**Athena Swan renewal application form for departments**

**Applicant information**

|  |  |
| --- | --- |
| Name of institution | University College London (UCL) |
| Name of department | Greek and Latin |
| Date of current application | November 2023 |
| Level of previous award | Bronze |
| Date of previous award | April 2019 – April 2023(extended to April 2024) |
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| Contact telephone | 020-7679-4575 |

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| --- | --- |
| **Section** | **Words used** |
| An overview of the department and its approach to gender equality | 2,696 |
| An evaluation of the department’s progress and issues | 2,804 |
| Future action plan\* |  |
| Appendix 1: Culture survey data\* |  |
| Appendix 2: Data tables\* |  |
| Appendix 3: Glossary\* |  |
| **Overall word count** | 5,500 |

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

**Overall word limit: 5,500 words**

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

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

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

Recommended word count: 2,500 words

**1. Letter of endorsement from the head of the department**

*Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.*

### UCL Greek and Latin

Prof Gesine Manuwald, Head of DEpartment



30 November 2023

Dear Athena Swan Team,

I am delighted to present and endorse the renewal application for a Bronze Award by the Department of Greek and Latin at University College London (UCL). The Department has a long and proud history of championing inclusion and openness, going back well before the time when the Athena Swan scheme became available to non-STEM departments. Accordingly, the Department engaged with the scheme at the earliest opportunity and was the only one in this institution to participate in the Gender Equality Mark Trial, when it successfully obtained a Bronze Award in 2014; after Athena Swan had been rolled out, this was followed by a successful application for an Athena Swan Bronze Award in 2019, which, owing to the pandemic was extended until 2024.The Department fully subscribes to the principles of the Athena Swan Charter.

Since a welcoming, open and inclusive culture is central to the success of a Department, I am keen to maintain this atmosphere and therefore personally co-chair the departmental EDI Committee and SAT and also sit on the Faculty EDI Committee. EDI matters are a standing item on agendas for Departmental Meetings (attended by all staff) and Staff-Student Consultative Committee meetings (attended by some staff and student representatives). In the Department all departmental policies are scrutinized for potential EDI impacts before implementation, and staff and students are surveyed regularly. The Department is fortunate to have an active staff and student community, keen to work together on such issues. Thus, over the past few years, in addition to realizing the previous action plan, there have been several staff-student workshops and lecture series, leading to changes to the curriculum by the introduction of new modules or the updating of existing ones, a more considered approach to sensitive topics, more balanced reading lists and improvements in reasonable adjustments. The attention to EDI matters at regular meetings will continue, and the Department will again organize dedicated events for discussion of particular challenges or implementation of aspects of the action plan over the next few years, so as to ensure that more complex EDI concerns receive the attention they deserve.

More broadly, improving equality of access and promoting the subject as inclusive were among the key motivations for the recent overhaul of the Department’s BA programmes. It had become clear that separate BA degrees in Classics and in Ancient World might be potentially socially divisive, since the Classics degree (requiring prior knowledge of at least one ancient language) tended to attract students from the private school sector, while the Ancient World degree tended to attract more students from state schools and disadvantaged backgrounds, which fostered an (unintended) feeling that the Ancient World degree was inferior. In the new version (available from autumn 2024) all students will be registered on the same programme, while they will be able to specialize on different routes depending on their interests and previous experience, and it will be easier to combine ‘traditional Classics’ with the of study of other aspects of the Graeco-Roman world and of the languages and cultures of the Ancient Middle East. It is hoped that such a widening of the subject and the greater accessibility of the programme will contribute to diversifying the student body further; the broader and more flexible nature of the programme should attract a wider range of constituencies, including a greater number of male students. A key challenge in the next few years will be to capitalize on these changes to the undergraduate degree programme and use this as a catalyst to broaden access to the subject further.

While the student body has become more diverse in recent years (although, given the small numbers, the changes are not statistically significant in all respects), Classics, like many Humanities subjects, traditionally has a predominantly white middle-class constituency, with more students identifying as female than as male at undergraduate level. Hence the Department has been working recently with boys’ schools (as per the previous action plan) and is contributing to outreach events in east London to target students from non-middle class backgrounds. These actions have had some effect, but were curtailed by the pandemic and have therefore not yet had as much impact as had been hoped. Hence, in the next period Widening Participation activities will be enhanced since diversity at all levels can only be built up from the bottom; thus, one has to start by working with schools and influencing undergraduate degree choices.

In a separate development, it was observed that a number of mature students (who may have already pursued quite different undergraduate degrees and a variety of careers) choose to take up Classics or Ancient World degrees at a later life stage; the Department sees the encouragement of such candidates as another important aspect of diversity.

In addition, to support staff and students already in the Department, transition advice and mentoring will be expanded and targeted to support individuals from diverse backgrounds into life at university and to encourage a more diverse group of people to move to further stages of an academic career. In the wake of the pandemic, more attention will be given to its varying impact on people’s personal situation for their ability to work and work-life balance: flexible working will be maintained, while there will be regular in-person activities for community building.

Members of the Department are active on EDI matters also on the national scene. Thus, it is pleasing that the Department’s initiatives and its example of good practice have led to a range of surveys and guidance documents on issues such as casualization, gender equality and the impact of the pandemic by the national subject organization, which have been adopted by many Classics departments nationwide.

Thus, issues of equality, diversity and inclusion now seem to be receiving the attention they deserve in Classics in terms of the presentation of the subject and the support offered to staff and students. This Department is committed to playing its part in this movement and aims to continue to be a leader in promoting attention to EDI matters in line with the Athena Swan charter principles, which have informed and will continue to guide its activities. In particular, the Department is keen to maintain a welcoming and inclusive environment, to maintain and enhance equality and diversity among staff, to diversify the student body further, to offer a broad and diverse curriculum in line with the modern understanding of the subject and to continue spreading good practice beyond the Department (by a range of specific activities as outlined in the action plan).

As Head of Department, I am happy to confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the situation in the Department.

Kind regards,



**2. Description of the department and its context**

*Please provide an introduction to the department.*

The Department of Greek and Latin at University College London (UCL) is a medium-sized department of about 25 staff (including professional services colleagues) within the Faculty of Arts and Humanities. In contrast to other universities offering the full range of classical subjects, here these are spread over several departments: the Department of Greek and Latin covers the languages and literatures of the classical world and the reception of antiquity, while the Department of History is responsible for ancient history, and the Institute of Archaeology covers material culture. Greek and Latin cooperates closely with those departments, while this arrangement means that Greek and Latin is fairly small and cohesive with all staff pursuing research in overlapping disciplinary fields.

The Department is located in a single building on the central campus. All staff are housed there, creating a close-knit community. While the age and design of the building pose challenges for people with mobility impairments, all key areas of the Department are located on the ground floor. The main entrance (with ramp access and automatic doors) and all the ground floor rooms are accessible, including common rooms for undergraduate and postgraduate students, the main Departmental Office, a kitchen for the use of staff and students as well as a gender-neutral accessible toilet.

The Head of Department has overall responsibility for the Department’s operation. All academic staff and the Departmental Manager report to them (while the Departmental Manager line-manages the professional services staff team). The Department does not have a formal senior management team; instead, all members of staff attend all regular committee meetings, held during core hours (e.g. departmental meeting, departmental teaching committee, research committee). Administrative duties (such as Admissions Tutor, Departmental Tutor, Graduate Tutor) rotate between academic staff. As a result, all colleagues are consulted on and involved in key strategic decisions. Perceptions among staff are regularly canvassed, for instance by the annual staff survey.

The Department currently offers a BA in Classics (with or without a year abroad), a BA in Ancient World (with or without a year abroad), a BA in Latin/Greek and English, an MA in Classics, an MA in the Reception of the Classical World as well as an MPhil/PhD research degree in Classics. There are also affiliate students and students registered with other departments taking modules from Greek and Latin.

Since the last award the Department has increased its subject coverage, not only by the introduction of new modules (e.g. ‘Race and Antiquity’, ‘Greeks and Jews’), but more importantly by the recruitment of new members of staff (funded partly by the institution, partly by grants and philanthropy); hence, research and teaching in the Department now also covers early modern Latin as well as languages of the ancient Middle East and South Asia, such as Hittite and Sanskrit. These staff changes, in combination with the needs of current students and developments in the subject, have enabled the Department to restructure its undergraduate degree programmes (available from 2024 entry), which will enhance both coherence and diversity: in the new structure all students will be registered on a single degree programme, offering different routes, including a new one in Ancient Middle Eastern Studies: these will take account of students’ previous experience and their particular interests and will enable them to combine ‘traditional Classics’ with a broader study of the ancient world. As the new degree structure becomes embedded, existing modules will be updated in line with these requirements and new modules will be developed. Apart from the arrival of additional colleagues, there have been staff changes in the professional services team.

Like everyone else, the Department was impacted by the pandemic and the associated lockdowns, which reduced the opportunity for in-person engagement, extracurricular activities and social interaction. Since the re-opening of campus the Department has been working on rebuilding community while maintaining the positive aspects of increased digital connectivity and flexible working.

Over the past few years EDI issues of different kinds have gained increased attention more widely, within both the Faculty and the subject community. The Department has been very much involved in both contexts to spread good practice and has been praised for its trailblazer role (it was a key driver for an EDI survey and subsequently developed guidance for the national subject organization, and it has advised a number of other departments in the institution). In response to the ‘Black Lives Matter’ movement a student-led group ‘London Classicists of Colour’ was formed. In recent years the Department has organized a number of EDI activities, supported by institutional funding. These activities include pedagogy workshops on ‘decolonizing the curriculum’ and series of short talks by staff and students on ‘beyond the Mediterranean’, both intended to showcase the breadth of the subject in modern understanding. Additionally, content statements were added in the virtual learning environment to all module pages with the involvement of students. These initiatives are being continued in the current year.

**3. Athena Swan self-assessment process**

*Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the department’s future gender equality work.*

After a SAT had been set up to prepare the last Athena Swan application, it was felt that having a group looking after EDI issues in the Department was valuable and could ensure multiplicity of perspectives. Thus, out of the original SAT a departmental EDI Committee was developed (including academic staff, professional services staff and students) and has met regularly since. In preparation of this application some members of the EDI Committee carried on as SAT members while additional ones were recruited to ensure maximum diversity in terms of gender, race, career stage and departmental roles and to share workload.

The SAT included representatives of all staff types, grades and roles in this Department as well as students at all levels, and it was diverse in terms of gender, age, race and caring responsibilities.

Table 1: Membership of SAT

|  |  |  |  |
| --- | --- | --- | --- |
| Number | SAT member departmental role | Gender | Function |
|  |  |  |  |
| 1 | Head of Department (Professor)Member of Faculty EDI Committee; involved in EDI work of national subject organization | F | co-chair, Section 1.1, 3 |
| 2 | Inclusion Lead (professional services staff team)Member of Faculty EDI Committee | F | co-chair, Section 3 |
| 3 | Departmental Managerexperience with situation at other institutions | M | data collection, appendix |
| 4 | Temporary academic staffexperience with situation at other institutions | F | Section 1.2 |
| 5 | Lecturerexperience with Widening Participation work | M | Section 2.2 |
| 6 | Associate Professor | M | Section 2.1 |
| 7 | Undergraduate student | F | Section 2.2, 3 |
| 8 | Postgraduate taught student | M | Section 3 |
| 9 | Postgraduate research student | F | Section 1.2, 3 |

For setting up the SAT a call for expressions of interest was circulated among staff, which led to a good cross-representation. Sitting on the SAT was recognized as an element of a staff member’s tasks with appropriate reduction of other duties; all activity was carried out during core hours. Students were asked to nominate representatives, and it was ensured that dates for key meetings excluded periods when students were particularly busy with academic activity. The departmental EDI Committee, on the basis of which the SAT was developed, meets once a term; the SAT, in the run-up to finalizing this application, met more frequently, with members drafting sections in between, circulated by email.

The SAT started by assessing the progress made in implementing the action plan of the last application and considered major events in the intervening period requiring a departmental response. The SAT then looked at the data compiled in Appendix 1 and 2, in particular the responses to departmental surveys for staff and students, carried out annually since the preparation of the last application. The SAT placed emphasis on careful analysis of the data, so that the success of the existing action plan could be assessed and a new action plan be developed. The SAT identified key actions undertaken successfully and areas in need of further activity; it developed a draft assessment and a new action plan: this draft was shared in several iterations with staff at Departmental Meetings and with students at Staff-Student Consultative Committee meetings; teaching-related issues were also discussed at a Teaching Awayday.

Once the application has been submitted, the SAT will revert to the departmental EDI Committee, which will meet once a term, report (including on progress with the action plan) regularly to Departmental Meetings (for staff) and Staff-Student Consultative Committee meetings (for students) and also keep the Faculty informed at Faculty EDI Committee meetings, at which updates from departments are a standing item. Serving on the EDI Committee will be included in overall workload, like other administrative roles, for staff (and will be linked to the duties of student representatives). Just as other administrative roles rotate, this will also be the case for membership of the EDI Committee, to ensure even spread of workload, good cross-representation and for staff to gain experience in different kinds of administrative roles. It is expected that the standard term on the EDI Committee will be three years for most members, and a mixture of continuity and change is aimed at on an annual basis.

One of the tasks of the EDI Committee will be to review progress of the implementation of the action plan regularly (standing item on the agenda) and to monitor all departmental activity for EDI implications. The Department intends to continue its successful initiatives in creating an inclusive place with a diverse body of staff and students; as detailed in the action plan, it will increase efforts towards further diversification and retention of diversity by addressing the crunch points in careers.

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

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

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

Recommended word count: 3,000 words

1. **Evaluating progress against the previous action plan**

*Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.*

The most recent action plan (submitted with the previous application and updated in context with the subsequent extension request) is copied below, indicating RAG ratings for individual items (as of autumn 2023). No items have been rated as ‘red’; all actions are marked as ‘green’ or ‘amber’: i.e., all actions have been undertaken as planned; the ones labelled ‘green’ also had the desired effect; activities labelled ‘amber’ have been initiated, but have not yet had the full intended impact.

Actions referring to governance and self-presentation (e.g. better information on EDI issues, improved website, scrutiny of all policies by EDI Committee, better data collection) and those linked to better support for existing staff and students have been successfully completed or introduced as now continuous activities (‘green’; see comments added in red below). This is reflected in mostly positive responses in staff surveys.

It is particularly pleasing that the Department’s wider-reaching initiatives, to prompt initiatives on Faculty and national level, have had an impact and that both the Faculty and the subject organization have carried out surveys to collect data and perceptions on EDI issues and have created roles responsible for EDI matters. These surveys have shown that much progress has been made to improve equality and to include an EDI dimension in most activities, but that there is still more to be done since certain groups of people still feel marginalized (and are under-represented), especially those belonging to minority groups in intersectional terms (gender, race, class, disability etc.).

Progress has been slower in relation to objectives that entail external interaction and relate to diversifying the student body and staff membership. While all planned actions have been started, the available data set (see figures for staff and students in Appendix 2). shows that there is not yet a significant measurable improvement in the composition of each constituency (‘amber’). This result is perhaps not entirely unsurprising since enhancing diversity is a process more likely to take effect over a longer period of time, and efforts to engage, for instance, with schools in areas with diverse population were limited during the pandemic. Thus, outreach initiatives are being intensified again, with an increased number of school visits and new engagement with schools in deprived areas, enhanced mentoring for students at university and an updated curriculum more attractive to a wider range of students and more appropriate for today’s world (see future action plan).

The impact of the pandemic on individuals’ lives is also the main reason why, while it was originally planned to follow up the Bronze application last time with a Silver application in this round, it was felt that this would not be manageable in the current circumstances, and it would be more sensible to go for a renewal Bronze application now and aim for a Silver award next time. This timescale will enable the Department to catch up on actions that did not have the desired effect during the pandemic, and it will provide it with the opportunity to consolidate and reinforce initiatives started and capitalize on new activities to support staff and students, centred around curriculum and assessment changes and improving conditions for staff.

Since the submission of the previous action plan, at each of the termly meetings the EDI Committee reviewed progress in implementation, identified outstanding actions, agreed priorities for the next few months. The EDI Committee’s assessment of progress was regularly reported to the Departmental Meeting (attended by all staff). Progress was determined by assessing both whether planned actions had been undertaken and whether they had had the desired effect. It was felt that it was straightforward to improve further the situation of staff and students in the Department. But where there was most need for progress was in attracting a more diverse audience to the subject and retaining such a constituency, while engaging with external audiences was a more complex and longer-term process.

Thus, the main lesson learned from the experience of working through the previous action plan is as follows: it is important to start at home and ensure a truly inclusive atmosphere and support for diversity among one’s own staff and students. In addition to improving conditions within one’s immediate environment, this focus then makes it possible to set an example and to aim for wider-reaching impact; yet once one goes beyond the department and engages with external audiences and partners, developments are no longer under one’s own control, and enacting meaningful change becomes harder. Yet, since the Department still believes that significant changes in the subject area can only be achieved by diversifying the subject further in all respects from the bottom up, it will continue to work with external audiences (in addition to its internal work). At the same time, in view of the insights gained, the goals will be more realistic, and the approach will be adjusted: the anticipated pace of change will be reduced, and efforts will initially focus on raising awareness, which can then serve as a precondition for meaningful improvements.

In addition to the previous action plan, in response to global events, to changing student priorities and to the expansion of the Department into new areas, a major activity undertaken over the past few years was the revision of the department’s undergraduate programmes: in future there will be just one degree programme for all students registered in the Department (with different routes), which will increase cohesiveness and equality among the student body. This programme will combine the study of ‘traditional Classics’ with topics beyond the standard focus and, for instance, include the languages and cultures of the Ancient Middle East; it is hoped that such a structure of the degree programme will broaden the outlook and open up the subject to students from a greater diversity of backgrounds. In order to promote the new programme, the Department is now contributing to even more widening participation events, including summer schools in East London, to reach new constituencies. In anticipation of the introduction of the restructured degree programmes and in response to student requests (some of whom have formed the ‘London Classicists of Colour’ group and have become active in the wake of the ‘Black Lives Matter’ movement), all existing modules have been revised (e.g. changes to textbooks, adjustments of the syllabus and approach, addition of content statements) and new ones have been added (e.g. ‘Race in Antiquity’, ‘Greeks and Jews’), so that the Department’s teaching represents a wide range of topics, issues and approaches in an appropriately mature and critical way. As surveys show, awareness and appreciation of the Department’s attention to EDI matters among the student body as a whole has increased, while the Department is still working on involving a wider range of students.

In its EDI activities the Department is putting an emphasis on the undergraduate curriculum since it is felt that major changes to the diversity in the subject can only be introduced effectively via a bottom-up approach, i.e. by building up a broader base of people coming into the subject, although the Department is aware that this element is affected by external factors and that a support network for students from underrepresented backgrounds, once they are at university, will have to be built up (currently considered by the institution). At the same time measures are taken to support existing staff and students. During the pandemic it was heartening to see how staff and students carried on under difficult conditions and kept the community alive by online interaction. Nevertheless, this period brought home to many people how much they value personal interaction with others: hence, while flexible and remote working is now a key element of everyone’s schedule, immediately after the pandemic much emphasis was put on community rebuilding (e.g. by social events for staff and students). It was also ensured that people particularly affected due to their personal situation or to being particularly vulnerable were given support to cope with the effects (e.g. by specific teaching arrangements or reduction of additional duties).

The Department expects that, now that the full range of activities is possible again, it can continue the actions started in engaging external audiences and that these will have a more measurable effect in the next period.

Table 2: Previous action plan with RAG rating (in red in first column and description of achievements in final column)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reference+ RAG rating in 2023 | Planned action / objective | Rationale | Key outputs and milestones | Timeframe | Person responsible | Success criteria and outcome+ evaluation of success in 2023 |
| 1green / amber | develop role of Equality, Diversity and Inclusion Group (successor to Self-Assessment Team) to address equality matters more broadly, including issues of intersectionality | work of Self-Assessment Team has been helpful and productive; thus, it is to be continued and enhanced | Department has structures in place to monitor its activities with regard to equality and diversity and to adjust policies accordingly | ongoing since 2018 | Inclusion Lead and Head of Department | achieve implementation of action plan over 5 years (progress monitored annually); ensure that all departmental policies and procedures take equality issues into account; develop a basis for Silver application; provide termly progress reportsEDI Committee in place; all departmental activities monitored regularly; termly progress reports provided; all items in action plan started, but not all completed |
| 2green | monitor perception of equality issues in the Department regularly | changes in staff and policies may impact on the role of equality issues and their perception | run electronic staff survey annually, increase response rate by changing time for survey; take findings into account when revising departmental policies and procedures | since summer 2017 annually | Departmental Manager, in consultation with Equality, Diversity and Inclusion Group | increasing response rate over next five years; accurate records of perception of equality issues on annual basis; policy changes and other actions prompted thereby documented in minutes of Equality, Diversity and Inclusion Group and of Departmental Meetingsstaff survey carried out annually; response rate increased slightly; actions taken in response |
| 3green | contribute to spreading best practice with regard to equality issues across Faculty | not yet enough discussion of equality issues on the level of senior management across Faculty | Department to work with Dean to make equality issues a standing item at Faculty meetings; Dep. EDI Group to mentor other departments making Athena Swan applications | from academic year 2018/19 | Head of Department with Dean of Faculty of Arts and Humanities; Equality, Diversity and Inclusion Group | equality issues standing item at Faculty meetings from academic year 2019/20; all departments in Faculty engaged in Athena Swan process by academic year 2020/21EDI issues now standing item at Faculty meetings; Faculty EDI Committee in place; all departments in Faculty engaged in Athena Swan process (though not all have submitted applications yet) |
| 4green | collect data on statistics and perceptions regarding equality, diversity and inclusion in the discipline nationwide; produce report, outlining status quo, examples of best practice and action plan | numerous examples of best practice in discipline, but also some issues in some areas such as equal opportunities for career development or representation and behaviour at conferences | establish working group; collect data to be published on website of Department and national subject organization, produce report, present at subject conference in spring 2020, develop action plan | summer 2019 – summer 2020 | Head of Department as Department’s representative on national subject organization, with working group from national subject organization | all departments in this discipline to be aware of importance of equality, diversity and inclusion issues by summer 2020; guidance presented adhered to by 80% of departments by 2021 and by 90% of conference organizers by 2021; full implementation of action plan by 2021.national subject organization collected data, ran survey, published guidance on best practice; Heads of Departments elsewhere confirmed that this guidance has been considered |
| 5green | improve data collection for Widening Participation activities, recording gender, social and educational background of participants | while tendencies are obvious, more precise data will enable targeting activities more specifically and to monitor the impact of changes | use Eventbrite for invitations and registrations, along with more detailed data collection via questionnaires at departmental events | from academic year 2019/20 | Widening Participation and Schools Liaison Officer and Departmental Manager | detailed data on attendees at Widening Participation events from 2020 (within data protection rules), to target activities more specifically (see action 6), monitored by Equality, Diversity and Inclusion Group (see action 1)data on attendees now regularly collected via information on Eventbrite and post-event surveys |
| 6amber | ensure that widening participation activities take equality issues into account and lead to an increase in under-represented groups among the Department’s students | on most undergraduate degree programmes offered by this Department the number of male students is below the number of female students, and there are only few BME students | identify reasons for lower participation by surveys of participants at open days and talks in schools; then introduce or modify activities to communicate attractiveness of a degree in this subject area effectively to prospective male and BME students, such as more hands-on and multi-media sessions at open days, targeting boys’ schools and having alumni from diverse backgrounds speak | from autumn 2019 | Widening Participation and Schools Liaison Officer | better information about reasons for different levels of participation by 2021; increase number of boys’ schools targeted by 6% by 2023 (1% by 2020, 2% by 2021, 4% by 2022, 6% by 2023) and the number of applications to the Department’s undergraduate degree programmes by male candidates by 10% by 2024 (2% by 2020, 4% by 2021, 6% by 2022, 8% by 2023, 10% by 2024) and by BME candidates by 20% by 2024 (5% by 2021, 10% by 2022, 15% by 2023, 24% by 2024); progress to be reviewed annuallyactivities started, but not carried out as widely as planned due to pandemic; slight increase among students from underrepresented groups, but not yet as markedly as hoped for |
| 7amber | enhance ‘keep-warm’ activities | more male candidates than female candidates tend to accept their offers | identify reasons by identifying the destination of those who reject offers; in any case increase initiatives to present Department as an inclusive and positive place to study, keep in touch with applicants via email, social media and event invitations, thus support candidates in making decisions | from autumn 2019 | Admissions Tutors (UG and PGT) and Programme Administrators | increase conversion rate for female applicants by 10% by 2024 (2% by 2020, 4% by 2021, 6% by 2022, 8% by 2023, 10% by 2024)‘keep-warm’ activities enhanced; presentation of Department at Open Days improved; good feedback, but conversion rate not yet increased as much as hoped for |
| 8amber | demonstrate attractiveness of postgraduate taught degree to male students | more female than male students apply for and complete postgraduate taught degrees | identify reasons by surveying final-year undergraduate students about their views on postgraduate degrees; targeted campaigns and events illustrating the advantages of postgraduate degrees for all students and outlining opportunities for male students | from academic year 2019/20 | MA Tutor and Programme Administrator | increase number of applications for postgraduate degrees by male students by 6% by 2023 (1% by 2020, 2% by 2021, 4% by 2022, 6% by 2023)final-year students surveyed; several events for prospective postgraduate students held; good feedback, but application numbers not yet increased as much as hoped for |
| 9green | demonstrate diversity visibly | currently more applications by female than by male candidates and very few from BME candidates | review and modify existing promotional material in print and online; ensure descriptions and images reflect diversity of topics studied as well as of staff and students | from autumn 2019 | Equality, Diversity and Inclusion Group, Webmaster, Communications Officer | present Department with refreshed promotional material by autumn 2020; increase number of enquiries and applications from male candidates to all the Department’s programmes by 5% (1% by 2020, 2% by 2021, 3% by 2022, 4% by 2023, 5% by 2024) and by BME candidates by 10% by 2024 (2% by 2020 4% by 2021, 5% by 2022, 8% by 2023, 10% by 2024); progress to be reviewed annuallydepartmental website and prospectus refreshed; diversity of topics and of people highlighted; number of enquiries from a more diverse group of applicants increased |
| 10amber | better support for transition to postgraduate research degree | number of students drops between undergraduate and postgraduate research degrees, generally and in particular among women | identify reasons via survey of final-year undergraduate and postgraduate taught students; provide better information about benefits of postgraduate degrees and funding and support mechanisms | from autumn 2019 | Departmental Tutor, Graduate Tutors, Careers Liaison Tutor | a body of postgraduate research students whose composition is more in line with that of the undergraduate student body in the subject: shift proportions between genders by 4% by 2024 (1% by 2021, 2% 2022, 3% by 2023, 4% by 2024)surveys conducted; a number of information campaigns launched; but no major shift in proportions between genders yet |
| 11green | increase support for early-career academics | despite large numbers of female students and female senior academics in Department, transitional period is still difficult for junior academics and esp. women | provide better mentoring; increase number of career workshops | from academic year 2019/20 | Graduate Tutors, Head of Department, Mentors | enable smoother career transitions for early-career academics, especially women: career workshops for PhD students and postdoctoral researchers offered at least once a year from 2019/20; at least one completing PhD student per year moving to a teaching fellowship or postdoctoral positionannual career workshops held; several PhD students moved to academic positions |
| 12amber | better and more extensive support for grant applications of staff | not all colleagues are currently making applications for large research grants; all staff whose research could benefit from external funding should feel confident to apply | annual workshops on practicalities; grant applications element of discussion at annual meetings with Director of Research; mentor scheme for grant applications | from academic year 2019/20 | Director of Research, Faculty Research Facilitators | one grant application workshop annually from 2019/20; discussion of grant applications at annual meetings with Director of Research from 2019/20; increase number of grant applications by 6% by 2024 (1% by 2021, 2% by 2022, 4% by 2023, 6% by 2024)annual grant workshops held; number of grant applications increased slightly, but not yet as much as planned |
| 13green | better support for flexible working and remote attendance at meetings | process for flexible working to be made more explicit, to encourage everyone who would benefit from such arrangements to take full advantage of available options | annual polling about requests; investment in technology to enable remote communication (more laptops available to staff and upgrades to software and systems that enable remote access) | from academic year 2019/20 | Head of Department, Departmental Manager, IT Representative | more staff able to work remotely and attend meetings virtually when required from 2019/20; better work/life balance for staff and more engagement with departmental policies and more productive work; checked annually through results of staff survey and policies reviewed annually by Departmental Meeting and Equality, Diversity and Inclusion Groupflexible working and remote attendance at meetings now established practice and available to all staff; technology upgraded and all staff trained |
| 14green | student survey on perception of equality, diversity and inclusion matters in Department | students seem fairly satisfied with equality matters in Department, but there may be unknown issues not raised: to be investigated by an anonymous survey | obtain better data on student perception of EDI matters in Department; adjust student support and topics of modules accordingly | develop electronic survey by summer 2019 and then run annually; annual follow-up actions as required; address EDI matters more explicitly | Departmental Tutor, Inclusion Lead, Student Representatives, monitored by Departmental Teaching Committee and Staff-Student Consultative Committee | student perceptions to be checked through results of annual survey from 2019/20; supplemented by monitoring attendance figures and attainment in all modules as well as data on academic progression in relation to BMI issues from 2019/20; introduce additional module explicitly addressing equality issues by 2021/22; revise personal tutoring to provide better support for minority groups by 2021/22annual survey carried out, attendance figures and attainment regularly monitored at Departmental Teaching Committee and Exam Board meetings; new modules introduced; personal tutor training for all staff |
| 15green | monitor all departmental policies for equality issues formally | no perceived equality issues at present; formal processes to be introduced to maintain this | ensure inclusive and fair working environment remains by continuing to include all sub-groups in key decision-making and regularly monitoring perceptions by staff and student surveys (see actions 2 and 14) | from academic year 2019/20 | Equality, Diversity and Inclusion Group | no departmental policies that might have a negative impact on equality issues from academic year 2020/21annual staff and student surveys carried out; all departmental policies reviewed for EDI issues at relevant meetings and in working groups |
| 16amber | survey of first-year undergraduate students about reasons for choosing this institution | fewer female than male applicants usually accept offers; reasons for acceptances and rejections to be identified | develop electronic survey of first-year undergraduates to identify reasons and then increase number of female applicants accepting offers | survey initiated in autumn 2019 and then carried out annually; annual follow-up actions as required | Departmental Tutor, Admissions Tutors | run survey annually from autumn 2019; bring proportion of acceptances from male and female candidates to a comparable level by 2022/23annual survey carried out by personal tutors; information and transitions campaigns enhanced; acceptance rate only slightly changed so far |
| 17amber | invite more female speakers to deliver Department’s annual lecture | so far there are more male than female speakers across all years, balance is to be adjusted | reach parity of male and female speakers; ask entire research community for suggestions of speakers | starting in autumn 2019 with invitation for 2020 | Head of Department, Director of Research | have equal number of male and female speakers across the years by 2023several female speakers and one black male speaker invited; numbers are not quite equal yet, but will be shortly |
| 18amber | investigate reasons for differences in attainment between genders at postgraduate taught level | male students tend to be slightly overrepresented proportionally in the top categories | raise issue with students at Staff Student Consultative Committee meetings, interview students about potential difficulties and preferred assessment practices in personal tutor meetings; obtain data about comparable programmes offered by other departments and review assessment practices at Teaching Awayday | from autumn 2019 | Graduate Tutors, Departmental Tutor, Chair of Exams | complete investigation by spring 2021; achieve more even distribution of top results between genders by autumn 2023investigations completed; discussed at Staff-Student Consultative Committee meetings; considered at Teaching Awayday; adjustments to assessments to postgraduate taught modules made; distribution shifted slightly, but not quite even yet |

## Key priorities for future action

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

At staff level the Department still shows a good gender balance: male and female staff are fairly equally represented at all levels that have more than one post; and male and female post-holders are well spread in areas with only one person at certain grades (see Appendix 2). Since the Department is rather small, and there is not a great deal of mobility among academics in this subject area, the composition of academic staff has not changed much since the last application. Yet there was already a good balance, with a large number of female colleagues in senior roles, at that point (which has increased further and is better than what is standard in this subject area). The entire professional services staff team has changed recently, as the previous postholders have moved on to other roles within the institution: as the Department is small, it is unable to offer much progression for professional services staff, but it is pleased to see that the training provided and the experience gained has enabled colleagues to develop their careers within the institution. The percentage of new appointees for either gender is roughly in line with the percentages at application stage. In all areas departmental staff are diverse in a variety of respects; for instance, in addition to a mix of genders, a wide range of nationalities is covered, including ethnic minorities. Whenever new appointments are made, the Department will make all efforts to maintain and enhance diversity and thus to provide attractive role models for students from a variety of backgrounds.

At student level numbers and percentages of male and female students in the various categories have varied slightly, but these look more like fluctuations rather than significant developments (see Appendix 2). Thus, it is still the case that the Department has more female than male students (as common in the Humanities); hence there are more ‘good’ degrees for female graduates than for male graduates in absolute numbers, but roughly in proportion with the numbers admitted. The aim to diversify the student body further, particularly by bringing more male students to the subject, has therefore not yet been achieved; thus, further action will be taken. In addition to changes to the degree programme, likely to make it appeal to a broader section of students, including mature students, these activities will include partnering with other organisations aiming to broaden access to Classics and targeting state schools introducing Classics at school level as well as surveys of school teachers and cooperation with schools in disadvantaged local areas. The Department will also enlarge and enhance the alumni section of its website to showcase the variety of graduate-level jobs that can be obtained with a degree in this subject area, so as to make this degree more attractive to students who might feel pressured to pursue a more ‘useful’ and vocational degree route.

There is no specific data on the attainment gap for this Department due to the need to preserve anonymity among small numbers, but it is assumed that there is a small attainment gap linked to race as there is across the Faculty: since diversity of assessment is a way to address this issue and such diversity benefits all students in a variety of ways, achieving that will be another aim to be driven forward in the next period.

The Department has benefitted from successful staff-student partnerships in addressing EDI matters: these include workshops and discussions leading to changes to the curriculum (new degree, new modules, updates to modules, introduction of content statements) and greater awareness of what a ‘Classics’ degree can include as well as more targeted approaches to student recruitment. Moreover, the Department has continued successful partnerships with the national subject organization and the Faculty: as a result, the national subject organization has carried out a survey on EDI matters and on that basis has compiled an extensive report and guidance to Classics departments. The Department was also involved in establishing teaching guidance for the subject, when a new benchmark statement was due, and contributed to shaping the increased EDI focus of this document. Within the Faculty the Department’s work with students has been highlighted as a model and good practice. Among other activities, the Department has contributed to measures to encourage all eligible staff in the Faculty to apply for promotion and has advised other Departments in the Faculty on their Athena Swan applications.

In the light of the activities and achievements over the past few years, changes in the global situation as well as challenges and aims still to be realized, the Department’s priorities for the next five years are: (1) to maintain a welcoming environment and ensure a healthy work-life balance for everyone; (2) to maintain equality and diversity with respect to all criteria at staff level and enhance it where possible; (3) to diversify the student body further with respect to all criteria; (4) to offer a rich, broad and diverse curriculum in line with the modern understanding of the subject; (5) to continue to work with the Faculty and the national subject organization to spread best practice on EDI matters and to encourage other departments to initiate similar activities to update the curriculum and to support staff and students. In order to realize these aims, the Department will maintain its focus on EDI issues (by promoting training, making opportunities accessible to all, regular dedicated communication, promotion of events and activities), monitor workload and flexible working arrangements for all members of staff at least annually, review its policies for EDI issues at least every two years, update its presentation on the website every summer, take positive action in recruitment where possible, advertise the new BA programme widely and thus work towards enhancing the diversity of the student body, review the changed curriculum at every Teaching Awayday and make regular updates to the syllabus and assessment formats, maintain regular meetings with the Faculty and the national subject organization and push for meaningful changes beyond local level.

These key priorities will continue to address the areas of need identified in the last application, adjusted to recent developments. While actions have been taken and improvements have been made, in order to achieve full equality (including intersectionality) more action is required, also in response to recent developments, and especially in a subject like Classics, where features such as class and race can affect an individual’s success.

**Section 3: Future action plan**

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

* *An action plan is in place to address identified key issues.*
1. **Action plan**

*Please provide an action plan covering the five-year award period.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number | Action | Rationale | Success / outcome measure | People responsible | Timescale |
|  |  |  |  |  |  |
| 1 | continue operation of departmental EDI Committee – cf. Key priority (1) | have established, diverse body to monitor departmental EDI activity, to oversee implementation of action plan, to assess all departmental activities for EDI implications | termly reports to Departmental Meeting and Staff-Student Consultative Committee Meeting; all departmental activities and policies taking account of EDI concerns; implementation of action plan | Head of Department, Chair of EDI Committee | ongoing, continuous |
| 2 | continue annual staff and student surveys – cf. Key priority (1) | regular data collection as basis for monitoring and planning actions and for recognising issues requiring intervention | response rates of at least 50% every year, increasing every year to reach 75% over five years; positive feedback to actions taken, no significant EDI problems revealed | Chair of EDI Committee, professional services staff team | ongoing, continuous (annually)annual monitoring of response rate and responses |
| 3 | Widening Participation activities: continue running Taster Days and Summer Schools, add particular targeting of deprived areas in east London around new campus, expand school visits – cf. Key priority (3) | diversify student body further | increase diversity of student body in terms of gender, race and other protected characteristics by 5–10% over 5 years | Widening Participation Officer, Admissions Tutor | from 2023 to 2028, with annual progress checks |
| 4 | diversify and update curriculum – cf. Key priority (4) | introduce new modules and new BA degree structure to reflect modern understanding of subject and reflect current student interests | diversify student intake, increase accessibility to the subject, reach new audiences and thus increase numbers of applications by 5% over five years, as a result of introducing restructured BA programmes | Director of Education, Admissions Tutor | from 2023 (applications open) / 2024 (new programme starts) to 2028, with annual progress checks |
| 5 | reduce attainment gap– cf. Key priority (3) | diversify assignment further and provide more support and reasonable adjustments for assignments, so that all students have the same chances (in addition to well-developed student support systems already in place) | increase different types of assessment available; reduce gap in attainment between different groups of students by 5% by 2028 | Director of Education, all teaching staff | from 2025 (due to lead-in time for new assessment structure) to 2028, with annual progress checks |
| 6 | student mentoring – cf. Key priority (3) | ease transitions between different points in academic career (e.g. school to university, UG to PG) to encourage a broader group of people to take the next step | assignment of a student mentor and staff tutor for support to each new student; organization of annual workshops on academic and welfare matters; increase in numbers moving on to next level of study, hence reduction of attrition by 2% over the next five years | Widening Participation Officer, Admissions Tutor, Director of Education, Postgraduate Tutors | from 2024 to 2029, with annual progress checks |
| 7 | support for student societies – cf. Key priority (3) | increase cohesion among the entire student body as societies are an important part of the feeling of community at university and contribute to an inclusive environment | increase numbers of students engaged with societies linked to the Department by 10% over five years and increase number of activities run by societies for the entire Department by 5% over five years | Departmental Tutor, professional services staff team, student representatives | from 2023 to 2028, with annual progress checks |
| 8 | support for early career staff – cf. Key priority (2) | ease transition into academic career and encourage diverse staff to stay in academia | assignment of mentor to each new member of staff, advisory meetings at least termly and reduced workload; increased diversity of staff and sustained success in transitioning into permanent employment | Head of Department, Director of Research, academic staff acting as mentors | mentoring in place from 2024; success measured every three years (due to length of fellowships and probation periods) in 2027, 2030 and 2033 |
| 9 | monitor balance of invited speakers – cf. Key priority (2) | in order to provide role models and inspiration, ensure diversity at flagship public events | representation of speakers and chairs of all genders and races at lectures, workshops and conferences, reviewed through statistics annually | Head of Department, all academic staff organizing events | ongoing, continuous |
| 10 | sustain flexible working / life-work balance / wellbeing – cf. Key priority (1) | post-pandemic ensure good practices of flexible working are continued, while healthy work-life balance is maintained and opportunities for community building are provided | good results on flexible working and departmental culture in staff surveys (at least 70% positive responses annually); no absences due to work pressures; high level of productivity | Head of Department, Chair of EDI Committee | ongoing, with annual progress checks via staff surveys to be analysed by EDI Committee |
| 11 | appoint Disability Champion – cf. Key priority (1) | demonstrate commitment to intersectionality; ensure that staff and students of all backgrounds feel welcome and support all kinds of diversity | improve feedback by staff and students who identify as disabled; increase number of applications by disabled students (by at least 2% over 5 years); success assessed after two years and introduction of Champions for other areas considered | Chair of EDI Committee, Departmental Tutor | annually from 2024, with impact check every two years and increased numbers by 2029 |
| 12 | enhance departmental EDI website – cf. Key priority (5) | main hub for staff and students to find EDI information; main venue for showcasing departmental EDI work to outside world and prospective students | more site visits (increase of at least 10% over 3 years), positive comments on website in surveys, model for other departments (at least 2 more departments to copy over next 3 years) | Chair of EDI Committee, webmaster | from 2024 (as a result of restructuring of institutional website), with annual progress checks; impact assessed more fully in 2027 |
| 13 | enhance departmental alumni website – cf. Key priority (3) | showcase wide range of graduate careers to be pursued with a degree in this subject area to attract students for whom job prospects are a key concern | more site visits (increase of at least 5% over 3 years); increase in applications by students from disadvantaged backgrounds (by 3% over 3 years) | Careers Tutor, webmaster | from 2024 (as a result of restructuring of institutional website), with annual progress checks; impact assessed more fully in 2027 |
| 14 | contribute to spreading good practice with regard to equality issues across Faculty and subject community – cf. Key priority (5) | ensure that EDI issues are appropriately addressed beyond the Department, both in related subjects within the Faculty and within the subject nationally | termly meetings with Faculty Vice-Dean for EDI to address wider issues; improvement on resources and number of activities devoted to EDI issues across the Faculty (increase of 5% over next 3 years); motivate subject organization to continue doing surveys and issue guidance on best practice (update of survey within the next 5 years) | Head of Department, Director of Education | ongoing; impact assessed in 2027 and 2029 |
| 15 | prepare for Silver application | aim to enhance EDI work in the Department and its documentation further | successful application in next round | EDI Committee | from 2026 (once all other actions in this plan are under way) |

**Appendix 1: Culture survey data**

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

Table 1: Staff survey questions and responses (2019–2022)

Table 2: Student survey questions and responses (2019–2021)

Please note that, because of the small size of the department, the responses to some questions had to be redacted, and additional questions that might enable further disaggregation of the data could not be asked.

Table 1: Staff survey questions and responses

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **2019** | **2020** | **2021** | **2022** |
| **Question** | **Answer** | 14 | 15 | 15 | 8 |
| How regularly do you work longer than your contracted hours? | I regularly work additional hours | 47.62% | 68.75% | 35.29% | 62.50% |
| I sometimes work additional hours | 9.52% | 18.75% | 29.41% | 25.00% |
| I never work additional hours  | 9.52% | 6.25% | 23.53% | 12.50% |
| Not answered | 33.33% | 6.25% | 11.76% | 0.00% |
|  |  |  |  |  |  |
| I am happy with my work life balance | Strongly Agree | 23.81% | 31.25% | 41.18% | 50.00% |
| Agree | 33.33% | 43.75% | 41.18% | 37.50% |
| Disagree | 9.52% | 18.75% | 5.88% | 12.50% |
| Not Answered | 33.33% | 6.25% | 11.76% | 0.00% |
|  |  |  |  |  |  |
| My department has a clear and transparent way of allocating workload | Strongly Agree | 28.57% | 68.75% | 41.18% | 25.00% |
| Agree | 33.33% | 18.75% | 35.29% | 75.00% |
| Disagree | 4.76% | 6.25% | 11.76% | 0.00% |
| Not Answered | 33.33% | 6.25% | 11.76% | 0.00% |
|  |  |  |  |  |  |
| I work | Flexibly (flexible working include flexitime, annualised hours, term-time working, working from home, compressed hours etc.) | 4.76% | 0.00% | 0% | 12.50% |
| Full-Time | 38.10% | 68.75% | 58.82% | 87.50% |
| Part-Time | 19.05% | 6.25% | 11.76% | 0.00% |
| as a PGTA | 0.00% | 12.50% | 17.65% | 0.00% |
| Not Answered | 38.10% | 12.50% | 11.76% | 0.00% |
|  |  |  |  |  |  |
| Flexible working is supported and encouraged in my department  | Strongly Agree | 33.33% | 43.75% | 41.18% | 50.00% |
| Agree | 23.81% | 43.75% | 47.06% | 50.00% |
| Disagree | 4.76% | 0.00% | 0.00% | 0.00% |
| Not Answered | 38.10% | 12.50% | 11.76% | 0.00% |
|  |  |  |  |  |  |
| I think working part-time or flexibly would affect my career | Positively  | 28.57% | 12.50% | 35.29% | 25.00% |
| Negatively  | 19.05% | 25.00% | 23.53% | 12.50% |
| Neither | 14.29% | 50.00% | 29.41% | 62.50% |
| Not Answered | 38.10% | 12.50% | 11.76% | 0.00% |
|  |  |  |  |  |  |
| It take longer to progress if you work part-time or flexibly in my department | Strongly Agree | 19.05% | 18.75% | 5.88% | 0.00% |
| Agree | 14.29% | 18.75% | 11.76% | 0.00% |
| Disagree | 0.00% | 6.25% | 11.76% | 25.00% |
| Strongly Disagree | 9.52% | 12.50% | 5.88% | 25.00% |
| Don’t know / not applicable | 19.05% | 31.25% | 52.94% | 50.00% |
| Not Answered | 38.10% | 12.50% | 11.76% | 0.00% |
|  |  |  |  |  |  |
| Meetings in my department are scheduled to be within the core hours of 10-4 | Always  | 47.62% | 62.50% | 47.06% | 87.50% |
| Most of the Time | 9.52% | 18.75% | 35.29% | 12.50% |
| Never | 4.76% | 0.00% | 0.00% | 0.00% |
| Not sure/Not applicable | 0.00% | 6.25% | 5.88% | 0.00% |
| Not Answered | 38.10% | 12.50% | 11.76% | 0.00% |
|  |  |  |  |  |  |
| I have had an appraisal in the last  | 12 months | 57.14% | 75.00% | 64.71% | 100% |
| I started less than 12 months ago | 0.00% | 0.00% | 5.88% | 0.00% |
| Not Answered | 42.86% | 25.00% | 29.41% | 0.00% |
|  |  |  |  |  |  |
| My career progression is always usefully discussed in my appraisal  | Strongly Agree | 52.38% | 62.50% | 58.82% | 75.00% |
| Agree | 0.00% | 6.25% | 11.76% | 25.00% |
| Disagree | 4.76% | 6.25% | 0.00% | 0.00% |
| Not Answered | 42.86% | 25.00% | 29.41% | 0.00% |
|  |  |  |  |  |  |
| My workload is always usefully discussed in my appraisal | Strongly Agree | 47.62% | 43.75% | 52.94% | 50.00% |
| Agree | 4.76% | 31.25% | 17.65% | 50.00% |
| Disagree | 4.76% | 0.00% | 0.00% | 0.00% |
| Not Answered | 42.86% | 25.00% | 29.41% | 0.00% |
|  |  |  |  |  |  |
| I feel confident that any issue I raise regarding my workload will be dealt with | Strongly agree | 38.10% | 37.50% | 58.82% | 62.50% |
| Agree | 14.29% | 31.25% | 11.76% | 25.00% |
| Strongly Disagree | 0.00% | 0.00% | 0.00% | 12.50% |
| Disagree | 4.76% | 6.25% | 0.00% | 0.00% |
| Not Answered | 42.86% | 25.00% | 29.41% | 0.00% |
|  |  |  |  |  |  |
| I think the promotion process and criteria are understandable, transparent and fair | Strongly Agree | 28.57% | 43.75% | 17.65% | 37.50% |
| Agree | 14.29% | 25.00% | 29.41% | 37.50% |
| Disagree | 9.52% | 0.00% | 5.88% | 0.00% |
| Don't Know / Not applicable | 4.76% | 6.25% | 11.76% | 25.00% |
| Not Answered | 42.86% | 25.00% | 35.29% | 0.00% |
|  |  |  |  |  |  |
| I receive support and encouragement from my department to apply for promotion or internal jobs | Strongly Agree | 38.10% | 56.25% | 47.06% | 62.50% |
| Agree | 14.29% | 18.75% | 17.65% | 37.50% |
| Disagree | 4.76% | 0.00% | 0.00% | 0.00% |
| Not Answered | 42.86% | 25.00% | 35.29% | 0.00% |
|  |  |  |  |  |  |
| When I applied for promotion, I received appropriate and useful feedback from my department | Strongly Agree | 38.10% | 56.25% | 41.18% | 50.00% |
| Agree | 14.29% | 18.75% | 17.65% | 37.50% |
| Strongly Disagree | 0.00% | 0.00% | 0.00% | 12.50% |
| Disagree | 4.76% | 0.00% | 5.88% | 0.00% |
| Not Answered | 42.86% | 25.00% | 35.29% | 0.00% |
|  |  |  |  |  |  |
| If you haven't put yourself forward for promotion, why? | I don't want to | 0.00% | 0.00% | 0.00% | 12.50% |
| Lack of Support | 19.05% | 6.25% | 0.00% | 0.00% |
| I don't think I will be successful | 4.76% | 6.25% | 0.00% | 0.00% |
| I have been advised against it | 0.00% | 6.25% | 0.00% | 0.00% |
| Not applicable | 33.33% | 56.25% | 64.71% | 87.50% |
| Not Answered | 42.86% | 25.00% | 35.29% | 0.00% |
|  |  |  |  |  |  |
| I am encouraged to undertake activities which will contribute to a stronger CV. For example (tick all that apply): | Attend Conferences | 38.10% | 62.50% | 47.06% | 62.50% |
| Present at Conferences | 19.05% | 56.25% | 35.29% | 62.50% |
| Sit on department or external committees | 28.57% | 62.50% | 58.82% | 62.50% |
| Training Opportunities | 28.67% | 56.25% | 47.06% | 50.00% |
| Networking Opportunities | 14.29% | 31.25% | 23.53% | 50.00% |
| I am not encouraged to take part in any of the above | 9.52% | 0.00% | 0.00% | 0.00% |
| Not Answered | 47.62% | 25.00% | 35.29% | 0.00% |
|  |  |  |  |  |  |
| My department supports me to attend conferences (for example, cover for teaching or research | Yes | 47.62% | 68.75% | 52.94% | 100% |
| No | 4.76% | 6.25% | 11.76% | 0.00% |
| Not Answered | 47.62% | 25.00% | 35.29% | 0.00% |
|  |  |  |  |  |  |
| I have a mentor at UCL | Yes | 23.81% | 37.50% | 11.76% | 25.00% |
| I don't have a mentor, but I would find it helpful | 4.76% | 12.50% | 5.88% | 12.50% |
| I don't have a mentor, I wouldn't want one | 23.81% | 25.00% | 47.06% | 62.50% |
| Not Answered | 47.62% | 25.00% | 35.29% | 0.00% |
|  |  |  |  |  |  |
| Is there anything you feel would benefit you and your career development that is not already offered by your department? | Effective Appraisal | 4.76% | 12.50% | 5.88% | 0.00% |
| Mentoring | 14.29% | 12.50% | 0.00% | 12.50% |
| Career Advice | 0.00% | 0.00% | 5.88% | 12.50% |
| Supervisory skills | 0.00% | 6.25% | 5.88% | 0.00% |
| Information and advice on applying for grants | 4.76% | 12.50% | 5.88% | 12.50% |
| Improved networking within your department | 0.00% | 12.50% | 0.00% | 25.00% |
| Management Skills | 0.00% | 6.25% | 5.88% | 12.50% |
| Other (unspecified) | 4.76% | 0.00% | 5.88% | 12.50% |
| I am satisfied with what is currently offered by my department  | 28.57% | 50.00% | 58.82% | 62.50% |
| Not Answered | 47.62% | 25.00% | 35.29% | 0.00% |
|  |  |  |  |  |  |
| Have your aspirations and expectations changed since you first started working at UCL | My aspirations and expectations have become more ambitious | 33.33% | 25.00% | 17.65% | 37.50% |
| Aspirations and expectations have stayed the same | 14.29% | 50.00% | 41.18% | 50.00% |
| My aspirations and expectations have become less ambitious | 4.76% | 0.00% | 5.88% | 12.50% |
| Not Answered | 47.62% | 25.00% | 35.29% | 0.00% |
|  |  |  |  |  |  |
| I feel I am/others are treated unfavourably because of my/their gender | Always  | 19.05% | 6.25% | 0.00% | 25.00% |
| Occasionally | 9.52% | 0.00% | 5.88% | 0.00% |
| Never | 23.81% | 68.75% | 52.94% | 75.00% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
|  I feel I am/others are treated unfavourably because of other ‘protected characteristics’ (these include, sexual, orientation, ethnicity, religion or belief, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity) | Always  | 19.05% | 6.25% | 0.00% | 12.50% |
| Occasionally | 4.76% | 0.00% | 11.76% | 0.00% |
| Never | 28.57% | 68.75% | 47.06% | 87.50% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| Would you feel comfortable in reporting instances where you feel you or others have been treated unfavourably? | Yes | 38.10% | 50.00% | 47.06% | 87.50% |
| No | 9.52% | 25.00% | 58.82% | 12.50% |
| I wouldn't know how to  | 4.72% | 0.00% | 0.00% | 0.00% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| From the words below, how would you describe your department as a place to work (choose all applicable): | Supportive | 42.86% | 62.50% | 58.82% | 87.50% |
| Inclusive | 28.57% | 56.25% | 47.06% | 62.50% |
| Competitive | 0.00% | 18.75% | 11.76% | 0.00% |
| Miserable | 0.00% | 0.00% | 0.00% | 12.50% |
| Happy | 19.05% | 25.00% | 29.41% | 62.50% |
| Macho | 4.76% | 6.25% | 5.88% | 0.00% |
| Welcoming | 28.57% | 62.50% | 52.94% | 62.50% |
| Cliquey | 0.00% | 6.25% | 5.88% | 12.50% |
| Stressful | 9.52% | 18.75% | 11.76% | 12.50% |
| Something not listed here | 9.52% | 6.25% | 0.00% | 0.00% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| We have social and networking events in my department (tick all applicable | Yes - regularly | 23.81% | 6.25% | 5.88% | 12.50% |
| Yes - occasionally | 23.81% | 62.50% | 47.06% | 75.00% |
| No - but I wish we had them | 0.00% | 6.25% | 0.00% | 12.50% |
| No - and I wouldn't want to attend | 4.76% | 0.00% | 0.00% | 0.00% |
| Yes but I am unable to attend (e.g. organised at the wrong time) | 0.00% | 0.00% | 5.88% | 0.00% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| Decision making in my department is transparent and I am consulted on key decisions | Strongly Agree | 23.81% | 50.00% | 35.29% | 25.00% |
| Agree | 19.05% | 18.75% | 17.65% | 75.00% |
| Disagree | 4.76% | 6.25% | 5.88% | 0.00% |
| Strongly Disagree | 4.76% | 0.00% | 0.00% | 0.00% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| Successes and Achievements are celebrated in my department | Yes | 42.86% | 62.50% | 29.41% | 87.50% |
| Sometimes, but not every time | 4.76% | 12.50% | 29.41% | 12.50% |
| Sometimes, but only for certain people | 4.76% | 0.00% | 0.00% | 0.00% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| Promotion | Women are significantly disadvantaged | 19.05% | 6.25% | 0.00% | 0.00% |
| Women are slightly disadvantaged | 0.00% | 0.00% | 5.88% | 0.00% |
| No perceived Gender Difference | 33.33% | 68.75% | 52.94% | 100% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| Salary | Women are significantly disadvantaged | 23.81% | 6.25% | 0.00% | 0.00% |
| Women are slightly disadvantaged | 4.76% | 6.25% | 5.88% | 12.50% |
| No perceived Gender Difference | 23.81% | 62.50% | 52.94% | 87.50% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| Access to career development opportunities | Women are significantly disadvantaged | 19.05% | 6.25% | 0.00% | 0.00% |
| Women are slightly disadvantaged | 0.00% | 6.25% | 0.00% | 0.00% |
| No perceived Gender Difference | 33.33% | 62.50% | 58.82% | 100% |
| Not Answered | 47.62% | 25.00% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| Taking maternity/adoption/shared parental leave would damage/has damaged my career | Strongly Agree | 19.05% | 0.00% | 0.00% | 0.00% |
| Agree | 4.76% | 6.25% | 11.76% | 12.50% |
| Disagree | 23.81% | 31.25% | 29.41% | 50.00% |
| Strongly Disagree | 4.76% | 31.25% | 17.65% | 37.50% |
| Not Answered | 47.62% | 31.25% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| I was supported by my department before, during and on return from maternity/adoption/shared parental leave | Strongly Agree | 23.81% | 6.25% | 5.88% | 0.00% |
| Agree | 4.76% | 12.50% | 11.76% | 0.00% |
| Not applicable | 23.81% | 50.00% | 41.18% | 100% |
| Not Answered | 47.62% | 31.25% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| I am aware of the new provision of shared parental leave | Yes | 42.86% | 56.25% | 47.06% | 62.50% |
| No | 9.52% | 12.50% | 11.76% | 37.50% |
| Not Answered | 47.62% | 31.25% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| If you have taken any form of career break(s), how long in total did you take off at UCL | <6 months | 19.05% | 0.00% | 0.00% | 0.00% |
| 6 - 12 months | 4.76% | 6.25% | 5.88% | 0.00% |
| Not applicable | 28.57% | 62.50% | 52.94% | 100% |
| Not Answered | 47.62% | 31.25% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| If you have had a career break, did you have any difficulties or problems when returning to work at UCL? | Yes | 23.81% | 12.50% | 5.88% | 0.00% |
| No | 0.00% | 0.00% | 5.88% | 0.00% |
| Not applicable | 28.57% | 56.25% | 47.06% | 100% |
| Not Answered | 47.62% | 31.25% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| I identify as: | Male | 19.05% | 31.25% | 11.76% | 37.50% |
| Female | 14.29% | 37.50% | 35.29% | 50.00% |
| Prefer not to say | 9.52% | 0.00% | 11.76% | 12.50% |
| Not Answered | 57.14% | 31.25% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| Do you work full-time or part-time? | Full-time | 38.10% | 68.75% | 58.82% | 100% |
| Part-Time | 4.76% | 0.00% | 0.00% | 0.00% |
| Not Answered | 57.14% | 31.25% | 41.18% | 0.00% |
|  |  |  |  |  |  |
| Do you have any caring responsibilities (Children, parents, partner)? | Yes | 23.81% | 31.25% | 29.41% | 12.50% |
| No | 9.52% | 37.50% | 23.53% | 62.50% |
| Prefer not to say | 57.14% | 31.25% | 5.88% | 25.00% |

Table 2: Student survey questions and responses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** | **Answer** | **2019** | **2020** | **2021** |
| Number of Respondents |  | 11 | 11 | 6 |
| I am studying at the following level: | I am studying at UG Level | 60.00% | 75.00% | 10.00% |
| I am studying at PG Level | 13.33% | 16.66% | 50.00% |
|  |  |  |  |  |
| I identify as | Male | 20.00% | 8.33% |  |
| Female | 53.33% | 83.33% | 60.00% |
|  |  |  |  |  |
| To which ethnic group do you most identify? | White | 66.67% | 66.67% | 30.00% |
| Asian/Asian British | 6.67% | 16.67% | 20.00% |
| Other |  | 8.33% |  |
| Black/African/Caribbean/Black British |  | 10.00% |
|  |  |  |  |  |
| Do you feel that everyone in the Department is treated fairly and equally, irrespective of gender? | Always | 66.67% | 75.00% | 50.00% |
| Occasionally | 6.67% | 16.67% | 10.00% |
|  |  |  |  |  |
| Do you feel that everyone in the Department is treated fairly and equally, irrespective of other ‘protected characteristics’ (these include, sexual orientation, ethnicity, religion or belief, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity)? | Always | 66.67% | 83.33% | 30.00% |
| Occasionally | 6.67% | 8.33% | 30.00% |
|  |  |  |  |  |
| Would you feel comfortable in reporting instances where you feel you or others have been treated unfavourably? | Yes | 40.00% | 50.00% | 30.00% |
| No |  | 16.67% | 20.00% |
| Don't know how to | 33.33% | 25.00% | 10.00% |

From the words below, how would you describe your department as a place to learn and study (choose all applicable)?







|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Do you feel that there are extra-curricular and social events for students in your department? | Yes - regularly | 26.67% | 50.00% | 20.00% |
| Yes -occasionally | 26.67% | 25.00% | 40.00% |
| Yes - unable to attend | 13.33% | 16.67% |  |
| No - wish we had them | 6.67% |  |  |
|  |  |  |  |  |
| Do you feel encouraged / confident to participate in class? | Yes | 20.00% | 50.00% | 30.00% |
| Sometimes | 46.67% | 33.33% | 10.00% |
| No | 6.67% | 8.33% | 20.00% |
|  |  |  |  |  |
| Have you ever felt that your learning has been disrupted by other students in class? | Yes – regularly |  | 16.67% |  |
| Yes – occasionally | 26.67% | 33.33% | 30.00% |
| Never | 46.67% | 41.67% | 30.00% |
|  |  |  |  |  |
| If this has happened, do you feel that the Department is doing enough to combat such disruption?" | Yes | 13.33% | 33.33% | 10.00% |
| No |  | 16.67% | 10.00% |
| I don’t know what the department’s procedure is | 60.00% | 41.67% | 40.00% |
|  |  |  |  |  |
| Are you aware that the Department currently holds an Athena Swan Bronze Award? | Yes | 33.33% | 58.33% | 30.00% |
| No | 40.00% | 33.33% | 60.00% |
|  |  |  |  |  |
| Are you aware that the Department has an Equality, Diversity and Inclusion Group (EDI Group) and aDepartmental Equal Opportunities Liaison Officer (DEOLO) and that you can raise equality issues with them | Yes | 13.33% | 16.67% | 50.00% |
| No | 60.00% | 75.00% | 10.00% |
|  |  |  |  |  |
| Are you considering postgraduate study? (if already a postgraduate student please select No) | Yes |  |  | 10.00% |
| No |  |  | 50.00% |
|  |  |  |  |  |

**Appendix 2: Data tables**

*Please present the mandatory data tables, and if desired, any additional datasets.
X = the figure has been redacted for publication*

Please note that some figures are at 5 or below and have therefore been redacted for reasons of data protection.

|  |  |
| --- | --- |
| 1 | Students at UG, PGT and PGR level |
| 2 | Degree attainment and/or completion rates for students at UG, PGT and PGR level |
| 3 | Academic staff by grade and contract function |
| 4 | Academic staff by grade and contract type |
| 5 | Professional, technical and operational (PTO) staff by grade and job family |
| 6 | PTO staff by grade and contract type |
| 7 | Applications, shortlist and appointments made in recruitment to academic posts by grade |
| 8 | Applications, shortlist and appointments made in recruitment to PTO posts by grade |
| 9 | Applications and success rates for academic promotion by grade |
| 10 | Applications and success rates for PTO progression by grade (where there are formal routes for progression) |

1. Students at UG, PGT and PGR level

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Female** |  | **Male** |  | **Total Sum of Count** |
| **Undergraduate** | **447** | **63.05%** | **262** | **36.95%** | **709** |
| 2018/19 | 88 | 56.41% | 68 | 43.59% | 156 |
| 2019/20 | 96 | 62.75% | 57 | 37.25% | 153 |
| 2020/21 | 93 | 69.40% | 41 | 30.60% | 134 |
| 2021/22 | 86 | 65.15% | 46 | 34.85% | 132 |
| 2022/23 | 84 | 62.69% | 50 | 37.31% | 134 |
| **Postgraduate taught** | **102** | **65.81%** | **52** | **33.55%** | **155** |
| 2018/19 | 23 | 69.70% | 10 | 30.30% | 33 |
| 2019/20 | 19 | 63.33% | 11 | 36.67% | 30 |
| 2020/21 | 20 | 58.82% | 13 | 38.24% | 34 |
| 2021/22 | 20 | 64.52% | 11 | 35.48% | 31 |
| 2022/23 | 20 | 74.07% | 7 | 25.93% | 27 |
| **Postgraduate research** | **81** | **76.42%** | **25** | **23.58%** | **106** |
| 2018/19 | 7 | 63.64% | X | 36.36% | 11 |
| 2019/20 | 15 | 75.00% | X | 25.00% | 20 |
| 2020/21 | 19 | 76.00% | 6 | 24.00% | 25 |
| 2021/22 | 20 | 80.00% | X | 20.00% | 25 |
| 2022/23 | 20 | 80.00% | X | 20.00% | 25 |
| **Grand Total** | **630** | **64.95%** | **339** | **34.95%** | **970** |

1. Degree attainment and/or completion rates for students at UG and PGT level

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **UG** | **Female** |  | **Male** |  | **Total Sum of Count** |
| **First** | **63** | **58.33%** | **45** | **41.67%** | **108** |
| 2018 | 8 | 50.00% | 8 | 50.00% | 16 |
| 2019 | 11 | 45.83% | 13 | 54.17% | 24 |
| 2020 | 10 | 47.62% | 11 | 52.38% | 21 |
| 2021 | 17 | 60.71% | 11 | 39.29% | 28 |
| 2022 | 17 | 89.47% | X | 10.53% | 19 |
| **2:1** | **64** | **57.66%** | **47** | **42.34%** | **111** |
| 2018 | 14 | 58.33% | 10 | 41.67% | 24 |
| 2019 | 11 | 44.00% | 14 | 56.00% | 25 |
| 2020 | 12 | 52.17% | 11 | 47.83% | 23 |
| 2021 | 14 | 93.33% |  | 6.67% | 15 |
| 2022 | 13 | 54.17% | 11 | 45.83% | 24 |
| **2:2** | **X** | **44.44%** | **X** | **55.56%** | **9** |
| 2018 |  | 50.00% |  | 50.00% |  |
| 2019 |  | 33.33% |  | 66.67% |  |
| 2020 |  | 33.33% |  | 66.67% |  |
| 2021 |  | 100.00% |  | 0.00% |  |
| **Pass** | **6** | **66.67%** | **X** | **33.33%** | **9** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PGT** | **Female** |  | **Male** |  | **Total Sum of Count** |
| **Pass** |  | **57.14%** |  | **42.86%** | **7** |
| 2018 |  | 25.00% |  | 75.00% |  |
| 2019 |  | 100.00% |  | 0.00% |  |
| 2021 |  | 100.00% |  | 0.00% |  |
| 2022 |  | 100.00% |  | 0.00% |  |
| **Merit** | **29** | **65.91%** | **15** | **34.09%** | **44** |
| 2018 | 7 | 87.50% |  | 12.50% | 8 |
| 2019 | 10 | 100.00% |  | 0.00% | 10 |
| 2020 |  | 50.00% |  | 50.00% |  |
| 2021 |  | 40.00% | 6 | 60.00% | 10 |
| 2022 | 6 | 50.00% | 6 | 50.00% | 12 |
| **Distinction** | **31** | **65.96%** | **15** | **31.91%** | **47** |
| 2018 |  | 83.33% |  | 16.67% | 6 |
| 2019 | 7 | 70.00% |  | 30.00% | 10 |
| 2020 | 6 | 66.67% |  | 33.33% | 9 |
| 2021 | 7 | 53.85% |  | 38.46% | 13 |
| 2022 | 6 | 66.67% |  | 33.33% | 9 |
| **Grand Total** | **64** | **65.31%** | **33** | **33.67%** | **98** |

3. Academic staff by grade and contract function

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Female** | **Male** | **Grand Total** |
| Grade 7 | 100.00% | 0.00% | 100.00% |
| Grade 8 | 70.00% | 30.00% | 100.00% |
| Grade 9 | 0.00% | 100.00% | 100.00% |
| Grade 10 | 50.00% | 50.00% | 100.00% |
| **Grand Total** | **52.63%** | **47.37%** | **100.00%** |

4. Academic staff by grade and contract type

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Female** |  | **Male** |  | **Total Sum of Count2** |
| **Fixed-term contracts** | **70.21%** | **33** | **29.79%** | **14** | **47** |
| 2021 | 64.52% | 20 | 35.48% | 11 | 31 |
| 2022 | 81.25% | 13 | 18.75% |  | 16 |
| **Open-ended with end-date** | **72.73%** | **8** | **27.27%** |  | **11** |
| 2021 | 80.00% |  | 20.00% |  |  |
| 2022 | 66.67% |  | 33.33% |  | 6 |
| **Standard open-ended contracts** | **63.16%** | **24** | **36.84%** | **14** | **38** |
| 2021 | 66.67% | 14 | 33.33% | 7 | 21 |
| 2022 | 58.82% | 10 | 41.18% | 7 | 17 |
| **Grand Total** | **67.71%** | **65** | **32.29%** | **31** | **96** |

5. Professional, technical and operational (PTO) staff by grade and job family

|  |  |  |  |
| --- | --- | --- | --- |
| **Grades** | **Female** | **Male** | **Grand Total** |
| Grade 6 | 50.00% | 50.00% | 100.00% |
| Grade 7 | 25.00% | 75.00% | 100.00% |
| Grade 8 | 0.00% | 100.00% | 100.00% |
| **Grand Total** | **29.41%** | **70.59%** | **100.00%** |

6. PTO staff by grade and contract type

This table cannot be produced due to small staff numbers leading to risk of unauthorised exposure.

7. Applications, shortlist and appointments made in recruitment to academic posts by grade

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unknown** | **Female** |  | **Male** |  | **Total Sum of Count** |
| **Applications** |  | **55** | **53.92%** | **43** | **42.16%** | **102** |
| 2017/18 |  |  | 100.00% |  | 0.00% |  |
| 2018/19 |  | 8 | 53.33% |  | 33.33% | 15 |
| 2019/20 |  | 30 | 63.83% | 16 | 34.04% | 47 |
| 2020/21 |  | 8 | 44.44% | 10 | 55.56% | 18 |
| 2021/22 |  | 7 | 35.00% | 12 | 60.00% | 20 |
| **Appointed** |  | **10** | **71.43%** |  | **21.43%** | **14** |
| 2017/18 |  |  | 100.00% |  | 0.00% |  |
| 2018/19 |  |  | 33.33% |  | 33.33% |  |
| 2019/20 |  |  | 100.00% |  | 0.00% |  |
| 2020/21 |  |  | 100.00% |  | 0.00% |  |
| 2021/22 |  |  | 50.00% |  | 50.00% |  |
| **Shortlisted** |  | **21** | **61.76%** | **12** | **35.29%** | **34** |
| 2017/18 |  |  | 100.00% |  | 0.00% |  |
| 2018/19 |  |  | 42.86% |  | 42.86% | 7 |
| 2019/20 |  | 7 | 100.00% |  | 0.00% | 7 |
| 2020/21 |  | 6 | 85.71% |  | 14.29% | 7 |
| 2021/22 |  |  | 33.33% | 8 | 66.67% | 12 |
| **Grand Total** | **6** | **86** | **57.33%** | **58** | **38.67%** | **150** |

8. Applications, shortlist and appointments made in recruitment to PTO posts by grade

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Female** |  | **Male** |  | **Total Sum of Count** |
| **Applications** | **13** | **54.17%** | **11** | **45.83%** | **24** |
| 2017/18 | 9 | 56.25% | 7 | 43.75% | 16 |
| 2018/19 |  | 60.00% |  | 40.00% |  |
| 2021/22 |  | 33.33% |  | 66.67% |  |
| **Shortlisted** | **7** | **87.50%** |  | **12.50%** | **8** |
| 2017/18 |  | 80.00% |  | 20.00% |  |
| 2018/19 |  | 100.00% |  | 0.00% |  |
| **Appointed** |  | **50.00%** |  | **50.00%** |  |
| 2017/18 |  | 0.00% |  | 100.00% |  |
| 2018/19 |  | 100.00% |  | 0.00% |  |
| **Grand Total** | **21** | **61.76%** | **13** | **38.24%** | **34** |

9. Applications and success rates for academic promotion by grade

This table cannot be produced due to small staff numbers leading to risk of unauthorised exposure.

10. Applications and success rates for PTO progression by grade (where there are formal routes for progression)

This table cannot be produced due to small staff numbers leading to risk of unauthorised exposure.

**Appendix 3: Glossary**

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

Apart from abbreviations provided by Athena Swan itself (e.g. SAT, EDI), no specific abbreviations have been used in this application to aid comprehension for external readers; thus, a glossary is not required.