

## Action Plan

Action Points	Issue	Action	Desired Outcome	Responsible agent	Time-scale
AP1	<p>Proportion of BAME applicants for our undergraduate courses does not match the overall BAME proportion within UK undergraduate body (22.6%).</p> <p>Application ratio for 3-year degree 2010-19: 14.4% BAME</p> <p>Application ratio for 4-year degree 2010-9: 20.6% BAME</p>	<p>Increase proportion of applications from non-white students.</p> <p>Approach University to seek more fine-grained data to allow a better understanding of the patterns of application.</p> <p>Improve online materials and target outreach activities on students from ethnic minorities.</p>	<p>Increase BAME applicants to the 3-year course and ensure that BAME applications for the 4-year course continue to map onto the ethnic diversity of the pool of A-level candidates nationwide. Raise overall BAME proportion among undergraduate applicants.</p>	<p>Access and outreach Co-ordinator and officer.</p>	<p>i) Contact University to ask that appropriate data be made more readily available by admissions round 2021/2.</p> <p>ii) Recruitment web-pages updated by April 2022.</p> <p>iii) Organise BAME Open Day annually from 2022.</p>
AP2	<p>2017–19 UG ethnicity was 13.85% BAME; nationally 22.6% of the undergraduate body (all subjects) is BAME.</p> <p>Re. the 4-year UG course, in 2017–19 offers were made to 58% of BAME applicants and 38.5% of BAME applicants accepted their offer. For non-BAME applicants, the figures were 64.6% and 49.5%.</p>	<p>Improve offer rates to BAME applicants by providing Directors of Studies with available student diversity data at each annual recruitment round so that they understand the impact of decisions made about offers.</p> <p>Improve acceptance rates for BAME students by offering study-support in the months before A level.</p>	<p>Offer and acceptance rates for all groups of applicants are identical.</p>	<p>Secretary to Colleges Classical Representatives Committee (on which all Directors of Studies sit). Access and Outreach officers.</p>	<p>i) Provision of student diversity data to begin in December 2021.</p> <p>ii) Student support to begin in 2022.</p> <p>iii) Gap between different student-groups reduced to less than 2% by 2025.</p>

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AP3	<p>Applications ratio for PhD 2016-20: 14% non-white</p> <p>In this period offers were made to 48.7% of non-white applicants and 36.8% of these applicants accepted their offers.</p> <p>In the same period, offers were made to 65.8% of white applicants, of whom 39.2% accepted their offers.</p> <p>Applications ratio for MPhil 2016-20: 19.1% non-white</p> <p>In this period offers were made to 53.1% of non-white applicants and 57.7% of these accepted their offers.</p> <p>In the same period, offers were made to 56.1% of white applicants, of whom 56.2% accepted their offers.</p>	<p>Increase proportion of applications from non-white students.</p> <p>Target postgraduate recruitment, particularly at PhD level, at students from ethnic minorities and ensure that such students are properly supported through the application process.</p> <p>Improve offer rates to applicants from ethnic minorities for the PhD by providing those involved in Postgraduate admissions with available student diversity data at each annual recruitment round so that they understand the impact of decisions made about offers.</p> <p>Ensure that a greater diversity of deserving students have access to funding. Prioritise postgraduate funding in the Faculty's fundraising.</p>	<p>Increase applications from non-white students for Postgraduate studies, particularly the PhD.</p> <p>Offer and acceptance rates for all groups of applicants are identical.</p> <p>Increase the diversity of those able to accept offers of MPhil and PhD places by offering targeted support through the application process and further provision of funding.</p>	<p>Director of Postgraduate Admissions. Stewardship co-ordinator</p>	<p>i) Recruitment web-pages updated by April 2022.</p> <p>ii) Provision of student diversity data to begin in December 2021.</p> <p>iii) One additional donor-funded MPhil studentship each year from 2021–2 to 2024–5.</p>

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AP4	Applications ratio for permanent academic appointments 2014-20: 4.3% BAME	<p>Promote the Faculty as a nourishing place for everyone, including those from ethnic minority groups, to work.</p> <p>Scrutinise job advertisements and venues in which jobs are advertised to attempt to ensure maximally diverse applicant pools.</p> <p>Consider revisiting the advertisement in the event that a sufficiently diverse applicant pool is not achieved.</p>	Applications for academic positions increase in diversity to be in line with the proportion of non-white PhD students.	Chair of Faculty Board.	<p>(i) Revised advertisements and further particulars for jobs advertised in 2022.</p> <p>(ii) Gap between proportion of non-white applicants for academic positions and proportion of non-white Classics PhD students no greater than 3% by 2026.</p>
AP5	Lack of diversity in speakers at seminars and in seminar topics.	Increase diversity of seminar speakers and topics by encouraging subject groups to consider diversity in their selection of speakers and topics for seminars.	A suite of seminars that reflects the diversity of Classics and Classicists, ensures that BAME academics are well represented, and maintains the Faculty's reputation as a safe, intellectually stimulating space for all.	Secretaries of Caucuses (Subject groups).	All Caucus seminars have at least some ethnic/cultural diversity annually by 2023.

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AP6	Some members of underrepresented groups report not feeling welcome in the Faculty.	<p>Improve the Faculty environment by ensuring an effective and ongoing training programme is in place for Faculty Staff (see also next AP).</p> <p>Provide training with regard to Faculty culture to postgraduate students as part of future induction events.</p> <p>Include information and support for students from underrepresented groups as part of Undergraduate and Postgraduate induction events.</p> <p>Ensure communication channels are kept open between Faculty and students via annual open meetings and the annual Equality, Diversity and Inclusion survey.</p>	Students from all backgrounds feel welcome and supported in the Faculty.	Equality, Diversity and Inclusion Chair. Director of Postgraduate Studies. Director of Undergraduate Studies.	<p>(i) First Equality, Diversity &amp; Inclusion Away day to be held in September 2021.</p> <p>(ii) Ongoing programme of training and discussion events focused on ED&amp;I topics beginning MT 2021.</p> <p>(iii) Include discussion of Faculty Culture in Postgraduate induction events from October 2021.</p> <p>(iv) Inclusion of ED&amp;I material in induction materials from October 2021.</p> <p>(v) Annual open meetings to be held for students and annual survey to be circulated on the models adopted in 2020/1.</p>

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AP7	The plaster cast collection of the Museum of Classical Archaeology, both in the Cast Gallery and distributed around the lecture rooms of the Faculty Building give a misleading impression about the whiteness and absence of diversity from the Greek and Roman world.	Provide improved information so as to turn the problem into an opportunity to draw attention to the diversity figured in the casts, to the ways in which colour has been lost and can be restored, and to the role of classical sculpture in the history of racism.	Widespread awareness of the relationship of the casts to the diversity of classical sculpture and of the classical world.	Director and Curator of the Museum of Classical Archaeology	Discussion begun 2020; recruitment of students to engage in writing new labels and other materials 2021; display of new information panels from winter 2021–2.
AP8	Culture of renewing E&D training not yet developed.	Ensure staff refresh E&D and Implicit Bias training every three years by monitoring within the appraisal process.	All staff have completed E&D and Implicit Bias training within last three years	Administrative Officer.	(i) Add to guidance for Appraisal Committee 2021.  (ii) All have renewed training in 2022 and 2023 appraisals.
AP9	Surveys reveal that some have suffered harassment and micro-aggressions.	Increase awareness of harassment and micro-aggressions and how to combat them by running 'Where Do You Draw The Line' and 'Race Awareness' sessions.	The Faculty is perceived as having zero-tolerance re. harassment of any kind; people feel comfortable reporting harassment and confident that their complaint will be sensitively handled; surveys report no harassment.	ED&I Committee Chair; Equalities Officer.	(i) 'Where Do You Draw The Line' and 'Race Awareness' sessions held annually from 2021.  (ii) Equalities officer reports annually to the Chair of the Faculty Board from academic year 2021–2.
AP10	Surveys reveal that some are uncertain how to report inappropriate behaviour.	Ensure that there is universal awareness of the relevant reporting channels; monitor rates of satisfaction with	Surveys report that all know how to report inappropriate behaviour and that those who have	ED&I Committee Chair.	(i) Increase the number of places on website and in information booklets where reference is made to channels

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		response to reports of inappropriate behaviour.	reported such behaviour consider the response satisfactory.		for reporting inappropriate behaviour by MT 2021.  (ii) Surveys report higher than 80% awareness achieved by 2023.  (iii) Surveys report higher than 80% satisfaction with response achieved by 2024.
AP11	Engagement with the problematic past and present of Classics within the Cambridge Tripos, in particular its relationship to imperialism, colonialism and entrenched racism, has been insufficient.	Ensure that the Tripos gives due prominence to addressing and engaging with the often uncomfortable place Classics has had and continues to have in the world.	Students graduate with an appreciation of the ways Classics has been used and abused and an ability to recognise and critique such uses and abuses today, tackling the role of Classics in the support of racist and imperialist structures and discourse.	Education Committee.	i) New 'Classics now' lecture course to be introduced at Part I to explore the relationship between Classics and live issues of politics, power and identity, with the option for students to answer on related questions in Tripos exams from October 2022.
AP12	Concern among undergraduate and postgraduate students and among academic staff about syllabus diversity.	Care to be taken wherever possible in designing new courses and supervision reading lists that bibliographies represent a diverse and inclusive range of perspectives on a given subject.	Bibliographies are more representative.	Caucus Secretaries. Education Committee.	Caucus secretaries and Education Committee to ensure that diversity is among those elements considered when new courses are tabled and when existing courses are reviewed from October 2021.
AP13	Students report that difficult material is not always taught with sufficient sensitivity.	Aiming to identify in advance topics which students may find difficult and drawing attention to them in	Difficult and challenging topics are covered in teaching with due sensitivity and, as far as	Director of Undergraduate Studies; Education Committee;	i) Content warnings to be included in advanced material on courses and lecturers encouraged to include similar

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		<p>advanced publicity for courses as well as on the occasions when they are explicitly discussed in lectures.</p> <p>Including discussion of how to approach such topics sensitively in Faculty training for new supervisors.</p> <p>Being more sensitive to the language we use and the power it has to perpetuate harm.</p>	<p>possible, students are given prior warning when such topics will be discussed.</p>	<p>Secretaries of Caucuses.</p>	<p>before lectures from start of the academic year 2021/22.</p> <p>ii) Discussion of teaching sensitive topics to feature in new supervisor training from October 2021.</p> <p>iii) Review of language used in current course titles and materials to be undertaken by October 2021.</p> <p>iv) In designing new courses, the language employed will be subject to scrutiny from October 2021.</p>

July 2021