



Department Application Bronze and Silver Award





ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Oxford
Department	Education
Focus of department	AHSSBL
Date of application	11th December 2019
Award Level	Bronze
Institution Athena SWAN award	Date: April 2017
Contact for application <small>Must be based in the department</small>	Professor Victoria Murphy
Email	victoria.murphy@education.ox.ac.uk
Telephone	01865 274042
Departmental website	http://www.education.ox.ac.uk/

LIST OF ACRONYMS

ACRONYM	DEFINITION
AP	Associate Professor
CGHE	Centre for Global Higher Education
DB	Departmental Board
DDoD	Deputy Director of Department
DDoR	Deputy Director of Research
DDR	Director of Doctoral Research students
DGS	Director of Graduate Studies
DL	Departmental Lecturer
DoD	Director of Department
DoR	Director of Research
DPP	Director of Professional Programmes
DTP	Doctoral Training Partnership
EA to DoD	Executive Assistant to Director of Department
ELI	Employee Lifecycle Initiative
ERC	European Research Council
ESRC	Economic and Social Research Council
f/t	Full time
FTE	Full time equivalent
HAF	Head of Administration and Finance
HDO	Higher Degrees Office
IPO	Initial Period of Office
ITE	Initial Teacher Education
JCC	Joint Consultative Committee
KEC	Knowledge Exchange Committee
MFL	Modern Foreign Language
MLT	Master's in Learning and Teaching
MSc ALLT	Master's in Applied Linguistics for Language Teaching
MSc ALSLA	Master's in Applied Linguistics and Second Language Acquisition
MSc Ed	MSc in Education
MTED	Master's in Teacher Education
OUCEA	Oxford University Centre for Educational Assessment
OLI	Oxford Learning Institute
P	Professor
PDR	Personal Development Review
PGCE	Post Graduate Certificate in Education
PGR	Post Graduate Research
PGT	Post Graduate Taught
PI	Principal Investigator
POD	People and Organisational Development
PRC	Planning and Resources Subcommittee
p/t	Part time
RE	Religious Education
RG	Russell Group of Universities
RoD	Recognition of Distinction
RRS	Reward and Recognition Scheme
SAT	Self-Assessment Team
SKOPE	ESRC Centre on Skills, Performance and Organisational Performance
SLC	Student Liaison Coordinator

SRF	Senior Research Facilitator
SSD	Social Sciences Division
TELUS / PGDip TELUS	Post Graduate Diploma in Teaching English Language in University Settings
TPP	Tutor on Professional Programmes

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

15 Norham Gardens, Oxford OX2 6PY
Tel:+44(0)1865 274024
20th August 2019



Athena SWAN Charter
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dear Equality Charters Manager,

I am pleased to endorse this application for an Athena SWAN Bronze award. I confirm that the information presented in the application is an honest and accurate representation of the Department of Education, University of Oxford. Compiling this application has been an important exercise for us. Following the Department's decision to include clear statements about its commitment to Inclusion within our departmental strategy, applying for an Athena SWAN Bronze award was a logical next step in the process of analysing our systems and procedures from an equality and diversity perspective. Establishing our Inclusion Committee will allow us to develop this process systematically, involving a broad spectrum of staff and students.

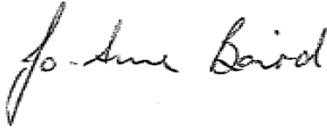
Education is a female-oriented field. Historically, it was one of the few career opportunities open to women. We knew from the outset that there were more women in the field and also understood that this was not the case higher on the career ladder. Though our statistics are pleasingly 50/50 in many instances, (e.g., at Professorial level), there have been deep questions for us about what the figures *should* look like at all levels. Our aim has been to promote Inclusion without jeopardising prospects for women, given the nature of the labour market more broadly. The University of Oxford has a strategic aim to produce better gender balance across the university and we have also been mindful of those goals and the progress that is being made.

Education is such an important field because it directly shapes people's lives and the future of our society, hence we are seeking to address the feminisation of education. We are implementing actions that we hope will present a more balanced gender perspective. The academic curriculum tends to under-recognise female achievements in education, as in other disciplines. Therefore, we will also be addressing this in our courses over the coming years.

The analyses undertaken by our Self-Assessment Team has revealed nuanced gender patterns in our admissions processes and student completion rates that we recognise we can improve. It has also helped us think carefully about issues we were already beginning to address, such as the development of a more robust Personal Development Review process and mentoring scheme for all staff within the department, the provision of training opportunities, and ways in which we can enhance the welcoming and inclusive atmosphere that most of us experience in our department. This work all forms part of our *Employee Lifecycle Initiative* (ELI) which is a detailed review of key stages of a colleague's career in the department, and which is helping us work towards offering the most inclusive environment possible.

There is much to do, and we are looking forward to implementing our Action Plan, which has provided us with a clear structure on ways forward to develop our commitment to enhancing Inclusion in our department.

Yours sincerely,

A handwritten signature in black ink that reads "Jo-Anne Baird". The signature is written in a cursive, flowing style.

Jo-Anne Baird
Director and Professor of Educational Assessment

475 words

2. DESCRIPTION OF THE DEPARTMENT

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

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

The Department of Education is a graduate department of the University of Oxford, within the Social Sciences Division, located at 15 Norham Gardens and neighbouring buildings. Offices and teaching rooms are distributed across each building; the main building includes the reception, library, and café.

The data presented in this document reflect census dates of July 31st, 2018 for staff data, and December 1st, 2018 for student data. The overall numbers of staff and students as of July 31st, 2018 are in Table 1. From 2013 to 2018, academic staff numbers have increased by 29%. The professional administrative staff numbers have increased by 22%, and our student intake has increased 17.8%. The department's staffing structure is complex with many different types of academic and research contracts which is explained further in Section 4.

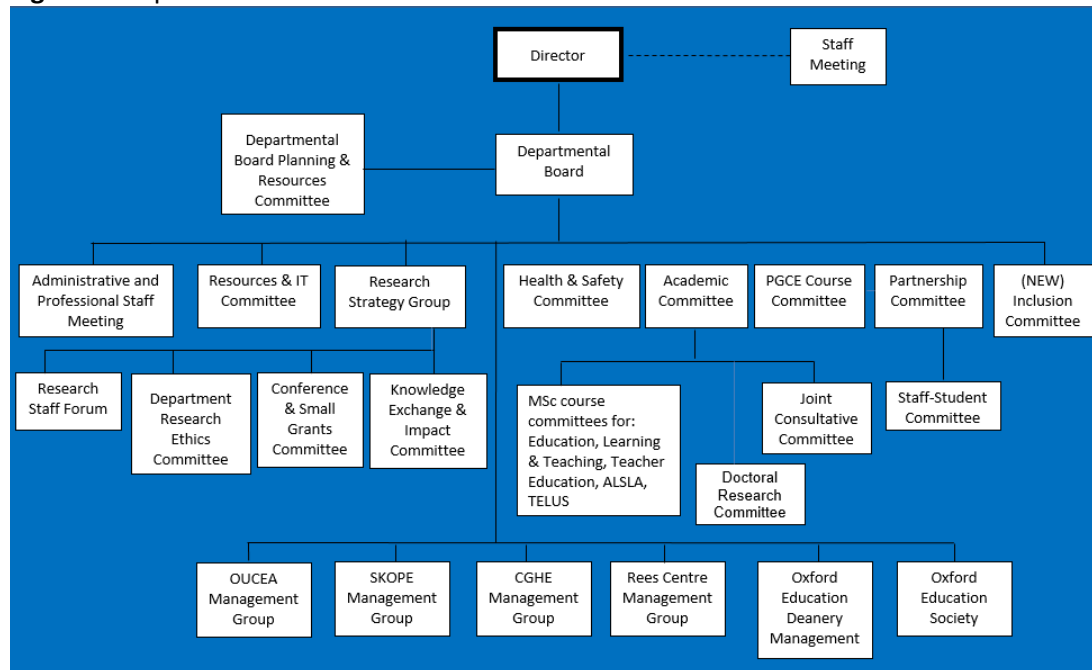
Table 1. Overall numbers of staff and students

	2013/2014		2017/2018	
	Female	Male	Female	Male
Fixed-term and permanent academic and research staff	48 (65%)	26 (35%)	59 (69%)	26 (31%)
Variable hours academic and research staff	21 (88%)	3 (12%)	27 (82%)	6 (18%)
Fixed-term and permanent professional/administrative	21 (75%)	7 (25%)	28 (82%)	6 (18%)
Variable hours professional/administrative	11 (100%)	0 (0%)	11 (78%)	3 (22%)
Number of students	314 (64%)	180 (36%)	365 (63%)	218 (37%)

The department operates through a committee structure (see Figure 1) whereby each committee reports to the Departmental Board (DB), the primary departmental decision-making body. The Planning and Resources Committee (PRC) is made up of the Senior Management Team and provides managerial leadership. The PRC consists of the Director (DoD), Deputy Director (DDoD), Director of Research (DoR), Director of Professional Programmes (DPP), Director of Graduate Studies (DGS) and the Head of Administration & Finance (HAF). Currently all but one of these post-holders is female though the balance was in favour of males as recently as 2015. The PRC meets three times per term to discuss strategic issues and reports to the DB. Figure 1 outlines the

department's committee structure and illustrates how the new Inclusion committee fits within this structure (see 3.iii).

Figure 1. Departmental Committee Structure



Research activity is structured under three general themes: *Language, Cognition and Development; Policy, Economy and Society; and Pedagogy, Learning and Knowledge*. Across these three themes are nine research groups and three research centres, which cover a broad range of topics relevant to learning and teaching across different subjects, educational systems, and policy. The research centres are primarily reliant on external funding.

Our teaching has always been offered solely at graduate level and we run two broad types of graduate degree programmes: academic research degrees; and professionally-oriented degrees. The department has enjoyed a close relationship with education as a profession through its partnership with schools associated with the PGCE programme, its part-time (p/t) and distance education professional development programmes for practising teachers, and the Education Deanery, a unit within the department that supports research engagement with schools, including teachers' professional learning.

403 words

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) A description of the self-assessment team

The DB, after consulting with the Social Sciences Division (SSD), took initial steps towards the Athena SWAN Bronze award application in 2016/17. The Deputy Director was tasked as the academic lead. In the summer and autumn terms of 2017, the Self-

Assessment Team (SAT) was constituted. Members of the SAT were invited to join based on their background – both professional and personal – in matters related to inclusion and diversity. While the SAT outlined in Table 2a may appear weighted towards senior academics, the majority of contributors to the SAT (Tables 2a and 2b) are either professional/administrative staff (7) or students (2). Of those that are academics (7), four SAT members now in AP roles have progressed within the department from DL/researcher positions and consequently have good knowledge of the challenges/issues at different career levels. Five of the SAT have (or had) experience in caring for young children and two have recently been on maternity leave. The resultant SAT, established October-November 2017, comprises academic and research staff, professional and administrative staff, and student representation.

Table 2a. Self-Assessment Team

Name	Gender	Position (Date of Appointment)	Role in Department
Victoria Murphy (Chair)	Female	Professor (appointed as AP in 2004)	Deputy Director (DDoD)
Sibel Erduran	Female	Professor (2017)	Deputy Director of Research (DDoR)
Nigel Fancourt	Male	AP (appointed as p/t DL in 2010, promoted to AP in 2017)	MLT course leader
Susan James Relly	Female	AP (appointed as Research Fellow in 2008, promoted to AP in 2015)	Director of Graduate Studies (DGS) (on maternity leave May 2017-July 2018)
David Mills	Male	AP (appointed in 2006)	Director of the ESRC Grand Union Doctoral Training Partnership
Jessica Briggs Baffoe-Djan	Female	AP (appointed as DL in 2015, promoted to AP in 2019)	MSc ALSLA course leader
Joshua McGrane	Male	AP (appointed as Research Fellow in 2016, promoted to AP in 2018)	Deputy Director of OUCEA
Eve Rodgers	Female	Head of Administration and Finance (appointed in 2007)	Overseen substantial growth in provision of professional/administrative services in the department
Claire Stevens	Female	Human Resources Officer (2017)	HR Officer (on maternity leave from Sept 2018 – July 2019)
Barbara Raleigh	Female	Executive Assistant to Director (2015)	Works with Director and HAF on academic recruitment/committee administration

Fiona Groenhout /Catherine Goodwin	Female	SSD Athena SWAN Facilitator	Planning and Equality Manager - Social Sciences Divisional Office ¹
Samuel Tsang	Male	DPhil student (2017)	Completed MSc in the department in 2013

Table 2b. Additional colleagues who contributed to the SAT in various capacities

Name	Gender	Position	Role in Department or Division
Sheena Lee	Female	Project Manager	Project Manager for the Department of Education
Jared Hutchings	Male	Head of Strategic Planning and Projects, SSD	Responsible for strategic planning and major projects in SSD
Martyna Matejska	Female	HR Administrator	Maternity cover since September 2018, now in permanent second HR post due to departmental growth
Paul Riser	Male	DPhil Student	Student Liaison Officer

(ii) An account of the self-assessment process

The SAT's first formal meeting was in January 2018, and it reports to the DB. Since then, it has met approximately twice-termly to discuss inclusion and diversity generally, and the development of the Athena SWAN Bronze award application more specifically. The work of the SAT has centred around developing and implementing the strategy for gathering and analysing data, staff and student survey results. Individual members took responsibility for key sections, interpretation of the data, and development of the Action Plan. The SAT Chair attended an Athena Swan workshop organised by the SSD in autumn 2017, and has since been co-opted to Chair the SSD Equality & Diversity Committee.

In the autumn term of 2017, the DDoD (and PRC) requested all departmental committees to include a standing agenda item 'Athena SWAN', the purpose of which was explained to all staff by email and at a Staff Meeting in the summer term of 2018: to consider whether there are any gender equity issues in its committee work. The Chairs of respective committees are responsible for forwarding any Equality and Diversity issues to the Chair of the SAT (Inclusion Committee).

In the summer term of 2018 two surveys were administered department-wide, for staff and students respectively, which asked about working and studying in the department. A SAT member (McGrane) analysed the results, presented a formal report for SAT's consideration, and presented it to the whole department in September 2018 for discussion. The results of both surveys have fed into different sections of this application, providing general context and specific exemplars. In the spring/summer of

¹ Groenhout left the university in 2018 and was replaced by Goodwin

2019 the application was sent to the whole department for consideration, and sub-committees/focus groups were asked to discuss key points related to the work of their respective committees and feed back their comments to the SAT. In October 2019 the Action Plan was presented to all staff at an away day meeting where the rationale, objectives, and target outcomes from the Action Plan were discussed in detail.

Table 3. Survey responses by group and gender

Group	Category	All	Female	Male	Prefer not to say/Other
Permanent Academic staff	Population	48	28	20	0
	Responses	21	12	9	
	Response rate	44%	43%	45%	
Fixed-term Research staff	Population	37	31	6	0
	Responses	19	14	5	
	Response rate	51%	45%	83%	
Professional and support staff	Population	34	28	6	0
	Responses	24	21	3	
	Response rate	71%	75%	50%	
PGCE students	Population	184	122	62	1
	Responses	13	8	4	
	Response rate	7%	7%	7%	
MSc students (PGT)	Population	281	162	119	5
	Responses	42	22	15	
	Response rate	15%	14%	13%	
DPhil students (PGR)	Population	118	81	37	4
	Responses	38	26	8	
	Response rate	32%	32%	22%	

The response rates for these surveys are summarised in Table 3. Response rates among the professional and support staff were good, but only moderate for research and academic staff. Nonetheless, our staff response rate (55%) is higher than either the divisional or university response rate of 51%. Student response rates were low (18%), especially for PGCE students, but relatively better for the DPhil students. In most cases, the response rates were similar across males and females, although slightly higher for female professional and support staff and for male fixed-term research staff. There are no divisional benchmarks for student surveys as not all departments carry out such reviews. However, response rates from other departments in the SSD range between 15% and 43% for PGT and PGR students combined. Our combined student response rate is 27%. By increasing awareness of the importance of Inclusion in both our staff and student body (**Objective 1.2** below), and explaining explicitly the importance of the staff/student surveys in this process, we aim to increase the response rate generally, but of students in particular.

The draft application was reviewed by the SSD Planning and Equality Manager and the university's Head of Equality and Diversity.

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

Our Departmental strategy document has formalised inclusion objectives for research, teaching and supervision, staff, and infrastructure. As the department's interest in

applying for the Bronze award stems from a wider interest in Inclusion, the SAT's work will continue beyond the application through the establishment of a permanent 'Inclusion' committee which will report to the DB (**Objective 1.1**). This committee will meet three times per year (termly) to develop and review procedures, monitor systems related to the Action Plan, continue our self-reflection on gender, equality and diversity at all levels of work throughout the department, and develop a wider-reaching agenda that oversees Inclusion. We will ensure that the constituency of this new committee will represent all members of the department (e.g. permanent academics, early career researchers/research staff on fixed-term contracts, professional and administrative staff and students).

ACTION PLAN

Objective 1.1: Establish a permanent committee to embed **EQUALITY AND DIVERSITY** considerations within the governance structure of the department and oversee implementation of the SMART Action Plan.

Objective 1.2 aims to raise the awareness of the department's commitment to Inclusion and Equality and Diversity, both internally and externally, to staff and students, and beyond.

ACTION PLAN

Objective 1.2: Give prominence, both internally and externally, to the department's commitment to **INCLUSION** for all staff, students and visitors.

870 words

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

- (i) Numbers of men and women on access or foundation courses n/a
- (ii) Numbers of undergraduate students by gender n/a

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

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

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

We have two types of Post Graduate Taught (PGT) programmes, summarised in the table below.

Table 4. PGT programmes

Type of programme	Purpose	Programme title	Full-time/part-time
Academic higher degrees	Covering a broad range of topics in education	MSc in Education (MSc Ed)	f/t
		MSc in Applied Linguistics and Second Language Acquisition (MSc ALSLA)	f/t
Professional higher degrees	For trainee or practising teachers; providing Initial Teacher Education (ITE) or in-service professional development	Post Graduate Certificate in Education (PGCE)	f/t
		MSc in Learning and Teaching (MLT)	p/t distance
		MSc in Teacher Education (MTED)	p/t distance
		MSc in Applied Linguistics for Language Teaching (MSc ALLT)	p/t distance

We offer these three p/t distance education courses given our commitment to providing quality professional development to practising teachers. These courses also widen access to an Oxford education for educational practitioners both at home and internationally.

We present the breakdown across these courses by separating out the data as follows:

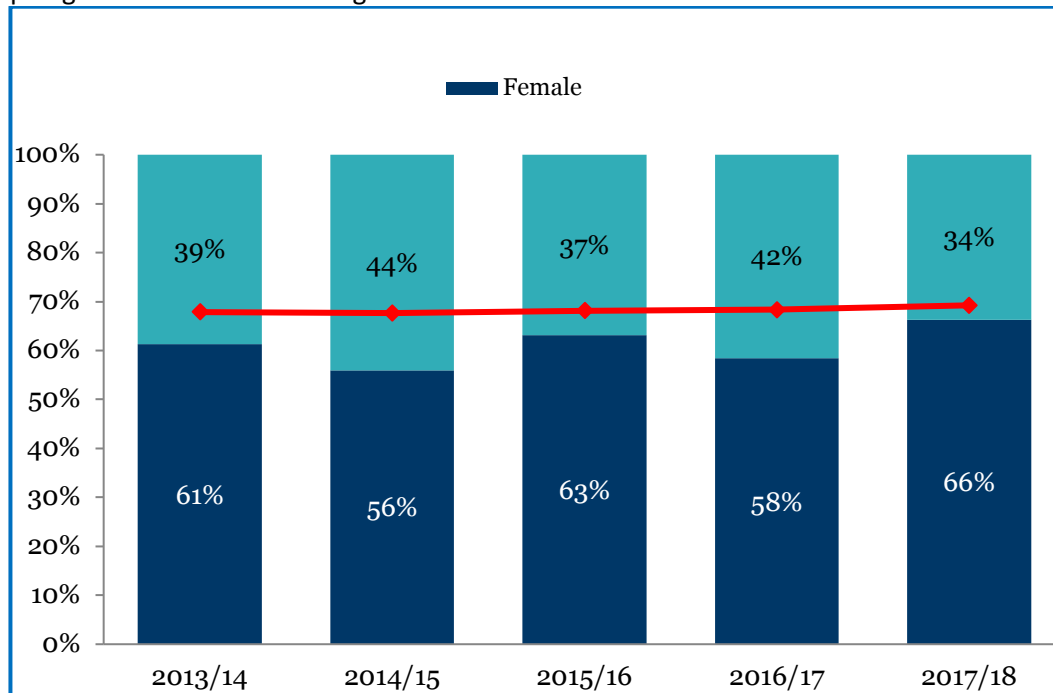
- the PGCE
- the part-time/distance professional education programmes (MLT, MTED, MSc ALLT)
- the two f/t academic higher degrees (MSc Ed and MSc ALSLA)

Full- and part-time taught students - by gender

Post Graduate Certificate in Education (PGCE) – numbers of females and males

Our PGCE programme is a f/t ITE course for students who wish to enter the teaching profession at the secondary school level.

Figure 2. Percentage of women and men on PGCE (f/t) compared to Russell Group postgraduate teacher training courses



	2013/14	2014/15	2015/16	2016/17	2017/18	5-year average
Female	119	103	113	97	122	61%
Male	75	81	66	69	62	39%
Total	194	184	179	166	184	100%

The PGCE programme admits approximately 180 students annually. Students apply for a specific subject (English, maths, science, MFL, RE, geography or history) and typically have a relevant undergraduate degree. The number of places for each subject are fixed by government allocations. The PGCE data are not broken down by subject due to small numbers across subjects.

The proportion of female and male PGCE students is stable across a five-year period, with some yearly fluctuation. The Russell Group (RG) average is 68% females. These data highlight that PGCE courses typically recruit a higher proportion of female students, though we recruit a more balanced cohort across the two genders than the RG average.

Approximately 60% of teachers in secondary schools are women in the UK, and is greater than 50% in most OECD countries (OECD, 2019)², a pattern reflected in our data. **Objective 5.1** in our Action Plan aims to encourage *both* men and women on to *all* of our programmes by reviewing our marketing to ensure that females and males are represented equally across all subjects.

Given the feminisation of Education overall as a discipline, we will review our curricula across *all* our programmes to ensure a fair representation of gender (**Objective 5.2**).

² OECD (2019), Women teachers (indicator). doi: 10.1787/ee964f55-en (Accessed on 28 October 2019)

ACTION PLAN

Objective 5.1: Employ **GENDER-AWARE COMMUNICATION AND MARKETING STRATEGIES**.

ACTION PLAN

Objective 5.2: Address the fair representation of gender in **CURRICULUM** and pedagogy across all courses in the department.

Our students typically go on to work in the field of education; therefore, embedding discussions within our programmes on the issues of a gendered discipline would raise awareness, which could influence them to effect positive change within the field. Consequently, we will incorporate sessions on gendered disciplines within the curriculum (**Objective 5.3**). While we are unable to change the national and international landscapes of teaching being a female-dominated field, **Objectives 5.1, 5.2** and **5.3** aim to ensure that our department's representation of Education is more balanced across both females and males.

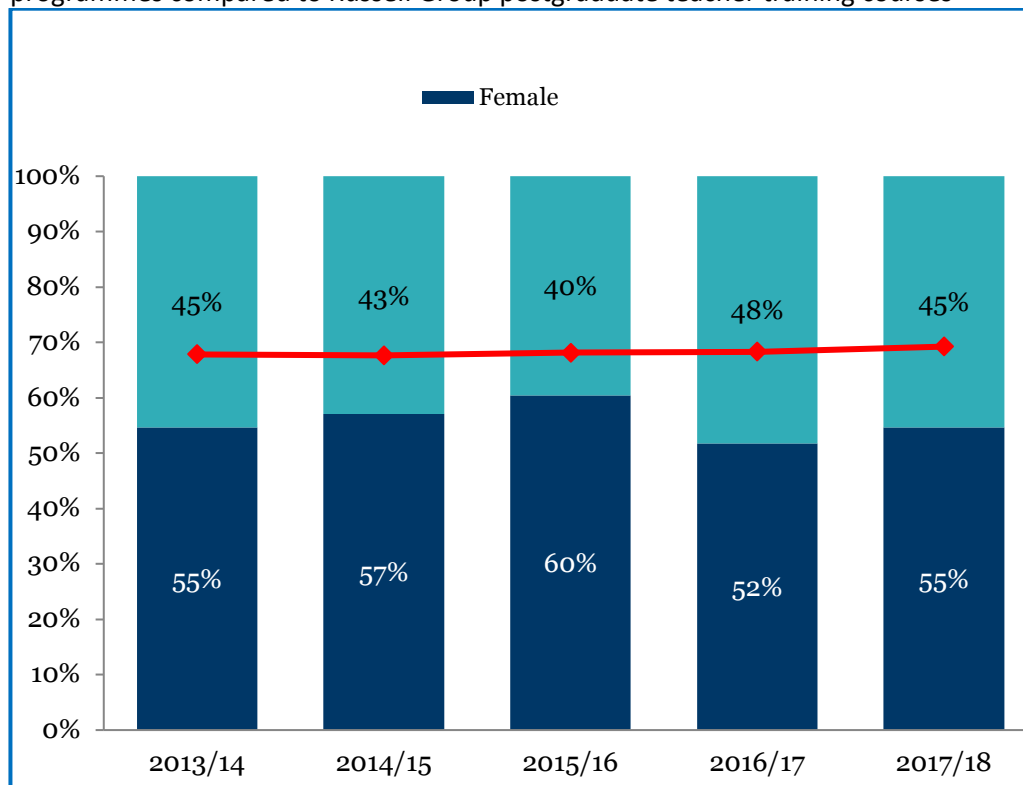
ACTION PLAN

Objective 5.3: Include a session on the problems associated with a **GENDERED DISCIPLINE** in all programmes.

Part-time/Distance Education programmes – numbers of females and males

The department's part-time/distance education programmes were developed to provide in-service professional development for practising teachers in the UK and internationally. The university stipulates targets for overall admissions on these courses which have increased slightly over the past five years but we do not anticipate the target intake will continue to rise.

Figure 3. Percentage of women and men on part-time/distance education Master’s programmes compared to Russell Group postgraduate teacher training courses



	2013/14	2014/15	2015/16	2016/17	2017/18	5-year average
Female	77	77	84	90	109	56%
Male	64	58	55	84	93	44%

There are more females than males on our part-time/distance education programmes, a stable pattern across a five-year period. We have lower proportions of females overall in comparison to the Russell Group (RG) average of 68%, with a closer to equal representation across both genders.

Table 5 breaks these numbers down into their respective courses, showing stable numbers of female to male students on each. The MTED began in 2014/15 hence there are no data prior to that academic year.

Table 5. Number of women and men on part-time/distance education Master’s programmes, broken down by course

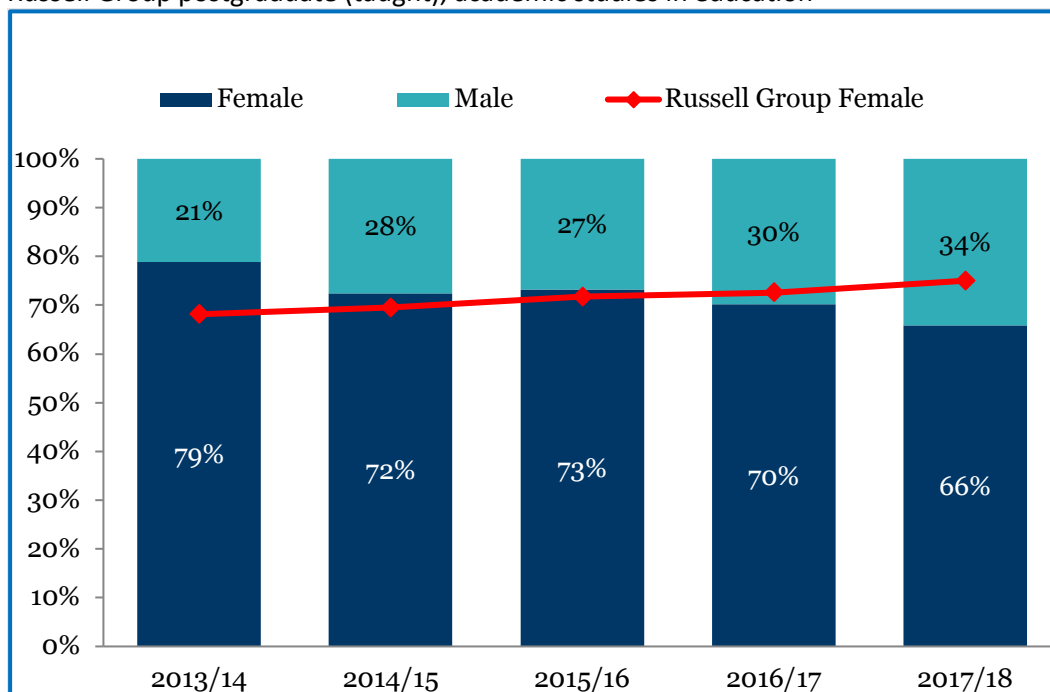
Course	Gender	2013/14	2014/15	2015/16	2016/17	2017/18	5-year average
MLT	Female	72	66	62	65	88	56%
	Male	61	46	42	67	66	44%
MTED	Female	0	5	12	11	11	50%
	Male	0	6	9	11	12	50%
MSc ALLT	Female	5	6	10	14	10	59%
	Male	3	6	4	6	15	41%
Total	Female	77	77	84	90	109	56%
	Male	64	58	55	84	93	44%

Typically, 50-60% of students on these p/t programmes are female which is consistent with national averages of practising teachers. Applicants are usually working practitioners and thus reflect the professional demographics.

Full-Time Master's – numbers of females and males

Our f/t Master's programmes are our two academic higher degree programmes (MSc Ed; MSc ALSLA). The MSc Ed has different pathways: Child Development and Education; Comparative and International Education; Higher Education; Research Design and Methodology; and Learning and New Technologies (discontinued autumn 2018/19). These pathways share some common core modules.

Figure 4. Percentage of women and men on the f/t Master's programmes compared to Russell Group postgraduate (taught), academic studies in education



	2013/14	2014/15	2015/16	2016/17	2017/18	5-year average
Female	56	63	49	54	50	72%
Male	15	24	18	23	26	28%

These data are further broken down by the two courses in Table 6.

Table 6. Number of women and men on the f/t Master's programmes by course

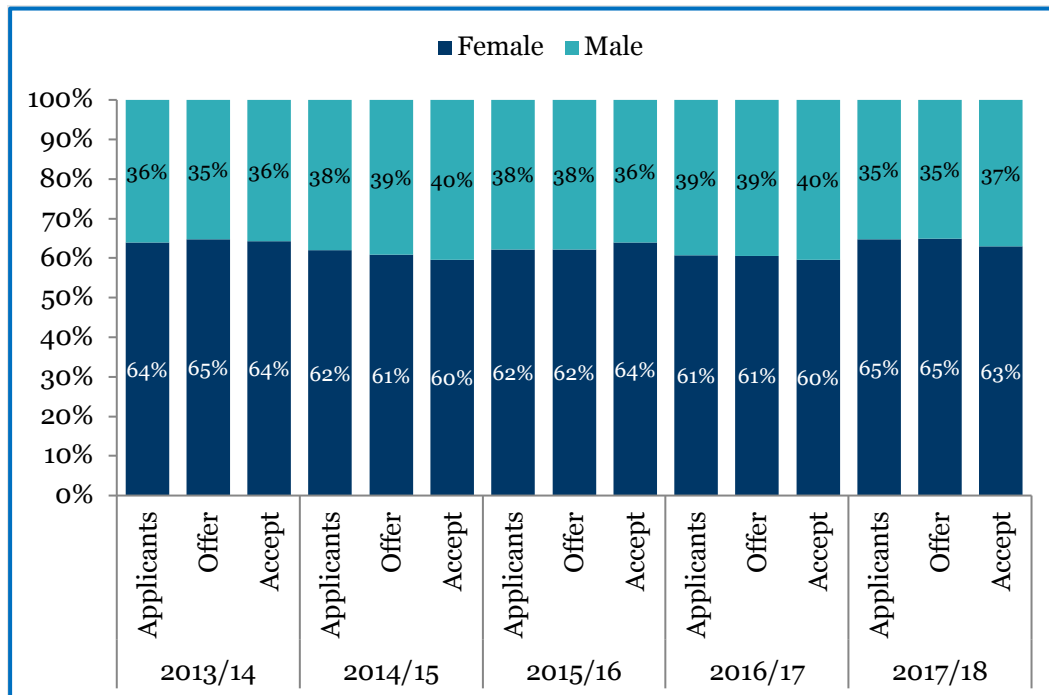
Course	Gender	2013/14	2014/15	2015/16	2016/17	2017/18	5-year average
MSc Ed	Female	40	46	36	41	34	70%
	Male	12	20	14	19	22	30%
MSc ALSLA	Female	16	17	13	13	16	80%
	Male	3	4	4	4	4	20%
Total		71	87	67	77	76	100%

The MSc Ed admits 50-60 students annually. The target intake for the MSc ALSLA was 19 until 2018 when the university increased it to 25. The proportion of females on the f/t courses is higher than on the PGCE and p/t programmes where approximately three-quarters of students are female (with variation across the years (66-79%), in line with RG universities (68-75%).

The student intake on all our taught programmes is predominantly female, common for Departments of Education as evidenced by the RG averages. However, the proportion of men on these courses increases slightly across the five years, as depicted in Figure 4. **Objectives 5.1, 5.2 and 5.3** will include students on these, and all our courses.

Course application, offers and acceptance rates by gender

Figure 5. Application, offers, and acceptance rates by gender for postgraduate taught courses.



Year	Status	Female	Male	Total
2013/14	Applicants	657	371	1028
	Offer	272	148	420
	Accept	212	118	330
2014/15	Applicants	692	425	1117
	Offer	286	184	470
	Accept	207	140	347
2015/16	Applicants	717	437	1154
	Offer	289	176	465
	Accept	218	123	341
2016/17	Applicants	640	413	1053
	Offer	273	178	451
	Accept	204	138	342
2017/18	Applicants	723	392	1115
	Offer	301	163	464
	Accept	233	137	370

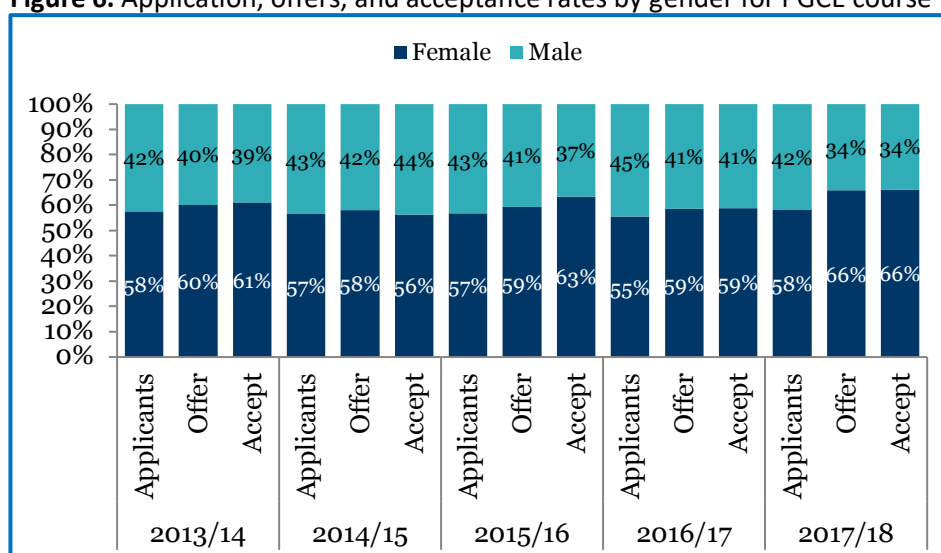
		Female	Male
5-year averages	Applicants	63%	37%
	Offer	63%	37%
	Accept	62%	38%

The data above show that the application-to-offer ratio is stable across a five-year period.

These data are broken down by the course types: PGCE, part-time/distance education, and f/t academic courses.

Post Graduate Certificate in Education – Application/Offer/Acceptance

Figure 6. Application, offers, and acceptance rates by gender for PGCE course



		Female	Male	Total
2013/14	Applicants	371	273	644
	Offer	136	90	226
	Accept	121	77	198
2014/15	Applicants	398	304	702
	Offer	158	114	272
	Accept	106	82	188
2015/16	Applicants	395	299	694
	Offer	154	106	260
	Accept	116	67	183
2016/17	Applicants	328	263	591
	Offer	136	96	232
	Accept	100	70	170
2017/18	Applicants	329	234	563
	Offer	154	80	234
	Accept	127	65	192

		Female	Male
5-year averages	Applicants	57%	43%
	Offer	60%	40%
	Accept	61%	39%

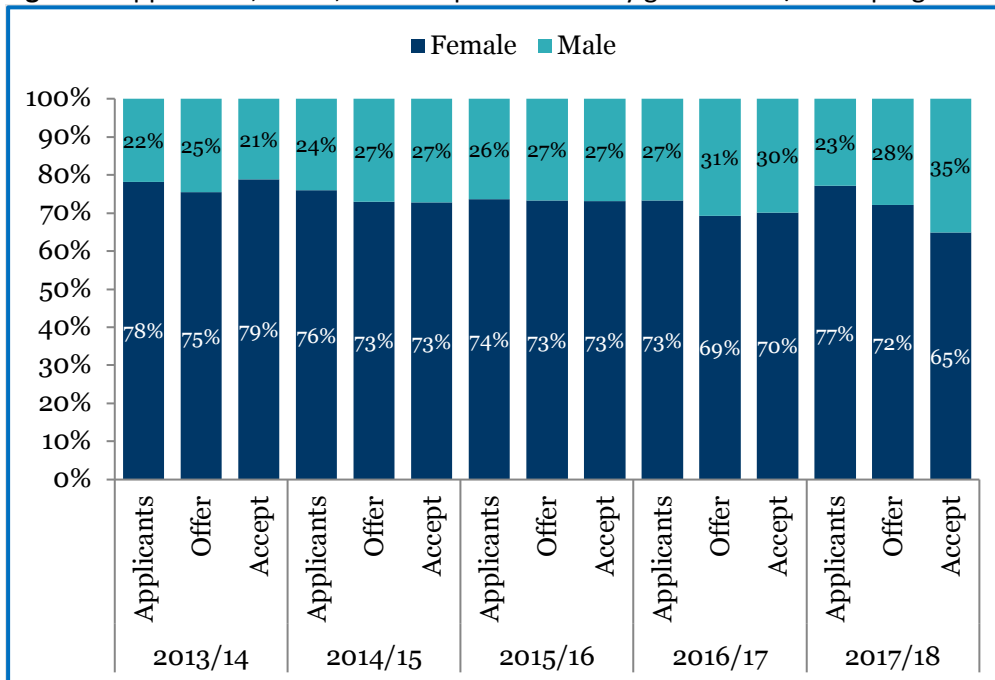
A higher proportion of women are offered and accept places relative to the proportion applying, compared to men. These numbers are likely to reflect gender disparities across the subjects offered on the PGCE. While the difference across these proportions seems relatively small we would nonetheless like to examine this pattern more carefully, and in particular across the different subjects on the PGCE (**Objective 5.4**).

ACTION PLAN.

Objective 5.4: Examine whether there are **GENDER DIFFERENCES IN PGCE RECRUITMENT** - particularly across subjects - and take any necessary action to address subject-specific differences.

Full-time Master's – Application/Offer/Acceptance

Figure 7. Application, offers, and acceptance rates by gender for f/t MSc programmes.



		Female	Male	Total
2013/14	Applicants	237	66	303
	Offer	95	31	126
	Accept	56	15	71
2014/15	Applicants	250	79	329
	Offer	89	33	122
	Accept	64	24	88
2015/16	Applicants	254	91	345
	Offer	77	28	105
	Accept	49	18	67
2016/17	Applicants	246	90	336
	Offer	81	36	117
	Accept	54	23	77
2017/18	Applicants	313	93	406
	Offer	88	34	122
	Accept	50	27	77

		Female	Male
5-year averages	Applicants	76%	24%
	Offer	72%	28%
	Accept	72%	28%

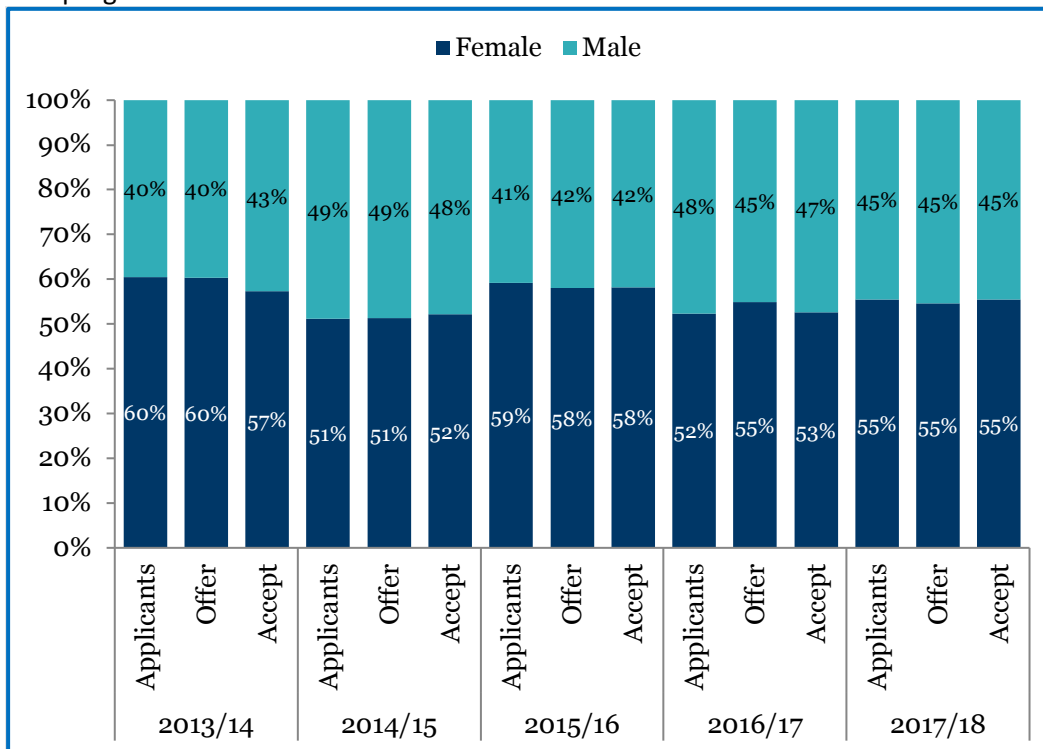
The proportion of offers to men exceeds the proportion of applications from men. While these figures represent small numbers, on the surface they suggest that if an applicant is male they stand a slightly higher chance of being offered a place on our f/t PGT courses. In **Objective 5.5** will investigate this further and take relevant actions.

ACTION PLAN.

Objective 5.5: REVIEW ADMISSIONS PROCEDURES ON MSC ED AND MSC ALSLA to identify whether there is a bias in favour of male applicants and take necessary steps to mitigate against this potential. All staff involved in admissions interviews on taught f/t PGT courses will undertake implicit bias training. A record will be kept of who has had this implicit bias training, which is updated annually.

Part-time/Distance Education Programmes – Application/Offer/Acceptance

Figure 8. Application, offers, and acceptance rates by gender for part-time/distance MSc programmes.



		Female	Male	Total
2013/14	Applicants	49	32	81
	Offer	41	27	68
	Accept	35	26	61
2014/15	Applicants	44	42	86
	Offer	39	37	76
	Accept	37	34	71
2015/16	Applicants	68	47	115
	Offer	58	42	100
	Accept	53	38	91
2016/17	Applicants	66	60	126
	Offer	56	46	102
	Accept	50	45	95
2017/18	Applicants	81	65	146
	Offer	59	49	108
	Accept	56	45	101

		Female	Male
5-year averages	Applicants	55%	45%
	Offer	56%	44%
	Accept	55%	45%

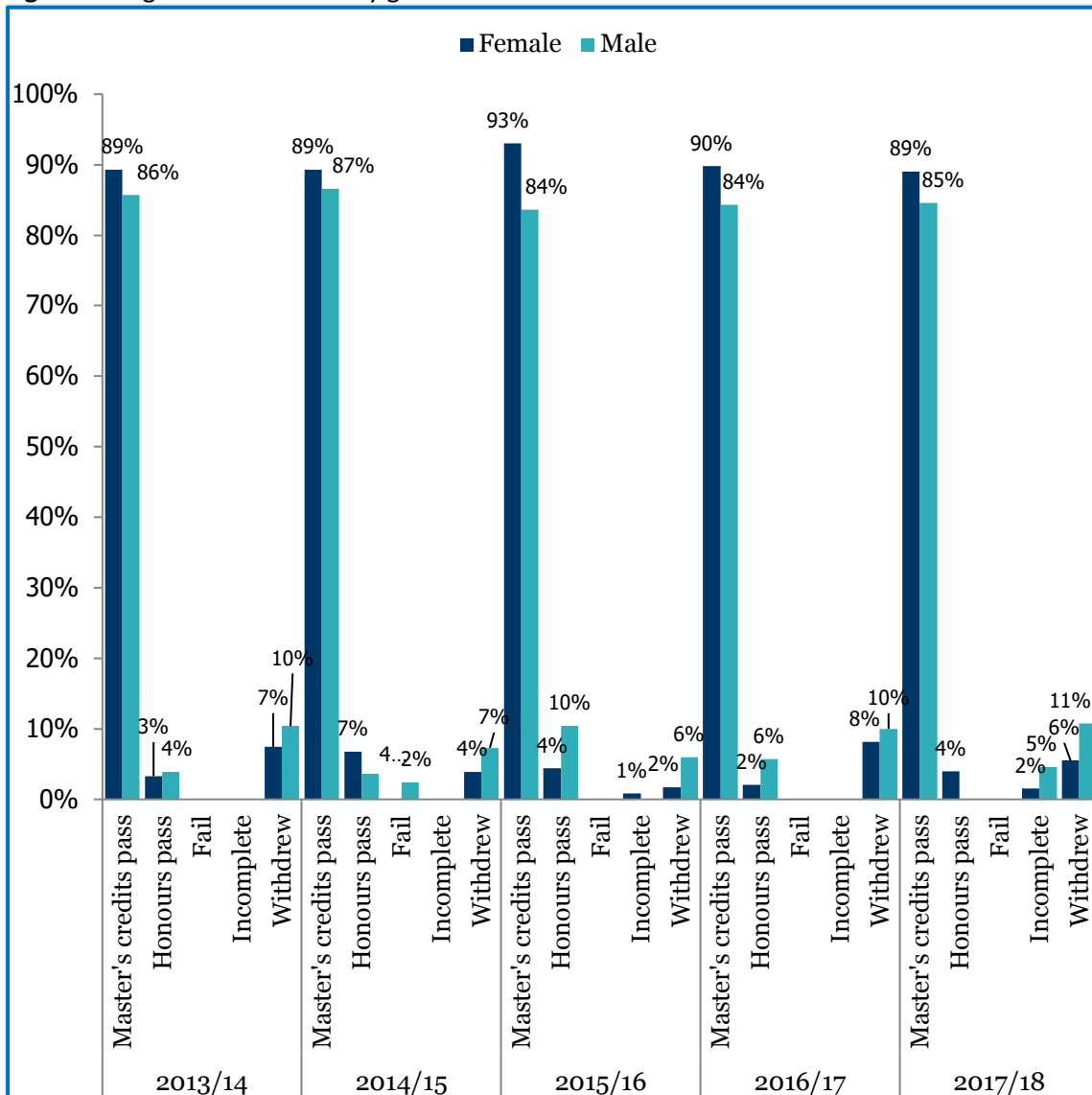
The figure above shows that more applications are received by women than men (in general), though the balance is more equal on these p/t education programmes.

Degree completion rates by gender

Post Graduate Certificate in Education – Degree completion rates

Since 2008 the PGCE has included the equivalent of 60 Master’s credits. Those who do not meet M-level standards can still pass the PGCE at honours level, gaining the professional qualification.

Figure 9. Degree classification by gender – PGCE



		Female	Male	Total
2013/14	Master's credits pass	108	66	174
	Honours pass	4	3	7
	Fail	0	0	0
	Incomplete	0	0	0
	Withdrew	9	8	17
2014/15	Master's credits pass	92	71	163
	Honours pass	7	3	10
	Fail	0	2	2
	Incomplete	0	0	0
	Withdrew	4	6	10
2015/16	Master's credits pass	106	56	162
	Honours pass	5	7	12
	Fail	0	0	0
	Incomplete	1	0	1
	Withdrew	2	4	6
2016/17	Master's credits pass	88	59	147
	Honours pass	2	4	6
	Fail	0	0	0
	Incomplete	0	0	0
	Withdrew	8	7	15
2017/18	Master's credits pass	113	55	168
	Honours pass	5	0	5
	Fail	0	0	0
	Incomplete	2	3	5
	Withdrew	7	7	14

		Female	Male
5-year averages	Master's credits pass	90%	85%
	Honours pass	4%	5%
	Fail	0%	0%
	Incomplete	0%	1%
	Withdrew	5%	9%

There are very few failures in the PGCE course. The nature of professional learning in schools makes potential failure apparent to students, and a student who fails one ITE programme cannot then apply to another, whereas one who withdraws can reapply elsewhere. Students know it is in their interests to withdraw if they are at risk of failure. The data suggest that higher proportions of males than females withdraw from the PGCE. **Objective 5.6** aims to examine this issue more closely and develop and implement strategies to mitigate against this where possible. Withdrawal may be configured across subjects differently hence it will be important to examine withdrawal rates by PGCE subject.

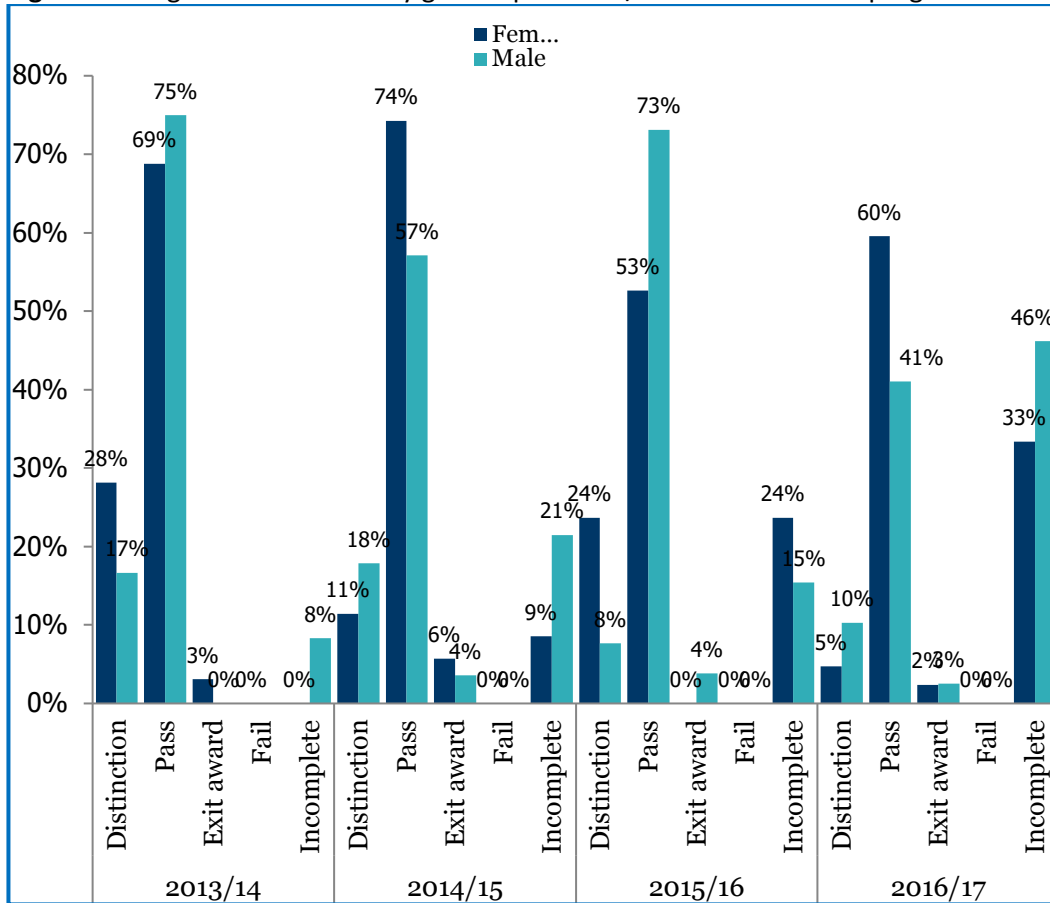
ACTION PLAN

Objective 5.6: Closely examine **WITHDRAWAL RATES FROM THE PGCE** by gender and across subjects. If there is a gender issue, develop and implement a strategy to mitigate against this and regularly review the effectiveness of this strategy.

Part-time/Distance Education – Degree completion rates

An ‘exit award’ is offered when a student receives a “lesser” award than the one for which they were originally registered. Figure 10 shows this is comparatively rare. ‘Withdrawal’ signifies that a student has formally withdrawn from a programme. ‘Incomplete’ signifies that some element of the programme has not been completed. This is usually an interim stage where a student might be on maternity/paternity/carer leave, re-sitting, suspended for other reasons (e.g. work pressure), or is in the process of withdrawing.

Figure 10. Degree classification by gender part-time/distance education programmes



		Female	Male	Total
2013/14	Distinction	9	4	13
	Pass	22	18	40
	Exit award	1	0	1
	Fail	0	0	0
	Incomplete	0	2	2
2014/15	Distinction	4	5	9
	Pass	26	16	42
	Exit award	2	1	3
	Fail	0	0	0
	Incomplete	3	6	9
2015/16	Distinction	9	2	11
	Pass	20	19	39
	Exit award	0	1	1
	Fail	0	0	0
	Incomplete	9	4	13
2016/17	Distinction	2	4	6
	Pass	25	16	41
	Exit award	1	1	2
	Fail	0	0	0
	Incomplete	14	18	32

		Female	Male
4-year averages	Distinction	16%	13%
	Pass	63%	59%
	Exit award	3%	3%
	Fail	0%	0%
	Incomplete	18%	26%

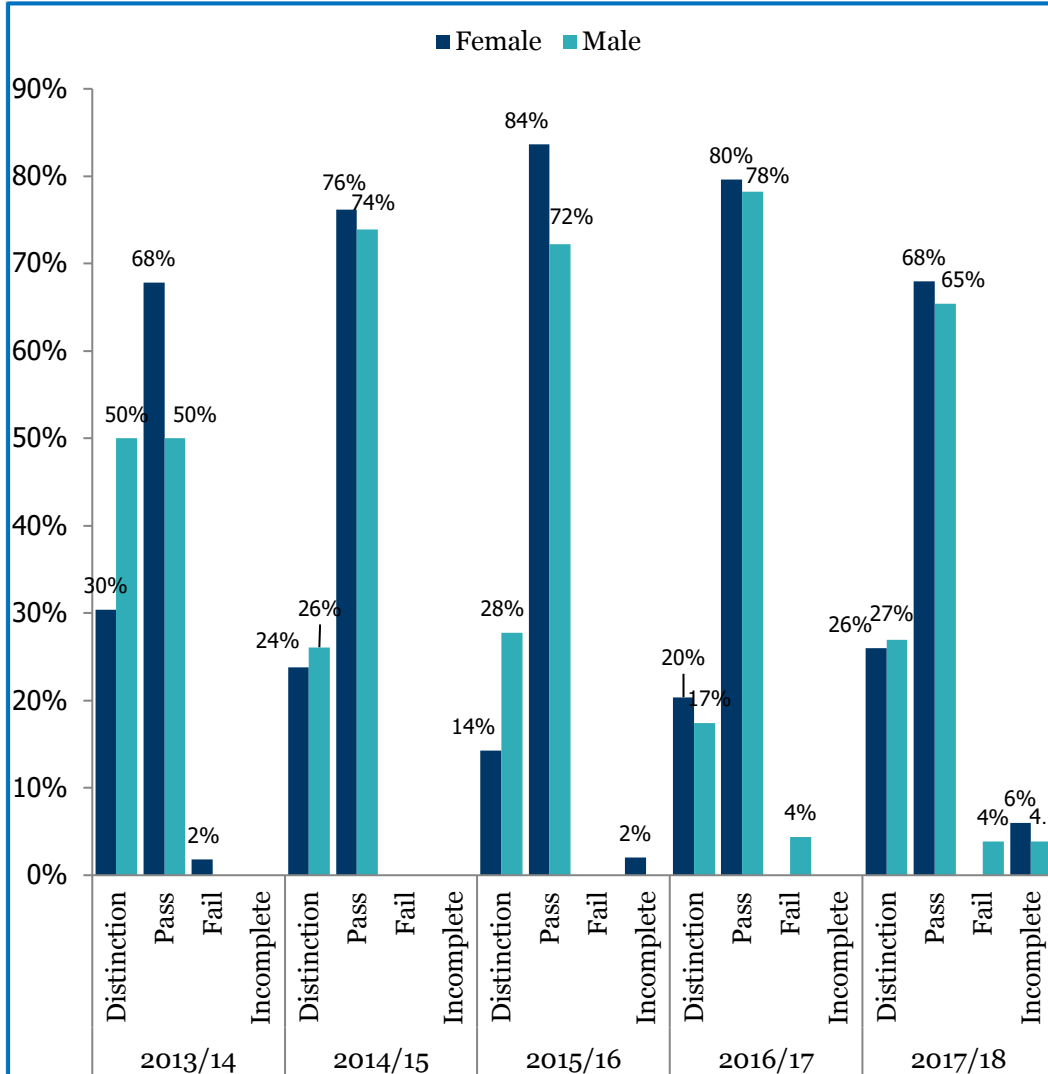
For three of these years (all but 2015/16) there are higher proportions of males with an 'incomplete'. As these programmes are p/t courses, within a given year there will be relatively higher proportions of 'incomplete' than for a f/t course. However, in 2014/15 in particular, 21% of males fit the incomplete category relative to 9% of females. Managing the pressures of work, life and p/t MSc study can be exceedingly challenging for students; but most of those who suspend do return and complete. Our impression is that when students fail to complete this is typically due to the demands of their professional work and/or mental health issues. We do not, however, have recorded data on this, hence developing a system to identify why students are 'incomplete' and then identifying strategies to support them to manage p/t education more effectively is **Objective 5.7**.

ACTION PLAN

Objective 5.7: Identify reasons for higher proportions of males than females designated 'INCOMPLETE' ON PART-TIME/DISTANCE EDUCATION PROGRAMMES and develop a strategy to address this as required.

Full-time Master's – Degree completion rates

Figure 11. Degree classification by gender – f/t Master's



		Female	Male	Total
2013/14	Distinction	17	7	24
	Pass	38	7	46
	Fail	1	0	1
	Incomplete	0	0	0
2014/15	Distinction	15	6	21
	Pass	48	17	66
	Fail	0	0	0
	Incomplete	0	0	0
2015/16	Distinction	7	5	12
	Pass	41	13	55
	Fail	0	0	0
	Incomplete	1	0	1
2016/17	Distinction	11	4	15
	Pass	43	18	62
	Fail	0	1	1
	Incomplete	0	0	0
2017/18	Distinction	13	7	20
	Pass	34	17	52
	Fail	0	1	1
	Incomplete	3	1	4

		Female	Male
5-year averages	Distinction	23%	28%
	Pass	75%	69%
	Fail	0%	2%
	Incomplete	2%	1%

Our f/t Master's students rarely fail the course. Over the past five-years, 97% of females and males have passed. A higher proportion of males received a Distinction in 2013/14 relative to females (50% males to 30% females) and again in 2015/16 (28% males to 14% females). These proportions, however, reflect very small absolute differences (Table 7).

Table 7. Degree classification by gender – f/t Master’s (MSc ALSLA, MSc Ed)

Course	Result	2013/14		2014/15		2015/16		2016/17		2017/18	
		F	M	F	M	F	M	F	M	F	M
MSc ALSLA (f/t)	Distinction	7	2	4	0	2	0	1	1	3	0
	Pass	9	1	13	3	11	4	12	3	11	3
	Fail	0	0	0	0	0	0	0	0	0	0
	Incomplete	0	0	0	0	0	0	0	0	2	1
	Withdrew	0	0	0	1	0	0	0	0	0	0
MSc Ed	Distinction	10	5	11	6	5	5	10	3	10	7
	Pass	29	6	35	14	30	9	31	15	23	14
	Fail	1	0	0	0	0	0	0	1	0	1
	Incomplete	0	0	0	0	1	0	0	0	1	0
	Withdrew	0	0	0	0	0	0	0	0	0	0

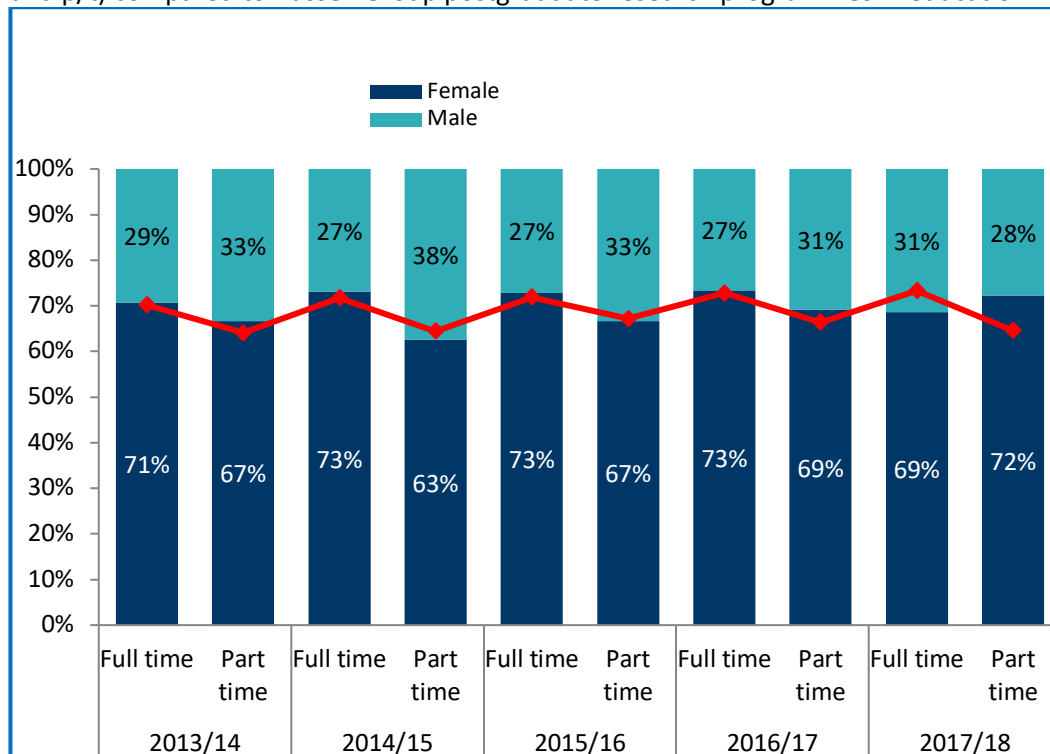
(iv) Numbers of men and women on postgraduate research degrees

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

Full- and part-time – by gender

Our department offers one PGR course – the DPhil programme, offered both f/t and p/t. The department admits approximately 22 PGR students annually.

Figure 12. Percentage of women and men on postgraduate research (PGR) degrees (f/t and p/t) compared to Russell Group postgraduate research programmes in education

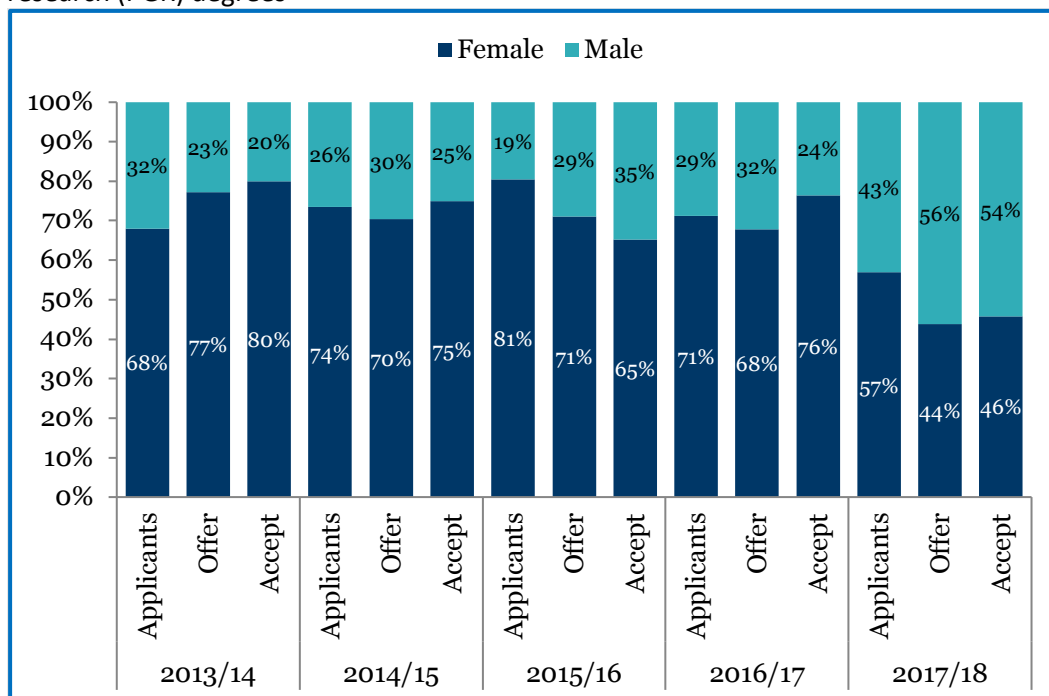


Year	Status	Female	Male	Total
2013/14	f/t	58	24	82
	p/t	4	2	6
2014/15	f/t	65	24	89
	p/t	5	3	8
2015/16	f/t	67	25	92
	p/t	8	4	12
2016/17	f/t	66	24	90
	p/t	9	4	13
2017/18	f/t	81	37	118
	p/t	13	5	18

Year	Full- or part-time	Female	Male	Russell Group female
5-year averages	f/t	71.6%	28.4%	72%
	p/t	67.6%	32.4%	65%

PGR course application, offers, acceptance

Figure 13. Percentage of women and men applying and accepted onto f/t postgraduate research (PGR) degrees



Year	Status	Numbers		
		Female	Male	Total
2013/14	Applicants	83	39	122
	Offer	27	8	35
	Accept	16	4	20
2014/15	Applicants	86	31	117
	Offer	31	13	44
	Accept	21	7	28
2015/16	Applicants	91	22	113
	Offer	27	11	38
	Accept	15	8	23
2016/17	Applicants	84	34	118
	Offer	21	10	31
	Accept	13	4	17
2017/18	Applicants	78	59	137
	Offer	14	18	32
	Accept	11	13	24

		% Female	% Male
5-year averages	Applicants	70%	30%
	Offer	67%	33%
	Accept	68%	32%

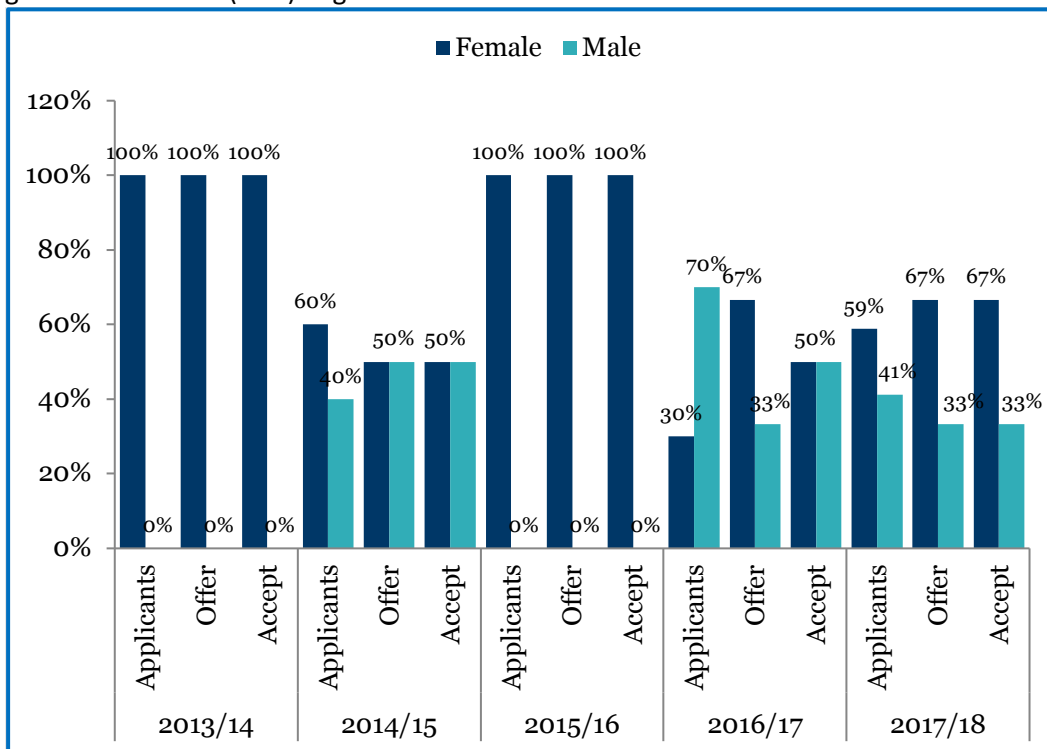
The application to offer ratio is reasonably stable though in 2017/18 there are higher proportions of male candidates both applying to, and being accepted on, our PGR programme. When candidates reject offers this tends to be due to a lack of funding, or that they secured funding to pursue a DPhil elsewhere. These data reflect that education in general tends to attract higher numbers of female students overall.

In keeping with our plan to make implicit bias training mandatory for colleagues involved in admissions to the f/t PGT programmes, we will extend this good practice to admissions procedures for the PGR as well (**Objective 5.8**). We will review our admissions procedures on to the DPhil and implement implicit bias training for all staff involved with DPhil admissions.

ACTION PLAN

Objective 5.8: Scrutinise ADMISSIONS ON TO DPHIL PROGRAMME: continue best practice for all interview panels to include both women and men; review promotional material to ensure equal representation of women and men; and incorporate mandatory implicit bias training for all staff involved with admissions on the PGR.

Figure 14. Percentage of women and men applying and accepted onto p/t post graduate research (PGR) degrees



Year	Status	Numbers		
		Female	Male	Total
2013/14	Applicants	6	0	6
	Offer	4	0	4
	Accept	2	0	2
2014/15	Applicants	3	2	5
	Offer	1	1	2
	Accept	1	1	2
2015/16	Applicants	5	0	5
	Offer	2	0	2
	Accept	2	0	2
2016/17	Applicants	3	7	10
	Offer	2	1	3
	Accept	1	1	2
2017/18	Applicants	10	7	17
	Offer	2	1	3
	Accept	2	1	3

		Female	Male
5-year averages	Applicants	63%	37%
	Offer	79%	21%
	Accept	73%	27%

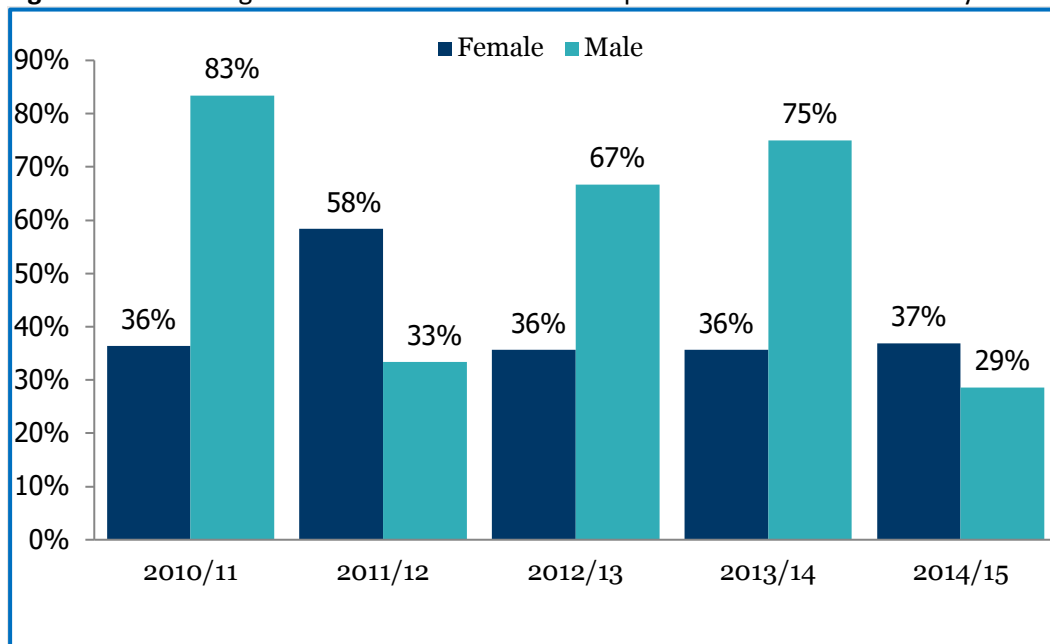
The department has few p/t PGR students, with some degree of variability across the five-year period. The total number of p/t applications has increased from 6 in 2013/14

to 17 in 2017/18. With the exception of 2016/17 more applications come from females than males, reflecting again that more women apply to study in Education than men.

PGR degree completion rates by gender

While the PGR degree is a three-year programme it is common for students to complete in their fourth year. We support students to complete within four years in a variety of ways including: termly milestone reports from the division shared with the DDR, DGS and supervisors, termly supervisors' meetings to share best practice for supporting students, termly supervision reports read by college advisors. We have also introduced financial support to students in their fourth year struggling with their funding, to help them complete within this time frame.

Figure 15. Percentage of women and men who complete their DPhil within four years



Year started	Total completed in 4 years		Total in cohort	
	Female	Male	Female	Male
2010/11	4	5	11	6
2011/12	7	3	12	9
2012/13	5	4	14	6
2013/14	5	3	14	4

		Female	Male	SSD average (F)	SSD average (M)
5-year averages	Complete within 4 years	41%	57%	52%	55%

The absolute numbers are small, hence percentages exaggerate the level of variability, however, fewer women complete within four years relative to men. We will monitor completion carefully in future to ensure that there is no specific issue that impedes females in completing in time. Pregnancy, childbirth, and caring responsibilities are all known risk factors in preventing some doctoral students from achieving completion

within four years (Maher, Ford & Thompson, 2004³), and can lead to differential completion rates for men and women. Anecdotally, we know this has impacted some female PGR students in our department. The Doctoral Students' Caring Responsibilities project, initiated and led by our DDR and DGS, is a university-wide survey to produce a fuller understanding of how these risk factors operate for doctoral students in the context of the university and what mitigation could be put in place. We will use the findings from this survey together with **Objective 5.9** to develop a strategy to support women in particular in completing their DPhils within four years. Additionally, **Objective 5.10** identifies our aim to support all students to complete within the four-year timespan given that the proportions in Figure 15 are relatively low for both women and men.

ACTION PLAN

Objective 5.9: Scrutinise the **COMPLETION RATES** of women compared to men on the DPhil programme. Develop and implement a strategy which supports completion within four years for women in particular. This will be carried out with the support of the Caring Responsibilities Survey and in regard to the fact that some of our students take on paid work as contract researchers (See Figure 21). Our analysis will ascertain whether this impacts on women in particular and their completion rates.

ACTION PLAN

Objective 5.10: Improve our **SUPPORT FOR DPHIL STUDENTS** to complete within four years by using the database from Objective 5.9 to log reasons for students failing to complete within the four-year timescale and develop support strategy as required.

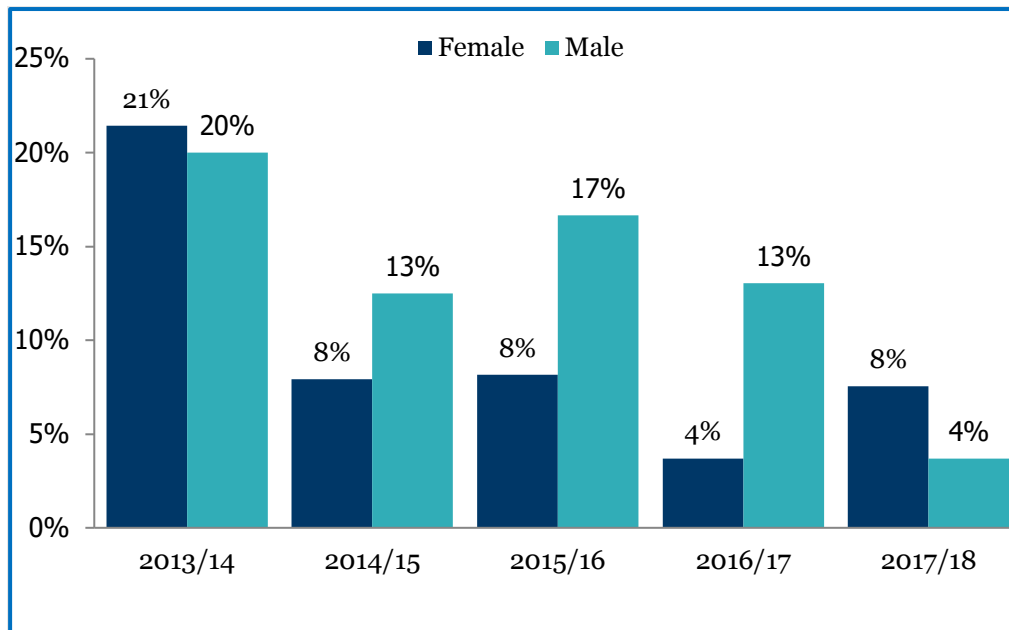
(v) Progression pipeline between undergraduate and postgraduate student levels

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

Students on the PGCE programme are trainee teachers and go on to teaching positions. Students on the p/t programmes tend to be practising teachers and hence would not typically move on to a PGR degree. Figure 16 identifies students who completed a departmental Master's degree and who moved on to do a DPhil with us.

³ Maher, M.A., Ford, M.E. & Thompson, C.M. (2004). Degree progress of women doctoral students: Factors that constrain, facilitate and differentiate. *The Review of Higher Education*, 27(3), 385-408.

Figure 16. Percentage of our Education Master’s students who transition to postgraduate research degrees, by gender



	2013/14	2014/15	2015/16	2016/17	2017/18	Total	5-year average
Female (who progressed to PGR)	12	5	4	2	4	27	10%
Male (who progressed to PGR)	3	3	3	3	1	13	12%
Female (Total on Masters)	56	63	49	54	53	275	--
Male (Total on Masters)	15	24	18	23	27	107	--
Female (Total on PGR)	62	70	75	75	94	376	--
Male (Total on PGR)	26	27	29	28	42	152	--

In three of the past five years more men move on to the DPhil than women, however, the absolute numbers are small and the five-year average indicates that 10% of women completing a departmental PGT progress to our PGR compared to 12% of men, reflecting similar proportions. As in Section 5.3 (iv), we offer annual workshops for Master’s students to provide advice on preparing an application to our DPhil programme.

4.2 ACADEMIC AND RESEARCH STAFF DATA

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

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

The different contract types for academic staff are as follows:

Tutor for Professional Programmes (TPP): academic staff on teaching-only contracts who support the teaching on professional programmes. The process of replacing these posts with Departmental Lecturer contracts is underway and will be completed by 2020, because a teaching-only contract affords fewer opportunities for career progression. Four new DLs started in September 2019 as part of this transitional plan. We will continue to phase out the TPP contract as part of **Objective 2.10**.

ACTION PLAN

Objective 2.10 Continue to **PHASE OUT THE TPP CONTRACT IN FAVOUR OF THE DL POST** to support colleagues in developing a research agenda, thus supporting career progression.

Departmental Lecturer (DL): mostly fixed-term and includes teaching, research, and administration. They are typically at grades 7/8 and increase teaching capacity or cover for staff absences. DLs on grades 7/8 on permanent contracts can also progress to permanent **Senior Research Lecturer**.

Senior Research Lecturer (SRL): posts that we developed as a promotion vehicle for colleagues on Research Fellow or DL contracts. They are graded higher than the typical DL (grades 9/10). From SRL, colleagues can apply for conferment of the title 'Associate Professor' (AP) through the annual Conferment of Title exercise within the university. In this application the four SRLs with the Associate Professor title are included as APs (two females). One female SRL who has very recently been promoted to AP is included as a DL. SRLs are not presented as a separate category as there are only five colleagues in this grouping. We will continue to use the SRL contract as a promotion vehicle as part of **Objective 2.11**.

ACTION PLAN

Objective 2.11: Continue to **USE THE SRL POST AS A PROMOTIONAL VEHICLE** for colleagues on Research Fellow or DL contracts.

Associate Professors (AP): the standard university entry-level academic appointment involving research, teaching, and administrative responsibilities⁴. These colleagues are

⁴ Please note that AP posts at the University of Oxford is a more senior post relative to other HE institutions with starting salaries more equivalent to Senior Lecturer posts elsewhere.

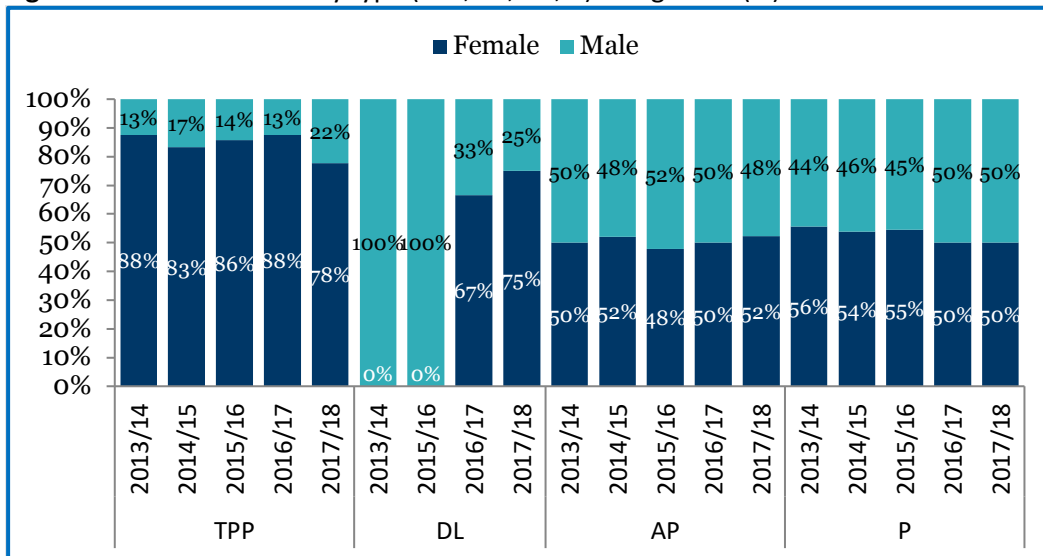
typically appointed for an initial five-year period followed by review and reappointment to retirement.

Professors (P): includes Statutory (permanent academics at senior grades) and Titular Professors (appointed as APs but awarded the title of ‘Professor’ in the annual RoD exercise) with research, teaching, and administrative responsibilities. This category also includes staff on RSIV contracts which are inherently research leadership contracts but are permanent and for very senior academics who hold the title of Professor.

Research staff: All research staff in the department are externally funded and all except one are employed on either fixed-term or variable-hours contracts:

- Variable-hours posts are typically grade 6/7 and are mostly used to employ students to work on funded research projects alongside their studies.
- Fixed-term posts are typically grades 6, 7 and 8, occasionally grade 9, and funded by external research grants or fellowships.

Figure 17. Academic Staff by type (TPP, DL, AP, P) and gender (%) 2013 – 2017



Post	Year	Female	Male	Total
TPP	2013/14	7	1	8
	2014/15	5	1	6
	2015/16	6	1	7
	2016/17	7	1	8
	2017/18	7	2	9
DL	2013/14	0	2	2
	2014/15	1	4	5
	2015/16	0	2	2
	2016/17	4	2	6
	2017/18	3	1	4
AP	2013/14	11	11	22
	2014/15	12	11	23
	2015/16	11	12	23
	2016/17	11	11	22
	2017/18	11	10	21

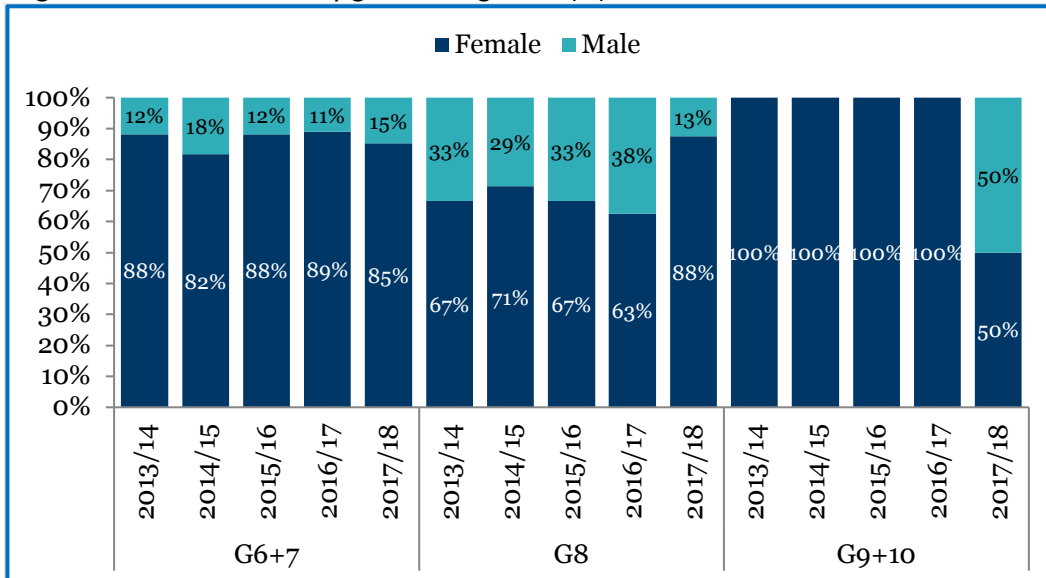
P	2013/14	10	8	18
	2014/15	7	6	13
	2015/16	6	5	11
	2016/17	7	7	14
	2017/18	7	7	14

		Female	SSD average
5-year averages	P	53%	47%
	AP	50%	50%

There is no gender imbalance between AP and P level appointments. The percentage of female professors for Departments of Education in Russell Group (RG) universities is 46%, hence we have a more equal balance of females and males at both AP and P levels relative to both our Division (SSD) and the national picture (RG).

The five-year female TPP average at 85% is higher than the 66% RG female average for teaching-only contracts. Currently, we have a five-year average of 36% female DLs compared to the RG figure of 59% female teaching and research staff in 2017/18.

Figure 18. Research staff by grade and gender (%) 2013 – 2017



Post	Year	Female	Male	Total
G6+7	2013/14	15	2	17
	2014/15	18	4	22
	2015/16	15	2	17
	2016/17	16	2	18
	2017/18	23	4	27
G8	2013/14	4	2	6
	2014/15	5	2	7
	2015/16	4	2	6
	2016/17	5	3	8
	2017/18	7	1	8
G9+10	2013/14	1	0	1
	2014/15	1	0	1
	2015/16	3	0	3
	2016/17	1	0	1
	2017/18	1	1	2

Our research staff members are predominantly female at all grades, consistent with the RG 2017/18 average of 72% across Education departments. The SSD female average for research staff grades 6-10 is 51%. As identified, many of our research staff (particularly at lower grades) are students, and the student intake is predominantly female reflecting the discipline as a whole. At higher grades, and looking at absolute numbers, the discrepancy between males and females is small.

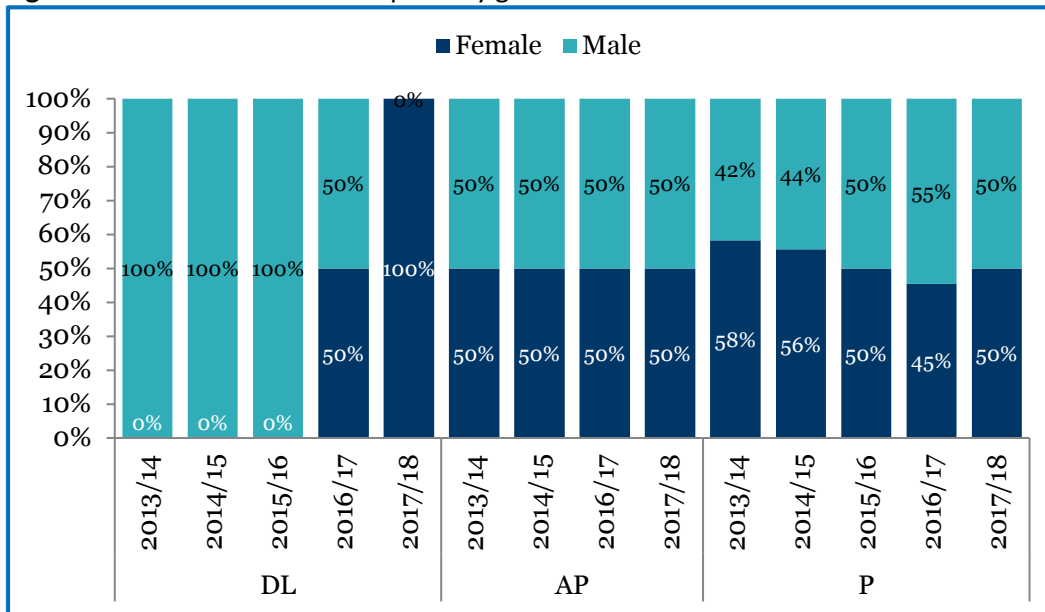
SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

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

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

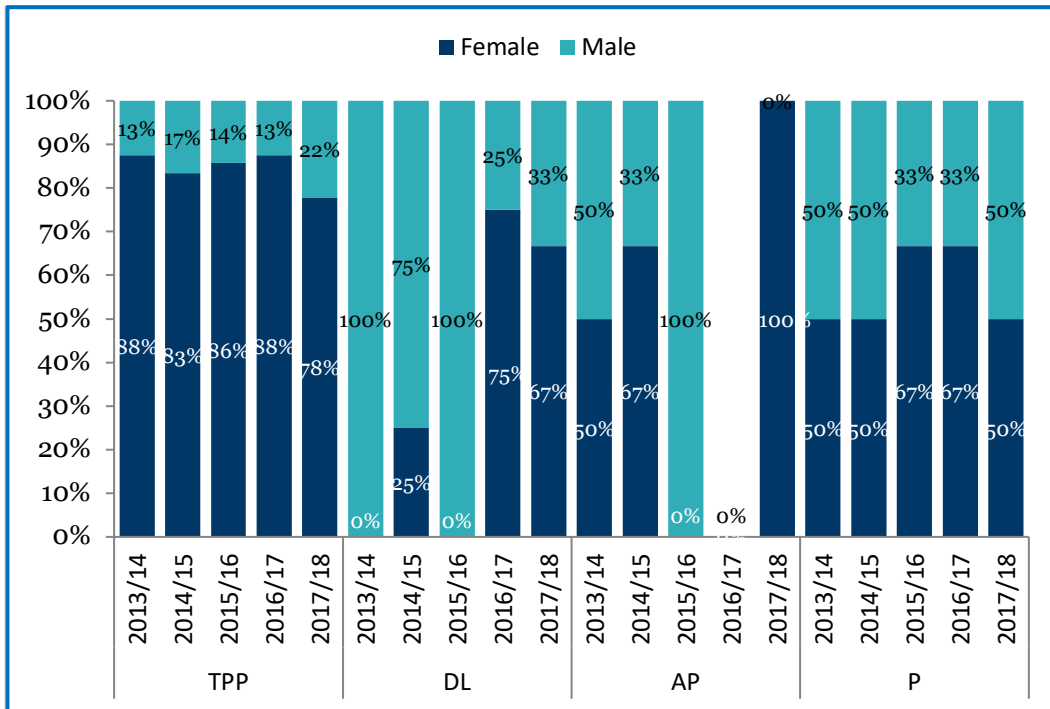
Figure 19. Permanent academic posts by gender



Post	Year	Female	Male	Total
DL	2013/14	0	1	1
	2014/15	0	1	1
	2015/16	0	1	1
	2016/17	1	1	2
	2017/18	1	0	1
AP	2013/14	10	10	20
	2014/15	10	10	20
	2015/16	11	11	22
	2016/17	11	11	22
	2017/18	10	10	20
P	2013/14	7	5	12
	2014/15	5	4	9
	2015/16	4	4	8
	2016/17	5	6	11
	2017/18	6	6	12

We have an equal balance of females and males on permanent AP or P positions. There are more permanent male DLs over five years than female, with only one or two permanent DLs in any year.

Figure 20. Fixed-term academic posts by gender



Post	Year	Female	Male	Total
TPP	2013/14	7	1	8
	2014/15	5	1	6
	2015/16	6	1	7
	2016/17	7	1	8
	2017/18	7	2	9
DL	2013/14	0	1	1
	2014/15	1	3	4
	2015/16	0	1	1
	2016/17	3	1	4
	2017/18	2	1	3
AP	2013/14	1	1	2
	2014/15	2	1	3
	2015/16	0	1	1
	2016/17	0	0	0
	2017/18	1	0	1
P	2013/14	3	3	6
	2014/15	2	2	4
	2015/16	2	1	3
	2016/17	2	1	3
	2017/18	1	1	2

Staff on fixed-term contracts are mostly TPPs or DLs. Fixed-term AP or P staff are colleagues returning in a modified p/t role after retirement. The five-year female

average for fixed-term APs is 43% and for fixed-term female Ps is 56%. These averages reflect very small numbers.

The only variable-hours academic staff in the department are TPPs.

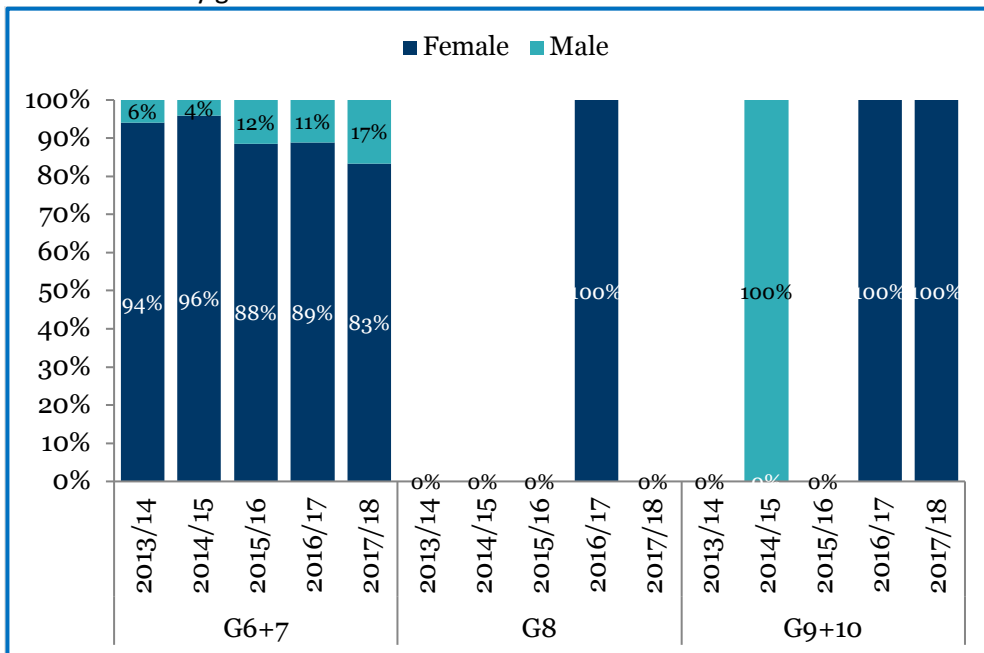
Table 8. Academic staff on variable-hours contracts broken down by gender

Post	Year	Female		Male		Total
		Number	%	Number	%	
TPP	2013/14	2	50%	2	50%	4
	2014/15	1	100%	0	0%	1
	2015/16	1	100%	0	0%	1
	2016/17	1	100%	0	0%	1
	2017/18	1	100%	0	0%	1

Research Staff

All except one research staff member are on fixed-term or variable hours contracts.

Figure 21. Percentage of research staff on variable-hours contracts by grade type broken down by gender



Grade	Year	Female	Male	Total
G6+7	2013/14	16	1	17
	2014/15	23	1	24
	2015/16	23	3	26
	2016/17	24	3	27
	2017/18	25	5	30
G8	2013/14	0	0	0
	2014/15	0	0	0
	2015/16	0	0	0
	2016/17	1	0	1
	2017/18	0	0	0
G9+10	2013/14	0	0	0
	2014/15	0	1	1
	2015/16	0	0	0
	2016/17	1	0	1
	2017/18	1	0	1

Most of our variable-hours research staff are at grades 6/7. Thirty-seven of the 68 research posts are variable-hours positions held by students, who are disproportionately female given our student profile. These posts are offered to students to create income during their studies and provide opportunities for research and sometimes teaching. Students are necessarily limited in terms of available weekly hours for paid work hence variable-hours contracts provide much-needed contractual flexibility. Occasionally students on these contracts progress (on successfully completing their DPhil) to post-doctoral research posts (three in the last five years) and from there into more senior posts in the department. One of our female Professors is a former student who completed a DPhil in our department.

Given the reliance on external funding, research staff are typically employed on fixed-term contracts, renewable if new external funding is attracted. Researchers who have held a fixed-term post for two years and nearing the end of their contracts are offered support with redeployment in line with legislation and university policies. The redeployment process allows staff to discuss any potentially suitable vacancy within their department before it is advertised more widely. With a suitable match, they can usually be offered the post without a formal application process. If it is not possible to offer continued employment or to identify suitable alternative employment, employees are:

- allowed time off to attend interviews/relevant training;
- offered guidance on job search skills from the Careers Service.

Principal Investigators (PIs) work actively to identify new sources of funding to retain fixed-term contract staff in post beyond the end of their current funding.

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

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

Figure 22. Academic and research staff f/t leavers by gender

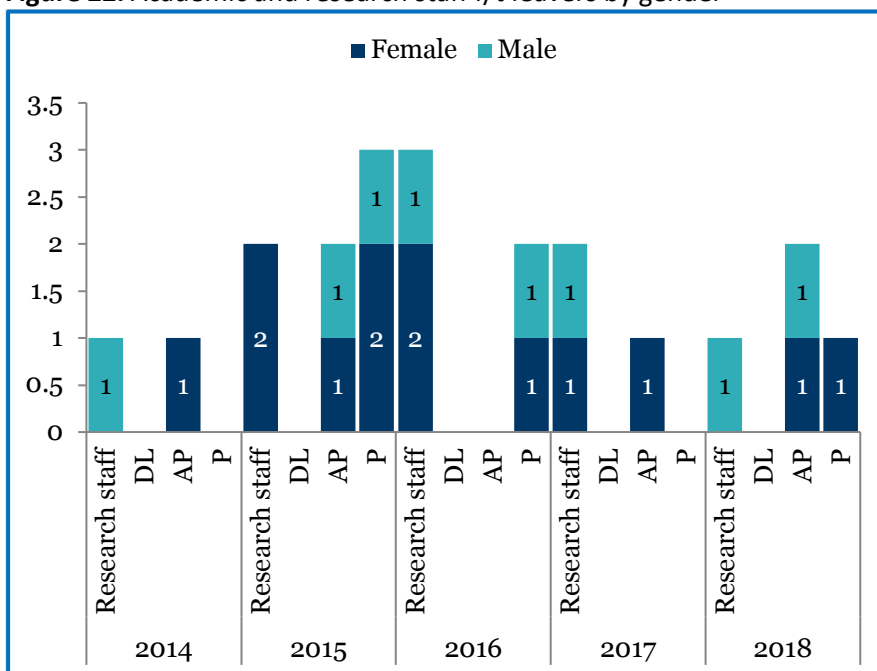


Figure 22a. Academic and research staff p/t leavers by gender

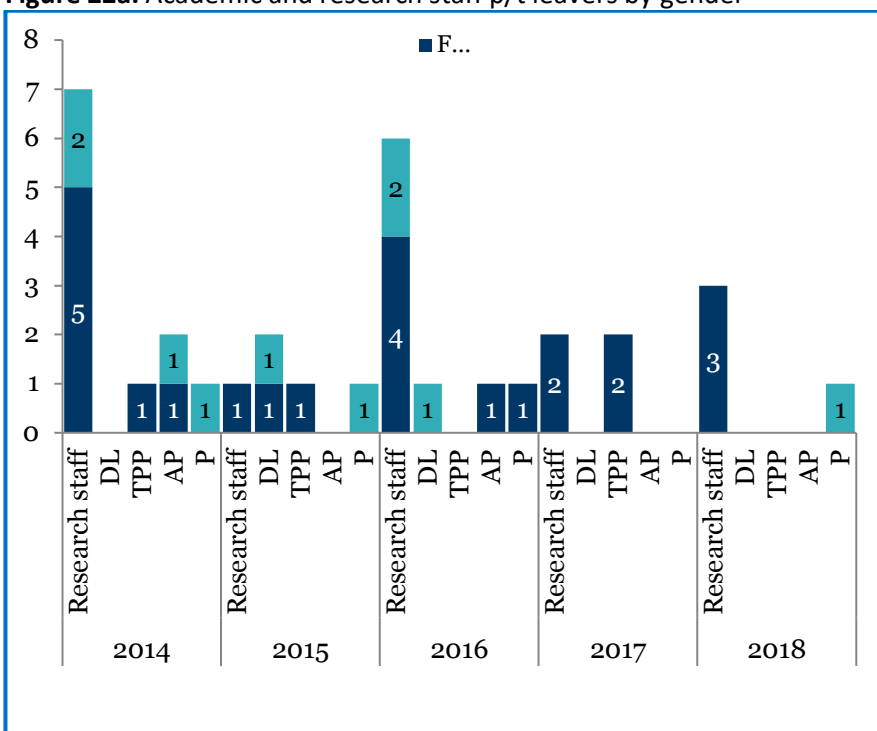


Table 9. Academic staff (f/t and p/t) leavers relative to numbers in post

Gender	2014		2015		2016		2017		2018		Left over 5 years	
	Left	In post	Left	In post	Left	In post	Left	In post	Left	In post	Total	Avg %
F	3	28	5	25	3	23	3	29	2	28	16	12%
M	2	22	4	22	2	20	0	21	2	20	10	8%

While turnover within the AP/P category is usually low, we have had a number of retirements over the past few years. Eleven f/t and 6 p/t APs or Ps have left the department in the past five years (collapsed across fixed-term/permanent status). Of these, 14 have left due to retirement (7 female). The remaining colleagues left to take up academic positions elsewhere. Two of the three DLs (one female) who left came to the end of their contract and our data suggest they are not currently in employment. The remaining (male) DL who left went on to another academic institution.

Turnover amongst researchers is predominantly due to the end of externally-funded fixed-term contracts. PIs actively seek funding to retain their research teams. Of those researchers who do leave, it is often on to a position for career progression, and often within the wider university.

Whereas the university data systems attempt to keep track of reasons for leaving, our experience indicates that the level of detail is low. The *Employee Lifecycle Initiative* (ELI) (as of Q1, 2019/20) is a programme of work designed to review all stages of our staff's experiences, to update procedure where necessary, and to develop better systems to monitor the effectiveness of our processes. The ELI will enable us to keep more detailed information at the departmental level, enabling careful monitoring of any gendered issues regarding leavers (**Objective 3.7**).

ACTION PLAN

Objective 3.7: As part of the Employee Lifecycle Initiative (ELI), develop and launch a **LEAVERS' PROCEDURE** by September 2020. This procedure will make exit interviews mandatory, so that line managers are able to provide the HR team with more detailed and accurate data for the Core HR system⁵ of the reasons leavers leave and their destinations.

3270 words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1 Key Career Transition Points: Academic Staff

(i) Recruitment

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

Due to central University clear-down of recruitment data in response to the introduction of GDPR legislation, we are only able to provide data for two years.

⁵ CoreHR is the university's internal system software which handles HR related data.

The posts for which there has been a recruitment exercise in the past two years are presented in Table 10.

Table 10. Posts recruited for in the years 2016/17 and 2017/18

		Number of posts
2016/17	Associate Professor	2
	Researcher G7	1
	Researcher G6	2
2017/18	Professor	1
	Senior Professorial Research Fellow	1
	Associate Professor	1
	Senior academic researcher	1
	Researcher G7	7
	Researcher G6	4

The department has full control of recruitment to DL, TPP, and research posts. Recruitment to AP posts is overseen by the SSD in collaboration with an Oxford college. Recruitment to Statutory Professorships is overseen by the university. Chairs of recruitment panels are required to have completed the university’s Recruitment and Selection online training. While in the past we have encouraged all members of recruitment panels to complete this, and the online Implicit Bias training, we have not kept records on whether they have done so, leading to **Objective 3.1**.

ACTION PLAN

Objective 3.1: Make **RECRUITMENT AND SELECTION** online training and Implicit Bias online training mandatory for any colleague on recruitment panels and use Core HR to input and track this data, by September 2020.

While we do aim to include men and women on all recruitment panels this aim has (rarely) not always been met due the smaller number of men in the department. We do not have clear records on when or why a panel has not included both genders, leading to **Objective 3.2**.

ACTION PLAN

Objective 3.2: Ensure that **EVERY RECRUITMENT PANEL HAS BOTH GENDERS REPRESENTED** on the panel. Use Core HR to track this data, and provide comments in Core HR for reasons for exceptions to the policy so that these can be examined and the cause identified, by September 2020.

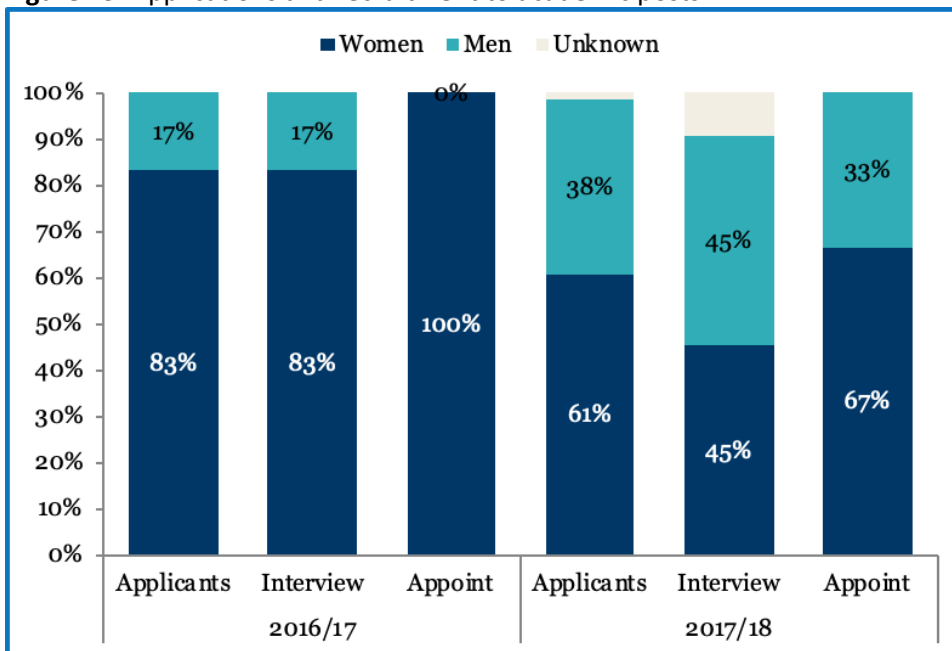
More women tend to apply to/accept our academic and research posts. Data from the university cover only a two-year window hence it is difficult to ascertain whether they represent a stable pattern. Given our data show relatively equal numbers of men and

women at AP and P levels, the higher proportions of women in Figure 23 may not represent the longer-term pattern. Consequently, we will record this information to monitor and review whether there are patterns in these data that need to be actioned (**Objective 3.3**).

ACTION PLAN

Objective 3.3: Cleanse Core HR on a quarterly basis so that **APPLICATION-OFFER-ACCEPT RATIOS ARE CLEAR WITHIN THE DEPARTMENT**. This will enable monitoring of this data longer term, and ensure it is kept up to date. Carry out a retrospective cleanse for the period to January 2020, by February 2020.

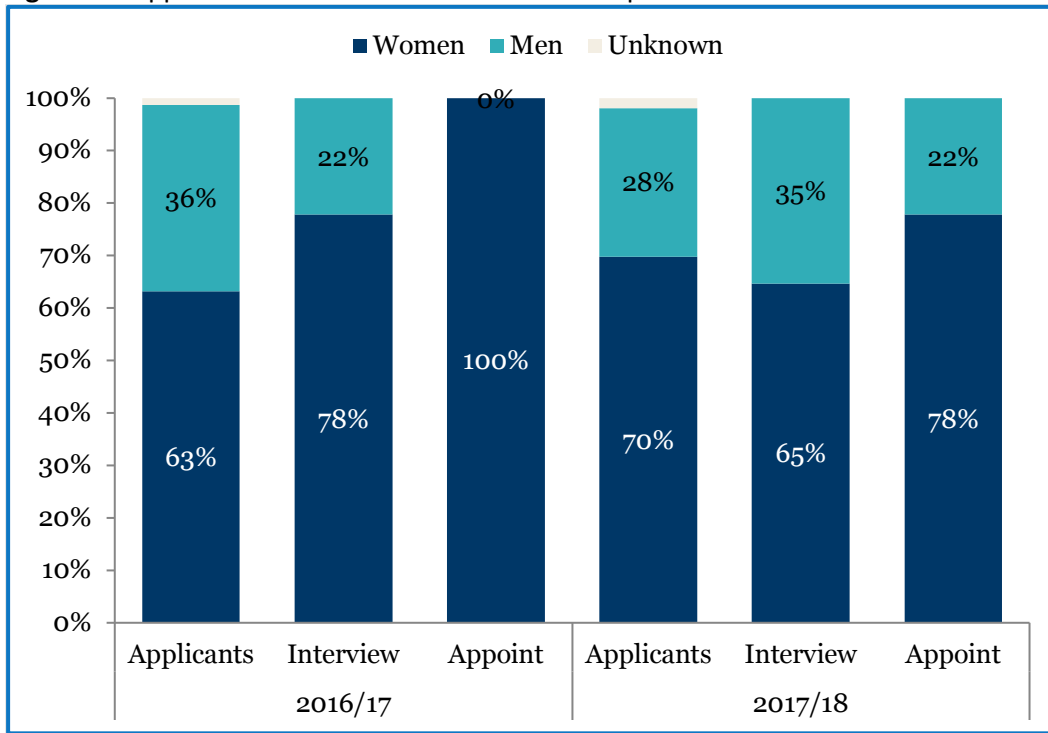
Figure 23. Applications and recruitment to academic posts



Year	Status	Female	Male	Number	Total
2016/17 ⁶	Applicants	10	2	0	12
	Interview	10	2	0	12
	Appointed	2	0	0	2
2017/18	Applicants	48	30	1	79
	Interview	5	5	1	11
	Appointed	2	1	0	3
Total	Applicants	58	32	1	91
	Interview	15	7	1	23
	Appointed	4	1	0	5

⁶ Two associate professors were recruited in this year. There were few applicants and all applicants were interviewed.

Figure 24. Applications and recruitment to research posts



Year	Status	Female	Male	Unknown.	Total
2016/17	Applicants	48	27	1	76
	Interview	7	2	0	9
	Appointed	2	0	0	2
2017/18	Applicants	178	72	5	255
	Interview	33	18	0	51
	Appointed	7	2	0	9

		Female	SSD average
2-year averages	Applicants	66.5%	33.5%
	Interview	71.5%	28.5%
	Appointed	89.0%	11.0%

Women are successful in recruitment to academic and research posts. Nonetheless, we have noted that whereas for senior appointments, shortlisting packs include a statement about research which suggests that women tend to downplay their achievements in relation to men, this is not included for appointments to AP or research posts. Therefore, to follow good practice, **Objective 3.4** aims to include this statement so that panellists can be encouraged to take this into account in evaluating applications (**Objective 3.4**).

ACTION PLAN

Objective 3.4: Ensure that all members of selection panels are aware of current research showing **WOMEN TEND TO DOWNPLAY THEIR ACHIEVEMENTS AND TALENTS** in applications relative to men.

Recruitment to fixed-term research posts are carried out according to university procedures.

(ii) Induction

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

Induction for new academic staff is led by the Director and EA to DoD. New staff are expected to attend an annual one-day 'Induction for New Staff' course, with workshops on Oxford's teaching and supervision practices, run by the university's People and Organisational Development (POD) (formerly the OLI). This provision is revised regularly based on participant feedback. In 2017 the department launched an annual induction half-day for new staff. Research staff are encouraged to attend POD's 'Welcome Event for Research Staff' and join the department's Research Staff Forum (see Figure 1). At induction, university policies and department practice are highlighted; training and development opportunities are promoted; and staff are encouraged to join networks promoting diversity and inclusion.

12% of respondents on the staff survey (2018) commented on induction, several indicating some dissatisfaction, including with the absence of a departmental induction (despite it being available), and/or a lack of quality/relevant information. The department has begun, therefore, to implement a strategy to improve induction for all staff. From October 2019 the department increased its HR staffing to two people, to enable greater focus on an induction improvement action plan. **Objective 3.5** reflects our intention to encourage full engagement with an effective induction programme.

ACTION PLAN

Objective 3.5: ENHANCE AND IMPROVE THE INDUCTION PROCESS, including monitoring participation in induction-oriented training and events and evaluation of effectiveness of induction in helping new colleagues integrate into the department. This work will take place as part of the ELI, with the enhanced induction plan in place by September 2020

(iii) Promotion

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

Staff can self-nominate to be considered for professorial title through the **Recognition of Distinction (RoD)** exercise which confers the title of full professor upon those who have demonstrated exceptional achievements in research, teaching, and citizenship. Through the Personal Development Review (PDR) process and mentoring, career planning is discussed, including working towards applications for professorial title. Between 2014 and 2018, five RoD applications were made (three males). One male was not successful (66% success rate), whereas both females received the title (100% success rate).

Table 11: Successfully awarded Recognitions of Distinction (full professorships) by gender

	Female			Male		
	Promoted	APs in post	% promoted	Promoted	APs in post	% promoted
2014	1	10	10%	0	10	0%
2015	0	10	0%	0	10	0%
2016	1	11	9%	0	11	0%
2017	0	11	0%	1	11	9%
2018	0	10	0%	1	10	10%

It is common in many academic institutions that women tend to self-nominate for promotion relative to men. This is not an issue in the department. Nonetheless, we will vigilantly monitor the gender balance in RoD applications and work with staff through PDR to ensure eligible staff put themselves forward when eligible (**Objective 2.1**).

ACTION PLAN

Objective 2.1: Continue to support colleagues through **PERSONAL DEVELOPMENT REVIEW (PDR)** to plan their careers to include eligibility for RoD and monitor gender balance in RoD applications

The annual **Reward and Recognition Scheme (RRS)** rewards exceptional performance significantly above that which might reasonably be expected for an individual's grade. It awards either advancement to the next scale point or a lump sum payment equal to one increment. This scheme is open to all staff on professional and administrative, and academic-related contracts (grades 1-10) with more than six months' service, including those employed on variable-hours contracts. Managers are encouraged to nominate staff for an award.

Table 12. Number of staff and percentage of women who received Reward and Recognition Scheme awards (all nominations were awarded)

Year	Staff category	Female	Male	% Female
2015/16	Professional and Administrative	5	3	63%
	Researcher	0	0	-
	Academic staff	0	0	-
2016/17	Professional and Administrative	2	1	67%
	Researcher	1	0	100%
	Academic staff	0	0	-
2017/18	Professional and Administrative	4	1	80%
	Researcher	0	0	-
	Academic staff	1	0	100%

As there are more women on these grades, more awards have correspondingly been made to women. All but one have been for professional and administrative staff. To change the perception that the scheme is only for these staff, the department will emphasise with line managers the importance of considering academic and research staff for the scheme(**Objective 2.2**).

ACTION PLAN

Objective 2.2: Emphasise to line managers of academic and research staff that the annual **REWARD AND RECOGNITION SCHEME (RRS)** is available for all eligible applicants when the 2020 round is publicised in February 2020, and continue to communicate this fact at Staff Meetings throughout 2020 and beyond.

At any time, line managers or individuals may request a post to be regraded if they feel that changes in the role are sufficient to justify a grade review. All regrade requests have been successful in the department in the last ten years: in nearly all cases instigated by managers as part of their staff and team development plans. Thirty-nine staff members have received at least one regrade or promotion since being in post, with 37.2% of women regraded/promoted and 20% of men (Table 13) across all staff categories.

Table 13: Number of staff in post on December 1st 2018 who have received at least one regrade promotion since being in post (by gender)

Staff category	Promotion	Female		Male		Total
		Number	%	Number	%	
Professional and administrative	Total staff	29	83%	6	17%	35
	Promoted	15	88%	2	12%	17
Research only	Total staff	27	77%	8	23%	35
	Promoted	9	82%	2	18%	11
Teaching and research	Total staff	22	54%	19	46%	41
	Promoted	7	70%	3	30%	10
Teaching only	Total staff	8	80%	2	20%	10
	Promoted	1	100%	0	0%	1

While these data suggest that women’s contracts are regraded more frequently than men, the absolute numbers are small. Women tend to stay in these posts longer and hence are more likely to benefit from regrading processes. Nonetheless, our records indicate that all men on professional and administrative contracts have been regraded at least once. When regrading is considered, equality issues with other post-holders (given seniority of job content and level of performance) are considered.

Only one teaching-only contract has been regraded because the TPP post is a generic grade 8 post reflecting the experience post holders had in teaching (schools) before joining the department. One TPP who started on grade 7 was regraded to 8 because the appointment at 7 was an error. The university grading system has no facility for a TPP at grade 9, hence the importance of phasing out the TPP posts in favour of DL appointments (**Objective 2.10**).

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

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

The relative proportion of eligibility and submission was fairly uniform across gender in terms of FTE and headcount on the REF 2014. The proportion of eligible male staff was only slightly higher than the proportion of eligible female staff.

Table 14: Number of staff submitted to REF by gender

FTE	Female		Male		Total
	No.	%	No.	%	
Not submitted	4.2	58%	3	42%	7.2
Submitted	18.72	50%	19	50%	37.7
Total FTE	22.92	51%	22	49%	44.9
Headcount	No.	%	No.	%	Total
Not submitted	5	63%	3	38%	8
Submitted	21	49%	22	51%	43
Total headcount	26	51%	25	49%	51

Data on RAE 2008 is not available due to the way data was gathered for the 2008 exercise. Given the changes to the current REF framework where all staff (on specific contracts) are eligible, our focus will be on ensuring that all staff are adequately supported to be able to submit high-quality outputs in forthcoming REF submissions (**Objective 2.3**).

ACTION PLAN

Objective 2.3: Ensure that all staff are supported for contributing to the **RESEARCH EXCELLENCE FRAMEWORK (REF)** submission through workshops, mentoring, and information sessions.

5.2 Key career transition points: professional and support staff

SILVER APPLICATIONS ONLY

5.1. Key career transition points: professional and support staff

(i) Induction

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

(ii) Promotion

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

5.3 Career development: academic staff

(i) Training

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

Training is available to all staff through departmental, divisional, and university provision. University training is provided online and through the university's Professional Development Team. The department runs regular bespoke events which provide support and advice on specific topics. We have recently updated our PDR scheme (see 5.3(ii)) which will help us strengthen training needs.

The department supports staff wishing to access university schemes (e.g., Oxford Women's Development Programme; the Oxford Senior Women's Mentoring Network). Six academics and one professional and administrative staff member has participated in this scheme in the past five years.

There is no centralised portal for recording training at Oxford and to date the department has not kept records of staff training. We have some indication about attendance at divisional training courses (Table 15a) but this does not distinguish between staff and students.

Table 15a. Take up of divisional skills training programme in SSD

Academic year	Male	Female	Total	% female
2016-17	15	83	98	85%
2017-18	25	64	89	72%
Total	40	147	-	-

Data from the POD(OLI) and IT Services also give some indication of colleagues' take-up of training opportunities (Table 15b).

Table 15b. Take up of training opportunities by gender

Year	Training type	Female		Male		Total
		Number	%	Number	%	
2016/17	OLI	21	88%	3	13%	24
2017/18	OLI	12	92%	1	8%	13
	IT Services training-staff	27	87%	4	13%	31
	IT Services training-students	54	82%	12	18%	66
	Lynda course-staff	31	84%	6	16%	37
	Lynda course-students	105	63%	61	37%	166

The lack of centrally held data on department staff training indicate a need for the department to improve its records regarding uptake of training and development opportunities. Further, the usefulness and relevance of the training will be recorded (**Objective 2.4**).

ACTION PLAN

Objective 2.4: Develop a system for monitoring **UPTAKE AND EFFECTIVENESS OF TRAINING** as part of the Employee Lifecycle Initiative, by September 2021.

The staff survey revealed that while most staff felt they had the opportunities to develop new skills, and were comfortable discussing training needs with their managers, this wasn't clear to 35% of respondents. The new PDR process will help address this by embedding training and development into PDR discussions. **Objective 2.5** reflects our commitment to increase awareness of different training opportunities offered both within the department and the university.

ACTION POINT

Objective 2.5: Increase **AWARENESS OF TRAINING OPPORTUNITIES** for all staff and include discussion of training and workload through PDR processes.

40% of respondents on the survey felt they did not have the time to undertake relevant training. This feedback led to **Objective 2.6** to offer more bespoke training within the department which might make it easier for colleagues to engage with training opportunities.

ACTION POINT

Objective 2.6: Offer more **BESPOKE TRAINING SESSIONS** within the department where needed and monitor and review PDR outcomes to assess improvements in staff development as part of the ELI, by September 2021.

(ii) Appraisal/development review

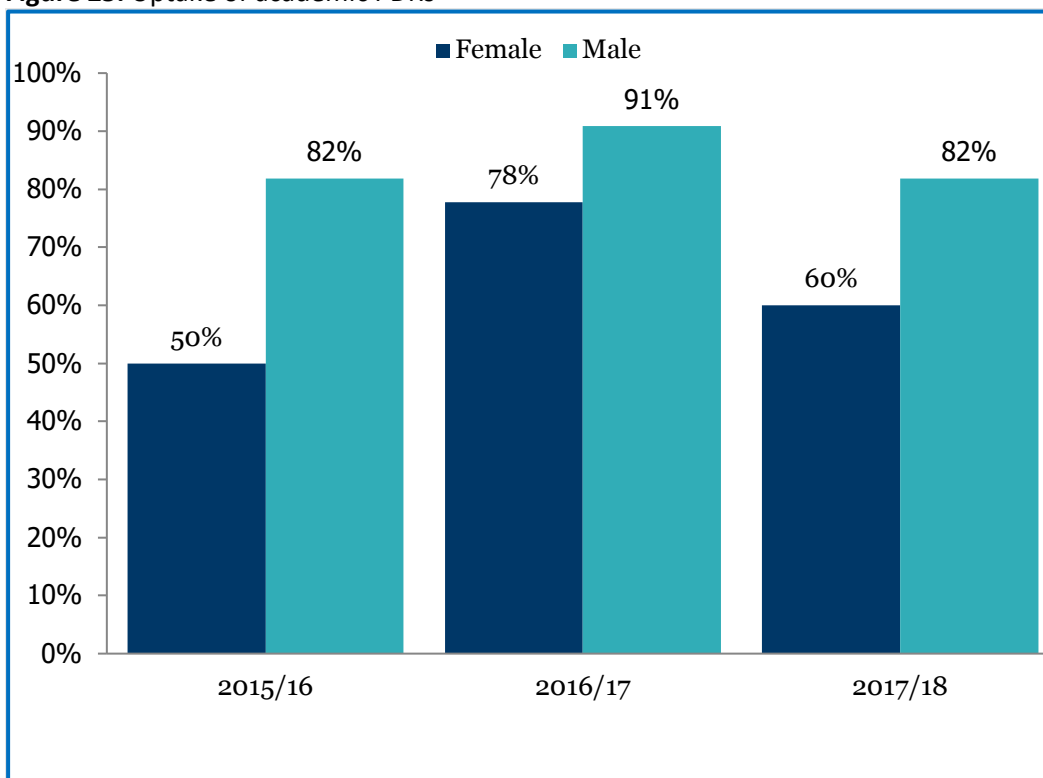
Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Until 2018/19, the appraisal system was only consistently taken up by APs as they are mandatory to their five-year IPO and are compulsory every five years thereafter. Appraisals were not widely taken up by other members of staff as evident from the staff survey data where only 40% of staff (31%F; 59%M) reported having a PDR discussion in the past two years, lower than the SSD average of 58%. 80% of staff found the PDR to be at least 'quite useful', compared to SSD average of 53%. Of the staff who had not had a PDR, 57% reported they had not been invited to do so (compared to 51% across the SSD), with 75% reporting that they would have liked the opportunity to have one.

We have recently launched a new PDR scheme for all staff, including a mentoring scheme. The new PDR scheme was developed in part because only a handful of colleagues had regular appraisals with their line managers. Furthermore, feedback from our Research Staff Forum (see Figure 1) indicated that fixed-term research staff expressed interest in having mentors. The PDR consists of establishing a meeting between staff and a senior colleague to discuss activity in the previous year and their future career plans, together with how the department can support this plan.

Figure 25 reflects the proportions of female and male academic staff who have participated in a PDR. These data are encouraging: for the past two years more academics participate in PDR relative to the university benchmark of 53%. However, these data also suggest that more men take up PDRs than women. Given the university's procedures do not require academics to take up PDRs annually these figures are positive.

Figure 25. Uptake of academic PDRs



Year	Female		Male	
	Uptake	Total	Uptake	Total
2015/16	4	8	9	11
2016/17	7	9	10	11
2017/18	6	10	9	11

It is too early to monitor PDR uptake, but data will be collected at the end of 2019/20 to gather and review feedback from staff on how the scheme is working. The scheme will include a particular focus on encouraging women to take up PDR (**Objectives 2.7; 2.8**).

ACTION PLAN

Objective 2.7: Monitor and evaluate the effectiveness of the **PERSONAL DEVELOPMENT REVIEW (PDR)** scheme, and increase awareness and uptake.

ACTION PLAN

Objective 2.8: ENCOURAGE MORE WOMEN TO ENGAGE WITH THE PDR SCHEME.

(iii) Support given to academic staff for career progression

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

Support for career progression is offered through PDR/mentoring, and training activities, and discussions with line managers about the RoD and RRS schemes and regrading posts. The Research Staff Forum (see Fig 1) provides a venue to discuss and feedback career progression and development needs to the Research Strategy Group. Further support for career progression is offered through the DPhil bursary scheme which supports staff to further their careers through DPhil study. Two such awards have been made to p/t female teaching-only staff.

Mentoring is recommended but not compulsory. 30% of staff reported they had received mentoring from someone other than their line manager on the staff survey, with 65% reporting they had not been offered a mentor. Of the staff that had received mentoring, 83% found it at least 'somewhat' useful. Feedback from our Research Staff Forum has further emphasised the need for a more cohesive mentoring programme.

As part of the PDR for academic staff, a senior colleague (e.g. DoD, DDoD, DoR) assigns a mentor to new colleagues, and the EA to DoD sends the mentor guidance. The mentor meets the mentee at least three times per year for at least one year (and in subsequent years if requested). This mentoring scheme was launched in October 2018 in response to staff feedback, and as such we do not yet have full data on uptake. For research and administrative and professional staff, a new, similar mentoring process is being set up and will be evaluated after one year. Consequently this new mentoring scheme will be evaluated at the end of the 2019/20 academic year and refinements will be made (**Objective 2.9**).

ACTION PLAN

Objective 2.9: Gather feedback from the implementation of the new **MENTORING SCHEME** and make adjustments as required to be more effective, by December 2020; increase awareness and uptake of the scheme for all staff groups.

80% of staff reported taking the time to reflect upon and plan their career development in the staff survey. However, only 35% reported that development opportunities were clear to them, compared to 41% of staff across the SSD. These data provide further reinforcement for **Objectives 2.7, 2.8** and **2.9** intended to increase the uptake of PDR and mentoring. As a result of these planned actions and in conjunction with **Objective 2.5** to increase awareness and uptake of training, we anticipate that colleagues will have greater clarity concerning opportunities for career progression.

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

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

Divisional training courses with a strong focus on career skills are offered for DPhil students. The ESRC-funded Grand Union Doctoral Training Partnership (DTP) offers training opportunities to all doctoral students in the SSD. The Careers Service provides organisational placements and opportunities to participate in its annual 'researcher consultancy' programme.

The department offers regular career development seminars and workshops for doctoral students, coordinated by a Student Liaison Coordinator (SLC). These take place

every week during term: 24 one-hour workshops per year. Topics focus mainly on research issues (e.g. fieldwork) and career planning (e.g. CV preparation). An informal feedback questionnaire is used to gather feedback. To enable these sessions to be more useful for students, we will work with the SLC to implement an attendance record and feedback protocol and annually review this provision (**Objective 5.11**).

ACTION PLAN

Objective 5.11: Monitor uptake and feedback (by gender) at the **STUDENT LIAISON COORDINATOR** (SLC) workshops for MSc and doctoral students and review workshop provision.

We also offer annual information/training sessions for Master's students considering DPhil applications. Topics include preparing the application, how best to choose potential supervisors, and how to seek funding.

Despite these initiatives, the student survey indicated that fewer than half of the total respondents felt they had adequate support for gaining 'academic experience'. Five students (13% of total respondents) commented that there were minimal training opportunities. This is possibly due to the fact that as a graduate-level department we do not have widespread teaching opportunities for students as we have no undergraduate programmes. Nonetheless, we offer some and we will actively pursue ways to offer further opportunities for gaining academic experience (**Objective 5.12**).

ACTION PLAN

Objective 5.12: Through the student survey, gather further information on what '**ACADEMIC EXPERIENCE**' students would like and actively seek ways to offer these opportunities.

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

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

A comprehensive system of support is in place for research grant applications. These are discussed in PDRs and with mentors. The SRF offers bespoke sessions on opportunities and budgeting. The research team led by the DoR coordinates a rigorous review process and early-mid career researchers are targeted for support on large grants. The DoR also carries out full reviews of grant applications (e.g., ESRC Future Leaders, ESRC DTP, Leverhulme, ERC). Each application is double peer reviewed where the prospective PI nominates the reviewers. Further support for the production of budgets and revision of grant proposals is given by the SRF. Examples of successful bids for particular funders are available to staff.

For unsuccessful bids, the research team and the applicant jointly review the comments received. The team keeps a log of unsuccessful bids to encourage those whose work may be positioned (in its improved version) to other relevant funding calls.

Doctoral students and postdoctoral researchers are actively encouraged and supported to submit funding applications. We run internal workshops on applying for funding, for all staff including researchers on fixed-term contracts. We have many successes for postdoctoral research applications. For example, a female student who had just finished her DPhil was mentored to apply for a successful ESRC DTP postdoctoral grant. We also have examples of successful (female) students securing Leverhulme postdoctoral grants with mentorship from more senior colleagues. This mentoring process involves the senior colleague providing detailed feedback on numerous iterations of the application before submission, as well as mentoring if funding is secured. Finally, many colleagues (often with little experience of managing their own research grants) collaborate as co-investigator (CI) on projects in which they have had a supportive role.

SILVER APPLICATIONS ONLY

5.4 CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i) Training

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

(vi) Appraisal/development review

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

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5. Flexible working and managing career breaks

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

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

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

The university's maternity package is 26 weeks at full pay, 13 weeks at Statutory Maternity Pay, then 13 weeks unpaid leave. The department works with individuals to provide appropriate advice and draw up a maternity plan as early as possible. At around the 20-week mark of pregnancy, or when the staff member feels comfortable, the HR Administrator meets with the colleague to ensure all procedures are in place.

The Health and Safety Officer meets with the colleague as early as possible to ensure that working conditions are suitable, e.g. desk placement, computer work, and any equipment is provided to ensure maximum comfort/safety. The Health and Safety Officer then meets with the colleague monthly to ensure ongoing support is provided.

(ii). Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

When individuals are on maternity/adoption leave we appoint an employee to cover their work, where needed, for the duration. For professional/support staff a temporary staff member usually covers their leave, whereas for academic staff responsibilities are typically redistributed. If further support is needed this is financed by the department. For externally-funded posts, if the funder will not pay for maternity cover the department meets the cost.

During the leave, the department may make reasonable contact with an employee and, similarly, an employee may make contact with the department. What constitutes 'reasonable' contact is established before the leave begins and the frequency and nature of the contact will depend on factors such as the nature of the work and the employee's post, and whether either party needs to communicate important information, such as news of changes at the workplace that might affect the employee on their return. The contact between department and employee can be made in any way that best suits either/both. Staff are encouraged to use their statutory Keeping in Touch days if they wish to.

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

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

Efforts are made to reduce workload on return to work and staff are encouraged to make use of flexible working (e.g., compressed hours, p/t working for temporary or longer-term periods, job share).

Three staff have benefitted from the Returning Carers' Fund where they have gained additional support for their research through funds for a Research Assistant, training, or conference attendance. On return to work the HR Administrator meets with the colleague to support a smooth transition. The Health and Safety Officer also meets with the colleague to ensure work practices are in good working order. Any necessary equipment post-maternity leave is provided.

The department has no dedicated facilities for breast-feeding mothers, but a quiet staff room is offered as an option.

The university offers 430 f/t equivalent nursery places, a ratio of places to staff of 1:28, compared to a Russell Group average of 1:79. Some departments participate in the university-sponsored priorities scheme which enables them to nominate staff/students for a priority place on the nursery waiting list. Our department does not yet participate in this scheme but in response to staff feedback we will apply during the next round (**Objective 4.1**). Additionally, we will launch a departmental Staff Carers Network to further support staff with caring responsibilities.

ACTION PLAN

Objective 4.1: Apply to the sponsored **NURSERY PLACES SCHEME**, to support staff in gaining access to the university nursery provision, during the 2020 round and launch a staff carer network

(iv). Maternity return rate

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

Over the last five years, 10 staff have taken maternity leave and 8 have returned to work. In 2014 and 2015 two women left during or at the end of their maternity leave. One case was due to family relocation to the North of England, the other was due to a career change.

Table 16: Role and contract type of women taking maternity leave

Report Year	Role category	Contract type	Working pattern	Outcome
2013	Professional and administrative	Permanent/Open ended	p/t	Returned
2013	Researcher*	Fixed-term	Variable hours	Returned
2014	Professional and administrative	Fixed-term	p/t	Returned
2014	Professional and administrative	Permanent/Open-ended	f/t	Left
2014	Professional and administrative	Fixed-term	p/t	Returned
2014	Researcher	Fixed-term	f/t	Returned
2015	Research Assistant	Fixed-term	p/t	Left
2015	Professional & administrative	Permanent/Open-ended	f/t	Returned
2016	Researcher*	Fixed-term	Variable hours	Returned
2017	Researcher	Fixed-term	f/t	Returned
2017	Associate Professor	Permanent/Open-ended	f/t	Returned

* = same woman

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

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

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

All staff are encouraged to take paternity/shared parental leave and options are discussed with staff and the HR Administrator as soon as possible after the pregnancy or adoption announcement is made.

In the past five years:

- two grade 8 researchers each took shared parental leave (2017)
- one Professor took paternity leave twice
- one grade 8 research Fellow took adoption leave (2018/19)

(vi) Flexible working

Provide information on the flexible working arrangements available.

The department offers a range of flexible working arrangements in line with university guidance. These may be via a formal request or informal arrangement. For professional/support staff the arrangement tends to be formal, while for academic staff the arrangement is more informal. There were no formal requests for flexible working in 2017/18, and two successful requests by professional staff in 2018/19. Individual managers agree informal requests. Both types of request are rarely refused.

In the 2018 staff survey, most staff reported their working arrangements had flexibility (75%), although less than 10% reported they had a formal agreement in place. Of those without flexibility, almost all reported that they did not require it.

The university also offers a flexible retirement scheme allowing, with university approval, a mixture of retirement and continuity at work. We work within these guidelines to support continuity from f/t work to retirement. Two Professors have taken up this opportunity (one female).

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

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

There is no central university policy in this area. Managers work with individuals to promote a transition back to f/t roles. Meetings are held with staff and their line manager as well as with the HAF to ensure all such requests are facilitated as much as possible. For academic staff, this is discussed during the PDRs.

5.6. Organisation and culture

(i) Culture

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

The department has a collegial working culture. In the staff survey, over 80% of the 72 staff respondents reported being satisfied with their jobs overall, over 90% felt they could be themselves at work, and over 90% indicated they felt integrated into their teams. 90% of respondents indicated they would recommend working in the department to a friend. Free text responses to the survey emphasise their experiences of a supportive and intellectually-stimulating working environment. Some of the concerns expressed about the physical working environment (including a lack of communal spaces and a sense of work silos) have been addressed over the past year through a major upgrade of facilities and the opening of a departmental café from 0900-1600 each day. The café hosts drinks receptions after seminars and termly parties. The department hosts a summer BBQ and Christmas lunch for all staff.

Preparing an Athena SWAN application has been an opportunity for us to reflect on our work environment and to formalise our commitment to inclusivity through shared learning. We will be supporting staff and students to plan activities to celebrate International Women's Day, LGBT History Month, Trans Awareness Week, Black History Month, as well as to promote disability awareness (**Objective 1.3**).

ACTION PLAN

Objective 1.3: Develop an agenda with staff and students which reinforces the department's commitment to championing Inclusion through **SPECIFIC EVENTS** which mark targeted areas encompassed within inclusion.

(ii) HR policies

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

The department follows the HR policies of the university. The DoD, HAF and HR Administrator promote these policies through discussions with line managers/staff. All three have open-door policies and encourage informal/formal approaches from staff at all levels.

Any flagged cases are dealt with using the university's relevant procedures. The department works closely with its HR Business Partner in the SSD and any areas of concern are jointly discussed. The department participates in the university's annual

HR self-assurance process and makes adjustments accordingly. Managers seek advice from the HR leads in the department who in turn take advice from HR Business Partners.

In 2017/18 there was one informal complaint of harassment, which was resolved through discussions and enquiry, following university procedures. In 2016/17 there was one informal complaint; also resolved. These two informal complaints are not consistent with the staff survey where 11 staff members (15%) reported witnessing harassment which included witnessing the undermining or belittling of work by themselves or colleagues. Other respondents indicated that they had witnessed bullying/harassing behaviour in a different department, by a commercial collaborator, and by some students towards academic and administrative staff. Six staff (8%) reported experiencing harassment themselves. This latter result can be compared to division-level data from 2018, in which 11% of staff members reported experiencing harassment. No male staff member reported feeling they had been treated unfairly or had witnessed or experienced harassment at work. The department has two trained harassment advisors (1 female, 1 male) and posters providing their contact details are on noticeboards around the department. The university also provides training, available to all staff. All staff are kept updated regularly about policies through termly emails and newsletters.

Given the proportions of staff reporting experiencing harassment, (directly or indirectly), we will reinforce the importance of the university's harassment policy and procedures to all staff. Through engaging with induction and PDR, and promoting relevant training, we aim to reduce this proportion (**Objective 3.6**).

ACTION PLAN

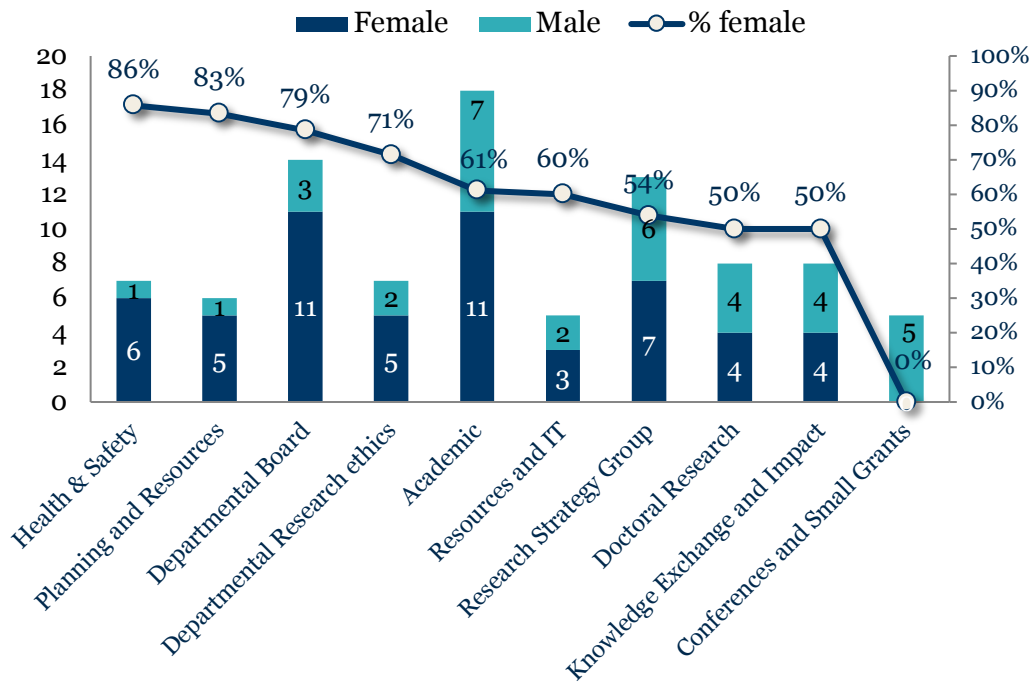
Objective 3.6: Promote engagement with the university's **HARASSMENT POLICY** and procedures through Induction and PDR and through ensuring that all line managers are trained on the policy and procedure, by September 2020, as part of the Employee Lifecycle initiative: - increase the number of harassment advisors, hold annual awareness-raising event, develop code of conduct for students

(iii) Representation of men and women on committees

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

Of the ten committees reporting directly to DB, seven have female chairs. DB is chaired by the (female) DoD. Influential committees are Departmental Board, Academic Committee and the Research Strategy Group, all of which have female chairs. On most committees there is a good gender balance.

Figure 26. Committees by gender



Committee	Female	Male
Health and Safety	6	1
Planning and Resources	5	1
Departmental Board	11	3
Departmental Research Ethics	5	2
Academic Committee	11	7
Resources and IT	3	2
Research Strategy Group	7	6
Doctoral Research	4	4
Knowledge Exchange and Impact	4	4
Conferences and Small Grants	0	5

Table 17: Committees by staff type

Committee	Student	Professional and administrative	Researcher	Academic	External
Health and Safety	0	6	0	1	0
Planning and Resources	0	2	0	5	0
Departmental Board	1	1	0	12	0
Departmental Research Ethics	0	0	4	3	0
Academic Committee	4	1	0	13	0
Resources and IT	0	5	0	1	0
Research Strategy Group	0	1	1	8	3
Doctoral Research	4	0	0	4	0
Knowledge Exchange and Impact	0	1	2	5	0
Conferences and Small Grants	0	0	3	2	0
Partnership and Deanery Committee	1	1	0	6	13

All committees except one are held during normal working hours. The exception is the Partnership and Deanery Committee which includes department staff, mentors, and head teachers of schools with which the department works in partnership to provide ITE. The nature of this relationship requires meetings to be held outside school hours and normal working hours to maximise attendance.

(iv) Participation on influential external committees

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

Members of the department are encouraged and supported to take on influential positions in the department, university, and externally.

Most senior staff are involved in external committees and with external professional organisations, but the department does not at present keep formal records on staff participating in these activities within and beyond the university. Academic staff with college associations are usually members of college committees.

Table 18: Female representation on Oxford University Committees

Committee	Name
Education Committee	Baird
REF Committee	Oancea
Access Testing Group	Hopfenbeck
SSD Quality Assurance Committee	James Relly
SSD Research Committee	Oancea
Social Sciences Equality and Diversity Steering Group	Murphy
Panel for Equality and Diversity	Murphy

We also have two female Deputy Principals of Colleges (Hillier, Ingram) and the position of Junior Pro-Proctor was held by a female colleague (Oancea). Externally, there are too many prominent positions of influence to list. Some examples include Standing Specialist Adviser to the Education Select Committee (Baird), Chair of NALDIC (Murphy), journal editors (e.g. Baird, Hopfenbeck, Mayer, Oancea), external examiners (Murphy) and members of reviewing panels (Baird, Erduran, Sebba, Sammons). Men are also represented on both internal and external and influential committees (Table 19).

Table 19: Male representation on Oxford University Committees

Committee	Name
Education REF Panel	Strand
Education Committee	Macaro
Admissions Testing Group	McGrane
SSD Quality Assurance Committee	James Relly
Ethics Committee	Gearon
Teaching Awards Panel	Mutton
Clarendon Award Panel	Winters

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Workload allocation is overseen by the DoD with support from the DDoD and DGS. Workload is annually assessed and takes into account teaching, examining, research, and administration. Our current workload model supports discussions on workload during PDRs. Our workload model has also enabled us to identify areas in the department which require further staff support which has led to strategic appointments. Annual workload planning begins in March based on processes and procedures agreed at the PRC. Gender bias is monitored and addressed. Course directors and line managers are asked to predict the specific workload requirements for the coming year. For academic staff this includes predicted number of students, number of taught sessions, amount of marking/examining, and time spent on various administrative roles. 63% respondents on the staff survey reported that their workload is reasonable, compared to the SSD average of 66%. Furthermore, 63% of staff agreed/strongly agreed that management and decision-making in the department was clear and transparent, higher than the SSD average of 57%.

At the departmental Strategy Away Day in September 2018, the department agreed on the period of tenure for key administrative roles such as DoD, DDoD, DoR, DGS, DPP, and DDR. The tenure of other roles such as course director is agreed within course teams and in discussion with the DoD. The university also stipulates the tenure for other roles such as Chair of Examination Boards (three years in the first instance). The department will continue to monitor the gender balance across key administrative roles and committees (**Objective 4.2**) and will continue to develop the workload model with gender in mind (**Objective 4.3**).

ACTION PLAN

Objective 4.2: In progress: To continue to **SUCCESSION PLAN** with gender balance in mind

ACTION PLAN

Objective 4.3: In progress: Ensure fair and equitable **WORKLOAD** planning enabling all staff to develop rewarding and progressive careers - review teaching workload by gender; review academic administration roles by gender, review leadership roles by gender

(vi) Timing of departmental meetings and social gatherings

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

Departmental meetings and social gatherings are almost always scheduled between the hours of 1000 and 1600 so that p/t staff and those with caring responsibilities are able to attend. For example, the primary department social gathering is the Wednesday coffee morning in the café from 1030. The annual staff Christmas meal is a lunch event held on a weekday at a venue within walking distance from the department. Research groups schedule seminars throughout the terms mostly between 1000 and 1600 – often at lunchtime. The department’s Public Seminar has been held on Monday evenings from 1700 for many years. This time was specifically chosen to accommodate the many associates of the department who are unable to attend earlier due to work commitments.

(vii) Visibility of role models

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

Role models in the department have visibility via several avenues, including in senior posts, on committees, in leadership roles, chairing and delivering seminars, and via online images of the department. Women in leadership roles are highly visible. Senior roles are also held by men and gender balance is part of the succession planning process.

Research leaders are also highly visible: half of the Professors are women; two of the four research centres are led by women. The department has two Visiting Professors: one of each gender. Prestigious research events are planned with gender balance in mind. In 2017-2018, of 21 Public Seminars held, 11 featured female speakers and 13 were convened by female colleagues. Colleagues in the department also have leadership roles for international conferences and ensure gender balance is considered at these events.

Our digital media and annual report feature women in almost every image, including in leading positions. Our photographers are briefed by the Research and Communications Officer when commissioning their work on the need to capture diversity in our staff and student populations. Images are selected based on how they best fit the content that

they are portraying, while also keeping in mind equal representation. As part of **Objective 2.1**, we will be reviewing our website pages to ensure as balanced and diverse reflection of the department as possible.

(viii) Outreach activities

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

Our outreach work is with graduates and professionals. PGCE staff are involved in several outreach events across each calendar year aimed at maximising recruitment to the course. These include participation in 'Oxford Careers' events, 'Get into Teaching' events and departmental open evenings. Our PGCE programme together with the Oxford Education Deanery is a partnership with schools in Oxford and the surrounding area. These partnerships include regular meetings with local teachers and students who are also invited to our Public Seminar series and other department events. Several of the Oxford Deanery's outreach initiatives address gender and issues of inclusion. In June 2019 the Deanery hosted the Early Career Teachers' Conference which included workshops on, *inter alia*, implicit bias and gender in the classroom. The Deanery's outreach work also involves writing digestible summaries and reports of research applicable to teaching practitioners, including research investigating issues related to gender in the classroom.

We do not record data on either staff or students' outreach work and we could profitably examine how to expand our outreach work (**Objective 1.4**).

5138 words

ACTION PLAN

Objective 1.4: review our **OUTREACH** activity, record staff and student participation and uptake – by gender

6 CASE STUDIES: IMPACT ON INDIVIDUALS

SILVER APPLICATIONS ONLY

6 CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

7 FURTHER INFORMATION

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

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

8 ACTION PLAN

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

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

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

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

TOTAL WORD COUNT: 10,156




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LANDSCAPE PAGE



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Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
1 Developing a culture of support, inclusion and respect; with principles of Athena SWAN made central							
1.1	Establish a permanent committee to embed EQUALITY AND DIVERSITY considerations within the governance structure of the department and oversee implementation of the SMART action plan	Departmental strategy to provide an inclusive environment for all staff including Equality & Diversity The Inclusion committee will oversee the AS and E&D work to ensure our commitment is embedded	Initial steps have been taken to set up an Inclusion committee: draft Terms of Reference and Constituency has been prepared to be discussed and agreed at forthcoming DB meeting (2020)	i) ASWAN SAT will form an Inclusion committee which will be incorporated into Departmental Governance structure (see Figure 1)	i) DDoD & PRC	i) Q2 2019/20	Minutes of Inclusion committee record strategy on implementation of the Action Plan Minutes of PRC and DB include summary of Action Plan Targets which feature annually in strategic plans and progress on achieving these are reported to PRC and DB
				ii) appoint a Chair of Inclusion Committee	ii) DoD, DB	ii) Q2 2019/20	
				iii) Inclusion committee will report to the DB	iii) Chair of Inclusion Committee	iii) Q3 2019/20 and termly thereafter	
				iv) establish Terms of Reference including appointment basis and period of office	iv) Chair of Inclusion Committee	iv) Q2 2019/20 and review annually thereafter	
				v) develop an agenda to implement the SMART Action Plan	v) Members of Inclusion Committee	v) Q3 2019/20 and review	

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
				vi) Continue to develop actions to support and improve Inclusion throughout the department	vi) Members of Inclusion Committee	annually thereafter vi) Q3 2019/20 and termly thereafter	AS/E&D continues to be a standing item at all department meetings Priority: High
1.2	Give prominence, both internally and externally, to the department's commitment to INCLUSION for all staff, students, and visitors	To succeed, the AS process must be embedded and supported at the highest strategic decision-making level. Ensure staff and students are aware of department's commitment to E&D/Inclusion issues	Statement about commitment to Diversity has been included on some course handbooks https://canvas.ox.ac.uk/course/s/21783/pages/diversity-statement?module_item_id=353633 but these are internal only at present. Athena SWAN features as a standing item	i) Ensure that AS is included in the annual review of the Department's strategic plan	i) DoD, EA to DoD	i) Q1 2019/20 & review annually	≥ a 10% increase in students completing annual survey
				ii) Ensure that AS/E&D remains a standing item on Department's PRC, DB and Academic Committee agenda	ii) DoD, EA to DoD, DGS, HDO Administrator	ii) Q1 2019/20	≥ 50% of students responding to survey agree they are aware of the department's commitment to inclusion
				iii) include statements about the department's commitment to Inclusion and Equality & Diversity in student handbooks	iii) DGS and course directors of different programmes	iii) Q2 2020/21 & review annually	≥ 5% increase in staff completing survey
				iv) include discussion of importance of Inclusion and E&D in induction week meetings with new students – <i>highlighting the importance of</i>	iv) course directors	iv) Q2 2020/21	≥ 50% of staff completing survey agree they are aware of the department's commitment to inclusion

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
			on all committee agendas	<i>returning the student survey in this process</i>			Priority: High
				v) include a statement on the departmental website of the department's commitment to establishing and maintaining an inclusive working environment for all	v) Chair of Inclusion Committee and Communications Officer	v) Q2 2019/20	
				vi) AS logo to appear on website and prospectus	vi) Comms officer, course directors	vi) Q3 2019/20	
1.3	Develop an agenda with staff and students which reinforces the department's commitment to championing Inclusion through SPECIFIC EVENTS which mark targeted areas encompassed within inclusion.	Currently there is no such agenda and any events are ad hoc		i) Inclusion committee to work with SLC to promote and plan agenda of departmental events to promote awareness of inclusion	i) HR, SLC, Inclusion Committee	i) Begin planning agenda in Q2/Q3 2019/20	≥ 1 event each term to improve awareness of, and culture of inclusion in the department.
				ii) Make facilities available to staff and students who wish to commemorate key areas of Inclusion, (e.g., LGBT month; international women's day; Trans awareness; Black History month; mental health awareness). These events may include such activities	ii) HR, SLC, Inclusion Committee	ii) roll out events from Q1 2020/21	Priority: High

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
				as: seminars, bake sales, film screenings, and other activities aimed at bringing people together around a particular inclusion issue.			
1.4	To review OUTREACH work and develop a record of staff and student participation and uptake – by gender	There is no systematic record of outreach activity across the department		i) Develop a monitoring mechanism for staff and student participation in outreach activity	i) Course committees and Inclusion committee	Q1 2019/20 and ongoing	Accurate record of staff and student outreach engagement ≥ 33% of participants in outreach/admissions events are women ≥ 33% of participants in outreach events are men 0 male-only or female-only seminar or workshop programmes Priority: Low
				ii) Ensure Open Day and other admissions events reflect gender parity (staff) throughout the day/event.	ii) Course Directors	Q1 2019/20 and annually	
				iii) Ensure workshops, seminars and other events strive to achieve a balance in gender of department representatives (staff and students)	iii) DGS	Q1 2019/20 and termly	
2. Improve opportunities for career development and progression; prioritising gender equality							

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2.1	Continue to support colleagues through PERSONAL DEVELOPMENT REVIEW (PDR) to plan their careers to include eligibility for RoD and monitor gender balance in RoD applications		The DoD and DDoD currently adopt a strategy of identifying eligible (or soon to be eligible) staff for the RoD and meet to discuss preparing an application and/or developing their profile	i) Encourage mentors and line managers to offer explicit guidance on developing a profile that meets the criteria for RoD - reviewing and adapting mentoring guidance to ensure mentors have this on their agenda	ii) DoD; DDoD; HAF	i) Q1 2020/21 and annually when the call for RoD applications is made	≥ 20% increase in number of staff who report being clear on career progression opportunities [staff survey, feedback from mentoring]
				ii) checklist to line managers that RoD should be an item for discussion at appraisals	ii) HR	ii) Checklist developed in Q2/3 2019/20	Checklist available for line managers to ensure appraisals offer opportunity to discuss RoD
				iii) DoD and DDoD continue to identify eligible candidates and directly encourage them to put themselves forward for RoD	iii) DoD; DDoD; HAF	iii) Q1 2019/20 and ongoing	Equal number of applications for RoD from female and male across a 2-year period
				iv) continue to monitor gender balance in RoD applications	iv) DoD; DDoD	iv) Q1 2019/20 and ongoing	Priority: High
2.2	Emphasise to line managers of academic and research	Table 12 indicates that fewer academic and		i) Publicise that the scheme is open to all on grades 1 to 10 when the 2020 round opens in	i) HR; HAF and line managers	i) Q2 2019/20 and annually thereafter	≥ 10% increase in no. of academic and research staff nominated for RRS in

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	staff that the annual REWARD AND RECOGNITION SCHEME (RRS) is available for all eligible applicants when the 2020 round is publicised in February 2020, and continue to communicate this fact at staff meetings throughout 2020 and beyond.	research staff are put forward for RRS		February 2020 and continue to communicate this fact at staff meetings throughout 2020 and beyond. ii) HAF to contact line managers in advance of the annual RRS call that they can nominate their staff on grades 1-10, highlighting the criteria.			2020 and annually thereafter Priority: High
2.3	Ensure that all staff are supported for contributing to RESEARCH EXCELLENCE FRAMEWORK (REF) submission through		In leading up to the REF we have had numerous presentations offering information at staff meetings, away day (in October 2019)	i) Continue to conduct staff workshops to communicate about REF and arrange mentorship to support contributions to the submission ii) Continue the 'writing workshop' scheme	i) REF Steering Group and RSG ii) Research mentors;	i) Q2 2019/20 and repeated at next REF cycle ii) As of Q1 2019/20 and thereafter	≥ 1 staff development REF workshops per annum ≥ 75% of staff who participate in REF workshops indicate it was useful/effective

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	workshops, mentoring, and information sessions		and at various workshops throughout the year In 2019/20 a 'writing workshop' mentoring scheme was developed where more experienced researchers offer to read draft papers prepared by more junior researchers to offer guidance on strengthening research outputs		Research theme leaders; and centre directors		[from workshop feedback] ≥ 5% increase in Staff reporting feeling supported in preparing for REF submissions (on staff survey) Priority: High
2.4	Develop a system for monitoring UPTAKE AND	CoreHR can highlight training requirements logged against a		i) HR to keep up-to-date PDR review information regarding training on CoreHR and to highlight	i)HR	i)Q2 2019/20 and ongoing	Accurate understanding of number of staff who

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	EFFECTIVENESS OF TRAINING as part of the Employee Lifecycle Initiative, by September 2021.	PDR review. This will be adapted to highlight when training needs are met.		when training is completed.			have engaged in training
			ii) HR to develop a spreadsheet log to monitor staff uptake of training offered by the department and the university. This will allow us to track trends in requests for training and liaise with the central and local administrative teams to offer a bespoke offering for staff within the department.	ii)HR	ii)Q2 2019/20 and ongoing	≥ 75% of staff who participate in training indicate it was useful/effective [feedback from training sessions, staff survey]	
			iii) monitor effectiveness of training for staff through careful analysis of staff survey and feedback following individual training sessions	iii)HR and Inclusion Committee	iii)Q1 2020/21 and ongoing	≥ 20% reduction in the number of staff who report training is unclear to them on staff survey	
							Priority: Medium

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2.5	Increase AWARENESS OF TRAINING opportunities for all staff	Staff survey indicated some staff were unsure of training opportunities		i) ensure line managers discuss training opportunities and workload with staff through PDR processes through including training needs on PDR checklist	i) HR; line managers, DDoD	i) as of Q2 2019/20 and ongoing	PDR checklist created and used by line managers (see also Objective 2.7) ≥ 10% increase in number of staff reporting awareness of training opportunities [staff survey] (see also objective 2.4) Priority: Medium
				ii) HR to work with the Communications officer to promote awareness of courses available at departmental and university level, including those offered by POD, mentoring, and apprenticeship schemes.	ii) HR, Communications Officer	ii) as of Q3 2019/20 and ongoing	
2.6	Offer BESPOKE TRAINING SESSIONS within the department where needed and monitor and review PDR outcomes to	Some respondents on staff survey report feeling they do not have the time to take up training opportunities. Offering bespoke, in-house sessions	We have already held training sessions in the department (e.g., one on Project Management in Q2 2018) but	HR to setup a departmental administrative and professional training programme for all staff twice per year. The focus of these training sessions will be determined by staff feedback from survey, and	HR and line managers	Q3 2019/20 HR communicate with line managers about using PDR checklist for monitoring training needs.	≥ 1 bespoke training sessions offered within the department each year ≥ 10% reduction in number of staff reporting not having

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	assess improvements in staff development as part of the Employee Lifecycle initiative (ELI), by September 2021	should make it easier for staff to attend training.	we will develop these further	from needs identified in PDR. HR therefore will liaise with line managers about training needs expressed by staff through PDR. PDR checklist developed in Objective 2.5 to be used to highlight training needs			time to engage in training [staff survey] Priority: Medium
2.7	Monitor and evaluate the effectiveness of the PERSONAL DEVELOPMENT REVIEW (PDR) scheme	The recently established PDR scheme needs to be evaluated and refined where necessary and effectively rolled out across the department.	The PDR scheme was developed between Q1-Q3 in 2017/18 and is being piloted in Q1-Q4 2019/20	i) HR prepares PDR and mentoring checklist (see also Objective 2.5). To guide line managers about key areas the need to be discussed (e.g., training cf Objective 2.5)	i) HR, HAF, DDoD	i) as of Q2 2019/20 and ongoing	An embedded scheme in which all staff are participating and no difference by gender ≥ 20% increase in staff reporting they had been invited to have PDR
				ii) Develop a spreadsheet which will track the progress of PDR forms. The forms will be sent in advance of a meeting to	ii) HR, HAF, DDoD	ii) Tracking spreadsheet to be developed in Q2-Q3 2019/20 and available for	≥ 20% increase in satisfaction with PDR and mentoring [staff survey]

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				ensure a framework for discussion is outlined from both the individual and line manager before meeting.		use in Q1 2020/21 and revised accordingly thereafter	Priority: High
				iii) Ensure questions on annual staff survey reflect satisfaction of PDR so as to allow for evaluation	iii) DDoD, Inclusion Committee	iii) Q4 2019/20 and annually thereafter	
2.8	ENCOURAGE MORE WOMEN TO ENGAGE WITH THE PDR SCHEME	Figure 25 suggests more men take up PDR than women		Line managers to particularly encourage women to take up PDRs	HR, HAF, DDoD, line managers	Q3 2019/20 and ongoing	≥ 20% increase in number of women taking up PDR Priority: High
2.9	Monitor and evaluate the effectiveness of the MENTORING scheme	The recently established mentoring scheme needs evaluating and refining where necessary		i) Gather feedback from staff following one year's implementation of mentoring and make adjustments accordingly. Feedback will come either verbally to mentors/line managers, through the PDR forms, and through an annual email to all staff asking for their comments	i) HR, HAF, DDoD	i) Q1 to Q2 2020/21	≥ 20% increase in number of staff reporting having access to and benefiting from appropriate mentoring [staff survey] ≥ 50% respondents on staff survey

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				on how they feel the mentoring scheme is progressing. We will also ensure that appropriate questions appear on the annual staff survey to allow us to gauge satisfaction with the mentoring scheme.			report satisfaction with mentoring Priority: High
				ii) DDoD to make refinements/adjustments to mentoring scheme in response to feedback	ii) DDoD, HR, HAF, Inclusion Committee	ii) Q3-Q4 2020/21 and annually thereafter	
2.10	Continue to PHASE OUT THE TPP CONTRACT IN FAVOUR OF THE DL post to support colleagues' in developing a research agenda, thus supporting career progression	A TPP contract by definition excludes research activity and does not help colleagues develop research skills and experience. Hence phasing out TPP contracts in favour of DL posts enables colleagues to develop their research careers	In 2018/19 the department introduced four new DLs (replacing previous TPPs).	Continue to replace TPP posts with DL contracts as needed	DPP, DDoD, DoD	Q1-Q4 2019/20 and ongoing	By Q4 2020/21 100% of TPP posts are replaced by DL positions Priority: Medium
2.11	Continue to USE THE SRL POST	The SRL allows us to promote	We have already used	Continue to use the SRL contract as a vehicle to	DoD, DDoD	Q1-Q4 2019/20 and ongoing	Continued use of SRL contract

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	AS A PROMOTIONAL VEHICLE for colleagues on research fellow or DL contracts.	colleagues on fixed-term DL contracts, on a higher pay grade, which can then be used as a stepping stone to apply for the title of AP	the SRL to promote suitably qualified DLs to SRLs, affording the opportunity to become APs	promote suitably qualified DLs to enable higher pay grade, permanent status, and possibility to apply for title of AP			Priority: Low
3. Recruitment, promotion, induction, work allocation, research support, prioritising gender equality							
3.1	Make RECRUITMENT AND SELECTION online training, and Implicit Bias online training mandatory for any colleague on recruitment panels and use Core HR to input and track this data, by September 2020.	Historically recruitment and selection, and implicit bias training has been encouraged but not been made mandatory nor is completion of this training tracked at departmental level	The department currently encourages recruitment panel members to participate in recruitment and selection, and implicit bias training.	i) HR to make recruitment and selection online training compulsory for all staff involved in staff recruitment.	i) HR and Chairs of recruitment panels	i) Q1 2020/21	100% of staff involved in recruitment have received Recruitment and Selection training before participating in new recruitment activities. 100% of staff involved in recruitment have received implicit bias training before participating in new recruitment activities.
				ii) All staff to complete implicit bias in the workplace as mandatory training.	ii) HR; Chairs of recruitment panels	ii) Q1 2020/21	
				iii) Completion of training will be monitored and added to an overall spreadsheet by HR and logged on CoreHR.	iii) HR	Q1 2020/21	

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							Priority: Medium
3.2	Ensure that EVERY RECRUITMENT PANEL HAS BOTH GENDERS REPRESENTED on the panel. Use Core HR to track this data, and provide comments in Core HR for reasons for exceptions to the policy so that these can be examined and the cause identified, by September 2020.	Currently we have no streamlined process for tracking whether recruitment panels are gender balanced.	The department currently strives to provide a balanced gender panel (minimum of one person per gender) where possible	<p>i) HR to log gender representation for each member of recruitment panel on the CoreHR system and track this on a recruitment spreadsheet log. This will include reasons when gender balance was not possible.</p> <p>ii) HR to create supportive guidance for Chairs of panels and streamline existing shortlisting and interview packs. Recruitment panel chairs will use this guidance to explain to interviewees why panel members are present, outlining reasons why gender may not be balanced due to the need</p>	<p>i) HR</p> <p>ii) HR and Chairs of recruitment panels</p>	<p>i) Q1 2019/20 to Q1 2020/21</p> <p>ii) Ready for Q1 2020/21</p>	<p>0 selection panels made up of only one gender</p> <p>Priority: Medium</p>

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				to represent panel members' expertise and involvement in the advertised post.			
3.3	Cleanse Core HR on a quarterly basis so that APPLICATION-OFFER- ACCEPT RATIOS ARE CLEAR WITHIN THE DEPARTMENT. This will enable monitoring of this data longer term, and ensure it is kept up to date.	Historically we have not had extensive access to the CoreHR system. This has meant monitoring for recruitment has been inconsistent for previous years which we will rectify to allow for more accurate monitoring of applicant-offer-accept ratios to implement appropriate action if there are any gender imbalances.	Monitoring for recruitment is currently inconsistent	i)HR to carry out a retrospective assessment and cleanse of recruitment data to keep it updated ii)HR to add data to quarterly reports and monitor trends in recruitment.	i) HR ii)HR	i) from Q2 2019/20 ii) Quarterly reports from Q1 2020/21	An updated system which can identify any gender imbalance in candidates at different stages of recruitment. Priority: Medium
3.4	Ensure that all members of selection panels are aware of current	Only recruitment panels for Senior Appointments include this information but all		Include statement in information provided to recruitment panel members at shortlisting stage about this research	HR Administrator and Chairs of recruitment panels	from Q1 2020/21	100% of members of any recruitment panel are informed of research concerning how women present

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	research showing WOMEN TEND TO DOWNPLAY THEIR ACHIEVEMENTS AND TALENTS in applications relative to men.	recruitment panels should be reminded of this important research for any post					their accomplishments in job applications Priority: Medium
3.5	Enhance and IMPROVE THE INDUCTION PROCESS , including monitoring participation in induction-oriented training and events, and evaluation of effectiveness of induction in helping new colleagues integrate into	Results from staff survey indicate induction is an area that needs improvement	HR currently delivers a 1-2-1 induction covering the employment contract and HR processes, however this could be improved.	i) create a line manager checklist and provide support to line managers about what should be covered in a line manager induction.	i) HR	i) Q2/Q3 2019/20	100% of staff who respond to Induction questions on staff survey are aware of and satisfied with current induction
				ii) improve on HR 1-2-1 induction on new starters' first day including a checklist and new starter pack with Staff Handbook which will include a clear index of networks, allies and groups available for all staff to support and promote Equality and Diversity.	ii) HR	ii) Q2/Q3 2019/20 development of new checklist and revised starter pack – available for use in Q1 2020/21	Checklist to support line managers about what to cover in induction Formalised induction strategy with clear activities outlined and scheduled within an appropriate time

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	the department. This work will take place as part of the ELI, with the enhanced induction plan in place by September 2020.			<p>iii) Develop a training and induction log to new starters for hand in to HR once complete and verified by the line manager.</p> <p>iv) HR to implement a group induction in collaboration with the Health and Safety Officer which will be compulsory for new staff and optional for casual workers and visitors. This will include information on well-being support and available administrative support</p> <p>v) A termly new starter welcome lunch (as required) aimed to encourage networking across the whole department. Will include introductions by key members of staff on their role within the</p>	<p>iii) HR</p> <p>iv) HR</p> <p>v) HR; HAF; HoD</p>	<p>iii) induction log available for use as of Q1 2020/21</p> <p>iv) as of Q1 2020/21</p> <p>v) Q1 2020/21 and termly thereafter where needed for new staff</p>	<p>frame (including log for training and induction events)</p> <p>Checklist for induction progress to successfully track and monitor the progress of the newly implemented induction process.</p> <p>Questionnaire to monitor satisfaction with induction for new starters</p> <p>Suggestion box available for anonymous feedback on Induction</p> <p>Priority: High</p>

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				department. Offering a more relaxed and social environment to strengthen the friendly and hardworking culture of Education.			
				vi) Develop a checklist which will be completed and signed at the 1-2-1 induction to ensure that we have a written log on the individual's personnel file that they have completed this induction and the information that was delivered.	vi) HR, HAF	vi) Q1 2020/21	
				vii) HR to keep a track of group induction attendance through a booking procedure and attendance sign-up sheets.	vii) HR	vii) Developed in Q2/Q3 2019/20 ready for use in Q1 2020/21	
				viii) HR to implement a one-month check-in with new starters about any training needs and induction log to be	viii) HR	viii) as of Q12020/21	

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				completed by the end of the probation period			
				ix) Use CoreHR to monitor induction uptake. This work will take place as part of the ELI, with the enhanced induction plan in place.	ix) HR, HAF, DDoD	ix) Q1 2020/21	
				x) HR to administer a questionnaire for feedback once training and induction log has been completed. This will include questions about each induction event and the training.	x) HR	x) developed in Q2/Q3 2019/20 ready for use in Q1 2020/21 and beyond	
				xi)HR to implement a suggestions box which will be highlighted at the termly new starter welcome lunch. It will be available in the open common room/café space for anonymous feedback on areas of HR including effectiveness of induction procedures	xi) HR	xi) suggestion box in place by Q1 2020/21	

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3.6	Promote engagement with the university's HARASSMENT POLICY and procedures through Induction and PDR and through ensuring that all line managers are trained on the policy and procedure, by September 2020, as part of the Employee Lifecycle initiative:- increase the number of harassment advisors, hold annual	Staff survey data revealed some staff reported having experienced or witnessed harassment and/or bullying. HR, HAF and HoD were aware of each case. However, we would like to eliminate these experiences from occurring.	Currently, the department has two Harassment officers – one female member of Professional and Administrative Staff and one male academic staff (at .2 FTE).	<p>i) Highlight the university's harassment policy in Induction as part of the Employee Lifecycle Initiative (induction and PDR sections).</p> <p>ii) Raise staff awareness of the harassment policy as part of the employee life cycle initiative (induction and PDR sections).</p> <p>iii) We aim to have an additional female and male staff member from both Professional and Administrative Staff and Academic staff (i.e., 4 Harassment officers in total) trained by Q1 2020/21 to both promote awareness and ensure all colleagues have a trained colleague they feel comfortable speaking to should they</p>	<p>i) HR Administrator, Line managers</p> <p>ii) Line managers, HR, DDoD</p> <p>iii) HR & Harassment Officers</p>	<p>i) Begin in Q1 2020/21 and review annually thereafter</p> <p>ii) Begin Q1 2020/21 and as relevant when new staff join the department thereafter</p> <p>iii) Q1 2019/20 to Q1 2020/21</p>	<p>≤ 2% of staff survey respondents report experiencing harassment or bullying, directly or indirectly</p> <p>Four trained harassment officers (two from Professional and Admin staff; two from Academic Staff (one female and male of each))</p> <p>≥ 1 event per academic year that highlight Inclusion and draws awareness to support within the department and university on harassment issues</p>

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	awareness-raising event, develop code of conduct for students			experience/witness harassment iv) Ensure staff are aware of support provided by HR; harassment officers to create awareness events v) Develop 'code of conduct' statement and event in Induction week for new students to be clear on what is considered appropriate behaviour between the student cohort and towards staff in the department vi) Clear statement to be made available on appropriate behaviour for students in Induction Week and to be embedded within induction week activities	iv) HR & Harassment Officers v) SLC, JCC, DGS and Chair of Inclusion committee vi) DDoD, Inclusion Committee	iv) Q1-Q4 2020/21 v) Q1-Q4 2019/20 vi) Q1 2020/21	Code of conduct statement produced describing appropriate conduct for students, published on student handbook websites and departmental website. Code of conduct statement embedded within induction week activities Priority: High
3.7	As part of the Employee Lifecycle Initiative (ELI), develop and	Current process for leavers has no formal way of gathering data to pass to the HR	From Q3 2018/19 the HR team with the DDoD began the process of	i) As part of the ELI, develop and launch a leaver's procedure. This procedure will make exit questionnaires mandatory	i) HR, HAF, Inclusion Committee, line managers	i) Leaver's procedure ready by Q1 2020/21	100% of leavers have exit interview

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	launch a LEAVERS' PROCEDURE by September 2020. This procedure will make exit interviews mandatory, so that line managers are able to provide the HR team with more detailed and accurate data for the Core HR system of why leavers leave and their destinations.	team for input into Core HR.	developing the Employee Lifecycle Initiative (ELI) to provide a more coherent experience for all employees from recruitment through to leaving	so that leavers are able to provide the HR team with more detailed and accurate data for the CoreHR system of why they leave and their destinations.			Quarterly HR summary reports on Leavers Priority: Low
ii) Develop an exit questionnaire to provide HR with more detailed information about why colleagues leave to enable analysis to ascertain whether there are any gender issues to be addressed				ii) HR	ii) Questionnaire ready by Q1 202/21		
iii) HR to offer to meet and discuss anything in addition to the exit questionnaire and to provide line managers with a leavers' checklist to ensure everything is completed according to procedure.				iii) HR	iii) Checklist ready as of Q1 2020/21 and annually as required when colleagues leave		
iv) More detailed leaver analysis to be conducted annually; monitoring to				iv) HR	iv) database developed from questionnaire		

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				become part of a quarterly summary HR report. This will ensure any concerns are picked up quickly and trends and patterns identified effectively		data as of Q4 2020/21 and updated annually thereafter; analysis at Q4 2020/21 and quarterly thereafter	
4. Career breaks, workloads, supporting colleagues with caring responsibilities							
4.1	Apply to the sponsored NURSERY PLACES SCHEME , to support staff in gaining access to the university nursery provision, during the 2020 round, and launch a staff carer network	Currently, the department is not engaged with the nursery places this scheme but this could be helpful for colleagues in securing quality (and convenient) nursery provision		i) Apply to the sponsored nursery places scheme, to support staff in gaining access to the university nursery provision, during the 2019/2020 round.	i) HAF	i) Q1 2019/20	Staff have increased likelihood of securing a place at one of the university's nurseries ≥ 75% of staff to report being well-informed regarding leave and return from staff survey in Q3 2020/21 Staff Carer network established Priority: High
				ii) Promote the scheme to all staff in the department and create more accessible information via HR about family leave and returning to work.	ii) HR	ii) Q2 2019/20	
				iii) Start a staff Carer Network where people can ask HR and other carers questions. Will include a termly get	iii) HR	Q1 2020/21	

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				together coffee/tea morning.			
4.2	Continue to SUCCESSION PLAN with gender balance in mind (in progress)			Consider gender when planning which colleagues will take over administrative roles in the department. Ensure at least one male on each committee (no female-only or male-only committees)	i)-iv) DoD, DDoD, DGS and DPP	i) Q1 2020/21	0 female-only committees; 0 male-only committees Priority: Medium
4.3	Ensure fair and equitable WORKLOAD planning enabling all staff to develop rewarding and progressive careers (in progress) – review teaching workload by gender; review academic	Workload allocation needs to promote and be seen to promote equal opportunities for staff to be involved in activities that can lead to career development, and a healthy work-life balance	A workload model was developed in 2016/2017 as a result of extensive consultation with colleagues in the department	i)Continue to refine the workload model on an annual basis ensuring transparency and buy-in.	i)DoD, DDoD, DGS and DPP	i) Q1 2019/20 and annually thereafter	≤ 5% discrepancy in across teaching, administration and leadership by gender. Summary data on workload used by PRC to continue to inform planning Priority: High
				ii)Continue to review overall workload by gender across the department to ensure that women do not have higher (or lower) workloads than men.	ii)DoD, DDoD, DGS and DPP	ii)Q1 2019/20 and annually thereafter	
				iii)Review teaching workload by gender	iii)DoD, DDoD, DGS and DPP	iii)Q1 2019/20 and annually thereafter	

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	administration roles by gender, review leadership roles by gender			iv) Review academic administration roles by gender. v) Continue to review leadership roles by gender.	iv) DoD, DDoD, DGS and DPP v) DoD, DDoD, DGS and DPP	iv) Q1 2019/20 and annually thereafter v) Q1 2019/20 and annually thereafter	
5. Supporting students, embedding AS principles in learning and teaching and balancing student gender profile							
5.1	Employ GENDER-AWARE COMMUNICATION AND MARKETING	Higher proportions of women than men across all courses – a gender-aware communication and marketing strategy could highlight that Education is not just for women.		Formal annual review of the online and hardcopy promotional materials (including prospectus, webpages and funding leaflets) to ensure content represents all genders across protected characteristics	All course committees, Communication Officer, Course Directors	Review of marketing and communications materials to begin in Q2 2019/20 and annually thereafter	Equal representation (50-50) of males and females on Education Department website pages (particularly with photographs and student experience, testimonials) and all hardcopy promotional materials Priority: High
5.2	Address the fair representation of gender in CURRICULUM , pedagogy, and seminars	We have not yet carried out a formal curriculum and pedagogy review with gender in mind		i) Working group to develop strategy on reviewing our curricula (including course readings)	i) DGS, Course Directors, Chair of Inclusion Committee (co-opting a DPhil student whose	i) Working group to be established in Q2 of 2019/20	A balanced curriculum across all taught courses, with a minimum of 40% of curriculum materials representing

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					research is on 'de-colonising the curriculum')		contributors from each gender
				ii) Working Group agenda is discussed/approved at DB	ii) DGS, Course Directors, Chair of Inclusion Committee, DB	ii) agenda for curriculum review approved at DB in Q3 2019	0 female-only or male-only seminar programmes (both internal and external)
				iii) Curriculum review agenda is implemented	iii) DGS, Course Directors, teaching staff	iii) Q1 2020/21 and ongoing	Seminar programmes includes a minimum of 33% of each gender
				iv) Seminar programme (both internal (organised by research group convenors) and external (organised by KE committee)) to be developed with gender in mind	iv) Chair of Inclusion committee, Convenors of Research Group, Chair of KE committee	iv) Q2/Q3 2019/20 for Chair of Inclusion to liaise with Chair of KE committee and research group convenors; Q1 2020/21 for new seminar programmes to be more gender balanced (not less than 20% of each gender)	Priority: High
5.3	Include a session on the problems	Education is a gendered discipline and this can have		Include a session on all programmes about	DGS and Course Directors	DGS and course directors to liaise over how to	100% of students have ≥ 1 session which discusses the

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	associated with a GENDERED DISCIPLINE in all programmes.	consequences on how it is perceived, represented, and understood		challenges associated with a gendered discipline		embed the session within respective programmes – Q2/Q3 2019/20 Sessions included in each programme as of Q1 2020/21 and thereafter	problems associated with working in a gendered discipline included in their programme – evident in course timetables Priority: High
5.4	Examine whether there are GENDER DIFFERENCES IN PGCE RECRUITMENT , particularly across subjects - and take any necessary action to address subject-specific differences	Figure 6 illustrates possible discrepancies between applications -> offer -> acceptances by gender where higher proportions of women are offered and then accept places relative to the proportion of applications from men.		i) Review and analyse admissions data, broken down by subjects on the PGCE, to ascertain whether there is a gendered issue in terms of the three phases of admission across specific subjects	i) DPP and PGCE admissions tutors to monitor the application, offer and acceptance rates, broken down by subject, for females and males	i) Q2, Q3, Q4 2019/2020	< 5% discrepancy in Application-Offer-Acceptance between female and males on the PGCE programme Priority: Medium
				ii) IF there is a gendered issue, develop a strategy to mitigate against any gender imbalance	ii) DPP and PGCE course committee	ii) (If required pending analysis) strategy developed in Q1 and Q2 of 2020/21	
				iii) strategy implemented (if required)	iii) DPP and PGCE course committee	iii) (if required) Q3, Q4 of	

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		Lower proportions of men are offered and then accept places relative to the proportion who applied.				2020/21 and reviewed and implemented annually thereafter	
5.5	Review ADMISSIONS PROCEDURES ON MSc ED AND MSc ALSLA to identify whether there is a bias in favour of male applicants and take necessary steps to mitigate against this potential	Figures 7 and 8 depict potential gender differences where slightly higher proportions of men receive and accept offers relative to the number who apply compared to women		i) review of admissions procedures for relevant courses (MSc Ed/ MSc ALSLA).	i) DGS and course directors	i) Q1-Q4 2019/20 and annually thereafter	100% of staff colleagues involved in admissions have completed implicit bias training < 5% discrepancy in offer ratio by gender for relevant programmes Priority: Medium
				ii) implicit bias training to be made compulsory for those involved in admissions on these programmes	ii) DGS and MSc ED/MSc ALSLA course directors	ii) Q1-Q4 2019/20 and reviewed annually thereafter	
				iii) develop record of staff who have had implicit bias training	iii) HDO	iii) record developed by Q4 2019/20 and updated annually thereafter	
				iv) Continue best practice recommendations for MSc Ed and MSc ALSLA ie interview panels to consist of both men and women, including	iv) DGS, Course Directors	iv) Q2-4 2019/20 and reviewed annually thereafter	

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				electronic interviews eg Skype, to be gender balanced where possible			
5.6	Closely examine WITHDRAWAL RATES FROM THE PGCE by gender and across subjects. If there is a gender issue, develop and implement a strategy to mitigate against this and regularly review the effectiveness of this strategy.	Figure 9 suggests that higher proportions of males than females withdraw from the PGCE		i) record at each stage the proportions of male/female students who do not complete by the end of the course (withdrawals/suspensions /incomplete/withdrawals following initial suspension, etc.) – broken down by subject specialism	i) PGCE Course Director and PGCE Administrator	i) Q2- Q3 2019/20 and annually thereafter	Clear data of why students withdraw from PGCE by gender and subject ≥ 5% reduction in number of men who withdraw Priority: Medium
				ii) ascertain whether gender plays a role in withdrawal rates, broken down by subject specialism	ii) PGCE course director and PGCE Administrator	ii) by end of Q4 2019/2020	
				iii) if gender is relevant in withdrawal rates and/or by subject – develop strategy to mitigate against this (e.g., carry out analysis/research to identify why)	iii) PGCE office, DPP	iii) Analysis and strategy completed by end of Q2 2020/21	

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				iv) implement strategy to mitigate against gender in withdrawal rates on PGCE	iv) DPP, PGCE office	iv) as of Q1 2021/22	
				v) review effectiveness of strategy and amend as required	v) DPP, PGCE committee, PGCE office	v) by end of Q4 2021/22	
5.7	Identify why there are higher proportions of males than females designated 'INCOMPLETE' ON PART-TIME/DISTANCE EDUCATION PROGRAMMES and develop strategy to address this.	Figure 10 suggests that there are more males in 'incomplete' category than females in 3/4 years		i) examine p/t MSc data to identify whether there is an observable pattern for males in why students are designated 'incomplete'	i) course administrators	i) Q1-Q4 2019/20 academic year and ongoing	Clear understanding of why men more likely to 'incomplete' than women on part-time/distance education courses
				ii) if the data indicate that more males are registered as incomplete, examine closely why this might be through more careful tracking and analysis of the reasons why males are likely to be registered as 'incomplete'	ii) Course Directors; Course administrators	ii) analysis completed by Q4 of 2020/21	< 10% discrepancy between genders on number of 'incomplete'
				iii) having more detailed information about why more men are registered as 'incomplete' on p/t MSc courses, develop and implement strategy to	iii) Course Directors; Course Administrators; DGS	iii) strategy developed and implemented by Q1 2021/22	Priority: Medium

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				offer more targeted support where needed. This will be dependent on patterns and reasons recorded.			
				iv) review effectiveness of strategy by continuing to monitor gender in 'incomplete' rates on p/t MSc courses	iv) Course Directors; Course Administrators; DGS	iv) by Q4 2021/22 and ongoing	
				v) add a 'what happens if..' page on the virtual learning environment showing real-life examples of students (female and male) who met obstacles in the course of completing their p/t studies and how they engaged with the departmental and university processes to help them through.	v) Course Directors, course administrators for relevant programmes	v) Q3 2019/20 and ongoing	
5.8	Scrutinise ADMISSIONS ON TO DPHIL			i) review of admissions procedures for the DPhil programme	i) DDR and DGS	i) Q1-4 2019/20	Database is developed which records which

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	PROGRAMME: continue best practice for all interview panels to include both women and men; review promotional material to ensure equal representation of women and men; and incorporate mandatory implicit bias training for all staff involved with admissions on the PGR.			ii) implicit bias training for those involved in admissions on these programmes	ii) DDR and DGS	ii) to be implemented by Q1 2020/21	colleagues have completed implicit bias training. 100% of staff involved in DPhil admissions have completed implicit bias training Priority: Medium
iii) develop database to record when staff have had implicit bias training				iii) HDO administrators	iii) database in place by Q1 2020/21		
iv) Continue best practice recommendations for interview panels to consist of both men and women, including electronic eg Skype, to be gender balanced where possible				iv) DDR and research group convenors	iv) ongoing		
v) Complete a formal annual review of online and hardcopy promotional materials for the DPhil programme to ensure images and content represent all genders and wording is inclusive				v) DDR and HDO administrator	v) review begins in Q2 2019/20 – in preparation for Q1 of 2020/21		

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5.9	Scrutinise the COMPLETION RATES of women compared to men on the DPhil programme. Develop and implement a strategy which support completion within four years	Figure 15 illustrates higher proportions of men than women completing within a four-year period.	Doctoral Students Caring Responsibilities Survey ongoing in 2019/20 and will be used to support the development of strategy to improve completion rates	i) develop database which breaks down completion rates by gender each year and records the reasons for failing to complete within four years	i) Higher Degrees Administrator	i) Q2 2019/20	≥ 75% of women (and men) complete their DPhil within four years (excluding suspensions and/or maternity/paternity leaves) Priority: Low
				ii) analyse the database to identify any pattern that biases women against completing within four-years (e.g., child care, family responsibilities)	ii) DDR and DGS	ii) DDR and DGS to analyse database in Q2 2019/20	
				iii) identify risk factors that lead to women taking longer than four years to complete, supported by the findings of the caring responsibilities survey, and in consideration of the fact that some DPhils undertake paid work while completing their degrees (see section 4.2 ii and Figure 21). We will examine whether this impacts more on females taking longer to complete than males.	iii) DDR, DGS	iii) Q3 2019/20 and annually thereafter	

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				iv) develop and implement strategy to support women to complete within four years	iv) DDR, DGS and Inclusion Committee	iv) Q3 2019/20 and reviewed annually thereafter	
				v) review effectiveness of strategy (where effectiveness = proportion of women failing to complete within 4 years is lowered), and modify as required	v) DDR, DGS and Inclusion Committee	v) Q3 2020/21 and annually thereafter	
5.10	Improve SUPPORT FOR DPHIL STUDENTS to complete within the four-year time period	Figure 15 which identifies relatively low proportions of students completing within four years		i) database from objective 5.9 to be used as basis for developing further strategies to support all DPhil students to complete within four years ii) Develop and implement a DPhil support strategy (as required) if different from that of objective 5.9	i) DDR and DGS ii) DDR and DGS	i)Q2 2019/20 Q3 2019/20 and annually thereafter	Better understanding from database of risk factors for completion ≥ 75% of DPhil students complete within the four-year period (excluding suspensions and/or maternity/paternity leaves) Priority: Low

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5.11	Monitor update and feedback (by gender) at the STUDENT LIAISON COORDINATOR (SLC) workshops for MSc and doctoral students and review workshop provision.	We have no clear indication of the take up of these SLC workshops and do not have a formal process of monitoring content.		The department will work with the SLC to implement an attendance record and feedback protocol as regards the SLC workshops, and we will review this provision each year.	DDR, SLC	beginning Q2 2019/20 and reviewed annually	Clear understanding of numbers of students who participate in SLC workshops Clear understanding content of SLC workshops Priority: Low
5.12	Through the student survey, gather further information on what 'ACADEMIC EXPERIENCE' students would like and actively seek ways to offer these opportunities.	Responses on the student survey of summer term 2018 suggested many students would like more 'academic experience' opportunities		i) Seek greater detail from student survey data to identify what academic experiences students would like and develop more detailed survey questions	i) DDR, SLC, DGS, Inclusion Committee	i) Q3 2019/20	Greater understanding of what our students would like by way of academic experiences Offer a wider range of academic experiences to students Priority: Low
				ii) examine and provide, where possible, the kind of academic experiences students would like	ii) DDR, SLC, DGS	ii) Q1-Q4 2021/20 and annually thereafter	
				iii) work more closely with the ESRC DTP to develop	iii) DDR, Director of DTP	iii) Q1-Q4 2020/21 and annually	

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				and offer opportunities for internships			

Action plan glossary:

DB	Departmental Board	MLT	Master's in Learning and Teaching
DDoD	Deputy Director of Department	MSc ALLT	Master's in Applied Linguistics for Language Teaching
DDR	Director of Doctoral Research students	MSc ALSLA	Master's in Applied Linguistics and Second Language Acquisition
DGS	Director of Graduate Studies	MSc Ed	MSc in Education
DL	Departmental Lecturer	MTED	Master's in Teacher Education
DoD	Director of Department	OLI	Oxford Learning Institute
DPP	Director of Professional Programmes	PDR	Personal Development Review
DTP	Doctoral Training Partnership	PGCE	Post Graduate Certificate in Education
EA to DoD	Executive Assistant to Director of Department	PRC	Planning and Resources Subcommittee
ELI	Employee Lifecycle Initiative	p/t	Part time
FTE	Full time equivalent	RoD	Recognition of Distinction
HAF	Head of Administration and Finance	RRS	Reward and Recognition Scheme
HDO	Higher Degrees Office	SLC	Student Liaison Coordinator
JCC	Joint Consultative Committee		