1. ACTION PLAN

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

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

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

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

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

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

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
2.2	Promote equitable distribution of Faculty workload which allows for flexible working patterns	Workload monitoring and reporting:

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

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

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

2.2.4 Introduce an additional form to circulate with workload tool for post-holders to enter work on external committees. EDC to receive annual report analysed by gender and to recommend actions to PPR and/or Research Committee as appropriate to i) encourage more women if required or ii) to discuss ways of recognising involvement in workload. | 56

56

56

57

55, 57 | Ongoing | EDC/PPRC/ HAF | SES – increased positive response to 'academic workloads are reasonable', From 29% female and 33% male to 65% male and female response by 2022 Annual report to FB shows that women are not taking on proportionately more administrative work than men and there is no pattern of gendered difference in who is over/under stint. 90% of respondents agree that 'my faculty is supportive of all its members' |
| 2.3 | Improve induction for academic staff | 2.3.1 Refresh induction process and contents of faculty handbook, to include:

- Details of parental and adoption leave provisions
- Email etiquette guidance. | 37, 48, 49, 51, 55 | MT2020 | FBC/DED/ HAF/Comms Officer | 2022 SES: all staff who joined in the last two years to report being offered induction. 80% to report that this was useful. |

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		- Clear description and flowchart of appointments to committees, expectations of workload and opportunities to self-nominate. - Information about steps to promotion. - Information about the URCF, including the fact that leave for caring responsibilities does not need to have been from the employee's current role or even at Oxford. - Information about formal and informal flexible working - unpaid parental leave - Appraisals, PDRs - Reward and recognition/Recognition of Distinction This information will be reflected in a refreshed staff intranet, and reminders sent out regularly, via 'all Faculty and college' email list. 2.3.2 Introduce an annual Faculty induction event for all new academic and research staff to cover standard expectations around teaching and arranging teaching, use of the Faculty building, support available. - Have a feedback form and follow-up survey after 12 months.	37			2022 SES: 65% of respondents agreeing that "there is a fair and transparent way of allocating work in the faculty".
2.4	Increase integration of college post-holders into the Faculty and improve support available to them	2.4.1 Appoint a permanent college lecturer on a 0.1FTE contract with the Faculty as College Staff Liaison Officer (CSLO) to serve as contact point for college only post-holders. 2.4.2 CSLO to sit on Teaching Committee and EDC and to hold termly meetings with FBC and DED to report on issues and concerns.	31, 49, 52	October 2020	FBC	SES – reduction in post-holders disagreeing that treatment of people the Faculty works with on a non-contractual or short-term basis is fair and balanced (from 30% to

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		2.4.3 Faculty office in annual gathering of names of college-only post-holders to provide statistical report by gender to be received by EDC.	31	October 2020	Deputy Administrator	10%); improved perception that the Faculty is paying attention to issues affecting non-post-holders.
		2.4.4 Survey college-only post-holders to investigate the relationship between gender and career progression, including establishing whether early-career women find themselves in longer service in these posts than men.	32	October 2020	CSLO	
		2.4.5 Create a handbook for college-only post-holders, to be distributed each year via senior English tutors in colleges and college offices. Information to be similar to Faculty employees' handbook, and prepared in collaboration with CSLO.	32, 49	October 2020	HAF/CSLO	
2.5	Develop the English Faculty as a supportive and respectful working environment where bullying and harassment are not tolerated.	2.5.1 FBC to communicate importance of adhering to policies around harassment and bullying at Faculty meetings	53	January 2020	FBC	Close the gap between numbers of incidents of harassment and bullying reported to FBC and HAF and numbers reported in SES.
		2.5.2 Increase locations across the English Faculty premises where details of Harassment Advisors are posted (including bathrooms) and ensure website links to Humanities E and D information page about procedures and support with regard to complaints of harassment and bullying.	53	MT 2020	Comms Officer/ Faculty Office	Close the gap between numbers of incidents of harassment and bullying reported to FBC and HAF and numbers reported in SES.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		2.5.3 Termly email from FBC to include information about new measures and support in regard to reducing incidents of harassment and bullying. One of the three termly emails each year to include a short statement indicating that all complaints of bullying and harassment will be investigated in accordance with University procedures, with a link to Humanities E&D pages for information.	53	January 2020	FBC	All reported incidents investigated and followed up.
		2.5.4 Responsible Bystander Training to be compulsory for all those holding Faculty posts and optional/offered for all Faculty members regardless of their post.	53	Ongoing	EDC	90% of Faculty post-holders to have undertaken training by 2022.
		2.5.5 Harassment advisors to be given workload tariff to attend training and to refresh their training at least bi- annually.	54	2020-21 academic year	DED	Confirmation from EDU that advisors have been trained
		2.5.6 DED to hold regular meetings with Harassment Advisors to develop and review actions to address harassment and bullying.	54	TT 2020 and ongoing	DED/EDC	Report to EDC TT2020 proposing further actions
		2.5.7 Work with PGR student reps to produce a 'code of conduct' for graduate supervisees and supervisors informed by the Graduate Survey and introduce training for supervisors based on this.	23, 54	Half-day course in place by MT 2020	DDS/ EDC to monitor	60% of supervisors to have undertaken training by 2022.
2.6	Improve gender balance in events and visibility of all genders in the Faculty internally and externally	2.6.1 Monitor gender balance of individuals featured in displays in the faculty's lobby space. - Gather data from the previous two years regarding convenors and speakers for E and D to consider.	59		EDC	2022 SES results: increase % of respondents agreeing that the Faculty's physical environment and online presence reflect a positive approach to

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		- Committees involved in inviting speakers to Special Lectures to be provided with breakdown of speakers by gender and required to consider when deciding on future invitations.				gender diversity to 80% (*2018: 71%M/51%F*) 50% of speakers at special lectures to be female by 2023 (3-year average) with appropriate BAME representation.
		2.6.2 **Telling Our Stories Better** project - Promote women's career progression. - Website to showcase the career paths of English graduates at all levels - Production of career path leaflets for Women in English and Study English at PG level days, and at Open Days - Share the 'Telling Our Story Better' toolkit and best practice from the project across other faculties/departments. - Use materials developed through the project in displays and permanent exhibitions in the Faculty building	44, 60	End of 2019-20 academic year	Sophie Ratcliffe (project lead)/FBC/ EDC/Comms Officer/ Outreach Officer	2022 SES results: increase % of respondents agreeing that the Faculty's physical environment and online presence reflect a positive approach to gender diversity to 80% (*2018: 71%M/51%F*) -By 2023, at least 8 other departments/ faculties to have signed up to use the toolkit
		2.6.3 Timing of Faculty research seminars – one third of all seminars within a series in the course of a year to be held in working hours. Seminar series which do not comply with this requirement will not be funded in future years.	57	2020-21 academic year	PPRC	% of SES respondents agreeing that meetings are scheduled to take people's caring responsibilities into account to increase to 70% by 2023 (2018: 37%)

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		2.6.4 Two out of three faculty-organised social gatherings each year to fall within working hours. EDC to consider planned social gathering and ensure that they do not fall at times of peak teaching or examining workload. 2.6.5 EDC to plan and deliver additional communal activities for Faculty, including appropriate evaluation mechanisms	53, 58 58	Ongoing	FBC/Deputy Administrator/EDC	% of SES respondents agreeing that they feel included in the Faculty's social/networking events to increase to 85% by 2023 (2018: 66%)
		2.6.6 **Women in English day** Develop and run a Women in English Day (open to the entire student body). Develop associated online resources, (e.g. blogs, podcasting, student profiles) so that material can be accessed by those unable to attend and to ensure legacy. The day will celebrate Women in English – academics, students and beyond Sessions and topics to include: - Recognising and celebrating the achievements and history of women in the FofE; - Showcasing resources and work ongoing in the FofE in relation to issues of gender, liaising with Faculty Librarian; - Aspiration and self-concept and exam performance; - UG/PGT/PGR pipeline and attendant issues, including informal mentorship across the three student bodies;	28	First event in HT 2020. Repeat annually thereafter.	DED/DoT	Reduction in the level of concerns about gender issues raised by female students in focus groups. Improvement in the perception among students that the Faculty is taking action to address gender inequality by 2023 compared to 2020 baseline.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		- Introducing harassment officers and complaints structure and procedures; - Introducing the Careers Service and its English-related resources; - A key-note address from a Faculty alumna – possibly tied in to the 'Telling Our Story Better' project.				
		2.6.7 Ensure that all web and print materials aimed at prospective applicants reflect the gender balance of the Faculty and communicate the full range of texts and approaches which can be encompassed in the undergraduate degree.	61	Web materials refreshed by end of 2019-20 academic year. Print materials refreshed when re-ordered.	DoT/DSL/ Outreach Officer	
		2.6.8 Take steps to increase the number of male UG student ambassadors.	61	Gender balance of UG ambassadors proportionate to the UG student body by 2022.	DoT/DSL/ Outreach Officer	
2.7	Improve support for staff and student parents and carers	2.7.1 Work with the other occupying departments and St Cross Building facilities management team to designate and advertise a quiet room for breastfeeding.	27, 39, 49	Room designated by start of 2020-21 academic year.	Deputy Administrator	Positive feedback from focus groups and staff survey respondents
		2.7.2 Request SCB facilities management and Estates Directorate to install changing facilities in at least one toilet.	27, 39, 49	Changing facilities available by 2022	Deputy Administrator	Positive feedback from focus groups and staff survey respondents

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		2.7.3 Hold at least one Faculty social event per year which is family-friendly and to which families are invited.	39, 49	Ongoing	Deputy Administrator	% of SES respondents agreeing that they feel included in the Faculty's social/networking events to increase to 85% by 2023 (2018: 66%)
		2.7.4 EDC to deliver measures to improve the experience of staff and student parents. Measures coproduced with focus groups and staff networks	26, 27, 39, 49	At least two further measures to improve the experience of parents implemented by 2022.	EDC	Positive feedback from focus groups and staff survey respondents
3. Supporting women's careers: Overarching target By 2023 80% of SES respondents agree that women's careers are as well supported as men's. (Currently 51%)						
3.1	Improve (or at least maintain) proportion of women in senior academic positions.	Recruitment: 3.1.1 Faculty policy document, including data from previous years' recruitment exercises, circulated to all faculty members on recruitment panels.	30, 36	Document produced by summer 2020 and updated annually thereafter	FBC/HAF	Maintain consistent m/f proportions at application and shortlisting, on average over three years
		3.1.2 E&D committee to regularly review job descriptions to ensure the language used reflects best practice.	30, 36	HT2020	EDC	Women to continue to comprise at least 56% of all academic staff and 38% of SPs.
		3.1.3 FBC to remind panel of gender-related issues (including around caring responsibilities) in assessing applications.	30, 36	HT2020	FBC	Improved data about researcher destinations and career trajectories.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		3.1.4 For all academic recruitment processes, offer shortlisted candidates an informal information discussion with a named Faculty contact. Monitor take-up of this offer and whether this differs by gender.	30, 36	HT2020	FBC	
		3.1.5 Continue with practice of only requesting references for shortlisted candidates.	30, 36	Ongoing	FBC	
		Retention:				
		3.1.6 Encourage senior women to sign up to the Senior Women's Mentoring Network.	43	Ongoing	FBC	
		3.1.7 Introduce exit interviews for all leavers.	34	TT2020	FBC (HAF to arrange)	
		3.1.8 All Faculty ECRs and DLs to be given exit interviews by research leaders in their field from within Faculty. Record destination details for fixed term leavers and ask for permission to contact after 6 months/1 year to follow up.	34	100% of departing ECRs to receive exit interviews by end of 2020-21 academic year.	DoR	
		3.1.9 Reports on exit with gender differentials to be received at Research Committee at Michaelmas term meeting of each year.	34		RC	
3.2	Recognise and reward staff achievements	3.2.1 Review statistics on applications to RoD and PMP after each annual round. PPRC to identify those with strong IPO reports and encourage application to RoD within 1 year.	39	Ongoing	PPRC	By 2023 SES increase % agreeing that management and decision-making processes in the Faculty are clear and transparent from 47% (2018) to over 65%.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		3.2.2 DoT and DoR to review eligible candidates for the R&R scheme (DLs and PDRFs) and make nominations. Provide clear guidance to PIs on the criteria to assess performance against and a checklist to be returned showing that all staff have been considered.	39	HT2020	DoT/DoR	SES: reduce % of women disagreeing that the faculty's culture fosters a positive approach to gender equality in relation to recognition of success and achievement from 27% to 10% by 2023.
		3.2.3 Ensure that there is recognition of achievements in research and teaching beyond RoD, PMP and RoD. EDC to monitor the ratio of reported male to female achievement (prizes, grants, etc).	39	HT2020	EDC	
3.3	Support staff career progression	3.3.1 Develop a more structured training/development programme and offer formal opportunities for research-only staff to gain teaching experience and improve employability.	30, 41, 43	MT2021	RC	SES: increase % of staff who agree that they are clear about the training and development opportunities available to them from 63% to 80%, with equal proportions of men and women agreeing (2018: 60%F, 74%M) SES: no research-only staff reporting that they would have liked the opportunity to teach but did not have it.
		3.3.2 EDC to monitor numbers taking up training and development opportunities (including teaching opportunities) by staff, post doc and PGR students. Reports to highlight any gender differentials in uptake, and EDC to recommend any necessary changes	30, 41	MT2020	EDC	
		3.3.3 Make better use of the Faculty teaching register to match research-only staff with college teaching opportunities.	31	MT2020	TC	

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		3.3.4 Implement "career conversations" for all permanent academic post-holders, in accordance with the proposal from the Humanities Division. Secure commitment from senior post-holders to sign up for panel	31, 34, 42	2021-21	FBC	2022 SES: 60% of academic respondents to report having received PDR/appraisal in last 2 years. 2024 SES: 90%
		3.3.5 All PIs to attend appraisal training and offer annual PDR to researchers.	31, 34, 39	2020-21	DoR	70% of researchers to report having received annual appraisal in 2022 SES.
3.4	Support women in applying for external research grants	3.4.1 All women making large grant applications to be provided with a senior mentor (male or female) with a successful record in securing grants to develop application.	46	HT 2020	DoR	Equalising of the application to success ratio for male and female applicants to large grants, on a three year average
		3.4.2 Colleagues returning to employment after career breaks or reaching the end of major administrative responsibilities to be offered a meeting with the DoR/RF to discuss ways of supporting their research.	46			
		3.4.3 All unsuccessful applicants to major schemes to be offered an "exit interview" with the DoR and/or RF – ensure follow-up to see whether a reworked application to another scheme can/should be pursued.	42, 46			
		3.4.4 Analyse data on applications to ECF schemes to assess whether there is gender bias apparent in Faculty rankings. Report to RC; corrective actions identified if necessary	46	HT 2020	HAF/RC	3-year average gender balance of nominated applications to ECF

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
						schemes mirrors applicant pool.
3.5	Improve support for staff taking and returning from career breaks	3.5.1 HAF to encourage staff on maternity leave to take advantage of their paid KIT days, highlighting possible uses such as conference attendance, planning meetings, or visits to archives/collections/libraries. 3.5.2 All staff returning from maternity/adoption/shared parental leave to be offered a meeting with the HAF to discuss workload and potential remission of duties and other support to ease return to work. 3.5.3 Staff intranet to include information about support available and case studies on use of KIT days and URCF 3.5.4 Faculty to liaise with colleges in any teaching buy-out surrounding the URCF to ensure that the teaching is not being paid at the lowest rate.	39, 48 39, 48 39, 48 49	Ongoing	HAF	80% of respondents feel that women's careers are as well supported as men's
4. Pipeline						
4.1	Encourage women to progress from UG to PGT and PGR study	4.1.1 Update "how to apply" information on the website, to ensure that the guidance on statement of purpose is clear, as well as reviewing a list of FAQs for applicants.	28	Summer 2020 for 2021 admissions cycle	DTGS/DDS	Women to make up 65% of those admitted to PGT study by 2023 (currently 62%) in line with national benchmarking and closer to the ratio of female to male UG students in the Faculty.

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		4.1.2 Survey UG students on how likely students are to pursue postgraduate study and which factors most influence their decision.	28	HT 2020	DoT	Women to make up 62% of those admitted to PGR study by 2023 (currently 55%).
		4.1.3 **Study English at PG day** Hold an annual PG Study Day in Michaelmas Term to provide information about applying for PGT and PGR degrees. Sessions to be open to all current students and external applicants, and to be videoed and shared online.	19, 21, 23, 26, 28, 44	First event in MT2020, then annually thereafter.	DTGS/DDS	Reduce the drop in the percentage of female applicants for PGT and PGR study compared to UG/PGT study.
4.2	Ensure equitable access to funding for PGT and PGR study	4.2.1 Obtain and review benchmarking data on funding nominations and ranking from other Humanities Faculties. TC and RC to consider data and differences between English and other faculties	21	HT2020	DTGS/DDS	By 2021: Gender proportions of the top 10 candidates ranked for funding to reflect gender proportions of top scoring candidates overall (3 year average). By 2023: gender proportions of top 10 candidates to reflect gender proportions of successful applicants (3 year average).
		4.2.2 Remove stranding from the decisions for PGT and PGR funding nominations (with the exceptions of period specific funded places)	21, 26, 27, 28			
		4.2.3 Ensure all assessors are briefed on issues of gender and funding and provide information on gender statistics.	21, 26, 27, 28			

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

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

Ref	Objective	Detailed actions	Page ref.	Timeframe	Person/ committee responsible	Success criteria and outcome
		5.3.5 Identify further measures to address the gender attainment gap, and pilot these.				
		5.3.6 Carry out further analysis of the gender gap by college. Speak to colleges with smaller gaps to identify examples of best practice which could be shared across all colleges.	18	Summer 2020	DoT	
		5.3.7 Investigate the perception that gender-related topics and answers are not rewarded in line with other topics and responses, and develop actions to address this. - Examine question papers to ascertain the gender make-up of the authors and critics quoted, and to identify the number and range of explicitly or implicitly gender-related questions; - Examine comments sheets (for exam scripts and coursework), marks and mark ranges to see how regularly questions are answered with reference to female authors or gender-related topics and how these are marked; - Examine the resultant data in relation to other topics or question to ascertain whether gender-related topics and answers are atypical; - Based on these results, draft guidelines for Chairs of Examiners and recommend unconscious bias training for examiners.	18	2019-20 academic year	DoT	
		5.3.8 Investigate the relationship between the scores given on PGT applications (especially for written work), funding, and PGT results according to gender. Report on the findings and the implications for the PGT gender gap.	23	Summer 2020	DTGS	Close gender gap to no more than 5% difference in % of male and female students receiving a distinction by 2023.

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

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