



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	Oxford Department of International Development	
Focus of department	AHSSBL	
Date of application	20 th May 2020	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2017	Level: Bronze
Contact for application Must be based in the department	Victoria Hudson	
Email	Victoria.hudson@qeh.ox.ac.uk	
Telephone	01865 281805	
Departmental website	https://www.qeh.ox.ac.uk/	

Table of Acronyms	
AP	Associate Professor
CSIA	Changing Structures of Islamic Authority
DA	Deputy Administrator
DGS	Director of Graduate Studies
DMC	Departmental Management Committee
DL	Departmental Lecturer
DDR	Director of Doctoral Research
DPhil	Doctor of Philosophy
E&D	Equality and Diversity
Econ Dev	MSc in Economics for Development
ECR	Early Career Researcher
GGD	MSc in Global Governance and Diplomacy
GSC	Graduate Studies Committee
HoAF	Head of Administration and Finance
HoD	Head of Department
IGC	Oxford-LSE International Growth Centre
IPO	Initial Period of Office
MPhil	MPhil in Development Studies
MS	MSc in Migration Studies
NGO	Non-Governmental Organisation
ODID	Oxford Department of International Development
OPHI	Oxford Poverty and Human Development Initiative
PDR	Personal Development Review
PGT	Postgraduate Taught
PGR	Postgraduate Research
POD	People and Organisational Development
PI	Principal Investigator
QEH	Queen Elizabeth House
RAE	Research Assessment Exercise

REF	Research Excellence Framework
RFMS	MSc in Refugee and Forced Migration Studies
RoD	Recognition of Distinction
RSC	Refugee Studies Centre
SAT	Self-Assessment Team
SSD	Social Sciences Division
SP	Statutory Professor
TP	Titular Professor
TMCD	Technology and Management Centre for Development
UCS	University Careers Service
YL	Young Lives

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.

Oxford Department of International Development
Queen Elizabeth House, 3 Mansfield Road, Oxford OX1 3TB, UK
Tel: +44(0)1865 281800
qeh@qeh.ox.ac.uk www.qeh.ox.ac.uk

Head of Department: Prof. Diego Sánchez-A



Equality Charters Manager
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London, SE1 7SP

Dear Dr Gilligan,

I am delighted to give my most enthusiastic support to this application for the Athena SWAN Bronze Award. I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Oxford Department of International Development (ODID). As a feminist and passionate believer in the value of equality, I am proud to be the Head of Department at a time when we are submitting this application.

ODID is an international and multicultural community and many of its members deal with social inequalities as researchers and activists. Most members of the department--both male and female--agree that gender inequalities are a structural problem in academia that must be taken seriously. We are committed to promoting gender equity in our teaching and research and all our departmental practices. Four of the previous six heads as well as my successor are world-class female academics. Women are well represented at all levels of the department, from senior professors (45% of which are women) to early career researchers (55%). Since its creation in 1994, ODID has worked actively to create a family-friendly and relaxed environment, where everyone has the chance to grow and where bullying and harassment are not tolerated. In the words of a respondent to our recent staff survey "The department has an outstanding and supportive culture. It is open, diverse, tolerant, and caring".

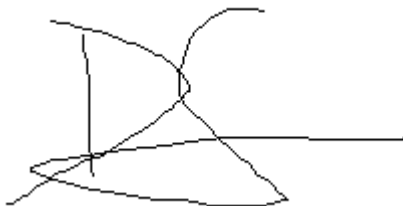
Nevertheless, the committed work of our Self-Assessment Team (SAT) co-chaired by Professors Xiaolan Fu and Simukai Chigudu has shown that there is more work to be done. We are concerned that--in contrast to earlier periods--almost all recent appointments at the professorial and associate professorial levels have been men. We aim to increase the number of women applying to associate professorship jobs from 35% to 45%. To do so, we will improve every stage of our hiring process, from the training of selection committee members to the short-listing process. The SAT-led consultations have also identified weaknesses in career development. Just 55% of female survey respondents are clear about the development opportunities available, while only 28% feel that their supervisor supports them to think about professional development. In order to become more

supportive, we will carefully consider staff training needs, build closer links to the University's People and Organisational Development programmes and develop a more robust system of development reviews. We also want to pay more attention to gender inequalities in student learning and performance: among several different measures, we will improve a toolkit designed by junior academics on "identity in the classroom"; expand the number of female speakers in all our seminars; and further showcase and promote female role models.

Going forward we will use the Athena SWAN process to deepen our culture of equality and inclusion. We have identified the need for changes to departmental structure as well as culture: a new Equality and Diversity Committee, which I am joining, will work closely with the Department Management Committee to implement the action plan and to embed conversations on gender firmly within departmental governance. Our ultimate objective is not just to secure gender mainstreaming--a popular term within development jargon--but to deal creatively with other dimensions of inequality such as race, ethnicity and sexual identity and orientation.

As a previous Equality and Diversity lead in another Oxford department and former member of the Social Science Division's Equality & Diversity Steering Group, I cherish the opportunity to work with all my colleagues to advance gender equality in all our practices. We are all committed to succeed in this process, and this is why we continued working on the application in the midst of the current pandemic.

Sincerely,

A handwritten signature in black ink, appearing to read 'Diego Sanchez-Ancochea'. The signature is stylized with a large, sweeping 'D' and a horizontal line extending to the right.

Diego Sanchez-Ancochea
Head of the Oxford Department of International Development
Professor of the Political Economy of Development

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 Oxford Department of International Development (ODID) is the University of Oxford's principal hub for multidisciplinary research and teaching on questions of social, political and economic change in the developing world. As at June 2019, the Department had 93 staff, consisting of 31 academic staff (45% female), 27 research staff (56% female), and 35 professional and support staff (82% female). The Department is home to 245 postgraduate students: 161 are enrolled on taught graduate courses (64% female) and 84 on our doctoral research programmes (61% female). Research and teaching in the Department spans a range of disciplines, with fieldwork being a key activity for both staff and students. ODID was the top development studies department in the country in the 2008 Research Assessment Exercise (RAE) and the 2014 Research Excellence Framework (REF). The Department is also highly international: students come from more than 50 countries and a large share of the academic and research staff come from overseas (Table 1).

Table 1: Nationality Groupings of Staff at ODID 2018/19, Compared to the Social Sciences Division Median Figures

	UK	EU	Other	Unknown
ODID academic staff	26.7%	26.7%	40.0%	6.7%
SSD academic staff	40.7%	22.8%	25.5%	11.0%
ODID research staff	18.2%	15.2%	54.5%	12.1%
SSD research staff	31.6%	22.4%	24.7%	21.4%

The Department is located in University-owned property, Queen Elizabeth House (QEH), in Mansfield Road, Oxford, with an annexe on nearby South Parks Road (Image 1). The Department hosts four research groups and one programme: the Refugee Studies Centre (RSC); Young Lives (YL); the Oxford Poverty and Human Development Initiative (OPHI); the Technology and Management Centre for Development (TMCD); and the Changing Structures of Islamic Authority (CSIA) programme. ODID also co-anchors the Oxford leg of the Oxford-LSE International Growth Centre (IGC). The Department will be leaving its current site and moving to a new building within the next five to seven years.

Image 1: Exterior of the buildings on Mansfield Road and South Parks Road



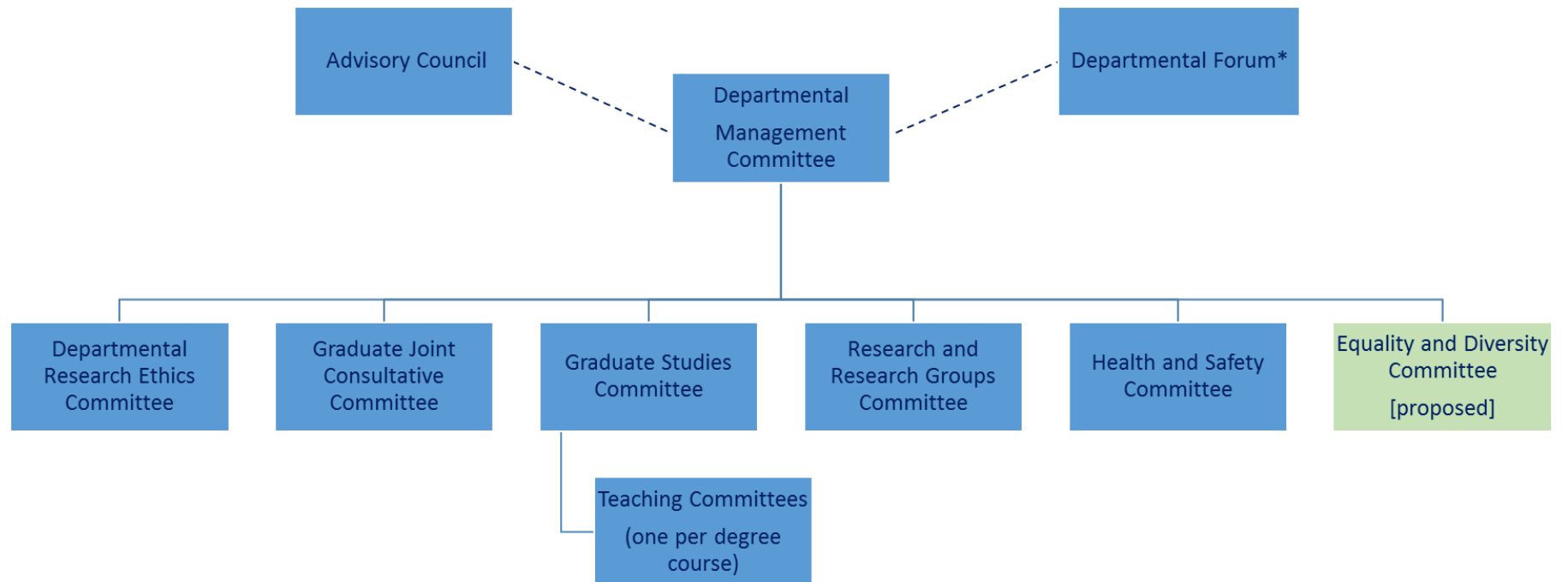
ODID is part of the Social Sciences Division (SSD) within the University. ODID's governance structure is illustrated in Figure 1. The **Departmental Management Committee (DMC)** is the apex executive body of the Department, chaired by the Head of Department (HoD) and with a membership consisting of principal office holders and representatives from the constituent parts of the Department. DMC is supported and advised by the **Departmental Forum**, ODID's 'all staff' committee, and an external **Advisory Council**. Underneath the DMC sit a range of functional committees covering the management of research and teaching. As a result of our work and consultation around the current Athena SWAN submission, DMC proposes to create a new Equality and Diversity Committee (EDC) to oversee our work on promoting our equality and diversity (E&D) agenda (**ACTION 1a**).

ODID has a strong tradition of female leadership. Of the first seven HoDs, four, including the founding HoD, Professor Frances Stewart, have been female, as is the HoD-elect.

Half the Department's principal research groups are led by women while there has historically been strong gender parity in key governance roles, such as the Director of Doctoral Research (DDR) and Director of Graduate Studies (DGS).

Word count: 470

Figure 1: ODID Governance Structure



Notes: * Departmental Forum combines Department Committee (permanent academics and other senior members of department), academic-related (fixed-term) research staff and professional service staff; dashed line (----) denotes advisory / consultative links.

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

The Self-Assessment Team (SAT) first convened in February 2018 under the leadership of Professor Xiaolan Fu assisted by Dr Simukai Chigudu. It consists of volunteer members and invited individuals to ensure diversity and representation across roles, activities and the various research groups in the Department. The SAT includes staff at all levels and with experience of a range of work/life balance issues. It incorporates two men and five women (Table 2). Students were involved in the self-assessment process in different ways: the SAT consulted student reps and held dedicated focus groups for students to discuss the Athena SWAN process.

Table 2: Membership of the SAT

Name	Gender	Role in ODID	Role in SAT	Caring responsibilities
Simukai Chigudu	Male	Associate Professor of African Politics	Academic Co-Chair , led student focus groups	
Gina Crivello	Female	Senior Researcher, ODID representative on the SSD Equality and Diversity Steering Group (2018/20).	Led student focus groups	Has a family including one older child
Cheryl Doss	Female	Senior Departmental Lecturer and Associate Professor	Led research staff focus groups. Designed and analysed the student survey	Has a family including two older children
Xiaolan Fu	Female	Professor of Technology and International Development	Academic Chair , led the overall organisation of the SAT process. Led staff focus groups, and co-drafted and revised the application	Has a family including one older child
Victoria Hudson	Female	Deputy Administrator	Led staff and student data analysis. Led admin staff focus group, and co-drafted and revised the application	Cares for a family member with physical and learning disabilities
Diego Sanchez-Ancochea	Male	Head of Department	Took up HoD role in Oct 2019, working with SAT to ensure that the Action Plan is embedded across the Department	Has a family including one older and one younger child

Olivier Sterck	Male	Senior Research Officer	Contributed to the discussions in all SAT meetings and staff focus group	Has a family including two young children
Nikita Sud	Female	Associate Professor of Development Studies	Led a staff focus groups	Has a family including two young children

(ii) an account of the self-assessment process

The SAT met 12 times through the Athena SWAN self-assessment process and consulted with the wider Department through various channels, including:

- Initial staff survey with a total of 48 responses (29 female, 13 male, 5 prefer not to say, 1 no answer), with a response rate of 52%;
- Collection and analysis of data from the University HRIS CORE system;
- Two rounds of focus group meetings with teaching, research and administration staff, students on taught degrees and research students, respectively. We did this in small groups so that everyone had an opportunity to contribute;
- Dedicated student survey based around Athena SWAN principles;
- Consultation with the wider Department community, including retired members;
- Coordination and consultation with other Departmental committees;
- Reporting on progress at Departmental Forum on two occasions.

The SAT greatly benefitted from the support of the Division's Athena SWAN leads, who provided valuable feedback on process, the findings and on early drafts of the Action Plan. The team also received advice from the University's central E&D Unit and other internal and external departments that have been successful in their Athena SWAN applications.

The SAT initially found limited appetite from the wider Department for detailed engagement with the Athena SWAN process. Participation in the initial round of focus group meetings – publicised via an open invitation – was low. An active strategy was adopted for the second round of focus group meetings – involving direct personal invitations and coordination with student representatives – resulting in significantly greater participation.

The lack of initial engagement should not be interpreted as a lack of interest in E&D. In fact, ODID is an international and multicultural community and many of its members deal with social inequalities as researchers and activists. Most members of the Department – both male and female – believe that gender inequalities are a structural problem in academia that must be taken seriously. At the same time, as evidenced by comments from our focus groups, they are generally satisfied with the way the

Department operates in terms of gender parity, while expressing greater concern about other issues, such as ethnicity and sexual orientation.

The Department has thus historically been mindful of equality issues, but the Athena SWAN process has enabled us to go further. It has facilitated a detailed consideration of gender data internally for the first time and has allowed us to identify a set of issues on which to reflect and improve. Nevertheless, the SAT realises that this is just the beginning of a longer process of sustained action and review and we will embed processes to ensure regular monitoring and ongoing reflection. The SAT will also continue to reflect on the challenges of the self-assessment process itself and on alternative strategies for encouraging engagement. We will simultaneously explore ways in which intersectional inequalities can be considered (eg by organising regular debates on the subject) and how this can be incorporated into our daily E&D practice.

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

The work of the SAT will continue following submission of the Athena SWAN application in mid-2020. The dedicated EDC will then be created, initially to monitor and coordinate the implementation of the Action Plan. This new document will be a permanent addition to the ODID governance structure and will be accountable to the DMC (see **Figure 1 and ACTIONS 1a and 1b**). Initially the EDC will consist of a core team, including the HoD (to secure maximum impact), the academic lead of the SAT and the SSD Planning and Equality Manager, as well as representatives from among staff, researchers and students to ensure full representation among the Department's key stakeholders. Further members will be co-opted as necessary in the coming months as it becomes apparent where it will be helpful to feed in particular expertise and experiences. As well as coordinating and supporting the implementation of the Action Plan, the EDC will monitor and evaluate the Department's wider E&D strategy and serve as the link with wider University work on equality and diversity.

We are also keen to mainstream E&D issues into the work of many of the existing committees. The terms of reference of our major committees (principally the DMC and Graduate Studies Committee, GSC) will be revised to create a standing item on E&D to ensure these issues are fully integrated into the work of the Department (**ACTION 1a**). We will improve engagement with Athena SWAN by inviting feedback on the implementation of actions and gaining deeper understanding via in-depth analysis of the staff and student surveys (**ACTION 1b**). The Athena SWAN plan will be incorporated into the work of teaching committees and research centres (**ACTIONS 9a and 9b**). Our work in all these areas will focus on diversity more broadly in addition to gender balance — in line with the concerns of much of our staff.

- Establish a permanent Equality and Diversity Committee (EDC) reporting to the Departmental Management Committee (DMC) **(Action 1a)**
- Agree EDC terms of reference in the DMC **(Action 1a)**
- Consideration of equality and diversity to be included in the standing orders of all committees **(Action 1a)**
- Monitor outcomes of the Action Plan **(Action 1b)**
- Collect and collate feedback from the Department when implementing actions **(Action 1b)**
- Courses team to produce a report based on the student survey prepared by the University in 2022 and 2024 **(Action 1b)**
- HR team to produce a report based on the staff survey **(Action 1b)**

Word count: 886

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

(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.

N/A

(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.

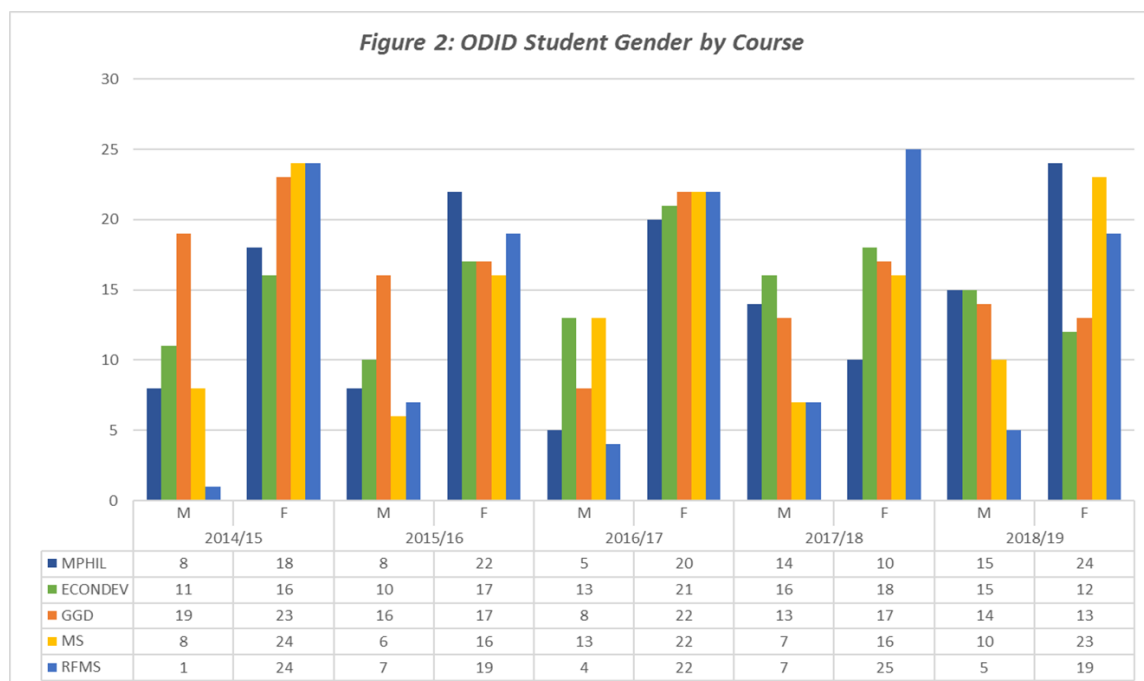
The Department currently offers five postgraduate taught (PGT) degrees (see Figure 2 for gender breakdown) all of which are full time. The MPhil is a two-year degree; the MSc programmes one year.

- MPhil in Development Studies (MPhil) – 60 students (30 per year group)
- MSc in Economics for Development (Econ Dev) – 30 students [*]
- MSc in Global Governance and Diplomacy (GGD) – 30 students
- MSc in Migration Studies (MS) – 26 students [**]
- MSc in Refugee and Forced Migration Studies (RFMS) – 25 students

[*] Offered jointly with the Department of Economics

[**] Offered jointly with the School of Anthropology and Museum Ethnography

Overall, the quantitative data on student admissions, performance and progression in the five degrees is relatively positive. Notwithstanding the inevitable variation that comes with the relatively small number of students, these data describe a student body where female students account for about two-thirds of our PGT students.. There are only a few areas of concern. There is some suggestion that women may be under-represented in terms of securing distinctions in PGT programmes and that male representation in some degrees is too low. Cutting across the student experience more generally — as identified in the qualitative data collected through the Athena SWAN process — is the need for more to be done to ensure that the Department’s teaching culture is inclusive, tolerant and provides for all student voices, something we discuss further at the end of the document (Section 5.6).

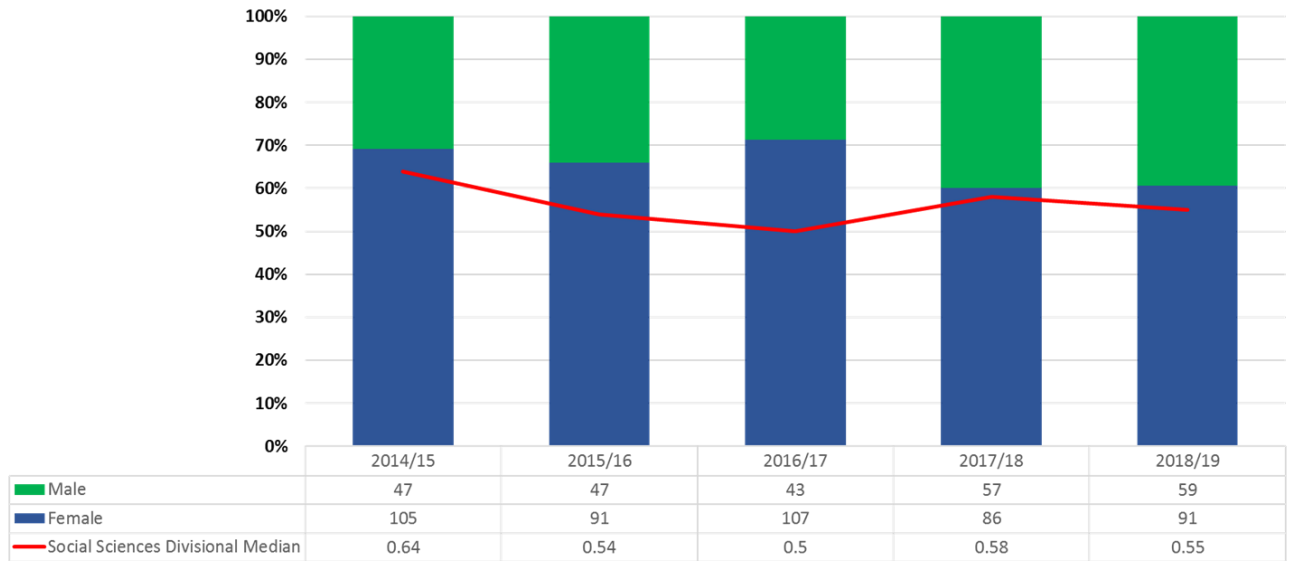


Over the past five years 65.4% of PGT students have been female (Figure 3), slightly higher than the national average for PGT students in social sciences (62%), but broadly similar to that of other development studies programmes in the UK — 51.4% for all UK , 67.56% for Russell Group (HESA data from Heidi plus) .

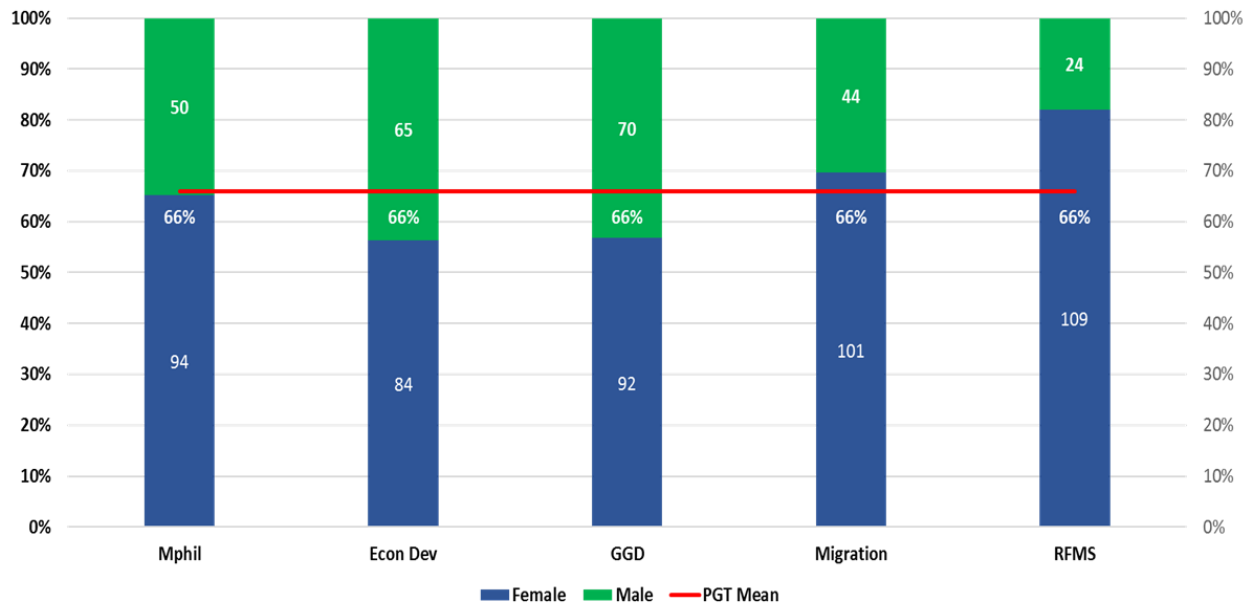
There is significant variation around this average for each of our five postgraduate degree programmes, from 58% female in GGD to 82% for RFMS (Figure 4).

The proportion of women on Econ Dev (66%) is higher than that for students in taught postgraduate economics programmes in the UK, which average 52% over the five years.

Figure 3 : ODID PGT Students by Gender



**Figure 4 : Female Students by ODID PGT Degree course
(Average 2014/15 – 2018/19)**



Admissions

Across the PGT admissions process, women account for 62-66% of applications, offers and acceptances (Figure 5 a and b). While the differences are not statistically significant, female applicants are more likely to receive an offer and those that do are more likely on average to take up an offered place. The higher offer share reflects the tendency for the lower tail of applications to be male-dominated. In any case, given the relatively small numbers involved, there is no decisive pattern in the gap between offers and take-up.

**Figure 5a : ODID PGT Admissions by Gender
(Percent Female)**

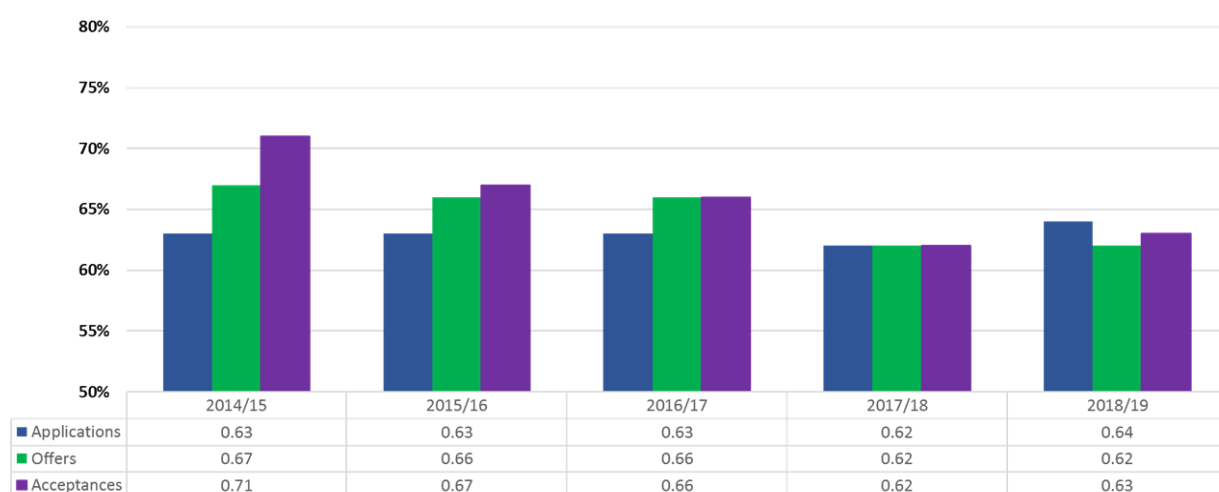
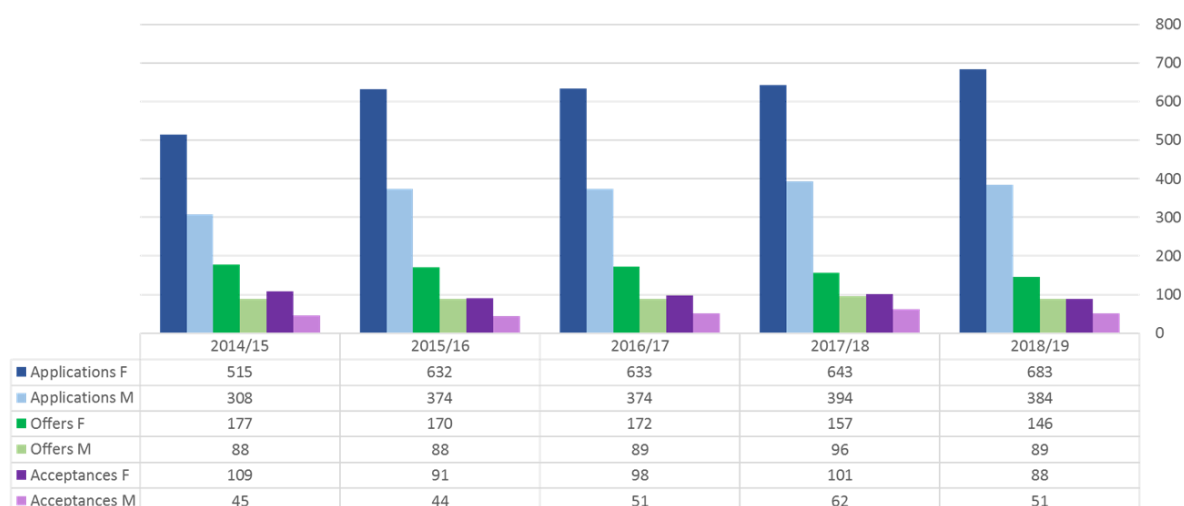


Figure 5b : ODID PGT Admissions by Gender



Completion

Until 2019, when a merit classification was introduced, graduate degrees were classified as pass or distinction. Over the past five years, an average of 21% of all students secured distinctions in Finals. Within this total, the distinction rate is higher for men (Figure 6a and b, Table 3).

**Figure 6a : Proportion of ODID PGT Students Gaining Distinction Grades in Finals
(as percent of students on course by gender)**

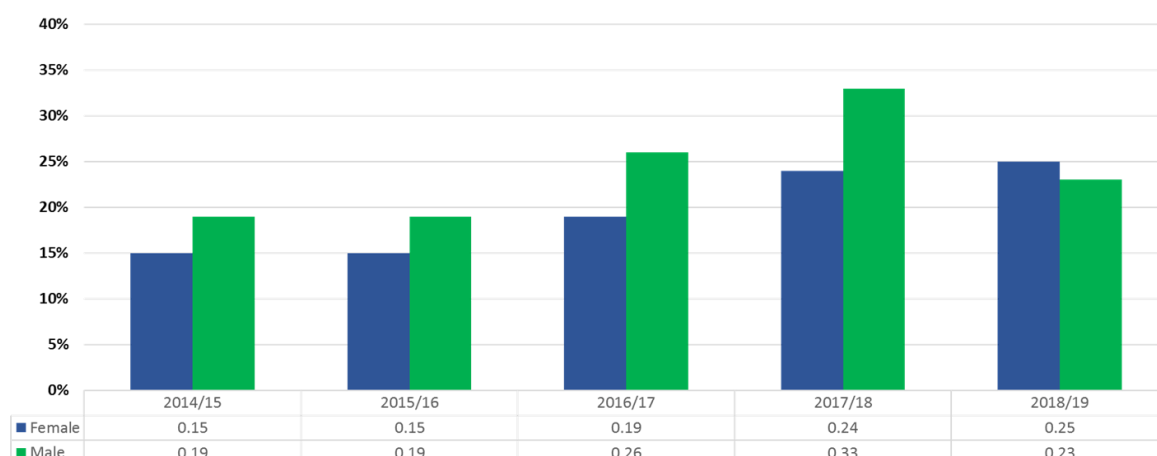


Figure 6b : Proportion of ODID PGT Gaining Distinction Grades in Finals

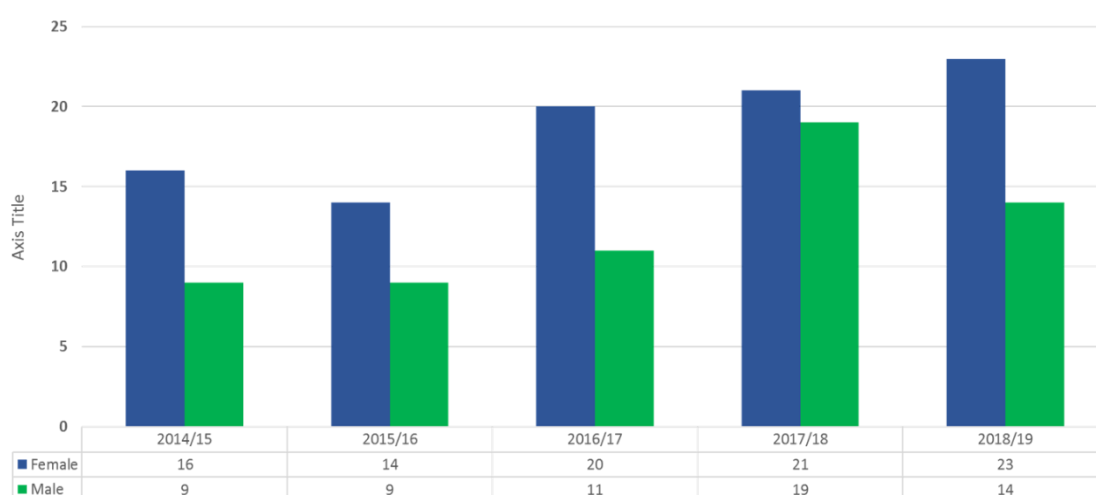


Table 3: ODID PGT Students Gaining Distinction Grades in Finals by Degree Course

	2014/15				2015/16				2016/17				2017/18				2018/19			
	Students		Distinctions		Students		Distinctions		Students		Distinctions		Students		Distinctions		Students		Distinctions	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
MPHIL	8	18	0	2	8	22	1	2	5	20	0	4	14	10	3	2	15	24	3	4
ECONDEV	11	16	4	3	10	17	2	5	13	21	6	2	16	18	4	3	15	12	4	2
GGD	19	23	3	6	16	17	4	2	8	22	1	6	13	17	9	3	14	13	4	4
MS	8	24	2	2	6	16	1	3	13	22	2	4	7	16	3	5	10	23	2	7
RFMS	1	24	0	3	7	19	1	2	4	22	2	4	7	25	0	8	5	19	1	6

The proportion of distinctions by gender varies across degrees (see Table 3). Whilst the differences are not statistically significant, it would appear that women on the MPhil and the two migration degrees (RFMS and MS) were as likely as men to receive a distinction, while men appear to dominate the distinction class in Econ Dev and GGD.

Overall, and despite a “double-blind” marking system, a slightly higher proportion of men than woman have obtained distinctions. Whilst the differences are not large, the

question of possible gender bias in performance outcomes generally has been of concern to Course Directors for some time and has been closely monitored and discussed at the GSC.

The data suggest none of our programmes have difficulty recruiting female students, but some have much higher representation of women than others. To a certain extent these results can be explained by the fact that some disciplinary areas have always been traditionally female, with male students more likely to apply to courses such as politics, where over the past five years 51.48% of PGT students have been male (HESA Heidi plus). Yet in some programmes the female overrepresentation is quite high. For the RFMS programme the Admissions Committee is exploring initiatives to attract more high-quality male applicants to the course (**ACTION 2a**).

The Department is committed to maintaining gender equality and diversity in admissions and teaching, while paying even more attention to gender issues in examination (**ACTION 2d**). We will also include relevant questions in next year's student survey to better understand the differences in motivations for taking our courses between male and female students and address this in the admissions, teaching and career development process.

Although feedback on our teaching culture was overwhelmingly positive, these evaluations did highlight a number of specific areas for improvement. We need to further strengthen efforts to ensure supportive and productive teaching environments for all students. This entails ensuring teaching settings, including seminar-style and small-group teaching, offer a "safe space" for students to engage in discussions without having their voice or opinions silenced or diminished and to give students the confidence to speak and communicate within groups. Focus group discussions suggested that female teaching staff were more successful at creating a conducive safe-space teaching culture in the classroom. The GSC and EDC will continue to support best-practice approaches to teaching in the Department, drawing on Divisional and University support and guidance, and in-house training. These practices include monitoring performance by gender in the different grade classifications; paying particular attention to factors driving the lower distinction share among women; providing training, particularly for the benefit of junior academics, on how to lead seminar discussions and how to manage diversity in the classroom; and asking all teaching staff to complete the University's online unconscious bias course (**ACTIONS 2b-d**). Fieldwork forms a major part of all courses in ODID (both PGT and PGR), with projects taking place in some of the world's most challenging locations and often dealing with emotive and sensitive issues, such as forced migration, child poverty and sexual assault. Students felt that there were extra challenges for women in undertaking fieldwork that were not currently addressed by the Department (see box with quotes). In response to this the Department will review the provision of fieldwork training and processes (**ACTION 2e**).

Gender and LGBTQ issues are not covered during fieldwork training and students are not sure who to go to for further advice (i.e. outside of the Department).

There are extra challenges for women that could be addressed. This included the psychological effects of fieldwork (though this is not exclusive to women). It would be good to have a special session for female and LGBTQ+ students

There is support for students within the wider University but it was up to them to find out who they can contact – and information is not easily available to them

—Comments from student focus groups

- Monitor PGT application/acceptance rates by gender and assess if more needs to be done to attract male candidates **(Action 2a)**
- Keep producing reports on examination results and on progression to DPhil on an annual basis and discuss them first in the EDC and then in the GSC and DMC **(Action 2b)**
- Deepen the analysis of gender differentials in performance in PGT degrees, evaluating changes as a result of new measures **(Action 2d)**
- Monitor performance by gender in the different grade classifications **(Action 2c)**
- Further develop a toolkit developed by Dr Simukai Chigudu and Dr Dan Hodgkinson and apply in the different PGT programmes **(Action 2d)**
- Provide training on how to lead seminar discussions and how to manage diversity in the classroom **(Action 2d)**
- All teaching staff to complete the University's online unconscious bias course in the next two years **(Action 2d)**
- Support students undertaking fieldwork, which is a substantial component of several courses, with particular attention to female students **(Action 2e)**

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

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

The Department has two postgraduate research (PGR) degree programmes, both of which are offered full time and part time.

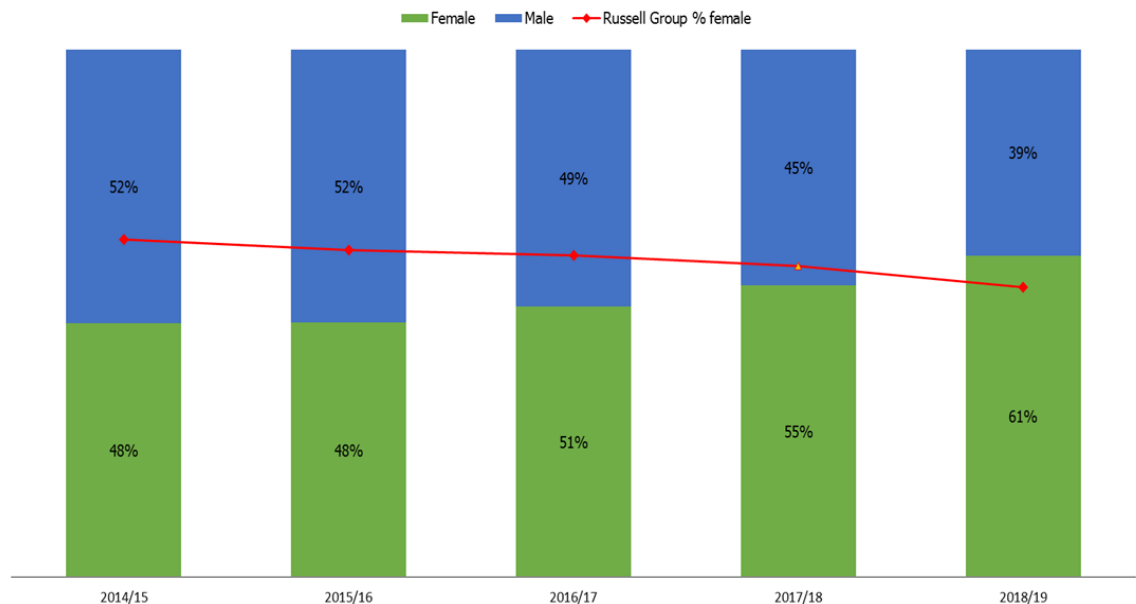
- DPhil in International Development
- DPhil in Migration Studies

Students on the DPhil in Migration Studies (offered jointly with the School of Anthropology and Museum Ethnography), and students studying part-time on either degree, were admitted for the first time in October 2019. At the time of writing, we have no data on the DPhil in Migration Studies or on the experiences of part-time students.

Admissions

The PGR programme in ODID is relatively small, accepting at most 15 new doctoral students per year (so that small changes in terms of students can translate into apparently large percentage changes). Across the 2014/15 to 2018/19 entry cohorts, slightly over half of applications were from female candidates, a slightly lower share than we observe for PGT students but in line with national averages for PGR students in development studies (see Figure 7). What is most striking, however, is the apparent turnaround in recent years in the “conversion rate” from applications and offers to the take-up of places on the DPhil, to the point that in 2017/18 and 2018/19 around 70% of incoming doctoral students were female (see Figure 8). It is too early to tell whether this represents a structural change and the GSC continues to monitor trends and examine alternative hypotheses for this apparent change.

Figure 7: ODID PGR Students by Gender



**Figure 8 : ODID PGR Admissions by Gender
(Percent Female)**

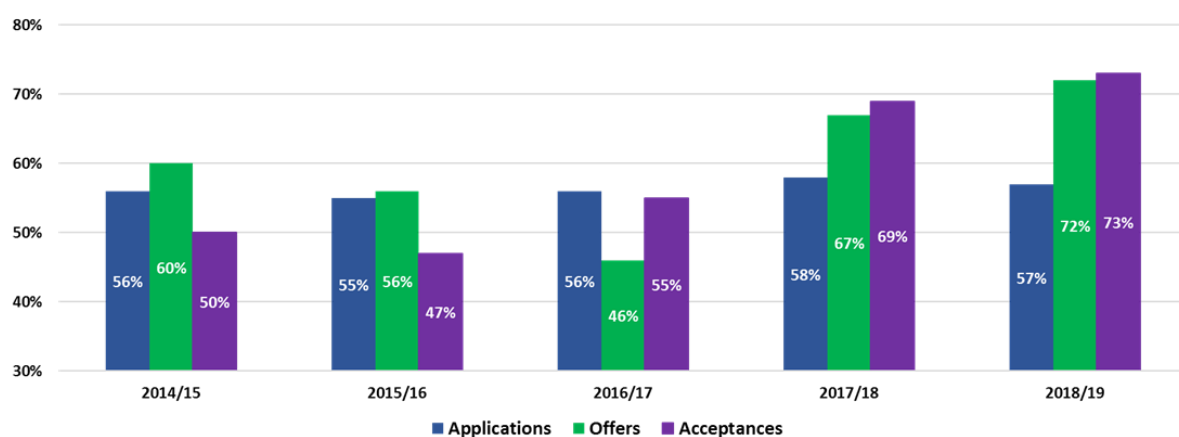
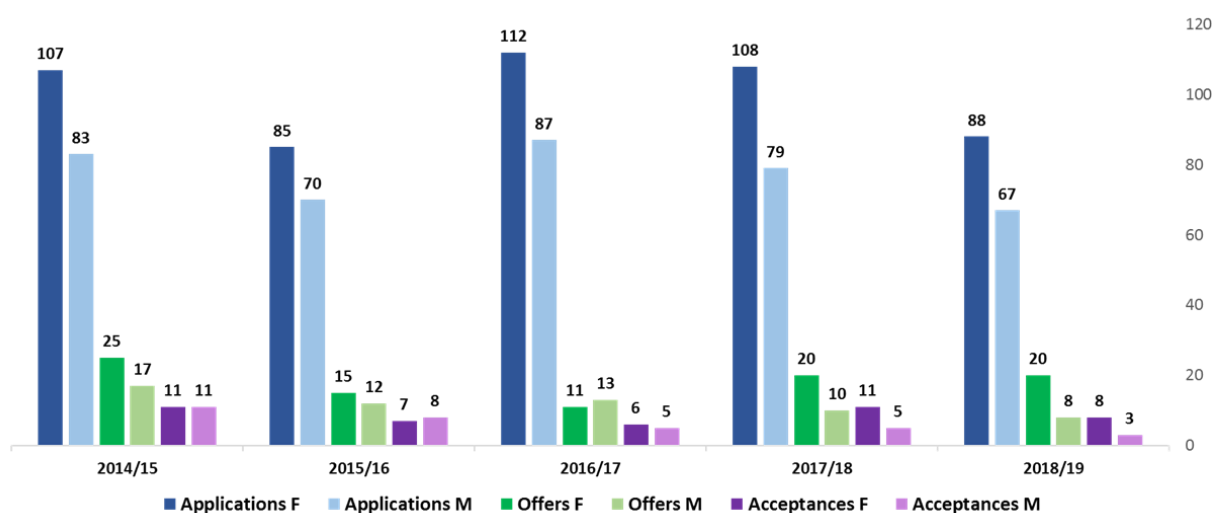
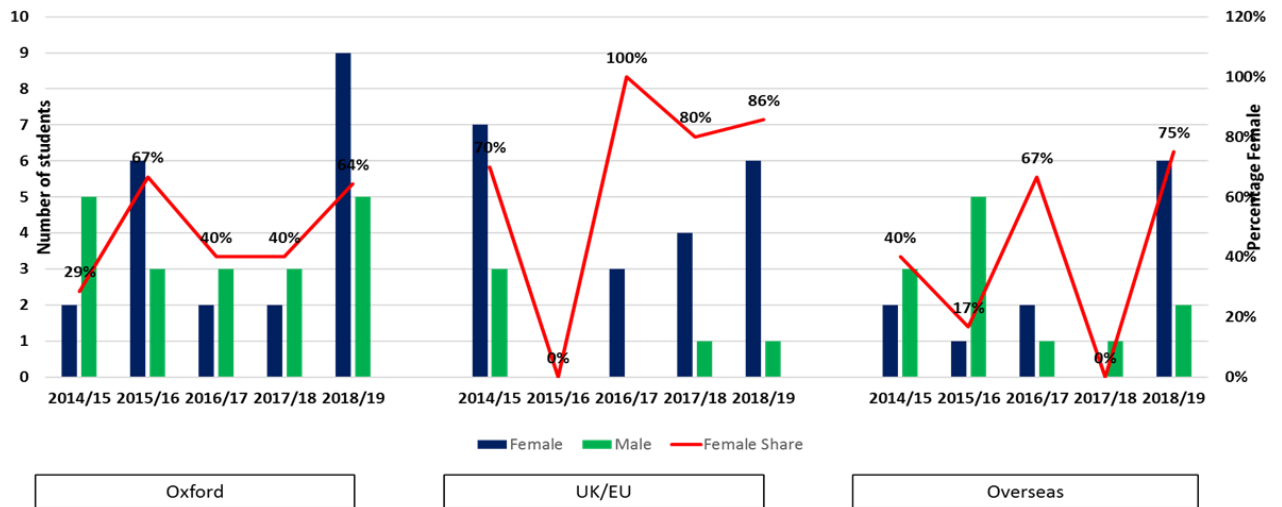


Figure 8a : ODID PGR Admissions by Gender



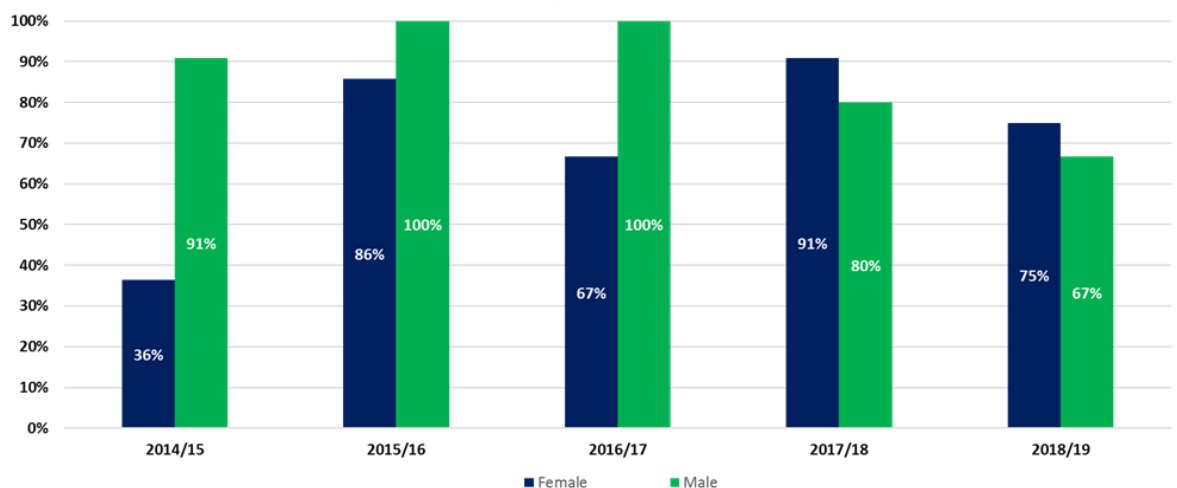
As Figure 9 shows, a sizeable share of our doctoral students come from our own taught masters' courses. This suggests two possible contributory factors behind the improving conversion rates for women: not only is the gender balance on our PGT programmes good, but a significant number of senior female academics are directly involved in teaching and supervision in the Department. We believe these colleagues are influential role models for students aspiring to doctoral research.

Figure 9: New ODID PGR Students With Prior PGT Training And Gender

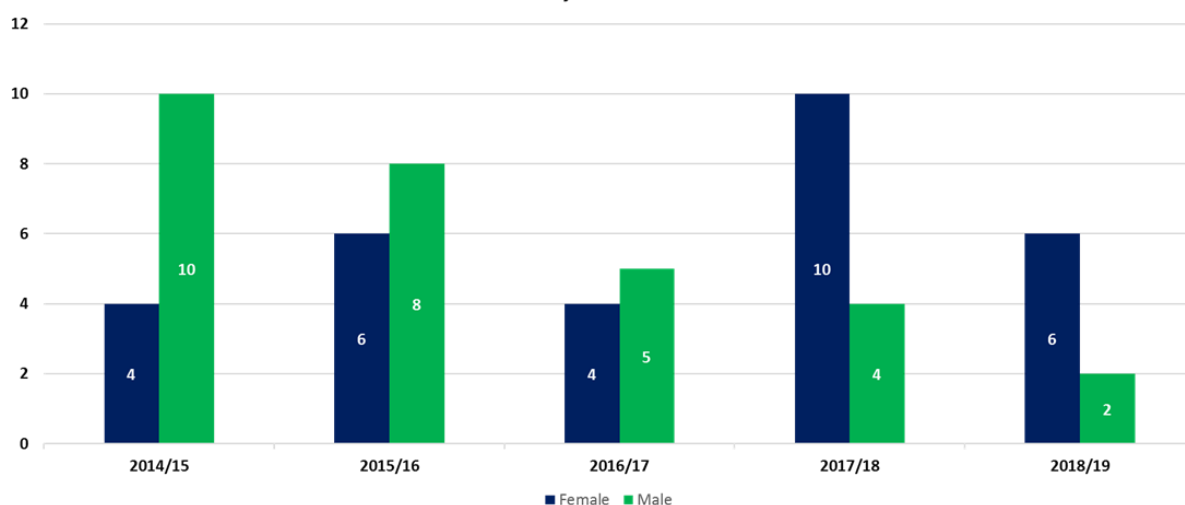


A central objective of the Department's strategy is to ensure that all our doctoral students have scholarship funding. As a result of our efforts more than half of our doctoral students, and PGT students who progress to the doctoral programme do so with strong scholarship support. This includes, a rising proportion of female students (from 36% in 2014/15 to 75% in 2018/19). We believe this may be particularly important for female doctoral candidates for whom doctoral study may be more time-sensitive than for men (Figure 10).

Figure 10 : Proportion Of New ODID PGR Students With At Least Full-Fee Scholarships By Gender



**Figure 10a : Number Of New ODID PGR Students With At Least Full-Fee Scholarships
By Gender**



Completion and progression

The DPhil takes between 48 and 60 months to complete. Students undertaking extensive fieldwork will tend to cluster towards the top end of this range, while those progressing from an Oxford PGT tend to take slightly less time to completion. There is no significant gender bias in completion rates (**Table 4**). Under the leadership of the DDR, we have reviewed and revised the support given to students on the DPhil in order to assist their progression. Clearly defined formal milestones – the transfer of status and confirmation of status – are complemented by a programme of seminar presentations to peer group and staff, post-fieldwork support workshops, career events and improved opportunities for doctoral students to take on teaching assistantships and research assistantships. The Department provides a dedicated workspace for doctoral students which further helps to foster a strong *esprit de corps*.

The staff are tremendous at their jobs and extremely friendly!

Life in general at the department is lovely, studying with others is easy, professors are friendly and supportive, and everyone is very nice

The general culture is very open and people are approachable

— Student Survey Respondents

Table 4 Doctoral Submission Rates by Cohort Year (%)

Year started	Time to completion	Female	Male
2012/13	<49 months	45%	50%
	49-60 months	36%	38%
	61-72 months	0%	0%
	>72 months	0%	0%
	Incomplete	18%	0%
	Lower Award	0%	0%
	Withdrew	0%	13%
2013/14	<49 months	29%	36%
	49-60 months	29%	27%
	61-72 months	0%	18%
	>72 months	0%	0%
	Incomplete	43%	9%
	Lower Award	0%	0%
	Withdrew	0%	9%
2014/15	<49 months	27%	73%
	49-60 months	45%	27%
	61-72 months	9%	0%
	>72 months	0%	0%
	Incomplete	9%	0%
	Lower Award	0%	0%
	Withdrew	9%	0%
2015/16	<49 months	29%	63%
	49-60 months	0%	0%
	61-72 months	0%	0%
	>72 months	0%	0%
	Incomplete	71%	38%
	Lower Award	0%	0%
	Withdrew	0%	0%
Total	<49 months	33%	55%
	49-60 months	31%	24%
	61-72 months	3%	5%
	>72 months	0%	0%
	Incomplete	31%	11%
	Lower Award	0%	0%
	Withdrew	3%	5%

(v) Progression pipeline between undergraduate and postgraduate student levels

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

The Department has no undergraduate students but we will use this section to explore issues of progression from PGT to PGR.

Over the last five annual cohorts, 78 students (60% of them female) joined the DPhil programme: 35 came from the Department's own PGT programmes with the majority of this group being female (66% of the total). The numbers of students coming through

other entry routes (from elsewhere in the UK and EU/overseas) is much more variable and displays no particular gender patterns.

The progression to the DPhil amongst our “own” graduate students is broadly in line with the composition of our PGT courses. The probability that a female student on one of our PGT programmes progresses to our doctoral programme is the same as that for a male student; there is no evidence of a drop-off or discouraged student effect. This tendency for strong “internal” representation on the DPhil is reflected in students’ success in securing scholarship funding. Looking slightly beyond the DPhil, it is encouraging to note that in recent years women are strongly represented amongst our early career, post-doctoral researchers, approximately half of whom completed their doctoral research at ODID.

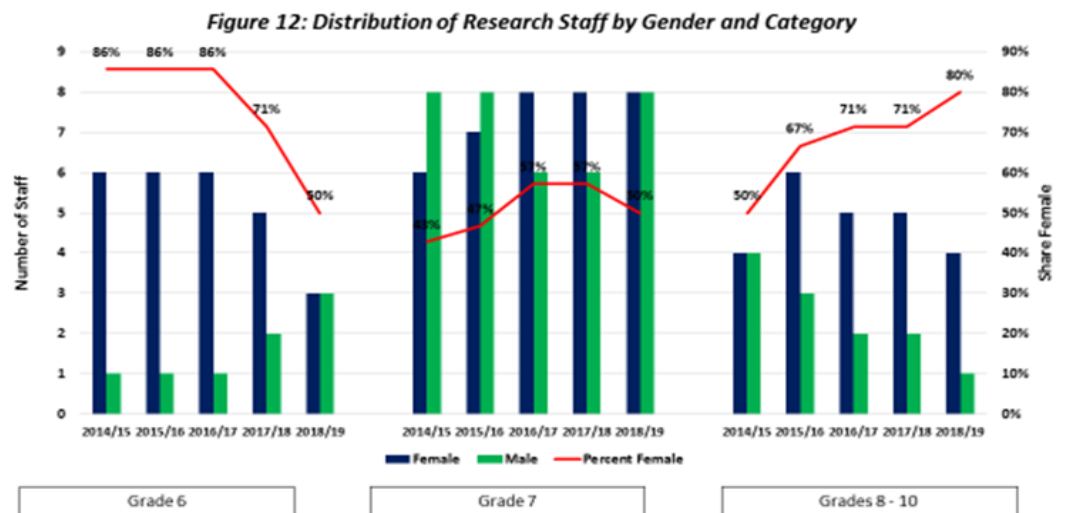
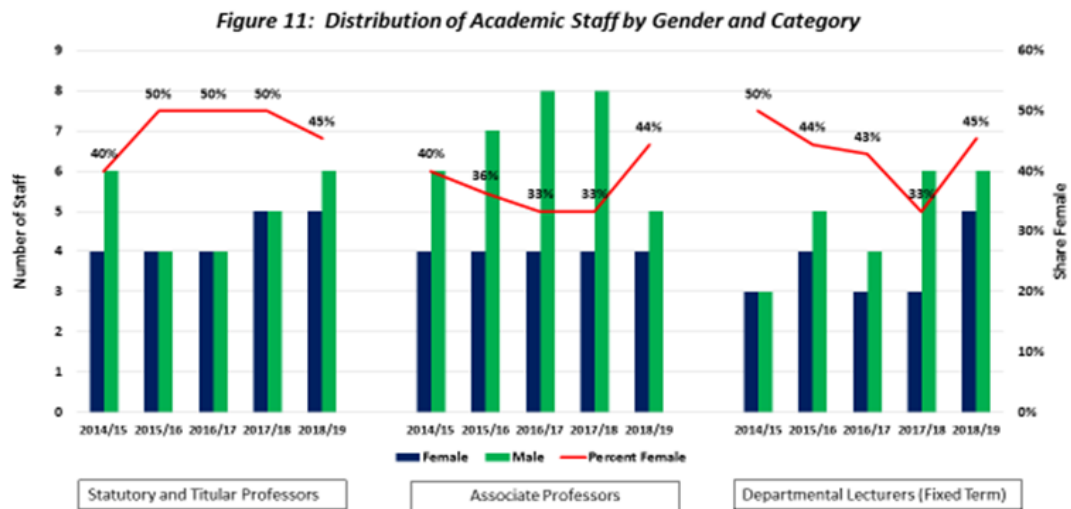
4.2. Academic and research staff data

- (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.

Overall, women are well represented across all levels of the academic staff. At the end of 2018/19, the core academic staff consisted of one Statutory Professor (SP) (male); 10 Titular Professors (TP) (five male and five female); nine Associate Professors (AP) (five male and four female); and 11 Departmental Lecturers (DL) (six male and five female). A further 27 staff were employed on fixed-term “research only” contracts, either directly by the Department or through one of the research groups. Of these, 12 were male and 15 were female (see Figures 11-14). The Department is multi-disciplinary and has particular strength in the study of Africa, Asia and Latin America, maintaining close relationships with cognate departments in Oxford. Oxford’s distinct staffing structure is described in the attached panel guidance.

Nevertheless, there are some areas for concern, including an increasing number of male academics among recent hires and a higher number of women on fixed-term research contracts than in tenured positions. The focus groups also identified a demand for mentoring and career development support.



Historically ODID has been fairly gender balanced in terms of staff and has had a strong set of female role models. The representation of women at senior levels (AP and full professor) is good, and promotion of women to those positions is above Divisional norms. Turnover amongst academic staff is low (see below), but where AP/TP/SPs have left posts they have been replaced by men rather than women. This has been an area of concern to the Department and is covered in more detail in Section 5.

The gender balance among DLs is about equal (although given the small numbers involved, the balance can change quite markedly year-to-year). These posts are generally fixed-term roles and are used to supplement core teaching provision by

permanent staff, and to provide teaching cover for faculty on sabbatical or “bought out” by research grants. The Department aspires to ensure the majority of DL contracts are for two or three years, with a few lasting longer, although occasionally one-year contracts are offered. The Department views DL positions as critical transitional positions for early-career researchers seeking tenure-track positions in Oxford and elsewhere and as such expects DLs to use their positions in the Department to develop their research careers — all of them participate, for example, in our REF submission. As a result, the Department seeks to minimise the use of one-year contracts.

Figure 13 : Academic Staff By Gender

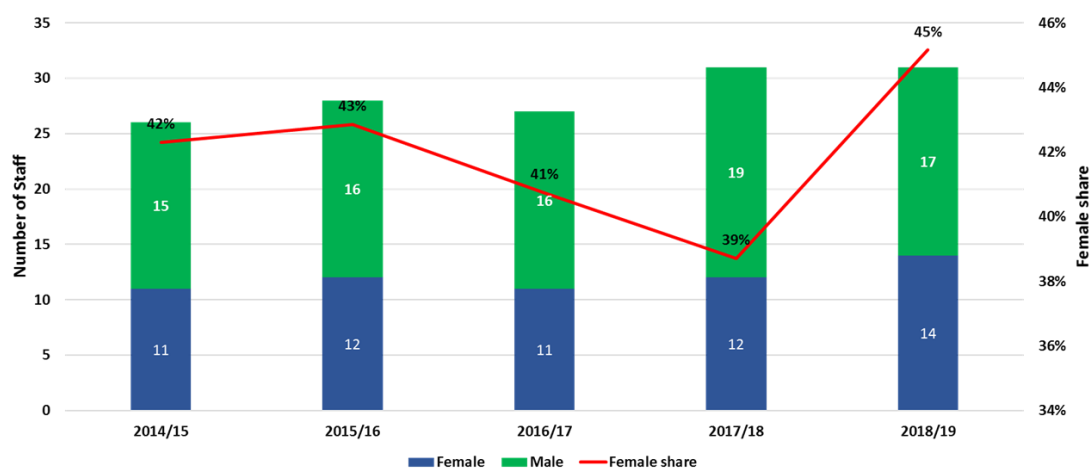
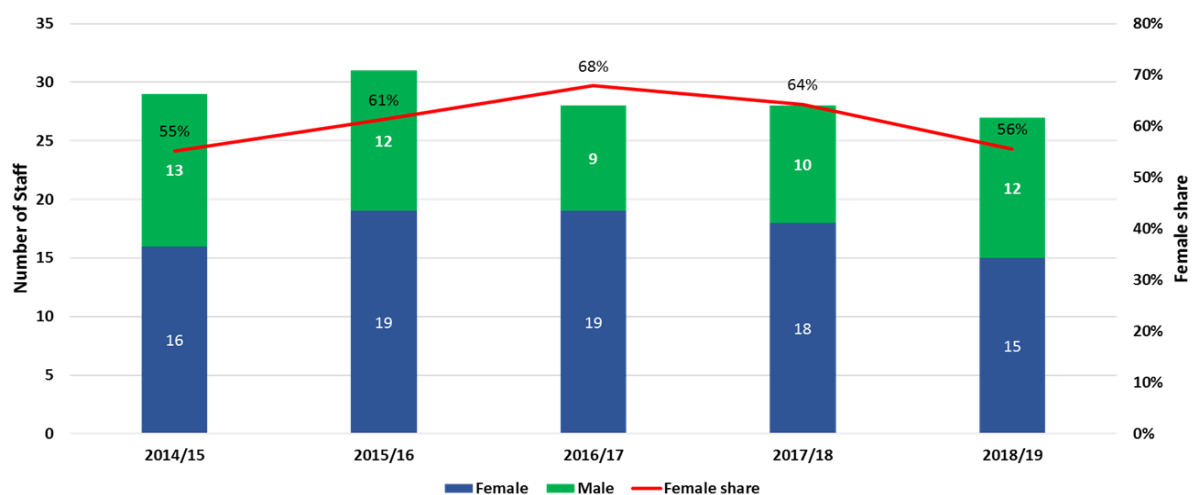


Figure 14 : Research Staff By Gender



Amongst research staff, women have tended to dominate the lower (Grade 6) and higher (Grade 8-10) roles, with broad parity in Grade 7, which accounts for the majority of research-only posts.

There is much less of a gender gap at the next level, grade 7, while the highest levels (grade 8 -10) is overwhelmingly female (Figure 12).

These results suggest that women are more successful than men in obtaining research positions, although the predominance of female staff in Grade 8-10 positions raises some concerns about the difficulties faced by senior female fixed-term research staff in transiting to tenured faculty positions. This was reflected in discussions at focus groups, where it was felt that in hiring discussions, women are judged based on what they have already accomplished, and men on their potential. Well-qualified mid-career women are thus often overlooked in favour of more junior male candidates. It was also felt there was a need for career development mentoring for research staff.

Given the importance of our fixed-term research staff and the difficulties identified with promotion, we aim to improve the support we provide for career development and advancement. We plan to increase appraisal uptake, develop a robust personal development review (PDR) system, improve our mentoring system and expand training information and opportunities as discussed below in Section 5.3 (**ACTIONS 4a, 4b and 4e**).

- Encourage academic staff to take up the offer of non-compulsory appraisals (**Action 4a**)
- Introduce training for managers in order to provide personal development reviews (PDRs) for all staff (**Action 4b**)
- Reform the existing mentoring system to increase its effectiveness, particularly for female academics and researchers (**Action 4e**)

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.

All APs, TPs and SPs are on permanent contracts apart from four TPs (three female and one male) whose underlying posts are research contracts. The Department issues no zero-hours contracts but has a significant number of members on fixed-term contracts

(Tables 5-7). This is part of a wider issue with academic employment across the UK, with HESA reporting that 33% of academic staff in 2017/18 were employed on fixed-term contracts. One of the biggest concerns raised at our focus groups was the short duration of fixed-term contracts, especially one-year contracts (for staff hired on specific projects in our research centres, and a small number of DLs). While this is not specifically a gender issue, it does affect men and women differently. Our concern is that the precarity generated by short-term contracts weighs disproportionately on faculty with partners and/or families or other caring responsibilities who find it more difficult to resettle for short periods of time, and for those seeking to balance career and family issues. While a thorough solution to this problem requires a nationwide change, the SAT has included different measures to support contract researchers in the Action Plan.

Table 5: Academic Staff on Fixed-Term Contracts (Five-year Average)

	Female	Male	Total	%F	%M
Grade 6	0.2	0.0	0.2	100%	0%
Grade 7	0.0	0.4	0.4	0%	100%
Grade 8	0.4	0.0	0.4	100%	0%
DL	3.6	4.8	8.4	43%	57%
TP	1.6	0.2	1.8	89%	11%

Table 6: Academic Staff on Permanent/Open-ended Contracts (Five-year Average)

	Female	Male	Total	%F	%M
AP	3.8	6.4	10.2	37%	63%
TP	3.0	4.4	7.4	41%	59%
SP	0.0	0.8	0.8	0%	100%

Table 7: Research Staff on Fixed-term Contracts (Five-year Average)

	Female	Male	Total	%F	%M
Grade 6	4.6	2.0	6.6	70%	30%
Grade 7	7.6	7.2	14.8	51%	49%
Grade 8	2.8	1.2	4.0	70%	30%
Grade 9	1.0	0.4	1.4	71%	29%
Grade 10	1.0	0.8	1.8	56%	44%
Marie Curie Fellow	0.4	0.4	0.8	50%	50%
Marie Curie Researcher	0.4	0.4	0.8	50%	50%

Our staff survey highlighted that more can be done to support career development and staff management. For example, in the 2018 staff survey, just two-thirds of all staff agreed or strongly agreed that they are clear about the development opportunities available to them (16 female and seven male). More worryingly, just 34% of managers were confident or quite confident in “managing staff performance and giving feedback” (ten female, six male). The Department will address this weakness by introducing a process of personal development reviews (PDR) and reform the existing mentoring system (**ACTIONS 4b and 4e**) as well as improving our induction process and enhancing fixed-term staff representation in decision-making (**ACTIONS 5a and 5c**). The Department also seeks to offer the longest contracts possible, although the funding constraints imposed by research councils and other funders limit the scope for action.

- Introduce a process of personal development reviews (PDRs) for all staff (**Action 4b**)
- Reform the existing mentoring system to increase its effectiveness, particularly for female academics and researchers (**Action 4e**)
- Create a bespoke induction for those on fixed-term contracts (**Action 5a**)
- Increase representation of fixed-term staff on DMC (**Action 5c**)

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

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

The turnover among permanent academic staff is low. Since 2014, the Department has seen the departure of only five colleagues, three of whom were male. Two colleagues retired, two left for career development reasons and one sadly died in office. ODID’s permanent faculty is now relatively young with only one of our APs/SPs within five years of the University’s mandatory retirement age. Unless we experience an unforeseen increase in voluntary departures, it is unlikely that natural demographics will facilitate a radical change in the gender balance of permanent faculty over the short- to medium-term.

Turnover for research staff is necessarily much higher, reflecting the funding structures on which our research centres depend and the expedient nature of many DL contracts. Over the period from 2014/15 to 2018/19, 59 (34 female and 25 male) research staff left the Department (a turnover rate of approximately 32%). The majority of these were due to the conclusion of fixed-term contracts (13 female, 16 male), followed by voluntary resignations (16 female, eight male).

We currently do not analyse departures for career reasons. For some staff, departures are a positive outcome as they progress to permanent or more senior appointments internally or externally. Such moves are consistent with our attempts to support our early-career researchers at this critical stage in their careers. For others, departures may not be to more senior roles or may be precipitated by concerns that ODID was not as supportive as anticipated or expected. We would benefit from more data in this area and aim to collect it more systematically (**ACTION 5b**).

- Introduce exit interviews and exit surveys to improve data gathered on the reasons for staff members leaving.. (**Action 5b**)

Word Count: 2864

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.

The Department follows all policies and procedures as set down by the University and all recruitment materials state the Department's commitment to diversity and equality in hiring. These include the University's Athena SWAN award and Stonewall logos; and if we are successful in our application, will also feature the Department's Athena SWAN badge.

Yet it is clear that current efforts are not sufficient. As documented in Section 4.2.i above and Table 5, senior appointments (to permanent posts) in recent years, including our single SP, have gone overwhelmingly to male candidates replacing other men. The only exception is a new AP post in development economics created in 2016 which went to a female candidate (who has subsequently secured titular appointment to full professor). Even if these few appointments have not changed the gender balance, they signal some difficulties in the area of appointments.

Table 8: Associate Professor and Statutory Professor Appointments by Gender

Year	Post	Gender Appointed
2015	Associate Professor	M
2016	Associate Professor	M
2016	Associate Professor	F
2016	Statutory Professor	M
2018	Associate Professor	M
2019	Associate Professor	M

Part of the difficulty in understanding the problem is that past data from recruitment campaigns (apart from AP posts) has been destroyed in line with data retention guidelines, with only one year available via the University's Human Resources (HR) system, HRIS. Data on all future recruitment campaigns will be collected and monitored (**ACTION 3a**).

The collection of this information will help us better understand the recruitment metrics. Nevertheless, we can already offer some potential explanations for our difficulties in hiring female permanent academics. Firstly, our AP position is in effect a mid-career appointment (the median age for appointment to AP positions in social sciences in Oxford is late-30s), which means we are selecting from a group of candidates in which female academics are relatively under-represented. Secondly, in filling senior positions at Oxford, we find that we are often competing against departments offering full professorships, often at significantly higher salaries, to people in the same recruitment pool. Nonetheless, the recent jump in male AP appointments is a disconcerting development in a Department with a long tradition of recruiting and supporting senior female academics.

Appointment committees have been particularly conscientious in ensuring that University norms on diversity and equality in recruitment are not only met but surpassed. All interview panels for AP jobs consist of seven members, including both College and Department members as well as a representative of the SSD as set out by University guidelines. SP appointment committees include members from outside the University. We require that both appointment committees and shortlists include a minimum number of women. Nevertheless, only 35% of our applicants to AP positions over the last five years have been women (SSD require departments to submit this information on the appointment of the successful candidate). It is thus clear that more active strategies are still probably required to identify and encourage top-class female applications and to ensure that the Department's offers are attractive to such candidates, in terms of the working, research and research-funding environment, as well as the broader Departmental culture (see Section 5.6).

We propose to strengthen our hiring procedures, paying increasing attention to each of the steps of the hiring process. Actions include monitoring recruitment data, revising job descriptions to highlight specific areas such as flexible working and childcare and ensuring that all panels are gender balanced. We also aim to expand the number of female applications and increase the number of women who are interviewed for every job (**ACTIONS 3b-d**). We believe that more systematic training and discussion of unconscious bias will be particularly important to advance in this area.

- Monitor recruitment data to identify and spot any trends from October 2020. CORE HR will be used to produce and store the data (**Action 3a**)
- Ensure all members of hiring committees have taken the unconscious bias course and promote a systematic discussion of unconscious bias during the hiring process (**Action 3b**)
- Revise job descriptions to attract female applicants, highlighting the Department's and University's commitment to gender equality (**Action 3c**)
- Circulate job descriptions more widely, plugging into networks outside of the Department to encourage more applications from women (**Action 3d**)

(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.

All new members of staff receive a copy of the Department's induction handbook that contains information about practices and procedures and terms and conditions. A short induction programme is also arranged by either the Deputy Administrator (DA) or the administrator of the relevant research centre.

This comprises:

- An administrative meeting with the Head of Administration and Finance (HoAF)/line manager
- A meeting with the HoD and/or line manager
- A health and safety induction to the building by the caretaker

In addition, APs are provided with a copy of the "Guidance notes for new lecturers" prior to appointment. They meet with the DA to go through the process of re-appointment to retiring age and have an induction meeting with the HoD to discuss their new post. Yet the process is not fully satisfactory: in the 2018 survey, just 22% of respondents found the induction process "very useful or quite useful" (only 7 women found induction quite useful and one man found it very useful). Feedback from focus groups also highlighted that staff on research contracts wanted more in-depth discussions with HR and their supervisors in regard to working hours. We thus plan to

revise the induction process, while also making information on human resources available online (**ACTIONS 6a and 6b**).

- Revise the induction process following feedback from staff focus groups (**Action 6a**)
- Improve information for staff online regarding HR policies and key contacts (**Action 6b**)

In the past three years, new efforts have been introduced to promote interactions between staff through:

- HoD lunches with all DLs, Junior Research Fellows and Early Career Researchers (ECR);
- A “New Faces” brochure is circulated at the beginning of each year to welcome new arrivals;
- Formal welcomes to new staff at the first Departmental Forum of the year;
- Invitation to Departmental seminars and “flash-talks”.

In addition to these networking initiatives within the Department, and the social gathering of all staff and their families for the annual Christmas and summer parties, the Department regularly circulates information about the University’s early career staff network. Many staff are also part of the University and College Union, which organises career and networking events for research and contract-based teaching staff.

However, these efforts are clearly insufficient. In fact, in the focus groups, staff reported that the introduction to new people remains limited and that “there are many people around the Department who have never met each other and who do not know what the other is doing”. More measures are required in order to provide a more structured induction and engagement process. We are thus proposing a set of actions to introduce new staff and create a sense of community within the Department.

- Strengthen existing efforts to introduce new starters to the wider Department by encouraging new starters to attend the revamped new staff meetings and having 100% of new starters meet with the HoD or HoAF (**Action 6c**)
- Encourage a better sense of community within the Department by having weekly coffee mornings that all staff are encouraged to attend (**Action 8a**)

(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.

Academic staff occupy permanent posts. Progression and promotion occur through the University's Recognition of Distinction (RoD) process, which awards occupants of AP positions the status of full TP. Full professors enjoy a modest salary increment and are entitled to apply for the University's Professorial Merit Pay award.

The award of title does not change post-holders' work duties but does recognise a substantial contribution to research, teaching and good citizenship, on a par to that expected of full professors at other major research universities. Applications to the RoD remain confidential, but we know that in recent years, female applicants to the RoD have been successful; by the end of 2018/19 half of the Department's TPs were female. A parallel Conferment of Title arrangement exists for senior fixed-term staff through which senior DLs and senior research officers may apply for the title of Associate Professor. Since 2016 three of our female staff (no men) have made successful applications to the scheme.

The Department continues to encourage participation in the RoD and Conferment of Title exercises. The HoD has an annual professional development review with permanent staff, centre directors and senior research staff. The HoD uses those meetings to encourage specific colleagues to apply for RoD based on their own self-assessment and stage of career.

All female staff at Grade 8 level or above are made aware of the University-wide Oxford Senior Women's Mentoring Network. This is a year-long scheme in which women have the chance to be mentored by senior women holding academic and management positions within the University, including Deans, Heads of House and HoDs.

For other research and professional support staff, progression and promotion are facilitated through direct application for post regrading (for those on fixed-term appointments). Staff whose role has grown such that they are required to work "above" their grade can apply for their post to be regraded; these applications are dealt with on a case-by-case basis. In 2018/19, 13 post re-gradings took place across fixed-term academic and professional support staff, 11 of which were for female staff.

In addition, an annual Reward and Recognition Scheme for academic-related and support staff rewards exceptional performance, significantly above that which might reasonably have been expected for an individual's grade. It awards either advancement to the next point on the incremental scale or payment of a lump sum to the value of one increment. A total of 18 members of staff (14 female, four male) between 2016 when the scheme started to 2019 have been nominated for an award, with ten recurrent awards being made (nine female, one male) and eight non-recurrent awards (five female, three male). Support staff received the most nominations (67%) with half of those going to female staff, the remaining nominations were split equally between

those on research contracts (100% female) and academic-related contracts (33% male, 67% female).

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

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

The Department has a global reputation for research excellence. In RAE 2008 it had the highest proportion of 4* publication (35%) and the highest proportion of 4* and 3* (65%) of outputs. ODID was ranked the top development studies department in REF 2014 with the highest proportion (40%) of 4* research activity.

The strategy developed by ODID for REF 2014 was that of recruiting and retaining top-class researchers across all key disciplines and converting that research output into “world leading” scholarly output, while supporting ECRs to ensure the inter-generational renewal of the Department’s research excellence.

Unfortunately the University does not retain data on the number of men and women submitted to the 2008 RAE as proportions of staff then eligible, so we cannot use it for comparative purposes. For the 2014 REF, 53 staff (23 female and 30 male) were submitted, out of a total at that time of 65 academic and research staff (33 female and 32 male). Selection for the REF was carried out by a committee of emeritus professors which was made up of three males and one female. For the forthcoming 2021 REF, all eligible staff must be entered into the assessment with at least one output. The Department has achieved this, although at the time of writing the final selection of outputs has not been completed. The organisation of the 2021 REF has been led by one of our most senior female academics and former HoD.

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?

All ODID academic and professional support staff have access to a wide range of online and classroom-based courses run by the University's Professional and Organisational Development (POD) department (formerly the Oxford Learning Institute). Information on POD and its courses is listed in the Departmental handbook, while new administrative staff who have had training needs identified are directed to these courses at induction. Since 2007, 187 staff from the Department, of which 134 (72%) were female, have completed at least one POD training course. Established faculty are encouraged to register for the University's online courses on doctoral supervision and to complete the "Preparation for Learning and Teaching at Oxford" courses, which are now obligatory for all new faculty, including graduate teaching assistants.

Take-up of some key elements of the POD training portfolio has been patchy. For example, only one female member of staff attended the course on Leadership and Development and only three have followed the Springboard programme, which is a personal development programme specifically tailored and developed for women.

There is clearly room for improvement in this area. Our staff survey suggested relatively few female academic and research staff felt comfortable discussing their training needs with their line managers or supervisors. Moreover, just 55% of female staff and 54% of male staff agree or strongly agree that they are "clear about the development opportunities available to them". We aim to share information more effectively (**ACTION 4d**) and improve interactions between staff and supervisors — see discussion in Section 5.3(ii) below.

- Improve information provided on the courses offered by the People and Organisational Development (POD) team, particularly among women (**Action 4d**)

(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.

All new APs have a five-year initial period of office (IPO) before confirmation of their appointment until retiring age. An interim review takes place at the two-year mark and a final review before the fifth year. These reviews are based on a self-assessment document and include a written review of the AP's progress in research, teaching (including a teaching observation) and broader "citizenship" and are undertaken by two senior academic members of the Department. For the final review, internal assessments are complemented by external references from leading academics in the applicant's field.

APs who have completed their IPO are offered a yearly meeting with the HoD, with a more formal appraisal process directed by the SSD every five years. Unfortunately, outside the statutory review, take-up of the voluntary meetings is relatively low (one or two people per year at most), although this reflects, in part, the "open-door" culture fostered by successive HoDs. We aim to be more proactive in the next four years so as to increase the uptake of the annual voluntary appraisal significantly (**ACTION 4a**).

For administrative and research staff, at present the Department does not have a formal appraisal scheme apart from the standard University probation procedures, with a mid-point review at six months and a confirmation in post at the 12-month point. One research group within the Department has its own Personal Development Review (PDR) scheme. Over the next year, the Department will be implementing its own structured PDR process for all staff (**ACTION 4b**).

(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.

The Department offers structured support for career development for academic staff. Newly appointed APs are assigned a mentor within the Department, who is normally a senior permanent academic staff member. The mentor will support the new AP during their five-year IPO period and in many cases this mentorship relationship continues on an informal basis after appointment to retirement.

Career progression support for ECRs is provided in two modes. As part of their formal contract, ECRs holding competitive research fellowships – such as British Academy or Leverhulme post-doctoral fellowships, or ERSC future leaders – will be assigned a mentor, who is normally a member of the permanent academic staff. Mentors support ECRs through their time at the Department and will typically serve as advisors and referees when ECRs enter the job market or seek senior academic posts.

As part of our end-of-contract procedures, research staff on fixed-term contracts are put in contact with the University Careers Services (UCS), although take-up of “Career Management” advice and courses (via POD) has been relatively low, with only five people (four female, one male) availing themselves of these resources in recent years (**ACTION 4d**).

Support is also provided by line managers on an ad-hoc basis and by mentors for some staff. At present data on mentors for post-docs and ECRs is not recorded. However it will be monitored and a new scheme launched to encourage new mentors.

Nonetheless, a significant minority of primarily female respondents to the staff survey felt that they did not receive adequate professional development and careers advice from their line managers. We aim to strengthen our current informal structures, better training our managers and improving our mentoring schemes (**ACTION 4e**).

- Adopt a more pro-active strategy to encourage academic staff to take up appraisals from October 2020 and have 70% of academic staff stating in the staff survey that they find the appraisal process useful. (**Action 4a**)
- Introduce a process of personal development reviews for all staff (**Action 4b**)
- Introduce training for new line managers and principal investigators using online resources (**Action 4c**)
- Improve the information provided on the courses offered by the People and Organisational Development (POD) team, particularly among women. (**Action 4d**)
- Reform the existing mentoring system to increase its effectiveness, particularly for female academics and researchers. (**Action 4e**)

(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).

Non-academic support

Career advice and guidance across the University is coordinated by the UCS which offers a wide range of advice and services, including subject-specific recruitment visits from leading employers. A range of training aimed at graduate students is also offered by SSD. All our incoming students are automatically registered with UCS. To supplement

this, and following discussions with the student body, the Department has launched a set of termly career talks – offered principally by alumni – on career opportunities in those areas central to the work of the Department (i.e. international organisations, government, the NGO and social enterprise sector, development consultancy etc).

Academic support

Almost all our PGT students will at some point consider progression to a PhD programme in Oxford or elsewhere, while a significant proportion of our PGR students pursue academic careers. Advice and guidance on academic progression is therefore a key component of our teaching programmes. Each student's individual supervisor is the primary point of contact for discussion around potential academic career progression, supplemented by course directors. The Graduate Student Coordinator circulates relevant information and ensures students are aware of critical Oxford deadlines (for admissions to doctoral programmes and for scholarships). In addition, a number of our PGT courses offer sessions on "applying to PhD" programmes. The feedback from students in our focus groups and survey was uneven, with some reporting satisfaction with the advice received while others felt that they had not been offered enough. In order to address this imbalance, we will introduce one career event (with explicit discussion of academic options) per degree per year (**ACTION 5d**).

- Improve on the current career talks by developing a more structured approach to careers advice for students by having one career event per degree per academic year. (**Action 5d**)

Support for doctoral students is necessarily more individualised and tailored to specific needs. As they approach completion, individual PGR students work closely with their supervisors to identify potential academic opportunities and to prepare applications. This may also include support to attend conferences and present their "job market" papers. Female students benefit from the presence of a number of senior female academics who act as role models and source for advice. Earlier in the doctoral process, supervisors (again supported by the DDR and the Graduate Student Coordinator) also help students secure research attachments, secondments and internships.

(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 Department has a female Research and Grants Manager who provides exceptional support to all academic and research staff as well as our research centres. She provides advice and guidance on all aspects of grant applications and tailored support to ECRs including helping them to acquire the relevant skills and giving them bespoke funding

news and information. She is also able to link staff to resources available within the SSD and the University. Staff are made aware of research funding opportunities through regular and informative e-mail communication. The Department has an internal review process to provide feedback on draft applications from peers and in particular from senior colleagues and those who are successful in grant application. For younger colleagues putting in new applications, previous successful applications can be shared with them subject to agreement of the successful grant holder. The Department has an excellent track record for supporting female ECRs with these grants. Currently we have two female Leverhulme ECRs and one British Academy ECR. The Department also has three European Research Council Starter Grant holders, two of which are female. As evidenced in Figure 15, female applicants made more applications and have a higher success rate than male applicants — nevertheless, we are dealing with relatively small numbers and the differences should not be exaggerated.

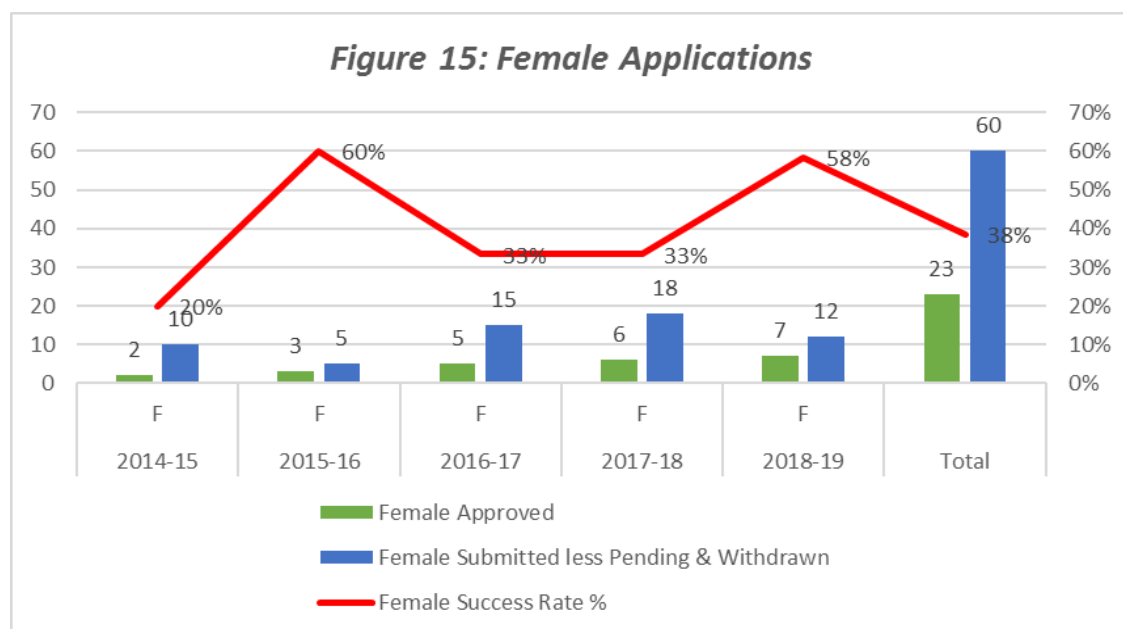
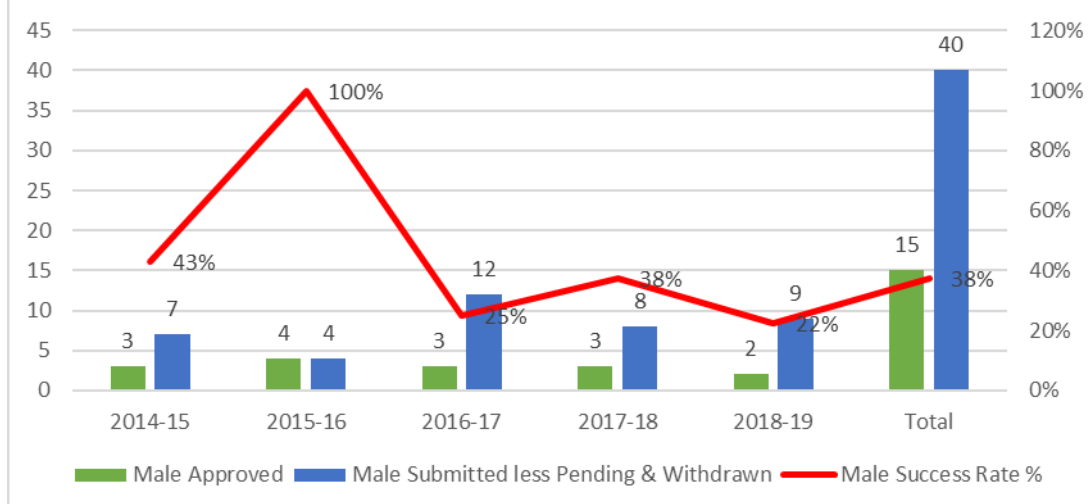


Figure 15a: Male Applications



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5.4. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

5.5. Flexible working and managing career breaks

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

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

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

The University offers the most generous maternity package in the sector (26 weeks at full pay, 13 weeks at SMP, 13 weeks unpaid leave). This removes any pressure for women to return to work early for financial reasons

Once a member of staff lets their line manager know that they are going to be taking maternity or adoption leave the DA arranges a meeting with them to discuss their plans and talk them through the University scheme and can help them draw up a maternity plan. The DA will also ask if they wish to take up the option of shared parental leave. They also undergo a pregnancy risk assessment with a trained assessor.

The HoAF and the DA will then make arrangements to provide cover; this may include a discussion with the HoD regarding re-arranging teaching needs.

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

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

During maternity/adoption leave, like-for-like cover is provided for the post holder. This policy applies to all staff, including teaching, research and support staff. As far as possible the Department arranges for cover to start a short time before the person is due to go on leave to ensure that there is a generous hand-over period.

For research staff working on funded projects, most grant bodies will allow suspension of the grant while the person is on leave. Maternity costs are then generally covered by the Department (some funders will make a contribution to help cover these costs). On return they will have the option of flexible working if required, as per any other member of staff.

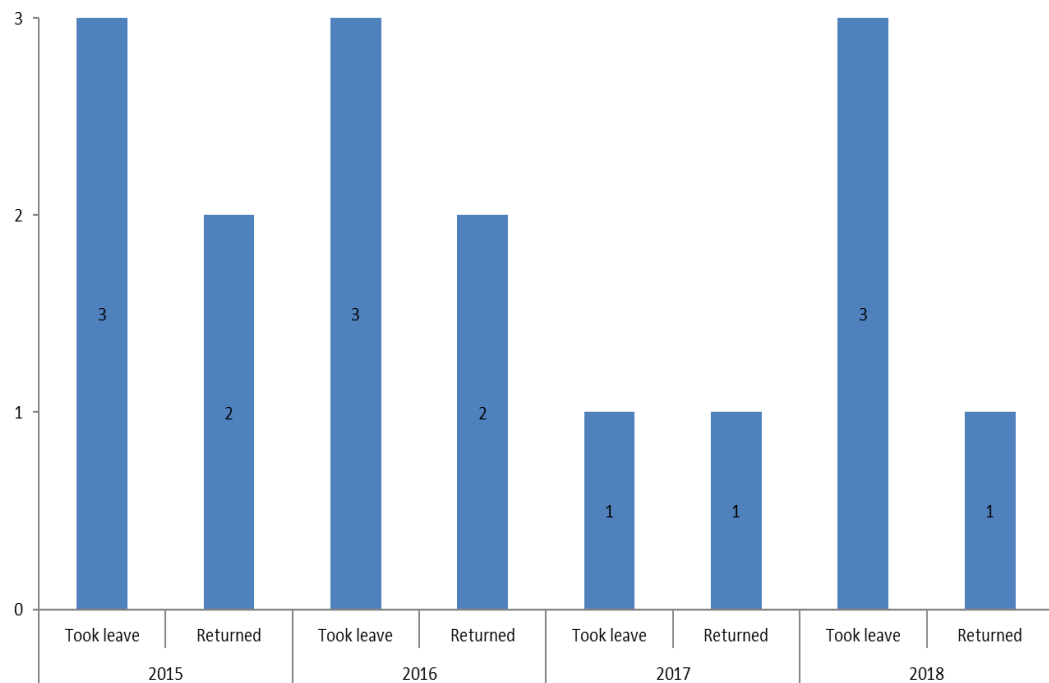
Staff are informed about “keeping in touch days”, this is where women can work for up to 10 days during their maternity leave to help them stay in touch with the department. It is up to the individual whether they wish to take up this option.

(iii) Maternity return rate

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

Over the past four years, ten members of staff have taken maternity leave (five professional and support staff, two researchers and three academic staff). Four people did not return after their maternity leave, due to the ending of fixed-term contracts (Figure 16). When this happens, with guidance from the Divisional HR business partner, the end of fixed-term contract procedure is started at an earlier point so that women have time to take up all the support that is offered (such as advice from the careers service) and have time to make job applications as a priority candidates (if applicable). As for all priority candidates, the Department informs these candidates of upcoming vacancies for any suitable positions within the University. This system has worked effectively in the past: one of the four researchers that left later returned to the Department, firstly in another externally funded research post and then as PI of her own project; the others have taken up posts elsewhere.

Figure 16: Numbers Of Women Taking And Returning From Maternity Leave



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

(iv) 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.

Requests for paternity, adoption and shared parental leave are few. In the last year one male staff member has taken ordinary paternity leave and one has taken shared parental leave. So far, no member of staff has taken any adoption leave. Awareness of rights and entitlements did not come up as an issue in any of our focus groups. In fact, this is an important area for the Department, given the number of young families among academic staff. Gender equality also depends on good understanding of parental leave. Therefore, as part of the overall effort to encourage better and deeper understanding of gender issues in the Department, paternity and parental leave uptake

will be further discussed and analysed, and incorporated into ongoing efforts to bring about a “culture change” in the Department (**ACTION 1b**).

(v) Flexible working

Provide information on the flexible working arrangements available.

Overall, there is a strong culture of informal flexible working within the Department. Academic staff reported at focus groups that the flexibility that comes with an academic role meant that they were able to balance any caring responsibilities effectively. The Department has sought to support this as much as possible through its scheduling of teaching and administrative activities and we aim to deepen this effort in the future (**ACTION 8b**).

- Encourage seminar organisers to hold events in working hours. This will include all department forums, staff meetings, committees and governance meetings taking place before 5pm. The EDC Committee will evaluate the numbers of events taking place after 5pm and report their findings and recommendations to the DMC (**Action 8b**)

(vi) 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.

We have not yet received any requests from staff wishing to move back to full-time work. Any such requests would be dealt with on a case-by-case basis in a positive and sensitive way.

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.

Overall the feedback from focus groups and the staff survey was that the Department was a warm and inclusive environment, and everyone appreciated its diversity. Quotes of some of the feedback from the staff and students survey are included in the box below.

I like my centre and immediate colleagues greatly, and the teaching culture — great students, and some inspiring colleagues who exemplify academic excellence and good citizenship.

The freedom to manage my own time and work, access to interesting/resourceful people and networks, the friendly atmosphere in the department

I like the social side of getting to know Admin staff within the Department. I feel that there is more cohesion here than within our specific group. Now that I know other Admin staff well, I have noticed that we help each other out more and that there is a nice sense of team work.

It feels to me a happy and productive department in which there is lots of exciting work and engaged students (although I do not have contact with the latter). Colleagues are dedicated and supportive and the research centres/department hold many stimulating events which encourage engagement outside one's direct area of work.

Friendly culture, people are approachable and willing to help colleagues with diverse backgrounds.

The department has an outstanding and supportive culture. It is open, diverse, tolerant, and caring.

-Staff Survey Respondents

Nevertheless, there are still several areas for improvement — some of which were referred to in Sections 5.1 (iii) and 5.5 (vi) above. First, some fixed-term staff in research centres reported that they feel isolated from the rest of the Department and more needs to be done to build a better sense of community among staff. There is also a desire for more diverse representation in Department committees: at the moment just 36% of the staff agree or strongly agree that “management and decision-making processes are clear and transparent”. We aim to deal with these challenges by adding new members to our committees and by creating a coffee morning for all staff (**ACTIONS 5c and 8a**).

- Increase representation of fixed-term staff on DMC(**Action 5c**)
- Encourage a better sense of community within the Department by having weekly coffee mornings which all staff are encouraged to attend (**Action 8a**)

Second, as is common across the sector, nearly all academic and research staff reported that they struggle with issues surrounding work/life balance. The Department needs to be more proactive in helping to set limits on workloads and provide more information on wellbeing. More actions on how to manage this issue effectively by developing a workload model are set out in Section 5.6 (v) below (**ACTION 7c**).

- Introduce wellbeing initiatives, including mindfulness tasters, to give staff the tools to help manage work/life balance (**Action 7c**)

Third, the nature of our academic disciplines and research focus means that students in ODID are exposed to and research debates around equality and diversity, on a global scale as well as locally, and across societal, cultural and historical boundaries. These concerns, in turn, necessarily draw our student and faculty into contemporary debates on the decolonisation of the curriculum. While we have promoted more debates in the recent past, much more should be done to deepen understanding of diversity issues and to highlight the gender dimension within those debates. Students and staff on one of our degrees have held discussions focusing on gender and identity in the classroom, and in careers in the field of development. This was much appreciated and will be mainstreamed within the Department as described in Section 4.1 (iii).

(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 HR Team at the Department is responsible for making sure that ODID keeps up-to-date with University policies and employment law. The HoAF and DA have regular meetings with the SSD's HR Business Partner. Information on changes to HR policies are sent out to all staff by email and posted on the staff notice board. A termly HR update is also circulated to staff. Information on University policy and details of harassment officers are listed in the Staff Handbook, with 71% of staff stating in the survey that they were aware of the policy and the procedure for reporting incidents. It is recognised that this could be more targeted and that more information should be provided to line managers, especially those new in post. The HoAF and DA are working with the SSD HR Business Partner to offer more "in house" training, including PDRs as outlined in Section 5.1 (ii).

Bullying and harassment did not emerge as an issue of concern in our focus group discussions. Results from the staff survey show that 8% of staff reported that they have experienced harassment, including bullying, in the workplace, which is lower than the SSD average of 10% as reflected in the 2016 staff survey. While this may be due to the friendly environment in the Department, it may also be because these are sensitive issues that people are not willing to discuss. As a part of our “culture shift”, following the good practices adopted in other departments in the University such as the Department of Politics and International Relations, reflections and discussions on these issues will be brought up openly so that staff and students are aware of them and feel free to report on them, resulting in a culture change that enables such problems to be addressed firmly, effectively and in a timely manner (**ACTION 8c**).

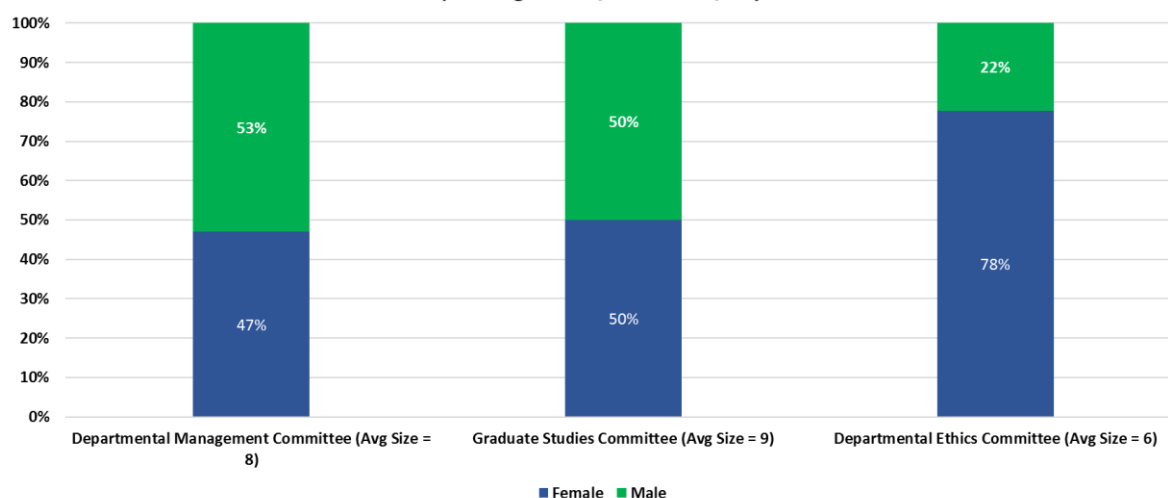
- An email from the HOD outlining a zero-tolerance approach to bullying and harassment to be sent annually. The department will also organise a “responsible bystander” session. Attendance will be evaluated to determine whether similar events should be organised regularly (**Action 8c**)

(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.

Details of all committees and membership are listed in the Departmental handbook. Committee membership is made up of a mix of standing orders defining members on the basis of their job role and elected members from the academic body. Overall membership of the DMC has been fairly gender balanced, which speaks to the strong history of female leadership within the Department (Figure 17).

**Figure 17 : Female Membership On Major Committees
(Average 2014/15 – 2018/19)**



(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?

We do not keep detailed data on staff participating in external committees, although many staff are actively engaged in the research and policy community in Oxford and globally. Staff serve on journal editorial boards, research council boards, government and international advisory boards, external hiring committees, external course review committees, etc. As part of the Athena SWAN process we are looking at encouraging mentoring and career development via PDR where external committee participation can be encouraged.

(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.

Our staff survey highlighted issues surrounding workload within the Department: only 62% of the staff agreed or strongly agreed that their workload was reasonable. Focus group discussions confirmed some problems in this area: some staff felt that there was no transparency in terms of workload. There were some complaints that no credit was given for time spent mentoring new staff or pastoral care, and that there was insufficient recognition of the burden of administrative tasks, which are mainly taken on by women within the Department. Some participants raised concerns about the fact

that staff on research projects might be under more pressure to work extra hours due to deadlines.

*There is good interaction between academic staff and non-academic staff.
Generally a healthy environment — other than in the amount of work*

The problem is university-wide not department-specific: too much work, and above all too much administrative work, not least for relatively new starters on the more senior rungs.

The workload is too heavy. I typically work over 50 hours per week and am not able to do what is needed for students. I am quite productive and efficient, but the workload is too high.

-Staff Survey Respondents

Improvement in this area is particularly important and may have major implications for gender balance. An away day was held with all senior staff in May 2019 to discuss workload and ways of managing it and a consultation paper is under discussion in the various Departmental committees. We aim to develop a flexible workload model that is simultaneously informative but consistent with the informal ways in which the Department operates and the fact that many activities are not easily comparable (**ACTIONS 7a and 7b**). The information collected will inform future allocation of major administration jobs in the Department and will be discussed in formal and informal appraisals.

- Develop a workload model for academic staff (**Action 7a**)
- Workload model to be implemented by the HoD for appraisal discussions and for the allocation of major jobs in the Department (**Action 7b**)

(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.

Many morning committees start at 9.30am and afternoon ones end at 4.30pm (or earlier) and the prevalence of 5pm seminars has decreased substantially in favour of lunchtime seminars. Whilst this means there is slightly less social/community-wide group time than perhaps there was in the past we feel that this greater accommodation

of the needs and expectations of all staff is welcomed. In the future, we are committed to minimising the number of events after 5pm and will review the policy constantly, as discussed in Section 5.3 (vi). However, due to space limitations (our classrooms and seminars are fully occupied at all times on most dates), some seminars will still need to be organised after office hours.

The Department has two large social gatherings: the annual summer and Christmas parties. These are open to all administrative, research and academic staff, as well as student representatives from all degrees. The parties are held in the afternoon around 4pm. Staff are encouraged to bring their children and entertainment is provided for them. This has been highlighted in focus groups as something that staff find valuable and contributes to the “family-friendly” atmosphere in the Department. We are committed to organising more such events with the aim of further including everyone in the social life of the Department (**ACTION 7d**). Besides these parties, socials are organised by students, with financial assistance and space provided by the Department. Staff of the relevant degrees are invited to these events, though they tend to be held in the evening.

- Promote family-friendly social events to encourage integration and inclusion by incorporating children and spouses into the life of the Department, contributing to general wellbeing. (**Action 7d**)

(vii) Visibility of role models

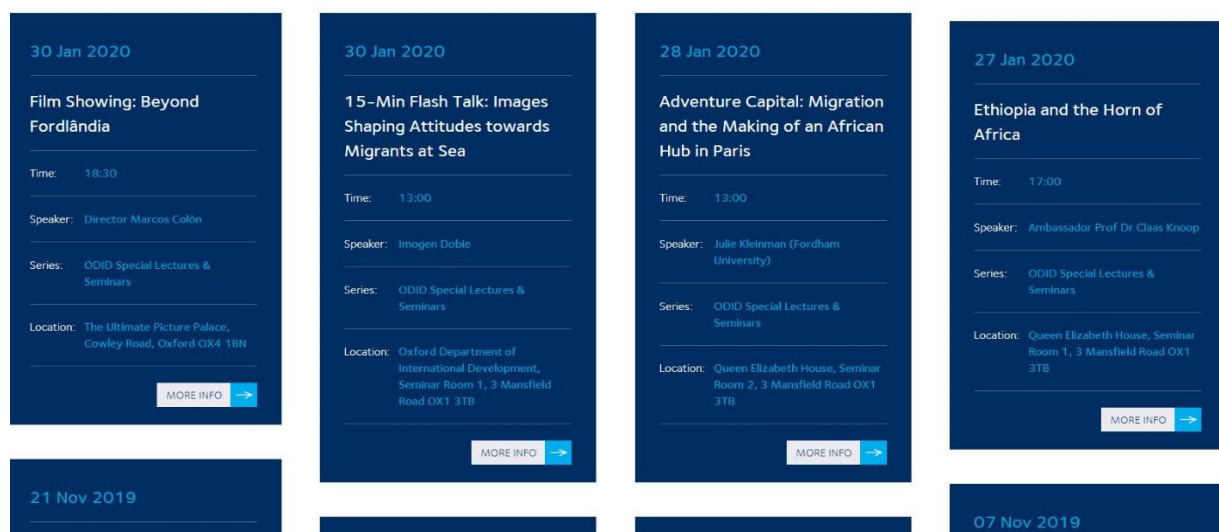
Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department’s website and images used.

Women and also diverse ethnicities are well represented in the seminars and conferences that we host (Image 2) making up 42% of our speakers over the past two

- Design an internal benchmarking system for wider representation at seminars) (**Action 9b**)

years (2017/18 and 2018/19). Nevertheless, in our consultations it became clear that there was demand for further improvements and we aim to devise an internal benchmarking system with student participation to increase the number of female and minority speakers in the future (**ACTION 9b**).

Image 2: Range of Speakers and Events on ODID Website



We asked our students about whose voices were represented on course reading lists: 23% reported that it was substantially more men than women and 68% said usually more men than women. Women were more likely to give a more negative response of substantially more men than women. A second question about voices on course reading lists indicated that 82% said that there were few voices from the global South across the curriculum or in some classes.

This question of voice and representation in the curriculum have been under discussion for some time. The MPhil in Development Studies has begun to address this issue and is working to redress the imbalance in the curriculum. This will be discussed in the GSC and in other programmes across the Department, and reviews and serious actions will be taken to redress the gender and North-South imbalance (**ACTION 9a**).

- Start designing a benchmark for better representation of a diverse range of authors across courses (male, female, global North, global South) (**Action 9a**)

The Department has a strong history of being led by female academics – four of the first seven heads have been female – and female academics routinely take senior leadership roles such as DDR, Course Director, Tutor for Admissions and the heads of research centres. Yet discussions in the focus groups suggest that the perception of the student body is that women in leadership roles were not very visible in the Department. This may well be because, with the exception of their Course Director, most students only associate the HoD with leadership, and the current and immediate past HoD has been male. Nonetheless, the Department aims to promote female role models with different measures, including a “founders” display and the promotion of women’s research

achievements via an electronic screen (**ACTION 9c**). This will complement the information on keynote talks, prizes, comments in the media, and book publications on the website, where female staff are adequately represented.

- Improve the perception of women in leadership roles by promoting female role models. This will be achieved by working with the communications team by January 2021 to implement a variety of interventions, including a founders' display. (**Action 9c**)

(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.

At present the Department does not keep a formal record of engagement and outreach activities. There is no systematic approach to the collection of data about staff or student involvement in these activities. However, staff and students are encouraged to report outreach and engagement to our Communications Manager. She regularly features stories of outreach and engagement on our website, in the Department's annual report, and in the alumni magazine *Oxford Development Matters*.

Word count: 5706

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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.

This section is not compulsory but can be used to discuss any issues pertinent to the department that don't fall under other headings.

8. ACTION PLAN

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

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

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

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

Ensure that the action plan links closely with the issues that you have identified in your application, and provide a reference to the appropriate action.



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Athena SWAN Action plan - Oxford Department of International Development

Objective one: Oversee Athena Swan Actions						
Ref.	Objective	Rationale	Actions	Responsible Person/group	Timescale	Success Criteria
1a	Establish a permanent Equality and Diversity Committee (EDC) reporting to the Departmental Management Committee (DMC)	<p>To coordinate the implementation of the action plan and work towards better practice</p> <p>To promote a culture change in the department, contributing to make all our practices gender-aware</p>	<p>A) Creation of an Equality and Diversity Committee</p> <p>B) Agreement on the terms of reference in the DMC</p> <p>C) Establishment of a mechanism to co-opt additional members for specific activities (e.g. discussion of subsequent Bronze and Silver submissions)</p> <p>D) Equality and Diversity to be a standing order on all committees</p> <p>E) Administrative lead to be part of the Social Sciences "Athena SWAN Network" to share experiences and ideas and feed these back to the EDC</p>	<p>Chair of the EDC</p> <p>HoD</p>	<p>June 2020 and ongoing</p> <p>October 2020 and ongoing</p> <p>October 2020 and ongoing</p> <p>October 2020 and ongoing</p> <p>Ongoing</p>	<p>Creation of the EDC by June 2020</p> <p>Agreement on terms of reference by October 2020</p> <p>Establishment of a regular reporting mechanism from the EDC to the DMC by October 2020</p> <p>Successful renewal of Bronze application in four years/application to Silver</p>

1b	Monitor outcomes of the Action Plan	To ensure our actions are improving the areas identified, and revise our action plan if required	<p>A) Collect and collate feedback from the Department when implementing actions. This can be collected formally (as per PDR process) or as informal feedback to the HoD</p> <p>B) Courses team to produce a report based on the student survey prepared by the University in 2022 and 2024</p> <p>C) HR team to produce a report based on the staff survey</p> <p>D) Numbers of paternity and parental leave uptake analysed and discussed</p>	<p>EDC</p> <p>Graduate Courses Support Manager</p> <p>Deputy Administrator/HR Assistant</p> <p>Deputy Administrator /EDC</p>	<p>June 2020 and ongoing</p> <p>May 2022 and ongoing</p> <p>July 2020</p> <p>June 2020 and ongoing</p>	Bi-annual reports to be prepared and discussed in the EDC and in the DMC with adjustments to be introduced in the May meetings in 2022 and 2024
Objective two: Student Recruitment and Assessment						
Ref.	Objective	Rationale	Actions	Responsible Person/group	Timescale	Success Criteria
2a	Addressing gender imbalances in admissions for PGT courses	Reflection on rates of offer and acceptance by gender and course on an annual basis, paying particular attention to the the MSc in Refugee Studies and Forced Migration (RFMS) where female admissions are	A) Monitor PGT application/ acceptance rates by gender. Reflect on the reasons why some subjects/courses are perceived to be traditionally female and assess if more needs to be done to attract male candidates	Graduate Courses Support Manager /EDC	May 2021 and ongoing	More equal gender balance on the RFMS course and continued gender balance on our other PGT courses

		significantly higher than male				
2b	Monitor the progression to DPhil on an annual basis in order to identify any emerging trends and take action as necessary	Student data on exam performance and progression to the DPhil fluctuates widely and it may take some time to spot trends	<p>A) Keep producing reports on examination results and progression to DPhil on an annual basis and discuss them first in the EDC and then in the Graduate Studies Committee (GSC) and the DMC</p> <p>B) Information on subsequent career of DPhil graduates to be collected and discussed</p>	<p>Graduate Courses Support Manager /EDC/GSC/DMC</p> <p>Graduate Courses Support Manager</p>	<p>May 2021 and ongoing</p> <p>May 2021 and ongoing</p>	<p>Annual report produced and discussed in the last meeting of the DMC of the academic year starting in May 2021</p> <p>Information on female progression from MA/MPhil to DPhil to be discussed in the GSC</p> <p>Any problems and challenges to be reported to the EDC starting in October 2021</p>

2c	Deepen the analysis of gender differentials in performance in PGT degrees, evaluating changes as a result of new measures	Small imbalance in the percentage of students attaining distinction by gender. In 2017/18 33% of male students attained a distinction compared to 24% of women	<p>A) Monitor performance by gender in the different grade classifications</p> <p>B) Performance by gender to be a standing item on the GSC</p>	Graduate Courses Support Manager/GSC	<p>October 2021 and ongoing</p> <p>October 2021 and ongoing</p>	Gap in examination performance by gender is closed by July 2024
2d	Reducing the gender gap in performance in PGT courses	Evidence from our student focus groups, backed up by wider evidence, suggests that gender differentials in attainment may be affected by classroom dynamics which favour some voices	<p>A) Further develop a toolkit designed by Dr Simukai Chigudu and Dr Dan Hodgkinson on “identity in the classroom” and apply it in the different PGT programmes</p> <p>B) Provide training, particularly for junior academics on how to lead seminar discussions and how to manage diversity in the classroom.</p> <p>C) All Teaching staff to complete the University’s online unconscious bias course in the next two years</p>	HoD/EDC/Director of Graduate Studies	January 2021 and ongoing	<p>Gap in examination performance by gender is closed by July 2024</p> <p>Annual training session based on the toolkit in place</p> <p>All teaching staff have completed the online unconscious bias course by October 2022</p>

2e	Support students undertaking fieldwork, which is a substantial component of several courses, with particular attention to female students	<p>Students at focus groups felt that there are extra challengers for women undertaking fieldwork that were not currently addressed by the department</p> <p>Gender and LGBTQ + issues are not sufficiently covered during fieldwork training and students are not sure who to go to for further advice and information is not easily available to them</p>	<p>A) Improved training for students, including on safety and sexual assault, to be offered systematically</p> <p>B) Supervisors and students to be better informed about the resources available at the University level</p> <p>C) The Department reviews its processes in cases when emergencies happen during fieldwork</p> <p>D) The following new question is introduced in the student survey: "Do you receive adequate fieldwork training, including on safety during fieldwork?"</p>	DGS/HoD/ Departmental Safety Officer	March 2021 and ongoing	<p>A special training session for all female students who go on fieldwork delivered by May 2021</p> <p>A clear process to deal with emergencies during fieldwork is agreed and instituted by December 2021 By 2023, 70% of students answer yes to the question "do you receive adequate fieldwork training, including on safety during fieldwork?"</p>
Objective three: Staff Recruitment						
Ref.	Objective	Rationale	Actions	Responsible Person/group	Timescale	Success Criteria
3a	Monitor recruitment data and analyse it to identify and respond to any emerging trends	An emerging trend towards the employment of male academics rather than	A) Utilise the CORE HR system to produce and store recruitment data in a way that is compatible with data protection requirements	Deputy Administrator/EDC	October 2020 and ongoing	Annual reports on gender distribution of appointments are available

		female has been noted in recent years	B) Analysis of the gender distribution of applications and people interviewed undertaken every year			Annual reports to be discussed by EDC and issues reported to DMC
3b	Ensure all members of hiring committees have taken the course on unconscious bias and promote a systematic discussion of unconscious bias during the hiring process	The current proportion of female applicants to AP posts is 35%	<p>A) The DMC to make the completion of the unconscious bias course a requirement for all members of the hiring committees</p> <p>B) Instructions encouraging the discussion of unconscious bias to be sent to all members of the hiring committee</p> <p>C) HR to keep records of all those who have taken the course. HR to send details of the course to all those sitting on a panel who have not taken the course</p>	<p>HoD</p> <p>Deputy Administrator and HR Assistant</p> <p>Deputy Administrator and HR Assistant</p>	October 2020 and ongoing	By October 2021, all members of every hiring committee have undertaken unconscious bias training
3c	Revise job descriptions to attract female applicants, highlighting the Department's and University's commitment to gender equality		A) HR to make sure that all advertisements follow current advice on how best to attract a more diverse range of candidates	Deputy Administrator	October 2020 and ongoing	In subsequent years, increase the proportion of female applicants to AP jobs from 35% to 45%.

3d	Circulate job descriptions more widely, plugging into networks outside of the department to encourage more applications from women		<p>A) Recruitment chairs to advise HR on where adverts should be placed in order to target the widest audience</p> <p>B) Members of the panel to contact potential female applicants</p>	Deputy Administrator/ Chair of each Hiring Committee	October 2020 and ongoing	Half of all individuals shortlisted for APs to be female
Objective four: Implement better systems to ensure that female members of staff maximise their opportunities for training and promotion						
Ref.	Objective	Rationale	Actions	Responsible Person/group	Timescale	Success Criteria
4a	Encourage academic staff to take up the offer of non-compulsory appraisals	Staff have been reluctant to undertake appraisals	<p>A) Rewrite emails to academic staff to encourage them to use non-compulsory appraisals at least every other year</p> <p>B) Provide the staff with the option of carrying out the non-compulsory appraisal with senior academics other than the HoD</p> <p>C) Monitor data on non-compulsory appraisals at Department level and add in a question to the staff survey to measure satisfaction</p>	<p>HoD</p> <p>HOD</p> <p>EA to HoD and HoAF/Deputy Administrator</p>	October 2020 and ongoing	70% of academic staff stating in the staff survey that they find the appraisal process useful
4b	Introduce training for managers in order to provide personal development	The appraisal process has been uneven in the different centres and has not been	A) Begin a process of discussion of the best way to implement PDRs with the Centre Directors	Deputy Administrator	January 2021, and ongoing	All research centres within the department to implement the

	reviews (PDRs) for all staff	<p>systematically implemented</p> <p>Some research staff at focus groups (majority female respondents) have complained about the lack of appraisal and personal development opportunities</p> <p>Only 24% of women and 15% of men stating that if offered they found PDR useful</p>	<p>B) Implement a common system of PDRs for all research staff</p> <p>C) Run information sessions for all staff and training sessions for line managers on what the PDR process is to encourage them to take up the opportunity</p>			<p>same PDR process by 2022</p> <p>Provide training sessions run by HR Business Partners for line managers on how to hold a successful PDR starting in January 2021</p> <p>All staff to be offered PDR on an annual basis and 70% stating in the staff survey that they find PDR useful</p>
4c	Introduce training for new line managers and principal investigators using online resources available at the University	<p>Many new managers/PIs have not managed staff before and lack the confidence and tools to develop their teams</p> <p>In the staff survey only 34% stated that they are very confident or quite confident at</p>	A) Promote current courses offered by the People and Organisational Development (POD) team	Deputy Administrator and HR Assistant	January 2021 and ongoing	60% of managers to say that they are very confident or quite confident at "Managing staff performance and giving feedback" in the staff survey

		"Managing staff performance and giving feedback"				
4d	Improve information provided on the courses offered by the People and Organisational Development (POD) team, particularly among women	<p>Take-up of training — especially those courses aimed at developing women — have historically been low</p> <p>Only 55% of female staff stated that they agree or strongly agree that they are "clear about the development opportunities available to them" in the staff survey</p> <p>28% of female staff survey respondents "agree or strongly agree" that their manager or supervisor supports them to think about their professional development</p>	<p>A) Circulate information on training courses, targeting to specific members of the staff</p> <p>B) Add in a box about training needs in forms for non-compulsory appraisals and PDR to encourage discussion</p>	<p>HoD</p> <p>Managers responsible for PDRs</p> <p>Deputy Administrator and HR Assistant</p>	October 2020 and on going	<p>75% of female staff to state that they agree or strongly agree that they are "clear about the development opportunities available to them"</p> <p>60% of female staff survey respondents to "agree or strongly agree" that their manager or supervisor supports them to think about their professional development</p>
4e	Reform the existing mentoring system to increase its	At our focus groups, a number of academics and researchers	A) Collect data on current mentoring arrangements within the department	Chair of EDC	October 2022	A consultative meeting to be

	effectiveness, particularly for female academics and researchers	<p>reported dissatisfaction with the careers advice and support they received</p> <p>Only five female and nine male respondents to the staff survey had been offered mentoring</p>	<p>B) Launch a participatory reform process with meetings with staff to identify their needs and preferences in terms of mentoring</p> <p>C) Encourage more staff to act as mentors, particularly of junior female staff</p>			<p>organised before May 2021</p> <p>A more effective mentoring mechanism to be introduced before October 2023</p> <p>An increase of 10% of staff survey respondents saying they have been offered mentoring by someone other than their line manager</p>
Objective five: Training and development, career progression and promotion						
Ref.	Objective	Rationale	Actions	Responsible Person/group	Timescale	Success Criteria
5a	Increase career support for academics and researchers on fixed-term contracts	<p>Fixed-term contract academics and researchers hope to receive stronger support for career development</p> <p>Only 63% of research staff agreed or strongly agreed that</p>	<p>A) Creation of a bespoke induction for those on fixed-term contacts</p> <p>B) Regular discussion of career development as part of the PDR process (see action 4d)</p>	EDC/Deputy Administrator and HR Assistant	October 2020	By 2023, 75% of research staff to agree or strongly agree that they are clear about the development opportunities available to them

		they are clear about the development opportunities available to them	C) Regular targeted circulation of POD career development programmes			
5b	Provide extra careers advice and support for fixed-term staff	<p>Lack of data on why higher numbers of women have left for career reasons</p> <p>Insufficient evidence on how to make researchers' experience at the Department more successful</p>	<p>A) Introduce optional exit interviews and surveys</p> <p>B) All staff leaving the department given an exit survey to complete and offered an exit interview</p> <p>C) HR to provide the EDC with annual data on reasons for leaving and levels of satisfaction</p>	Deputy Administrator and HR Assistant/EDC	January 2021	<p>At least 50% of female leavers to have completed the exit survey by January 2022</p> <p>Data coming from exit survey is discussed by the EDC at least once a year from January 2022 onwards</p>
5c	Increase representation of fixed-term staff on DMC	<p>Fixed-term staff felt that their views were not being heard and unclear about how they could feed into the Department's decision-making process</p> <p>Only 36% of those on fixed-term contracts agreed or strongly agreed that "Management and decision-making</p>	<p>A) HoD to adopt a more targeted approach to secure representation from fixed-term staff on the DMC</p> <p>B) Termly lunch between the HoD and the academic and research staff to be formalised as part of the feedback process</p>	HoD	October 2020 and ongoing	<p>One representative of the fixed-term staff in the DMC every year starting in October 2020</p> <p>60% of those on fixed-term contracts agreeing or strongly agreeing that "Management</p>

		processes are clear and transparent” Initial attempts to have a representative from this group in the DMC were unsuccessful				and decision-making processes are clear and transparent” in the 2022 survey
5d	Develop a more structured approach to careers advice for students	While career talks have been organised in 2018/19, some students felt that the process could be improved Only 19% of students evaluate our career support and advice positively in the most recent survey	A) Improve and systematise the career talks with awareness of its gender and ethnic dimensions B) Introduce a career event for each of the degrees and include discussion of academic and research career paths C) Introduce questions on career paths in the student survey D) Inform students more systematically about the career service and what they should expect from it	Director of Graduate Studies/ Course Directors	January 2021	One career event per degree per academic year starting in March or May 2021 More than 50% of students evaluate our career support and advise positively in the next student survey
Objective Six: Induction						
Ref.	Objective	Rationale	Actions	Responsible Person/group	Timescale	Success Criteria
6a	Revise the induction process	Induction was raised as problematic by two of the staff focus groups (research and	A) Review our current processes and get feedback from recent starters about their experience	EDC/Deputy Administrator and HR Assistant	May 2021 and ongoing	New induction to be implemented by October 2021

		administration) as they felt that the process was not robust enough Only 22% of respondents in the staff survey considered the induction process “very useful or quite useful”	<p>B) Set up a working group to draft new induction procedures for all staff groups in consultation with POD for best practice</p> <p>C) Request feedback from new starters once this is in place</p>			60% of staff survey respondents to say that they found the induction process to the Department “very useful or quite useful”
6b	Improve information for staff available online	New staff struggle to find information on HR policies online or determine who to contact for assistance	<p>A) Use the working group suggested in the previous objective to determine online induction needs</p> <p>B) Create a new internal webpage/online induction process on the new intranet for the Department currently being implemented</p>	Deputy Administrator and HR Assistant/ODID Communications Manager	January 2021	<p>An intranet page explaining where to find all the key information on the Department in place by January 2021</p> <p>60% of staff survey respondents to say that they found the induction process “useful or very useful” after four years</p> <p>75% of managers responding that they are “quite or</p>

						very confident” in “applying HR policies in managing or advising your staff (such as sick leave, family leave etc.)” after four years
6c	Strengthen existing efforts to introduce starters to the wider Department	<p>There were comments in the staff survey from new staff that introductions to other staff members was missing from the induction process</p> <p>Comments from focus groups also indicated that most people did not know who new starters were in the Department and what work they were doing</p>	<p>A) Continue the new starters newsletter</p> <p>B) Encourage all new starters to attend the revamped new staff meeting</p> <p>C) Improve the introduction to new staff meeting, introducing a discussion of all the degrees</p> <p>D) Encourage new starters to actively participate in the Departmental Forum</p> <p>E) Establish meetings between new members of staff and the HoD</p>	HoD/ Deputy Administrator and HR Assistant/ODID Communications Manager	May 2021	100% of new starters meet with HoD or HoAF starting in October 2021
Objective Seven : Improve the transparency of workload allocation and work life balance						

Ref.	Objective	Rationale	Actions	Responsible Person/group	Timescale	Success Criteria
7a	Develop a workload model for academic staff	<p>The 2017 review of the Department recommended that we continue to develop and use a workload model</p> <p>Work/life balance was one of the major issues to come out of our focus groups</p> <p>Only 62% of staff (23F, 6M) in the 2018 survey agreed or strongly agreed that their workload is reasonable</p>	<p>A) Consult workload models being implemented by “best cases” in Oxford’s Social Sciences Division, such as the departments of geography and education</p> <p>B) Creation of a new workload model to better understand the departments teaching and research activities</p>	Head of Administration and Finance (HoAF)/ HoD	October 2020	80% of respondents in the 2023 staff survey to agree or strongly agree that their workload is reasonable
7b	Implement the workload model with oversight from HoD, ensuring that no particular individual is overburdened during the next four years	<p>The 2017 review of the department recommend that we continue to develop and use a workload model</p> <p>Work/life balance was one of the major issues to come out of our focus groups</p>	<p>A) Workload model to be used at appraisal meetings with HoD</p> <p>B) Workload model to be used by the HoD for allocation of major jobs</p>	HoAF/ HoD		80% of respondents in the 2023 staff survey to agree or strongly agree that their workload is reasonable

		Only 62% of staff (23F, 6M) in the 2018 survey agreed or strongly agreed that their workload is reasonable				
7c	Allocate a space for a quiet room/wellbeing area	<p>Currently no dedicated space in the Department for breastfeeding members of staff</p> <p>There is no dedicated space for wellbeing initiatives that provide staff with the tools to help manage work/life balance and stress and encourage integration and inclusion</p>	<p>A) Allocate a room for breastfeeding staff in the new building. This can be used for prayer and other wellbeing initiatives at other times</p> <p>B) Work with POD and Occupational Health to provide information on mindfulness and resilience including taster sessions held in the department</p> <p>C) Make resources easier to access via online content</p>	HoAF/ HoD	October 2023	<p>Room included in the new building plan</p> <p>At least one mindfulness taster to be organised in the next three years</p>
7d	Promote family-friendly social events within the Department to encourage integration and inclusion	Incorporating children and spouses into the life of the Department contributes to general wellbeing. It also supports those with family responsibilities to feel included in the Department's social/networking activities	<p>A) Promote the presence of children and families in social events even more actively</p> <p>B) Continue organising activities for children in future events</p>	Executive assistant to HoD and HoAF	May 2021 and ongoing	90% of staff survey respondents to say that they feel included in the Department's social/networking activities

		80% of respondents in the staff survey felt included in the Department's social and networking activities (24 F and 10 M) in 2018				
Objective Eight : Improve integration, communication and networking within the department						
Ref.	Objective	Rationale	Actions	Responsible Person/group	Timescale	Success Criteria
8a	Encourage a better sense of community within the Department	<p>Research centres reported that they feel isolated from the rest of the Department</p> <p>64% (19 F and 8 M) of respondents in the 2018 staff survey "strongly agree or agree" with the statement "I feel integrated into my Department"</p>	Introduction of weekly coffee mornings which all staff are encouraged to attend	HoAF	October 2020 and ongoing	75% of survey respondents to say that they "strongly agree or agree" to the statement "I feel integrated into my Department" by 2023
8b	Minimise the number of events after 5pm	Even if most events already take place before 5pm, there is a recognition that appropriate family/work balance requires having free	<p>A) EDC Committee to evaluate the numbers of events taking place after 5pm. Consider the implications and report their findings</p> <p>B) Encourage more lunchtime seminars and afternoon</p>	HoAF/ EDC	October 2021 and on going	All Departmental Forums, staff meetings, committees and governance meetings to take place before 5pm

		<p>evenings whenever possible</p> <p>Everyone should have the opportunity to attend all major meetings in the Department</p>	<p>seminar, and reduce 5pm seminars with acknowledgement to the logistical difficulties of organising seminars (room availability etc.)</p>			from October 2021
8c	Openly address bullying, harassment, and bystander responsibility to push for a “culture change” and build a fairer work environment	Bullying and harassment, while they did not emerge as a significant issue in the focus groups and surveys, may be a hidden problem	<p>A) An email from the HOD outlining a zero-tolerance approach to bullying and harassment to be sent annually</p> <p>B) Reporting mechanism to be clearly explained on the new intranet, including highlighting resources outside the Department</p> <p>C) Organise a “responsible bystander” session at the Department</p> <p>D) EDC to evaluate the take-up of “responsible bystander” training and consider whether annual sessions are required</p>	Deputy Administrator and HR Assistant / EDC	October 2021 and on going	Maintain and/or reduce the current numbers (8% of respondents, 3 F and 1 M in the last survey) expressing concern over bullying and harassment in upcoming surveys
Objective Nine : Role models and representation of women’s scholarship						
Ref.	Objective	Rationale	Actions	Responsible Person/group	Timescale	Success Criteria
9a	Draw up an internal benchmarking	Student focus groups reported the need for	A) Set up a working group of students to look at	DGS/ Chair of EDC	October 2020	In three years, the internal

	system for better representation of female authors/gender across courses (male, female, global North, global South)	<p>wider representation of different voices on reading lists</p> <p>In our student survey 68% of respondents chose “usually more men’s than women’s voices” when asked to what extent are both women’s and men’s voices represented on the course reading lists. Only 7% of respondents chose the option “about the same”</p>	<p>representation on reading lists</p> <p>B) Look at best practice elsewhere in the University including the Law Faculty’s “curriculum health checks” and the Department of Politics and International Relations’ review of their curriculum</p> <p>C) Draw up a draft internal benchmarking system for reading lists, which once approved by GSC can be applied across the Department</p> <p>D) Implement the new framework to guarantee wider representation in the reading list across all the degrees</p> <p>E) Include more detailed questions on reading list representation in the student survey to gather feedback</p>			<p>benchmark to be established and all reading lists to be revised</p> <p>A 50% increase in students choosing “about the same” when asked to what extent both men’s and women’s voices are represented on courses reading lists in 2023</p>
9b	Design an internal benchmarking system for wider	Student focus groups reported the need for wider representation of different voices	A) Set up a working group of students to look at representation in seminars and conferences	Chair of EDC	October 2021	In three years, the internal benchmark to be established and

	representation at seminars	In our student survey only 42% of respondents chose “definitely” for the question “Do you think that women’s scholarship and men’s scholarship are given equal recognition by members of ODID?”	<p>B) Look at best practice across the university, including work done on inclusive events by the School of Geography and Environment</p> <p>C) Draw up a draft internal benchmarking system for improving wider representation in seminars and conferences that, once approved by DMC, can be distributed to all staff responsible for seminars and conferences</p> <p>D) Include more detailed questions on speaker representation in the student survey to gather feedback</p>			<p>applied across the Department</p> <p>70% of students to answer “definitely” to the question “Do you think that women’s scholarship and men’s scholarship are given equal recognition by members of ODID?” in 2023</p>
9c	Increase and promote female role models within the Department	<p>During student focus groups there was a perception that women in leadership roles were not visible</p> <p>Only 29% of respondents to our student survey selected “definitely” when asked whether they thought that</p>	<p>A) Work with the ODID communication team on how best to promote female role models in the department.</p> <p>B) A “founders” display, celebrating the work of Professor Frances Stewart, founder of ODID and other female HoDs to be created in the Department</p>	Chair of EDC	January 2021	A 50% increase in students responding “definitely” to the questions “Do you think that men and women are equally represented among Department

		men and women were equally represented among Department leaders, including Course Directors, Head of Department, and heads of research centres	C) Promotion of women's research achievements via an electronic screen in the great hall			leaders, including Course Directors, Head of Department, and heads of research centres?" "Do you think that women's scholarship and men's scholarship are given equal recognition by members of ODID?"
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