Athena SWAN Action Plan – Oxford University Law Faculty

High/Medium/Low Priority relates to the importance given to the initiative not its timing.
List of Acronyms can be found as an Appendix

Overarching objective	Action	Committee/Officer Responsible	Delivery Date/Priority	Outcomes and Targets
	Action Plan A – Athena SWAN Infrastructure			
Establish a robust and permanent framework for EDC (Section 3.iii.)	i. 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. ii. The EDC shall move from termly meetings to twice termly meetings. This is consistent with other Faculty Committees and will ensure ongoing momentum. iii. 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. iv. The EDC will formally have student representatives of all student groups (currently they are co-opted). v. 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. vi. 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. vii. A small budget will be created for ongoing research and administrative support.	LB in the first instance and then EDC	October 2016 High Priority	**Infrastructure outcome:** Implementation of actions included in the following sections of this document according to the timeframes set down and measured appropriately. **Target:** 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.
Measure changing perceptions in the Faculty about gender, diversity and Oxford as a place to work (Section 5.6)	viii. Run staff and student surveys every two years and course development surveys alongside every three years. ix. 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. x. Analyse survey responses and produce quantitative and qualitative report for LB to highlight progress made and areas needing further attention.	EDC and ASC	Jan 2018 High Priority	**Survey outcome:** Gain further information and measure the success of any changes or improvements made, relating to the courses and the support mechanisms in place. **Target:** Surveys in Jan 2018 and Jan 2020, with at least 50% response rate across all groups.
Establish a robust framework for oversight of our staff and student data, and corresponding actions where needed. This will include: - Building our understanding of the	i. Analyse and report to LB annually on student and staff data pertaining to student admissions and attainment as well as staff recruitment. This will include: *Student admissions* • UG, PGT and PGR admissions data. *Student attainment – All courses* • Determine what factors result in the attainment gap between men and women on all courses (working with Said Business School for MLF	EDC in all cases, plus: USC and GSC GSC	Admissions: ongoing High Priority Attainment: October 2017 High priority	**Admissions outcome:** All admissions data to be included in an annual report to LB and USC. **Target:** Maintain proportion of female UGs at its current level as a minimum (57%) **Attainment outcome:** Annual report to LB. Reduce the attainment gap between men and women on PGT courses by 2020. Bring

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gender makeup of programmes. - Ensuring modes of assessment do not disproportionately advantage either men or women. - Building a detailed understanding of patterns in recruitment to different posts in the Faculty. - Ensuring that those involved in outreach activities are not disproportionately of one gender. (Section 4.2)	and the University Gender Gap Committee). Introduce appropriate actions based on the findings. *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. • Data pertaining to staff involved in outreach activities by gender. *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.	ASC	Recruitment data: June 2017 High Priority Outreach data: Data collected from Oct 2017 Low Priority	the percentage of the gender gap within 2% of each other. **Target:** To ensure the EDC has all the necessary data on student attainment in order to carry out reviews after the 2018 and 2020 surveys. **Staff recruitment outcome:** Report to last EDC and PC Committees of each year with action findings and gathered data. **Target:** To improve gender balance in relation to all staff positions. **Outreach outcome:** 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. **Target:** To maintain gender balance in outreach programmes.
Action Plan B – Undergraduate Courses				
Ensure students clearly understand assessment methods and are enabled to reach their potential in such methods (Section 4.1.ii)	i. 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 UA	From Feb 2017 Medium Priority	**Finals outcome:** Students having a better understanding of what to do to obtain a First and a reduction in the gender attainment gap at finals. **Target:** We aim to reduce the gender gap by 2020 to within 5% on the BA and DLS.
Ensure assessment methods don't disadvantage women	ii. *Student attainment - UG* • 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 learning from, the work of the University's Student Attainment Gap working group (SAG). Build our understanding of the reasons for the gender attainment gap through: o Analysing attainment data annually by paper;	ASC and AD UA	UG attainment report delivered Sept 2017 High Priority Assessment data: Aug 2018 Medium Priority	**UG attainment outcome**: greater clarity on the factors contributing to the gender attainment gap. Actions introduced in response to findings. **Target:** 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.

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	o Examining the impact of newly introduced forms of assessment in Medical Law and Ethics and Jurisprudence; o Collecting and analysing data on exam performance for the Diploma in Legal Studies; o Participating in, and learn from, the work of the University's Student Attainment Gap working group (SAG).			
Ensure that students appreciate the diversity of high quality legal scholarship and have a range of role models.	iii. Promote a diverse range of scholarly role models to undergraduate students. We will do this by: • Ensuring the faculty website reflects a diverse range of academics and academic styles; • Asking subject groups to ensure their reading lists are appropriately diverse; • Inviting a broad range of firms and chambers to careers events along with other alternative career options.	ASC and **Action Plan L**	Ongoing High Priority	**Scholarly diversity:** To increase awareness among students of the diversity of legal scholarship. **Target:** 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
Encourage all UGs to consider graduate study	iv. 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 GSR and AD GST	June 2017 Medium Priority	**PG course publicity outcome:** Delivery of a seminar to UG students in their 2nd year to encourage more applications and improve the pipeline through to PG courses. **Target:** 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.
Action Plan C – Postgraduate Taught Courses				
Ensure consistent support is provided to PGT students (Section 4 and Section 5.3.iv).	i. 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: • The general expectations of the course; • Option choice; • 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.	AD GST	From Oct 2016 High Priority	**BCL/MJur Information outcome:** Delivery of a series of talks across the academic year. Feedback through student reps on EDC from Jan 2017. **Target:** Increase the number of PGT respondents who reply to the Jan 2018 and Jan 2020 surveys saying they feel supported.
	ii. Develop a programme of consistent Faculty support for those on the BCL/MJur degrees, to include: • 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; • Providing mentoring for current students, drawing on support from former BCL/MJur students currently studying PGR courses. • The creation of administrative posts to support students on PGT courses.	EDC and GSC	July 2017 Medium Priority	**Support outcomes:** Support measures in place including supervisors and a mentoring system. 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.

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				Target: Increase the number of PGT respondents who reply to the Jan 2020 surveys saying they feel supported.
Ensure that the Faculty is promoting as diverse a culture as possible in order to ensure an enriching learning environment for all.	iii. Work with the Oxford Learning Institute (OLI) to develop and deliver tailored unconscious bias seminars for those teaching on the BCL/MJur. ASC and AD GST to nominate two academics to be trained up to deliver these in house seminars. iv. Encourage all subject groups to review their reading lists to ensure they are appropriately diverse; v. 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.	ASC and AD GST	Seminars from Oct 2017 High Priority Ongoing Medium Priority	**Training outcome:** Deliver the specific in house training to all staff and students. **Target:** 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.
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).	vi. 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. vii. 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	Aug 2017 Medium Priority July 2017 for current student profiles. Sept 2018 for alumni profiles. Medium Priority	**BCL/MJur marketing outcomes:** 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. **Target:** To increase the number of women applying from the Jan 2019 application round.
Action Plan D – Postgraduate Research Courses				
Ensure students are well supported throughout their research degrees (Section 4.iv and Section 5.3.iv).	i. 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: • Advice on writing journal articles; • 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; • Seminars topics will include well-being, networking, building a social media profile, work/life balance in a gendered context; • 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. • 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.	AD GSR and CLRM Director	From Oct 2017 Medium Priority Oct 2017	**PGR Information provision outcome:** 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. **Seminar and information sharing outcomes:** 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. **Target:** 80% of PGR students feel integrated in the Law Faculty in the Jan 2018 and Jan 2020 surveys. In 2016 40% of PGR students

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	ii. 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. iii. 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.	AD GSR AD GSR	From Oct 2016 Low Priority From Oct 2018 Low Priority	said they were neither, nor or not particularly integrated into the Faculty. **Target:** 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.
Publicising PGR information and resources appropriately to all PGR students to increase visibility of support mechanisms in place	iv. Review information and resources provided on the PGR Weblearn page and in the PGR Student Handbook, this will include: • Making revisions to the current layout and links provided on Weblearn; • Ensuring the visibility of information relating to caring responsibilities and course expectations; • An academic timeline of a research degree so students know what to expect and when; • Careers section; to include links to the careers service and case studies and profiles of former PGR students to encourage diversity and alternative career paths.	ASC, AD GSR and GSC	Oct 2017 Medium Priority	**PGR Weblearn outcomes:** 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. **Target:** 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.
Gain a clearer picture of withdrawal rates amongst male and female PGR candidates with a view to addressing any underlying issues	v. Collect withdrawal data from candidates when they withdraw from the PGR offer and review the responses across all PGR courses; • Encourage PGR candidates to feedback to the Faculty once notified of their outcome; • Look into running a short survey for PGR candidates to complete; • An annual report on the findings to be given to GSC for consideration and to formulate actions in response to findings; • 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.	ASC, AD GSR and GSC	From Jan 2018 then ongoing. Medium Priority	**PGR withdrawal rate outcome:** Gain a more reliable data set to enable steps to be taken to increase the number of females taking up PGR courses. This will be monitored and reviewed on an annual basis, and actions introduced in response to findings. **Target:** To increase the number of women taking up PGR courses.
Gain and publish to students a clear picture of the career pipeline for	vi. 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	ASC and AD GSR	From Oct 2017 and ongoing. Medium Priority	**PGR career information outcome:** Creation and population of a database to enable us to track the career routes PGR students have taken.

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those doing PGR degrees (Sections 4.1.iv and 5.3.iv).	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. vii. 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.			**Target:** An increase in the % of women applying to PGR courses.
Action Plan E – Recruitment				
Ensure that there is a sound understanding in the Faculty of how academic recruitment works (Section 5.1.i)	*Within the Faculty* i. Provide information for staff on the website about the academic appointments process. ii. Run a session in CLRM on applying for academic jobs. iii. 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.	Vice Dean	Oct 2016 High Priority	**Appointments outcome:** An increase in activity to encourage more women to apply for permanent posts. **Target:** 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'.
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)	*Encouraging women to apply* i. Circulate advertisements for posts among Faculty members and proactively ask for suggestions of who (particularly women) might be encouraged to apply. ii. 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). iii. Participate to 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 (e.g. Shared parental leave and returning carer's fund). We have a well-being section added to our website which includes this information, and much more!	Vice Dean and PO	Oct 2016 onwards High Priority	**Increased female applicant outcome:** Targeted recruitment with a focus on providing specific information to attract female applicants to work at Oxford Law Faculty. **Target:** Increase the number of women applying for all AP posts to 50% by 2020.
Ensure that the impact of unconscious bias in appointment decision-making is minimised Ensure that all those who are shortlisted have the information they need to perform to their full	*Transparency of the appointments process* iv. The Faculty will require all Faculty representatives on selection panels to undergo unconscious bias training so as to try and avoid single sex shortlists. To address the fact that those unfamiliar with Oxford may be disadvantaged in the recruitment process: v. Ensure that short listed candidates are provided with all the information that they need for the interview. We will provide a	Vice Dean, PO and PC	Oct 2016 High Priority	**Transparency outcomes:** All Faculty selection committees have received Unconscious Bias training. Clear, practical and helpful information and advice is given to short listed candidates. The perception that internal candidates have an advantage of being appointed over

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potential in the interview process (Section 5.1.i).	summary of how teaching in Oxford is organised and an overview of how courses are run. vi. 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. vii. Consistently provide a trained, non-Panel contact in the Further Particulars who can be a source of advice about working in the Faculty. viii. Consolidate and extend the practice of making reading lists and other curriculum information easily accessible online to those interested in applying. ix. Gather feedback about the recruitment process from all candidates to be used for monitoring and reporting purposes at PC.			external candidates has been dispelled. This can be measured through feedback responses from candidates. **Target:** An improved ratio of F:M shortlisted candidates to appointments has been achieved by July 2020 and no single-sex shortlisting without good reason.
To ensure that the Faculty can learn from the best practices of other comparable institutions.	*Policy* x. 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 and ASC	Dec 2019 and ongoing. Low Priority	**Policy outcomes:** 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. **Target:** Faculty recognised as following best practice in recruitment.
Action Plan F – Induction				
Ensure that new starters are supported in their new posts and have all information available to them (Section 5.1.ii).	i. Strengthen and expand the current programme of induction for all academic staff, taking into account the differing needs of each group. Induction will be compulsory and cover: • Faculty governance structures; • How pay works and the RoD scheme; • Teaching and examining; • 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; • Sources of accommodation advice; • University induction offerings; • The role of the mentor and other sources of support; • Flexible working, parental and other forms of leave; • Research supervision. ii. Provide all new starters with an 'induction folder' providing comprehensive information about the above.	Vice Dean, HoAF, and PO	Oct 2016 High Priority	**Induction outcome:** A streamlined and comprehensive Induction plan. All new staff receive a comprehensive induction and that they feel both supported by the Faculty and integrated into the Faculty at the start of their new appointment. **Target:** 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'.

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	iii. Ensure all new starters attend an Induction meeting with the Vice-Dean and the new starters lunch in Michaelmas Term; iv. Encourage all new starters to meet with the Faculty research support staff as part of their Induction.			
Improve support to those working on fixed term contracts (Section 5.3.iii).	v. Ensure supervisors and PIs 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	Oct 2017 Medium Priority	**Support outcome:** Improved understanding of the role of supervisors and PIs in supporting fixed term staff and the support mechanisms in place at the Faculty **Target:** to increase the percentage of respondents on fixed term contracts replying they felt integrated in the faculty in the 2018 and 2020 surveys, from the 2016 rate of 26% to 50% by 2020.
Action Plan G – Support for promotion				
Ensure all staff are effectively supported in their career development and potential for promotion (Section 5.1.iii).	*Initial Period of Office* i. 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. ii. Improve the in house training given to those undertaking internal assessor and mentor roles within the Faculty. iii. Review and improve mentoring schemes already in place for staff to ensure that the support mechanisms are in place and running more consistently.	Vice Dean & PC	Oct 2017 High Priority Oct 2018 Medium Priority	**IPO outcome:** 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. **Target:** For 75% of the respondents to the survey to 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.
	Recognition of Distinction iv. Disseminate by e-mail information and advice about the RoD scheme to all eligible staff. v. Encourage explicit discussion among Faculty staff about the RoD criteria. vi. Provide 1:1 meetings with the Dean for anyone considering applying or seeking advice. vii. Establish a process to systematically identify those who should be encouraged and supported to apply. viii. 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	Dec 2016 Medium Priority	**RoD outcome:** Provision of greater information and advice through communication methods like the website, email and meetings. Faculty members have a clearer understanding of the University's RoD process and how the Faculty can support them. **Target:** To increase the proportion of staff finding information on the RoD helpful.
	Reward and Recognition Scheme ix. Ensure that all supervisors and managers review fixed term staff annually to consider whether applications for those that the scheme	HoAF and PC	Oct 2016 High Priority	**Recognition scheme outcome:** Operation of the scheme by Personnel Committee with an improved balance of nominations from

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	applies to are put in; this will be incorporated into the Personnel Committee framework and actioned by the Vice Dean x. Strengthen the process for operating the scheme by bringing the operation and oversight of it into the remit of Personnel Committee.			eligible research and academic staff to the scheme. **Target:** Process to be in place by March 2017.
**Action Plan H - Support for career development**			
Increase support for research activity in the Faculty (Section 5.3.v)	*Permanent Staff* i. 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	Jan 2017	**Research support outcome:** A staff research seminar termly. **Research support outcome:** 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,
	ii. 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. This also includes: • 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 iii. An annual report of research activity, findings and new actions to be submitted to LB through the Research committee. iv. Monitor research grant data by gender and take action where necessary; v. 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	Oct 2017 Low Priority	Monitor research support in terms of gender and respond as necessary. **Target:** 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. **Target:** 70% of staff say they feel supported with their research by the Faculty in the 2018 survey and 85% in the 2020 survey.
Increase support for those in the Faculty taking on administrative responsibilities (Section 5.6.iii.)	*Permanent staff taking on Administrative Roles* vi. 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. • Provide clear written role descriptions for all Faculty administrative roles available to academics.	HoAF	Oct 2017 Medium Priority	**Admin role outcome:** Establishment of training framework and annual timetable. **Target:** Increase the number of respondents to the permanent staff 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.
Increase support for fixed-term academic and research staff (Section 5.3.iii)	*Fixed Term Research/Academic Staff* vii. 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.	Vice Dean, Centre Directors, HoAF and ASC	Oct 2017 High Priority	**Staff support outcome:** Establishment of Personnel Development Review Framework in liaison with SSD.

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Ensure that there is not a leaky pipeline between fixed term posts and permanent posts in Oxford and elsewhere (Section 5.3.iii)	PDR will also include advice on promotion; well-being; work/life balance; workload; training opportunities; and research funding. This would also involve: • Requiring line Managers/supervisors to undertake OLI training appropriate to their needs, • Using the SSD PDR toolkit for managers; • Developing a checklist of points to discuss. • 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. viii. Training for mentors for those on fixed term contracts to be placed on a more formal footing; ix. 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); x. Greater guidance will be provided on the 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).			**Training and opportunities outcome**: A better understanding of the opportunities and roles amongst fixed-term staff in regards to their projects. **Target:** 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. **Target:** An increase of 50% taking up OLI training opportunities available to them.
Action Plan I - Parental Leave, Flexible Working and Career Breaks				
Ensure that Faculty members have full information about Parental Leave, Flexible Working and Career Breaks, and HR Policies (Sections 5.5)	i. 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 **actions G ii**). • Increased visibility of information being provided to all through the Faculty website, emails and meetings. ii. 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.	ASC, Vice Dean, and HoAF	April 2017 Medium Priority	**Information provision outcome:** Established framework for information provision, including as part of induction, and for prospective applicants as part of the recruitment process. **Target:** 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.
Ensure that HR policies are delivered in as efficient and widespread way as possible.	iii. 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, from induction, with what is offered to enable leave to be taken.	HoAF, Vice Dean, PO and PC.	Oct 2017 High Priority	**HR policy outcomes:** 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.

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				Target: 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.
Action Plan J - Culture				
Address perceptions that the Faculty is not integrated (Section 5.6.i)	i. Continue the termly Faculty lunch (started in 2014) as a regular event for all Faculty staff and publicise it through emails and meetings. ii. Revise the timetabling of lectures so as to increase the chance that Faculty members and students are able to meet at the Faculty; • Once the new coffee shop becomes operational, seek ways to encourage Faculty members to use it as a space to meet other Faculty members; • Explore other ways to bring the Faculty together for events and meetings (away days etc) recognising the time limitations of Faculty members. iii. Ensure fixed-term post-holders are represented on Faculty committees and at Faculty events so that they are recognised as professional colleagues.	ASC, EDC, and HoAF	Oct 2018 Medium Priority	**Outcome:** Continuation of the termly 'Green' lunch with at least 50 staff in attendance. Currently there are only 30 attending the lunches. **Target:** Increase the number of permanent staff respondents to the surveys replying that they feel the Faculty is integrated in the 2018 and 2020 survey, from the 44% in the 2016 survey. **Target:** Increase the number of fixed-term post-holder respondents to the surveys replying that they feel very integrated into the Faculty by 50% in the 2018 and 2020 survey. In 2016 25% said they felt very integrated.
Address the perceptions that Faculty governance structures are not transparent (Section 5.6.i)	iv. Provide greater information about how the Faculty is governed in student and staff induction. v. Send round a termly email reminding Faculty members of who Faculty officers and students reps are (including photos). vi. Revise the Law Faculty webpages relating to Law Faculty governance to ensure they are as clear as they can be. vii. 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.	HoAF, ASC, Vice Dean, AD GSR, AD GST	From Oct 2016 Medium Priority	**Outcome:** Improved information provision. **Target:** 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.

Overarching objective	Action	Committee/Officer Responsible	Delivery Date/Priority	Outcomes and Targets
Foster greater transparency in the Faculty (Section 5.6) Reduce email traffic (Section 5.6.i)	viii. Develop a set of working principles for use of email in the Faculty, focusing specifically on expectations about when emails should be replied to. ix. 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 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	Oct 2017. High Priority	**Outcome:** A change to email practices in the Faculty as a result of an implemented communications policy and improved communications practices. **Target:** Reduction in the number of emails being sent from the Law Faculty web account by 50% by Dec 2018.
Address the perception that HR information and policies are not readily available to Faculty members (Section 5.6.ii)	x. 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 post-holders. xi. 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	Already actioned. Ensure mechanisms are in place for all actions by January 2017. High Priority	**Outcome:** Increased awareness of University HR policies and how they are implemented within the faculty. **Target:** To get over 50% of respondents indicating an awareness of HR policies to questions in surveys in 2018 and 2020.
Action Plan K – Workload				
Establish a clear picture of how workloads are distributed across the Faculty and Colleges Analyse the data and ensure that workloads are distributed fairly across the Faculty (Section 5.6.v)	i. 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.	HoAF, Dean, Vice Dean and PC	To develop the model by Oct 2017 and analyse the data by Oct 2018. High Priority	**Workload outcome:** Creation of new workload model offering a fairer allocation of tasks amongst Faculty members. Findings analysed and actions introduced in response to these. **Target:** 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 post-holders and 38% of fixed-term post-holders in 2016.
Ensure that the allocation of responsibilities in the Faculty is on a fair and transparent basis and to increase visibility of the range of responsibilities undertaken by Faculty post-holders (Section 5.6.iii)	ii. 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. • The publicity of vacancies and asking for expressions of interest will be actioned through emails, reported on the open papers section	PC	From Oct 2016. High Priority	**Allocation of responsibilities outcome:** Continue the successful process of advertising vacancies and seeking expressions of interest. **Target:** 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

Overarching objective	Action	Committee/Officer Responsible	Delivery Date/Priority	Outcomes and Targets
	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.			surveys, from the 46% of permanent post-holders and 38% of fixed-term post-holders in 2016.
Action Plan L – Role Models				
Make visible the academic successes of Faculty members (Section 5.6.vii)	*Promoting diversity* i. Actively report on different people's achievements and the diverse range of scholarship being carried out in the Faculty. This includes in relation to: • The Faculty website (particularly the "research focus section); • Weekly Information to be circulated • The termly eBulletin; • Law News (the annual publication sent to Law Faculty alumni). ii. CWAG to review the gender balance of reporting on a termly basis looking specifically at the Information provision and Faculty publications.	ASC, EDC & CWAG	July 2020 Medium Priority	**Outcome:** 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 eBulletins. **Target:** 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'.
Utilise existing success frameworks for promoting women in law	iii. 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 ASC	Oct 2018. Low Priority	**Outcome:** Change to OWL provision. **Target:** To arrange at least two meetings a year where OWL and those on PGT and PGR can meet.
Ensure that the full diversity of high quality scholarship being carried on in the Faculty is recognised and fostered (Section 5.6.vii)	*Highlighting the diverse scholarship that takes places in the Faculty and promoting it* iv. 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: • Encouraging subject groups to reflect on the scholarly diversity of course reading lists; • Develop research seminars to disseminate understanding of current research, including a particular focus on research by women.	ASC and AD R, GSC & USC	Oct 2017. Medium Priority	**Outcome:** Framework introduced. **Target:** 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'.

Appendix - List of Acronyms

Acronym	Definition	Acronym	Definition
A	Acceptances	MSt	Master of Studies
AD GST	Associate Dean for Graduate Studies (Taught)	O	Offers
AD GSR	Associate Dean for Graduate Studies (Research)	OLI	Oxford Learning Institute
AD R	Associate Dean for Research	P	Pass
AD UA	Associate Dean for Undergraduates and Access	PC	Personnel Committee
AP	Associate Professor	PDR	Personal Development Review
APPs	Applications	PGDip	Postgraduate Degree in Intellectual Property Law and Practice
ASC	Athena Swan Co-ordinator	PGT	Postgraduate Taught
BCL	Bachelor of Civil Law	PGR	Postgraduate Research
C1	Course I BA in Jurisprudence	PO	Personnel Officer
C2	Course II BA in Jurisprudence with European Studies	PT	Part-Time
CLRM	Course in Legal Research Methods	RoD	Recognition of Distinction
CSLS	Centre for Socio-Legal Studies	SAG	Student Attainment Gap Working Group
CWAG	Communications and Web Advisory Group	SAT	Self Assessment Team
D	Distinction	SP	Statutory Professor
DPhil	Doctor of Philosophy	SSD	Social Sciences Division, University of Oxford
EDC	Equality and Diversity Committee	TP	Titular Professors
F	Female	UG	Undergraduate Students
FT	Full-Time	USC	Undergraduate Studies Committee
GSC	Graduate Studies Committee	WD	Withdrawn
HoAF	Head of Administration and Finance		
I	Interviews		
IPO	Initial Period of Office		
JRF	Junior Research Fellow		
LB	Law Board		
M	Male		
MJur	Magister Juris		
MLF	Masters of Law and Finance		
Mods	Law Moderations		
MPhil	Master of Philosophy		
MSc	Master of Sciences		