

Divinity Working Culture Analysis - PG Student Survey 2016

Showing 54 of 54 responses

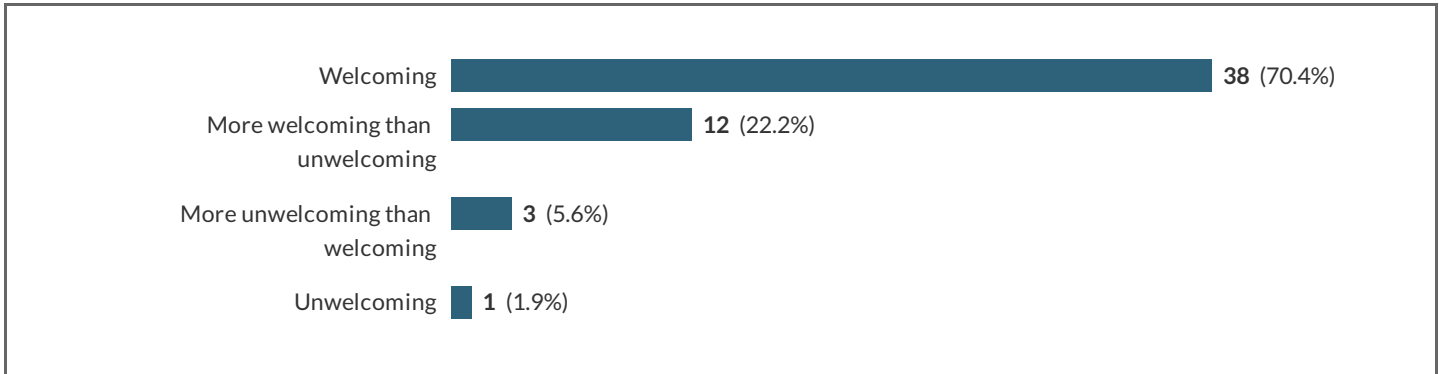
Showing **all** responses

Hiding **9** questions

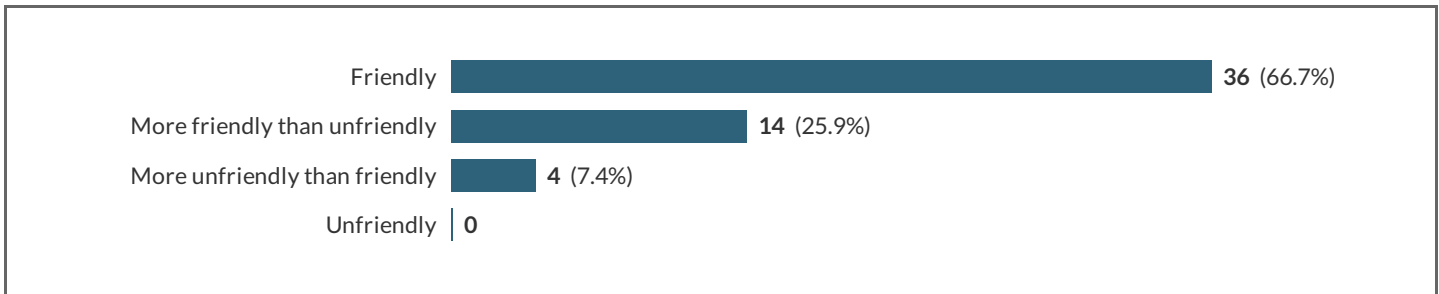
Response rate: 54%

Teaching and Learning Culture

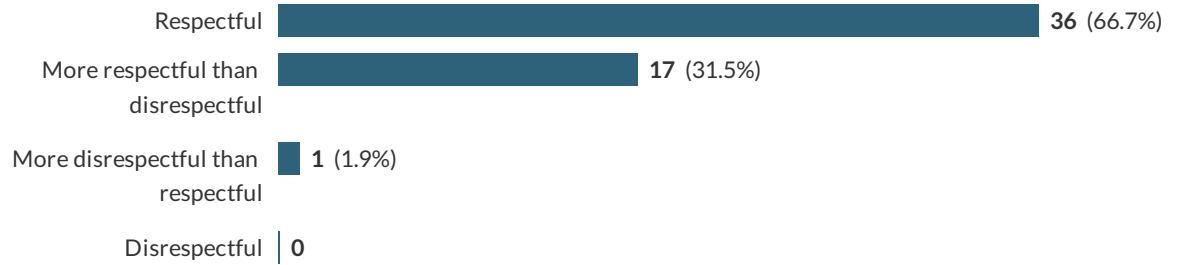
1 Culture in the School of Divinity is:



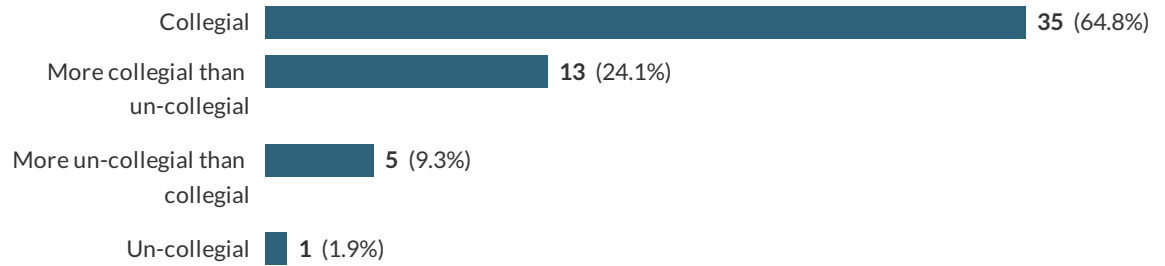
2 Culture in the School of Divinity is:



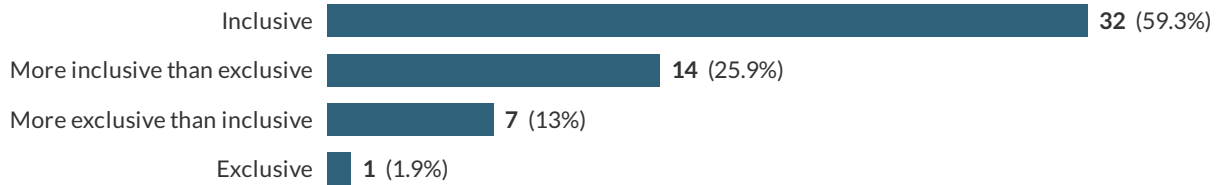
3 Culture in the School of Divinity is:



4 Culture in the School of Divinity is:



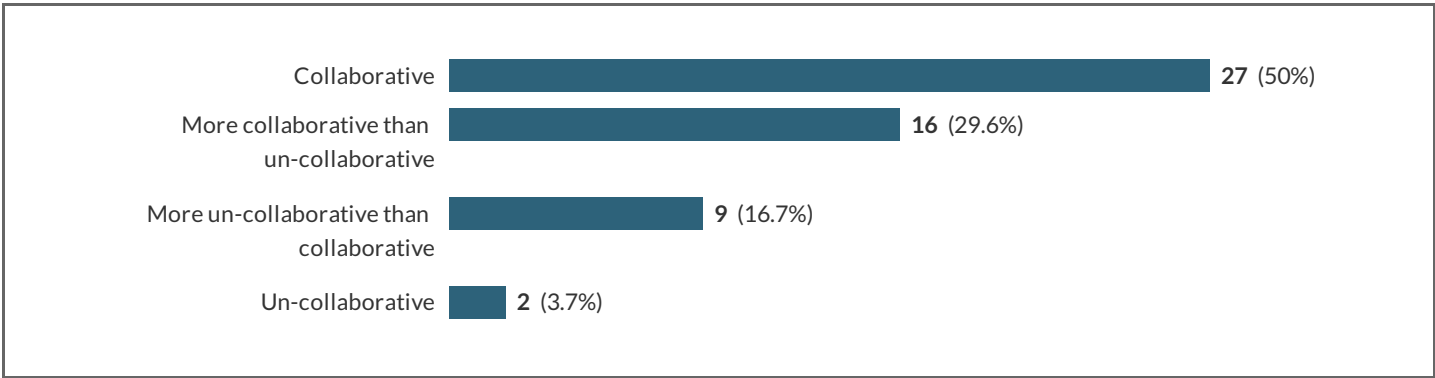
5 Culture in the School of Divinity is:



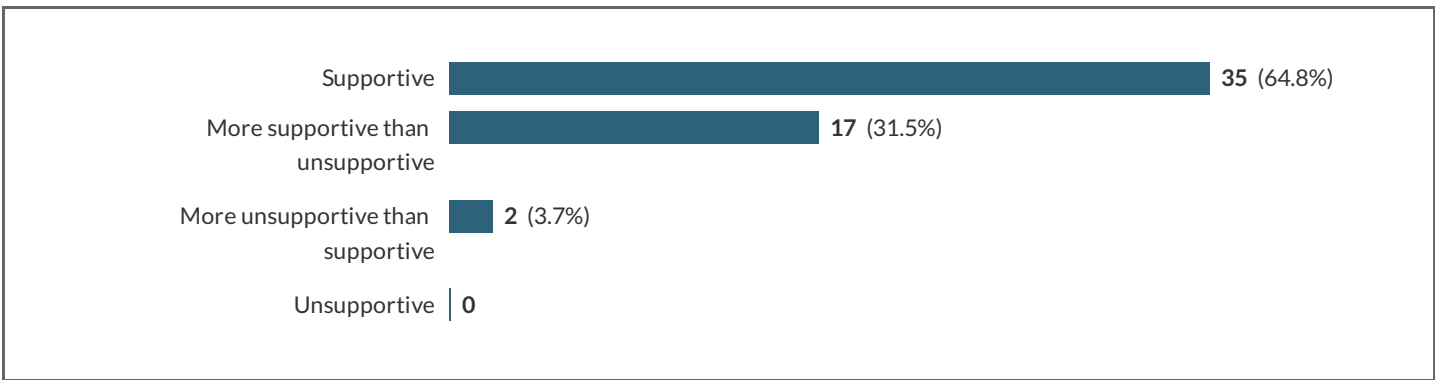
6 Culture in the School of Divinity is:



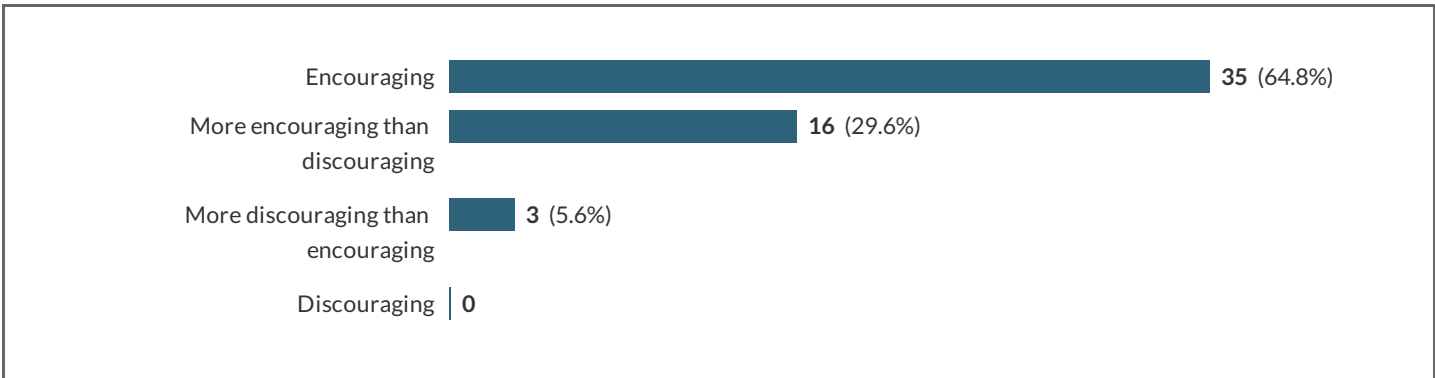
7 Culture in the School of Divinity is:



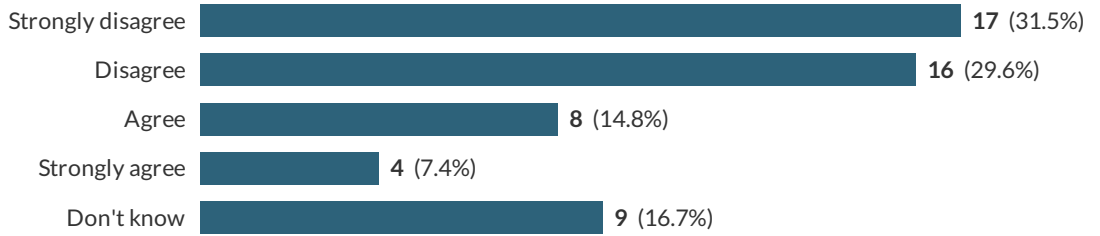
8 Culture in the School of Divinity is:



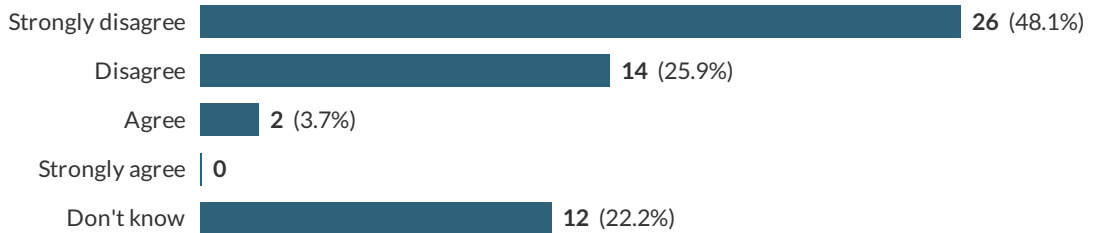
9 Culture in the School of Divinity is:



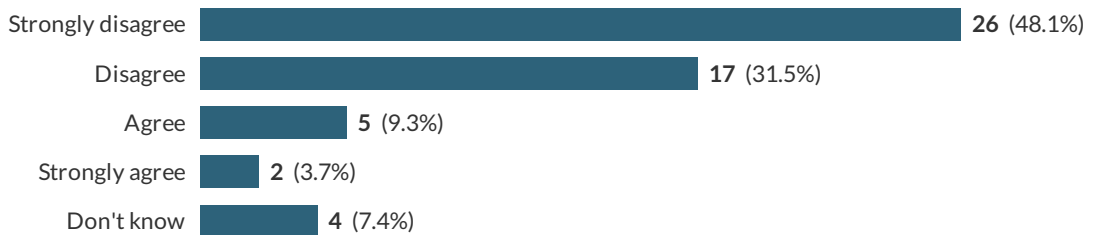
10 Some students have condescending attitudes towards women.



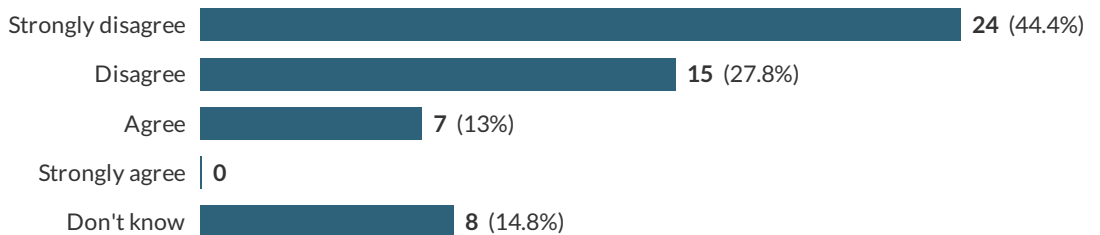
11 Some staff have condescending attitudes towards women.



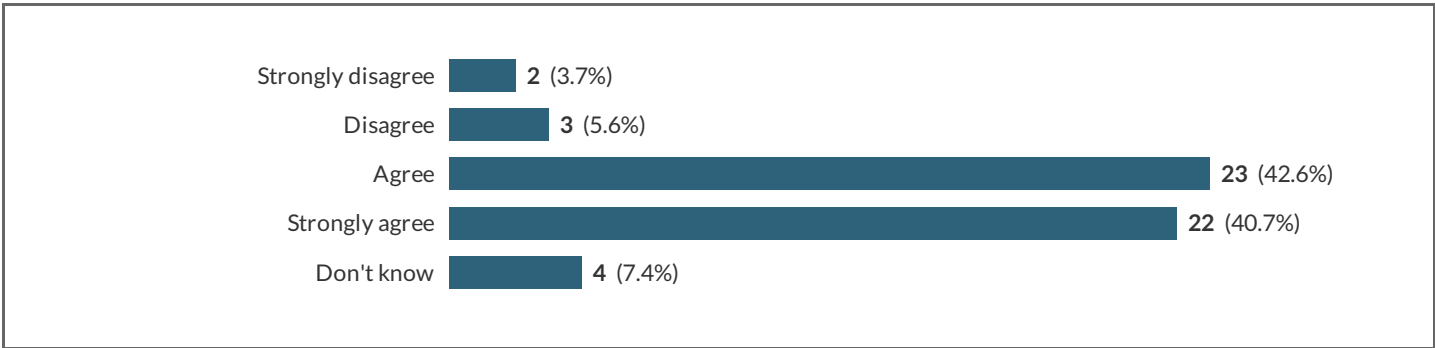
12 Sexist remarks can be heard in the workplace.



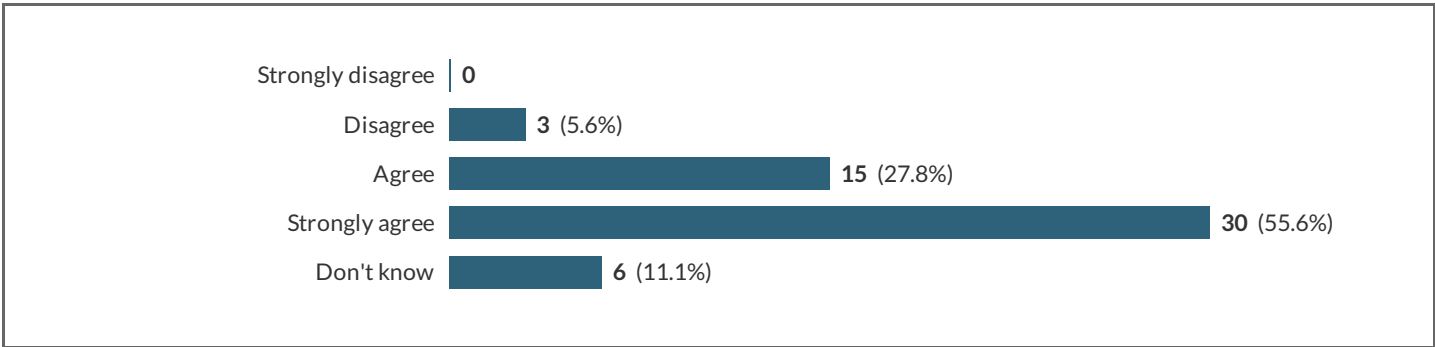
13 Men are treated better than women.



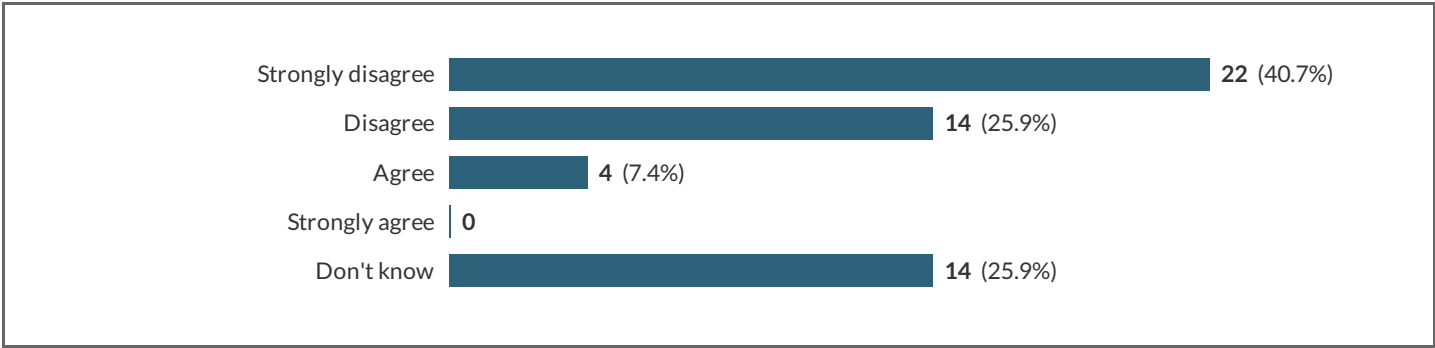
14 Students pay as much attention when women speak as when men do.



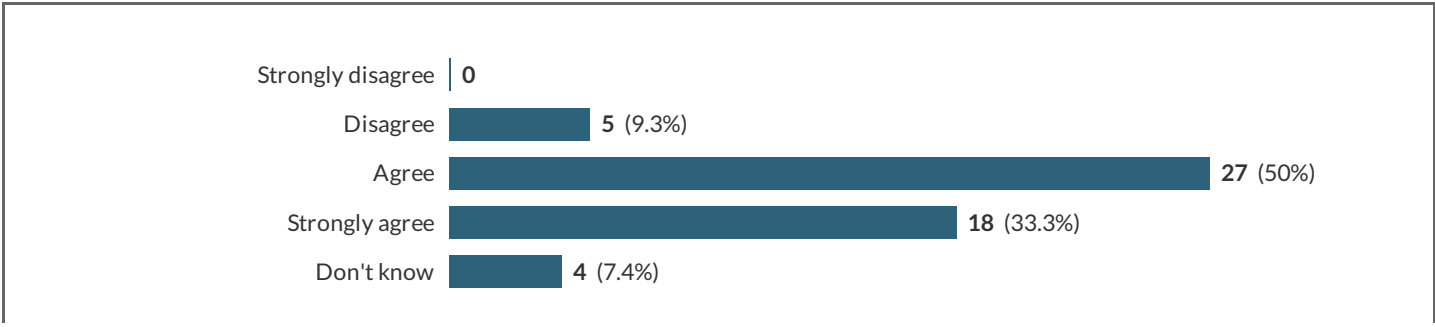
15 Staff pay as much attention when women speak as when men do.



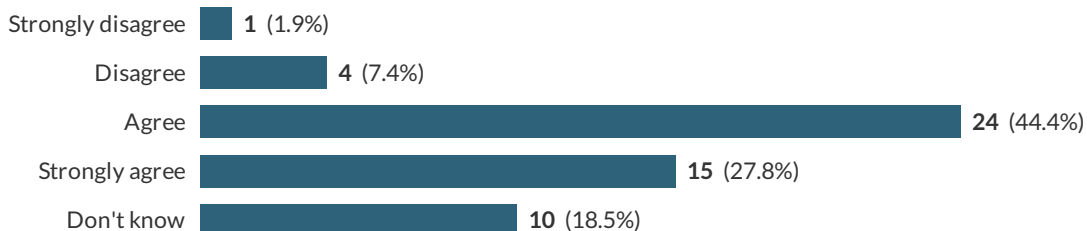
16 Men are more likely to be chosen for special activities and opportunities than women.



17 Individual differences are respected.



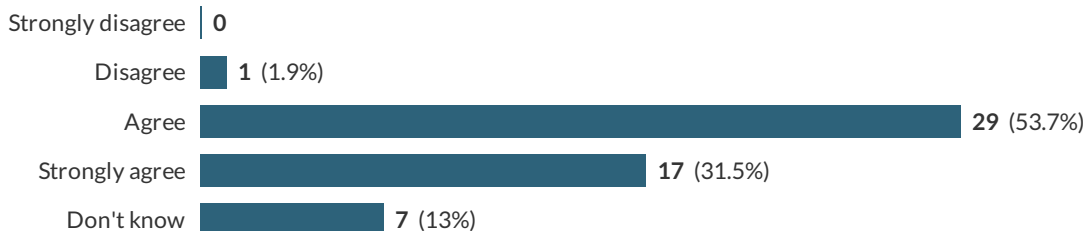
18 The School makes it clear that unsupportive language (e.g. banter that makes you uncomfortable) and behaviour (e.g. bullying) are not acceptable, whether between staff, or students, or staff and students. (This includes condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype women or men or focus on their appearance).



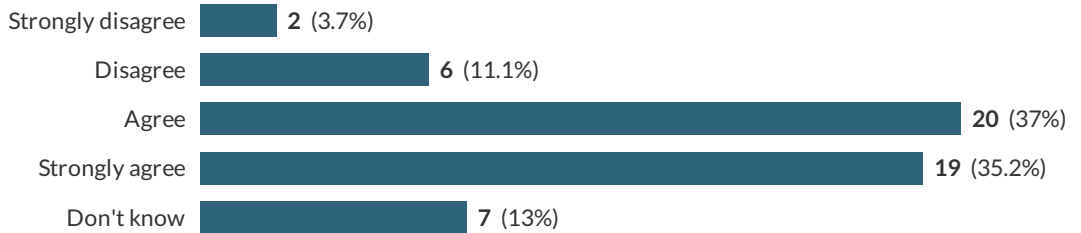
19 In my School, I am treated with respect by students of the opposite sex.



20 If images that make me feel uncomfortable or reinforce stereotypes were present in my School, I would feel able to raise this with my supervisor or another member of academic/support staff (e.g. images in calendars; newspapers and magazines; on computers and mobiles).

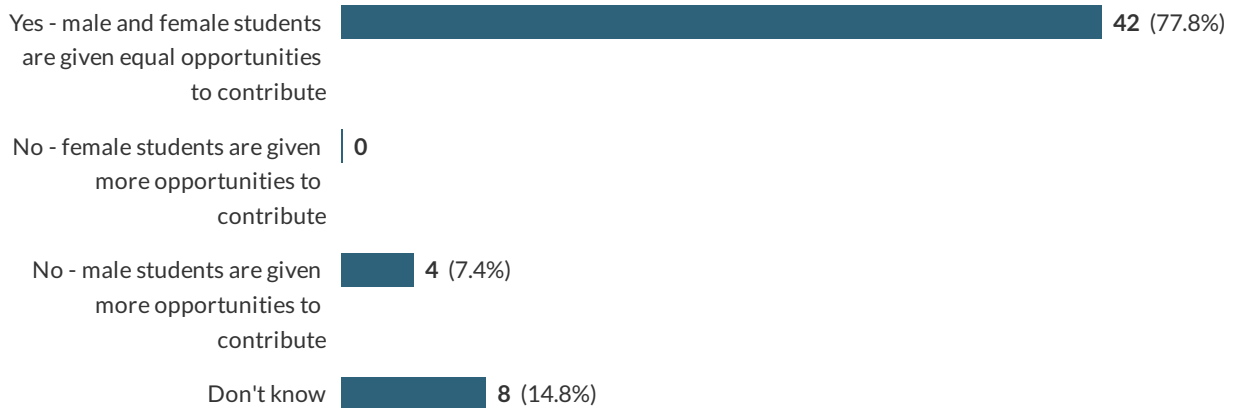


21 Social activities in my School such as School parties or networking events, are likely to be welcoming to both male and female students (e.g. avoid venues that may be degrading to women or men; avoid times that frequently exclude part-time students or those with caring responsibilities).

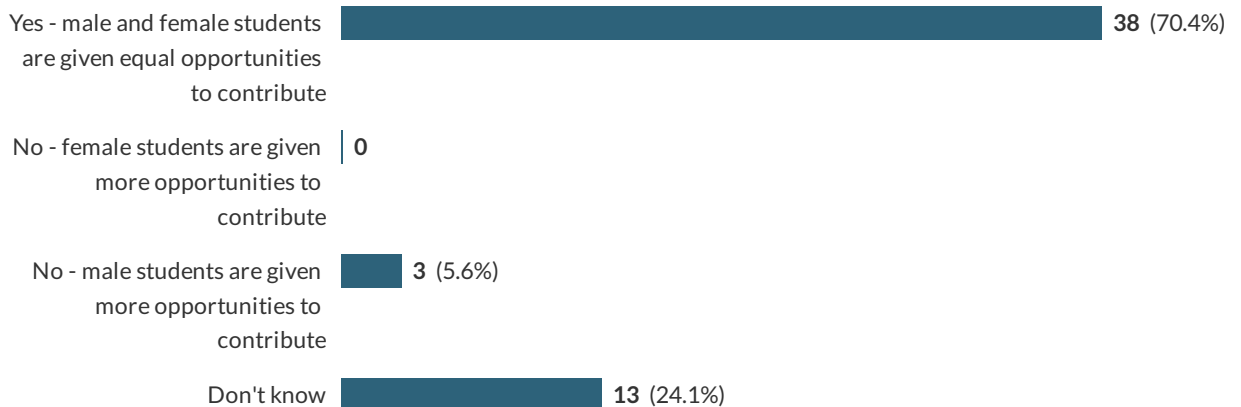


Student Participation and Progression

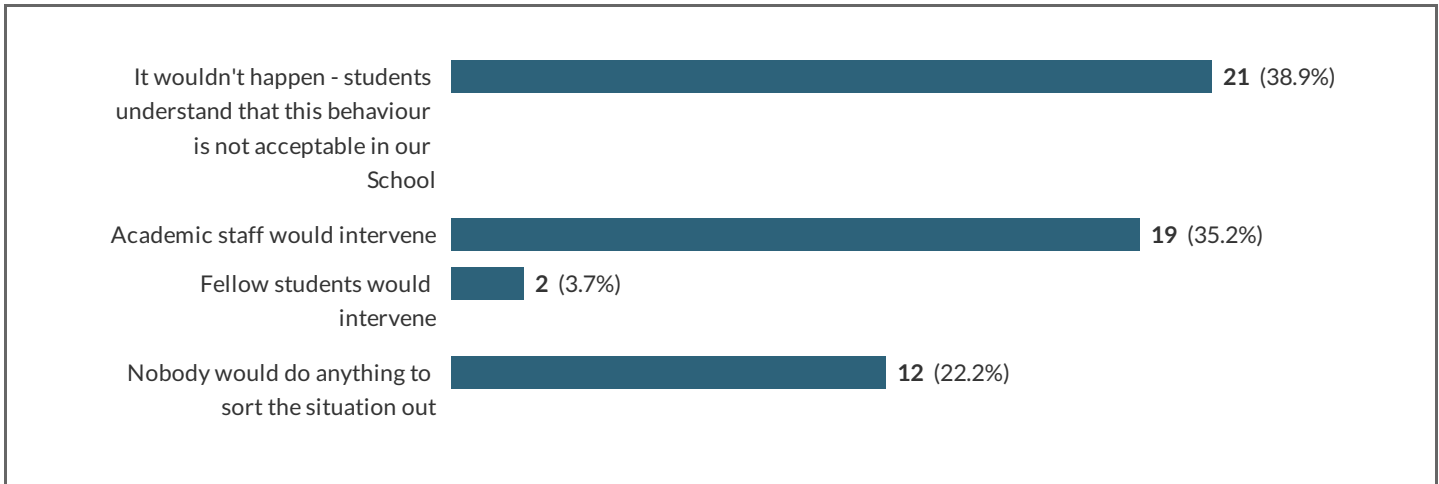
23 In my School, male and female students are given equal opportunities to contribute in research seminars.



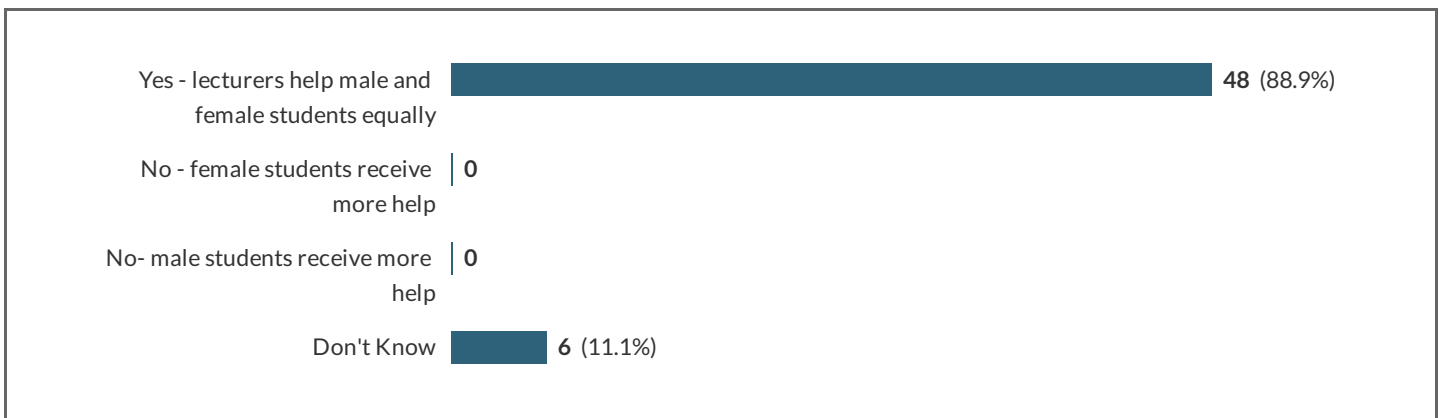
24 In my School, male and female students share opportunities equally to take the lead in research seminars.



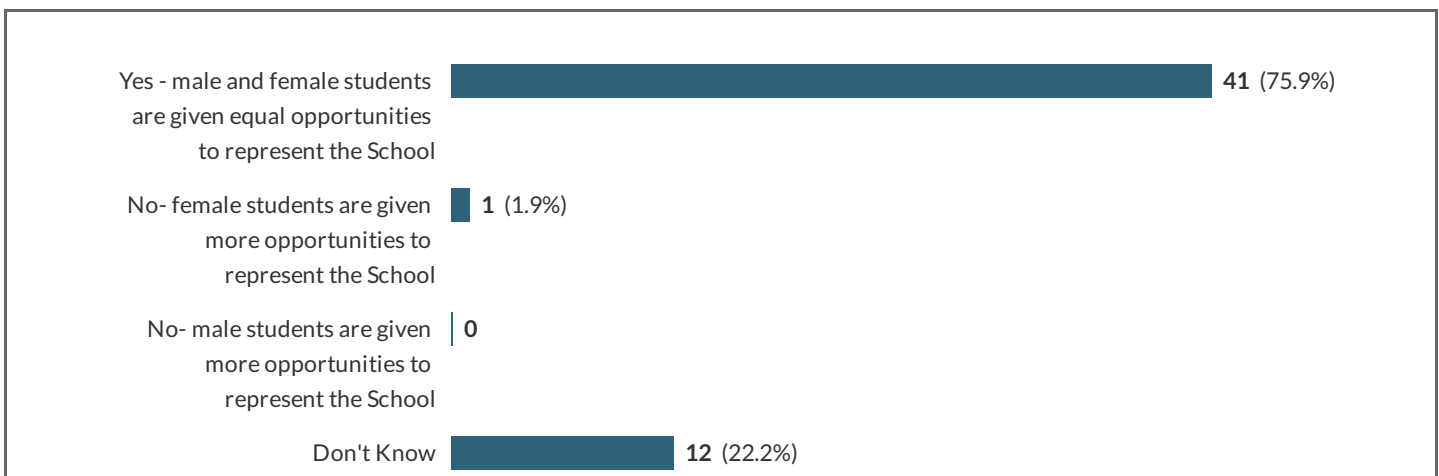
25 In my School, if males or females were continually dominating group activities, e.g. monopolising discussions, the following would be most likely to happen:



26 In my School, the academic staff are equally helpful to male and female students when they need to ask for assistance with their work.

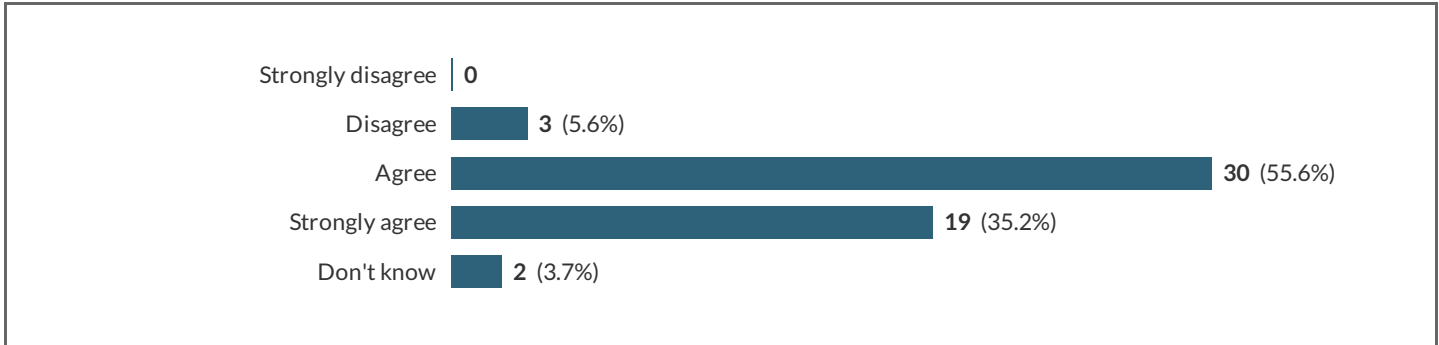


27 Students are given equal opportunities to represent the School externally and/or internally irrespective of gender (e.g. as a student representative on School committees or on Open Days/taster courses/school outreach; as a member of a student association committee).

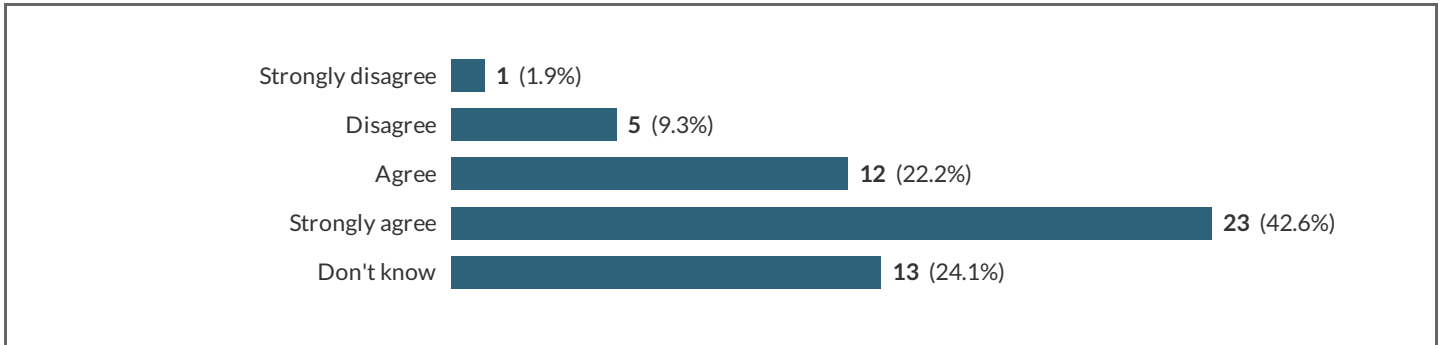


About You

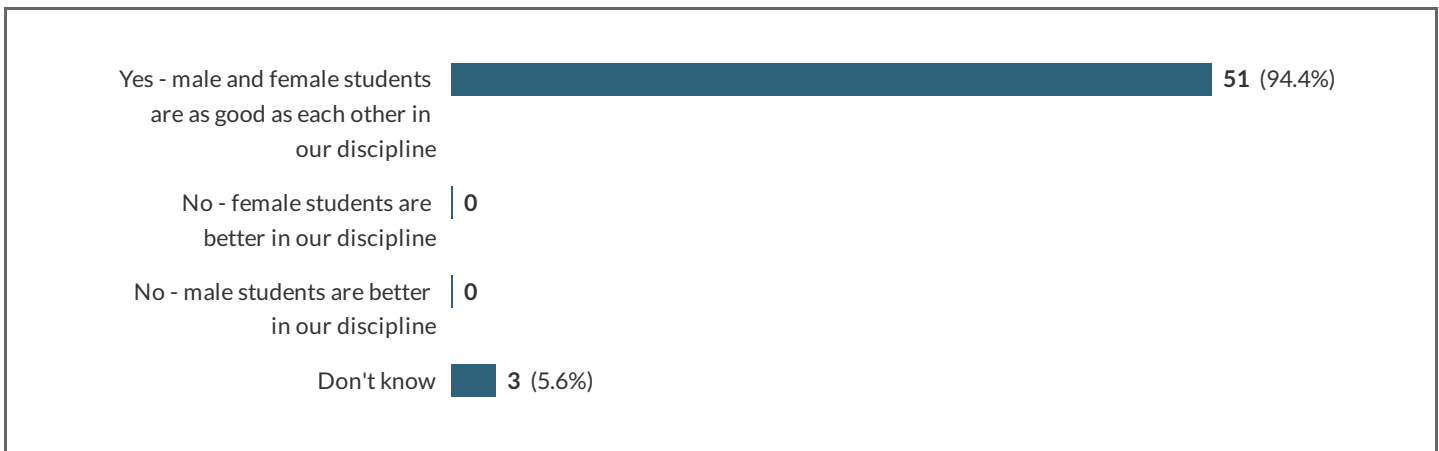
- 28** My School offers me advice, coaching, mentoring and/or other support, to help me progress from study to an academic career.



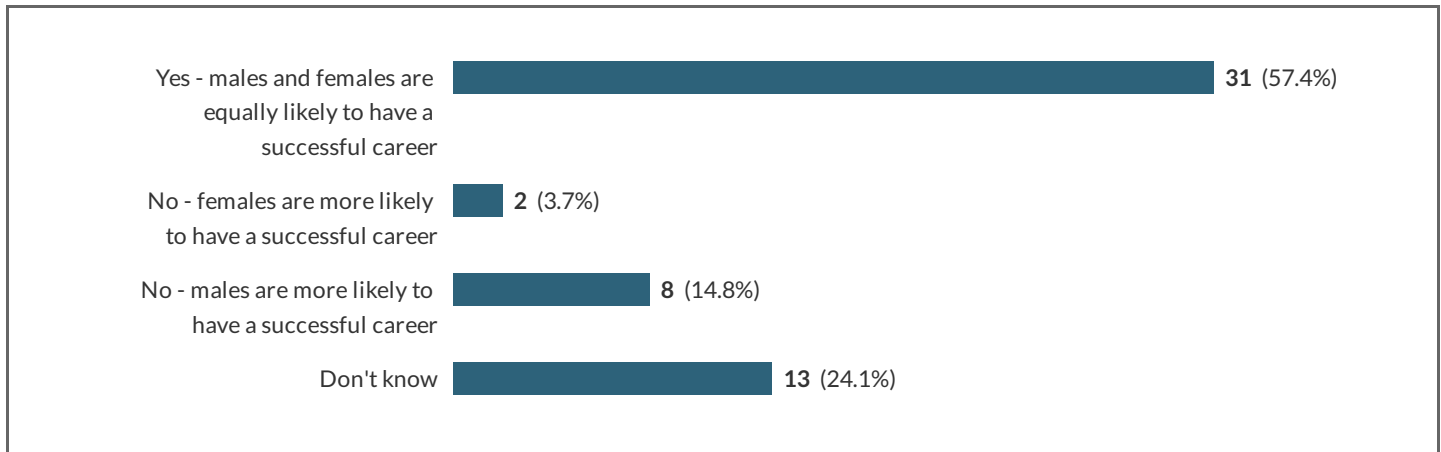
- 29** After I complete my qualification, I intend to pursue a career or further qualification in the academic world.



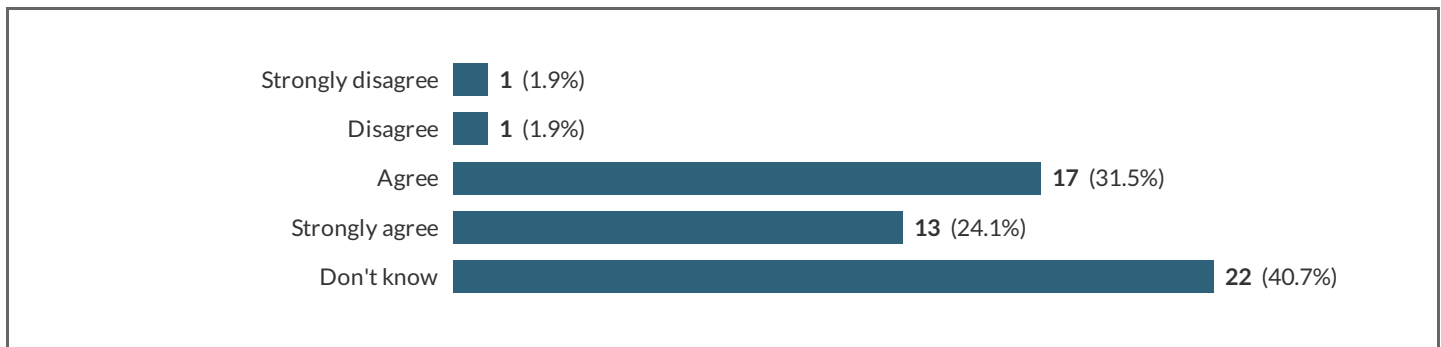
- 30** I think that male and female students are as good as each other in our discipline.



31 I think that males and females are equally likely to have a successful career in academia.

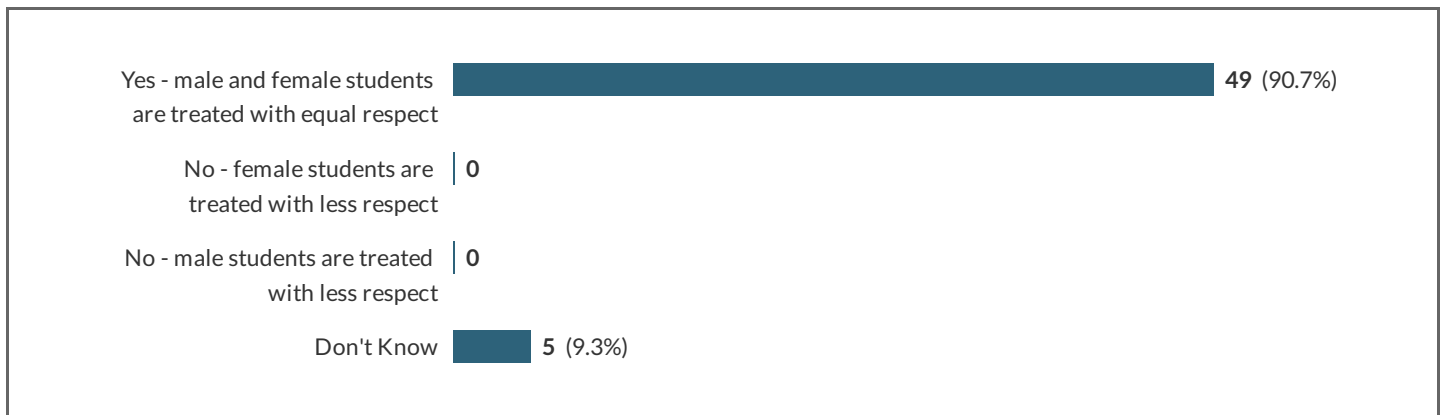


32 My School takes positive action to encourage applications from, and acceptances by, female and male students in subject areas where they are under-represented (e.g. including images of female and male students in student prospectuses and on the School's webpages; making sure there are plenty of female and male students for applicants to talk to at Open Days).

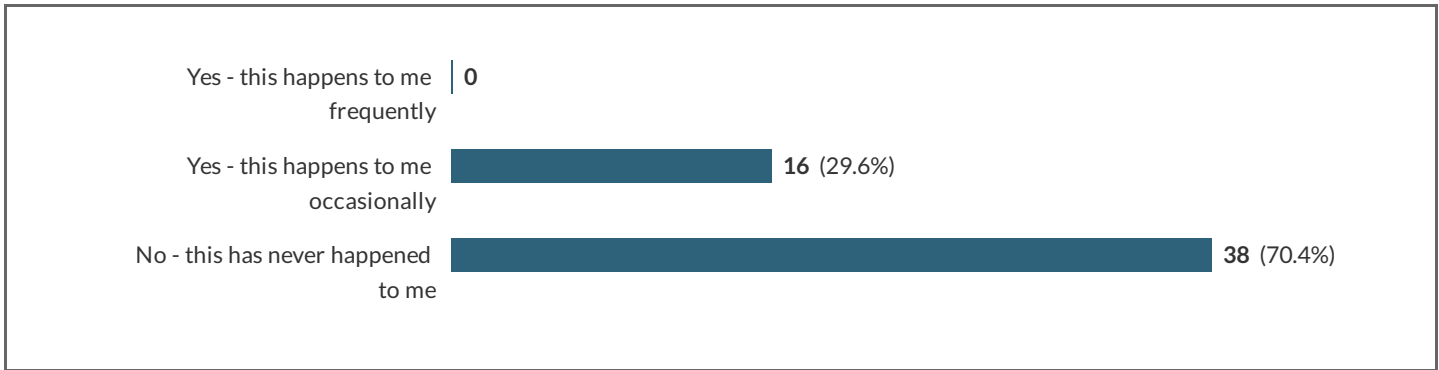


Leadership and Management Commitment to Equality of Opportunity

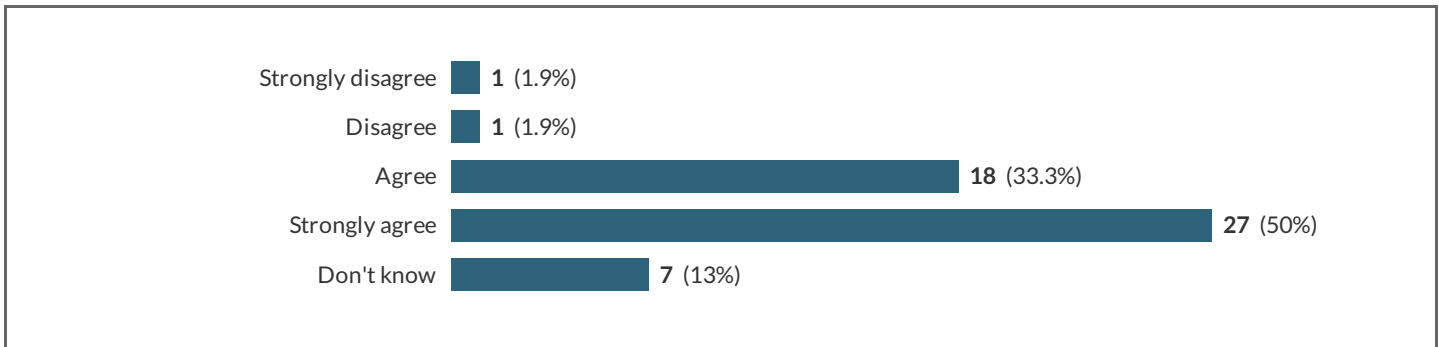
34 In my School, academic staff lead by example in treating male and female students with equal respect when teaching and supervising.



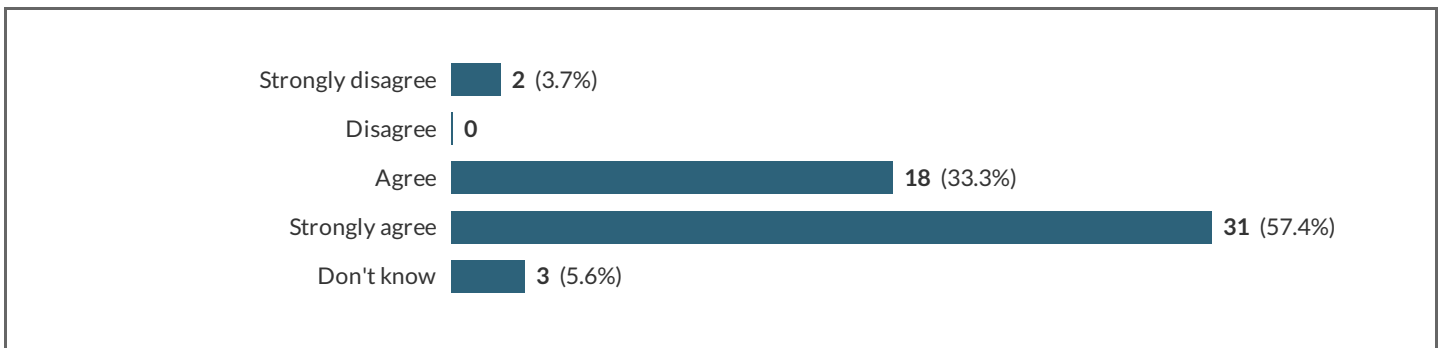
35 During my time in this School, I have experienced a situation where I have felt uncomfortable because of my gender.



36 My supervisor (and/or the Postgraduate Director) is supportive of and helpful in seeking solutions when work and other life obligations conflict, including requests for flexible or more limited working hours or temporary leaves.



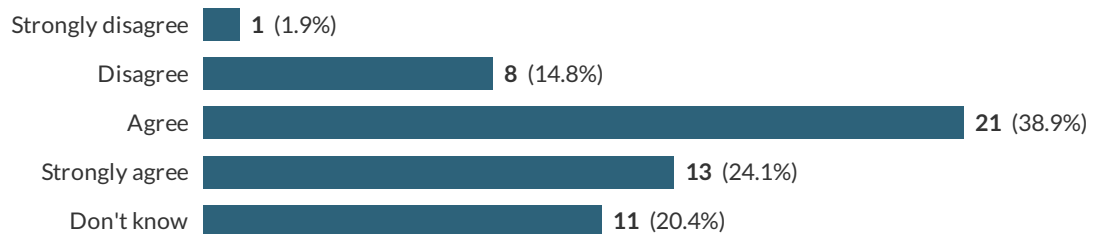
37 I am confident that my supervisor (and/or the Postgraduate Director) would deal effectively with any complaints about harassment, bullying or offensive behaviour.



38 I understand my School's reasons for wanting to have equal opportunities for women and men.

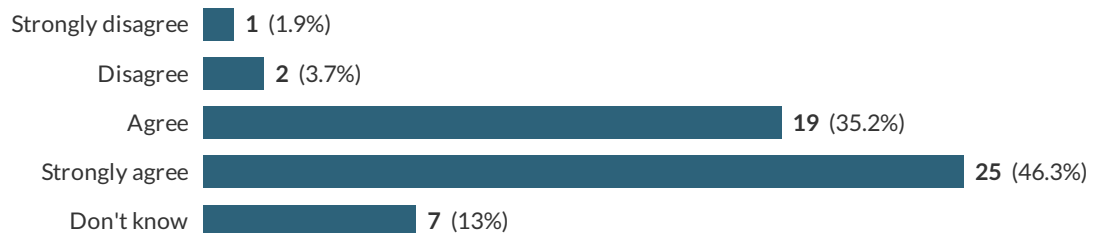


39 My School provides me with information about what the University's policies are on matters that may relate to gender equality (e.g. discrimination, parental leave, carer's leave, part-time study).



School Reputation for Support

41 I have access to role models I can identify with in my School (e.g. women and men are used as visible role models at Open Days, student inductions and networking events; visiting speakers and lecturers include all genders; male and female staff act as mentors).



42 I would recommend this School as a great place to study for:

