FoE 1	Beyond application submission, the ongoing work of the SAT needs to be clearly identified in relation to other FoE committees, and understood by FoE members; the membership structure and criteria will also be set down formally, to ensure that the SAT continues to represent all groups of staff and students, has an appropriate gender balance, and recognises intersectionality; the office of Chair will be added to the PRC forward-planning process for allocation of major offices, to ensure sustainability and aid planning; and the ongoing work needs PS team member allocating to provide dedicated administrative support.	October-November 2018 (terms of reference and membership structure; administrative support); May-June 2019 (office of Chair)	FoE Chair through FB and PRC, with FA identifying admin. support	Documentation detailing SAT terms of reference and membership structure approved by FB; administrative support allocated from PS team; office of SAT Chair added to forward-planning of offices process, with PRC identifying future Chairs in planning round, May-June 2019 All measures in place 2018-19; dedicated admin support in place (part of job description for Faculty Coordinator)

<i>AP#</i>	<i>Planned Action / Objective</i>	<i>Scope/ Priority</i>	<i>Rationale</i>	<i>Time frame</i>	<i>Responsibility (primary)</i>	<i>Success Criteria / Outcome</i>
1.2	SAT to meet every two months	FoE 1	SAT must continue to meet regularly in order to monitor data and implement AP, with flexibility to meet more often if needed (e.g. in run-up to next AS application). Meetings have previously been organised by doodle poll but greater forward-planning is the other way to maximise attendance, and will also stabilise a sustainable workload.	January 2019 for remainder of 2018-19 academic year; then summer 2019 for 2019-20, repeating annually	SAT Chair	Bi-monthly meetings in FoE annual calendar Meetings in annual calendar since 2019. Meetings reduced to termly; there was disruption because of Covid but this schedule largely resumed in 2022, with some additional meetings towards the submission date. See pp.10-11 for the plan going forward
1.3	Implement new data gathering mechanisms	FoE 2	The AS application process highlighted data gaps, difficulties accessing data, or cases where data were not presented optimally. We will review ongoing data needs and create new dedicated databases/spreadsheets to enable us better to monitor progress in relation to the AP.	January-June 2019	SAT Chair with FA	Dedicated AS databases/spreadsheets established for ongoing data gathering While progress tracking has sometimes been challenging because of platform and personnel changes, mandatory data in particular is now readily available, and considerable other data is collected and recorded as a matter of course by PS staff

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1.4	Repeat online survey of staff and students every three years, with questions modified to close data gaps	FoE 1	Surveys are key in monitoring effects of Athena SWAN actions on FoE, and to gather qualitative and quantitative data to inform further gender-equality initiatives and next AS application. They take time to complete, and compete with other surveys (e.g. NSS, SAH staff surveys), so annual surveying is not the way to get the best data. We also wish the data to reflect changes at key stages in the four-year AP period; in particular, progress by 2019 will help organise priorities in the run-up to 2022. 2016 surveys will form the basis but will be developed further to ensure no information gaps.	November 2018-June 2019: surveys planned and conducted. October 2021-March 2022: surveys planned and conducted	SAT Chair	Surveys carried out in 2019 and 2022 There were staff and student culture surveys in late 2019, reported on to FoE committees in January 2020. Covid-19 pandemic unfortunately forestalled sustained wider reflection on results. Its data has been drawn on for this report. There was a staff culture survey in late 2022; take-up was low

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1.5	Maintain/improve survey response rates in different categories as appropriate	FoE 1	Survey data, both qualitative and quantitative, has proved of great value, and this requires good response rates, to ensure data are representative and all voices are heard. Aim for realistic improvements by 2022 on 2016 figures in student categories (+c. 25% from 13% to >16% UG and from 12% to >15% PG) where rate was low and academic staff category (+c. 10% from 68% to >75%) where rate was high; sustain very high 85% response rate for PS staff. We will use posters and email to publicise the surveys and consider incentivising student participation (e.g. optional entry to prize draw).	November 2018-June 2019 and October 2021-March 2022: planning and analysis to include consideration of response rates and publicity strategy	SAT Chair plus support from ASNC HoD	survey response rates of >85% for FoE PS staff, >75% for FoE academic staff, >16% for UG students, and >15% for PG students The academic staff survey response rate in 2019 was 74.6%; in 2022-3, despite many reminders, it was around 22%, with the highest rate of response coming from professors and almost no responses from PS staff. The student survey in 2019 increased participation on the 2016 survey (UG 17.4%, PG 19.9%), exceeding the targets in the AP (AP1.5: >14% UG; >13% PG). There was a dedicated publicity campaign (posters, emails) and book token prizes for students. There was no student survey in 2022-3 (see report p.10)
1.6	Create position for EDI Officer on Faculty Board	FoE 1	Ensures connection of Athena SWAN and wider EDI issues and initiatives to all aspects of FoE work	November-January 2018	FA through FB	Position added to FB standing orders In place since 2019

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
1.7	Increase staff take-up of E&D and IB training	FoE 1	87% of all staff have taken University E&D training. 25% of all staff have watched our dedicated video-lecture on implicit bias and stereotype threat (mounted in our VLE, enabling us to record individual participation). We will increase these figures through tailored events (AP1.9) and our existing publicity strategy.	2018-2022	FA	E&D training: 95% of all staff have completed by 2022 IB training: 50% viewing of lecture by 2022 IB training had been completed by 60% of staff by 2023. Completion of EDI training has been more variable: 83% of staff had completed training by 2022, and 97% of the 2022-3 survey respondents had completed EDI training
1.8	Improved attendance-recording by gender at FoE-organised training sessions	FoE 3	Self-assessment process identified shortcomings in local training data. We will develop a mechanism to record attendance at our own training sessions by gender.	January-March 2020, with rollout in 2020-21 academic year	FA	attendance recording mechanism in place This fell away during Covid, although it's difficult to recover the full rationale and intention here; see report p.16. There is very little training now offered in person and what there is tends to be around systems (PANEL, OMES) or examining

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1.9	Organise lunchtime sessions to view and discuss lecture on implicit bias and stereotype threat	FoE 1	This action point supports AP1.7 , and encourages further reflection on the issues.	October 2019 and then annually	SAT Chair	At least one session takes place in 2019, 2020, and 2021, with more if demand IB training: 50% viewing of lecture by 2022 <i>This took place in 2019 and 2022 (following Covid disruption), although take-up wasn't high; University-organised online sessions during Covid were publicised and attended by colleagues</i>

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1.10	All on list of those recommended for small-group teaching provision to take E&D and IB training	Eng ASNC 2	FoE lacks oversight of College-organised small-group teaching. Those who provide it fall into many categories: FoE academic staff, College-employed lecturers, College-employed PDRs, PGR students, and others. FoE academic staff are already required to take E&D and IB training and we wish to ensure that all who provide this teaching are trained in E&D and IB. We produce lists of all those recommended for this teaching, and will make it a requirement for inclusion that the training be completed. This will include annual adding of all PGR students to access lists for restricted online training resources.	Annual process from October 2018	Senior secretary ASNC senior secretary	100% of those on recommended teaching lists have taken E&D and IB training Process repeated annually Reminders are issued termly via the Senior Secretary and DoS committee (FoE) and the ASNC Senior Secretary; the FoE guide for supervisors is currently being updated and links to training checked. E&D/IB training links are on the 'Supervising for ASNC' VLE site. Monitoring remains challenging, however

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1.11	Appoint FoE Families Champion	FoE 1	50% of female and 60% of male academic staff parents find FoE a family-friendly place to work. We wish to focus efforts to maintain and if possible improve this experience, to ensure that the interests of parents and carers are represented in EDI discussions, and that new formal and informal initiatives are developed.	January-June 2019, to begin term of office October 2019	FoE Chair through PRC	Candidate identified, approved, and appointed >75% of female and male academic staff parents find FoE a family-friendly place to work in 2022 staff survey Despite repeated efforts, this proved impossible: family-related issues have remained prominent in SAT discussions, with collective responsibility for taking them forward. The number of respondents agreeing or neutral on the question of the FoE's 'family friendliness' had increased in the 2023 survey to over 70%. See eg. the family room initiative in the new AP (AP3.2)
1.12	Encourage and facilitate networking of parents and carers	FoE 2	The Families Champion will organise networking events for FoE parents and carers; will see if there is a desire for a formal network for parents, to share ideas and good practice, and to help inform policy initiatives in this area; and will support these activities.	academic years 2019-20 and 2020-21	Families Champion	>75% of female and male academic staff parents find FoE a family-friendly place to work in 2022 staff survey After an enthusiastically received but not well-attended event in L2020, organised by the EDI officer, this was overtaken by Covid and needs to be picked up again. See AP3.4, 3.5 in the new AP.

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
1.13	Ensure continued representation of parents in SAT membership	FoE 1	There is a clear need to ensure that the parenting needs and experiences of FoE members continue to be heard in SAT discussion.	June 2019 membership review and then annually	SAT Chair	At least one member of SAT has current parenting responsibilities This has been maintained (and usually exceeded) since 2019; see description of current membership pp.8-9
1.14	Survey FoE male staff about paternity issues and develop actions to improve paternity leave take-up	FoE 3	Take-up of paternity leave is low. We need to improve our understanding of this and develop proposals to improve take-up. This will include better recording (e.g. requiring notification of paternity) in order for us to be able to set targets. Increasing the take-up of paternity leave will help to improve further the sense of FoE as a family-friendly place to work and combat any concerns amongst staff, regardless of gender, that taking time off for childcare may be disadvantageous.	academic year 2020-21	Families Champion	Survey conducted, recommendations made to SAT, PRC, FB, ASNC Departmental Committee Improved paternity leave take-up by 2022 Further evaluation in 2022 staff survey No formal survey took place: University HR records show that 4 FoE M staff have taken paternity leave 2020-2024 although none in the period covered by the 2022-3 survey
1.15	EDI standing item on agenda of key FoE committees	FoE 1	Athena SWAN has been a standing FB agenda item. In the next phase of our work we wish to ensure that ongoing FoE process is always mindful of AS and related EDI issues.	January-June 2019	FA	EDI on all key committee agenda templates Achieved 2018-19; now embedded and its discussion duly minuted

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1.16	Ensure gender-balanced committees via biennial review	Eng 2	Committee gender balance is good. We are in a phase of rapid demographic shift, with many recent appointments and a number of impending retirements, and need in this phase to continue to monitor gender balance of FoE committees (including chairing responsibilities) to ensure fair representation and workload, and that women and men are not being steered towards particular kinds of involvement through unconscious bias.	2 periodic reviews: April-June 2020 and April-June 2022	SAT Chair , with SAT reporting to PRC	SAT reports and this feeds into annual PRC committee round Major committee membership (FB, PRC) is reasonably balanced; it is currently skewed by the fact that four of the FoE's major offices (FoE Chair, DoMS, DUS, DGS) are held by men (this is, however, the first time this has been the case since at least 2018); the REF chair and HoD ASNC are women. The incoming FoE chair is a trans man

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1.17	Review new workload model	Eng 2	In academic staff survey 61% of female and 56% of male academic staff agreed that 'My workload is fair in relation to that of my colleagues'. We have subsequently introduced a new workload model and need to assess its success in clarifying workload expectations, registering all kinds of work fairly, and equalising workloads. Qualitative as well as quantitative responses to 2019 survey will inform any changes.	October-November 2019	FoE Chair through PRC	Results of 2019 academic staff survey considered at PRC and workload model revised 2022 survey: >70% satisfaction for female and male staff Stint system is kept under review (last formal review was 2020, when the then-SAT chair had input into the process; the last update was in 2022) and adjustments are periodically made to reflect changing structures and processes. The average M/F gap between rolling averages has narrowed. If colleagues report particularly high or low stint this is discussed at SRD meeting. While satisfaction levels have not reached the target they have improved: in 2023 64.8% agreed or were neutral in answer to the question and 62.2% agreed or were neutral in response to the question about monitoring to ensure fairness (2019 55.7%). See report pp.8,18

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
1.18	Flexible timetabling of series of events	Eng 2	In academic staff survey, levels of satisfaction with timing of meetings and seminars were good (30% of female and 11% of male academic staff were <i>not</i> happy with timing). We have successfully timetabled successive events in the Faculty Research Seminar at different times so that those with fixed caring commitments that clash with some events can attend others. We will extend this approach to other events series, and repeated events (such as repeating training sessions). Once established, subsequent years' timings are based on the previous year, so the active phase of this action is restricted to a two-year time frame.	academic years 2019-20 and 2020-21	FA	Varied pattern to timing of events series and repeated events established 2022 staff survey <20% of female and <7% of male academic staff <i>not</i> happy with meeting/seminar timing <i>This has continued, with research day events (morning and early afternoon) proving particularly popular. Patterns have been difficult to re-establish post Covid, but there are now more lunchtime research events; ASNC has successfully moved a number of its 5pm seminars to a lunchtime slot and this will continue. While the 2023 survey did not gather quantitative data there were many useful comments, some expressing frustration but many appreciative of increased flexibility</i>

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1.19	Review core administrative meeting times and social events	Eng ASNC 2	In order to improve satisfaction with timing of meetings and events of female academic staff especially, and to support FoE family-friendly policy, we will conduct a review to see if further adjustments to timings or to FoE 'core hours' are required.	October 2020-March 2021	EDI Officer ASNC HoD	Recommendations to PRC and ASNC Departmental Committee acted on FoE/ASNC meetings are now timetabled within core hours; morning meetings (eg exam boards) start at 9.15 or 9.30am. Informal termly social events are timed to allow as many people as possible to attend, and children are made welcome (FoE)
1.20	Regularly review outreach and student application web pages and publicity materials for gender and diversity	FoE 1	We wish to ensure that FoE presents itself to potential student applicants and others in a way that emphasises equality, diversity, and inclusivity. An annual review will include changes to online material and a report to SAT and EDISC.	October-November 2019 and then annually	Outreach Officer with ASNC Admissions Convener	SAT and EDISC satisfied by Outreach Officer's annual report It is widely recognised in the FoE that a complete overhaul of the website is long overdue, and discussions are ongoing. Current applicant pages outlining the course name very few specific writers, but those mentioned include women and PoC. Student voices directly quoted, with photographs, are equally balanced M/F and include PoC. There is a link on the applicants page to the EDI pages. With the appointment of a dedicated Outreach Coordinator in 2022, we now have better oversight of the whole range of the FoE's outreach offer and strategy. An EDI strategy for outreach is AP4.1 in the new AP

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1.21	Achieve gender balance in staff at outreach events and open days	Eng ASNC 2	The SAT has gathered statistics on gender balance but they were not previously being monitored or reviewed. We need to ensure through our staffing of outreach events and open days that FoE presents itself to potential student applicants and others in a way that reflects the gender-balance of FoE and its commitment to gender equality.	Academic year 2018-19: establish mechanism October-November 2019 and then annually: report	External Affairs secretary with Outreach Officer ASNC Admissions Convener	Monitoring mechanism in place Proportionate gender balance reported annually to SAT <i>This is monitored proactively and has generally been achieved; going forward we will need to ensure that we have M colleagues representing us as well as F (AP4.2), and both the Outreach Coordinator and FoE Outreach Officer are currently F</i>
1.22	Annual report on online presentation of FoE	FoE 2	We wish to ensure that online presentation of FoE is representative of its diverse and inclusive nature. An annual report will ensure active and regular monitoring of the website with this in mind.	January 2020 and then annually	Webmaster reporting to EDISC	EDISC satisfied by webmaster's annual report on state of website and changes made <i>While a formal annual report has lapsed post Covid and because of the move towards a new website, which has been delayed, the latest report pre Covid identified no particular issues, and the website's imagery has not been significantly changed since then</i>

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1.23	Enhanced communication of EDI issues and resources to students	FoE 1	New EDI Officer role will enable us to do more to ensure (through email, website, induction, etc.) that undergraduate and postgraduate students in English and ASNC are aware of all relevant E&D policies, support, and resources (e.g. 'Breaking the Silence').	October 2018-March 2019	EDI Officer	Materials enhanced and communications plan in place Positive feedback through specific questions in 2022 UG and PG surveys The EDI microsite in particular is well populated with up to date materials; it is prominently linked from a number of other pages, and are on the front page's main sidebar for both FoE and ASNC. In the 2019 student survey 86.8% of respondents were positive or neutral in response to the question 'I feel positively about Faculty initiatives to improve EDI'; qualitative feedback was more mixed on some initiatives. The student handbook specifically highlights 'Breaking the Silence'; in-person induction events for first-year students have included EDI presentations

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1.24	Represent diversity in pictures in FoE building	FoE 1	In UG and PG student surveys 53% (50 respondents) agreed that 'The Faculty is likely to encourage work that focuses on gender-related issues or writing of any kind' (Q16: 52% female 55% male, 50% non-binary/other). We will ensure that decoration of the FoE building is representative of FoE's diverse and inclusive nature, and that the historic underrepresentation of women is corrected; we will carry out this work incrementally and responsively.	2018-22	SAT member leading on this action (currently Dr K. Boddy)	SAT satisfied by proposals for phase one (October 2018); work implemented; further phased stages completed by 2022 2022 UG and PG student surveys combined scores >60% on Q16 or equivalent A complete rehang of pictures was undertaken in 2018 and FoE walls now display many images of writers from historically under-represented groups; there have been periodic additions to the display. The EFL regularly mounts displays of books and other materials highlighting diversity (see images p.14)

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1.25	Display of quotations to reflect diversity	FoE 2	Student survey results (see AP1.24) identify need to ensure that we give verbal as well as visual messages to all who use the FoE building about its commitment to diversity, and the importance of female and BAME voices to literary history and critical discourse. 'The Quotations Project' launched October 2018 and this action point sustains its monthly changes of quotations	January-June 2019: develop sustainability plan 2019-22: sustain monthly changes to display	EDI Officer	Plan in place for regular consultation to identify and rank new quotations Continued monthly changes of quotation at 5 sites Same survey success measure as AP1.24 The rate of display change was deemed overly ambitious but, once the EFL building was fully back in use post pandemic, periodic changes resumed, aiming for a termly rotation. In addition, new suggestions were sought from students and colleagues in 2023 and additional posters were made, facilitating regular changes. Student feedback in the 2019 survey was mixed but engagement with the 2023 gathering process was enthusiastic

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1.26	Ensure gender and ethnicity balance of speakers in research seminar series programmes	Eng ASNC 1	In UG and PG surveys 65% female, 58% male, and 50% other/non-binary students agreed that 'The Faculty provides a wide range of gender role models, both from among its own number and in terms of visiting speakers'. We need to maintain gender-balanced research seminar programmes, and redress under-representation of ethnic minorities. We will send annual reminders to conveners of research seminars to take gender and ethnicity into consideration in choosing speakers, we will monitor statistics annually, and we will develop further actions as necessary.	June 2019 and then annually: reminders to conveners November 2019 and then annually: report to SAT	DoGS ASNC DoGS with SAT monitoring	Annual reminders sent Maintain at least 50% women speakers Improve representation of ethnic minorities from 11% (2017-18) to >15% by 2022 SAT consider annual statistical report and act as necessary <i>Monitoring has been embedded; at least 50% F speakers has been achieved or exceeded as an aggregate across all seminar series over the last 3 years, and in most individual seminar series (table A2.21). Global majority representation is more difficult to monitor but seminar conveners are reminded of the need to redress historic under-representation</i>

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1.27	Achieve and maintain gender balance and better representation of ethnic minorities in high profile annual lectures	Eng ASNC 1	32% of female academic staff (compared to 56% male) agree that 'The balance of speakers (in terms of gender and ethnicity) at our major events is appropriate. We will ensure that the run of speakers for our 4 high-profile annual lectures and for our annual poetry fellow (measured on a rolling five-year retrospective basis) includes at least 50% women and at least 15% BAME, so as to provide a variety of role models.	2018-22	FoE Chair through FB ASNC HoD through ASNC Departmental Committee	>50% women and >15% BAME speakers for high-profile annual lectures and poetry fellow (rolling five-year measure) by 2022 – benchmark 2011 Census 14% BAME There was necessarily disruption to FoE/ASNC public events during Covid, but gender balance has been achieved and maintained or exceeded across the programme of annual lectures (table A2.21) and the proportion of global majority speakers has increased slightly (12% rolling average 2018-23)
1.28	Achieve and maintain equal ratio of female and male external examiners	Eng ASNC 1	Between 2015 and 2018 44% of external examiners were female (compared to 51% female teaching-and-research academic staff locally and 53% nationally). We will ensure that as external examiners are replaced (they typically serve three-year terms), we move towards and then maintain as close as possible to equal numbers of male and female external examiners of UG and PG programmes.	2018-22	DUGS through FB and DoMS through DC ASNC HoD and DoGS through ASNC Departmental Committee	c. 50% female external examiners by 2022 FoE: replacing 'like for like' is now embedded in our practices; we are also endeavouring over time to diversify our pool of external examiners in relation to other protected characteristics. Monitoring this for PGT is in the new AP. ASNC: the small size of the field makes this very challenging in relation to subject coverage; the aim is to have 1M 1F or at least to avoid 2M for UG examining. The current ASNC externals are both F

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2.1	Collect reasons for permanent staff leaving	FoE 3	Self-assessment process highlighted a lack of detailed information about the reasons why permanent academic staff leave their jobs. Departures are infrequent, and reasons are usually given in resignation letter, but exit interviews – alongside dedicated record-keeping – will deepen our understanding.	2019-20 academic year	FoE Chair with FA	New system in place by June 2020: all permanent academic staff leavers have exit interview and reasons for leaving are recorded in database Systems are in place: the numbers are very small and within the period of the award, the only reason is retirement
2.2	Record destination of leaving PDR and TA staff	FoE 2	Self-assessment process highlighted incomplete data on destinations of fixed-term academic staff at the end of their contract. We need a better understanding of the FoE career pipeline, and especially to assess and quantify our success in supporting PDRs and TAs on to the next stage of their careers.	2018-19 academic year	FA	New system in place by June 2019: all leaving PDR and TA staff contacted for detailed information at resignation or contract end Systems are in place up to a point: the vast majority of TA/PDR staff leave because their contract ends. There is insufficient PS resource, however, to track the careers of former staff after their contracts with FoE end, and a concern that any such record would become biased towards those still in contact with other members of FoE

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
2.3	Offer to pay childcare costs for interviewees	FoE 2	We wish to continue our excellent recent gender balance at all stages of recruitment, by ensuring any disincentives to application are removed, uptake of interview is secured, and message is sent about FoE concern with work-life balance.	2018-19 academic year	FA	Offer included in further particulars and interview pack of all jobs advertised from January 2019 >50% women shortlisted for academic posts 2019-22 The offer is included in FPs and in the standard invitation to interview letter. The rolling average 2019-2022 is 59.75% (table A2.17)
2.4	Create and publicise Academic Staff Handbook	FoE 2	Qualitative data in 2016 academic staff survey revealed staff did not always have the information they needed. A new handbook will ensure that existing academic staff have a single point of access to relevant information of the kind that we now make available at induction; this will be publicised annually. We will include a question in the 2022 survey to measure usefulness.	January-June 2019	FoE Chair through small working party	New handbook uploaded to staff intranet and publicised >60% find it useful in 2022 staff survey There are handbooks for UTOs/TAs, PDRs/JRFs, and CTOs on the staff intranet; they are updated annually. The new AP notes that their existence needs to be publicised more proactively (AP3.3) 59.4% of the 2023 respondents agreed or were neutral in response to the question but 24.3% didn't know, suggesting the need for better publicity

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2.5	Review annually induction packs for all staff groups and academic staff handbook	FoE 2	2016 academic staff survey revealed low (19%) levels of satisfaction with FoE induction from recent appointees. In response we have created new induction materials. We will annually review these and the new academic staff handbook for EDI issues, to ensure that all relevant information is prominently included, and to reflect FoE and University EDI developments and new resources.	April-July 2019 and then annually	EDI Officer	EDI officer reports on successful review to SAT and EDISC 2019 and 2022 staff survey question for those appointed since previous survey: >60% satisfaction As above; handbooks are reviewed annually. 56.8% of 2023 respondents agreed or were neutral in response to the question 'I was satisfied with the induction offered' (although the number of eligible respondents was low), and there was some highly valuable feedback, both negative and positive. Induction processes still need attention; this is on the new AP (AP3.3)
2.6	Regular communication with colleges for information about new college academic staff	FoE 3	Qualitative data in academic staff survey responses revealed gaps and delays in FoE records of new college-employed academic PDRs and lecturers who will automatically become FoE members. We need this information to be current and complete. More than annual communication is needed to ensure that those appointed at times other than the start of the academic year are not missed.	December 2018, March 2019, September 2019, and then annually on that pattern	Senior secretary	regular emails sent This is done by the Senior Secretary; the response rate is low. See AP1.4 in the new plan

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2.7	Annual induction meeting for college-employed academic staff	FoE 1	Focus group feedback from college-employed PDRs and lecturers revealed that many wish to feel more included by FoE. We will therefore introduce new college academic staff to FoE through an annual induction meeting with the FoE Chair and social event.	October 2018: first meeting April-May 2022: focus group	FoE Chair	First annual meeting takes place and added to annual timetable Positive feedback in focus group exercise after 2022 academic staff survey <i>In-person events such as this were necessarily affected by Covid. FoE chair writes to new college-employed academic staff to welcome them and offer assistance; all staff are invited to beginning and end of year social events</i>

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2.8	Improve support for college-employed ECRs	FoE 2	College-employed ECRs (both PDRs and lecturers) are members of FoE for whom FoE has no employer responsibility. Survey and focus group responses from this group revealed a desire for FoE to do more to support them. We have already developed induction packs for college PDRs. We will develop a culture of informal support through an annual email encouraging college-employed ECRs to approach FoE permanent academic staff for informal mentoring support. We will also call a meeting to explore with the ECR community ways in which they might become more cohesive and organised, and will offer administrative support for relevant initiatives.	October 2019 and then annually: email November 2019: meeting	SAT Chair	Email reminder sent annually Meeting takes place Improved feedback in focus group exercise after 2022 academic staff survey See AP1.5 in the new plan

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2.9	Flatten female academic staff pipeline	FoE 1	Survey responses across the board – UG students, PG students, and academic staff – highlight the female academic staff pipeline as one of our key challenges. The many measures in place and included in the AP should enable us to meet the following targets by achieving promotions at all levels and by female appointments at senior level: • increase proportion of all professors who are female from 22% to >31% (national benchmark) • proportions of all women permanent academic staff rebalanced through promotions and senior appointments as follows: ○ lecturers <45% (currently 54%) ○ SLs c. 20-25% (currently 18%) ○ readers c. 20-25% (currently 21%) ○ professors >14% (currently 7%)	2018-2022	FoE Chair	Pipeline flattened by 2022 as detailed on left See AP2.10-2-11 for specific measures; AP2.12-26 all support AP2.9 In 2023 53% of professors (grade 12) and 64.2% of professors (grade 11) in FoE are F. Associate professors (grade 10) are 50-50 M/F. 64.7% of assistant professors (grade 9) are F; this residual imbalance will be closely monitored going forward (AP1.1-2 in the new plan)

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2.10	Central provision of data to applicants to support promotion applications	Eng 3	2018 FoE discussion session on promotion highlighted need to make available to applicants for SAP more comprehensive data on their teaching and administrative contribution, to support and streamline the application process, encourage more female applicants, and improve application quality. This will follow from the current data visualisation project headed by the FoE Chair.	January 2019- June 2020	FoE Chair	Mechanism in place for 2020 senior academic promotions exercise Same success measure as AP2.9 Not completed in this form but see above

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2.11	Review promotions possibilities annually and proactively offer support to potential female applicants	FoE 1	The University believes that men apply for promotion sooner than women. While application rates suggest this is not currently the case locally, qualitative data in the staff survey suggest the need for more proactive advice, and only 38% of female academic staff believe they have been well supported and advised in relation to promotion. The SAT Chair will therefore meet annually with FoE Chair and ASNC HoD, after completion of SRD round, to discuss the staff list in relation to the promotions exercise and ensure that potential female applicants are identified, encouraged, and supported.	July 2019 and then annually	SAT Chair with FoE Chair and ASNC HoD	Meetings take place, with follow-up Improved (>50%) satisfaction with promotion advice and support in 2022 survey Same success measure as AP2.9 See 2.9 above. In 2022-3 51.3% of respondents overall were satisfied; 44.4% of F respondents were satisfied (70.3% satisfied or neutral)

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2.12	Improve mentoring scheme	FoE 1	Qualitative data from academic staff survey outlines need for improved mentoring. We will ensure that mentoring meetings take place (typically at least twice yearly). If consultation approves a revised SRD scheme we are likely to extend mentoring to post-probationary academic staff; such a new system would then be included in this action point.	April-June 2019 and then annually	FA	Recording system established; all mentees have met with mentors 65% female academic staff report satisfaction with support and advice by 2022 (currently 52%) <i>The mentoring scheme has never really taken off in a formal sense, and momentum was lost during Covid; there was a review in 2021, with a follow-up meeting in 2022, and it is generally agreed that more informal structures work better; colleagues are periodically invited to seek these out. Colleagues on probation are given two mentors. 76% of F respondents were neutral-to-positive about their experience of mentoring in 2022-3 survey</i>
2.13	Annual call for new mentors	FoE 2	Identified need to ensure that those interested in acting as mentors are identified and offered opportunities; this will improve quality of mentoring support.	April 2019 and then annually	FA	First annual call goes out, and maintained thereafter <i>See 2.12 above, and the report pp.14-16</i>

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2.14	Training for all new mentors	FoE 2	Identified need to make training for new mentors available, to ensure that they are aware of best practice. First training sessions took place in 2018, and will be repeated annually or biennially, according to demand.	October-November 2019 October-November 2021 (or sooner)	FA	Training arranged periodically See 2.12 above, and the report pp.14-16; there was a training event delivered from a University team which was agreed to be unsatisfactory and ill-suited to our needs
2.15	Annual meeting of mentors	FoE 2	We wish to ensure sharing of ideas and best practice in the support of staff members.	June 2019 and then annually	FoE Chair	Meeting added to annual timetable See 2.12 above, and the report pp.14-16
2.16	Increase completion of biennial SRD	FoE 1	Take-up of biennial SRD was increased from 24% overall in 2013-15 to 87% in 2015-17. We will closely monitor completion of biennial SRD meetings to ensure that as close as possible to 100% of academic staff have biennial SRD.	June-September 2019 then annually to 2022	FA	90%-100% completion by 2022 In 2023, 97% of staff not on leave or probation completed biennial SRD

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2.17	Gather feedback on SRD and mentoring	FoE 2	52% of female academic staff reported 'Overall, I am well supported and advised', compared to 72% of male academic staff. Measure continuing changes to SRD and mentoring need against this score in 2019 and 2022 staff surveys, and make further adjustments, to ensure and improve satisfaction with both systems.	November 2018-June 2019 October 2021-March 2022	FA	Questions included in staff survey; feedback discussed by PRC and adjustments made >65% of female academic staff satisfied with overall support and advice by 2022 <i>In the 2022-23 survey, 70% of F academic staff were neutral to positive about their experience of SRD and support for career development more generally; more qualitative responses on SRD are noted in the report, p.13</i>

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
2.18	Annual meeting on grant applications	FoE 1	Academic staff survey identified the need for improved advice and support on research grant applications (73% female academic staff satisfaction compared to 89% male). We will therefore introduce and maintain an annual meeting of those involved in past, present, and future grant applications to share information, ideas, and experience.	March-June 2019	Chair of Research Policy and Support Committee	First meeting takes place and then added to annual timetable >80% female academics happy with research grant advice by 2022 A 'Grant Incubator' group met termly pre-Covid, and there are regular FoE 'research days' which have usually included formal discussion of grants. There are regular informal meetings and information sessions about grant applications; take-up is low, but the sense is that colleagues know where to go for information and in general feel well-supported. In the 2022-3 survey 80.7% of F respondents reported that they were neutral or positive about research grant advice.

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2.19	Conduct focus group exercise to gain understanding of support needs in relation to grant applications	FoE 2	Qualitative data in academic staff survey identified need to improve our understanding of problems perceived by academic staff in applying for research grants and to inform discussion of remediation.	October-November 2019	Chair of Research Policy and Support Committee	Focus group exercise conducted and report to RPSC and PRC >80% female academics happy with research grant advice by 2022 (see AP2.18) <i>A focus group met in 2019 and reported to PRC. Responses to the 2019 survey suggested that colleagues had felt very well supported in the run-up to REF, and there is no evidence that colleagues feel discouraged in applying for grants or that there are barriers in doing so. There are regular communications about grants and about FoE and School support; the RSF is well-publicised. In the 2022-3 survey 80.7% of F respondents reported that they were neutral or positive about research grant advice</i>
2.20	Annual audit, statistics, and report on grant applications	FoE 2	Identified shortcomings in annual reporting cycle, and need more closely to monitor success rates (including analysis by gender) of research grant applications; to inform developments in research policy and support.	January-December 2019	Chair of Research Policy and Support Committee	Reporting mechanisms established, and first annual report to RPSC and to PRC <i>The first report was produced in 2019; the Faculty Coordinator now produces a report on all grant applications for all RPSC meetings, with a breakdown by gender, to facilitate analysis, monitoring, and ongoing support</i>

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2.21	Make grant application mentoring available for prospective applicants	FoE 2	Qualitative data in academic staff survey identified need for more focussed research grant support. We will identify, where requested, a member of staff with relevant grant application experience to offer advice and support to a less experienced applicant, with the aim of improving the quality and success of grant applications, especially from female staff members.	October-December 2019	Chair of Research Policy and Support Committee	Scheme established, and annual publicity plan in place 80% female academics happy with research grant advice by 2022 (see AP2.18) <i>As suggested in 2.18 and 2.19 above, informal networks and mentoring seem to be preferred, and are working well; there is no evidence that prospective applicants feel discouraged or unsupported. In the 2022-3 survey 80.7% of F respondents reported that they were neutral or positive about research grant advice; there was much positive feedback in the 2019 survey responses, especially around REF support. The FoE coordinator sends a regular email round-up of grant-related information</i>

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777	Develop 'career mapping' guidance for academic staff	FoE 2	Qualitative data in academic staff survey highlighted lack of clarity about what is expected when, and career planning generally. 57% of female academic staff agreed that 'Overall, I am / have been able to develop my career appropriately', compared to 83% male. We will develop a 'career mapping' approach with clear guidance on what is expected of academic staff when in their developing careers. We will present this in focussed discussion sessions for staff, at least biennially, and embed within induction, mentoring, and SRD.	January-June 2021	FoE Chair	Guidance developed and annual or biennial meeting established 70% female score on career development question in 2022 staff survey This was partially overtaken, or at least paused, by the change to the University's ACP process. The previous SAT chair wrote to all eligible FoE staff in 2019 and the FoE chair ran a well-attended online session in 2022. There are regular reminders about School and University information sessions and the CV mentoring scheme. In the 2022-23 survey, 70% of F academic staff were neutral to positive about their experience of SRD and support for career development more generally

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2.23	Publicise flexible working and time/workload management PPD courses	FoE 2	Academic staff survey highlighted that while a high proportion of staff are able to work flexibly, a low proportion (8% female, 6% male) have received advice/support/training in relation to workload and time management. We will therefore ensure that staff attention is drawn to flexible working through prominent inclusion in induction packs and staff handbook, and through annual reminders. We will also ensure prominent publicity for related PPD training.	January-June 2020 and then annual reminders	FA	Induction packs updated as appropriate, new staff handbook checked, annual publicity plan in place Relevant scores on 2022 staff survey up to >25% female and >20% male PPD training opportunities are regularly circulated via email and newsletters. Discussion of flexible working is included in SRD. Knowledge of flexible working is high, with 90% of F respondents and 87% of M respondents aware of it, although the survey also suggested that few staff are aware of PPD specifically around workload. On workload, see the report pp.18-19

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
2.24	Include checklist of parenting/caring-related issues in SRD	FoE 1	38% of female academic parents were happy with advice/support from FoE in relation to parenting/caring issues. Other survey questions identify information flow as a significant issue. We will therefore ensure that all SRD meetings include discussion, if appropriate, of parental leave (including shared parental leave), flexible working, and returning carers' scheme.	March-June 2019 revise paperwork before June-July 2019 SRD round	FA	Parental leave, flexible working, and returning carers' scheme added to SRD paperwork (tick boxes) >60% female academic parents happy with advice/support by 2022 Parental leave, flexible working and returning carers' scheme have been included in SRD paperwork since E2019, and discussion about caring responsibilities more generally will be added going forward; see AP3.5. 80% of F respondents in the 2022-3 survey were neutral to positive about FoE support around caring responsibilities
2.25	Ensure equitable support of academic travel for carers	Eng ASNC 2	Identified need to ensure that carers are not deterred from academic travel, and career development, by costs of caring, by allowing greater flexibility in the allocation of academic travel funds (e.g. paying for a partner and child to travel to a conference).	October-November 2018	FoE Chair through PRC; ASNC HoD through ASNC Departmental Committee	Academic travel forms and guidance updated Colleagues applying to the FoE research support fund are explicitly encouraged, when they fill out the relevant form, to apply for funds to cover 'the cost of travel and other expenses for a child/children and a carer to enable academic-related travel such as conference attendance and library visits'

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2.26	Develop guidance for SRD on encouragement of external participation	FoE 2	Identified need for explicit guidance for especially female staff members on participation in university and external committees and organisations, to inform biennial SRD.	January-June 2020	FoE Chair with ASNC HoD	Guidance in place for June-July 2020 SRD round, with external participation included on SRD checklist <i>This is discussed in SRD meetings but the checklist needs to be updated</i>

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
3.1	Ensure diversity and representation of female writers in UG course descriptions and reading lists	Eng 1	Student feedback and analysis of possible causes of examination gender gap highlight need to ensure that course materials and reading lists present individual modules to students in a way that emphasises the diversity of authors who can be studied, and that female writers are represented fairly (which means equally where more recent literature is concerned, and proportionately where older literatures are concerned).	January-March 2019, and then annually	DUGS	All course materials and reading lists are updated appropriately, monitored, and maintained, annually Reading lists and course descriptions are regularly updated. All reading lists are now prefaced with the following statement: 'A central aim of literary study is to understand the full range of human experiences and perspectives and, as such, it requires repeated reassessment of which writers are read and studied. Moreover, literary study involves both self-understanding and learning about the lives of others, and hence it insistently provokes questions about the roles of class, gender, race, sexuality, and ability in the production of literature and its criticism.' Examiners' reports now regularly include a list of authors written on in the exam, another way in which the diversity of papers is made visible to students. Current technical issues with updating and overseeing reading lists are reflected in AP2.1 in the new plan

3.2 Ensure diversity and representation of women in UG teaching	Eng ASNC 2	In UG student survey 63% agreed that 'The Faculty is likely to encourage work that is "feminist" or focuses predominantly on women's writing' (Q15). Analysis of possible causes of examination gender gap highlights need for FoE lectures and seminars to attend appropriately and proportionately to women as writers and historical agents, to ensure that the exacerbation of stereotype threat to female students is prevented. We will do this by sampling teaching materials uploaded to the FoE 'Moodle' VLE and published lecture descriptions, paying particular attention to introductory series (see AP3.4) and other core teaching (circuses for compulsory papers).	October-November 2019 for academic year 2018-19; then annually	DUGS ASNC DUGS	DUGS to report annually to EDISC and Education Committee confirming and evidencing that action has been carried out; ASNC DUGS to report likewise to ASNC Departmental Committee. 2022 UG student survey improved feedback (>70% on Q15 or equivalent) Lecturing provision across all papers does emphasise diversity in all forms, although what this looks like inevitably varies from paper to paper, and it is not necessarily formally monitored; such monitoring may have been a Covid casualty, and has been reinstated (see new AP2.1). In the 2019 student survey, 74.7% of respondents were neutral to positive in response to the question 'the Faculty/Department is likely to encourage work that is "feminist" or focuses predominantly on women's writing'. ASNC course materials and reading lists are updated annually by individual convenors, always bearing in mind the need for diversity within the constraints of relatively narrow and sometimes highly specialised fields. The majority of the lecturing is done by the UTOs, so that the diversity of lecture provision is predicated on that group's diversity
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AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
3.3	UG Examination questions to represent female and male voices equally	Eng ASNC 1	Analysis of possible causes of examination gender gap highlights need to ensure that students taking examinations, and using past examination papers as study-aids, encounter material that represents female and male voices equally, and therefore any stereotype threat potential is removed; this is in addition to the current enjoinder on examiners to consider diversity in setting questions; consideration will be given to expanding these guidelines to make explicit reference to the protected characteristics, e.g. by singling out the issue of sexuality or disability.	October 2018-January 2019 and then annually	Chairs of Exam Boards in English and ASNC	Formal requirement added to 'Guidelines for Examiners' documentation; agenda item at paper-passing meeting in January of each year; Chair of Examiners' reports to confirm that gender equality in voices on examinations has been monitored and achieved This is now in guidelines and is fully embedded in our paper setting and scrutinising practices; it has drawn extremely positive comment from external examiners (see report p.14). While there is not a similar formal guideline in ASNC, the gender balance of attributed quotations in examination papers is explicitly assessed in the scrutiny meeting, with any imbalance being corrected at that stage

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
3.4	Consolidate new introductory lecture series for first- and second-year UG courses and review annually	Eng 2	Analysis of possible causes of examination gender gap highlights need for better transitional support. These recently introduced courses support school-university transition and improve students' ability to plan and manage their work for the coming term, but we need an annual review mechanism (looking at content and student feedback) to encourage incremental improvements.	January-June 2019 in teaching planning cycle, and then annually	DUGS	Introductory lecture series timetabled annually for each relevant course; positive student feedback; DUGS review of content and feedback to Education Committee These have been well embedded since 2019; content is kept under review. There is little student feedback but it's positive where it exists

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3.5	Consolidate new lecture-workshops to support transition from school to university	Eng ASNC 1	Analysis suggests possible causes of examination gender gap include differential learning approaches and 'imposter syndrome'. New (2016) 'Roadmaps to Success' lecture-workshop address these and other factors we believe are instrumental in female examination underperformance. We will ensure these workshops, or an equivalent, are timetabled annually, open this provision to ASNC students and cross-list in ASNC induction materials, as well as maintaining ASNC undergraduate induction course and series of workshops	January-June 2019 in teaching planning cycle, and then annually	DUGS ASNC DUGS	'Roadmaps to Success' or equivalent, and ASNC induction course and workshops, timetabled annually; positive student feedback Study-skills lectures for at the beginning of the first year are now well-embedded (since 2019); there are other lectures throughout the year as appropriate, eg. on dissertation-writing. ASNC cross-lists study-skills content and runs its own 3-day induction programme for first years. Revisiting the 'Roadmaps' content and workshops re imposter syndrome and stereotype threat is part of the new AP (AP2.2)

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
3.6	Develop dossier of annotated UG examination scripts	Eng 2	In the UG student survey, 44% of female students strongly agreed that 'I have the ability to do well in my degree' (Q2), compared to 69% of male students. In order to improve sense of self-efficacy and address student queries about exam expectations, we will make available to students a set of annotated examination scripts to give them a better understanding of what kinds of work are rewarded and how to meet our examination criteria.	ongoing to June 2019	DUGS	Dossier made available 2022 UG student survey improved feedback (>50% female students strongly agree on Q2 or equivalent) This is now fully embedded in our practices. Dossiers are available online to students, with marks and examiners' comments; students must read and affirm a copyright declaration to access. Initially scripts were typed; when all scripts were typed due to changed practices during Covid this was straightforward. We will need to revisit this as our practices revert to handwritten scripts in the exam hall, although the Inspira trial (typed scripts) may make it straightforward in the future

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3.7	Consolidate and improve new online UG student feedback system, with attention to EDI issues	Eng 2	New (2018) online student feedback should enable us to monitor effectiveness of FoE teaching and effect of AS and related changes to content and provision; once it has bedded down it should be reviewed to ensure it can do this, e.g. adding EDI-related questions as appropriate.	January-June 2020	SAT Chair with Education Committee	Review conducted, report considered by SAT and Education Committee, changes made in time for 2020-21 academic year There was a one-year trial of the online form (via Qualtrics); response rates were low and the decision was taken not to repeat. Paper forms are now back in use following the Covid hiatus (with the additional option of downloading from the VLE and returning by email) but response rates are very low. An EDI question or questions needs to be added to the forms

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3.8	Athena SWAN related issues on agenda for each Faculty Teaching Forum	Eng 2	UG and PG student surveys highlighted class dynamics and lecturer skill as key to encouraging female students. 40% of female UG students <i>disagreed</i> that 'The teaching staff do enough to make sure that everyone feels able to speak up' (Q10), compared to only 18% male UG students. This highlights the need to ensure discussion of AS-related issues in FoE-wide Teaching Forum (twice-yearly awaydays for discussion of issues of pedagogic policy and good practice), and to embed EDI issues in FoE teaching culture.	June-September 2019 and then annually	Teaching Forum Steering Committee	AS-related issues on each Teaching Forum agenda. 2019/2022 UG student survey improved feedback (<25% female students disagree on Q10 or equivalent) <i>Teaching Forum events were disrupted by Covid and its aftermath and have, of necessity, sometimes focused on examination practices, so this has not been consistent. There was a comprehensive presentation on awarding gaps in E2023, given by the EDI Officer</i>

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3.9	Narrow gender gap in UG examination performance in English and monitor year-on-year picture	Eng 1	We have been working to develop ideas and initiatives to improve the examination results of female undergraduates. No definitive causes of gender gaps such as ours have been identified locally or nationally, but we have looked at every area where research suggests a possible cause. As our 2016 report comments: 'If, after consistent effort, there remain disparities in performance then it may well be that the principal causes are societal and psychological and cannot be significantly affected by pedagogical decisions.' But first we must try everything to meet and exceed the target given here. The APs below (AP3.10-3.14) all aim at closing the gender gap, and share the target as one of their success measures.	2018-2022	SAT Chair	Narrowing of examination performance gender gap (% first-class results) in English by 2022 from current six-year rolling average figures of 5.5% (2 nd year) and 10% (3 rd year) to <3% (2 nd year) and <5% (3 rd year) The gap was in general narrowing in 2019, and has continued to narrow but not necessarily consistently; there were many changes to assessment practices 2020-23 which makes comparability of data impossible; in addition, there are now so few M students in some Part II optional papers that numbers are not statistically significant. Potential or actual awarding gaps have been consistently monitored, and a major interim report was produced in 2022, reflecting on progress and analysing data 2016-21; a working group has been re-established. The new AP has identified some particular areas on which to focus going forward. See AP2.3-2.11 in the new AP

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
3.10	Review and revise new UG assessment criteria	Eng ASNC 2	Following research on our gender gap, English has produced revised (2017) UG assessment criteria, to emphasise positive attributes that are rewarded rather than negative attributes that are penalised. ASNC will be revising its criteria in 2018-19. New criteria should be reviewed once bedded down, in light of external examiners' reports and specific feedback to be sought through 2019 UG student survey.	November 2018-June 2019 for survey feedback 2020-21 academic year for review and revision	DUGS with Education Committee; ASNC Chair of Examiners with ASNC Departmental Committee	Question(s) added to 2019 UG student survey. Criteria reviewed in light of feedback. New assessment criteria documentation in place for start of academic year 2021-22. Same success measure as AP3.9 . New criteria, re-establishing granular detail, have been in use since 2019. In addition, ASNC assessment criteria were revised as part of the process of Tripos Reform across 2020-22 and are reviewed annually by the Chair of Examiners and Deputy Chair, and are then considered at a Departmental meeting. Successive External Examiners encouraged the Department to make fuller use of the upper range and the revised criteria reflect this. The criteria now separate out examinations from dissertations. The assessment criteria are made available to students and form part of the discussion in workshops on exam skills. In the 2019 student survey, in response to 'the published classification criteria...are clear and helpful', 53% F agreed, 62% M agreed

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
3.11	Produce profile of each individual UG examiner's marking by student gender and by module	Eng 1	We already have a full picture of UG attainment by gender on each examined component and overall through statistics generated annually. And we have introduced many measures focussed on student provision. Research has suggested we should also hypothesise about implicit examiner bias. Statistics will be produced to encourage individual examiners to reflect on and improve their marking practices, and data will be made available for analysis by Chairs of Examiners, SAT, and EDISC; this data to be broken down by module (since an examiner might have notably different marking habits within the microcultures of individual modules).	June 2019 and then annually	Exam Board Administrators	Full statistics produced after each annual examination round Same success measure as AP3.9 . <i>This now happens as a matter of course but we need to keep exploring how to make best use of these statistics and to embed them better in our processes (see AP2.6, 2.8 in the new AP)</i>

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
3.12	Require UG examiners of certain modules to meet in middle of marking to self-moderate on gender-related issues	Eng 1	In advance of discovering whether or not there is evidence for examiner bias individually or overall (see above) we have trialled moderation meetings to ensure that, where a module is identified as having a significant discrepancy in female and male performance, its examiners meet once marking is underway to reflect on their marking practices (e.g. over-attention to style, privileging of argument over knowledge). These will become a formal requirement.	May 2019 and then annually	Chairs of Exam Boards	Meetings take place Same success measure as AP3.9 . This was first done in 2019, with full instructions added to the Guidelines; Covid disruption and MAB in 2023 has led to some lapses but the expectation and associated are now embedded in our examining practice
3.13	Repeat UG examiner self-assessment questionnaire exercise every three years	Eng 2	In 2016 we conducted an exercise in which examiners reflected on their marking practices, values, and priorities, revealing the relation between actual practice and our published assessment criteria. As well as encouraging examiner self-moderation, the results informed our further approach to tackling the gender gap. This exercise will be repeated every three years.	June-November 2019 June-November 2022	SAT Chair	Exercise repeated, responses analysed, paper to SAT and Education Committee Same success measure as AP3.9 . This was done and the results analysed in 2019 but Covid disruption meant that its findings were not taken forward, not least as there were a number of different examination formats 2020-23 and additional disruption from MAB in 2023. The self-assessment questionnaire will be revised in the light of best practice (see AP2.8, 2.11) and repeated in 2025

<i>AP#</i>	<i>Planned Action / Objective</i>	<i>Scope/ Priority</i>	<i>Rationale</i>	<i>Time frame</i>	<i>Responsibility (primary)</i>	<i>Success Criteria / Outcome</i>
3.14	Chairs of Examiners to review student performance by gender and to include comments in annual report	Eng 1	Exam Board Chairs have sometimes chosen, more often in recent years, to include in their reports analysis of, and reflection on, student performance by gender. This will now be a requirement, with further discussion at SAT and Education Committee.	June- November 2019 and then annually	Chairs of Exam Boards	Reports include analysis and discussion; reports referred to SAT and Education Committee Same success measure as AP3.9 . <i>This is now embedded in our processes, allowing for more granular attention going forward</i>
3.15	Constitute ASNC working group on examination performance by gender	ASNC 2	Data suggests ASNC has a significant gender gap in 2 nd -year examinations and small gap in 3 rd -year examinations. A working party will consider any gender discrepancies and develop policies and practices to combat them, setting new data for examinations in 2019, 2020, and 2021 alongside historic data.	October 2019- July 2021	ASNC HoD	Working party report to ASNC Departmental Committee, SAT, and FB <i>Following Covid disruption, there was a general review of ASNC teaching and assessment in 2022. ASNC data is extremely difficult to interpret in meaningful ways as cohorts are very small and can fluctuate considerably (as they have in recent years). ASNC will revisit these considerations going forward; see AP2.4 in the future plan</i>

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
4.1	Annual review of website support for graduate applicants	Eng ASNC 2	PGT is the most significant attrition point in our female pipeline. By improving the advice we offer on applying for MPhil and PhD places we aim to improve female success in gaining places and funding.	June-July 2019 and then annually	DoGS ASNC DoGS	Website support updated annually. By 2022: 65% female PGT admissions (currently 59.4%, national benchmark 72%) and 62% female PGR admissions (currently 57.7%, national benchmark 66%) PG admissions materials have been comprehensively revised and expanded on FoE and ASNC websites, and are kept under review. In addition to its web page, ASNC has a downloadable 'Applicants Guide to the MPhil', last revised in 2023; the FoE pages are more extensive and are regularly updated. Links to information about FoE support for PG students is included on the landing page as well as a link to the FoE EDI pages. In 2022-23 FoE had 69.7% female PGT admissions and 48.3% female PGR admissions; while it seems likely that this will prove anomalous (see tables A2.4a,b) it may be that the 'leak' has moved. The numbers in ASNC are much smaller and are hence more volatile, but in general F consistently outnumber M for both PGR and PGT in ASNC

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
4.2	Record attendance by gender at events for prospective PG students	Eng ASNC 2	Self-assessment process identified data gap. Recording attendance by gender at events for PG applicants will improve our assessment of take-up and value of such events.	2018-22	DoGS ASNC DoGS	Statistics available to SAT Covid radically changed patterns of engagement with prospective postgrad students, but it proved impracticable to record attendance by gender at either in person or remote events. The format of in-person events in particular tends to be extremely casual
4.3	New annual PGR training programme to include events targeting female students and E&D	FoE 2	There is a significant difference in female and male English PhD completion rates within 4 years. We are initiating a new FoE PGR training programme in 2018-19 and need to ensure that it includes events relating to E&D and to issues affecting female students (e.g. project planning, dissertation writing, career development). Feedback will be sought through focus group.	October 2018- June 2019 including focus group Then annually, with further consultation as needed	DoGS	Positive feedback from focus group. Increase female <4-year PhD completion rates in English from 56% to 65% by 2022 Focus group exercise ran in June 2019 but Covid prevented a repetition. EDI material is explicitly integrated into a number of the sessions in the PGR training programme, and the balance of speakers is monitored to make it as representative as possible; most sessions are co-led M/F as a matter of course. Completion rates have consistently exceeded the measure; see tables A2.9a,b; A2.10a,b

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
4.4	Workshops on coursework essays and dissertations for PGT students established in annual training programme	Eng 2	A historic PGT gender gap has recently been closed, but we do not want it to open again. We will design training support targeted at female students and addressing aspects of researching, planning, and writing MPhil coursework essays (1 session, early November) and dissertations (1 session, February). Feedback will be sought through new online teaching evaluation system.	January-June 2020 develop programme in annual teaching planning cycle for rollout in academic year 2020-21	DoMS	Workshops in annual programme for 2020-21 Positive feedback The first phase of this action was disrupted by Covid and energies have subsequently been targeted towards the wholesale restructuring of the MPhil. A series of research training lectures for all MPhil students runs over the first two terms, and includes discussion of dissertation writing, writing a PhD proposal etc, as well as training in research methods, referencing etc. All MPhil students complete a 'short written exercise' in the first term, assessed by their dissertation supervisor on a pass/resubmit basis, which enables low-stakes formative feedback on student writing to be delivered early in the course. All PGT training will be reviewed as part of the eventual review of the new MPhil structure

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
4.5	Establish system to analyse PGT student and examiner statistics by gender annually	FoE 1	The self-assessment process revealed a historic PGT gender gap of which we had been unaware. It has since closed, but we are far from understanding the reasons for it. We need to match what we do at UG level with full statistical analysis of student performance by gender, and examiner marking patterns by student gender.	January-June 2019	DoMS with DC secretary, ASNC DoGS, and Computer Officer	Annual monitoring system established; first set of annual statistics produced and analysed; report discussed at DC, SAT, and ASNC Departmental Committee These statistics are produced and reviewed; the PGT gap has remained closed but examiner statistics are very difficult to interpret as the number of units per examiner is usually too small to be statistically significant. With MEC and (since 2023-4) a Chair of MPhil examinations, we are now better placed to review our systems and processes, to discover how best to make use of this data; see AP2.14 in the new AP

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
4.6	Investigate graduate admissions and funding processes with attention to issues of gender	FoE 1	The self-assessment process has identified significant attrition points in the female pipeline at PGT and PGR stages. We aim to arrive at an understanding of the role of our admissions processes and of funding (and the processes by which it is awarded) in this leaky pipeline, and to develop policy initiatives in response.	December 2018-July 2019	DoGS with SAT Chair and EDI Officer	Review produced and discussed at DC and SAT; recommendations implemented Admissions processes have been completely restructured and since 2019-20 we have conducted PGT and PGR admissions via PANEL and a centralised PAC. PAC explicitly scrutinises EDI concerns at all stages of the PG admissions process, including funding. Data was volatile through the Covid years but in the 2023-4 round there were negligible admissions gaps for both PGT and PGR. See the new AP4.3-4.4 for the more intersectional strategy going forward
4.7	Investigate female and male PGR completion rates	FoE 2	The self-assessment process revealed that while PhD completion rates are similar in English for female and male students, male students are significantly more likely to complete within 4 years. Alongside more granular statistical analysis is needed focus group discussion involving PGR students and (separately) supervisors.	October-November 2019	DoGS with SAT Chair	Report produced and discussed by SAT and DC; recommendations implemented Increase female <4-year completion rates in English from 56% to 65% by 2022 F completion rates have improved markedly and average over 85%, with little or no M/F disparity (see table A2.9a)

<i>AP#</i>	<i>Planned Action / Objective</i>	<i>Scope/ Priority</i>	<i>Rationale</i>	<i>Time frame</i>	<i>Responsibility (primary)</i>	<i>Success Criteria / Outcome</i>
4.8	Training event on supervising PG students	FoE 1	A further approach to the PGR completion rates gender gap is to target supervisors. We have discussed a bespoke training session with the relevant University training facilitator and will include this in the Teaching Forum programme for 2019-20. To monitor this area we will include specific satisfaction measures in future PG student surveys.	February 2020, and repeated biennially	DoGS	Improved levels of satisfaction between 2019 and 2022 PG student surveys Completion rates have improved (see 4.7) but Covid overtook the aspiration to run a bespoke training event, and there was no 2022 survey

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
4.9	Develop online graduate teaching evaluation system	Eng ASNC 2	Graduate feedback has continued to rely on paper forms given out at the end of each event or programme of seminars, so feedback is patchy and cannot be easily analysed. We therefore need to introduce a single online feedback system, similar to that recently introduced at undergraduate level, to gather feedback from PGT and PGR students on all aspects of their teaching and training, with responses identified by gender. This will help us to assess and improve new training initiatives in the above APs, and inform further initiatives aimed at better supporting female students.	April 2019-June 2020, including design and testing	DoGS with ASNC DoGS	New system live; report on first round of feedback discussed at DC, SAT, and EDISC As with UG teaching evaluation, this was explored but, following the unsuccessful UG pilot, was not taken further. Feedback on PGT courses is sought via paper forms (which can be downloaded and emailed to a central address to maintain anonymity); response rates are uneven but have generally improved since 2022. CamSIS reports from both students and supervisors are monitored more closely by MEC and PEC

AP#	Planned Action / Objective	Scope/ Priority	Rationale	Time frame	Responsibility (primary)	Success Criteria / Outcome
4.10	Annually review and republicise graduate supervision guidance	FoE 1	We intend (AP4.8) to enhance training support for supervisors of PG students. Alongside this we need regularly to update FoE's 'Good practice for graduate supervisors' documentation and to publicise it annually, to ensure that all FoE supervisors of PG students are up to date with best practice, especially in EDI. To monitor this area we will include specific satisfaction measures in future PG student surveys.	summer 2019 and then annually	DoGS with EDI Officer	Documentation updated, and annual publicity plan in place; annual consultation between DoGS and EDI Officer established Improved levels of satisfaction between 2019 and 2022 PG student surveys <i>Supervision guidance is regularly updated (last updated 2023) and publicised; it contains links to EDI resources, including Dignity at Work, and all new supervisors are required to undertake appropriate EDI training; there is, however, no survey data</i>

2. Key priorities for future action

Please describe the department's key issues relating to gender equality, and explain the key priorities for action

In 2018, our priorities were

- 1. An Equal, Diverse, and Inclusive Culture**
- 2. Supporting Women's Careers**
- 3. Diversity, Attainment, and the Undergraduate Experience**
- 4. Postgraduate Pipeline: Enabling Women in the Academy**

Our future priorities build on these.

1. Fostering equal career development (AP1.1-1.5)

This continues work around promotions, SRD, and mentoring. It carries forward versions of previous APs around participation and career development for college-based colleagues/ECRs. The 'promotions pipeline' has largely been flattened (p.13), with equal numbers of F/M at professor (grade 11) and more F than M at professor (grade 12) (table A2.11). Professor (grade 12) numbers have been achieved partly through external appointments to established chairs rather than promotion: a priority going forward is continued career development support for new appointments at lower grades from the beginning of probation, and monitoring of time spent at lower grades, to ascertain whether M/F are applying for promotion at equal rates/similar stages, and to take appropriate action.

Issues around UG attainment are challenging: our second priority reflects complexities here:

2. Developing and embedding good practice: diversity and attainment (AP2.1-2.17)

This develops many of the previous AP's initiatives at a more granular level, taking account of new structures and ensuring that best practice is fully embedded, especially where it has been disrupted. Teaching initiatives around transition from school will be revisited and, in addressing intersectional awarding gaps in particular, we will draw on sector best practice and expertise.

M remain more likely than F to achieve a first-class UG degree (table A2.6c): in 2023 47% of M students attained a First and 36% of F. (See table A2.5 for 'good honours attainment' data.) The 'gender gap' pre-pandemic had been narrowing, albeit with considerable volatility: it reversed in 2019, but increased massively in 2020 and 2021 (but see p.12). The awarding gap in the second year (Part I) has usually been narrower; it was only 5% in 2023. The ASNC awarding gap appears more volatile; work to better understand this is a priority (AP2.4). APs around PGT attainment focus on ensuring that best practice around EDI is as embedded in the new MPhil as it is at UG.

Our staff survey demonstrated that colleagues generally feel quite well supported around family responsibilities, and that most feel positive about their working environment. Our third priority is

3. Sustaining a culture of enablement and flourishing (AP3.1-3.6)

As well as continuing to embed best practice, this is directed towards more targeted support, with a focus on communications, induction, and some practical measures. These APs seek to identify and implement how FoE can be more proactive in supporting new colleagues, those returning to work after leave, especially parental leave, and those with caring responsibilities, at all life/career stages.

Our final priority particularly addresses challenges in UG and PG admissions:

4. Maintaining EDI commitments in response to sector pressures (AP4.1-4.5)

Applications for English are declining across the sector. In Cambridge, as at other universities and at A-level, English is a subject dominated by F. M applications have declined from 22.3% in 2018 to 20.2% in 2022 and M acceptance rates from 28.3% to 24.9% (table A2.3). A key priority in FoE outreach work is increasing the proportion of applicants from the maintained sector, global majority backgrounds, and those in receipt of FSM, especially M from these backgrounds. (ASNC figures are more even: M applicant numbers 2018-22 range from 43.9%-50%, acceptances 38.5%-52.9%. The UG ASNC course is unique in UK HE; applicant numbers have remained largely stable.)

The gender gap for PGT admissions has largely disappeared, with M/F applicants now as likely to be made an offer. PGR admissions data has historically been more volatile, but centralised admissions processes (PAC) are now better able to monitor this. The gap has been narrowing; in the 2023-4 round it effectively disappeared. Challenges going forward include the equitable provision of PG funding, as the funding pool grows ever smaller, and the obligation to consider historical and continuing inequalities in the allocation of funds. Continued progress towards a more equal, diverse, inclusive profession remains entirely dependent on the postgraduate pipeline.

(598 words)

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

3.1 FACULTY OF ENGLISH ATHENA SWAN ACTION PLAN 2024-2029

1. FOSTERING EQUAL CAREER DEVELOPMENT					
	Rationale	Planned Action/Objective	Timeframe	Draft measure of success	Ownership/consultation
1.1	The promotions pipeline has largely been ‘flattened’, especially as regards higher grades, but it is important not to be complacent, and to continue to be aware of emerging issues	Ensure that promotion is discussed during probation and SRD for new recruits at grade 9, with targeted support and encouragement from the outset of the probationary period	2024 onwards	All new recruits and colleagues on probation are satisfied with the support and encouragement that they are receiving when consulted	FoE Chair/ASNC HoD
1.2	Anecdotal evidence suggests that M apply for promotion more quickly than F. A more granular and dynamic understanding of colleagues’ motivations for making or delaying a promotion application at different career stages is needed in order to	Review time spent at each grade, including probation, before promotion to a higher grade, and ensure that all aspects of promotion continue to be a central aspect of probation, SRD and mentoring discussions	2024-6	Trend towards parity between F & M academic staff.	FoE Chair/ASNC HoD/ FA

	support them in applying for promotion in a timely fashion				
1.3	While SRD take-up is good and much informal mentoring goes on in FoE, more formal mentoring arrangements are not especially well embedded. Around 50% of 2022-3 survey respondents said they had been offered a mentor) on first joining FoE. It may be that colleagues are generally happy with the current more informal culture, but this needs to be revisited, not least as part of the drive to maintain the flattened promotions pipeline and in the run-up to REF	Assess current mentoring structures and numbers engaged as mentees; promote and manage mentoring more proactively, including training for mentors. [carried over/modified from 2018 2.10, 2.12, 2.13, 2.14, 2.15]	Review conducted January-June 2025; uptake monitored 2024-7	Mentoring structures reviewed, and mentoring scheme advertised more widely. 50% increase in staff undertaking mentoring.	FoE Chair/ASNC HoD/ FA
1.4	All new colleagues based in colleges should be appropriately welcomed and inducted by the FoE, and all college-based colleagues should be enabled to participate as fully as they would like in FoE business and events.	Review communication strategy with colleges for information about new college academic staff; establish annual induction meeting for college-employed academic staff [carried over from 2018 2.6, 2.7]	Review comms October-December 2024; induction October 2024	Communications (frequency, type) reviewed, induction events held; positive feedback; better attendance at DoS Committee and other FoE general meetings	FoE Chair/DoS Committee Chair
1.5	ECRs are a vital part of the FoE's research culture, as well as valued teaching and examining colleagues. Ensure	Improve support for college-employed and FoE ECRs: review existing	Review existing structures October-	Positive feedback on mentoring gathered via focus group consultation; review of	RSPC Chair/FoE Chair

	that ECRs, including college-based ECRs, are enabled to participate as fully as they want in FoE activities, and that they are gaining experience and advice, eg around careers, research plans, teaching, and publication.	structures, eg. around mentoring [carried over/modified from 2018 2.8]	December 2024; focus group January-March 2025	ECR support currently within the remit of RSPC	
2. DEVELOPING AND EMBEDDING GOOD PRACTICE: DIVERSITY AND ATTAINMENT					
2.1	UG teaching provision and reading lists are important ways of demonstrating the FoE's EDI commitments to students. The processes for reviewing these (most recently undertaken in 2022) need to become more embedded in our structures, given (for example) the regular turnover in paper convening; changes in UL platforms around reading lists have made this more challenging	Conduct regular reviews of UG teaching provision and reading lists for diversity and representation [carried over from 2018 3.1, 3.2] ; liaise with EFL and UL about current platforms and their limitations and explore possible mitigations	Library Committee discussion October 2024, follow by liaison with UL/EFL; schedule for reviews re-established October-December 2024	Regular reviews of reading lists undertaken and reported to DUS, with a report written for Education Committee. Discussions held with EFL and UL regarding issues with new platform.	Paper convenors /Education Committee / Library Committee
2.2	Skills training aimed at scaffolding the transition from school is now well embedded in first-year teaching, but does not specifically address potential causes of awarding gaps or intersectional	Consider whether the 'Roadmaps to success' seminars or something similar in that space might be able to be re-integrated into the teaching provision	Review October-December 2024; new teaching solicited January-March	Teaching provision reviewed, resources developed; feedback sought on any changes to provision. Awarding gap narrows or remains steady	Education Committee/EDI Committee/EDI Officer

	inequalities, for example around stereotype threat or imposter syndrome	[partly carried over from 2018 3.5] ; engage with other departments and professional bodies (eg CCTL; FY team) working on this with a view to developing best practice and resources (see also 2.11)	2025; new teaching 2025-6 academic year, with feedback sought		
2.3	Changes in forms of assessment 2020-2023 mean that there are problems with data comparability; data continues to be volatile, but a focus on the compulsory elements remains important	Continue to monitor awarding gap at Part II, with particular attention to more granular detail (PCCP, Tragedy, including single essay vs 3-essay scripts, and dissertations) to enable rapid and informed response to any unexpected changes; any gap tracked cohort by cohort as well as year by year [carried over from 2018 3.9]	Ongoing; keep under annual review, with a report similar to the 2022 report; see p.14) in 2025	Awarding gap narrows or remains steady; annual data reported on by chairs of examiners and discussed by Education Committee. Reporting systems checked to ensure standardisation going forward; guidelines produced for Chairs of Examiners to ensure consistency and active oversight. Report produced in 2025, identifying future priorities for action	Chairs of Examiners/ Education Committee
2.4	ASNC needs to establish protocols for monitoring and describing any awarding gap in UG results, drawing on expertise and existing practices in FoE	Establish working group to adapt FoE's monitoring systems for ASNC, in the first instance to identify any outlier papers or trends across the three years of	2024-6	Group convened, protocol established, data analysed and monitoring priorities established going forward (if any)	ASNC HoD

		the degree; this could make use of historical data			
2.5	If cumulative classing is amplifying any awarding gap, that needs to be recorded as a specific line in our monitoring processes to allow for possible mitigations or changes	Investigate any impact of cumulative classing (introduced in 2023) on awarding gap across the range of protected characteristics, and consider possible mitigations	Keep under review and report in 2025	Record final degree result under 30/70 and compare with model of results in previous 100% system	Chairs of Examiners/ Education Committee
2.6	Best practice around examining processes needs to be agreed and re-established post Covid/MAB disruption	Re-establish moderation meetings for IA, IB, and Part II compulsory papers, with an agreed format and the expectation of attendance by all examiners, including those with long experience, which should include reflection on the classing guidelines and the kinds of work that examiners see themselves as rewarding, and the expectation of attendance. Produce advice to enable examiners to make better use of their individual marking statistics and incorporate discussion of this into moderation meetings.	2024 and ongoing; advice produced for 2025 marking period	Regular meetings held with 90% attendance by members. Examiners advice produced and circulated.	Education Committee/Chairs of examiners

2.7	It used to be thought that coursework mitigated against the awarding gap; this no longer seems to be the case. Because of the complexity of dissertation marking allocation and the different pace at which examiners can work, there can be comparatively little benchmarking for individual examiners.	Develop and implement a moderation process for dissertation marking at Part II. Examiners might, for instance, be asked to report their range, median, and mean after marking a certain (small) number of dissertations, as is the case with scripts, and to reflect on the kinds of work they are rewarding; they should also be required to read sample dissertations as well as sample scripts.	Reflection on dissertation marking in 2024; small working group established October-December 2024 to devise moderation process, to be trialled 2025	Process devised and implemented; feedback sought: did examiners adjust their approach, eg. by using a wider range of marks, paying more attention to running averages, or reconsidering classing, as a result of moderation?	Education Committee/Chairs of examiners
2.8	In 2016 we conducted an exercise in which examiners reflected on their marking practices, values, and priorities, revealing the relation between actual practice and our published assessment criteria. As well as encouraging examiner self-moderation, the results informed our further approach to tackling the awarding gap. This was intended to happen under the last plan but Covid/MAB prevented it; changing	Repeat examiners' self-assessment exercise (revised to reflect current best practice) in both parts of the tripos, noting any impact of the Inspira trial (ie the end of handwritten scripts at IB); conduct a similar exercise for ASNC, appropriately adjusted [carried forward from 2018 3.13]	Working group established January-March 2025; exercise June 2025	Working group to revise previous exercise in light of best practice. Self assessment exercise repeated and results analysed and discussed. Awarding gap narrows or remains steady.	Chairs of Examiners/EDI Committee

	practices make it an even more important exercise				
2.9	The use of candidate note-sheets (a single page, up to 1000 words) is a significant innovation in our practices: we need to gain an understanding of how it affects both student attainment and self-perception in the examining process	Review, revise, and repeat survey of the use of candidates' 'page of notes' for both IB and II, and include gender and other protected characteristics in any breakdown of results, over multiple years	Survey 2024, 2025; data analysed and reporter October-December 2024	Survey completed, data analysed and reported	Education Committee
2.10	First-year students receive both marks and formative feedback for their IA assessments. Marks are released on CamSIS in early July but there is considerable variation as to when and how students are given their feedback and individual marks for IA, because it is a college responsibility. This can be a point in their degree when students experience a loss of confidence, leading to a negative self-perception at the beginning of their second year.	Develop and disseminate guidelines for best practice in delivery of IA results and feedback to students, taking into account EDI concerns (eg stereotype threat, unconscious bias) and ensuring greater consistency between colleges	Working group established October-December 2024; guidelines developed and disseminated for summer 2025	Guidelines developed and disseminated; review planned.	DoS Committee/Part I Chair of Examiners/ Education Committee
2.11	The FoE now has considerable data and experience over many years in relation to the	Engage with CCTL's work around gender disparities to gain better	2024-5; report to EC January-March 2025	Report to Education Committee with recommendations	EDI Committee / EDI Officer

	awarding gap across assessment and teaching: are there other approaches or angles we could be considering, especially around intersectionality?	understanding of evolving best practice in teaching and assessment, especially around intersectional awarding gaps (see also 2.2)			
2.12	The centralisation of PGT/PGR admissions via PAC has enabled better oversight of the process; one result appears to be that M/F applicants now have a similar likelihood (as a proportion of applicants) of being made an offer. It is important not to become complacent, however; colleagues need to be made aware of how individual decision-making sits within larger processes, as well as trends over time	Make offer and funding statistics, broken down by gender, over last 5 years available to DGS, DMS, and PAC at the beginning of the admissions round, and consider making such statistics available to all colleagues assessing applications	Process devised for January 2025	Embed in PAC processes; M/F offer rate to remain similar	PAC; DGS/DMS; Graduate administrator
2.13	The gender gap at PGT admissions has narrowed significantly in recent years; PGR data remains more volatile	Continue to review gender statistics in postgraduate admissions	Ongoing; gap narrowing consistently by 2026	Narrow/eliminate gap between offers made to M/F candidates and, so far as is possible , maintain this	PAC; DGS/DMS; Graduate administrator
2.14	Examining of MPhil coursework and dissertations is now spread more evenly through FoE members, throughout the year; this means, however, that	Make MPhil examiner statistics available to individual examiners and to MEC; develop a standard framework for recording and reporting statistics,	December 2024; ongoing	Statistics collated, analysed and shared	MEC; Graduate administrator

	colleagues can have less of a sense of how their own marking practices relate to those of others, as individual datasets are small	including a breakdown by gender of candidates (and examiners?)			
2.15	Examiner training is embedded for UG assessment; while the MPhil process is different, it is a noticeable gap in training	Consider introducing training for new MPhil examiners, as well as providing sample feedback	Discussed at MEC October-December 2024; training devised and implemented January-March 2025	Training devised and implemented. 100% of new MPhil examiners to have undertaken training, with refreshers encouraged	MEC
2.16	The new MPhil has entailed a major shift in teaching provision and administration: we need to ascertain, for example, that (so far as is possible) its burdens and opportunities are being shared equally, and that course convenors are keeping EDI in mind when updating reading lists and their teaching provision	Ensure that EDI considerations are part of any review of the new MPhil structure, and maintain consistent records year by year to allow for monitoring	MPhil review scheduled for 2024-5	Monitoring structures devised and implemented	MEC/DC/FB
2.17	Ensuring that external examiners for PGT courses have an equal M/F representation and also, so far as is possible, represent other protected characteristics means that our examining	Keep the gender balance and representation of other protected characteristics of external examiners for the MPhil under review when new externals are appointed	Ongoing, as external examiners come to the end of their appointment	External examiners are gender balanced. Diversity of external examiners is considered at appointment.	MEC/DC

	processes draw on as wide a range of backgrounds and experiences as possible; it demonstrates our commitment to EDI to our students, the University, and to the sector more generally				
3. SUSTAINING A CULTURE OF ENABLEMENT AND FLOURISHING					
3.1	Assuming the current community profile remains consistent, the FoE does and will continue to include significant numbers of colleagues potentially impacted by the menopause. The University currently has menopause 'guidance' (located in its HR 'wellbeing' pages) but no explicit policies: can the FoE do better?	Convene a working group to explore best practice in workplace menopause policies and its applicability to the FoE community, and implement its recommendations, if any	October-December 2026	Working group convened, recommendations made and implemented (and it may be that there are no recommendation)	EDI Committee
3.2	The culture survey noted that new parents can feel unsupported or invisible on their return to work, and that their practical needs are not well accommodated	Establish family room facility in the FoE building to enable staff and students to breastfeed and/or express comfortably; explore how new parents can be more proactively welcomed back to work, as well as accommodated, and embed this in our processes	Ongoing, with the aspiration for implementation 2025	Family room established and promoted; usage monitored and feedback sought	EDI Committee/FA/HSE Committee

3.3	The staff handbook is regularly updated but remains under-used: better processes need to be devised to ensure that all new colleagues are accessing information and support in a timely and appropriate fashion. (This is a concern repeatedly cited in the culture survey, as well as anecdotally.)	Devise and implement a more comprehensive induction process for new colleagues at all career stages; consider printing handbook resources	Implementation October 2025; review December 2026	Process devised, implemented, feedback sought	FA/FoE Chair/ASNC HoD
3.4	Colleagues report disconnection from the FoE on return from leave of all kinds, and the expectation that they will get 'up to speed' with eg changes to course structures or assessment processes by osmosis	Devise and implement 'welcome back' and re-induction processes for colleagues returning from medical, parental or long-term carers' leave, or long-term research leave. This might include the better facilitation of informal mentoring and informal networking for colleagues with particular circumstances, for example, new parents or people with ongoing caring responsibilities. List of colleagues going on or returning from leave to be provided to key stakeholders (FoE	Implementation October 2025; review December 2026	Process devised, implemented, feedback sought	FA/FoE Chair/ASNC HoD

		Chair/ASNC HoD) at the beginning of each term.			
3.5	More than half the respondents to the 2022 survey (51.4%) reported that they had or had had caring responsibilities, eg. for a partner or parent, yet ongoing caring responsibilities can be less visible than eg. maternity leave. In the same survey, 29.7% of respondents replied 'don't know' when asked about their knowledge of support around caring leave. Colleagues with caring responsibilities need to be enabled and encouraged to disclose these in order to access appropriate support and information, both formally and informally	Add caring responsibilities to biennial SRD discussions (as is the case with eg flexible working policies) and encourage colleagues to disclose and seek support in regular FoE communications, possibly with a view to establishing networks of informal support; maintain records	In place for SRD Jun 2025; comms strategy reviewed by this date	Process devised, implemented, feedback sought; record keeping established	FoE chair/FA/EDI Committee
3.6	ASNC does not currently have a designated EDI Officer; such a designation would better enable the implementation of ASNC-specific APs and EDI documentation, training, and monitoring more generally	Determine whether it would be preferable to attach the EDI officer designation to an existing role in ASNC or to add it to the list of officers	January 2025	Role description written (adapted from FoE), role or candidate identified and in post	ASNC HoD/ASNC departmental Committee
3.7	Procedures around bullying and harassment are University processes; survey responses	Review processes and communications around bullying/harassment to	Summer 2025	Review conducted, any recommendation(s) implemented, feedback	FoE Chair

	suggested that colleagues are not all aware of these, although there is no suggestion of a current problem or trend in FoE	ensure that they are up to date and reflecting current structures, as well as aligned with University policies and processes; continue to monitor		sought; future review scheduled	
4. MAINTAINING EDI COMMITMENTS IN RESPONSE TO SECTOR PRESSURES					
4.1	FoE now has an Outreach Coordinator as well as a designated Outreach Officer. EDI considerations in outreach / recruitment are complex, intersecting with issues of WP and other protected characteristics, and we need to be proactive in engaging with these issues in our outreach and recruitment work. The 2022-3 FoE Outreach report identified gender balance, increasing the number of applicants of Asian heritage, and increasing applications from outside London and the SE as particular priorities.	Develop EDI strategy for FoE outreach across all activities, with regular monitoring and review. Ensure that EDI data is collected, so far as is possible, for all outreach events	October-December 2024; review October 2025	Strategy and monitoring structures devised and implemented; reports to relevant Committees	Outreach Coordinator/ EDI Officer / Outreach Officer/ Education Committee/DoS Committee
4.2	The steady sector-wide decrease in M applicants is a particular concern. Recognising that this begins at least at A-level, we need to	Explore best practice in the sector and consult with DoSs, CAO, and SLOs, to develop specific strategies and targets for engaging	Working group established to support Outreach Coordinator	Strategy and monitoring structures devised and implemented. Increase M applicant numbers and proportion, with the	Outreach Coordinator/ EDI Committee / Outreach Officer/ Education

	understand better the reasons why M students, especially those from WP backgrounds, are not applying for degrees in English, and to explore how those that do might be encouraged to apply to Cambridge (2021: 22%, 2022: 20.2% of applicants for English were M; AHSS av. 38.5%. M offer rate is steady at 24.9%). Known factors include career aspirations, parental attitudes, and perception of the subject as 'feminine'.	with M applicants, especially those experiencing intersectional disadvantage; ensure that a diverse range of students, staff, and alumni are represented in materials promoting Cambridge English	October 2024; strategy developed by May 2025, with feedback gathered and annual review. Data monitored annually. Improvement as outlined by 2029.	aspiration to be closer to the AHSS average within 5 years.	Committee/DoS Committee
4.3	The PGT/PGR pipeline is significantly less 'leaky' than it was but (especially as the funding landscape continues to change, and recognising that FoE has relatively little input into or influence over funding decisions) regular monitoring and review remains important.	Continue to review gender statistics in the postgraduate funding competition, including (where possible) college funding	Ongoing; direction of travel consistently positive by 2026	Narrow/eliminate gap between funding awards made to M/F candidates and, so far as is possible , maintain this	PAC; DGS/DMS; Graduate administrator
4.4	PANEL is now embedded in our admissions processes: we need to ascertain whether we are making the best use of it, and whether it is having any impact on our consideration of EDI concerns in the PG	Ascertain what kinds of EDI-related data might be discoverable from PANEL and other sources, including PUF, in order to have a better understanding of the profile of our applicant	PANEL capability reviewed 2024-5, with feedback to UIS and any finding	Review conducted, with feedback to UIS. EDI data sourced and embedded into admissions process	PAC; DGS/DMS; Graduate administrator / EDI Officer

	admissions process, for example via PUF.	pool, especially around intersectional profiles. Consider feeding back to UIS in this respect, for example over the utility of current PUF information.	integrated into PAC processes 2025-6		
4.5	New initiatives at SAHSS and University level, such as the proposed cross-school MPhil in the Global Middle Ages, may bring new challenges to the FoE/ASNC commitment to EDI	Ensure that colleagues leading on extra-departmental/faculty projects are reminded of our EDI commitments, and can readily be equipped with such data and analysis as they may need to promote them; examples might include information about stereotype threat to make the case for the representation of diversity in teaching provision, course descriptions, and reading lists; best practice in the appointment of external examiners; and the monitoring of gender and other protected characteristics, so far as is possible, in relation to offers, funding, student numbers, and attainment,	Ongoing; a 'watching brief'	One-page summary of ongoing actions as they might pertain to eg. a new MPhil produced	EDI Committee

		with the analysis of any trends			
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Appendix 1: Culture survey data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

Table A1.1 Culture Survey Core Question responses from 2023 staff survey.

Core Questions: Summary of positive (Strongly agree or agree) and negative (Strongly disagree or disagree) responses by gender. Remaining responses were neutral (Neither agree nor disagree or Don't know). Number in () represent negative responses.

Core Questions	Female	Male	prefer not to say	Total
My contributions are valued in my faculty	90% (10%)	100%		Positive:93% Negative:7%
The Faculty actively supports gender equality	100%	100%		Positive:100% Negative:
My faculty has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	71% (29%)	100%	100%	Positive:79% Negative:21%
My faculty enables flexible working	95% (5%)	88% (12%)	100%	Positive:94% Negative:6%
I am satisfied with how discrimination, bullying and harassment are addressed in my faculty	38% (62%)	80% (20%)	(100%)	Positive:43% Negative:57%
My faculty supports my career development	67% (33%)	100%	100%	Positive:76% Negative:24%
My mental health and/or wellbeing are supported in my faculty	38% (62%)	100%	100%	Positive:52% Negative:48%

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

English								
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
UG	Female	438	425	436	456	481	578	437
	Male	164	158	153	157	151	176	121
	Other				11	12	31	21
MPhil	Female	41	41	54	61	44	62	60
	Male	37	37	31	13	24	24	22
	Other				5	1	3	2
PhD	Female	56	47	56	62	85	74	83
	Male	47	46	53	48	49	52	60
	Other				2	3	1	2
All	Female	577	545	584	619	690	714	580
	Male	244	248	254	246	252	252	203
	Other				18	16	35	25

ASNC								
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
UG	Female	41	33	31	30	33	41	36
	Male	19	18	21	23	32	35	32
	Other					5		4
Mphil	Female	10	8	9	10	9	11	17
	Male	9	5	3	4	3	7	5
	Other				1		2	
PhD	Female	14	13	13	17	17	22	18
	Male		14	10	10	6	6	8
	Other				3	4	1	2
All	Female	65	54	53	57	59	74	71
	Male	44	37	34	37	41	48	45
	Other				4	9	3	6

CDH			
		2022/23	2023/24
MPhil	Female	10	21
	Male	7	8
	Other		

Table A2.2: Foundation year progression 2022-2023

	2022 progression to English		2023 predicted progression to English	
	Female	Male	Female	Male
	100% (4)		75% (6)	25% (2)

Table A2.3: English and ASNC Undergraduate admissions 2018-2022

		Applications				Offers				Acceptances			
		Male	%	Female	%	Male		Female		Male	%	Female	%
2018	ASNC	21	44.7	26	55.3	10	38.5	16	61.5	9	52.9	8	47.1
	English	174	22.3	606	77.7	64	27.2	171	72.8	53	28.3	134	71.7
2019			%		%		%		%		%		%
	ASNC	30	50	30	50	18	50	18	50	9	47.4	10	52.6
2020	English	162	21.1	604	78.9	54	23.4	177	76.6	49	25.9	140	74.1
			%		%		%		%		%		%
2021	ASNC	20	45.5	24	54.5	11	37.9	18	62.1	10	38.5	16	61.5
	English	154	21.1	576	78.9	54	21.9	193	78.1	54	23.3	178	76.7
2022			%		%		%		%		%		%
	ASNC	26	48.1	28	51.9	13	46.4	15	53.6	10	45.5	12	54.5
	English	157	20.2	619	79.8	50	24.9	151	75.1	46	24.9	139	75.1

Table A2.4: Postgraduate admissions 2018-2022 (a) MPhil and (b) PhD
(a) MPhil

	2018-19					
English		M	F	Total	%M	%F
	Applications	137	253	390	35.1%	64.9%
	Offers	60	77	137	43.8%	56.2%
	%	43.80%	30.43%	35.13%		
	Admissions	37	41	78		
ASNC	Applications	15	19	34	44.1%	55.9%

	Offers	9	14	23	39.1%	60.9%
	%	60.00%	73.68%	67.65%		
	Admissions	5	8	13		
2019-20						
English		M	F	Total	%M	%F
	Applications	125	273	398	31.4%	68.6%
	Offers	52	91	143	36.4%	63.6%
	%	41.60%	33.33%	35.93%		
	Admissions	31	54	85		
ASNC	Applications	12	22	34	35.3%	64.7%
	Offers	7	13	20	35.0%	65.0%
	%	58.33%	59.09%	58.82%		
	Admissions	3	9	12		
2020-21						
English		M	F	Total	%M	%F
	Applications	119	297	416	28.6%	71.4%
	Offers	38	103	141	27.0%	73.0%
	%	31.93%	34.68%	33.89%		
	Admissions	13	61	74		
ASNC	Applications	13	25	38	34.2%	65.8%
	Offers	6	13	19	31.6%	68.4%
	%	46.15%	52.00%	50.00%		
	Admissions	4	11	15		

2021-22								
English		M	F	Other	Total	%M	%F	O%
	Applications	144	342	17	503	28.6%	68.0%	3.4%
	Offers	48	80	2	130	37.4%	61.1%	1.5%
	%	34.03%	23.39%	11.76%	26.04%			
	Admissions	24	44	1	69			
ASNC	Applications	12	18	0	30	42.3%	57.7%	0.0%
	Offers	6	11	0	17	40.0%	60.0%	0.0%
	%	54.55%	60.00%	0.00%	57.69%			
	Admissions	3	9		12			
2022-23								
English		M	F	Other	Total	%M	%F	O%
	Applications	85	235	8	328	25.91%	71.65%	2.44%
	Offers	39	107	4	150	26.00%	71.33%	2.67%
	%	45.88%	45.53%	50.00%	45.73%			
	Admissions	24	62	3	89	26.97%	69.66%	3.37%
ASNC	Applications	17	18	3	38	44.74%	47.37%	7.89%
	Offers	11	15	3	29	37.93%	51.72%	10.34%
	%	64.71%	83.33%	100.00%	76.32%			
	Admissions	7	11	2	20	35.00%	55.00%	10.00%

CDH	Applications	15	39	1	55	27.27%	70.91%	1.82%
	Offers	8	16	0	24	33.33%	66.67%	0.00%
	%	53.33%	41.03%	0.00%	43.64%			
	Admissions	7	10	0	17	41.18%	58.82%	0.00%

(b) PhD

2018-19						
		Male	Female	Total	M%	F%
ENGLISH	Applications	76	149	225	33.8%	66.2%
	Offers	29	49	78	37.2%	62.8%
	%	38.2%	32.9%	34.7%		
	Admissions	15	12	27		
ASNC	Applications	6	13	19	31.6%	68.4%
	Offers	4	10	14	28.6%	71.4%
	%	66.7%	76.9%	73.7%		
	Admissions	1	4	5		
2019-20						
		Male	Female	Total	M%	F%
ENGLISH	Applications	92	160	252	36.5%	63.5%
	Offers	31	43	74	41.9%	58.1%
	%	33.7%	26.9%	29.4%		
	Admissions	12	16	28		
ASNC	Applications	3	6	9	33.3%	66.7%
	Offers	2	5	7	28.6%	71.4%
	%	66.7%	83.3%	77.8%		
	Admissions	1	3	4		

2020-21								
		Male	Female	Other	Total	M%	F%	O%
English	Applications	90	150	2	240	34.8%	65.2%	
	Offers	32	43	0	75	41.1%	58.9%	
	%	37.5%	28.7%					
	Admissions	12	17	0	29			
ASNC	Applications	10	19		29	32.1%	67.9%	
	Offers	7	15		22	28.6%	71.4%	
	%	66.7%	78.9%					
	Admissions	2	9		11			
2021-22								
		Male	Female	Other	Total	%M	%F	%O

English	Applications	76	118	8	202	35.7%	60.5%	3.8%
	Offers	29	42	5	76	37.8%	55.4%	6.8%
	%	42.4%	36.6%	0.0%	40.0%			
	Admissions	6	20	1	27			
ASNC	Applications	8	14	0	22	40.0%	60.0%	0.0%
	Offers	6	8	0	14	42.9%	57.1%	0.0%
	%	75.0%	66.7%		70.0%			
	Admissions	1	3	0	4			
2022-23								
		Male	Female	Other	Total	%M	%F	%O
English	Applications	72	157	7	236	30.51%	66.53%	2.97%
	Offers	31	38	2	71	43.66%	53.52%	2.82%
	%	43.06%	24.20%	28.57%	30.08%			
	Admissions	15	14	0	29	51.72%	48.28%	0.00%
ASNC	Applications	6	7	0	13	46.15%	53.85%	0.00%
	Offers	4	6	0	10	40.00%	60.00%	0.00%
	%	66.67%	85.71%		76.92%			
	Admissions	2	5	0	7	28.57%	71.43%	0.00%

Table A2.5 English Good Honours Attainment Part IA (a), IB (b) and Part II (c) by gender

(a)

English Part IA Good honours		2020-21	2021-22	2022-23
Female	%	94.9	90.3	92.8
Female	Total number of results	175	155	139
Male	%	96.3	95.7	100
Male	Total number of results	54	46	46
Grand Total	%	95.2	91.5	94.6
Grand Total	Total number of results	229	201	185

(b)

English Part IB Good Honours	2021-22	2022-23
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Female	%	93.6	91.3
Female	Total number of results	172	150
Male	%	90.9	88.6
Male	Total number of results	55	44
Grand Total	%	93	90.7
Grand Total	Total number of results	227	194

(c)

English Part II Good Honours		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Female	%	96.4	98.5	98.6	96.9	98.6	94.5
Female	Total number of results	139	130	147	129	138	165
Male	%	98.2	98.1	98	100	91.3	98.1
Male	Total number of results	55	53	49	52	46	53
Grand Total	%	96.9	98.4	98.5	97.8	96.7	95.4
Grand Total	Total number of results	194	183	196	181	184	218

Table A2.6 English First Class Attainment Part IA (a), IB (b) and Part II (c) by gender

(a)

English Part IA First Class		2020-21	2021-22	2022-23
Female	%	28.6	29.7	32.4
Female	Total number of results	175	155	139
Male	%	29.6	30.4	41.3
Male	Total number of results	54	46	46
Grand Total	%	28.8	29.9	34.6
Grand Total	Total number of results	229	201	185

(b)

English Part IB First Class		2021-22	2022-23
Female	%	32.6	27.3
Female	Total number of results	172	150
Male	%	43.6	31.8

Male	Total number of results	55	44
Grand Total	%	35.2	28.4
Grand Total	Total number of results	227	194

(c)

English Part II First Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Female	%	30.2	44.6	36.7	32.6	34.8	35.2
Female	Total number of results	139	130	147	129	138	165
Male	%	34.5	35.8	53.1	61.5	41.3	49.1
Male	Total number of results	55	53	49	52	46	53
Grand Total	%	31.4	42.1	40.8	40.9	36.4	38.5
Grand Total	Total number of results	194	183	196	181	184	218

Table A2.7 ASNC Good Honours Attainment Part I (a) and Part II (b) by gender

(a)

ASNC Part I Good Honours		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Female	%	70	92.3	88.9	100	72.7	70
Female	Total number of results	10	13	9	9	11	10
Male	%	80	100	100	100	75	80
Male	Total number of results	5	6	8	6	16	5
Grand Total	%	73.3	94.7	94.1	100	74.1	73.3
Grand Total	Total number of results	15	19	17	15	27	15

(b)

ASNC Part II Good Honours		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Female	%	100	91.7	100	100	87.5	100
Female	Total number of results	13	12	12	7	8	10
Male	%	100	80	100	100	100	87.5

Male	Total number of results	8	5	6	4	7	8
Grand Total	%	100	88.2	100	100	93.3	94.4
Grand Total	Total number of results	21	17	18	11	15	18

Table A2.8 ASNC First Class Attainment Part I (a) and Part II (b) by gender

(a)

ASNC Part I First Class		2017-18	2018-19	2020-21	2021-22	2022-23
Female	%	30	46.2	22.2	55.6	18.2
Female	Total number of results	10	13	9	9	11
Male	%	40	0	62.5	33.3	25
Male	Total number of results	5	6	8	6	16
Grand Total	%	33.3	31.6	41.2	46.7	22.2
Grand Total	Total number of results	15	19	17	15	27

(b)

ASNC Part II First Class		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Female	%	46.2	33.3	66.7	28.6	50	60
Female	Total number of results	13	12	12	7	8	10
Male	%	50	40	33.3	100	57.1	50
Male	Total number of results	8	5	6	4	7	8
Grand Total	%	47.6	35.3	55.6	54.5	53.3	55.6
Grand Total	Total number of results	21	17	18	11	15	18

Table A2.9: English Postgraduate Submission Rates. MPhil (a) PhD (b)

(a)

English MPhil	Not submitted			Submitted					Submission rate			Submission rate of F students	Submission rate of M students	Submission rate of Other students
Academic Year	F	M	Total	F	M	Other	Total	Grand Total	F	M	O			
2017-18	7	1	8	26	13		39	47	67%	33%		79%	93%	
2018-19	2	3	5	56	37		93	98	60%	40%		97%	93%	
2019-20														
2020-21	4	1	5	66	16	3	85	90	78%	19%	3%	94%	94%	100%
2021-22	5	1	6	56	31	2	89	95	63%	35%	2%	92%	97%	100%

(b)

27)

English PhD	Not submitted			Submitted				Submission rate		Submission rate of F students	Submission rate of M students
Academic Year	F	M	Total	F	M	Total	Grand Total	F	M		
2017-18		2	2	11	5	16	18	61.1%	27.8%	100.00%	71.43%
2018-19	1	1	2	8	11	19	21	38.1%	52.4%	88.89%	91.67%
2019-20				5	3	8	8	62.5%	37.5%	100.00%	100.00%
2020-21	2	1	3	3	10	13	16				
2021-22	1	1	2	16	8	24	26				

Table A2.10: ASNC Postgraduate Submission Rates. MPhil (a) PhD (b)

(a)

ASNC MPhil	Not submitted			Submitted					Submission rate			Submission rate of F students	Submission rate of M students	Submission rate of Other students
Academic Year	F	M	Total	F	M	Other	Total	Grand Total	F	M	O			
2017-18	1	1	2	4	3		7	9	57%	43%		80%	75%	
2018-19				7	5		11	11	64%	36%		100.00%	100.00%	
2019-20				9	3		12	12	75%	25%		100.00%	100.00%	
2020-21				10	4	1	15	15	67%	27%	6%	100.00%	100.00%	100.00%
2021-22				7	3		10	10	70%	30%		100.00%	100.00%	

(b)

ASNC PhD	Not submitted			Submitted					Submission rate			Submission rate of F students	Submission rate of M students	Submission rate of Other students
Academic Year	F	M	Total	F	M	Other	Total	Grand Total	F	M	O			
2017-18				2	2		4	4	50.0%	50.0%		100.00%	100.00%	
2018-19				3	1		4	4	75.0%	25.0%		100.00%	100.00%	
2019-20				1			1	1	100.0%	0.0%		100.00%		
2020-21				2	6		8	8	50%	50%		100.00%	100.00%	
2021-22						1	1	1			100%			100.00%

Tabel A2.11: Overview of staff numbers by gender and staff type 2019-2023

	2019		2020		2021		2022		2023	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Academic	28	25	31	25	32	24	33	26	34	25
Research	7	3	5	3	6	4	5	3	6	3
Teaching only	3	1	2			1	3	1	4	3
Academic Related	5	1	6		6	1	7	1	2	
Assistant CS	8	1	8		8		9		10	

Table A2.12: Academic staff by gender and “grade”, 2019-2023

	2019		2020		2021		2022		2023	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Teaching Associate	3	1	2		2	1	3	1	4	3
Researcher	7	3	5	3	6	4	5	3	6	3
Assistant Prof/Associate Prof	12	5	12	6	12	5	13	8	10	6
Associate Prof	6	7	8	6	7	6	7	6	7	7
Professor	7	7	6	8	6	7	6	6	9	5
Professor (12)	3	6	5	5	7	6	7	6	8	7

Table A2. 13: Academic staff by gender, “grade” and contract type 2019-2023

		2019		2020		2021		2022		2023	
		Fixed Term	Permanent	Fixed Term	Permanent	Fixed Term	Permanent	Fixed Term	Permanent	Fixed Term	Permanent
Researcher	Female	5	1	3		5		3		6	1
	Male	2	1	2	1	2	1	2	1	4	2
Assistant Prof/Associate Prof	Female	1	12	2	12	1	12	1	13	1	10
	Male		5		6	1	5		8		6
Associate Prof	Female		6		8		7		7		7
	Male		7		6		6		6		7
Professor	Female		7		6		6		6		9
	Male		7		8		7		6		5
Professor (12)	Female		3		5		7		7		8
	Male		6		5		6		6		7
Other	Female									1	

Table A2. 14: PTO staff by gender Job Family

	2019				2020		2021				2022				2023	
	Person Count		% Gender (Type)		Person Count	% Gender (Type)	Person Count		% Gender (Type)		Person Count		% Gender (Type)		Person Count	% Gender (Type)
	Female	Male	Female	Male	Female	Female	Female	Male	Female	Male	Female	Male	Female	Male	Female	Female
Academic Related	5	1	83%	17%	6	100%	6	1	86%	14%	7	1	88%	13%	2	100%
Assistant CS	8	1	89%	11%	8	100%	8		100%		9		100%		10	100%
Summary	13	2	87%	13%	14	100%	14	1	100%	7%	16	1	94%	6%	12	100%

Table A2. 15: PTO staff by gender and contract type (fixed/permanent)

		Person Count		Person % (Fixed/Perm)	
		Fixed Term	Permanent	Fixed Term	Permanent
2019	Female	2	11	15%	85%
	Male	2		100%	
	Summary	4	11	100%	73%
2020	Female	3	11	21%	79%
	Summary	3	11	21%	79%
2021	Female	3	11	21%	79%
	Male	1		100%	
	Summary	4	11	27%	73%
2022	Female	4	12	25%	75%
	Male	1		100%	
	Summary	5	12	29%	71%
2023	Female	2	10	17%	83%
	Summary	2	10	17%	83%

Table A2. 16: PTO staff by gender and contract type (full time/part time)

		Person Count		Person % (Fixed/Perm)	
		Full Time	Part Time	Full Time	Part Time
2019	Female	8	5	62%	38%
	Male	2		100%	
	Summary	10	5	67%	33%
2020	Female	9	5	64%	36%
	Summary	9	5	64%	36%
2021	Female	9	5	64%	36%
	Male	1		100%	
	Summary	10	5	67%	33%
2022	Female	10	6	63%	38%
	Male	1		100%	
	Summary	11	6	100%	35%
2023	Female	6	6	50%	50%
	Summary	6	6	50%	50%

Table A2. 17: Applications, shortlist and appointments made in recruitment to academic posts

	2019				2020				2021				2022			
	% of Applied	% of Short Listed	% of Offered	% of New Starters	% of Applied	% of Short Listed	% of Offered	% of New Starters	% of Applied	% of Short Listed	% of Offered	% of New Starters	% of Applied	% of Short Listed	% of Offered	% of New Starters
Female	54%	61%	80%	75%	54%	45%	50%	60%	54%	58%	50%	0%	50%	75%	50%	0%
Male	42%	33%	20%	25%	43%	53%	33%	40%	37%	38%	50%	0%	44%	25%	50%	0%
Prefer Not To Say	4%	6%	0%	0%	2%	2%	17%	0%	6%	0%	0%	0%	4%	0%	0%	0%
Other					0%	0%	0%	0%	3%	4%	0%	0%	2%	0%	0%	0%

Table A2. 18: Aggregated academic promotions data 2018-2023

	Female			Male		
Promotion Sought	Successful	Unsuccessful	Success rate female %	Successful	Unsuccessful	Success rate male %
Professor (Grade 12)	3	4	43%	4	1	80%
Professor (Grade 11)	7	4	64%	6	5	55%
Associate Professor (Grade 10)	6	0	100%	1	0	100%
Total	16	8	67%	11	6	65%

Table A2.19: Applications, shortlist and appointments made in recruitment to PTO posts

% of New Starters	2019			2020			2022			2023		
	% of Applied	% of Short Listed	% of Offered	% of Applied	% of Short Listed	% of Offered	% of Applied	% of Short Listed	% of Offered	% of Applied	% of Short Listed	% of Offered
Female	59%	62%	75%	54%	65%	75%	61%	64%	50%	55%	50%	20%
Male	40%	38%	25%	40%	29%	0%	34%	18%	0%	42%	50%	80%
Prefer Not To Say	1%	0%	0%	4%	0%	0%	4%	18%	50%	3%	0%	0%
Other				2%	6%	25%						

Table A2.20: PTO Contribution Increment data

	% of Staff with CI	
	Female	Male
2019	38%	0%
2020	14%	
2021	36%	0%
2022	31%	0%
2023	42%	
	42%	0%

Table A2:21 Public Lectures. Speakers by gender.

	Male	%M	Female	% F
2017	3	75%	1	25%
2018	3	60%	2	40%
2019	4	66%	2	33%
2020	2	66%	1	33%
2021	2	50%	2	£50
2022	3	60%	2	40%
2023	0	0%	5	100%

Table A2.22 Postgraduate Research Seminar speakers by gender.

	Female	% F	Male	% M
2020-21	42	54%	35	46%
2021-22	20	57%	15	43%
2022-23	26	53%	23	47%

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

ACP	Academic Career Pathways (annual University promotions exercise)
ACP (R&T)	Academic Career Pathways (Research and Teaching)
ACP (T&S)	Academic Career Pathways (Reaching and Scholarship)
AP	Athena SWAN Action Plan/Action Point
AS	Athena SWAN
CDH	Cambridge Digital Humanities
ASNC	Anglo-Saxon, Norse, and Celtic (Department / programme)
CRASSH	Cambridge Centre for Research in Arts, Social Sciences, and Humanities
DC	Degree Committee (responsible for graduate programmes)
DGS	Director of Graduate Studies (oversees PGR programmes)
DMS	Director of MPhil Studies (oversees PGT programmes)
DUS	Director of Undergraduate Studies (oversees UG programmes)
E&D	equality and diversity
ECR	early-career researcher
EDI	equality, diversity, and inclusivity
FA	Faculty Administrator
FB	Faculty Board (principal decision-making body of FoE)
FoE	Faculty of English and Department of ASNC
HoD	Head of Department (of ASNC)
IB	Implicit bias
MAB	the UCU Marking & Assessment Boycott which disrupted examining in 2022-3
MPhil	1-year PGT qualification
PDR	post-doctoral researcher
PG	postgraduate
PGR	postgraduate research (i.e. PhD)
PGT	postgraduate taught (i.e. MPhil)
PPD	University Personal and Professional Development training programme
PRC	Planning and Resources Committee
PS staff	professional and support staff
SAH	School of Arts & Humanities (FoE is one of 9 faculties/departments in SAH)
SAP	Senior Academic Promotions (now replaced with ACP)
SCC	Student Consultative Committee
SRD	staff review and development
TA	teaching associate
UG	undergraduate
UoC	University of Cambridge
WSN	University Women's Staff Network