Institution Application
Bronze and Silver Award

Contents

ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

Completing the form

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

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

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

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

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

Word count

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

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

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver	This application
Word limit	**10,000**	**12,000**	**12,997**
Recommended word count			
1.Letter of endorsement	500	500	500
2.Description of the institution	500	500	526
3. Self-assessment process	1,000	1,000	699
4. Picture of the institution	2,000	3,000	2,371
5. Supporting and advancing women's careers	5,000	6,000	8,447
6. Supporting trans people	500	500	454
7. Further information	500	500	0

Name of Institution: University of oxford

Date of application: April 2017

Award level: Silver

Date joined Athena SWAN: 2006

Current award date: November 2013

Level: Bronze

Contact for application Adrienne Hopkins

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Telephone 01865 289943

1.   LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION
Recommended word count: Bronze: 500 words | silver: 500 words

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

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

The Vice-Chancellor
Professor Louise Richardson AAAS AcSS FRSE RIIA

Clarendon Building, Oxford OX1 3BG
Tel: +44 (0)1865 270242
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UNIVERSITY OF
OXFORD

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

Dear Dr Gilligan

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. Promoting gender equality is essential to us. It is integrated into our strategic plan and our public sector equality objectives. We have invested considerable resources in staff, funding, and time over the last five years in support of the strategy. I believe that, as a result, gender equality is now considered systematically in everything we do. We are proud of what we have achieved and are determined to do more.

Our primary focus, reflected in the Strategic Plan, has been on increasing the proportion of senior women. We have made good progress in increasing the number of female statutory professors and women in senior leadership positions, and the proportion of women on key committees. We have also worked to ensure that all researchers are supported in developing their careers because these are the future senior staff and we have unusually high numbers of female researchers.

Oxford's structure is highly devolved and therefore work with departments has been a priority and again we have made good progress. I am delighted that all STEMM departments hold awards, 20 at Silver and seven at Bronze. Moreover, all departments in Social Sciences and Humanities will apply over the next four years and I have been impressed by the commitment of those colleagues.

While financial investment does not guarantee results, careful targeting of resources is helping to achieve our objectives. In early 2015 a new Pro Vice-Chancellor for Equality & Diversity post was created. A £1 million Vice-Chancellor's Fund for Diversity, launched in July 2013, has already supported 22 projects, and from 2017-18 there will be an annual Diversity Fund of £70k. There is also £90k annual funding for 5 years from 2016/17 to support the development of researchers in the Medical Sciences Division; £240,000 annual fund to support returning carers, and a £5 million investment in the fifth University nursery.

There remains much to be done over the next four years. We will direct attention and resources to increasing the number of female Associate Professors. Progress on this has not been as rapid as we would like. We will address challenges around workload, and improve opportunities for career development, to ensure more women reach this level.

In addition to the work in Oxford, we are committed to working with our peers outside the university to advance our shared objectives: With LERU institutions, to promote good

practice in management of maternity leave for research and academic staff; with IARU members to tackle gender attainment gaps, and with the national RCUK pilot, developing university partnerships in Equality, Diversity and Inclusion.

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

Professor Louise Richardson AAAS AcSS FRSE RIIA
Vice Chancellor
University of Oxford

LIST OF ACRONYMS USED IN THE APPLICATION

ALDP – Academic Leadership Development Programme

AP – Associate Professor

AS – Athena SWAN

BBSRC – Biotechnology and Biological Sciences Research Council

BME – Black and Minority Ethnic

CL – Clinical Lecturer

DL – Departmental Lecturer

DPAG – Department of Physiology, Anatomy and Genetics

E&D – Equality and Diversity

ECU – Equality Challenge Unit

EDU – Equality and Diversity Unit

EIA – Equality Impact Assessment

GEAG – Gender Equality Advisory Group

GLAM – Gardens, Libraries and Museums

HEFCE – Higher Education Funding Council for England

HEI – Higher Education Institution

HESA – Higher Education Statistics Agency

HoD – Head of Department

IARU – International Alliance of Research Universities

IPO – Initial Period of Office

LERU – League of European Research Universities

LGBT+ – Lesbian, Gay, Bisexual, Transgender +

LSO – Legal Services Office

MPLS – Mathematical, Physical and Life Sciences Division

MSD – Medical Sciences Division

NDM – Nuffield Department of Medicine

NDORMS – Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences

NIHR – National Institute of Health Research

OLI – Oxford Learning Institute

OUI – Oxford University Innovation

OxFEST – Oxford Females in Engineering, Science and Technology

OxRSS – Oxford Research Staff Society

P&S – Professional and Support

PDR – Personal Development Review

PGR – Postgraduate Research Student

PI – Principal Investigator

PPH – Permanent Private Hall

PSED – Public Sector Equality Duty

PVC – Pro-Vice-Chancellor

RAE – Research Assessment Exercise

RCUK – Research Councils UK

RDM – Radcliffe Department of Medicine

REC – Race Equality Charter

REF – Research Excellence Framework

RoD – Recognition of Distinction

RS – Research Services

RSWG – Research Staff Working Group

SAT – Self-Assessment Team

SMP – Statutory Maternity Pay

SP – Statutory Professor

SPL – Shared Parental Leave

SSD – Social Sciences Division

STEM – Science, Technology, Engineering and Mathematics

STEMM – Science, Technology, Engineering, Mathematics and Medicine

TORCH – The Oxford Research Centre in the Humanities

TP – Titular Professor

TUPE – Transfer of Undertakings (Protection of Employment)

UAS – University Administration and Services

UCL – University College London

UUK – Universities UK

VC – Vice-Chancellor

2. DESCRIPTION OF THE INSTITUTION

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

Please provide a brief description of the institution, including any relevant contextual information. This should include:

   i.   Information on where the institution is in the Athena SWAN process

   ii.   Information on its teaching and its research focus

   iii. The number of staff. Present data for academic and professional and support staff separately

   iv.   The total number of departments and total number of students

   v.   List and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

The University of Oxford was a founder member of the Athena SWAN Charter and has held a Bronze institutional award since 2006. Departmental engagement with Athena SWAN (AS) has been a priority, and we have invested considerable effort and resources (see section 5.6 (xii)). At our last application, we held five Silver and 15 Bronze awards. This has increased to 20 Silver and seven Bronze, covering all STEMM departments. Three Social Sciences departments applied for awards in November 2016 and a fourth in April 2017.

Oxford is a collegiate university, comprising the central University, 38 independent, self-governing colleges and six Permanent Private Halls (PPHs - small theological colleges). Conference of Colleges represents colleges' interests and facilitates collective action. This application refers only to staff employed by the central University and to central policies and practices. However, we identified in our last action plan the need to engage more closely with the colleges on equality and diversity (E&D) (see section 5.6 (i)).

The collegiate system gives students and academics the benefits of a large, internationally renowned institution and a smaller, interdisciplinary community. Generally, colleges:

•   Select undergraduates and provide them with weekly small group teaching (tutorials).
•   Provide undergraduates and postgraduates with pastoral and educational support, accommodation, meals, common rooms, libraries, sports 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.

The University has 50 academic departments across four divisions: Mathematical, Physical and Life Sciences (MPLS), Medical Sciences (MSD), Humanities, and Social Sciences (SSD). Decision-making is largely devolved to divisions and departments, with a relatively small central University Administration and Services (UAS). The University's gardens, libraries and museums (GLAM) contribute to learning and teaching, and are an important focus of the University's public engagement.

Figure 1: Organisational structure

MPLS	MSD	Humanities	SSD	UAS	GLAM
10 departments	16 departments	10 departments	14 departments	18 sections	6 sections
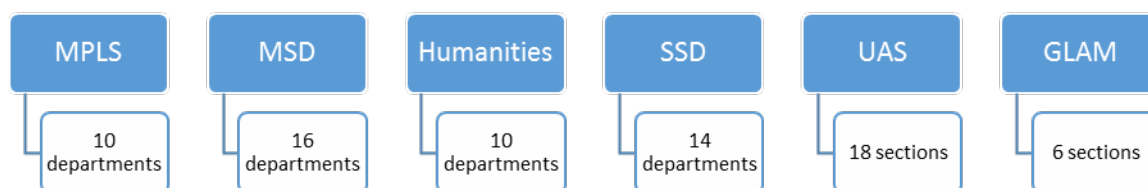
The University has:

- over 21,000 students - 11,192 undergraduates (46% F) and 10,159 postgraduates (43% F)[1] (table 1);
- 14,203 staff – 2,069 academics (24% F), 4,821 researchers (47% F) and 7,313 professional and support (P&S) staff (62% F)[2] (table 2).

The colleges and PPHs employ a further 5,500 staff.

Table 1: Number of students by division

Division	Undergraduate				Postgraduate Taught				Postgraduate Research			
	F		M		F		M		F		M	
MPLS	1031	29%	2496	71%	75	14%	475	86%	637	28%	1600	72%
MSD	902	54%	769	46%	130	61%	84	39%	705	51%	685	49%
Humanities	2327	59%	1622	41%	412	50%	415	50%	489	48%	524	52%
SSD	928	45%	1117	55%	1292	47%	1464	53%	600	51%	572	49%
Total	5188	46%	6004	54%	1909	44%	2438	56%	2431	42%	3381	58%

Table 2: Numbers of staff by department[3]

Department	Academics				Researchers				P&S staff			
	F		M		F		M		F		M	
MPLS												
Chemistry	16	17%	81	84%	134	36%	234	64%	99	53%	87	47%
Computer Science	12	18%	56	82%	23	22%	83	78%	41	59%	29	41%
Earth Sciences	5	19%	21	81%	18	39%	28	61%	18	53%	16	47%
Engineering Science	7	8%	82	92%	20	13%	136	87%	62	40%	93	60%
Materials	5	17%	25	83%	18	19%	77	81%	36	55%	30	45%
Mathematical Institute	14	14%	84	86%	13	21%	49	79%	41	75%	14	25%
Physics	17	15%	98	85%	48	19%	208	81%	53	38%	87	62%
Plant Sciences	4	19%	17	81%	12	35%	22	65%	32	70%	14	30%
Statistics	6	24%	19	76%	1	7%	14	93%	13	72%	5	28%
Zoology	14	34%	27	66%	61	50%	61	50%	35	55%	29	45%
MSD												
Biochemistry	10	29%	25	71%	63	43%	82	57%	30	55%	25	45%

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[1] Snapshot 1 December 2016
[2] Snapshot 31 July 2016
[3] Holders of AS awards are colour-coded Bronze or Silver.

Department	Academics				Researchers				P&S staff			
Clinical Medicine (NDM)	17	25%	51	75%	335	49%	345	51%	241	65%	131	35%
Clinical Neurosciences	4	15%	23	85%	117	50%	118	50%	74	68%	35	32%
Experimental Psychology	12	41%	17	59%	67	64%	38	36%	27	63%	16	37%
Medicine (RDM)	7	17%	35	83%	194	55%	157	45%	135	68%	64	32%
Obstetrics and Gynaecology	5	36%	9	64%	22	50%	72	50%	61	85%	11	15%
Oncology	5	31%	11	69%	87	48%	94	52%	76	74%	27	26%
Orthopaedics, Rheumatology and Musculoskeletal Sciences	9	25%	27	75%	130	57%	97	43%	88	74%	31	26%
Paediatrics	3	33%	6	67%	40	73%	15	27%	77	87%	12	13%
Pathology	4	17%	20	83%	84	56%	66	44%	13	41%	19	59%
Pharmacology	4	21%	15	79%	34	55%	28	45%	17	59%	12	41%
Physiology, Anatomy and Genetics	10	30%	23	70%	96	51%	93	49%	44	57%	33	43%
Population Health[4]	10	39%	16	61%	164	59%	113	41%	145	68%	69	32%
Primary Care Health Sciences	8	35%	15	65%	62	68%	29	32%	77	85%	14	15%
Psychiatry	4	24%	13	76%	81	70%	35	30%	33	77%	10	23%
Surgical Sciences	5	23%	17	77%	17	42%	24	58%	72	74%	25	26%
Humanities												
Classics	22	36%	39	64%	13	52%	12	48%	18	70%	8	30%
Ruskin School of Art	4	45%	5	55%	1	50%	1	50%	16	53%	14	47%
English Language and Literature	44	57%	33	43%	13	65%	7	35%	9	90%	1	10%
History	40	35%	74	65%	16	36%	28	64%	34	79%	9	21%
Linguistics, Philology and Phonetics	5	63%	3	38%	9	75%	3	25%	3	60%	2	40%
Medieval and Modern Languages	40	46%	48	54%	10	56%	8	44%	16	50%	16	50%
Music	6	33%	12	67%	7	88%	1	12%	8	47%	9	53%
Oriental Studies	21	39%	33	61%	10	50%	10	50%	30	75%	10	25%
Philosophy	9	18%	42	82%	3	10%	28	90%	12	67%	6	33%
Theology and Religion	8	32%	17	68%	4	50%	4	50%	8	100%	0	0%
Social Sciences												
Anthropology and Museum Ethnography*[5]	13	45%	16	55%	16	55%	13	45%	14	61%	9	39%
Archaeology	6	35%	11	65%	24	45%	29	55%	30	70%	13	30%

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[4] The National Perinatal Epidemiology Unit (NPEU) also holds a Silver award.
[5] Asterisked departments in SSD applied for Bronze awards in November 2016 and April 2017.

Department	Academics				Researchers				P&S staff			
Said Business School*	10	17%	49	83%	11	48%	12	52%	168	63%	98	37%
Economics	6	13%	40	87%	17	42%	24	58%	15	79%	4	21%
Education	18	47%	20	53%	41	85%	7	15%	53	87%	8	13%
Geography and the Environment*	9	23%	31	77%	49	44%	63	56%	62	78%	18	22%
Blavatnik School of Government	9	47%	10	53%	3	25%	9	75%	41	84%	8	16%
Interdisciplinary Area Studies	12	46%	14	54%	2	67%	1	33%	14	86%	2	14%
International Development	12	43%	16	57%	21	60%	14	40%	36	88%	5	12%
Oxford Internet Institute	2	15%	11	85%	14	44%	18	56%	8	50%	8	50%
Law*	32	34%	62	66%	13	50%	13	50%	67	83%	14	17%
Politics and International Relations	19	31%	43	69%	7	39%	11	61%	31	65%	17	35%
Social Policy and Intervention	9	64%	5	36%	19	63%	11	37%	19	73%	7	27%
Sociology	4	29%	10	71%	14	56%	11	44%	9	82%	2	18%

Oxford is:

- Highly international: 19% of undergraduates, 63% of postgraduates, 35% of academics, 53% of researchers and 18% of P&S staff are non-UK citizens from around 140 countries.
- One of the world's most research-intensive universities, with external research funding of £537.4 million in 2015-16 (40% of total income). 85% of research staff are employed in STEMM.
- A member of the Russell Group, the League of European Research Universities (LERU) and the International Alliance of Research Universities (IARU).

The University's teaching, learning, research and administrative activities take place in 235 buildings across Oxford city centre, at the five hospital sites on the outskirts of town, and at the Begbroke Science Park, 10 miles from Oxford (figure 2).

The highly devolved, geographically dispersed and collegiate structure of the University presents us with unique challenges and opportunities – and ones that we are more than willing to engage with.

Figure 2: Map of key university sites

1 Ewert House site:
Land Agent's and Accommodation Ofice
Isis Innovation
Regional Liaison Office

2 John Radcliffe Hospital site:
University Medical Sciences Division

3 Oxford City Centre:
main site for University/college buildings

4 St Stephen's House

5 Iffley Road Sports Complex

6 Egrove Park

7 Nuffield Orthopaedic Centre

8 Old Road Campus

9 The Churchill Hospital

10 The Warneford Hospital

11 Begbroke Science Park

A34
M40 (Jn 9)
Birmingham
Banbury
Bicester

A44
M5 (Jn 7)
Evesham

A40
M5 (Jn 11)
Cheltenham
Gloucester

P&R
Water Eaton

P&R
Pear
Tree

A4165

A4144
Woodstock
Road

Banbury
Road

A40

A40
M40 (Jn 8)
London

1

3

**OXFORD
CITY
CENTRE**

Headley
Way

2

P&R
Seacourt

A420
Swindon
Bath
Bristol

Botley Road

London
Road

7

P&R
Thornhill

8

10 9

4

5

Cowley Road

A4144
Abingdon
Road

P&R
Redbridge

A4158
Iffley
Road

B420

6

A34
M4 (Jn 13)
Newbury
Wincester
Southampton

A4074
Henley
Reading

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3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

A description of the self-assessment team

The University established an AS committee in 2009 as the institutional self-assessment team (SAT) and to oversee work on gender equality. It is chaired by a Pro-Vice-Chancellor (PVC) – currently Dr Rebecca Surender, PVC for Equality & Diversity - signalling its importance. Even before the expansion of AS, it considered gender issues across the University, and ensured that lessons and good practice from AS were shared with non-STEMM departments and broadly embedded.

In early 2015, the terms of reference and membership were reviewed and the committee reconstituted to reflect the expansion of AS and the establishment of divisional E&D bodies and leads. Membership of the new Gender Equality Advisory Group (GEAG) was rebalanced to:

- Ensure representation of all divisions;
- Create stronger linkages, and a three-way flow of information, between the University, divisions and departments;
- Include college, researcher and student representatives.

Members are either in a role with specific responsibility for AS or have been nominated to represent their division, Conference of Colleges or the Oxford Research Staff Society (OxRSS). Divisional E&D committees link with departments and feed up issues or concerns.

Figure 3: Relationship of GEAG with other University bodies
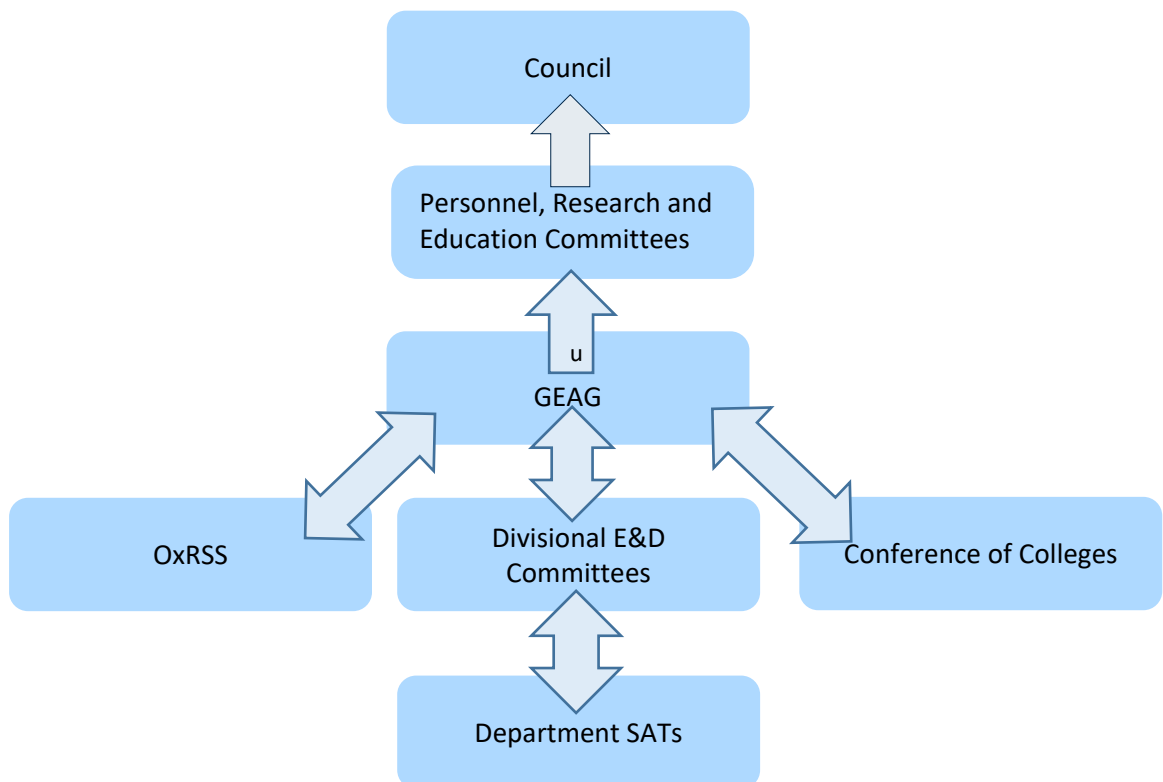
P&S staff sit on GEAG, but cannot represent the full diversity of P&S roles. Instead, GEAG undertakes direct consultation with each Senior Management Team in UAS and GLAM.

Table 3: Membership of GEAG

Name	Role	At Oxford since	Other information
Dr Rebecca Surender (Chair)	Associate Professor of Social Policy Fellow of Green Templeton College Head of the Department of Social Policy and Intervention PVC for Equality and Diversity	1999	Joined the University as a postdoc
Dr Tanya Baldwin	Assistant Registrar (Strategic Planning and Projects), SSD AS Co-ordinator, MSD (part-time secondment to cover a period of maternity leave)	2012	SSD and MSD divisional E&D lead Works flexibly
Prof Helen Byrne	Professor of Mathematical Biology, Mathematical Institute Fellow at Keble College MPLS Director of E&D	2011	Chairs the MPLS E&D Steering Group
Trudy Coe	Head of the Equality and Diversity Unit (EDU)	2003	Has worked 0.8-0.9 FTE and flexibly throughout her career
Prof Danny Dorling	Halford Mackinder Professor of Geography, School of Geography and the Environment Fellow at St Peter's College	2013	Department E&D lead and disability champion Member of college E&D committee Chairs the SSD E&D Steering Group
Julian Duxfield	HR Director Fellow at Somerville College	2013	
Dr Constanze Güthenke	Associate Professor of Greek Literature, Classics Faculty Fellow at Corpus Christi College	2014	
Prof Alison Halliday	Professor of Vascular Surgery, Radcliffe Department of Medicine	2010	Member of MSD AS Steering Group Sits on several external committees
Adrienne Hopkins	Senior Equality Advisor	2012	Sits on divisional E&D committees Works 0.8 FTE and flexible hours
Daisy Hung	Equality & Diversity Facilitator, MPLS	2015	Member of the University's Race Equality Working Group Works 0.8 FTE and flexible hours

Name	Role	At Oxford since	Other information
Catherine McKiernan	Administrative Officer, Humanities Divisional Office		Divisional AS lead
Dr Alice Prochaska	Principal of Somerville College PVC (without portfolio)	2010	Sits on a number of University and Conference of Colleges committees
Dr Lucinda Rumsey	Supernumerary Fellow in English Senior Tutor, Mansfield College	2008	Member of Conference of Colleges Senior Tutors Committee
Dr Anjali Shah	Epidemiologist, Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences (NDORMS)	2010	Works 0.9 FTE Chair of OxRSS Sits on Research Committee, Equality and Diversity Panel, MSD Research Staff Advisory Group
Prof Damian Tyler	Associate Professor in Physiological Metabolism, Department of Physiology, Anatomy and Genetics (DPAG) BHF Senior Fellow Fellow and tutor in medicine at Somerville College	2001	Joined the University as a postdoc Chaired the DPAG AS SAT Sits on the MSD AS Steering Group Works flexible hours

An account of the self-assessment process

GEAG is responsible for oversight of the institutional action plan and meets at least termly. The self-assessment process started in spring 2016 and has involved:

- Collecting and analysing quantitative and qualitative data;
- Agreeing a timeline and institution-wide consultation plan;
- Identifying areas of progress and actions;
- Approving a final draft of the application and action plan.

In spring 2016 the University ran its first all-staff survey to:

- replace multiple surveys run centrally and departmentally;
- reduce the risk of survey fatigue; and
- provide a single source of data to inform institutional and department applications to AS, the Race Equality Charter (REC), the Stonewall Workplace Equality Index and the HR Excellence in Research award.

The overall response rate was 47%; 55% of respondents were women, compared to a population of 49%.

Table 4: Response rates to the staff survey by division

Division	Response rate	Female	Male	Unknown
MPLS	47%	35%	60%	6%
MSD	55%	59%	37%	4%
Humanities	40%	50%	45%	5%
SSD	35%	59%	38%	3%
Bodleian Libraries[6]	45%	65%	32%	3%
UAS	41%	65%	32%	3%
Total	47%	55%	41%	4%

Survey responses were analysed by gender, ethnicity, job type and division. Although they showed several areas where the University needs to improve, there were very few gendered responses. An analysis by gender and ethnicity showed no differences between the experiences of BME and white women.

The University will submit an application to the REC in July 2017 and has consulted on the two applications in parallel, enabling analysis of intersectionality. An extensive programme was undertaken in autumn 2016, to engage the whole University with the survey outcomes and quantitative data in respect of both race and gender, and identify local and central actions. Those consulted included:

- All staff unions
- Senior management committees in all academic and administrative divisions
- All divisional E&D or AS steering committees
- Departmental AS champions and leads
- Relevant central committees
- Conference of Colleges
- New Heads of Department
- Returning carers

A Virtual Staff Advisory Group was established in 2015 to gather feedback on E&D issues through termly online surveys. The results of a survey on the impact of caring responsibilities were used to develop the package of support outlined in section 5.5 (vii).

Rob Bell, AS Co-ordinator at Imperial College, acted as a critical friend to the application.

The final application and action plan was approved by Personnel Committee and divisional committees, with the University's Council signing off key actions.

Plans for the future of the self-assessment team

The GEAG will continue to meet termly to:

- maintain an oversight of and coordinate all activity on gender equality;

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[6] Other GLAM sections did not participate in the survey but will do so in future

- monitor implementation of the institutional action plan and departmental progress;
- identify emerging issues;
- conduct an annual review of data; and
- ascertain whether additional actions may be needed to achieve our identified objectives.

Representatives of the four divisions will escalate any issues arising from department SATs. The Senior Equality Advisor will continue to work closely with divisional E&D leads to ensure that activities and actions in support of department AS applications are developed in a joined-up manner (section 5.6 (xii)).

Minutes and papers from GEAG meetings are published on the University website and updates on key initiatives published in the EDU's termly newsletter, sent to all staff.

The GEAG makes recommendations to the Education, Personnel and Research Committees, three of the University's five major decision-making bodies (section 5.6 (iv)).

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1 ACADEMIC AND RESEARCH STAFF DATA

Figure 4: Overview of the career structure at the University of Oxford

Professor (statutory and titular)			
Associate Professor	Senior Researcher	Senior Clinical Researcher	Equivalent to Grade 10
Senior Postdoctoral Researcher / Research Fellow		Clinical Researcher	Equivalent to Grades 8 and 9
Postdoctoral Researcher / Department Lecturer		Clinical Lecturer	Equivalent to Grade 7
Research Assistant		Clinical Research Trainee	Equivalent to Grade 6

Oxford has a distinct career structure:

Main academic grades

- **Statutory Professor** (SP) is the most senior academic grade, expected to take an academic leadership role within the department, the University and beyond.
- **Titular Professors** (TP) are Associate Professors (AP) and senior researchers awarded professorial title in the 'Recognition of Distinction' (RoD) exercise (section 5.1 (iii)). Although SPs and TPs are distinct, both equate to senior professorial appointments elsewhere, and we report on combined figures here and in our HESA returns.
- **Associate Professor** is the main academic grade, carrying out both teaching and research. It is a senior role, recruited at Grade 10; the starting salary equates to that of a Professor or Senior Lecturer elsewhere.
- APs may be **tutorial** (holding a joint contract of employment between the University and a college and contributing teaching and administrative duties to both) or **non-tutorial** (having a college affiliation but teaching solely within their department). There is no difference in status but the balance of duties between the two employers may impact on recruitment and workload (sections 5.1 (i) and 5.6 (viii)).

Other academic contracts

- A range of other staff hold academic contracts, including **Departmental Lecturers** (DL), **Clinical Lecturers** (CL), directors of research centres, keepers of the museums and language assistants. We refer to these collectively as 'other academic staff'.
- DLs are generally fixed-term, Grade 7 posts, used to increase teaching capacity or cover for staff absences. The use of DLs varies across departments, but post-holders will sometimes also conduct research.
- CLs are fixed-term posts within the clinical academic training route, and spend 50% of their time undertaking postdoctoral research.

Figure 5: Proportion of staff on different academic contracts
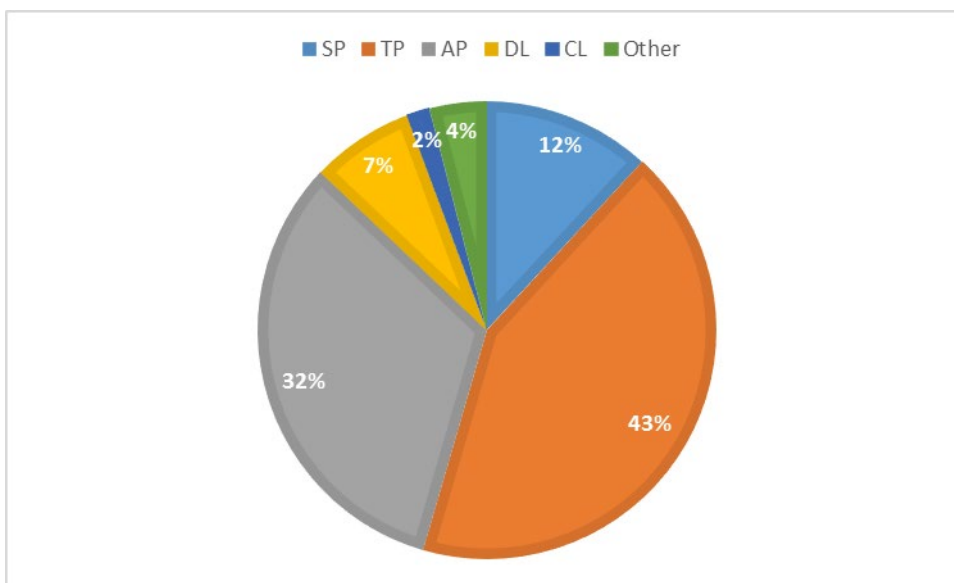
Researchers

- **Grade 6 research posts** are predominantly found in MSD and often have specialist skills (e.g. research nurses); they support research projects but do not typically provide a route into postdoctoral research.
- **Postdoctoral researchers** are appointed at Grade 7 or 8.
- Some researchers are recruited at higher grades but post-holders are more typically holders of **independent research fellowships** and directly appointed.
- **Senior research positions** are most common in MSD, where there is a greater research focus.

Career pipeline

There is no internal career path from DL or researcher to AP. This reflects the senior nature of the AP role, and an institutional strategy to pursue externally-funded research. Early career staff typically move to first academic posts at other universities or progress in research-only careers (at Oxford or elsewhere).

Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and

men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Academic staff

Since 2012 the number and proportion of female academics has increased from 464 (26%) to 588 (28%), with growth in all divisions (table 4).

Table 4: Number and proportion of women in academic posts

	University			MPLS			MSD			Humanities			SSD		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	464	1317	26%	71	415	15%	89	289	24%	167	301	36%	128	287	31%
2013	497	1398	26%	74	439	14%	91	299	23%	181	310	37%	138	323	30%
2014	544	1483	27%	89	489	15%	106	314	25%	182	310	37%	153	348	31%
2015	559	1457	28%	84	478	15%	113	320	26%	194	309	39%	156	331	32%
2016	588	1483	28%	92	488	16%	117	326	26%	200	307	39%	163	340	32%

152 (7.3%) academics are BME, 45 (7.7%) women and 107 (7.2%) men. Our REC application will include actions to increase the proportion of BME academics but there are no significant gender differences.

There has been steady growth in the number and proportion of women across all staff grades (figure 6 and table 5).

Figure 6: Proportion of women in each academic grade
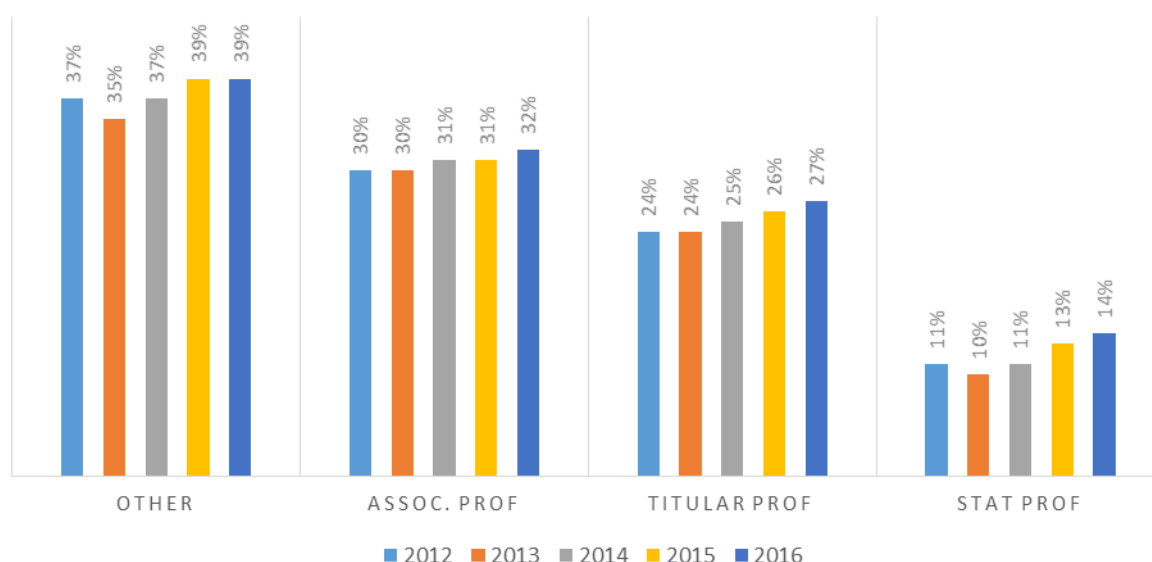
Table 5: Number and proportion of women in each academic grade

	Other academic			AP			TP			SP		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F

	Other academic			AP			TP			SP		
2012	93	156	37%	200	473	30%	144	465	24%	27	223	11%
2013	94	172	35%	225	513	31%	153	488	24%	25	225	10%
2014	96	167	37%	215	472	31%	205	613	25%	28	231	11%
2015	97	155	39%	213	467	31%	217	621	26%	32	214	13%
2016	105	165	39%	214	460	32%	235	647	27%	34	211	14%

Professors: We are pleased to see a significant increase in the proportion of female professors, from 17% in 2010, to 20% in 2012 and 24% in 2016 (figure 7 and table 6), against a Russell Group average of 22%. This has been achieved through improving our SP recruitment processes (section 5.1 (i)) and supporting women to apply for titular professorships (section 5.3 (iii)). The University's target is to achieve 30% female professors by 2020.

Figure 7: Proportion of female professors by Division

■ 2012 ■ 2013 ■ 2014 ■ 2015 ■ 2016
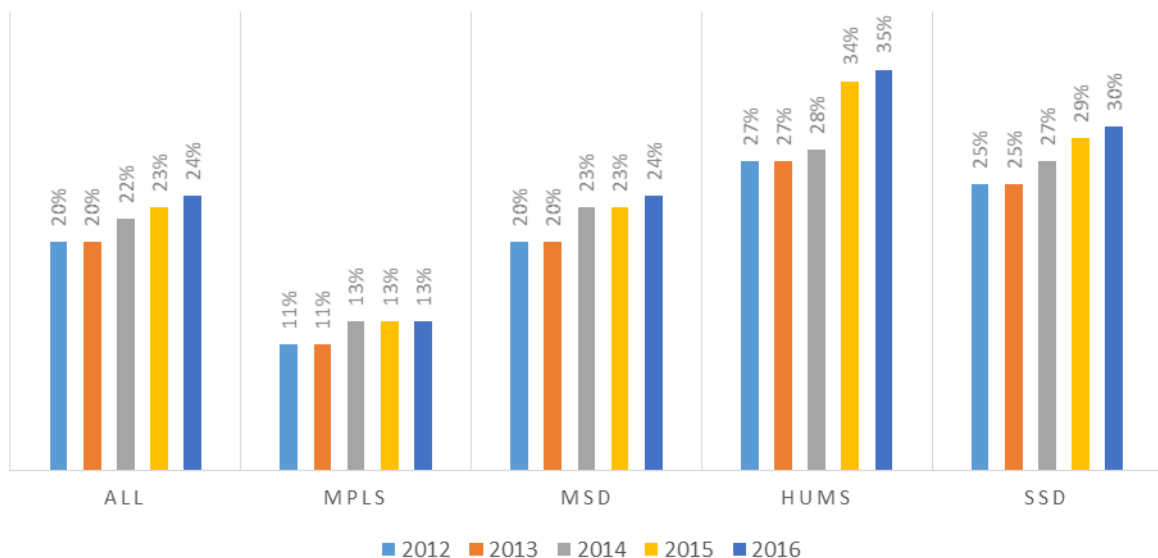
Table 6: Number and proportion of female professors

	All			MPLS			MSD			Humanities			SSD		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	171	688	20%	28	219	11%	50	202	20%	43	118	27%	49	144	25%
2013	178	713	20%	28	221	11%	52	209	20%	45	122	27%	51	155	25%
2014	233	844	22%	43	280	13%	71	241	23%	56	147	28%	62	165	27%
2015	249	835	23%	41	282	13%	75	250	23%	71	140	34%	61	153	29%
2016	269	858	24%	45	294	13%	80	256	24%	78	145	35%	65	151	30%

Associate professors: The proportion of female APs has increased by 2% over the last five years (figure 8 and table 7) and is progressing steadily towards the University's target of 35% female representation by 2020. In 2014 there was, simultaneously, a

small increase in the proportion of female APs and a large number of women progressing to TP.

Figure 8: Proportion of female APs by Division
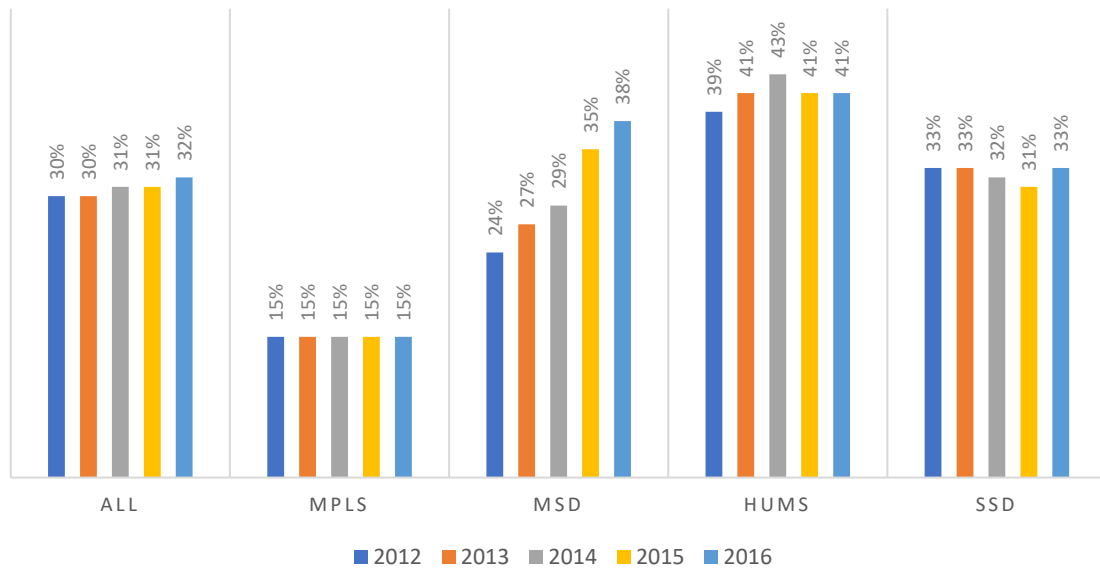
Table 7: Number and proportion of female Associate Professors

	All			**MPLS**			**MSD**			**Humanities**			**SSD**		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	200	473	30%	25	146	15%	17	55	24%	97	149	39%	56	115	33%
2013	225	513	31%	30	172	15%	21	58	27%	107	154	41%	58	118	33%
2014	215	472	31%	28	160	15%	18	45	29%	100	133	43%	59	126	32%
2015	213	467	31%	26	151	15%	21	39	35%	95	135	41%	61	134	31%
2016	214	460	32%	26	149	15%	21	35	38%	91	132	41%	66	135	33%

Although constrained by low turnover (4%), achieving a more rapid increase in the proportion of female APs is a major focus of our action plan, through **recruitment** (section 5.1 (i)) and **retention** (section 5.3).

Action 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.

Action 3.2: Review recruitment materials to ensure greater clarity around the college element of the AP role and that external candidates are not disadvantaged.

Action 4.1: Following evaluation of the Ad Feminam mentoring scheme, develop an enhanced programme of support for mid-senior female academics and researchers,

Other academic contracts: The proportion of women on other academic contracts has increased from 37% to 39%. The most significant group is DLs (figure 9 and table 8): the number of posts has increased from 98 to 150, and the proportion of women from 40% to 46% (though the increase in 2016 is partly due to a fall in the number of men).

Figure 9: Proportion of female DLs by division
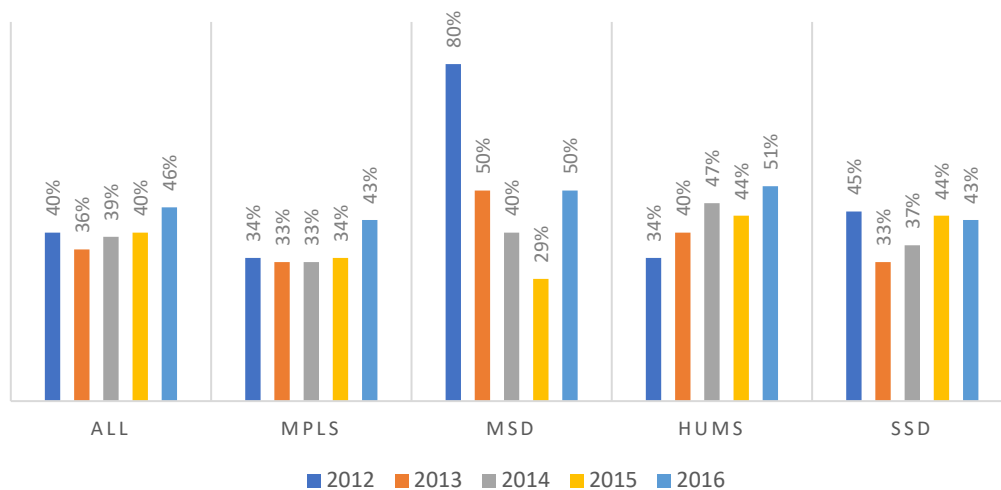
Table 8: Number and proportion of female Departmental Lecturers

	All			**MPLS**			**MSD**			**Humanities**			**SSD**		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	39	59	40%	11	21	34%	4	1	80%	11	21	34%	13	16	45%
2013	46	82	36%	12	24	33%	3	3	50%	14	21	40%	17	34	33%
2014	54	86	39%	14	28	33%	2	3	40%	17	19	47%	21	36	37%
2015	61	90	40%	14	27	34%	2	5	29%	21	27	44%	24	31	44%
2016	69	81	46%	17	23	43%	4	4	50%	23	22	51%	24	32	43%

We will explore how the DL role might be used more consistently and effectively for career progression, alongside other mechanisms for internal progression.

other universities; b) On the basis of this information, develop guidance and good practice examples on how such initiatives could be established more widely.

Action 3.5: Explore whether a new grade of Assistant Professor should be established as a 'feeder' for the AP role.

Research staff

Our research staff are primarily in STEMM: 24% in MPLS and 61% in MSD. The proportion of women (46%) has not changed although numbers have increased significantly from 1,596 to 2,180, with expansion across all divisions (table 9).

Table 9: Number and proportion of women in research posts

	All			MPLS			MSD			Humanities			SSD		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	1596	1899	46%	244	648	27%	1111	977	53%	65	83	44%	171	188	48%
2013	1817	2082	47%	261	684	28%	1280	1087	54%	61	84	42%	209	222	49%
2014	1974	2310	46%	270	781	26%	1402	1185	54%	76	108	41%	211	226	48%
2015	2205	2525	47%	295	838	26%	1594	1318	55%	78	117	40%	230	242	49%
2016	2180	2548	46%	292	857	25%	1566	1341	53%	84	101	45%	228	233	49%

913 (19%) researchers are BME, 393 (18%) women and 520 (20%) men. This difference reflects the distribution of BME researchers across divisions: 23% in MPLS as compared to 19% in MSD, 15% in SSD and 5% in Humanities.

Overall, the proportion of women at Grades 7-9 is constant (45-46%) but falls to 30% at senior research grades, mirroring the proportion of female APs (figure and table 10).

Figure 10: Proportion of women at each research grade

■ 2012 ■ 2013 ■ 2014 ■ 2015 ■ 2016
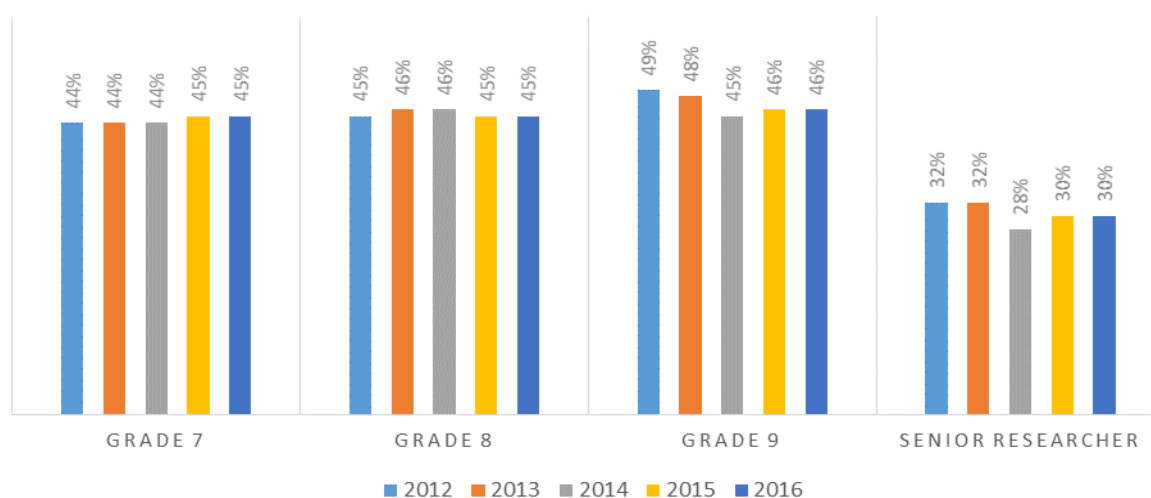
Table 10: Number and proportion of women at each research grade

	Grade 7			Grade 8			Grade 9			Senior researcher		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	856	1100	44%	238	286	45%	67	69	49%	72	165	30%
2013	943	1176	44%	266	312	46%	80	87	48%	82	186	31%
2014	1069	1344	44%	287	336	46%	80	100	45%	73	178	29%
2015	1184	1439	45%	301	377	45%	90	110	46%	88	208	30%
2016	1166	1449	45%	309	379	45%	103	123	46%	91	206	31%

A major focus of our action plan (section 5.3 (iii)) is to continue work to strengthen support for research grant applications and the transition to senior research roles.

> **Action 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.
>
> *See also actions relating to research grant applications (4.6-4.11)*

Trends vary by division (tables 11-15). The decline in the proportion of female researchers in MPLS at Grades 7 and 9 is attributable to growth in Computer Science, Engineering, Materials and Physics. The decline in SSD appears to be driven by an increase in the number of researchers in Geography and a fall in the number in Law. We will continue to address these disciplinary differences through engagement of all departments with AS.

Table 11: Senior research staff

	All			MPLS			MSD			Humanities			SSD		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	72	165	30%	2	22	8%	61	116	35%	1	4	20%	8	23	26%
2013	82	186	31%	3	31	9%	70	126	36%	0	3	0%	8	25	24%
2014	73	178	29%	2	28	7%	62	126	33%	0	4	0%	6	18	25%
2015	88	208	30%	2	32	6%	78	144	35%	1	3	25%	8	28	22%
2016	91	206	31%	2	31	6%	77	144	34%	1	1	50%	10	25	29%

Table 12: Grade 9 research staff

	All			MPLS			MSD			Humanities			SSD		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	67	69	49%	5	8	38%	53	51	51%	2	0	100%	7	10	41%
2013	80	87	48%	7	13	35%	66	63	51%	1	0	100%	6	11	35%
2014	84	100	46%	4	18	18%	67	67	50%	1	0	100%	8	11	42%
2015	94	110	46%	3	20	13%	75	76	50%	1	2	33%	11	8	58%
2016	103	123	46%	4	24	14%	83	87	49%	3	2	60%	9	5	64%

Table 13: Grade 8 research staff

	All			MPLS			MSD			Humanities			SSD		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	238	286	45%	34	88	28%	166	155	52%	7	8	47%	31	35	47%
2013	266	312	46%	28	99	22%	192	165	54%	8	8	50%	38	39	49%
2014	287	336	46%	29	106	21%	213	184	54%	7	10	41%	38	34	53%
2015	301	377	45%	31	114	21%	229	217	51%	5	12	29%	36	32	53%
2016	309	379	45%	50	119	30%	212	214	50%	4	14	22%	42	31	56%

Table 14: Grade 7 research staff

	All			MPLS			MSD			Humanities			SSD		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	853	1110	44%	180	491	27%	524	446	54%	53	68	44%	96	94	51%
2013	940	1176	44%	188	498	27%	577	483	54%	45	68	40%	130	126	51%
2014	1065	1344	44%	203	561	27%	665	552	55%	62	85	42%	135	144	48%
2015	1181	1439	45%	234	608	28%	742	584	56%	66	94	41%	139	150	48%
2016	1166	1449	45%	205	618	25%	755	599	56%	69	77	47%	132	150	47%

The large majority of research assistants are in MSD. Proportions have fluctuated slightly and numbers have increased substantially, reflecting overall expansion.

Table 15: Grade 6 research staff

	All			MPLS			MSD			Humanities			SSD		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012	315	213	60%	15	19	44%	267	167	62%	2	3	40%	29	22	57%
2013	363	227	62%	10	14	42%	318	192	62%	3	2	60%	27	17	61%
2014	390	234	63%	6	15	29%	356	197	64%	4	5	44%	20	17	54%
2015	482	277	64%	13	14	48%	432	243	64%	4	3	57%	30	17	64%
2016	429	273	61%	9	15	38%	391	240	62%	4	4	50%	30	14	68%

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

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

Academic staff

- SPs and APs are appointed on a permanent contract to retirement, subject to completion of a five-year initial period of office (IPO) for APs. A very small number (20 or 2%) hold fixed-term contracts to provide cover whilst the substantive post-holder takes up a fellowship.
- 11% of TPs hold fixed-term contracts, a reduction from 15% in 2012; all are senior researchers.

- 83% of DLs are on fixed-term contracts reflecting the focus of the role on temporary teaching. A higher proportion of female DLs are on permanent contracts.

Table 16: Academic staff on fixed-term and permanent contracts by gender

| | | 2016 | | | | 2012 | | | |
		Fixed-term		Permanent		Fixed-term		Permanent	
Statutory professor	Female	1	3%	33	97%	0	0%	27	100%
	Male	3	1%	208	99%	4	2%	219	98%
Titular professor	Female	27	11%	208	89%	22	15%	122	85%
	Male	69	11%	578	89%	67	14%	398	86%
Associate professor	Female	7	3%	207	97%	3	2%	197	98%
	Male	9	2%	451	98%	8	2%	465	98%
Departmental lecturer	Female	54	78%	15	22%	29	74%	10	26%
	Male	70	86%	11	14%	50	86%	9	14%

Research staff

90% of female and 89% of male researchers are employed on externally-funded, fixed-term contracts, reflecting the short-term nature of research funding. Permanent contracts are more common at higher grades. Men are more likely to hold permanent contracts at Grades 8 and above, and women are more likely to hold permanent contracts at Grades 6 and 7 but numbers and gender differences are small.

Any renewal of a fixed-term contract must be objectively justified and the University provides clear guidance on when a permanent contract should be considered. It conducts regular dialogue with the unions and reviews departments with large numbers of contracts coming to an end to ensure that the end of contract process is followed. If it is not possible to offer continued employment, all employees are:

- allowed time off to attend interviews or relevant training;
- asked whether they wish to be considered for redeployment;
- offered guidance and advice on job search skills from the Careers Service.

The redeployment process allows staff to discuss any potentially suitable vacancy within their current department before it is advertised more widely. If they are found to be a suitable match, they can usually be offered the post without the need for a formal application process.

This process has had particular impact at senior research grades, with the proportion of staff on permanent contracts increasing from 24% in 2012 to 37% in 2016, and the gender difference narrowing from 13% to 5% (table 17).

Table 17: Research staff on fixed-term and permanent contracts by gender

| | | 2016 | | 2012 | |
		Fixed-term	Permanent	Fixed-term	Permanent

		2016				2012			
Senior researcher	Female	61	67%	30	33%	61	85%	11	15%
	Male	130	62%	81	38%	120	72%	47	28%
Grades 8, 9 and 10	Female	357	80%	87	20%	260	82%	58	18%
	Male	422	77%	125	23%	294	77%	86	23%
Grade 7	Female	1107	95%	61	5%	813	95%	43	5%
	Male	1402	97%	48	3%	1062	97%	38	3%
Grade 6	Female	310	93%	24	7%	236	98%	6	2%
	Male	161	100%	0	0%	121	98%	3	2%

The steps the University takes to support all researchers to plan for their future career are described in section 5.3.

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

Comment on the proportions of men and women on these contracts and by job grade.

The University does not use these contract classifications. See 4.1 (i).

Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Main academic grades

Turnover among our main academic grades is 4% (3% F, 5% M) with little variation by year (figure 11 and table 18) or by division (table 19). The main reasons for leaving are retirement (54%) or career reasons (32%), again with little variation by division (tables 20 and 21). Although turnover is lower among women, they are slightly more likely than men to leave for career reasons. Our self-assessment showed the need to further strengthen career development for mid-career and senior academics.

Figure 11: Turnover of SPs, TPs and APs (2012-16)
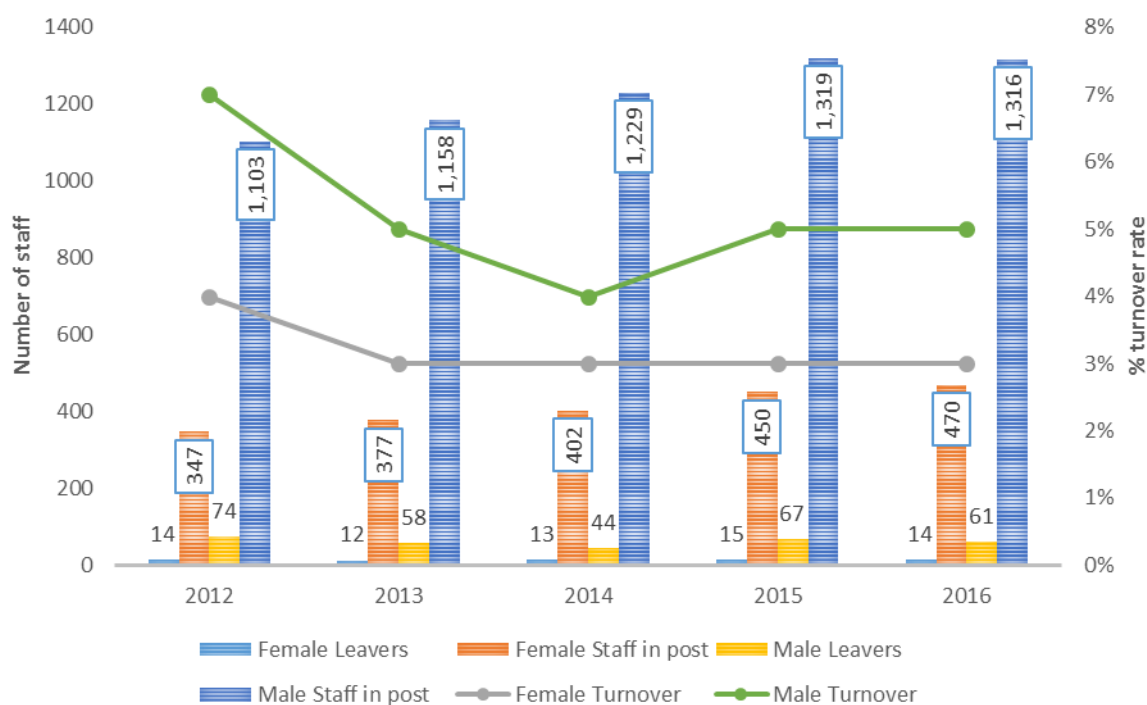
Table 18: Turnover of SPs, TPs and APs

	Female			**Male**		
	Leavers	Staff in post	Turnover	Leavers	Staff in post	Turnover
2012	14	347	4%	74	1103	7%
2013	12	377	3%	58	1158	5%
2014	13	402	3%	44	1229	4%
2015	15	450	3%	67	1319	5%
2016	14	470	3%	61	1316	5%
Total	**68**	**2046**	**3%**	**304**	**6125**	**5%**

Table 19: Turnover of SPs, TPs and APs by division

	MPLS				**MSD**				**Humanities**				**SSD**			
	Female		Male		Female		Male		Female		Male		Female		Male	
2012	3	6%	17	5%	1	2%	20	9%	5	3%	20	7%	5	5%	16	7%
2013	2	4%	15	4%	1	1%	9	4%	3	2%	15	6%	6	6%	18	7%
2014	1	2%	8	2%	5	7%	7	3%	2	1%	15	5%	5	4%	14	5%
2015	7	10%	17	4%	0	0%	10	3%	3	2%	16	6%	5	4%	23	8%
2016	0	0%	10	2%	5	5%	15	5%	3	2%	14	5%	6	5%	19	7%
Total	**13**	**4%**	**67**	**3%**	**12**	**3%**	**61**	**5%**	**16**	**2%**	**80**	**6%**	**27**	**5%**	**90**	**7%**
	3%				**4%**				**4%**				**6%**			

Table 20: Reasons for leaving – APs, TPs and SPs (2012-16)

	Female		Male		Total	
Career reasons	27	40%	92	30%	119	32%
Personal/family reasons	3	4%	18	6%	21	6%
End of contract	0	0%	17	6%	17	5%
Retirement	36	53%	164	54%	200	54%
Severance agreement	1	2%	2	1%	3	1%
Pay and conditions	1	2%	1	1%	2	1%
Other	0	0%	10	3%	10	3%

Table 21: Reasons for leaving – APs, TPs and SPs by division (2012-16)

	MPLS				MSD			
	Female		Male		Female		Male	
Career reasons	6	46%	22	33%	4	29%	18	30%
Retirement	7	54%	34	51%	10	71%	32	52%
Other	0	-	11	16%	0	-	11	18%

	Humanities				SSD			
	Female		Male		Female		Male	
Career reasons	6	38%	20	25%	11	41%	31	34%
Retirement	8	50%	50	63%	13	48%	44	49%
Other	2	12%	10	17%	3	11%	15	17%

Other academic contracts

Turnover among staff on other academic contracts is 21%, reflecting their fixed-term nature (table 22). The data fluctuate by year, reflecting small numbers, but with no gender differences. Turnover is significantly higher in Humanities (42%), where there is more frequent recruitment for short-term teaching cover (table 23). Individuals leave at the end of contract (57%) or for career reasons (33%). Reasons for leaving vary by sex and by division, although numbers are too small to allow meaningful analysis (tables 24 and 25).

Table 22: Turnover of other academic staff

	Female			Male		
	Leavers	Staff in post	Turnover	Leavers	Staff in post	Turnover
2012	12	80	15%	27	153	18%
2013	10	88	11%	30	150	20%
2014	20	98	20%	37	169	22%
2015	24	95	25%	32	152	21%
2016	30	95	32%	34	154	22%
Total	**96**	**456**	**21%**	**160**	**778**	**21%**

Table 23: Turnover of other academic staff by division

	MPLS				MSD				Humanities				SSD			
	Female		Male		Female		Male		Female		Male		Female		Male	
2012	2	10%	8	15%	3	17%	4	14%	6	30%	9	29%	1	6%	4	17%
2013	1	5%	3	7%	1	5%	4	13%	6	24%	16	52%	2	10%	6	19%
2014	2	13%	3	7%	1	5%	4	13%	12	46%	17	57%	2	7%	11	22%
2015	1	6%	5	12%	3	18%	4	13%	12	48%	10	37%	7	23%	13	25%
2016	0	0%	6	14%	6	38%	3	9%	12	44%	16	50%	12	38%	9	20%
Total	6	7%	25	11%	14	15%	19	12%	48	39%	68	45%	24	18%	43	21%
	10%				14%				42%				20%			

Table 24: Reasons for leaving – other academic staff (2012-16)

	Female		Male		Total	
Career reasons	27	28%	58	36%	85	33%
Personal/family reasons	1	1%	2	1%	3	1%
End of contract	62	65%	84	53%	146	57%
Retirement	4	2%	12	8%	16	6%
Pay and conditions	0	0%	1	1%	1	1%
Other	2	2%	3	2%	5	2%

Table 25: Reasons for leaving – other academic staff by division (2012-16)

	MPLS				MSD			
	Female		Male		Female		Male	
Career reasons	4	67%	18	72%	8	57%	9	47%
End of contract	1	17%	5	19%	5	36%	8	42%
Other	1	17%	2	7%	1	7%	2	11%

	Humanities				SSD			
	Female		Male		Female		Male	
Career reasons	8	17%	15	22%	6	25%	15	35%
End of contract	40	83%	50	74%	16	67%	21	49%
Other	0	0%	3	4%	2	8%	7	16%

Research staff

Annual turnover of researchers is 23% reflecting the duration of research funding (figure 12 and table 26). It varies from 18% in MSD to 34% in Humanities and is higher among men in MPLS, among women in MSD and Humanities, and equal in SSD (table 27).

Gender differences are small but men are more likely to leave for career reasons and at end of contract, and women for personal or family reasons and study (predominantly Grade 6 research assistants in MSD, doing a doctorate to further their research career) (table 28). There are some variations by division (table 29): trends are analysed and addressed at department level to reflect disciplinary differences.
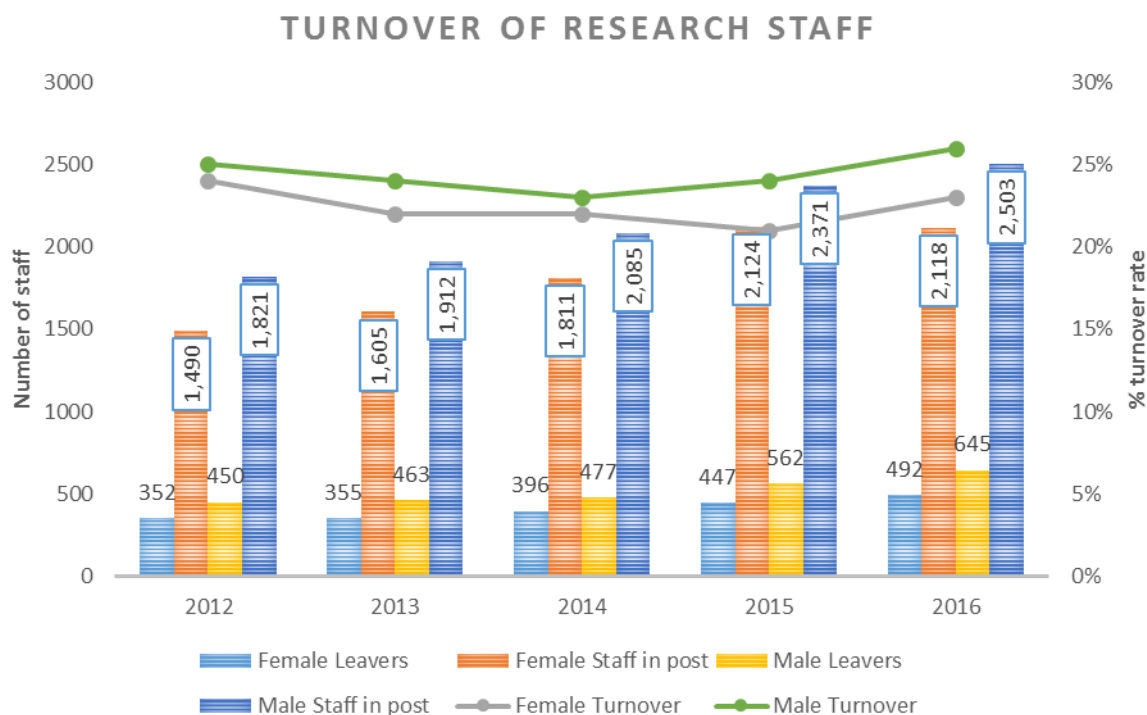
Figure 12: Turnover of research staff

TURNOVER OF RESEARCH STAFF

Table 26: Turnover of research staff

	Female			Male		
	Leavers	Staff in post	Turnover	Leavers	Staff in post	Turnover
2012	352	1490	24%	450	1821	25%
2013	355	1605	22%	463	1912	24%
2014	396	1811	22%	477	2085	23%
2015	447	2124	21%	562	2371	24%
2016	492	2118	23%	645	2503	26%
Total	**2042**	**9148**	**22%**	**2,597**	**10692**	**24%**

Table 27: Turnover of research staff by division

	MPLS				MSD				Humanities				SSD			
	Female		Male		Female		Male		Female		Male		Female		Male	
2012	57	27%	219	34%	211	20%	158	17%	24	41%	22	30%	60	33%	51	27%
2013	73	30%	217	33%	212	19%	179	18%	24	38%	24	29%	46	26%	43	23%
2014	71	28%	194	29%	228	18%	181	17%	26	42%	30	35%	70	33%	71	31%
2015	74	27%	246	31%	300	19%	208	17%	27	35%	37	34%	47	22%	69	31%
2016	99	34%	272	33%	298	20%	258	20%	20	26%	42	38%	71	31%	73	30%
Total	**374**	**29%**	**1148**	**32%**	**1248**	**19%**	**986**	**18%**	**121**	**36%**	**154**	**33%**	**294**	**29%**	**307**	**29%**

Table 28: Reasons for leaving – research staff (2012-16)

	Female		Male		Total	
Career reasons	678	33%	1,032	40%	1,710	37%
Personal/family reasons	200	10%	150	6%	350	8%
End of contract	871	43%	1156	45%	2027	44%
Retirement	31	2%	55	2%	86	2%
Further study	133	7%	53	2%	186	4%
Severance agreement	16	1%	22	1%	38	1%
Pay and conditions	15	1%	26	1%	41	1%
TUPE	15	1%	11	1%	27	1%
Other	83	4%	91	4%	174	4%

Table 29: Reasons for leaving – research staff by division (2012-16)

	MPLS				MSD			
	Female		Male		Female		Male	
Career reasons	115	31%	424	37%	434	35%	428	43%
Personal/family reasons	24	6%	61	5%	161	13%	81	8%
End of contract	210	56%	576	50%	433	35%	358	36%
Further study	6	2%	12	1%	118	10%	36	4%
Other	19	5%	75	7%	102	8%	83	8%

	Humanities				SSD			
	Female		Male		Female		Male	
Career reasons	18	14%	40	26%	109	37%	140	46%
Personal/family reasons	0	0%	3	2%	15	5%	5	2%
End of contract	89	74%	98	64%	137	47%	122	40%
Further study	0	0%	0	0%	9	3%	5	2%
Other	14	12%	13	8%	24	8%	35	11%

Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

The University publishes its equal pay audits – one of its main salary and grading structure[7] and one of senior staff – every four years. The results are reported to Personnel Committee and actions agreed.

The audits examine base pay and total pay, which includes additional pay elements and allowances. Since the 2013 audits, 'miscellaneous pay' has been investigated and re-coded, to better understand and address any differences in total pay.

In 2017 there is an overarching pay gap for all staff of 13.7%, compared to a national average of 18.1%.
The audit for main grades showed:

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[7] Grades 1-10 and APs

- An overarching pay gap of 11%, largely reflecting the higher proportion of men in AP roles;
- No pay gaps greater than 3% within individual grades except in total pay for Grade 2 (6.2%), attributable to the number of (predominantly male) security staff, who receive additional allowances;
- No differences in pay between part-time and full-time staff;
- Pay gaps for variable-hours staff noted in 2013 have been eliminated;
- A gap of 3.7% in the total pay of female and male APs;
- A small but widening pay gap between staff on fixed-term and permanent contracts.

While the latter two findings may be objectively justified, the audit concluded that they merit further investigation.

The senior equal pay audit will be completed in May 2017 and actions identified. In 2013 it reported a 1.6% gap in base pay in favour of women but a 6.4% gap in total pay in favour of men. In response, in addition to the work on codifying miscellaneous pay, guidance was introduced on remunerating administrative roles.

Action 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.

Action 8.2: Investigate the use of additional pay and practice in setting starting salaries for Associate Professors.

Further actions to be identified on completion of the senior equal pay audit.

4.2 Professional and support staff data
Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

Women consistently represent around 62% of P&S staff, ranging from 52% in MPLS to 73% in SSD, reflecting the different balance of roles in each division (table 30).

Table 30: Number and proportion of women in professional and support roles

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	3480	61%	781	53%	655	63%	366	50%	1123	68%	121	63%	344	71%
	M	2240	39%	704	47%	382	37%	372	50%	518	32%	72	37%	144	29%
2013	F	3691	62%	854	54%	686	64%	387	50%	1155	67%	145	67%	373	71%
	M	2322	38%	731	46%	384	36%	379	50%	562	33%	71	33%	153	29%
2014	F	3805	61%	898	54%	680	64%	401	52%	1184	67%	141	66%	415	72%
	M	2394	39%	756	46%	384	36%	371	48%	594	33%	73	34%	164	28%
2015	F	3912	62%	925	54%	698	64%	428	52%	1147	67%	146	67%	475	73%
	M	2433	38%	796	46%	385	36%	391	48%	557	33%	72	33%	176	27%
2016	F	4120	62%	944	54%	713	64%	437	52%	1280	68%	144	67%	514	73%
	M	2536	38%	812	46%	397	36%	402	48%	607	32%	71	33%	192	27%

579 (9%) P&S staff are BME, 371 (9%) women and 208 (8%) men. The need to increase numbers of BME P&S staff, at Grades 8 and above in particular, is a key action in our REC application.

We have increased the proportion of women in the senior staff grade by 12% (to 46%) and in Grade 10 by 9% (to 54%). In other grades, women represent at least 50% of staff with the highest proportions at Grades 4-6 (around 70%) (figure 13 and tables 31-41).

Figure 13: Proportion of women at each staff grade
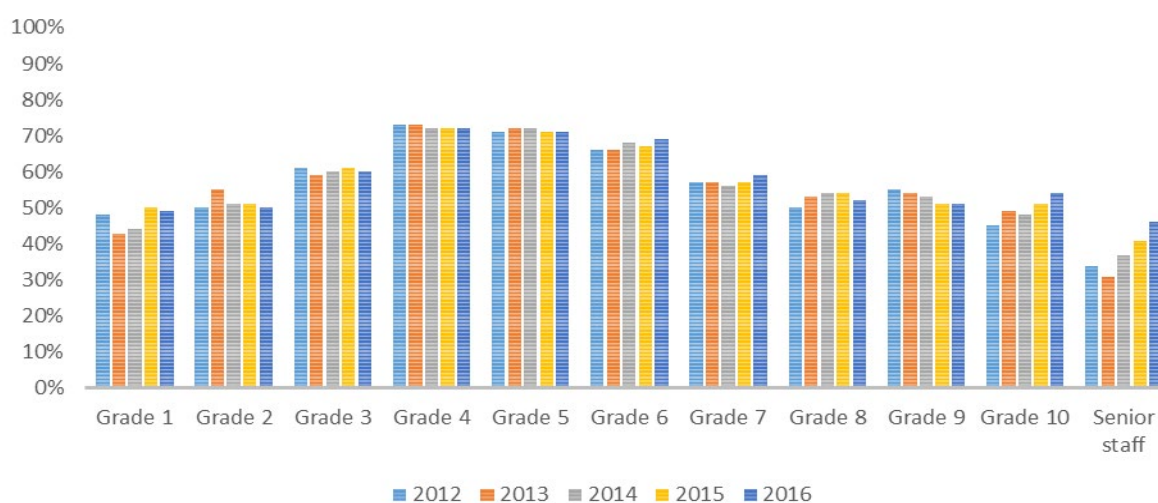
Table 31: Senior P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	26	34%	17	32%	3	43%	1	25%	1	33%	-	-	4	57%
	M	51	66%	36	68%	4	57%	3	75%	2	67%	-	-	3	43%
2013	F	28	31%	21	35%	3	43%	1	20%	1	17%	-	-	2	22%
	M	62	69%	39	65%	4	57%	4	80%	5	83%	-	-	7	78%
2014	F	31	37%	21	38%	3	60%	1	25%	2	33%	-	-	4	44%
	M	52	63%	35	62%	2	40%	3	75%	4	67%	-	-	5	56%
2015	F	31	41%	22	42%	3	50%	2	40%	3	43%	-	-	5	45%
	M	50	59%	31	58%	3	50%	3	60%	4	57%	-	-	6	55%
2016	F	35	46%	21	45%	2	40%	2	33%	3	43%	-	-	7	70%
	M	42	54%	26	55%	3	60%	4	67%	4	57%	-	-	3	30%

Table 32: Grade 10 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	57	45%	34	47%	4	40%	3	33%	14	61%	0	0%	2	33%
	M	69	55%	39	53%	10	60%	6	67%	9	39%	1	100%	4	37%
2013	F	67	49%	38	48%	5	36%	3	43%	17	65%	0	0%	4	50%
	M	68	61%	41	52%	9	64%	4	57%	9	35%	1	100%	4	50%
2014	F	74	48%	42	51%	7	41%	3	38%	19	58%	0	0%	3	38%
	M	77	62%	41	49%	10	59%	5	62%	14	42%	2	100%	5	62%
2015	F	78	51%	48	53%	6	38%	5	56%	15	58%	0	0%	4	44%
	M	74	49%	42	47%	10	62%	4	44%	11	42%	2	100%	5	56%
2016	F	83	54%	48	57%	7	44%	4	57%	16	50%	0	0%	8	62%
	M	71	46%	37	43%	9	56%	3	43%	16	50%	1	100%	5	38%

Table 33: Grade 9 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	146	55%	62	50%	21	54%	6	30%	41	71%	0	0%	16	76%
	M	120	45%	62	50%	18	46%	14	70%	17	29%	1	100%	5	24%
2013	F	159	54%	73	50%	21	60%	5	26%	48	69%	0	0%	12	55%
	M	138	46%	74	50%	14	40%	14	74%	22	31%	1	100%	10	45%
2014	F	161	53%	70	46%	21	54%	8	38%	46	68%	-	-	16	67%
	M	145	47%	81	54%	18	46%	13	62%	22	32%	-	-	8	33%
2015	F	166	51%	77	46%	20	49%	8	35%	43	69%	-	-	18	64%
	M	157	49%	90	54%	21	51%	15	65%	19	31%	-	-	10	36%
2016	F	177	51%	80	46%	21	48%	9	35%	46	69%	1	50%	19	60%
	M	171	49%	94	54%	23	52%	17	65%	21	31%	1	50%	13	40%

Table 34: Grade 8 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	338	50%	146	51%	36	55%	29	35%	81	49%	4	44%	33	64%
	M	341	50%	142	49%	30	45%	55	65%	86	51%	5	56%	19	36%
2013	F	378	53%	158	54%	46	59%	37	41%	83	47%	4	36%	42	69%
	M	342	47%	133	46%	32	41%	54	59%	92	53%	7	64%	19	31%

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2014	F	415	54%	167	55%	48	57%	40	43%	105	52%	6	43%	41	64%
	M	358	46%	136	45%	36	43%	52	57%	99	48%	8	57%	23	36%
2015	F	422	54%	175	54%	45	56%	46	44%	96	53%	4	33%	47	65%
	M	368	46%	150	46%	36	44%	58	56%	86	47%	8	67%	25	35%
2016	F	460	52%	191	53%	41	53%	44	42%	113	52%	4	29%	60	65%
	M	425	48%	172	47%	37	47%	62	58%	107	48%	10	71%	32	35%

Table 35: Grade 7 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	538	57%	128	55%	108	66%	56	42%	181	64%	9	36%	39	53%
	M	403	43%	105	45%	55	34%	76	58%	103	36%	16	64%	37	47%
2013	F	574	57%	151	56%	109	67%	52	40%	186	61%	14	45%	48	55%
	M	437	43%	117	44%	54	33%	78	60%	121	39%	17	55%	41	45%
2014	F	583	56%	161	57%	105	67%	44	35%	192	60%	15	43%	54	57%
	M	456	44%	123	43%	52	33%	82	65%	130	40%	20	57%	40	43%
2015	F	598	57%	161	58%	101	68%	56	39%	187	60%	15	47%	66	62%
	M	449	43%	118	42%	48	32%	89	61%	127	40%	17	53%	41	38%
2016	F	674	59%	168	57%	109	66%	58	39%	240	65%	13	41%	74	63%
	M	466	41%	125	43%	56	34%	89	61%	125	35%	19	59%	43	37%

Table 36: Grade 6 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	480	66%	67	56%	51	70%	47	48%	214	74%	34	62%	61	73%
	M	246	34%	53	44%	22	30%	51	52%	74	26%	21	38%	22	27%
2013	F	514	66%	73	54%	55	75%	55	49%	214	74%	45	70%	67	74%
	M	262	34%	62	46%	18	25%	58	51%	78	26%	19	30%	23	26%
2014	F	557	68%	90	58%	59	74%	67	56%	209	71%	40	70%	86	85%
	M	260	32%	65	42%	21	26%	52	44%	87	29%	17	30%	15	15%
2015	F	556	67%	96	58%	72	78%	66	54%	179	69%	40	69%	96	81%
	M	272	33%	69	42%	20	22%	56	46%	82	31%	18	31%	23	19%
2016	F	626	69%	102	57%	74	80%	73	55%	228	73%	43	70%	104	83%
	M	280	31%	76	43%	18	20%	59	45%	84	27%	18	30%	21	17%

Table 37: Grade 5 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	640	71%	129	68%	81	74%	90	51%	218	81%	22	65%	88	81%
	M	261	29%	60	32%	28	26%	85	49%	51	19%	12	35%	20	19%
2013	F	679	72%	128	64%	88	80%	94	53%	235	82%	32	79%	86	81%
	M	262	28%	71	36%	22	20%	85	47%	52	18%	8	21%	20	19%
2014	F	729	72%	135	65%	92	79%	103	54%	247	80%	36	83%	98	80%
	M	285	28%	73	35%	24	21%	88	46%	62	20%	8	17%	25	20%
2015	F	818	71%	151	61%	91	76%	112	58%	280	79%	41	82%	123	79%
	M	327	29%	95	39%	31	24%	81	42%	72	21%	9	18%	33	21%
2016	F	840	71%	147	62%	92	75%	117	57%	288	78%	40	82%	136	75%
	M	350	29%	89	38%	30	25%	90	43%	81	22%	9	18%	45	25%

Table 38: Grade 4 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	632	73%	121	63%	124	73%	79	64%	174	76%	29	94%	82	84%
	M	239	27%	71	37%	45	27%	44	36%	55	24%	2	6%	16	16%
2013	F	681	73%	128	68%	125	70%	80	62%	203	78%	30	88%	93	86%
	M	248	27%	60	32%	54	30%	50	38%	58	22%	4	12%	15	14%
2014	F	665	72%	124	67%	120	69%	73	61%	206	77%	26	89%	94	82%
	M	255	28%	61	37%	55	31%	47	39%	62	23%	3	11%	21	18%
2015	F	645	72%	118	66%	120	70%	72	59%	196	77%	27	87%	90	86%
	M	253	28%	62	34%	52	30%	51	41%	59	23%	4	13%	15	14%
2016	F	651	72%	118	68%	127	71%	67	59%	210	76%	31	97%	76	84%
	M	247	28%	56	32%	52	29%	46	41%	66	24%	1	3%	17	16%

Table 39: Grade 3 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	320	61%	40	42%	107	64%	30	57%	102	66%	14	78%	18	72%
	M	206	39%	55	58%	61	36%	23	43%	52	34%	4	22%	7	28%
2013	F	313	59%	49	49%	102	62%	35	69%	88	56%	15	71%	14	61%
	M	215	41%	51	51%	62	38%	16	31%	68	44%	6	29%	9	39%
2014	F	314	60%	51	46%	95	64%	38	78%	98	59%	14	67%	12	60%
	M	211	40%	59	54%	54	36%	11	22%	69	41%	7	33%	8	40%
2015	F	306	61%	46	43%	97	70%	37	77%	91	61%	13	59%	14	67%
	M	196	39%	62	57%	42	30%	11	23%	59	39%	9	41%	7	33%
2016	F	281	60%	41	41%	88	68%	37	77%	82	58%	8	53%	16	70%
	M	191	40%	59	59%	42	32%	11	23%	60	42%	7	47%	7	30%

Table 40: Grade 2 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	142	50%	16	28%	84	64%	8	62%	28	60%	3	43%	1	20%
	M	140	50%	41	72%	65	36%	5	38%	19	40%	4	57%	4	80%
2013	F	175	55%	17	28%	110	62%	7	54%	32	63%	1	20%	4	44%
	M	145	45%	44	72%	67	38%	6	46%	19	37%	4	80%	5	56%
2014	F	168	51%	19	25%	108	62%	9	53%	21	54%	0	0%	4	33%
	M	163	49%	56	75%	67	38%	8	47%	18	46%	4	100%	8	67%
2015	F	186	51%	14	19%	113	57%	10	71%	32	59%	2	40%	8	57%
	M	182	49%	58	81%	86	43%	4	29%	22	41%	3	60%	6	43%
2016	F	189	50%	15	22%	123	57%	11	73%	25	52%	1	25%	10	71%
	M	187	50%	55	78%	92	43%	4	27%	23	48%	3	75%	4	29%

Table 41: Grade 1 P&S staff

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2012	F	89	48%	14	44%	32	43%	17	65%	10	37%	4	57%	-	-
	M	95	52%	18	56%	43	57%	9	35%	17	63%	3	43%	-	-

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2013	F	75	43%	10	33%	22	31%	18	64%	11	42%	2	40%	-	-
	M	101	57%	20	67%	48	69%	10	36%	16	58%	3	60%	-	-
2014	F	63	44%	9	50%	22	33%	14	61%	6	43%	2	40%	3	60%
	M	80	56%	9	50%	45	67%	9	39%	9	57%	3	60%	2	40%
2015	F	67	50%	10	50%	28	44%	11	52%	4	40%	2	50%	4	80%
	M	68	50%	10	50%	35	56%	10	48%	7	60%	2	50%	1	20%
2016	F	76	49%	12	41%	28	44%	13	46%	8	50%	2	50%	3	75%
	M	80	51%	17	59%	35	56%	15	54%	8	50%	2	50%	1	25%

Overall, we believe that the gender balance in P&S roles is appropriate but recognise that some job segregation occurs – for example, the majority of security staff are men, women are more numerous in research support roles – and will take steps to address this where relevant. The University's apprenticeship strategy has a particular focus on diversity, including attracting young women into STEM. A pilot event in December 2016, which invited young women to hear from existing staff members, tour facilities and find out about the range of roles in STEM, attracted 40 participants.

Action 1.4: 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.

Action 1.5: a) Analyse data on P&S 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.

Action 2.8: Run events targeted at schoolgirls in the Oxford area to encourage them to consider careers in STEM and to apply for STEM-oriented apprenticeships, e.g. in technical workshops.

Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

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

Fixed-term contracts are used only for agreed reasons, including to support externally-funded research projects, cover temporary absence and provide time-limited expertise.

32% of P&S staff are on fixed-term contracts (36% F, 26% M), a small decrease from 35% (40% F, 29% M) in 2012. The use of fixed-term contracts varies by grade, with the highest proportion at Grades 4-7. There are particularly large gaps between the

proportions of women and men employed on fixed-term contracts at Grades 6 and below (table 42).

There are also differences between divisions (figure 14 and table 43). Women are more likely than men to be on fixed-term contracts in four of the six divisions, with gender differences ranging from 7% in GLAM to 16% in SSD. Fixed-term contracts are more common in the academic divisions where a larger number of staff are employed to support research projects.

We do not yet fully understand the reasons for these differences but they are of concern.

Action 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.

The end of contract process for P&S staff is the same as that for researchers, described in section 4.1 (ii).

Table 42: Professional and support staff by contract type and grade

		2016				2012			
		Fixed-term		Permanent		Fixed-term		Permanent	
All staff	Female	1468	36%	2626	64%	1367	40%	2084	60%
	Male	648	26%	1877	74%	636	29%	1578	71%
	Total	2116	32%	4503	68%	2003	35%	3662	65%
Senior staff	Female	4	11%	31	89%	4	15%	22	85%
	Male	5	12%	37	88%	12	24%	39	76%
	Total	9	12%	68	88%	16	21%	61	79%
Grade 10	Female	6	7%	77	93%	9	16%	48	84%
	Male	10	14%	61	86%	10	14%	60	86%
	Total	16	10%	138	90%	19	15%	108	85%
Grade 9	Female	35	20%	141	80%	32	22%	114	78%
	Male	22	13%	148	87%	23	19%	95	81%
	Total	57	16%	289	84%	55	21%	209	79%
Grade 8	Female	126	28%	329	72%	114	33%	224	66%
	Male	111	26%	312	74%	91	27%	247	72%
	Total	237	27%	641	73%	205	30%	471	70%
Grade 7	Female	290	43%	379	57%	253	47%	284	52%
	Male	168	36%	296	64%	161	40%	241	60%
	Total	458	40%	675	60%	414	44%	525	56%
Grade 6	Female	266	43%	358	57%	257	54%	220	46%
	Male	86	31%	194	69%	87	35%	159	65%
	Total	352	39%	552	61%	344	48%	379	52%
Grade 5	Female	338	40%	497	60%	255	40%	376	59%
	Male	83	24%	264	76%	66	25%	190	73%
	Total	421	36%	761	64%	321	36%	566	64%
Grade 4	Female	243	38%	401	62%	258	41%	365	58%
	Male	54	22%	192	78%	64	27%	169	71%
	Total	297	33%	593	67%	322	38%	534	62%
Grade 3	Female	73	26%	207	74%	101	32%	217	68%
	Male	37	19%	154	81%	45	22%	159	77%
	Total	110	23%	361	77%	146	28%	376	72%
Grade 2	Female	43	23%	146	77%	35	25%	107	75%
	Male	28	15%	158	85%	18	13%	119	85%
	Total	71	19%	304	81%	53	19%	226	81%
Grade 1	Female	36	47%	40	53%	25	28%	63	71%
	Male	40	51%	39	49%	22	23%	72	76%
	Total	76	49%	79	51%	47	26%	135	74%

Figure 14: Professional and support staff by contract type

A bar chart showing Fixed-term and Open-ended percentages by gender across University divisions:

Division	Gender	Fixed-term	Open-ended
UNIVERSITY	FEMALE	36%	64%
UNIVERSITY	MALE	26%	74%
UAS	FEMALE	13%	87%
UAS	MALE	13%	87%
GLAM	FEMALE	22%	78%
GLAM	MALE	15%	85%
MPLS	FEMALE	26%	74%
MPLS	MALE	18%	82%
MSD	FEMALE	60%	40%
MSD	MALE	50%	50%
HUMS	FEMALE	36%	64%
HUMS	MALE	37%	63%
SSD	FEMALE	41%	59%
SSD	MALE	25%	75%

■ Fixed-term ■ Open-ended
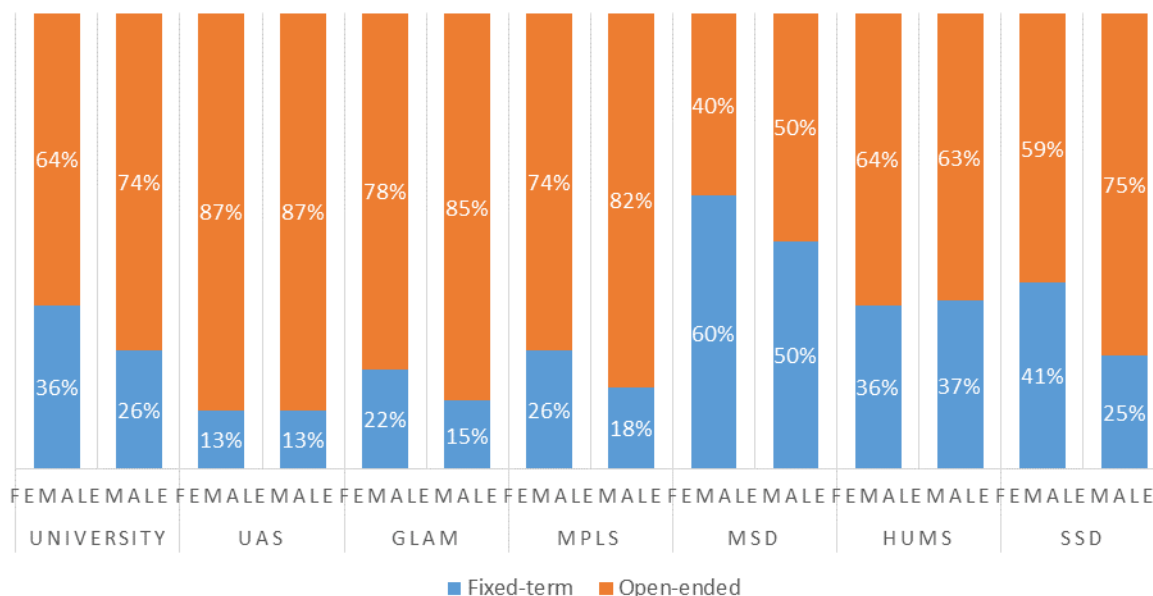
Table 43: Professional and support staff by contract type (2016)

			Fixed-term		Permanent
All staff	Female	1468	36%	2626	64%
	Male	648	26%	1877	74%
	Total	2116	32%	4503	68%
UAS	Female	122	13%	822	87%
	Male	108	13%	704	87%
	Total	230	13%	1526	87%
GLAM	Female	160	22%	552	78%
	Male	60	15%	336	85%
	Total	220	20%	888	80%
MPLS	Female	113	26%	322	74%
	Male	71	18%	330	82%
	Total	184	22%	652	78%
MSD	Female	762	60%	517	40%
	Male	305	50%	301	50%
	Total	1067	57%	818	43%
Humanities	Female	52	36%	92	64%
	Male	26	37%	45	63%
	Total	78	36%	137	64%
SSD	Female	207	41%	302	59%
	Male	47	25%	144	75%
	Total	254	36%	446	64%

In addition to staff shown in table 30, 657 staff are employed on variable-hours contracts. 64% are female compared to 62% of P&S staff on permanent or fixed-term contracts. Variable-hours contracts were introduced in 2012-13 to replace casual contracts and regularise contractual terms. They are used only where the requirements of the post are genuinely unpredictable, for example, exam invigilators. Departments regularly review and regularise contracts if hours become stable. Our survey results

indicate many value the flexibility that variable-hours contracts offer, for example allowing them to undertake paid work alongside their studies.

Table 44: Number and proportion of staff in variable hours professional and support roles

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
2013	F	404	61%	104	50%	162	70%	1	20%	53	63%	25	60%	59	67%
	M	255	39%	104	50%	70	30%	4	80%	31	37%	17	40%	29	33%
2014	F	414	61%	103	50%	168	69%	4	40%	56	66%	23	64%	53	65%
	M	261	39%	101	50%	77	31%	6	60%	29	34%	13	36%	29	35%
2015	F	416	62%	108	52%	155	68%	4	57%	61	66%	24	62%	64	67%
	M	254	38%	98	48%	74	32%	3	43%	32	34%	15	38%	32	33%
2016	F	418	64%	121	58%	128	68%	2	29%	73	71%	28	60%	61	66%
	M	239	36%	87	42%	61	32%	5	71%	30	29%	19	40%	31	34%

Table 45: Number and proportion of staff in variable hours professional and support roles by grade (2016)

		All		UAS		GLAM		MPLS		MSD		Humanities		SSD	
Grade 8	F	5	71%	2	67%	-	-	1	100%	1	100%	-	-	1	50%
	M	2	29%	1	33%	-	-	0	0%	0	0%	-	-	1	50%
Grade 7	F	36	64%	13	68%	2	100%	1	100%	8	57%	12	60%	-	-
	M	20	36%	6	32%	0	0%	0	0%	6	43%	8	40%	-	-
Grade 6	F	47	70%	1	100%	3	100%	0	0%	28	86%	1	50%	13	57%
	M	20	30%	0	0%	0	0%	5	100%	4	14%	1	50%	10	43%
Grade 5	F	58	81%	22	81%	22	88%	-	-	3	25%	2	100%	9	64%
	M	14	19%	5	19%	3	12%	-	-	1	75%	0	0%	5	36%
Grade 4	F	36	68%	2	33%	4	100%	-	-	4	67%	2	50%	24	69%
	M	17	32%	4	67%	0	0%	-	-	2	33%	2	50%	9	31%
Grade 3	F	51	53%	17	43%	7	58%	-	-	15	75%	9	56%	3	33%
	M	46	47%	23	57%	5	42%	-	-	5	25%	7	44%	6	67%
Grade 2	F	117	61%	60	59%	32	55%	-	-	13	62%	2	100%	10	100%
	M	76	39%	42	41%	26	45%	-	-	8	38%	0	0%	0	0%
Grade 1	F	65	62%	4	40%	58	68%	-	-	1	50%	0	0%	1	100%
	M	40	38%	6	60%	27	32%	-	-	1	50%	1	100%	0	0%

Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Turnover rates are similar between men (12%) and women (14%); there are small annual variations but no apparent trends (figure 15 and table 46). Turnover by division ranges from 10% in MPLS to 19% in Humanities (table 47).

Figure 15: Turnover of professional and support staff

Chart (top): Female Leavers, Female Staff in post, Male Leavers, Male Staff in post, Female Turnover, Male Turnover

Year	Female Staff in post	Male Staff in post	Female Leavers	Male Leavers
2012	3,326	2,144	427	246
2013	3,447	2,207	475	244
2014	3,671	2,290	531	298
2015	3,643	2,319	515	335
2016	3,973	2,426	598	299
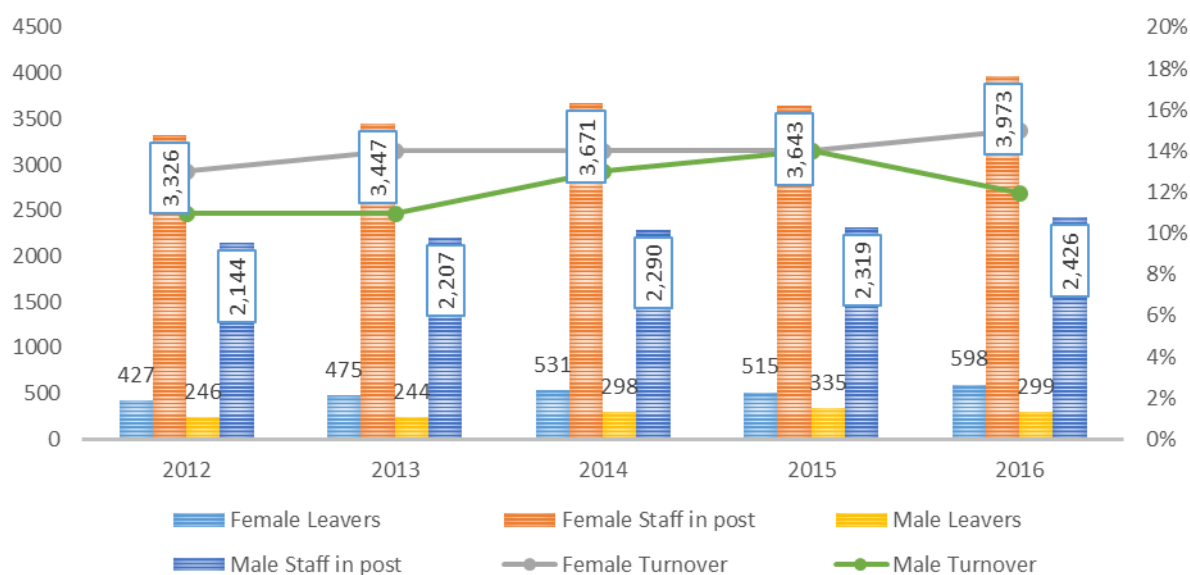
Table 46: Turnover of professional and support staff

	Female			Male		
	Leavers	Staff in post	Turnover	Leavers	Staff in post	Turnover
2012	427	3326	13%	246	2144	11%
2013	475	3447	14%	244	2207	11%
2014	531	3671	14%	298	2290	13%
2015	515	3643	14%	335	2319	14%
2016	598	3973	15%	299	2426	12%
Total	**2546**	**18060**	**14%**	**1422**	**11386**	**12%**

Table 47: Turnover of professional and support staff by division

	UAS				GLAM				MPLS			
	Female		Male		Female		Male		Female		Male	
2012	79	11%	63	10%	78	12%	52	13%	24	7%	38	10%
2013	87	11%	76	11%	80	12%	41	11%	40	11%	28	8%
2014	119	14%	80	11%	117	17%	48	13%	46	12%	47	13%
2015	130	14%	100	13%	97	14%	59	15%	42	11%	49	13%
2016	122	13%	100	13%	110	16%	45	12%	46	11%	30	8%
Total	**537**	**13%**	**419**	**12%**	**482**	**14%**	**245**	**13%**	**198**	**10%**	**192**	**10%**
	12%				**14%**				**10%**			

	MSD				Humanities				SSD			
	Female		Male		Female		Male		Female		Male	
2012	152	14%	65	13%	31	25%	7	11%	50	16%	20	15%
2013	174	16%	55	11%	23	19%	15	21%	59	17%	22	15%
2014	157	14%	82	15%	29	20%	10	14%	51	13%	25	16%
2015	133	13%	71	14%	19	14%	12	17%	73	18%	35	21%
2016	157	13%	71	12%	27	18%	17	24%	117	25%	25	15%
Total	**773**	**14%**	**344**	**13%**	**129**	**19%**	**61**	**18%**	**350**	**18%**	**127**	**17%**
	14%				**19%**				**18%**			

Turnover among staff on fixed-term contracts is 22%, slightly higher among men (figure 16 and table 48), and ranges from 17% in MSD to 30% in UAS and Humanities (table 49). There is a gender difference in MPLS where turnover is 9% higher among men, though numbers are small.

Figure 16: Turnover of professional and support staff on fixed-term contracts
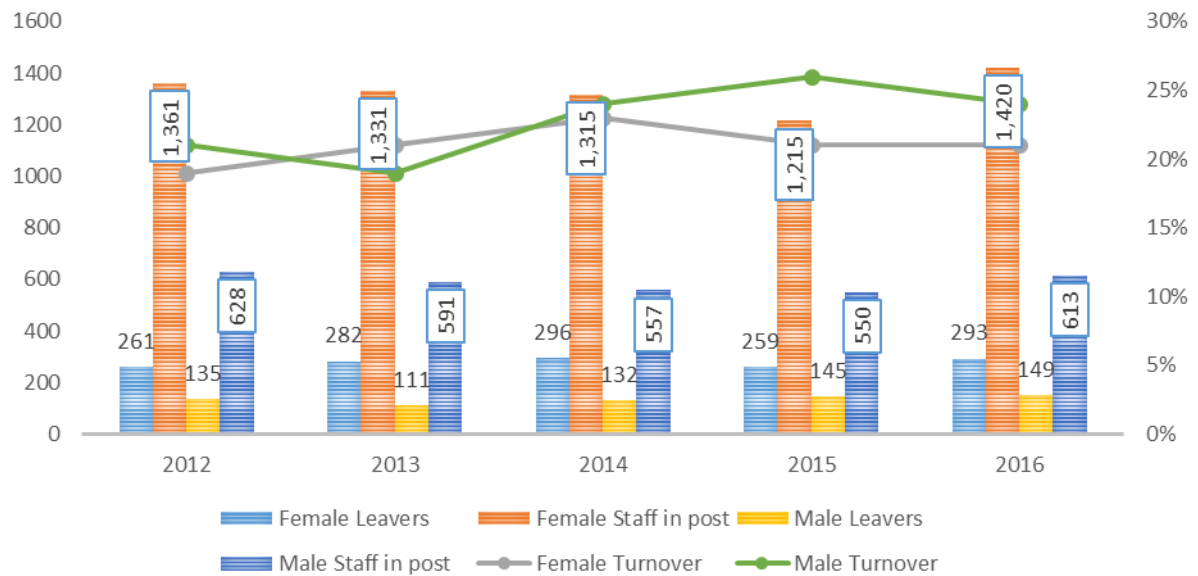
Table 48: Turnover of professional and support staff on fixed-term contracts

	Female			Male		
	Leavers	Staff in post	Turnover	Leavers	Staff in post	Turnover
2012	261	1361	19%	135	628	21%
2013	282	1331	21%	111	591	19%
2014	296	1315	23%	132	557	24%
2015	259	1215	21%	145	550	26%
2016	293	1420	21%	149	613	24%
Total	**1391**	**6642**	**21%**	**672**	**2939**	**23%**

Table 49: Turnover of professional and support staff on fixed-term contracts by division

	UAS				GLAM				MPLS			
	Female		Male		Female		Male		Female		Male	
2012	25	28%	22	27%	40	23%	24	25%	12	11%	22	27%
2013	30	28%	21	22%	36	25%	13	21%	24	23%	11	20%
2014	36	39%	23	29%	57	39%	10	20%	27	27%	21	34%
2015	35	31%	25	31%	38	28%	19	37%	21	20%	23	35%
2016	34	30%	33	33%	33	22%	20	35%	18	17%	13	21%
Total	**160**	**31%**	**124**	**28%**	**204**	**27%**	**86**	**27%**	**102**	**19%**	**90**	**28%**
	30%				**27%**				**23%**			

	MSD				Humanities				SSD			
	Female		Male		Female		Male		Female		Male	
2012	121	16%	49	18%	18	51%	5	28%	35	25%	12	24%
2013	132	18%	42	15%	13	38%	8	35%	39	26%	13	23%
2014	124	17%	55	20%	9	18%	8	36%	34	23%	10	19%
2015	98	16%	49	19%	12	21%	7	30%	39	24%	18	35%
2016	110	15%	49	17%	15	27%	9	35%	67	33%	16	35%
Total	**585**	**16%**	**244**	**18%**	**67**	**29%**	**37**	**33%**	**214**	**27%**	**69**	**27%**
	17%				**30%**				**27%**			

Turnover among staff on permanent contracts is 10% (figure 17 and table 50), ranging from 7% in MPLS to 13% in Humanities (table 51). There are only small gender differences.

Figure 17: Turnover of professional and support staff on permanent contracts

50
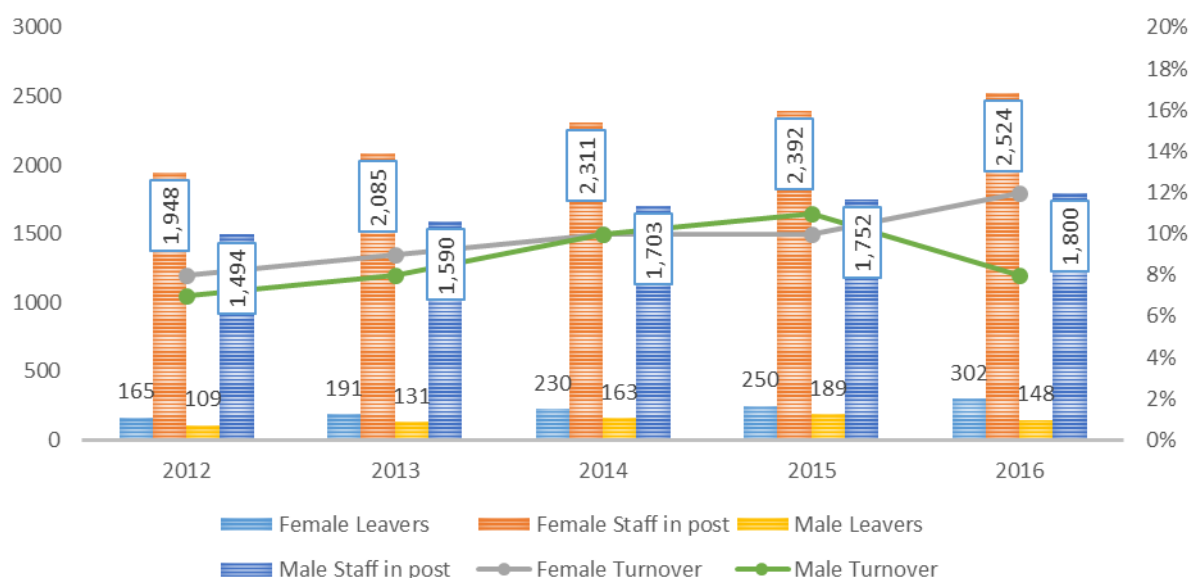
Table 50: Turnover of professional and support staff on permanent contracts

	Female			Male		
	Leavers	Staff in post	Turnover	Leavers	Staff in post	Turnover
2012	165	1948	8%	109	1494	7%
2013	191	2085	9%	131	1590	8%
2014	230	2311	10%	163	1703	10%
2015	250	2392	10%	189	1752	11%
2016	302	2524	12%	148	1800	8%
Total	**1138**	**11260**	**10%**	**740**	**8339**	**9%**

Table 51: Turnover of professional and support staff on permanent contracts by division

	UAS				GLAM				MPLS			
	Female		Male		Female		Male		Female		Male	
2012	54	9%	41	7%	37	8%	28	10%	12	6%	15	5%
2013	57	8%	55	9%	44	9%	28	9%	16	6%	17	6%
2014	83	11%	56	9%	59	11%	38	12%	19	7%	25	8%
2015	95	12%	75	11%	59	11%	40	12%	21	7%	26	8%
2016	88	11%	67	10%	77	14%	25	8%	28	9%	17	5%
Total	**377**	**10%**	**294**	**9%**	**276**	**11%**	**159**	**10%**	**96**	**7%**	**100**	**6%**
	10%				**10%**				**7%**			

	MSD				Humanities				SSD			
	Female		Male		Female		Male		Female		Male	
2012	31	9%	16	7%	13	15%	2	4%	15	9%	7	9%
2013	42	12%	13	6%	10	12%	7	15%	20	11%	9	11%
2014	32	8%	27	10%	20	22%	2	4%	17	8%	15	15%
2015	35	8%	22	8%	7	8%	5	10%	32	13%	17	15%
2016	47	10%	22	8%	12	13%	8	17%	50	19%	9	7%
Total	**187**	**9%**	**100**	**8%**	**62**	**14%**	**24**	**10%**	**134**	**12%**	**57**	**11%**
	9%				**13%**				**12%**			

Men and women are equally likely to leave for career reasons or at the end of contract; women are more likely to leave for family or personal reasons (27% F, 19% M) and men are more likely to retire (14% M, 8% F) (table 52). There are differences by division but it is difficult to discern any trend (table 53).

Table 52: Reasons for leaving – professional and support staff (2012-16)

	Female		Male		Total	
Career reasons	829	33%	465	33%	1294	33%
Personal/family reasons	685	27%	265	19%	950	24%
End of contract	434	17%	254	18%	688	17%
Retirement	198	8%	190	13%	388	10%
Further study	130	5%	51	4%	181	5%
Severance agreement	71	3%	49	3%	120	3%
Pay and conditions	24	1%	27	2%	51	1%

	Female		Male		Total	
TUPE	18	1%	12	1%	30	1%
Conduct	10	1%	9	1%	19	1%
Other	147	6%	100	7%	247	6%

Table 53: Reasons for leaving by division (2012-16)

	UAS				GLAM				MPLS			
	Female		Male		Female		Male		Female		Male	
Career reasons	250	47%	174	42%	164	34%	71	29%	48	24%	56	29%
Personal/family reasons	121	23%	74	18%	121	25%	44	18%	56	28%	30	16%
End of contract	60	11%	48	11%	91	19%	47	19%	42	21%	40	21%
Retirement	30	6%	62	15%	41	9%	36	15%	22	11%	38	20%
Other	76	14%	61	15%	65	13%	47	19%	30	15%	28	15%

	MSD				Humanities				SSD			
	Female		Male		Female		Male		Female		Male	
Career reasons	206	27%	89	26%	44	34%	18	30%	104	30%	45	35%
Personal/family reasons	231	30%	72	21%	20	16%	9	15%	95	27%	26	20%
End of contract	126	16%	68	20%	38	29%	22	36%	68	19%	28	22%
Retirement	70	9%	38	11%	6	5%	5	8%	25	7%	9	7%
Other	141	18%	77	22%	21	6%	7	11%	58	17%	19	15%

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff
Recruitment

> Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Achievements since last award:
- Public targets set for female representation in academic roles;
- Revised procedures for statutory professor recruitment introduced;
- Appointment of women to statutory professor posts increased from 15% to 35%.

In March 2015, Council agreed targets in support of the University's equality objective to increase the proportion of women in senior roles. Each division identified local targets, reflecting disciplinary differences.

Across all staff grades the proportion of women appointed is consistently in line with or greater than the proportion applying, reflecting the University's commitment to ensure rigorous recruitment and minimise bias:

- All recruitment panels are required to follow a Code of Practice on Staff Recruitment and Selection.
- Panel chairs must complete an online Recruitment and Selection course every four years. In 2015-16 the University substantially revised the course and 350 staff completed it. As departments engage with AS, many require all panellists to be trained and have introduced face-to-face sessions in addition.
- Appointment panels must include both men and women, with the aim of at least 30% representation of either sex.
- In 2016 the EDU and Personnel Services reviewed academic literature on bias in recruitment and updated guidance on recruitment and selection, to further embed equality at each stage.
- The VC's Diversity Fund has supported a project to train 30 internal facilitators to roll out implicit bias training across the University, targeted at managers and leaders. The outcomes of the project have been used to develop an online training course tailored to the Oxford context.

Despite the level of investment in this area, and the absence of evidence of bias, we are not complacent and will continue to strengthen action in this area.

Action 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.

Action 2.2: Continue to roll out face-to-face implicit bias training to managers in all departments using internal facilitators.

> **Action 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.
>
> **Action 2.4**: Run workshops for senior managers with external experts to explore ideas of meritocracy and the gendered nature of the concept of excellence.

Attraction of female candidates is a key issue. Job adverts highlight the University's commitment to equal opportunities and AS, our comprehensive range of staff benefits – including the most generous maternity leave and nursery provision in the sector – and use language that is inclusive and welcoming. Individual departments have identified attraction strategies specific to their context, for example by circulating adverts to relevant women's networks. Work to use LinkedIn to promote the University as an employer, and to learn from other universities' good practice, will be further developed into a University-wide strategy.

> **Action 2.6**: Building on current work on LinkedIn, develop and implement a social media strategy to promote a positive external image of Oxford as an employer.
>
> **Action 2.7**: Undertake an audit of IARU member organisations to understand different strategies and best practice in recruitment; introduce actions relevant to the Oxford context.

Statutory Professor recruitment

Figure 18: Statutory Professor recruitment

		Female	Male
2011-12	APPLIED	19%	81%
	SHORTLISTED	19%	81%
	APPOINTED	11%	89%
2012-13	APPLIED	20%	80%
	SHORTLISTED	22%	78%
	APPOINTED	11%	89%
2013-14	APPLIED	28%	72%
	SHORTLISTED	39%	61%
	APPOINTED	47%	53%
2014-15	APPLIED	26%	74%
	SHORTLISTED	26%	74%
	APPOINTED	33%	67%
2015-16	APPLIED	28%	72%
	SHORTLISTED	35%	65%
	APPOINTED	28%	72%
TOTAL	APPLIED	24%	76%
	SHORTLISTED	28%	72%
	APPOINTED	25%	75%
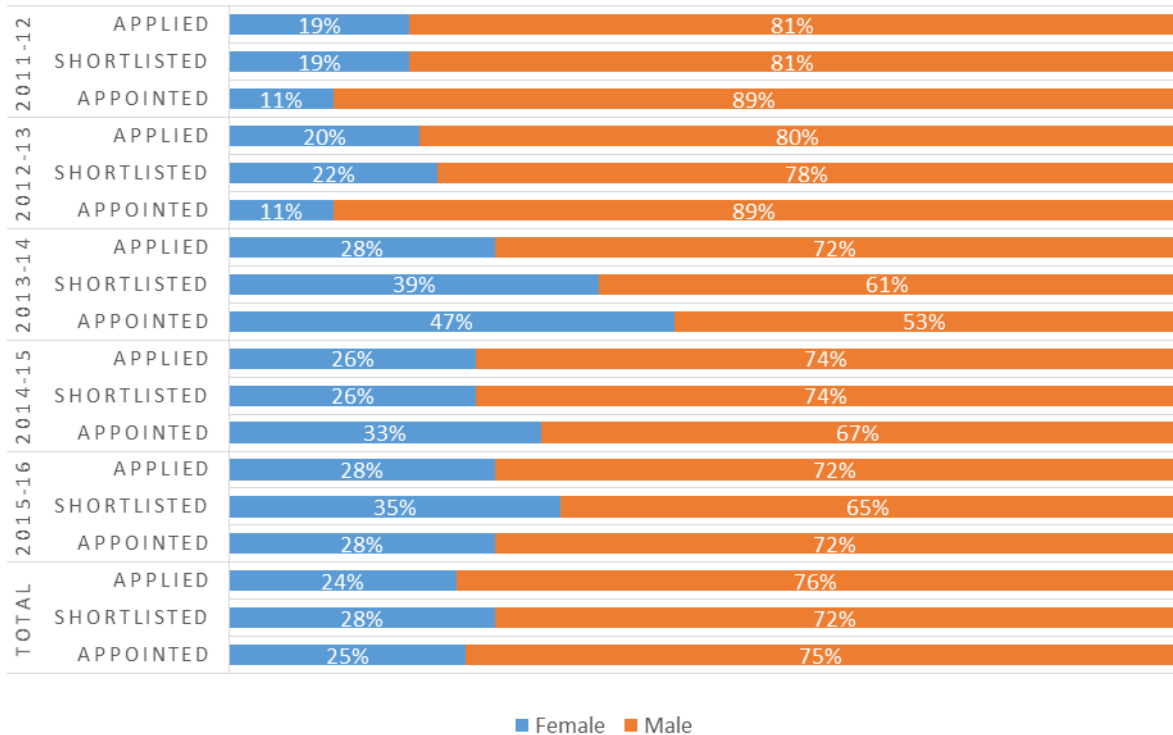
Table 54: Statutory Professor recruitment

	Female						Male					
	Applied		Shortlisted		Appointed		Applied		Shortlisted		Appointed	
2012	67	19%	13	19%	2	11%	288	81%	56	81%	17	89%
2013	65	20%	13	22%	2	11%	259	80%	47	78%	16	89%
2014	77	28%	22	39%	7	47%	201	72%	35	61%	8	53%
2015	76	26%	18	26%	6	33%	213	74%	51	74%	12	67%
2016	99	28%	23	35%	5	28%	253	72%	43	65%	13	72%
Total	384	24%	89	28%	22	25%	1214	76%	232	72%	66	75%

During 2010-12, 18% of applicants and 15% of appointments to SP posts were women. In 2013-14 those chairing electoral boards for SP recruitment were trained in implicit bias and revised procedures were introduced. Panels are required to undertake a proactive search process and request permission from the VC to proceed at each stage if no appointable women are being taken forward. Members of electoral boards are explicitly reminded at the start of each recruitment where bias can occur (e.g. in references). The changes have had considerable impact (figure 18 and table 54), with a drop in the number of posts with no women shortlisted (table 55), an appointment rate (35%) well above the current proportion of female SPs (14%), evidence of higher quality fields of applicants and an increase in strong female applicants.

Table 55: Posts with no shortlisted female candidates

	Total number of posts	No female applicants	No women shortlisted
2011-12	19	4 posts	13 posts
2012-13	18	1 post	11 posts
2013-14	15	2 posts	2 posts
2014-15	18	2 posts	5 posts
2015-16	18	1 post	3 posts

There are differences by division, with a lower proportion of women appointed in STEMM (table 56). However, the appointment rate is higher in all divisions than the current proportion of women in post.

Table 56: Statutory Professor recruitment by division, 2012–2016

	Female						Male					
	Applied		Shortlisted		Appointed		Applied		Shortlisted		Appointed	
MPLS	34	9%	4	7%	2	13%	332	91%	55	93%	14	87%
MSD	25	20%	5	16%	3	17%	102	80%	27	84%	15	83%
Humanities	169	30%	39	33%	10	37%	398	70%	78	67%	17	63%
SSD	156	29%	37	36%	7	26%	382	71%	66	64%	20	74%

The University has appointed to nine additional senior academic posts: five directors of museums, gardens and libraries, two heads of division and two PVCs. Five (56%) have been women.

In summer 2017, procedures will be reviewed to determine whether further reinforcement is needed and chairs of electoral boards will receive additional training on implicit bias, to be repeated annually.

> **Action 2.5**: Deliver an annual briefing on implicit bias to electoral board chairs.

Associate Professor recruitment

Recruitment of APs is a joint exercise between individual University departments and colleges. The balance of duties of the post determines which employer leads the process. Around 30% of appointments are college-led, predominantly in Humanities. Colleges have separate HR systems and data for college-led appointments does not currently feed into University records.

> **Action 2.9**: Introduce a mechanism to capture monitoring data for college-led AP appointments.

Until 2016-17 recruitment for University-led appointments was paper-based. Capturing equal opportunities data relied on both candidates and the recruiting department completing the appropriate forms, and records are incomplete. Electronic data capture, introduced in August 2016, will resolve this issue.
Due to the incompleteness of data, table 57 does not include data for applicants and shortlisted candidates.

Table 57: Appointments to AP posts, 2014–2016

	Female		Male	
MPLS	11	22%	38	78%
MSD	8	36%	14	64%
Humanities	12	26%	35	74%
SSD	25	38%	40	62%
Total	**56**	**31%**	**127**	**69%**

Over the last three years, 31% of AP appointments have been women, in line with the proportion currently in post. Our goal is to increase this appointment rate and, following the successful changes to SP recruitment, extend the lessons to AP recruitment. This will require extensive consultation to secure the agreement of all colleges to proposed changes. A joint Humanities-Conference of Colleges working group is taking work forward.

> **Action 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; and 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.

Some department AS applications have identified that women tend to be less successful in college-led appointments. Their analysis points to those who are less familiar with the Oxford context performing less well at interview.

<div style="background-color:#c3d9b0; border:1px solid #888; padding:8px;">

Action 3.2: Review recruitment materials to ensure greater clarity around the college element of the role and that external candidates are not disadvantaged.

</div>

Departmental Lecturer recruitment

The proportion of women appointed to DL posts is in line with the proportion applying, although with variations by year (figure 19 and table 58). Issues relating to DL recruitment are identified and addressed at department level, to reflect disciplinary differences.

Figure 19: DL recruitment
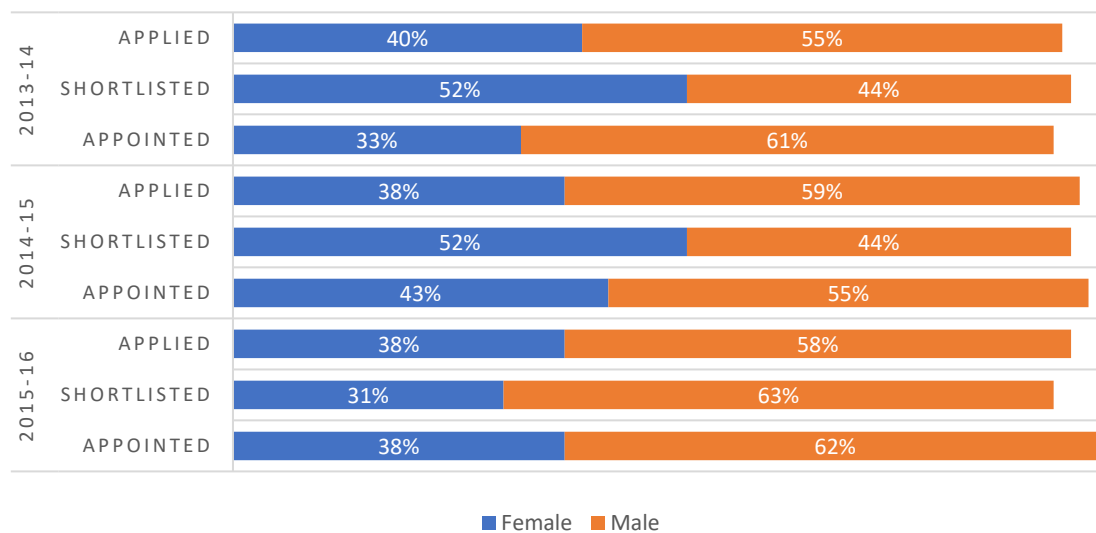
Table 58: Departmental Lecturer recruitment

		Female		**Male**		**Not known**	
2014	Applied	394	40%	536	55%	44	5%
	Shortlisted	113	52%	95	44%	8	4%
	Appointed	11	33%	20	61%	2	6%
2015	Applied	374	38%	576	59%	27	3%
	Shortlisted	53	52%	45	44%	4	4%
	Appointed	17	43%	22	55%	1	3%
2016	Applied	258	38%	438	58%	26	4%
	Shortlisted	20	31%	41	63%	4	6%
	Appointed	11	38%	18	62%	0	0%
Total	Applied	1026	38%	1550	58%	97	4%
	Shortlisted	186	49%	181	47%	16	4%
	Appointed	39	38%	60	59%	3	3%

Researcher recruitment

Over the last three years women have represented 41% of applicants and 45% of those appointed, in line with the current proportion of female researchers (46%) (figure 20 and table 59).

Figure 20: Researcher recruitment
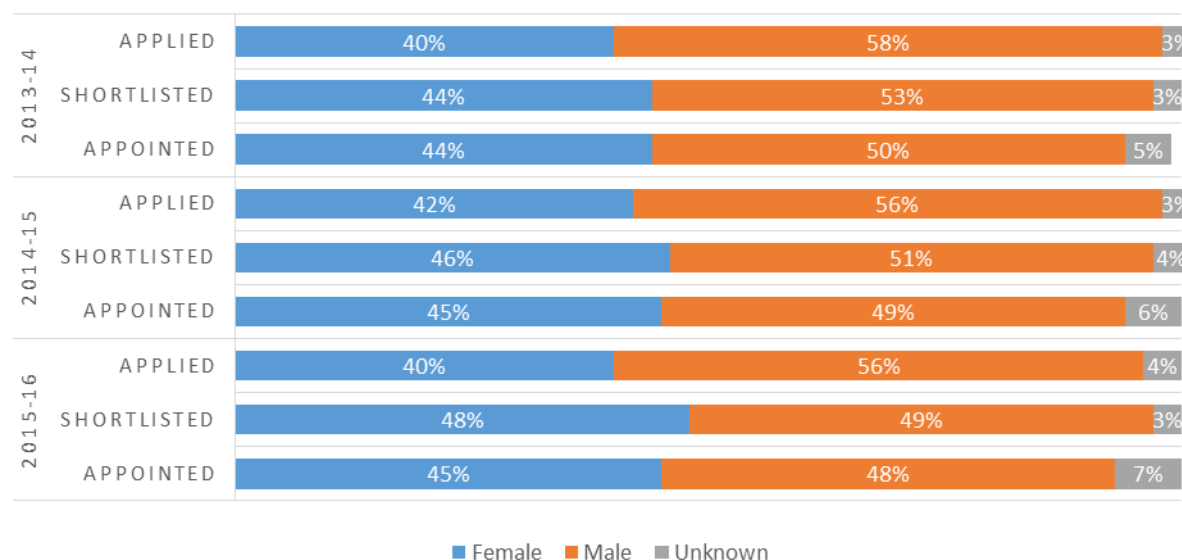
Table 59: Researcher recruitment

		Female		Male		Not known	
2014	Applied	9089	40%	13221	58%	600	3%
	Shortlisted	1003	44%	1187	53%	65	3%
	Appointed	413	44%	467	50%	50	5%
2015	Applied	9752	42%	13002	56%	608	3%
	Shortlisted	1070	46%	1183	51%	82	4%
	Appointed	397	45%	433	49%	51	6%
2016	Applied	9596	40%	13179	56%	996	4%
	Shortlisted	1206	48%	1238	49%	82	3%
	Appointed	462	45%	499	48%	71	7%
Total	Applied	28437	41%	39402	56%	2204	3%
	Shortlisted	3279	46%	3608	51%	229	3%
	Appointed	1272	45%	1399	49%	172	6%

At each grade (tables 60-62), the proportion of women appointed is higher than the proportion applying, notably at Grade 8 where women represent 31% of applicants and 43% of those appointed. At Grades 6 and 8, the proportion of women appointed reflects the proportion currently in post. At Grade 7 the proportion of women appointed in the last three years (39%) is lower than the proportion of women in post, reflecting recent expansion in Engineering, Materials and Physics. In 2015-16, 32% of recruitments were in MPLS, compared to an overall population of 24%. As the number and gender balance of researchers vary by department and division (tables 63-66), the

most effective way of addressing any imbalances is through continued department engagement with AS.

Table 60: Grade 6 researcher recruitment

		Female		Male		Not known	
2014	Applied	3663	58%	2467	39%	135	2%
	Shortlisted	347	66%	159	30%	18	3%
	Appointed	113	64%	52	29%	12	7%
2015	Applied	4062	60%	2505	37%	179	3%
	Shortlisted	365	67%	149	27%	33	6%
	Appointed	115	61%	56	30%	17	9%
2016	Applied	3521	64%	1836	33%	172	3%
	Shortlisted	383	68%	156	28%	26	5%
	Appointed	139	69%	47	23%	15	7%
Total	Applied	11246	61%	6808	37%	486	2%
	Shortlisted	1095	67%	464	28%	77	5%
	Appointed	367	65%	155	27%	44	8%

Table 61: Grade 7 researcher recruitment

		Female		Male		Not known	
2014	Applied	4803	32%	9595	65%	417	3%
	Shortlisted	570	38%	874	59%	41	3%
	Appointed	251	40%	345	55%	32	5%
2015	Applied	4966	33%	9509	64%	378	3%
	Shortlisted	593	39%	870	58%	42	3%
	Appointed	228	39%	318	55%	32	6%
2016	Applied	5319	33%	10090	62%	776	5%
	Shortlisted	702	43%	927	55%	49	3%
	Appointed	266	38%	378	54%	51	7%
Total	Applied	15088	33%	29194	64%	1571	3%
	Shortlisted	1865	40%	2671	57%	132	3%
	Appointed	745	39%	1041	55%	115	6%

Table 62: Grade 8 researcher recruitment

		Female		Male		Not known	
2014	Applied	242	28%	597	69%	20	2%
	Shortlisted	37	27%	95	70%	3	2%
	Appointed	20	36%	33	59%	3	5%
2015	Applied	336	36%	574	61%	32	3%
	Shortlisted	70	36%	119	61%	6	3%
	Appointed	27	52%	25	48%	0	0%
2016	Applied	350	28%	843	69%	36	3%
	Shortlisted	65	36%	110	62%	5	3%
	Appointed	28	43%	35	54%	2	3%
Total	Applied	928	31%	2014	66%	88	3%
	Shortlisted	172	34%	324	64%	14	2%
	Appointed	75	43%	93	54%	5	3%

Table 63: Researcher recruitment in MPLS

		Female		Male		Not known	
2014	Applied	1590	22%	5289	75%	209	3%
	Shortlisted	152	25%	452	73%	12	2%
	Appointed	57	21%	206	74%	15	5%
2015	Applied	1767	23%	5657	74%	205	3%
	Shortlisted	151	24%	461	73%	19	3%
	Appointed	69	26%	188	70%	13	5%
2016	Applied	1893	21%	6476	72%	588	7%
	Shortlisted	148	24%	444	73%	18	3%
	Appointed	72	22%	225	69%	31	9%
Total	Applied	5250	22%	17422	74%	1002	4%
	Shortlisted	451	24%	1357	73%	49	3%
	Appointed	198	23%	619	71%	59	7%

Table 64: Researcher recruitment in MSD

		Female		Male		Not known	
2014	Applied	6575	48%	6734	49%	313	2%
	Shortlisted	732	53%	597	44%	40	3%
	Appointed	316	56%	218	39%	29	5%
2015	Applied	7000	52%	6247	46%	345	3%
	Shortlisted	810	54%	629	42%	58	4%
	Appointed	286	54%	207	39%	35	7%
2016	Applied	7056	53%	5949	44%	376	3%
	Shortlisted	987	55%	744	41%	62	3%
	Appointed	354	56%	237	38%	36	6%
Total	Applied	20631	51%	18930	47%	1034	2%
	Shortlisted	2529	54%	1970	42%	160	4%
	Appointed	956	56%	662	39%	100	5%

Table 65: Researcher recruitment in Humanities

		Female		Male		Not known	
2014	Applied	233	37%	365	58%	27	4%
	Shortlisted	44	43%	56	55%	2	2%
	Appointed	10	33%	19	63%	1	3%
2015	Applied	188	50%	176	47%	14	4%
	Shortlisted	24	56%	19	44%	0	0%
	Appointed	15	68%	7	32%	0	0%
2016	Applied	74	40%	104	57%	6	3%
	Shortlisted	9	35%	17	65%	0	0%
	Appointed	3	27%	8	73%	0	0%
Total	Applied	495	42%	645	54%	47	4%
	Shortlisted	77	45%	92	54%	2	1%
	Appointed	28	44%	34	54%	1	2%

Table 66: Researcher recruitment in SSD

		Female		Male		Not known	
2014	Applied	686	44%	827	53%	51	3%
	Shortlisted	72	44%	80	49%	11	7%
	Appointed	29	50%	24	41%	5	9%
2015	Applied	777	45%	910	53%	43	2%
	Shortlisted	82	51%	74	46%	5	3%
	Appointed	26	43%	31	52%	3	5%
2016	Applied	593	42%	802	56%	30	2%
	Shortlisted	57	65%	30	34%	1	1%
	Appointed	33	50%	29	44%	4	6%
Total	Applied	2056	44%	2539	54%	124	2%
	Shortlisted	211	51%	184	45%	17	4%
	Appointed	88	48%	84	46%	12	6%

Induction

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

Achievements since last award:
- Induction processes reviewed and revised in all STEMM departments;
- A new post and website introduced to support staff relocating to Oxford.

Induction is designed and delivered locally, under a framework on the University's HR website. All STEMM departments have examined and, where necessary, revised their induction process through engagement with AS, and this will extend to departments in Humanities and SSD.

Online resources supplement local induction:

- A Staff Handbook provides an overview of governance, policies and employment;
- An induction course provides general information about the University;
- An E&D module supports staff to reflect on the University's policies and expectations;
- All new staff are sent the link to the 'New to the University' website.

The University also provides targeted induction:

- Researchers are welcomed to the University at termly, half-day events, with around 100 participants;
- New academic and research staff are invited to attend the three-day Introduction to Academic Practice. In 2015-16, 120 of 372 new appointees registered.

In 2014, a post was established to support international staff moving to Oxford, providing advice on issues such as housing, schools and childcare. A new web resource

for international staff was launched in October 2016. From summer 2017 a dedicated careers advisor will provide support to spouses and partners to find employment.

Our survey data showed no gender differences in satisfaction with induction, but only 62% of staff found their induction helpful and further improvement is necessary.

> **Action 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.
>
> **Action 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 annual HR Compliance Audit; c) Communicating where responsibility for delivering induction lies to Heads of Department, local-level HR staff and managers.

Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

> Achievements since last award:
> - Recognition of Distinction exercise reviewed and relaunched;
> - The gap in women's and men's application rates narrowed from 5% to 2%.

The University does not have a formal promotions process for any category of staff.

The annual Recognition of Distinction (RoD) exercise provides progression for APs and research staff at Grades 9 and above, by conferring the title of Professor upon those who demonstrate exceptional achievements in research, teaching and citizenship. Successful APs are awarded a salary increase of £2.6k p.a.

The RoD was suspended in 2012 for a thorough review, which included an equality analysis. This showed equal success rates between women and men but a lower proportion of eligible women applying (13% vs 18%), partly because women were at an earlier career stage: APs applying to the RoD will normally have passed probation.

The RoD was relaunched in 2014 and guidance issued to departments, including steps to ensure that all eligible women are encouraged and supported to apply. Applicants can disclose personal circumstances that may have affected their work, and quality is judged over quantity. Data from the last three years (figure 21 and table 67) show that although women (12%) are slightly less likely than men (14%) to apply, the gap has narrowed, and women are slightly more successful once they apply (72% vs 70%).

Figure 21: Applications to the RoD

				Female	Male
2014	ELIGIBLE		33%		67%
	APPLIED		31%		69%
	SUCCESSFUL		31%		69%
2015	ELIGIBLE		33%		67%
	APPLIED		27%		73%
	SUCCESSFUL		32%		68%
2016	ELIGIBLE		34%		66%
	APPLIED		31%		69%
	SUCCESSFUL		31%		69%
TOTAL	ELIGIBLE		33%		67%
	APPLIED		30%		70%
	SUCCESSFUL		31%		69%
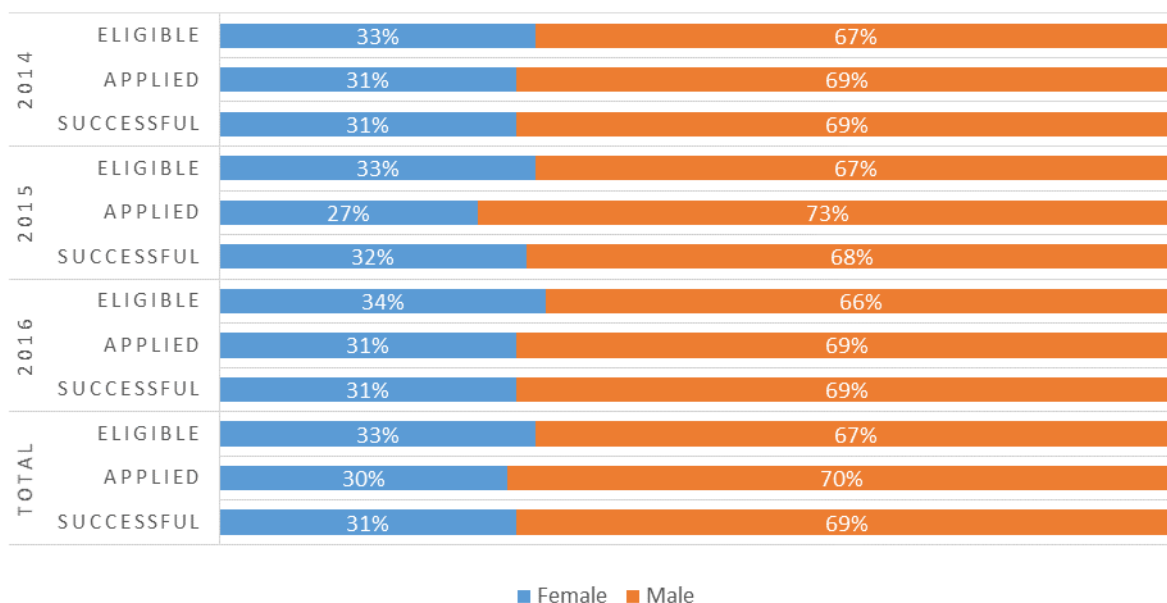
■ Female ■ Male

Table 67: Applications to the RoD

		Eligible		Applied		Successful	
2014	Female	373	33%	83	31%	57	31%
	Male	754	67%	187	69%	129	69%
2015	Female	354	33%	26	27%	21	32%
	Male	722	67%	69	73%	45	68%
2016	Female	394	34%	29	31%	21	31%
	Male	770	66%	64	69%	47	69%
Total	Female	1121	33%	138	30%	99	31%
	Male	2246	67%	320	70%	221	69%

An equality analysis is conducted following each exercise, which includes an examination of differences by division (tables 68-71); a report is published and any necessary adjustments made to the process. In particular, efforts were made to increase the proportion of female applicants in Humanities following the 2014 round and in MSD after the 2015 round.

Table 68: Applications to the RoD, MPLS

		Eligible		Applied		Successful	
2014	Female	50	17%	13	18%	12	21%
	Male	244	83%	60	82%	46	79%
2015	Female	37	15%	4	16%	3	17%
	Male	217	85%	21	84%	15	83%
2016	Female	43	15%	3	14%	2	12%
	Male	243	85%	19	86%	15	88%
Total	Female	130	16%	20	17%	17	18%
	Male	704	84%	100	83%	76	82%

Table 69: Applications to the RoD, MSD

		Eligible		Applied		Successful	
2014	Female	113	42%	34	41%	22	41%
	Male	155	58%	49	59%	31	59%
2015	Female	126	41%	5	19%	3	17%
	Male	185	59%	22	81%	15	83%
2016	Female	130	42%	11	31%	6	26%
	Male	183	58%	25	69%	17	74%
Total	Female	369	41%	50	34%	31	33%
	Male	523	59%	96	66%	63	67%

Table 70: Applications to the RoD, Humanities

		Eligible		Applied		Successful	
2014	Female	122	41%	23	31%	15	28%
	Male	179	59%	52	69%	39	72%
2015	Female	109	43%	15	45%	13	57%
	Male	147	57%	18	55%	10	43%
2016	Female	117	42%	8	47%	7	47%
	Male	162	58%	9	53%	8	53%
Total	Female	348	42%	48	37%	35	38%
	Male	488	58%	81	63%	57	62%

Table 71: Applications to the RoD, SSD

		Eligible		Applied		Successful	
2014	Female	88	33%	13	33%	7	35%
	Male	176	67%	26	67%	13	65%
2015	Female	82	32%	2	20%	2	29%
	Male	173	68%	8	80%	5	71%
2016	Female	104	36%	7	39%	6	46%
	Male	182	64%	11	61%	7	54%
Total	Female	274	34%	22	33%	15	38%
	Male	531	66%	45	67%	25	62%

Staff submitted to the Research Excellence Framework (REF) by gender

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

Full data are not available for the RAE 2008.

During REF preparations two interim equality impact analyses (EIA) were conducted to identify potential issues and allow time to address them. A final EIA was produced and published post-submission and commended by HEFCE.

The University widely publicised its Code of Practice setting out the process for selecting staff. The REF Equality Committee handled all complex individual circumstances consistently and confidentially.

Women made up 30% of the REF-eligible population. Despite considerable efforts throughout the submission period, women were less likely to be submitted than men (78% vs 83% selected as Category A).

To address this gap, the University's Research Committee will continue to take forward work to support women (and, where relevant, minority ethnic staff) to make competitive applications for research grants and improve their representation in the next REF (section 5.3 (iii)).

SILVER APPLICATIONS ONLY

5.2.   Key career transition points: professional and support staff
Induction

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

In addition to the provision outlined in section 5.1 (ii), all new P&S staff are invited to a termly UAS induction event. Role-specific inductions are offered for staff in research or academic administration and finance.

The termly UAS conference enables all staff to: broaden and update their knowledge and skills in relation to all projects, services and initiatives within the University's administrative functions through workshops and discussion sessions.

Actions to improve the quality of induction apply equally to P&S staff.

> **Action 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.
>
> **Action 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.

Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Promotion is achieved through application to a new role. Opportunities for internal progression are good. An analysis in 2014-15 of Grade 6-10 P&S staff showed that of 2,673 staff in those grades, 480 (18%) had moved to a new internal role. Of 824 new starters that year, 58% were internal candidates.

Secondments are advertised internally and:

- enable staff to take on a role at a higher grade or in a different professional area for up to a year;
- support staff to move to a new job at a higher level permanently;
- enable staff to move out of a career with fewer opportunities for upward progression to a career stream where there are more jobs at a senior level.

An internal recruitment project has been approved for implementation and will enable staff to register with a central service to apply for vacancies and secondments before roles are advertised externally.

Action 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.

5.3. Career development: academic staff
Training

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

Data on training and development are not captured centrally; the introduction in 2017 of HR employee self-service will enable individuals to log development activity.

For **researchers:**

- Skills trainers in each division provide training in scientific writing, giving presentations, public engagement with research, entrepreneurship and research integrity;
- IT and Research Services, the Language Centre and the Careers Service provide tailored training;
- The University is working with other HEIs to develop a dedicated training programme under the apprenticeship levy.

Action 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.

For **all staff**, the central Oxford Learning Institute (OLI) provides 48 face-to-face programmes and eleven online courses, specialising in teaching and learning, leadership and management, and core transferable skills. OLI advisors work with stakeholders in each department to understand priorities, ensure awareness of provision, and provide bespoke sessions.

In 2015-16, 46% of participants in OLI training were in academic and research roles and 63% were women. Demand for bespoke training and uptake of online training have both increased noticeably over the last three years (table 72).

Table 72: Participation in OLI-provided training

	2015-16		2014-15		2013-14	
	Events	**Participants**	**Events**	**Participants**	**Events**	**Participants**
Scheduled learning sessions	226	4686	265	6755	276	4561
Bespoke learning sessions	225	2181	114	1652	71	1260
Online courses	n/a	4007	n/a	3639	n/a	2445

Feedback is collected online. An average of 60% of participants respond, of whom:

- 90% would recommend the course to colleagues;
- 96% find that provision meets their objectives; and
- 95% say it is of direct value in their work.

Six programmes are aimed at leaders and managers, with the following targeted at academics and researchers:

- The Academic Leadership Development Programme (ALDP), particularly targeted at women and BME staff in early- to mid-career roles.
- The Principal Investigators' and Aspiring Principal Investigators' programmes for academic and research staff who aspire to lead/are currently leading small research groups.
- The Heads of Department induction programme focuses on the key management and leadership themes that are central to the role of an academic leader.

In the staff survey, 82% of academics and 80% of researchers said that they had opportunities to take on new responsibilities or develop new skills. Women were a little less positive than men (table 73).

Table 73: Proportion of survey respondents answering 'agree' or 'strongly agree'

Survey question	Academic		Researcher	
	F	M	F	M
'I have the opportunity to take on new responsibilities or develop new skills'	80%	85%	78%	82%

We believe that further strengthening and embedding Personal Development Reviews (PDR) will ensure that all staff are supported to identify and take up appropriate training.

Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Achievements since last award:
- PDR for researchers introduced in all STEMM departments, covering 85% of researchers;
- 63 training sessions to support effective delivery of PDR run.

Our survey showed that most staff feel positive about the support they receive from their manager or supervisor, and engage positively with career development, though women are slightly less positive than men (table 74). We view PDR as important for ensuring that support is systematic.

Table 74: Proportion of survey respondents answering 'agree' or 'strongly agree'

Survey question	Academic		Research	
	F	M	F	M
'I receive helpful feedback'	71%	74%	81%	86%
'I am supported to think about my career development'	71%	70%	75%	83%
'I take time to reflect on my career development'	81%	86%	79%	86%
'I am supported to develop within my role'	*Not asked*		84%	89%

Our last application identified consistent provision of PDR for researchers as a priority. At the time, only 24 of 50 departments had schemes in place (13 of 27 STEMM departments). This has increased to 39, including all STEMM departments, employing 85% of researchers. Our survey results showed that in MSD's Silver award-holding departments, only 14% of researchers were not offered a PDR, compared to 85% in Humanities.

We have overcome strong historic cultural resistance to PDR. Institutional support has involved raising awareness of the benefits; providing advice and guidance on establishing schemes; providing training (with a focus on developing confidence among reviewers); and developing supporting resources. Demand for training has been high (table 75).

Table 75: Provision of training on PDR by OLI

	Bespoke workshops	Online course
2015-16	16	277
2014-15	25	195
2013-14	22	*No data recorded*

While we have made strong progress, continued work is needed to fully embed PDR across the University: 23% of eligible researchers were not offered a PDR in the last two years (figure 22), while 17% of women and 15% of men did not find it useful. Free text comments indicated that some managers do not take the process seriously and that there is sometimes a lack of follow-up on agreed actions.

Figure 22: Researchers' uptake of PDR, according to responses to the staff survey

Female: Had PDR 58%, Recently appointed 14%, Didn't arrange one 5%, Not invited/no scheme 23%

Male: Had PDR 56%, Recently appointed 15%, Didn't arrange one 7%, Not invited/no scheme 23%

- Had PDR
- Recently appointed
- Didn't arrange one
- Not invited/no scheme
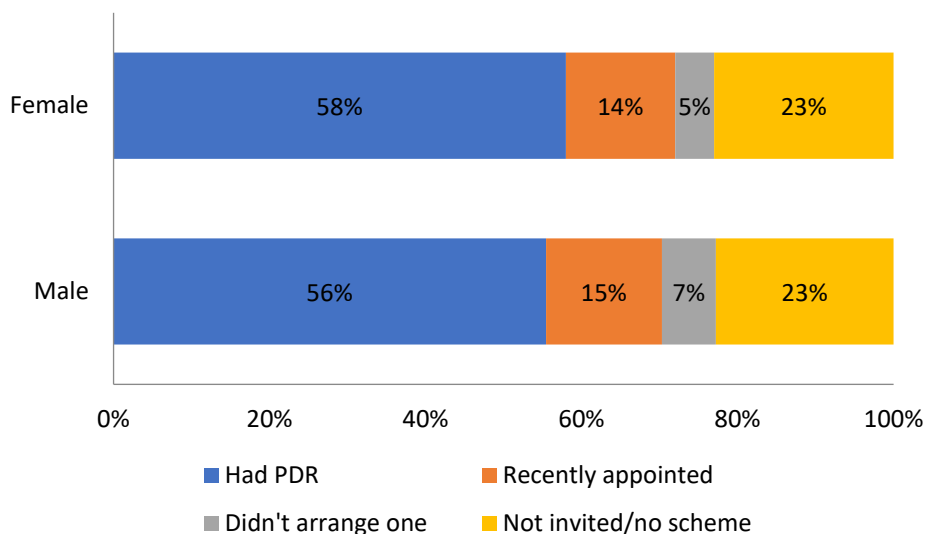
> **Action 7.3**: a) Review implementation of existing PDR schemes for researchers to identify good practice and extend it across all divisions; b) Ensure that a programme of annual PDR for researchers is established in all departments in Humanities and SSD.
>
> **Action 7.7**: Run workshops at department level to improve managers'/supervisors' confidence in conducting PDR.

APs receive structured support and mentoring during probation. After this they have a compulsory appraisal every five years and the option of one annually. Practice varies widely: in some departments all academics have an annual or biennial career discussion, whilst in others appraisal is not widely used. Our survey showed that only 55% of academics (56% F, 54% M) had had an appraisal in the last two years, and that 30% did not feel supported to think about their professional development. During our consultation, it became apparent that many academics are uncertain about how to develop their career in Oxford's flat structure.

> **Action 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.
>
> **Action 7.6**: Build positive attitudes towards PDR through encouraging senior sponsorship; giving stronger messages about its purpose and value; and providing case study examples of good practice.
>
> **Action 4.2**: Build on the successful 'Women in Science' website to develop case studies to illustrate career development opportunities for senior academics.

Support given to academic staff for career progression

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

Achievements since last award:

- HR Excellence in Research Award retained, and the University's staff development provision commended;
- The *Women in Science* website launched to provide information about developing a career in academia;
- 184 women supported by the *Ad Feminam* mentoring scheme, at least 24 of whom have taken on senior leadership roles;
- Mentoring circles for researchers established in MSD, with 201 participants over three years;
- RCUK and other funders influenced to implement routine gender reporting in research grant processes.

Support for researchers

The University gained the European Commission's HR Excellence in Research Award in 2012 and successfully retained it after external review in 2016. The reviewers noted the "excellent array of staff development on offer". Our commitment is reflected in our survey results: 86% (84% F, 89% M) of researchers feel supported to develop within their role.

Researchers' career development needs are co-ordinated by a dedicated researcher development officer and overseen by the Research Staff Working Group (RSWG), reporting to Personnel Committee, and supported by divisional committees and academic leads.

OxRSS was established in July 2013 and is run by researchers, with central support. OxRSS gives researchers a voice within formal decision-making structures and has representatives on departmental, divisional and central committees.

Researchers are kept informed through:

- A leaflet for new starters, other researchers and their managers providing an overview of available support;
- A dedicated website, launched spring 2015;
- A dedicated mailing list, with over 3,000 subscribers, advertising courses and circulating relevant news items;
- A Twitter account, @ResStaffOxford, with over 2,750 followers.

Support includes:

- A wide range of careers and professional development events provided by departments, divisions and centrally;
- Two dedicated careers advisers;
- A Research Services (RS) team and divisional/departmental research facilitators supporting external funding applications and work with industrial partners;
- Our technology transfer subsidiary, Oxford University Innovation (OUI), which supports those looking to commercialise their research;
- Public Affairs support for those wishing to bring their research to a wider audience.

Despite our investment in this area, we are concerned that female researchers feel less supported than men, and will address this through formalising entitlements.

> **Action 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.

We have secured funding of £90k p.a. over the next five years from the Wellcome Trust to support female researchers to transition internally to senior research and academic roles.

> **Action 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.

Demystifying academic careers

The *Women in Science* website, launched in 2016, was developed by the Nuffield Department of Primary Care Health Sciences and Radcliffe Department of Medicine in response to findings in our last application that many researchers are unclear about how to forge a career in academic science. The website includes video interviews with 54 women who give their perspectives on the culture of science at Oxford, publishing, obtaining fellowship funding, career progression, taking family leave and mentorship.

The site has averaged over 700 users per month during the first year, with a total of more than 2,300 video views and 230 video shares on social media. 72% of visitors to the site are female, and 20% are aged 18–24. Feedback has been extremely positive:

> *'Thanks this is a really fantastic website, exactly what people in my position need - accurate good advice regarding career progression at this level, but also honest relatable accounts of how women have balanced this with a family, which immediately takes away a lot of the barriers you feel sometimes!'*

Figure 23: Screenshot of the *Women in Science* website
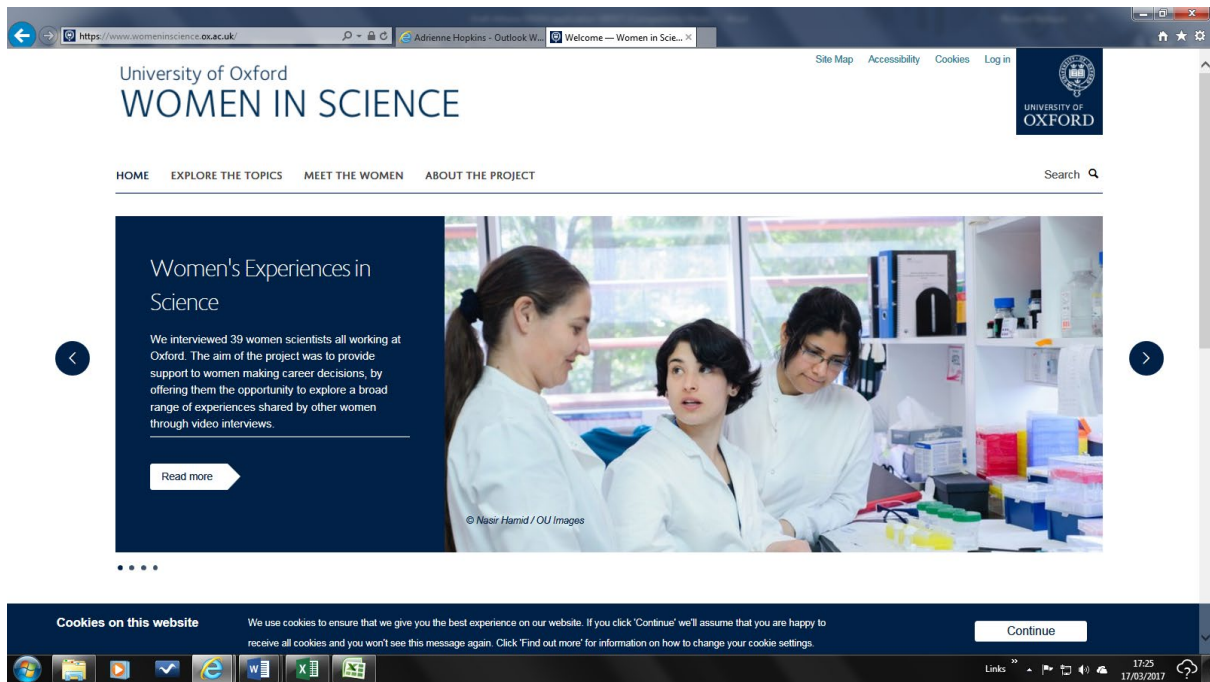
The Oxford Research Centre in the Humanities (TORCH)

Launched in May 2013, TORCH:

- facilitates and supports researchers from different disciplines to work together;
- seed-funds 20 networks and ten major research programmes led by over 300 researchers at different career stages;
- provides activities aimed specifically at early-career researchers, including public engagement workshops and a writing group.

In 2015-16, TORCH supported over 350 research events, with audiences of over 13,000.

The 'Women in the Humanities' programme aims to combat women's marginalisation, as subjects of study and as scholars. External funding has provided grants, seminars and fellowships, with an emphasis on early-career researchers.

Networking

There are extensive networking opportunities for academic and research staff, which we can only illustrate:

- The MPLS women's network offers opportunities for women in the division to come together.
- Oxford Females in Engineering, Science and Technology (OxFEST), a student-led society with 800 members, provides support for women in science through speaker events, socials, skills development, mentoring and an annual conference.
- OxRSS holds regular social and professional networking opportunities.
- There are discipline-specific women's and/or postdoc networks in many departments.

Mentoring

The *Ad Feminam* mentoring scheme supports women to explore their leadership potential within academic life, or within an administrative career. Since 2011 it has matched 184 women with senior mentors. Ten mentees are currently Heads of Department or Section (five academic, five administrative), six are AS leads, four are in divisional leadership roles and four are in University leadership roles.

A formal evaluation of the programme is being conducted in spring 2017. Initial feedback shows that mentees would welcome greater opportunities for networking and shared learning.

Action 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 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.

The PIVOT mentoring scheme for BME staff, launched in 2016, involves 26 participants, 22 of whom are women.

In response to strong demand, mentoring circles have been established in MSD, matching senior mentors with three or four mentees. They were designed to give mentees the space to consider issues important to them and the opportunity to meet researchers from other departments, whilst reducing the demand on senior colleagues, and women in particular, to act as mentors. Over three years, 201 researchers have participated and feedback has been positive: 86% of participants would recommend it to a colleague.

'Meeting people from other departments and hearing both new perspectives on my situation and hearing similar concerns to mine makes me feel less alone.'

Many departments run their own mentoring schemes, to allow researchers to access discipline-specific advice.

Our survey data showed that although the same proportion of male and female researchers had been mentored (36%), women were more likely to have participated in formal schemes (29% F, 16% M) and men to have benefitted from informal mentoring (68% M, 55% F). Therefore, we will continue to develop this important source of support for women.

Action 4.5: Map, rationalise and better publicise all current mentoring schemes to ensure equal access to provision for all researchers.

Research grant applications

Obtaining external fellowships and research funding is critical to researchers' and academics' career development. In 2015, the EDU and RS undertook an analysis of grant application and success rates for the University's top external funders, to identify any gender differences. Many funders were not able to provide the data we requested.

The University has since worked with RCUK and others to implement routine gender reporting in research grant processes, and is one of eight institutions invited to advise RCUK on their new E&D plan.

Our analysis of available data showed, in biomedical sciences only, gender gaps in the amount of funding requested and success rates. While this is of concern, we do not yet have a complete dataset or fully understand the reasons for this disparity, and will continue to work with external funders to deepen our analysis to inform targeted actions.

Action 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.

The University provides considerable support for grant applicants through a central RS team and divisional and departmental research facilitators, but will take steps to ensure that support is consistent across all divisions and departments.

Action 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.

Action 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.

We have also identified areas where existing support can be strengthened.

Action 4.9: Learn from good practice at department level to develop a framework to build the experience of early career researchers as co-PIs.

Action 4.10: Pilot a library of resources in SSD to support those preparing grant applications and avoid reliance on personal networks.

Action 4.11: Pilot a web application with details of all researchers to facilitate collaboration and building of inter-disciplinary teams.

Women's entrepreneurship

Nationally, only 12% of patent-holders are female. Over the last year, the University has paid increasing attention to women's entrepreneurship:

- MPLS held research enterprise events in November 2016 and March 2017 which each attracted 40-60 women. Building on this, the division is developing an *Enterprising Women* programme of activities.

- OUI held an event to raise awareness of diversity issues in innovation.

- The University supported the launch of TechTonic, a network to support entrepreneurial and aspirational women in the technology sector in Oxfordshire.

> **Action 4.12**: Work with Oxford University Innovation to examine any gendered differences in the rates of participation in new ventures, and ways to address these.
>
> **Action 4.13**: Further develop the existing *Enterprising Oxford* portal to include profiles, interviews and photographs of enterprising women.
>
> **Action 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.

5.4. Career development: professional and support staff
Training

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

The OLI training outlined in section 5.3 (i) is also provided to P&S staff, who represent 54% of participants. The three early- to mid-level management courses attract high numbers of P&S staff, and the staff survey showed high levels of confidence among P&S staff in managing others.

The Springboard personal development programme is particularly popular among P&S staff and always fully subscribed. 347 women have participated over the last three years.

Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

PDR for P&S staff is better established than for research and academic staff (figure 24) and women are more likely than men to find it useful: 17% of women and 26% of men did not find it useful.

Figure 24: P&S staff uptake of PDR, according to responses to the staff survey

Female: 70% | 15% | 5% | 12%
Male: 76% | 9% | 3% | 11%

Legend: ■ Had PDR ■ Recently appointed ■ Didn't arrange one ■ Not invited/no scheme
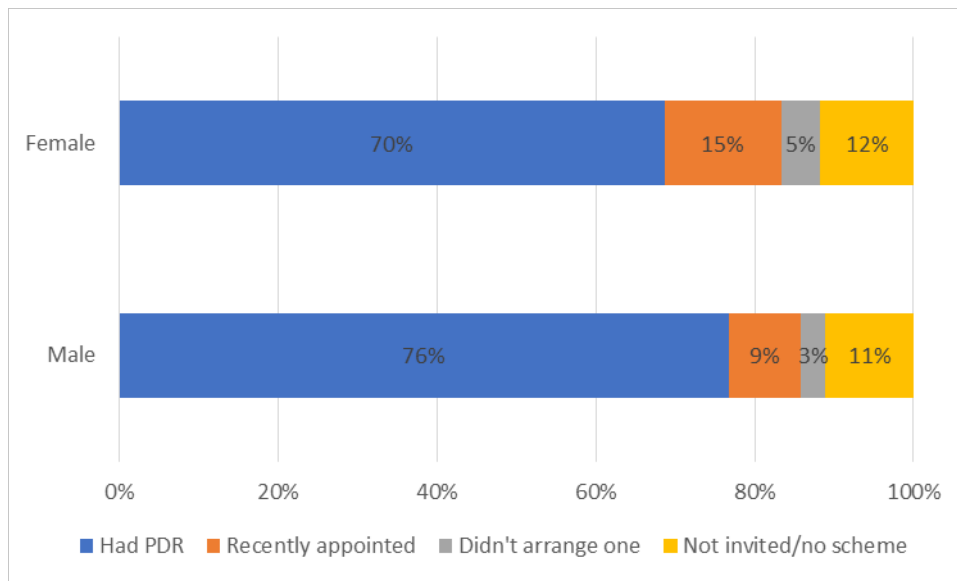
> **Action 7.5**: Review implementation of the PDR schemes for professional and support staff to identify good practice and extend it across UAS, GLAM and all divisions.
>
> **Action 7.7**: Run workshops at department level to improve managers'/supervisors' confidence in conducting PDR.

Support given to professional and support staff for career progression

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

Support for career development is provided through:

- The Guide to Staff Development website, launched in 2016.

- The Careers Support Network, launched in 2016, which matches P&S staff up to grade 8 with managers with recruitment experience, who mentor colleagues who want to refresh a CV, have not applied for a post for some time, or who are finding a particular application or interview preparation challenging.

- Pilot sessions at the 2017 UAS conference on careers in HR, Finance, Department Administration, and Development. Each was run at full capacity (around 30 people) with positive feedback and will be run annually.

Oxford currently has 100 new entrant apprentices in a range of technical, specialist and administrative roles. All apprentices are given University terms and conditions and the Living Wage (over 50% higher than the apprentice wage).

The University has successfully lobbied government to use the apprenticeship levy to provide professional training and qualifications for existing staff, in leadership and management, HR, finance, IT and digital skills.

> **Action 4.16**: Continue to develop and extend the use of apprenticeships to build the management skills of P&S staff from an early stage in their career, and provide opportunities to obtain professional qualifications.

Our self-assessment found strong evidence of internal progression and no gendered aspects to career development for P&S staff, and concluded that this is not a priority area for action. We will review and reinforce, if necessary, support for women to progress to senior grades. Department-level self-assessment will identify and address any issues specific to certain roles.

> **Action 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.
>
> **Action 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.

5.5 Flexible working and managing career breaks

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

> Achievements since last award:
> - Introduction of a *Framework for the Management of Family Leave*;
> - Strengthened guidance for staff and managers;
> - Introduction of the Returning Carers Fund, with 143 staff supported to date;
> - Opening of a fifth University nursery, increasing provision to 468 places.

Cover and support for maternity and adoption leave: before leave

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

Cover and support for maternity and adoption leave: during leave

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

Cover and support for maternity and adoption leave: returning to work

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

The University offers the most generous maternity, adoption and shared parental leave (SPL) pay in the sector: 26 weeks full pay, 13 weeks SMP, 13 weeks unpaid leave. Data show that the majority of staff return to work after 6-9 months, suggesting that the pay package removes the financial imperative to return to work earlier.

Tailored support and guidance is offered at department-level.

As identified in our last action plan the University has:

a) Approved a *Framework for the Management of Family Leave for Researchers* setting out a clear process to reach decisions about how to manage workload during leave, and confirming that the recruitment of a maternity cover or extension of contract should not be driven by financial considerations.

b) Strengthened guidance for staff and managers to include a checklist of questions to mitigate the impact of leave on career progression, where this is a concern.

c) In autumn 2014, launched the Returning Carers Fund, with investment of £240,000 p.a. It has supported 143 academics and researchers to date. An evaluation of the Fund showed:

- Demonstrable overall impact on the careers of many staff returning from caring leave.
- Specific impacts that applicants attribute wholly or partly to the Funds, including securing fellowships, successful grant applications (including four over £1 million in value), publishing papers, invitations to present at conferences, increasing the visibility of research, establishing new research collaborations and improved confidence.
- Applications provide valuable feedback on how the University can further improve policies, procedures and practices.
- Its importance as a signal that the University is serious about supporting the careers of those with caring responsibilities.

> *'The return from a very small amount of money can be really significant and make an important contribution to the ongoing career development of staff. Most people will have caring responsibilities at some point in their lives. This fund sends an important message that Oxford recognises the difficulties of balancing family and work but that the institution is willing to offer a little extra to enable staff to achieve that balance.'* – Fund recipient

Building on its success we have organised networking lunches for grant recipients and piloted workshops for returners – one for researchers and one for P&S staff – and these will continue annually.

We have also supported five female scientists to return to academic careers by sponsoring and hosting Daphne Jackson Fellowships. A further five Fellows will join the University in 2017.

The EDU's Senior Equality Advisor is leading a project within LERU to share good practice around the management of family leave for researchers and address broader structural barriers. It has already resulted in LERU making representations to the European Commission to reimburse the costs of maternity leave in Horizon 2020 funding.

> **Action 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.

Maternity return rate

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

On average, 20 academics, 90 research staff and 125 P&S staff take maternity leave each year. 91% return to work (100% of academics, 90% of researchers and P&S staff) (figure 25 and table 76).

Of staff returning, 86% of academics, 67% of researchers, and 80% of P&S staff were in post 18 months after return[8] (tables 77-79). The proportion leaving the University within one year of return (10% of academics, 24% of researchers, 12% of P&S staff) is similar to the overall turnover for each staff category (7%, 22% and 14% respectively).

Figure 25: Maternity return rates

Table 76: Maternity return rates

	Academic				Research				Professional and support			
	Left		Returned		Left		Returned		Left		Returned	
2011	0	0%	20	100%	12	12%	86	88%	9	7%	119	93%
2012	0	0%	20	100%	7	9%	72	91%	10	9%	104	91%
2013	0	0%	26	100%	10	10%	87	90%	17	13%	112	87%
2014	0	0%	17	100%	14	13%	98	88%	11	9%	114	91%
2015	0	0%	15	100%	5	6%	75	94%	16	12%	122	88%
Total	**0**	**0%**	**98**	**100%**	**48**	**10%**	**418**	**90%**	**63**	**10%**	**571**	**90%**

Table 77: Employment of academic staff returning from maternity leave

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[8] Data excludes 2015 as 18 months have not yet elapsed since all staff returned from leave.

	Returned <6 months	6 months +	12 months +	18 months +	Total
2011	1	3	0	16	20
2012	1	1	1	17	20
2013	1	0	1	24	26
2014	0	1	3	13	17
Total	3 (4%)	5 (6%)	5 (6%)	70 (84%)	83

Table 78: Employment of research staff returning from maternity leave

	Returned <6 months	6 months +	12 months +	18 months +	Total
2011	11	8	6	61	86
2012	15	9	6	42	72
2013	7	9	5	66	87
2014	15	8	14	61	98
Total	48 (14%)	34 (10%)	31 (9%)	230 (67%)	343

Table 79: Employment of professional and support staff returning from maternity leave

	Returned <6 months	6 months +	12 months +	18 months +	Total
2011	12	7	5	95	119
2012	11	4	2	87	104
2013	4	5	8	95	112
2014	9	3	22	80	114
Total	36 (8%)	19 (4%)	37 (8%)	357 (80%)	449

Paternity, shared parental, adoption, and parental leave uptake

> Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

The University provides two weeks' paid paternity leave. The number of staff taking paternity leave has increased from 38 in 2012 to 139 in 2015 (table 80). This reflects an increase in staff officially requesting leave, as a result of better promotion.

In the year following its introduction, 18 employees (4F, 14M) took SPL: seven researchers, four academics, and seven P&S staff. Another seven staff took additional paternity leave. Those taking SPL represent 11.5% of paternity leavers, or 16% if combined with those who took additional paternity leave.

Table 80: Uptake of paternity leave

	Academic and research	Professional and support	Total
2012	22	16	38
2013	59	31	90
2014	78	44	122

	Academic and research	Professional and support	Total
2015	92	47	139
Total	**251**	**138**	**389**

Flexible working

> Provide information on the flexible working arrangements available.

The University has a strong culture of informal flexible working, which the survey showed to be appreciated and well-used to support work-life balance, for example, to facilitate afternoon school pick-ups.

'As a working mother the flexible hours the Department offers is invaluable' – survey respondent

Formal requests are managed departmentally within a framework of University guidance. Departments report on formal and informal flexible working applications and their outcomes by gender.

In 2014 the entitlement to request formal flexible working was extended from parents to all staff and, as a result, departments reported a significant increase. In 2015 the number of requests continued to rise.

Table 81: Number of applications for formal and informal flexible working

	Formal	…of which women	Informal	…of which women	No. rejected
2013	86	*No data*	221	*No data*	*No data*
2014	176	141 (80%)	161	104 (65%)	5 (1.5%)
2015	228	164 (72%)	200	123 (61%)	18 (4.2%)

Reasons for flexible working requested other than for family or caring responsibilities included: undertaking a course of study; commuting and travel difficulties (both long-term and temporary); work-life balance; health issues; reduced hours pre-retirement; and facilitating a career change.

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

> Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

The University does not have a formal policy. Cases are managed supportively as they arise.

Childcare

> Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

The University offers 468 full-time equivalent nursery places, a ratio of places to staff of 1:28, compared to a Russell Group average of 1:79. 343 places are at a University nursery (the University's fifth nursery was opened in summer 2016), the remainder in community nurseries. A further 125 places are available in college nurseries.

The University's Childcare Strategy commits to maintaining, and expanding where possible, our nursery offer, and ensuring that the quantity of provision is more than double the sector norm.

93% of respondents to a 2015 user survey said that nursery provision impacts positively on them considering or pursuing a higher level position.

The University:

- offers a salary sacrifice scheme for payment of nursery fees;
- reinvests savings made on national insurance contributions into nursery provision;
- offers a childcare voucher scheme for eligible parents, with membership growing by over 20% in two years;
- works in partnership with local play scheme providers to support parents during school holidays;
- has developed partnerships with pop-up crèche/nursery companies to enable departments and colleges to provide childcare facilities at evening events.

Caring responsibilities

> Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

The University's devolved structure gives departments flexibility in responding to individual needs. Surveys indicate that individuals with caring responsibilities are generally well supported. However, to ensure greater transparency and equity of treatment, and that all carers feel enabled to disclose support needs to their managers, the University will introduce a formalised package of support from 2017-18. This will be launched and widely promoted across the University under a broad institutional statement of support. We will also provide enhanced guidance and support for carers through a subscription to My Family Care, an external employee benefits provider.

Action 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.

Action 10.3: Provide additional advice and support for staff with caring responsibilities via a subscription to My Family Care.

5.6 Organisation and culture
Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

Achievements since last award:
- 91% of staff would recommend the University as an employer;
- New PVC role for E&D established;
- College E&D Forum established;
- Twenty-two projects funded by the VC's Diversity Fund.

Our survey showed that individuals' overall experience is positive, with almost no difference by gender (table 82).

Table 82: Proportion of staff agreeing to questions in the staff survey

Survey question	Female	Male
'I feel able to be myself at work'	90.3%	91.5%
'My colleagues are supportive of me'	93.5%	93.2%
'I feel integrated into my team'	93.3%	93.2%
'Overall, I am satisfied in my job'	86.3%	87.3%
'I would recommend working at the University to a friend'	92.7%	89.4%

At the same time we are aware that our devolved, geographically dispersed and collegiate structure results in multiple cultures and ways of working. For this reason, we have put effort into engaging departments with AS to ensure systematic consideration of gender equality and the development of action plans that respond to local experiences (sections 2 and 5.6 (xii)).

In 2015 the University created a new PVC role, the Advocate for Equality & Diversity, to ensure that E&D is embedded throughout the institution. The University's Senior Equality Advisor maintains oversight of all work on AS and works closely with dedicated posts in all four divisions (and departmental AS roles). The central GEAG links closely with divisional oversight bodies, which in turn link with departments.

Through these structures, we identify issues that are common across departments and ensure consistency of practice. For example, the Returning Carers Fund was introduced in direct response to our concern that individual departments' measures to support carers were resulting in inequality of provision. The institutional AS action plan is a key tool in this respect.

Institutional commitment has been supported with resourcing. The £1 million Vice-Chancellor's Fund for Diversity was launched in July 2013, and has supported 22 projects. From 2017-18, there will be an annual fund of £70k.

We recognised in our last application that for students and staff with joint appointments, the culture of their college impacts strongly on their experience. Over

the last three years we have built relationships with colleges individually and collectively to engage them in joint action. This culminated in the establishment of a formal College E&D Forum in 2016, with representation from the head or a senior member of each college. A number of colleges wish to pilot the AS application for colleges being developed by ECU.

Action 1.6: a) Work jointly with the colleges and the ECU to develop AS for colleges; b) Pilot in at least three colleges.

Action 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.

Our last application also recognised the University's potential to influence the wider sector and the culture of academia. We actively engage in networks (for example, the Russell Group Equality Forum and LERU and IARU gender working groups); give presentations and publish articles on our gender equality work; contribute examples of good practice to external projects; and collaborate with key stakeholders.

In 2014, we were invited by the UN to become one of ten world universities to be a pilot HeForShe Impact Champion. The University joined the (corporate) 30% Club in recognition of our commitment to and achievements in increasing the number of women in leadership roles.

Our public gender equality targets and implicit bias training were commended by HEFCE and the ECU as leading edge practice in the sector. We have been nationally recognised by UUK for our work in supporting the Good Lad Initiative, which aims to promote 'positive masculinity', enable men to deal with complex gender situations and become agents of positive change; and in introducing compulsory sexual consent workshops for Freshers.

HR policies

> Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

HR management

Management responsibility is largely delegated to departments. A central team of HR Business Partners work closely with departmental HR colleagues and provide 1:1 meetings, group updates, and advice and guidance on individual cases. HR managers within departments communicate HR requirements to line managers.

Departments complete an annual HR audit to monitor compliance with policies and procedures. Responses are reviewed by colleagues in Personnel Services, OLI and the EDU who address any issues identified.

The staff survey showed that a number of staff, and researchers with management responsibility in particular, lack confidence in managing HR processes. OLI piloted a managers' induction in GLAM and Humanities in March 2017, which we will now build on.

> **Action 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.
>
> **Action 7.9**: Learn from good practice in MSD departments to develop a toolkit to support managers/supervisors to manage HR processes effectively.

Bullying and harassment

Following extensive consultation, the University introduced a revised harassment policy and student procedure in December 2014 making clear that the University does not tolerate any harassment, including sexual harassment, assault or violence.

The EDU trains and co-ordinates a network of over 380 harassment advisors – at least one male and one female in every college and department – and provides expert advice.

The number of reported cases of bullying and harassment rose in 2014, following University-wide promotion of the revised Policy and Procedure, strengthening of the network of harassment advisors, and robust communications by departments. Increased reporting is viewed positively as an important first step to ensure that unacceptable behaviour is addressed.

Table 83: Cases of bullying and harassment reported in the HR audit

	Departments	Cases	Dealt with informally	Dealt with formally
2013	24	36	*Data not available*	
2014	35	89	72	17
2015	30	62	50	12

We have a current focus on training:

- The EDU worked with counterparts at UCL, Manchester and Cambridge, to develop training materials for use with PIs in science departments, supporting them to understand the difference between robust management and potential bullying. The materials are being piloted in MPLS.
- In MSD, face-to-face and online training on addressing harassment and bullying have been piloted in the Radcliffe Department of Medicine (RDM). Ten trainers have been trained to roll the programme out across the division.
- In GLAM, bystanders training has been piloted.

There is some evidence of reduced levels of bullying and harassment at department level, however, the staff survey showed that 9% of staff (9% F, 7% M) have experienced bullying or harassment in the last year. It is an issue that we continue to take very seriously.

> **Action 9.1**: Hold a series of workshops to share and extend good practice at department level in addressing bullying and harassment.
>
> **Action 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.
>
> **Action 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.

Creating a safe campus

One of our public HeForShe commitments was to create a zero tolerance culture around sexual violence and work on this agenda has included:

- Providing guidance for all staff on how to respond to disclosures of sexual assault;
- Training a group of advisors in handling cases of sexual violence with Oxford Sexual Abuse and Rape Crisis Centre;
- Training front-line staff in colleges to respond to disclosures, with Oxford City Council's Domestic and Sexual Abuse co-ordinator;
- Providing web-based student-facing resources on sexual violence and a First Response mobile app.

We were recognised for this work and invited to contribute two workshops at the national conference launching the 2016 UUK recommendations on violence and sexual harassment against women.

We recognise, however, that we still have some way to go and have established a high-level working group on sexual violence. The group, which includes college and student representatives, has conducted a rigorous self-assessment of all the University's policies and processes in this area against the UUK recommendations, and will propose any additional actions needed by July 2017.

Discipline and grievance procedures

All departments and divisional offices report that they are compliant in following the discipline and grievance procedures, and procedures for managing poor performance. There are no noted trends in these areas.

Proportion of heads of school/faculty/department by gender

> Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Since 2012, the number of women in senior leadership roles has increased by 13% or 10 people (table 84). Overall, the proportion (32%) is in line with the proportion of women

in academic and senior research posts, although growth is not evenly distributed across divisions. Female representation on Divisional Boards, the main divisional committees, is above 30% in all except MPLS (figure 26).

Departments and divisions are aware of the need to diversify leadership and have taken steps to ensure that women are represented, for example by using co-option and encouraging women to consider roles as they become vacant. However, they are also mindful that a heavy administrative burden is likely to impact on the individual's research and may not be a positive career move.

Table 84: Number and proportion of women in division and department leadership roles

	2016				2012			
	Female		Male		Female		Male	
Head of Division	**1**	**25%**	**3**	**75%**	**1**	**25%**	**3**	**75%**
Associate Head of Division	**7**	**41%**	**10**	**59%**	**5**	**33%**	**10**	**67%**
MPLS	*3*	*60%*	*2*	*30%*	*3*	*50%*	*3*	*50%*
MSD	*2*	*29%*	*5*	*71%*	*1*	*17%*	*5*	*83%*
Humanities	*2*	*67%*	*1*	*33%*	*1*	*67%*	*2*	*33%*
SSD	*0*	*0%*	*2*	*100%*	*1*	*100%*	*0*	*0%*
Head of Department	**15**	**30%**	**35**	**70%**	**7**	**14%**	**43**	**86%**
MPLS	*1*	*10%*	*9*	*90%*	*0*	*0%*	*10*	*100%*
MSD	*2*	*13%*	*14*	*87%*	*0*	*0%*	*16*	*100%*
Humanities	*1*	*10%*	*9*	*90%*	*2*	*20%*	*8*	*80%*
SSD	*11*	*79%*	*3*	*21%*	*5*	*36%*	*9*	*64%*
Total	**23**	**32%**	**48**	**68%**	**13**	**19%**	**56**	**81%**

Figure 26: Composition of Divisional Boards
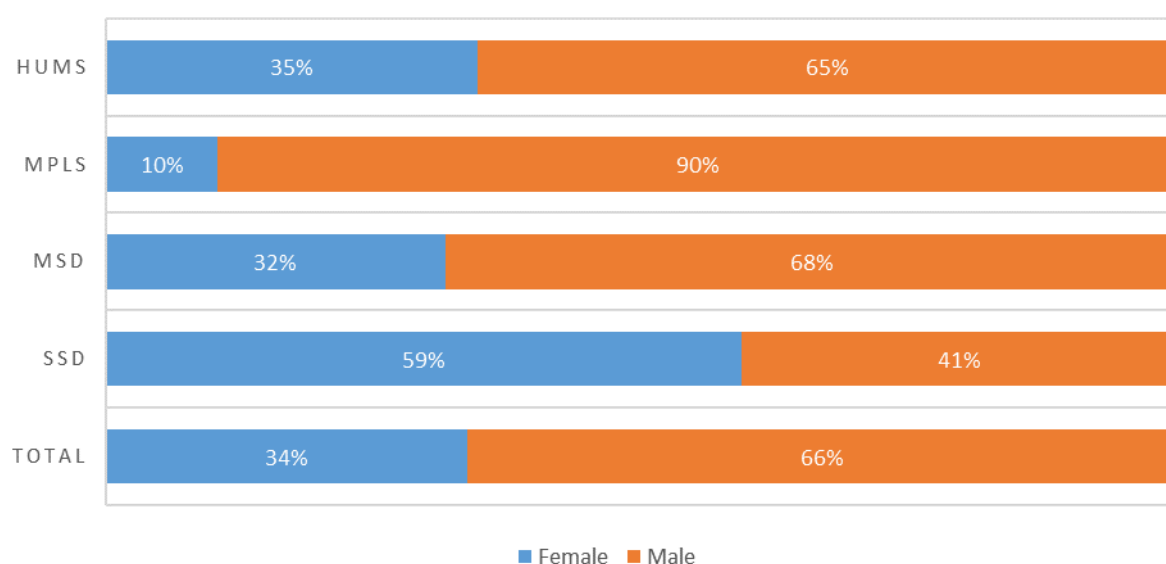
Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

In 2015 the University agreed a target of a minimum 30% female membership of Council and its main committees. Following guidance issued to individual committee chairs and secretaries, female representation has increased to 41%.

Table 85: Membership of the main University committees

	2016			2012		
	Female	Male	% F	Female	Male	% F
Council	8	17	32%	10	15	40%
Education	11	12	48%	9	13	41%
General Purposes	6	7	46%	4	9	31%
Personnel	10	10	50%	7	11	39%
Planning and Resource Allocation	7	14	33%	5	13	28%
Research	9	12	43%	6	17	26%
Total	51	72	41%	41	78	34%

The next step is to strengthen women's voice on committees, centrally and divisionally, as there is observational evidence that women do not always feel that they can contribute effectively to decision-making.

Action 6.1: Provide training for committee chairs and HoDs on how to chair meetings in an inclusive way.

Action 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.

We will also strengthen opportunities for staff at all levels, and women in particular, to gain leadership experience that is appropriate to their career stage and supportive of their career development. Our survey results showed very high levels of leadership aspiration, which we must harness.

Action 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.

Committee workload

> Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

The composition of University committees is regulated by the University's statutes. Members may be either *ex officio* or elected, the latter usually serving a term of three years. Work to diversify committee membership has impacted positively on workload by increasing the number of individuals serving. In 2016-17, 65% of female and 56% of male members had multiple roles compared with 75% and 52% respectively in 2015-6.

Institutional policies, practices and procedures

> Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

The University has made consideration of gender equality a key part of all policy and decision-making by using the Public Sector Equality Duty (PSED) as a tool and driver. During 2015-16 the EDU and Legal Services (LSO) briefed key committees, administrators and policy teams, and all Heads of colleges; the EDU and LSO continue to provide advice on high level policy and individual cases. The briefings made clear that responsibility to ensure due regard to the PSED at each stage of policy-making and review lies with decision-makers at all levels. Before making any significant decision, a committee has to consider its impact on gender equality (and on other groups); consider how it might mitigate any negative impact or use the decision to further advance gender equality; and record its decision.

Extensive guidance and support is provided on the EDU website and the EDU will continue to provide face-to-face briefings for staff taking on relevant roles, e.g. committee secretary or policy officer, on a twice-yearly basis, and provide advice on policy development and individual cases.

Workload model

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

Department AS applications have revealed dissatisfaction with academic workload and concerns about the transparency of workload allocation, and this was confirmed in our survey results (table 86). There are also perceptions that workload is gendered, for example, that women spend more time on teaching than men. These are important issues to address but we must first establish an evidence base.

Following consultation with departments, it was decided that the introduction of a University-wide workload model would not be appropriate, and that we should focus on supporting departments to introduce models appropriate to their context. In stage 1, we have:

- Organised a workshop in June 2016 to learn from those departments that already have well-established models in place;

- Facilitated clinical departments in MSD to jointly develop a workload model;

- Piloted a model for non-clinical departments in MSD in DPAG.

In stage 2, we will identify good practice and provide consistent guidelines and principles for all departments.

Survey data showed that experiences can vary widely between departments and, to a lesser extent, divisions. Respondents with joint appointments noted the workload pressures caused by the competing demands of two employers. Humanities established a working group in 2016 to explore the issues, and Personnel Committee will build on this to deliver University-wide action.

Table 86: Proportions of survey respondents agreeing with questions relating to workload

Survey question	Female	Male
'My workload is reasonable'	52%	60%
'There is a fair and transparent way of allocating work in my department'	44%	57%

Action 5.1: Develop overarching principles on workload allocation and clear messages about why transparency is important.

Action 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; 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.

Action 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.

Action 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.

Timing of institution meetings and social gatherings

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

Decisions about the timing of meetings and events are made departmentally. All STEMM departments have examined practices in their AS applications and introduced changes where necessary. In the survey, 81% (83% F, 80% M) of staff agreed that meetings are scheduled to take caring responsibilities into account.

The central University leads by example:

- University committee meetings are generally scheduled between 10.00am-4.00pm.
- The main annual social event – the UAS staff garden party – is held in the afternoon and welcomes children.
- The flagship Women of Achievement lecture series, held at 5.30pm to enable students to attend, piloted the use of pop-up crèches.
- A large number of lectures are live-streamed and/or made available as podcasts to allow those unable to attend to listen.

Visibility of role models

> Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

Role models and scholarly diversity

The University has many prominent female role models, and in 2016 appointed Professor Louise Richardson as its first female VC. Among our staff are numerous Fellows of the Royal Society, recipients of Queen's Birthday and New Year's Honours and prize winners – including L'Oréal For Women in Science laureates and fellows. Women's achievements at all levels are celebrated in University and department media.

Despite this strong female presence, feedback from department AS application shows that there are perceptions that women are not always fully celebrated as scholars and subjects of research. There are several initiatives underway across the University to explore and address this, which we will learn from and extend.

Action 11.1: a) Hold a workshop to bring together 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.

Lectures and events

Hundreds of events and lectures take place across the University each term, enabling women to raise the profile of their work and equality issues to be highlighted. It is not possible to monitor the gender balance of these institutionally but many departments do so. The University is conscious to invite a diversity of speakers to centrally-organised events, ensuring that women of diverse backgrounds are represented. By way of example, the following events took place in autumn 2016:

Table 87: Events with female speakers

Event	Speaker
Romanes lecture (the University's annual public lecture)	Baroness Patricia Scotland QC
Women of Achievement lecture	Baroness Valerie Amos CH
Black History Month lecture	Baroness Doreen Lawrence of Clarendon OBE
Race and the Curriculum lecture	Professor Ruth J. Simmons, President emerita, Brown University

Table 88: Events with a focus on gender equality

Event name	Event type	Organiser
Women in Science in the Archive	Seminar	Bodleian Libraries
The History of Women in the Libraries	Exhibition	Bodleian Libraries
'Gender and Leadership in a Volatile World'	Weekly seminar series	International Gender Studies Centre
Inequality	Lecture series	Oxford Martin School
Women's Health: A New Global Agenda	Lecture	Oxford Martin School

Throughout 2017, the TORCH Headline Series 'Humanities and Identities' will highlight research relating to diversity, through high profile speakers, workshops, performances and installations. The VC's Diversity Fund is supporting the development of a mobile app to present alternative stories relating to people and places in Oxford.

Events celebrate women's achievements in all areas of academia, but we are particularly mindful to promote the visibility of women in science, for example:

- A major event, 'Women in Academic Science', held in November 2014 as part of the University's celebration of 40 years of co-residence, attracted over 150 people, mostly students and early career researchers.

- The University celebrated the bicentenary of Ada Lovelace, the pioneering computer scientist, and inaugurated an annual lecture.

- The 'Conference for Undergraduate Women in Physics' in March 2015 brought together around 100 undergraduates from across the UK. It has been established as an annual event.

Honorary degrees

A target was set in March 2015 for half of the final list of names proposed for the conferment of honorary degrees to be women and/or members of minority groups. In 2015, three of six honorary degrees were presented to women, in 2016 three of nine, and in 2017 three of seven.

Diversifying portraiture

'Diversifying Portraiture' is a major University initiative, funded by the VC's Diversity Fund, which aims to widen the range of people represented across the University. The first stage was to find and highlight existing Oxford portraits illustrating the diversity of its past and present, capture them digitally and create slide shows for use at events and display in public spaces.

Figure 27: A selection of portraits captured as part of the 'Diversifying Portraiture' project

Phase 2 has commissioned around 25 new portraits by different artists and in various media, which will be displayed in an exhibition in 2017, prior to being hung across the University. 18 sitters are female and the project also celebrates other identities.

A Facebook post promoting the project on 8 March 2016 received ¼ million hits.

Many individual departments and colleges have also undertaken work to increase the visibility of women in portraiture, on their websites and in promotional materials.

Figure 28: Boards outside the construction site of the new Physics building

OWN newsletter

The Oxford Women's Newsletter is published every two weeks in term time and once a month during vacations. It compiles and publicises events, achievements, news and resources relating to gender equality. It is circulated directly to around 700 (mostly) women (an increase from 200 in 2012) and published online. Relevant items are republished by editors of other newsletters, thus reaching a much broader audience.

Outreach activities

> Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

The central University, departments and colleges organise more than 3,000 outreach activities annually with groups from primary age upwards, spending more than £6 million and reaching 79% of UK schools with post-16 provision through summer schools, school visits, student shadowing schemes, e-mentoring, aspiration days and teacher events. Our primary aim is to increase applications from schools which do not have a history of sending pupils to Oxford, although event organisers are also mindful of the need to attract more BME students and, in certain subjects, women. Due to the scale of activity it is not possible to collect comprehensive data on staff and student involvement in events or participants.

The University's flagship access programme, the UNIQ summer schools, provides first year A-level students with an insight into life at Oxford. In 2016, 874 participants (65% female) took part across 28 subjects. UNIQ participants who apply to Oxford have a success rate of around 40% compared with around 20% for all applicants; around a quarter of all participants go on to study at Oxford.

Considerable effort has been put into increasing the proportion of female students in STEM subjects, particularly by departments in MPLS, for example:

- Since September 2014, Computer Science has reached 3,913 female students (44% of participants), through a mixture of targeted and non-targeted events, including an annual Women in Computer Science event and a partnership with local Girl Guides which brings groups of girls to the department to experience science at university.

- In April 2015, 387 female students from 56 schools attended an extended version of the annual Women in Mathematics event. 'It All Adds Up' has now been established as an annual event.

Figure 29: Webpage advertising the annual Maths outreach event for girls, *It All Adds Up*

The University signed up to the Government's Women in Technology and Engineering Compact, launched May 2014, making a public commitment to 'strengthen, develop, and promote activities, existing and planned, that encourage the engagement of women in all STEMM subjects and especially technology and engineering within the University and beyond it'.

MPLS has developed a project to actively engage parents of primary schoolchildren in science and maths. *Parents for STEM Futures* has two components:

- A digital resource to show how creative and exciting STEM subjects are, to dispel stereotypes about who 'belongs' in STEM fields, and to encourage parents and children to explore the opportunities offered by a STEM career.

- A programme to train parents of primary schoolchildren to organise and deliver events reaching out to other parents in Oxfordshire primary schools to create supportive local networks to encourage STEM interest and study.

Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Achievements since last award:
- Increased the number of department award-holders from five Silver and 15 Bronze to 20 Silver and seven Bronze.
- Four applications from Social Sciences departments.

A strong focus of our work has been to engage departments with AS to ensure that:

- Each has a clear action plan in place;
- There is broad-based ownership of issues and effective implementation of actions;
- The University is able to benefit from innovation and leadership at department level;
- We engage a wider range of resources than if relying solely on central action.

'I genuinely think Athena SWAN is doing what it's supposed to do and that policies are becoming more female-friendly' – female academic, MSD

'[The department] has a very progressive outlook on improving itself. It really seems to want to improve the working conditions and atmosphere, not just tick the boxes and pay lip service to it' – female researcher, MSD

The Senior Equality Advisor co-ordinates all work on AS, working closely with divisional AS Co-ordinators. Together they support departments to apply for awards and implement action plans through:

- Central provision of staff and student data using standard templates to enable longitudinal and cross-University benchmarking;
- Written resources to guide the application process, based on feedback on previous applications and experience of sitting on panels;
- Workshops to support the application process, e.g. with speakers from departments further on in their AS journey;
- Review of and face-to-face feedback on all applications;
- Development of Oxford's first staff experience survey to enable comparison of experiences by gender across departments, divisions and the institution as a whole;
- Workshops for HoDs and AS leads to learn from the experience of speakers from Gold departments and experts in organisational change;
- Information sharing and networking events on specific themes, e.g. workload allocation.

We have successfully supported all STEMM departments to apply for and progress to higher awards, and currently hold 20 Silver and seven Bronze awards. Our first four Social Sciences departments have submitted applications and plans are in place to ensure that all 50 academic departments have submitted applications by 2021. Additionally, we will support all P&S departments to undertake a self-assessment.

Action 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.

Action 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.

We will also continue to build on the wealth of good practice at department-level, to share experience widely and support implementation of action plans.

Action 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.

Action 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.

This support will be enhanced by the establishment of annual diversity awards to celebrate success.

Action 1.8: Establish VC's E&D awards to be celebrated at an annual ceremony; publish case studies of all shortlisted nominations to share good practice.

6. SUPPORTING TRANS PEOPLE

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

Current policy and practice

> Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

Our aim is to be a fully trans-inclusive organisation and we are currently revising our Transgender Policy and Guidance, first introduced in June 2013, with input from staff and students. We:

- Reflect the views of our trans community in all our policies and language (using 'trans' and 'transitioning', rather than the 'undergoing gender reassignment' of the Equality Act).

- Publish guidance on supporting non-binary people, and on use of non-gendered language: we were among the earliest universities to introduce the options of Mx or no title for our staff and student records.

- Have procedures in place to support people who wish to transition, including identifying a key contact in their department. Confidential advice is available from a dedicated advisor in the EDU.

Figure 30: Poster created for trans day of visibility, 2017, featuring vice-chair of the LGBT+ Advisory Group, Clara Barker

- Provide general briefings and training for key members of staff, including harassment advisers and HR officers, and tailored training from Gendered Intelligence, and a trans member of staff.

- Have converted some toilets to gender neutral facilities, and include some in new builds, but also retain gendered toilet facilities to meet staff preferences, including those of Muslim staff and women who have experienced sexual violence.

- Are a member of the Stonewall Diversity Champions programme, and improved our score by 50% last year (now 187 of 439 entrants).

- Have an active LGBT+ Advisory Group, which currently has a trans Vice-Chair and which has contributed to initiatives to increase trans awareness:

  - Nineteen members of staff took part in the Stonewall Role Models programme to increase the number of openly LGBT+ role models across the University.
  - Transgender activist and singer CN Lester delivered our 2017 LGBT History Month lecture, introduced by our VC.
  - Our LGBT History Month included a series of events, including the launch of Out in Oxford, an LGBT+ trail of the University's museums and libraries, which shows that LGBT+ people have always been an integral part of the University.
  - The Pitt Rivers Museum hosted 'My Normal Takeover the Museum!' – an event curated by My Normal, an arts based project to give LGBT+ young people safe spaces.
  - A talk by trans comic writer Sophie Labelle attracted many young people from the region.

Monitoring

> Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

We asked questions about gender identity history in our first staff experience survey: although trans numbers were low, we were able to look at free text responses to look for patterns of experience.

We monitor case summaries from harassment advisers, which would flag up transgender issues.

Further work

> Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

We will consult staff on our revised transgender policy and guidance, which has additional material to support our development as a trans-inclusive organisation. Once revisions are agreed, we will organise briefings for key staff.

Through continued participation in local events such as Oxford Pride we maintain awareness that the University is a supportive employer for LGBT+ people.

7. FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

8. ACTION PLAN

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

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

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

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

University of Oxford Athena SWAN action plan 2017-21

	Objective	Actions	Responsibility	Timescale	Success measure
1. Engage all departments with gender equality					
1.1	All academic departments and faculties: • achieve Athena SWAN awards; • effectively implement Athena SWAN action plans; and • progress to higher awards.	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	Workshop held summer 2017; at least three new applications submitted in each round	All 50 academic departments hold awards by 2021, including over 50% at Silver/Gold
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;	Divisional AS Co-ordinators and Senior Equality Advisor	Ongoing	

	Objective	Actions	Responsibility	Timescale	Success measure
		• Developing and implementing a communications strategy to support dissemination of good practice; • Organising an annual workshop for HoDs and SAT leads with external speakers.			
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	
1.4	All departments identify and address gender issues relevant to professional and support staff	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 at least three departments in 2017-18 By 2019-20	All UAS and GLAM sections have E&D action plans in place
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	Reduced job segregation in key roles; specific targets to be identified once analysis is complete
1.6	Colleges identify and address gender issues	a) Work jointly with the colleges and the ECU to develop AS for colleges.	Senior Equality Advisor	2017-18 2018-19	AS for colleges piloted in at least three colleges

	Objective	Actions	Responsibility	Timescale	Success measure
		b) Pilot in at least three colleges			New actions introduced as appropriate
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	
1.8	Recognise, promote and celebrate good practice in all areas of diversity	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	Awards established and celebrated annually Case studies published Good practice replicated in other departments
2. Continue to strengthen recruitment processes					
2.1	Reduce the potential for bias in recruitment	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	The proportion of women is maintained from application to short-listing and appointment stages in
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	From 2017-18	

	Objective	Actions	Responsibility	Timescale	Success measure
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	Autumn 2017	recruitment at all levels
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	From Summer 2017	
2.6	Increase the number of female applicants to roles in which they are under-represented	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	The proportion of women applying to posts at all grades is at least in line with the proportion in the grade below
2.7		a) Undertake an audit of IARU member organisations to understand different strategies and best practice in recruitment b) Introduce actions relevant to the Oxford context	PVC E&D	Summer 2017 2017-18	
		Discipline-specific actions introduced and implemented under department Athena SWAN action plans (actions 1.1-1.3)			
		Actions to address job segregation in P&S roles introduced and implemented (action 1.5)			
		Actions introduced to increase applications to AP roles (actions 3.1 and 3.2)			

	Objective	Actions	Responsibility	Timescale	Success measure
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	Apprenticeships Manager with departments	From Summer 2017	At least 30% of STEM-oriented apprenticeships are taken up by women
2.9	Ensure availability of accurate recruitment data	Introduce a mechanism to capture monitoring data for college-led AP appointments	Conference of Colleges, with Head of R&D	2017-18	Complete data set available for analysis
3.		**Increase the proportion of women in AP and senior research roles**			
3.1	Increase the proportion of women applying and appointed to AP posts	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	Personnel Committee, with Conference of Colleges and Heads of Division HR Director	2017-18 2018-19	At least 35% women in AP and senior research roles by 2020
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 Divisional Secretaries and Conference of Colleges	2017-18	

	Objective	Actions	Responsibility	Timescale	Success measure
3.3	Identify appropriate mechanisms to support outstanding researchers and DLs to transition internally to AP and senior research roles	a) Undertake a mapping exercise to identify i) existing career development posts used by departments (including 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	
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	OLI and MSD Assistant Registrar Research	2017-18 2018-19 2019-20	
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	
	Support the retention of female APs	*a) Ensure female academics receive appropriate career development advice and support (actions 4.1, 4.2 and 7.4)* *b) Address issues relating to academic workload (actions 5.1-5.4)* *c) Support women's leadership aspirations (action 6.3)*			

	Objective	Actions	Responsibility	Timescale	Success measure
4. Ensure appropriate career development for all					
4.1	Ensure appropriate career development advice and support for women in mid to senior academic and research roles	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	At least 90% of academics report feeling supported to think about their career development, with no difference by sex
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	
		Ensure that all academic staff are offered an annual career development discussion (action 7.4)			
4.3	Ensure that all researchers, and women in particular, receive appropriate career development advice and support	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 Professional Development	2018-19	At least 90% of researchers report feeling supported to think about their career development, with no difference by sex
4.4		a) Building on the recently approved PGR development strategy, develop and implement a development strategy for researchers;	Head of RS	2017-18	

	Objective	Actions	Responsibility	Timescale	Success measure
		b) Introduce a minimum entitlement to protected time for career development for researchers			
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	
		Ensure that all researchers are offered an annual PDR and that the quality of discussions continues to improve (see actions 7.3, 7.6 and 7.7)			
4.6	Develop a full understanding of gender differences in research grant application and success rates	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	A full set of data on research grant applications available for analysis At least 35% women in senior research roles by 2020

	Objective	Actions	Responsibility	Timescale	Success measure
4.7	Provide consistent support for research grant applications	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 Research Research Committee	2017-18 2017-182018-19	
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	
4.9	Enhance support for researchers to apply successfully for research grants and progress to senior roles	Learn from department good practice to develop a framework to build the experience of early career researchers as co-PIs	Director of RS, with divisional E&D leads	2018-19	
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	

	Objective	Actions	Responsibility	Timescale	Success measure
4.12	Promote women's entrepreneurship	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	% 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
4.13		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	
4.15	Support the career progression of professional and support staff	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	At least 50% representation of women at all grades

Increased numbers of staff taking up secondment opportunities |
| 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 | Senior Equality Advisor, with Head of | 2017-18 | |

	Objective	Actions	Responsibility	Timescale	Success measure
		enhance existing career development support as necessary	Professional Development		
		Continue to improve the quality of PDR discussions (see action 7.5)			
5. Ensure fairness and transparency of academic workload					
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	
5.2	Ensure fairness and transparency of academic workload	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 • 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	Divisional E&D leads	2017-18	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

	Objective	Actions	Responsibility	Timescale	Success measure
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	
6.	**Achieve strong representation and voice of women in decision-making at all levels**				
6.1	Ensure that women taking on University and Divisional committee positions are empowered to contribute effectively to decision-making	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	Feedback from committee members shows they feel able to contribute effectively decision-making
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	
6.3	Ensure that women at all grades are supported to pursue their leadership aspirations	a) Map and document approaches used within departments to create opportunities for early career researchers and academics, especially women, to gain leadership experience	Senior Equality Advisor, with Divisional AS Co-ordinators	2018-19	Guidance on developing leadership experience at all career stages published

	Objective	Actions	Responsibility	Timescale	Success measure
		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			Introduce a survey to assess the proportion of researchers being given opportunities to develop leadership experience
7. Ensure consistency of HR practice across all departments					
7.1	Ensure that all staff receive an effective induction on joining the University	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	90% of all staff joining within the last two years report that their induction was useful
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	HR Director with Divisional Secretaries	2018-19	

	Objective	Actions	Responsibility	Timescale	Success measure
		c) Communicating where responsibility for delivering induction lies to Heads of Department, local-level HR staff and managers			
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	2017-182018-19	
7.4	Ensure that all staff have a regular PDR that they consider to be useful	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	100% of eligible staff report having been offered a PDR Less than 10% of staff report having found their PDR 'not at all useful'
7.5		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	
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	

	Objective	Actions	Responsibility	Timescale	Success measure
7.7		Run workshops at department level to improve managers'/supervisors' confidence in conducting PDR	Professional Development Advisors	From 2018	
7.8	Ensure that all staff with responsibility for managing people have the knowledge and skills to do so effectively	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	In the HR Compliance Audit, all departments indicate that managers are adequately supported
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	
		Build a consideration of needs around management skills into the review of induction processes (see action 7.1)			
7.10	Understand and address the disparity in women and men P&S staff employed on fixed-term contracts	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	Differences in the proportions of men and women on fixed-term contracts understood, and targets for improvement set as appropriate
8. Ensure equal pay for equal work					
8.1	Ensure equal pay for equal work	Conduct further investigation of the pay gaps identified in analysis by contract type in order to establish the	Reward Manager	2017-18	Actions on equal pay are informed

	Objective	Actions	Responsibility	Timescale	Success measure
		reasons for the gaps and target any actions appropriately			by a full understanding of the reasons for any differences
8.2		Investigate the use of additional pay and practice in setting starting salaries for Associate Professors	Reward Manager	2017-18	
		Introduce further actions on completion of the senior equal pay audit (summer 2017)			By 2021, a reduction in any gender pay gaps that are not objectively justifiable
9. Eliminate bullying and harassment					
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	By 2021, less than 5% of staff experience bullying and harassment, and gender differences have been eliminated
9.2	Reduce the incidence of bullying and harassment	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	
10. Extend the University's support for staff with caring responsibilities					
10.1	Provide a comprehensive	Lead a LERU project to collate examples of good practice, distil lessons around the effective	Senior Equality Advisor	2017-18	Report published

	Objective	Actions	Responsibility	Timescale	Success measure
	package of support for carers	management of family leave for researchers and influence practice sector-wide			Evidence that other HEIs are adopting good practice
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	Evidence that staff are making use of new support measures
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	
11. Promote and celebrate a full range of diversity in scholarship					
11.1	Promote and celebrate women as both scholars and subjects of research	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;	TORCH, Senior Equality Advisor and divisional E&D leads	2018-19 2019-20	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

	Objective	Actions	Responsibility	Timescale	Success measure
		• 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.			