Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
Students						
1. Sustain progression towards gender equality in undergraduate admissions; achieving at least 30% female undergraduate admissions across all Mathematics degrees, by 2025	2019 data: 28% undergraduate F (all subjects) 29% undergraduate F (single subject) Baseline outreach figures: 262,000 subscribers to MI's YouTube Channel 22,500 Twitter followers 10,500 Facebook followers 2,670 Instagram followers	1.1 Through participation in ACME (Advisory Committee on Mathematics Education), lobby the Government to ensure that state schools continue to receive national funding for Further Maths	Oct-20	2021	Prof Martin Bridson (Vice-Chair ACME)	1.1(i) Advanced Maths Support Programme continues to receive funding to support state schools 1.1(ii) Funding continues to increase in real terms
		1.2 Increase digital outreach content to grow accessibility, incorporating 'It All Adds Up' and other content to reach under-represented groups. 1.2.1 Livestream and widely share Public Lectures e.g. to school students thinking about University, for public engagement with research (Re gender of invited speakers, see objective 15) 1.2.2 Implement systems to evaluate and learn from impact across age/gender profile of subscribers / followers across social media (e.g. likes, retweets/shares, views) 1.2.3 Build Instagram profile, whose users are more female than other social media	Oct-21	Sept-23	AOC / ERM	1.2 (i) 100% of public lectures and 50% of all other events accessible online 1.2 (ii) 25% increase website access 1.2 (iii) increase followers by 20%
		1.3 Build upon the successes of our outreach programme to engage girls in Mathematics	Jan-21	Annual	DUS	1.3 (i) Annual report on HEAT data to assess impact and focus outreach efforts

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
		1.3.1 'It All Adds Up' is run annually, and feedback from participation is reviewed to inform future improvements and measure success	Oct-20	Annual	SLO / AOC	1.3.1(i) Attendees to It All Adds Up are identified as coming through the Oxford pipeline 1.3.1(ii) Positive feedback from attendees
		1.3.2 Collaborate with external partners (LMS, EPSRC, other Russell Group universities) to develop and implement events which focus on engaging girls in Maths, identifying opportunities to apply for diversity funds	Oct-21	Sept-23	WL/AOC	1.3.2 (i) Diversity funds are applied for and secured 1.3.2(ii) At least 1 collaborative event is arranged within 3 years
		1.4 Implement Admissions Process Review recommendations;				
		1.4.1 Make admissions manual available for tutors	Oct-20	Oct-21	AOC	1.4.1 (i) Manual created, refreshed and circulated annually
		1.4.2 For GCSE applicants, contextualised GCSEs will be used for admissions instead of proportion of A*s at GCSE. For non-GCSE (overseas) applicants, adopt the suggested alternative method of modelling the ranking variable (PSI)	For 2020 Admiss-ions cycle		AOC	1.4.2 (i) Revised processes implemented

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
		1.4.3 Working Group considers (a) why certain groups do less well at MAT even when school exam results are controlled for; (b) how these effects might be mitigated; (c) what might underlie differential bias across questions and makes recommendations to Admissions Committee	Dec-20	July-21	DUS / APR Working Group	1.4.3 (i) Actions are incorporated into the AS Action Plan
		1.4.4 Colleges and Department work together to ensure applicants have similar numbers of interviews with parity of process	For 2021 Admiss-ions cycle		DUS / AOC	1.4.4 (i) Agreements and protocols in place with Colleges 1.4.4. (ii) All candidates receive same number of interviews at admissions 1.4.4 (iii) New tool used at final meeting to identify near-miss candidates
2. Reduce the gap between male and female attainment of firsts for Parts A&B to 4.4% by 2025	In last two years, 35% female students achieved a first, compared to 40% male (2019) and 54% (2020)	2.1 Implement recommendations of the 'Mindsets and Diversity Project: understanding and addressing attainment gaps amongst Oxford undergraduates in highly mathematical subjects'	Nov-20	Jun-21	DUS / FTA	2.1(i) Recommendations lead to a SMART action plan to achieve objectives over 4 years
		2.2 Gender Attainment Working Group review concludes, recommendations made	Jan-21	Jun-21	DUS	2.2 (i) Recommendations are implemented and monitored accordingly
		2.3 Implement recommendations of assessment methods report commissioned by Teaching Committee	Dec-20	Jun-21	DUS	2.3 (i) Recommendations are implemented and monitored accordingly

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
3. Reduce the gender gap in progression of female students into the 4th year of undergraduate degree (Part C) to 4% by 2025	2017/18: 55% female and 63% male students progressed into 4th year	3.1 Annual analysis of data to identify themes and adapt to any emerging trends	Nov-20	Annual	HOD / DUS	3.1 (i) Issues identified and actions recommended to Teaching Committee / EDIC 3.1 (ii) percentage increase of female progression into 4th year
4. Sustain progression towards gender equality in postgraduate admissions; achieving at least 30% female admissions across all Mathematics postgraduate taught and research courses, by 2025	2019 data: 29.5% female postgraduate taught students 2019 data: 23% female postgraduate research students	4.1 MSc course review undertaken to improve admissions, teaching and examining processes across department	Jul-21	Dec-21	HOD/ DGS(T)	4.1(i) Review is completed and gender-related recommendations are made and implemented
		4.2 Work with the Development Office to introduce three fully funded studentships to promote Equality & Diversity	2021	2023	HOD/ HAF/ DGSs	4.2 (i) Funds are secured 4.2 (ii) Studentships are advertised 4.2(iii) Students are enrolled
		4.3 Deliver an accessible, co-ordinated, attractive web presence; including development of the Virtual Open days – to represent Mathematics at Oxford in an encouraging and informal way	Oct-21	Jun-22	DGSs / HAA	4.3 (i) Website info live, and data provides evidence of increased online traffic 4.3(ii) Positive feedback from applicants
		4.4 Implement a consolidated approach to supporting and encouraging students to accept offers; including post-offer induction (webinar and events). Gather data to understand why offers are not accepted to inform future actions	Oct-20	Jun-21	DGSs / HAA	4.4 (i) Implement system to collate feedback form new students, report on findings and implement recommendations

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
5. Reduce the gap between male and female attainment at postgraduate taught level, to 2% by 2025	2019: Distinctions awarded to 41% female 47% males Merits awarded to 22% female 26% males	5.1 MSc course review undertaken to improve admissions, teaching and examining processes across department	Jul-21	Dec-21	DGS(T)	5.1 (i) Review is completed and gender-related recommendations are made and implemented
6. Raise awareness and uptake of learning and development opportunities, especially among postgraduate students	2019 data: 11% female and 16% male postgraduate students accessed training	6.1 Improve communications to publicise University and department learning and development (L&D) activities; across induction, through a regular 'training news' item in Student bulletin, encourage Research Groups and to share opportunities	Jan-21	Annual	HAA	6.1(i) 30% of female and 30% of male postgraduate students have engaged in L&D provided by the University annually by 2025
		6.2 Monitor and report on uptake of student L&D activity within department, including Fridays@4 and Mock interviews, with a particular focus on females	Oct-21	Annual	ECR Advisors / DUS / DGSs	6.2 (i) Evidence of impact of departmental L&D activity in student surveys 6.2 (ii) 80% of Mock Interview opportunities are filled, including 30% female attendance, by 2023
People						
7. Improve staff and student awareness and uptake of wellbeing support	Covid survey (July 2020): 71% overall staff satisfaction with wellbeing support (59%	7.1 Consider latest staff experience survey data, once available, and based on that consult with students and staff to develop departmental Wellbeing Strategy, ensuring that provision complements and enhances existing arrangements provided by College and central services	Sep-21	Dec-21	HFSHR / DUS / DGSs/ HAA	7.1 (i) Wellbeing strategy developed, incorporating SMART objectives

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
	within academic faculty) Low EAP usage (1 March - 19 July 2020): 4 calls, 3 accounts created	7.2 Evaluate the Employee Assistance Programme, launched in March 2020, to identify ways to encourage uptake, needs for additional support and consider expansion to postgraduate students	Apr-21	Jun-21	HAF / HFSHR	7.2(i) Evaluation complete and report to EDIC with recommendations to reflect emerging themes 7.2(ii) 75% of staff aware of the EAP, and My Family Care services
		7.3 Conduct termly Covid survey to gauge wellbeing and adapt support accordingly (see also at Action 11.2); and introduce additional wellbeing questions into biennial student surveys.	Nov-20	Dec-21	HFSHR / HAA	7.3 (i) 80% overall staff satisfaction with wellbeing support (including 80% within academic faculty) by Nov 2021
		7.4 Introduce structured assessment of sickness data and return to work discussions to determine areas for future action and themes for support	Dec-21	Annual	HAF / HFSHR	7.4 (i) Reduction in staff sickness absence by 2025
		7.5 Implement mental health training to equip those who support staff and students	Dec-21	2025	HAF / HAA / HFSHR	7.5 (i) 100% of managers, student supervisors and staff in student facing roles undertake mental health awareness training by 2025
8. Increase the gender diversity among academic staff to at least current national average, 22%	2020: 18.5% female 'academic' staff (national average 22.4%) 2020 data: 15% female	8.1 Develop a recruitment strategy to ensure best practice across all recruitment exercises, requiring; • broad advertising strategy, inclusivity of language and style, stating key dates in advance to support candidates' planning • flexibility around interview dates • proactive search protocols, including Keep in Touch and engagement with	2021	2023	HOD/ AHOD CD / HAF / HFSHR	8.1(i) At least 1 recruitment process chaired by a female in next 3 campaigns 8.1 (ii) At least 1 search panel led by a female in next 3 campaigns 8.1(iii) 30% of potential applicants identified by search panels are female

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
female or higher, within next 5 years	applicants for AP posts 2020: 19% of applicants invited to interview were female (20% of female applicants are shortlisted, compared to 14% of males applicants)	female contacts (e.g. speakers/visitors / previous applicants) • panels that are representative, trained and well briefed • support for those making applications and attending interviews • record keeping, data evaluation and reporting on each recruitment exercise.				8.1(iv) 15% increase in female applicants over next 3 campaigns 8.1(v) At least 1 female appointment at AP level in next 3 campaigns 8.1(vi) 100% of panel members undertake recruitment and implicit bias training
		8.2 Explore budget and headcount permissions for extra post(s), to be held in reserve, so that the department is ready to appoint exceptional candidates if/when opportunities present	Oct-20	Oct-22	HOD / HAF	8.2 (i) Agreement to make an opportune AP appointment is in place
		8.3 Engage with central People Organisational Development unit to develop succession planning strategy to design effective career development support for internal pool with high potential, to prepare for future vacancies and leadership positions	Jan-22	Dec-22	AHOD CD / HFSHR	8.3 (i) At least 1 key decision making committee is chaired by a senior female academic 8.3 (ii) 100% of key decision making committees include at least 1 female academic
		8.4 Plan structured support for faculty around Recognition of Distinction, Titular Professor / Associate Professor title processes (see also action 10.1 below)	May-21	Annual	HOD / HFSHR	8.4 (i) Positive feedback from APs on support for promotions

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
9. Provide on-boarding support and a comprehensive induction to all new starters	Continuation of 2016 objective	9.1 Refresh and update processes to ensure that all new starters are aware of existing schemes and training, mentor support, societies and networks, etc. 9.2 Develop HR website to ensure that information is easily accessible pre-start and during employment	Jan-21 Jan-21	Dec-21 Dec-21	AHOD CD / ECR Advisors / HFSHR HFSHR	9.1(i) 100% of new staff receive an induction 9.1(ii) At least 85% of new starters find their induction useful via staff experience survey by 2023 9.1(iii) Continuous improvement enhances induction satisfaction to 95%
10. Provide all staff with the opportunity to reflect on their performance and discuss their career development aims as part of a departmental appraisal scheme	2019: 100% of ECRs (F&M) had an initial CDR 7%F and 13%M ECRs had a follow up CDR at 12months	10.1 Offer a Career Development Discussion (CDD) to every member of academic faculty outside of Initial Period of Office, every two years 10.2 Refresh Career Development Review (CDR) process for ECRs in line with revisions to the Concordat - following consultation with ECRs and the Advisors – and offer annually 10.3 Ensure that all eligible PSS have the opportunity of an annual Personal Development Review (PDR) review 10.4 CDD / CDR / PDR schemes are monitored for satisfaction and continuous improvements made based on feedback	Oct-20 Oct-21 Oct-20	Annual Annual Annual	HOD / AHOD CD / HFSHR ECR Advisors / HFSHR HAF	10.1(i) 100% of eligible academic faculty are offered a CDD every two years, with 30% uptake in first 2 years, rising to 60% in 5 years 10.2 (i) 80% of eligible ECRs have an annual CDR meeting. 10.2 (ii) At least 80% of ECRs are satisfied with their CDR meeting 10.3 (i) 100% of eligible PSS have a PDR meeting annually 10.3 (ii) At least 80% of PSS are satisfied with their PDR meeting annually
11. Increase awareness of, and uptake of, the schemes available to support career	2019 data: 54 staff attended training events (20F / 34M)	11.1 Staff are actively encouraged to: – undertake training and development; – take up leadership training and mentoring opportunities (e.g. Academic Leadership Development Programme)	Oct-22	Annual	HOD / AHOD CD	11.1(i) All staff engage with at least 1 learning event within each academic year by 2025

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
progression, across Academic, ECR and PSS staff groups	2018 staff survey data: 70%F and 86%M were satisfied they had the opportunity to take on new responsibility or develop new skills	11.2 Carry out termly Covid-19 survey, to ascertain the extent of the Covid-19 pandemic on career development, and seek opportunities to mitigate these, with particular focus on those with significant caring responsibilities	Oct-20	Aug-21	HOD / AHOD CD / HAF	11.1(ii) At least 1 member of academic staff attends the ALDP annually

11.2(i) Covid Survey is distributed termly and gender-related outcomes reviewed for recommendations / actions (short/medium/long term) |
| | | 11.3 Consider departmental learning and development needs, informed by themes emerging from CDD / CDR / PDR schemes and strategic priorities.
− Define mandatory and desirable training aims,
− Encourage training uptake across the board, and recording of time in workload model,
− Lobby central University for better tracking systems including joined up approach with Colleges. | Nov-20 | Annual | HOD / AHOD CD / ECR Advisors / HAF / HFSHR | 11.3 (i) Training outcomes from reviews inform annual training plan
11.3 (ii) 80% of ECRs report that they are making use of 10 days' L&D time per year
11.3 (iii) Overall % of staff satisfaction with L&D increases to 85%, with no significant gender differential |
| | | 11.4 Enhance probation and end of Fixed term contract processes to ensure that ECRs get professional development and career planning advice to prepare them for their next career stage; including training | Jan-21 | Dec-21 | AHOD CD / HFSHR | 11.4 (i) 100% of staff are offered a meeting with HR at the end of a fixed-term contract to talk though options and support |

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
		and guidance for PIs to ensure good quality and consistency				
		11.5 Encourage wider take up of training, development and mentoring opportunities by PSS, including Work Learn Develop opportunities, line management training and Apprenticeships.	Oct-20	Annual	HAF	11.5 (i) At least 1 PSS apprentice post in recruitment planning / in post at any time within the department 11.5 (ii) At least 1 PSS undertakes professional qualification route through WLD, or externally, every 2 years
12. Develop the leavers process to ensure that we capture accurate destination data and learn from employee experience feedback	Continuation of 2016 Objective	12.1 Revise exit survey and move to online system for implementation across all staff groups, supplemented by optional face to face meetings.	Jan-21	Dec-21	ECR Advisors / HFSHR / IT Manager	12.1(i) Revised exit survey is developed and in use 12.1(ii) 90% of leavers either have an exit meeting or complete online survey
		12.2 Develop process to build and maintain a network of 'alumni', for Hooke & Titchmarsh fellows in particular	Jun-21	Dec-23	HFSHR	12.2 (i) Active network with 15 members established by end 2023
		12.3 Review exit responses for themes to enhance the support for ECRs at the MI, reporting to EDIC and ECR as appropriate	Jan-22	Annual	HFSHR	12.3 (i) Exit data reviewed annually and recommendations for action made to EDIC/relevant committees

Objective	Rationale	Action	Timescale Start	Timescale End	Person Responsible	Success Measures
Organisation & Culture						
13. Reduce departmental workload demands for academic and professional services staff, by 2025	2018 survey: 50% Academic (F25%/M53%) and 69% PSS (F30%/M45%) agree workload is fair and transparent 56% Academic (F25%, M60%) and 69% PSS (F67%/M82%) agree workload allocation is reasonable	13.1 Develop and pilot an accessible online workload model that visually represents individual workload across key categories, enabling comparison with anonymised colleagues across broad staff groups, for 12-months, 13.2. Review and consolidate feedback from users of pilot model during MT21 13.3 SMARTen workload objective, once data from workload model is available 13.4 During Self Evaluation exercise, identify areas to streamline effort, share best practice and minimise inefficiency where processes differ (e.g. Examination and Admissions), in preparation for the 5-year Departmental Review.	Jan-21 Jan-22 Jun-22 2022	Jun-24 Jun-22 Dec-22 2023	AHOD AP / HAF / HFSHR / IT Manager HOD/ AHOD AP / HFSHR HOD/ AHOD AP / HAF HOD	13.1(i) Pilot workload model implemented by April 2021 13.1(ii) Workload data is used to inform allocation of workload 13.1(iii) Achieve 60% (academic) and 80% (PSS) satisfaction with volume of workload in 2023 staff satisfaction survey, with no significant gender differentials 13.3 (i) Workload metrics are available and used to inform SMART targets for reduction 13.4 (i) Streamlining effort is set out as a key aim of Self-Evaluation process
14. Raise awareness of and participation in the range of networks, societies and informal groups for female and	Continuation of 2016 objective	14.1 Publicise, support and evaluate the annual programme of Mathematrix / Mirzakhani / LGBTQubed activities (providing budget where appropriate). Support organisers to access feedback to modify and develop activity. Support continuation of important networking activity in light of remote working, initially informed by Covid-19 survey.	Oct-20	Annual	Deputy Chair EDIC / HFSHR / ERM	14.1(i) Budget is provided for societies to support annual activities, evaluated by EDIC 14.1(ii) Feedback systems implemented and used to inform improvements

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
non-binary staff and students		14.2 Refresh and support informal networks, including Senior women's lunches, 'Her Dark Mathematicals' coffee break, Postdoc and postgraduate student induction lunches. Support continuation of important networking activity in light of remote working, initially informed by Covid-19 survey	Jan-21	Annual	Deputy Chair EDIC / HFSHR / ERM	14.2 (i) At least 75% of staff and students are satisfied with provision of societal and informal networking events
		14.3 Evaluate the initial year of the mentoring scheme for those undergraduate students staying on for 4th year	Oct-20	Apr-21	DUS	14.3 (i) 75% satisfaction with undergraduate mentoring scheme (from those who used it), feedback informs enhancements
		14.4 Run an annual International Women's Day (IWD) event, building on the success of 2020, generating more interest from across the Division and expand with other HEIs to run simultaneous, live-streamed events with a greater reach	Mar-21	Annual	Deputy Chair EDIC / ERM	14.4 (i) IWD is an annual event with 85% satisfaction from attendees 14.4 (ii) IWD reaches at least 200 attendees by 2023 14.4 (iii) IWD event joins up with other HEIs
		14.5 Celebrate AS successes and increase awareness of the scheme and benefits throughout department	Apr-21	Annual	HFSHR	14.5 (i) AS successes are celebrated through internal channels, and an annual summary circulated
		14.6 Produce an online, annual calendar of events specifically for women and non-binary staff and students	Sept-21	Annual	HFSHR / ERM	14.6 (i) A schedule of events (incorporating societies and internal gender-related events) is available and accessible to women and non-binary staff and student groups

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
15. Increase diversity of speakers, ensuring that at least 25% of invitations go out to female speakers across department as a whole.	2019: across all events 17% of speakers were female	15.1 Provide an annual briefing for Seminar Organisers and Research Group Heads, to engage them with the aim and to ensure accurate data capture of gender identity. Encourage organisers to use carer's support fund / virtual seminars. Encourage Research Groups to find a career development opportunity in ECRs to arrange seminars	Oct-21	Annual	HOD / Research Group Heads	15.1(i) 100% of speakers' genders captured (those invited and those speaking) 15.1(ii) 25% female speakers invited per annum by 2025 15.1 (iii) Attendance is monitored through annual data, circulated to EDIC & Research Group Heads with recommendations for action where appropriate
16. Identify intersectional equality issues (race, LGBT+, disability) for staff and students, develop targets, actions and monitoring processes to address these	New action	16.1 Analyse staff ethnicity data to identify ethnicity gaps along pipeline	Oct-20	Mar-21	HOD/HAF	16.1 (i) Communicate encouraging staff to update their diversity data (privately through self-service)
		16.2. EDIC consults with BME staff and students to identify priority issues and define priority objectives/ targets	Apr-21	Jul-21	Deputy Chair EDIC / HFSHR	16.2 (i) Discussion via focus groups, JCCU consultation, Department-Faculty meeting.
		16.3. Develop departmental Action Plan in support of University Race Equality Charter (REC), and Access and Participation plans working with Divisional E&D leads and EDU, ensuring intersection with AS action planning.	Jul-21	Dec-21	HOD / HFSHR	16.3 (i) SMART departmental race equality action plans in place 16.3 (ii) Equality impact assessment routinely undertaken (e.g. to inform development of new degrees)
		16.4 Develop actions across intersecting equality strands (LGBT+, disability) ensuring intersection with AS departmental and other institutional equalities plan.	2022	2024	Deputy Chair EDIC / HFSHR	16.4 (i) SMART action plans in place