Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Key to Acronyms and Abbreviations

AS	Athena SWAN
ASWG	University of Kent Athena SWAN Working Group
BoS	Board of Studies
BME	Black and Minority Ethnic
BPA/SWIP,UK GPS	British Philosophical Association and Society for Women of Philosophy, UK Good Practice Scheme
C&ES	Careers and Employability Service
CLAS	Department of Classical and Archaeological Studies
Comp Lit	Department of Comparative Literature
DHP, Aberdeen	School of Divinity, History and Philosophy, University of Aberdeen
DHoS	Deputy Head of School
DoE	Director of Education
DoGS-R / DoGS-T	Director of Graduate Studies- Research Students / Taught Students
DoR	Director of Research
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusivity
EDIC	SECL EDI Committee=AS SAT
ELL	Department of English Language and Linguistics
GTA	Graduate Teaching Assistants (PhD students)
HoD	Heads of Department
HoS	Head of School
Kent	University of Kent
LoD	Learning and Organisational Development
ML	Department of Modern Languages
NSS	National Student Survey
PGCHE	Postgraduate Certificate in Higher Education
PHIL	Department of Philosophy

PPLCS, UEA	School of Politics, Philosophy, Language and Communication Studies, University of East Anglia
PPR	Periodic Programme Review
PSD	Professional Services Team
REF	Research Excellence Framework
RPD	Reflect, Plan, Develop (appraisal)
RS	Department of Religious Studies
PGT	Postgraduate taught (students)
PGR	Postgraduate research (students)
SAM	School Administration Manager
SAT	SECL Athena SWAN Self-Assessment Team = EDIC
SECL	School of European Culture and Languages
SMSAS, Kent	School of Mathematics, Statistics and Actuarial Science, Kent
SPP	School Promotion Panel
SSPO	Student Success Project Officer
T&R	Teaching and Research (contract)
T&S	Teaching and Scholarship (contract)
UG	Undergraduate (students)
UPC	University Promotions Committee
WAM	Work Allocation Model

Name of institution	University of Kent
Department	SECL
Focus of department	**AHSSBL**
Date of application	November 2018
Award Level	**Bronze Application**
Institution Athena SWAN award	**Date: April 2018** **Level: Bronze (Renewal)**
Contact for application Must be based in the department	Dr Lubomira Radoilska
Email	L.V.Radoilska@kent.ac.uk
Telephone	01227826541
Departmental website	https://www.kent.ac.uk/secl/

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words

Athena SWAN Charter
Equality Challenges Unit
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

Re: **SECL's Athena SWAN Application**

In my capacity as Head of the School of European Culture and Languages (SECL), I am delighted to write in full support of SECL's application for an Athena SWAN Bronze Award. The information presented in the application (including qualitative and quantitative data) is an honest, accurate, and true representation of the School.

As the application makes clear, SECL is a large and diverse School comprising six departments. This is both an advantage, in that our community is rich and diverse, and also a challenge, in that our staff and students necessarily have subject-specific priorities. We have sought to appreciate this in our analysis of the data and Action Plan.

I was appointed Head of SECL in 2013. During my first year, I was particularly struck by the need to address a number of issues, particularly the fair distribution of workload and the fact that the majority of School roles were held by male staff, while female staff were significantly under-represented at the senior level.
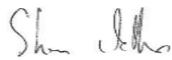
Over the past six years, we have made significant progress towards ensuring that SECL is a school in which equality of opportunity is firmly embedded within all areas of activity. At the same time, it is clear that we still have a number of significant challenges to overcome including:

(1) Our students: the effective encouragement of student engagement; making sure that students are aware of the mechanisms in place for the reporting of equality and diversity issues; ensuring more diverse and gender-balanced reading lists;

(2) Our academic staff: more effective mentoring and greater support from the School Promotions Panel; as well as more effective reintegration of academic staff following maternity leave;

(3) Our professional services staff: working with the University to establish appropriate means for career progression; and focusing on ways in which the broader community of academic and professional services staff can be more fully integrated.

Recognizing the ways in which we are not yet achieving our aims is, I believe, as important as appreciating the good practices that we have implemented over the past six years, including one of which we are particularly proud: the Student Success Project. It is with that in mind that our Action Plan seeks to establish clear and feasible actions to address the issues identified above, as well as others identified in the application. The work of our SAT has established that our balance of female to male staff is close to 50/50, and that our committees are well-balanced as regards gender. That is, I believe, a firm basis on which to build.

I very much hope that our application demonstrates that kind of openness regarding the challenges to be addressed that characterized the work of our SAT, as well as our commitment to overcoming those challenges in a timely fashion. As the School's budget controller, I will continue to allocate the requisite resources to fulfil our Action Plan. While progress has been made, there is clearly much work for us to do, and appropriate resourcing will be crucial.

Yours faithfully,

Shane Weller
Professor of Comparative Literature and Head of School

Word count: 500

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words

The School of European Culture and Languages (SECL) is a cohesive multi-disciplinary community that encourages mutual support and collaboration between colleagues across six departments. SECL includes Classical and Archaeological Studies (CLAS), Comparative Literature (Comp Lit), English Language and Linguistics (ELL), Modern Languages (ML), Philosophy (Phil.) and Religious Studies (RS). There is a Professional Services team (PSD) which provides administrative and student support services and liaison with the Faculty of Humanities and Central Services at the University.

Over the summer of 2018, all staff in SECL (academics, PSD and PGRs) have been brought together into the same building in Cornwallis Central and the George Allen Wing to help strengthen the School's sense of identity and academic community.

On 1st September 2018, there were a total of 100 members of staff (see Table 1 for disaggregated data).

Table 1. Staff gender balance by role.

	Academics	PSD	Researchers
Female	34	16	<5
Male	37	7	<5
% Female	48%	70%	50%

The gender balance of academic and research staff according to job role is shown in Figure 1. SECL benchmarking against the national average can be seen in Table 2.

Table 2. SECL Benchmarking [2017].

		Academics (Including research only)	Academics (Excluding research only)	PSD	Research only
Archaeology	Female	320	185	180	135
	Male	405	275	115	130
	% Female	44.2%	40.2%	61%	50.6%
Classics	Female	320	275	50	45
	Male	325	285	20	40
	% Female	49.6%	49.1%	71.1%	51.7%
	Female	3750	3610	820	140

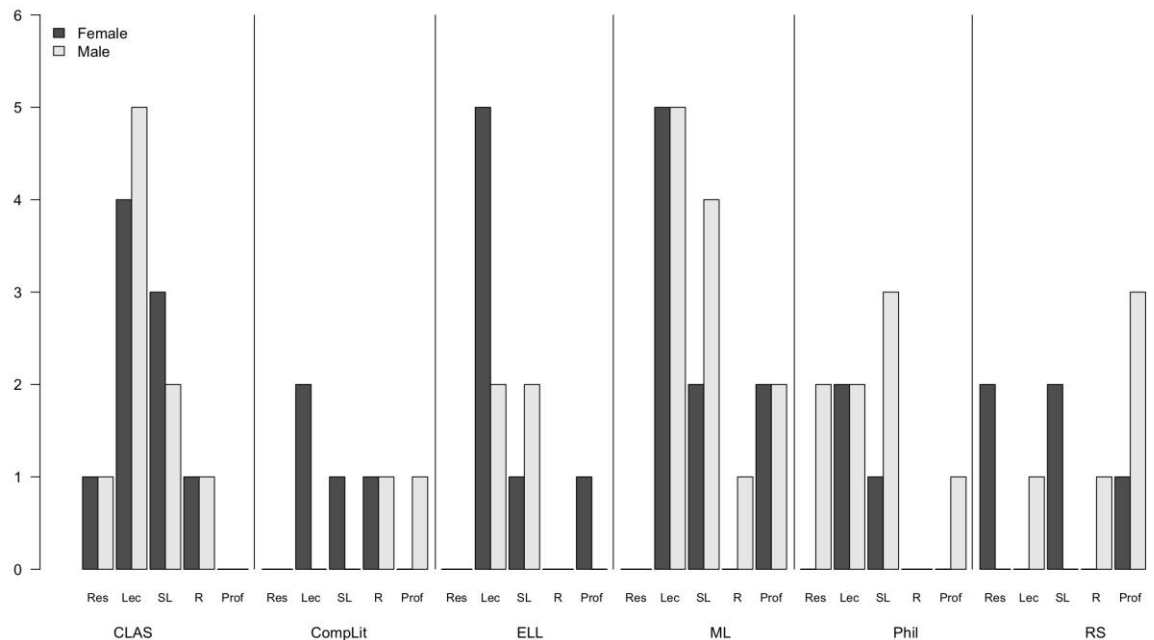|					
Modern Languages	Male	2015	1895	230	120
	% Female	65%	65.6%	78.1%	53.6%
Philosophys	Female	310	275	150	35
	Male	785	705	40	80
	% Female	28.2%	28.1%	79.9%	31.4%
Theology & Religious Studies	Female	265	225	95	40
	Male	490	440	15	50
	% Female	35.1%	33.8%	86.6%	44.2%

Figure 1. Staff gender and level by department.

3 Departments out of 6 include female Professors representing 40% of the professoriate, while only 2 Departments out of 6 include female Readers (See Table 3). This shows some gender discrepancy at the Reader/Professor levels within the School.

	Researcher		Lecturer		SL		Reader		Professor	
	F	M	F	M	F	M	F	M	F	M
2015-16	<5	4	21	11	7	11	<5	5	<5	8

2016-17	0	4	21	12	8	11	<5	5	<5	8
2017-18	<5	3	18	15	10	11	<5	4	<5	7

Table 3. Staff gender by role [2015-2018]

Table 4. Student gender by student type.

	UG	PGT	PGR
Female	719	72	45
Male	400	31	24
% Female	64.3%	69.9%	65.2%

For the academic year 2016/17 (the most recent date for which full statistics are available), numbers for the student population are given in Table 4. A detailed analysis of the student body can be found in Section 4.

Across 2014/15-2016/17, the School's full-time UG student population remained stable at 64-66% female, but there are discrepancies across disciplines (see Table for SECL UG Students). Whereas CLAS and Philosophy present gender balance, Comp Lit, ELL, ML and RS present female cohorts of 70% or above. Academic and PSD staff teach, manage and support a diverse UG and PG student body. There are a total of 79 undergraduate programmes of study offered by the six Departments. 20 PGT and 13 PGR programmes complete our academic offer. With one of the largest student populations in the University and given the variety of programmes of study on offer, in 2013 the School put in place a high-quality in-house Student Support Team to provide pastoral support for UG and PG students who are experiencing personal or medical difficulties interfering their studies. Central to the aims of SECL Student Support is to enable students a better chance of success and of performing well academically, and to offer an inclusive service in accordance with the University's 'Dignity at Study Policy'. A full-time Student Success Project Officer (SSPO) joined the team in January 2018 to investigate student attainment, retention and engagement. More widely, SECL participates in the institutional Student Success Project and in 2017 appointed a Student Success Lecturer, who works closely with the SSPO to analyse the relevant data regarding the attainment gap, particularly of BME students, and to establish strategies at School and departmental levels to address this issue. The monthly reports produced by the SSPO have revealed that in 2016/2017 the % of 'good' degrees awarded to white students was 91% and for BME students was 73% resulting in a gap of 18%; in 2018 the % of 'good' degrees awarded to white students fell to 87.1% and for BME was 80.8% resulting in a gap of 6.3%. The School's aim is to close the BME attainment gap by 2% each academic year. This is an area for future focus for BME students represent 24% of our total UG student population (244 students). These

recent appointments will continue these interventions for the next three years, implementing the Project's recommendation over the next five years in order to improve student engagement through a number of initiatives, amongst these: overhauling the School's Academic Adviser system to ensure full participation by all UG students, the delivery of degree enhancement workshops, and invitations for the 'SECL Inspirational Speakers' events to guests whose background contributes to the cultural diversity of students and staff.
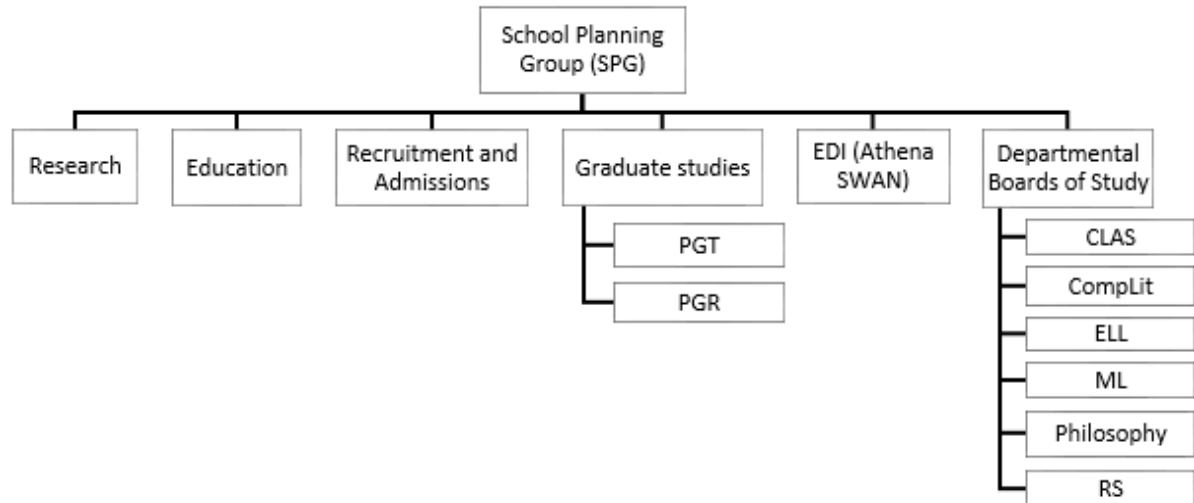
Figure 2. School committee structure.

SECL's strategic planning is undertaken by the School Planning Group (SPG), which includes the Head of School, the School Administration Manager, 2 Deputy Heads of School, 6 Heads of Departments, the Senior Tutor, and the Directors of Research, Education, Recruitment, PGR, PGT, Internationalization, and Employability. The EDI Committee has representation on the SPG since 2017/18. (See Fig. Organization Chart.) Athena SWAN is in the process of becoming fully embedded within SECL's culture (see Figure 2): 1) the SECL Athena SWAN SAT will make an annual presentation both to the SPG and to the School Board (at the School Meeting); 2) Athena SWAN will be established as a standing item on the agenda of all departmental Boards of Study, SPG, and School Board meetings; and, 3) the School's Promotion Panel will include the School's Athena SWAN lead as an observer. The SAT Chair and the EDI Coordinator have participated in the ASWG from Autumn 2018 sharing good practice and lobbying for policy changes.

All School-level positions are internally advertised and panel interviewed. In 2018-19 there are 7 female members on the SPG. The SPG meets once a term. Measures approved by the SPG are presented to the whole School at the termly School Meeting. The School Meeting is open to all members of academic and administrative staff. The HoS also meets with the SAM and the Deputy Heads weekly. Each term Heads of Department convene Boards of Study and each term Directors convene committee meetings in their areas of responsibility. The HoS reports to the Dean of the Faculty of Humanities and University Senior

Management team. Heads of School must include in their annual plans a review and assessment of EDI (including Athena SWAN), RPD and mentoring issues within the School. WAM points are awarded for all management groups and take account of committee meeting attendance (see Table 5).

Table 5. Committee workload for academic staff.

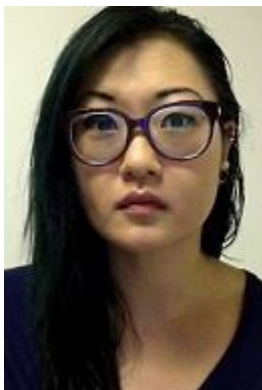| Committee	F	M	WAM
Management group	7	9	WAM points are awarded for all management group roles and take account of committee meeting attendance
Recruitment and Outreach	5	2	WAM points are awarded for all recruitment and outreach roles and take account of committee meeting attendance
Promotions	<5	4	All staff are awarded Global Contribution Points for academic citizenship duties. Promotions Committee work falls within this category
School Board	39	41	All staff are awarded Global Contribution Points for academic citizenship duties. Attendance at the termly School Meeting falls within this category
Research and Innovation	6	3	WAM points are awarded for all research-related roles and take account of committee meeting attendance
Athena SWAN SAT	<5	4	33 points
Total (unique M/F)	13 + further 32 on School Board	17 + further 24 on School Board	

Word count (excluding tables, figures, captions): 982

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

(i)   a description of the self-assessment team

	Name	Position	Role	Description
	Kerry Barber	School Administration Manager	Section 5 Co-Lead; overview of School policy and practice; effective implementation of action plan	Represents professional services staff
	Alexandra Couto	Lecturer, School EDI Representative	Informs work/life balance considerations; embeds AS process in close connection with wider EDI advancements	University EDI Network
	Mary Daly	Recruitment and Events Coordinator	Student Data Collection Lead, continuity with initial EDI Committee	Represents professional services staff
	Alex Davis	Stage 3 UG Student and Student Ambassador	Student Survey Lead; embeds AS process in close connection with Student Success advancements, esp. intersectionality	Student Representative Student Success Project

	Christina Kim	Lecturer	Staff Survey Lead; informs considerations on female career progression; continuity with initial EDI Committee	Represents ECR staff
	Antonio Lazaro-Reboll	Senior Lecturer; DHoS (Planning)	Section 2 Lead; embeds AS process within ongoing School planning	School Planning Group, WAM Coordinator
	Lubomira Radoilska	Senior Lecturer; DHoS (Strategy)	EDIC Chair and AS Lead; Section 3 and Action Plan Lead	ASWG, AS Leads Network; BPA-SWIP Mentoring Scheme Coordinator
	Shane Weller	Professor; HoS	Section 1 Author; Section 5 Co-Lead; Overview of School policy and practice; effective implementation of action plan	Overall responsibility for resource allocation, budgets, strategy and policy in SECL

	Michael Wilde	Lecturer	Section 4 Lead; overall quantitative data presentation and analysis	Represents ECR staff
	Jon Williamson	Professor; REF Coordinator	Supports reflective data analysis	Provides insight into research, impact and external funding

Table 3.1: EDIC (SAT) Membership

(ii)   an account of the self-assessment process

The function of AS SAT is undertaken by the School EDIC. As Table 3.1. shows, the EDIC is representative of the people working in SECL with respect to the range of grades and job roles, including both academic and professional services staff. The membership also reflects the overall gender balance within the School, which is 55% female and 45% male for 2017-2018. Full consideration is given to the range of work-life balance arrangements and caring responsibilities, e.g. 5 (out of 10) members, both male and female, are main carers for young children or other dependents. As SECL is a multi-disciplinary School, the representation of different disciplinary cultures is also taken into account. SECL students are represented on the EDIC, linking directly to work undertaken within the Student Success Project.

The Committee's representative nature was achieved through a range of complementary strategies:
- Consultation with the School Management Group to identify possible members of staff who could represent relevant demographics, followed by an invitation to join from the Chair;
- Nomination by line managers of staff with prior experience in promoting gender equality;
- Volunteering by interested members of staff and
- Open application process including interview for the SAT Chair and the student team members

The SAT work of academic staff on the EDIC is recognised in their WAM, with 33 for members and 150 for the Chair (out of 1650 hrs pa in total). The contributions of professional services staff in Grades 1-6 is acknowledged as overtime work. Student participation is rewarded with Kent Employability Points and Amazon vouchers for the equivalent of £100 pa.

The current EDIC grew out of an earlier EDIC, formed in 2016, following the University-wide 'Valuing Everyone: Building and Maintaining an Inclusive Culture' training sessions in late 2014, which all staff participated in. As Schools are the primary organisational unit with which staff and students are affiliated within the University, EDI matters are generally addressed separately by Schools. The initial EDIC was formed on a volunteer basis, and it became apparent in early meetings that the majority of volunteers were junior female staff members. It was also recognised that the work done by the committee would focus in the immediate term on the AS process, while ensuring that related EDI issues, especially with regard to intersectionality remain at the centre of its remit. The current EDIC was formed in 2017 from members of the original committee, and new members recruited to make the membership more representative. The committee is chaired by the SECL DHoS (Strategy).

The EDIC met monthly throughout 2017-2018 and fortnightly since September 2018. In addition to face-to-face meetings, the committee communicated regularly via email to discuss any matters arising between meetings.

EDIC self-assessment timeline	Milestones
September 2017- March 2018	- capacity building; - dividing up tasks; - data collection; - devising mechanisms for meaningful and representative consultation with all School members, staff and students; - School-wide AS event followed by a Q&A session
April 2018 – August 2018	- Quantitative data analysis; - identifying, consulting with and learning from cognate multi-disciplinary Departments within and outside Kent, including: History and SMSAS, Kent; DHP, Aberdeen and PPLCS, UEA; - recruiting a critical friend for our submission, Professor Peter Clarkson, SAT Chair for SMSAS, Kent; - School-wide AS event followed by a Q&A session - creating staff and student surveys to understand the School members' experiences of: recruitment and induction, promotion, mentoring, research and scholarship activity, University policies and resources, bullying and

	harassment, unconscious discrimination, work/life balance, and School culture
September 2018 – November 2018	• summarising survey results and feeding them back to the School; • qualitative data analysis; • group reflection; • drafting and discussing application as a team; • sharing the draft application with all School members for comments; • receiving and integrating 'Mock Panel' feedback; from EDI practitioners and AS panellists at Kent; • updating the final submission and • School-wide briefing on the submission.

Table 3.2. SECL self-assessment process timeline, including milestones.

As shown in the following Fig. 3.3., EDIC links closely with cognate committees and structures of the School and Institution. There is a direct route for the EDIC to report to the SECL Planning Group, on which AS is a standing item, and to the University-wide ASWG, SAT Leads and EDI Networks.
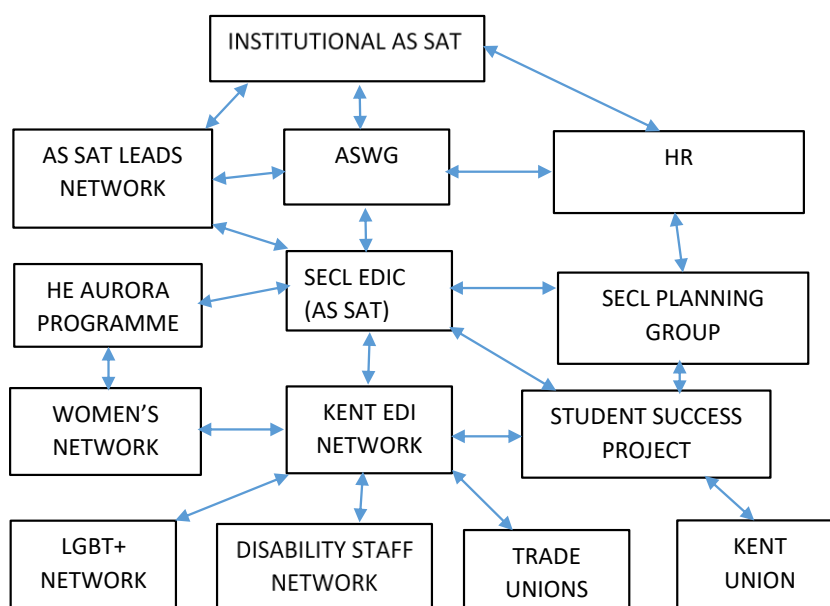
Fig.3.3. SECL EDIC in relation to key equality and decision-making committees and structures within the School and University.

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

The team will continue to meet monthly during term time. The workload will be recognised as detailed in section ii, subject to annual revision. The membership will be

renewed via open application process, held every three years or whenever a vacancy arises, as with other SECL committee roles.

Drawing on the reflective experience acquired through the self-assessment process we engaged in since 2017, the EPIC acknowledges that the successful implementation of our Action Plan in particular and AS process in general will require the establishment of specific support structures and mechanisms to ensure School-wide involvement and active participation at all levels. This will be carried out through targeted actions to address the specific cultural challenges SECL faces as detailed in Section 5.6.i.

Challenge:	Action points:
The complexity of our multi-disciplinary School may lead to disconnect in EDI approaches and inefficient use of limited resources.	- Integrate SECL EDI/AS process with cognate initiatives within Kent and the wider sector; - EDIC Chair to report to and feed back from termly ASWG and SAT Leads Network meetings; - EDI Rep to report to and feed back from termly EDI Network meetings; - Organise joint annual event with the HE Aurora Leadership Initiative at Kent - Engage in and develop Good Practice relevant to SECL disciplines, such as BPA-SWIP Scheme in Philosophy

Word count (excluding tables, figures and captions): 620 words

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

4.1. Student data
(i)   Numbers of men and women on access or foundation courses

N/A

- Numbers of undergraduate students by gender

Admissions:

Challenges:	Action Points:
The underrepresentation of males in the School.	Apply a gender-balanced approach to outreach and recruitment activities in all programmes.

The underrepresentation of males in subjects at A-Level.	• Investigate the possibility of a gender-balanced approach outreach activities for students prior to subject choices at A-Level.
Meaningfulness of benchmarks.	• Come up with more appropriate benchmarking data in order to allow for more meaningful comparisons. This applies to the benchmarks for both undergraduate and postgraduate programmes.

In the time period considered, there were no part-time undergraduate students. All data are for full-time undergraduates.

One challenge is the underrepresentation of males in the School (Figure 4.1.1, Table 4.1.1). In particular, males are underrepresented in Comparative Literature, English Language and Linguistics, Modern Languages, and Religious Studies (Figure 4.1.3). In these programmes, the proportion of applications from females is consistently higher than applications from males, and the proportion of offers to females is consistently higher than the proportion of offers to males (Tables 4.1.7, 4.1.9, 4.1.11, 4.1.15, Figures 4.1.5, 4.1.6, 4.1.7, 4.1.9). It is likely that this male underrepresentation is in large part due to student subject choices prior to A-Level (cf. the Joint Council for Qualifications A-Level Results Report of 16th August 2018). Indeed, the benchmarking data reflect this nationwide underrepresentation (Table 4.1.4). However, even these benchmarks are often exceeded by the proportions of females in Comparative Literature, English Language and Linguistics, Modern Languages, and Religious Studies.

One concern here is with the meaningfulness of the benchmarking data. The benchmarks are determined by the most relevant departmental data from the HESA report on Higher Education Student Statistics: UK 2016-17. However, sometimes the most relevant data does not seem wholly appropriate (e.g., benchmarks for Religious Studies and Comparative Literature based upon data for Historical and Philosophical Studies and Languages, respectively).

Another explanation for the proportions of females often exceeding the benchmarks appeals to recruitment and outreach activities. Representation is more equal in Classical and Archaeological Studies and Philosophy (Tables 4.1.5, 4.1.6, 4.1.13, 4.1.14, and Figures 4.1.3, 4.1.4, 4.1.8). Representation is consistently more equal than the national benchmarks (Table 4.1.4). In these departments, efforts have been made to promote a diverse group of role models by ensuring a gender-balanced approach to both outreach and recruitment activities in terms of student ambassador and staff representation at recruitment events. In other programmes this is not typically the case, e.g., historically recruitment activities have typically been staffed by females for Comparative Literature and English Language and Linguistics. This issue has been addressed in both subject areas and hence analysis of future data sets will reveal if this has been effective.
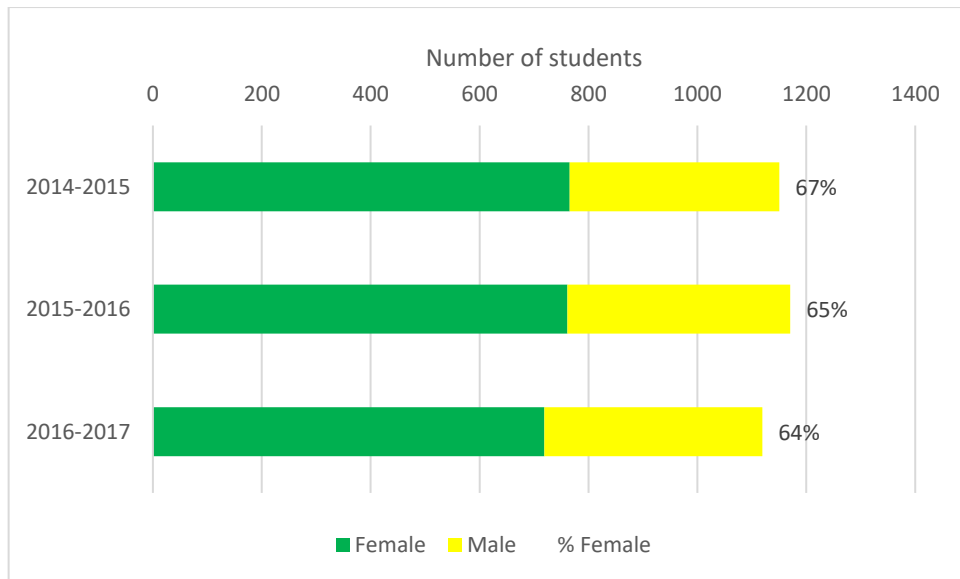
Figure 4.1.1: Number of undergraduate students by gender with percentages of females.

Table 4.1.1: Number of undergraduate students by gender with percentages of females and males.

Academic Year	Numbers		Percentages		Benchmark
	Female	Male	Female	Male	% Female
2014-2015	765	386	67%	33%	66%
2015-2016	761	410	65%	35%	66%
2016-2017	719	400	64%	36%	66%
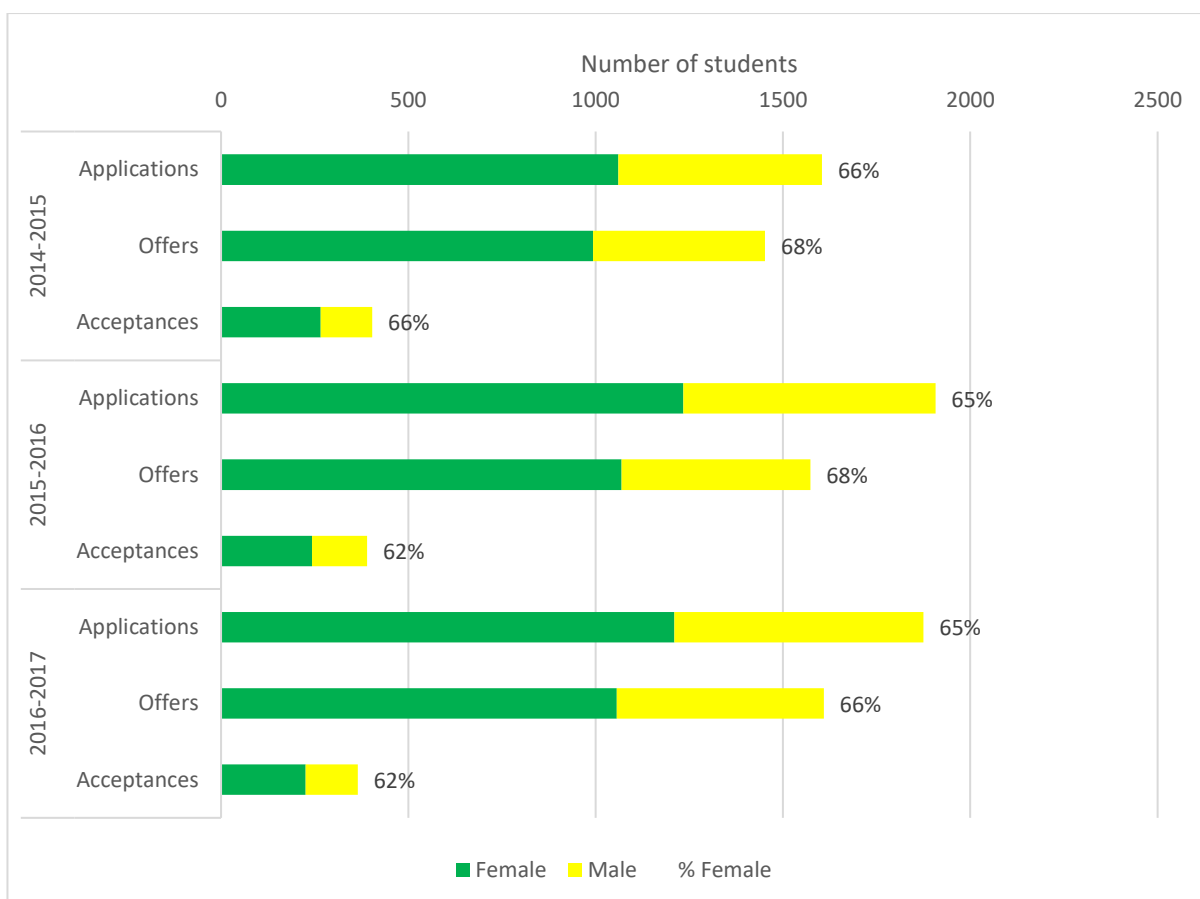
Figure 4.1.2: Admissions figures for the School by gender with percentages of females.

Table 4.1.2: Admissions figures for the School by gender with percentages of females and males.

| | Numbers | | | | | | Percentages | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
Academic year	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	1060	993	266	543	459	138	66%	68%	66%	34%	32%	34%
2015-2016	1234	1069	243	673	504	147	65%	68%	62%	35%	32%	38%
2016-2017	1210	1056	226	665	553	139	65%	66%	62%	35%	34%	38%

Table 4.1.3: Conversions from offers to acceptances by gender for the School.

| | Female | | | Male | | |
Academic Year	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	993	266	27%	459	138	30%
2015-2016	1069	243	23%	504	147	29%
2016-2017	1056	226	21%	553	139	25%
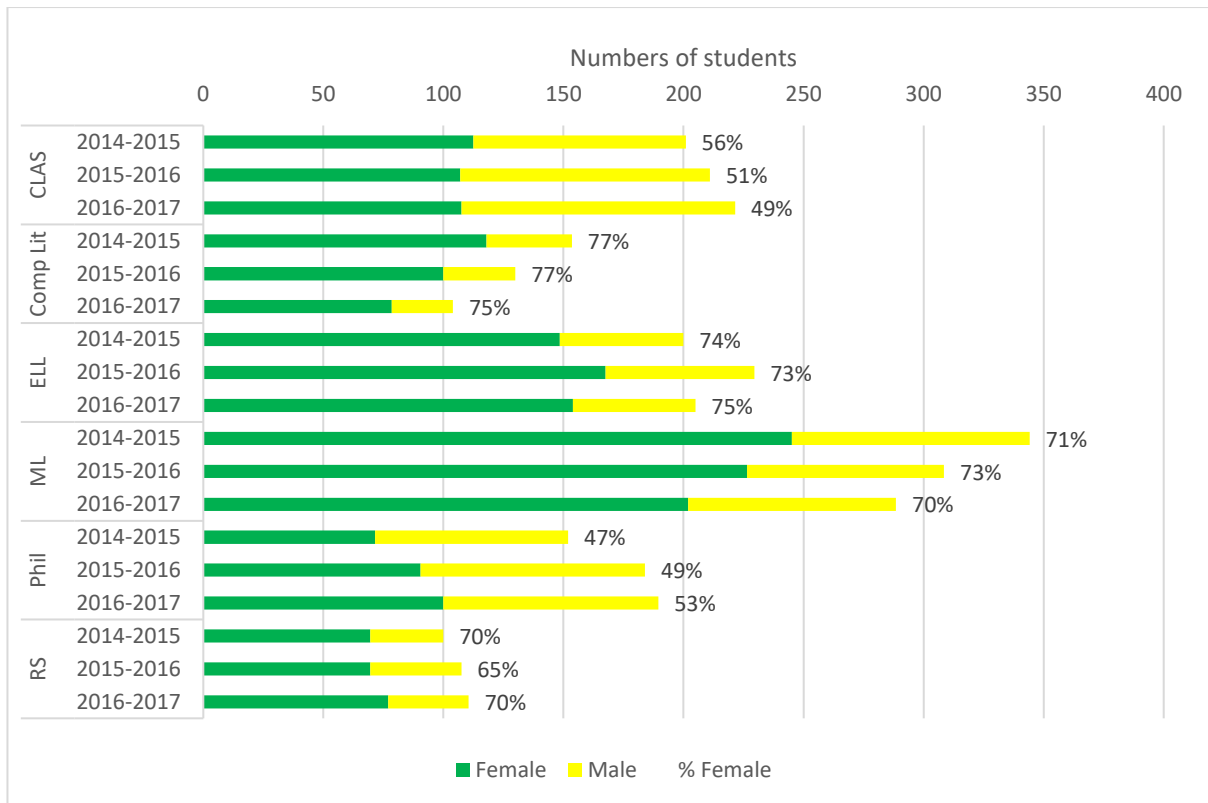
Figure 4.1.3: Number of undergraduate students by programme and gender.

Table 4.1.4: Number of undergraduate students by programme and gender.

Programme	Academic Year	Numbers		Percentages		Benchmark
		Female	Male	Female	Male	% Female
CLAS	2014-2015	113	89	56%	44%	59%
	2015-2016	107	104	51%	49%	59%
	2016-2017	108	114	49%	51%	59%
Comp Lit	2014-2015	118	36	77%	23%	72%
	2015-2016	100	30	77%	23%	72%
	2016-2017	79	26	75%	25%	72%
ELL	2014-2015	149	52	74%	26%	72%
	2015-2016	168	62	73%	27%	72%
	2016-2017	154	51	75%	25%	72%
ML	2014-2015	245	99	71%	29%	72%
	2015-2016	227	82	73%	27%	72%
	2016-2017	202	87	70%	30%	72%
Phil	2014-2015	72	81	47%	53%	59%
	2015-2016	91	94	49%	51%	59%
	2016-2017	100	90	53%	47%	59%
RS	2014-2015	70	31	70%	31%	59%
	2015-2016	70	38	65%	35%	59%
	2016-2017	77	34	70%	30%	59%

Table 4.1.5: Admissions figures for Classical and Archaeological Studies with percentages of females and males.

| Academic year | Numbers | | | | | | Percentages | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	158	150	41	115	98	38	58%	61%	52%	42%	39%	48%
2015-2016	195	156	31	184	141	40	51%	52%	44%	49%	48%	56%
2016-2017	233	208	49	206	171	42	53%	55%	54%	47%	45%	46%

Figure 4.1.4: Admissions figures for Classical and Archaeological Studies with percentages of females.

Table 4.1.6: Conversions from offers to acceptances by gender for Classical and Archaeological Studies.

| Academic Year | Female | | | Male | | |
	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	150	41	27%	98	38	39%
2015-2016	156	31	20%	141	40	28%
2016-2017	208	49	23%	171	42	24%

Table 4.1.7: Admissions figures for Comparative Literature with percentages of females and males.

| Academic year | Numbers | | | | | | Percentages | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	109	103	36	32	29	10	77%	78%	79%	23%	22%	21%
2015-2016	130	108	22	39	28	11	77%	80%	67%	23%	20%	33%
2016-2017	110	96	16	21	18	<5	84%	84%	...	16%	16%	...

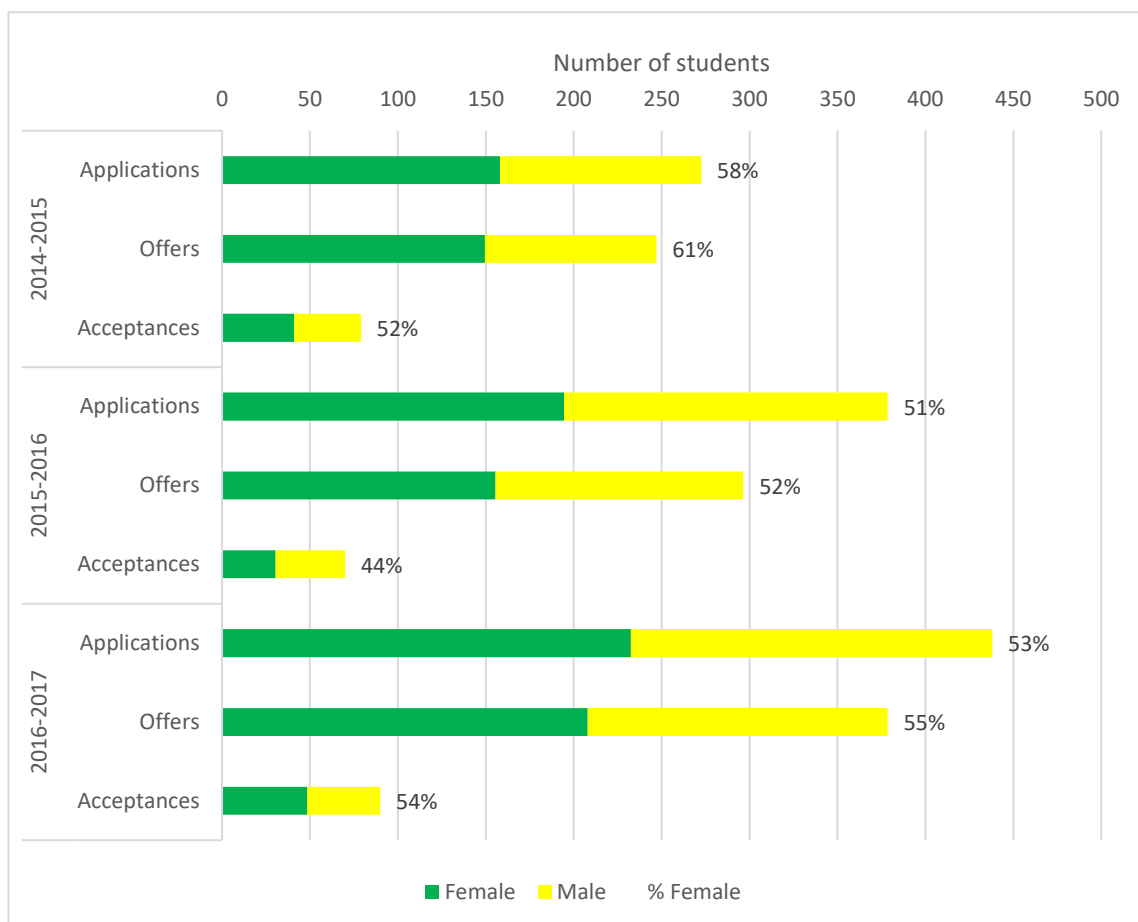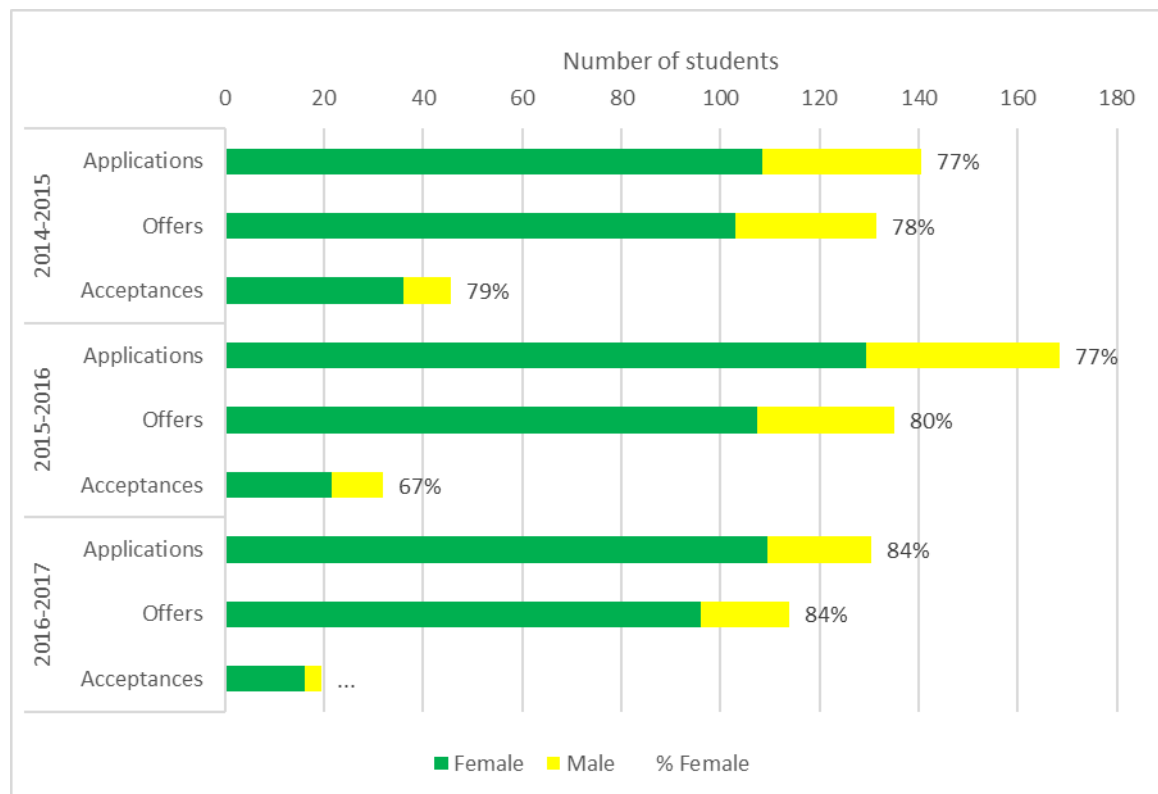*Figure 4.1.5: Admissions figures for Comparative Literature with percentages of females.*

Table 4.1.8: Conversions from offers to acceptances by gender for Comparative Literature.

	Female			Male		
Academic Year	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	103	36	35%	29	10	33%
2015-2016	108	22	20%	28	11	38%
2016-2017	96	16	17%	18	<5	...

Table 4.1.9: Admissions figures for English Language and Linguistics with percentages of females and males.

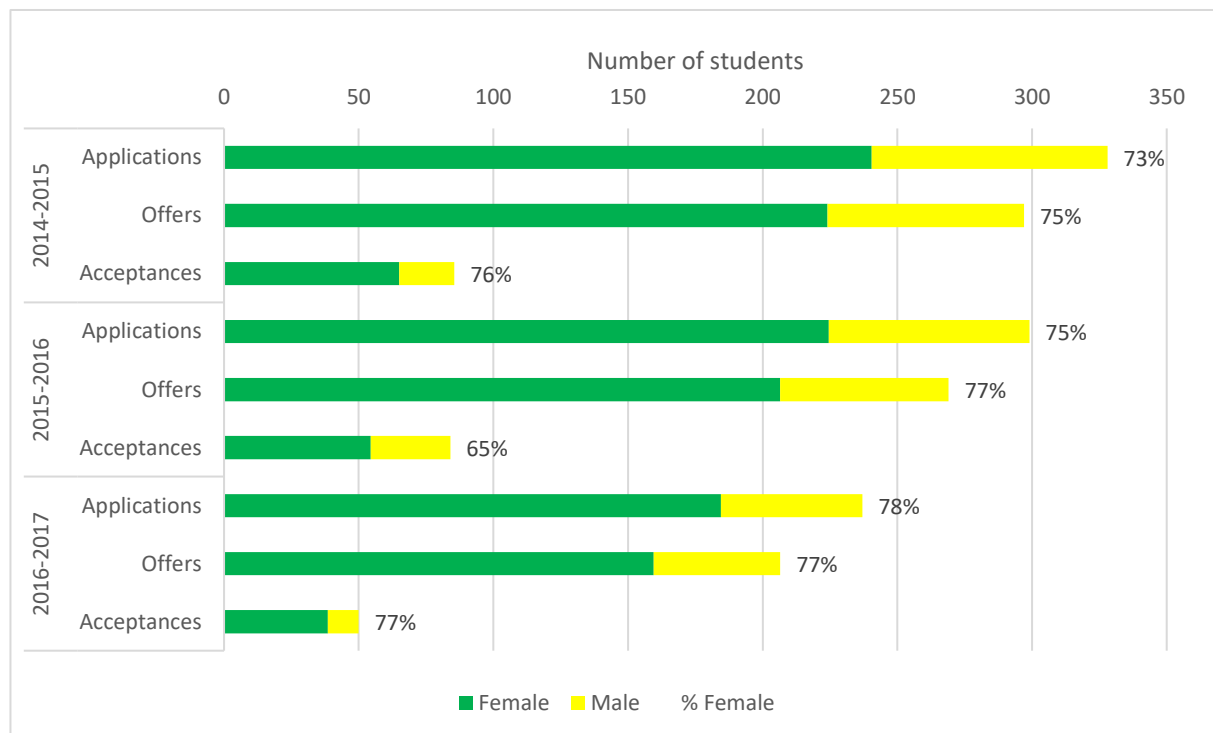|	Numbers						Percentages					
	Female			Male			Female			Male		
Academic year	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	241	224	65	88	73	21	73%	75%	76%	27%	25%	24%
2015-2016	225	207	55	75	63	30	75%	77%	65%	25%	23%	35%
2016-2017	185	160	39	53	47	12	78%	77%	77%	22%	23%	23%

Figure 4.1.6: Admissions figures for English Language and Linguistics with percentages of females.

Table 4.1.10: Conversions from offers to acceptances by gender for English Language and Linguistics.

Academic Year	Female			Male		
	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	224	65	29%	73	21	28%
2015-2016	207	55	26%	63	30	47%
2016-2017	160	39	24%	47	12	24%

Table 4.1.11: Admissions figures for Modern Languages with percentages of females and males.

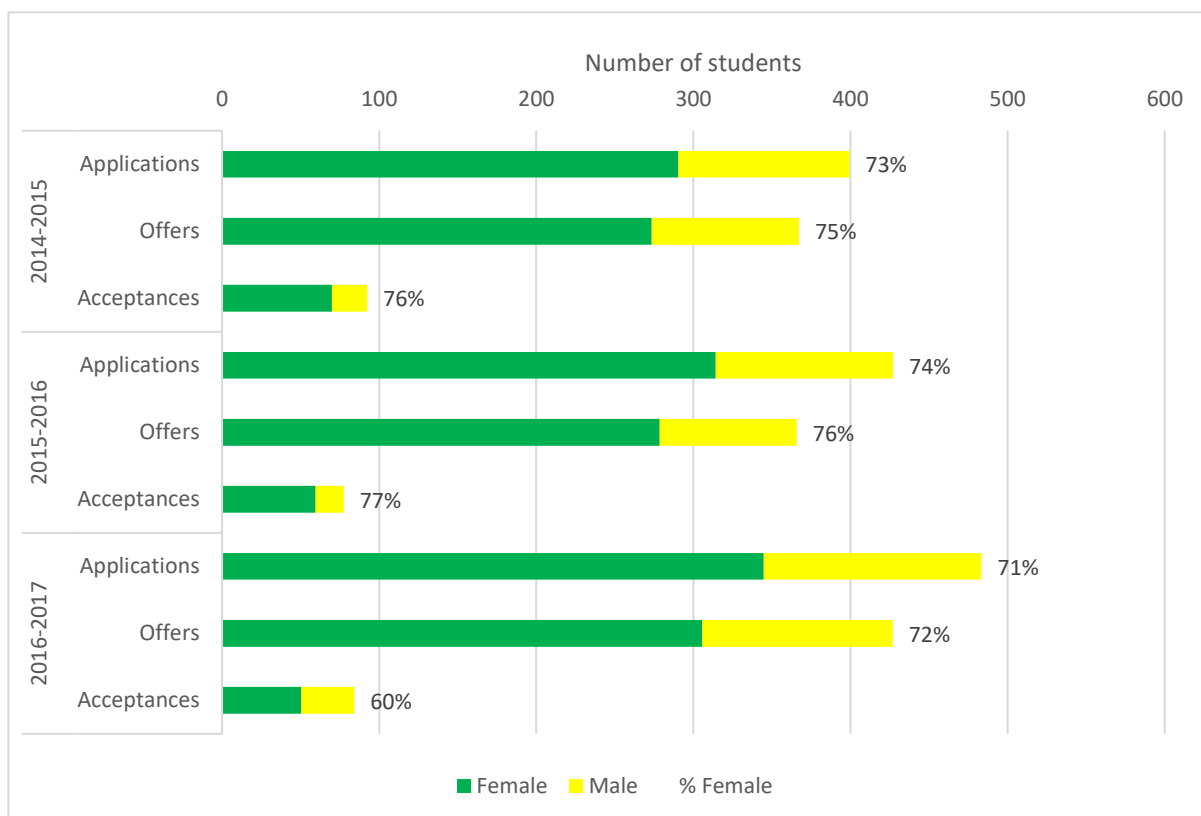|	Numbers						Percentages					
	Female			Male			Female			Male		
Academic year	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	290	274	70	109	94	22	73%	75%	76%	27%	25%	24%
2015-2016	314	279	60	113	87	18	74%	76%	77%	26%	24%	23%
2016-2017	345	306	50	139	121	34	71%	72%	60%	29%	28%	40%

Figure 4.1.7: Admissions figures for Modern Languages with percentages of females.

Table 4.1.12: Conversions from offers to acceptances by gender for Modern Languages.

Academic Year	Female			Male		
	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	274	70	26%	94	22	24%
2015-2016	279	60	21%	87	18	20%
2016-2017	306	50	16%	121	34	28%

Table 4.1.13: Admissions figures for Philosophy with percentages of females and males.

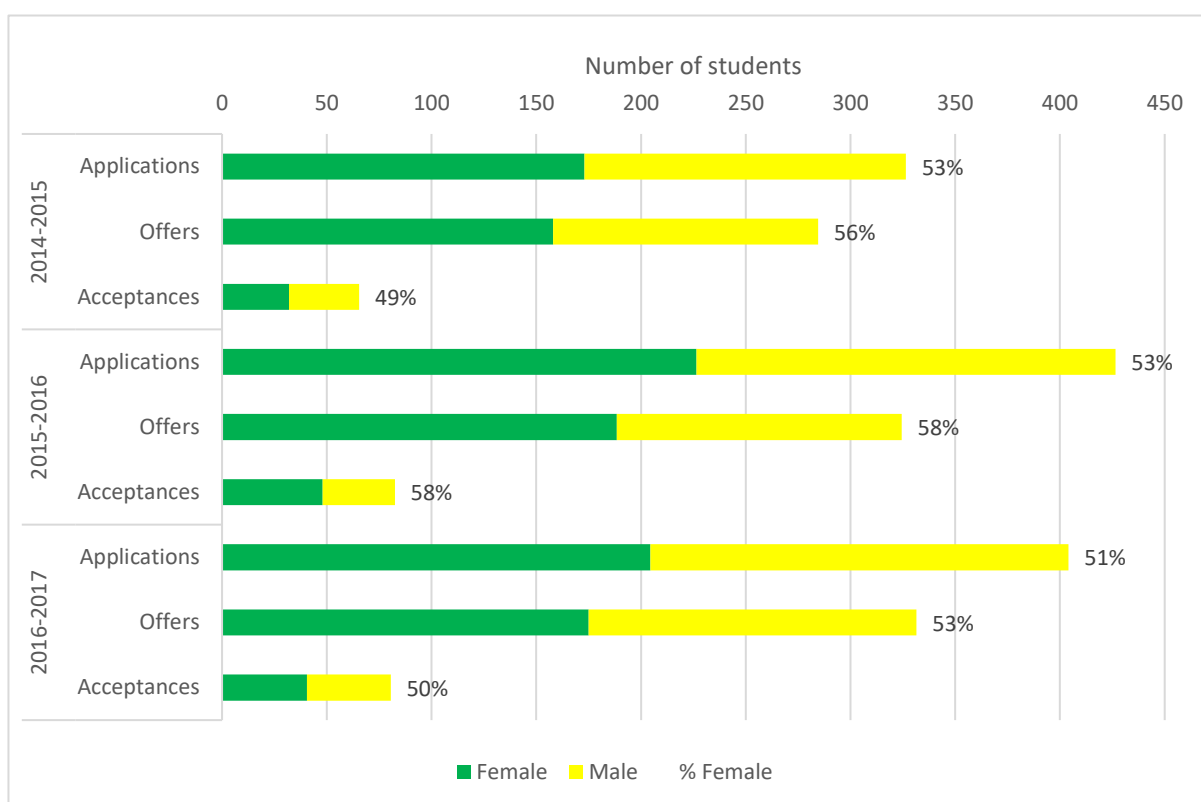| Academic year | Numbers | | | | | | Percentages | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	173	158	32	154	127	34	53%	56%	49%	47%	44%	51%
2015-2016	227	189	48	200	136	35	53%	58%	58%	47%	42%	42%
2016-2017	205	175	41	200	157	40	51%	53%	50%	49%	47%	50%

Figure 4.1.8: Admissions figures for Philosophy with percentages of females.

Table 4.1.14: Conversions from offers to acceptances by gender in Philosophy.

| Academic Year | Female | | | Male | | |
	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	158	32	20%	127	34	26%
2015-2016	189	48	25%	136	35	25%
2016-2017	175	41	23%	157	40	26%

Table 4.1.15: Admissions figures for Religious Studies with percentages of females and males.

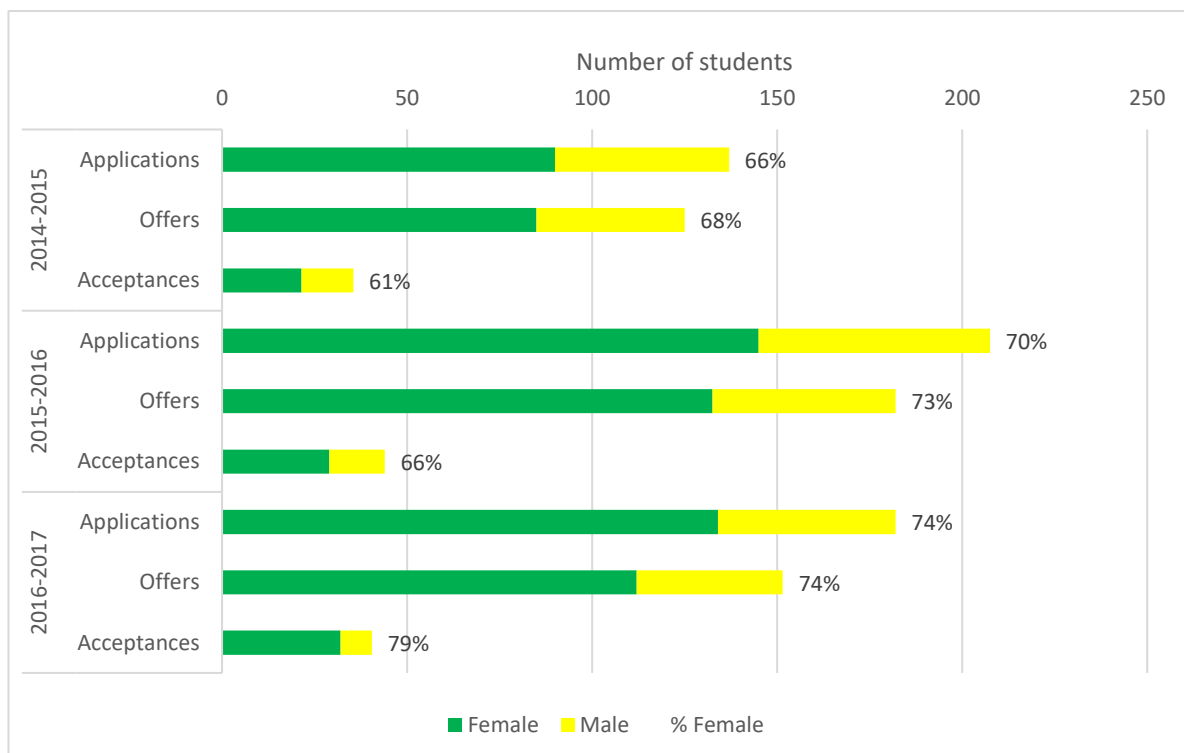| Academic year | Numbers | | | | | | Percentages | | | | | |
	Female			Male			Female			Male		
	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	90	85	22	47	40	14	66%	68%	61%	34%	32%	39%
2015-2016	145	133	29	63	50	15	70%	73%	66%	30%	27%	34%
2016-2017	134	112	32	48	40	9	74%	74%	79%	26%	26%	21%

Figure 4.1.9: Admissions figures for Religious Studies with percentages of females.

Table 4.1.16: Conversions from offers to acceptances by gender for Religious Studies.

Academic Year	Female			Male		
	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	85	22	25%	40	14	35%
2015-2016	133	29	22%	50	15	30%
2016-2017	112	32	29%	40	9	22%

Challenges:	Action Points:
Lower attainment of males across in Comparative Literature, Modern Languages, and Religious Studies.	Analyse engagement levels amongst female and male students and investigate ways to encourage males to seek academic support.
Lower attainment of females in Philosophy.	Record and analyse the effects on attainment of recent good practices.

One challenge here is lower attainment of males across a number of programmes. In particular, there has consistently been a larger proportion of females receiving a first or upper-second class degree in Comparative Literature, Modern Languages, and Religious Studies (Figures 4.1.11, 4.1.13, 4.1.15). In terms of first-class and upper-second class degrees addition, male attainment is dropping while female attainment remains fairly static in Comparative Literature and Modern Languages. Moreover, there has been a larger proportion of females receiving a first class degree in Modern Languages. It may be that this lower attainment is due to males being less likely to seek academic support and there is some evidence of lower engagement amongst male students with noticeably more male students subject to the University's 'Academic Diligence' procedures. However, this is currently anecdotal and requires deeper analysis.

Another challenge is lower and dropping attainment of females in Philosophy. In Philosophy, there is consistently a higher proportion of males receiving a first-class degree (Figure 4.1.14). Moreover, the proportion of females receiving a first-class degree has declined for three consecutive years. Historically, females are underrepresented in Philosophy. As a result, it may be that females are less likely to engage, and this leads to lower attainment. Recently, the Philosophy Department has endorsed and implemented the British Philosophical Association (BPA) / Society for Women in Philosophy (SWIP) Good Practice Scheme to encourage the representation and attainment of women in philosophy. The good practices now employed include more diverse reading lists and strategies for more inclusive seminars.

Attainment is more mixed in Classical and Archaeological Studies and English Language and Linguistics (Figures 4.1.10, 4.1.12).

Table 4.1.17: Undergraduate attainment by programme and gender.

| Programme	Academic Year	Female				Male			
		First	2(i)	2(ii)	Third	First	2(i)	2(ii)	Third
CLAS	2014-15	34%	54%	9%	3%	37%	58%	5%	0%
	2015-16	35%	53%	9%	2%	28%	62%	7%	3%
	2016-17	23%	54%	20%	3%	26%	45%	19%	10%
Comp Lit	2014-15	40%	54%	6%	0%	47%	47%	7%	0%
	2015-16	41%	49%	10%	0%	25%	63%	13%	0%
	2016-17	32%	61%	5%	2%	35%	41%	24%	0%
ELL	2014-15	26%	63%	11%	0%	12%	82%	6%	0%
	2015-16	20%	78%	2%	0%	13%	53%	33%	0%
	2016-17	28%	57%	14%	1%	24%	62%	14%	0%
ML	2014-15	41%	57%	3%	0%	30%	60%	10%	0%
	2015-16	31%	60%	9%	0%	20%	65%	10%	5%
	2016-17	30%	65%	4%	1%	26%	58%	10%	6%
Phil	2014-15	25%	64%	11%	0%	44%	41%	4%	11%
	2015-16	24%	59%	10%	7%	32%	49%	20%	0%
	2016-17	14%	63%	17%	6%	29%	68%	3%	0%
RS	2014-15	32%	60%	8%	0%	17%	58%	17%	8%
	2015-16	28%	59%	10%	3%	7%	79%	14%	0%
	2016-17	20%	60%	15%	5%	25%	50%	17%	8%
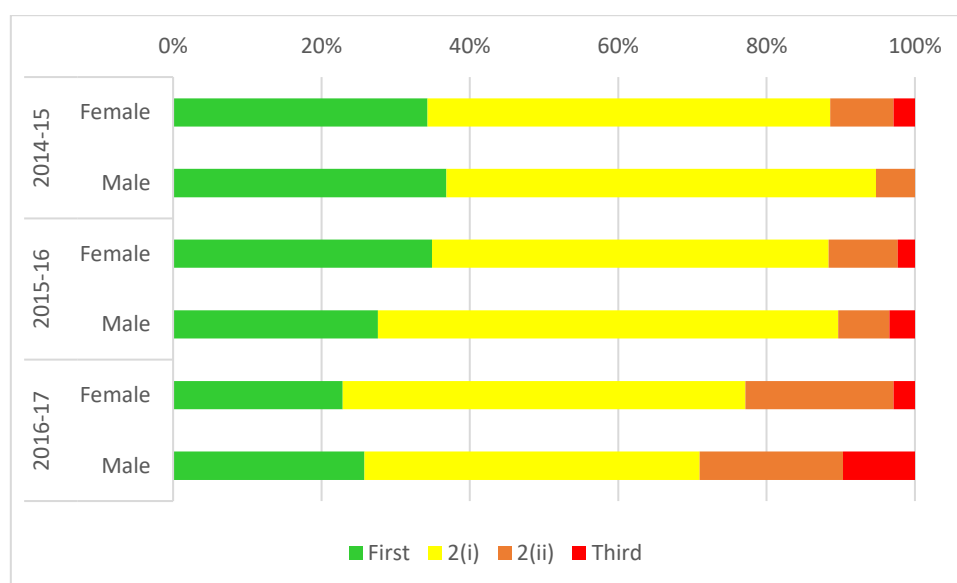
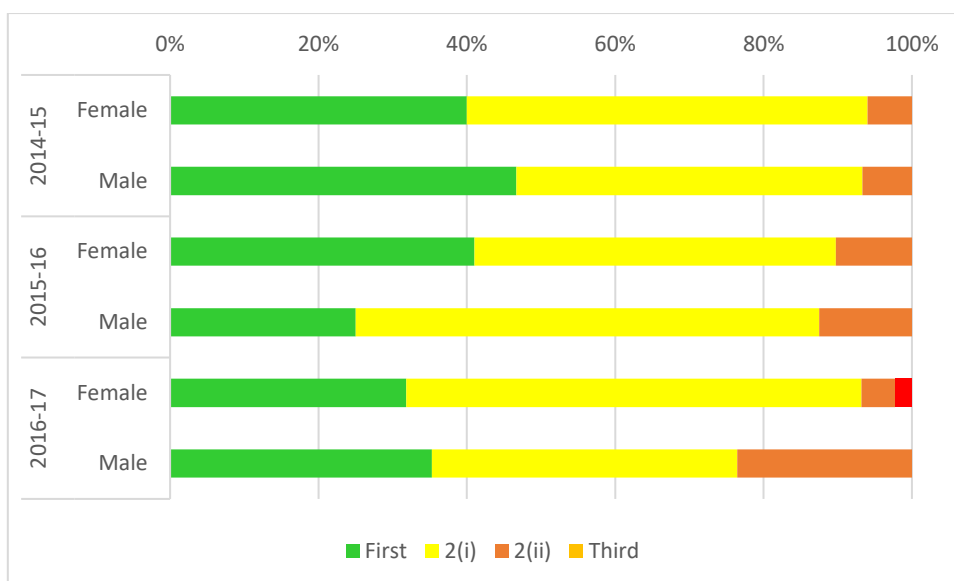*Figure 4.1.10: Undergraduate attainment in Classical and Archaeological Studies.*

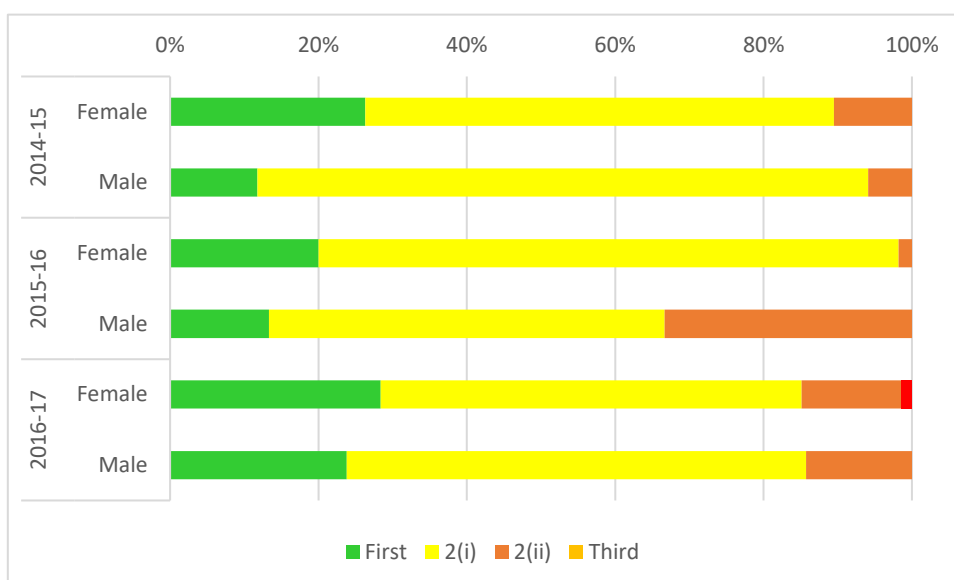*Figure 4.1.11: Undergraduate attainment in Comparative Literature.*

Figure 4.1.12: Undergraduate attainment in English Language and Linguistics.
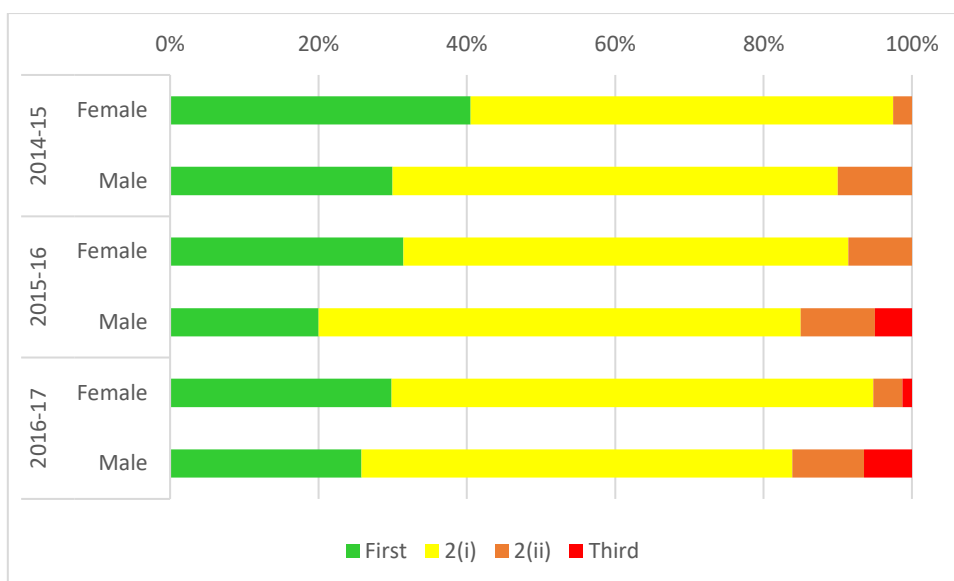
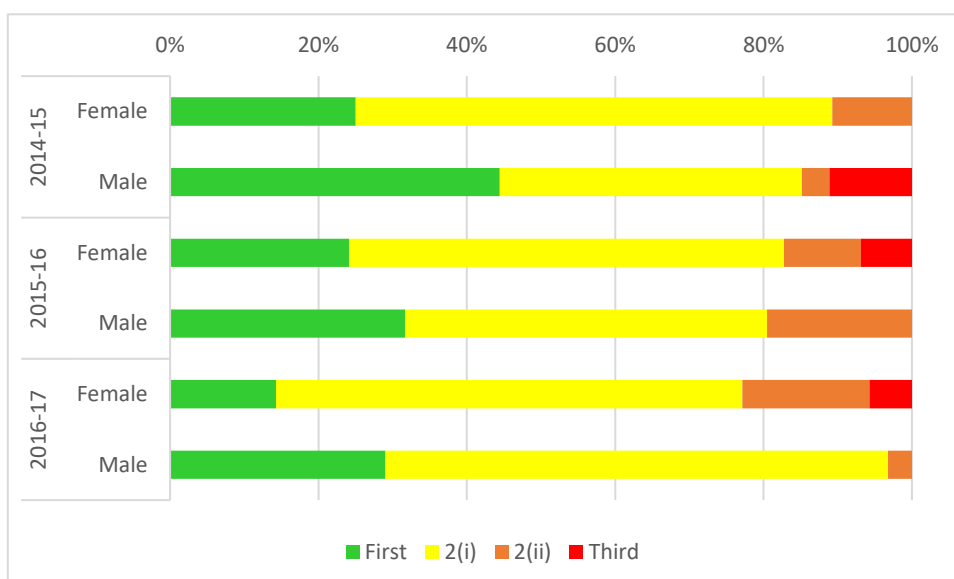*Figure 4.1.13: Undergraduate attainment in Modern Languages.*

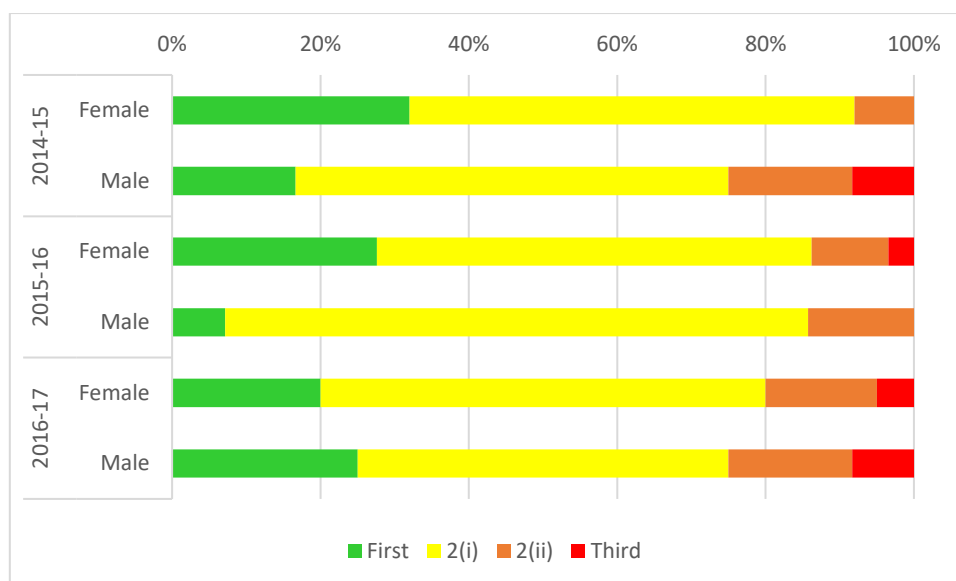*Figure 4.1.14: Undergraduate attainment in Philosophy.*

Figure 4.1.15: Undergraduate attainment in Religious Studies.

- Numbers of men and women on postgraduate taught degrees

Challenges:	Action Points:
The underrepresentation of males across most programmes.	Investigate the mechanism by which applicants are made offers.
The underrepresentation of females in Philosophy.	Investigate ways to improve attainment at undergraduate level.
The discrepancies in the representation of males and females across most programmes.	Investigate ways to target initiatives designed to encourage postgraduate study from members of underrepresented groups.

The numbers provided below combine both part-time and full-time students, given very small numbers of postgraduates taking taught degrees part-time (Table 4.1.18). There is a larger number of postgraduates in taught degrees in Classical and Archaeological Studies (Figure 4.1.16). The remaining numbers for postgraduates on taught degrees are given in Figure 4.1.17, Table 4.1.19. The number of postgraduates is typically small, with wide variation in the proportion of females and males.

Regardless, one challenge here is the underrepresentation of males across most programmes. The total number of applications, offers, and acceptances has increased for three consecutive years, with an increase each year in the proportion of females at every stage (Figure 4.1.18, Table 4.1.20). This is due to an underrepresentation of males in Classical and Archaeological Studies, Comparative Literature, English Language and Linguistics, Modern Languages, and Religious Studies (Figure 4.1.17, Table 4.1.19). This is likely the result of an underrepresentation of males in the corresponding undergraduate programmes nationwide (Section 4.1.2). However, there is also the concern that on these programmes the proportion of females receiving offers is typically greater than the

proportion of those applying (Figures 4.1.18, 4.1.19, 4.1.20, 4.1.21, 4.1.23, Tables 4.1.20, 4.1.21, 4.1.22, 4.1.23, 4.1.24, 4.1.25, 4.1.26, 4.1.27, 4.1.30, 4.1.31).

Another challenge here is the underrepresentation of females in Philosophy (Figures 4.1.17, 4.1.22, Tables 4.1.19, 4.1.28, 4.1.29). It is likely that one factor here is lower attainment by females at undergraduate level (Section 4.1.2).

On all programmes, a significant majority of students were also undergraduate students in SECL. Indeed, there are initiatives in order to encourage progression to postgraduate study, such as a fee reduction for recent undergraduate students.

Table 4.1.18: Numbers of postgraduates on part-time taught programmes by gender with percentages of females.

Programme	2014/15			2015/16			2016/17		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CLAS	<5	<5	...	<5	<5	...	<5	<5	...
Comp Lit	<5	<5	...	<5	<5	...	<5	<5	...
ELL	<5	<5	...	<5	<5	...	<5	<5	...
ML	5	<5	...	<5	<5	...	<5	<5	...
Phil	<5	<5	...	<5	<5	...	<5	<5	...
RS	<5	<5	...	<5	<5	...	<5	<5	...
Total	10	0	90%	5	5	64%	5	5	58%
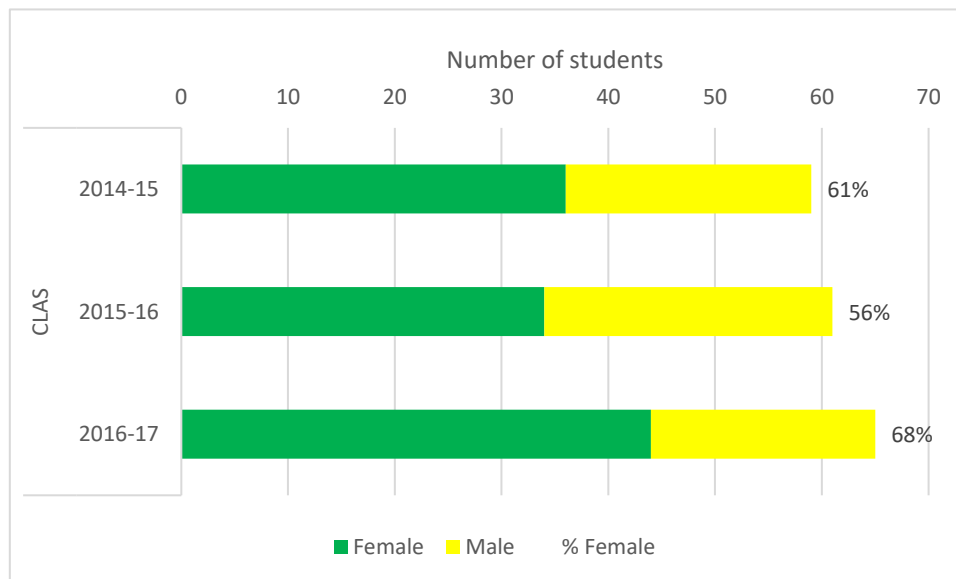
Figure 4.1.16: Numbers of postgraduate students on taught degrees in Classical and Archaeological Studies with percentages of females.
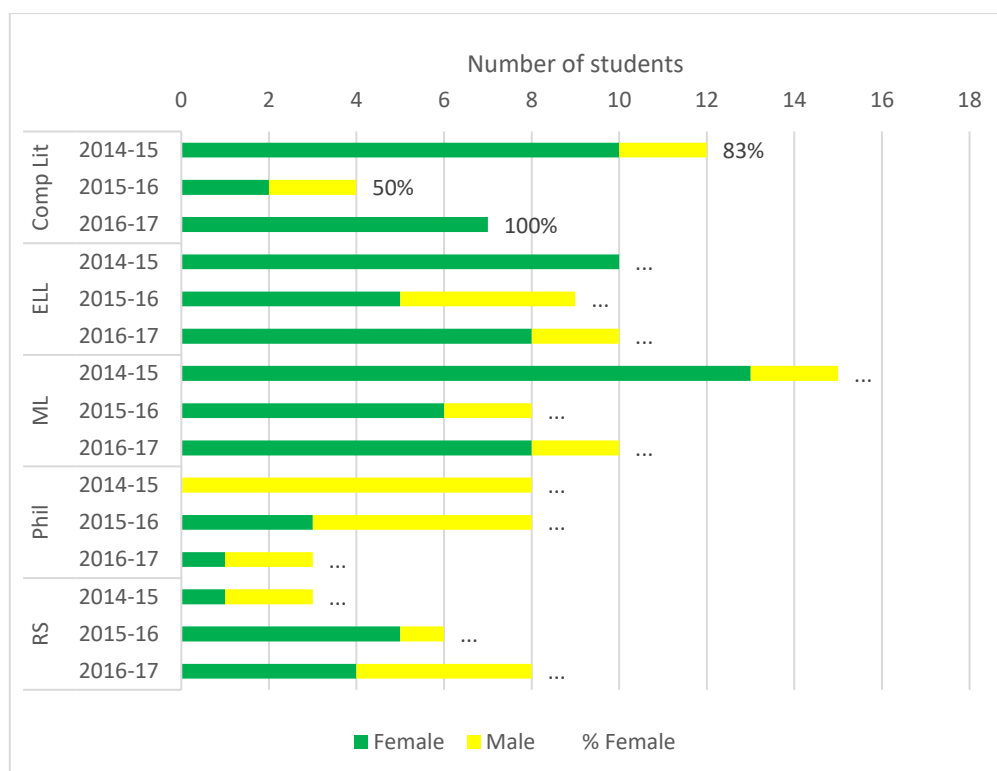
Figure 4.1.17: Number of postgraduate students on remaining taught degrees with percentages of females.

Table 4.1.19: Number of postgraduate students for taught programmes by gender. The benchmarking data here is the most relevant departmental data from the HESA report on Higher Education Student Statistics: UK 2016-17.

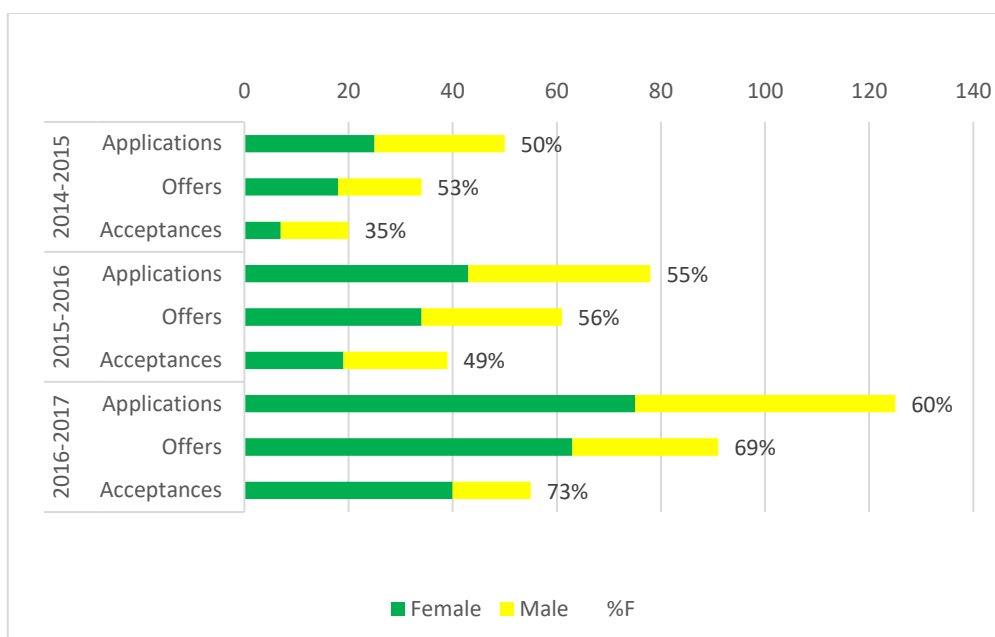| Programme | Academic Year | Numbers | | Percentages | | Benchmark |
		Female	Male	Female	Male	% Female
CLAS	2014-15	36	23	61%	39%	55%
	2015-16	34	27	56%	44%	55%
	2016-17	44	21	68%	32%	55%
Comp Lit	2014-15	10	<5	...	...	71%
	2015-16	<5	<5	...	...	71%
	2016-17	7	<5	...	...	71%
ELL	2014-15	10	<5	...	...	71%
	2015-16	5	<5	...	...	71%
	2016-17	8	<5	...	...	71%
ML	2014-15	13	<5	...	...	71%
	2015-16	6	<5	...	...	71%
	2016-17	8	<5	...	...	71%
Phil	2014-15	<5	8	...	...	55%
	2015-16	<5	5	...	...	55%
	2016-17	<5	<5	...	...	55%
RS	2014-15	<5	<5	...	...	55%
	2015-16	5	<5	...	...	55%
	2016-17	<5	<5	...	...	55%

Figure 4.1.18: Admissions numbers for Classical and Archaeological Studies with percentages of females.

Table 4.1.20: Overall admissions numbers for Classical and Archaeological Studies.

| | Total Numbers | | | | | | Total Percentages | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
Academic year	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	25	18	7	25	16	13	50%	53%	35%	50%	47%	65%
2015-2016	43	34	19	35	27	20	55%	56%	49%	45%	44%	51%
2016-2017	75	63	40	50	28	15	60%	69%	73%	40%	31%	27%

Table 4.1.21: Conversions from offers to acceptances by gender for Classical and Archaeological Studies.

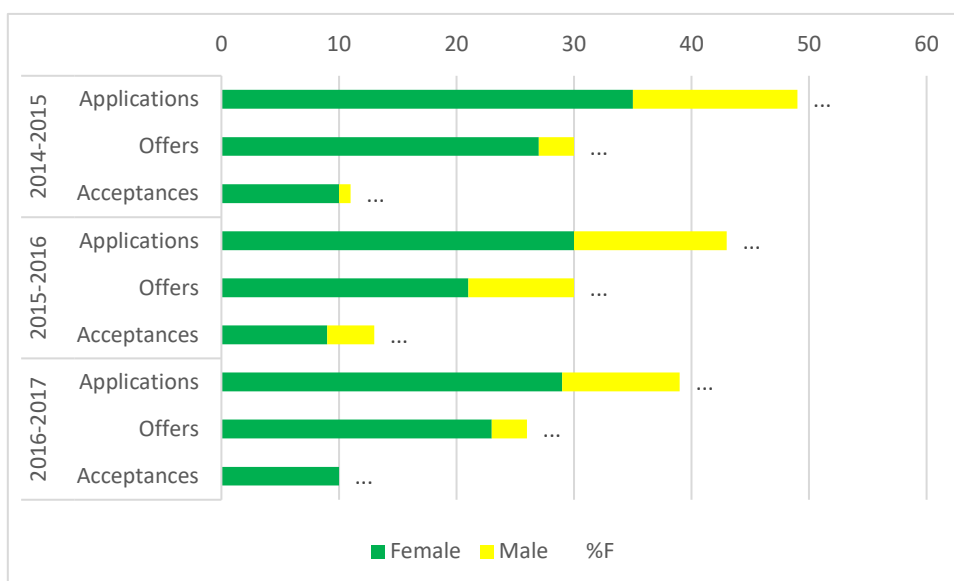| | Female | | | Male | | |
Academic year	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	18	7	39%	25	16	64%
2015-2016	34	19	56%	35	27	77%
2016-2017	63	40	63%	50	28	56%

Figure 4.1.19: Admissions numbers for Comparative Literature with percentages of females.

Table 4.1.22: Overall admissions numbers for Comparative Literature.

| | Total Numbers | | | | | | Total Percentages | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
Academic year	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	35	27	10	14	<5	<5	...	...	...	...	...	...
2015-2016	30	21	9	13	9	<5	...	...	...	...	...	...
2016-2017	29	23	10	10	<5	<5	...	...	...	...	...	...

Table 4.1.23: Conversions from offers to acceptances by gender for Comparative Literature.

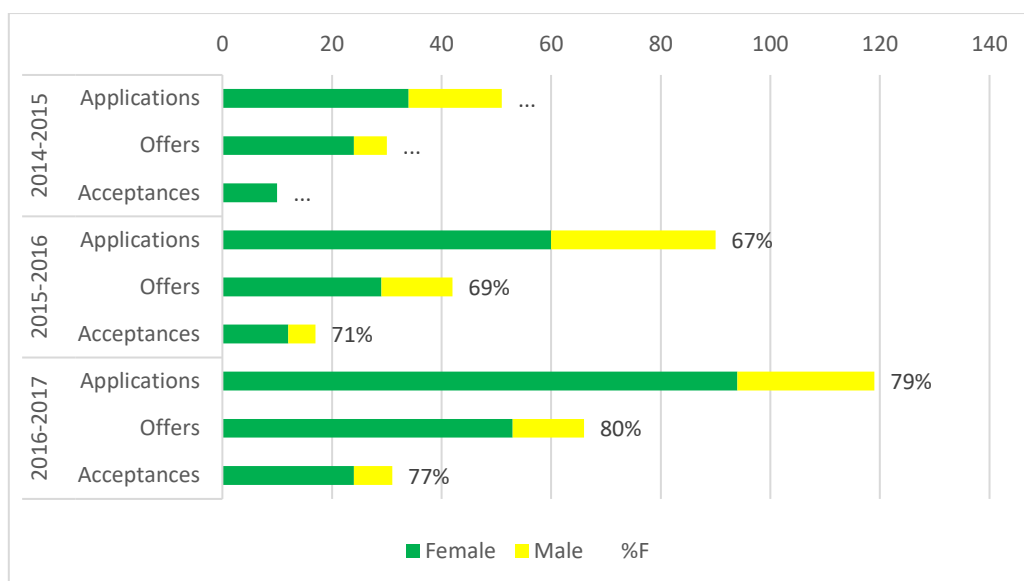| | Female | | | Male | | |
Academic year	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	27	10	37%	<5	<5	...
2015-2016	21	9	43%	9	<5	...
2016-2017	23	10	43%	<5	<5	...

Figure 4.1.20: Admissions numbers for English Language and Linguistics with percentages of females.

Table 4.1.24: Overall admissions numbers for English Language and Linguistics.

| | Total Numbers | | | | | | Total Percentages | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
Academic year	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	34	24	10	17	6	<5	...	...	...	...	...	...
2015-2016	60	29	12	30	13	5	67%	69%	71%	33%	31%	29%
2016-2017	94	53	24	25	13	7	79%	80%	77%	21%	20%	23%

Table 4.1.25: Conversions from offers to acceptances by gender for English Language and Linguistics.

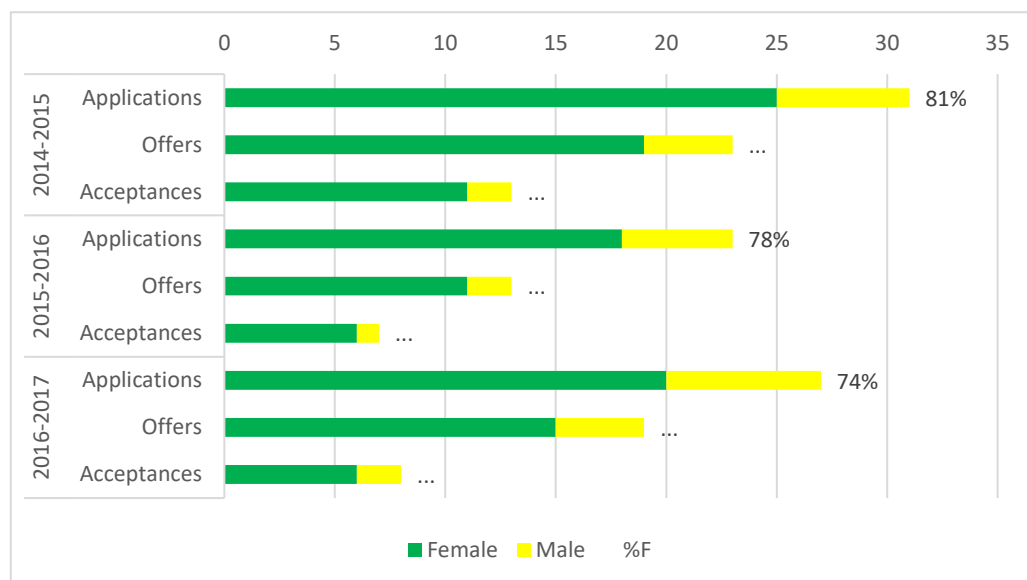| Academic year	Female			Male		
	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	24	10	42%	6	<5	...
2015-2016	29	12	41%	13	5	38%
2016-2017	53	24	45%	13	7	54%

Figure 4.1.21: Admissions numbers for Modern Languages with percentages of females.

Table 4.1.26: Overall admissions numbers for Modern Languages.

Academic year	Total Numbers						Total Percentages					
	Female			Male			Female			Male		
	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	25	19	11	6	<5	<5	81%	...	...	19%	...	...
2015-2016	18	11	6	5	<5	<5	78%	...	...	22%	...	...
2016-2017	20	15	6	7	<5	<5	74%	...	...	26%	...	...

Table 4.1.27: Conversion from offers to acceptances by gender for Modern Languages.

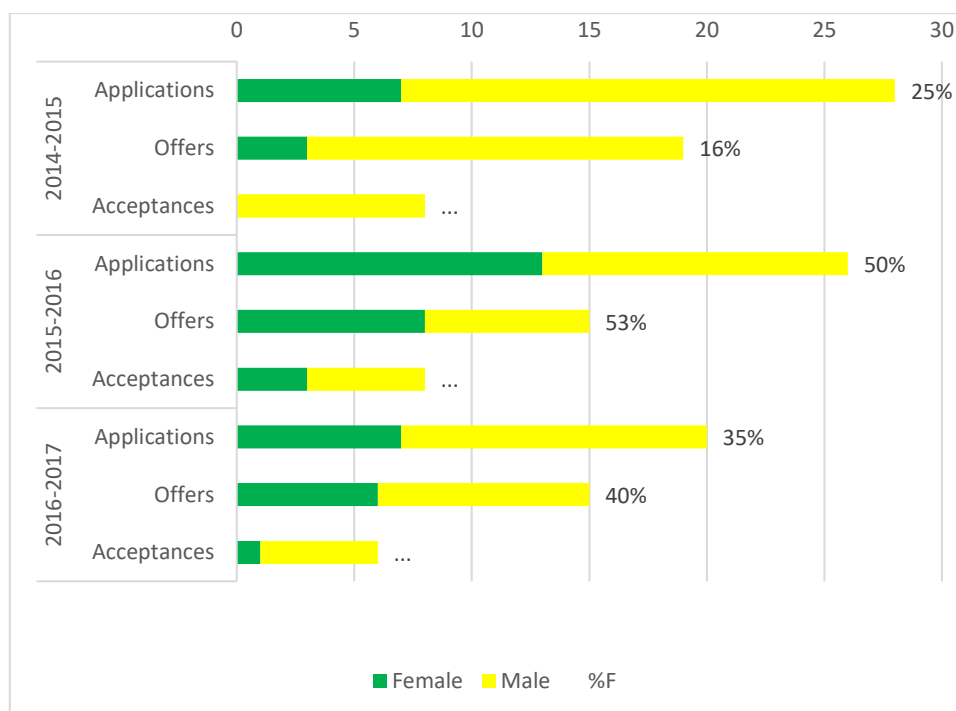| Academic year	Female			Male		
	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	19	11	58%	<5	<5	...
2015-2016	11	6	55%	<5	<5	...
2016-2017	15	6	40%	<5	<5	...

Figure 4.1.22: Admissions numbers for Philosophy with percentages of females.

Table 4.1.28: Overall admissions numbers for Philosophy.

| | Total Numbers | | | | | | Total Percentages | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
Academic year	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	7	3	<5	21	16	8	25%	16%	...	75%	84%	...
2015-2016	13	8	<5	13	7	5	50%	53%	...	50%	47%	...
2016-2017	7	6	<5	13	9	5	35%	40%	...	65%	60%	...

Table 4.1.29: Conversions from offers to acceptances by gender for Philosophy.

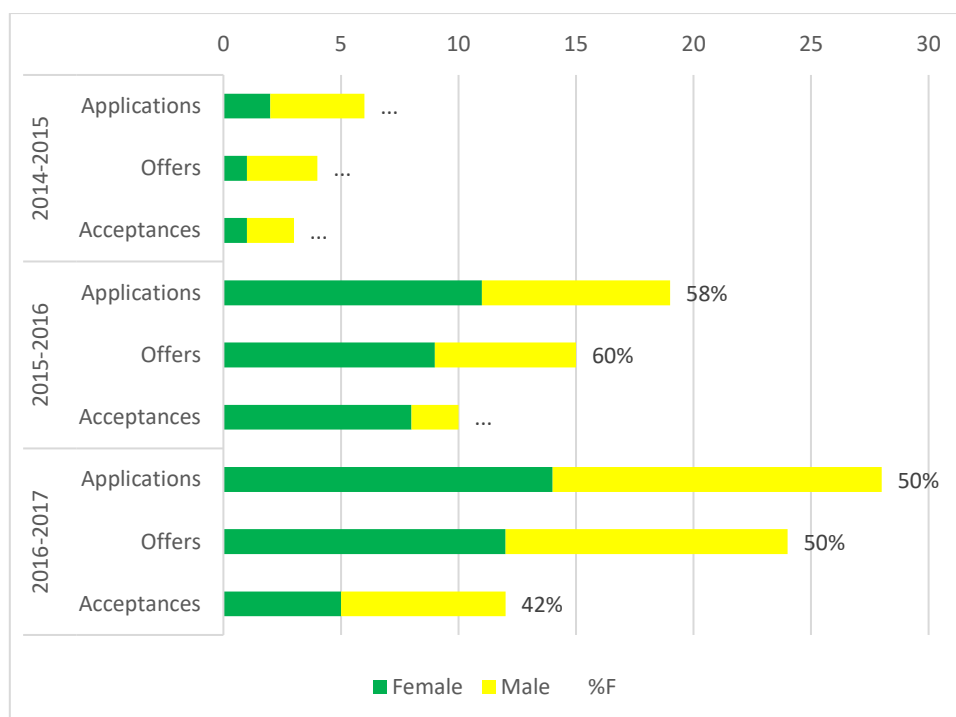| | Female | | | Male | | |
Academic year	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	<5	<5	...	16	8	50%
2015-2016	8	<5	...	7	5	71%
2016-2017	6	<5	...	9	5	56%

Figure 4.1.23: Admissions numbers for Religious Studies with percentages of females.

Table 4.1.30: Overall admissions numbers for Religious Studies.

| | Total Numbers | | | | | | Total Percentages | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
Academic year	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
2014-2015	<5	<5	<5	<5	<5	<5	…	…	…	…	…	…
2015-2016	11	9	8	8	6	<5	58%	60%	…	42%	40%	…
2016-2017	14	12	5	14	12	7	50%	50%	42%	50%	50%	58%

Table 4.1.31: Conversions from offers to acceptances by gender for Religious Studies.

| | Female | | | Male | | |
| | Offers | Acceptances | % Converted | Offers | Acceptances | % Converted |
Academic year						
2014-2015	<5	<5	…	<5	<5	…
2015-2016	9	8	89%	6	<5	…
2016-2017	12	5	42%	12	7	58%

Attainment

Challenges:	Action Points:
The University does not routinely collect data on completion rates.	Investigate ways to routinely collect data on completion rates.

The University does not routinely collect data on completion rates. Due to small numbers on some programmes, three years of data have been amalgamated to compare

attainment in PGT (Figure 4.1.24, Tables 4.1.33 and 4.1.34). There is a difference in attainment for females and males in Comparative Literature and English Language and Linguistics. However, this is likely because the numbers of postgraduate taught students remain small and therefore the data is subject to significant fluctuations.
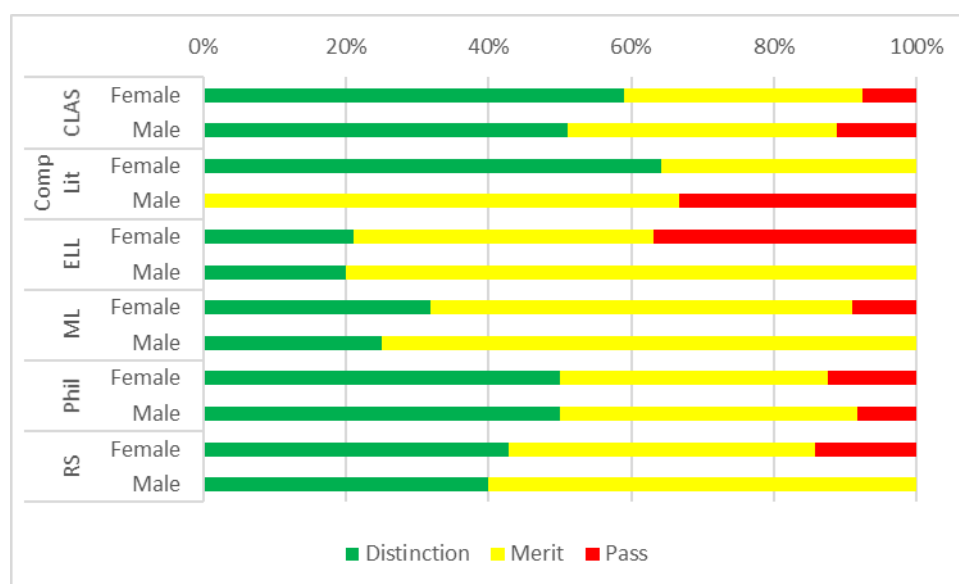

Figure 4.1.24: Attainment on postgraduate taught programmes for 2014-2017.

Table 4.1.32: Attainment on postgraduate taught programmes for 2014-2017.

Programme	Academic Year	Female			Male		
		Distinction	Merit	Pass	Distinction	Merit	Pass
CLAS	2014-15	10	7	<5	7	5	<5
	2015-16	15	6	<5	9	5	<5
	2016-17	14	9	<5	7	7	<5
Comp Lit	2014-15	6	<5	<5	<5	<5	<5
	2015-16	<5	<5	<5	<5	<5	<5
	2016-17	<5	<5	<5	<5	<5	<5
ELL	2014-15	<5	<5	<5	<5	<5	<5
	2015-16	<5	<5	<5	<5	<5	<5
	2016-17	<5	<5	<5	<5	<5	<5
ML	2014-15	<5	5	<5	<5	<5	<5
	2015-16	<5	<5	<5	<5	<5	<5
	2016-17	<5	5	<5	<5	<5	<5
Phil	2014-15	<5	<5	<5	<5	<5	<5
	2015-16	<5	<5	<5	<5	<5	<5
	2016-17	<5	<5	<5	<5	<5	<5
RS	2014-15	<5	<5	<5	<5	<5	<5
	2015-16	<5	<5	<5	<5	<5	<5
	2016-17	<5	<5	<5	<5	<5	<5

Table 4.1.33: Attainment on postgraduate taught programmes in percentages for 2014-2017.

Programme	Academic Year	Female			Male		
		Distinction	Merit	Pass	Distinction	Merit	Pass
CLAS	2014-15	…	…	…	…	…	…
	2015-16	…	…	…	…	…	…
	2016-17	…	…	…	…	…	…
Comp Lit	2014-15	…	…	…	…	…	…
	2015-16	…	…	…	…	…	…
	2016-17	…	…	…	…	…	…
ELL	2014-15	…	…	…	…	…	…
	2015-16	…	…	…	…	…	…
	2016-17	…	…	…	…	…	…
ML	2014-15	…	…	…	…	…	…
	2015-16	…	…	…	…	…	…
	2016-17	…	…	…	…	…	…
Phil	2014-15	…	…	…	…	…	…
	2015-16	…	…	…	…	…	…
	2016-17	…	…	…	…	…	…
RS	2014-15	…	…	…	…	…	…
	2015-16	…	…	…	…	…	…
	2016-17	…	…	…	…	…	…

- Numbers of men and women on postgraduate research degrees

<u>Admissions</u>

Challenges:	Action Points:
The underrepresentation of males across most programmes.	Investigate the mechanism by which applicants are made offers.
The underrepresentation of females in Philosophy.	Investigate ways to advertise the diversity of the research strengths and staff within the Philosophy Department.
A significant majority of part-time research students are female.	Investigate ways to advertise family-inclusive policies that will apply to PhD students.

A challenge here is with male underrepresentation (Figure 4.1.26, Table 4.1.45). This is likely a knock-on effect of underrepresentation of males in the corresponding undergraduate and taught postgraduate programmes nationwide (Section 4.1.2, Section 4.1.3). However, the proportions of females and males consistently compares unfavourably with the national benchmark (Table 4.1.45). This may simply be the result of small numbers on most programmes. In addition, there remain concerns regarding the appropriateness of the benchmarks (Sections 4.1.2, 4.1.3). Another factor here may be that for most programmes the proportion of offers to females typically exceeds the proportions of applications from females (Table 4.1.46).

There is an underrepresentation of females in Philosophy (Figure 4.1.26, Table 4.1.45). There are fewer female applicants (Table 4.1.46). Historically, the postgraduate research strengths have been in male-dominated areas of Philosophy. Recently, the hiring of a number of new staff members has led to a broader range of research strengths and improved gender balance within the Department.

A significant majority of part-time research students are female (Figure 4.1.25, Table 4.1.44). This may be because more females regard full-time study incompatible with other demands on their time.
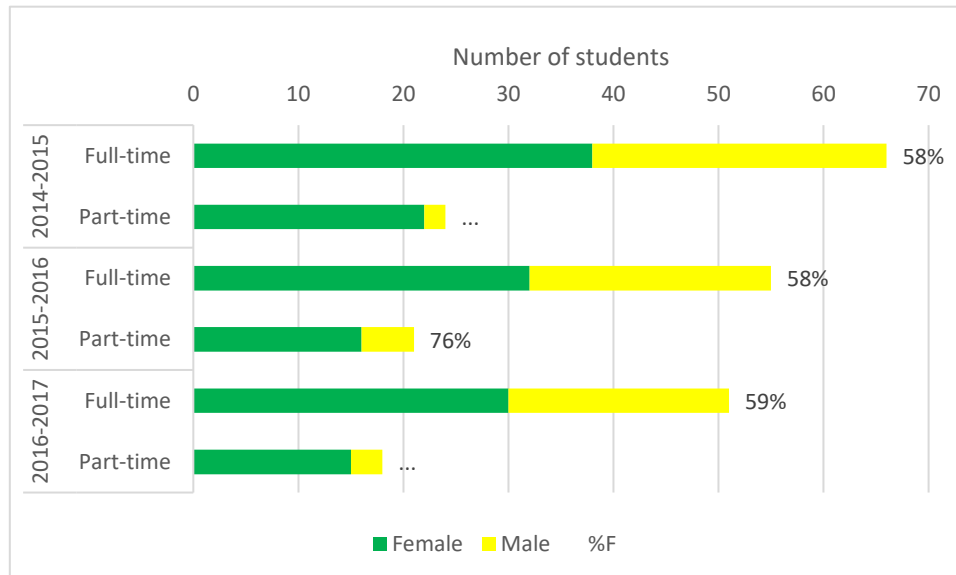
Figure 4.1.25: Full-time and part-time postgraduates on research degrees by gender with percentages of females.

Table 4.1.44: Full-time and part-time postgraduates on research degrees by gender with percentages of females and males.

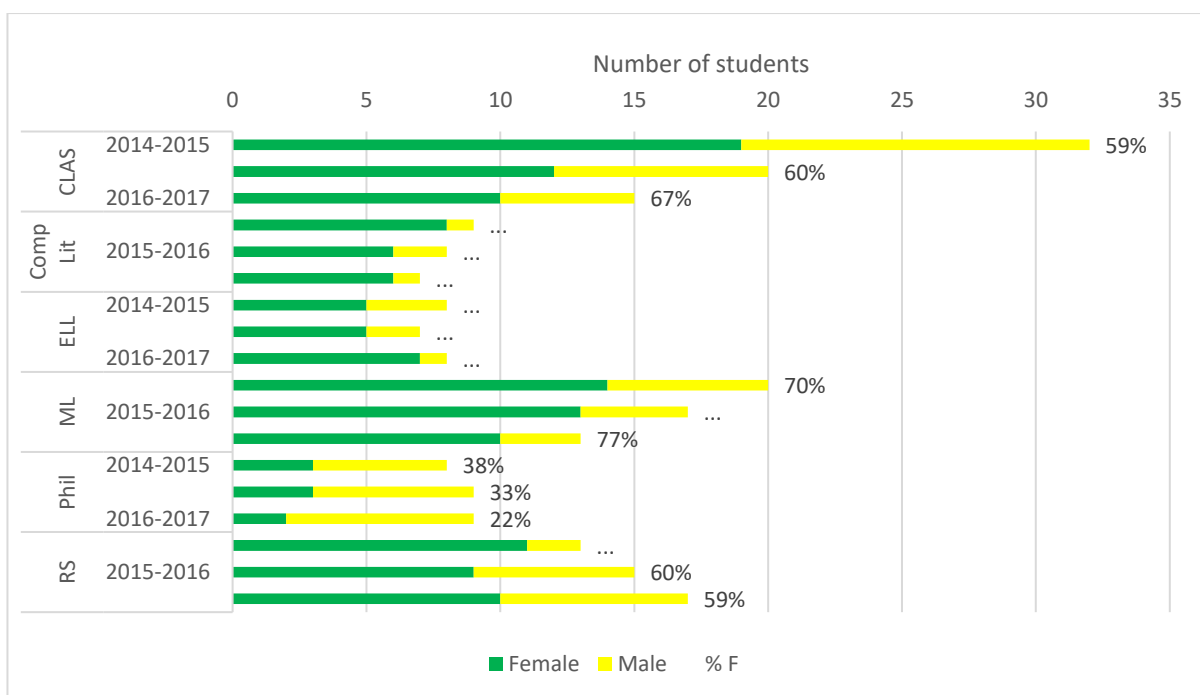| Programme	Year	Numbers		Percentages	
		Female	Male	Female	Male
Full-time	2014-2015	38	28	58%	42%
	2015-2016	32	23	58%	42%
	2016-2017	30	21	59%	41%
Part-time	2014-2015	22	<5	…	…
	2015-2016	16	5	76%	24%
	2016-2017	15	<5	…	…

Figure 4.1.26: Overall number of postgraduates on research degrees by programme with percentages of females.

Table 4.1.45: Overall number of postgraduates on research degrees by programme with percentages of females and males.

Programme	Year	Numbers		Percentages		Benchmark
		Female	Male	Female	Male	% Female
CLAS	2014-2015	19	13	59%	41%	45%
	2015-2016	12	8	60%	40%	45%
	2016-2017	10	5	67%	33%	45%
Comp Lit	2014-2015	8	<5	…	…	63%
	2015-2016	6	<5	…	…	63%
	2016-2017	6	<5	…	…	63%
ELL	2014-2015	5	<5	…	…	63%
	2015-2016	5	<5	…	…	63%
	2016-2017	7	<5	…	…	63%
ML	2014-2015	14	6	70%	30%	63%
	2015-2016	13	<5	…	…	63%
	2016-2017	10	3	77%	23%	63%
Phil	2014-2015	3	5	38%	63%	45%
	2015-2016	3	6	33%	67%	45%
	2016-2017	2	7	22%	78%	45%
RS	2014-2015	11	<5	…	…	45%
	2015-2016	9	6	60%	40%	45%
	2016-2017	10	7	59%	41%	45%

Table 4.1.46: Admissions numbers for postgraduate research degree programmes by gender with percentages of females and males.

Programme	Academic year	Numbers						Percentages					
		Female			Male			Female			Male		
		Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
CLAS	2014-2015	13	9	6	12	10	10	52%	47%	60%	48%	53%	40%
	2015-2016	9	5	<5	<5	<5	5	...	...	...	...	...	...
	2016-2017	8	<5	<5	8	5	<5	50%	...	...	50%	...	...
Comp Lit	2014-2015	<5	<5	<5	5	<5	<5	...	...	...	...	...	...
	2015-2016	5	<5	<5	6	<5	<5	45%	...	...	55%	...	...
	2016-2017	7	<5	<5	<5	<5	<5	78%	...	...	...	...	...
ELL	2014-2015	21	10	<5	26	5	6	45%	67%	...	55%	33%	...
	2015-2016	16	<5	<5	27	<5	<5	37%	...	...	63%	...	...
	2016-2017	26	7	<5	10	<5	<5	72%	...	...	28%	...	...
ML	2014-2015	9	5	<5	6	<5	8	60%	...	...	40%	...	...
	2015-2016	6	<5	<5	11	<5	5	35%	...	...	65%	...	...
	2016-2017	8	6	<5	6	<5	<5	57%	...	...	43%	...	...
Phil	2014-2015	<5	<5	<5	11	6	<5	...	...	...	...	...	...
	2015-2016	<5	<5	<5	7	<5	<5	...	...	...	...	...	...
	2016-2017	5	<5	<5	14	5	7	26%	...	...	74%	...	...
RS	2014-2015	10	5	<5	8	<5	6	56%	...	...	44%	...	...
	2015-2016	<5	<5	<5	8	5	5	...	...	...	...	...	...
	2016-2017	5	<5	<5	8	<5	6	38%	...	...	62%	...	...

Table 4.1.47: Conversions from offers to acceptances by gender.

Academic year	Female			Male		
	Offers	Acceptances	% Converted	Offers	Acceptances	% Converted
2014-2015	35	22	63%	28	15	54%
2015-2016	20	13	65%	16	8	50%
2016-2017	24	13	54%	21	12	57%

Attainment

Challenge:	Action Points:
The University does not routinely collect data on completion rates.	• Investigate ways to routinely collect data on completion rates; • Investigate reasons for withdrawal and non-completion on time; • Investigate any gender imbalance concerning completion.

One challenge here is that the University does not routinely collect data on completion rates.

- Progression pipeline between undergraduate and postgraduate student levels

Challenge:	Action Point:
It was not possible to obtain reliable data on the pipeline between undergraduate and postgraduate.	Investigate ways to routinely collect data on the pipeline between undergraduate and postgraduate.

It was not possible to obtain reliable data on the pipeline between undergraduate and postgraduate. The current database does not allow for the required analysis of the data, and the collection of much of the relevant data is no longer permitted by the Competitions and Markets Authority. This is a significant limitation given the concern about female progression to postgraduate study in Philosophy (Sections 4.1.3, 4.1.4).

4.2. Academic and research staff data
(ii) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Grade

Academic staff numbers by grade with percentages of females are shown in Figure/Table 4.2.1. These are staff numbers by grade for the School. Although the data is provided at departmental level in Section 2 (see Figure 2.3), the staff numbers by grade for each department become too small to draw meaningful conclusions. This is because, as clarified in Section 2, the School is a multi-disciplinary collection of departments. Given this, the benchmarking data for staff is a weighted average of the most relevant departmental data from the ECU Equality in Higher Education: Statistical Report 2017. Also, there is no disaggregated benchmark data available below Professor level. Given this, it may be that the comparison with this benchmarking data is not wholly appropriate.

There is a smaller proportion of females across all grade categories except Lecturer. A larger proportion of Lecturers are women. Figure 4.2.2 shows the extent to which the percentage of females in all grade categories except Professor is below the benchmark for the UK in 2017-18. However, it also shows the increasing proportions of females at Researcher, Senior Lecturer, and Professor grades. Indeed, all grade categories except Reader have moved towards even numbers of females and males. It may be that the number of Readers is too small to draw meaningful conclusions, although the proportion of females at this grade is consistent over three consecutive years. This suggests that

action is required to provide additional support to female colleagues in making the transition between Senior Lecturer and Reader level. This is addressed in Section 5.
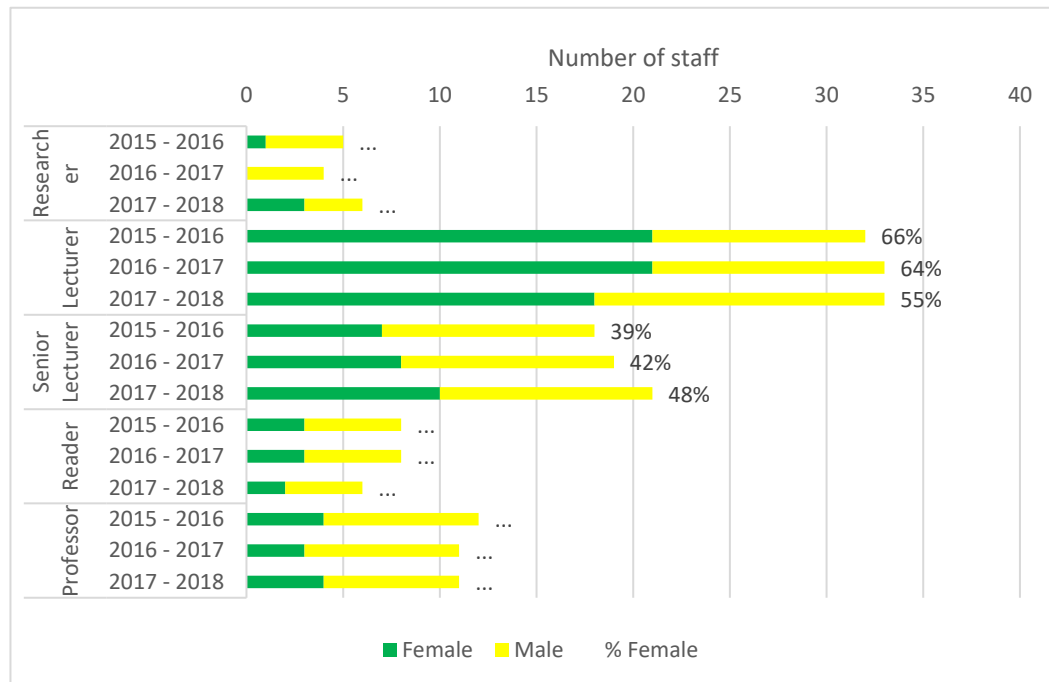

Figure 4.2.1: Staff numbers by grade with percentages of females.

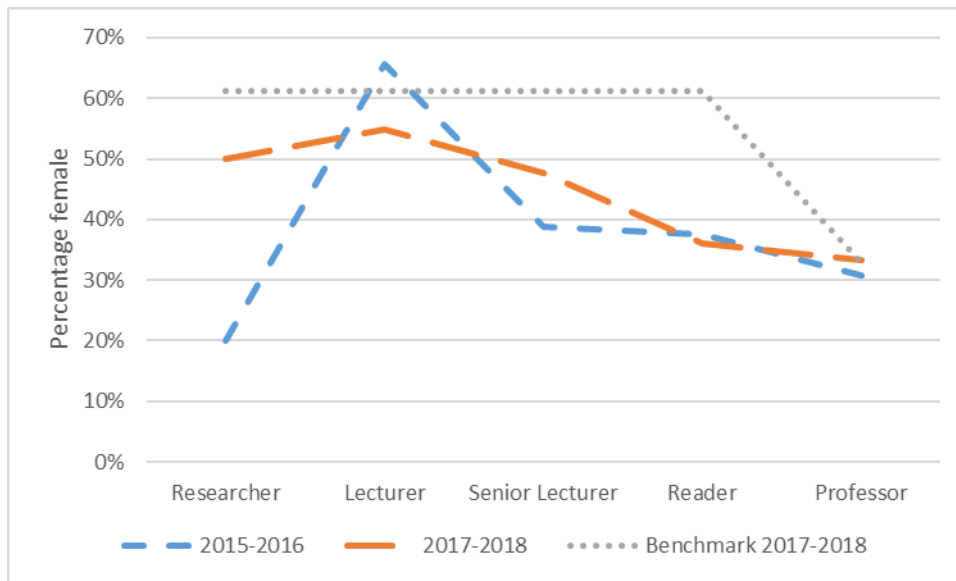*Figure 4.2.2: Career pipelines for females.*

Table 4.2.1: Staff numbers by grade with percentages of females.

Academic year	Female					Male					Percentage female				
	Researcher	Lecturer	Senior Lecturer	Reader	Professor	Researcher	Lecturer	Senior Lecturer	Reader	Professor	Researcher	Lecturer	Senior Lecturer	Reader	Professor
2015-2016	<5	21	7	<5	<5	<5	11	11	5	9	…	66%	39%	…	…
2016-2017	<5	21	8	<5	<5	<5	12	11	5	9	…	64%	42%	…	…
2017-2018	<5	17	10	<5	<5	<5	14	11	<5	8	…	55%	48%	…	…

Table 4.2.2: Benchmarking of staff numbers by grade.

Academic year	Percentage female					Benchmark percentage	
	Researcher	Lecturer	Senior Lecturer	Reader	Professor	Not a professor	Professor
2015-2016	…	66%	39%	…	…	61%	33%
2016-2017	…	64%	42%	…	…	61%	33%
2017-2018	…	55%	48%	…	…	61%	33%

Contract type

Full-time and part-time academic staff numbers with percentages of females are given in Figure/Table 4.2.3. Since 2015-16, the proportion of full-time staff who are female has remained lower than the proportion of full-time staff who are male. However, the proportion of full-time female staff has increased year on year since 2015-16. This proportion is consistently below but is approaching the benchmark, this improvement owing to the School's actively seeking over a number of years to appoint female

academics in order to address the gender imbalance. The proportion of part-time staff who are female is lower than the benchmark. Although part-time staff numbers are small, there has been a drop in the proportion of part-time staff who were female between 2015-16 and 2017-18. This drop is due to two female colleagues moving from part-time to full-time contracts. During the same period, no requests were received from female staff to move from full-time to part-time contracts.
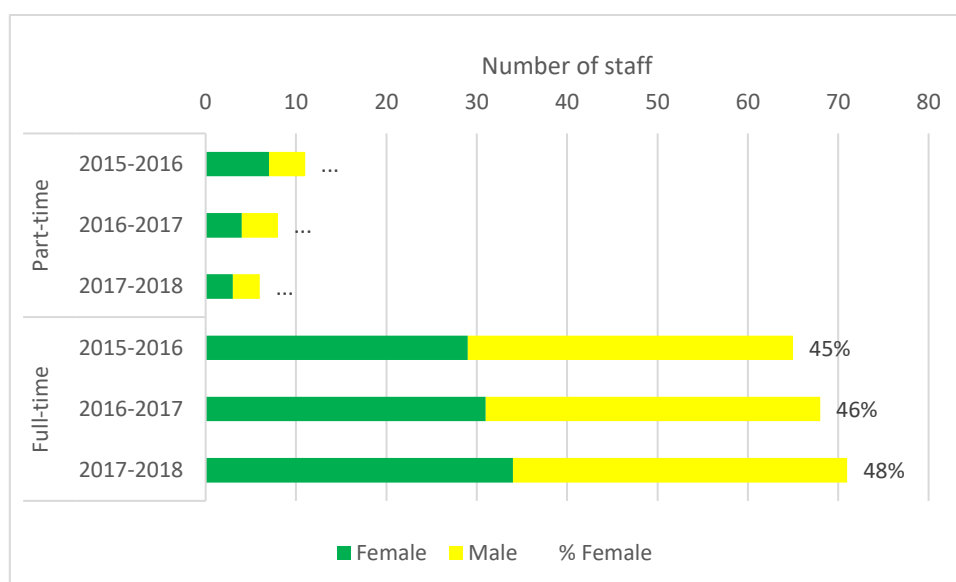

Figure 4.2.3: Full-time and part-time academic staff numbers with percentages of females.

Table 4.2.3: Part-time and full-time staff numbers with percentages of females and males.

| Contract type | Academic Year | Number | | Percentages | | Benchmark |
		Female	Male	Female	Male	% Female
Part-time	2015-2016	7	<5	…	…	70%
	2016-2017	<5	<5	…	…	70%
	2017-2018	<5	<5	…	…	70%
Full-time	2015-2016	29	36	45%	55%	50%
	2016-2017	31	37	46%	54%	50%
	2017-2018	34	37	48%	52%	50%

Contract function

Challenge:	Action Point:
Increase of teaching-only contracts	• Collect data and investigate any gender imbalance arising with respect to teaching-only contracts

Academic staff numbers by contract function with percentages of females is given in Figure 4.2.4 (Table 4.2.4). Although the number of research-only contracts in small, the proportion of females on research-only contracts is historically lower than their male counterparts. However, in 2017-18 the proportion of females on research-only contracts equalled that of their male counterparts and met the relevant benchmark. The proportion of females on teaching and research contracts is consistently lower than their male counterparts. It is also consistently below but close to the national benchmark. The

proportion of females on teaching-only contracts is consistently higher than males on teaching-only contracts. However, this proportion is falling with increasing teaching-only contracts, leading to a more even distribution of females and males on teaching-only contracts in 2017-18. The proportion of females on teaching-only contracts is now below the national benchmark.

In 2017-18, SECL participated in a pilot project to reduce its reliance on staff employed on zero-hours contracts. This is likely to have an impact on the number of teaching-only contracts in futures years as more teaching-only contracts are issued in the place of hourly paid contracts. Vigilance will therefore be required to ensure that the balance between female and male staff on this type of contract is maintained.
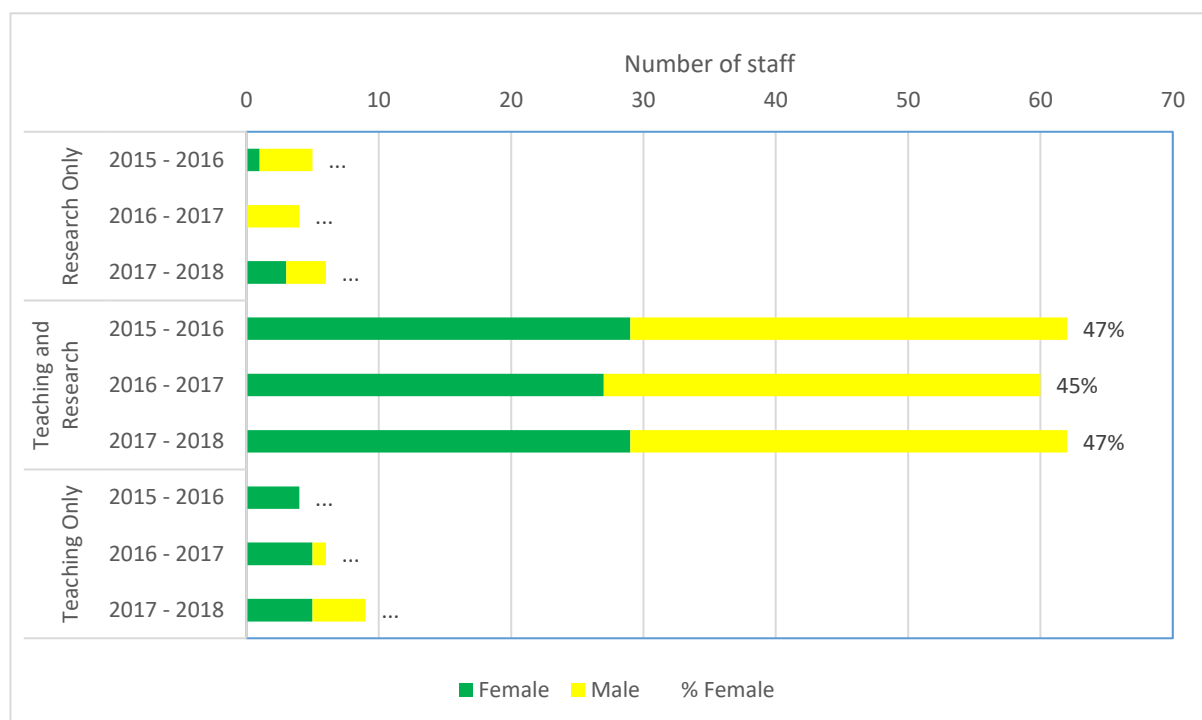
Figure 4.2.4: Staff numbers by contract function with percentages of females.

Table 4.2.4: Academic staff numbers by contract function with percentages of female and male.

Contract Function	Academic Year	Numbers		Percentages		Benchmark
		Female	Male	Female	Male	% Female
Research Only	2015 - 2016	<5	<5	…	…	50%
	2016 - 2017	<5	<5	…	…	50%
	2017 - 2018	<5	<5	…	…	50%
Teaching and Research	2015 - 2016	29	33	47%	53%	48%
	2016 - 2017	27	33	45%	55%	48%
	2017 - 2018	29	33	47%	53%	48%
Teaching Only	2015 - 2016	<5	<5	…	…	69%
	2016 - 2017	5	<5	…	…	69%
	2017 - 2018	5	<5	…	…	69%

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

Academic staff numbers on fixed-term and open-ended contracts are shown in Table 4.2.5. (Given the small numbers, the data are not split by grade.) The number and proportion of females on open-ended contracts are increasing towards the national benchmark. The number and proportion of females on fixed-term contracts are increasingly better than the national benchmark.

Table 4.2.5: Number of academic staff on fixed-term and open-ended contracts with percentages of females.

Contract Mode	Academic Year	Numbers		Percentages		Benchmark
		Female	Male	Female	Male	% Female
Fixed Term	2015 - 2016	8	8	50%	50%	64%
	2016 - 2017	6	9	40%	60%	64%
	2017 - 2018	<5	8	…	…	64%
Open Ended	2015 - 2016	28	31	47%	53%	56%
	2016 - 2017	29	30	49%	51%	56%
	2017 - 2018	33	32	51%	49%	56%

Table 4.2.6: Number of zero-hour contracts with percentages of females and males.

Academic year	Numbers		Percentages	
	Female	Male	Female	Male
2015 - 2016	24	19	56%	44%
2016 - 2017	22	10	69%	31%
2017 - 2018	14	9	61%	39%

There is consistently a higher proportion of females compared to males on zero-hour contracts (Table 4.2.6). Over recent years, the School has worked hard to reduce its reliance on zero-hour contracts. This has had an equal effect on the numbers of female and male colleagues on zero-hour contracts, reducing both by 10 since 2015. As noted above, as part of the University's anti-casualization agenda the School participated in a pilot project in 2017-18 to reduce its reliance on staff employed on zero-hours contracts. It is therefore anticipated that the number of staff employed on zero-hours contracts – be they female or male – will be significantly reduced in future years.

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

Challenge:	Action Point:
10 out of 18 academic leavers joined a competitor institution	• Investigate reasons for choosing competitor institutions and whether they reveal any gender-specific trend.

Of the 18 staff who have left the School, 9 (50%) were female and 9 (50%) were male (Table 4.2.7 and Table 4.2.8). Although the number of leavers is small, turnover for female colleagues has decreased. The reasons for leaving include:

- Expiration of fixed-term contract

- Resignation following appointment at a competitor institution

- Resignation for personal reasons, e.g. spouse is based elsewhere within the UK

- Transfer to another institution

These data are collected by the HoS.

Academic Year	Role	Headcount		Leavers			Turnover		
		Female	Male	Female	Male	Total	% Female	% Male	% Total
2015-2016	Researcher	<5	<5	<5	<5	<5	100%	0%	20%
	Lecturer	21	11	<5	<5	<5	5%	9%	6%
	Senior Lecturer	7	11	<5	<5	<5	0%	0%	0%
	Reader	<5	5	<5	<5	<5	33%	0%	13%
	Professor	<5	9	<5	<5	<5	25%	0%	8%
	Total	35	40	5	0	5	11%	0%	7%
2016-2017	Researcher	<5	<5	<5	<5	<5	-	0%	0%
	Lecturer	21	12	<5	<5	<5	10%	17%	12%
	Senior Lecturer	8	11	<5	<5	<5	13%	9%	11%
	Reader	<5	5	<5	<5	<5	0%	0%	0%
	Professor	<5	8	<5	<5	<5	0%	13%	9%
	Total	35	40	5	5	10	9%	10%	9%
2017-2018	Researcher	<5	<5	<5	<5	<5	33%	67%	50%
	Lecturer	18	15	<5	<5	<5	0%	13%	6%
	Senior Lecturer	10	11	<5	<5	<5	10%	0%	5%
	Reader	<5	<5	<5	<5	<5	0%	0%	0%
	Professor	<5	7	<5	<5	<5	0%	0%	0%
	Total	40	40	0	5	5	5%	10%	8%

Table 4.2.7: Academic leavers by grade with percentages of female and male turnover.

Table 4.2.8: Academic leavers by reason.

Academic Year	Reason	Female	Male	Total
2015 - 2016	Resignation	<5	<5	5
	Dismissal or expiry of fixed-term contract	<5	<5	0
	Other	<5	<5	0
2016 - 2017	Resignation	<5	<5	5
	Dismissal or expiry of fixed-term contract	<5	<5	0
	Other	<5	<5	0
2017 - 2018	Resignation	<5	<5	0
	Dismissal or expiry of fixed-term contract	<5	<5	5
	Other	<5	<5	0

Word count (excluding tables, figures and captions): 1,929.

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

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

Challenges:	Action Points:
Data on gender balance of applicants not currently available to School	• Request from HR statistics on the gender balance of applicants after each appointment process in order to assess the effectiveness of current advertising procedure, with a view to refreshing them if necessary
Maintain academic staff gender balance within School	• Seek to increase the number of female applications for all academic posts
Improve academic staff gender balance in Philosophy	• Actively encourage female applicants for all positions in Philosophy

It is SECL policy for all job descriptions to include a reference to Athena SWAN, and to the University's Athena SWAN Bronze Award. Furthermore, all SECL job descriptions for academic positions include as essential criteria: 'Commitment to delivering equality and diversity in recruitment and in teaching', and 'Ability to teach a diverse student body and to sustain a commitment to equal opportunities'. Since 2014, the School has included in all its job advertisements (under Additional Information) a statement on the School's commitment to the principles of Athena SWAN. Links are also included to information on the EDI policy, on flexible working and on childcare.

With regard to the shortlisting and interview procedures, the School operates the following policies:

1. Every shortlisting and interview panel must include at least one female academic from within the School, in addition to the Head of School (HoS). Panels normally consist of 5 members, including the HoS and the Dean, and the School seeks wherever possible to have a balance of <5 female to <5 male or <5 female to <5 male members on the panel. In no circumstances are single-sex panels approved.
2. Shortlisted candidates meet both panel and non-panel staff at lunch on the day of the interview; this social event does *not* feed into the decision-making process.
3. All SECL staff are invited to attend presentations delivered by candidates and to give feedback to be considered by the appointing panel. Audience members are informed that they are only to ask questions and provide feedback on the presentation, and that they are not to ask leading questions. This instruction is designed to minimize the impact of any unconscious bias.
4. All candidates are asked the same set of interview questions, which are agreed beforehand by the panel. The chair of the interview panel (normally the Dean of the Faculty) reminds panel members that their questions should be open and give the candidates the opportunity to share their experience, knowledge and ideas in a collegial and supportive setting. Candidates are also always given the opportunity to ask questions of the panel at the end of the interview.

5. Following the interviews, panel members are first asked to identify the strengths and weaknesses of each candidate in relation to the essential and desirable criteria for the post; this is followed by each panel member being asked to rank the candidates based on the criteria. The feedback from the audience is considered once the panellists have discussed all the candidates.

The 2018 survey on the academic appointment process was largely positive. 63.9% of staff who completed the survey were of the view that SECL's job advertisements provided the requisite information in a clear manner, and only <5% were of the view that they did not. 52.8% of staff who completed the survey considered the advertisements to communicate institutional gender equality and EDI policy, and only <5% were of the view that they did not (see Table 5.1.1).

	Agree	Disagree
The job advertisement provided enough information clearly	63.90%	<5%
The advertisement showed institutional gender equality and EDI policy	52.80%	<5%

Table 5.1.1: Data on the School's job advertisements from respondents to the 2018 Staff Survey

In 2017–18, the percentage of female academic staff in SECL was just below 50%, with only one department (Philosophy) in the School falling significantly below 50% (see Table 5.1.2).

Department	Female	Male	Total	% Female
Classical and Archaeological Studies	9	9	18	50%
Comparative Literature	<5	<5	6	67%
English Language and Linguistics	7	<5	7	64%
Modern Languages	9	12	21	43%
Philosophy	<5	8	8	27%
Religious Studies	5	5	10	50%
Total	37	40	77	48%

Table 5.1.2: Academic and research staff by gender in 2017-18

(iv)   Induction

Challenges:	Action Points:
30% of staff responding to AS survey in 2018 are dissatisfied with the quality of Induction offered centrally by the University	• Encourage participants in the central induction process to provide constructive feedback to the University's Learning and Development Team
Ensure effective and efficient Induction at School level in light of dissatisfaction with the central University-wide provision	• Create a SECL checklist for Heads of Department, Probation Supervisors, and PGCHE Mentors to complete, including EDI Induction completion
Some Research Staff responding to AS survey in 2018 express concern about variability of practices with regard to their Induction	• Develop a specific induction template for Research Staff and provide to line managers prior to the commencement of employment.

The University's staff induction procedure applies to all new staff at Grades 1 to 10. The central component to this induction procedure at University level is the Staff Induction Fair. Information on University induction is provided on the HR website. In addition to these University-level induction events, SECL provides induction for all new academic staff, including sessions on University/School education initiatives (e.g. lecture capture) and student support issues. New staff are also introduced to the practicalities of working in the School and undertake a Health and Safety induction. This is supported by the provision of a comprehensive staff handbook. The standard probationary period for incoming staff is three years, during which the PGCHE is completed (if required). Each probationer is assigned a Probation Supervisor and a PGCHE Mentor. Probation Plans are finalized in the first few weeks of term and require the approval of the HoS (as line manager) and the Dean of the Faculty. Since 2018, the EDI Rep runs an EDI Induction/ Refresh event in Autumn and Spring Terms. The event mandatory for new SECL staff. All staff are encouraged to attend.

The 2018 Staff Survey indicated that 50% of those completing the survey considered the University-level procedure to be satisfactory, with 30% being of the view that it was not satisfactory. One respondent raises an interesting question with respect to the variability of practices for newly appointed Research Fellows.

(v)   Promotion

Challenge:	Action Points:
33% of staff responding to the AS survey in 2018 felt they did not understand the University criteria for promotion and 31% did not find the SECL SPP helpful.	• Run a briefing session for all academic staff, outlining the criteria for promotion to Senior Lecturer, Reader and Professor, as well as from Research Fellow to Senior Research Fellow; • Invite all eligible staff to submit information on their principal achievements, in accordance with the University's promotion criteria, to the SPP at the beginning of the promotions round. This will enable SPP to assess the profiles of all academic staff, and then actively encourage applications where this is deemed appropriate; • Assign a mentor from SPP to any staff member who has not submitted a successful application for promotion within a three-year period; • Assign a member of SPP to work closely with each staff member who wishes to submit an application for promotion. This will be in addition to the general feedback and support from SPP as a whole.

	• The SECL SPP will also include the AS Lead as an observer, who will also contribute to the general report prepared for the Faculty and the University.

In accordance with University policy, in 2013 SECL established a School Promotions Panel (SPP) designed to advise and support academics in their career progression. This panel complements the annual individual staff appraisal – the Reflect, Plan, Develop (RPD) meeting – that each academic staff member has with a colleague of their choice within the School. The SPP is chaired by the HoS and includes senior colleagues (at professorial level) from each of the School's six departments. Thus the SPP normally consists of between 5 and 7 members, with both female and male members being a requirement, and never fewer than <5 female members on the SPP.

Guidance on the promotions process and the role of the SPP therein is sent out annually to all academic staff in the School by the chair of the SPP. This includes the timetable and the links to the relevant HR documents. The SPP invites all non-professorial staff to contact the SPP if they would like advice on whether they should consider applying for promotion. In tandem, following a review of all eligible staff the SPP proactively encourages those whom it considers ready to apply for promotion. It then advises on draft applications for promotion. The principal challenge for the SPP when reviewing staff profiles is having all the relevant information on staff achievements available. This is an area where action needs to be taken.

Following the submission of applications for promotion, the SPP meets to consider all applications and to write a joint report on each application, identifying strengths and weaknesses of the application across the relevant criteria. The SPP reports on promotion applications are then considered by the Humanities Promotions Committee (HPC), chaired by the Dean of the Faculty, which in turn writes a report on each application, identifying strengths and weaknesses, and making a recommendation on whether or not external references should be taken up. SECL's HoS sits on the HPC, together with another member of the SPP. SECL ensures gender balance between its two HPC members: <5 female and <5 male member of staff.

In addition to producing a report on each promotion application, the SPP also writes a report on its support for staff across the School in the promotions process, including a breakdown by gender and level. The SPP reviews all academic staff within the School, with particular attention being paid to those staff who have not been promoted over the past five years, and/or who have not submitted an application over that period. Support in the form of informal mentoring is offered to these staff, with a view to helping them develop an application.

All applicants for promotion receive feedback from the Dean of the Faculty, with the HoS in attendance. This feedback is provided by the University Promotions Committee (UPC), on which the Dean is an observer. This is to ensure that the HoS can work to support unsuccessful applicants. SECL also encourages those unsuccessful applicants who are dissatisfied with the feedback that they have received to request a meeting with the Vice-Chancellor, who chairs UPC.

The University's promotion criteria now include 'good citizenship' which includes AS participation. This has helped to highlight the AS relevance for career progression.

The following positive effects on career progression have been achieved in SECL over the past three years.

	Year	Pool		Applied		Successful		
		F	M	F	M	F	M	% F
Senior Lecturer	2014-15	6	7	<5	<5	<5	<5	67%
	2015-16	6	8	<5	<5	<5	<5	100%
	2016-17	10	8	<5	<5	<5	<5	67%
Reader	2014-15	5	12	<5	<5	<5	<5	N/A
	2015-16	7	11	<5	<5	<5	<5	100%
	2016-17	8	11	<5	<5	<5	<5	N/A
Professor	2014-15	<5	<5	<5	<5	<5	<5	N/A
	2015-16	<5	<5	<5	<5	<5	<5	N/A
	2016-17	<5	<5	<5	<5	<5	<5	100%

Table 5.1.3: School promotions data by gender

One of the concerns that has been raised is recent years, and that is reflected in SECL's 2018 Staff Survey, is that the criteria for promotion for staff on Teaching and Scholarship (T&S) contracts is considerably less clear than that for staff on Teaching and Research (T&R) contracts. This issue is now in the process of being addressed by the University's Recognising Excellence in Education Project (REEP), which is refining the criteria for excellence both in teaching and in scholarship (as distinct from research). SECL looks forward to the impact of REEP on promotions for T&S staff. The School invited the Project Lead to a School Meeting in 2018 to encourage participation in the consultation process for the new Academic Career Map which is being designed to provide staff with clear criteria for each career stage.

> *The university needs to set its criteria fairly, transparently, and openly because the criteria differs greatly between years and people*
>
> SECL XXX staff member

> *Promotions criteria often seem mysterious and ill-defined*
>
> SECL XXX staff member

In the 2018 SECL Staff Survey, only 28% of respondents felt that the SPP was helpful, while 31% were of that view that it was not. While this is disappointing, the fact that the response rate was fairly low does need to be taken into account. The 2018 SECL Staff Survey revealed that 33% of respondents were of the view that the SPP was supportive of their promotion, while 19% were of the view that it was not. 55% of respondents felt that they understood the promotions process and criteria, and 33% felt that they did not.

> *I'd suggest that lecturers applying for their first promotion be supported better, perhaps by having a one-on-one guide through the process who works closely with them on the application*
>
> SECL XXX staff member

Following the 2018 Staff Survey, the SPP recognizes that it needs to be more proactive in mentoring staff to ensure that they can develop their profiles so that they are well placed to apply for promotion.

In order to seek to address the dissatisfaction with the SPP – which has no power to decide whether a promotion application is successful or not – SECL will undertake the following actions:

> *Mentor schemes are very important and I guess these could potentially be utilised more within SECL*
>
> SECL XXX staff member

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

Challenges:	Action Points:
No comparable data for the RAE (2008) submission are available for all Units of Assessment	• Liaise with Central Research Services to generate the required RAE (2008) data, compare with REF (2014) and investigate any gender-related trend emerging
Ensure a fair, evidence-based and transparent process in preparation for the REF 2021 submissions across all Units of Assessment	• Provide REF-related EDI guidance and training to all School academic staff in decision-making roles: HoS, DoR and REF Coordinators.

The following Table provides the data on SECL's four submissions to the most recent REF (2014). It shows that 40% of those SECL staff who were not submitted to REF 2014 were female.

Unit of Assessment	Submitted		Not submitted		
	Female	Male	Female	Male	% F
Classics	7	6	<5	<5	0%
Modern Languages and Linguistics	14	13	<5	<5	57%
Philosophy	<5	10	<5	<5	N/A
Theology and Religious Studies	<5	<5	<5	<5	0%
Total	29	34	<5	<5	40%

Table 5.1.4: REF 2014 submission data by Unit of Assessment

The School does not hold comparable data for the RAE (2008). We were unable to obtain reliable data for all Units of Assessment for this prior submission.

5.3. Career development: academic staff

(vii) Training

Challenge:	Action Points:
There is low uptake of EDI training within the School, only 15 staff have completed the mandatory University EDI e-learning course.	• Run an awareness-raising campaign to encourage academic colleagues to fulfil mandatory requirements with respect to the EDI e-learning module; • Run a School-level training event on Unconscious Bias Awareness for all staff

The University provides training in numerous areas, some mandatory, e.g. e-learning modules on EDI. Take-up of this mandatory training appears, however, to be extremely low (7 female, 8 male). The School therefore needs to communicate this requirement much more widely to existing and new colleagues. Academics appointed without a formal teaching qualification study for the PGCHE during their (usually) three-year probationary period. Some PGCHE modules are also taken by Graduate Teaching Assistants (GTAs) as part of the Associate Fellowship Scheme (AFS). Staff are notified of optional University workshops by the relevant director, e.g. Student Success Workshops. The School does not hold attendance records for these events.

Programme	Year	F	M	% F
Aurora	2014-15	<5	<5	100%
	2015-16	<5	<5	N/A
	2016-17	<5	<5	100%
LASR	2014-15	<5	<5	100%
	2015-16	<5	<5	N/A
	2016-17	<5	<5	50%
NSL	2014-15	<5	<5	100%
	2015-16	<5	<5	0%
	2016-17	<5	<5	0%

Table 5.3.1: Leadership training undertaken by academic staff

SECL nominates staff for leadership programmes such as the women-only Aurora programme, and also Kent's Leadership for Areas of Specific Responsibility (LASR) and New Senior Leaders (NSL) programmes. Since 2014, 7 female academics from SECL have participated in Aurora, 9 academics from SECL have participated in LASR (7 female, <5 male), and four in NSL (<5 female, <5 males). Opportunities to participate in Aurora are circulated annually by the University's Aurora Champion (a member of the School's professoriate). Participants in LASR are usually identified through the annual Reflect Plan Develop (RPD) appraisal process, and NSL participants are ordinarily incoming Heads of School or those undertaking a senior role in the Faculty, and therefore nominated by the Dean of the Faculty.

In 2014, all SECL members (both academic and professional services staff) participated in the University's 'Valuing Everyone: Building and Maintaining an Inclusive Culture' programme (31 female, 27 male). Responses to the 2018 Staff Survey suggest that

feelings were mixed regarding the success or appropriateness of this training. More recently, 5 academics have attended an Unconscious Bias Awareness course (<5 female, <5 male). Feedback on this course has been very positive.

(viii) Appraisal/development review

Challenge:	Action Points:
Concerns about the usefulness of RPD raised by some respondents to the AS survey in 2018	• Convene a focus group to explore staff concerns and develop a list of recommendations to enhance the RPD process for academic colleagues; • Review the current position regarding training of reviewers and ensure that it is undertaken where necessary; • Increase the number of female appraisers, in line with the demographical make-up of the School (i.e. 50/50).

Kent's appraisal process is referred to as RPD. All academic staff, except probationers (for whom there is the annual Probation Review meeting), are appraised annually and, following a recent change to University policy, RPDs are now mandatory. In the most recent cycle (summer 2018), there were 19 appraisers (8 female, 11 male) among the academic staff community. The number of appraisers reflects the multi-disciplinary and diverse nature of the School. The University provides training for appraisers and the School encourages participation in this training. However, records are not maintained on the uptake of this institutional-level training, and it is not mandatory.

The 2018 Staff Survey suggests variability in the perceived usefulness of the RPD process. Although grateful for the time provided by appraisers, colleagues expressed concerns that it is a 'box ticking exercise' and was designed with professional services staff in mind. This suggests that work is required to further enhance the operation and perceived value of the RPD process among academic colleagues.

I don't find the RPD process particularly meaningful, though I have always been grateful for my reviewer's time and advice. The quality of the encounter depends very much on an astute choice of reviewer.

SECL XXX staff member

(ix) Support given to academic staff for career progression

Each member of academic staff in SECL benefits from an annual RPD meeting with another academic staff member of their choice. For this meeting, staff complete a

template identifying achievements over the past year, plans for the coming year, as well as learning and development opportunities that they would like to take up. The appraiser meets with the staff member to discuss the matters included in the template, and to add written commentary as feedback. These forms are then seen by the HoS in order to identify ways in which career progression can be supported both at an individual level and collectively within the School. All staff are also encouraged to request a Mentor either from within or beyond the School if they feel that this would support their career progression.

SECL actively encourages all staff to apply for study leave as soon as the requisite service has been undertaken, thereby enhancing career progression opportunities. Since 2014, no SECL staff member applying for study leave has been unsuccessful in their application, with all applications having been supported by the School.

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

Challenge:	Action Points:
Recent DLHE results show employability is not sufficiently embedded into our UG and PG curriculum	• Create a compulsory, non-credit-bearing employability module for Stage 2 undergraduates; • Double the number of School-level employability events for PGT students; • Obtain data on engagement with the Graduate School's PG development programmes as well as the PG Placement Scheme; • Develop a new student communications strategy to increase uptake if required; • Run discipline-specific employability events for PGR students.

Undergraduate students are assigned an Academic Adviser (AA) when they commence their studies. The role of the AA is to provide academic support and advice on module choices, as well as to encourage students to reflect on how their learning can assist in the pursuance of career goals. The School currently benefits from its participation in the University's Student Success Project, the remit of which is primarily to address the attainment gap between white and BME students. A key concern of the Student Success Project is to enhance the AA scheme in order to ensure that all students take full advantage of it. This refresh is an opportunity to reconsider how the School engages with its undergraduate students with regard to personal development. In addition, the School's employability team organises a comprehensive series of events in partnership with the Careers and Employability Service, focusing on CV writing and working in particular sectors (e.g. heritage, teaching or publishing). Employability is also embedded within UG/PGT module content. However, recent DLHE results suggest that further consideration needs to be given to embedding employability within the curriculum.

Postgraduate taught (PGT) students are provided with information on postgraduate research (PGR) programmes, and, where appropriate, are encouraged to consider progressing to PGR programmes by the relevant Programme Director or their dissertation supervisor. The School's employability team has recently introduced events designed

specifically for PGT students (including CV writing and careers drop-in sessions for PGT students), and PGT students are encouraged to enrol on the Graduate School's Global Skills Award programme.

The major source of support for PGR students is their supervisory team, which comprises at least two academic colleagues. As well as regular supervisions, there are scheduled review meetings where skills training is discussed. PGR students are also encouraged to make use of the Graduate School's Research Development Programme, which is designed to develop a range of skills to improve their effectiveness as researchers.

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

The University's central Research Services department alerts staff to external funding opportunities on a regular basis, as well as running a 'Grants Factory' and ECR Network workshops with mock funding approval panels. Research Services also provides support on the costings in funding applications. Larger grant applications in SECL are generally to the AHRC, the Leverhulme Trust, the British Academy, and the Wellcome Trust. The University has an internal peer-review system for larger applications. In addition to this, SECL provides support for all applications through subject-specific feedback, usually from the relevant REF Coordinator, as well as the School Director of Research. Additional internal support is provided in the form of feedback on drafts from those more senior staff with a strong record of grant capture.

All SECL T&R staff meet with the HoS, the School Director of Research, and the relevant REF Coordinator for an annual Individual Research Planning (IRP) meeting. These meetings include discussions of relevant funding schemes for the individual's research project(s), as well as guidance on how to maximise the chances of success. New staff complete a Probation Plan in the first few weeks of the term of their arrival, including an outline of their plans for funding applications. These plans are discussed in draft form with the Probation Supervisor as well as the HoS, and are then forwarded to the Dean of the Faculty for approval. During the (normally) three years of academic probation, Probationers are given the opportunity to discuss their funding plans on an annual basis both at their IRP and at their annual Probation Review meeting with their Probation Supervisor.

The University research strategy identifies an increase in research funding as a priority, and in 2018 the Faculty of Humanities launched a new Funding Incentivisation scheme, whereby those writing larger grant applications could apply for internal funds to support them. The School is not currently in a financial position to direct additional internal funds to support the writing of grant applications; however, the Faculty funding is most welcome, and the School will warmly encourage and support applications for this internal funding.

5.4. Career development: professional and support staff

Challenge:	Action Point:
Disparity in treatment with respect to regrading applications by PSD staff	• Lobby University via ASWG and Institutional SAT to rethink and improve policy on PSD staff career progression

Although not a requirement for Bronze Awards, SECL would like to take the opportunity to reflect on career progression for professional service staff. If an individual's duties have changed, then it may be possible for that individual's post to be considered for a regrading. Applications for increments or one-off payments are also possible. However, the University has recently introduced a requirement for departments to be able to cover the additional costs of successful regrading applications (previously the additional budget was provided, much as it is rightly provided for academic promotions). This is potentially prohibitive and creates a disparity in treatment for this group of staff. The School will therefore continue to lobby the University for change.

5.5. Flexible working and managing career breaks

Since 2014, five academic staff and one PGR student have taken maternity leave. No professional services staff have taken maternity leave during the period 2014–17. The following commentary therefore relates only to the School's existing practices for academic staff.

(xii) Cover and support for maternity and adoption leave: before leave

Challenge:	Action Points:
Ensure best support at this preparatory stage to counteract potential negative impact of leave on career progression.	• If the HoS is male, offer the individual the right to meet with a female colleague. • Integrate the University's family-friendly checklist into discussions prior to maternity or adoption leave. • Ensure in all cases that fixed-term substantive appointments are made to cover the period of leave.

In each case, the HoS has met with the member of staff to complete the appropriate risk assessment documentation. In tandem, the relevant Head of Department (HoD) liaises with the HoS and SAM regarding the reallocation of duties. Where workload cannot be rescheduled or covered by existing staff, the School has sought to cover the post either by appointing a fixed-term substantive academic or by contracting hourly paid staff. However, following a recent review of hourly paid lecturers within the School, this latter option will no longer be adopted, since the School has committed itself fully to the anti-casualisation agenda.

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

Challenge:	Action Point:
Ensure best support to combat potential negative impact of leave on career progression.	• Give staff the use of their office while on maternity leave, since this will benefit the mother in terms of KIT and reintegration.

	(Given estate constraints, this office space will be shared with their replacement staff member.)

The School encourages the use of Keeping in Touch (KIT) days to ensure that colleagues stay informed during maternity leave, and aims to provide appropriate support for the individual's return to work. The content of the KIT has been dependent upon the individual's interests. Examples of KIT day activities include research seminar attendance, outreach activities and conference attendance. The School allows maximum flexibility in deciding if and when colleagues take KIT days. During leave, the School seeks to enable academic staff to have access to their offices. In some instances, the colleague has offered the use of their office to another member of staff and on one occasion it was necessary to reassign the use of the office during the period of leave. Where the office has been used by another member of staff, it has been returned for the sole use of the staff member on their return from leave.

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

Challenge:	Action Points:
Survey results from 2018 indicate dissatisfaction with current policy and practice on returning from maternity leave, in particular with respect to support for research excellence.	• Where the staff member has accrued sufficient entitlement, support an application for one term's study leave immediately upon a mother's return to work in order to provide an opportunity for her to re-engage with her research and bring teaching materials up to date; • Convene focus group to investigate what measures can be taken by SECL to support returning to work from maternity and adoption leave; • Support the staff member to ensure that appropriate adjustments are made to their timetabling constraints. • If the HoS is male, offer the individual the right to meet with a female colleague.

The HoS meets with the academic returning from maternity or adoption leave to undertake the necessary risk assessment and consider other issues pertaining to their reintegration into the School. Recent examples have included concerns about timetabling constraints and a request for a fridge to assist with breastfeeding arrangements (the latter being organised by the School via Occupational Health).

In the 2018 Staff Survey, one respondent raised concerns about teaching load on the return to work. Although the School seeks to ensure that returning mothers are not asked to undertake significant administrative roles on their return to the workplace, to date teaching reductions have not been offered. There is great variability across the University on this issue, and the School welcomes the University's commitment to developing an institutional policy (Action 5.5.7 in the institutional Athena SWAN Bronze Award application). In the meantime, however, SECL will develop a School-specific policy.

Policies at University and School level regarding return from maternity leave are inadequate for supporting research. My teaching load when I returned made it nearly impossible to get up to speed on research, which put me at a long-term disadvantage compared to my colleagues at Kent and elsewhere

SECL XXX staff member

(xv)   Maternity return rate

The data for 2014–17 demonstrates that the return rate is high, with all but one member of staff returning. The non-returner was a Graduate Teaching Assistant on a fixed-term contract. The student's departure was therefore owing to the end of funding – which was held in abeyance during the period of maternity leave – rather than to work/life balance issues.

SILVER APPLICATIONS ONLY
Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

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

In the period 2014–17, <5 male colleagues took paternity leave. Since that period, <5 male colleagues have taken shared parental leave, and it is pleasing to note that a recent policy change has enabled male colleagues to take additional time away from the office at this important time. In all cases, SECL has used the University's policies on the 'Family Friendly Practices' webpage.

(xvii)   Flexible working

Challenge:	Action Points:
AS Staff survey results demonstrate widespread concern by SECL staff about the adverse EDI implications of new University policies and the insufficient consultation with staff prior to implementation.	• Ensure that staff concerns are fed back to the University regarding the proposed timetabling constraints policy. • Convene a focus group to consider the impact of proposed University policy changes (including one Enhancement Week per term on a fixed date replacing two Reading Weeks) on work/life balance of working parents. Use the results of

	the focus group to inform recommendations for future improvements.

In the period 2014–17, <5 academics have changed contracts from full-time to part-time. XXX has resumed full-time duties and XXX reviews the situation on an annual basis in discussion with the HoS. The reason for these contractual changes was caring responsibilities. In the same period, no formal flexible-working arrangements were requested by professional services staff.

Overall, the School has been very supportive in this regard

SECL XXX staff member

For academic staff, the School makes use of timetabling constraints to enable all academic colleagues to work flexibly. The School's policy is two full days per week or the equivalent of 18 hours spread across the week, in either blocks or hours. At the time of writing, the University is consulting colleagues across the institution about the possible introduction of a unified timetabling constraints policy which will impact upon the flexibility currently on offer to academic staff. However, this will be supported by access to the University's flexible-working policy. SECL understands that the Teaching Constraints Task and Finish Group are currently meeting to discuss feedback and comments, including those from Athena SWAN channels.

One notable concern voiced throughout the 2018 survey is a very high level of dissatisfaction with the University's new policy on Reading Weeks. The University has introduced a single Enhancement Week and expects the School to phase out its current practice of two Reading Weeks per term in time for 2019–20. It is evident from discussions with colleagues and responses to the survey that this has impacted upon working parents who previously had the flexibility to schedule Reading Weeks to fit around caring commitments, e.g. half-term.

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

The School has no recent experience of this. However, staff may request a temporary reduction in hours before resuming their original contract under the University's flexible-working policy. This is known as 'V' working. The scheme is designed to cover short periods of no more than six months.

5.2. Organisation and culture
(xix) Culture

Challenges:	Action Points:
The experience of an 'us and them' culture within SECL as expressed by some staff survey respondents.	• Resource and support EDI work; • Ensure EDIC Chair has access to all SECL staff meetings; • Create SECL repository for the minutes of all committee meetings; • Conduct annual staff survey to review EDI progress;

	• EDIC Chair to make an annual presentation both to SPG and School Board (at the Autumn School Meeting); • EDIC to run termly lunches, each with a particular focus, such as balancing work and caring responsibilities, promotions processes and mentoring. These lunches will be open to academics, professional services staff and PGR students; • Establish EDI/AS as a standing item on the agenda of all departmental Boards of Study, SPG and School Board meetings; • Commission all-staff training event on respect and dignity at work, with a specific focus on academic and professional service working together collegially; • Refurbish SECL Staff Common Room to create a more inviting and informal social space for use by all staff.
9 (out of 66) respondents to the SECL Student Culture survey reported witnessing inappropriate gender-related behaviour but did not feel there was a point in reporting it.	• Initiate and support student focus group work on EDI issues and in particular intersectionality; • Devise and put in place anonymous system through which students can raise promptly any EDI concerns; • Conduct annual student survey to review EDI progress; • Integrate EDI training within the curriculum; • Lobby the University to ensure coverage of appropriate conduct can be easily located in the Student Guide, with clear published reporting lines for unacceptable behaviour
25% of the respondents to the SECL Student Culture survey consider their reading lists to be unrepresentative and further 25% are unsure whether the lists are representative or not.	• Investigate gender and BME representation on Reading Lists and address underrepresentation building on BPA/SWIP Good Practice, in partnership with the Student Success Project

SECL is in the process of embedding the Athena SWAN Charter principles. The SAT benefits from staff participation at all levels, from across the School's six departments and from the professional services. In her capacity as Deputy HoS, the Chair of SECL's

Athena SWAN SAT is a member of the School Planning Group, and makes a report at each termly meeting on issues and initiatives. The Equality, Diversity, and Inclusivity Representative is also a member of the SAT. Over the past year, the SAT has been consulting widely across the School, and is now beginning to shape policies. SECL also benefits from the University's Aurora Champion being a member of the School.

There is definitely a 'them and us' culture between some of the academic and professional services team

SECL XXX staff member

SECL's 2018 Staff Survey (see Table 5.6.1) shows that the majority of staff feel treated fairly by students and that successes and achievements are appropriately celebrated in the School. However, a smaller, though still considerable group feel that the School is not inclusive. The 2018 Staff Survey includes concerns about an "in" crowd and an "us" and "them" culture between academic staff and professional service staff. These are clearly issues that need to be addressed.

	Agree	Disagree
In your interactions with students, including evaluations, you feel treated fairly irrespective of gender/ background/ ethnicity	71.40%	17.10%
Successes and achievements are celebrated in SECL irrespective of gender/background/ethnicity	77.10%	5.70%
The School seems inclusive to me	61.10%	22.20%

Table 5.6.1: Data on the perceptions of School culture from respondents to the 2018 Staff Survey

Along with the SECL staff survey, we also conducted a comprehensive SECL Student Culture survey in Summer 2018. The survey was completed by 66 students (56 UG and 10 PG), of which 49 females, 16 males and <5 unspecified.

There were lots of academic and professional services staff in SECL who I really liked and admired and found very inspiring, both academically and professionally.

SECL XXX student

94% of respondents believe that male and female students have equal opportunities within SECL and 88% of respondents believe that SECL lecturers give equal help to male and female students. There were many positive comments from students about the staff who they consider to be role models within SECL, and about SECL's welcoming and supportive atmosphere.

> *I only ever found SECL extremely welcoming, accepting, inclusive and equal.*
>
> SECL XXX student

Nevertheless, 9 respondents confirmed that they had directly witnessed unacceptable gender stereotyping within SECL. 100% of these said that they had not reported this behaviour.

In addition, only 55% of the 66 survey respondents said that they would feel comfortable reporting such behaviour, if observed. Reasons for this included concerns that this process would be prolonged, or uncomfortable, or 'pointless'. This is a serious issue and we will seek to address it as a matter of priority in our Action Plan.

> *The system of complaint within academic structures is incredibly difficult to engage with for numerous reasons, and often felt like it would be useless to report it. This feeling was echoed by numerous students, who felt that their opinion was either worthless or that nothing would be done*
>
> SECL XXX student

Regarding reading lists, there was concern that these did not always represent both male and female authors and do not reflect the wider diversity of our academic community.

> *There were far too few female authors on my reading lists. There were also FAR too few gay and lesbian authors, and FAR too few authors from ethnic minorities*
>
> SECL XXX student

50% of respondents said that their reading lists represented both sexes equally, with 25% saying no, and 25% unsure.

35% of respondents requested more information to be sent to students about role models within SECL. It is difficult to know in advance what kind of person will be a fitting or helpful role model to any particular student. In fact, SECL does not want to 'impose' specific role models on anyone. However, we also acknowledge that it can be helpful to have examples of people to look up to in different ways. The Student Success Project suggests such examples through the Inspirational Speakers Programme and the regular Student Success Skills Workshops.

(xx)   HR policies

Challenge:	Action Points:
60% of respondents to the staff survey have either experienced or heard about inappropriate behaviour, most of which remained unreported.	• HoS and EDI Rep to encourage staff to report inappropriate behaviour. • Organise triennial training of all staff on 'Tackling Unconscious Bias and Bullying, and Promoting Dignity and Respect on Campus'; • Commission compulsory training for all PGRs on bullying, harassment, and active bystander techniques.

SECL's EDI Representative is a member of the University EDI Network, and disseminates relevant information from that Network to the School. For University HR policies, staff are directed to the relevant HR webpages.

All SECL staff have been required to take EDI training within the last five years. Over that period, the HoS has on a number of occasions been contacted by staff who have raised complaints about behaviour towards them that was in contravention of the University's Dignity at Work policy including bullying of junior staff, ethnically-biased comments and gender-biased comments. These complaints have been taken very seriously and have in all cases led to disciplinary action. In the 2018 SECL Staff Survey, 78% of respondents indicated that they had not had any interactions with colleagues that involved misunderstandings about their gender, ethnicity, or sexual orientation that made them feel uncomfortable. However, 60% of respondents indicated that they had either experienced or heard about colleagues experiencing treatment that adversely affected their or their colleagues' working dignity, this treatment including bullying or any form of harassment. This suggests that further action is required to ensure staff report such behaviour so that it can be addressed.

(xxi)   Representation of men and women on committees

Challenge:	Action Points:
30% of respondents to the staff survey did not feel they were treated equally in committee meetings	• Invite staff to feed back to EDIC on whether the representation of men and women on School committees is balanced, and, if not, where the problem lies; • Develop training for Committee Chairs to raise awareness of EDI issues with respect to voice and presence in meetings.

The principal School committees are: EDIC, Education Committee, Research Committee, Graduate Studies Committee and School Planning Group. The Heads of Department and chairs of the other School-level committees all sit on School Planning Group, which is chaired by the HoS, and which in turn reports to the School Board at termly School Meetings (for all staff). The School is achieving an appropriate gender balance across most portfolios (see Table 5.6.2). However, the two outliers are Graduate Studies Committee (GSC) and School Promotions Panel. The imbalance in membership of the GSC is owing to two female colleagues being on study leave (ordinarily 45% of the membership is female). The imbalance on the School Promotions Panel is owing to a) the need to ensure subject coverage across the School and b) an unfortunate ruling that members of the University Promotions Panels may not participate in School Promotions Panel. This reduces the pool of eligible staff. Table 5.6.2 shows the gender balance of the School committees. The data includes academic staff only.

School Committee	Female	Male	% Female

EDIC (SAT)	<5	<5	43%
Education Committee	<5	<5	50%
Graduate Studies Committee	<5	8	27%
School Promotions Panel	<5	<5	33%
School Planning Group	7	9	44%
Research Committee	6	<5	67%

Table 5.6.2: Gender balance on School Committees

All School-level roles are for three years, with possible renewal by application for a further three years. Appointments are made through an initial invitation for expressions of interest, followed by shortlisting and an interview for shortlisted candidates. Feedback is provided to all unsuccessful candidates. The interview panel for School-level role consists of the HoS (chair), the two Deputy Heads of School, and the SAM. That currently breaks down as <5 female and <5 male staff members.

It is SECL policy that all academic staff should be treated equally at all meetings, irrespective of gender. The School's 2018 Staff Survey indicated that 44% of respondents were of the view that SECL seems to treat everyone equally, while 30% of respondents felt that it did not. While the response rate for this survey was less than 50%, this result nonetheless makes it clear that the School needs to act to ensure that all staff feel that they are treated equally.

(xxii) Participation on influential external committees

Challenge:	Action Points:
Only partial data on participation on influential external committees is available to the School.	• Collect own data on external roles held by SECL academics and investigate any gender-related trend emerging; • Investigate options, such as WAM recognition to encourage female participation on such committees.

SECL does not hold data concerning the external roles held by female academics. However, 16 staff (6 females) are currently external examiners at other HE institutions, and the University's Aurora Champion is also a SECL staff member. SECL staff are recognised for their external roles in the promotion procedure as well as in the Salary Increment procedure for professorial staff.

(xxiii) Workload model

Challenges:	Action Points:
39% of respondents to the staff survey reported lack of understanding of WAM	• Redesign the School induction process to ensure that an explanation of the WAM is provided for new academic staff. • Review and revise the School's existing WAM model by soliciting comments from individuals regarding

	their own WAMs, the underlying WAM principles, and taking into account a forthcoming Faculty WAM review. • Publish summary statistics, at departmental level, to allow individuals to compare their workload to the average in their department, other departments and the School.
We don't know whether our WAM generates any gender imbalance with respect to nature or scope of workload	• Undertake analysis of WAM data to assess if there is any evidence of gender inequality and address the underlying causes if necessary.

The School's Workload Allocation Model (WAM) serves, in conjunction with the School's Teaching Allocation Model (TAM), to ensure that the allocation of activities to all academic staff within the School is both fair and transparent, and that no member of academic staff is assigned work beyond their target hours. Prior to the completion of the WAM in the summer preceding the academic year, the TAM is used by Heads of Department, in consultation with department staff, and with oversight provided by the two Deputy Heads of School (Planning and Strategy) and the SAM, to assign undergraduate and postgraduate teaching for the forthcoming academic year. The WAM then serves as SECL's validation tool to ensure that the workload of all academic staff is no more than 10% above or below the target points. While the School currently seeks to ensure a fair and even distribution of work, it has not to date undertaken a gender-specific analysis of workload allocation. Action on this is therefore required.

The general principles and completed School WAM require the approval of both the HoS and the Dean of the Faculty at the beginning of each academic year. The HoS, Deputy HoS (Planning), and SAM see the entire WAM for the School. HoDs also see the entire WAM for their Department.

A recent survey asked if colleagues understood the WAM. Of those that responded, 39% agreed and 36% disagreed. A further 14% neither agreed or disagreed. Moreover, the qualitative data highlighted a general lack of understanding of the WAM. This suggests that, although some respondents recognized that much work had been done in terms of fairness in workload allocation, the School needs to improve its communications with regard to the WAM to ensure that staff are aware of how it operates and how it interfaces with the TAM.

(xxiv) Timing of departmental meetings and social gatherings

SECL's policy on the timing of meetings is that they are scheduled between 9am and 4pm. Moreover, this is supported by a general policy that no work-related emails should be sent before 9am or after 6pm on weekdays, at the weekend or on public holidays. Social gatherings are similarly timed during normal working hours. These measures are designed to support a good work/life balance and to avoid staff with caring responsibilities being adversely affected. The 2018 SECL Staff Survey reflects that only a small percentage of staff felt that the School was not considerate in its timing of committee activities and social events (see Table 5.6.3).

	Agree	Disagree
SECL is considerate in timing committee activities	62.90%	8.60%
SECL is considerate in timing social events	51.40%	<5%
SECL is considerate in timing workshops and/or research seminars	54.30%	11.40%

Table 5.6.3: Data on the timing of activities from respondents to the 2018 Staff Survey

(xxv)   Visibility of role models

Challenge:	Action Points:
Some of the disciplines within SECL struggle to achieve gender balance and greater diversity, partly because of the insufficient visibility of diverse role models.	• Launch refreshed School website and staff/student newsletters to promote diverse role models in partnership with the Student Success Project; • Initiate a 'Celebrating Women in SECL' project, with information on the achievements of female staff (both academic and professional services) being displayed electronically. • Set a recommended target of 35-40% speakers of either gender for all research seminar series; • Urge conference organisers at SECL to consider the diversity of the invited speakers.

SECL's website is currently undergoing significant revision in order to ensure that it represents a gender-balanced picture of staff and student activities. It is anticipated that this work will be completed in Spring 2019. The School currently communicates information on staff and student activities via a monthly newsletter and on electronic screens in public spaces within the School. New staff and student newsletters are due to be introduced in December 2019 and this will be an excellent opportunity to ensure the visibility of diverse role models.

Table 5.6.4 shows the data by gender of speakers invited to deliver lectures or seminars at Kent between 2014 and 2017.

This table reveals that over a three-year period the gender balance of external speakers has improved significantly in some departments and that the School is close to gender balance. The School will actively encourage staff to bear the importance of gender balance in mind when inviting speakers.

	Year	F	M	% F
Classical and Archaeological Studies	2014-15	6	15	29%
	2015-16	6	15	29%

	2016-17	<5	<5	57%
Comparative Literature and Modern Languages	2014-15	9	6	60%
	2015-16	<5	7	36%
	2016-17	7	9	44%
English Language and Linguistics	2014-15	6	5	55%
	2015-16	7	6	54%
	2016-17	9	<5	75%
Philosophy	2014-15	<5	9	31%
	2015-16	8	8	50%
	2016-17	12	8	60%
Religious Studies	2014-15	5	5	50%
	2015-16	8	8	50%
	2016-17	10	10	50%
Total		105	117	47%

Table 5.6.4: Invited research seminar speakers by gender

(xxvi) Outreach activities

Challenges:	Action Points:
AS staff survey reveals lack of clarity about the significance of outreach activities in career progression, with 36% of the respondents confirming they don't take part in outreach.	• Review the School WAM to consider how outreach activities can be more widely acknowledged. • Create a template for academic appraisers to use during RPD discussions, ensuring appropriate acknowledgement of this activity. • In tandem with proposals regarding the promotions process, highlight the importance of participation in outreach activities in promotions applications.
We don't know whether members of underrepresented groups are participating disproportionately in outreach activities	• Collect and analyse data on outreach participation disaggregating by gender, with reference to intersectionality.

Each department has a Recruitment and Admissions Officer (RAO), and this role is recognized in the School's TAM and WAM, attracting a 10% teaching reduction (at the time of writing there are <5 female and <5 male RAOs). The RAO is responsible for leading on outreach activities for their department in partnership with the School's Marketing Team and the University's Partnership Development Office. In terms of Student Ambassadors, the School is careful to provide positive role models of both genders. The statistics are below.

In the 2018 SECL Staff Survey, 58% of respondents had participated in outreach activities (36% had not). When asked if outreach activity is supported and encouraged, 50% of respondents confirmed that this was the case, 20% neither agreed nor disagreed, 15%

were unsure, and 9% disagreed. Of greater significance is the fact that colleagues were less clear about the impact of outreach activities in career progression and the acknowledgement of the activity within RPDs (21% disagreed, 26% neither agreed or disagreed, and 26% were unsure). This suggests that action is required to ensure that outreach activities, which are crucial to the School's success, are appropriately recognized and rewarded.

Word count (excluding tables, figures and captions): 5,940

SILVER APPLICATIONS ONLY

6.   CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

8.   ACTION PLAN
The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

SECL EDI/AS Action Plan: January 2019 – December 2022

As articulated in Section 1, our reflective data analysis identified **three strategic objectives** for the AS process within SECL over the next four years:

(1) Our students: effective encouragement of student engagement; making sure students are confident to report EDI issues and aware of the policies in place at SECL and Kent; ensuring more diverse and gender-balanced reading lists;

(2) Our academic staff: more effective mentoring and greater support for career progression from the School Promotions Panel; more effective reintegration of academic staff following maternity leave;

(3) Our professional services staff: working within the University to establish appropriate means for career progression; focussing on ways in which the broader community of academic and professional services staff can be more fully integrated.

The following **Table 8.1.** shows how our Action Plan proposes to meet each of these three objectives. The Planned Actions regarding specific objectives are presented in order of priority.

	Reference in AS submission	Rationale/ Issue to address	Planned Action	Measures of Success/ Impact	Timeframe Start/End date		Person responsible
Strategic objective (1): Increase student engagement and EDI awareness and develop diverse and gender-balanced curriculum to support attainment							
1.1.	5.6.i.	9 (out of 66) respondents to the SECL Student Culture survey reported witnessing inappropriate gender-related behaviour but	• Initiate and support student focus group work on EDI issues and in particular intersectionality; • Devise and put in place anonymous system	• EDI issue reporting increases by 5% pa as measured by both existing and new anon system; • By 2022 0% SECL students will consider	01/2019	12/2022	• EDIC Chair; • EDI Rep; • HoS; • SSPO; • DoE;

		did not feel there was a point in reporting it.	through which students can raise promptly any EDI concerns; • Conduct annual student survey to review EDI progress; • Integrate EDI training within the curriculum; • Lobby the University to ensure coverage of appropriate conduct can be easily located in the Student Guide, with clear published reporting lines for unacceptable behaviour	EDI reporting pointless and no more than 2% would have experienced or witnessed any inappropriate behaviour as measured by annual student survey; • Updated Student Guide is put in place by University by 09/2021			• DoGS-R; DoGS-T; • EDIC
1.2.	4.1.ii	Lower attainment of UG males in Comparative Literature, Modern Languages, and Religious Studies.	Analyse engagement levels amongst female and male students and investigate ways to encourage males to seek academic support.	Attainment gender gap is closed by 2% annually to achieve gender balance in UG attainment in all SECL disciplines by 2022.	01/2019	12/2022	• SSPO; • Student Success Lecturer; • DoE; • Departmental Directors of UG Studies
		Lower attainment of UG females in Philosophy.	Record and analyse the effects on attainment of recent good practices.				

1.3.	5.6.i.	25% of the respondents to the SECL Student Culture survey consider their reading lists to be unrepresentative and further 25% are unsure whether the lists are representative or not.	Investigate gender and BME representation on Reading Lists and address underrepresentation building on BPA/SWIP Good Practice, in partnership with the Student Success Project	• Minimum % for authors from underrepresented groups is agreed for each SECL discipline by 01/2020; • Agreed % is achieved in 80% of the courses by 09/2021 and 100% by 09/2022; • 90% of students perceive their reading lists as inclusive and balanced by 06/2022 as measured by annual survey	01/2019	12/2022	• SSPO; • Student Success Lecturer; • DoE; • DoGS-R; • DoGS-T; • Departmental Directors of UG and PG Studies
1.4.	5.3.iv.	Recent DLHE results show employability is not sufficiently embedded into our UG and PG curriculum	• Create a compulsory, non-credit-bearing employability module for Stage 2 undergraduates; • Double the number of School-level employability events for PGT students; • Obtain data on engagement with the Graduate School's PG	• Improved graduate employability as measured by DLHE results; • Increased student engagement with Employability events as measured by attendance; • Improved student satisfaction with	01/2009	12/2022	• DoE; • DoGS-R; • DoGS-T; • Departmental Directors of UG and PG Studies; • SSPO

			development programmes as well as the PG Placement Scheme; • Develop a new student communications strategy to increase uptake if required; • Run discipline-specific employability events for PGR students.	employability as measured by annual Student Survey			
1.5.	4.1.iii.	Underrepresentation of males across most PGT programmes.	Investigate the mechanism by which applicants are made offers.	By 09/2020 informed action plan is devised on how to improve gender-balance for PGTs	01/2019	09/2020	• DoGS-T; • Departmental Directors of UG and PG Studies
		Underrepresentation of females in PGT Philosophy.	Investigate ways to improve attainment at UG level.				
		The discrepancies in the representation of males and females across most PGT programmes.	Investigate ways to target initiatives designed to encourage postgraduate study from members of underrepresented groups.				
1.6.	4.1.iv.	Underrepresentation of males across most PGR programmes.	Investigate the mechanism by which applicants are made offers.	By 09/2020 informed action plan is devised on	01/2019	09/2020	• DoGS-R;

		Underrepresentation of females in PGR Philosophy.	Investigate ways to advertise the diversity of the research strengths and staff within the Philosophy Department.	how to improve gender-balance for PGRs			• Departmental Directors of PG Studies
		A significant majority of part-time research students are female.	Investigate ways to advertise family-inclusive policies that will apply to PhD students.				
1.7.	4.1.ii.	Underrepresentation of males in the School at UG level	Apply a gender-balanced approach to outreach and recruitment activities in all programmes.	By 09/2020 informed action plan is devised on how to address male underrepresentation at UG level.	01/2019	09/2020	• School Director for Recruitment and Admissions; • Departmental Admissions and Recruitment Officers; • Departmental BoS's
		Underrepresentation of males in SECL subjects at A-Level.	Investigate the possibility of a gender-balanced approach outreach activities for students prior to subject choices at A-Level.				
1.8.	4.1.ii.	Meaningfulness of benchmarks.	Come up with more appropriate benchmarking data in order to allow for more meaningful comparisons. This applies to the benchmarks for both undergraduate and postgraduate programmes.	By 12/2020 appropriate benchmarking is devised for both UG and PG Programmes for all SECL disciplines.	06/2019	12/2020	EDIC

1.9.	4.1.v.	It was not possible to obtain reliable data on the pipeline between undergraduate and postgraduate.	Investigate ways to routinely collect data on the pipeline between undergraduate and postgraduate.	By 06/2020 a mechanism to routinely collect data on UG to PG pipeline is devised in collaboration with Central University Services	09/2019	06/2020	• DoE; • DoGS-T; • DoGS-R; Departmental BoS
1.10.	4.1.iii.	The University does not routinely collect data on completion rates for PGTs.	Investigate ways to routinely collect data on completion rates for PGTs	By 09/2020 SECL has developed a way to collect completion data in collaboration with Kent Graduate School	01/2020	09/2020	DoGS-T
1.11.	4.1.iv.	The University does not routinely collect data on completion rates.	• Investigate ways to routinely collect data on completion rates; • Investigate reasons for withdrawal and non-completion on time; • Investigate any gender imbalance concerning completion.	By 09/2020 SECL has developed a way to collect completion data in collaboration with Kent Graduate School	01/2020	09/2020	DoGS-R
Strategic objective (2): Step-change in support for academic progression and promotion; better reintegration of academics following maternity leave							
2.1.	5.1.iii	33% of staff responding to the AS survey in 2018 felt they did not understand the University criteria for	• Run a briefing session for all academic staff, outlining the criteria for promotion to Senior Lecturer, Reader and Professor, as well as	Improved understanding of promotion criteria and satisfaction with the support received from SPP as measured by annual staff survey. By	01/2019	12/2022	• HoS; • SPP

		promotion and 31% did not find the SECL SPP helpful.	from Research Fellow to Senior Research Fellow; • Invite all eligible staff to submit information on their principal achievements, in accordance with the University's promotion criteria, to the SPP at the beginning of the promotions round. This will enable SPP to assess the profiles of all academic staff, and then actively encourage applications where this is deemed appropriate; • Assign a mentor from SPP to any staff member who has not submitted a successful application for promotion within a three-year period; • Assign a member of SPP to work closely with each staff member who wishes to submit an application for	2022, 100% of respondents understand the promotion criteria and 90% are satisfied with the support offered by SPP.		

				promotion. This will be in addition to the general feedback and support from SPP as a whole; • The SECL SPP will also include the AS Lead as an observer, who will also contribute to the general report prepared for the Faculty and the University.				
2.2.	5.1.ii.	30% of staff responding to AS survey in 2018 are dissatisfied with the quality of Induction offered centrally by the University	Encourage participants in the central induction process to provide constructive feedback to the University's Learning and Development Team	Increased satisfaction with University-wide and SECL Induction as measured by annual staff survey. By 2022, 90% of respondents are satisfied with the Induction process.	01/2019	12/2022	• HoS; • SAM; • HoDs
		Ensure effective and efficient Induction at School level in light of dissatisfaction with the central University-wide provision	Create a SECL checklist for Heads of Department, Probation Supervisors, and PGCHE Mentors to complete, including EDI Induction completion				
		Some Research Staff responding to AS survey in 2018	Develop a specific induction template for Research Staff and provide to line managers				

		express concern about variability of practices with regard to their Induction	prior to the commencement of employment.				
2.3.	5.3.ii.	Concerns about the usefulness of RPD raised by some respondents to the AS survey in 2018	• Convene a focus group to explore staff concerns and develop a list of recommendations to enhance the RPD process for academic colleagues; • Review the current position regarding training of reviewers and ensure that it is undertaken where necessary; • Increase the number of female appraisers, in line with the demographical make-up of the School (i.e. 50/50).	Increased satisfaction with RPD as measured by annual staff survey. By 2022, 90% of respondents are satisfied with the process.	04/2019	12/2019	• HoS; • EDIC Chair
2.4.	5.5.iii.	Survey results from 2018 indicate dissatisfaction with current policy and practice on returning from maternity leave, in particular with	• Where the staff member has accrued sufficient entitlement, support an application for one term's study leave immediately upon a mother's return to work	Increased satisfaction with policy and practice to support academic staff following maternity leave as measured by annual staff survey. By 2022,	01/2019	12/2022	• HoS; • DHoS (Planning) • EDIC Chair; • EDI Rep

		respect to support for research excellence.	in order to provide an opportunity for her to re-engage with her research and bring teaching materials up to date; • Convene focus group to investigate what measures can be taken by SECL to support returning to work from maternity and adoption leave; • Support the staff member to ensure that appropriate adjustments are made to their timetabling constraints. • If the HoS is male, offer the individual the right to meet with a female colleague.	100% of respondents are satisfied.			
2.5.	5.5.i.	Ensure best support at this preparatory stage to counteract potential negative impact of leave on career progression.	• If the HoS is male, offer the individual the right to meet with a female colleague. • Integrate the University's family-friendly checklist	Increased satisfaction with policy and practice to support academics before maternity and adoption leave as measured by annual staff survey. By	01/2019	12/2022	• HoS; • EDIC Chair; • EDI Rep

				into discussions prior to maternity or adoption leave; • Ensure in all cases that fixed-term substantive appointments are made to cover the period of leave.	2022, 100% of respondents are satisfied.			
2.6.	5.5.ii.	Ensure best support to combat potential negative impact of leave on career progression.	Give staff the use of their office while on maternity leave, since this will benefit the mother in terms of KIT and reintegration. (Given estate constraints, this office space will be shared with their replacement staff member.)	Increased satisfaction with policy and practice to support academics during maternity and adoption leave as measured by annual staff survey. By 2022, 100% of respondents are satisfied.	01/2019	12/2022	• HoS; • EDI Rep
2.7.	5.6.v.	39% of respondents to the staff survey reported lack of understanding of WAM	• Redesign the School induction process to ensure that an explanation of the WAM is provided for new academic staff. • Review and revise the School's existing WAM model by soliciting	Increased understanding and satisfaction with WAM as measured by annual staff survey. By 2022, 100% of respondents understand WAM and 90% are satisfied with it.	03/2019	12/2012	DHoS (Planning)

				comments from individuals regarding their own WAMs, the underlying WAM principles, and taking into account a forthcoming Faculty WAM review. • Publish summary statistics, at departmental level, to allow individuals to compare their workload to the average in their department, other departments and the School.				
2.8.	5.6.v	We don't know whether our WAM generates any gender imbalance with respect to nature or scope of workload	Undertake analysis of WAM data to assess if there is any evidence of gender inequality and address the underlying causes if necessary.	By 06/2020 SECL WAM will be analysed with respect to gender balance and an action plan will be devised if disparities are uncovered.	06/2019	06/2020	DHoS (Planning)
2.9.	5.1.iv.	No comparable data for the RAE (2008) submission are available for all Units of Assessment	Liaise with Central Research Services to generate the required RAE (2008) data, compare with REF (2014) and	By 09/2019 data collection and analysis is carried out. An action plan is devised to combat any	03/2019	09/2019	• DoR; • EDIC

			investigate any gender-related trend emerging	gender inequalities if uncovered			
2.10.	5.1.iv.	Ensure a fair, evidence-based and transparent process in preparation for the REF 2021 submissions across all Units of Assessment	Provide REF-related EDI guidance and training to all School academic staff in decision-making roles: HoS, DoR and REF Coordinators.	Staff survey in 2021 shows 100% of respondents understand and agree with REF selection process in their Unit of Assessment	01/2019	12/2020	• EDIC Chair; • HoS; • EDI Rep: • DoR; • REF Coordinators
2.11.	5.6.iv.	Only partial data on participation on influential external committees is available to the School.	• Collect own data on external roles held by SECL academics and investigate any gender-related trend emerging; • Investigate options, such as WAM recognition to encourage female participation on such committees.	By 09/2020 we have a clear picture on this issue. An action plan is devised to combat any gender inequalities if uncovered. This analysis will be carried out in tandem with action 2.8.	06/2019	06/2020	• DHoS (Planning); • EDIC Chair; • HoS; • SAM;
2.12.	5.6.viii.	We don't know whether members of underrepresented groups are participating	Collect and analyse data on outreach participation disaggregating by gender, with reference to intersectionality.	By 09/2020 we have a clear picture on this issue. An action plan is devised to combat any adverse effect on staff from	09/2019	09/2020	• EDIC; • Director of Admissions and Recruitment;

		disproportionately in outreach activities		underrepresented groups if uncovered.			• Departmental BoS's
2.13.	5.6.viii.	AS staff survey reveals lack of clarity about the significance of outreach activities in career progression, with 36% of the respondents confirming they don't take part in outreach.	• Review the School WAM to consider how outreach activities can be more widely acknowledged. • Create a template for academic appraisers to use during RPD discussions, ensuring appropriate acknowledgement of this activity. • In tandem with proposals regarding the promotions process, highlight the importance of participation in outreach activities in promotions applications.	By 2021, 100% of respondents to annual staff survey understand the importance of outreach to career progression. By 2022, all staff engage in outreach activities as measured by their WAM.	09/2019	12/2022	• HoS; • DHoS (Strategy); • EPIC; • RPD appraisers
2.14	4.2.iii.	10 out of the 18 academic leavers for the 2014-2017 joined a competitor institution	Investigate reasons for choosing competitor institutions and whether they reveal any gender-specific trend.	Exit interview questionnaire filled in by all academic leavers is put in place by 06/2019. By 09/2020, an action plan is	01/2019	12/2022	HoS; EPIC; SPG

				put in place to address any EDI issues if uncovered through analysis of the questionnaire.			
2.15.	4.2.i.	Increase of teaching-only contracts	Collect data and investigate any gender imbalance arising with respect to teaching-only contracts	An action plan is devised to address any gender inequalities, if uncovered through the analysis of both quantitative (HR) and qualitative (annual staff questionnaire) data.	09/2019	12/2021	• EPIC Chair; • HoS
Strategic objective (3): Enhancing career progression for PSD colleagues; developing a more supportive SECL community where both academic and PSD staff are fully at home							
3.1.	5.6.i.	The experience of an 'us and them' culture within SECL as expressed by some staff survey respondents.	• Resource and support EDI work; • Ensure EDIC Chair has access to all SECL staff meetings; • Create SECL repository for the minutes of all committee meetings; • Conduct annual staff survey to review EDI progress; • EDIC Chair to make an annual presentation both	Increased sense of community as measured by annual staff surveys. By 2022, 90% of respondents, including PSD staff are satisfied with their work environment and interactions with colleagues.	01/2019	12/2022	• HoS; • SAM; • SPG; • EDIC

			to SPG and School Board (at the Autumn School Meeting);				
			• EDIC to run termly lunches, each with a particular focus, such as balancing work and caring responsibilities, promotions processes and mentoring. These lunches will be open to academics, professional services staff and PGR students;				
			• Establish EDI/AS as a standing item on the agenda of all departmental Boards of Study, SPG and School Board meetings;				
			• Commission all-staff training event on respect and dignity at work, with a specific focus on academic and professional service working together collegially;				

			• Refurbish SECL Staff Common Room to create a more inviting and informal social space for use by all staff.				
3..2.	3.iii.	The complexity of our multi-disciplinary School may lead to disconnect in EDI approaches and inefficient use of limited resources.	• Integrate SECL EDI/AS process with cognate initiatives within Kent and the wider sector; • EDIC Chair to report to and feed back from termly ASWG and SAT Leads Network meetings; • EDI Rep to report to and feed back from termly EDI Network meetings; • Organise joint annual event with the HE Aurora Leadership Initiative at Kent • Engage in and develop Good Practice relevant to SECL disciplines, such as BPA-SWIP Scheme in Philosophy	Increased sense of community as measured by annual staff surveys. By 2022, 90% of respondents, including PSD staff are satisfied with their work environment and interactions with colleagues.	01/2019	12/2022	• HoS; • EDI Chair; • EDI Rep

3.3.	5.5.vi.	AS Staff survey results demonstrate widespread concern by SECL staff about the adverse EDI implications of new University policies and the insufficient consultation with staff prior to implementation.	• Ensure that staff concerns are fed back to the University regarding the proposed timetabling constraints policy. • Convene a focus group to consider the impact of proposed University policy changes (including one Enhancement Week per term on a fixed date replacing two Reading Weeks) on work/life balance of working parents. Use the results of the focus group to inform recommendations for future improvements.	SECL staff feed back into University policy and feel their concerns have been addressed as measured by annual staff surveys. By 2022, 90% of respondents are satisfied with University-wide policy and practice and feel they are properly consulted.	01/2019	12/2022	• EDIC Chair; • HoS; • SPG
3.4.	5.4.	Disparity in treatment with respect to regrading applications by PSD staff	Lobby University via ASWG and Institutional SAT to rethink and improve policy on PSD staff career progression	By 2022, 90% of PSD staff are satisfied with the career progression pathways available at Kent, as measured by SECL staff survey.	01/2019	12/2022	• EDIC Chair; • HoS; • SAM; • EDI Rep

3.5.	5.6.ii.	60% of respondents to the staff survey have either experienced or heard about inappropriate behaviour, most of which remained unreported.	• HoS and EDI Rep to encourage staff to report inappropriate behaviour. • Organise triennial training of all staff on 'Tackling Unconscious Bias and Bullying, and Promoting Dignity and Respect on Campus'; • Commission compulsory training for all PGRs on bullying, harassment, and active bystander techniques.	• EDI issue reporting increases by 5% pa as measured by anonymised record system; • By 2022, 100% of SECL staff will feel confident to raise EDI issues; no more than 2% would have experienced or witnessed any inappropriate behaviour as measured by annual staff survey	01/2019	12/2022	• EDI Rep; • HoS; • EDIC Chair; • HoDs
3.6.	5.6.iii.	30% of respondents to the staff survey did not feel they were treated equally in committee meetings	• Invite staff to feed back to EDIC on whether the representation of men and women on School committees is balanced, and, if not, where the problem lies; • Develop training for Committee Chairs to raise awareness of EDI issues with respect to	90% of respondents to staff survey in 2022 agree they are treated equally in meetings	06/2019	12/2022	EDIC Chair

3.7.	5.6.vii	Some of the disciplines within SECL struggle to achieve gender balance and greater diversity, partly because of the insufficient visibility of diverse role models.	• Launch refreshed School website and staff/student newsletters to promote diverse role models in partnership with the Student Success Project; • Initiate a 'Celebrating Women in SECL' project, with information on the achievements of female staff (both academic and professional services) being displayed electronically. • Set a recommended target of 35-40% speakers of either gender for all research seminar series; • Urge conference organisers at SECL to consider the diversity of the invited speakers.	Increased appreciation of diversity within SECL as measured by annual staff surveys. By 2022, 90% of respondents, including PSD staff are satisfied with their work environment and interactions with colleagues.	09/2019	12/2022	EDIC Chair; SECL Marketing Team; Research Seminar Convenors

3.8.	5.3.i	There is low uptake of EDI training within the School, only 15 staff have completed the mandatory University EDI e-learning course.	• Run an awareness-raising campaign to encourage academic colleagues to fulfil mandatory requirements with respect to the EDI e-learning module; • Run a School-level training event on Unconscious Bias Awareness for all staff	• By 09/2020, 100% of SECL staff will have completed the mandatory EDI training as measured by University Learning and Development Service • By 09/2022 100% of SECL will have completed the School-wide Unconscious Bias training	04/2019	12/2022	EDIC Chair
3.9.	5.1.i.	Data on gender balance of applicants not currently available to School	Request from HR statistics on the gender balance of applicants after each appointment process in order to assess the effectiveness of current advertising procedure, with a view to refreshing them if necessary	An action plan is devised by 06/2020 if the data analysis shows any EDI issues arising or if the number of female applications remains static or decreases.	06/2019	06/2020	HoS; SAM; EPIC
		Maintain academic staff gender balance within School	Seek to increase the number of female applications for all academic posts				

		Improve academic staff gender balance in Philosophy	Actively encourage female applicants for all positions in Philosophy				