

Athena Swan Bronze Renewal Application May 2022 – Action Plan 2022-2027

Key Priority 1. Diversifying recruitment of Associate Professors (APs) and Professional Support Staff (PSS)

Rationale: We have previously identified inclusive recruitment as a priority (see Objective E2 of the 2016 Action Plan - **Error! Reference source not found.**). 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.

Planned action	Key outputs and milestones	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
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&R in conjunction with AD E&D.</p> <p>Design of survey tool: A&O EDO with AD E&D.</p> <p>Analysis of survey data: VD T&R with AD E&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.	<p>1. Review of current image content and formulation of strategy to expand and diversify image content.</p> <p>2. Review of pages relating to EDI governance and initiatives.</p>	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.	<p>1. Increase the use of imagery in our recruitment materials.</p> <p>2. Expand content relating to EDI initiatives and commitments in the Faculty and ensure this content is up to date.</p> <p>3. Check the text of recruitment materials using a gender decoder tool.</p> <p>4. Ensure content relating to support for those in post with caring responsibilities is up to date.</p>	<p>1. Year 1 of award and thereafter on an ongoing basis.</p> <p>2. Year 1 of award and thereafter on an ongoing basis.</p> <p>3. Immediately and ongoing from the commencement of award.</p> <p>4. Immediately and ongoing.</p>	<p>For PSS posts: Faculty's HoAF, together with Faculty HR staff.</p> <p>For academic staff: VD T&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.	<p>1. Enhance our processes of active search by formalising our policy on active search design and implementation.</p> <p>2. Development of related training tool / training event for staff involved in academic recruitment.</p>	<p>1: during year 1 of award.</p> <p>2: from year 2 of award.</p>	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.	<p>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.</p> <p>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.</p> <p>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.</p>	<p>1. Year 1 of award.</p> <p>2. Year 1 of award.</p> <p>3. During year 2 of award.</p>	<p>Development of summary guidance and standard form: VD T&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&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.	<p>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.</p> <p>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.</p>	<p>1. Year 1 of award.</p> <p>2. From year 2 of the award on.</p>	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
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).	Termly reminders to be sent. Develop a system for periodic review of the policy, to include consultation with Lecture List Coordinator, AD for Research, and Research Group Chairs.	Initial implementation: announcement TT 2022 and then termly reminders thereafter. Review: first to be done in 2024, and then annually thereafter.	Initial implementation: AD E&D together with AD for Research, and HoAF. Termly reminders: from Lecture List Coordinator to all staff, and from AD E&D to Research Group Chairs Review: EDC led by AD E&D, reporting to PRC and then Law Board	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).
2.2 Implement and then review the operation of a proposed new policy for occasional teaching stint relief in addition to existing sabbatical entitlements.	Development of guidance notes on the new policy. Development of a system for monitoring take-up of policy and soliciting feedback on its effects, including by gender.	Initial implementation: 2023 Review of effects: from 2024 on.	Guidance notes for policy: VD P together with HoAF. Review of operation: PC in conjunction with Faculty HR, with input from EDC.	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).

2.3 Increase support for those returning from parental leave.	<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&O EDO, AD E&D, and HoAF.</p> <p>Development of new mechanisms: A&O EDO, AD E&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>
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>1. Review of current practice elsewhere in the sector.</p> <p>2. Development of preferred approach from a departmental perspective, having regard to our EDI goals and the Transformed Charter Principles.</p> <p>3. Negotiation on implementation with relevant parties.</p>	<p>Initial review and recommendations: 2023.</p> <p>Implementation / negotiation over implementation: 2024.</p>	<p>Initial review and recommendations: EDC led by AD E&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>
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>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&D, in conjunction with HoAF.</p> <p>Focus group: A&O EDO with AD E&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>

2.6 Advertise higher grade PSS roles as available on a part-time or job share basis wherever possible.	Head of Administration and Finance to consider this for each PSS recruitment round.		HoAF.	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).
2.7 Implement the new (2022) 'citizenship form' for academic staff.	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.	Form roll-out by Trinity 2022 and then each TT thereafter.	Roll-out of the form: HoAF. Review of operation: PC in conjunction with AD E&D.	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).
2.8 Introduce a Faculty menopause policy to increase the support available to those who experience menopause.	Draft policy having regard to developments at University level and best practice. Roll-out to line managers.	Review and initial drafting: year 1 of award (2022-2023). Roll-out: during year 2 (2023-2024).	Development of policy: A&O EDO in conjunction with Faculty HR, with oversight by and input from HoAF, AD E&D, and VD P. Roll-out: HoAF and VD 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).

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>

3.3 Improve systems for mentoring for fixed-term contract researchers.	<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>	Launch: MT 2022	AD R, Research Facilitator, AD E&D, A&O EDO	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.).
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>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>	Continue the current practice of offering support for the term leading up to applications for recognition of distinction (annual exercise).	The Dean.	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).
3.5 Encourage Faculty mentors and Faculty Research Group chairs to signpost training and development opportunities to associate professors.	<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>	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).

3.6 Review the process of professional development reviews for PSS with a view to increasing support for career progression.	<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&O EDO in conjunction with Faculty HR and HoAF.</p> <p>Review of best practice and feedback from surveys: HoAF with input from A&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>
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.	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.	Within one year of award.	HoAF in conjunction with VD P, with oversight by PC.	<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>
3.8 Working with the University and Social Sciences Division, conduct a gender pay review by job type.	<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&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>	The release of data, at least internally to all current staff and ideally on a public basis, on gender and pay by job type.

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
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>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>

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>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&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&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>
4.3 Ensure context-appropriate training on implicit bias is available to undergraduate and postgraduate admissions teams and taken up.	<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&O EDO and AD E&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>
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>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&D and A&O EDO.</p>	<p>Increased applications by women to postgraduate taught programs where there is present underrepresentation.</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.	Consult with Oxford Women in Law and Oxford Law Black Alumni Network leadership teams to help to identify alumni to feature.	Within 18 months of award.	Development of profiles: AD GST together with the AD E&D and the A&O EDO, taking suggestions on alum who might be featured from the Development Office. Placement and highlighting of profiles: Faculty communications team.	Increased applications by women to postgraduate taught programs where there is present underrepresentation.
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.	Periodically survey postgraduate research students to identify areas of greatest demand.	Continue to run series annually.	AD GSR.	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).
4.7 Improve data on post-graduation careers of research degree graduates, which includes information on gender, ethnicity and disability.	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.	Survey to be rolled out with leave to supplicate correspondence in 2023. Annual consolidation of survey data with a view to identification of trends and implications, including for our communications strategies.	Development of short survey tool: AD GSR, with input from Development Office and AD E&D.Consolidation of data: Graduate Studies Officer in conjunction with AD GSR.Review of annual data and formulation of recommendations: GSC and EDC.	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.
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.	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). Review of data on annual basis. Systematic publication of summary data.	From 2023, using the 2022 pilot report as a template. Review: from 2023 and annually thereafter.	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. Review of annual report and formulation of recommendations: GSC, EDC.	The development of future policies around scholarship / bursary fundraising and distribution is informed by our systematic analysis of existing provisions. Improved publicity around existing support offered to postgraduate students, to complement actions 4.4 and 4.5.

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"> 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. 2. Recruitment chairs are required to take the recruitment and selection training course or equivalent before involvement in any recruitment exercise. 3. All staff to be reminded of available courses at least annually. 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. 	<ol style="list-style-type: none"> 1. Continue the current practice of inclusion in induction materials (ongoing). 2. Continue the current practice of reminding recruitment chairs in advance of recruitment exercises (ongoing). 3. Continue the current practice of periodic reminders (ongoing). 4. 2024, having regard to results of University pilot. 	<ol style="list-style-type: none"> 1. VD P and Faculty HR. 2. VD T&R. 3. A&O EDO. 4. AD E&D and A&O EDO, with Faculty HR and HoAF. 	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"> 1. Augment information on bullying and harassment in induction materials. 2. Review provision of information to existing staff through website and newsletter. 3. Recruit one member of PSS to become a third harassment officer. 	<ol style="list-style-type: none"> 1. In the first year following award. 2. In the first year following award. 3. 2023. 	<ol style="list-style-type: none"> 1. VD P and Faculty HR. 2. A&O EDO. 3. HoAF with A&O EDO. 	<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>

5.7 In conjunction with the Division, work to introduce less formal routes to reporting instances of bullying and harassment to complement formal procedures.	Implementation of Divisional pilot to which we are contributing, and review of its operation.	2022-2023.	A&O EDO and AD E&D, consulting with PC and EDC.	<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>
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>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&O EDO, AD U, AD GST, AD GSR and AD E&D.</p> <p>2. A&O EDO and AD E&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
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).	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.	From 2022 and on an ongoing basis.	A&O EDO working with the Faculty communications team and Development Office.	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).
6.2 Include information on our portfolio of EDI related work, including Athena Swan, in all course inductions for students.	Course coordinators and/or Associate Deans as relevant to review and add to induction offerings as required. 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.	From MT 2022 and ongoing.	A&O EDO to write to course coordinators and relevant associate deans about this on an annual basis. AD E&D and A&O EDO to be available to participate in induction programs.	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).

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>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>	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).
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).	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.	2022.	HoAF.	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).
6.5 Introduce staggered fixed terms for SAT members.	To be included in new terms of reference for the self-assessment team in the post-award period (see action 7.1 below).	2023.	Terms of reference for SAT in new award period to be drafted by the AD E&D in conjunction with A&O EDO and the current SAT, and then approved in the first instance by the EDC, and then Law Board.	The SAT's membership rotates over time, drawing on all parts of the staff and student body, in the new application period.
6.6 Actively encourage nominations to the Vice-Chancellor's biennial Diversity Awards for both students and staff.		Current practice (ongoing).	A&O EDO.	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).

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
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.	Draft terms of reference for SAT in the new award period. Review of SAT membership to enable existing team members to step down in staggered rotation (action 6.5) and fill gaps to ensure representation.	Immediately on commencement of the new award period.	Terms of reference for SAT in new award period to be drafted by the AD E&D in conjunction with A&O EDO and the current SAT, and then approved in the first instance by the EDC, and then Law Board. EDC to manage the filling of vacancies on the SAT and report annually on SAT composition to Law Board.	The SAT exists on a permanent basis with a representative membership.
7.2 Widely advertise SAT vacancies on the expiration of staggered fixed terms (see action 6.5).		Immediately on commencement of new award period (ongoing).	A&O EDO.	The SAT's membership rotates over time, drawing on all parts of the staff and student body, in the new application period.
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.	To be included in terms of reference drafted under action 7.1.	Immediately following commencement of new award period.	AD E&D, reporting on this to EDC.	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).

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>A&O EDO with AD E&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&O EDO with AD E&D.</p> <p>Review of system operation: the SAT.</p>	Faculty committees report regularly to the self-assessment team throughout the application period on progress with this action plan.
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.	Develop short guidelines on this for Committee chairs, to accompany that developed for action 7.4.	From the 2022-2023 academic year on.	A&O EDO with AD E&D.	Athena Swan related matters are explicitly flagged in Committee business and minute-taking as a matter of course.
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>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>	Immediately on commencement of new award period (ongoing).	A&O EDO with AD E&D.	Faculty members hear about progress with the Athena Swan action plan at least on a termly basis.
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>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>	Roll-out during the 2023-2024 academic year, having regard to the timing of other surveys.	A&O EDO with AD E&D.	<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>