

# Athena Swan renewal application form for departments

## Applicant information

Name of institution	University of Oxford
Name of department	Faculty of Law
Date of current application	31 May 2022
Level of previous award	Bronze
Date of previous award	28 April 2017
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Section	Words used
An overview of the department and its approach to gender equality	2513 words
An evaluation of the department's progress and issues	3286 words
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	5799 words (Covid-19 allowance included)

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

**Overall word limit: 5500 words**

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

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

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

### **1. Letter of endorsement from the head of the department**

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.

UNIVERSITY OF OXFORD  
FACULTY OF LAW

*From the Dean*

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I am delighted to provide this letter of endorsement as Dean of the Law Faculty at the University of Oxford.

This application is the result of over a year of concerted and sustained work by our self-assessment team and the wider Faculty. We have taken seriously the task of critically evaluating our evidence base in the light of the Charter Principles and best practice in the sector. We have identified areas in which there is cause for celebration, where we have made very good progress against our previous goals relating to gender inequality, as well as areas of persisting or new concern. This has been carefully reflected in our action plan, which includes some objectives carried forward from our last application (but with the specific areas of focus, and associated milestones and targets, designed to reflect what we have since learned), in addition to new areas of focus. Crucially, our new plan also reflects what we have learned about how we distribute and recognise work relating to gender equality, and to equality, diversity and inclusion more generally.

In the initial period following the award of our Bronze Charter, we asked too much of our Athena Swan self-assessment team. We did not adequately resource our gender equality work (or equality, diversity and inclusion work more generally), nor did we always adequately recognise the work that was being done. In consequence, we simply lacked the capacity to progress with the implementation of our action plan as quickly as we expected or needed to. In the last two years, we have driven significant investment in the Faculty's equality, diversity and inclusion infrastructure, including through the creation of a new academic role (the Associate Dean for Equality and Diversity) and a new professional staff role (the Allen & Overy Equality and Diversity Officer). These excellent appointments have transformed our energy in this arena. Our superb Athena Swan self-assessment team and complementary Equality and Diversity Committee have made clear that we must continue to invest in EDI in this way, and I am committed to ensuring and enhancing it. I am also pleased that our new application includes a number of actions designed to ensure a better distribution of Athena Swan work across the Faculty, freeing up our self-assessment team and Equality and Diversity Committee to engage in the kind of critical and creative reflection that they are so adept at.

I conclude my letter by strongly endorsing the emphasis in the Transformed Charter on intersectionality. This is a key area of focus for us: in recent years, we have become increasingly attentive to intersectional inequalities, and we have sought to take every opportunity to reflect this in the design of this application. The Faculty's focus also chimes with my own strong interest in addressing such inequalities. During my tenure as Dean, I have taken the opportunity to speak about my own experiences as a woman academic who is a person of colour, and to reflect and act on what I have learned from others in this regard. I have championed a number of initiatives and engaged in public dialogue through my #RaceMeToo Twitter campaign. I look forward to seeing us invest more in understanding our culture and acting to address persisting inequalities, including through the implementation of our new Athena Swan action plan.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'M. Chen-Wishart', written in a cursive style.

Professor Mindy Chen-Wishart  
Dean of the Faculty of Law  
Professor of the Law of Contract

## 2. Description of the department and its context

Please provide an introduction to the department.

The Oxford Law Faculty ('the Faculty') is one of the largest law schools in the UK and is consistently ranked one of the best law schools in the world. We offer a range of postgraduate taught and research degrees alongside an undergraduate degree that is a qualifying law degree for those wishing to enter legal practice in England and Wales. Our degree programs enjoy world-leading reputations, in part because of the way in which they are structured (in particular, for taught programs, with a significant component of small group tutorial teaching), but also because they are delivered by academics who carry out world-leading research. Our students come from a range of countries (our postgraduate student body is particularly diverse, with 60% having overseas status), and are exceptionally talented.

At present, we have 786 undergraduates and 761 postgraduate students. We reflect on admission statistics by gender below, but in short female students make up 59% of our undergraduate students, 48% of our postgraduate taught students, and 54% of our postgraduate research students, and these proportions broadly track the gender ratio in our applicant pool. Our students are taught, supervised, and supported by 100 permanent academic staff members (38% female), and 52 professional and support staff (83% female). We also have 49 fixed-term academic staff (55% female), most of whom are research-only. Some academic staff are attached to particular research centres in the Faculty (Bonavero Institute of Human Rights, Institute of European and Comparative Law, Centre for Socio-Legal Studies, Oxford Intellectual Property Research Centre, and Centre for Criminology); they are included in our staff data. Our academic staff have expertise in a wide range of areas of law and conduct research using a variety of methods. This research informs curriculum design and a rich diet of extra-curricular Faculty activities. The overall reputation of the Faculty is of a dynamic institution that prides itself on excellence in both research and teaching.

All students in the Faculty, and most permanent academic staff, have two 'homes' in the University. One is the Faculty, and the other is a college of the University. Colleges are independent institutions. For undergraduates, it is their college rather than the Faculty that will play the lead role in their admission, supervision, teaching, and welfare provision. Postgraduates have a closer relationship with the Faculty but will still look at least in part to their college for supervision and pastoral support. Staff holding a joint appointment have two employers (their college, and the University through the Faculty), and typically have their office in college. This decentralisation has advantages; many students and staff derive great satisfaction from college membership. Decentralisation also has costs: it may make it more difficult for staff to feel integrated into the Faculty, and coordination challenges may arise when we propose to reform policy or practice to achieve a particular equality, diversity and inclusion ('EDI') goal, and the realisation of that goal depends at least in part on workplace conditions or culture in college. Limitations also flow from our status as one of a number of faculties and departments at Oxford: some important aspects of staff and student experience are governed by policies agreed upon at the central University level, which take time to change. Since our last Athena Swan ('AS') application, however, the University has invested significantly in EDI work, and we have actively participated in these workstreams, particularly through the Social Sciences Division EDI Panel. We expect to benefit from a range of EDI projects coming from the University and/or the Division, as indicated in our action plan.

The Faculty has retained the distinctive governance structure we described in our last application. In this structure, the principal decision-making body is the Board of the Faculty, a body of 15 elected and 11 *ex officio* members, rather than the Dean. Underneath the Board sits a range of committees that report to, and make recommendations for adoption by, the Board. Committee workstreams are developed under the leadership of the Dean together with the Vice Deans and a group of Associate

Deans (the Associate Dean for Research, for Undergraduate Students, for Graduate Students (Taught), for Graduate Students (Research), and for Equality and Diversity), who are given some teaching relief. These leadership roles rotate among Faculty members, as do other Faculty officer roles, through an open process of advertisement (as we committed to ensuring in our last application: see objective K2 of our 2016 plan). The diffuse nature of Faculty governance means that it takes time for significant policy changes to be made, but it also means that by the time such changes are agreed upon, they tend to already have significant buy-in from staff and, at least to some extent, students (who are represented on each committee).

EDI now has a much more prominent role in this governance structure than at the time of our last application. The Equality and Diversity Committee is now a well-established Faculty committee with a broad membership that includes students, professional and support staff, and academics with a range of job types. This Committee is distinctive within the Faculty in having no reserved business (such that students are present for the entire meeting), and in welcoming any member of staff or student who would like to join any meeting. The agenda for meetings is developed by the Faculty's Allen & Overy Equality and Diversity Officer, together with the Associate Dean for Equality and Diversity, two roles that did not exist at the time of our last application. The resourcing of these roles has enabled significant investment in EDI-related work. Highlights have included new initiatives relating to diversifying the curriculum, inclusive recruitment, workload allocation, a '100 years of women in Oxford Law' exhibition and event series, the establishment of the Annual Equality and Diversity Lecture, the introduction of an undergraduate equality and diversity essay competition, scholarships for black and other minoritised ethnic postgraduate students, the emergence of the student-led Oxford Law Black Alumni Network, and most recently, the introduction of a new 'core hours' policy designed with Charter Principle 7 in mind. Some of these initiatives have already influenced work elsewhere in the University.

We are proud that 71% of our female staff and 82% of our male staff report feeling able to be themselves at work (2021 survey data - Table 28). Yet, we also know that – having regard to the Charter Principles, our evidence base, and best practice in the higher education sector – we have significantly further to go in realising our goals in relation to gender equality, having regard to intersectionality. We are aware of specific areas in which further change is needed, but we are also aware more generally of our need for better systems to ensure the equitable allocation, and effective monitoring of the impact of, our AS work (and EDI work more generally), and for a more sophisticated understanding of Faculty culture. Two of our seven key priorities relate directly to ensuring recognition of EDI work, and further improving our EDI systems and AS infrastructure, but the latter is also reflected in how we have developed actions for our other five key priorities.

### **3. Athena Swan self-assessment process**

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the department's future gender equality work.

This application was prepared by the Faculty's Allen & Overy Equality and Diversity Officer ('EDI Officer') and the Associate Dean for Equality and Diversity ('Associate Dean'), together with our AS Self-Assessment Team ('SAT'). In preparing the application, this group has had regard to evidence from the implementation of our 2016 AS action plan, voluminous staff and student survey data, data on admissions and attainment across the full range of courses offered by the Faculty, data from focus groups, and feedback at various points from the Faculty. The Faculty was consulted in relation to the decision to submit our application under the Transformed Charter, when we settled on our seven key priorities, and when we devised our new action plan. The application in its entirety was

presented to the Faculty on 19 April 2022 for final comments, and then to the Board of the Faculty on 5 May 2022.

Our SAT presently comprises 24 members (6 women, 2 men, 16 undisclosed), 2 of whom are students (8%), and 22 of whom are staff (92%) (Table 1). The EDI Officer monitors membership of the SAT to ensure representation by a cross-section of staff by job type, as well as students. At present, the SAT includes 4 professional and support staff (17%), 15 permanent academic staff (63%), and 3 fixed-term academic staff (12%). Students or staff who express an interest in joining are welcomed.

Our AS self-assessment processes have changed significantly since the receipt of our Bronze award in 2017. Initially, the implementation of our 2016 plan was entrusted to the Equality and Diversity Committee, composed of a combination of *ex officio* members and additional staff and student representatives. An AS Coordinator from the academic staff was later appointed, but with only one-sixth teaching relief, and no administrative support. By 2020, it had become recognised that our EDI work needed significant further resourcing and that in relation to AS specifically, a dedicated self-assessment team was needed (in addition to the Equality and Diversity Committee, with its wide remit in relation to all matters of EDI), if significant progress was to be made. The Faculty moved to establish two roles: an EDI Officer, and an Associate Dean for EDI with teaching relief equivalent to one-third of a full-time academic position. Around the same time, meetings of the Equality and Diversity Committee were separated from meetings of the SAT, and the membership of the latter was then augmented to improve the team's representativeness. The team was split into sub-groups to progress the implementation of our 2016 action plan. By 2021, the SAT was functioning as a body separate from the Equality and Diversity Committee, with work being done outside SAT meetings through sub-groups, and collectively through meetings that occurred at least termly.

In hindsight, it would have been easier to progress the implementation of our 2016 plan, and to reflect on the results of this and develop further actions, if our SAT had been treated as distinct from the Equality and Diversity Committee from the outset, with no expectation that members of the Committee would necessarily also sit on the SAT. Our new action plan makes provision to ensure this, whilst at the same time also ensuring (through the common membership in both groups of the Associate Dean and the EDI Officer, and periodic reporting obligations) that the work of the two bodies is complementary.

We asked a great deal of our AS Coordinator and SAT in the post-2017 award period. Much of the work involved in the implementation of our ambitious action plan (see section 2 below) was left to this group, and we were not sufficiently systematic in our approach to ensuring appropriate recognition. Our new plan has been designed to ensure a better distribution of AS work across the Faculty's committees, freeing up the SAT to focus on critically evaluating the effects of these actions, and creatively formulating new actions in response. The SAT will continue to meet at least termly but will benefit from new systems for the reporting of data and the flagging of new issues relating to gender equality that arise during Faculty committee business. The SAT will, in turn, report to the Equality and Diversity Committee on progress with implementing and updating the action plan. We have planned a range of ways to recognise this work and bring Faculty members into a dialogue about this, and for the introduction of staggered fixed terms for team members.



Table 1. Self-Assessment Team Membership in the 2021-22 academic year.

Name	Faculty Role	Role in the SAT (Working Group)
Adam Perry	Associate Professor of Law	Postgraduate Research
Andrew Higgins	Access & Outreach Co-ordinator	Student Outreach and Admissions
Catherine Redgwell	Professor of Public International Law	Staff
Charlotte Vinnicombe	Head of Administration and Finance	Staff
Ciara Kennefick	Associate Professor of Law	UG & PGT Student Attainment & Experiences
Clara Elod	Allen & Overy Equality and Diversity Officer	EDC Representation
Daisy Ogembo	British Academy Postdoctoral Research Fellow	Staff
Dorota Leczykiewicz	Associate Dean for Graduate Studies (Taught)	UG & PGT Student Attainment & Experiences
Helen Scott	Vice Dean for Personnel	Staff
Horst Eidenmüller	Professor for Commercial Law	UG & PGT Student Attainment & Experiences
John Armour	Associate Dean for Graduate Studies (Research)	Postgraduate Research
Katarina Foss-Solbrekk	DPhil in Law student	Postgraduate Research
Kristin van Zwieten	Associate Dean for Equality and Diversity, Professor of Law and Finance	EDC Representation
Luca Enriques	Professor of Corporate Law	UG & PGT Student Attainment & Experiences
Lucinda Ferguson	Associate Dean for Undergraduate Studies	UG & PGT Student Attainment & Experiences
Margaret Watson	Academic Services Librarian, Bodleian Law Library	Staff
Miles Jackson	Associate Professor of Law	Staff
Mindy Chen-Wishart	Dean of the Faculty, Professor of the Law of Contract	Website content
Naomi Lott	Postdoctoral Research Fellow	New member
Omar Khan	Departmental Lecturer at the Centre for Criminology	New member
Robert Burrell	Vice Dean for Teaching and Recruitment	Staff
Sanja Bogojevic	Professor of Law, CLRM Convenor	Website content
Victoria McCloud	DPhil in Socio-Legal Studies student	Website content
Zoe Campbell	Baker McKenzie Access Officer	Student Outreach and Admissions

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

In Section 2, applicants should evidence how they meet Criteria B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

### 1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Our 2016 action plan was ambitious in scope and scale. The plan began with our AS 'infrastructure', identifying some 19 actions on data collection and analysis and our self-assessment structure, before moving to identify 11 other areas of focus (undergraduate courses; postgraduate taught courses; postgraduate research courses; recruitment; induction; promotion; career development; parental leave, flexible working and career breaks; culture; workload; and role models). For each area, 2-5 key objectives were identified, and for each objective, a range of actions were specified. In 2020, we added another key objective and 7 actions, as part of our request for a one-year extension of the time for the renewal of our Bronze award. The overall result was an action plan with 36 key objectives and 130 associated actions, the vast majority of which are rated green (81/130) or amber (32/130).

In the RAG rated action plan (Table 2), there are 13 key objectives for which all associated actions are rated green. In just over half of these cases, we were also able to rate the objective itself as green (see objectives A1, C1, F1, G1, J1, J3, L2), but in the remainder, we could not (see objectives B1, B3, H2, J2, J4, K2, L3). The latter are amber because although we implemented all associated actions, we did not meet the specified 'outcomes and targets'. In some instances, we had the relevant data, but did not meet the numerical target; in other cases, we lacked evidence to determine whether we had met a target, because a survey was not administered as expected, or its design was changed. We have been alive to this risk in the design of targets in our new plan and made clear where the implementation of a particular action is likely to require a change in data collection processes, and how this will be achieved.

In nearly all cases where we have an action for a key objective that is red, we also have green-rated actions for that objective. The exceptions are I3, relating to support on return from parental leave, and D4, relating to data on the post-graduation careers of research students. Objective I3 was only introduced in 2020, and there was simply insufficient time for the actions to be substantially progressed between then and now, in circumstances in which the new EDI structure (see section 1.3 above) had only recently been established, and Faculty operations were under severe pandemic-related strain. We have included support for those returning from parental leave under key priority 2 of our new plan. D4 was not progressed because it proved to be a more resource-intensive task than anticipated; our new plan makes a more modest proposal for these data to be gathered in a simpler way. Apart from in relation to objectives I3 and D4, we have made at least some progress against each of our 36 key objectives, and in some cases very significant progress (see, for example, C1: support for postgraduate taught students; D1: support for research students; G1: support for career

development; see also the range of green-rated actions connected to integration in the Faculty, J1, and transparency in governance, policies and job opportunities, J2-J4).

The other actions rated amber or red fall broadly into one of three types. The first are actions that were not taken or not continued because they were ultimately not thought necessary, having regard to other actions taken, and/or our evolving evidence base; these are naturally not replicated in our new plan. Then there are actions that are amber or red because we do not yet have a system for generating the data that the action requires, or is premised upon, or because we do not yet have a process for systematically analysing such data. These types of action have generally been carried over to the new plan, but we have tried to pay close attention to how they will be operationalised, as noted above. The third type of action is one that requires a substantive step to be taken that we have not yet managed to take or to complete, but that we remain committed to pursuing. Areas in which we have more than one action of this type include support for fixed-term researchers and inclusive recruitment. These are both areas in which there are significant coordination challenges associated with achieving substantive changes. It is also the case that internal capacity to drive such changes through has been highly limited, both because our staff team is generally lean, and because of the strain placed on us during the pandemic.

Going forward, there are several reasons for thinking we will have an improved ability to make such changes, and as such both inclusive recruitment and support for fixed-term researchers remain priorities in the new plan. One reason for optimism is the Faculty's decision to invest in resourcing an EDI team, so that there are now two members of the Faculty (one from professional and support staff, the EDI Officer, the other academic staff, the Associate Dean) who are embedded in EDI work at the wider divisional level. As such, they are well-positioned to not only have oversight of progress with the action plan and our self-assessment process, but also to identify ways in which we can draw on initiatives elsewhere in the University, or contribute to such initiatives, to overcome some of the coordination challenges. We regard this Faculty infrastructure as essential to ensuring that we continue to make progress against our EDI goals.

A second reason for optimism going forward is that our new action plan is somewhat narrower in scope (the areas of focus) and scale (the number of agreed actions for each area of focus, or in the language of the Charter, each area of key priority) than our 2016 plan. Having laid the foundation across several areas through the implementation of our previous plan, it is our view that we are most likely to get traction in the areas in which achieving change has proved difficult if we have a tightly focused plan. We have treated this as a guiding principle in the design of our key priorities and plan.

The third reason for optimism, anticipated in section 1.3 above, relates to the role of SAT going forward. We have reflected carefully on how our self-assessment processes have functioned to date. In our view, progress was significantly slowed by an initial under-investment in the Faculty's EDI infrastructure, which left the implementation of AS actions, along with the Faculty's wider EDI goals, to a small group of individuals (asked to constitute both the Equality and Diversity Committee and the SAT), led by a coordinator with a limited teaching buyout and no administrative support. As a result, notwithstanding the serious efforts of all who worked on the implementation of our 2016 plan, progress was slower than it might have been. The other consequence of the original structure was that capacity was exhausted by the implementation of our action plan, with no room left for the kind of critical evaluation and adaptation in planning that the Charter requires. As such, we lost opportunities to revise our plan so that an action that had proved difficult to achieve could become achievable, and to gather evidence of the effects of our efforts and formulate new actions accordingly.

In the period since 2020, with a better resourced EDI structure in place, our SAT has been able to focus increasingly on the kind of critical evaluation that the Charter requires. In this period, the Faculty has also demonstrated its ability to make substantive changes in response to emerging evidence. Our new

policy on the timetabling of Faculty meetings and research-related events, for example, was not proposed in our last application, but we moved to introduce it in response to feedback and staff survey results, viewed against the targets in our 2016 plan relating to support for those with caring responsibilities, and having regard to the Charter Principles. Our capacity to adapt in this way should further increase when we implement the bundle of actions in our new plan relating to the distribution of AS work across the Faculty and systems for reporting on this.

Table 2. RAG Rated Action Plan (2016-2021). All acronyms used in the action plan can be found in the glossary at the end of this document (Appendix 3).

2016 ACTION PLAN – RAG RATED					
A - Athena SWAN Infrastructure					
RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Green	A1. Establish a robust and permanent framework for EDC (Section 3.iii.)	1. The EDC will formally become the SAT and will co-opt any members it sees fit to act as the SAT. These powers already exist.		LB in the first instance and then EDC	<p><b>Infrastructure outcome:</b> Implementation of actions included in the following sections of this document according to the timeframes set down and measured appropriately.</p> <p><b>Target:</b> Reduction in the number of respondents to 2018 and 2020 surveys replying that men and women have a different experience studying and working in the Faculty.</p>
		2. The EDC shall move from termly meetings to twice termly meetings. This is consistent with other Faculty Committees and will ensure ongoing momentum.		LB in the first instance and then EDC	
		3. The EDC will review the standing order of the committee and look to include staff representation for postgraduate study; the committee will look at including the AD GST as a committee member.		LB in the first instance and then EDC	
		4. The EDC will formally have student representatives of all student groups (currently they are co-opted).		LB in the first instance and then EDC	
		5. The EDC will report to the open agenda of LB to ensure the work of the EDC is discussed among as wide a group as possible.		LB in the first instance and then EDC	
		6. An Athena SWAN Co-ordinator role will be created, to be held by a permanent academic staff member on a three year basis and with a small teaching buy out.		LB in the first instance and then EDC	
		7. A small budget will be created for ongoing research and administrative support.		LB in the first instance and then EDC	
Amber	A2. Measure changing perceptions in the Faculty about gender, diversity and Oxford as a place to work (Section 5.6)	8. Run staff and student surveys every two years and course development surveys alongside every three years.		EDC and AD E&D	<p><b>Survey outcome:</b> Run course development surveys every three years, alongside the Athena SWAN surveys, to gain further information and measure the success of any changes or improvements made, relating to the courses and the support mechanisms in place.</p>
		9. Promote the surveys so as to increase the rate of response particularly in those groups where the number replying were small (PGTs, fixed term research and academic staff, and UGs). The Faculty could offer incentives to help increase the response rate.		EDC and AD E&D	

		10. Analyse survey responses and produce quantitative and qualitative report for LB to highlight progress made and areas needing further attention		EDC and AD E&D	<b>Target:</b> Surveys in Jan 2018 and Jan 2020, with at least 50% response rate across all groups.
<b>Amber</b>	A3. Establish a robust framework for oversight of our staff and student data, as corresponding actions where needed. (4.2)	11. Building our understanding of the gender makeup of programmes.		EDC in all cases, plus: USC & GSC	<b>Admissions outcome:</b> All admissions data to be included in an annual report to LB and USC.
		12. Ensuring modes of assessment do not disproportionately advantage either men or women.		EDC in all cases, plus: USC & GSC	<b>Target:</b> Maintain proportion of female UGs at least its current level (57%).
		13. Ensuring that those involved in outreach activities are not disproportionately of one gender.		EDC in all cases, plus: USC & GSC	<b>Attainment outcome:</b> Annual report to LB. Reduce the attainment gap between men and women on PGT courses by 2020. Bring the percentage of the gender gap within 2% of each other.
		14. Analyse and report to LB annually on UG, PGT and PGR admissions		EDC in all cases, plus: USC & GSC	
		15. Analyse and report to LB annually on student attainment - all courses		EDC in all cases, plus: USC & GSC	<b>Target:</b> To ensure the EDC has all the necessary data on student attainment in order to carry out reviews after the 2018 and 2020 surveys.
		16. Determine what factors result in the attainment gap between men and women on all courses (working with Said Business School for MLF and the University Gender Gap Committee). Introduce appropriate actions based on the findings.		GSC	<b>Staff recruitment outcome:</b> Report to last EDC and PC Committees of each year with action findings and gathered data.
		17. Staff data - Recruitment data by gender and post type/grade and subject area; requiring an explanation from the Vice Dean, to the Dean and PC, if the shortlist is all one gender.		A&O EDO, AD E&D	<b>Target:</b> To improve gender balance in relation to all staff positions.
		18. Staff data - Data pertaining to staff involved in outreach activities by gender.		EDC in all cases, plus: USC & GSC	<b>Outreach outcome:</b> Report to LB in 2019 with the findings from the pipeline data collection. Data to be collected and reviewed annually with new actions to be introduced in response to these findings.
		19. Outreach - Investigate and report on the pipeline from the Faculty run outreach programmes, including UNIQ and Pathways to Law, through to the UG courses and PG courses to observe any possible trends.		EDC in all cases, plus: USC & GSC	<b>Target:</b> To maintain gender balance in outreach programmes.

**B - Undergraduate Courses**

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
<b>Amber</b>	B1. Ensure students clearly understand assessment methods and are enabled to reach their potential in such methods (Section 4.1.ii)	1. Establish an annual seminar, a 'Finals Forum', to provide improved guidance to students about how to achieve a Distinction in Mods and a 1st in Finals.		AD U	<p><b>Finals outcome:</b> Students having a better understanding of what to do to obtain a First and a reduction in the gender attainment gap at finals.</p> <p><b>Target:</b> Actions introduced in response to findings to commence in 2018. We aim to reduce the gender gap by 2020 to within 5% on the BA and DLS.</p>
<b>Amber</b>	B2. Ensure assessment methods don't disadvantage women	2. Explore and evaluate assessment practices at other leading schools, with a particular focus on alternative forms of assessment and the relationship between those modes of assessment and the gender attainment gap. Identify any approaches that might be replicated at Oxford. - Participating in, and learn from, the work of the University's Student Attainment Gap working group (SAG).		AD U	<p><b>UG attainment outcome:</b> Greater clarity on the factors contributing to the gender attainment gap. Actions introduced in response to findings.</p> <p><b>Target:</b> Actions introduced in response to findings to commence in 2018. We aim to reduce the gender gap by 2020 to within 5% on the BA and DLS.</p> <p><b>Assessment outcome:</b> Faculty gains a better understanding of how different assessment methods affect performance by gender. To be monitored and reviewed annually. To investigate attainment by gender, gathering robust data, in order to establish why there is a gender gap.</p> <p><b>Target:</b> A reduction in the gap.</p>
		3. Build our understanding of the reasons for the gender attainment gap through: - Analysing attainment data annually by paper;		AD U	
		4. Build our understanding of the reasons for the gender attainment gap through: - Examining the impact of newly introduced forms of assessment in Medical Law and Ethics and Jurisprudence;		AD U	
		5. Build our understanding of the reasons for the gender attainment gap through: - Collecting and analysing data on exam performance for the Diploma in Legal Studies;		AD U	
		6. Build our understanding of the reasons for the gender attainment gap through: - Participating in, and learn from, the work of the University's Student Attainment Gap working group (SAG).		AD U	

Amber	B3. Ensure that students appreciate the diversity of high quality legal scholarship and have a range of role models.	7. Promote a diverse range of scholarly role models to undergraduate students: - Ensure the faculty website reflects a diverse range of academics and academic styles;		AD U	<p><b>Scholarly diversity:</b> To increase awareness among students of the diversity of legal scholarship.</p> <p><b>Target:</b> To reduce the rate from 22% to less than 15% of those in the survey who do not believe faculty publications reflect all the academic work that goes on in the faculty.</p>
		8. Promote a diverse range of scholarly role models to undergraduate students: - Asking subject groups to ensure their reading lists are appropriately diverse;		AD U	
		9. Promote a diverse range of scholarly role models to undergraduate students: - Inviting a broad range of firms and chambers to careers events along with other alternative career options.		AD U	
Amber	B4. Encourage all UGs to consider graduate study	10. Run an annual two hour seminar providing advice to undergraduates on applying for postgraduate study at Oxford and other institutions to ensure that all UG students have the opportunity to consider the possibility of graduate study and are provided with information about it (Section 4.1.v).		AD U	<p><b>PG course publicity outcome:</b> Delivery of a seminar to UG students in their 2nd year to encourage more applications and improve the pipeline through to PG courses.</p> <p><b>Target:</b> Decrease the number of respondents to the UG surveys in 2018 and 2020 whom reply saying that thinking about further study is not applicable to them.</p>



**C - Postgraduate Taught Courses**

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Green	C1. Ensure consistent support is provided to PGT students (Section 4 and Section 5.3.iv).	1. Introduce a programme of talks across the academic year for BCL/MJur students that builds on existing induction and talks. These will provide advice about studying on PGT courses and will include a focus on: <ul style="list-style-type: none"> <li>The general expectations of the course; Option choice;</li> <li>How to make sense of tutorial feedback; How to manage reading lists; Who to talk to when problems arise or complaints need to be made.</li> </ul>		EDC and GSC	<p><b>BCL/MJur Information outcome:</b> Delivery of a series of talks across the academic year. Feedback through student reps on EDC from Jan 2017.</p> <p><b>Target:</b> Increase the number of PGT respondents who reply to the Jan 2018 and Jan 2020 surveys saying they feel supported.</p> <p><b>Support outcomes:</b> Support measures in place including supervisors and a mentoring system. The creation of administrative posts to support students on PGT courses. Student satisfaction of these schemes will be measured by the development surveys run every three years. Results and success of the schemes will be reviewed annually.</p> <p><b>Target:</b> Increase the number of PGT respondents who reply to the Jan 2020 surveys saying they feel supported.</p>
		2. Develop a programme of consistent Faculty support for those on the BCL/MJur degrees, to include: <ul style="list-style-type: none"> <li>Establishing a team of Faculty supervisors and mentors; this is now in place and the faculty will monitor and review it on an annual basis;</li> </ul>		EDC and GSC	
		3. Provide mentoring for current students, drawing on support from former BCL/MJur students currently studying PGR courses.		EDC and GSC	
		4. The creation of administrative posts to support students on PGT courses		EDC and GSC	
Amber	C2. Ensure that the Faculty is promoting as diverse a culture as possible in order to ensure an enriching learning environment for all.	5. Work with the Oxford Learning Institute (OLI) to develop and deliver tailored unconscious bias seminars for those teaching on the BCL/MJur. AD E&D and AD GST to nominate two academics to be trained up to deliver these in house seminars.		AD E&D and AD GST	<p><b>Training outcome:</b> Deliver the specific in house training to all staff and students.</p> <p><b>Target:</b> Reduce the number of respondents on the PGT 2018 and 2020 survey that perceive men and women have a different experience studying and working in the Faculty.</p>
		6. Encourage all subject groups to review their reading lists to ensure they are appropriately diverse;		AD E&D and AD GST	
		7. Running workshops for female students to discuss gender issues raised in studying law and problems experienced in their studies. Two workshops have already taken place this term with female students. The Faculty will look to run this on an annual basis		AD E&D and AD GST	

Amber	C3. Dispel the perception that the BCL/MJur degrees focus only on a particular set of subjects so as to encourage more women to apply (Section 4.1.iii).	8. Ensure the marketing of the BCL/MJur on the website and in other promotional material accurately reflects the rich scholarly diversity of these degrees and the extent of pastoral care on offer.		AD GSR and GSC	<b>BCL/MJur marketing outcomes:</b> Revision of marketing material. To demystify the perceptions of the BCL/MJur degrees and to raise the profile of the diverse nature and academic standing of the course.  <b>Target:</b> To increase the number of women applying from the Jan 2019 application round.
		9. Introduce alternative prospectus profiles of a range of students currently on the BCL/MJur. Look to extend this to alumni profiles and case studies on the alumni section of the Faculty website.		AD GSR and GSC	

**D - Postgraduate Research Courses**

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Amber	D1. Ensure students are well supported throughout their research degrees (Section 4.iv and Section 5.3.iv).	<p>1. Run a series of seminars (building on and strengthening current provision) to support research students beyond their first year. This support should both relate to their degree and to further career development. Suggested seminar topics and actions will include:</p> <ul style="list-style-type: none"> <li>- Advice on writing journal articles;</li> <li>- Future careers; look at working with the careers service, to run an annual one-off careers event that offers PGR students advice and information on all types of careers with particular focus on academia. Also, promoting University Administration as an alternative career by ensuring the Faculty internship opportunities are made clearly visible on the Faculty website;</li> <li>- Seminars topics will include well-being, networking, building a social media profile, work/life balance in a gendered context;</li> <li>- Balancing a research degree with other opportunities and obligations; also ensure signposting of this information is clearer to students through the use of the PGR resources page on Weblearn.</li> <li>- Work with the careers service to include the PGR students in their 1:1 sessions held at the Faculty on a weekly basis during term time.</li> </ul>		AD GSR and CLRM Director	<p><b>PGR Information provision outcome:</b> Provision of bi-annual seminars which dispel the myth that the ideal research student is a white male. We will aim for a fifty percent attendance rate.</p> <p><b>Target:</b> An increase of 20% in the number of PGR respondents who reply to the Jan 2018 and Jan 2020 surveys saying they feel supported. In 2016 59% felt supported.</p> <p><b>Seminar and information sharing outcomes:</b> Gain further feedback through student reps on EDC from Nov 2017 on suggestions of potential seminar topics and timings of these seminars. A PGR rep has been elected and lunches take place twice termly.</p> <p><b>Target:</b> 80% of PGR students feel integrated in the Law Faculty in the Jan 2018 and Jan 2020 surveys. In 2016 40% of PGR students said they were neither, nor or not particularly integrated into the Faculty.</p>
		<p>2. The Faculty will continue to support research student led events such as the Research Students' lunch held at the Law Faculty. This is a forum for PGR students to meet informally and encourage inclusiveness in the Faculty. This will be achieved by ensuring a PGR rep has been elected at the start of the new academic year who then takes on the responsibility of organising the lunches.</p>		AD GSR	<p><b>PGR Mentoring outcome:</b> Mentoring system is in place.</p> <p><b>Target:</b> Increase the number of PGR respondents who reply to the Jan 2018 and Jan 2020 surveys saying they feel supported. An increase from 59% (2016) to 75% of respondents saying that they feel integrated.</p>
		<p>3. Create a 'mentoring system' among research students of different years akin to the college-based undergraduate system using current subject group framework and support mechanisms.</p>		AD GSR	

Amber	D2. Publicising PGR information and resources appropriately to all PGR students to increase visibility of support mechanisms in place	4. Review information and resources provided on the PGR Weblearn page and in the PGR Student Handbook, this will include: revisions to layout and links, info on caring responsibilities, academic timeline [already there?], careers section. (See action plan for further details.)		AD GSR	<p><b>PGR Weblearn outcomes:</b> Increase in signposting of all relevant information which will in turn improve the visibility of the Faculty support mechanisms in place and create a user friendly resources platform for PGR students. Updated and current information relevant to the course which can then be reviewed and updated on an annual basis. PGR students are signing up the 1:1 sessions with the careers service.</p> <p><b>Target:</b> A 10% increase in the number of PGR respondents who reply to the Jan 2018 and Jan 2020 surveys saying that they felt supported by the Faculty. In 2016 only 41% of PGR respondents felt the Faculty had been supportive.</p>
Green	D3. Gain a clearer picture of withdrawal rates amongst male and female PGR candidates with a view to addressing any underlying issues. (both withdrawal from offers of places and from courses once started)	5. Collect withdrawal data from candidates when they withdraw from the PGR offer and review the responses across all PGR courses;		AD GSR	<p><b>PGR withdrawal rate outcome:</b> Gain a more reliable data set to enable steps to be taken to increase the number of females taking up PGR courses. This can then be monitored and reviewed on an annual basis.</p> <p><b>Target:</b> To increase the number of women taking up PGR courses.</p>
	6. Encourage PGR candidates to feedback to the Faculty concerning reasons for withdrawal where appropriate;		AD GSR		
	7. Look into running a short survey for PGR candidates to complete;		AD GSR		
	8. An annual report on the findings to be given to GSC for consideration;		AD GSR		
	9. Collect data from other institutions to gain a better understanding of whether our withdrawal rates are specific to Oxford or are part of a wider trend experienced across other institutions in relation to PGR courses.		AD GSR		

Red	D4. Gain and publish to students a clear picture of the career pipeline for those doing PGR degrees (Sections 4.1.iv and 5.3.iv).	10. Collect information about the destinations of research students after they have finished their research degrees; to be collected from both former and current students to create a better data set of the last two-three years of leavers. This should be done through supervisors as many of them already hold this type of information regarding their students and we can look to incorporate this information collection through the supervisor termly reports. Collection of gender specific data on progression from BA through to BCL and then MPhil and DPhil to better understand the pipeline.		AD GSR and GSC	<p><b>PGR career information outcome:</b> Creation and population of a database to enable us to track the career routes PGR students have taken. Publish information to students through destination infographics on our PGR and alumni website pages. This will help increase the visibility of the diverse career paths PGR students can take and enhance the academic standing of our degrees.</p> <p><b>Target:</b> An increase in the % of women applying to PGR courses.</p>
		11. Publish information to students through destination infographics on our PGR and alumni website pages. This will help increase the visibility of the diverse career paths PGR students can take and enhance the academic standing of our degrees.		AD GSR and GSC	

E - Recruitment

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Amber	E1. Ensure that there is a sound understanding in the Faculty of how academic recruitment works (Section 5.1.i)	1. Provide information for staff on the website about the academic appointments process		VD T&R	<p><b>Appointments outcome:</b> An increase in activity to encourage more women to apply for permanent posts.</p> <p><b>Target:</b> To have 80% of people reply 'very well' or 'reasonably well' to the question 'how well do you understand academic recruitment practices in the Oxford Law Faculty'.</p>
		2. Run a session in CLRM on applying for academic jobs		VD T&R	
		3. Add a question to the 2018 and 2020 surveys asking permanent post holders, fixed term post holders, PGT, and PGR students how well they understand academic recruitment in the Oxford Law Faculty.		AD E&D	
		4. Circulate advertisements for posts among Faculty members and proactively ask for suggestions of who (particularly women) might be encouraged to apply.		VD T&R	
Amber	E2. Encourage all those who meet selection criteria to apply, particularly women, and provide clearer information about working in the Law Faculty (Section 5.1.i)	5. The selection panel will engage an active search and the Vice Dean will proactively send out job advertisements by email to encourage people (particularly women) who meet the selection criteria to apply for posts and to use blogs/listings which may be particularly read by women (e.g. feminists@law).		VD T&R and PO	<p><b>Increased female applicant outcome:</b> Targeted recruitment with a focus on providing specific information to attract female applicants to work at Oxford Law Faculty.</p> <p><b>Target:</b> Increase the number of women applying for all AP posts to 50% by 2020.</p>
		6. Participate in an ongoing University review of Further Particulars to make them more explicit about the support that is provided in the University for those with caring responsibilities. We have a well-being section added to our website which includes this information, and much more		VD T&R and PO	
		7. All Faculty representatives on selection panels to undergo unconscious bias training to avoid single sex shortlists		VD T&R and PO	
		8. Ensure that short listed candidates are provided with all the information that they need for the interview. We will provide a summary of how teaching in Oxford is organised and an overview of how courses are run.		VD T&R and PO	

		---	Review advertisement of higher grade roles (7 or above) to include more opportunities for part-time working and/or job-shares. If possible, introduce a policy whereby the default position is that a full-time job can be shared by two part-time workers to enable career progression.	VD T&R and PO	<p><b>Outcome:</b> To have more women applying for roles grade 7 or above.</p> <p><b>Target:</b> Increase the number of part-time and/or job-share posts available on grade 7 or above.</p>
Amber	E3. Ensure that the impact of unconscious bias in appointment decision-making is minimised and ensure that all those who are shortlisted have the information they need to perform to their full potential in the interview process (Section 5.1.i).	9. Periodically reassess the Further Particulars for all academic and research post types to ensure they provide an accessible and accurate picture of the Faculty and explain clearly how the joint appointments process works, revising as necessary.		VD T&R and PO	<p><b>Transparency outcomes:</b> All Faculty selection committees have received Unconscious Bias training. Clear, practical and helpful information and advice are given to shortlisted candidates. The perception that internal candidates have an advantage of being appointed over external candidates has been dispelled. This can be measured through feedback responses from candidates.</p> <p><b>Target:</b> An improved ratio of F:M shortlisted candidates to appointments has been achieved by July 2020 and no single-sex shortlisting without good reason.</p>
		10. Provide a trained, non-Panel contact in the Further Particulars who can be a source of advice about working in the Faculty.		VD T&R and PO	
		11. Consolidate and extend the practice of making reading lists and other curriculum information easily accessible online to those interested in applying.		VD T&R and PO	
		12. Gather feedback about the recruitment process from all candidates to be used for monitoring and reporting purposes at PC		VD T&R and PO	
Amber	E4. To ensure that the Faculty can learn from the best practices of other comparable institutions	13. Evaluate appointment practices in other leading law schools including how posts are advertised, interviews conducted, and the make-up of appointments panels; The EDC will look to do this through the feedback and reports from other institutions and departments taking part in the Athena SWAN process as and when the information becomes readily available		EDC, AD E&D and VD T&R	<p><b>Policy outcomes:</b> Actions introduced in response to findings and Athena SWAN information becoming available as more groups apply for the scheme awards. Annual report of Athena SWAN related findings and actions to be fed into LB by the EDC.</p> <p><b>Target:</b> Faculty recognised as following best practices in recruitment.</p>

F - Induction

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Green	F1 .Ensure that new starters are supported in their new posts and have all information available to them (Section 5.1.ii).	1. Strengthen and expand the current programme of induction for all staff, taking into account the differing needs of each group. Induction will be compulsory: <ul style="list-style-type: none"> <li>• Faculty governance structures;</li> <li>• How pay works and the RoD scheme;</li> <li>• Teaching and examining;</li> <li>• Information about the types of support the Faculty provide (e.g. research and administrative services) including good practice in research, training opportunities, career planning and work/life balance;</li> <li>• Sources of accommodation advice;</li> <li>• University induction offerings;</li> <li>• The role of the mentor and other sources of support;</li> <li>• Flexible working, parental and other forms of leave;</li> <li>• Research supervision.</li> </ul>		VD P, HoAF, and PO	<p><b>Induction outcome:</b> A streamlined and comprehensive Induction plan. All new staff receive a comprehensive induction and they feel both supported by the Faculty and integrated into the Faculty at the start of their new appointment.</p> <p><b>Target:</b> Increase the number of respondents to the questionnaire replying that they feel very supported in the first few months of starting in the Faculty in the 2018 and 2020 surveys. In 2016 41% found the faculty support either ‘neither helpful nor unhelpful’, ‘not very helpful’ or ‘not helpful at all’.</p>
		2. Provide all new starters with an ‘induction folder’ providing comprehensive information about the above.		VD P, HoAF, and PO	
		3. Ensure all new starters attend an Induction meeting with the Vice-Dean and the new starters’ lunch in Michaelmas Term.		VD P, HoAF, and PO	
		4. Encourage all new starters to meet with the Faculty research support staff as part of their Induction.		VD P, HoAF, and PO	
Amber	F2. Improve support to those working on fixed term contracts (Section 5.3.iii).	5. Ensure supervisors and Pl’s understand their role in induction and support of fixed-term research staff through training and ensure that relevant information is available in the Faculty.		HoAF and PO	<p><b>Support outcome:</b> Improved understanding of the role of supervisors and Pls in supporting fixed term staff and the support mechanisms in place at the Faculty</p> <p><b>Target:</b> To increase the percentage of respondents on fixed term replying they felt integrated in the faculty in the 2018 and 2020 surveys, from the 2016 rate of 26% to 50% by 2020.</p>



**G - Support for Promotion**

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Amber	G1. Ensure all staff are effectively supported in their career development and potential for promotion (Section 5.1.iii).  Initial Period of Office	1. Strengthen advice given on research, publications, and balancing different aspects of a job role to those undergoing the initial period of office as part of their induction.		VD P & PC	<p><b>IPO outcome:</b> Strengthened framework in place with the introduction of a pool of experienced assessors undertaking the IPO assessments. A coherent and consistent mentoring scheme for staff.</p> <p><b>Target:</b> For 75% of the respondents to the survey reply that they felt the IPO process was helpful in the 2018 survey and 95% in the 2020 survey. In 2016 two thirds of the respondents found the IPO process unhelpful.</p>
		2. Improve the in house training given to those undertaking internal assessor and mentor roles within the Faculty.		VD P & PC	
		3. Review and improve mentoring schemes already in place for staff to ensure that the support mechanisms are in place and running more consistently.		VD P & PC	
Green	G1. Ensure all staff are effectively supported in their career development and potential for promotion (Section 5.1.iii).  Recognition of Distinction ('RoD')	4. Disseminate by e-mail information and advice about the RoD scheme to all eligible staff.		Dean	<p><b>RoD outcome:</b> Provision of greater information and advice through communication methods like the website, email and meetings. Faculty members have a clearer understanding of the RoD process and how the Faculty can support them.</p> <p><b>Target:</b> To monitor the number of success rates of applications by gender.</p>
		5. Encourage explicit discussion among Faculty staff about the RoD criteria.		Dean	
		6. Provide 1:1 meetings with the Dean for anyone considering applying or seeking advice.		Dean	
		7. Establish a process to systematically identify those who should be encouraged and supported to apply.		Dean	
		8. Encourage the University to incorporate in guidance, an explicit statement about how parental leave is taken into account in the RoD process through the relevant SSD committees.		Dean	
Green	G1. Ensure all staff are effectively supported in their career development and potential for promotion (Section 5.1.iii).  Reward and Recognition Scheme	9. Ensure that all supervisors and managers review fixed term staff annually to consider whether applications for those that the scheme applies to are put in; this will be incorporated into the Personnel Committee framework and actioned by the Vice Dean		HoAF and PC	<p><b>Reward and Recognition Scheme outcome:</b> Operation of the scheme by Personnel Committee with an improved balance of nominations from eligible research and academic staff to the scheme. Clearer information on how external research funding does or doesn't link to the University Scheme.</p> <p><b>Target:</b> Process to be in place by March 2017.</p>
		10. Strengthen the process for operating the scheme by bringing the operation and oversight of it into the remit of Personnel Committee.		HoAF and PC	

H - Support for career development

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Amber	H1. Increase support for research activity in the Faculty (Section 5.3.v)	1. Permanent Staff - A Faculty research seminar will be introduced to which all Faculty members will be invited to attend and at which they should all be asked to present. It will be in a well-publicised timeslot so that people could then organise their diary so that they can plan to attend in advance. Suggestions for its format include a termly term time event.		AD R and Research Committee	<p><b>Research support outcome:</b> A staff research seminar annually.</p> <p><b>Target:</b> Increase the number of respondents to the questionnaire replying that they feel supported in their research in the 2018 and 2020 surveys. (See H1.6 below)</p> <p><b>Research support outcome:</b> Revision of web pages and improved communication to the Faculty; including a visible research support team profile page and funder profiles on the Faculty website. Monitor research support in terms of gender and respond as necessary. An annual report of research activity, findings and new actions to be submitted to LB through the Research Committee.</p> <p><b>Target:</b> An increase in the number of grant applications submitted. In 2016 there were 85 applications and by 2018 the Faculty would like to see 100 grant applications made. 70% of staff say they feel supported with their research by the Faculty in the 2018 survey and 85% in the 2020 survey.</p>
		2. Permanent Staff - Increase the visibility of research support in the Faculty, from Induction, and particularly of the Research Facilitator and other research support staff, through the Faculty website, regular emails, workshops and meetings (including research committee).		AD R and Research Committee	
		3. Permanent staff - the newly active Research Committee – the AD R and Research Facilitator will ensure the new remit is communicated to the Faculty to enable specific issues and policy to be discussed at meetings when required		AD R and Research Committee	
		4. An annual report of research activity, findings and new actions to be submitted to LB through the Research committee		AD R and Research Committee	
		5. Monitor research grant data by gender and take action where necessary		AD R and Research Committee	
		6. Add new questions to the 2018 and 2020 surveys specifically asking the staff if they feel supported by the Faculty in their research and if they feel that a research culture is being promoted within the Faculty.		AD R and Research Committee	
Amber	H2. Increase support for those in the Faculty taking on administrative responsibilities	7. Permanent staff taking on Administrative Roles - Provide Faculty guidance for those taking up Faculty administrative responsibilities, particularly in regards to how to work with the administrative team and equal opportunities training, and advice on how to maintain a healthy work/life balance.		HoAF	<p><b>Admin role outcome:</b> Establishment of training framework and annual timetable.</p> <p><b>Target:</b> Increase the number of respondents to the permanent staff</p>

		8. Permanent staff taking on Administrative Roles - Provide clear written role descriptions for all Faculty administrative roles available to academics.		HoAF	survey replying that they feel very supported in their administrative roles in the 2018 and 2020 surveys to 40% and 65% respectively. In 2016, 15% said very supportive, 43% reasonably supportive and 24% some support was received.
		9. Provide clear written role descriptions for all Faculty administrative roles available to academics.		HoAF	
Amber	H3 (a). Increase support for fixed-term academic and research staff (Section 5.3.iii)	10. Building on current University frameworks, implement a robust framework of Personal Development Review within the Faculty for ensuring that those on fixed term academic and research posts are adequately supported in these posts and their future career plans.		VD P, Centre Directors, HoAF and AD E&D	<p><b>Staff support outcome:</b> Establishment of Personal Development Review Framework in liaison with SSD.</p> <p><b>Target:</b> Increase the number of respondents to the fixed term post-holder survey replying that they feel very supported in the development of their careers to 50% in the 2018 and 65% in the 2020 surveys. In 2016 23% felt very supported and 25% felt quite supported.</p>
		11. PDR will also include advice on promotion; work/life balance; workload; training opportunities; and research funding.		VD P, Centre Directors, HoAF and AD E&D	
		12. Require line Managers/supervisors to undertake OLI training appropriate to their needs, using the SSD PDR toolkit for managers; develop a checklist of points to discuss.		VD P, Centre Directors, HoAF and AD E&D	
Amber	H3 (b). Ensure that there is not a leaky pipeline between fixed term posts and permanent posts in Oxford and elsewhere (Section 5.3.iii)	13. Identifying what currently works well in the Centres, through the Centre management Committees, reporting best practice to LB to ensure that this is extended across the Faculty.		VD P, Centre Directors, HoAF and AD E&D	
		14. Training for mentors for those on fixed term contracts to be placed on a more formal footing.		VD P, Centre Directors, HoAF and AD E&D	
		15. Opportunities to be provided to those on fixed term contracts to make connections with other faculties and Faculty members. In particular, while college associations are not in the province of the Faculty, helping those on fixed term contracts to find those associations (for example through non stipendiary JRFs).		VD P, Centre Directors, HoAF and AD E&D	
		16. Greater guidance will be provided on what support research staff can expect whilst on a fixed contract (e.g. support for developing one's own career and, for those working on another person's project, how much of their work should be independent).		Vice Dean (P), Centre Directors, HoAF and AD E&D	

I - Parental leave, flexible working & career breaks

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Amber	I1. Ensure that Faculty members have full information about Parental Leave, Flexible Working and Career Breaks, and HR Policies (section 5.5)	1. Ensure that all staff are provided with information concerning support for those with caring responsibilities, particularly as part of induction and the recruitment process (see <b>actions G ii</b> ).	To be added as a consideration to I1.1 and I1.2: - Ensure the information provided is accurate and honest (e.g. price of childcare, difficulty in securing a place at University nurseries, added pressure on parents in taking time out of a working day to drop off and collect children puts pressure on parents).	AD E&D, VD P, VD T&R, and HoAF	<p><b>Information provision outcome:</b> Established framework for information provision, including as part of induction, and for prospective applicants as part of the recruitment process.</p> <p><b>Target:</b> Increase the number of respondents to the surveys replying that they feel supported in their caring responsibilities and in dealing with problems by 25% in the 2018 survey and 50 % in the 2020 survey. In 2016, 40% of permanent staff and 28% of fixed-term staff felt they had received some or little support from the Faculty.</p>
		2. Increased visibility of information being provided to all through the Faculty website, emails and meetings.		AD E&D, VD P, and HoAF	
		3. Ensure that the Faculty explicitly and properly accommodates those in fixed-term posts who have particular needs due to the way their post is funded, in accordance with the University's recently-agreed family leave framework for research staff and research grant holders.		AD E&D, VD T&R, and HoAF	
Amber	I2. Ensure that HR policies are delivered in as efficient and widespread way as possible.	4. To revise in tandem with the SSD, how HR policies (including parental leave and flexible working policies) are implemented so as to develop a more user friendly and streamlined delivery model. In particular, to ensure people are familiar with what is offered to enable leave to be taken.		AD E&D, VD P, and HoAF	<p><b>HR policy outcomes:</b> Report in Oct 2017 to Personnel Committee and subsequent reforms introduced. Discussions with the Division relating to the management of academic staff and the relevant policies.</p> <p><b>Target:</b> Increase the number of respondents to the surveys replying that they feel supported in their caring responsibilities and in dealing with problems by 25% in the 2018 survey and 50 % in the 2020 survey. In 2016, 40% of permanent staff and 28% of fixed-term staff felt they had received some or little support from the Faculty.</p>
		---	5. Review flexible working policies for Support Staff to review if Professional Support Staff could take advantage of the flexibility afforded to academic staff. Support Staff currently have to take annual leave if they need to work from home to look after an ill child/relative, while Academic Staff can just work from home and/or flexible hours.	EDO, VD P and HoAF	
		---	6. Introduce a policy on supporting staff through menopause to allow women to realise their full potential and feel that the Faculty is a supportive and facilitating environment at all stages of life.	A&O EDO, AD E&D, and HoAF	

Red	13. Ensure that those returning to work after parental leave feel supported (NEW)	---	7. Set up 'welcome back to work' meetings upon return and six months follow-ups with staff returning from parental leave.	A&O EDO, AD E&D, VD P and HoAF	<p><b>Return to work outcomes:</b> People feel supported in their return to work and have an established network of people beyond their line manager to talk to.</p> <p><b>Target:</b> Increase the number of respondents to the surveys replying that they feel supported in their caring responsibilities and in dealing with problems by 25% in the 2018 survey and 50 % in the 2020 survey. In 2016, 40% of permanent staff and 28% of fixed-term staff felt they had received some or little support from the Faculty.</p>
		---	8. Set up a Parents and Carers Network within the Faculty (to include student parents, academics, research staff and PSS), with regular meetings (once a term) and opportunities for people to talk to each other (at first online, moving towards face-to-face in 2021 – e.g. coffee mornings).	A&O EDO, AD E&D and HoAF	
		---	9. Set up a buddy system for those returning to the workplace after prolonged leave.	A&O EDO, AD E&D and HoAF	
		---	10. Provide information and/or training to anyone who manages other staff about how to deal with parents and carers and to understand their needs.	A&O EDO, AD E&D and HoAF	

**J - Culture**

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
<b>Green</b>	J1. Address perceptions that the Faculty is not integrated (Section 5.6.i)	1. Continue the termly Faculty lunch (started in 2014) as a regular event for all Faculty staff and publicise it through emails and meetings.		AD E&D, EDC, and HoAF	<p><b>Outcome:</b> Continuation of the termly 'Green' lunch with at least 50 staff in attendance. Currently, there are only 30 attending the lunches.</p> <p><b>Target:</b> Increase the number of permanent staff respondents to the surveys replying that they feel the Faculty is integrated in the 2018 and 2020 surveys, from the 44% in the 2016 survey.</p>
		2. Revise the timetabling of lectures so as to increase the chance that Faculty members and students are able to meet at the Faculty.		AD E&D, EDC, and HoAF	
		3. Once the new coffee shop becomes operational, seek ways to encourage Faculty members to use it as a space to meet other Faculty members.		AD E&D, EDC, and HoAF	
		4. Explore other ways to bring the Faculty together for events and meetings (away days, etc) recognising the time limitations of Faculty members.		AD E&D, EDC, and HoAF	
		5. Ensure fixed-term post-holders are represented on Faculty committees and at Faculty events so that they are recognised as professional colleagues.		AD E&D, EDC, and HoAF	
<b>Amber</b>	J2. Address the perceptions that Faculty governance structures are not transparent (Section 5.6.i)	6. Provide greater information about how the Faculty is governed in student and staff induction.		HoAF, AD E&D, VD P, AD GSR, AD GST	<p><b>Outcome:</b> Improved information provision.</p> <p><b>Target:</b> Increase the number of respondents, by 40%, to the surveys replying that they feel that governance structures in the Faculty are transparent in the 2018 and 2020 surveys, particularly in regards to the fixed-term post-holders and students. In 2016 59% of permanent post-holders and 39% of fixed-term post-holders had a reasonable understanding of Faculty governance structures.</p>
		7. Send round a termly email reminding Faculty members of who Faculty officers and student reps are (including photos).		Dean, HoAF and Academic Administrator	
		8. Revise the Law Faculty webpages relating to Law Faculty governance to ensure they are as clear as they can be.		HoAF, AD E&D, VD P, AD GSR, AD GST	
		9. Regularly communicate to academic staff about issues being dealt with at Law Board that might be of interest to wider Faculty members, through e-mail and access to the appropriate Weblearn page.		Dean and HoAF	

Green	J3 (a). Foster greater transparency in the Faculty (Section 5.6)	10. Develop a set of working principles for use of email in the Faculty, focusing specifically on expectations about when emails should be replied to.		CWAG and HoAF	<p><b>Outcome:</b> A change to email practices in the Faculty as a result of an implemented communications policy and improved communications practices.</p> <p><b>Target:</b> Reduction in the number of emails being sent from the Law Faculty web account by 50% by Dec 2018.</p>
		11. Create a weekly Faculty newsletter or web-based notice board as a way of cutting down on email traffic, and increasing information provision. The Faculty has already introduced a weekly events email which has cut down on the email traffic sent out by Discussion groups.		CWAG and HoAF	
	J3 (b). Reduce email traffic (Section 5.6.i)	12. CWAG will look into ways of reducing email traffic even further through the introduction of communication best practices which will then be rolled out to the whole Faculty.		CWAG and HoAF	
Amber	J4. Address the perception that HR information and policies are not readily available to Faculty members (Section 5.6.ii)	13. Ensure the Faculty provides information about University HR policies among its post holders through faculty-wide meetings, adding relevant links to the staff pages on the Faculty website, sending new starter letters out with links to the relevant HR policies, using existing mailing lists to send changes and updates in HR policies to all postholders.		HoAF and PO	<p><b>Outcome:</b> Increased awareness of University HR policies and how they are implemented within the faculty.</p> <p><b>Target:</b> To get over 50% of respondents indicating an awareness of HR policies to questions in surveys in 2018 and 2020.</p>
		14. Add a specific question to the 2018 and 2020 surveys, asking staff how good their understanding is of University HR policies and the Faculty's implementation of these policies.		HoAF and PO	

K - Workload

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Amber	K1 (a). Establish a clear picture of how workloads are distributed across the Faculty and Colleges	1. Develop a points-based system for the allocation of administrative tasks, and connect it to existing mechanisms for collecting data on teaching loads and allocating examining duties. Where possible, we will also collect information about individuals' college and external activities to develop a holistic picture of their workloads. The Law Faculty Board has approved the development of a workload model in principle and we are setting up a working group to draw up the detailed arrangements. A spreadsheet showing individuals' workload 'points' will be circulated annually so that colleagues can see how their workloads compare.		VD T&R, Dean, HoAF and PC	<p><b>Workload outcome:</b> Creation of new workload model offering a fairer allocation of tasks amongst Faculty members. Findings analysed and actions introduced in response to these.</p> <p><b>Target:</b> Increase the number of respondents to the surveys replying that they feel that work allocation in the Faculty is transparent and fair by 25% in the 2018 and 2020 surveys, from the 40% of permanent postholders and 38% of fixed-term post-holders in 2016.</p>
	K1 (b). Analyse the data and ensure that workloads are distributed fairly across the Faculty (Section 5.6.v)	2. Analyse the data and ensure that workloads are distributed fairly across the Faculty.		HoAF, Dean, VD T&R and PC	
Amber	K2. Ensure that the allocation of responsibilities in the Faculty is on a fair and transparent basis and to increase the visibility of the range of responsibilities undertaken by Faculty postholders (Section 5.6.iii)	3. The system for asking for expressions of interest for forthcoming committee and Faculty officer vacancies has been consolidated and entrenched into Personnel Committee. In making decisions about filling positions the committee take into account the need to balance out workloads and ensure all committees and officers reflect the diversity of the Faculty.		PC	<p><b>Allocation of responsibilities outcome:</b> Continue the successful process of advertising vacancies and seeking expressions of interest.</p> <p><b>Target:</b> Increase the number of respondents to the surveys replying that they feel that work allocation in the Faculty is transparent and fair by 25% in the 2018 and 2020 surveys, from the 46% of permanent postholders and 38% of fixed-term post-holders in 2016.</p>
		4. The publicity of vacancies and asking for expressions of interest will be actioned through emails, reported on the open papers section of LB (which is available to all) and within the LB summary report sent out to the Faculty by the HoAF after each LB meeting.		PC	



L - Role Models

RAG rating	Overarching Objective	Action	New Action (Sep 2020)	Committee/ Responsible officer	Outcomes and Targets
Amber	L1. Make visible the academic successes of Faculty members (Section 5.6.vii)	1. Promote diversity by actively reporting on different people's achievements and the diverse range of scholarship being carried out in the Faculty.		VD T&R, AD E&D, EDC & CWAG	<p><b>Outcome:</b> Academics are informing the Faculty of their achievements and their students' achievements. This information is communicated to our Faculty through news updates on the Faculty website and the Faculty's eBulletins.</p> <p><b>Target:</b> Reduce the numbers of PGR and staff respondents stating that women's scholarship is not recognised as much as men's scholarship in the 2018 and 2020 surveys. In 2016 29% of research students, and 23% of permanent staff answered 'not particularly' or 'not at all'.</p>
		2. Promote diversity through the website.		AD E&D, EDC & CWAG	
		3. Promote diversity through the Weekly Newsletter, the eBulletin, and Law News (annually).		AD E&D, EDC & CWAG	
		4. CWAG to review the gender balance of reporting on a termly basis looking specifically at the Information provision and Faculty publications.		AD E&D, EDC & CWAG	
Green	L2. Utilise existing success frameworks for promoting women in law	5. Work with OWL (Oxford Women in Law) to include those on PGT and PGR courses and hold meetings in Oxford as well as in London.		OWL Co-ordinator and AD E&D	<p><b>Outcome:</b> Change to OWL provision.</p> <p><b>Target:</b> To arrange at least two meetings a year where OWL and those on PGT and PGR can meet.</p>
Amber	L3. Ensure that the full diversity of high quality scholarship being carried on in the Faculty is recognised and fostered (Section 5.6.vii)	7. Develop a framework to encourage debate and discussion among Faculty staff about the diversity of legal scholarship. This might include the proposed termly research seminars to discuss recent research projects within the faculty.		AD E&D, AD R, GSC and USC	<p><b>Outcome:</b> Framework introduced.</p> <p><b>Target:</b> Reduce the numbers of PGR respondents stating that women's scholarship is not recognised as much as men's scholarship in the 2018 and 2020 surveys. In 2016 29% of research students, and 23% of permanent staff answered 'not particularly' or 'not at all'.</p>
		8. Encouraging subject groups to reflect on the scholarly diversity of course reading lists.		AD E&D, AD R, GSC and USC	
		9. The development of research seminars to disseminate understanding of current research, including a particular focus on research by women.		AD E&D, AD R, GSC and USC	

## 2. Key priorities for future action

Please describe the department's key issues relating to gender equality and explain the key priorities for action.

We approached the task of identifying our key priorities by reminding ourselves of the Transformed Charter Principles and then proceeding to analyse our evidence base with regard to the objectives and targets specified in our 2016 action plan, and benchmarks from the University and the broader sector. The evidence to which we had regard includes that contained in the data tables in Appendix 2 and the 2021 survey data reported in Appendix 1, but we also had regard to a range of other survey and focus group data generated between 2017 and 2021.

In conducting this exercise, we focused on identifying gender-related inequalities. Thus, for example, the fact that survey data suggested a comparatively high proportion of negative answers by Faculty staff to questions on a particular workplace theme (Figure 1) did not necessarily mean that this theme should form a key priority for future action in our AS plan. (In some cases, the SAT instead referred such findings to the relevant Faculty committee). We were, however, eager to embrace the emphasis on intersectionality in the Transformed Charter and to be alive to the potential for complementarities between our AS priorities and our priorities concerning race equality. This influenced how we settled on the particular points of focus for each key priority (see the 'rationale' section in our new plan), as well as the design of actions.

The 36 key objectives in our 2016 plan can readily be related to the key priorities in our new plan. In this sense, our new plan does not involve any radical pivot in priorities. We were already concerned, for example, about recognition of women's scholarship (see objectives L1-L3 in our 2016 plan - Table 2); our evidence base suggests this remains a problem (see for example Table 24, Table 25, Table 26, and Table 27); we have made this a central component of key priority 5 (culture). Our new priorities are, however, generally more tightly focused; we have dispensed with previous objectives that have either been achieved and embedded, or dropped in the light of the evidence, and carried forward objectives only where, having regard to the Charter Principles and our evidence base, we see a link with gender-related inequality.

Below we list our key priorities and identify related objectives from our previous action plan. We draw attention to the kinds of evidence that led us to narrow or otherwise alter the focus from previous objectives and note the ways in which our commitment to understanding and addressing intersectional inequalities is reflected in the design of the priority and/or associated actions and targets.

### *1. Diversifying recruitment of APs and PSS*

Our 2016 action plan focused on academic recruitment and aimed to encourage eligible women to apply, minimise unconscious bias in shortlisting and enable those shortlisted to succeed in the interview process through the better provision of information about the process, and ensure we were learning from best practice (see objectives E2-E4, Table 2). In preparing our new plan, we observed that we have fewer female academic staff than other UK law schools (Figure 45), and resolved to focus in particular on targeting increases in applications to associate professorships, which in 2021 represented 40% (n=40) of permanent academic roles in the Faculty (Figure 44), and are the pathway to a titular professorship in the Faculty (representing a further 42% (n=42) of permanent academic staff). Our actions go beyond those contemplated in the 2016 plan, and the design of both actions and targets reflects our understanding that applicants may be subject to multiple inequalities in the recruitment process. We also make new provision for professional and support staff recruitment, in line with best practice, and having regard to our observation that we have fewer men on staff than our divisional counterparts (Figure 49).

## *2. Improving well-being and workload for staff*

Our 2016 action plan included a bundle of objectives relating to well-being and workload (see objectives I1, I2, I3, J1, J3, J4, K1, K2 - Table 2). We reviewed a wealth of survey data relating to this theme, including that summarised in Table 18, Table 19, Table 20, Table 21, Table 22, and Table 23 of Appendix 1, and resolved to focus primarily on flexible working for professional and support staff, and support for staff with caring responsibilities. The former was a component of our previous plan (see I2.5 and the job-share component of E2 added in 2020 - Table 2), but we have modified actions to reflect pandemic-related developments. In relation to caring responsibilities, we go beyond our 2016 plan, including by adding actions relating to paternity leave (noting the negative response by male academic and researcher staff in Table 23), and the scheduling of meetings (see Table 18 for 2021 survey data on this). We also make provision for occasional teaching relief, in addition to sabbatical entitlements, having regard to evidence that teaching staff with caring responsibilities are particularly likely to be over-stint and to the results summarised in Table 23. We carry forward actions on workload allocation and support for those experiencing menopause.

## *3. Improving opportunities for career progression*

Career progression was one of two areas (inclusive recruitment being the other) where we had multiple actions rated red or amber in our 2016 plan for reasons other than redundancy or data limitations. We were particularly slow to complete actions on increasing support for fixed-term contract researchers (see objectives F2 and H3, Table 2), who are often early career academics. Reviewing our evidence base against our 2016 targets and in the light of Charter Principle 8, it was clear to us that increasing support for such researchers, the majority of whom are female (Figure 51), should remain a priority (in the 2021 staff survey, for example, only 39% (n=18) of fixed-term contract researchers agreed that they had the opportunity to grow and develop at the Faculty). The other areas of focus in this key priority are support for career progression for associate professors and for professional and support staff ('PSS'). The latter was added because our evidence base suggests clear scope for improvement, particularly in relation to career progression for female PSS (in 2021, for example, only 43% of female PSS (n=30), compared to 75% of male PSS (n=8) agreed that they had the opportunity to grow and develop at the Faculty (Table 16)). Associate professor ('AP') progression was in our last plan (see G1, Table 2). We retain this, given complementarities with key priority 1, and our observation that the majority of APs are unaware of training and development opportunities (Table 33), and that female APs report lower levels of job satisfaction than male APs (Table 33). When we analysed the latter result, drivers for the difference included lack of career development opportunities and having caring responsibilities (key priority 2).

## *4. Plugging the gaps in our student pipeline*

We are strongly committed to ensuring equality of access to our courses, and to ensuring that students on course are given every opportunity to excel, whatever their gender or their race (or any other protected characteristic), and irrespective of their background. Since our last application, we have built a better understanding of gender at the admissions and attainment stages (see objective A3 in our 2016 plan - Table 2), and in relation to attainment, we have invested in demystifying assessment methodologies, particularly by providing increased support in connection with preparation for examinations. We plan to expand on the latter strategy, which is designed to bridge any gaps in support that might otherwise manifest as differences in attainment by gender, by offering further support to undergraduates. We do not observe clear trends in attainment by gender across all our postgraduate taught courses (see Figure 20, Figure 21, Figure 22, Figure 23, Figure 24, Figure 25 and Figure 26 in Appendix 2), but we plan to be more systematic in analysing this going forward and to seek to ensure our analysis is sensitive to race and other protected characteristics. In relation to admission to these programs, we remain concerned (see objective C3 in our 2016 plan - Table 2) that we are not always attracting sufficient applications by female students (see Figure 6

and Figure 13 in Appendix 2), and we include actions around this. For research students, we carry forward some components of our previous plan that are complementary to key priority 1 (inclusive recruitment) and add a new focus on ensuring the systematic analysis of scholarship/bursary data.

#### *5. Improving our culture*

Key priority 5 in our new plan focuses on two aspects of Faculty culture: how we seek to secure voice and recognition for women scholars, and how we respond to, and seek to minimise the incidence of, bullying and harassment. The former is linked to a number of objectives in our 2016 action plan (e.g. objectives L1 and L3, Table 2); it remains a focal point because our evidence base suggests persisting issues in relation to voice and recognition for women scholars in the Faculty (e.g. Table 25 in Appendix 1 indicates that only 33% (n=39) of female and 64% (n=25) of male academic and researcher staff agree that women's scholarship is as well recognised as men's by members of the Faculty; see also Table 32 on voice). We include a bundle of actions relating to this theme. Bullying and harassment were made a focal point in response to survey evidence indicating that 15% (n=68) of female staff (compared to 6% (n=33) of male staff), and 22% (n=9) of BME staff, had experienced bullying or harassment in the 12 months prior to the 2021 survey, and that female staff were less aware than male staff of the University's harassment policies and processes (78% (n=68) vs 94% (n=33)) (Table 13).

#### *6. Ensuring recognition of EDI work*

We have reflected above (see sections 1.2 and 1.3) on how EDI work was under-resourced during the initial part of our last application period, such that those tasked with progressing our previous action plan were asked to do too much. Relatedly, mechanisms were not put in place to ensure the recognition of EDI work. This is the focus of key priority 6, in which we propose new ways to highlight the work done by our SAT and encourage the recognition of this and other EDI work. We deal with the distribution of AS work in key priority 7.

#### *7. Improving EDI systems and AS infrastructure*

In our last application we made plans for the strengthening of the Equality and Diversity Committee and the establishment of an AS coordinator (objective A1, Table 2), and for the improvement of our systems for measuring various aspects of the student pipeline and staff and student experience (objectives A2, A3, D3 - Table 2). In our new plan, we continue to prioritise strengthening our AS infrastructure and EDI systems, but the particular points of focus reflect the lessons learned since 2016. The SAT is now envisaged as a body separate from, but working in tandem with, the Equality and Diversity Committee, with a revolving and representative membership. We also add actions designed to ensure the better distribution of AS work across the Faculty. In relation to data collection and analysis, we include actions designed to ameliorate weaknesses as part of each of key priorities 1-5, but in key priority 7, we add an action on improving our ability to measure culture. This was already an objective in our previous application (see objective A2, Table 2), but we now have a richer understanding of the limitations of existing survey tools, which will inform our approach to operationalising this part of key priority 7.

### **Section 3: Future action plan**

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

#### **1. Action plan**

Please provide an action plan covering the five-year award period.

Table 3. Future Action Plan (2022-2027). All acronyms used in the action plan can be found in the glossary at the end of this document (Appendix 3).

<b>Key Priority 1. Diversifying recruitment of Associate Professors (APs) and Professional Support Staff (PSS)</b>				
<b>Rationale:</b> We have previously identified inclusive recruitment as a priority (see Objective E2 of the 2016 Action Plan - Table 2). We have taken some actions in this area but quantitative recruitment data (internal, divisional-wide and sector-wide) suggests we can do more to increase applications by women to academic and research roles (we are 10 percentage points behind Russell Group institutions and 15% behind the UK HE sector in the proportion of female teaching and research staff), and men to PSS roles (where we generally attract a fewer proportion of male applicants than male staff in our Division). For academic roles, we propose to focus particularly on associate professorships having regard to recruitment data (more men than women applied to AP roles in the Faculty in each of 2017-2020), the strong opportunity for academic career progression represented by these (permanent) roles, and to University-wide initiatives that complement this departmental key priority. Given the focus in the Transformed Charter on intersectionality, and the focus in our actions on inclusive recruitment, our targets extend to increasing participation by persons who are black or from minoritised ethnic groups.				
<b>Planned action</b>	<b>Key outputs and milestones</b>	<b>Timeframe (start/end dates)</b>	<b>Person responsible</b>	<b>Success criteria and outcome</b>
1.1 Make the 'Demystifying Oxford: Hiring at the Faculty of Law' event piloted in 2020 a regular departmental event, and survey participants after the event.	<p>Online event to be held periodically, timed to coincide with major recruitment rounds, open to the public and well-advertised.</p> <p>Development of an online anonymised survey to be used at the end of each event (which should give survey participants the option to disclose gender).</p>	Event to be held every 2-3 years, in anticipation of major recruitment rounds	<p>Design of the event: VD T&amp;R in conjunction with AD E&amp;D.</p> <p>Design of survey tool: A&amp;O EDO with AD E&amp;D.</p> <p>Analysis of survey data: VD T&amp;R with AD E&amp;D, and EDC.</p>	Increased applications by women to AP roles in which the primary employer is the Faculty so that 45% of applicants are women, and by persons who are black or from minoritised ethnic groups.
1.2 Improve the Faculty website, particularly publicly accessible content, to better reflect the diversity of our staff, PSS and academics, and our EDI commitments.	<ol style="list-style-type: none"> <li>1. Review of current image content and formulation of strategy to expand and diversify image content.</li> <li>2. Review of pages relating to EDI governance and initiatives.</li> </ol>	In the first two years of the new AS award, with biennial review thereafter.	Faculty communications team in conjunction with the Faculty's A&O EDO, and using any available University or divisional resources. AD E&D to have oversight.	Increased applications to academic posts by women, so that 45% of applicants are women, and PSS posts by men, so that 35% of applicants are men, and, in either case, by persons who are black or from minoritised ethnic groups.
1.3 Improve our recruitment materials for posts to better reflect the diversity of our Faculty staff (academic and PSS) and our EDI commitments.	<ol style="list-style-type: none"> <li>1. Increase the use of imagery in our recruitment materials.</li> <li>2. Expand content relating to EDI initiatives and commitments in the Faculty and ensure this content is up to date.</li> <li>3. Check the text of recruitment materials using a gender decoder tool.</li> <li>4. Ensure content relating to support for those in post with caring responsibilities is up to date.</li> </ol>	<ol style="list-style-type: none"> <li>1. Year 1 of award and thereafter on an ongoing basis.</li> <li>2. Year 1 of award and thereafter on an ongoing basis.</li> <li>3. Immediately and ongoing from the commencement of award.</li> <li>4. Immediately and ongoing.</li> </ol>	<p>For PSS posts: Faculty's HoAF, together with Faculty HR staff.</p> <p>For academic staff: VD T&amp;R in conjunction with HoAF.</p>	Increased applications to academic posts by women and PSS posts by men and, in either case, by persons who are black or from minoritised ethnic groups.

	5. Include selection criteria relating to our EDI values.	5. Trial within 1 year of award.		
1.4 Introduce processes, in line with best practice, for enabling systematic strategic / active searches as a complement to advertisement, with a focus on active searches for women applicants to academic roles.	<ol style="list-style-type: none"> <li>1. Enhance our processes of active search by formalising our policy on active search design and implementation.</li> <li>2. Development of related training tool / training event for staff involved in academic recruitment.</li> </ol>	<ol style="list-style-type: none"> <li>1: during year 1 of award.</li> <li>2: from year 2 of award.</li> </ol>	VD T&R in conjunction with PC, with input from AD E&D and the EDC.	Increased applications to academic posts by women, so that 45% of applicants are women.
1.5 In joint appointments with colleges, where the college is the primary employer, ensure effective communication of Faculty policies on EDI-related aspects of the design of recruitment exercises, and improve approaches to data sharing and analysis.	<ol style="list-style-type: none"> <li>1. Develop a summary document for colleges on the Faculty's EDI related policies in relation to recruitment exercise design, which include setting out some expectations of colleges in joint appointments, for example that all members of the panel have completed the University's unconscious bias training. This should draw on any similar policies in other departments/division.</li> <li>2. Development of a standard form to be sent to colleges after recruitment exercises asking for statistical information on gender, disability and ethnicity at application, shortlisting and decision stages, and for confirmation of matters raised in 1.</li> <li>3. Communication with colleges at the beginning of negotiations for a joint appointment to anticipate 1 and 2 and signal its importance to the Faculty.</li> </ol>	<ol style="list-style-type: none"> <li>1. Year 1 of award.</li> <li>2. Year 1 of award.</li> <li>3. During year 2 of award.</li> </ol>	<p>Development of summary guidance and standard form: VD T&amp;R together with PC, with the EDC to have an opportunity to provide input on the drafts.</p> <p>Communication of policy to colleges: VD T&amp;R and HoAF.</p> <p>Receipt of information from colleges and collation / distribution of data for analysis by the EDC: Faculty HR.</p>	<p>Fuller data in joint recruitment exercises where college is the primary employer.</p> <p>Improved system for analysis of data in joint recruitment exercises where college is the primary employer.</p> <p>Greater alignment between Faculty and college recruitment practice in joint appointments.</p>
1.6 In academic recruitment exercises, ensure that teaching components of interviews are designed fairly having regard to differential experiences of the tutorial system.	<ol style="list-style-type: none"> <li>1. In cases in which the primary or sole employer is the University, develop guidance for the Faculty recruitment chair on this aspect of the design of the interview.</li> <li>2. In joint appointments where the primary employer is a college, develop a practice of sharing item 1 at the earliest opportunity with the relevant college officer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Year 1 of award.</li> <li>2. From year 2 of the award on.</li> </ol>	VD T&R in conjunction with PC, with input from AD E&D and the EDC.	Any feedback received from interviewees on recruitment exercises is positive in relation to the design of the teaching components.

**Key Priority 2. Improving well-being and workload for staff: flexible working, support for those with caring responsibilities and those experiencing the menopause, and academic workload allocation**

**Rationale:** Our staff survey data suggests a bundle of concerns regarding workload and well-being, but in this part of the plan we focus primarily on actions relating to flexible working and support for those with caring responsibilities, given AS Core Principle 7, and survey and focus group data. In relation to caring responsibilities, these data suggest we are yet to offer sufficient support to those with caring responsibilities, particularly academics (only 29% of associate professors with caring responsibilities feel supported in these), and that this is one driver of lower levels of job satisfaction for female academics (82% of male APs report satisfaction compared with 50% of female APs). Survey data also suggests academics with caring responsibilities are more likely to be over stint in teaching. In relation to PSS, focus group data suggested a demand for greater flexibility in work arrangements. That data also suggested concerns around support for those returning from parental leave, so we include action on this. We include a review of paternity leave policies because survey data suggests those men in the Faculty with caring responsibilities feel particularly unsupported in discharging these (11% of 9 respondents). Finally, we include actions relating to the allocation of workload, and the introduction of a menopause policy, as a follow-on to our AS 2016 action plan.

Planned action	Key outputs and milestones	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
<p>2.1 Implement and then review the operation of the Faculty's 2022 policy on the timetabling of Faculty meetings and research-related events (a form of 'core hours' policy).</p>	<p>Termly reminders to be sent.</p> <p>Develop a system for periodic review of the policy, to include consultation with Lecture List Coordinator, AD for Research, and Research Group Chairs.</p>	<p>Initial implementation: announcement TT 2022 and then termly reminders thereafter.</p> <p>Review: first to be done in 2024, and then annually thereafter.</p>	<p>Initial implementation: AD E&amp;D together with AD for Research, and HoAF.</p> <p>Termly reminders: from Lecture List Coordinator to all staff, and from AD E&amp;D to Research Group Chairs</p> <p>Review: EDC led by AD E&amp;D, reporting to PRC and then Law Board</p>	<p>An increase in the proportion of staff who agree that the Faculty takes into account caring responsibilities when scheduling meetings, so that at least 75% of PSS and academic staff agree, and 75% of female staff of either job type agree. (In 2021, 49% of female and 48% of male academic staff agreed, and 57% of female and 88% of male PSS agreed).</p>
<p>2.2 Implement and then review the operation of a proposed new policy for occasional teaching stint relief in addition to existing sabbatical entitlements.</p>	<p>Development of guidance notes on the new policy.</p> <p>Development of a system for monitoring take-up of policy and soliciting feedback on its effects, including by gender.</p>	<p>Initial implementation: 2023</p> <p>Review of effects: from 2024 on.</p>	<p>Guidance notes for policy: VD P together with HoAF.</p> <p>Review of operation: PC in conjunction with Faculty HR, with input from EDC.</p>	<p>An increase in the proportion of academic staff who agree that their health and wellbeing are adequately supported at work so that 50% of female academic staff and 50% of male academic staff agree (In 2021, 31% of female and 44% of male academic staff agreed).</p>



<p>2.3 Increase support for those returning from parental leave.</p>	<p>Review existing practices and policies around support for return from parental leave, and run a consultation with those staff (academic and PSS) who have experienced these during the last AS application period, i.e. 2016-2022.</p> <p>Develop new systems for periodic check-in and support of staff returning from parental leave in the light of the review and consultation process.</p> <p>Solicit feedback on the experience of new systems.</p> <p>Continue to advertise the Returning Carers Fund to all staff periodically.</p> <p>Review requirements for return to work concerning parental leave for fixed-term researchers.</p>	<p>Review and consultation: in the first 18 months after award.</p> <p>Implementation of new systems: during the 2023-2024 academic year.</p>	<p>Review of existing practices and policies: A&amp;O EDO, AD E&amp;D, and HoAF.</p> <p>Development of new mechanisms: A&amp;O EDO, AD E&amp;D, in conjunction with PC, and input from the EDC.</p> <p>Review of feedback received: SAT, reporting to EDC and PC.</p>	<p>An increase to 50% in the proportion of academic staff who agree that they are well supported by the Faculty in relation to their caring responsibilities role. (In 2021, 23% of such staff felt so supported; in 2018, 36% of such staff felt very supported or reasonably supported).</p> <p>Maintain the proportion of PSS who agree that they are well supported by the Faculty in relation to their caring responsibilities role. (In 2021, 80% of such staff reported feeling so supported).</p>
<p>2.4 Review the terms of paternity leave policies with a view to increasing or (to the extent controlled by the University) lobbying for increased support for new fathers in the Faculty.</p>	<ol style="list-style-type: none"> <li>1. Review of current practice elsewhere in the sector.</li> <li>2. Development of preferred approach from a departmental perspective, having regard to our EDI goals and the Transformed Charter Principles.</li> <li>3. Negotiation on implementation with relevant parties.</li> </ol>	<p>Initial review and recommendations: 2023.</p> <p>Implementation / negotiation over implementation: 2024.</p>	<p>Initial review and recommendations: EDC led by AD E&amp;D with input from HoAF.</p> <p>Policy formulation: PC, then PRC, then Law Board.</p>	<p>An increase to 50% in the proportion of male staff, academic and PSS combined, who report feeling well supported by the Faculty in relation to their caring responsibilities. (In 2021, 17% of male staff, PSS and academic combined, felt so supported).</p>
<p>2.5 Retain to the greatest extent possible the opportunities for flexible working for PSS afforded during the pandemic, having regard to University-wide developments.</p>	<p>Run survey with PSS on the functioning of flexible working arrangements in the 2022-2023 academic year. Results to feed in to review by Head of Administration and Finance to Personnel Committee and Equality and Diversity Committee.</p> <p>Revise staff handbook to reflect new ways of working arrangements.</p>	<p>Survey of PSS 2022.</p> <p>Report from Head of Administration and Finance on post-pandemic flexibility for PSS in the final quarter of 2022 (first term of 2022-2023 academic year).</p> <p>Focus group with PSS in 2023.</p>	<p>Survey and preparation of review and recommendations: HoAF.</p> <p>Review of recommendations: PC, with input from AD E&amp;D, in conjunction with HoAF.</p> <p>Focus group: A&amp;O EDO with AD E&amp;D.</p>	<p>In focus group data, PSS no longer report concerns about a lack of flexible working (in a focus group in 2020, this was raised as a concern).</p> <p>In staff survey data, 70% of PSS agree that they are able to strike the right balance between their work and home life. (In 2021, 43% of women and 63% of men agreed).</p>

<p>2.6 Advertise higher grade PSS roles as available on a part-time or job share basis wherever possible.</p>	<p>Head of Administration and Finance to consider this for each PSS recruitment round.</p>		<p>HoAF.</p>	<p>Increase to 75% the proportion of female PSS who feel they have the opportunity to develop and grow here (in 2021, 43% of female PSS agreed. Our target is significantly higher than this because we have also had regard to analogous historical survey data).</p>
<p>2.7 Implement the new (2022) 'citizenship form' for academic staff.</p>	<p>New form to be rolled out annually. Evaluate the use of the data generated by the form to see how it is informing workload allocation.</p>	<p>Form roll-out by Trinity 2022 and then each TT thereafter.</p>	<p>Roll-out of the form: HoAF. Review of operation: PC in conjunction with AD E&amp;D.</p>	<p>An increase to 50% in the percentage of academic staff agreeing with the statement 'There is a fair and transparent way of allocating work in my department' (in 2021, 28% agreed).</p>
<p>2.8 Introduce a Faculty menopause policy to increase the support available to those who experience menopause.</p>	<p>Draft policy having regard to developments at University level and best practice. Roll-out to line managers.</p>	<p>Review and initial drafting: year 1 of award (2022-2023). Roll-out: during year 2 (2023-2024).</p>	<p>Development of policy: A&amp;O EDO in conjunction with Faculty HR, with oversight by and input from HoAF, AD E&amp;D, and VD P. Roll-out: HoAF and VD P.</p>	<p>An increase to 60% in the proportion of staff identifying as female (PSS and academic) who agree that their health and well-being are adequately supported at work (in 2021, 46% agreed).  (We are aware of the limitations of our past survey data in relation to transgender staff, who may be experiencing menopause but would not necessarily have identified their gender as female for the purposes of the survey. They would still be covered by this policy. However, no specific measure of success can be identified at this stage. This is an issue we plan to better address in future survey design).</p>

**Key Priority 3. Improving opportunities for career progression for fixed-term researchers, associate professors, and professional and support staff**

**Rationale:** In our last action plan we identified a bundle of objectives relating to career progression, including support for new starters, support for those on fixed-term contracts, and support for promotion. Our 2021 survey data for academic staff suggest positive experiences with induction programs, but that fixed-term contract holders are not sufficiently supported, particularly female fixed-term contract holders (only 36% of these researchers felt they had the opportunity to grow and develop in the Faculty). Our existing permanent female academic staff consider it less likely than our permanent male academic staff that women will succeed in applying for permanent posts in the Faculty (48% v 68%). In relation to PSS, 43% of female staff (compared with 75% of male staff) feel they have the opportunity to develop and grow at the Faculty, with female respondents less likely to report that they are actively encouraged to take development opportunities or to feel supported in doing so. Only 48% of female PSS who had a professional development review in the last two years found it helpful (compared to 100% of male PSS). In 2021, the majority of PSS, and associate professors, were not clear on the training and development opportunities available to them.

Planned action	Key outputs and milestones	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
3.1 Introduce an annual workshop for fixed-term contract researchers on applying for permanent / tenure-track academic roles.	Design and roll out the workshop.	First workshop in 2023.	VD P to lead, with input from AD R and VD T&R, and AD E&D.	An increase to 55% in the proportion of fixed-term contract researchers who agree that they are supported to develop and grow in the Faculty (in 2021, 39% of fixed-term contract researchers, and 36% of female fixed-term contract researchers, agreed).
3.2 Expand opportunities for research presentations within the Faculty by fixed-term contract researchers.	<p>Write to convenors of discussion groups to encourage consideration of eligible fixed-term researchers in the discussion group calendar and write to fixed-term researchers with a list of discussion group convenors and encourage expressions of interest.</p> <p>Ask recipients of funding grants that include the appointment of fixed-term researchers to proactively create opportunities for presentations by those researchers.</p> <p>Consider the introduction of a coffee morning presentation opportunity, with a Faculty member as mentor / chair (rotating), and an audience of other fixed-term contract researchers, modelled on the business law doctoral student forum established by Prof Armour.</p>	<p>Communication with convenors and researchers about discussion group opportunities: before MT 2022 and annually thereafter.</p> <p>Communication with principal investigators regarding funded research posts: before MT 2022 and annually thereafter.</p> <p>Introduction of the new forum. If agreed to go forward, pilot in 2023-2024.</p>	<p>Communication with convenors: AD R and Research Group Chairs.</p> <p>Communication with principal investigators of funded grants: Faculty's research support team, in conjunction with AD R.</p> <p>New forum: AD R with assistance from Research Group Chairs (with an expectation that Research Group Chairs rotate the chair position in the forum).</p>	<p>An increase to 55% in the proportion of fixed-term contract researchers who agree that they are supported to develop and grow in the Faculty (in 2021, 39% of fixed-term contract researchers, and 36% of female fixed-term contract researchers, agreed).</p> <p>An increase to 50% in the proportion of female fixed-term contract researchers who report feeling integrated into the Faculty (in 2021, only 21% of female fixed-term contract researchers reported feeling so integrated, and 22% of fixed-term researchers overall).</p> <p>An increase to 55% in the proportion of fixed-term contract researchers who report receiving regular and constructive feedback on their work (in 2021, 36% of female researchers so reported, and 33% of researchers overall).</p>

<p>3.3 Improve systems for mentoring for fixed-term contract researchers.</p>	<p>Review and improve communication of expectations of mentors.</p> <p>Host an annual event at the beginning of each academic year for all mentors and fixed-term researchers which introduces expectations about mentoring and opportunities for networking.</p>	<p>Launch: MT 2022</p>	<p>AD R, Research Facilitator, AD E&amp;D, A&amp;O EDO</p>	<p>An increase to 60% in the proportion of fixed-term contract researchers who have been mentored by someone other than their line manager. (In 2021, 11% of female fixed-term contract researchers had been offered a mentor, 9% overall; 36% of female fixed-term researchers reported having been mentored by someone other than their line manager, 39% overall; 80% of those who were mentored, found it useful.)</p>
<p>3.4 Continue to ensure wide and timely advertisement of the Recognition of Distinction Scheme for conferring professorial title and continue the current practice of one-on-one meetings with the Dean for prospective applicants.</p>	<p>Ensure that current best practice is reflected in Dean's handover notes for use when a new Dean is appointed.</p> <p>(For the last three years (2019-2021) the Faculty of Law appointed the greatest number of professors amongst any other Social Sciences Division ('SSD') departments as a result of this exercise. In 2021, we had 100% (n=9) success rate in our applications representing 29% of all professors appointed that year in SSD).</p>	<p>Continue the current practice of offering support for the term leading up to applications for recognition of distinction (annual exercise).</p>	<p>The Dean.</p>	<p>Increase to 65% the proportion of Associate Professors saying that they are 'clear about the training and development opportunities available to me' (in 2021, 41% of male and 29% of female APs agreed. Our target is substantially higher because we have also had regard to historical survey data).</p>
<p>3.5 Encourage Faculty mentors and Faculty Research Group chairs to signpost training and development opportunities to associate professors.</p>	<p>Guidance for Faculty mentors to include explicit reference to demand by APs for greater signposting of training and development opportunities.</p> <p>Encourage Research Group Chairs to proactively signpost training and development opportunities in the field to AP members of their group.</p>	<p>Annual reminders to Faculty mentors.</p> <p>Annual reminders to Research Group Chairs.</p>	<p>Reminders to Faculty mentors: VD P.</p> <p>Reminders to Research Group Chairs: AD R.</p>	<p>Increase to 65% the proportion of Associate Professors saying that they are 'clear about the training and development opportunities available to me' (in 2021, 41% of male and 29% of female APs agreed. Our target is substantially higher because we have also had regard to historical survey data).</p>

<p>3.6 Review the process of professional development reviews for PSS with a view to increasing support for career progression.</p>	<p>Develop a survey to solicit feedback on the current review model.</p> <p>Review of feedback and comparison with best practices across the Division.</p> <p>Formulation of recommendations.</p>	<p>Survey: initial survey to be administered within six months of the completion of personal development reviews for PSS in 2022; thereafter, survey to be released annually approximately one quarter after the completion of that year's round of reviews.</p> <p>Review of initial feedback and best practices in the Division: within 18 months of award.</p>	<p>Initial survey design: A&amp;O EDO in conjunction with Faculty HR and HoAF.</p> <p>Review of best practice and feedback from surveys: HoAF with input from A&amp;O EDO.</p> <p>Formulation of recommendations in light of review: PC with HoAF, and VD P.</p>	<p>Increase to 75% the proportion of female PSS who report finding their professional development review helpful (in 2021, 48% of female PSS so reported).</p> <p>Increase to 75% the proportion of PSS survey respondents, particularly female PSS, who agree that they are actively encouraged to take up career development opportunities (in 2021, 37% of female PSS respondents, n 30, and 50% of male PSS respondents, n 8, agreed. Our target setting here takes into account historical survey data as well as the 2021 results).</p> <p>Increase the proportion of PSS who agree that they have the opportunity to develop and grow here, so that at least 75% of female and male PSS agree (in 2021, 43% of female and 75% of male PSS agreed).</p>
<p>3.7 Retain practice of systematic review of eligibility of PSS for reward and recognition under the University scheme; improve the process of doing the same for fixed-term academic staff, including DLs.</p>	<p>Develop a system for ensuring timely reminders are sent to all Principal Investigators and VD P well in advance of application rounds for fix-term academic staff.</p>	<p>Within one year of award.</p>	<p>HoAF in conjunction with VD P, with oversight by PC.</p>	<p>Increase the proportion of research-only academic staff who are nominated for reward and recognition under the University scheme to 10%. (We nominated a higher proportion in 2018, but in the other years the previous application period we nominated significantly fewer than this).</p> <p>Departmental lecturers are nominated for reward and recognition under the University scheme. (In the previous application period, DLs were not nominated for this scheme).</p>
<p>3.8 Working with the University and Social Sciences Division, conduct a gender pay review by job type.</p>	<p>Establish parameters of the review and establish a working party.</p> <p>Working party to consult relevant departments in Division and University to gauge the availability of existing data and identify where this needs supplementing at the departmental level.</p> <p>Review of data by working party and development of a short report on gender and pay by job type.</p>	<p>Working party established within one year of award.</p> <p>Review completed within two years of award.</p>	<p>Drafting of terms of reference for working party and determining its composition: VD P together with AD E&amp;D, with input from HoAF.</p> <p>Review of report of the working group: PC and EDC.</p> <p>Formulation of next steps in light of report: PC with input from EDC.</p>	<p>The release of data, at least internally to all current staff and ideally on a public basis, on gender and pay by job type.</p>

**Key Priority 4. Plugging the gaps in our student pipeline: admissions, attainment, progression**

**Rationale:** Our 2016 action plan demonstrated our commitment to ensuring that students are able to succeed irrespective of gender or other irrelevant personal characteristics. We have invested in 'demystifying' our assessment methodologies and providing practical support and guidance for students preparing for formal assessment. We will continue and, for undergraduates (for whom an internal statistical analysis suggests that support in the first two terms of study may be most valuable in ameliorating risks of differences in attainment by gender), expand this support. We need to become more systematic in our analysis of attainment related data, and of data on admissions, where our approach to date has varied across courses and over time. In relation to admissions, we need to do more to encourage women to apply to some postgraduate courses (overall, compared to Russell Group institutions, we have 15% fewer female postgraduate students, and there are particular courses for which we have proportionately fewer female applicants), and to better understand offer rates by gender in some courses. For research students, who are academics of the future (and therefore closely tied to our key priority 1), we will continue our new program of career development support. For all students, we also want to ensure the systematic analysis of bursary/scholarship data, including by gender.

Planned action	Key outputs and milestones	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
<p>4.1 Continue to put on events to support undergraduates and BCL/MJur students in their preparation for final examinations; increase support for first-year students around preparation for Mods; introduce equivalent support mechanisms where there is demand in other programs, as appropriate to their assessment methodologies.</p>	<p>Put together a new event on preparing for the law moderation examinations ("Mods"), analogous to equivalent events for FHS and BCL/MJur students.</p> <p>Review induction arrangements for first-year students to offer greater guidance on approaching work over the first two terms.</p> <p>Associate Dean for Graduate Studies (Taught) to consider if there is a requirement for similar support mechanisms in other programs.</p>	<p>FHS, BCL/MJur events to continue to run on an annual basis.</p> <p>New Mods preparation event for first-year students, to be put on at beginning of HT 2022 and then annually thereafter.</p>	<p>Mods preparation event: to be led by AD U.</p> <p>Review of induction arrangements in relation to approaches to exams: AD U</p> <p>GSC to monitor demand for equivalent structures in other PGT programs.</p>	<p>An increase to 75% in the proportion of undergraduate students who agree in annual University student barometer surveys that they are given clear explanations of our marking and assessment criteria.</p>

<p>4.2 Refine our methodology for systematic analysis, reporting and review of admissions and attainment data by gender and, to the extent the data permits, by ethnicity, age, and disability, across the full range of Faculty courses.</p>	<p>1. Admissions: (a) review current practices across courses, (b) identify gaps in existing coverage, (c) liaise with current admissions coordinators and PSS teams to clarify the availability of data and understand resource constraints, and (d) develop guidelines that prescribe the minimum level of review and reporting that should accompany each admissions exercise.</p> <p>2. Attainment: (a) review current practices in reporting and analysing attainment by gender, (b) identify gaps in existing coverage, (c) liaise with the chairs of examination boards to understand constraints, and (d) develop guidelines. In this methodology, we will use the language of 'support gaps', rather than 'attainment gaps', in line with best practice. In the revised process, we will include data on average marks and classification by gender, in line with the observations made by the University's statistical office in relation to undergraduate attainment over time.</p>	<p>1. System is established by the admissions rounds conducted during the 2023-2024 academic year.</p> <p>2. System is established in time for 2022-2023 academic year results.</p>	<p>1. Admissions: AD E&amp;D in conjunction with AD U, AD GST, AD GSR, with input from USC and GSC, as well as Course Committees, on draft guidelines.</p> <p>2. Attainment: AD E&amp;D in conjunction with AD U, AD GST, AD GSR, with input from USC and GSCs, as well as Course Committees, and Chairs of Examination Boards.</p> <p>3. Review of operation of new systems: SAT.</p>	<p>Improved system for annually analysing admissions and attainment by gender, having regard to intersectionality.</p> <p>Revisions to policies relating to admissions and attainment in the light of data and analysis produced by the improved system.</p>
<p>4.3 Ensure context-appropriate training on implicit bias is available to undergraduate and postgraduate admissions teams and taken up.</p>	<p>Review existing training offerings, in particular for paper-based application processes.</p> <p>Formulation recommendations in relation to any additional training offerings needed.</p> <p>Improve the system for distributing reminders regarding training in advance of admissions rounds.</p> <p>Improve the system for monitoring training take-up, drawing on University initiatives relating to this.</p>	<p>Review of existing offerings and formulation of recommendations for new / expanded offerings: first year of award.</p> <p>Improved reminder system: from MT 2022 (first post-application admissions round).</p> <p>Monitoring take-up from 2023 on.</p>	<p>Initial review and recommendations: A&amp;O EDO and AD E&amp;D, with input initially sought from course convenors, and then from EDC.</p> <p>Reminder system: Admissions Co-ordinator.</p> <p>Monitoring: Admissions Co-ordinator and Faculty HR.</p>	<p>All staff involved in admissions exercises have received context-appropriate implicit bias training, and have access to periodic refresher courses on implicit bias.</p>
<p>4.4 Ensure the content of prospectus materials for postgraduate courses reflects the diversity of our student body and clearly signals our EDI commitments.</p>	<p>Course-by-course review of prospectus material.</p>	<p>Within 18 months of award.</p>	<p>PGT Course Directors and AD GST, working together with the Academic Administrator, with input from course committees, and from AD E&amp;D and A&amp;O EDO.</p>	<p>Increased applications by women to postgraduate taught programs where there is present underrepresentation.</p>

<p>4.5 Include more profiles of women postgraduate taught students and women alumni of postgraduate taught courses on our website, including women of colour.</p>	<p>Consult with Oxford Women in Law and Oxford Law Black Alumni Network leadership teams to help to identify alumni to feature.</p>	<p>Within 18 months of award.</p>	<p>Development of profiles: AD GST together with the AD E&amp;D and the A&amp;O EDO, taking suggestions on alum who might be featured from the Development Office.</p> <p>Placement and highlighting of profiles: Faculty communications team.</p>	<p>Increased applications by women to postgraduate taught programs where there is present underrepresentation.</p>
<p>4.6 Maintain and refine our new program of career development workshops for postgraduate research students, with reference to student feedback on key areas of need.</p>	<p>Periodically survey postgraduate research students to identify areas of greatest demand.</p>	<p>Continue to run series annually.</p>	<p>AD GSR.</p>	<p>An increase to 75% in the proportion of postgraduate research students who agree that the Faculty provides advice and guidance on long-term job opportunities (in 2021, 68.8% of those who responded to this question in the student barometer survey, n=20, agreed).</p>
<p>4.7 Improve data on post-graduation careers of research degree graduates, which includes information on gender, ethnicity and disability.</p>	<p>Develop a short survey tool to be administered with correspondence giving leave to supplicate for the award of a research degree, which asks students to indicate the degree or job they are continuing to and some relevant personal characteristics.</p>	<p>Survey to be rolled out with leave to supplicate correspondence in 2023.</p> <p>Annual consolidation of survey data with a view to identification of trends and implications, including for our communications strategies.</p>	<p>Development of short survey tool: AD GSR, with input from Development Office and AD E&amp;D.Consolidation of data: Graduate Studies Officer in conjunction with AD GSR.Review of annual data and formulation of recommendations: GSC and EDC.</p>	<p>Our prospectus materials, and our policies around support for students on the course, including in relation to career development, are informed by our understanding of post-graduation career patterns for research students.</p>
<p>4.8 Develop a system for the annual reporting and review of data on the award of student bursaries / scholarships by gender and, to the extent the data permits, ethnicity, and disability.</p>	<p>Using the report developed by the Associate Dean for Postgraduate Research Students in 2022 as a basis, develop an agreed standard form for annual reporting on the award of student bursaries and scholarships by gender, ethnicity and disability (to the extent of available data).</p> <p>Review of data on annual basis.</p> <p>Systematic publication of summary data.</p>	<p>From 2023, using the 2022 pilot report as a template.</p> <p>Review: from 2023 and annually thereafter.</p>	<p>Completion of the annual report, and development of a summary report for publication: Student Funding Officer working in conjunction with AD GST and AD GSR.</p> <p>Review of annual report and formulation of recommendations: GSC, EDC.</p>	<p>The development of future policies around scholarship / bursary fundraising and distribution is informed by our systematic analysis of existing provisions.</p> <p>Improved publicity around existing support offered to postgraduate students, to complement actions 4.4 and 4.5.</p>



**Key Priority 5. Improving our culture: voice and recognition; bullying and harassment**

**Rationale:** The vast majority of our staff feel able to be themselves at work (in 2021: 69% of female and 84% of male academic staff; 73% of female and 75% of male PSS agreed). However, survey data suggests we still need to make significant progress in ensuring voice and recognition for women academics (62% of female academic staff, compared to 100% of male academic staff, feel they have a voice in their research group; 33% of female academic staff, compared to 64% of male academic staff, feel women's scholarship is as well recognised as men's), and more generally in reducing incidences of, and improving systems for responding to, bullying and harassment (12% of 102 respondents to our 2021 staff survey experienced bullying or harassment, and 20% witnessed it; these numbers increased for female respondents, and again for BME respondents. Overall, 66% of respondents knew how to contact a harassment advisor, but fewer female staff than male staff said they knew how to do so - 59% v. 79%, and fewer BME colleagues than white colleagues - 56% v. 83%). We also include complementary actions to gain greater insight into student perspectives on, and experiences of, our teaching and learning culture, having regard to intersectionality.

Planned action	Key outputs and milestones	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
5.1 Encourage research chairs to critically reflect on issues of voice and recognition for women scholars in their research groups, and take practical steps towards ameliorating areas of concern.	Draft guidance notes for chairs explaining the inclusion of this action item, with reference to the 2021 and historical survey data, and setting out some possible practical steps chairs may wish to consider implementing in their group.	Guidance notes are drafted and distributed in TT 2023, and annually thereafter.	AD E&D and A&O EDO.	Increase to 80% the proportion of female academic staff who report feeling listened to in their research group (compared with 62% in the 2021 staff survey).
5.2 Develop an online profile series on women academics connected to Oxford Law (including but not limited to academics on the Faculty), focusing on their scholarship and academic work.	Identify suitable candidates for profiling, and organise semi-structured interviews with them.	2023, launch for International Women's Day in 2024.	Interview design and conduct: AD E&D and A&O EDO.  Communications: Faculty communications team.	Increase to 70% the proportion of female and male academic staff, who feel women's scholarship is as well recognised as men's (in 2021, 33% of female and 64% of male academic staff thought so; in 2018, 20% of female and 52% of male academic and researcher staff definitely thought so).
5.3 Review and refine communications strategy to ensure appropriate recognition of the scholarly work of women in the Faculty.	Review of communications over recent (3-6 month) period with a view to discerning balance in representation of Faculty work and impact, including by gender.  Develop a system that would enable us to generate annual metrics on gender balance in our public-facing communications.	Initial review: 2023.  Development of a system for generating metrics: 2023.	Initial review and development of a system for generating metrics on annual basis: A&O EDO, AD E&D, and Faculty communications team.  Ongoing monitoring and reporting: Faculty communications team, to A&O EDO and EDC.	Increase to 70% the proportion of female and male academic staff who feel women's scholarship is as well recognised as men's (in 2021, 33% of female and 64% of male academic staff thought so; in 2018, 20% of female and 52% of male academic and researcher staff definitely thought so).

5.4 Continue to remind subject convenors annually of the Faculty's best practice guidelines on diversity in the curriculum.		Reminders to continue to be sent in advance of the commencement of the academic year.	AD E&D.	Positive feedback from students in annual teaching survey questions relating to the representation of women scholars, and scholars of colour, on reading lists.
5.5 Ensure take-up of EDI training courses, including on bullying and harassment, by all staff.	<ol style="list-style-type: none"> <li>1. New starters are required to take the existing suite of courses (Equality and Diversity Briefing; Implicit bias in the workplace; Tackling race bias at work; and Challenging Behaviour: Dealing with bullying and harassment), together with any additional relevant courses introduced by the University, within 60 days of start date.</li> <li>2. Recruitment chairs are required to take the recruitment and selection training course or equivalent before involvement in any recruitment exercise.</li> <li>3. All staff to be reminded of available courses at least annually.</li> <li>4. Drawing on developments in the University, introduce a system for automated reports on training take-up and reporting on this to Law Board on an annual basis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue the current practice of inclusion in induction materials (ongoing).</li> <li>2. Continue the current practice of reminding recruitment chairs in advance of recruitment exercises (ongoing).</li> <li>3. Continue the current practice of periodic reminders (ongoing).</li> <li>4. 2024, having regard to results of University pilot.</li> </ol>	<ol style="list-style-type: none"> <li>1. VD P and Faculty HR.</li> <li>2. VD T&amp;R.</li> <li>3. A&amp;O EDO.</li> <li>4. AD E&amp;D and A&amp;O EDO, with Faculty HR and HoAF.</li> </ol>	Reduce to 5% the proportion of staff reporting that they have experienced bullying or harassment and to 10% the proportion of staff reporting that they have witnessed it in staff experience surveys (in 2021, 12% of staff reported experienced bullying or harassment, and 20% reported witnessing it. In setting this target we have also had regard to historical survey data).
5.6 Improve sign-posting of existing bullying and harassment policies and routes to relief, and add at least one further harassment officer to the existing two.	<ol style="list-style-type: none"> <li>1. Augment information on bullying and harassment in induction materials.</li> <li>2. Review provision of information to existing staff through website and newsletter.</li> <li>3. Recruit one member of PSS to become a third harassment officer.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the first year following award.</li> <li>2. In the first year following award.</li> <li>3. 2023.</li> </ol>	<ol style="list-style-type: none"> <li>1. VD P and Faculty HR.</li> <li>2. A&amp;O EDO.</li> <li>3. HoAF with A&amp;O EDO.</li> </ol>	<p>An increase to 95% in the proportion of staff saying that they are 'aware of the harassment policy and procedure for University staff' (from 83% in 2021).</p> <p>An increase to 80% in the overall number of staff reporting that they know how to contact a harassment advisor (up from 66% in 2021), with at least 75% of female staff and BME staff so reporting (up from 59% and 56% in 2021).</p>

<p>5.7 In conjunction with the Division, work to introduce less formal routes to reporting instances of bullying and harassment to complement formal procedures.</p>	<p>Implementation of Divisional pilot to which we are contributing, and review of its operation.</p>	<p>2022-2023.</p>	<p>A&amp;O EDO and AD E&amp;D, consulting with PC and EDC.</p>	<p>Reduce to 5% the proportion of staff reporting that they have experienced bullying or harassment and to 10% the proportion of staff reporting that they have witnessed it in staff experience surveys (in 2021, 12% of staff reported experienced bullying or harassment, and 20% reported witnessing it. In setting this target we have also had regard to historical survey data).</p> <p>Evidence that we have used information provided by affected staff and/or students to inform our harassment/bullying policies and practices (evidence that we are listening, and then acting).</p>
<p>5.8 Run a student consultation to understand student experiences of the teaching and learning environment by reference to gender, ethnicity and disability, and review our existing teaching surveys with a view to producing more comparable and easier to interpret data over time.</p>	<p>1. Student consultation: to include a survey, with questions that go outside the scope of annual teaching surveys, informed by similar exercises elsewhere in the University, and supplemented with focus groups.</p> <p>2. Review and refinement of annual teaching survey methodology, including in relation to action 5.4.</p>	<p>1. Student consultation: within 18 months of award.</p> <p>2. Review and refinement of annual teaching survey methodology: 2024, having regard to fruits of 1.</p>	<p>1. A&amp;O EDO, AD U, AD GST, AD GSR and AD E&amp;D.</p> <p>2. A&amp;O EDO and AD E&amp;D, working with Academic Administrator, and in consultation with USC, GSC and EDC.</p>	<p>Fuller departmental evidence base that enables robust analysis of teaching and learning environment for students over time.</p>

**Key Priority 6. Ensuring recognition of Equality, Diversity and Inclusion (EDI) work**

**Rationale:** EDI-related contributions to the Faculty by permanent academic staff are recognised in the assessment criteria relevant to the conferment of the title of professor in the University's recognition of distinction exercise and could form the basis of an application for PSS under the University's Reward and Recognition scheme, but other forms of recognition for EDI work have to date been patchier. We include here actions designed to make our approach to recognition more systematic, and more generous, in line with Transformed Athena Swan Core Principle 1. Our actions in this section are complemented by actions 1.3 (review of recruitment materials), 2.7 (new citizenship form for academic staff), 3.4 and 3.7 (recognition of distinction; reward and recognition), and 7.6 (increased internal communications on the workings of the self-assessment team).

Planned action	Key outputs and milestones	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
<p>6.1 Highlight the members and workings of the SAT and the related Equality and Diversity Committee on the Faculty website, in the Faculty's annual publication ("Law News"), and from time to time in the Faculty's weekly internal newsletter (see action 7.6 below).</p>	<p>Law News 2021-22 to include a feature about the Athena Swan award, the workings of the SAT and our key priorities for the next five years.</p>	<p>From 2022 and on an ongoing basis.</p>	<p>A&amp;O EDO working with the Faculty communications team and Development Office.</p>	<p>In a new culture survey being rolled out by the University, staff in the Faculty agree that they are recognised for the EDI work that they do. (We do not include a more specific target because we do not yet have baseline data on this).</p>
<p>6.2 Include information on our portfolio of EDI related work, including Athena Swan, in all course inductions for students.</p>	<p>Course coordinators and/or Associate Deans as relevant to review and add to induction offerings as required.</p> <p>Ask course coordinators to add a question in whole course surveys (not subject-specific surveys), wherever they are used, asking students whether they are aware of the Faculty's EDI work.</p>	<p>From MT 2022 and ongoing.</p>	<p>A&amp;O EDO to write to course coordinators and relevant associate deans about this on an annual basis.</p> <p>AD E&amp;D and A&amp;O EDO to be available to participate in induction programs.</p>	<p>In student surveys, students report being aware of the Faculty's EDI work (we do not include a more specific target because we do not yet have baseline data on this).</p>

<p>6.3 Continue to ensure the inclusion of EDI work in the Dean's evaluation of the citizenship criteria in the recognition of distinction exercise (as to selection criteria for initial appointment, see action 3.4 above), and ensure that EDI work is considered within the concept of Faculty administration that assessors will take into account in interim and five-year reviews for new associate professors.</p>	<p>1. Recognition of distinction: to be included in Dean's handover notes.</p> <p>2. Amend guidance notes on reappointment to retirement age for APs to ensure that the concept of Faculty administration is understood to include EDI work.</p>	<p>1. Current practice to continue (ongoing).</p> <p>2. 2022.</p>	<p>1. The Dean.</p> <p>2. VD P, with Faculty HR.</p>	<p>In a new culture survey being rolled out by the University, associate professors agree that EDI work is recognised in applications for promotion / progression (we do not include a more specific target because we do not yet have baseline data on this).</p>
<p>6.4 Ensure the inclusion of EDI related work in recognition / promotional exercises for PSS and fixed-term research staff, including DLs (as to selection criteria for initial appointment, see action 1.3 above).</p>	<p>Review guidance notes on the Faculty's approach to applications to the University's recognition and reward scheme to ensure there is an explicit reference to EDI work.</p>	<p>2022.</p>	<p>HoAF.</p>	<p>In a new culture survey being rolled out by the University, PSS agree that EDI work is recognised in applications for promotion / progression (we do not include a more specific target because we do not yet have baseline data on this).</p>
<p>6.5 Introduce staggered fixed terms for SAT members.</p>	<p>To be included in new terms of reference for the self-assessment team in the post-award period (see action 7.1 below).</p>	<p>2023.</p>	<p>Terms of reference for SAT in new award period to be drafted by the AD E&amp;D in conjunction with A&amp;O EDO and the current SAT, and then approved in the first instance by the EDC, and then Law Board.</p>	<p>The SAT's membership rotates over time, drawing on all parts of the staff and student body, in the new application period.</p>
<p>6.6 Actively encourage nominations to the Vice-Chancellor's biennial Diversity Awards for both students and staff.</p>		<p>Current practice (ongoing).</p>	<p>A&amp;O EDO.</p>	<p>Increase to 90% the proportion of staff who agree that their department is committed to promoting equality and diversity (in 2021, 81% of staff agreed).</p>

**Key Priority 7. Improving EDI systems and Athena SWAN infrastructure**

**Rationale:** Our SAT has worked very hard in the lead-up to this renewal application but its ability to make progress on our 2016 objectives was somewhat hampered by the scale of our 2016 plan; a lack of momentum in the early part of the post-2016 period (particularly before the functions of the Equality and Diversity Committee and the Athena Swan self-assessment team were separated); and (relatedly) a failure to set up systems to ensure Athena Swan work was distributed across the Faculty and the impact of this work was effectively monitored. Going forward, we want to ensure that the self-assessment team is able to focus on monitoring our progress with agreed actions, responding strategically to evidence of the impact of these actions, and bringing new issues and questions to the attention of the Committee. Experience of the implementation of our 2016 action plan also clearly suggests some gaps or ambiguities in our measures of departmental culture.

Planned action	Key outputs and milestones	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
<p>7.1 Confirm the existence of the Athena Swan self-assessment team as a body separate from, but reporting periodically to, the Equality and Diversity Committee, whose membership is representative of the Faculty and includes staff from a range of job types, including fixed-term contract researchers and PSS, and students.</p>	<p>Draft terms of reference for SAT in the new award period.</p> <p>Review of SAT membership to enable existing team members to step down in staggered rotation (action 6.5) and fill gaps to ensure representation.</p>	<p>Immediately on commencement of the new award period.</p>	<p>Terms of reference for SAT in new award period to be drafted by the AD E&amp;D in conjunction with A&amp;O EDO and the current SAT, and then approved in the first instance by the EDC, and then Law Board.</p> <p>EDC to manage the filling of vacancies on the SAT and report annually on SAT composition to Law Board.</p>	<p>The SAT exists on a permanent basis with a representative membership.</p>
<p>7.2 Widely advertise SAT vacancies on the expiration of staggered fixed terms (see action 6.5).</p>		<p>Immediately on commencement of new award period (ongoing).</p>	<p>A&amp;O EDO.</p>	<p>The SAT's membership rotates over time, drawing on all parts of the staff and student body, in the new application period.</p>
<p>7.3 Formalise the reporting system for the SAT so that it provides annual reports to the Equality and Diversity Committee that are, following discussions in the Equality and Diversity Committee and the making of any recommendations by the Equality and Diversity Committee, made available to Law Board.</p>	<p>To be included in terms of reference drafted under action 7.1.</p>	<p>Immediately following commencement of new award period.</p>	<p>AD E&amp;D, reporting on this to EDC.</p>	<p>In a new departmental specific culture survey question, staff agree that the workings of the SAT are transparent (we do not include a more specific target because we do not have baseline data on this).</p>

<p>7.4 Develop a calendar for committee chairs that highlights key actions relevant to each committee's remit and asks committee chairs to report back to the SAT and/or Equality and Diversity Committee at particular points in each academic year.</p>	<p>A&amp;O EDO with AD E&amp;D to develop an online calendar tool for this purpose.</p> <p>Review of operation of the system to determine whether further reminders to committees, including through the inclusion of Athena Swan as a standing item on committee agendas, are needed.</p>	<p>Calendar tool: 2023.</p> <p>Review of operation: end of 2023-2024 academic year.</p>	<p>Online calendar tool: A&amp;O EDO with AD E&amp;D.</p> <p>Review of system operation: the SAT.</p>	<p>Faculty committees report regularly to the self-assessment team throughout the application period on progress with this action plan.</p>
<p>7.5 Ask Faculty committees to introduce a practice of flagging in committee meeting minutes wherever a decision made is relevant to our Athena Swan action plan and the AS principles.</p>	<p>Develop short guidelines on this for Committee chairs, to accompany that developed for action 7.4.</p>	<p>From the 2022-2023 academic year on.</p>	<p>A&amp;O EDO with AD E&amp;D.</p>	<p>Athena Swan related matters are explicitly flagged in Committee business and minute-taking as a matter of course.</p>
<p>7.6 Enable greater Faculty participation in, and oversight of, SAT work by increasing internal communications on Athena Swan progress by Faculty committees and by the SAT.</p>	<p>Faculty committee chairs to be asked to report at least annually through the Faculty newsletter on AS related matters within their committee's remit.</p> <p>Faculty is given regular updates on AS progress in Faculty meetings.</p>	<p>Immediately on commencement of new award period (ongoing).</p>	<p>A&amp;O EDO with AD E&amp;D.</p>	<p>Faculty members hear about progress with the Athena Swan action plan at least on a termly basis.</p>
<p>7.7 Improve our measures of departmental culture either by producing a bespoke survey or contributing to the development of University-wide or Divisional surveys of this kind. If the latter, we will ensure that our approach to measuring gender (which is sensitive to the differences between gender and sex and is non-binary) is reflected in the design of any University-related tools that we use. Our culture indicators should include some measures relevant to workload and well-being.</p>	<p>Using the Transformed Charter culture survey template as a foundation, identify (using existing survey data and focus group data) gaps where additional survey questions may be warranted.</p> <p>Review the latest culture survey developments in the University to decide whether a departmental approach is most appropriate, having regard to resources as well as gaps in our existing evidence base.</p> <p>If we pursue a departmental model, trial the draft survey before roll out to the whole Faculty.</p> <p>Agree on approach to analysis and publicising of results before roll-out, so that this can be communicated with the roll-out.</p>	<p>Roll-out during the 2023-2024 academic year, having regard to the timing of other surveys.</p>	<p>A&amp;O EDO with AD E&amp;D.</p>	<p>More granular survey data relating to aspects of departmental culture.</p> <p>Increase to 90% the proportion of staff who agree that their department is committed to promoting equality and diversity (in 2021, 81% of staff agreed).</p>