



Department Application Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Oxford	
Department	Economics	
Focus of department	AHSSBL	
Date of application	April 2018	
Award Level	Bronze	
Institution Athena SWAN award	Date: Nov 2013	Level: Bronze
Contact for application Must be based in the department		
Email		
Telephone		
Departmental website	https://www.economics.ox.ac.uk	

LIST OF ACRONYMS

ACRONYM	DEFINITION
AEA	American Economic Association
AH(R)	Associate Head of Department (Research)
AP	Associate Professor
CSWEP	Committee on the Status of Women in the Economics Profession
DGS	Director of Graduate Studies
DHoD	Deputy Head of Department
DUS	Director of Undergraduate Studies
ECR	Early Career Researchers
EDC	Equality and Diversity Committee
EDL	Equality and Diversity Lead
EEA	European Economic Association
EM	Economics and Management
FRBSF	Federal Reserve Bank of San Francisco
GJCC	Graduate Joint Consultative Committee
GPC	General Purposes Committee
GSC	Graduate Studies Committee
GWM	George Webb Medley Fund
HE	History and Economics
HESA	Higher Education Statistics Agency
HoAF	Head of Administration and Finance
HoD	Head of Department
IPO	Initial Period of Office for Associate Professors
JPO	Job Placement Officer
NBER	National Bureau of Economic Research
OLI	Oxford Learning Institute
OWEG	Oxford Women in Economics Group

PGR	Post-graduate Research
PGT	Post-graduate Taught
PPE	Philosophy, Politics and Economics
REF	Research Excellence Framework
RESWC	Royal Economic Society Women's Committee
RoD	Recognition of Distinction
SA	Senior Academics
SAT	Self-Assessment Team
SSD	Social Sciences Division
UG	Undergraduate
UJCC	Undergraduate Joint Consultative Committee
USC	Undergraduate Studies Committee

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Section 1: 430 words



14th May, 2018

Athena SWAN Manager
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

Dear Dr Gilligan,

It is a great pleasure to endorse this application for an Athena SWAN Bronze Award. I confirm that the information presented, including all qualitative and quantitative data, is an honest, accurate and true representation of the Department.

The preparation of the application has been a rewarding, stimulating, and sometimes salutary experience for us. Academic economists have been concerned for more than 20 years that university economics departments in the UK and the US are strongly male-dominated: only 30% of undergraduates are female, and the female share decreases along the academic career path. While I have always been confident that my colleagues are keen to recruit more women at all levels, the fact that the problem is so widespread and pervasive perhaps makes it too easy to blame external circumstances and assume that there is not much we ourselves can do.

The work of our Self-Assessment Team, led by Dr Christopher Bowdler, and the discussion they have stimulated across the department, have made us all aware that there is much more we can do to improve opportunities and the working environment for women. Previously we have focused narrowly on recruitment processes, but while this remains important, our Athena SWAN Action Plan contains actions across all areas of departmental activity, to support and encourage women to progress within the economics profession. Secondly, looking at the whole picture of the Department presented in this application, we have realised to our surprise that the problem is if anything more acute here than in similar institutions: at every level, from undergraduates to the most senior professors, the proportion of women is at the bottom of the range.

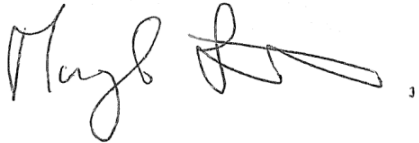
Despite what the work of the Self-Assessment Team has revealed about the extent of the challenge, I have been heartened to discover through this process that my own experience of this Department as a pleasant, collaborative and constructive workplace is shared by many members of staff. As the first female Head of Department I have never been in any doubt about the support of my colleagues in the initiatives we have undertaken so far, and I am confident of their continued support and commitment in implementing the Athena SWAN Action Plan.

Professor Margaret Stevens
Head of Department
Department of Economics,
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Email: margaret.stevens@economics.ox.ac.uk

We now know how much we have to do. The Action Plan is ambitious, but it is achievable because there is widespread agreement that action is needed. I look forward to real progress over the next four years.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Margaret Stevens', followed by a long, horizontal, slightly wavy line that extends to the right.

Margaret Stevens
Professor of Economics

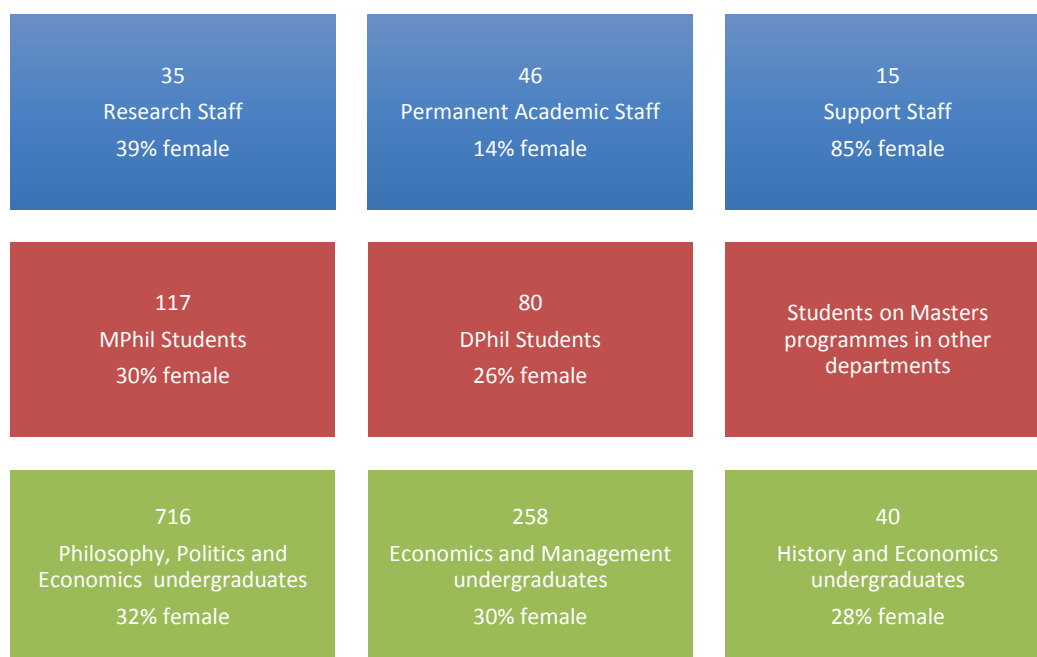
2. DESCRIPTION OF THE DEPARTMENT

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

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

The Department of Economics is a large department within Oxford's Social Sciences Division (SSD), with 99 staff of whom 46 are permanent academics, and 1211 students (Figure 1). It is located in the purpose-built Manor Road Building near central Oxford, containing office space for all permanent staff, and either office or shared workspace for fixed-term staff and research students.

Figure 1: People in the Department of Economics (averages for the last 3 years)



The Department is international in outlook, hiring from the global academic job market. 17 nationalities are represented amongst permanent academics, and many more amongst other staff and students. Turnover rates have been high in recent years as academic staff have retired or moved to positions elsewhere; only a small minority have been in post for more than 10 years.

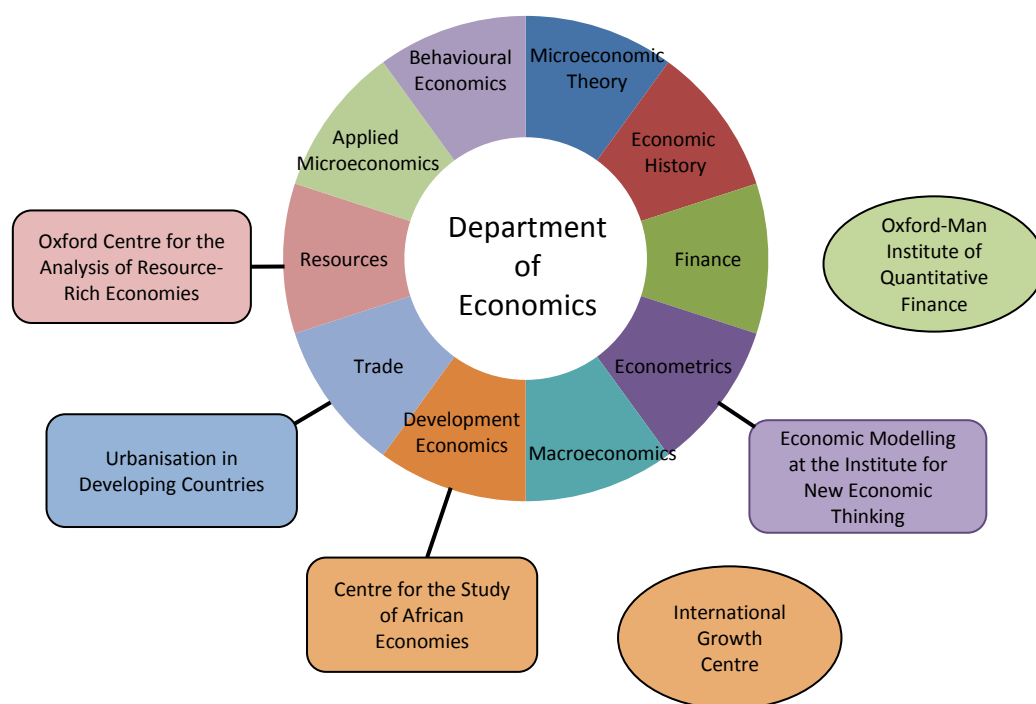
Teaching is provided in collaboration with five other departments and the 38 colleges. Half of the permanent academic staff are employed jointly by the university and a college, where they provide undergraduate tutorials, and academic and pastoral support. See the *University of Oxford Panel Guidance* for the division of responsibilities between departments and colleges with respect to teaching and student admissions.

Undergraduate students follow one of three joint Honours programmes: Philosophy, Politics and Economics (PPE), Economics and Management (EM) and History and Economics (HE). At graduate level the Department offers a two-year taught Masters degree, the MPhil in Economics, which prepares students to proceed either to doctoral research, or to a professional career in economics. Just over a third of MPhil students

continue to the Oxford economics doctoral programme (DPhil). The Department also contributes to teaching/examinations for three Masters programmes administered by other departments: the MSc in Economics for Development, the MSc in Financial Economics and the MPhil/MSc in Economic and Social History.

Academics and students participate in one of 10 research groups spanning the major fields in Economics (Figure2), and the Department supports 24 research seminar series and a wide range of international research programmes. It is home to two major centres, the *Centre for the Study of African Economies* and the *Oxford Centre for the Analysis of Resource-Rich Economies*. In the 2014 Research Excellence Framework, Oxford was ranked top in terms of overall research strength, with more world-leading research output than any other UK economics department. In 2017 it rose to eighth place in the respected Tilburg Worldwide University Economics Rankings.

Figure 2: Research Groups, Research Centres, and Associated Centres



Governance is determined by the Departmental Constitution and Standing Orders. The Head of Department (HoD), who reports to the Head of SSD, is nominated and elected by department members to serve for a three-year term. The HoD, advised by the Economics General Purposes Committee (GPC), is responsible for all departmental activities, including strategy, budget decisions, recruitment and examinations. In 2016 a female Head of Department (HoD) was elected for the first time; the Head of Administration and Finance (HoAF) is also female. There are standing committees for key areas such as undergraduate and graduate teaching, and recruitment strategy. Governance structures encourage participation in decision-making: chairs of major committees report to and regularly consult meetings of the Department and Sub-

Faculty (a larger group encompassing all economists employed in Oxford); students are represented on relevant committees.

Academic and research staff are responsible directly to the HoD (or a Research Centre Director), who conducts the annual appraisal process and is available at any time to meet them individually to discuss issues relating to their job or career. The Deputy Head of Department (DHoD) directs teaching activities; staff are free to set their own research priorities, with support available from the Associate Head for Research (AH(R)). This non-hierarchical structure results from the nature of economics research: researchers work simultaneously on a variety of projects with different collaborators (both within the department and elsewhere).

Section 2: 610 words

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team

After consultation with two other Oxford Departments that had achieved Athena SWAN Bronze Awards, an open invitation to all staff to join the self-assessment team (SAT) was issued in summer 2016. The resulting membership, summarised in Table 1a, comprises permanent academics at different levels of seniority, fixed-term researchers, support staff and students. Table 1b shows department office-holders who attended meetings when requested, and SSD officers who supported the process.

Name	Position (Date of Appointment)
Abigail Adams (F)	Associate Professor, joint with New College (2016)
Mathilde Almlund (F)	Post-doctoral Fellow (2013)
Promit Anwar (M)	Undergraduate student
Christopher Bowdler (M)	Associate Professor joint with Oriel College (2006)
Martin Browning (M)	Statutory Professor (2006)
Lukas Freund (M)	Graduate student
Eleonora Fulcini (F)	Projects Officer (2016)
Jenny Hayward (F)	Head of Administration and Finance (2016)
Kalina Manova (F)	Associate Professor joint with Christ Church (2016)

Peter Neary (M)	Statutory Professor (2006)
Patricia Rice (F)	Senior Research Fellow and Associate Head of Department (Research) (2007)
Michalis Rousakis (M)	Career Development Fellow joint with Merton College (2014)

Table 1b: Others who attended some SAT meetings

Name and role in SAT	Position (Date of Appointment)
Mark Armstrong (M) Director of Graduate Studies	Statutory Professor (2011)
Tanya Baldwin (F) Provided advice on AS process.	SSD Assistant Registrar Strategic Planning & Projects (2016)
Ian Crawford (M) Director of Undergraduate Studies	Professor of Economics (2013) ; Professor joint with New College (2007)
Fiona Groenhout (F) Attended all meetings and assisted with data collation.	SSD Athena SWAN Facilitator (2016)
Martin Ellison (M) MPhil Director	Professor of Economics (2014); Professor joint with Exeter College (2008)

The SAT met 8 times during 2016-18, and reported to the Departmental GPC. Sub-groups met many times between full meetings to work on specific themes such as academic recruitment and student admissions. For each full meeting an agenda and papers were circulated in advance, and minutes were taken.

The SAT developed a plan for the self-assessment process after reviewing recent Athena SWAN applications and evidence concerning the gender balance of the Economics profession in reports from the *Royal Economics Society Women's Committee* (RESWC) Surveys. During December 2016 and January 2017 it conducted six surveys covering different groups within the Department, to provide evidence on the impact of gender on the experiences of staff and students, and to gauge perceptions of the working and learning environment. Response rates are summarised in Table 2.

Table 2: Survey responses by group and gender

Group		All	Female	Male	Prefer not to state gender
Permanent academic staff	Population	49	7	42	
	Responses	35	6	27	2
	Response Rate	71.4%	85.7%	64.3%	
Fixed term research staff	Population	38	16	22	
	Responses	9	6	3	0
	Response Rate	23.7%	37.5%	13.6%	
Support staff	Population	18	17	Not reported (small numbers)	
	Responses	9	9		0
	Response Rate	50.0%	52.9%		
Undergraduates	Population	945	316	629	
	Responses	204	75	123	4
	Response Rate	21.6%	23.7%	19.6%	
Graduates (taught courses)	Population	120	38	82	
	Responses	50	22	27	1
	Response Rate	41.7%	57.9%	32.9%	
Graduates (research degrees)	Population	79	23	56	
	Responses	34	15	18	1
	Response Rate	43.0%	65.2%	32.1%	

Response rates amongst permanent academic staff and support staff were good. They were lower amongst fixed term researchers, consistent with evidence from survey responses and SAT discussions that members of this group feel less well integrated into the Department. Student response rates may appear relatively low, especially for undergraduates, who are more closely attached to colleges than departments. But they are higher than those typically achieved for teaching feedback surveys and provide an adequate sample of responses. In all cases response rates were higher for women than men. Improved response rates in future surveys, especially from men and fixed-term staff, are targets in the Action Plan.

ACTION PLAN

Objective A.3 Communicate the department's approach to equality and diversity issues to current and potential staff and students. *Target:* Improved response rates, and reduced gender gap in response rates, in future surveys.

Objective C.1 Integrate fixed-term staff fully into the Department, especially Research Groups. *Target:* Increase the response rate of fixed-term staff in the next two EDC surveys, together with the proportion who feel integrated into the life of the Department.

Survey results were considered at SAT meetings during 2017, alongside data on student admissions and attainment, the gender balance amongst staff, recruitment exercises, promotions and committee membership. The Department has established procedures for monitoring gender differences in areas such as student admissions and examination results, and this previous work also informed discussions.

The Action Plan was formulated from SAT conclusions. In some instances the SAT commissioned focus groups to investigate survey feedback. For instance, the graduate representative led a group probing the finding that graduate students did not feel well-integrated into the Department.

The SAT engaged the wider Department regularly. In October 2016 the self-assessment was launched at a Department meeting with an explanation of the objectives of the exercise and how individuals could contribute. In the following months the SAT coordinator attended GPC and met with the HoD to report on developments and seek advice on formulating proposals. SAT members attended meetings of SSD Athena SWAN representatives to share advice on conducting the self-assessment. In June 2017 the SAT presented findings and provisional recommendations to a meeting of all staff, to gather feedback. Between October 2017 and March 2018, the draft submission was circulated widely within the Department, and refined in response to feedback, resulting in an ambitious and wide-ranging action plan.

A new Equality and Diversity Committee (EDC) will be formed in summer 2018, to oversee all aspects of equality and diversity within the department, including data monitoring and implementation of the Action Plan. It will be chaired by a new Equality and Diversity Lead (EDL), who will report to GPC, and continue to engage department members through Department Meetings. The EDL will contribute to university decision-making and learn from other departments through participation in SSD Athena SWAN committees.

ACTION PLAN

Objective A.1: Establish a permanent departmental EDC.

- (i) Membership and Terms of Reference will be determined by the GPC, and included in the Department Standing Orders.
- (ii) The SAT coordinator will become the departmental Equality and Diversity Lead (EDL), and will chair the EDC.
- (iii) The EDC will meet termly and report to the termly Department Meeting, and annually to the GPC.
- (iv) It will comprise 7 members: EDL and HoAF *ex officio*, 2 other permanent academics (serving staggered 3- year terms), plus ECR, undergraduate and graduate representatives.
- (v) EDC will oversee the implementation of the measures in the action plan.
- (vi) EDC will monitor the Department's performance with respect to Equality and Diversity issues, and recommend further measures to GPC.
- (vii) The EDL will participate in SSD Athena SWAN committees, to contribute to university decision-making and learn from other departments' experience.

Objective A.2: Establish processes for regular data collection and monitoring, with reporting to relevant officers and committees.

- (i) Assemble retrospective data on recruitment, performance and career progression of staff

and students, and put processes in place for annual data collection in all categories.

- (ii) Conduct future surveys/focus groups every two years to assess progress in promoting equality and diversity, and the effectiveness of the Actions in this Plan.
- (iii) Operate an annual cycle for data monitoring, discussion and reporting.

Section 3: 598 words

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

N/A.

(ii) Numbers of undergraduate students by gender

Undergraduate admissions decisions are made by the colleges; Department members who are college tutors participate, together with tutors in the other subjects. For each of the three joint degrees (PPE, EM and HE) the admissions process is coordinated by the standing committee for the degree, which includes Department representatives.

Figures 3, 4 and 5 show, for each degree, the numbers of applications, offers and acceptances (students admitted) by gender in the last 5 years, and the relative percentages of men and women at each stage of the admissions process. In summary:

- For PPE and EM, between 35% and 40% of applicants each year were women;
- but they had a lower chance of receiving an offer (by between 1 and 10 percentage points),
- ... resulting in averages of 34% female students admitted to PPE, and 31% to EM.
- Student numbers for HE are small and proportions vary between years but on average 35% of HE applicants and 27% of admitted students were women.
- Over the 5-year period, 38% of applicants and 33% of students enrolling on the three joint degrees were female.
- This is a little below the 36% female share of undergraduates studying economics in Russell Group universities (HESA, 2012/13 to 2015/16).

Articles by Mumford, and Tonin and Wahba, in the *RES Newsletter* (2014), explore the hypothesis that the low female share of UK economics undergraduates arises from a lack of appropriate school qualifications in economics and maths. Two-fifths of the lower enrolment probability for UK-educated women is explained by differences in the gender mix in A-level Economics (32.4% female), and one-fifth by those for A-level Maths (38.7% female). Subject choices at school may partially explain the lower female application rate to our degrees, but we nonetheless wish to increase the proportion of women applying.

ACTION PLAN

Objective E.1: Increase the female share of undergraduates.

- (i) Create a “Why Study Economics?” page for the department website, to include a focus on female economists and economics students and address directly why women should study economics.
- (ii) Where possible, ensure that female economists participate in departmental Open Days and

Outreach Summer Schools.

The gender gap in offer rates is an ongoing concern. Investigations have revealed gender differences in scores on the aptitude test taken by applicants. The test is an important influence on offers: it is used, alongside information from the UCAS form, to determine which candidates are shortlisted for interview; decisions to offer places are then based on UCAS information, aptitude test and interview scores. Over the last 5 years male applicants have typically scored 3 points higher on the multiple choice part of the test, which is set by an external provider, the *Admissions Testing Service*. Analysis conducted by them, at Oxford's request, attributed the gap to the different subject backgrounds of applicants rather than any gender bias in the questions.

Nevertheless, concern about the gender gap in test scores prompted a reform in the PPE admissions process for 2017/18 entry. Previously test scores were given high weight in short-listing for interview; other information was decisive mainly for candidates who were borderline on the test. Since women tended to be over-represented around the borderline, the size of the group defined as borderline was increased. The result was encouraging for our objective of increasing the female share of undergraduates: women accounted for 40% of PPE applicants for 2017/18, and secured 39% of offers.

ACTION PLAN

Objective E.1: Increase the female share of undergraduates.

- (iii) With collaborating departments, continue to investigate the gender gap in offer rates. In particular:
- Monitor the effect of the recent reform of the PPE admissions process
 - Recommend a similar reform to the EM Committee. (The reform would address Saïd Business School's Athena SWAN objective of minimising the gender disparity in the EM shortlisting rate.)

Figure 3: Student Recruitment by Gender: PPE, 2013/14 to 2017/18

Year of admission		Female	Male	Total	% Female
2013/14	Applicants	623	1017	1640	38%
	Offers	91	174	265	34%
	Acceptances	86	155	241	36%
2014/15	Applicants	619	1017	1636	38%
	Offers	85	174	259	33%
	Acceptances	72	167	239	30%
2015/16	Applicants	655	1036	1691	39%
	Offers	97	175	272	36%
	Acceptances	82	164	246	33%
2016/17	Applicants	713	1107	1820	39%
	Offers	86	194	280	31%
	Acceptances	70	168	238	29%
2017/18	Applicants	795	1188	1983	40%
	Offers	107	167	274	39%
	Acceptances	101	152	253	40%

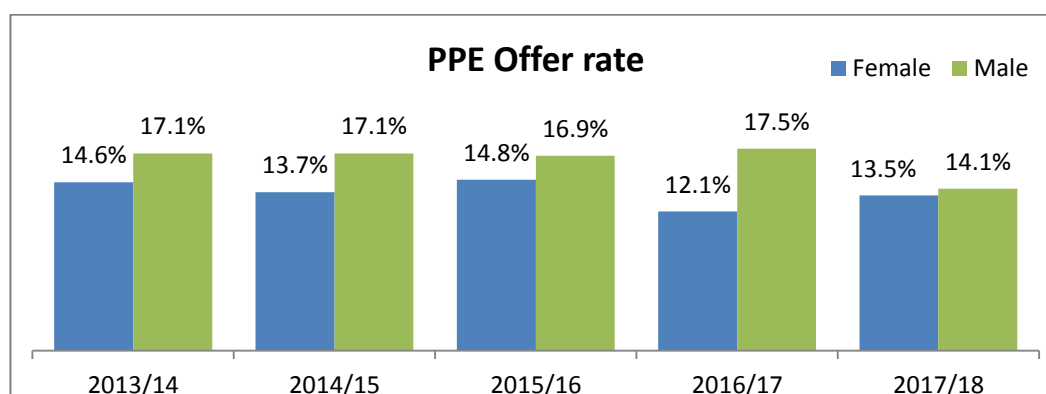
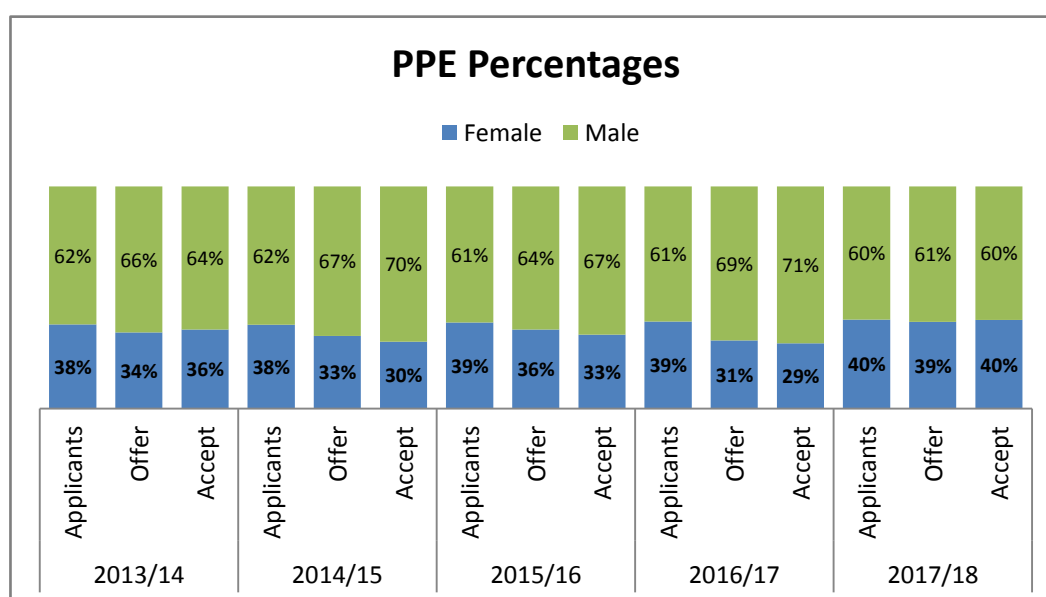


Figure 4: Student Recruitment by Gender: EM, 2013/14 to 2017/18

Year of admission		Female	Male	Total	% female
2013/14	Applicants	444	748	1192	37%
	Offers	34	61	95	36%
	Acceptances	30	53	83	36%
2014/15	Applicants	430	719	1149	37%
	Offers	30	67	97	31%
	Acceptances	26	61	87	30%
2015/16	Applicants	410	717	1127	36%
	Offers	25	71	96	26%
	Acceptances	24	64	88	27%
2016/17	Applicants	407	709	1116	36%
	Offers	33	62	95	35%
	Acceptances	27	58	85	32%
2017/18	Applicants	461	856	1317	35%
	Offers	32	65	97	33%
	Acceptances	24	55	79	30%

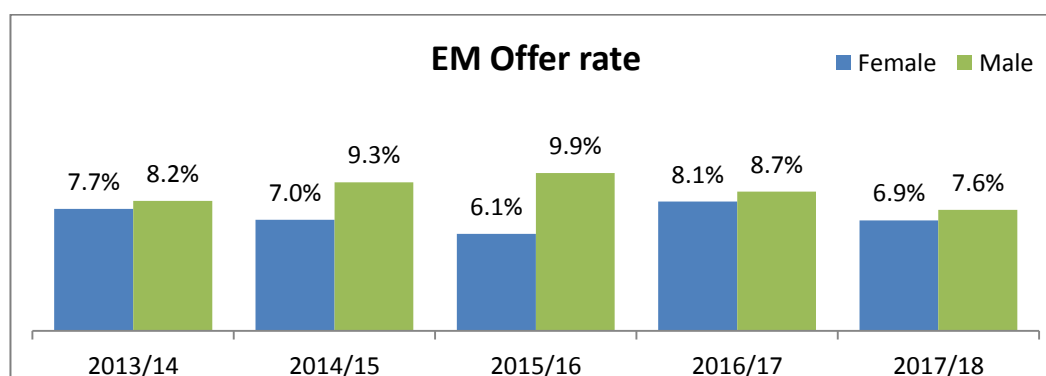
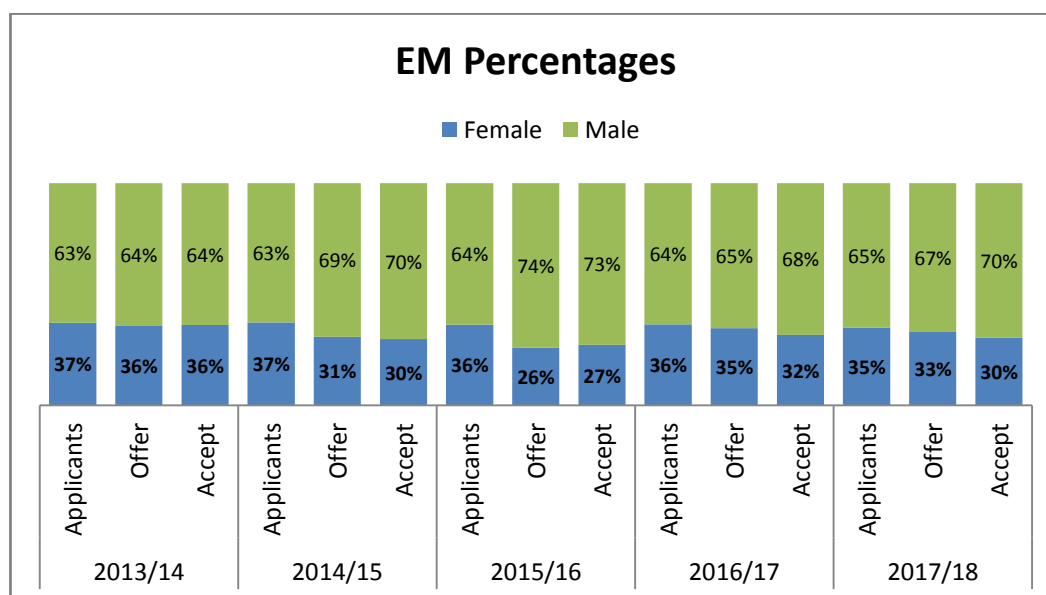
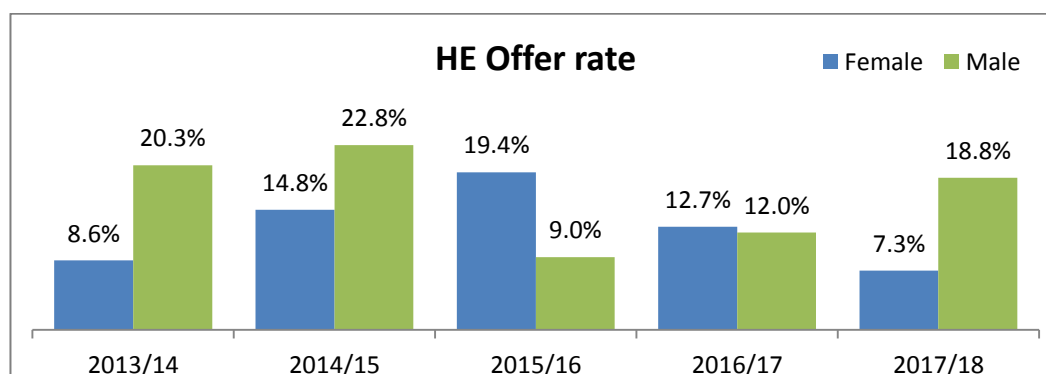
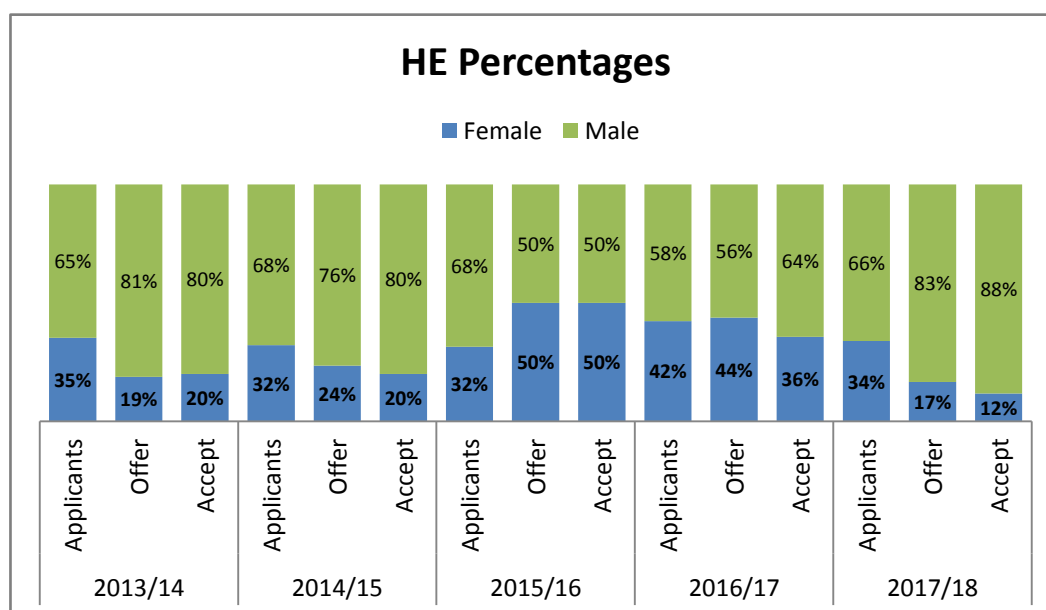


Figure 5: Student Recruitment by Gender: HE, 2013/14 to 2017/18

Year of admission		Female	Male	Total	% female
2013/14	Applicants	35	64	99	35%
	Offers	3	13	16	19%
	Acceptances	2	8	10	20%
2014/15	Applicants	27	57	84	32%
	Offers	4	13	17	24%
	Acceptances	3	12	15	20%
2015/16	Applicants	36	78	114	32%
	Offers	7	7	14	50%
	Acceptances	7	7	14	50%
2016/17	Applicants	55	75	130	42%
	Offers	7	9	16	44%
	Acceptances	5	9	14	36%
2017/18	Applicants	41	80	121	34%
	Offers	3	15	18	17%
	Acceptances	2	15	17	12%



Student performance

Figures 6 to 8 present degree classification distributions by gender for PPE, EM and HE, for each of the last five cohorts. Table 3 shows the proportions in the first and second classes over the whole 5-year period. Across all of our degrees in these 5 years, only 2 women and 7 men (0.05% of students) have left with a result below a 2.2; these are excluded from the data shown.

The main message is that in all three degrees women were more likely to obtain the modal 2:1 classification, and considerably less likely to achieve 1st class degrees. In EM, they also had a higher chance of a 2.2.

Table 3: Percentage of students in each class, by gender, 2010-11 to 2014-15

	PPE		EM		HE	
	Female	Male	Female	Male	Female	Male
Total number of students	318	628	127	296	9	38
1 st	15%	24%	24%	33%	11%	29%
2.1	81%	72%	65%	61%	89%	63%
2.2	4%	5%	11%	6%	0%	8%

For PPE (Figure 6) the pattern is stable across years: women were less likely to achieve a 1st and more likely to get a 2.1 in every year. For EM and HE (Figures 7 and 8) numbers are smaller and there is more variation between years, with one year in each case when a higher proportion of women obtained firsts.

When interpreting these data it is important to note that around one third of PPE students take no economics papers in the final examination that determines the classification; for the remaining PPE students and the other two degrees, economics accounts for about half of the marks determining the outcome. Student performance data in joint degrees have never been collected separately by subject. An administrative reform in 2017, which unifies the marking process for economics papers across the three degrees, will allow us to monitor performance in economics by gender from now on, and hence determine how the gender gap can be reduced.

It has been suggested that women are more likely to choose essay-oriented options, which produce less dispersed marks distributions than problem-based options such as *Game Theory* and *Econometrics*, and that this might account for gender differences in classification. To address the problem of low dispersion, the Department has introduced step-marking of essays;¹ evidence from other universities shows that this reduces clustering of marks. However, further work is needed on the extent to which women do make different option choices.

¹ Under step marking examiners may only award a small set of numerical marks spread across the classifications, e.g. 90, 83, 78, 72, 68, 65 etc.

To date our courses have been assessed entirely by timed final examinations, but we are actively considering the potential for diversification of assessment methods. Starting in 2018 a new option in *Behavioural Economics* will be assessed only by coursework. Research evidence on the relationship between mode of assessment and gender is mixed, so the effects will need careful monitoring.

ACTION PLAN

Objective E.2: Reduce the gender gap in attainment in final examinations.

- (i) Establish a database for ongoing collection of data on:
 - Choices of economics papers by gender
 - Attainment in economics papers across all three degrees
- (ii) Begin annual monitoring and analysis to measure the gender gap in economics papers.
- (iii) Investigate whether the gender gap varies across economics options; in particular assess the impact of new, coursework only modules.
- (iv) On the basis of this analysis, introduce further actions to reduce the gender gap.

Figure 6: Degree Classifications by Gender: PPE

Cohorts are labelled by the year of admission

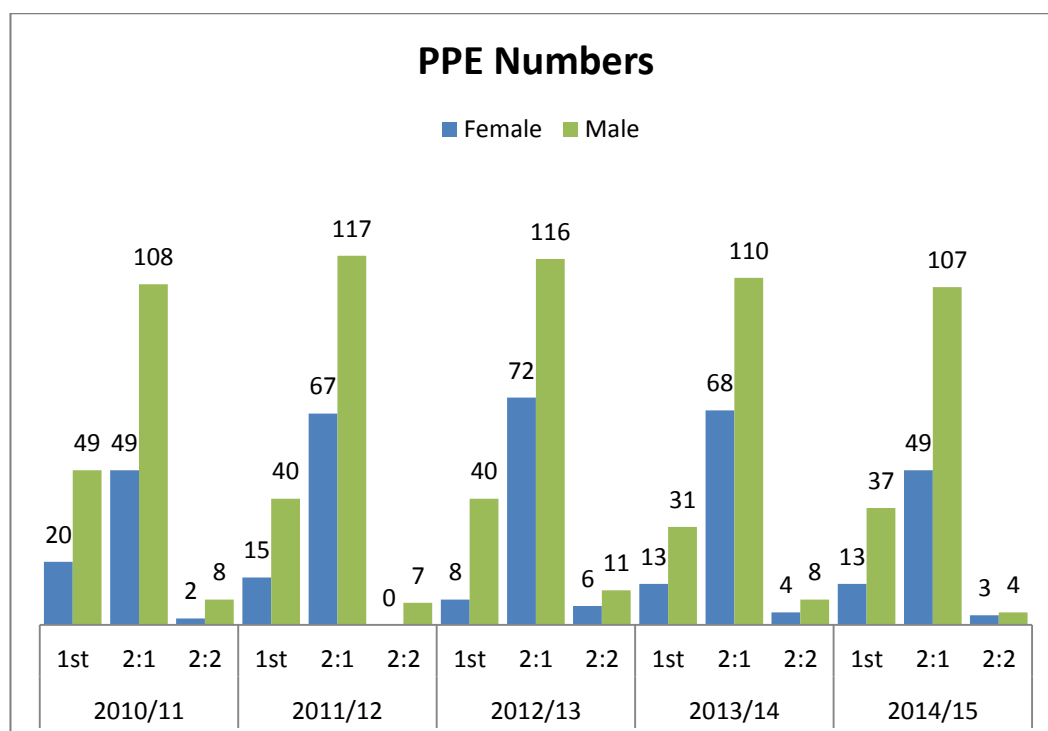
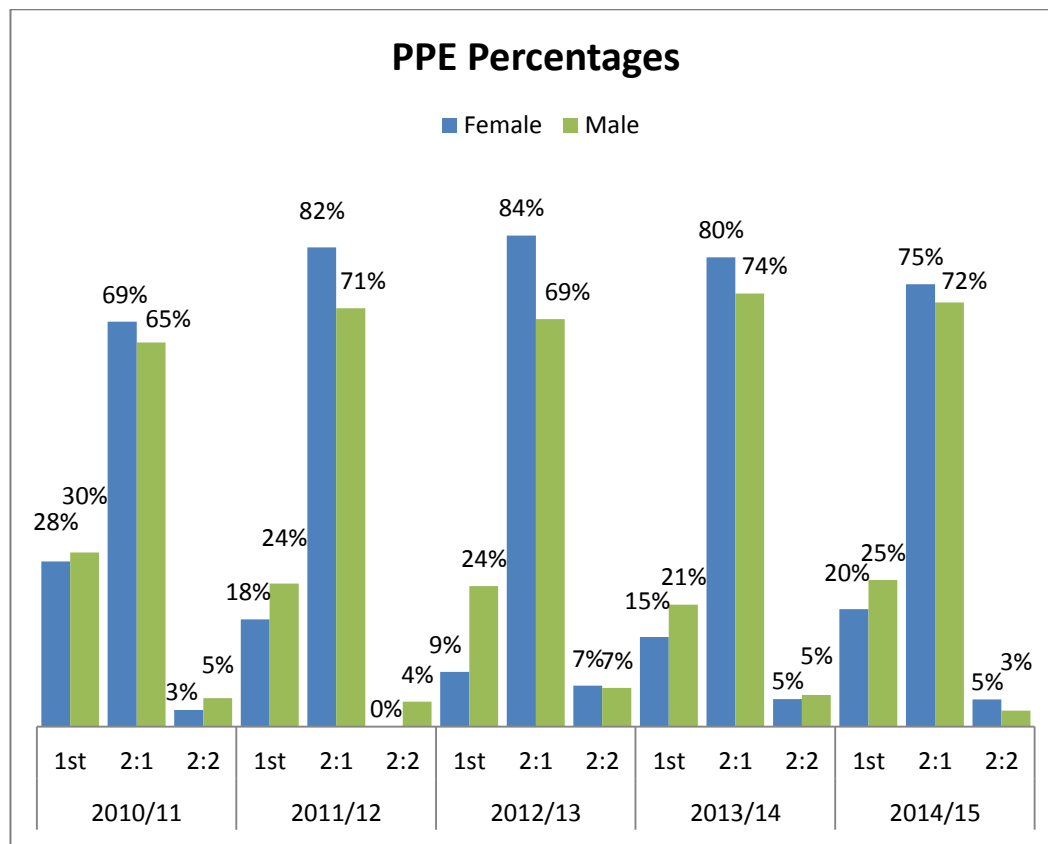


Figure 7: Degree Classifications by Gender: EM

Cohorts are labelled by the year of admission

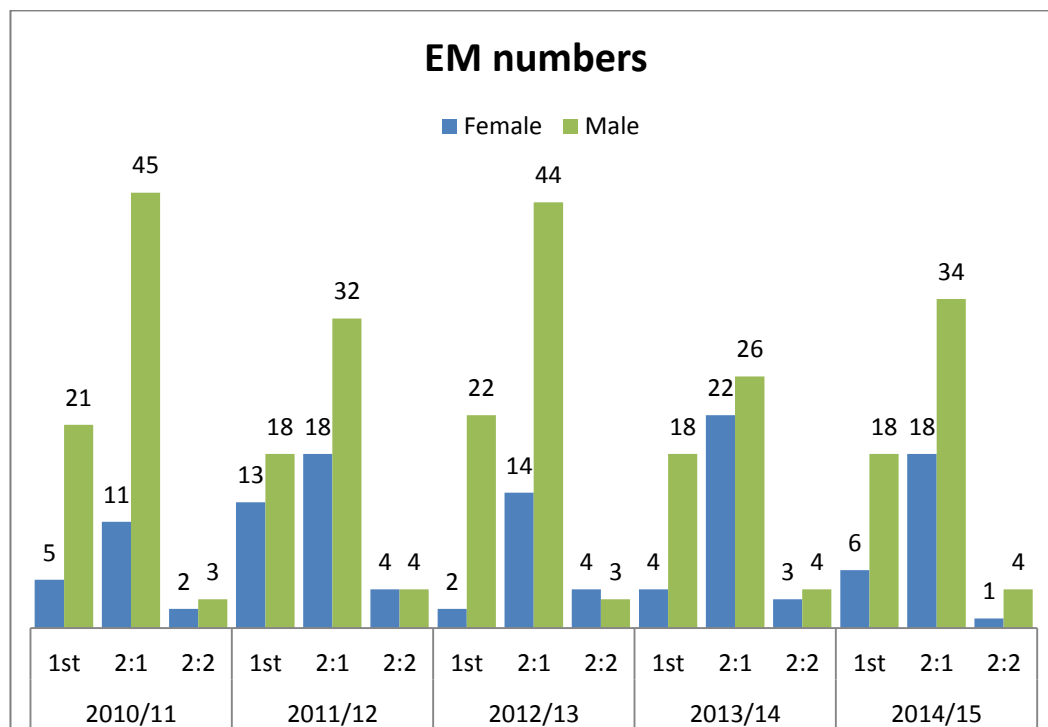
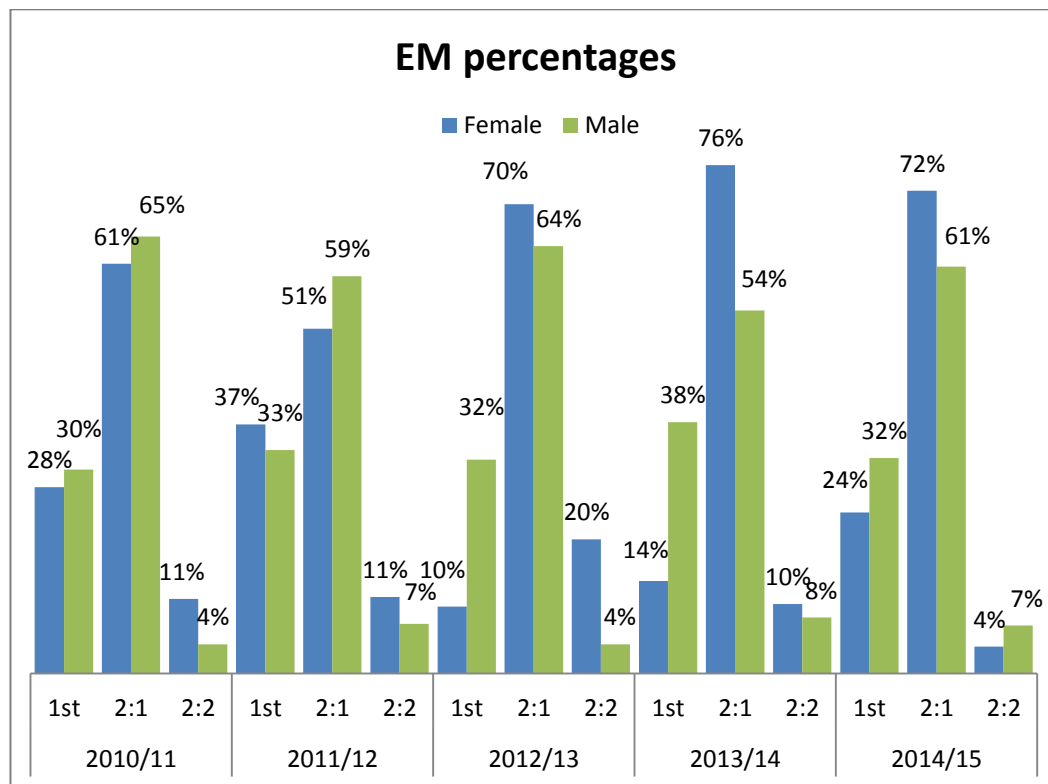
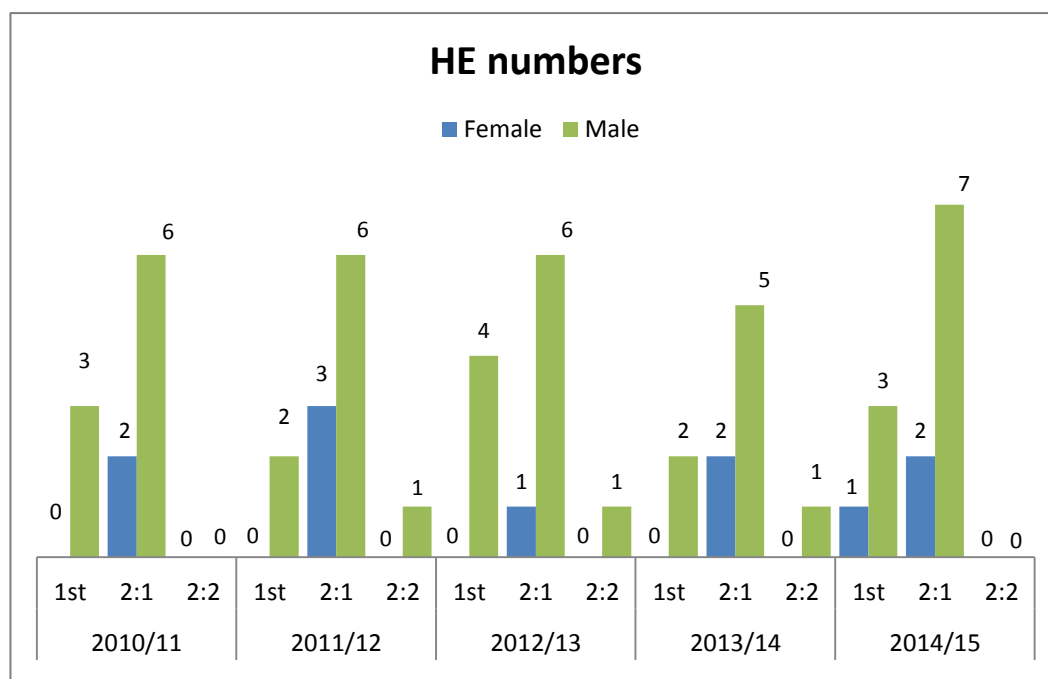
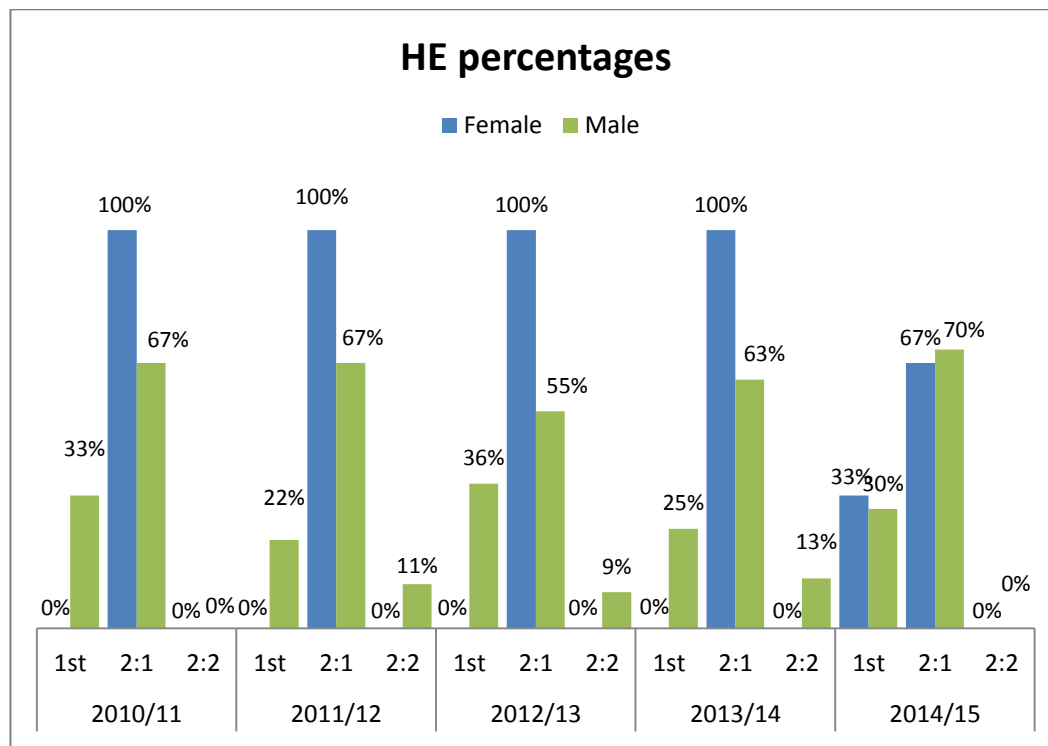


Figure 8: Degree Classifications by Gender: HE

Cohorts are labelled by the year of admission



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

Figure 9 shows applications, offers and acceptances by gender for the MPhil in Economics for the last 5 years.

Over the last 5 years the average proportions of women at each stage were:

- 34% of applicants;
- 30% of offer-recipients;
- 28% of acceptances (students admitted).

It is not easy to find suitable comparators for these figures. The female share of applicants is close to the shares on undergraduate degrees involving economics in Oxford (33%) and the Russell Group (36%); see 4.1(ii). But although most applicants and admitted students have studied economics, others have mathematics or science degrees, and 63% of applicants have completed their first degree outside the UK.

Secondly the MPhil, as a two-year degree preparing students for both professional and academic careers, has no equivalent at other universities. Table 4 shows that the female share of on-course students is markedly lower than for postgraduate taught degrees in comparable departments. However, the HESA data combine figures for degrees in economics as a single subject and inter-disciplinary degrees such as economic history. The fact that the comparator courses are one-year courses and include broader and more applied degrees relating to economics (like the degrees in other departments in Oxford) may account for their higher female representation than that on the M.Phil.

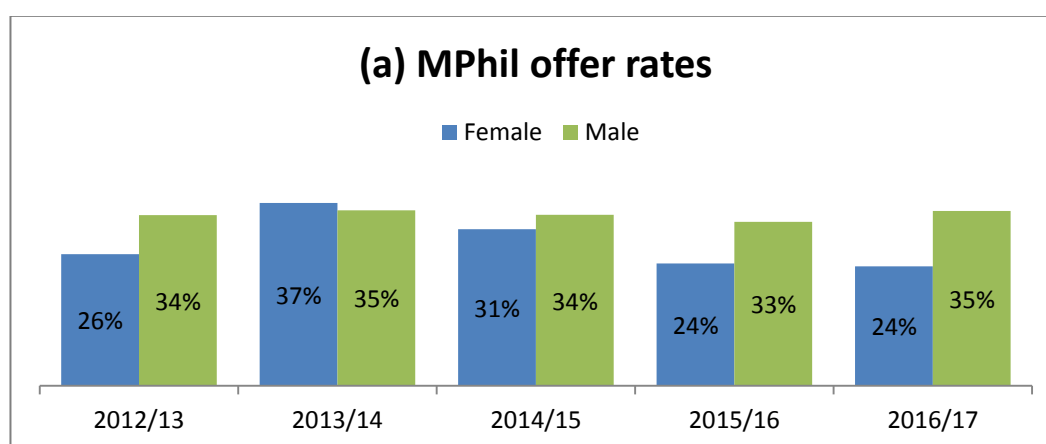
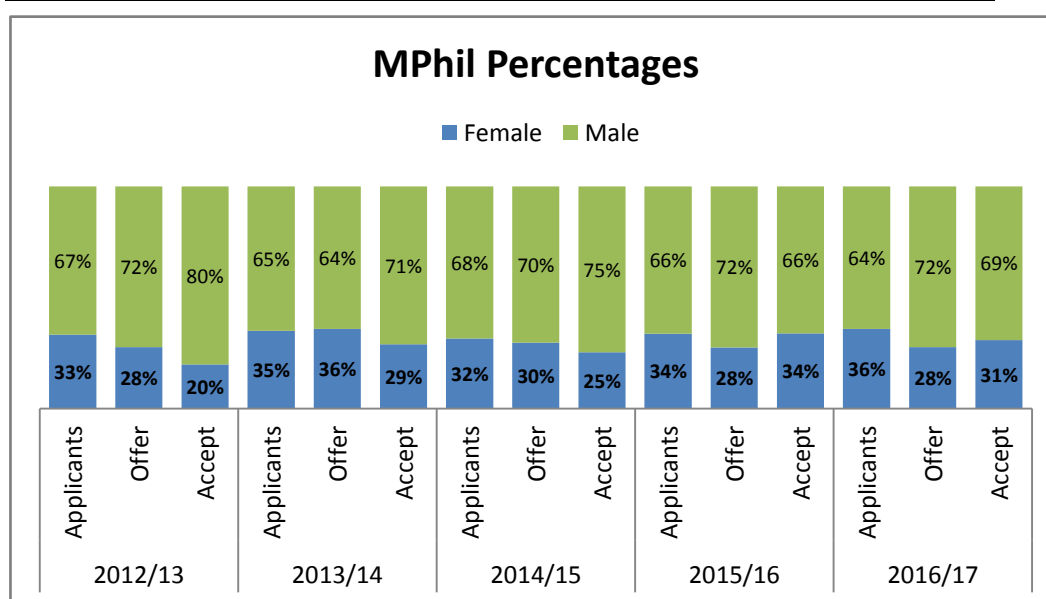
Table 4: Percentage of female students on postgraduate taught degrees involving economics

Own data (2012/13 to 2016/17 cohorts)	HESA data for 2012-13 to 2015-16 inclusive (on-course students)					
Oxford (MPhil)	Oxford (all post- graduate taught)	Cambridge	Essex	LSE	UCL	Warwick
28.0%	36.0%	39.5%	36.6%	47.7%	50.3%	47.7%

Figure 9 shows that the pattern indicated by the averages is evident in most years: the proportion of women is lower amongst acceptances than applicants; and female offer rates are lower than male rates in four out of five years.

Figure 9: MPhil Recruitment by Gender: 2012/13 to 2016/17

Year of admission		Female	Male	Total	% female
2012/13	Applicants	171	343	514	33%
	Offers	45	117	162	28%
	Acceptances	11	44	55	20%
2013/14	Applicants	175	325	500	35%
	Offers	64	114	178	36%
	Acceptances	20	49	69	29%
2014/15	Applicants	147	319	466	32%
	Offers	46	109	155	30%
	Acceptances	15	44	59	25%
2015/16	Applicants	176	345	521	34%
	Offers	43	113	156	28%
	Acceptances	18	35	53	34%
2016/17	Applicants	184	329	513	36%
	Offers	44	115	159	28%
	Acceptances	21	47	68	31%



MPhil applications are considered by a team of assessors, currently 4 male and 2 female (Professors or Associate Professors). Systematic records are kept, showing the reasons for decisions made.

Only 38% of MPhil offers result in acceptance – some are turned down, sometimes because of failure to secure funding; other offer-holders fail to fulfil conditions. On average women are a little less likely to accept offers (the female share is lower for acceptances than offers in three of the five years) which might indicate greater difficulties in obtaining funding.

Thus the low average female share of MPhil students is accounted for partly by application rates, partly by offer rates, and to a lesser extent by acceptance rates. Our Action Plan includes measures to address each of these gaps.

ACTION PLAN

Objective F.1: Increase the proportion of female students taking the MPhil in Economics.

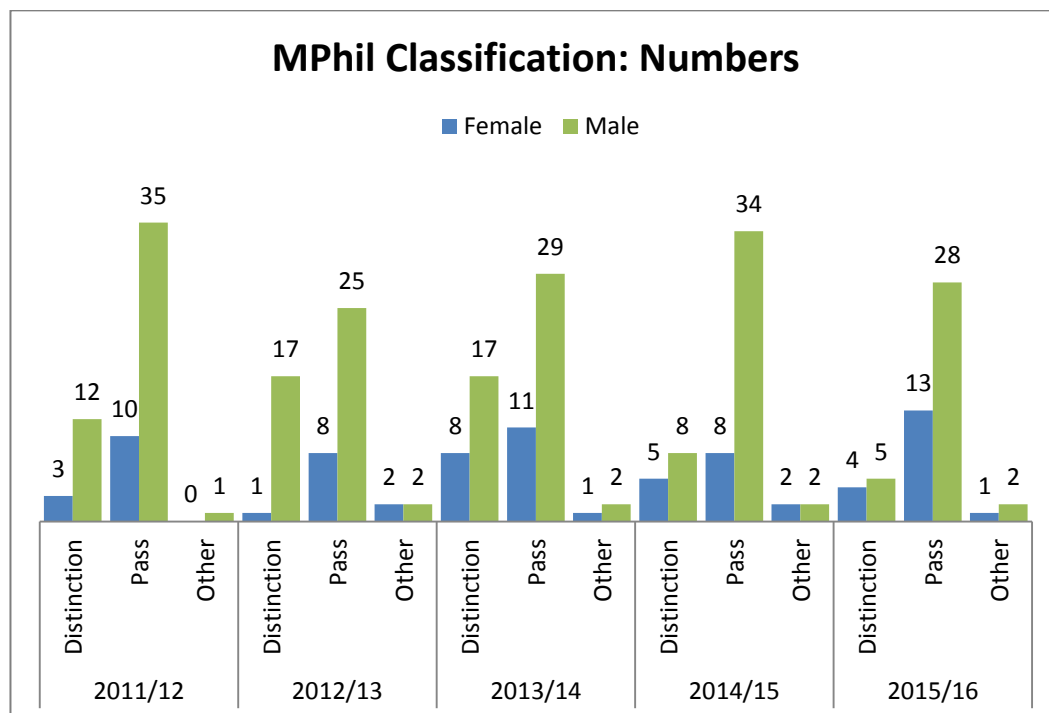
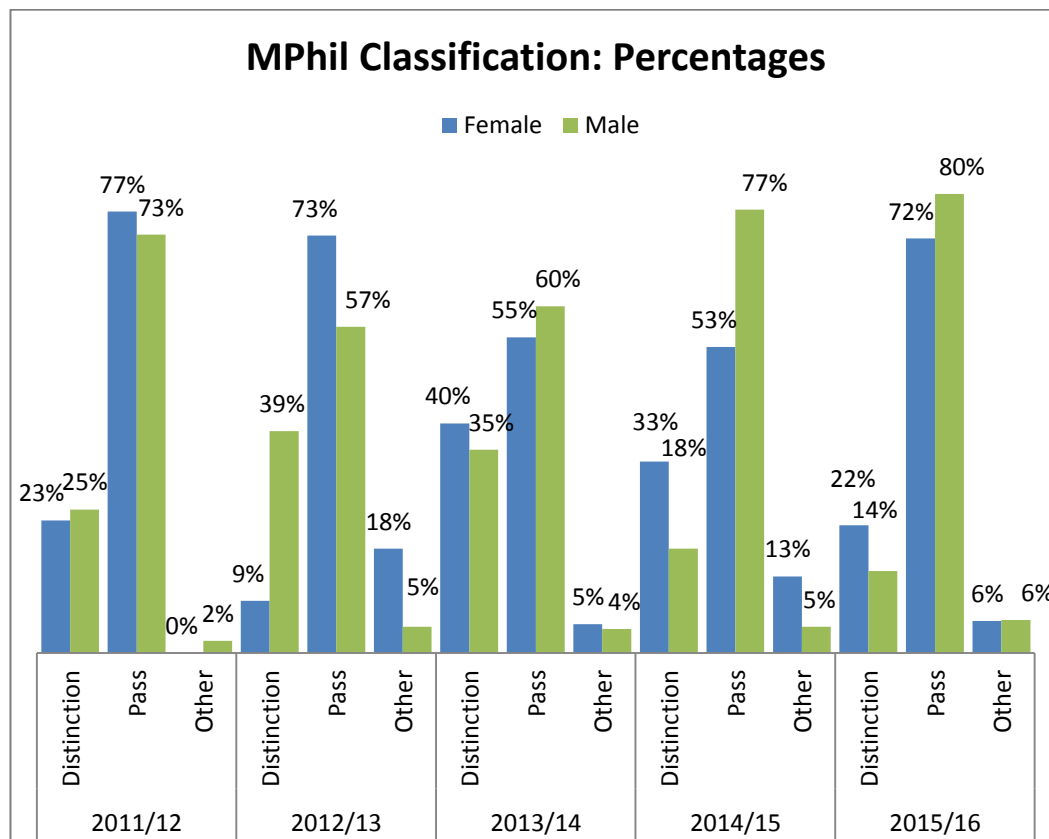
- (i) Host an annual event for female undergraduates to support undergraduate to postgraduate transition.
- (ii) Create a new section on the department website to promote graduate study in Oxford to potential female applicants.
- (iii) Maintain female representation in the MPhil admissions team, and ensure that all members complete the university's online Implicit Bias training.
- (iv) Monitor application, offer and acceptance rates, and success in obtaining funding, and investigate the reasons for the gender gaps.

Student performance

Figure 10 presents degree classification distributions by gender for the MPhil in Economics. Data from year to year are quite volatile, but there is no evidence of systematic differences in results between men and women. In the last 5 years the average distinction rate is the same for males and females, at 26%.

Figure 10: MPhil Classification, 2011/12 to 2015/16

Cohorts are labelled by their year of admission.



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

Students wishing to apply to the DPhil in Economics are expected to complete the MPhil in Economics successfully before doing so, unless they are already highly qualified (to a higher level than a 1-year Masters). Thus 80% of students admitted to the DPhil in the last 5 years have progressed from the MPhil.

As discussed, only 28% of MPhil students are female, but there is no apparent gender gap in performance that might affect DPhil admission. Figure 11 shows applications, offers and acceptances by gender for the DPhil.

Over the last 5 years the average proportions of women at each stage were:

- 31% of applicants;
- 26% of offer-recipients;
- 25% of acceptances (students admitted).

Table 5 shows that our female share on-course is lower than in all but one of the five comparator departments.

Table 5: Percentage of female students on postgraduate research degrees in economics

Own data (2012/13 to 2016/17 cohorts)	HESA data for 2012-13 to 2015-16 inclusive (on-course students)					
Oxford	Oxford	Cambridge	Essex	LSE	UCL	Warwick
24.8%	25.7%	37.5%	42.2%	26.8%	34.8%	24.7%

The 25% average reflects wide differences between years. In 2016/17 the offer rate to men was unusually low; women were more likely than men both to receive offers and to accept them, resulting in a cohort close to parity. But otherwise the female offer rate has been somewhat lower. Understanding the reasons for this will require more detailed analysis of admissions decisions, but it is evident that achieving a higher female share will depend on increasing the female share for the MPhil, and encouraging strong female MPhil students to apply for and accept places on the DPhil.

Hale and Regev (*Economics of Education Review*, 2014) report that the share of female doctoral students is positively associated with the female faculty share, with the availability of mentoring by women being a key mechanism. Raising the female proportion of established academics is a high priority (see 4.2(i)). We also plan to increase interaction between graduate students and female academics, and encourage female MPhil students to apply to the DPhil (5.3(iv)).

ACTION PLAN

Objective F.2: Increase the proportion of female DPhil students.

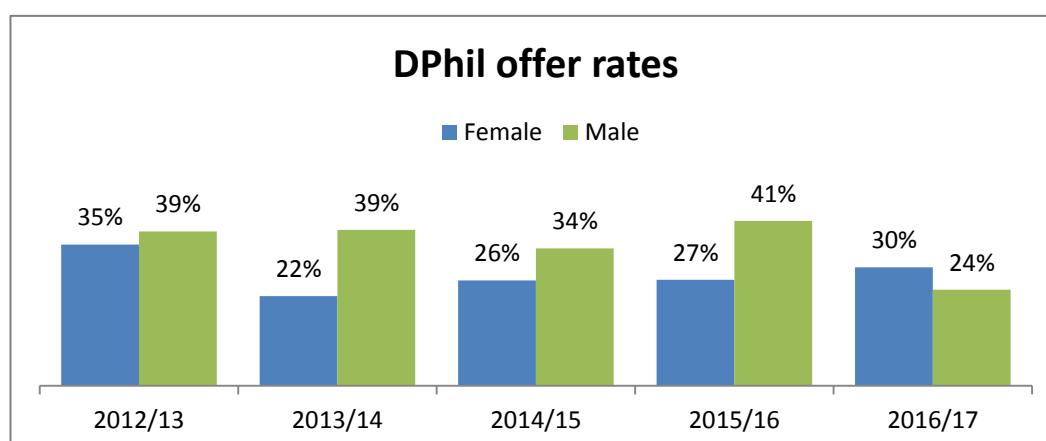
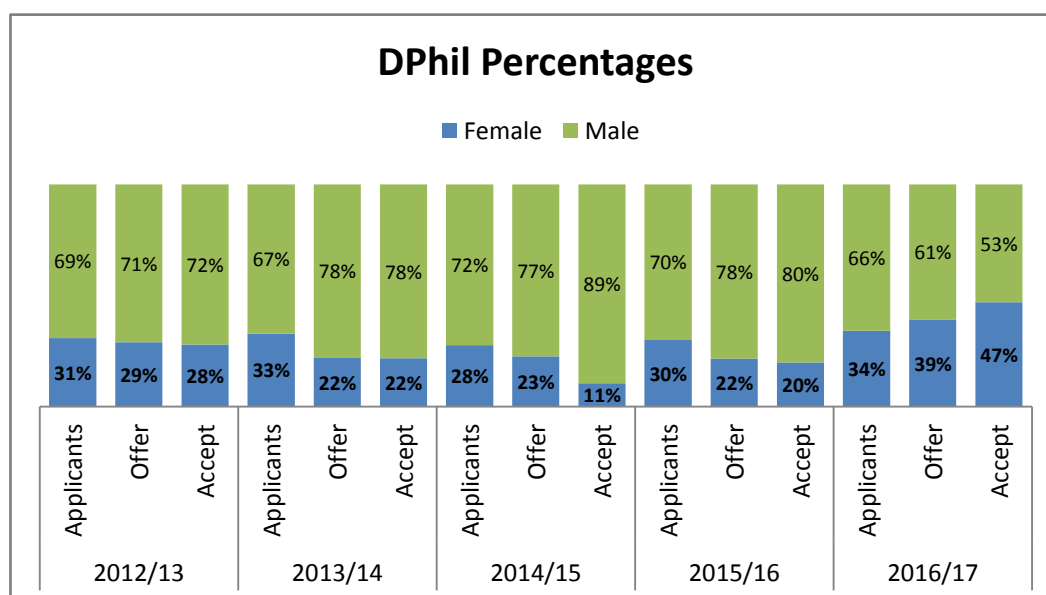
- Increase the visibility of female economists at introductory MPhil sessions.
- Monitor gender balance of lecturers, and ensure female representation at “How to Write a

Thesis”, and amongst the lecturers for core MPhil courses.

- (iii) Support a mentoring initiative proposed by current research students, to foster links between women at the MPhil and DPhil stages.
- (iv) Deliver an annual information session for MPhil students considering graduate study.
- (v) Investigate, with the University Development Office and Equality and Diversity Unit, the potential for introducing scholarships specifically for female research students.
- (vi) Monitor application, offer and acceptance rates, and success in obtaining funding, and investigate the reasons for the gender gaps.

Figure 11: DPhil Recruitment by Gender: 2012/13 to 2016/17

Year of admission		Female	Male	Total	% female
2012/13	Applicants	51	114	165	31%
	Offers	18	44	62	29%
	Acceptances	7	18	25	28%
2013/14	Applicants	49	100	149	33%
	Offers	11	39	50	22%
	Acceptances	5	18	23	22%
2014/15	Applicants	38	99	137	28%
	Offers	10	34	44	23%
	Acceptances	2	17	19	11%
2015/16	Applicants	49	114	163	30%
	Offers	13	47	60	22%
	Acceptances	5	20	25	20%
2016/17	Applicants	54	104	158	34%
	Offers	16	25	41	39%
	Acceptances	8	9	17	47%



DPhil students are expected to submit their theses within 4 years (less than 49 months). Figure 12 shows numbers submitting within and beyond 49 months by gender, and “Others” who did not submit, withdrew, or submitted for a lower award. For the cohorts shown:

- 68% of women and 82% of men submitted within 4 years

One hypothesis is that women often work in fields such as Development Economics, requiring time-consuming fieldwork. To understand the reasons for the gender gap, the EDC will explore this and other possible determinants of completion rates.

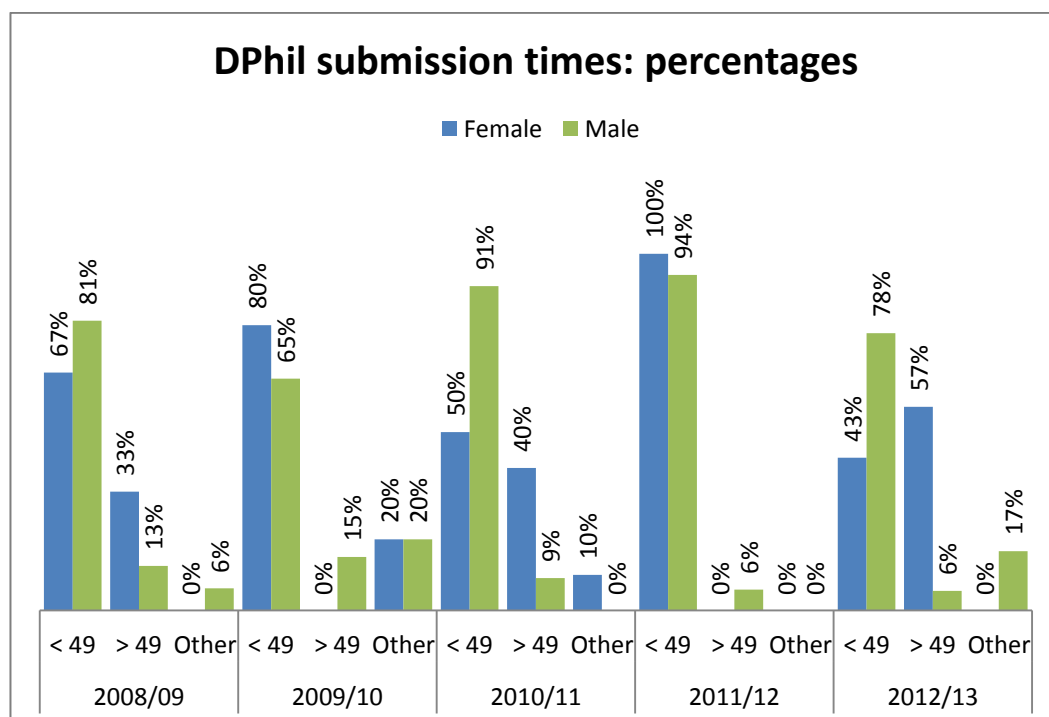
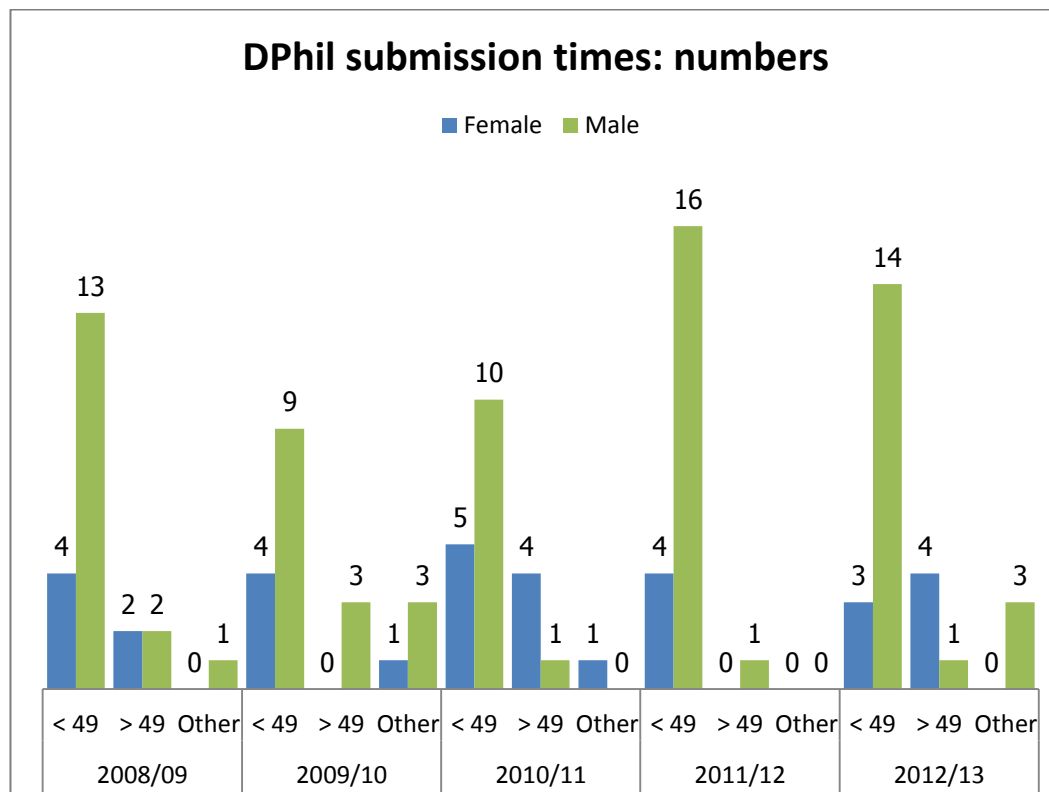
ACTION PLAN

Objective F.3: Support female DPhil students to successful completion and placement.

- (ii) Monitor PGR completion times by gender, to investigate the determinants of the gender gap and the role of: the gender of the supervisor, the amount of interaction between supervisor and student, funding, and research field.

Figure 12: DPhil Submission Times: 2008/9 to 2012/13

Cohorts are labelled by their year of admission to the DPhil



(v) Progression pipeline between undergraduate and postgraduate student levels

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

Female representation amongst first year undergraduates averages 33% over the last 5 years. The equivalent figure for the MPhil is 28% and for the DPhil 25%.

Oxford economics undergraduates all take joint degrees, and the number who progress to postgraduate economics is small. In the last 5 years:

- a total of 45 Oxford undergraduates progressed to the MPhil in Economics,
- constituting 2.5% of undergraduates who studied economics and 14% of MPhil students.
- Of these, only 22% were female.

Our action plan includes measures to encourage undergraduates to progress within economics, some directed specifically at women (see 5.3(iv)).

ACTION PLAN

Objective E.3: Encourage undergraduates to consider academic or professional careers in economics, and to regard economics as equally available to women.

- Issue a regular departmental/UJCC newsletter, to provide information about the department, course, related opportunities, feedback mechanisms, and items of interest directly to students (rather than relying on colleges).
- Monitor gender balance of lecturers. To increase visibility of female economists: aim to ensure that at least one first year and one second year lecturer is female; raise the profile of women on the intranet site, including links to online lectures.
- Host an annual event for female undergraduates to support undergraduate to postgraduate transition.

4.2. Academic and research staff data

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

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

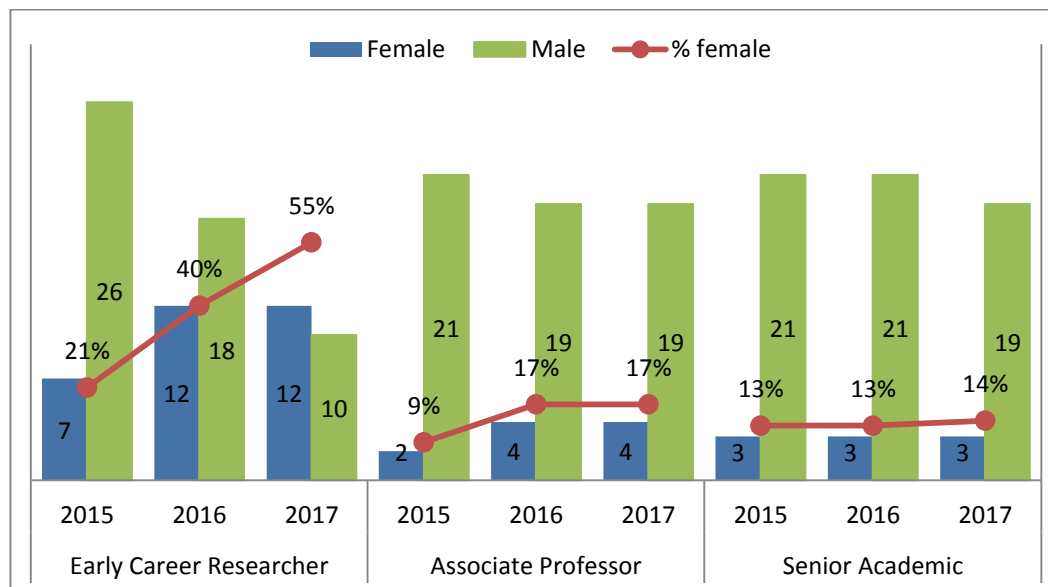
In the last 3 years there was an average of 81.3 academic staff, amongst whom:

- 20.0 (25%) are female;
- 8.0 (10%) are part-time;
- 2.3 of the part-time staff (29%) are female.

Figure 13 shows the three categories in the academic pipeline, by gender, over this period.

Figure 13: Academic Pipeline 2014/15 to 2016/17

Figures reported are a snapshot on 31st July each year.



Early Career Researchers (ECRs) have fixed-term (2-4 year) contracts, and are almost all in their first academic post. These posts are designed as career development opportunities for those who have recently completed a doctorate, and are non-renewable. ECRs are independent researchers; they are expected to establish their own research programmes, and acquire some teaching experience, before applying for tenure-track positions on the global job market. (It is standard in economics to obtain an established post within three or four years of a doctorate.) Female representation amongst ECRs has risen steeply in the last 3 years, and is currently, at 55%, considerably above that amongst UK and US doctoral students (see 4.1(iv)).

The total number of ECRs that the department is able to support depends on available resources; it has recently fallen, after a peak in 2015.

4 current ECRs hold positions that are financed jointly by the Department and a college, but with the college as employer. In future these appointments will have university contracts, so that they receive the same university employment benefits as other ECRs.

Associate Professor (AP) is the main academic grade at Oxford. APs are relatively senior; they are appointed for an initial period of up to five years (the Initial Period of Office, or IPO), at the end of which a review takes place with a view to reappointment to retirement. In economics the majority (85%) are jointly employed with a college.

Recruitment to these posts is from the global job market and whilst some APs are appointed from an ECR post in Oxford or elsewhere, most join from a permanent position elsewhere and have an established research profile. 2 female APs were recruited in the period, but the proportion of women remains low, at 17% in 2016-17. Other UK and US universities have higher proportions: the comparable categories in the RESWC survey are Senior Lecturer and Reader, for which the 2014 proportions were 30.1% and 21.5% respectively; and 20.2% of Associate Professors in “top-20” US economics departments are women (CSWEP, 2017).

Senior Academics (SA) are professors, mainly comprising Statutory Professors (named chairs), RSIV Professors and Senior Researchers, all of whom are employed solely by the university. The others (around a quarter) were appointed to AP positions which they continue to hold, some joint with colleges, but have been awarded the title of Professor in the university's "Recognition of Distinction" exercise (see Oxford Panel Guidance and 5.1(iii)). The average proportion of women professors is 13%, just below the 2014 UK figure of 14.3% (RESWC), and above the 2016 US "top-20" figure of 11.3% (CSWEP).

The Department is working to increase the share of female SAs and APs, although competition for senior female economists is intense. Our recruitment strategy is discussed in 5.1, and measures to invest in women's careers at earlier stages in 5.3 and 5.5. New measures to promote gender equality and support those with parental and caring responsibilities (5.5, 5.6) will contribute to our strategy for female recruitment and retention.

In addition to these posts there is a small **Other Non-Permanent (ONP)** category with an average of 6.7 individuals per year (50% female), employed on atypical non-permanent contracts. All are experienced academics, recruited to fulfil specific short-term teaching or research needs; they do not sit in a hierarchy with other roles or form part of the pipeline. Of the 9 individuals employed for all or part of the three-year period, 6 were part-time, while holding other part-time appointments elsewhere.

ACTION PLAN

Objective B.1: Increase the proportion of women in established academic posts.

- (i) Ensure that all members of recruitment panels undertake online recruitment training, and online implicit bias training.
- (ii) Provide panels with benchmarking information for comparable posts in UK and US universities.
- (iii) Implement forthcoming university guidelines on establishing a robust search process to attract female candidates in AP recruitment.
- (iv) Include Information about the department's approach to gender equality, and its policies and support for parents and carers in:
 - Further Particulars for all established posts;
 - the "Working with Us" section of the department website.

Objective C.2: Enhance career progression for all ECRs; and in particular support female ECRs to progress to more senior levels in the profession.

- (i) Improved Mentoring Scheme (see B.3: to include guidance for mentors, and monitoring).
- (ii) Introduce annual Career Development Consultations (CDCs) for ECRs. These will involve a short written statement prepared by the ECR, and a meeting between the ECR and their mentor to discuss the statement.
- (iii) Include conducting CDCs in the initial training for mentors of ECRs.
- (iv) Include female ECRs in career talks hosted by OWEG.
- (v) Encourage and fund attendance at the European Economic Association annual retreat and mentoring event for female economists, and similar RES events.
- (vi) Incorporate specific support for female ECRs in the Job Placement Programme (see also F.3)

Objective C.4: Extend university employment benefits to ECRs in joint posts with colleges.

- (i) When ECR positions that are jointly financed with colleges become vacant, propose to the college that the employment contract for the new post-holder should be with the department rather than the college.

SILVER APPLICATIONS ONLY

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

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

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

There is a direct relationship between the four categories of academic staff (ECR, AP, SA, ONP) and contract length: see Table 7. All APs and SAs have permanent contracts. Two women in the ONP group have open-ended research contracts. All ECRs and the remaining ONPs have fixed-term contracts.

Table 7: Academic staff by grade, contract and gender (3-year average)

	Average number of staff	% staff with fixed term contracts	Average number of women	% women with fixed term contracts
Early Career Researcher	28.3	100%	10.3	100%
Associate Professor	23.0	0%	3.3	0%
Senior Academic	23.3	0%	3.0	0%
Other non-permanent	6.7	80%	3.3	60%
All academic staff	81.3	41%	20.0	62%

The relatively low proportion of women in permanent/open-ended contracts thus directly reflects the small number of women in senior posts, and relatively high female proportion of ECRs. ECR contracts are non-renewable because they are designed as a springboard for the first 2-4 years of an academic career. The recent growth in the proportion of women in this group should be seen as an opportunity, rather than a barrier, for more women to progress to established academic posts in future, whether in Oxford or elsewhere.

The department provides extensive career development support for ECRs, including mentoring (see 5.3(ii)), and a job placement programme (5.3(iii)), and has a good track record of helping them to secure academic posts: see 4.2(III) for a summary of destinations of ECRs. The Action Plan includes additional career development initiatives.

The small number of researchers on fixed-term contracts in the ONP category are supported by the directors of their research centres to obtain further funding (with the help of the department's Research Projects Officer) or posts elsewhere.

ACTION PLAN

Objective C.2: Enhance career progression for all ECRs; and in particular support female ECRs to progress to more senior levels in the profession.

- (i) Improved Mentoring Scheme (see B.3: to include guidance for mentors, and monitoring).
- (ii) Introduce annual Career Development Consultations (CDCs) for ECRs. These will involve a short written statement prepared by the ECR, and a meeting between the ECR and their mentor to discuss the statement.
- (iii) Include conducting CDCs in the initial training for mentors of ECRs..
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- (v) Encourage and fund attendance at the European Economic Association annual retreat and mentoring event for female economists, and similar RES events
- (vi) Incorporate specific support for female ECRs in the Job Placement Programme (see also F.3)

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

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

The Department has not maintained a systematic record of leavers and their reasons for leaving, but will do so in future. From a retrospective count:

- 20 male APs/ SAs and 1 female AP have resigned/retired in the last 5 years. All were full-time.
- Of these, 7 retired, 7 moved to overseas universities (some for family reasons), and 7, including the female AP, moved to universities in the UK.
- Destinations within the UK included Professorships at Warwick and Queen Mary and a Readership at Cambridge.

Turnover amongst APs and SAs in joint college posts is a specific concern; it is high relative to other Oxford departments. Talented economists have many employment options, and joint posts are perceived by some as burdensome, because of the additional administrative duties for the college and the provision of individual academic supervision for undergraduates. It has also been suggested that undergraduates are more likely to rely on female tutors for pastoral support; however the average number of women in economics joint posts over the last 5 years is so small (2.8) that it is not possible to perceive any gender differences with respect to retention. Providing support for college duties has been, and will continue to be, a high priority. For example, the Department – unlike others in Oxford – coordinates the allocation of tutors to students, and provides tutorial assignments/solutions and practice exam papers/solutions that can be used by tutors in carrying out their college teaching.

ACTION PLAN

Objective B1: Increase the proportion of women in established academic posts.

- (v) Monitor destinations and reasons for leaving of all academic leavers.

Table 8 shows recent destinations of ECRs as fixed-term contracts ended. Of the 11 women who progressed to tenure-track academic positions, 4 obtained AP posts within the department. The data suggest that female ECRs who leave Oxford may be more likely than men to remain in academia, but less likely to obtain tenure-track positions – most academic research positions will be fixed-term. If so, initiatives to support job market candidates may be particularly important for women (see 5.3(iii)).

Table 8: Destinations of ECRs, 2012/13 to 2017/18 inclusive

	Tenure-Track Academic (Oxford)	Academic Research	Non- Academic	Total
Female	11 (4)	8	1	20
Male	23 (2)	8	5	36

ACTION PLAN

Objective C.2: Enhance career progression for all ECRs; and in particular support female ECRs to progress to more senior levels in the profession.

- (i) Improved Mentoring Scheme (see B.3: to include guidance for mentors, and monitoring).
- (ii) Introduce annual Career Development Consultations (CDCs) for ECRs. These will involve a short written statement prepared by the ECR, and a meeting between the ECR and their mentor to discuss the statement.
- (iii) Include conducting CDCs in the initial training for mentors of ECRs.
- (iv) Include female ECRs in career talks hosted by OWEG.
- (v) Encourage and fund attendance at the European Economic Association annual retreat and mentoring event for female economists, and similar RES events.
- (vi) Incorporate specific support for female ECRs in the Job Placement Programme (see also F.3)

Section 4: 3020 words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

5.1. Key career transition points: academic staff

(i) Recruitment

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

Typically a separate recruitment panel is convened for each post to be filled. All members are established academics, including departmental representatives with expertise in appropriate fields, and representatives of colleges and (for SA/AP positions) the SSD. The Chair is a department member, or in the case of Statutory Professors a Pro-Vice-Chancellor. All panels include at least one female member, and Chairs undertake recruitment training. Where several similar posts are to be filled simultaneously – for example, AP posts at different colleges – a Joint Appointments Panel is responsible for all of them.

Table 9 summarises recent recruitment data. One of the two professorial posts was initially offered to a woman, who did not accept. At the AP/ECR levels, the percentage of offers accepted by women exceeded the female percentage in post (4.2(i)), thus raising female representation.

Table 9: Recruitment 2014/15 to 2016/17 inclusive

Senior Academics (2 positions filled)			
	Female	Male	Percentage female
Applied	6	18	25.00%
Shortlisted	1	6	14.30%
Offers made	1	2	33.33%
Offers accepted	0	2	0.00%
Associate Professors (15 positions filled)			
	Female	Male	Percentage female
Applied	87	264	24.79%
Shortlisted	13	37	26.00%
Offers made	5	16	23.81%
Offers accepted	4	11	26.57%
Early Career Researchers (25 positions filled)			
	Female	Male	Percentage female
Applied	201	365	35.50%
Shortlisted	20	39	33.90%
Offers made	11	16	40.70%
Offers accepted	10	15	40.00%

For APs, the proportion of women at each recruitment stage was in line with the proportion of applications; for ECRs the proportion of women appointed was slightly higher than the proportion who applied.

The Department aims to boost female applications and acceptances for all posts, especially AP/SAs. Positions are advertised widely via the AEA job market and similar listings, and our Recruitment Strategy Committee (a departmental innovation introduced in 2015) actively seeks applications, particularly from under-represented groups.

ACTION PLAN

Objective B.1: Increase the proportion of women in established academic posts.

- (i) Ensure that all members of recruitment panels undertake online recruitment training, and online implicit bias training.
- (ii) Provide panels with benchmarking information for comparable posts in UK and US universities.
- (iii) Implement forthcoming university guidelines on establishing a robust search process to attract female candidates in AP recruitment.
- (iv) Include Information about the department's approach to gender equality, and its policies and support for parents and carers in:
 - Further Particulars for all established posts;
 - the "Working with Us" section of the department website.

(ii) Induction

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

The **HR Manager** meets all new staff on the first day, for a practical introduction to the department, and to key individuals in the admin, academic and IT teams. The meeting covers health and safety, a tour of the building, HR policies, and access to information.

Soon after arrival, new staff meet with **Department Officers** including the HoD, AH(R) and (for those involved in UG teaching) DUS, and their own **mentor**. The expectations of the mentoring relationship are set out in documents given to mentor and mentee. They include practical advice on managing the responsibilities of the job, and discussion of career objectives and strategies for publishing, networking and securing research funding.

For ECRs the mentor provides support and career development advice for the duration of the post. For APs the relationship lasts throughout the IPO, and the mentor has a formal role in the interim IPO review at the end of the second year of office.

With the help of the mentor staff are integrated into at least one **research group**, to encourage contact with others in similar fields (through seminars, brownbag meetings and similar events).

There are two **induction courses**:

- Two departmental half-day seminars covering the features of the undergraduate tutorial teaching system, support provided by the Department, and access to further training.
- A two-day SSD event to advise on university governance, career progression and student admissions.

Responses to 2016/17 surveys of academics present a mixed picture of induction and have prompted several new Actions:

- 71% of permanent staff (67% of women) and 78% of fixed-term staff (67% of women) found the Department very/quite helpful as they settled in.
- Attendance at the SSD induction event was only 45%, with many staff replying that they were notified too late and had diary clashes.
- The value of the mentoring relationship was variable, with some mentors being more pro-active than others.
- Some staff thought the department should provide more information relating to flexible working policies, parental leave arrangements and pensions, rather than relying on central university guidance. (Since 2016 this has been included in induction.)

ACTION PLAN

Objective B.2: Improve the induction programme to ensure that new staff are fully integrated into the department and able to access information.

- Produce an enhanced induction pack and programme for new staff, covering:
 - Department governance structures;
 - Teaching and examining;
 - Career development (expectations of the mentoring scheme, annual appraisals and tenure review);
 - Information about the types of support available, including research support, training courses, HR;
 - Flexible working, parental and other forms of leave;
 - Information on pensions;
 - A comprehensive contact list;
 - Meetings with all relevant department officers;
 - Induction events.
- Devise a standard agenda for induction meetings.
- Include the university Welcome Event for new researchers in the programme.
- Send the timetable for all induction events to new staff two months in advance of arrival.

Objective B.3: Ensure that the Mentoring Scheme and IPO Reviews work effectively and consistently for all new staff.

- Provide clear guidance for mentors and reviewers, on appointment, about the objectives and expected frequency of meetings during the IPO.
- Provide training for mentors and reviewers who are new to the role.

- (iii) The HoAF will monitor the mentoring scheme, requesting regular reports from mentors, to ensure consistency of support.
- (iv) Discuss the mentoring relationship when the AP meets the HoD at the end of the first year, and after the Interim Review, and address any problems identified.

Objective C.1: Integrate ECRs and any other fixed-term staff fully into the Department, especially Research Groups.

- (i) Enhanced induction (B.2 above) will also apply to fixed-term staff.
- (ii) Provide information for convenors and permanent staff in each research group about all fixed-term researchers in their field joining the department, so that they are included in invitations to seminars, social gatherings etc.

Objective B.5: Provide strong support for staff with parental or caring responsibilities, and address concerns that having children affects career progression.

- (ii) Create a Parent Page on the Department intranet, to consolidate and expand existing information provision for parents including: leave arrangements, nursery places, childcare vouchers and salary sacrifice schemes, teaching load reduction.

(iii) Promotion

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

Promotion is achieved through application for a higher grade post in open competition (see Oxford Panel Guidance). Amongst those in post in July 2017:

- 3 female and 2 male APs previously held an ECR post in Oxford.
- 1 female and 3 male SAs had been appointed from the AP grade.

(All were full-time).

Recognition of Distinction (RoD)

A further 5 men and 1 woman had progressed from AP to SA by being awarded the title of Professor in the RoD process, for which all APs are eligible (see Oxford Panel Guidance). Since 2014, following a review of equality considerations, the RoD application has invited disclosure of relevant personal circumstances.

In the last 3 years there were 4 applications from APs in Economics, all male, of which 2 were successful. RoD applications normally occur only after completion of the IPO review in the 5th year of appointment. In recent years more than 60% of APs, and 100% of female APs, have been in their IPO; hence the number of potential RoD applicants has been low.

ACTION PLAN

Objective B.7: Support APs to build the necessary experience to submit a successful RoD application at the appropriate point in their career.

- (i) At IPO review meetings, discuss the requirements of the Recognition of Distinction exercise.

Encourage suitably qualified candidates to apply; otherwise give advice on how to progress towards a successful application.

- (ii) Include the RoD exercise amongst the items suggested for discussion with the HoD in information about the appraisal scheme (see B.4).

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

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

Table 10 reports submissions, and staff eligible but not submitted, by gender, for REF 2014 and RAE 2008 (with the caveat that records for 2008 are less comprehensive, and the data therefore less robust). By 2014 the department had grown, from 81 academics (20% female) in 2008 to 94 (15% female), but the overall size of the return was smaller, reflecting in part the new requirement for impact case studies introduced for REF2014.

It should be noted that REF submission status is unimportant to economists for professional esteem: they are evaluated directly on the basis of published work. It plays no part in other decisions such as the IPO Review or RoD.

Table 10: REF submissions

	REF 2014			RAE 2008		
<i>Headcount</i>	Female	Male	All	Female	Male	All
Not submitted	7	14	21	3	3	6
Submitted	7	66	73	13	63	76
Submission rate	50%	83%	78%	81%	95%	93%

<i>Full Time Equivalent (FTE)</i>	Female	Male	All	Female	Male	All
Not submitted	7.00	12.25	19.25	3.00	3.00	6.00
Submitted	6.60	64.80	71.40	13.00	62.00	75.00
Submission rate	45%	84%	79%	81%	95%	93%

The 2008 submission rate was somewhat lower for women than men, and in 2014 it was significantly lower – 50% versus 83% (headcount basis). The difference is worrying, and needs further analysis. It may suggest that there are obstacles to women's research progress (for example, if they are less able to travel due to family responsibilities) or that they are over-burdened with administrative or pastoral responsibilities (see 5.6(iii) and 4.2 (iii)). Increasing the share of female SAs and APs will help to maintain female representation while reducing the burden on individual women.

ACTION PLAN

Objective B.8: Raise awareness of potential and actual gender imbalances in workload (teaching and administration), progress in research, and representation, so that these can be addressed in workload management and strategic decision-making.

- (ii) The EDC will conduct a detailed analysis of submissions to REF 2021 by gender, and explore

explanations for any gender gap.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) Promotion

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

5.3. Career development: academic staff

(i) Training

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

Training is available to all staff through departmental, SSD and Oxford Learning Institute (OLI) provision; SSD training supports ECRs in particular, and is part-funded by the Department. Training information is provided online, and new courses are advertised by email. Training needs are addressed during mentoring/appraisal meetings, and newly-appointed APs must report on their professional development, including courses attended, for IPO reviews. Available training includes:

- I. The departmental induction course for those new to tutorial teaching (5.1(ii)). This includes a presentation describing other courses/qualifications, to help participants choose appropriate further training.
- II. OLI's teaching courses, ranging from evaluation and development of teaching methods for those with limited experience, to more advanced programmes leading to the *Diploma in Learning and Teaching in Higher Education*.
- III. The OLI *Springboard* programme designed to support women in career evaluation and planning.
- IV. OLI and SSD courses to support research: writing effective research grant applications, research management and leadership, planning fieldwork, media engagement, and training in the use of specific datasets, software and research methods. Recent examples include a course on a new online platform for accessing macroeconomic and financial data, and one on using R and Shiny to create interactive visualisations.

- V. University-run courses for those with specific responsibilities: dealing with harassment for the Harassment Advisors; an induction programme for HoDs; budgeting and staff management; staff recruitment; and student admissions.

Training is not well-embedded in departmental culture, and monitoring of take-up and effectiveness of training is not comprehensive. OLI records indicate that:

- in the past three academic years 11 Department members, including 2 women, have participated in OLI courses.

Feedback on OLI courses is used to plan course development, but it is anonymous, so feedback specific to Economics is not available.

ACTION PLAN

Objective B.6: Increase the awareness and take-up of training opportunities.

- (i) Create a Training Page on the Department intranet, providing information on the range of courses available relating to: research skills, teaching, student admissions, and administrative and management roles.
- (ii) Alert department members to the information on the Training Page by email at the beginning of each academic year.
- (iii) Ensure that mentors are familiar with training opportunities for their mentees.
- (iv) Monitor take-up and gather feedback on all courses attended.
- (v) Include questions on awareness, uptake and perceptions of training courses available in future EDC surveys.

(ii) Appraisal/development review

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

University policy prescribes that an appraisal must be offered annually to APs and SAs, but is compulsory only every five years. The appraisee completes a self-assessment form, and receives a written response from the HoD as appraiser. The process may include an appraisal meeting with the HoD; this is available on request in any year, and compulsory in the five-yearly appraisal. Appraisal forms signed by both parties are submitted to SSD.

Feedback on appraisals (*Staff Survey 2016/17*) is mixed:

- 39% of staff (67% of women) found appraisals very/quite helpful, but
- 33% (0% of women) found them not very helpful/not helpful at all.

While the department has ensured that the five-yearly appraisal always takes place, only a minority of staff submit forms in other years. Our planned Actions include taking advantage of the option to adapt the university scheme to reflect

the Department's own requirements and culture, with the objective of improving the value and uptake of the scheme.

Separately from the appraisal process, there is a compulsory Interim Review for APs after the first 2 years of appointment, and a full IPO review in the fifth year. These involve detailed consideration of all aspects of academic activity, and a reviewer observes and provides feedback on the reviewee's teaching.

- 77% of staff (100% of women) found the IPO review very/quite helpful.

ACTION PLAN

Objective B.4: Improve the perceived value and take-up of the Appraisal Scheme.

- (i) Rewrite the information for staff initiating the annual appraisal process to:
 - better explain the objectives, and how the process is conducted
 - emphasize that the HoD welcomes meetings with academics in relation to any matters, including the RoD exercise, either during the appraisal process or at other times
- (ii) The EDC will adapt the appraisal form and process to make it more relevant for economics.

Objective B.3: Ensure that the Mentoring Scheme and IPO Reviews work effectively and consistently for all new staff.

- (i) Provide clear guidance for mentors and reviewers, on appointment, about the objectives and expected frequency of meetings during the IPO.
- (ii) Provide training for mentors and reviewers who are new to the role.

Until now there has been no review process for ECRs, but following discussions in the SAT the department self-nominated as a pilot site for a new SSD Career Development Review process in 2018.

The action plan commits us to introducing annual Career Development Consultations for ECRs. They will meet with their mentor to review the previous year, plan the year ahead, and discuss longer term objectives. The ECR will submit a written statement in advance, and the mentor will provide an agreed written record of key points discussed. The scheme will be overseen by the HoAF and HR manager, with annual cycles of feedback from ECRs and mentors.

ACTION PLAN

Objective C.2: Enhance career progression for all ECRs; and in particular support female ECRs to progress to more senior levels in the profession.

- (ii) Introduce annual Career Development Consultations (CDCs) for ECRs. These will involve a short written statement prepared by the ECR using a form adapted by the Department from a SSD template, and a meeting between the ECR and their mentor to discuss the statement.
- (iii) Include conducting CDCs in the initial training for mentors of ECRs.

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

All academic staff and research students are encouraged to participate in international workshops and conferences, present work at other universities, and organise workshops and conferences in Oxford. Research groups run workshops to discuss early-stage research. The Department supports these activities financially through annual research allowances for academic staff, the George Webb Medley (GWM) Research Fund, and an annual budget for organisation of seminars, workshops and small conferences.

Beyond appraisals and IPO reviews (5.3(ii)), ECRs and recently-appointed APs discuss career objectives with their mentors, and all academics can seek advice within their research group, and from the HoD.

Mentoring is particularly important for ECRs, since they are undertaking independent research without the supervision they received as doctoral students. Their primary objective is to establish a feasible research programme that will bear fruit within the period of the appointment, and put them in a good position to enter the job market. In the 2016/17 survey:

- 44% of ECRs (50% of women) found the department very/quite helpful in supporting career progression; the others gave neutral responses.

There are two recent initiatives to support early-career development:

- I. A senior academic serves as Job Placement Officer (JPO) for ECRs and doctoral students. The role has existed since 2013, but has been expanded in the last two years. The placement programme now includes: seminars on preparation for AEA and RES job market events; promoting candidates' profiles on the Department website and by circulation to other universities; advice on CV and interview preparation; and funding travel to job market events.
- II. In July 2017 the department organised a highly successful 3-day research writing course led by a professional tutor for ECRs and advanced DPhil students.

In 2014 the Oxford Women in Economics Group (OWEG) was established to support female economists employed in Oxford departments or colleges. OWEG holds talks by visiting female economists on advancing research and networking within the profession; in future ECRs will be included in these events.

ACTION PLAN

Objective C.2: Enhance career progression for all ECRs; and in particular support female ECRs to progress to more senior levels in the profession.

- (i) Improved Mentoring Scheme B.3(i) to (iii) also applies to ECRs.
- (ii) Introduce annual Career Development Consultations (CDCs) for ECRs. These will involve a short written statement prepared by the ECR, and a meeting between the ECR and their mentor to discuss the statement.

- (iii) Include conducting CDCs in the initial training for mentors of ECRs.
- (iv) Include female ECRs in career talks hosted by OWEG.
- (v) Encourage and fund attendance at the European Economic Association annual retreat and mentoring event for female economists, and similar RES events.
- (vi) Incorporate specific support for female ECRs in the Job Placement Programme.

SAs and APs are well-supported to apply for research grants (5.3(v)), and the Action Plan includes support for RoD applications (5.1(iii)). However, feedback from APs and SAs in college tutorial posts is that they have few other opportunities for career development in Oxford's flat structure. This issue was recognised by the University in its institutional Athena SWAN application, and actions are being developed centrally.

ACTION PLAN

Objective B.7: Support APs to build the necessary experience to submit a successful RoD application at the appropriate point in their career.

- (i) At IPO review meetings, discuss the requirements of the Recognition of Distinction exercise. Encourage suitably qualified candidates to apply; otherwise give advice on how to progress towards a successful application.
- (ii) Include the RoD exercise amongst the items suggested for discussion with the HoD in information about the appraisal scheme (see B.4).

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Undergraduates

Oxford undergraduates are well-integrated within colleges, interacting frequently with college economics tutors, who give individual advice about the course and further study. Resources and information about academic careers are available from the University Careers Service.

Undergraduate degrees span two or three departments, and direct contact with departments is limited. Students attend a half-day economics "options fair" in their second year, where they discuss their choice of optional courses with course-convenors, and receive advice on choices supporting progression to postgraduate study. 2016/17 survey data indicate that:

- only 12% of undergraduates feel integrated into the department;
- only 55% found the department very/quite helpful in making clear the academic expectations for the course;
- many students believe that men and women do not have the same experience in studying for an Economics degree.

Our action plan includes a new annual event for female students, proposed by a focus group with female graduate students. The graduates will speak about their own experience, and encourage the undergraduates to pursue economics at graduate-level. We will also seek to strengthen communications with students.

ACTION PLAN

Objective E.3: Encourage undergraduates to consider academic or professional careers in economics, and to regard economics as equally available to women.

- (i) Issue a regular departmental/UJCC newsletter, to provide information about the department, course, related opportunities, feedback mechanisms, and items of interest directly to students (rather than relying on colleges).
- (ii) Monitor gender balance of lecturers. To increase visibility of female economists: aim to ensure that at least one first year and one second year lecturer is female; raise the profile of women on the intranet site, including links to online lectures by women.
- (iii) Host an annual event for female undergraduates to support undergraduate to postgraduate transition.

Objective F.1: Increase the proportion of female students taking the MPhil in Economics.

- (ii) Create a new section on the department website to promote graduate study in Oxford to potential female applicants.

MPhil Students

MPhil students are encouraged throughout the course to prepare for doctoral research. A workshop on “How to write a thesis” includes advice on how their approach to the MPhil thesis can establish foundations for doctoral research. Throughout the second year, thesis supervisors provide individual advice and guidance, including support for applications for doctoral programmes. Our Action Plan includes measures to encourage female MPhil students to progress further.

ACTION PLAN

Objective F.2: Increase the proportion of female DPhil students and their integration into the economics profession.

- (i) Increase the visibility of female economists at introductory MPhil sessions.
- (ii) Monitor gender balance of lecturers, and ensure female representation at “How to Write a Thesis”, and amongst the lecturers for core MPhil courses.
- (iii) Support a mentoring initiative proposed by current research students, to foster links between women at the MPhil and DPhil stages.
- (iv) Put on an annual information session for MPhil students considering graduate study.
- (v) Investigate, with the University Development Office and Equality and Diversity Unit, the potential for introducing scholarships specifically for female research students.

Research Students

PGRs receive career development support from supervisors and research groups, and benefit from the support described in 5.3(iii): encouragement to present their work and attend courses in Oxford and elsewhere, funded by the GWM Fund; extensive support for job market preparation from the JPO; and a research writing course.

Records of destinations of DPhil students are incomplete, but Table 11 suggests, as for ECRs (4.2(iii)), that women may need support to obtain tenure-track positions. Success at this point is critical if women are to achieve greater representation in the profession.

Table 11: Destinations of DPhil students, 2013-14 to 2016-17 (incomplete data)

	Post-doctoral research	Tenure-track academic position	Other (eg IMF, World Bank, Consultancy)	Total
Female	6	3	1	9
Male	7	7	9	25
Total	12	10	12	34

ACTION PLAN

Objective F.3: Support female DPhil students to successful completion and placement.

- (i) Introduce a female mentoring scheme for DPhil students.
- (iii) Following the review of the DPhil programme taking place in 2017-18, develop a structured Job Placement Programme to include activities from the first year of the DPhil, and, in collaboration with OWEG, specific support for female candidates.
- (iv) Monitor job market experience and destinations of research students by gender.
- (v) OWEG will include female research students in at least one event each year, focussing on career development and networking strategies.

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

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

Research grants are not critical for the career progression of economists, but are important in some fields (e.g. development economics) or types of work (e.g. experiments). The Department encourages and supports applications for research grants. The AH(R) and the Research Projects Manager support staff to develop new research initiatives, providing advice on appropriate sources of funding and development of proposals. The Research Projects Officer works with the applicant on budgeting/costings, and supports post-award management. SSD research facilitators are also available, bringing a wider perspective and specific expertise in dealing with donors and large collaborative bids.

Table 12 shows numbers of applications and awards for the last 4 years. These are the numbers within each academic year. Since applications in one year will often be awarded or rejected the following year, we cannot calculate exact success rates using these data, but the figures suggest that women are relatively successful: over the 4-year period they made 13% of the applications (in line with the proportion of women in the department) but received 20% of awards.

Table 12: Research grant applications and awards

	Applications			Awards		
Year	All	Female	Male	All	Female	Male
2013-14	32	2	30	9	2	7
2014-15	25	3	22	15	2	13
2015-16	23	7	16	11	0	11
2016-17	24	1	23	16	6	10
Total	104	13	91	51	10	41
Percentages		13%	88%		20%	80%

For unsuccessful applications the AH(R) and SSD research facilitators offer to review the application and feedback with the applicant, and advise on maximising the chances of success of a revised application.

For small research expenses and IT purchases academic staff have an annual £2,500 research allowance, and can apply to the GWM Fund. For small and medium-sized research awards, they can apply to the university's Fell Fund, which is intended to help early-career academics, and pump-priming projects for the development of larger proposals to external funders. In the last 12 years:

- There were 15 female and 49 male applications to the Fell Fund.
- The female and male success rates were 67% and 58% respectively.

In 2016/17 survey responses:

- 97% of academics (100% of women) and 62.5% of ECRs (80% of women) described the Department as very/reasonably supportive of their research activities, including funding applications.

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

5.5. Flexible working and managing career breaks

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

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

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

- In the last 7 years, 9 members of staff have taken maternity leave, 5 academics and 4 support staff.

The HR manager works with staff before they go on maternity/adoption leave to advise on university provisions for leave and agree a maternity plan. The maternity/adoption leave entitlement offers 26 weeks at full pay, 13 weeks of statutory maternity pay and 13 weeks of unpaid leave, reducing pressure for staff to return to work early for financial reasons.

ACTION PLAN

Objective B.5: Provide strong support for staff with parental or caring responsibilities, and address concerns that having children affects career progression.

- (ii) Create a Parent Page on the Department intranet, to consolidate and expand existing information provision for parents including: leave arrangements, nursery places, childcare vouchers and salary sacrifice schemes, teaching load reduction.

Objective B.1: Increase the proportion of women in established academic posts.

- (iii) Include Information about the department's approach to gender equality, and its policies and support for parents and carers in:

- Further Particulars for all established posts;
- the "Working with Us" section of the department website.

Objective B.2: Improve the induction programme to ensure that new staff are fully integrated into the department and able to access information.

- (i) Produce an enhanced induction pack and programme for new staff, including:
- Flexible working, parental and other forms of leave;

Objective C.3: Provide strong support for fixed-term staff with parental or caring responsibilities.

- (iii) Include information about the department's approach to gender equality, and relevant policies and support for parents and carers, in Further Particulars for all fixed-term posts.

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

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

The Department organises teaching cover proactively for any kind of leave. The DHoD maintains a record of teaching, examining and administrative service. When staff members are due to go on leave the DHoD identifies spare capacity, and works with course convenors and staff involved to determine an arrangement that is fair in terms of individuals' teaching loads and interests. Occasionally it is necessary to hire fixed-term teaching staff in support of this objective. The DHoD also plans for re-integration into teaching following leave, so that as far as possible staff can be confident they will be able to return to courses they taught previously and not incur start-up costs for new courses.

During maternity/adoption leave staff can make use of up to 10 *Keeping in Touch* days. The HR Manager and Department Officers are available to discuss this option.

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

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

In the past the Department has reduced teaching loads by 50% for one year for both permanent and fixed-term staff on return from maternity leave. However, this has been done on a case-by-case basis, and the policy is not widely known.

Maternity/adoption leave presents particular challenges for APs in their IPO. At present, 1 year of leave during the 5-year IPO stops the clock for 1 year, so that the IPO review takes place in the 6th year of appointment, rather than the 5th. SAT members expressed the view that this does not sufficiently allow for the effect of the leave, and subsequent caring responsibilities, on research progress.

For ECRs, the Department's practice is to extend the contract by the period of leave so that they can take full advantage of a postdoctoral appointment before searching for an established post (there have been 2 such cases in the last 7 years). In survey feedback and SAT discussions it became clear that ECRs were unaware of this policy, and therefore concerned about the implications of taking leave.

The SAT also proposed that returning ECRs should be able to use their remaining time in post flexibly by trading up to 50% of full-time hours for time in post: e.g. an ECR returning with 1 year left on contract could choose to return for 2 years at 50% FTE.

ACTION PLAN

Objective B.5: Provide strong support for staff with parental or caring responsibilities, and address concerns that having children affects career progression.

- (i) Establish a 50% reduction in teaching load for 1 year following the return to work after maternity, adoption or shared parental leave of 6 months or more.
- (v) The EDC will write to the SSD Equality and Diversity Steering Group to request that the 5 year tenure clock should not only be stopped when there is parental leave but also extended.

Objective C.3: Provide strong support for fixed-term staff with parental or caring responsibilities.

- (i) B.5(i) also applies to fixed-term staff.
- (ii) Commit to and increase awareness of the policy of extending the contracts of ECRs by the duration of maternity, adoption or shared parental leave.
- (iii) Allow departmentally-funded ECRs returning from maternity, paternity, adoption or shared parental leave to use their remaining time in post flexibly through trading up to 50% of full-time hours worked for time in post, e.g. an ECR returning with 1 year left contract could choose to return for 2 years at 50% FTE. Wherever possible this policy will apply to jointly or externally-funded ECRs, subject to agreement from the funder.

Text responses to surveys and SAT discussions highlighted the difficulty of securing nursery places. The University Nurseries are conveniently located, and cheaper than other options because the University offers a salary sacrifice scheme. However, waiting lists are long. In future the Department will take up the option to purchase priority places for its members, initially requesting up to 6 places.

The University's Returning Carers' Fund allows those returning from caring leave to apply for grants of up to £5000 to support resumption of research, for example with partial teaching buy-outs, research assistance or funding for equipment. The AH(R)

circulates regular calls for applications, but the pool of eligible staff is small and no Department members have yet applied.

ACTION PLAN

Objective B.5: Provide strong support for staff with parental or caring responsibilities, and address concerns that having children affects career progression.

- (iii) Purchase up to 6 priority nursery places per annum for allocation to Department members.
- (iv) The HR manager will discuss the Returning Carers' Fund with staff preparing a maternity plan, and when they return.

Objective C.3: Provide strong support for fixed-term staff with parental or caring responsibilities.

- (i) B.5(iii)-(iv) also apply to fixed-term staff.

(iv) Maternity return rate

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

- Of the 5 academics and 4 support staff who have taken maternity leave in the last 7 years, the 5 academics and 3 support staff returned to work.

The Department aims to keep the maternity return rate as high as possible through the support measures described in 5.5(i) to 5.5(iii)).

SILVER APPLICATIONS ONLY

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

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

- In the last 7 years, 4 members of staff have taken paternity leave, 1 shared parental leave, and 1 adoption leave. All were male academics.

The University's generous maternity leave package also applies to adoption and shared parental leave. For those who do not take shared parental leave, two weeks' paternity leave is granted at full pay, with the option for additional unpaid paternity leave. The new Parent Page will emphasize the availability of these options.

ACTION PLAN

Objective B.5: Provide strong support for staff with parental or caring responsibilities, and

address concerns that having children affects career progression.

- (iv) Create a Parent Page on the Department intranet, to consolidate and expand existing information provision for parents including: leave arrangements, nursery places, childcare vouchers and salary sacrifice schemes, teaching load reduction.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The Department has an established culture of informal flexible working: for instance many colleagues leave the office early to collect children from school, and then complete their work from home. We welcome applications for formal flexible working arrangements such as part-time working, or working from home on certain days. Table 13 shows the numbers of applications since records were first maintained, all of which were successful. The flexible working policy is easily accessible with other HR policies on the intranet, and will be included in the new Parent Page.

Table 13: Numbers of applications (all granted)

Year of application	Female Support Staff	Male Support staff	Female Academic Staff	Male Academic Staff
2015-16	4	Not reported (small numbers)	0	1
2016-17	0	Not reported (small numbers)	0	0
2017-18 to date	2	Not reported (small numbers)	0	1

- At present 1 female and 2 male academics and 2 female members of support staff have ongoing contractual flexible working arrangements.
- One of these moved to flexible working to undertake childcare after a period of paternity leave.

- In 2016/7 surveys, 86% of permanent academics (100% of women) and 100% of ECRs (100% of women) described the Department as very/reasonably supportive in helping them balance work duties with caring responsibilities.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The Department commits to prompt consideration of requests to move from part-time back to full-time work. To support this transition there is a culture of informal flexible working (see 5.5(vi)). Staff can make requests on the timing of commitments such as lectures, meetings and seminars so that they fit with a full-time but flexible role.

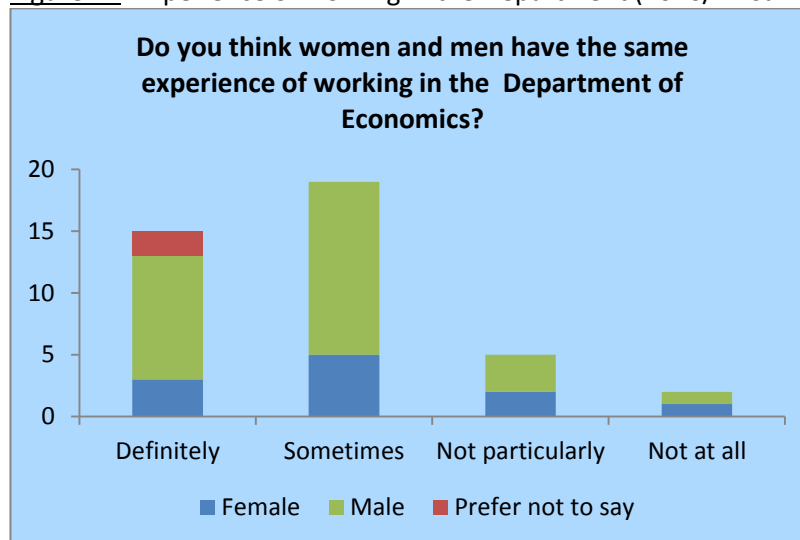
5.6. Organisation and culture

(i) Culture

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

The Department considers gender equality in many of its activities, e.g. reporting on student admissions and examinations, and representation on recruitment committees. But only 15 of 41 academic staff responding were completely confident that men and women have the same working experience:

Figure 14: Experience of working in the Department (2016/17 survey)



There is widespread concern about gender equality in the economics profession, with well-publicised sessions to discuss this issue at the most recent AEA and EEA conferences. For example, research has shown that women obtain less career benefit

The EDC will explore in more detail the differences in female and male experience perceived by department members. It will also gather evidence on the specific barriers faced by women in the profession, and the counter-measures being adopted elsewhere, to shape the Department's future strategy. A new Athena SWAN Intranet page will communicate the results of this work.

ACTION PLAN

Objective A.4: investigate and address gender differences in the experience of working as an academic economist.

EDC will:

- (i) investigate the survey evidence on differences in the experience of working in the department for women and men using surveys and discussion groups;
- (ii) assemble the available research evidence on barriers to women within the economics profession;
- (iii) report on this work via the Athena SWAN intranet page and to the Department Meeting;
- (iv) recommend to GPC actions to address any differences or barriers identified.

The Department strives for transparent and inclusive decision-making. Strategic priorities for recruitment are determined at meetings of all established academics. The allocation of roles such as membership of recruitment panels and editorships at in-house journals starts with a call for expressions of interest from eligible staff. Detailed written reports on recruitment, student admissions, and examining are presented to staff meetings.

Nevertheless, 2016/17 surveys indicated that many academics and most support staff do not feel that decision-making is transparent. Amongst 42 academic respondents and 9 members of support staff:

- Only 45% of academics (20% of women) and 22% of support staff thought that decision-making was very/reasonably transparent.
- 79% of academics (55% of women) but only 22% of support staff said that they could always/usually/sometimes contribute to decision-making.

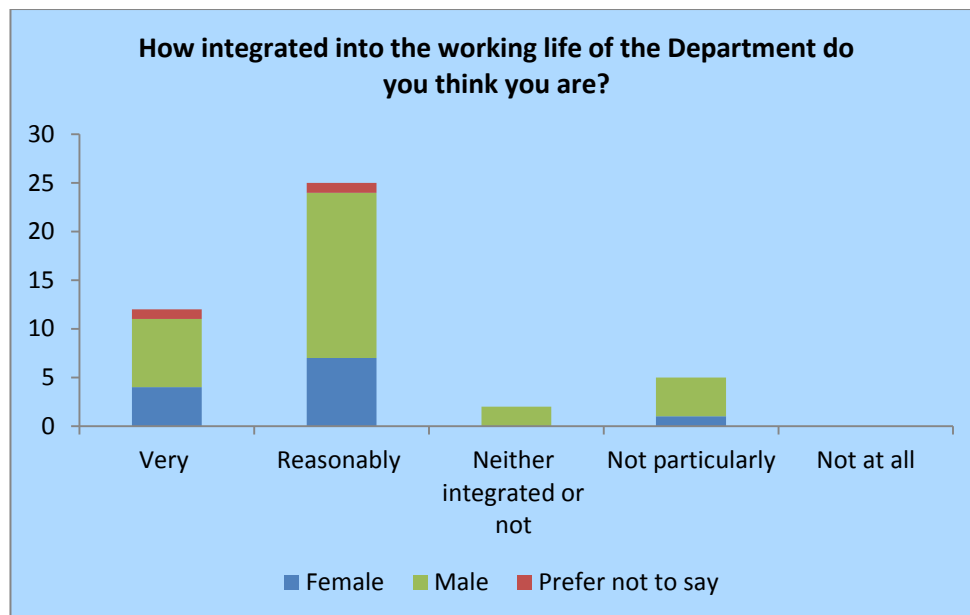
We aim to ensure that all ECRs, and APs who are in their IPO (77% of current APs), are protected from administrative duties and committee service. An unintended effect may be to distance them from decision-making. They are encouraged to participate in Sub-Faculty and Departmental/Staff Meetings (see 5.6(iii)) but the evidence above suggests further measures are needed to improve two-way communication, particularly for support staff.

In September 2017 the HoD initiated an annual report to all staff, which was well-received. In future this will be supplemented by termly newsletters, and we will ensure that they provide better information for those less involved in decision-making. An Athena SWAN intranet page will be used to communicate the EDC's work on equality.

There is a weekly Departmental tea in term-time to which all academic and support staff and PGR students are invited. At other times there is a café shared with other departments in the building. Facilities within the Department include: a common area with tea, coffee and fresh fruit available; a kitchen; a staff common room for informal discussions, with a range of newspapers; and showers (helpful for those with family responsibilities whose only opportunity to exercise is at lunchtime).

Survey responses indicate that 84% of academic staff (37 out of 44) feel very/reasonably well integrated:

Figure 15: Integration into the Department (2016/17 survey)



- All 9 support staff responding said they felt very/reasonably well integrated in their working environment.

- 42 out of 43 academic staff, and all 9 support staff responding said that the working environment was very/reasonably pleasant and friendly. The other respondent (male) gave a neutral answer.

ACTION PLAN

Objective A.3: Communicate the department's approach to equality and diversity issues to current and potential staff and students.

- (i) Create an Athena SWAN intranet page explaining how and why the Department is incorporating the Athena SWAN charter principles in its work and giving an overview of existing work in this area, for instance the work of OWEG, and proposed work set out in this action plan.
- (v) Supplement the Annual Report with a termly newsletter to all staff, to include reports from the EDC, and GPC.

(vi) Include questions assessing awareness and perceived effectiveness of EDC in future surveys.

Objective C.1: Integrate ECRs and any other fixed-term staff fully into the Department, especially Research Groups.

(iii) Ensure that communications (such as the Annual Report and new newsletter – see A.3(v)) are directed towards all staff and provide better information for those not involved in decision-making by academic committees.

Objective D.1: Increase the awareness of, and involvement in, decision-making structures of all administrative staff.

(i) Ensure that communications (such as the Annual Report and new newsletter – see A.3(v)) are directed towards all staff and provide better information for those not involved in decision-making by academic committees. (Also applies to ECRS: C.1(iii)).

(ii) Invite support staff to suggest items for discussion at the annual staff meeting

(iii) Establish an annual meeting for support staff with HoD, DHoD and AH(R), to discuss departmental policies and processes.

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.

Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

Two permanent department members, one male and one female, serve as Harassment Advisors; their names and contact details are listed in the “Who’s Who” on the intranet site. They participate in a SSD network for all Harassment Advisors, through which they receive training, including updates to university policy relating to equality, harassment, grievance procedures and disciplinary procedures (these policies are accessible to staff and students on university webpages).

Since all academic staff and many research staff are responsible directly to the HoD, the role of the HoD is critical for the implementation of HR policies. All staff are encouraged to approach the HoD for support and advice, or to raise concerns, although ECRs would normally approach their mentor in the first instance. APs quickly establish a relationship with the HoD through regular individual meetings during the IPO. Directors of Research Centres play a similar role for their research staff, and the HoAF manages the administrative team.

The Department employs a full-time HR manager who keeps the HoD, HoAF and Centre Directors informed of current procedures and best practice in HR matters.

In 2016/17 surveys:

- Amongst 33 permanent academics responding, 1 woman and 1 man reported having experienced or seen instances of bullying/harassment in the Department.
- Of 10 permanent academics who said that any kind of problem had arisen in relation to their Department post, 7 men and 1 woman said they felt very/reasonably well-supported in addressing it; 2 men said they received little or no support.
- Amongst 9 fixed-term staff, 1 woman reported experiencing or witnessing bullying/harassment; 1 man said that a problem had arisen in relation to his post, but he felt well-supported in addressing it.

We are alert to the possibility that staff may not know how to seek help. Our current intranet information covers university HR policies, but we will enhance it to ensure that staff are aware of help available within the department.

ACTION PLAN

Objective A.3: Communicate the department's approach to equality and diversity issues to current and potential staff and students.

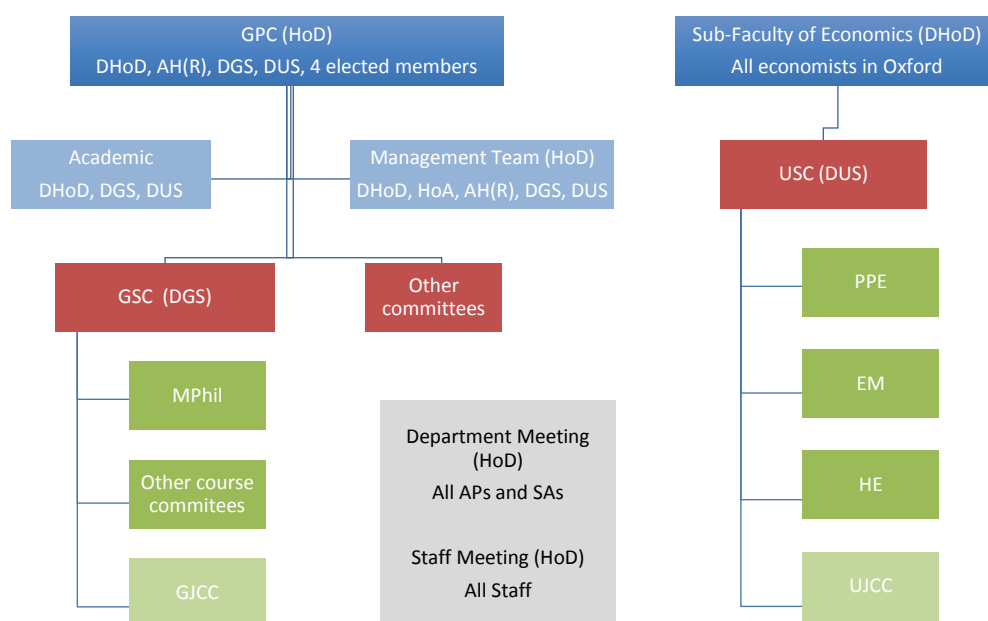
- (ii) Enhance the intranet information on HR policies, to include specific information about the help available within the department to address any concerns, including concerns about bullying and harassment.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Figure 16 shows the relationships between departmental committees, with chairs and membership for the main committees. The GPC, with *ex officio* and elected members, is the main decision-making committee; the management team is an informal sub-group that meets more regularly. The Graduate Studies Committee reports directly to GPC, while the Undergraduate Studies Committee reports to the Sub-Faculty of Economics, consisting of all economists employed in Oxford. Course Committees and Student Consultative Committees report to the relevant Studies Committee. A Sub-Faculty meeting, and either a Departmental or Staff Meeting, are held each term.

Figure 16: Governance Structure



On most committees there are *ex-officio* members; otherwise recruitment is either by open call for nominations, and elections (in particular for the main decision-making committee, the GPC); or by invitations from a Department officer to those with relevant experience (e.g. by the DUS in the case of the Undergraduate Studies Committee (USC)).

Table 14 summarises committee membership by gender aggregated over the last three years. To interpret these data, it should be remembered (from 5.6(i)) that recently-appointed and early-career academics are not expected to undertake committee work.

During this period all the female APs were in their IPO. The 3 female SAs were thus the only women amongst the 30 academics expected to serve on committees, and they occupy almost all the positions in the female column. Relative to the number of women available, average female representation on committees is high, at 20% (partly because one of these three was AH(R) throughout the period, and another was DHoD and then HoD); but it is lower than the 25% female percentage of all academics.

**Table 14: Committee Membership by Gender
Aggregates for 2014/15 - 2016/17**

<u>Departmental Committees</u>	<u>Female</u>	<u>Male</u>	<u>Percentage female</u>
General Purposes Committee	6	21	22.2%
Graduate Studies Committee	3	21	12.5%
Undergraduate Studies Committee	2	22	8.3%
Committee for MPhil. In Economics	1	13	7.1%
Student Consultative Committees	2	7	22.2%
IT Committee	2	8	20.0%
Research Ethics Committee	3	13	18.8%
Academic Committee	3	7	30.0%
Committee of the GWM Fund	3	3	50.0%
Committee for the Hicks Bequests	2	4	33.3%
Recruitment Strategy Committee	4	12	25.0%
<u>Shared Committees</u>			
Committee for B.A. in PPE	0	6	0.0%
Committee for B.A. in EM	0	6	0.0%
Committee for B.A. in HE	0	6	0.0%
Other joint course committees	6	13	31.6%
Manor Road Building Committee	3	0	100.0%
Social Science Library Committee	0	3	0.0%

In addition to the committees above, there are several recruitment panels each year, all of which must include at least one woman. In order to avoid committee overload in general, a detailed ongoing record of committee service is maintained on the intranet, accessible by all staff; it is reviewed annually to ensure equitable workloads.

Nevertheless, the burden on senior women is currently disproportionate and should be reduced; to do that in the longer term it will be essential to increase the female proportion of experienced academics.

To some extent this will happen as the recently appointed female APs become more experienced and take on more governance responsibilities. For further improvement, retention of women currently in post, and increased future recruitment of women, are high priorities, supported by the measures described in this report. The EDC will monitor future trends in committee membership and raise with the HoD any cases where the gender balance is inconsistent with the gender distribution across relevant staff groups.

ACTION PLAN

Objective B.8: Raise awareness of potential and actual gender imbalances in workload (teaching and administration), progress in research, and representation, so that these can be addressed in workload management and strategic decision-making.

(i) The EDC will monitor annually the fairness and gender balance of:

- Committee representation
- Workload

- Recruitment panels
- Outreach contributions

and report to the GPC so that department officers can take action to address imbalances.

(iii) Contributions to outreach will be included in the records of teaching and other duties on the department intranet.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Information on external committee positions is circulated to all permanent academics by email and staff are encouraged to discuss vacancies that might interest them with the HoD or other Department Officers. The current female HoD and AH(R) have served on a range of SSD and University Committees. Members of the Department serve on committees of scholarly societies or networks, as well as committees advising governments. Recent examples include:

- Peter Neary is 2017-18 President of the RES; Beata Javorcik and Kevin O'Rourke are members of RES Council.
- Patricia Rice is Chair of the Schoolteachers' Pay Review Body.
- Stefan Dercon was Chief Economist of the UK Department for International Development until 2017.
- Kevin O'Rourke is Research Director of the Centre for Economic Policy Research, and Beata Javorcik is a CEPR Programme Director.

(v) Workload model

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

A comprehensive workload model exists to ensure a fair distribution of lecturing/class teaching and supervision. Each hour of teaching counts as a certain number of teaching units, with tariffs varying according to the type of teaching. Full records are kept of teaching, examining duties and all administrative service. The DHoD is responsible for monitoring individual loads, coordinating the teaching programme, and maintaining records. Since 2016-17, for transparency, the records have been circulated at Department meetings and made accessible to all staff via the intranet.

Expected average contributions to teaching and examining are the same for all permanent academic staff beyond the IPO, taking into account college duties of those in joint posts. Lecturing is reduced in the first two years of an AP appointment. Those in the IPO have lower examining responsibilities, and are not expected to take on significant administrative roles. Department officers are typically drawn from the more experienced academics, and normally serve for three years.

When responsibilities are due to rotate, records of current and past duties are consulted to ensure workloads are equitable and to guard against biases linked to gender, grade etc. Appraisals and reviews require a written account of all areas of academic activity and workload summaries may be included (and are required for IPO reviews). In 2017 surveys:

- 68.8% of permanent academics described workload allocation as very/reasonably transparent.
- 69.7% of permanent academics described workload allocation as very/reasonably fair.

Transparency has since been increased by more detailed reporting on the intranet; fairness is addressed in the Action Plan.

ACTION PLAN

Objective B.8: Raise awareness of potential and actual gender imbalances in workload (teaching and administration), progress in research, and representation, so that these can be addressed in workload management and strategic decision-making.

(i) The EDC will monitor annually the fairness and gender balance of:

- Workload

and report to the GPC so that department officers can take action to address imbalances.

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Staff meetings take place at 1pm and other committees normally meet in the middle of the day to accommodate caring responsibilities such as school/nursery collection. Until three years ago seminars typically started at 5pm. In response to requests for a more family-friendly timetable almost all seminars were moved to the middle of the day, with a small minority at 4pm or 5pm. Social gatherings include the Department tea (Tuesdays 3.15pm), and lunches to welcome new staff or seminar speakers. Dinners may be held when seminar speakers or visiting lecturers stay overnight: these are advertised well in advance.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events.

Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

In autumn 2017 there were 118 speakers across all seminars and lunchtime workshops, 85 male and 33 female. This represents a female share of 28%, broadly in line with the share in the profession.

Until recently it was rare for a woman to give one of the prestigious annual economics lectures that take place in Oxford once or twice a year, but this has become a high priority for the organisers. Since 2014 Claudia Goldin (Harvard), Esther Duflo (MIT) and Amy Finkelstein (MIT) have all done so. Esther Duflo will return in summer 2018 as the first female Sanjaya Lall Visiting Professor.

The Department website displays recent news announcements, covering research/teaching achievements, visiting professorships etc, with photos and links to further information. The news section is managed by the Communications Officer. In the 12 months to July 2017, 75% of items were specific to individuals, of whom 50% were women.

A focus group including undergraduates found that students perceive a lack of female role models. In recent years there have been no female economics lecturers until the second half of the second year. Women contribute to college tutorials much earlier but the picture is uneven across colleges.

Graduate students pointed out the absence of women speaking at graduate induction sessions in previous years, although more recently the female HoD has contributed.

ACTION PLAN

Objective A.3: Communicate the department's approach to equality and diversity issues to current and potential staff and students.

- (iii) Develop new sections promoting the role of women on the department website (See B.1, E.1, F.1).
- (iv) Review gender representation on the website as a whole (including photographs).

Objective E.3: Encourage undergraduates to consider academic or professional careers in economics, and to regard economics as equally available to women.

- (ii) Monitor gender balance of lecturers. To increase visibility of female economists: aim to ensure that at least one first year and one second year lecturer is female; raise the profile of women on the intranet site, including links to online lectures.

Objective F.2: Increase the proportion of female DPhil students.

- (i) Increase the visibility of female economists at introductory MPhil sessions, including a presentation by OWEG.
- (ii) Monitor gender balance of lecturers, and ensure female representation at "How to Write a Thesis", and amongst the lecturers for core MPhil courses.

(viii) Outreach activities

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

APs and SAs with joint appointments participate in university open days (three per year) and many are involved in outreach events organised by their colleges. The Department hosts two summer schools for students from schools with low rates of progression to

university, consisting of 12 lectures over the course of 3 days followed by 2 days of tutorials, tours and admissions talks.

- In 2017 9 academic staff (3 SAs, 5 APs, 1 ECR) lectured at the summer schools, of whom 2 were female.

Currently there is no formal recognition of contributions to these events.

ACTION PLAN

Objective B.8: Raise awareness of potential and actual gender imbalances in workload (teaching and administration), progress in research, and representation, so that these can be addressed in workload management and strategic decision-making.

- (i) The EDC will monitor annually the gender balance of:
 - Outreach contributionsand report to the GPC so that department officers can take action to address imbalances.
- (iii) Contributions to outreach will be included in the records of teaching and other duties on the department intranet.

- In 2017 70 students attended the 2 summer schools, of whom 29 (41%) were female, in line with the share of female applications to undergraduate courses.
- For the period 2013-15 data connecting participants with an applications record are available.
- In this period, 77% of participants applied to Oxford, of whom 45% were women.
- 36% of participants who applied to Oxford were successful, and 36% of the successful candidates were women.

Thus female representation amongst both applicants and admitted students was higher for summer school participants than for other applicants, indicating that summer schools may help to close the gender gap in undergraduate admissions.

Section 5: 5837 words

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

7. FURTHER INFORMATION

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

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

Total number of words: 10495

8. ACTION PLAN

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

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

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

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



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ACTION PLAN

A -- ATHENA SWAN INFRASTRUCTURE				
<i>Overarching Objective and Rationale</i>	<i>Action</i>	<i>Committee and/or Officer Responsible</i>	<i>Delivery Date/ Priority</i>	<i>Outcomes and Targets</i>
<p>1. Establish a permanent departmental EDC.</p> <p><i>To embed equality & diversity considerations within departmental governance, and take responsibility for the implementation of the action plan.</i></p>	<p>(i) Membership and Terms of Reference will be determined by the GPC, and included in the Department Standing Orders.</p> <p>(ii) The SAT coordinator will become the departmental Equality and Diversity Lead (EDL), and will chair the EDC.</p> <p>(iii) The EDC will meet termly and report to the termly Department Meeting, and annually to the GPC.</p> <p>(iv) It will comprise 7 members: EDL and HoAF <i>ex officio</i>, 2 other permanent academics (serving 3-year terms), plus ECR, undergraduate and graduate representatives.</p> <p>(v) EDC will oversee the implementation of the measures in the action plan.</p> <p>(vi) EDC will monitor the Department' performance with respect to Equality and Diversity issues, and recommend further measures to GPC.</p> <p>(vii) The EDL will participate in SSD Athena SWAN committees, to contribute to university decision-making and learn from other departments' experience.</p>	GPC; HoD, HoAF, EDL	<p>First meeting in Autumn term 2018, termly meetings thereafter.</p> <p>Priority: High</p>	<p>Outcome: Annual report to GPC showing progress in delivery of Action Plan, and raising further equality and diversity issues.</p>
<p>2. Establish processes for regular data collection and monitoring, with reporting to relevant officers and</p>	<p>(i) Assemble retrospective data on recruitment, performance and career progression of staff and students, and put processes in place for annual data collection in all categories.</p> <p>(ii) Conduct future surveys/focus groups every two</p>	EDC; HoAF	<p>Annual reports from May 2019.</p> <p>All monitoring in place by June 2019.</p>	<p>Outcome: Robust processes in place for monitoring and reporting of equality and diversity data.</p>

committees. <i>To ensure that the EDC and other committees have accurate information and evidence on which to base future actions.</i>	years to assess progress in promoting equality and diversity, and the effectiveness of the Actions in this Plan. (iii) Operate an annual cycle for data monitoring, discussion and reporting.		Surveys 2019-20 and 2021-22. Priority: High	
3. Communicate the department's approach to equality and diversity issues to current and potential staff and students. <i>To give prominence, internally and externally, to the Department's commitment to equality and diversity.</i>	(i) Create an Athena SWAN intranet page explaining how and why the Department is incorporating the Athena SWAN charter principles in its work and giving an overview of existing work in this area, for instance the work of OWEG, and proposed work set out in this action plan. (ii) Enhance the intranet information on HR policies, to include specific information about the help available within the department to address any concerns, including concerns about bullying and harassment. (iii) Develop new sections promoting the role of women on the department website (See B.1, E.1, F.1). (iv) Review gender representation on the website as a whole (including photographs). (v) Supplement the Annual Report with a termly newsletter to all staff, to include reports from the EDC, and GPC. (vi) Include questions assessing awareness and perceived effectiveness of EDC in future surveys.	(i) EDC (ii) EDC, DUS, DGS, HoAF (iii) EDC, Communications Officer (iv) HoD, EDL	(i) Page to go live in March 2019. (ii) April 2019 (iii) July 2019 (iv) January 2019 Priority: Medium	Target: Widespread awareness of the department's approach to equality and diversity in future surveys. Target: Improved response rates, and a reduced gender gap in response rates, in future surveys.
4. investigate and address gender differences in the experience of working as an academic economist. <i>Survey evidence of</i>	EDC will: (i) investigate the survey evidence on differences in the experience of working in the department for women and men using surveys and discussion groups; (ii) assemble the available research evidence on barriers to women within the economics	EDC, GPC	(i) December 2019 (ii) March 2020 (iii) June 2020 (iv) October 2020 Priority: Medium	Outcome: Potential barriers for female economists will be better understood by department members and taken into account in

<i>perceived differences in the experience of women and men of working in the department; evidence of barriers for women in the profession.</i>	profession; report on this work via the Athena SWAN intranet page and to the Department Meeting; (iii) recommend to GPC actions to address any differences or barriers identified.			decision-making.
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B – PERMANENT STAFF				
Overarching Objective and Rationale	Action	Committee/ Officer Responsible	Delivery Date/ Priority	Outcomes and Targets
<p>1. Increase the proportion of women in established academic posts.</p> <p><i>The proportion of female SAs is low; the proportion of female APs is low even in comparison with comparable economics departments.</i></p>	<p>(i) Ensure that all members of recruitment panels undertake online recruitment training, and online implicit bias training.</p> <p>(ii) Provide panels with benchmarking information for comparable posts in UK and US universities.</p> <p>(iii) Implement forthcoming university guidelines on establishing a robust search process to attract female candidates in AP recruitment.</p> <p>(iv) Include Information about the department's approach to gender equality, and its policies and support for parents and carers in:</p> <ul style="list-style-type: none"> • Further Particulars for all established posts; • the "Working with Us" section of the department website. <p>(v) Monitor the destinations and reasons for leaving of all academic leavers.</p>	HR Manager, EDC, HoAF	<p>(i) Training for all panels from October 2018 onwards.</p> <p>(ii) Benchmarking information to be gathered by EDC during 2018-19 and provided as soon as it is available.</p> <p>(iii) When available.</p> <p>(iv) September 2018.</p> <p>(v) Immediately.</p> <p>Priority: High</p>	<p>Target: Increase the proportion of women amongst applicants, shortlisted candidates, and offers, for AP posts.</p>
<p>2. Improve the induction programme to ensure that new staff are fully integrated into the department and able to access information.</p> <p><i>Feedback indicated that new staff did not always receive comprehensive information.</i></p>	<p>(i) Produce an enhanced induction pack and programme for new staff, covering:</p> <ul style="list-style-type: none"> • Department governance structures; • Teaching and examining; • Career development (expectations of the mentoring scheme, annual appraisals and tenure review); • Information about the types of support available, including research support, training courses, HR; • Flexible working, parental and other forms of leave; • Information on pensions; • A comprehensive contact list; • Meetings with all relevant department officers 	HoAF, HR manager, EDC	<p>(i) July 2018: Induction dates to incoming staff for 2018-19; induction pack to all staff involved in delivering the programme.</p> <p>(ii) September 2018</p> <p>(iii) July 2018</p> <p>(iv) July 2018</p> <p>February 2018: gather feedback on effectiveness from</p>	<p>Target: Improve satisfaction rates with respect to induction and information access in the 2019-20 EDC survey.</p>

	<ul style="list-style-type: none"> • Induction events. (ii) Devise a standard agenda for induction meetings. (iii) Include the university Welcome Event for new researchers in the programme. (iv) Send the timetable for all induction events to new staff two months in advance of arrival.		those involved in the new programme. July 2019: revise induction pack to reflect feedback. Priority: Medium	
3. Ensure that the Mentoring Scheme and IPO Reviews work effectively and consistently for all new staff. <i>Mentoring is critical for career progression of new APs and ECRs; feedback indicated that the quality of the mentoring relationship was variable.</i>	(i) Provide clear guidance for mentors and reviewers, on appointment, about the objectives and expected frequency of meetings during the IPO. (ii) Provide training for mentors and reviewers who are new to the role. (iii) The HoAF will monitor the mentoring scheme, requesting regular reports from mentors, to ensure consistency of support. (iv) Discuss the mentoring relationship when the AP meets the HoD at the end of the first year, and after the Interim Review, and address any problems identified.	HoAF, HR Manager, HoD	September 2018 onwards. Priority: High	Target: Confirm via monitoring that all APs have established satisfactory relationships with mentors within the first 12-18 months of appointment.
4. Improve the perceived value and take-up of the Appraisal Scheme.	(i) Rewrite the information for staff initiating the annual appraisal process to: <ul style="list-style-type: none"> • better explain the objectives, and how the process is conducted • emphasize that the HoD welcomes meetings with academics in relation to any matters, including the RoD exercise, either during the appraisal process or at other times (ii) The EDC will adapt the appraisal form and process to make it more relevant for economics.	HoD, HoAF, HR manager, EDC	(i) For appraisals in the 2018-19 academic year. (ii) For appraisals in the 2019-20 academic year. (iii) During 2018-19 Priority: Medium	Target: Increase the number of staff submitting appraisal forms annually. Target: Increase the proportion of staff finding appraisals helpful in the 2019-20 and 2021-2 surveys.
5. Provide strong support for staff with caring responsibilities, and	(i) Establish a 50% reduction in teaching load for 1 year following the return to work after maternity, adoption or shared parental leave of 6 months or	(i) DHoD (ii) HR Manager advised by HoAF	(i) Immediately (ii) Page to go live in May 2019.	Target: Improve awareness of available support in

<p>address concerns that having children affects career progression.</p> <p><i>Feedback indicated that staff do not find it easy to obtain information on services and support for parents; SAT discussions revealed concern about the career implications of children.</i></p>	<p>more.</p> <p>(ii) Create a Parent Page on the Department intranet, to consolidate and expand existing information provision for parents including: leave arrangements, nursery places, childcare vouchers and salary sacrifice schemes, teaching load reduction.</p> <p>(iii) Purchase up to 6 priority nursery places per annum for allocation to Department members.</p> <p>(iv) The HR manager will discuss the Returning Carers' Fund with staff preparing a maternity plan, and when they return.</p> <p>(v) The EDC will write to the SSD Equality and Diversity Steering Group to request that the 5 year tenure clock should not only be stopped when there is parental leave but also extended.</p>	<p>and EDC.</p> <p>(iii) HoAF</p> <p>(iv) HR manager</p> <p>(v) EDC</p>	<p>Presentation at sub-faculty meeting in May 2019.</p> <p>(iii) First purchases in 2017/18; further provision according to demand from within the Department.</p> <p>(iv) Immediately.</p> <p>(v) March 2019.</p> <p>Priority: High</p>	<p>the 2019-20 and 2021-2 EDC surveys.</p> <p>Target: Increase applications to and awards from the University Returning Carers' Fund.</p>
<p>6. Increase the awareness and take-up of training opportunities.</p> <p><i>Few staff take advantage of available courses.</i></p>	<p>(i) Create a Training Page on the Department intranet, providing information on the range of courses available relating to: research skills, teaching, student admissions, and administrative and management roles.</p> <p>(ii) Ensure that mentors are familiar with training opportunities for their mentees.</p> <p>(iii) Monitor take-up and gather feedback on all courses attended.</p> <p>(iv) Include questions on awareness, uptake and perceptions of training courses available in future EDC surveys.</p> <p>(v) Send an annual email alerting members to forthcoming courses, together with a request to report courses attended in the previous year and comment on effectiveness.</p>	<p>EDC; administrative staff advised by HoAF and EDC.</p>	<p>(i) New page to go live during the 2019/20 academic year</p> <p>(ii) September 2018 onwards.</p> <p>(iii) September 2018 onwards.</p> <p>(iv) Surveys in 2021-2.</p> <p>(v) September 2018.</p> <p>Priority: Medium</p>	<p>Outcome: The Department will be able to take an informed view of the effectiveness of training provided.</p> <p>Target: Complete departmental records of take-up of training.</p> <p>Target: Improved staff awareness of training opportunities, as measured through staff surveys.</p>
<p>7. Support APs to build the necessary experience to submit a successful RoD application at the</p>	<p>(i) At IPO review meetings, discuss the requirements of the Recognition of Distinction exercise. Encourage suitably qualified candidates to apply; otherwise give advice on how to progress towards</p>	<p>HoD; HoAF .</p>	<p>IPOs in 2018-19.</p> <p>Priority: Medium</p>	<p>Outcome: SAs and APs understand the RoD process.</p>

appropriate point in their career.	a successful application. (ii) Include the RoD exercise amongst the items suggested for discussion with the HoD in information about the appraisal scheme.			Target: In 2021-2 surveys, the majority of permanent staff say they understand the process, and the majority of APs feel supported.
<p>8. Raise awareness of potential and actual gender imbalances in workload (teaching and administration), progress in research, and representation.</p> <p><i>Some women currently have high administrative workloads; and female submission rates were low in REF2014.</i></p>	<p>(i) The EDC will monitor annually the fairness and gender balance of:</p> <ul style="list-style-type: none"> • Committee representation • Workload • Recruitment panel membership • Outreach contribution <p>and report to the GPC so that department officers can take action to address imbalances.</p> <p>(ii) The EDC will analyse research grant applications, and REF 2021 submissions, and explore explanations for any gender gap.</p> <p>(iii) Contributions to outreach will be included in the records of teaching and other duties on the department intranet.</p>	<p>(i) EDC, DHoD (ii) EDC, AH(R), Projects Officer</p>	<p>(i) Annually; first report to GPC in April 2019 (ii) Early in 2021-22. (iii) December 2018.</p> <p>Priority: High</p>	<p>Target: Reduce the disproportionate administrative workload of senior women.</p> <p>Target: Increased satisfaction with fairness and transparency of workload allocation in 2019-20 surveys.</p> <p>Outcome: If women's research progress is inhibited, the department will be able to provide targeted support.</p>

C – FIXED-TERM STAFF				
<i>Overarching Objective and Rationale</i>	<i>Action</i>	<i>Committee/ Officer Responsible</i>	<i>Delivery Date/ Priority</i>	<i>Outcomes and Targets</i>
<p>1. Integrate ECRs and any other fixed-term staff fully into the Department, especially Research Groups.</p> <p><i>2016/17 surveys indicated that ECRs did not feel well-integrated; support from colleagues is important for their well-being and career progression.</i></p>	<p>(i) Enhanced induction (B.2 above) will also apply to fixed-term staff.</p> <p>(ii) Provide information for convenors and permanent staff in each research group about all fixed-term researchers in their field joining the department, so that they are included in invitations to seminars, social gatherings etc.</p> <p>(iii) Ensure that communications (such as the Annual Report and new newsletter – see A.3(v)) are directed towards all staff and provide better information for those not involved in decision-making by academic committees.</p>	<p>(ii) AHoD (iii) HoD</p>	<p>September 2018</p> <p>Priority: High</p>	<p>Target: Increase the response rate of ECRs in the next two EDC surveys, together with the proportion who feel integrated into the life of the Department.</p>
<p>2. Enhance career progression for all ECRs; and in particular support female ECRs to progress to more senior levels in the profession.</p> <p><i>Female representation at more senior levels is low, both in Oxford and elsewhere.</i></p>	<p>(i) Improved Mentoring Scheme B.3(i) to (iii) also applies to ECRs.</p> <p>(ii) Introduce annual Career Development Consultations (CDCs) for ECRs. These will involve a short written statement prepared by the ECR, and a meeting between the ECR and their mentor to discuss the statement.</p> <p>(iii) Include conducting CDCs in the initial training for mentors of ECRs (see B.3 (ii)).</p> <p>(iv) Include female ECRs in career talks hosted by OWEG.</p> <p>(v) Encourage and fund attendance at the European Economic Association annual retreat and mentoring event for female economists, and similar RES events.</p> <p>(vi) Incorporate specific support for female ECRs in the Job Placement Programme (see also F.3)</p>	<p>(ii) HoAF, HR Manager (iii) OWEG convenors (iv) and (v) Job Placement Officer</p>	<p>(i) September 2018 onwards. (ii) Immediately (iii) OWEG events in 2018-19 onwards (iv) EEA Retreats and RES events from August 2018 onwards;</p> <p>Priority: High</p>	<p>Target: Confirm by monitoring that all ECRs have annual CDCs.</p> <p>Target: Increase the number of ECRs reporting in the 2019-20 survey that they receive satisfactory career advice.</p> <p>Target: Increase the proportion of female ECRs taking up tenure-track positions.</p>
<p>3. Provide strong support</p>	<p>(i) B.5(i)-(iv) also apply to fixed-term staff.</p>	<p>(ii), (iii) HoAF/HR</p>	<p>(ii) Immediately</p>	<p>Target: To alleviate</p>

<p>for fixed-term staff with parental or caring responsibilities.</p> <p><i>ECRs are concerned about the effect of leave and caring responsibilities on their success in the job-market at the end of their fixed-term contracts.</i></p>	<p>(ii) Commit to and increase awareness of the policy of extending the contracts of ECRs by the duration of maternity, adoption or shared parental leave.</p> <p>(iii) Include information about the department's approach to gender equality, and relevant policies and support for parents and carers, in Further Particulars for all fixed-term posts.</p> <p>(iv) Allow departmentally-funded ECRs returning from maternity, paternity, adoption or shared parental leave to use their remaining time in post flexibly through trading up to 50% of full-time hours worked for time in post, e.g. an ECR returning with 1 year left contract could choose to return for 2 years at 50% FTE. Wherever possible this policy will apply to jointly or externally-funded ECRs, subject to agreement from the funder.</p>	<p>manager to oversee updating of further particulars and EDC to oversee statements of policy on Parent Page.</p> <p>(v) HR Manager, AH(R) to communicate with external funding bodies as necessary.</p>	<p>(iii) September 2108 (iv) Immediately</p> <p>Priority: High</p>	<p>concern amongst ECRs that maternity or other parental leave will affect their time in post, and raise awareness of other policies for parents and carers – to be assessed in 2019-20 survey of ECRs.</p>
<p>4. Extend university employment benefits to ECRs in joint posts with colleges.</p> <p><i>Some college-employed ECRs don't have the same access to university benefits such as salary sacrifice for childcare costs, travel insurance and maternity leave.</i></p>	<p>(ii) When ECR positions that are jointly financed with colleges become vacant, propose to the college that the employment contract for the new post-holder should be with the department rather than the college.</p>	<p>HoD, HoAF, HR manager</p>	<p>Arrangements to be put in place for all future appointments.</p> <p>Priority: Medium</p>	<p>Target: Within 4 years, all departmental ECRs are directly employed by the university.</p>
5. The new intranet Training Page will provide information relevant to ECRs – see B.6.				
6. The initiative on recognition for outreach work will also apply to ECRs – see B.8(iii).				

D – ADMINISTRATIVE STAFF				
<i>Overarching Objective and Rationale</i>	<i>Action</i>	<i>Committee/ Officer Responsible</i>	<i>Delivery Date/ Priority</i>	<i>Outcomes and Targets</i>
<p>1. Increase the awareness of and involvement in decision-making structures of administrative staff.</p> <p><i>Surveys revealed that support staff did not think that decision-making was transparent, or that they could contribute.</i></p>	<p>(i) Ensure that communications (such as the Annual Report and new newsletter – see A.3(v)) are directed towards all staff and provide better information for those not involved in decision-making by academic committees.</p> <p>(ii) Invite support staff to suggest items for discussion at the annual staff meeting.</p> <p>(iii) Establish an annual meeting for support staff with HoD, DHoD and AH(R), to discuss departmental policies and processes.</p>	HoAF, HoD	<p>(i) September 2018 (Report); January 2019 (newsletter).</p> <p>(ii) June 2018.</p> <p>(iii) March 2019.</p> <p>Priority: Medium</p>	<p>Target: Majority of support staff reporting that decision-making is transparent in the 2019 survey.</p>
2. The new intranet Parent Page will also provide information relevant to administrative staff – please see B.5(ii) above.				
3. The new intranet Training Page will also provide information relevant to administrative staff – please see B.6 above.				

E – UNDERGRADUATES				
<i>Overarching Objective and Rationale</i>	<i>Action</i>	<i>Committee/ Officer Responsible</i>	<i>Delivery Date/ Priority</i>	<i>Outcomes and Targets</i>
<p>1. Increase the female share of undergraduates.</p> <p><i>Only 38% of applicants and 33% of enrolled students are female.</i></p>	<p>(i) Create a “Why Study Economics?” page for the department website, to include a focus on female economists and economics students and address directly why women should study economics.</p> <p>(ii) Where possible, ensure that female economists participate in departmental Open Days and outreach Summer Schools.</p> <p>(iii) With collaborating departments, continue to investigate the gender gap in offer rates. In particular:</p> <ul style="list-style-type: none"> • Monitor the effect of the recent reform of the PPE admissions process • Recommend a similar reform to the EM Committee. (The reform would address Saïd Business School’s Athena SWAN objective of minimising the gender disparity in the EM shortlisting rate.) 	DUS, USC, EDC	<p>(i) June 2019 (ii) June 2019 (iii) Ongoing</p> <p>Priority: High</p>	<p>Target: Increase the proportion of female applicants to EM (also PPE, but this will be less affected by Economics’ actions).</p> <p>Target: Reduce the gap between the percentage of applications from women and the percentage of women on course.</p>
<p>2. Close the gender gap in attainment in final examinations.</p> <p><i>Women are less likely than men to achieve first class degrees, and the reasons are not well-understood.</i></p>	<p>(i) Establish a database for ongoing collection of data on:</p> <ul style="list-style-type: none"> • Choices of economics papers by gender • Attainment in economics papers across all three degrees <p>(ii) Begin annual monitoring and analysis to measure the gender gap in economics papers.</p> <p>(iii) Investigate whether the gender gap varies across economics options; in particular assess the impact of new, course-work only modules.</p> <p>(iv) On the basis of this analysis, introduce further actions to reduce the gender gap.</p>	<p>(i) USC, DUS, Undergraduate Administrator, Subject Board Chair</p> <p>(ii) DUS, EDL</p> <p>(iii) EDL, EDC</p> <p>(iv) USC, DUS</p>	<p>(i) Data collection from summer 2018</p> <p>(ii) Annual monitoring from 2018-19 onwards</p> <p>(iii) Major analysis of all new data in 2021-22.</p> <p>(iv) April 2022</p> <p>Priority: High</p>	<p>Outcome: Determine how much of the gender gap in joint degrees can be attributed to economics papers</p> <p>Outcome: Determine whether women make different option choices.</p> <p>Outcome: Determine whether the economics gender gap varies by field</p>

				and mode of assessment. Outcome: Establish new actions responding to findings.
<p>3. Encourage undergraduates to consider academic or professional careers in economics, and to regard economics as equally available to women.</p> <p><i>Surveys indicated that undergraduates do not feel integrated into the department, and believe that men and women do not have the same experience of studying economics. The proportion progressing to the MPhil is small, and smaller for women.</i></p>	<ul style="list-style-type: none"> (i) Issue a regular departmental/UJCC newsletter, to provide information about the department, course, related opportunities, feedback mechanisms, and items of interest directly to students (rather than relying on colleges). (ii) Monitor gender balance of lecturers. (iii) Aim to ensure that at least one first year and one second year lecturer is female (iv) Raise the profile of women on the intranet site, including links to online lectures by women. (v) Host an annual event for female undergraduates to support undergraduate to postgraduate transition. 	<ul style="list-style-type: none"> (i) DUS, USC, UJCC, (ii) DHoD, EDC (iii) DHoD (iv) DUS, USC, Undergraduate Administrator (v) DUS, EDL, OWEG 	<ul style="list-style-type: none"> (i) To commence in spring 2019. (ii) In place by March 2019 (iii) 2nd year 2018-19; 1st year 2019-20. (iv) June 2019. (v) Autumn 2018. <p>Priority: High</p>	<p>Target: Amongst 2019-20 undergraduate survey respondents, increase the proportion who feel integrated into the Department, and reduce perceived gender differences in the experience of studying economics.</p> <p>Target: Increase the number of women applying to MPhil in Economics.</p>

F - GRADUATES				
Overarching Objective and Rationale	Action	Committee/ Officer Responsible	Delivery Date/ Priority	Outcomes and Targets
<p>1. Increase the proportion of female students taking the MPhil in Economics.</p> <p><i>Only 34% of applicants and 38% of enrolled students are female. This is lower than the female share of enrolled students in other PGT economics degrees.</i></p>	<ul style="list-style-type: none"> (i) Host an annual event for female undergraduates to support undergraduate to postgraduate transition. (Also in B.3.) (ii) Create a new section on the department website to promote graduate study in Oxford to potential female applicants. (iii) Maintain female representation in the MPhil admissions team, and ensure that all members complete the university's online Implicit Bias training. (iv) Monitor application, offer and acceptance rates, and success in obtaining funding, and investigate the reasons for the gender gaps. 	<ul style="list-style-type: none"> (i) DUS, EDL, OWEG (ii) EDC (iii) MPhil Committee MPhil Committee, Graduate Administrator, EDC 	<ul style="list-style-type: none"> (i) Autumn 2018. (ii) To be completed by August 2019. <p>Priority: Medium</p> <ul style="list-style-type: none"> (iii) January 2019. (iv) By January 2022 <p>Priority: High</p>	<p>Target: Increase the proportion of MPhil applications from women in the 2019-20 admissions round.</p> <p>Target: Reduce the gender gap in offer rates, and understand the reasons for any remaining gap.</p>
<p>2. Increase the proportion of female DPhil students.</p> <p><i>The female share is low (25%) relative to comparable departments.</i></p>	<ul style="list-style-type: none"> (i) Increase the visibility of female economists at introductory MPhil sessions. (ii) Monitor gender balance of MPhil lecturers, and ensure female representation at "How to Write a Thesis", and amongst the lecturers for core MPhil courses. (iii) Support a mentoring initiative proposed by current research students, to foster links between women at the MPhil and DPhil stages. (iv) Deliver an annual information session for MPhil students considering graduate study. (v) Investigate, with the University Development Office and Equality and Diversity Unit, the potential for introducing scholarships specifically for female research students. (vi) Monitor application, offer and acceptance rates, and success in obtaining funding, and investigate the 	<ul style="list-style-type: none"> (i) DGS, OWEG (ii) MPhil Director, EDC (iii) DGS (iv) MPhil Director (v) HoD GSC 	<ul style="list-style-type: none"> (i) October 2018 (ii) From 2018-19 onwards (iii) December 2018 (iv) June 2019 (v) Immediately (vi) Monitoring in place for 2018-19 admissions <p>Priority: High</p>	<p>Target: A higher female proportion of enrolled DPhil students by 2021-2.</p>

	reasons for the gender gaps.			
<p>3. Support female DPhil students to successful completion and placement.</p> <p><i>Completion times are longer for female students.</i></p> <p><i>Successful placement of women is needed to raise the proportion of women in the profession.</i></p>	<p>(i) Introduce a female mentoring scheme for DPhil students.</p> <p>(ii) Monitor PGR completion times by gender, to investigate the determinants of the gender gap and the role of: the gender of the supervisor, the amount of interaction between supervisor and student, funding, and research field.</p> <p>(iii) Following the review of the DPhil programme taking place in 2017-18, develop a structured Job Placement Programme to include activities from the first year of the DPhil, and, in collaboration with OWEG, specific support for female candidates.</p> <p>(iv) Monitor job market experience and destinations of research students by gender.</p> <p>(v) OWEG will include female research students in at least one event each year, focused on career development and networking strategies.</p>	<p>(i) OWEG</p> <p>(ii) EDC</p> <p>(iii) JPO, OWEG</p> <p>(iv) GSC</p> <p>(v) OWEG</p>	<p>(i) For students entering in 2018-19</p> <p>(ii) Monitoring to begin in 2018-19, for analysis in 2021-22.</p> <p>Priority: Medium</p> <p>(iii) Implement during 2018-20.</p> <p>(iv) Monitoring plus retrospective data gathering to begin in 2018-19, for analysis in 2021-22.</p> <p>(v) To begin in 2018-19</p> <p>Priority: High</p>	<p>Target: Increase the 4-year completion rate of female DPhil students.</p> <p>Outcome: Understand the determinants of the gender gap in 4-year completion rates.</p> <p>Outcome: Determine whether there are gender differences in placement, and if so establish further action to address them.</p>
4. The initiative supporting participation in the EEA mentoring event for women will extend to graduate students – please see C.2.(v) above.				
5. The new intranet Parent Page will also provide information relevant to graduate students – please see B.5(ii) above.				