

Application details

Name of institution	University of Oxford
Name of department	Mathematical Institute
Date of current application	November 2020
Level of previous award	Silver
Date of previous award	November 2016

Contact details for application

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Question	Words used
Letter of endorsement from the Head of Department	529
Description of the department	554
The self-assessment process	1334
Previous action plan*	
Progress report	2704
Current self-assessment and future priorities	1324
Future action plan*	
Overall word count**	6445

*The previous and future action plans should contain no commentary contributing to the overall word limit

** An extra 500 words have been agreed to describe the impact of the coronavirus pandemic

Overall word limit: 6500 words

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Section 1 – Introduction to the department and the self-assessment process

In Section 1, applicants should evidence how they meet Criterion 1:

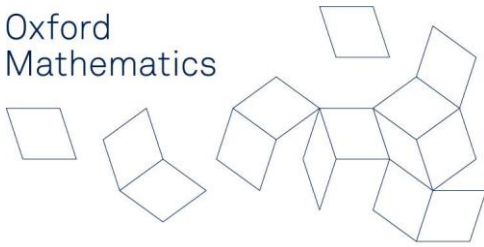
- + an organisational structure is in place to carry the action plan forward and continue the self-assessment process.

1.1. Letter of endorsement from the head of department

Please insert (with appropriate letterhead) a signed letter of endorsement from the Head of Department.

If the Head of Department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement (additional 200 words) from the incoming Head of Department demonstrating their personal commitment to supporting Athena SWAN activity in the department.

(529 words - Recommended word count: 500 words)



25 November 2020

Dear Athena SWAN Manager,

I am pleased to support our Athena SWAN renewal. I joined the self-assessment team in September 2018 on becoming Head of Department and, because this area of work matters greatly to me personally, I decided to Chair the Equality, Diversity & Inclusion Committee in October 2020. Our Departmental Strategy aims to create a working environment where all staff and students can achieve their full potential, and I am proud that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department's efforts towards that aim over the last four years.

2020 has been an exhausting year and we carefully considered whether to press ahead with our application given the unprecedented demands on everyone at home and work. Because of the excellent effort the team had already put in, we decided to submit now and advance our energies towards achieving future actions.

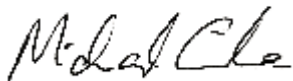
I'd like to highlight some notable achievements since our 2016 application:

- We appointed our first female Statutory Professor from our existing faculty, Professor Dame Frances Kirwan, who has been key to embedding Athena SWAN values and championing career development provision for early career researchers.
- The ongoing success of our prestigious Hooke and Titchmarsh Postdoctoral Fellowships, which attract a high number of women and provide an exceptional springboard into an independent academic career.
- Increases in gender diversity across most student/staff groups, with female PGT numbers almost doubling.
- Exceptional outreach efforts to attract a high proportion of applications from female A* Further Mathematics pupils.
- Our popular networking, career and skills development series for postgraduate students/ECRs, Fridays@4, won a well-deserved Divisional Teaching Award in 2019.
- Restructuring the Professional Services Staff management team to create a Head of Faculty Services & HR post (one of the first at Oxford) has enabled the implementation of key strategic people-related projects.

Looking ahead, our greatest priority will be innovation in our quest to diversify our faculty. In the last four years, we selected a female candidate for a permanent Associate Professor appointment once; regrettably, she declined our offer. Our aim for the next review period is to recruit at least two female Associate Professors. The issues raised by Black Lives Matter are not new although incredibly important - EDIC will have an increased emphasis on racial equality and its intersection with gender. We will create new postgraduate scholarships to specifically promote equality and diversity. We remain committed to addressing the gender gaps at student admissions and attainment. An emerging concern is to mitigate the effects of Covid-19 on women's career development; evidence suggests that they are likely to be more severely impacted. Learning from the impact of this pandemic, we are ready to re-examine the way that we work, teach and communicate. We aim to streamline working practices to reduce workload and to making wellbeing a priority. The full consequences of leaving the EU are still unknown but we appreciate, more than ever, that our people are our greatest asset when we face exceptional circumstances.

Overall, we will strengthen our monitoring systems to improve our targeting and impact, challenging ourselves to reach the ambitious aims set out in our action plan.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Mike Giles', written in a cursive style.

Professor Mike Giles
Professor of Scientific Computing
Head of the Mathematical Institute

Acronyms

AS	Athena SWAN
AHOD (CD)	Associate Head for Career Development
AHOD (AP)	Associate Head for Academic Planning
AHOD (R)	Associate Head for Research
AOC	Admissions and Outreach Coordinator
AP	Associate Professor
APO	Academic Policy Officer (previous post)
APR	Admissions Process Review
ASWG	Athena SWAN Working Group
CEM	Conference and Events Manager
DC	Department Committee
DFM	Department-Faculty Meeting
DGS(T)	Director of Graduate Studies (Teaching)
DGS(R)	Director of Graduate Studies (Research)
DL	Departmental Lecturer
DPhil	Doctor of Philosophy (equivalent to PhD)
DPPM	Departmental Projects and Policy Manager
DUS	Director of Undergraduate Studies
EAP	Employee Assistance Programme
ECR	Early Career Researcher
ECRC	Early Career Researchers' Committee
EDI/ED&I	Equality, Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee
EDU	Equality and Diversity Unit
EPSRC	Engineering and Physical Sciences Research Council
ERM	External Relations Manager
FRS	Fellow of the Royal Society
FTA	Faculty Teaching Advisor
GAWG	Gender Attainment Working Group
GCC	Graduate Consultative Committee
GPC	Good Practice Committee (now renamed Equality, Diversity & Inclusion Committee, EDIC)
GSA	Graduate Studies Assistant
GSC	Graduate Studies Committee
H&T	Hooke and Titchmarsh Fellowships
HAA	Head of Academic Administration
HAF	Head of Administration and Finance
HEAT	Higher Education Access Tracker
HFSHR	Head of Faculty Services & HR
HOs	Harassment Officers
HOD	Head of Department
JCCU	Joint Consultative Committee for Undergraduates
LMS	London Mathematical Society
MAT	Mathematical Admissions Test
MCF	Mathematical and Computational Finance MSc
MF	Mathematical Finance MSc
MFoCS	Mathematics and the Foundations of Computer Science MSc
MI	Mathematical Institute
MMSC	Mathematical Modelling and Scientific Computing MSc

MPLS	Mathematical, Physical and Life Sciences Division
MSc	Master of Science degree
MTP	Mathematics and Theoretical Physics MSc
NC	Nominations Committee
OEC	Outreach Events Officer
PA	Personal Assistant
PDRA	Postdoctoral Research Associate
PDR	Personal & Professional Development Review
PGR	Postgraduate Research Student
PGT	Postgraduate Taught Student
PSS	Professional Support Staff
RC	Research Committee
REF	Research Excellence Framework
RF	Research Fellow
RSURF	Royal Society University Research Fellow
SAT	Self-Assessment Team
SLO	Schools Liaison Officer
TC	Teaching Committee
WCMB	Wolfson Centre of Mathematical Biology
WL	Whitehead Lecturer
WP	Widening Participation

Notes

Word count: we do not include tables or graphs, as per guidance. With regard to other figures, pictorial presentations are not counted (e.g. Figure 4) but have been included where they include a summary of our work or progress (e.g. Figure 8).

All student data as at University records 1 Dec 2019. All staff data as at University records 16 June 2020

University staff data records legal sex; we ensure inclusivity when obtaining feedback from our community by providing appropriate data gathering options for staff who do not identify as male or female.

1.2. Description of the department

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

The Mathematical Institute is one of 13 departments comprising the Mathematical, Physical and Life Sciences (MPLS) Division the University of Oxford.

We are one of the largest mathematical departments in the UK, a friendly community of 107 teaching faculty, 98 researchers and 64 professional support staff supporting 1,372 students (Table 1 and Figure 2). We are based in the Andrew Wiles Building, purpose-built in 2013, providing an excellent environment for mathematics in Oxford. The building reflects the beauty and power of mathematics in small architectural details (we're prouder than ever of the Penrose Paving, as seen outside in Figure 1!), and we proudly share the venue to benefit wider national and international mathematics communities and the public.



Figure 1: The Andrew Wiles Building

Our culture is inclusive and democratic, with a sense of mutual respect and support. Our mathematical research, impact and environment were ranked first in the 2014 Research Excellence Framework¹.

	F	M	Total	%F	%M	%F in 2016	Difference %F since 2016
Undergraduate (Single degrees)	170	412	582	29%	71%	26%	+3%
Undergraduate (All degrees)	260	658	918	28%	72%	26%	+2%
Postgraduate taught students	41	99	140	29%	71%	14%	+15%
Postgraduate research students	73	241	314	23%	77%	19%	+4%
Research only staff	22	76	98	22%	78%	21%	+1%
Academic staff (Non-Professorial)	8	31	39	21%	79%	19%	+2%
Academic staff (Professorial)	8	60	68	12%	88%	10%	+2%
Professional Services Staff	51	13	64	80%	20%	74%	+6%

Table 1: Student and staff headcount by gender

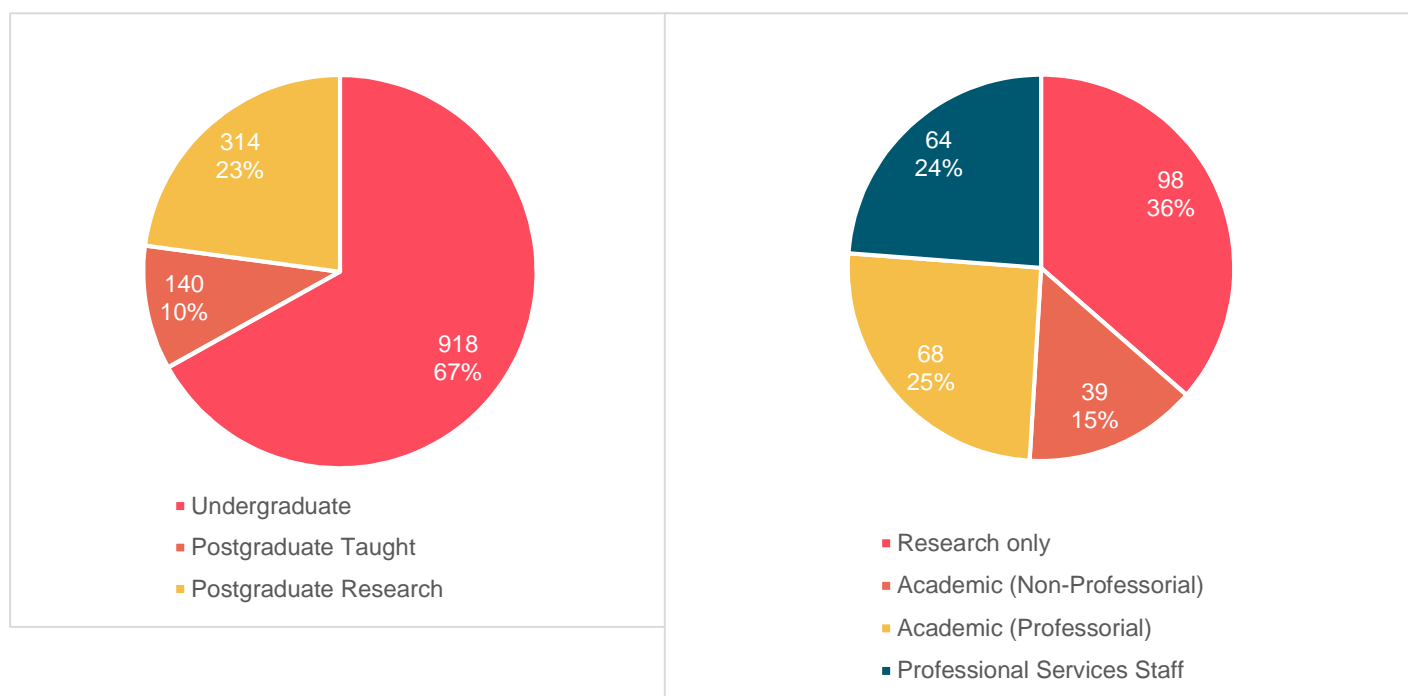


Figure 2: Student and staff numbers in the Mathematical Institute

¹ Our REF submission for 'Oxford Mathematical Sciences' is made jointly with the Department of Statistics.

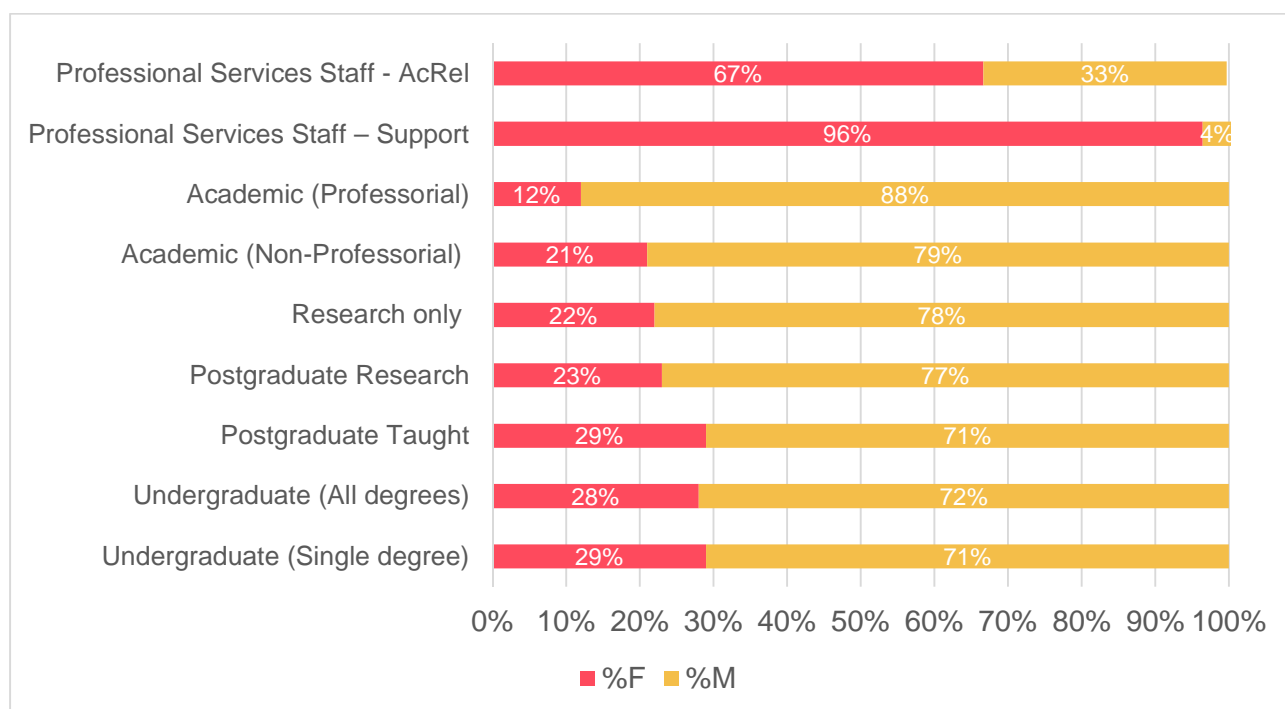


Figure 3: Gender across student and staff groups

While colleges are responsible for undergraduate admissions, the department coordinates admissions processes and selection criteria, including the Mathematical Admissions Test (MAT), and we lead significant outreach activity (Figure 12). We have seen a **2% increase in the proportion of female undergraduates since 2016** (Table 1). Undergraduate lectures are supplemented by small group teaching in colleges during the first and second years, before the department co-ordinates teaching of specialised options in the third and fourth years.

The department is responsible for the academic selection and support of postgraduate students on five one-year taught MSc courses and the DPhil in Mathematics (see Figure 4). We have seen a **15% increase in the proportion of female PGT students (29%F, 71%M), and 4% increase for female PGR students (23%F, 77%M)** (Table 1). Each postgraduate student belongs to a college, where they access student services and support.

As demonstrated in Figure 3, the gender gap grows slightly throughout the academic career, with a noticeable drop in females moving onto PGR study, and significant gap occurring in the move into professorial positions. For PSS the gender ratio is 2F:1M for staff in senior grades (Academic-Related, Grades 6-10), while 96% of the more junior roles are undertaken by women (Support Staff, Grades 3-5).

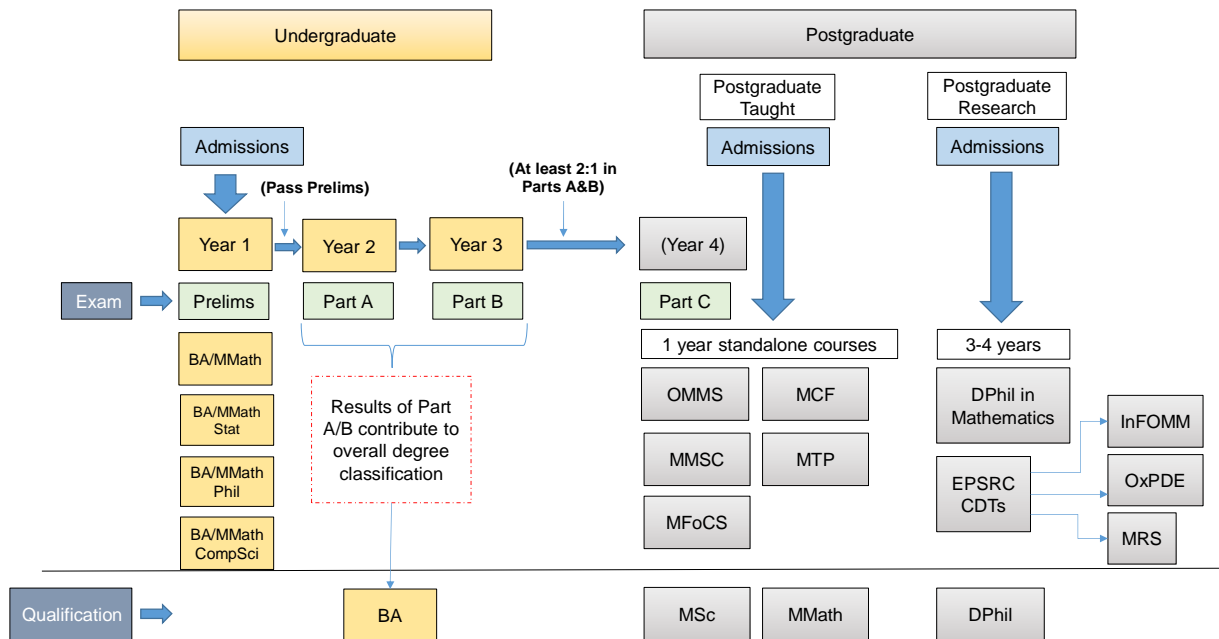


Figure 4 – Progression routes for Undergraduate and Postgraduate students

Our staffing structure is described in Figure 5. Most research posts are externally-funded, fixed-term Postdoctoral Research Associates (PDRAs) at Grade 7. In 2016, we created three-year Hooke & Titchmarsh Fellowships (H&T) at Grade 7 to support outstanding researchers beginning their independent careers in academia, and they have proven to be an important step for women advancing in their academic careers, with many former fellows moving on to permanent (or US tenure-track) academic appointments.

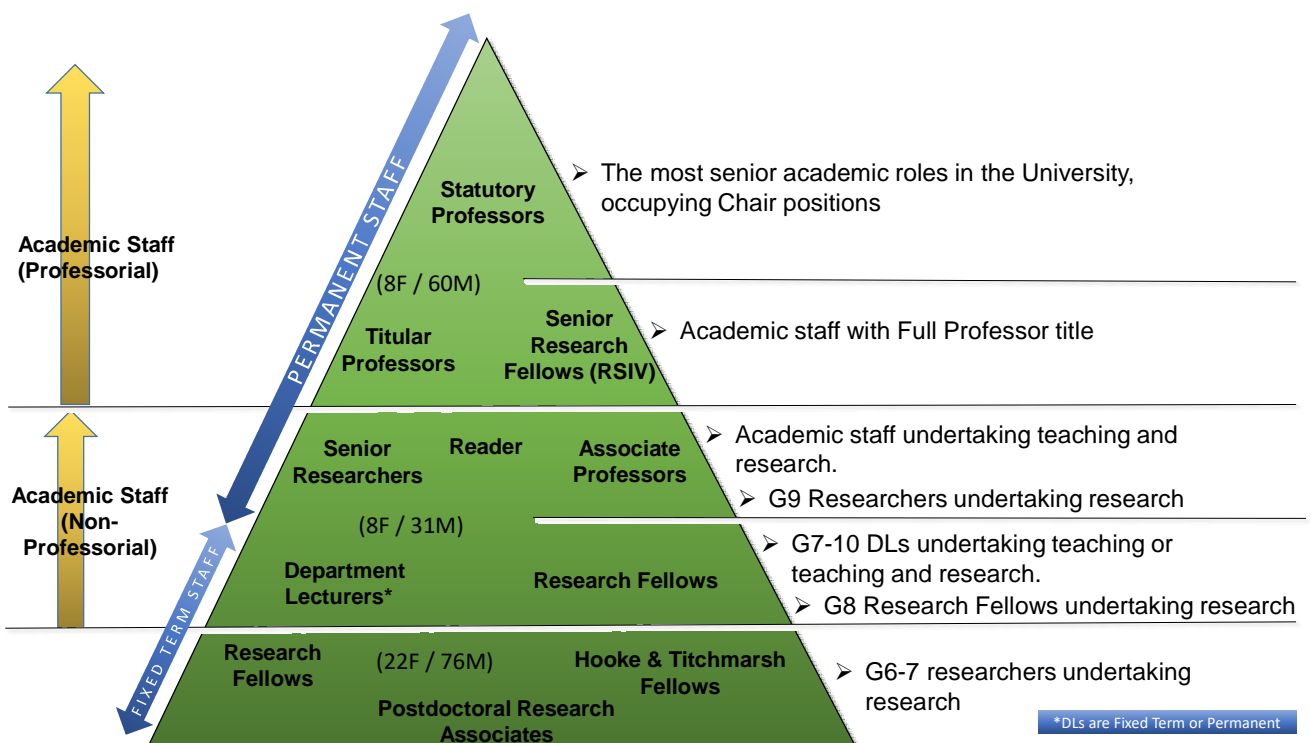


Figure 5 – Mathematical Institute’s academic staffing structure

The Institute is led by the Head of Department (HOD), who is supported by three Associate Heads of Department (AHODs), and by a democratic governance structure through Department Committee and its sub-committees (Figure 6). Department Committee advises the HOD on all matters of policy concerning the department, including the allocation of resources and strategic planning. It reports through the HOD to the MPLS Divisional Board.

Nominations Committee co-ordinates and makes recommendations to committees for staff membership, advised by the Equality, Diversity and Inclusion Committee (EDIC) which monitors the diversity of committees.

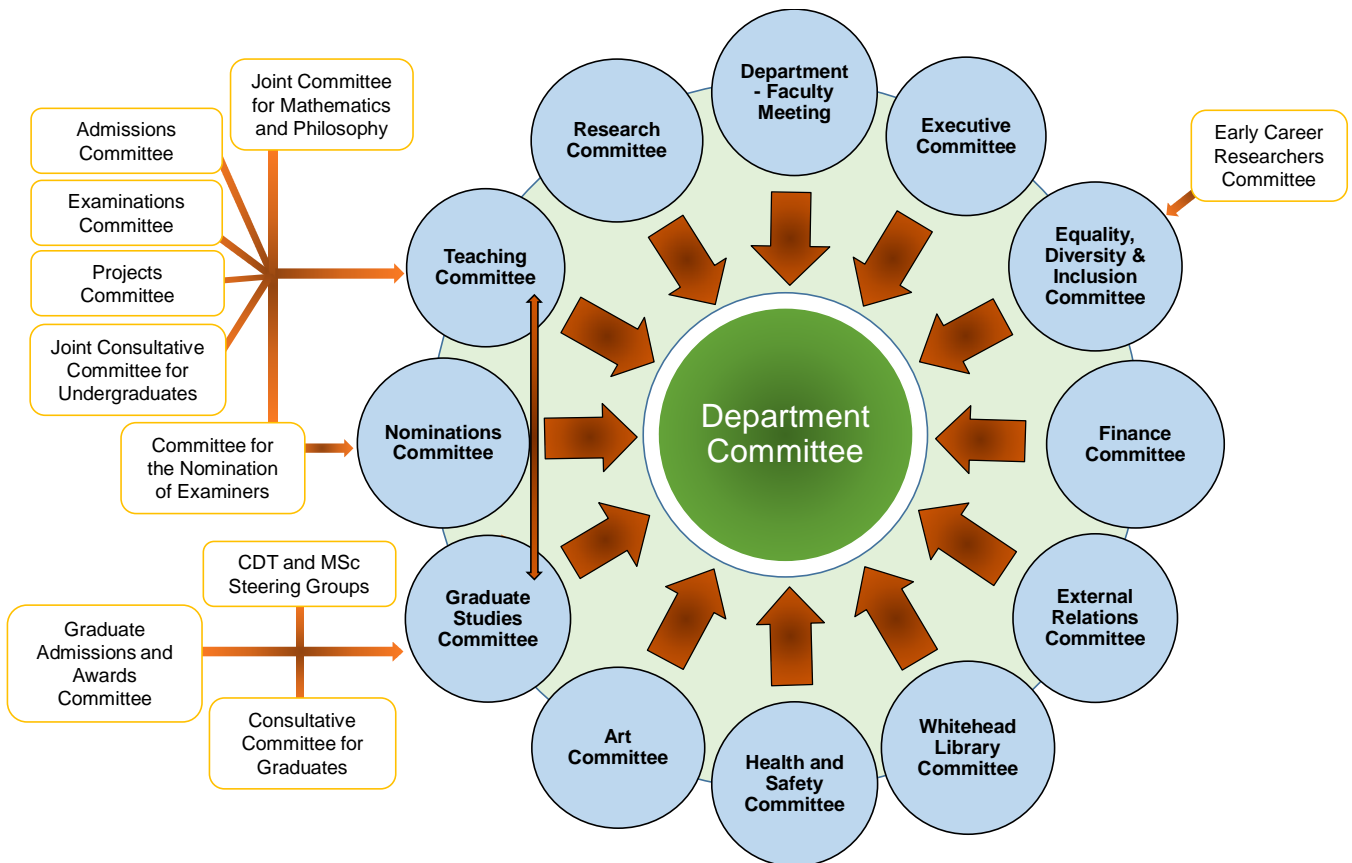


Figure 6: Mathematical Institute’s governance structure

The department supports various societies and networks for female and non-binary students and staff, including financially; the Mirzakhani Society for students, the Mathematrix discussion group for postgraduates, ECRs and staff, Her Dark Mathematics for all (Figure 7).



Figure 7 – posters and webpages from our societies and networks

(554 words - Recommended word count: 500 words)

1.3. The self-assessment process

Describe the self-assessment process. This should include:

1. a description of the self-assessment team
2. an account of the self-assessment process
3. plans for the future of the self-assessment team


The self-assessment team

The department has a well-established Equality, Diversity and Inclusion Committee (EDIC) – renamed from Good Practice Committee in 2019 to align with other University departments. EDIC has oversight of the department’s working environment for staff and students and reports directly to Department Committee. The Early Career Researchers Committee reports to EDIC, and an ECR representative serves on EDIC, thereby ensuring that equality issues relating to this group are well communicated. To make progress on areas of shared interest, EDIC works with other committees; in 2020-21, for example, it will establish a joint working group with Admissions Committee. The Working Group will review undergraduate admissions processes in light of the recommendations of the university’s 2019-20 Admissions Process Review relating to gender, and report to both committees.

As with all committees, EDIC membership is reviewed annually to ensure it remains representative of staff and students, and ideas are refreshed. Daisy Hung, MPLS Equality, Diversity & Inclusion Manager, attends and Professor Lambiotte, our Deputy Chair, is also a member of the MPLS E&D Steering Committee to ensure co-ordination with EDI work across MPLS and the University.

In 2019, EDIC convened the Athena SWAN Working Group (ASWG) to delegate responsibility for analysing data, running staff and student consultations, and drafting the renewal application. ASWG comprises five academics (2F/3M) and two PSS (2F) staff; four are also members of EDIC.








Together EDIC and ASWG members constitute the self-assessment team (SAT) (Table 2); comprising 10F/11M, our SAT is roughly gender balanced. Four members of the 2020 SAT were members of the 2016 SAT, ensuring continuity, whilst new members brought fresh perspectives.

	Name	Gender	Category	Role in department	Role on SAT
	Helen Byrne	Female	Academic	Professor of Applied Mathematics, previously Associate Head of Department (Academic Planning & Equality and Diversity)	ASWG Lead, Former EDIC Chair, member of EDIC

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	Coralia Cartis	Female	Academic	Associate Professor in Numerical Optimization; ECR Advisor (South Wing)	ASWG member
	Annie Drakes	Female	PSS	Receptionist	Member of EDIC
	Richard Earl	Male	Academic	Director of Undergraduate Studies; Chair of Joint Consultative Committee for Undergraduates	Member of EDIC
	Jocasta Gardner	Female	PSS	Head of Administration & Finance	Member of EDIC
	Mike Giles	Male	Academic	Professor of Scientific Computing, Head of Department	Chair of EDIC
	Ali Goodall	Female	PSS	Head of HR and Faculty Services.	Member of ASWG & EDIC
	Christopher Hollings	Male	Academic	Departmental Lecturer in Mathematics and its History	Member of EDIC

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	Peter Howell	Male	Academic	Professor of Applied Mathematics, Director of Graduate Studies (Research)	ASWG member
	Sara Jolliffe	Female	PSS	Administrator, Wolfson Centre for Mathematical Biology	Secretary of EDIC
	Laura Jones	Female	PSS	Departmental Project & Policy Manager (Project Manager for 2020 AS application)	Member of ASWG & EDIC
	Renaud Lambiotte	Male	Academic	Associate Professor of Networks and Nonlinear Systems	Deputy Chair of EDIC, ASWG member, MI representative on Divisional ED&I Committee
	Alan Lauder	Male	Academic	Professor of Mathematics	ASWG member
	Victor Lisinski	Male	Postgraduate Student	Postgraduate Research Student	Member of EDIC, Postgraduate Student representative
	Philip Maini	Male	Academic	Statutory Professor of Mathematical Biology; Associate Head of Department (Career Development);	Member of EDIC

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				Co-Chair of ECR Committee	
	James Munro	Male	PSS	Admissions and Outreach Co-ordinator	Member of EDIC
	Vicky Neale	Female	Academic	Whitehead Lecturer and Faculty Teaching Advisor	Member of EDIC, Former deputy Chair of EDIC
	Evan Nedyalkov	Male	PSS	Conference and Events Manager	Member of EDIC
	Alex Ritter	Male	Academic	Associate Professor in Geometry	Member of EDIC
	Priya Subramanian	Female	Researcher	Hooke Research Fellow; Postdoc Co-Chair of ECR Committee	Member of EDIC
	Charlotte Turner-Smith	Female	PSS	Head of Academic Administration	Member of EDIC

Table 2 – Self-Assessment Team members

The self-assessment process

EDIC reviews progress against the whole Athena SWAN (AS) action plan annually. Throughout the year, EDIC considers papers on the individual projects delivering AS actions, and discusses emerging equality and diversity priorities at departmental, institutional and national level. Papers are circulated in advance, incorporating data to illustrate progress against actions, alongside recommendations for next steps. Committee consideration may lead to identifying of additional actions, developing, refining or agreeing to complete an action.

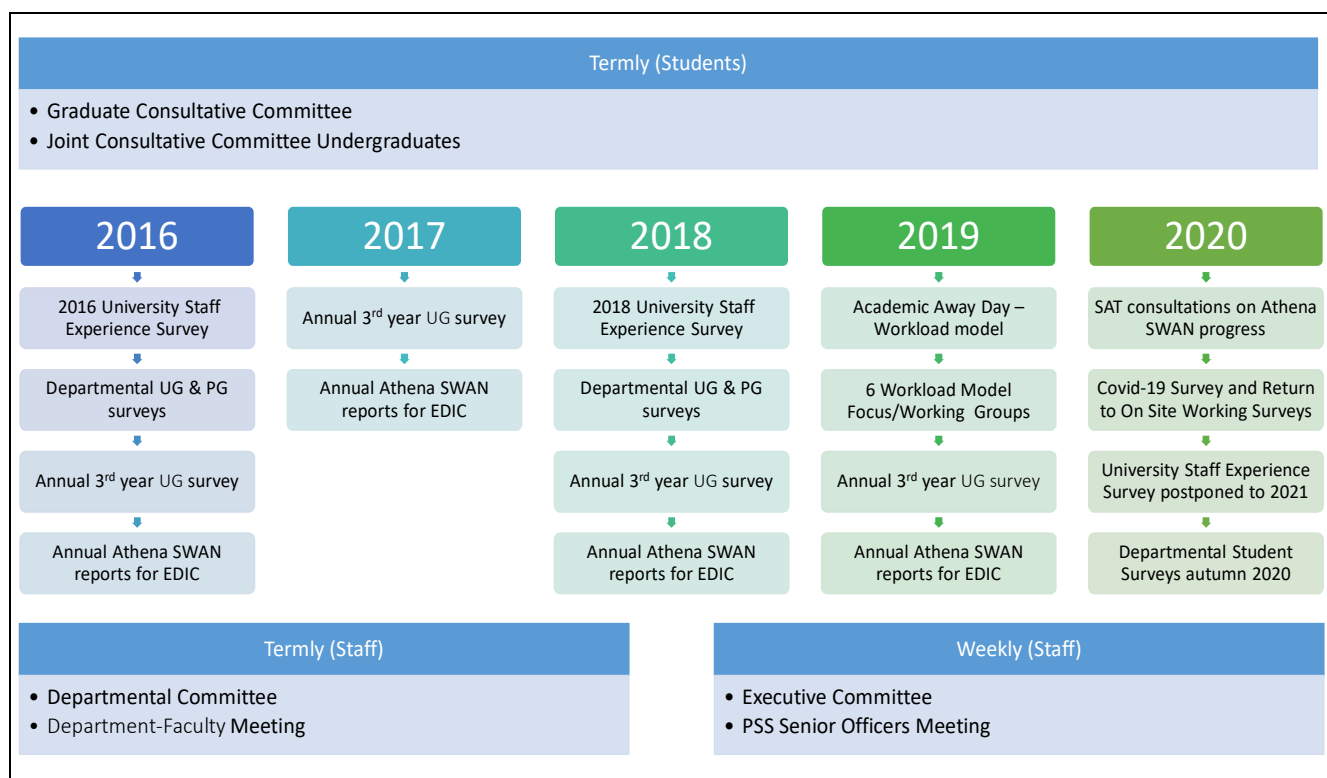


Figure 8 - Consultation and feedback in the Mathematical Institute, 2016-2020

We consulted widely (see Figure 8) and undertook **quantitative and qualitative assessment** of data to evaluate progress and impact in the short and long-term. For example, the review of bystander training (*previous action 28.4*) coupled assessment of training **participation rates** with an evaluation of **qualitative testimonials** from a post-training questionnaire. We used **focus groups** to explore staff concerns about the workload model (see Section 2.2 for details). We carefully analysed **biennial student survey data from 2016 and 2018**. The 2020 survey was postponed due to the pandemic, but will be conducted in 2021.

Undergraduate and postgraduate **admissions and examination results are analysed** annually and considered by relevant committees, and EDIC **reviews their reports**. **Annual student survey** data from third-year undergraduates **evaluating their experience** informed progress 2016 to 2019, and we will run this again in 2021.

The University's Equality and Diversity Unit carries out a biennial **Staff Experience Survey** for all employees. 2016 and 2018 results provided key data on employees' perceptions of their environment, conditions and opportunities. We have been able to consider specific questions relating to our objectives and actions and, by **monitoring and comparing responses** across intervening years, assess and understand the impact and success of measures we have taken. Again, due to the pandemic, the University's 2020 survey has been postponed until

2021. We recognise these gaps in our data, and the SAT will carefully consider the 2021 results once available and adapt the action plan to reflect any themes that emerge.

The termly Department-Faculty Meeting and the weekly PSS Senior Officer Management Team meetings are the fora for discussion and **feedback** for faculty and PSS matters.

Where necessary to progress action points, EDIC refers items to relevant committees for consideration e.g. Graduate Studies Committee, Teaching Committee and Research Committee, and/or upwards to Department Committee (Figure 6). Gender equality aims are sufficiently embedded across all department committees that their consideration permeates decision-making at all levels.

SAT members attend termly divisional AS meetings, and regular MPLS HR meetings, both of which provide opportunities for sharing good practice with other departments. Members have good networks in the Division and wider University and consult colleagues on a variety of issues, and attend University briefings regularly, and report back to on initiatives elsewhere. Recently, SAT members have attended LMS Good Practice workshops, participated in an EPSRC ED&I Focus Group, attended webinar training sessions, but unfortunately we weren't able to attend the AS Charter Member Networking Event planned for March 2020 due to the lockdown.

During the academic year leading up to the renewal submission, EDIC met twice termly and ASWG met fortnightly to review data and draft the AS renewal document. Application drafts were reviewed by Department Committee and consultation with faculty took place via Department-Faculty Meeting. Feedback on the renewal application was sought from the University's Equality and Diversity Unit and Catherine Goodwin (currently Planning and Equality Manager for Social Sciences Division, and our previous AS Project Manager). Externally, Professor Caroline Austin (Newcastle University) peer reviewed the application.

Plans for the future

The department's vision, articulated in its strategic plan in May 2020, is to create a working environment in which students and staff can achieve their full potential; meeting the goals set out in the Section 3.2 is key to realising that vision.

The ASWG will dissolve upon submission of the renewal application, EDIC will continue to meet at least termly. As the SAT, EDIC will have primary responsibility for taking AS actions forward within the department, involving other departmental committees as appropriate.

EDIC is a large group; new for 2020, to ensure momentum is maintained, we propose two champions to lead on each group of actions (Table 3) and will seek volunteers to support work on our future actions. We will institute an EDIC committee business forecast to map work for the year ahead and an annual cycle of committee updates, to ensure all aspects of the action plan are discussed at least once a year.

	<i>Academic Champion</i>	<i>PSS Champion</i>
<i>Students</i>	DUS / DGSs (T&R)	Head of Academic Admin
<i>Staff</i>	Associate Head for Career Development	Head of Faculty Services & HR
<i>Organisation & Culture</i>	Head of Department	Head of Administration & Finance

Table 3: Academic and PSS action plan Champions

The Champions will present regular updates on progress against key Action Plan milestones to EDIC and identify any issues. This will enable the SAT to reflect on progress and re-plan as necessary.

We have enhanced our workload model for 2020/21 and the model will include the approximate commitment, in hours, of being a SAT member or AS lead (the latter carrying a heavier burden). Learning from our experience over the last year, this will recognise the considerable time commitment required to deliver the AS action plan to better inform workload planning (*future action 13.1*).

Future action 14.5 challenges the SAT to better communicate our AS initiatives (for example, via Department-Faculty meetings, and effective use of the department's weekly bulletin), so that colleagues understand the benefits of achieving our AS priorities, while simultaneously embedding the AS ethos even more firmly within departmental culture.

A key part of any future self-assessment process will be to reflect on the impact of the Covid-19 pandemic and its aftermath, including learning from the outcomes of the department's internal survey first run in July 2020, with termly follow-ups planned (*future action 11.2*); we discuss the impact of the pandemic further in sections 2.2 and 3.1.

(1334 words - Recommended word count: 1500 words)

Section 2 – Evaluation of progress against the previous action plan

In section 2, applicants should evidence how they meet Criteria 2 and 3:

- + progress has been made on the previous action plan
- + learning has been demonstrated from the evaluation of progress.

2.1. Previous Action plan

Please provide the most recent iteration of the action plan associated with the department's previous award. The actions should be 'RAG' rated (rated 'red', 'amber' or 'green') dependent on progress.

Ensure that colour is not the only method of indicating rating, such as through the use of letters or icons. For example: **R** **A** **G**

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility	
Students						
1. Encourage more students in the UK, particularly girls, to take Maths and Further Maths A-levels.	AMBER	1.1 We are collaborating with other interested parties to develop online modules that students can use independently or that teachers can use with students, aimed at students in year 10/11 to encourage them to study Further Maths A-level. We will engage with schools to promote the new online modules.	Online material implemented, and being used by students/schools.	2017-18	AOC / WL	
			Evidence of impact on A-level choices by those students/in those schools: e.g. testimonials from students or teachers that the online material encouraged particular students to take Further Maths.	2018-19		
			1.2 Continue running outreach events and summer schools for girls and explore possibilities of getting more funding for such summer schools.	Continued/increased attendance of women at outreach events and summer schools.	Summer 2017 onwards	AOC / WL
			1.3 Lobby at a national level with the aim of ensuring that government education policy supports uptake of Maths/Further Maths A-level by women: HOD to lobby government directly; Chair of GPC to lobby via Royal Society Education Committee.	Contacts with government and others.	2016-17	HOD / Chair EDIC
		There may be some changes in government policy	2018 and beyond			
2. Ensure that admissions processes are as fair as possible.	AMBER	2.1 Admissions Committee to continue to research the individual elements of the admissions process to identify any potential areas of bias.		Ongoing	AOC	
		2.2 NEW Admissions Process Review (APR) complete, with Working Group formed to take forward recommendations	Admissions Manual, website updates, training requirement updated and implementation of further recommendations from Working Group	2020 - 2021		

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
3. More of our female students to progress to fourth year of undergraduate degree/to graduate research.	GREEN	3.1 Encourage the Mirzakhani Society to continue to run their event annually, and support it.	Feedback in surveys/focus groups indicating positive effect of events/information on student knowledge/choices.	2017-18	Chair EDIC
		3.2 Put information on our website about graduate research (including clear and accessible information about funding)	Continued/further increased proportions of women continuing to fourth year.	2017-18 and beyond	HAA
			Increased proportions of women continuing into graduate study.	2017-18 and beyond	HAA
		3.3 In addition to the annual graduate open day, hold an annual event specifically designed to allow undergraduates to meet with graduates to learn more about what life as a research student involves. Ensure that there are female and male graduates participating in the event.	Increased numbers of students having experience of research via a summer project (more than the 50 in 2016).	Summer 2018	HOD / WL
		3.4 Continue to fund and coordinate summer research projects and introduce week-long summer 'Collaborative Undergraduate Research Experiences'.	Introduction of new Research Experiences and continuation of summer projects	2017 onwards	HAA
		3.4a replanned: continue to fund summer research projects as internships	Continuation of summer projects	2018 onwards	HAA
		3.5 NEW TT 2019 - UG mentoring scheme launched with funding acquired from the University's Diversity fund for the launch. The scheme aims to help female UGs develop self-confidence to go on to 4th year study. 14 UGs signed up with 19PGs acting as mentors. Very good preliminary feedback overall	New Student survey question 2020/1: At least 80% of female students who have accessed the scheme are satisfied with support to progress to 4th year. Increased female students admitted to 4th year.	Easter 2019	DUS / AA

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
4. Reduce the gender attainment gap in undergraduate assessment	AMBER	4.1 Increase the time permitted in written examinations in the third and fourth years from 1.5 to 1.75 hours to better ensure that students are not unduly affected by time pressure.	Increased time permitted in exams.	Jul-17	DUS / AA
			2017 exam results showing evidence of improvement in female performance	Aug-17	DUS / AA
		4.2 A Working Group will further investigate the data and issues which may contribute to differential performance by women and men. The Group will also seek to learn from any findings of the University Working Group, and implement appropriate actions.	Working group to report on findings	2016-17	New Working Group
			Implement further strategies for addressing apparent underperformance by women.		
4.3 NEW "Mindsets and Diversity" Project Vicky Neale, Jenni Ingram (Department of Education) and Ursula Martin awarded a grant from the University Diversity Fund for a two-year project.	Project is completed and recommendations are made to Teaching Committee/Working Group	2018-2020	WL		
5. To increase the number of women on PGT courses, in particular to understand and mitigate if necessary a low success rate for female overseas students applying to the MSc in Mathematical & Computational Finance (MSc MCF)	GREEN	5.1 Undertake analysis of each stage of the admissions processes for MScs, as has been done at undergraduate level. We will review admissions practices; drawing on good practice from elsewhere, with particular attention to MSc MCF, and introduce actions in response to the findings.	Report to GSC	2016-17	APO
			Implement changes to admissions practices	2017-18	GSC
			Increased numbers of women being admitted	2018-19	
		5.2 NEW Implement a Virtual Open Day (VOD).	The VOD is implemented. Increased accessibility for overseas students. VOD is run annually, applications from women increase	2018	HAA / DUS

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
6. Reduce gender gap in performance on PGT courses.	AMBER	6.1 Analyse performance by gender on the MScs – for example across different types of assessment (e.g. written examinations, dissertations).	Report to GSC and make recommendations for course structure changes based on findings.	2017	PM
		6.2 Produce guidance for MSc tutors on the basis of educational research findings and feedback from student focus groups (as has been produced for undergraduate tutors).	Guidance to be sent to tutors	2017	PM
			Tutors to demonstrate awareness of advice in surveys.	2018	
		6.3 Design teaching methods for new MSc in Mathematical Sciences informed by findings of educational research and feedback from female students.	New class structure to be implemented for new MSc.	2019-20	DUS / OMMS Supervisory Cmttee
	Deliver classes for current parallel courses in line with the new plans, and review.	2017-18/ 2018-19			
7. Encourage female applications for graduate research study.	GREEN	7.1 Develop a 'virtual open day' to explain about life as a graduate research student at Oxford.	Evidence from applicant feedback that the Virtual Open Day has contributed to the decision to apply here.	2018-19	DGS / GSA
		7.2 Explore possibilities for obtaining funding for graduate scholarships specifically for female students.	Xn Female students funded from such a source.	2017-18	DGS / GSA
			Increased number of graduate research applications from women.		
8. Increase the likelihood of women accepting offers for graduate research study	GREEN	8.1 Analyse the results of the [PGR withdrawers] surveys in more detail as 2016 survey data becomes available, and consider what further changes might be made to retain offer holders.	Analyse further results and consider changes.	2017	GSC
				A reduced 'drop-out' rate amongst applicants – especially women.	
		8.2 Continue to develop this, providing consistency of experience to interviewees across all research groups, and seek feedback from them on this.	All interviewees to have this experience.	2017-18	GSA, Research Groups
			Positive feedback from interviewees on their interview visit.		

Section 2.1 - Previous Action Plan

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
9. Ensure graduate research admissions processes are as effective, fair and transparent as possible	GREEN	9.1 Review and revise guidance given to those selecting students for admission, to make it as clear as possible, so that they are best supported through the process.	Revise guidance	2016-17	GSA
			Feedback from faculty to indicate that this has supported good decision-making		
10. Support a vibrant community of female mathematics students	GREEN	10.1 Continue to support [Mirzakhani] society with funds, provision of rooms, and faculty members contributing to events.	Society ongoing; good/increased attendance at events	2017-18	DUS / AA
11. Support wellbeing of graduate students	AMBER	11.1 Continue to run 'buddy' scheme.	Continued buddy scheme.	Ongoing	GSA managing buddy scheme for PG students.
		11.2 Support allocation of mentors by involving Research Groups, and by providing more guidance for potential mentors and mentees.	Each Research Group to have a faculty member responsible for support for graduate students within the group, and a graduate student with responsibility for assisting them.	2017-18	AHOD (Career Development) GSC, GPC
			Higher uptake of mentoring	2017-18	
			Positive feedback on mentoring from participants	2017-18	
			Guidance to be drafted for mentors/mentees	2017-18	
11.3 Explore ways to encourage 'good citizenship' amongst graduate students – for example some could specifically take responsibility for encouraging uptake of mentoring amongst their peers.	Graduate students participate in the informal 'mentor' scheme to 3rd year students Participation of graduate students at Dphil open days increases		AHOD (Career Development)		

Section 2.1 - Previous Action Plan

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
(repeated) 11. Support wellbeing of graduate students	AMBER	11.4 Arrange for the University Counselling Service to run a session on student wellbeing for academic staff – to equip them with tools and knowledge to support students who are in distress/experiencing difficulties such as mental health difficulties.	Course to run for academic staff	Summer 2017	AHOD (Career Development)
		11.5 NEW MT19 - EDI WG discussed a range of actions to provide additional support to staff and students who experience mental ill health, or who support those who do. Plan - EAP implementation for staff, Mental Health first aiders, CW MT online training package, email to all in the run up to exams to be on the look out for colleagues/peers, CIPD guide, stress management training, communicate regularly through weekly bulletin and EAP communications	Regular wellbeing communicated via bulletin and email from HOD/HAF during lockdown. Inclusion of Dphil students on termly Covid-survey (agreed?)	2019-20	
12. Graduate research students to receive maternity pay	GREEN	12.1 We will underwrite other sources of funding to ensure that <i>all</i> graduate research students can be provided with six months' full 'maternity pay' at RCUK stipend rates.	Develop detailed policy for implementation.	Dec-16	APO / PA / AA
			All graduate students taking maternity leave to receive funding	2017	
		12.2 Lobby nationally to make the case that funders should improve the provision for maternity pay for graduate students.	Contact made with ministry/government.	2016-17	HOD
There may be a change in funders' policy.	2017-18				

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
Academic and Research Staff					
13. Provide more opportunities for career progression within the early research career	GREEN	13.1 Continue to offer the Hooke and Titchmarsh fellowships, and pursue other opportunities to offer fellowships via philanthropy(including one for female mathematicians), in partnership with colleges, and via fee income from a new taught programme.	To have at least six Hooke/ Titchmarsh Fellows in steady state.	Ongoing	HOD
		13.2 Advertise all such fellowships as being potentially available on a part-time or job-share basis.	To offer more fellowships from philanthropic funding, including one specifically for women.	2017-18	HOD
			To fund four-five additional career development fellowships on an ongoing basis from fee income from a new MSc	2019-20	HOD
		13.3 Email European Women in Mathematics mailing list asking members to encourage junior female colleagues to apply (EWM mailing list tends to have relatively senior members who would not be applying themselves).	All to be advertised as potentially part-time/job-share.	Ongoing	HOD
			A higher proportion of female applicants than currently for research posts in general (17%)	2017-18+	HOD

Section 2.1 - Previous Action Plan

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
14. Embed Career Development Review for early career researchers	GREEN	14.1 New Early Career Researchers Committee to seek feedback on Career Development Review scheme and refine/develop as necessary.	At least as high or higher uptake of Career Development Review, and positive feedback on it.	2016-17 onwards	ECRC
		NEW 14.2 Create additional ECR Advisor role to meet demand for meetings	Second individual in post Increase towards annual CDRs taking place in line with Concordat	2020	HOD
15. Support careers and skills development for research students and early career researchers	GREEN	15.1 Continue to run and develop the seminar series. Include: - session on unconscious bias; - session on supporting student wellbeing; - one session per term to be led by new ECR Committee	Continued events, positive feedback.	2016-17 onwards	Friday seminar organisers
			Evidence in feedback from participants of impact on careers.		
		15.2 Continue the scheme of mock job applications/interviews and expand and refine in future years. Encourage postdocs to sit on panels. Continue to fund Good Practice Facilitator to support the scheme.	Higher numbers annually experiencing mock interviews than in 2016 (i.e. average of 3-4 candidates interviewing for each of more than five 'jobs'). Positive feedback received on the scheme.	Summer 2017 onwards	AHOD (Career Development)
16. Obtain better data on research staff leavers to understand whether there is anything further we should be doing to support retention.	RED	16.1 The Advisor for Early Career Researchers will routinely explore in more detail with research staff their reasons for leaving. More detailed information about destinations and reasons for leaving will be recorded.	Better data on reasons for leaving and destinations	2016-17 onwards	AECR / PA
			Make recommendations for changes to departmental policy and practice based on data collected.	2017-18	

Section 2.1 - Previous Action Plan

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
17. To attract more women to apply for Statutory Professorships	AMBER	17.1 Search committees to operate Identify internal candidates for all SP recruitments	Search panels trained and operating successfully to proactively approach international candidates from diverse backgrounds.	2018/19	HOD
		17.2 HOD to report regularly to EDIC on operation of search committees	Regular reporting on success of 17.1	2019 onwards	
		17.3 NEW Broadened to include Associate Professorships and academic posts, introduction of search panels for AP posts and support from HR to approach candidates.	Increase number of female applicants to AP and SP posts Increase %F faculty	2018 onwards	
18. To provide a good induction	RED	18.1 All material within induction programme to be made accessible on website, for future reference.	Material to be online Staff survey satisfaction with induction increases	Oct-20	PA
19. To support academic staff career progression	RED	19.1 Mechanisms likely to include more formalised role for Research Groups – for example in having responsibility for encouraging/supporting staff at an appropriate career stage to apply for Recognition of Distinction, and professorial merit awards; and in providing mentors for junior staff.	Academic staff having access to more mechanisms to support of career progression; more staff experiencing mentoring/other support as evidenced in feedback.	2017-18	HOD, AHOD (Career Development)
		19.2 Good practice in some Research Groups to be more widely shared.			

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
20. To provide more opportunities for academic staff Career Development Review, and increase uptake	RED	20.1 Develop different ways of managing the system of career development review for academic staff – for example by having the option of Associate Heads of Department carrying out five-year review meetings for Associate Professors, and Heads of Research Groups or other senior staff could conduct non-compulsory (annual) review meetings.	Higher uptake of non-compulsory (annual) career development review meetings.	2017-18	HOD, AHOD (Career Development)
		20.2 NEW Theme from 2018 staff surveys raised for discussion at Faculty Away Day. Followed up with focus groups to ascertain what faculty want from discussions, and plan for revised CDDs developed	Positive feedback from academic staff on the changes to career development review.	2017-18	
		20.3 NEW Launch CDD scheme	Approval of CDD scheme at Dept Committee	2019-20	
			Embed CDD with good uptake rates	2020 onwards	
21. To relieve pressures on those with family/caring responsibilities and change perceptions/ culture about part-time working for academic staff	GREEN	21.1 This policy will be publicised widely.	Current academic staff may become part-time Feedback in staff surveys that staff see part-time working for academic and research staff as supported/the 'norm'.	2016-17 onwards	HOD
		21.2 Develop a robust mechanism for negotiating with colleges over the duties owed to the college – when appropriate arranging to cover the college teaching need as would be done for holders of external research fellowships.	Reach formal agreement with colleges about a standard mechanism for filling college duties.	2018	
		21.3 NEW fund for carers' expenses for conference attendance	Good take up of the fund, good gender balance, good feedback on impact		
		21.4 NEW updates shared re family friendly schemes, My Family Care	Good access of the scheme, good feedback on impact	2018	

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
Professional and Support Staff					
22. To improve understanding of processes for regrading posts	GREEN	22.1 Incorporate clear guidance for staff and managers into new documentation for annual Personal Development Review discussions. (see 24 below).	Incorporate guidance	2016-17	HAF
			Feedback in staff consultations that processes for regrading posts are seen as being transparent and fair.	2017-18	
23. To better support professional and support staff career progression/development	GREEN	23.1 Take steps to actively ensure that a positive message is conveyed about training and development: circulate information about training courses in new departmental bulletin, alongside encouragement to attend, and highlight training opportunities at staff meetings.	Incorporate information in weekly departmental bulletin and at staff meetings.	2016-17	HAF
			Feedback in staff consultations that training is seen as being encouraged.	2017-18	
			Increase in staff taking training.	2017-18	
		23.2 Consider mechanisms to support staff who wish to develop the skills and experience to enable them to move beyond their current role, such as offering 'job shadowing' or more opportunities for undertaking different projects/secondments.	Staff to have access to new opportunities.	2017-18	HAF
			Staff taking up new opportunities.		
23.3 NEW Line management training for first line managers	100% attendance, plus yearly session to be held for new joiners	2019 onwards			

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
24. To improve Personal development review (PDR) for professional and support staff	GREEN	24.1 Review the PDR scheme and devise new documentation for it, providing more guidance to staff and managers.	New guidance to be issued	Summer 2017	HAF
		24.2 NEW PDR scheme refreshed and relaunched, with mandatory training for reviewers and reviewees	% rise in staff having a PDR	Summer 2020	
			% Rise in uptake of training and development opportunities, and staff feeling able to discuss their training and development with managers. % Increase in manager's confidence in discussing learning and development opportunities		

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
Organisation & Culture					
25. Establish better mechanisms for monitoring, evaluating and managing academic staff workload	AMBER	<p>25.1 The Nominations Committee will:</p> <ul style="list-style-type: none"> - use the new consolidated dataset to develop a more comprehensive workload planning model, considering both quantitative and qualitative approaches in use elsewhere; - advise the Head of Department on allocation of duties accordingly; - continue to refine and develop the dataset and the workload planning model. <p>The aims will be to ensure that load is equitable, to better formally recognise the full range of burdens on individuals, and to better support them in managing their career.</p>	Useable, consolidated data set to be refined and used to support allocation of duties.	2018 / 2020 staff surveys	AHOD (Planning and Resources) and NC
		<p>25.2 NEW Following Staff survey 2018, faculty responses showed decreased satisfaction in workload. Away day consultation on further requirements has lead to a new project, including focus groups, to refine requirements for workload model.</p>	Workload allocation model and dataset to be refined	2019	
		<p>25.3 NEW launch workload model, for 12 month pilot</p>	Increase in staff satisfaction survey the fairness/transparency of workload allocation process and increased satisfaction with support for their career development	Jan-21	

Section 2.1 - Previous Action Plan

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
26. To reduce academic staff workload overall	AMBER	26.1 Identify and implement changes which will reduce/streamline the overall workload on the academic staff – for example changes to delivery and assessment of programmes.	Quantifiable reduction in overall workload on academic staff.	2017-18 and beyond	HOD and AHOD (Planning and Resources)
27. To encourage female staff to engage in mutually supportive activities	GREEN	27.1 Continue to support /run and seek feedback on these events [Mathematrix lunches, twice-termly lunch for senior female faculty members, welcome lunches for all new female postdocs and graduate students].	Sustained/increased attendance at these events.	2016-17 and beyond	GPC / AHOD (Career Development)
28. To tackle bullying/harassment	GREEN	28.1 Harassment Officers to regularly inform department members about University guidance and initiatives on this.	New initiatives, such as HOD to lead activities in anti-bullying week	Nov-17	GPC / HOD
		28.2 Connect with other departments within the University to explore approaches taken there to inform practices within our department.	Significantly reduced numbers reporting having experienced bullying/harassment.	2018 survey	
		28.3 HOD to urge all staff to raise any concerns with HOs or with HOD personally; HOD to lead activities in anti-bullying week	Regular communications from HOD	Annually	
		28.4 NEW Responsible bystander training sessions delivered in-house	Good uptake of training, good feedback from participants, impact on staff survey results	2019	
29. To ensure that gender equality is built into the organisation of seminars and similar events	AMBER	29.1 Continue to circulate data on gender of speakers, in particular to draw attention to areas where the gender split is not representative of the population, and to encourage seminar organisers to actively seek out speakers from underrepresented groups.	Proportions of seminar speakers to be representative of the wider mathematical community.	2017 onwards	RC

Section 2.1 - Previous Action Plan

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
30. To improve communications within the department	GREEN	30.1 Start a weekly departmental 'bulletin' to summarise important news, and include information on good practice initiatives and training opportunities for staff.	First bulletin to be circulated and archived on website	Jan-17	ERM / Vicky Neale (i.e. not in her role as WL)
31. To raise awareness of the potential impact of unconscious bias.	GREEN	31.1 Organise session on unconscious bias as part of the Friday skills training/career development seminar series.	All staff to be aware of the potential impact of unconscious bias.	2017-18	Fridays @ 4 seminar organisers / PM
		31.2 Arrange for one of the University's new Facilitators for race awareness and unconscious bias awareness to run a session specifically for professional and support staff.	Training session arranged and delivered		
		31.3 Explore whether further sessions are needed.	Potential impact on selection/appointment and other statistics.		
		31.4 NEW embed training into induction for all new joiners	Encourage all new staff to undertake the training	2019	HR
32. To ensure that all department members are well-informed on HR policies, support for parents and carers.	GREEN	32.1 Information will be included regularly in the new weekly bulletin.	Information in bulletin	Jan-17	PM/ Personnel to send info to WL to include in bulletin
			Better awareness demonstrated in staff survey.	2018	
33. To ensure that managers – both academic and professional/ support staff – are well-supported in this role	GREEN	33.1 Run some courses in-house, led by external providers: courses physically located within the department and tailored to the needs of the department to encourage take-up.	Courses running: staff attending and giving positive feedback.	2017	PM / HAF
		33.2 NEW Line management training for first line managers	100% attendance, plus yearly session to be held for new joiners	2019 onwards	
34. To ensure that all		34.1 Continue to run surveys at least every 2-3 years, potentially combining with the University's new 'staff experience' survey, and exploring other ways to involve staff.	Run surveys/consultations	2018, 2020, etc.	

Section 2.1 - Previous Action Plan

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
members of the department have input into the running of the department	GREEN	34.2 Continue to analyse and act on feedback, and report back to staff about action taken in response to feedback.	Seek to combine with University staff experience survey next time it is run.	2018	ASWG / PM
			Evidence of further changes which have been implemented as a result of feedback.	2018-19	
			Reports back to staff.	2018-19	
35. PSS restructure, new Head of Faculty Services & Head of HR post	GREEN	35.1 NEW Head of Faculty Services and HR post created, to take the lead of people related strategy and streamlining HR processes	Successful appointment in post Key people projects are progressed and implemented (PDR, Workload Project)	2019	HOD
36. Implementation of Employee Assistance Programme	GREEN	36.1 NEW Implementation of Employee Assistance Programme to offer timely and bespoke support to employees, in addition to central Uni services	Good access rates, good feedback from users, impacts on staff satisfaction	2020	Head of FS&HR
37. Response to Covid-19 Pandemic	GREEN	36.1 NEW staff survey to learn lessons, understand impact on minority groups, and inform planning for coming year	Good uptake of survey, commitment to taking themes identified forward to find solutions / mitigating actions	2020 - 2021	HOD / HAF

Objective (bold=highest priority in 2016 submission)	SAT RAG Assessment	Plans identified (originally 2016-2020)	Success measure	Timescale	Responsibility
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Key to Colour Coding:

<p>RAG DEFINITION Red - 1) action wasn't undertaken, 2) action was started but permanently discontinued, 3) Further work needed to begin or revise the approach</p>	<p>RAG DEFINITION Green - 1) action completed with outcomes or impacts (or v close to) predicted/desired, 2) no further work required on this action</p>	<p>RAG DEFINITION Amber - 1) action begun but is incomplete, 2) action completed but outcomes or impacts not as predicted/desired, 3) further work needed to complete or obtain desired outcome/impact</p>	<p>New Actions added in response to strategic changes / learning points</p>
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2.2. Progress Report

Consider the panel feedback on the department's previous application. How has the department responded to and acted on the panel feedback provided on the previous application?

Consider the department's previous action plan.

1. what methods were used to evaluate the department's progress on actions?
2. what were the department's main barriers and facilitators with regard to action implementation and the meeting of success measures? What steps were taken to further inform and adjust actions?
3. have new initiatives or actions been introduced to improve outcomes or impacts?
4. what are the main learnings and outcomes from the evaluation of the action plan? How will the department apply this learning to the future action plan?

Our previous action plan has 37 objectives and 82 associated actions (see section 2.1).

RAG rating of objectives give 24 green, 9 amber and 4 red (Figure 9); overall 80% of our actions were achieved. Objectives 35, 36 & 37 are new, and 20 actions were added/adjusted during the review period, indicated as blue boxes in section 2.1 (*for example previous actions 4.3, 14.2 & 21.3*).

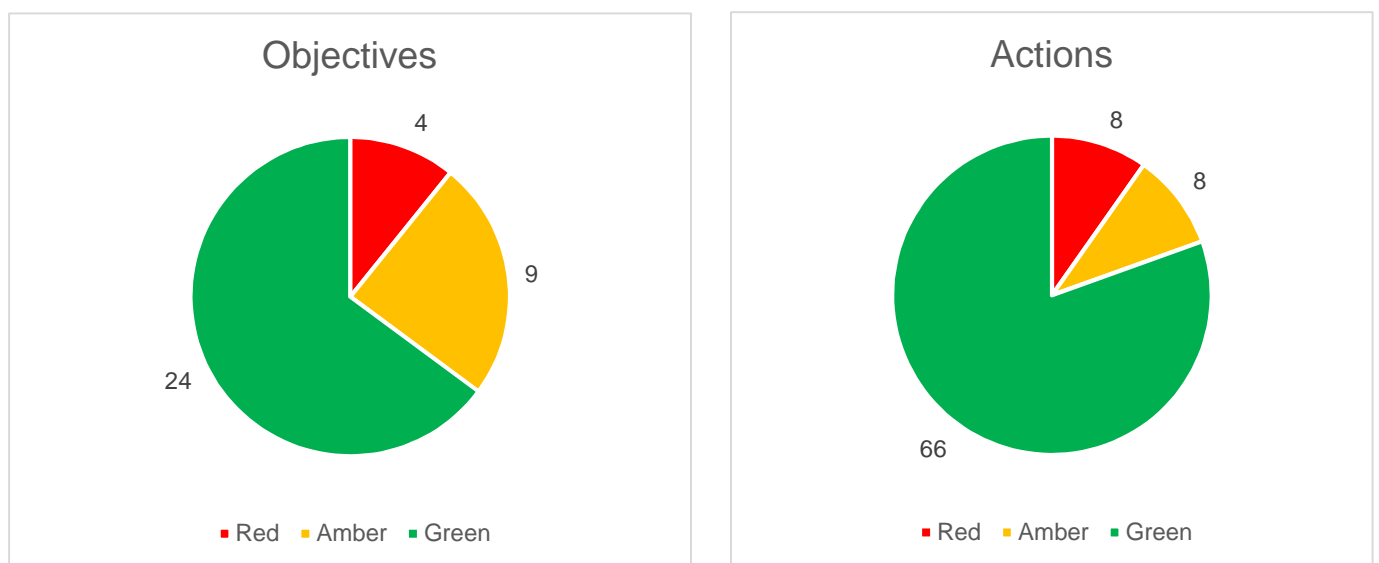


Figure 9: RAG rating of previous objectives and actions

Our approach to assessing our progress was as follows:

- ASWG undertook detailed data analysis, identifying trends and assessing impact with action plan leads. Data sources included;

HRIS/Tableau – staff/student data	Advance-HE statistical reports
HESA / HEIDI data	Staff and student surveys
UCAS applicant data releases	Benchmarking data from other UK
AS applications from other HEIs	Mathematics departments

- ASWG consulted to ensure that the views and experiences of departmental staff and students fed into the assessment, and particularly the setting of future priorities;

Departmental survey, July 2020	Committee engagement
Focus groups	Consultation with PSS Teams /
University & departmental strategy	Academic leads on specific topics

- ASWG presented recommendations on RAG ratings to SAT for discussion during EDIC committee meetings.
- SAT reflected on progress and learning, focussing on mismatches between RAG ratings of actions and objectives to identify which actions worked well, which didn't, and why.
- SAT identified new actions and revisions to existing ones to achieve desired results in the next 5 years (see Section 3.1 for details).

In coming to the decision to continue our renewal without the 2020 survey data, we carefully balanced the benefit of waiting for this information against the effort and progress already made in compiling our submission. We commit to reflecting on the survey data when it becomes available in 2021 and will adapt our action plan accordingly.

Green objectives

We are proud of having achieved nearly two thirds of our objectives, notably:

- increasing the progression of females into 4th year undergraduate study** (*previous objective 3*) where we have reduced the gender gap by 18% to just 8% (Table 4). We assess that our mentoring scheme and annual open day event are particularly effective tools to encourage female students to stay on.

Entry year	Year 3 (#F)	Year 3 (#M)	Year 4 (#F)	Year 4 (#M)	%F Y3 to Y4	%M Y3 to Y4	Gender gap
2016/17	69	190	38	120	55%	63%	8%
2015/16	51	187	27	142	53%	76%	23%
2014/15	60	159	35	120	58%	75%	17%
2013/14	55	152	26	111	47%	73%	26%

Table 4 - Percentage of Female/Male students (all MMaths) who have progressed to fourth year since 2013/14 Entry Year

- **Increasing the number of female postgraduates** (Table 1) *previous objectives 5&8* Significantly impacted by Graduate Studies Committee's 2016 aim to offer 100% funded PGR places by 2020. We learnt that the reduction in interviews for Mathematical and Computational Finance MSc in 2018 appeared to correlate with a 10% (2018) and 13% (2019) increase in offers to female PGT applicants. This will inform the MSc review planned for next academic year (*future action 4.1*).
- We were one of the first departments to **set up a Carer's Support Fund** to pay for caring-related costs to enable all staff to attend career development opportunities (*previous objective 21.3*). 9 staff (2M/7F) have been awarded a total £6,000, and have provided extremely positive feedback (Figure 10).

'This is an inventive policy that greatly supports parents in their work and I am keen to advocate for it however I can. The event I attended was the main biennial conference in my field. The department's fund enabled me to bring my mother over to care for my baby son (3 months old at the time) in my absence; without the fund it would have been impossible for me to go. My attendance at the conference was very beneficial to my career; I had a major result to present and I have received several subsequent profile-raising invitations as a consequence, including being invited to join the organising committee of the conference itself and to give two summer schools in 2020. My talk also initiated a new collaboration with the US national renewable energy laboratory that has opened a new application area for my research in lithium-ion batteries.'

Figure 10 – Carers' Support Fund feedback

- The **PSS Professional Development Review (PDR)** scheme was implemented and began its first cycle in September 2020 (*previous objective 24*).
- In March 2020, the department **launched an Employee Assistance Programme** to support managers and staff (*previous objective 36*).

In summary, many green objectives are complete (*e.g. previous objectives 12, 35*) or become 'business-as-usual' activities (*e.g. previous objectives 22, 27, 31, 32*) - these activities do not explicitly reappear in the future action plan. Some require us to strive for the next step change and so have been developed into challenging SMART objectives for our future action plan (*e.g. previous objectives 3, 5, 7, 9, 15, 28, 30, 33*).

Red Objectives

These actions are carried forward into the future action plan and we are confident that success measures will soon be met;

- The ECR advisors make every effort to explore ECRs' leaving reasons, but a systematic process of exit interviews / questionnaires, for all staff groups, is planned to provide reliable data (*previous objective 16 into future action 12*).

- The HR website has been delayed due to staff changes and then the pandemic. The re-launch, including all induction material, has been re-planned and work has started (*previous objective 18 into future action 9*).
- After significant consultation held in response to staff survey feedback from 2018, the revised Career Development Discussion scheme is due to launch in Michaelmas Term 2020 (*previous objectives 19&20 into future action 10*).

Amber Objectives

Encourage more students in the UK, particularly girls, to take Maths and Further Maths A-levels (*previous objective 1*) and ensure that undergraduate admissions processes are as fair as possible (*previous objective 2*)

The number of UK students taking Further Mathematics A-level dropped by 10% in 2018/19². Of those, the number gaining the A* required to meet the standard conditional offer for Oxford Mathematics also decreased (Figure 11). We believe this drop to be a consequence of changes to the structure and funding for A-levels, and the move to the new Mathematics GCSE in 2017. Notwithstanding these factors outside our control, we attracted nearly 10% more applications from 2019 to 2020 (Table 5) and offered places to a consistent share of high quality home pupils from the smaller A-Level pool.

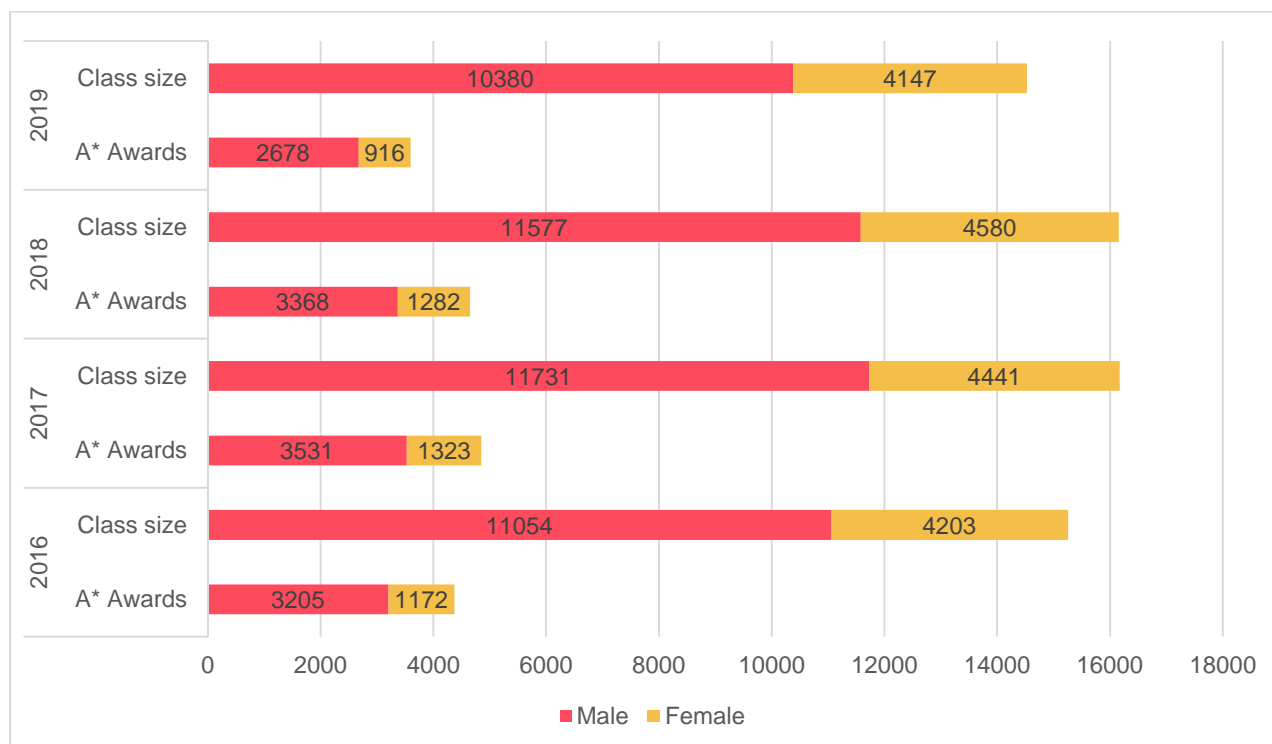


Figure 11: A-Level Further Mathematics class size, leading to national pool of A* Further Mathematics candidates 2016-2019

² Department for Education, National Statistics data 2019

Candidates are admitted by colleges which limits the department’s ability to influence admissions (see *panel guidance*). Competition for places has increased, with applications rising by nearly 25% between 2016 and 2020, but over this period we have closed the gender gap at shortlist by another 3%, to 9% (Table 5). While female numbers remain comparatively low, there is no evidence of statistically meaningful gender bias during the interview / offer / acceptance process for female applicants.

	Applications	Shortlisted	Female	Offers		Acceptances	
2016	588	205	35%	67	33%	63	94%
2017	649	250	39%	89	36%	75	84%
2018	705	229	32%	86	38%	76	88%
2019	777	226	29%	70	31%	60	86%
2020	753	177	24%	69	39%		
			Male				
2016	1066	506	47%	180	36%	161	89%
2017	1020	419	41%	151	36%	139	92%
2018	1206	437	36%	150	34%	132	88%
2019	1241	496	40%	171	34%	149	87%
2020	1427	477	33%	170	36%		

Table 5 – Applications for undergraduate study at Oxford 2016-2020 (UK and overseas applicants)

We attribute our relative success in increasing the intake of female students to training and skills building with admission panels, and our exceptional outreach work (Figure 12), particularly It All Adds Up. These are bespoke conferences held with the Department of Statistics three times each year, focussing on inspiring young women to study Mathematics, reaching over 3,000 pupils since 2015. The series won an MPLS Equality and Diversity Best Initiative Award in 2018 and an MPLS Teaching Award in 2019, and evaluation of success led to increased departmental funding for 2020/21.

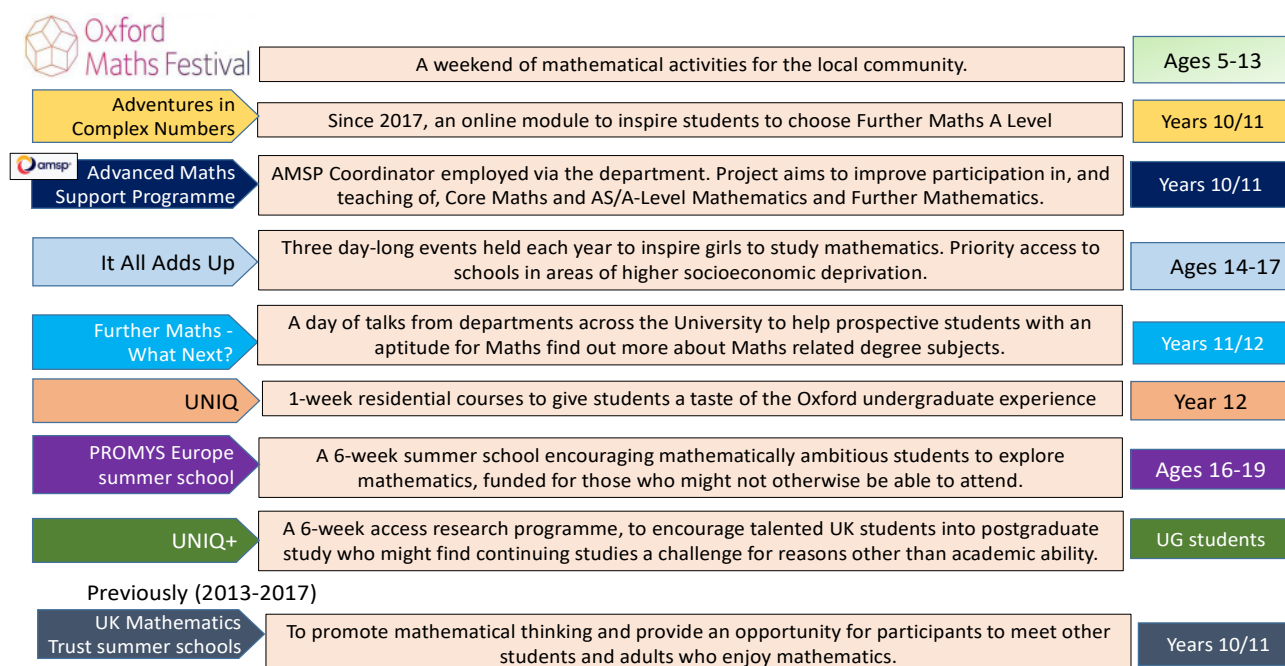


Figure 12: Outreach programmes run or hosted by the Mathematical Institute

In 2019/20, a University-led 5-yearly Undergraduate Admissions Process Review evaluated all aspects of our admissions process; recommendations will be taken forward by a working group during 2020/21. We have learned from past experience that agreeing clear terms of reference and time frames with Admissions Committee and EDIC for this group will be key to securing success (*future action 1.4.3*).

Continued outreach work and ensuring fair undergraduate admissions processes are combined into one future SMART objective, a key priority addressed further in Section 3.1.

Reduce the gender attainment gap in undergraduate assessment (*previous objective 4*) and in postgraduate taught assessment (*previous objective 6*)

Since 2016, the gender attainment gap has been thoroughly investigated to identify possible causes, actions have been taken and plans are in place to evaluate them once sufficient assessment data are available;

- In 2017, detailed analysis of the undergraduate gender attainment gaps was presented to Teaching Committee, initial recommendations were implemented (e.g. sharing Part B revision guidance earlier to enable better preparation for Finals) and Gender Attainment Working Group (GAWG) recommended.
- In 2018, GAWG was convened with the Department of Statistics, to further analyse patterns of undergraduate attainment at Prelims and into Parts A&B. The final report has been delayed due to staff absence, but the GAWG made preliminary findings in 2020, and an action has been implemented to address a particularly challenging course as students transition from school to university; impact will be viewed in light of future exam data.
- In 2017, the MSc Supervisory Committees considered an analysis of gender attainment for PGT. They concluded that there was no obvious difference by assessment type. Updated guidance for MSc tutors, based on educational research findings and feedback from student focus groups, was implemented as a result.
- In 2018, our Faculty Teaching Advisor secured Vice-Chancellor's Diversity Funding for a joint project with the Department for Education, '*Mindsets and Diversity: understanding and addressing attainment gaps amongst Oxford undergraduates in highly mathematical subjects*'. Slightly delayed due to the pandemic, the project will report to Teaching Committee in late 2020.
- In 2019, a University-wide report on differential attainment in taught degrees was considered by Teaching Committee, with a view to aligning undergraduate assessment with the recommendations. A small group were delegated to create an action plan, based on the recommendations, which will be presented in 2020/21.

First-year examinations were not held in 2020, but the data available 2016-2019 shows no advancement towards closing the gender attainment gap. We did make progress towards narrowing the gap for First class undergraduate degrees (Parts A & B) - closing the gap by 13% from 2016 to 2019 to just 6%. Over the same period, despite some fluctuation in intervening years, the gender gap for First class awards at Part C has not changed (Figure 13).

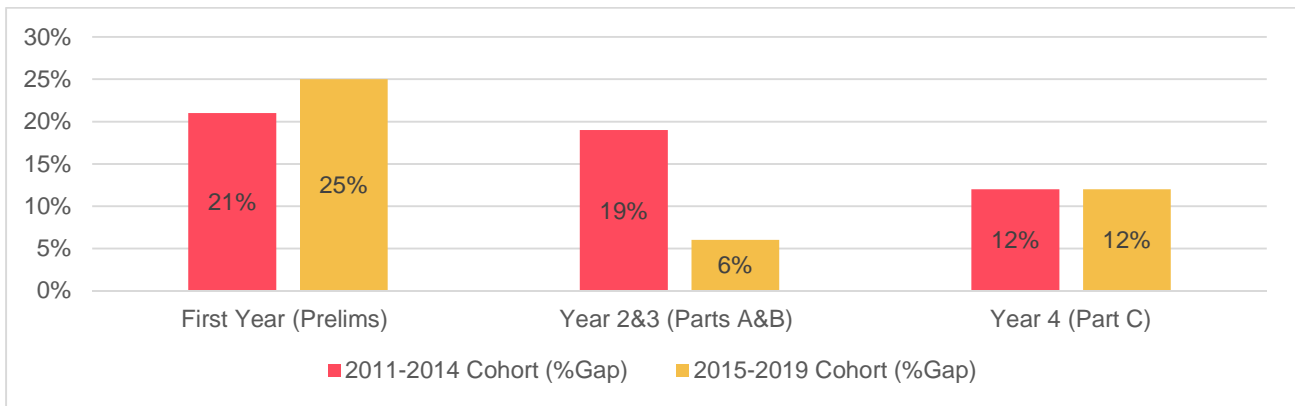


Figure 13 – Percentage attainment gap between female and male undergraduate students attaining a First-class degree, comparison between 2011-2014 and 2015-2019 cohorts

Data evaluation has not identified statistically meaningful variances in postgraduate taught attainment given the often very small size of the cohorts being examined (Figure 14). Accordingly, addressing the postgraduate taught attainment gap remains an objective, but is not identified as a key priority in section 3.

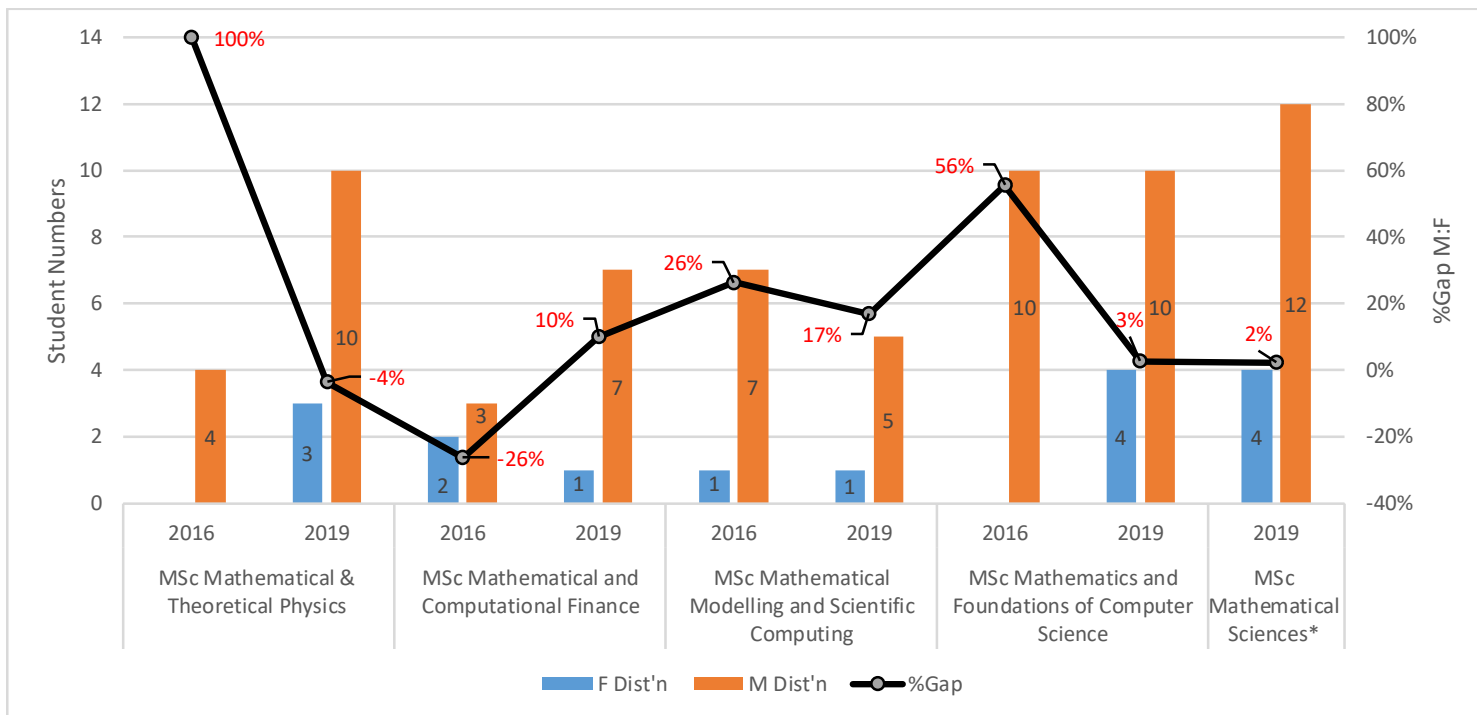


Figure 14 – Postgraduate Taught attainment gap at Distinction level comparison between 2015/2016 and 2018/2019 cohorts

The key priority for the department is to join up approaches under Teaching Committee leadership, and cement analysis, evaluation and learning into action to address the gender attainment gaps, as reflected in Section 3.1 and the future action plan (*future actions 2.1, 2.2 & 2.3*).

Support wellbeing of postgraduate students (*previous objective 11*)

The department has striven to establish an environment in which Postgraduate wellbeing is supported, for example mentoring, counselling service training and a 2019 pilot of an inter-departmental peer support programme (*previous actions 11.2, 11.3 & 11.4*). While student surveys in 2016 and 2018 reflected good levels of satisfaction in key areas which have a significant influence on wellbeing (Table 6), some reduction in satisfaction was noted particularly in respect of workload and work/home balance, more so for males.

Postgraduate Survey year	2016				2018				Total	Diff.
	Female/Male		F	M	F	M	M			
Total Number of responses			12	33	Total	17	51			
My workload is reasonable (Strongly Agree/Agree)	10	83%	33	100%	96%	15	88%	45	88%	-8%
My supervisor respects me as an individual (Strongly Agree/Agree)	11	92%	33	100%	98%	16	94%	50	98%	-1%
Satisfied with work/home balance (Strongly Agree/Agree)	10	83%	30	91%	89%	15	88%	41	80%	-7%

Table 6 – Postgraduate student responses to questions about wellbeing, from department Student Surveys in 2016 & 2018

Our Covid-19 survey across all staff indicated some good levels of satisfaction with wellbeing support, but rather more lukewarm replies than we might like (Figure 15). Analysis of this data, alongside the free text responses, accordingly informed the decision to broaden this objective out into a coordinated approach to support wellbeing across all staff groups as a key future objective in Section 3.1, in line with the department’s strategic plan.

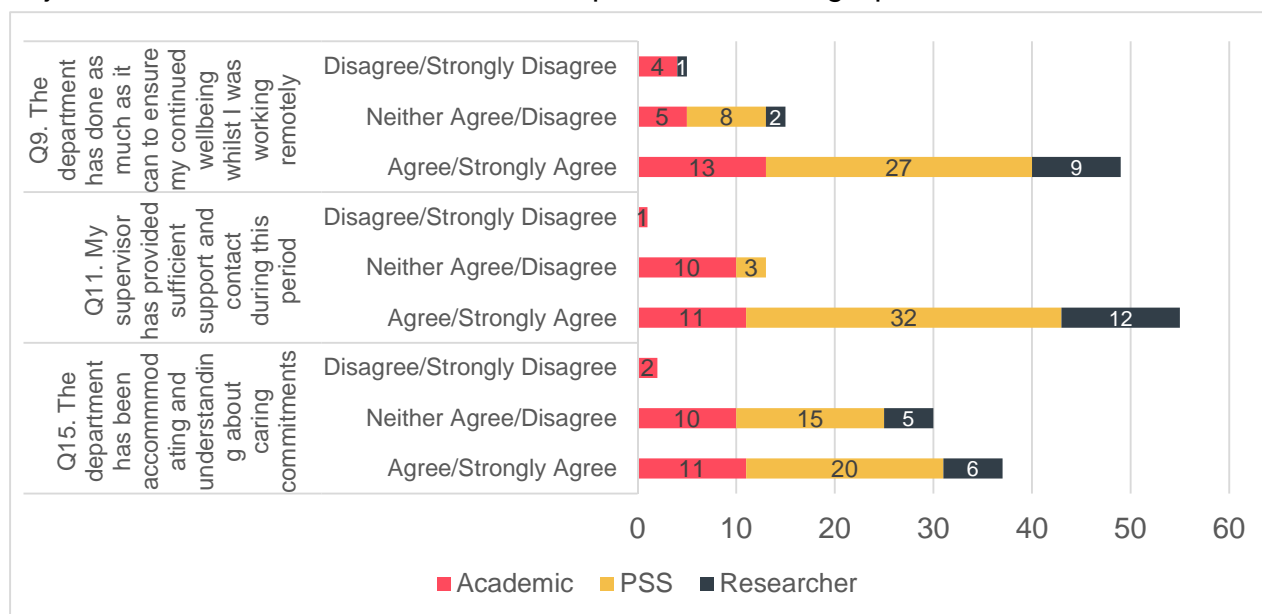


Figure 15 – Covid-19 Survey responses relating to wellbeing by staff group, July 2020

Attract more women to apply for Statutory Professorships (*previous objective 17*)

We appointed our first female Statutory Professor in 2018, however, these positions are few and we do not have sufficient data to draw conclusions about the effectiveness of changes to the recruitment processes. In 2018, this objective was broadened to include Associate Professorships (AP) (*previous action 17.3*).

Since 2016, the number of female applicants for each AP posts has remained broadly static and relatively low, but the likelihood of a female candidate being shortlisted has increased by 7% to 20% - overtaking male applicants, 14% of whom were shortlisted (Table 7). From this we believe that our search panels are encouraging strong female candidates to apply. However, this has not translated into successful appointments: in the review period we recruited eight APs, all men.

Associate Professors	M/F	2011-2015	% of total	% of previous stage	2016-2020	% of total	% of previous stage
Applied	M	795	85%		296	85%	
	F	135	15%		51	15%	
Shortlisted	M	121	88%	15%	42	81%	14%
	F	17	12%	13%	10	19%	20%
Accepted	M	21	88%	17%	8	100%	19%
	F	3	13%	18%	0	0%	0%

Table 7 – Associate Professor recruitment stages between 2015 and 2020

Overall learning, including analysis of selection reports³, indicates search panels' actions are working to increase the number of shortlist-able women applying and selection panels are trained to be aware of their unconscious bias, but this is not leading towards a gender-balanced faculty sufficiently quickly. Women are coming second in some selection processes. It is unrealistic / unachievable for us to significantly change the selection model as it follows a central University process agreed with 39 independent Colleges, who share decision-making with the department as part of appointment panels. Accordingly, our reflections led us to question - can we provide better information on the process to help women prepare? Can we have another post ready and offer two posts so that we still appoint the exceptional second candidate? Can we actively aim to recruit those with an interest in women in maths? We were interested to see our comparator Cambridge advertise at least two posts with specific wording to encourage female applicants (see figure 21).

We discuss future action further in Section 3.1 where this objective is identified as key priority, and we have set an ambitious target to address this in the forthcoming review period (*future action 8*).

³ Selection panels are required to complete a detailed report for Division on their decision-making

Establish better mechanisms for monitoring, evaluating and managing academic staff workload (previous objective 25) and reduce academic staff workload overall (previous objective 26)

A workload model that provides accessible information and quantifiable data is a pre-requisite for monitoring workload and the identification of possible measurable workload reductions. Consequently, we consider these two objectives together.

Following the 2016 staff survey, a database was implemented in 2017 to capture individual faculty workload data. 2018 survey feedback showed decreases in academic satisfaction with workload volume (-9%) and allocation (-18%) (Table 8). The sample size is small, but a gender gap in the satisfaction levels was apparent.

Staff Survey year	2016				2018				Total	Diff.	
	Female		Male		Female		Male				
Total Number of Academic responses	9		25		4		30				
There is a fair and transparent allocation of workload (Strongly Agree/Agree)	4	44%	19	76%	68%	1	25%	16	53%	50%	-18%
My workload is reasonable (Strongly Agree/Agree)	4	44%	18	72%	65%	1	25%	18	60%	56%	-9%

Table 8 – Academic Staff responses to questions about workload, from Staff Experience Surveys in 2016 & 2018

The concerns were the subject of discussion during the faculty Away Day in March 2019. Extensive consultation took place throughout 2019/2020 (at focus groups, departmental committees and working groups) to understand what faculty wanted from a revised workload model. This culminated in development of a more transparent and accessible workload model which will be piloted during 2020/21. We will review the pilot using system data and qualitative feedback from staff, before adjusting and running the model for a further three years.

An unexpected learning outcome of this consultation exercise was identification of some inconsistencies within admissions/examining administration and processes – streamlining and adopting best practice will form part of the work to reduce workload (*future action 13.4*).

The Covid-19 survey indicated concerns about the impact of the pandemic on research outputs. Although staff appeared satisfied with support for the transition to homeworking during lockdown (Figure 16), free text answers highlighted the concerns many PSS also held around the volume of workload. This will be explored further in the termly surveys (*future action 11.2*), and informed the decision to broaden the future key priority out across both staff groups, as described in section 3.1.

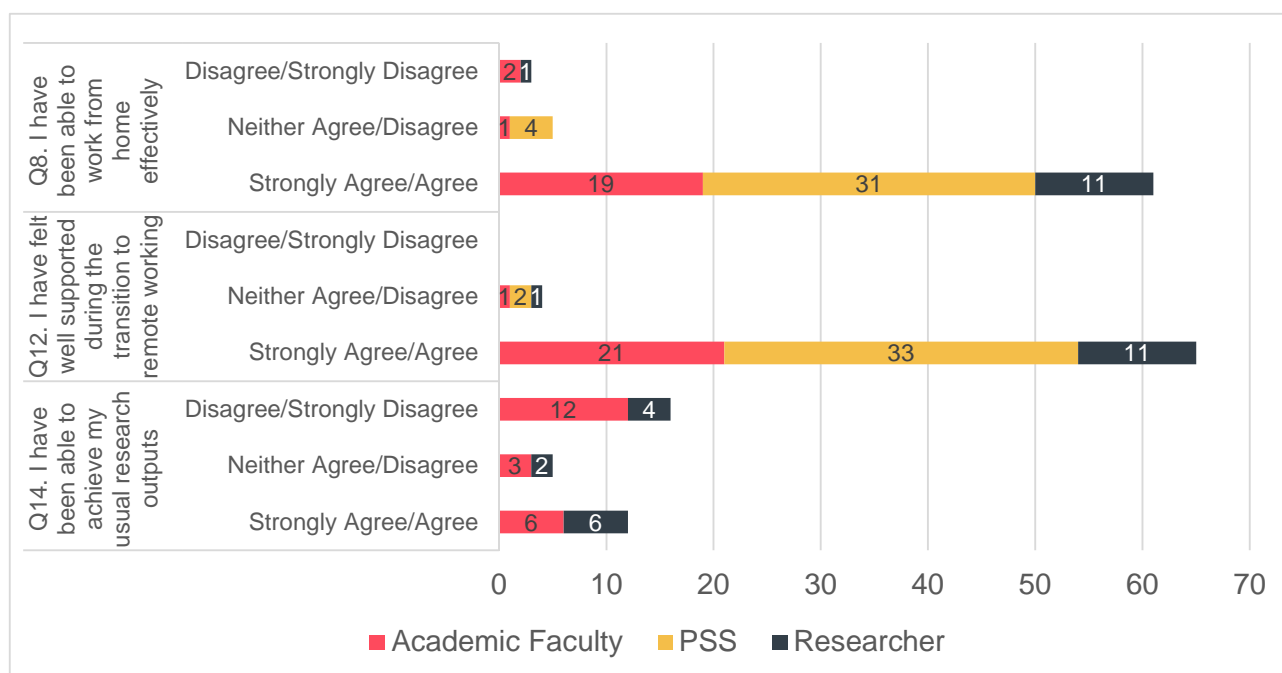


Figure 16 - Covid-19 Survey responses relating to workload by staff group, July 2020

Ensure that gender equality is built into the organisation of seminars and similar events (previous objective 29)

We successfully completed *previous action 29.1*, but since 2016 the proportion of female seminar speakers has fallen from 19% to 17% (Table 9). Analysis shows a weak correlation between the gender of speakers and research groups, which reflects the broader issue that certain branches of mathematics (e.g. Logic and Functional Analysis) are studied by fewer females in the UK. However, Fridays@4 has considerable success in securing women speakers and, thus attracting a good rate of female attendees to weekly events (Table 10).

	No. Events	Female Speakers	Male Speakers	% Female speakers
Seminar series	711	112	586	16%
Fridays@4	23	17	30	36%
Colloquia	6	1	5	20%
TOTAL	740	130	621	17%

Table 9: Data for seminar speakers where gender known (for the 2018/19 Academic Year)

Number of events	Total Attendance	Average attendance per event	Total attendance since MT2019	Total Female attendance since MT2019	%F attendance since MT2019
28	660	33.8	289	198	41%

Table 10: Fridays@4 attendance since 2018 (plus gender breakdown for 2019 events, when recording began)

We will increase efforts to achieve gender balance across all speaker series by highlighting our aims to organisers, maximising opportunities for online contributions and promoting access to childcare support, and sharing best practice and innovative ideas between groups. We hope this will have a further positive effect on future female recruitment into research and academic posts by increasing networks and connections. This remains important, as *future action 15*, but is not a key priority for section 3.1.

(2704 words - Recommended word count: 2000 words)

Section 3 – Future priorities and action plan

In section 3, applicants should evidence how they meet Criteria 4 and 5:

- + key priorities have been appropriately identified, to direct future action
- + a specific, measurable, achievable, relevant and time-bound (SMART) action plan has been provided, which addresses priorities.

3.1. Current self-assessment and future priorities

Consider the department's self-assessment (previous and current), data analyses and previous action plan with respect to the areas covered by the standard Athena SWAN application form. These include:

- + student enrolment, progression and support
- + key career transition points
- + career development
- + flexible working and managing career breaks
- + organisation and culture.

1. have the department's gender equality issues changed, and if so, how?
2. what are the department's key priorities for future action?

Our priorities look across key areas to support women in mathematics; the issues are complex and not easy to solve and so despite good progress we remain committed to focussing efforts on key transition points, career development and welfare support, as described here.

Future key priorities	Reference (Section 3.2)
Sustain current progression towards gender equality in undergraduate admissions; achieving at least 30% female undergraduate admissions across all Mathematics degrees, by 2025	1
Reduce the gap between male and female attainment of Firsts for Parts A & B to 4.4% by 2025	2
Improve staff and student awareness and uptake of wellbeing support	7
Increase the gender diversity among academic staff to at least current national average, 22% female or higher, by 2025.	8
Reduce departmental workload demands for academic and professional services staff, by 2025.	13

Future Objective 1: Sustain current progression towards gender equality in undergraduate admissions; achieving at least 30% female undergraduate admissions across all Mathematics degrees, by 2025

The national landscape for the subject of Mathematics has become more challenging since our 2016 application. Figure 17 shows a significant drop in UCAS applications for Mathematical Sciences at university in 2019: applications from UK-domiciled students fell 18% from 2018 to 2019, with a further slight 1% drop to 2020. The proportion of female applicants has remained around 33%-34%. It is not clear whether further factors impact this reduction, beyond those influencing the fall in A-level Mathematics and Further Mathematics numbers (as described in section 2.2). We anticipate this decline to be a continuing effect in the short-term, and competition will increase to attract the best female pupils - it will be a challenge to increase numbers without reducing the quality of our students.

Accordingly, outreach efforts remain a priority. We must continue to encourage and inspire female students to take Further Maths, and to apply to Oxford to study Maths - this is reflected in our action plan (*future actions 1.2 and 1.3*).

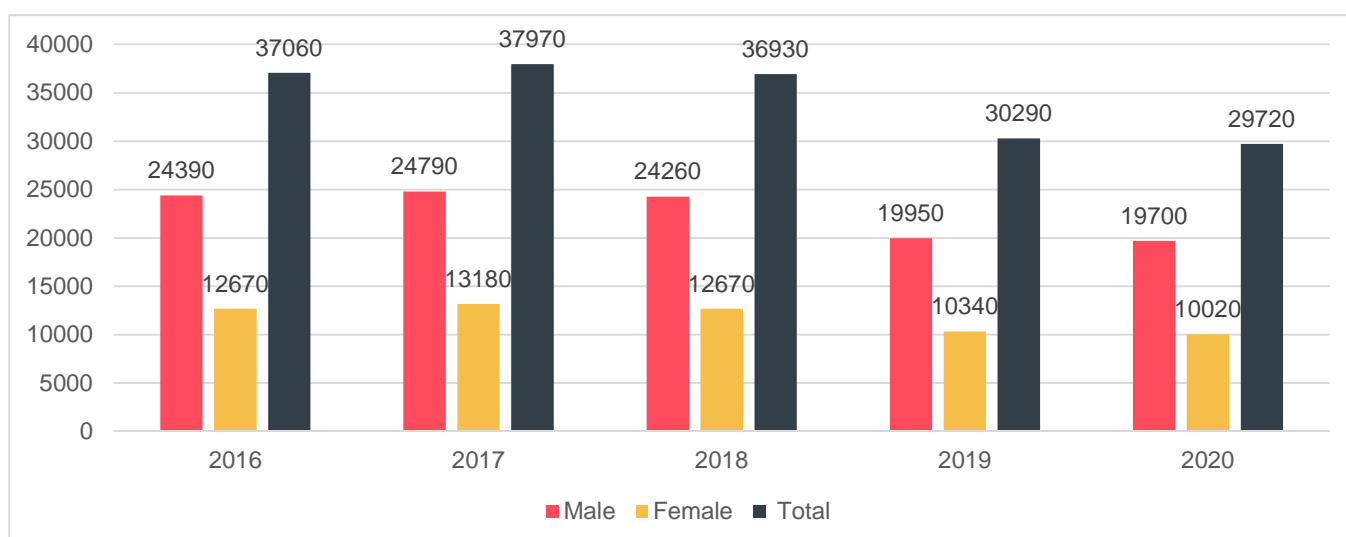


Figure 17 - UCAS applications - UK-domiciled students 2016-2020⁴

Our percentage of female undergraduates has increased since 2016 (Table 11) and benchmarking indicates that, at 28%, we are moving closer to the national average of 37%⁵ female representation for undergraduate mathematics students (Figure 18).

	F	M	Total	%F
2016	201	652	853	24%
2017	225	664	889	25%
2018	262	671	933	28%
2019	260	658	918	28%

Table 11 – Total numbers undergraduates 2016-2019

⁴ UCAS data: <https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-releases/applicant-releases-2020/2020-cycle-applicant-figures-15-january-deadline>

⁵ Equality in higher education: student statistical report 2019, published by Advance-HE

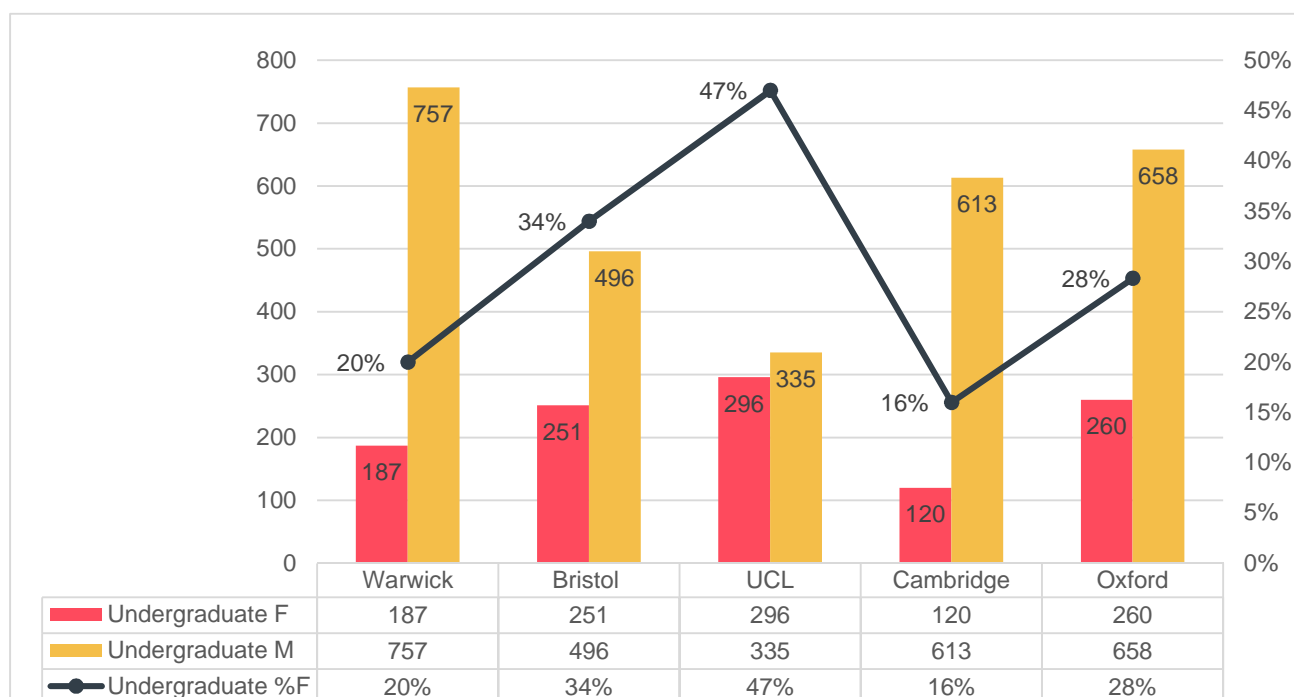


Figure 18 – 2019 Undergraduate student benchmark data - UK HEIs⁶

In 2021, we will begin to reap the benefits of the HEAT Service – a secure online database we have engaged with since 2017 to enable us to monitor, track, and evaluate widening participation (WP) activities. As data become available we will be better placed to learn which elements of outreach are having most impact, enabling us to better focus efforts and invest resource.

In 2019/20, a University-led 5-yearly Admissions Process Review evaluated all aspects of our admissions; some recommendations can be implemented relatively quickly, while agreeing changes to process with Colleges requires more planning (*future action 1.4*). The APR Working Group, including representation from the SAT, will investigate differential bias on the Maths Admissions Test to ensure that our undergraduate admissions processes are as fair as possible.

Future Objective 2: Reduce the gap between male and female attainment of Firsts for Parts A & B to 4.4% by 2025

As identified in Section 2.2, there remain gender attainment gaps at both undergraduate and postgraduate levels. In line with the University’s Equality objectives⁷, our key focus is on undergraduate attainment of first-class degrees.

The department awaits the outcome of three reports, as described in section 2.2; from the Gender Attainment Working Group, from Teaching Committee regarding assessment methods, and from the Mindsets & Diversity Project. The pandemic led to Prelims being cancelled in 2020, and significant changes to the way Parts A & B were examined (online,

⁶ Data from Institutions’ Athena SWAN submissions

⁷ <https://edu.admin.ox.ac.uk/equality-objectives>

open book examinations, and extensive changes to the options examined and marking schemes). While this unprecedented approach to examining may not change how we examine in the future, it may present opportunities for comparison with past / future results.

Further, *future objective 3* will address progression of students to Part C, and *future objective 5* will address the MSc attainment gap, including the impact of the Merit classification introduced in 2019.

Future Objective 7: Improve staff and student awareness and uptake of wellbeing support

Our departmental strategy aims to support staff and students to achieve their full potential; a key aim, therefore, is to create a working environment in which students and staff can find work/life balance and wellbeing.

The pandemic posed significant challenges but the Covid-19 employee survey indicated adequate levels of staff satisfaction with departmental support and there was no notable gender disparity (Figure 19). However, the scores coupled with additional qualitative feedback, flag that wellbeing must remain a priority for the department. Key learning from feedback will be to mitigate the impact of remote working/teaching; high, uncertain or new workloads on staff; adapting to changing work circumstances; as well as supporting staff to feel safe to work, particularly where they have ongoing caring responsibilities and/or relationships with vulnerable people.

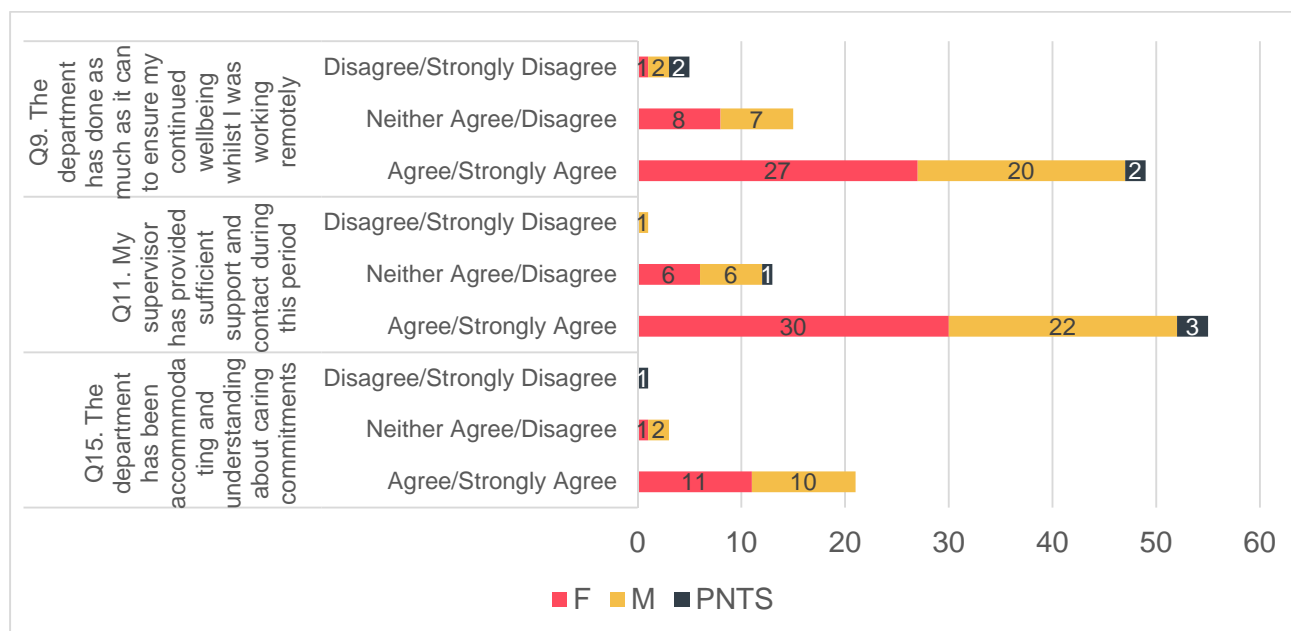


Figure 19 - Covid-19 Survey responses relating to wellbeing by gender, July 2020

In March 2020 the department implemented an Employee Assistance Programme; preliminary data reveals that the service has not been well used. Taking this and survey feedback into consideration, we are determined to increase awareness of and access to appropriate wellbeing support (*future action 7.2*).

We will consult with students and staff about departmental support to supplement and enhance the existing college and central provisions (*future action 7.1*). Themes will inform the development of the wellbeing strategy.

Future Objective 8. Increase the gender diversity among academic staff to at least current national average, 22% female or higher, by 2025.

The foundational context for this objective is the ECR career pipeline; throughout the review period we have attracted broadly similar numbers of female applicants to our posts, although numbers are consistently lower than male applicants. There appears to be little disparity in success at each recruitment stage between male and female applicants, in fact women do slightly better at shortlisting (Table 13).

PDRAs	M/F	2016-2017	% of total	% of prev stage	2017-2018	% of total	% of prev stage	2018-2019	% of total	% of prev stage	2019-2020	% of total	% of prev stage
Applied	M	190	84%		239	81%		263	85%		482	84%	
	F	36	16%		56	19%		48	15%		89	16%	
Shortlisted	M	44	72%	23%	59	70%	25%	56	84%	21%	83	82%	17%
	F	17	28%	47%	25	30%	45%	11	16%	23%	18	18%	20%
Offered	M	12	63%	27%	24	83%	41%	25	81%	45%	25	83%	30%
	F	7	37%	41%	5	17%	20%	6	19%	55%	5	17%	28%
Accepted	M	10	63%	83%	21	91%	88%	22	81%	88%	21	81%	84%
	F	6	38%	86%	2	9%	40%	5	19%	83%	5	19%	100%

Table 13 – PDRA recruitment pipeline between 2016-2020

From 2017/18, after the introduction of mandatory recruitment Chair training against implicit bias, females are more than twice as likely to be shortlisted and, since 2017, more likely to be offered a fellowship than males (Table 14). These posts offer an excellent career development opportunity to ECRs, but these rising stars are not being retained at Oxford beyond their fellowships. We have identified a gap between these posts and our Associate Professorships - what stepping stones might we develop ourselves, or encourage instead (Royal Society URFs, for example)?

H&T	M/F	2016-2017	% of total	% at each stage	2017-2018	% of total	% at each stage	2018-2019	% of total	% at each stage	2019-2020	% of total	% at each stage
Applied	M	147	79%		250	83%		385			314	85%	
	F	39	21%		51	17%		86			57	15%	
Shortlisted	M	7	64%	5%	17	65%	7%	22	67%	6%	9	64%	3%
	F	4	36%	10%	9	35%	18%	11	33%	13%	5	36%	9%
Offered	M	5	83%	71%	4	50%	24%	7	54%	32%	3	60%	33%
	F	1	17%	25%	4	50%	44%	6	46%	55%	2	40%	40%
Accepted	M	2	100%	40%	4	57%	100%	5	56%	71%	2	50%	67%
	F	0	0%	0%	3	43%	75%	4	44%	67%	2	50%	100%

Table 14 – Hooke & Titchmarsh recruitment pipeline between 2016-2020

Recruiting women to senior academic posts has been challenging due to their lower representation nationally and internationally. Overall, our current female academic population

is 18.5% (Table 1), compared to the national average of 22.4%⁸. Over the next five years, we anticipate five Associate Professor vacancies and aim to recruit at least two women, in tandem to the SMART *future objective 8*. We will do this by developing an overarching departmental recruitment strategy (*future action 8.1*), including learning from our comparators' approach to recruitment (Figure 20). We will evaluate the candidate experience and our online presence, and keep up to date with best recruitment practice through our networks.

'The post also involves research and other activities aimed at promoting women's participation and achievement in Mathematics. The successful applicant will have a genuine interest in and commitment to developing the role of women in Mathematics, and an interest in establishing innovative, evidence-based programmes that will target women at all levels (school and college, University and beyond). In addition, the successful candidate will need to demonstrate the potential to be a strong role model to female mathematicians.'

Figure 20: Excerpt from a recent job description at another HEI

A new action is to build our networks: if staff (ECRs in particular) leave for jobs elsewhere, we will invite them back as speakers; we will keep in touch with speakers in case future vacancies are of interest; and so on (*future actions 12.2 and 15*).

Overall, we recognise work is still necessary to break down barriers to females applying to, being successful for, and accepting academic positions at Oxford. This will be one of our top priorities in the next five years.

Future Objective 13. Reduce departmental workload demands for academic and professional services staff, by 2025.

Ahead of the workload model launch, it is difficult to obtain data to SMARTen this objective – doing so is future action 13.3.

Staff surveys, although a small sample size, showed that satisfaction with volume and allocation of workload was lower for females than males in 2016 and had further dropped by 2018 (Table 8). Surveys for 2020 were suspended due to the pandemic, but as the new workload model has not yet been implemented (and the next phase of streamlining work has not begun) we might not expect to see changes in those satisfaction scores yet.

The Covid-19 survey demonstrated concerns about the impact of lockdown on research output particularly, across both genders (Figure 21), and national survey data in 2020⁹, and an article in Nature¹⁰, indicate that lockdown had a disproportionate effect on women, as women take on a greater proportion of the domestic burden.

⁸ Advance-HE Staff Statistical Report 2020 - %Female academic staff in mathematics

⁹ Source: Institute for Fiscal Studies, May 2020, 'Parents, especially mothers, pay heavy price for lockdown'

¹⁰ <https://www.nature.com/articles/d41586-020-02288-3>

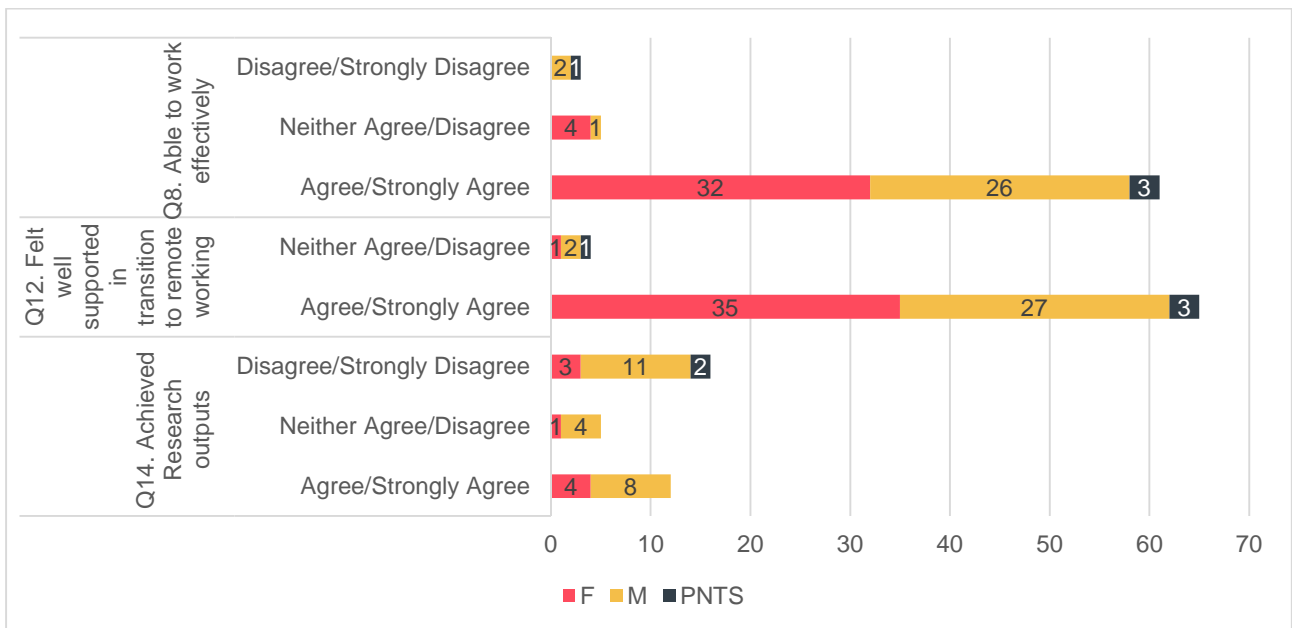


Figure 21 - Covid-19 Survey responses relating to workload by gender, July 2020

We encourage a flexible working approach and, prompted by the Covid-19 pandemic, have adapted to working in new ways – we will seek to incorporate these lessons in future reviews (*future actions 4.1, 8.1, 11.2, 13.4*). With the revised workload model (*future action 13.1*) we will evaluate and incorporate further analysis, to inform thinking about how we can reduce workload over the next 5 years to ensure better work-life balance

(1324 words - Recommended word count: 1500 words)

3.2. Future Action plan

Please provide (in table format) an action plan covering the four-year award period.

Athena SWAN Departmental Renewal Application

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:	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
	28% undergraduate F (all subjects)	1.2 Increase digital outreach content to grow accessibility, incorporating 'It All Adds Up' and other content to reach under-represented groups.	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%
	29% undergraduate F (single subject)	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)				
	Baseline outreach figures: 262,000 subscribers to MI's YouTube Channel 22,500 Twitter followers 10,500 Facebook followers 2,670 Instagram followers	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				
		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

Athena SWAN Departmental Renewal Application

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 Admissions cycle		AOC	1.4.2 (i) Revised processes implemented

Athena SWAN Departmental Renewal Application

Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
		<p>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</p> <p>1.4.4 Colleges and Department work together to ensure applicants have similar numbers of interviews with parity of process</p>	Dec-20	July-21	DUS / APR Working Group	<p>1.4.3 (i) Actions are incorporated into the AS Action Plan</p> <p>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</p>
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

Athena SWAN Departmental Renewal Application

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 4 th 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

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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

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Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
	<p>within academic faculty)</p> <p>Low EAP usage (1 March - 19 July 2020): 4 calls, 3 accounts created</p>	<p>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</p> <p>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.</p> <p>7.4 Introduce structured assessment of sickness data and return to work discussions to determine areas for future action and themes for support</p> <p>7.5 Implement mental health training to equip those who support staff and students</p>	<p>Apr-21</p> <p>Nov-20</p> <p>Dec-21</p> <p>Dec-21</p>	<p>Jun-21</p> <p>Dec-21</p> <p>Annual</p> <p>2025</p>	<p>HAF / HFSHR</p> <p>HFSHR / HAA</p> <p>HAF / HFSHR</p> <p>HAF / HAA / HFSHR</p>	<p>7.2(i) Evaluation complete and report to EDIC with recommendations to reflect emerging themes</p> <p>7.2(ii) 75% of staff aware of the EAP, and My Family Care services</p> <p>7.3 (i) 80% overall staff satisfaction with wellbeing support (including 80% within academic faculty) by Nov 2021</p> <p>7.4 (i) Reduction in staff sickness absence by 2025</p> <p>7.5 (i) 100% of managers, student supervisors and staff in student facing roles undertake mental health awareness training by 2025</p>
<p>8. Increase the gender diversity among academic staff to at least current national average, 22%</p>	<p>2020: 18.5% female 'academic' staff (national average 22.4%)</p> <p>2020 data: 15% female</p>	<p>8.1 Develop a recruitment strategy to ensure best practice across all recruitment exercises, requiring;</p> <ul style="list-style-type: none"> • 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 	<p>2021</p>	<p>2023</p>	<p>HOD/ AHOD CD / HAF / HFSHR</p>	<p>8.1(i) At least 1 recruitment process chaired by a female in next 3 campaigns</p> <p>8.1 (ii) At least 1 search panel led by a female in next 3 campaigns</p> <p>8.1(iii) 30% of potential applicants identified by search panels are female</p>

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Objective	Rationale	Action	Timescale		Person Responsible	Success Measures	
			Start	End			
female or higher, within next 5 years	applicants for AP posts	female contacts (e.g. speakers/visitors / previous applicants)				8.1(iv) 15% increase in female applicants over next 3 campaigns	
	2020: 19% of applicants invited to interview were female	<ul style="list-style-type: none"> • 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(v) At least 1 female appointment at AP level in next 3 campaigns	
	(20% of female applicants are shortlisted, compared to 14% of males applicants)	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	8.1(vi) 100% of panel members undertake recruitment and implicit bias training	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
		8.4 Plan structured support for faculty around Recognition of Distinction, Titular Professor / Associate Professor title processes	May-21	Annual	HOD / HFSHR		8.3 (ii) 100% of key decision making committees include at least 1 female academic
		(see also action 10.1 below)					8.4 (i) Positive feedback from APs on support for promotions

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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.	Jan-21	Dec-21	AHOD CD / ECR Advisors / 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%
		9.2 Develop HR website to ensure that information is easily accessible pre-start and during employment	Jan-21	Dec-21	HFSHR	
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	Oct-20	Annual	HOD / AHOD CD / HFSHR	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
		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	Oct-21	Annual	ECR Advisors / HFSHR	
		10.3 Ensure that all eligible PSS have the opportunity of an annual Personal Development Review (PDR) review	Oct-20	Annual	HAF	
		10.4 CDD / CDR / PDR schemes are monitored for satisfaction and continuous improvements made based on feedback				
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: <ul style="list-style-type: none"> – 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

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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. <ul style="list-style-type: none"> – 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

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

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Objective	Rationale	Action	Timescale		Person Responsible	Success Measures
			Start	End		
Organisation & Culture						
13. Reduce departmental workload demands for academic and professional services staff, by 2025	2018 survey:	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,	Jan-21	Jun-24	AHOD AP / HAF / HFSHR / IT Manager	13.1(i) Pilot workload model implemented by April 2021
	50% Academic (F25%/M53%) and 69% PSS (F30%/M45%) agree workload is fair and transparent	13.2. Review and consolidate feedback from users of pilot model during MT21	Jan-22	Jun-22	HOD/ AHOD AP / HFSHR	13.1(ii) Workload data is used to inform allocation of workload
	56% Academic (F25%, M60%) and 69% PSS (F67%/M82%) agree workload allocation is reasonable	13.3 SMARTen workload objective, once data from workload model is available	Jun-22	Dec-22	HOD/ AHOD AP / HAF	13.1(iii) Achieve 60% (academic) and 80% (PSS) satisfaction with volume of workload in 2023 staff satisfaction survey, with no significant gender differentials
		13.4 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.	2022	2023	HOD	13.3 (i) Workload metrics are available and used to inform SMART targets for reduction
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

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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 Mathematics' 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

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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

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