Athena Swan Silver application form for Universities

Applicant information

Name of university	University of Oxford
Date of current application	30 November 2022
Level of previous award	Bronze
Date of previous award	2017
Contact name(s)	Professor Anne Trefethen (Pro Vice-Chancellor, People & Digital) Jennifer Chapin (Policy Advisor, Gender Equality)
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Contact telephone	

Section	Words used
An overview of the university and its approach to gender equality	2518
An evaluation of the university's progress and success	2115
An assessment of the university's gender equality context	3294 + 451 words for covid
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	8378

*These sections and appendices should not contain any commentary contributing to the overall word limit

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Section 1: An overview of the university and its approach to gender equality (2518 words)

1.1 Letter of endorsement from the head of the university

The Vice-Chancellor
Professor Dame Louise Richardson DBE

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30 November 2022

Dear Athena Swan,

The University of Oxford takes great pride in having been a founder member of the Athena Swan Charter and holding a Bronze institution award since 2006. We are now taking the next step forward by applying for a Silver award.

Promoting gender equality is essential to us, it is integrated into our Strategic Plan and our public sector equality objectives. We have invested considerable staff time and funding in support of a cohesive strategy and I believe that gender equality is now systematically considered in everything we do. We have made much progress but are determined to do more. It goes without saying that Professor Irene Tracey, who will succeed me in January of 2023 as only the second female Vice-Chancellor of Oxford, entirely shares this commitment.

We have continued to devote considerable effort to improve gender equality at the most senior levels across the university. Over the last ten years, we have seen sustained progress in improving representation at senior levels. Women now account for 42% of heads of academic departments, a huge improvement from 2010 when they accounted for only 14%. There have also been leaps on divisional boards (44%, up from 29%) and on Council and its subcommittees (39%, up from 33%). We recognise that there is still much more we can do, and this is why Council recently adopted an objective to ensure governance structures are representative of the University community, with targets set for both female (40-60%) and BAME (15%) representation by 2027.

There have also been consistent improvements in academic roles, where women now account for 31% of academic staff (increased from 25% in 2010), 27% of all professors (previously 18%) and 20% of Statutory Professors (previously 11%) It is particularly pleasing to see sustained increase in the proportion of female BME academic staff, who now account for 8% of all academic staff (increased from 6% in 2017). To continue to address this gap, Council recently approved targets to increase the proportion of women in Statutory Professor and Associate Professor roles by 2028/29.

I also want to acknowledge the number of improvements to maternity and caring support over the last 5 years, including 'Day One' maternity/shared parental leave, paid leave for fertility treatment and a number of new measures for carers, including dedicated carer's leave. Parents are supported by our sector-leading nursery provision with 1 place for every 31 staff, the best in the Russell Group. We know, however, that the gendered division of caring continues to be a key factor limiting women's career progression and wellbeing, particularly researchers on fixed-term contracts, so we will continue to take active steps to support parents and carers.

The time and resource dedicated to Athena Swan across the University over the last five years has also been immense. 42 departments now have awards, half of them Silver, increased from 30 in 2017. Every department in our Medical Science Division holds a Silver award as does the first non-

academic department, the University Museum of Natural History. The number of staff roles with dedicated EDI support has tripled in the last five years, and all four academic divisions now have an EDI academic lead. To recognise those staff and students improving equality and diversity at the University, I have had the pleasure of hosting the biennial Vice Chancellor's Diversity Awards since 2018. I am especially proud of our recent appointment of Tim Soutphommasane, the University's first Chief Diversity Officer, who brings a breadth of experience that will help deliver our wider ambitions on equality and diversity, along with the Race Equality Strategy. Inequalities don't exist in a vacuum, and therefore our race equality work will be undertaken in close partnership with our Athena Swan actions.

We recognise there is still much to do, and this is reflected in the eight objectives of our action plan. We have, as most universities do, an issue with under-reporting of bullying and harassment, especially by female and ethnic minority staff. As a research-intensive University, we also see inequities in research funding and culture, with female-led grants accounting for only 28% of awarded grants since 2017. We will continue to lobby to address this at a national level and investigate how our practices can reduce these inequities.

I enthusiastically endorse the initiatives and encouraging results thus far while recognising there is more to do. I am delighted to forward this submission and to confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true reflection of the institution.

With best regards,
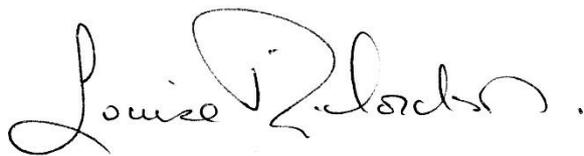
Professor Dame Louise Richardson DBE
Vice-Chancellor

1.2 Description of the university and its context

a. University overview

Oxford is a collegiate university, comprising the central University, 39 colleges and 5 permanent private halls founded by various Christian denominations. The collegiate system gives students and academics the benefits of a large institution and a smaller, interdisciplinary community. Colleges provide undergraduates and postgraduates with pastoral and educational support, including accommodation, libraries and social facilities. The University determines curricula; organises lectures and seminars; provides libraries, laboratories, museums and computing facilities; admits and supervises graduate students; sets and marks examinations; and awards degrees.

Colleges are fully autonomous bodies, and so this application refers only to staff employed by the central University, and to central policies and practices.

The University has 48 academic departments across four divisions: Humanities, Mathematical, Physical and Life Sciences (MPLS), Medical Sciences (MSD) and Social Sciences (SSD). While policies are developed centrally, decision-making is largely devolved to divisions and departments, supported by the central University Administration and Services (UAS). The University's Gardens, Libraries and Museums (GLAM) and are an important focus of the University's public engagement, and there is also a Continuing Education department that supports continuing adult education (Figure 1).

Figure 1: University divisional structure

Humanities	Mathematical, Physical and Life Sciences (MPLS)	Medical Sciences (MSD)	Social Sciences (SSD)	University Administration Services (UAS)	Gardens, Libraries and Museums (GLAM)	Continuing Education
9 faculties	9 departments	16 departments	14 departments	18 departments	6 departments	1 department
1,002 staff (49%F, 51%M)	2,735 staff (33%F, 67%M)	5,590 staff (59%F, 41%M)	2,058 staff (56%F, 44%M)	2,051 staff (56%F, 44%M)	1,339 staff (66%F, 34%M)	185 staff (62%F, 38%M)

The University has over 15,000 staff (50%F, 50%M), including 2,191 academic staff (31%F, 69%M), 4,652 research staff (47%F, 53%M), and 8,402 Professional and Support Staff (PSS) (63%F, 37%M).

Statutory Professor is the most senior academic grade, expected to take an academic leadership role within the department, and the University. *Titular Professors* are Associate Professors and/or senior researchers awarded professorial title in the 'Recognition of Distinction' (RoD) exercise. *Associate Professor* is the main academic grade, carrying out both teaching and research.

The University is a member of the Russell Group and one of the most research-intensive universities, with external research funding of £653 million in 2020/21.

In 2021/22, there were 26,455 students (50%F, 50%M) (Figure 2). The University is highly international, with 45% of the student body non-UK citizens coming from more than 160 countries.

Figure 2: Students in 21/22 academic year, by division and award programme

Division	Undergraduate			Postgraduate Taught			Postgraduate Research		
	Total	*% F*	*% M*	Total	*% F*	*% M*	Total	*% F*	*% M*
Humanities	4093	*64%*	*36%*	848	*54%*	*46%*	1151	*50%*	*50%*
Mathematical, Physical and Life Sciences (MPLS)	3924	*35%*	*65%*	680	*22%*	*78%*	2697	*30%*	*70%*
Medical Sciences (MSD)	1813	*62%*	*38%*	458	*67%*	*33%*	1674	*55%*	*45%*
Social Sciences	2130	*52%*	*48%*	3421	*52%*	*48%*	1390	*54%*	*46%*
Total	11960	*53%*	*47%*	5407	*49%*	*51%*	6912	*47%*	*53%*

The University's teaching, learning, research and administrative activities take place in 235 buildings across Oxford (Figure 3). This highly devolved, geographically dispersed and collegiate structure presents us with unique challenges and opportunities.

Figure 3: Map of key University sites
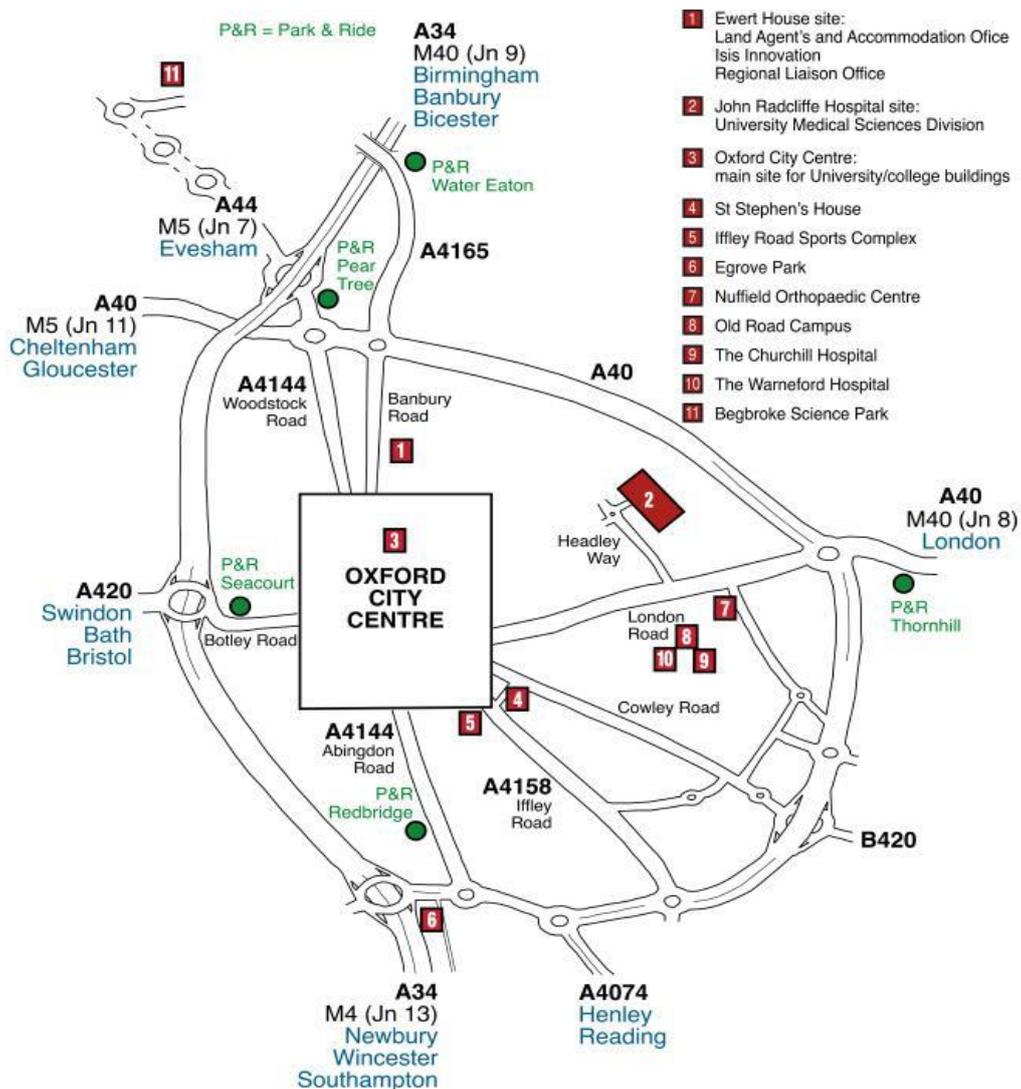
Council is the executive governing body responsible for the academic policy and strategic direction of the University, subject to the powers of Congregation (5,000+ members), which acts as the 'parliament' of the University and has the power to bind Council. The Vice Chancellor chairs Council. There are 5 core committees of Council (Figure 4). The Conference of Colleges represents colleges' interests.

Figure 4: Governance structure of the University
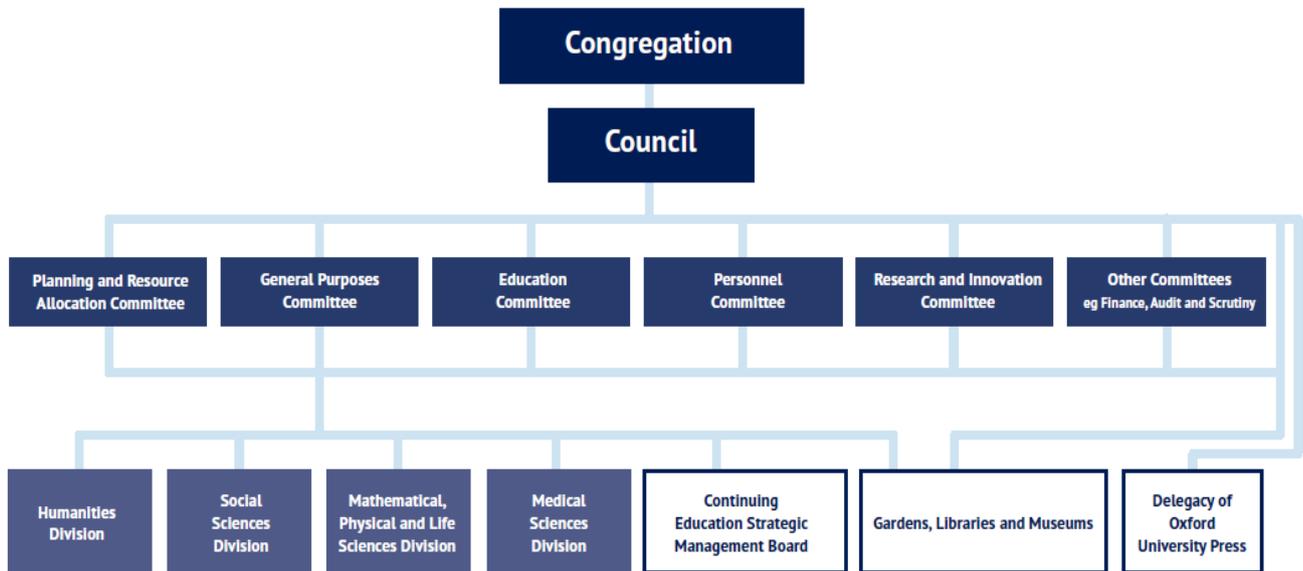
b. Progress on Athena Swan

Oxford was a founder member of the Athena Swan Charter and has held a Bronze institutional award since 2006.

We have a total of 42 awards (21 Silver and 21 Bronze), with 40 of 48 academic departments holding Athena Swan (AS) awards, along with one non-academic department, increasing from 30 awards in 2017 (Fig 5). In 2022, Zoology and Plant Sciences merged to become Biology; they applied for a unified award and are awaiting a decision (their 2 awards are included in our total, pending a decision).

We now have our first all-Silver division with all 16 departments in MSD holding a Silver award. Progress has been particularly strong in Social Sciences, which has increased to 12 awards from 2 in 2017, and in Humanities, which now has 3 awards (see section 2.2 for more).

Figure 5: Departmental Athena Swan awards at November 2022

Humanities	Mathematical, Physical and Life Sciences (MPLS)	Medical Sciences (MSD)	Social Sciences (SSD)	Non-academic
3 awards (out of 9 faculties) covering 354 staff and 2,008 students	*10 awards (out of 9 departments) covering 2,735 staff and 7,301 students*	*16 awards (out of 16 departments) covering 5,590 staff and 3,954 students*	*12 awards (out of 14 departments) covering 1,605 staff and 5,726 students*	*1 award (Silver) covering 73 staff*
English	Biology*	Biochemistry	Anthropology and Museum Ethnography	Museum of Natural History
History	Chemistry	Clinical Medicine (NDM)	Archaeology	
Music	Computer Science	Clinical Neurosciences	Blavatnik School of Government	
	Earth Sciences	Experimental Psychology	Economics	
	Engineering Sciences	Medicine (RDM)	Education	
	Materials	Oncology	Law	
	Mathematical Institute	NDORMS (Musculoskeletal)	International Development	
	Physics	Paediatrics	Oxford Internet Institute	
	Statistics	Pathology	Oxford School of Global & Area Studies	
		Pharmacology	Said Business School	
		Physiology, Anatomy & Genetics	School of Geography and the Environment	
		Population Health	Sociology	
		Primary Care Health Sciences		
		Psychiatry		
		Surgical Sciences		
		Women's and Reproductive Health		

* Zoology (Bronze award) and Plant Sciences (Bronze award) merged in 2022 to form Biology

1.3 Governance and recognition of equality, diversity and inclusion work

From 2015-2019, the Gender Equality Advisory Group (GEAG) oversaw and supported Athena Swan work, with representation from all divisions. In 2019, the GEAG and equivalent race equality committee were disbanded and brought under the Equality and Diversity Panel (EDP), removing duplication and enhancing an intersectional approach.

The EDP oversees and co-ordinates all EDI work, reporting upwards to Personnel and Education committees and downwards to divisional EDI committees, who in turn link up with departmental committees (Fig 6).

The Equality and Diversity Unit (EDU) is a centrally funded unit that supports and advises staff on EDI across the University.

Figure 6: Current EDI Governance structure
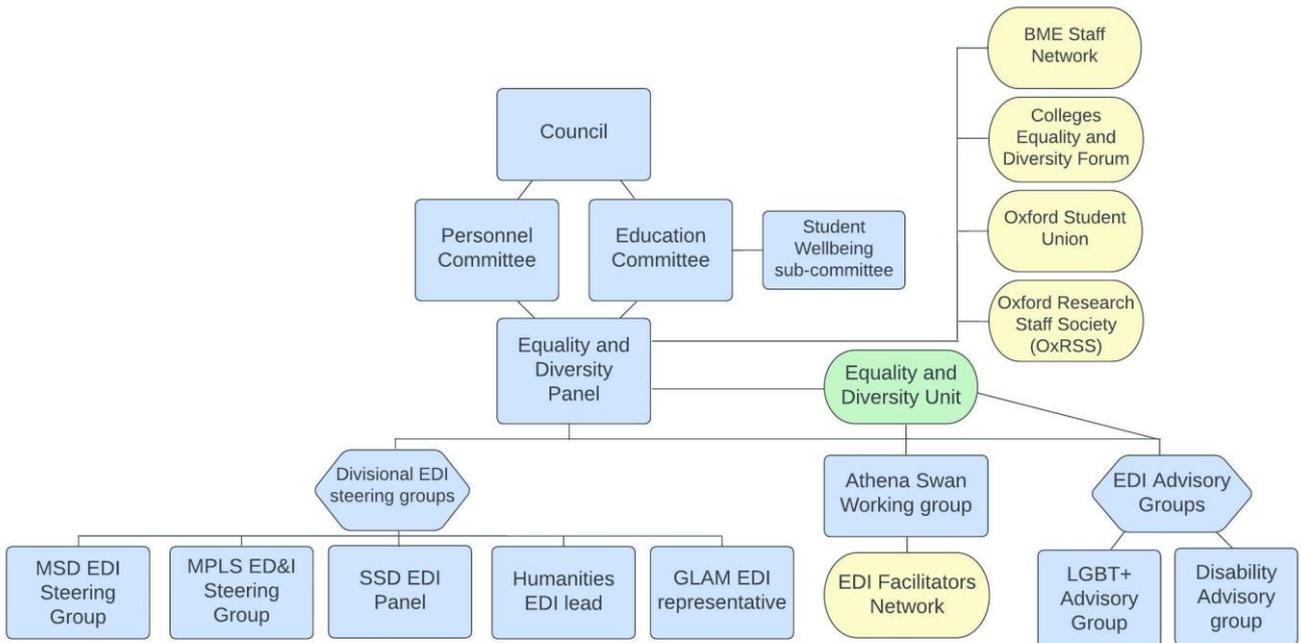
The EDP is chaired by a senior officer, currently the Pro Vice-Chancellor, People (as of January 2023, the EDP will be chaired by the new Chief Diversity Officer). Membership is representative of key EDI committees and University demographics, and includes academic and research staff, dedicated EDI/Athena Swan PSS staff and student representatives. In most cases, EDP membership is *ex officio*, and therefore each member is expected to represent their community/department.

The amount of resource dedicated to EDI has grown drastically in the last 5 years. The EDU recently expanded from 6 to 9 staff. All academic divisions have introduced an EDI academic lead and at least one dedicated EDI officer. Overall, the number of EDI PS staff has tripled since 2017 (see 2.2). In 2020, the Athena Swan Working Group (ASWG) was set up for EDI practitioners to support departmental activity.

Due to the devolved nature of the University, with budgets held by departments, each department determines the model of support for EDI that works best for them. Departments are supported by their divisions to consider how best to resource ongoing EDI work and AS submissions. Departmental resources include full-time and part-time EDI roles, short-term buyout for academics and researchers sitting on SATs, and/or academic allowances for those providing EDI leadership in departments/divisions.

In the annual Recognition of Distinction application exercise (awarding the title of full professor) 'leadership of equality, diversity and inclusion initiatives' was explicitly added under 'good citizenship' criteria in 2021. EDI work is also formally recognised in the biennial VC's Diversity Awards (Figure 7).

Figure 7: Winners of the 2022 Vice Chancellor's Diversity awards

## 1.4 Development, evaluation and effectiveness of policies

The University has made consideration of EDI a key aspect of all policy and decision-making by using the Public Sector Equality Duty (PSED) as a tool and driver, supporting staff with an equality analysis checklist, flow chart (Figure 8), guidance and templates. Before making any significant decision, all university committees must consider all protected characteristics; how it will mitigate any negative impact or use the decision to further advance equality; and record its decision.

Governance is democratic (committee-led) and our 70+ policies are developed and reviewed through a widespread consultation process. Many groups are consulted, including trade unions, the Students' Union, divisions, and EDI committees and networks.

Figure 8: Equality analysis flowchart

Policies are then approved by at least one of the University's five committees before being ratified by Council.

To determine the effect of policies, departments are surveyed annually using the HR Compliance Audit, with findings shared to Personnel Committee along with any EDI concerns. The biennial staff experience survey (SES) also informs policymaking and areas of improvement. SES respondents are invited to share demographic data to support a full analysis, and results are disaggregated by protected characteristic and thoroughly analysed by the EDU before being shared with all staff. Both EDP and Personnel Committee receive a full analysis and take action where there are clear gaps (e.g. the decision to address low satisfaction scores for Trans and non-binary staff in the Athena Swan action plan).

1.5 Athena Swan self-assessment process

a. Action plan preparation

In November 2019, it was agreed that the EDP would act as Self-Assessment Team (SAT) for the University's institutional AS and REC applications (March 2023). It was decided that the two applications should be developed in parallel, as far as possible, to allow full consideration of issues of intersectionality and areas of overlap.

The AS action plan work was led by the Policy Advisor for Gender Equality (PAGE), a full-time staff member in the EDU, with input and oversight from the SAT. As the EDP, the SAT is a representative and democratic body which includes a cross-section of academic EDI leadership roles, experienced EDI Professional and Support Staff (PSS) and representatives of the Students' Union, staff equality networks and colleges (Figure 9). The SAT has tended to be over-represented by female staff, however, this is representative of the demographics of those in EDI roles/posts at the University, and the full-time PAGE ensures no excess burden on the SAT. Each SAT member's department determines how their time is rewarded or resourced, where not part of their usual duties.

Since it was restructured in 2019, the EDP has met at least termly. From March 2020, meetings were moved to Teams and have continued to be held online with the format supporting attendance by reducing travel time and accommodating flexible working practices.

Figure 9: Membership of the Self-Assessment Team (Equality and Diversity Panel Autumn 2022)
* As per Sep-22 AHE guidance, with no data on protected characterises

Name	Panel role	University role(s)	Division	Role type
Anne Trefethen	Chair	- Pro-Vice Chancellor, People and Digital - Chair, Personnel Committee	University leadership	Academic
Adrienne Hopkins	Panel Secretary	- Head of the Equality and Diversity Unit (EDU)	UAS	PSS
Jennifer Chapin	EDU Gender Equality Advisor	- Policy Advisor, Gender Equality and Athena Swan	UAS	PSS
Richard Earl	The Assessor	- Ben Delo Fellow of Mathematics at Worcester	MPLS	Academic
Helen J. Swift	Academic Rep, Humanities	- Professor of Medieval French Studies - Fellow, St Hilda's College	Humanities	Academic
Matt Jarvis	EDI Academic Lead, MPLS	- Professor of Astrophysics - Associate Head of MPLS Division for People - Chair, MPLS ED&I Steering Group	MPLS	Academic
Nandini Gooptu	EDI Academic Lead, SSD	- Associate Professor of South Asian Studies, International Development - Associate Head of EDI, SSD	SSD	Academic
Karla Miller	EDI Academic Lead, MSD	- Professor of Biomedical Engineering - Associate Director, Wellcome Centre for Integrative Neuroimaging	MSD	Academic
Amy Hinks	PSS EDI Lead, Humanities	- Equality and Diversity Officer and Data Analyst	Humanities	PSS
Katherine Corr	PSS EDI Lead, MSD	- Athena Swan Advisor and Facilitator	MSD	PSS
Daisy Hung	PSS EDI Lead, MPLS	- MPLS Head of Equality, Diversity and Inclusion	MPLS	PSS
Catherine Goodwin	PSS EDI Lead, SSD	- Planning and Equality Manager	SSD	PSS
Abigail Hipkin	GLAM EDI representative	- Staff Development Manager, Ashmolean Museum and Bodleian Libraries	GLAM	PSS
Helen Mountfield	Chair of Colleges Equality and Diversity Forum	- Principal, Mansfield College - Tutor for Racial Inclusion	Conference of Colleges	Colleges
Michael Froggatt	Representative, Senior Tutors Committee	- Tutor for Admissions, Wadham College	Wadham College	Colleges
Saira Shaikh	Academic Registrar	- Academic Registrar	UAS	PSS
Markos Koumaditis	HR Director	- Director, Human Resources	UAS	PSS
Ellie Greaves	Oxford Student Union Rep	- Vice President, Women, Students Union	Student	Student
Omorinre (Grace) Olusola	Oxford Student Union Rep	- Vice President, Welfare and Equal Opportunities, Students Union	Student	Student
Aprajita Verma	Co-Chair, BME Staff Network	- Senior Researcher, Department of Physics	MPLS	Research
Rebekah Lee	Co-Chair, BME Staff Network	- Associate Professor in African Studies	SSD	Academic
Sarah Laseke	Chair, LGBT+ Advisory Group	- Training and Development Coordinator, Big Data Institute	MSD	PSS
Catherine Walter	Chair, Disability Advisory Group	- Emeritus Fellow in Applied Linguistics, Linacre College	SSD	Academic

The self-assessment process began in early 2020. In determining the key priorities for the 2022 action plan, we drew on:

- A review of progress against the 2017 action plan

- A full quantitative and qualitative analysis of the 2021 staff experience survey (SES) which completed by 8,597 individuals, a response rate of 59% (58%F/42%M).[1]
- An annual review of institutional staff demographic data with an intersectional lens (looking at binary sex as well as race, disability, sexual orientation and gender identity data, where available) at a snapshot of 31 July.
- Student statistics, also with an intersectional lens, up to the 2021-22 academic year.
- Supporting evidence from internally commissioned reports, HR surveys, and student surveys, and emerging trends.

The SAT regularly reviewed and refined the objectives, resulting in 8 final objectives. The draft action plan underwent extensive consultation from May to July 2022 with key central and divisional committees, EDI advisory groups and student representatives. Following updates, it was approved by Personnel Committee and Council in November 2022.

b. Future monitoring of action plan

The action plan will remain a dynamic document, with intentions to update it annually in response to data, feedback, and the University context. The EDP will continue to act as the main oversight body for the action plan, meeting termly.

A full staff and student data analysis will be undertaken annually in conjunction with the EDU's annual equality report. Staff survey responses in 2023 and 2025 will also be analysed against key outcome measures, and with an intersectional lens, to evaluate success and impact. The PAGE will remain the day-to-day owner of the action plan and will undertake regular check-ins with action owners across the University. The PAGE will also co-deliver a number of actions in the plan, and regularly attend divisional EDI committees and meetings to ensure the actions remain relevant to key matters arising in departments. The PAGE will work closely with a small volunteer sub-group of the EDP to implement and monitor Athena Swan actions, and to ensure continuity in the instance of turnover.

At the action plan's halfway point, in 2025, a full risk analysis will be presented to the EDP for discussion, and objectives/actions may be amended.

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[1] Note there was agreement between Advance HE and the University of Oxford that the 2021 staff survey would be suitable for this application despite being beyond the 1-year cut-off date. The SES is run once every 2 years, allowing for appropriate longitudinal data collection.

Section 2: An evaluation of the university's progress and success (2115 words)

2.1 Evaluating progress against the previous action plan (outputs)

a. Previous action plan (RAG-rated table)

See 2017 action plan in annex 1 (page 28)

b. Monitoring the 2017 action plan

The PAGE took overall responsibility for monitoring the majority of actions, following up with action owners, undertaking the annual data analysis, and escalating any issues or risks to the EDP. The EDP closely monitored the action plan, and a full data review was undertaken once per year to determine if actions or targets needed amending.

In February 2020, there was an in-depth stock-taking exercise of the action plan by the EDP, resulting in some actions being updated or removed, and some targets and timelines changed. In November 2022, the EDP agreed the final RAG ratings for the objectives. Success was evaluated against achieved outputs, demographic data analysis and supporting evidence in the SES.

c. Overview of 2017 action plan

The 2017 action plan had 11 thematic areas, with 27 objectives and 66 associated actions. In our RAG-rated review, we classified 7 objectives as green (26%), 17 objectives as amber (63%) and 3 (11%) objectives as red (Fig 10). We have also rated each of our actions (42% Green, 32% Amber, 26% Red) to show that in some cases, we completed actions even if the outcome was not fully met.

Figure 10: Overview of objective RAG ratings from 2017 action plan

No.	Green (7)	No.	Amber (17)	No.	Red (3)
1D	Recognise, promote and celebrate good practice in diversity	1A	All academic departments apply for Athena SWAN awards	1C	Colleges identify and address gender issues
2A	Reduce the potential for bias in recruitment	1B	All PSS departments identify and address gender issues	4D	Provide consistent support for research grant applications
4C	Full understanding of gender differences in research grants	2B	Increase number of female applicants to under-represented roles	5A	Ensure fairness and transparency of academic workload
4F	Promote women's entrepreneurship	2C	Ensure availability of accurate recruitment data		
4G	Support the career progression of professional and support staff	3A	Increase the proportion of women applying and appointed to AP roles		
8A	Ensure equal pay for equal work	3B	Mechanisms for researchers and DLs to transition to AP and senior roles		
10A	Provide a comprehensive package of support for carers	4A	Career development support for women in academic and research roles		
		4B	All researchers receive appropriate career development support		
		4E	Enhance support for researchers to apply for research grants		
		6A	Women in committee positions empowered in decision-making		
		6B	Women at all grades supported to pursue their leadership aspirations		
		7A	Ensure all staff receive an effective induction		
		7B	Ensure all staff have a regular PDR they consider to be useful		
		7C	Ensure all staff with responsibility for managing people have skills to do so		

7D	Address disparity in women and men PSS staff on fixed-term contracts
9A	Reduce the incidence of bullying and harassment
11A	Promote and celebrate women as scholars and subjects of research

d. 'Green'-rated objectives

We rated 7 objectives as green. In some cases, green objectives and actions were achieved because they represented actions that could be progressed centrally or by a handful of units working closely together. This includes new policies (10A), initiatives (4G), and issues where central data is held (4C, 8A). In other cases, these objectives and their associated actions were successful because of a partnership between several different teams/departments (2A, 4F), with combined effort to push things forward. These initiatives also benefited from championing by senior leadership (1D, 8A) and dedicated resource/FTE (2A, 8A, 10A), often fulfilled by the EDU, HR staff or divisional EDI roles with the resource, time and political will to progress.

Figure 11: Overview of main achievements since 2017 (186 words)

2017-18
- Launch *Vice-Chancellor's Diversity Awards (1D)*
- New Sexual Harassment and Violence Support Service for students
- *Women in Science* website launched
- £70,000 annual *Oxford Diversity fund* launches
- Bronze Race Equality Charter award achieved
- Updated comprehensive 'Transgender policy and guidance for staff and students'

2018-19
- Entered *Stonewall Workplace Equality Index Top 100 Employers*
- Suite of policies and support measures for carers introduced (10A)
- Joined *Work + Family Space (10A)*
- New 'fertility treatment leave' introduced (10A)

2019-20
- Introduced 'Day One' family leave (10A)
- Launch of central Athena Swan Working Group (1A)
- 'Introduction to Inclusive Teaching at Oxford' online course developed
- LERU *Family Leave for Researchers* report published (10A)

2020-21
- Launched *Increasing Diversity in Enterprising Activities (IDEA) (4F)*
- Celebrated *Women Making History: 100 years of Oxford degrees for women*
- Inaugural Michael Dillon LGBT+ Lecture
- Created *Hillary Rodham Clinton Chair of Women's History*
- Researcher Hub launched

2021-22
- Menopause in the workplace' guidance launched
- *EDI Knowledge Hub* piloted
- *New Ways of Working* scheme piloted
- *Race Equality Strategy* published
- 'Associate Professor Inclusive Recruitment guidelines' piloted (3A)
- Oxford's RDM hosts 'Diversity Interventions 2022: Towards a Science and Profession of Athena Swan'
- Creation of *Jonathan Cooper Chair of the History of Sexualities*

e. 'Amber'-rated objectives

We divided these into two categories:

1) Objectives where a lot of action was undertaken but where targets were not met

Some of these objectives represent areas of work that will take longer than 5 years to achieve, and we will continue to work towards them by progressing specific work streams based on evidence accumulated over the last 5 years (1B, 9A).

Although we fell short in 1A, there has been a tremendous amount of work and growth across the University in AS, in part because of our strategy for the central university to support departments to identify and respond to local issues to contribute to wider change (for example, recruitment of APs) (see 2.2). However, progress was slower than expected, impacted by the pandemic (impacting resource and collaborative working), uncertainties caused by the external AS review, and the difficulties of balancing AS with other priorities, including the Research Excellence Framework (REF).

2) Objectives where progress has been slow because of the devolved nature of the University

Many of the remaining 'amber' objectives are related to improving EDI and inclusive HR practices in departments in the areas of career development (4A), leadership support, (6B), induction (7A), and PDR (7B). As a large, decentralised university, we often encounter challenges in implementing and seeing consistent practice across all departments. Departments have a lot of autonomy to prioritise and tailor HR practices (induction, PDRs) to their context. In many cases, our expectations of progress were set too high.

The trickledown impact of central actions to local level is slow – the lesson being that a combination of central and local action is needed. Most of these remain priorities under the new action plan, but with a new approach (objectives 3 and 6). We hope that the establishment of the EDI Knowledge Hub in 2021 will help this.

f. Barriers to success for 'Red' objectives

Some objectives were not met because we couldn't find an approach agreeable to all divisions (e.g. for 5A, a University-wide consensus has been difficult to achieve because of the variations between divisions; as a result, some divisions developed their own models, for example, Humanities).

In the case of 1C, this action was based on sector discussions about introducing an Athena Swan charter for colleges, but after the creation of Advance HE this was de-prioritised. Despite this, we have worked with colleges on EDI (e.g. creation of a colleges EDI self-assessment framework). In the case of 4D, we have developed an alternative approach, outlined in the new plan (action 6.2).

g. Overall reflection

There has been a lot of groundwork, piloting and progress – and some big achievements - over the last 5 years (Fig 10), and during a particularly resource-constrained time. However, this didn't necessarily always translate into the ambitious outcomes we set ourselves. We deliberately set ambitious targets in the knowledge that we may fall a little short, but that has the effect now of looking like we didn't deliver all of our expected outcomes. The 2017 plan attempted to address many institutional inequities, under-estimating the degree of work, consultation and time that change needs in a large institution. The action plan has also been impacted by a high degree of turnover among teams. In some instances, our success measures didn't match the intention of the objective; this is something we have addressed in the new plan.

In preparing for the next 5 years, there are a few things we will do:
- Work with the new CDO to support senior staff to keep equality issues on the agenda and to maintain the cross-University momentum
- Ensure that actions continue to be SMART, developed participatorily, and with supporting central and divisional actions
- Develop plans to mitigate delays caused by turnover (e.g. through confirmed second points of contact, or small teams to pursue each action)
- Be more proactive in shifting strategies when priorities change and/or resource is diverted to other work
- Ensure a joined-up approach with the race equality charter so that actions are addressing intersecting inequalities

2.2 Evaluating success against the university's key priorities (outcomes)

We feel we have made significant progress in three areas since 2017.

1) Provide a comprehensive package of support for carers (10A)

Further improving support for those with caring responsibilities was a big focus in our 2017 application. Over the last 5 years, we have built on our already strong offer to introduce a suite of measures for parents and carers, including carers leave, career break options, paid fertility treatment leave, improved foster-to-adoption leave, and 5 days emergency dependant's leave. We signed up to Work + Family Space with 1,098 now staff registered. Website hits show staff are investigating the new options, especially the fertility treatment webpage (visited over 4,000 times).

"…The coaching made possible by my Returning Carer's award has really made a difference to my work, particularly in terms of my vision and ability to articulate my research. This confidence is difficult to quantify, but I have just had my position regraded and been awarded the title of Associate Professor, which is a good outcome to start with!" (Female RCF award holder, 2022 RCF evaluation report)

In 2020, we introduced 'Day One' contractual family leave, removing the minimum service requirement. Our maternity leave return rate has averaged 91% annually since 2018, and 100% for academic staff (Russell Group average: 78%).

In 2022, we evaluated our annual 240k Returning Carers' Fund (RCF), finding that more than 150 academics/researchers were supported from 2017-21 (at a total spend of 530k), with many finding it invaluable in re-establishing their research pathways after a parental break. Considering the review, we will be shortening the minimum leave requirement from 6 to 3 months to better support those who have taken Shared Parental Leave or caring leave.

The recently launched *New Ways of Working* (NWW) flexible working framework has also supported this; a June 2022 survey of PSS staff found that 73% of those with children under 5 found the framework had allowed them to better fulfil their caring responsibilities.

We also worked with the League of European Research (LERU) to lobby the European Commission on allowances for family leave in Horizon Europe funding, as lead author of a 2020 report on *Family Leave for Researchers*. Since publication, the report has been used by the European Commission's Gender Equality Plans team to progress work at European level. Analytics also show the publication has been viewed 860 times.

"[NWW] means I can work a higher FTE - as a working woman with two small children and a chronic health condition, the time I get back and the flexibility, means I can work at least one extra day than I could do pre-pandemic." (Respondent, 2022 NWW survey)

2) Progress in closing the gender gap in senior academic roles (3A)

Although we fell short of our ambitious target for this objective, we want to acknowledge the continual upward progress in improving the proportion of female staff in senior academic roles over the last ten years. Female staff now account for 31% of all academic staff (2.2), 27% of all professors (2.5), 20% of Statutory Professors (2.6), and 36% of Associate Professors (without title) (2.6) (Fig 12).

Figure 12: Ten-year snapshot – Proportion of female staff in senior academic roles
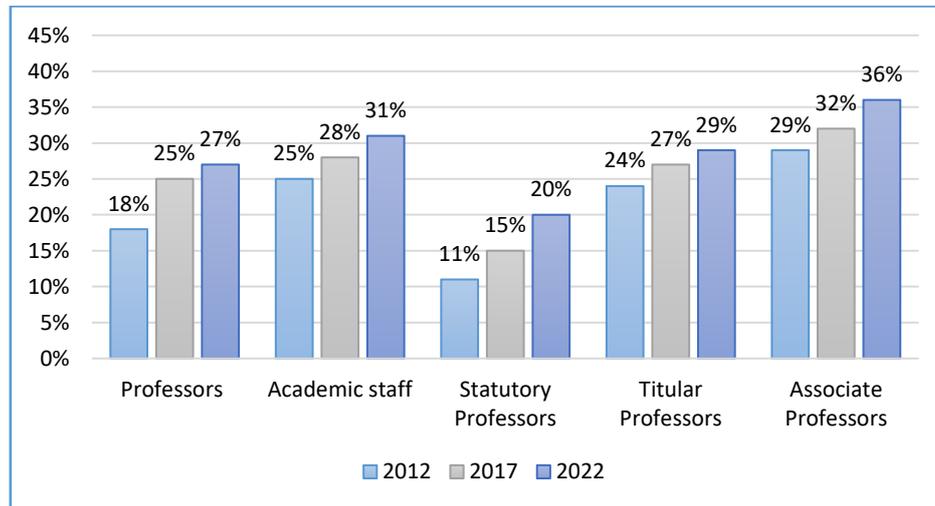
This success is due to a number of factors: widespread visibility and agreement of the need to address this gap across the university, departments implementing inclusive recruitment measures and setting their own targets (through AS action plans), and improved measures for recruiting Statutory Professors (3A). To address issues in STEM, MPLS introduced additional recruitment procedures including pausing recruitment at shortlisting stage if an all-male shortlist, encouraging diversity at planning stage and implicit bias training for panels.

This progress is also seen in the huge leaps seen in female heads of academic departments, with a threefold increase since 2012 (Fig 13).

Figure 13: Ten-year snapshot – Progression of female heads of academic departments
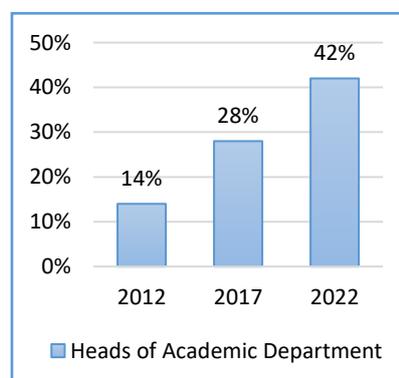
Although this progress is positive, we acknowledge that it is slow, limited by low turnover in senior positions (averaging 4% annually, and predominantly due to retirement). We hope the introduction of the *Associate Professor Inclusive Recruitment Guidelines* this year will continue the upward momentum, as well as the new Council targets. We will continue to push this forward (action 3.1).

3) Departmental engagement with Athena Swan (1A)

Over the last ten years, we have improved from 7 departmental awards to 42 awards (Fig 14), with 21 Silver and 21 Bronze awards and our first non-academic award (Silver for the Museum of Natural History). Our Medical Sciences division is our first all-Silver division, with 16 awards.

This means that overall, 10,357 staff and 18,989 students benefit from working/learning in a department with an AS award.

Figure 14: Progression of Athena Swan awards, 2012 to 2022
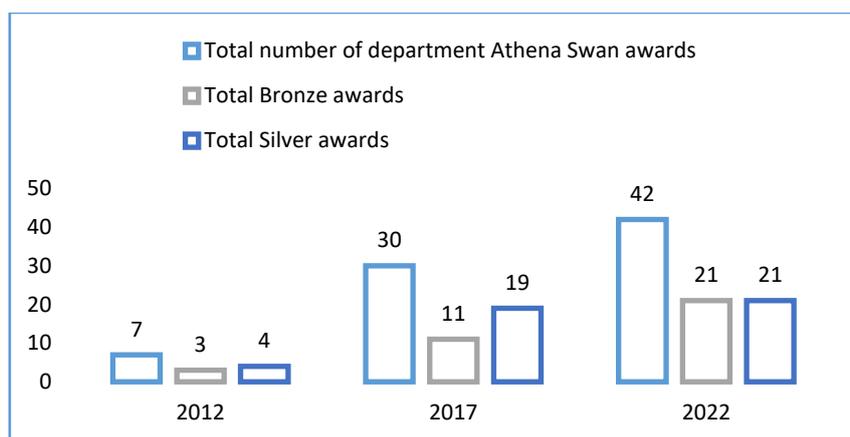
Although we fell short of our intention for every department to apply for an AS award, there has been tremendous effort by departments to advance EDI, as seen in the creation of 4 divisional academic EDI leads on divisional boards, 4 EDI officers at division level, an increase in FTE at department level (Fig 15), and the increasing proportion of female divisional board members (44%, up from 29% in 2017).

Figure 15: Number of PSS staff in post across the University
with time dedicated to EDI, 2017 vs 2022
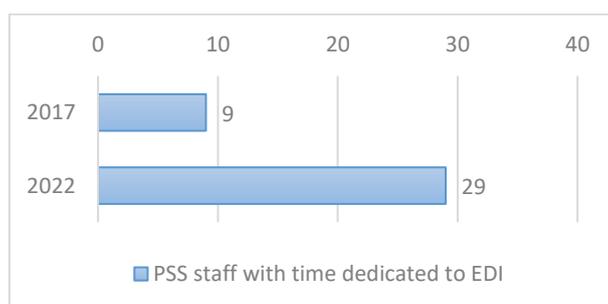
Humanities have especially made huge strides in honing a division-wide EDI strategy, including through the creation of a full-time senior EDI officer post, the escalation of EDI as a standing item in divisional governance, and initiatives like the *Inclusive Chairing Toolkit*. The division now has 3 faculty awards, with more in the process of applying for 2023.

There is evidence of institutional change with some areas of progress attributable to departments identifying gaps in their local action plans. The proportion of female researchers at grade 9 has increased to 50% over the last 5 years (from 45%), along with an increase in the proportion of Senior Researchers, to 36% (from 32%). This is due to departments working closely to support progression for successful female researchers. Similarly, the proportion of female UG students in MPLS has increased to 35% (from 30%), largely due to outreach efforts at department level.

Section 3: An assessment of the university's gender equality context

(3294 + 451 for covid)

In this section, we use binary sex when discussing any University-held data for staff or students. We refer to 'women' where there is an overarching objective to increase representation, and where used, we include anybody identified on our HR system as such. We share results for non-binary staff where it is available (mainly in the 2021 SES). It is our hope that capture of gender identity data will greatly improve over the next 5 years.

3.1 Culture, inclusion and belonging and 3.2 Key priorities (in blue boxes)

Evidence comes from the staff experience survey 2021 (SES) and university HR data, disaggregated by division, major job role, sex, race, disability and in some cases also gender identity, gender reassignment and sexual orientation (where there is available data). We have also drawn on qualitative data from a number of internal studies, and HR surveys.

Engagement with equality, diversity and inclusion (EDI)

In the SES, the four academic divisions asked staff if they agreed that 'My department is committed to promoting equality and diversity'. On average, 78% of staff agreed (76%F, 81%M). Humanities had the biggest divergence between female (69%) and male (82%) staff (1.29), and scores were lower overall for female BME staff at 70% (73%M) (1.30), and female disabled staff at 68% (70%M) (1.31). In order to establish a full University baseline, this question will be asked to all staff in the 2023 SES.

Figure 16: EDI Knowledge Hub logo

A 2021 survey of staff doing EDI work across the University found that only 25% agreed it was easy to find centralised guidance and support for EDI. The launch of the EDI Knowledge Hub in 2022 will continue to expand in 2023, promoting learning exchange, community-building for EDI practitioners and provided a centralised hub for all EDI activity taking place at the University (Fig 16).

As outlined under 2.2, we believe department engagement with local issues is the most effective way of achieving change. This is reinforced by SES results, which show greater variations by department than by other demographics.

Issue: All departments/faculties need to continue to engage with Athena Swan and EDI and progress local-level interventions

Objective 1: Strengthen department/faculty engagement and coordination of EDI work

Actions:
1.1 - All departments/faculties are supported to develop actions to foster an inclusive culture and address equality gaps
1.2 - Promote learning and exchange to foster best practice in EDI across the university
1.3 - Improve recognition for staff contributions in developing and implementing Athena Swan or wider EDI actions

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Values, governance and leadership

The University has set itself six equality objectives, with associated targets. Our annual equality report monitors achievement towards these and they are also reflected in the Strategic Plan 2018-24. Since 2016, the University has had a female Vice-Chancellor (VC), Louise Richardson, who has taken an active role in championing gender equality at the University, including through hosting the biennial VC's Diversity Awards, introduced in 2018. There is also an annual £70,000 Diversity Fund which provides small grants to initiatives aimed at fostering an inclusive culture, with the aim of delivering a lasting change in culture across the collegiate University.

Although still not at parity, there have been improvements in the representation of female staff in University governance and decision-making. In 2021, female staff comprised 39% of Council and its main committees (up from 33% in 2017), 44% of divisional board members (up from 29%) and 42% of heads of departments (up from 28%).

In Nov 2021, Council adopted an equality objective to ensure University decision-making and governance structures are representative of the University community and set two targets for 2027: (1) Representation of female staff on Council and its main committees to be in the range of 40-60% (dependant on the committee), and (2) BME staff comprise a minimum of 15% of members of Council and its main committees. In 2019, People and Organisational Development introduced 'Inclusive Leadership' online training, and in 2022, Humanities developed an Inclusive Chairing toolkit, which is already being shared widely.

Still, in the SES, only 56% of staff (56%F, 57%M) agreed with '*I have the opportunity to contribute my views before changes are made which affect me.*' Responses were least positive for female researchers (48%) and non-binary staff (39%) (1.14, 1.16).

Issue: Under-representation of female and BME staff in senior committees across the university, and feelings of disconnection from University decision-making

Objective 2: Ensure University decision-making and governance structures are representative of the University community and inclusive in practice and culture

Actions:
2.1 - Improve and ensure consistent representation of female staff (and BME staff) on central University committees
2.2 - Ensure that central University committees are inclusive in culture
2.3 - Promote inclusive decision-making

Staff profile

Through persistent effort in inclusive recruitment and attention to equality issues in the Recognition of Distinction (RoD) exercise (2.14), the academic gender gap is decreasing. However, despite the year-on-year improvements described in 2.2., the proportion of professors at Oxford (27%) remains below the national average (31%). MPLS has the lowest proportion of female professors at 15% (2.5). Female BME staff account for 8% of all academic staff at the University, up from 6% in 2017 (2.18). There has also been improvement in the number of female BME APs, at 10%, up from 7% (2.21).

SES responses confirm this is an area needing improvement (e.g. one respondent noted '*[we need] better gender balance at higher levels*'). We are committed to making continued improvements, although the pace of change is constrained by very low turnover at senior levels (3-5% annually). Oxford has no promotions process and therefore relies on recruitment to achieve change.

> *Issue: Women are under-represented in senior academic roles at the University*
>
> Objective 3: Continue to increase the proportion of women in senior academic roles
>
> Actions:
> 3.1 - Strengthen recruitment processes to address gender and intersectional imbalances in senior academic roles
> 3.2 - Provide effective support for progression of female staff, and BME staff, into senior academic roles

The proportion of female research staff has remained relatively static at 47% since 2017 (3.2). However, the proportion of female research staff at Grade 9 has increased by 5% (3.6) (see 2.2).

Female staff account for 63% of all PSS roles, with the gap largest in grades 4, 5 and 6, where they occupy 70% of roles (roles which are predominantly administrative) (4.3). The University has identified this gendered job segregation (horizontal by grade and vertical by job group) as a major influence on the gender pay gap. Female PSS staff presently make up 65% of those in the lower pay quartile and 57% in the lower middle pay quartile. 38% of female PSS staff are on fixed-term contracts (31% of male staff) (4.8, 4.9), and 65% of staff on variable hours contracts are female (4.6). To better understand the impact on the gender pay gap, a full review of casual and variable hours staff will be undertaken in 2023 as part of the next equal pay gap report, in addition to actions under objective 8.

> *Issue: There is a gender and race imbalance in PSS roles with over-representation of female and BME staff in grades 4-6*
>
> Objective 8: Address issues of gendered job segregation impacting the gender pay gap
>
> Actions:
> 8.1 - Define and promote career pathways in PSS roles to support diversity and career progression in PSS roles
> 8.2 - Improve diversity in recruitment of PSS staff

Student profile and culture

The gender balance in UG and PGT programmes has shifted since 2017 when female students were under-represented. They now account for 53% of UG students and 51% of PGT students (5.1). Female students are slightly under-represented in PGR programmes (45%), (increasing from 41% in 2017) (5.1). There continues to be under-representation of women in STEM at all levels of study, with representation in MPLS at 35% UG, 22% PGT and 30% PGR (5.3). Department engagement with AS has, however, driven MPLS improvements since 2017, by over 5% in UG and PGT programmes (5.3). Gaps will continue to be addressed in department AS action plans.

Since 2015, we have actively addressed a first-class degree awarding gap between female and male students, measured at 8.5% in 2015 (a gender gap that doesn't appear at 'good' (a 1st of 2:1) degree level). A lot of work has been undertaken to address this, including the development of guidance for departments in addressing gaps and tools to support data analysis (including intersectional analysis). In 2021, the gap decreased to 3.3%, although initial figures from 2022 show it may have widened again. The University is committed to addressing this gap in its Access and Participation Plan (APP), which will be updated in 2023.

The Centre for Teaching and Learning has been active in developing tools in inclusive teaching, including the development of the *Racially Inclusive Teaching Toolkit* in 2021 (Fig 17), and MPLS has been running its Diversifying STEM Curriculum Project since summer 2021, with the aim of diversifying STEM curriculum in HE.

Figure 17: Five components of the Racially Inclusive Teaching toolkit

The Oxford Student Union is a very active student council, and there are a number of EDI-focused student groups and campaigns, including the SU's Wom*Cam (Women's Campaign), the Campaign for Racial Awareness and Equality, and the LBGTQ+ campaign.

Over 90% of students have shared gender reassignment data, collected at registration. In 2021, Trans students accounted for 1.4% of UGR students, 0.7% of PGT students and 1.1% of PGR students. Numbers increased since 2017 but so have disclosure rates (which were around 65% in 2017). In 2018, the Oxford SU LGBTQ+ campaign published a report on Transgender Experience and Transphobia at the University of Oxford, finding that transgender students were more likely to experience instances of discrimination and more likely to feel uncomfortable to make a report or complaint (objective 7).

Institutional culture

Since 2018, staff have been able to update their own HR data, including race, disability, religion/belief, gender identity and gender reassignment data in HR self-service, although disclosure rates are variable (e.g. only 10% of staff have shared gender identity data).

There are five questions in the SES that map to key aspects of organisational culture (appendix 1), but responses to two questions indicated they were drivers of overall feelings of engagement with the University 'I feel able to be myself at work' and 'I feel valued and recognised for the work that I do') (1.1-1.8). On 'I feel able to be myself at work;' 78% of staff agreed (no difference by sex; 8% higher than the HEI benchmark) (1.1). Non-binary academic and research staff were the least positive staff group (59%), and responses were also influenced by whether staff reported experiencing an instance of bullying or harassment in the previous year. Likewise, when asked whether staff agreed with 'I feel valued and recognised for the work that I do,' 74% of staff agreed (no difference by sex; 15% higher than the HEI benchmark) (1.5). The biggest disparity was amongst research staff, with women less likely to agree than men (71%F, 77%M) (1.6), and non-binary staff the least satisfied overall (43%) (1.8).

Oxford has participated in the Stonewall Workplace Equality Index since 2012. The University's Transgender Policy and Guidance was introduced in 2013 and revisions were approved by Council in February 2018. Despite this, Trans and non-binary staff were least satisfied overall in the SES, with 60% of Trans staff and 54% of non-binary staff saying they felt able to be themselves at work (compared to 78% of all staff) (1.4). In addition, 24% of Trans staff and 33% of non-binary staff experienced bullying/harassment in previous year (10% for all staff) (1.20), and 58% of Trans respondents experienced an episode of mental ill-health in the previous year (compared with 22% of staff overall). On average, female BME staff in academic departments are notably less positive in response to 'my department is committed promoting equality and diversity' at 70% in agreement, compared to 73% of male BME staff and 77% of white female staff (1.30) (see objective 7).

In 2020, the Vice Chancellor launched the Race Equality Task Force in conjunction with staff and students across the university, in response to Black Lives Matter, and to address under-representation at all levels. The strategy was published in 2022 and will be taken forward by the new Chief Diversity Officer in close partnership with Athena Swan to ensure an intersectional approach.

> *Issue: Trans and non-binary staff and students are much less likely to have a positive working/learning experience and feel a sense of belonging in the University*
>
> Objective 7: Increase levels of satisfaction and inclusion amongst Trans and non-binary staff and students
>
> Actions:
> 7.1 - Improve data quality on gender identity and gender reassignment to better understand gaps in support
> 7.2 - Develop training and support tools for line managers and Heads of Department
> 7.3 - Strengthen staff and peer networks for Trans and non-binary staff
> 7.4 - Develop and implement strategy to raise awareness and reduce the incidence of micro-aggressions or other subtle forms of discrimination

One area of consistent focus has been in support for those with caring responsibilities. In addition to a generous package of support for maternity, family and caring needs (see 2.2), we also offer nursery provision at 1:31 (places to staff), compared to the Russell Group average of 1:71.

Despite this, an analysis of 320 staff responses from a survey for the 2021 International Women's Day event found that most respondents felt that caring responsibilities were the biggest challenge to advancing gender equality at the university, primarily due to the 'motherhood penalty,' the challenge of balancing family with a demanding academic/research role, and the ongoing disproportionate caring burden that falls on women's shoulders with more women working part-time or taking career breaks. Respondents advised a need for increased flexible working, reduced workload pressures and to develop job-sharing/part-time options (and role models) in senior research and academic roles.

In responses to 'I have the opportunity to develop and grow here,' only 59% of staff with caring responsibilities agreed, compared to 64% without caring responsibilities (1.23). On 'I am supported to think about my professional development,' 52% of academic and research staff with caring responsibilities agreed, compared to 61% of those without caring responsibilities (1.26). There is also a discrepancy on this question between female staff with caring commitments (46%) and those without (53%) (1.27).

> *Issue: The gendered division of caring is still considered a key factor limiting career progression and wellbeing, particularly for academic/research staff*
>
> Objective 4: Address the gendered aspects of caring and wellbeing that negatively impact on career progression and retention
>
> Actions:
> 4.1 - Increase awareness and uptake of caring and family-friendly benefits
> 4.2 - Better understand where the gendered dimensions of care are impacting on female staff's progression and retention
> 4.3 - Promote flexible working where possible, starting with PSS roles
> 4.4 - Implement a range of measures to support those experiencing menopause

In 2019, to mark 100 years of women graduating from the University, we launched the year-long *Women Making History* campaign, which included the launch of a Centenary Timeline, the *100 Women of Medical Sciences* project, and a high-profile panel event in May 2021 called 'Women Making History: Shaping Oxford's Next Century.' This event was marked by a number of departments (e.g. Radcliffe Department of Medicine created a page called *Meet the Women of RDM*). (Fig 18).

Figure 18: Women's Centenary: 100 years since the first women were awarded degrees at Oxford

Research culture (310 words)

As a research-intensive University, we employ more than 6,800 academic and research staff (42%F, 58%M), and over 4,300 staff (48%F, 52%M) are on fixed term contracts (3.3). In 2021, the University signed the Concordat for Researcher Development, to be taken forward through a recently launched Researcher Hub.

"I think it's a little bit about women with parenting responsibilities. A number of other [lecturers] like myself that are on these similar fixed-term contracts are women with parental responsibilities that have perhaps gone part-time in teaching and therefore have ended up in these roles, and therefore are on these unacceptable contracts. I think there is probably an inequality aspect to that." (Female researcher, 'Mechanisms for promoting a diverse academic community at Oxford')

The 2021 Research Excellence Framework (REF) results found that Oxford's submission had the highest volume of world-leading research, although the accompanying equality impact assessment noted a number of equality issues with respect to gender, disability and race.

Two internal reports were commissioned to investigate equality issues in research. The *Equity and Inclusivity in Research Funding* study (December 2022) analysed the research funding system and found that researchers in marginalised groups face a number of systemic and interacting barriers to securing research funding, including vulnerability to bias of decision-making, inadequate support, and assessment against a career trajectory unrelated to research quality.

The *Mechanisms for promoting a diverse academic community at Oxford* study (March 2023) encompassed 100 interviews with researchers across the University, finding that many continue to experience everyday forms of discrimination, along with challenges around the impact of maternity leave and caring breaks.

University grant data shows that that there is a gendered disparity in research funding with female-led grants accounting for 28% of all awarded grants since 2017, and only 26% of total funding value. There are still large gaps properly tracking ethnicity and disability data which has hampered understanding of the impact of intersectional inequalities (see objective 6).

Figure 19: Awarded research grants 2017-2021

	Female	Male
% AWARDED GRANTS	28%	72%
% TOTAL FUNDING VALUE	26%	74%
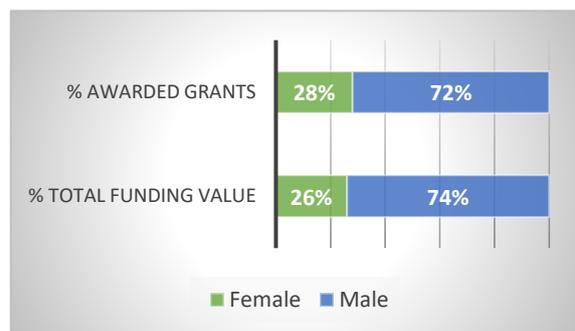
Many academic and research staff find workload and work-life balance to be challenges, with only 35% of academic and research staff agreeing that they can meet the requirements of their job without regularly working excessive hours (no gender difference). Only 14% of female academics agreed (18%M) (1.28). Personnel Committee is currently looking at improving workload balance through the Associate Professor Working Group.

> *Issue: There are inequities in research funding and research culture impacting on wellbeing, career progression and securing grants*
>
> Objective 6: Embed inclusive research practices across the university
>
> Actions:
> 6.1 - Further equip principal investigators and academic line managers with guidance and training on inclusive leadership
> 6.2 - Tackle gendered imbalances in research funding
> 6.3 - Ensure a holistic understanding of contributions to excellence in research and academia by piloting a narrative CV

Tackling unacceptable behaviour

The University supports staff and students experiencing bullying and harassment through a network of 450 trained staff harassment advisors, co-ordinated by the EDU, as well as guidance, like the harassment procedure flow chart (Fig 20). Responsible Bystander training was introduced in 2017, reaching 1,130 staff members, and we have recently introduced an online training module on *Challenging Behaviours*.

Figure 20: Harassment procedure flowchart for staff
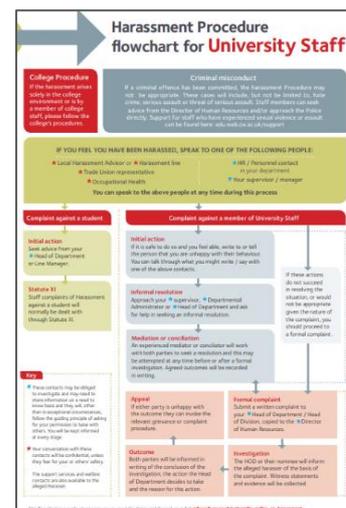
In 2019, the student Sexual Harassment and Violence Support Service was highly commended in the national LimeLight Awards and the Service Lead, Pete Mandeville, won the prize for Outstanding Achievement by a Sexual Violence Liaison Officer. *Consent Matters* forms part of the University's *Oxford Against Sexual Violence* campaign, with new student consent workshops being rolled out in autumn 2022. The University also funded a research study in 2021, OUR SPACE (Oxford Understanding Relationships, Sex, Power, Abuse, and Consent Experiences), to explore attitudes towards, and experiences of, sexual harassment and violence among Oxford students, to be published in 2023. The analysis will estimate the prevalence of sexual harassment and sexual violence perpetration and victimisation, and will examine whether ethnicity, gender identity, and sexual orientation have an impact.

In the SES, 10% of staff reported experiencing bullying/harassment in the previous year (11%F, 8%M), improving by 2% since 2017 (1.18). Of these, only 46% reported it (1.22), and 50% of female staff made a report compared to 37% of male staff (1.22). The top reasons given for not reporting were concerns around confidentiality or that nothing would happen as a result. For BME staff, 13% of female staff and 9% of male staff experienced bullying/harassment, and 54% of female reported it (34% male staff) (1.19, 1.22).

In 2021, the Preventing Bullying and Harassment Working Group (PBHWG) shared findings of its work to improve university practices in this area. It found that there was a lack of clarity around the Harassment Policy and Procedures, a need for improved support of harassment advisors, a need for

training for all staff and students (especially line managers), and a need for improving reporting via the creation of an online portal to report incidents. To support this, the EDU secured funding for two new harassment posts to progress the PBHWG recommendations and Athena Swan actions (objective 5).

> *Issue: Staff and students are under-reporting instances of bullying and harassment and sex, gender identity and race are factors leading to a higher likelihood of experiencing B&H*
>
> Objective 5: Tackle bullying and harassment across the University
>
> Actions:
> 5.1 - Ensure an effective response to incidences of bullying and harassment
> 5.2 - Actively promote an inclusive culture that has zero tolerance for any form of harassment

Staff recruitment and progression

Staff recruitment data doesn't reveal any significant disparities from application to shortlisting to achievement. There is a minor gender gap (3%) in Statutory Professor recruitment represented mainly in MSD and Humanities (overall numbers are, however, very low for SP roles, averaging 5 to 15 positions annually) (2.11, 2.12).

There is no formal academic progression pathway at the University, however, the 'Recognition of Distinction' exercise awards the title of full professor to eligible staff. Overall, between 2017 and 2021, an equal proportion of eligible female and male staff applied, and success rates were equal at 75% (2.16).

Career progression for those in PSS roles is usually through successful application to a higher graded role, or regrading following increased responsibility in an existing role. The University cannot currently track internal progression, but we are investigating HR software solutions to support this in the future.

In the SES, 57% of staff agreed with 'I have the opportunity to develop and grow here' (57%F, 59%M). Male research staff were more positive overall at 66% (compared to 59% of female research staff) while male PSS staff were least positive at 54% (1.32). A 2022 internal review of Oxford mentoring schemes found evidence that both formal and informal mentoring led to career progression. In summer 2022, plans for a new Oxford Leadership Hub moved ahead, with a work stream devoted to mentoring and supporting staff progressing in senior academic/research roles (objective 3).

Impact of Covid-19 (451 words)

Covid-19 undoubtedly impacted staff and students across the University by heavily disrupting the academic year, on-site working and a number of initiatives around EDI. In particular, it impacted the ability to progress a number of actions in the previous AS action plan (see 2.1).

No covid-specific questions were added to the SES due to the rapidly changing nature of the pandemic, however some staff reported they were overwhelmed with workload. Staff in the Jenner Institute, involved in vaccine development, were far less positive across almost all areas, especially in wellbeing and workload, and female staff were even less positive, averaging 17 percentage points lower than the rest of the University.

On average, female staff represented 61% of furloughed contracts (compared to 50% of all staff), and of those who cited caring responsibilities as their main reason for furlough, 72% were female . However, a higher proportion of furloughs took place in support staff grades (grades 1-5), where females represent 69% of staff. Very few research and academic staff were furloughed, in part reflecting the University's policy that staff balancing work with caring responsibilities would continue to receive full salary even if they were unable to undertake their usual working hours.

In September 2020, the University surveyed research staff to understand the impact of the pandemic on researchers. Nearly all of the respondents with children under 11 (28% of the total) reported that lack of childcare had an impact – significant for most – on their research progress. Of these, 64% were female and 33% male. The University responded by launching a £530k COVID Rebuilding Research Momentum Fund (CRRMF) which made 117 awards of up to £5,000 to support the careers of academic and research staff experiencing significant disruption.

There was a strong focus on all aspects of EDI throughout the University's Covid response. The EDU maintained a record of issues identified and raised, and how these had been acted on, which was published on the University's website.

By far, the biggest outcome of the pandemic has been the shift to improved flexibility and a focus on wellbeing. The Centre for Teaching and Learning quickly moved to support teaching staff with tools and guidance in staying up to date on teaching, including the roll-out of the *Flexible and inclusive teaching (FIT) framework* in 2020 (Fig 20).

Figure 21: Flexible and Inclusive Teaching Framework
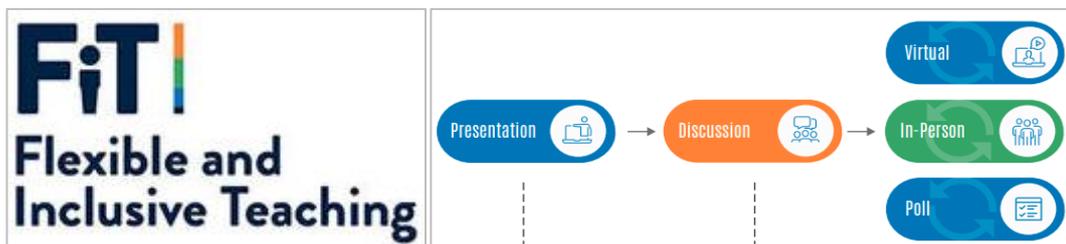
In 2021, the University introduced *New Ways of Working*, a framework building on lessons learned during the pandemic to support staff in finding flexible working patterns that work for them and their departments (see 2.2). In late 2022, the University also launched its Wellbeing Strategy for staff including a new website, staff counselling service, and Wellbeing Champions Network and training/resources to be launched in 2023.

Note on the action plan

A number of amber actions from the 2017 plan that align with our ongoing priorities have been linked to the new action plan, relating to Athena Swan engagement (action 1.1); EDI issues relevant to PSS staff (1.1); Associate Professor appointments (3.1); Career development for female academic and research staff (3.2 and 6.1); gender disparities in research grants (6.2); Associate Professor workload (3.2); PSS gendered job segregation (8.1) and reducing bullying and harassment (5.1 and 5.2).

The new action plan has also been closely developed in partnership with the race equality charter action plan and supports/signposts measures already being undertaken in the Concordat action plan for early career researchers.

RAG rated 2017 Institutional Athena Swan Action Plan (Oxford)

No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
Theme 1 - Engage all departments with gender equality								
1A	All academic departments and faculties: Apply for Athena SWAN awards; effectively implement Athena SWAN action plans; and progress to higher awards.	All 49 academic departments hold awards by 2022, including over 50% at Silver/Gold. *2017 Baseline: 19 Silver, 11 Bronze (30 awards)*	1.1	Encourage and support Athena SWAN applications in SSD and Humanities through: - Holding a workshop for HoDs and academic leads to launch AS in the Humanities; - Provision of data and written resources to support the application process; - Continued accompaniment of individual departments through the application process; - Review of and face-to-face feedback on all applications.	Divisional AS Co-ordinators and Senior Equality Advisor	At least 3 new applications submitted in each round (twice a year)	The action initially called for all departments to have achieved awards, but in 2020 this was changed from 'achieved' to 'apply' given that not all Humanities faculties were likely going to be able to secure awards by 2022.	**Amber** • 42 of 49 departments currently hold awards (21 Silver and 21 Bronze) and 3 more have applied/will apply before November. • First non-academic department with Athena Swan (Natural History Museum) • Workshop held by SSD in Autumn 2017 for Athena Swan leads • EDI Knowledge Hub established in 2022 • Humanities appointed an E&D officer in 2018 to take forward work. • Athena Swan Working group established in 2020 to support departments • Series of webinars in 2021/22 on applying under the transformed charter, and sharing best practice and challenges from depts across the university *Linked to new action 1.1*
			1.2	Support implementation of action plans in all departments through: - An annual audit of progress on action plan implementation; - Facilitating joint working between departments on similar actions, to avoid duplication of resources; - Organising workshops to share good practice on key themes; - Developing guidance notes to support implementation of action plans based on existing good practice; - Developing and implementing a communications strategy to support dissemination of good practice; - Organising an annual workshop for HoDs and SAT leads with external speakers.	Divisional AS Co-ordinators and Senior Equality Advisor	Ongoing		
			1.3	A) Receive and discuss an annual report on progress at department level and barriers to implementation of actions; B) Define additional central and/or divisional actions in support of department actions where necessary.	Divisional E&D Steering Groups and GEAG	Annually, from 2017-18		
1B	All departments identify and address gender issues relevant to professional and support staff	At least 2 UAS and GLAM sections have E&D action plans in place *2017 Baseline: 0 E&D plans for non-academic departments*	1.4	A) Pilot a core set of data and reflective questions to support Heads of UAS and GLAM sections to undertake an Athena SWAN-style analysis and identify appropriate actions to promote equality and diversity B) Extend to all departments over time	EDU, with Heads of Section	Pilot in 2017-18 By 2019-20	This action was modified in 2020 as the success measure was ambitious. 'All UAS and GLAM sections' replaced with 'at least 2 (one GLAM, 1 UAS) sections have developed AS or wider EDI plans'.	**Amber** • One GLAM department holds a Silver Athena Swan award (Natural History Museum) • 1 UAS department (Finance) has undertaken an EDI analysis in development of an EDI action plan.

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No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
			1.5	A. Analyse data on professional and support staff in detail to identify roles in which job segregation occurs B. On the basis of this data, work with relevant UAS and GLAM sections, divisions and departments to develop strategies to attract applicants from the under-represented sex, where relevant	EDU, with Heads of Section and Divisional E&D Steering Groups	2018-19 2019-20		• 1 more UAS department (HR) is planning to apply for Athena Swan in 2023. *Linked to new action 1.1*
1C	Colleges identify and address gender issues Action removed in 2020.	AS for colleges piloted in at least three colleges. New actions introduced as appropriate	1.6	A. Work jointly with the colleges and the ECU to develop AS for colleges. B. Pilot in at least three colleges	Senior Equality Advisor	2017-18 2018-19	This action was removed in 2020 review as it was made clear that an Athena Swan framework for colleges was no longer anticipated by Advance HE	**Red** In 2021, the EDU drafted a self-assessment framework for Colleges to support them in evaluating their equality practice and provision under their Public Sector Equality Duty.
			1.7	A. Write an annual progress report on AS for discussion at the Conference of Colleges E&D Forum; B. On the basis of these discussions, identify areas for joint working.	PVC E&D and Senior Equality Advisor	From 2017-18		
1D	Recognise, promote and celebrate good practice in all areas of diversity	- Awards established and celebrated annually - Case studies published - Good practice replicated in departments	1.8	A. Establish VC's E&D awards to be celebrated at an annual ceremony B. Publish case studies of all short-listed nominations to share good practice	PVC E&D, with EDU	Annually, from 2017-18		**Green** • Vice Chancellor's Diversity Awards established in 2018 and held again in 2020 (virtually) and 2022. • Case studies of the shortlisted applicants and the winners all shared on the university website.
Theme 2 - Continue to strengthen recruitment processes								
2A	Reduce the potential for bias in recruitment	The proportion of women is maintained from application to short-listing and appointment stages in recruitment at all levels	2.1	Raise general awareness of bias through the launch of a new online course tailored to the Oxford context; promote to all staff and monitor uptake	OLI and Divisional Secretaries	Summer 2017		**Green** • 2021 data shows that the proportion of female applicants in academic/research/PSS is maintained from application -> shortlisting -> appointment with no big deviations (> 5%) at any level. • Implicit bias online training course was established in 2018, and has been undertaken by 4,873 staff members, growing each year
			2.2	Continue to roll-out face-to-face implicit bias training to managers in all departments using internal facilitators	Head of EDU and Divisional Secretaries	2017-18		

RAG rated 2017 Institutional Athena Swan Action Plan (Oxford)

No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
			2.3	Develop guidance notes on implicit bias and recruiting for diversity (including how to conduct inclusive searches) to act as a reminder to all those involved in recruitment, immediately before selection and interview stages	Senior Equality Advisor and Head of R&D	2017		• Face-to-face implicit bias training available and undertaken in all divisions • Implicit bias guidance note on 'positive action in recruitment' developed by the EDU and shared widely. • A briefing on implicit bias was delivered to electoral board chairs in June 2017. • A briefing on race equality awareness was delivered to electoral board chairs in June 2018 • Online course in *Recruitment and Selection for Chairs of panels and members* has been taken 2,158 times since 2018.
			2.4	Run workshops for senior managers with external experts to explore ideas of meritocracy and the gendered nature of the concept of excellence	Senior Equality Advisor and Divisional E&D leads	2018-19		
			2.5	Deliver an annual briefing on implicit bias to electoral board chairs	Head of EDU and Senior Personnel Officer	Summer 2017		
2B	Increase the number of female applicants to roles in which they are under-represented	The proportion of women applying to posts at all grades is at least in line with the proportion in the grade below	2.6	Building on current work on LinkedIn, develop and implement a strategy to promote a positive external image of Oxford as an employer	PAD and Head of R&D	2017-18		**Amber** • 2021 analysis shows improvements in female staff applying senior grades (for AP post, 38% female applications in 2021, up from 28% in 2017) and DL posts, with 44% female applications, up from 41% in 2017. • Project initiated under HR Futures to assess the potential to develop a positive employer brand by better promoting the University's employer benefits • As of Aug 22, overall, 59% of all apprentices are female (not possible to disaggregate by STEM/not STEM). *Linked to new action 3.1*
			2.7	A. Undertake an audit of IARU member organisations to understand different strategies and best practice in recruitment Discontinued because IARU didn't progress it B. Introduce actions relevant to the Oxford context Removed in 2020.	PVC E&D	Summer 2017 2017-18	Action removed in 2020, as IARU did not want to progress this work.	
		At least 30% of STEM-oriented apprenticeships are taken up by women	2.8	Run events to encourage girls in the Oxford area to consider careers in STEM and to apply for STEM-oriented apprenticeships, e.g. in technical workshops	Apprentices-hips Manager with departments	Summer 2017		
2C	Ensure availability of accurate recruitment data	Recruitment data is complete	2.9	Introduce a mechanism to capture monitoring data for college-led AP appointments	Conference of Colleges, with Head of R&D	2017-18		**Amber** • One college has worked with central HR on a pilot to capture this data, with potential interest from other colleges. • Full data cleansing activity performed in 2020 by the central Recruitment team. • Investigation into improving HR software ongoing, and would improve this data

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No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
Theme 3 - Increase the proportion of women in AP and senior research roles

3A	Increase the proportion of women applying and appointed to Associate Professor (AP) posts	At least 35% women in AP and senior research roles by 2020 *2017 Baselines:* *- 15% of SPs are women* *- 29% of APs are women* *- 27% of TPs are women* *- 32% of Senior Research roles*	3.1	A. Revise procedures and guidance for AP recruitment, building on the procedures successfully introduced for SP recruitment, and including:
				• Guidance on accounting for career breaks and part-time working in the recruitment process
				• Ensuring that roles are not focused on narrow or traditional disciplinary areas so as to attract a wide range of candidates
				
				B. Once procedures are in place, run workshops and briefings for all chairs of AP appointment panels
					Head of Recruitment	2017-18
						
						 2018-19
								Amber
								• 2021 data shows female staff are:
								  • 20% of Statutory Professors
								  • 32% of Associate Professors
								  • 28% of Titular Professors
								  • 36% of Senior Research roles
								• New guidance on Inclusive AP recruitment developed in 2021
								• New additional procedures introduced in MPLS in 2017/18.
								• 2029 female and BME academic targets approved by Council in 2022
								
								Linked to new action 3.1

			3.2	Review recruitment materials to ensure greater clarity around the college element of the role and that external candidates are not disadvantaged	Head of R&D, with Conference of Colleges	2017-18		
3B	Identify mechanisms to support outstanding researchers and DLs to transition internally to AP and senior research roles (*SSD-specific action*)	As above	3.3	A. Undertake a mapping exercise to identify i) existing career development posts used by departments (including Departmental Lecturers (DLs) and ii) evidence of successful initiatives at other universities B. On the basis of this information, develop guidance and good practice examples on how such initiatives could be established more widely	SSD E&D lead, with Senior Equality Advisor	2017-18		**Amber** • Delayed by the pandemic and limited resources, but in 2022, a review of DL posts was launched in SSD and is ongoing • Humanities changed practice so that it longer employs researchers or DLs on anything less than a 12 month contract, except in very particular circumstances. • Discussions around the introduction of an Assistant Professor are ongoing at Personnel Committee level (and also included in the Concordat Action Plan as a proposed action) as part of the Associate Professor working group.
			3.4	A. Explore the options for a Development Centre to provide additional support and development for all researchers while targeting rising stars with more focused and intense support; B. Pilot the Development Centre activity in a small number of departments; C. Launch the Development Centre University-wide Removed.	OLI and MSD Assistant Registrar Research	2017-18 2018-19 2019-20	Action removed. Originally intended to be the focus of a post funded by the University's Wellcome ISSF fund, but after a delay in appointing this post, the focus of the project shifted and this action was discontinued. Also now replaced by the development of the Researcher Hub in 2022	

RAG rated 2017 Institutional Athena Swan Action Plan (Oxford)

No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
			3.5	Explore whether a new grade of Assistant Professor should be established as a 'feeder' for the AP role	Heads of Division and Personnel Committee	2018-19		
Theme 4 - Ensure appropriate career development for all								
4A	Ensure appropriate career development advice and support for women in mid to senior academic and research roles	At least 90% of *academics* report feeling supported to think about their career development, with no difference by sex *2017 survey baseline:* 71% F, 70% M agreed *'I am supported to think about my professional development'*	4.1	Following evaluation of the Ad Feminam mentoring scheme, develop an enhanced programme of support for mid-senior female academics and researchers, including: - Structured sessions to build substantive skills and knowledge in areas such as influencing public policy, obtaining appointments to external bodies, acquiring large grants, handling the media, effective communications and 'voice', and resilience - Structured networking and termly meetings for women and other minority leaders	PVC E&D, with Head of EDU and Head of Professional Development	Programme developed and piloted in 2017-18; Programme rolled out from 2018-19		**Amber** • In 2019, the Senior Women's Mentoring Network (OxSWMN) was re-launched following the evaluation of Ad Feminam, however it was then stalled and indefinitely delayed by the pandemic. • In the 2021 staff survey, 42% of female academic staff felt they were supported to think about their career development (23% neutral) (compared to 35% for male academic staff, 34% neutral). • A 2022 review of Oxford mentoring schemes undertaken and published. • In summer 2022, People and Organisational Development (POD) laid out plans to launch the new Oxford Leadership Hub, which will have a strand of work devoted to women progressing into senior academic and leadership roles. *Linked to new action 3.2*
			4.2	Build on the successful 'Women in Science' website to develop case studies to illustrate career development opportunities for senior academics	Divisional E&D Steering Groups	2018-19	Discontinued in 2020 due to lack of budget and resource	
4B	Ensure that all **researchers**, and women in particular, receive appropriate career development advice and support	At least 90% of *researchers* report feeling supported to think about their career development, with no difference by sex	4.3	Investigate the use of the Apprenticeship Levy to fund the 'Aspiring Academic' programme to provide structured support for the development of research and teaching	Head of Educational Development	2018-19		**Amber** • In the 2021 SES, 58% of female research staff felt they were supported to think about their career development (19% neutral) (compared to 61% of male research staff, 20% neutral). • Likewise, the proportion of female researchers at Grade 9 and Senior researcher level both increased. Correspondingly, the proportion of female staff in Grade 8 roles decreased. • The University signed the Concordat for Early Career Researchers in 2021 • POD is collaborating with other stakeholders to develop HE-specific
		2017 baseline: 75% F, 83% M	4.4	a) Building on the recently approved PGR development strategy, develop and implement a development strategy for researchers; b) Introduce a minimum entitlement to protected time for career development for researchers	Head of RS	2017-18		

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No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
			4.5	Map, rationalise and better publicise all current mentoring schemes to ensure equal access to provision for all researchers	EDU, and Divisional E&D leads	2017-18		apprenticeships, although this is still in early stages • The Mentoring Issue Brief was completed in 2022 *Linked to new actions 3.2 and 6.1*
4C	Develop a full understanding of gender differences in research grant application and success rates	A full set of data on research grant applications available for analysis At least 35% women in senior research roles by 2020	4.6	a) Work with RCUK, Wellcome and the NIHR to conduct a full analysis of grant applications, including by co-PIs, in order to identify and address any gendered patterns of grant application and awarding; b) Conduct interviews with a sample of male and female PIs to identify the behaviours, training, support and attitudes that make a difference in application or success rates in the Oxford environment; c) On the basis of this analysis, introduce actions to increase the proportion of female PIs and co-PIs at Oxford.	Director of RS MSD Assistant Registrar Research Research Committee	Every two years, from 2017-18 2017-18 2018-19		**Green** • As of 2021, women account for 36% of all senior research roles (Grade 10, Senior Researcher grade and Clinical researcher). • As of 2017, a full set of research grant data by legal sex has been available and analysed providing a full set of data on research grants by legal sex. • In 2022, Research Services finalised the *'Equality and Inclusion in Research Funding'* study which explored the barriers to securing research funding at the University by sex, as well as by ethnicity, disability, and LGBTQ+ status. *Linked to new action 6.2*
4D	Provide consistent support for research grant applications Removed	As above	4.7	A. Audit the current support that is provided to those making grant applications in order to identify gaps; on the basis of this, take action to ensure consistent minimum levels of support across MSD; B. Establish a network to provide training, updates and peer support for grants administrators in clinical departments; C. Extend lessons to all Divisions as appropriate to their context.	MSD Assistant Registrar Research MSD Assistant Registrar	2017-18 2017-18 2018-19	Removed in 2020, due to MSD determining this is no longer a priority and therefore not progressing this action.	**Red** • Objective removed from the action plan in the 2020 review due to other priorities and limited resource • However, with the overall gender gap in research funding, a whole new slate of work will be taken forward under the new action plan. *Linked to new action 6.2*
			4.8	Share and learn from best practice in supporting research grant applications through participating in the pilot RCUK University Partnership Framework for Equality, Diversity and Inclusion	Director of RS	From Summer 2017	Removed. The RCUK framework was initially launched with UKRI, but has since been superseded by other actions undertaken by them related to EDI.	

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No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
4E	Enhance support for researchers to apply successfully for research grants and progress to senior roles	As above	4.9	Learn from department good practice to develop a framework to build the experience of early career researchers as co-PIs Removed	Director of RS, with divisional E&D leads	2018-19	Removed in 2020 as it was clear this was being picked up in the Concordat action plan for early career researchers.	**Amber** • SSD Research Library developed and launched in 2017 and is still in use and regularly being updated. • The Oxford Research Finder started development in 2021 and is undergoing testing in 2022.
			4.10	Pilot a library of resources in SSD to support those preparing grant applications and avoid reliance on personal networks	Head of Research Systems, with SSD E&D lead	2017-18		
			4.11	Pilot a web application with details of all researchers to facilitate collaboration and building of inter-disciplinary teams	Head of Research Systems	2018-19		
4F	Promote women's entrepreneur-ship	% increase in women taking part in new ventures including start-ups and businesses in the University Incubator; *target to be established once analysis is complete*	4.12	Work with Oxford University Innovation to analyse any gendered differences in the rates of participation in new ventures, and identify ways to address these	MSD Assistant Registrar Research and Director of RS	2017-18		**Green** • Gender analysis undertaken by Enterprising Oxford in 2020, shows gendered disparities in participation. However, target-setting was delayed by pandemic and resulting limited funding, and will be undertaken in 2023 by IDEA team (see below). • Despite this, all actions were delivered, and *Increasing Diversity in Enterprising Activities (IDEA)* launched in 2020, working closely with Enterprising Women (MPLS) and Said Business School to promote women's entrepreneurship. Created an online portal and undertaking many networking events and support activities. • IDEA has started collecting detailed data to support full baseline understanding
			4.13	Further develop the existing 'Enterprising Oxford' portal to include profiles, interviews and photographs of enterprising women	MPLS E&D lead and Enterprise Programme Manager	2017-18		
			4.14	Building on successful events in 2016-17, offer a progressive programme of activities with the aim of developing a sustainable network of enterprising women and to ensure that women from across the University understand and make the most of the opportunities that exist to support them to be entrepreneurial and enterprising	MPLS E&D lead and Enterprise Programme Manager	2017-18		

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No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
4G	Support the career progression of professional and support staff	- At least 50% representation of women at all grades (except for ALC6, which is Director level) - Increased numbers of staff taking up secondment opportunities	4.15	Implement the internal recruitment project to support staff to identify appropriate internal progression opportunities and to expand the use of secondments, e.g. during maternity cover	Head of R&D	Timing tbc		**Green** • Across the University, women account for 63% of all staff in PSS roles. The proportion of women in senior PSS roles (grade 10+) is 48% and has increased by 5% across the University from 2017 to 2021. • New coaching apprenticeship launched in Sep 2021 for PSS staff with management responsibilities. • *Professional Services Staff Together* launched by the Registrar in May 2022 with the aim of improving skill-building and career progression for PSS staff (through pathways). • The Professional Services Mentoring Scheme (PSMS) commenced in October 2020 as part of the Focus on People programme. As of November 2021, there are 56 registered mentors, 85 registered mentees and 36 mentoring partnerships. *Linked to new action 8.1*
			4.16	Continue to develop and extend the use of apprenticeships to build the management skills of professional and support staff from an early stage of their career, and provide opportunities to obtain professional qualifications	Head of R&D, with Head of Professional Development	2017-18		
			4.17	Use the evaluation of the *Ad Feminam* mentoring scheme to identify the distinct needs of professional staff to progress to senior roles; introduce actions to enhance existing career development support as necessary	Senior Equality Advisor, with Head of Professional Development	2017-18		
Theme 5 - Ensure fairness and transparency of academic workload								
5A	Ensure fairness and transparency of academic workload	A mechanism for monitoring workload in place in all departments. *75% of academics feel that workload allocation is fair and transparent and that their workload is reasonable, with no difference by sex*	5.1	Develop overarching principles on workload allocation and clear messages about why it's important	Head of HR Policy, with Senior Equality Advisor	2017-18	Removed in early 2022 as despite work developing and piloting workload allocation models in divisions (SSD is piloting a model and Humanities have launched a working group), it was clear it would not be progressed centrally because of variation between divisions.	**Red** • EDI Knowledge Hub held an event in 2022 with an overview of the different types of models across the University and the sector • Humanities piloted a workload allocation model in 2022 • However, no consistent method has been able to be approved and rolled out across the University
			5.2	Support departments to implement a mechanism for monitoring satisfaction with and improve transparency of workload, relevant to their context through: - Developing a workload model to be implemented across all clinical departments, suitable to their NHS context - Building on the pilot in DPAG to refine and roll out a workload model for pre-clinical departments in MSD - Developing practical guidance for departments in SSD	Divisional E&D leads	2017-18		

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No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
				- Agreeing and implementing recommendations from the Humanities review of workload - Compiling and sharing information on how workload is allocated in each MPLS department, and sharing that information within MPLS and with other Divisions				
			5.3	Collect and analyse data from department models to identify any areas where there are gender differences; introduce actions in response to these as appropriate	Personnel Committee	2019-20		
			5.4	Building on the findings from department models and the work of the Humanities working group, undertake a project to understand and address the structural issues around the AP role and workload, including any differences by division	Personnel Committee	2019-20	This action has been superseded by a new Associate Professor WG looking at workload and reward for APs overall	
Theme 6 - Achieve strong representation and voice of women in decision-making at all levels								
6A	Ensure that women taking on University and Divisional committee positions are empowered to contribute effectively to decision-making	Feedback from committee members shows they feel able to contribute effectively decision-making	6.1	Develop training for committee chairs and HoDs on how to chair meetings in an inclusive way	Head of EDU and Head of Professional Development	2017-18		**Amber** • Council approved a set of actions to diversify Council and its 5 subcommittees, including actions on inclusive decision-making. A set of targets for representation of women and BME staff were also approved. • In parallel, Humanities division have developed an Inclusive Chairing Toolkit. • Unable to gather feedback for success measure but this will be done under new action 2.3. *Linked to new action 2.3*
			6.2	a) Run an annual workshop chaired by external experts to support women and BME staff taking on committee roles for the first time b) Hold follow-up session after one year to gather feedback on experiences and identify whether further actions are necessary	Head of EDU and Head of Professional Development	Annually, from 2017-18		
6B	Ensure that women at all grades are supported to pursue their leadership aspirations	Guidance on developing leadership experience at all career stages published	6.3	a) Map and document approaches used within departments to create opportunities for early career researchers and academics, especially women, to gain leadership experience b) Facilitate discussion groups for women at different career stages to explore what leadership means to them, what opportunities to develop experience might be available and how the University can better support them to achieve their aspirations c) On the basis of these discussions and existing good practice, provide guidance on what type of leadership experience is feasible and most beneficial at each career stage	Senior Equality Advisor, with Divisional AS Co-ordinators	2018-19		**Amber** • Actions delayed by transition of the People and Organisational Development team. • The Oxford Leadership Hub was launched in 2022, one aspect of which will be to support women at the university to progress into research and academic leadership roles.

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No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
								• A 3-day workshop aimed at research staff, called Leadership in Action, ran in Sep 22 *Linked to new action 3.2*
Theme 7 - Ensure consistency of HR practice across all departments								
7A	Ensure that all staff receive an effective induction on joining the University	90% of all staff joining within the last two years report that their induction was useful	7.1	Building on the results of the staff survey: a) Identify and document existing good practice b) Hold focus groups with new starters in different staff groups to identify what is missing/not working c) Use the outcomes of these to more clearly define the University's expectations of the content of induction for different staff groups d) Communicate expectations to both staff and managers	Head of HR Policy, with Senior Equality Advisor and Divisional Secretaries	2018-19		**Amber** • POD have developed a slew of resources for staff and line managers, and the University's HR Policies and Procedures entail provision of an induction with a number of essential set-up elements to all new members of staff. • In the 2021 staff survey, 79% of staff noted they had been offered an induction when they started their post. 11% rated their university induction unfavourably, and 5% rated their departmental induction unfavourably (both of which have improved by over 10 percentage points since 2018. Due to a changing methodology in the staff survey, we cannot disaggregate by 'favourable' • In 2022, POD launched Induction Working Group aiming to improve the induction experience for new starters in the 2022/23 year.
			7.2	Reinforce management responsibility for delivering effective induction by: a) Building completion of induction into the sign-off process for probation periods b) Gathering clearer evidence of delivery in the HR Compliance Audit c) Communicating where responsibility for delivering induction lies to Heads of Department, local-level HR staff and managers	HR Director with Divisional Secretaries	2018-19		
7B	Ensure that all staff have a regular PDR that they consider to be useful	100% of eligible staff report having been offered a PDR; Less than 10% of staff report having found their PDR 'not at all useful'	7.3	a) Review implementation of existing PDR schemes for researchers to identify good practice and extend it across all divisions b) Ensure that a programme of annual PDR for researchers is established in all departments in Humanities and SSD	Head of HR Policy Heads of Division	2017-18 2018-19	Action was overtaken by actions of the Concordat which achieved the same aim.	**Amber** • In the 21 SES, 72% of eligible staff reported that they have had a PDR within the previous 2 years (an improvement of 10 percentage points from 2018), and 60% of those who have had a PDR rated it useful (an improvement of 14 percentage points from 2018). 5% found it *not at all useful* ('strongly disagree'). • In 2020, Personnel Committee undertook a review of the principles underpinning all of the University's PDR and similar schemes and approved a
			7.4	a) Conduct a thorough review of the academic appraisal scheme and how it is implemented b) Use the outcomes of the review to pilot a renewed annual career development discussion for academics in Humanities c) Roll the scheme out across all divisions	Head of HR Policy, with Divisional Secretaries	2017-18 2017-18 2018-19		

RAG rated 2017 Institutional Athena Swan Action Plan (Oxford)

No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
			7.5	Review implementation of the PDR schemes for professional and support staff to identify good practice and extend it across UAS, GLAM and all divisions	Head of HR Policy	2019-20		new set of principles to apply to all staff groups. • In Feb 2022, a set of over-arching principles for Career Development Reviews (or CDRs) for Fixed-term Research and Teaching Staff were approved by Personnel Committee (to be delivered through the Concordat action plan).
			7.6	Build positive attitudes towards PDR through: • Encouraging senior sponsorship • Developing stronger messaging about its purpose and value • Providing case study examples of good practice	Head of HR Policy, with HRBPs	2017-18		
			7.7	Run workshops at department level to improve managers'/supervisors' confidence in conducting PDR	Professional Development Advisors	From 2018		
7C	Ensure that all staff with responsibility for managing people have the knowledge and skills to do so effectively	In the 2021 SES managers agree that they are adequately supported	7.8	a) Review the induction for new managers/supervisors being piloted in spring 2017 b) Develop and implement a strategy to roll it out across the University	HR SMT	Summer 2017 2017-18	Success measure changed in 2020, from HR audit to SES.	**Amber** • In 2021, New Manager's Toolkit launched, along with a new managers development pathway covering their first 12 months in the role. A managers' newsletter was also introduced. • In the 2021 SES, 65% of managers agreed 'I am confident applying HR policies in managing or advising my staff'
			7.9	Learn from good practice in MSD departments to develop a toolkit to support managers/supervisors to manage HR processes effectively	SSD E&D lead	2018-19		
7D	Understand and address the disparity in women and men P&S staff employed on fixed-term contracts	Differences in the proportions of men and women on fixed-term contracts understood, and targets for improvement set as appropriate	7.10	Continue to disaggregate the data to develop a fuller understanding of the differences in the proportions of men and women on fixed-term contracts at each grade and in each division; introduce actions as necessary.	Senior Equality Advisor	2019-20		**Amber** • Delayed due to the pandemic; however it is now going to be picked up as part of the work to launch EDI strategies in the UAS divisions and its departments. *Linked to new action 8.1*
Theme 8 - Ensure equal pay for equal work								
8A	Ensure equal pay for equal work	Actions on equal pay are informed by a full understanding of the reasons for any differences. By 2021, a reduction in any gender pay gaps that are not objectively justifiable	8.1	Conduct further investigation of the pay gaps identified in analysis by contract type in order to establish the reasons for the gaps and target any actions appropriately	Reward Manager	2017-18		**Green** • 2019 equal pay analysis found that the University overall has equal pay in its main salary and grading structure. Relatively few pay gaps have been identified in the analysis of mean basic and total pay and where further investigation has been carried out an

RAG rated 2017 Institutional Athena Swan Action Plan (Oxford)

No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
			8.2	Investigate the use of additional pay and practice in setting starting salaries for Associate Professors	Reward Manager	2017-18		objective justification has been found in most instances. • 2020/21 latest gender pay gap report showed that our gender pay gap had fallen from 21.6% to 20.1%. • Assistant Professor discussion taking place at Personnel Committee level
Theme 9 - Eliminate bullying and harassment								
9A	Reduce the incidence of bullying and harassment	By 2021, less than 5% of staff experience bullying and harassment; gender differences eliminated *2017 baseline: 12% of staff experienced B&H in the previous year (12% F and 8% M)*	9.1	Hold a series of workshops to share and extend good practice at department level in addressing bullying and harassment	Harassment Administrator, with Divisional E&D leads	2017-18		**Amber** • In the 2021 staff survey, 10% of staff reported experiencing bullying and harassment in the previous year (11% F, 8% M), a decrease of 2 percentage points from 2018. However, gender disparities remain (2% gap). • In 2020 the Preventing Bullying and Harassment Working Group (PBHWG) finalised its recommendations. • The number of harassment advisors has increased annually • Responsible bystander training developed • 2,693 staff have taken the *Dealing with Bullying and Harassment in the Workplace* online course since 2018 • In 2022, budget was approved to recruit two new Harassment Advisor posts in the EDU, to deliver the recommendations of the PBHWG • Tailored B&H training developed for LGBTQ+ allies • Development of specific Harassment Advisors for BME staff *Linked to new actions 5.1 and 5.2*
			9.2	Support departments to run events annually during anti-bullying week to reinforce the message that the University does not tolerate bullying and harassment	Harassment Administrator with Divisional E&D leads	Annually, from 2017		
			9.3	Review the different training sessions being piloted in MSD, MPLS and GLAM, and draw up a strategy to roll out a programme of training to all departments	HR Director, with Divisional Secretaries	2017-18		
Theme 10 - Extend the University's support for staff with caring responsibilities								
10A	Provide a comprehensive package of support for carers	Report published Evidence that other HEIs are adopting good practice; Evidence that staff are making use of new support measures	10.1	Lead a LERU project to collate examples of good practice, distil lessons around the effective management of family leave for researchers and influence practice sector-wide	Senior Equality Advisor	2017-18		**Green** • In 2020, we authored the LERU Family Leave paper • A new suite of support measures for carers was introduced in 2018, including additional annual leave, career break and flexible working options, as well as

RAG rated 2017 Institutional Athena Swan Action Plan (Oxford)

No	Objective	Success Measure	No	Actions	Responsibility	Timescale	Changes to Action	RAG rating and Progress record
			10.2	Launch a suite of measures to provide more consistent support for carers that will: • specifically acknowledge carers, including foster carers, in the workplace; • provide additional flexibility in working arrangements, for example through buying additional leave, temporary adjustments and a career break/unpaid leave scheme; • provide paid time off for IVF and similar treatment.	HR Director	2017-18		up to 5 days per annum emergency dependant's leave • The 'Day One Family Leave' scheme was introduced in 2020 • Launched a new entitlement for paid time off for fertility treatment • Adoption leave scheme was expanded to cover measures for foster-to-adoption • Held Returning Parent Workshops in 2021/22 • In 2018, joined My Family Care (Work + Family Space) with 1,098 now registered staff • A review of Returning Carers Fund undertaken in 2022
			10.3	Provide additional advice and support for staff with caring responsibilities via a subscription to My Family Care	Head of HR Policy	Summer 2017		
Theme 11 - Promote and celebrate a full range of diversity in scholarship								
11A	Promote and celebrate women as both scholars and subjects of research	Good practice on promoting and celebrating women as scholars and subjects of research distilled and shared Evidence of uptake of good practice at department level	11.1	a) Hold a workshop to bring together Oxford colleagues working on different aspects of diversity in scholarship to share experience, distil lessons, and identify methodologies. Current initiatives include: • Workshops organised by TORCH on feminist pedagogies; • Work in the Law Faculty to promote the full range of diversity in scholarship in the discipline; • The 'Race and the Curriculum' working group; • The experience of applications to Horizon 2020 of conducting gender analysis in research projects. b) Use the outcomes of the workshop to develop resources and guidance for use across the University.	TORCH, Senior Equality Advisor and divisional E&D leads	2018-19 2019-20		**Amber** • Initial work superseded in 2019 by work to mark the *Women's Centenary: 100 years since the first women were awarded degrees at Oxford*, which included the launch of web pages as well as a Centenary Timeline; the 100 Women of Medical Sciences project; a Twitter campaign using the hashtag #WomenAtOxford; and a high-profile panel event in May 2021 called '*Women Making History: Shaping Oxford's Next Century*.' • The Law faculty held a 2019 workshop on 'Diversifying the Curriculum.' • MPLS division launched in 2021 a 'Diversifying STEM Curriculum' project.
			11.2	Mark 100 years of women being admitted to Oxford (in 1920) by marking the Women's Centenary with events, webpages, a timeline, a social media campaign and a report on the event. *New action.*			Action added in 2020 to mark the work being done to highlight the Centenary of Women in 2020/21	

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
**Objective 1 - Strengthen department/faculty engagement and coordination of EDI work** Outcome measures: 1) By 2025, all academic departments/faculties have an Athena Swan award or EDI action plan, and GLAM and UAS divisions have developed division-level EDI strategies; 2) by 2027, 85% of staff agree that their department is committed to promoting equality and diversity (new question to be added to 2023 survey). Rationale/Drivers: • In the 2021 staff survey, the four academic divisions asked their staff whether they agreed that 'my department is committed to promoting equality and diversity' with 76% of female staff agreeing, compared to 81% of male staff. Responses were lowest for female BME staff (70%) and female disabled staff (68%). This question will be rolled out to all staff in the 2023 survey to set a baseline across the university. • There are 8 academic departments/faculties that have no Athena Swan award, and only 1 non-academic department has an award. • There are EDI groups, networks, and events across the University, but they do not formally currently link through to each other. EDI work is often decentralised, with the possibility of work being duplicated, or best practice being missed out on being shared. • *2022 Baseline: 40 of 48 academic departments currently have Athena Swan awards (20 Silver and 20 Bronze), and 1 GLAM department holds a Silver award (Natural History Museum)*				
1.1	All departments/ faculties are supported to develop actions address equality gaps [also in REC]	1.1.1 – Continue to support departments to retain and apply for Athena Swan awards (through webinars, guidance documents on the EDI Knowledge Hub including an Athena Swan toolkit, and support of Athena Swan Working Group) 1.1.2 - Provide support and guidance to departments on change initiatives to embed EDI or EDI-focused change initiatives. Use the EDI Knowledge Hub to share case studies and best practice on gender equality successes in the HEI sector, in the UK and internationally. 1.1.3 – Expand Athena Swan activities outside academic divisions. Gardens, Libraries and Museums (GLAM) and University Administration and Services (UAS) to develop EDI strategies and support interested departments to apply for Athena Swan awards.	All departments have an Athena Swan award/EDI action plan by 2025 GLAM and UAS EDI strategies developed By 2027, 85% of staff agree that their department is committed to promoting equality and diversity (new question to be added to 2023 survey)	*To be led by:* EDU *With support from:* - Divisional EDI officers/leads - HR Analytics - People and Organisational development (POD) - GLAM and UAS Senior Teams	EDI Knowledge Hub evidence base to start in 2023 and be continually updated. GLAM, work to start in late 2022; UAS in 2023.
1.2	Promote learning and exchange to foster best practice in EDI across the university [also in REC]	1.2.1 - Use the EDI Knowledge Hub, Teams group and e-Bulletin as a forum to host resources, share best practice, practical guidance, updates and sight of all EDI activities at the university. Hub to ensure it includes initiatives in divisions (e.g. MPLS EDI Fellows) and develop resources based on best practice (e.g. such as induction for staff joining an EDI-focused committee). 1.2.2 - Hold regular webinars and events sharing evidence from across the university on strategies that work in addressing inequalities, along with interactive open forum 1.2.3 – Strengthen and formalise EDI peer network through the recently developed a community of practice (CoP) for EDI practitioners, to ensure the Hub is supporting staff working on EDI	By 2025, 90% of staff in EDI roles find the EDI Knowledge Hub to be useful *(Pre-Hub baseline: 61% in 2021)* 70% of staff doing EDI work agree it is easy to find guidance/support to do EDI work *(Baseline: 25% in 2021)*	*To be led by:* EDU *With support from:* - Divisional EDI officers - POD	Hub to be online with major content by end of 2022. Roll-out of events and comms in 2023. CoP launched in 2022, and ToR finalised in 2023.

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
1.3	Improve recognition for staff contributions in developing and implementing Athena Swan or wider EDI actions	1.3.1 – Undertake an updated review of how EDI is recognised and resourced across the University by gathering information from all divisions/departments, building on survey undertaken in 2019. To include both dedicated roles and time buyout. 1.3.2 – Review findings of review, develop guidance note with options for resourcing and allocating EDI work. Share divisional models on the EDI Knowledge Hub and engage in discussion at an EDI Open forum event. 1.3.3 – Develop a 'day in the life of an EDI practitioner' and EDI career pathway to showcase on the Knowledge Hub, and build awareness of the pivotal nature of these roles. Keep sight of work being undertaken by Advance HE on training pathway for EDI roles.	Review to be finalised in 2023 and findings to inform new activities by end of 2024. Action plan to be updated with new activities and success measures in 2024.	*To be led by:* EDU *With support from:* - Divisional EDI officers/leads - Athena Swan Working Group (ASWG) - POD - Head of Reward	Review to be finalised by end of 2023 Resources on website by early 2024 (1.3.2) and 2025 (1.3.3)

Objective 2 - Ensure University decision-making and governance structures are representative of the University community and inclusive in practice and culture

Outcome measure: By 2027, 40 to 60% of central University committee members (Council and its 5 subcommittees) are female (BME targets in REC)

Rationale/Drivers:
- In July 2021, Council adopted an equality objective to ensure University decision-making and governance structures are representative of the University community and set two targets: (1) Representation of female staff on Council and its main committees to be in the range of 40-60%, and (2) BME staff comprise a minimum of 15% of members of Council and its main committees.
- There is widespread evidence and growing recognition that diversity in governance and decision-making bodies leads to better outcomes[12] and the benefits of diversity are recognised in the University's Equality Policy[3]
- *2022 Baseline: As of 2021, female staff comprised 39% of members of Council and its five main committees, including at least 35% on five out of six committees (Council, Education, GPC, Personnel, R&I), with PRAC the exception at 24%. On Council, 19% of members were female BME staff (0% male BME staff). HESA benchmark for female Board of Governors was 41% in 2021.*

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
2.1	Improve and ensure consistent representation of female staff (and BME staff) on central University committees [also in REC]	2.1.1 – Continue to strengthen widespread and proactive communication of elected roles with an emphasis on attracting a more gender-equal range of candidates. Ensure vacancies are advertised through a range of central and divisional media; review wording of adverts; support managers and leaders to encourage nominations and raise awareness of opportunities. Outline clearly the expectations and time commitment for a committee role. 2.1.2 - Provide opportunities for potential candidates to find out more about committee roles (through development of FAQs, improved interface in online elections, drop-in sessions for those interested in standing, developing a pool of current and former committee members interested in sharing their experiences). 2.1.3 – Encourage all staff to participate in governance processes (e.g. by voting and submitting nominations); promote understanding of how University governance works and	By 2027, 40 – 60% of committee members are female, and BME staff comprise a minimum of 15% of members. Improvements starting to be seen by 2025.	*To be led by:* EDU and Planning and Council Secretariat *With support from:* - POD (2.1.6) - Public Affairs Directorate - Senior Appointments Team - Committee chairs and secretaries	All activities to be started in late 2022 (many already underway), and finalised by 2025. Some activities (2.1.7) will be ongoing, but will be regularly reviewed in the annual data exercise for this action plan

[1] 30percentclub.org/about-us/
[2] www.equalityhumanrights.com/sites/default/files/how_to_improve_board_diversity_web.pdf
[3] edu.admin.ox.ac.uk/equality-policy

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
		how individuals can contribute; better understand barriers that may exist to joining a central committee. 2.1.4 - Embed EDI considerations into processes underpinning the selection of external members of Council and other committees, and chairs of University committees (such as inclusive selection guidance). 2.1.5 - Embed consideration of diversity into processes underpinning ex officio roles, including updating recruitment and selection processes to ensure diversity is built into the process from the start (as above). 2.1.6 - Embed consideration of diversity into each committee's periodic self-review; and review committee diversity data on an annual basis to inform the filling of any vacancies. 2.1.7 - Develop and nurture a diverse pipeline of individuals for potential future governance positions through: building consideration of committee membership into career-planning processes; strengthening recognition and reward of committee service; and building a 'pool' of potential committee members. 2.1.8 - Embed diversity into local-level leadership and governance (committees and departments to develop their own targets; collate and share good practice at department level; consider how a broad pool of candidates for Head of Department roles can be developed), including developing more diverse future leaders across the University under Leadership Hub work.	By 2027, 61% of staff agree with 'I have the opportunity to contribute my views before changes are made which affect me' (2021 baseline: 56%)	- Heads of Department - Divisional Personnel Committees	
2.2	Ensure that central University committees are inclusive in culture [also in REC]	2.2.1 - Assess the current senior committee culture to understand whether it is felt to be inclusive (including holding focus groups and interviews to assess whether committee members feel that they can voice opinions freely, and the extent to which committee participation is accessible and inclusive for different groups (e.g. disabled members). 2.2.2 - Develop induction sessions for and provide mentoring to new committee members. 2.2.3 – Use and tailor existing tools on inclusive chairing and decision-making (e.g. Humanities toolkit on inclusive chairing and MPLS inclusive leadership guidance)	Baselines and targets to be identified through self-assessment exercise, and reviewed in 2025 to assess whether the interventions have had a positive impact on culture, with no gendered or intersectional discrepancies. Targets to be set by end of 2025.	As above	Assessment to be started by the end of 2023 and finalised by 2024. Inductions and tools to be rolled out in 2024.
2.3	Promote inclusive decision-making in central committees [also in REC]	2.3.1 - Develop mechanisms to strengthen consultation and bring diverse voices into decision-making, and in particular to consider how the voices of researchers, PSS staff and members of the University's equality networks are heard. 2.3.2 - Build on existing templates to ensure consideration of the Public Sector Equality Duty (PSED) in conducting committee business, reinforcing consideration of equality considerations, including requiring evidence of consultation, where relevant.	By 2027, 61% of staff agree with 'I have the opportunity to contribute my views before changes are made which affect me' (2021 baseline: 56%)	As above	Strategy to improve diverse voices to be launched by 2025, and activities undertaken by 2026

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
**Objective 3 – Continue to increase the proportion of women in senior academic roles** Outcome measure: Proportion of females in Statutory Professor (SP) posts increased to 26% by 2027; Proportion of females in Associate Professor (AP) posts increased to 35% by 2027; 2) At least 65% of female academics and researchers agree with 'I have the opportunity to develop and grow here' by 2027 (2021 baseline 59%) (BME targets and actions in REC). Rationale/Drivers: • Despite sustained progress since 2017 in closing the gender gap, female staff are still under-represented in senior academic roles at the university, accounting for 27% of all professor roles (vs 31% across the rest of the UK). The total proportion of female academic and research staff at Oxford (42%) is below the HESA average of 47% female in 2021. • Female BME staff account for 8% of all academic roles at the University, up from 6% in 2017. There has also been improvement in the number of female BME APs, at 10%, up from 7%, but there is still further to go. This is lower than the UK average for BME females, at 5% in 2020/21; however, the University figure has improved since 2017 when it was 1.9%. • There has been some improvement in the University's mean gender pay gap but the median gender pay gap has only fallen by two percentage points (11.1% in 2021). • A 2022 University study on *Mechanisms for promoting a diverse academic community at Oxford* found a number of issues impacting gender equality: everyday forms of discrimination (especially intersectional), Oxford as an 'exclusive' club, challenges with progression not taking into account the impact of maternity leave and caring, and a lack of flexibility to support juggling multiple roles. • *Baseline (from 2021 data): Female staff account for 27% of all professor roles, 20% of SPs, 32% of APs, 36% of Senior Researchers, and 47% of all research staff.*				
3.1	Strengthen recruitment processes to address gender and intersectional imbalances in senior academic roles [also in REC]	3.1.1 – Continue to strengthen Statutory Professor (SP) recruitment processes by updating equality wording for panels and consistently application of equitable recruitment measures. 3.1.2 - Roll out implementation of updated Associate Professor Inclusive Recruitment (APIR) Guidance, with comprehensive guidance and support for improving inclusion in recruitment. 3.1.3 – Use the APIR guidance as best practice in applying similar inclusive guidelines to other academic and research grades, to address pipeline issues (starting with pilot in MPLS).	Females in SP posts to increase to 26% by 2027; and Females in AP posts to increase to 35% by 2027 *(1% lower than Council targets which go until 2028/29)*	*To be led by:* - Senior Appointments Team - MPLS (3.1.3) *With support from:* - Divisional boards and HR teams	SP practices to be updated in 2023. APIR to be implemented in 2023.
3.2	Provide effective support for progression of female staff, and BME staff, into senior academic roles [also in REC]	3.2.1 – As part of the POD-led leadership review (by newly-launched Leadership Hub), review current leadership development offer for female staff and future needs to support progression into more senior roles. Establish recommendations and develop interventions accordingly for female staff to progress into senior academic roles. Feed in findings of 2022 internal mentoring review. 3.2.2 Ensure gender and EDI issues on improving contractual security for fixed-term researchers are explored, for example the impacts on maternity leave eligibility (CAP action 1.6). 3.2.3 – Implement the findings of the Associate Professor Working group, which has been established to examine issues relating to AP contracts, reward and progression.	At least 65% of female academics and researchers agree that 'I have the opportunity to develop and grow here' by 2027 *(2021 baseline: 59%)* By 2027, female AP responses on workload pressures are improved to at least 23% *(2021 baseline: 13%)*	*To be led by:* - POD (Leadership Hub and Researcher Hub) - EDU *With support from:* - Head of Reward (3.2.3)	Leadership review to be launched in 2023 and activities implemented by 2025. CAP action 1.6 to be delivered by 2025 AP WG findings to be implemented in 2023.

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
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Objective 4 – Address the gendered aspects of caring and wellbeing that negatively impact on career progression and retention

Outcome measure: To eliminate the statistically significant gap (>5%) between the proportion of female academic and research staff with and without caring responsibilities who agree that *I am supported to think about my professional development.* 2021 baseline: 53% of female academic and research staff *without* caring responsibilities agree vs 47% of female academic and research staff *with* caring responsibilities.

Rationale/Drivers:
- In the 2021 staff experience survey, academic and research staff with caring responsibilities were less likely to agree on questions about career progression and professional development, and female academic and research staff even more so.
- A survey of 320 university staff at the University's 2021 International Women's Day event found that most still felt that caring responsibilities were the biggest challenge to advancing gender equality at the university: due to the 'motherhood penalty,' balancing family with a demanding academic role; and the ongoing disproportionate caring burden that falls on female staff's shoulders.
- There is growing external evidence that when men take parental leave, it has an impact on female staff's career progression and retention, and contributes to closing the gender pay gap.[45]
- Female staff act disproportionately as carers for older adults in the UK, with a March 2022 survey finding 65% of sole carers of older adults were female.[6]
- External research has found that almost one in four female are forced to leave work as a result of menopause symptoms[5], and this has equated to almost 1 million female leaving the workplace[6].

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
4.1	Increase awareness and uptake of caring and family-friendly benefits	4.1.1 - Develop 'Parents in the Workplace' and 'Carers in the Workplace' online toolkits to be featured on the website to support all parents/carers navigating options available to them at the University 4.1.2 - Hold annual information sessions/webinars on the university's family-friendly and caring policies, to provide information to anyone wishing to learn more and plan their career and family commitments. 4.1.3 – Improve visibility of all available family-friendly benefits for new parents on the university website and divisional webpages, and feature the new toolkits in a university bulletin and departmental news blasts. 4.1.4 – Create an outline of key family-friendly and caring benefits to be added to existing induction guidance/tools across all departments 4.1.5 – Develop and promote case studies of a diverse set of staff in senior roles who have taken parental or caring career breaks (to be featured on EDI Knowledge Hub, and in University media (Staff Gateway, Blueprint Bulletin). 4.1.6 – Highlight and implement the findings of the 2022 Returning Carers Fund Review, including: adjusting the eligibility criterion to allow those who have taken breaks shorter than 6 months to use the fund (3 months); increase the amount available per grant to adjust for	Uptake of Shared Parental Leave is increased by 5 percentage points between 2022-27 (from 2017-21, 235 staff took SPL, 62 female and 173 male) Evidence of resource downloads and page views for new toolkits (with new measures identified by end of 2024 if low) Use of the Returning Carers Fund is increased by 10 percentage points between 2022-27 (the average over 2017-2020 is 40 annual applications)	*To be led by:* HR Policy and EDU *With support from:* - EDI Divisional coordinators - Childcare Services - POD	Toolkits to be online by 2024. Strategy to bring together information for parents and carers to be developed by small WG in 2023; first info sessions launched by end of 2023 (and ongoing thereafter) Awareness activities started in 2024 and finished by 2027. Induction work to be finished by 2025.

4 https://onlinelibrary.wiley.com/doi/full/10.1111/jomf.12507
5 https://www.econstor.eu/bitstream/10419/45782/1/623752174.pdf
6 https://www.bitc.org.uk/wp-content/uploads/2022/03/bitc-gender-report-whocares-march2022.pdf

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
		inflation since 2016; and strengthen promotion and communication of the fund via departmental and university channels. 4.1.7 – Provide improved (more interactive and frequent) support to existing 'Working Parents' staff network and develop a Teams peer network for those with broader caring responsibilities (building on work done under Springboard recently).			Changes to RCF to be implemented in late 2022. Teams site launched by late 2024.
4.2	Better understand where the gendered dimensions of care are impacting on female staff's progression and retention	4.2.1 – Athena Swan working group to gather information on where caring responsibilities are having the most impact on career progression for female staff, and review initiatives launched at department and division level to support the management of work and home/childcare. 4.2.2 – Working group to use information and case studies to better understand issues impacting on equality of career progression; track use of/uptake of new university policies; and benchmark against (and monitor) best practice in the HEI sector.	Eliminate the statistically significant gap (>5%) between the proportion of female academic and research staff with and without caring responsibilities who agree that *I am supported to think about my professional development*.	*To be led by:* EDU *With support from:* - HR Policy - EDI practitioners (volunteering on WG)	Working group launched in 2023, with findings by end fo 2024. Recommendations published by end of 2025.
4.3	Promote flexible working where possible, starting with Professional and Support (PSS) roles	4.3.1 - Collect and promote case studies on divisions and departments showcasing unique flexible working practices – including part-time working - to accommodate caring responsibilities. Showcase on the EDI Knowledge Hub. 4.3.2 – Develop case studies on parents/carers able to better manage caring responsibilities through remote working, for example, where they could improve the number of hours worked because of flexibility.	Question to be added to 2023 SES survey 'I feel that my department is supportive of flexible/home working' to establish baseline. By 2027, PSS staff response has improved from 2023 baseline by at least 1 percentage point.	*To be led by:* EDU *With support from:* - HR Policy - Divisional EDI officers	Work to start in late 2023, alongside 4.2, and be ongoing until 2026.
4.4	Introduce a range of measures to support those experiencing menopause	4.4.1 – Highlight new guidance on menopause for all staff, and feature on key university webpages (Staff Gateway, HR, EDU, Occupational Health, divisional HR pages). Hold university-wide awareness-raising sessions. 4.4.2 – Provide guidance for line managers, HoDs and HaFs in accommodating staff experiencing negative effects of menopause by providing them with clear information on options available to them to support their staff 4.4.3 - Ensure inclusion of guidance on managing menopause in key policies and practices, such as induction, management training and PDRs, sickness and leave policies, and flexible working discussions. 4.4.4 - Develop a support and peer network for those experiencing negative effects of menopause, to meet regularly	Evidence of resource downloads and page views for new toolkits By 2025 (and again in 2027), survey of those experiencing menopause and engaging in staff network to determine if guidance/ information/ line manager training is supporting them in managing their symptoms.	*To be led by:* HR Policy *With support from:* - EDU - Divisional EDI officers	New guidance online by late 2022. Support to line managers to start in 2023 and guidance finished by 2024. Integration in key policies by end of 2023 Peer support group to be piloted in 2024.

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
		4.4.5 - Promote supportive practices for those experiencing negative impacts of menopause in recruitment practices and adverts, and information for candidates. 4.4.6 - Develop case studies on staff in variety of roles being open about the effect that menopause has had, and the types of supportive measures which have been, or would have been helpful. This should include those in roles at all levels from the most senior, and where possible have voices from all genders to underline that this is not an issue that just affects female staff.			Case studies and information/supportive practices to be online by 2025.

Objective 5 –Tackle bullying and harassment across the University

Outcome: By 2027, 94% of staff agree that they are aware of the harassment policy and procedure for University staff (2021 baseline: 89%). For those who have experienced bullying and harassment in the last year, more than 60% are reporting it, formally or informally, by 2027 (2021 baseline: 46%)

Rationale/Drivers:
- *2022 Baseline*:
  - In the 2021 staff survey, 10% of staff reported they had experienced bullying or harassment (B&H) in the previous year, and 54% did not report it (formally or informally).
  - There is a gender gap, with 11% of female staff experiencing B&H in the previous year, compared to 8% of male staff. However, of those female staff who did experience B&H, 50% reported it, compared to 37% of male staff, revealing both a gender gap in experiencing B&H (with female staff experiencing more), and in reporting it, with male staff less likely to do so. The top reasons given for not reporting were concerns around confidentiality, worry about being labelled as a troublemaker, or that nothing would happen as a result. This gender gap manifests also for by BME staff, with 13% female and 9% male staff experiencing B&H, and 54% female compared to 34% male staff reporting it.
  - 24% of trans staff and 33% of non-binary staff experienced B&H in previous year.
  - There is limited student data as data on B&H is not recorded centrally due to varying process by college.
- The Preventing Bullying and Harassment Working Group (PBHWG) had its findings approved by Personnel Committee in 2021. It found that there was: a lack of clarity around the Harassment Policy and Procedures; the need for improved support of harassment advisors; the need for training for all staff and students, especially line managers; the need for an online portal to report incidents; visible central leadership complemented by department-level actions; and championing by Heads of Department.

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
5.1	Ensure an effective response to incidences of bullying and harassment [also in REC and Concordat action plans]	5.1.1 - Implement an online reporting tool to enable a more open and transparent way of reporting concerns for staff and students, and enhance reporting on incidences of harassment (CAP action 1.5). 5.1.2 - Encourage early intervention and greater use of informal resolution through developing a tool on informal resolution and providing briefing sessions to relevant staff. 5.1.3 - Form a pool of trained, independent investigators, including specialist investigators in areas such as racial harassment and homophobia. 5.1.4 - Strengthen communication of the policy and procedure to improve their profile across the University and build staff and student confidence in their effectiveness 5.1.5 - Review the University's social media guidelines for staff and ensure that these are communicated effectively 5.1.5 - Develop training for all staff and students on what constitutes harassment and victimisation and what to do if they experience or witness it	By 2027, 94% of staff agree that they are aware of the harassment policy and procedure for University staff (2021 baseline: 89%)	*To be led by:* EDU *With support from:* - HR Business Partners - Divisional EDI officers/leads - Harassment advisors	These activities to be started in early 2023 with the successful recruitment of 2 new Harassment advisor posts in the EDU who will design a strategy for rolling out these activities. Activities to be implemented by 2026

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
		5.1.7 - Develop targeted training, induction materials and resources for those in leadership and management positions to ensure they understand their responsibilities and build their capacity to handle complaints effectively.			
5.2	Actively promote an inclusive culture that has zero tolerance for any form of harassment [also in REC]	5.2.1 - Develop an institutional statement of the University's zero-tolerance approach to bullying and harassment, to be communicated by senior 'champions' 5.2.2 - Develop and pilot activities to support department staff to take action to diagnose local causes, reduce harassment and promote an inclusive culture (e.g. mapping of common issues at dept level, including common challenges) 5.2.3 - Develop a sense of shared responsibility for addressing harassment by facilitating the development of local statements of shared values. 5.2.4 - Develop a strategy to raise awareness and reduce the incidence of 'micro-aggressions' or subtle forms of discrimination (actions may include additional training options or support for line managers)	On 2027 SES survey, of those who have experienced B&H in the last year, at least 60% are reporting it (2021 baseline: 46%)	*To be led by:* EDU *With support from:* - CDO - HR Business Partners - Divisional EDI officers/leads - Harassment advisors	As above.

Objective 6 – Embed inclusive research practices across the university

Outcome: New question to be added to 2023 staff survey ("I am satisfied with the support I receive to apply for grant funding as a principal investigator or co-investigator"), to be used to establish baseline in 2024, and set targets for 2027.

Rationale/Drivers:
- University data reveals that there is a gender disparity in research funding with female staff accounting for on average 31% of all research grants applied for since 2017 (and 28% of all awarded grants). Moreover, female staff account for a smaller proportion of the overall value, representing 26% of total funding value applied for (26% of the value of awarded grants).
- A 2022 study in Research Services on *Equality and Inclusivity in Research Funding* found a number of barriers to greater gender equality in research funding: vulnerabilities to bias within internal processes; funders not taking into account structural inequalities impacting on the ability to develop a track record; idealised career trajectories; the importance of support throughout the process; a limited understanding of EDI issues at decision-making level; lack of clear and transparent information; and the impacts of overly negative or confidence-draining feedback.
- Research funders are placing greater emphasis on the need for gender analysis to be integrated into research, e.g. eligibility for Horizon Europe funding includes the requirement for institutions to have a gender equality plan in place which includes 'Integration of the gender dimension into research and teaching content'
- 2022 Baseline: Proportion of researchers who agree 'I am supported to think about my professional development' is 59% (58% F, 61% M). When disaggregating by those with caring responsibilities, only 55% agree (54% F, 58% M).

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
6.1	Further equip principal investigators and academic line managers with guidance and training on	6.1.1 – Pilot leadership-development initiatives for researchers within divisions and evaluate to inform wider (such as the MSD Wellcome Trust centres Inclusive Leadership, and MPLS and SSD's Leadership in Action programme) 6.1.2 – Undertake (division-based) pilots or consultations with line-manager/PIs on real and perceived needs in areas of leadership and management training with a focus on inclusivity	By 2027, 65% of researchers agree with 'I am supported to think about my professional development' with no significant gender gap (2021 baseline: 59% of researchers agree, 57% F, 61% M)	*To be led by:* Researcher Hub *With support from:* - EDU - POD	Activities launched by Researcher Hub in 2023 (some already underway). All activities finalised by 2025

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
	inclusive leadership [aligns with Concordat action 1.4]	6.1.3 – Undertake piece of work to determine what works/fails in initiatives to support inclusive academic leadership and management; and sector-wide best practice 6.1.4 – Develop mandatory inclusive Leadership and Management Training for all new Associate Professors (piloted in MPLS) 6.1.5 - Inductions for new PIs to include inclusive leadership and management essentials (piloted in MPLS)	Increased proportion of academic/research line managers agreeing with 'As a manager, I feel confident supporting my staff to think about their careers (2021 baseline: 87%)	- Divisions (where there is interest to pilot)	
6.2	Tackle gendered imbalances in research funding	6.2.1 – Publicise the findings of the November 2022 *Equality and Inclusivity in Research Funding at Oxford study* and engage with key stakeholders in the sector (including funders and other HEIs) 6.2.2 - Review, consult on, and implement EDI improvements outlined in report within internal funding schemes 6.2.3 - Compare Oxford's application and award rates to those published by key funders, to determine the biggest disparities (and therefore opportunities for intervention). 6.2.4 – Improve accessibility to internal data to ensure ease of access in regularly reviewing diversity in funding	As a result of the awards analysis (6.2.3), we will establish a baseline and set targets in 2023, initially focusing on departments with the biggest gaps.	*To be led by:* Research Services *With support from:* - EDU	Activities clarified in 2023, and start to be implemented from 2024 (ongoing). Awards analysis finished in 2023. Data review started in 2023 and finalised in 2024.
6.3	Ensure a holistic understanding of contributions to excellence in research and academia by piloting a narrative CV [aligns with Concordat action 2.3]	6.3.1 – Using the templates and outcomes of the current UKRI project, develop and pilot a narrative CV that values a broader range of contributions to research, and that includes contributions to society, to members of the research community and to improving diversity at Oxford 6.3.2 – Evaluate the CV pilot by gathering feedback and understanding overall engagement 6.3.3 – Develop guidance to be rolled out across the university on using the narrative CV and assessing it properly	Evaluate the success of the pilot by assessing the extent to which the UKRI Shared Evaluation framework has been integrated in pilot departments. Methodology to be determined once pilot kicks off.	*To be led by:* Research Services *With support from:* - EDU - Divisions	To be launched in 2023, and pilot finalised by 2025.

Objective 7 – Increase levels of satisfaction and inclusion amongst trans and non-binary staff and students

Outcome: By 2027, trans and non-binary staff agree with 'I feel able to be myself at work' in line with the average for all staff.

Rationale/Drivers:
- The results of the 2021 SES highlighted lower levels of satisfaction and inclusion amongst Trans and non-binary staff, with 60% of Trans staff and 54% of non-binary ('other gender') staff saying they felt able to be themselves at work (compared to 78% of all staff). In addition, 24% of Trans staff and 33% of other gender staff experienced bullying/harassment in previous year (10% for all staff), and 58% of Trans respondents had experienced an episode of mental ill-health during the last 12 months (compared with 22% of staff overall).
- Student disclosure rates have improved in recent years, with 2021 data showing 1% of Oxford students agree with 'my gender is different from that assigned at birth' (in line with national averages).

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
	• Recent external surveys found that 86% of trans staff and students have experienced barriers to their learning or work in relation to their trans identity or gender diversity[7], and that nearly a third of LGBT+ physical scientists considered leaving their job because they felt there was a climate of discrimination. Trans scientists were most likely to consider leaving their positions, with a fifth saying they regularly considered leaving their workplace.[8] • At the moment, data on gender identity data is collected on a voluntary basis once staff are in post, and the number of staff providing this data is very low. As a result, there is a very unclear picture of gender identity across the university, which limits our ability to take action to identify issues.				
7.1	Improve data quality on gender identity and gender reassignment to better understand gaps in support	7.1.1 – Consult with EDI groups, including the LGBT+ staff network, on opportunities for addressing the data gap 7.1.2 – Provide guidance for HR teams across the university, to support higher data capture rates at induction, and explain to staff and students why we want to improve our data (e.g. to better understand experiences and ensure appropriate safety and support measures)	Rates of disclosure increased by 2025 (an improvement of at least 20 percentage points)	*To be led by:* EDU *With support from:* - Divisional EDI officers - HR	Start work in 2023, and guidance circulated by end of 2024.
7.2	Develop training and support tools for line managers and Heads of Department (HoDs)	7.2.1 – Develop training tools for line managers on support for trans and non-binary staff, including the use of inclusive language, confidence-building and supporting an inclusive working culture 7.2.2 – Develop an online course on 'how to have conversations on issues facing trans and non-binary staff and student members' 7.2.3 – Develop strategy/campaign for encouraging take-up of training (as part of wider strategy for EDI training across the university)	By 2027, trans and non-binary staff agree with 'I feel able to be myself at work' in line with the average for all staff.	*To be led by:* EDU (supported by external providers) *With support from:* - POD	Develop tools in 2024 and implement by end of 2025. Pilot toolkits and course in 2025
7.3	Strengthen staff and peer networks for trans and non-binary staff	7.3.1 – Undertake a review and survey of existing networks (how they operate; are funded; structures; governance) and work with the LGBT+ advisory group to address gaps in support. 7.3.2 – Better support staff networks to improve their leadership, advocacy and ability to contribute to the University's decision-making structures.	Survey chairs of key groups (Disability, LGBT+ and BME) in 2023 to establish baseline	*To be led by:* EDU *Supported by:* - LGBT+ Advisory Group	Review undertaken in early 2023 Capacity-building activities to start in 2023-24 and be finalised by 2026.
7.4	Develop and implement strategy to raise awareness and reduce the incidence of micro-aggressions or other subtle forms of discrimination	7.4.1 - Develop and pilot guidance to support departments to diagnose local causes, prevent harassment and promote an inclusive culture (see action 5.2.2 which will include a specific strand of work on gender identity) 7.4.2 - Ensure materials with a focus on trans and non-binary staff and student experiences are developed in anti-bullying and harassment campaigns	By 2027, B&H experienced by trans and non-binary staff ('other gender') has decreased (2021 baseline: 24%)	*To be led by:* EDU *Supported by:* - LGBT+ Advisory Group	Strategy to be developed from 2024; implemented in 2024-25.

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[7] https://wonkhe.com/blogs/improving-the-experiences-of-trans-and-gender-diverse-staff-in-higher-education/
[8] https://ras.ac.uk/education-and-careers/exploring-workplace-lgbt-physical-scientists

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
Objective 8 – Address issues of gendered job segregation impacting the gender pay gap					

Objective 8 – Address issues of gendered job segregation impacting the gender pay gap
Outcome measure: By 2027, the gender gap in PSS roles in grades 4 to 6 has decreased by at least 1 percentage point (2021 baseline: 70% female).

Rationale/Drivers:
- More female staff than male staff occupy lower-paid PSS (largely administrative) roles at the University, which perpetuates gendered job role stereotypes ('job segregation') and a persistent pay gap.
- In 2021, the university's median pay gap was 11.1% and the mean pay gap was 18.1%. This pay gap is considered to be attributable to an uneven distribution of men and female staff across grades, with female staff generally accounting for a higher percentage of the staff in grades at the lower end of the structure and men accounting for a higher percentage of staff in senior grades. Female staff presently make up 64.6% of those in the lower pay quartile and 57.0% in the lower middle quartile
- *2022 Baseline: Across the university, female staff constitute 63% of all PSS roles, and this has changed little since 2017 (62%). On average, female staff accounted for 62% of all PSS roles in grades 1-6. This gap slightly narrows to 57% in grades 7-10. In contrast, female staff hold only 48% of senior PSS roles (grade 10+).*

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
8.1	Define and promote career pathways in PSS roles to support diversity in PSS roles	8.1.1 – Analyse the lowest quartile of the gender pay gap data to better understand where the gaps are (including the impact of those in casual or short-term roles, and using an intersectional lens), and design positive action work to support under-representation. 8.1.2 – Develop career profiles for different types of PSS roles, using existing communities of practice as mechanism for input and feedback. 8.1.3 – In coordination with newly-launched 'Professional Services Together' strategy, undertake talent mapping exercise to better recognise and support staff to develop skills and progress into leadership roles. 8.1.4 – In coordination with newly-launched career pathways work being undertaken in People and Organisational Development, support mobility within the University so staff understand about different career paths (using job shadowing, role swaps and long-term secondments). Pull together job families and core skills by role type. 8.1.5 – Promote career profiles for PSS staff on the website, in internal PSS meetings/events, on job adverts and at career outreach events.	By 2027, 60% of PSS staff agree that they have the opportunity to grow and develop at the University (2021 baseline in SES: 54% of staff agreed with the statement 'I have the opportunity to develop and grow here')	*To be led by:* POD *Supported by:* - EDU	Analysis to be undertaken in 2023, and subsequent actions rolled out from 2024. Career profiles and talent mapping to start in 2023 and be finalised and promoted by 2025 Mobility work to be launched in 2024, and finalised by 2026.
8.2	Improve diversity in recruitment of PSS staff (also in REC)	8.2.1 – Address specific intersectional inequalities in job roles by improving recruitment practices targeting local community, including improved branding to promote outreach in other sectors 8.2.2 - Ensure consistent application of gender equality and EDI considerations, and expand the diversity of candidate pools in recruitment for PSS roles through roll-out of Recruitment Hub Pilot (e.g. pilots in Estates, Research Services, HR) 8.2.3 – Expand application of 'inclusive recruitment guidelines' beyond academic roles to PSS roles.	By 2027, UAS division has seen its gender gap in grades 4 to 6 start to close (2021 baseline: 65% female).	*To be led by:* Head of Recruitment *Supported by:* - Key UAS and GLAM depts. - EDU	Recruitment activities to be started in 2023, and finalised by 2025. Recruitment Hub pilot launched in 2023, and inclusive recruitment practices rolled out by 2024.

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Appendix 1 - Action plan timeline 2022-2027 (Gantt chart)

No	Action	2023				2024				2025				2026				2027			
		HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT
Objective 1 - Strengthen department/faculty engagement and co-ordination of EDI work																					
1.1 - All departments/faculties are supported to develop actions to foster an inclusive culture and address equality gaps																					
1.1.1	Continue to support departments to retain and apply for Athena Swan awards	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	R
1.1.2	Provide support and guidance to departments on change initiatives to embed EDI or EDI-focused change initiatives (EDI Hub)	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	R
1.1.3	Expand Athena Swan activities outside academic divisions (GLAM and UAS)	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	R
1.2 - Promote learning and exchange to foster best practice in EDI across the university																					
1.2.1	Use the EDI Knowledge Hub, Teams group and e-Bulletin as a forum to host resources, share best practice, practical guidance, etc	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	R
1.2.2	Hold regular webinars and events sharing evidence from across the university		G		G		G		G		G		G		G		G		R		
1.2.3	Strengthen and formalise EDI peer network through the recently developed a community of practice (CoP) for EDI practitioners	G	G	G	R																
1.3 - Improve recognition for staff contributions in developing and implementing Athena Swan or wider EDI actions																					
1.3.1	Undertake an updated review of how EDI is recognised and resourced across the University		G	G	R																
1.3.2	Review findings and develop guidance note with options for resourcing and allocating EDI work.			G	G	G	R														
1.3.3	Develop a 'day in the life of an EDI practitioner' and EDI career pathway						G	G	G	R											
Objective 2 - Ensure University decision-making and governance structures are representative of the University community and inclusive in practice and culture																					
2.1 - Improve and maintain the representation of female staff (and BME female staff) on central University committees																					
2.1.1	Continue to strengthen widespread and proactive communication of elected roles with an emphasis on attracting a more gender-equal range of candidates	G	G	G	G	G	G	G	G	G	G	G	R								
2.1.2	Provide opportunities for potential candidates to find out more about committee roles	G	G	G	G	G	G	G	G	G	G	G	R								
2.1.3	Encourage all staff to participate in governance processes; promote understanding of University governance / how individuals can contribute	G	G	G	G	G	G	G	G	G	G	G	R								
2.1.4	Embed consideration of diversity into processes underpinning the selection of external members of Council and other commitees,	G	G	G	G	G	G	G	G	G	G	G	R								
2.1.5	Embed consideration of diversity into processes underpinning ex officio roles and the selection of external members	G	G	G	G	G	G	G	G	G	G	G	R								
2.1.6	Embed consideration of diversity into each committee's periodic self-review; and review committee diversity data on an annual basis	G	G	G	G	G	G	G	G	G	G	G	R								
2.1.7	Develop and nurture a diverse pipeline of individuals for potential future governance position			G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	R
2.1.8	Embed diversity into local-level leadership and governance			G	G	G	G	G	G	G	G	G	R								
2.2 - Ensure that central University committees are inclusive in culture																					
2.2.1	Assess the current senior committee culture to understand whether it is felt to be inclusive (including holding focus groups and interviews)							G	G	G	R										
2.2.2	Develop induction sessions for, and provide mentoring to, new committee members							G	G	G	R										
2.2.3	Use and tailor existing tools on inclusive chairing and decision-making							G	G	G	R										
2.3 - Promote inclusive decision-making in central committees																					
2.3.1	Develop mechanisms to strengthen consultation and bring diverse voices into decision-making										G	G	G	G	G	G	R				

No	Action	2023				2024				2025				2026				2027			
		HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT
2.3.2	Build on existing templates to ensure consideration of the Public Sector Equality Duty (PSED) in conducting committee business								G	G	G	G	G	G	G	G	R				
Objective 3 - Continue to improve the proportion of female staff in senior academic roles																					
3.1 - Continue to strengthen recruitment processes to address the gender imbalance in senior academic roles																					
3.1.1	Strengthen Statutory Professor (SP) recruitment processes	G	G	G	G	R															
3.1.2	Roll out implementation of updated Associate Professor Inclusive Recruitment (APIR) Guidance	G	G	G	G	R															
3.1.3	Use the APIR guidance as best practice in applying similar inclusive guidelines to other academic and research grades			G	G	G	G	R													
3.2 - Provide effective support for progression of female staff into senior academic roles																					
3.2.1	As part of the POD-led leadership review, review current leadership development offer for to support female staff's progression into senior roles	G	G	G	G	G	G	G	G	R											
3.2.2	Ensure gender and EDI issues on improving contractual security for fixed-term researchers are explored, for example the impacts on maternity leave							G	G	G	G	R									
3.2.3	Implement the findings of the Associate Professor WG, which has been established to examine issues relating to AP contracts, reward and progression.								G	G	G	G	G	G	G	R					
Objective 4 - Address the gendered aspects of caring and wellbeing that negatively impact on female staff's career progression and retention																					
4.1 - Increase awareness and uptake of caring and family-friendly benefits																					
4.1.1	Develop 'Parents in the Workplace' and 'Carers in the Workplace' toolkits			G	G	G	G	G	R												
4.1.2	Hold annual information sessions/webinars on the university's family-friendly and caring policies			G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	R
4.1.3	Improve visibility of all available family-friendly benefits for new parents							G	G	R											
4.1.4	Create an outline of key family-friendly and caring benefits to be added to existing induction guidance/tools across all departments									G	G	G	G	R							
4.1.5	Develop and promote case studies of a diverse set of staff in senior roles who have taken parental or caring career breaks							G	G	G	G	G	G	R							
4.1.6	Highlight and implement the findings of the 2022 Returning Carers Fund Review	G	G	R																	
4.1.7	– Provide improved (more interactive and frequent) support to existing 'Working Parents' staff network and develop a Teams peer network for those with broader caring responsibilities							G	G	R											
4.2 - Better understand where the gendered dimensions of care are impacting on female staff's progression and retention																					
4.2.1	Athena Swan working group to gather information on where caring responsibilities are having the most impact on career progression for female staff							G	G	R											
4.2.2	Working group to use information and case studies to better understand issues impacting on equality of career progression								G	G	G	R									
4.3 - Promote flexible working where possible, starting with PSS roles																					
4.3.1	Collect and promote case studies on divisions and departments showcasing unique flexible working practices							G	G	G	G	G	G	R							
4.3.2	Develop case studies on parents/carers able to better manage caring through remote working							G	G	G	G	G	G	G	G	R					
4.4 - Introduce a range of measures to support those experiencing menopause																					
4.4.1	Highlight new guidance on menopause for all staff, and feature on key university webpages	G	G	G	R																
4.4.2	Provide guidance for line managers, HoDs and HaFs in accommodating staff experiencing negative effects of menopause							G	G	G	G	R									

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No	Action	2023				2024				2025				2026				2027			
		HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT
4.4.3	Ensure inclusion of guidance on managing menopause in key policies and practices, such as induction, management training and PDRs, sickness		G	G	G	R															
4.4.4	Develop a support and peer network for those experiencing negative effects of menopause, to meet regularly		G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	R
4.4.5	Promote supportive practices for those experiencing negative impacts of menopause in recruitment practices and adverts, and information for candidates.					G	G	G	G	G	G	G	G	G	R						
4.4.6	Develop case studies on staff in variety of roles being open about the effect that menopause has had,					G	G	G	G	G	G	G	G	G	R						
Objective 5 - Tackle bullying and harassment across the University																					
5.1 - Introduce a range of measures to support those experiencing menopause																					
5.1.1	Implement an online reporting tool to enable a more open and transparent way of reporting concerns		G	G	G	G	G	G	G	G	G	G	G	G	R						
5.1.2	Encourage early intervention and greater use of informal resolution through developing a tool on informal resolution, and briefing sessions for staff		G	G	G	G	G	G	G	G	G	G	G	G	R						
5.1.3	Form a pool of trained, independent investigators, including specialist investigators in areas such as racial harassment and homophobia.		G	G	G	G	G	G	G	G	G	G	G	G	R						
5.1.4	Strengthen communication of the policy and procedure to improve their profile across the University and build staff and student confidence		G	G	G	G	G	G	G	G	G	G	G	G	R						
5.1.5	Using new UUK guidance, consider what information on the outcomes of cases can be reported		G	G	G	G	G	G	G	G	G	G	G	G	R						
5.1.6	Review the University's social media guidelines for staff and ensure that these are communicated effectively		G	G	G	G	G	G	G	G	G	G	G	G	R						
5.1.7	Develop training for all staff and students on what constitutes harassment and victimisation and what to do if they experience or witness it		G	G	G	G	G	G	G	G	G	G	G	G	R						
5.1.8	Develop targeted training, induction materials and resources for those in leadership and management positions to ensure they understand their responsibilities		G	G	G	G	G	G	G	G	G	G	G	G	R						
5.2 Actively promote an inclusive culture that has zero tolerance for any form of harassment																					
5.2.1	Develop an institutional statement of the University's zero-tolerance approach to bullying and harassment, to be communicated by senior 'champions'			G	G	G	G	G	G	G	G	G	G	G	G	G	G	R			
5.2.2	Develop and pilot actions to support departments to take action to diagnose local causes, reduce harassment and promote an inclusive culture					G	G	G	G	G	G	G	G	G	G	G	G	R			
5.2.3	Develop a sense of shared responsibility for addressing harassment, e.g. by facilitating the development of local statements of shared values.					G	G	G	G	G	G	G	G	G	G	G	G	R			
5.2.4	Develop a strategy to raise awareness and reduce the incidence of 'micro-aggressions' or subtle forms of discrimination					G	G	G	G	G	G	G	G	G	G	G	G	R			
Objective 6 – Embed inclusive research practices across the university																					
6.1 - Further equip principal investigators and academic line managers with guidance and training on inclusive leadership																					
6.1.1	Pilot leadership-development initiatives for researchers within divisions and evaluate to inform wider activities					G	G	G	G	G	G	G	G	G	R						
6.1.2	Undertake (division-based) pilots or consultations with line-manager/PIs on real and perceived needs in areas of leadership and management training					G	G	G	G	G	G	G	G	G	R						
6.1.3	Undertake piece of work to determine what works/fails in initiatives to support inclusive academic leadership and management					G	G	G	G	G	G	G	G	G	R						
6.1.4	Develop mandatory inclusive Leadership and Management Training for all new Associate Professors (piloted in MPLS)									G	G	G	G	G	R						
6.1.5	Inductions for new PIs to include inclusive leadership and management essentials (piloted in MPLS)									G	G	G	G	G	R						

No	Action	2023				2024				2025				2026				2027			
		HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT
6.2 Tackle gendered imbalances in research funding																					
6.2.1	Publicise the findings of the November 2022 Equality and Inclusivity in Research Funding at Oxford study and engage with key stakeholders in the sector	G	G	G	G	G	G	R													
6.2.2	Review, consult on, and implement EDI improvements outlined in report within internal funding schemes							G	G	G	G	G	G	R							
6.2.3	Compare Oxford's application and award rates to those published by key funders, to determine the biggest disparities		G	G	G	R															
6.2.4	Improve accessibility to internal data to ensure ease of access in regularly reviewing diversity in funding			G	G	G	G	G	R												
6.3 - Ensure a holistic understanding of contributions to excellence in research and academia by piloting a narrative CV																					
6.3.1	Using the templates and outcomes of the current UKRI project, develop and pilot a narrative CV that values a broader range of contributions to research	G	G	G	G	G	G	G	G	G	G	G	G	R							
6.3.2	Evaluate the CV pilot by gathering feedback and understanding overall engagement									G	G	G	G	G	G	R					
6.3.3	Develop guidance to be rolled out across the university on using the narrative CV and assessing it properly													G	G	G	G	G	G	G	R
Objective 7 – Increase levels of satisfaction and inclusion amongst trans and non-binary staff and students																					
7.1 - Improve data quality on gender identity and gender reassignment to better understand gaps in support																					
7.1.1	Consult with EDI groups, including the LGBT+ staff network and key student networks, on opportunities for addressing the data gap		G	G	G	R															
7.1.2	Provide guidance for HR teams across the university, to support higher data capture rates at induction			G	G	G	G	R													
7.2 - Develop training and support tools for line managers and Heads of Department (HoDs)																					
7.2.1	Develop training tools for line managers on support for trans and non-binary staff, including the use of inclusive language					G	G	G	G	R											
7.2.2	Develop an online course on 'how to have conversations on issues facing trans and non-binary staff and student members'						G	G	G	G	G	G	G	R							
7.2.3	Develop strategy/campaign for encouraging take-up of training (as part of wider strategy for EDI training across the university)									G	G	G	G	G	G	G	R				
7.3 - Strengthen staff and peer networks for trans and non-binary staff																					
7.3.1	Undertake a review and survey of existing networks (how they operate; are funded; structures; governance) and work with the LGBT+ advisory group to address gaps in support	G	G	G	G	G	G	R													
7.3.2	Better support staff networks to improve their leadership, advocacy and ability to contribute to the University's decision-making structures.					G	G	G	G	G	G	R									
7.4 - Develop and implement strategy to raise awareness and reduce the incidence of micro-aggressions or other subtle forms of discrimination																					
7.4.1	Develop and pilot guidance to support departments to diagnose local causes, prevent harassment and promote an inclusive culture							G	G	G	G	G	G	R							
7.4.2	Ensure materials with a focus on trans and non-binary staff and student experiences are developed in anti-bullying and harassment campaigns	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	R
Objective 8 – Address issues of gendered job segregation impacting the gender pay gap																					
8.1 - Define and promote career pathways in PSS roles to support diversity in PSS roles																					
8.1.1	Analyse the lowest quartile of the gender pay gap data to better understand where the gaps are			G	G	G	G	R													

No	Action	2023				2024				2025				2026				2027			
		HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT	HT	TT	Su	MT
8.1.2	Develop career profiles for different types of PSS roles, using existing communities of practice as mechanism for input and feedback.				G	G	G	G	G	G	G	G	G	R							
8.1.3	Undertake talent mapping exercise to better recognise and support staff to develop skills and progress into leadership roles				G	G	G	G	G	G	G	G	G	R							
8.1.4	Support mobility within the University so staff understand about different career paths (using job shadowing, role swaps and long-term secondments)							G	G	G	G	G	G	G	G	G	G	R			
8.1.5	Promote career profiles for PSS staff on the website, in internal PSS meetings/events, on job adverts and at career outreach events									G	G	G	G	G	G	G	G	R			
8.2 - Improve gender diversity in recruitment of PSS staff																					
8.2.1	Address specific intersectional inequalities in job roles by improving recruitment practices targeting local community, including improved branding to promote outreach in other sectors			G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	R
8.2.2	Ensure consistent application of gender equality considerations and expand the diversity of candidate pools in recruitment for PSS roles through roll-out of Recruitment Hub Pilot			G	G	G	G	G	G	G	G	G	R								
8.2.3	Expand application of 'inclusive recruitment guidelines' beyond academic roles to PSS roles					G	G	G	G	R											

Appendix 3: Glossary of terms

AP – Associate Professor
AS – Athena Swan
CDO- Chief Diversity Officer
CoP – Community of Practice
CRRMF - Covid Rebuilding Research Momentum Fund
Divisional EDI officers – EDI-specific PSS roles at divisional level
EDI – Equality, diversity and inclusion
EDP - Equality and Diversity Panel
EDU – Equality and Diversity Unit
FTE – Full-time equivalent
GEAG – Gender Equality Advisory Group
GLAM – Gardens, Libraries and Museums
HaF – Head of Administration and Finance
HESA – Higher Education Statistics Agency
HoD – Head of Department
HR - Human Resources
HUM – Humanities
IDEA – Increasing Diversity in Enterprising Activities (IDEA)
LERU – League of European Research Universities
LGB+ - Lesbian, Gay and Bisexual
MPLS – Mathematics, Physical and Life Sciences Division
MSD – Medical Sciences Division
Non-binary - People who do not identify with a permanent binary gender identity, including those who identify in other ways, such as genderqueer, gender variant, or agender. These terminologies are evolving and highly personal and this list is not exhaustive.
OUR SPACE - Oxford Understanding Relationships, Sex, Power, Abuse and Consent Experience
PAGE - Policy Advisor for Gender Equality
PDR – Professional Development Review
PGR – Postgraduate Research Students
PGT - Postgraduate Taught Students
PMP – Professorial Merit Pay
POD – People and Organisational Development unit
PPH – Permanent Private Halls
PSED- Public Sector Equality Duty
PSS – Professional and Support Staff
REC - Race Equality Charter
REF - Research Excellence Framework
RoD – Recognition of Distinction exercise
SAT - Self Assessment Team
SES - Staff Experience Survey
SP – Statutory Professor
SSD – Social Sciences Division
TP – Titular Professor
Trans – Also 'transgender', refers to people who are taking or have taken steps to change their gender identity.
UAS – University Administration Service
UGR - Undergraduate Students
VC - Vice Chancellor