



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Oxford	
Department	Faculty of English	
Focus of department	AHSSBL	
Date of application	November 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: 2018	Level: Bronze
Contact for application <small>Must be based in the department</small>	Sadie Slater	
Email	administrator@ell.ox.ac.uk	
Telephone	01865 271096	
Departmental website	www.english.ox.ac.uk	

Quantitative data on students and staff was taken from three sources: the Faculty's own records and central University databases (available up to 2018), and HESA's Heidi Plus data (available up to 2017, all figures rounded to 5).

Benchmarking to other English departments in the UK was based on Heidi Plus data. We compared Oxford's student and staff data to Cambridge (our closest comparator), the Russell Group, and all English departments nationally.

Table of Abbreviations

AP	Associate Professor	OLI	Oxford Learning Institute
ASC	Athena SWAN Co-ordinator	PDR	Professional Development Review
CLENG	Classics and English	PDRA	Post-Doctoral Research Assistant
CTL	Centre for Teaching and Learning	PDRF	Post-Doctoral Research Fellow
DED	Director of Equality and Diversity	PI	Principal Investigator
DLT	Developing Learning and Teaching	PLTO	Preparing for Learning and Teaching and Oxford
DUS	Director of Undergraduate Studies	PMP	Professorial Merit Pay
ECF	Early Career Fellow/Fellowship	POD	People and Organisational Development
ECR	Early Career Researcher	REF	Research Excellence Framework
EDC	Equality and Diversity Committee	RoD	Recognition of Distinction
EDO	Equality and Diversity Officer	RSC	Research Strategy Committee
EJRA	Employer Justified Retirement Age	SAT	Self-Assessment Team
ELL	English Language and Literature	SAGWG	Student Attainment Gap Working Group
ELAT	English Literature Admissions Test	SES	Staff Experience Survey
ERC	European Research Council	SMP	Statutory Maternity Pay

FBC	FBC	SP	Statutory Professor
GSC	Graduate Studies Committee	TP	Titular Professor
HAF	Head of Administration and Finance	UCS	University Careers Service
HEA	Higher Education Academy	UHAS	University Harassment Advisory Service
HENG	History and English	UNIQ	Oxford summer school
IPO	Initial Period of Office (five year probationary period for permanent post-holders)	UoAC	Unit of Assessment Co-ordinator
NSS	National Student Survey	UGSC	Undergraduate Studies Committee
		URCF	University Returning Carers Fund

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.*

FACULTY OF ENGLISH LANGUAGE AND LITERATURE

St Cross Building, Manor Road, Oxford OX1 3UL
english.office@ell.ox.ac.uk www.english.ox.ac.uk
Tel: +44(0)1865 271055



From:

Professor Ros Ballaster
Chair of the English Faculty Board
Email: chair@ell.ox.ac.uk

Advance HE
First Floor, Napier House
24 High Holborn
London WC1V 6AT

I write to endorse warmly this application from the Faculty of English for the Athena Swan Bronze award. I confirm that the information presented in this application (including quantitative and qualitative data) is an honest, accurate and true representation of the Faculty of English.

Throughout my academic career I have been committed politically and intellectually to gender equality. I am very aware that improvement cannot happen without the investment of those in positions of leadership. It has been a genuine pleasure to be involved in all the Athena Swan meetings since our Self-Assessment Team was established in November 2017. Equally pleasurable has been the experience of working with colleagues, staff and students to a shared aim. The SAT has been led with imagination and energy throughout by Dr Sophie Ratcliffe, fully supported by the Faculty team and the Humanities Division Equality Officer.

It has been my task to lead the process of ensuring that our Athena Swan agreed actions are woven into the larger strategic thinking in which we have been engaged since October 2017. A faculty-wide consultation led to a new strategic vision and set of priorities for the next five years (2019-2024) in English language and literature at Oxford. At every stage our strategy discussions in the English Faculty have been informed and integrated with the work of the Athena Swan submission. Diversity was identified as one of the Faculty's core values and is a key element of the Size and Shape and People strands of the strategic vision and priorities which were formally adopted in January 2019. In support of this we implemented major governance changes in October 2019. These include the establishment of an Equality and Diversity Committee and two senior posts - Director of Equality and Diversity and Athena Swan Co-ordinator – to ensure that we see through these agreed and shared actions.

The twin process of strategic review and Athena Swan self-assessment required honest enquiry about our establishment and practices. It may appear that gender inequality is not a matter of concern in a field which attracts excellent women from undergraduate study to senior research and teaching. However, this complacency can itself be a problem. The informed interrogation of statistics and consideration of the ways in which every day established practice can disadvantage women proved both necessary and valuable. The SAT analysis of data identified three key areas of concern, which inform the Faculty Action Plan.

- 1) **Supporting women's careers.** Our SES analysis of 2018 identified a significant discrepancy between men and women's perceptions of how well their careers are supported. As the chart at 5.6(i) shows, 54% of female respondents disagreed that women's careers were as well-

supported as men's; no male respondents disagreed, although nearly 50% answered "don't know" to the question.

- 2) **Pipeline.** Our data reveals that at significant transition points in a very competitive field of entry the ratio of top-ranked women to men reduces: in undergraduate admissions; in internal ranking of taught graduate applicants for funding, and in success rates in securing major research grants among our researchers.
- 3) **Student experience.** In successive years we have identified a gender gap in attainment of first-class undergraduate degrees (averaging 11% differential to men's advantage). We were also concerned to identify among our women students a perception that writing on gender/women is not rewarded in summative assessment.

Taken together, these concerns suggest a wider cultural issue, with a lack of recognition of the structural disadvantages experienced by women in the academy compared to their more privileged male colleagues. Our Action Plan has been developed to address this, with a particular focus on the three key areas.

We have thought creatively about ways to improve our physical and virtual learning environments which will showcase the achievements of women, particularly women from marginalised backgrounds, in and from our subject both at Oxford and beyond. In summer 2018 we entered a University-wide competition for financing from the Vice-Chancellor's Diversity Fund and secured £16,000 for a project entitled 'Telling Our Story Better'. This project will transform the visual and virtual spaces of the English Faculty, using shared story-telling and critical reading among staff, students and alumni to capture and promote equality and diversity in our subject. We also expect this project to have a wider influence in the University and beyond.

I look forward to being involved in implementing the actions, seeing significant change in our culture and governance, and monitoring our progress toward our goals outlined in this application.

Yours sincerely,



Professor Ros Ballaster (MA, DPhil Oxon)

WORDCOUNT: 744/500

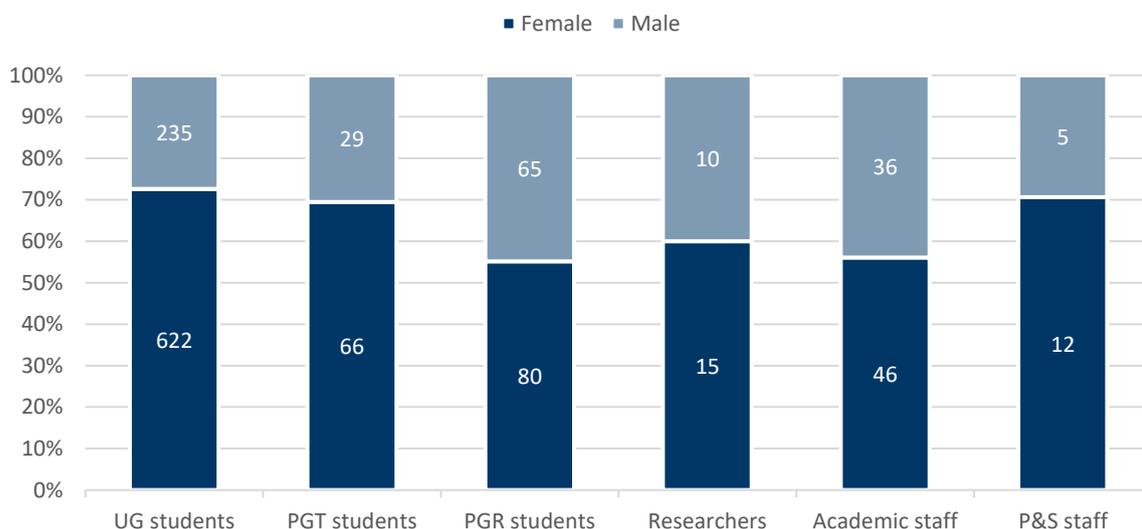
2. DESCRIPTION OF THE DEPARTMENT

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 Faculty of English at Oxford is the largest English department in the world, with 74 permanent Faculty posts and some 200 Faculty members in total. This includes many members of the Faculty who are employed by Oxford's 38 colleges and 6 Permanent Private Halls to teach and research in English. In total, the Faculty has around 200 members. While much of the data considered in this application relates only to staff employed by the Faculty, college post-holders are full members of the Faculty and are treated as such, and college representatives have been fully involved in the self-assessment process.

Chart 1.1 – Composition of the Faculty by gender (2018 snapshot)



The Faculty offices are on the same site as the English Faculty Library, a ten-minute walk from the centre of Oxford. Faculty meetings, central lecturing and seminars take place here and administration teams, senior officers, statutory professors and some Faculty researchers have offices in the building. The majority of tutors have offices in their college buildings and some Faculty researchers are hosted in the Humanities Division, in which the Faculty sits, 15 minutes' walk away. This geographical dispersion means that there is not a strong sense of Faculty identity, with many academics and students identifying with their colleges rather than with the Faculty, and also leads to a heavy reliance on email rather than face-to-face communications.

Among our permanent post-holders we have very low turnover of staff and reported high levels of satisfaction (in the recent Staff Experience Survey (SES), 88% of respondents report being satisfied with their job and 91% would recommend working in the Faculty to a friend). The Faculty is ranked 4th in the Complete University Guide 2019 (5th in 2018) and has been the top ranked English department in the QS World University Rankings for the last four years. Student satisfaction is registered at over 90% on the undergraduate student barometer 2015-2018, and at 93% on NSS student survey of final year undergraduate students in 2017 and 86% in 2018.

College tutors in English have considerable autonomy in organising the delivery and content of the undergraduate syllabus. All courses are highly competitive for entry.

We have two research centres: the Centre for Early Modern Studies and (in creation) the Oxford Centre for Textual Editing and Theory. We also have close links to the Oxford Centre for Life-Writing, based at Wolfson College.

The Faculty is governed by a Faculty Board and there is a termly Faculty meeting for all those who hold membership through teaching and research in the collegiate University. We have historically governed our Faculty by consensus and through consultation. These conditions can make it hard to institute change but it also ensures that change is carefully deliberated and embedded in our systems and future planning.

Those who achieve degrees here (undergraduate or graduate) and those who have held short term posts are well placed and well prepared for future employment and a high percentage go on to further study or to work in academia, the majority, of course, beyond Oxford. Many post-holders in UK universities, and in English-language HE institutions globally, have been research students here, or have held postdoctoral research posts in the collegiate University and/or the Faculty. We are very aware of our responsibility as a leader in the field to ensure that we promote the voices of women and other minority groups who have historically been marginalised by the academy.

WORDCOUNT: 559/500

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

In 2015, the Faculty created the post of Equality and Diversity Officer (EDO), an academic post-holder who sat on most major Faculty committees. In the 2017-18 Faculty strategy review, the Faculty Board indicated its commitment to thinking more carefully and deeply about E&D issues, and made a clear commitment to making improvements, the first of which was the decision to apply for the Athena SWAN Bronze award. The EDO was supported by the Divisional EDO, and had initial discussions with other departments both in Oxford and elsewhere who had recently successfully applied for Athena SWAN accreditation.

Athena SWAN work was formalised in 2017. Open email calls were sent out to all students and staff. To ensure representation covered all staff and student groups, the Faculty Board Chair (FBC) and EDO made personal approaches to particular individuals to ask them to join, and a request for volunteers was also made at the termly Faculty meeting.

Table 3.1: Membership of the SAT

Name (gender)	Faculty Role	Biographical information
Dr Hannah Bailey (F)	College Lecturer	Redacted for privacy
Professor Ros Ballaster (F)	Professor of Eighteenth Century Studies Chair of the Faculty Board	Redacted for privacy
Chris Bayliss (F)	Deputy Administrator; secretary to SAT	Redacted for privacy
Dr Ushashi Dasgupta (F)	Departmental Lecturer	Redacted for privacy
Dr David Dwan (M)	Associate Professor	Redacted for privacy
Dr Siân Grønlie (F)	Associate Professor	Redacted for privacy
Lloyd (Meadhbh) Houston (NB)	DPhil candidate Hertford College LGBT+ Staff Role Model	Redacted for privacy
Dr Andrew Klevan (M)	Associate Professor in Film Studies, Convenor of the MSt. in Film Aesthetics	Redacted for privacy
Waverly March (NB)	Administrative Assistant	Redacted for privacy
Dr Lisa Mullen (F)	Steven Isenberg Junior Research Fellow	Redacted for privacy
Emma Platt (F)	2nd year student at St John's, reading English and French	Redacted for privacy
Emelia Quinn (F)	DPhil candidate	Redacted for privacy
Dr Sophie Ratcliffe (F)	Associate Professor in English Equality and Diversity Officer; Academic Lead for the SAT	Redacted for privacy
Miranda Reilly (F)	Undergraduate student	Redacted for privacy
Sadie Slater (F)	Head of Administration and Finance	Redacted for privacy
Dr Olivia Smith (F)	Wellcome Trust Research Fellow	Redacted for privacy
Professor David Womersley (M)	Thomas Warton Professor of English Literature	Redacted for privacy

The SAT reported to Faculty Board, with those aspects of particular relevance to UG and PG students and staff members being referred to Undergraduate Studies Committee, Graduate Studies Committee, and the Appointments, Finance and Planning Committee respectively for more in-depth discussion.

(ii) an account of the self-assessment process

The full SAT met 9 times between January 2018 and June 2019, and kept in touch outside these meetings through a SharePoint site and email correspondence. SAT meetings were deliberately led in a way which addressed the almost unavoidable sense of hierarchy and power imbalance in the room, and we explored ways in which we could all speak as openly as possible in order to achieve the most useful discussion. Conducting research with the Faculty beyond the SAT membership sometimes required us to set up larger surveys (see below), sometimes smaller focus groups. Four of these were held, one of which was a private Facebook focus group via the student-led 'Women in English at Oxford' group (763 members). The EDO also held some individual interviews with academics and students.

In January 2018, the SAT developed a number of questions to add to the biennial, University-wide SES, based on surveys used in other departments, experience that members of the team had with survey work, and literature on gender in the workplace.

Table 3.2: Staff Experience Survey response rate 2018

	Female	Male	Total	% female	% male
Academic	36	14	50	72%	28%
Research	6	2	8	75%	25%
Professional and Support	9	3	12	75%	25%
Other responses			9		
Grand Total	51	19	79	74%	26%

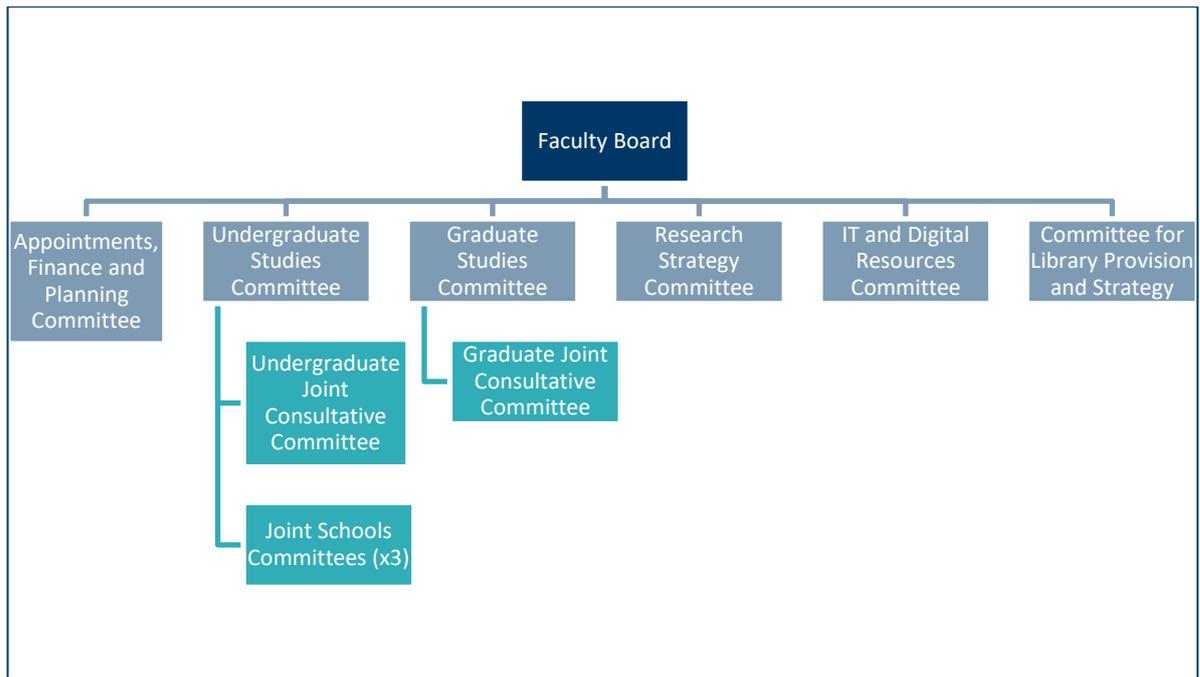
The adapted survey was sent to 124 respondents, so the 79 responses received represent a high response rate (65%), suggesting a high level of engagement. In all staff categories, the proportion of women respondents was higher than the proportion of women in post. 9% of respondents preferred not to declare their gender. While conscious that there are specific issues affecting women’s progression in academia that need addressing, our Faculty is alert to the fact that gender is non-binary and we have been as careful as we could, within the boundaries of our Athena SWAN remit, to consider all gender identities in our conversations.

In May 2019 we strategically divided our team into three subgroups to concentrate on refining our analysis in three areas to present at the relevant Faculty committees for agreement: governance and research; undergraduate matters; graduate matters. Each subgroup met twice independently and the SAT met as a whole to confirm documents prior to their discussion in committees. The final application was reviewed by the central University Equality and Diversity Unit (EDU) and discussed at a Faculty meeting prior to being approved and signed off on behalf of Faculty Board in November 2019.

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

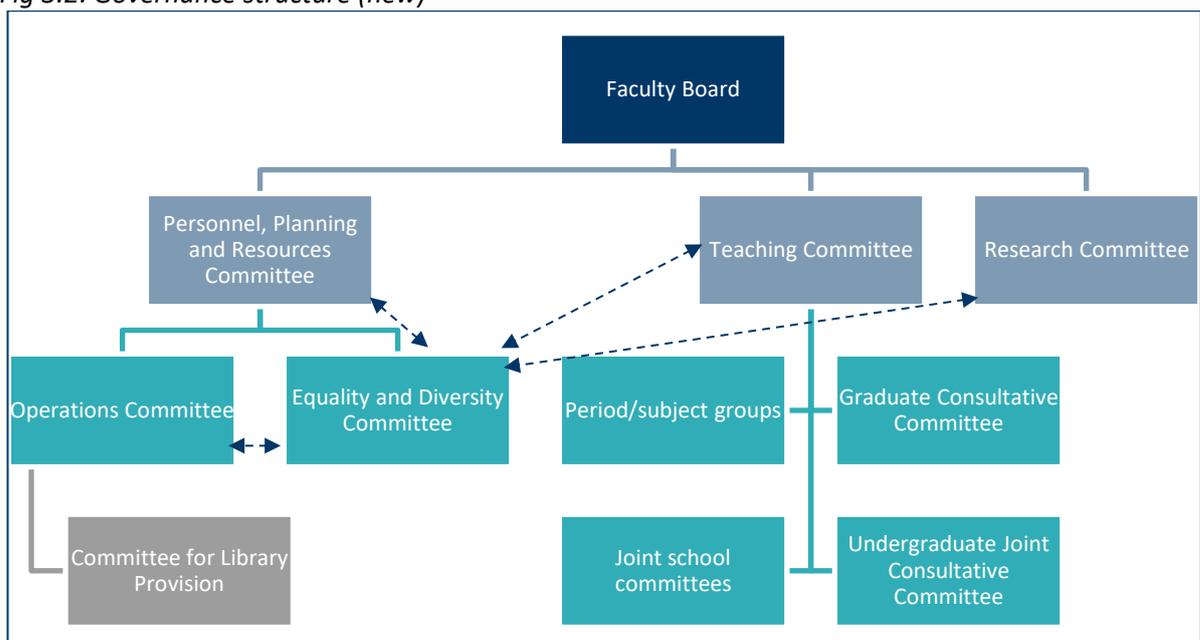
The Athena SWAN self-assessment process showed us that we need a robust and permanent infrastructure for equality and diversity, properly integrated into mainstream Faculty decision-making processes. The SAT and the Faculty’s strategic review (chaired by the FBC) operated in dialogue with each other and equality and diversity are embedded in the formal strategy documentation. The new strategic plan introduces major changes to the Faculty’s governance structure, moving from a very flat structure with the committees of the Faculty Board acting largely independently from one another (Figure 3.1) to a more hierarchical structure which we hope will allow for more joined-up consideration of the wider strategic issues affecting the Faculty, including equality and diversity (Figure 3.2).

Fig 3.1: Governance structure (old)



The new structure also creates an Equality and Diversity Committee (EDC), which will have oversight of the implementation of the Athena SWAN action plan, and the posts of Director of Equality and Diversity (DED; in place of EDO) and Athena SWAN Co-ordinator (ASC) to support this. The membership of the EDC includes a representative nominated from each of the other major Faculty committees, who has a remit for ensuring that due consideration is given to equality issues in that committee’s business. It also includes representatives of early career, college-only and P&S staff, as well as UG and PG student representatives. With the exception of ex officio members, members will hold office for two years (one year for student representatives). In addition, the DED sits on Faculty Board.

Fig 3.2: Governance structure (new)



The SAT's work also influenced strategic areas of development, such as the 'People' section of the Faculty's strategic plan. We have committed to and designed actions: 'to value and reward the excellence of all our students and staff; to release academic staff time for research/scholarship; to ensure that all staff and students can maintain a decent work-life balance; and to even out inequities (between college experience for students/in workload for staff)'. Actions include the creation of an Athena SWAN Coordinator post (with a teaching buyout), the EDC termly meeting, and the carrying out of surveys, reviews and actions as indicated on the plan.

Action points

NB throughout the application, main action points will be highlighted below the relevant sections; more details can be found in the action plan itself. Page references have been provided in the action plan for ease of reference. Numbering of the actions is sequential in the action plan and the same numbering is used in the application text for consistency.

- 1.1.1 Formal constitution of Equality and Diversity Committee as a full Faculty Committee chaired by Director of Equality and Diversity with representation from each of our committees and the Athena Swan lead, ECR and student reps.
- 1.1.2 EDC to meet termly and report to Faculty Board via PPRC.
- 1.1.3 DED to give termly updates to Faculty meeting.
- 1.1.4 EDC to oversee the implementation of measures in the action plan and report annually to PPRC and FB.
- 1.1.5 EDC to monitor and report on diversity issues within the Faculty, and recommend further actions to PPRC and FB.
- 1.2.1 Senior Faculty Officers to commit to modelling one aspect of the email etiquette guidance for a year.
- 1.2.2 All incoming Faculty Officers to be briefed by DED on specific actions/issues relating to their areas of responsibility.
- 1.2.3 Termly email from FBC to all staff (incl college post-holders) to signpost social and training opportunities and progress on Athena Swan action plan.
- 2.1.1 Work with EDU to develop targeted IB training for staff reading written work/references/applications, to be offered to all examiners and graduate assessors.
- 2.1.2 Require all new staff and those taking on senior faculty roles to complete POD training on "Equality and Diversity" and "Challenging Behaviour".
- 2.1.3 Encourage existing staff to complete POD training on "Equality and Diversity" and "Challenging Behaviour".
- 2.1.4 Require all new PIs who are managing researchers to complete POD training on "Inclusive Leadership".
- 2.1.5 Require all Faculty representatives on interview panels to have completed recruitment and selection training.

WORDCOUNT: 901/1000

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

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

n/a

- (ii) Numbers of undergraduate students by gender

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

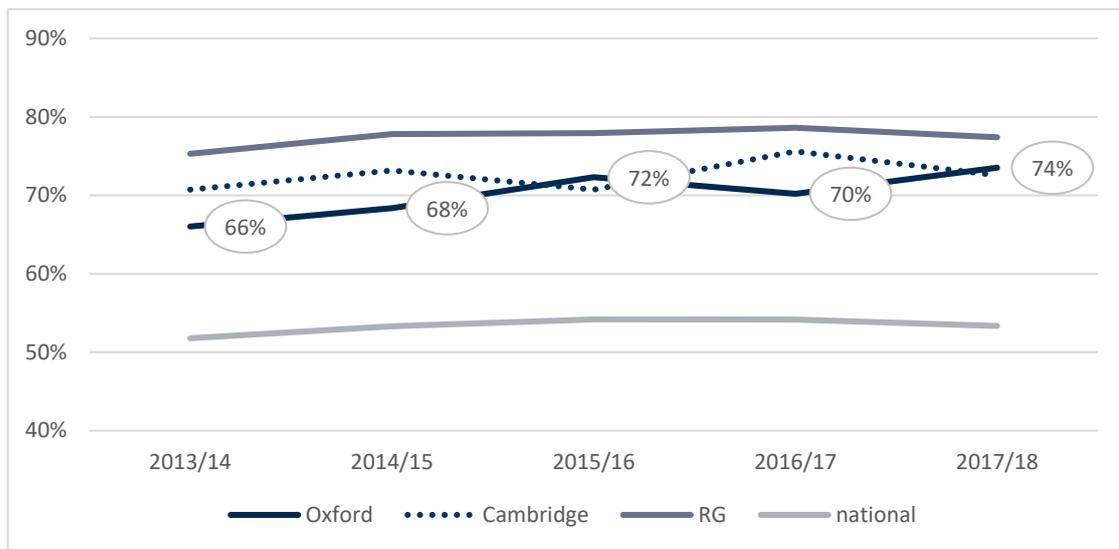
The Faculty's main undergraduate degree is the three-year BA in English Language and Literature (ELL), which is taken by 81% of our students. The remainder are distributed between the Faculty's three joint-honours degrees. All of these programmes are available on a full-time basis only; we do not offer part-time undergraduate degrees (see Table 4.1.1 for gender breakdown).

Table 4.1.1: Undergraduate student numbers by programme (Dec 2018 snapshot)

	Female	Male	Total	% female
BA English Language and Literature (ELL)	497	197	694	72%
BA Classics and English (CLENG)	31	5	36	86%
BA English and Modern Languages (EML)	62	25	87	71%
BA History and English (HENG)	32	8	40	80%
Total	622	235	857	74%

The proportion of female students admitted by the Faculty (74% in 2017-18) is slightly lower than the proportion for the Russell Group overall (77%), although it is very similar to Cambridge (73%). Oxford, Cambridge and the Russell Group generally are significantly above the national average (53%) in terms of % of female UGs (Chart 4.1.1); however, the national figure is not directly comparable as this includes media studies, journalism and creative writing courses as well as English language and literature.

Chart 4.1.1: % female UG students – benchmarking 2013/14-2017/18



ELL is a majority female subject at UG and PG levels across the UK. This reflects the applicant pool, with over 75% of A-level entries in English literature, and over 70% of entries for English language and literature courses, being female students. The SAT agreed that given the gender balance of the applicant pool we should not attempt to shift from majority female entry to gender parity. Analysis of student outcomes suggests that male students are not disadvantaged by the majority female environment, but we are mindful of the need to ensure that no students are disadvantaged because of their gender.

Admissions

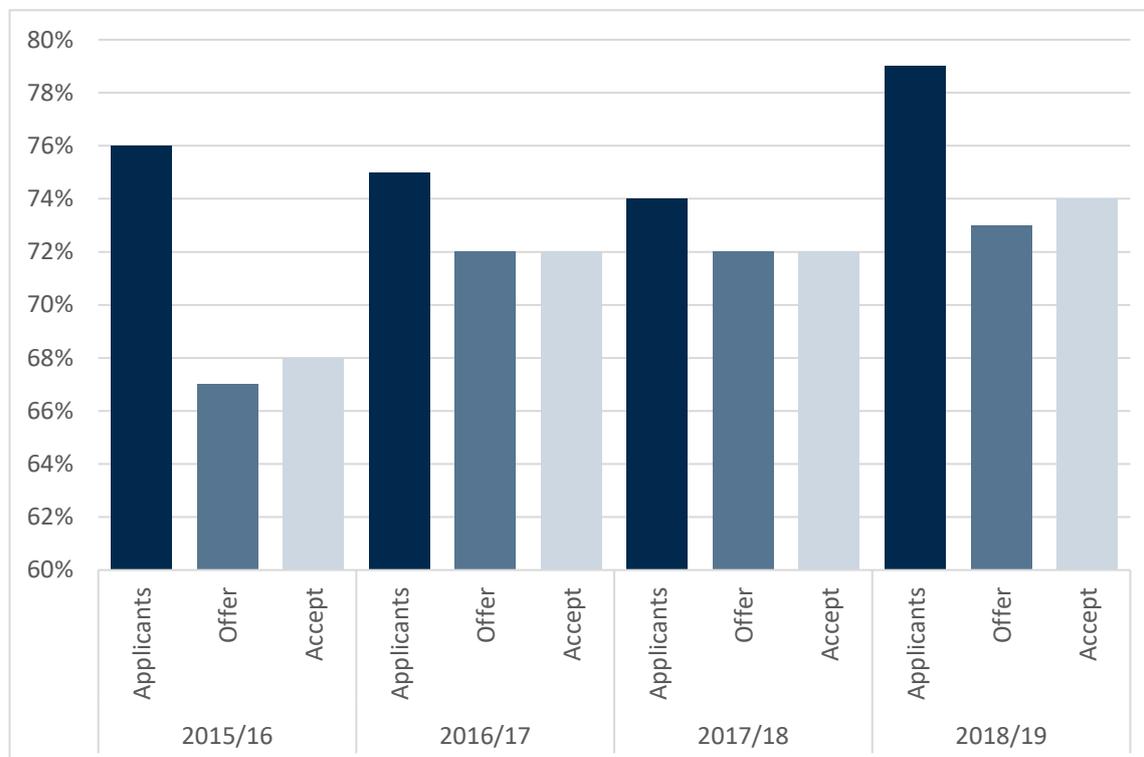
Fewer men apply to study English at Oxford but they are proportionally more likely to gain a place (Table 4.1.2; Figure 4.1.2). Averaged over 4 years, 76% of applicants are female (m=24%); 71% of offers are made to women (m=29%).

Table 4.1.2: UG recruitment numbers 2015/16 to 2018/19

		Female	Male	Total	% female
2015/16	Applicants	923	291	1214	76%
	Shortlisted	543	197	740	73%
	Offer	189	92	281	67%
	Accept	178	84	262	68%
2016/17	Applicants	871	294	1165	75%
	Shortlisted	537	168	705	76%
	Offer	204	78	282	72%
	Accept	189	72	261	72%
2017/18	Applicants	783	277	1060	74%
	Shortlisted	467	179	646	72%
	Offer	212	83	295	72%
	Accept	183	71	254	72%
2018/19	Applicants	910	243	1153	79%

	Shortlisted	572	160	732	78%
	Offer	226	84	310	73%
	Accept	202	71	273	74%

Figure 4.1.2: UG recruitment numbers 2015/16 to 2018/19: % of female UGs at each stage



Applicants are shortlisted on the basis of the UCAS form, performance in the English Literature Admissions Test (ELAT) and submitted written work. Available contextual information, particularly around GCSE scores in relation to individual school performance, is also taken into account at this stage. Between 50% and 60% of applicants are shortlisted for interview. All shortlisted candidates receive at least two interviews. All interviewers are required to undertake interview training, including unconscious bias training. The completion of this training is monitored by colleges and no data is available to the Faculty.

Action points

2.1.1 Work with EDU to develop targeted IB training for staff reading written work/references/applications, to be offered to all examiners and graduate assessors.

2.1.2 Require all new staff and those taking on senior faculty roles to complete POD training on "Equality and Diversity" and "Challenging Behaviour".

5.1.1 Admissions statistics, including a breakdown by gender, to be considered each year by TC and Faculty meeting.

5.1.2 Model the impact of changes to pre-interview banding, agree changes for implementation from 2020-21 admissions cycle and monitor the effect of agreed changes.

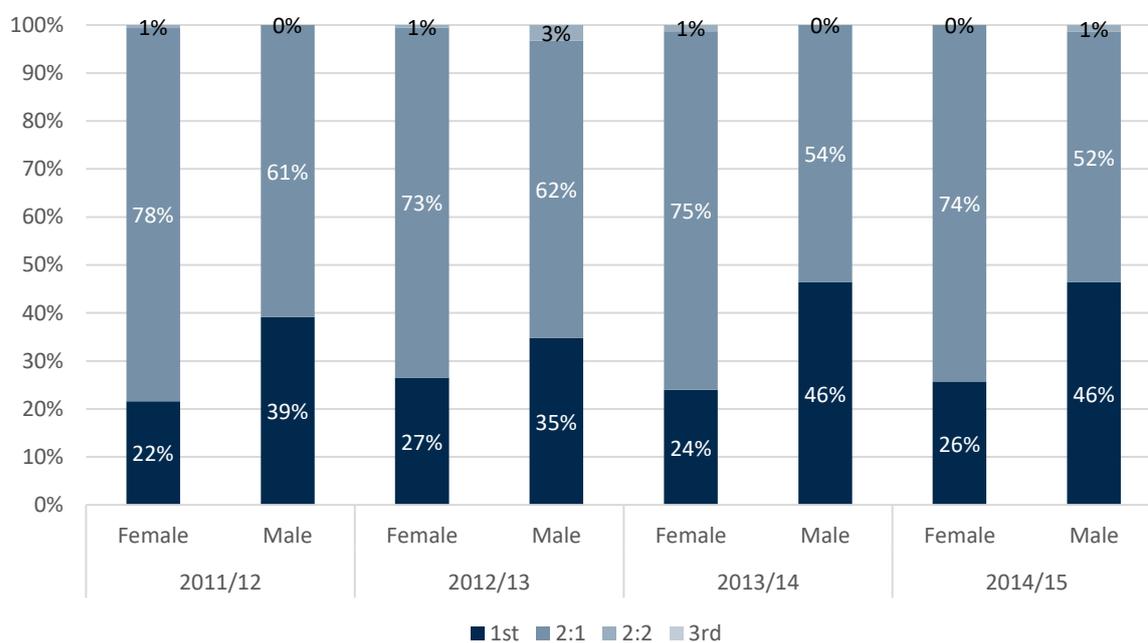
Degree Attainment

Table and Chart 4.1.3 breakdown attainment data by cohort and gender.

Table 4.1.3: Attainment data English UG

Cohort (year of entry)	Degree attainment	Female	Male	Total	% of women	% of men	% of total
2011/12	1st	33	36	69	22%	39%	28%
	2:1	119	56	175	78%	61%	71%
	2:2	1	0	1	1%	0%	0%
	3rd	0	0	0	0%	0%	0%
2012/13	1st	44	32	76	27%	35%	29%
	2:1	121	57	178	73%	62%	69%
	2:2	1	3	4	1%	3%	2%
	3rd	0	0	0	0%	0%	0%
2013/14	1st	36	32	68	24%	46%	31%
	2:1	112	37	149	75%	54%	68%
	2:2	2	0	2	1%	0%	1%
	3rd	0	0	0	0%	0%	0%
2014/15	1st	37	32	69	26%	46%	32%
	2:1	107	36	143	74%	52%	67%
	2:2	0	1	1	0%	1%	0%
	3rd	0	0	0	0%	0%	0%

Chart 4.1.3: UG degree classification 2011/12 – 2014/15 cohorts



Between 2012 and 2018, 20% of women studying English nationally gained a first-class degree, so the Faculty 2012-17 average of 29% is significantly better than the national average, slightly better than the Russell Group average (25%) and nearly equal to Cambridge (30%). However, over the same period 42% of male English students at Oxford were awarded first-class degrees, double the national average of 21% and higher than both the Russell Group (28%) and Cambridge (39%) averages. Year on year, the data shows a consistent gender gap in the proportion of students obtaining a First class degree, ranging between 2% and 13% in favour of males. Further analysis suggests that the

attainment gap is larger in the written examinations, whereas in the submitted coursework papers, the gender attainment differential is reduced, though still present.

This data is regularly considered at committee meetings, and forms a significant part of the work of the Teaching Committee (TC). The EDC will work with the TC to analyse the issues and develop actions to address the gender attainment gap, particularly around issues of culture and environment.

Action points

5.2.1 Introduce workshop (designed with CTL) in 'inclusive teaching' practice to be run annually in the Faculty with requirement that all staff members undertake the training within three years maximum

5.2.2 Introduce core lectures addressing issues of diversity, decolonising and gender.

5.2.3 Working group to review diversity of curriculum in practice.

5.2.4 Research and produce best practice guidance on content noting in collaboration with student representatives. Promote and share findings across Division via high level committees.

5.3.2 Report and discuss gender gap statistics, including a breakdown by degree programme, annually at both the TC and the Faculty meeting. Statistics to be included under reserved business to avoid stereotype threat.

5.3.4 Carry out modelling of the effect on the gender gap of using different criteria for the award of a First and take appropriate action based on the outcomes.

5.3.5 Identify further measures to address the gender attainment gap, and pilot these.

5.3.6 Carry out further analysis of the gender gap by college. Speak to colleges with smaller gaps to identify examples of best practice which could be shared across all colleges.

5.3.7 Investigate the perception that gender-related topics and answers are not rewarded in line with other topics and responses, and develop actions to address this (*further information in Action Plan*).

(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.

At PGT level, the Faculty recruits from an international pool of students. We aim to attract the best students, regardless of gender or background. We offer a 9-month MSt, subdivided into 7 period/subject strands, and a 21-month MPhil in English Studies (Medieval Period). Both of these programmes are full time (Table 4.1.4 gives gender breakdown). We do not offer part-time PGT courses.

Table 4.1.4: PGT student numbers, 2014/15 to 2017/18

	2014/15	2015/16	2016/17	2017/18
MPhil English Studies (Medieval)	5	2	3	1
MSt English:				
650-1550	13	14	12	15
1550-1700	20	19	12	18
1700-1830	19	11	10	18
1830-1914	16	16	13	17
1900-present	18	17	13	21
English and American Studies	7	4	9	9
English Language (discontinued)	0	7	0	0
World Literatures in English	11	10	9	14
Total	109	100	81	113
Female	66	63	51	67
Male	43	37	30	46
% female	61%	63%	63%	59%

The proportion of female PGT students in the Faculty (59% in 2017-18) is slightly higher than the national (58%) and Russell Group (54%) averages, although the proportion of women studying at PGT level is significantly lower than the proportion (74% in 2017-18) at undergraduate level.

Action points

4.1.3 Study English at PG day: Hold an annual PG Study Day in Michaelmas Term to provide information about applying for PGT and PGR degrees. Sessions to be open to all current students

Admissions

Although women constitute a majority of applicants, of offer-holders and of admitted students, there is a significant reduction in the percentage of women offered places compared to the percentage of female applicants (Table 4.1.5).

Table 4.1.5: PGT admissions by gender 2014/15 – 2018/19

Year		Female	Male	Total	% female
2014/15	Applicants	348	159	507	69%
	Offer	117	71	188	62%
	Accept	66	45	111	59%
2015/16	Applicants	366	161	527	69%
	Offer	118	67	185	64%
	Accept	63	37	100	63%
2016/17	Applicants	375	172	547	69%
	Offer	82	51	133	62%
	Accept	51	30	81	63%
2017/18	Applicants	403	162	565	71%
	Offer	102	74	176	58%
	Accept	67	46	113	59%

2018/19	Applicants	424	156	580	73%
	Offer	118	47	165	72%
	Accept	63	29	92	68%

This is reflected in a difference of 11% in the average application to offer rates for women (27%) and men (39%) between 2014 and 2018 (Table 4.1.6 shows annual variation).

Table 4.1.6: PGT admissions ratios by gender, 2014/15 – 2018/19

Year	Application to offer rate		Gender gap	Offer to acceptance rate		Gender gap
	Female	Male		Female	Male	
2014/15	33%	45%	-11%	57%	63%	-7%
2015/16	32%	42%	-9%	53%	55%	2%
2016/17	22%	30%	-8%	62%	59%	3%
2017/18	25%	46%	-20%	66%	62%	4%
2018/19	24%	30%	-6%	65%	62%	3%
Average	27%	39%	-11%	60%	60%	1%

The significant gender difference does not appear to be a problem for Cambridge, where on average 19% of female and 22% of male applicants receive offers, suggesting that action is needed to address this gap.

Funding

The Faculty has a very limited amount of funding available for PGT students, much of it restricted to students applying for particular strands of the MSt and to students paying Home/EU fees only. The list of candidates to be nominated for funding comprises the top-ranked candidates in each strand.

Table 4.1.7: Candidates nominated for funding, by gender, 2014/15-2019/20

Funding	Shortlist			Longlist		
	Female	Male	% female	Female	Male	% female
2014/15	9	7	56%	13	10	57%
2015/16	7	7	50%	14	10	58%
2016/17	8	3	73%	13	9	59%
2017/18	10	4	71%	15	12	56%
2018/19	7	3	70%	11	9	55%
2019/20	2	7	22%	13	18	42%

In 2014-19, on average 57% of initial funding nominations went to women, reducing to 54% when reserve candidates are taken into account. There is significant year-on-year variation in these figures, and this is an area of particular concern to the Faculty as, in 2019, only 22% of initial funding nominations (the top-ranked candidates in each strand) were for women, and only 42% of nominations including reserves.

We are concerned both that this striking differential in the top-ranked candidates may be indicative of broader concerns about the way applications are assessed, and that the presence or absence of funding may also have an effect on the performance of graduates on course, impacting on self-concept and economic security, which in turn might affect the amount of time students are able to

spend studying and have an impact on attainment. In addition, it is possible that concerns about funding, including concerns related to gender and funding, may deter female applicants. Our ambition is to ensure that, in future, funding nominations reflect the average gender balance of successful applicants over a three-year period.

Action points

2.1.1 Work with EDU to develop targeted IB training for staff reading written work/references/applications, to be offered to all examiners and graduate assessors.

4.1.3 Study English at PG day

4.2.1 Obtain and review benchmarking data on funding nominations and ranking from other Humanities Faculties. TC and RC to consider data and differences between English and other faculties

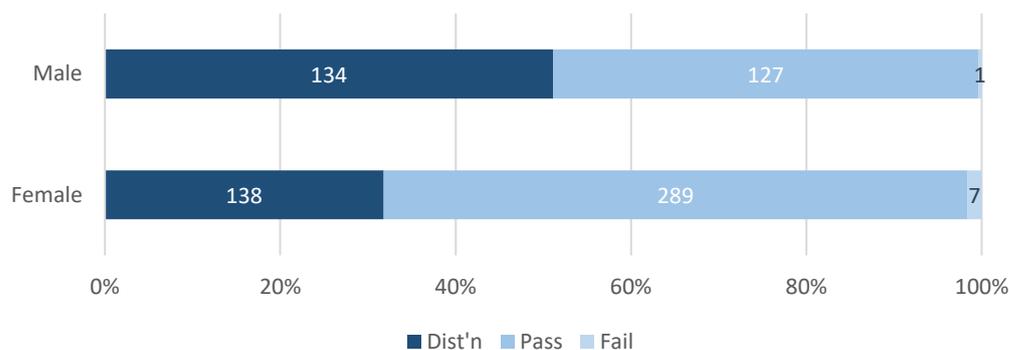
4.2.2 Remove stranding from the decisions for PGT and PGR funding nominations (with the exceptions of period specific funded places)

4.2.3 Ensure all assessors are briefed on issues of gender and funding and provide information on gender statistics.

Attainment

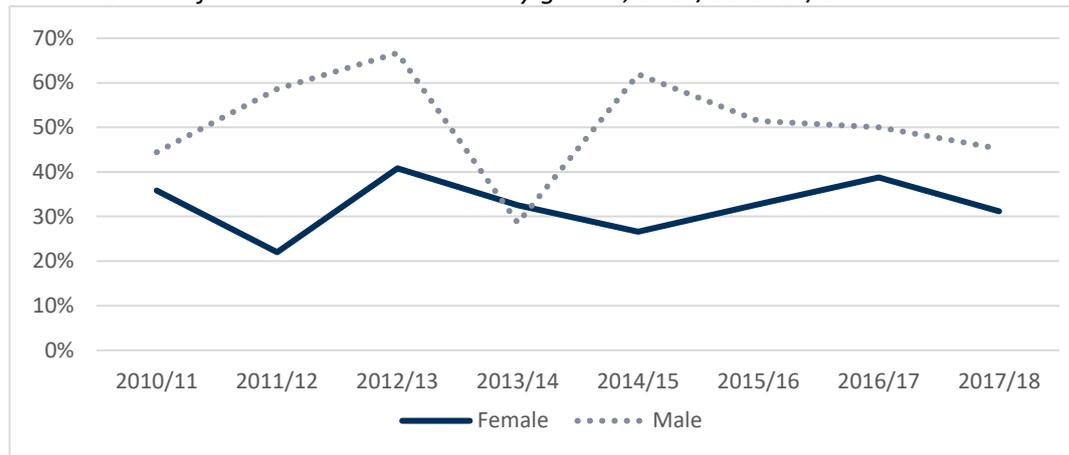
As at undergraduate level, there is a significant gender attainment gap in evidence in the Faculty’s PGT programmes, with a greater proportion of men than women awarded distinctions (Chart 4.1.4). Between 2010/11 and 2017/18 only 8 students (1%) failed; 7 of these were female. There is no clear pattern to these failures in terms of the strand or the element(s) of the course which were failed, but despite the low proportion of failures overall the gender disparity is an area of concern.

Chart 4.1.4: PGT attainment 2011/12-2017/18



Although the size of the gender gap varies from year to year, it is consistently present, with women outperforming men only once in the period from 2010-2018 (Chart 4.1.5).

Chart 4.1.5: % of distinctions at PGT level by gender, 2010/11-2017/18

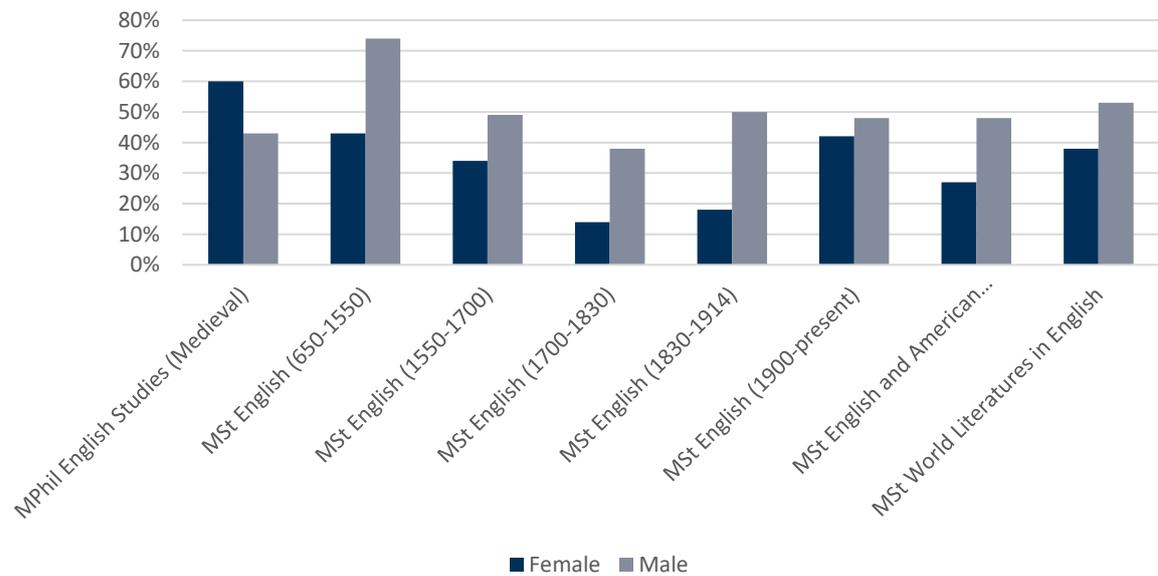


To varying degrees, the gender attainment gap is present across all strands of the one-year MSt; only in the two-year MPhil do a higher percentage of women than men achieve distinctions (Table 4.1.8; Chart 4.1.6).

Table 4.1.8: % of female and male PGT students attaining a distinction, by strand and gender, 2010/11-2017/18 entry cohorts

	Female	Male	Gender gap
MPhil English Studies (Medieval)	60%	43%	17%
MSt English (650-1550)	43%	74%	-31%
MSt English (1550-1700)	34%	49%	-15%
MSt English (1700-1830)	14%	38%	-24%
MSt English (1830-1914)	18%	50%	-32%
MSt English (1900-present)	42%	48%	-6%
MSt English and American Studies	27%	48%	-21%
MSt World Literatures in English	38%	53%	-15%

Chart 4.1.6: Attainment differential by gender and course specialism: % of cohort achieving a distinction, 2010/11-2017/18 entry cohort



Comments in our online women-only graduate focus group highlighted potential issues related to gender and performance:

...the large group seminars on the MSt [were] quite stressful for reasons that I think are at least partly gendered – not only because airing opinions on the fly is something men are likelier to be comfortable doing, but because you often had to fight to get something in...

Some respondents to the student survey reported that 'my overall experience has been quite positive and enriching'. However, other respondents repeatedly noted anxieties about 'framework', a 'lack of support' particularly for those from 'non-western/non-first world university structures', 'feeling unprepared and often confused'.

Action points

4.1 Encourage women to progress from UG to PGT and PGR study: *eg Study English at PG day*

5.2 Ensure that curriculum and teaching methods consider and address issues of diversity and gender (*all sub points – see Action Plan*)

2.5.7 Work with PGR student reps to produce a 'code of conduct' for graduate supervisees and supervisors informed by the Graduate Survey and introduce training for supervisors based on this.

5.3.8 Investigate the relationship between the scores given on PGT applications (especially for written work), funding, and PGT results according to gender. Report on the findings and the implications for the PGT gender gap.

5.3.9 DTGS to report annually to EDC in MT on whether there is any correlation with choice of topic or student circumstances for failed MSt submissions.

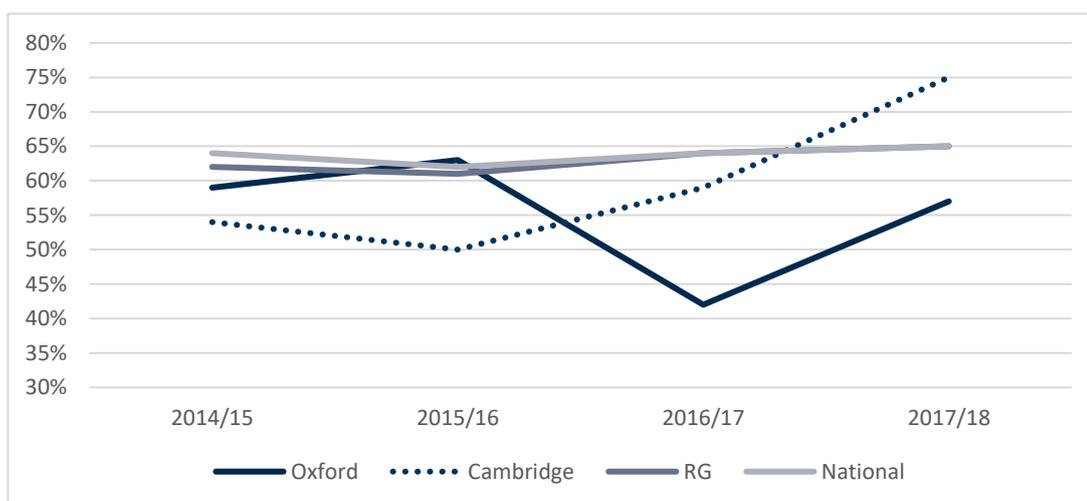
(iv) Numbers of men and women on postgraduate research degrees

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

At PGR level, the Faculty recruits from an international pool of students. At present, we only admit PGR students to full-time study, but in response to student demand a part-time DPhil programme will be launched in Michaelmas Term 2020.

Over the period 2014 to 2018, on average 55% of PGR students were women, lower than the averages for Cambridge (57%), the Russell Group (63%) and nationally (64%). The proportion of women studying at PGR level is also significantly lower than the proportion of female PGT students.

Chart 4.1.6: PGR courses % female, Oxford and benchmarks



Admissions

Although women continue to constitute a majority of applicants, of offer-holders and of admitted students, as at PGT level, there is a significant reduction in the percentage of women offered PGR places compared to the percentage of female applicants. The percentage of women applying for PGR study is roughly equivalent to the percentage of women studying at PGT level, suggesting that the reduction in the proportion of women studying at PGR level is a function of the admissions process and not of demand.

Table 4.1.9: English PGR admissions by gender, 2014/15-2018/19 entry cohorts

		Female	Male	% female
2014-15	Application	152	90	63%
	Offer	52	45	54%
	Acceptances	22	13	63%
2015-16	Application	143	82	64%
	Offer	43	34	56%
	Acceptances	19	11	63%
2016-17	Application	144	96	60%
	Offer	70	43	62%
	Acceptances	13	18	42%

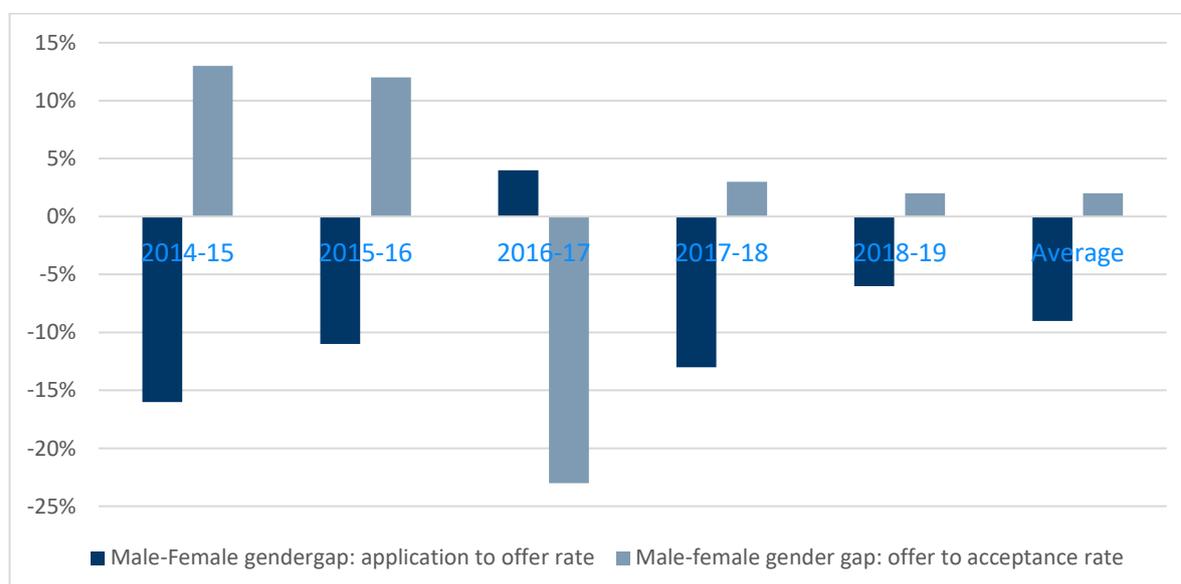
2017-18	Application	129	75	63%
	Offer	50	39	56%
	Acceptances	22	16	58%
2018-19	Application	130	93	58%
	Offer	62	50	55%
	Acceptances	25	19	57%

The gender differential success rates for PGR applicants are less marked than at PGT, but there continues to be a difference.

Table 4.1.10: PGR admissions ratios, by gender, 2014/15-2017/18 entry cohorts

Year	Application to Offer Rate		Gender gap	Offer to Acceptance Rate		Gender gap
	Female	Male		Female	Male	
2014-15	34%	50%	-16%	42%	29%	13%
2015-16	30%	42%	-11%	44%	32%	12%
2016-17	49%	45%	4%	19%	42%	-23%
2017-18	39%	52%	-13%	44%	41%	3%
2018-19	48%	54%	-6%	40%	38%	2%
Average	40%	49%	-9%	38%	36%	2%

Chart 4.1.7: Gender differential at Application to Offer Rate and Offer to Acceptance Rate, 2014/15-2018/19



Men's application to offer success rate is, on average, higher than that of women by nearly 10 percentage points. It is also noticeable that, if offered a place, female applicants are usually more likely to accept their place at Oxford. One hypothesis is that male applicants are either offered funded places elsewhere and/or that they are less likely to accept non-funded places.

Funding

There is a discrepancy between the proportion of women nominated for funding and the proportion of women receiving offers. Since 2014, 60% of PGR funding nominations have been for male applicants, compared to 43% of offers; in 2018 and 2019, 69% of nominations each year went to men. The admissions assessors do not record the reasons for their decisions, and funding nomination practices change from year to year, but it is clear that further work is required to understand and address the reasons for this discrepancy. Our ambition is to ensure that, in future, funding nominations reflect the average gender balance of successful applicants over a three-year period.

Action points

2.7.4 EDC to deliver measures to improve the experience of staff and student parents. Measures coproduced with focus groups and staff networks (*see Action Plan for further breakdown*).

4.1.3 Study English at PG day

4.2.2 Remove stranding from the decisions for PGT and PGR funding nominations (with the exceptions of period specific funded places)

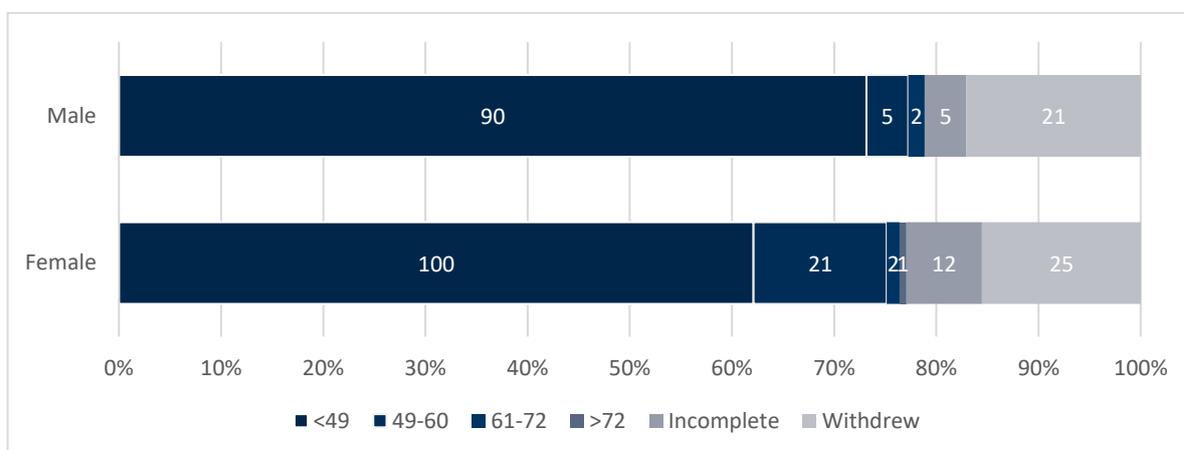
4.2.3 Ensure all assessors are briefed on issues of gender and funding and provide information on gender statistics.

4.3 Promote and ensure adequate support for newly-introduced part-time DPhil.

Attainment

Since the 2008 entry cohort, 62% of women PGR students completed within 4 years, compared to 73% of men; a further 13% of women completed during their fifth year from admission, bringing the total up to 75% (m=77%). Withdrawal rates for men and women are broadly similar, though the proportion of women yet to complete (7%) is almost double that of men (4%). These rates are typical for Humanities subjects at Oxford.

Chart 4.1.8: PGR time to submission by gender, 2008/09-2014/15 entry cohorts



The Faculty does not currently hold sufficiently detailed data on individual students' progress to enable us to fully understand the causes of these variations. A number of actions have been

identified to both support more women to complete DPhils within four years, and promote more flexible PGR study arrangements that enable research to be balanced with family commitments.

Action points

2.7 Improve support for student parents and carers (*see Action Plan for further breakdown*).

4.2.2 Remove stranding from the decisions for PGT and PGR funding nominations (with the exceptions of period specific funded places)

4.2.3 Ensure all assessors are briefed on issues of gender and funding and provide information on gender statistics.

4.3 Promote and ensure adequate support for newly-introduced part-time DPhil

5.3.10 Conduct a pilot analysis of detailed historical data on individual PGR students' progress to see whether it is possible to use this to draw more definite conclusions as to the causes of gender variations.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

We do not see undergraduate study at Oxford as a 'progression pipeline' to graduate study at Oxford; at UG level, recruitment is mainly from UK schools, whereas at both PGT and PGR level we operate within an international market, and would not necessarily expect students to remain at the same institution from first degree to doctorate. Nonetheless, comparing with relevant benchmark data (see Chart 4.19 and Table 4.1.11), the downward trend in the proportion of female students at each level is a cause for concern.

Chart 4.1.9: Student progression pipeline, benchmarked

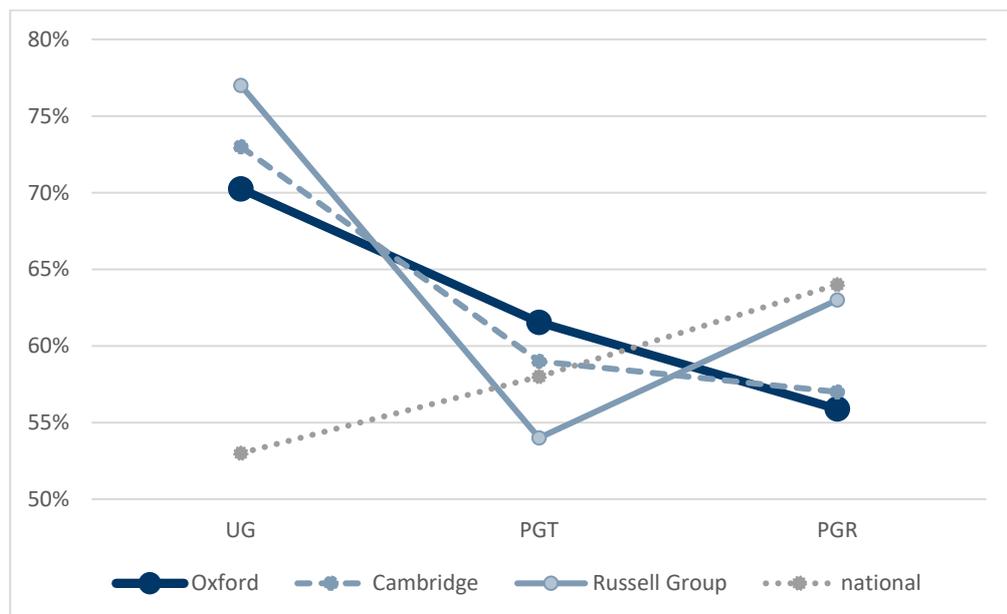


Table 4.1.11: Proportions of female students at each level, Oxford and benchmarks

	UG	PGT	PGR
Oxford	70%	62%	56%
Cambridge	73%	59%	57%
Russell Group	77%	54%	63%
National	53%	58%	64%

Action points

2.6.6 Develop and run a *Women in English* day (see *Action Plan for more information*).

4.1.1 Update “how to apply” information on the website, to ensure that the guidance on statement of purpose is clear, as well as reviewing a list of FAQs for applicants.

4.1.2 Survey UG students on how likely students are to pursue postgraduate study and which factors most influence their decision.

4.1.3 Study English at PG day: Hold an annual PG Study Day in Michaelmas Term to provide information about applying for PGT and PGR degrees. Sessions to be open to all current students and external applicants, and to be videoed and shared online.

4.2.2 Remove stranding from the decisions for PGT and PGR funding nominations (with the exceptions of period specific funded places)

4.2.3 Ensure all assessors are briefed on issues of gender and funding and provide information on gender statistics.

4.3 Promote and ensure adequate support for newly-introduced part-time DPhil.

5.4.1 Make better use of the Faculty’s graduate teaching register to match students with teaching opportunities in the Faculty and colleges

5.4.2 Create a register of PGT and PGR students who would be happy to be approached for research assistant work, listing their skills. DDS to encourage post-holders to consult this database when appointing a graduate research assistant.

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.

Please see the Oxford brief for information about academic staff

Academic staff (teaching and research contracts)

Between 2014 and 2018 the proportion of women among teaching and research staff has remained steady at an average of 57%. This compares favourably with the national (52%), Russell Group (49%)

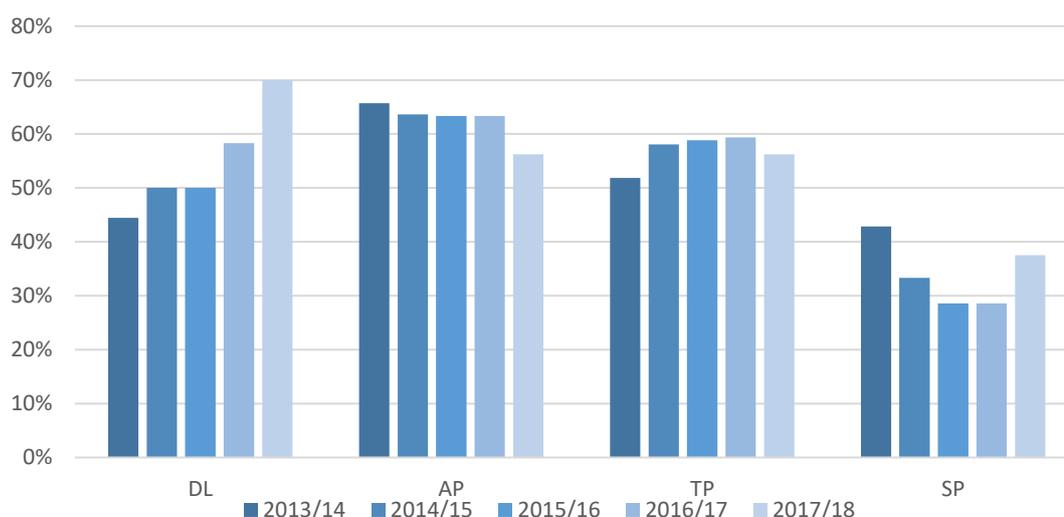
and Cambridge (44%) averages. Taking both Statutory and Titular Professors (SPs and TPs) together, the proportion of women professors (53%) is also higher than the national (43%) and Russell Group (46%) averages. However, while we are happy to maintain the current proportion of female academic staff, we note that 57% represents a significant drop from the proportion of women entering at UG level (70%), or even the proportion of women studying at PGT level.

Table 4.2.1: teaching and research staff by gender, 2014-18

			2014	2015	2016	2017	2018
Permanent staff	Statutory Professor	Female	3	2	2	2	3
		Male	4	4	5	5	5
		% female	43%	33%	29%	29%	38%
	Titular Professor	Female	14	18	20	19	18
		Male	13	13	14	13	14
		% female	52%	58%	59%	59%	56%
	Associate Professor	Female	23	21	19	19	18
		Male	12	12	11	11	14
		% female	66%	64%	63%	63%	56%
Fixed-term staff	Departmental Lecturer	Female	4	5	3	7	7
		Male	5	5	3	5	3
		% female	44%	50%	50%	58%	70%
Grand Total			78	80	77	81	82
% female			56%	58%	57%	58%	56%

The reduction in the proportion of female Associate Professors (APs) between 2014 and 2018 is largely explained by promotions to TP. The proportion of women SPs remains well below the proportion of all academic staff who are women. The small number of SP posts means that individual recruitment decisions have a significant impact on the overall gender balance; of the last four appointments, two have been women.

Chart 4.2.1: teaching and research staff % female, 2013/14 - 2017/18



There is a year-on-year rise in the proportion of women being appointed as DL, and currently the proportion of women DLs (70%) is significantly higher than the proportion of women in permanent academic posts and in line with the undergraduate ratio. However, these are short-term contracts and it is not yet clear whether this represents a definite trend. The Faculty recognises the problems inherent in making short-term appointments; see sections 5.3(i) and 5.3(iii).

Action points

3.1.1 Faculty policy document, including data from previous years' recruitment exercises, circulated to all faculty members on recruitment panels.

3.1.2 E&D committee to regularly review job descriptions to ensure the language used reflects best practice.

3.1.3 FBC to remind panel of gender-related issues (including around caring responsibilities) in assessing applications.

3.1.4 For all academic recruitment processes, offer shortlisted candidates an informal information discussion with a named Faculty contact. Monitor take-up of this offer and whether this differs by gender.

3.1.5 Continue with practice of only requesting references for shortlisted candidates.

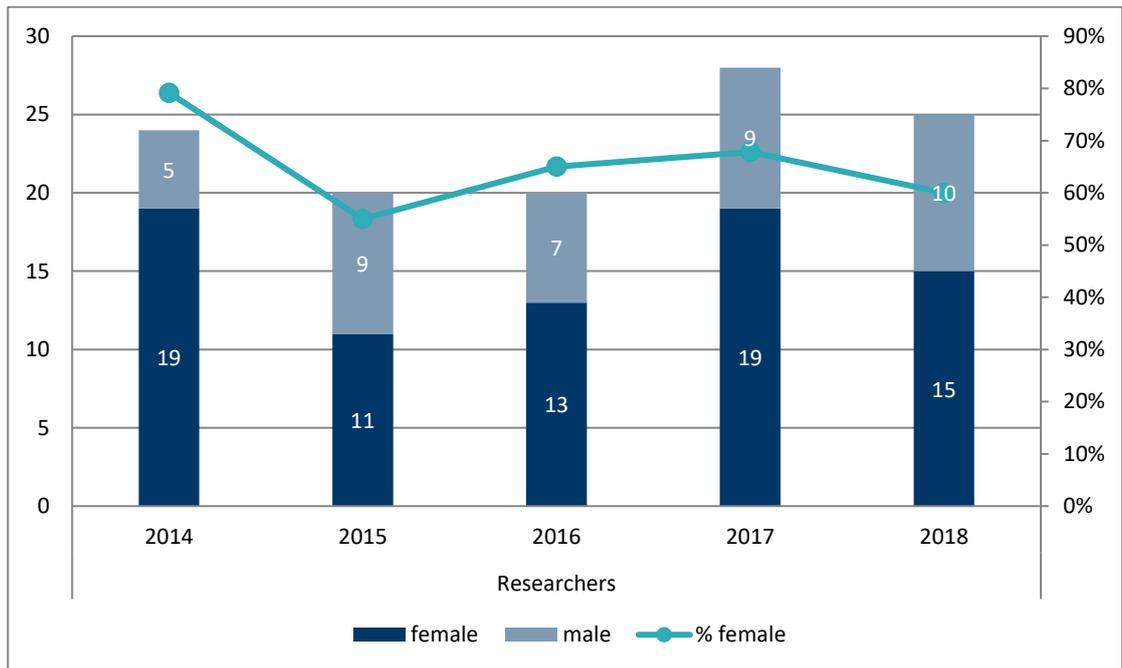
3.3.1 Develop a more structured training/development programme and offer formal opportunities for research-only staff to gain teaching experience and improve employability.

3.3.2 EDC to monitor numbers taking up training and development opportunities (including teaching opportunities) by staff, post doc and PGR students. Reports to highlight any gender differentials in uptake, and EDC to recommend any necessary changes

Research-only staff

The proportion of women on research-only contracts (60% in 2018) is higher than the proportion of women on teaching and research contracts. However, research posts usually carry no teaching responsibilities and their focus on specialist areas does not necessarily provide a good foundation for the broad coverage required by the Faculty's teaching posts. See section 5.3(i).

Chart 4.2.2: research-only staff by gender, 2014-18



Action points

3.3.3 Make better use of the Faculty teaching register to match research-only staff with college teaching opportunities.

3.3.4 Implement “career conversations” for all permanent academic post-holders, in accordance with the proposal from the Humanities Division.

3.3.5 All PIs to attend appraisal training and offer annual PDR to researchers.

Other staff

In addition to academic staff employed by the Faculty, there are a large number of individuals who work in hourly-paid teaching roles, or are employed on temporary contracts, for Oxford colleges. We do not have data on these roles. There is considerable permeability between Faculty and college employment, with junior college teaching posts often forming a stepping stone between PGR and DL, and more senior posts being filled by former DLs.

Although the SES was aimed at Faculty employees only, the responses suggest that post-holders have concerns that, given the Faculty’s reliance on these precariously-employed individuals, we have a responsibility to ensure that we are supporting their career progression.

Action points

2.4.1 Appoint a permanent college lecturer on a 0.1FTE contract with the Faculty as College Staff Liaison Officer (CSLO) to serve as contact point for college only post-holders.

2.4.2 CSLO to sit on Teaching Committee and EDC and to hold termly meetings with FBC and DED to report on issues and concerns.

2.4.3 Faculty office in annual gathering of names of college-only post-holders to provide statistical report by gender to be received by EDC.

2.4.4 Survey college-only post-holders to investigate the relationship between gender and career progression, including establishing whether early-career women find themselves in longer service in these posts than men.

2.4.5 Create a handbook for college-only post-holders, to be distributed each year via senior English tutors in colleges and college offices. Information to be similar to Faculty employees' handbook, and prepared in collaboration with CSLO.

SILVER APPLICATIONS ONLY

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

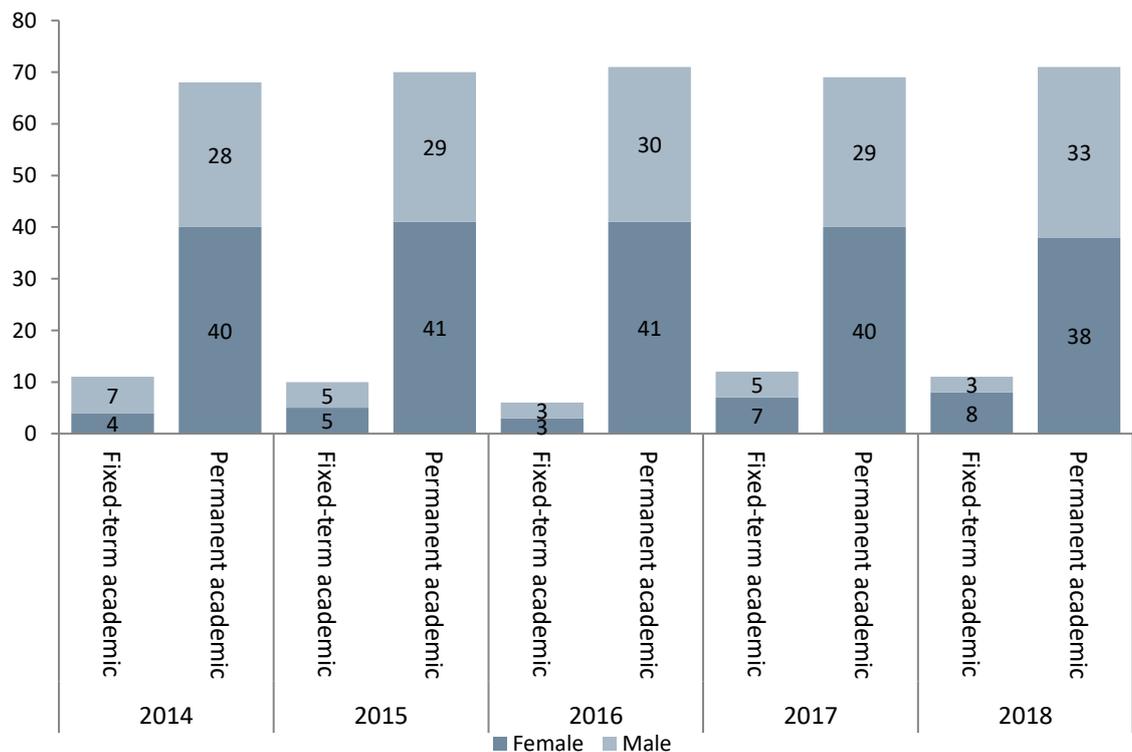
- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

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

Fixed-term contracts

All SPs, TPs and APs are employed on permanent contracts. DLs and research staff are on fixed-term contracts. There are no trends relating to gender other than those already identified by reference to post type.

Chart 4.2.4: academic staff by contract type 2014-18



All staff approaching the end of a fixed-term contract can use the University's Careers Service (UCS) for advice and guidance. In addition, staff leaving at the end of a fixed-term contract are automatically offered a continued association with the Faculty for up to a year. One former staff member notes that 'the continued access to my Oxford email address and access to the Bodleian libraries will enable me to keep publishing and stay relevant whilst on the job market'.

Part-time working

Table 4.2.1: Breakdown of part-time posts, 2014-2018

	2014		2015		2016		2017		2018	
	F	M	F	M	F	M	F	M	F	M
Permanent academic staff	1	2	1	1	1	1	1	-	1	1
DL	-	2	-	2	-	-	-	1	-	1
Research staff	1	-	-	-	1	-	4	-	4	2
Total	2	4	1	3	2	1	5	1	5	4

Our very small numbers of part-time employees include both permanent and fixed-term staff balancing employment and family responsibilities, as well as senior academics who have taken flexible retirement, with balanced shares of men and women overall. In the case of fixed-term posts (DLs and research staff) part-time appointments sometimes reflect limited funding which only covers the cost of making a part-time appointment.

Zero-hours contracts

The Faculty does not use zero-hours contracts.

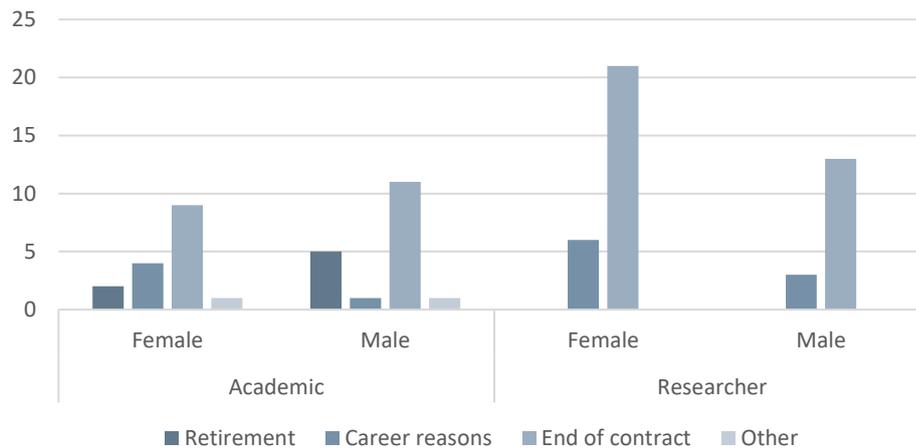
(iii) Academic leavers by grade and gender and full/part-time status

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

Turnover among permanent academic staff is very low. In the last five years, 12 permanent members of academic staff (6 F, 6 M) have resigned from their posts in the Faculty, including 8 retirements (2 F, 6 M). There were 3 resignations for career progression reasons (2 F, 1 M); these included two cases where APs (1 F, 1 M) resigned their posts to take up SP/equivalent appointments, and one female AP who left to take up a Chair at another institution.

As the Faculty's researchers are all employed on fixed-term contracts, turnover among these staff is higher, with 43 researchers leaving the Faculty in the last five years (27 F, 16 M). 9 of these (6 F, 3 M) resigned for career progression reasons, principally to take up permanent appointments at other institutions, mainly in the UK. The remainder left at the end of fixed-term contracts.

Chart 4.2.5: leavers by gender, 2014-18



Destination data is recorded for those who resign to take up employment elsewhere, but we do not currently seek out information on whether staff who leave at the end of fixed-term contracts are successful in obtaining alternative employment. Capturing this data going forward will enable us to assess any gendered patterns among leavers and consider actions accordingly.

Action points

2.1.4 Require all new PIs who are managing researchers to complete POD training on “Inclusive Leadership”.

3.1.7 Introduce exit interviews for all leavers.

3.1.8 All Faculty ECRs and DLs to be given exit interviews by research leaders in their field from within Faculty. Record destination details for fixed term leavers and ask for permission to contact after 6 months/1 year to follow up.

3.1.9 Reports on exit with gender differentials to be received at Research Committee at Michaelmas term meeting of each year.

3.3.4 Implement “career conversations” for all permanent academic post-holders, in accordance with the proposal from the Humanities Division.

3.3.5 All PIs to attend appraisal training and offer annual PDR to researchers.

WORDCOUNT: 2578/2000

5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

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

5.1. Key career transition points: academic staff

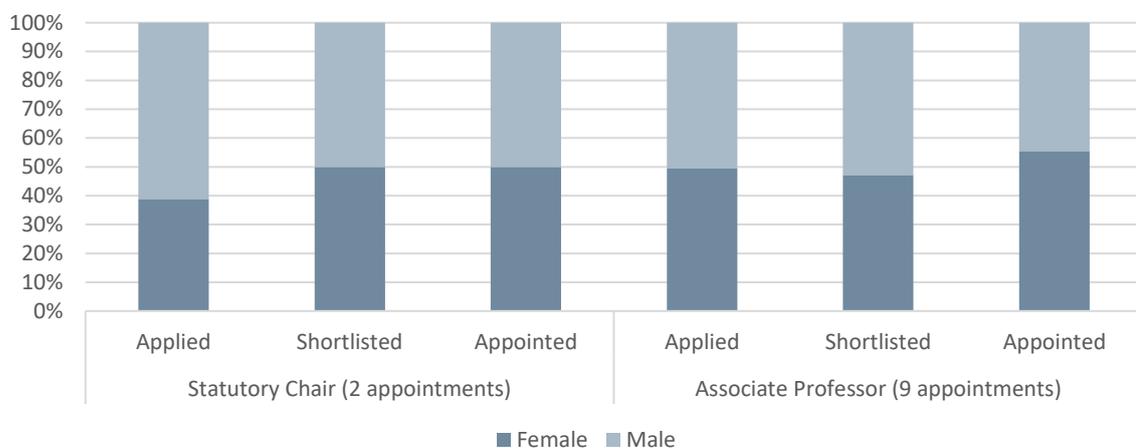
(i) Recruitment

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

Academic recruitment is carried out in accordance with the University’s policies, and highlights its commitment to equal opportunities and Athena SWAN and its comprehensive range of staff benefits and uses language that is inclusive and welcoming.

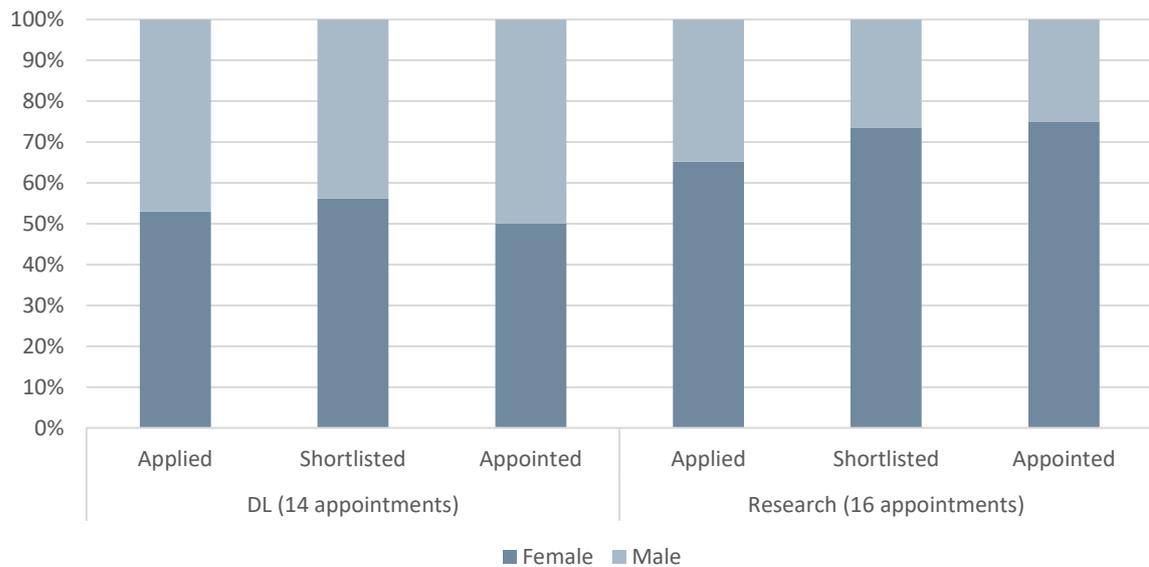
The FBC normally sits on all AP appointment panels. All recruitment panel Chairs must take unconscious bias training. The Faculty ensures that the gender balance on panels is as close to 50:50 as possible. The shortlist must receive Divisional approval before candidates are invited to interview, and in cases where an all- or predominantly-male shortlist is proposed, the Faculty will be asked to provide justification for this. Evidence about gender-bias with regard to the language of references led the Faculty to abandon the practice of requiring references before shortlisting in 2017. Following feedback from our focus groups, the FBC will ask the panel to be conscious of the way in which parental/caring leave may lead to a slower/shorter publication record and that this should therefore be borne in mind when making comparative assessments of a candidate’s promise and productivity.

Chart 5.1.1: recruitment to permanent academic posts by gender, 2015-2019



The low turnover of permanent academic staff in the Faculty means that relatively few appointments are made. Between 2015 and 2019, the Faculty appointed 9 APs (5 F, 4 M) and 2 SPs (1 F, 1 M). For AP posts, the ratio of women to men at shortlisting and appointment stages is broadly in line with the proportions of applications received; for SPs, a greater proportion of women were shortlisted and appointed than had applied. This suggests that women are not disadvantaged at any stage of the Faculty’s appointment processes.

Chart 5.1.2: Recruitment to fixed-term academic posts by gender, 2015-18



Similarly, the proportion of women shortlisted and appointed to fixed-term posts is in line with the proportions of applications received. The proportion of women applying for researcher posts (65%) is higher than the proportion of women studying English at PGR level in Oxford (55%) or Cambridge (57%), and in line with the Russell Group (63%) and national (64%) averages, although the proportion of women applying for DL posts (53%) is lower. Since these posts are more likely to offer a route to a permanent academic position, this lower representation will be addressed in our action plan.

Action points

1.3.6 Monitor impact of references not being taken up until shortlisting (brought in 2018-19) for job applications.

2.1.5 Require all Faculty representatives on interview panels to have completed recruitment and selection training.

3.1.1 Faculty policy document, including data from previous years' recruitment exercises, circulated to all faculty members on recruitment panels

3.1.2 E&D committee to regularly review job descriptions to ensure the language used reflects best practice.

3.1.3 FBC to remind panel of gender-related issues (including around caring responsibilities) in assessing applications.

3.1.4 For all academic recruitment processes, offer shortlisted candidates an informal information discussion with a named Faculty contact. Monitor take-up of this offer and whether this differs by gender.

3.1.5 Continue with the practice of only requesting references for shortlisted candidates.

(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.

The Faculty does not currently have a structured induction programme for academic and research staff, although there is a University-wide induction module which is available to all newly appointed staff. Researchers based in the Faculty receive a building induction, with PIs being expected to provide any other induction required.

Table 5.1.1: Responses of all staff to the question ‘If you have joined in the last two years, were you offered an induction?’ from the SES 2018.

	Female	Male	Total
I was not offered an induction	4	2	6
I was offered an induction	1	1	3
Not applicable	2	1	2
Total	7	4	11

It is concerning that, in the SES, over 50% of academic and research staff who started in the last two years reported that they had not been offered an induction. In response to this, the Faculty ran an induction morning in October 2019 for all new post-holders attended by 7 new members of staff (1 SP, 2 APs, 4 postdocs, all but one new to Oxford University). The slides prepared were made available on the Faculty SharePoint for all members.

Action points

2.1.2 Require all new staff and those taking on senior faculty roles to complete POD training on “Equality and Diversity” and “Challenging Behaviour”.

2.3.1 Refresh induction process and contents of faculty handbook, to include:

- *Details of parental and adoption leave provisions*
- *Email etiquette guidance.*
- *Clear description and flowchart of appointments to committees, expectations of workload and opportunities to self-nominate.*
- *Information about steps to promotion.*
- *Information about the URCF, including the fact that leave for caring responsibilities does not need to have been from the employee’s current role or even at Oxford.*
- *Information about formal and informal flexible working*
- *unpaid parental leave*
- *Appraisals, PDRs*
- *Reward and recognition/Recognition of Distinction*

This information will be reflected in a refreshed staff intranet, and reminders sent out regularly, via ‘all Faculty and college’ email list.

2.3.2 Introduce an annual Faculty induction event for all new academic and research staff to cover standard expectations around teaching and arranging teaching, use of the Faculty building, support available. Have a feedback form and follow-up survey after 12 months.

(iii) Promotion

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

There is no formal promotions process at Oxford: the main route to progression is through applying for a higher grade post in open recruitment. **Please see the Oxford briefing note for more information.**

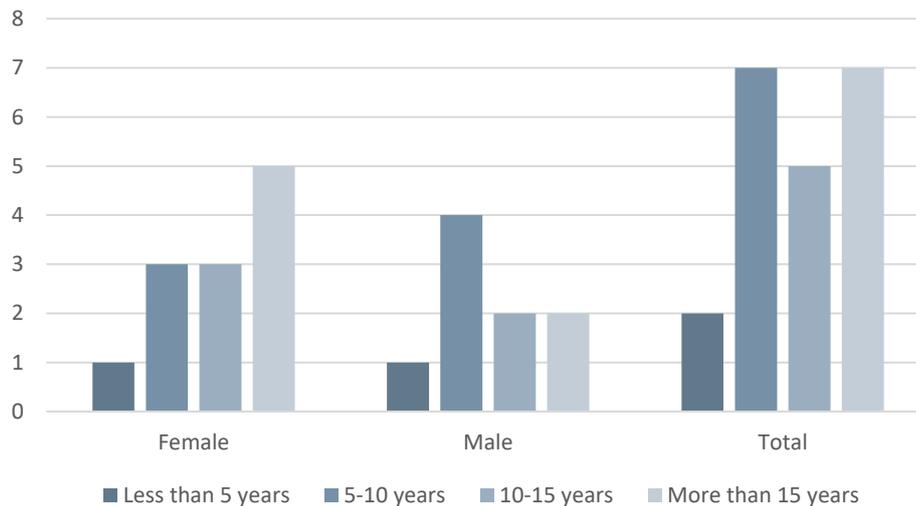
The FBC meets with the Divisional Registrar and Personnel Officer annually to review the list of those eligible for the Recognition of Distinction (RoD), and considers whether there are anomalous cases (paying attention to whether women are less likely to apply with equivalent profiles to men). The FBC encourages and supports applications from those eligible, providing advice on the application and supporting with references on teaching and citizenship. External assessments are secured for all RoD applications and FBC ensures that every applicant has at least one female assessor (usually more).

Table 5.1.2: Recognition of Distinction applications by gender, 2014-18

	2014		2015		2016		2017		2018	
	F	M	F	M	F	M	F	M	F	M
Applicants	6	7	4	2	3	1	1	1	3	0
% of applicants	46%	54%	67%	33%	75%	25%	50%	50%	100%	0%
Successful applications	4	6	4	1	2	1	1	1	1	0
% of applications successful	67%	86%	100%	50%	67%	100%	100%	100%	33%	N/A

Across the period from 2014-18, women made up 61% of RoD applicants from the Faculty, roughly in line with the percentage of women in the eligible pool of APs (62%) (Table 5.12 gives annual breakdown). 71% of applications from women were successful, compared to 82% of applications from men and a Humanities Division average success rate of 75%. In light both of this discrepancy and of the fact that PDR/career conversations can be beneficial both for the individual and for organisational culture overall, it is proposed that PDR discussions include consideration of whether RoD or Professorial Merit Pay (PMP) applications would be appropriate and when.

Chart 5.1.3: Successful RoD applications 2014-18 by time from appointment



Eligible women are likely to apply for promotion later than men (Chart 5.1.3). Discussions reveal that women are also more likely to defer an application if they are advised that they may not yet have a strong case. Women in the Faculty also report difficulty with the timing of events such as evening seminars where international and national contacts may be made, and in attending international

and national conferences, which may affect their ability to make contact with appropriate referees to support RoD applications.

A PMP scheme was relaunched in 2018 (no stats available in past three years) and will run annually inviting those with the title of Professor to apply for further increments on a revised scale. In August 2018, 11 applied (of 26 eligible). There were 5 M and 6 F applicants; all but one (F) were successful.

Action points

2.7 Improve support for staff and student parents and carers (*all sub points – see Action Plan*)

3.2.1 Review statistics on applications to RoD and PMP after each annual round. PPRC to identify those with strong IPO reports and encourage application to RoD within 1 year.

3.2.3 Ensure that there is recognition of achievements in research and teaching beyond RoD, PMP and RoD. EDC to monitor the ratio of reported male to female achievement (prizes, grants, etc).

3.5.1 HAF to encourage staff on maternity leave to take advantage of their paid KIT days, highlighting possible uses such as conference attendance, planning meetings, or visits to archives/collections/libraries.

3.5.2 All staff returning from maternity/adoption/shared parental leave to be offered a meeting with the HAF to discuss workload and potential remission of duties and other support to ease return to work.

3.5.3 Staff intranet to include information about support available and case studies on use of KIT days and URCF

Fixed-term academic and research staff

Staff whose role has grown such that they are required to work 'above' their grade can apply for their post to be regraded.' In the last 5 years one DL post has been regraded from G7 to G8.

Action points

3.2.2 DoT and DoR to review eligible candidates for the R&R scheme (DLs and PDRFs) and make nominations. Provide clear guidance to PIs on the criteria to assess performance against and a checklist to be returned showing that all staff have been considered.

3.2.3 Ensure that there is recognition of achievements in research and teaching beyond RoD, PMP and RoD. EDC to monitor the ratio of reported male to female achievement (prizes, grants, etc).

3.3.5 All PIs to attend appraisal training and offer annual PDR to 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.

Full data is not available for the RAE 2008. Data for the REF 2014 is as follows:

Table 5.1.3: Submissions to the REF 2014, by gender.

	Female	Male	Overall
Submitted	38	33	71
Eligible but not submitted	13	9	22
Total	51	42	93
% not submitted	25%	21%	24%

The Faculty's policy for both RAE 2008 and REF 2014 was to make a submission that would yield the highest volume of 3* and 4* weighted outputs. Those not submitted include ECRs who were yet to produce significant publications at the census date. Although the percentage of eligible female staff not submitted is slightly higher than the percentage of male staff not submitted the 4% difference does not appear to be statistically significant.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) Promotion

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

5.3. Career development: academic staff

(i) Training

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

Research- and teaching-related training for staff and graduate students is available from the Division and the University's Centre for Teaching and Learning (CTL); personal and professional development training, including E&D and implicit bias and specific development programmes for women, is available via the People and Organisational Development Team (POD). Information on training opportunities is circulated by email to our Faculty list(s); additionally, on appointment and in the course of Initial Period of Office (IPO) reviews with the FBC, individual post-holders are asked to report on training undertaken and directed toward appropriate opportunities.

The most important training for individuals wishing to pursue an academic career in English is teaching-related training. The Faculty runs a one-day Preparing for Learning and Teaching at Oxford (PLTO) course which graduate students wishing to take up Faculty teaching opportunities are required to complete. Students who have completed the PLTO can join the Teaching Mentoring

Scheme (TMS) which provides mentored teaching opportunities, and is supported by seminars delivered by the CTL. Of the 58 doctoral students who took TMS in the period 2015-2018, 39 (67%) were female. Between 1999 and 2016 senior members of the Faculty were also able to take the PGDiploma in Teaching and Learning. 18 members took the PGDip between 1999 and 2016, of whom 16 (89%) were female. For both programmes, the percentage of women undertaking the training was significantly higher than for the eligible population as a whole.

The SAT's research uncovered that our data collection and promotion of training opportunities, especially in research and at postdoc level, is not systematic, too informal, and has not paid sufficient attention to differential engagement by gender.

Action points

1.3.5 Monitor training opportunity take up by gender

3.3.1 Develop a more structured training/development programme and offer formal opportunities for research-only staff to gain teaching experience and improve employability.

3.3.2 EDC to monitor numbers taking up training and development opportunities (including teaching opportunities) by staff, post doc and PGR students. Reports to highlight any gender differentials in uptake, and EDC to recommend any necessary changes

5.2.1 Introduce workshop (designed with CTL) in 'inclusive teaching' practice to be run annually in the Faculty with requirement that all staff members undertake the training within three years maximum

(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.

There are currently two active forms of appraisal/development review for permanent post-holders in the Faculty:

- A compulsory discussion is held every year between FBC and new permanent faculty post-holders in their IPO. Clear targets are agreed, as well as advice on teaching and administration. All new post-holders are assigned a mentor and an assessor from among senior post-holders. The mentor meets with the post-holder at least once a year for those in IPO; the assessor observes teaching at interim and final review. Women and men are equally likely to pass IPO at interim and final review.
- In October 2017 the FBC restored the compulsory 5-year appraisal/development discussion with Faculty post-holders (average 10 per annum) To date, all those being offered a discussion have taken this up. These discussions have involved encouraging application for professorial promotion, exploring flexible retirement options, negotiating variation of duties, encouraging and facilitating conversation with research facilitators in the University for grant applications. Staff, including the most senior, have all expressed enthusiasm for the opportunity.

However, feedback from the SES and focus group discussions suggests that academic and research staff are either not receiving regular appraisals or not recognising such discussions as PDR/appraisal, and that women in particular do not feel confident in seeking out development and training.

Table 5.1.4: Academic responses to the question ‘have you had a PDR in the last two years’ from the SES 2018

	% agreeing	
	Female	Male
I have received a PDR/appraisal in the last 2 years	10%	6%
My line manager/FBC supports me to think about my professional development	51%	31%
I feel comfortable discussing my training and development needs with my line manager/FBC	44%	63%
I have the opportunity to take on new responsibilities or develop new skills	76%	88%

The Faculty’s strategic plan for 2019-24 includes the aim to offer an annual PDR to all post-holders, and from 2019-20 onwards the Faculty will be implementing the Humanities Division’s ‘career conversations’ scheme.

The majority of the Faculty’s fixed-term appointments are of a year’s duration or less, which presents challenges for the conducting PDRs. DLs have a Faculty mentor and an assessor, who reviews their progress at the end of their probationary period. Both mentors and assessors are provided with detailed guidance on their roles. PIs are expected to offer a PDR to their Post-Doctoral Research Assistants (PDRAs), but the actual implementation of this is variable.

Action points

3.4.3 All unsuccessful applicants to major schemes to be offered an “exit interview” with the DoR and/or RF – ensure follow-up to see whether a reworked application to another scheme can/should be pursued.

3.3.4 Implement “career conversations” for all permanent academic post-holders, in accordance with the proposal from the Humanities Division. Secure commitment from senior post-holders to sign up for panel

(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.

We have a designated Faculty post-holder with teaching and research experience who co-ordinates teaching and research development for both PGRs and ECRs. PDRFs and DLs have a formal mentor appointed from among Faculty post-holders who meets with them regularly (at least once a year, for Departmental Lecturers once a term) to provide advice on career progression. The Faculty also runs a mentoring scheme for ECRs (both those employed by the Faculty and those on college-only contracts) who are not already provided with a mentor as part of the arrangements for their fellowship. Around a dozen ECRs are on this scheme.

Teaching experience is recognised as an important element for success in securing a permanent academic post. ECRs are encouraged to take the 10-month Postgraduate Certificate in Teaching and

Learning in Higher Education to support applications to permanent posts. Opportunities for research staff to gain teaching experience are available on an ad hoc basis, both in the Faculty and in colleges.

There is a wide range of support available in the University, including the UCS. As a world-leading research and teaching Faculty, we see ourselves as a facilitator for employment for our early career researchers beyond this University.

All teaching and research and research-only staff in English, including college-only post-holders, are entitled to apply for financial support for conference attendance and organisation, research travel and research assistance.

At a senior level, we are aware that women do not put themselves forward as often as men for roles with senior responsibility. At the beginning of 2019, the University relaunched a mentoring scheme for women, run through POD, to develop their careers and to prepare them for more senior positions, if desired. There has been good uptake on the new scheme which was advertised to all post-holders with follow-up from the FBC. After the initial advertisement and targeted follow up, 5 mentors (4 women, 1 man) and 4 mentees had signed up.

Action points

3.1.6 Encourage senior women to sign up to the Senior Women's Mentoring Network.

3.3.1 Develop a more structured training/development programme and offer formal opportunities for research-only staff to gain teaching experience and improve employability.

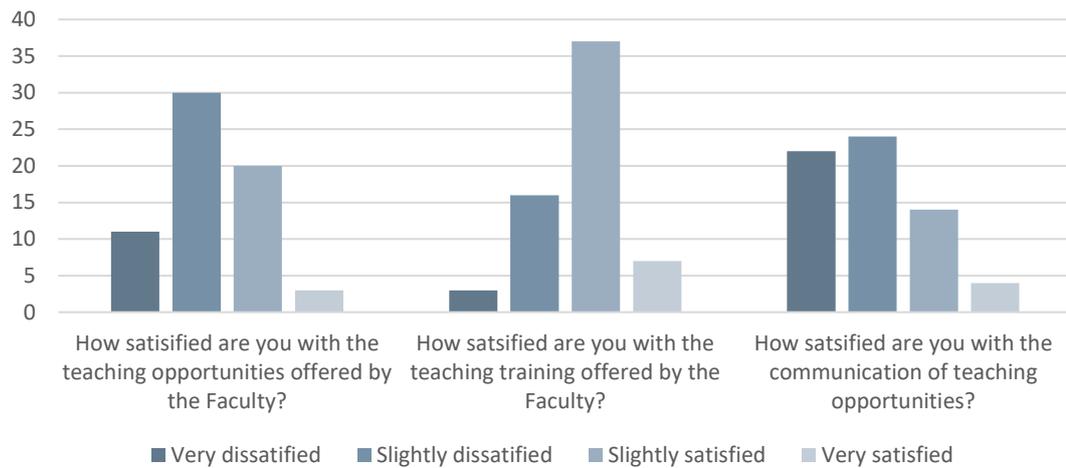
(iv) Support given to students (at any level) for academic career progression

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).

As with ECRs, teaching experience is key to the future career prospects of doctoral graduates in English. The TMS gives up to 23 doctoral students each year a structured and observed teaching experience. Student feedback on this programme is generally positive. This is in addition to and in support of the University-wide scheme 'Developing Learning and Teaching' which leads to SEDA teaching accreditation. PGR students are supported and funded by the Faculty to organise an annual graduate conference which provides them with experience in academic administration, research presentation, and networking. Graduates are also involved in convening a number of research seminars and most research seminars invite PGR students to present on a termly basis.

However, departmental focus groups, as well as a 2018 survey run by English Graduates at Oxford (EGO), indicated a general sense of dissatisfaction about access to teaching opportunities, and the way that these were communicated to students:

Chart 5.1.4: PGR satisfaction with teaching opportunities



PGR students are also able to access advice from the UCS and to attend training organised by the Humanities Division, including writing and publishing workshops and information sessions on particular funding schemes.

Feedback from focus groups with students indicated that students at all levels felt that they were well-provided for by the UCS and did not require bespoke careers support from Faculty. At Faculty request, the UCS hosted careers events aimed specifically at Humanities finalists. The Director of Undergraduate Studies (DUS) has also collaborated with the UCS to produce leaflets about career paths for Humanities applicants designed to encourage more diverse applicants.

Action points

1.3.1 Design and deliver new data collection systems for:

- School pupils engaged in Faculty outreach activities and any trends relating to those who go on to apply or gain admission to the Faculty's degree programmes.
- Student admissions, outcomes and experience (UG, PGT and PGR)

2.6.2 Telling Our Stories Better project (see Action Plan for full breakdown of activities)

4.1.3 Study English at PG day

5.4.1 Make better use of the Faculty's graduate teaching register to match students with teaching opportunities in the Faculty and colleges

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

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

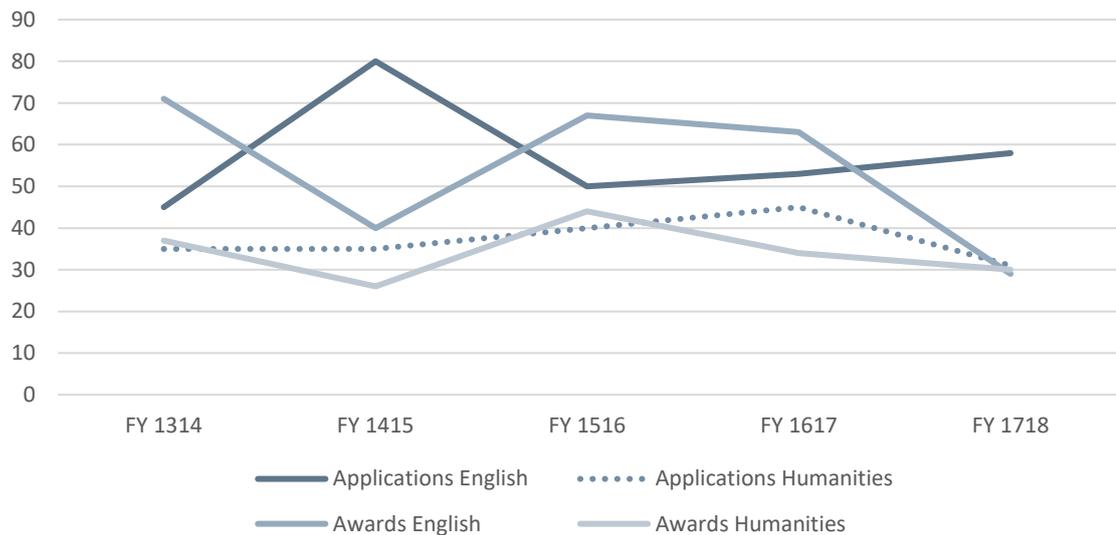
The Faculty supports colleagues at all career stages who wish to apply for grants. A post-holder serves, in a stint of two or more years, as Director of Research; their task is to help colleagues to consider ideas for applications suitable to their research interests and career stage. The Research Facilitator helps colleagues to develop those ideas into strong applications. The Departmental Head of Administration and Finance (HAF) and the wider University's research support team provide assistance with budgets, contracts etc. Colleagues are particularly encouraged to develop

applications which will build on one another. Early career colleagues, colleagues returning to full employment after career breaks, or colleagues who have had heavy administrative loads are particularly encouraged to apply for funding to support the growth of their research.

The Faculty has a small fund to which Faculty post-holders applying for major collaborative grants can apply for teaching relief or research assistance to support the completion of their applications. Teaching relief is also available to successful applicants in proportion to the proportion of their time that is allocated to the grant; this may be either accumulated and taken in a single larger block of time or spread across the life of the grant. The University’s John Fell Fund also provides pump priming support for academics preparing research bids and colleagues are encouraged to apply as appropriate.

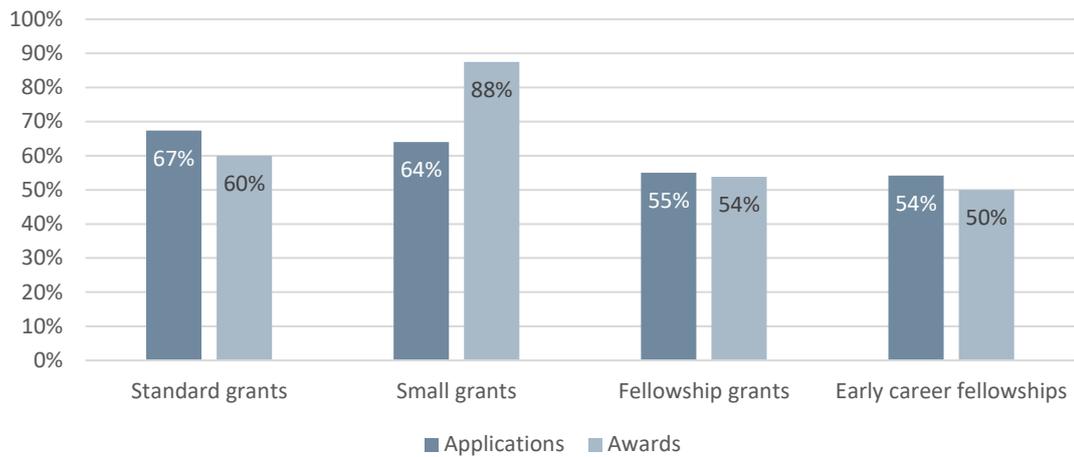
While there is variation from year to year, the percentage of applications made by women and (with the exception of 2017/18) grants awarded to women is higher for the Faculty than for the Humanities Division overall, and is also generally slightly higher than the percentage of female employees in academic and research posts:

Chart 5.1.5: Percentage of grant applications and awards made by women, by volume, 2013/14-2017/18



However, with the exception of applications to small grant schemes, the percentage of awards made to women is consistently lower than the percentage of applications by women (Chart 5.1.6). Further investigation is needed into why women’s applications to large grants are less likely to succeed.

Chart 5.1.6: Percentage of total applications and awards to women, 2013/14-2017/18



Action points

3.4.1 All women making large grant applications to be provided with a senior mentor (male or female) with a successful record in securing grants to develop application.

3.4.2 Colleagues returning to employment after career breaks or reaching the end of major administrative responsibilities to be offered a meeting with the DoR/RF to discuss ways of supporting their research.

3.4.3 All unsuccessful applicants to major schemes to be offered an “exit interview” with the DoR and/or RF – ensure follow-up to see whether a reworked application to another scheme can/should be pursued.

3.4.4 Analyse data on applications to ECF schemes to assess whether there is gender bias apparent in Faculty rankings. Report to RC; corrective actions identified if necessary

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

5.5. Flexible working and managing career breaks

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

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

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

The numbers of staff taking maternity and adoption leave are very small (0-2 per year). The HAF liaises with staff planning to take maternity leave and supports them in completing a maternity leave plan, which allows individual circumstances to be discussed. The HAF arranges fixed-term cover for members of professional and support staff and liaises with academic staff taking maternity leave to reallocate administrative and examining responsibilities. The HAF advises PIs on the options for managing maternity leave for staff in fixed-term research posts, in accordance with the University's framework for the management of family leave for research staff.

(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 leave package in the sector (26 weeks at full pay, 13 weeks at Statutory Maternity Pay (SMP), 13 weeks unpaid leave). The same terms also apply to shared parental leave. Staff on maternity and adoption leave are offered the opportunity to take up to 10 paid KIT days during the period of leave. Take-up has been very low to date, probably due to lack of awareness of the possibility. Feedback from focus groups suggested that women are often anxious about falling behind in career progression during maternity leave; and that KIT days could be used to continue researching while on leave.

For research staff employed on individual fellowships, the HAF will liaise with the funder to arrange an extension to the fellowship equivalent to the length of the period of maternity leave. In some cases, PIs have also arranged no-cost extensions to awards to allow for the contracts of researchers taking maternity leave to be extended by an equivalent period, although this is not always permitted by funders. Staff returning from leave are not automatically granted remission from normal duties, but as many duties are allocated for a full academic year staff returning from leave mid-way through the year often find that they have a lighter load for the remainder of that year.

Action points

2.3 Improve induction for academic staff

2.7 Improve support for staff and student parents and carers

3.5.1 HAF to encourage staff on maternity leave to take advantage of their paid KIT days, highlighting possible uses such as conference attendance, planning meetings, or visits to archives/collections/libraries.

3.5.2 All staff returning from maternity/adoption/shared parental leave to be offered a meeting with the HAF to discuss workload and potential remission of duties and other support to ease return to work.

3.5.3 Staff intranet to include information about support available and case studies on use of KIT days and URCF

3.5.4 Faculty to liaise with colleges in any teaching buy-out surrounding the URCF to ensure that the teaching is not being paid at the lowest rate.

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

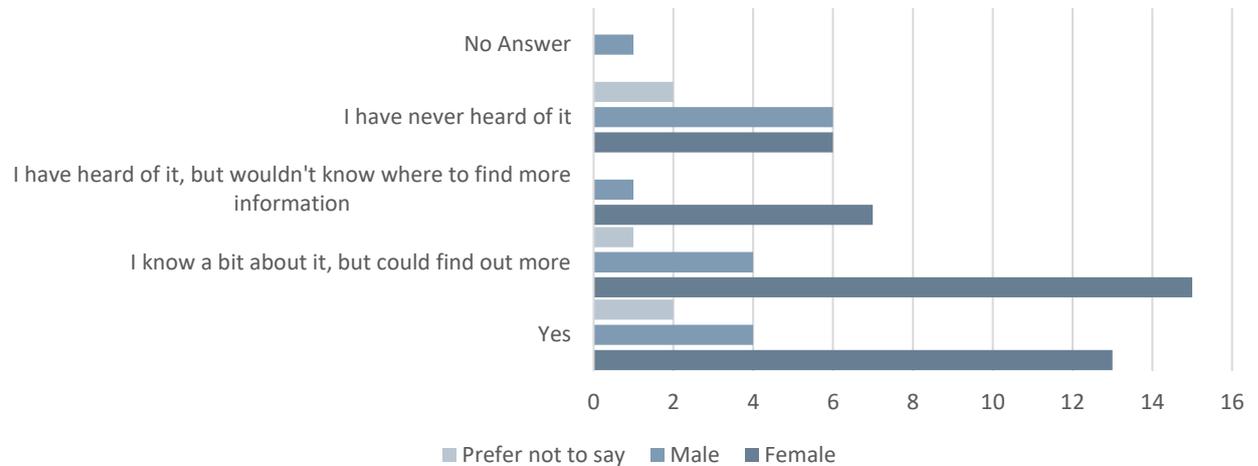
Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

The University offers 430 FTE nursery places to staff and student parents. 332 FTE of these are in the University's 5 nurseries; the others are University-provided places in private nurseries. This equates to a nursery place/staff ratio of 1:31, compared with a Russell Group average of 1:61. The Faculty has sponsored a number of priority places on the waiting list for nursery places which have been used to support staff returning from maternity or adoption leave, and will continue to do so.

Staff returning to work after maternity/adoption leave may request temporary flexible working arrangements to ease their return to work. Requests to do this are considered sympathetically and are normally granted in full or in part where it is operationally possible to do so.

The Faculty allows staff on maternity/adoption leave to roll their Faculty research allowances forward to the following year. The University Returning Carer's Fund (URCF) provides grants of up to £5k, or exceptionally, £10k, to support staff to re-establish their research following a period of leave for caring responsibilities. The HAF circulates regular calls for applications and the EDO often makes announcements about it at Faculty meetings. In the last five years, the Faculty has had five successful applications to the fund. However, responses to the SES suggest that general awareness of the fund among Faculty members remains low.

Chart 5.5.1: All staff respondents to the question “I am aware of the presence and purpose of the Returning Carers Fund and I know how to find out more information about it” from the SES 2018



Action points

2.3 Improve induction for academic staff (*particularly re: parental leave – see above and Action Plan*).

2.4.1 Appoint a permanent college lecturer on a 0.1FTE contract with the Faculty as College Staff Liaison Officer (CSLO) to serve as contact point for college only post-holders.

2.4.5 Create a handbook for college-only post-holders, to be distributed each year via senior English tutors in colleges and college offices. Information to be similar to Faculty employees’ handbook, and prepared in collaboration with CSLO.

3.5.4 Faculty to liaise with colleges in any teaching buy-out surrounding the URCF to ensure that the teaching is not being paid at the lowest rate.

The SAT agreed that childcare and breastfeeding could be better supported by the Faculty. While a few academic staff have their own private office in the Faculty Building, professional and support (PS) staff often share offices, and staff on joint-appointments or non-post-holders have no quiet or private provision for breastfeeding while in the Faculty. There are two staff kitchens with small fridges which can be used for milk, but no baby changing facilities. While there is informal acceptance of children being brought to research seminars and meetings in cases where regular childcare arrangements cannot be used, there is no formal Faculty policy to this effect.

Action points

2.7.1 Work with the other occupying departments and St Cross Building facilities management team to designate and advertise a quiet room for breastfeeding.

2.7.2 Request SCB facilities management and Estates Directorate to install changing facilities in at least one toilet.

2.7.3 Hold at least one Faculty social event per year which is family-friendly and to which families are invited.

2.7.4 EDC to deliver measures to improve the experience of staff and student parents. Measures coproduced with focus groups and staff networks

(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.

In the last three years, xxxx academics and xxxx researchers have taken maternity leave. All returned to work. No PS staff have taken maternity leave in the last five years.

SILVER APPLICATIONS ONLY

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

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

Provide data and comment on the uptake of these types of leave by gender and grade.

Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

The University's maternity leave package also applies to adoption and shared parental leave. Partners of new mothers, regardless of gender or marital status, are entitled to two weeks of Ordinary Parental Leave (OPL) at full pay, in addition to being entitled to take Statutory Parental Leave (SPL). In the period from 2015-18, xxxx members of staff have taken OPL, with a further xxxx being granted informal paternity leave on the same terms. No employees have taken SPL. It is unclear whether this low take-up is due to the flexibility already inherent in academic contracts, to a lack of eligible staff, or for other reasons.

Action points

2.3 Improve induction for academic staff: *points as above and in the Action Plan*

(vi) Flexible working

Provide information on the flexible working arrangements available.

All staff are able to request flexible working and requests are managed within the framework of University guidance. The Faculty has a strong culture of informal flexible working for academic staff, with 72% of academic and research staff respondents to the SES indicating that they worked flexibly on an informal basis. Academics in the Faculty set their own working hours and can work remotely. They are responsible for arranging their own teaching and are not required to teach at particular times if those would conflict with family and other responsibilities, and (with the exception of regular committee meetings) meeting times are agreed by consensus among the participants. Perhaps because of this, take-up of formal flexible working arrangements has been low among academic staff, with 4 employees (3 F, 1 M) having formal flexible working arrangements in the last 5 years. PS staff are able to request temporary informal flexible working arrangements, such as reduced hours or working from home, to accommodate complex personal circumstances, and these requests are considered sympathetically. Two PS staff (both F) also have formal flexible working arrangements, while other staff have been appointed to part-time roles which allow them to balance work and caring responsibilities.

The SAT discussions and survey findings indicate that timings of committee meetings can be difficult, especially those held on bank holiday Mondays during term time. The Faculty has moved all committee meetings and special lectures which would normally fall on a bank holiday to alternative

slots. In addition, the elastic nature of the academic workload makes defining what constitutes a part-time role problematic, and we are very aware that the flexibility inherent in academic contracts also leads to staff feeling pressured to work late at night and at weekends as well as during “normal” working hours.

Action points

1.2.1 Senior Faculty Officers to commit to modelling one aspect of the email etiquette guidance for a year.

2.3 Improve induction for academic staff: *all points as above, and in Action Point.*

(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.

The University does not have a formal policy. Academic and research staff returning to full-time work after a period of part-time working can make use of the flexibility described at (vi) above to aid their transition. Cases are managed supportively as they arise.

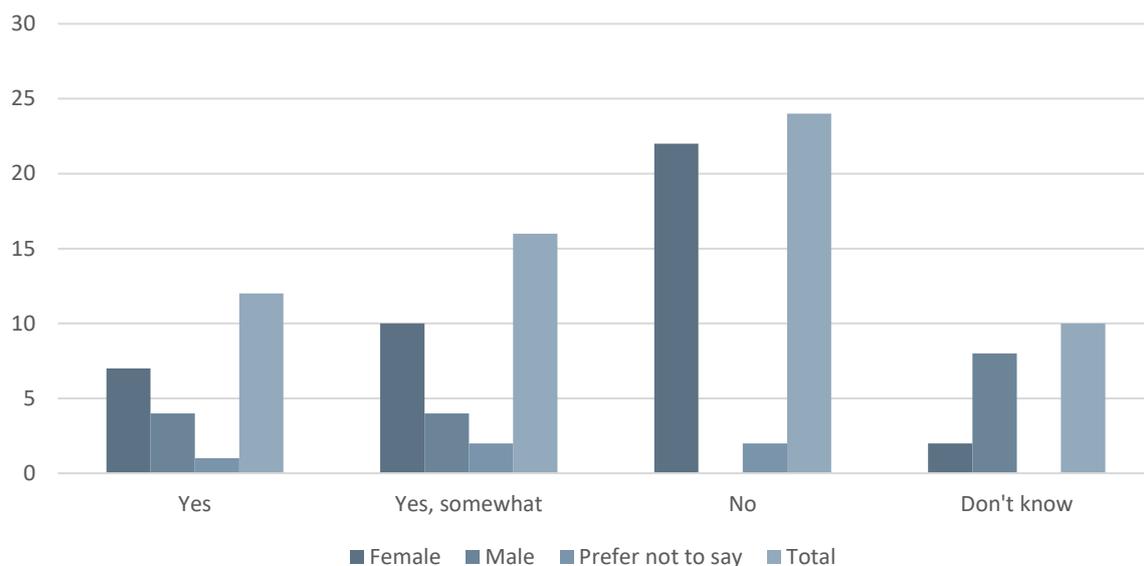
5.6. Organisation and culture

(i) Culture

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

The Faculty is a vibrant and imaginative organisation: SES responses demonstrate that there is much to praise about our culture. Free-text responses to the survey repeatedly highlighted ‘intellectual freedom’, and ‘independence’ as central to our Faculty – inspiring colleagues and excellent students were also frequently mentioned. However, other responses to the SES and comments in focus group discussions noted some negative aspects of the Faculty’s culture, and there seem to be gendered differences in relation to this:

Chart 5.6.1: academic and research staff only responses to the question “Do you feel women’s careers are as well supported as men’s?” from the SES 2018



While *all* men who completed the survey agreed with the statement that ‘My faculty is supportive of all its members’, 16% of women disagreed with this statement. Even more strikingly, 54% of female academic and research staff did not feel that women’s careers were as well supported as men’s, while no male respondents answered no to this question (although the high proportion of male respondents answering ‘Don’t Know’ suggests uncertainty rather than complacency on the part of men). These figures and supporting comments imply that there is a sense of inequality and/or discomfort, as well as a lack of awareness of this inequality within the broader Faculty community.

Over a quarter of respondents reported that they did not feel integrated into the faculty’s networking/social activities. Additional comments in the survey made repeated references to an absence of community and support, and a ‘fragmentary’, ‘isolating’, and ‘dispersed’ experience. The distinction between joint post-holders and college post-holders was also highlighted as accentuating the sense of a lack of coherent faculty identity. This is to some extent inevitable given the Oxford structure, in which college identity takes precedence over Faculty identity, but enhanced efforts will be made going forward to promote a more integrated and inclusive culture, particularly for those with a weaker departmental connection.

Action points

1.2.2 All incoming Faculty Officers to be briefed by DED on specific actions/issues relating to their areas of responsibility.

1.2.3 Termly email from FBC to all staff (incl college post-holders) to signpost social and training opportunities and progress on Athena Swan action plan.

2.4.1 Appoint a permanent college lecturer on a 0.1FTE contract with the Faculty as College Staff Liaison Officer (CSLO) to serve as contact point for college only post-holders.

2.4.2 CSLO to sit on Teaching Committee and EDC and to hold termly meetings with FBC and DED to report on issues and concerns.

2.6.4 Two out of three faculty-organised social gatherings each year to fall within working hours. EDC to consider planned social gathering and ensure that they do not fall at times of peak teaching or examining workload.

2.6.5 EDC to plan and deliver additional communal activities for Faculty, including appropriate evaluation mechanisms

(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 Faculty adheres to University policies in the areas of equality, dignity at work, bullying, harassment, grievance and disciplinary processes, though the general culture is to deal with any issues initially informally where possible. We have a male and a female harassment officer. We were concerned to see that there were instances of harassment, bullying, micro-aggression and discrimination reported in our survey, with 21% of female and 11% of male respondents reporting experiencing bullying or harassment in the past year. Focus groups also expressed concern, particularly about bullying in the following areas:

- a) Graduate supervision
- b) Tone in emails
- c) Behaviours in meetings

In order to address the problems identified with tone in emails, in 2018 the FBC took the lead in developing guidelines on the use of email which have been adopted by the Humanities Division for use in all faculties.

Action points

2.5.1 FBC to communicate importance of adhering to policies around harassment and bullying at Faculty meetings

2.5.2 Increase locations across the English Faculty premises where details of Harassment Advisors are posted (including bathrooms) and ensure website links to Humanities E and D information page about procedures and support with regard to complaints of harassment and bullying.

2.5.3 Termly email from FBC to include information about new measures and support in regard to reducing incidents of harassment and bullying. One of the three termly emails each year to include a short statement indicating that all complaints of bullying and harassment will be investigated in accordance with University procedures, with a link to Humanities E&D pages for information.

2.5.4 Responsible Bystander Training to be compulsory for all those holding Faculty posts and optional/offered for all Faculty members regardless of their post.

2.5.5 Harassment advisors to be given workload tariff to attend training and to refresh their training at least bi-annually.

2.5.6 DED to hold regular meetings with Harassment Advisors to develop and review actions to address harassment and bullying.

2.5.7 Work with PGR student reps to produce a 'code of conduct' for graduate supervisees and supervisors informed by the Graduate Survey and introduce training for supervisors based on this.

(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.

The proportion of women holding major Faculty offices, convening PGT programmes and period/subject groups varies from year to year (Chart 5.6.2), but is broadly in line with the overall percentage of female academic staff (56%). Committee vacancies are advertised to all eligible. Expressions of interest are reviewed by Personnel, Planning and Resources Committee who make decisions on the basis of achieving a balance of genders, subject expertise and seniority.

Chart 5.6.2: % female in main faculty offices, 2014-2018

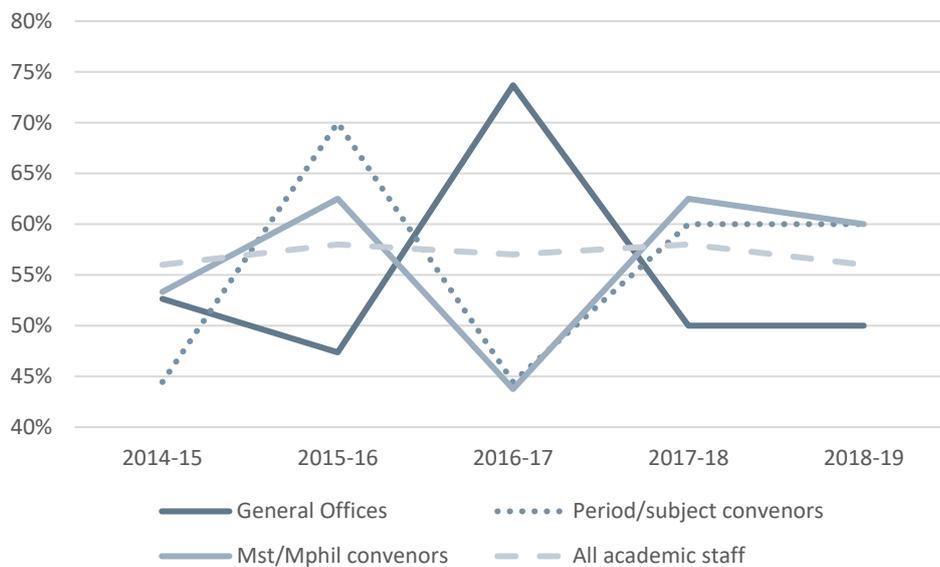
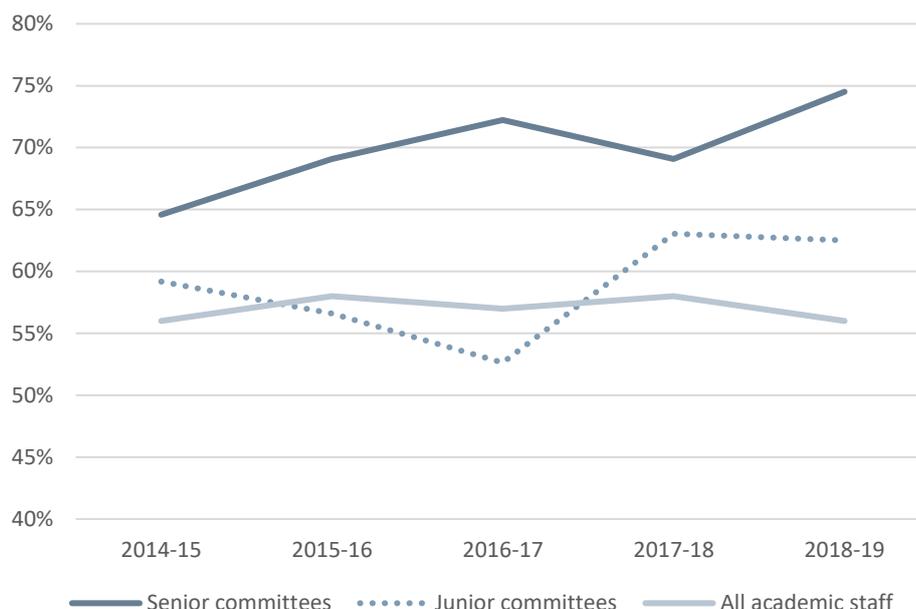


Chart 5.6.3: % female on committees, 2014-2018



Over the period from 2014-18, the percentage of women on major committees (see fig 2.3) has consistently been significantly higher than the percentage of women holding academic posts, rising from 65% in 2014 to 75% in 2018 compared to 56% of post-holders (Chart 5.6.3). While there is variation in the percentage of women on minor committees (joint schools, library and IT committees) this is much closer to the average. If women’s energies are to be applied disproportionately in committee work it is important that they are involved in more senior committees. However, we are mindful of the extra load this brings to them and concerned that, while committee experience is valuable to women seeking more senior positions, given that women in the Faculty are less successful in securing large grants this such work should not interfere with progress in teaching and research.

Action points

2.3.1 Improve induction for academic staff (*particularly re: workload and committee roles – see Action Plan*)

(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?

Staff participate in many external committees from editorial boards of major peer-reviewed journals to peer-review panels. At present such service is not counted by our workload model. We do not gather data on such work nor do we know whether women are more or less likely than men to be taking these roles.

Action points

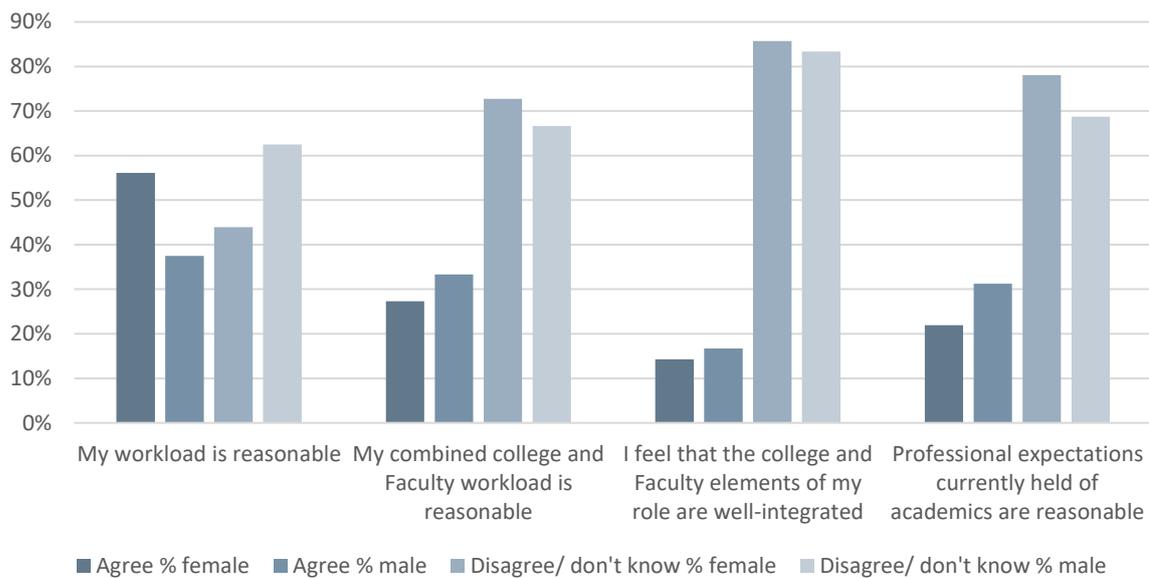
2.2.4 Introduce an additional form to circulate with workload tool for post-holders to enter work on external committees. EDC to receive annual report analysed by gender and to recommend actions to PPR and/or Research Committee as appropriate to i) encourage more women if required or ii) to discuss ways of recognising involvement in workload.

(v) Workload model

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

Workload and overwork in general has been reported as a major concern for academics in the Faculty.

Chart 5.6.4: all staff response to the question ‘how much do you agree with the following statements on workload’, from the SES 2018



In the SES, only just over 50% of women and 38% of men agreed with the statement ‘my workload is reasonable’, while a significant majority of respondents of both genders disagreed that their combined college and Faculty workloads were reasonable or that the different aspects of their posts were well-integrated. In addition, around three-quarters of academics felt that professional expectations held of academics were unreasonable. Comments from respondents noted that ‘...“good citizens” do a good deal of the work’.

The Humanities Division has developed an academic workload model, which was rolled out to all post-holders in 2018/19, and will be used to monitor and analyse administrative and teaching workload, including with regard to gender differentials. In addition, a tracker for Chairs of Examiners and senior officers to record examining and supervision load and ensure that work is distributed as evenly as possible has been introduced.

Action points

2.2.1 Use workload tool to assess whether workloads for all academic staff are reasonable, and in particular to assist those with part-time working patterns to understand what a reasonable workload looks like.

2.2.2 Annual review of data gathered using the workload tool by EDC paying attention to gender inequality in administrative and teaching load.

2.2.3 EDC to receive reports on distribution of examining and supervision load by gender and include in report to Faculty Board.

2.2.4 Introduce an additional form to circulate with workload tool for post-holders to enter work on external committees. EDC to receive annual report analysed by gender and to recommend actions to PPR and/or Research Committee as appropriate to i) encourage more women if required or ii) to discuss ways of recognising involvement in workload.

(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.

The flexible culture of the Faculty means that there are no core hours for academic staff. Academic staff are expected to fulfil their duties but when they do so is largely up to them and there is no general practice of 'presenteeism'. Departmental meetings and social gatherings fall into the following categories:

- a) Lectures (Faculty office scheduled in consultation with members);
- b) Special 'one off' lectures from guest speakers (Faculty office scheduled);
- c) Committee meetings and Faculty meetings (Faculty office scheduled);
- d) Faculty-funded research seminars (Faculty member scheduled);
- e) Social gatherings (Faculty office scheduled).

There was no general concern about the timing of lectures in our staff survey and focus groups. Issues did arise about the timing of all other meetings and gatherings and 40% of women and 20% of men taking the survey disagreed with the statement that 'meetings are scheduled to take account of people's caring responsibilities'. The higher level of concern about the timing of meetings among women was reflected in focus group discussions.

Many Faculty funded research seminars are scheduled in early-evening timeslots, which can be a difficult time for those with young children. Missing these meetings and lectures can affect academic morale, and, as these seminars frequently involve a social aspect, networking opportunities are also missed.

Conversely, some members of the SAT suggested that having all research seminars in working hours would create other difficulties for those struggling to meet the heavy workload of college and University teaching responsibilities in working hours.

The Faculty runs three social events for staff each year: an early-evening 'welcome drinks' event in October, a lunch in May, and a garden party at the end of the year; staff are invited to bring family members to the garden party. Focus group members commented on the difficulty in finding time for these activities, noting that they 'don't have enough time left to fulfil my work-related tasks and attend social activities.'

Action points

2.6.3 Timing of Faculty research seminars – one third of all seminars within a series in the course of a year to be held in working hours. Seminar series which do not comply with this requirement will not be funded in future years.

2.6.4 Two out of three faculty-organised social gatherings each year to fall within working hours. EDC to consider planned social gathering and ensure that they do not fall at times of peak teaching or examining workload.

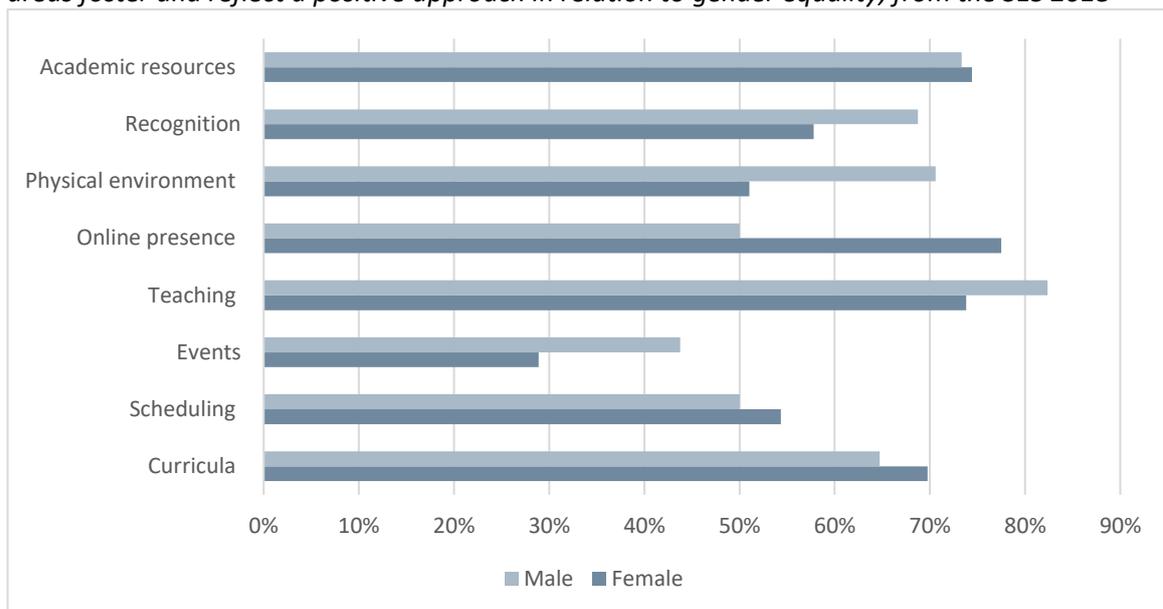
2.6.5 EDC to plan and deliver additional communal activities for Faculty, including appropriate evaluation mechanisms.

(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.

We know that our presentation of the Faculty is important: how we choose to present ourselves has implications for who studies and works here, and what work and study is conducted. Gender equality and diversity more broadly are considered when selecting website images and portraiture, as well as which news stories or events to promote. In the SES, respondents were asked to indicate whether they thought the Faculty’s culture fostered and reflected a positive approach in relation to gender equality in a number of areas:

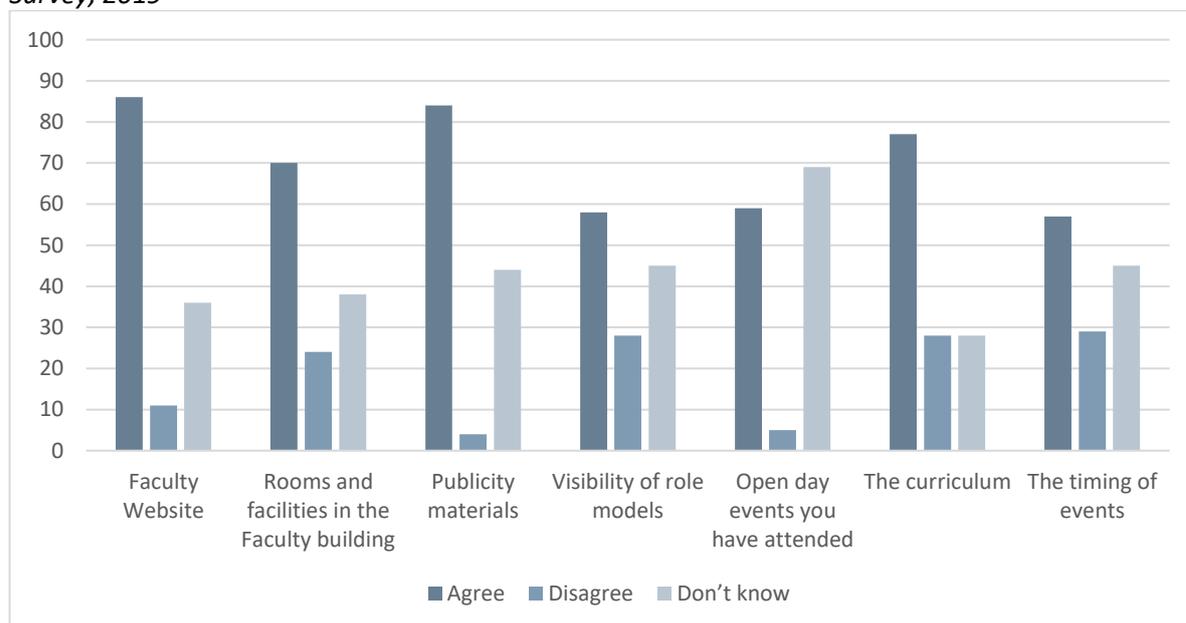
Chart 5.6.5: % of all staff respondents expressing agreement with the statement that the following areas foster and reflect a positive approach in relation to gender equality, from the SES 2018



There are significant gender differences in responses to physical environment (which 71% of men felt fostered and reflected a positive approach to gender equality, but only 51% of women) and online presence (where the positions were reversed, with 78% of women and only 50% of men agreeing). Both genders identified scheduling (50% of men and 54% of women agreeing) and particularly events (where only 29% of women and 44% of men felt that they fostered and reflected a positive approach) as problem areas.

A communications survey run in 2018 and answered by 47 of 164 eligible staff (28%) also asked staff about their perceptions of the Faculty’s diversity and inclusivity:

Chart 5.6.6: Responses to the question ‘The following aspects of the English Faculty reflect an aspiration for a diverse, balanced, respectful, and inclusive University’ from the Communications Survey, 2019



In terms of our material environment, over the last year, a series of high-profile displays have been created in our lobby space including an impressive display for LGBT+ History Month. However, the portraits on permanent display continue to be predominantly of men, and until the formation of the SAT and subsequently, the EDC, there has been little infrastructure or oversight to monitor representation, and ensure and enact consistent change.

An audit of seminar leaders and invited speakers for the academic year 2018-2019 suggests that although the majority of our seminar convenors and speakers are female, all but one of our speakers at special funded lectures have been male.

Table 5.6.1: numbers of men and women involved in seminars and special lectures, 2018/19

	Male	Female
Convenors of Faculty-funded seminars	4	9
Speakers at Faculty-funded seminars	36	49
Speakers at Special Lectures (arranged by Faculty)	3	1

Action points

2.6.1 Monitor gender balance of individuals featured in displays in the faculty’s lobby space.

- Gather data from the previous two years regarding convenors and speakers for E and D to consider.
- Committees involved in inviting speakers to Special Lectures to be provided with breakdown of speakers by gender and required to consider when deciding on future invitations.

Although surveys indicated that there was less dissatisfaction with the visibility of diverse role models on the Faculty website, concerns were raised about this in focus group discussions. With this in mind, the SAT team successfully applied for a grant of £16,000 from the Vice-Chancellor’s Diversity Fund for a project to run in 2019-2020 called ‘Telling Our Story Better’. This is a creative, collaborative pilot project in which the English Faculty will work with its alumnae and other faculties to demonstrate its commitment to equality and diversity. It involves an experiment in story-telling

and in representation. It will produce a display of photographic portraits, together with brief biographies, which will give a clear sense of the diversity of individuals who, historically, have made up the Faculty community. This will be reproduced on our website and the toolkit developed as part of the project will be shared with other faculties/departments.

Action points

2.6.2 Telling Our Stories Better project

- Promote women's career progression.
- Website to showcase the career paths of English graduates at all levels
- Production of career path leaflets for Women in English and Study English at PG level days, and at Open Days
- Share the 'Telling Our Story Better' toolkit and best practice from the project across other faculties/departments.
- Use materials developed through the project in displays and permanent exhibitions in the Faculty building

External examiners are visible senior role models, as well as doing vital work supporting our efforts to achieve gender-equal UG and PG examining. In the years spanning 2015-18, 38% of external examiners for UG examinations were female, and 19% of external examiners for PGT graduate examinations and assessments were female. However, from 2018-2022 the male-female ratio for externals in PGT exams and assessments will be 20% male and 80% female, and in future, as far as is possible, we will ensure that there is a minimum 50% women serving as external examiners for taught courses.

Action points

5.3.11 PPRC to ensure that at least 50% of external examiners of summative taught courses (undergraduate and graduate) are female.

5.3.12 Ensure gender balance in nomination for external examiners of doctoral degrees. DDS to look at the ratios of men and women nominated as external examiners of doctoral degrees over the last 5 years.

(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.

In 2018, Faculty members participated in 46 events, of which 67% were led by women. Given 56% of the Faculty academic staff are female, this suggests women are taking on proportionally more of the outreach activities. While this might have certain benefits for the pipeline (providing role models for potential applicants), outreach activities are time consuming and may impact on research.

Faculty student outreach is facilitated by UG and PG student ambassadors. In 2018/19 the gender split for this for UG was 89%F: 11%M. At PG level, it was 61%F: 33%M. Undergraduate students helping at Open Days receive a Faculty t-shirt or hoody to take home. We also pay expenses out of term time and they receive a free breakfast and lunch for their support on the day. Undergraduate ambassadors also receive outreach training each year at which they are thanked in advance for their efforts, and the value of their involvement in the scheme is emphasised. DPhil students are remunerated for the hours that they spend delivering school workshops, and where they travel long

distances away from Oxford, accommodation and subsistence is also paid for. The pattern of distribution by gender for PG split is far nearer to the distribution of the PG student body. It is noticeable that outreach work at UG level is overwhelmingly carried out by female students.

Action points

2.6.7 Ensure that all web and print materials aimed at prospective applicants reflect the gender balance of the Faculty and communicate the full range of texts and approaches which can be encompassed in the undergraduate degree.

2.6.8 Take steps to increase the number of male UG student ambassadors.

WORDCOUNT: 5572/6000

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

7. FURTHER INFORMATION

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

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

While the data in this document is presented in a binary format, the Faculty is very alert to the fact that gender is not binary; increasing numbers of our students now identify as non-binary, genderfluid or genderqueer. We have tried, within the boundaries of our Athena SWAN remit, to consider all gender identities in our conversations, and to recognise that many of the issues affecting women also affect individuals who identify outside the gender binary or who are transgender.

WORDCOUNT: 79/500

OVERALL WORDCOUNT: 10,433/10,500

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).

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
1. Governance						
1.1	Equality and Diversity meaningfully embedded into the governance structure of the Faculty.	<p>1.1.1 Formal constitution of Equality and Diversity Committee as a full Faculty Committee chaired by Director of Equality and Diversity with representation from each of our committees and the Athena Swan lead, ECR and student reps.</p> <p>1.1.2 EDC to meet termly and report to Faculty Board via PPRC.</p> <p>1.1.3 DED to give termly updates to Faculty meeting.</p>	13 13 13	<p>Committee established summer 2019.</p> <p>First meeting MT2019 and termly thereafter.</p>	FB; FBC; HAF; DED	<p>AS actions implemented according to timeframes specified and measured appropriately.</p> <p>E&D outcomes routinely included in annual reporting</p> <p>By 2023 SES increase % agreeing that management and decision-making processes in the Faculty are clear and transparent from 47% (2018) to over 65%.</p>

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		1.1.4 EDC to oversee the implementation of measures in the action plan and report annually to PPRC and FB. 1.1.5 EDC to monitor and report on diversity issues within the Faculty, and recommend further actions to PPRC and FB.	13 13			
1.2	Faculty leadership to model best practice	1.2.1 Senior Faculty Officers to commit to modelling one aspect of the email etiquette guidance for a year. 1.2.2 All incoming Faculty Officers to be briefed by DED on specific actions/issues relating to their areas of responsibility. 1.2.3 Termly email from FBC to all staff (incl college post-holders) to signpost social and training opportunities and progress on Athena Swan action plan.	13, 51 13, 52 13, 52	October 2020 and annually thereafter January 2020	PPRC DED FBC	Senior management recognise and reflect on their leadership in relationship to E&D. Standing item for PPRC each TT to review. Annual review of E&D in PPRC provides evidence of strong leadership across senior team.
1.3	Develop robust systems to monitor progress against E&D targets	1.3.1 Design and deliver new data collection systems for: - School pupils engaged in Faculty outreach activities and any trends relating to those who go on to apply or gain admission to the Faculty's degree programmes. - Student admissions, outcomes and experience (UG, PGT and PGR)	44	Systems in place by summer 2020. Baselines reported to EDC and FB and improvement targets agreed MT20	FBC/DED/HAF to have oversight. Specific responsibility to: DSL DoT/DDS	Initial report to EDC and FB in TT20 establishing baselines. Annual report to EDC and FB from TT21 comparing performance against baseline.
					EDC	

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		1.3.5 Monitor training opportunity take up by gender 1.3.6 Monitor impact of references not being taken up until shortlisting (brought in 2018-19) for job applications	41 36		HAF	
2. Organisation and culture						
2.1	Enhance staff understanding of E&D issues and implicit bias	2.1.1 Work with EDU to develop targeted IB training for staff reading written work/references/ applications, to be offered to all examiners and graduate assessors.	13, 16, 21	Introduce training from MT2020.	EDC/FBC/DoT (for examiners)/ DTGS and DDS (for graduate assessors)	50% of those offered training in 2020 to take up the offer, rising annually to 90% by 2023.
		2.1.2 Require all new staff and those taking on senior faculty roles to complete POD training on “Equality and Diversity” and “Challenging Behaviour”.	13, 16, 37	Ongoing	FBC/DED/HAF (to monitor completion)	All new staff and those taking on senior Faculty roles have completed training within a term of taking up post .
		2.1.3 Encourage existing staff to complete POD training on “Equality and Diversity” and “Challenging Behaviour”.	13	Ongoing	FBC/DED/HAF (to monitor completion)	50% of those offered training in 2020 to take up the offer, rising annually to 90% by 2023.
		2.1.4 Require all new PIs who are managing researchers to complete POD training on “Inclusive Leadership”.	13, 34	Ongoing	FBC/DED/DoR/ HAF (to monitor completion)	50% of PIs offered training in 2020 to take up the offer, rising annually to 90% by 2023.
		2.1.5 Require all Faculty representatives on interview panels to have completed recruitment and selection training.	13, 36	Ongoing	FBC/DED/HAF (to monitor completion)	All Faculty representatives on interview panels to have completed training
2.2	Promote equitable distribution of	Workload monitoring and reporting:	56	Ongoing	EDC/PPrC/ HAF	SES – increased positive response to ‘academic workloads are

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
	Faculty workload which allows for flexible working patterns	<p>2.2.1 Use workload tool to assess whether workloads for all academic staff are reasonable, and in particular to assist those with part-time working patterns to understand what a reasonable workload looks like.</p> <p>2.2.2 Annual review of data gathered using the workload tool by EDC paying attention to gender inequality in administrative and teaching load.</p> <p>2.2.3 EDC to receive reports on distribution of examining and supervision load by gender and include in report to Faculty Board.</p> <p>2.2.4 Introduce an additional form to circulate with workload tool for post-holders to enter work on external committees. EDC to receive annual report analysed by gender and to recommend actions to PPR and/or Research Committee as appropriate to i) encourage more women if required or ii) to discuss ways of recognising involvement in workload.</p>	56 56 57 55, 57			reasonable', From 29% female and 33% male to 65% male and female response by 2022 Annual report to FB shows that women are not taking on proportionately more administrative work than men and there is no pattern of gendered difference in who is over/under stint. 90% of respondents agree that 'my faculty is supportive of all its members'
2.3	Improve induction for academic staff	<p>2.3.1 Refresh induction process and contents of faculty handbook, to include:</p> <ul style="list-style-type: none"> - Details of parental and adoption leave provisions - Email etiquette guidance. 	37, 48, 49, 51, 55	MT2020	FBC/DED/ HAF/Comms Officer	2022 SES: all staff who joined in the last two years to report being offered induction. 80% to report that this was useful. 2022 SES: 65% of respondents agreeing that "there is a fair and transparent way of
		<ul style="list-style-type: none"> - Clear description and flowchart of appointments to committees, expectations of workload and opportunities to self-nominate. - Information about steps to promotion. 				

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		<ul style="list-style-type: none"> - Information about the URCF, including the fact that leave for caring responsibilities does not need to have been from the employee's current role or even at Oxford. - Information about formal and informal flexible working - unpaid parental leave - Appraisals, PDRs - Reward and recognition/Recognition of Distinction <p>This information will be reflected in a refreshed staff intranet, and reminders sent out regularly, via 'all Faculty and college' email list.</p> <p>2.3.2 Introduce an annual Faculty induction event for all new academic and research staff to cover standard expectations around teaching and arranging teaching, use of the Faculty building, support available.</p> <ul style="list-style-type: none"> - Have a feedback form and follow-up survey after 12 months. 	37			allocating work in the faculty".
2.4	Increase integration of college post-holders into the Faculty and improve support available to them	<p>2.4.1 Appoint a permanent college lecturer on a 0.1FTE contract with the Faculty as College Staff Liaison Officer (CSLO) to serve as contact point for college only post-holders.</p> <p>2.4.2 CSLO to sit on Teaching Committee and EDC and to hold termly meetings with FBC and DED to report on issues and concerns.</p>	31, 49, 52	October 2020	FBC	SES – reduction in post-holders disagreeing that treatment of people the Faculty works with on a non-contractual or short-term basis is fair and balanced (from 30% to 10%); improved perception that the Faculty is paying attention to issues
		2.4.3 Faculty office in annual gathering of names of college-only post-holders to provide statistical report by gender to be received by EDC.	31	October 2020	Deputy Administrator	

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		2.4.4 Survey college-only post-holders to investigate the relationship between gender and career progression, including establishing whether early-career women find themselves in longer service in these posts than men.	32	October 2020	CSLO	affecting non-post-holders.
		2.4.5 Create a handbook for college-only post-holders, to be distributed each year via senior English tutors in colleges and college offices. Information to be similar to Faculty employees' handbook, and prepared in collaboration with CSLO.	32, 49	October 2020	HAF/CSLO	
2.5	Develop the English Faculty as a supportive and respectful working environment where bullying and harassment are not tolerated.	2.5.1 FBC to communicate importance of adhering to policies around harassment and bullying at Faculty meetings	53	January 2020	FBC	Close the gap between numbers of incidents of harassment and bullying reported to FBC and HAF and numbers reported in SES.
		2.5.2 Increase locations across the English Faculty premises where details of Harassment Advisors are posted (including bathrooms) and ensure website links to Humanities E and D information page about procedures and support with regard to complaints of harassment and bullying.	53	MT 2020	Comms Officer/ Faculty Office	Close the gap between numbers of incidents of harassment and bullying reported to FBC and HAF and numbers reported in SES.
		2.5.3 Termly email from FBC to include information about new measures and support in regard to reducing incidents of harassment and bullying. One of the three termly emails each year to include a short statement indicating that all complaints of bullying and harassment will be investigated in accordance	53	January 2020	FBC	All reported incidents investigated and followed up.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		with University procedures, with a link to Humanities E&D pages for information.				
		2.5.4 Responsible Bystander Training to be compulsory for all those holding Faculty posts and optional/offered for all Faculty members regardless of their post.	53	Ongoing	EDC	90% of Faculty post-holders to have undertaken training by 2022.
		2.5.5 Harassment advisors to be given workload tariff to attend training and to refresh their training at least bi-annually.	54	2020-21 academic year	DED	Confirmation from EDU that advisors have been trained
		2.5.6 DED to hold regular meetings with Harassment Advisors to develop and review actions to address harassment and bullying.	54	TT 2020 and ongoing	DED/EDC	Report to EDC TT2020 proposing further actions
		2.5.7 Work with PGR student reps to produce a 'code of conduct' for graduate supervisees and supervisors informed by the Graduate Survey and introduce training for supervisors based on this.	23, 54	Half-day course in place by MT 2020	DDS/ EDC to monitor	60% of supervisors to have undertaken training by 2022.
2.6	Improve gender balance in events and visibility of all genders in the Faculty internally and externally	<p>2.6.1 Monitor gender balance of individuals featured in displays in the faculty's lobby space.</p> <ul style="list-style-type: none"> - Gather data from the previous two years regarding convenors and speakers for E and D to consider. - Committees involved in inviting speakers to Special Lectures to be provided with breakdown of speakers by gender and required to consider when deciding on future invitations. 	59		EDC	<p>2022 SES results: increase % of respondents agreeing that the Faculty's physical environment and online presence reflect a positive approach to gender diversity to 80% (2018: 71%M/51%F)</p> <p>50% of speakers at special lectures to be female by 2023 (3-year average) with</p>

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
						appropriate BAME representation.
		<p>2.6.2 Telling Our Stories Better project</p> <ul style="list-style-type: none"> - Promote women’s career progression. - Website to showcase the career paths of English graduates at all levels - Production of career path leaflets for Women in English and Study English at PG level days, and at Open Days - Share the ‘Telling Our Story Better’ toolkit and best practice from the project across other faculties/departments. - Use materials developed through the project in displays and permanent exhibitions in the Faculty building 	44, 60	End of 2019-20 academic year	Sophie Ratcliffe (project lead)/FBC/EDC/Comms Officer/ Outreach Officer	<p>2022 SES results: increase % of respondents agreeing that the Faculty’s physical environment and online presence reflect a positive approach to gender diversity to 80% (2018: 71%M/51%F)</p> <p>-By 2023, at least 8 other departments/ faculties to have signed up to use the toolkit</p>
		2.6.3 Timing of Faculty research seminars – one third of all seminars within a series in the course of a year to be held in working hours. Seminar series which do not comply with this requirement will not be funded in future years.	57	2020-21 academic year	PPRC	% of SES respondents agreeing that meetings are scheduled to take people's caring responsibilities into account to increase to 70% by 2023 (2018: 37%)
		2.6.4 Two out of three faculty-organised social gatherings each year to fall within working hours. EDC to consider planned social gathering and ensure that they do not fall at times of peak teaching or examining workload.	53, 58	Ongoing	FBC/Deputy Administrator/EDC	% of SES respondents agreeing that they feel included in the Faculty's social/networking events

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		2.6.5 EDC to plan and deliver additional communal activities for Faculty, including appropriate evaluation mechanisms	58			to increase to 85% by 2023 (2018: 66%)
		<p>2.6.6 Women in English day</p> <p>Develop and run a Women in English Day (open to the entire student body).</p> <p>Develop associated online resources, (e.g. blogs, podcasting, student profiles) so that material can be accessed by those unable to attend and to ensure legacy.</p> <p>The day will celebrate Women in English – academics, students and beyond</p> <p>Sessions and topics to include:</p> <ul style="list-style-type: none"> - Recognising and celebrating the achievements and history of women in the FofE; - Showcasing resources and work ongoing in the FofE in relation to issues of gender, liaising with Faculty Librarian; - Aspiration and self-concept and exam performance; - UG/PGT/PGR pipeline and attendant issues, including informal mentorship across the three student bodies; 	28	First event in HT 2020. Repeat annually thereafter.	DED/DoT	Reduction in the level of concerns about gender issues raised by female students in focus groups. Improvement in the perception among students that the Faculty is taking action to address gender inequality by 2023 compared to 2020 baseline.
		<ul style="list-style-type: none"> - Introducing harassment officers and complaints structure and procedures; - Introducing the Careers Service and its English-related resources; 				

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		- A key-note address from a Faculty alumna – possibly tied in to the ‘Telling Our Story Better’ project.				
		2.6.7 Ensure that all web and print materials aimed at prospective applicants reflect the gender balance of the Faculty and communicate the full range of texts and approaches which can be encompassed in the undergraduate degree.	61	Web materials refreshed by end of 2019-20 academic year. Print materials refreshed when re-ordered.	DoT/DSL/ Outreach Officer	
		2.6.8 Take steps to increase the number of male UG student ambassadors.	61	Gender balance of UG ambassadors proportionate to the UG student body by 2022.	DoT/DSL/ Outreach Officer	
2.7	Improve support for staff and student parents and carers	2.7.1 Work with the other occupying departments and St Cross Building facilities management team to designate and advertise a quiet room for breastfeeding.	27, 39, 49	Room designated by start of 2020-21 academic year.	Deputy Administrator	Positive feedback from focus groups and staff survey respondents
		2.7.2 Request SCB facilities management and Estates Directorate to install changing facilities in at least one toilet.	27, 39, 49	Changing facilities available by 2022	Deputy Administrator	Positive feedback from focus groups and staff survey respondents
		2.7.3 Hold at least one Faculty social event per year which is family-friendly and to which families are invited.	39, 49	Ongoing	Deputy Administrator	% of SES respondents agreeing that they feel included in the Faculty's social/networking events to increase to 85% by 2023 (2018: 66%)

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		2.7.4 EDC to deliver measures to improve the experience of staff and student parents. Measures coproduced with focus groups and staff networks	26, 27, 39, 49	At least two further measures to improve the experience of parents implemented by 2022.	EDC	Positive feedback from focus groups and staff survey respondents
3. Supporting women's careers: Overarching target By 2023 80% of SES respondents agree that women's careers are as well supported as men's. (Currently 51%)						
3.1	Improve (or at least maintain) proportion of women in senior academic positions.	Recruitment: 3.1.1 Faculty policy document, including data from previous years' recruitment exercises, circulated to all faculty members on recruitment panels. 3.1.2 E&D committee to regularly review job descriptions to ensure the language used reflects best practice. 3.1.3 FBC to remind panel of gender-related issues (including around caring responsibilities) in assessing applications.	30, 36 30, 36 30, 36	Document produced by summer 2020 and updated annually thereafter HT2020 HT2020	FBC/HAF EDC FBC	Maintain consistent m/f proportions at application and shortlisting, on average over three years Women to continue to comprise at least 56% of all academic staff and 38% of SPs. Improved data about researcher destinations and career trajectories.
		3.1.4 For all academic recruitment processes, offer shortlisted candidates an informal information discussion with a named Faculty contact. Monitor take-up of this offer and whether this differs by gender. 3.1.5 Continue with practice of only requesting references for shortlisted candidates.	30, 36 30, 36	HT2020 Ongoing	FBC FBC	

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		Retention: 3.1.6 Encourage senior women to sign up to the Senior Women's Mentoring Network. 3.1.7 Introduce exit interviews for all leavers. 3.1.8 All Faculty ECRs and DLs to be given exit interviews by research leaders in their field from within Faculty. Record destination details for fixed term leavers and ask for permission to contact after 6 months/1 year to follow up. 3.1.9 Reports on exit with gender differentials to be received at Research Committee at Michaelmas term meeting of each year.	43 34 34 34	Ongoing TT2020 100% of departing ECRs to receive exit interviews by end of 2020-21 academic year.	FBC FBC (HAF to arrange) DoR RC	
3.2	Recognise and reward staff achievements	3.2.1 Review statistics on applications to RoD and PMP after each annual round. PPRC to identify those with strong IPO reports and encourage application to RoD within 1 year.	39	Ongoing	PPRC	By 2023 SES increase % agreeing that management and decision-making processes in the Faculty are clear and transparent from 47% (2018) to over 65%.
		3.2.2 DoT and DoR to review eligible candidates for the R&R scheme (DLs and PDRFs) and make nominations. Provide clear guidance to PIs on the criteria to assess performance against and a checklist to be returned showing that all staff have been considered.	39	HT2020	DoT/DoR	SES: reduce % of women disagreeing that the faculty's culture fosters a positive approach to gender equality in relation to recognition of success and achievement from 27% to 10% by 2023.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		3.2.3 Ensure that there is recognition of achievements in research and teaching beyond RoD, PMP and RoD. EDC to monitor the ratio of reported male to female achievement (prizes, grants, etc).	39	HT2020	EDC	
3.3	Support staff career progression	<p>3.3.1 Develop a more structured training/development programme and offer formal opportunities for research-only staff to gain teaching experience and improve employability.</p> <p>3.3.2 EDC to monitor numbers taking up training and development opportunities (including teaching opportunities) by staff, post doc and PGR students. Reports to highlight any gender differentials in uptake, and EDC to recommend any necessary changes</p> <p>3.3.3 Make better use of the Faculty teaching register to match research-only staff with college teaching opportunities.</p>	30, 41, 43 30, 41 31	MT2021 MT2020 MT2020	RC EDC TC	<p>SES: increase % of staff who agree that they are clear about the training and development opportunities available to them from 63% to 80%, with equal proportions of men and women agreeing (2018: 60%F, 74%M)</p> <p>SES: no research-only staff reporting that they would have liked the opportunity to teach but did not have it.</p>
		<p>3.3.4 Implement “career conversations” for all permanent academic post-holders, in accordance with the proposal from the Humanities Division. Secure commitment from senior post-holders to sign up for panel</p> <p>3.3.5 All PIs to attend appraisal training and offer annual PDR to researchers.</p>	31, 34, 42 31, 34, 39	2021-21 2020-21	FBC DoR	<p>2022 SES: 60% of academic respondents to report having received PDR/appraisal in last 2 years. 2024 SES: 90%</p> <p>70% of researchers to report having received annual appraisal in 2022 SES.</p>
3.4	Support women in applying for	3.4.1 All women making large grant applications to be provided with a senior mentor (male or female) with a successful	46	HT 2020	DoR	Equalising of the application to success ratio for male and female

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
	external research grants	<p>record in securing grants to develop application.</p> <p>3.4.2 Colleagues returning to employment after career breaks or reaching the end of major administrative responsibilities to be offered a meeting with the DoR/RF to discuss ways of supporting their research.</p> <p>3.4.3 All unsuccessful applicants to major schemes to be offered an “exit interview” with the DoR and/or RF – ensure follow-up to see whether a reworked application to another scheme can/should be pursued.</p>	46 42, 46			applicants to large grants, on a three year average
		3.4.4 Analyse data on applications to ECF schemes to assess whether there is gender bias apparent in Faculty rankings. Report to RC; corrective actions identified if necessary	46	HT 2020	HAF/RC	3-year average gender balance of nominated applications to ECF schemes mirrors applicant pool.
3.5	Improve support for staff taking and returning from career breaks	<p>3.5.1 HAF to encourage staff on maternity leave to take advantage of their paid KIT days, highlighting possible uses such as conference attendance, planning meetings, or visits to archives/collections/libraries.</p> <p>3.5.2 All staff returning from maternity/adoption/shared parental leave to be offered a meeting with the HAF to discuss workload and potential remission of duties and other support to ease return to work.</p> <p>3.5.3 Staff intranet to include information about support available and case studies on use of KIT days and URCF</p>	39, 48 39, 48 39, 48	Ongoing	HAF	80% of respondents feel that women’s careers are as well supported as men’s

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		3.5.4 Faculty to liaise with colleges in any teaching buy-out surrounding the URCF to ensure that the teaching is not being paid at the lowest rate.	49			
4. Pipeline						
4.1	Encourage women to progress from UG to PGT and PGR study	4.1.1 Update “how to apply” information on the website, to ensure that the guidance on statement of purpose is clear, as well as reviewing a list of FAQs for applicants.	28	Summer 2020 for 2021 admissions cycle	DTGS/DDS	Women to make up 65% of those admitted to PGT study by 2023 (currently 62%) in line with national benchmarking and closer to the ratio of female to male UG students in the Faculty.
		4.1.2 Survey UG students on how likely students are to pursue postgraduate study and which factors most influence their decision.	28	HT 2020	DoT	Women to make up 62% of those admitted to PGR study by 2023 (currently 55%).
		4.1.3 Study English at PG day Hold an annual PG Study Day in Michaelmas Term to provide information about applying for PGT and PGR degrees. Sessions to be open to all current students and external applicants, and to be videoed and shared online.	19, 21, 23, 26, 28, 44	First event in MT2020, then annually thereafter.	DTGS/DDS	Reduce the drop in the percentage of female applicants for PGT and PGR study compared to UG/PGT study.
4.2	Ensure equitable access to funding for PGT and PGR study	4.2.1 Obtain and review benchmarking data on funding nominations and ranking from other Humanities Faculties. TC and RC to consider data and differences between English and other faculties	21	HT2020	DTGS/DDS	By 2021: Gender proportions of the top 10 candidates ranked for funding to reflect gender proportions of top scoring candidates overall (3 year average).

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		4.2.2 Remove stranding from the decisions for PGT and PGR funding nominations (with the exceptions of period specific funded places)	21, 26, 27, 28			By 2023: gender proportions of top 10 candidates to reflect gender proportions of successful applicants (3 year average).
		4.2.3 Ensure all assessors are briefed on issues of gender and funding and provide information on gender statistics.	21, 26, 27, 28			
4.3	Promote and ensure adequate support for newly-introduced part-time DPhil	4.3.1 Monitor the uptake and running of the part-time PhD and to check that the needs of part-time students are considered in all relevant documents.	26, 27, 28	From admission of first cohort in MT20	DDS	In annual student survey 90% of part time PhD students report satisfaction with the course and their support.
5. Student Experience						
5.1	Reduce discrepancy between proportions of female applicants and offer-holders in undergraduate admissions.	5.1.1 Admissions statistics, including a breakdown by gender, to be considered each year by TC and Faculty meeting.	16	Ongoing	DUA/TC	Equalise percentages of female applicants and offer-holders averaged over 4 years by 2023.
		5.1.2 Model the impact of changes to pre-interview banding, agree changes for implementation from 2020-21 admissions cycle and monitor the effect of agreed changes.	16	Implement changes for 2020-21 admissions cycle		
5.2	Ensure that curriculum and teaching methods consider and address issues of	5.2.1 Introduce workshop (designed with CTL) in 'inclusive teaching' practice to be run annually in the Faculty with requirement that all staff members undertake the training within three years maximum	18, 23, 41	October 2020	DoT	All teaching staff to have undertaken training by 2023.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
	diversity and gender					
		5.2.2 Introduce core lectures addressing issues of diversity, decolonising and gender.	18, 23	October 2020	DoT/ period and subject convenors	Improvement in the perception among students that the Faculty is taking action to address gender inequality by 2023 compared to 2020 baseline.
		5.2.3 Working group to review diversity of curriculum in practice.	18, 23	January 2020	DoT	
		5.2.4 Research and produce best practice guidance on content noting in collaboration with student representatives. Promote and share findings across Division via high level committees.	18, 23	Content noting in place for start of the 2020-21 academic year.	DoT/TC	Mandatory content noting for all core lectures and content noting in place for 50% of other lectures.
5.3	Reduce gender gap in student attainment	5.3.1 Ongoing review of student outcomes by gender: 5.3.2 Report and discuss gender gap statistics, including a breakdown by degree programme, annually at both the TC and the Faculty meeting. 5.3.3 Statistics to be included under reserved business to avoid stereotype threat. 5.3.4 Carry out modelling of the effect on the gender gap of using different criteria for the award of a First and take appropriate action based on the outcomes.	18	Reporting: 2019-20 Pilot agreed changes: 2020-21 (ie summer 2021 exams)	DoT	Close gender gap to no more than 3% difference in % of male and female students receiving a 1st at Finals by 2023.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		5.3.5 Identify further measures to address the gender attainment gap, and pilot these.				
		5.3.6 Carry out further analysis of the gender gap by college. Speak to colleges with smaller gaps to identify examples of best practice which could be shared across all colleges.	18	Summer 2020	DoT	
		5.3.7 Investigate the perception that gender-related topics and answers are not rewarded in line with other topics and responses, and develop actions to address this. <ul style="list-style-type: none"> - Examine question papers to ascertain the gender make-up of the authors and critics quoted, and to identify the number and range of explicitly or implicitly gender-related questions; - Examine comments sheets (for exam scripts and coursework), marks and mark ranges to see how regularly questions are answered with reference to female authors or gender-related topics and how these are marked; - Examine the resultant data in relation to other topics or question to ascertain whether gender-related topics and answers are atypical; - Based on these results, draft guidelines for Chairs of Examiners and recommend unconscious bias training for examiners. 	18	2019-20 academic year	DoT	
		5.3.8 Investigate the relationship between the scores given on PGT applications (especially for written work), funding, and PGT results according to gender. Report on the findings and the implications for the PGT gender gap.	23	Summer 2020	DTGS	Close gender gap to no more than 5% difference in % of male and female students receiving a distinction by 2023.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		5.3.9 DTGS to report annually to EDC in MT on whether there is any correlation with choice of topic or student circumstances for failed MSt submissions.	23	October 2020	DTGS	
		5.3.10 Conduct a pilot analysis of detailed historical data on individual PGR students' progress to see whether it is possible to use this to draw more definite conclusions as to the causes of gender variations. Carry out review and report to RC on any issues relating to gender affecting variations in time to completion.	27	Report by MT20	DDS	Equalise average time to completion for female and male students.
		5.3.11 PPRC to ensure that at least 50% of external examiners of summative taught courses (undergraduate and graduate) are female.	60	Ongoing	PPRC	At least 50% of external examiners for the FHS and MSt are female.
		5.3.12 Ensure gender balance in nomination for external examiners of doctoral degrees. DDS to look at the ratios of men and women nominated as external examiners of doctoral degrees over the last 5 years.	60	Report to be received by Research Committee in 2020 and consideration of any further action needed.	DDS	Over a 3-year period there is not a significant gender imbalance among external examiners for doctoral degrees.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
5.4	Improve opportunities for PGR students to gain teaching and other work experience	5.4.1 Make better use of the Faculty's graduate teaching register to match students with teaching opportunities in the Faculty and colleges	28, 44	MT 2020	DoT	Increased satisfaction with teaching opportunities and communication of teaching opportunities reported in graduate surveys (from 36%/25% to over 70% each). By 2023, from majority reporting dissatisfaction to majority reporting satisfaction.
		5.4.2 Create a register of PGT and PGR students who would be happy to be approached for research assistant work, listing their skills. DDS to encourage post-holders to consult this database when appointing a graduate research assistant.	28	MT 2020	DDS	Increased satisfaction reported in graduate surveys. By 2023, from majority reporting dissatisfaction to majority reporting satisfaction.