SoGE Athena Swan Bronze Action Plan – updated and extended to November 2021

| Objective 1: Oversee Athena SWAN actions |
Action number	Action	Timeframe	Progress Update	Extension/further action for AY 2020-21
1 a)	Establish a permanent Equality and Diversity Group as part of the School's committee structure	From Jan 2017	**Achieved**: The SAT has become the Equality and Diversity Committee which is now one of the School's committees and meets twice per term.	Change committee name to Equality, Diversity and Inclusion Committee and broaden the focus to include other protected characteristics as well as gender.
1 b)	Appoint two new part-time staff to support Athena SWAN activities	From Jan 2017	**Achieved:** Claire Hann started work as Athena SWAN Officer in March 2017 (0.5 FTE) and the role of HR Manager with responsibility for Athena SWAN was introduced in June 2017. Having this dedicated resource enables us to co-ordinate our Athena SWAN activity in the School efficiently without putting undue pressure on staff with other responsibilities, and to ensure the action plan is implemented.	Fundraise for a new post to support EDI work in the School
1 c)	Liaise with other departmental and University E&D policies	Ongoing	**Achieved & Ongoing**: Good working relationship with Divisional E&D facilitators. Regular attendance at cross-divisional Athena SWAN catch-up meetings to learn from and share best practice with other departments. Particularly good links with RDM who have advised on our mentoring scheme and applying for Silver. Also attendance at Athena SWAN peer support meetings within SSD. Subscribe to national Athena SWAN / E&D mailing lists to keep abreast of	Continue to offer advice and share our experiences with departments who have embarked on Athena SWAN more recently.

Action number	Action	Timeframe	Progress Update	Extension/further action for AY 2020-21
			policy and practice, and attend meetings of Athena SWAN leads from other UK Geography departments at the RGS.	
1 d)	Implement follow-up staff and student surveys to assess progress against actions	Every 2 years	**Achieved & Ongoing**: The University's Staff Experience Survey (including a few additional School-specific questions) was run in SoGE in May/June 2018. The next Staff Survey is expected to run in MT 2020 (having been delayed due to coronavirus).	Next Staff Survey to be run in HT 2021, collecting comparable data to measure progress over time.
1 e)	Co-ordinate data collection for all staff and student indicators	Ongoing	**In progress**: The majority of data needed for AS is available via the Athena Swan workbook in Tableau and the staff survey results database. However, other data is held locally by HR. We have a template for recording more qualitative data on our achievements (eg. feedback forms, attendance at events/training) but need to make greater use of this.	Stay up-to-date with plans for a data portal for Athena Swan within the University (recommended by the Focus project on AS data) and for AS applicants nationally (recommended by the Advance HE Review of Athena Swan).
Objective 2: Maintain the gender balance and ensure no gender imbalance in performance in our student body				
2 a)	Analyse student data on an annual basis in order to identify any emerging trends and take action as necessary	Annually, when new data released each autumn	**Achieved & Ongoing**: Updated data will be used to produce a 'mock' Athena SWAN application each year, in order to track trends and to save time in preparing the final application. This will include national benchmarking.	
2 b)	Ensure all departmental academic staff involved in UG recruitment take unconscious bias training	Before next AS application	**In progress**: In 2016 only 3 of the 28 staff involved in undergraduate admissions had taken the online unconscious bias training provided by OLI. New face-to-face implicit bias training was introduced in 2017 and 45% of all academic staff attended a session (either in June or Oct 2017). 64% of research and support staff involved in recruitment and/or on the E&D committee took the training in 2017.	Ensure that staff involved in recruitment and selection also take race awareness training. Encourage staff to renew/refresh

Action number	Action	Timeframe	Progress Update	Extension/further action for AY 2020-21
				their training at least once every 2 years.
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	Annually, when new data on exam performance released each summer	**In progress**: although women tend to outperform men in Finals, the differences are relatively small and the gap has narrowed since 2017. Perhaps of more concern is the attainment gap between BAME and White students, which is an issue across the University.	UTEC to continue to review the attainment gap between BAME and White UG students and consider possible causes and ways to tackle this.
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 Oxford	From April 2017	**In progress**: Research Degrees Co-ordinator organises an information session every Michaelmas term for Masters students, explaining how to apply for a DPhil and sharing DPhil students' experiences. It would be useful to extend this to interested UG students. DPhil students report that the criteria for allocating studentships are not clear and seem to disadvantage students from outside Oxford/the UK & Europe.	Implement a more transparent set of criteria for allocating DPhil studentships, similar to the very clear criteria used in the Humanities Division - from MT 2020.
Objective 3: Encourage students to progress to academic careers				
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.]	From May 2017	**In progress**: We have held a Geography careers event every year since 2018, open to all students, with talks from alumni working in a range of fields including academia. We are also planning an event for PG students about careers in research (both in academia and outside), led by a careers advisor, with contributions from a recent geography DPhil graduate now working as a postdoc.	Arrange an event where UGs interested in further study/academic careers can talk to current PGR students about their experiences. Ask for PGR student volunteers to give

				talks to GeogSoc about their research.
Action number	**Action**	**Timescale**	**Progress Update**	**Extension/further action for AY 2020-21**
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 more experienced DPhil students or researchers on a voluntary but annually encouraged and recorded basis	School-wide mentoring scheme launched Sept 2017; mentoring schemes for some PGT students and for 1st year PGR students in place earlier	**Achieved**: new Geography and the Environment Mentoring Scheme (GEMS) launched in Sept 2017 – open to all staff and PGR students. One third of the mentees who signed up in the first term were PGR students, of which two thirds were women. Matching of mentors and mentees will take place once per term. PGT students on the ECM and BCM courses have their own mentoring schemes, whereby they are matched with alumni of those courses, who assist them with their dissertations and provide career advice. This is extremely popular and is due to be extended to the other two MSc courses in the next year. An informal mentoring scheme also exists for 1st-year PGR students, who are matched with a 2nd year student with related research interests, who provides mainly pastoral support and advice about settling into life as a PGR student in Oxford.	Consider how best to continue the mentoring scheme under pandemic restrictions.
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.	From Nov 2017	**Achieved**: More recent focus groups and survey evidence show few gender differences in academic career plans. In fact a larger proportion of women progress to higher degrees, but they are more likely than men to leave SoGE for further study. Focus groups with PGR students in 2020 covered both what attracted them to apply to Oxford (Action 2d) and their future career plans.	Explore why female students are more likely than male to leave SoGE for further study – as part of focus group with PGT students.

Action number	Action	Timescale	Progress Update	Extension/further action for AY 2020-21
3 d)	Provide more teaching opportunities for PGR students by encouraging attendance on the OLI's Developing Teaching and Learning programme and auditing teaching skills vs needs	From Mar 2017	**In progress:** PGR students have reported few teaching opportunities in SoGE, with students from Oxford/the UK being more likely to have teaching roles. When teaching opportunities become available these are advertised to all PGR students, but not all teaching roles are being advertised in this way (eg. some supervisors simply ask their own students to act as teaching assistants for them).	Encourage staff to advertise all available teaching opportunities to all PGR students wherever possible. Explore the possibility of PGR students teaching in other departments closely related to their research areas.
**Objective 4: Increase the number of female applicants for academic and research posts**			
4 a)	Form gender balanced search committees for academic posts. Encourage more applications from female academics by promoting the job widely and using personal contacts	From June 2017	**Achieved**: A new policy for recruitment to academic posts was put in place from June 2017, to encourage applications from women and BAME academics. Recruitment panels are expected to draw up a list of candidates to approach, ensuring that this includes individuals from under-represented groups. The chair of the panel reports to the E&D committee if no women are on this initial list, and the search may then be continued. Six new female APs were appointed between 2016 and 2019, and as a result the proportion of APs who are women increased from 23% in 2016 to 55% in 2019.	
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	From Feb 2017	**In progress**: See 2 b) above re. unconscious bias training. Proforma sent to all chairs of search committees for academic posts requires a note of whether both recruiting manager and search lead have completed implicit bias training, and if not they are requested to do so without delay.	Ensure that there is a mechanism to indicate which member of the panel will act as unconscious bias rep.

Action number	Action	Timeframe	Progress Update	Extension/further action for AY 2020-21
4 c)	Revise the job specification and further particulars for all posts to ensure that female applicants are encouraged -eg. highlight School's commitment to gender equality, options for part-time and flexible working, and Returning Carers' Fund	From Feb 2017	**Achieved**: From Sept 2017 all job descriptions include a paragraph about our commitment to gender equality, evidenced by our Athena SWAN work.	
4 d)	Provide guidance for panels on how to take better account of equality-related personal circumstances in the shortlisting process	From Feb 2017	This will be particularly important post-Covid. Recent research has suggested that women's productivity and career prospects may have been affected more than men's by the pandemic, and it will be important to take findings of this kind into account in recruitment and promotion decisions.	Ensure that the impact of the coronavirus pandemic on applicants' productivity and effectiveness at work is taken into account when recruiting.
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; give feedback to unsuccessful internal applicants	From Sept 2017	**Achieved & Ongoing:** We have gone beyond the original action by circulating all advertised job vacancies to **all** staff by email, including those on parental leave or sabbaticals. Feedback is now given to unsuccessful internal applicants, on request.	
4 f)	Analyse recruitment monitoring data on an annual basis to identify and respond to any emerging trends	Annually, when new data is released	**Achieved & Ongoing**: Annually updated data is available via the Athena SWAN Tableau workbooks (drawn from Core HR database)	

	Objective 5: Increase the number of, and strengthen the visibility of, women in leading student-facing roles			
Action number	**Action**	**Timeframe**	**Progress Update**	**Extension/further action for AY 2020-21**
5 a)	Increase the number of women in student-facing academic leadership roles through new appointments, mentoring, and encouragement through appraisals / PDR processes	From Feb 2017	**Achieved**: Significant progress has been made in recent years, with the appointment of 6 new female APs since 2016 and the promotion of 3 women from temporary researcher/lecturer to permanent members of staff (2 of whom are mentored by senior staff in the School). The proportion of women in senior research posts (Grade 9) increased from 25% to 78% between 2015 and 2019.	Consider providing opportunities for women academics / researchers to shadow senior women both in the School and in other departments, to gain experience and confidence.
5 b)	Monitor and encourage participation of female researchers and academics in research cluster leadership roles and activities	From June 2017	**In progress**: All human geography research clusters are led (or co-led) by women and the Oxford Water Network is led by one of our female APs.	Support female geographers to take on leadership roles commensurate with their career stage.
5 c)	Provide more visibility for female researchers, teachers and their achievements in the visual material on display in the School	From Dec 2016	**Achieved:** New corridor displays were installed in early 2018, including a feature called SoGE Spotlight, which includes case studies of research by a range of individual staff and students, presented on A5 cards in leaflet holders attached to the wall. Eight female staff / students had their research featured in 2018, with case studies of different projects being produced each year.

A major new display on the Link Staircase (installed in Spring 2018) featured portraits of 12 former women staff and students who made a significant contribution to the School and/or went on to great achievements after their time here. This was accompanied by a large scale 'Window of Women' display featuring over 100 of our female alumnae. | |

Action number	Action	Timeframe	Progress Update	Extension/further action for AY 2020-21
5 d)	Provide more visibility for female researchers and their achievements on the School's website	From Dec 2016	**In progress:** There is generally a good balance of male and female research featured in news items on the SoGE website, and we now have a dedicated equality and diversity page on the site, which includes news of relevance to E&D. This page includes a short film about our women alumnae made in Spring 2018, as well as podcasts of interviews with 12 women alumnae who spoke at our major event 'Celebrating Women Alumnae' in Jan 2018.	Work with Comms team on guidelines for diverse and inclusive communications – covering our website, blogs, videos and social media posts. (MT 2020)
5 e)	Provide more visibility for female achievements in our bi-annual review	From Autumn 2017	**Achieved:** The nature of the review changed in 2017. It is now intended to be an annual benchmark of the School's financial, research and academic position over the past academic year and it is no longer intended for marketing to external audiences. Nevertheless, we continue to work with the Info & Comms team to ensure that female achievements are clearly evident and highlighted in the document. The publication to accompany the event 'Celebrating Women Alumnae' (Jan 2018) highlights the career achievements of 12 of our more high-profile women alumnae.	
5 f)	Monitor male/female balance of speakers in seminar series etc and strongly discourage all-male platforms	From March 2017	**Achieved & Ongoing:** There have been no all-male panels at seminars and events in SoGE since this began to be monitored in March 2017. We produced an Inclusive Conferences guide in 2019, which includes sections on how to ensure a more diverse speaker line-up at events.	
5 g)	Collect data on outreach activities participation and encourage female staff to get involved if desired.	From July 2017	**Not yet started:**	Convene a meeting of access/outreach officers in colleges that accept geographers, to review what outreach work is already being

				done and where the gaps are.
Objective 6: Improve female representation within the committee structure of the School				
Action number	**Action**	**Timeframe**	**Progress Update**	**Extension/further action for AY 2020-21**
6 a) and 6 b)	Review the structure of all committees and ensure that female candidates are approached when positions (chairs and members) become vacant; keep data on committee membership in order to monitor progress	From June 2017	**In progress:** The majority of committee chairs are currently men (9 out of the 12 committees) and women are under-represented on half of our committees. (This is partly because of the large number of female academics still on probation and therefore not expected to take on committee roles). Where they have capacity we encourage women to consider taking on chair roles, and we will encourage other committees where possible to adopt the E&D Committee's policy of recruiting new members by open call to all staff/students. All committee chair vacancies are now advertised to all members of academic staff.	Appoint at least one more female committee chair.
6 c)	Update the standing orders for departmental committees, publish them on the intranet and review them annually	From Sept 2017	**Achieved & Ongoing:** All standing orders have now been revised so that they are in a consistent format and placed on the intranet. They are all reviewed annually.	
6 d)	Identify and revise any committee regulations that make it difficult to achieve gender balance	From June 2017	**In progress:** Currently we do our best to ensure gender balance in committee membership, within the constraints of the existing regulations (eg. certain roles rather than individuals are required to be part of particular committees; we need a mix of physical and human geographers on each committee). However, we will work to ensure that women are given opportunities to serve on committees if they have the capacity to do so. The staff surveys in 2016 and 2018 have shown that people would like more information about how committee members are chosen and more opportunities to voice their opinions through committees.	Ask committee chairs to be mindful of maintaining gender balance as far as possible when recruiting new members.

Objective 7: Implement Appraisal and PDR schemes for effective career development for academic, research, and professional & support staff, to ensure that female staff feel encouraged to apply for promotion and training opportunities				
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	From Autumn 2016	**Achieved & Ongoing:** 43% of academic staff took up the offer of an appraisal in 2016/17. SoGE has recently enacted a policy to make PDRs compulsory for research and support staff at least once every 3 years. Academic appraisals are not subject to the same policy currently, although academics are strongly encouraged to have an appraisal at least once every 4 years.	
7 b)	Set up PDR systems for research staff and professional & support staff (to cover promotion, training, flexible working, career development). Ensure line managers get training. Monitor uptake.	From Autumn 2016	**Achieved & Ongoing:** A new PDR process was launched in SoGE in 2016/17, with 21% of eligible research staff and 27% of support staff having a PDR. 60% of all PDRs carried out were for women. Feedback on the process was generally positive, and in 2017/18 the process and paperwork were revised in response to suggestions arising from the feedback. Training sessions were provided for both managers and reviewees.	Launch this year's PDR round with a new, more user-friendly form and a training session for managers. Aim for at least 40% of staff to have a PDR (highest since PDRs were first launched).
7 c)	Establish a budget for training activities for academics, researchers and professional & support staff. Applications to follow PDR/appraisal discussions and be supported by line managers	From Jan 2017	**Achieved & Ongoing:** In 2016/17 staff were encouraged to request training as part of their PDR, and 16 of the 28 staff who had a PDR did so, although as of summer 2017 none of them had yet used the training budget.	Ensure that more staff make use of the training budget after identifying training needs. Monitor the take-up of training (particularly the gender balance).
7 d)	Ensure that everyone has the chance to have a PDR with two people (gender balanced) if requested, by involving the line manager and one HR representative	From Autumn 2016	**Achieved & Ongoing:** All staff are given the option to request a gender balanced PDR with 2 people, although none have so far taken up this option.	

	Objective 8: Improve the transparency and fairness of reward and recognition processes and encourage women to apply			
Action number	**Action**	**Timeframe**	**Progress Update**	**Extension/further action for AY 2020-21**
8 a)	Develop a checklist for appraisals/PDRs to ensure that staff are supported and encouraged to apply for recognition when applicable	From April 2017	**Achieved & Ongoing:** The PDR form includes a section for discussion of opportunities for promotion, regrading and/or applications for the Reward and Recognition Scheme. This is also highlighted in the training for managers. Promotion is also part of appraisal conversations with academics.	
8 b)	Formalise the procedure for sending an email to the unsuccessful applicants for RoD/reward and recognition, with an offer of feedback on how to strengthen future applications	From April 2018	**In progress:** In 2017 unsuccessful applicants were not formally notified unless they had self-nominated, as it was decided that staff did not need to be told if they had been nominated by their line manager, in case they were not successful. However, the E&D committee has agreed that from 2018 managers will be encouraged to let their staff know if they have been nominated for an award under the reward and recognition scheme, and feedback will then be offered to any unsuccessful applicants.	Ensure that the E&D Committee's recommendation regarding feedback is being put into practice.
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	From Feb 2017	**Achieved & Ongoing:** HR send emails to all eligible staff and to line managers individually, explaining the application process for reward and recognition and how applications are assessed. This information is also available on the intranet.	
8 d)	Collect and analyse data on uptake of reward and recognition	Annually, in the summer each year	**Achieved & Ongoing:** In recent years there seems to have been no notable gender imbalance in both applications and success rates for reward and recognition. In 2014 and 2015 more women than men were nominated for R&R but the success rate was the same for both genders (70%). In 2016, similar proportions of men and women were nominated for R&R (about 15% of eligible staff) but all the men were successful compared to 75% of the women.	Obtain most recent data on nominations and success rates for reward and recognition.

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	**Action**	**Timeframe**	**Progress Update**	**Extension/further action for AY 2020-21**
9 a)	Introduce face-to-face exit interviews for fixed-term staff well in advance of the end of their contract, to provide careers advice and support	From Spring 2018	**Achieved:** Currently all fixed-term staff are offered a meeting with HR 3 months before the end of their contract to discuss future employment opportunities, and are guaranteed an interview for any vacant job in the University for which they meet the selection criteria.	
9 b)	Encourage research grant and fellowship applications from researchers and academics through introducing a scheme of peer support/workshops/lectures/talks	From Spring 2018	**Achieved:** Several workshops for researchers have been held, both in SoGE and the Division, offering guidance and support in applying for particular grants and fellowships. Informal peer support is facilitated by the Senior Research Support Officer, who puts applicants for particular schemes in touch with colleagues who have previously been successful. The Division also offers a range of support services.	
9 c)	Increase teaching opportunities for researchers through carrying out an audit of teaching skills / subject areas and matching with demand. Ensure awareness and encourage uptake of teaching training courses	From June 2017	**In progress:** A number of researchers have taken teaching training courses since 2016. In the most recent Staff Survey (2018) roughly half of researchers said they had done some teaching, while the other half said they had not but would like to. This suggests there is more to do to increase teaching opportunities for research staff.	Ensure that the extra teaching opportunities available this year due to student over-recruitment are advertised to research staff.
9 d)	Encourage female researchers to participate in DPhil supervision and Masters dissertation supervision. Carry out an audit of teaching capability and interests	From Autumn 2018	**Not yet started:** Although researchers can't usually act as primary supervisor for DPhils (due to the short-term nature of their employment contract) they are permitted to act as second supervisor. As a first step, we need to investigate how many researchers (men and women) are supervisors and how many more would like to be but haven't had the opportunity.	Collect data on how many researchers are DPhil/MSc supervisors, by gender.

Action number	Action	Timeframe	Progress Update	Extension/further action for AY 2020-21
9 e)	Provide careers advice talks from more female senior academics (internal and external) about their own career paths	From October 2017	**Not yet started:** Inviting senior academics to talk about their career paths will be part of the termly Researcher Forum meetings.	Convene termly Researcher Forum meetings, and invite senior academics (including at least two women) to speak about their own careers. Extend the invite to speakers and attendees from other departments too.
Objective 10: Support women's career development through mentoring				
10 a)	Develop an effective mentoring scheme for all staff to assist with their career development	From Sept 2017	**Achieved & Ongoing:** The new Geography and the Environment Mentoring Scheme (GEMS) was launched in September 2017 and is open to all staff and DPhil students in the department. Mentors offer advice mainly on career development and planning and work-life balance. In all, 42 staff have signed up as mentors (52% F) and 78 staff and students have opted to have a mentor (74% F). Qualitative feedback suggests the scheme has been much appreciated as a new initiative and is already proving fruitful for a number of those involved.	Consider how best to continue the mentoring scheme under pandemic restrictions.
10 b)	Explore a mentor-exchange programme at divisional level to get careers advice not from immediate colleagues or line managers	From Sept 2017	**In progress:** Currently SoGE is the only department in the division with a formal mentoring scheme, and there is insufficient capacity within the divisional office to manage a division-wide scheme. However, staff from the divisional office are happy to find mentors for staff on an ad hoc basis if there is no suitable mentor within the School – for instance one of our senior female professors has recently been	

Action number	Action	Timeframe	Progress Update	Extension/further action for AY 2020-21
			matched with a senior academic outside the department. Senior academic staff in SoGE have also been mentoring BAME academics from other divisions as part of a University-wide initiative.	
10 c)	Promote the University programmes for personal development/mentoring (eg. Springboard and Senior Women's Mentoring Network) and lobby the University to make more places available	From Spring 2017	**Achieved & Ongoing:** Information about the University programmes is available on the E&D pages of the Intranet and promoted in the E&D newsletter emailed to all staff. Due to the high cost per place, the University has made the decision to limit the number of places on such courses, although in 2017/18 they launched 'Beacon' which is similar to Springboard but open to men as well as women, and is a shorter course run by OLI staff. There are twice as many places available on this course as on Springboard.	
Objective 11: Improve the transparency of workload allocation				
11 a)	Develop a workload model for academic staff and collect data about responsibilities outside the department (college/University/external committees)	From Autumn 2016	**In progress:** A workload model was implemented in 2017/18 but this only related to some of academics' work within the department, not the colleges or wider University. We wish to develop a model that takes a wider range of tasks into account (including those that tend to be more commonly performed by women) and that is transparent. We are currently exploring a range of different workload calculation models. Selecting the most appropriate option and implementing it will be part of our Silver action plan.	
11 b)	Implement the workload model through HoS oversight, and discussion at appraisal meetings	From Summer 2017	**In progress (see above).**	

	Objective 12: Improve the uptake of maternity/paternity/adoption leave and flexible working			
Action number	**Action**	**Timeframe**	**Progress Update**	**Extension/further action for AY 2020-21**
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.	From Sept 2017	**In progress:** Information about the University's new flexible working policies has been communicated to all staff via email, but we could do more to publicise this on our E&D web page and perhaps via an all-staff meeting, and we need to ensure that this is discussed at induction and PDR/appraisal.	Create a 'family friendly' page on the SoGE website, highlighting our policies on flexible working, children in the building, etc as well as facilities like the privacy room. (See Earth Sciences website for an example).
12 b)	Support academic and research staff in their applications for the Returning Carers Fund	From Feb 2017	**Achieved & Ongoing:** The Returning Carers' Fund is publicised to staff regularly via E&D emails/newsletters. Several staff returning from parental leave have been supported by the School in their applications and have been successful in securing funding.	Support any staff applications to the newly extended Fund, designed to help researchers whose work has been adversely affected by Covid-19 to progress their research again.
12 c)	Make sure that maternity leave replacements are able to fulfil the same roles, so that they can cover without overburdening other colleagues	From Sept 2017	**Achieved:** This has been the case for all maternity leave cover posts in the past two years.	
12 d)	Investigate provision of a privacy room for baby changing and feeding or resting during pregnancy	From Jan 2018	**Achieved:** New privacy room on ground floor was created in 2018 and is frequently used.	

Action number	Action	Timeframe	Progress Update	Extension/further action for AY 2020-21
12 e)	Make sure that staff are aware that other caring roles (eg. for elderly relatives) are recognised	From June 2017	**Achieved:** Special leave for staff with any kind of caring responsibilities is part of a suite of new flexible working options introduced by the University in 2018 and fully supported in SoGE.	
12 f)	Make sure that departmental meetings are between 10am and 4pm as far as possible without conflicting with teaching and other needs	From Autumn 2016	**Achieved:** all committee meetings, all-staff meetings and all-School seminars are held within core hours.	
12 g)	Explore other ways to participate in activities out of core hours –eg. Webex, live-streaming	From Summer 2017	**Achieved:** The coronavirus pandemic has accelerated and extended the take-up of video conferencing software such as Microsoft Teams and Cisco Webex, and very many meetings and events as well as teaching and supervision have been held online successfully in 2020.	Consider effective ways to embed remote collaboration into SoGE activities once staff return to mostly on-site working.
Objective 13: Reduce the incidence of bullying and harassment and perceptions of unfair treatment				
13 a)	Put posters with name/phone number of harassment officers in common rooms/noticeboards. Also flag harassment officers outside the Dept.	From Sept2017	**Achieved:** The names of all departmental harassment advisors are regularly publicised to staff on noticeboards and in newsletters. All advisors are now part of a divisional bank of advisers, if any staff member prefers to speak to someone outside their own department for advice.	
13 b)	Ensure that all staff undertake sensitivity training	From Autumn 2017	**Achieved & Ongoing:** Responsible bystander training (looking at how to respond if you witness bullying or harassment) has been delivered twice in SoGE since 2018, with a total of 30 people attending across both sessions. The training will be repeated at least every 2 years.	

Action number	Action	Timeframe	Progress Update	Extension/further action for AY 2020-21
13 c)	Ensure that information about how to report bullying and harassment is available at induction; draft departmental guidance on professional conduct	From Autumn 2017	**Achieved & Ongoing:** New SoGE 'Working Life and Values' policy was approved by E&D committee in Summer 2017 and placed on the intranet. Includes guidance on professional conduct and how to report bullying and harassment.	Ensure that guidance on professional conduct and information about how to report bullying and harassment is included in new induction packs.
Objective 14: Improve induction process				
14 a)	Form an induction action group to develop a 30/60/90 days model of induction for new staff	From Autumn 2017	**In progress:** Induction group met and discussed draft new paperwork for induction (including suggestions for training to be undertaken at different points after taking up a post) but the work was delayed following the departure of our HR Manager. We now plan to create a revised 'induction pack' on our website, bringing together a range of information and resources for new starters to refer to in their first few weeks and months in post.	Produce a resource pack for new starters and ensure this is included in the redesigned SoGE website by March 2021.
14 b)	Run an event at the beginning of the academic year to welcome everyone and for the HoS to introduce the School and its ethos	From Autumn 2017	**In planning:** an 'in-person' event was planned for October 2020, but this will likely now be held online.	Organise an online welcome event for new staff starters in October 2020.
14 c)	Restructure information in induction booklet and on the intranet; provide tours of the School	From Autumn 2017	**In progress: see 14 a) above.**	Encourage managers to ensure that new staff have introductory meetings booked in with key colleagues, to complement online induction resources.

	Objective 15: Improve integration, communication and networking within the School			
15 a)	Arrange regular coffee mornings mixing different staff groups, research clusters etc	From July 2017	**Achieved & Ongoing:** Athena SWAN coffee mornings have been held monthly since July 2017 and have been well attended by a mixture of research, support and academic staff as well as DPhil students. They are a good way of sharing news about Athena SWAN as well as giving people the chance to get to know new colleagues. We also introduced termly all-staff meetings in 2018 (monthly during the coronavirus pandemic), which have been well attended (roughly half our staff attend regularly) and offer an opportunity for senior staff to share information and for colleagues to ask questions – anonymously if preferred.	
15 b)	Organise annual SEED event (Speedy Expertise, Exchange and Discussion) to showcase research in the School and facilitate new connections	Annually	**Achieved:** A lunchtime event featuring short talks from SoGE's Inspiration Fund winners was held in Nov 2017 and attended by around 40 staff from across the School. The speakers were half and half male and female. In June 2019 the all-staff meeting included short presentations from each of SoGE's research clusters about their work (with a good mix of male and female speakers and people from different career stages). An event showcasing the REF impact case studies was planned for 2020 but postponed due to the coronavirus lockdown.	Consider running an online event to showcase REF impact case studies.
15 c)	Organise departmental social events for all staff	At least once per year	**Achieved & Ongoing:** all staff are invited to the annual Christmas party in SoGE, and there are also regular events for support staff, such as the annual summer barbecue.	