



Department Application Bronze 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.

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Cambridge	
Department	Faculty of Architecture and History of Art	
Focus of department	STEMM	<u>AHSSBL</u>
Date of application	30/4/2019	
Award Level	<u>Bronze</u>	Silver
Institution Athena SWAN award	Date: April 2014	Level: Silver
Contact for application <small>Must be based in the department</small>	Dr Emily So	
Email	ekms2@cam.ac.uk	
Telephone	01223 332969	
Departmental website	www.arct.cam.ac.uk and www.hoart.cam.ac.uk	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words

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

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

[Letter word count: 416]



Mr James Greenwood-Lush
Head of Athena SWAN
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7S

29 April 2019

Dear Mr Greenwood-Lush

As the Chair of the Faculty of Architecture and History of Art, I write to confirm my absolute commitment to the principles underpinning the Athena SWAN scheme and to delivering our Action Plan.

We wholeheartedly welcomed the process of self-reflection, data collection and analysis which this application has driven, and we are fully committed to the cultural and procedural change necessary to address the problems and issues which it has identified.

From the self-assessment, we identified that our academic staff need more support in terms of career progression and that more must be done to provide more female role models for students and staff alike. Students made it clear that they would like to see more diversity in curricula, fellow students and staff too. It is also clear that we need to do much more to further embed equality, diversity and inclusion throughout everything we do within our Faculty. As such the four-year action plan appended to this application prioritises three themes for action: 1) staff recruitment and progression, 2) student experience and widening participation and 3) transforming faculty culture to nurture an inclusive working and learning environment. These three themes form the basis of our Action Plan.

I will be overseeing improved promotion advice and support, including changes to our staff review procedure, encouraging women in particular to apply. I will work closely with the Heads of our two Departments to ensure curricula are as diverse as possible, providing a range of role models for our students. I will fully support the Equality and Diversity Committee we have set up and I am absolutely dedicated to implementing and attaining the targets and actions points set out in the application.

While work is already underway to improve our recruitment and induction processes, there is still much more work to do. We are not complacent and will strive to achieve our goals and any new agenda that may arise over the next four years. We have very small numbers of staff and low turnover rates which means changing the gender ratios will be slow moving, but what we do hope to achieve in the shorter term is real cultural change and enhanced awareness of inclusive practice in everything we do. I am looking forward to leading all our activities in achieving this.



UNIVERSITY OF CAMBRIDGE
FACULTY OF ARCHITECTURE AND HISTORY OF ART

1 SCROOPE TERRACE, CAMBRIDGE CB2 1PX
TELEPHONE 332950

Finally, I can confirm that, to the best of my knowledge, the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the Faculty.

Yours sincerely

Prof. François Penz

Chair of the Faculty Board of Architecture and History of Art

University of Cambridge
1 Scroope Terrace
Cambridge CB2 1PX

Tel 44 (0)1223 330572 (direct line)
Tel 44 (0)1223 332950 (switchboard)

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words

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

Faculty of Architecture and History of Art

The 'Faculty of Architecture and Fine Arts' was established after WWI, with the departmental division into Architecture/History of Art occurring in 1970. Together, the two Departments form one of 8 small Faculties within the School of Arts and Humanities.

Table 1 Breakdown of current staff and students in the Faculty by gender (2018/2019)

Category	Female	Male	% Female
Academics	6	15	29%
Researchers	8	4	66%
Support Staff	12	4	75%
Academic-related e.g. design fellows	8	15	35%
Undergraduate students Y1	146	55	73%
Postgraduates	137	114	54%

The Faculty is based in central Cambridge, where most lecturing and studio instruction takes place and the large Faculty Library is located; the History of Art graduate centre is located at 4a Trumpington Street, opposite the Faculty building. The Faculty overall has over 50 Teaching Officers, Design Fellows and visiting teachers, and research staff at any given time and c.350 undergraduate and postgraduate students, and a wide range of support staff (administrative, library, IT, workshop). Design Fellows are responsible for studio teaching in the Department of Architecture and are classed as academic-related staff. They are practicing artists and architects on rolling contracts that are reviewed every year. In 2018-2019, 19 (4 female) design fellows teach at undergraduate and post-graduate level.

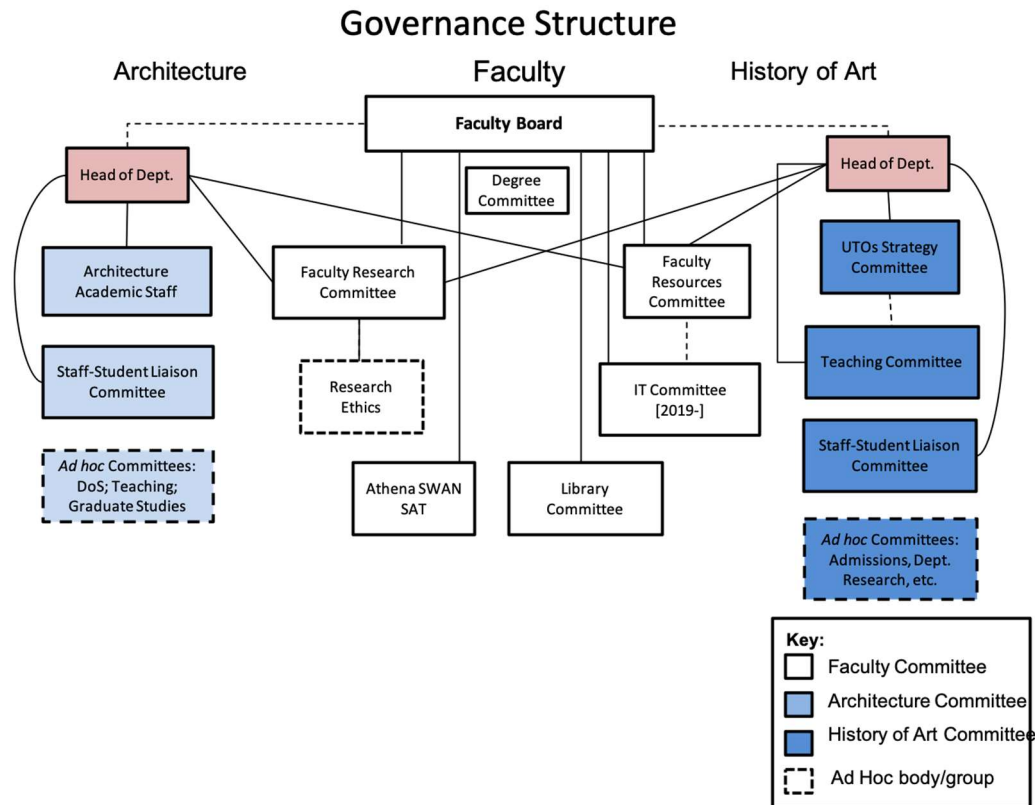


Figure 1 Governance Structure of the Faculty of Architecture and History of Art (AHA)

The **Department of Architecture** (DoA) is small in terms of tenured academic staff (13); it nonetheless delivers the full suite of professionally-accredited undergraduate and graduate courses (ARB/RIBA Parts I, II and III) alongside 3 MPhil, 2 MSt and PhD programmes. The Department is extraordinarily international: 50 nationalities amongst students; 10 amongst staff. Student numbers (2018): 125 undergraduates; 215 postgraduates (68 PhD, 64 MPhil, 52 MSt (part-time), 31 Professional Practice Certificate (part-time). Internationally, the Department consistently ranks in the top 10 (e.g. QS World University Rankings 2018), and nationally in the top 3 for teaching (Guardian University League Table, 2018) and research (RAE2008; REF 2014). Research is promoted under the Martin Centre for Architectural and Urban Studies, one of the UK's first research institutes, founded 1967. Key research themes: Sustainable Design; Urban, Regional and Transport Planning; Building Construction and Risk; Cultures of Architecture and Cities.

The **Department of History of Art** (HoA) is one of the University's four smallest departments in terms of tenured academic staff (7), and one of only two of that size to deliver a full 3-year undergraduate Tripos course (from 1999). It is nonetheless a vibrant community, with c. 80 undergraduates (25-27 p.a.) and c. 65-70 graduate students at any one time. All academic staff are engaged in international and interdisciplinary research, collaborating extensively with scholars, museums and galleries in and outside the UK. Key research strengths: Medieval art and architecture; The Renaissance, broadly conceived, western and eastern Europe; Early Modern art and architecture; Architecture and architectural theory 1600-1900; 18th- and 19th-century painting and decorative arts; 20th-century art, especially Surrealism. Dynamic collaborations and key

partners include: Fitzwilliam Museum, Hamilton Kerr Institute, Kettle's Yard; Centre for Research in the Arts, Social Sciences and Humanities; an annual Cambridge-Columbia graduate symposium between our department and the department of Art History at Columbia University, New York. In 2018 two curator/lecturer posts were set up in conjunction with Kettle's Yard, which provided a modest increase in the Department's teaching capacity and scope.

[word count: 494]

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The Faculty self-assessment team (SAT) was established in August 2017. Members were invited by the SAT chair, Faculty Manager and the Faculty Manager's secretary who acted as the SAT secretary. Since its establishment, some team members have left and others are currently on sabbatical. The current team, which will be reviewed annually from hereon in, is comprised of 12 members (50% female). Criteria for invitation included:

- range of career levels among administrative and academic staff,
- range of experience in university equality and diversity matters,
- caring responsibilities,
- student and postgraduate representation,
- good overall gender balance.

The team included members with widely-differing levels of experience of Cambridge, from new Faculty arrivals to colleagues with decades of Faculty experience. The team represented the Faculty's teaching and research functions (including externally-funded research projects), though it could not cover all our academic subdisciplines. All meetings were assisted by a University E&D officer.

Table 2 Faculty of Architecture and History of Art Self Assessment Team (SAT)

Name, gender	Faculty role	Relevant experience (professional and personal)
Andrew Bennett, M	Secretary of the Faculty Board and Faculty Manager	<ul style="list-style-type: none">• University Appointments Panel• Line management responsibility• Parent• University and School of Arts and Humanities HR working groups
Professor Rosalind Blakesley, F	Head of the Department of History of Art	<ul style="list-style-type: none">• University Appointments Panels• Mentoring senior, mid-career and early-career colleagues• Undergraduate and graduate teaching• Maternity leaves and on-going childcare• Experience of working part-time
Chater Paul Jordan, M	Undergraduate (1 st Year, full time), Department of History of Art	<ul style="list-style-type: none">• Undergraduate student representative
Lucy Hartley, F	Chief Secretary, Department of History of Art	<ul style="list-style-type: none">• Provides administrative support to the History of Art Department• Flexible working•

Name, gender	Faculty role	Relevant experience (professional and personal)
Dr W. Victoria Lee, F	Teaching associate, Department of Architecture	<ul style="list-style-type: none"> • Early-career • Undergraduate and graduate teaching, supervisions and examining • Directing studies • Interviewer for undergraduate and graduate admission • Runs departmental student feedback
Dr Alyce Mahon, F	Reader, Department of History of Art Equality and Diversity Office for HoA	<ul style="list-style-type: none"> • Mentoring early-career colleagues • Undergraduate and graduate teaching • Directing studies • Returning Carers Scheme Awardee • Maternity leaves and on-going childcare
Neil Mayo, M	Faculty Chief Accounts Clerk	<ul style="list-style-type: none"> • Long-standing member of staff • On-going childcare • Parent
Professor Francois Penz, M	Head of the Department of Architecture	<ul style="list-style-type: none"> • University Appointments Panel • University Senior Academic Promotions Panel • Mentoring senior, mid-career and early-career colleagues • Conducting Review and Development meetings
Julia Pettman, F	Faculty Manager's Assistant	<ul style="list-style-type: none"> • Long-standing member of staff • Provides administrative support to both departments (e.g. recruitment)
Dr Michael Ramage, M	Reader, Department of Architecture Vice Master, Sidney Sussex College	<ul style="list-style-type: none"> • University Research Committees • Mentoring • Undergraduate and graduate teaching • Directs a large multidisciplinary research group • Three paternity leaves and on-going childcare

Name, gender	Faculty role	Relevant experience (professional and personal)
Dr Darshil Shah, M	Senior Research Associate, Centre for Natural Material Innovation, Department of Architecture	<ul style="list-style-type: none"> • Early career researcher • Undergraduate teaching and supervisions • Double-career relationship with frequent non-standard/weekend working hours (previously long-distance)
Dr Emily So, F	Senior University Lecturer Chair of SAT	<ul style="list-style-type: none"> • University Appointments Committee • Faculty Degree Committee Secretary • Undergraduate and graduate teaching and supervisions • Admissions Tutor for recruitment • Pregnant

(ii) an account of the self-assessment process

The SAT met three times as a full team (August 2017, April 2018 and February 2019) and three in breakout groups (December 2017, January and August 2018). Face-to-face meetings were supplemented by email communication. Initial meetings focused on a) planning and data-gathering, and b) the format and content of the Faculty Survey. The Faculty Survey was sent to all members of the Faculty in February 2018 and included questions capturing the staff and student experience within the Faculty of AHA, particularly focusing on issues pertaining to equality and diversity. November and December 2018 were spent analysing the survey data and drafting action points. February to April 2019 was spent preparing the application text. We drew quantitative data from University staffing databases, from training enrolment records maintained by the university's Personal and Professional Development (PPD) team, and from Faculty admissions and REF statistics. We were cautious and were GDPR compliant at all times when analysing gender-split data.

Our Faculty Survey ran for four weeks; the response rate was a disappointing 22% (94 responses from 420 invited) **(AP 1.4)**. We will aim to capture more representative sample and insights in the future, especially amongst the student groups. We will encourage members of the Faculty to respond by promoting the actions points that have been derived from this survey on our internal and external websites **(AP 2.1)**. It is important to show staff and students that their opinions are valued and set our collective aspirations. The university also carries out its own surveys. The response rate from the Faculty for its latest staff survey was 58% (March 2019).

Major themes and attendant concerns that emerged from the survey: Faculty culture (especially as perceived by undergraduates and postgraduates); mentoring and appraisals for academic and administrative staff; professional guidance for post-doctoral researchers; the effect on undergraduates of gender imbalance within the teaching staff; role models and outreach; monitoring of our overall activities more closely and collect central data annually for review by the SAT **(AP 1.3)**.

As a result of the self-assessment process, we outlined three priority themes for action: **Staff Recruitment and Progression; Student Experience and Widening Participation; Transforming School Culture to nurture an inclusive working and learning environment.** These form the foundation of our Action Plan.

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

The SAT will become the Faculty's E&D Committee (EDC), meeting twice a year and reporting to the Faculty Board (**AP 1.1 and 1.2**). As part of the Faculty's annual committee planning, membership of the EDC will change annually, ensuring appropriate staff and student representation as aligned with relative workloads. The EDC will be responsible for the following items:

- Develop Faculty applications for Athena SWAN (AS) awards.
- Ensure the Faculty provides an inclusive environment for all staff and students.
- Provide a forum for staff and students to raise any general E&D issues in a transparent manner.
- Consider and implement new Faculty policies and procedures relating to E&D in all aspects of Faculty activities.
- Ensure that actions and policies initiated through the Committee are communicated effectively to key Faculty Committees for further discussion and implementation.
- Oversee the implementation of relevant Faculty and University policies and procedures with regard to the AS charter and E&D issues more broadly within the Faculty.
- Reflect on membership to ensure inclusivity and to reflect changes as they evolve.
- Review staff survey process and data and run further surveys every 3 years.
- Contribute to the new E&D pages on the school webpage and oversee content.
- Support and engage with the Undergraduates, Postgraduate and Post-doctoral E&D representatives.

Athena SWAN and diversity issues will also be included as a standing item on Faculty committee agendas. E&D has been a standing item on HoA's Strategy and Teaching Meetings for the past two years. The EDC will have the responsibility of overseeing and critically reviewing the 4-year action plan set out in this document. The EDC will also be rolling out future Faculty Surveys so that we can calibrate our progress against the 2019 Athena SWAN targets listed in our Action Plan. We will post the statistical data on the Faculty's Moodle site (**AP 1.4**) (the University's Virtual Learning Environment) for review and solicit feedback from staff and students.

Action Points

- 1.1 Set up a permanent Equality and Diversity Committee (EDC).
- 1.2 Produce EDC Terms of Reference (ToR) reporting to the Faculty Board.
- 1.3 Include data monitoring as part of all committees Term of Reference.
- 1.4 Increase response rate of Faculty-Survey; re-run every 2 years and ensure survey results and necessary actions arising from them are addressed in departmental and faculty meetings.
- 2.1 Faculty websites to include information and links on E&D and the work of the EDC on both internal and external websites.

[word count: 825]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

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

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

n/a

(ii) Numbers of undergraduate students by gender

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

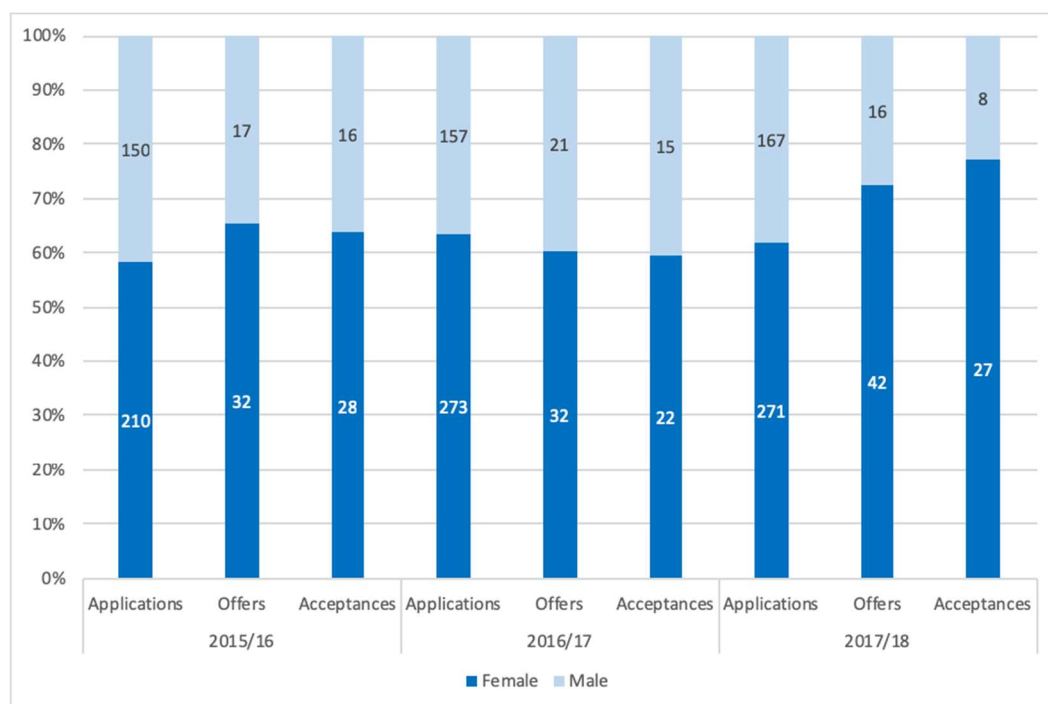


Figure 2 Undergraduate admissions statistics for Architecture 2015/2016 to 2017/2018

Architecture: Undergraduate Study (BA Hons and RIBA Part I) Cambridge

undergraduates are admitted by one of 31 autonomous colleges. Faculties and departments have no control over entry to a specific course. All students study full-time. Architecture is a very competitive course with over 400 applicants, and offers between 45-55 places a year. As shown in Figure 2, the percentage of women applying and being accepted is over 50% of the respective totals, and is consistent with A Levels, as Art and Design A Level course uptake by gender is similar to the application rate. We accept more women than the national average, which according to HESA for Architecture, Building and Planning for 2017/2018 stands at 38%. This is viewed as a positive in redressing a male-dominated domain with a reported pay gap problem by producing gifted young female architects, having both a knock-on effect in their own career pipeline and the wider field.

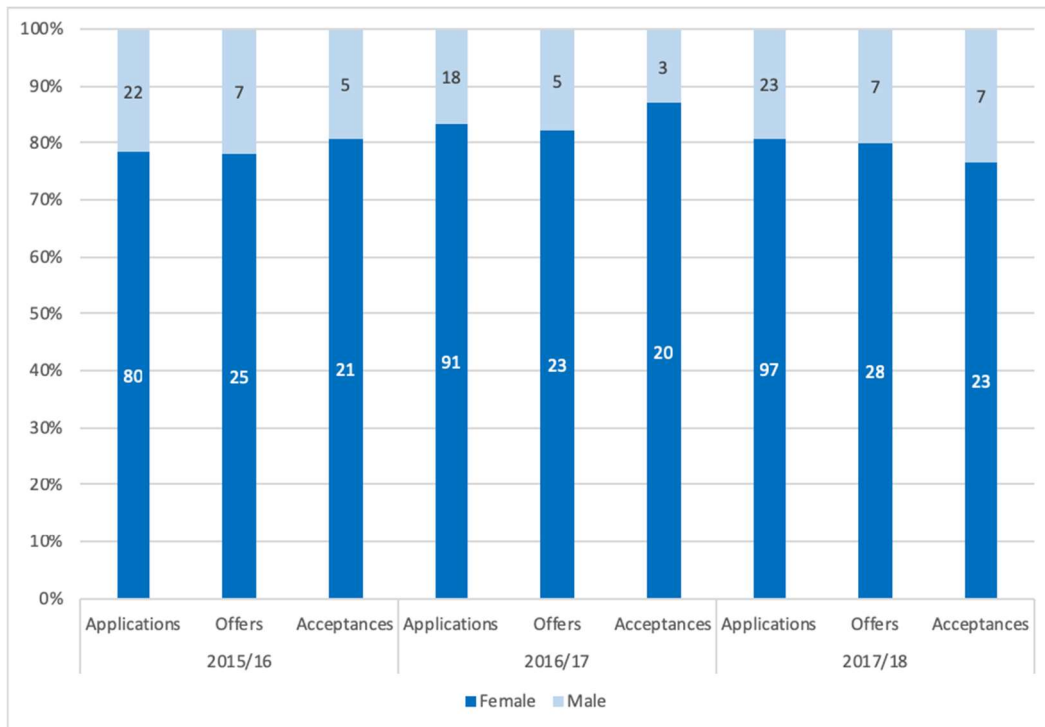


Figure 3 Undergraduate admissions statistics for History of Art 2015/2016 to 2017/2018

History of Art: Undergraduate Study (BA Hons) Cambridge undergraduates are admitted by all but three colleges. As the smallest Department in the University to offer a full three-year degree and with a very small faculty, the Department is a ‘managed numbers’ subject, which means that it can set a limit to the number of students it admits in any one year. As a managed-numbers subject we aspire to admit a fixed number of students each year, and that number is currently 25. Colleges and the department work well together to achieve that goal. However, as admissions are handled by colleges, rather than the Department, the Department is not sovereign over this process. Also, as not all candidates will make the terms of their offer we typically make up to 30 offers a year. These factors, as well as other occasional issues e.g. students needing to intermit for medical or other reasons, or choosing to defer their place after receipt of an offer (though we discourage this) explains why the actual number of students in the first year may differ from the target of 25. The number of students in the 2nd and 3rd year usually swells slightly due to internal transfers to our degree from another subject (e.g. Medieval and Modern Languages or Classics).

Figure 3 shows an imbalance between female and male applications, offers with a consistently higher percentage of female students applying and being accepted on the course. To attract more male applicants and other diversity issues, the Department has greatly strengthened its outreach and widening participation activities in recent years, see Section 5.4 (viii) for more details.

The gender imbalance is comparable to other universities and higher education institutions, for example 80% of students at the Courtauld Institute of Art (UK's leading art history institute) are women. The Department has strengthened its outreach and its public profile (social media/website/alumni magazine) to ensure such concerns are

better allayed and to map where our graduates go (journalism, media, curating, business, art market).

The Faculty Survey asked about potential gender bias in advertising and recruitment processes. Among undergraduate respondents, only 1 female student out of 19 who responded to that question said she considered there was gender bias. She goes on to use the free text available to state that “in the admissions process, more BME and international students should be admitted to avoid a majority of white, British, private school women.” **(AP 7.1, 7.3)**

Although this is a small sample size and an isolated comment, the Faculty does take racism and bias of any sort - sexual, gender, racial, disability - very seriously. We will ensure all admissions officers have E&D training and recommend best practice to Colleges. We will also review our outreach programmes to attract more applicants from diverse racial and social backgrounds **(AP 7.1, 7.2)**.

Action Points

- 7.1 Rethink outreach strategies e.g target all-male schools to increase male applicants, and applicants from underrepresented groups.
- 7.2 Raise gender disparity amongst director of studies.
- 7.3 Encourage E&D training and implicit bias training to all admissions interview staff.

Examinations are held in all three years of undergraduate study. Faculty assessment methods vary widely, from portfolio work, assessed coursework to dissertations and assessed video/ oral presentations. For Architecture, 60% of the overall marks each year are awarded to a student’s design portfolio. Past papers are available on Moodle for all established courses.

Figures 4-9 show Architecture UG achievements in Years 1, 2 and 3 for 2015/2016 to 2017/2018 for the two departments.

Year 1

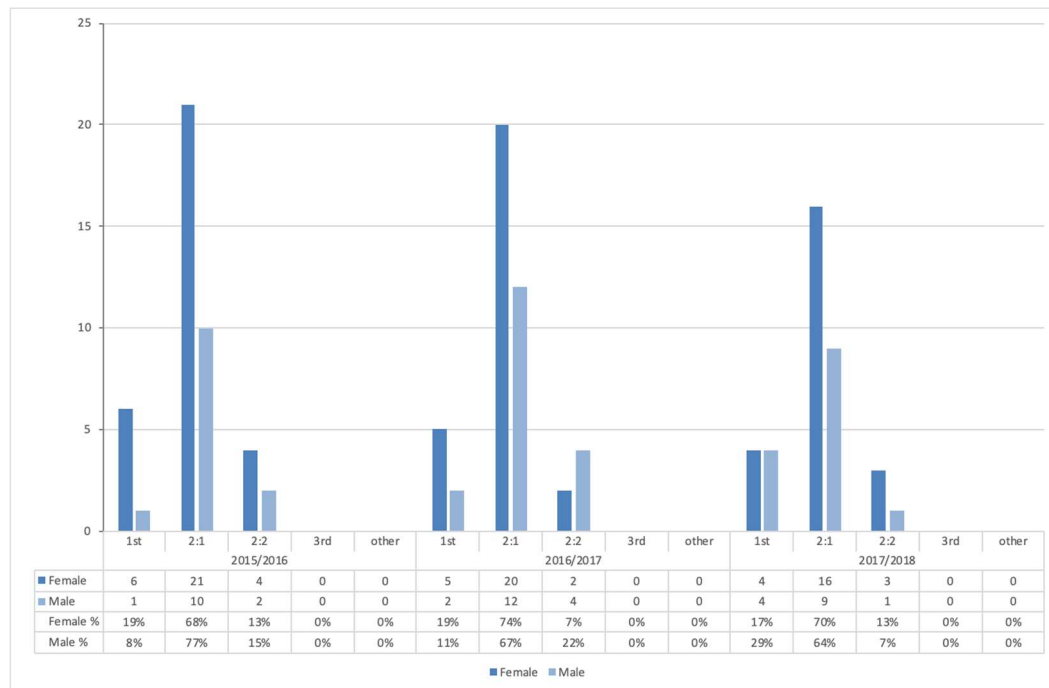


Figure 4 Year 1 BA Architecture UG Results 2015/16 - 2017/18

Year 2

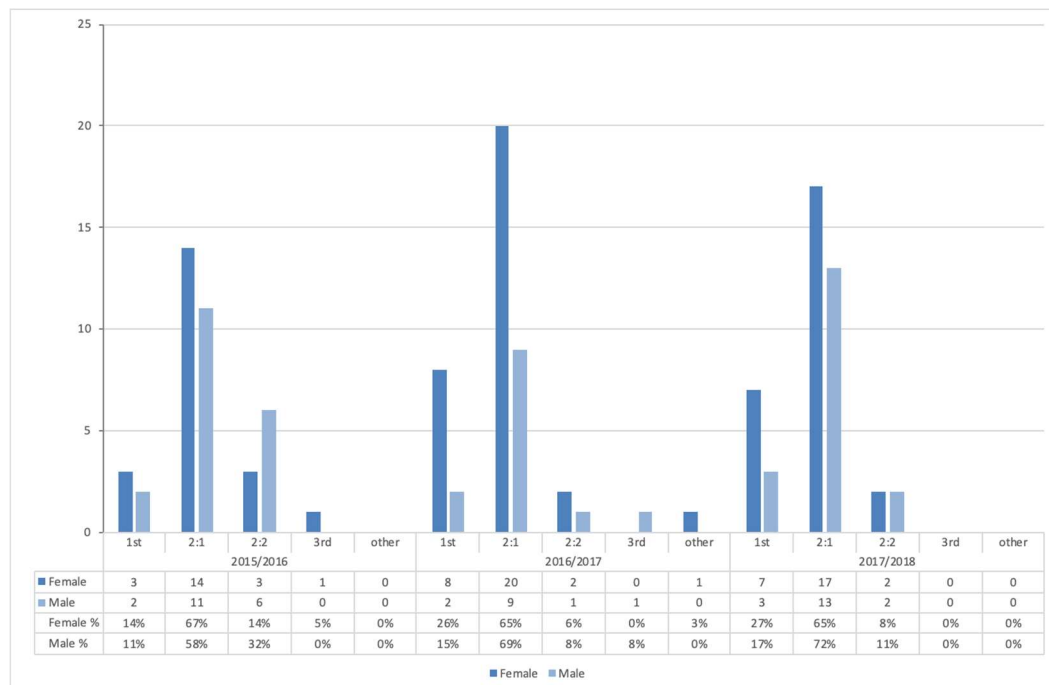


Figure 5 Year 2 BA Architecture UG Results 2015/16 - 2017/18

Year 3

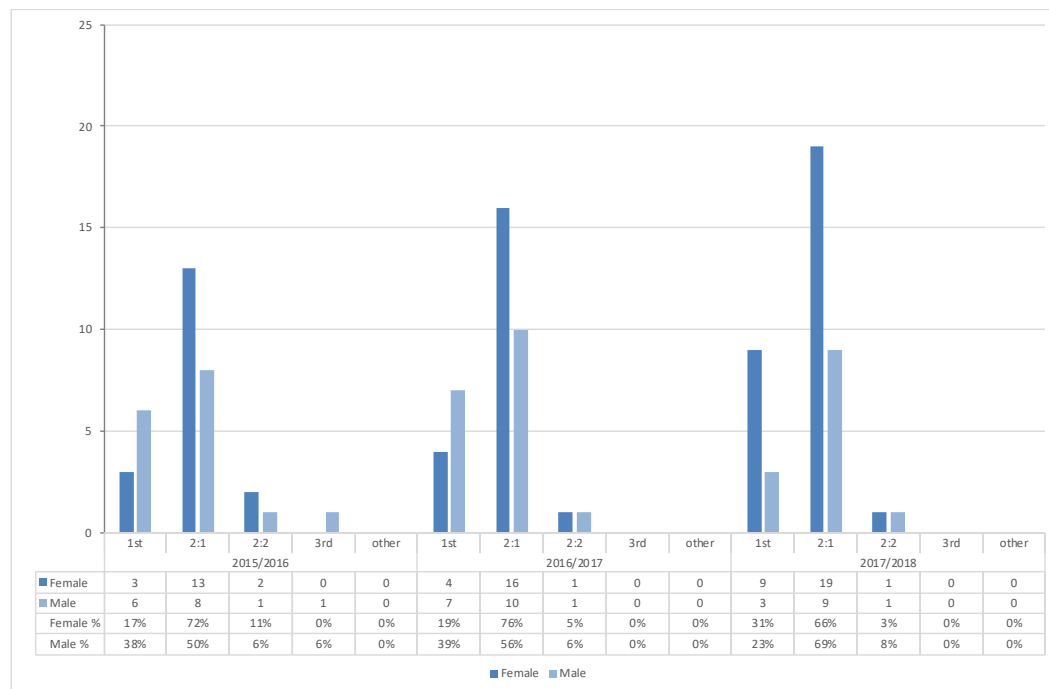


Figure 6 Year 3 BA Architecture UG Results 2015/16 - 2017/18

As shown in the graph, there is a Firsts disparity in the final year and a higher percentage of women getting 2:1s overall. What is of concern in 2015/2016 and 2016/2017 is that where female students were attaining higher grades in year 1 and year 2 up to 2017/2018, this does not continue into their final year. Though it is encouraging that this observation is not carried on in 2017/2018. With small numbers, it is hard to prescribe a trend, but the grades and support system for female students will be kept under review (**AP 9.1**). We shall investigate and test different modes of assessment - in some subjects, the differences are reduced by increasing coursework elements or having scaffold questions in exams (**AP 9.5**).

History of Art UG results

Year 1

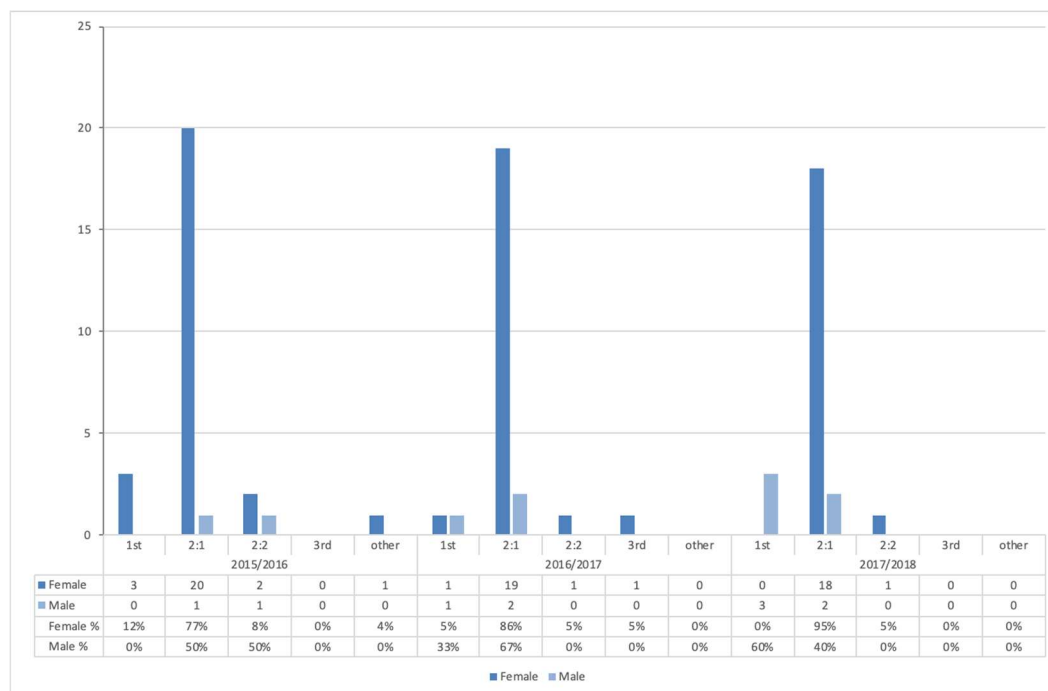


Figure 7 Year 1 BA History of Art UG Results 2015/16 - 2017/18

Year 2

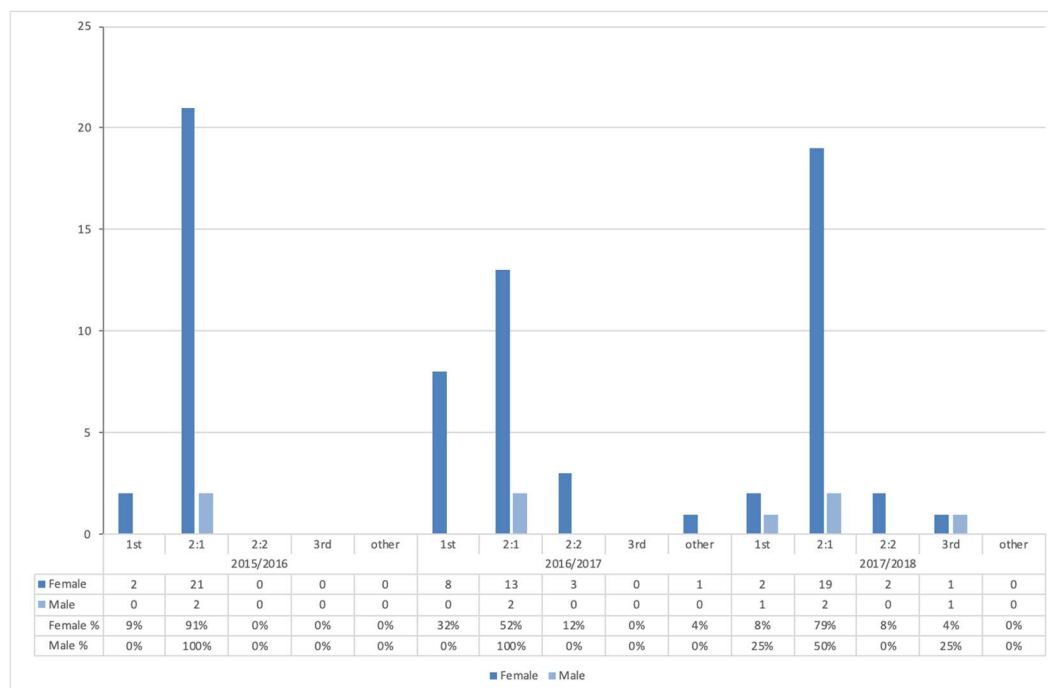


Figure 8 Year 2 BA History of Art UG Results 2015/16 - 2017/18

Year 3

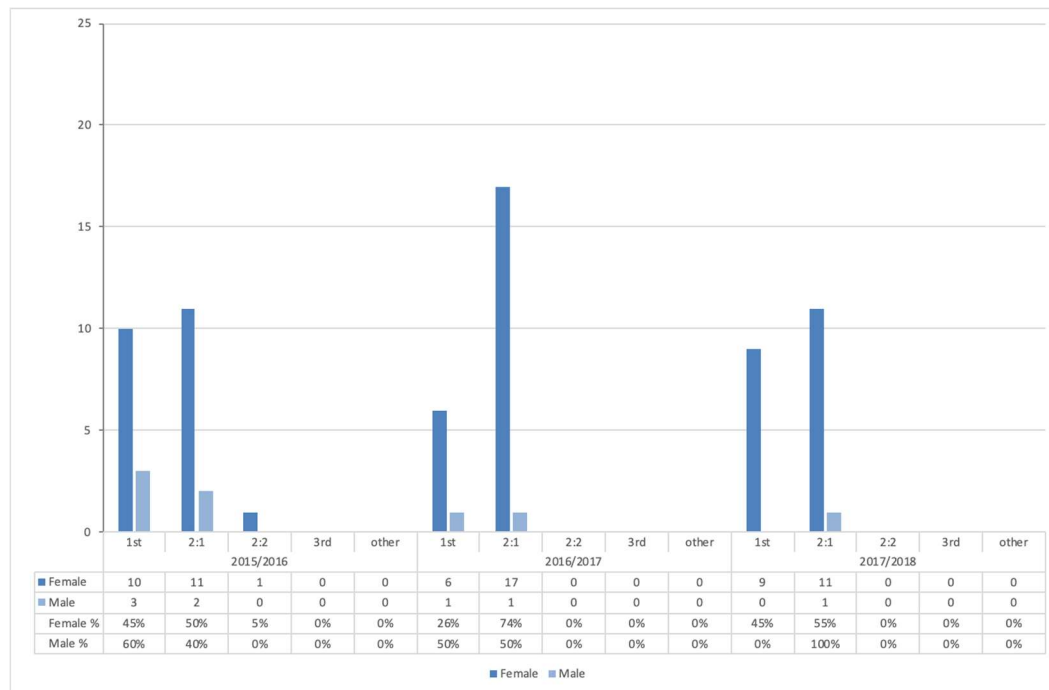


Figure 9 Final Year BA History of Art UG Results 2015/16 - 2017/18

The graphs for HoA are similar to Architecture results, though with much smaller numbers, especially for the male cohort, it is difficult to map a trend. It is worth noting that Faculty survey responses suggest that female undergraduates are not lacking in confidence in AHA on the whole. When asked “To what extent do you agree/disagree with the following: lectures can be intimidating”, only 18% (100%F) said they agreed/strongly agreed, the others disagreed or were neutral. However, when asked the same question about supervisions (small group teaching), 36% (88%F) agreed that these can be intimidating (**AP 9.2**). “The dynamics when it is an all-female supervision and that with male participants are very different.” as noted by one female lecturer in the survey. This is an area for improvement (**AP 9.4**). There were no questions in the Survey on design reviews (crits) at the Department of Architecture. Crits are a central part of our studio teaching in Architecture which accounts 60% of the overall end-of-year grades. Experienced practicing architects are invited periodically to come to the department to critique students’ work, providing valuable feedback, insightful dialogues and valuable networks for our undergraduates and graduates. This was an oversight and the survey will be adjusted for the next round (**AP 1.4**).

The Faculty is acutely aware of the impact of student gender imbalance at undergraduate level, especially in HoA (**AP 1.1**). We also note that with a small numbers subject, it is equally important to ensure students are supported at every level, as reflected in a response in the survey: “Perhaps pairing first years with someone in second year as a mentor to meet up with once/twice a term to discuss how things are going with someone who has recently undertaken the first year. This might allow for helpful advice, especially for those who have no HoA students at their college.” (**AP 10.1**)

As a Faculty, we hold staff-student meetings with UG and PG students twice a year. We take these fora very seriously, and endeavour to ensure an environment conducive to constructive criticism and open debate. However, we acknowledge that some of the more sensitive issues such as sexual harassment and racial and disability discrimination highlighted in the survey cannot be discussed in an open forum. It is important for the Faculty to make students aware of central university confidential support available through 'where do you draw the line' and E&D initiatives and forums where these issues are discussed (**AP 2.1**). Upon review of the survey responses on discrimination, the SAT also identified a need for the Faculty to review and update the complaints (formal and informal) advice and procedures given in students' handbook on an annual basis. These procedures will be highlighted at staff meetings. In addition, all staff need to be reminded 'when to refer' (**AP 9.3**).

Action Points

- 1.1 Set up a permanent Equality and Diversity Committee (EDC).
- 1.4 Increase response rate of Faculty-Survey; re-run every 2 years and post results on Moodle.
- 2.1 Faculty websites to include information and links on E&D and the work of the EDC on both internal and external websites.
- 9.1 The Faculty Board to collate and review the attainment rates by gender at the end of every academic year.
- 9.2 Raise the issue of intimidating environments at Directors of Studies meetings; request implicit bias training to all teaching staff (including college-based supervisors).
- 9.3 Staff meeting annually dedicated to sharing best practice and remind staff of 'when to refer'.
- 9.4 Maximise gender balance of supervision groups.
- 9.5 Review different assessment methods.
- 10.1 Promote mentoring amongst students, drawing from our undergraduate and graduate cohorts.

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

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

In Architecture, two full-time and one part-time postgraduate taught degrees are offered, namely the M.Phil. in Architecture and Urban Design (also a RIBA Part II course), M.Phil. in Architecture and Urban Studies and a part-time M.St. in Building History.

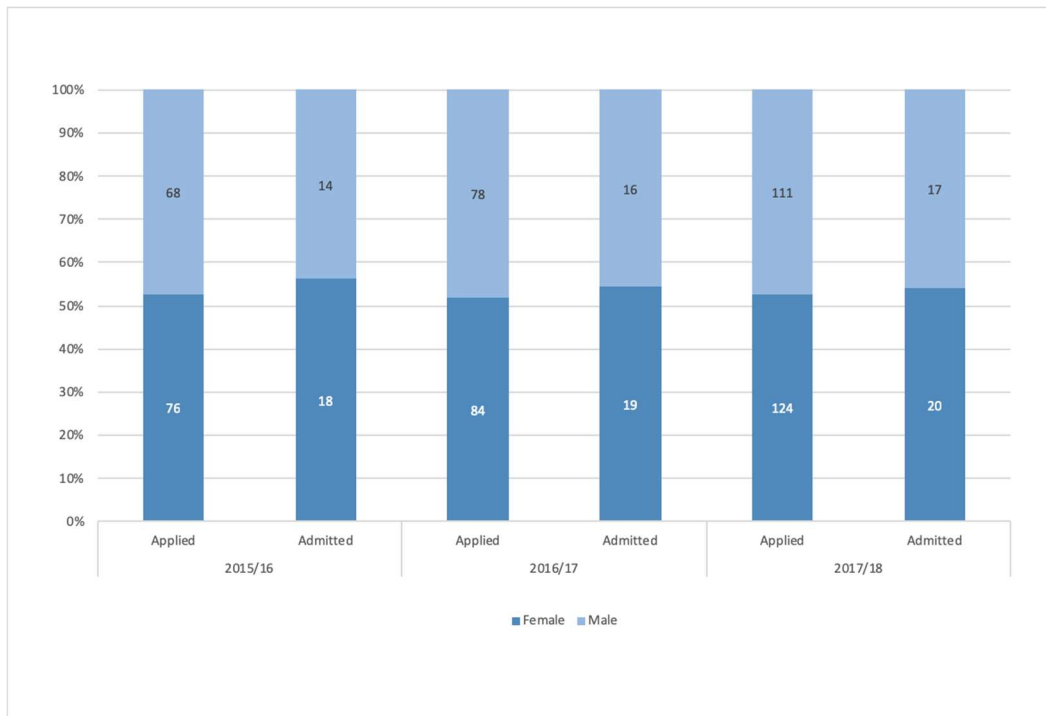


Figure 10 Number of Full-Time Postgraduate Taught (MPhil) Applications and Admissions in Architecture 2015/16 to 2017/18

In HoA, two postgraduate taught degrees are on offer: M.Phil. in History of Art and Architecture and a Diploma in Conservation of Easel Paintings (although the latter is run at the Hamilton Kerr Institute (the conservation wing of the Fitzwilliam Museum) and the Faculty staff do not have any control over student admissions, assessment or progression.

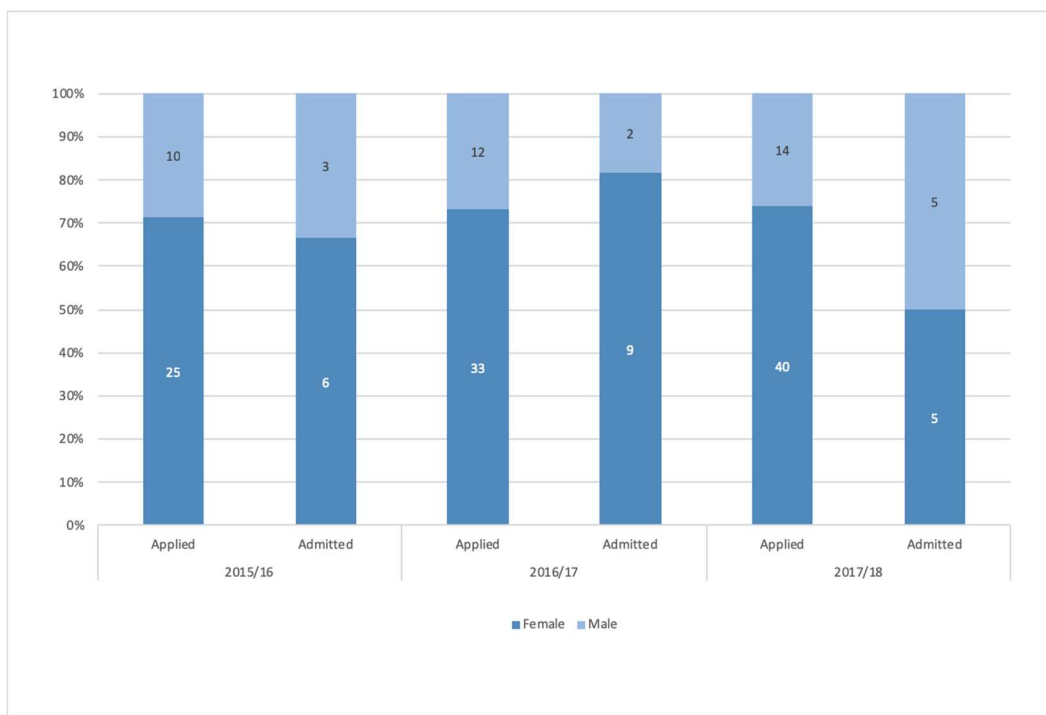


Figure 11 Number of Full-Time Postgraduate Taught (MPhil) Applications and Admissions in History of Art 2015/16 to 2017/18

As shown, there were significant increases in number of applicants in AHA for postgraduate taught courses, in a drive by the Faculty to increase postgraduate numbers and the establishment of a MPhil/ RIBA Part II design research course. The data does not suggest a gender bias but as with the undergraduate courses, the Faculty simply has no physical capacity (space and resources constraints) to cater for increases in students admitted. The percentage of female applicants for the postgraduate courses are lower than for undergraduates, and this could be to do with the number of international students applying, especially for the Masters in Urban Studies in Architecture, and also the lack of childcare provisions in the Faculty at present **(AP 6.3)**, as expressed by a female postgraduate in the Faculty Survey, “Access to childcare is not provided, which puts one down when attending evening sessions”.

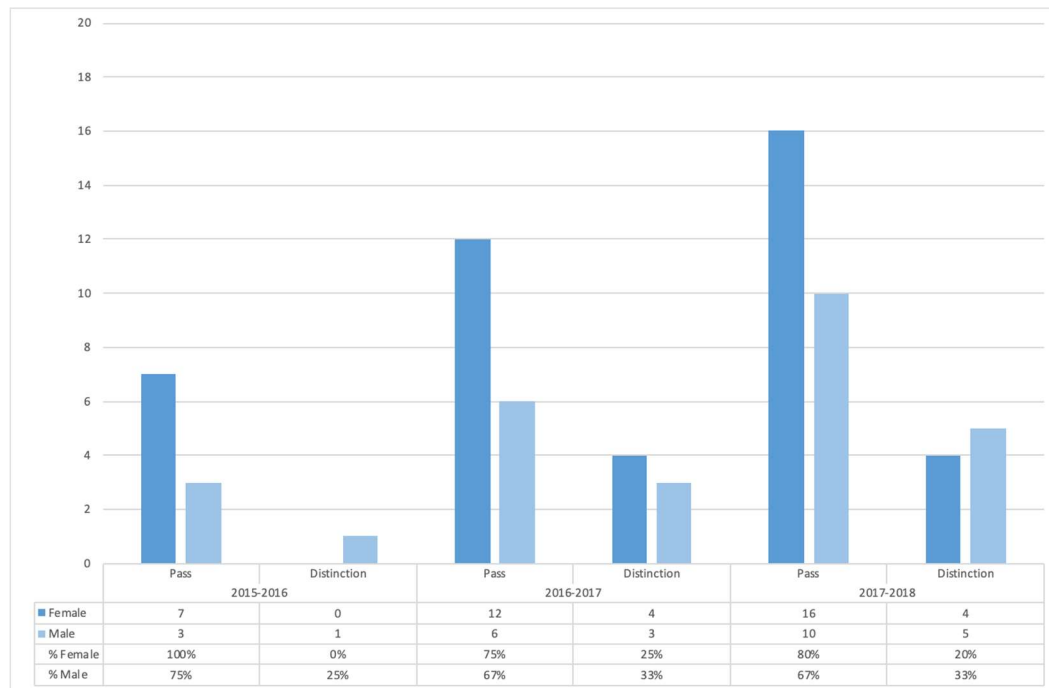


Figure 12 Completion Rates of Taught Postgraduate Degrees in Architecture 2015/16 to 2017/18

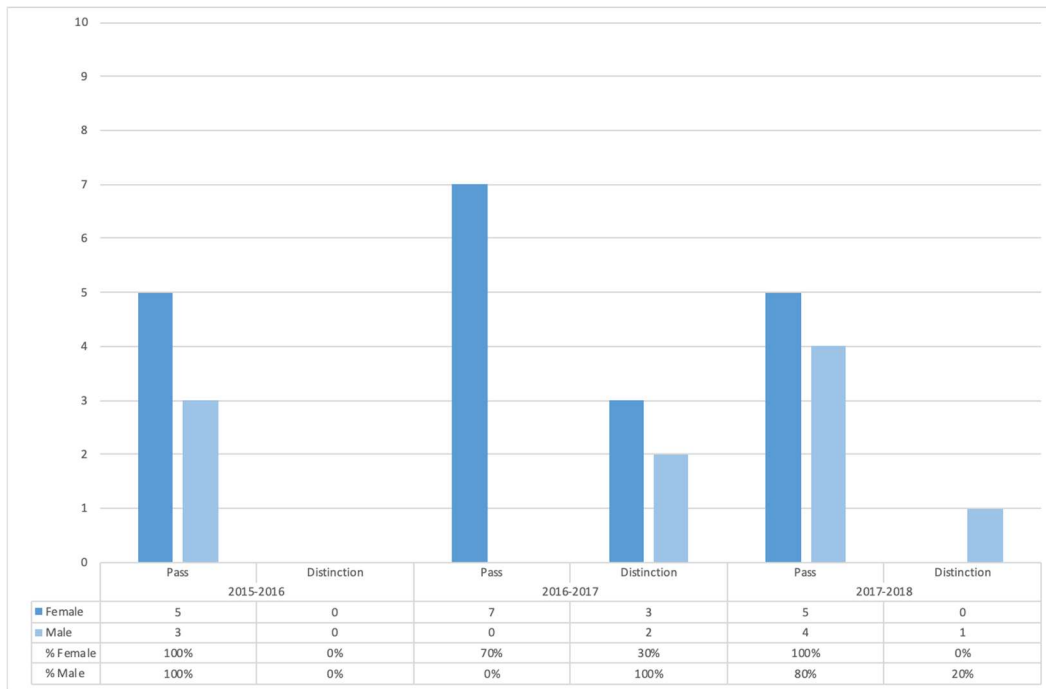


Figure 13 Completion Rates of Taught Postgraduate Degrees in History of Art 2015/16 to 2017/18

Whilst compiling this data, we discovered that this useful information is not routinely collated by the Faculty (**AP 1.3**). Given the ambition university-wide to increase postgraduate numbers, the Graduate Committee will report admissions and completion rates to the Faculty Board to review annually (**AP 1.4**).

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

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

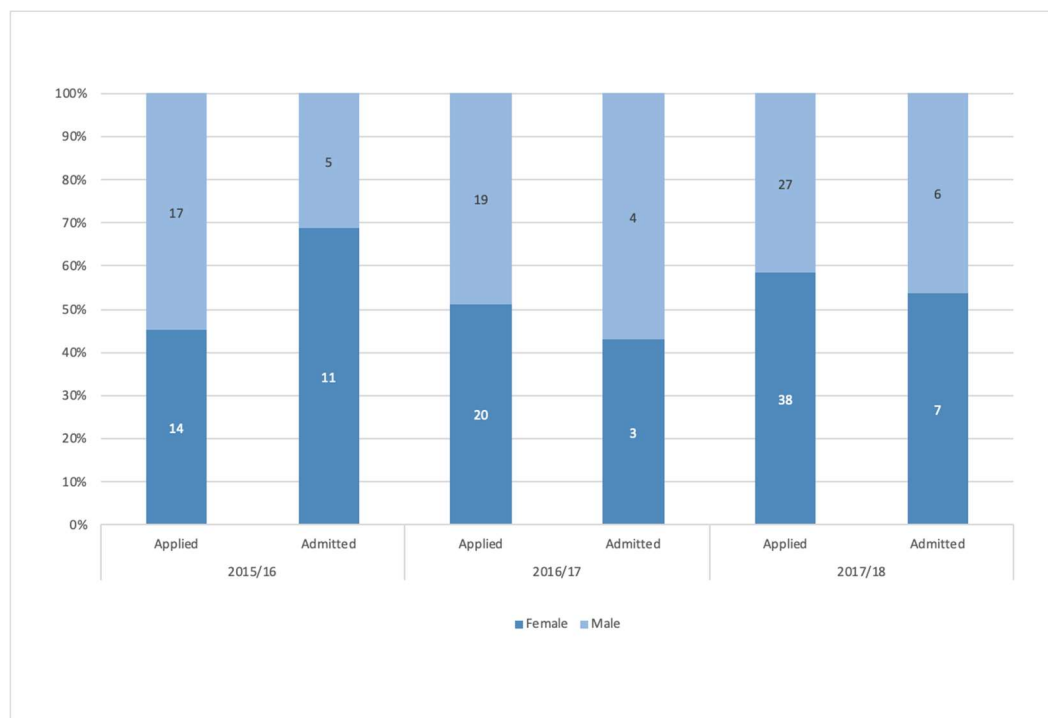


Figure 14 Number of PhD (Probationary) Applications and Admissions in Architecture 2015/16 to 2017/18

The Architecture PhD cohort is on average around 60% female (Figure 14). The data shows no significant trend in conversion from applications to admissions, though there is a notable drop in percentage of women applying for research degrees as opposed to undergraduate. This could be due to the vocational nature of the degree.

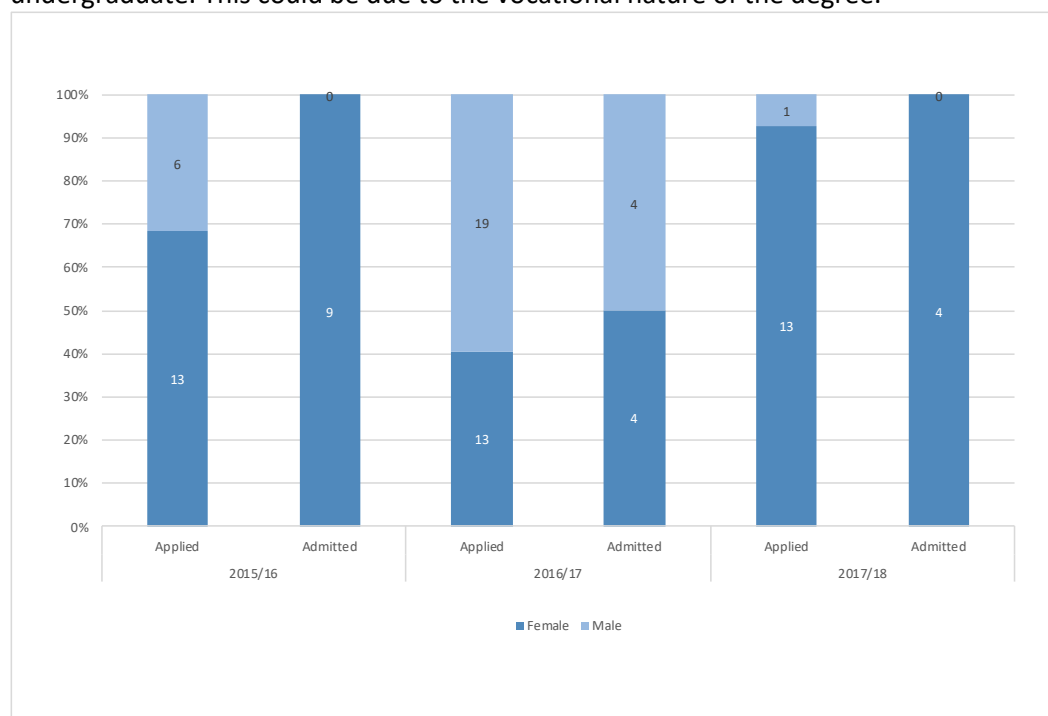


Figure 15 Number of PhD (Probationary) Applications and Admissions in History of Art 2015/16 to 2017/18

For History of Art, there is no obvious trend either, though it is worth noting that for PhDs, conversions of applications to admissions is often funding-related, and there is a significant drop in numbers between applications and admissions reflect this.

The submission rates (within four years of starting) for PhDs in Architecture and History of Art averages at 74% over the past three years. The data does not suggest any gender bias in submission rates and is in line with the 70% target set by the School.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

There is scope for action points here due to the drop-off of females between UG and PG, however all our courses are number-controlled and for Architecture there is a practice placement in between UG and PG. We regard mobility as beneficial; we encourage students to go where they can flourish and also welcome new students from other universities and countries. We are not undersubscribed in application numbers for postgraduate degrees, but we have controlled numbers subjects.

In preparing for this application, we discovered that the Faculty currently has no system in place to track progression pipeline between UG to PG degrees (**AP 11.1**), nor do we record where PGs did their primary degrees. Only 5 out of 24 UG respondents of the survey were considering continuing in academia in Cambridge after graduation. Most were unsure and others were planning to join the private sector. Reviewing students' decision-making at the point of graduation and including discussions in the focus groups on male student recruitment will be necessary (**AP 11.1**).

Action Points

- 1.3 Include data monitoring as part of all committees Term of Reference.
- 1.4 Increase response rate of Faculty-Survey; re-run every 2 years and post results on Moodle, and address at both departmental and faculty meetings dedicated to E&D concerns.
- 6.3 Advertise family-friendly policies, including schemes for flexible working and carers' schemes, Supporting Parents and Carers @ Cambridge, SPACE on Moodle.
- 11.1 Track progressions between undergraduate and postgraduate levels.

4.2. Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

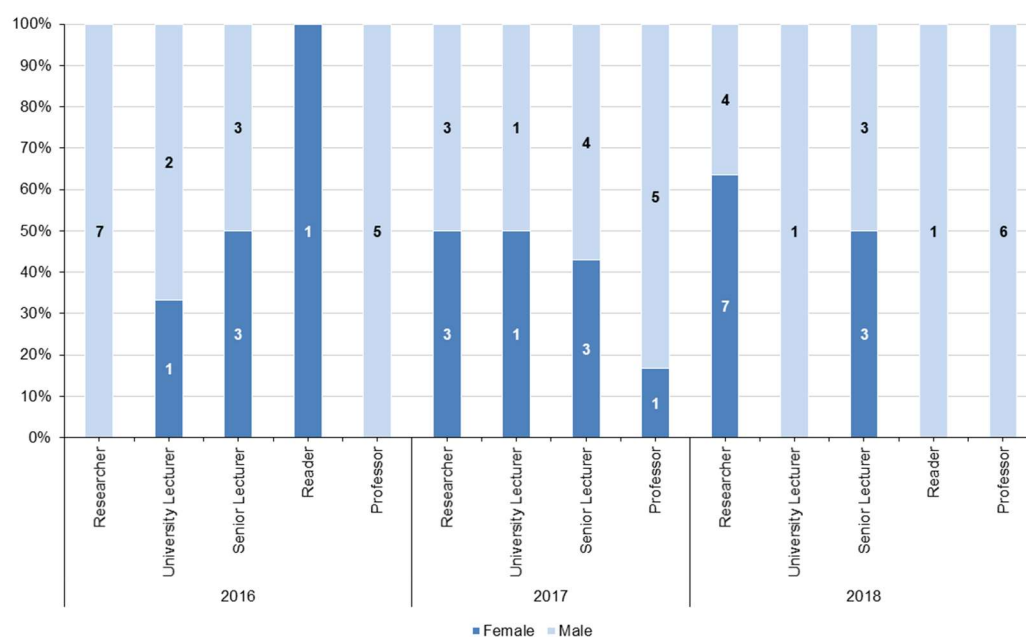


Figure 16 % and number of Academic and Research Staff in the Department of Architecture from 2016 to 2018

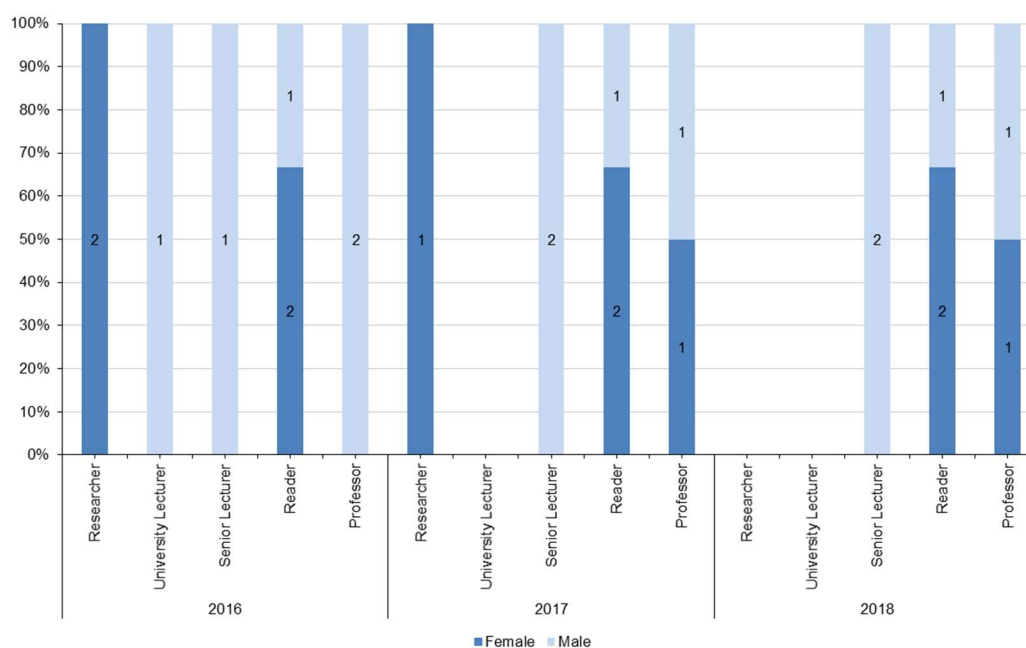


Figure 17 % and number of Academic and Research Staff in the Department of History of Art from 2016 to 2018

Contrary to our student intake at both UG and PG levels, as shown in Figures 16 and 17 teaching staff in the Faculty has consistently been 30% female over the past five years. The statistics show slight improvements in research-only staff in 2017 and 2018. The lack of female representation amongst the teaching staff was highlighted in the Faculty Survey where UG and PG students voiced the need for more female lecturers and role models.

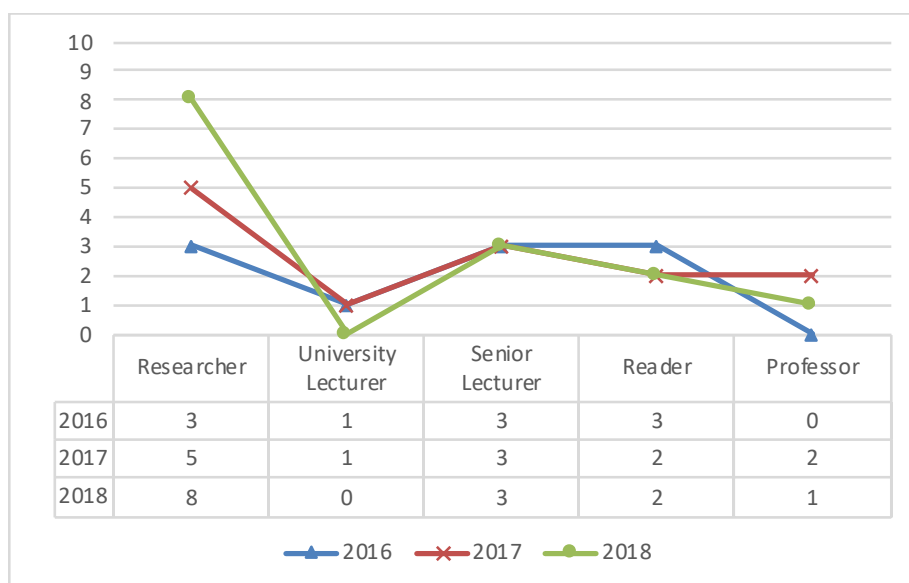


Figure 18 Academic Progression for Female Academic Staff (Faculty) 2016-2018

Figures 18 show an overall drop in proportions of female teaching staff at most levels, though it is worth noting that we have a growing female representation at Professorial level with three female academics promoted to professors between 2016-2018. Encouraging female academics to apply for promotion beyond the senior lectureship level and actively recruiting more women into the Faculty will help with the overall figures, although it will be difficult to change them quickly (**AP 17.3**).

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

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

Figure 19 shows academic staff, split by part-time and full-time contract status and by gender. The figures here show no discernible gender pattern.

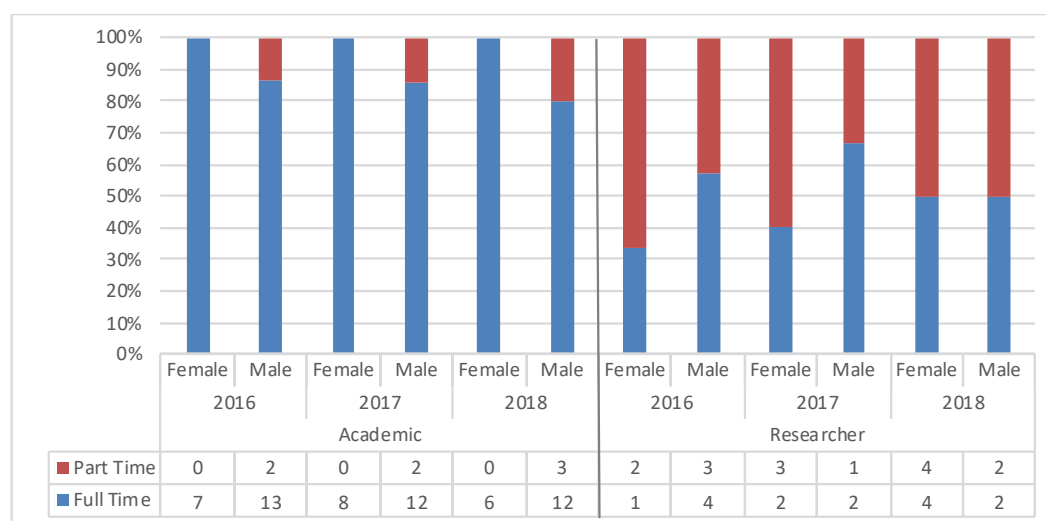


Figure 19 Academic staff split by Part Time and Full Time

Fixed-term academic staff are Faculty appointments to cover for colleagues on parental leave, on secondment, and on research grants with teaching buyouts. The Faculty does not offer free-standing fixed-term appointments or zero-hours contracts. Figure 20 shows that most academics are on permanent contracts, and research associates (RA) are on fixed-term contracts. The gender split shown is misleading as it seems to suggest female researchers are unable to secure permanent contracts. This is purely incidental as the two male researchers are senior research associates on rolling contracts with project funding and these are counted as permanent. When nearing the end of fixed term contracts, the research project leads are responsible for discussing follow-on funding opportunities and redeployment options with our researcher associates. For example, in one recent case, a female RA was redeployed on a research project at the Department of Geography following the end of her fixed-term. The University also provides redeployment assistance for all staff at risk of redundancy, including those coming to the end of fixed-term contracts.

In HoA, a new scheme with Kettle's Yard has been set up: one current Kettle Yard Gallery curator works for 20% of her time in the Department, and a new curatorial appointment (2018) has a 40% position in the Department. Both contracts are open-ended, and both employees are female.

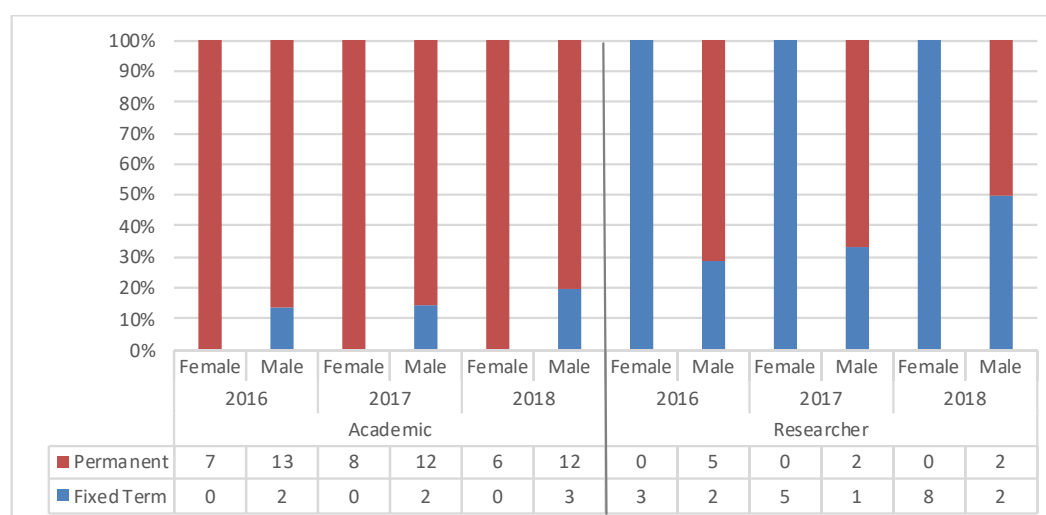


Figure 20 Staff by contract type 2014-2018

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

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

Table 3 Turnover Rates of Academics 2016-2018

	Female	Male	Female leavers	Male leavers
2016	0%	13%	0	2
2017	0%	14%	0	2
2018	15%	7%	1	1

With one exception representing a move to a University closer to her family, the figures above reflect retirements and the departure of fixed-term colleagues. Academic turnover within the Faculty is low and there are no appreciable gender differences in the data available though we have no records of where people go and why (**AP 16.4, 16.5**).

To help redress historical under-representation of women and BME staff, the University has a compulsory retirement age of 67 in accordance with the 2012 Employer Justified Retirement Age (EJRA) policy. Forthcoming retirements will fall in 2019, 2020, 2022 and 2024 (1 on each occasion) and new university teaching officers will be sought (**AP 13.5**).

Table 4 Turnover Rates of Researchers 2016-2018

	Female	Male	Female	Male
2016	53%	14%	2	1
2017	22%	150%	1	6
2018	47%	0%	4	0

As shown in Table 4, data are much more volatile, with such small overall numbers and reliance on grant funding for continuing on at Cambridge, it is difficult to suggest a pattern. In the Faculty Survey, all five post-doctoral researchers (4 female, 1 male) responded that they would like to continue in academia elsewhere (researcher/lecturer), rather than staying in Cambridge. This could be related to a comment received, noting that she could have done a lot more at the Faculty, but “There are many things that are not transparent in the Faculty, in particular how certain opportunities for teaching or supervising are assigned. It appears that some students/affiliated lecturers are asked/offered many teaching, outreach, and supervision opportunities in the Faculty, while others never get a chance.” We shall task project supervisors and mentors with identifying opportunities for teaching for their researchers within the Faculty and university, and review targets in staff appraisals. At a recent Staff Student Liaison Committee Meeting it was agreed that a more transparent process to advertise teaching/supervision opportunities, and how students can express an interest in these will be introduced (**AP 12.1 and 15.3**).

Action Points

- 12.2 Offer more internal and external teaching opportunities to post-doctoral researchers.
- 13.2 Require face to face implicit bias training for all colleagues on appointment committees, with particular attention to composition of shortlists.
- 15.3 Set up mechanisms for following up objectives set in appraisals to ensure adequate support is provided post-appraisals.
- 16.4 Conduct exit interviews of all fixed term staff.
- 16.5 Compile destination database for leavers to track progression.
- 17.3 Actively encourage female academics to apply for senior promotion.

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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

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

Since 2014, the Faculty has appointed the following members of staff. As shown, apart from the Design Fellows appointments which is recognised and will be addressed (**AP 13.5**), we have achieved a good overall gender balance.

	Female	Male	Total
Academic Staff	3 (60%)	2 (40%)	5
Teaching Associates	6 (86%)	1 (14%)	7
Design Fellows	7 (33%)	14 (67%)	21
Postdoctoral Researchers	9 (47%)	10 (53%)	19
Support Staff	13 (87%)	2 (13%)	15

The Faculty ensures that there is female representation on all appointment committees, though it should be noted that given the small number of female academic staff, the Faculty will be looking to invite female external panel members where appropriate to prevent overload on permanent staff (**AP 20.3**).

Before serving on any appointment committee, Faculty colleagues are required to complete the University's E&D online training module and as of 2018 they also complete a half-day recruitment briefing and module in Implicit Bias (IB). As of January 2019, only 10% of staff have completed the IB training, this is not acceptable and the EDC will prioritise and alert the Faculty of these requirements and review annually (**AP 13.1**).

The University has recently updated its recruitment guidelines in order to increase the number of women in academic application fields. Following these guidelines, and to ensure a diverse field, the Faculty advertises via formal and informal channels (University vacancies site, the website jobs.ac.uk, online fora, professional networks). Advertisement texts have historically been gender-inclusive in binary terms; the most recent are gender-neutral in their English originals (translations are sometimes more challenging) (**AP 13.3**). Each appointing committee is proactive through word of mouth in encouraging women and minorities to apply (**AP 13.4**).

Figure 21 shows applications, shortlists and offer numbers for 2017 and 2018, with only two years of data and small numbers, it is difficult to discern a pattern. However, In HoA, all recent recruitments in 2017 (professorial), 2018 (two teaching associates) and 2019 (lecturer) have been female.

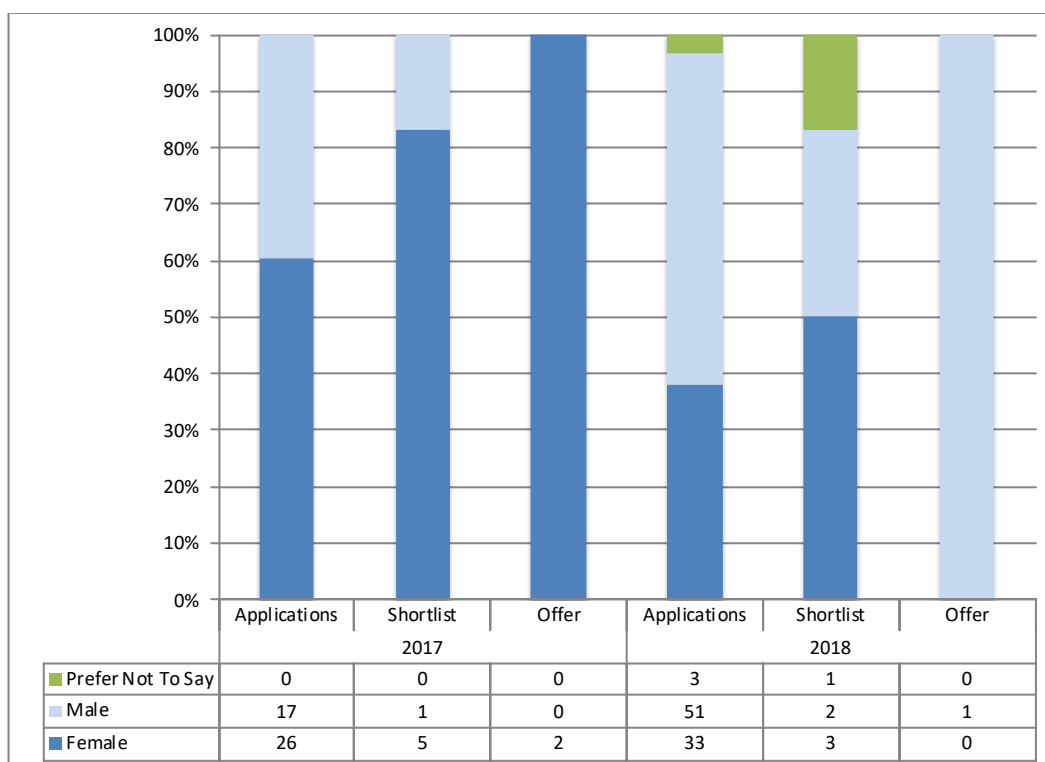


Figure 21 Academic appointments at the Faculty of Architecture and History of Art (there were no academic recruitments in 2016)

In the most recent two rounds of interviews (September 2018 and February 2019) for academic positions, we implemented the University's family-friendly policy of allocating presentation and interview times to take account of the shortlisted candidates' individual needs such as caring responsibilities and/or travel difficulties. In the next set of Architecture interviews (March 2019) we will be conducting interviews by Skype for two female candidates who are overseas and unable to travel. The Faculty is aware of the limitations of video interviews but is heartened by the fact that two recent appointments in other Faculties in the School (both women) have resulted from their use.

It is recognised that more needs to be done to redress the gender balance, especially in Architecture where two out of four permanent female members of current teaching staff are due to retire or will go part-time from September 2019. There are three ongoing recruitments at the Department. For the most recent Architecture vacancy posting (November 2018), personal emails were sent to female colleagues in the field by staff in the Department to encourage applications, this will become standard practice (**AP 13.1**). Out of 59 applications, 29 were male, 28 were female and 2 preferred not to say. The final shortlist of 6 candidates consists of 4 women and 2 men, and we will have a new female lecturer joining the Department in September 2019.

Action Points

- 13.1 Expand Equality and Diversity training requirements for all staff members.
- 13.2 Require face to face unconscious bias training for all colleagues on appointment committees and teaching staff.
- 13.3 Ensure that job advertisements use gender-neutral language and include explicit mention of welcoming applications from women/minorities.

- | | |
|------|--|
| 13.4 | Formalise current practice of using extended networks to broaden and personalise searches. |
| 13.5 | Active recruitment of female teaching staff, permanent and fixed term (Design Fellows). |
| 20.3 | Encourage Early Career Researchers to sit on faculty committees. |

(ii) Induction

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

Although all new academic staff should receive an individual Faculty induction to complement University online and group provision, the Faculty Survey results showed that out of the 17 academic respondents, only 4 (1F) found it useful and 7 (3F) did not have an induction. This will be a priority action point and will in future include a series of meetings with key Faculty personnel (Faculty Chair, Director of the Martin Centre, Library staff, Mentor) and organised by the Faculty Manager in consultation with the new staff member. There is a University starter toolkit that the EDC will review and tailor for the Faculty and send to all starters before they arrive in Cambridge (**AP 14.1**). Once a Faculty policy is established, this will be extended to postdocs as well.

University induction entails a briefing on duties, opportunities and policy/procedure including equality and dignity at work, family-friendly provision, and compulsory completion of the Equality and Diversity training module. New members of staff will be encouraged to attend these sessions upon appointment (**AP 14.2**).

Designated mentors, one in teaching and one in research are assigned to each newly-appointed member of academic staff. The idea is that the mentors will be in touch with staff immediately after their appointments and before they arrive in Cambridge to help new colleagues find a college affiliation, access training, prepare teaching, funding applications and publication submissions, and REF submissions (including open access compliance). However, as shown in the responses from current academic staff, 70% (75%F) of respondents do not feel supported by their mentors, even though 50% (70%F) would like to be supported. Given the size of the faculty, we propose introducing an additional mentor from outside the Faculty (**AP 16.3**).

This is an important area for improvement, in recognition of its relevance to other progression factors (career progression, promotion, research grant applications). We therefore intend to monitor the synergy between mentoring and induction as a way of ensuring better support for colleagues beyond their first year. Overhaul of the appraisal system (over 50% (9) of survey respondents have not been appraised in the past two years) is an integral part of this process, as is a recommendation for termly mentor/mentee meetings on average, echoed by some free text entries in the Survey "Introduction of proper mentoring procedures for staff, including appropriate individual coaching by specialists for senior staff taking on management roles" (**AP 16.3**).

Action Points

- 14.1 Publicise University's HR induction toolkit, tailored to the Faculty to new staff on arrival.
- 14.2 Require all new staff complete their Equality and Diversity training within three months of joining the Faculty.
- 16.3 Introduce termly mentor/ mentee meetings and where appropriate to seek an additional mentor from outside the Faculty.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

From 2012-2018, there were 19 promotions (of which 6 were female) among 21 permanent academic members of staff. In fact, all applications from HoA have been successful since 2012 and for Architecture all women have been successful. The latter could reflect women typically waiting longer before applying (**AP 17.3**) but overall, these figures are positive and suggest that the process in place whereby the Heads of Departments take active roles in advising and encouraging colleagues is working. Commitment to encouraging all eligible colleagues during their annual appraisal is proposed (**AP 17.3**). The Heads of Departments would review a candidate's CVs in relation to the published criteria, and clarifying queries about process and standards. There is no dedicated Promotions Committee within the Faculty. In the event of an application being unsuccessful, feedback is available to the applicant from the Chair of the Faculty Board.

The University's Senior Academic Promotions (SAP) exercise begins in October; but during the previous summer the Faculty Manager contacts all permanent academic staff, inviting them to discuss promotion possibilities with the Heads of Departments (**AP 17.4**). The School of Arts and Humanities runs a parallel mentoring system which we encourage colleagues to access. University guidelines detail how the promotions panels assess CVs to acknowledge career breaks, caring responsibilities, parental and adoption leave, disability, injury or illness. Applicants are invited to declare such personal circumstances on a separate form, which is assessed prior to and separately from the overall application in order to ensure proper and independent attention to the contents. In committee, applications are scored objectively against other candidates; scores are then recalibrated in light of the personal circumstances form. Insights (e.g. information on scoring) from Heads of Departments and senior colleagues who have sat on promotion panels are also important and including other central university support, the SAP forum and CV schemes, should be shared with staff (**AP 17.1**).

The Faculty Survey responses revealed that most academics understood the promotions process. Of 17 respondents, 10 (3F) said they understood the procedures for promotion; a further 5 (4F) replied either 'somewhat' or 'no' and a further 2 preferred not to specify. However out of the same respondents, only 6 (3F) found the process transparent and fair, with 11 (5F) answering 'sometimes' or 'no', with one academic requesting "more transparency on how promotions are decided/ seminars to help young academics (female and male) achieve." In response, we will actively

promote the new Academic Career Pathway (ACP) scheme available at the university from 2020. (AP 17.1 and 17.2)

In terms of permanent research staff promotion, this is reviewed and approved by the Faculty Board, based on the recommendation of an appointed assessor, upon review of their research outputs. In the past three years at the Department of Architecture, we have had 100% success rate with one female and one male researcher being promoted to Senior Research Associate positions. At present, these are ad hoc processes that rely on the Principal Investigator's initiation, one recommendation by the SAT is to promote senior researchers' promotion in parallel with the Senior Academic Promotions (AP 17.5).

Action Points

- 17.1 Include information on promotions (including the new ACP) at induction and ensure it is discussed at appraisal.
- 17.2 Increase publicity about University's Senior Academic Promotions (SAP) and University's CV mentoring scheme and SAP Forum.
- 17.3 Ensure all eligible candidates are encouraged to apply by the Heads of Departments, especially among female staff who might be inclined to play too safe.
- 17.4 Promote opportunities (teaching, research, general contributions) to help stretch roles in promotion cases.
- 17.5 Advertise Senior Researchers' Promotion in parallel with the Senior Academic Promotions round.

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

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



Figure 22 Comparison of Numbers submitted to REF 2014 and RAE2008, and a projection for submission to REF2021 for Architecture

For Architecture, the figure above shows an improvement in the number of submitted female academics for REF2014 compared to RAE2008. For REF2021, there is a slight drop but the department has just (March 2019) appointed an eligible female university teaching officer to September 2019 and is in the process of recruiting for another academic to start in September 2019. We hope this will provide a positive shift to the overall gender imbalance.

For History of Art, all eligible academics were submitted for RAE2008 and REF2014, so that should provide simple gender ratio. For REF2021, the eligible staff list is much larger and includes 10 female and 10 male staff, including teaching associates and researchers. We are still in discussion as whether the two departments will submit to the same panel for REF 2021. The Faculty will submit all eligible staff. Based on the recent REF planning meetings, it is likely that both departments' provisional impact case studies for submission will be led by female academics (60-75%), an improvement on 25% in REF2014.

5.2. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The University's Personal and Professional Development (PPD) team coordinates training (online and face-to-face) that includes Senior Leadership Development programmes, management training and a wide array of vocational courses. A separate Researcher Development Programme (RPD) serves PhD students and postdoctoral fellows. Faculty staff are expected to highlight these services at induction and via mentoring; they are an important way for new colleagues to enhance their general skills in line with the Research Agreement.

The Faculty Survey asked a) whether colleagues and students alike felt supported and encouraged to attend training courses, and b) whether they had time to attend. Of 78 respondents, 41% said they felt supported to attend training courses but 52% said they found it difficult to fit training into their schedule. Among staff responding to a), 7 of 17 respondents (3 male, 4 female) did not feel encouraged to attend training, while 5 (3 male and 2 female) said they did. These are small numbers to form judgement on whether enough is being done to encourage training, however, more should be done to advertise internal and external training opportunities (**AP 16.2, 19.1**).

All staff are strongly encouraged to complete the University's Equality and Diversity Online module, and those who have not yet completed the training are reminded monthly by email by the School of Arts and Humanities. The current uptake rate is 61%. We plan to strengthen this recommendation to achieve 100% uptake by 2020 (**AP 14.2**).

(ii) Appraisal/development review

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

As evident in the survey, staff development review is an important area to formalise and streamline. 9 out of 17 academic respondents of the survey have not been appraised in the last two years. We also asked colleagues if they have received any guidance on being appraised and out of the same 17, only 3 had. HoA academic staff were appraised by the Head of Department together with one other senior colleague in Spring 2018, apart from one who was on research leave and chose not to take up this opportunity. Informal review and development meetings were also offered to all post-docs with affiliations in the Department of History of Art, even when they were not officially 'line-managed' by the HoD. Two colleagues chose to take advantage of this. Feedback from all of the appraisals was positive. The survey results would suggest that putting in place a regular and effective appraisal system is critical and a more formal procedure needs to be standardised across the Faculty and reporting of the survey should be split into departments to identify and address their specific needs (**AP 1.4, 15.1**).

The Faculty will advertise the University's online training package for Reviewers (**AP 15.2**). The Heads of Departments will review non-confidential outcomes of a new appraisal system and take them forward via the relevant Faculty channels by academic year 2019/20 (**AP 15.3**).

Action Points

- 1.4 Revise Faculty survey to reflect shortcomings of the current version, re-run every 2 years.
- 14.2 Require all new staff complete their Equality and Diversity training within three months of joining the Faculty.
- 15.1 Review and relaunch appraisal scheme for all academic staff (in line with the renewed induction for newly-appointed staff).
- 15.2 Publicise University's online appraiser and appraisee training. Target 100% professors complete SRD training.
- 15.3 Set up mechanisms for following up objectives set in appraisals to ensure adequate support is provided post-appraisals.
- 16.2 Advertise internal and external training opportunities.
- 19.1 Encourage staff training in leadership and other relevant aspects of academic life, including internal and external committees, and formulating large-scale grant proposals.

(iii) Support given to academic staff for career progression

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

Teaching and Research Mentoring are in place for all new academic colleagues, but the follow-throughs and how objectives are currently and could be integrated with appraisals are not clear at present (**AP 15.3**). Mentors encourage colleagues to seek out

opportunities on external subject-based committees; sometimes invitations come direct from the organisations themselves. For Early Career researchers, the Faculty recognises that networking to establish visibility and credibility within the field is an essential skill, and that opportunities to take academic responsibility are vital (AP 19.1).

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

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

The undergraduate degree at the Department of Architecture is part of the RIBA part I qualification, and most of our students seek work placements directly after graduating. The ArcSoc talks, end-of-year exhibition and advice offered throughout the year by their design studio teachers who all work in practice helps facilitates dialogues on career progression in to practice and some have secured placements at the Design Fellows' practices.

Across the faculty, our students also attend sessions given by the Careers Services at the university. Supervisors of final year dissertations have encouraged some undergraduate students particularly drawn to research into academia by advising them to continue on with a MPhil. At postgraduate level, one of the four full-time taught MPhil courses is a RIBA accredited Part II, and most students return to practice for their final placements. We do not currently hold data on where our students at all levels go after their studies at the two departments (AP 11.1).

We currently have PhD colloquiums and in 2017/2018 the Martin Centre's 50th anniversary was an occasion where the graduate community were able to showcase their work and network with potential employers and research units. We encourage students to participate in post-doc societies within the university, for example Cambridge University Science and Policy Exchange (CSPE), Centre for Research in the Arts, Social Sciences and Humanities (CRASSH) and RIBA East events.

Postgraduates and postdoc respondents to the Faculty Survey were especially hungry for career support. We would like to introduce a Faculty mentoring scheme for postgraduates and postdocs with a recommendation for termly meetings with the Director and Deputy Director of the Martin Centre to help guide early career academics (AP 12.3, 17.5, 19.2).

Establishing UG and PG diversity and equality representatives will help ensure that information, experience and insight on opportunity (including career) and equality is being properly captured and communicated with and across the whole School (AP1.1).

Action Points

1.1 Set up a permanent Equality and Diversity Committee (EDC).

11.1 Track progressions between undergraduate and postgraduate levels.

12.3 Help PhD students with networking internationally, identify research grant opportunities and opportunities to present/publish their work.

15.3 Set up mechanisms for following up objectives set in appraisals to ensure

adequate support is provided post-appraisals.

17.5 Advertise Senior Researchers' Promotion in parallel with the Senior Academic Promotions round.

19.1 Encourage staff training in leadership and other relevant aspects of academic life, including internal and external committees, and formulating large-scale grant proposals.

19.2 Share successful research grant applications with early career researchers.

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

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

The research arm of the Faculty, The Martin Centre was established 50 years ago. We have our own Research Administration office, with academics taking on the role of Director and Deputy Director, responsible for monitoring research grant applications and progress, and maximise research grants capture.

At present, the Faculty holds 26 active grants from both departments with female investigators leading 35% of the total. Among recent research grant successes since 2014, high-value collaborative awards for Principal Investigators have gone to men (2 EPSRC Grants, 1 Leverhulme Trust, 1 AHRC award), while smaller awards of less than £200k, or Co-Investigator portions (2 British Academy Grants, 2 Leverhulme and Newton Trust, 2 AHRC and EPSRC) have gone mostly to women. Though the cost or collaborative nature of research is not an indicator of quality, but we are aware of the danger that research team leadership might be perceived among students and colleagues as associated with men only. Reviewing the number of grant applications made over the past year, we are encouraged that the percentage of female academic staff applying for grants is over 80% as opposed to 60% across the male cohort. Via the new appraisal and mentoring processes, we shall be encouraging women to apply for large-scale grants at every opportunity (**AP 19.1**).

Staff research grant applications are supported by the Research Committee and the Administration Office. The Faculty Survey suggests there is room for support at an earlier stage in the process, "Sharing best practice and successful applications for grant applications." (Academic, male). This does not only apply to permanent members of staff but to early career researchers, "Yes, I think the University could do more for postdocs in terms of encouraging grant applications and planning career progression. This could be done at Faculty or University level, but at the moment there is nothing of this kind." (Post-doc, male).)—something that more proactive mentoring and appraisal could address (**AP 19.2**).

5.3. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before and during leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

Academic and research staff are invited to meet with the Faculty Manager and Heads of Departments to discuss the practicalities of their leave and to explore the support needed. The University's Maternity Policy, Flexible Working Policy and Working from Home policy are discussed. Both staff groups are supported in negotiation with funders to suspend/extend research projects, securing the best possible outcome for the individual. In addition, the Faculty discusses how to manage teaching commitments during the leave period, agreeing the most appropriate form of teaching cover (e.g. a Teaching Associate or a range of contracted staff). The Faculty also draws the attention of both staff groups to the University's Returning Carers Scheme. The scheme offers funds to support academic activity and build up the research profiles of those going on, or returning from, a period away from work (total absence or part-time/reduced hours). There is also an active SPACE (Supporting Parents and Carers at Cambridge) staff network at the university. All these policies merit enhanced publicity (**AP 6.3**).

Support staff meet with their line manager and the Faculty Manager to review workload until and beyond their leave date, to assess how work might best be reallocated (after handover) or put on hold to allow key tasks to be completed comfortably before the leave starts. They are provided with the same access to University policy and SPACE (Supporting Parents and Carers @ Cambridge) network information as academic and research colleagues. Staff brought in to cover would either be recruited as fixed-term maternity cover or provided through the University's Temporary Employment Service.

For all staff groups, we support the formal leave application process and draw attention to the financial information relating to it. We also provide full details of the contact options available (e.g. judicious use of 10 paid Keeping in Touch Days) and the range of family-friendly policies available to them on their return. Following University policy, we also undertake risk assessments and confirm eligibility for paid leave to attend appointments. The University offers enhanced maternity, adoption and parental leave pay (18 weeks at full pay; 21 weeks at Statutory Maternity Pay (SMP) and 13 weeks of unpaid leave).

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

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

As staff return to the Faculty, we encourage use of any accrued annual leave to allow for some part-time and flexible working over the first few months. For academic and research staff, we actively promote the University's Returning Carers Scheme (RCS). The RCS offers costs to help carers travel to conferences, engage crucial research support to rekindle project momentum, and to support teaching. Applications can be made prospectively or up to 5 years after returning to work and to date, two teaching staff in HoA have applied to this scheme and been successful.

(iii) Maternity return rate

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

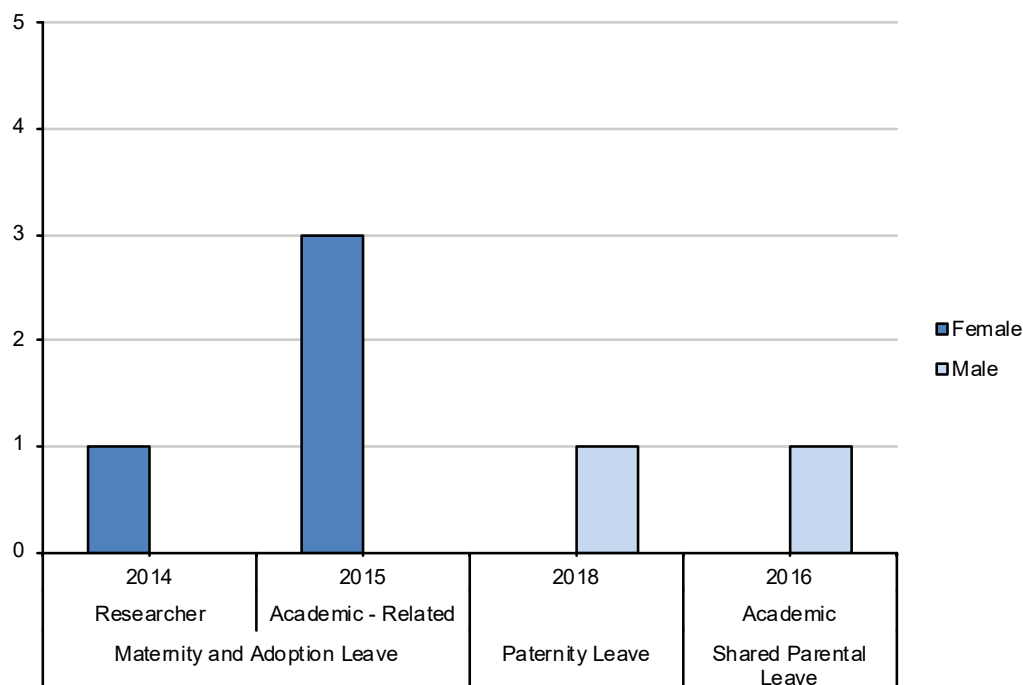


Figure 23 Maternity, adoption, paternity and shared parental leave since 2014

Figure 23 shows the number of staff taking leave in the last five years. Two design teaching fellows (academic-related) who were on open-ended contracts did not return after their maternity leave in 2015. Leaver's/exit interviews might help understand why they have chosen to leave.

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

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

In the last 5 years, 1 male design teaching fellow took Paternity leave in 2018, and one male academic took periods of shared parental leave in 2016 (Figure 23). Both returned after their leave. These were not advertised but leave was sought by the individuals. At a faculty level, we will ensure the information on paternity, shared parental, adoption, and parental leave is available on our internal websites and consultation with the Faculty manager is available at an individual level (**AP 6.4**).

(v) Flexible working

Provide information on the flexible working arrangements available.

The Faculty employs a number of part-time support staff and has formal and informal flexible working arrangements, e.g. working from home, in place for a small number of staff to facilitate caring responsibilities. The Faculty Manager also works to ensure

flexibility for all staff to deal with unexpected issues, offering flexible start/end times and granting last-minute leave wherever possible, supporting other colleagues to cover resulting additional workload.

Academic working hours are extremely flexible. Academics who teach are invited to specify preferred slots within the timetable when the schedule is drafted in the Summer before the academic year. All have the opportunity to work from home or at other locations (e.g. Colleges) as appropriate. One member of academic staff in History of Art went part-time for five years to undertake childcare responsibilities, after which she returned to full-time work. Some written comments from post-doc and academic respondents read, "Some more formal guidance might be issued about how parents of young children can arrange to fit their schedules around essential family needs without feeling that they are perceived to work less or be less available than others."
(Academic, female)

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

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

The University has clear policies and options for staff wishing to work part time following a career break. The Head of Department and Faculty Manager would meet with the individual to discuss requests, working case-by-case. There is considerable scope for the Faculty to talk to individuals and develop plans to meet specific needs, using case studies on the SPACE website as examples for discussion. **(AP 6.1).**

Action Points

- 6.1 Launch a general consultation about working hours, acceptable and best times for seminars and committees.
- 6.3 Advertise family-friendly policies, including schemes for flexible working and carers' schemes, Supporting Parents and Carers @ Cambridge, SPACE on Moodle.
- 6.4 Consultations on parental leave and return to leave options.
- 19.1 Encourage staff training in leadership and other relevant aspects of academic life, including internal and external committees, and formulating large-scale grant proposals.
- 19.2 Share successful research grant applications with early career researchers.

5.4. Organisation and culture

(i) **Culture**

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

A small Faculty within the School of Arts and Humanities, AHA has taken advantage of its size to nurture a close-knit community amongst its staff, researchers and students. Supported by evidence from salary data, promotions, demographics across different grades, the results of the central data and Faculty Survey show the extent to which the

Faculty values gender equality and opportunity. There is little evidence in AHA of a gender pay gap for example, or sign that women are being denied the chance to fill and succeed in senior positions. We see this submission as a way of monitoring and capitalising on the culture of the Faculty, its many successes and the commitment and dedication of staff, to embed scrutiny and robust processes in ways that will ensure the Faculty continues as an equitable place to work for years to come.

There are, however, as the SAT process has shown and as the Heads of Department letters makes clear, areas of AHA culture that needs attention. We recognise the need for improvements in the induction process and communication, greater transparency and commitment to structural measures that will embed strategies designed to explicitly monitor and promote the equality of opportunity in the Faculty (**AP 1.1**). Communicating opportunities, creating support mechanisms and promoting positive engagement with our limited resources and opportunities is key, as will be the ongoing work of the EDC as the Faculty plans for AS re-accreditation.

Whilst the data show little gender bias at all levels, the Faculty Survey did reveal some important issues for action to improve the working environment, notably the physical environment (space constraints) and learning and social environment (racial, cultural and social diversity).

In its questions about harassment in relation to protected characteristics, 16 (out of 92 responses) indications of discrimination or harassment witnessed, these covering all the protected characteristics. There were also seven instances of respondents having experienced discrimination or harassment on grounds of gender, race, religion or disability (**AP 4.1**). These indications came from students and postdoctoral researchers, and all from women witnessing or experiencing gender-related problems. Some free text comments mention social, racial and political “Class needs to be addressed - the HoA class is very middle class. We need to think about access/working class kids and also foreign students, which are numerous.” “There are literally no black people, South Asian People, it’s a bit weird, I’ve never felt more out of place anywhere.” The HoDs will make all academics aware of the situation and express the desire to increase diversity of students and recruitment in general to all involved in admissions at student and staff levels. The EDC will report initiatives and progress back to students in continuous dialogue. The EDC is committed to find ways of creating a forum to discussing issue related to all the protected characteristics in the future (**AP 4.1, 4.2, 4.3**).

Following on from the Faculty Survey, one initiative already taken by the Department of History of Art is a student-led survey on diversity and inclusivity (carried out in January 2019). In it, the current cohort of undergraduate students were asked about their views on diversity. The response rate was 38%. In particular, the questionnaire asked about any difficulties they have encountered with the curriculum and whether the students believe teachers/supervisors need racism awareness training. Most wanted greater decolonisation and the inclusion of more female, this is echoed in responses by postgraduates in the Faculty Survey where concerns include lack of diversity in classroom and curriculum (**AP 8.1, 8.2, 8.3**), lack of consideration for part-time students (financial and facilities) and also disabilities (with the DRC).

Action Points

- 1.1 Set up a permanent Equality and Diversity Committee (EDC).
- 4.1 Appoint an Equality and Diversity officer in the Faculty as contact point for students and staff.
- 4.2 Organise a periodic general staff meeting to discuss ethical practice.
- 4.3 Introduce an induction session on ethical practice (UG, PG and staff inductions).
- 8.1 Comments of indirect discrimination to be discussed in relation to undergraduate course material review.
- 8.2 Course material to be reviewed with AS principles in mind.
- 8.3 introduce bibliographies with greater female representation.

(ii) HR policies

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

The Faculty Manager (FM) is responsible for ensuring the proper application of all aspects of HR policy and procedure. The FM attends termly School HR Forum meetings designed to cascade policy updates and information about new initiatives from the central HR administration to the rest of the University. The FM then disseminates the information to the rest of the Faculty staff via Moodle. HR policy updates are also made at Faculty Board meetings as and when appropriate. In a small Faculty it is possible for one person to support and oversee everyone, thereby ensuring consistency of approach.

The Faculty promotes the University's 'Breaking the Silence' initiatives intended to clarify the reporting procedures relating to bullying, harassment and sexual misconduct for staff and students. In respect of dignity at work, the Faculty does not currently have an incident register (**AP 4.4**). We do however recognise the need to be more proactive, to encourage colleagues to report incidents of discrimination (identified in the survey), bullying or harassment either within the Faculty or via the University's anonymous reporting system. Though the number of responses were small, the Faculty Survey did identify incidences of harassment (17% witnessed, 6% experienced) and this is not acceptable. The faculty will have a zero-tolerance policy to bullying and harassment, provide a point of contact and clearly promote reporting procedures for anyone witnessing or experiencing unacceptable behaviour from others (**AP 4.1**). We will encourage colleagues to attend its Where do you Draw the Line? Training but also run a faculty-specific workshop (**AP 4.5**).

Action Points

- 4.1 Appoint an Equality and Diversity officer in the Faculty as contact point for students and staff
- 4.4 Set up a Faculty harassment incident register
- 4.5 Encourage staff and student attendance at 'Where do you draw the line?' training and organise faculty-specific workshop

(iii) Representation of men and women on committees

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

There are Faculty committees and Departmental committees, the latter are not organised in the same way in each Department, though we are quite asymmetric in nature, shape and educational/research purpose. In such a small Faculty, where academic staff numbers are quite low, especially in HoA and where asking Design Fellows to serve in governance roles is unrealistic, unless a staff member is on leave, staff must serve on 1-5 committees in order to share the overall governance. We have worked hard at achieving a reasonable gender balance given the pool, but are also determined not to overload female academics. Recognising this and striving to achieve at least a 50/50 balance, we shall encourage representation from our female research staff (**AP 20.3**).

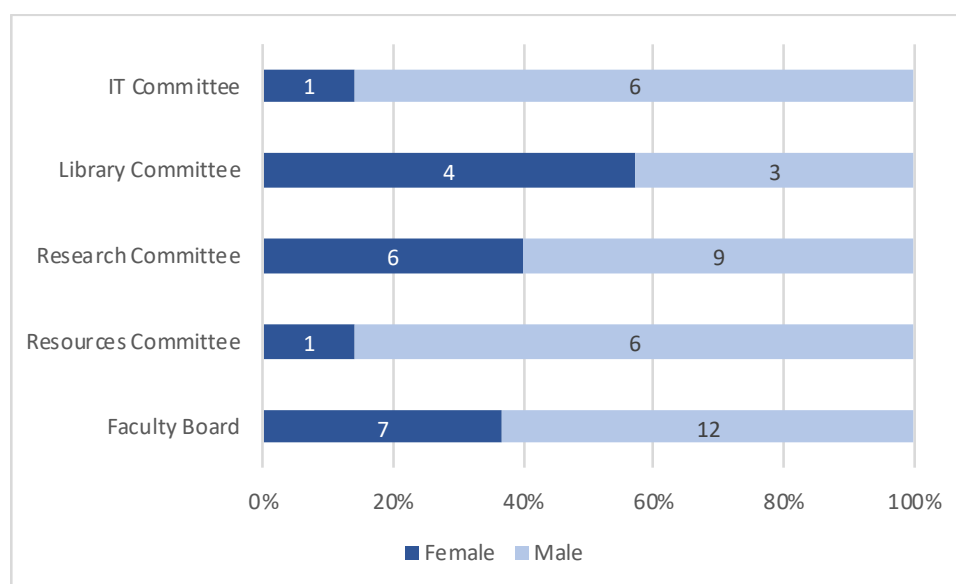


Figure 24 % and number on main Internal Faculty Committees by Gender

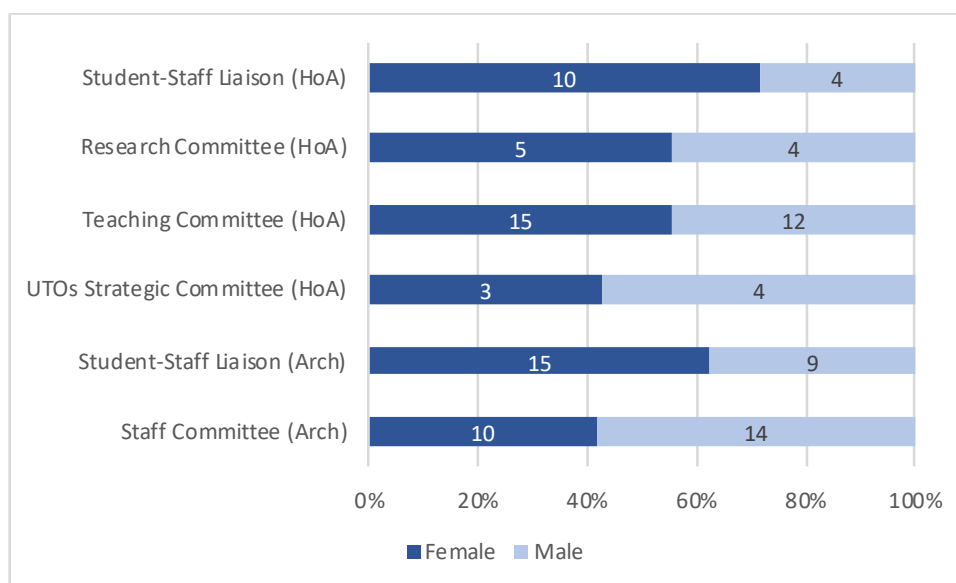


Figure 25 % and number on main Internal Departmental Committees by Gender

As shown in Figures 24 and 25, more can be done in balancing the gender makeup of committees, especially the resources and IT committees at Faculty level (**AP 20.1**). Roles rotate each year in line with sabbatical and other leave. There are no spare personnel for shadowing or deputies. Women suffer from committee overload, especially when their female peers are on leave. Looking further into the numbers, it was found that due to their minority presence as a whole in the Faculty, there are a handful of female academics (especially at Professorial level) who are in every committee shown in figures above. Within the academic workload model, the challenge for the Faculty will be to balance the visibility of women on decision-making bodies, promoting junior members of staff to positions of responsibility and on important ad hoc project committees (such as Athena SWAN), against the need for them to be visible to students as key members of the teaching staff (**AP 20.1 and 20.2**).

Action Points

- 20.1 Include the following as part of the workload model revision: committee work, appointments committees, ad hoc project committees, outreach.
- 20.2 Bear overload questions on female colleagues in mind when putting together committees each year.
- 20.3 Explore ways of involving early career researchers on departmental committees.

(iv) Participation on influential external committees

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

There are two categories here: committees (or other responsible roles) within the university; and committees outside the university.

Table 5 Members of University of Cambridge Committees

Committee and Role	Staff Type	Grade	Gender
University's Senior Academic Promotions Committee	Academic	Professorial	Male
University's Board of Executive and Professional Education	Academic	Professorial	Male
University's Buildings Committee	Academic	Professorial	Male
University's Environmental Sustainability Strategy Committee	Academic	Reader	Male
Senior Academic Promotions Committee (School of Humanities and Social Sciences)	Academic	Professorial	Male
Senior Academic Promotions Committee (School of Arts and Humanities)	Academic	Professorial	2 Females
School of Arts and Humanities Research Committee	Academic	Professorial and Senior Lecturer	2 Females 1 Male
School of Arts and Humanities Graduate Education Committee	Academic	Senior Lecturer	Female

At present, most of the School and University external committee work (Table 5) tends to be done by colleagues at professorial level. They are invited via a combination of requests and open calls for interest in specialist roles. Impressive service on one committee can lead to an invitation to take on a higher-profile role. Enhanced mentoring and appraisal within the Faculty will help other colleagues follow this path should they wish to do so (**AP 15.1**). In addition, our academics are also involved in a variety of roles outside the university including government (UK and international) advisory panels, research council grant selection committees and journal editorships (**AP 20.4**). A sample of these are summarised in the table below:

Table 6 Members of the Faculty in Influential External Committees

Committee and Role	Staff Type	Grade	Gender
DEFRA T-IRP Air Quality Advisory Panel	Academic	Reader	Male
UK Scientific Advisory Group for Emergencies	Academic	Senior Lecturer	Female
Chair of the REF Committee for UoA13	Academic	Professorial	Male

Committee and Role	Staff Type	Grade	Gender
Chair of the ERC Starters' Grant Social Sciences and Humanities	Academic	Professorial	Female
AHRC Peer Review College	Academic	Reader	Male
EPSRC Peer Review College	Academic	Reader	Male
RIBA Research and Innovation Group	Academic	Professorial	Male
Expert Panels for UK and European Science Foundations	Academic	Professorial and Reader	Male and Female
Expert Panels for UK and European Specifications	Academic	Professorial and Reader	Males
Journal Editorships	Academic	Professorial and Senior Lecturer	Women and Men (numerous)
Journal Editorial boards	Academic	All levels	Women and Men (numerous)
Conference committees	Academic	All levels	Women and Men (numerous)

Action Points

15.1 Review and relaunch appraisal scheme for all academic staff (in line with the renewed induction for newly-appointed staff).

20.4 Propose early career and female colleagues to positions they hold when their tenure is complete, to help promote individual and Faculty profiles.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria.

Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Everyone has administrative duties in the Faculty. The current workload model includes UG and PG teaching, and administration. It does not include student pastoral work (most of which is done by Faculty staff as part of their college-based roles) and has not historically included outreach or committee service. The Heads of Departments implements the workload (stint) in convening the teaching for each year and in working

with the Faculty Manager to allocate administrative roles. All are subject to discussion and negotiation with the individual members of staff. We recognise the importance of stability and experience in certain roles such as Director of Undergraduate Studies (Deputy HoD) or Director of Graduate Studies; but in principle, responsibilities rotate. The workload model has not been updated for many years and is now being rethought, especially in relation to the increase in numbers of PhDs and MPhil students, impact and outreach, committee and research project work (**AP 20.2**). The model is closely linked to promotion criteria, which at Cambridge set considerable value on teaching (30%) and administrative service (20%) alongside research excellence. Very heavy administrative duties bring sabbatical entitlements that help to offset periods of intense administrative burden.

(vi) **Timing of departmental meetings and social gatherings**

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

Most undergraduate and postgraduate lectures take place between 9am and 1pm. In recognition of needs of staff with parental obligations, the main Faculty meetings are all scheduled before 3:30pm. In that academics opt for particular sets of times and days, which are then allocated according to the sum of needs expressed. For that system to work, postgraduate teaching has to be less flexible. Regular staff meetings for the entire academic year are planned in June; ad hoc meetings are by definition more flexible, but maximum notice is given. However, some key seminar talks and series at the Faculty (as shown in Table 7) are scheduled after 5pm to encourage practitioners from Cambridge and London to attend. As suggested in the comment from the Survey, we should insist on “scheduling meetings and seminars between 9am-3pm.” (Academic, female) in the future, and the EDC will be tasked with reviewing timetable of all activities in the Faculty to adhere to these core hours (**AP 6.1**).

At the Department of Architecture, an important social event is the end-of-year show which is usually held in London to attract greater attendance from the public and architectural practitioners. Social occasions for Staff include a weekly coffee break on Thursdays during term-time; an induction welcome day for PG students (finishes early evening), and a Christmas lunch which includes library staff, support staff and academics. Space limitations and the layout of the buildings the Faculty occupy have hindered interactions between staff and students and we intend to do more, e.g. setting days for informal debates followed by a social gathering for all years and Faculty researchers and an annual summer gathering for staff and family (**AP 5.2**).

Action points

5.2 Share calendar of Faculty events (social and academic) online to improve integration of different levels of staff and students in the Faculty.

6.1 Launch a general consultation about working hours, acceptable and best times for seminars and committees.

20.2 Bear overload questions on female colleagues in mind when putting together committees each year.

(vii) Visibility of role models

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

We aspire to attract candidates of the highest calibre, regardless of gender, and as a department we put great effort into open days as well as outreach events. Our recent graduates and upper level students, female and male equally, are involved as role models in various events organized by the Faculty including the ArcSoc end of year Shows, annual seminars and exhibitions that are open to the public.

Although our admissions of women at both undergraduate and graduate level are high, as reflected in the Faculty Survey, this ratio needs to be carried through to teaching (role models) and other departmental activities, e.g. invited speakers to seminar series and design reviews. We are encouraged that when asked in the Faculty Survey "Do you think the Faculty of Architecture and History of Art is led", the majority of students (undergraduate and graduate) answered "equally by men and women", showing that the female academics are visible in the Faculty. However, given the disparity in the actual numbers of female staff as shown in Table 1, the workload model should be reviewed to make sure we are not overloading on the small number of female colleagues **(AP 20.2)**.

The main series of talks at Architecture: ArcSoc (UG students organised) and Martin Centre and Cambridge City seminar series talks (post-docs); in History of Art, the Art History Research and Medieval Art Series are held during term-time.

Table 7 Invited Speakers for 2017/2018 by Gender

Seminar/ Talk Series	Organiser	Department	Time	Total number of speakers (%Female)
ArcSoc Talks	Undergraduates	Architecture	Weekly during term time, at 5:30pm	9 (50%F)
Martin Centre Research Seminar Series	Postgraduates	Architecture	Weekly lunchtimes 1:15-2:15pm	16 (25%F)
Cambridge City Seminars	Postdocs	Architecture	Tuesdays from 5:30 - 7:00pm	8 (50%F)
Art History Research Seminars	Postgraduates	History of Art	Weekly during first two terms, 5-6pm	16 (56%F)
Medieval Art Seminar Series	Postgraduates	History of Art	Biweekly 5:30-6:30pm	9 (78%)

We recognise the need to not only bring in a greater representation of female speakers but also speakers from more ethnically and socially diverse backgrounds (**AP 3.1**). Whilst we have a record of female speakers, there is no register of the constitution of the audiences (**AP 3.4**). In the Faculty Survey, one undergraduate female student wrote “There are definitely some (female role models) but could be more - particularly with studio tutors and visiting critics.” (**AP 3.2 and 3.3**)

Action points

- 3.1 Ensure gender balance in all publicised material.
- 3.2 Consider gender balance of lecturers in any given year, especially in visiting lecturers and studio teaching.
- 3.3 Encourage greater diversity within the Faculty’s Register of Supervisors, actively seeking applications from women and more diverse backgrounds.
- 3.4 Ensure that gender balance is factored into decisions regarding invited speakers at seminars.

(viii) Outreach activities

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

The Faculty faces significant challenges with regard to outreach, since they no longer have a dedicated outreach practitioner, having formerly shared one with the Faculty of Music (funded by the Higher Education Innovation Fund). The Faculty Manager formally oversees this area at present, but has very little capacity to do so in a detailed way, and outreach activities have been managed in 2017-18 on a somewhat patchwork basis. There are no outreach structures in place at the academic level (e.g. no designated outreach officer, and no committee with a remit to develop and oversee outreach strategy) (**AP 7.1**)

Department of Architecture

Architecture is in a very healthy position on general recruitment, being heavily oversubscribed for its small number of places. When it comes to widening participation, the subject has generally performed well according to School Type, though with a dip in 2017-18, and has performed reasonably well according to more precise WP indicators. Given how oversubscribed the subject already is, if there was appetite in the Department to pursue additional outreach activities, it would be best for these to be very highly targeted at the most underrepresented groups (**AP 7.1**) (measured by POLAR3, IMD, or individual characteristics such as Care Leavers or students on Free School Meals).

A difficulty that Architecture faces is the lack of any outreach structures among the Department’s teaching officers (**AP 7.1**) that allow for a thought-through and academic-led outreach strategy to be developed, or at a minimum to act as a point of contact with the School and CAO on outreach matters. The Department will discuss options for addressing these deficiencies with the School Outreach Coordinator (**AP 7.2**).

History of Art

Recognising the imbalance in gender intake and diversity, resources have been allocated to support a dedicated Outreach Officer who coordinates Taster Days, Masterclasses, and a week-long Sutton Trust Summer School each year. Every full-time faculty member commits to contributing a set number of hours to contribute to these activities every year. As of 2017-18 year, the outreach provision and constraints at the Department of History of Art have included:

- Cambridge Admissions Office activities: Sutton Trust Summer Schools, Masterclasses, Oxford and Cambridge Student Conferences, University Open Days; the Department has in the past contributed to Insight programming.
- Other activities: a programme of Department-run taster days (WP criteria; collaborating with the Fitzwilliam Museum and Colleges); participation in the ARTiculation Prize at Clare College; the Department has in the past run ad hoc maintained school study days, and a 'Target Campaign' sending current students back to their old schools to speak.

HoA is in a relatively healthy position on general recruitment, while facing a number of challenges on widening participation. Priorities would be to seek to increase the number of applications from the maintained sector, and within that from male students. A starting point in reaching the latter goal might be to discuss with current male History of Art students why they applied and what they perceive to be the barriers to others applying, as a means of better understanding the problem before seeking to address it (**AP 7.1**). In the past academic year, HoA advertised their Taster Days to all state schools within 60-mile radius, and explicitly advertised to all boys-only state schools in the country. In addition, since the end of 2018, the department has also appointed a teaching officer for outreach.

Action Points

- 7.1 Recruit outreach officer in Architecture (one is already in place in History or Art) and actively recruit male applicants and also from underrepresented groups.
- 7.2 Raise issues of widening participation and awareness of UG gender disparity among Directors of Studies.

[word count: 6,129]

6. FURTHER INFORMATION

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

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

The process of preparing this application and action plan, including developing reporting lines from the SAT to Faculty Board, has been an important step in embedding Athena SWAN principles and activities within the culture and everyday workings of the Faculty and encouraging engagement from all students and staff. However, an area we would like commit to as part of this review is to give greater recognition and enhance the experience of our support staff (**AP 18.1**). One comment from a male colleague

read: “Expectations of support staff to provide assistance unrealistic, unreasonable and unexpected timeframes.” **(AP 5.1)**

Action Points

- 5.1 Planning and setting work boundaries and expectations of support staff by the Faculty.
- 18.1 Promoting secondment and other career progression opportunities to help staff develop more skills with incentives beyond pay grade ceiling to retain support staff.

[word count: 93]

7. ACTION PLAN

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

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

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

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



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University of Cambridge, Faculty of Architecture and History of Art Action Plan 2019-2023

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Transforming Faculty Culture						
1	Develop systems to monitor the actions proposed in this application.	<p>Identified the need for a formal Equality and Diversity Committee to monitor and address key issues within the Faculty</p> <p>Data-gathering practices are currently inadequate to monitor all the strands identified in AS.</p> <p>Poor response rate (22% overall) to Faculty Survey ran in April 2018. Amendments to the survey also required.</p>	<p>1.1) Set up an Equality and Diversity Committee (EDC) from the membership of the current AS SAT to oversee progress against Action Plan.</p> <p>1.2) Produce EDC Terms of Reference (ToR) and communicate to the Faculty Board. Allocate a formal officer to the EDC.</p> <p>1.3) Include data capture and monitoring as part of all committees Term of Reference, including gender distribution at application and appointments.</p> <p>1.4) Re-run Faculty survey every 2 years (2020, 2022) and publish statistical data on Moodle. Promoting a 'you said, we did!' campaign.</p>	<p>1.1) SAT Chair; Faculty Manager</p> <p>1.2) EDC Chair; Faculty Manager</p> <p>1.3) Faculty Manager; All Faculty committee Chairs</p> <p>1.4) EDC Chair; Faculty Manager</p>	<p>1.1) Institute new committee in May 2019 once AS application submitted.</p> <p>1.2) Prepared by June 2019.</p> <p>1.3) Instituted by Autumn 2019</p> <p>1.4) Next iteration by Lent Term 2020.</p>	<p>1.1) Annual progress reports to Faculty Board of membership of the EDC.</p> <p>1.2) Review the Terms of Reference on an annual basis where issues have been identified through the EDC.</p> <p>1.3) Faculty-wide data collected and reviewed annually by EDC.</p> <p>1.4) Faculty Surveys rolled out in 2020 and 2022 by the EDC with a response rate of > 60% by 2020 and >80% by 2022.</p>

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Transforming Faculty Culture						
2	Embed and promote a culture of diversity and inclusion in the Faculty both informally and formally.	No current forum enabling discussion about E&D as a Faculty.	<p>2.1) Add webpages on Faculty website to include information and links on central E&D initiatives and the work of the Faculty's EDC on both internal and external websites. Update monthly.</p> <p>2.2) Increase staff student dialogue around E&D and create feedback channels. Create a forum where issues of E&D can be openly discussed.</p>	<p>2.1) EDC Chair; Website administrator</p> <p>2.2) EDC Chair; student reps</p>	<p>2.1) Webpages set up by September 2019. Integrate into monthly tasks undertaken by our website administrator.</p> <p>2.2) Implement from October 2019 as part of the student-staff meetings</p>	<p>2.1) > 70% awareness of E&D initiatives within the Faculty and University identified in the Faculty Surveys by 2023.</p> <p>2.2) E&D a standing item on the agenda of student-staff meetings.</p>
3	Increase the visibility of successful female staff, invited speakers and external academics, as potential role models.	Faculty Survey identified a need for female role models, particularly with studio tutors and visiting critics. Currently, we have 6 female academics vs 15 male; only 4 out of 19 design fellows are female and for internal seminars, % of female speakers range from 25-78% across the faculty.	<p>3.1) Achieve gender and diversity balance in all publicised Faculty news items, blogs, seminars etc.</p> <p>3.2) Achieve gender balance of lecturers in any given year, especially in studio teaching.</p>	<p>3.1) Heads of Departments; Faculty Manager; Outreach Officers; EDC chair; website administrator.</p> <p>3.2) Heads of Departments</p>	<p>3.1) Starting in time for 2019/20 academic year.</p> <p>3.2) Annual, starting in time for 2019/20 academic year</p>	<p>Achieve a balanced response to question about Faculty leadership in Faculty Survey of 2020.</p> <p>Increased number of female lecturers and supervisors from 2019/20 onwards.</p> <p>Gender balance of 50:50 of invited speakers for all</p>

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Transforming Faculty Culture						
			3.3) Encourage greater diversity within the Faculty's Register of Supervisors, actively seeking applications from women and more diverse backgrounds. 3.4) Gender balance achieved in invited speakers at seminars.	3.3) Director of Undergraduate Studies with Heads of Departments. 3.4) ArcSoc and other postdoc seminar reps; Heads of Departments	3.3) Integrate into Undergraduate Teaching Committee annual tasks from 2019/20 onwards 3.4) 50:50 gender balance by end of 2020.	seminar series by 2020. >40% female representation in studio teaching by 2023.
4	Eradicate discrimination and harassment from the Faculty	Though the number of incidents reported in the Faculty survey were small (17% witnessed, 6% experienced) discrimination and harassment. The respondent sample was only 22% of the whole Faculty and the free text feedback were of concern, citing incidents of racial, sexual and religious discrimination.	4.1) Appoint an Equality and Diversity officer in the Faculty as contact point for students and staff 4.2) Organise a biannual general staff meeting to discuss ethical practice 4.3) Introduce an induction session on ethical practice (UG, PG and staff inductions) 4.4) Set up a harassment incident register	4.1) Chair of Faculty via Faculty Board 4.2) EDC Chair; HoDs 4.3) Faculty Manager 4.4) Faculty Manager	4.1) Proposal to be presented at Faculty Board meeting in November 2019. 4.2) To be instituted in time for 2019/20 academic year 4.3) To be included in inductions from autumn 2019 4.4) Completed by Autumn 2019	Zero tolerance policy to be in place by 2020. Faculty surveys show no signs of discrimination and harassment in the Faculty by 2022. 100% of new staff and postgraduate students attend induction session on ethical practice by 2020.

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Transforming Faculty Culture						
			4.5) Encourage staff and student attendance at 'Where do you draw the line?' training	4.5) Faculty Manager	4.5) Six-monthly reminders to be sent, starting January 2019	100% of Faculty will have refreshed their Equality and Diversity training by 2022 Faculty Survey. > 75% of staff will have done 'Where do you draw the line?' training by 2022.
5	Improve integration of different levels of staff and students within the Faculty	Lack of appreciation and recognition felt amongst support staff at the Faculty (30% expressed this in survey). Postdocs and PhD students have little opportunity to mix informally with the rest of the Faculty. 7 out of 25 responses (28%) mentioned the need for interaction in the free text)	5.1) Clear scope of works and boundaries established in staff appraisals and communicated to all members of the faculty. 5.2) Invite all staff including support staff to share a calendar of Faculty events (social and academic) online. Invite postdocs and PhD students to undergraduate reviews (as spectators or critics) and exhibitions.	5.1) Faculty Manager 5.2) Graduate and postdoc reps; Heads of Departments	5.1) Immediate effect 5.2) From academic year 2019/2020	Support staff, postdocs and PhDs feel as much part of the community as permanent staff (> 75% satisfaction in 2020 and beyond). News items (on the website or in weekly internal bulletins) from across the Faculty to include maximum possible representation of women and all Faculty members.

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Transforming Faculty Culture						
6	Encourage a family-friendly workplace at the Faculty	3 out of 10 free text comments cited from the Survey showed carer difficulty in attending meetings, seminars and events. We currently don't have registers to track attendance rates for seminars and events.	<p>6.1) Launch a general consultation about core working hours, acceptable and best times for seminars and committees. Vary committee times to maximise possibility of attendance.</p> <p>6.2) Take core hours as a starting-point when discussing ad hoc meetings, lectures etc.</p> <p>6.3) Advertise family-friendly policies, including schemes for flexible working and carers' schemes, Supporting Parents and Carers @ Cambridge, SPACE on Moodle.</p> <p>6.4) Consultations on parental leave and return to work options.</p>	<p>6.1) Heads of Departments; Faculty Manager; Seminar organisers; Committee Chairs</p> <p>6.2) Committee Chairs; Heads of Departments</p> <p>6.3) Faculty Manager and assistant</p> <p>6.4) Faculty Manager and assistant.</p>	<p>6.1) After initial consultation in Summer 2019 to inform implementation in 2019/20, reviewed annually as membership changes</p> <p>6.2) Implement from October 2019</p> <p>6.3) Complete by Summer 2019</p> <p>6.4) Implement from October 2019</p>	<p>Increased attendance at major Faculty events (we shall ask students to do a headcount). > 80% attendance at committee meetings from 2019/20 academic year onwards.</p> <p>Survey results show >70% carers are happy with work life balance and flexible working.</p>

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Student Experience and Widening Participation						
7	Recruit more male applicants at undergraduate level, especially for History of Art.	Undergraduate recruitment data shows marked gender imbalance at application and offer level for History of Art (average 20% male applications and admissions). At postgraduate levels, the gender balance of taught and research courses is more even.	<p>7.1) Recruit outreach officer in Architecture. Review and outreach efforts to actively recruit male applicants and also from underrepresented groups. Review student-facing webpages, images and language to make more inclusive.</p> <p>7.2) Raise awareness of UG gender disparity among Directors of Studies.</p> <p>7.3) Recommend Equality and Diversity training and Implicit Bias training to all staff involved in admissions through the colleges.</p>	<p>7.1) Outreach officers in conjunction with Director of Undergraduate Studies and the School of Arts and Humanities Outreach Coordinator.</p> <p>7.2) EDC chair; Director of Undergraduate Studies</p> <p>7.3) Director of Undergraduate Studies</p>	<p>7.1) Review annually from academic year 2019/20.</p> <p>7.2) By admissions round in 2019 and annually thereafter.</p> <p>7.3) Summer 2019, before the 2019 admissions cycle starts.</p>	Cohorts at all levels will be closer to 50:50 by admissions round 2023.
8	Improve the diversity of the undergraduate curriculum	Faculty Survey revealed that the curriculum is very Western-centric. Female and male students noted the absence of female artists represented within their curriculum.	8.1) Feed 2018 Faculty survey comments about possible indirect discrimination among teaching staff into undergraduate teaching review process.	8.1) Heads of Departments	8.1) Proposals for changes in courses to be reviewed in Autumn 2019 with a potential implementation date of 2020/2021.	Student satisfaction about curriculum diversity recognised in survey. Target of zero complaints about curriculum diversity in Faculty Survey in 2020 and beyond.

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Student Experience and Widening Participation						
			8.2) Ask lecturers to ensure diverse representation within their courses, and to review course outlines/syllabuses with Athena SWAN principles in mind 8.3) Include full first names in bibliographies (to make female writers visible) and encourage course leaders to include female representations.	8.2) Heads of Departments; Teaching Committee 8.3) Director of UG Studies	8.2) Reported annually. 8.3) Student Handbook revision published for 2019/20 academic year.	
9	Review attainment rates and ensure that lectures and supervisions are equally positive learning environments for students irrespective of their gender	Undergraduate finalists' results show a possible change in attainment between female and male students. Faculty survey revealed some female students found small group 36% of UG responses (88%F) found supervisions intimidating.	9.1) The Faculty Board will collate and review the attainment rates by gender at the end of every academic year. Update records of student attainment by gender, especially as linked to modes of assessment and assessment of traditional skills 9.2) Raise the issue of intimidating environments at Directors of Studies meetings; suggest implicit bias training to all teaching staff (including college-based supervisors).	9.1) Heads of Departments and Director of UG Studies 9.2) Chair of Faculty in conjunction with Chair of Directors of Studies meeting	9.1) Academic year 2018/19 and annually thereafter. 9.2) For initial discussion at April 2019 meeting with all Director of Studies.	Attainment rate parity regardless of gender by 2023. Student comments about feeling intimidated reduce to zero by 2020 Faculty Survey. All genders are perceived as having an equal voice.

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Student Experience and Widening Participation						
			<p>9.3) Organise a periodic general staff meeting dedicated to sharing best practice and remind staff of 'when to refer'.</p> <p>9.4) Ask teaching staff to maximise gender balance of supervision groups</p> <p>9.5) Review modes of assessment to help bring out the best in all students for discussions at Teaching Committees.</p>	<p>9.3) E&D Committee Chair; Chair of Faculty</p> <p>9.4) Director of Undergraduate Studies</p> <p>9.5) Director of Undergraduate Studies</p>	<p>9.3) To be organised early in 2019 and repeated as necessary. Faculty Board to discuss and recommend further actions if necessary</p> <p>9.4) For academic year 2019/2020</p> <p>9.5) For academic year 2020/2021.</p>	
10	Eliminate feelings of isolation in a small faculty.	Faculty Survey suggested undergraduate students felt overwhelmed by workload and needing more support (70% felt the workload was not appropriate or had neutral views, 86% F).	10.1) Promote mentoring amongst students, drawing from our undergraduate and graduate cohorts.	10.1) Student Reps	10.1) Immediate effect for 2019/20 academic year	Undergraduate student survey respondents in 2022 show > 80% satisfaction about levels of support.

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Student Experience and Widening Participation						
11	Support and encourage progression between undergraduate and postgraduate student levels.	Faculty currently has no system in place to track progression pipeline between undergraduate to postgraduates' degrees.	11.1) Meetings with finalists at the point of graduation to offer options and record intended career progression.	11.1) Undergraduate Director of Studies; Year coordinators	11.1) Immediate effect for 2019/20 academic year.	A annually updated register of where our undergraduates choose to go after graduation.
12	Improve student knowledge about teaching opportunities, career developments and research grants.	48% of post graduate students (70% female PhD students) wanted a more proactive approach from their supervisors.	<p>12.1) Encourage PhD students to take up career development opportunities within and outside the university, especially via the Office for Postdoctoral Affairs.</p> <p>12.2) A register of PhD students interested in supervising undergraduate courses to be made at the beginning of each academic year and circulated amongst course leaders and Director of Studies</p> <p>12.3) Reinforce PhD supervisor awareness of the need for students intending to join the academic profession to network internationally, research grant opportunities and to present/publish their work.</p>	<p>12.1) PhD supervisors; Director of Graduate studies</p> <p>12.2) Director of Graduate Studies; PhD Reps.</p> <p>12.3) Director of the Martin Centre; Director of Graduate Studies</p>	<p>12.1) Immediate effect for 2019/20 academic year</p> <p>12.2) From next academic year, 2019/2020</p> <p>12.3) Immediate effect</p>	Student survey respondents in 2022 (esp. female PhD students) show > 75% satisfaction about levels of support. More students will attend conferences and present/publish their work

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Staff Recruitment and Progression						
13	Improve recruitment process to attract more women and minorities to apply at all levels of the academic staff base.	Permanent university academic staff at the Faculty have always been male-dominated (15M vs 6F) and the next retirement out of a small cohort of female staff will be Autumn 2019.	<p>13.1) Expand Equality and Diversity training. Recommend refresher training every 3 years to Faculty Board</p> <p>13.2) Require face to face implicit bias training for all colleagues on appointment committees, with particular attention to composition of shortlists</p> <p>13.3) Ensure that job advertisements use gender-neutral language and include explicit mention of welcoming applications from women/minorities</p> <p>13.4) Formalise current practice of using extended networks to broaden and personalise searches</p>	<p>13.1) Faculty Manager</p> <p>13.2) Heads of Departments</p> <p>13.3) Faculty Manager</p> <p>13.4) Chairs of Search Committees; all search committee colleagues</p>	<p>13.1) Action completed by October 2019 and ongoing thereafter, with annual reminders re. refresher training.</p> <p>13.2) Action completed by October 2019 and ongoing thereafter</p> <p>13.3) Advertisement revised and launched for next recruitment (March 2019)</p> <p>13.4) Guidance for Chairs of Search Committees in place by December 2019</p>	<p>100% Equality and Diversity online training completed in 2019 and again in 2022.</p> <p>100% Implicit Bias training attendance for Appointment Committee members.</p> <p>Greater parity (50:50 by 2023) of female to male applicants; more minority applicants.</p>

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Staff Recruitment and Progression						
			13.5 Active recruitment of female teaching staff, permanent and fixed term (Design Fellows).	13.5) Chairs of Search Committees; all search committee colleagues	13.4) Guidance for Chairs of Search Committees in place by December 2019	
14	Create systematic induction for all new staff including postdocs; link to all support services	50% of staff surveyed did not have an induction.	<p>14.1) Publicise the University's HR induction toolkit to all new staff on arrival and EDC to tailor according to Faculty needs.</p> <p>14.2) Streamline current Faculty intranet pages with relevant links and information, including requirement for all new staff to do online Equality and Diversity training within 3 months</p>	<p>14.1) Faculty Manager</p> <p>14.2) Faculty Manager; Website Administrator</p>	<p>14.1) Implement immediately.</p> <p>14.2) Integrate into tasks undertaken by our website administrator</p>	100% inductions achieved by 2020 and Faculty survey shows improvement (75% satisfaction by 2022)
15	Provide regular academic staff appraisal (SRD)	53% of respondents to the survey revealed that they have not had an appraisal in the last two year.	15.1) Standardise and relaunch appraisal scheme for academic staff (biennial); institute annual appraisal for Faculty postdoctoral researchers with their project supervisors.	15.1) Heads of Departments and Principal Investigators of Research Grants.	15.1) New appraisal form to be designed and presented to Faculty Board January 2020; new appraisal system to be launched May 2020.	100% appraisals achieved by 2021 to all staff (academic and support).

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Staff Recruitment and Progression						
			15.2) Publicise appraiser and appraisee training (university has online training packages). Ensure that all appraisers have done SRD training	15.2) Faculty Manager	15.2) Training to be completed by December 2019; thereafter, annual calls for new appraisers.	Target of 100% postdoctoral researchers appraised annually by 2020 and thereafter.
			15.3) Ensure, via post-appraisal checks, that follow-up mechanisms for training, grant application support, sabbatical applications, promotion etc, are in place.	15.3) Heads of Departments and Principal Investigators of Research Grants.	15.3) Follow-up procedures are in place with the launch of the new appraisal system in 2020.	Target of 100% of Professors as trained appraisers by 2020.
16	Provide a stable and visible mentoring scheme for academic staff at all levels	Survey gave a clear steer here, especially among postdocs, all respondents (5) wanted more direction.	16.1) Compile and ensure a list of mentors and mentees is available to all staff and Early Career Researchers on Moodle. 16.2) Publicise Personal and Professional Development training by Staff Development Office and Office for Postdoctoral Affairs. 16.3) Set up expectation of an average termly individual meeting with mentees	16.1) Director of the Martin Centre 16.2) Director of Martin Centre; Faculty Manager 16.3) Director of Martin Centre; mentors (to include additional mentors from	16.1) Moodle site to be launched October 2019 16.2) Recommend to staff as of September 2019; review after 3 months; then include as part of biennial survey. 16.3) Start new system in October 2019	Survey responses in 2020 and 2022 will show improvement in visibility, take-up and effectiveness of mentoring. 100% contact with mentors recorded by the 2020 survey.

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Staff Recruitment and Progression						
				outside the Faculty)		
			16.4) Ensure fixed-term staff are invited to an exit interview as per HR policy, with non-confidential recommendations discussed and actioned as necessary	16.4) Faculty Manager	16.4) Immediate effect	
			16.5) Compile destination database for leavers	16.5) Faculty Manager	16.5) Immediate effect	
17	Improve knowledge of promotion and other reward schemes; increase applications for them	Survey revealed some academic staff 41% (78%F) in the Faculty do not fully understand the promotion process and felt there was a lack of transparency.	<p>17.1) Brief mentors about the availability of promotion and reward schemes at relevant levels. Include information at induction; ensure it is discussed at appraisal.</p> <p>17.2) Increase Faculty publicity about the university's Senior Academic Promotions Fora and the university's CV mentoring scheme.</p> <p>17.3) Actively encourage all those eligible to apply to consider, especially among those who might be inclined to play too safe.</p>	<p>17.1) Faculty Manager, appraisers, mentors, and PIs managing postdoctoral researchers</p> <p>17.2) Faculty Manager</p> <p>17.3) Heads of Departments; mentors and appraisers</p>	<p>17.1) Briefing completed annually by January, starting 2019 in time for new appraisal round and autumn 2019 promotions round</p> <p>17.2) By summer 2019 in time for the autumn 2019 promotions round</p> <p>17.3) From January 2019; and especially summer 2019 after the appraisals round</p>	<p>More, and successful, promotion applications when the opportunity arises.</p> <p>2020 Faculty survey shows > 80% awareness of promotion and reward schemes, and increased confidence in its fairness.</p>

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Staff Recruitment and Progression						
			17.4) Look to give stretching roles to help promotion cases. 17.5) Advertise Senior Researchers' Promotion in parallel with the Senior Academic Promotions round.	17.4) Heads of Departments 17.5) Faculty Manager; Research project supervisors	17.4) Annually from 2019 when organising Faculty administration. 17.5) From 2019 promotions round.	
18	Improve skills of support staff and career progression prospects	Faculty Survey suggested support staff wanted more help with identifying opportunities for career progression. Only 30% considered they had a good chance of career progression.	18.1) Advertise relevant information about secondments	18.1) Faculty Manager	18.1) Immediate effect	More secondments > 75% satisfaction by the 2020 Faculty survey.
19	Improve knowledge about and support for staff career development opportunities and large-scale research grants.	50% (57%F) of academics said they did not feel supported to apply for research grants and awards to support events relating to your research.	19.1) Encourage staff training in leadership and other relevant aspects of academic life, including internal and external committees, and formulating large-scale grant proposals 19.2) Share successful research grant applications with early career researchers.	19.1) Director of Martin Centre, Heads of Department; Research Administrators. 19.2) Director of Martin Centre; mentors	19.1) Annual reminders from January 2019; also integrated into appraisal system by summer 2019; 19.2) Immediate effect	Increase in uptake of internal programmes (e.g. Senior Leadership Programme; Springboard programme for women). > 50% in female applicants for large-scale research grants. Greater satisfaction with proactive rather

Action Point	Objective	Rationale (Problem/ data analysis)	Proposed Action	Responsibility	Timescale	Measurable outcomes
Staff Recruitment and Progression						
						than reactive support (target 75% by 2020 survey)
20	Manage work overload for under-represented categories of staff	Uneven distribution of labour among Faculty (and university) committees, partly connected to specific academic (professorial) and administrative roles but also in pursuing gender balance with a small pool of permanent female academics (with only 6 female academics and one due for retirement in 2019).	<p>20.1) Include the following as part of the workload model revision: committee work, appointments committees, <i>ad hoc</i> project committees e.g. AS and outreach.</p> <p>20.2) Review the current workload model to avoid overloading female colleagues when putting together committees each year.</p> <p>20.3) Encourage Early Career Researchers to sit on faculty committees.</p> <p>20.4) Propose early career and female colleagues to positions they hold when their tenure is complete, to help promote individual and Faculty profiles.</p>	<p>20.1) Heads of Departments</p> <p>20.2) Faculty Manager and Heads of Departments</p> <p>20.3) Heads of Departments</p> <p>20.4) Senior academic members of the Faculty</p>	<p>20.1) Introduce in 2019/20 as a result of discussions before new academic year</p> <p>20.2) Implement in 2019/20 academic year</p> <p>20.3) Introduce in 2019/20 academic year</p> <p>20.4) Immediate effect</p>	<p>A transparent and even workload model by 2020.</p> <p>Female Early Career Researchers on faculty committees by 2020.</p>