SOCIAL SCIENCES DIVISION

Equality, Diversity and Inclusion Action Plan, March 2023-September 2024 – updated October 2023

2023 continues to be a time of transition for EDI within the wider University, with the arrival of a new University Chief Diversity Officer, and a new team in the Equality and Diversity Unit as well as introduction of new EDI governance structures at the central University level, in collaboration with the Conference of Colleges.

We have consulted on EDI priorities within the Social Sciences Division and beyond with key stakeholders, including departmental EDI representatives, staff, students and representatives of groups with protected characteristics, and identified a number of areas for action.

In this context, we have developed a short-term action plan (March 2023 – September 2024) to support action on key priorities. We will also work during this period with the new Chief Diversity Officer and other colleagues to develop a longer-term divisional EDI Action Plan from 2024 onwards which complements strategy developed institutionally.

Our consultations have led us to identify 3 areas of priority for divisional action until September 2024, working with departments and faculties, and supporting their work:

1. Enabling and supporting EDI-focussed scholarly research, curriculum development, research environment and student-facing academic culture
2. Developing resources in a variety of formats to enhance knowledge and understanding of EDI issues, (a) for use by departmental staff interested in undertaking EDI work, and (b) for use by departments to help raise general EDI awareness and advance EDI-sensitive practices in everyday institutional culture. This extends to organising events and activities on EDI matters, working with departments and faculties.
3. Initiate work on disability and neurodiversity, as these are hitherto under-developed areas.

The Action Plan below incorporates these priorities.

We are also mindful of the types of roles which the division can most effectively perform, as outlined in the previous action plan, e.g.:

- within the overarching framework of University policies, developing policies as appropriate to apply to the processes the division has specific responsibility for;
- developing best practice in response to challenges common across and specific to the division (e.g. in relation to social sciences fieldwork), or in piloting initiatives which might be rolled out more broadly across the University;
- providing effective support for all departments to achieve progress in equality, diversity and inclusion.

The SSD EDI Action plan has three sections:

I.   In which the EDI Team (the AHOD EDI and the P&E Manager) will take the initiative to act.

II.   In which the initiative rests with divisional Education, Research and People teams and the EDI team plays a supportive role. It is recognised that the EDI team has limited power and capacity to act directly on a number of EDI-relevant student, staff and academic matters that are overseen by other teams. We hope and expect to work collaboratively with other divisional teams on these issues, by providing active feedback and input, keeping a watching brief on progress to ensure EDI goals are being advanced and raising issues that need the attention and action of those other teams.

III.   The EDI team also has an important role to play in advocacy within the wider University – a third section of the EDI Action Plan has been added to reflect this role.

Note that the actions listed in the Action Plan are in addition to 'business as usual' activities, which include but are not limited to:

- Representing the Division on University committees and panels including the newly formed joint EDI committee of colleges and the University. University's Equality and Diversity Panel and Athena Swan Working Group.
- Holding two EDI Panel meetings per term, to facilitate discussion and sharing of good practice across the division, and to develop divisional initiatives in consultation with departments
- Providing guidance and support to departments making applications under the Athena Swan charter (currently there is little or no resource to support ongoing implementation of Athena Swan Action Plans).
- Managing divisional applications to the Returning Carers' Fund, and award of grants (three rounds per year).
- Providing input to institutional applications under the equalities charters – Race Equality Charter and Athena Swan Charter.
- Providing input to institutional Annual Equalities Report.
- Supporting the work of the University's Wellbeing Team, including plans to support Mental Health First Aiders.
- Coordinating the set-up of the Staff Experience Survey within SSD, and providing advice and guidance to those interpreting the results.

AHOD = Associate Head of Division

PEM/EDIO = Planning and Equality Manager and/or EDI Officer

CDO = University's Chief Diversity Officer

	Objective and rationale	Planned actions	Person(s) Responsible	Outputs (with timeframe)	Updates, October 2023 (replaces 'potential barriers' column in previous version)	Success measure/metric/next steps (this is just an 18 month action plan, and we will aim to build towards longer term success measures in future)
I.	**Projects led by the EDI team (AHOD EDI and PEM).**					
1	***EDI Research Network: Promoting EDI as an intellectual and academic enterprise:*** EDI is often associated with practical bureaucratic measures, but it is also a field of innovative research, incorporating theoretical, epistemological, methodological and empirical issues. Individual SSD researchers working on EDI-relevant themes are currently dispersed across our departments and faculties, as a result of which our divisional research strength in this area is not fully recognised, nor is our intellectual and analytical contribution to academic research and literature in this field sufficiently highlighted. Researchers have little inter-disciplinary interaction and exchange of ideas, which could potentially catalyse collaboration and mutual intellectual enrichment. There is currently no organised network of EDI researchers within the	Identify and map EDI-relevant research across the division. Showcase such research within and beyond the University, transcending the disciplines and departments within which such research takes place. Develop a multi-disciplinary network for those undertaking, or planning to undertake, research in the area of EDI; take practical steps to set up a network and organise events.	EDI Associates, supported by AHOD(EDI) and PEM. CCS team to provide support to develop webpages. CCS team to provide some ongoing support for maintenance of website 2023-26 as part of 1FTE SSD buy-in to CCS team.	Information on research to be collected March-April 2023 (and ongoing). Short (c.200 words) description of research for each relevant researcher to be requested from them and shared on <u>website</u> (MT 23 – EDIO). Virtual network to be established (via electronic comms) and networking events/seminars to be held by June 2023. Appoint some EDI Associates in 23-24 to take forward the development of the Network, including a student chapter, with AHOD(EDI), with	Names of researchers collected spring 2023. Two networking meetings held on 5th and 8th June 2023. 'Research Spotlight' event held on 16th June, with ten researchers presenting. Researchers fed back that they preferred emailing list to 'Team'. Spreadsheet of email addresses of interested researchers and others set up July 2023. Discussed future directions for network in September 2023 – plan to host 3 network/seminar/showcase-style events during 2023-24.	Number of events and activities organised by the network and engagement of a wide audience across SSD and beyond. Explore expansion of network beyond SSD, linking up with (and leading/ setting the pace of?) wider University initiatives Research Services are no longer able to support the development of such a network going forward – we are exploring whether 1-2 of the CDO's new student interns may

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	University. The University's Research Services have just started looking into this. SSD is the best-placed division to develop and lead on this			support from EDIO – aim to hold 3-4 events during 23-24.	Send emails to network Oct 2023 to share resources arising from Spotlight event, and plans for 2023-24.	be able to support development beyond SSD. It may be possible to explore funding opportunities for collaborative EDI research, and eventually to set up a research centre on EDI (similar to TORCH in Humanities).
2	*Diversifying and decolonising curricula:* Consultations with staff and students reveal diversification and decolonisation of curricula to be a priority area. Students, in particular, have raised the issue that some aspects of curricula are Eurocentric, represent a narrow range of perspectives and inadequately engage with exclusionary histories, practices and politics of knowledge production affecting particular	Identify available knowledge, resources and good practice in curriculum diversification and decolonisation. Create a knowledge base on effective curriculum reform and Develop mechanisms to disseminate these,	EDI Associates, supported by AHOD(EDI) and PEM.	Seminar to be held, and report to be produced, by June 2023, for departments to use as they wish. Report to explore a range of resources, from 'light touch' incorporation of more diverse voices into reading lists, to deeper questioning of historical development of a discipline and	EDI Associates explored approaches taken to curricula in Oxford SSD and elsewhere, and presented findings in event on 20th June. Written report to follow. PEM to circulate departments in late 23-24 to seek feedback on these	Evaluate departmental feedback – including how many departments have made use of resources created - and formulate next steps. Explore whether there is scope for Diversity or other

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	disciplines. At the same time, in some cases, significant advances have been made in reforming curricula. It is considered useful to explore our successes and effective initiatives, in order to create a knowledge base for further action, as appropriate. It is of note here that the curriculum was an area flagged up by the Race Equality Task Force.	including a division-wide seminar and report. Share findings with divisional Education Committees	AHOD(EDI) and PEM	silences/biases/omissions Present to meetings of USC and GSC in MT23/HT24.	resources and what further would be helpful to support this in departments.	funding to be used to buyout time of staff to revise curricula?
3	*Promoting a culture of collaborative learning and supporting consideration of EDI issues in everyday teaching and learning:* Promote positive and productive classroom interactions, by encouraging students to reflect on and respect the diverse backgrounds and different positionalities of individuals in a classroom or academic setting, and to recognise the importance of engaging and debating constructively with multiple viewpoints as a rewarding facet of	Identify initiatives being taken in this area in different departments. Prepare and disseminate a report and hold a 'showcase event' on successful and effective practices of EDI-sensitive collaborative learning Share findings with departments and	EDI Associates, supported by AHOD(EDI) and PEM. AHOD(EDI) and PEM	Mar-April 2023 Summer 2023 Present to meetings of USC and GSC in MT23.	ODID runs 'Inclusive Classrooms' induction workshops. OII approved a 'Statement of Expectations for inclusive teaching' in TT23. Overarching initiatives in other departments were not discovered, but EDI Associates collected feedback from teaching colleagues in several departments about their experiences, and presented information in an event on	Evaluate departmental feedback – including how many departments have made use of resources created - and formulate next steps.

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	collaborative learning and inclusive academic culture.	divisional Education Committees			20th June. Written report to follow. Film produced by AHOD, PEM and EDI Associates, in conjunction with staff in ODID, to share Induction Workshops – posted on Sharepoint as a resource for departments - EDI Associates (sharepoint.com). PEM to circulate departments in late 23-24 to seek feedback on these resources and what further would be helpful to support this in departments.	
4	Support staff interested in working on EDI issues to enhance their knowledge of and enable reflection on principles underpinning EDI and their application within the Oxford context, and to empower them to act where they can.	Develop 2-3 hour sessions to raise knowledge and awareness	AHOD(EDI) and PEM/EDIO	Develop session (TT23 and summer 23) ~~Pilot session and evaluate (summer 2023/MT 2023).~~	Plan for session was outlined HT23. Staff resource has not subsequently been available to take this forward, and it is not clear that staffing resource will	~~Depending on pilot, consider further rollout, and/or developing follow-on sessions to support departments to discuss tackling~~

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					be sufficient in future to roll out such sessions – therefore deprioritised for now. We will explore instead how we might support SOGE to roll out 'EDI Stories' sessions more widely, perhaps via a bid to the University's Diversity Fund.	~~particular issues in their context. However, this could require further staff resourcing.~~
5	Celebrate EDI achievements in SSD departments to demonstrate our collective commitment to EDI issues	Circulate departments to invite suggestions of EDI achievements/projects/individual acts to be celebrated in divisional comms CCS team to support development of website and set up of processes in TT23; to support subsequently with ongoing sharing of information.	AHOD(EDI) and PEM CCS team to support development of website and set up of processes in TT23; to support subsequently with ongoing sharing of information.	Ongoing. Plus annual 'sweep' for events in late MT. Details can then also go into the University's Equality Report.	New website set up TT23. Sharing of news stories ongoing – eleven news items shared by July 2023.	Number of items advertised on new 'EDI news' section of the website: https://www.socsci.ox.ac.uk/edi-news-events
6	Promote Inclusive leadership and research culture.	Work with RIE team and new Research Culture Facilitator, and new	AHOD(EDI) and PEM		New Research Culture Facilitator being appointed summer 23 – PEM was a	Tbc – to refine when new Research

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		Wellcome-Funded Researcher Hub led project.			member of 'stakeholder panel' and is working with new postholder.	Culture Facilitator is appointed.
7	Work with Education team to include regular discussion of EDI topics at USC and GSC to share best practice and reflect on barriers to advancing EDI goals				Plan to share results of EDI Associates projects in Curricula and Inclusive Classrooms in MT/HT23.	
8	Work with Head of Division, Divisional Registrar, and HoDs to report regularly on highlights of departmental EDI work in PRC to share ideas and best practice, consolidate efforts and initiatives where possible and reflect on barriers to advancing EDI goals.				Mindy Chen-Wishart gave a presentation on EDI in the Law Faculty at Divisional Board on 9th June. One HOD will be invited to present each term to either PRC or Div Board in 23-24.	
9	Annual SSD EDI lecture (and other periodic events) to raise knowledge and awareness and engage SSD staff and students in EDI matters, and demonstrate SSD commitment to EDI.	Hold an annual SSD EDI public lecture/panel event and other periodic events to highlight an important area of EDI. TT24 – to highlight social model of disability?	AHOD(EDI) and PEM/EDIO	From 2023-24.	Plan one flagship event during 2023-24 – topic likely to relate to sharing lived experiences.	Events held per year, attendance at events, feedback on events (collected via feedback forms)
10	Increase understanding and confidence of staff in areas with	Develop a short film and/or resource pack –	5-6 (or more) EDI Associates,	2023-24	We will need to make a bid to the University's Diversity	Number of occasions when resources are

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	which they may be unfamiliar – so that they feel comfortable discussing issues and taking positive action. There is feedback that staff would welcome more information and knowledge in areas including race and ethnicity, gender diversity, LGBTQi+ issues, disability, and neurodivergence as well as the use of EDI-sensitive language.	including a guide to terminology and best practice – on each characteristic which can be used in departmental meetings and elsewhere – to be based on testimony/stories of those with lived experience.	including some with relevant lived experience, might curate material, and/or produce short films with user-generated content to showcase the voices of staff with different lived experiences.		Fund in order to produce 5-6 original films – to pay for production by a film company and project management. If this bid is unsuccessful (we should know by December 2023) we will ask EDIAs to curate other material for the same purpose.	used in departmental meetings; feedback on usefulness of resources.
**Additional staff time which has been approved (0.4 FTE) could potentially enable further projects such as:**					
11	Support integration of consideration of EDI issues into all business (consistent with Public Sector Equality Duty); promote thorough and sustained consideration and mainstreaming of EDI issues in policy and practices by ensuring proper reflection on PSED Develop session on PSED for HAFs? Others?					
12	Development of detailed divisional guidance and training/awareness raising of EDI good practice in key areas in recruitment where departments have some flexibility under University policy, e.g.: • further development of and monitoring implementation of inclusive recruitment guidance; • producing guidance on use of EDI champions on recruitment selection panels; • producing guidance on providing interview questions in advance of interviews to help ensure that all applicants are able to compete on an equal basis.					
13	Further projects to focus on removing barriers experienced by disabled and neurodivergent staff and students.					

II.	Projects in which the initiative rests with other divisional teams	
	Objective/rationale and planned actions	**Updates, October 2023**
	Projects overseen by AHOD (People)	
	EDI Panel, AHOD(EDI) and PEM to feed into projects to be overseen by AHOD (People):	
	• To undertake work to support HoDs and HAFs to deal more effectively with bullying and harassment, including more use of 'informal' mechanisms to handle bullying and harassment cases, to avoid the psychological and other high costs of formal procedures faced by those affected. HRBPs are expected to develop some sessions to support HODs and leaders to handle cases – pilot session expected TT2023.	Training sessions will shortly be offered to HoDs. Mediation training completed by SSD HRBP team.
	• Review of Departmental Lecturer posts - PRC has had some very productive discussions during 2023, and guidance should be agreed by MT23.	This was presented and agreed by PRC. The next step is to implement the recommendations, which will be reviewed on an ongoing basis by the Divisional recruitment protocol panel.
	• Contributing to University's Academic Career and Reward Framework project	This is being picked up through the PVC for People's project looking at academic career pathways.
	• Proposals in relation to academic workload/academic workload management	Aiming to reduce workload and improve information and equity through the promotion of best practice sharing across departments. Project is currently in data collection phase.
	• Consider incorporating EDI considerations into Recognition / standard HR practices which division oversees – notably Initial Period of office reviews (likely to be reviewed late 2023-24)	Initial Period of Office review will get underway in early 2024.
	• Lobby University for EDI considerations to be incorporated into Recognition / standard HR practices which are owned centrally – e.g. Recognition of Distinction, Senior Appointments Panel.	Feedback has been shared with Central teams and lobbying work will continue.
	• Develop a divisional policy on maternity/parental leave for staff on fixed-term contracts funded by research grants.	Work underway in SSD to investigate this issue, including an investigation of family leave take-up by FTRs, departmental practice, and liaison with colleagues centrally.

	Areas overseen by Education Committees and AHOD (Education)	
	EDI Panel, AHOD(EDI) and PEM to feed into areas overseen by Education Committees and AHOD (Education), e.g.:	
	• Graduate Access, including developing mechanisms to extend to overseas students	*Graduate access:* applications and acceptances from females and BME students have increased over the past four years in the Division. SSD departments are taking part in the University's 'Closing the Gap' project, piloting use of socio-economic data in graduate admissions, and made 17 Academic Futures awards for entry in 22-23 and 20 for entry in 23-24. SSD chairs and contributes to the work of the University's Graduate Recruitment and Access Strategy Working Group.
		Undergraduate access: SSD continues to contribute to Opportunity Oxford with all subject areas represented in 2023. The first cohort of the Astrophoria Foundation year were admitted in 2023-24 with Jurisprudence and PPE participating.
	• Student experience and student feedback	*Education*: the division's standard template for the consideration of new core and option courses has been enhanced for 2023-24 by the inclusion of new questions regarding diversification of assessment, the use of inclusive and accessible teaching methods, and questions about reading lists.
	• Degree award gaps	*Degree award gaps:* consideration has been largely dependent on progress by the central University which has been delayed – it is hoped that this will now advance in 2023-24.
	• Flexibility of assessment and Universal Design of teaching and assessment to better accommodate the needs of all This may be facilitated by increased reporting between the EDI Panel and Divisional Education committees (Quality Assurance Committee, Undergraduate Studies Committee, Graduate Studies Committee), and the AHOD EDI and PEM will suggest presentations at these meetings. This closer working will be supported by	*Assessment*: a detailed mapping exercise was undertaken to inform on-going dialogues regarding diversification of assessment. Working with the CTL's consultancy service, the assessment regime for the MSc Nature, Society and Environmental Governance was completely redesigned for entry in 2024-25 - the new structure will be showcased with in the division during 2023-24 as an exemplar of best practice.

	regular meetings between the PEM and Divisional Head of Education Policy and Planning.	*Grand Union Doctoral Training Partnership:* the GUDTP continued to develop its EDI policies and actions through its recruitment and selection processes. As part of the recommissioning bid from 2024, the GUDTP has committed to build on its EDI strategy with the implementation of its own EDI Action Plan and Analysis. *PGR Progression*: the division's Graduate Studies Committee considered high level data on PGR progression rates which indicated significant differences in submission rates based on gender, ethnicity and disability, and an indication of potential interactions between these demographics which should be explored further. The Committee therefore agreed to relaunch the PGR progression project, and to establish a new working group in 2023-24 to determine further data to collect/analyse and to review and revise the project implementation plan.
	Areas overseen by Research Committees and AHOD (Research)	
	EDI Panel, AHOD(EDI) and PEM to feed into areas overseen by Research Committees and AHOD (Research), e.g.: • Supporting research career pathways, including implementation of University Action Plan to support the implementation of the Concordat to support the Career Development of Researchers • With the new Research Culture Facilitator, to support the development of divisional and University-level interventions designed to improve research culture for all staff • Implementation of relevant actions arising from 'Equity in Research Funding' report and subsequent action plan • EDI input into assessment of research excellence • EDI input into research strategy Work to enhance Research Culture with EDI orientation (SSD (in line with other divisions) is currently creating a Research Culture Facilitator post – to 31 July 2025).	The Associate Head of Division (Research) has refreshed the division's Research & Impact Strategy – at Research and Impact Strategy 2023 - 2028	Social Sciences Division (ox.ac.uk). EDI underpins the entire Strategy and cuts across all five objectives. The following text is included in the Strategy document: *"Through the Research and Impact Strategy, we are committed to increasing the diversity of the people, scholarship, and teaching across the division, and ensuring that each member is, and feels, valued, listened to, and respected, able to be themselves and to participate fully in the life of the Division. We will work closely with the Divisional EDI Panel to ensure that our activities support their evolving strategic goals."* Following the completion of the report by Dr Jennifer Gladstone and the project team in October 2023 (link to the report is available here - Equity and Inclusivity in Research Funding (ox.ac.uk)), the division has fed back on the proposals, and the divisional RIE team will now endeavour to implement the actions that are required, particularly with regard to our role as internal funder.

| | | The team have supported implementation of measures in the Concordat, including 10 days professional development guidance and CDRs for researchers.

The Head of RIE secured funding for a project to explore training and support needs for PIs in SSD – the project is due to report soon. This project has also significantly fed into the institutional Wellcome Trust Research Leadership project due to commence in January 2024.

The RIE team ran the *Hope into Action Social Sciences Impact Conference (March 2023)* which had inclusivity at its core, and the Head of Engagement secured funding from HEIF, ESRC IAA, Wellcome ISSF and the University's Research Culture Fund Allocation for a project, now nearing completion, exploring the key principles of responsible knowledge exchange, engagement and impact.

The Head of Engagement developed a programme of activities with colleagues from other divisions and Research Services to strengthen the ecosystem for participatory research at within, across and beyond the University.

The Head of RIE secured funding for a new Research Culture Facilitator post from the University's Research England Research Culture Fund up to July 2025, and the postholder is now in place. The postholder's initial priority will be to conduct a research culture mapping exercise, identifying areas of good practice across the division and understanding departments concerns, our gaps and areas for development.

The RIE team have continued to develop mechanisms for supporting research staff – from enabling participation in divisional governance and decision-making to providing funding and enhancing information to support training and career development.

The team will continue during 2023/24 to ensure EDI is embedded into Research & Impact Strategy Priorities, including the following: |
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| | | Induct and embed new RCF in relevant networks Carry out research culture mapping exercise to understand good practice, depts concerns, gaps and areas for devpt Explore dept research staff representation and governance through increase in dept RSFs and potentially dept advocs. Explore how to support depts to introduce minimum standards for departmental inductions for new FTRs. continue to feed into guidance materials for FTRs 10days prof devpt. Share feedback from the pilot to ensure we learn how to operate this in practice. In conjunction with PEM, support departments to offer CDR for all research staff and junior academic staff across the division. Explore whether there is appetite to address equal access to Parental Leave benefits for all FTRs, either through the Pay & Conds Review or separately in SSD. Roll out and promote the new targeted funding opps to FTRs, explore whether this is a service that established academic staff may also want. Re-run FTR Support Fund (Dec, June), and Honoraria for RSF reps. Implement the EDI considerations that are woven into the new ESRC IAA Business Plan and its activities. Provide tailored support to applicants/awardees to the IAA and other internally managed funds, taking steps to understand and meet the needs of individuals with protected characteristics. |

III.	**Projects in which the initiative rests with the central University**	
	EDI Panel, AHOD(EDI) and PEM to feed into existing/mooted projects and to press for change in other areas identified as priorities by the EDI Panel and other key stakeholders consulted: Bullying and harassment - working with the University's EDU, personnel committee, CDO and other Divisions to develop new resources to prevent these and refine/improve mechanisms to deal with these.	The EDI team have fed in to plans to introduce an online reporting tool for bullying and harassment, due to be introduced early in the new year.

	• Providing input to a bid for Wellcome Research Culture funding, and subsequently helping to shape work arising on embedding equity in the structures of research culture.	The EDI team fed into this bid, though the focus has broadened somewhat to developing research leaders who can form positive relationships 'across boundaries'.
	• Playing a key role in emerging University discussions about the creation of a network of EDI researchers and the promotion of academic work relating to equality/diversity.	We have begun to develop such a network in SSD.
	• Press for University to consider permitting use of 'tie-break' provision under UK Equality Law, where in the case of two equally qualified candidates a candidate from an underrepresented group may be appointed.	We have made representations to the new Chief Diversity Officer and Head of EDU on the need for the central University to support departments with 'enabling strategies' such as this.
	• Encourage University to consider potentially prioritising/ring-fencing some jobs for disabled applicants, which may be permitted without violating the law.	As above.
	• Press for University to reduce reliance on Fixed-term contracts - Oxford compares very poorly to some other institutions, including our main comparators, as revealed by REF data.	We have advocated for this in various fora.
	• Lobbying central University to separate sick leave from disability leave, as done at some other HEIs. • Press for University policy changes, such as requiring interview questions to be provided in advance of interviews to help ensure that all applicants are able to compete on an equal basis.	The AHOD(EDI) has advocated on these points with the Chief Diversity Officer.

Notes on actions in previous (2021) action plan not already covered above – see full plan at ssdedistrategyandactionplan2021pdf-3 (ox.ac.uk)

1. To recruit a more diverse staff body – continue to encourage departments to use best practice guidance: implementation is primarily in departments, guided by University policy. We will continue to lobby via Chief Diversity Officer and other contacts for improvements to University policy and guidance.

2. Staff completing diversity data – we have not been successful at encouraging more staff via divisional communications to complete more of their 'diversity data' within HR Self-Service. We anticipate developments at the central University level – the issue has been discussed in the University's E&D Panel, and will now be taken forward centrally, via all staff being asked to complete this information when they arrive (and being sent reminders), and other mechanisms.

3. Anti-racism training – despite publicity campaigns, only ¼ of staff completed the 'Tackling Race Bias' training. Change of approach to the above – roll out sessions to raise awareness in relation to EDI, and targeted c.10 minute extracts/resources to include in departmental meetings.

4. Share good EDI practice across the division – ongoing via EDI Panel and networks.

5. Develop key datasets on staff and students – still not possible as no further developments yet in HR Analytics. AHoD and PEM have been drawing attention In University meetings and with the new Chief Diversity Officer and Head of the EDU to the need for usable data to shape policy.

6. Provide structures for better supporting EDI work across the division – PEM works with HAFs to facilitate opportunities for departments across the division to share EDI posts. We plan to bring a paper relating to EDI staffing at the divisional level to divisional PRC in 2023/24. There may be some support for a 'RIF' (Research Impact Facilitator) style model, but it will be necessary first to better understand likely long-term EDI staffing requirements arising from the development of a new University 'end to end' EDI Action Plan.

7. Attainment/awarding gaps – actions in this area are now being led by the University's central Education Policy Support team.

8. Role of pedagogy in attainment/awarding gaps – the divisional EDI team will work with the divisional Education team to share work undertaken by the EDI Associates on inclusive classrooms.

9. Increase proportion of BME applicants and entrants – many initiatives underway in relation to graduates – UNIQ+, pilot of contextual data, 'Closing the gap' project, scholarships – departments working with central University teams.

10. Actions to mitigate impact of Covid-19 on researchers – no further action required at this stage.

11. Research and Innovation Strategy – AHOD(Research) developed and now published at Research and Impact Strategy 2023 - 2028 | Social Sciences Division (ox.ac.uk).

12. Support for Career Development of Researchers – work ongoing under Concordat action plan – see above.

13. Events addressing/highlighting issues of racism – Mindy Chen-Wishart delivered a lecture in SBS under the HEER project.

14. Fundraising for scholarships for BME students – work is ongoing, supported by the divisional development team, and University Graduate Fees and Funding office.