



**Department Application  
School of Geography and  
the Environment  
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	Silver
<b>Word limit</b>	<b>12,492*</b>
<i>Recommended word count</i>	
1. Letter of endorsement	589
2. Description of the department	498
3. Self-assessment process	1,083
4. Picture of the department	2,505
5. Supporting and advancing women's careers	6,779
6. Case studies	1,038
7. Further information	0

\*The additional 500 words allowed to take account of the impact of Covid have been used in this application.

<b>Name of institution</b>	University of Oxford	
<b>Department</b>	School of Geography and the Environment	
<b>Focus of department</b>	<b>AHSSBL</b>	
<b>Date of application</b>	July 2021	
<b>Award Level</b>	<b>Silver</b>	
<b>Institution Athena SWAN award</b>	<b>Date: April 2017</b>	<b>Level: Bronze</b>
<b>Contact for application</b> Must be based in the department	Prof. Gillian Rose	
<b>Email</b>	gillian.rose@ouce.ox.ac.uk	
<b>Telephone</b>	01865 285072	
<b>Departmental website</b>	www.geog.ox.ac.uk	

## GLOSSARY

AHRC	Arts and Humanities Research Council
AP	Associate Professor
AS	Athena Swan
BAME	Black, Asian and Minority Ethnic
BAP	Bronze Action Plan
DGS	Director of Graduate Studies
DPhil	Doctor of Philosophy
DL	Departmental Lecturer
ECI	Environmental Change Institute
ECR	Early Career Researcher
E&D	Equality and Diversity
EDI	Equality, Diversity and Inclusion
EPSRC	Engineering and Physical Sciences Research Council
ESRC	Economic and Social Research Council
FT	Full time
FTC	Fixed Term Contract
FTR	Fixed-Term Researcher
FTRWG	Fixed-Term Researcher Working Group
GAT	Geography Admissions Test
GTEC	Graduate Teaching and Examination Committee
HAF	Head of Administration and Finance
HEI	Higher Education Institution
HoS	Head of School
IGS	International Graduate School
IPO	Initial Period of Office
KIT	Keeping in Touch
MPhil	Master of Philosophy
PDR	Personal Development Review
PI	Principal Investigator
POD	People and Organisational Development
PSS	Professional and Support Staff
PT	Part time
REF	Research Excellence Framework
RGS	Royal Geographical Society
RoD	Recognition of Distinction
SMP	Statutory Maternity Pay
SoGE	School of Geography and the Environment
SP	Statutory Professor
SPL	Shared Parental Leave
SSD	Social Sciences Division
SSEE	Smith School of Enterprise and the Environment
TP	Titular Professor
TSU	Transport Studies Unit
UTEC	Undergraduate Teaching and Examination Committee
UKRI	United Kingdom Research and Innovation
VC	Vice Chancellor

***Note on data***

Throughout this application the terms 'male' and 'female' and 'men' and 'women' are used interchangeably, though we acknowledge that legal sex and gender are not always correspondent. Much of the data used in the application was collected on the basis of legal sex. Survey data is categorised according to gender identity, but data from those who did not identify as either 'male' or 'female' cannot be reported due to low numbers.

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Head of Athena Swan  
Advance HE  
First floor, Napier House  
24 High Holborn  
London  
WC1V 6AZ

June 2021

Dear Ms Glazzard,

I joined the School of Geography and the Environment in 2017 and became its Head in 2019. My main motivation for taking on this role was to build on my predecessor's commitment to centring equality, diversity and inclusion in all aspects of the School's activity.

Like my predecessor, Professor Heather Viles, I am a feminist scholar, and as Head I wanted to enact a collaborative form of inclusive feminist-inspired leadership. As such, the changes and initiatives we have introduced have involved consultation with colleagues, through surveys, focus groups, committee discussions and Athena Swan lunches, led by the EDI Committee of which I am a member. I have particularly appreciated the expertise and support of our E&D Officer Dr Claire Hann, EDI Lead Prof. Danny Dorling and Head of Administration and Finance Rich Holden.

The previous Head of School led our successful application for an Athena Swan Bronze award in 2016 and created an Equality and Diversity Officer post in 2017 (made permanent in 2019). Our Athena Swan priorities are closely aligned with the People, Community and Culture priorities of our Strategic Plan. Achievements over the past 5 years include:

- increasing the proportion of women academics from 24% in 2017 to 40% in 2020, following changes to recruitment procedures;
- increasing support for, and take-up of, flexible working in all staff groups: in 2018, 66% of PSS worked flexibly (50% 2016) and 84% of academics and researchers (73% 2016);
- supporting career development through PDRs (uptake increased from 44% of staff in 2018 to 65% in 2021) and mentoring (150 staff and DPhil students [2/3F] have participated in our mentoring scheme since its introduction in 2017);

More recently, I have initiated a range of activities to promote greater inclusion for all staff. SoGE's success in winning research grants means we have a large number of fixed-term researchers who were not adequately embedded in the governance of the School. To promote inclusion we have introduced a new Fixed-Term Researcher Forum and

improved internal communications, including a School-wide report after every SoGE Committee and a monthly School newsletter.

Clear communication has been particularly important during the Covid-19 pandemic: we increased the frequency of all-staff meetings to monthly and I regularly email all staff with a supportive message. In our Staff Survey in May 2021, 91% of staff agreed that our communication about the pandemic response has been clear and informative. Other responses to the pandemic include:

- regularly updated wellbeing page on our intranet;
- wellbeing sessions run by colleagues with counselling skills;
- all office space treated as a shared resource and allocated on the basis of need (identified by regular surveys), enabling staff to better manage their work-life balance;
- use of the furlough scheme, to help staff with significant caring responsibilities;
- forthcoming practical workshops to support staff whose careers have been impacted by Covid.

Of course, challenges remain. Our Silver action plan details many of these, and our responses. Three key priorities over the next 5 years are:

1. having increased the number of women academics and researchers at relatively early career stages, enable them to step into more senior leadership roles;
2. improve career development support for our large proportion of female fixed-term research staff, who move less often than their male peers into permanent academic jobs;
3. improve the career progression of female professional and support staff, many of whom report feeling 'stuck' in lower grade roles.

Finally, I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

Yours sincerely,



Gillian Rose  
Professor of Human Geography and Head of School

**589 words**

## 2. DESCRIPTION OF THE DEPARTMENT

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

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

The School of Geography and the Environment (SoGE) is a vibrant community of staff and students from a diversity of backgrounds, researching, teaching and supporting cutting-edge work on a very wide range of contemporary global issues. The School is one of the largest UK geography departments, and is recognised for the quality of its research and teaching, being ranked first in the QS World University Rankings for Geography in 2019, 2020 and 2021, and second in the 2020 Guardian University Guide for Geography.

Our 273 undergraduates (63%F) all study the 3-year, full-time BA Geography course. We offer four full-time, one-year MSc programmes, with a fifth launching in Autumn 2021 (Table 1b). There are 117 students on our MSc programmes (68%F). 179 students are working towards a DPhil or MPhil (50%F); 6% are part-time.

SoGE's 47 academics and 117 researchers (44%F) come from numerous backgrounds within geosciences, social sciences and humanities, representing the spectrum of contemporary geographical research. Nearly three quarters of our 81 PSS are women (Table 1a).

*Table 1a: Student and staff headcount at SoGE by gender, 2020. Figures in brackets indicate number of staff who work part-time or variable hours.*

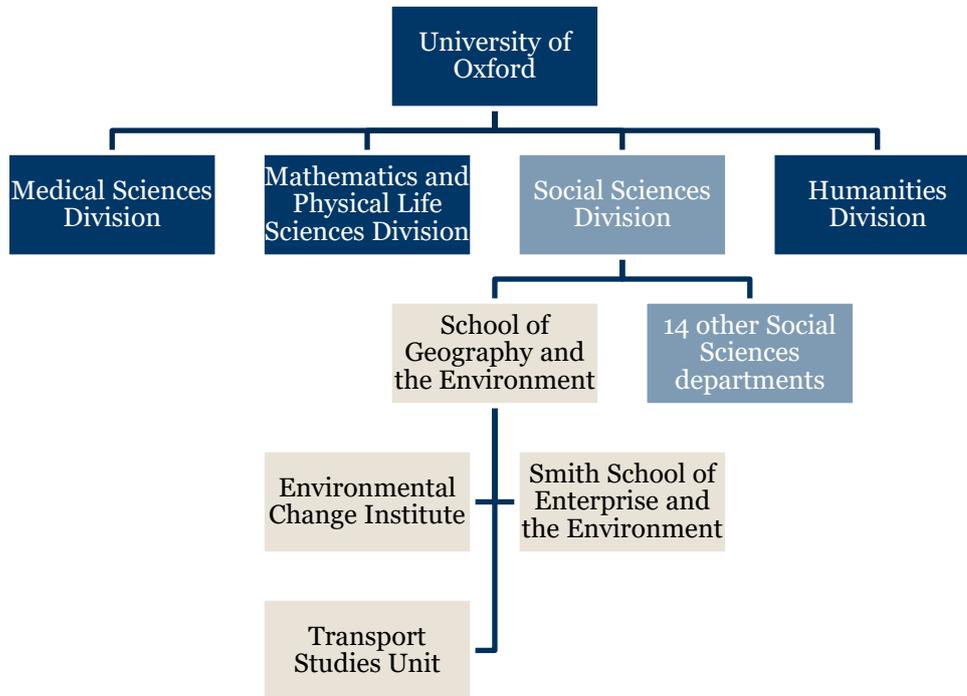
	UG students	PGT students	PGR students	Academic & research staff	Professional & support staff
<b>Female</b>	171	79	90	72 (18)	59 (14)
<b>Male</b>	102	38	89	92 (24)	22 (1)
<b>Total</b>	<b>273</b>	<b>117</b>	<b>179</b>	<b>164</b>	<b>81</b>
<b>% female</b>	<b>63%</b>	<b>68%</b>	<b>50%</b>	<b>44%</b>	<b>73%</b>

*Table 1b: SoGE MSc programmes – number of students by gender, 2020/21*

	Female	Male	Total
<b>Biodiversity, Conservation and Management</b>	22	7	29
<b>Environmental Change and Management</b>	24	11	35
<b>Nature, Society and Environmental Governance</b>	19	12	31
<b>Water Science, Policy and Management</b>	14	8	22
<b>Sustainability, Enterprise and the Environment (launching 2021/22)</b>	15	13	28

SoGE is one of 15 departments in the Social Sciences Division (SSD) at Oxford, and hosts three research centres, which are semi-independently funded and managed: the Environmental Change Institute, the Transport Studies Unit, and the Smith School of Enterprise and the Environment (see Figure 1a). The centres are included in the staff/student data presented in this application.

Figure 1a: How SoGE fits into the organisational structure of the University



Research within SoGE is organised into seven Research Clusters, reflecting the areas of expertise of our academic and research staff. Staff and graduate students share responsibility for organising regular seminars and events for each cluster.

Figure 1b: SoGE's research clusters



SoGE is based in the 'Science Area' of Oxford. Our building houses teaching facilities for lectures and seminars, computing and laboratory space, staff offices, dedicated spaces for researchers and postgraduates, as well as common rooms for staff and postgraduates. Over the past six years, staff numbers have grown by 17% (driven largely by expanding research groups in areas like sustainable finance and climate change), while PGR student

numbers have increased by 21%. Because of this expansion, and in anticipation of further growth, SoGE's building is being extended. The extension is scheduled for completion later in 2021, and will house flexible work-spaces, including more meeting rooms and break-out areas.

The 2021 staff survey showed that the vast majority of our staff feel happy and supported in their jobs: 86% feel valued, 98% have good relationships with colleagues and 88% agree that the School is committed to promoting equality and diversity (no gender differences).

The last three Heads of School have been women: Prof. Sarah Whatmore (now Head of the Social Sciences Division); Prof. Heather Viles; and currently Prof. Gillian Rose.

Our Athena Swan Bronze action plan has enabled us to make significant improvements in the proportion of (more junior) women academics and researchers in the School, as well as better support our students. Going forward, our key priorities are to support the emergence of more women leaders in the School, whether academics, researchers or PSS; and to better enable the career progression of female fixed-term researchers.

*"The best things about SoGE are the freedom to pursue research and teaching directions that interest and inspire me, and being surrounded by wonderful colleagues and students, who create a positive and supportive environment."*

*Female staff survey respondent, 2021*

*Oxford University Centre for the Environment, the home of our department*



498 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

SoGE was the first Social Sciences department to commit dedicated staff resource to support Athena Swan work, appointing a part-time (0.5FTE) Athena Swan Officer in 2015. Following our Bronze award in April 2017, the SAT became the EDI Committee (EDIC), with equivalent status to other School committees and a wider remit in addition to gender equality; it retained its responsibility for AS work. This has helped us to be more mindful of intersectionality. The AS Officer role became E&D Officer. The implementation of our Bronze action plan and preparations for our Silver application have been managed by the current E&D Officer Claire Hann. The EDIC is chaired by SoGE's academic lead for E&D, Prof. Danny Dorling, who has worked on AS since 2015.

EDIC membership is representative of staff and student roles within the School, including varying levels of seniority and working patterns. The gender balance of the committee (55%F) is in line with the F:M ratio within SoGE as a whole (53%F).

Some committee members are ex officio (eg. HoS). Other members are selected following open calls to the relevant group when a vacancy arises. Individuals provide a short statement outlining their interest in the committee and any relevant experience. If more than one person comes forward, the committee decides who to appoint, based on their statement and the need to maintain diversity.

Committee members normally serve for 3 years (1 year for PGT and 2 years for UG and PGR students). All academics are expected to sit on committees, but there is no formal recognition of the time they give to this work. We will include committee work in the new workload model [see Section 5.6 (v)] and offer the EDI Chair a research allowance (**Action 1.2**). Other committee members' time is recognised in their PDR, applications for reward and recognition, and, for research staff, as evidence of good citizenship for job or grant applications. Students value the opportunity to further their understanding of the School and academia, contribute towards the improvement of SoGE, and it is also useful for their CVs.

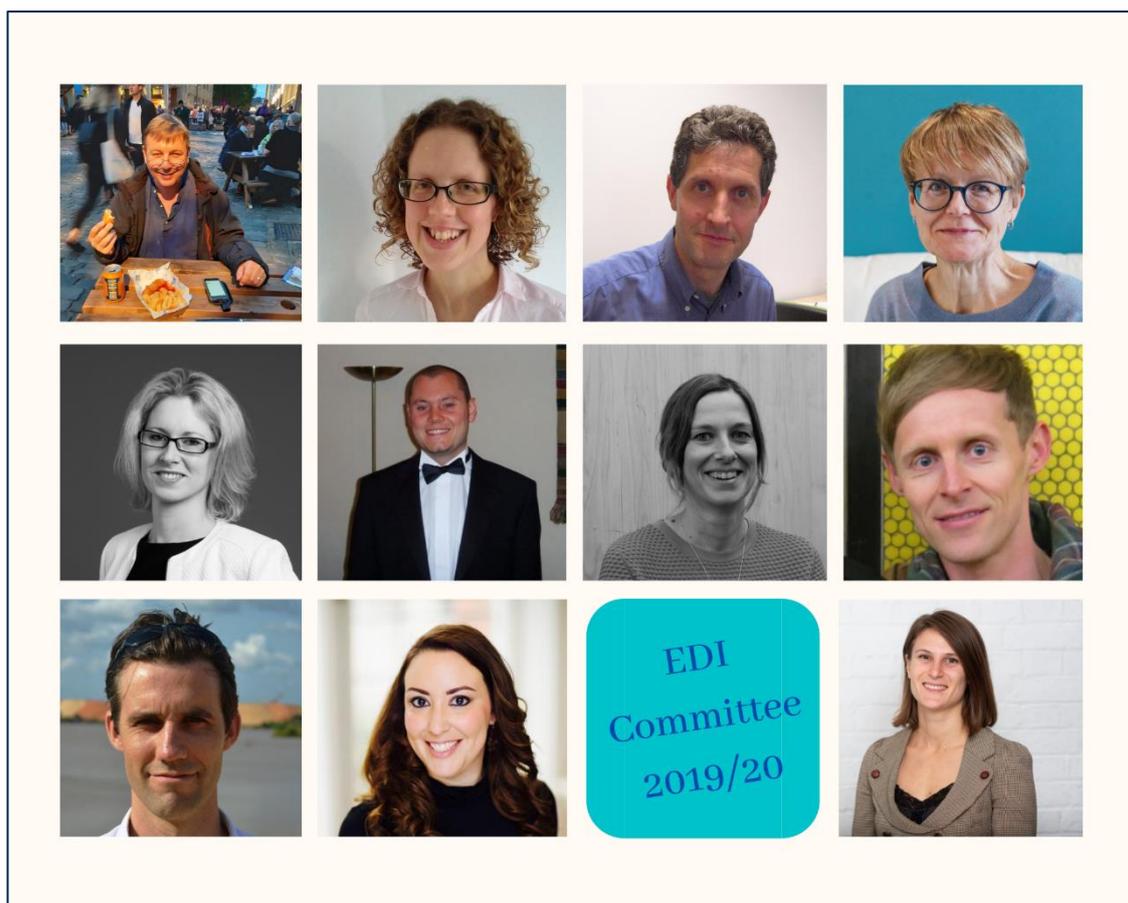
#### ACTION:

1.2 Recognise the time spent on committee work in new workload allocation model from 2022, and offer a research allowance to the EDI Chair, in line with the chairs of other key School committees.

Table 2: Members of Equality, Diversity and Inclusion Committee (SAT) 2019/20 [8F/7M]

Name	Gender	Role in SoGE	Role in preparing AS application
Danny Dorling	Male	Professor of Human Geography	<b>Committee Chair</b> ; member of working group on student data and progression
Claire Hann	Female	Equality and Diversity Officer and Researcher	<b>Committee secretary</b> ; convener of working groups; lead author of application
Myles Allen	Male	Professor of Geosystem Science	Member of working group on academic career progression
Alice Chautard	Female	Communications and Knowledge Exchange Manager for the REACH programme	Member of working group on organisation and culture; contributed to support staff focus group; co-wrote inclusive conferences guide
MSc student rep	Female		Member of working group on student data and progression
UG student rep	Male		Member of working group on student data and progression; convener and note-taker for UG focus groups
Karsten Haustein	Male	Researcher and Training and Data Support Officer (Scientific Computing)	Member of working group on academic career progression; participant in research staff focus group; member of SoGE wellbeing team
Richard Holden	Male	Head of Administration and Finance	Member of working group on staff data and development; sense checked staff data and advised on HR issues

Name	Gender	Role in SoGE	Role in preparing AS application
Janey Messina	Female	Associate Professor of Social Science Research Methods	Member of student data working group – advising on what data is most appropriate to collect and how to analyse it
Jennie Middleton	Female	Senior Research Fellow in Mobilities and Human Geography (Transport Studies Unit)	Member of working group on academic career progression; provided a case study for the application
Rebecca Peters	Female	Third year DPhil student	Member of working group on student data and progression
Gillian Rose	Female	Head of School, Professor of Human Geography	Member of working group on organisation and culture; assisted with drafting application
MSc student rep	Male		Member of working group on student data and progression
Louise Slater	Female	Associate Professor in Physical Geography	Member of working group on academic career progression
Patrick Thomson	Male	Senior Researcher	Member of working group on staff data and development
Catherine Goodwin	Female	Planning and Equality Manager, Social Sciences Division	Provided advice on Athena Swan processes, staff survey and content of the application



(ii) an account of the self-assessment process

The EDIC has met twice per term since the beginning of 2017. Meetings take place during core hours (10am-4pm) and on different days of the week in order to accommodate members' part-time and flexible working patterns.

### Working groups

In preparing the Silver application, the EDIC established four working groups, with 3-4 committee members in each, focusing on key components of the AS application:

1. Student data and progression
2. Staff data and development
3. Academic career progression
4. Organisation and culture

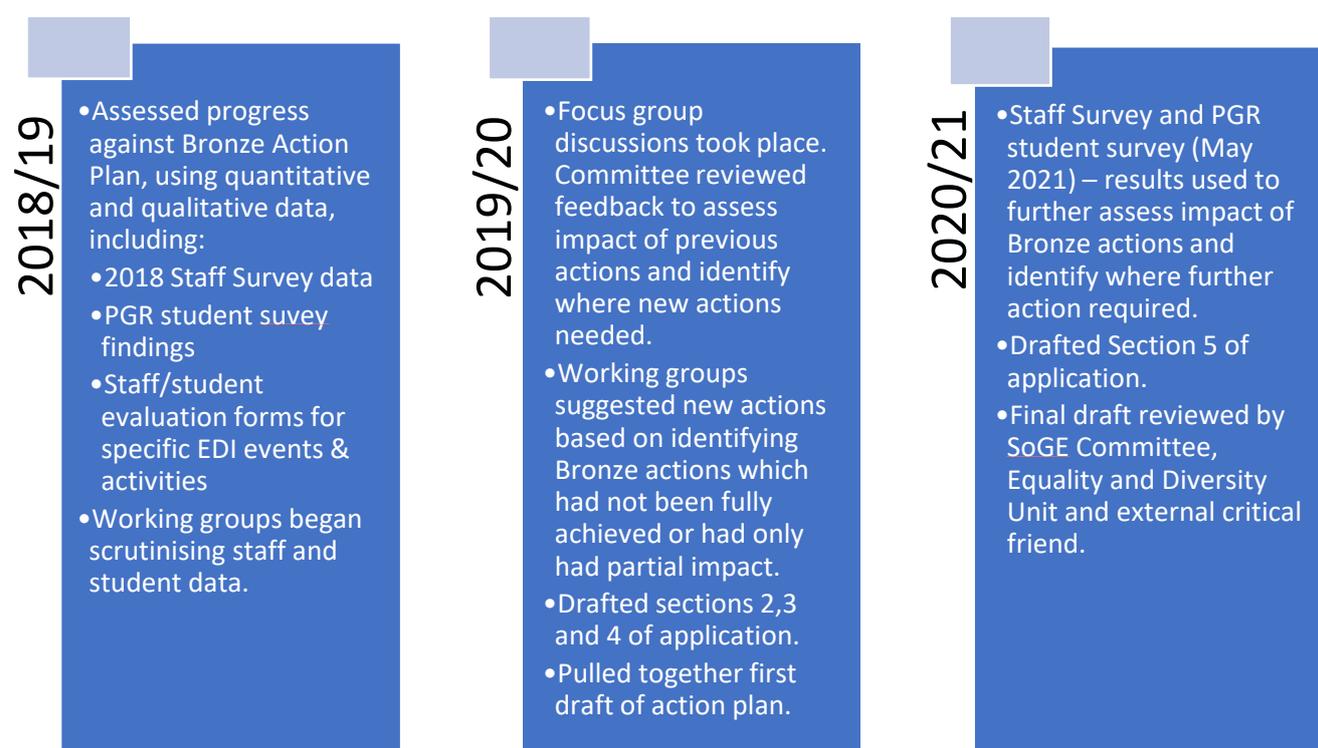
The working groups met twice per term from January 2019 to June 2020, to scrutinise data, assess progress and impact of Bronze actions, and suggest new actions relevant to their respective themes. We found this approach focused and effective, and it allowed other equality issues to be covered in the main EDIC meetings alongside AS. It enabled all committee members to take an active role in developing the Athena Swan application and action plan. The working groups reported at each EDIC meeting, keeping all

committee members up-to-date and giving them the opportunity to review and contribute to ideas across the working groups.

### **Focus of EDI committee meetings**

As well as working group updates, each EDIC meeting included a general update on EDI activities in SoGE. In the three years before submission of the Silver application, the EDIC regularly reviewed progress against the Bronze action plan, identifying areas of impact as well as areas for further action (Figure 2).

*Figure 2: Timeline of EDI Committee's preparation of Silver application*



### **Athena Swan consultation**

Information from surveys and focus groups has been used throughout this application and helped to shape the action plan. We run a biennial Staff Experience Survey. Response rates were 62% in 2018 (64%F/44%M) and 54% in 2021 (59%F/44%M). Reduced female response rates in 2021 likely reflect ongoing pandemic impacts. Topics include induction, professional development, PDR, mentoring, support for research staff, environment and culture. This year we added questions on research staff workload, staff wellbeing and Covid impacts. We shared the results of the Staff Survey at an all-staff meeting and published a summary on our intranet. Our PGR students also run an annual survey (response rate 33% [36%F/26%M] in 2021 – highest since 2018) and share the results with the EDIC.

To supplement the survey data, we ran separate focus groups with:

- UGs (one per year group)
- PGT students
- PGR students
- Academics
- Researchers
- PSS

Regular emails and newsletters from the E&D Officer make clear that she and other committee members are open to ideas and suggestions from all members of SoGE. For example, the EDIC holds annual Athena Swan lunches open to all, and the E&D Officer runs monthly coffee mornings attended by over 40 people.

All EDIC minutes are published on our intranet and shared with the School's main decision-making body, SoGE Committee (chaired by the HoS). Any changes to policy and practice proposed by the EDIC are taken to SoGE Committee for review/approval. All tenured academic staff are members of the committee, as are the HAF and Academic Administrator, along with representatives of research staff and PSS. This AS application and action plan were reviewed and accepted by SoGE Committee.

There are University and Divisional networks of staff involved in Athena Swan, who share good practice, work together on projects and offer mutual support. The E&D Officer keeps in regular contact with these. This Silver application was reviewed by several colleagues within the University as well as a critical friend from Edinburgh University's School of Geosciences.

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

The EDIC will continue to meet twice per term to monitor and progress our AS work, and, in keeping with its expanded remit, will work closely with SoGE's new Anti-Racism Working Group; lead new initiatives relating to disability and mental health/wellbeing; and promote greater socio-economic diversity and inclusion amongst students and staff. Our intention is for EDI to be embedded within the life of the School, so we will make EDI a standing item on all committee agendas (**Action 1.1**). The EDIC will continue to regularly report on progress with the implementation of the action plan and other activities through SoGE's newsletter, all-staff meetings, intranet and social media. EDIC members will also chair EDI working groups (**Action 1.3**).

We want to ensure that EDIC membership is representative of the whole of SoGE, particularly in terms of race (currently all but one of the members are White). (**Action 1.4**). The Chair role is to be rotated every 3 years, following an open call to academic staff. Other members will continue to be recruited through open calls and serve a 3-year term.

**ACTIONS:**

- 1.1 Make equality, diversity and inclusion a standing item on all committee agendas in the School. Each committee to nominate an EDI representative, to ensure that EDI is considered in committee decision-making.
- 1.3 Set up EDI working groups (led by a committee member but open to other staff to join), to monitor and assist with implementation of particular aspects of the action plan.
- 1.4 Increase the number of EDI Committee members from a BAME background, by making clear that BAME applicants are particularly welcome when committee vacancies are advertised and by proactively approaching BAME members of staff to invite them to come forward.

**1,083 words**

## 4. A PICTURE OF THE DEPARTMENT

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

### 4.1. Student data

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

#### Summary of achievements since Bronze 2016

- Implicit bias training for staff involved in UG admissions from 2017.
- Narrowing of gender attainment gap at UG level since 2017, following engagement with University's Student Attainment Gap working group.
- New part-time DPhil option introduced in 2017, in response to drop in women applicants; 11 students so far (8F).
- Increasing proportion of PGR students completing doctorate within 4 years since 2018, due to improvements in monitoring student progress.

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

N/A

(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.

#### Undergraduate numbers

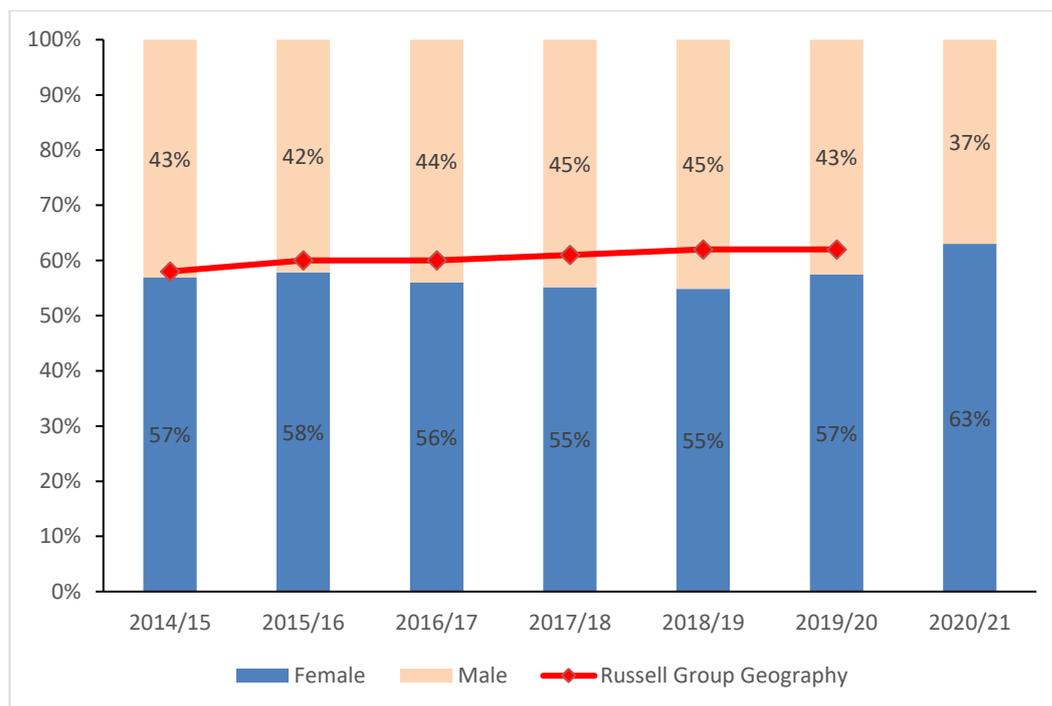
A majority of our undergraduates are women (63%F 2020/21) - in line with the figure for Russell Group geography departments (62%F 2019/20). The proportion of women undergraduates has increased since 2018 (Figure 3, Table 4), driven by:

- Women making up a larger proportion of applicants;
- Female applicants being more likely than male to receive an offer.

Table 4: Total undergraduate numbers by gender

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Total
<b>Female</b>	135	141	130	128	124	139	171	968
<b>Male</b>	102	103	102	104	102	103	102	718
<b>SoGE % female</b>	57%	58%	56%	55%	55%	57%	63%	57%
<b>SoGE % male</b>	43%	42%	44%	45%	45%	43%	37%	43%
<b>Russell Group Geography % F</b>	58%	60%	60%	61%	62%	62%		61%

Figure 3: Total undergraduates on course, by gender



Our data analysis also highlighted the relatively low numbers of BAME students amongst our undergraduates (16% BAME compared to 24% across the University and 27% across all UK universities). We have developed an action plan and recently appointed an Access & Outreach Officer to increase ethnic diversity. **(Action 2.2).**

**ACTION:**

2.2 Work with SoGE's new Diversifying Undergraduate Admissions Working Group and Access & Outreach Officer (appointed Summer 2021) to increase the ethnic diversity of our UGs in particular. Monitor the ethnic make-up of our student body on an annual basis (using data gathered by the University).

The share of women amongst UG applicants has increased since 2018, reaching 63% in 2020 (Figure 4). The picture is similar nationally, even though roughly equal numbers of boys and girls take Geography A Level. We will redesign our UG webpages and ensure curricula and course content appeal to all genders. **(Action 2.1).**

**ACTION:**

2.1 Redesign the UG course webpages to ensure equal representation of men and women featured in images, articles and videos (as far as possible). Review UG curriculum and course content to ensure it is relevant to and representative of all genders.

Applicants are shortlisted using contextualised GCSE scores (adjusted due to boys' poorer performance at GCSE) and UCAS forms. Final decisions are made based on the UCAS form, academic record and interview performance.

Our data shows little difference in offer rates for men and women: over the past 5 years, 24% of female and 25% of male applicants have been offered a place. However, in 2019 and 2020 women applicants were more likely than men to receive an offer (Table 5). As per our Bronze action plan (BAP) staff involved in undergraduate admissions received face-to-face implicit bias training in 2017 (32 attendees: 17M/15F) and also met in 2019 to discuss how to mitigate bias in admissions. We will ensure that staff complete implicit bias training annually (**Action 2.5**).

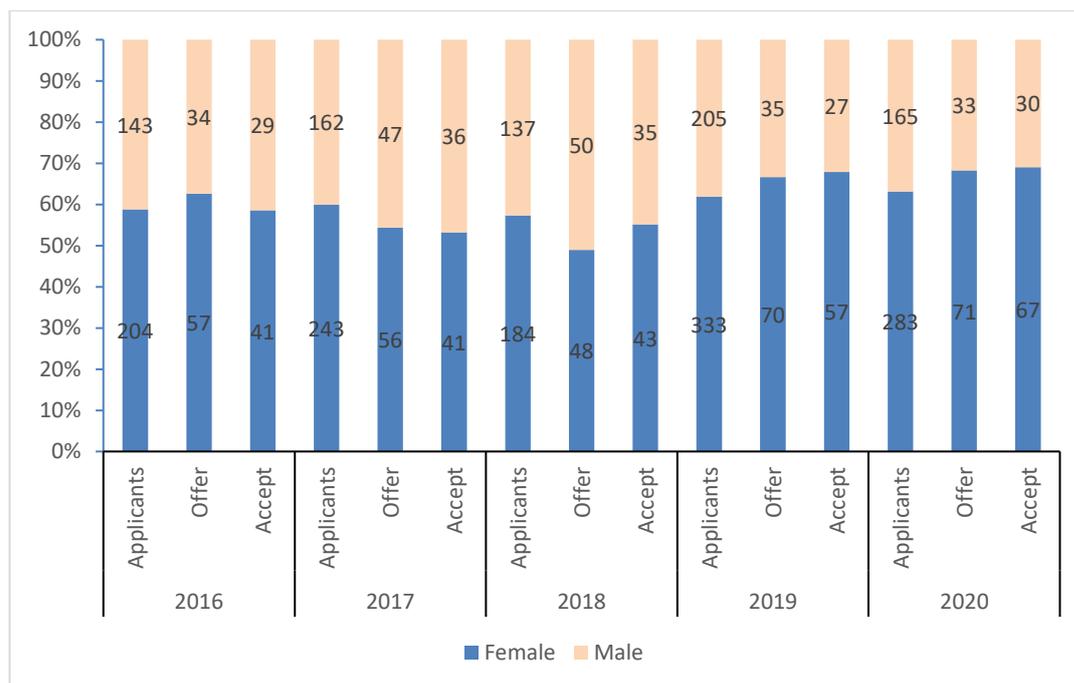
**ACTION:**

2.5 Ensure all staff involved in student admissions (and staff recruitment) take implicit bias training annually – either online or in person – so that they continue to be aware of the potential for bias in the interview process and can mitigate this.

*Table 5: Undergraduate applicants, offers and acceptances, by gender*

		Female	Male
<b>2016</b>	Applicants	59%	41%
	Offers	63%	37%
	Acceptances	59%	41%
<b>2017</b>	Applicants	60%	40%
	Offers	54%	46%
	Acceptances	53%	47%
<b>2018</b>	Applicants	57%	43%
	Offers	49%	51%
	Acceptances	55%	45%
<b>2019</b>	Applicants	62%	38%
	Offers	67%	33%
	Acceptances	68%	32%
<b>2020</b>	Applicants	63%	37%
	Offers	68%	32%
	Acceptances	69%	31%
<b>5 year average</b>	<b>Applicants</b>	<b>61%</b>	<b>39%</b>
	<b>Offers</b>	<b>60%</b>	<b>40%</b>
	<b>Acceptances</b>	<b>61%</b>	<b>39%</b>
<b>5-year average</b>	<b>Offer rate</b>	<b>24%</b>	<b>25%</b>
	<b>Acceptance rate</b>	<b>20%</b>	<b>19%</b>
	<b>Offer to acceptance rate</b>	<b>82%</b>	<b>79%</b>

Figure 4: Undergraduate applicants, offers and acceptances, by gender<sup>1</sup>



### Degree attainment

There has been a notable improvement in women’s attainment since Bronze: just 31% of women gained firsts 2010-15, compared to 40% of men, whereas between 2016 and 2020, women tended to outperform men (46% of women and 40% of men gained firsts). In our BAP we committed to working with the University’s Student Attainment Gap working group to monitor gender differences in attainment and take action, and the attainment gap has narrowed since 2017.

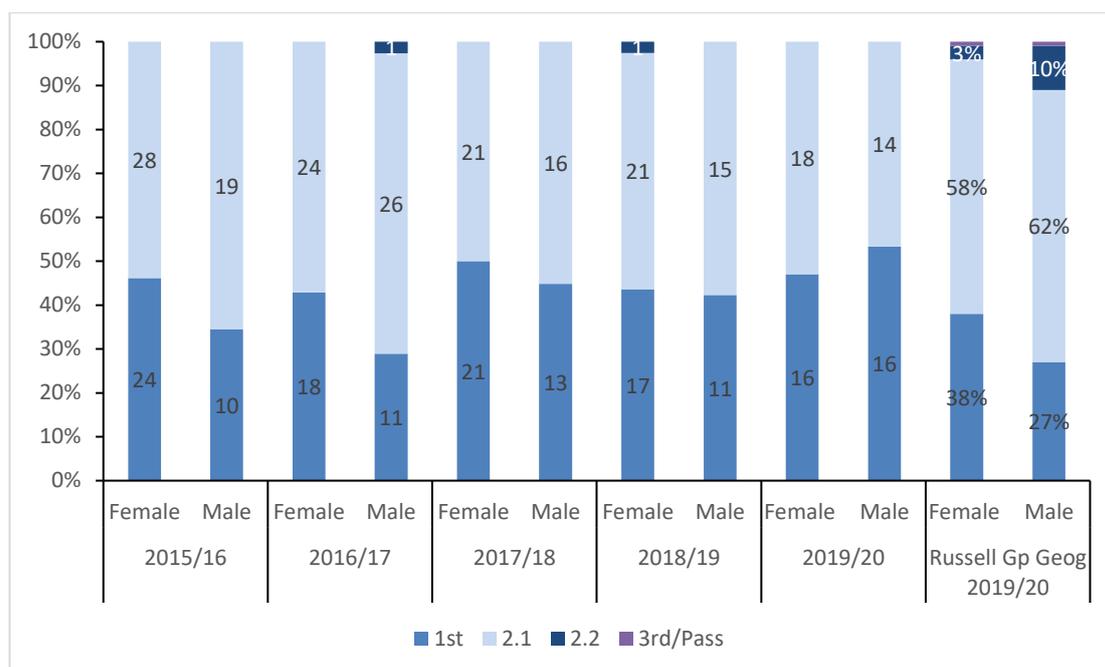
Table 6: UG degree classification by gender

	2015/16		2016/17		2017/18		2018/19		2019/20		Russell Gp Geog 2019/20	
	F	M	F	M	F	M	F	M	F	M	F	M
<b>1st</b>	46%	34%	43%	29%	50%	45%	44%	42%	47%	53%	38%	27%
<b>2:1</b>	54%	66%	57%	68%	50%	42%	54%	58%	53%	47%	58%	62%
<b>2:2</b>	0%	0%	0%	3%	0%	0%	3%	0%	0%	0%	3%	10%
<b>3rd/Pass</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%

In the open book exams during the pandemic in 2020, men outperformed women for the first time since 2015; however, there was little gender difference in performance in the 2021 open book exams. In other Russell Group geography departments, women significantly outperform men (Figure 5, Table 6). We will continue to monitor any gender differences in the results of our undergraduates.

<sup>1</sup> Note that years refer to the year of *applying* to study, not the year of *commencing* study.

Figure 5: UG degree classification by gender



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

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

**PGT numbers**

All students across our four MSc programmes are full-time. Averaged over 7 years, almost two thirds of them (65%) are women, and this figure is higher for some of our Masters courses (BCM - 69%F, NSEG - 66%F) – see Table 7 and Figures 6b-e. This may partly reflect the gender balance of the UG courses from which we draw applicants: eg. many BCM students are biologists - a subject where women students are in the majority (64% of undergraduates at UK universities taking Biological Sciences courses are women<sup>2</sup>).

The proportion of women tends to be higher than the equivalent figure for Russell Group geography departments, though by 2020 the gap had closed (Figure 6a). We will investigate the causes of this ongoing gender imbalance (see next section).

Table 7a: Total PGT numbers by gender

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Total
<b>Female</b>	60	55	79	73	63	63	79	472
<b>Male</b>	32	39	40	34	34	38	38	255
<b>Total</b>	92	94	119	107	97	101	117	727
<b>SoGE % female</b>	65%	59%	66%	68%	65%	62%	68%	65%
<b>SoGE % male</b>	35%	41%	34%	32%	35%	38%	32%	35%
<b>Russell Group Geography % F</b>	56%	55%	58%	59%	60%	63%		59%

<sup>2</sup> HESA data, 2017/18

Figure 6a: Total PGT numbers by gender

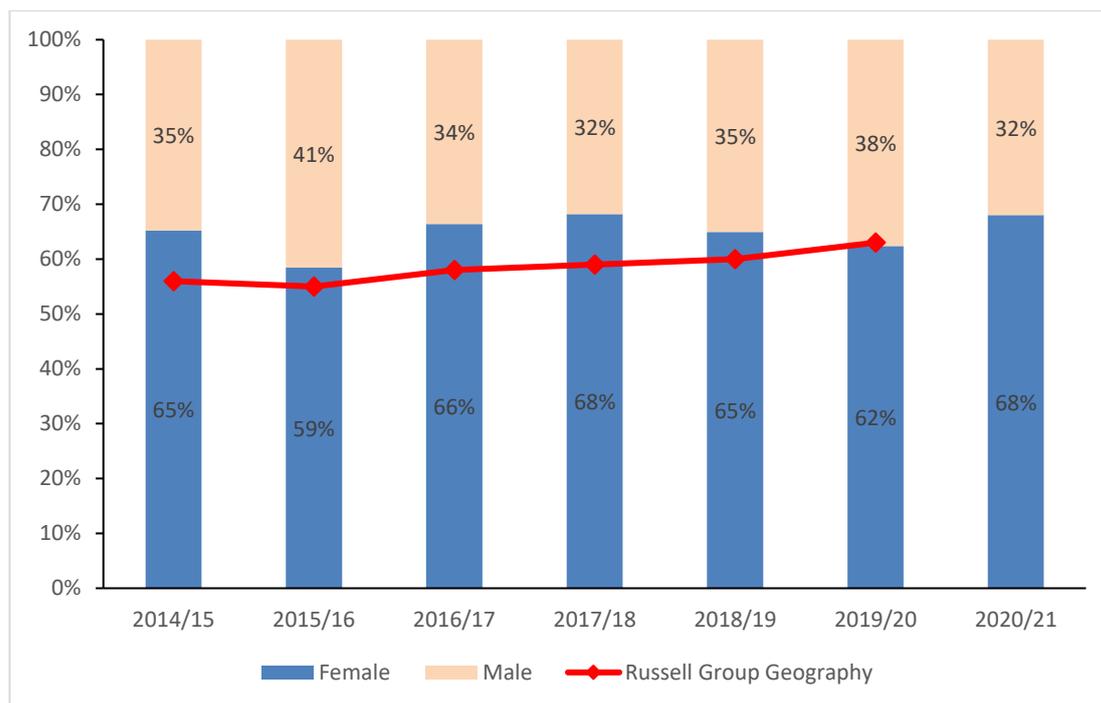
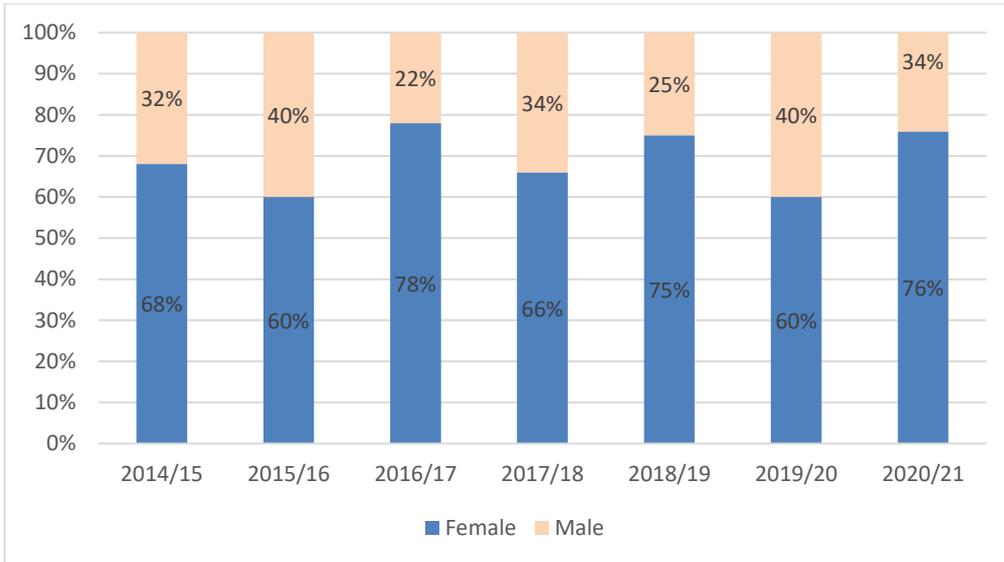


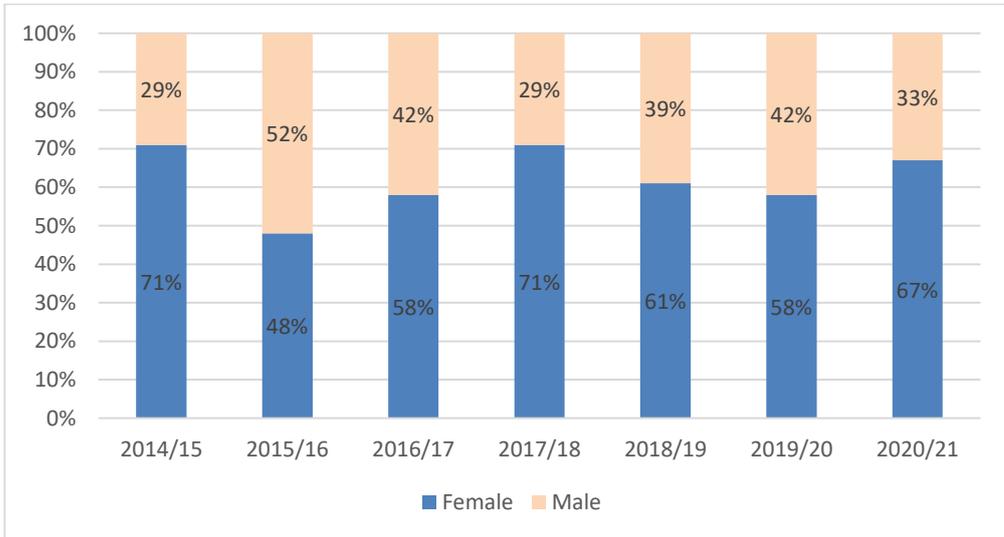
Table 7b: PGT numbers by gender and course

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Total
<b>MSc Biodiversity, Conservation and Management (BCM)</b>								
Female	15	15	25	19	12	15	22	123
Male	7	10	7	10	4	10	7	55
% female	68%	60%	78%	66%	75%	60%	76%	69%
% male	32%	40%	22%	34%	25%	40%	34%	31%
<b>MSc Environmental Change and Management (ECM)</b>								
Female	17	12	18	20	20	19	24	130
Male	7	13	13	8	13	9	11	74
% female	71%	48%	58%	71%	61%	58%	67%	64%
% male	29%	52%	42%	29%	39%	42%	33%	36%
<b>MSc Nature, Society and Environmental Governance (NSEG)</b>								
Female	14	13	25	18	21	14	19	124
Male	11	10	9	5	7	10	12	64
% female	56%	57%	74%	78%	75%	58%	61%	66%
% male	44%	43%	26%	22%	25%	42%	39%	34%
<b>MSc Water Science, Policy and Management (WSPM)</b>								
Female	14	15	11	16	10	15	14	95
Male	7	6	11	11	10	9	8	62
% female	67%	71%	50%	59%	50%	63%	64%	61%
% male	33%	29%	50%	41%	50%	37%	36%	39%

**Figure 6b: Gender of MSc Biodiversity, Conservation and Management students**



**Figure 6c: Gender of MSc Environmental Change and Management students**



**Figure 6d: Gender of MSc Nature, Society and Environmental Governance students**

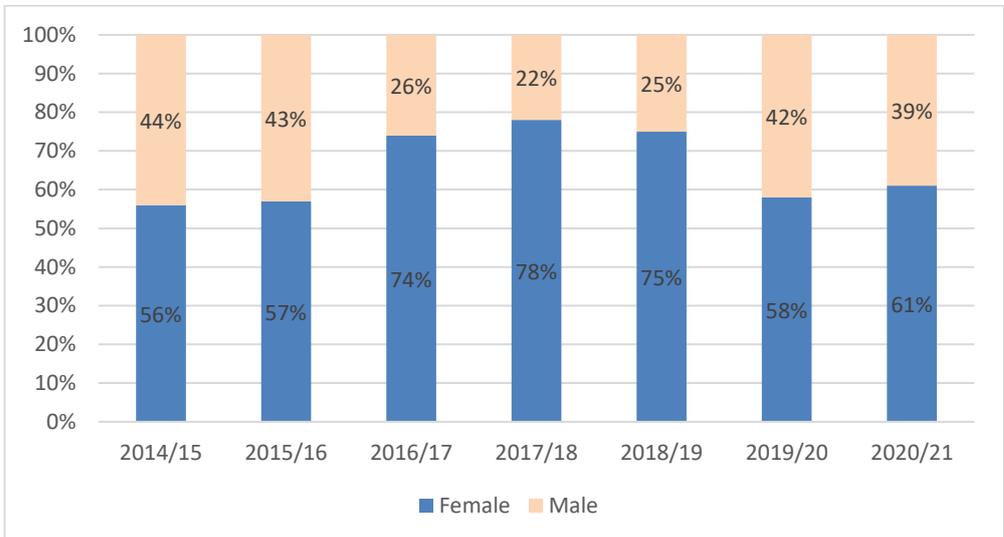
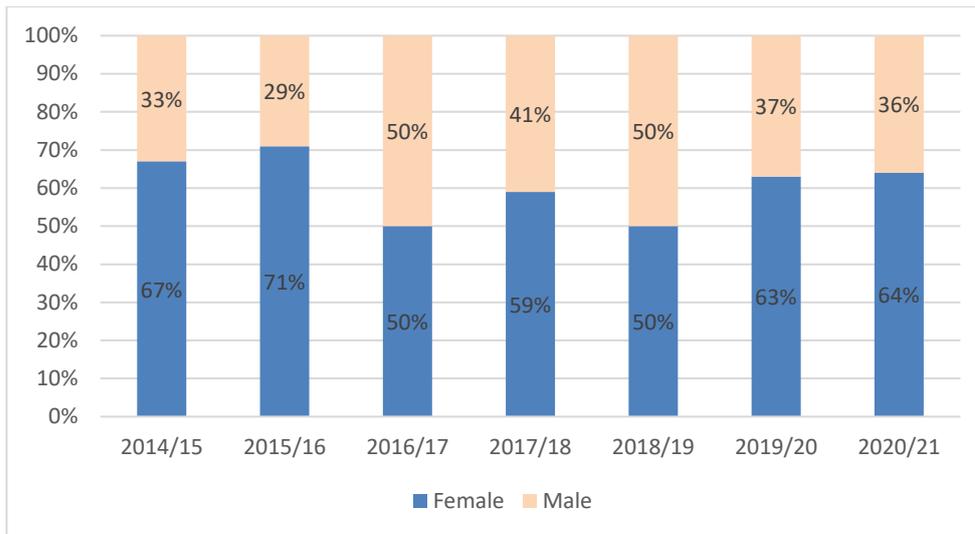


Figure 6e: Gender of MSc Water Science, Policy and Management students



### PGT admissions

A gender imbalance is seen at all stages of the application process. Over the past 5 years, 62% of applicants, 64% of offer-holders and 66% of admitted students were women. (Figure 7, Table 8). Although these differences are small, we will investigate this to ensure that men do not experience any disadvantage in the selection process (**Action 2.3**). Selection for PGT courses involves an application form only, not an interview. Our course directors have received implicit bias training, and we will ensure that this is refreshed each year. (**Action 2.5**).

#### ACTIONS:

2.3 Investigate the causes of the gender imbalance amongst PGT students and explore whether actions are needed to address this.

2.5 Ensure all staff involved in student admissions (and staff recruitment) take implicit bias training annually – either online or in person.

Figure 7: PGT applications, offers and acceptances by gender

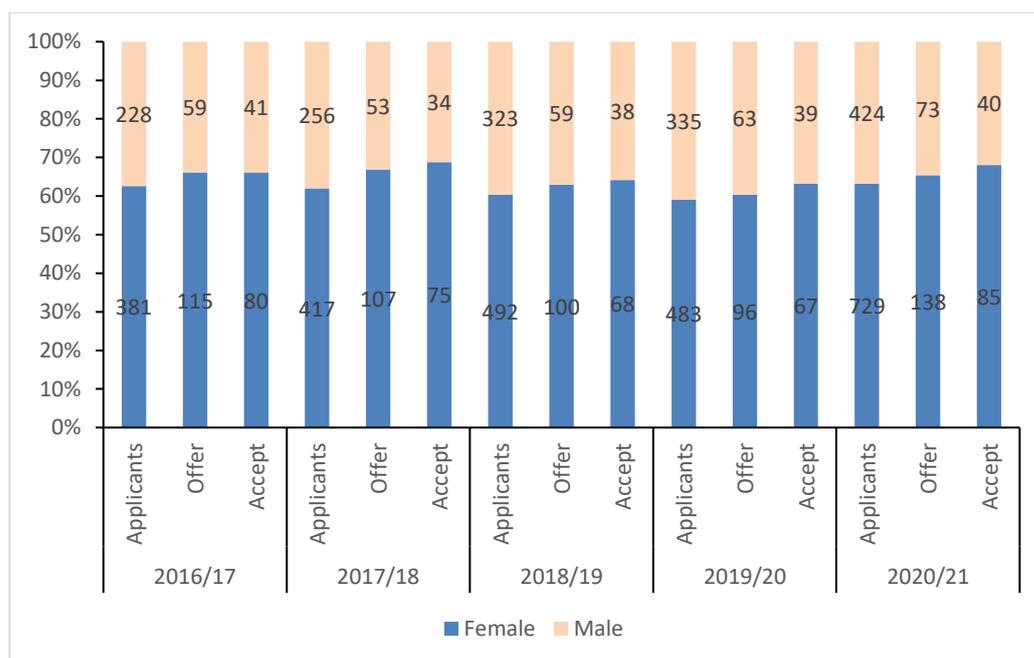


Table 8: PGT applications, offers and acceptances by gender (%)

		Female	Male
2016/17	Applicants	63%	37%
	Offers	66%	34%
	Acceptances	66%	34%
2017/18	Applicants	62%	38%
	Offers	67%	33%
	Acceptances	69%	31%
2018/19	Applicants	60%	40%
	Offers	63%	37%
	Acceptances	64%	36%
2019/20	Applicants	59%	41%
	Offers	60%	40%
	Acceptances	63%	37%
2020/21	Applicants	63%	37%
	Offers	65%	35%
	Acceptances	68%	32%
5-year average	Applicants	62%	38%
	Offers	64%	36%
	Acceptances	66%	34%
5-year total	Offer rate	22%	20%
	Acceptance rate	15%	12%
	Offer to acceptance rate	67%	63%

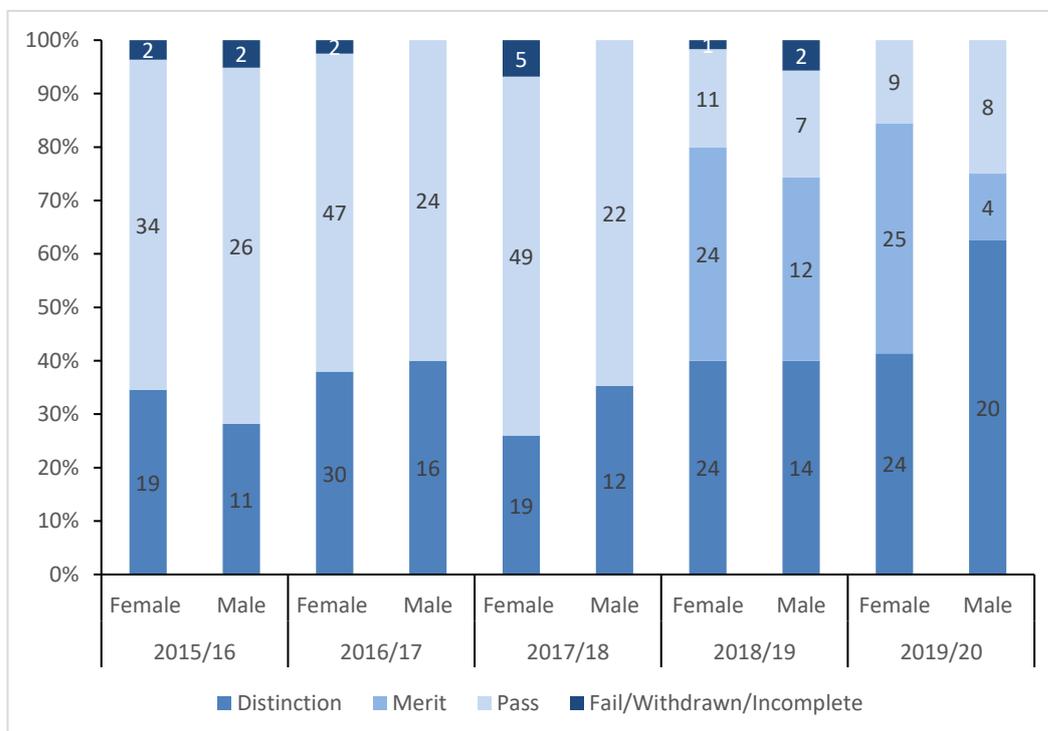
### PGT degree outcomes

On average, 98% of PGT students complete their courses, with little gender difference in the numbers who do not complete. Around one third of students are awarded a distinction, rising to over 40% in the past two years (Figure 8, Table 9). There was a sharp increase in the proportion of men awarded distinctions in 2020, possibly related to the unusual circumstances of the pandemic and the shift to online learning. MSc course directors will investigate this if it is repeated in 2021. The EDIC and GTEC will continue to monitor PGT outcomes annually, but as there are no significant gender imbalances in outcomes when averaged over several years, we are not planning actions in this area currently.

Table 9: PGT degree outcomes by gender (%)

	2015/16		2016/17		2017/18		2018/19		2019/20	
	F	M	F	M	F	M	F	M	F	M
<b>Distinction</b>	35%	28%	38%	40%	26%	35%	40%	40%	41%	63%
<b>Merit</b>							40%	34%	43%	13%
<b>Pass</b>	62%	67%	59%	60%	67%	65%	18%	20%	16%	25%
<b>Fail</b>	2%	3%	1%	0%	0%	0%	0%	0%	0%	0%
<b>Withdrawn</b>	2%	3%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Incomplete</b>	0%	0%	1%	0%	7%	0%	2%	6%	0%	0%

Figure 8: PGT degree outcomes by gender



(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.

**PGR numbers**

Over the past 7 years, there have been slightly more male than female PGR students in SoGE (47%F/53%M). The proportion of women fell in 2015, due to a drop in the number of women applicants for that year. Numbers have remained below the Russell Group average since then, although by 2020/21, PGR numbers were gender balanced again (Figure 9, Table 10a)

In response to the drop in female DPhil applicants identified in our Bronze application, we introduced a part-time DPhil option in 2017, offering greater flexibility for students with caring or other work responsibilities. By 2019/20, eleven students had taken this up (8F/3M), Table 10b.

Figure 9: Total PGR students on course, by gender

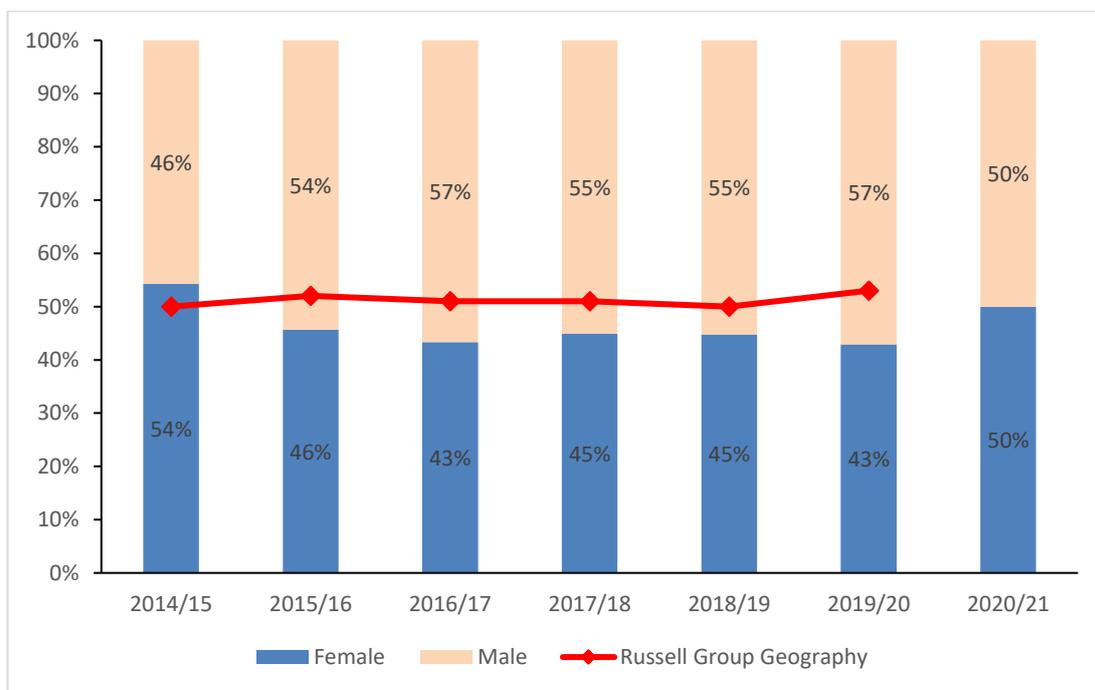


Table 10a: PGR students by gender

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Total
<b>Female</b>	88	63	65	76	77	79	90	538
<b>Male</b>	74	75	85	93	95	105	89	616
<b>Total</b>	162	138	150	169	172	184	179	1,154
<b>SoGE % female</b>	54%	46%	43%	45%	45%	43%	50%	47%
<b>SoGE % male</b>	46%	54%	57%	55%	55%	57%	50%	53%
<b>Russell Group Geography % F</b>	50%	52%	51%	51%	50%	53%		51%

Table 10b: Full-time and part-time PGR students, by gender

		Female	Male	Total
2017/18	Full time	75	93	168
	Part time	1	0	1
2018/19	Full time	72	94	166
	Part time	5	1	6
2019/20	Full time	71	102	173
	Part time	8	3	11

### PGR admissions

Admissions data fluctuate due to the relatively small numbers; however, when averaged over the past 5 years, 50% of PGR applicants, 52% of offer-holders, and 51% of students admitted were women (Table 11, Figure 10).

Table 11: PGR applications, offers and acceptances by gender (%)

		Female	Male
2016/17	Applicants	53%	48%
	Offers	46%	54%
	Acceptances	43%	57%
2017/18	Applicants	51%	49%
	Offers	55%	45%
	Acceptances	60%	40%
2018/19	Applicants	53%	47%
	Offers	57%	43%
	Acceptances	62%	38%
2019/20	Applicants	45%	55%
	Offers	43%	57%
	Acceptances	40%	60%
2020/21	Applicants	50%	50%
	Offers	56%	44%
	Acceptances	50%	50%
5-year average	<b>Applicants</b>	<b>50%</b>	<b>50%</b>
	<b>Offers</b>	<b>52%</b>	<b>48%</b>
	<b>Acceptances</b>	<b>51%</b>	<b>49%</b>
5-year average	<b>Offer rate</b>	<b>44%</b>	<b>41%</b>
	<b>Acceptance rate</b>	<b>23%</b>	<b>22%</b>
	<b>Offer to acceptance rate</b>	<b>51%</b>	<b>53%</b>

Though there is no noticeable gender bias in PGR admissions procedures, we would like to ensure the process is as transparent and fair as possible. Following feedback from students that existing assessment criteria were unclear and could place students from outside the UK and Europe at a disadvantage, we will introduce a clearer set of criteria from 2021 onwards. (**Action 2.4**).

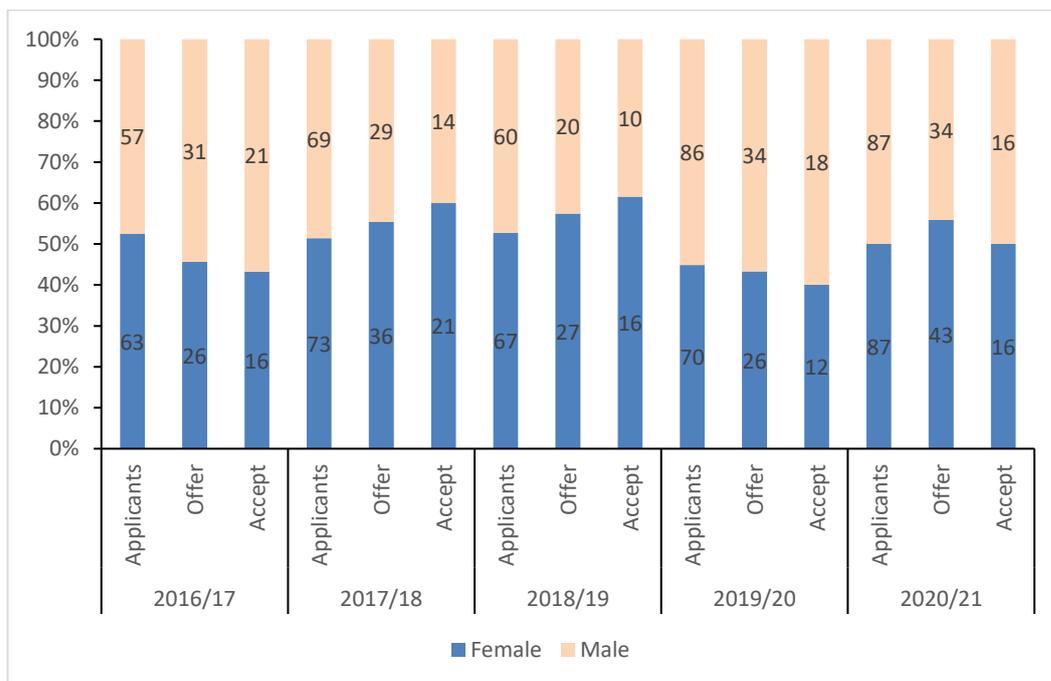
Availability of funding is often the most important determinant of whether a student can undertake a DPhil, so we will ensure that students are given comprehensive information about the funding opportunities available. (**Action 2.7**). SoGE will fund one DPhil studentship for a Black British student from 2022, under the University's Black Academic Futures scheme.

**ACTIONS:**

2.4 Develop and implement a transparent set of criteria for assessing DPhil applications, similar to the very clear criteria used in the Humanities Division, and ensure that guidance on the criteria is shared with all assessors as well as prospective students.

2.7 Give prospective DPhil students comprehensive and clear information about the funding opportunities available to them, to enable a greater diversity of students to apply for the programme.

Figure 10: PGR applications, offers and acceptances by gender



**PGR completion rates**

On average, women take slightly longer than men to complete their DPhil in SoGE (4.4 years compared to 4.3 for men), Figure 11. The proportion of women and men completing their doctorate within 4 years has improved in recent years, reaching 63% and 69% respectively for the 2015/16 cohort (Figure 12, Table 12). A number of actions taken since Bronze have helped to improve completion rates, including:

- tightening up on termly reporting by students and supervisors on their progress, including following up on any unsubmitted reports;

- offering support to students and supervisors who are identified by SSD as falling behind on key milestones applicable to all DPhil students.

The sharp drop in the 4-year completion rate amongst men (and to a lesser extent women) in the 2016/17 cohort (Figure 12) could relate to the Covid-19 pandemic, which caused delays for those planning to submit in 2020, particularly students with fieldwork or lab work to complete.

Figure 11: Average number of years to submission, PGR students by gender & cohort year

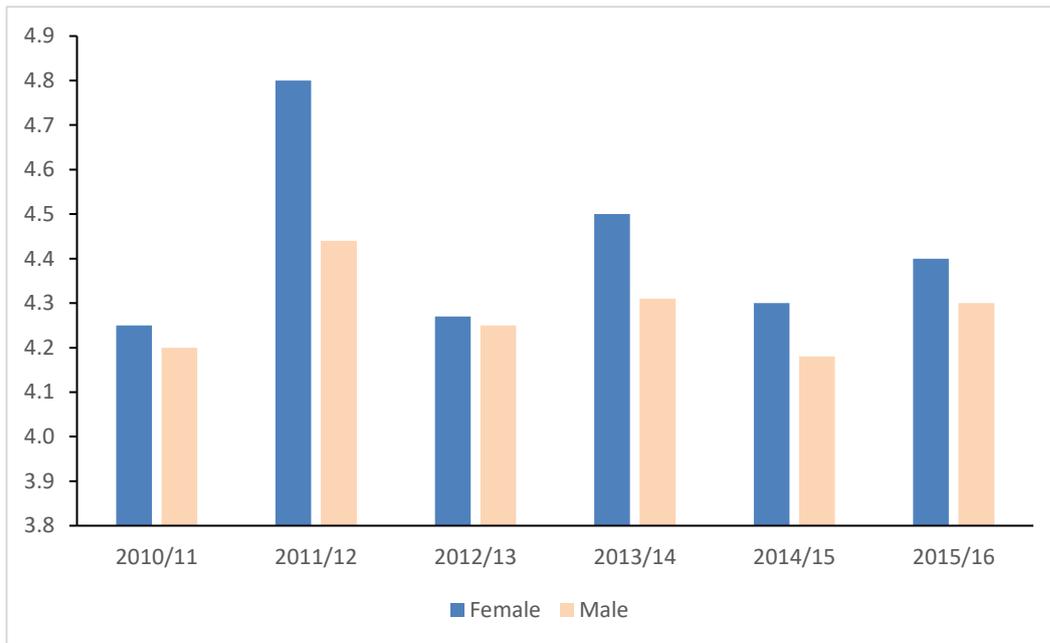
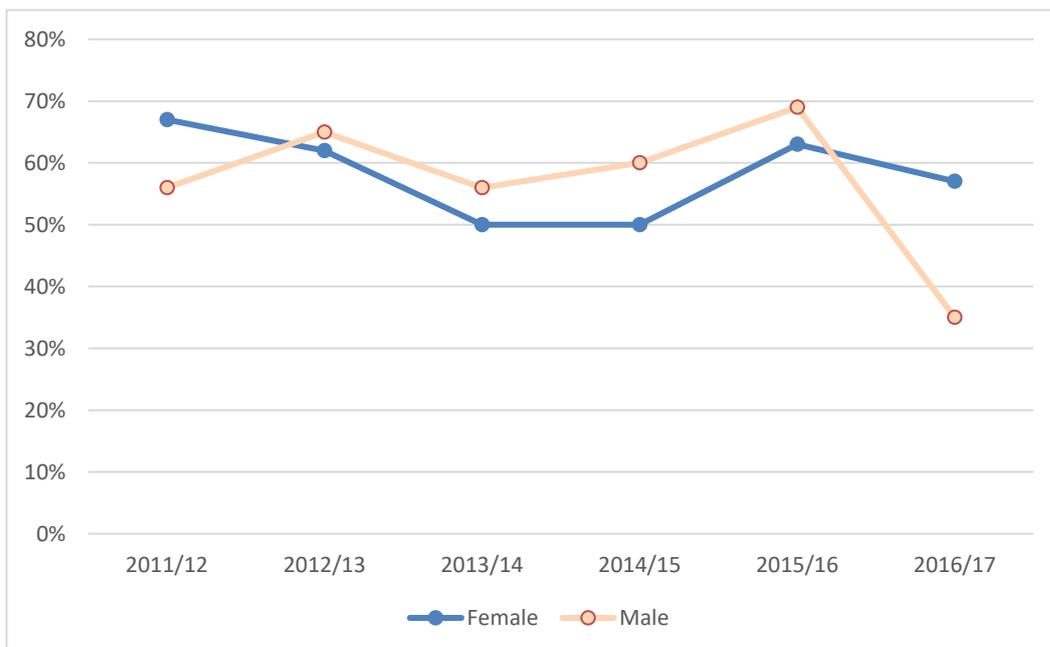


Figure 12: % of PGR students completing doctorate within 4 years, by gender



Equal numbers of male and female students (15 of each) have taken more than 5 years to complete their DPhil or have lapsed or withdrawn over the past 5 years. This

represents c.10% of all students. Most of these students have had issues with funding or mental health, which we know from PGR surveys are students' top concerns. In response, we have enhanced our welfare support for students this year, including funding training for three student peer supporters (2F/1M) and two academic welfare reps (both F), and inviting PGR students to join wellbeing workshops alongside staff. We hope to begin to see an impact on completion rates as a result.

*Table 12: Doctoral submission rates by cohort year and gender*

<b>Year started</b>	<b>Time to completion</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female %</b>	<b>Male %</b>
2011/12	<49 months	14	10	24	67%	56%
	49-60 months	4	5	9	19%	28%
	61-72 months	3	1	4	14%	6%
	Incomplete			0	0%	0%
	Lower Award			0	0%	0%
	Withdrew		2	2	0%	11%
2012/13	<49 months	8	13	21	62%	65%
	49-60 months	3	2	5	23%	10%
	61-72 months		1	1	0%	5%
	Incomplete		1	1	0%	5%
	Lower Award			0	0%	0%
	Withdrew	2	3	5	15%	15%
2013/14	<49 months	11	9	20	50%	56%
	49-60 months	5	4	9	23%	25%
	61-72 months	2		2	9%	0%
	Incomplete	2	3	5	9%	19%
	Lower Award	1		1	5%	0%
	Withdrew	1		1	5%	0%
2014/15	<49 months	7	9	16	50%	60%
	49-60 months	3	2	5	21%	13%
	61-72 months			0	0%	0%
	Incomplete	4	3	7	29%	20%
	Lower Award			0	0%	0%
	Withdrew		1	1	0%	7%
2015/16	<49 months	5	11	16	63%	69%
	49-60 months			0	0%	0%
	61-72 months			0	0%	0%
	Incomplete	3	4	7	38%	25%
	Lower Award			0	0%	0%
	Withdrew		1	1	0%	6%
2016/17	<49 months	8	9	17	57%	35%
	49-60 months			0	0%	0%
	61-72 months			0	0%	0%
	Incomplete	6	17	23	43%	65%
	Lower Award			0	0%	0%
	Withdrew			0	0%	0%

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Whilst a significant proportion of our undergraduates progress to postgraduate study, very few do so in SoGE (Table 13). Focus groups with undergraduates showed that they perceive the MSc options in the School as fairly narrow and focused more on physical geography. Students also said they would like more information about postgraduate study, so we will organise annual events for undergraduates to meet PG students and find out more (**Action 2.6**).

Table 13: Destinations of SoGE graduates, 2003 – 2016 (data from alumni database)

	Female	Male
% of BA graduates moving on to MSc in SoGE	4%	8%
% of BA graduates moving on to Masters elsewhere	47%	41%
% of PGT graduates moving on to DPhil in SoGE	6%	9%
% of PGT graduates moving on to PhD elsewhere	21%	17%

Relatively few PGT students stay on for doctoral study in the School, with men slightly more likely than women to do so (Table 13). A focus group with MSc students as part of our BAP suggested that funding may be an issue: Oxford's admissions timetable for DPhils is earlier than many other universities', which can affect our PGT students' ability to secure funding (or devise a suitable research project) in time, and therefore they are more likely to apply for doctoral study elsewhere. In response, we will offer early support sessions for PGT students interested in doctoral study (**Action 2.8**).

**ACTIONS:**

2.6 Organise an annual event where UG students can meet current PGT and PGR students and course co-ordinators to find out more about PG study in SoGE. Invite PGR students to give talks on their research to UG and PGT students.

2.8 Provide support sessions early in the autumn term each year for PGT students interested in doctoral study. These will provide information about funding options and support with developing a research proposal.

#### 4.2. Academic and research staff data

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

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

#### Summary of achievements since Bronze 2016

- Proportion of female APs increased from 23% to 55% 2016-19, after changes to recruitment process for academic posts led to appointment of 6 new female APs.
- Increase in proportion of women DLs and G9 researchers (the latter following promotion of women from G8).
- Set up Researcher Forum and Working Group to identify and take forward actions to better support FTC researchers with their career development.

#### Academic staff (teaching & research)

Recent years have seen a noticeable improvement in the gender balance amongst our academic staff: 26%F in 2016; 40%F in 2020, which is well above the 34% for all other Russell Group Geography departments (Table 14). This has largely been driven by growth in the number of women at Departmental Lecturer (DL) and Associate Professor (AP) level. Our BAP included a commitment to increase the number of female applicants for academic and research posts, and as a result of our actions – mainly changing our recruitment processes – the proportion of female DLs and APs has risen above 50% for the first time (**for more details see Impact Box 1; Section 5.1**). This change in gender ratios reflects the recruitment of 6 new female APs and 6 female DLs since 2016, but was also partly driven by the promotion of 3 male APs to Professor and retirement of 2 other male APs.

Table 14: Academic staff by gender, 2016-2020

Job title	2016			2017			2018			2019			2020		
	F	F %	M	F	F %	M	F	F %	M	F	F %	M	F	F %	M
Statutory Professor	1	25%	3	0	0%	3	1	25%	3	1	25%	3	1	25%	3
Titular Professor	4	29%	10	2	15%	11	3	20%	12	3	18%	14	3	18%	14
Associate Professor	3	23%	10	3	25%	9	2	22%	7	6	55%	5	6	55%	5
Departmental Lecturer	2	29%	5	4	40%	6	7	58%	5	7	64%	4	8	62%	5
<b>Total</b>	<b>10</b>	<b>26%</b>	<b>28</b>	<b>9</b>	<b>24%</b>	<b>29</b>	<b>13</b>	<b>33%</b>	<b>27</b>	<b>17</b>	<b>40%</b>	<b>26</b>	<b>18</b>	<b>40%</b>	<b>27</b>
<i>Russell Gp Geography depts (academic staff)</i>		31%			31%			31%			33%			34%	

Impact Box 1	
<b>Objective (Bronze 2016):</b>	Increase the number of female applicants for academic and research posts.
<b>Actions taken:</b>	<ul style="list-style-type: none"> <li>• Gender balanced search committees for academic posts, promoting the job through a wide variety of academic networks;</li> <li>• Implicit bias training for all search committee members, with one member of the panel designated as unconscious bias rep, to speak up on any issues;</li> <li>• All job descriptions revised to help encourage female applicants (eg. information on AS commitment, opportunities for part-time and flexible working, Returning Carers' Fund);</li> <li>• All internal job adverts circulated to all School staff;</li> <li>• All-male shortlists for AP or SP posts discouraged and must be justified to the Division if they occur;</li> <li>• Gender balanced interview panels.</li> </ul>
<b>Impact:</b>	<ul style="list-style-type: none"> <li>• Proportion of female applicants for academic posts increased from &lt;35% 2013-16 to 40% in 2017-19.</li> <li>• Appointment of 6 new female APs since 2016 → proportion of female APs increased from 23% in 2016 to 55% in 2020.</li> <li>• Gender ratios at DL level changed from 29%F in 2016 to 62%F in 2020.</li> <li>• Proportion of women in junior research posts (G7) increased from 33% to 43% between 2015 and 2019, and in senior research posts (G9) increased from 25% to 78% in same period.</li> <li>• More applications received from individuals early in their careers and from outside Oxford, thereby further enhancing the diversity of our academic staff.</li> </ul>

Women tend to be more under-represented in physical geography than in human geography, particularly at professorial level. In total, 36% of physical geography and 44% of human geography academics in SoGE are female.

Gender ratios for Statutory Professors (SP) and Titular Professors (TP) remain male-dominated (25%F and 18%F respectively); taken together, 19% of all professors were female in 2019 (Figure 13, Table 14). This is lower than the average for other Russell Group Geography departments (23%F). SP posts are the most senior and therefore rarely become vacant, so it will take time to see changes: since 2016, the 3 male SPs remained

in post and 1 woman SP left and was replaced by another woman. However, due to our actions the pipeline of more junior academics in SoGE is now more gender balanced.

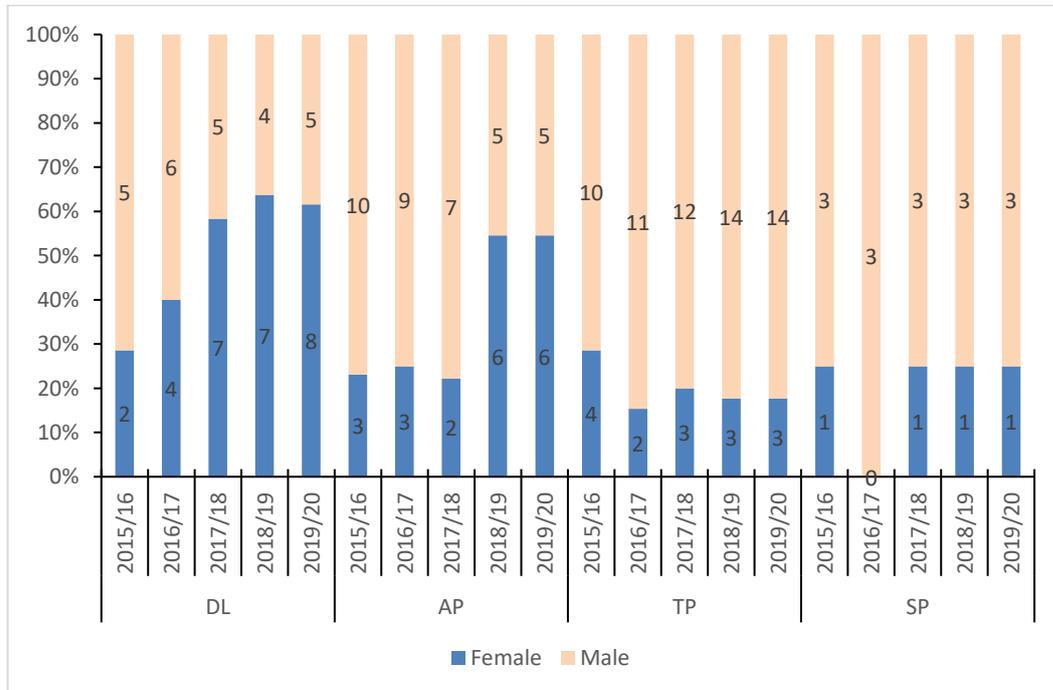
**A key priority for us going forward is therefore to support our new cohort of female academic staff to future career advancement, with particular focus on increasing our number of female leaders (including professors).** APs in their 5-year Initial Period of Office have reduced administrative responsibilities, to allow time for career development. By offering more leadership experience opportunities, we will enable more women to apply for promotion. APs and senior researchers can apply for professorial title in the University’s annual Recognition of Distinction exercise (see Section 5.1 iii). We plan to identify and address the barriers women face in progressing to leadership roles and offered improved support for women preparing for RoD (**Actions 9.1 and 9.2**).

**ACTIONS:**

9.1 Draw up and implement an action plan to address the barriers that women face in progressing to Grade 9 and 10 posts, after identifying these barriers through focus groups and interviews with female academics and researchers.

9.2 Speak to women academics about their views and experiences of the Recognition of Distinction and what would help (or did help) them prepare to apply. Use the findings to make proposals for improved support and clearer pathways for women to help them prepare for RoD.

Figure 13: Academic (teaching & research) staff by grade and gender



### Research staff

In 2020, 45% of our research staff were female – slightly below the average for other Russell Group Geography departments. Whilst there have been fluctuations in the number of women in postdoc positions (Grades 6 and 7) over the past 5 years, we have seen an increase in the number and proportion of female researchers at Grade 9, largely due to promotions from Grade 8. (Figure 14, Table 15).

Table 15: Research-only staff by grade and gender

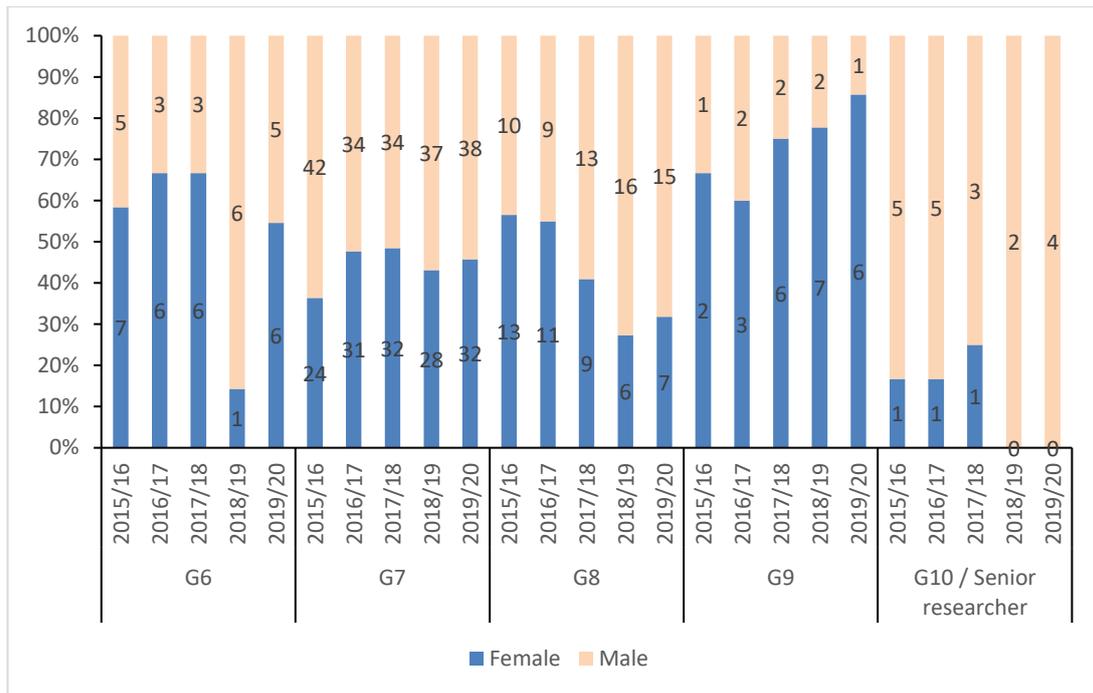
Job title	2016			2017			2018			2019			2020		
	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M
Senior Researcher	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1
Grade 10	1	16%	5	1	17%	5	1	25%	3	0	0%	2	0	0%	3
Grade 9	2	67%	1	3	60%	2	6	75%	2	7	78%	2	6	86%	1
Grade 8	13	57%	10	11	55%	9	9	41%	13	6	27%	16	7	32%	15
Grade 7	24	36%	42	31	48%	34	32	48%	34	28	43%	37	32	46%	38
Grade 6	7	58%	5	6	67%	3	6	67%	3	1	14%	6	6	55%	5
<b>Total</b>	<b>47</b>	<b>43%</b>	<b>63</b>	<b>52</b>	<b>50%</b>	<b>53</b>	<b>54</b>	<b>50%</b>	<b>55</b>	<b>42</b>	<b>40%</b>	<b>63</b>	<b>51</b>	<b>45%</b>	<b>63</b>
<i>Russell Gp Geog. Depts</i>		<i>49%</i>			<i>47%</i>			<i>49%</i>			<i>47%</i>			<i>48%</i>	

The majority of Grade 9 researchers are women, but concerns have been expressed through our AS focus groups that almost all (9 out of 11) research programme leaders (G10 roles) are men, whilst their deputies are usually women, who are often left with lower-impact tasks. **Thus another key priority for us is to better support SoGE’s senior female researchers to future career advancement** – including by offering more leadership experience opportunities. (Action 9.3).

#### ACTION:

9.3 Provide more opportunities for women at Grade 8 and Grade 9 to take on leadership roles, such as research programme leader or research cluster leader, by enabling them to be co-leader or acting leader of a research programme, and by reducing their administrative responsibilities to allow them time to develop leadership roles.

Figure 14: Research-only staff by grade and gender



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

N/A

(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.

SoGE has a higher proportion of academic and research staff on fixed-term contracts than any other Geography department in the UK: 83%F and 76%M in 2020 – roughly double the figures for all other Russell Group Geography departments (50%F, 33%M). The picture is not dissimilar in the wider University, though, where 74%F and 60%M academic and research staff are on FTCs. Women academics are significantly less likely than men to have permanent contracts, whereas there is little gender difference for research-only staff (Figures 15a –c, Table 16).

Table 16: Academic and research staff by contract type and gender (%)

		2016		2017		2018		2019		2020	
		F	M	F	M	F	M	F	M	F	M
<b>Academics</b>	<b>Fixed-term</b>	11%	35%	55%	33%	57%	29%	41%	26%	47%	29%
	<b>Permanent</b>	89%	65%	45%	67%	43%	71%	59%	74%	53%	71%
<b>Researchers</b>	<b>Fixed-term</b>	100%	97%	98%	96%	96%	96%	95%	97%	96%	97%
	<b>Permanent</b>	0%	3%	2%	4%	4%	4%	5%	3%	4%	3%
<b>Acad &amp; Research</b>	<b>Fixed-term</b>	86%	77%	91%	73%	89%	74%	80%	76%	83%	76%
	<b>Permanent</b>	14%	23%	9%	27%	11%	26%	20%	24%	17%	24%
<b>Acad &amp; Res benchmark - Russell Gp Geog depts</b>	<b>Fixed-term</b>	48%	33%	49%	33%	51%	33%	50%	33%	48%	33%
	<b>Permanent</b>	52%	67%	51%	67%	49%	67%	50%	67%	52%	67%

Figure 15a: Academic staff by contract type and gender (numbers)

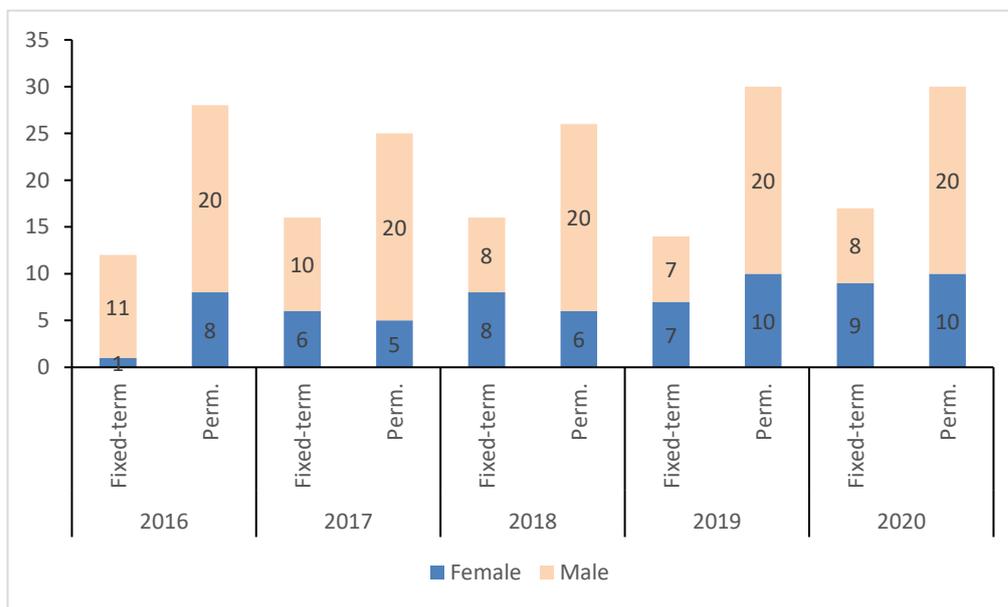


Figure 15b: Research staff by contract type and gender (numbers)

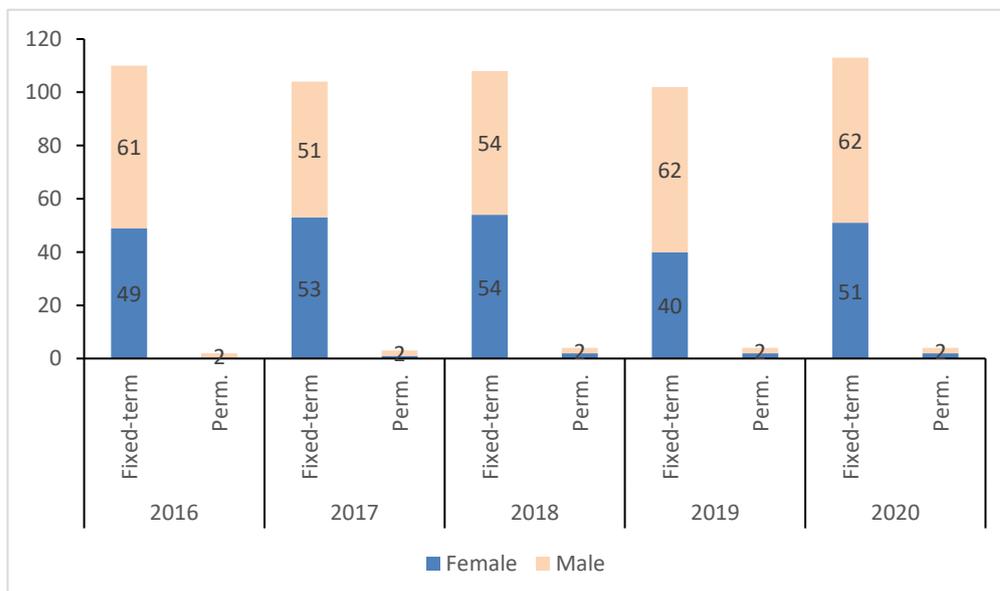
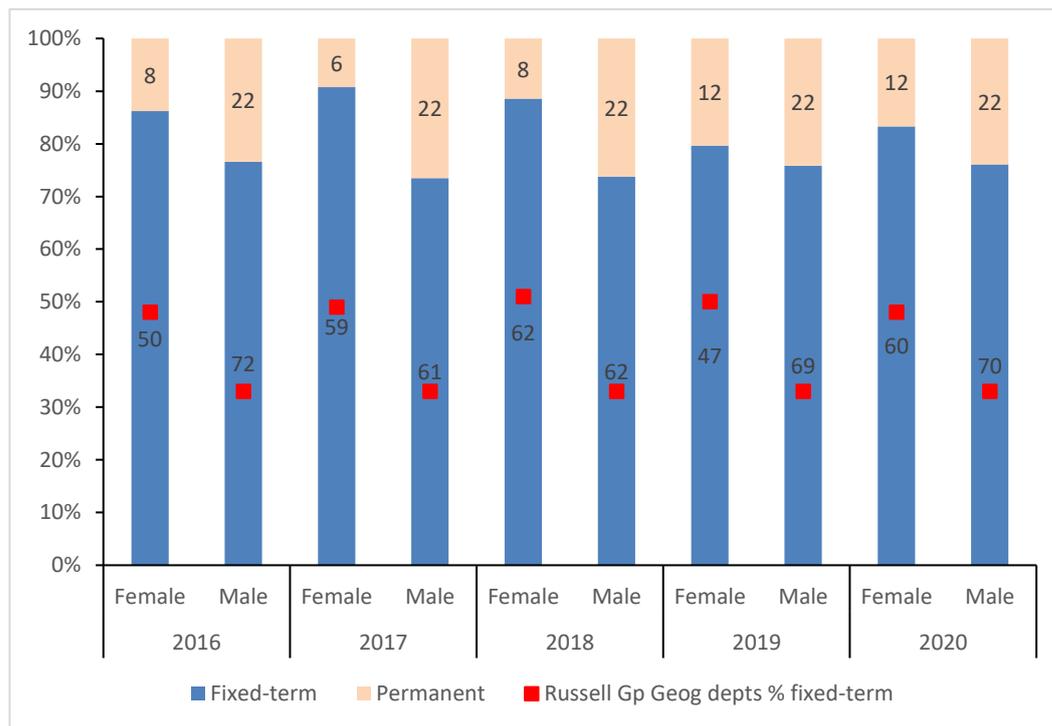


Figure 15c: Academic & research staff by contract type and gender



The high proportion of staff on FTCs reflects SoGE’s position as a leading research-intensive department with significant grant-winning success, requiring new staff to work on time-limited research projects. The increasing proportion of female academics on fixed-term contracts since 2016 is partly due to our success in recruiting women to departmental lecturer positions. DLs are a mixture of career development posts and teaching cover posts for APs, usually with 5-year contracts which offer some degree of job security. All postholders have a mentor, and since 2016 3F and 4M DLs have progressed to permanent roles in Oxford and elsewhere.

However, it is vital that we consider the impact of short-term contracts on employees, particularly women who are more likely to be fixed-term. Supporting fixed-term researchers with their career development was a priority in our BAP, and we took a number of actions:

- All fixed-term staff offered a meeting with HR 3 months before contract-end to discuss future employment opportunities, and guaranteed an interview for any vacant job in the University for which they meet the selection criteria.
- Extensive consultation with FTRs as to the issues and challenges they face – detailed analysis of free text survey responses; two open meetings attended by >30 researchers each time (roughly 50:50 M:F).
- New Researcher Forum established – for all research staff to meet termly to network, share research, voice concerns, and hear from speakers.
- New Fixed-Term Researcher Working Group (FTRWG) [5M/7F members] – representative of researchers from different career stages and parts of the School. Group’s aims are to improve the experience of FTRs and to consider possible alternative models for contracts and career paths.

“The Researcher Forum is a very valuable mechanism for communication – it has been great to see the concerns of FTRs being listened to by the senior leadership. I am pleased to be part of the FTR Working Group too. We have put together an action plan and allocated tasks so that no-one is overloaded. I will be investigating how other institutions provide job security and career progression for their researchers, to see if any of these examples could provide a model for SoGE to follow.”

*Female researcher from the ECI – member of FTRWG*

However, data from the 2021 staff survey suggest that there is still room for improvement. Whilst women tend to feel more supported with career development, men are more likely to be aware of opportunities and make time for career planning (Table 17). **Hence a third key priority is to better support female fixed term researchers' career advancement**, specifically by ensuring information flows more effectively and more opportunities for reflexive career development are available (**Actions 4.1, 4.4, 4.8**). Our mentors and coaches report that many excellent female researchers lack confidence.

#### ACTIONS:

4.1 Offer all researchers on fixed-term contracts an annual Personal Development Review with a senior member of staff (not necessarily their line manager), and encourage them to work with a mentor or coach to reflect on career development goals and pathways.

4.4 Organise an ongoing series of workshops to offer advice, tools and techniques and support for academic and research staff. Topics covered will include 'dealing with rejection', 'building resilience', 'writing your cv and covering letter' and 'overcoming imposter syndrome'.

4.8 Organise events where male and female academics speak about their career paths and offer advice to students and ECRs about how to progress in academia.

Table 17: Research staff responses to questions about career development, Staff Survey 2021 [% of staff who answered 'agree' or 'strongly agree']

	Female	Male
<b>I am supported to think about my professional development</b>	74%	64%
<b>I am clear about the training and development opportunities available to me</b>	44%	64%
<b>I take time to reflect on and plan for my career development</b>	63%	80%
<b>I am actively encouraged to take up career development opportunities</b>	70%	44%

We know from staff surveys and focus groups that the greatest concerns amongst fixed-term staff are the precariousness of their position and a perception of a '2-tier system', with permanent staff having greater job security and more benefits and entitlements. We propose a number of actions to better support these staff (see Section 5.3 for more details):

**ACTIONS:**

4.5 Produce clear written guidance on benefits and entitlements of fixed-term research staff (to hold certain positions such as PI or DPhil supervisor or to access resources, such as funds for training or conference attendance). Include this in researcher induction materials and communicate this via the intranet, line managers and Researcher Forum meetings.

4.6 Review what other departments and institutions have done to promote greater job security for research staff on fixed-term contracts and explore whether any of these options could provide a model for SoGE to follow.

4.7 Hold Researcher Forum meetings in SoGE once per term, for researchers to share ideas, concerns and experiences. Continue to engage with the Division's and University's work on research staff development, including the new Research Staff Hub.

(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.

Data on staff leavers is recorded in our HR database. Between 2016 and 2019, a total of 66 women and 84 men left the School – the vast majority (88%) of these being fixed-term researchers who left either because their contract ended or for career reasons (eg. being offered a permanent job). In the period 2016-19, there were relatively few gender differences in turnover rates: about one third of G6 and G7 researchers and one fifth of

G8-10 researchers left the department in any one year. Turnover amongst male DLs was higher than female, due to larger numbers moving to permanent lectureships (Table 19).

Slightly more female than male researchers left because their contract came to an end, whereas male researchers were noticeably more likely than female to leave their post for career reasons (Figures 16a and 16b). The majority of ECRs who have left the School in recent years to take up lectureships elsewhere are men. This suggests that men are more likely to find opportunities to further their career whilst they are employed on a short-term contract, whereas women tend to remain in post until the end of their contract and then are more likely to move to another fixed-term research post, often in Oxford. These differences should be addressed by our other efforts to support the career development of female researchers and fixed-term academic staff.

Figure 16a: Number of academic staff leavers, by job role and gender

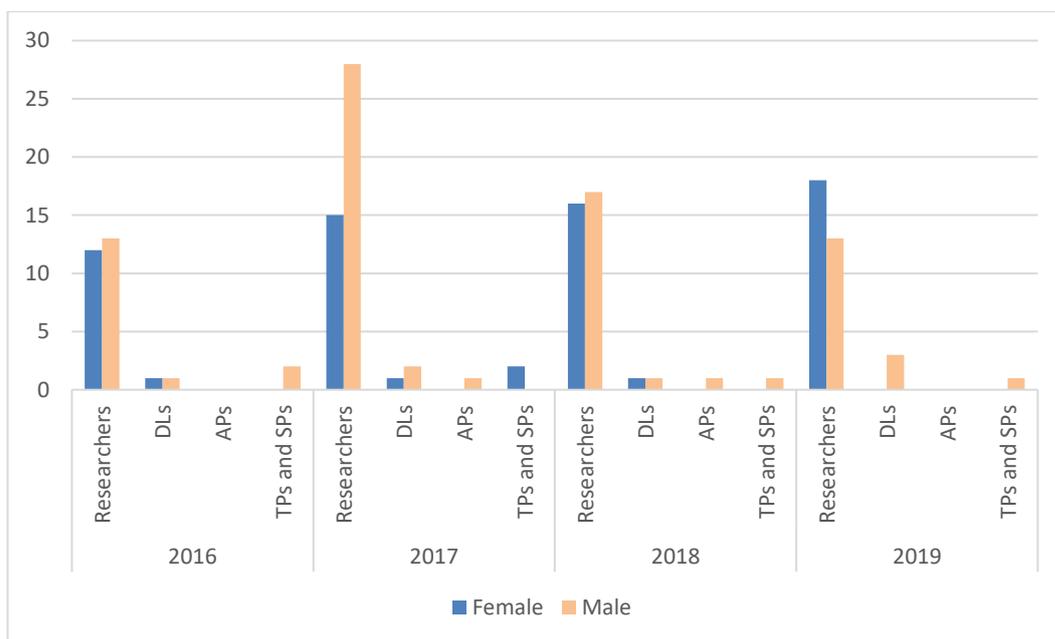
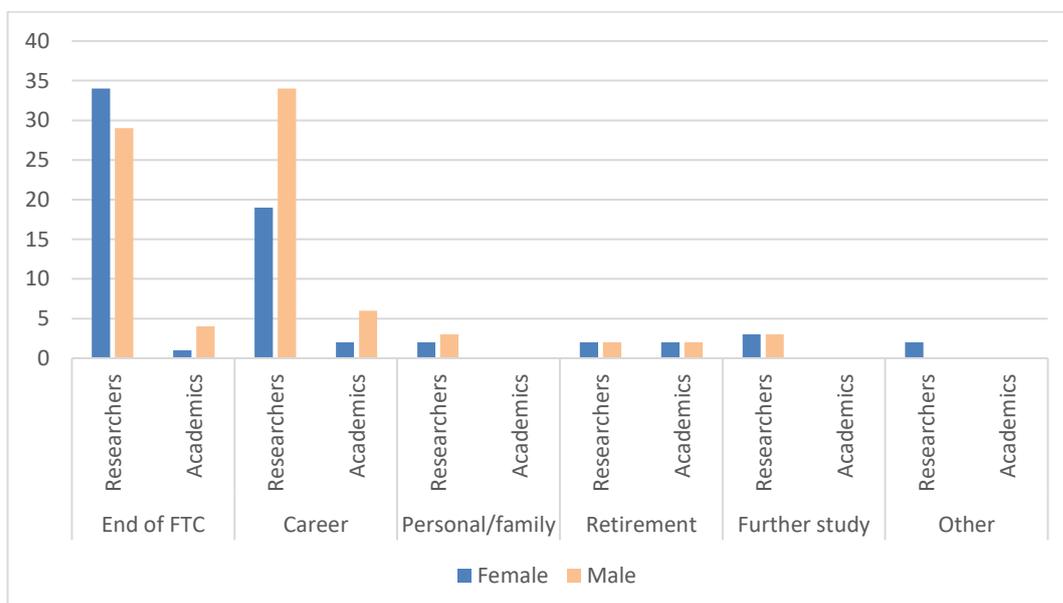


Figure 16b: Number of academic staff leavers, by gender and reason for leaving



The destinations of the 5F and 13M academic leavers since 2016 are shown in Table 18.

Table 18: Destinations of academic leavers from SoGE, 2016-2019

	Female	Total	Male	Total
<b>DL</b>	Other HEIs (2); Student (1)	3	Other HEIs (6); Private sector (1)	7
<b>AP</b>		0	Retired (1); Other HEI (1)	2
<b>Professor</b>	Retired (2)	2	Retired (3); Other HEI (1)	4

Table 19: Number of academic staff leavers, and turnover, by job role and gender

		Turnover (leavers as % of all staff)			
		Female	Male	Female	Male
<b>2016</b>	G6-7 researchers	8	11	26%	23%
	G8-10 researchers	2	2	13%	13%
	DLs	1	1	50%	20%
	APs			0%	0%
	TPs and SPs		2	0%	15%
<b>2017</b>	G6-7 researchers	12	24	32%	65%
	G8-10 researchers	2	4	13%	25%
	DLs	1	2	25%	33%
	APs		1	0%	11%
	TPs and SPs	2		100%	0%
<b>2018</b>	G6-7 researchers	13	15	34%	52%
	G8-10 researchers	3	2	19%	11%
	DLs	1	1	14%	20%
	APs		1	0%	14%
	TPs and SPs		1	0%	7%
<b>2019</b>	G6-7 researchers	12	9	41%	21%
	G8-10 researchers	5	4	38%	20%
	DLs		3	0%	75%
	APs			0%	0%
	TPs and SPs		1	0%	6%
<b>Total</b>	G6-7 researchers	45	59	33%	38%
	G8-10 researchers	12	12	20%	17%
	DLs	3	7	15%	35%
	APs	0	2	0%	6%
	TPs and SPs	2	4	13%	7%

2,505 words

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

### 5.1. Key career transition points: academic staff

#### Summary of achievements since Bronze 2016

- More than 50% of **shortlisted** candidates for academic posts were women, and women were more likely than men to be **appointed** to DL and AP roles, 2017-19, as a result of improvements to academic recruitment processes.
- Having one member of each recruitment panel designated as unconscious bias representative was highlighted as good practice by Advance HE.
- Annual welcome event for new starters introduced in 2019 and been well received by staff.
- 75% of academic staff said their induction was useful in 2018 (73% in 2021).
- Female research staff more likely than male to receive awards for excellence, and women's success rates improved in recent years.
- Improvement in academic staff awareness and understanding of promotions process since 2016, following improved communications.
- Proportion of women submitted to REF has more than doubled since 2008, in part reflecting our progress in recruiting more female academics.

#### (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.

We have made good progress in redressing gender imbalances in academic posts – particularly AP roles [see section 4.2 (i)] – though for research posts, the proportion of female applicants declines with the seniority of the role. There has also been a decline in the proportion of women applicants for G7 and G8 posts since 2017 (Figure 17). This is largely because the focus of our recruitment in recent years has been in nationally male-dominated research areas such as energy, climate science and green investment. However, women are just as likely to be shortlisted for more senior roles as they are for more junior posts, and more likely than men to be appointed to DL and AP roles in the past 3 years. (Table 20). This suggests that we are attracting high quality female candidates for academic and research posts.

Table 20: Recruitment of academic staff, by gender: 2017, 2018 and 2019 combined

		Female	Male	Unknown	% Female <sup>3</sup>
Grade 6 researcher	Applied	73	54	8	57%
	Shortlisted	10	13	1	43%
	Offer made	2	3	1	40%
	Offer accepted	2	3	1	40%
Grade 7 researcher	Applied	375	524	30	42%
	Shortlisted	51	56	12	48%
	Offer made	20	23	3	47%
	Offer accepted	20	23	3	47%
Grade 8 researcher	Applied	43	108	12	28%
	Shortlisted	21	32	0	40%
	Offer made	1	5	0	17%
	Offer accepted	1	5	0	17%
Grade 9/10 researcher	Applied	22	107	7	17%
	Shortlisted	11	10	0	52%
	Offer made	3	1	0	75%
	Offer accepted	3	1	0	75%
Departmental Lecturer	Applied	93	131	5	42%
	Shortlisted	15	10	1	60%
	Offer made	7	1	0	88%
	Offer accepted	7	1	0	88%
Associate Professor	Applied	77	122	0	39%
	Shortlisted	14	11	0	56%
	Offer made	4	1	0	80%
	Offer accepted	4	1	0	80%

Since gaining Bronze we have highlighted SoGE's commitment to gender equality and outlined options for part-time and flexible working, in order to encourage more women to apply. One of our MSc course directors told us that seeing this information attracted her to apply for the role at SoGE. All SoGE job adverts also include a statement encouraging applicants from under-represented groups.

As a result of our BAP, we successfully introduced measures to ensure the recruitment process for academic posts is fairer (see Impact Box 1 in Section 4.2 for details). We now need to promote and monitor the take-up of online implicit bias refresher training (**Action 2.5**).

**ACTION:**

2.5 Ensure all staff involved in student admissions (and staff recruitment) take implicit bias training annually.

<sup>3</sup> 'Gender unknown' applicants removed from %F calculation.

Figure 17a: Recruitment to AP posts by year and gender

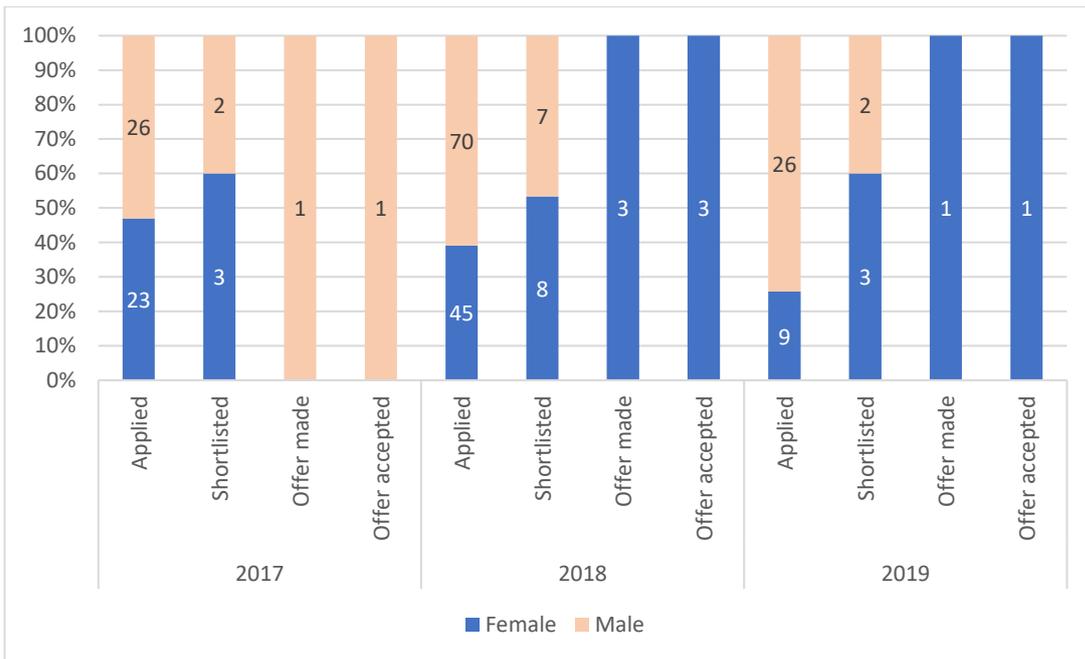


Figure 17b: Recruitment to DL posts by year and gender

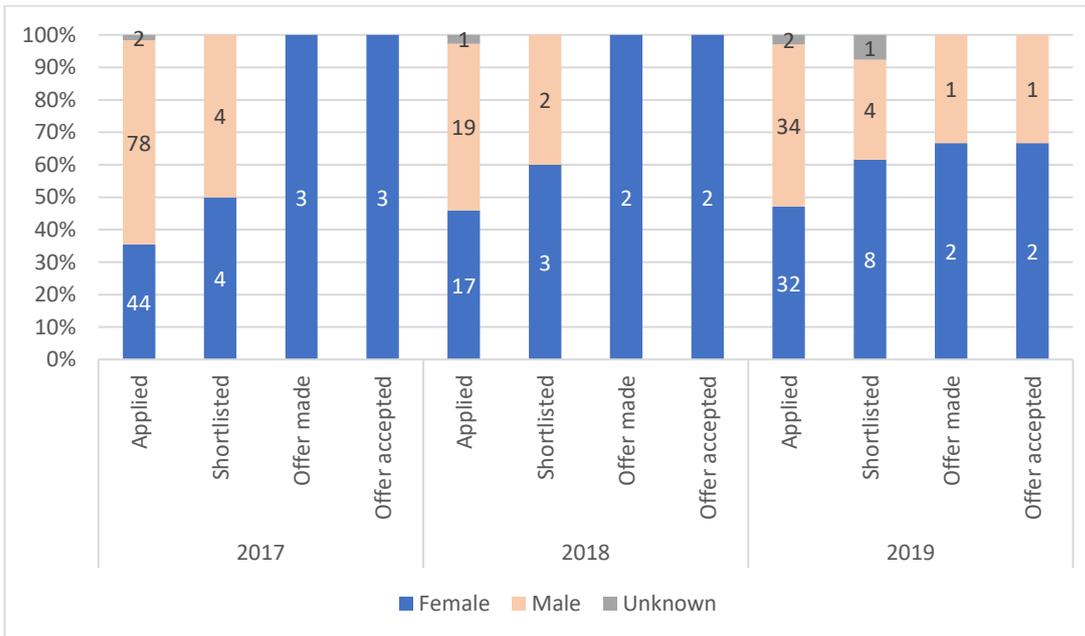


Figure 17c: Recruitment to Grade 6 research posts by year and gender

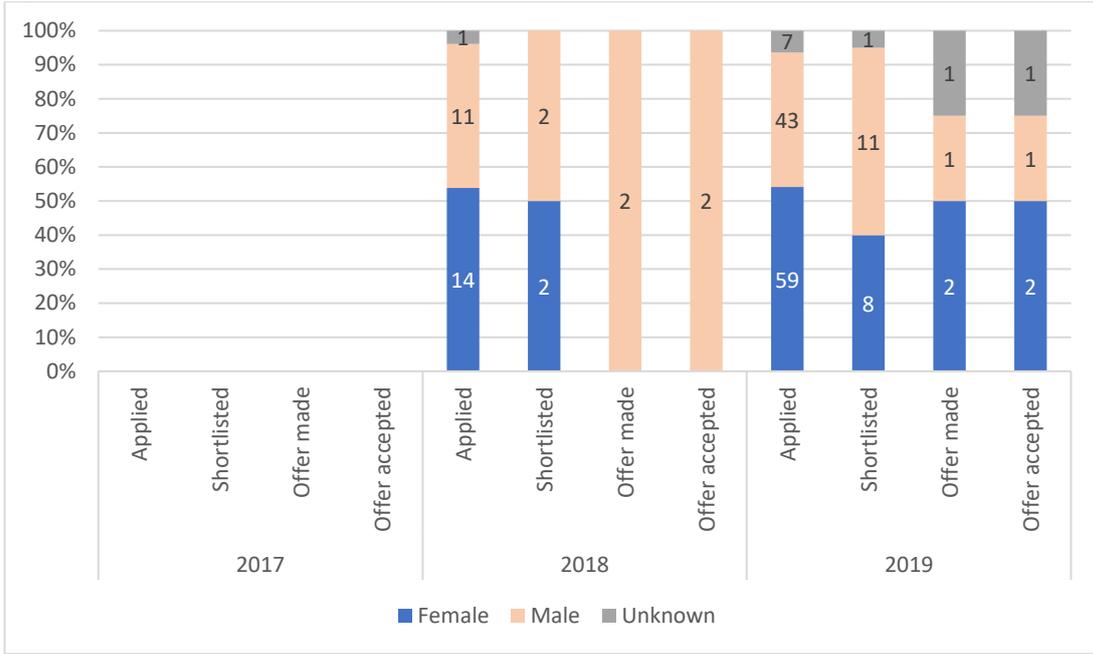


Figure 17d: Recruitment to Grade 7 research posts by year and gender

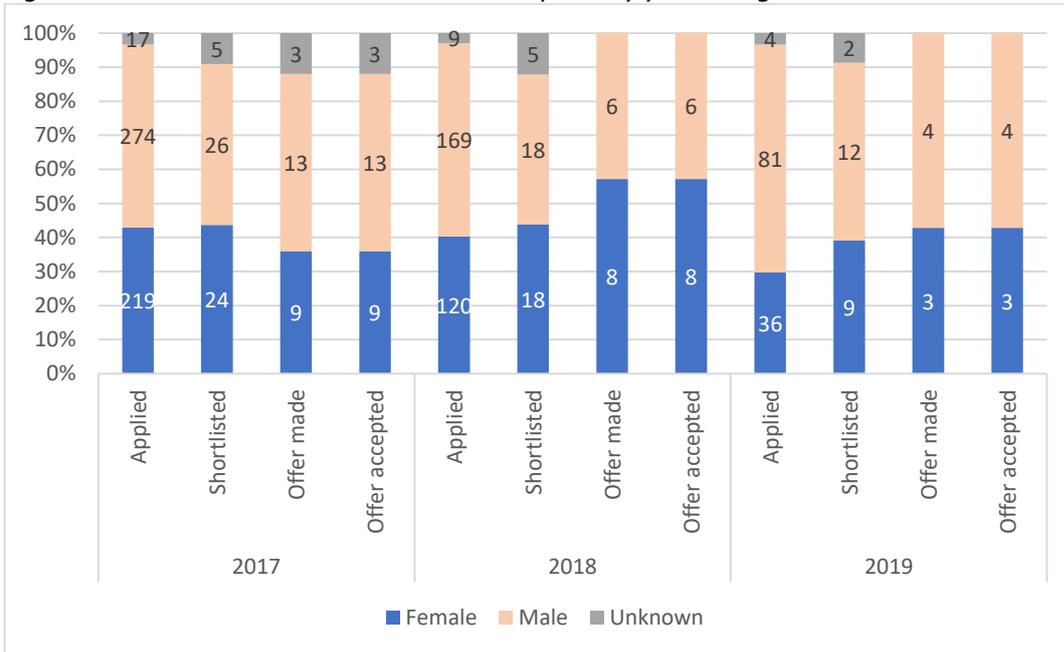
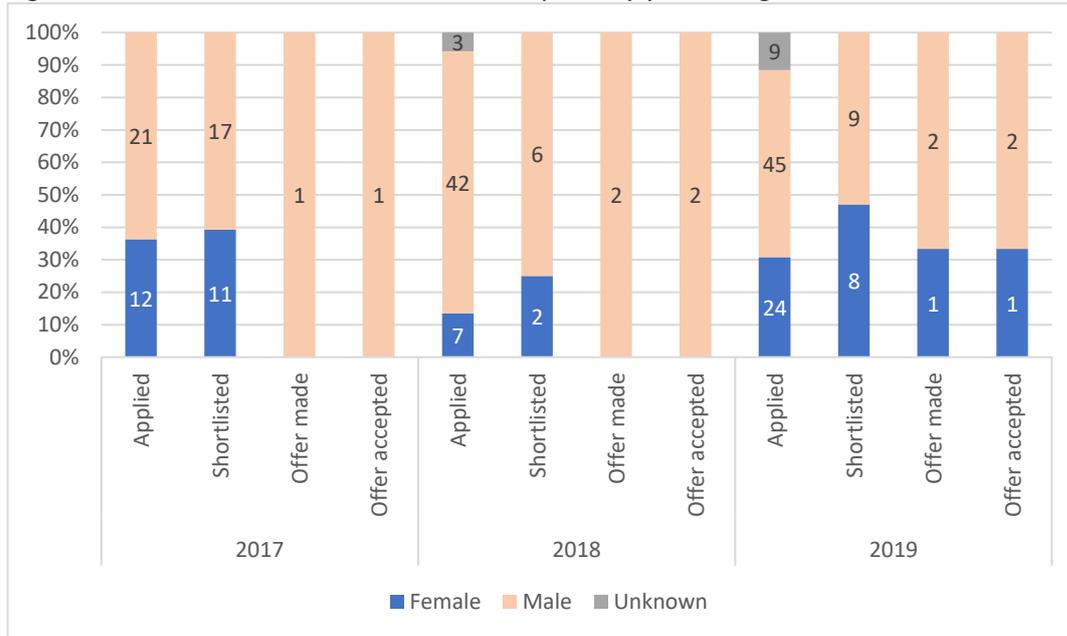


Figure 17e: Recruitment to Grade 8 research posts by year and gender



(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.

Existing induction procedures

All new staff receive an induction from the HR Officer and Facilities Manager on their first day. Staff are also issued with a general induction booklet, providing information about School practices and procedures and key contacts. Researchers receive a supplementary induction booklet. The termly Researcher Forum meetings introduced in 2019 also allow new fixed-term researchers to meet colleagues and find out about the research landscape in SoGE. New academic staff receive additional induction sessions and written information from the University and their college.

Since 2019 we have run an annual welcome event for new starters – including an introduction from the HoS, overview of support staff functions and an opportunity to ask questions and meet other new staff – which has been well received, particularly by those who have been working from home since they joined SoGE (due to Covid restrictions). We intend to run similar events more frequently (**Action 6.4**).

“Thank you for this session – very informative and I really enjoyed it!”

*Feedback from a researcher who attended the online welcome event for new starters in Nov. 2020, having joined SoGE during lockdown.*

**ACTION:**

6.4 Hold a welcome lunch or coffee morning for new staff members 3 times a year, hosted by the Head of School, providing an opportunity to meet other new starters as well as key support staff.

**Future action**

Due to a long-term HR Manager vacancy, we were unable to make progress on other Bronze actions on induction: introducing a 30/60/90 day induction model and restructuring our online induction information, so we are carrying these forward as Silver actions. We have learnt from staff surveys and focus groups that there is inconsistency in people’s induction experience. Whilst more than 75% of academic/research staff reported that their induction was useful in 2018 (73% in 2021), women were more likely to say it was not useful or that they were not offered an induction (Table 21).

*Table 21: Academic and research staff responses to the Survey question ‘How useful did you find the induction to your department?’*

	2018		2021	
	Female	Male	Female	Male
<b>Very useful</b>	8%	25%	0%	22%
<b>Quite useful</b>	75%	50%	57%	67%
<b>Not useful</b>	0%	8%	14%	0%
<b>Not offered</b>	17%	17%	29%	11%

In response, we will develop new, tailored induction programmes (**Action 6.1**) as well as a set of ‘job descriptions’ for academics’ administrative roles (eg. committee chair), to ensure clarity about expectations (**Action 6.5**). Research staff would welcome opportunities to meet people outside their research group, so we will establish a buddy system (**Action 6.3**).

To address the inconsistency in people’s induction experiences, we will provide opportunities to check in on new starters 1, 3 and 6 months after arrival, to ensure they have received relevant information and met key colleagues, and to prevent their being overloaded with information when they first arrive (**Action 6.1**). We will also bring together all induction information in an online ‘one-stop-shop’ (**Action 6.2**).

#### ACTIONS:

6.1 Develop tailored induction programmes for academics, research staff and professional and support staff, including a system for checking-in on new starters 1, 3 and 6 months after arrival.

6.2 Create induction webpages for the School website and intranet, offering a 'one-stop-shop' of useful information that new starters can dip into before and during their time in SoGE. Include separate sections for academic and non-academic staff.

6.3 Establish a buddy system, whereby all new starters are allocated a 'buddy' – a more established member of staff from anywhere in the School who can help them settle in during their first few days and weeks in post.

6.5 Provide job descriptions when advertising vacant administrative positions for academics in the School, such as committee chair, Director of Graduate Studies, research cluster leader, or course co-ordinator, including an indicative timeline with key tasks and deadlines.

#### (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.

Progression at the University is achieved either by applying for a vacancy at a higher grade or taking on new responsibilities that meet re-grading criteria. The University also has two schemes to reward excellence (see Oxford briefing for more details):

#### **Recognition of Distinction (RoD)**

Each year an email is circulated to all academic staff from SSD, inviting them to attend information events about the RoD process. The HoS ensures that all eligible APs<sup>4</sup> discuss and prepare for their applications for title at an early stage via their annual appraisal meetings.

Since 2016, 8 APs in SoGE (2F/6M) have been made professor. All applications for title have been successful, except for two in 2016 (1F/1M). In a focus group, women academics told us they received useful information about the RoD process through SSD briefings, although they would like more guidance on the timing of applications and what to include. To enable more women to progress to professorial level, we will provide clear pathways and support for women to help them prepare to apply for RoD (**Action 9.2**).

In 2020 the University made clear that the impact of the coronavirus pandemic on academic staff would be taken into account when making decisions about the award of professorial title.

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<sup>4</sup> Those who have completed their five-year Initial Period of Office (IPO) – similar to a probationary period.

**ACTION:**

9.2 Speak to women academics about their views and experiences of the Recognition of Distinction and what would help (or did help) them prepare to apply. Use the findings to make proposals for improved support and clearer pathways for women to help them prepare for RoD.

**Reward and Recognition scheme**

The University’s annual Reward and Recognition scheme for researchers and DLs (as well as PSS) is implemented locally within SoGE. The scheme has two elements:

1. Awards for Excellence: a one-point move up the salary scale (recurrent award), or a lump sum equivalent (non-recurrent award);
2. One-off Recognition payments of £200.

Individuals are nominated by their line manager – normally following a discussion at PDR – or can self-nominate. Since 2018, the number of research staff given awards has increased (Table 22). This reflects our efforts since Bronze to improve communication about reward and recognition, including clearer guidance on criteria and eligibility for awards. We have also timed our PDR round so it precedes the due date for reward applications, enabling managers to discuss these with staff during their PDR.

*Table 22: Outcome of applications to the Reward and Recognition Scheme, 2018-2020 (research staff). Figures in brackets are % of eligible cohort<sup>5</sup>.*

		<b>Female</b>	<b>Male</b>
<b>2018</b>	Recurrent award	1 (2%)	2 (4%)
	Non-recurrent award		
	No award		2 (4%)
<b>2019</b>	Recurrent award	1 (2.5%)	2 (3%)
	Non-recurrent award	2 (5%)	
	No award		
<b>2020</b>	Recurrent award	7 (17%)	1 (1.5%)
	Non-recurrent award	3 (7%)	1 (1.5%)
	No award		2 (3%)

<sup>5</sup> All DLs and researchers with more than 6 months’ service are eligible.

With the exception of 2018, the proportion of female staff gaining awards has exceeded that of men (Table 22). In 2020, 1 in 4 female researchers were nominated for and received an award, compared to 1 in 30 men. We will run annual workshops to ensure all staff are aware of the scheme (**Action 9.4**).

**ACTION:**

9.4 Run workshops each year for all staff explaining the reward and recognition process and how to apply.

Success rates for women have improved over time. From 2018, all women nominated for awards have been successful, whereas 4 men were unsuccessful. By contrast, in 2016 and 2017, all male applications were successful, whereas 20% of female applications were unsuccessful.<sup>6</sup> Unsuccessful individuals receive feedback from the HoS, either directly if self-nominated or via their line manager.

### Re-grading

To be re-graded, a revised job description is submitted and evaluated according to the University’s standard procedure. Individuals can apply at any time by approaching the HAF or their line manager. Table 23 shows recent research staff re-gradings.

*Table 23: Successful research staff re-gradings by gender, 2017-20*

Year	Gender	Grade	FT/PT
2017	Male	Grade 8 to 9	Full-time
2018	Male	Grade 7 to 8	Full-time
	Female	Grade 8 to 9	Full-time
	Female	Grade 8 to 9	Full-time
2020	Female	Grade 8 to 9	Full-time

### Staff perception of RoD/reward and recognition processes

Staff awareness and understanding of these processes have improved since 2016, but a significant minority of staff – particularly women – are still unsure about the procedures and whether they apply to them. In 2018, just 35% of female academic/research staff said they understood the promotions process and criteria in SoGE, compared to 53% of men. Only 22%F and 38%M respondents agreed that the promotions process is transparent. We hope that the workshops explaining the promotion process and criteria (**Action 9.4**) will lead to an improvement in these figures.

<sup>6</sup> Figures for 2016 and 2017 include both support staff and researchers.

(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 reviewed all individuals' nominated outputs and decided whether to submit staff, and which of their publications were most suitable. For REF 2021 there was no staff selection; **all** eligible staff<sup>7</sup> were submitted. At least one output per FTE was submitted, with others being selected from a pool of excellent outputs, identified through internal peer review.

Table 24: Number of academic and research staff submitted to REF 2014 and 2021, by gender (headcount)

	RAE 2008	REF 2014	REF 2021
Female	6 (21%)	16 (29%)	45 (44%)
Male	23 (79%)	40 (71%)	58 (56%)
Total	29	56	103 <sup>8</sup>

More male staff than female were eligible for REF 2021, reflecting gender ratios amongst our academic staff, particularly at professorial and senior researcher levels. Nevertheless, women made up an increasing share of all staff submitted since 2008 (Table 24). This reflects our progress in recruiting more female academics and senior researchers.

#### SILVER APPLICATIONS ONLY

##### 5.2. Key career transition points: professional and support staff

### Summary of progress since Bronze 2016

- In staff surveys, all PSS report having an induction and finding it useful.
- Average of 12% of female support staff and 10% of male have received awards for excellence in past 3 years, and only one member of staff has been unsuccessful.
- Fall in proportion of female PSS on lower grades (G1-4) since 2016 and some increase in percentage of women in medium-grade roles (G5-7)

<sup>7</sup> Those who have significant responsibility for research, carry out independent research and hold a minimum 0.2FTE contract.

<sup>8</sup> Includes 10 staff from other departments (3F, 7M) who were returned as part of the same Unit of Assessment.

PSS receive the same general induction as other staff, and are included in the welcome events for new starters. Take-up and satisfaction with induction is higher amongst PSS: in staff surveys, all reported having an induction and finding it useful (Table 25).

Nonetheless, **improving induction is a priority** for PSS staff too. In a focus group (4F/2M) support staff expressed a preference for a tailored induction. They also suggested avoiding information overload on Day 1 by following up at later points (**Action 6.1**). They told us that an online toolkit bringing together useful information would be beneficial to new starters (**Action 6.2**).

Table 25: PSS responses to the Survey question ‘How useful did you find the induction to your department?’

	2018		2021	
	Female	Male	Female	Male
<b>Very useful</b>	22%	50%	50%	0%
<b>Quite useful</b>	78%	50%	50%	100%
<b>Not useful</b>	0%	0%	0%	0%

(ii) Promotion

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

Whilst there is no automatic promotion pathway, PSS are eligible for the Reward and Recognition scheme, like researchers and DLs. A larger proportion of PSS usually receive awards compared to researchers, and only one staff member has been unsuccessful in their application since 2018. In the past two years, male PSS were more likely to receive awards than female (Table 26).

Since 2017, 10 PSS (5F/5M) were successfully re-graded (Table 27). Proportionally speaking, this means men were nearly 3 times as likely to be re-graded as women: 8% of female PSS were re-graded, compared to 22% of male.

Table 26: Outcome of applications to the Reward and Recognition Scheme, 2018-2020 (PSS). Figures in brackets are % of eligible cohort<sup>9</sup>.

		Female	Male
<b>2018</b>	Recurrent award	5 (10%)	1 (5%)
	Non-recurrent award	4 (8%)	
	No award		
<b>2019</b>	Recurrent award	6 (10%)	3 (13%)
	Non-recurrent award	1 (2%)	
	No award	1 (2%)	
<b>2020</b>	Recurrent award	4 (7%)	2 (9%)
	Non-recurrent award		1 (4%)
	No award		

Table 27: Staff re-gradings by gender, 2017-20 – PSS [none in 2019 or 2020]

Year	Gender	Grade	FT/PT
<b>2017</b>	Female	Grade 6 to 7	Part-time
	Female	Grade 7 to 8	Part-time
	Male	Grade 6 to 7	Full-time
	Male	Grade 6 to 7	Full-time
	Male	Grade 6 to 7	Full-time
<b>2018</b>	Female	Grade 3 to 4	Part-time
	Female	Grade 3 to 4	Part-time
	Female	Grade 5 to 6	Part-time
	Male	Grade 7 to 8	Full-time
	Male	Grade 8 to 9	Full-time

Male PSS are significantly more likely to be employed on higher grades than women (Table 28; Figures 18a and b). Comparing the two charts, there has been some progress since Bronze 2016, with the proportion of women at Grades 3 and 4 in 2017-19 being half what it was in 2015-16 (largely due to re-grading or departure of temporary staff), and a

<sup>9</sup> All professional and support staff with more than 6 months' service are eligible.

small increase in the percentage of women at Grades 5, 6 and 7. However, there are still significantly smaller proportions of men than women employed at Grades 5 and 6 and larger proportions of male PSS working at Grade 7 and above. This has been driven by regrades and new hires of men to senior posts. Action is needed both to support women to progress within their current post and to encourage more women to apply for senior posts. Hence our **key priority of improving support for the career development of female professional and support staff. (Actions 3.2-3.4; 9.6)**

**ACTIONS:**

9.6 Offer more support for PSS with their career development, particularly women: As part of annual PDR training for support staff and management training for their line managers, highlight the importance of promoting career progression for both male and female colleagues, including strategies to support this, such as explaining the re-grading process and highlighting the value of work shadowing or secondment opportunities.

3.2 Offer work shadowing or secondment opportunities for support staff – in conjunction with other departments – to enable them to broaden their skills and experience.

3.3 Produce a resources pack for PSS, providing guidance and signposting to career development opportunities within the department and University, including training courses, mentoring, coaching, finding secondment opportunities, support with job applications and careers advice.

3.4 Organise events about career paths in professional services, with female speakers from a variety of grades talking about their career paths and offering advice to women in more junior roles.

Our data suggests that there is a gender pay gap amongst support staff, which we would like to investigate further, as part of a wider gender pay gap analysis (**Action 9.7**).

**ACTION:**

9.7 Undertake an analysis of salary data for SoGE, in order to identify the extent of the gender pay gap for PSS, academics and research staff. Draw up proposals to address any disparities identified.

Figure 18a: Distribution of PSS by grade and gender, 2015 and 2016 combined

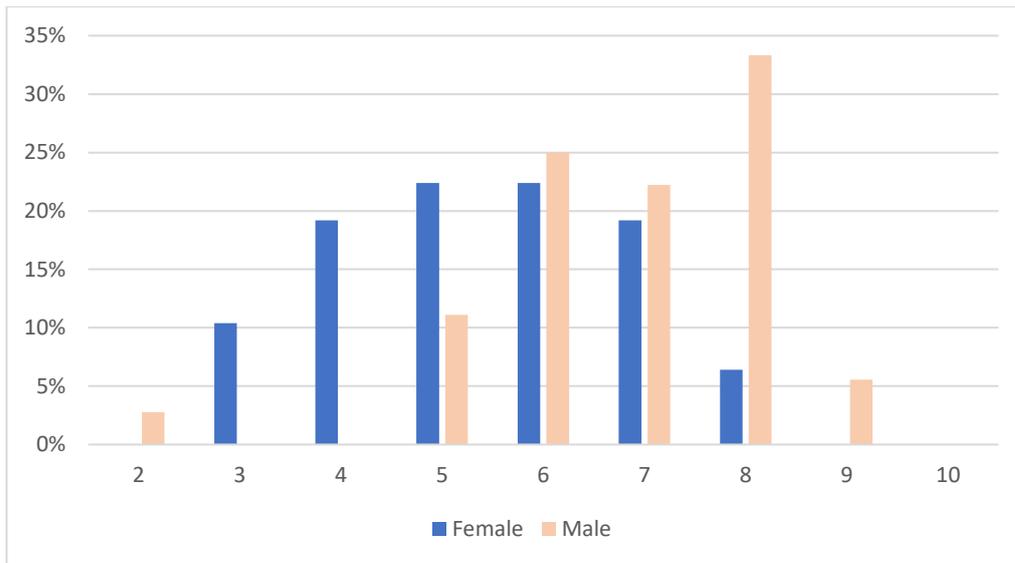


Figure 18b: Distribution of PSS by grade and gender, 2017, 2018 and 2019 combined

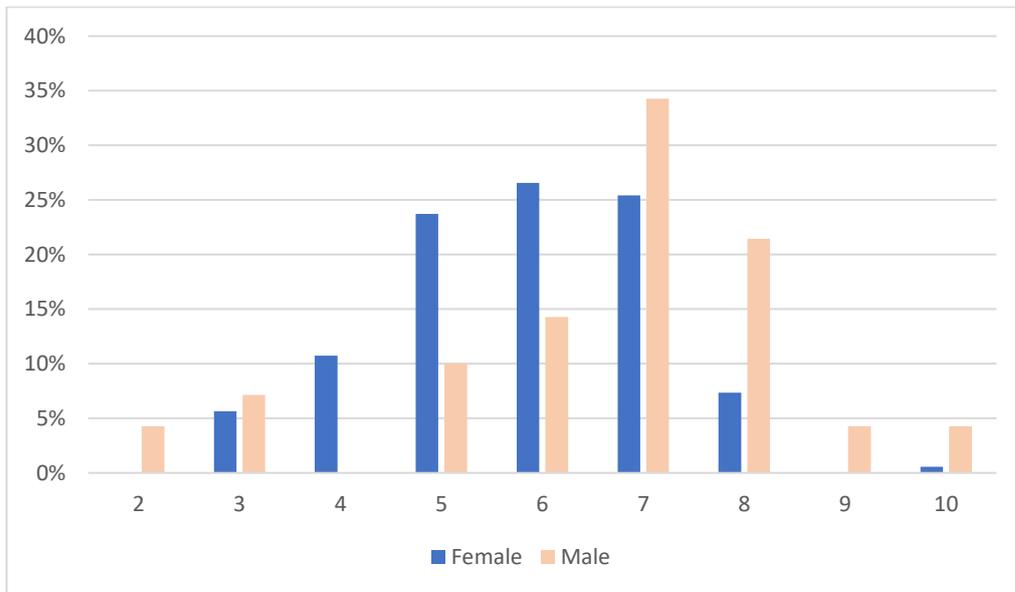


Table 28: PSS by grade and gender – numbers and percentages

	Grade	2	3	4	5	6	7	8	9	10	Total
<b>2015-16</b>	<b>Female</b>	0	13	24	28	28	24	8	0	0	125
	<b>Male</b>	1	0	0	4	9	8	12	2	0	36
<b>2015-16 %</b>	<b>Female</b>	0%	10%	19%	22%	22%	19%	6%	0%	0%	100%
	<b>Male</b>	3%	0%	0%	11%	25%	22%	33%	6%	0%	100%
<b>2017-19</b>	<b>Female</b>	0	10	19	42	47	45	13	0	1	177
	<b>Male</b>	3	5	0	7	10	24	15	3	3	70
<b>2017-19 %</b>	<b>Female</b>	0%	6%	11%	24%	27%	25%	7%	0%	1%	100%
	<b>Male</b>	4%	7%	0%	10%	14%	34%	21%	4%	4%	100%

### Staff perception of reward and recognition process

Our focus group with PSS revealed limited engagement with the reward and recognition scheme. They told us:

- Gaining an award depends on how proactive their line manager is at nominating them and communicating their achievements.
- More clarity is needed on criteria for awards, and whether the panel is representative of all staff and has enough information about individuals' roles to make decisions.
- Support staff roles often have defined tasks/remits, making it difficult to demonstrate that you have gone beyond the requirements of your job.

We will review the representativeness of panels and the information they are given (**Action 9.5**). Reward and recognition workshops will explain how to demonstrate that someone has gone beyond the requirements of their job role. (**Action 9.4**).

#### ACTIONS:

9.4 Run workshops each year for all staff explaining the reward and recognition process and how to apply.

9.5 Review the composition of panels for reward and recognition, to ensure that they are representative of different role types and areas of work and that panel members have sufficient information about individuals' roles to make informed decisions.

### 5.3. Career development: academic staff

#### Summary of achievements since Bronze 2016

- In response to identified training need, ran new workshop on people management attended by half our PIs, with positive feedback.
- Significant increase in take-up of appraisals amongst academics, particularly women: 33% of female academics had an appraisal in 2016, rising to 75% by 2019.
- Introduced PDRs for first time in 2016 and re-launched in 2020 with a redesigned form and new training workshop attended by 57 staff. PDR uptake increased from 46% in 2018 to 71% in 2021.
- Introduced mentoring scheme in 2017 – 120 academic/research staff (80F) have been involved as mentors/mentees since then. In 2018 staff survey, 78% of women and 75% of men said they found mentoring useful. Several mentees have gained new jobs, won grants or published in high-impact journals with support from mentor.
- Funded workplace coach training for two members of staff.
- New ‘research apprenticeship’ approach, including Integrating ECRs into grant programmes as Co-Investigators – gaining them valuable experience and deepening their research skills.
- Organise annual Geography Careers Event for students – attended by 93 students (59F, 34M) in 2020, 95% of whom found it useful or very useful.
- Increase in number of women submitting grant applications since 2017.

#### (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?

The University offers an extensive range of training courses provided by IT Services, People and Organisational Development (POD) and LinkedIn Learning. At induction, staff are informed about training options, as well as discussing training during their PDRs. The only mandatory University training is information security, but all staff involved in admissions and/or recruitment are asked to complete implicit bias training and staff are also strongly encouraged to complete online equality and diversity and race awareness courses. All new PIs are encouraged to attend POD’s PI training course. The Social Sciences Division provides many training courses relevant to research practice (eg. preparing grant applications, research ethics, engaging with policy-makers) which are

popular with DPhil students and academic staff. Table 29 shows SoGE attendance at training courses run by SSD and POD. The Careers Service also has a bespoke programme of training and an annual conference for researchers, focusing on developing their careers in academia or outside.

Table 29: Number of attendees from SoGE for training courses run by SSD and POD, 2016-2019<sup>10</sup>

	Social Sciences Division <sup>11</sup>				People and Organisational Development (POD) <sup>12</sup>			
	2016/17	2017/18	2018/19	Total	2016/17	2017/18	2018/19	Total
<b>Female</b>	48	88	50	<b>186</b>	28	23	21	<b>72</b>
<b>Male</b>	52	38	22	<b>112</b>	32	13	14	<b>59</b>
<b>Other/unknown</b>	12	12		<b>24</b>				
<b>TOTAL</b>	112	138	72	<b>322</b>	60	36	35	<b>131</b>

From Autumn 2021, following new staff capacity, our research support team will introduce regular workshops to support staff with finding and securing funding – an action carried over from Bronze. (**Action 4.3**).

**ACTION:**

4.3 Organise workshops where staff who have won grant funding can share information and advice with colleagues.

The 2018 staff survey indicated a significant training need: only 25% of PIs in SoGE had undertaken management training, and several indicated that they would like training. In response, we organised a workshop on line management for PIs in early 2020, run by POD (attendance: 49% of PIs; 6M/13F) and feedback was positive, although some attendees would have liked more in-depth content. We plan to expand our provision to termly staff development workshops (for all staff) including advanced line management training (**Action 3.1**).

<sup>10</sup> Some people will have attended several courses each, so the total figures are total attendance not total number of individuals.

<sup>11</sup> Includes DPhil students as well as researchers.

<sup>12</sup> Includes PSS as well as academic staff.

**ACTION:**

3.1 Run a programme of staff development workshops each year, as part of a broader staff development strategy, with topics to be decided in consultation with staff. The programme will include advanced line management training.

We would like to improve take-up of training. Between 2016 and 2020, only 38% of our academic and research staff (36F/26M) completed any training courses provided by the University; and only 19% of researchers surveyed in 2021 (22%F/12%M) had completed 10 days of professional development in the past year. In our BAP we established a training budget from which staff can apply for funds following their PDR or appraisal; however staff feedback suggests limited awareness of this. In response, and as part of a revised induction process, we will make some courses mandatory for new staff (**Action 3.9**); ensure that staff have protected time for training and development (**Action 3.8**); and introduce a fund to enable staff with caring responsibilities to attend training and conferences (**Action 3.10**).

**ACTIONS:**

3.8 Provide all staff at all career stages a protected time allocation of 5 days specifically for training and development activity each year, and encourage staff to make use of the School's training budget.

3.9 Introduce a policy whereby staff must complete certain training courses (eg. Implicit Bias, Equality and Diversity training, tackling racism, line management training) before the end of their probationary period.

3.10 Establish a fund to support attendance at conferences and training courses for people with caring responsibilities.

(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.

**Academic staff**

All new APs are formally appraised twice during their 5-year Initial Period of Office (IPO). The appraisals are carried out by their Personal Advisor and another senior academic. For APs who are beyond the IPO and researchers on permanent contracts, appraisal is carried out by the HoS; SPs are appraised by the Head of Division or HoS. For all these staff, formal appraisal meetings are required only once every five years, although SoGE offers them annually.

Until 2016, take-up of annual appraisals was low, even where appraisals were compulsory (Table 30). In our BAP we committed to improving the uptake of appraisals, and our actions had a noticeable impact, particularly for women (Table 31, Figures 19 and 20, Impact Box 2). We will ensure that academic staff continue to have regular appraisals, as staff feedback shows they are particularly important for women in preparing for RoD.

<b>Impact Box 2</b>	
<b>Objective (Bronze 2016):</b>	Increase the take-up of non-compulsory annual appraisals amongst academic staff.
<b>Actions taken:</b>	<ul style="list-style-type: none"> <li>• HoS sent an encouraging email to every academic individually each year from 2016.</li> <li>• Highlighted the importance of the appraisal meeting as a means for academics to identify their goals and concerns and how SoGE might contribute to these. Emphasis on working together to make the School a successful and happy place.</li> <li>• Recruitment of more female academics from 2018 boosted uptake further, since our data shows women are more likely to take up the offer of appraisal than men.</li> </ul>
<b>Impact:</b>	<ul style="list-style-type: none"> <li>• Percentage of eligible staff having an appraisal jumped from 21% in the period 2012-16 to 65% over the period 2016-20.</li> <li>• Percentage of women taking up appraisal climbed significantly from 33% in 2016/17 to 75% in 2018/19.</li> <li>• Focus group with academics noted a positive change on appraisal over the past 2-3 years. Participants feel the HoS takes line management seriously, and uses the appraisal meeting to discuss next steps to take to prepare for RoD.</li> </ul>

Figure 19: Percentage of **all** eligible academic staff having an appraisal, 2009 – 2020

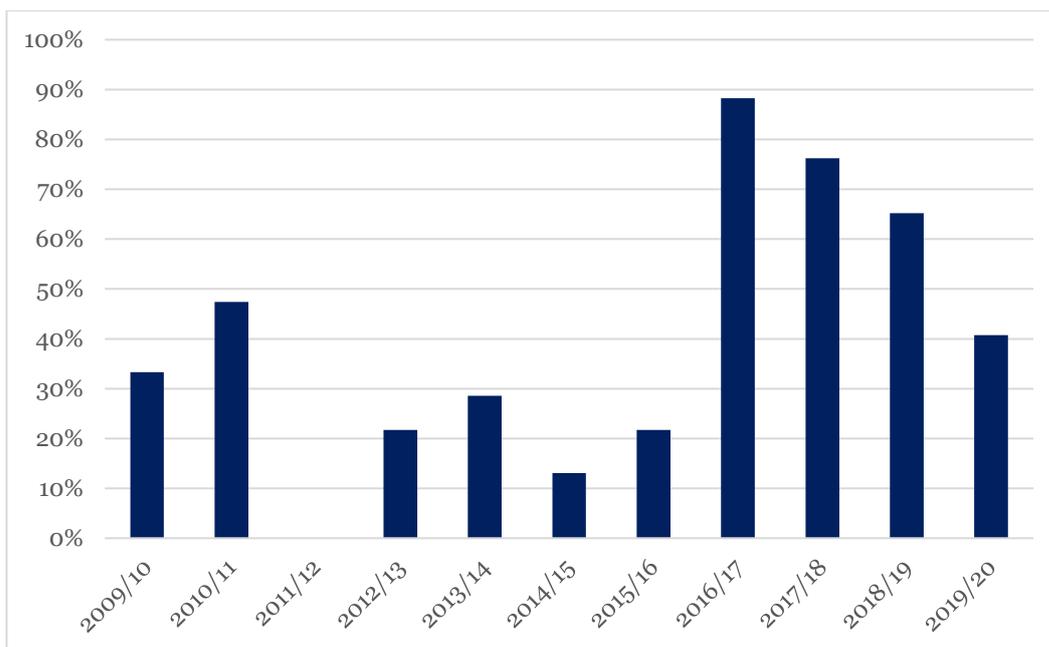


Table 30: Percentage of all eligible academic staff having an appraisal, 2009-2020

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Compulsory appraisal	71%	100%		43%	50%	17%	100%		75%	100%	100%
Non-compulsory appraisal	14%	44%	0%	13%	20%	12%	10%	88%	76%	53%	33%
<b>Total appraisals</b>	<b>33%</b>	<b>47%</b>	<b>0%</b>	<b>22%</b>	<b>29%</b>	<b>13%</b>	<b>22%</b>	<b>88%</b>	<b>76%</b>	<b>65%</b>	<b>41%</b>

Figure 20: Percentage of eligible academic staff having an appraisal, by gender, 2016-20

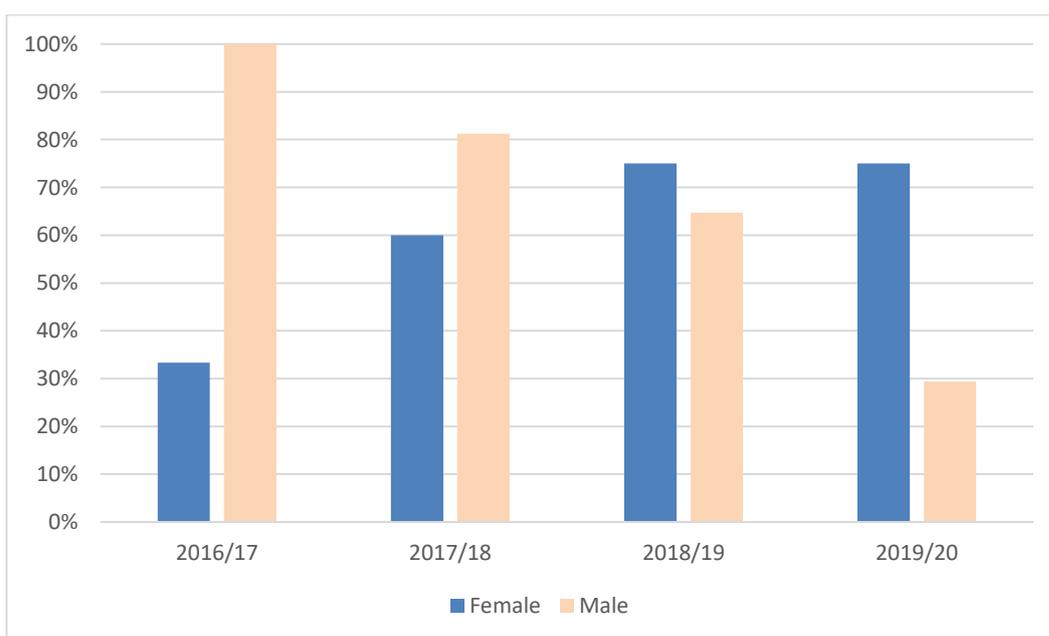


Table 31: Academic staff appraisals, by gender, 2016 – 2020

	2016/17	2017/18	2018/19	2019/20
<b>Compulsory appraisals</b>				
No. of eligible staff F	0	2	1	0
No. of appraisals F	0	2	1	0
% having appraisal F		100%	100%	
No. of eligible staff M	0	2	5	3
No. of appraisals M	0	1	5	3
% having appraisal M		50%	100%	100%
<b>Non-compulsory appraisals</b>				
No. of eligible staff F	3	3	3	8
No. of appraisals F	1	1	2	6
% having appraisal F	33%	33%	67%	75%
No. of eligible staff M	14	14	12	14
No. of appraisals M	14	12	6	2
% having appraisal M	100%	86%	50%	14%
<b>Total appraisals</b>				
No. of eligible staff F	3	5	4	8
No. of appraisals F	1	3	3	6
% having appraisal F	33%	60%	75%	75%
No. of eligible staff M	14	16	17	17
No. of appraisals M	14	13	11	5
% having appraisal M	100%	81%	65%	29%

### Research staff

A key action in our BAP, Personal Development Reviews (PDRs) were introduced in SoGE in 2016 and all PSS and research staff with at least 1 years' service are eligible. The PDR involves reviewing the previous year's achievements, setting objectives for the year ahead, discussing career aspirations and identifying training or mentoring needs. It is not a performance review.

Initially PDRs were optional, but in 2018 were made compulsory at least once every 3 years. Feedback on PDRs is positive (Table 33) although in the 2021 staff survey 10%F and 14%M researchers said their PDR was not useful.

The PDR round in 2019/20 was postponed due to the pandemic, but we re-launched PDRs in November 2020. PDR forms were re-designed in response to staff feedback, making them quicker to fill in and more user-friendly. We also offered a training workshop for the first time, led by the HoS and HAF. The session included advice from a senior professor in TSU who completes PDRs with all his staff annually and acts as a champion for the scheme. The workshop had strong attendance: 57 staff (37F/20M) and positive feedback about how useful and informative it had been. As a result of these measures, PDR take-up increased to its highest level to date (Table 32). We will repeat the workshops annually (**Action 3.6**).

Table 32: Research staff uptake of PDR by gender: % of staff reporting they had had a PDR within past 2 years (Staff Survey data)

Year	Female	Male	Total
2016	37%	21%	27%
2018	50%	42%	46%
2021	70%	72%	71%

We want to ensure that every member of research staff has an **annual** PDR. Some FTRs have reported feeling unsupported and dissatisfied with their career progression, so providing them with dedicated time to discuss and plan this will be beneficial. (**Action 4.1**).

Table 33: Academic/Research staff response to the survey question 'Did you find your PDR/appraisal useful?'

Year	2018		2021	
	Female	Male	Female	Male
Very useful	44%	13%	32%	18%
Quite useful	50%	88%	59%	68%
Not useful	6%	0%	10%	14%

**ACTIONS:**

3.6 Run PDR training workshops annually, before the PDR round is launched in November/December, with separate sessions for research staff and for professional and support staff.

4.1 Offer all researchers on fixed-term contracts an annual Personal Development Review – either with their line manager or with another senior member of staff.

(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.

Staff development is led by SoGE's Research and EDI Committees. There are a number of forms of support for both permanent academic staff and ECRs, including training [discussed in Section 5.3(i)].

Impact Box 3	
<b>Objective (Bronze 2016):</b>	Support women's career development through mentoring
	<ul style="list-style-type: none"> <li>• First ever School-wide mentoring scheme established in 2017, open to all staff and 2<sup>nd</sup> and 3<sup>rd</sup> year PGR students.</li> <li>• Sought advice from other departments and institutions with successful mentoring schemes, to help define aims of our scheme and good practice in running it.</li> <li>• Designed publicity materials and guidance and organised training.</li> <li>• Staff encouraged to sign up for mentoring at induction and PDR.</li> <li>• Continued evaluation of scheme, through requests for feedback from mentors and mentees 6 months after matching and longer survey after relationship concludes.</li> </ul>
<b>Impact:</b>	<ul style="list-style-type: none"> <li>• Proportion of academic and research staff reporting that they have a mentor increased from 27% in 2016 to 42% in 2018 (46%F, 41%M) and 44% in 2021 (53%F, 34%M).</li> <li>• Since 2017, 42 academic/research staff have signed up to become mentors (22F, 20M) and 78 staff (58F, 20M) have registered as a mentee (including 39 FTRs).</li> <li>• 78% of women and 75% of men said they found mentoring useful in 2018 Staff Survey – 57% and 69% respectively in 2021.</li> <li>• At least 5 people progressed to new jobs after mentoring; 1 won a large grant with help from mentor; 2 had articles published in highly-ranked journals; 1 took a career development course suggested by mentor; several gained confidence, new contacts and greater understanding of the department and academic career paths more generally.</li> <li>• Mentoring survey 2021 showed 71% of mentees felt their objectives for mentoring were met.</li> </ul>

### **Mentoring and Coaching**

The 2016 Staff Survey showed a demand, especially from women, for mentoring and targeted careers advice (63%F and 35%M academics/researchers wanted mentoring). In response, in 2017 we set up the Geography and the Environment Mentoring Scheme (GEMS) for all staff and second and third-year PGR students. The scheme aims to support

colleagues with career progression, work-life balance, and overcoming difficulties at work.

Calls for new mentors and mentees are issued twice a year, with matching done by the EDI Lead and EDI Officer, though we will explore options for online matching (**Action 7.2**). We will continue to offer annual face-to-face training and develop training specifically for mentees. (**Action 7.1**).

Our mentoring scheme has had a significant impact on staff and students' career planning and progression and sense of belonging to the School (see Impact Box 3).

"The scheme is great. Such a good way to build awareness, bridges, new relationships and cohesion in the department." (*Female mentee, 2021*)

"I enjoy supporting others to understand and overcome challenges I have had myself." (*Male mentor, 2021*)

Two members of SoGE PSS (both F) trained as workplace coaches through the University (in 2018 and 2019) and are now part of its Coaching Network. They offer free coaching sessions to staff in SoGE and other departments. We will continue to promote coaching (**Action 7.3**).

#### ACTIONS:

7.1 Offer regular training to mentors and develop training materials for mentees too, to be delivered by the EDI Officer in-house.

7.2 Explore options for using software to manage the SoGE mentoring scheme, enabling mentees to choose their own mentor at any time during the year. Select a new mentoring platform and pilot this.

7.3 Regularly publicise opportunities for coaching and encourage more members of staff to train as workplace coaches.

### **Support for Early Career Researchers**

The large number of researchers on fixed-term contracts in SoGE, coupled with the need to further diversify our research community, have prompted a step-change in the career development support we offer over the past five years. We have adopted a 'research apprenticeship' model, to support our postdoctoral researchers to progress in their academic careers. As well as training and mentoring discussed above, support for ECRs includes:

- Senior researchers actively encourage ECRs to engage with the media, to raise their profile and promote a diversity of voices. Excellent media training is provided by the University and all researchers are supported by communications staff to

develop skills including preparing press releases, writing for outlets such as *The Conversation*, and participating in podcasts, radio and TV interviews.

- ECRs are integrated into grant programmes as Co-Investigators alongside senior researchers. Co-Investigators make a substantial contribution to the development of an application and are employed on the project for at least half their contracted hours. This enables ECRs to gain experience of collaboratively leading a major project and deepen their research skills.

Through this ‘research apprenticeship’ approach, many ECRs have moved on to more senior posts in other universities. Since 2016, at least 7M and 3F ECRs have moved on to lectureships or associate professorships outside Oxford.

(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).

### University and Divisional support

All students have access to the University Careers Service for life, and a comprehensive range of support is on offer. Several specialist careers advisors offer guidance on careers in research and academia, with termly ‘Insight into Academia’ events.

At Divisional level, all PGR students have the option to attend a wide-ranging programme of events for researchers, aimed at developing the skills needed for a successful academic career. These include getting published, sharing your research with policy makers and making the most of fieldwork.

### Departmental support

Within SoGE, a weekly training programme for PGR students in term time includes some sessions on career planning and skills needed for progressing with an academic career (eg. developing your online presence). We also organise an annual Geography Careers Event for all students (UG and PG) with talks from alumni working in different sectors. We always invite one DPhil student and one academic from the department to share the highs and lows of an academic career. The most recent event was attended by 93 students (59F/34M) – 95% of them found the event useful or very useful.

However, in student surveys and focus groups students told us that they would like more careers advice from the department. There is also significant demand from PGR students for mentoring to help them prepare for an academic career. In response, we will arrange talks/Q&As with academics about their career paths (**Action 4.8**) and will alter the format of our careers event in response to feedback (**Action 4.9**).

#### ACTIONS:

4.8 Organise events where male and female academics speak about their career paths and offer advice to students and ECRs about how to progress in academia.

4.9 Introduce a series of careers talks across one term from alumni working in different geography-related fields, as a replacement for the annual one-day Geography Careers Event.

(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.

**Grant application support**

In our BAP we committed to providing more guidance to staff to help increase grant winning success. There are new pages on the School intranet with comprehensive information for researchers about finding funding, the application process and how to maximise the chances of success. SoGE's Research Support team (recently expanded from 1 to 3 staff – all F) provides tailored advice and support to all academic and research staff applying for grant funding or fellowships.

For larger, collaborative applications, support is also available from the Divisional and University Research Facilitation teams. There is a bank of successful applications available via the SSD website. Staff can also seek more informal support from SoGE's research clusters, research centres, or their mentor.

*Table 34: Number of candidates by gender at each stage of application process for competitive fellowships, 2020/21*

Year	Fellowship	Expressions of interest		Selected to proceed		Successful	
		Female	Male	Female	Male	Female	Male
2020	Leverhulme Early Career	4	5	2	1	0	0
	UKRI Future Leaders	11	4	2	0	1	0
2021	Leverhulme Early Career	3	5	0	1	0	0
	UKRI Future Leaders	4	3	0	1		

The School operates a peer review process for Fellowships and grant applications whereby an academic with specific expertise provides constructive feedback. For the most competitive funding schemes, an internal panel selects the most promising candidates to work up a more detailed application. Each of these is assigned a mentor, and independent reviews are sought from within SoGE or another department. Feedback is given to all candidates, whether successful or not. Whilst academic excellence is a priority criterion, panels are mindful of ensuring diversity amongst candidates selected. (See Table 34 for details on selections for the most recent application rounds).

Information sessions are regularly organised, both within SoGE and SSD, for staff applying for research funding – either related to specific schemes such as UKRI Future Leaders, or more general, such as an overview of the funder landscape and the range of opportunities available, which is very popular with ECRs. Mock interviews are organised at divisional or institutional level for those preparing for Fellowship or Large Grant interviews, and advice is also available on responding to reviewer comments.

In response to feedback from focus groups that information about funding opportunities is dispersed and not always easy to find, we will collate a single list of grants (**Action 4.2**).

**ACTION:**

4.2 Compile a list of grants that are available for staff to apply for at different stages of their career, with advice and guidance about how to apply.

**Grant funding numbers and success rates**

Over the past 4 years, women submitted fewer grant applications than men, though the number of women submitting applications increased year-on-year before falling in 2020/21, reflecting the impact of the pandemic on academic work. (Table 35).

Female success rates, whilst good, are generally lower than male (with the exception of 2017/18). This is partly because there are fewer women than men in senior academic roles who have the experience and track record to be successful at winning funding. The situation is changing as the numbers of women in AP and senior researcher posts increases; it will take time for this to result in greater gender parity in grant winning success. There is no significant gender difference in amounts of funding won, when looking at the past few years together (Table 36, Figure 21).

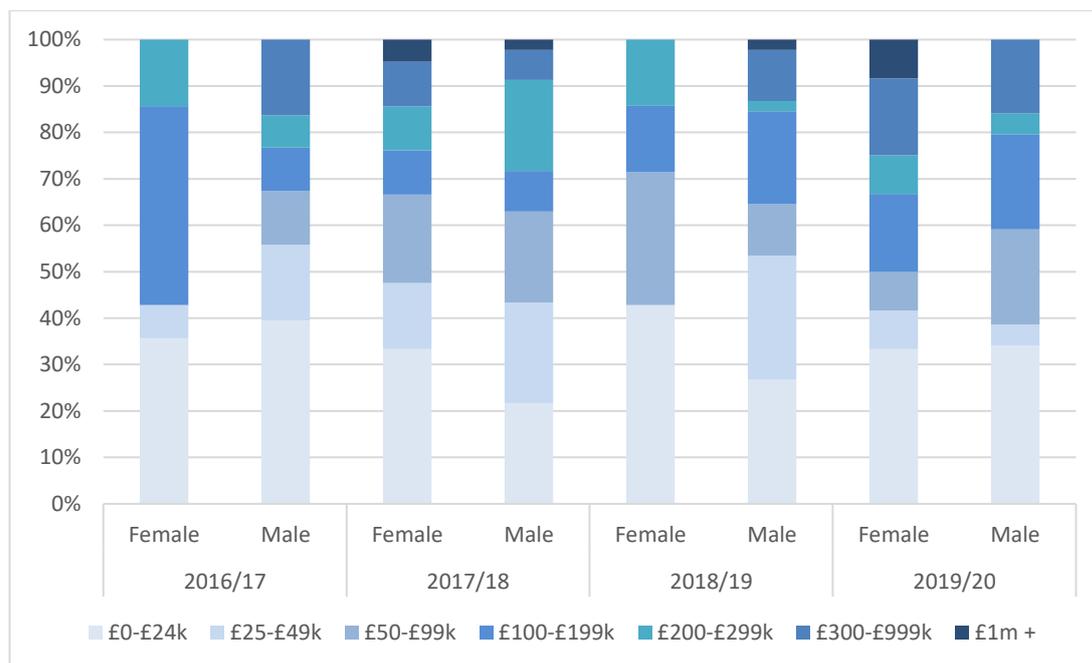
*Table 35: Number of grant applications and success rates by gender*

Year	Total applications submitted	No. of M applicants	No. of F applicants	Overall success rate	M success rate	F success rate
<b>2017/18</b>	117	72	45	31%	28%	36%
<b>2018/19</b>	130	63	67	48%	56%	42%
<b>2019/20</b>	159	88	71	37%	43%	30%
<b>2020/21</b>	106	62	44	57%	60%	52%

*Table 36: Distribution of research grants by size of award and gender (external funding only)*

	2016/17		2017/18		2018/19		2019/20	
	Female	Male	Female	Male	Female	Male	Female	Male
<b>£0-£24k</b>	35.7%	39.5%	33.3%	21.7%	42.9%	26.7%	33.3%	34.1%
<b>£25-£49k</b>	7.1%	16.3%	14.3%	21.7%	0.0%	26.7%	8.3%	4.5%
<b>£50-£99k</b>	0.0%	11.6%	19.0%	19.6%	28.6%	11.1%	8.3%	20.5%
<b>£100-£199k</b>	42.9%	9.3%	9.5%	8.7%	14.3%	20.0%	16.7%	20.5%
<b>£200-£299k</b>	14.3%	7.0%	9.5%	19.6%	14.3%	2.2%	8.3%	4.5%
<b>£300-£999k</b>	0.0%	16.3%	9.6%	6.5%	0.0%	11.0%	16.6%	15.9%
<b>£1m +</b>	0.0%	0.0%	4.8%	2.2%	0.0%	2.2%	8.3%	0.0%

Figure 21: Distribution of research grants by size of award and gender (external funding only)



To help any unsuccessful applicants, including women, to boost their chances of success with their next application, we will offer all unsuccessful applicants a mentor (**Action 4.3**). We will also launch a programme of workshops offering practical advice and support for staff. (**Action 4.4**).

#### Mini case study 1: Female associate professor

REDACTED

#### ACTIONS:

4.3 Offer mentoring support to anyone applying for a grant who was unsuccessful the last time they applied for grant funding, to help boost their chances of success. Organise workshops where staff who have won funding can share information and advice with colleagues.

4.4 Organise an ongoing series of workshops to offer advice, tools and techniques and support for academic and research staff. Topics covered will include 'dealing with rejection' and 'building resilience'.

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support staff

#### (i) Training

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

All PSS have access to a comprehensive suite of University training courses provided through IT Services, POD and LinkedIn Learning. Between 2016 and 2020, 75% of PSS (15M/46F) undertook at least one training course.

To boost uptake of training, new PSS will be asked to complete certain courses during their probationary period; all PSS will be encouraged to make use of the SoGE training budget (introduced in our BAP) and will be given a time allocation for training; and PSS with caring responsibilities will be eligible to apply for the new conference and training fund. (**Actions 3.8 – 3.10**: see p. 64).

In response to the staff survey finding that only 40% of PSS line managers had undertaken management training, we arranged a bespoke workshop on people management for these staff, run by POD in early 2020, attended by 61% of PSS managers (4M/7F). Feedback was positive.

#### (ii) Appraisal/development review

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

All PSS who have been in post for at least one year are strongly encouraged to have an annual PDR (compulsory at least every 3 years). They use a version of the PDR form tailored to PSS. Take-up of PDR is lower amongst PSS than research staff, but has been increasing since 2016 when PDRs were launched (Table 37), thanks to improved publicity, training and redesigned PDR forms [see Section 5.3(ii)].

We also took on board feedback from the PSS focus group to help improve take-up of PDR in 2021. Whilst PSS appreciate the dedicated time with their manager, they commented that:

- It can be difficult to define specific objectives for their jobs;
- The format and paperwork for the PDR seems more suited to researchers than PSS;
- They feel that personal development is being mixed with appraisal, which clouds the discussion.

In response, we ensured that the new PDR training workshop in 2020 was open to PSS as well as researchers and dealt with issues relevant to both groups. We also discussed how to define objectives and made it clear that PDR is purely about personal development,

not performance appraisal. Nearly half the workshop attendees were PSS, including four line managers. We will re-run the training annually, with separate sessions for PSS and researchers (**Action 3.6**). To help increase engagement, we will investigate transitioning to an online PDR system. (**Action 3.7**).

Although PDR take-up is lower amongst female PSS than male, gender differences were negligible this year.

*Table 37: PSS uptake of PDR by gender: % of staff reporting they had had a PDR within past 2 years (Staff Survey data)*

Year	Female	Male	Total
2016	21%	25%	22%
2018	35%	46%	38%
2021	56%	58%	57%

When asked about their experience of PDR in the staff survey, feedback from PSS has been good (Table 38).

*Table 38: Professional and support staff response to the survey question 'Did you find your PDR useful?'*

Year	2018		2021	
	Female	Male	Female	Male
Very useful	40%	17%	5%	0%
Quite useful	53%	83%	79%	100%
Not useful	7%	0%	16%	0%

**ACTIONS:**

3.6 Run PDR training workshops annually, before the PDR round is launched in November/December, with separate sessions for research staff and for professional and support staff, to address the concerns and needs of each group.

3.7 Speak to other departments in the University about their successful transition from a paper-based to an online PDR system and prepare to implement a similar system in SoGE by 2024.

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

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

Staff surveys show that female PSS are significantly less likely than men to feel supported with professional development, clear about opportunities available and to say they have the opportunity to develop and grow (Table 39). The proportion of PSS spending time on career development dropped in 2021 – likely reflecting the impact of the pandemic on work priorities and work-life balance.

*Table 39: PSS responses to staff survey questions relating to career development, 2018 and 2021 Staff Surveys (% answering ‘strongly agree’ or ‘agree’)*

	2018		2021	
	Female	Male	Female	Male
<b>I take time to reflect on and plan for my career development</b>	55%	77%	26%	25%
<b>I am actively encouraged to take up career development opportunities</b>	48%	69%	29%	25%
<b>I am supported to think about my professional development</b>	55%	69%	35%	58%
<b>I am clear about the training and development opportunities available to me</b>	55%	62%	38%	50%
<b>I have the opportunity to develop and grow here</b>	n/a	n/a	35%	75%

The SoGE mentoring scheme is open to any member of PSS, and is regularly advertised to all staff, although to date only 10 PSS have been involved (8% of all mentors/mentees). For staff who cannot find a suitable mentor within SoGE, we recommend the University-wide Professional Services mentoring scheme. A small number of PSS have also received coaching from the University’s coaching network, and we regularly publicise this opportunity through newsletters and all-staff emails.

In focus groups, most PSS said that they value the career development support in Oxford, but feel that opportunities could be better publicised. Several also mentioned that their busy workload prevents them from making time for training and career development, especially if they work part-time. A number of staff feel ‘stuck’ at their current grade without opportunities for progression.

“As someone who has transitioned from research staff to support staff, I feel career development options are consistently more limited for support staff.” [Female]

“Now I work part-time I find it difficult to fit in time for reflection or even attending training.” [Female]

“My post is locked into grade 8 with no career development opportunities.” [Male]

*Views of some support staff in 2021 Staff Survey*

Encouraging more PSS, particularly women, to progress in their careers is a priority in our action plan, and will be addressed through training for line managers; regular PDRs; work shadowing opportunities; and protected time for training, particularly for part-time workers:

#### ACTIONS:

3.1 Run a programme of staff development workshops each year, open to all staff including PSS, as part of a broader staff development strategy.

3.2 Offer work shadowing or secondment opportunities for support staff – in conjunction with other departments – to enable them to broaden their skills and experience.

3.5 Offer all research staff and professional and support staff an annual Personal Development Review with their line manager. Make developing their staff an objective in all managers’ PDRs.

3.8 Provide all staff at all career stages a protected time allocation of 5 days specifically for training and development activity each year, and encourage staff to make use of the School’s training budget.

9.6 As part of annual PDR training for support staff and management training for their line managers, highlight the importance of promoting career progression for both male and female colleagues, including strategies to support this, such as explaining the re-grading process and highlighting the value of work shadowing or secondment opportunities.

## 5.5. Flexible working and managing career breaks

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

### Summary of achievements since Bronze 2016

- New policy that women going on maternity leave can help select their cover if they wish.
- Created a privacy room in 2018 for feeding and changing babies and resting.
- 3 staff members successfully applied for Returning Carers' Fund.
- 91% of women who take maternity leave return to work.
- Increase in proportion of staff working flexibly since 2016.
- All committee meetings now held within core working hours (10am – 4pm)
- Ran a successful event for academics and EDI practitioners in 2019 on combining academic careers in geography and caring responsibilities.

#### (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 parental or adoption leave have an initial discussion with their manager and the HAF/Senior HR Officer. SoGE aims to be as flexible as possible in tailoring support to individual needs. All pregnant employees are reminded about their entitlement to paid time off to attend antenatal appointments.

The HAF arranges cover for PSS, usually by recruiting a new member of staff but occasionally by re-allocating duties to existing PSS. In response to a staff suggestion, in 2019 we introduced a policy whereby staff going on leave can sit on the interview panel to help select their cover if they wish. Feedback so far has been positive (see Mini case study 2). Academic and research staff meet with the HoS who assists with rearranging classes and lectures, providing teaching 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 maternity pay in the sector – now available to all employees, regardless of length of service: 26 weeks' full pay, 13 weeks' SMP and 13 weeks unpaid leave. This enhanced pay also applies to Shared Parental Leave. This reduces the financial imperative to return to work at an early stage. All except one of the 22 women in SoGE who took maternity leave over the past 4 years spent at least 6 months away from work.

For staff on FTCs our policy is to extend the contract for the same amount of time as the family leave, wherever possible, and to fund maternity/paternity pay for researchers if this is not covered by their funding body.

Staff are encouraged to take up their legal entitlement to ten KIT days during their leave. KIT days have been used by staff in a number of different ways – such as attending team meetings, 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 (see Section 5.5 vii). Staff can also request a permanent change to their working hours or patterns. Tailored arrangements are made for returning staff on a case-by-case basis (see case studies in Section 6 for some examples).

An action from our BAP was to create a privacy room in the School, which we did in 2018. The room has a comfortable chair, baby change station and toys, and has been well used and appreciated, including by mothers needing a private space to express milk or to feed and change babies if they visit the department.

**Mini case study 2:**

REDACTED

All staff have access to subsidised childcare provision (including five University nurseries). There is a salary sacrifice scheme for payment of nursery fees and childcare voucher scheme for eligible parents. Since 2014 the University has operated a Returning Carers' Fund – a small grants scheme (up to £5,000) to support any staff member who has taken a break of at least 6 months due to caring responsibilities to re-establish their research. It is designed to be flexible and funds activities such as short-term administrative or research assistance, teaching buyouts, conference attendance or training in new methods. Each term we advertise the fund to all staff via email, and to date three members of SoGE have successfully applied for funding.

(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.

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

Of the 22 women who have taken maternity leave since 2016, 20 have returned (Table 40). This 91% return rate is in line with the University as a whole. Of the 20 women who returned to work, 85% were still in post 6 months later, 75% 12 months later and at least 35% 18 months later.<sup>13</sup> Academics were the most likely to remain in post at least 18 months after their return, and PSS the most likely to stay at least 12 months. All staff employed on FTCs which were due to finish whilst they were on maternity leave had their contracts renewed.

Table 40: Maternity return rates and length of time in post after return, 2016-2020

	Did not return	Returned	In post 6 months+	In post 12 months+	In post 18 months+	Not yet known
Academics	0	4	4 (100%)	3 (75%)	3 (75%)	0
Researchers	0	10	8 (80%)	7 (70%)	3 (30%)	2
PSS	2	6	5 (83%)	5 (83%)	1 (17%)	1

(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.

Nine men have taken a total of 11 periods of paternity leave (two weeks full pay) since 2015 (Table 41).

When staff discuss upcoming leave with HR they are reminded of the options available to them, including SPL, but we will proactively promote SPL due to relatively low take-up so far. **(Action 10.4)**.

**ACTION:**

10.4: Actively promote shared parental leave to expectant parents – through new HR clinics, dedicated EDI webpages and a talk at an all-staff meeting from a colleague who has benefited from SPL – to help increase take-up.

<sup>13</sup> Nine women returned to work less than 18 months ago, so the figure for those remaining in post for 18 months or more is likely an underestimate.

Table 41: Uptake of paternity, shared parental, adoption and parental leave since 2015

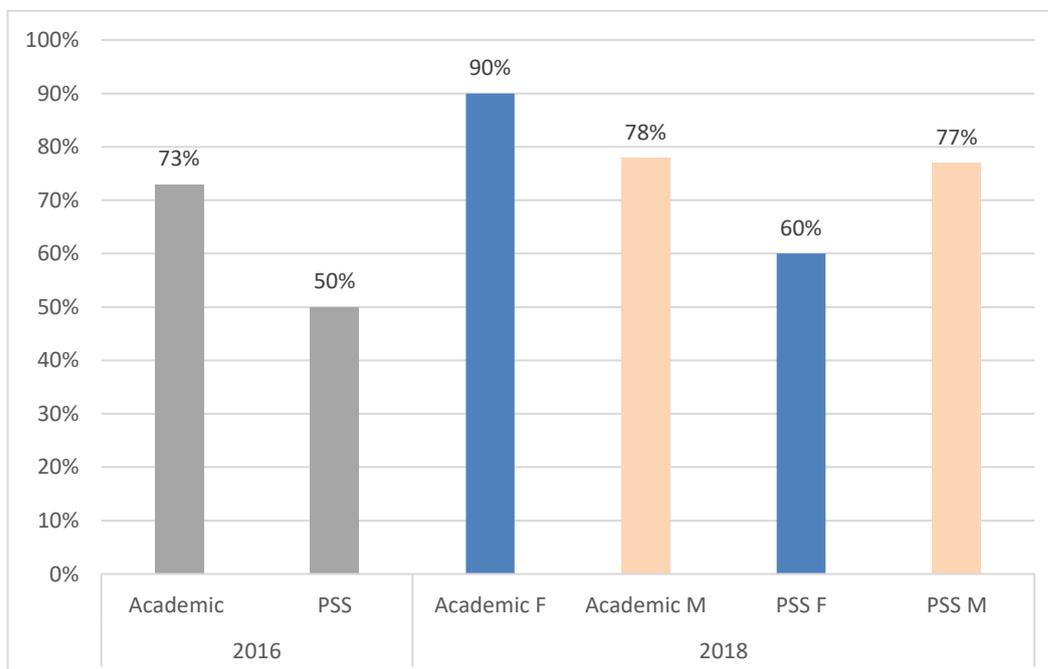
Type of leave	Staff type	Male	Female
Paternity leave	Academic	2 (1 DL; 1 AP)	
	Research staff	4 (3 G7; 1 G8)	
	PSS	3 (G5, 6 and 8)	
Shared Parental Leave	Research staff	1	1
Adoption leave	Academic	2 (1 G10; 1 AP)	
Unpaid parental leave	PSS		1 (G6)

(vi) Flexible working

Provide information on the flexible working arrangements available.

There is a high prevalence of flexible working in SoGE, with an increase in the proportion of staff working flexibly since 2016 (Figure 22). The majority of these have an informal flexible working arrangement: 76% of support staff and 87% of academic/research staff who worked flexibly in 2018 did so informally. Since 2016, there have been four formal requests for flexible working, all from women, of which three have been successful.

Figure 22: Proportion of staff who said they work flexibly, 2016 and 2018 staff surveys compared



During the coronavirus pandemic almost all School staff have been working from home, and in the 2021 staff survey 46% said they would like to continue doing so for most or all of their working week post-pandemic. The University is planning for a future with more flexible working through its 'New Ways of Working' project. A number of staff have

commented that being able to access meetings and teach students remotely has improved their work-life balance.

I work part-time, and normally have an hour's commute to work. Whilst working from home I have been able to do school runs, make 9.30am meetings and attend early evening events – none of which was possible when I worked in the office. I have enjoyed listening to seminars in my kitchen whilst preparing dinner for my children!

*Female member of support staff*

Since our Bronze award we have proactively publicised and championed flexible working opportunities – the impact of which has been seen in staff survey results and staff working patterns (see Impact Box 4 and mini case study 3).

### **Mini case study 3**

REDACTED

Impact Box 4	
<b>Objective (Bronze 2016):</b>	Improve the uptake of flexible working by all staff
<b>Actions taken:</b>	<ul style="list-style-type: none"> <li>• One of few depts to offer the full suite of <b>new flexible working options for carers</b> introduced by the University in 2018 – including fertility treatment leave; carers’ leave; option to purchase additional annual leave; career breaks of up to 12 months;</li> <li>• <b>Regularly advertised</b> flexible working options and family-friendly policies via email, newsletters and all-staff meetings – including Returning Carers’ Fund, My Family Care (guidance, support and back-up care for parents and carers);</li> <li>• Created a <b>privacy room</b> in the School in 2018 – for feeding and changing babies, expressing milk, rest breaks and prayer;</li> <li>• Highlighted <b>case studies of senior staff</b> combining work and caring responsibilities – such as our Juggling Work and Home news item for International Men’s Day 2019;</li> <li>• Ran an <b>event</b> for academics and EDI practitioners on combining academic careers in geography and caring responsibilities in Jan 2019 (39F, 3M attendees)</li> </ul>
<b>Impact:</b>	<ul style="list-style-type: none"> <li>• Increase in proportion of staff working flexibly: 73% of academics and 50% of PSS in 2016; 90%F, 78%M academics and 60%F, 77%M PSS in 2018.</li> <li>• In Staff Survey many staff listed flexible working as one of the things they appreciate most about working in SoGE.</li> <li>• 3 successful applications to Returning Carers’ Fund since 2014.</li> <li>• Increase in proportion of staff saying department takes caring responsibilities into account when scheduling meetings: 63% 2018; 69% 2021.</li> <li>• Positive feedback from ‘Who Cares?’ event</li> </ul>

(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.

All staff can apply to change their hours. Requests are granted subject to the availability of funds (since many staff are funded by research grants) and demands of the post (ie. meeting the project deliverables on time). Staff returning from parental leave can use

accrued leave over a few months, to allow them to return to work part-time initially, before transitioning back to full-time work if they wish (see case study 2 for an example). Since 2016, a total of 9 members of staff have transitioned from part-time to full-time work – 8 women and 1 man.

## 5.6. Organisation and culture

### Summary of achievements since Bronze 2016

- Significant improvements to internal communications: introduced monthly all-staff meetings (average attendance 80), School newsletters (85% of staff find useful) and coffee mornings (over 40 attendees each month).
- Initiated wide range of activities to promote staff and student wellbeing, including regular workshops, training, conferences, 1:1 support, online resource pages, funding for mental health first aiders and peer supporters.
- Created 'SoGE Working Life and Values' document, outlining expected standards of behaviour to promote a positive workplace culture.
- More than half of managers attended bespoke people management training in SoGE in 2019/20.
- Increase in proportion of female members of all committees in the School, following review of committee structures and direct approaches to women.
- Introduced termly All-School seminars, with excellent feedback and attendance of 100-200 people each time.
- Introduced babysitting network, for PG students to offer childcare to staff and peers to enable them to attend events outside working hours.
- No all-male panels at events in SoGE since 2016.
- Published best-practice guide to running inclusive events, which has been widely shared nationally and globally and very well received. Shortlisted for a VC's Diversity Award in 2020.
- Organised a major event and created a large-scale display celebrating women alumnae.

#### (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.

There is a strong commitment to EDI amongst SoGE's senior leadership, spearheaded by the HoS. In staff surveys people describe the department as friendly, inclusive, interesting, welcoming, positive and respectful. There is a strong sense that AS activities are making a difference and are appreciated: 91% of women and 88% of men believe SoGE is committed to promoting equality and diversity (11 points above the SSD average).

Since Bronze, SoGE has made a number of improvements to its internal communications, to promote greater inclusion for all staff and increased transparency in decision-making (see Impact Box 5).

Impact Box 5	
<b>Objective (Bronze 2016):</b>	Improve integration, communication and networking within the department.
<b>Actions taken:</b>	<ul style="list-style-type: none"> <li>• Introduced termly <b>all-staff meetings</b> (increased to monthly since the pandemic began);</li> <li>• New monthly <b>School newsletter</b> and weekly Research newsletter, replacing ad hoc emails;</li> <li>• <b>HoS emails</b> all staff with a report after every SoGE Committee meeting, summarising key decisions and discussion points;</li> <li>• Monthly SoGE <b>coffee and cake mornings</b> run by E&amp;D Officer, for people to meet new colleagues and to increase visibility of EDI activities and encourage people to make suggestions/raise any concerns informally;</li> <li>• Occasional <b>themed coffee mornings</b> eg. celebrating LGBTQ+ History Month and other fun events such as bake-offs;</li> <li>• Termly <b>lunches with HoS</b> for people with particular shared interests (eg. sci-fi, gardening) and anyone new to SoGE;</li> <li>• Annual staff and PG student <b>Christmas party</b>, support staff picnics/barbecues;</li> <li>• Two large <b>research showcase events</b> and regular research-sharing presentations at all-staff meetings.</li> </ul>
<b>Impact:</b>	<ul style="list-style-type: none"> <li>• All-staff meetings regularly attended by 80+ people, with 87% of attendees finding the meetings useful or very useful;</li> <li>• Positive feedback about SoGEScene: 85% of staff surveyed find it useful;</li> <li>• SoGE Coffee mornings regularly attract &gt;40 staff and PG students, with lots of positive feedback about helping people feel included;</li> <li>• 36 staff attended HoS lunches since July 2020;</li> <li>• 71%F and 64%M staff agree that communication in the department is open and effective (2021 survey).</li> <li>• 77%F and 78%M staff think senior leaders make an effort to listen to and communicate with staff.</li> </ul>

Some of the creations from our popular 'SoGE Bake-Off' (with a geographical theme) in 2018



Staff feedback shows that there is still work to be done to promote inclusion. Men are more likely to feel excluded from social events and not integrated into the School and are less likely to engage in EDI activities. As the involvement of all staff is crucial to advancing gender equality, we will organise discussion groups with men to explore this further (**Action 8.1**).

Evidence from focus groups and informal conversations also suggests that the conduct of some meetings in SoGE could be improved, particularly with regard to acknowledging the contributions of women and/or less senior staff. We will work with staff to produce guidance on inclusive meetings (**Action 8.4**).

**ACTIONS:**

8.1 Organise discussion groups or informal conversations with male staff to listen to their views on the culture of the School and explore how they can participate in projects for gender inclusion without feeling challenged, dismissed or excluded.

8.4 Develop guidance on best-practice in organising, chairing and managing effective and inclusive meetings in the School.

**Wellbeing and mental health**

Staff and student wellbeing is an essential element of a positive workplace culture, which became particularly pertinent during the pandemic. Our 2021 staff survey revealed that one third of staff had experienced an episode of mental ill-health in the past year.

Initiatives we have introduced since Bronze include:

- Workshop series on maintaining work-life balance and relaxation and breathing techniques, plus monthly wellbeing workshops during the pandemic (topics including maintaining positivity, dealing with burnout);
- Workshop on tackling mental health issues in HE in 2019, with 60 attendees (50F/10M);
- Training on supporting colleagues with mental health issues, attended by 15 managers (11F/4M);
- 1:1 wellbeing support offered by trained counsellors/coaches from amongst our own staff (3F);
- New wellbeing resource pages on intranet for staff and students in 2020;
- Funded training for 2 staff members (1F/1M) as mental health first aiders, two (F) welfare reps for students, and three (2F/1M) student peer supporters;
- Wellbeing week for staff and PG students in 2018 – activities included yoga, martial arts, relaxation, tennis, walks in the park.

We have committed to several significant new actions in our action plan to promote the health and wellbeing of staff. Most of these were suggested by staff through our AS consultation, and are based on personal experience. For example, **Action 10.1** arose after a focus group with women sharing their experiences of managing periods in the workplace; **Action 10.2** was championed by several EDIC members who have personal and professional experience of neurodiversity.

#### ACTIONS:

10.1 Develop a policy to support women going through the menopause and/or experiencing painful periods.

10.2 Develop guidance and recommendations for accommodating staff who are neurodiverse (including those with dyslexia, dyspraxia, ADHD, autism and bipolar disorder) – relating to recruitment and the working environment.

10.3 Make available a small, quiet room for wellbeing sessions and for use by any colleagues seeking a quiet, private space for a short period, once the School's building extension is open.

10.5 Raise awareness of domestic abuse, particularly Intimate Partner Violence (IPV) and the effects this has on staff and students. Signpost ways for victims to find support and ensure harassment advisors and other staff in the School and wider University (particularly those involved in teaching) are trained to be alert to early warning signs, provide appropriate support, and understand how the psychological impacts of IPV may affect victims' reporting.

(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 School's HR team ensures SoGE keeps up-to-date with University policy and the law through regular meetings with the Division's HR Business Partner. If HR policies change, the HAF informs all staff by email and posts information on the intranet. The monthly SoGE newsletter includes an HR section, with a spotlight on a different policy area each month. Information about HR policies on E&D and bullying and harassment is provided at induction, but we will make this more comprehensive and accessible through a new induction portal on our website (**Action 6.2**).

Responding to an action in our BAP, in 2017 the EDIC drew up a 'SoGE Working Life and Values' document, in consultation with staff, which outlines expected standards of behaviour under the headings integrity, trust, respect and responsibility, in order to promote a positive workplace culture. The document also includes information on what to do if someone is not adhering to these values. Staff are signposted to the document at induction and there are regular reminders via the newsletter and all-staff emails.

**Management**

The majority of SoGE staff (78%M & F) feel valued by their managers and recognised for the work they do. In the 2018 survey only 29% of managers had undertaken any management and leadership training in their current role (33%F/26%M) and less than half (47%) felt confident in applying HR policies in managing staff. Female academic/research staff were the least likely to say they felt confident. In response, we organised two people management workshops in early 2020 (see Sections 5.3i and 5.4i). In the 2021 Staff Survey the proportion of managers who feel confident in applying HR policies grew to 55%.

Resources specifically for managers will be provided as part of our new induction package (**Actions 6.1 and 6.2**), which will include signposting to the comprehensive new managers' toolkit from POD.

**Bullying and harassment**

In staff surveys, 9% of respondents in 2018 and 6% in 2021 (compared to 12% in SSD) said they had experienced bullying and harassment, while 13% and 14% respectively had witnessed this. Awareness of how to report harassment has increased due to regular communications through all-staff meetings, emails and newsletters about SoGE's team of harassment advisors and the University's harassment line, as well as annual responsible bystander training – all actions in our BAP. The proportion of staff who are aware of the University's harassment procedure increased from 76% in 2018 to 83% in 2021. This suggests that the issue is more hesitancy to report rather than not knowing who to report to. We propose several actions to address this (**Action 8.7**).

The SoGE Fieldworkers' Network has also identified a need for specialist training for all students and staff to prepare them for the risk of sexual harassment during fieldwork (**Action 10.6**).

**ACTIONS:**

8.7 Convene a focus group to look at possible reasons for under-reporting of harassment; provide training for staff in how to spot the early signs of harassment and how to respond; ensure that information about how to report bullying and harassment is clearly signposted to new staff at their induction.

10.6 Organise a training session at least once a year for students and staff who do fieldwork, to prepare them for the risk of sexual harassment and violence, and help them to deal with it should they experience it during fieldwork.

(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.

Our BAP included a number of actions to address the under-representation of women on committees, including reviewing the structure and standing orders of all committees to promote gender balance and proactively approaching women when committee positions fall vacant. Over the past 5 years, all of SoGE's thirteen committees have seen an increase in the proportion of female members, which now more accurately reflects gender ratios in the School. For instance, over 40% of the members of SoGE Committee, the School's main decision-making body, are women, since 40% of our academics are women. (Figure 23, Table 42). In 2021/22, the number of women on Executive Group (the senior leadership team) will increase from 2 to 4, making the Group 40%F.

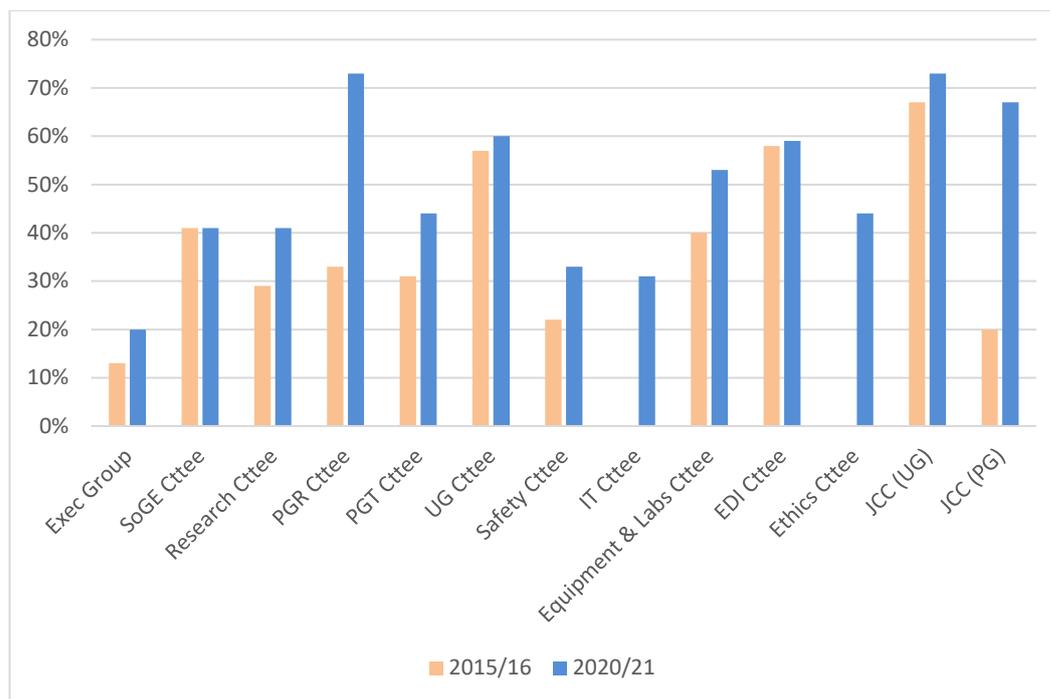
Four of the 13 committees are chaired by a woman. To tackle this under-representation, we will support women by offering shadowing of current chairs (**Action 5.4**) and providing mentoring and guidance (**Action 5.3**).

**ACTIONS:**

5.3 In order to support more women to take on the role of committee chair, offer workshop sessions and/or mentoring to new or aspiring chairs, to discuss how to manage meetings effectively, including preparing agendas, managing actions, and ensuring all members have a voice.

5.4 Pilot shadowing of committee chairs, to enable less experienced committee members to play a more active role in committee activities.

Figure 23: Proportion of committee members who are female, 2015/16 and 2020/21 compared



Some committee positions are ex officio, but we want to ensure that the selection of other members is transparent and fair. In some cases individuals are approached directly by the committee chair or HoS. Going forward, we will ensure that all committee vacancies are advertised and any eligible staff/students invited to apply. **(Action 5.1)**. We will also ensure that committee reps (eg. research reps) more proactively seek and represent the views of their community. **(Action 5.2)**.

To avoid committee overload, and to encourage a greater diversity of contributions to School decision-making, we will limit the number of committees on which one individual can serve. **(Action 5.5)**.

**ACTIONS:**

5.1 Advertise all committee vacancies (that are not *ex officio* positions) and invite all eligible staff and students to apply. Ensure committee chairs, with the Head of School, take responsibility for the selection of new members, being mindful to maintain gender balance wherever possible.

5.2 When new committee reps (eg. research staff reps) are appointed, make clear their responsibility to proactively seek and represent the views of their wider community. Publish names of all student and staff reps and encourage people to share comments and concerns with their reps.

5.5 Limit the number of School committees on which one individual can serve to three (with the exception of HoS and HAF).

Table 42: Membership of departmental committees, by gender and staff type, 2020/21 (includes ex officio members).

	% female	F:M numbers	Gender of chair	Staff type	Female	Male
<b>Executive_Group</b>	20% <sup>14</sup>	2:8	F	Academic/research PSS	2 0	7 1
<b>SoGE Committee</b>	41%	27:35	F	Academic/research PSS Student	24 2 1	33 2 0
<b>Research Committee</b>	41%	7:10	M	Academic/research PSS	6 1	10 0
<b>PGR Committee (IGS)</b>	73%	8:3	M	Academic/research PSS Student	4 2 2	3 0 0
<b>PGT Committee (GTEC)</b>	44%	7:9	M	Academic/research PSS Student	2 3 2	9 0 0
<b>UG Committee (UTEC)</b>	60%	6:4	M	Academic/research PSS Student	4 2 0	3 0 1
<b>Safety Committee</b>	33%	4:8	M	Academic/research PSS Student	0 3 1	2 5 1
<b>IT Committee</b>	31%	4:9	F	Academic/research PSS Student	1 2 1	3 4 2
<b>Equipment and Labs Committee</b>	53%	8:7	M	Academic/research PSS Student	3 2 3	5 2 0
<b>EDI Committee</b>	59%	10:7	M	Academic/research PSS Student	4 4 2	4 1 2
<b>Departmental Review of Ethics Committee</b>	44%	4:5	M	Academic/research PSS	3 1	5 0
<b>Joint Consultative Committee (UG)</b>	73%	8:3	F	Academic/research PSS Student	1 2 5	1 0 2
<b>Joint Consultative Committee (PG)</b>	67%	8:4	M	Academic/research PSS Student	2 1 5	1 0 3

<sup>14</sup> Will increase to 40% in 2020/21.

(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?

Senior women have considerable experience of membership of University committees, professional organisations such as the Royal Geographical Society and British Academy and journal editorial boards. (Table 43). Other staff are encouraged to participate in external bodies by their manager during their PDR/appraisal and through mentoring. We will collect data on external roles and contributions as part of the new workload model. **(Action 11.2).**

*Table 43: Example external, influential committee positions held by three senior women in SoGE*

REDACTED

(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.

A workload model was initiated in 2017/18, relating to some of academics' work within the department. We are now developing a wider ranging, transparent workload model that takes all significant academic work into account (including teaching, research and service – eg. mentoring and committee membership) and ensures that workload is distributed as equitably as possible.

Led by the HoS, we are currently exploring a range of different workload calculation models and intend to select the most appropriate option and implement it from 2022 **(Action 11.1).**

**ACTION:**

11.1 Develop a new workload model that is transparent and takes a wider range of tasks into account, beyond just teaching – including mentoring and committee membership. Consider a range of different options for workload calculation models, then select the most appropriate model and implement it from 2022.

11.2 As part of the workload model, collect data about responsibilities outside the School (eg. University committees, journal editorial boards)

(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.

In our BAP we committed to holding all departmental meetings between 10am and 4pm, to ensure maximum participation from staff with caring responsibilities, and since then all School committee meetings have been arranged within those hours. Where committee members work part-time, we ensure that meetings don't fall on their non-working days. All-staff meetings and SoGE Coffee mornings are scheduled within school hours and the day of the week on which they are held changes. Our annual picnics and barbecues for PSS are held in the early afternoon and staff are encouraged to bring children along if they wish.

In 2019/20 we introduced a termly All-School seminar and deliberately scheduled this in the early afternoon so people with children could attend. Previously almost all seminars were held in the early evening, making it difficult for parents to participate. The seminars aim to be as inclusive as possible, with all students and staff (including PSS) invited and topics covered being engaging and accessible to a non-specialist audience. We also invite a diversity of speakers. Feedback about the seminars has been excellent and they have each attracted an audience of between 100 and 200 people.

In response to a staff suggestion we also introduced a babysitting network in 2018, to allow staff (and PG students) with children to attend work events outside school/nursery hours. Eleven PG students (9F/2M) with a range of childcare experience uploaded their details to an intranet page, so interested staff could select someone and make the arrangements privately (including payment).

"The babysitter I chose was reliable and enthusiastic. I was able to enjoy the seminar and dinner confident in the knowledge that I was leaving my daughter with someone I know from the department. I will definitely be making use of the babysitting network again!"

*Female researcher*

(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.

Impact Box 6	
<b>Objective (Bronze 2016):</b>	Strengthen the visibility of women in SoGE and promote gender equality in events.
<b>Actions taken:</b>	<ul style="list-style-type: none"> <li>• Organised a <b>major event celebrating women alumnae</b> in January 2018 (194 attendees: 182F, 12M);</li> <li>• Interviewed all 12 speakers to create a series of <b>video podcasts</b> – one released per month on SoGE website/social media;</li> <li>• Created a large-scale <b>display of women alumnae</b>, made up of headshots sent in by nearly 200 women;</li> <li>• Produced a <b>best-practice guide to making conferences and events inclusive</b>, demonstrating how to promote diversity in attendance and inclusivity in participation;</li> <li>• To inform the guide, conducted a <b>survey of 230 people</b> (80%F) in the HE, public and charity sectors, sharing their experiences of past conferences and ideas for how to make such events more inclusive</li> </ul>
<b>Impact:</b>	<ul style="list-style-type: none"> <li>• Women alumnae display featured extensively in national media (following controversy over the inclusion of SoGE alumna Theresa May);</li> <li>• Best-practice events guide has been widely used in departments across the University, added to the University’s Event Management Toolkit and shared with the Impact Team;</li> <li>• Recommendations from the guide informed the organisation of a major international conference hosted in SoGE in March 2019: half the speakers were women, half were from Africa and Asia and one third were ECRs. Many participants described the event as the most inclusive they had ever attended;</li> <li>• Colleagues at universities including Bath, University College Cork, UCL and Oxford Brookes have actively made use of the guide for their own events and as part of their EDI material;</li> <li>• Guide has been added to UKRI’s recommended EDI resources on its website;</li> <li>• The guide has been used successfully by many organisations outside HE to ensure their events are inclusive – eg. PWC, DFID, Science and Technology Facilities Council;</li> </ul>

- Tweet releasing the guide in May 2019 has been viewed 64,000 times, liked 361 times and re-tweeted 179 times.

### Gender equality in events

Prior to 2016, events in SoGE were dominated by male speakers, with women more commonly acting as convenor or discussant. As a result, our BAP included a commitment to strongly discourage male-only panels. Since 2016 we have monitored the gender of speakers at most seminars and events<sup>15</sup> and there has been an improvement in female representation, with no all-male panels.

In 2019, we produced a best-practice guide to making conferences and events inclusive, with a focus on encouraging greater participation of women, as both speakers and audience members. The guide has been widely shared in the HE sector and beyond and has been very well received (see Impact Box 6). We will share what we have learned by offering workshops on running inclusive events (**Action 8.3**).

#### ACTION:

8.3 Hold a pilot workshop for SoGE staff on running inclusive events, building on the guide to inclusive conferences and events we published in 2019. Then offer similar workshops to other departments in Oxford.

### Visibility of women

We take care to ensure that our website represents a diverse student body and gives equal publicity to male and female staff achievements. We have an active Twitter account - see example posts for International Women's Day 2021 below:



<sup>15</sup> It is difficult to be comprehensive as the organisation of events is largely devolved to the research clusters and centres.



We recognise that all departmental communications should represent the diversity of our staff and students, in terms of gender, race and career stage, and that written material should be accessible to a diverse readership. We will develop guidance on inclusive communications to reinforce this. (**Action 8.2**). We also intend to enhance the EDI content on our website and intranet more generally, as part of SoGE’s website redesign in 2022 (**Action 8.5**).

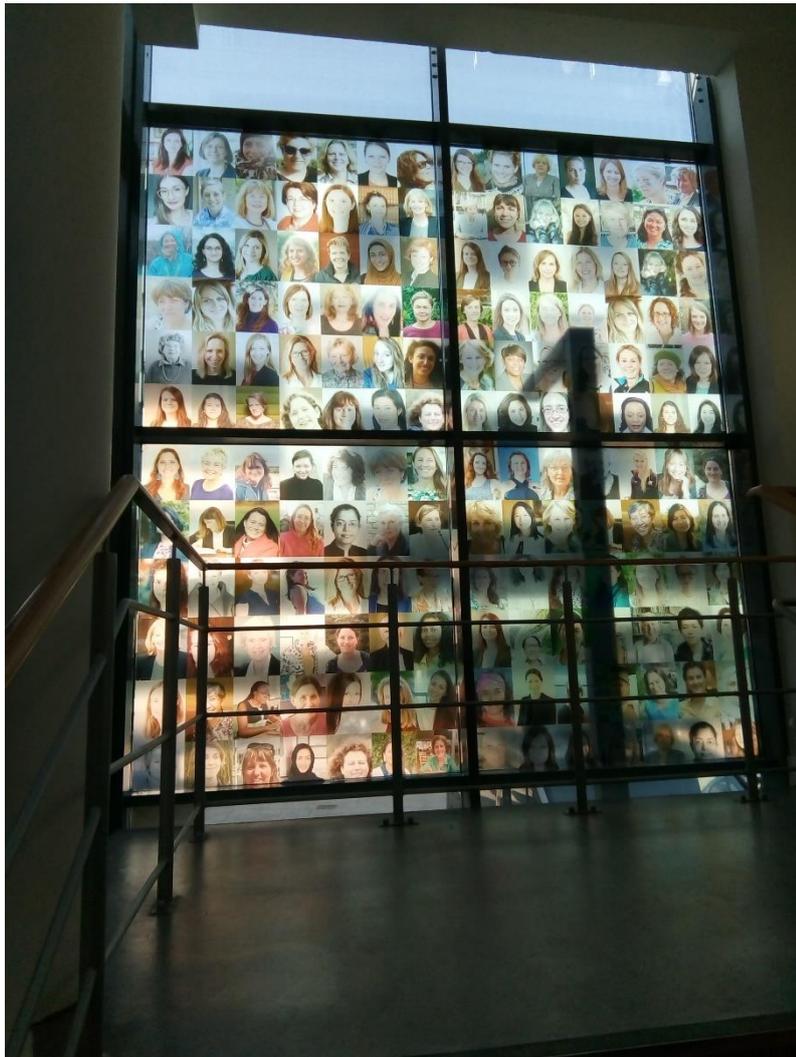
**ACTION:**

8.2 Develop guidance on inclusive communications for all staff, to ensure that departmental communications (articles, blog posts, etc) reflect the diversity of our staff and students, include a range of voices and experiences, and are written in an accessible way (eg. using inclusive language).

8.5 Enhance the EDI content on the website and intranet, including a page outlining the School’s family-friendly policies, and our support for staff and students with disabilities and mental health issues.

To raise the profile of women and their achievements, in 2018 we created a large-scale corridor display featuring a selection of women alumnae, as well as organising a major event (and accompanying podcast series) showcasing the work of women graduates and highlighting how their Geography degree shaped their future careers. Nearly 200 current and former staff and students were in attendance.

*SoGE's 'Window of Women' display (installed 2018), reminding people of the diversity of our women alumnae*



(viii) Outreach activities

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

Comment on the participant uptake of these activities by gender.

SoGE contributes to a range of outreach activities, such as open days, lectures at local schools and the UNIQ summer school programme. We recognise that there has been no systematic approach to the collection of data across these activities, nor formal internal recognition of outreach work. As part of good citizenship, outreach is considered in decisions about award of RoD and excellence awards, and successful outreach events are publicised in our newsletter and website. The newly appointed Access and Outreach Officer will work with the Academic Office to develop a plan for recording and recognition. **(Action 2.9)**.

**ACTION:**

2.9 Collect data on staff and student participation in outreach activities by gender and ensure that outreach work is formally recorded and recognised, through PDR/appraisal, in promotion decisions and in the workload model.

**6,779 words**

## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

**Recommended word count: Silver 1000 words**

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

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

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

**Case study 1: REDACTED**

**502 words**

**Case Study 2: REDACTED**

**536 words**

### 7. FURTHER INFORMATION

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

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

### 8. ACTION PLAN

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

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

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

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



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## LANDSCAPE PAGE

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE  and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

**ACTIONS SHADED IN ORANGE ARE PRIORITY ACTIONS**

**Objective 1: Embed equality, diversity and inclusion in the School**

Action number	Action	Rationale	Success criteria/outcome	Timescale and key activities	Responsible person/people
1.1	<p>Make equality, diversity and inclusion (EDI) a standing item on all committee agendas in the School.</p> <p>Each committee to nominate one member as EDI representative, to ensure that EDI is considered in committee decision-making.</p>	<p>We need to ensure that EDI is a consideration in all policy and practice in the School, and work towards a departmental culture where EDI doesn't have 'special status' but naturally underpins everything we do.</p>	<p>All School committees to discuss the EDI implications of their work at one meeting per term as a minimum, and send a summary of the discussion to the EDI Committee.</p>	<p>From Oct 2021 onwards</p>	<p>Committee chairs</p>
1.2	<p>Recognise the time spent on committee work in workload allocation and offer a research allowance to the EDI Chair, in line with the Directors of Undergraduate and Graduate Studies and the Director of Research.</p>	<p>This is common in other universities (and other Oxford depts) and would ensure that the valuable work done by committee members is recognised.</p>	<p>Amount of time spent chairing / attending committee meetings is included in new workload calculation model from 2022. (See Objective 11).</p>	<p>From academic year 2022-23</p>	<p>Head of School</p>
1.3	<p>Set up EDI working groups (led by a committee member but open to other staff to join), to monitor and assist with implementation of</p>	<p>The working groups will be an effective way to engage with staff, to widen the reach of EDI work within SoGE, and to get things done.</p>	<p>Each working group co-ordinates delivery of clear set of actions, drawn from the AS application plan. Working groups report regularly on progress</p>	<p>Working groups set up in late 2021. Working groups draw up action plans and begin implementation in 2022.</p>	<p>EDI Committee Chair, with E&amp;D Officer</p>

	particular aspects of the action plan.		at EDI Committee meetings.		
1.4	Increase the number of EDI Committee members from a BAME background, by making clear that BAME applicants are particularly welcome when committee vacancies are advertised and by proactively approaching BAME members of staff to invite them to come forward.	Currently, 12% of SoGE staff and 28% of students identify as BAME. 93% (13 out of 14) EDI Committee members are White. We wish to ensure that the committee is representative of the diversity of staff and students in SoGE.	By 2023, at least two members of EDI Committee are from a BAME background.	Ongoing – every time committee positions are vacant.	EDI Committee Chair

**Objective 2: Promote equality, diversity and transparency in student admissions**

Action number	Action	Rationale	Success criteria/outcome	Timescale and key activities	Responsible person/people
2.1	<p>Redesign the UG course webpages to ensure equal representation of men and women featured in images, articles and videos (as far as possible).</p> <p>Review UG curriculum and course content to ensure it is relevant to and representative of all genders.</p>	<p>The proportion of applicants for the UG course who are female has been increasing in recent years (63%F in 2020/21). We would like to ensure that our marketing of the course appeals to both men and women.</p>	<p>More than 40% of applicants for UG course to be male by 2024 (up from 37% M in 2020).</p>	<p>Ratio of men and women in images and videos to be close to 50:50 when new website launched early 2022.</p> <p>Annual reviews of gender representation on website every Spring thereafter (ie. prior to applications in Autumn).</p> <p>By 2023/24, review UG curriculum to ensure</p>	<p>Info and Comms Manager; Director of Undergraduate Studies</p>

				content is relevant to all genders (alongside decolonising the curriculum work focusing on making course content representative of more ethnically diverse voices and topics).	
2.2	<p>Work with SoGE's new Diversifying Undergraduate Admissions Working Group and Access &amp; Outreach Officer to increase the ethnic diversity of our UGs in particular. Proposed actions include:</p> <ul style="list-style-type: none"> <li>recruiting Student Ambassadors for outreach events;</li> <li>online taster sessions for target students;</li> <li>new webpages for prospective students;</li> <li>termly newsletter for teachers, to boost engagement and</li> </ul>	<p>Students from BAME (particularly Black) backgrounds are under-represented in our UG population: 16% of our UGs are BAME, compared to 24% for the University as a whole. A working group (chaired by Director of UG Studies) has been set up to implement the recommendations of a report SoGE commissioned in early 2021, bringing together best practice from other departments and institutions in diversifying UG admissions.</p>	<p>Termly progress reports from UG Admissions Working Group shared with EDI Committee and any issues followed up.</p> <p>Data on ethnic profile of all students (UG and PG) and any BAME attainment gap shared with UTEC, GTEC and IGS Committees annually.</p> <p>Number of BAME applicants for BA Geography increases from 59 in 2020 to at least 100 by 2025.</p> <p>Proportion of UG students admitted who</p>	<p>Reports from UG Admissions WG termly from Autumn 2021 to Autumn 2023.</p> <p>Ethnicity data collated by E&amp;D Officer annually, following University statistical release each May.</p> <p>2021/22: enact website improvements; recruit Student Ambassadors; design and disseminate teacher newsletter.</p> <p>2022/23: produce more online Access content; design a targeted, longer-term</p>	<p>Director of Undergraduate Studies; E&amp;D Officer</p>

	<p>share current research.</p> <p>Monitor the ethnic make-up of our student body on an annual basis (using data gathered by the University).</p>		<p>are from BAME backgrounds increases from 16% in 2020 to 22% by 2025.</p>	<p>outreach programme; strengthen alumni relations to evidence the employability of Geography graduates.</p>	
2.3	<p>Investigate the causes of the gender imbalance amongst PGT students and explore whether actions are needed to address this.</p>	<p>All our MSc courses have a majority female student intake (average 65%) with the proportion of women on the NSEG and BCM courses being more than 75% in some years.</p>	<p>Aim for no less than 40% of MSc students to be male by 2024 (in line with Russell Group benchmark).</p>	<p>In Autumn 2021, speak to MSc course directors about the application review process and consult students and course directors about why men are less likely to apply for the courses.</p> <p>Based on the findings, make proposals for changes to ensure that a diversity of candidates is attracted to apply for PGT courses and that men do not experience any disadvantage in the selection process – Spring 2022.</p>	<p>Director of Graduate Studies / MSc Course Directors</p>
2.4	<p>Develop and implement a transparent set of criteria for assessing DPhil applications, similar to</p>	<p>Students have pointed out that the current criteria are unclear and tend to place students from</p>	<p>In focus groups and DPhil surveys from 2022 onwards, students report that</p>	<p>New, clearer criteria for assessing applications and suitability for</p>	<p>Director of Graduate Studies;</p>

	the very clear criteria used in the Humanities Division, and ensure that guidance on the criteria is shared with all assessors as well as prospective students.	outside the UK and Europe at a disadvantage, because the criteria assume a certain level of knowledge of expectations and practices in UK higher education. We need to ensure the procedure is transparent and fair.	the assessment criteria are transparent.	scholarships published on SoGE website in 2021.	Research Degrees Co-ordinator
2.5	Ensure all staff involved in student admissions (and staff recruitment) take implicit bias training annually – either online or in person.	Although our data suggests little if any bias in our admissions processes, we want to ensure that staff continue to be aware of the potential for bias in the interview process and can mitigate this.	100% of staff involved in student admissions and staff recruitment take implicit bias training each year by 2023 (up from 50% currently).  Student admissions data continue to show little or no gender differences in offer rates.	Annually, from academic year 2021-22	Head of School; E&D Officer
2.6	Organise an annual event where UG students can meet current PGT and PGR students and course co-ordinators to find out more about PG study in SoGE.  Invite PGR students to give talks on their	A significant number of our UGs and Masters students move on to further study, but most do not stay on in SoGE. In focus groups, students said they would like more opportunities to hear from current PGR students about life as a postgraduate. Supplementing an annual	In focus groups from 2023 onwards, UG and PGT students are satisfied with the amount of information provided about postgraduate study.  >80% of students attending the information event say	First event organised in Autumn 2022 for 2 <sup>nd</sup> and 3 <sup>rd</sup> year UGs and PGT students, then annually thereafter.  Arrange for at least one PGR student per term to give a talk to GeogSoc as part of	Research Degrees Co-ordinator, with some involvement from GeogSoc

	research to UG and PGT students.	information event with regular research seminars would give PGR students valuable experience and inspire UG and PGT students to consider further study in SoGE.	they find it useful on feedback forms.  By 2023, achieve gender parity in the proportion of UGs who move on to further study in SoGE and elsewhere. Currently, 47% of female and 41% of male UGs take a higher degree, of which 4% of women and 8% of men take an MSc in SoGE.	their programme of events for students.	
2.7	Give prospective DPhil students comprehensive and clear information about the funding opportunities available to them, to enable a greater diversity of students to apply for the programme.  Report on the distribution of studentships by gender and ethnicity each year.	The high cost of postgraduate study is a barrier for some students, particularly when coupled with high living costs in Oxford. In focus groups, postgraduate students told us that it can be difficult to identify all the funding routes open to them and the procedure for applying is not always clear, putting students from outside the UK and EU (who are not familiar with the system and/or not eligible for	Continue to see little or no gender difference in the proportion of DPhil students with funding (in 2020/21, 75% of male and 76% of female students were in receipt of funding).  Distribution of studentships by gender and ethnicity reported annually to IGS Committee.	Publish clearer and more comprehensive information about funding opportunities and how to apply on SoGE website – early 2022.  Monitor distribution of studentships by gender and ethnicity annually (following admissions round)	Director of Graduate Studies; Research Degrees Co-ordinator

		certain studentships) at a disadvantage.			
2.8	Provide support sessions early in the autumn term each year for PGT students interested in doctoral study. These will provide information about funding options and support with developing a research proposal.	In focus groups, PGT students highlighted some barriers to their applying for doctoral study in Oxford – in particular, the PGR admissions timetable being earlier than other universities’, which can affect PGT students’ ability to secure funding or devise a suitable research project in time.	By 2025, at least 15% of PGT students apply to stay in Oxford for PGR study, with little difference in rates between men and women (up from 9%M and 6%F, 2003-16).	From Autumn 2022 (and annually thereafter) offer support sessions to PGT students interested in applying for PGR study.	Director of Graduate Studies
2.9	Collect data on staff and student participation in outreach activities by gender and ensure that outreach work is formally recorded and recognised, through PDR/appraisal, in promotion decisions and in the workload model.	Currently SoGE does not systematically collect data on involvement in outreach activities. We would like to build up a clear picture of the gender ratios of staff and students involved in outreach and ensure that this work is more formally recognised.	Annual reports on outreach activities, including staff and student involvement, presented to UTEC from 2023.	Develop a system for capturing and recording involvement in outreach – 2021/22.  Outreach involvement included in new workload model from 2022.	Academic Administrator
<b>Objective 3: Promote staff development and training for all staff</b>					
<b>Action number</b>	<b>Action</b>	<b>Rationale</b>	<b>Success criteria/outcome</b>	<b>Timescale and key activities</b>	<b>Responsible person/people</b>
3.1	Run a programme of staff development workshops each year, as part of a broader staff development strategy,	Workshops on line management in 2019/20 were well attended and helpful, although some attendees felt the content	At least one staff development workshop to be held per term, within core	Programme of workshops to be planned each year, in consultation with staff, and at least one	HR Manager; E&D Officer

	<p>with topics to be decided in consultation with staff. The programme will include advanced line management training.</p> <p>Ensure that managers enable staff to use their protected time allocation for training to attend these workshops.</p>	<p>lacked depth. We would like to offer further line management training and broaden our staff development offer to all staff.</p>	<p>hours to ensure maximum attendance.</p> <p>At least 40% of the staff members invited to each workshop attend; at least 40% of attendees are men; and more than 70% of respondents to feedback forms find the workshops useful.</p> <p>At least 80% of attendees at the line managers' workshop report that the content is pitched at the correct level.</p>	<p>workshop organised per term.</p>	
3.2	<p>Offer work shadowing or secondment opportunities for support staff – in conjunction with other departments – to enable them to broaden their skills and experience. Use PDRs to discuss career development and work shadowing/secondment opportunities.</p>	<p>Our data shows that female support staff tend to be on lower grades than male support staff and are less likely to have been promoted. Survey data also showed that female support staff were less likely to say that they spend time thinking about their career development.</p>	<p>At least 75% of male and female PSS report having had a PDR within the past two years in 2023 staff survey (up from 56% in 2021), with more than 75% finding it useful.</p> <p>Proportion of PSS who say they are supported to think about their professional development increases</p>	<p>All PSS to have a PDR once a year (compulsory once every 3 years).</p> <p>Annual PDR training for managers to emphasise the importance of using PDRs to actively support the professional development of their staff.</p>	HR Manager

			<p>from 35%F and 58%M in 2021 to at least 75% for men and women by 2025.</p> <p>At least 10% of support staff to have been offered or had the opportunity to undertake a work shadowing or secondment opportunity by 2024.</p>	<p>Pilot programme to offer secondments or work shadowing opportunities to staff across SSD to begin in 2022.</p>	
3.3	<p>Produce a resources pack for PSS, providing guidance and signposting to career development opportunities within the department and University, including training courses, mentoring, coaching, finding secondment opportunities, support with job applications and careers advice.</p>	As above (action 3.2).	<p>Proportion of female PSS who say they are encouraged to take up career development opportunities increases from 29% in 2021 to 70% in 2025.</p> <p>Proportion of female PSS who say they are clear about the training and development opportunities available to them increases from 38% in 2021 to 75% in 2025.</p>	<p>Develop the resource pack alongside the online induction resources for new PSS in 2022.</p>	HR Manager
3.4	<p>Organise events about career paths in professional services, with female speakers</p>	<p>Staff surveys suggest that PSS, particularly women, feel that there is no clear career path or opportunity</p>	<p>At least 80% of respondents to feedback forms say</p>	<p>Organise event at least once a year and invite speakers from across the University. Open</p>	E&D Officer; HAF

	<p>from a variety of grades talking about their career paths and offering advice to women in more junior roles.</p>	<p>for progression open to them in SoGE. It would be helpful and inspiring to learn from women who have successfully built a career in professional services at the University.</p>	<p>they found the events useful.</p> <p>In the Staff Survey, proportion of female support staff agreeing with the statement 'I am actively encouraged to take up career development opportunities' increases from 29% in 2021 to 70% in 2025.</p> <p>By 2024, re-grading data for PSS shows that female support staff are just as likely to have been regraded as their male colleagues.</p>	<p>the event to all PSS in SoGE and the wider Social Sciences Division.</p>	
3.5	<p>Offer all research staff and professional and support staff an annual Personal Development Review with their line manager. Make developing their staff an objective in all managers' PDRs.</p>	<p>Take-up of PDRs has been increasing in recent years, and currently stands at 63%. We want to ensure that every eligible member of staff is offered the opportunity to have a review with their line manager once a year. We would also like more explicit acknowledgement</p>	<p>The proportion of staff having had a PDR in the past two years increases from 63% in 2021 to 90% in 2023.</p> <p>At least 80% of line managers have an objective relating to developing their staff</p>	<p>Clear communications around the importance and benefits of PDR before PDR round launched each autumn (including through all-staff meeting, newsletter, training workshops and</p>	<p>HR Manager; Head of School</p>

		of the vital role that managers play in encouraging a culture of personal development, by ensuring that they take greater responsibility for their teams' development.	in their own PDRs by 2023.	targeted emails to managers).  PDR take-up tracked by HR each year and anyone who has not had a PDR for two years will be contacted individually by HR.	
3.6	Run PDR training workshops annually, before the PDR round is launched in November/December, with separate sessions for research staff and for professional and support staff.	Our first training workshop in 2020 was well attended and well received, and helped to boost PDR take-up to 65%. We want to repeat the training each year, but feedback from PSS shows that they would appreciate tailored support and guidance, so we will run a session for them and one for research staff.	At least 70% of staff attend the PDR training for their staff group each year, with at least 75% of attendees finding the training useful.  80% of attendees will then go on to have a PDR or give a PDR to a staff member in that year.	Workshops to be held each autumn, before launch of PDR round.	HoS, HAF, HR Manager
3.7	Speak to other departments in the University about their successful transition to an online PDR system and prepare to implement a similar system in SoGE by 2024.	Our PDR uptake has increased recently, but 35% of staff <b>didn't</b> have a PDR between 2019 and 2021. We would like to make it easier for staff to complete PDRs, to ensure that more of them are taking the opportunity to	PDR uptake increases to 80% by 2024, and user feedback indicates at least 80% of staff are satisfied with the new PDR system.	Explore system specification with relevant departments in 2021.  Develop content for the online PDR system 2021/22.	HAF, HR Manager

		<p>have a career development discussion each year. Psychiatry and several other departments were early adopters of a new online automated PDR and probation system, which reduced the administrative burden of handling paperwork and sending individual reminders, and dramatically boosted take-up of PDRs. The system has been highlighted as an example of good practice within the University.</p>		<p>Complete and launch online PDR system by 2023.</p>	
3.8	<p>Provide all staff at all career stages a protected time allocation of 5 days specifically for training and development activity each year, and encourage staff to make use of the School's training budget. Ensure that part-time workers use their training allocation (pro rata).</p>	<p>Evidence from the staff survey and focus groups suggests that staff find it difficult to make time for training and are not always aware that there is a budget for this.</p>	<p>Proportion of staff answering 'yes' to the staff survey question 'Have you done anything to develop yourself personally or professionally over the past year?' increases from 78% in 2021 to 90% by 2025 (little or no gender difference).</p> <p>Requests to use the departmental training budget increase from 3 in 2021 to at least 20 in 2024.</p>	<p>Raising awareness of training budget through PDRs, all-staff meetings and emails – Autumn 2021.</p> <p>From 2022, ensure that line managers encourage and support staff to use up to 5 days per year for training and development activity.</p> <p>Using University training records database and training</p>	Head of School

				budget requests, monitor amount of time staff members spend on training each year.	
3.9	Introduce a policy whereby staff must complete certain training courses (eg. Implicit Bias, Equality and Diversity training, tackling racism, line management training) before the end of their probationary period.	There is a significant minority of staff who do not complete recommended training courses. Making completion of certain core courses a condition of passing probation should help to increase completion rates and increase awareness of EDI issues from the start of staff members' employment with SoGE.	By 2025, 100% of new staff have completed the following online training courses before the end of their 6-month probationary period: <ul style="list-style-type: none"> <li>• Equality and Diversity Briefing</li> <li>• Implicit Bias in the Workplace</li> <li>• Tackling Race Bias at work</li> <li>• Challenging behaviour: dealing with bullying and harassment in the workplace</li> <li>• Information Security training</li> <li>• [For line managers]: Managing people: key processes</li> </ul>	As part of new induction materials available from late 2021, ask all new staff to complete the recommended training courses during their probationary period, and monitor take-up at the 3-month and 6-month check-in points.  From 2023, encourage all staff who have not been through the new induction processes (ie. have been employed at SoGE for more than one year) to complete the training courses.	HAF

3.10	Establish a fund to support attendance at conferences and training courses for people with caring responsibilities. Funds of up to £200 per person would cover additional care costs (such as childcare, bringing a partner or carer to the conference, a larger hotel room).	Offering funding to cover additional care costs would help to remove a significant barrier to conference/training attendance, especially for primary carers.	10 people make use of the scheme during the pilot phase and 90% of them find it useful and would recommend it.  At least 12 staff and students per year are supported by the scheme from 2023 onwards.	In 2021/22, talk to another department in Oxford (NDCN), which operates a Parents' and Carers' Career Fund, about how it works and the uptake by staff and students.  In 2022-23, pilot the scheme in SoGE, with grants of up to £200 being awarded. Evaluate take-up and user feedback after 6 months.  If the pilot is successful, make the scheme permanent by 2023.	HAF
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**Objective 4: Support research staff and students with career development and progression**

Action number	Action	Rationale	Success criteria/outcome	Timescale and key activities	Responsible person/people
4.1	Offer all researchers on fixed-term contracts an annual Personal Development Review – either with their line manager or with another senior member of staff – and encourage them to	Take-up of PDR by researchers has been relatively low, but many of them are seeking more support for career development, as evidenced by the large numbers requesting	By 2022, 100% of research staff are offered a PDR. The proportion of research staff taking up the offer of a PDR increases from 71% in 2021 to 90% in 2024.	In autumn 2021, email all research staff and their line managers to remind them that they should have a PDR and to offer the option of a PDR with another	HAF; Director of Research

	work with a mentor or coach to reflect on career development goals and pathways.	mentoring for this purpose. Researchers on fixed-term contracts in particular report feeling unsupported and dissatisfied with their career progression.  Some researchers say that they would prefer a PDR with a neutral person who is not involved with their current research, since dependency on a particular PI can make it difficult for postdocs to pursue their own career goals.	The number of researchers requesting a PDR with a senior member of staff who is not their line manager increases to 15 by 2024.	senior member of staff if preferred.  Invite all research staff and their managers to PDR training in late 2021.  HR to monitor PDR take-up each year and ensure that all research staff are offered a PDR before the end of their fixed-term contract (check this when staff meet HR 3 months before contract end).	
4.2	Compile a list of grants that are available for staff to apply for at different stages of their career, with advice and guidance about how to apply.	This is commonly done in other universities, and helps staff to see at a glance what funding they are eligible to apply for and when. Ensuring that <b>all</b> staff have access to information about these opportunities is fairer and more transparent.	In staff surveys and focus groups, research staff are more likely to say that they have access to information about grant funding in 2023, compared to 2021.	Build on weekly research newsletter introduced in 2021, which includes details of funding opportunities.  From 2022-23, produce a list of grant schemes that SoGE researchers can apply for at different career stages, and update this on an ongoing basis thereafter.	Senior Research Support Officer

4.3	<p>Offer mentoring support to anyone applying for a grant who was unsuccessful the last time they applied for grant funding, to help boost their chances of success.</p> <p>Organise workshops where staff who have won funding can share information and advice with colleagues.</p>	<p>SoGE staff have a good track record of successfully winning grants, but over the past 3 years, women have had lower success rates than men: 36% F compared to 53% M. Currently, mentors are only offered to candidates for the most competitive funding schemes. We would like to extend this to ensure that all unsuccessful applicants have access to mentoring support at the time of their next application, if they wish – either from their own existing mentor or a meeting with another member of staff.</p>	<p>Grant winning success rates for women reach parity with male success rates by 2026.</p>	<p>Mentors offered to unsuccessful applicants from 2021-22.</p> <p>Workshops for successful applicants to share advice and information to be organised from 2022 (at least two per year).</p>	Senior Research Support Officer
4.4	<p>Organise an ongoing series of workshops to offer advice, tools and techniques and support for academic and research staff. Topics covered will include 'dealing with rejection', 'writing your cv and covering letter', 'building resilience' and</p>	<p>As a result of the coronavirus pandemic, many staff have had to adapt or change their research, have been unable to undertake data collection and fieldwork, or have otherwise been unable to make progress on their research due to caring responsibilities or difficult home working</p>	<p>One workshop to be held per term, within core hours to ensure maximum attendance.</p> <p>At least 50% of research staff (70% of women researchers) attend one or more workshops each year and more than 70% of respondents to</p>	<p>Organise first workshop on 'dealing with failure and building resilience' in Spring/Summer 2021.</p> <p>Seek research staff views on which topics would be most useful and organise one workshop per term from Autumn 2021.</p>	Senior Research Support Officer (in conjunction with SSD)

	'overcoming imposter syndrome'.	conditions. We would like to offer some practical guidance and support to staff, through a series of workshops led by experienced speakers and aimed at helping staff to rebuild their research and their careers post-Covid. These sessions will be valuable even once the pandemic is over, and we will continue to offer them.	feedback forms find the workshops useful.		
4.5	Produce clear written guidance on benefits and entitlements of fixed-term research staff (to hold certain positions such as PI or DPhil supervisor or to access resources, such as funds for training or conference attendance). Include this in researcher induction materials and communicate this via the intranet, line managers and Researcher Forum meetings.	We know from staff surveys and focus groups that a major concern amongst our fixed-term researchers is the perception of a 2-tier system, whereby permanent staff not only have greater job security but also more benefits and entitlements. We want to ensure that all fixed-term staff are clear about what support and resources the School offers them for their career development.	Feedback on the induction process shows that at least 80% of research staff feel well informed about their benefits and entitlements.  Focus groups with researchers indicate greater satisfaction with the availability of information regarding benefits and entitlements by 2023.	Include the guidance in new researcher induction materials by September 2021.  Review the new induction processes after 12 months (in Autumn 2022) to gain staff feedback on the quality and usefulness of the information provided.	HR Manager, HAF
4.6	Review what other departments and institutions have done to	96% of researchers in SoGE are employed on fixed-term contracts, and there	In Staff Survey, the proportion of researchers agreeing	By end of 2021, produce a report on actions taken in other	Fixed-Term Researcher Working Group,

	<p>promote greater job security for research staff on fixed-term contracts and explore whether any of these options could provide a model for SoGE to follow.</p>	<p>has been an increase in the number of women on fixed-term contracts in the past 5 years. In staff surveys and focus groups the biggest concerns amongst researchers are the precarity of their position, and a perception of a '2-tier system', with permanent staff not only having greater job security but also more benefits and entitlements.</p>	<p>with the statement 'I feel supported in securing funding for my job' increases from 48% (M&amp;F) in 2021 to 75% for both men and women by 2025.</p> <p>In focus groups, researchers indicate that there are clearer career paths open to them and they feel more supported with their career development by 2025 compared to 2020.</p>	<p>institutions to promote greater job security for fixed-term staff.</p> <p>In 2022, discuss recommendations from the report with committees in SoGE to assess feasibility of these. Investigate how the findings fit with plans for researcher development in the wider Division and University.</p>	<p>working closely with Divisional and University researcher development staff</p>
4.7	<p>Hold Researcher Forum meetings in SoGE once per term, for researchers to share ideas, concerns and experiences. Continue to engage with the Division's and University's work on research staff development, including the new Research Staff Hub.</p>	<p>Researchers have found these regular meetings useful for giving them a voice in the School, keeping them informed about University support for FTRs, and enabling them to meet colleagues in a similar position.</p>	<p>At least 50% of research staff attend one or more Forum meetings each year. Data from feedback forms, staff surveys and focus groups indicate that a majority of researchers find the Forum meetings useful. In Staff Surveys, proportion of research staff agreeing that they have a voice on issues within the department increases from 41%F</p>	<p>Ongoing (termly)</p>	<p>E&amp;D Officer; Fixed-Term Researcher Working Group</p>

			and 60%M in 2021 to at least 75% for both genders by 2025.		
4.8	Organise events where male and female academics speak about their career paths and offer advice to students and ECRs about how to progress in academia.	The most common reason why PGR students and ECRs seek mentoring is for advice about progressing with an academic career. As we don't always have enough senior academics to offer one-to-one mentoring to all who need it, we will run a series of events with individual academics, allowing significant numbers of students and researchers to attend and ask questions.	Feedback indicates that at least 80% of attendees find the workshops useful, with no gender differences.  In focus groups, male and female PGR students and ECRs indicate that they feel better informed about career paths in academia.	Arrange at least one workshop per year, from 2021-22	E&D Officer
4.9	Introduce a series of careers talks across one term from alumni working in different geography-related fields, as a replacement for the annual one-day Geography Careers Event.	Feedback from the annual Careers Events is that they have been useful but students could only attend part of the day and sometimes talks of most interest to them were grouped with those of less relevance. A weekly careers talks series will allow a focus on a particular sector each week, so students can plan to attend only those	At least 60% of students attend at least one event in the series, and feedback from the events shows that more than 80% of respondents find them useful.	Organise first series of events in 2022, then once per year thereafter.	E&D Officer, Alumni Relations Officer

		talks/panels of most interest.			
<b>Objective 5: Improve the transparency and representativeness of committees</b>					
Action number	Action	Rationale	Success criteria/outcome	Timescale and key activities	Responsible person/people
5.1	Advertise all committee vacancies (that are not <i>ex officio</i> positions) and invite all eligible staff and students to apply. Ensure committee chairs, with the Head of School, take responsibility for the selection of new members.	We want to ensure that the selection process for committees is transparent and fair. The EDI Committee and others have adopted this approach over the past 2 years.	By 2024, at least 60% of committee members are selected following an open advert to all eligible staff.	From Autumn 2022, prior to the start of each term share details of any committee vacancies with all staff and students via email and newsletter and invite applications, including a brief statement as to why the individual is interested in the position and what they would bring to the role. In the event that more than one person applies for a vacancy, the committee chair and/or Head of School will decide who to appoint.	Committee chairs
5.2	When new committee reps (eg. research staff reps) are appointed, make clear their responsibility to proactively seek and represent the views of	We want to ensure that information flows to everyone in the School and that all staff and students feel they have a voice in decision-making even if	In the Staff Survey, the proportion of staff saying that they have a voice on issues that affect them in the department increases from 41%F and 60%M	From 2021-22 onwards.	Committee chairs

	<p>their wider community. Publish names of all student and staff reps and encourage people to share comments and concerns with their reps.</p>	<p>they are not members of a committee.</p>	<p>in 2021 to 75% for both genders by 2025.</p>		
5.3	<p>In order to support more women to take on the role of committee chair, offer informal workshop sessions and/or mentoring to new or aspiring chairs, to discuss how to manage meetings effectively, including preparing agendas, managing actions, and ensuring all members have a voice.</p> <p>On committee membership pages of the intranet, make clear who chairs each committee and when their term of office will end, so that people who may be interested in taking on the role know who to speak to and when the post will become vacant, so they can work this into their career plan.</p>	<p>Currently, only 4 of the 13 committees in SoGE are chaired by a woman. Enabling more women to take on this role would not only improve diversity and gender balance but also provide valuable leadership experience to women, who are still under-represented in leadership roles in the School. Some female members of staff have said they lack confidence in chairing meetings.</p>	<p>Half of all School committees to be chaired by a woman by 2025.</p>	<p>When committee chair positions fall vacant, actively approach or encourage women to put their name forward. (Ongoing).</p> <p>Offer workshops and mentoring from 2021/22.</p> <p>Add dates of committee chairs' terms of office to intranet from 2021/22.</p>	<p>Head of School</p>

5.4	Pilot shadowing of committee chairs, to enable less experienced committee members to play a more active role in committee activities.	<p>Committee chairs are more likely to be senior men, with women and more junior staff having fewer opportunities to gain valuable experience of taking leadership roles in committees.</p> <p>Women and/or more junior members of committees report that their ideas are sometimes stifled by the 'business-as-usual' approach taken by senior members of some committees.</p>	<p>At least two committee chairs each year offer shadowing opportunities to less experienced committee members.</p> <p>In focus groups, women and/or more junior staff members report that they have more of a voice.</p> <p>In the Staff Survey, the proportion of women saying that they have a voice on issues that affect them in the department increases from 41% in 2021 to 75% by 2025.</p>	<p>In 2022, investigate how shadowing has worked in practice in other departments or institutions.</p> <p>In 2022-23, pilot shadowing of chairs for two committees and evaluate how this worked for both the chairs and the people shadowing.</p> <p>If the pilot is successful, make shadowing chairs a permanent arrangement from 2023.</p>	Committee chairs; E&D Officer
5.5	Limit the number of School committees on which one individual can serve to three (with the exception of HoS and HAF) and monitor the balance of committee members by gender, ethnicity and career stage on an annual basis.	This will allow a greater diversity of staff and their views to be represented on committees.	A greater diversity of staff is represented on committees by 2024 compared to 2020 – in terms of gender, job role and levels of seniority.	Monitor committee membership on an annual basis, and flag any concerns over lack of diversity with the Head of School.	Head of School

5.6	Give women and less experienced members of staff the opportunity to take on leadership roles in the Research Clusters, by encouraging all APs to take on such roles during their 5-year IPO if they wish to, and continuing to have a co-leader (usually a researcher or DPhil student). Ensure that guidance is provided by the previous role holder to those new to the role.	Holding a leadership role in a research cluster is valuable for career development, as well as acting as a visible role model for students and staff.	At least half of the Research Clusters to be led by a woman and/or less experienced member of staff by 2023.  At least two thirds of the Research Clusters to have a co-leader who is an ECR or DPhil student by 2024.	APs to continue to be encouraged to take on Cluster leadership roles at their annual appraisal.  In 2021/22, ask all cluster leaders to produce a brief guidance note about their responsibilities, to pass on to future role holders.	Research Committee
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**Objective 6: Improve induction process for all staff**

Action number	Action	Rationale	Success criteria/outcome	Timescale and key activities	Responsible person/people
6.1	Develop tailored induction programmes for academics, research staff and professional and support staff, including a system for checking-in on new starters 1, 3 and 6 months after arrival.	A significant minority of staff report not having had an induction or that their induction was not useful. Induction experiences seem to be particularly variable for academics and researchers, and a number of them have expressed a preference for a more tailored programme, particularly for those new to the 'Oxford system'.	By the end of 2022, 100% of new staff will have an induction, and at least 90% of them (M&F) will have found their induction to be useful.	Tailored induction materials to be developed in consultation with academics, researchers and PSS during 2021.  New induction resources to be added to website and intranet early 2022.  Induction resources (including 1,3 and 6	HR Manager

				<p>month follow-ups) to be piloted with all new starters in 2022. Effectiveness of induction process to be reviewed at end of 2022, based on evaluation forms from new starters, with the aim of using the new induction process/resources permanently from 2023 onwards.</p>	
6.2	<p>Create induction webpages for the School website and intranet, offering a 'one-stop-shop' of useful information that new starters can dip into before and during their time in SoGE. Include separate sections for academic and non-academic staff.</p>	<p>To complement face-to-face meetings, it will be useful for new starters to have a user-friendly online resource of information and guidance to support them in their first few weeks and months.</p>	<p>At least 90% of new starters report using the online materials in induction evaluation forms, staff surveys or focus groups. Of those, at least 90% find the online materials useful when asked in induction evaluation forms.</p>	<p>During 2021, develop content for induction webpages, in consultation with academics, researchers and PSS.</p> <p>Complete and launch induction webpages from early 2022.</p> <p>All new starters from 2022 onwards to be directed to the webpages when they receive their formal offer of employment and encouraged to make use of the online</p>	<p>HR Manager; Info and Comms Manager</p>

				resources when they have their face-to-face induction.	
6.3	Establish a buddy system, whereby all new starters are allocated a 'buddy' – a more established member of staff from anywhere in the School who can help them settle in during their first few days and weeks in post.	Although mentors can provide advice for those new to Oxford, the buddy system offers a more informal introduction to the department, University and city for new starters, and is intended to offer short-term support. It will help to foster links across the School and promote a welcoming culture, which is one of our EDI priorities.	At least 80% of all new employees offered a Buddy by Autumn 2022, with at least 75% of them reporting that they found having a Buddy helpful in the first three months of employment.	<p>Define the role of the buddy in the induction process – early 2022.</p> <p>Seek volunteers willing to become buddies - ideally at least 12 staff members drawn from different units and teams within the School – Spring 2022.</p> <p>Provide training for volunteers to clarify what would be expected of them in their role of buddy – Spring/summer 2022.</p> <p>Match buddies to new employees, from Summer 2022.</p>	HR Manager
6.4	Hold a welcome lunch or coffee morning for new staff members 3 times a year, hosted by the Head of School, providing an opportunity to meet	It is important that new staff receive a personal welcome and get to know who they can speak to about different aspects of working life in the School. We have previously held	At least 50% of new starters attend a welcome event from 2022 onwards. At least 80% of respondents to feedback forms find the event useful.	From Autumn 2021, arrange welcome events once per term and ensure that all new starters who have joined SoGE since the	Head of School

	other new starters as well as key support staff.	an event of this kind annually (in 2019 and 2020) and would like to increase the frequency.		previous event was held are invited.	
6.5	Provide job descriptions when advertising vacant administrative positions for academics in the School, such as committee chair, Director of Graduate Studies, research cluster leader, or course co-ordinator, including an indicative timeline with key tasks and deadlines.	In focus groups, academic staff told us that they would find this useful, particularly for colleagues who have less experience or are new to the School. In the past year, job descriptions for vacant positions (eg. Director of Research) have been circulated to academic staff with expressions of interest invited, and we wish to extend this practice. Currently there is inconsistency in the degree of guidance offered when posts are handed over. We want to ensure there is greater clarity as to expectations and responsibilities.	In focus groups and conversations with individual role holders, academics report that they have been given sufficient information to carry out these administrative roles.	From 2022, when a current role holder comes to the end of their tenure in the role, ensure they provide a brief job description for their successor. This will be included in the email advertisement for the position.	Head of School

**Objective 7: Enhance opportunities for mentoring and coaching in the School, to help foster a culture of personal development**

Action number	Action	Rationale	Success criteria/outcome	Timescale and key activities	Responsible person/people
7.1	Offer regular training to mentors and develop training materials for mentees too.	The mentoring scheme will work best when both mentors and mentees are given the support and guidance they need to get the most from the process.	At least 60% of new mentors and mentees attend a training course when they join the mentoring scheme and at least 80% of attendees who provide feedback find the training useful.  Post-mentoring evaluation forms indicate that mentors and mentees who had received training gained more from the mentoring relationship than those who had not taken training.	Put together training sessions for mentors and mentees – Autumn 2021.  Run short training workshops for mentors and mentees twice a year (in Autumn and Spring) starting in Autumn 2021.	E&D Officer
7.2	Explore options for using software to manage the SoGE mentoring scheme, enabling mentees to choose their own mentor at any time during the year. Select a new mentoring platform and pilot this.	Currently some mentees have to wait to be matched, or have to take ‘pot luck’ as to whether a suitable mentor has registered with the scheme at the time. Administering the matching process is also quite time-consuming. In order to ensure longer-term sustainability and	By 2023, levels of satisfaction with the mentoring scheme have increased compared to the 2021 survey of mentors and mentees.	Explore software options in 2021-22, in tandem with the University’s review of mentoring schemes which is likely to recommend a University-wide mentoring platform.	E&D Officer; EDI Committee Chair

		utility of the mentoring scheme it may be beneficial to allow mentors and mentees to register at any time throughout the year.		By the end of 2022, select a suitable mentoring platform and pilot this in SoGE for 6 months in 2023 before reviewing and deciding whether to continue.	
7.3	Regularly publicise opportunities for coaching and encourage more members of staff to train as workplace coaches.	A number of staff in the School have seen tangible benefits from being coached by the two in-house workplace coaches. We would like to offer these opportunities to more staff, helping to improve not only individuals' personal effectiveness but also the performance of their wider teams.	At least two new members of staff trained as workplace coaches by 2025.  At least 10% of SoGE staff to have received coaching by 2025 – of which 90% report finding it valuable, through evaluation forms.	From 2021 onwards, regularly publicise coaching to staff through newsletter, all-staff meetings and targeted emails (eg. to all fixed-term staff 6 months before contract end).  Proactively publicise the coaching training offered by the University once per year, and ensure funding from the EDI budget is allocated to cover the training costs for one staff member per year.	E&D Officer

**Objective 8: Improve internal communications and deepen an inclusive departmental culture**

Action number	Action	Rationale	Success criteria/outcome	Timescale and key activities	Responsible person/people
8.1	Organise discussion groups or informal conversations with male staff to listen to their views on the culture of the School and explore how they can participate in projects for gender inclusion without feeling challenged, dismissed or excluded.	Evidence from the staff survey and informal conversations suggests that men are more likely than women to feel excluded from social activities and not integrated into the School. Men are less likely to engage in EDI related activities, yet the involvement of <b>all</b> staff will be crucial to advancing gender equality.	Proportion of male staff who say they feel (i)integrated into the department and (ii)included in its social and networking activities increases from 46% and 48% respectively in 2021 Staff Survey to 65% and 75% in 2023.	Autumn 2021 – arrange an open discussion group for men, led by a male member of staff.  Share findings from the discussion group with the EDI Committee by early 2022 and agree some tangible steps to enable more men to be involved in EDI activities.  Work with male members of staff to implement these actions from 2022 onwards.	E&D Officer; EDI Committee Chair
8.2	Develop guidance on inclusive communications for all staff, to ensure that departmental communications (articles, blog posts, etc) reflect the diversity of our staff and students, include a range of voices and experiences,	It's important that our communications represent the diversity of our staff and student body, in terms of gender, race and career stage, and that written material is accessible to a diverse readership.	By 2023, at least 50% of articles and blog posts on the SoGE website are authored by or feature women, at least 20% feature or are written by BAME staff or students and at least 40% feature or	Publish inclusive comms guidance by end of 2021 and share this via newsletter and all-staff meetings.  Monitor the diversity of authors/contributors	Info and Comms Manager

	and are written in an accessible way (eg. using inclusive language).		are authored by ECRs/DPhil students.	to articles and blog posts on a termly basis.	
8.3	Hold a pilot workshop for SoGE staff on running inclusive events, building on the guide to inclusive conferences and events we published in 2019. Then offer similar workshops to other departments in Oxford.	Having been distributed widely beyond the University, we want to ensure that the inclusive conferences guide is widely used within our own department and University, in order to ensure that a diversity of people is invited to speak at events and feel welcomed and able to participate fully.	At least one workshop held per year from 2022 (either in SoGE or for the University more widely), and 80% of attendees find the event useful.  There continues to be good gender and ethnic diversity amongst speakers at events in SoGE.	Arrange pilot workshop in 2022. If successful, offer similar workshops to staff in SSD initially, and then the wider University.  Monitor the diversity of speakers at events in SoGE, by collecting anonymised demographic data from them when organising events.	E&D Officer; REACH Communications and Knowledge Exchange Manager
8.4	Develop guidance on best-practice in organising, chairing and managing effective and inclusive meetings in the School.	Evidence from focus groups and informal conversations shows that the conduct of some meetings in the School could be improved – particularly with regard to ensuring that people all participate fully. (eg. acknowledging the contributions of women and more junior staff; being fully present in the meeting room).	In the staff survey, the proportion of people agreeing that ‘My department sets clear expectations of behaviour’ increases from 61%F and 63%M in 2021 to 75% for both genders in 2023, and the proportion of people saying that they have the opportunity to contribute their views before changes are made that affect	Early in 2022, bring together a small working group, drawn from across the School, to draft some guidance on running inclusive meetings, drawing on best practice from other departments and institutions.  Guidance to be discussed and signed off by EDI Committee	Head of School

			<p>them increases from 65%F and 55%M in 2021 to 75% for both genders by 2023.</p> <p>In focus groups, people report an improvement in the inclusiveness and effectiveness of meetings in the School by 2023.</p>	<p>and SoGE Committee in summer 2022 and shared with the rest of the School.</p>	
8.5	<p>Enhance the EDI content on the website and intranet, including a page outlining the School's family-friendly policies, and our support for staff and students with disabilities and mental health issues.</p>	<p>It's important that we make our commitment to equality and diversity clear, and provide easily-accessible information for both current and prospective students and staff.</p>	<p>From 2022, all new starters are directed to the EDI webpages as part of their online induction materials. At least 70% of new starters view the pages, and during evaluation of the new online induction resources, 80% of those who viewed the EDI pages found them helpful.</p>	<p>Draft content by end of 2021, to be added to SoGE's redesigned website in early 2022.</p> <p>Evaluation of usefulness of pages as part of overall evaluation of new online induction resources by end of 2022.</p>	<p>E&amp;D Officer; Info and Comms Manager</p>
8.6	<p>Establish an EDI seminar series, in conjunction with the Social Sciences Division, showcasing research of relevance to diversity and inclusion, as well as inviting high</p>	<p>Keeping staff and students informed and inspired about equality and diversity issues will help to demonstrate the value and relevance of Athena Swan and other EDI initiatives in SoGE, as well as bringing</p>	<p>At least 30 people attend each seminar; at least 30% of the audience are men; and feedback forms show that at least 80% of respondents found the talk valuable.</p>	<p>Early 2023 – discuss with SSD EDI Panel potential topics and speakers for the seminars.</p> <p>First seminar to be held Autumn 2023 and</p>	<p>E&amp;D Officer; Divisional Planning and Equality Manager</p>

	profile EDI practitioners to share their experience.	staff and students together to engage with topics of current interest.		advertised via all SSD EDI contacts.  Further seminars to be held every two months.	
8.7	<p>Address the under-reporting of bullying and harassment in SoGE by:</p> <ul style="list-style-type: none"> <li>• Convening a focus group to look at possible reasons for under-reporting.</li> <li>• Providing training for staff in how to spot the early signs of bullying and harassment and how to respond to this.</li> <li>• Ensuring that information about expected standards of behaviour and how to report bullying and harassment is clearly signposted to new staff in their induction.</li> </ul>	<p>In our staff survey, 10% of staff said they had experienced or witnessed bullying and harassment, yet only a handful of cases have been reported. We want to ensure that we can build up a full picture of the extent of unwanted behaviour and encourage people to call it out. We recognise that this is a very sensitive topic, with power dynamics involved, so it will be important to offer a confidential space for staff to share their views.</p>	<p>70% of invited staff to attend training on spotting the early signs of bullying and harassment, with 70% of attendees reporting that they feel more confident on spotting the early signs and how to respond.</p> <p>Proportion of staff experiencing harassment or bullying at work who have reported it increases from 33%M and 60%F in 2021 to 80% for both genders in 2025.</p> <p>At the same time, the incidence of bullying and harassment declines: the proportion of staff stating that they have experienced or</p>	<p>Focus groups – Autumn 2021.</p> <p>First training session – Spring 2022.</p> <p>Update Intranet and Induction webpages on expected standards of behaviour and how to report bullying and harassment in Spring 2022 (when new SoGE website goes live)</p> <p>Meet University Harassment Officer in Autumn 2021.</p> <p>Feedback findings from focus groups and discussion with Harassment Officer to the EDI Committee in 2022, and draw up an action plan.</p>	E&D Officer; HR Manager

	<ul style="list-style-type: none"> <li>Working with the University Harassment Officer to investigate alternative mechanisms for reporting harassment (eg. Report and Support)</li> </ul>		witnessed bullying and harassment falls from 10% in the 2018 Staff Survey to 5% in 2025.		
8.8	Set up a network or forum for staff with caring responsibilities, to discuss issues of common interest, such as work-life balance and combining fieldwork with being a parent or carer.	We want to continue to support parents and carers as they juggle family life and work. Offering them an opportunity to meet others in a similar position will enable them to feel part of a community and give them a stronger voice in the School.	<p>At least 50% of the staff with caring responsibilities in SoGE join the forum.</p> <p>In Staff Survey, the proportion of people saying that they are able to strike the right balance between work and home life increases from 43%F and 38%M in 2021 to 70% for both genders in 2025.</p>	<p>Early 2022 – publicise the Forum to all parents and carers in the School – via email, newsletter and all-staff meeting.</p> <p>Hold first meeting Spring 2022 and canvas opinion from attendees as to frequency and format of meetings and which activities to focus on.</p>	E&D Officer

Objective 9: Ensure that the promotions process is clear and transparent and that women are enabled to progress					
Action number	Action	Rationale	Success criteria/outcome	Timescale and key activities	Responsible person/people
9.1	Draw up and implement an action plan to address the barriers that women face in progressing to Grade 9 and 10 posts, after identifying these barriers through focus groups and interviews with female academics and researchers.	There has been little change in the proportion of women at professorial level in SoGE in recent years (20-25% of titular/statutory professors are women). We want to encourage more women in the School to progress to professor level. In physical geography, there is currently only one female professor, which means there are very few role models for students specialising in this side of the discipline.	Proportion of professors who are female increases from 24% in 2019 to 35% by 2025. At least two professors of physical geography to be female by 2025.  Proportion of Grade 10 research staff who are female increases from 25% in 2018 to 40% by 2025.	Conduct focus groups and interviews – Spring 2022.  Use findings to draw up an action plan, to share with EDI Committee – Summer 2022.  Start implementing action plan from Autumn 2022.	E&D Officer; EDI Committee Chair
9.2	Speak to women academics about their views and experiences of the Recognition of Distinction and what would help (or did help) them prepare to apply. Use the findings to make proposals for improved support and clearer pathways for women to help them prepare for RoD – including women	As above.	Proportion of professors who are female increases from 24% in 2019 to 35% by 2025. At least two professors of physical geography to be female by 2025.	Focus groups/interviews with female academics, Spring 2022.  Discuss proposals with EDI Committee, Summer 2022.  Implement proposals from Autumn 2022.	Head of School; HR Manager

	APs in physical geography.				
9.3	Provide more opportunities for women at Grade 8 and Grade 9 to take on leadership roles, such as research programme leader or research cluster leader, by enabling them to be co-leader or acting leader of a research programme, and by reducing their administrative responsibilities to allow them time to develop leadership roles.	Currently research programme leads are much more likely to be male and their deputies female.	Number of female research programme leads increases from 2 (out of 11) in 2021 to 5 out of 11 (or at least 40% female) by 2025.	Collate information on gender of research programme leads and deputies annually, from 2022, to share with EDI Committee.  Ongoing: Ensure that women at G8 and G9 are offered an annual PDR and are supported to take on leadership opportunities.	EDI Committee Chair; Directors of Research Centres
9.4	Run workshops each year for all staff explaining the reward and recognition process and how to apply.	Evidence from focus groups and staff surveys shows that, although there has been an improvement in staff awareness and understanding of the promotions process since 2016, a significant minority of staff are still unsure about the procedure and whether or not it applies to them.	In focus groups, staff are more likely to say that they understand the reward and recognition process in 2023 compared to 2020.	Workshops to be run annually from 2022, in advance of reward and recognition process – Jan/Feb. All staff to be invited to attend. If needed, workshop will be repeated on different dates to boost attendance.  Supplement workshop with clear communication via newsletter and email	HR Manager

				about the process and who is eligible.	
9.5	Review the composition of panels for reward and recognition, to ensure that they are representative of different role types and areas of work and that panel members have sufficient information about individuals' roles to make informed decisions.	Focus groups with PSS revealed limited engagement with the reward and recognition scheme. Staff would like more clarity about the criteria for the awards, who sits on the panel and how they make decisions. They queried how representative the panel is of all staff groups and whether panel members know enough about individuals' roles to make an informed decision.	Percentage of PSS nominated for excellence awards increases from 9% in 2020 to 18% by 2023, with at least 75% of the awards being given to women (reflecting gender ratios amongst PSS).	Review to be undertaken before next reward and recognition process in early 2022.	HAF and HoS
9.6	Offer more support for PSS with their career development, particularly women: As part of annual PDR training for support staff and management training for their line managers, highlight the importance of promoting career progression for both male and female colleagues, including strategies to support this, such as explaining the re-grading process and	Our data shows that male PSS are three times as likely to be re-graded as female, and more likely to be employed at higher grades than women.	By 2024, re-grading data for PSS shows that female support staff are just as likely to have been regraded as their male colleagues.  In the Staff Survey, proportion of female support staff agreeing with the statement 'I am actively encouraged to take up career development opportunities'	From 2021/22	HAF

	highlighting the value of work shadowing or secondment opportunities.		increases from 29% in 2021 to 70% in 2025.		
9.7	Undertake an analysis of salary data for SoGE, in order to identify the extent of the gender pay gap for PSS, academics and research staff. Draw up proposals to address any disparities identified.	Data on the grades at which our PSS are employed suggests that there is a gender pay gap amongst support staff. We would like to further investigate this and provide some quantitative evidence as to the extent of the disparity between men and women's salaries. A similar exercise for academics and research staff would also be valuable.	Gap between mean salary for male and female PSS reduces by 50% between 2022 and 2025.	Undertake analysis for PSS, Spring 2022.  Report early findings to EDI Committee, Summer 2022, taking care not to identify individuals. Draw up proposals to address disparities.  Assess gender pay gap amongst researchers and academic staff in SoGE – early 2023, and report findings to EDI Committee.	HAF
<b>Objective 10: Promote the health and wellbeing of all staff</b>					
<b>Action number</b>	<b>Action</b>	<b>Rationale</b>	<b>Success criteria/outcome</b>	<b>Timescale and key activities</b>	<b>Responsible person/people</b>
10.1	Develop a policy to support women going through the menopause and/or experiencing painful periods.	Women have told us in a focus group that improved awareness amongst managers, coupled with some simple adjustments to their working pattern and work environment, would make a significant difference to their	In Staff Survey, proportion of women agreeing with the statement 'My health and wellbeing are adequately supported at work' increases from 64% in 2021 to 75% in 2023.	Draft guidance for line managers, drawing on best practice from other institutions – Spring 2022  Share guidance with focus group participants for	HR Manager; E&D Officer

		productivity and make them feel less anxious about how they may be perceived in the workplace.	Follow-up focus group in 2023, after guidance has been shared, indicates that women feel better supported and have been able to make adjustments to their working pattern and work environment as needed.	comment, before publishing it on intranet and sharing it with all line managers – Summer 2022.  Hold a follow-up focus group with women in 2023 to assess whether they feel supported and their needs are being met.	
10.2	Develop guidance and recommendations for accommodating staff who are neurodiverse (including those with dyslexia, dyspraxia, ADHD, autism and bipolar disorder) – relating to recruitment and the working environment.	We want to make the most of the skills and talents of all staff, no matter whether they have a disability or not. Making reasonable adjustments for those with less visible disabilities will enable them to feel comfortable during the recruitment process and boost their productivity and self-esteem when they are working in the School.	Proportion of staff disclosing a disability increases by 2025 (from 11% in 2020).  Neurodiverse staff report feeling better supported and more able to be themselves at work by 2025.	Draft guidance for line managers and staff, drawing on best practice from other institutions – Summer 2022.  Seek comments from neurodiverse staff and Staff Disability Advisor before publishing guidance on intranet/website and sharing with staff via newsletter and all-staff meetings – Autumn 2022.	HR Manager; E&D Officer; EDI Committee Chair
10.3	Make available a small, quiet room for wellbeing sessions and for use by	SoGE’s wellbeing team and coaches will be able to work more effectively if	In Staff Survey, proportion of staff agreeing with the	Ensure that provision of a small quiet room is included in planning	Facilities Manager

	any colleagues seeking a quiet, private space for a short period, once the School's building extension is open.	they have a quiet, relaxing environment in which to meet and support colleagues. Other staff, including those who are neurodiverse, would also benefit from having a space in which to take a break from the noise and distractions of the office as and when needed.	statement 'My health and wellbeing are adequately supported at work' increases from 62% in 2021 to 75% by 2025.	for the interior layout of the building extension – discussions in Summer 2021.  Once building work is complete, work with Facilities Manager to ensure that the room meets the needs of staff and to arrange a suitable system for booking the room.	
10.4	Actively promote shared parental leave to expectant parents – through new HR clinics, dedicated EDI webpages and a talk at an all-staff meeting from a colleague who has benefited from SPL – to help increase take-up.	Only two members of staff have taken shared parental leave since it was introduced. We would like to highlight the benefits and entitlements associated with SPL, which allows both men and women to balance work and childcare in a way that works for both parties.	Uptake of SPL increases from 3 periods of leave taken in total 2017-20 to 10 periods of leave taken 2022-25.  Greater awareness of family friendly policies is evident from focus group discussions in 2023.	HR clinics introduced from Autumn 2021 – for staff to meet in confidence with HR to discuss employee benefits and entitlements available to them.  Family friendly policies to be promoted via new EDI section of the website and at induction, from Spring 2022.	HR Manager
10.5	Raise awareness of domestic abuse, particularly Intimate	Domestic abuse affects 1 in 4 women, particularly those between the ages of	In Staff Survey, proportion of staff saying they are aware	From 2022, put up posters in prominent positions to alert	E&D Officer

	<p>Partner Violence (IPV) and the effects this has on staff and students. Signpost ways for victims to find support and ensure harassment advisors and other staff in the School and wider University (particularly those involved in teaching) are trained to be alert to early warning signs, provide appropriate support, and understand how the psychological impacts of IPV may affect victims' reporting.</p>	<p>19 and 24, and 1 in 8 men. However, domestic abuse is not explicitly addressed within University harassment policies or support systems, so there is a danger of it being under-reported or inappropriately handled.</p>	<p>of the harassment policy and procedure for University staff increases from 83% in 2021 to 90% by 2025.</p> <p>In focus groups, staff awareness of how to support victims of domestic abuse specifically increases between 2022 and 2025.</p>	<p>people to the signs of domestic abuse and to signpost sources of support for victims. Run an awareness raising campaign through the newsletter and all-staff emails.</p> <p>Ensure that all harassment advisors in the School have received training on dealing with reports of domestic abuse by 2023.</p> <p>Ensure that staff who teach students and/or line manage staff are provided with information on early signs of abuse and how to support victims, from 2023.</p>	
10.6	<p>Organise a training session a least once a year for students and staff who do fieldwork, to prepare them for the risk</p>	<p>Discussion with SoGE's Fieldworkers' Network has shown that sexual harassment and violence are common in research</p>	<p>At least 50% of staff and students who undertake fieldwork (at least 80% of women who do so) attend the</p>	<p>At least once a year, from 2021. Also ensure this is included in risk assessments</p>	<p>SoGE Fieldworkers' Network</p>

	of sexual harassment and violence, and help them to deal with it should they experience it during fieldwork.	fieldwork and there is a need to open up conversations about this.	training and more than 80% of respondents to feedback forms find it useful.	carried out prior to fieldwork.	
<b>Objective 11: Develop a transparent and wide-ranging workload model for academic staff</b>					
<b>Action number</b>	<b>Action</b>	<b>Rationale</b>	<b>Success criteria/outcome</b>	<b>Timescale and key activities</b>	<b>Responsible person/people</b>
11.1	Develop a new workload model that is transparent and takes a wider range of tasks into account, beyond just teaching – including mentoring and committee membership. Consider a range of different options for workload calculation models, then select the most appropriate model and implement it from 2022.	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), that is linked to promotions and career development, and that is transparent.	In Staff Survey, percentage of academic staff agreeing with the statement ‘There is a fair and transparent way of allocating work in my department’ increases from 23% in 2021 to 70% by 2025.	Options for new workload calculation model discussed with SoGE Committee in 2021. Amendments made in response to feedback.  New workload model launched in 2022.	Head of School
11.2	As part of the workload model, collect data about responsibilities outside the School (eg. University committees, journal editorial boards)	Currently we do not systematically collect data on staff participation in external bodies. We wish to monitor women’s and men’s involvement in these activities, in order to highlight where either	Better understanding of the extent of academics’ external commitments and responsibilities, and identification of opportunities for women to take on	Consult staff as to which external activities to include alongside the workload model, and begin collecting data when model is implemented in 2022.	Head of School

		gender is under-represented, and to celebrate individual achievements.	roles to enhance their CV and promote career progression.		
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