

Athena Swan renewal application form for departments

Applicant information

When completing your application, please refer to the [applicant information pack](#), which includes full information on criteria, underpinning expectations and question-by-question guidance.

Name of institution	The University of Oxford
Name of department	Department of Education
Date of current application	26 September 2025
Level of previous award	Bronze
Date of previous award	31 July 2020
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Section	Words used
An overview of the department and its approach to gender equality	2489
COVID-19 pandemic statement)	499
An evaluation of the department's progress and issues	2996
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count (Please see information on word limits overleaf)	5982

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

Word limits

The standard overall word limit is 5,500 words. If any of the additional word allowances below apply to you, please confirm in the relevant box, and these can be added to the overall limit. **All additional words used must be detailed in the word count table on page 1 in the relevant sections they have been applied to.**

Additional word allowances	Agreement
Covid-19 pandemic (500 words): Available to applications submitted in any award round <u>up to and including July 2026</u> . These words can be used to discuss practical impacts on the self-assessment process, on action plan implementation, or to address gender equality impacts of Covid-19 more broadly.	I confirm this application has used these additional words Yes
Faculty application (1000 words): these words should be used to analyse and reflect on any departmental or discipline-specific differences. Applicants are encouraged to disaggregate their data by sub-unit wherever possible to support this analysis.	I confirm the applying unit is made up of component sub-units, for example departments No
Clinical and non-clinical staff (500 words): these words can be used to analyse and reflect on any differences between the two staff groups. Applicants are encouraged to disaggregate their data for clinical and non-clinical staff to support this analysis.	N/A
Organisational restructure (750 words): these words can be used to reflect on the impact of the restructure to the applicant's gender equality work or application (e.g. arising from changes to their staff or student demographic profile, policies, or context).	I confirm an organisational restructure has taken place since our last application or in the last three years for first time applicants No
Exceptional Circumstances: If additional words have been approved by AHE due to exceptional circumstances please paste the approval email in below this table	No

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Section 1: An overview of the department and its approach to gender equality

1. Letter of endorsement from the head of the department

University of Oxford

Department of Education

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Email: victoria.murphy@education.ox.ac.uk



I am pleased to write this letter of endorsement for the Department of Education's application for the renewal of our Athena SWAN Bronze Award. As the Head of Department, and former chair of our previous Athena SWAN Bronze application, I am deeply committed to the principles of the Athena SWAN Charter and to advancing gender equality within our academic community.

Since our last application, the Department of Education at the University of Oxford has made progress in addressing gender disparities and fostering an inclusive environment that supports the careers of all staff and students. Our commitment to these goals is embedded in every level of our department's strategy and operations.

We have implemented several key initiatives aimed at supporting gender equality. Notable among these has been the establishment of a targeted mentorship program designed to support early-career academics, providing them with the guidance necessary to progress in their careers. We have commissioned specific pieces of evaluations such as: a gender pay gap analysis; an evaluation of gender representation on our public facing website and annual reports; continued monitoring of gender in leadership roles; monitoring of gender equity in Recognition of Distinction exercises; gender offer ratios of applicants to our courses, among others. These findings are reported and discussed at the highest governance level of the department (DB and PRC).

Despite the successes outlined in this application, we recognize that challenges remain, and we are committed to addressing these through our future action plans. We aim to enhance our support mechanisms for returning parents, address gender gaps in reported satisfaction levels of staff, and further integrate gender equality into our department's core activities.

For our Bronze Award application, I was personally involved in overseeing the implementation of our Athena SWAN action plan and am committed to ensuring its success. I also pledge to continue advocating for gender equality and to support initiatives that promote an inclusive and supportive environment for all.

Although we have achieved many of our objectives set out in the last action plan, the Equity, Diversity and Belonging (EDB) committee has decided to seek a renewal of our Bronze award rather than applying for silver. It has made this decision for several reasons. The COVID-19 pandemic disrupted our initial timeline of delivery set out in the previous action plan, and while many actions were completed in subsequent years, some monitoring protocols were not embedded as much as we had hoped. In addition, our initial action plan was ambitious, and after evaluating our progress towards many of our targets, we have a clearer idea of how to address these more effectively in a revised action plan, which foregrounds intersectional dimensions of inequity.

We are excited about the journey ahead and are committed to building on our successes to further embed gender equality within our department. Thank you for considering our application for the renewal of the Athena SWAN Bronze Award.

Sincerely,

A handwritten signature in black ink, appearing to read 'V. Murphy', with a stylized flourish at the end.

Professor Victoria Murphy
Director of Department
Department of Education
University of Oxford

2. Description of the department and its context

About the Department

The Department of Education at the University of Oxford has a rich history of contributing to educational theory and practice and its commitment to impacting real-world educational settings. Our diverse academic community, consisting of students from over 48 nationalities and a dynamic team of staff and researchers, collaborates on transformative projects that span early childhood education to professional learning.

Our recent research projects, such as those on Reparative Education (Future Leaders Fellowship), as well as projects on Gender and Education in collaboration with the Malala Fund, and Gender achievement in Maths Education exemplify our approach to addressing complex educational challenges through multidisciplinary research with impact of equality in education. The department's influence extends through our innovative postgraduate programs, which attract a diverse range of students dedicated to becoming the next generation of educational leaders.

Furthermore, the department actively engages with the broader educational community through initiatives like the Oxford Education Deanery and impactful research disseminated across influential platforms. These efforts ensure that our academic insights resonate beyond the academic sphere, enhancing educational practices worldwide in accordance with the Department's mission to work "assiduously to remove barriers to equality" in education. Our ongoing commitment to research excellence and educational improvement reflects our foundational goal: to develop educational practices that are both innovative and inclusive, thereby contributing to a more just and informed society. Our commitment to gender equality across all the work we do is fundamental to these goals.

Organisational structures feeding into Athena SWAN objectives

The department operates through a committee structure (see Figure 1) whereby each committee reports to the Departmental Board (DB), the primary departmental decision-making body.

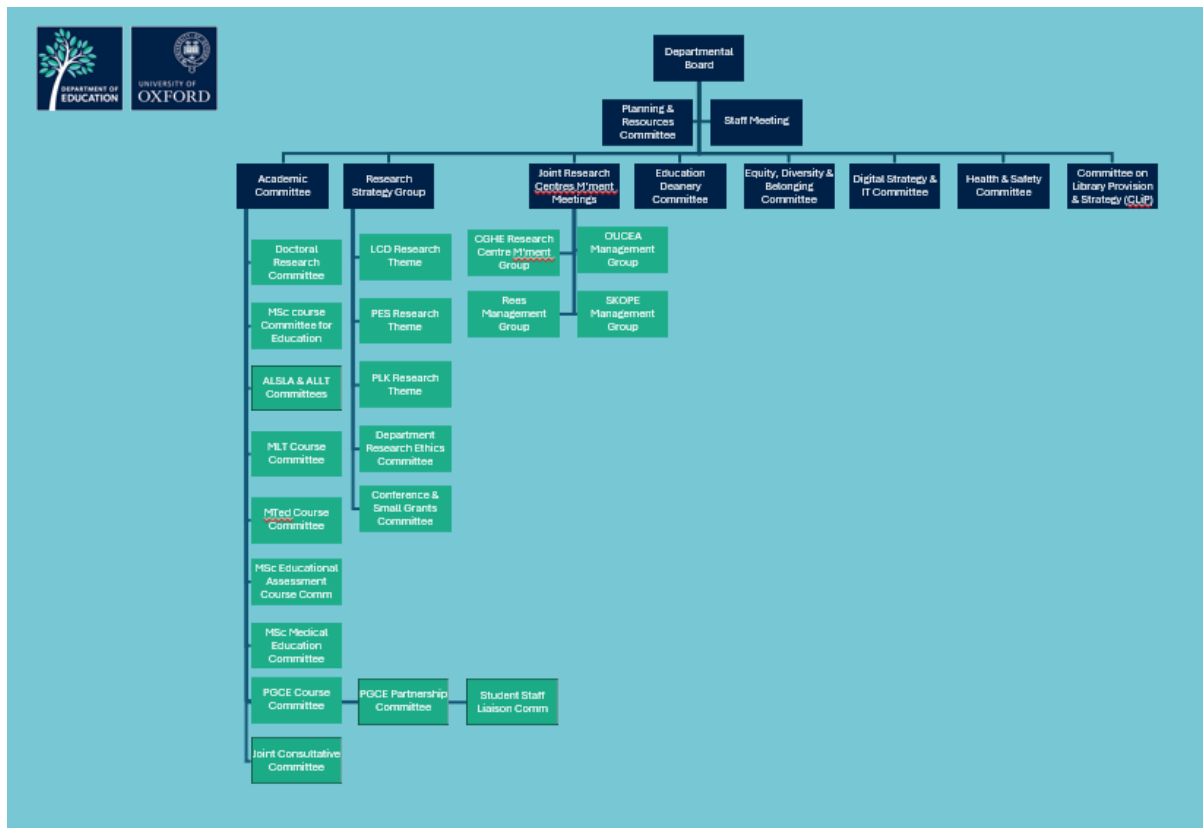


Figure 1 Department of Education organogram

In terms of reporting on Athena SWAN, the committees are structured so that each arm of the department feeds information into the Equity Diversity and Belonging Committee, which leads the implementation and evaluation of Athena SWAN objectives. The official Self-Assessment Team (SAT) comprises a sub-cohort of this committee. (Figure 2).

The chair of the EDB committee and the SAT sits on DB as well as the Planning and Resources Committee (PRC), which is made up of the Senior Management Team and provides managerial leadership. The PRC consists of the Director (DoD), Director for People (DfP) [who is also chair of EDB and SAT], Director for Research (DfR), the Director of Graduate Studies (DGS) and the Head of Administration and Finance (HAF). Additionally, to foster transparency and enable colleagues across the department to contribute to and better understand decision making in the department, each academic year PRC invites an additional academic to attend their meetings. Recent attendees have included the Director of Doctoral Research (DDR), Deputy Director for Graduate Studies (DDGS), and a research centre director, and a Statutory Professor.

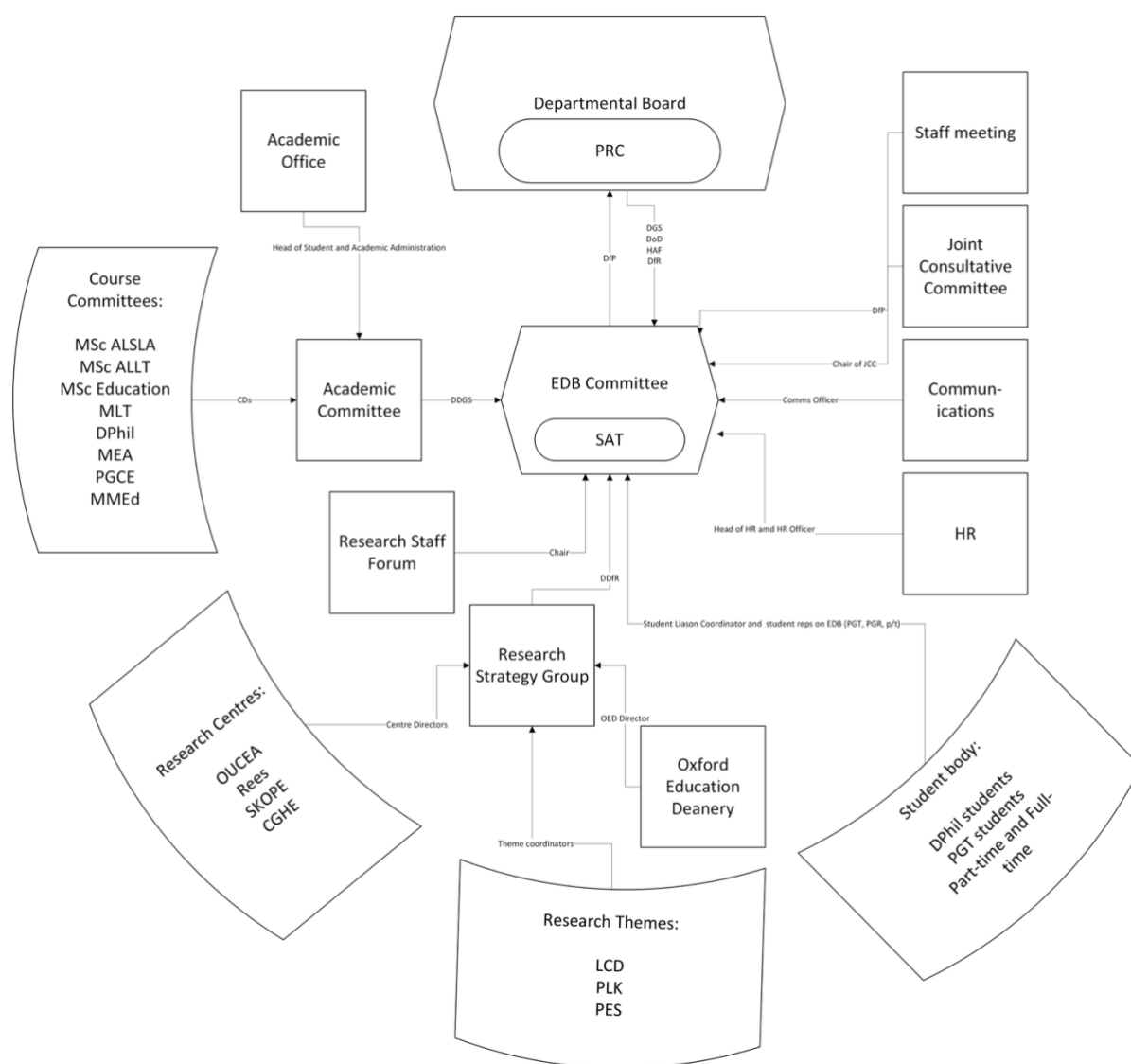
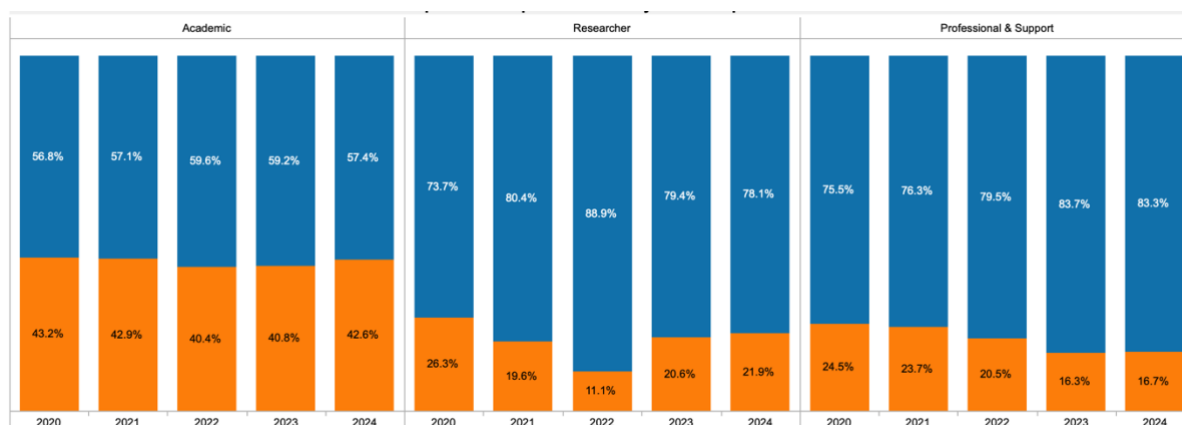


Figure 2: Mechanisms feeding into SAT

Recent staff data

Full data for staff are shown in full detail in the appendix, alongside detailed breakdowns according to contract type, working patterns, job role, and title. Data since the previous Athena SWAN Bronze Award are shown to indicate stability during this period. Headline data are provided in Figures 3. Data indicate 57% of our academic staff are female and 78% of our research (and other) staff are female (in blue). Historical trends show this figure to be stable. The figures for our professional services (non-academic and support staff) indicate the 83% are female. All staff, regardless of title or rank, are given an equitable workload and working conditions (see appendix for information on Gender Pay gap and workload).

Figure 3 Staff overview (see appendix for further detail)



Sex
■ Female
■ Male

The constitution of our professional services team is provided in Figure 3. These staff include people working in operations, HR, academic programmes, research office, finance, IT and communications.

Student Data

Full admissions data for students can be found in the appendix. Each year we make offers to a diverse community of 659 students, of which 441 accept. Of the incoming students in 2024/25, 29.5% were male and 70.5% were female. There is some slight variability in gender ratio year on year, with the previous intake (2023/24) consisting of 66% females (see appendix for full breakdown of applications, offers, acceptances, and offer rates).

3. Athena Swan self-assessment process

Description of the self-assessment team

The Department of Education at the University of Oxford is supported by a dedicated EDB committee which plays a crucial role in the development and implementation of our Athena SWAN initiatives. The SAT is a working group within EDB, whose membership comprises a diverse group of faculty members who bring expertise and dedication to the advancement of gender equality within our department (Table 1). The SAT includes members in senior academic positions (statutory professors, deputy directors, etc) to early career academics. SAT also includes student representation, and representation from non-academic staff. The SAT also drew on a wider range of colleagues during consultation of self-assessment and the creation of the new action plan (Table 2).

Table 1. Self-Assessment Team

Name	Gender	Position	Role in Department in relation to SAT
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Heath Rose (Chair)	Male	Professor of Applied Linguistics	DfP (Deputy Director of Department) Co-Chair of EDB committee (2022-present)
Debbie Aitken	Female	Senior Departmental Lecturer in Medical Education	Co-Chair of EDB committee (2022-2023)
Aliya Khalid	Female	Senior Departmental Lecturer in International and Comparative Education	Early career member of academic staff
Robert Klassen	Male	Chair of Teacher Education	Senior member of academic staff, PRC member
Hannah Cowley	Female	Head of HR and Deputy Head of Administration and Finance	Head of HR and senior manager in professional services
Ariel Lindorff	Female	Associate Professor of Education	Course Director of MSc Education and EBD committee member
Stacey McGowan	Female	Academic Programmes Manager	Representative of professional services
Kristijan Stojanovic	Male	HR officer	EBD committee member and representative of professional services
Georgia Lin	Female	DPhil student	Student voice (former EBD committee member)

Table 2. Additional colleagues who contributed to the SAT in various capacities

Name	Gender	Position	Role in Department in relation to SAT
Victoria Murphy	Female	Professor of Applied Linguistics	Director of Department, PRC
Lesley-Anne Adams	Female	Head of Administration and Finance	Head of Administration and Finance, PRC
Stacey Kirkham	Female	HR officer	Former member of the SAT and EDB committee secretary
David Mills	Male	Associate Professor of Pedagogy and the Social Sciences	Deputy Director of Graduate Studies

Rebecca Eynon	Female	Professor of Digital Education	Deputy Director Research, sitting on EDB
Szilvi Watson	Female	DPhil student	EDB committee member
Nicole Dingwall	Female	Departmental Lecturer	EDB committee member
Xin Xu	Female	Departmental Lecturer	EDB committee member
Madeleine Buil	Female	Research Administrator	EDB committee member
Floarea Iacobescu	Female	MSc student (part-time)	EDB committee member
James Robson	Male	Director for Research	PRC member
Velda Elliott	Female	Director of Graduate Studies	PRC member, EDB committee member

Account of the self-assessment process

The self-assessment process for our Athena SWAN initiatives at the Department of Education at the University of Oxford is structured to ensure comprehensive integration and department-wide engagement.

Central to this process is the inclusion of Athena SWAN objectives on the agenda of all committee meetings across the department, embedding the principles of gender equality into of our operational and strategic decision-making. To ensure that the Athena SWAN principles permeate every aspect of our department's operations, we have instituted a policy whereby Athena SWAN objectives are discussed as a standard agenda item at all committee meetings. This approach allows us to routinely assess our progress and embed gender equality objectives into various facets of departmental life—from research and teaching committees to hiring and administrative processes. This ongoing discussion across committees ensures that gender equality considerations inform decision-making processes at every level.

Much of the centralised work on Athena Swan occurs via the EDB Committee (formerly the Inclusion Committee), which meets one termly in a double-length meeting (three times per year), and plays a pivotal role in steering the department's Athena SWAN activities. These meetings are dedicated to evaluating the effectiveness of current initiatives, planning future actions, and discussing strategic approaches to overcome any challenges. The EDB Committee's discussions are crucial in ensuring that gender equality objectives are not only met but are continuously evolving to meet

the needs of all department members and intersect with the other work we conduct to improve equity and belonging within the department.

In addition to routine discussions at various committees, the progress and updates related to Athena SWAN are reported at all termly Departmental Board (DB) meetings, where DB is the primary decision-making body in our department. This ensures that the entire department, including senior leadership, is informed of the ongoing efforts and achievements related to our Athena SWAN initiatives. Reporting at the Departmental Board also allows for transparency and accountability, providing an opportunity for feedback from a broad spectrum of the department, which is invaluable for refining our strategies and actions.

This integrated approach of embedding gender equality discussions from our smallest committees to the governing body of the department, ensures that Athena SWAN objectives are not siloed but are a central consideration in all departmental activities. This methodology not only reinforces the importance of Athena SWAN principles but also facilitates a comprehensive incorporation of these values in our everyday operations and long-term planning.

In developing this current document, the Self-Assessment Team consulted all key committees and people involved in monitoring each objective to gather data and information on how objectives had been (or were being) addressed. These were then compiled and discussed at the EDB committee in June 2024, and then taken to the Planning and Resources Committee (PRC) December 9th, 2024 for further fact-checking and feedback. PRC is a sub-committee of DB which comprises the Director of Department, Head of Administration and Finance, Director of Graduate Studies, Director for Research, Director for People, and a Senior Member of Staff (Prof Rob Klassen). Based on these consultations, the SAT compiled a first draft of a future action plan. This was taken to the EDB committee for further input in October 2024. A full draft was completed and approved at the EDB committee in February 2025, then approved by Departmental Board in April, 2025.

Plans for the future of the assessment team

As we look to the future, the assessment and evolution of our Athena SWAN action plans will continue to be managed under the dedicated oversight of the EDB Committee. The SAT will continue to work within this committee, and will include wide-ranging representation from across the Department. The committee's composition will reflect a diverse cross-section of our department, encompassing various staff seniorities, roles, and includes student representation, ensuring a broad spectrum of perspectives and insights.

In our commitment to embedding gender equality across all departmental functions, we will persist with the integrated approach that has been foundational in our operations. This approach ensures that Athena SWAN objectives continue to be a standard item on the agenda of all committees within the department, allowing feedback from governance bodies and committees at all levels. This continuous visibility reinforces the importance of gender equality monitoring and reporting processes and keeps the momentum of our initiatives.

The future focus of the assessment team will be on ensuring the delegation of monitoring mechanisms and data collection of the Athena SWAN action plan is robustly in place. The EDB Committee will monitor the effectiveness of the integrated approach and make adjustments as necessary to adapt to changing needs and new opportunities. Through these structured plans and processes, we affirm our unwavering commitment to advancing gender equality within the Department of Education.

Section 2: An evaluation of the department's progress and issues

COVID-19 Pandemic Statement

Our Athena SWAN action plan encountered severe barriers arising from the COVID-19 pandemic. The timing of the pandemic in early 2020 coincided exactly with the first year of planned implementation of almost all of our Athena SWAN objectives. Because of this, the pandemic disrupted the timeline of delivery set out in the previous action plan. This had a knock-on effect due to the crucial importance of setting up and embedding reporting and data collection mechanisms from the outset of implementation.

Due to travel restrictions, there was financial uncertainty related to unclear international student numbers. This resulted in the university requesting that the department increase its target number of offers to students, as well as limited hiring of new staff. This resulted in higher-than-normal student numbers, and increased workload capacity for committee work. The ambitious timeline of many action points was sidelined as the department adjusted to uncertainty in planning around student numbers, moves to teach online, and staffing instability. There was little capacity of many staff to put into place some of the monitoring systems of the action objectives. For example, while the academic office and DGS were grappling with student numbers on course, some of the student-facing evaluation measures were impacted. As outreach activities moved online, this created challenges for planned ways to monitor uptake in attendance on Teams according to gender (which couldn't be ascertained from guest usernames).

From 2020 to early 2025, we also experienced a high turnover of all HR staff, as a by-product of the pandemic's impact on the HR sector in the UK. We had four changes to our Head of HR, and multiple changes in HR officers. Many of the action points of our Athena SWAN action plan were the responsibility of HR colleagues, who were overwhelmed with staffing stability during and after the wake of the pandemic. We also experienced two sizable gaps in Head of HR, where a clear handover was not possible while interim staffing was in place. For this reason, evidence of implementation was not always carried forward as envisioned, even though many of the action plans were put into place by the relevant officers.

Finally, during the latter part of the pandemic, the chair of the SAT re-located internationally to return to her home country, causing a disruption in leadership of the action plan. The newly appointed DfP took over this role on short notice.

Despite these barriers created by the pandemic, it is important to note that many actions were completed in the implementation period as a matter of due diligence by the various committees charged with carrying them out. However, the lack of continuity in embedded reporting and evaluation mechanisms meant that the available data for the SAT to review was not as detailed or embedded as we had initially planned. For this reason, the EDB committee recommended that we renew our application for a Bronze Award to take stock of successes and short-comings and apply what we have learned to our new action plan.

1. Evaluating progress against the previous action plan

Methods

The methods used to evaluate progress were specified in the Athena SWAN Bronze Application plan. These ranged from systematic measures such as:

- the Staff Experience Survey, completed annually by approximately 70% of all employed staff (see appendix)
- data collection exercises associated with admissions, recruitment, recognition of distinction (promotion), staff numbers, leavers, carers, maternity/paternity/carers leave (see appendix)
- specific analyses conducted or commissioned by EDB or other university bodies to gather information for Athena SWAN, such as gender pay gap analysis and analysis of gender representation of our website and annual reports (see Appendix).
- Reporting from various committees within the department via an EDB item embedded on every committee agenda for every meeting, which feeds all actions associated with Athena SWAN to DB via organisational structures.

Panel feedback

In response to panel feedback of our previous application, the SAT made several amendments to the implementation and evaluation of the action plan. These included:

- Embedding appraisals and PDRs as a core avenue to discuss training needs and career progression.
- Monitoring uptake of, and feedback on, appraisals/PDRs via the Staff Experience Survey every year.
- Doubling the allocated time dedicated to the EDB committee meetings (enacted in academic year 2020/21 as part of Inclusion Committee), which is the main organisational body within which the SAT sits.
- Personal and direct involvement of all senior leadership in endorsing and delivering the action plan, via PRC. Our current Director of Department chaired the previous action plan, and was integral in its initial implementation, and has remained so throughout.
- Integration of key HR representatives on the SAT and EDB committee including (at minimum) the Head of HR and an HR officer who acts as administrator for EDB to oversee the responsibilities delegated to HR.
- Provision of details of mandatory university training (appendix).

- Adjustments of timeline of implementation, which were severely affected by the pandemic and are discussed in more detail below.
- A change in policy surrounding maternity cover arrangements, where teaching is no longer re-distributed to existing staff, but fixed contracts are used to appoint suitably qualified people to cover work during maternity leave.

Progress and evaluation

We outline progress to each of the objectives in brief in the remainder of the section to show how the objectives were introduced and what the evidenced impact was. We highlight some evidence-backed examples of success, and—where relevant—discuss improvements to inform our new Athena SWAN Action Plan.

Our first set of objectives centred on **developing a culture of support, inclusion and respect; with principles of Athena SWAN made central (Evidence provided in Appendix 1.1)**. *Objectives 1.1* and *1.2* has had good progress. An Inclusion Committee was established in January 2020, which is now called the EDB Committee, and chaired by the DfP. Athena SWAN remains a standing item on all committee agenda. Statements about the department's commitment to Inclusion and EDB appear in all student handbooks, and we have included a statement on the departmental website of the department's commitment to establishing and maintaining an inclusive working environment for all (<https://www.education.ox.ac.uk/about-us/equity-diversity-and-belonging/>). The Athena SWAN logo appear on our website and annual reports, and staff completion rate of survey now stands at 63%, exceeding target. *Objective 1.3* has made some progress. We have met our objective of ≥ 1 event each term to improve awareness of, and culture of inclusion in the department. We have hosted an EDB lecture each calendar year, for the past three years, with Mr Yousafzai of the Malala Fund, speaking at this year's event. *Objective 1.4*, which was low priority, has had little progress. We have not kept a systematic record of gender parity in our ongoing outreach activities, although we report annually to the division on our activities. This is partly due to the decentralized nature of outreach activities that are a culmination of our various research groups, centres, and projects, but also due to a lack of monitoring systems in-place when events largely moved online and towards hybrid. In 2024, we have re-launched our outreach centre (OED), where we will consolidate outreach activities to better monitor this in our future action plan.

Our second set of objectives centred on **improving opportunities for career development and progression; prioritising gender equality (Evidence provided in Appendix 1.2)**. *Objective 2.1* target outcomes have been achieved. We have had gender representation for successful applications of RoD for title of professor (62.5% female to 38.5% male), which is proportionate to the gender breakdown of our academic staff. We routinely discuss RoD at all appraisals of APs. In the last staff survey 88% overall (85% for female respondents) provided positive responses about PDR, 26 points above the University Division average. *Objective 2.2* has largely been completed through the Norham News which promotes the Awards for Excellence scheme and Reward and Recognition scheme. *Objective 2.3* had good progress. In leading up to the REF we had numerous presentations offering

information at staff meetings, away day (in October 2019) and at various workshops, throughout the year, tailored to different groups of research and professional staff. The outcome of the REF2021 ranked highest in the UK, offering further evidence of our preparedness.

Objectives 2.4, 2.5 and 2.6 pertain to the offering, uptake and monitoring of training for professional development of staff. We have had moderate success in offering bespoke sessions at staff meetings, but staff still state limited time to engage in training. We have carried these objectives forward in the new action plan. *Objectives 2.7 and 2.8* relate to PDRs. The latest figures suggest that staff are clearer about training and development opportunities available to them (47% in 2021; 59% in 2023). They also feel more comfortable discussing training and development needs with their line manager/supervisor (61% in 2021; 71% in 2025). We have seen little change in value in other areas. While we have some in-department training every year in our strategy day, this has fallen short of our target. There is a new PDR framework that is being promoted. These will continue to be tracked and any development areas collected via the forms will be noted to ensure we can analyse any trends.

Objective 2.9 has had good progress. A review of mentoring was conducted by three members of staff from a range of career stages, culminating in a guidance document, which was approved by Departmental Board in June 2022. In the four years between 2021 and 2025 the SES suggested an uptick in mentor activity (with a high of 83% reporting mentoring as useful), but response to mentoring in the past two years is below our target increase of >20%, despite mentoring being embedded in the department. Objective 2.10 has had good progress. All TPP contracts were phased out by the end of 2019/20 and replaced by Departmental Lecturers appointments. Objective 2.11 has had good progress. We have already used the SRL to promote suitably qualified DLs to SRLs, affording the opportunity to become APs. We have also introduced a new title of Senior Departmental Lecturer to communicate progression in seniority at Grade 9, and to use as a stepping stone to AP (in a similar way to SRL).

Our third set of objectives focused on **recruitment, promotion, induction, work allocation, research support, prioritising gender equality (Evidence provided in Appendix 1.3)**. These objectives largely centre around HR policies and procedures, some of which were disrupted due to HR staffing volatility in the years following the COVID-19 pandemic. *Objectives 3.1, 3.2. and 3.3* involve recruitment, and have been achieved through consistent monitoring of panels, decisions, and mandatory implicit bias training, although better record keeping is required in the next iteration of the plan to ensure robust evidence is maintained. *Objective 3.4* is being carried forward to the new action plan. *Objective 3.5* is making good progress; there are new slides and more personalised information being developed in collaboration with the RSF and others to ensure it encompasses all that is required from an induction. *Objective 3.6* is being carried forward; although awareness of harassment procedures is high, the staff experience survey continues to note that harassment is a point of concern that continues to need to be monitored and addressed when it occurs. *Objective 3.7* has been achieved with exit interviews now mandatory for all leavers.

The fourth set of objectives focused on **career breaks, workloads, supporting colleagues with caring responsibilities**. These objectives largely centre around

policies that are effectively now in place. We have seen success in our monitoring of the sponsored nursery place scheme (Objective 4.1) in 2024-25 (which was ultimately not taken up due to alternative arrangements, so have rated it amber until we see a successful case through the system). We continue to ensure gender representation on all committees (Objective 4.2). Data analysis of workload conducted by the SAT have shown no difference in gender for teaching or administration workload (Objective 4.3). We also conducted a gender pay gap analysis which highlighted gender parity.

Our final set of objectives involve **supporting students, embedding Athena SWAN principles in learning and teaching and balancing student gender profile**. In regard to Objective 5.1, a formal analysis of recruitment materials does show a range of students, including males, but still an imbalance that may indicate education to be a female-gendered profession. The objective has been added to the Departmental Communications Strategy. Objectives 5.2, 5.3 and 5.4 have had limited progress to date and have been carried forward. Our statistics are complicated, especially those held for PGCE by the Department for Education. As yet, there is no clear pattern of difference between men and women's reasons for not accepting offers.

Objective 5.5 has been completed, and implicit bias training is now compulsory for anyone involved in admissions. As of the start of 2025, 62 members of the department have undertaken the training. Best practice of interview and admissions panels consisting of both men and women continues to be used. For Objective 5.6 and 5.7 the PGCE and p/t master's course directors do a thorough analysis annually of all individuals who suspend or withdraw, with a view to minimising any losses. We will continue to monitor and examine reasons, although these are largely highly individual. For Objective 5.8, we continue to scrutinise admissions on the DPhil carefully.

For Objective 5.9 and 5.10, we continue to review progression and completion across the board. We have increased the 'Final Year Fund' which is a financial support fund to assist students writing up to get to completion. The pandemic however created varied and unexpected disruptions to all students and normal patterns of completion have not yet been reestablished. Objective 5.11 has seen some progress. The Student Liaison Coordinator now monitors attendance at the weekly seminars, and views of the recording. However, as this is done via Teams, there are challenges that need to be addressed to establish the gender of attendees. The yearly programme of workshops varies, but is largely based on requests from the cohort. Objective 5.12 has seen some progress. We have developed a set of 'doctoral teaching fellowships' which offer systematic and mentored teaching experiences to doctoral students, and are in the process of developing 'doctoral research fellowships' for a parallel experience. Most seminars in the department are now hybrid for access and in particular the Qualitative and Quantitative Methods Hubs seminars see excellent attendance from students, particularly taught PGT.

Learning from our progress evaluation

The main learning from monitoring progress of our Athena SWAN action plan is to ensure delegated collection of appropriate evidence. Many objectives were met, but our systems of collection and reporting data need improvement for some objectives.

Various committees (e.g. academic committee, HR, admissions teams, etc.) need to have clearly demarcated roles in monitoring and reporting on progress against the objectives accompanied by relevant supporting data.

Previous Action Plan with RAG ratings

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
1 Developing a culture of support, inclusion and respect; with principles of Athena SWAN made central							
G 1.1	Establish a permanent committee to embed EQUALITY AND DIVERSITY considerations within the governance structure of the department and oversee implementation of the SMART action plan	Departmental strategy to provide an inclusive environment for all staff including Equality & Diversity The Inclusion committee will oversee the AS and E&D work to ensure our commitment is embedded	Initial steps have been taken to set up an Inclusion committee: draft Terms of Reference and Constituency has been prepared to be discussed and agreed at forthcoming DB meeting (2020)	i) ASWAN SAT will form an Inclusion committee which will be incorporated into Departmental Governance structure (see Figure 1)	i) DDoD & PRC	i) Q2 2019/20	Minutes of Inclusion committee record strategy on implementation of the Action Plan
				ii) appoint a Chair of Inclusion Committee	ii) DoD, DB	ii) Q2 2019/20	Minutes of PRC and DB include summary of Action Plan Targets which feature annually in strategic plans and progress on achieving these are reported to PRC and DB
				iii) Inclusion committee will report to the DB	iii) Chair of Inclusion Committee	iii) Q3 2019/20 and termly thereafter	AS/E&D continues to be a standing
				iv) establish Terms of Reference including appointment basis and period of office	iv) Chair of Inclusion Committee	iv) Q2 2019/20 and review annually thereafter	
				v) develop an agenda to implement the SMART Action Plan	v) Members of Inclusion Committee	v) Q3 2019/20 and review annually thereafter	

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				vi) Continue to develop actions to support and improve Inclusion throughout the department	vi) Members of Inclusion Committee	vi) Q3 2019/20 and termly thereafter	item at all department meetings Priority: High
1.2 A	Give prominence, both internally and externally, to the department's commitment to INCLUSION for all staff, students, and visitors	To succeed, the AS process must be embedded and supported at the highest strategic decision-making level. Ensure staff and students are aware of department's commitment to E&D/Inclusion issues	Statement about commitment to Diversity has been included on some course handbooks https://canvas.ox.ac.uk/courses/21783/pages/diversity-statement?module_item_id=353633 but these are internal only at present. Athena SWAN features as a	i) Ensure that AS is included in the annual review of the Department's strategic plan	i) DoD, EA to DoD	i) Q1 2019/20 & review annually	≥ a 10% increase in students completing annual survey
				ii) Ensure that AS/E&D remains a standing item on Department's PRC, DB and Academic Committee agenda	ii) DoD, EA to DoD, DGS, HDO Administrator	ii) Q1 2019/20	≥ 50% of students responding to survey agree they are aware of the department's commitment to inclusion
				iii) include statements about the department's commitment to Inclusion and Equality & Diversity in student handbooks	iii) DGS and course directors of different programmes	iii) Q2 2020/21 & review annually	≥ 5% increase in staff completing survey
				iv) include discussion of importance of Inclusion and E&D in induction week meetings with new students – <i>highlighting</i>	iv) course directors	iv) Q2 2020/21	≥ 50% of staff completing survey agree they are aware of the department's

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			standing item on all committee agendas	<i>the importance of returning the student survey in this process</i>			commitment to inclusion
				v) include a statement on the departmental website of the department's commitment to establishing and maintaining an inclusive working environment for all	v) Chair of Inclusion Committee and Communications Officer	v) Q2 2019/20	Priority: High
				vi) AS logo to appear on website and prospectus	vi) Comms officer, course directors	vi) Q3 2019/20	
1.3 	Develop an agenda with staff and students which reinforces the department's commitment to championing Inclusion through SPECIFIC EVENTS	Currently there is no such agenda and any events are ad hoc		i) Inclusion committee to work with SLC to promote and plan agenda of departmental events to promote awareness of inclusion	i) HR, SLC, Inclusion Committee	i) Begin planning agenda in Q2/Q3 2019/20	≥ 1 event each term to improve awareness of, and culture of inclusion in the department.
				ii) Make facilities available to staff and students who wish to commemorate key areas of Inclusion, (e.g., LGBT month;	ii) HR, SLC, Inclusion Committee	ii) roll out events from Q1 2020/21	Priority: High

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	which mark targeted areas encompassed within inclusion.			international women's day; Trans awareness; Black History month; mental health awareness). These events may include such activities as: seminars, bake sales, film screenings, and other activities aimed at bringing people together around a particular inclusion issue.			
1.4 R	To review OUTREACH work and develop a record of staff and student participation and uptake – by gender	There is no systematic record of outreach activity across the department		i) Develop a monitoring mechanism for staff and student participation in outreach activity	i) Course committees and Inclusion committee	Q1 2019/20 and ongoing	Accurate record of staff and student outreach engagement
				ii) Ensure Open Day and other admissions events reflect gender parity (staff) throughout the day/event.	ii) Course Directors	Q1 2019/20 and annually	≥ 33% of participants in outreach/admissions events are women
				iii) Ensure workshops, seminars and other events strive to achieve a balance in gender of department	iii) DGS	Q1 2019/20 and termly	≥ 33% of participants in outreach events are men

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				representatives (staff and students)			0 male-only or female-only seminar or workshop programmes <i>Priority: Low</i>
2. Improve opportunities for career development and progression; prioritising gender equality							
2.1 A	Continue to support colleagues through PERSONAL DEVELOPMENT REVIEW (PDR) to plan their careers to include eligibility for RoD and monitor gender balance in RoD applications		The DoD and DDoD currently adopt a strategy of identifying eligible (or soon to be eligible) staff for the RoD and meet to discuss preparing an application and/or developing their profile	i) Encourage mentors and line managers to offer explicit guidance on developing a profile that meets the criteria for RoD - reviewing and adapting mentoring guidance to ensure mentors have this on their agenda ii) checklist to line managers that RoD should be an item for discussion at appraisals iii) DoD and DDoD continue to identify eligible candidates and	ii) DoD; DDoD; HAF ii) HR iii) DoD; DDoD; HAF	i) Q1 2020/21 and annually when the call for RoD applications is made ii) Checklist developed in Q2/3 2019/20 iii) Q1 2019/20 and ongoing	≥ 20% increase in number of staff who report being clear on career progression opportunities [staff survey, feedback from mentoring] Checklist available for line managers to ensure appraisals offer opportunity to discuss RoD Equal number of applications for

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				directly encourage them to put themselves forward for RoD			RoD from female and male across a 2-year period
				iv) continue to monitor gender balance in RoD applications	iv) DoD; DDoD	iv) Q1 2019/20 and ongoing	Priority: High
2.2 	Emphasise to line managers of academic and research staff that the annual REWARD AND RECOGNITION SCHEME (RRS) is available for all eligible applicants when the 2020 round is publicised in February 2020, and continue to	Table 12 indicates that fewer academic and research staff are put forward for RRS		i) Publicise that the scheme is open to all on grades 1 to 10 when the 2020 round opens in February 2020 and continue to communicate this fact at staff meetings throughout 2020 and beyond.	i) HR; HAF and line managers	i)Q2 2019/20 and annually thereafter	≥ 10% increase in no. of academic and research staff nominated for RRS in 2020 and annually thereafter Priority: High
				ii) HAF to contact line managers in advance of the annual RRS call that they can nominate their staff on grades 1-10, highlighting the criteria.	ii)HAF	ii)Q2 2019/20 and annually thereafter	

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	communicate this fact at staff meetings throughout 2020 and beyond.						
2.3 A	Ensure that all staff are supported for contributing to RESEARCH EXCELLENCE FRAMEWORK (REF) submission through workshops, mentoring, and information sessions		In leading up to the REF we have had numerous presentations offering information at staff meetings, away day (in October 2019) and at various workshops throughout the year In 2019/20 a 'writing workshop' mentoring scheme was developed	i) Continue to conduct staff workshops to communicate about REF and arrange mentorship to support contributions to the submission ii) Continue the 'writing workshop' scheme	i) REF Steering Group and RSG ii) Research mentors; Research theme leaders; and centre directors	i) Q2 2019/20 and repeated at next REF cycle ii) As of Q1 2019/20 and thereafter	≥ 1 staff development REF workshops per annum ≥ 75% of staff who participate in REF workshops indicate it was useful/effective [from workshop feedback] ≥ 5% increase in Staff reporting feeling supported in preparing for REF submissions (on staff survey)

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				and liaise with the central and local administrative teams to offer a bespoke offering for staff within the department.			≥ 20% reduction in the number of staff who report training is unclear to them on staff survey
				iii) monitor effectiveness of training for staff through careful analysis of staff survey and feedback following individual training sessions	iii)HR and Inclusion Committee	iii)Q1 2020/21 and ongoing	Priority: Medium
2.5 A	Increase AWARENES S OF TRAINING opportunities for all staff	Staff survey indicated some staff were unsure of training opportunities		i) ensure line managers discuss training opportunities and workload with staff through PDR processes through including training needs on PDR checklist	i) HR; line managers, DDoD	i) as of Q2 2019/20 and ongoing	PDR checklist created and used by line managers (see also Objective 2.7) ≥ 10% increase in number of staff

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				ii) HR to work with the Communications officer to promote awareness of courses available at departmental and university level, including those offered by POD, mentoring, and apprenticeship schemes.	ii) HR, Communications Officer	ii) as of Q3 2019/20 and ongoing	reporting awareness of training opportunities [staff survey] (see also objective 2.4) <i>Priority: Medium</i>
2.6 R	Offer BESPOKE TRAINING SESSIONS within the department where needed and monitor and review PDR outcomes to assess improvements in staff development as part of the Employee	Some respondents on staff survey report feeling they do not have the time to take up training opportunities. Offering bespoke, in-house sessions should make it easier for staff to attend training.	We have already held training sessions in the department (e.g., one on Project Management in Q2 2018) but we will develop these further	HR to setup a departmental administrative and professional training programme for all staff twice per year. The focus of these training sessions will be determined by staff feedback from survey, and from needs identified in PDR. HR therefore will liaise with line managers about training needs expressed by staff through PDR.	HR and line managers	Q3 2019/20 HR communicate with line managers about using PDR checklist for monitoring training needs.	≥ 1 bespoke training sessions offered within the department each year ≥ 10% reduction in number of staff reporting not having time to engage in training [staff survey]

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	Lifecycle initiative (ELI), by September 2021			PDR checklist developed in Objective 2.5 to be used to highlight training needs			<i>Priority: Medium</i>
2.7 	Monitor and evaluate the effectiveness of the PERSONAL DEVELOPMENT REVIEW (PDR) scheme	The recently established PDR scheme needs to be evaluated and refined where necessary and effectively rolled out across the department.	The PDR scheme was developed between Q1-Q3 in 2017/18 and is being piloted in Q1-Q4 2019/20	i) HR prepares PDR and mentoring checklist (see also Objective 2.5). To guide line managers about key areas the need to be discussed (e.g., training of Objective 2.5)	i) HR, HAF, DDoD	i) as of Q2 2019/20 and ongoing	An embedded scheme in which all staff are participating and no difference by gender ≥ 20% increase in staff reporting they had been invited to have PDR
				ii) Develop a spreadsheet which will track the progress of PDR forms. The forms will be sent in advance of a meeting to ensure a framework for discussion is outlined from both the individual	ii) HR, HAF, DDoD	ii) Tracking spreadsheet to be developed in Q2-Q3 2019/20 and available for use in Q1 2020/21 and revised	≥ 20% increase in satisfaction with PDR and mentoring [staff survey] <i>Priority: High</i>

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				and line manager before meeting.		accordingly thereafter	
				iii) Ensure questions on annual staff survey reflect satisfaction of PDR so as to allow for evaluation	iii) DDoD, Inclusion Committee	iii) Q4 2019/20 and annually thereafter	
2.8 	ENCOURAGE MORE WOMEN TO ENGAGE WITH THE PDR SCHEME	Figure 25 suggests more men take up PDR than women		Line managers to particularly encourage women to take up PDRs	HR, HAF, DDoD, line managers	Q3 2019/20 and ongoing	≥ 20% increase in number of women taking up PDR <i>Priority: High</i>
2.9 	Monitor and evaluate the effectiveness of the MENTORING scheme	The recently established mentoring scheme needs evaluating and refining where necessary		i) Gather feedback from staff following one year's implementation of mentoring and make adjustments accordingly. Feedback will come either verbally to mentors/line managers, through the PDR forms, and through an annual email to all staff asking for their	i) HR, HAF, DDoD	i) Q1 to Q2 2020/21	≥ 20% increase in number of staff reporting having access to and benefiting from appropriate mentoring [staff survey] ≥ 50% respondents on staff survey

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				comments on how they feel the mentoring scheme is progressing. We will also ensure that appropriate questions appear on the annual staff survey to allow us to gauge satisfaction with the mentoring scheme.			report satisfaction with mentoring <i>Priority: High</i>
				ii) DDoD to make refinements/adjustments to mentoring scheme in response to feedback	ii) DDoD, HR, HAF, Inclusion Committee	ii) Q3-Q4 2020/21 and annually thereafter	
2.10 	Continue to PHASE OUT THE TPP CONTRACT IN FAVOUR OF THE DL post to support colleagues' in developing a research agenda, thus supporting	A TPP contract by definition excludes research activity and does not help colleagues develop research skills and experience. Hence phasing out TPP contracts in favour of DL posts enables	In 2018/19 the department introduced four new DLs (replacing previous TPPs).	Continue to replace TPP posts with DL contracts as needed	DPP, DDoD, DoD	Q1-Q4 2019/20 and ongoing	By Q4 2020/21 100% of TPP posts are replaced by DL positions <i>Priority: Medium</i>

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	career progression	colleagues to develop their research careers					
2.11	Continue to USE THE SRL POST AS A PROMOTIONAL VEHICLE for colleagues on research fellow or DL contracts.	The SRL allows us to promote colleagues on fixed-term DL contracts, on a higher pay grade, which can then be used as a stepping stone to apply for the title of AP	We have already used the SRL to promote suitably qualified DLs to SRLs, affording the opportunity to become APs	Continue to use the SRL contract as a vehicle to promote suitably qualified DLs to enable higher pay grade, permanent status, and possibility to apply for title of AP	DoD, DDoD	Q1-Q4 2019/20 and ongoing	Continued use of SRL contract Priority: Low
3. Recruitment, promotion, induction, work allocation, research support, prioritising gender equality							
3.1 G	Make RECRUITMENT AND SELECTION online training, and Implicit Bias online training mandatory for any colleague	Historically recruitment and selection, and implicit bias training has been encouraged but not been made mandatory nor is completion of this	The department currently encourages recruitment panel members to participate in recruitment and selection,	i) HR to make recruitment and selection online training compulsory for all staff involved in staff recruitment.	i) HR and Chairs of recruitment panels	i) Q1 2020/21	100% of staff involved in recruitment have received Recruitment and Selection training before participating in new recruitment activities.
				ii) All staff to complete implicit bias in the workplace as mandatory training.	ii) HR; Chairs of recruitment panels	ii) Q1 2020/21	

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	on recruitment panels and use Core HR to input and track this data, by September 2020.	training tracked at departmental level	and implicit bias training.	iii) Completion of training will be monitored and added to an overall spreadsheet by HR and logged on CoreHR.	iii) HR	Q1 2020/21	100% of staff involved in recruitment have received implicit bias training before participating in new recruitment activities. <i>Priority: Medium</i>
3.2 	Ensure that EVERY RECRUITMENT PANEL HAS BOTH GENDERS REPRESENTED on the panel. Use Core HR to track this data, and provide comments in Core HR for reasons for exceptions to the policy so	Currently we have no streamlined process for tracking whether recruitment panels are gender balanced.	The department currently strives to provide a balanced gender panel (minimum of one person per gender) where possible	i) HR to log gender representation for each member of recruitment panel on the CoreHR system and track this on a recruitment spreadsheet log. This will include reasons when gender balance was not possible.	i) HR	i) Q1 2019/20 to Q1 2020/21	0 selection panels made up of only one gender <i>Priority: Medium</i>
				ii) HR to create supportive guidance for Chairs of panels and streamline existing shortlisting and interview packs. Recruitment panel	ii) HR and Chairs of recruitment panels	ii) Ready for Q1 2020/21	

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	that these can be examined and the cause identified, by September 2020.			chairs will use this guidance to explain to interviewees why panel members are present, outlining reasons why gender may not be balanced due to the need to represent panel members' expertise and involvement in the advertised post.			
3.3 	Cleanse Core HR on a quarterly basis so that APPLICATION-OFFER-RATIOS ARE CLEAR WITHIN THE DEPARTMENT . This will enable monitoring of this data	Historically we have not had extensive access to the CoreHR system. This has meant monitoring for recruitment has been inconsistent for previous years which we will rectify to allow for more accurate monitoring of applicant-offer-accept ratios to	Monitoring for recruitment is currently inconsistent	i)HR to carry out a retrospective assessment and cleanse of recruitment data to keep it updated	i) HR	i) from Q2 2019/20	An updated system which can identify any gender imbalance in candidates at different stages of recruitment. Priority: Medium
				ii)HR to add data to quarterly reports and monitor trends in recruitment.	ii)HR	ii) Quarterly reports from Q1 2020/21	

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	longer term, and ensure it is kept up to date.	implement appropriate action if there are any gender imbalances.					
3.4 	Ensure that all members of selection panels are aware of current research showing WOMEN TEND TO DOWNPLAY THEIR ACHIEVEMENTS AND TALENTS in applications relative to men.	Only recruitment panels for Senior Appointments include this information but all recruitment panels should be reminded of this important research for any post		Include statement in information provided to recruitment panel members at shortlisting stage about this research	HR Administrator and Chairs of recruitment panels	from Q1 2020/21	100% of members of any recruitment panel are informed of research concerning how women present their accomplishments in job applications <i>Priority: Medium</i>
3.5 	Enhance and IMPROVE THE INDUCTION	Results from staff survey indicate induction is an	HR currently delivers a 1-2-1 induction covering the	i) create a line manager checklist and provide support to line managers about what should be	i) HR	i) Q2/Q3 2019/20	100% of staff who respond to Induction questions on staff survey are

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	PROCESS , including monitoring participation in induction-oriented training and events, and evaluation of effectiveness of induction in helping new colleagues integrate into the department. This work will take place as part of the ELI, with the enhanced induction plan in place by September 2020.	area that needs improvement	employment contract and HR processes, however this could be improved.	covered in a line manager induction.			aware of and satisfied with current induction
				ii) improve on HR 1-2-1 induction on new starters' first day including a checklist and new starter pack with Staff Handbook which will include a clear index of networks, allies and groups available for all staff to support and promote Equality and Diversity.	ii) HR	ii) Q2/Q3 2019/20 development of new checklist and revised starter pack – available for use in Q1 2020/21	Checklist to support line managers about what to cover in induction
				iii) Develop a training and induction log to new starters for hand in to HR once complete and verified by the line manager.	iii) HR	iii) induction log available for use as of Q1 2020/21	Formalised induction strategy with clear activities outlined and scheduled within an appropriate time frame (including log for training and induction events)
				iv) HR to implement a group induction in collaboration with the Health and Safety Officer which will be compulsory for new staff and optional for	iv) HR	iv) as of Q1 2020/21	Checklist for induction progress to successfully track and monitor the progress of the newly implemented induction process.

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				casual workers and visitors. This will include information on well-being support and available administrative support			Questionnaire to monitor satisfaction with induction for new starters
				v) A termly new starter welcome lunch (as required) aimed to encourage networking across the whole department. Will include introductions by key members of staff on their role within the department. Offering a more relaxed and social environment to strengthen the friendly and hardworking culture of Education.	v) HR; HAF; HoD	v)Q1 2020/21 and termly thereafter where needed for new staff	Suggestion box available for anonymous feedback on Induction Priority: High
				vi) Develop a checklist which will be completed and signed at the 1-2-1 induction to ensure that we have a written log on the individual's	vi) HR, HAF	vi) Q1 2020/21	

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				personnel file that they have completed this induction and the information that was delivered.			
				vii) HR to keep a track of group induction attendance through a booking procedure and attendance sign-up sheets.	vii) HR	vii) Developed in Q2/Q3 2019/20 ready for use in Q1 2020/21	
				viii) HR to implement a one-month check-in with new starters about any training needs and induction log to be completed by the end of the probation period	viii) HR	viii) as of Q1 2020/21	
				ix) Use CoreHR to monitor induction uptake. This work will take place as part of the ELI, with the enhanced induction plan in place.	ix) HR, HAF, DDoD	ix) Q1 2020/21	
				x) HR to administer a questionnaire for feedback once training	x) HR	x) developed in Q2/Q3 2019/20 ready for use in	

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				and induction log has been completed. This will include questions about each induction event and the training.		Q1 2020/21 and beyond	
				xi)HR to implement a suggestions box which will be highlighted at the termly new starter welcome lunch. It will be available in the open common room/café space for anonymous feedback on areas of HR including effectiveness of induction procedures	xi) HR	xi) suggestion box in place by Q1 2020/21	
3.6 	Promote engagement with the university's HARASSMENT POLICY and procedures through Induction and PDR and	Staff survey data revealed some staff reported having experienced or witnessed harassment and/or bullying. HR, HAF and HoD were aware of	Currently, the department has two Harassment officers – one female member of Professional and Administrative	i)Highlight the university's harassment policy in Induction as part of the Employee Lifecycle Initiative (induction and PDR sections).	i) HR Administrator, Line managers	i) Begin in Q1 2020/21 and review annually thereafter	≤ 2% of staff survey respondents report experiencing harassment or bullying, directly or indirectly
				ii)Raise staff awareness of the harassment policy as part of the employee	ii)Line managers, HR, DDoD	ii) Begin Q1 2020/21 and as relevant when	Four trained harassment officers (two from

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	through ensuring that all line managers are trained on the policy and procedure, by September 2020, as part of the Employee Lifecycle initiative:- increase the number of harassment advisors, hold annual awareness-raising event, develop code of conduct for students	each case. However, we would like to eliminate these experiences from occurring.	e Staff and one male academic staff (at .2 FTE).	life cycle initiative (induction and PDR sections).		new staff join the department thereafter	Professional and Admin staff; two from Academic Staff (one female and male of each)
				iii) We aim to have an additional female and male staff member from both Professional and Administrative Staff and Academic staff (i.e., 4 Harassment officers in total) trained by Q1 2020/21 to both promote awareness and ensure all colleagues have a trained colleague they feel comfortable speaking to should they experience/witness harassment	iii)HR & Harassment Officers	iii) Q1 2019/20 to Q1 2020/21	≥ 1 event per academic year that highlight Inclusion and draws awareness to support within the department and university on harassment issues
				iv)Ensure staff are aware of support provided by HR; harassment officers to create awareness events	iv)HR & Harassment Officers	iv)Q1-Q4 2020/21	Code of conduct statement produced describing appropriate conduct for students, published on student handbook websites and departmental website. Code of conduct statement
				v)Develop 'code of conduct' statement and event in Induction week	v)SLC, JCC, DGS and Chair	v)Q1-Q4 2019/20	

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				for new students to be clear on what is considered appropriate behaviour between the student cohort and towards staff in the department	of Inclusion committee		embedded within induction week activities <i>Priority: High</i>
				vi) Clear statement to be made available on appropriate behaviour for students in Induction Week and to be embedded within induction week activities	vi) DDoD, Inclusion Committee	vi) Q1 2020/21	
3.7 G	As part of the Employee Lifecycle Initiative (ELI), develop and launch a LEAVERS' PROCEDURE by September 2020. This procedure will make exit	Current process for leavers has no formal way of gathering data to pass to the HR team for input into Core HR.	From Q3 2018/19 the HR team with the DDoD began the process of developing the Employee Lifecycle Initiative (ELI) to provide a more coherent	i) As part of the ELI, develop and launch a leavers' procedure. This procedure will make exit questionnaires mandatory so that leavers are able to provide the HR team with more detailed and accurate data for the CoreHR system of why they leave and their destinations.	i) HR, HAF, Inclusion Committee, line managers	i) Leavers' procedure ready by Q1 2020/21	100% of leavers have exit interview Quarterly HR summary reports on Leavers <i>Priority: Low</i>

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
	interviews mandatory, so that line managers are able to provide the HR team with more detailed and accurate data for the Core HR system of why leavers leave and their destinations.		experience for all employees from recruitment through to leaving	ii) Develop an exit questionnaire to provide HR with more detailed information about why colleagues leave to enable analysis to ascertain whether there are any gender issues to be addressed iii) HR to offer to meet and discuss anything in addition to the exit questionnaire and to provide line managers with a leavers' checklist to ensure everything is completed according to procedure. iv) More detailed leaver analysis to be conducted annually; monitoring to become part of a quarterly summary HR report. This will ensure any concerns are picked up quickly and trends	ii) HR iii) HR iv) HR	ii) Questionnaire ready by Q1 202/21 iii) Checklist ready as of Q1 2020/21 and annually as required when colleagues leave iv) database developed from questionnaire data as of Q4 2020/21 and updated annually thereafter; analysis at Q4	

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
				and patterns identified effectively		2020/21 and quarterly thereafter	
4. Career breaks, workloads, supporting colleagues with caring responsibilities							
4.1 	Apply to the sponsored NURSERY PLACES SCHEME , to support staff in gaining access to the university nursery provision, during the 2020 round, and launch a staff carer network	Currently, the department is not engaged with the nursery places this scheme but this could be helpful for colleagues in securing quality (and convenient) nursery provision		i) Apply to the sponsored nursery places scheme, to support staff in gaining access to the university nursery provision, during the 2019/2020 round.	i) HAF	i) Q1 2019/20	Staff have increased likelihood of securing a place at one of the university's nurseries ≥ 75% of staff to report being well-informed regarding leave and return from staff survey in Q3 2020/21 Staff Carer network established Priority: High
				ii) Promote the scheme to all staff in the department and create more accessible information via HR about family leave and returning to work.	ii) HR	ii) Q2 2019/20	
				iii) Start a staff Carer Network where people can ask HR and other carers questions. Will include a termly get together coffee/tea morning.	iii) HR	Q1 2020/21	

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
4.2 G	Continue to SUCCESSION PLAN with gender balance in mind (in progress)			Consider gender when planning which colleagues will take over administrative roles in the department. Ensure at least one male on each committee (no female-only or male-only committees)	i)-iv) DoD, DDoD, DGS and DPP	i) Q1 2020/21	0 female-only committees; 0 male-only committees <i>Priority: Medium</i>
4.3 G	Ensure fair and equitable WORKLOAD planning enabling all staff to develop rewarding and progressive careers (in progress) – review teaching workload by	Workload allocation needs to promote and be seen to promote equal opportunities for staff to be involved in activities that can lead to career development, and a healthy work-life balance	A workload model was developed in 2016/2017 as a result of extensive consultation with colleagues in the department	i)Continue to refine the workload model on an annual basis ensuring transparency and buy-in. ii)Continue to review overall workload by gender across the department to ensure that women do not have higher (or lower) workloads than men. iii)Review teaching workload by gender	i)DoD, DDoD, DGS and DPP ii)DoD, DDoD, DGS and DPP iii)DoD, DDoD, DGS and DPP	i) Q1 2019/20 and annually thereafter ii)Q1 2019/20 and annually thereafter iii)Q1 2019/20 and annually thereafter	$\leq 5\%$ discrepancy in across teaching, administration and leadership by gender. Summary data on workload used by PRC to continue to inform planning <i>Priority: High</i>

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
	gender; review academic administration roles by gender, review leadership roles by gender			iv) Review academic administration roles by gender. v) Continue to review leadership roles by gender.	iv) DoD, DDoD, DGS and DPP v) DoD, DDoD, DGS and DPP	iv) Q1 2019/20 and annually thereafter v) Q1 2019/20 and annually thereafter	
5. Supporting students, embedding AS principles in learning and teaching and balancing student gender profile							
5.1 	Employ GENDER-AWARE COMMUNICATION AND MARKETING	Higher proportions of women than men across all courses – a gender-aware communication and marketing strategy could highlight that Education is not just for women.		Formal annual review of the online and hardcopy promotional materials (including prospectus, webpages and funding leaflets) to ensure content represents all genders across protected characteristics	All course committees, Communication Officer, Course Directors	Review of marketing and communication materials to begin in Q2 2019/20 and annually thereafter	Equal representation (50-50) of males and females on Education Department website pages (particularly with photographs and student experience, testimonials) and all hardcopy promotional materials <i>Priority: High</i>

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
5.2 	Address the fair representation of gender in CURRICULUM , pedagogy, and seminars	We have not yet carried out a formal curriculum and pedagogy review with gender in mind		i) Working group to develop strategy on reviewing our curricula (including course readings) ii) Working Group agenda is discussed/approved at DB iii) Curriculum review agenda is implemented iv) Seminar programme (both internal (organised by research group convenors) and external (organised by KE committee)) to be developed with gender in mind	i) DGS, Course Directors, Chair of Inclusion Committee (co-opting a DPhil student whose research is on 'de-colonising the curriculum') ii) DGS, Course Directors, Chair of Inclusion Committee, DB iii) DGS, Course Directors, teaching staff iv) Chair of Inclusion committee, Convenors of Research Group, Chair of KE committee	i) Working group to be established in Q2 of 2019/20 ii) agenda for curriculum review approved at DB in Q3 2019 iii) Q1 2020/21 and ongoing iv) Q2/Q3 2019/20 for Chair of Inclusion to liaise with Chair of KE committee and research group convenors; Q1 2020/21 for	A balanced curriculum across all taught courses, with a minimum of 40% of curriculum materials representing contributors from each gender 0 female-only or male-only seminar programmes (both internal and external) Seminar programmes includes a minimum of 33% of each gender Priority: High

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
						new seminar programmes to be more gender balanced (not less than 20% of each gender)	
5.3 	Include a session on the problems associated with a GENDERED DISCIPLINE in all programmes.	Education is a gendered discipline and this can have consequences on how it is perceived, represented, and understood		Include a session on all programmes about challenges associated with a gendered discipline	DGS and Course Directors	DGS and course directors to liaise over how to embed the session within respective programmes – Q2/Q3 2019/20 Sessions included in each programme as of Q1 2020/21 and thereafter	100% of students have ≥ 1 session which discusses the problems associated with working in a gendered discipline included in their programme – evident in course timetables Priority: High
5.4 	Examine whether there are GENDER DIFFERENCES IN PGCE	Figure 6 illustrates possible discrepancies between applications ->		i) Review and analyse admissions data, broken down by subjects on the PGCE, to ascertain whether there is a	i) DPP and PGCE admissions tutors to monitor the application, offer	i) Q2, Q3, Q4 2019/2020	< 5% discrepancy in Application-Offer-Acceptance between female and

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
	RECRUITMENT , particularly across subjects - and take any necessary action to address subject-specific differences	offer -> acceptances by gender where higher proportions of women are offered and then accept places relative to the proportion of applications from men.		gendered issue in terms of the three phases of admission across specific subjects	and acceptance rates, broken down by subject, for females and males		males on the PGCE programme
				ii) IF there is a gendered issue, develop a strategy to mitigate against any gender imbalance	ii) DPP and PGCE course committee	ii) (If required pending analysis) strategy developed in Q1 and Q2 of 2020/21	Priority: Medium
		Lower proportions of men are offered and then accept places relative to the proportion who applied.		iii) strategy implemented (if required)	iii) DPP and PGCE course committee	iii) (if required) Q3, Q4 of 2020/21 and reviewed and implemented annually thereafter	
5.5 	Review ADMISSIONS PROCEDURES ON MSC ED AND MSC ALSLA to identify	Figures 7 and 8 depict potential gender differences where slightly higher proportions of men receive and accept offers relative to the		i) review of admissions procedures for relevant courses (MSc Ed/ MSc ALSLA).	i) DGS and course directors	i) Q1-Q4 2019/20 and annually thereafter	100% of staff colleagues involved in admissions have completed implicit bias training
				ii) implicit bias training to be made compulsory for those involved in	ii) DGS and MSc ED/MSc ALSLA course directors	ii) Q1-Q4 2019/20 and reviewed	

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
	whether there is a bias in favour of male applicants and take necessary steps to mitigate against this potential	number who apply compared to women		admissions on these programmes		annually thereafter	< 5% discrepancy in offer ratio by gender for relevant programmes Priority: Medium
				iii) develop record of staff who have had implicit bias training	iii) HDO	iii) record developed by Q4 2019/20 and updated annually thereafter	
				iv) Continue best practice recommendations for MSc Ed and MSc ALSLA ie interview panels to consist of both men and women, including electronic interviews eg Skype, to be gender balanced where possible	iv) DGS, Course Directors	iv) Q2-4 2019/20 and reviewed annually thereafter	
5.6 	Closely examine WITHDRAWAL RATES FROM THE PGCE by gender and	Figure 9 suggests that higher proportions of males than females withdraw from the PGCE		i) record at each stage the proportions of male/female students who do not complete by the end of the course (withdrawals/suspensions/incomplete/withdrawal	i) PGCE Course Director and PGCE Administrator	i) Q2- Q3 2019/20 and annually thereafter	Clear data of why students withdraw from PGCE by gender and subject

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
	across subjects. If there is a gender issue, develop and implement a strategy to mitigate against this and regularly review the effectiveness of this strategy.			s following initial suspension, etc.) – broken down by subject specialism			≥ 5% reduction in number of men who withdraw
				ii) ascertain whether gender plays a role in withdrawal rates, broken down by subject specialism	ii) PGCE course director and PGCE Administrator	ii) by end of Q4 2019/2020	Priority: Medium
				iii) if gender is relevant in withdrawal rates and/or by subject – develop strategy to mitigate against this (e.g., carry out analysis/research to identify why)	iii) PGCE office, DPP	iii) Analysis and strategy completed by end of Q2 2020/21	
				iv) implement strategy to mitigate against gender in withdrawal rates on PGCE	iv) DPP, PGCE office	iv) as of Q1 2021/22	
				v) review effectiveness of strategy and amend as required	v) DPP, PGCE committee, PGCE office	v) by end of Q4 2021/22	

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
5.7 	Identify why there are higher proportions of males than females designated 'INCOMPLETE' ON PART-TIME/DISTANCE EDUCATION PROGRAMMES and develop strategy to address this.	Figure 10 suggests that there are more males in 'incomplete' category than females in 3/4 years		i) examine p/t MSc data to identify whether there is an observable pattern for males in why students are designated 'incomplete' ii) if the data indicate that more males are registered as incomplete, examine closely why this might be through more careful tracking and analysis of the reasons why males are likely to be registered as 'incomplete' iii) having more detailed information about why more men are registered as 'incomplete' on p/t MSc courses, develop and implement strategy to offer more targeted support where needed. This will be dependent	i) course administrators ii) Course Directors; Course administrators iii) Course Directors; Course Administrators; DGS	i) Q1-Q4 2019/20 academic year and ongoing ii) analysis completed by Q4 of 2020/21 iii) strategy developed and implemented by Q1 2021/22	Clear understanding of why men more likely to 'incomplete' than women on part-time/distance education courses < 10% discrepancy between genders on number of 'incomplete' Priority: Medium

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
				on patterns and reasons recorded.			
				iv) review effectiveness of strategy by continuing to monitor gender in 'incomplete' rates on p/t MSc courses	iv) Course Directors; Course Administrators; DGS	iv) by Q4 2021/22 and ongoing	
				v) add a 'what happens if..' page on the virtual learning environment showing real-life examples of students (female and male) who met obstacles in the course of completing their p/t studies and how they engaged with the departmental and university processes to help them through.	v) Course Directors, course administrators for relevant programmes	v) Q3 2019/20 and ongoing	
5.8 G	Scrutinise ADMISSIONS ON TO DPHIL PROGRAMME : continue			i) review of admissions procedures for the DPhil programme	i) DDR and DGS	i) Q1-4 2019/20	Database is developed which records which colleagues have completed implicit bias training.
				ii) implicit bias training for those involved in	ii) DDR and DGS	ii) to be implemented by Q1 2020/21	

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
	best practice for all interview panels to include both women and men; review promotional material to ensure equal representation of women and men; and incorporate mandatory implicit bias training for all staff involved with admissions on the PGR.			admissions on these programmes			100% of staff involved in DPhil admissions have completed implicit bias training Priority: Medium
				iii) develop database to record when staff have had implicit bias training	iii) HDO administrators	iii) database in place by Q1 2020/21	
				iv) Continue best practice recommendations for interview panels to consist of both men and women, including electronic eg Skype, to be gender balanced where possible	iv) DDR and research group convenors	iv) ongoing	
				v) Complete a formal annual review of online and hardcopy promotional materials for the DPhil programme to ensure images and content represent all genders and wording is inclusive	v) DDR and HDO administrator	v) review begins in Q2 2019/20 – in preparation for Q1 of 2020/21	

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
5.9 	Scrutinise the COMPLETION RATES of women compared to men on the DPhil programme. Develop and implement a strategy which support completion within four years	Figure 15 illustrates higher proportions of men than women completing within a four-year period.	Doctoral Students Caring Responsibilities Survey ongoing in 2019/20 and will be used to support the development of strategy to improve completion rates	i) develop database which breaks down completion rates by gender each year and records the reasons for failing to complete within four years	i) Higher Degrees Administrator	i) Q2 2019/20	≥ 75% of women (and men) complete their DPhil within four years (excluding suspensions and/or maternity/paternity leaves) Priority: Low
				ii) analyse the database to identify any pattern that biases women against completing within four-years (e.g., child care, family responsibilities)	ii) DDR and DGS	ii) DDR and DGS to analyse database in Q2 2019/20	
				iii) identify risk factors that lead to women taking longer than four years to complete, supported by the findings of the caring responsibilities survey, and in consideration of the fact that some DPhils undertake paid work while completing their degrees (see section 4.2 ii and Figure	iii) DDR, DGS	iii) Q3 2019/20 and annually thereafter	

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
				21). We will examine whether this impacts more on females taking longer to complete than males.			
				iv) develop and implement strategy to support women to complete within four years	iv) DDR, DGS and Inclusion Committee	iv) Q3 2019/20 and reviewed annually thereafter	
				v) review effectiveness of strategy (where effectiveness = proportion of women failing to complete within 4 years is lowered), and modify as required	v) DDR, DGS and Inclusion Committee	v) Q3 2020/21 and annually thereafter	
5.10 	Improve SUPPORT FOR DPHIL STUDENTS to complete within the	Figure 15 which identifies relatively low proportions of students completing within four years		i) database from objective 5.9 to be used as basis for developing further strategies to support all DPhil students to complete within four years	i) DDR and DGS	i)Q2 2019/20	Better understanding from database of risk factors for completion

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
	four-year time period			ii) Develop and implement a DPhil support strategy (as required) if different from that of objective 5.9	ii) DDR and DGS	Q3 2019/20 and annually thereafter	≥ 75% of DPhil students complete within the four-year period (excluding suspensions and/or maternity/paternity leaves) Priority: Low
5.11 A	Monitor uptake and feedback (by gender) at the STUDENT LIAISON COORDINATOR (SLC) workshops for MSc and doctoral students and review workshop provision.	We have no clear indication of the take up of these SLC workshops and do not have a formal process of monitoring content.		The department will work with the SLC to implement an attendance record and feedback protocol as regards the SLC workshops, and we will review this provision each year.	DDR, SLC	beginning Q2 2019/20 and reviewed annually	Clear understanding of numbers of students who participate in SLC workshops Clear understanding content of SLC workshops Priority: Low

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5.12 	Through the student survey, gather further information on what 'ACADEMIC EXPERIENCE' students would like and actively seek ways to offer	Responses on the student survey of summer term 2018 suggested many students would like more 'academic experience' opportunities		i) Seek greater detail from student survey data to identify what academic experiences students would like and develop more detailed survey questions	i) DDR, SLC, DGS, Inclusion Committee	i) Q3 2019/20	Greater understanding of what our students would like by way of academic experiences
				ii) examine and provide, where possible, the kind of academic experiences students would like	ii) DDR, SLC, DGS	ii) Q1-Q4 2020/21 and annually thereafter	Offer a wider range of academic experiences to students

Ref.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Date/timescale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
	these opportunities.			iii) work more closely with the ESRC DTP to develop and offer opportunities for internships	iii) DDR, Director of DTP	iii) Q1-Q4 2020/21 and annually	<i>Priority: Low</i>

2. Key priorities for future action

Current issues arising from self-assessment

The Department of Education's renewal application is grounded in our critically evaluation of progress since our 2020 Bronze award. While the integrated structure of Athena SWAN has enabled committees to make meaningful progress in several areas, it has de-centralised data gathering meaning evidence was not collected across all indicators as planned.

The 2025–2029 Action Plan was developed through a comprehensive and consultative process led by EDB Committee and Athena SWAN SAT, as outlined by the structures in Figure 1, meaning all staff fed into the process. Action plans were first consolidated from sources at the EDB committee in June 2024 and were then compiled into a draft Action Plan. The draft action plan was then taken to PRC in October 2024 for input. This allowed the DoD, HAF, DGS, DfR, DfP, and a Senior Member of Staff (Prof Rob Klassen) to feed into the plan from the highest levels of across the department. Based on these consultations, the SAT compiled a second draft of a future action plan. This was taken to the EDB committee for further input in November 2024. A full draft was completed and approved at the EDB committee in February 2025, then approved by DB in April, 2025.

Key priorities

The 2025–2029 Action Plan builds on the achievements of the previous cycle while addressing persistent challenges identified through data analysis, staff and student consultation, panel feedback from the last application, as well as further issues emerging from routine analysis of mandatory data (Appendix 2b).

A central objective is to **deepen the department's culture of support, inclusion, and belonging (Objectives 1.1—1.5)**. To achieve this, Athena SWAN principles will continue to be embedded into all departmental governance and committee work. The plan also consolidates EDI-related activities into a coordinated annual programme, strengthening visibility and engagement. In response to identified gender gaps in public events, we are also introducing more systematic monitoring of outreach activities to evaluate their reach and effectiveness. Large gender imbalances persist in our student numbers, highlighting education as a gender field. Data analysis suggests that this imbalance may be growing (Appendix 2b.1). To address noted issues and a widening gender gap in PGT student numbers, we will challenge notions of education as a gendered field via public facing communications and addressing gender imbalances revealed in our commissioned document/website analysis.

Another major strand of the plan focuses on **supporting career development and progression for all staff (Objectives 2.1—2.8)**, particularly women, early-career researchers, and those on fixed-term contracts. Analysis of staff data show a larger proportion of women in early career researcher roles than academic roles. Even though women still outnumber men at senior academic levels, this may be an indication of an underlying issue of retention in the field, which has implications for PDRs and career progression. Analysis of RoD has highlighted some gender disparities in application numbers, even though award rates are representative of gender balance of the department. This indicates women, on average, may be more cautious when applying to RoD, waiting until they are certain they meet criteria. To ensure all applicants are being identified and put forward as appropriate, promotions processes will be routinely discussed at PDRs and evaluated yearly to monitor gender patterns and inform departmental strategies to support career advancement. These actions are complemented by efforts to improve the visibility and accessibility of professional development opportunities, including clarifying workload allowances to enable equitable participation.

Staff and student wellbeing also feature prominently within the plan, with a commitment to **equitable recruitment, strengthening induction processes and ensuring equitable support structures (Objectives 3.1—3.5)**. Data reveals a very small but consistent gender gap in application and shortlisting, especially for recruitment of academic staff. This will be addressed through further trend monitoring and mandatory implicit bias training. Induction for academic staff is being redesigned to improve consistency and ensure that new colleagues are fully informed of available support, policies, and development opportunities. The department is also enhancing the visibility of reporting mechanisms for harassment and bullying, aiming to improve confidence in the system (which is lacking according to the SES data) and ensure that concerns are addressed sensitively and effectively. We will continue to better structural resources and flexible working for those returning from parental leave.

The plan also addresses **workload equity and line manager accountability (Objectives 4.1—4.3)**, responding directly to feedback from SES on workload and well-being. Annual workload analyses by DfP will monitor gender patterns and ensure responsibilities are distributed transparently and fairly. We aim to strengthen PDR completion, training uptake, and engagement with mentoring schemes. These measures are designed to ensure that policies and processes which have been implemented consistently taken up across the department.

Finally, the action plan places renewed emphasis on **advancing gender equity for students and our teaching and learning practices (Objectives 5.1—5.6)**. Small, but persistent, gender disparities can also still be found in offer and acceptance rates from male applications as well as completion rates, and withdrawal rates indicating that male applications are slightly less likely to take up offers, and also less likely to complete their degree programme, and withdraw from study (Appendix 2b.2).

Strategic shifts in future Action Plan

Together, these objectives represent a strategic shift towards fewer, higher-impact priorities, supported by stronger monitoring mechanisms, and integration with broader University equity and inclusion strategies. However, we have not radically changed our central areas for development, as we feel we need to ensure the previous objectives are consolidated and achieved in the future action plan in a refined and accountable manner. Our 2025–2029 action plan reflects a more mature stage of Athena SWAN work.

Section 3: Future action plan

Athena SWAN Action Plan 2025-2029

Notes:

- This action plan follows consultation by the Athena SWAN Self-Assessment Team with relevant responsible officers, the Equity Diversity and Belonging Committee (EDB), and the Planning and Resources Committee (PRC).
- This plan forms part of the Athena SWAN Bronze Award Renewal Application submitted in September, 2025.
- This plan was approved by EDB, PRC, and Departmental Board in Hilary Term 2025.
- For the Athena SWAN Action plan that was included in our previous submission, [see our website](#) to view and download.

Ref	Objective	Rationale	Action already taken to date and outcome	Further action planned	Committee and/or Officer Responsible	Time scale Q1: Oct-Dec Q2: Jan-Mar Q3: Apr-Jun Q4: Jul-Sep	Target Outcome and Priority
1	Developing a culture of support, inclusion and respect, with principles of Athena SWAN made central						
1.1	Monitor and refine membership and reach of the Equity, Diversity and Belonging Committee to ensure all groups are represented.	The EDB committee will continue to oversee the AS and EDI work, but needs to centralise data collection related to target outcomes via committee work.	We achieved the objectives and prior AS action points to establish the EDB committee, which has been incorporated into the departmental governance, hosts annual events, has two appointed co-chairs, and reports to DB.	i) Actively recruit student voice on the committee ii) Ensure requisite membership and committee time is devoted to constant monitoring of target outcomes including people with relevant oversight.	i-ii) Co-chairs of EDB in association with EDB committee	i) Q1 2025 (on-going) ii) Q2 2026 (on-going)	i) Annual EBD membership list to include student membership to comprise PGT (f/t), PGT (p/t), and PGR. ii) EDB submits a yearly report to PRC on AS progress, to identify gaps in data collection early. Priority: Medium

1.2	Maintain prominence of department's commitment to inclusion for all staff, students, and visitors.	AS must be embedded and supported at the highest strategic decision-making level. Better monitoring of student awareness of AS objectives is required.	Athena SWAN has become a standing item on all committee agenda, statements about the department's commitment to Inclusion and Equality & Diversity appear in all student handbooks, and we have included a statement on the departmental website of the department's commitment to establishing and maintaining an inclusive working environment for all. The Athena SWAN logo appear on our website and annual reports.	Maintain and monitor awareness of EDI in the department	Co-chairs of EDB in association with EDB committee	Q2 2026 (on-going)	≥ 75% of students and staff responding to staff experience survey and student survey agree that the department is commitment to inclusion. Priority: Medium
1.3	Coordinate an agenda of specific public events which champion targeted areas of inclusion.	To promote the department's commitment to EDI beyond the department.	Currently we host an annual EDB public lecture and many ad hoc and grassroots activities.	Ensure that EDI events are consolidated and strategically co-ordinated as part of a coherent EDI event agenda.	Co-chairs of EDB in association with EDB committee	Q1 2026 (on-going)	3+ EDB events per year on website listed as EDB events, which are consolidated on our department events website. EDB to submit an agenda of

							targeted activities at start of each academic year. Priority: Medium
1.4	To review outreach work and develop a record of staff and student participation and uptake by gender.	There is no systematic record of outreach activity across the department.	Since the last review, the department has re-launched the Oxford Education Deanery, which consolidates outreach activities.	Develop a monitoring mechanism for staff and student participation in outreach activity.	Oxford Education Deanery	Q1 2026 (on-going)	Participation in outreach to be proportionate to gender student and staff ratios to ensure no group is under-represented. Priority: Low
1.5	To challenge perceptions of education as a gendered field in terms of how we represent the department profile.	Staff and student data shows high proportions of women, with evidence of a widening gap in student data.	We commissioned a review of our public-facing documents and web presence, which shows a female dominance remains despite concerted efforts in achieving gender balance in promotional photography.	To make changes to the image composition on our website and promotional materials to ensure greater gender balance, and continue to conduct a formal review of gender representation in content in all outward facing materials.	Communications and PR Officers	Q2 2026 and repeated following major updates of promotional and website content.	Next formal review to be conducted and a report of findings presented at the Comms and PR Advisory Committee in Q2 2026 to show improvement in gender balance compared to previous report. Priority: High
2	Improve opportunities for career development and progression; prioritising gender equality						
2.1	Continue to support colleagues through PDR to	Figures suggest that while there is proportional representation	The DoD and DfP currently adopt a strategy of identifying eligible	Encourage mentors and line managers to offer explicit guidance on	DoD, DfR and DfP	Q2 2028	Maintain proportional representation of gender in RoD in five-year window.

	plan their careers to include eligibility for RoD and monitor gender balance in RoD applications.	of successful RoD applications, females apply at a lower rate, and male applicants are far more likely to be unsuccessful (41.5% gender difference) due to applying when not ready.	(or soon to be eligible) staff for the RoD and meet to discuss preparing an application and/or developing their profile for future application. We monitor gender representation for RoD over large time windows (5+ years) due to small numbers.	developing a profile that meets the criteria for RoD. Continue to monitor gender in RoD applications at the AP to Prof and DL to AP progression levels.			Achieve an application success rate gender gap of <20% over five year window analysis. Priority: High
2.2	Continue to utilise the RRS scheme to celebrate achievements across a diverse range of staff roles.	Review of RRS indicated excellent growth but continued areas of underutilization for academic and research staff.	We have increased the number of awards each year, as well as the amount of reward to incentivise nominations.	Publicise that the scheme is open to all staff on grades 1 to 10 when the 2026 round opens in February 2026 and continue to communicate this fact to all PIs of research projects.	HAF (professional services staff) DfP (academic staff) DfR (Research staff).	Q3 2026	≥ 10% increase in no. of academic and research staff nominated for RRS in 2026 and annually thereafter, until proportionate to professional services staff. Priority: High
2.3	Ensure that all staff are supported for contributing to REF submission through workshops,	Research impact is of strategic and financial importance to the department. 57% of female staff feel	In leading up to the previous REF we have had numerous presentations offering information at staff meetings, research strategy	Continue to conduct staff workshops to communicate about REF and arrange mentorship to support	REF Steering Group and RSG	Q3 2026 – Q3 2029	Gender difference of <5% in satisfaction levels over REF preparation period on SES. Priority: Medium

	mentoring, and information sessions.	supported in contributing to the department's efforts in preparing for REF compared to 67% of male staff.	days, and at various workshops.	contributions to the submission.			
2.4	Offer bespoke training sessions, and develop a system for monitoring uptake of training.	During PDRs, staff continue to request training in certain areas. There is a >14% gender difference in responses to training and development items on the SES.	We respond to training needs by looking at larger trends from PDRs, which has resulted in bespoke sessions such as dealing with neurodiversity. We are working towards a more systematic approach to consolidate training requests, and to systematically monitor effectiveness.	HR to develop a spreadsheet to log and monitor requests from staff for training, and uptake of training offered by the department and the university. This will allow us to track trends in requests for training and liaise with the central and local administrative teams.	HR	Q4 2026 and on-going	Spreadsheet system in place by Q4 2026 listing ≥ 1 bespoke training sessions offered within the department each year $\geq 5\%$ gender difference in training-related SES questions. Priority: Low
2.5	Continue to monitor and evaluate the effectiveness of the PDR and appraisal scheme.	PDRs are seen as an important avenue to discuss development needs of staff and address any inequities for	We have a system for PDRs and appraisals. We invite staff to take part annually, but only 54% report via SES they are	To continue to invite people to PDRs and monitor uptake. Ensure all staff are invited annually.	All line managers	Q4 2027 and on-going	No gender differences in staff participating in PDR over two-year period $\geq 70\%$ staff report they are invited to PDR on

		those who do not undertake such regular reviews.	invited, indicating a lack of visibility.				Staff Experience Survey. Priority: High
2.6	Monitor and evaluate the effectiveness of the mentoring scheme.	We have a mentoring scheme in place, but SES data indicate it is not implemented effectively..	We conducted a review of our mentoring scheme in 2020-21 and implemented revised guidance to ensure all staff are placed with a mentor upon joining the department.	We need to monitor gender equality in uptake and satisfaction of the scheme.	HR	Q4 2027 and on-going	No gender differences in uptake and satisfaction with mentoring according to SES over two-year period. Priority: High
2.7	Provide DLs with research time to support them in developing a research agenda.	As part of research culture, we need to ensure ECRs have research time in workload and are not over-burdened with teaching and administrative roles.	We phased out teaching-only contracts in favour of DL contracts. We introduced a workload model that provides DLs more research time and less administrative time.	Annually review the workload model to ensure DLs have dedicated research time.	DfP	Q4 2026 and on-going	No DLs teaching more than .4FTE in workload; ensure fixed-term DLs do not have more than 0.2FTE of admin. No gender difference in teaching workload according to annual analysis. Priority: High
2.8	Continue to use SDL (Grade 9) roles as promotional vehicle to AP.	Due to our high number of DL contracts, we need to ensure equity of status	We have in almost all cases aligned with division recommendations by supporting	DfP as line manager for SDLs should ensure promotion is discussed at all PDRs, and ensure no	DfP	Q4 2027 and on-going	No gender differences in SDL to AP promotion, as measured by analysis of promotion over

		by supporting those at Grade 9 to apply to title of AP (the standard academic contract title).	permanent DLs to move from Grade 8 to Grade 9 and given title of SDL. We regularly monitor staff at Grade 9 for potential promotion to AP title.	gender difference in encouraging people to apply.			large time window (e.g. 3-5 years) Priority: High
3	Recruitment, promotion, induction, research support, prioritising gender equality						
3.1	Continue to ensure fairness in recruitment and selection through implicit bias training, gender representation, gender balance at various stages of recruitment.	Data analysis of application to shortlisting ratio shows a slightly larger likelihood of men being shortlisted for academic roles. The difference is small, and likely lesser than chance due to small numbers, but the situation needs to be monitored. It is essential to have robust systems in place to ensure there is no implicit gender bias in	Our previous AS action was achieved, and we have made implicit bias mandatory for all people on selection committees. We have gender representation on all major selection committees as standard practice.	Continue with current recruitment practices. HR to provide annual reports on gender balance at various stages of recruitment.	HR	Q4 2027 and on-going	No gender imbalance in gender across recruitment stages as determined by application to shortlisting to offer ratios (which may suggest implicit bias). Future analysis to demonstrate that any difference is lesser than chance (CI: 95%) Priority: High

		recruitment and selection.					
3.2	Ensure that all members of selection panels are aware of research showing women tend to downplay their achievements and talents in applications relative to men.	All recruitment panels should be reminded of this important research for any post in an embedded manner.	We have raised awareness in an ad hoc manner during short-listing meetings, but not in an embedded or systematic manner.	Add a statement to all applications' short-listing instructions, making reference to research that underpins this.	HR	Q4 2026	EDB to liaise with HR to verify this has happened by end of academic year, 2026. Priority: Medium
3.3	Enhance and improve the induction process, including monitoring and evaluation of effectiveness of induction in helping new colleagues integrate into the department.	Results from Staff Experience Survey indicate induction is an area that needs improvement for academic staff in particular, with 69-71% indicating usefulness.	We have introduced a new induction procedure, and the Staff Experience Survey indicates high levels of satisfaction from professional staff, but lower levels of satisfaction from academic staff, namely due to poor university-level induction.	Improve induction at department for academic staff to compensate for lacks in university-level induction. HR communicate with various parties across the department to ensure coherent induction.	HR, DoD, DfP, DfR, DGS	Q4 2026	>90% of academic and professional staff who respond to induction questions on Staff Experience Survey are satisfied with induction Priority: High
3.4	Continue to promote and monitor department's	Staff survey data continue to show some staff reported having	We ensure gender representation in our harassment officers. We treat all	Ensure all staff and students are aware of support provided by department in	HR, DfP	Q4 2027	>75% of staff show confidence in system of dealing with

	commitment to harassment policies.	experienced or witnessed harassment and/or bullying indicators (while 84% are aware of policy, only 57% have confidence in it). We want to ensure staff have faith in our commitment to processes to stamp out harassment.	harassment cases under university procedures.	regard to harassment; ensure harassment and bullying are covered in induction for staff, and induction week for students. Add item on Staff Experience Survey to monitor satisfaction with procedures.			bullying and harassment. Code of conduct statement produced describing appropriate conduct for students, published on student handbook websites and departmental website. Code of conduct statement embedded within induction week activities Priority: High
3.5	Collate data from mandatory exit interviews, so that line managers are able to provide the HR team with more detailed and accurate data of why leavers leave and their destinations.	Exit interviews are an important avenue to capture areas of possible dissatisfaction with the working environment of the department.	We have implemented a system of mandatory exit interviews, but could better consolidate this information to look for larger trends over longer time windows.	HR to collate information in spreadsheet from leaver interviews on destinations and reasons for leaving to explore trends.	HR, Line managers	Q4 2027 and on-going	Spreadsheet in place by Q4 2027. Priority: High
4	Workloads, supporting colleagues with caring responsibilities						

4.1	Apply to the sponsored nursery places scheme, to support staff in gaining access to the university nursery provision.	This scheme could be helpful for colleagues in securing quality and convenient nursery provision, given current supply issues in Oxford.	The provision of the scheme post-COVID was unclear and poorly advertised, but (as of Oct 2024) we have full information of future processes for applying to the university scheme.	HR to engage with colleagues on maternity leave and ensure nursery provision is discussed in every mandatory maternity plan.	HR, Line managers	Q1 2025 and on-going	Successfully secure nursery place for colleagues on maternity leave. Item is included in HR protocols on maternity plans to capture desires for places early in the process. Priority: High
4.2	Continue to succession plan and plan committee membership with gender representation in mind.	Gender representation is important in decision-making bodies. Female staff may be more likely to apply to large administrative positions.	As standard, we consider gender when planning committee membership, while also ensuring people are appointed on merit. Working groups and PRC consider gender balance on committees when developing succession plans of who to encourage to apply for roles.	Ensure at least one male on each committee (no female-only or male-only committees) via a formal review of all committees.	PRC (planning); EDB committee (review);	Q4 2026 and on-going	No single gender committees according to a review of gender in leadership roles over large time windows to capture long-term patterns (5 years) Priority: High
4.3	Ensure fair and equitable workload planning enabling all staff to develop	Workload allocation needs to promote and be seen to promote equal opportunities for	The workload model has been refined to include measures of teaching, research and administrative time, which allow	Annually review workload in the three role categories by gender to ensure no differences in gender. Address any	DfP	Q1 2025 and on-going	No significant gender differences in teaching, administration and research allocations across staff according to data on workload

	rewarding and progressive careers.	staff to be involved in activities that can lead to career development, and a healthy work-life balance.	for direct comparisons.	differences immediately once identified.			provided annually to PRC. Priority: High
5	Embedding AS principles in learning and teaching						
5.1	Ensure fair representation of gender in curriculum, pedagogy, and seminars.	We have not carried out a formal curriculum and pedagogy review in the past 4 years.	While fair representation has been a directive to all curriculum coordinators in reviewing reading lists and course content, a formal review was not implemented due to shifting priorities during the COVID-19 pandemic.	The formal review of curriculum will be carried forward and implemented as stated in the original action plan.	EDB in consultation with DGS (for curriculum review). EDB in consultation with DfR (for seminar review)	Q4 2026 (reviews complete)	A formal review of curriculum across all taught courses to show a minimum of 40% of curriculum materials representing contributors from each gender. Annual review of seminar programmes shows a minimum of 33% of each gender Priority: Low
5.2	Expand sessions on the problems associated with education being viewed as a gendered discipline in all programmes.	Education is a gendered discipline, and this can have consequences on how it is perceived, represented, and understood.	This discussion is included on the PGCE programme as standard.	Discussions should be considered for other programs where gender imbalance is evident.	DGS and all CDs	Q1 2026	All relevant courses to (at minimum) include a statement in handbook addressing education as a gendered field by Q1 2026. Priority: Low

5.3	Monitor gender differences in recruitment, and take any necessary action to address differences	Previous data highlighted possible discrepancies between application and offer ratios according to gender on several courses.	This has been monitored for several years, and the most recent data show there is <10% difference in gender offer and acceptance rates. All admissions assessors take implicit bias training.	There is a need to continue to monitor these trends to ensure minimal gender differences in the future.	CDs to conduct yearly analysis. Academic Office to ensure training of all admissions assessors.	Q1 2026 and on-going	100% of admissions team have completed implicit bias training. Long-term data over a large time window (>5 years) to show <5% gender difference in application to offer ratios. Priority: Medium
5.4	Identify why there are higher proportions of males than females designated 'incomplete' on part-time (p/t) education programmes and develop strategy to address this.	Previous data suggested that there are more males in 'incomplete' category than females.	Due to shifting priorities during the pandemic, a formal piece of work was not conducted, and is now overdue.	i) Part-time course administrators to gather information on withdrawals and incomplete students to collate data across programmes and develop a strategy document. ii) collect data on impact of this strategy via formal review of numbers.	Working group of CDs and course administrator s of p/t courses collate information from students and to develop strategy	Q1 2027 followed by ongoing monitoring Q1 2029 – formal review due	A target >50% reduction of incomplete students following two years of implementation of strategy. Strategy document to be presented to academic committee in Q1 2027 Priority: Low
5.5	Scrutinise the completion rates of all degrees according to gender. Develop and implement a	Data indicates that for both men and women, completion rates have worsened over a four year	As part of the last action plan we have enhanced support mechanisms for completion including a writing up fund for PGR	i) develop database which breaks down completion rates by gender each year and records the reasons for failing to complete	i) DPhil administrator ii) DDR iii) DDR and DGS	i) Q4 2026 ii) Q1 2027 iii) Q1 2027	≥ 75% of all students complete their DPhil within four years (excluding suspensions and/or maternity/paternity leave)

	strategy which supports completion of PGR and PGT programmes.	period. It is essential that both women and men are supported in ways that allows them to complete degree programmes, as any gender differences might be evidence of a systemic issue.	students. However, analysis of programme completion rate data indicates a small but growing gap in degree non-completion by men (i.e. 9 point difference in 2024, up from 3 points in 2021), as well as withdrawal rates.	ii) analyse the database to identify any identify risk factors that lead to non-completion. iii) develop and implement strategy to support all DPhil students complete within four years. iv) review effectiveness of strategy	iv) DPhil administrator and DDR	iv) Q4 2028	Effectiveness = Completion rates for men and women >85% with yearly average of <5 point gender differences in overall completion rates and withdrawal rates of PGR degrees. Priority: Medium
5.6	Monitor opportunities for academic experience for students, and ensure there is no gender bias	Students, and DPhils in particular, value CV-building research and teaching opportunities. We should gather data to monitor gender representation to ensure no bias in the offering and uptake of these roles.	We have implemented Doctoral Teaching Fellow (DTF) positions across taught programmes to provide teaching opportunities to our DPhil students. We ensure all research opportunities are transparently and openly advertised to the DPhil students, and MSc students where appropriate.	Conduct a review over a three-year period of gender balance in DTF roles and research assistant roles, benchmarked against gender distribution of the DPhil cohort, and address as required.	HR to conduct review; DGS to evaluate and modify as appropriate.	Q4 2026 (review complete) Q1 2027 Modification addressed in hiring period by encouraging more applications from under-represented groups.	No gender bias shown in analysis of students in DTF roles. Priority: Medium

Appendix 1: Consultation data

Appendix 1.1: Evidence informing first set of objectives

Evidence of First Terms of Reference of Inclusion Committee (renamed EDB committee in 2021-22)

UNIVERSITY OF OXFORD DEPARTMENT OF EDUCATION

INCLUSION COMMITTEE Standing Orders

1.0 Terms of Reference

1.1 The Inclusion Committee's duties and responsibilities are:

- (a) To support the development and implementation of an Inclusion strategy and framework
- (b) To develop an Inclusion strategy that is forward-thinking, identifying potentially important developments, opportunities, and threats (e.g., horizon scanning)
- (c) To recommend to the Departmental Board appropriate procedures for enhancing and promoting Inclusion
- (d) To consider any action points arising from other committees relating to Equality and Diversity/Inclusion
- (e) To develop a strategy to implement the Action Plan from the Athena SWAN bronze award application
- (f) To develop a strategy to monitor impact of delivering the Action Plan from the Athena SWAN (bronze) award application
- (g) To oversee the development of further Athena SWAN applications
- (h) To liaise with Divisional and University-level Equality and Diversity networks and provision

2.0 Membership and terms of office

2.1 Membership

- (a) Deputy Director of Department, *ex officio*

- (b) Deputy Director of Research, *ex officio*
- (c) Director of Graduate Studies, *ex officio*
- (d) Director of a Professional Programme, *ex officio*
- (e) HAF, *ex officio*
- (f) Elected academic member (3-year term)
- (g) Chair Research Staff Forum (or nominated representative), *ex officio*
- (h) Student Liaison Coordinator, *ex officio*
- (i) Chair of JCC, *ex officio*

1.1. *Elected/Nominated/Volunteer Members*

- (j) DPhil representative
- (k) Masters' representative
- (l) Professional programme student representative (one student representative from either the PGCE, MLT, MTED, or ALLT)

Representatives from the DPhil, Masters, and Professional Programmes cohort will be sought via email in induction week of each academic year. Their term of office on the Inclusion Committee will be one year.

2.2 The Deputy Director shall be the Chair

2.3 The secretary of the committee will be a colleague from Education HR

2.4 The Inclusion Committee may co-opt other members at any time for a specified period by reason of their knowledge, skills or experience

Evidence of Athena Swan (as part of EDB) as long-standing item on all committee agenda 2019-2025

AGENDA

Conflicts of Interest: Members of the committee are asked to declare any interest that could give rise to conflict in relation to any item on the agenda at the beginning of the meeting. All interests so disclosed will be recorded in the minutes. If the Chair deems appropriate, the member shall absent himself or herself from all or part of the committee's discussion of the matter.

Public Sector Equality Duty: The University is considered a "public authority" for the purposes of the Equality Act 2010 and must therefore have "due regard" to the Public Sector Equality Duty (PSED) when formulating policies and taking individual decisions. Members are asked to consider equality considerations in decision-making and to raise any concerns before approving proposals put forward in any paper.

Confidentiality: Members are asked to ensure that committee papers are disposed of in confidential waste following the meeting.

- 1.0 Welcome and note apologies
- 2.0 Conflicts of interest
- 3.0 Minutes of the previous meeting: to confirm the minutes of the meeting held on Monday 8 October 2018 [RSG(MT18-2)01]
- 4.0 Matters arising from the minutes, not covered elsewhere on the agenda
- 5.0 Equality & Diversity – Athena Swan
 - (i) Have equality and diversity issues been considered in relation to our processes and procedures?
 - (ii) Do the items on today's agenda have any equality and diversity issues that we need to consider?
 - (iii) Are our procedures unfairly advantaging or disadvantaging certain groups?
 - (iv) How do we promote equality and diversity through our research procedures?
 - (v) What monitoring would be helpful?

Planning and Resources Committee of Departmental Board

Monday 7 July 2025, 10.00 am until 12.00 pm

Director's Office

Agenda

Conflicts of Interest: Members of the committee are asked to declare any interest that could give rise to conflict in relation to any item on the agenda at the beginning of the meeting. All interests so disclosed will be recorded in the minutes. If the Chair deems appropriate, the member shall absent themselves from all or part of the committee's discussion of the matter.

Public Sector Equality Duty: The University is considered a "public authority" for the purposes of the Equality Act 2010 and must therefore have "due regard" to the Public Sector Equality Duty (PSED) when formulating policies and taking individual decisions. Members are asked to consider equality considerations in decision-making and to raise any concerns before approving proposals put forward in any paper.

- 1.0 Welcome and note apologies
- 2.0 Conflicts of interest: to note any conflicts of interest in relation to committee business.
- 3.0 Equity, Diversity & Belonging: to consider the work of the committee in relation to Public Sector Equality duties

Evidence of statements of commitment to Athena Swan

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[Home](#) > [About us](#) > [Equity, Diversity and Belonging](#)

Equity, Diversity and Belonging

The Department of Education is committed to enhancing diversity and promoting equality and inclusion amongst all our staff and students. Education is at the heart of systemic change and we are working assiduously to remove barriers to equality.

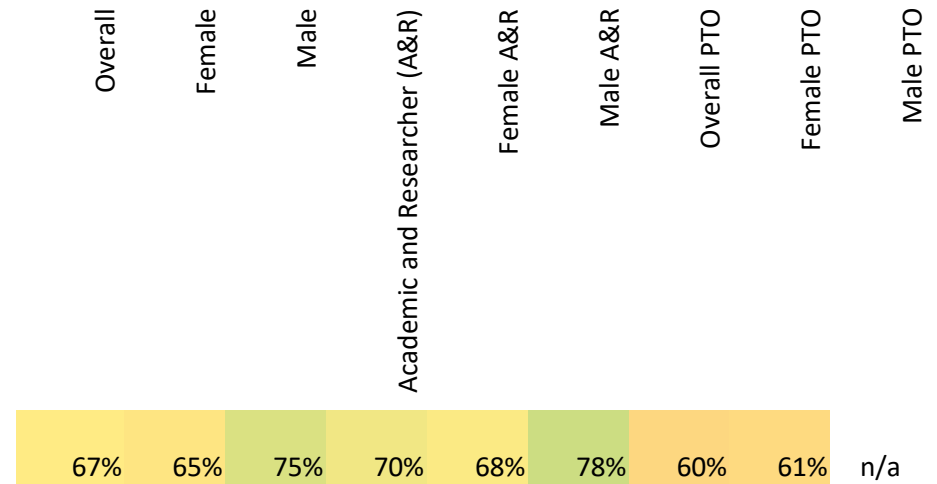
We are developing a working, learning, and social space where individual rights and the dignity of all our members are respected.



Evidence of >50% staff agree we are committed to EDI work as per objective 1.2

SSD (Education)

I feel my department is committed to ensuring a working environment that is free from harassment and bullying



Evidence of EDI events 2022-2025

Type	Number of events	Details
Annual EDB lecture	3	2022; 2023; 2024 (next planned for October 2025)
Professional development workshops	6	Neurodiversity; decolonising the curriculum; JEDI; well-being in the workplace.
EDI related public seminars (formally logged as part of annual report to division)	17	Various talks run by research groups, research themes, research centres and the Deanery on EDI issues ranging from gender and achievement in schools, to race and education.
Other EDI-related events (grassroots/not centralised)	12+	Examples of grassroots activities such as LGBTQ+ informal research group; race and coloniality research group; first-in-family activities, etc.

Example:

The Equity, Diversity and Belonging (EDB) Annual Lecture: Global Perspectives on Girls' Education (Hybrid)

Export to calendar

Abstract

In a globalized world, achieving gender equity, particularly for the most marginalized girls, remains a challenge. Ensuring equal education for all, especially the most vulnerable children, is both a global and local commitment. Although a difficult target, this issue has fostered global and local partnerships, creating stronger connections between practitioners, human rights advocates, academics and policymakers. Thus, the challenge presents an opportunity for dialogue among these stakeholders.

In this spirit, the event brings together a global girls' education advocate, Mr Ziauddin Yousafzai (Co-founder of the Malala Fund), and a leading scholar of girls' education, Professor Pauline Rose (Director of the Research for Equitable Access and Learning Centre, Cambridge), in conversation with each other and the audience to discuss experiences and pressing issues in this area.

Event Details

- Monday 28 October 2024
- 17:30 - 18:30
- Seminar Room A, Department of Education and Online
- Public

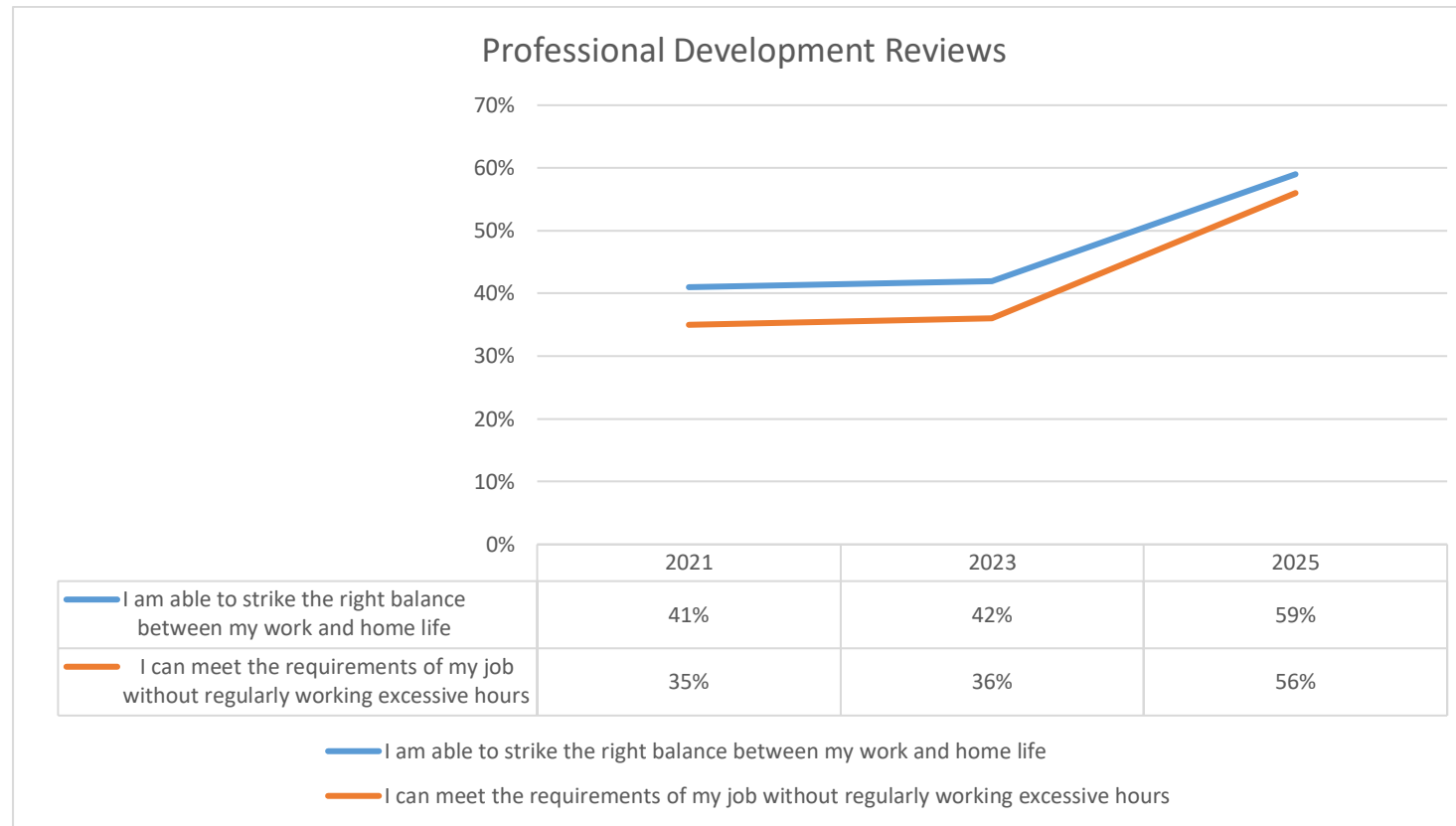
Appendix 1.2: Evidence informing second set of objectives

Monitoring of Gender balance in Recognition of Distinction Exercises

Year	Department	Legal sex	Rod Awarded? Y/N	F:M ratio of successful RoD
2024-2025	EDUCATION	Female	Y	2:1
	EDUCATION	Male	N	
	EDUCATION	Female	Y	
2023-2024	EDUCATION	Female	Y	1:1
	EDUCATION	Male	Y	
2022-2023	EDUCATION	Male	N	1:0
	EDUCATION	Female	Y	
	EDUCATION	Female	N	
2021-2022	EDUCATION	Male	Y	0:1
2020-2021	EDUCATION	Male	Y	1:1
	EDUCATION	Male	N	
	EDUCATION	Male	N	
	EDUCATION	Female	Y	
2019-2020	EDUCATION	Male	N	N/A

Five Year Window Analysis	Female	Male	Total
Application numbers:	6	7	13
Applications as percentage:	46%	54%	100%
Award numbers:	5	3	8
Awarded as percentage:	62.5%	38.5%	100%
Success rate:	83%	42.8%	61.5%

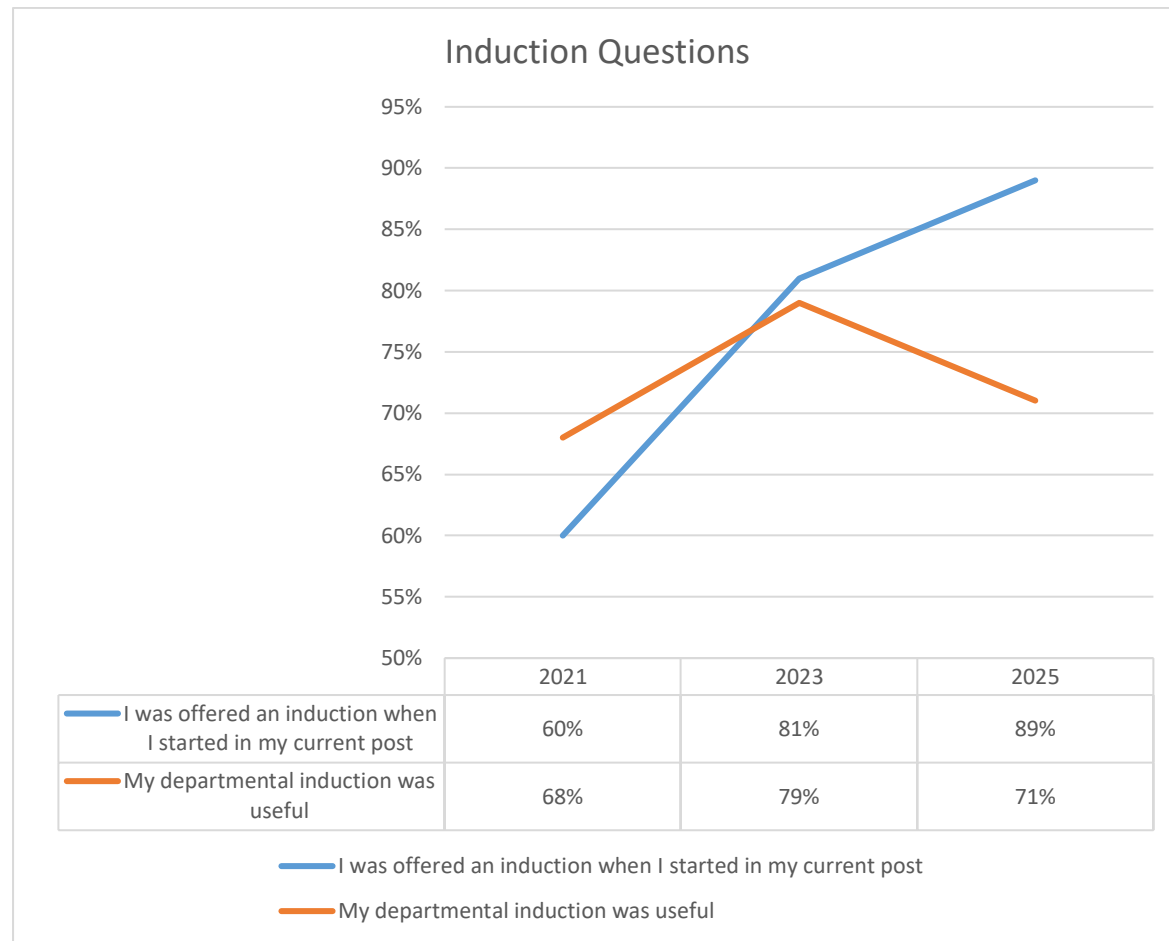
Data on uptake of Career Development and Appraisals (Source: SES 2021, 2023, 2025)



Data on uptake of Career Development and Appraisals by Gender (Source: SES 2025)

	Overall	Female	Male	Academic and Researcher (A&R)	Female A&R	Male A&R	Overall PTO	Female PTO	Male PTO
Personal Development Review									
I have had a review within the last two years (Including Career Development Review (CDR), Personal/Career Development Review (PCDR), Career Conversation or appraisal)	50%	46%	60%	47%	40%	61%	57%	57%	n/a
My personal development review (PDR/CDR etc) was useful	70%	67%	83%	72%	71%	82%	65%	63%	n/a
My review included opportunities for open and wide-ranging discussion about my career	72%	67%	83%	72%	65%	82%	71%	69%	n/a
PDR: I would have liked the opportunity to have had one	59%	61%	50%	56%	56%	57%	67%	73%	n/a

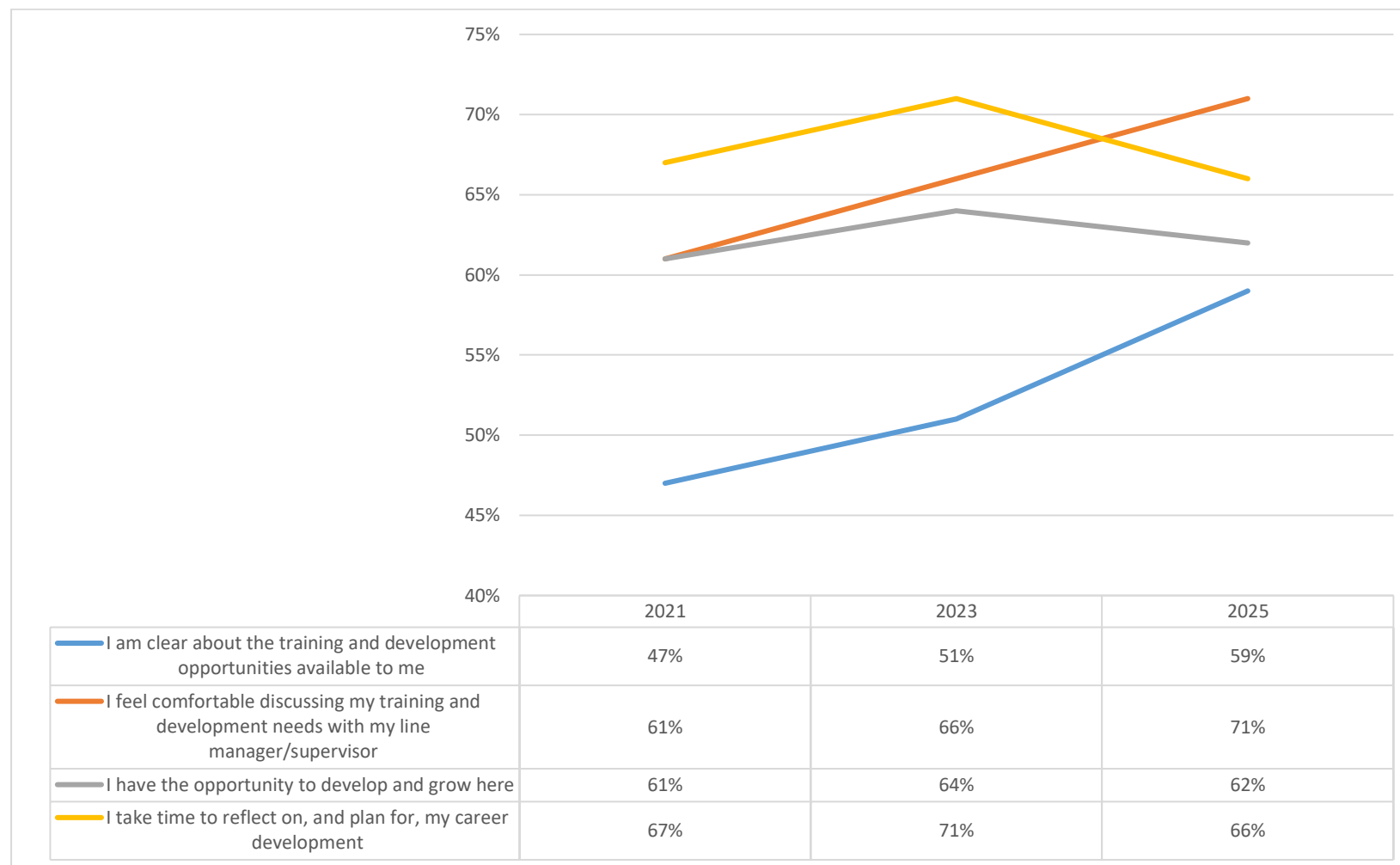
Data on uptake of inductions (Source: SES 2021, 2023, 2025)



Data on uptake of inductions by Gender (Source: SES 2025)

	Overall	Female	Male	Academic and Researcher (A&R)	Female A&R	Male A&R	Overall PTO	Female PTO	Male PTO
Induction									
I was offered an induction when I started in my current post	89%	91%	n/a	91%	89%	n/a	88%	93%	n/a
My induction was useful	71%	70%	n/a	70%	71%	n/a	71%	69%	n/a

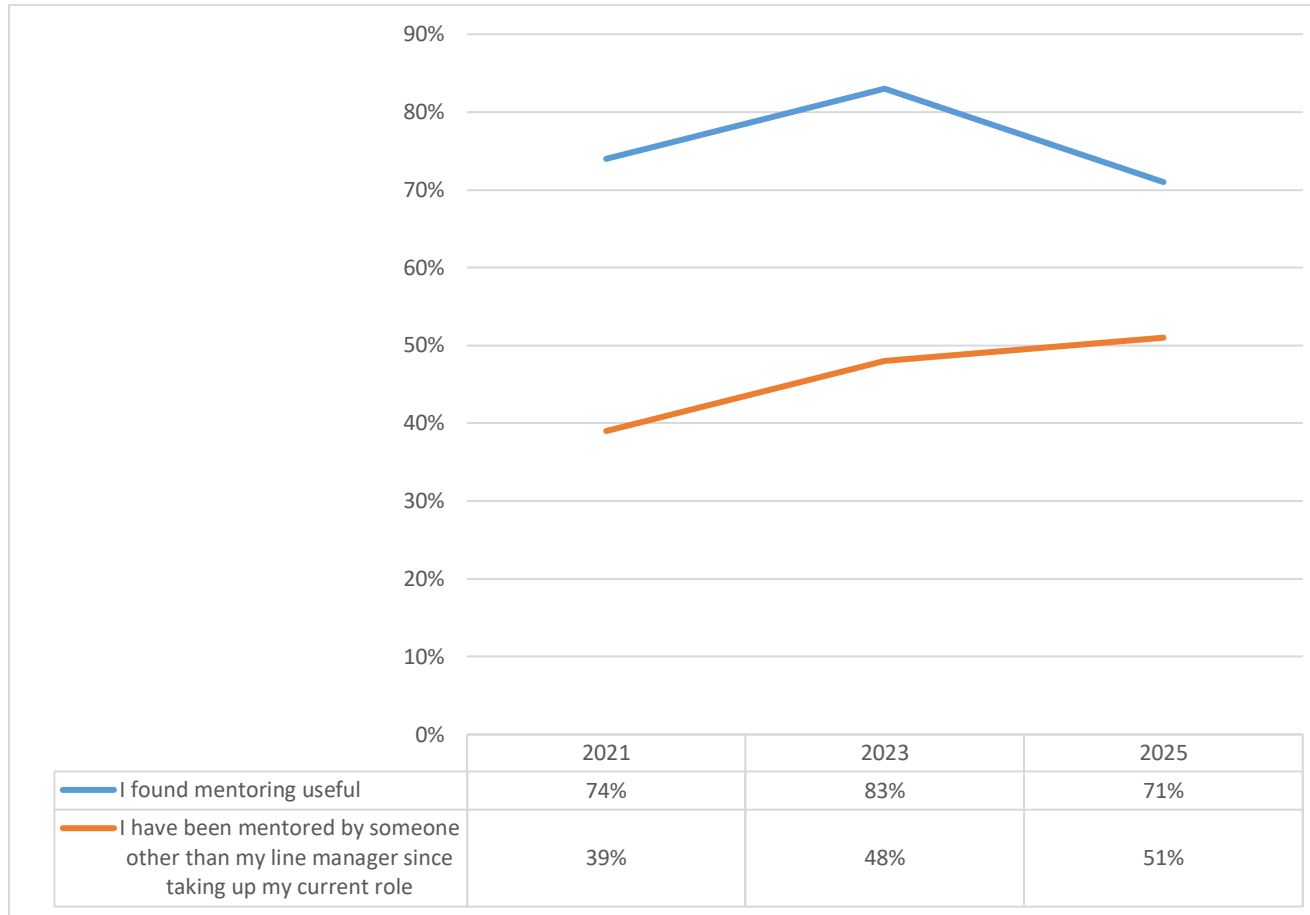
Data on response to training and career development (Source: SES 2021, 2023, 2025)



Data on response to training and career development by Gender (Source: SES 2025)

	Overall	Female	Male	Academic and Researcher (A&R)	Female A&R	Male A&R	Overall PTO	Female PTO	Male PTO
Career development									
I am clear about the training and development opportunities available to me	58%	56%	70%	57%	55%	67%	60%	57%	n/a
I feel comfortable discussing my training and development needs with my line manager/supervisor	73%	69%	85%	70%	64%	83%	80%	79%	n/a
I have the opportunity to develop and grow here	63%	61%	75%	71%	70%	78%	47%	46%	n/a
I take time to reflect on, and plan for, my career development	67%	65%	75%	70%	70%	72%	60%	57%	n/a

Data on response to mentoring (Source: SES 2021, 2023, 2025)

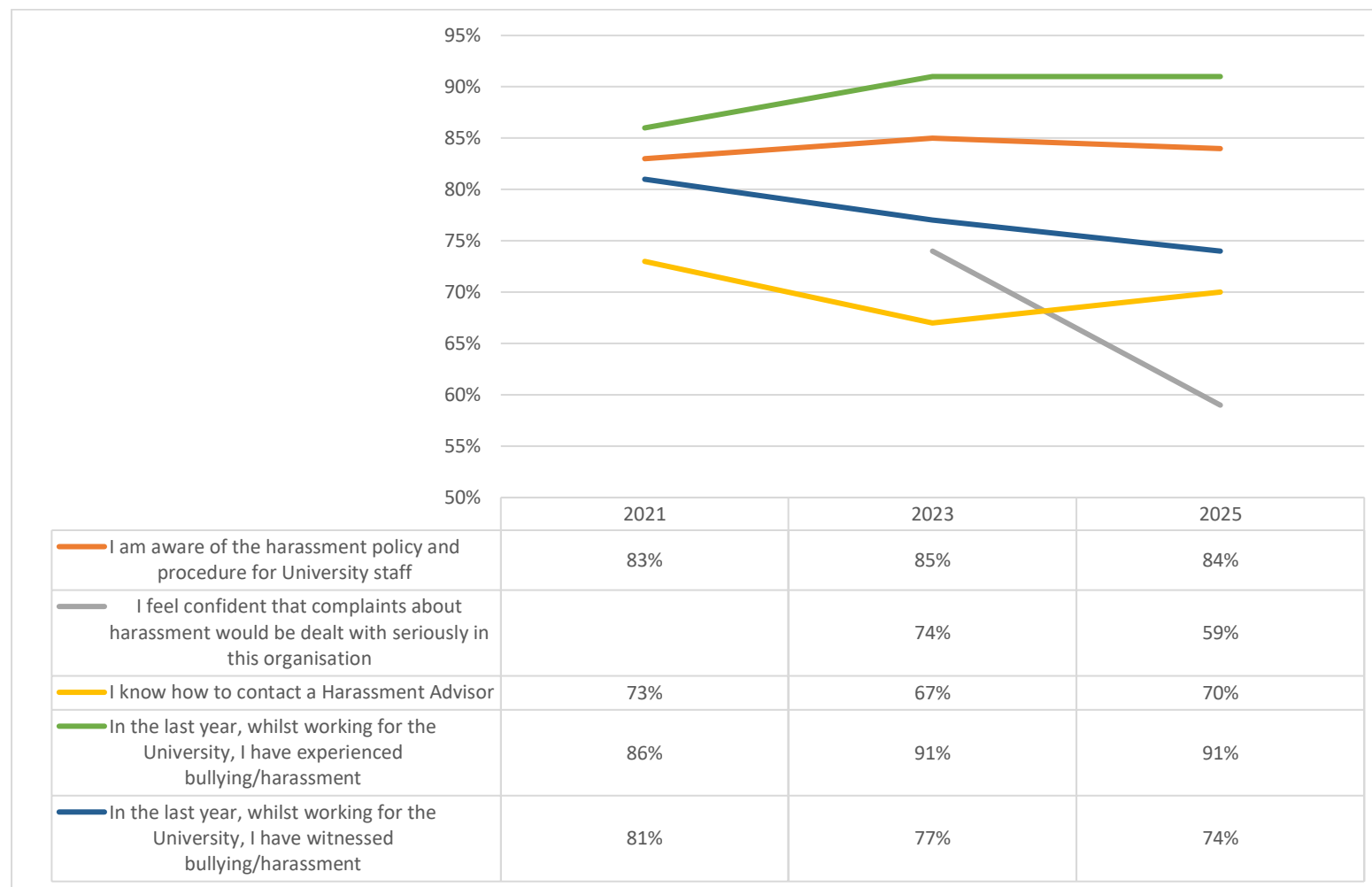


Data on response to mentoring by Gender (Source: 2025)

	Overall	Female	Male	Academic and Researcher (A&R)	Female A&R	Male A&R	Overall PTO	Female PTO	Male PTO
Mentoring									
I found mentoring useful	71%	67%	83%	69%	63%	82%	80%	78%	n/a
I have been mentored by someone other than my line manager since taking up my current role	49%	47%	60%	56%	56%	61%	34%	33%	n/a

Appendix 1.3: Evidence informing third set of objectives

Data on response to harassment and bullying (Source: SES 2021, 2023, 2025)



Data on response to harassment and bullying by Gender (Source: SES 2025)

	Overall	Female	Male	Academic and Researcher (A&R)	Female A&R	Male A&R	Overall PTO	Female PTO	Male PTO
Bullying and Harassment									
I am aware of the harassment policy and procedure for university staff	84%	83%	85%	87%	86%	89%	77%	79%	n/a
I feel confident that complaints about harassment would be dealt with seriously in this organisation	57%	53%	75%	57%	52%	72%	57%	54%	n/a
I know how to contact a Harassment Advisor	70%	69%	75%	67%	64%	78%	77%	79%	n/a
In the last year, whilst working for the University, I have experienced bullying/harassment	90%	88%	100%	94%	91%	100%	83%	82%	n/a
In the last year, whilst working for the University, I have witnessed bullying/harassment	74%	69%	90%	78%	73%	89%	67%	64%	n/a

Appendix 1.4: Evidence informing fourth set of objectives

Analysis of workload of academic staff according to gender

Base of analysis

Unit of measure: teaching as percentage of FTE workload according to our workload model for male and female employees.

Significance: difference is not statistically significant ($t(43) = -1.8, p = .503$).

Finding: Evidence suggests that there is no gender discrimination in teaching and supervision workload according to gender.

Workload for teaching and supervision workload according to gender

	Gender	N	Mean FTE for teaching activities	Std. Deviation	Std. Error Mean
Teaching	Female	26	21% of workload	.11	.021
	Male	19	27% of workload	.12	.027

Base of analysis

Unit of measure: administrative activities as percentage of FTE workload according to our workload model for male and female employees.

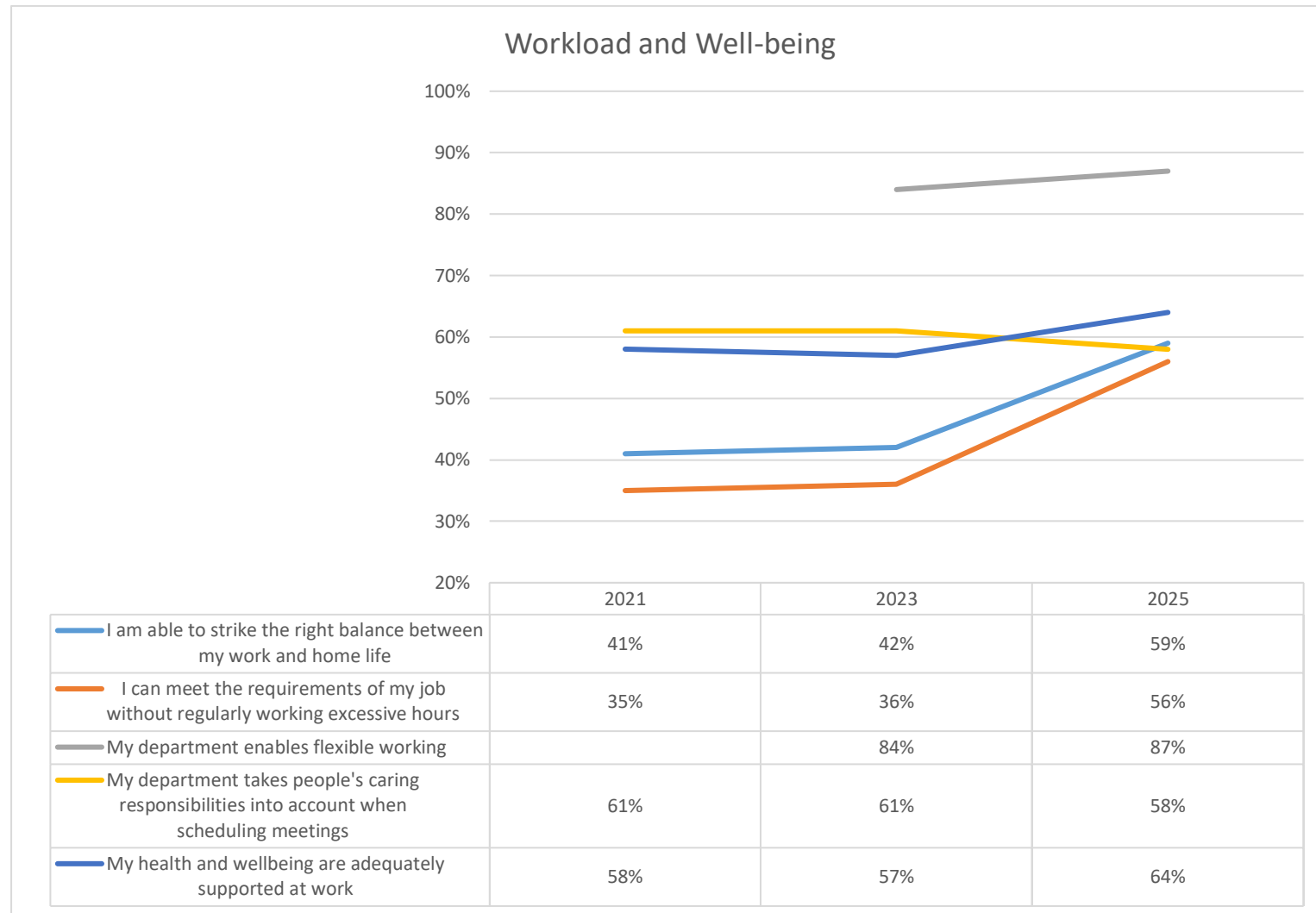
Significance: no statistically significant differences between male ($M = 0.28\text{FTE}$, $SD = .17$) and female ($M = 0.29\text{FTE}$, $SD = .21$) academic staff ($t(43) = .116, p = .266$)

Finding: Evidence suggests that there is no gender discrimination in administrative workload according to gender.

Workload for administration workload according to gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Admin	Female	26	29% of workload	.21	.042
	Male	19	28% of workload	.18	.041

Data on response to workload and well-being (Source: SES 2021, 2023, 2025)



Data on response to workload and well-being (Source: SES 2025)

	Overall	Female	Male	Academic and Researcher (A&R)	Female A&R	Male A&R	Overall PTO	Female PTO	Male PTO
Wellbeing & Workload									
Health and Safety is taken seriously in my department	74%	70%	90%	76%	72%	89%	70%	68%	n/a
I am able to strike the right balance between my work and home life	59%	61%	50%	52%	55%	44%	73%	71%	n/a
I can meet the requirements of my job without regularly working excessive hours	56%	58%	45%	46%	48%	39%	77%	75%	n/a
My department enables flexible working	87%	85%	100%	92%	91%	100%	77%	75%	n/a
My department takes people's caring responsibilities into account when scheduling meetings	61%	58%	74%	58%	55%	71%	66%	63%	n/a
My health and wellbeing are adequately supported at work	65%	65%	60%	59%	59%	56%	77%	75%	n/a
W&W: Experienced work-related stress impacting effectiveness at work or wellbeing in the last 12 months	66%	65%	65%	63%	64%	61%	70%	68%	n/a

Analysis of gender pay gap data (Paper prepared for DB March 10, 2025)

Background

In April last year Divisional PRC considered Gender Pay Gap data across SSD. It was noted that GPGs were higher in SSD than in other divisions, and the Chair urged HODs to act. HODs requested more granular, disaggregated data in order to consider this effectively at departmental level. This has been provided in January 2025.

The trends in the gender pay gap in the Department of Education are as follows:

1. Consistent Reduction: Both the mean and median pay gaps have steadily decreased over the years. Overall pay equity has improved significantly.
2. Near Elimination: By 2023, the median pay gap is non-existent, indicating greater pay equity.
3. More Variability in Early Years: The early years (2018–2020) there was a noticeable gender pay gap, while recent years have had sustained steadier declines.
4. The overall data need to be contextualised by the fact that more women are in the headcount of professional services. There also seems to be an error in the 2018 data, which have skewed the data for that year for professional services. We are trying to query and remedy this.

Academic Staff: The median pay gap was small throughout the period, starting at 3.3% in 2018 and reducing to 0% from 2021 onwards. This indicates gender pay equity in median wages since 2021. The negative gap in 2021 (-2.3%) and 2023 (-4.0%) suggests that female academics may now earn slightly more than their male counterparts on average (though I am certain not at a significant level)

Research Staff: The gap declined from 14.9% in 2018 to -0.4% in 2023, showing consistent improvement. By 2023, the median pay gap suggests gender pay equity in median wages by 2021. The mean pay gap also reflects this starting at 18.7% in 2018 and dropping to (negative) -2.5% in 2023.

Professional Services Staff: The median pay gap was negative from the start, indicating that women earned more than men. It started at -12.5% in 2018, fluctuated around -1% to -4%, and ended at -9.2% in 2023.

Data for overall MEDIAN gender pay gap

Element	Sex	2018	2019	2020	2021	2022	2023
Headcount	Female	110	119	122	113	117	121
Headcount	Male	41	50	51	48	47	47
Median Hourly Rate	Female	17.64	18.53	17.79	18.32	18.59	19.15
Median Hourly Rate	Male	26.64	24.52	25.32	21.87	22.85	19.18
% Median Pay Gap	Female	33.8%	24.4%	29.7%	16.2%	18.6%	0.2%

Role group	Element	Sex	2018	2019	2020	2021	2022	2023
Academic	Headcount	Female	20	23	28	22	28	28
Academic	Headcount	Male	18	19	21	17	19	20
Academic	Median Hourly Rate	Female	32.41	34.36	33.01	33.73	33.51	34.52
Academic	Median Hourly Rate	Male	33.50	35.42	34.06	33.72	33.51	34.52
Academic	% Median Pay Gap	Female	3.3%	3.0%	3.1%	0.0%	0.0%	0.0%

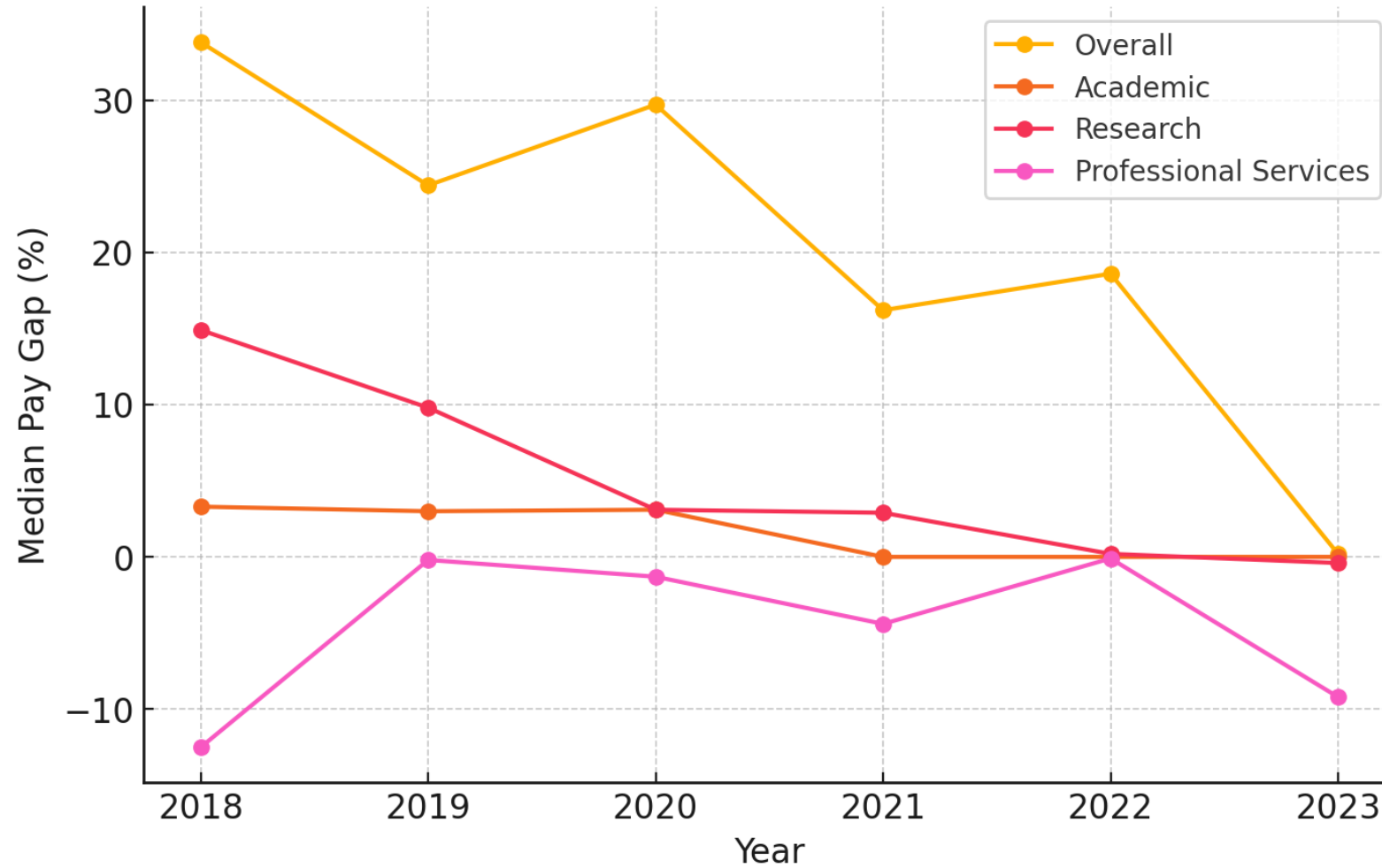
Role group	Element	Sex	2018	2019	2020	2021	2022	2023
Research	Headcount	Female	48	33	47	46	44	50
Research	Headcount	Male	8	10	13	17	9	12
Research	Median Hourly Rate	Female	16.88	18.53	17.23	17.79	18.02	18.33
Research	Median Hourly Rate	Male	19.84	20.55	17.79	18.32	18.05	18.25
Research	% Median Pay Gap	Female	14.9%	9.8%	3.1%	2.9%	0.2%	-0.4%

Role group	Element	Sex	2018	2019	2020	2021	2022	2023
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Professional Services	Headcount	Female	42	63	47	45	45	43
Professional Services	Headcount	Male	15	21	17	14	19	15
Professional Services	Median Hourly Rate	Female	15.65	15.08	16.94	17.23	17.51	18.59
Professional Services	Median Hourly Rate	Male	13.91	15.05	16.73	16.50	17.49	17.02
Professional Services	% Median Pay Gap	Female	-12.5%	-0.2%	-1.3%	-4.4%	-0.1%	-9.2%

Visualisation of median pay gap decline from 2018 to 2023:

Median Gender Pay Gap Trends (2018-2023)



Data for overall MEAN gender pay gap

Element	Sex	2018	2019	2020	2021	2022	2023
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Headcount	Female	110	119	122	113	117	121
Headcount	Male	41	50	51	48	47	47
Mean Hourly Rate	Female	20.81	21.44	22.31	22.00	22.16	22.85
Mean Hourly Rate	Male	44.60	26.61	27.55	25.43	26.05	24.95
% Mean Pay Gap	Female	53.3%	19.4%	19.0%	13.5%	15.0%	8.4%

ACADEMIC

Element	Sex	2018	2019	2020	2021	2022	2023
Headcount	Female	20	23	28	22	28	28
Headcount	Male	18	19	21	17	19	20
Mean Hourly Rate	Female	35.18	36.68	36.12	37.13	34.76	36.31
Mean Hourly Rate	Male	38.01	38.96	38.50	36.30	35.76	34.91
% Mean Pay Gap	Female	7.5%	5.9%	6.2%	-2.3%	2.8%	-4.0%

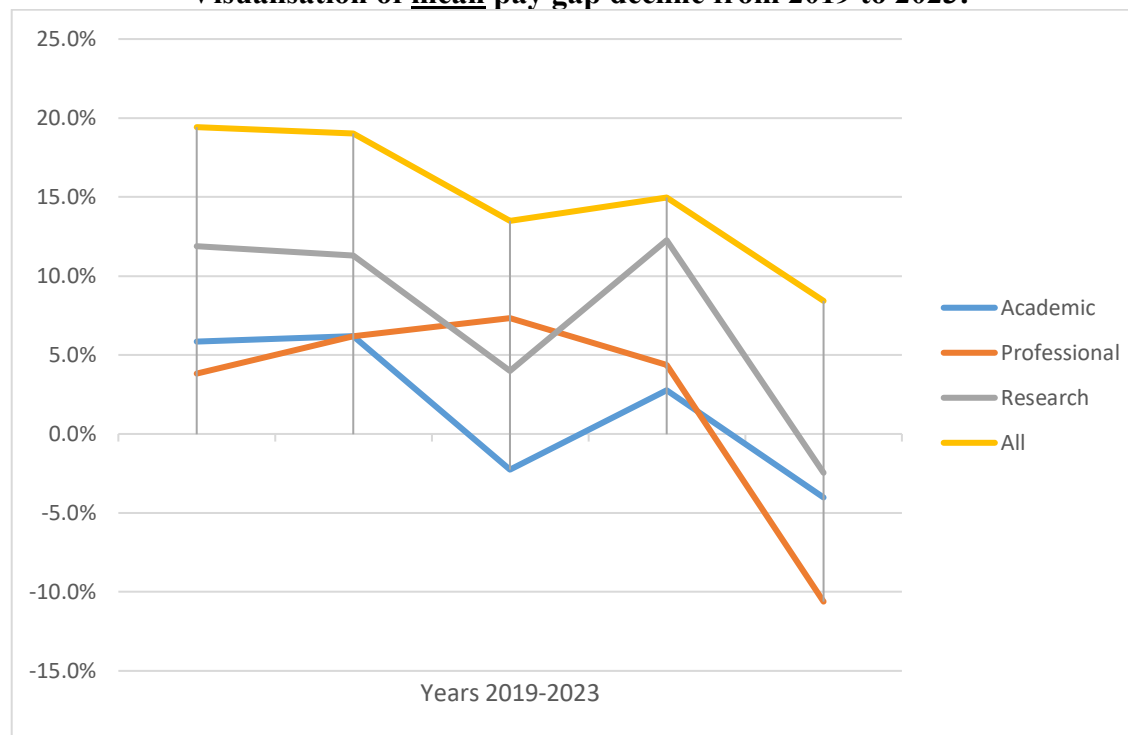
RESEARCH

Element	Sex	2018	2019	2020	2021	2022	2023
Headcount	Female	48	33	47	46	44	50
Headcount	Male	8	10	13	17	9	12
Mean Hourly Rate	Female	18.00	19.67	18.10	19.05	18.50	18.90
Mean Hourly Rate	Male	22.15	22.32	20.41	19.83	21.09	18.45
% Mean Pay Gap	Female	18.7%	11.9%	11.3%	4.0%	12.3%	-2.5%

PROFESSIONAL SERVICES

Element	Sex	2018	2019	2020	2021	2022	2023
Headcount	Female	42	63	47	45	45	43
Headcount	Male	15	21	17	14	19	15
Mean Hourly Rate	Female	17.20	16.80	18.29	17.62	17.89	18.68
Mean Hourly Rate	Male	64.48	17.47	19.49	19.02	18.71	16.88
% Mean Pay Gap	Female	73.3%	3.8%	6.2%	7.3%	4.4%	-10.6%

Visualisation of mean pay gap decline from 2019 to 2023:



Appendix 1.5: Evidence informing fifth set of objectives

Website and annual review analysis of gender representation (commissioned by SAT)

SUMMARY

	Webpages	Annual Reports
Proportion of female-presenting people in foreground	77%	67%
Proportion of female-presenting people in background	76%	61%

DETAILED ANALYSIS OF WEBSITE

Image description	Image type	Number of female presenting people in foreground	Number of male-presenting people in foreground	Number of female presenting people in background	Number of male-presenting people in the background	Number of people in foreground	Percentage of female-presenting people in the foreground	Number of people in background	Percentage of female-presenting people in the background
Short video of the Department embedded in title	Mix	2	2	20	1	4	50%	21	95%
Longer introduction video	Mix	10	3	74	20	13	77%	94	79%
Image of Director	Posed	1	0	0	0	1	100%	0	X
		X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X	X
Women signing in at Deanery event	Natural	1	0	1	2	1	100%	3	33%
Image of Director speaking	Natural	1	0	0	0	1	100%	0	X
Students talking outside	Natural	3	1	0	0	4	75%	0	X
Academic talking	Natural	1	0	0	0	1	100%	0	X
Woman listening, laptop in front	Natural	1	0	0	0	1	100%	0	X

4 school students in uniform listening in lesson	Natural	2	2	0	0	4	50%	0	X
3 people in podcast room	Posed	1	2	0	0	3	33%	0	X
		X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X	X
Students talking outside	Natural	3	1	0	0	4	75%	0	X
Woman listening	Natural	1	0	0	0	1	100%	0	X
Four directors	Posed	2	2	0	0	4	50%	0	X
People attending a seminar	Natural	1	0	5	1	1	100%	6	83%
		X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X	X
Two people looking at a laptop	Natural	1	1	0	0	2	50%	0	X
Two people looking at a laptop	Natural	1	1	0	0	2	50%	0	X
Portrait	Posed	0	1	0	0	1	0%	0	X
		X	X	X	X	X	X	X	X
Three people talking animatedly	Natural	3	0	0	0	3	100%	0	X
Two people looking at a laptop	Natural	2	0	0	0	2	100%	0	X
		X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X	X
Students talking outside	Natural	3	1	0	0	4	75%	0	X
Four students walking out of Pring's	Natural	4	0	0	0	4	100%	0	X
Student reading	Posed	0	1	0	0	1	0%	0	X
Woman listening	Natural	1	0	0	0	1	100%	0	X
Two women looking at laptop	Posed	2	0	0	0	2	100%	0	X
Student working	Natural	1	0	2	1	1	100%	3	67%
One person talking while another listen	Natural	1	1	0	0	2	50%	0	X
One person presenting to an audience	Natural	0	1	7	1	1	0%	8	88%
Students listening	Natural	2	0	0	0	2	100%	0	X
Student listening	Natural	1	0	0	0	1	100%	0	X

Two women looking at laptop	Natural	2	0	0	0	2	100%	0	X
People talking in classroom	Natural	2	1	0	1	3	67%	1	0%
Three people talking around an outside table	Natural	3	0	0	0	3	100%	0	X
Conversation	Natural	1	1	2	2	2	50%	4	50%
Woman smiling	Natural	1	0	0	0	1	100%	0	X
Conversation in Pring's	Natural	2	0	2	2	2	100%	4	50%
Woman leading seminar	Natural	1	0	1	1	1	100%	2	50%
Women listening	Natural	2	0	0	0	2	100%	0	X
Person teaching	Natural	0	1	2	0	1	0%	2	100%
Person listening	Natural	1	0	3	0	1	100%	3	100%
Two people looking at laptop	Natural	2	0	0	0	2	100%	0	X
People in lab coats	Natural	4	1	0	2	5	80%	2	0%
Back of two people	Natural	0	0	1	1	0		2	50%
Women looking at papers and laughing	Natural	2	0	2	2	2	100%	4	50%
Partially obscured person at laptop	Natural	0	1	0	0	1	0%	0	X
Group presenting	Natural	5	1	3	3	6	83%	6	50%
Three people talking	Natural	3	0	0	0	3	100%	0	X
Three people talking and walking	Natural	3	0	0	0	3	100%	0	X
One standing person, one seated	Natural	1	1	0	0	2	50%	0	X
Someone looking at papers and talking	Natural	1	0	0	0	1	100%	0	X
Woman listening	Natural	2	0	0	0	2	100%	0	X
Four people standing outside	Natural	3	1	0	0	4	75%	0	X
		93	28	125	40	121	77%	165	76%

DETAILED ANALYSIS OF ANNUAL REPORT

Page description	Image description	Image type	Number of female presenting people in foreground	Number of male-presenting people in foreground	Number of female presenting people in background	Number of male-presenting people in the background	Number of people in foreground	Percentage of female-presenting people in the foreground	Number of people in background	Percentage of female-presenting people in the background
Annual Report 23/24	Two women speaking	Natural	2	0	0	0	2	100%	0	
	Woman listening	Natural	1	0	0	0	1	100%	0	
	Image of Director	Portrait	1	0	0	0	1	100%	0	
	Group discussion in Pring's	Natural	2	1	0	0	3	67%	0	
	Women listening	Natural	2	0	0	0	2	100%	0	
	Two portraits of award-winners	Portraits	1	1	0	0	2	50%	0	
	PGCE celebration photo	Posed	10	4	0	0	14	71%	0	
	Portrait of award winner	Portrait	1	0	0	0	1	100%	0	
	Group shot of department	Natural	0	0	11	8	0		19	58%
	Person holding plaque	Posed	1	0	0	0	1	100%	0	

	Person speaking	Natural	0	1	0	0	1	0%	0	
	Person listening	Natural	0	1	0	0	1	0%	0	
	Portrait of individual	Portrait	0	1	0	0	1	0%	0	
	Group in garden	Natural	6	2	0	0	8	75%	0	
	Children playing	Posed	2	1	0	0	3	67%	0	
	Children in Kenyan classroom	Natural	12	0	0	0	12	100%	0	
	Teacher	Natural	0	1	0	0	1	0%	0	
	Portrait of researcher	Posed	1	0	0	0	1	100%	0	
	Group seminar	Natural	6	4	0	0	10	60%	0	
	teacher with children	Natural	1	0	0	0	1	100%	0	
	three people talking	Natural	1	2	0	0	3	33%	0	
	Woman listening	Natural	1	0	0	0	1	100%	0	
	Portrait	Posed	1	0	0	0	1	100%	0	
	Woman in Sheldonian	Natural	1	0	0	0	1	100%	0	
	Portrait	Posed	1	0	0	0	1	100%	0	
	Group photo	Posed	3	1	0	0	4	75%	0	
	Group photo	Posed	3	0	0	0	3	100%	0	
Annual Report 2022/2023	Two students talking	Natural	1	1	0	0	2	50%	0	
	Same image	Natural	1	1	0	0	2	50%	0	
	Portrait of Director	Posed	1	0	0	0	1	100%	0	
	man speaking to two people	Natural	2	1	0	0	3	67%	0	
	Portraits	Posed	3	1	0	0	4	75%	0	
	Portraits	Posed	2	0	0	0	2	100%	0	
	Student award	Posed	1	1	0	0	2	50%	0	
	Portrait of fellow	Posed	1	0	0	0	1	100%	0	
	Portrait of a new honorary doctorate	Posed	2	0	0	0	2	100%	0	
	Two people look at laptop	Natural	1	1	0	0	2	50%	0	
	Portrait	Posed	1	0	0	0	1	100%	0	

	Teacher with students	Natural	2	2	0	0	4	50%	0	
	Group photo	Posed	5	2	0	0	7	71%	0	
	three people talking	Natural	3	0	0	0	3	100%	0	
	two people working together	Natural	1	1	0	0	2	50%	0	
	Portraits	Posed	1	1	0	0	2	50%	0	
	Group seminar shots	Natural	0	0	33	21	0		54	61%
	Student reading book	Posed	0	1	0	0	1	0%	0	
	Portrait	Posed	0	1	0	0	1	0%	0	
	People talking	Natural	2	0	1		2	100%	1	100%
	Person presenting	Natural	1	0	0	0	1	100%	0	
	Alumni spotlight	Natural	1	0	0	0	1	100%	0	
	Outdoor seminar	Natural	0	0	13	8	0		21	62%
	Outdoor activity	Natural	3	2	0	0	5	60%	0	
Annual Report 2021/2022	Person cycling	Natural	1	0	0	0	1	100%	0	
	Portrait	Posed	1	0	0	0	1	100%	0	
	New staff portraits	Posed	2	11	0	0	13	15%	0	
	Portrait	Posed	1	0	0	0	1	100%	0	
	Group photo	Posed	6	0	0	0	6	100%	0	
	Teacher with students	Natural	3	0	0	0	3	100%	0	
	Individual researcher	Natural	0	1	0	0	1	0%	0	
	Portrait	Posed	0	1	0	0	1	0%	0	
	Hexagon photos	Natural	3	2	0	0	5	60%	0	
	Portrait	Posed	0	1	0	0	1	0%	0	
	Portrait	Posed	1	0	0	0	1	100%	0	
	Outside conversation with a group of people	Natural	1	3	0	0	4	25%	0	
	Portraits of award winners	Posed	3	0	0	0	3	100%	0	
	Portraits of award winners	Posed	1	1	0	0	2	50%	0	

	Group photo	Natural	1	3	0	0	4	25%	0	
	Photo outside Radcliffe Camera	Posed	1	0	0	0	1	100%	0	
			120	59	58	37	179	67%	95	61%

Monitoring exercise for application to offer and acceptance rates for all courses, based on gender

		2024/25				
Level of Breakdown 1	Level of Breakdown 2	Applications	Offers	Accepts	Offer Rate	Accept Rate
Department of Education	Female	1,119	416	311	37.2%	74.8%
	Male	421	188	130	44.7%	69.1%
	NOT RECORDED	826	55	0	6.7%	0.0%
	Other	3	0	0	0.0%	
	Total	2,369	659	441	27.8%	66.9%

		2023/24				
Level of Breakdown 1	Level of Breakdown 2	Applications	Offers	Accepts	Offer Rate	Accept Rate
Department of Education	Female	961	393	302	40.9%	76.8%
	Male	377	197	149	52.3%	75.6%
	NOT RECORDED	477	79	0	16.6%	0.0%
	Other	1	1	1	100.0%	100.0%
	Total	1,816	670	452	36.9%	67.5%

		2022/23				
Level of Breakdown 1	Level of Breakdown 2	Applications	Offers	Accepts	Offer Rate	Accept Rate
Department of Education	Female	991	375	277	37.8%	73.9%
	Male	390	183	141	46.9%	77.0%
	NOT RECORDED	398	61	0	15.3%	0.0%
	Other					
	Total	1,779	619	418	34.8%	67.5%

Gender percentages at application, offer and acceptance

Application %						
YEAR	2019	2020	2021	2022	2023	2024
Female	64%	69%	68%	56%	53%	47%
Male	36%	31%	32%	22%	21%	18%
NOT RECORDED						0%

Offer %						
YEAR	2019	2020	2021	2022	2023	2024
Female	63%	66%	66%	61%	59%	63%
Male	37%	34%	34%	30%	29%	29%
NOT RECORDED						0%
					0%	0%

Accept %						
YEAR	2019	2020	2021	2022	2023	2024
Female	63%	65%	64%	66%	67%	71%
Male	37%	35%	36%	34%	33%	29%
NOT RECORDED						0%

1.5 Other consultation data: Staff Experience Survey

List of Mandatory Training for all Staff in the Department

Training	Delivery	Provider
Conflicts of Interest: Identifying interests and making declarations	Online	Assurance Directorate
Equality and diversity briefing	Online	Equality and Diversity Unit
Harassment in Higher Education	Online	Equality and Diversity Unit
Implicit Bias in the Workplace	Online	Equality and Diversity Unit
Health & Safety Basics eLearning	Online	University of Oxford Safety Office
Information Security and Data Protection Course	Online	Assurance Directorate
Research Integrity: Introductory Core Course 2.0	Online	Research Services
Anti Bribery & Corruption: Managing the Risk	Online	Assurance Directorate
Recruitment and Selection for chairs and managers (<i>mandatory for chairs of selection panels only</i>)	Online	Equality and Diversity Unit

SES 2025 item analysis with deviations from mean according to gender

	Mean	Female	Male
No. of Responses	93	72	20
Themes			
Induction	80%	0	
Being managed	59%	-2	+2
Career development	65%	-2	+11
Career Development - Research staff	64%	+4	
Personal Development Review	63%	-3	+6
Mentoring	50%	-4	+14
Being a manager	77%	+2	-6
Bullying and Harassment	66%	-2	+19
Inclusion	70%	-2	+10
Wellbeing & Workload	67%	-1	+2
Leadership	60%	0	+3
Communication	72%	-1	+3
Decision-making	35%	0	+3
Pay & Benefits	49%	-4	+16
Engagement	79%	0	+4
SSD	71%	+1	-6
SSD (Education)	60%	-2	+6
Induction			
I was offered an induction when I started in my current post	89%	+2	n/a
My induction was useful	71%	-1	n/a
Being managed			

I am actively encouraged to take up career development opportunities	49%	-2	+6
I am supported to think about my professional development	55%	+1	-5
I feel valued and recognised for the work that I do	76%	-1	+4
I receive regular and constructive feedback on my work	54%	-3	+6

Career development

I am clear about the training and development opportunities available to me	58%	-2	+12
I feel comfortable discussing my training and development needs with my line manager/supervisor	73%	-4	+12
I have the opportunity to develop and grow here	63%	-2	+12
I take time to reflect on, and plan for, my career development	67%	-2	+8

Career Development - Research staff

I am aware of the Charter/Concordat to support the Career Development of Researchers	58%	+5	n/a
I am aware of the Oxford Research Staff Society (OxRSS)	63%	0	n/a
I am aware of the Researcher Hub (Research staff)	71%	+8	n/a

Personal Development Review

I have had a review within the last two years (Including Career Development Review (CDR), Personal/Career Development Review (PCDR), Career Conversation or appraisal)	50%	-4	+10
My personal development review (PDR/CDR etc) was useful	70%	-3	+13
My review included opportunities for open and wide-ranging discussion about my career	72%	-5	+11
PDR: I would have liked the opportunity to have had one	59%	+2	-9

Mentoring

I found mentoring useful	71%	-4	+12
I have been mentored by someone other than my line manager since taking up my current role	49%	-2	+11
I have been offered a mentor	29%	-4	+21

Being a manager

I am confident applying HR policies in managing or advising my staff (e.g. sick leave, family leave)	69%	+5	-13
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I am confident conducting probationary and personal development reviews	86%	-1	+3
I am confident in my ability to manage difficult people-related situations within my team/with direct reports	69%	+1	-2
I am confident managing projects and finances	64%	+6	-20
I am confident managing staff performance and giving feedback	83%	+2	-5
I am confident recruiting staff	83%	+2	-5
I am confident supporting my staff to reflect on and plan their career development	83%	-2	+6

Bullying and Harassment

Have you reported (formally or informally) being harassed or bullied at work?	67%	0	n/a
I am aware of the harassment policy and procedure for University staff	84%	-1	+1
I feel confident that complaints about harassment would be dealt with seriously in this organisation	57%	-4	+18
I know how to contact a Harassment Advisor	70%	-1	+5
I was satisfied with the way my report was handled	20%	0	n/a
In the last year, whilst working for the University, I have experienced bullying/harassment	90%	-2	+10
In the last year, whilst working for the University, I have witnessed bullying/harassment	74%	-5	+16

Inclusion

I can have a voice on issues within my department	56%	-3	+14
I feel able to be myself at work	85%	-2	+10
I feel I belong at the University	71%	-1	+4
I feel included in my department's social/networking activities	65%	-2	+10
I feel integrated into my department	73%	+1	+2
I have good relationships with my colleagues	97%	-1	+3
I think it is safe to speak up and challenge the way that things are done	47%	-4	+18
People like me are able to succeed here	65%	-4	+20

Wellbeing & Workload

Health and Safety is taken seriously in my department	74%	-4	+16
I am able to strike the right balance between my work and home life	59%	+2	-9
I can meet the requirements of my job without regularly working excessive hours	56%	+2	-11

My department enables flexible working	87%	-2	+13
My department takes people's caring responsibilities into account when scheduling meetings	61%	-3	+13
My health and wellbeing are adequately supported at work	65%	0	-5
W&W: Experienced work-related stress impacting effectiveness at work or wellbeing in the last 12 months	66%	-1	-1

Leadership

I believe action will be taken as a result of this survey	42%	-2	+8
Leaders here act as good role models	60%	0	+5
My department fosters a respectful environment where individual differences are valued (e.g. culture, working styles, backgrounds, ideas)	70%	-1	+5
My department is committed to promoting equality, diversity and inclusion	75%	-1	+10
My department sets clear expectations of behaviour	62%	+3	-7
Senior leaders make the effort to listen to and communicate with staff	52%	+2	-7

Communication

Communication in my department is open and effective	53%	-2	+7
I feel well informed about University-level news and activities from central communications (e.g. the Gazette, University Bulletin, emails from the Vice-Chancellor)	90%	0	0

Decision-making

I have the opportunity to contribute my views before changes are made which affect me	34%	-2	+11
Management and decision-making processes are clear and transparent in my department	30%	-1	+5
There is a fair and transparent way of allocating work in my department	41%	+2	-6

Pay & Benefits

Considering my duties and responsibilities, I feel my pay is fair	47%	-3	+13
I am satisfied with the total benefits package	51%	-5	+19

Engagement

I am proud to say I work for the University	86%	0	+4
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I would recommend my department as a great place to work	71%	0	+4
I would recommend the University as a great place to work	75%	0	+5
I would still like to be working at the University in two years' time	80%	+3	-10
Overall, I am satisfied in my job	83%	-2	+7
Working here makes me want to do the best work I can	80%	-3	+15

SSD

I feel able to discuss workload concerns with my line manager/supervisor	71%	+1	-6
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SSD (Education)

I feel my department is committed to ensuring a working environment that is free from harassment and bullying	67%	-2	+8
I feel supported in contributing to the department's efforts in preparing for REF	59%	-2	+8
I have been invited to a Professional Development Review, appraisal meeting or career conversation in the past year.	54%	-1	+1

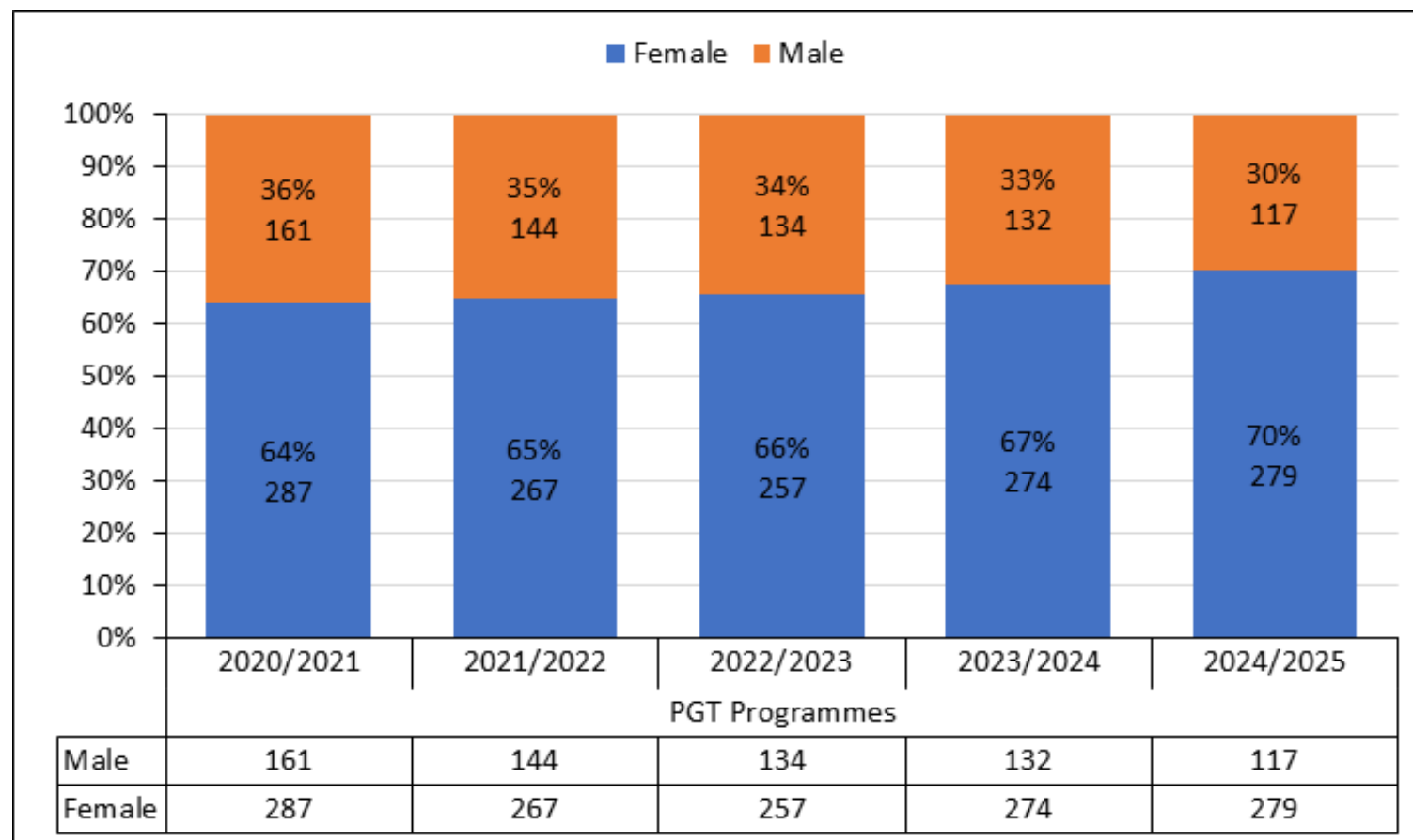
Appendix 2: Mandatory Data tables

	Department data requirements	Notes
1	Students at foundation, UG, PGT and PGR level	PGT and PGR included
2	Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level	PGT and PGR included
3	Academic staff by grade and contract function	Included
4	Academic staff by grade and contract type	Included
5	Professional, technical and operational (PTO) staff by grade and job family	Included
6	PTO staff by grade and contract type	Included
7	Applications, shortlist and appointments made in recruitment to academic posts by grade	Included
8	Applications, shortlist and appointments made in recruitment to PTO posts by grade	Included
9	Applications and success rates for academic promotion by grade	Included
10	Applications and success rates for PTO progression by grade (where there are formal routes for progression)	No formal route available

1 Students at PGT and PGR level

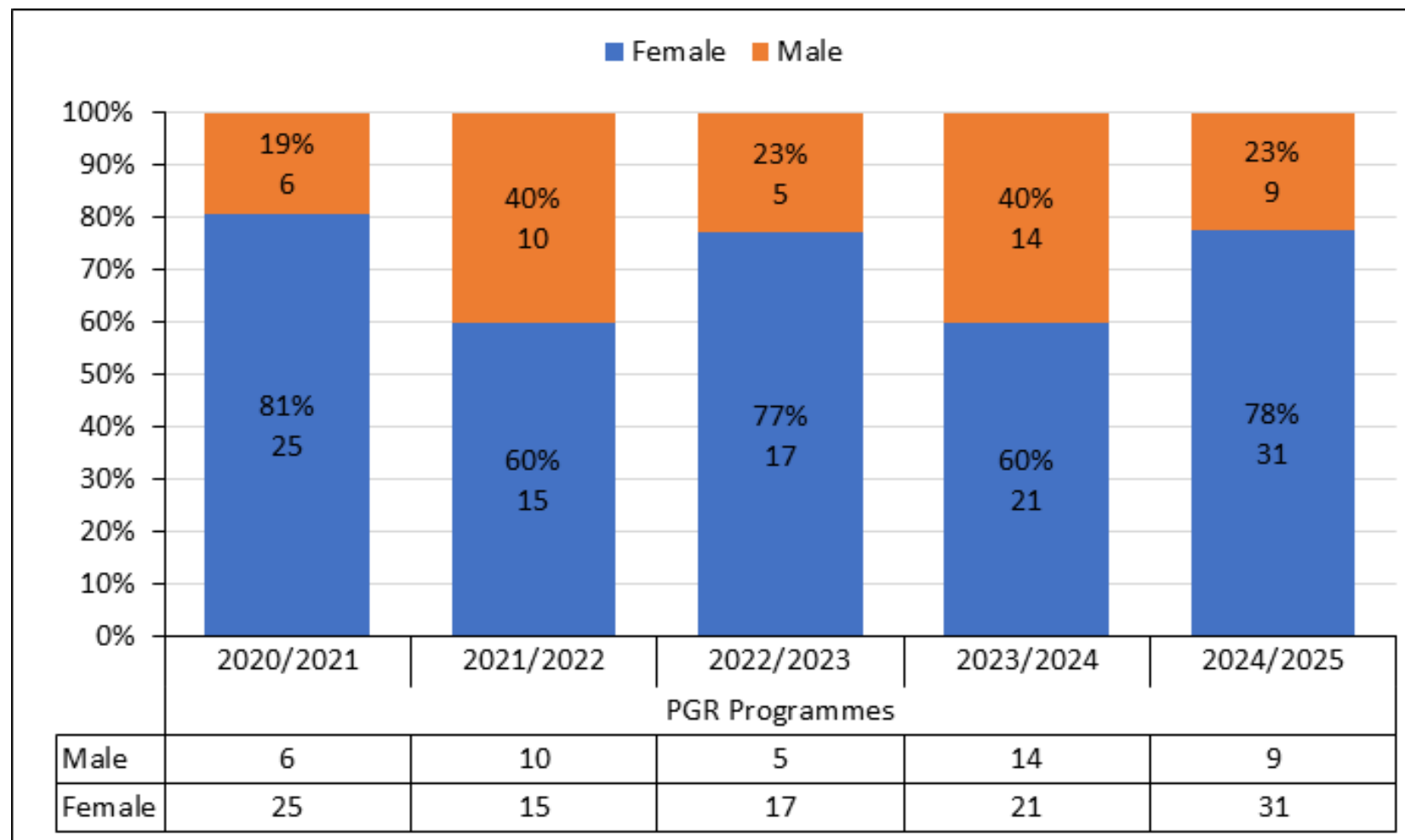
Students over time - PGT programmes

(numbers by cohort, by year of commencing programme)



Students over time - PGR programmes

(numbers by cohort, by year of commencing programme)



2 Degree attainment and/or completion rates for students at PGT and PGR level

Department	Demographic	Cohort	PGR	Completed /Qualified	Fail	Withdrawn	Transferred	Incomplete	Total
Education	Female	2020/21	9	256	1	12		9	287
		2021/22	6	232	3	9		17	267
		2022/23	4	218	1	8		26	257
		2023/24	4	170		4		96	274
		2024/25						279	279
	Male	2020/21	7	139	1	13		1	161
		2021/22	2	116	2	14		10	144
		2022/23	4	106		8		16	134
		2023/24	2	70	1	9		50	132
		2024/25						117	117
	Other	2023/24		1					1

As completion rates, fail rates, Withdrawal rates, and incomplete rates:

Department	Demographic	Cohort	PGR	Completed /Qualified	Fail	Withdrawn	Transferred	Incomplete	Total
Education	Female	2020/21	3%	89%	0%	4%		3%	100%
		2021/22	2%	87%	1%	3%		6%	100%
		2022/23	2%	85%	0%	3%		10%	100%
		2023/24	1%	62%		1%		35%	100%
		2024/25							
	Male	2020/21	4%	86%	1%	8%		1%	100%
		2021/22	1%	81%	1%	10%		7%	100%
		2022/23	3%	79%		6%		12%	100%
		2023/24	2%	53%	1%	7%		38%	100%
		2024/25						100%	100%
	Other	2023/24		100%					100%

Cohort	Gender gap in completion rates (F→M)
2020/21	+3%
2021/22	+6%
2022/23	+6%
2023/24	+91%
2024/25	Not available

3 Academic staff by grade and contract function

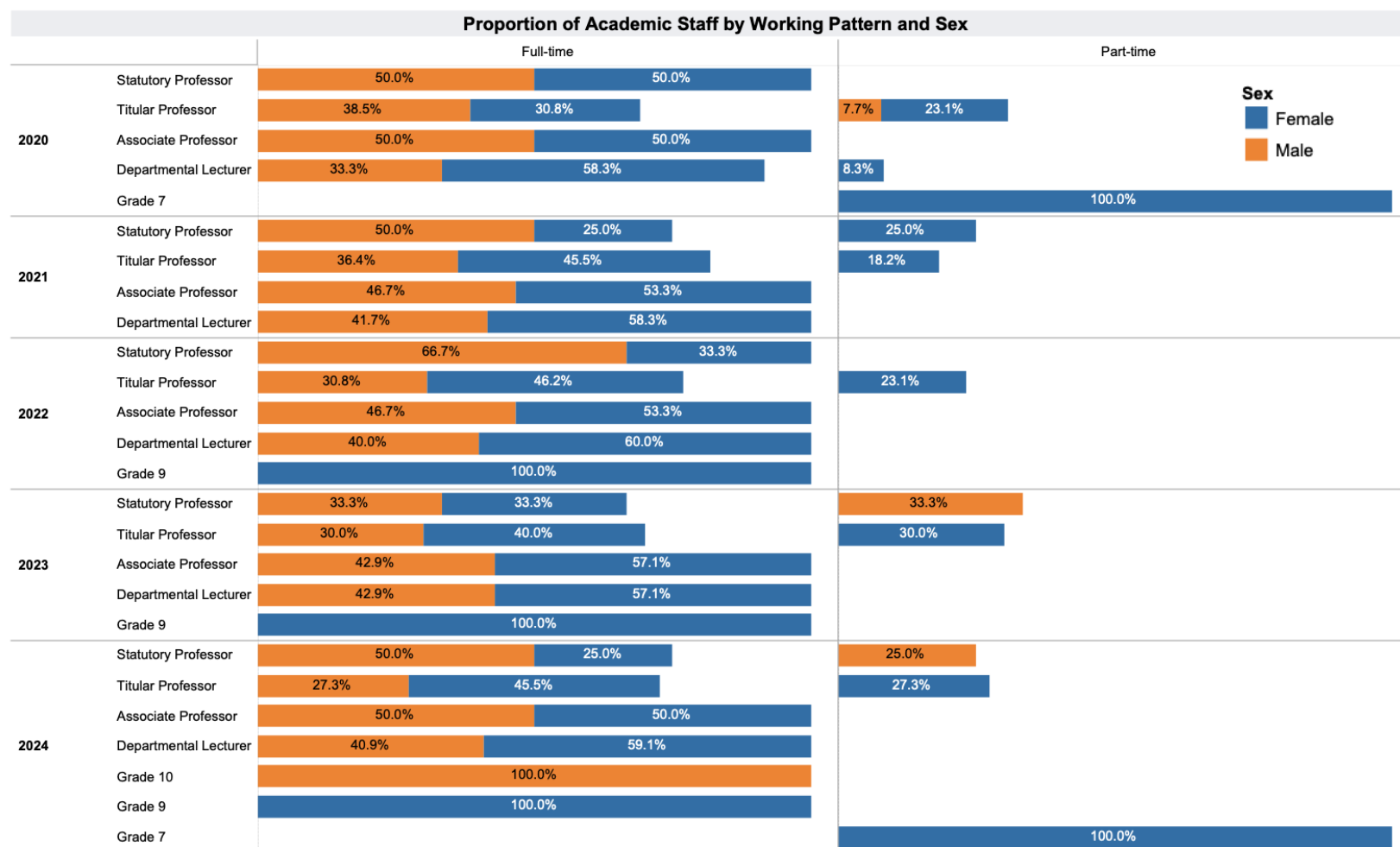
Academic Staff by Role Type and Sex							
Role Category	Role Type	Sex	2020	2021	2022	2023	2024
Professor	Statutory Professor	Female	2	2	1	1	1
		Male	2	2	2	2	3
		Total	4	4	3	3	4
	Titular Professor	Female	7	7	9	7	8
		Male	6	4	4	3	3
		Total	13	11	13	10	11
	Total		17	15	16	13	15
	Other	Grade 10	Male				
Total							1
Grade 9		Female	1				1
		Total	1				1
Grade 7		Female	1				1
		Total	1				1
Total		1	1		1	3	
Lecturer		Associate Professor	Female	7	8	8	8
	Male		7	7	7	6	7
	Total		14	15	15	14	14
	Departmental Lecturer	Female	8	7	9	12	13
		Male	4	5	6	9	9
		Total	12	12	15	21	22
	Total		26	27	30	35	36
	Grand Total		44	42	47	49	54

Proportion of Academic Staff by Role Type and Sex							
Role Category	Role Type	Sex	2020	2021	2022	2023	2024
Professor	Statutory Professor	Female	50.0%	50.0%	33.3%	33.3%	25.0%
		Male	50.0%	50.0%	66.7%	66.7%	75.0%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%
	Titular Professor	Female	53.8%	63.6%	69.2%	70.0%	72.7%
		Male	46.2%	36.4%	30.8%	30.0%	27.3%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%
	Total		100.0%	100.0%	100.0%	100.0%	100.0%
	Lecturer	Associate Professor	Female	50.0%	53.3%	53.3%	57.1%
Male			50.0%	46.7%	46.7%	42.9%	50.0%
Total			100.0%	100.0%	100.0%	100.0%	100.0%
Departmental Lecturer		Female	66.7%	58.3%	60.0%	57.1%	59.1%
		Male	33.3%	41.7%	40.0%	42.9%	40.9%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	
Other		Grade 10	Male				
	Total						100.0%
	Grade 9	Female			100.0%	100.0%	100.0%
		Total			100.0%	100.0%	100.0%
	Grade 7	Female	100.0%				100.0%
		Total	100.0%				100.0%
	Total		100.0%		100.0%	100.0%	100.0%
	Grand Total		100.0%	100.0%	100.0%	100.0%	100.0%

3 Research staff by grade

Research Staff by Role Type and Sex							Proportion of Research Staff by Role Type and Sex						
Role Type	Sex	2020	2021	2022	2023	2024	Role Type	Sex	2020	2021	2022	2023	2024
Senior Researcher	Female	2	1			1	Senior Researcher	Female	100.0%	100.0%			100.0%
	Total	2	1			1		Total	100.0%	100.0%			100.0%
Grade 10	Female	1	1	1	1		Grade 10	Female	100.0%	100.0%	100.0%	100.0%	
	Total	1	1	1	1			Total	100.0%	100.0%	100.0%	100.0%	
Grade 9	Female		1	1	1	1	Grade 9	Female		33.3%	50.0%	100.0%	100.0%
	Male	2	2	1				Male	100.0%	66.7%	50.0%		
	Total	2	3	2	1	1		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 8	Female	7	5	2	2	5	Grade 8	Female	87.5%	100.0%	100.0%	100.0%	83.3%
	Male	1				1		Male	12.5%				16.7%
	Total	8	5	2	2	6		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 7	Female	16	19	27	27	28	Grade 7	Female	72.7%	82.6%	90.0%	75.0%	77.8%
	Male	6	4	3	9	8		Male	27.3%	17.4%	10.0%	25.0%	22.2%
	Total	22	23	30	36	36		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 6	Female	16	13	17	19	14	Grade 6	Female	72.7%	76.5%	89.5%	82.6%	73.7%
	Male	6	4	2	4	5		Male	27.3%	23.5%	10.5%	17.4%	26.3%
	Total	22	17	19	23	19		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Protected Staff	Female		1			1	Protected Staff	Female		100.0%			100.0%
	Total		1			1		Total		100.0%			100.0%
Grand Total		57	51	54	63	64	Grand Total		100.0%	100.0%	100.0%	100.0%	100.0%

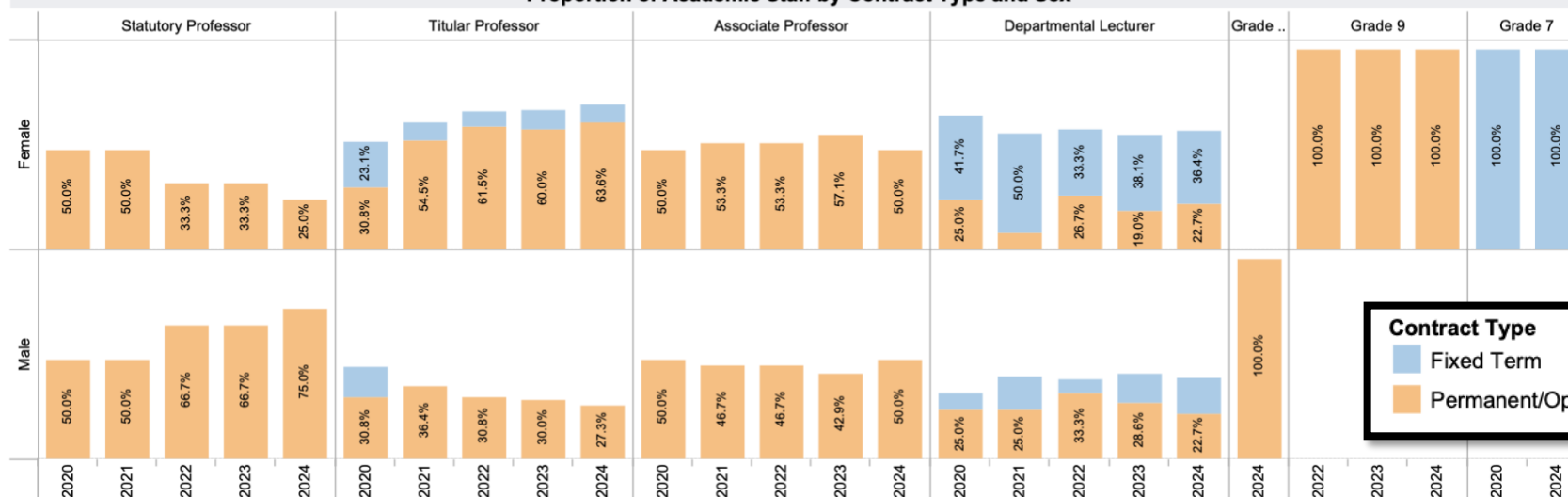
4.1 Academic staff by grade and contract type (full-time vs part-time)



4.2 Academic staff by grade and contract type (fixed-term vs permanent)

Contract Type	Role Type	Female					Male				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Fixed Term	Titular Professor	3	1	1	1	1	2				
	Departmental Lecturer	5	6	5	8	8	1	2	1	3	4
	Grade 7	1				1					
Permanent/Open-ended	Statutory Professor	2	2	1	1	1	2	2	2	2	3
	Titular Professor	4	6	8	6	7	4	4	4	3	3
	Associate Professor	7	8	8	8	7	7	7	7	6	7
	Departmental Lecturer	3	1	4	4	5	3	3	5	6	5
	Grade 10										1
	Grade 9			1	1	1					
Grand Total		25	24	28	29	31	19	18	19	20	23

Proportion of Academic Staff by Contract Type and Sex



5 Professional, technical and operational (PTO) staff by grade and job family

P&S Staff by Role Type and Sex							Proportion of P&S Staff by Role Type and Sex						
Role Type	Sex	2020	2021	2022	2023	2024	Role Type	Sex	2020	2021	2022	2023	2024
Grade 10	Female	1				1	Grade 10	Female	100.0%				100.0%
	Total	1				1		Total	100.0%				100.0%
Grade 9	Female		1	1	1		Grade 9	Female		100.0%	100.0%	100.0%	
	Total		1	1	1			Total		100.0%	100.0%	100.0%	
Grade 8	Female	9	2	2	2	2	Grade 8	Female	69.2%	66.7%	66.7%	66.7%	66.7%
	Male	4	1	1	1	1		Male	30.8%	33.3%	33.3%	33.3%	33.3%
	Total	13	3	3	3	3		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 7	Female	5	4	10	11	9	Grade 7	Female	71.4%	80.0%	90.9%	91.7%	90.0%
	Male	2	1	1	1	1		Male	28.6%	20.0%	9.1%	8.3%	10.0%
	Total	7	5	11	12	10		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 6	Female	11	9	11	7	11	Grade 6	Female	91.7%	90.0%	91.7%	70.0%	73.3%
	Male	1	1	1	3	4		Male	8.3%	10.0%	8.3%	30.0%	26.7%
	Total	12	10	12	10	15		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 5	Female	9	8	6	8	7	Grade 5	Female	90.0%	88.9%	75.0%	100.0%	100.0%
	Male	1	1	2				Male	10.0%	11.1%	25.0%		
	Total	10	9	8	8	7		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 4	Female	2	2	3	4	3	Grade 4	Female	40.0%	40.0%	60.0%	80.0%	75.0%
	Male	3	3	2	1	1		Male	60.0%	60.0%	40.0%	20.0%	25.0%
	Total	5	5	5	5	4		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 3	Female	3	3	2	3	2	Grade 3	Female	60.0%	60.0%	66.7%	100.0%	100.0%
	Male	2	2	1				Male	40.0%	40.0%	33.3%		
	Total	5	5	3	3	2		Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 1	Male			1	1		Grade 1	Male			100.0%	100.0%	
	Total			1	1			Total			100.0%	100.0%	
Grand Total		53	38	44	43	42	Grand Total		100.0%	100.0%	100.0%	100.0%	100.0%

6 PTO staff by grade and contract type

Contract Type	Role Type	Female					Male				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Fixed Term	Grade 8	8	1	1	1		3			1	1
	Grade 7	1	1	3	4	2	2	1	1		
	Grade 6	5	4	4	1	3			1	1	1
	Grade 5	1	1	1	2						
	Grade 4			1	2		2	2	1	1	
	Grade 3	1	1	1	2	1	1	1			
	Grade 1								1	1	
Permanent/ Open-ended	Grade 10	1				1					
	Grade 9		1	1	1						
	Grade 8	1	1	1	1	2	1	1	1		
	Grade 7	4	3	7	7	7				1	1
	Grade 6	6	5	7	6	8	1	1		2	3
	Grade 5	8	7	5	6	7	1	1	2		
	Grade 4	2	2	2	2	3	1	1	1		1
	Grade 3	2	2	1	1	1	1	1	1		
Grand Total		40	29	35	36	35	13	9	9	7	7

7 Applications, shortlist and appointments made in recruitment to academic posts (Academic and Research) by grade

			08S - STANDARD GRADE 8	36S - ASSOCIATE PROFESSOR (NON-TF)	A20 - PROFESSOR (A20)	Grand Total
Applied (count)	2022	Female	20	1		21
		Male	22	7		29
		Unknown		8		8
	2023	Female	3		11	14
		Male	4		11	15
		Unknown			1	1
Shortlisted (count)	2022	Female	1	0		1
		Male	7	0		7
		Unknown		0		0
	2023	Female	2		3	5
		Male	0		2	2
		Unknown			0	0
Offer made (count)	2022	Female	0	0		0
		Male	2	0		2
		Unknown		0		0
	2023	Female	1		0	1
		Male	0		1	1
		Unknown			0	0
Offer accepted (count)	2022	Female	0	0		0
		Male	2	0		2
		Unknown		0		0
	2023	Female	1		0	1
		Male	0		1	1
		Unknown			0	0

Researchers:

			06S - STANDARD GRADE 6	07S - STANDARD GRADE 7	10S - STANDARD GRADE 10	D35 - SENIOR RESEARCHER (D..	Grand Total
Applied (count)	2021	Female	6				6
	2022	Female	81	28			109
		Male	26	15	5		46
		Unknown	3	1			4
	2023	Female	67	111		9	187
		Male	27	73		1	101
		Unknown	4	7			11
	2024	Female		3			3
		Male		4			4
Shortlisted (count)	2021	Female	0				0
	2022	Female	7	6			13
		Male	0	1	0		1
		Unknown	1	0			1
	2023	Female	14	36		4	54
		Male	3	8		0	11
		Unknown	0	3			3
	2024	Female		0			0
		Male		0			0
Offer made (count)	2021	Female	0				0
	2022	Female	2	1			3
		Male	0	1	0		1
		Unknown	0	0			0
	2023	Female	5	6		0	11
		Male	1	2		0	3
		Unknown	0	2			2

8 Applications, shortlist and appointments made in recruitment to PTO posts (professional services and technical and support staff) by grade

Professional Services

			06S - STANDARD GRADE 6	07S - STANDARD GRADE 7	08S - STANDARD GRADE 8	Grand Total
Applied (count)	2020	Female			11	11
		Male			3	3
	2022	Female	20	8		28
		Male	11	9		20
		Unknown	1	2		3
	2023	Female	43	9	1	53
		Male	13	2	12	27
	2024	Female	52			52
		Male	25			25
		Unknown	3			3
Shortlisted (count)	2020	Female			0	0
		Male			0	0
	2022	Female	1	0		1
		Male	2	0		2
		Unknown	0	0		0
	2023	Female	8	4	1	13
		Male	2	0	5	7
	2024	Female	0			0
		Male	0			0
		Unknown	0			0
Offer made (count)	2020	Female			0	0
		Male			0	0
	2022	Female	0	0		0
		Male	0	0		0
		Unknown	0	0		0

Technician and support staff

			04S - STANDARD GRADE 4	05S - STANDARD GRADE 5	Grand Total
Applied (count)	2020	Female		33	33
		Male		20	20
	2021	Female		34	34
		Male		21	21
	2022	Female	14		14
		Male	7		7
		Unknown	1		1
	2023	Female	13	27	40
		Male	5	19	24
		Unknown	1	3	4
	2024	Female	18		18
		Male	11		11
		Unknown	3		3
Shortlisted (count)	2020	Female		6	6
		Male		0	0
	2021	Female		0	0
		Male		0	0
	2022	Female	4		4
		Male	1		1
		Unknown	0		0
	2023	Female	5	0	5
		Male	1	0	1
		Unknown	1	0	1
	2024	Female	0		0
		Male	0		0

Rates

Recruitment type																							
This dashboard only shows vacancies where an appointment was made and all applicant status stages are recorded in PeopleXD (CoreHR).	Recruitment Type		Sex	Applied (count)					Shortlisted (count)					Offer made (count)					Offer accepted (count)				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024			
	Academic	Unknown			8	1			0	0			0	0					0	0			
		Male			29	15			7	2			2	1					2	1			
		Female			21	14			1	5			0	1					0	1			
	Research	Unknown			4	11			1	3			0	2					0	2			
		Male			46	101	4		1	11	0		1	3	0				1	3	0		
		Female			6	109	187	3	0	13	54	0	0	3	11	0	0		0	3	9	0	
	Professional Svcs - Professional & Mgmt	Unknown			3		3		0		0		0		0				0		0		
		Male	3		20	27	25	0		2	7	0	0		0	1	0	0		0	1	0	
Female		11		28	53	52	0		1	13	0	0		0	3	0	0		0	2	0		
Professional Svcs - Support & Technical	Unknown			1	4	3		0	1	0		1	1	0				0	1	0			
	Male	20	21	7	24	11	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0		
	Female	33	34	14	40	18	6	0	4	5	0	1	0	1	2	0	1	0	1	1	0		
Grand Total			67	61	290	477	119	6	0	31	102	0	2	0	8	25	0	1	0	7	21	0	
Choose Department EDUCATION																							
Choose Joint Application None																							
Choose recruitment outcome All																							
Choose Vacancy No. All																							
Choose Grade (Pay Scale) All	Recruitment Type		Sex	Applied (%)					Shortlisted (%)					Offer made (%)					Offer accepted (%)				
Choose Recruitment Type All	Academic	Female			36.2%	46.7%			12.5%	71.4%			0.0%	50.0%			0.0%	50.0%					
		Male			50.0%	50.0%			87.5%	28.6%			100.0%	50.0%			100.0%	50.0%					
		Unknown			13.8%	3.3%			0.0%	0.0%			0.0%	0.0%			0.0%	0.0%					
		Total			100.0%	100.0%			100.0%	100.0%			100.0%	100.0%			100.0%	100.0%					
Choose Applicant Sex All	Research	Female	100.0%	68.6%	62.5%	42.9%			86.7%	79.4%			75.0%	68.8%			75.0%	64.3%					
		Male			28.9%	33.8%	57.1%			6.7%	16.2%			25.0%	18.8%			25.0%	21.4%				
		Unknown			2.5%	3.7%			6.7%	4.4%			0.0%	12.5%			0.0%	14.3%					
		Total			100.0%	100.0%	100.0%	100.0%			100.0%	100.0%			100.0%	100.0%			100.0%	100.0%			
Professional Svcs - Professional & Mgmt	Female	78.6%	54.9%	66.3%	65.0%			33.3%	65.0%			75.0%				66.7%							
	Male	21.4%	39.2%	33.8%	31.3%			66.7%	35.0%			25.0%				33.3%							
	Unknown			5.9%	3.8%			0.0%															
	Total	100.0%	100.0%	100.0%	100.0%			100.0%	100.0%			100.0%				100.0%							
Professional Svcs - Support & Technical	Female	62.3%	61.8%	63.6%	58.8%	56.3%	100.0%	80.0%	71.4%			50.0%	50.0%	66.7%		100.0%	100.0%	50.0%					
	Male	37.7%	38.2%	31.8%	35.3%	34.4%	0.0%	20.0%	14.3%			50.0%	0.0%	0.0%		0.0%	0.0%	0.0%					
	Unknown			4.5%	5.9%	9.4%		0.0%	14.3%			50.0%	33.3%			0.0%	50.0%						
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%			100.0%	100.0%	100.0%		100.0%	100.0%	100.0%					

9 Applications and success rates for academic promotion by grade

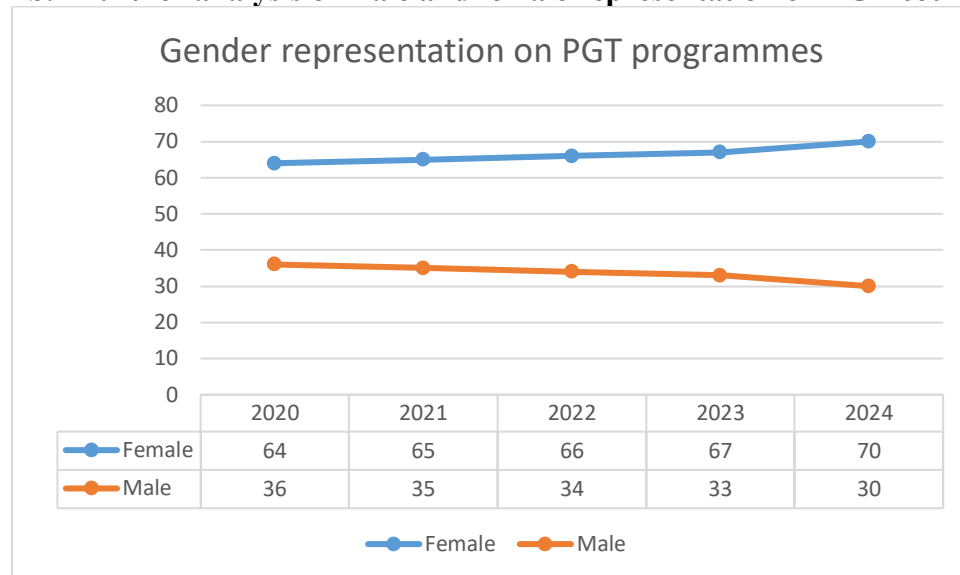
Recognition of Distinction Titles Awarded

Report Year	Sex	Professor	No title	Grand Total	Professor	No title	Grand Total
2020	Female		1	1	100.0%		100.0%
	Male		1	1		100.0%	100.0%
	Total		1	2	50.0%	50.0%	100.0%
2021	Female		2	2	100.0%		100.0%
	Male		2	2		100.0%	100.0%
	Total		2	4	50.0%	50.0%	100.0%
2022	Male		1	1	100.0%		100.0%
	Total		1	1	100.0%		100.0%
2023	Female		1	2	50.0%	50.0%	100.0%
	Male		1	1		100.0%	100.0%
	Total		1	3	33.3%	66.7%	100.0%
2024	Female		1	1	100.0%		100.0%
	Male		1	1	100.0%		100.0%
	Total		2	2	100.0%		100.0%

Five Year Window Analysis (2021-2025)	Female	Male	Total
Application numbers:	6	7	13
Applications as percentage:	46%	54%	100%
Award numbers:	5	3	8
Awarded as percentage:	62.5%	38.5%	100%
Success rate:	83%	42.8%	61.5%

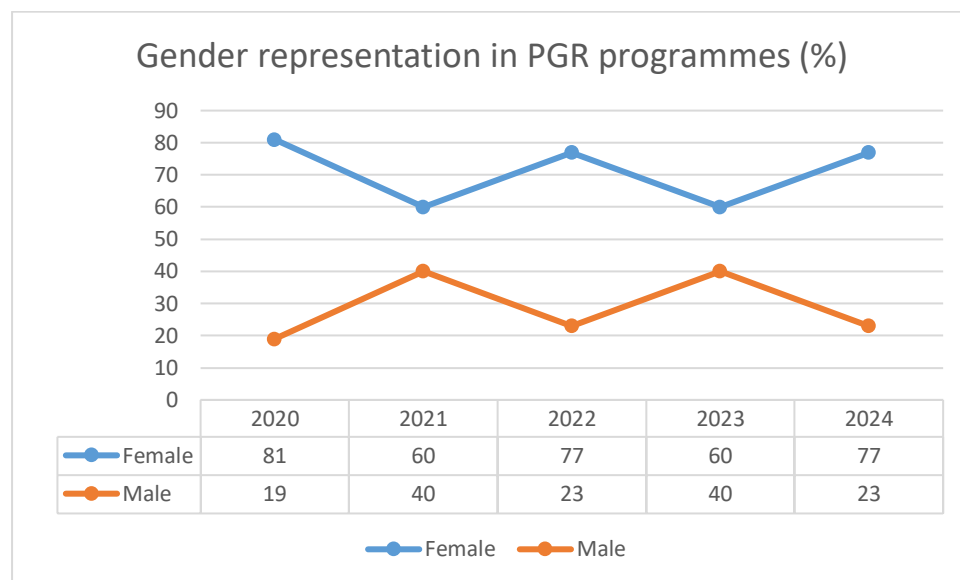
Appendix 2b: Additional Analysis of Mandatory Data

2b.1 Further analysis of male and female representation on PGT courses



Finding:

- A slight but steady widening gap over five years, resulting in a higher proportion of women on PGT programmes.



Finding:

- Despite year on year fluctuations, no evidence of changing trends in gender representation on PGR programmes.

2b.2 Further Analysis of male and female representation across stages of application

	Application %					
YEAR	2019	2020	2021	2022	2023	2024
Female	64%	69%	68%	72%	72%	72%
Male	36%	31%	32%	28%	28%	28%
	Offer %					
YEAR	2019	2020	2021	2022	2023	2024
Female	63%	66%	66%	68%	67%	68%
Male	37%	34%	34%	32%	32%	32%
	Accept %					
YEAR	2019	2020	2021	2022	2023	2024
Female	63%	65%	64%	66%	67%	71%
Male	37%	35%	36%	34%	33%	29%
	Offer to Application % Deltas (Differences)					
YEAR	2019	2020	2021	2022	2023	2024
Female	-1	-3	-2	-4	-5	-4
Male	1	3	2	4	4	4
	Acceptance to Application % Deltas (Differences)					
YEAR	2019	2020	2021	2022	2023	2024
Female	-1	-4	-4	-6	-5	-1
Male	1	4	4	6	5	1

Finding:

- A very small but consistent pattern of male applicants more likely to be offered places across programmes. Small deltas indicate a slight implicit bias may exist, however the acceptance to application differences are very small (1 point difference in the last recruitment year) suggesting further monitoring rather than direct action is needed.

2b.3 Further analysis of degree attainment gender gaps

Demographic	Cohort	PGR	Completed /Qualified	Fail	Withdrawn	Incomplete	Total
Female	2020/21	9	256	1	12	9	287
	2021/22	6	232	3	9	17	267
	2022/23	4	218	1	8	26	257
	2023/24	4	170		4	96	274
	2024/25					279	279
Male	2020/21	7	139	1	13	1	161
	2021/22	2	116	2	14	10	144
	2022/23	4	106		8	16	134
	2023/24	2	70	1	9	50	132
	2024/25					117	117
Other	2023/24		1				1

Gender difference in completion as percentage of total:

Demographic	Cohort	Completed /Qualified	Gender GAP (Δ)
Female	2020/21	89%	+3
	2021/22	87%	+6
	2022/23	85%	+6
	2023/24	62%	+9
	2024/25	Not available	
Male	2020/21	86%	-3
	2021/22	81%	-6
	2022/23	79%	-6
	2023/24	53%	-9
	2024/25	Not available	
Other	2023/24	100%	0

Gender difference in withdrawal from programme as percentage of total:

Demographic	Cohort	Withdrawn	Gender GAP (Δ)
Female	2020/21	4%	-4
	2021/22	3%	-7
	2022/23	3%	-3
	2023/24	1%	-6
	2024/25	Not available	
Male	2020/21	8%	+4
	2021/22	10%	+7
	2022/23	6%	+3
	2023/24	7%	+6
	2024/25	Not available	
Other	2023/24	0%	0

2b.4 Further analysis of recognition of distinction data

Five Year Window Analysis (2021-2025)	Female	Male	Total
Application numbers:	6	7	13
Applications as percentage:	46%	54%	100%
Gender difference in applications ($\Delta\%$)	-7	+7	
Award numbers:	5	3	8
Awarded as percentage:	62.5%	38.5%	100%
Gender difference in awards ($\Delta\%$)	+24	-24	
Success rate:	83%	42.8%	61.5%
Gender difference in success rate (Δ)	+41.2	-41.2	

Findings:

- A gender difference in applications (+/-7)
- A large difference in gender of awarded applications (62.5% vs 38.5%), however, this is approximately representative of gender balance of staff at this level. No evidence of gender bias at award level.
- A large gender gap (+/-41.2) between successful female and male application.

2b.4 Further analysis of recruitment data

Recruitment Type	Sex	Applied	Shortlisted	Offered	Shortlist success rate	Gender Gap in Shortlisting	Offer success rate	Gender Gap in Offers
Academic	Not recorded	9	0	0	0%		0%	
	Male	44	9	3	20%	+3	7%	+4
	Female	35	6	1	17%	-3	3%	-4

Findings:

- Slightly higher male applicants than female applicants to academic roles
- Negligible gender gap in shortlisting and offer rates, especially considering the small number of recruited positions (n=4)

Recruitment Type	Sex	Applied	Shortlisted	Offered	Shortlist success rate	Gender Gap in Shortlisting	Offer success rate	Gender Gap in Offers
Research	Not recorded	15	4	2	27%		13%	
	Male	151	12	4	8%	-12	3%	-2
	Female	305	67	14	22%	+12	5%	+2

Findings:

- Slightly higher female applicants than male applicants to research roles
- Small gender gap in shortlisting rates and negligible difference in offer rates, especially considering the number of recruited positions in each category.

Recruitment Type	Sex	Applied	Shortlisted	Offered	Shortlist success rate	Gender Gap in Shortlisting (Δ)	Offer success rate	Gender Gap in Offers (Δ)
Professional Svcs - Professional & Mgmt	Not recorded	6	0	0	0%		0%	
	Male	75	9	1	12%	+2	1%	-1
	Female	144	14	3	10%	-2	2%	+1
Professional Svcs - Support & Technical	Not recorded	8	1	2	13%		25%	
	Male	83	2	1	2%	-9	1%	-2
	Female	139	15	4	11%	+9	3%	+2

Findings:

- Substantially higher female applicants than male applicants to PTO roles
- Negligible gender gap in shortlisting rates and offer rates, especially considering the number of recruited positions in each category.

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

AP	Associate Professor
CGHE	Centre for Global Higher Education
DB	Departmental Board
DDGS	Deputy Director Graduate Studies
DDR	Director of Doctoral Research
DfE	Department for Education (Government Ministry)
DfP	Director of People
DfR	Director of Research
DGS	Director Graduate Studies
DL	Department Lecturer
DoD	Director of Department
DREC	Departmental Research Ethics Committees
DTF	Doctoral Teaching Fellow
EA	Executive Assistant to the DoD
EDB	Equity Diversity and Belonging (Committee)
EDI	Equality Diversity and Inclusion
HAF	Head of Administration and Finance
HR	Human Resources
ITE	Initial Teacher Education
OED	Oxford Education Deanery
PDR	Personal Development Review
PGCE	Postgraduate Certificate in Education
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
PRC	Planning and Resources Committee
PTO	Professional, Technical and Operational staff
REF	Research Excellence Framework
RoD	Recognition of Distinction
RSIV	Senior Researcher grade
SAT	Self-Assessment Team
SDL	Senior Departmental Lecturer
SES	Staff Experience Survey
SLC	Student Liaison Coordinator
SRL	Senior Research Lecturer
SSD	Social Sciences Division
TPP	Tutor on Professional Programmes