



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	School of Geography and the Environment	
Focus of department	AHSSBL	
Date of application	November 2016	
Award Level	Bronze	Silver
Institution Athena SWAN award	Date: November 2013	Level: Bronze
Contact for application <small>Must be based in the department</small>	Professor Heather A Viles (Head of School)	
Email	head@ouce.ox.ac.uk	
Telephone	01865 285070	
Departmental website	http://www.geog.ox.ac.uk/	

Table of acronyms	
AHRC	Arts and Humanities Research Council
AP	Associate Professor
DL	Departmental Lecturer
DPhil	Doctor of Philosophy
DTC	Doctoral Training Centre
E&D	Equality and Diversity
ECI	Environmental Change Institute
EDG	Equality and Diversity Group
ESRC	Economics and Social Research Council
HAF	Head of Administration and Finance
HEI	Higher Education Institution
HoS	Head of School
IB	International Baccalaureate
IPO	Initial Period of Office
KIT	Keep in Touch
OLI	Oxford Learning Institute
NGO	Non-Governmental Organisation
PDR	Personal Development Review
PGR	Postgraduate Research Student
PGT	Postgraduate Taught Student
PT	Part time
PVC	Pro Vice-Chancellor
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RGS	Royal Geographical Society
SAT	Self Assessment Team
SOGE	School of Geography and the Environment
SP	Statutory Professor
SSD	Social Sciences Division
SSEE	Smith School of Enterprise and the Environment
TP	Titular Professor
TSA	Thinking Skills Assessment
TSU	Transport Studies Unit
UG	Undergraduate

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.

Heather Viles

Professor of Biogeomorphology and Heritage Conservation, Head of School

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Athena SWAN Manager
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

25th November 2016

Dear Dr Gilligan,

I am delighted to write in strong support of the Athena SWAN Bronze department application from the School of Geography and the Environment, University of Oxford. I confirm that the information presented in this application (including quantitative and qualitative data) is an honest, accurate and true representation of the School.

When I took over as Head of School in April 2015, applying for Athena SWAN accreditation was a key goal. As currently the only female member of permanent academic staff on the physical geography side of the department, I am passionately committed to enhancing diversity within the School and to promoting equality of opportunity amongst our students and staff. Athena SWAN is an important tool to aid progress towards these goals. Two years ago, the previous Head of School, Professor Sarah Whatmore, initiated an Athena SWAN scoping study led by a senior academic staff member, Professor Linda McDowell, with research support funded by the School. The School Committee (our major decision-making forum) last summer strongly supported moving ahead to a full application, at which point we appointed Tina Gotthardt as the Athena SWAN officer to support Professor Danny Dorling who volunteered to coordinate our application. Over the past year, I have given additional funding for lunches and other activities and a great deal of feedback to staff and students.

We face three main equality and diversity challenges, i.e: increasing representation of women within our academic staff, enhancing career progression for female staff and students, and improving the working environment for all staff (academic, managerial, technical and support). Our Athena SWAN action plan addresses all of these through a range of prioritised actions. Many of these actions complement and aid our research strategy 2015-2020 with its focus on mentoring, career progression and its goal to develop '... a research environment that allows individuals and groups to flourish and has structures in place that support research innovation, collaboration, and evolution.'

I have been very impressed with the contributions already made to our Athena SWAN application by staff and students. We had an unprecedented number of people volunteering to serve on the Athena SWAN committee that has met monthly for a year, and very good turnout at our staff Athena SWAN lunches. Staff and students enthusiastically responded to surveys and participated in focus groups. Two new members of the committee joined in October 2016, and we have already begun to implement many of the measures proposed in this application. Future staff engagement is agreed: Professor Dorling has committed to continue coordinating the Athena SWAN Committee and I will continue to chair it. Thus, in future this work has the strong support and leadership of both a senior male and a senior female academic in the department. Diversity and equality is now a key part of what we do, regardless of the outcome of this application.

Yours sincerely



Professor Heather Viles
Head, School of Geography and the Environment

507 words

DESCRIPTION OF THE DEPARTMENT

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

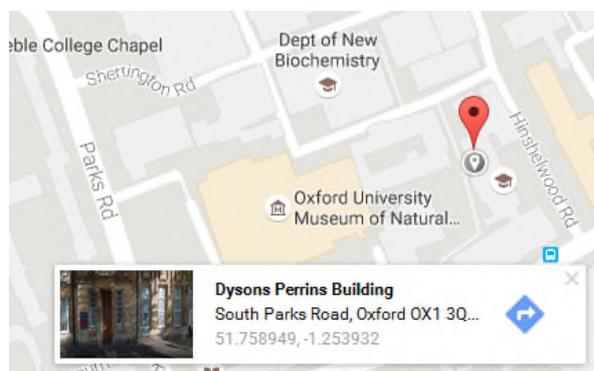
Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Geography and the Environment (SOGE, or the School) is one of the largest UK geography departments with just over 230 members, including 40 academic staff (23% female), 110 research staff (43% female) and 80 professional and support staff (76% female)¹. We also have 244 undergraduates (58% female), 97 postgraduates on taught courses (59% female) and 138 research postgraduates (46% female)². Approximately 50% (19 of 38 in 2016/17 cohort) of our doctoral students are fully funded, enabling access for a diverse range of applicants.

Oxford is a collegiate university, and the large majority of the permanent academic staff in SOGE has a joint appointment with a college. All students are also members of a college. Colleges are independent bodies, responsible for undergraduate admissions and much undergraduate teaching. For staff jointly employed by the University and a college, this means that they have teaching and administrative obligations to both bodies; salary paid by both bodies; and that they may have an office in both locations. Life for undergraduate students focuses predominantly on their college and their involvement with the School is limited to lectures, classes, field trips and formal examinations. Graduate student admissions and teaching is done by the School, but graduate students' colleges provide accommodation, catering and academic support.

SOGE is based in the recently-renovated Dyson Perrins Building in the 'Science Area' of Oxford (Figure 1). The building houses teaching facilities for lectures and seminars, computing and laboratory space, staff offices and dedicated spaces for researchers and postgraduates.

Figure 1: Map showing Dyson Perrins Building

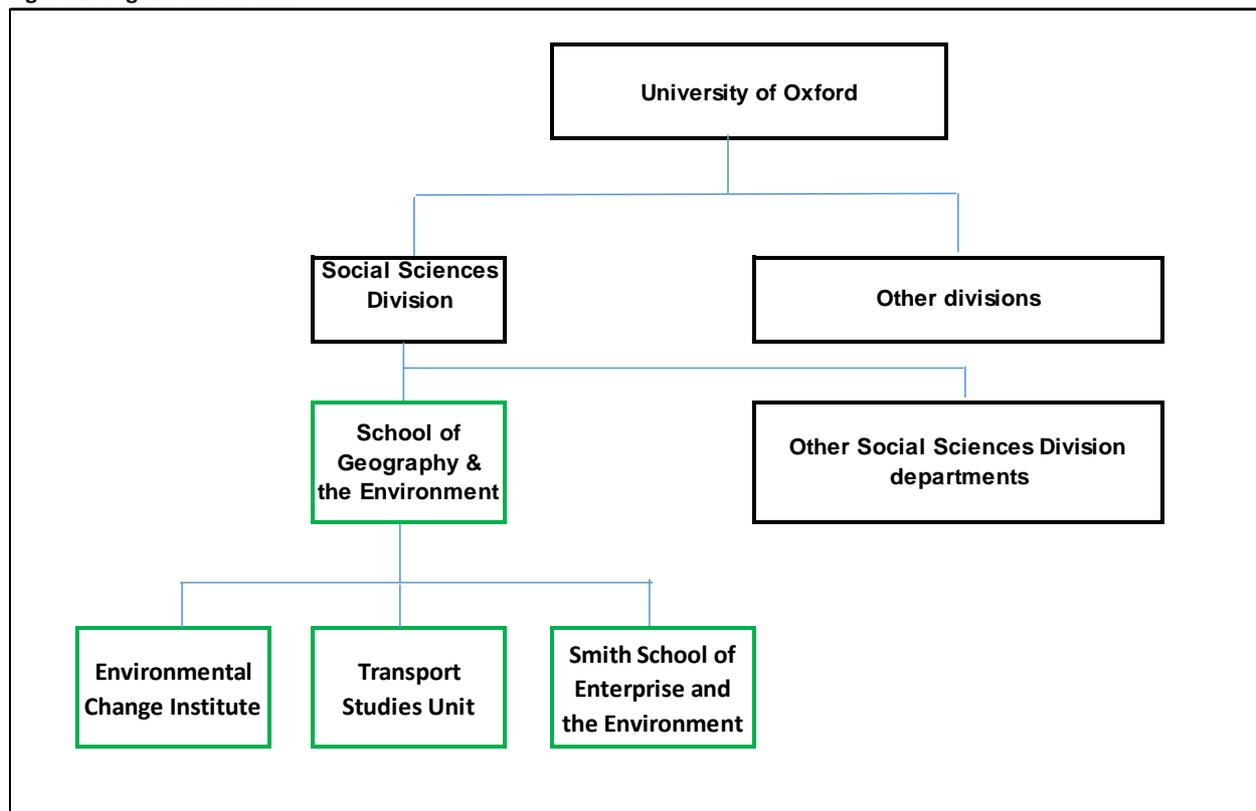


The School includes staff within geosciences, social sciences and humanities representing the spectrum of contemporary geographical research. The School is part of the Social Sciences Division (SSD) and hosts research centres: the Environmental Change Institute, the Transport Studies Unit, and the Smith School of Enterprise and the Environment (see Figure 2). Research in the School is organised into five research clusters (Biodiversity, Climate Systems, Landscape Dynamics, Technological Natures, and Transformations).

¹ Census date 31 July 2016

² Census date 31 December 2015

Figure 2: Organisational chart



The last two Heads of School (HoS) have been women - Professor Heather Viles and before her Professor Sarah Whatmore, who will become the University's PVC (Education) from January 2017. There are also other important senior female figures in the School. However, responses to the staff survey clearly identified a perception of gender imbalance, especially in positions of academic authority and the student survey identified a lack of female role models.

The School as a whole is research led. It ranks highly on measures of research power and income, and staff are involved in national and international collaborations and many forms of disciplinary service, in for example, the Royal Geographical Society (RGS) and through positions on key journal editorial boards. *The Guardian* ranks Oxford, along with Cambridge and Durham, in the top three geography departments in its 2017 guide.

471 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 current SAT was established in June 2015 after a preliminary data-based exercise a year earlier, in which key information about the School's total complement of staff and students was analysed. The team was drawn from volunteers, as well as individuals directly approached by the HoS and academic Athena Swan lead to ensure diversity. The SAT includes staff at all levels and with experience of a range of work/life balance issues. The team was expanded in December 2015 to include four students at different stages in their academic career and now consists of seven men and nine women (Table 1).

Table 1: Members of the SAT

Katrina Charles	Female	Course Director for the MSc in Water Science Policy and Management and an environmental engineer who focuses on improving access to safe drinking water and sanitation.
Bryony Clear Hill	Female	Final year undergraduate from Northumberland, interested in development and climate change.
Danny Dorling	Male	Academic lead of the SAT, statutory professor of human geography, chair of the Social Science Division's Equality and Diversity Steering Group in 2016/17, and member of the University's Gender Equality Advisory Group. Danny's partner does most of the 'joint' childcare for their three school-aged children.
Robert Dunford	Male	Senior Research Fellow in the ECI and a lecturer at St Catherine's College. He has been a researcher since 2002, always employed on full-time fixed-term contracts funded by numerous grants.
Mark Fransham	Male	Full-time ESRC/EPSRC-funded doctoral student who joined SoGE in October 2015. He is also the primary carer for his children, aged 10 and 12 years. His partner works hard to earn most of the household budget.
Tina Gotthardt	Female	Athena SWAN coordinator since September 2015.
Richard Grenyer	Male	Associate Professor and tutorial fellow at Jesus College. He is a biologist and conservationist interested in the fundamental position that space and geographical processes occupy in biodiversity science and modern conservation strategy.
Richard Holden	Male	Head of Administration and Finance. He has been employed in SOGE for over 10 years, having first joined as a Finance Assistant in April 2006. Richard has 3-year old twins. His wife works part time at the local hospital. They also help support Richard's elderly mother.
Constance McDermott	Female	Senior Fellow and leader of the Ecosystem Governance Group, part of ECI's Ecosystem Research Programme. She joined the School in 2009, where she teaches and has served as PI, Co-I and/or scientific advisor on numerous research projects. Since joining the School she has held a series of fixed term contracts and, as of June 2016, is employed part time. She is playing an increasing role in caring for her mother, who has had a growing number of health problems.

Linda McDowell	Female	Statutory Professor and a Fellow of the British Academy. She was a founder member of the RGS Women and Geography Study Group and has held an equality brief at several universities. She was appointed CBE in the New Year's Honours lists 2016 for services to Geography and Higher Education. She has two adult children.
Jennie Middleton	Female	Senior Research Fellow in the Transport Studies Unit and at Kellogg College. She has a 3 year old child and is currently on maternity leave. Her fellowship is a 5 year fixed term contract, paused whilst she is on leave. When she returns to work full time she will continue to share caring responsibilities with her partner.
Cyrus Nayeri	Male	Previously an undergraduate in the School, returned in 2015 to take up an Economic and Social Research Council four-year studentship. After finishing a Masters course, he started as a doctoral candidate in October 2016.
Lauren Sabin	Female	Final year undergraduate. Having attended an all-girls state school, Lauren only recently developed an interest in institutionalised gender inequality. She is passionate about development studies and spent some of the summer exploring formal education and Maasai culture in Southern Kenya.
Tim Schwanen	Male	Associate Professor and Director of the Transport Studies Unit. He joined the School in 2009 and lives with his partner who heavily supports his academic career.
Heather Viles	Female	Titular professor, physical geographer and current Head of School. She has two daughters in their twenties and a supportive husband. She also has full responsibility for her mother who lives in care near Oxford.
Gillian Willis	Female	SoGE's Research Officer and has been in post for five and a half years (although she has worked in the School for nine years). Gillian has no children, but is increasingly facing the challenges of being based 100 miles away from two ageing parents with health problems.

(ii) an account of the self-assessment process

The HoS has fully supported the establishment and life of the SAT, funding administrative support and meetings, as well as being an active member of the team.

Professor Danny Dorling volunteered to be the academic staff lead to coordinate all activities. Tina Gotthardt was appointed to an administrative support position in September 2015 and the first full meeting of the committee took place in November 2015, with monthly meetings thereafter. It met 12 times prior to submission. Collecting the data required on staff and students proved challenging, but we have successfully obtained three years of data for all key indicators, with four and five year datasets in some cases.

Athena SWAN initiatives provided the focus for a series of meetings open to all staff, supplemented by small focus groups, and through online questionnaires in February to staff (68% response rate - 47 F, 49 M) and in March to students (30% response rate), launched at a lunch-time event. The staff survey included questions about appraisals/personal development review (PDR), career development, flexible working, maternity, paternity, adoption and parental leave, promotion, core hours, departmental culture and access to and use of physical space in the School. The student survey included questions about classroom dynamics and the teaching experience in the School (content and culture), departmental culture and (for doctoral students), career development support, contact hours and workload.

Members of the team also consulted other departments in the university and attended a briefing at the RGS and meetings organised by SSD to support those preparing applications. The draft action plan was presented to staff at a lunch meeting in July 2016. The final application and action plan were drafted after SAT discussions, circulated to all SAT members and to advisors in SSD and the University for feedback, meaning a very wide range of comments have been incorporated and a diversity of views considered.

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

The SAT will become a permanent part of the School's committee structure as an Equality and Diversity Group (EDG) chaired by a senior academic (**Action Plan 1a**). It will meet at least termly and report to the School Committee. Professor Dorling has agreed to continue as academic lead to provide continuity. The HoS is funding two new posts to support delivery of the action plan and support the EDG (G8 Senior HR 50% FTE and Grade 5 Admin 50% FTE) and an annual budget (£5k for 2016/17) for relevant activities (**Action Plan 1b**). The EDG will maintain contacts with other departments' policies in this area, within and beyond Oxford, and work towards better practice, initially by ensuring that our action plan is implemented (**Action Plan 1c**) and carrying out follow-up surveys (**Action Plan 1d**). The EDG will also oversee the collection and analysis of all data required to monitor staff and student indicators over the coming years (**Action Plan 1e**). The EDG will feed into divisional and University decision-making via the SSD E&D Steering Group, currently chaired by Professor Dorling, and the central University Gender Equality Advisory Group, of which Professor Dorling is a member.

614 words

A PICTURE OF THE DEPARTMENT

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

Student data

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

SOGE does not run any access or foundation courses.

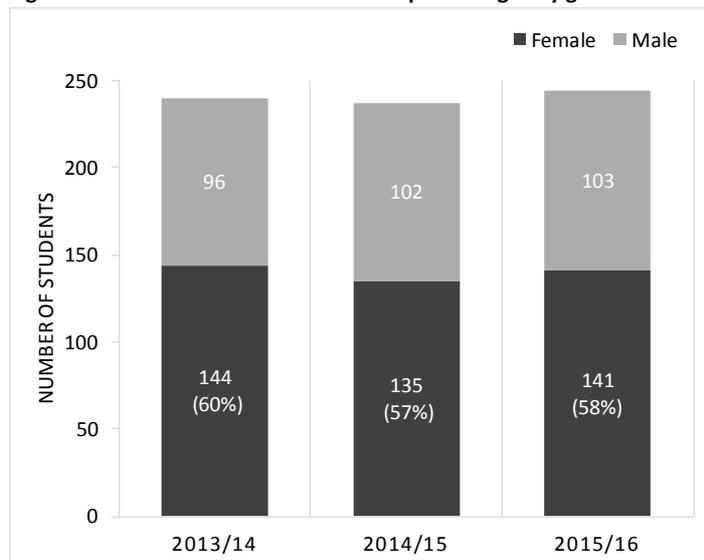
(ii) Numbers of undergraduate students by gender

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

Over the last three years the School has had more female (58% in 2015/16) than male undergraduate students (Figure 3), which parallels a national trend in geography departments, and is in line with the average for Russell Group universities (60%). All students are full-time and take a common core of papers. In the first year, there are four compulsory courses (Earth Systems Processes, Human

Geography, Geographical Controversies and Geographical Techniques). In Years Two and Three, there is a single core subject (Geographical Research) as well as a research-based dissertation.

Figure 3 Total UG student numbers and percentages by gender



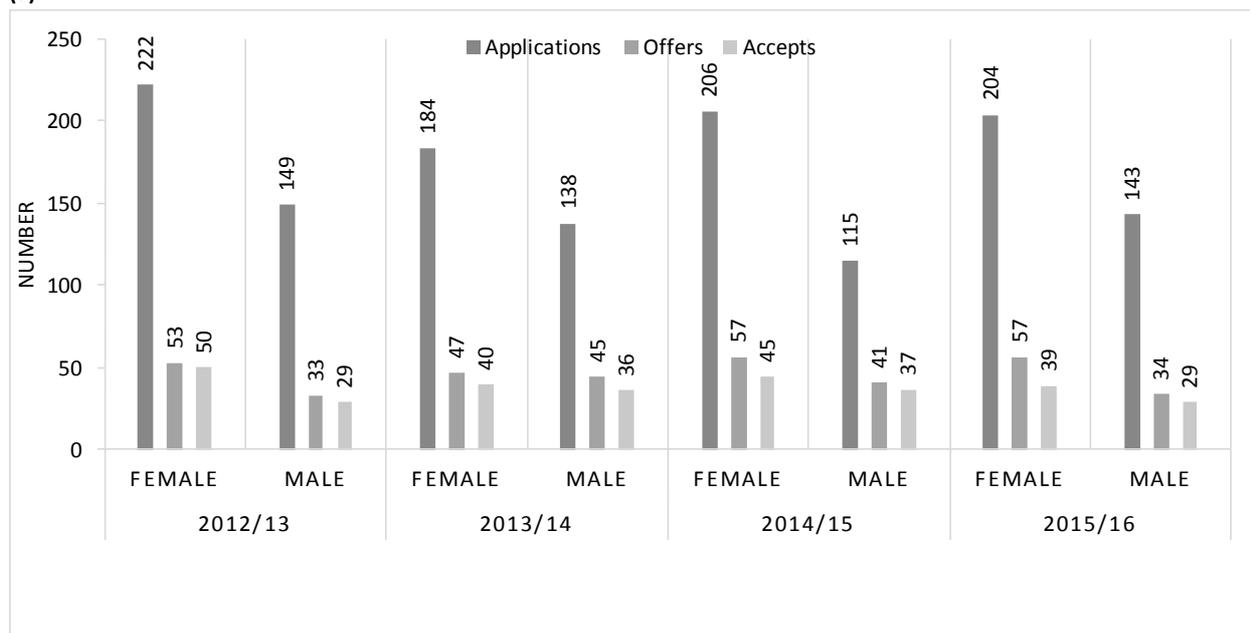
Typically there are between 300 and 400 applications per year: about 4 for each undergraduate place. Potential undergraduates apply directly to colleges (rather than to the School) and are interviewed in December. While colleges manage the process, academic staff within the School who hold joint appointments play a key part in the admissions decisions. A School-wide system is in place to shortlist interviewees, using i) contextualised GCSE scores and ii) overall performance in the Thinking Skills Assessment (TSA)³, a two-hour written test taken at school and used as an independent selection criterion. Thresholds are identified for each criterion in order to shortlist for interview approximately three times the number of candidates to available places. All short-listed applicants have two interviews with a panel of college tutors (with women and men). Two interviewers are present in each interview. The final decisions are made by the colleges on the basis of the UCAS form, academic record, TSA score and the interviews. We have considered the potential for gender bias with the TSA and are satisfied that the Admissions Testing Service has conducted an adequate equality impact analysis.

Each year around 90 offers are made; typically a small number of candidates (approximately 15) fail to achieve the A level or IB grades required or turn down the offer of a place. There are no apparent trends by gender (Figure 4). Over a five year period (2011/12 to 2015/16) 60% of applications were from women producing 58% of acceptances (Figure 3). We believe the data show small annual fluctuations with no clear trends and no bias in making offers to women, nor in their acceptance of places. In order to ensure equality and diversity issues continue to be taken seriously in undergraduate recruitment, we will require all college staff involved to undertake unconscious bias training, and monitor application data to determine the impact of these strategies (**Action Plan 2a and b**).

³ Run by the Admissions Testing Service, see <http://www.admissionstesting.org/for-test-takers/thinking-skills-assessment/tsa-oxford/about-tsa-oxford/>.

Figure 4: Undergraduate Application data (a) graphed and (b) tabulated

(a)

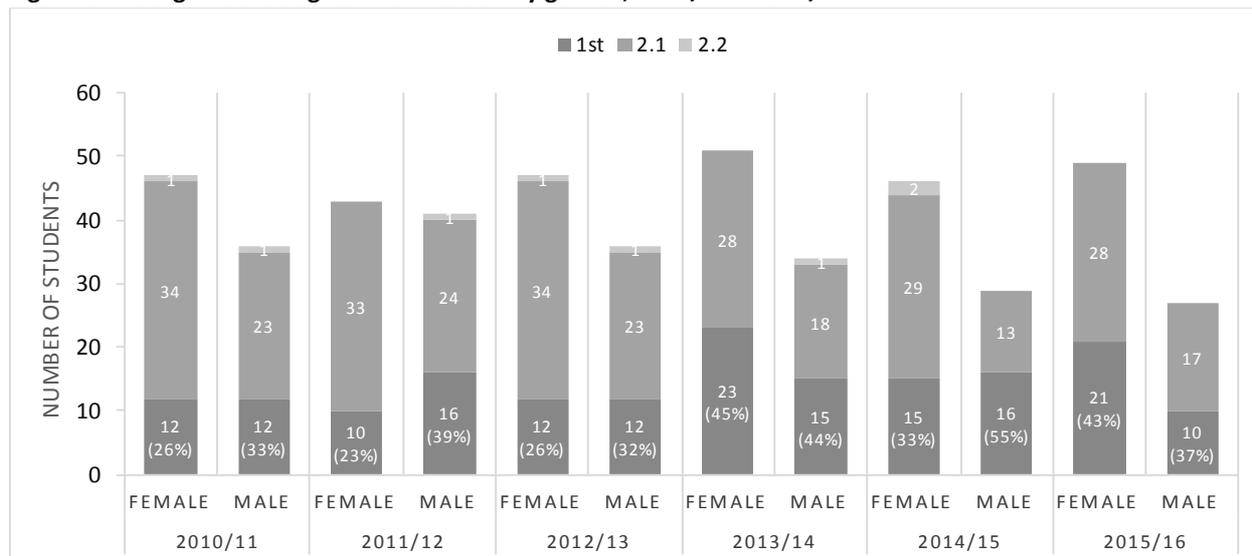


(b)

Year	Gender	Applications	Offers	Acceptances	Applications from women (%)	Offers to women (%)	Acceptances of places by women (%)
2012/13	Female	222	53	50	60%	62%	63%
	Male	149	33	29			
2013/14	Female	184	47	40	57%	51%	53%
	Male	138	45	36			
2014/15	Female	206	57	45	64%	58%	55%
	Male	115	41	37			
2015/16	Female	204	57	39	59%	63%	57%
	Male	143	34	29			
4 year totals	Female	816	214	174	60%	58%	57%
	Male	545	153	131			

Over the three years of the undergraduate degree there is almost no drop out and good results in the final examinations (students only very rarely fail to secure at least a 2.1). Whilst there are annual fluctuations in results (with women achieving a higher percentage of 1st class degrees than men in 2014 and 2016), overall there is some evidence of a gender gap in the final examinations (Figure 5). Over the last 6 years 33% of female students attained a 1st class degree in comparison with 40% of male students. The difference is not statistically significant, but requires attention (Figure 5):

Figure 5 Undergraduate degree classification by gender, 2011/12 – 2015/16



Data for the last four years show that women sometimes underperform on some elements of the examinations (although there are no consistent trends). The gender gap is matter of concern in several departments and the University has established a Student Attainment Gap working group to take forward actions at University, department and college level. We will monitor the situation, liaise with this group and take on board any relevant suggested actions (**Action Plan 2c**). Students when surveyed (and asked in focus groups) did not report seeing certain areas of the course as more attractive to men or women. Our action plan will seek to increase the number of women role models through a range of initiatives to support and encourage female students (**Action Plan 5a to 5g**).

(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.

SOGE offers four full-time, one-year MSc programmes (MSc in Biodiversity, Conservation and Management; MSc in Environmental Change and Management; MSc in Nature, Society and Environmental Governance and MSc in Water Science, Policy and Management). Each has an interdisciplinary remit and policy focus, and applications are high from an international pool of students with diverse academic backgrounds, from hard sciences to humanities, and few with a first degree in geography. Over the last three years the School has had more female than male PGT students (Figure 6, 59% in 2015/16).

Over the last four years there have been annual variations in the proportions of women and men applying and being accepted as PGT students (Figure 7, but over the whole period women represent 61% of applicants and 60% of acceptances. Every year there are a small number of students who have accepted a place but do not take it up, largely for funding reasons, explaining why the numbers in Figures 6 and 7 do not entirely match. There are no apparent trends by gender. We are happy with the current gender balance of the PGT population and do not plan any specific actions in this area.

Figure 6 PGT numbers and percentages by gender

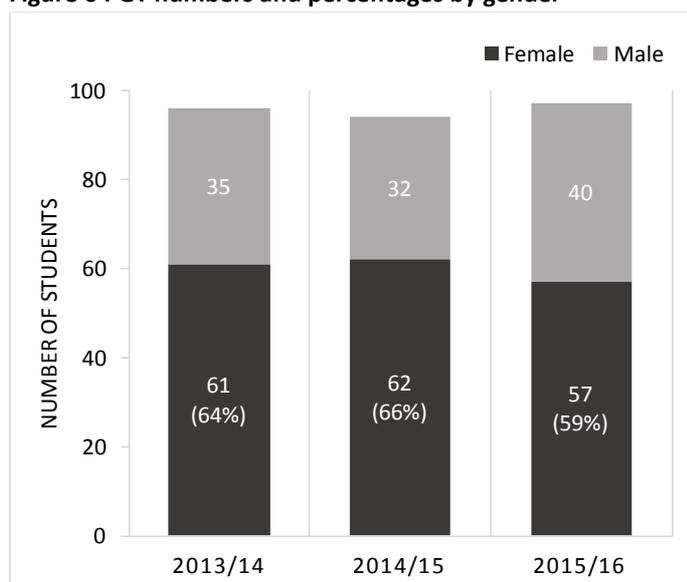
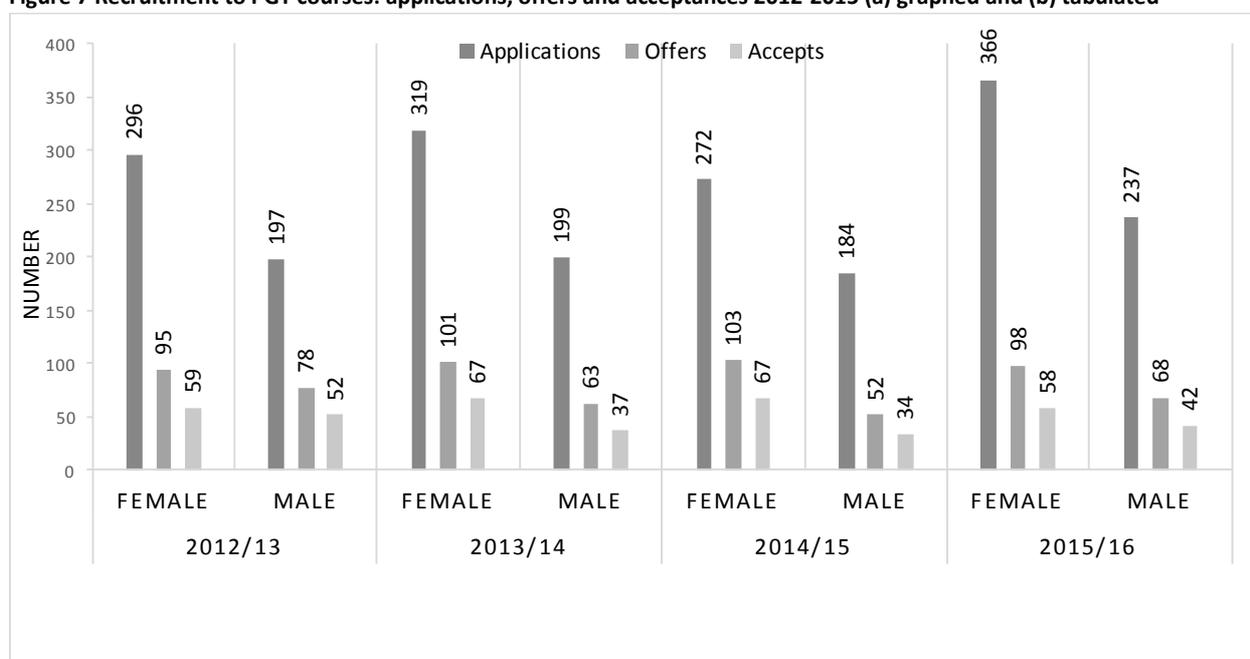


Figure 7 Recruitment to PGT courses: applications, offers and acceptances 2012-2015 (a) graphed and (b) tabulated



Year		Applications	Offers	Accepted	% applications from women	% offers to women	% accepts by women
2012/13	Female	296	95	59	60%	55%	53%
	Male	197	78	52			
2013/14	Female	319	101	67	62%	62%	64%
	Male	199	63	37			
2014/15	Female	272	103	67	60%	66%	66%
	Male	184	52	34			
2015/16	Female	366	98	58	61%	59%	58%
	Male	237	68	42			
4 year totals	Female	1253	397	251	61%	60%	60%
	Male	817	261	165			

(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.

The School has a large number of PGR students (c. 150 in recent years; Figure 8), the majority of whom are DPhil candidates: numbers of students on the two-year MPhil remain small (typically less than 20). We recruit a broad range of students, across the humanities to science spectrum. All doctoral students are full-time, although the School has applied for permission to offer a part-time route. We intend to introduce this if possible from October 2017, believing it will enhance opportunities for women and men with caring responsibilities as well as those in employment.

Over the last four years the gender balance of PGR students has varied (Figure 8) with a drop in the number of women in 2015/16 (although the latest cohort arriving in October 2016 is 50% female). There are annual variations in the proportions of women applying to and being accepted onto the course but averaged over four years women represent 48% of applicants and 48% of acceptances. In geography nationally, the proportion of women drops from UG level (60% F among Russell Group institutions) to PGR level (51% F among Russell Group institutions). The trends at Oxford are very similar. With this in mind, we are generally content with the gender balance of our PGR students although we note the proportion of female applicants was much lower than usual (39%) in 2015/16 (Figure 9):

Figure 8 PGR numbers and percentages by gender (total number of students in all cohorts registered by calendar year)

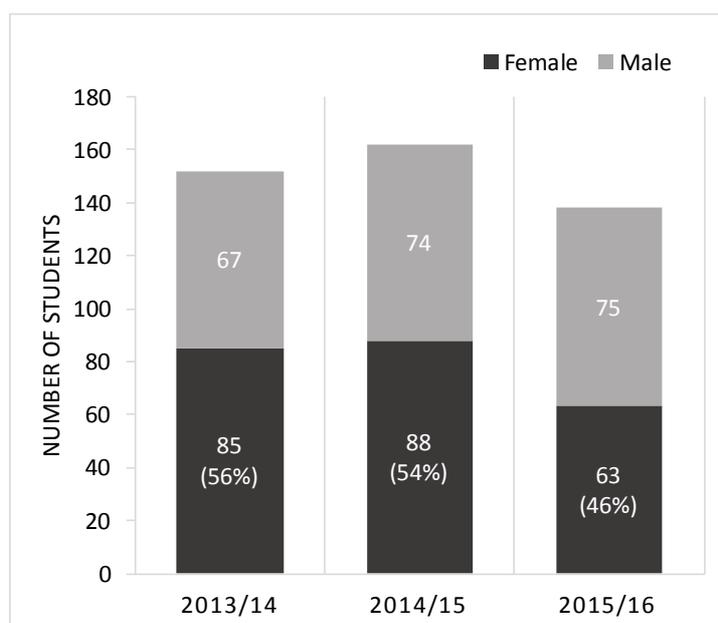
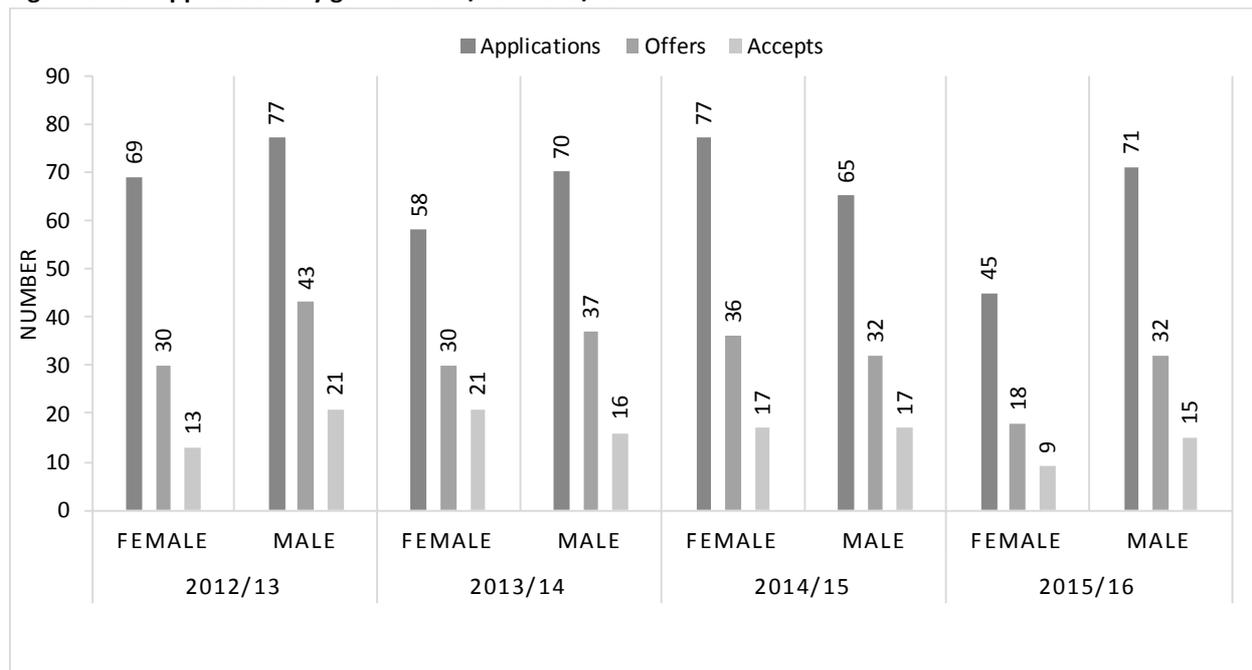


Figure 8 PGR applications by gender 2012/13 - 2015/16



Year		Applications	Offers	Accepts	% applications from women	% offers to women	% accepts by women
2012/13	Female	69	30	13	47%	41%	38%
	Male	77	43	21			
2013/14	Female	58	30	21	45%	45%	57%
	Male	70	37	16			
2014/15	Female	77	36	17	54%	53%	50%
	Male	65	32	17			
2015/16	Female	45	18	13	39%	36%	42%
	Male	71	32	18			
4 year totals	Female	249	114	60	46%	44%	47%
	Male	283	144	69			

We will monitor this situation carefully in future and take action should this become a longer-term trend. We will also actively encourage more women (including our own female UG and PGT students) to consider embarking on a research career (**Action Plan 2d, 3a to 3c**). It is positive to note, however, that the PGR community is extremely diverse and eclectic, both in national origins and in research focus. In the entry cohort for 2015, for example, students came from over 20 different national backgrounds.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

There is no clear pipeline from our UG to PGT and PGR courses. Our PGT and PGR students have not necessarily studied Geography at UG level, and the environmental nature of our PGT programmes means that the disciplinary profile of our PGT students is different to that of our PGR students. We would like to understand our students’ trajectories better, and encourage progression either in the School or elsewhere.

Data on the progression of our UGs has not yet been collected on a systematic basis. Each year a small number (<10) of our own UGs move from the BA on to one of our PGT programmes. A very small number proceed straight to PGR, although we strongly encourage all PGR students to take a Masters course beforehand. It is possible that the environmental focus of the PGT courses means that some of our UGs move elsewhere for graduate studies, including to Cambridge, UCL and Bristol. We will address progression issues through end-of-course questionnaires for UGs (**see Action Plan 3d**), mentoring of PGT students (**Action Plan 3b**), and careers talks by senior academic women (**Action Plan 9e**).

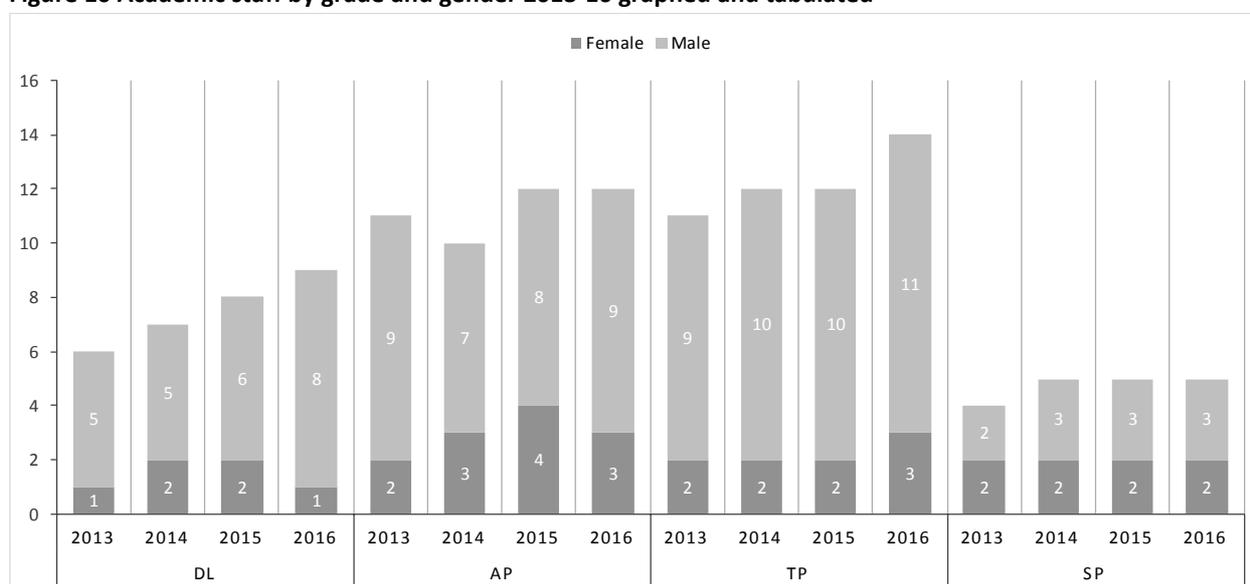
Academic and research staff data

- (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.

Academic staff (40 in 2016, 23% F) numbers (all involved in teaching and research) are small in comparison to research staff (110 in 2016, 43% F).

Figure 10 Academic staff by grade and gender 2013-16 graphed and tabulated



Job Title	2013		2014		2015		2016	
	Female	Male	Female	Male	Female	Male	Female	Male
Statutory Professor	2 (50%)	2	2 (40%)	3	2 (40%)	3	2 (40%)	3
Titular Professor	2 (22%)	9	2 (20%)	10	2 (20%)	10	3 (21%)	11
Associate Professor	2 (22%)	9	3 (30%)	7	4 (33%)	8	3 (25%)	9
Departmental Lecturer	1 (20%)	5	2 (29%)	5	2 (25%)	6	1 (11%)	8
Total	7 (22%)	25	9 (26%)	25	10 (27%)	27	9 (23%)	31

Figure 10 shows changes in make-up of the academic staff in recent years. Oxford titles and grades do not parallel those in other universities:

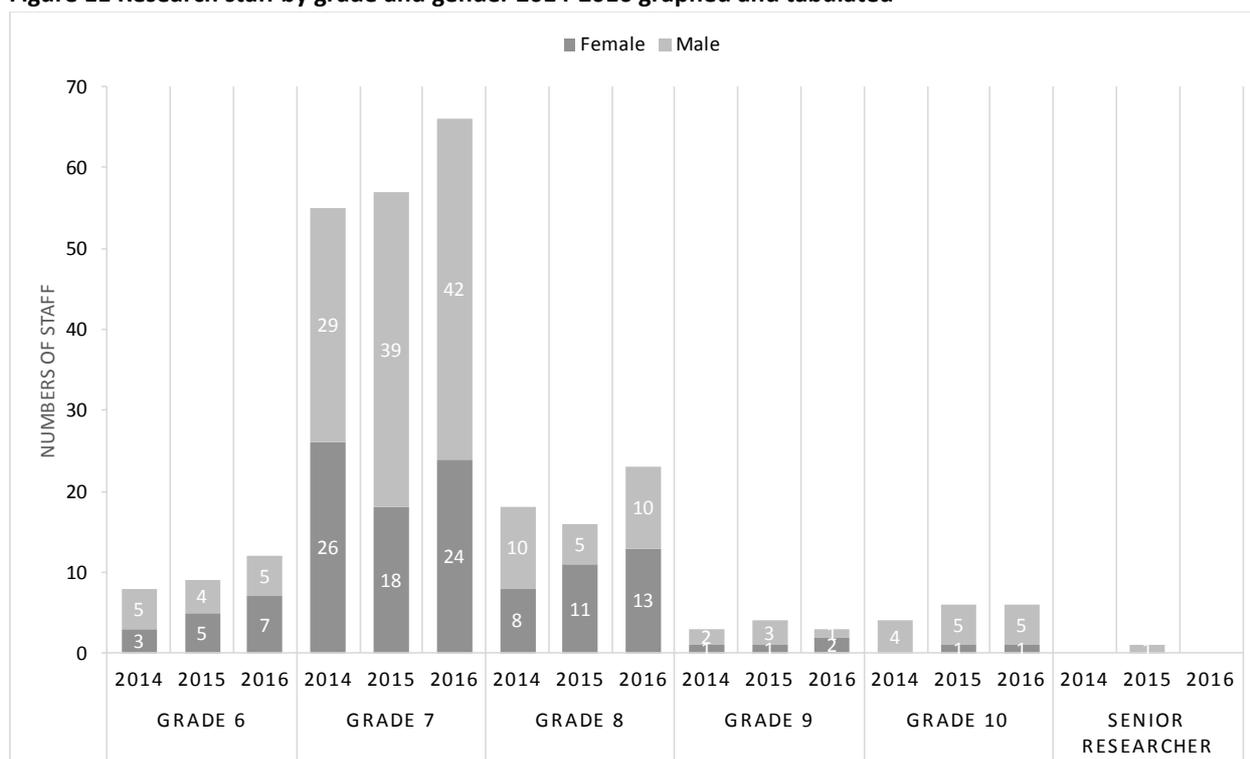
- Statutory Professors (40% F in 2016) are the most senior posts. They are university-only post holders with no college teaching responsibilities, although they are, in most cases, members of a college.

- Titular Professors (21% F in 2016) are Associate Professors and senior researchers awarded the title of Professor in the University's annual Recognition of Distinction (RoD) exercise, described in section 5.1 (iii).
- Associate Professors (25% F in 2016) correspond (approximately) to Associate Professors in US universities or Senior Lecturers at other UK universities. They hold a joint College-University post and teach in both the School and their college, and conduct research.
- Departmental Lecturers (11% F in 2016) are usually more junior, departmental posts working primarily within the School (although some may also teach in colleges). Their position is typically short term, between one and five years, although may be longer term in exceptional cases. These posts are a mixture of career development positions and fixed-term teaching cover posts covering Associate Professors who are on research/special leave.

Overall, the academic staff remains male dominated (77% in 2016). While the under-representation of women in the School is noticeable, it is not wholly out of line with geography departments nationally. In Russell Group universities in 2015 21% of professorships, 23% of senior academic posts and 30% of all teaching and research posts were occupied by women. Efforts to recruit more women to academic posts, to support the careers of women in fixed-term posts, and to encourage applications for Professorial title are key parts of the action plan (**Action Plan 4a to d, 8a to c, 9a, 10a to c**).

Since 2014, the number of researchers in the School has increased from 88 to 110, while the overall proportion of women has oscillated around 43% (Figure 11). The number of women in Grade 6 and 8 positions has increased (to 57% and 58% respectively), but the representation of women in Grade 7 research posts (the most numerous grade) has declined from 47% to 36%. This is a matter of serious concern. Having reviewed the Grade 7 data, we have been unable to identify any obvious explanation for this movement. Women are also under-represented in senior research grades (Grades 9 and above), in spite of a small, positive change at Grade 9 in 2016. We will address these issues through a number of actions to enhance recruitment and career development of female research staff (**Action Plan 4b to f, 9a to e, 10a to c**). A particular focus will be encouraging women to apply for ECR fellowships at Grade 7 and above.

Figure 11 Research staff by grade and gender 2014-2016 graphed and tabulated



Grade	2014		2015		2016	
	Female	Male	Female	Male	Female	Male
Senior Research			0 (0%)	1		
Grade 10	0 (0%)	4	1 (17%)	5	1 (17%)	5
Grade 9	1 (33%)	2	1 (25%)	3	2 (66%)	1
Grade 8	8 (44%)	10	11 (69%)	5	13 (57%)	10
Grade 7	26 (47%)	29	18 (32%)	39	24 (36%)	42
Grade 6	3 (38%)	5	5 (56%)	4	7 (58%)	5
Total	38 (43%)	50	36 (39%)	57	47 (43%)	63

For all posts we aim to improve ways of attracting more women applicants, through new and different forms of advertising and personal contacts (**Action Plan 4a and c**). We will also scrutinise our appointment and promotion procedures to reduce the potential for bias (**Action Plan 4b and d**).

(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.

The majority of academic staff (SPs, TPs, APs) are employed on permanent contracts (Figure 12), although APs in their first five years are formally in their Initial Period of Office (IPO) and subject to review before they can be confirmed as permanent. We also have two TPs on fixed-term research contracts, both of whom are senior researchers employed by the Smith School (SSEE), funded by a Smith Family donation. By contrast, DLs are fixed-term posts, as are the majority of research staff, who are externally funded (Figure 13). There are no apparent trends by gender.

Figure 12 Academic staff by contract type

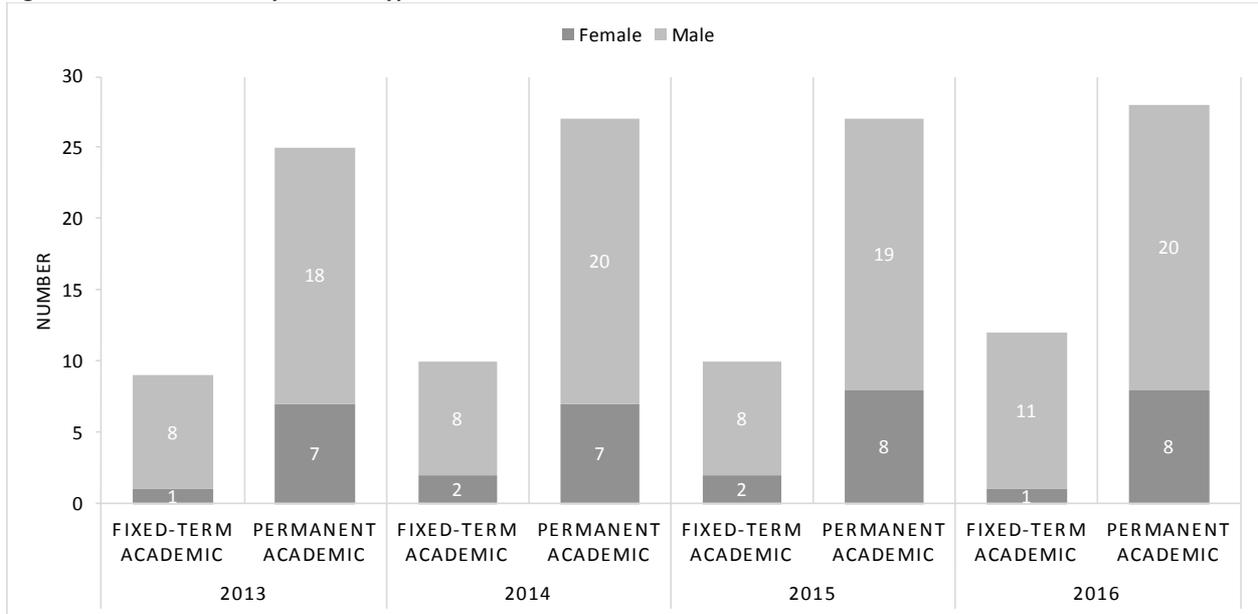
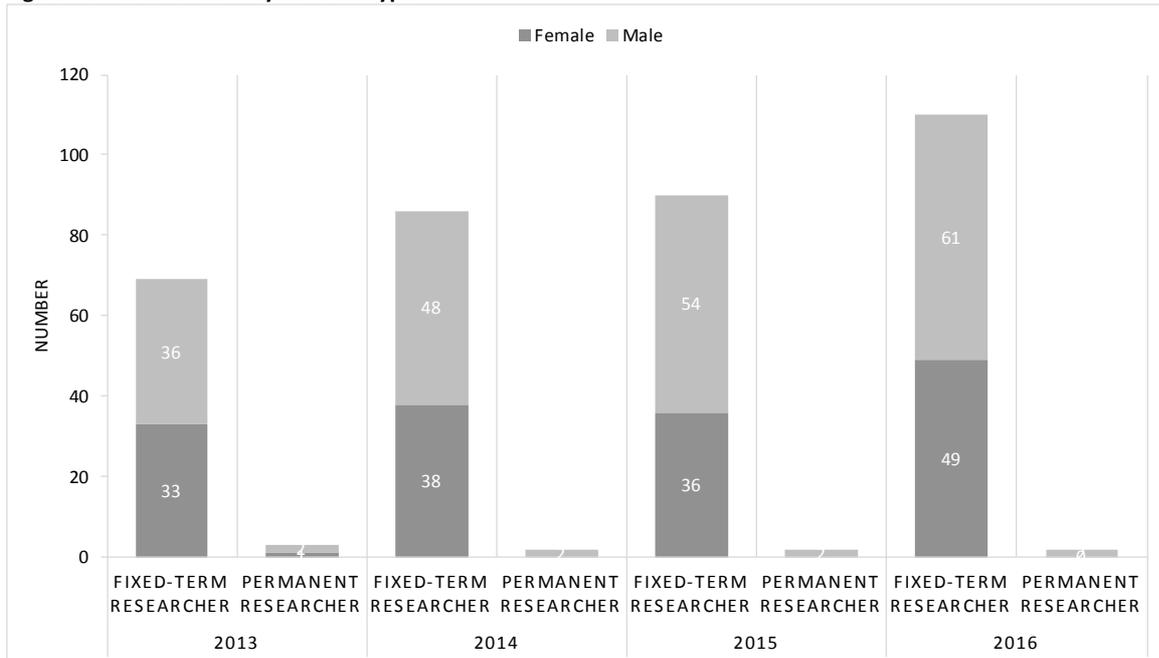


Figure 13 Research staff by contract type



(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.

The turnover among the permanent academic staff is very low, with only three leaving in the last five years (3 M). Two left for career reasons including promotion to professorships elsewhere in the UK and overseas and the third took early retirement. In this period three Departmental Lecturers (2M, 1 F) left,

all for career reasons. As Oxford has an Employer Justified Retirement Age our staff generally retire at 67, although many remain highly active academically thereafter.

Inevitably, due to the dominance of fixed-term contracts, turnover of researchers is much higher than for other academic staff. Between 2012 and 2016 a total of 124 researchers (51 F, 73 M) left the department, 41% women and 59% men, which is roughly in line with the proportions of men and women in research posts. The turnover rate was 26% for women and 30% for men, showing no gender bias.

The most common reasons for leaving included redundancy/end of fixed-term contract (35 M, 29 F), followed by career reasons (31 M, 14 F). Fewer women than men left (27% compared to 42%) for career reasons and a higher percentage of women because their contract ended (57% compared to 48%). This may indicate uneven career advice, or family ties that keep women in Oxford, and our current exit questionnaires do not provide enough detail. For this reason, we will introduce face-to-face exit interviews for fixed-term staff, as well as ensure career advice is provided at meetings as part of our new PDR and mentoring schemes (**Action Plan 9a, 10a**).

[2141 words]

SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

Key career transition points: academic staff

(i) Recruitment

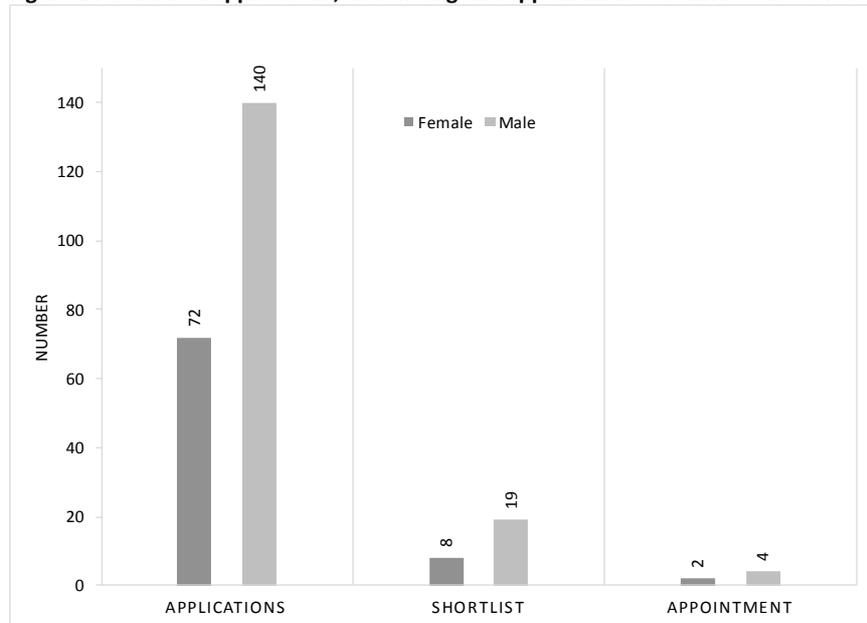
Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The School adheres to the University's recruitment policies and all adverts include an Equal Opportunities statement. If successful in this application, we will highlight the School's commitment to Athena SWAN in advertisements. We will also provide information about the possibilities of part-time work, and the University's returning carers' scheme (**Action Plan 4c**). The University requires chairs of recruitment panels to undertake unconscious bias training. The department will extend this to members of staff involved in recruitment and interviewing (**Action Plan 4b**).

Low turnover of permanent academic staff produces few new appointments. Only six appointments to Associate Professor posts (4 M, 2 F) were made between 2013 and 2016, and one appointment (female) to a Statutory Professorship (to start in October 2017). As Figure 14 shows, men dominated applications for these posts (average 66% male applications), as well as shortlists (average 70% male) and appointments (66% male), despite efforts to attract women. As our greatest challenge appears to be attracting suitably qualified female applicants, our new actions will focus on this (**Action Plan 4a to f**).

All interview panels for AP jobs include both College and School members, as well as a representative of a cognate discipline such as anthropology or earth sciences. All panels must include at least one female member, although the School seeks a more balanced representation (at least 2 women served on all six AP panels between 2013 and 2016) and we will instigate gender-balanced search committees (**Action Plan 4a**).

Figure 14 Gender of applications, shortlisting and appointments to six Associate Professorships 2013-2016 graphed and tabulated



	% applicants female	% shortlist female	Female appointed?	% panel female
AP post 1	39	50	YES	29
AP post 2	24	20	YES	29
AP post 3	27	17	NO	29
AP post 4	0	0	NO	43
AP post 5	35	25	NO	71
AP post 6	47	60	NO	29

Figures 15 to 18 show comparable data for the recruitment and appointment of departmental lecturers and research staff (Grades 6 to 8). Overall, the proportion of women appointed to posts is higher than the proportion of women applicants. It is clear that attracting more female applicants across the range of different types of appointments must be a key part of our action plan, with particular action needed for Grade 7 research posts (**Action Plan 4a-f**).

Figure 15 Gender in applications, interviews and appointments to Departmental Lectureships 2014-2016

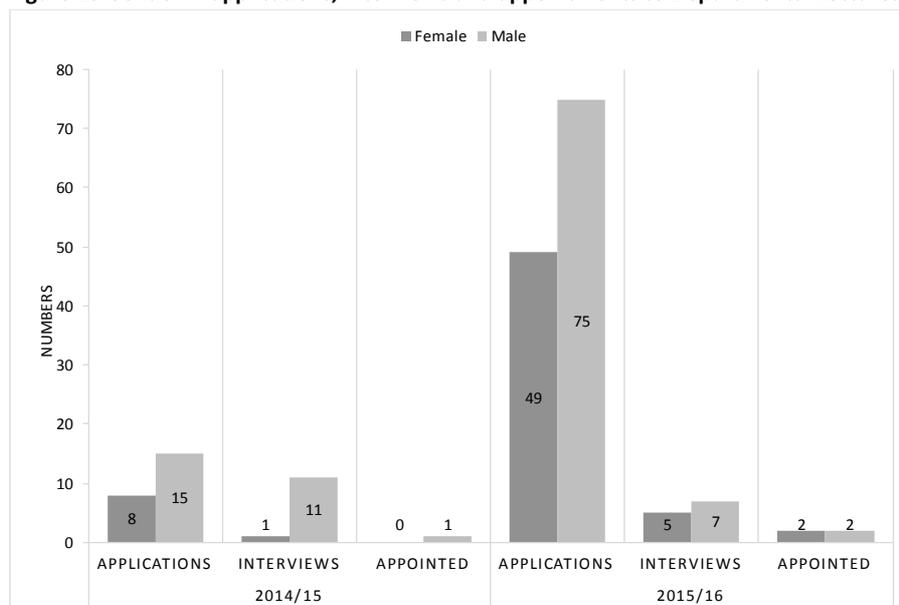


Figure 16 Gender in applications, interviews and appointments to research posts Grade 6 2013-2016

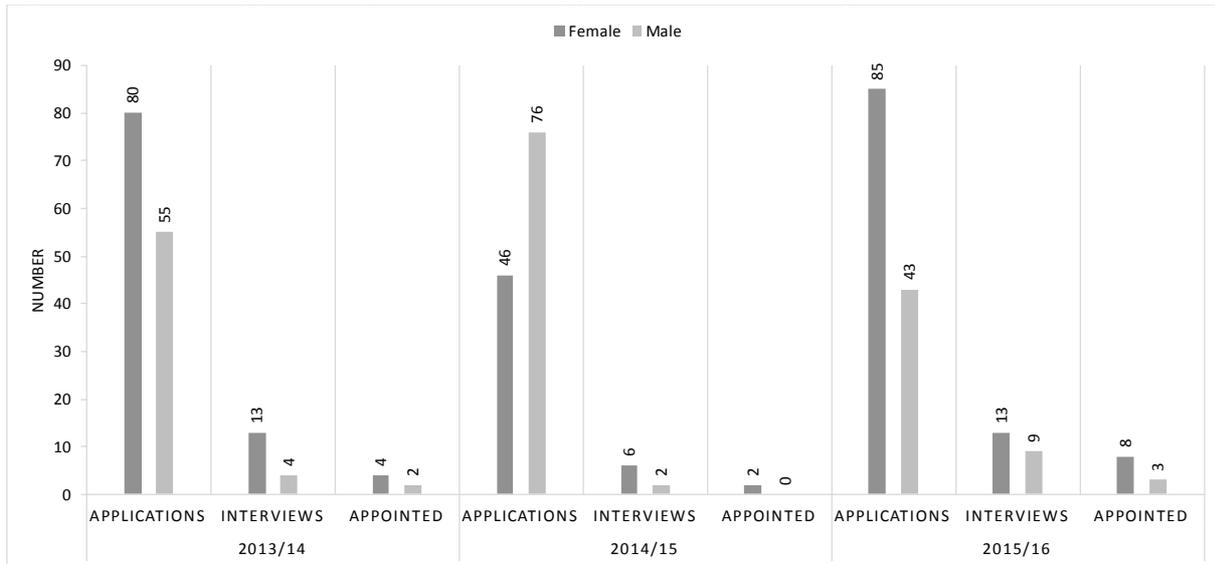


Figure 16 Gender in applications, interviews and appointments to research posts Grade 7 2013-2016

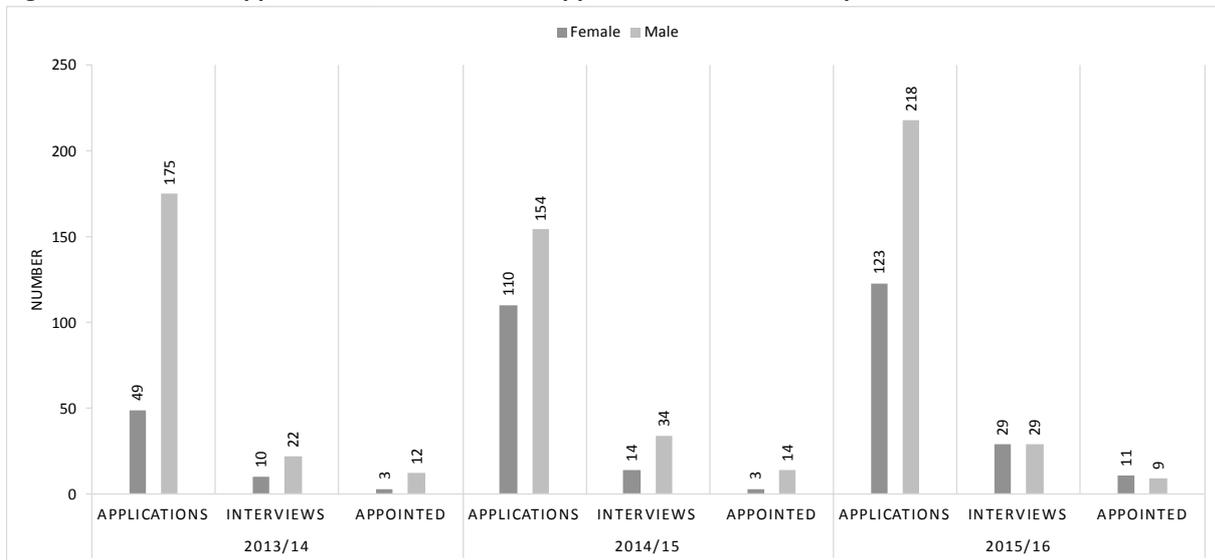
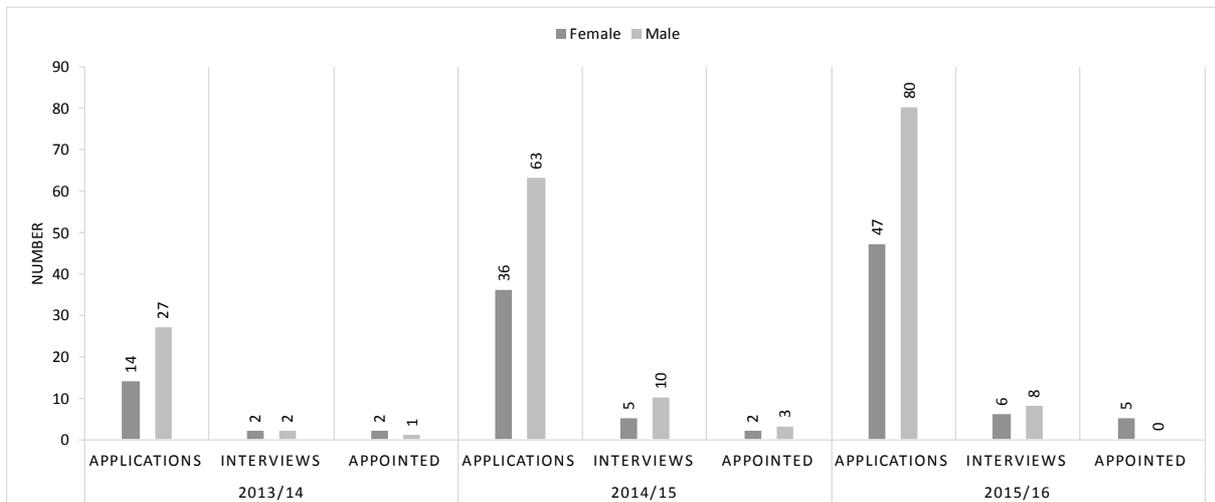


Figure 18 Gender in applications, interviews and appointments to research posts Grade 8 2013-2016



(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.

Every new member of SOGE is issued with a general induction booklet, providing information about School practices and procedures, terms and conditions and other information. Supplementary induction booklets are also available for particular categories of staff, for example contract researchers (including information about research institutes and clusters, funding and grants, research integrity and ethics, career development and training, computing, research resources and wider engagement and impact). There is also a section on the intranet for staff that includes the induction booklet, supplementary induction booklet for researchers, IT information for new users, IT frequently requested information and information about the University's Newcomers' Club and university cards.

Additional induction sessions and written information are provided to new members of staff by the University and the College (for joint appointments), as well as through more informal sessions run, for example, by the research clusters, each of which holds a welcome event to introduce new members to the group. It is clear from free text responses to the staff surveys and focus groups discussions that our induction process is somewhat ad hoc, and that written information must be supplemented by more personal forms of induction, including tours and meetings with key members of staff including line managers and support staff. A SOGE Induction Action Group has been formed to develop plans for a School-wide welcome event based on a 30 day/60 day/90 day model, as well as smaller, more tailored events (**see Action Plan 14a to c**).

(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.

There is no formal promotions process at Oxford for any category of staff. However, the following exercises reward achievements and allow progression:

Recognition of Distinction – academic and senior research staff

All those employed by the University in academic or senior research roles are eligible to enter the annual 'Recognition of Distinction' (RoD) exercise. The RoD confers the title of Professor upon those judged to have demonstrated exceptional achievements in research, teaching and citizenship. Success in the exercise has no impact on the individual's duties, although Associate Professors who achieve the title of Professor through the RoD are awarded a salary increase of £2.6k p.a.

Individuals apply directly with accompanying written references from the HoS, Head of their College, and an external referee. The exercise is a gathered field, and the SSD ranks all applications from departments in the Division. Those successful at this stage are then put forward to the University's Senior Appointments Panel for consideration.

Between 2013 and 2016, three members of the School's academic staff successfully applied for RoD, two men and one woman. The School currently supports applicants through limited personal mentoring and through sharing experiences. Two women Statutory Professors in the department, both of whom have served on the University Titles of Distinction Committee, have acted as mentors and sources of advice for potential applicants. We will develop a full mentoring scheme, and improve the appraisal scheme, to provide consistent advice and support for all those who want to apply for RoD (**Action Plan 7a, 8a, 10a**).

Reward and recognition

The annual Reward and Recognition Scheme is a University-wide scheme introduced in 2014 for all administrative staff as well as academic and research staff on Grades 1-10 in post for more than 1 year. It rewards exceptional performance significantly above that reasonably expected for an individual's grade. Individuals can be nominated or self-nominate.

There are two parts to the scheme: an annual gathered field review (the Awards for Excellence Scheme) and a recognition scheme. The Awards for Excellence is the more significant exercise, with incremental payments awarded to successful nominees. The recognition scheme awards £200 at any time of the year to individuals or teams making outstanding contributions to the work of the department.

In 2016, 79 female and 80 male employees were eligible of whom 11 women and 12 men submitted an application, with eight women and twelve men successful. It became evident from the staff survey that the scheme is not sufficiently transparent and we will develop better information and make it easily available (**Action Plan 8a to d**).

Re-grading

There is a re-grading procedure available for all support and academic-related staff in Grades 1-10. The department or an individual can request re-grading where they feel that their role has changed substantially. Re-grading applications may be submitted at any time. The documentation should be agreed with the Head of Administration and Finance (HAF) or equivalent line manager before applying. Between 2013-2016, the following 15 successful requests for regrading were made:

Staff category	Gender	Original Grade	New Grade
Admin	F	5	7
	F	4	6
	F	4	6
	M	5	6
	M	7	8
Research	F	8	9
	F	6	7
	M	7	8
	F	8	9
	F	6	7
	F	7	8
	F	7	8
	M	7	8
	M	8	9
	M	9	10

Feedback and transparency

Less than half the female academics and around half the male academics who applied for RoD said that they had received constructive feedback. Among the Professional and Support staff only two out of six women and two out of three men received constructive advice after an application for Reward and Recognition.

Responses to the staff survey indicate that more than 50% of all female staff who expressed a view think that the promotion process does not apply to them. Of those who think it does apply, only 11.6% of

female and 17.8% of male academic staff think that the promotion process is transparent and only 13.9% of female and 20% of male academics think it is fair. Among professional and support staff, the picture is more stark: only 16.2% of women professional and support staff think the promotion process is fair compared to 61.5% of men. It is clear that several actions are necessary here both to increase information about the criteria and how to apply for RoD, reward and recognition or re-grading, and to encourage and support applicants, whether they are successful or not. Our new PDR scheme will ensure that the various forms of recognition and advancement are a specific point for discussion in time for the deadline for applications to the Reward and Recognition Scheme. **(Action Plan 7b and c, 8a to d).**

(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.

For REF 2014 an internal panel of senior academics reviewed all individuals' nominated outputs and made the decisions about whether or not to submit staff and if so which of their publications were most suitable. For RAE 2008, the submission had been restricted to a relatively small number of eligible staff, in order to ensure an improved score after a disappointing performance in RAE 2001.

The then Head of School took a long-term approach to REF 2014, in part in response to anxieties about the effects of non-submission in RAE 2008. This comprised the following actions:

- Holding a series of meetings via Research Committee to inform and share information with all staff;
- Inviting all staff who wanted to discuss their submission personally with the HoS to arrange an appointment;
- Identifying members of staff who needed guidance, and allocating a mentor from the senior professoriate;
- Providing information on the grounds for a reduced submission and encouraging eligible staff members to accept their right to a reduced submission with assurances that it would not reflect negatively on them.

As a consequence, almost double the number of staff were submitted to the 2014 REF exercise compared to RAE 2008. In total 16 women and 40 men were submitted. As a proportion of all women academics, women were more likely than men to be submitted.

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?

For all members of staff, a wide range of University-run courses (in management, IT, research practice, becoming a PI, personal development, etc.) is available and listed on the SOGE intranet. During induction new staff are informed about options and strongly encouraged to participate in the Equality and Diversity online course. They are also given information to meet specific training needs, and new line managers are encouraged to participate in the training for line managers offered by the Oxford Learning Institute (OLI). There is also in-house management training for staff. It is also possible for

members of administrative, professional, support and technical staff to take study leave, or paid leave in order, for example, to prepare for professional exams.

The staff survey revealed that just over 30% of academic staff (female: 37%; male 32%) reported having been encouraged to take training opportunities, and more women (33%) than men (23%) thought they might benefit from training in the development of management and supervisory skills. We have, to date, relied on general email communications to disseminate information and realise that we need to take a more proactive, targeted approach to ensure that all staff are aware of the training opportunities available to them. We will also raise awareness among line managers, so that they are better able to support their staff; ensure that training needs are discussed during PDR; and make funding available **(Action Plan 7a to c)**.

(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.

For all new Associate Professors there is a five-year Initial Period of Office (IPO), before confirmation of the appointment until retirement. During the IPO, each new appointee has an official department-based mentor and there are official appraisals at two and five years from the date of initial appointment. The two-year appraisal includes discussion of teaching and research contributions, whereas the five-year appraisal also involves a report to the Division. Two senior members of the academic staff, one of whom is the appointee's mentor, undertake these appraisals.

For APs who are beyond the IPO and research staff on permanent contracts, appraisal is carried out by the HoS; Statutory Professors may ask to be appraised by the Head of Division. At present, formal appraisal meetings are required only once every five years, although there is an option to request a meeting with the HoS every year if desired. Issues discussed during the meeting usually include progress with stated objectives since the previous meeting, careers and promotion advice and future targets, in terms of research, teaching and administration (as appropriate).

As an annual appraisal is not compulsory, uptake is low. Over the last three years, only 6 men and 2 women took up the offer of a voluntary meeting with the HoS. We have no information about informal meetings with mentors. To improve both awareness of mentoring and appraisal and to encourage more academics and researchers to participate, new schemes will be introduced during the academic year 2016-17. **(Action Plan 7a, 10a to c)**

Research staff on fixed-term contracts typically are appraised by their line managers. Until 2013, there was no formal scheme and procedures were informal and inconsistent, although all researchers were reviewed after six (midterm probation review) and twelve (final probationary review) months in post before their contract was confirmed. In 2013, a new PDR scheme for all fixed-term research staff was launched as a pilot, following a request from the Research Committee. The scheme focused heavily on review of scholarly activities and strategies for applying to appropriate funding opportunities. 56 researchers were eligible for inclusion in this pilot (that is, in post for at least one year) of whom 30 were reviewed by their main line manager in the succeeding two years. This scheme was reviewed in late 2014 and several issues were raised both from reviewers and reviewees that resulted in the scheme being suspended and referred back to Research Committee for revision. In 2016 the School launched a new PDR scheme to include DLs and non-academic staff (including administrative, professional, support and technical) as well as researchers. The scheme has been completely redesigned, allowing for a gender-balanced panel and covers a wider range of discussion topics including identifying training

opportunities (and an option of applying for training funding), promotion and reward and what support is needed to achieve career goals (**Action Plan 7a to d**).

(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.

Career support for academic and research staff includes:

- Financial support for conference attendance (up to £500 annually) for academic staff, a scheme run by Research Committee.
- Opportunities to take on leadership opportunities in research clusters by, for example, chairing seminars, playing a part in devising programmes and taking the lead in some of the training events. This provides opportunities to develop skills outside formal leadership roles. We will monitor and encourage female participation (**Action Plan 5b**).
- Courses for researchers who wish to teach, although teaching opportunities in the School have been relatively limited to date. Increased opportunities for UG and PGT teaching will be provided through an audit of skills (**Action Plan 9c**).
- Encouragement for researchers to undertake DPhil supervision as a member of a supervisory team, to gain experience of assessment through assessing transfer and confirmation of status reports for doctoral students, and to supervise PGT dissertations. We will encourage female researcher participation (**Action Plan 9d**).
- Occasional talks (usually within the research clusters) by senior women academics about career paths and work life balance. These will be extended and offered more widely as increasingly men are also interested in altering their work life balance (**Action Plan 9e**).

The survey showed a clear demand, especially from women, for mentoring and for more targeted careers advice, which will be addressed in our action plan (**Action Plan 10a to c**).

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

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

The University Careers Service (<https://www.careers.ox.ac.uk/>) offers career guidance and information on job vacancies, intern programmes and workshops to all students, who are encouraged to explore a range of possible options including academic careers. Numerous external websites now exist that include job vacancies and career advice and we will ensure students are made aware of these (**Action Plan 2a**).

Each PGR student is a member of one of the School's five research clusters which offer specialist skills training, research seminars, and professional development that is tailored to the sorts of issues and methods that are the respective focus of each cluster. PGR students are encouraged to take up leadership roles within the research cluster.

PGR students have a wide-ranging programme of events and activities, both within the School and through doctoral training schemes with which SoGE is involved (NERC Environment DTP, ESRC DTC, EPSRC SEAHA CDT). The current Director of the Graduate School (male) is supported by a female Research Degrees coordinator. First year doctoral students, as a group, have a number of taught sessions which include career advice, publishing, presentations as well as more focused events within the five research clusters. In their second term, doctoral students are required to present their work to a

panel, thus learning right from the start how to be effective communicators. They are eligible for support to attend conferences which are invaluable for building networks as well as learning conference presentation skills. In addition, students are encouraged to present papers to workshops of peers and colleagues, as well as to participate in graduate events in their Colleges or in specialist research meetings across the university. Postgraduate attendance at seminar series within the department is strongly encouraged. The strong research ethos of the School means that there are opportunities for graduate students to contribute to other research projects. Like researchers, doctoral candidates seek teaching experience, although opportunities are limited, especially as high UG fees mean demand from these students to be taught by 'experts' seems likely to intensify. We will explore new ways of facilitating teaching (**Action Plan 3d**) as well as extending the mentoring system to DPhil students (**Action Plan 3b**). It was apparent from the survey that more tailored careers advice would be appreciated (**Action Plan 3a and c**).

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

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

The School has a Research Officer (female) who provides support to all academic and research staff in addition to that provided by research clusters and research centres. This includes informing individuals about specific funding opportunities, providing support with application processes and costings. For larger, collaborative applications, there is also support available from the Divisional Research Facilitator.

In future, we will encourage researchers to make appropriate contributions to new project proposals such as contributing as a researcher Co-I or targeting fellowship opportunities in order to develop an independent research programme. The School has initiated a peer support process for selected applications (NERC standard grants, ESRC Future Leaders, Leverhulme Early Career Fellowships). The intention is to roll this out to other grant awarding schemes over the next academic year (**Action Plan 9b**).

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.

All staff planning to take maternity leave have an initial discussion with their line manager and the HAF. The School aims to be as flexible as possible in meeting the particular needs of each staff member, and the relatively small numbers of staff taking leave means support can be tailored. For example, special leave arrangements were made for a member of staff preparing for adoption who had to attend appointments and workshops with adoption agencies.

The HAF makes arrangements to provide cover for members of professional and support staff. Female academic and research staff meet with the HoS who assists with issues such as rearranging classes and lectures, providing cover, reallocating administrative responsibilities and planning their return to work.

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

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

The University offers the most generous contractual maternity pay scheme in the sector: 26 weeks at full pay, 13 weeks at SMP and 13 weeks of unpaid leave. This reduces the financial imperative to return

to work at an early stage. All but one staff members taking leave in the last three years have taken between 6 and 12 months leave.

Staff have the option to take up to ten KIT days – although they are not obliged to do so – and their wishes are discussed before they go on leave. KIT days have been used in a number of different ways by different staff groups. Some examples include attending team update meetings, seminars, social events and training.

(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.

Staff who wish to phase their return to work are supported to do so, e.g. through using accrued annual leave to temporarily reduce hours without loss of income. Staff also have the option to request a permanent change to their working hours or patterns, although to date no-one has done so.

Since 2014 the University has run a 'Returning Carers' Fund', a small grants scheme to support women and men who have taken a break of at least six months to meet caring responsibilities to re-establish their research. It is deliberately designed to be flexible and funds activities such as short term administrative or research assistance, teaching buyouts, conference attendance or training in new methods. Two members of SOGE have successfully applied for this fund. We will ensure that the fund is actively advertised to all staff (**Action Plan 12b**).

Tailored arrangements are made on a case by case basis. For example, one Associate Professor was supported by extending the contract of the lecturer providing maternity cover, so reducing her teaching commitments and by funding a small amount of research assistance to enable the completion of a research project due shortly after her return. Focus group discussions revealed some unease that maternity cover appointments did not always cover all aspects of the job, putting additional pressure on (often female) staff. We will ensure that future maternity cover appointments are better defined, and the situation monitored (**Action Plan 12c**).

Some survey respondents pointed to difficulties associated with the return to work. One woman academic was concerned about the lack of a suitable private space to use a breast pump. Another woman found it difficult to cope with seminars after 5pm. We will respond to these concerns through looking into providing a 'privacy room' (**Action Plan 12d**) and encouraging a departmental culture of core hours for major meetings (**Action Plan 12f**).

(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.

Nine members of staff have taken maternity leave in the last three years: two academics, four researchers and three members of Professional and Support staff. All returned to work.

(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.

Paternity, adoption and parental leave figures are low. Among male members of staff, two researchers and three Professional and Support staff have taken paternity leave in the last three years. In this time period, no members of staff have taken adoption or shared parental leave.

Our survey results showed low levels of awareness of rights and entitlements: 64% of staff (23 F, 27 M) did not know what their caring leave entitlements were. We will ensure we improve the flow of information on entitlements for maternity, paternity and adoption leave (**Action Plan 12a**).

(vi) Flexible working

Provide information on the flexible working arrangements available.

Overall there appears to be general satisfaction with the options for flexible working among all categories of staff: 77% of women and 70% of men responded in the survey that they worked flexibly, while 95% of women and 83% of men thought that flexible working was supported in SOGE. There are greater opportunities for academic staff to 'self-organise' and make use of informal flexible working, rather than request to move into a part-time contract. Due to the nature of their roles, professional and support staff have to formally request flexible hours although, as with arrangements for maternity leave, the School aims to be as supportive as possible and no requests have yet been turned down.

Although staff are generally positive about flexible working, we will ensure in future that everyone is aware of their rights and responsibilities and we will make information more transparent and widely available. In particular, we are increasingly seeing that flexible working is required to take care for elderly parents or for relatives during periods of illness, and will ensure that staff are aware that all forms of caring are recognised (**Action Plan 12e**).

(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.

To date there have been no requests of this nature, but, as with other flexible working requests and management of career breaks, we would approach any such requests positively and work with the individual to find a mutually satisfactory outcome.

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 survey found that most staff in the School think colleagues are supportive (academic staff: 93% F and M; administrative staff 90% F, 82% M) and that the atmosphere and culture of the School is friendly and collegial. There is, however, room for improvement. Questions about diversity, inclusivity and discrimination have not previously been systematically considered by School committees. SOGE, as a sizeable, complex and multi-faceted department with a high turnover of staff can, at times, feel fragmented. Although various methods are used to connect the different parts – away days, research seminars, 'big events' (an occasional series of meetings and debates on key topics), social activities (sometimes sports- or pub-based and so not always inclusive), staff and postgraduate coffee, and a common room – the size and layout of the building make it difficult to encourage a community feeling.

Heads of School have all worked hard to enhance departmental collegiality through hosting events, celebrating key achievements, and using the web site and other social media to increase the feeling of mutual effort. There are ice-breaker events for new postgraduates and a social event at the end of the autumn term held during the day so that as many members of the School as possible can attend. The HoS will increase the number of coffee events so that all staff can attend at least once per term (**Action Plan 15a**), and the Director of Research will organise and host further SEED events ('big events' which showcase research across the School and encourage new connections following a successful pilot in 2015 (**Action Plan 15b**). We will instigate at least one additional departmental social event to be held in the afternoon, and invite all staff and their families (**Action Plan 15c**).

It is encouraging that the majority (80%) of professional and support staff feel valued. However, among both academic and support staff there is evidence that a rather large proportion of women (52% of women academics and 14% of women professional and support staff) feel that on occasion they are unfairly treated on the basis of their gender. A smaller number of both men and women reported unpleasant comments about age, disability and caring responsibilities. We will endeavour to alter these negative practices through sensitivity training for all staff (**Action Plan 13b**).

(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 departmental HR team is responsible for ensuring SOGE keeps up to date with University policy and the law through regular meetings with the Division's HR Business Partner. If there are changes in HR policies, the HAF informs all staff by email, and information is posted on the staff notice board and the intranet. We recognise, however, that our communications could be more targeted and will strengthen information given to line managers at induction, improve access to training for line managers, and develop a manager's toolkit (**Action Plan 14d**).

Recorded incidents of harassment are infrequent and almost 50% of the members of staff stated in the survey that they would feel comfortable reporting such incidents if they were subject to or witnessed them. Information about what to do when experiencing and witnessing bullying and harassment is available on the intranet and the School's Harassment Officers are available to give confidential advice. However, the survey responses demonstrate that not all staff are aware of this. Professional and support staff are better informed than their academic peers: among academic and research staff, 43% of women and 28% of men said that they did not know how to report bullying and harassment, while among Professional and Support Staff this figure was 32% of women and 18% of men. We will raise awareness of harassment reporting procedures and monitor the effects, which may involve an initial increase in reporting (**Action Plan 13a to c**).

(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.

Full details of all committees and their membership are available on the intranet. However, the survey revealed a general feeling that nominations to committees are not sufficiently transparent and that, as a consequence, representation is uneven. A small number of senior staff, the majority of whom are men, dominates the academic decision-making structure. At present, committee membership depends on a series of standing orders that define members on the basis of their job role/position, such as heading a research institute or chairing a major committee. At present only four committees (of 12) are chaired by women, three of them by the current Head of School (Table 2).

Table 2: Committee representation by gender, 2015/16

Committee	No of female members (F = female chair)	No of male members
Executive Group	1 (F)	7
SoGE Committee	13 (F)	19
Research Committee	4	10
PGR Committee	4	8
PGT Committee	4	9
UG Committee	4	3
Safety Committee	2	7
IT Committee	0	9
Equipment and Lab Committee	4	6
JCC (UG)	2 (F)	1
JCC (PG)	1	4
Athena Swan SAT	7 (F)	5

We will address the imbalance of female representation on committees through reviewing their structure, advertising vacancies and encouraging more women to participate (**Action Plan 6a-d**).

(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?

The department does not at present keep records on staff participating in external committees within and beyond the university, although some data were collected as part of the REF submission. It is clear that among the more senior women, there is considerable committee experience on university committees, in professional organisations such as the RGS, and through membership on journal editorial boards, charities and so on. Ways of sharing such experience, with both more junior women and men, through mentoring and role models as well as through mechanisms such as sessions during induction of graduate training, for example, are currently under consideration. As a first step we will establish a system and collect data on such external roles and contributions as part of the workload model (**Action Plan 11c**).

(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.

The most recent University review of the department (2015) recommended introducing a workload model, which is now under development. The atypical structure of Oxford, with many joint appointments, means such a model is complex. Although some staff value the consensual nature and flexibility of current arrangements, whereby workloads are negotiated with the HoS, the survey responses reveal that 60% of staff (26 F, 30 M) would value greater transparency in the allocation of workload and 57% (25 F, 27 M) think that SOGE would benefit from having a workload model. We will implement a transparent workload allocation system based on the model we are developing. **(Action Plan 11a and b).**

(vi) Timing of departmental meetings and social gatherings

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

Most departmental meetings are held between 9am and 5pm, the majority in the afternoon, as teaching is commonly timetabled in the morning. Wednesday is a common afternoon for College meetings. We will introduce core working hours from 10am to 4pm to ensure maximum participation from those with caring responsibilities **(Action Plan 12f)**. A number of other changes to improve participation are being considered **(Action Plan 12g)**.

(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.

The organisation of events and seminars is largely devolved to the research clusters and centres, and therefore it is difficult to take a systematic approach to considering gender balance in, for example, inviting external speakers as seminar presenters and as participants in career events. Lists of past events show a dominance of male presenters, although women have often facilitated events through chairing or acting as discussants. We will monitor future events and strongly discourage male-only platforms **(Action Plan 5f)**.

The School takes care to ensure that web and hard copy advertising to potential students represents a diverse student body. And we will provide further visibility for female achievements on website, displays around the School and all publicity material **(Action Plan 6c to e)**

(vii) Outreach activities

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

The School contributes to a range of outreach activities, such as open days, lectures at local schools, and the UNIQ summer school programme. Currently there is no systematic approach to the collection of data about staff or student involvement in outreach activities. Many activities are, however, announced and advertised on the website or through the School's social media channels. We will ensure we systematically collect outreach activity data and monitor the contribution of female staff, and encourage them if required. **(Action Plan 5g)**.

[5208 words]

6. CASE STUDIES

Not needed for applications for the bronze award

7. Further information

5 Action plan *(to be added)*

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

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

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

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



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LANDSCAPE PAGE

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Objective 1 Oversee Athena Swan actions						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/ priority)		Person responsible (job title)
1a)	Establish a permanent Equality and Diversity Group as part of the School's committee structure	To oversee implementation of the action plan and work towards better practice.	Successful application for Silver/ renewal of Bronze in 4 years time	Jan 2017	HIGH	Chair, E&D Group
1 b)	Appoint two new part-time staff to support Athena Swan activities.	Required to implement the action plan	New staff appointed and actively engaged; action plan implemented.	Jan 2017	HIGH	HoS and HAF
1 c)	Liase with other departmental and University E&D policies.	To ensure action plan benefits from best practice advice and policies.	Action plan develops effectively in line with University policies.	Jan 2017	MEDIUM	Chair, E&D Group
1 d)	Implement follow-up staff and student surveys to assess progress against aims.	To ensure that our actions are having the desired effects, and revise and retarget actions if needed.	Higher survey uptake (> 75% staff, > 50% students) and indications that key issues resolved.	May 2019	HIGH	Chair, E&D Group
1 e)	Coordinate data collection for all staff and student indicators	To ensure we have the data required to assess the success of our actions.	Successful application for Silver/ renewal of Bronze in 4 years time	Feb 2017	HIGH	Chair, E&D Group

Objective 2 Maintain the gender balance and ensure no gender imbalance in performance in our student body						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
2 a)	Analyze student data on an annual basis in order to identify any emerging trends and take action as necessary	Student data fluctuates annually and it may take several years to identify trends	Annual report to School teaching committees. New actions introduced as necessary	Oct 2017	MEDIUM	Chair, E&D Group
2 b)	Ensure all departmental academic staff involved in UG recruitment take unconscious bias training.	A slightly smaller percentage of female vs male applicants have been accepted in recent years.	100% of departmental academic staff involved in UG recruitment to have had UB training.	June 2017	MEDIUM	Director of Undergraduate Studies, HR
2 c)	Monitor gendered performance in all elements of the undergraduate degree; liaise with University Student Attainment Gap working group and introduce and monitor the effect of any relevant actions	Small imbalance in degree results: 6 year average of First class degrees 33% female, 40% male	On average, gender balanced performance in BA geography over next 5 years	June 2017	MEDIUM	Director of Undergraduate Studies
2 d)	Review and revise as appropriate website/other publicity materials used to advertise PGR opportunities; carry out brief survey of incoming PGR students to understand what attracted them to apply to Oxford.	Lower % of female vs male applicants for PGR degrees in 2015/16	Positive feedback in student survey (> 50% satisfied) on website/publicity materials; at least 45% of postgraduate applications by women by 2018; at least 50% by 2020	April 2017	MEDIUM	Director of Graduate Studies

Objective 3 Encourage students to progress to academic careers						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
3 a)	Revise our website and student handbooks to provide clear information on sources of advice and guidance on career options in research and academia.	Fewer female than male UG students want to pursue a career in academia.	All UGs aware of PGT and PGR courses on offer, and examples of careers in academia.	May 2017	MEDIUM	Director of Undergraduate Studies
3 b)	Promote our new Mix-and-Match Mentoring Scheme, which, following a review of mentoring methods used elsewhere, involves PGR students being paired with researchers and PGT students on a voluntary but annually encouraged and recorded basis.	The survey showed that more than 90% of all female PGT and PGR students would like a mentor.	By 2018 50% of PGR and PGT students to have taken up the offer of mentoring.	Already started (Autumn 2016)	MEDIUM	Chair, E&D Group & Research Degrees Coordinator
3 c)	Conduct focus groups with PGT and PGR students to investigate reasons for the lower interest of our female postgraduate students in pursuing a career in academia. On the basis of the findings, strengthen the career advice available.	For both PGT and PGR students 30% fewer female vs male students want to pursue a career in academia.	Clear findings from the focus groups, leading to appropriate actions regarding career advice	Nov 2017	LOW	New Athena SWAN coordinator; Research Degrees Coordinator
3 d)	Provide more teaching opportunities for PGR students by encouraging attendance on the OLI's Developing Learning and Teaching programme (https://www.learning.ox.ac.uk/support/teaching/programmes/dlt/) and auditing teaching skills vs needs.	PGR students want more teaching experience.	Data on PGR uptake of teaching courses and participation in SOGE teaching programmes.	Mar 2017	MEDIUM	Director of Graduate Studies

Objective 4 Increase the number of female applicants for academic and research posts						
Action number	Planned Action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
4 a)	Form gender balanced search committees for academic posts. Encourage more applications from female academics by promoting the job widely (for example through Women in Science networks) and through personal contacts.	We have a low percentage of female applicants (vs male applicants) for Associate Professor posts (between 0% and 35% for six vacancies advertised between 2013 and 2016).	Increase the proportion of female applicants for AP posts to 50% by 2017, 55% by 2018, 60% by 2019 and 65% by 2020.	Feb 2017	HIGH	Head of School
4 b)	Ensure all members of search committees have undertaken unconscious bias training. One member of the panel will act as unconscious bias representative and speak up on any issues	Fewer women in senior research posts (Grade 9 and above: 33% female in 2016).	Increase the proportion of women to 50% in entry level research posts (Grade 7) and senior research posts (grade 9+) by 2020.	Feb 2017	HIGH	HR
4 c)	Revise the job specification and further particulars for all posts to ensure that female applicants are encouraged. In particular: highlight the School's commitment to gender equality, outline possibilities for part-time and flexible working, and give details of the University's Returning Carers Fund.	Falling proportion of women in G7 research and DL posts in recent years.	100% of members of appointment committees to have undertaken Unconscious Bias Training by September 2017	Feb 2017	HIGH	Head of School, HR
4 d)	Provide guidance for panels on how to take better account of equality-related personal circumstances in the shortlisting process			Feb 2017	MEDIUM	HR
4 e)	Send every departmental job ad to all line managers in the department and ask them to encourage all suitably qualified members of staff to apply ; and give feedback to unsuccessful internal applicants.		Improved survey results on job feedback in next round of	Feb 2017	LOW	Head of School

			surveys			
4 f)	Analyze recruitment monitoring data on an annual basis to identify and respond to any emerging trends	Recent decline in % of female Grade 7 researchers.	Annual statistics on recruitment collected and monitored by SAT	October 2017	MEDIUM	HR, Chair E&D Group

Objective 5 Increase the number of, and strengthen the visibility of, women in leading student-facing roles						
Action number	Planned Action	Rationale	Success criteria and outcome	Timeframe (start date/Priority)		Person responsible (incl. job title)
5 a)	Increase the number of women in student-facing academic leadership roles through new appointments, mentoring and encouragement through appraisals/ PDR processes.	We don't have enough female role models in teaching roles	An increase in the number of women in leadership positions including MSc course leaders, BA module leaders and teaching staff	Feb 2017	HIGH	Head of School, Search committees
5 b)	Monitor and encourage participation of female researchers and academics in research cluster leadership roles and activities	We don't have enough female role models in leadership roles.	An increase in the number of women leading research cluster activities.	June 2017	MEDIUM	Head of School
5 c)	Provide more visibility for female researchers, teachers and their achievements in the visual material on display within the School	In our staff and student surveys and focus groups these issues were raised	Clear evidence of female achievements on display within the School, on our website and in hard copy materials	Dec 2016	MEDIUM	Head of School, Head of Admin and Finance
5 d)	Provide more visibility for female researchers and their achievements on the School's website			Dec 2016	MEDIUM	Communication officer
5 e)	Provide more visibility for female achievements in our bi-annual review.			July 2018	LOW	Communication officer
5 f)	Monitor male/ female balance of speakers in seminar series etc and	In our staff and student surveys and focus	No all-male events	Mar 2017	MEDIUM	New Athena Swan Coordinator

	strongly discourage all-male platforms	groups these issues were raised				
5 g)	Collect data on outreach activities participation and encourage female staff to get involved if under-represented	Lack of data on outreach activities and gender representation	No gender imbalance in outreach activities	July 2017	LOW	Academic Administrator

Objective 6 Improve female representation within the committee structure of the School						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
6 a)	Review the structure of all committees and ensure that female candidates are approached when positions (chairs and members) become vacant.	The committees of the school are key decision-making bodies. They also reflect the ethos and power structures in the school at present. We do not want to overload senior women, but we need better representation	Raise the number of committee members and chairs in proportion to female academic staff numbers by 2020.	June 2017	MEDIUM	Head of School overseen by E&D Group
6 b)	Keep data on committee membership in order to monitor progress.			June 2017	LOW	
6 c)	Update the standing orders for departmental committees, publish them on the intranet and review them annually.			Jan 2017	HIGH	
6 d)	Identify and revise any committee regulations that make it difficult to achieve gender balance			June 2017	MEDIUM	

Objective 7 Implement Appraisal and Personal Development Review schemes for effective career development for academic, research and professional and support staff to ensure that female members of staff feel encouraged to apply for promotion, training opportunities.

Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
7 a)	Encourage academic staff to take up the offer of non-compulsory appraisals (to cover career development, RoD, mentoring etc). Offer alternative staff member to carry out appraisal instead of HoD.	Widespread lack of uptake of appraisals for academic staff	75% of all eligible academic staff participate in non-compulsory appraisals annually by 2018	Already started (Autumn 2016)	HIGH	Head of School
7 b)	Set up PDR systems for research staff and Professional and Support staff (to cover promotion, training, flexible working, career development). Ensure line managers get training. Monitor uptake.	Lack of School-wide PDR system for researchers and professional and support staff	The majority of eligible staff participate in a PDR once a year. 100% line managers have been trained	Already started (Autumn 2016)	HIGH	Head of Admin and Finance
7 c)	Establish a budget for training activities for academics, researchers and professional and support staff. Applications to follow PDR/ appraisal discussions and be supported by line managers	Survey results showed staff want more training opportunities.	Budget used, over 50% of those wanting training get it.	Jan 2017	HIGH	Head of School, Head of Admin and Finance
7 d)	Ensure that everyone has the chance to get a PDR by two people (gender balanced), if requested (by involving the line manager and one representative of HR)	A small but significant minority of staff state that they would find this beneficial.	100% of staff who opt-in should have their appraisal gender balanced	Already started (Autumn 2016)	MEDIUM	HR, Head of Admin and Finance

Objective 8 Improve the transparency and fairness of recognition processes and encourage women to apply.						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/Priority)		Person responsible (job title)
8 a)	Develop a check list for the appraisals/PDRs to ensure that staff are supported and encouraged to apply for recognition when applicable	Appraisals not taken-up and PDR scheme not widely available	More than 50% staff take up offer of appraisals/ PDRs annually.	April 2017	HIGH	HR, Head of Admin and Finance
8 b)	Formalise the procedure of sending an email to the unsuccessful applicants for RoD/ reward and recognition, with an offer of feedback on how to strengthen future applications	Less than 50% staff received helpful feedback after the applied for promotion	Next survey shows >75% staff received helpful feedback, and >75% female staff thing promotion process is applicable to them.	April 2017	HIGH	HR
8 c)	Develop and disseminate an information booklet on recognition procedures giving details of the criteria, how to make an application and how decisions are made.	More than 50% female academics/ researchers think promotion process is not applicable to them.		Feb 2017	MEDIUM	HR; Head of Admin and Finance
8 d)	Collect and analyse data on uptake of reward and recognition			Gender balanced success rate	July 2017	MEDIUM

Objective 9 Support the Career Development of Fixed-term academic and research staff to facilitate women moving into permanent academic/ higher grade research posts at Oxford or elsewhere.						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
9 a)	Introduce face-to-face exit interviews for fixed term staff well in advance of the end	Fewer female than male researchers	Better understanding of reasons for leaving	June 2017	MEDIUM	HR

	of their contract to provide careers advice and support	left for career reasons (27% compared to 42%) more because their contract ended (57% compared to 48%).	(for both male and female fixed-term staff)			
9 b)	Encourage research grant and fellowship applications from researchers and academics through introducing a scheme of peer support/ workshops/ lectures/ talks for support for grant applications and peer review	Almost half of all female academics and researchers support this idea.	Gender balance in grant winning success; increased grant winning success across the School.	May 2017	HIGH	Research Officer/Director of Research
9 c)	Increase teaching opportunities for researchers through carrying an audit of teaching skills/ subject areas and matching with demand. Ensure awareness and encourage uptake of teaching training courses.	Reacting to comments made in focus groups and the survey of staff, especially those by researchers.	100% of those who want it get training in University level teaching	June 2017	HIGH	Research Officer/Director of Research
9 d)	Encourage female researchers to participate in DPhil supervision and Masters dissertation supervision. Carry out an audit of teaching capability and interests.	Only 30% PGR students have a female supervisor; lack of role models for Masters students	>50% PGR students have a female member of their supervisory team.	Autumn 2018	MEDIUM	Director of Graduate Studies
9 e)	Provide careers advice talks from more female senior academics (internal and external) about their own career paths.	Lack of role models	More positive student survey results on female role models	October 2017	MEDIUM	Chair, E&D Group

Objective 10 Support women's career development through mentoring						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (incl. job title)
10 a)	Develop an effective mentoring scheme for all staff. The mentoring should include the provision of more information on career training opportunities and other events that will be provided to the mentors to pass on and discuss.	62.5% of female academic/research staff would like to have mentoring (vs. 34.9% of their male colleagues).	All staff who opt in should have a mentor by spring 2018. High satisfaction with mentoring opportunities should be found in re-survey in 2020.	Autumn 2017	HIGH	Chair, E&D Group
10 b)	Explore a mentor-exchange program at divisional level to get careers advice not from direct colleagues or line managers			Spring 2017	LOW	Chair, E&D Group with AS Division coordinator
10 c)	Promote the University programmes for personal development/mentoring and lobby the University to make more places available ('Springboard' (support staff, early career), Pivot (BME staff) and 'Ad Feminam' (Senior academic))		Monitor interest and attendance. By 2017/18: more than 75% of all female staff should be informed about University offers of mentoring, and more than 25% have applied to participate.	Spring 2017	LOW	Head of School, Head of Admin and Finance, HR, Line managers

Objective 11 Improve the transparency of workload allocation						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
11 a)	Develop a workload model for academic staff, Collect data about responsibilities outside of the department (college, University/Division committees, external committees)	Results from Staff survey coupled with guidance from the university	Comprehensive and clear data on time spent on teaching, research and citizenship (including beyond the department) for academic staff	Already started (Autumn 2016)	HIGH	Head of School, Academic Administrator
11 b)	Implement the workload model through HoS oversight, and discussion at appraisal meetings.	Results from staff survey/focus group about feeling torn between college and departmental responsibilities	Having a transparent workload allocation system in operation	Summer 2017	HIGH	Head of School

Objective 12 Improve the uptake of maternity/paternity/adoption leave and flexible working.						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
12 a)	Improve information on opportunities for flexible working (informal and formal) and entitlements for maternity/paternity leave via appraisals/PDR, intranet, and inductions. Ensure that those with line management responsibility know what the University's policies are and what is expected of them.	57% of all female academic/research staff and 66.7% of male don't know their maternity/paternity entitlements; support staff 75.7% female, 66.7% male	Better survey result in 2017/18 with at least 75% of all staff knowing their entitlements (and the	Feb 2017	MEDIUM	HR, Line managers

			entitlements of their staff in the case of line managers)			
12 b)	Support academic and research staff in their application for the Returning Carers Fund (where applicable).		All academic and research staff returning from care leave should apply (if they want to).	Feb 2017	MEDIUM	HR
12 c)	Make sure that maternity leave replacements are able to fulfil the same roles, e.g. assessor, etc.; so that she/he can cover without overburdening other colleagues		Better level of satisfaction with these aspects in next focus groups.	Jan 2017	LOW	HR, Head of School
12 d)	Investigate provision of a 'privacy room' for breast-feeding and pumping and baby changing or resting during pregnancy.			April 2017	MEDIUM	Facilities Manager, Head of Admin and Finance
12 e)	Make sure that all staff are aware that other caring roles (e.g. for elderly relations) are recognised.	Worries expressed in focus groups		June 2017	LOW	Head of Admin and Finance
12 f)	Make sure that departmental meetings are between 10am and 4pm as far as possible without conflicting with teaching and other needs.	Results from Staff survey: Timing of department meetings is not family friendly	Improvement in next survey results	Already started (Autumn 2016)	MEDIUM	Head of School
12 g)	Explore other ways to participate in activities out of core hours, e.g. Webex, live-streaming, podcasting.	Results from Staff survey: Timing of department meetings is not family friendly	Improvement in next survey results	Summer 2017	MEDIUM	Head of School, Communication officer

Objective 13 Reduce the incidence of bullying and harassment and perceptions of unfair treatment.						
Action number	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
13 a)	Put poster with name/email address of contact person in all common rooms/toilets/website Also flag harassment officers outside the department – Division, Colleges, UCU, OUSU	10 (23.8%) female and 6 (13.6%) male academic/research staff wouldn't know how to report harassment.	Better survey results in 2017/18 with under 20% staff who wouldn't know where to report to	Feb 2017	MEDIUM	HR
13 b)	Ensure that ALL academic staff and research or support staff undertake sensitivity training (ordering one in-house training session at the beginning of each academic year)	Lack of awareness of harassment issues revealed in free text survey responses.	Uptake on training: 25% by autumn 2018 50% by autumn 2019 75% by autumn 2020 100% by autumn 2021	Autumn 2017	MEDIUM	Head of School, HR
13 c)	Ensure that information about how to report bullying and harassment is provided at induction; Draft departmental guidance on professional conduct.	10 (23.8%) female and 6 (13.6%) male academic/research staff wouldn't know how to report harassment.	Next survey shows better knowledge of bullying and harassment	Autumn 2017	MEDIUM	HR

Objective 14 Improve induction process.						
Issue	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
14 a)	Form an induction action group to develop a 30/60/90 days model of induction for new staff. Induction does not just happen on day 1 but at three	Lack of induction was raised in both survey and focus groups; as well as issues of	Better survey results in 2017/18 in all sections covered by the induction.	Already started (Autumn 2016)	MEDIUM	Head of Admin and Finance

	points afterwards – with more information given at these time points.	bullying and harassment (although those were raised by a smaller proportion of staff)			
14 b)	Run an event at the beginning of an academic year to ‘welcome’ everyone and for the HoS to introduce the School and its ethos.		October 2017	MEDIUM	Head of School
14 c)	Restructure information in induction booklet and on the intranet; Provide tours of the School.		Spring 2017	MEDIUM	HR, Communication officer

Objective 15 Improve integration, communication and networking within the department.						
Issue	Planned action	Rationale	Success criteria and outcome	Timeframe (start date/priority)		Person responsible (job title)
15 a)	Arrange regular coffee (once per term), mixing different staff groups, different research clusters, etc.	These issues were requested in the staff survey and discussed by the SAT committee at some length. They are the subset of all the suggestions made which continued to receive the most support throughout the process.	Many more meetings arranged than once a term, but once for all staff.	March 2017	MEDIUM	Head of School, Head of Admin and Finance
15 b)	Organise annual SEED event (trialled in 2015) to showcase research in School and facilitate new connections (SEED: Speedy Expertise, Exchange and Discussion - a series of inspiring talks to bridge disciplines and spark collaborations)		Staff report in next survey feeling less separated, more connected	Autumn 2017	MEDIUM	Director of Research/Research officer
15 c)	Organise departmental social events on an afternoon where all staff and families are invited		Organise at least one event per year	Spring 2017	MEDIUM	Head of Admin and Finance