Department Application

Bronze and Silver Award

Name of institution	University of Oxford
Department	History Faculty
Focus of department	**AHSSBL**
Date of application	April 2019
Award Level	**Bronze**
Institution Athena SWAN award	**Date: October 2017** **Level: Bronze**
Contact for application Must be based in the department	[redacted] / [redacted]
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Glossary	
AMH	Ancient and Modern History (UG degree)
AP	Associate Professor (main permanent academic grade)
ASC	Athena SWAN Coordinator (implementation)
CDR	Career Development Review (peer-to-peer review)
cGCSE	Contextualised GCSE (Oxford shortlisting tool)
DGS	Director of Graduate Studies
DL	Departmental Lecturer (fixed-term)
DPhil	Doctor of Philosophy (i.e. PhD)
ECR	Early career researcher (project researchers and post-doctoral research fellows)
EDC	Equality & Diversity Committee (History Faculty)
FB	Faculty Board
FBC	Faculty Board Chair (head of department)
FHS	Final Honours School (final exams)
GEQ	Gender Equality Questionnaire (History Faculty)
GEWG	Gender Equality Working Group

HAT	History Aptitude Test (Oxford shortlisting tool)
HoA	History of Art (UG degree)
HD	Humanities Division
HECO	History and Economics (UG degree)
HENG	History and English (UG degree)
HESA	Higher Education Statistics Agency
HML	History and Modern Languages (UG degree)
HPOL	History and Politics (UG degree)
HT	Hilary Term (January-March)
IPO	Initial Period in Office (first 5 years of permanent academic contract)
MPhil	Master of Philosophy (two-year PGT programme)
MSc	Master of Science (one-year PGT programme)
MSt	Master of Studies (one-year PGT programme)
MT	Michaelmas Term (October-December)
OLI	Oxford Learning Institute (provides training)
PGR	Postgraduate research
PGT	Postgraduate taught
Prelims	Preliminary Examination (first year exams)
REF	Research Excellence Framework
RHS	Royal Historical Society
RoD	Recognition of Distinction (promotion of APs to TP)
SAT	Self-assessment team
SES	Staff Experience Survey (University of Oxford)
SP	Statutory Professor
TP	Titular Professor (AP or former Reader with personal chair)
TT	Trinity Term (April-June)

About the data

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

Benchmarking to other History departments in the UK was based on Heidi Plus data using JACS codes V100 (history by period), V200 (history by area) and V300 (history by topic, including V350 History of Art).

We compared Oxford's student and staff data to Cambridge (our closest comparator), the Russell Group, the Russell Group minus Oxford and Cambridge, and all History departments nationally.

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

FACULTY OF HISTORY

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From: Chair of the History Faculty Board

Equality Charters Manager
Equality Challenge Unit
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17 April 2019

To the members of the Athena SWAN panel,

As Chair of the Faculty Board of History, I give my strong support to the application that follows. Athena SWAN has been a central priority for me since I became Chair in September 2018, just as it was for my predecessor. Preparing the application has involved not only the Self-Assessment Team, but all the major committees of the Faculty and a wide cross-section of students, academics and professional staff; we answered searching questionnaires, discussed the outcomes, formed and debated policy, produced and digested a 130-page report on gender equality in our Faculty and are now greatly more conscious of the disparities and unfairnesses that surround us, particularly in aspects of our culture. For us, Athena SWAN has been part of a larger discussion about equality, a discussion in which gender is central, but so are class, disability and race.

The strengths of our Faculty are also its weaknesses – or rather, they pose particular challenges. We have a flat structure, with a high degree of autonomy for academic staff (and quite a lot for professional staff and students too); authority is widely dispersed, committees are time-consuming; most academics are members of colleges as well as the Faculty, and work in a large number of spaces across Oxford. Colleagues appreciate the many freedoms that this system permits, but they are also frustrated by the difficulty of introducing common policy, or even of establishing a common conversation out of which cultural change could arise. Oxford's prestigious position in the academy, both nationally and internationally, is also double-sided: on the one hand, it helps to attract talented people; but it can also be off-putting to people of equal talent, who are rightly concerned by historic disparities in the Faculty's proportion of women at all levels. We have extraordinary people, so could be a beacon of good practice, but – while things are beginning to change, notably with three women appointed to statutory chairs – there is much for us to sort out first.

What has been particularly exciting about the Athena SWAN process for me is the way that focusing on our problems has stimulated new conversations and a new appetite for change.

Discussions in committees and in open meetings have informed an action plan that we think will embed change – while continuing to reflect the consensual and discursive norms that we value. It will be through creative and collaborative work that we shall agree a statement of values, promote greater clarity on harassment and complaint procedures, enhance our appeal to female and transgender applicants, and support our colleagues, whatever their legal sex, in realising their potential and achieving full recognition for their work. Even as small a thing as changing the composition of the Faculty Board so that it is almost 50/50 men and women has produced a new atmosphere and a new confidence.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Faculty, and we are eager to get on with the plans set out below.

Yours sincerely,

John Watts

Chair

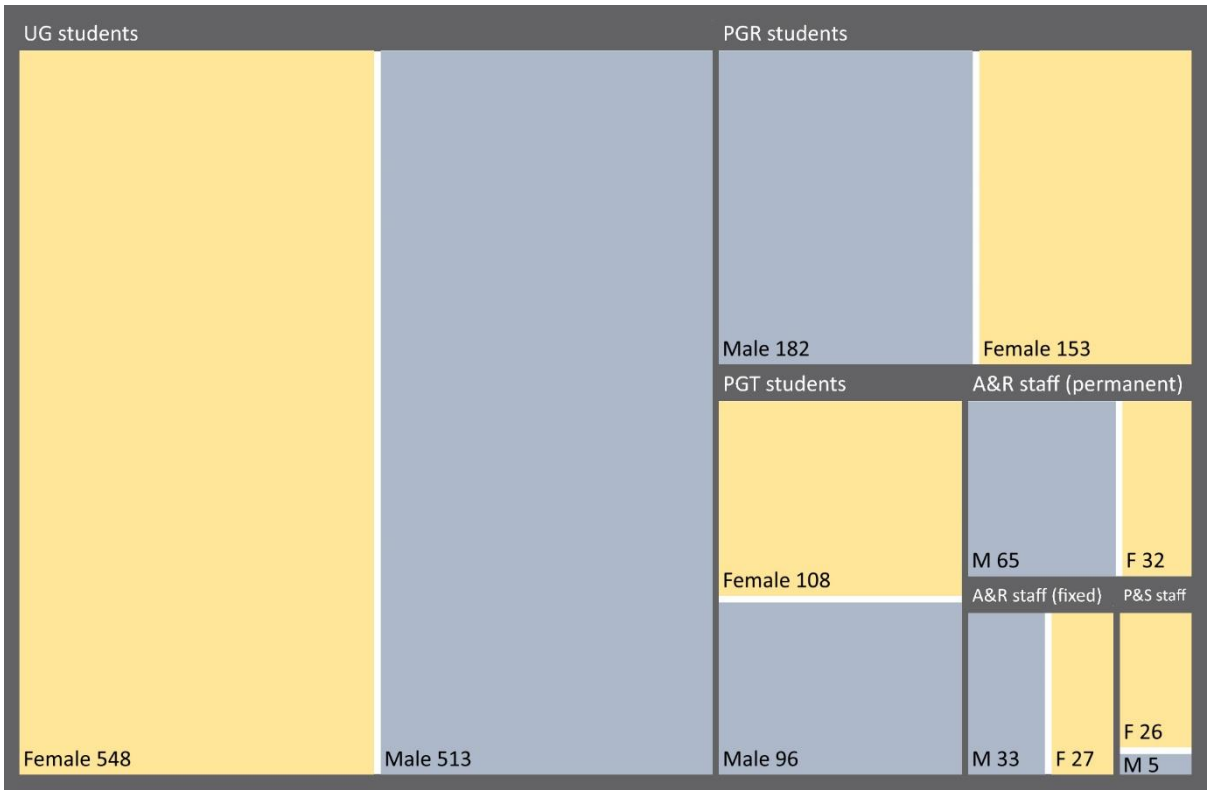
History Faculty Board

[Section word count: 512]

2. DESCRIPTION OF THE DEPARTMENT

The History Faculty sits within Oxford's Humanities Division (HD), currently having 1590 students, and 187 staff, of whom 97 are permanent academics. The city centre Faculty building is the administrative hub, with a common room, six teaching rooms, offices for several statutory professors, and study space for a small number of visiting scholars and project researchers. The History of Art Department (a sub-department) and the Oxford Centre for the History of Medicine (a research institute) are located a short distance away in separate buildings. A small number of classes and seminars take place in the Faculty building, but most lecturing is done in a shared University building, while many classes and research seminars take place in colleges. The main workplace for most academic staff is a study in a college. The Faculty is therefore highly dispersed.

Figure 1: Numerical composition of the History Faculty by role and gender, 2019



87% of permanent academics are jointly employed with a college, where they provide undergraduate tutorials (small group or one-to-one teaching), and academic and pastoral support, as well as having significant administrative and (if a college fellow) trustee responsibilities. Many historians employed solely by the colleges are also valuable members, though not employees, of the Faculty; they were included in consultation because of their teaching and research contribution, and are the subject of actions G.1.1-3, while being affected by many items in actions K.1-10, but they are *not* included in the staff data. See the *University of Oxford Panel Guidance* for the division of responsibilities between Faculties and colleges with respect to teaching and student admissions.

Undergraduates follow one of seven honours programmes: History, Ancient and Modern History (AMH), History and Economics (HECO), History and English (HENG), History and Modern Languages (HML), History and Politics (HPOL), History of Art (HoA).

In 2018 three of the existing PGT programmes were combined into a single MSt (one year) or MPhil (two years) in History with 'pathways' in Medieval History, Early Modern History 1500-1700, British and European History 1700-1850, Modern British History 1850 to the Present, Modern European History 1850 to the Present, and US History; pathways in Intellectual History, History of War and Women's, Gender & Queer History will be added by 2020.

The Faculty also offers stand-alone MSt programmes in Medieval Studies (in collaboration with six other units within the University), History of Art & Visual Culture, and Global and Imperial History since 1400; a MSt and MPhil in Late Antique and Byzantine History; a MSc and MPhil in Economic and Social History; a MSc and MPhil in the History of Science, Medicine and Technology.

The Faculty also contributes teaching to the one-year interdisciplinary MSt in Women's Studies, which provides another route into doctoral study in History.

There are three PGR awards, administered in a single structure: DPhil in History, DPhil in History of Art, DPhil in History (History of Science and Medicine & Economic and Social History).

With such a large research community the Faculty supports 40 to 50 regular (weekly for at least a term) seminar series (see 5.6.vii) and numerous series of public lectures, serving national, international and *extra mural* constituencies, besides Faculty members. It is home to a number of active research centres: Early Modern British & Irish History; Economic & Social History; Gender, Identity & Subjectivity; History of Childhood; European History; Byzantine Research; Global History; History of Science, Medicine & Technology; Late Antiquity; United States History; Global History of Capitalism.

Faculty governance aims to be consensual and inclusive: challenges and limitations to this are discussed in sections 5.6.i and iii. The ultimate decision-making body is the Faculty Board (FB), which has overall responsibility for strategy, budget, recruitment, curriculum, and examinations. It is supported by several standing committees including Equality & Diversity (with working groups on Gender, Disability and Race). All academic employees – and a wider group including some college-only academics – are consulted in a termly Faculty Meeting, which has its own chairperson. FB Chair, elected from among the permanent academics for a three-year term, acts with the Board's consent. They are assisted by other office-holders: all academics serving voluntarily. Professional and support staff, and students, are represented on relevant committees.

Academics are free to pursue research at their own pace, with REF playing no part in retention or promotion. There is peer-to-peer annual career development review, but no line-management of academics. The leading values are autonomy and self-governance: gendered limitations to these are addressed in sections 5.6.i, iii, and v below.

[Section word count: 721]

3. THE SELF-ASSESSMENT PROCESS

(i) Description of the self-assessment team

After consulting with other departments in Oxford, and several History departments elsewhere possessing experience of the self-assessment process, the SAT was formed by invitation of the academic lead in November 2017. It comprised people of varying levels of experience, including undergraduate, postgraduate, ECR and administration representatives, but with a preponderance of senior academics to demonstrate the Faculty's commitment. The academic lead was bought out of 25% of their college teaching for five terms. The SAT overlapped with, but remained separate from, the existing Equality & Diversity Committee (EDC) and Gender Equality Working Group (GEWG). EDC has a wider remit for class, race and disability, besides gender, while GEWG performed an audit and scrutiny role to the work of the SAT.

Figure 2: The self-assessment team

Name (sex)	Position	Date of appointment or admission to Faculty	Role on SAT and other responsibilities
[redacted] (M)	Associate Professor [redacted]	1989	Conducted review of scholarship on gender in HE for SAT; member of Faculty's GEWG; college Harassment Advisor.
[redacted] (M)	Associate Professor [redacted]	2006	Academic lead; college Harassment Advisor; [redacted]
[redacted] (F)	Associate Professor [redacted]	2011	Working group on survey returns; co-led carers' focus group; [redacted]; college Welfare Fellow since 2013.
[redacted] (F)	DPhil student [redacted]	2014	PG student representative; action points analysis group; co-led meeting for PG women; [redacted]; has previously worked and studied part-time.
[redacted] (F)	Professor [redacted]	2007	Data and statistics lead for SAT; co-led meeting for PG women; student data working group.
[redacted] (M)	Associate Professor [redacted]	2012	Student and staff data working groups; UG Admissions Coordinator for the Faculty.
[redacted] (F)	[redacted] Postdoctoral Fellow, [redacted]	2015	ECR representative; researches social mobility and gender in 20th century Britain; drafted guidance for seminar convenors.
[redacted] (F)	Administrator [redacted] Humanities Division	2015	Provided support on all aspects of the self-assessment and application; [redacted]; works full time.
[redacted] (F)	Associate Professor [redacted]	2015	Working groups on survey returns, staff data; co-led carers' focus group; [redacted]

[redacted] (F)	[redacted] Professor [redacted]	2002	Set up and has chaired GEWG; helped establish Centre for Gender, Identity and Subjectivity; [redacted]
[redacted] (M)	Professor [redacted]	1989	Survey returns working group and action points analysis group; represented History of Art Department on SAT; [redacted]
[redacted] (F)	Administrator [redacted] History Faculty	2014	Administrative support to SAT; staff data working group; joined University as a (mature) DPhil student; Faculty lead for HR, E&D.
[redacted] (F)	Final-year BA, [redacted]	2016	UG student representative; survey returns working group; Undergraduate Joint Consultative Committee (2017-18); Exams Sub-committee (2017-18).
[redacted] (F)	Administrator [redacted] History Faculty	2015	Staff Wellbeing Representative, Student Disability Co-ordinator; [redacted]
[redacted] (M)	Professor [redacted]	1990	*(To August 2018)* Initiated Athena SWAN process; staff data working group; [redacted]
[redacted] (F)	Head of Administration and Finance, History Faculty [redacted]	2017	*(To August 2018)* Initiated Athena SWAN process; surveys working group; coordinated provision of Faculty data; [redacted]
[redacted] (M)	Professor [redacted]	1997	*(From Sept' 2018)* Building on Athena SWAN to address race issues; career academic; have had numerous admin roles in Faculty and college; [redacted]
[redacted] (F)	Administrator [redacted], History Faculty	2018	*(From Sept' 2018)* Provided administrative support; coordinated Faculty open meeting on Athena SWAN report.

(ii) Account of the self-assessment process

We agreed from the outset that our goal was meaningful organisational change: to improve the experience of women, to make the Faculty more gender aware (including the needs of transgender students and staff), and to foster an environment in which all can thrive. The SAT met eight times between January 2018 and February 2019 to design the necessary research, consider reports, and devise actions. Agendas, papers, and minutes were circulated by email and stored on the intranet for use in future research and actions. Sub-groups met more often to consider particular themes such as admissions, attainment, recruitment, and culture. Every member of the SAT played an active role, and care was taken to give equal weight to everyone's voice. During this time the pensions strike slowed progress a little, while strengthening our resolve to effect real change. We were also influenced by the RHS 2015 and 2018 reports on gender equality in the profession, and by a review of educational research and policy documentation; we received advice and encouragement from an informal network of UK History departments with Athena SWAN experience, organised from King's College London.

In order to engage colleagues effectively the SAT reported twice termly to the FB and termly to the wider Faculty Meeting (open to all historians in Oxford) from November 2018 onwards. Athena SWAN is a standing item at both meetings. Interim reports on issues affecting students were discussed regularly in the relevant committees, while matters affecting academic staff were discussed by the Board. In January 2019 the SAT presented its full (50,000 word) report, analysis and action plan to a special meeting of the Faculty to which all academic and administrative staff were invited, along with the historians employed solely by colleges; there was extensive plenary and small-group discussion of the issues raised and actions proposed. That report and the minutes of the special meeting were then discussed at length by FB. Feedback from every meeting informed the development of the application and action plan, which are distilled from the full January report. A summary of the January report and action plan has been communicated to students.

The Faculty operates established procedures for monitoring gender disparities in undergraduate admissions and examinations, which permitted detailed analysis of attainment and rankings from application to completion (see section 4.1.ii below). While such granular analysis is not currently possible for postgraduates (sections 4.1.iii and 4.1.iv), the action plan includes a pilot scheme to assess the feasibility of a new data collection regime and to establish regular monitoring. Other data came from central University databases and (to enable like-for-like comparisons) HESA's Heidi Plus data.

The SAT considered the results of three surveys: the University-wide Staff Experience Survey (SES) and two bespoke Gender Equality Questionnaires (GEQ) designed by the SAT. The GEQ is now being used as a template by other departments.

Figure 3: Consultation by surveys

Survey	Constituency	Period	Returns (rate)	Gender balance
SES	All professional & support, and academic employees of the Faculty	February-March 2018	103 (48%)	52% female 44% male 4% prefer not to say
GEQ (staff)	All professional & support, and academic employees of the Faculty PLUS college-only historians	May-June 2018	122 (59%)	49% female 36% male 15% prefer not to say*
GEQ (students)	All undergraduate and postgraduate students	May-June 2018	246 (17%) UG: 134 (13%) PG: 112 (20%)	72% female 23% male 3% prefer not to say* 2% non-binary

** category comprises blank returns and refusals*

The response rate for staff was acceptable, but could be improved; the low rate for undergraduates may reflect the fact that they identify more with their colleges than with the Faculty; postgraduates identify more with the Faculty so their figure is most disappointing. We hope that deeper engagement with the Faculty's gender equality aims will result in better return rates in future iterations of SES and GEQ (2020/2022). Surveys were anonymous and no member of the Faculty saw the raw data: initial processing was conducted by colleagues in the HD (SES) and Economics Department (GEQ). The GEQ left open to respondents how they would identify their gender. As well as providing quantitative information the surveys elicited over 90,000 words of free-text comment, identifying problems and suggesting solutions. The surveys significantly raised the profile of Athena SWAN within the Faculty.

In addition the academic lead conducted interviews on request, and received email submissions. A focus group explored problems faced by those with caring responsibilities. Because the GEQ indicated that female postgraduates were particularly affected by negative attitudes and behaviour, an open meeting was advertised to them: 25 students attended, exploring problems and actions.

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

Implementation of the action plan will be the responsibility of an Athena SWAN Coordinator (ASC), a new role with teaching buyout. They will join, but not chair, EDC, along with two or three former members of the SAT. EDC, which meets termly and reports termly to FB, will have overall responsibility for implementing the action plan, supporting the ASC, but most actions are assigned to the committees, Faculty officers, and professional and support staff responsible for specific areas. Administrative support will be provided by an additional 0.5 FPE post, initially by adding hours to existing contracts, while taking the first opportunity to make a new appointment jointly with another humanities department.

The self-assessment process was valuable for the Faculty, galvanising action on long-standing issues and generating sustained and focussed reflection. We had some of the necessary structures in place, but lacked the momentum for meaningful change. Beyond History, the academic lead has written to the University's personnel committee raising a number of specific issues to do with institutional HR and remuneration policies, and the History SAT has given advice and support to fledgling Athena SWAN applications in Theology and Archaeology. We will continue to learn from, and share our experience with, other Humanities and Social Science departments in Oxford, besides the RHS and History departments nationally.

Actions

A.1. To ensure strong committee oversight of Athena SWAN implementation

A.1.1. Three members of SAT, including new Athena SWAN Coordinator (see A.2.1.), to join E&D Committee.

A.1.2. E&D Committee to track progress towards Athena SWAN goals at its termly meetings; scrutiny of progress in subsidiary Gender Equality Working Group (GEWG)

A.1.3. E&D Committee to report termly to Faculty Board

A.2. To ensure continuing leadership

A.2.1. Athena SWAN Coordinator role to be created, with 25% tutorial buyout

A.3. To ensure effective delivery of actions

A.3.1. Equality & Diversity Support Officer role to be created

A.5. To ensure a robust framework for collecting data to track progress

A.5.1. Repeat the University's Staff Experience Survey in 2020 and 2022

A.5.2 Repeat Gender Equality Questionnaire for staff and students in 2021 and 2023

A.5.3. Other data gathering protocols, not all new, but to be monitored by ASC/E&D Support Officer

H. and K. Lobbying the University on the strength of Athena SWAN findings

K.1.4. Lobby the University for greater resources for the Returning Carers' Fund

[Section word count: 1009]

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

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

N/A

(ii) Numbers of undergraduate students by gender

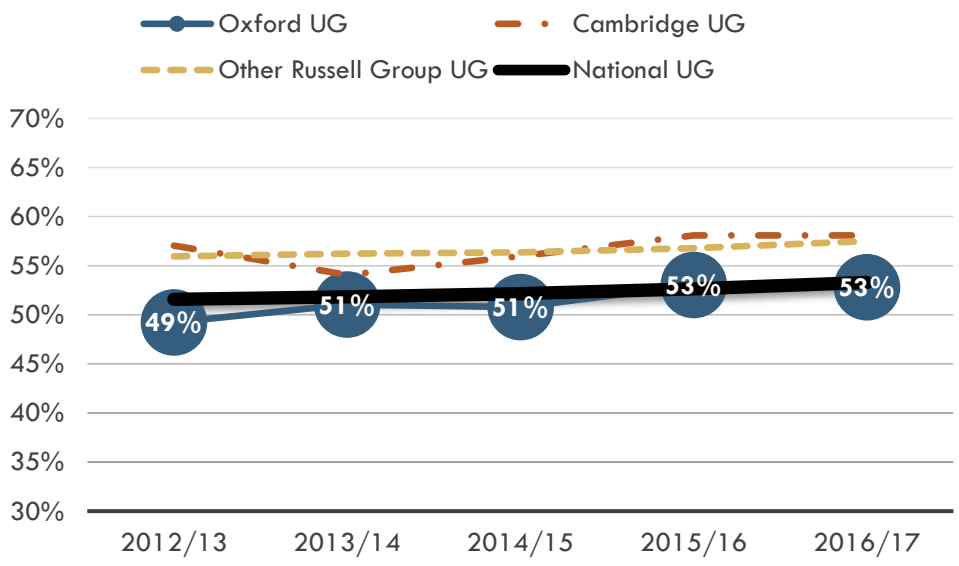
We aim to attract the best students, regardless of gender or background. Admissions are in line with the national average by gender, but the Russell Group figures suggest we may be missing out on some talented female applicants (*Table 1* and *Figure 4*). This is likely to be because our outreach focuses on improving ethnic and socio-economic diversity, which are more pressing concerns. Their intersection with gender is discussed below. In 2019 63% of admitted undergraduates will be women.

Table 1: Undergraduate student numbers, Oxford & benchmarks

2012/13 - 2016/17						
	UG (full-time)		UG (part-time)		UG (full- & part-time)	
	Total N	% Female	Total N	% Female	Total N	% Female
Oxford UG	4,885	51%	0	0%	4,885	51%
Cambridge UG	3,415	57%	0	0%	3,415	57%
Russell Group UG	88,240	56%	615	54%	88,855	56%
Other Russell Group UG	79,940	57%	615	54%	80,555	57%
National UG	190,215	53%	26,235	51%	216,450	52%

(Note: 2017/18 data is not yet available from HESA)

Figure 4: Percentage female undergraduates (full-time and part-time): Oxford and benchmarks, 2012-17



Oxford undergraduates studying History are concentrated in the single-honours 'main school', setting the gender balance. The proportion of men and women varies in the individual joint schools and History of Art, reflecting trends in the second subject (*Figure 5* with supporting data in *Table 2*): smaller numbers mean these imbalances are not unduly concerning.

Figure 5: Relative size of current undergraduate history courses, 2018-19

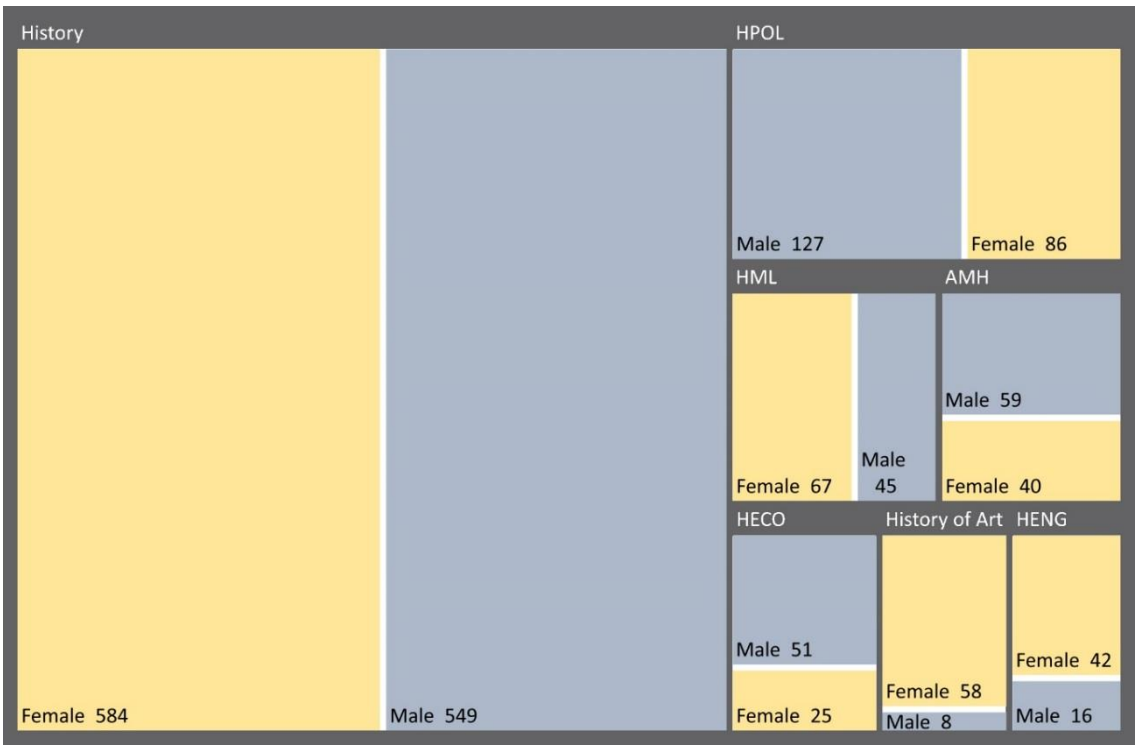


Table 2: Undergraduates at Oxford by degree programme, 2014-18

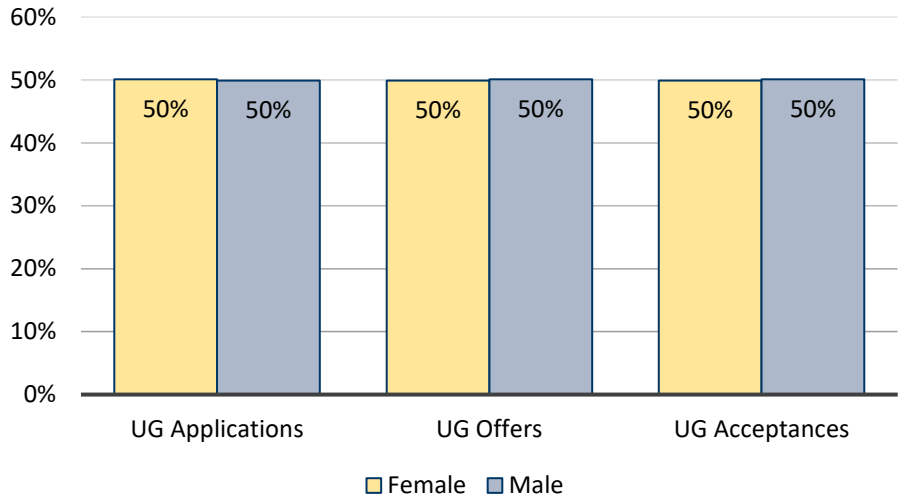
(Note: local data is available for 2018, and we use it here because not directly comparing with HESA data)

Entry year	Total	Women	Men	% Women	% Men
ALL COURSES					
2014	346	166	180	48%	52%
2015	350	188	162	54%	46%
2016	358	187	171	52%	48%
2017	363	184	179	51%	49%
2018	340	177	163	52%	48%
Total	**1,757**	**902**	**855**	**51%**	**49%**
HISTORY					
2014	234	111	123	47%	53%
2015	237	135	102	57%	43%
2016	227	122	105	54%	46%
2017	214	111	103	52%	48%
2018	221	105	116	48%	52%
Total	**1,133**	**584**	**549**	**52%**	**48%**

Entry year	Total	Women	Men	% Women	% Men
ANCIENT & MODERN HISTORY					
2014	18	4	14	22%	78%
2015	18	9	9	50%	50%
2016	22	9	13	41%	59%
2017	23	7	16	30%	70%
2018	18	11	7	61%	39%
Total	**99**	**40**	**59**	**40%**	**60%**
HISTORY & ECONOMICS					
2014	16	4	12	25%	75%
2015	13	6	7	46%	54%
2016	15	6	9	40%	60%
2017	16	2	14	13%	88%
2018	16	7	9	44%	56%
Total	**76**	**25**	**51**	**33%**	**67%**
HISTORY & ENGLISH					
2014	9	5	4	56%	44%
2015	9	6	3	67%	33%
2016	11	10	1	91%	9%
2017	16	11	5	69%	31%
2018	13	10	3	77%	23%
Total	**58**	**42**	**16**	**72%**	**28%**
HISTORY & MODERN LANGUAGES					
2014	23	18	5	78%	22%
2015	18	6	12	33%	67%
2016	24	15	9	63%	38%
2017	28	16	12	57%	43%
2018	19	12	7	63%	37%
Total	**112**	**67**	**45**	**60%**	**40%**
HISTORY & POLITICS					
2014	33	12	21	36%	64%
2015	41	15	26	37%	63%
2016	45	13	32	29%	71%
2017	52	24	28	46%	54%
2018	42	22	20	52%	48%
Total	**213**	**86**	**127**	**40%**	**60%**
HISTORY OF ART					
2014	13	12	1	92%	8%
2015	14	11	3	79%	21%
2016	14	12	2	86%	14%
2017	14	13	1	93%	7%
2018	11	10	1	91%	9%
Total	**66**	**58**	**8**	**88%**	**12%**

While women are underrepresented in AMH, HECO, and HPOL, men are underrepresented in HENG, HML, and HoA. Taking all History courses together, we receive applications, make offers, and receive acceptances/confirm places at the same rate for women and men (*Figure 6*).

Figure 6: Undergraduate applications · offers · acceptances by gender (excl. History of Art) 2014-18



Examining courses separately (*Table 3*) shows that in most cases there is a low gender gap application-to-offer, and application-to-acceptance/confirmation for women and men.

Table 3: Undergraduate applications · offers · acceptances by gender and course (2014-2018)

UCAS Cycle	Applications		Offers		Acceptances		Application to offer rate		Gender gap	Application to acceptance rate		Gender gap
	Female	Male	Female	Male	Female	Male	Female	Male		Female	Male	
ALL HISTORY COURSES												
2014	888	871	186	195	166	180	21%	22%	-1%	19%	21%	-2%
2015	945	863	203	178	188	162	21%	21%	+1%	20%	19%	+1%
2016	1013	880	213	190	187	171	21%	22%	-1%	18%	19%	-1%
2017	1002	935	208	205	184	179	21%	22%	-1%	18%	19%	-1%
2018	1046	896	217	206	177	163	21%	23%	-2%	17%	18%	-1%
Total	**4,894**	**4,445**	**1027**	**974**	**902**	**855**	**21%**	**22%**	**-1%**	**18%**	**19%**	**-1%**
HISTORY												
2014	461	540	123	133	111	123	27%	25%	+2%	24%	23%	+1%
2015	525	479	146	110	135	102	28%	23%	+5%	26%	21%	+4%
2016	518	485	140	114	122	105	27%	24%	+4%	24%	22%	+2%
2017	462	510	123	120	111	103	27%	24%	+3%	24%	20%	+4%
2018	496	540	129	141	105	116	26%	26%	+0%	21%	21%	+0%
Total	**2,462**	**2,554**	**661**	**618**	**584**	**549**	**27%**	**24%**	**+3%**	**24%**	**21%**	**+2%**

UCAS Cycle	Applications		Offers		Acceptances		Application to		Gender gap	Application to acceptance rate		Gender gap
	Female	Male	Female	offer rate	Female	Male	Female	Male		Female	offer rate	
ANCIENT & MODERN HISTORY												
2014	31	42	5	14	4	14	16%	33%	-17%	13%	33%	-20%
2015	29	48	9	10	9	9	31%	21%	+10%	31%	19%	+12%
2016	40	52	10	14	9	13	25%	27%	-2%	23%	25%	-3%
2017	43	61	9	20	7	16	21%	33%	-12%	16%	26%	-10%
2018	48	36	15	7	11	7	31%	19%	+12%	23%	19%	+3%
Total	**191**	**239**	**48**	**65**	**40**	**59**	**25%**	**27%**	**-2%**	**21%**	**25%**	**-4%**
HISTORY & ECONOMICS												
2014	27	57	4	13	4	12	15%	23%	-8%	15%	21%	-6%
2015	36	78	7	7	6	7	19%	9%	+10%	17%	9%	+8%
2016	55	75	7	9	6	9	13%	12%	+1%	11%	12%	-1%
2017	41	80	3	15	2	14	7%	19%	-11%	5%	18%	-13%
2018	51	70	7	11	7	9	14%	16%	-2%	14%	13%	+1%
Total	**210**	**360**	**28**	**55**	**25**	**51**	**13%**	**15%**	**-2%**	**12%**	**14%**	**-2%**
HISTORY & ENGLISH												
2014	61	24	8	4	5	4	13%	17%	-4%	8%	17%	-8%
2015	56	16	6	4	6	3	11%	25%	-14%	11%	19%	-8%
2016	68	13	10	1	10	1	15%	8%	+7%	15%	8%	+7%
2017	77	12	14	5	11	5	18%	42%	-23%	14%	42%	-27%
2018	73	18	12	3	10	3	16%	17%	0%	14%	17%	-3%
Total	**335**	**83**	**50**	**17**	**42**	**16**	**15%**	**20%**	**-6%**	**13%**	**19%**	**-7%**
HISTORY & MODERN LANGUAGES												
2014	78	28	18	7	18	5	23%	25%	-2%	23%	18%	+5%
2015	51	36	7	14	6	12	14%	39%	-25%	12%	33%	-22%
2016	74	35	17	12	15	9	23%	34%	-11%	20%	26%	-5%
2017	73	36	16	12	16	12	22%	33%	-11%	22%	33%	-11%
2018	60	29	13	10	12	7	22%	34%	-13%	20%	24%	-4%
Total	**336**	**164**	**71**	**55**	**67**	**45**	**21%**	**34%**	**-12%**	**20%**	**27%**	**-7%**
HISTORY & POLITICS												
2014	132	156	15	23	12	21	11%	15%	-3%	9%	13%	-4%
2015	130	187	16	30	15	26	12%	16%	-4%	12%	14%	-2%
2016	159	196	16	38	13	32	10%	19%	-9%	8%	16%	-8%
2017	195	221	28	32	24	28	14%	14%	0%	12%	13%	0%
2018	207	176	28	32	22	20	14%	18%	-5%	11%	11%	-1%
Total	**823**	**936**	**103**	**155**	**86**	**127**	**13%**	**17%**	**-4%**	**10%**	**14%**	**-3%**
HISTORY OF ART												
2014	98	24	13	1	12	1	13%	4%	+9%	12%	4%	+8%
2015	118	19	12	3	11	3	10%	16%	-6%	9%	16%	-6%
2016	99	24	13	2	12	2	13%	8%	+5%	12%	8%	+4%
2017	111	15	15	1	13	1	14%	7%	+7%	12%	7%	+5%
2018	111	27	13	2	10	1	12%	7%	+4%	9%	4%	+5%
Total	**537**	**109**	**66**	**9**	**58**	**8**	**12%**	**8%**	**+4%**	**11%**	**7%**	**+3%**

Only in a few instances were there consistently negative gender gaps for women on a particular degree course: HENG at -6% admission-to-offer (although inconsistently from year to year) and -7% admission-to-acceptance; HML at -12% admission-to-offer (consistently negative) and -7% admission-to-acceptance. These small courses are nonetheless largely female, and the balance is not a cause for concern. There is an under-supply of female applicants for HECO, which we will address in our open days, but no significant gender gap in admissions.

Although gender is not an overall problem in undergraduate admissions, our research shows that its intersection with educational background contributes to a gender gap in attainment, and produces cohorts where class and gender differences compound one another to create cultural problems.

Research involved a pilot study sampling 200 UCAS forms (2017), consultation with our Teachers' Liaison Committee (2017), a complete quantitative analysis of admissions data on all applicants (2014-17), correlation of individual-level admissions data with attainment of admitted students in first-year and final examinations, plus extensive quantitative and narrative survey data from the student GEQ (2018).

The main findings relating to admissions were:

1. An unknown number of highly-qualified female potential applicants are choosing other universities and other subjects.

The sample of UCAS forms indicated a tendency for female applicants to be as motivated by literary as by historical reading; consultation with teachers suggested the possibility that the most-talented women are more drawn to English than History.

Actions

C.1. To optimise the appeal of Oxford History degrees regardless of gender, background, or interests

C.1.1. Establish a better understanding of negative self-selection amongst female applicants, and men from the lowest-performing state schools

C.1.2. Publicise the findings of this research to our own interviewers, to schoolteachers and the HE sector at large

C.1.3. Ensuring that web and print materials for applicants display gender balance and communicate the full range of approaches possible at Oxford (with particular mention of our strengths in Gender and Women's History and in interdisciplinary/literary history)

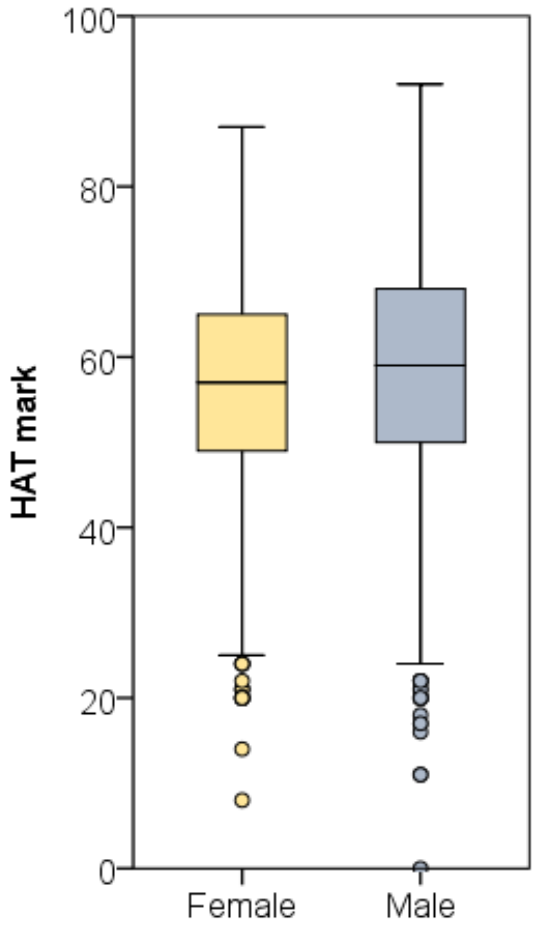
C.1.4. Continue monitoring the gender balance among open day visitors, and begin monitoring gender balance among the students and staff helping at open days

C.1.5. Establish a regular open-day talk on the HECO degree, ideally delivered by a female member of staff, to address under-supply of female applicants for this course.

2. That shortlisting for interview was until 2018 skewed slightly towards men from private schools (reflecting prior attainment) and women from state schools (reflecting learning potential).

Our two shortlisting tools are the History Aptitude Test (HAT) and the cGCSE (an Oxford-calculated measure calibrating individual results to school performance). The HAT had been shown to favour men (*Figure 7*), especially from private schools, while women (mainly from state schools) achieved better cGCSE results overall (*Figure 8*). After shortlisting, colleges – not the Faculty – are responsible for interviewing and making offers.

Figure 7: Distribution of HAT marks by gender 2014-17

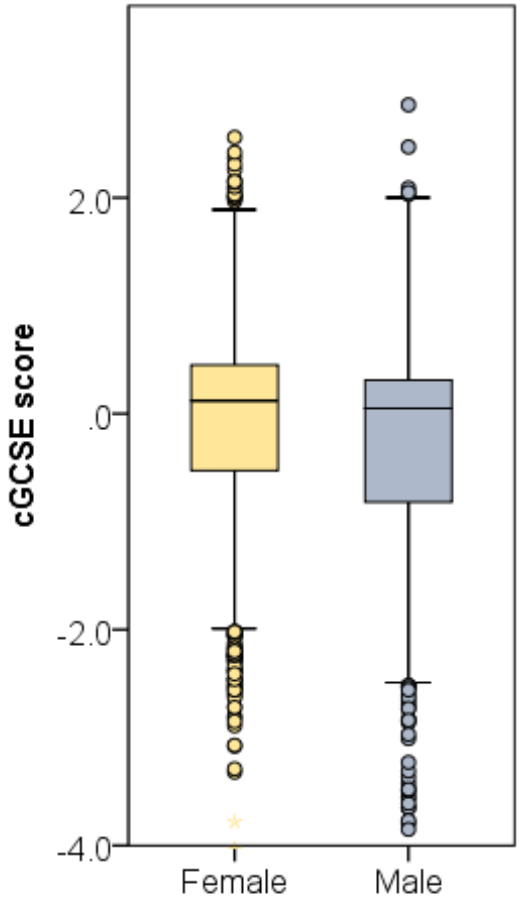


BOX-AND-WHISKER PLOT

Summarises the distribution of values

- The BOX is the middle 50%. **Note that the men perform better.**
- The vertical line below the box is the lower quartile. **Note that the lowest scores go to men**
- The vertical line above the box is the upper quartile. **Note that the top scores go to men.**
- The circles identify outliers in the tails
- The line crossing the box is the median value of the distribution. **Note that the male median is higher than the female**

Figure 8: Distribution of contextualised GCSE by gender 2014-17



BOX-AND-WHISKER PLOT

Summarises the distribution of values

- The BOX is the middle 50%. **Note that the women perform better.**
- The vertical line below the box is the lower quartile. **Note that the lowest scores go to men, more so than with the HAT**
- The vertical line above the box is the upper quartile. **Note that the men and women are more equally matched on cGCSE than HAT.**
- The circles identify outliers in the tails
- The line crossing the box is the median value of the distribution. **Note that the female median is now higher than the male**

Up to 2017, shortlisting for interview combined HAT and cGCSE at a 70:30 ratio, marginally favouring men. In 2018, following research for Athena SWAN, the ratio became 50:50 and the HAT was shortened to reflect separate investigation into which elements best predicted on-course attainment. Modelling indicated this would result in around 10 additional highly-qualified women being admitted. In fact the improved HAT saw women outperform men, leading to a shortlist comprising 725 women (59%) and 506 men (41%). After shortlisting, decisions are in the hands of colleges. Offers for 2019 have been made to 245 women (63%) and 146 men (37%), reinforcing the upward trend of recent years.

Actions

C.2. To amend and review the effectiveness of shortlisting procedures.

C.2.1. Monitor effects of 2018 changes to shortlisting over a full cycle (application to graduation), for intersection of gender, class, and race in relation to student attainment

C.2.2. Contextualise the HAT results by school performance (when suitable data available), and monitor for effect on intersection of gender, class, and race in admissions

Undergraduate attainment

The proportion of women earning Firsts at Oxford and Cambridge is greater than elsewhere (*Table 4*). A very small number achieve less than II.1.

Table 4: Percentage of women and men gaining Firsts, Oxford and benchmarks

HISTORY AND HISTORY of ART: % EARNING FIRSTS										
	Oxford UG		Cambridge UG		Russell Group UG		Other Russell Group UG		National UG	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
2012-13	19%	27%	24%	39%	21%	22%	21%	21%	18%	15%
2013-14	29%	34%	31%	37%	24%	24%	23%	22%	19%	17%
2014-15	26%	38%	27%	38%	25%	25%	25%	24%	21%	18%
2015-16	32%	40%	38%	41%	26%	24%	25%	22%	22%	19%
2016-17	40%	39%	27%	39%	27%	26%	27%	24%	24%	20%
Total	**29%**	**35%**	**29%**	**39%**	**25%**	**24%**	**24%**	**23%**	**21%**	**18%**

However, fewer women than men earn Firsts in History courses (*Table 5* and *Figure 9*), resulting in a gender gap. The picture for History of Art is less clear given small numbers.

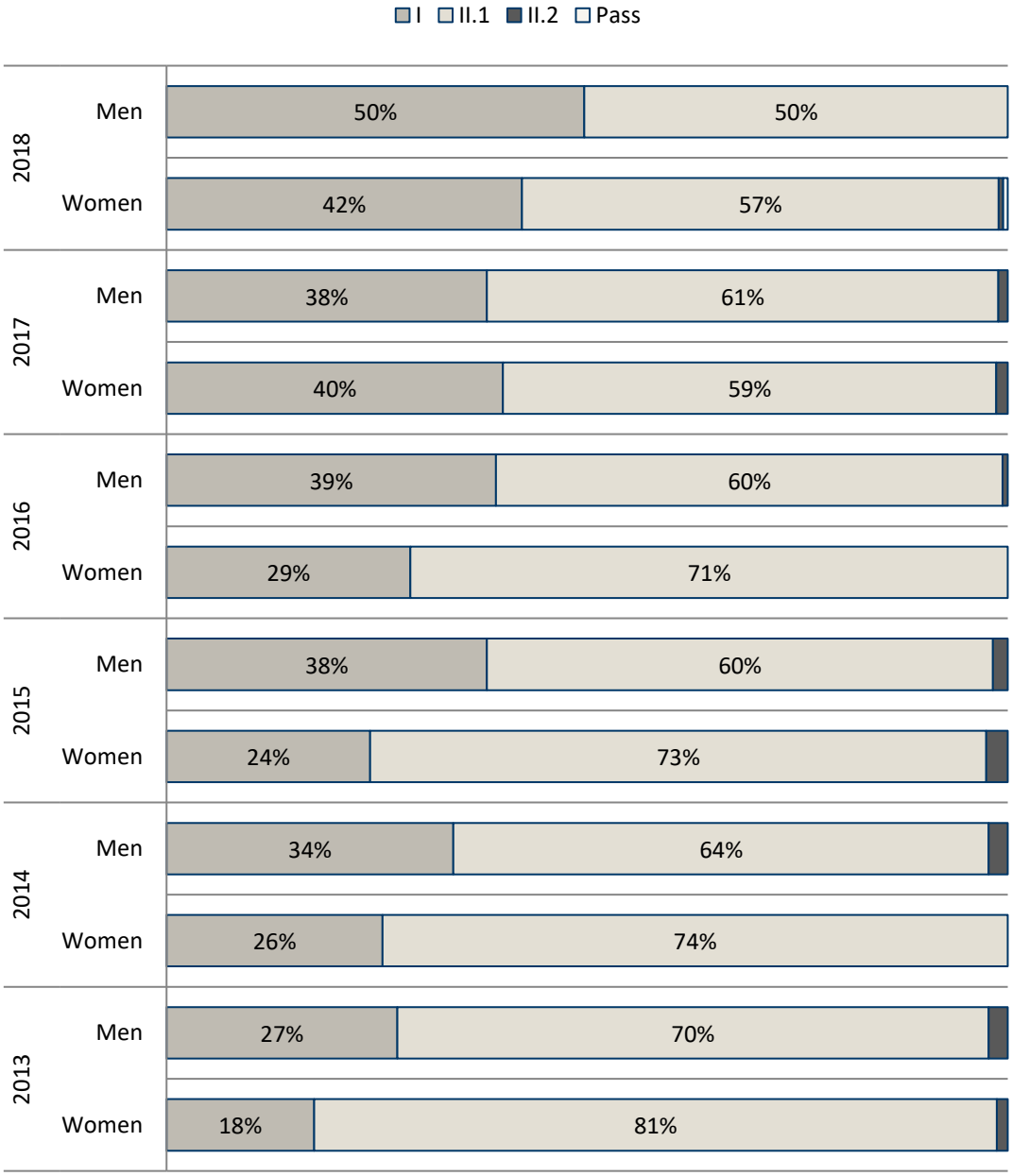
Table 5: Undergraduate completions and degree outcomes by gender, 2013-18

Year	Number completing		% Women	Women				Men				% Women obtaining Firsts	% Men obtaining Firsts	Gender Gap
	Women	Men		I	II.1	II.2	Pass	I	II.1	II.2	Pass			
HISTORY AND JOINT SCHOOLS														
2013	154	175	47%	27	125	2	0	48	123	4	0	18%	27%	-10%
2014	152	176	46%	39	113	0	0	60	112	4	0	26%	34%	-8%
2015	157	168	48%	38	115	4	0	64	101	3	0	24%	38%	-14%
2016	169	166	50%	49	120	0	0	65	100	1	0	29%	39%	-10%
2017	145	176	45%	58	85	2	0	67	107	2	0	40%	38%	+2%
2018	187	147	56%	79	106	1	1	73	74	0	0	42%	50%	-7%
Total	**964**	**1,008**	**49%**	**290**	**664**	**9**	**1**	**377**	**617**	**14**	**0**	**30%**	**37%**	**-7%**
HISTORY OF ART														

2013	8	4	67%	3	5	0	0	0	4	0	0	38%	0%	+38%
2014	12	2	86%	6	6	0	0	0	2	0	0	50%	0%	+50%
2015	10	2	83%	5	5	0	0	0	2	0	0	50%	0%	+50%
2016	10	2	83%	5	5	0	0	1	1	0	0	50%	50%	0%
2017	14	0	100%	8	6	0	0	0	0	0	0	57%	0%	+57%
2018	8	4	67%	4	4	0	0	3	1	0	0	50%	75%	-25%
Total	**62**	**14**	**82%**	**31**	**31**	**0**	**0**	**4**	**10**	**0**	**0**	**50%**	**29%**	**+21%**

Over time the Oxford pattern is erratic but normally negative for women (*figure 9*): only in 2017 did more women than men earn Firsts in History at Oxford.

Figure 9: Degree outcomes by gender, all History courses (excluding HoA), annually 2013-18



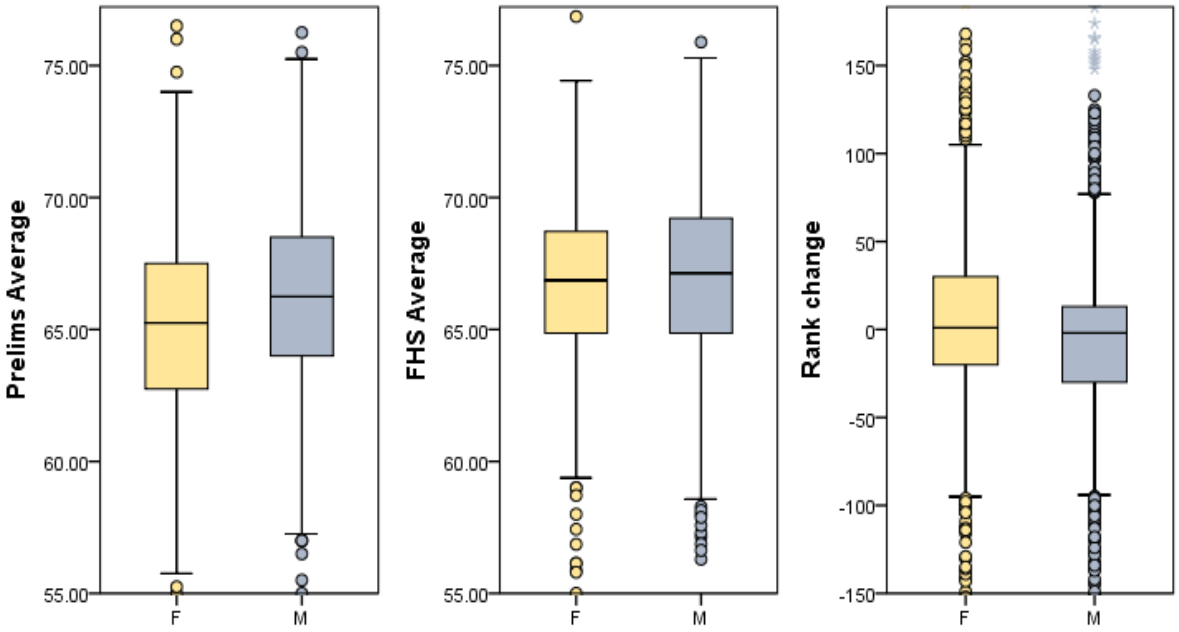
There is also uneven distribution of the very highest firsts (*Table 6*). Since 2006 men have been awarded 65% of the top twenty first-class degrees in single-honours History, to women's 35%. There is no clear trend.

Table 6: Top Firsts by gender (Main School only), 2006-18

Year	Women in the top 20	Men in the top 20	% of top 20 female	% ***all women*** in top 20	% ***all men*** in top 20	Gender Gap
2018	7	13	35%	5%	13%	-8%
2017	6	14	30%	6%	12%	-7%
2016	10	10	50%	8%	9%	-1%
2015	8	12	40%	7%	10%	-4%
2014	7	13	35%	7%	10%	-4%
2013	5	15	25%	5%	13%	-8%
2012	8	12	40%	7%	9%	-2%
2011	6	14	30%	6%	11%	-5%
2010	8	12	40%	7%	9%	-2%
2009	5	15	25%	5%	12%	-7%
2008	9	11	45%	7%	8%	-1%
2007	7	13	35%	7%	10%	-3%
2006	7	13	35%	6%	8%	-3%

It is, however, notable that the gender gap closes between first-year and final examinations. In Prelims there is a 13% gap in the proportions of women and men earning firsts, but this shrinks to a 7% gap at FHS. Women move up the rankings between Prelims and FHS at a significant rate (*Figure 11*).

Figure 11: Prelims and FHS averages of women and men, plus changed rank between Prelims & FHS, Main and Joint Schools 2013-18



BOX-AND-WHISKER PLOTS

The left-hand plot illustrates the range and concentration of marks for women and men at Prelims, the middle plot for FHS, and the right-hand plot shows the relative change in rankings between the two examinations.

- Left (Prelims): the concentration of marks and median mark are lower for women; lowest 25% of women's marks extend further down; highest 25% of men's marks extend further up.
- Middle (FHS): the concentration of women's marks has risen more than men's; median marks much closer; little change at the very top; women rising above men at bottom.
- Right (Rank change): proportion of cohort above zero shows that women improve more than men.

As indicated by higher male HAT marks (up to 2017) the gender gap at FHS originates *partly* in the different educational backgrounds of women and men, but is thereafter a product of our failure to realise the full potential of those students who start from a lower position. We have identified the papers with the greatest gender gap and will conduct a multivariate regression analysis to determine the impact of mode of examination, mode of teaching (group size), and quantity of teaching. Initial findings indicate that women match or outperform men in the 12000-word thesis and 6000-word extended essay, suggesting that the introduction of a coursework element in first year would narrow the gender gap sooner. In 2018 we replaced the three-hour exam for British History (the paper with the largest gender gap) with a nine-day takeaway paper and will monitor the effects on attainment by gender.

We also found that women's experience of teaching and learning could on occasion be negative (though the low return rate cautions against definitive conclusions). Survey respondents pointed to problems of confidence, with women comparing themselves negatively with men:

> "*Boys have generally been more confident in speaking up in tutorials and classes regardless of whether they have the 'right' answer*"

> "*As a female student, I am my own worst enemy when it comes to narrowing my horizons and believing that I can achieve less than I really can ... In a subject like History, confidence is essential: it means you are more likely to experiment with styles of writing in weekly essays, more likely to trial unorthodox lines of argument, more likely to take on ambitious topics for your thesis*"

The tutorial system develops confidence if handled well, but for some it can aggravate anxieties. Of course not all female students lack confidence or prefer coursework, and measures to tackle the gender gap should also raise the attainment of men from state schools, who move up the rankings less than women. A graduate-led review of undergraduate reading lists found that the inclusion of women as authors and as subject matter was uneven between papers (see also section 5.6.viii). Changes to the curriculum and examinations have taken place, and the action plan itemizes further research and policy development.

Actions

C.3. To reduce the gender gap in undergraduate examination results

C.3.1. Conduct multivariate regression analysis on exam results to establish relative impact of prior education, mode of teaching, amount of teaching, style of paper, mode of examination on gender gap

C.3.2. Monitor the effect on the gender attainment gap of recent changes to the curriculum and modes of examination

C.3.3. Review the structure of the undergraduate curriculum based on statistical findings relating to the gender attainment gap

C.3.4. Review mark-band descriptors and instructions to markers so that success and achievement are explicitly recognised as taking multiple forms

C.3.5. Complete the updating of Faculty bibliographies (begun in 2017-18), taking into account the graduate-led review of inclusivity and diversity

C.3.6. Produce advice for tutors on the integration of gender and women's history into teaching, especially outline papers

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

We aim for gender neutral selection in recruiting the best students internationally. For the period 2012-2017 the proportion of women fell slightly compared with undergraduates, and was below our comparators (*Table 7*).

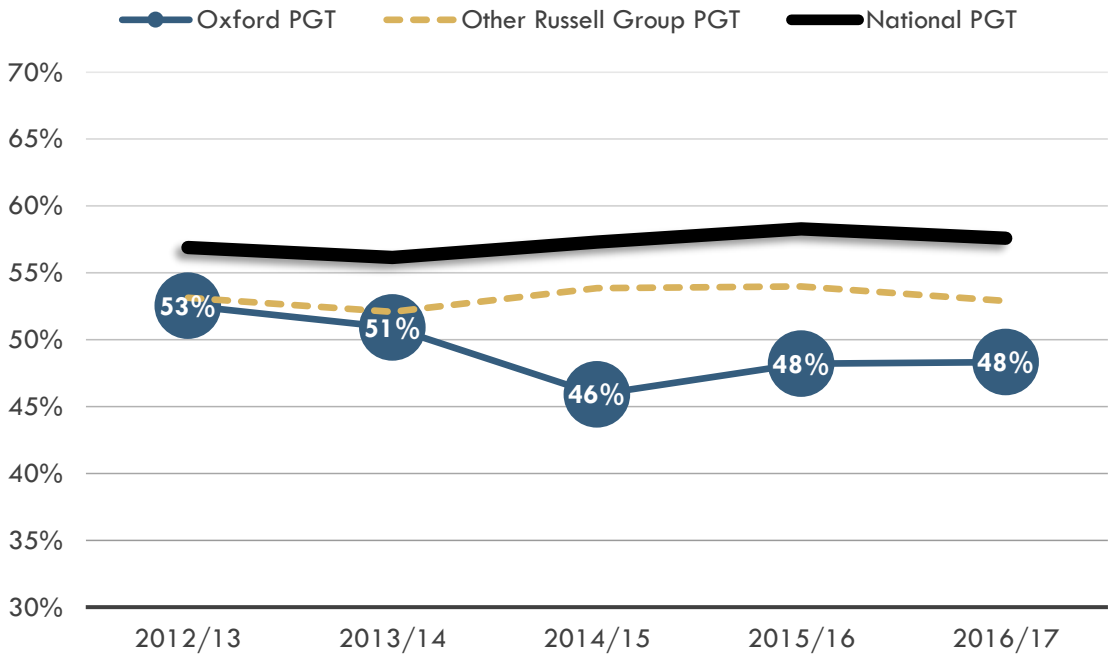
Table 7: PGT (full-time, part-time and both): Oxford & benchmarks (2012-17)

2012/13 - 2016/17						
	PGT (full-time)		PGT (part-time)		PGT (full- & part-time)	
	Total N	% Female	Total N	% Female	Total N	% Female
Oxford PGT	1,205	47%	250	58%	1,455	49%
Russell Group PGT	8,095	55%	2,820	46%	10,915	53%
Other Russell Group PGT	6,890	56%	2,570	45%	9,460	53%
National PGT	14,565	58%	10,015	56%	24,580	57%

Note: Cambridge bundles PGT and PGR together and is therefore not separated out here

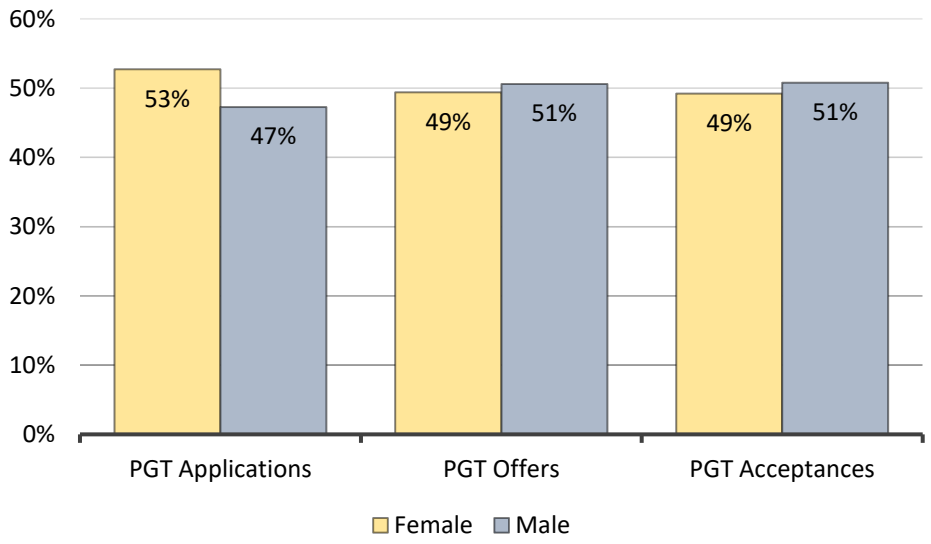
Despite a downward trend 2012/13-2016/17 (*Figure 12*), in 2018/19 we are again at 53% female, the Russell Group average.

Figure 12: PGT courses % female (full-time and part-time)



Although women constitute a majority of applicants (in line with Russell Group admissions), they comprise proportionately fewer offers and acceptances (*Figure 13*). We need to understand the data better and to make PGT selection more gender neutral. The high number of female applicants comes substantially from History of Art (*Table 9*), indicating that recruitment also requires attention.

Figure 13: PGT applications · offers · acceptances by gender 2012-17



Over time the gender gaps between application and acceptance vary (*Table 8*), though we wish to eliminate them.

Table 8: PGT selection: balance of women and men at application, offer, acceptance 2012-17

UCAS Cycle	Applications		Offers		Acceptances		Application to offer rate		Gender gap	Application to acceptance rate		Gender gap
	Female	Male	Female	Male	Female	Male	Female	Male		Female	Male	
PGT - ALL COURSES (full-time and part-time)												
2012	292	284	128	134	69	69	44%	47%	-3%	24%	24%	-1%
2013	365	289	147	143	71	71	40%	49%	-9%	19%	25%	-5%
2014	350	311	154	174	81	102	44%	56%	-12%	23%	33%	-10%
2015	354	314	131	135	79	78	37%	43%	-6%	22%	25%	-3%
2016	332	292	136	125	83	72	41%	43%	-2%	25%	25%	0%
2017	310	306	145	150	84	90	47%	49%	-2%	27%	29%	-2%
Total	**2,003**	**1,796**	**841**	**861**	**467**	**482**	**42%**	**48%**	**-6%**	**23%**	**27%**	**-4%**

Relative success rates (application-to-acceptance) for women and men also vary between PGT programmes (*Table 9*), and require further investigation. Several programmes had very large gender gaps.

Table 9: PGT selection by programme: gender gap at each stage 2012-2017

	PGT Applications		PGT Offers		PGT Acceptances		Application to offer rate		Gender gap	Application to acceptance rate		Gender gap
	F	M	F	M	F	M	F	M		F	M	
All MPhil, MSc and MSt	**1,961**	**1,725**	**825**	**833**	**460**	**474**	**42%**	**48%**	**-6%**	**23%**	**27%**	**-4%**
By degree												
MPhil British and European History 1500-present	103	108	59	59	29	32	57%	55%	+2%	28%	30%	-2%
MSt British and European History 1500-present	314	347	185	199	103	110	59%	57%	+2%	33%	32%	+1%
MPhil Economic and Social History	52	89	18	30	13	18	35%	34%	+1%	25%	20%	+5%
MSc Economic and Social History	133	289	39	97	19	51	29%	34%	-4%	14%	18%	-4%
MPhil History of Science Medicine and Technology	20	13	13	11	5	5	65%	85%	-20%	25%	38%	-13%
MSc History of Science, Medicine and Technology	74	67	51	46	28	28	69%	69%	0%	38%	42%	-4%
MPhil Late Antique and Byzantine Studies	13	42	9	32	4	20	69%	76%	-7%	31%	48%	-17%
MSt Late Antique and Byzantine Studies	43	67	30	47	22	22	70%	70%	0%	51%	33%	+18%
MSt Global and Imperial History	114	220	43	97	20	58	38%	44%	-6%	18%	26%	-8%
MSt History of Art and Visual Culture	715	153	179	45	107	29	25%	29%	-4%	15%	19%	-4%
MSt Medieval History	136	115	79	64	42	33	58%	56%	+2%	31%	29%	+2%
MSt Medieval Studies	146	64	64	34	32	21	44%	53%	-9%	22%	33%	-11%
MSt US History	98	151	56	72	36	47	57%	48%	+9%	37%	31%	+6%

In some courses (MPhil Economic & Social, MSt US) an under-supply of female applicants is mitigated during selection (positive gender gaps), but in others (MSt Global & Imperial) under-supply is compounded during selection (negative gender gaps). Some programmes present a mixed picture: fewer women than men apply to both the MSt and MPhil in Late Antique & Byzantine Studies, but fare better in selection for the one- than the two-year programme. We will institute gender monitoring of the application-offer-acceptance rates for PGT applicants as a cohort and by programme/pathway, and encourage more female applicants to imbalanced fields. The new programme in Women's, Gender & Queer History will bring fresh applicants to Oxford.

Fully understanding – and tackling – gender gaps in selection will become possible when we record individual-level data on prior attainment, educational background, admissions scores etc., enabling statistical analysis of gendered differences.

We discovered that even some successful female applicants found the image of Oxford off-putting, reporting impressions of exclusivity, maleness, and traditionalism (see section 5.6.i). The action plan addresses image and communications.

Actions

D.1. To encourage more female Oxford undergraduates to apply for graduate study

D.1.1. Prepare guidance for all tutors and supervisors about the importance of encouragement for all students, and how this is currently gendered

D.1.2. Review Faculty prizes to offer more encouragement to women at undergraduate and PGT levels

D.1.3. Establish an annual review meeting/contact between the Coordinator of Graduate Admissions and the University Careers Service, to ensure up-to-date advice is being given

D.1.4. Work with 'Women in Humanities' programme to have a freshers' fair stall promoting academic careers in History/humanities to undergraduate freshers

D.2. To encourage more female students from outside Oxford to apply for graduate study

D.2.1. Ensure that web and print materials for PG applicants display a clear gender balance, and clearly communicate the range of approaches to History at Oxford

D.2.2. Complete the addition of a new 'pathway' in 'Women's, Gender & Queer History' to the MSt/MPhil in History

D.2.3. Add a 'Women in History' session to the postgraduate open day, with particular focus on fields of underrepresentation (Global & Imperial, Late Antique & Byzantine, Economic & Social, US History); pair interested undergraduates with current female DPhil students for additional encouragement

D.3. To ensure the role models for women's academic achievement are visible within and beyond Oxford

D.3.1. Host a small conference on 'Women and History Publishing'

D.3.2. Hold a 'hackathon' to boost the online profile of female Oxford historians

E.1. To better understand the post-application factors affecting the gender gap in PG admissions

E.1.1. Conduct a pilot study into the utility of individual-level chronological data on PGT and PGR students, using three years of historic (existing) data

E.1.2. Liaise with University graduate admissions on feasibility of University-wide changes to data collection on PG admissions

E.1.3. On strength of pilot study findings, discuss actions to address specific problems contributing to gender gap in PG admissions

E.2. To make postgraduate admissions gender neutral at offer and acceptance stages

E.2.1. Board Interviewers to be issued with specific guidance on gender equality, which will include historic data particular to individual programmes

E.2.2. The Coordinator of Graduate Admissions will monitor gender equality across all decisions, and for individual programmes, querying any gender disparities between applications, offers, and recommendations for funding

E.2.3. Review of gender equality considerations at annual pre-admissions meeting of Board Interviewers

PGT attainment

A slightly greater proportion of men than women earn Distinctions across all PGT programmes (*Figures 14* and *15*, *Table 10*).

Figure 14: PGT attainment by gender, 2012-17 entry

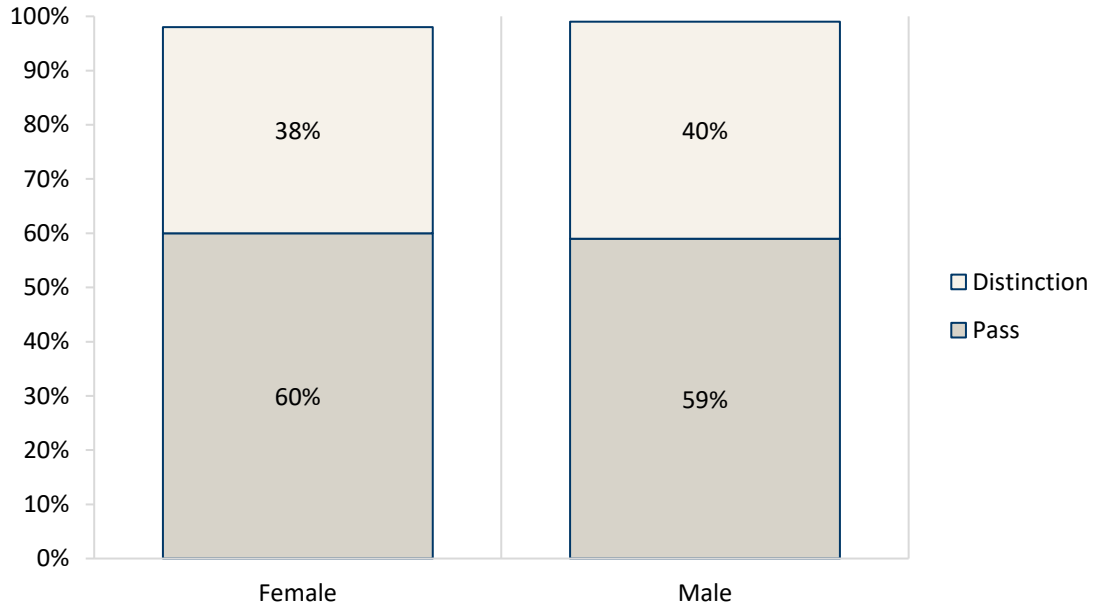


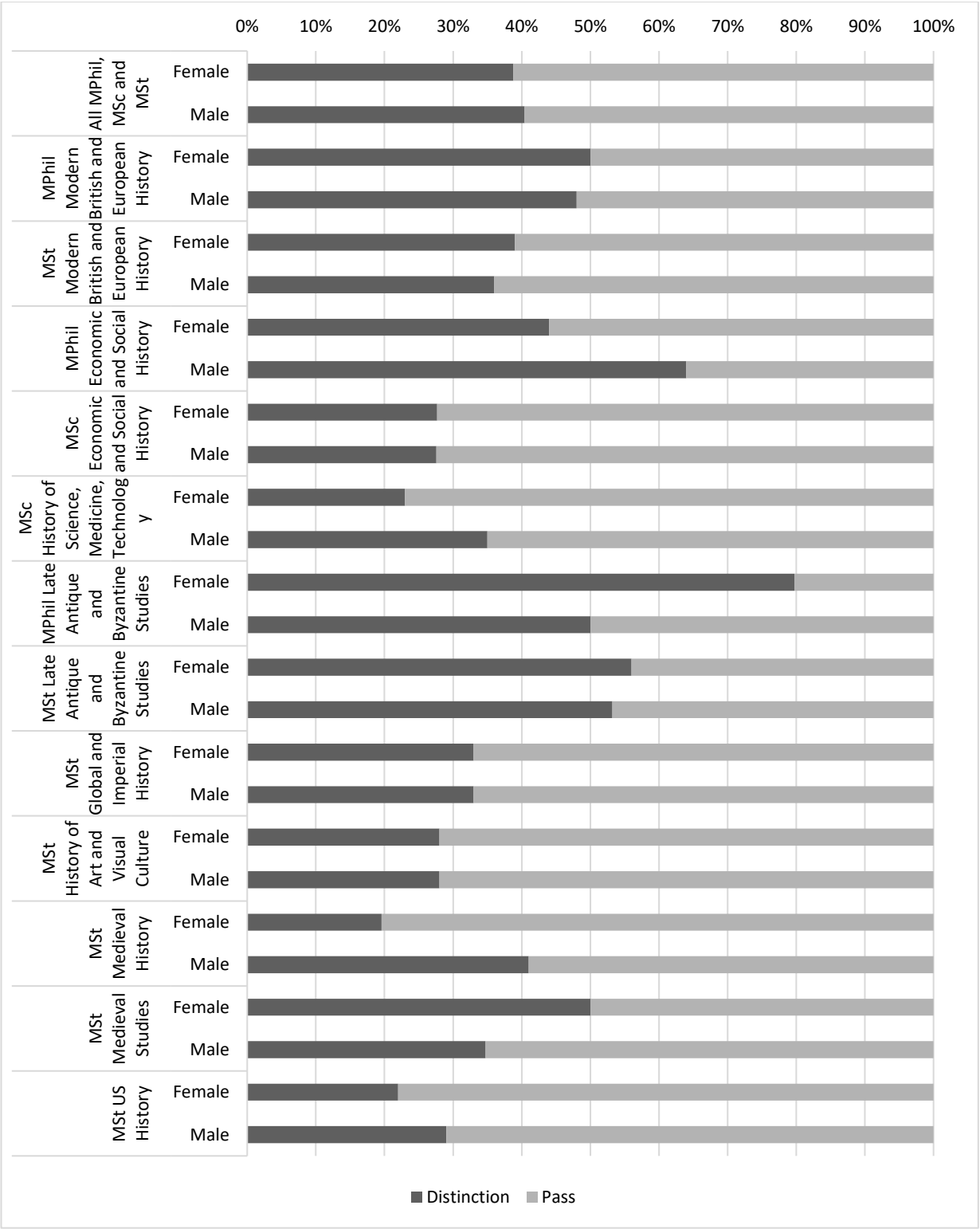
Table 10: Attainment by gender for PGT programmes, 2012-17 entry

	Number		Distinction		Pass		
	Female	Male	Female	Male	Female	Male	Gender gap at Distinction
All MPhil, MSc and MSt	**432**	**445**	**38%**	**40%**	**60%**	**59%**	**-2%**
By degree							
MPhil Modern British and European History	16	21	50%	48%	50%	52%	+2%
MSt Modern British and European History	106	109	39%	36%	61%	64%	+3%
MPhil Economic and Social History	9	25	44%	64%	56%	36%	-20%
MSc Economic and Social History	19	38	26%	27%	68%	71%	-1%
MSc History of Science, Medicine, Technology	30	31	23%	35%	77%	65%	-12%
MPhil Late Antique and Byzantine Studies	6	12	67%	50%	17%	50%	+17%
MSt Late Antique and Byzantine Studies	18	16	56%	50%	44%	44%	+6%
MSt Global and Imperial History	21	61	33%	33%	67%	67%	0%
MSt History of Art and Visual Culture	105	29	28%	28%	72%	72%	0%

MSt Medieval History	37	34	19%	41%	78%	59%	-22%
MSt Medieval Studies	29	21	48%	33%	48%	62%	+15%
MSt US History	36	48	22%	29%	78%	71%	-7%%

Below 1% fail. As with PGT admissions, the reasons for gaps in attainment cannot be properly researched without the malleable individual-level data that we do not currently keep. Once this is in place, disparities will be addressed at programme level.

Figure 15: PGT attainment by gender and specialisation, 2012-17 entry



Actions

E.7. To better understand the factors affecting variance in PGT attainment and PGR completion rates.

E.7.1. Conduct a pilot study into the utility of individual-level chronological data on PGT and PGR students, using three years of historic (existing) data. *See E.1.1.*

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

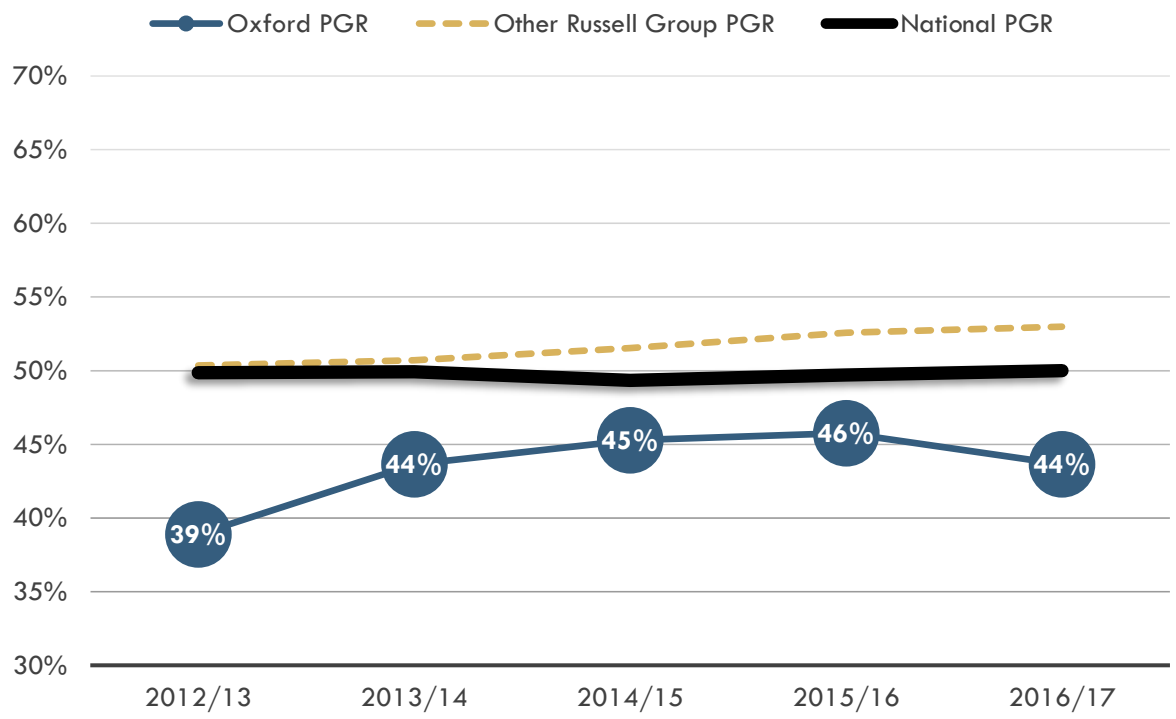
We aim for gender neutral selection in recruiting the best students internationally. For the period 2012-2017 the proportion of women fell significantly from the undergraduate and PGT levels to 43%, again below our comparators (*Table 11*).

Table 11: PGR (full-time, part-time and both): Oxford & benchmarks, 2012-17

	PGR (full-time)		PGR (part-time)		PGR (full- & part-time)	
	Total N	**% Female**	**Total N**	**% Female**	**Total N**	**% Female**
Oxford PGR	1,160	43%	220	45%	1,380	43%
Russell Group PGR	7,540	49%	2,410	49%	9,950	49%
Other Russell Group PGR	4,765	53%	2,000	49%	6,765	52%
National PGR	11,985	49%	5,555	51%	17,540	50%

The recent trend is, however, upwards: *Figure 15* shows comparative data to 2017; Oxford PGR 2018-19 is 46% female.

Figure 15: PGR courses % female (full-time and part-time)



Our acceptances are in line with applications, indicating equal treatment, so the deficit in female PGR numbers is driven by supply of applicants (*Figure 15* and *Table 12*). Russell Group figures above suggest the existence of suitable applicants who do not apply, possibly dissuaded by negative preconceptions about Oxford.

Figure 15: PGR selection: balance of women and men at application, offer, acceptance 2012-17

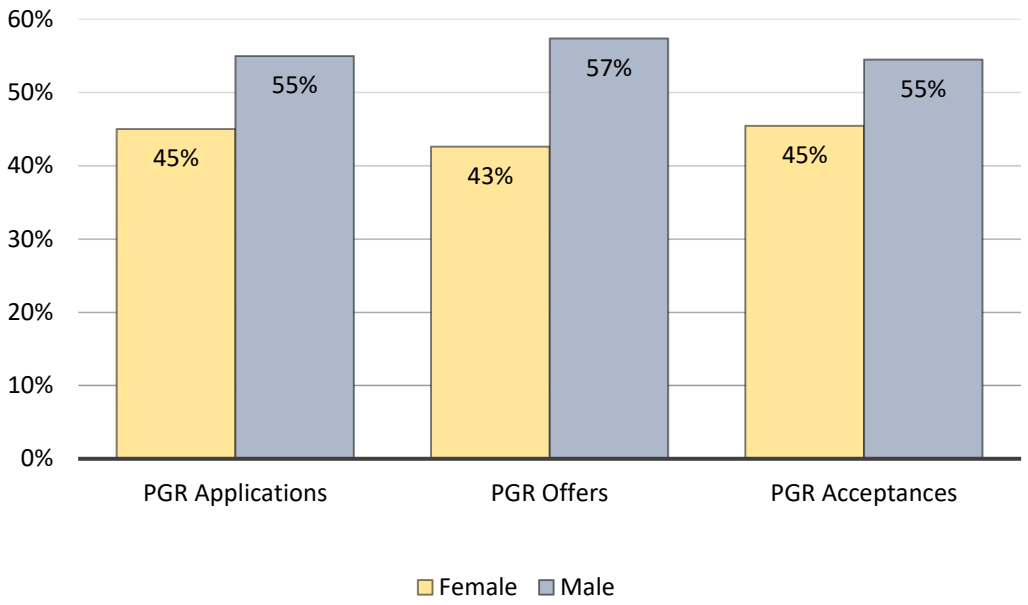


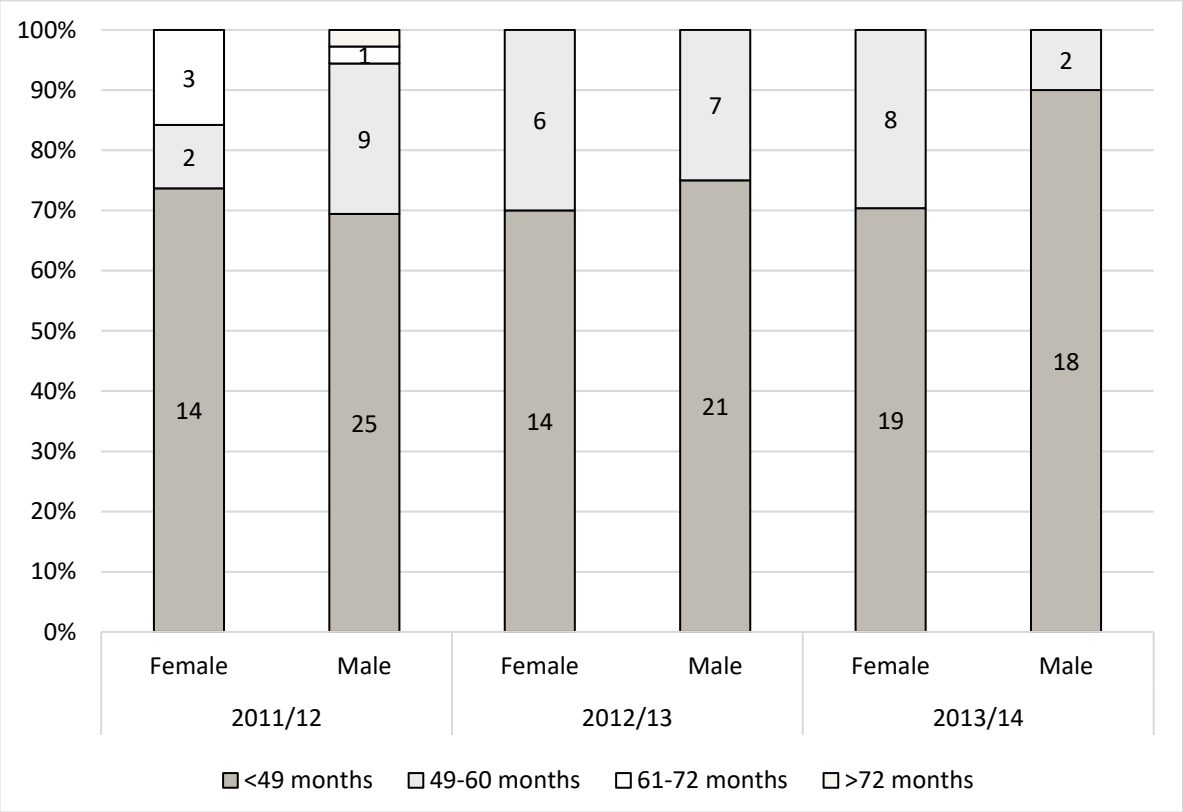
Table 12: PGR selection: gender gap at each stage 2012-17

UCAS Cycle	Applications		Offers		Acceptances		Application to offer rate		Gender gap	Application to acceptance rate		Gender gap
	Female	Male	Female	Male	Female	Male	Female	Male		Female	Male	
PGR - ALL COURSES (full-time and part-time)												
2012	112	154	64	93	25	36	57%	60%	-3%	22%	23%	-1%
2013	123	152	72	87	34	33	59%	57%	+2%	28%	22%	+6%
2014	123	147	71	88	30	37	58%	60%	-2%	24%	25%	-1%
2015	154	184	77	111	39	43	50%	60%	-10%	25%	23%	+2%
2016	146	175	69	99	26	41	47%	57%	-10%	18%	23%	-5%
2017	133	154	71	93	32	33	53%	60%	-7%	24%	21%	+3%
Total	**791**	**966**	**424**	**571**	**186**	**223**	**54%**	**59%**	**-5%**	**24%**	**23%**	**+1%**

Doctoral completion rates

DPhil students meet their supervisors regularly, and both parties file progress reports four times a year. Formal assessment occurs towards the end of the first and middle of third years, when detailed advice on completion is provided. Doctoral completion times are mostly good, with minor variations by gender year-to-year (*Figure 16*).

Figure 16: Doctoral completion times by gender 2011-2013 entry cohorts (incl. raw number completing within four years)



Because we do not keep individual-level data enabling links to be made between PGR admissions, prior attainment, progression assessment, and completion, a full understanding of these minor variations awaits the data-collection and research outlined in the action plan.

Actions

D.1. To encourage more female Oxford undergraduates to apply for graduate study

D.1.1. Prepare guidance for all tutors and supervisors about the importance of encouragement for all students, and how this is currently gendered

D.1.2. Review Faculty prizes to offer more encouragement to women at undergraduate and PGT levels

D.1.3. Establish an annual review meeting/contact between the Coordinator of Graduate Admissions and the University Careers Service, to ensure up-to-date advice is being given

D.1.4. Work with 'Women in Humanities' programme to have a freshers' fair stall promoting academic careers in History/humanities to undergraduate freshers

D.2. To encourage more female students from outside Oxford to apply for graduate study

D.2.1. Ensure that web and print materials for PG applicants display a clear gender balance, and clearly communicate the range of approaches to History at Oxford

D.2.2. Complete the addition of a new 'pathway' in 'Women's, Gender & Queer History' to the MSt/MPhil in History

D.2.3. Add a 'Women in History' session to the postgraduate open day, with particular focus on fields of underrepresentation (Global & Imperial, Late Antique & Byzantine, Economic & Social, US History); pair interested undergraduates with current female DPhil students for additional encouragement

D.3. To ensure the role models for women's academic achievement are visible within and beyond Oxford

D.3.1. Host a small conference on 'Women and History Publishing'

D.3.2. Hold a 'hackathon' to boost the online profile of female Oxford historians

E.1. To better understand the post-application factors affecting the gender gap in PG admissions

E.1.1. Conduct a pilot study into the utility of individual-level chronological data on PGT and PGR students, using three years of historic (existing) data

E.1.2. Liaise with University graduate admissions on feasibility of University-wide changes to data collection on PG admissions

E.1.3. On strength of pilot study findings, discuss actions to address specific problems contributing to gender gap in PG admissions

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E.2.2. The Coordinator of Graduate Admissions will monitor gender equality across all decisions, and for individual programmes, querying any gender disparities between applications, offers, and recommendations for funding

E.2.3. Review of gender equality considerations at annual pre-admissions meeting of Board Interviewers

E.7. To better understand the factors affecting variance in PGT attainment and PGR completion rates.

E.7.1. Conduct a pilot study into the utility of individual-level chronological data on PGT and PGR students, using three years of historic (existing) data. *See E.1.1.*

(v) Progression pipeline between undergraduate and postgraduate student levels

The composition of PG History at Oxford is driven partly by progression from undergraduate study, but mainly by recruitment of new entrants from other UK and international universities. Declining female participation at doctoral level is a particular concern. We noted above that the Russell Group female-participation averages at PGT and PGR identify a pool of potential female applicants whom we could target better.

Besides negative aspects of Oxford's public image, the GEQ and postgraduate open meeting revealed that female consciousness of gender imbalance in the historical profession, and a deficit in encouragement from tutors, could cause women to decide against a career in History.

81% of female respondents agreed that men and women do not have an equal chance of a successful academic career:

> "*It is noticeable how the number of women thins out the further you go in academic historical study*"

While 31% of male undergraduates reported having been encouraged to apply for postgraduate study, only 24% of women said the same; 67% of male PGT students (wherever they studied previously) reported encouragement by their supervisors to apply for doctoral study, but only 50% of women:

> "*I was insistent that I would only pursue further study if my tutors told me that I should, i.e., that I was good enough*"

More consistent support and encouragement at undergraduate and PGT levels is addressed in the action plan. Students have requested better information on graduate study and academic careers (section 5.3.iv), which is in line with our goal to attract more female applicants at PGT and PGR levels.

Actions

D.1. To encourage more female Oxford undergraduates to apply for graduate study

D.1.1. Prepare guidance for all tutors and supervisors about the importance of encouragement for all students, and how this is currently gendered

D.1.2. Review Faculty prizes to offer more encouragement to women at undergraduate and PGT levels

D.1.3. Establish an annual review meeting/contact between the Coordinator of Graduate Admissions and the University Careers Service, to ensure up-to-date advice is being given

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D.2.2. Complete the addition of a new 'pathway' in 'Gender, Queer, and Women's History' to the MSt/MPhil in History

D.2.3. Add a 'Women in History' session to the postgraduate open day, with particular focus on fields of underrepresentation (Global & Imperial, Late Antique & Byzantine, Economic & Social, US History); pair interested undergraduates with current female DPhil students for additional encouragement

D.3. To ensure the role models for women's academic achievement are visible within and beyond Oxford

D.3.1. Host a small conference on 'Women and History Publishing'

D.3.2. Hold a 'hackathon' to boost the online profile of female Oxford historians

4.2. Academic and research staff data

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

The academic staff of the Faculty comprises:

Two researcher roles at the same grade -

- Post-doctoral Research Fellows
- Project Researchers

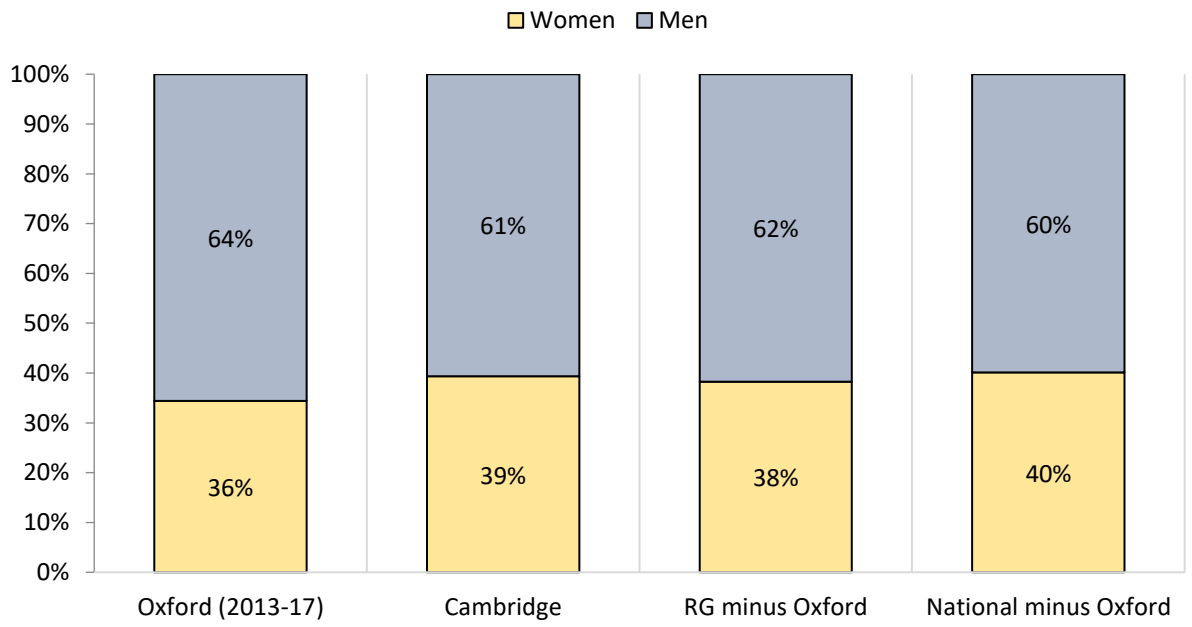
Four teaching-and-research grades -

- Departmental Lecturers (DL, covering for a permanent academic on leave)
- Associate Professors (AP, the main permanent academic grade)
- Titular Professors (TP, an AP or Reader awarded the title of Professor in the University's 'recognition of distinction' exercise: section 5.1.iii)
- Statutory Professors (SP).

The post of Reader has been phased out and the last retired in 2018. There are no teaching-only Faculty employees.

Oxford has had a lower proportion of female academics than our comparators (*Figure 17*), although that is now changing.

Figure 17: All academic staff 2013-17, Oxford and comparators



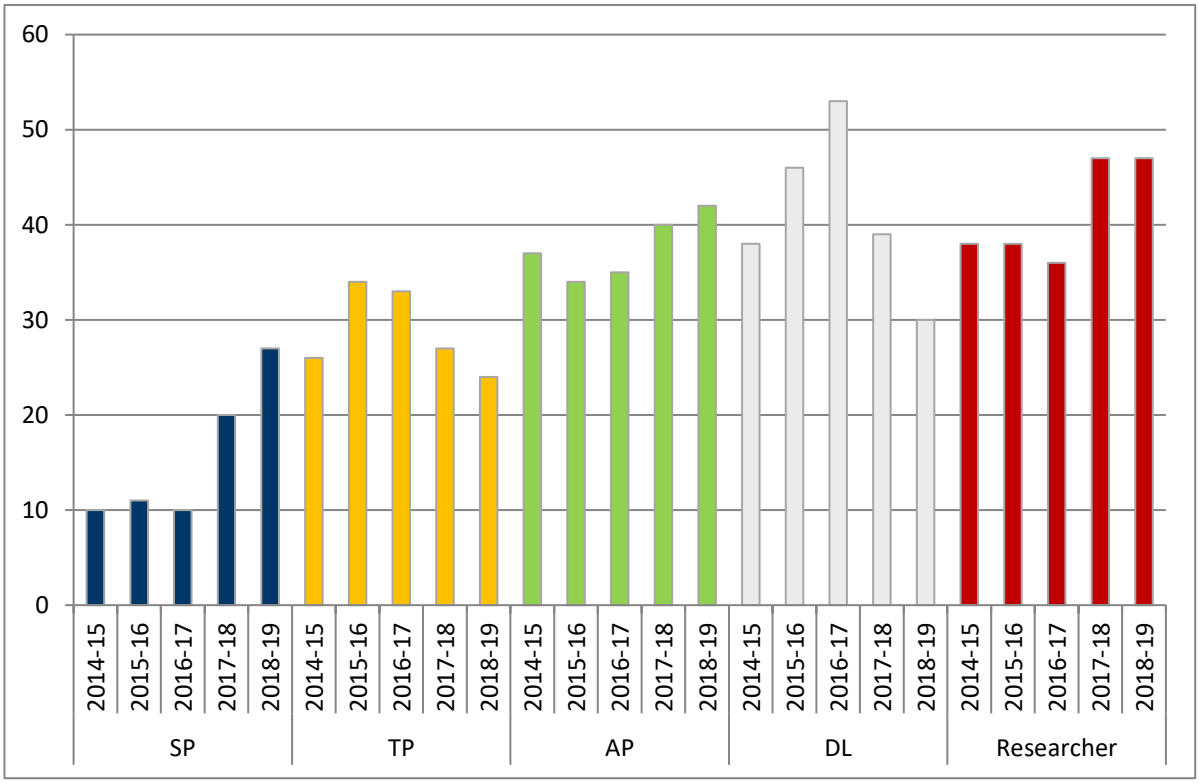
Between 2014-15 and 2018-19 there was a rise in the proportion of women among all academic staff from 33% to 38% (*Table 13*). This increase was driven by rising female representation among Researchers, where turnover is fast, but also among APs and SPs (*Table 13* and *Figure 18*), where turnover is very slow. Reasons for this positive change may include the use of new, less gendered, further particulars (to be consolidated in actions J.1.4-6), and the pattern of retirements (see section 4.2.iii). The apparent decline in male APs is explained by their being promoted to TP. The number of DLs reflects permanent staff winning large grants, fluctuating with no clear gendered trend.

We aspire to gender parity in permanent posts by 2033 (see section 5.1.i.).

Table 13: Academic staff by grade and gender, 2014/15-2018/19

	2014-15			2015-16			2016-17			2017-18			2018-19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Statutory Professor	1	9	10%	1	8	11%	1	9	10%	2	8	20%	3	8	27%
Titular Professor	7	20	26%	11	21	34%	12	24	33%	10	27	27%	9	28	24%
Reader	0	1	0%	0	1	0%	0	1	0%	0	1	0%	0	0	N/A
Associate Professor	19	32	37%	17	33	34%	17	32	35%	18	27	40%	20	28	42%
Departmental Lecturer	5	8	38%	6	7	46%	8	7	53%	7	11	39%	3	7	30%
Total teaching and research	**33**	**69**	**31%**	**35**	**80**	**33%**	**38**	**73**	**34%**	**37**	**74**	**33%**	**35**	**62**	**36%**
Researcher	14	23	38%	18	29	38%	16	28	36%	23	26	47%	24	27	47%
TOTAL	**46**	**93**	**33%**	**53**	**99**	**35%**	**54**	**100**	**35%**	**60**	**100**	**38%**	**59**	**98**	**38%**

Figure 18: Academic grades percentage female, 2014/15-2018/19



There is no Oxford 'pipeline' from research-only to teaching-and-research posts. Recruitment is by competitive application to each role. Post-doctoral Research Fellowships are sought-after fixed-term positions offering a premium start to an academic career at any university, while Project Researchers are hired to carry out specialist time-limited research. The higher proportion of women DLs and Researchers does not, therefore, indicate *inevitable* future increases at AP, TP and SP, without measures to address recruitment (section 5.1.i), although it may positively impact national numbers of women historians.

Lower female representation at the most senior levels combines with length of service to suggest implicit associations between masculinity and seniority. Women in permanent posts have served on average 10 years, men on average 15 years. The action plan (especially to section 5.1.i) addresses this with structural and cultural changes.

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

We do not use zero-hours contracts, and contract type is determined by job role (*Table 14*). Fixed-term staff are either early-career academics covering a time-limited teaching need, post-doctoral researchers in prestigious positions, or researchers employed on a finite funded project. Among the latter, the experience necessary to different projects varies, and so all recruitment is by competitive application. A tiny number of researchers are employed permanently on long-standing projects such as the *Oxford Dictionary of National Biography*.

Table 14: Contract type by grade and gender, 2014-18

	Female						Male					
	2014	2015	2016	2017	2018	% Females in grade	2014	2015	2016	2017	2018	% Males in grade
Associate, Titular and Statutory Professors												
Fixed Term	0	0	0	0	0	0%	0	0	0	0	0	0%
Permanent/Open-Ended	27	29	30	30	32	100%	62	62	65	62	63	100%
Departmental Lecturer												
Fixed Term	5	6	8	7	3	100%	8	8	8	12	8	100%
Permanent/Open-Ended	0	0	0	0	0	0%	0	0	0	0	0	0%
Postdoctoral and Project Researchers												
Fixed Term	14	18	16	23	24	100%	20	26	25	24	25	90%
Permanent/Open-Ended	0	0	0	0	0	0%	3	3	3	2	2	10%

Most researchers will leave Oxford at the end of their fixed-term contract and move to a position elsewhere. The Faculty recognises its responsibility to help prepare them for their next career move. See section 5.3.iii for details.

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

We aim to support academic careers in the long term. Researchers and DLs almost always complete their fixed-term contracts, with no significant gender differences (see section 5.3.iii for destinations). The annual turnover among permanent academic staff – crucial for improving gender balance – is low, with marginal gender differences.

Table 15: Reasons for ending permanent academic employment, annual average (and % of staff) 2014-18

	Average number ending employment each year due to ...				
	Retirement	**Early retirement**	**Career reasons**	**Death**	**TOTAL per year (2014-18 average)**
Women	0.2 (1%)	0.6 (2%)	0.6 (2%)	0 (0%)	1.4 (5%)
Men	1.6 (3%)	0.4 (1%)	1.8 (3%)	0.4 (1%)	4.2 (7%)
TOTALS	1.8 (2%)	1 (1%)	2.4 (3%)	0.4 (0.5%)	5.6 (6%)

More men retired in this period due to the age/gender profile of the Faculty. We wish to understand better why permanent staff leave for career reasons, and will begin collecting this information.

Actions

J.8. To understand why women and men leave permanent posts before retirement.

J.8.1. Conduct exit interviews with permanent academic staff leaving before retirement.

[Section word count: 2809]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

We aim to recruit the best historians internationally, women and men. Institutional records on recruitments are incomplete (especially for Researchers), but reviewing 24 DL and 12 AP recruitments between 2014 and 2017 for which full data are available (*Table 16*), we see there is no overall gender gap in our recruitment processes (0%).

Table 16: Recruitment by gender, 2014-2017

Appointment type	Applications		Applications gender gap	Shortlist		Application to shortlist gender gap	Offers		Shortlist to offer gender gap	Acceptances		Offer to acceptance gender gap	Proportion of applicants accepting positions		Overall gender gap
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
DL	215 (46%)	249 (54%)	**-8%**	48 (22%)	53 (21%)	**+1%**	10 (21%)	14 (28%)	**-7%**	10 (100%)	14 (100%)	**0%**	5%	6%	**-1%**
AP	185 (43%)	242 (57%)	**-14%**	35 (19%)	30 (12%)	**+7%**	6 (17%)	6 (20%)	**-3%**	5 (83%)	6 (100%)	**-17%**	3%	2%	**+1%**
All	400 (45%)	491 (55%)	**-10%**	83 (21%)	83 (17%)	**+4%**	16 (19%)	20 (24%)	**-5%**	15 (94%)	20 (100%)	**-6%**	4%	4%	**0%**

However – moving across *Table 16* left to right – there is a serious gender gap in the applications we receive, most pronounced for AP appointments (-14%). This is mitigated at shortlisting, most obviously for APs again (+7%), but returns at offer, most seriously for DLs (-7%). One woman declined an AP position partly due to the difficulty in relocating her family.

For reasons of research excellence, pedagogy and Faculty culture we wish to achieve parity between women and men in permanent posts as soon as possible (see section 4.2.i for current numbers). Drawing upon the Royal Historical Society guidance and other sectoral research, we propose a comprehensive approach to ensuring that more excellent women apply and that we reinforce gender-neutral selection.

With a series of small but concerted adjustments to our current practices we believe this is achievable by 2033 (modelling based on projected retirement dates and a slight advance on the +1% overall gender gap for recent AP appointments, above). At present posts are advertised nationally and internationally for at least four weeks; the further particulars were revised in 2017 to be more inclusive; proactive searches are undertaken at SP level; on

average 33% of panellists are women; panellists do not currently receive training, but the chair does, and has a duty to explain equalities policies at the outset.

Actions

J.1. To increase the numbers of female applicants for permanent academic posts

J.1.1. Begin making proactive searches for candidates in relation to all permanent posts

J.1.2. Ensure all posts are advertised for at least six weeks, taking care to extend this if the advertisement period coincides with school holidays

J.1.3. Define all fields for jobs in an inclusive way, so that undue narrowness is not seen as a code for a particular type of applicant; make explicit mention of a wide range of sub-fields

J.1.4. Review the wording of adverts and further particulars so that they articulate our primary goals and academic values: for the support of research and teaching in the long term

J.1.5. Have all further particulars reviewed by a person responsible for monitoring inclusivity of language and tone

J.1.6. Ensure that family-friendly policies are explicitly mentioned in the further particulars for all jobs, and that their role in supporting our goal of long-term support for developing academic careers, is articulated

J.1.7. Improve the website's general representation of the Faculty as a scholarly community; ensure that the desire for a welcoming, supportive, diverse and inclusive Faculty is communicated both explicitly and implicitly

J.1.8. Create new 'how to apply' page on the Faculty website to guide people through the Oxford application process

J.1.9. Use IHR 'Teachers of History' database to identify [a] fields that are under-represented or not represented at all at Oxford, and [b] fields in which female researchers are particularly well-represented; use this information to inform discussions about priorities for posts

J.2. To increase the numbers of women appointed to permanent academic posts, with an aspiration for parity by 2033

J.2.1. Make Faculty participation in appointment panels conditional on completing unconscious bias training

J.2.2. Women to be substantially represented on all panels

J.2.3. Seek the assistance of respected externals where female panellists cannot be found in the right area

J.2.4. Have an observer on all appointment panels (either HR person or a SAT member) ensuring that equal time is given to the consideration of the merits of each candidate, and that unfounded assertions do not sway discussion

J.2.5. Review the guidance for panels and panel chairs, and the ways in which our agenda on women in history can be communicated to the college fellows on panels

J.2.6. Include a standard inclusivity question in all interviews

J.2.7. If presentations to students are part of the selection process, continue to ensure a gender-balanced audience

J.2.8. The Faculty Board will review progress towards the 2033 goal on an annual basis, looking at how that year's appointments and other staff changes have affected the gender balance; to consider changes to the fields of posts and to appointment procedures if necessary

K.12. To ensure that full recruitment data is entered into University systems

K.12.1. Enter full data on gender of applicants, shortlisted candidates, offers and acceptances into the University HR databases, to allow fuller analysis of recruitment processes (particularly for Researchers).

(ii) Induction

We regard induction as crucial to the creation of a more open and inclusive Faculty. Sessions are promoted to all new staff, but survey data indicates a small number were unaware. All who took part in the past two years found it useful. Nevertheless several opportunities for improvement have been identified.

Until 2018 new academic and research staff took part in a single afternoon session. Now, in addition to providing standard University information, induction takes a staggered format, with three sessions over four months covering (1) the complexities of the collegiate University, (2) student matters, and (3) research grants and the REF. In response to suggestions from survey respondents the induction pack is also now available online. In future we will make completion of the University's online unconscious bias and equality & diversity training compulsory.

Actions

K.11. To use staff induction more effectively in pursuit of inclusion and equality

K.11.1. Develop a new, staggered induction; place the induction pack online; include in-built time for Q&A; provide information on maternity, adoption, and shared parental leave, and flexible working

K.11.2. Include implicit bias, equality & diversity, and challenging behaviour training as part of induction programme

(iii) Promotion

There is no formal progression or promotion in Oxford, something which has its costs and benefits for individuals and the institution. The annual 'recognition of distinction' exercise is the only means of advancement for permanent academic staff (see *Oxford Panel Guidance* for details). It is only available to APs past their Initial Period in Office (IPO).

Table 17: Success in recognition of distinction exercise by gender, 2014-2018

	Eligible cohort*		Applications		Application rate		Gender gap	Success		Success rate		Gender gap
	F	M	F	M	F	M		F	M	F	M	
2014	19	42	3	11	16%	26%	-10%	3	10	100%	91%	+9%
2015	17	30	4	5	24%	17%	+7%	4	1	100%	20%	+80%
2016	12	30	0	2	0%	7%	-7%	0	2	N/A	100%	N/A
2017	13	28	0	3	0%	11%	-11%	0	3	N/A	100%	N/A
2018	13	26	0	3	0%	12%	-12%	0	3	N/A	100%	N/A
Total	**74**	**156**	**7**	**24**	9%	15%	-6%	**7**	**19**	100%	79%	+21%

** 'Eligible cohort' is the number of APs past their IPO who have not yet reached TP level*

When women have applied they have been supported by the FBC, with 100% success rate, but there were no applications from women 2016-18. This has resulted in a higher proportion of male (50%) than female (36%) APs being at TP level. Although we did not use our surveys to solicit views on how this exercise was handled, national survey data from the RHS (2018) indicates that women do not feel well-supported in applying for promotion. Adding a prompt about Recognition of Distinction to the CDR (see section 5.2.ii) will augment the Chair's support with that of two colleagues in the individual's immediate field.

Actions

J.5. To encourage and support more women in applying for Recognition of Distinction

J.5.1. Make a question about eligibility for RoD integral to the reformed CDR process

J.5.2. Begin keeping records at Faculty level of applications and outcomes; identify potential applicants and re-applicants, especially women

J.5.3. Continue to support applicants and re-applicants

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

The gender/experience profile of the Faculty (men having served on average 15 years, women 10 years) may account for a lower proportion of women being entered for REF 2014 (*Table 18*). Full data are not available for RAE 2008.

Table 18: Submissions to REF 2014 by gender

	Female	**Male**	**Total**	Gender gap
Number of academic staff	39	85	124	
Submitted for REF - number	30	75	105	
Submitted for REF - Percent	77%	88%	85%	-11%

The Faculty's mission is to support the long-term development of academic careers, to which, in Oxford, REF submissions are unimportant.

For REF 2021 it is likely that 50% of our impact case studies will stem from the work of female academics. Support for the completion of outputs (funding for editorial assistance and monograph workshops: see section 5.3.iii) has been advertised frequently. Everyone will be submitted, in accordance with the rules, but we will monitor the number of outputs per person by gender and use this to reflect upon what further research support might be necessary.

Actions

J.9. To monitor REF 2021 submissions by gender

J.9.1. Monitor the number of outputs per person by gender, and use this to reflect on the need for further research support

5.3. Career development: academic staff

(i) Training

Training, narrowly conceived, is not critical to careers in History. Many survey respondents stressed the value of supportive and interesting colleagues, and expressed support for holistic conceptions of career development, for instance:

> *What appeals to me about Oxford is the relatively 'flat' structure: there is a lot less pressure than at other (less well-resourced) institutions to follow a standard script about 'career development'.*

> *Not having a line manager or a top-down structure of corporate governance is a VERY good thing, and a great improvement on the previous universities I worked at.*

Nonetheless, staff are regularly alerted to research- and teaching-related training available from the Humanities Division and to skills-training (including equality & diversity and implicit bias) provided by the Oxford Learning Institute (OLI); the Bodleian History librarian regularly informs all students and staff of training opportunities in information skills and research matters such as copyright and open access.

Table 19 Uptake of Oxford Learning Institute training by gender, 2014-2018

	2014	2015	2016	2017	2018	Total
Men	6	6	9	14	2	37 (58%)
Women	7	8	3	6	3	27 (42%)
Total	13	14	12	20	5	64

These figures include four administrators and two researchers who have taken part in the University's 'Springboard' programme in professional development for women. We aim for the total numbers pursuing training opportunities to rise with changes to induction and the 'framework for organisational change' (Action B).

Actions

A.5. To ensure a robust framework for collecting data to track progress

A.5.3. (c) Regular monitoring of training completed with Oxford Learning Institute

B.3. To facilitate individual reflection upon equalities issues through training

B.3.1 *Require* all new staff to complete Oxford Learning Institute (OLI) online training in 'Implicit bias in the workplace'

B.3.2. *Recommend* OLI online training to all existing staff: 'Implicit bias in the workplace'

B.3.3 *Require* all staff serving on a Faculty of joint Faculty-College appointment panel to complete OLI online training: 'Recruitment and Selection'

B.3.4 Hold an annual face-to-face E&D group training session, open to any staff

K.10. To ensure that training and development opportunities are promoted to all staff

K.10.1. Continue to promote training and development opportunities (provided by the central University) to all staff

(ii) Appraisal/development review

Improvements to our appraisal system are widely desired. All permanent academic employees (as well as permanent college-only historians), but not currently fixed-term Researchers, are offered an annual peer-to-peer career development review (CDR). Reviews are conducted face-to-face by two colleagues in the same field, using a standard form which records publications, research plans, and other duties. Forms are reviewed by the FBC. Extending the scheme to fixed-term Researchers would benefit their career progression.

Table 20: Uptake of CDR among permanent academic staff by gender 2016-2018

	Number of staff completing CDR (and number eligible)		% of eligible staff completing CDR	
	Female	**Male**	**Female**	**Male**
2016	20 (of 39)	50 (of 85)	51%	59%
2017	43 (of 47)	75 (of 83)	91%	90%
2018	41 (of 44)	72 (of 77)	93%	93%

Although uptake has increased in recent years (due to more reminders being sent), survey data demonstrated widespread dissatisfaction with the CDR process. While 86% of men found them useful, only 74% of women agreed. Criticisms showed that the shared aim of mutual peer support is not being realised: respondents referred to perceived 'managerialism', its role in inducing guilt, its ineffectiveness as a means of raising concerns, inconsistent advice, and an exaggeration of the importance of REF in the local context. Many respondents share the view that *"there should be a more effective and meaningful way of conceiving professional development"*. Improvements will be made so that:

- CDR realises the aspiration for peer-to-peer support
- CDR is extended to fixed-term Researchers.

Actions

H.1. To improve career support for fixed-term academic staff

H.1.4. Extend the CDR scheme to fixed-term academic staff (in a revised format – *see J.3.1.* – focussing on career progression)

J.3. To reform the Career Development Review process

J.3.1. Review the CDR process so that the importance of REF is not exaggerated, individuals are supported in their long- and medium-term goals giving attention to all aspects of academic life; prompt consideration of applications for Recognition of

Distinction; permit individuals to suggest alternative reviewers *before* they have been appointed; clearer protocols for reporting problems and questions

(iii) Support given to academic staff for career progression

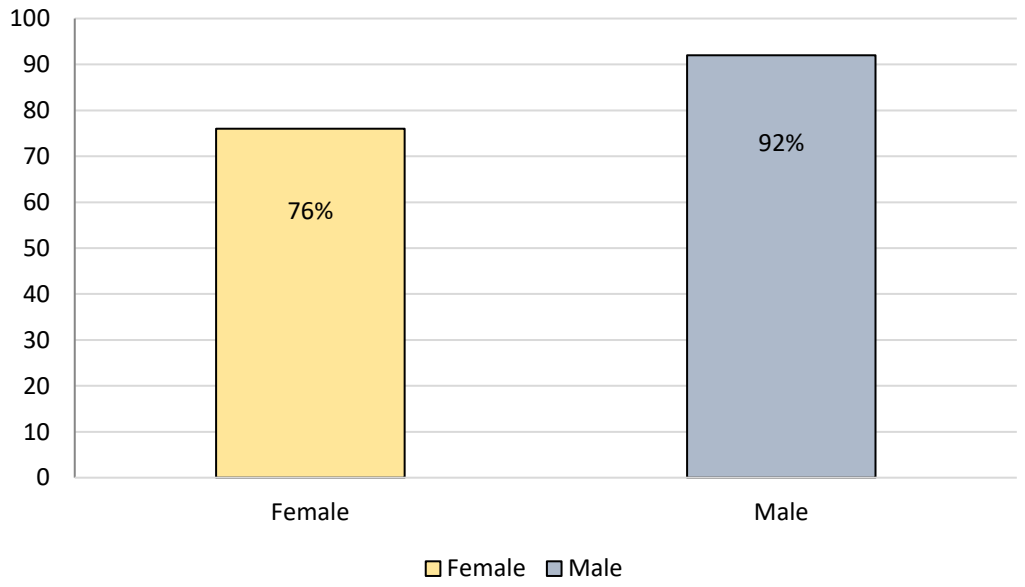
We aim to provide the practical and intellectual support that permits all academics to meaningfully progress their careers.

All academics are encouraged to pursue their research in whatever manner they wish. In addition to any college allowances, permanent staff may apply to the Faculty for up to £800 *per annum* to support their research (£400 *pa* for fixed-term DLs and Researchers); claiming for childcare costs incurred in attending conferences or conducting research is explicitly encouraged for all staff. One-off monograph workshops, in which four to six external advisors provide advice on the completion of a project, are also funded by the Faculty. Moreover, the Faculty provides financial support to between 40 and 50 specialist seminar series every year, which give intellectual support to many academics and research students.

In addition, all permanent academics are assigned a mentor during their IPO, who discusses career progression and reports to the FBC, who can also offer advice. Although some survey respondents found the scheme unhelpful, for others it initiates a valuable relationship that continues for many years. Several colleagues have also taken part in the 'Oxford Senior Women's Mentoring Network' and found it useful.

Despite this practical and intellectual support, a smaller proportion of women than men felt that the Faculty was supportive of them.

Figure 19: Proportion of academic and research staff who feel the Faculty is supportive of them, 2018



This disparity may result from aspects of the culture, discussed in 5.6.i. (with actions), which lead some – particularly women – to feel excluded.

Progression is most meaningful to ECRs, who need support in making the transition to a permanent position. As well as having access to the University's careers service and Learning

Institute courses, all Researchers and DLs are supported personally by the Regius Professor (an informal mentoring scheme), the Faculty HR team (support in applying for internal and external vacancies), and Research Support team (funding opportunities). Departmental Lecturers have access to a Divisional mentoring scheme. Academics who manage researchers are advised on management matters by the Faculty HR team.

Progression for DLs is currently very good: of the 20 employed between 2014 and 2019, 13 moved to permanent academic jobs, 6 to fixed-term teaching posts, with one (the most recent leaver) yet to find a post. We do not currently record the destinations of postdoctoral fellows or project researchers, but will do so in future.

However, while survey respondents noted appreciation for the informal ECR mentoring scheme, many Researchers commented on the current precariousness of academic employment, saying they would like more formal support and access to training, as well as protection from teaching and examining burdens in excess of their contracts. In addition to making CDR available to fixed-term academics, we will address these pressing concerns.

Actions

B.7. To establish an informal History Faculty Women's Network (*also K.8.*)

B.7.1. Group to be advertised to all female and female-identifying academics, professional & support staff, and postgraduate students.

H.1. To improve mentoring and training opportunities for fixed-term academic staff

H.1.1. Continue the mentoring scheme for early career historians

H.1.2. Hold a termly Q&A meeting to which all fixed-term academic staff are invited

H.1.3. Open doctoral training events to post-doctoral researchers

H.1.4. Extend the CDR scheme to fixed-term staff

H.2. To ensure early career and fixed-term staff are protected from teaching and examining loads beyond contract

H.2.1. Amend job descriptions for all Departmental Lecturers to clarify that no-one is required to teach or examine beyond their contractual obligations

H.2.2. Identify a 'nominated person' to whom DLs can speak if they are worried about being overburdened

H.2.3. Notify chairs of exam boards and Group Convenors that care ought to be taken not to overburden early career staff

H.3. To monitor the destinations of all leaving ECRs

H.3.1. Modify text of standard HR email for leaving DLs, postdoctoral fellows and project researchers to solicit information on destinations

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

Undergraduate historians are well-supported by colleges, where tutors are able to offer tailored advice on progression towards academic careers. We are nevertheless, as discussed in section 4.1.v, battling a widespread perception that women are less likely to succeed in academia. Action to increase the number, and improve the experiences, of women at every level will play a part in changing expectations. We also propose measures to encourage women to apply for postgraduate study.

Faculty funding is available for graduate students to organise workshops, seminars and conferences, enabling them to network with academics in their fields, besides supporting attendance at conferences elsewhere.

In addition to the personal support of their supervisors, the Faculty provides doctoral students with a comprehensive programme of training covering aspects of teaching, research and IT skills, publishing, the doctoral viva, and applying for jobs. They are also informed of training available from the Humanities Division, Bodleian Library, and the University careers service.

The History Faculty Women's Network will be a new source of encouragement and guidance.

Actions

B.7. To establish an informal History Faculty Women's Network (*also K.8.*)

B.7.1. Group to be advertised to all female and female-identifying academics, professional & support staff, and postgraduate students.

D.1. To encourage more female Oxford undergraduates to apply for graduate study

D.1.3. Establish an annual review meeting/contact between the Coordinator of Graduate Admissions and the University Careers Service, to ensure up-to-date advice is being given

E.8. To increase participation in training opportunities for progression into academic careers.

E.8.1. Continue regularly to inform all doctoral students of training programmes in teaching, research skills, publishing, job applications etc.

E.8.2. New communication on doctoral training programme sent to all supervisors annually

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

Research grants are not critical to career progression or intellectual achievement in the Faculty, though they are important for certain types of work involving international collaboration or the production of new scholarly resources.

The Faculty has its own Research Support Office, which is unique within the Humanities Division, and feedback on their support prior to application and afterwards – successful or not – is very positive. Internal peer review is provided by the Research Director (a senior academic) and others where appropriate. However, there is a notable gender gap in success rates (*Table 21*), worse for Faculty than Division as a whole, which is not explained by men and women applying for different values of grant.

Table 21: Grant applications and success rates by gender, Faculty and Division compared, 2014-2018

	Financial Year 2014-15		Financial Year 2015-16		Financial Year 2016-17		Financial Year 2017-18		Total 2014/15-2017/18		Gender Gap
	F	M	F	M	F	M	F	M	F	M	
History Faculty											
Submitted (less Pending & Withdrawn)	10	25	16	18	14	28	9	16	49	87	
Successful	1	12	5	7	1	8	2	4	9	31	
Success Rate %	**10%**	**48%**	**31%**	**39%**	**7%**	**29%**	**22%**	**25%**	**18%**	**36%**	-17%
Humanities Division											
Submitted (less Pending & Withdrawn)	862	2164	873	1995	1007	2031	790	1696	3532	7886	
Successful	257	675	259	657	303	669	171	398	990	2399	
Success Rate %	**30%**	**31%**	**30%**	**33%**	**30%**	**33%**	**22%**	**23%**	**28%**	**30%**	-2%

We do not, at present, keep detailed records on the value of grants awarded by gender and career stage (including career breaks and administrative service).

Actions

J.6. To establish monitoring of research grant capture by gender and career stage.

J.6.1. Begin Faculty-level monitoring of research grant application, success and value, by gender and career stage (including career breaks)

5.5. Flexible working and managing career breaks

The GEQ revealed that 70 % of female and 77 % of male employees knew who to contact in the Faculty (the HAF or DHA) with questions about flexible working and managing career breaks.

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

The DHA works with staff before they take maternity/adoption leave, advising on University provisions for leave, drawing up a maternity plan, and – in a new scheme arising from Athena SWAN consultations – linking them with a 'maternity buddy'.

Actions

K.1. To ensure all staff are aware of support available to carers and new parents.

K.1.1. In addition to provision of HR advice, create a fact sheet summarising the key information for staff planning maternity leave

K.1.2. Provide information on status of leave and 'keeping in touch' days to college colleagues and Group convenor when arranging maternity, parental or adoption leave

K.1.3. Establish a voluntary maternity 'buddy scheme'

K.11. To use staff induction more effectively in pursuit of inclusion and equality

K.11.1. Include information on maternity, adoption, and shared parental leave, and flexible working, in all staff inductions.

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

The Faculty's buddy scheme will provide informal support before, during and after leave. Formal support is among the most generous in HE (26 weeks at full pay, 13 weeks at statutory maternity pay, 13 weeks unpaid leave). This removes any pressure for women to return to work early for financial reasons. Staff may *if they wish* take up to ten 'keeping in touch' days. These have been used in a number of ways including attendance at forward-planning meetings and conferences.

Cover for a period of leave is arranged in accordance with contract type. Professional and support staff are replaced like-for-like; teaching cover for APs is provided by colleges with a financial contribution from the Faculty; Faculty-only academic staff may be covered by casual or *ad hoc* arrangements.

Survey data revealed that maternity leave has sometimes been interrupted by emails concerning future planning. The DHA will in future ensure that the immediate colleagues of a person on leave are provided with appropriate information.

Actions

K.1. To ensure all staff are aware of support available to carers and new parents.

K.1.1. In addition to provision of HR advice, create a fact sheet summarising the key information for staff planning maternity leave

K.1.2. Provide information on status of leave and 'keeping in touch' days to college colleagues and Group convenor when arranging maternity, parental or adoption leave

K.1.3. Establish a voluntary maternity 'buddy scheme'

K.11. To use staff induction more effectively in pursuit of inclusion and equality

K.11.1. Include information on maternity, adoption, and shared parental leave, and flexible working, in all staff inductions.

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

Academic staff may apply for up to £5000 from the University's 'returning carers fund' to resource research programmes or a reduction in teaching load: seven Faculty members have received awards since the scheme was introduced. It is also possible to request a temporary flexible working arrangement. The DHA advises all returners on their options and advises on reintegration into the workplace.

Permanent staff holding external research grants, who take maternity/adoption leave, have an extension to their grant funded by the Faculty. One external post-doctoral funder, whose fellows are not formally employees, does not resource maternity pay: the SAT is lobbying the University to make good this shortfall.

Practical steps will be taken to ensure that the Faculty building is welcoming to parents with infant children.

Actions

K.1. To ensure all staff are aware of support available to carers and new parents.

K.1.1. In addition to provision of HR advice, create a fact sheet summarising the key information for staff planning maternity leave

K.1.2. Provide information on status of leave and 'keeping in touch' days to college colleagues and Group convenor when arranging maternity, parental or adoption leave

K.1.3. Establish a voluntary maternity 'buddy scheme'

K.2. To provide a practical welcome to staff and visitors who are parents

K.2.1. Install a fold-down baby changing table in the wheelchair-accessible toilet

K.2.2. Designate a lockable room for breast-feeding and expressing

K.11. To use staff induction more effectively in pursuit of inclusion and equality

K.11.1. **Include information on maternity, adoption, and shared parental leave, and flexible working, in all staff inductions.**

(iv) Maternity return rate

In the last five years eight academics, five researchers, and three professional & support staff have taken maternity leave.

Of those who took maternity leave, all academics and professional & support staff returned to work. One researcher, on a fixed-term contract, did not.

The Faculty aims to keep this rate high through the support measures described above.

Actions

K.1. To ensure all staff are aware of support available to carers and new parents.

K.1.1. In addition to provision of HR advice, create a fact sheet summarising the key information for staff planning maternity leave

K.1.2. Provide information on status of leave and 'keeping in touch' days to college colleagues and Group convenor when arranging maternity, parental or adoption leave

K.1.3. Establish a voluntary maternity 'buddy scheme'

K.1.4. Lobby the University for greater resources for the Returning Carers' Fund

K.11. To use staff induction more effectively in pursuit of inclusion and equality

K.11.1. Include information on maternity, adoption, and shared parental leave, and flexible working, in all staff inductions.

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

In the past five years, 8 members of the academic staff have taken paternity leave and 2 have taken shared parental leave.

No members of the Faculty have taken adoption leave in the same period.

The University's maternity leave package also applies to adoption and shared parental leave. The University provides two weeks' paid paternity leave. Details of these benefits are located on the staff intranet and the DHA offers one-to-one advice.

Actions

K.1. To ensure all staff are aware of support available to carers and new parents.

K.1.1. In addition to provision of HR advice, create a fact sheet summarising the key information for staff planning maternity leave

K.1.2. Provide information on status of leave and 'keeping in touch' days to college colleagues and Group convenor when arranging maternity, parental or adoption leave

K.1.3. Establish a voluntary maternity 'buddy scheme'

K.11. To use staff induction more effectively in pursuit of inclusion and equality

K.11.1. Include information on maternity, adoption, and shared parental leave, and flexible working, in all staff inductions.

(vi) Flexible working

The Faculty has a strong culture of informal flexible working, which is well-used to support work-life balance, for example, to facilitate afternoon school pick-ups. Academics plan their own timetables, including teaching, and meetings are scheduled at family-friendly times (see section 5.6.vi).

> *'I enjoy the collegiality of my job (both in college and in the Faculty) ... as well as the relative flexibility I have (vis a vis contemporaries in other jobs) with my time'.*

We welcome requests for formal flexible working arrangements, and work with the colleges (where appropriate) to achieve a satisfactory outcome, but low take-up (one request in the past five years) suggests that either this possibility is not widely-known, or that informal flexibility satisfies most people.

Action

K.11. To use staff induction more effectively in pursuit of inclusion and equality

K.11.1. Include information on maternity, adoption, and shared parental leave, and flexible working, in all staff inductions.

(vii) Transition from part-time back to full-time work after career breaks

There have been no cases in the past five years. The Faculty commits to prompt consideration of requests to move from part-time back to full-time work. The culture of autonomy and informal flexible working (section 5.6.vi) substantially enables this transition: for example, it is possible for an individual to move timetabled commitments into a 'compressed' day.

5.6. Organisation and culture

(i) Culture

Uncovering and addressing deficiencies in the culture of the Faculty has been one of our principal goals for Athena SWAN. The extensive Athena SWAN consultations provided sobering insights into the experiences of students, the academic staff, and the professional and support staff. Early career researchers in particular reported negative experiences, and suggested many of the solutions detailed below. Consultation also helped us reaffirm our common values of intellectual achievement, autonomy, self-government, and cooperation. The particularities of Oxford hold out the 'possibility of a richer, less stereotyped intellectual community' (GEQ staff response), while its prestige and large number of graduate students bring with them responsibility and the potential to influence the discipline more broadly.

From our surveys it was apparent that not everyone shared equally in the positive aspects of the culture, in terms of gender, class, and race. There is less evidence of disability affecting inclusion, but this is also something we wish to address. Our action plan therefore makes an overarching commitment to organisational change, achieved through concrete actions and an ongoing honest appraisal of our shortcomings, and actions towards a positive working environment.

The main problems we seek to address are:

1. Gender awareness among students

Although low return rates preclude definitive conclusions, the student GEQ revealed that – in a variety of teaching and informal situations – female undergraduates feel that gender affects their treatment more among their peers than with academics. A greater proportion of female (47%) than male (11%) respondents perceived differences in the way their peers treated male and female academics, with some saying that women were 'more likely to be described as nice, helpful; less likely ... as brilliant, inspiring', or are 'often viewed as either maternal or scary'.

Female postgraduates are very likely to feel that gender affects their treatment in classes (53%), research seminars (57%), and informal interactions (58%), and a number of free-text comments indicate that this can lead to alienation from the Faculty. Male students did not, on the whole, feel that gender affected their experiences.

Class and race intersect with gender to form particularly negative experiences for some students. The private education of a large minority of male UK undergraduates and the state education of the majority of female (noted in section 4.1.ii) finds an echo in several free-text responses commenting on loss of confidence, feeling intimidated, or being the butt of jokes. A burden of representation is felt acutely by some: it is 'easy to feel like you speak on behalf of all those remotely like you who aren't at Oxford when you're the only woman of colour in a room'.

We will begin to address these cultural problems with gender awareness components in Faculty inductions for undergraduates and postgraduates, with advice to research seminar convenors, and with guidance for tutors on integrating gender and women's history into general teaching.

Actions

B.2. To create a culture in which we discuss and reflect upon equalities issues collectively

B.2.2. Continue discussion of Royal Historical Society report on race (2018), and devise actions in response to problems

B.2.3. Discuss findings of Royal Historical Society report on LGBTQ+ history and historians (2020), and devise actions in response to problems

B.8. To institute gender awareness education for all students.

B.8.1. Include a ten-to-fifteen minute segment in one of the introductory lectures for new undergraduates (including intersectionality)

B.8.2. Introduce similar segment to PGT and PGR inductions.

2. Gender awareness and implicit bias among staff

Higher survey return rates for staff lead to firmer conclusions about a culture that is not as inclusive for women as it ought to be, with researchers (often the most junior) making many important observations and suggestions.

While 77% of male respondents believed that colleagues of different genders treat one another equally, only 32% of women agreed; 11% of male respondents, but 38% of female, thought that gender affected their own treatment:

> '*I want to be perceived as a colleague, an equal, who does not simply benefit from, but actively contributes to, the workings of the Faculty*'

As among students, class can compound gendered treatment and feelings. So too can age, with some female ECRs reporting the strain of feeling they have to prove themselves. Academics in college-only positions can feel especially isolated from Faculty activities. The effects of race and sexuality (as well as a fuller consideration of transgender staff and student experiences) will be considered in light of recent and imminent RHS reports.

More men (46%) than women (16%) believe that male and female students are equally likely to have successful careers. When it comes to teaching and supervision, student GEQ responses indicate that a minority of staff may struggle to handle diverse personalities and learning needs: there may be a lack of clarity about how equality considerations affect pedagogy.

Interaction between the academic and administrative staffs may be affected by an implicit association between masculinity and seniority: 80% of the professional and support staff are women. Survey responses point again to a minority of male academics who speak rudely or inconsiderately to female support staff, contrary to our ethos. Several requests for conflict resolution training were received from professional and support staff.

In order to embed the Athena SWAN principles into the culture and working of the Faculty our programme for organisational change includes the development of a statement of values which will be used in multiple communications directed towards students and staff. It will be a touchstone for our expectations surrounding behaviour in all of our activities.

Dysfunctional interaction is not helped by the physical dispersal of the Faculty (section 2), and so we are also trying to find more ways of meeting informally. We are also addressing the desire of college-only historians for better integration with the Faculty-employed historians.

Actions

B.1. To create a statement of values for wide dissemination (substance in Action Plan B.1.)

B.1.1. Consultation on the draft statement of values (agreed with amendments in special faculty meeting January 2019).

B.1.2. Planning integration of the statement into existing communications and documentation.

B.1.3. Integrating the statement into these various media.

B.2. To create a culture in which we discuss and reflect upon equalities issues collectively

B.2.2. Continue discussion of Royal Historical Society report on race (2018), and devise actions in response to problems

B.2.3. Discuss findings of Royal Historical Society report on LGBTQ+ history and historians (2020), and devise actions in response to problems

F. To improve the working lives of the professional and support staff

F.1. To ensure the professional and support staff have a forum for discussing their experiences

F.2. To ensure that concerns are raised with the E&D Committee

F.3. To respond to staff requests for conflict resolution training

F.4. To ensure that staff are familiar with University policies on harassment and bullying, and know who the Harassment Advisors are

G. To better integrate college-only historians into the Faculty

G.1. To integrate college-only historians into the research life of the Faculty

G.1.1. Conduct annual census of college-only historians by writing to the senior history tutor in each college

G.1.2. Pass list of college-only historians to Group Convenors annually for circulation to seminar convenors

G.2. To communicate the findings of the January 2019 Gender Equality Report to the employers of college-only historians

G.3. To clarify Faculty membership for college-only historians

K.9. To implement a revised and inclusive programme of social events

K.9.1. Invite all academic staff (including college-only employees) to the monthly staff coffee morning (currently admin staff only).

K.9.2. Continue the (new) informal lunch before the termly Faculty Meeting

K.9.3. Design and trial new social events such as Christmas party, bring-and-share summer family picnic

(ii) HR policies

The faculty adheres to University policies in the areas of equality, dignity at work, bullying, harassment, grievance and disciplinary processes, which provide for formal and informal resolution of issues. The FBC is ultimately responsible for handling complaints, with the DGS often playing a role in respect of graduates. The Faculty also has two Harassment Advisors (one male, one female), although their existence and role is not currently well-known. All relevant information is available on the University website and 'flowcharts' of harassment complaints procedure are visible in all Faculty teaching rooms.

However, reviewing qualitative responses to surveys and existing research on harassment in universities, we have realised that we fall short of the consistent and effective handling of complaints that ought to be expected. While complaints are often well-handled, knowledge of our procedures is not widely-enough disseminated among Faculty officers and ordinary staff members, leading to some regrettable inconsistencies and failures in the handling of complaints. Student responses to a question in the GEQ were sometimes vehement in their criticism of the Faculty. Tackling ignorance of policies is a high priority to avoid future buck-passing, hand-washing, and inadvertent complicity with harassers. The Faculty website and documents for students and staff are inadequate in this area.

Actions

B.3. To facilitate individual reflection upon equalities issues through training

B.3.1 *Require* all new staff to complete Oxford Learning Institute (OLI) online training in 'Implicit bias in the workplace'

B.3.2. *Recommend* OLI online training to all existing staff: 'Implicit bias in the workplace'

B.3.3 *Require* all staff serving on a Faculty of joint Faculty-College appointment panel to complete OLI online training: 'Recruitment and Selection'

B.3.4 Hold an annual face-to-face E&D group training session, open to any staff

B.4. To improve knowledge of University policies on harassment and bullying

B.4.1. Continue to display harassment complaints procedure poster in all Faculty teaching rooms, add staff procedure poster in staff kitchen and by photocopier; add names of Harassment Advisers to posters

B.4.2. Link to University harassment and bullying policies to be sent to all staff at start of each academic year, with covering note explaining the responsibilities of course convenors, graduate supervisors, and graduate interviewers.

B.4.3. Include summary of complaints procedure in student handbooks.

B.4.4. Provide all graduate supervisors with postcard-sized summary of crucial advice in the event of being the first to hear of a complaint of harassment, bullying or sexual misconduct.

B.4.5. Schedule brief presentation in one full Faculty Meeting a year, on how to handle initial reports of harassment, bullying and sexual misconduct.

B.4.6. *Require* all new staff, and all staff with higher-level responsibility for troubleshooting graduate students' problems (course leaders, interviewers, statutory professors) to complete OLI online training in: 'Equality and Diversity', 'Challenging Behaviour'

B.4.7. *Recommend* all existing staff complete OLI online training in: 'Equality and Diversity', 'Challenging Behaviour'

B.4.8. Faculty Harassment Advisors to be present at PGT and PGR inductions, to introduce themselves and briefly explain role.

B.4.9. Email signatures of key Faculty officers (DGS, Graduate Officer, DUS, Undergraduate Officer) to draw attention to role of Faculty Harassment Advisors

B.4.10. Annual email to all staff identifying the Harassment Advisers and explaining their role

B.7. To establish an informal History Faculty Women's Network.

B.7.1. Group to be advertised to all female and female-identifying academics, professional & support staff, and postgraduate students.

B.7.2. Desirability of a History Faculty Trans Network (students and staff) to be explored in consultation with Royal Historical Society initiative on LBGTQ+ historians.

Policies are not enough on their own: one respondent, reflecting on the Athena SWAN self-assessment process, commented that 'it is refreshing to have conversations about the ways our experiences are different and unequal; we have procedures but we rarely have conversations'. Beginning with the development of a statement of values, the programme for organisational change therefore includes time for discussion, as well as formal training.

Actions

B.2. To create a culture in which we discuss and reflect upon equalities issues collectively

B.2.1. Athena SWAN Coordinator and Faculty Meeting Chair to schedule time in Faculty Meeting for discussion of equalities issues relating to: (a) Undergraduate teaching, (b) Graduate supervision, (c) HR policies (bullying and harassment; staff-student sexual relationships; role of Harassment Advisors)

E.6. To require all staff with higher-level responsibility for troubleshooting graduate students' problems to complete OLI online training in: 'Equality and Diversity', 'Challenging Behaviour'

(iii) Representation of men and women on committees

Many members of the academic staff place a high value upon the relatively flat structure of participatory governance that characterises academic life in Oxford, but women are more likely than men to feel excluded from its operation, despite the termly Faculty Meeting hearing reports from Faculty Board and major Faculty office-holders: 39% of men and 44% of women think that the Faculty committee structure is unclear, while 50% of men and 57% of women think that Faculty decision-making is not clear and transparent.

Committee membership is by invitation following consultation with a nominations committee, which keeps a record of service. The important decision-making committees, to which others report, are the Faculty Board (FB) and Planning and Finance Committee (PFC). Although female membership has occasionally matched the proportion of women in permanent academic posts (*Table 22*), over the past four years men have been disproportionately represented, possibly entrenching implicit assumptions about gender and status.

Table 22: Number (and %) of voting committee members who are women, 2014-2018

	2014-15	2015-16	2016-17	2017-18	2014-18 Average % female
Faculty Board	4 (20%)	3 (16%)	3 (16%)	4 (21%)	18%
PFC	4 (36%)	1 (10%)	2 (20%)	3 (30%)	24%
All others	43 (36%)	34 (30%)	18 (19%)	19 (20%)	26%

There are not currently enough women in permanent posts to enable proportionate representation on every committee, without leading to overload. Presented with these figures, and concerned about the effect of gender imbalances on the quality of discussions and decisions, we took the decision in 2018-19 to shift female service towards the main decision-making committees, resulting in a FB composed of 10 women and 11 men.

A third of women (33%) believe that Faculty decision-making gives insufficient regard to ways in which gender may affect experiences, compared to 14% of men. One respondent comments that what successes we have had in pursuing gender equality have been because *"particular people ensure they are raised [rather] than because they are integral to the culture"*, while another notes that the Athena SWAN process seems to be changing this: *"I feel it is making a difference to the Faculty, to colleagues' conversations, and to my experiences"*.

Actions

J.7. To ensure better female representation on major committees, and avoid overload.

J.7.1. Strive for gender balance in Faculty committees, through nominations committee at least matching the balance amongst postholders

J.7.2. Avoiding committee overload amongst female postholders is the first priority, so the focus will be on the major decision-making committees: Faculty Board, Planning and Finance, Undergraduate Studies, and Graduate Studies

Survey data also revealed a disconcerting proportion of colleagues – 36% of women and 20% of men – to have witnessed sexist comments and behaviour in professional interactions. A great deal of this is 'low level' (a frequent refrain) but it is also pernicious, and may have contributed to the unwillingness of a few people to serve.

We recently appointed equality and diversity representatives to each committee, and will now work towards a decisive shift in the culture of meetings.

Actions

A.4. To maintain scrutiny of all committee agendas and papers for equalities implications

A.4.1. Nominate existing member as equalities representative on each Faculty committee; briefed by FBC

K.4. To ensure that decision-making and service in Faculty committees is transparent

K.4.1. Make all unreserved committee papers and minutes available to postholders on the staff intranet

K.4.2. Continue termly reporting from Faculty Board and major Faculty office-holders to the Faculty Meeting

K.4.3. Maintain a spreadsheet of committee service, available for postholders to see on the intranet

K.5. To foster a positive culture of participation in meetings

K.5.1. Develop brief guidance notes for meeting chairs on techniques to maximise participation and minimise bad behaviour in meetings, and *recommend* the University's online course: 'Meetings and how to run them effectively'

K.5.2. Include the statement of values at the head of meeting agendas once a year. *See B.1.2.*

K.5.3. Introduce implicit bias training for all new staff and recommend it for existing staff. *See B.4.1. and B.4.2.*

K.5.4. Have an equalities representative on every Faculty committee. Ensure the purpose of the role is articulated once a year or whenever a new person enters the role. *See A.4.1.*

(iv) Participation on influential external committees

Many academics serve on the committees of local and national scholarly societies, and the editorial boards of major journals. The FBC encourages staff to join influential bodies, such as the council of the Royal Historical Society or AHRC review panels, when open invitations are issued. However, a smaller percentage of women (22%) than men (35%) reported having been encouraged to respond. This may be a function of the age/gender profile of the Faculty. We will use the CDR questionnaire to gather data on who serves in what external capacities, and make encouragement a more gender-conscious process.

Roughly equal proportions of women (41%) and men (42%) reported having been encouraged to serve in Divisional and University roles.

(v) Workload model

Survey data revealed widespread unhappiness with workload.

- 81% of women and 79% of men feel that the professional expectations currently held of academics are unrealistic
- 53% of women and 63% of men (academic and administrative staff) report regularly working unsocial hours
- 59% of women and 54% of men (academics with joint Faculty-college appointments) feel that their two roles are not well integrated

Tackling excessive workload is a priority for the Faculty. We do not currently have an operable workload model, but during 2018-19 we will trial a Divisional Workload Allocation Tool that we helped to develop. The aim is to enable individuals to manage the various demands on their time over the medium and long term. As one focus group participant observed, 'people will be variously productive and variously able to take on big roles' across the arc of a whole career, a sentiment that echoes the Faculty's aspiration to support the long-term development of academic careers, as stated in section 5.1.iv.

Actions

J.4. To implement the new Humanities Division workload allocation tool.

J.4.1. Promote the workload allocation tool to all academic staff

J.4.2. Faculty to discuss goals to which the tool (primarily a means of measurement) ought to be turned: reducing workload, managing burdens over a period, transparency of allocation, etc.?

(vi) Timing of departmental meetings and social gatherings

Faculty committee meetings are held within core hours (10am-4pm) and the annual schedule is published well in advance. In response to consultation (carers' focus group) we will now ensure that meetings do not coincide with the Oxfordshire schools half-term holidays.

The Faculty has very few social events (annual welcome lunch for new staff and farewell dinner for retiring staff), but has recently begun an informal lunch prior to Faculty Meetings, and will start monthly coffee mornings for all staff in response to requests for a wider variety of occasions.

The Faculty hosts between 40 and 50 regular seminar series a year, as well as several major series of public lectures (e.g. the Ford lectures in British history, the Slade lectures in the History of Art). These serve a very diverse constituency of graduate students, ECRs, permanent academic and research staff, visiting academics, and a wide range of *extra mural* audiences.

- 61% of female and 46% of male academics said that they could not take part in the research culture as much as they would wish
- When this answer was limited to those with caring responsibilities (for children or other dependent relatives), 75% of women and 53% of men said that they could not take part in the research culture as much as they would wish

There is no consensus among those affected as to what time of day is most convenient, with preferences ranging from morning to late evening. Many part-time students who are only in Oxford for one or two days a week, and seminar participants who are not in academic employment, can only attend 5pm seminars, while some parents of school-age children prefer lunchtimes. Given the richness of the seminar menu we will diversify timings, so that – for example – every early modernist will be able to attend at least one regular seminar in their field, whatever the constraints on their time.

Actions

B.6. To ensure that the programmes of major public lectures have a gender balance of speakers, and address other diversity aims

B.6.1. Amend the terms of reference for the boards of electors to each public lectureship to express this responsibility.

E.3. To ensure that research seminars are open to the widest possible constituency (*also K.6.*)

E.3.1. Convenors of the Faculty Groups to ensure that the seminars falling within their area occur at a range of times within the day

E.3.2. Guidance for seminar convenors (*see also E.4.*) to recommend that speakers within a series should include a mixture of women and men, reaching parity whenever possible

E.3.3. Take an annual census of the gender of seminar speakers in MT

E.4. To ensure that research seminars are conducted in an inclusive and intellectually rigorous manner (*also K.7.*)

E.4.1. Once a term, the weekly seminar listings email will begin with very brief line, echoing the statement of values, pointing out that we value the fullest possible participation in seminars

E.4.2. Draw up single-side set of guidelines for seminar convenors on managing conduct

K.3. To ensure that staff with caring responsibilities for school-age children can attend committee meetings

K.3.1. Do not hold any committee meetings in Oxfordshire schools half-term holidays

K.9. To implement a revised and inclusive programme of social events

K.9.1. Invite all academic staff (including college-only employees) to the monthly staff coffee morning (currently admin staff only)

K.9.2. Continue the (new) informal lunch before the termly Faculty Meeting

K.9.3. Design and trial new social events such as Christmas party, bring-and-share summer family picnic

(vii) Visibility of role models

In a discipline where graduate students worry about the 'extreme difficulty of dealing with [gender inequality] on top of an already exploitative and hyper-competitive job market' (student voice from the GEQ) the importance of role models cannot be overstated. We are fortunate that the current Regius Professor of History (one of the most prestigious positions within the discipline nationally) is Lyndal Roper an unstinting supporter of women historians. Students and staff (female and male alike) identify with women at every level as role models, from senior professors to graduate students who speak confidently in seminars, but in History the content of the curriculum (whether women's history is taught) also affects students' impression of the 'gender of history' [Bonnie Smith, *The Gender of History: Men, Women and Historical Practice* (1998)].

One teaching room (of six) and the Faculty common room are named for women (Merze Tate and Joan Thirsk), while photo portraits of Thirsk, Jose Harris, Barbara Harvey, and Olwen Hufton have been hung in public areas. We plan further diversification of portraiture and room-names.

In a snapshot of the 27 seminar series which ran in MT (Oct'-Dec') 2018 (*Table 23*), the proportion of female convenors was equal to the proportion of female permanent staff (32%). Invited speakers reflected a better gender balance: 70 female (44%) and 90 male (56%) speakers.

Table 23: Seminar speakers and convenors by gender MT 2018

Seminar	Speakers				Convenors			
	Women	Men	% Women	% Men	Women	Men	% Women	% Men
History of Science, Medicine & Technology	5	2	71	29	1	1	50	50
Russian & Eurasian Studies	2	5	29	71	0	2	0	100
Medieval History	5	2	71	29	2	1	67	33
Economic & Social History	4	4	50	50	3	2	60	40
Medieval Church & Culture	3	4	43	57	4	1	80	20
Long 19th Century	5	5	50	50	1	1	50	50
Early Modern World	3	4	43	57	0	2	0	100
Economic & Social Graduate Workshop	2	5	29	71	3	2	60	40
Irish History	2	1	67	33	1	3	25	75
Late Antique & Byzantine History	3	4	43	57	0	2	0	100
History of Art	3	4	43	57	1	0	100	0
Early Modern Intellectual History	3	4	43	57	0	2	0	100
Modern British History	3	6	33	67	1	5	17	83
Early Modern Britain	3	4	43	57	2	2	50	50
Latin American History	3	2	60	40	0	2	0	100

Modern European History	2	5	29	71	1	3	25	75
Late Roman History	4	2	67	33	0	2	0	100
Political Thought	3	5	37	63	3	3	50	50
Global & Imperial History	2	5	29	71	0	2	0	100
International History East Asia	3	3	50	50	3	2	60	40
History of War	0	3	0	100	1	2	33	67
American History Graduate Seminar	2	1	67	33	0	2	0	100
American History	0	2	0	100	1	1	50	50
Graduate Seminar 1680-1850	3	2	60	40	0	4	0	100
Transnational & Global History Graduate Seminar	1	2	33	67	1	1	50	50
Cult of Saints	0	3	0	100	0	1	0	100
Long History of Ethnicity & Nationhood	1	1	50	50	1	1	50	50
TOTALS	**70**	**90**	**44%**	**56%**	**30**	**52**	**32%**	**68%**

Of eight seminars with less than 40% female speakers, five had mostly male convenors. All seminar convenors will receive guidance on gender equality in seminar programming (derived from the Royal Historical Society and Women's Classical Committee advice), and we will make gender equality a consideration in planning the calendar of major Faculty events and public lectures.

Our website includes many images of female historians and features projects and publications by historians from across the Faculty. We do, however, acknowledge that we have an image problem, as evidenced by comments in the GEQ referring to the 'traditionalism' that dominates outside impressions. We are adding better descriptions of the range of historical approaches pursued to excellence at Oxford to the website, and making navigation simpler.

Notably, we underplay the vitality of gender history as a component of our research and teaching. Twenty-nine permanent members of the academic staff, covering all periods and many regions of the world, identify themselves as gender historians, possibly the largest such grouping in the world. There are also a good number of women's historians.

- 57% of tutors offer at least one tutorial per term on either women's history or gender issues (in a course of 7 or 8 tutorials)
- 65% of tutors treat it as a major category of analysis

We host a Centre for the Study of Gender, Identity and Subjectivity which convenes a series of research and teaching events over the academic year, including advice sessions for undergraduates intending to write theses in this increasingly popular area. Our capacity to supervise doctoral research in women's and gender history is arguably unrivalled.

Although there are gender or women's history elective subjects at each undergraduate level, enabling male and female students to explore a broader 'measure of historical significance' only a few PGT programmes feature such approaches. A new PGT pathway in Gender, Queer, and Women's History will be available in 2020.

We also wish to integrate gender and women's history better into the general 'outline' papers, taught in colleges, where student experiences are variable. A graduate-led review of reading lists has taken place and guidance for tutors is in preparation.

Actions

B.5. To make the Faculty building a more welcoming place for all

B.5.2. Maintain momentum in commissioning photos of retiring postholders, allowing further diversification of portraiture

B.5.3. Name two teaching rooms after female Oxford historians

D.3. To ensure the role models for women's academic achievement are visible within and beyond Oxford

D.3.1. Host a small conference on 'Women and History Publishing'

D.3.2. Hold a 'hackathon' to boost the online profile of female Oxford historians

(viii) Outreach activities

The Faculty's outreach work interlocks with that of the colleges and University, which aims to increase the number of students from under-represented and disadvantaged backgrounds applying successfully for undergraduate study. Our own activities are:

1. Two UNIQ residential summer courses in History (Order & Freedom, and Race & Protest) targeting applicants from ACORN-postcode categories 4 and 5.

2. An award-winning scheme to provide online teaching resources for the KS4 'Global History, Migration & Empire' curriculum.

3. A Teachers' Liaison Committee providing regular email information and an annual meeting in Oxford, targeting state schools.

4. Two summer open days providing information about application and university study.

More participants in UNIQ (2016-2018) were women (77%) than men, while 29% were from British non-white backgrounds. In 2018 60% of participants in the Faculty's 'History Study Skills' open day session were female, in line with the proportion of women admitted for 2019 (section 4.1.ii).

The burden of representation that falls on female academic staff is considerable, and open days can sometimes be staffed largely by male academics and female administrators. 62% of men but only 40% of women reported having been able to contribute to outreach events. Although we do not currently keep records, the gender balance among student helpers is generally good.

We will begin keeping records of staff and student helper participation by gender, and ensure a gender balance at open days. We wish to influence male and female students' implicit assumptions about the 'gender of history' from their first engagement with Oxford.

Action

C.1.4. Continue monitoring the gender balance among open day visitors and UNIQ participants, and begin monitoring gender balance among the students and staff helping at open days.

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8. ACTION PLAN

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Action plan

Delivery dates are given by year and Oxford term: MT = Michaelmas Term (Oct-Dec), HT = Hilary Term (Jan-Mar), TT = Trinity Term (Apr-June)

The Athena SWAN Coordinator (an academic role with a teaching buyout) and Equality & Diversity Support Officer will have overall responsibility *for delivery* (responsibility for individual actions assigned below), while *overall accountability and ownership* for each action area (A-K) will lie with a senior Faculty officer: either the Faculty Board Chair, the Head of Administration and Finance, the Director of Graduate Studies, the Director of Undergraduate Studies, or the Chair of the Faculty Meeting.

A priority level (high, medium or low) has been assigned to the actions supporting each objective.

A. Athena SWAN infrastructure	***Overarching objective:*** *To ensure an effective and sustainable framework for implementing Athena SWAN*				
	General target: *To implement the Bronze action plan and apply for Silver in 2023*				
	Senior ownership: Faculty Board Chair				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date***	***Outcomes and targets***
A.1. To ensure strong committee oversight of Athena SWAN implementation	**High**	**A.1.1.** Three members of SAT, including new Athena SWAN Coordinator (see **A.2.1**), to join E&D Committee.	Faculty Board Chair	MT 2019	Maintain Athena SWAN knowledge from application to implementation
		A.1.2. E&D Committee to track progress towards Athena SWAN goals at its termly meetings.	Chair of E&D Committee, Athena SWAN Coordinator	Continuous from MT 2019	Precise record of achievements and any delay
		A.1.3. E&D Committee to report termly to Faculty Board	Chair of E&D Committee	Continuous from MT 2019	Athena SWAN progress a standing item at Faculty Board

General target: To implement the Bronze action plan and apply for Silver in 2023

A.2. To ensure continuing leadership	**High**	**A.2.1.** Athena SWAN Coordinator role to be created, with 25% tutorial buyout	Faculty Board Chair (assisted by Head of Administration and Finance)	MT 2019	Maintain profile of Athena SWAN activity within the Faculty
A.3. To ensure effective delivery of actions	**High**	**A.3.1.** Equality & Diversity Support Officer role to be created	Head of Administration and Finance	In two phases: MT 2019 - adding 0.4 FTE to hours of existing P-T staff MT 2020 (or as soon as possible) – making new F-T appointment jointly with another department(s)	Clear record of progress towards goals; level of support to be reviewed if goals not being met.
A.4. To maintain scrutiny of all committee agendas and papers for equalities implications	**Low (because in hand)**	**A.4.1.** Nominate existing member as equalities representative on each Faculty committee; briefed by FBC	Faculty Board Chair	Already implemented	Each committee to have identified equalities rep at all times. Issues to be raised in respective meetings and reported to E&D Committee

General target: *To implement the Bronze action plan and apply for Silver in 2023*

A.5. To ensure a robust framework for collecting data to track progress	**High**	**A.5.1.** To ensure a robust framework for collecting data to track progress	Athena SWAN Coordinator to liaise with Humanities Division E&D officer	HT 2020 and HT 2022	Establish regular data collection to enable measurement of progress towards goals
		A.5.2 Repeat Gender Equality Questionnaire for staff and students	Athena SWAN Coordinator (managing Equality & Diversity Support Officer)	TT 2020 and TT 2022	Establish regular data collection to enable measurement of progress towards goals
		A.5.3. Other data gathering protocols, not all new, but to be monitored by ASC/E&D Support Officer (a) Pilot analysis of historical postgraduate admissions data. *See E.1.1.* (b) Recording offers and acceptances at Faculty level for all joint appointments. *See J.2.8.* (c) Regular monitoring of training completed with Oxford Learning Institute. *See B.3.1-3.* (d) Research grants application by gender and career stage. *See J.7.1.* (e) Census of seminar speakers. *E.3.3.* (f) Gender balance of open day staff, and of student helpers. *C.1.4.* (g) Mini-surveys/in-session feedback to collect feedback on particular events. *See D.2.3., E.4.1., H.1/2., J.3.1.* (h) Census of college-only historians. *See G.1.1.*			

B. Framework for organisational change	***Overarching objective:*** *To embed gender equality within the culture of the Faculty*				
	General target: *To create noticeable change.* *Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?*				
	Senior Ownership: Faculty Board Chair				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date***	***Outcomes and targets***
B.1. To create a statement of values for wide dissemination *The aim is to provide a positive underpinning to all the other planned actions*	**High**	**B.1.1.** Consultation on the draft statement of values (agreed with amendments in special faculty meeting January 2019), leading to creation of a statement of values.	E&D Committee (with input from the Staff Wellbeing Group, and a student focus group)	MT 2019	See general target: to improve responses (20% increase on 2018 values) to the following GEQ questions by 2022): Do colleagues of different
		B.1.2. Planning integration of the statement into existing communications and documentation: (a) the website (b) staff intranet (c) student intranet (d) recruitment materials (e) student handbooks (f) email signatures (g) termly in seminar programme alerts	Athena SWAN Coordinator and the Communications Officer (in consultation with E&D Committee)	HT 2020	

		(h) annually at head of committee agendas ... and other media as appropriate			genders treat one another equally? (*2018 value 51%, 2022 target 61%*) Do Oxford students of different genders treat one another equally? (*2018 value 63%, 2022 target 76%)*
		B.1.3. Integrating the statement into these various media, making it visible to all members of the Faculty, prospective students and employees	Athena SWAN Coordinator, Communications Officer and E&D Support Officer (a), liaising with Deputy Head of Administration (b, d, f, h), the Undergraduate and Graduate Offices (c, e), and the Board Office (h)	TT to summer vacation 2020	

Elements of the statement agreed/amended at the special faculty meeting, January 2019

Primary goals

- To advance historical study and understanding in the broadest possible sense, recognising that there is equal value in many kinds of pedagogy and scholarship
- To create the environment in which everyone (at every academic level from undergraduate to professor, and among the professional and support staff, regardless of background and identity) can do their best work
- To enable intellectual enquiry to develop freely over the course of a whole academic career
- To collectively and individually promote academic freedom and the discipline of History
- To be an autonomous and self-governing academic community

Supporting principles

- We commit to fair-dealing and respect in our interactions with one another
- We aim to eradicate inequalities that have a detrimental effect on students, academics and support staff
- We recognise that seniority or status is no excuse for treating others badly

- We commit to ensuring that our pedagogic, research and professional events are welcoming and inclusive
- We recognise the value that human differences bring to our learning, teaching, and scholarship
- We wish to support our students' intellectual development, wherever that may lead
- We wish everyone to be able to participate in our culture of autonomy and self-government, recognising that this has not always been the case
- We value the personal lives of our students and colleagues and respect their responsibilities
- The research excellence framework and grant capture are incidental to our primary goals
- We recognise that the expectations upon all who work in universities are currently unreasonable, and commit to tackling the causes of stress and ill-health, and removing the barriers to personal fulfilment

General target: *To create noticeable change.*
Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?

B.2. To create a culture in which we discuss and reflect upon equalities issues collectively *Alongside the statement of values this general action seeks to establish a culture of open discussion. See also B.5.5.*	**High**	**B.2.1.** Athena SWAN Coordinator and Faculty Meeting Chair to schedule time in Faculty Meeting for discussion of equalities issues relating to: (a) Undergraduate teaching (b) Graduate supervision (c) HR policies (bullying and harassment; staff-student sexual relationships; role of Harassment Advisors)	Athena SWAN Coordinator (in consultation with Chair of Faculty Meeting and any invited speakers)	MT and HT Faculty Meetings each year from 2019. *B.5.5. provides for short presentation on handling complaints annually in TT Faculty Meeting: therefore a short equalities learning/discussing slot in every meeting.*	Add a **new** question to the GEQ 2020/2022: 'Gender equality is discussed openly in the Faculty: agree/disagree'. Target is for improvement (precise degree TBC after first iteration) between 2020 and 2022 returns.
		B.2.2. Continue discussion of Royal Historical Society report on race (2018), and devise actions in response to problems.	Convenor of Race Equality Working Group (in consultation with FBC)	Ongoing and in hand	Produce recommendations by TT 2020
		B.2.3. Discuss findings of Royal Historical Society report on LGBTQ+ history and historians (2020), and devise actions in response to problems.	Convenor of GEWG (in consultation with FBC and ASC)	2020/21 (as report is released)	Provide recommendations in time for Silver Athena SWAN application 2023
B.3. To facilitate individual reflection upon equalities	**Medium**	**B.3.1** Require all new staff to complete Oxford Learning Institute (OLI) online training in:	Deputy Head of Administration	MT 2019 then continuous	Target is for **all** new staff to complete training

General target: *To create noticeable change.*
Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?

issues through training *Online training courses are provided by the Oxford Learning Institute* *Face-to-face group training sessions are provided by the Humanities Divisional E&D Officer*		• 'Equality & Diversity Briefing' • 'Implicit bias in the workplace'	(as part of induction)		(completion recorded by OLI, followed up by E&D Support Officer and a reminder from FBC if necessary).
		B.3.2. Recommend OLI online training to all existing staff: • 'Equality & Diversity Briefing' • 'Implicit bias in the workplace'	E&D Support Officer (in consultation with Deputy Head of Administration) to send termly reminder email to all staff. *See also B.5.7.*	MT 2019 then continuous	Target is for 50% of staff to have completed training by 2022. Completion monitored by OLI, followed up by E&D Support Officer.
		B.3.3 Require all staff serving on a Faculty of joint Faculty-College appointment panel to complete OLI online training: • 'Recruitment and Selection'	Deputy Head of Administration	MT 2019 then continuous	Target is for all Faculty panel members to have completed training. Completion monitored by OLI, followed up by Deputy Head of Administration.

General target: *To create noticeable change.*
Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?

		B.3.4 Hold an annual face-to-face E&D group training session, open to any staff (covering the themes of the 'equality & diversity briefing' course, allowing time for discussion).	E&D Support Officer (in consultation with Humanities E&D Officer)	HT 2019 then continuous	Target is for 10 different members of staff to participate each year. To be promoted to Faculty office-holders and SPs in the first instance.
B.4. To improve knowledge of University policies on harassment and bullying *Without better knowledge of existing policies, responses will continue to be inconsistent*	**High**	**B.4.1.** Continue to display harassment complaints procedure poster in all Faculty teaching rooms; add staff procedure poster in staff kitchen and by photocopier; add names of Harassment Advisers to posters.	Premises Assistant	Ongoing	Add **new** question to staff GEQ 2020 and 2022: 'Do you have enough information to be able to respond appropriately to reports of harassment or bullying?' Target is for 60% of staff to say yes.
		B.4.2. Link to University harassment and bullying policies to be sent to all staff at start of each academic year, with covering note explaining the responsibilities of course convenors, graduate supervisors, and graduate interviewers.	Head of Administration and Finance/Faculty Board Chair	MT 2019 then annually	
		B.4.3. Include summary of complaints procedure in student handbooks.	Director of Undergraduate Studies and	Summer vacation 2019 in preparation for MT	

General target: *To create noticeable change.*
Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?

			Director of Graduate Studies	2019, then revised annually.	
Undergraduates tend to identify more with colleges, which all have their own Harassment Advisors		**B.4.4.** Provide all graduate supervisors with postcard-sized summary of crucial advice in the event of being the first to hear of a complaint of harassment, bullying or sexual misconduct.	E&D Support Officer (in consultation with Divisional E&D Officer and Director of Student Welfare and Support)	HT and TT 2020 ready for delivery in MT 2020	
		B.4.5. Schedule brief presentation in one full Faculty Meeting a year, on how to handle initial reports of harassment, bullying and sexual misconduct.	Faculty Harassment Advisors and Divisional E&D Officer	TT 2020 then annually	
		B.4.6. Require all new staff, and all staff with higher-level responsibility for troubleshooting graduate students' problems (course leaders, interviewers, statutory professors) to complete OLI online training in: • 'Equality and Diversity' • 'Challenging Behaviour'	Deputy Head of Administration (as part of induction for new staff) Director of Graduate Studies (for graduate troubleshooters)	MT 2019 then continuous	Target is for **all** new staff to complete training (completion monitored by OLI, followed up by E&D Support Officer and a reminder from FBC if necessary).

General target: *To create noticeable change.*
Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?

		B.4.7. Recommend all existing staff complete OLI online training in: • 'Equality and Diversity' • 'Challenging Behaviour'	E&D Support Officer (in consultation with Deputy Head of Administration) to send termly reminder email to all staff.	MT 2019 then continuous	Target is for 50% of all staff to have completed training by 2022. Completion monitored by OLI, followed up by E&D Support Officer.
		B.4.8. Faculty Harassment Advisors to be present at PGT and PGR inductions, to introduce themselves and briefly explain role.	Harassment Advisors (in consultation with Director of Graduate Studies)	MT 2019 then annually	Add **new** question to staff GEQ 2020 and 2022: 'Do you have enough information to be able to respond appropriately to reports of harassment or bullying?' Target is for 60% of staff to say yes.
		B.4.9. Email signatures of key Faculty officers (DGS, Graduate Officer, DUS, Undergraduate Officer) to draw attention to role of Faculty Harassment Advisors	IT Officer to advise DGS, GO, DUS, and UO.	HT 2020 then continuously	
		B.4.10. Annual email to all staff identifying the Harassment Advisers and explaining their role	Head of Administration and Finance, Faculty Board Chair	MT 2019 then annually	
B.5. To make the Faculty building a	**Low (because**	**B.5.1.** Describe Faculty building in a more inclusive and welcoming way on the website, mentioning	Communications Officer (in consultation	Summer vacation 2019, and	

General target: *To create noticeable change.*
Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?

more welcoming place for all	**already in train)**	that all teaching rooms are fully accessible to those with mobility needs, that the doors are all soft-close push-to-open, and that the toilets are gender neutral.	with Premises Assistant)	reviewed bi-annually	Improving female and male responses to GEQ question 'Which of these aspects of the History Faculty reflect an aspiration for a diverse, balanced, respectful, and inclusive workplace? Website, Rooms and Facilities'. *2018 results (students): website 61%, rooms & facilities 57%.* ***2018*** *results (staff): website 80%, rooms & facilities 45%*
		B.5.2. Maintain momentum in commissioning photos of retiring postholders, allowing further diversification of portraiture	E&D Committee	TT 2020 then annually	
		B.5.3. Name two teaching rooms after female historians (currently 6 teaching rooms, 2 not named; move one of current male names to smaller tutorial room)	Athena SWAN Coordinator	HT 2020	

General target: *To create noticeable change.*
Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?

					2022 targets (at +20% on original value): Students: website 73%, rooms & facilities 68% Staff: website 96%, rooms & facilities 54%
B.6. To ensure that the programmes of major public lectures (Ford, Harmsworth, Slade, Carlyle, Astor etc) have a gender balance of speakers, and address other diversity aims.	**Medium**	**B.6.1.** Amend the terms of reference for the boards of electors to each public lectureship to express this responsibility.	Research Director	TT 2020	Target is for numerical gender parity over a six-year period, and for evidence of diversity in other areas. Research Director to report on progress annually to Research Committee and E&D Committee.
B.7. To establish an informal History Faculty Women's Network.	**Medium**	**B.7.1.** Group to be advertised to all female and female-identifying academics, professional & support staff, and postgraduate students.	Regius Professor, [redacted], and the GEWG, with turnover of	MT 2019 then continuous as long as there is demand and sufficient involvement.	This action not designed to be measurable, but we will add a question to the GEQ in

General target: *To create noticeable change.*
Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?

The HFWN will focus on providing advice on advancement within the discipline, as well as informal support in responding to complaints (without prejudice to the formal procedures and the role of Harassment Advisors).			organisers to share work.	*Action in response to demand, and must not become an additional burden.*	2020/2022 asking about awareness and involvement. The target would be for 50% awareness, and 5% involvement, among women
		B.7.2. Desirability of a History Faculty Trans Network (students and staff) to be explored in consultation with Royal Historical Society initiative on LBGTQ+ historians.	GEWG	MT 2020	Establish group if sufficient interest
B.8. To institute gender awareness education for all students. *Note: all students attend compulsory workshops on sexual consent as part of college induction.*	**Medium**	**B.8.1.** Include a ten-to-fifteen minute segment in one of the introductory lectures for new undergraduates describing the ways in which the experience of university can be different depending on gender, race, class, disability: emphasis on the historian's willingness to appreciate different perspectives.	Regius Professor and Athena SWAN Coordinator	MT 2019 then annually	Improve responses to GEQ question as to whether students of different gender treated one another equally. ***2018*** *result: 63% agreed they do.* **2022** target (at +20% on original
		B.8.2. Introduce similar segment to PGT and PGR inductions. *See also B.5.8.*	Director of Graduate Studies and E&D Support Officer	MT 2019 then annually	

General target: *To create noticeable change.*
Specifically, to improve (i.e. 20% increase on 2018 values) responses to GEQ questions: Do colleagues of different genders treat one another equally? Do Oxford students of different genders treat one another equally?

					value): 76% to agree.

C. Undergraduates	***Overarching objective:*** *To ensure that we recruit and admit the students with the greatest potential, regardless of gender or background, and that we realise that potential*				
	General targets: (1) *To maintain a gender balance in student numbers in line with the national average* ***(2)*** *To significantly reduce the gender gap in attainment (% of women and men earning Firsts) from the current 7% to 5% by 2022 and 2% by 2026, thereafter to 0% (rolling averages)** **Note: the current gap of 7% is based on a rolling average covering 2013-18 results; the rolling average for 2022 will cover 2016-21, and that for 2026 will cover 2021-26.*				
	Senior Ownership: Director of Undergraduate Studies				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date***	***Outcomes and targets***
C.1. To optimise the appeal of Oxford History degrees regardless of gender, background, or interests. *Oxford UG admissions is constantly developing. All these*	**Medium**	**C.1.1.** Establish a better understanding of negative self-selection amongst female applicants, and men from the lowest-performing state schools, by conducting text-analysis of 2017 and 2018 UCAS forms, looking at sources of motivation and books read at school by different groups.	Schools and Access Coordinator	MT 2019	Prepare a report to inform action C.1.2. in support of General Target (1)

actions must take account of policy changes in the coming years.		**C.1.2.** Publicise the findings of this research to our own interviewers (via the Admissions Forum), and to schoolteachers and the HE sector at large (via an article pitched to the TES/THES, the Faculty's Teacher Liaison Committee, and college outreach officers).	Athena SWAN Coordinator and Schools and Access Coordinator	TT and summer vacation 2020	See General Target (1)
		C.1.3. Ensuring that web and print materials for applicants display gender balance and communicate the full range of approaches possible at Oxford (with particular mention of our strengths in Gender and Women's History and in interdisciplinary/literary history).	Communications Officer (in consultation with Athena SWAN Coordinator and Schools and Access Coordinator, and assisted by the E&D Support Officer).	Summer vacation 2019, and reviewed bi-annually *See also B.6.1.*	Monitor website traffic annually, aiming for equal number of visits to pages for different research centres and clusters.

***General targets: (1)** To maintain a gender balance in student numbers in line with the national average*
***(2)** To significantly reduce the gender gap in attainment (% of women and men earning Firsts) from the current 7% to 5% by 2022 and 2% by 2026, thereafter to 0% (rolling averages)*

		C.1.4. Continue monitoring the gender balance among open day visitors, and begin monitoring gender balance among the students and staff helping at open days.	Schools and Access Coordinator and Undergraduate Admissions Coordinator (assisted by the Undergraduate Officer).	Annually	Target is to maintain a gender balance.
		C.1.5. Establish a regular open-day talk on the HECO degree, ideally delivered by a female member of staff, to address under-supply of female applicants for this course.	Schools and Access Coordinator (in consultation with the Professors of Economic and Social Science History)	July open days 2020, then annually	Increase of 10% in female HECO applicants for the 2021-22 application round.
C.2. To amend and review the effectiveness of shortlisting procedures. *We wish to correct an imbalance in the starting position between male*	**Medium**	**C.2.1.** Monitor effects of 2018 changes to shortlisting over a full cycle (application to graduation), for intersection of gender, class, and race in relation to student attainment.	Undergraduate Admissions Coordinator (and Undergraduate Officer) Reporting to Admissions Sub-Committee > Undergraduate Studies Committee > Faculty Board	HT 2018 (admissions report) MT 2020 (report on Prelims) MT 2022 (report on Finals)	See General Target (1)

***General targets: (1)** To maintain a gender balance in student numbers in line with the national average*
***(2)** To significantly reduce the gender gap in attainment (% of women and men earning Firsts) from the current 7% to 5% by 2022 and 2% by 2026, thereafter to 0% (rolling averages)*

and female students.		**C.2.2.** Contextualise the HAT results by school performance (when suitable data available), and monitor for effect on intersection of gender, class, and race in admissions.	Undergraduate Admissions Coordinator Reporting to Admissions Sub-Committee > Undergraduate Studies Committee > Faculty Board	Implement by MT 2019 Monitoring over three years 2019-20 to 2022-23	
C.3. To reduce the gender gap in undergraduate examination results	**High**	**C.3.1.** Conduct multivariate regression analysis on exam results to establish relative impact of prior education, mode of teaching, amount of teaching, style of paper, mode of examination on gender gap.	[redacted] (statistical analysis) with assistance from the Undergraduate Officer	2019-20 academic year, reporting to E&D Committee and Undergraduate Studies Committee in MT 2020	Produce a report (by MT 2020) to inform discussion on further measures to close the gender attainment gap. See General Target (2).
		C.3.2. Monitor the effect on the gender attainment gap of recent changes to the curriculum and modes of examination: (a) the revision of many outline papers, including updated bibliographies, (b) the requirement for a non-European or global paper	Director of Undergraduate Studies (with assistance of Undergraduate Officer) Reporting to Undergraduate	Annually in summer vacation from 2019 (monitoring structures already in use)	

		from each student, which may have knock-on effects on patterns of paper choice, and (c) the change in mode of examination for the History of the British Isles paper at Finals, from a 3-hour exam to a 9-day takeaway portfolio of essays.	Studies Committee > Faculty Board		
		C.3.3. Review the structure of the undergraduate curriculum based on statistical findings relating to the gender attainment gap: looking at additional coursework element, balance between types of paper at Prelims, feedback on Prelims.	Director of Undergraduate Studies (with discussion in Undergraduate Studies Committee)	Academic year 2020-21, proposals brought by TT 2021	Changes to structure of curriculum in place for 2021-22. Monitoring of effects 2022-2023 (unavoidably leaves little time for analysis before second Athena SWAN application). See General Target (2)
		C.3.4. Review mark-band descriptors and instructions to markers so that success and achievement are explicitly recognised as taking multiple forms.	Examinations Sub-Committee	By TT 2020	Have revised documentation in place for 2020-21 examinations. See General Target (2)

***General targets: (1)** To maintain a gender balance in student numbers in line with the national average*
***(2)** To significantly reduce the gender gap in attainment (% of women and men earning Firsts) from the current 7% to 5% by 2022 and 2% by 2026, thereafter to 0% (rolling averages)*

		C.3.5. Complete the updating of Faculty bibliographies (begun in 2017-18), taking into account the graduate-led review of inclusivity and diversity.	Director of Undergraduate Studies and Group Convenors (responsible for individual paper convenors)	By TT 2020	Have revised documentation in place for MT 2020. See General Target (2)
		C.3.6. Produce advice for tutors on the integration of gender and women's history into teaching, especially outline papers.	Gender Equality Working Group	By TT 2020	Have advice circulated at start of 2020-21 academic year. See General Target (2)

D. Student progression	***Overarching objectives:*** *To ensure that progression reflects ability and is not affected by gender*				
	General targets: (1) *To maintain proportion of female PGT students (in line with Russell Group average)* ***(2)*** *To increase the proportion of female PGR students (currently 43%) to RG average (currently 49%) by 2026, with an interim target of 46% by 2022* ***(3)*** *Eliminate the gender gap in applications for PGR study (currently 10%), by 2026, with an interim target of 5% by 2022.*				
	Senior Ownership: Director of Graduate Studies				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date***	***Outcomes and targets***
D.1. To encourage more female Oxford undergraduates to apply for graduate study	**Medium**	**D.1.1.** Prepare guidance for all tutors and supervisors about the importance of encouragement for all students, and how this is currently gendered.	E&D Support Officer	TT 2020	By 2022 remove gender gap in responses to GEQ question 'Did you receive encouragement ...?' *2018 results: 31% of men, 24% of women reported receiving encouragement.*
		D.1.2. Review Faculty prizes to offer more encouragement to	Director of Undergraduate	TT 2021	See General Targets (1-3)

		women at undergraduate and PGT levels.	Studies and Director of Graduate Studies		See General Targets (1-3)
		D.1.3. Establish an annual review meeting/contact between the Coordinator of Graduate Admissions and the University Careers Service, to ensure up-to-date advice is being given.	Coordinator of Graduate Admissions (Graduate Officer to assist)	MT 2019	
		D.1.4. Work with 'Women in Humanities' programme to have a freshers' fair stall promoting academic careers in History/humanities to undergraduate freshers.	Athena SWAN Coordinator (in collaboration with Women in Humanities director)	MT 2020	

***General targets: (1)** To maintain proportion of female PGT students (in line with Russell Group average)*
***(2)** To increase the proportion of female PGR students (currently 43%) to RG average (currently 49%) by 2026, with an interim target of 46% by 2022*
***(3)** Eliminate the gender gap in applications for PGR study (currently 10%), by 2026, with an interim target of 5% by 2022.*

D.2. To encourage more female students from outside Oxford to apply for graduate study	**High**	**D.2.1.** Ensure that web and print materials for PG applicants display a clear gender balance, and clearly communicate the range of approaches to History at Oxford (particularly our national strength in women's and gender history, and the prominence of interdisciplinary history in our taught programmes and research groups and projects).	Communications Officer (in consultation with the Director of Graduate Studies and the Athena SWAN Coordinator)	Summer vacation 2019, then reviewed bi-annually *In conjunction with work on B.6.1. and C.1.3.*	Improving female graduate responses to GEQ question 'Which of these aspects of the History Faculty reflect an aspiration for a diverse, balanced, respectful, and inclusive workplace? Website'. *2018 result: 57%* 2022 target (+20% on original value): 68%
		D.2.2. Complete the addition of a new 'pathway' in 'Women's, Gender & Queer History' to the MSt/MPhil in History.	Pathway convenor and Director of Graduate Studies (Progressing through Graduate Studies Committee now)	Application submitted MT 2018, presently under review. Aim for approval by MT 2019, and available to MT 2020 graduate entry.	See General Targets (2) and (3)

***General targets: (1)** To maintain proportion of female PGT students (in line with Russell Group average)*
***(2)** To increase the proportion of female PGR students (currently 43%) to RG average (currently 49%) by 2026, with an interim target of 46% by 2022*
***(3)** Eliminate the gender gap in applications for PGR study (currently 10%), by 2026, with an interim target of 5% by 2022.*

		D.2.3. Add a 'Women in History' session to the postgraduate open day, with particular focus on fields of underrepresentation (Global & Imperial, Late Antique & Byzantine, Economic & Social, US History); pair interested undergraduates with current female DPhil students for additional encouragement	Coordinator of Graduate Admissions and Schools & Access Coordinator	TT 2020	Mini-survey feedback forms for participants assessing usefulness. Target 75% finding session useful.
D.3. To ensure the role models for women's academic achievement are visible within and beyond Oxford *See also C.1.3.*	**High**	**D.3.1.** Host a small conference on 'Women and History Publishing'. The conference will gather academic and trade publishers, a selection of journal editors, representatives of the British Academy and Royal Historical Society, and female historians from Oxford and elsewhere to discuss whether and how history publishing is gendered, and what can be done about it.	Athena SWAN Coordinator (liaising with OUP in first instance)	TT 2021	Proposals for further actions to raise visibility of role models. See also General Targets (1-3)
		D.3.2. Hold a 'hackathon' to boost the online profile of female Oxford historians; graduate students will write Wikipedia entries on historians whose work they know.	GEWG	TT 2020	Write 20 Wikipedia entries on female Oxford historians.

E. Postgraduates	***Overarching objective:*** *To reduce the gender gap in PGT and PGR numbers, and to improve student experience*				
	General target: (1) *To eliminate the gender gap in PGT offer and acceptance rates by 2022* ***(2) T****o improve (20% increase on 2018 values) responses to GEQ question: 'Does your gender affects the way you are treated in ... (classes, seminars, informal interactions ...)' by 2022.*				
	Senior Ownership: Director of Graduate Studies				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date***	***Outcomes and targets***
E.1. To better understand the post-application factors affecting the gender gap in PG admissions	**High**	**E.1.1.** Conduct a pilot study into the utility of individual-level chronological data on PGT and PGR students, using three years of historic (existing) data. Convert quantitative data currently held on assessment forms for PG applicants (prior attainment, scores for proposal, scores for submitted work, domicile, funding decisions, gender of	E&D Support Officer and Graduate Officer (with advice from [redacted] and possibly additional support from *ad hoc* project staff)	2019-20 academic year, with report to Graduate Studies Committee in TT 2020	See General Target (1). During 2020-21 use the findings of the pilot

		assessor) into a spreadsheet, permitting correlation with on-course attainment in PGT courses and completion rates in PGR courses.			study to craft SMART actions that will address general and programme-specific gender gaps in PG offers and acceptances. Implement these SMART actions in 2021-22.
		E.1.2. Liaise with University graduate admissions on feasibility of University-wide changes to data collection on PG admissions.	Coordinator of Graduate Admissions	MT 2021	
		E.1.3. On strength of pilot study findings, discuss actions to address specific problems contributing to gender gap in PG admissions.	Athena SWAN Coordinator and Coordinator of Graduate Admissions Reporting to Graduate Studies Committee	HT-TT 2021	

***General target: (1)** To eliminate the gender gap in PGT offer and acceptance rates by 2022*
***(2) T**o improve (20% increase on 2018 values) responses to GEQ question: 'Does your gender affects the way you are treated in ... (classes, seminars, informal interactions ...)' by 2022.*

E.2. To make postgraduate admissions gender neutral at offer and acceptance stages.	**High**	**E.2.1.** Board Interviewers to be issued with specific guidance on gender equality, which will include historic data particular to individual programmes.	Coordinator of Graduate Admissions (with assistance of Graduate Officer)	MT 2019 then annually	Eliminating the overall gender gap in offer and acceptance rates by 2022.
		E.2.2. The Coordinator of Graduate Admissions will monitor gender equality across all decisions, and for individual programmes, querying any gender disparities between applications, offers, and recommendations for funding.	Coordinator of Graduate Admissions	HT 2020 then annually	
		E.2.3. Review of gender equality considerations at annual pre-admissions meeting of Board Interviewers.	Coordinator of Graduate Admissions	MT 2019 then annually	
E.3. To ensure that research seminars are open to the widest possible constituency	**Medium**	**E.3.1.** Convenors of the Faculty Groups (1: medieval, 2: early modern, 3: modern British & European, 4: global, 5: intellectual, 6: American, 7: science, medicine and technology, 8: economic and social) to ensure that the seminars falling within their area occur at a range of times within the day, to ensure that everyone	Group convenors and individual seminar convenors	MT 2019 discussion, for implementation over HT, TT, MT 2020 Annual review in Group Meetings MT	Construct lists of seminar times relevant to each group. Target is (a) having a spread of times on offer by 2020-21 academic year, and (b) by 2022 improving responses

		can participate in at least some of the seminars on offer.			from women and those with caring responsibilities to GEQ question 'Are you able to participate in the research culture as much as you would wish?' *2018 results: women 39%; all with caring responsibilities 57%* 2022 targets (+20% on original value): women 47%; all with caring responsibilities 68%
		E.3.2. Guidance for seminar convenors (*see also E.4.*) to recommend that speakers within a series should include a mixture of women and men, reaching parity whenever possible.	Athena SWAN Coordinator (in consultation with Director of Research and Director of Graduate Studies)	TT 2020 (planning for 2020-21 academic year), then every TT	Eliminate the gender gap in seminar speakers by 2022

***General target: (1)** To eliminate the gender gap in PGT offer and acceptance rates by 2022*
***(2) T**o improve (20% increase on 2018 values) responses to GEQ question: 'Does your gender affects the way you are treated in ... (classes, seminars, informal interactions ...)' by 2022.*

		E.3.3. Take an annual census of the gender of seminar speakers in MT.	Deputy Head of Administration	Christmas vacation 2019-20, then annually	
E.4. To ensure that research seminars are conducted in an inclusive and intellectually rigorous manner	**High**	**E.4.1.** Once a term, the weekly seminar listings email will begin with very brief line, echoing the statement of values, pointing out that we value the fullest possible participation in seminars.	Board Office (weekly email)	MT 2019, then termly	Conduct a mini-survey of seminar convenors in 2022 asking what measures have been implemented and how successful they have been. Seeking more agreement from female PG students, by 2022, with GEQ proposition: 'All genders are given equal opportunity to contribute in research seminars'. Same for female staff with question: 'Does gender affect the way seminar discussion is conducted?' *2018 result: female PG students 55%* 2022 target (+20% on original value): 66%
		E.4.2. Draw up single-side set of guidelines for seminar convenors: (a) establishing expectation that convenors are responsible for monitoring the conversation and ensuring that people who prefer different styles of debate feel included; (b) giving examples of belligerent behaviour that oversteps 'robust disagreement', and suggestions on how to address it; (c) suggesting tried-and-tested protocols for discussion (e.g. graduate speak first, one question per person, rotating chairing between male and female convenors.	Athena SWAN Coordinator (in consultation with Director of Research and Director of Graduate Studies)	Ready for 2019-20 academic year	

***General target: (1)** To eliminate the gender gap in PGT offer and acceptance rates by 2022*
***(2) T**o improve (20% increase on 2018 values) responses to GEQ question: 'Does your gender affects the way you are treated in ... (classes, seminars, informal interactions ...)' by 2022.*

E.5. To establish an informal History Faculty Women's Network. *See B.8.*	**Medium**	*See B.7.*	*See B.7.*	*See B.7.*	*See B.7.*
E.6. To require all staff with higher-level responsibility for troubleshooting graduate students' problems (course leaders, interviewers, statutory professors) to complete OLI online training in: • 'Equality and Diversity' • 'Responsible Bystanders' *See B.4.6.*	**Medium**	*See B.4.6.*	*See B.4.6.*	*See B.4.6.*	*See B.4.6.*
E.7. To better understand the factors affecting variance in PGT attainment and	**High**	**E.7.1.** Conduct a pilot study into the utility of individual-level chronological data on PGT and PGR students, using three years of historic (existing) data. *See E.1.1.*	E&D Support Officer and Graduate Officer (with advice from [redacted] and possibly	2019-20 academic year, with report to Graduate Studies Committee in TT 2020	See General Target (2) During 2020-21 use the findings of the pilot study to craft

***General target: (1)** To eliminate the gender gap in PGT offer and acceptance rates by 2022*
***(2) T**o improve (20% increase on 2018 values) responses to GEQ question: 'Does your gender affects the way you are treated in ... (classes, seminars, informal interactions ...)' by 2022.*

PGR completion rates.			additional support from *ad hoc* project staff)		SMART actions that will address gendered variance in PGT attainment and PGR completion rates. Implement these SMART actions in 2021-22.
E.8. To increase participation in training opportunities for progression into academic careers.	**Medium**	**E.8.1.** Continue regularly to inform all doctoral students of training programmes in teaching, research skills, publishing, job applications etc.	Graduate Support Officer	Ongoing and already in hand	Add a question to GEQ 2020 and 2022 asking whether doctoral students (a) are aware of, and (b) have attended, relevant training sessions. Target is 75% awareness and 50% participation.
		E.8.2. New communication on doctoral training programme sent to all supervisors annually.	Graduate Support Officer	MT 2019	

F. Professional and support staff	***Overarching objective:*** *To improve the working lives of the professional and support staff*				
	General target: *To improve (20% increase on 2018 value) the proportion of professional and support staff saying that 'the faculty is supportive of all its members' in SES 2022.*				
	Senior ownership: Head of Administration and Finance				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date***	***Outcomes and targets***
F.1. To ensure the professional and support staff have a forum for discussing their experiences.	**Medium**	**F.1.1.** Continue the peer-led Staff Wellbeing Group, with Faculty endorsement.	Staff Wellbeing Group ([redacted]) and Deputy Head of Administration	TT 2019 and ongoing	Improve (20% increase on 2018 value) the proportion of P&S saying that 'the Faculty is supportive of all its members'. ***2018*** *results: 71% agreed* **2022** target: 85% agreeing
F.2. To ensure that concerns are raised with the E&D Committee	**Medium**	**F.2.1.** Include professional and support staff experiences within the remit of the Faculty's E&D Committee; have the Head of Administration and Finance attend one meeting a year.	Chair of E&D Committee, and Head of Administration and Finance.	MT 2019 then ongoing	
F.3. To respond to staff requests for conflict resolution training	**Medium**	**F.3.1.** Offer training to all staff in some form on a voluntary basis.	Head of Administration and Finance, and Deputy Head of Administration (with assistance of OLI)	By Easter 2020	

F.4. To ensure that staff are familiar with University policies on harassment and bullying, and know who the Harassment Advisors are.	**High**	**F.4.1.**Use emails and the staff meetings to disseminate policies.	Head of Administration and Finance, and Deputy Head of Administration	By Easter 2020	

G. College-only academic staff	***Overarching objective:*** *To better integrate college-only historians into the Faculty*				
	General target: *To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty provides a supportive academic environment' in GEQ 2022.*				
	Senior Ownership: Chair of the Faculty Meeting				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date***	***Outcomes and targets***
G.1. To integrate college-only historians into the research life of the Faculty	**High**	**G.1.1.** Conduct annual census of college-only historians by writing to the senior history tutor in each college, in order to have a full list of college-only historians.	Chair of Faculty Meeting (with assistance from Deputy Head of Administration)	MT 2019 and annually	To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty provides a supportive academic environment' in GEQ 2022.
		G.1.2. Pass list of college-only historians to Group Convenors annually for circulation to seminar convenors.	Chair of Faculty Meeting and Group Convenors	Chair of Faculty Meeting	
G.2. To communicate the findings of the January 2019 Gender Equality Report to the employers of college-only historians.	**Medium**	**G.2.1.** Send a copy of the 2019 Report to all college Senior Tutors, with a covering note suggesting they discuss the findings with their history employees.	Athena SWAN Coordinator	TT 2019 (in hand)	
G.3. To clarify Faculty membership for college-only historians	**Low (because already in train)**	**G.3.1.** Review the parameters, purposes, and procedures of Faculty membership, in order to produce new policy documentation.	Faculty Board Chair	By TT 2020	

H. Fixed-term academic staff	***Overarching objective:*** *To contribute to the progression, rather than the precarity, of fixed-term academic staff*				
	General target: *To maintain or improve our record on DL destinations, and to learn more about the destinations of postdoctoral fellows and project researchers*				
	Senior ownership: The Regius Professor of History				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date and priority level***	***Outcomes and targets***
H.1. To improve career support for fixed-term academic staff	**High**	**H.1.1.** Continue the mentoring scheme for early career historians	Head of Administration and Finance, and Regius Professor	By TT 2020	Add **new** questions for all fixed-term academic staff to GEQ in 2020 and 2022 asking about integration, experiences, and opportunities. Target is for majority positive responses for women and men, and +10% on 2020 value in 2022.
		H.1.2. Hold a termly Q&A meeting to which all fixed-term academic staff are invited.	Faculty Board Chair and Regius Professor	Set up by TT 2020	
		H.1.3. Open doctoral training events (especially relating to publication and job applications) to post-doctoral researchers.	Coordinator of Graduate Training	Set up by MT 2019	
		H.1.4. Extend the CDR scheme to fixed-term academic staff (in a revised format – *see J.4.1.* –	Head of Administration and Finance, FB Chair	By HT 2020	

		focussing on career progression)			
H.2. To ensure early career and fixed-term staff are protected from teaching and examining loads beyond contract.	**Medium**	**H.2.1.** Amend job descriptions for all Departmental Lecturers to clarify that no-one is required to teach or examine beyond their contractual obligations.	Faculty HR team	By MT 2019	
		H.2.2. Identify a 'nominated person' to whom DLs can speak if they are worried about being overburdened	Head of Administration and Finance	MT 2019	
		H.2.3. Notify chairs of exam boards and Group Convenors that care ought to be taken not to overburden early career staff.	Chair of Examinations Sub-Committee	MT 2019	
H.3. To monitor the destinations of all leaving ECRs	**Low**	**H.3.1.** Modify text of standard HR email for leaving DLs, postdoctoral fellows and project researchers to solicit information on destinations	Faculty HR team	MT 2019	1. To maintain the five-year record on destinations for DLs (>60% moving to permanent academic post; <5% not in academic employment) 2. To collect data on at least 80% of other ECR leavers

J. Permanent academic staff	***Overarching objective:*** *To improve the recruitment of women and to support self-directed career progression*				
	General aspiration: *Gender parity in numbers of permanent postholders by 2033, and removal of gender gaps in all other areas by 2023.*				
	Senior ownership: Faculty Board Chair				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date***	***Outcomes and targets***
J.1. To increase the numbers of female applicants for permanent academic posts.	**High**	**J.1.1.** Begin making proactive searches for candidates in relation to all permanent posts (rather than just Statutory Chairs), as soon as further particulars agreed, and at least six weeks before deadline (see *J.1.2*).	Faculty HR team	Already in hand, ongoing action whenever posts are advertised.	Increase the proportion of female applicants, especially externals, for permanent academic posts. Target is 50% female applicants, but any sustained increase will be a success.
		J.1.2. Ensure all posts are advertised for at least six weeks, taking care to extend this if the advertisement period coincides with school holidays.			
		J.1.3. Define all fields for jobs in an inclusive way, so that undue narrowness is not seen as a code for a particular type of applicant; make explicit mention of a wide range of sub-fields.			

General aspiration: *Gender parity in numbers of permanent postholders by 2033, and removal of gender gaps in all other areas by 2023.*

J.1. To increase the numbers of female applicants for permanent academic posts.		**J.1.4.** Review the wording of adverts and further particulars so that they articulate our primary goals and academic values: for the support of research and teaching in the long term (rather than prioritising short-term REF- or TEF-related goals or grant capture as a measure of value).	Faculty HR team	Already in hand, ongoing action whenever posts are advertised.	Increase the proportion of female applicants, especially externals, for permanent academic posts. Target is 50% female applicants, but any sustained increase will be a success.
		J.1.5. Have all further particulars reviewed by a person responsible for monitoring inclusivity of language and tone, making a 'commitment to equality and diversity' one of the essential criteria for candidates.			
		J.1.6. Ensure that family-friendly policies are explicitly mentioned in the further particulars for all jobs, and that their role in supporting our goal of long-term support for developing academic careers, is articulated.			

General aspiration: *Gender parity in numbers of permanent postholders by 2033, and removal of gender gaps in all other areas by 2023.*

		J.1.7. Improve the website's general representation of the Faculty as a scholarly community; ensure that the desire for a welcoming, supportive, diverse and inclusive Faculty is communicated both explicitly and implicitly; ensure that this is presented as *complementary* to the pursuit of excellence in research and teaching; emphasize our success (relative to national averages) in promoting women to the professoriate.	Communications Officer and Faculty HR team	Summer vacation 2019, and reviewed bi-annually *See B.6.1.*	Increase the proportion of female applicants, especially externals, for permanent academic posts. Target is 50% female applicants, but any sustained increase will be a success.
		J.1.8. Create new 'how to apply' page on the Faculty website to guide people through the Oxford application process, tell them in detail what to expect: demystify the process, including the Faculty relationship with colleges, and encourage applicants who may not otherwise consider Oxford			

General aspiration: *Gender parity in numbers of permanent postholders by 2033, and removal of gender gaps in all other areas by 2023.*

		J.1.9. Use IHR 'Teachers of History' database to identify [a] fields that are under-represented or not represented at all at Oxford, and [b] fields in which female researchers are particularly well-represented; use this information to inform discussions about priorities for posts.	Gender Equality Working Group	By TT 2021	
J.2. To increase the numbers of women appointed to permanent academic posts, with an aspiration for parity by 2033.	**High**	**J.2.1.** Make Faculty participation in appointment panels conditional on completing unconscious bias and recruitment & selection training.	Faculty Board Chair and Faculty HR team	Already in hand, ongoing action whenever posts are advertised.	Benchmark of a female to male appointment ratio of 3:2 (rate of past decade is 2:3). Progress to be monitored annually by Faculty Board.
		J.2.2. Women to be substantially represented on all panels (at least maintaining current 33%)			
		J.2.3. Seek the assistance of respected externals where female panellists cannot be found in the right area.			
		J.2.4. Have an observer on all appointment panels (either HR person or a SAT member) ensuring that equal			

		time is given to the consideration of the merits of each candidate, and that unfounded assertions do not sway discussion.			Aspiration is for gender parity in permanent staff in post by 2033.
		J.2.5. Review the guidance for panels and panel chairs, and the ways in which our agenda on women in history can be communicated to the college fellows on panels (reducing the chance that candidates might read our criteria as code for more 'traditional' male applicants; describing talent and excellence as taking several forms).		Guidance notes to be revised by HT 2020.	Benchmark of a female to male appointment ratio of 3:2 (rate of past decade is 2:3). Progress to be monitored annually by Faculty Board.
		J.2.6. Include a standard inclusivity question in all interviews (along the lines of: 'How would you teach in such a way as to ensure that people with different intellectual styles and of diverse backgrounds and experiences are equally supported and challenged?')			Aspiration is for gender parity in permanent staff in post by 2033.
		J.2.7. If presentations to students are part of the			

General aspiration: *Gender parity in numbers of permanent postholders by 2033, and removal of gender gaps in all other areas by 2023.*

		selection process, continue to ensure a gender-balanced audience.			
		J.2.8. The Faculty Board will review progress towards the 2033 goal on an annual basis, looking at how that year's appointments and other staff changes have affected the gender balance; to consider changes to the fields of posts and to appointment procedures if necessary.	Faculty Board Chair and Head of Administration and Finance	TT 2019, then annually	Benchmark of a female to male appointment ratio of 3:2 (rate of past decade is 2:3). Progress to be monitored annually by Faculty Board. Aspiration is for gender parity by 2033.
J.3. To reform the Career Development Review process	**Medium**	**J.3.1.** Review the CDR process so that the importance of REF is not exaggerated, individuals are supported in their long- and medium-term goals giving attention to all aspects of academic life; prompt consideration of application for Recognition of Distinction; permit individuals to suggest alternative reviewers *before* they have been appointed;	Faculty Board Chair, and Head of Administration and Finance	By HT 2020	Improved responses from female staff to SES question 'Have you found your CDR useful?' in 2022. *2018 result: 86% of men, 74% women found CDR useful* 2022 target (at +20% on original value): women 89%

General aspiration: *Gender parity in numbers of permanent postholders by 2033, and removal of gender gaps in all other areas by 2023.*

		clearer protocols for reporting problems and questions.			
J.4. To implement the new Divisional workload allocation tool.	**Medium**	**J.4.1.** Promote the workload allocation tool to all academic staff	Faculty Board Vice Chair, and Head of Administration and Finance	2019-20 academic year	Increase (by 20% on 2018 values) the proportion of staff saying that they (a) regularly work unsocial hours, and (b) feel that their college and faculty roles are well integrated.
		J.4.2. Faculty to discuss goals to which the tool (primarily a means of measurement) ought to be turned: reducing workload, managing burdens over a period, transparency of allocation, etc.?	Chair of Faculty Meeting, and Faculty Board Vice Chair	TT and MT 2020	
J.5. To encourage and support more women in applying for Recognition of Distinction.	**Medium**	**J.5.1.** Make a question about eligibility for RoD integral to the reformed CDR process. *See J.4.1.*	Head of Administration and Finance	By HT 2020	By 2023, remove the gender gap between the proportion of all female and male postholders who have been awarded the title of professor.
		J.5.2. Begin keeping records at Faculty level of applications and outcomes; identify potential applicants and re-applicants, especially women.	Head of Administration and Finance	2019-20 academic year, and continuously	
		J.5.3. Continue to support applicants and re-applicants.	Faculty Board Chair	In hand	

General aspiration: *Gender parity in numbers of permanent postholders by 2033, and removal of gender gaps in all other areas by 2023.*

J.6. To establish monitoring of research grant capture by gender and career stage.	**Medium**	**J.6.1.** Begin Faculty-level monitoring of research grant application, success and value, by gender and career stage (including career breaks).	Director of Research (assisted by Research Development Officer)	Begin monitoring 2019-20	Provide analysis to Research Committee by TT 2022 for discussion of measures to alleviate gender gap, and craft SMART actions to be implemented in next Athena SWAN round. Target to eliminate gender gap by 2026.
J.7. To ensure better female representation on major committees, and avoid overload.	**High**	**J.7.1.** Strive for gender balance in Faculty committees, through nominations committee at least matching the balance amongst postholders.	Faculty Board Chair, and head of Administration and Finance (assisted by nominations committee)	Already in hand (Faculty Board 10 women, 11 men this year)	Achieve gender balance on all major committees by 2022.
		J.7.2. Avoiding committee overload amongst female postholders is the first priority, so the focus will be on the major decision-making committees: Faculty Board, Planning and Finance, Undergraduate Studies, and Graduate Studies			Achieve gender balance on all major committees by 2022.
J.8. To understand why women and men leave	**Low (because numbers are tiny)**	**J.8.1.** Conduct exit interviews with permanent academic staff leaving before retirement.	Faculty HR team	In response to notice	Provide anonymised report on three years data prior to Athena

General aspiration: *Gender parity in numbers of permanent postholders by 2033, and removal of gender gaps in all other areas by 2023.*

permanent posts before retirement.					SWAN Silver application.
J.9. To monitor REF 2021 submissions by gender.	**Low (because REF carries little career weight locally)**	**J.9.1.** Monitor the number of outputs per person by gender, and use this to reflect on the need for further research support.	REF Coordinator and Director of Research	HT 2020	Provide report to Research Committee by TT 2020 and devise further actions in light of report.

K. All staff	***Overarching objective:*** *Creating a positive working environment*				
	General target: *To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty is supportive of all its members' (SES 2022).*				
	Senior ownership: Faculty Board Chair with Head of Administration and Finance				
Objectives	***Priority level***	***Action***	***Operational Responsibility***	***Delivery date***	***Outcomes and targets***
K.1. To ensure all staff are aware of support available to carers and new parents.	**Medium**	**K.1.1.** In addition to provision of HR advice, create a fact sheet summarising the key information for staff planning maternity leave (University policies and support; Faculty support)	Deputy Head of Administration	Summer vacation 2019	(1) Maintaining positive response to SES question 'I am aware of the University's policies on personal leave: agree/disagree' (2) Improving responses (20% increase on 2018 values) to the question 'If you have taken personal leave were your colleagues, including managers, reasonable and supportive?' (currently 72% positive for women, 74% for men).
		K.1.2. Provide information on status of leave and 'keeping in touch' days to college colleagues and Group convenor when arranging maternity, parental or adoption leave	Deputy Head of Administration	As cases arise	

General target: *To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty is supportive of all its members' (SES 2022)*

	Medium	**K.1.3.** Establish a voluntary maternity 'buddy scheme', recognised in the workload model: pairing the person taking maternity, paternity, shared parental or adoption leave with a colleague (male or female) who has had a similar career break. Peer support rather than formal HR advice	Deputy Head of Administration	Summer vacation 2019	(1) Maintaining positive response to SES question 'I am aware of the University's policies on personal leave: agree/disagree' (2) Improving responses (20% increase on 2018 values) to the question 'If you have taken personal leave were your colleagues, including managers, reasonable and supportive?' (currently 72% positive for women, 74% for men).
		K.1.4. Lobby the University for greater resources for the Returning Carers' Fund.	Athena SWAN Coordinator	TT 2019	Obtain an answer on the University's position.
K.2. To provide a practical welcome to staff and visitors who are parents.	**Medium**	**K.2.1.** Install a fold-down baby changing table in the wheelchair-accessible toilet.	Deputy Head of Administration and Premises Assistant	Summer vacation 2020	See General Target.
		K.2.2. Designate a lockable room for breast-feeding and expressing.			

General target: *To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty is supportive of all its members' (SES 2022).*

K.3. To ensure that staff with caring responsibilities for school-age children can attend committee meetings.	**Medium**	**K.3.1.** Do not hold any committee meetings in Oxfordshire schools half-term holidays.	Board Office	Summer vacation 2019, and annually (we publish the list of meeting dates at the start of each academic year)	By 2022 improve answers to SES question: 'In my faculty, meetings are scheduled to take people's caring responsibilities into account: agree/disagree' *2018 results: 67% men and 61% women agreed* 2022 target (+20% on original value): 80% men, 73% women
K.4. To ensure that decision-making and service in Faculty committees is transparent.	**Low (because already in train)**	**K.4.1.** Make all unreserved committee papers and minutes available to postholders on the staff intranet.	Head of Administration and Finance	Already in hand	Improve responses to GEQ question: 'The committee structure of the Faculty is clear to me: agree/disagree' and 'The way in which particular decisions are made in the Faculty is clear and transparent to me: agree/disagree' by 2022 *2018 results: 49% women, 50% men agreed*
		K.4.2. Continue termly reporting from Faculty Board and major Faculty office-holders to the Faculty Meeting	Chair of Faculty Meeting	Already in hand	

General target: *To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty is supportive of all its members' (SES 2022).*

					2022 target (+20% on original value): 59% women, 60% men
		K.4.3. Maintain a spreadsheet of committee service, available for postholders to see on the intranet.	Head of Administration and Finance	Already in hand	Improve responses to SES question 'There is a fair and transparent way of allocating work in my faculty' by 2021. *2018 results: 28% of women and 32% men agreed* 2022 target: 38% women and men
K.5. To foster a positive culture of participation in meetings	**High**	**K.5.1.** Develop brief guidance notes for meeting chairs on techniques to maximise participation and minimise bad behaviour in meetings, and *recommend* the University's online course: 'Meetings and how to run them effectively'.	Athena SWAN Coordinator (in collaboration with Humanities E&D team and Head of Administration and Finance)	MT 2020	Reduce proportion of women who find that 'gender affects whether people are listened to in Faculty meetings and committees' by 2022 (GEQ question). *2018 results: 38% of women found this* 2022 target: reduce to 20% of women

General target: *To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty is supportive of all its members' (SES 2022).*

		K.5.2. Include the statement of values at the head of meeting agendas once a year. *See B.1.2.*	*See B.1.2.*	*See B.1.2.*	Remove gender gap in proportion of women and men who find that 'decision-making in the Faculty gives due regard to ways in which gender may affect experiences' (GEQ question) by 2022. *2018 results: 23% women and 45% men agreed this was so.* 2022 target: increase agreement among women to at least 45%
		K.5.3. Introduce implicit bias training for all new staff and recommend it for existing staff. *See B.4.1. and B.4.2.*	*See B.4.1. and B.4.2.*	*See B.4.1. and B.4.2.*	In addition to targets in *B.4.1. and B.4.2.*, improve responses to the questions in *K.5.1. and K.5.2. above.*
		K.5.4. Have an equalities representative on every Faculty committee. Ensure the purpose of the role is articulated once a year or whenever a new person enters the role. *See A.4.1.*	*See A.4.1.*	*See A.4.1.*	*See A.4.1.*

General target: *To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty is supportive of all its members' (SES 2022).*

K.6. To ensure that research seminars are open to the widest possible constituency. *See E.3.*	**Medium**	*See E.3.*	*See E.3.*	*See E.3.*	*See E.3.*
K.7. To ensure that research seminars are conducted in an inclusive and intellectually rigorous manner. *See E.4.*	**Medium**	*See E.4.*	*See E.4.*	*See E.4.*	*See E.4.*
K.8. To establish an informal History Faculty Women's Network. *See B.8.*	**Medium**	*See B.8.*	*See B.8.*	*See B.8.*	*See B.8.*
K.9. To implement a revised and inclusive programme of social events.	**Low (some already in train, otherwise low demand)**	**K.9.1.** Invite all academic staff (including college-only employees) to the monthly staff coffee morning (currently admin staff only).	Board Office	TT 2019 and then termly	Target, 10 academics attending coffee-morning Also see General Target
		K.9.2. Continue the (new) informal lunch before the termly Faculty Meeting	Chair of Faculty Meeting and	TT 2019 and then termly	Target, 15 people attending lunch prior to meeting

General target: *To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty is supportive of all its members' (SES 2022).*

			Deputy Head of Administration		Also see General Target
		K.9.3. Design and trial new social events such as Christmas party, bring-and-share summer family picnic.	Chair of Faculty Meeting and Deputy Head of Administration	MT 2020 and ongoing	Hold at least one new event and monitor attendance. Also see General Target
K.10. To ensure that training and development opportunities are promoted to all staff.	**Medium**	**K.10.1.** Continue to promote training and development opportunities (provided by the central University) to all staff.	Faculty HR team	MT 2019 and ongoing	Evidence that training opportunities have been discussed in all PDRs and CDRs.
K.11. To use staff induction more effectively in pursuit of inclusion and equality.	**Medium**	**K.11.1.** Develop a new, staggered induction: a series of three shorter sessions spread over the first four months of employment. Session 1 now includes an introduction to the complexities of the Oxford collegiate University; Session 2 focuses on student matters and Session 3 on research grants and REF. The old induction pack is now entirely online (as requested by survey	Faculty HR team	Already in place MT 2018, repeat annually and review.	Maintain 100% record of participants finding induction useful (SES 2020, 2022), and raise participation to 90%.

General target: *To improve (20% increase on 2018 value) the proportion agreeing that 'the Faculty is supportive of all its members' (SES 2022).*

		respondents) and is referred to on screen during the induction sessions. There is also now in-built time for Q&A. Information on maternity, adoption, and shared parental leave, and flexible working, will also be included.			
		K.11.2. Include implicit bias, equality & diversity, and challenging behaviour training as part of induction programme. *See B.4.1. and B.5.6.*	Faculty HR team	MT 2019 then annually	Target is for all new staff to complete training (completion monitored by OLI, followed up by E&D Support Officer and a reminder from FBC if necessary).
K.12. To ensure that full recruitment data is entered into University systems	**High**	**K.12.1.** Enter full data on gender of applicants, shortlisted candidates, offers and acceptances into the University HR databases, to allow fuller analysis of recruitment processes (particularly for Researchers).	Faculty HR team	MT 2019 and continuously	Target is for full data to be entered.