FACULTY OF ENGLISH LANGUAGE AND LITERATURE

St Cross Building, Manor Road, Oxford, OX1 3UL
www.english.ox.ac.uk

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York YO10 5BR
United Kingdom

24 September 2025

Commitment to the Athena Swan Charter principles

Dear Head of Athena Swan,

On behalf of the Faculty of English I wish to pledge my commitment to the principles of the Athena Swan Charter.

I confirm that the Faculty of English is committed to working towards the achievement of the Athena Swan Charter's aims and I confirm our support for the principles of the charter.

In committing to the principles of the Athena Swan Charter, we recognise that we join a global community with a shared goal of addressing gender inequalities and embedding inclusive cultures.

Each institution, research institute and department has different gender equality challenges and development priorities. These priorities should be developed based on an understanding of the local evidence-base and national and global gender equality issues.

In determining our priorities and interventions, we commit to:

1. adopting robust, transparent and accountable processes for gender equality work, including:

    a. embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.

    b. undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development.

c. ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.

2. addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.

3. tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.

4. understanding and addressing intersectional inequalities.

5. recognising that individuals can determine their own gender identity, and tackling the specific issues faced by trans and non-binary people.

6. examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.

7. mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.

8. mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.

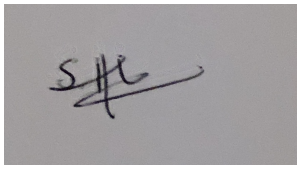
I understand that:

- ✓ Information on charter signatories, the institution's charter contact person and institutional and departmental award-holders will be publicised on Advance HE's website.

The Faculty of English has nominated Professor Diane Purkiss as its designated Athena Swan Charter contact. The contact will coordinate internal questions on the Charter and be the conduit for communication with Advance HE's Equality Charter staff.

I confirm that the Faculty of English understands and accepts the guidance on the Athena Swan Charter. I understand that the guidance may change as the scheme evolves and that our charter contact will be informed of any such changes.

Yours sincerely



Professor Simon Horobin

Chair of the Faculty Board

Athena Swan renewal application form for departments

Applicant information

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

Name of institution	The University of Oxford
Name of department	The Faculty of English Language and Literature
Date of current application	30 September 2025
Level of previous award	Bronze
Date of previous award	November 2019
Contact name	Sadie Slater & Machilu van Bever Donker
Contact email	administrator@ell.ox.ac.uk edi@humanities.ox.ac.uk

Section	**Words used**
An overview of the department and its approach to gender equality	2303
An evaluation of the department's progress and issues	3044
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count (Please see information on word limits overleaf)	5347

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

Word limits

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

Additional word allowances	Agreement
Covid-19 pandemic (500 words): Available to applications submitted in any award round up to and including July 2026. These words can be used to discuss practical impacts on the self-assessment process, on action plan implementation, or to address gender equality impacts of Covid-19 more broadly.	I confirm this application has used these additional words Yes, 44 words in Section 2 of the application
Faculty application (1000 words): these words should be used to analyse and reflect on any departmental or discipline-specific differences. Applicants are encouraged to disaggregate their data by sub-unit wherever possible to support this analysis.	I confirm the applying unit is made up of component sub-units, for example departments N/A
Clinical and non-clinical staff (500 words): these words can be used to analyse and reflect on any differences between the two staff groups. Applicants are encouraged to disaggregate their data for clinical and non-clinical staff to support this analysis.	I confirm the applying unit comprises both clinical and non-clinical staff N/A
Organisational restructure (750 words): these words can be used to reflect on the impact of the restructure to the applicant's gender equality work or application (eg. arising from changes to their staff or student demographic profile, policies, or context).	I confirm an organisational restructure has taken place since our last application or in the last three years for first time applicants N/A
Exceptional Circumstances: If additional words have been approved by AHE due to exceptional circumstances please paste the approval email in below this table	Have additional words been allocated to this application as a result of exceptional circumstances? No

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

1. Letter of endorsement from the head of the department

FACULTY OF ENGLISH LANGUAGE AND LITERATURE

St Cross Building, Manor Road, Oxford, OX1 3UL
www.english.ox.ac.uk

24 September 2025

Dear Head of Athena Swan,

It is a pleasure to endorse our Athena Swan renewal application, in my capacity as Chair of the Faculty Board. We are proud of what we have achieved, and are committed to continuing to improve our processes and environment. Equality is a key priority for our faculty, whose core values are **excellence, inclusivity, and diversity**. These values inform and support our work as a world-leading faculty for the study of literature in English and the linguistic history of the British Isles: in the syllabuses we teach, in the research and scholarship we undertake, and in the different communities we serve. One of our eight strategic goals agreed upon in our recent Strategic review is 'to maintain our commitment to Athena Swan and to embedding EDI in all aspects of our culture.' Other strategic goals also relate to Athena Swan imperatives: for example, our commitments to reducing workload; to increasing resources for outreach; to continuing to focus on transparency; and to supporting career development at all stages.

Over the last few years, we have embedded EDI robustly within our structures, via our Director of EDI, EDI committee and Athena Swan lead. We held a thorough review of harassment reporting processes and information in 2021-2022. Our Strategic Review underlined a continued commitment to ensuring that the burden of diversity initiatives is shouldered by a wide range of faculty members and that it does not fall disproportionately on specific groups, especially women and those in precarious roles.

In order to adopt more equitable and family-friendly practices, we have stopped holding meetings or faculty teaching on bank holidays. We run inductions for all new members of staff, have brought training (e.g. bystander training and workshops on

‘Doing Things Differently’ run by external experts) into the faculty, and have brought ECRs and college-only staff more firmly into our committee structures. We used some surplus money in 2021-2022 as a Covid research recovery fund, to help those who had lost research time during Covid (primarily carers) to reduce their teaching load and to refocus on their research.

As a faculty, we have led the way in workload reporting and analysis, agreeing to be the ‘pilot’ faculty for exploring and testing new ways of measuring workload to make our workload equitable. This has been a very successful process; our most recent workload analysis (2022-2023) concluded that there was no significant variation in workload across men and women.

We have worked hard at looking at structures in the round, and on paying attention to detail. For example, in the past, research seminars were always held in the late afternoon / early evening, and in our last Athena Swan action plan we committed to holding at least one-third of these in normal working hours. In 2022, we realised that, as each seminar series had a fixed budget, there was an unintentional disincentive to holding these at lunchtime (as lunch is more expensive than drinks, and the social aspect of these seminar series is important to our community). We therefore changed the budget structure to encourage people to hold seminars at lunchtime. In the case of the medieval research seminar, this series now goes beyond our core commitment: two-thirds of the seminars are held at lunchtime.

The Chair of the Faculty Board has focused on modelling inclusive practices. The Chair’s termly newsletter regularly includes issues relating to EDI, encouraging training and highlighting work we are doing e.g. for LGBTQ communities. I have led by example in taking up training offered by the Humanities Division in relation to EDI, for instance attending a recent workshop offering Active Bystander training. After the invasion of Ukraine, we set up two schemes to bring Ukrainian writers to our faculty as writers in residence. Men were not allowed to leave Ukraine, so these schemes were de facto only available to women, and it was clear that many eligible women had dependents. We were determined that this scheme should not only be available for single women, and so worked with colleges to make sure that suitable accommodation could be provided and worked to ensure visas and school places were available for their dependents. (One of the writers came for one year and her child attended school here; they have now returned to Ukraine. The other writer is still in Oxford.)

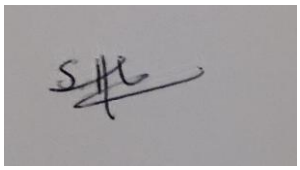
Our Strategic Review also included a series of commitments to ongoing investment in inclusive recruitment practices, drawing upon our Athena Swan guidelines, and to using all the routes available to us to encourage colleges to do likewise. We are committed to creating balanced shortlists, to delaying taking up references until

shortlisting, to ensuring that panel members have done the relevant training, to reminding panels about being aware of career breaks or unusual career patterns, and to pro-actively inviting diverse candidates to apply. Again, attention to detail has been crucial: being aware that a candidate had recently given birth we talked to this candidate in advance, offering remote options and, as she chose to attend in person, ensuring she was able to access a room to express milk.

We have led the way in celebrating the diverse and varied successes of our students. We won a Diversity Fund grant for a project, ‘Telling our Stories Better’, which highlights a range of our alumni. The resulting webpages have been promoted by a number of UK higher education associations to highlight the value of English and the wider Humanities. We are proud to be leaders in supporting and showcasing our diverse alumni and believe that an initiative like this offers crucial role models, helping many people, including women and people of colour, to ‘see themselves’ as potential Oxford graduates, and beyond.

Finally, let me reiterate our commitment to continuing to support and champion equality in all the activities we undertake as a Faculty.

Yours faithfully,



Professor Simon Horobin

Chair of the Faculty Board

2. Description of the department and its context

The University of Oxford's English Faculty is a world-class department that has topped QS rankings for nine consecutive years and has scored highly in other ranking systems. We are one of ten faculties in the Humanities Division (Figure 1) teaching 381 students, with women representing 79% of UGs, 76% of PGTs and 81% of DPhils (Table 1). The majority (95%) of our PTO staff, and over half of our researchers and academics are women (Table 2).

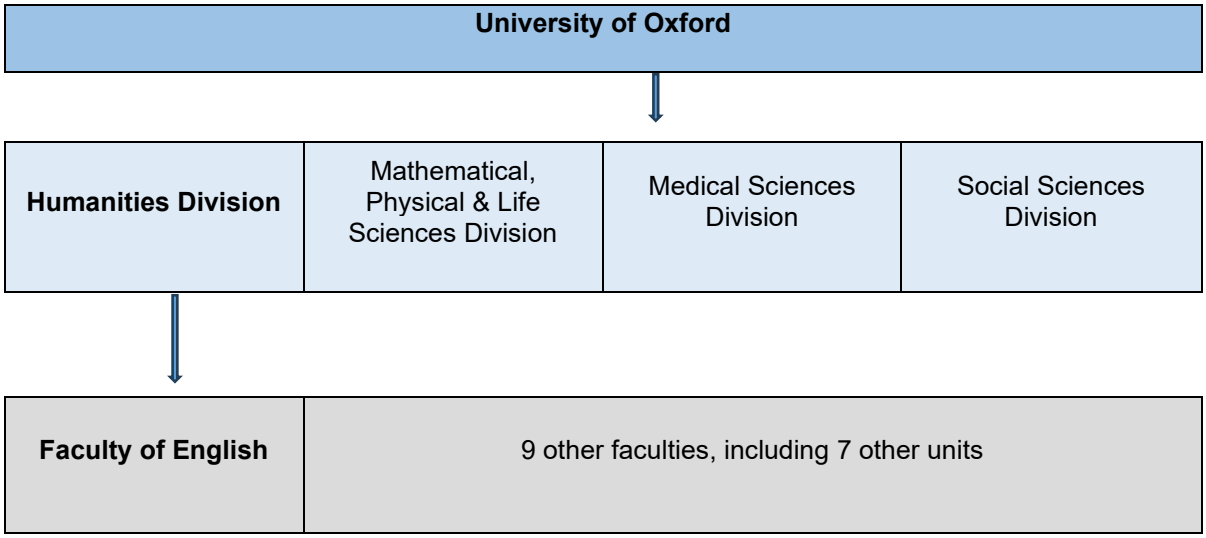


Figure 1: Where the Faculty of English sits within the University of Oxford

Table 1: Students by gender, 2023-24 academic year

Undergraduate			Postgraduate Taught			Postgraduate Research		
Total	**% F**	**% M**	**Total**	**% F**	**% M**	**Total**	**% F**	**% M**
260	79%	21%	90	76%	24%	32	81%	19%

Table 2: Staff by gender, 2024

Staff Category	Total	% F	% M
Statutory Professor	9	33%	67%
Titular Professor	38	53%	47%
Associate Professor	22	55%	45%
Departmental Lecturer	12	33%	66%
Research Staff	11	73%	27%
Professional & Support Staff	20	95%	5%

Spaces

The English Faculty building is central to the life of all Faculty members and to intellectual exchange as well as decision-making and planning. The majority of classes, seminars and lectures take place in faculty buildings, and after the COVID-19 lockdown an open space atrium was renovated to allow mingling and to showcase an inclusive display of former staff, students and current projects. Some larger lectures occur in shared University buildings or colleges.

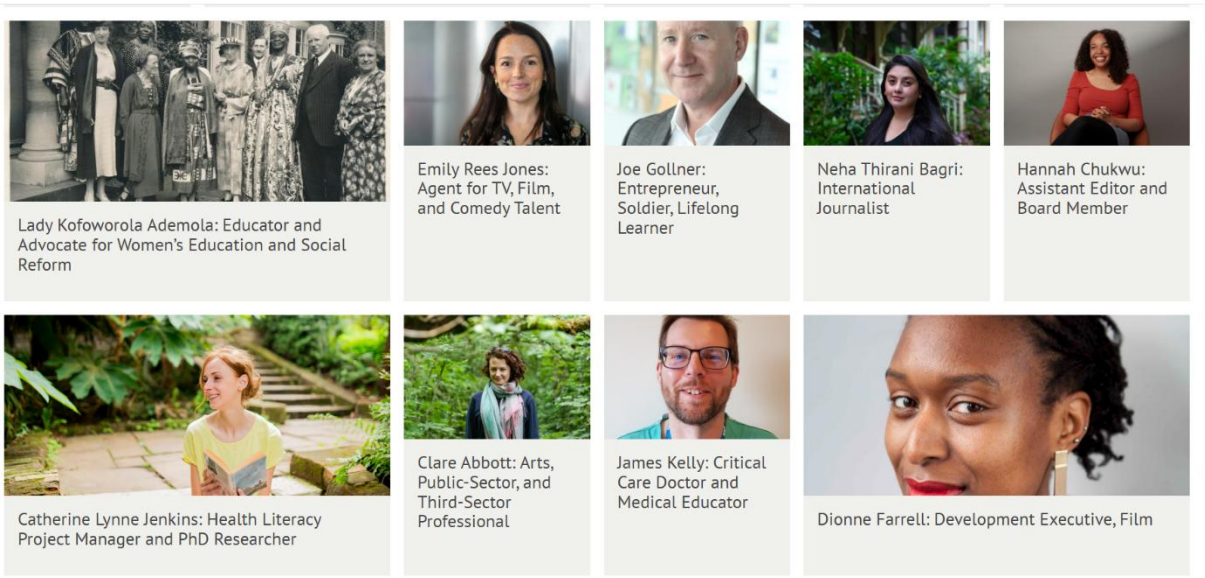


Figure 2: Sample portraits from, 'Telling our Stories Better' featured in Faculty lounge

In September 2025 the Faculty, along with six other Humanities faculties, will move to a new building, the Schwarzman Centre for the Humanities, located in central Oxford in the Radcliffe Observatory Quarter (Figures 3,4). The Library of the Humanities in the Centre brings together seven libraries and collections. The ground floor of the building will have a cafe, an exhibition hall and the Bate Collection of Musical Instruments – all open to the public. It is hoped that the building will facilitate interdisciplinary collaboration and engagement and also become a lively public space for the city of Oxford.

The Schwarzman Centre's immediate surroundings and inside spaces were designed to facilitate inclusion for all users whether working, studying or visiting. Key examples of this include step-free access, a Changing Places toilet, a dedicated nursing room and quiet room.



Figure 3: Schwarzman Centre for the Humanities within red border



Figure 4: Schwarzman Centre interior

Research centres and Colleges

The Faculty hosts ten research centres: the Bodleian Centre for the Study of the Book, the Rothermere American Institute, the Centre for Early Modern Studies, the Oxford Centre for Life Writing, Oxford Medieval Studies, Oxford Comparative Criticism and Translation, Oxford Centre for Textual Editing and Theory, the First World War Poetry Digital Archive, Tower Poetry, and the Besterman Centre for the Enlightenment. Many of these centres are interdisciplinary and connected to The Oxford Research Centre in the Humanities.

Associate Professors (AP) in the Faculty have joint appointments with a college. They have significant duties in their college, including teaching undergraduate tutorials (small group teaching), and academic pastoral support, as well as administrative and (if a college fellow) charitable trustee responsibilities. These joint appointments have a major impact on the nature of the Faculty. On the plus side, academics are located within interdisciplinary academic communities, but their focus on the Faculty can be diminished, not least by the combined workload generated by the two. Conversely, the linchpin of all the humanities at Oxford, particularly in English is the tutorial teaching system which takes place almost entirely in colleges. While we as a Faculty strongly endorse that system, we also hope that the new Schwarzman Building will reinforce the sense of collective identity among us.

Many members of the Faculty have posts remunerated solely by a college. We do not capture them in our data in Appendix 2. Including them in Faculty decision-making is important because of their role as teachers and is also important for inclusivity and for career development. As such, a College Staff Liaison Officer (CSLO) is a member of the Faculty's EDI Committee. It remains difficult to compile data regarding college-only employees, but in future we hope this will be facilitated by the University's decision to oblige colleges to share this information.

Contextual changes

The Faculty's understanding of diversity was boosted through engagement with issues raised by the Black Lives Matter movement. Since 2019, we have appointed three AP posts in World Literature, two in American literature, including one who works on African American and Caribbean literature. A new Professor of Language and Communications, endowed by News UK, will join us in October 2025.

We are committed to encouraging inclusivity in research practice. Research seminars are held at a range of times and are sometimes hybrid, facilitating work from home. Seminars are directed at graduate students and Faculty members, but others, including members of the public engaged in research, are generally welcome.

Numerous Faculty research projects reflect gender equality and EDI commitment. For example, Nandini Das's ERC-funded project Travel, Transculturality and Identity in England 1500 to 1700, and Elleke Boehmer's Postcolonial Writers Make Worlds project and its examination of Black British writing.

The Faculty also hosts series of public lectures, serving national, international and wider public constituencies. New forms of engagement are being tried, including

initiatives from the Professor of Poetry and from the visiting professors of journalism. Our ongoing Great Writers Inspire project includes work on women writers and also on feminism and writing.

Faculty research has an impact on the nature of courses we teach. We offer a range of programmes at undergraduate level, and continue to offer a MSt in Women's, Gender, and Sexuality Studies. Our doctoral programme is large and our ability to supervise diverse topics is improving.

3. Athena Swan self-assessment process

The self-assessment team

Our EDI Committee (EDIC) acted as the self-assessment team for the duration of the application preparation. Throughout the process, members were conscious of the need to avoid placing additional burdens on colleagues who already expressed that they were struggling to manage excessive workloads. This particularly applied to those with parenting and caring responsibilities, but also to the vast majority of Faculty members who are employed both by the Faculty and by an Oxford college.

Table 3: Membership of the Self-Assessment Team, EDIC 2025

SAT member	Faculty Role	Role Type
Professor Siân Grønlie (CHAIR)	Director of Equality, Diversity & Inclusion	Academic
Professor Simon Horobin	Chair of Faculty Board	Academic
Professor Diane Purkiss	Athena SWAN Co-ordinator	Academic
Sadie Slater	Head of Administration and Finance	PTO
Dr Michael Sullivan	College Staff Liaison Officer	Academic
Andy Davice	Disability Co-ordinator	PTO
Dr Katie Collins Dr Nick Smart	Early Career Representative	Researchers

SAT member	Faculty Role	Role Type
Dr Pelagia Goulimari Professor Tara Stubbs Professor Malachi McIntosh Professor Rachel Burns Professor Fergus McGhee	Ordinary members	Academics
EGO rep: Saskia Wraith (Welfare & Mentoring Officer) U/g reps: Erin Sage, Ella O'Shea	Junior members	Student representatives
Machilu van Bever Donker (Humanities Division E&D Officer)	In attendance (Humanities Division EDI Officer)	PTO

Our self-assessment process

Since receiving our award in 2019, reporting on the progress of AS actions was a standing item on the EDIC's termly agenda. The self-assessment process for this application began in October 2024 with a series of tasks led by the AS Lead:

- A review of progress on the previous Action Plan (AP2019) using the RAG-rating process supported by Faculty administrators. This entailed consulting Faculty officeholders with responsibility for specific actions.
- Consultation with Faculty Committees (UG Teaching, Graduate Teaching, Graduate Studies, Admissions Working Group and Faculty Board) to discuss gender-related issues emerging from data and propose actions.
- The development of a new Action Plan (AP2025).

In all our work, we focused on prompting questions that guided the data review: What are the main differences between the datasets from the start and end of this AS round? Where can we point to improved gender equality? What are the potential intersections with other factors? Where is there no noticeable improvement, or even growing inequality? Are there any obvious explanations which should be considered? Can any obvious shifts be mapped onto actions already taken?

We aimed to define active and manageable commitments. Throughout that process, we received advice from the Humanities Division EDI Officer, Data Officer, and EDI Academic Lead. The AS Lead also reported regularly to Faculty meetings and solicited advice and opinions from the Faculty as a whole.

Data sources

The key sources of information used to inform this application were:

- Official University data for mandatory datasets, alongside sector benchmark data from HESA's Heidi Plus database.

- The results of three surveys: the University-wide Staff Experience Survey (SES) – response rate of 50% (Female 55%, Male 41%) in 2022, and 55% (Female 70%, Male 30%) in 2025. The Student Barometer is another source of information.

- AP2019 with tracked progress in a spreadsheet.

- Panel feedback from previous application.

Next steps

The Faculty EDIC will continue to meet termly and have the AS Lead as a member. In addition to this, the progress of AS actions will continue to be a standing item on the Committee's agenda and the Faculty Board. This will ensure that gender equality activity is discussed and assessed termly within our governance structures.

As with the previous AP, AP2025 will become a live document with progress tracked in a spreadsheet. It is important for this document to be dynamic to capture changes in university context, the sector and our data.

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

1. Evaluating progress against the previous action plan

Overview of progress of AP2019

Our 2019 Action Plan (AP2019), Appendix 4, Figure 4, Table 4) had 22 objectives we sought to achieve through 100 actions. Table 4 outlines the objectives with actions that were mostly completed (green), objectives with actions that have some issues (amber), and those with actions we propose are carried on, or were discontinued (red).



Figure 5: RAG-rated AP2019 proportions of actions in each category

Table 4: Overview of objectives RAG ratings from AP2019

No	Green	No	Amber	No	Red
1.1	Equality and Diversity meaningfully embedded into governance structure of the Faculty	1.2	Faculty leadership to model best practice	1.3	Develop robust systems to monitor progress against E&D targets
2.1	Enhance staff understanding of E&D issues and implicit bias	3.1	Improve (or at least maintain) proportion of women in senior academic positions	2.4	Increase integration of college post holders into Faculty and improve support available to them
2.2	Promote equitable distribution of Faculty workload which allows for flexible working patterns	4.1	Encourage women to progress from UG to PGT and PGR study	3.3	Support staff career progression
2.3	Improve induction for academic staff	5.2	Ensure that curriculum and teaching methods consider and address issues of diversity and gender	4.3	Promote and ensure adequate support for newly introduced part-time DPhils
2.5	Develop the English Faculty as a supportive and respectful working environment where bullying and harassment are not tolerated	5.4	Improve opportunities for PGR students to gain teaching and other work experience	5.1	Reduce discrepancy between proportions of female applicants and offer-holders in undergraduate admissions
2.6	Improve gender balance in events and visibility of all genders in the Faculty internally and externally			5.3	Reduce gender gap in student attainment
2.7	Improve support for staff and student parents and carers				
3.2	Recognise and reward staff achievements				
3.4	Support women in applying for external research grants				
3.5	Improve support for staff taking and returning from career breaks				
4.2	Ensure equitable access to funding for PGT and PGR study				

We set ourselves ambitious targets as the Faculty were strongly committed to gender equality and felt confident we could meet our goals. However, careful re-examination of those goals revealed that some were not as useful as hoped (2.4.5), others were negatively affected by factors outside our control, including the pandemic (1.3.1, 2.4.4), the difficulty of ownership of actions within the collegiate university (1.2.3), the difficulty of reliable data (e.g. 1.3.1), and issues with staff resources (2.5.7). In some cases, the success criteria we set were not a good fit for

measuring actions performed for their impact (actions 3.2.1; 3.5.1). A decision was made to discontinue some actions that were not effective in enabling us to meet our objectives. In some cases, our proposed Action Plan 2025 (AP2025) reconsiders how best to address these issues.

Red-rated objectives and actions

The actions we did not pursue are those that:

- Were resolved and no longer had a gendered dimension (4.3.1).
- We found did not meet the target group's needs (2.4.5). Instead, the CSLO is on the EDIC specifically to facilitate increasing knowledge of college-only staff.
- Produced inequitable burdens in workload distribution, particularly during the challenges of Covid-19 lockdowns (2.5.7 ,5.3.9). For 2.5.7, all supervisors are now encouraged to take the University's supervisors' training, and the Division held a workshop for DPhils and Early Career Researchers on the supervisor relationship.
- For 5.3.9, we found undergraduate choices of topic did not have a gendered impact on outcomes. In addition to this, our study of coursework proved unhelpful in considering gender disparity of outcomes.
- There was no clear pathway for decision-making (1.3.4). The responsibility for collecting this data is with colleges, making data collection difficult. However, the Division has revised advice on conducting inclusive recruitments.
- Were not prioritised due to time constraints and staff resourcing (1.3.1, 2.4.3, 2.4.4, 3.3.3).
- Did not prove efficacious (5.3.10).

There are objectives that have stalled, or we have not pursued due to broader institutional activity in the area. These are:

- Efforts to support staff career progression (3.3.4), as a divisional Research Culture Facilitator supports faculties to enact institutional actions to improve research culture.
- Changes in university processes made Faculty action unnecessary (3.1.6, 3.3.2, 3.5.3). For example, an institutional Women's Network was re-launched this year. Some data on DPhils and ECRs taking up training is recorded at divisional level.
- Decisions made above Faculty governance led to a decrease in the numbers of postdocs on projects (3.3.5).
- The University is developing a new system to present data required for AS applications (1.3.0).

Amber-rated objectives

For those actions we have categorised as amber, in many cases personnel changes in action-holders meant it was unclear whose responsibility it was to complete the action (1.2.3, 5.3.5). In some cases, action-holders and professional and support staff had limited capacity (1.2.2, 3.2.8) or limited power as a Faculty (2.5.4, 5.3.12)

Green-rated objectives

We have rated 12 objectives as green as these reflect areas where substantial work was done. These include embedding EDI into our governance structures (1.1), promoting equitable distribution of workload (2.2), and developing the Faculty as a supportive and respectful working environment where bullying and harassment are not tolerated (2.5).

Our success in raising the awareness of the bullying and harassment procedure has provided us with a model for the future. In the 2025 SES, almost all staff (94%) reported awareness of the University harassment policy and procedure.

Following a 2021 Al Jazeera report of sexual harassment in our Faculty the EDI and AS Leads facilitated meetings with staff and students and engaged with the central University providing feedback on how to improve harassment procedures. In particular, our request for bystander training led to the Division's termly provision of this training.

Our goal was that the proportion of staff sharing that they have been bullied or harassed (8%, 5/66 individuals, SES 2025) would correspond to the proportion of those reporting this behaviour. In SES 2025 only 2/5 (40%) individuals stated formally or informally reporting being bullied or harassed. While numbers are low, we recognise there is still work to be done in preventing bullying and harassment, and our actions related to this will carry on in AP2025 (action 1.5).

Progress has been made on improving our culture despite an action being discontinued. This is due to the Division taking action, for example, provision of termly Bystander Intervention Training that our staff are encouraged to attend. It is compulsory for all University staff to complete the Harassment in Higher Education online training (2.1.1, 2.1.2).

Other objectives rated as green are where the Faculty could proceed with actions without relying on institutional or divisional influences (2.1, 2.2, 2.3, 2.6, 2.7, 3.2, 3.4, 3.5, 4.2).

2. Key priorities for future action

Staff Experience

Governance, organisation, and culture

Faculty governance remains consensual and strives to be inclusive, bearing in mind college-only staff in the Faculty. We propose actions to address this (1.4, AP2025). The Faculty Board (FB) has overall responsibility for strategy, budget, recruitment, curriculum, and examinations, although at Oxford the examination boards are technically independent of the FB's governance and control. The FB is supported by several committees including EDI, established after our 2019 AS application. Feedback from our initial AS award advised that the EDIC consider addressing AS beyond once a term. As such, during the preparation of this application the AS lead attended relevant standing committees to discuss progress of related AS actions. Moving forward, we propose a yearly meeting with chairs of these committees and the AS Lead, where recent staff and student data by gender are presented and the progress on actions is discussed. This engagement will ensure standing committees routinely engage with gender equality and facilitate the continuity of AS actions when an action-holder changes.

We also propose that an ongoing package of workload relief is prepared for the AS Lead (AP2025, 1.1.4).

The Faculty is responsible for preparing its own REF return and ensures the process encourages a collective commitment to research. However, fewer women report being offered a mentor, and a higher number of women say they would like a PDR (SES, 2025). Moving forward, we will provide for all research staff research conversations that are designed to offer mentoring (AP2025, 4.5.2).

We will continue to ensure that research and decision-making events take place during working hours, unless individuals find it more useful for them to take place in early evening, when alternative carers may be in place (AP2019, 2.6.4). We now observe bank holidays during term time. We have revised all web and print materials to ensure that they represent our values on EDI (AP2019, 2.6.7). We recognise that we can still improve communication and transparency about decision-making (AP2025, 1.7).

We have reduced teaching hours for staff with caring responsibilities and now hold at least one family-friendly event per year.

Supporting women's careers and pipeline

The percentage of women academics remained stable between 2020 and 2024, falling very slightly from 51% (N, 43) to 48% (N, 39). The percentage of women Statutory Professors (SP), our most senior academics, rose slightly, at 7% (N, 3) in 2020 and 8% (N, 3) in 2024, but women remain only a third of this group (3/9). The proportion of Associate Professors (AP) dropped from 40% (N, 18) to 31% (N,12).

It is evident from the survey data that the COVID-19 pandemic and the associated lockdowns were difficult for staff. The data presented should be interpreted in this light. As in many other faculties, staff satisfaction with wellbeing and workload balance was negatively affected by the pandemic; surveys reveal the dissatisfaction, but already we are seeing an improvement in satisfaction, from a low of 43% (SES, 2023) to 52% (SES, 2025) of all staff, regardless of gender, reporting satisfaction with wellbeing and workload. As this remains low, a key priority in AP2025 (4.1) is to tackle workload and wellbeing issues.

Specifically, only 12% of female and 22% of male academics and researchers report being able to strike the right balance between work and home life (SES 2025). In addition to this, among this category of staff few (15% of women, and 0% of men) report they can meet the requirements of their job without regularly working excessive hours.

Across all staff groups, few with caring responsibility (only 19%, SES 2025) report being able to meet the requirements of their job without regularly working excessive hours. The proportions for those without caring responsibilities reporting the ability to meet the requirements of their job is also low at 26% (SES 2025). Moving forward, a key priority in AP2025 is to tackle workload and wellbeing issues.

In keeping with our previous activity (AP2019, 3.2.3) the Faculty now holds an annual celebration day for those who have published books in that academic year.

College-only academic staff and fixed-term academic staff

As with other Humanities faculties at the University, we have seen a recent expansion of numbers of fixed-term academic contracts. The numbers of DLs on fixed term contracts has increased from 9 (F 2, M 7) in 2020, to 12 (F 4, M 8) in 2024. We are aware that the precarity of temporary posts often presents particular challenges to women, whether because of discrimination, limited opportunities, caring responsibilities, or a lack of supportive policies and practices when it comes to progressing their careers. We are unable to fully grasp the numbers of college-only contracts individuals, and so are unaware if there is a gendered dimension to this group as well. Compelled by the Colleges EDI Forum, colleges are increasingly gathering data on their staff by gender.

We now have a straightforward system for college-only colleagues to obtain Faculty membership, which allocates to them a Faculty email address and profile on our website for the duration of their contract. Efforts for their inclusion in decision-making will continue with Objective 1.4 in AP2025.

Promotion and appointments

An annual ‘Recognition of Distinction’ (RoD) process is run by the Division which enables APs to apply for the title of Professor (see Table 5 below). The parameters have been modified to recognise professional service as well as research excellence and teaching.

The annual RoD exercise is the only official mechanism of advancement after an academic’s IPO period. The percentage of women titular professors has risen

slightly, from 47% in 2020 to 51% in 2024, though the numbers remained the same at 20 women.

Regarding academic recruitment (Figure 5), it's worth offering some caveats; in cases where the college is the main player in making a joint appointment, the data has not always been captured in Faculty records. Moreover:

- There is a significant minority who are either gender neutral or whose gender isn't recorded.
- In some years, hardly any offers were made because of the pandemic.

Nevertheless, we are pleased to note that the figures support the fact that, over the last five years, women are being offered jobs roughly in the same proportion as they apply for them (Figure 6).



Figure 6: All recruitment by gender

It is worth mentioning that the University is in the process of shifting to a new Academic Career and Reward Framework. Consultation will continue to 2026. It is hoped that clearer career pathways will lead to relief of workload stress particularly through the use of new workload models.

Table 5: Recognition of distinction by gender (2019-2025)

2025			
	Applied	**Shortlisted**	**Offer**
Men	44%	50%	100%
Women	52%	50%	0%
2024			
	Applied	**Shortlisted**	**Offer**
Men	48%	31%	50%
Women	49%	56%	50%
2023			
	Applied	**Shortlisted**	**Offer**
Men	45%	44%	38%
Women	48%	44%	25%
2022			
	Applied	**Shortlisted**	**Offer**
Men	47%	49%	67%
Women	48%	49%	33%
2021			
	Applied	**Shortlisted**	**Offer**
Men	45%	38%	18%
Women	49%	56%	82%
2020			
	Applied	**Shortlisted**	**Offer**
Men	43%	36%	0%
Women	50%	55%	100%
2019			
	Applied	**Shortlisted**	**Offer**
Men	44%	45%	50%
Women	49%	50%	25%
Overall			
	Applied	**Shortlisted**	**Offer**
Men	45%	43%	45%
Women	49%	51%	47%

Professional and support staff

The data from the SES, 2023 and 2025, demonstrates that professional and support staff have higher satisfaction ratings than those of academic staff. There are few men in PS roles across the Division and fewer than 5 in the faculty. As fewer than 5 responded to the survey, their results were not shared by the external provider.

Student Experience

Undergraduate admissions

Table 6: Admissions by gender 2019-2024

All	Applications	Shortlisted	Shortlisted as % of Applications	Offers	Offers as % of Shortlisted
Men	1406	973	69.20%	446	45.84%
Women	5957	4002	67.18%	1532	38.28%
Other	46	35	76.09%	13	37.14%
Total	7409	5010	67.62%	1991	39.74%

Table 6 indicates a gender disparity in undergraduate admissions which means that men (69.2% shortlisted) are proportionally more likely to receive an offer than women (67.2% shortlisted). 45.8% of shortlisted men receive offers, with only 38.3% of shortlisted women receiving offers. This data suggests that the disparity manifests most clearly at the interview stage of assessment.

The data review found no correlation between gender and UCAS form scores, written work scores, or ELAT test scores when controlling for other variables.

The gender gap in shortlisting rates is much smaller and not statistically significant, indicating that the differences arise after shortlisting.

There are significant demographic differences between male and female applicants. Compared to females, male applicants are more likely to be UK-resident, white or of unknown/undisclosed ethnicity, Composite Measure Band C or D, from independent schools or from schools with a stronger history of applying to Oxford. 34.4% of male applicants are from Independent schools; 23.5% of women.

Discussions with colleagues and meetings with the Admissions Committee suggest that one reason for the disparity is the belief that men are under- rather than overrepresented in the undergraduate body. Numerically, this is true, but it might be that colleagues favour them at admissions. Another issue of concern is that some admissions tutors may be reluctant to have a year group containing no or just one male student.

It is worth noting that some of these observations are common amongst courses with gender disparities in applicant numbers. From some of the analyses carried out centrally by UAO, courses with predominantly female applicant pools tend to have higher offer rates for male applicants, and vice versa for courses with predominantly male applicant pools. There are a couple of hypotheses for this: that there are

unconscious gender biases in decision-making driven by the relative scarcity of male applicants; or male applicants are self-selecting for the course, leading to a stronger pool of male applicants.

Since interviewing is conducted in colleges, and not by the Faculty, and also admissions decisions are taken in colleges and not in the Faculty, it is not possible for the Faculty fully to control either the process or the decision-making structure. Actions (2.8, AP2025) to be taken include sharing admissions statistics by gender, and encouraging faculty to complete implicit bias training.

Disparity of outcome: UG

We have not managed to meet our goal of consistently reducing the gender awarding gap for undergraduate students (AP2019, 5.3.5). Over the past five years, a greater proportion of men have achieved first class in FHS results apart from in 2022 when 41% women and 40% men received a first (Table 2, Appendix 2).

However, the figures are fluctuating over the last 10 years, and considerations of assessment face some significant headwinds outside the control of the Faculty. We will continue to develop policies to address this disparity, and our consideration of the issue has been ongoing (AP2025).

A Faculty subcommittee was convened to analyse the different examining systems available to us. The subcommittee recommended the retention of the eight-hour OBOW exam system, which was broadly supported by students. However, many in the Faculty were concerned about the advent of AI, and about reports of stress caused by the OBOW system (of 40 respondents, 16 said the timeframe worked well, but 10 said it did not). It was determined to hold a ballot of all Faculty members, and the result was an overwhelming vote for a return to a three-hour final exam for each of the compulsory Course One papers, the exam to be taken in the Examination Schools on blank laptops.

We will continue to monitor this closely, and to seek out further explanations for the gender gap with a focus on our modes of teaching and the embedding of gender-equality questions in the management of courses. Other actions are for example including data on awarding gaps in examiners' reports, promoting best practice in teaching and feedback, and distributing inclusive marking guidelines to all assessors (KP2, AP2025).

Disparity of outcome: PGT

In the course of working to implement our AP2019, careful data collection and analysis revealed a marked awarding gap across the whole range of our graduate taught courses. While there are fluctuations (Figure 3, Appendix 2) for different cohorts, the overall pattern is clear, men are awarded more distinctions than women, and women are awarded more passes and merits than men.

When awards are viewed alongside admissions scores by gender, we noticed that for example, 83.5% of men with an admissions score between 36-40 were awarded a merit or distinction and only 76.6% of women with an admissions score of 36-40 were awarded a merit or distinction.

No men with an admissions score of below 32 were admitted but 8 women were. Of those 8 women, a quarter got distinctions. The disparity of outcomes is not explained by the hypothesis that we are admitting ‘stronger’ men than women. The gender difference is most visible among those who received admissions scores in the high thirties. In fact, male performance and awards better reflect admissions scores than the performance and awards of women do. Men may be overmarked at admissions and then overmarked again later.

We have not solved this disparity and have unearthed a potential further issue at admissions.

With regard to MST submissions, the gender of the marker does not appear to affect the outcome.

The following actions are currently being performed in response to this data, and we commit to them as action points for the future as well (3.5, AP2025):

- Active termly and annual monitoring of data.
- A change to the criteria for determining the awarding of a distinction; had these criteria been used in the past five years, the disparity of outcome would have disappeared.
- A subcommittee responsible to Graduate Teaching Committee is conducting an investigation of written feedback sent to students, with the goal of establishing whether feedback currently represents best practice and how it might be improved.
- Circulation of divisional guidelines on best practice for feedback.
- The development of guidelines on oral feedback to students.

We are continuing to monitor the gender of those put forward for awards.

Disparity of outcome: PGR

Here too there is a disparity of outcome; men are more likely to successfully complete the doctoral programme – and also more likely to complete (confirmation of status) within the designated timeframe – than women are (59.1% versus 71.9%). We are continuing to investigate why and how this is happening in consultation with the graduate community (3.3, AP2025).

Section 3: Future action plan

1. Action plan

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

Key priorities

KP1: Further embed EDI considerations, especially around gender and its intersections with socio-economic background, race, and LGBTQ+ identities, into decision-making across the Faculty's activities.

KP2: Ensure equality of experience and outcome for UG students.

KP3: Ensure equality of experience and outcome for PGT and PGR students.

KP4: Tackle workload and well-being issues, particularly related to unequal distribution of tasks and how these issues intersect with caring responsibilities.

KP1: Further embed EDI considerations, especially around gender and its intersections with socio-economic background, race, and LGBTQ+ identities, into decision-making across the Faculty's activities.

Overall Success Measure:

By 2030, 87% of staff agree that the Faculty is committed to promoting EDI in SES. (Baseline: 77% SES 2025)

Rationale:

- Some actions from previous Action Plan graded Amber or Red because of personnel changes or limited capacity, so more robust structures and distributed responsibility needed. There is some inconsistency in how EDI issues are considered across Faculty committees.
- Women report lower favourability on SES question 'Communication in my department is open and effective'. (Baseline: F: 52% M: 61% SES 2025)
- Faculty is keen to explore gender issues intersectionally as expressed in EDI committee meetings across 2023 and 2024.

No.	Action	Activities and Outputs	Timeframe	Responsibility	Success Measure
1.1	Continue to include Athena Swan as a standing item on the EDIC	1.1.1 Define termly AS items to discuss on EDIC 1.1.2 Collect information from Action Owners termly and consider recommendations/support to ensure progress 1.1.3 Monitor minutes of key committees for consistency in	2025-26 Academic Year and ongoing	AS Lead	*See overall success measure* By end of 2025-26 Academic Year, full set of termly reports from relevant committees back to EDIC

		considering gender-related issues 1.1.4 Establish ongoing package of workload relief for Athena Swan Lead			
1.2	Explore key intersectional issues with gender at termly EDIC	1.2.1 Explore the intersection of gender with disability 1.2.2 Explore the intersection of gender with LGBTQ+ 1.2.3 Explore the intersection of gender with race	2025-26 Academic Year	EDI lead	*See overall success measure*
1.3	Produce Annual EDI Data Report	1.3.1 Generate Annual EDI report including key staff and student data (including recruitment, assessment outcomes, HR data etc, disaggregated by protected characteristics where numbers allow for retention of anonymity)	Trinity Term 2026	EDI Lead/Athena Swan lead (co-ordination) *With support from:* HUMS Div EDI Data Officer, HUMS Div EDI Officer, HUMS Div HR, HUMS Div Education Team (data collection)	*See overall success measure* Evidence in minutes from Faculty committees that data has been received, discussed, and used in decision-making

		1.3.2 Disseminate report to all faculty, highlighting to Faculty Officers specific challenges or successes to inform their decision-making throughout the academic year			

1.4	Greater inclusion of college-only staff in decision-making via College Staff Liaison representative	1.4.1 College liaison officer to attend EDIC 1.4.2 FBC to invite college-only staff to raise their concerns about inclusion and bring to EDIC	2025-26 Academic Year	AS Lead FBC	*See overall success measure* College liaison officer attends all EDIC FBC reports college-only staff issues to EDIC
1.5	Continue embedding and monitoring training programmes	1.5.1 Continue to advertise divisional termly Active Bystander Intervention workshops to staff 1.5.2 Include required Harassment in Higher Education and recommended EDI Briefing online training in induction material,	Ongoing	FBC EDI lead HAF *With support from*: -HUMS Div EDI Officer	70% of all staff have attended an Active Bystander Workshop by 2030. 100% of all staff to have completed the Harassment in Higher Education online training by TT 2026

		and monitor completion termly 1.5.3 Encourage take-up of online EDI briefing provided by POD from wider staff base			70% of all staff have completed the recommended online EDI briefing by 2030
1.6	Empower Faculty Officers to consider gender-related and broader EDI issues	1.6.1 Yearly meeting of AS chair with all Faculty Officers to discuss gender-related issues in the Faculty and to raise awareness of/support actions 1.6.2 Continue to Circulate Divisional Public Sector Equality Duty guidance to Faculty Officers 1.6.3 Athena Swan as standing item on FB agenda 1.6.4 Include explicit mention of AS and relevant actions in role descriptions for Faculty Officers when advertised	2025-26 Academic Year and ongoing	AS lead FBC/HAF FBC/HAF FBC/HAF	*See overall success measure*

		See also: yearly data report (1.3)			
1.7	Improve communications and transparency of decision-making	1.7.1 Create RACI grid for decision-making in the Faculty 1.7.2 Disseminate RACI grid to Faculty members via SharePoint. 1.7.3 Adopt central university template for minutes, which tracks consultation and amendments to papers	2026-27 Academic Year 2027-28 Academic Year	HAF/Operations Manager	By 2030, greater favourability in response to SES question 'Communication in my department is open and effective' Baseline: F: 52% M: 61% SES 2025 Target: F: 62% M: 62% SES 2029
1.8	Calendrical events/spotlights on research to celebrate women and broader diversity issues	1.8.1 Event for International Women's Day 1.8.2 Celebration of LGBTQ+ history month 1.8.3 Celebration of Black History Month	2026-27 Academic Year	AS Lead EDI Lead EDI Lead Comms Lead	*See overall success measure*
1.9	Ensure communications celebrate women faculty and writers	1.9.1 Women writers and women faculty proportionally represented in Faculty	2025-26 Academic Year	Comms Lead	*See overall success measure*

		communications (e.g. stories on the website)			Yearly analysis of communications to check for parity of representation

KP2: Ensure equality of experience and outcome for UG students.

Overall Success Measures:

1. By 2030, parity in success rates for men and women who are shortlisted for UG courses. (Baseline: M: 45.8% F: 38.3%, Admissions stats 2019-24)

2. By 2030, parity in awarding rates of first class degrees between men and women students. (Baseline: M: 32% F: 30%, FHS Results 2024)

Rationale:

- Over the past 5 years, a greater proportion of men have achieved first class results in FHS every year.
- Men who are shortlisted for UG programmes consistently have a higher chance of receiving a place at Oxford.
- Across the University, students registered as female access the Counselling Service in higher numbers than men (cf. Student Counselling Service Annual Report 2023/24, §8.3).
- Students registered as female are over-represented in DAS registrations compared to the student population (cf. Disability Advisory Service Annual Report 2023/24 §4.5).
- Return to in-person exams as a result of AI will necessitate continued scrutiny of how assessment modes impact gendered awarding gaps.
- Women on taught programmes (UG and PGT) report being less satisfied with explanation of marking/assessment criteria (Baseline: M: 69.6% F: 65.7% Student Barometer 2018-22 averages).

No.	Action	Activities and Outputs	Timeframe	Responsibility	Success Measure

2.1	Consistent consideration of gender equality in examination process	2.1.1 Gender awarding gaps continue to be included each year in Examiners' reports 2.1.2 Annual meeting between AS leads and FHS Examiners immediately upon release of marks to discuss awarding gap	Ongoing 2025-26 Academic Year	FHS Chair AS Lead	*See overall success measure 1*
2.2	Ensure curriculum encompasses a range of authors, topics, and approaches	2.2.1 Remind period convenors to ensure lecture provision covers a range of authors, topics, and approaches 2.2.2 USC to annually collate changes made to curriculum	2025-26 Academic Year 2026-27 Academic Year	DUS DUS	*See overall success measure 1*
2.3	Ensure a pedagogical culture where every student can thrive	2.3.1 Promulgate best practice in teaching and feedback from CTL 2.3.2 Continue to run teaching forum events on topics such as 'teaching difficult material' to equip tutors with skills to manage classroom discussion rigorously and inclusively	Ongoing Ongoing	Director of Teaching Director of Teaching	*See overall success measure 1*
2.4	Monitor assessment modes	2.4.1 Collect granular data on assessments according to assessment mode (*see also:* 1.3) at FHS and Prelims level	2025-26 Academic Year	UG Administrator *With support from:*	*See overall success measure 1*

		2.4.2 Identify FHS papers with greatest gender disparities for further analysis (inc. assessment mode, delivery format, teaching materials)		HUMS Div EDI Data Officer, HUMS Div Education Team	
2.5	Develop further consistency in supporting disabled students	2.5.1 Ensure that Inclusive Marking Guidelines are distributed to all assessors 2.5.2 Include section in PLTO training on best practice and implementation of DAS guidance 2.5.3 Disseminate information from CTL/DAS project on 'Being and Belonging' (https://www.ctl.ox.ac.uk/findings-and-recommendations-2024) 2.5.4 Run teaching forum event on supporting disabled students effectively	2026-27 Academic Year 2025-26 Academic Year 2025-26 Academic Year 2026-27 Academic Year	UG Administrator FHS Chair Training Co-ordinator Director of Teaching Director of Teaching	*See overall success measure 1* Currently no data for disability awarding gaps but collect from 2027-28
2.6	Establish UG EDI forum Establish EDI within the JCC governance structure	2.6.1 Include EDI as a standing item of the JCC meetings	2026-27 Academic Year	JCC Chair UG Administrator EDI Chair	*See overall success measure 1*

2.7	Preparing for Finals workshop for students	2.7.1 Run workshop for students on understanding marking criteria, particularly differences between high 2:1 and 1st 2.7.2 Revision clinic run by DPhil students	2025-26 Academic Year 2027-28 Academic Year	AS Lead EDI Chair Director of Teaching *With support from:* HUMS Div EDI Academic Lead	*See overall success measure 1*
2.8	Reduce potential bias in UG admissions processes	2.8.1 Circulate statistics about shortlisted applicants by gender during each admissions round 2.8.2 Circulate information to interviewers about gap in success rates after shortlisting between men and women over past 5 years in advance of interviews 2.8.3 Encourage faculty to complete implicit bias training/assessment	2025-26 Academic Year 2025-26 Academic Year 2027-28 Academic Year	AS Lead Admissions Co-ordinator	*See overall success measure 2*

KP3: Ensure equality of experience and outcome for PGT and PGR students.
Overall, Success Measures: 1. By 2030, parity in successful completion rates of PGR programmes. (Baseline: F: 59.1% M: 71.9%) 2. By 2030, close the gap in awarding of Distinctions in PGT programmes between men and women students to 10%. (Baseline: M: 55% F: 26% 2024)

Rationale:

- Over the past 5 years there has been a consistent and significant difference in the proportion of men and women achieving a distinction in PGT programmes.
- Over the past 5 years, women have taken longer to complete PGR programmes. (Baseline (time to conferred): F: 52.7 months M: 48.7 months) and have a lower overall rate of completion.
- Women on taught programmes (UG and PGT) report being less satisfied with explanation of marking/assessment criteria. (Baseline: M: 69.6% F: 65.7% Student Barometer 2018-22 averages)

No.	Action	Activities and Outputs	Timeframe	Responsibility	Success Measure
3.1	Provide guidance on how to provide gender-neutral and constructive feedback	3.1.1 Analyse some samples of feedback using AI gendered language tools to identify examples of gendered language in summative feedback for MT papers 3.1.2 1-page guide on how to make feedback forward-looking 3.1.3 Disseminate CTL Inclusive Feedback advice (https://www.ctl.ox.ac.uk/inclusive-feedback)	2026-27 Academic Year 2026-27 Academic Year 2025-26 Academic Year	AS Lead DTGS DMC PG Administrator	*See overall success measure 2*
3.2	Ensure consistent consideration of gender-related disparities in marking processes and reporting	3.2.1 Continue to include gender awarding gap in Examiners' report	Ongoing	MSt Chair of Examiners AS Lead	*See overall success measure 2*

		3.2.2 Consult external examiners on the issue and flag it as something to consider 3.2.3 Identify papers with greatest gender disparities for further analysis (inc. assessment mode, delivery format, teaching materials)	2026-27 Academic Year 2026-27 Academic Year	PG Administrator	
3.3	Ensure consistent take-up of training related to PGR programmes	3.3.1 Disseminate information on the online DPhil Supervision in Humanities and Social Sciences course, encourage all newly appointed supervisors to take the course, and monitor take-up 3.3.2 Disseminate information about training opportunities for Graduates themselves, e.g. Managing Relationship with Supervisor	2025-26 Academic Year	Director of PGR	*See overall success measure 1*
3.4	Establish EDI within the GCC governance structure	3.4.1 Include EDI as a standing item on GCC meetings 3.4.2 Recommendations discussed at EDI committee	2025-26 Academic Year	PG Rep	*See overall success measures 1 and 2*
3.5	Tackle Disparities in PGT through focus on Dissertation component Women score lower than men on average on the dissertation component of the MSt course (Baseline 2021-24 (%	3.5.1 Workshop delivered early in the year by DMC on choosing dissertation topic 3.5.2 Dissertation drop-in clinic run by DPhil students	2026-27 Academic Year	DMC	*See overall success measure 2*

	dissertations awarded distinction: F: 40.1% M: 52.1%)	3.5.3 Workshop on understanding assessment criteria for PGT 3.5.4 Rebalance the weighting of different assessment components to reward excellence throughout the course	2027-28 Academic Year 2027-28 Academic Year 2025-26 Academic Year		

KP4: Tackle workload and well-being issues, particularly related to unequal distribution of tasks and how these issues intersect with caring responsibilities.

Overall Success Measures:

1. By 2030, 33% of all staff say that they 'meet the requirements of my job without regularly working excessive hours'. (Baseline: 23% SES 2025; M: 5% F: 32%)
2. By 2030, 74% of all staff agree that 'my department takes people's caring responsibilities into account when scheduling meetings'. (Baseline: 64% SES 2025; M: 53% F: 68%)

Rationale:

- Satisfaction on workload related questions in the SES is low. Both on being able to complete the requirements of the job without working excessive hours (see baseline above) and on 'I am able to strike the right balance between my work and home life'. (Baseline: 28% SES 2025; M: 21% F: 32%)
- Among Academics and Researchers, women have a lower satisfaction rate on the question 'I am able to strike the right balance between my work and home life'. (Baseline: F: 12% M: 22% SES 2025)
- Among Academics and Researchers, the question 'I can meet the requirements of my job without regularly working excessive hours' has particularly low levels of satisfaction with men reporting lower satisfaction than women. (Baseline: F: 15% M: 0% SES 2025)

– Across all staff types, those with caring responsibilities report being less able to meet the requirements of their job without regularly working excessive hours. (Baseline: Caring responsibilities 19%, No caring responsibilities 26% SES 2025)					
No.	**Action**	**Activities and Outputs**	**Timeframe**	**Responsibility**	**Success Measure**
4.1	Continue to ensure transparency in workload allocation and monitor for gender parity	4.1.1 Continue to make workload spreadsheet available to all (with relevant personal info removed) 4.1.2 Yearly review of workload spreadsheet to check for gendered differences in different tasks and quantity of tasks	2025-26 Academic Year	HAF FBC	*See overall success measure 1*
4.2	Continue to encourage scheduling of events during working hours in consultation with stakeholder communities	4.2.1 Seminar convenors to be reminded annually of the challenges around workload and caring responsibilities 4.2.2 Continue to avoid committee meetings on Bank Holidays	Ongoing	HAF	*See overall success measure 2*
4.3	Promote Returning Carers Fund	4.3.1 Proactively send details of RCF to those coming back to work after a period of caring leave ‘ 4.3.2 Communicate to faculty recent changes in RCF that allow co-parents/fathers to	2025-26 Academic Year	HAF/HR	*See overall success measure 2*

		access the fund when taking 12 weeks of caring leave			
4.4	Support Faculty Mental Health	4.4.1 Ensure that there are faculty members who are Mental Health First Aiders 4.4.2 Advertise the University's EAP programme, which includes free counselling/therapy where clinically appropriate	Ongoing	HAF/HR	*See overall success measure 1*
4.5	Develop Mentoring Programme Fewer women report being offered mentor, and higher number of women say they would like a PDR SES 2025 for Academics and Researchers: 'PDR: I would have liked the opportunity to	4.5.1 Advertise Divisional Career Conversations programme 4.5.2 Develop light-touch mentoring scheme for those not in IPO 4.5.3 Advertise Faculty research conversations scheme	2025-26 Academic Year 2027-28 Academic Year 2025-26 Academic Year	HAF FBC	*See overall success measure 1*

	have had one' F: 46% M: 15% 'I have been offered a mentor' F: 17% M: 38%				
4.6	Support Colleagues who support student mental health Staff report that this is a key area of workload that proves a challenge due to uncertainty about appropriate actions	4.6.1 Circulate 'Supporting Student Mental Health and Wellbeing: Guidance for Tutors and Advisers' developed as part of the Common Approach to Student Mental Health 4.6.2 Inform new colleagues and remind existing colleagues of resources they can signpost students to 4.6.3 Consider reports from JCSMH at Athena Swan WG	2025-26 Academic Year 2026-27 Academic Year 2026-27 Academic Year	Welfare Lead Welfare Lead AS Lead	*See overall success measure 1*

Appendix 1: Consultation data

Please present the results of any relevant consultation exercises used to inform the submission, including, if applicable, any data relating to the evaluation of culture (eg results of the culture survey questions or other consultation findings related to the culture survey themes).

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

Appendix 3: Glossary

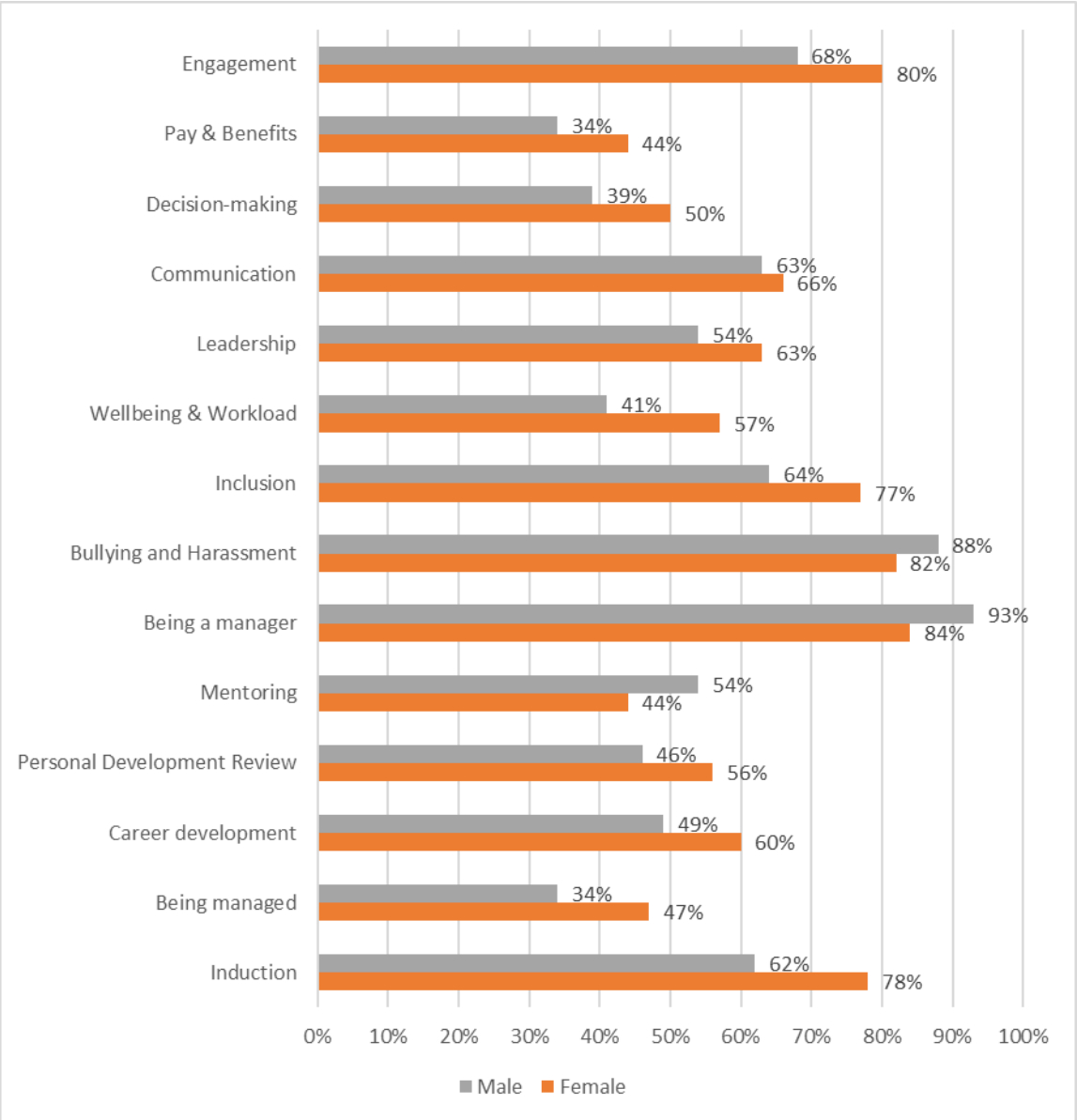
Please provide a glossary of abbreviations and acronyms used in the application.

Appendix 1.

Staff Experience Survey 2025

All staff

Overview



Results

Survey:	Oxford University SES2025
Dashboard:	Oxford University 2025
Dashboard hierarchy type:	Organogram
Hierarchy filter selection:	no selection made
Level 2 Division Code:	HUMS
Level 1 Academic/Non-Academic Division:	Academic division
HUMS faculties:	English
Gender:	Female, Male, Non-binary or other gender
Response count:	64
Panel count:	n/a
Participation:	n/a
Partial results:	Excluded

	All	Female	Male	Non-binary or other gender
No. of Responses	64	44	19	1
Themes				
Induction	72%	78%	62%	n/a
Being managed	42%	47%	34%	n/a
Career development	56%	60%	49%	n/a
Personal Development Review	51%	56%	46%	n/a
Mentoring	47%	44%	54%	n/a
Being a manager	88%	84%	93%	n/a
Bullying and Harassment	84%	82%	88%	n/a
Inclusion	73%	77%	64%	n/a
Wellbeing & Workload	52%	57%	41%	n/a
Leadership	60%	63%	54%	n/a
Communication	66%	66%	63%	n/a
Decision-making	47%	50%	39%	n/a
Pay & Benefits	42%	44%	34%	n/a
Engagement	75%	80%	68%	n/a
Induction				
I was offered an induction when I started in my current post	88%	90%	83%	n/a
My induction was useful	57%	67%	40%	n/a

Being managed				
I am actively encouraged to take up career development opportunities	30%	33%	26%	n/a
I am supported to think about my professional development	40%	42%	37%	n/a
I feel valued and recognised for the work that I do	67%	72%	58%	n/a
I receive regular and constructive feedback on my work	32%	40%	16%	n/a
Career development				
I am clear about the training and development opportunities available to me	48%	51%	37%	n/a
I feel comfortable discussing my training and development needs with my line manager/supervisor	54%	63%	37%	n/a
I have the opportunity to develop and grow here	65%	72%	53%	n/a
I take time to reflect on, and plan for, my career development	57%	53%	68%	n/a
Personal Development Review				
I have had a review within the last two years (Including Career Development Review (CDR), Personal/Career Development Review (PCDR), Career Conversation or appraisal)	33%	34%	28%	n/a
My personal development review (PDR/CDR etc) was useful	62%	67%	60%	n/a
My review included opportunities for open and wide-ranging discussion about my career	71%	73%	80%	n/a
PDR: I would have liked the opportunity to have had one	38%	48%	15%	n/a
Mentoring				
I found mentoring useful	79%	78%	78%	n/a
I have been mentored by someone other than my line manager since taking up my current role	45%	42%	50%	n/a
I have been offered a mentor	18%	12%	33%	n/a
Being a manager				
I am confident applying HR policies in managing or advising my staff (e.g. sick leave, family leave)	67%	57%	83%	n/a
I am confident conducting probationary and personal development reviews	85%	85%	83%	n/a
I am confident in my ability to manage difficult people-related situations within my team/with direct reports	90%	85%	100%	n/a
I am confident managing projects and finances	90%	86%	100%	n/a

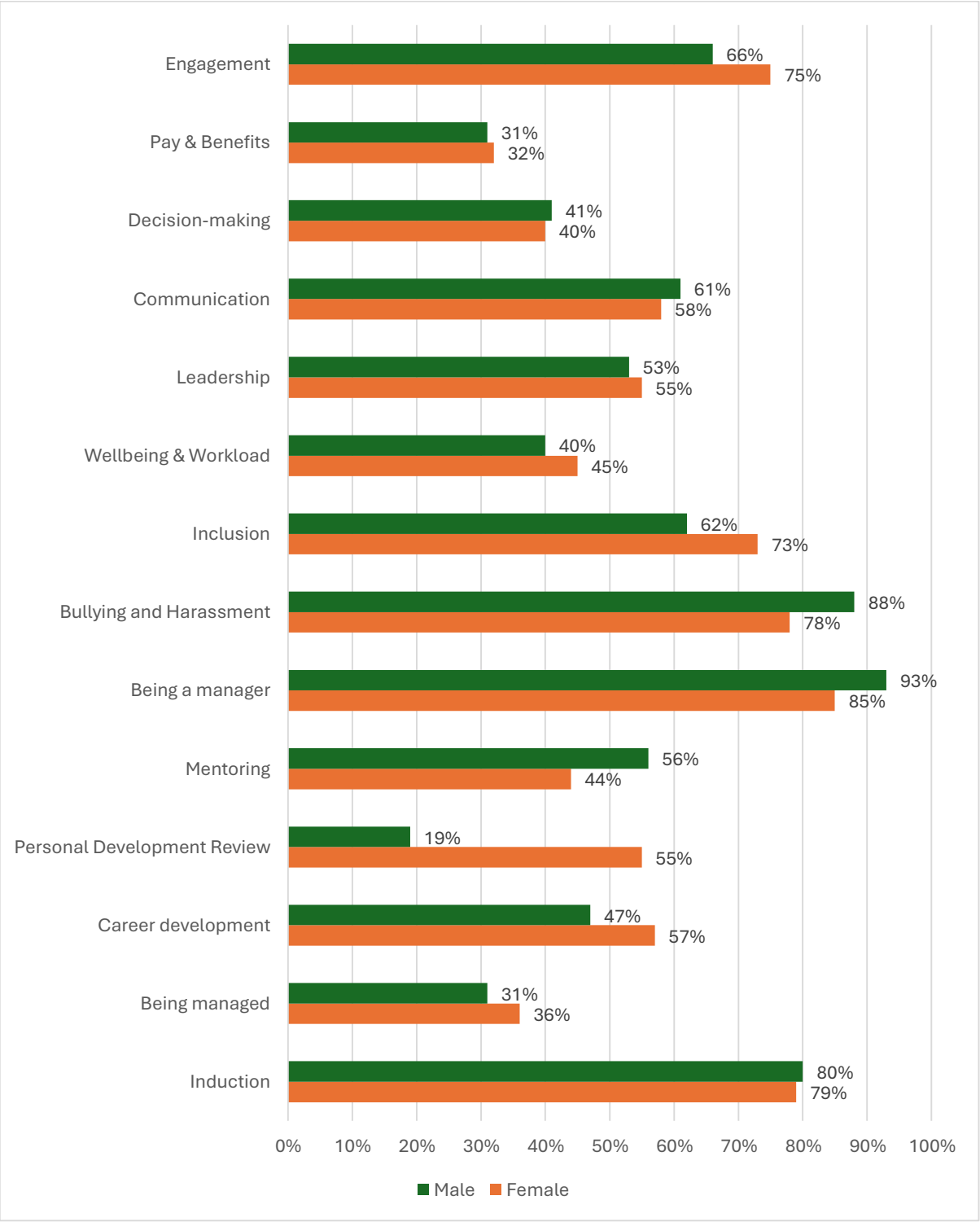
I am confident managing staff performance and giving feedback	100%	100%	100%	n/a
I am confident recruiting staff	95%	93%	100%	n/a
I am confident supporting my staff to reflect on and plan their career development	86%	86%	83%	n/a
Bullying and Harassment				
Have you reported (formally or informally) being harassed or bullied at work?	n/a	n/a	n/a	n/a
I am aware of the harassment policy and procedure for University staff	94%	93%	95%	n/a
I feel confident that complaints about harassment would be dealt with seriously in this organisation	58%	52%	74%	n/a
I know how to contact a Harassment Advisor	91%	91%	89%	n/a
I was satisfied with the way my report was handled	n/a	n/a	n/a	n/a
In the last year, whilst working for the University, I have experienced bullying/harassment	94%	93%	95%	n/a
In the last year, whilst working for the University, I have witnessed bullying/harassment	83%	80%	89%	n/a
Inclusion				
I can have a voice on issues within my department	78%	80%	74%	n/a
I feel able to be myself at work	72%	80%	53%	n/a
I feel I belong at the University	77%	86%	58%	n/a
I feel included in my department's social/networking activities	75%	80%	68%	n/a
I feel integrated into my department	66%	70%	53%	n/a
I have good relationships with my colleagues	92%	91%	95%	n/a
I think it is safe to speak up and challenge the way that things are done	67%	70%	63%	n/a
People like me are able to succeed here	56%	61%	47%	n/a
Wellbeing & Workload				
Health and Safety is taken seriously in my department	72%	77%	63%	n/a
I am able to strike the right balance between my work and home life	28%	32%	21%	n/a
I can meet the requirements of my job without regularly working excessive hours	23%	32%	5%	n/a
My department enables flexible working	77%	77%	74%	n/a
My department takes people's caring responsibilities into account when scheduling meetings	64%	68%	53%	n/a
My health and wellbeing are adequately supported at work	47%	55%	32%	n/a

W&W: Experienced work-related stress impacting effectiveness at work or wellbeing in the last 12 months	52%	57%	42%	n/a
Leadership				
I believe action will be taken as a result of this survey	28%	27%	32%	n/a
Leaders here act as good role models	56%	66%	37%	n/a
My department fosters a respectful environment where individual differences are valued (e.g. culture, working styles, backgrounds, ideas)	80%	80%	79%	n/a
My department is committed to promoting equality, diversity and inclusion	77%	75%	79%	n/a
My department sets clear expectations of behaviour	63%	64%	63%	n/a
Senior leaders make the effort to listen to and communicate with staff	56%	66%	37%	n/a
Communication				
Communication in my department is open and effective	63%	61%	63%	n/a
I feel well informed about University-level news and activities from central communications (e.g. the Gazette, University Bulletin, emails from the Vice-Chancellor)	69%	70%	63%	n/a
Decision-making				
I have the opportunity to contribute my views before changes are made which affect me	45%	45%	47%	n/a
Management and decision-making processes are clear and transparent in my department	47%	50%	37%	n/a
There is a fair and transparent way of allocating work in my department	48%	53%	32%	n/a
Pay & Benefits				
Considering my duties and responsibilities, I feel my pay is fair	47%	48%	42%	n/a
I am satisfied with the total benefits package	38%	41%	26%	n/a
Engagement				
I am proud to say I work for the University	83%	86%	79%	n/a
I would recommend my department as a great place to work	66%	75%	42%	n/a
I would recommend the University as a great place to work	69%	77%	53%	n/a
I would still like to be working at the University in two years' time	86%	86%	89%	n/a
Overall, I am satisfied in my job	73%	80%	63%	n/a

Working here makes me want to do the best work I can	73%	73%	79%	n/a

Academics and Researchers

Overview



Results

Survey:	Oxford University SES2025
Dashboard:	Oxford University 2025
Dashboard hierarchy type:	Organogram
Hierarchy filter selection:	no selection made
Level 2 Division Code:	HUMS
Level 1 Academic/Non-Academic Division:	Academic division
HUMS faculties:	English
Major Job Role:	Academic or Researcher
Response count:	53
Panel count:	99
Participation:	54%
Partial results:	Excluded

	All	Female	Male
No. of Responses	51	33	18
Themes			
Induction	74%	79%	80%
Being managed	34%	36%	31%
Career development	54%	57%	47%
Personal Development Review	50%	55%	19%
Mentoring	48%	44%	56%
Being a manager	88%	85%	93%
Bullying and Harassment	82%	78%	88%
Inclusion	69%	73%	62%
Wellbeing & Workload	43%	45%	40%
Leadership	54%	55%	53%
Communication	59%	58%	61%
Decision-making	40%	40%	41%
Pay & Benefits	31%	32%	31%
Engagement	72%	75%	66%
Induction			
I was offered an induction when I started in my current post	85%	88%	80%
My induction was useful	64%	71%	n/a
Being managed			
I am actively encouraged to take up career development opportunities	24%	25%	22%
I am supported to think about my professional development	32%	31%	33%
I feel valued and recognised for the work that I do	62%	66%	56%
I receive regular and constructive feedback on my work	18%	22%	11%
Career development			

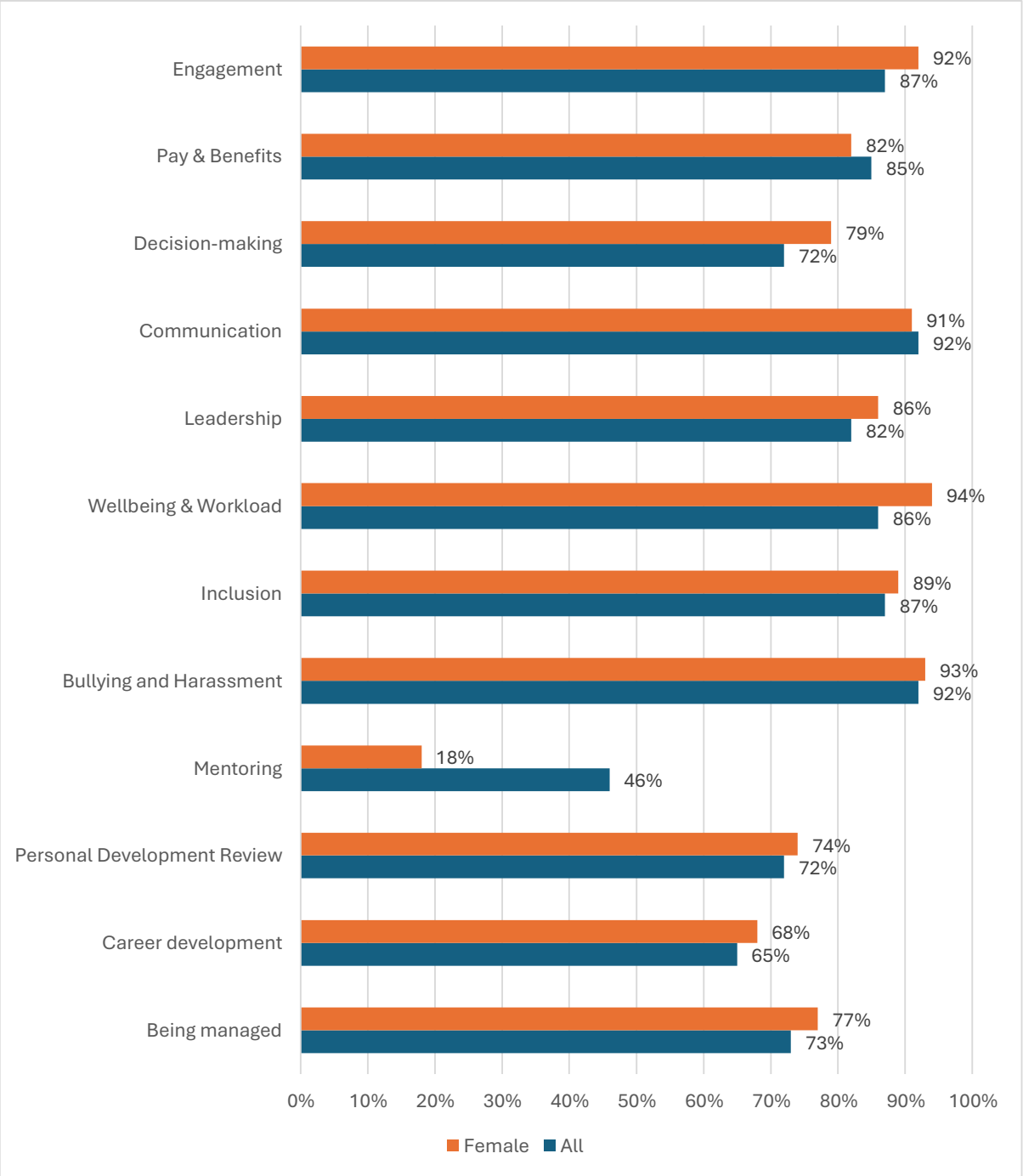
I am clear about the training and development opportunities available to me	40%	44%	33%
I feel comfortable discussing my training and development needs with my line manager/supervisor	44%	50%	33%
I have the opportunity to develop and grow here	62%	69%	50%
I take time to reflect on, and plan for, my career development	68%	66%	72%
Personal Development Review			
I have had a review within the last two years (Including Career Development Review (CDR), Personal/Career Development Review (PCDR), Career Conversation or appraisal)	18%	15%	24%
My personal development review (PDR/CDR etc) was useful	67%	80%	n/a
My review included opportunities for open and wide-ranging discussion about my career	78%	80%	n/a
PDR: I would have liked the opportunity to have had one	37%	46%	15%
Mentoring			
I found mentoring useful	74%	71%	78%
I have been mentored by someone other than my line manager since taking up my current role	47%	44%	53%
I have been offered a mentor	23%	17%	38%
Being a manager			
I am confident applying HR policies in managing or advising my staff (e.g. sick leave, family leave)	69%	60%	83%
I am confident conducting probationary and personal development reviews	87%	89%	83%
I am confident in my ability to manage difficult people-related situations within my team/with direct reports	87%	78%	100%
I am confident managing projects and finances	94%	90%	100%
I am confident managing staff performance and giving feedback	100%	100%	100%
I am confident recruiting staff	100%	100%	100%
I am confident supporting my staff to reflect on and plan their career development	81%	80%	83%
Bullying and Harassment			
Have you reported (formally or informally) being harassed or bullied at work?	25%	n/a	n/a
I am aware of the harassment policy and procedure for University staff	94%	94%	94%
I feel confident that complaints about harassment would be dealt with seriously in this organisation	55%	45%	72%
I know how to contact a Harassment Advisor	88%	88%	89%
I was satisfied with the way my report was handled	n/a	n/a	n/a
In the last year, whilst working for the University, I have experienced bullying/harassment	92%	91%	94%
In the last year, whilst working for the University, I have witnessed bullying/harassment	78%	73%	89%
Inclusion			
I can have a voice on issues within my department	76%	79%	72%
I feel able to be myself at work	67%	76%	50%

I feel I belong at the University	75%	85%	56%
I feel included in my department's social/networking activities	71%	73%	67%
I feel integrated into my department	57%	61%	50%
I have good relationships with my colleagues	90%	88%	94%
I think it is safe to speak up and challenge the way that things are done	65%	67%	61%
People like me are able to succeed here	55%	61%	44%
Wellbeing & Workload			
Health and Safety is taken seriously in my department	67%	70%	61%
I am able to strike the right balance between my work and home life	16%	12%	22%
I can meet the requirements of my job without regularly working excessive hours	10%	15%	0%
My department enables flexible working	71%	70%	72%
My department takes people's caring responsibilities into account when scheduling meetings	59%	61%	56%
My health and wellbeing are adequately supported at work	35%	39%	28%
W&W: Experienced work-related stress impacting effectiveness at work or wellbeing in the last 12 months	45%	45%	44%
Leadership			
I believe action will be taken as a result of this survey	25%	21%	33%
Leaders here act as good role models	47%	55%	33%
My department fosters a respectful environment where individual differences are valued (e.g. culture, working styles, backgrounds, ideas)	75%	73%	78%
My department is committed to promoting equality, diversity and inclusion	71%	67%	78%
My department sets clear expectations of behaviour	59%	58%	61%
Senior leaders make the effort to listen to and communicate with staff	49%	58%	33%
Communication			
Communication in my department is open and effective	55%	52%	61%
I feel well informed about University-level news and activities from central communications (e.g. the Gazette, University Bulletin, emails from the Vice-Chancellor)	63%	64%	61%
Decision-making			
I have the opportunity to contribute my views before changes are made which affect me	41%	36%	50%
Management and decision-making processes are clear and transparent in my department	39%	39%	39%
There is a fair and transparent way of allocating work in my department	40%	44%	33%
Pay & Benefits			
Considering my duties and responsibilities, I feel my pay is fair	37%	36%	39%
I am satisfied with the total benefits package	25%	27%	22%
Engagement			
I am proud to say I work for the University	80%	82%	78%

I would recommend my department as a great place to work	57%	67%	39%
I would recommend the University as a great place to work	63%	70%	50%
I would still like to be working at the University in two years' time	88%	88%	89%
Overall, I am satisfied in my job	69%	73%	61%
Working here makes me want to do the best work I can	75%	73%	78%

Professional services

Overview



Please note that only females' responses can be displayed on this graph.

Results

Survey:	Oxford University SES2025
Dashboard:	Oxford University 2025
Dashboard hierarchy type:	Organogram
Hierarchy filter selection:	no selection made
Level 2 Division Code:	HUMS
Level 1 Academic/Non-Academic Division:	Academic division
HUMS faculties:	English
Major Job Role:	Professional, Support or Research-related
Response count:	13
Panel count:	20
Participation:	65%
Partial results:	Excluded
Report produced:	03/07/2025 10:18

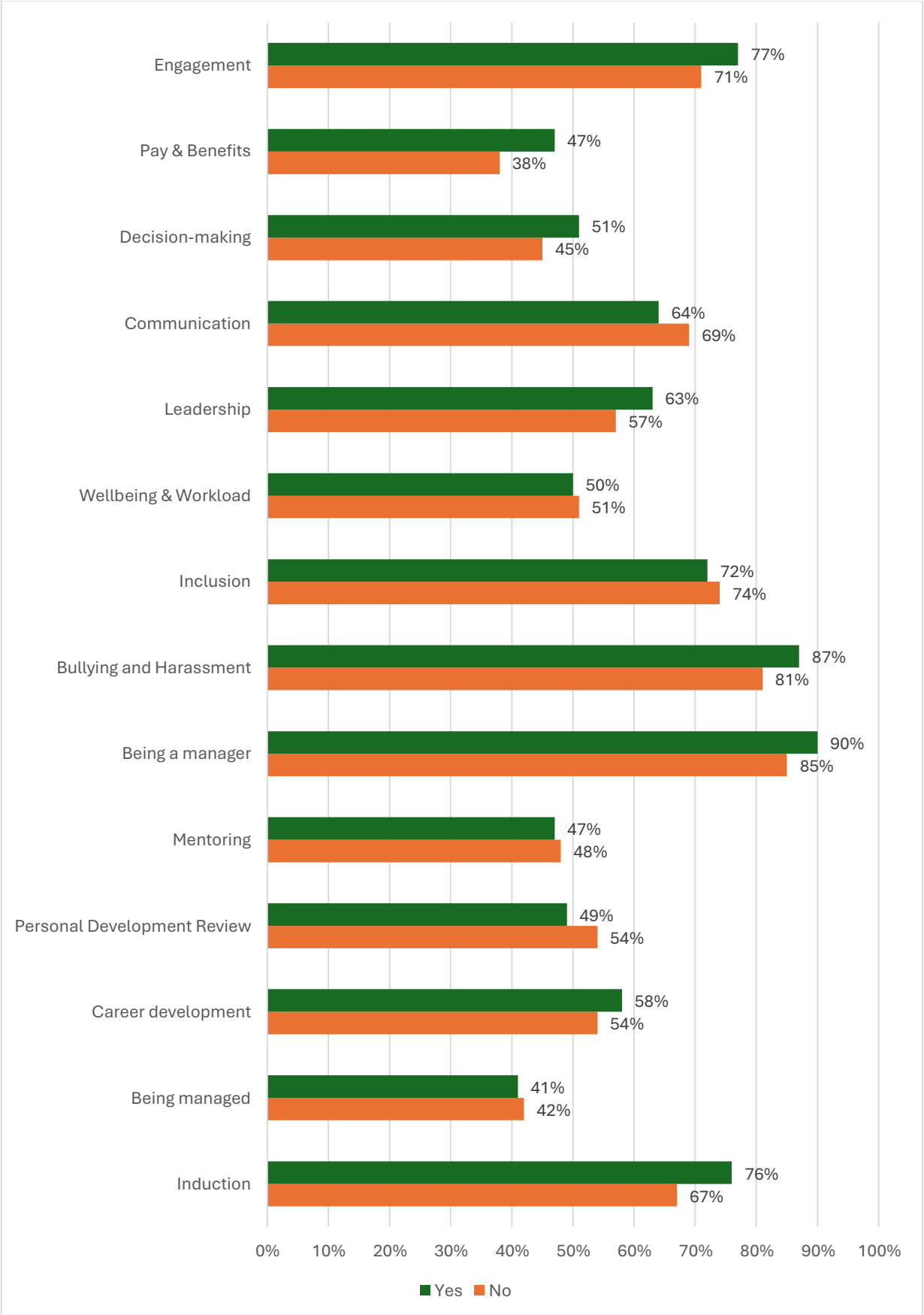
	All	Female	Male	Non-binary or other
No. of Responses	13	11	1	1
Themes				
Being managed	73%	77%	n/a	n/a
Career development	65%	68%	n/a	n/a
Personal Development Review	72%	74%	n/a	n/a
Mentoring	46%	18%	n/a	n/a
Bullying and Harassment	92%	93%	n/a	n/a
Inclusion	87%	89%	n/a	n/a
Wellbeing & Workload	86%	94%	n/a	n/a
Leadership	82%	86%	n/a	n/a
Communication	92%	91%	n/a	n/a
Decision-making	72%	79%	n/a	n/a
Pay & Benefits	85%	82%	n/a	n/a
Engagement	87%	92%	n/a	n/a
Being managed				
I am actively encouraged to take up career development opportunities	54%	55%	n/a	n/a
I am supported to think about my professional development	69%	73%	n/a	n/a
I feel valued and recognised for the work that I do	85%	91%	n/a	n/a
I receive regular and constructive feedback on my work	85%	91%	n/a	n/a
Career development				

I am clear about the training and development opportunities available to me	77%	73%	n/a	n/a
I feel comfortable discussing my training and development needs with my line manager/supervisor	92%	100%	n/a	n/a
I have the opportunity to develop and grow here	77%	82%	n/a	n/a
I take time to reflect on, and plan for, my career development	15%	18%	n/a	n/a
Personal Development Review				
I have had a review within the last two years (Including Career Development Review (CDR), Personal/Career Development Review (PCDR), Career Conversation or appraisal)	92%	91%	n/a	n/a
My personal development review (PDR/CDR etc) was useful	58%	60%	n/a	n/a
My review included opportunities for open and wide-ranging discussion about my career	67%	70%	n/a	n/a
PDR: I would have liked the opportunity to have had one	n/a	n/a	n/a	n/a
Mentoring				
I found mentoring useful	100%	n/a	n/a	n/a
I have been mentored by someone other than my line manager since taking up my current role	38%	36%	n/a	n/a
I have been offered a mentor	0%	0%	n/a	n/a
Bullying and Harassment				
I am aware of the harassment policy and procedure for University staff	92%	91%	n/a	n/a
I feel confident that complaints about harassment would be dealt with seriously in this organisation	69%	73%	n/a	n/a
I know how to contact a Harassment Advisor	100%	100%	n/a	n/a
In the last year, whilst working for the University, I have experienced bullying/harassment	100%	100%	n/a	n/a
In the last year, whilst working for the University, I have witnessed bullying/harassment	100%	100%	n/a	n/a
Inclusion				
I can have a voice on issues within my department	85%	82%	n/a	n/a
I feel able to be myself at work	92%	91%	n/a	n/a
I feel I belong at the University	85%	91%	n/a	n/a
I feel included in my department's social/networking activities	92%	100%	n/a	n/a
I feel integrated into my department	100%	100%	n/a	n/a
I have good relationships with my colleagues	100%	100%	n/a	n/a
I think it is safe to speak up and challenge the way that things are done	77%	82%	n/a	n/a
People like me are able to succeed here	62%	64%	n/a	n/a
Wellbeing & Workload				
Health and Safety is taken seriously in my department	92%	100%	n/a	n/a
I am able to strike the right balance between my work and home life	77%	91%	n/a	n/a

I can meet the requirements of my job without regularly working excessive hours	77%	82%	n/a	n/a
My department enables flexible working	100%	100%	n/a	n/a
My department takes people's caring responsibilities into account when scheduling meetings	85%	91%	n/a	n/a
My health and wellbeing are adequately supported at work	92%	100%	n/a	n/a
W&W: Experienced work-related stress impacting effectiveness at work or wellbeing in the last 12 months	77%	91%	n/a	n/a
Leadership				
I believe action will be taken as a result of this survey	38%	45%	n/a	n/a
Leaders here act as good role models	92%	100%	n/a	n/a
My department fosters a respectful environment where individual differences are valued (e.g. culture, working styles, backgrounds, ideas)	100%	100%	n/a	n/a
My department is committed to promoting equality, diversity and inclusion	100%	100%	n/a	n/a
My department sets clear expectations of behaviour	77%	82%	n/a	n/a
Senior leaders make the effort to listen to and communicate with staff	85%	91%	n/a	n/a
Communication				
Communication in my department is open and effective	92%	91%	n/a	n/a
I feel well informed about University-level news and activities from central communications (e.g. the Gazette, University Bulletin, emails from the Vice-Chancellor)	92%	91%	n/a	n/a
Decision-making				
I have the opportunity to contribute my views before changes are made which affect me	62%	73%	n/a	n/a
Management and decision-making processes are clear and transparent in my department	77%	82%	n/a	n/a
There is a fair and transparent way of allocating work in my department	77%	82%	n/a	n/a
Pay & Benefits				
Considering my duties and responsibilities, I feel my pay is fair	85%	82%	n/a	n/a
I am satisfied with the total benefits package	85%	82%	n/a	n/a
Engagement				
I am proud to say I work for the University	92%	100%	n/a	n/a
I would recommend my department as a great place to work	100%	100%	n/a	n/a
I would recommend the University as a great place to work	92%	100%	n/a	n/a
I would still like to be working at the University in two years' time	77%	82%	n/a	n/a
Overall, I am satisfied in my job	92%	100%	n/a	n/a
Working here makes me want to do the best work I can	69%	73%	n/a	n/a

Day-to-day caring responsibilities

Overview



Results

Survey:	Oxford University SES2025
Dashboard:	Oxford University 2025
Level 2 Division Code:	HUMS
Level 1 Academic/Non-Academic Division:	Academic division
HUMS faculties:	English
Response count:	66
Panel count:	119
Participation:	55%
Partial results:	Excluded

	All	No	Yes
No. of Responses	66	34	32
Themes			
Induction	71%	67%	76%
Being managed	42%	42%	41%
Career development	56%	54%	58%
Personal Development Review	51%	54%	49%
Mentoring	47%	48%	47%
Being a manager	88%	85%	90%
Bullying and Harassment	76%	81%	87%
Inclusion	73%	74%	72%
Wellbeing & Workload	51%	51%	50%
Leadership	60%	57%	63%
Communication	67%	69%	64%
Decision-making	48%	45%	51%
Pay & Benefits	42%	38%	47%
Engagement	74%	71%	77%
Induction			
I was offered an induction when I started in my current post	88%	90%	86%
My induction was useful	53%	44%	67%
Being managed			
I am actively encouraged to take up career development opportunities	31%	36%	25%
I am supported to think about my professional development	38%	39%	38%
I feel valued and recognised for the work that I do	66%	61%	72%
I receive regular and constructive feedback on my work	31%	30%	31%
Career development			
I am clear about the training and development opportunities available to me	49%	45%	53%
I feel comfortable discussing my training and development needs with my line manager/supervisor	54%	55%	53%
I have the opportunity to develop and grow here	63%	61%	66%

I take time to reflect on, and plan for, my career development	57%	55%	59%
Personal Development Review			
I have had a review within the last two years (Including Career Development Review (CDR), Personal/Career Development Review (PCDR), Career Conversation or appraisal)	34%	38%	29%
My personal development review (PDR/CDR etc) was useful	59%	54%	67%
My review included opportunities for open and wide-ranging discussion about my career	73%	77%	67%
PDR: I would have liked the opportunity to have had one	40%	48%	32%
Mentoring			
I found mentoring useful	77%	86%	69%
I have been mentored by someone other than my line manager since taking up my current role	47%	42%	52%
I have been offered a mentor	18%	16%	20%
Being a manager			
I am confident applying HR policies in managing or advising my staff (e.g. sick leave, family leave)	67%	64%	70%
I am confident conducting probationary and personal development reviews	85%	90%	80%
I am confident in my ability to manage difficult people-related situations within my team/with direct reports	90%	80%	100%
I am confident managing projects and finances	90%	82%	100%
I am confident managing staff performance and giving feedback	100%	100%	100%
I am confident recruiting staff	95%	100%	90%
I am confident supporting my staff to reflect on and plan their career development	86%	82%	90%
Bullying and Harassment			
Have you reported (formally or informally) being harassed or bullied at work?	40%	n/a	n/a
I am aware of the harassment policy and procedure for University staff	94%	94%	94%
I feel confident that complaints about harassment would be dealt with seriously in this organisation	58%	47%	69%
I know how to contact a Harassment Advisor	91%	94%	88%
I was satisfied with the way my report was handled	n/a	n/a	n/a
In the last year, whilst working for the University, I have experienced bullying/harassment	92%	88%	97%
In the last year, whilst working for the University, I have witnessed bullying/harassment	83%	79%	88%
Inclusion			
I can have a voice on issues within my department	79%	88%	69%
I feel able to be myself at work	73%	79%	66%
I feel I belong at the University	76%	74%	78%
I feel included in my department's social/networking activities	76%	76%	75%
I feel integrated into my department	67%	68%	66%
I have good relationships with my colleagues	92%	94%	91%
I think it is safe to speak up and challenge the way that things are done	67%	65%	69%

People like me are able to succeed here	56%	50%	63%
Wellbeing & Workload			
Health and Safety is taken seriously in my department	70%	74%	66%
I am able to strike the right balance between my work and home life	27%	26%	28%
I can meet the requirements of my job without regularly working excessive hours	23%	26%	19%
My department enables flexible working	76%	74%	78%
My department takes people's caring responsibilities into account when scheduling meetings	64%	74%	53%
My health and wellbeing are adequately supported at work	45%	44%	47%
W&W: Experienced work-related stress impacting effectiveness at work or wellbeing in the last 12 months	52%	41%	63%
Leadership			
I believe action will be taken as a result of this survey	27%	18%	38%
Leaders here act as good role models	56%	59%	53%
My department fosters a respectful environment where individual differences are valued (e.g. culture, working styles, backgrounds, ideas)	79%	79%	78%
My department is committed to promoting equality, diversity and inclusion	77%	76%	78%
My department sets clear expectations of behaviour	64%	62%	66%
Senior leaders make the effort to listen to and communicate with staff	56%	50%	63%
Communication			
Communication in my department is open and effective	64%	68%	59%
I feel well informed about University-level news and activities from central communications (e.g. the Gazette, University Bulletin, emails from the Vice-Chancellor)	70%	71%	69%
Decision-making			
I have the opportunity to contribute my views before changes are made which affect me	47%	41%	53%
Management and decision-making processes are clear and transparent in my department	48%	38%	59%
There is a fair and transparent way of allocating work in my department	48%	55%	41%
Pay & Benefits			
Considering my duties and responsibilities, I feel my pay is fair	47%	41%	53%
I am satisfied with the total benefits package	38%	35%	41%
Engagement			
I am proud to say I work for the University	83%	82%	84%
I would recommend my department as a great place to work	64%	62%	66%
I would recommend the University as a great place to work	67%	65%	69%
I would still like to be working at the University in two years' time	85%	82%	88%
Overall, I am satisfied in my job	73%	71%	75%
Working here makes me want to do the best work I can	73%	65%	81%

Note: The percentages mean the response was favourable (strongly agree or agree). The scale is reversed for the questions on bullying and harassment.

Academics and Researchers

Overview

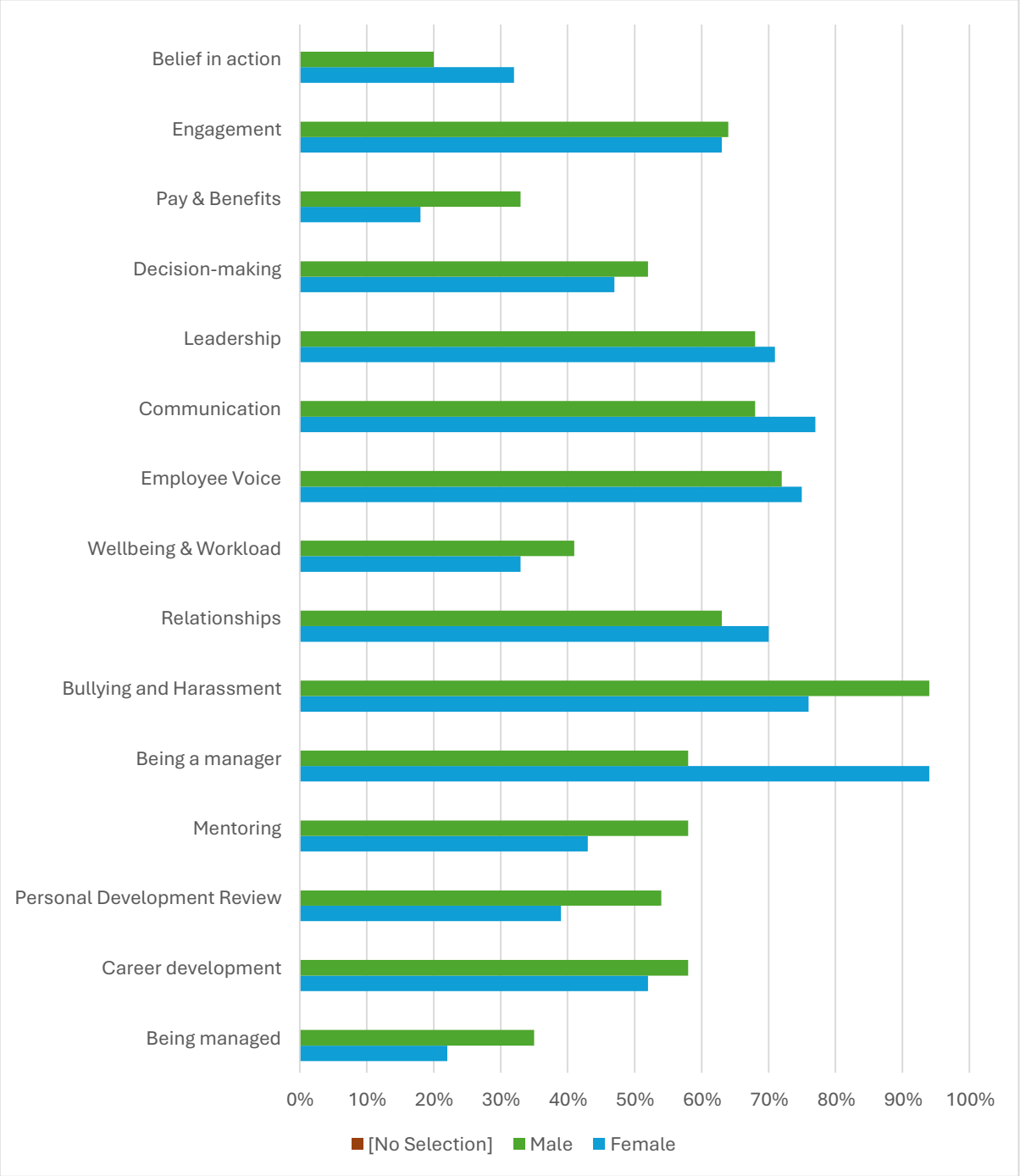


Figure 1: 2023 SES results, disaggregated by gender, for academics and researchers

Results

Survey:	Oxford University Staff Survey 2023 HUMS
Dashboard:	HUMS - Oxford University Staff Survey 2023
Dashboard hierarchy type:	Organogram
Hierarchy filter selection:	no selection made
Level 2: Division:	HUMS
HUMS Faculties:	HUMS-ENGLISH
Major Job Role:	**Academic or Researcher**
Gender:	Female, Male, [No Response], Non-binary or other gender
Response count:	43

	Total	Female	Male	[NA]
No. of Responses	43	22	20	1
Themes				
Induction	89%		93%	n/a
Being managed	28%	22%	35%	n/a
Career development	54%	52%	58%	n/a
Personal Development Review	54%	39%	54%	n/a
Mentoring	52%	43%	58%	n/a
Being a manager	77%	94%	58%	n/a
Bullying and Harassment	77%	76%	94%	n/a
Relationships	65%	70%	63%	n/a
Wellbeing & Workload	36%	33%	41%	n/a
Employee Voice	72%	75%	72%	n/a
Communication	71%	77%	68%	n/a
Leadership	68%	71%	68%	n/a
Decision-making	48%	47%	52%	n/a
Pay & Benefits	24%	18%	33%	n/a
Engagement	63%	63%	64%	n/a
Belief in action	26%	32%	20%	n/a
Induction				
I was offered an induction when I started in my current post	100%	n/a	100%	n/a
My departmental induction was useful	100%	n/a	100%	n/a
My University induction was useful	67%	n/a	80%	n/a
Being managed				
I am actively encouraged to take up career development opportunities	21%	14%	32%	n/a
I am supported to think about my professional development	29%	24%	35%	n/a
I feel valued and recognised for the work that I do	48%	38%	60%	n/a
I receive regular and constructive feedback on my work	14%	14%	15%	n/a
Career development				

I am clear about the training and development opportunities available to me	44%	45%	40%	n/a
I am supported to apply for grant funding as a principal investigator or co-investigator (AC/RES staff)	72%	77%	70%	n/a
I feel comfortable discussing my training and development needs with my line manager/supervisor	35%	36%	35%	n/a
I have the opportunity to develop and grow here	44%	32%	60%	n/a
I take time to reflect on, and plan for, my career development	77%	68%	85%	n/a
Personal Development Review				
I have had a review within the last two years	29%	14%	45%	n/a
My personal development review (PDR/CDR etc) was useful	67%	n/a	78%	n/a
My review included opportunities for open and wide-ranging discussion about my career	64%	n/a	75%	n/a
PDR: I would have liked the opportunity to have had one	55%	71%	36%	n/a
Mentoring				
I found mentoring useful	75%	78%	70%	n/a
I have been mentored by someone other than my line manager since taking up my current role	50%	43%	55%	n/a
I have been offered a mentor	30%	17%	50%	n/a
Being a manager				
I am confident Applying HR policies in managing or advising my staff (e.g. sick leave, family leave)	55%	83%	20%	n/a
I am confident conducting probationary and personal development reviews	73%	83%	60%	n/a
I am confident managing projects and finances	73%	100%	40%	n/a
I am confident managing staff performance and giving feedback	82%	100%	60%	n/a
I am confident recruiting staff	92%	100%	83%	n/a
I am confident Supporting my staff to think about their careers	91%	100%	80%	n/a
Bullying and Harassment				
Have you reported (formally or informally) being harassed or bullied at work?	33%	33%	n/a	n/a
I am aware of the harassment policy and procedure for University staff	95%	95%	95%	n/a
I feel confident that complaints about harassment would be dealt with seriously in this organisation	76%	67%	90%	n/a
I know how to contact a Harassment Advisor	93%	95%	90%	n/a
In the last year, whilst working for the University, I have experienced bullying/harassment	90%	81%	100%	n/a
In the last year, whilst working for the University, I have witnessed bullying/harassment	76%	62%	95%	n/a
Relationships				
I feel able to be myself at work	74%	76%	75%	n/a

I feel included in my department's social/networking activities	60%	71%	50%	n/a
I feel integrated into my department	57%	62%	55%	n/a
I feel integrated into my team	52%	57%	50%	n/a
I have good relationships with my colleagues	83%	86%	85%	n/a
Wellbeing & Workload				
I am able to strike the right balance between my work and home life	12%	10%	16%	n/a
I can meet the requirements of my job without regularly working excessive hours	9%	9%	10%	n/a
My department enables flexible working	63%	50%	80%	n/a
My department takes people's caring responsibilities into account when scheduling meetings	52%	55%	53%	n/a
My health and wellbeing are adequately supported at work	43%	41%	47%	n/a
Employee Voice				
I can have a voice on issues within my department	74%	77%	75%	n/a
I can have a voice on issues within my team	74%	76%	75%	n/a
I think it is safe to speak up and challenge the way that things are done	67%	73%	65%	n/a
Communication				
Communication in my department is open and effective	65%	68%	65%	n/a
I feel well informed about University-level news and activities from central communications	77%	86%	70%	n/a
Leadership				
My department is committed to promoting equality, diversity and inclusion	77%	82%	75%	n/a
My department respects individual differences (e.g. culture, working styles, backgrounds, ideas)	79%	82%	80%	n/a
My department sets clear expectations of behaviour	60%	57%	65%	n/a
Senior leaders make the effort to listen to and communicate with staff	56%	62%	53%	n/a
Decision-making				
I have the opportunity to contribute my views before changes are made which affect me	56%	55%	60%	n/a
Management and decision-making processes are clear and transparent in my department	51%	45%	60%	n/a
There is a fair and transparent way of allocating work in my department	37%	41%	35%	n/a
Pay & Benefits				
Considering my duties and responsibilities, I feel my pay is fair	26%	18%	35%	n/a
I am satisfied with the total benefits package	23%	18%	30%	n/a
Engagement				

I am proud to say I work for the University	79%	77%	85%	n/a
I would recommend my department as a great place to work	56%	64%	50%	n/a
I would recommend the University as a great place to work	49%	55%	45%	n/a
I would still like to be working at Oxford Uni in two years' time	73%	62%	84%	n/a
Overall, I am satisfied in my job	56%	64%	50%	n/a
Working here makes me want to do the best work I can	65%	59%	70%	n/a
Belief in action				
I believe action will be taken as a result of this survey	26%	32%	20%	n/a

Table 1: 2023 SES results, disaggregated by gender, for academics and researchers

Professional services

Overview

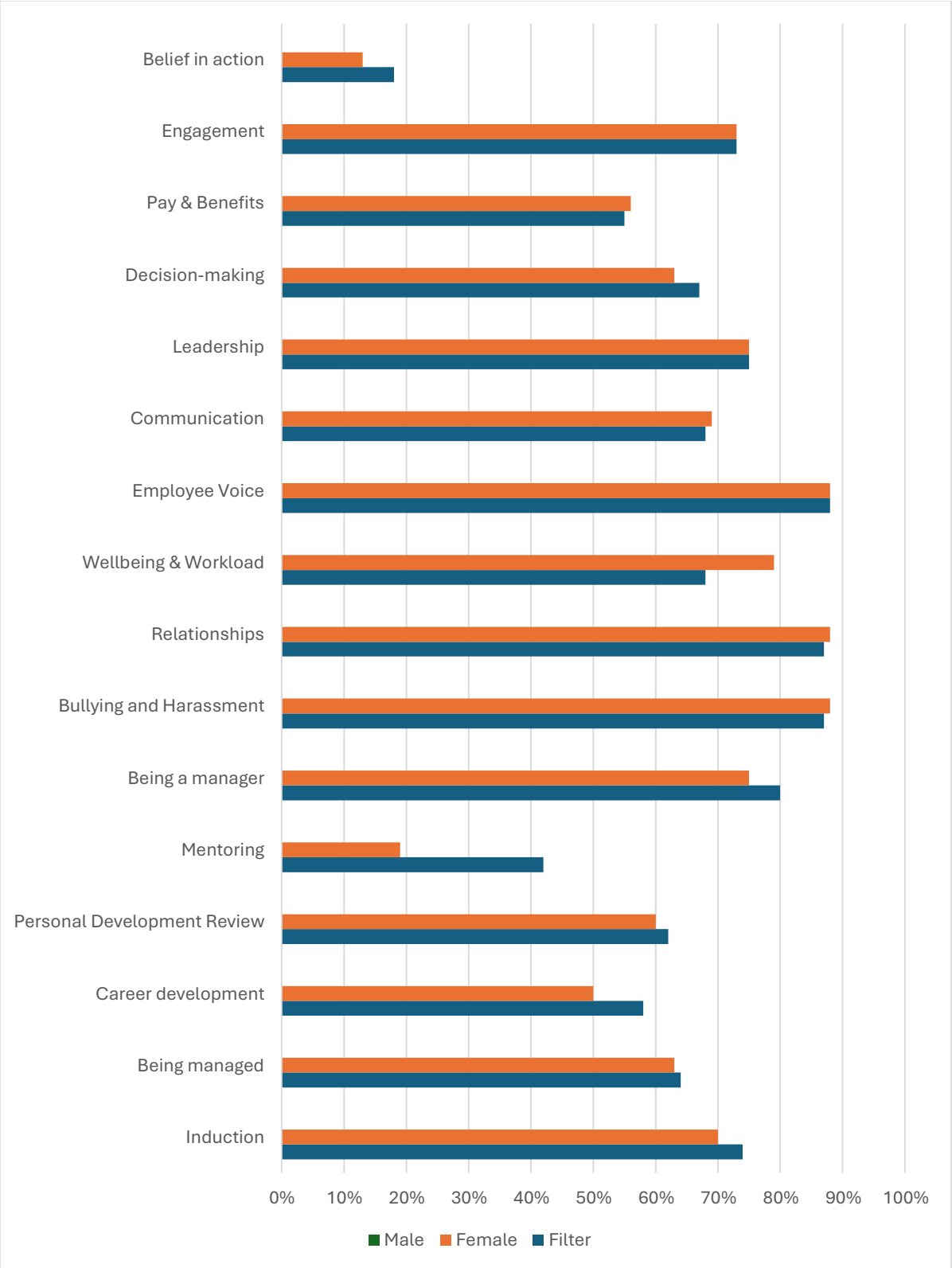


Figure 2: 2023 SES results, disaggregated by gender, for PTO

Results

Survey:	Oxford University Staff Survey 2023 HUMS
Dashboard:	HUMS - Oxford University Staff Survey 2023
Dashboard hierarchy type:	Organogram
Hierarchy filter selection:	no selection made
Level 2: Division:	HUMS
HUMS Faculties:	HUMS-ENGLISH
Major Job Role:	Professional, Support or Research-related
Gender:	Female, Male, [No Response], Non-binary or other gender
Response count:	11

	Total	Female	Male	Non-binary or other gender
No. of Responses	11	8	2	1
Themes				
Induction	74%	70%	n/a	n/a
Being managed	64%	63%	n/a	n/a
Career development	58%	50%	n/a	n/a
Personal Development Review	62%	60%	n/a	n/a
Mentoring	42%	19%	n/a	n/a
Being a manager	80%	75%	n/a	n/a
Bullying and Harassment	87%	88%	n/a	n/a
Relationships	87%	88%	n/a	n/a
Wellbeing & Workload	68%	79%	n/a	n/a
Employee Voice	88%	88%	n/a	n/a
Communication	68%	69%	n/a	n/a
Leadership	75%	75%	n/a	n/a
Decision-making	67%	63%	n/a	n/a
Pay & Benefits	55%	56%	n/a	n/a
Engagement	73%	73%	n/a	n/a
Belief in action	18%	13%	n/a	n/a
Induction				
Being managed				
I am actively encouraged to take up career development opportunities	27%	25%	n/a	n/a
I am supported to think about my professional development	64%	63%	n/a	n/a
I feel valued and recognised for the work that I do	100%	100%	n/a	n/a
I receive regular and constructive feedback on my work	64%	63%	n/a	n/a
Career development				

I am clear about the training and development opportunities available to me	73%	63%	n/a	n/a
I feel comfortable discussing my training and development needs with my line manager/supervisor	82%	75%	n/a	n/a
I have the opportunity to develop and grow here	70%	63%	n/a	n/a
I take time to reflect on, and plan for, my career development	9%	0%	n/a	n/a
Personal Development Review				
I have had a review within the last two years	73%	75%	n/a	n/a
My personal development review (PDR/CDR etc) was useful	38%	33%	n/a	n/a
My review included opportunities for open and wide-ranging discussion about my career	75%	67%	n/a	n/a
Mentoring				
I have been mentored by someone other than my line manager since taking up my current role	45%	25%	n/a	n/a
I have been offered a mentor	n/a	0%	n/a	n/a
Being a manager				
Bullying and Harassment				
I am aware of the harassment policy and procedure for University staff	91%	88%	n/a	n/a
I feel confident that complaints about harassment would be dealt with seriously in this organisation	73%	75%	n/a	n/a
I know how to contact a Harassment Advisor	82%	88%	n/a	n/a
In the last year, whilst working for the University, I have experienced bullying/harassment	91%	88%	n/a	n/a
In the last year, whilst working for the University, I have witnessed bullying/harassment	100%	100%	n/a	n/a
Relationships				
I feel able to be myself at work	91%	88%	n/a	n/a
I feel included in my department's social/networking activities	82%	88%	n/a	n/a
I feel integrated into my department	82%	88%	n/a	n/a
I feel integrated into my team	91%	88%	n/a	n/a
I have good relationships with my colleagues	91%	88%	n/a	n/a
Wellbeing & Workload				

I am able to strike the right balance between my work and home life	55%	75%	n/a	n/a
I can meet the requirements of my job without regularly working excessive hours	82%	100%	n/a	n/a
My department enables flexible working	73%	75%	n/a	n/a
My department takes people's caring responsibilities into account when scheduling meetings	73%	75%	n/a	n/a
My health and wellbeing are adequately supported at work	60%	71%	n/a	n/a
Employee Voice				
I can have a voice on issues within my department	73%	75%	n/a	n/a
I can have a voice on issues within my team	100%	100%	n/a	n/a
I think it is safe to speak up and challenge the way that things are done	91%	88%	n/a	n/a
Communication				
Communication in my department is open and effective	55%	63%	n/a	n/a
I feel well informed about University-level news and activities from central communications	82%	75%	n/a	n/a
Leadership				
My department is committed to promoting equality, diversity and inclusion	82%	88%	n/a	n/a
My department respects individual differences (e.g. culture, working styles, backgrounds, ideas)	73%	75%	n/a	n/a
My department sets clear expectations of behaviour	64%	63%	n/a	n/a
Senior leaders make the effort to listen to and communicate with staff	82%	75%	n/a	n/a
Decision-making				
I have the opportunity to contribute my views before changes are made which affect me	55%	50%	n/a	n/a
Management and decision-making processes are clear and transparent in my department	73%	63%	n/a	n/a
There is a fair and transparent way of allocating work in my department	73%	75%	n/a	n/a
Pay & Benefits				
Considering my duties and responsibilities, I feel my pay is fair	64%	63%	n/a	n/a
I am satisfied with the total benefits package	45%	50%	n/a	n/a
Engagement				

I am proud to say I work for the University	73%	75%	n/a	n/a
I would recommend my department as a great place to work	64%	63%	n/a	n/a
I would recommend the University as a great place to work	82%	88%	n/a	n/a
I would still like to be working at Oxford Uni in two years' time	64%	63%	n/a	n/a
Overall, I am satisfied in my job	73%	75%	n/a	n/a
Working here makes me want to do the best work I can	82%	75%	n/a	n/a
Belief in action				
I believe action will be taken as a result of this survey	18%	13%	n/a	n/a

Table 2: 2023 SES results, disaggregated by gender, for PTO

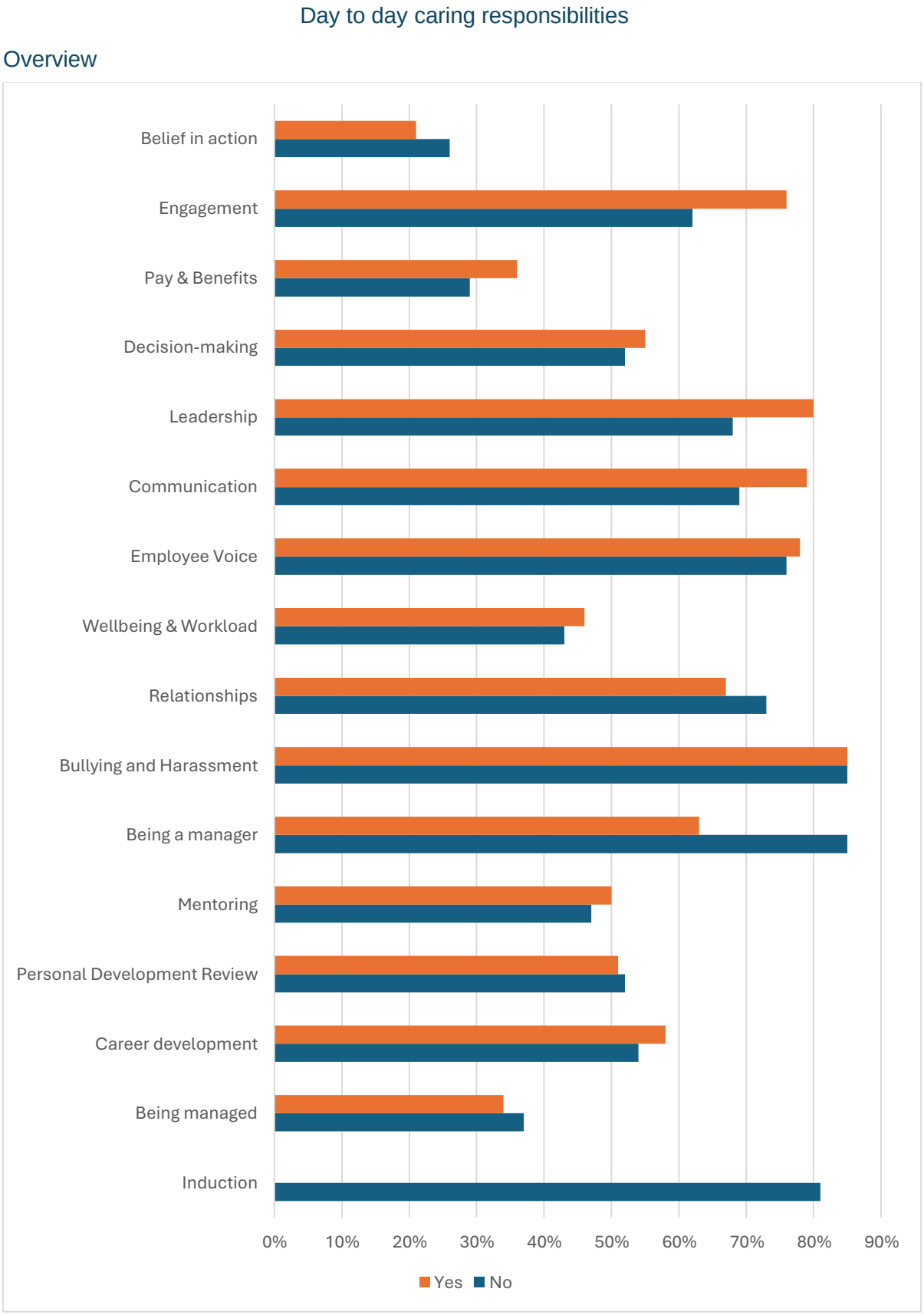


Figure 3: 2023 SES results, disaggregated byday-to-day caring responsibilities

Results

Survey:	Oxford University Staff Survey 2023 HUMS
Dashboard:	HUMS - Oxford University Staff Survey 2023
Dashboard hierarchy type:	Organogram
Hierarchy filter selection:	no selection made
Level 2: Division:	HUMS
HUMS Faculties:	HUMS-ENGLISH
Gender:	Female, Male, [No Response], Non-binary or other gender
Day-to-day caring responsibilities (Y/N):	Yes, No, [No Response]
Response count:	54

	Filter	No	Yes	[No Selection]
No. of Responses	54	39	14	1
Themes				
Induction	82%	81%		n/a
Being managed	35%	37%	34%	n/a
Career development	56%	54%	58%	n/a
Personal Development Review	55%	52%	51%	n/a
Mentoring	49%	47%	50%	n/a
Being a manager	78%	85%	63%	n/a
Bullying and Harassment	79%	85%	85%	n/a
Relationships	70%	73%	67%	n/a
Wellbeing & Workload	43%	43%	46%	n/a
Employee Voice	75%	76%	78%	n/a
Communication	70%	69%	79%	n/a
Leadership	69%	68%	80%	n/a
Decision-making	52%	52%	55%	n/a
Pay & Benefits	31%	29%	36%	n/a
Engagement	65%	62%	76%	n/a
Belief in action	24%	26%	21%	n/a
Induction				
I was offered an induction when I started in my current post	92%	91%	n/a	n/a
My departmental induction was useful	100%	100%	n/a	n/a
My University induction was useful	55%	50%	n/a	n/a
Being managed				
I am actively encouraged to take up career development opportunities	23%	21%	29%	n/a
I am supported to think about my professional development	36%	38%	31%	n/a
I feel valued and recognised for the work that I do	58%	62%	54%	n/a

I receive regular and constructive feedback on my work	25%	26%	23%	n/a
Career development				
I am clear about the training and development opportunities available to me	50%	49%	50%	n/a
I am supported to apply for grant funding as a principal investigator or co-investigator (AC/RES staff)	72%	72%	77%	n/a
I feel comfortable discussing my training and development needs with my line manager/supervisor	44%	49%	36%	n/a
I have the opportunity to develop and grow here	49%	47%	57%	n/a
I take time to reflect on, and plan for, my career development	63%	59%	71%	n/a
Personal Development Review				
I have had a review within the last two years	38%	32%	57%	n/a
My personal development review (PDR/CDR etc) was useful	55%	67%	38%	n/a
My review included opportunities for open and wide-ranging discussion about my career	68%	82%	50%	n/a
PDR: I would have liked the opportunity to have had one	59%	62%	60%	n/a
Mentoring				
I found mentoring useful	76%	68%	100%	n/a
I have been mentored by someone other than my line manager since taking up my current role	49%	51%	38%	n/a
I have been offered a mentor	23%	17%	38%	n/a
Being a manager				
I am confident Applying HR policies in managing or advising my staff (e.g. sick leave, family leave)	63%	73%	40%	n/a
I am confident conducting probationary and personal development reviews	69%	82%	40%	n/a
I am confident managing projects and finances	69%	73%	60%	n/a
I am confident managing staff performance and giving feedback	88%	91%	80%	n/a
I am confident recruiting staff	94%	100%	80%	n/a
I am confident Supporting my staff to think about their careers	88%	91%	80%	n/a
Bullying and Harassment				
Have you reported (formally or informally) being harassed or bullied at work?	40%	43%	n/a	n/a
I am aware of the harassment policy and procedure for University staff	94%	95%	93%	n/a
I feel confident that complaints about harassment would be dealt with seriously in this organisation	75%	74%	86%	n/a
I know how to contact a Harassment Advisor	91%	92%	86%	n/a
In the last year, whilst working for the University, I have experienced bullying/harassment	90%	89%	93%	n/a
In the last year, whilst working for the University, I have witnessed bullying/harassment	81%	84%	79%	n/a

Relationships				
I feel able to be myself at work	77%	84%	64%	n/a
I feel included in my department's social/networking activities	64%	63%	71%	n/a
I feel integrated into my department	62%	63%	64%	n/a
I feel integrated into my team	60%	66%	50%	n/a
I have good relationships with my colleagues	85%	87%	86%	n/a
Wellbeing & Workload				
I am able to strike the right balance between my work and home life	21%	24%	14%	n/a
I can meet the requirements of my job without regularly working excessive hours	24%	28%	14%	n/a
My department enables flexible working	65%	56%	93%	n/a
My department takes people's caring responsibilities into account when scheduling meetings	57%	58%	57%	n/a
My health and wellbeing are adequately supported at work	46%	46%	50%	n/a
Employee Voice				
I can have a voice on issues within my department	74%	74%	79%	n/a
I can have a voice on issues within my team	79%	79%	85%	n/a
I think it is safe to speak up and challenge the way that things are done	72%	74%	71%	n/a
Communication				
Communication in my department is open and effective	63%	64%	64%	n/a
I feel well informed about University-level news and activities from central communications	78%	74%	93%	n/a
Leadership				
My department is committed to promoting equality, diversity and inclusion	78%	77%	86%	n/a
My department respects individual differences (e.g. culture, working styles, backgrounds, ideas)	78%	77%	86%	n/a
My department sets clear expectations of behaviour	60%	59%	69%	n/a
Senior leaders make the effort to listen to and communicate with staff	62%	58%	77%	n/a
Decision-making				
I have the opportunity to contribute my views before changes are made which affect me	56%	54%	64%	n/a
Management and decision-making processes are clear and transparent in my department	56%	54%	64%	n/a
There is a fair and transparent way of allocating work in my department	44%	49%	36%	n/a
Pay & Benefits				
Considering my duties and responsibilities, I feel my pay is fair	33%	33%	36%	n/a
I am satisfied with the total benefits package	28%	26%	36%	n/a

Engagement				
I am proud to say I work for the University	78%	74%	93%	n/a
I would recommend my department as a great place to work	57%	54%	71%	n/a
I would recommend the University as a great place to work	56%	54%	64%	n/a
I would still like to be working at Oxford Uni in two years' time	71%	65%	86%	n/a
Overall, I am satisfied in my job	59%	54%	79%	n/a
Working here makes me want to do the best work I can	69%	69%	64%	n/a
Belief in action				
I believe action will be taken as a result of this survey	24%	26%	21%	n/a

Student barometer (2022)

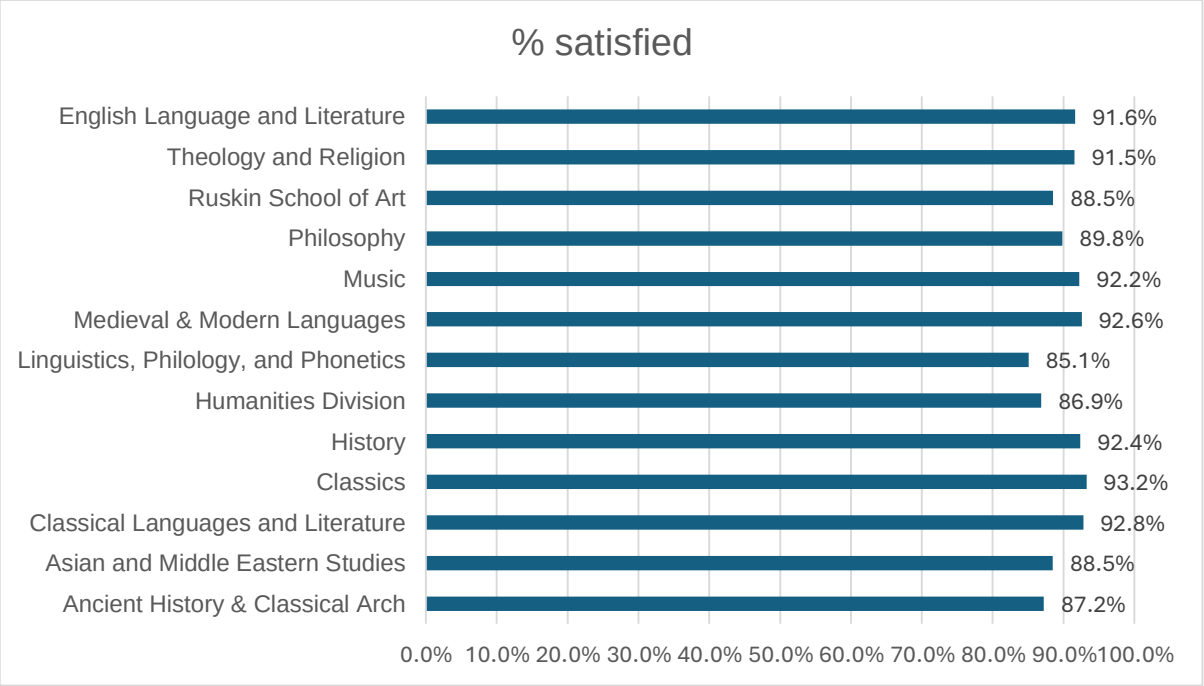


Figure 4: Results of the Student Barometer (all questions, disaggregated by faculties)

Question group	Short questions and note	Gender	% satisfied	N satisfied	N total
Overall experience	How satisfied are you with all aspects of your University experience?	Male	90.70%	792	873
	How satisfied are you with all aspects of your University experience?	Female	91.20%	1003	1100
	How satisfied are you with the LEARNING EXPERIENCE at this stage in the year?	Male	87.60%	503	574
	How satisfied are you with the LEARNING EXPERIENCE at this stage in the year?	Female	88.50%	670	757
	How satisfied are you with the LIVING EXPERIENCE at this stage in the year?	Male	88.20%	495	561
	How satisfied are you with the LIVING EXPERIENCE at this stage in the year?	Female	89.10%	644	723
	How satisfied were you with the ARRIVAL EXPERIENCE?	Male	88.30%	408	462
	How satisfied were you with the ARRIVAL EXPERIENCE?	Female	87.90%	539	613
	How satisfied were you with the Support Services?	Male	89.40%	513	574

	How satisfied were you with the Support Services?	Female	86.10%	626	727
	Offer response time	Male	90.50%	429	474
	Offer response time	Female	90.00%	552	613
Learning satisfaction	Advice and guidance on long-term job opportunities and careers from academic staff (not Careers Service)	Male	68.70%	327	476
	Advice and guidance on long-term job opportunities and careers from academic staff (not Careers Service)	Female	62.70%	353	563
	Detailed feedback (written and oral) on my work / Helpful feedback on my progress from my supervisor (UG/PGT only)	Male	77.50%	534	689
	Detailed feedback (written and oral) on my work / Helpful feedback on my progress from my supervisor (UG/PGT only)	Female	81.80%	697	852
	Explanation of marking/assessment criteria (UG/PGT only)	Male	63.50%	179	282
	Explanation of marking/assessment criteria (UG/PGT only)	Female	67.20%	221	329
	Fair and transparent assessment of my work (UG only)	Male	80.90%	225	278
	Fair and transparent assessment of my work (UG only)	Female	85.10%	275	323
	Getting time from academic staff when I need it/ personal support with learning	Male	84.90%	519	611
	Getting time from academic staff when I need it/ personal support with learning	Female	85.00%	673	792
	Help to improve the level of my academic English (Int'l only)	Male	90.60%	164	181
	Help to improve the level of my academic English (Int'l only)	Female	89.60%	223	249
	Learning that will help me to get a good job	Male	80.50%	422	524
	Learning that will help me to get a good job	Female	72.30%	477	660
	Opportunities for work experience/ work placements as a part of my studies	Male	59.50%	251	422
	Opportunities for work experience/ work placements as a part of my studies	Female	53.30%	287	538
	Studying with people from other cultures	Male	91.00%	556	611
	Studying with people from other cultures	Female	87.20%	693	795
	The academic content of my course/studies (UG/PGT only)	Male	91.20%	640	702

	The academic content of my course/studies (UG/PGT only)	Female	90.80%	802	883
	The dept/faculty learning technology (PCs, networking, etc)	Male	89.30%	444	497
	The dept/faculty learning technology (PCs, networking, etc)	Female	88.60%	483	545
	The level of research activity	Male	91.40%	434	475
	The level of research activity	Female	91.50%	550	601
	The organisation and smooth running of the course (UG/PGT only)	Male	81.80%	572	699
	The organisation and smooth running of the course (UG/PGT only)	Female	75.30%	666	884
	The quality of laboratories	Male	92.40%	208	225
	The quality of laboratories	Female	96.10%	198	206
	The quality of lectures (UG only)	Male	85.50%	574	671
	The quality of lectures (UG only)	Female	87.10%	735	844
	The quality of the lecture theatres and classrooms	Male	87.30%	570	653
	The quality of the lecture theatres and classrooms	Female	85.10%	708	832
	The subject expertise of academic staff	Male	97.50%	674	691
	The subject expertise of academic staff	Female	97.50%	854	876
	The teaching ability of academic staff	Male	86.60%	609	703
	The teaching ability of academic staff	Female	88.80%	782	881
	The University's online library facilities (access to journals etc)	Male	95.50%	592	620
	The University's online library facilities (access to journals etc)	Female	95.20%	797	837
	The University's physical library facilities	Male	95.50%	569	596
	The University's physical library facilities	Female	97.20%	772	794
	Weblearn	Male	83.60%	514	615
	Weblearn	Female	87.80%	695	792
Living satisfaction	Access to suitable accommodation	Male	91.00%	483	531
	Access to suitable accommodation	Female	90.00%	601	668
	Eco-friendly attitude	Male	73.70%	339	460
	Eco-friendly attitude	Female	74.70%	470	629
	Feeling safe and secure	Male	97.90%	571	583
	Feeling safe and secure	Female	95.30%	704	739
	Financial support provided by the College (UG only)	Male	64.80%	217	335
	Financial support provided by the College (UG only)	Female	60.60%	286	472
	Good contacts	Male	84.50%	441	522
	Good contacts	Female	79.30%	498	628
	Good place to be	Male	97.60%	561	575
	Good place to be	Female	95.50%	694	727

	Host culture	Male	85.10%	188	221
	Host culture	Female	86.80%	256	295
	Living Satisfaction (Quality of campus buildings)	Male	92.40%	538	582
	Living Satisfaction (Quality of campus buildings)	Female	90.40%	668	739
	Living Satisfaction (Quality of external campus environment)	Male	94.20%	534	567
	Living Satisfaction (Quality of external campus environment)	Female	94.80%	695	733
	Making friends from my home country (Int'l only)	Male	88.50%	170	192
	Making friends from my home country (Int'l only)	Female	82.80%	221	267
	Making friends from other countries (Int'l only)	Male	91.30%	502	550
	Making friends from other countries (Int'l only)	Female	89.60%	643	718
	Making friends from this country (Int'l only)	Male	81.70%	183	224
	Making friends from this country (Int'l only)	Female	85.30%	262	307
	The cost of accommodation	Male	66.70%	345	517
	The cost of accommodation	Female	63.80%	420	658
	The cost of living (food, drink, transport and social)	Male	65.50%	353	539
	The cost of living (food, drink, transport and social)	Female	55.10%	375	681
	The quality of accommodation	Male	83.70%	435	520
	The quality of accommodation	Female	85.40%	555	650
	The social activities at College	Male	80.50%	401	498
	The social activities at College	Female	86.30%	556	644
	The social facilities at College	Male	82.40%	417	506
	The social facilities at College	Female	84.00%	530	631
	The University sports facilities	Male	79.80%	273	342
	The University sports facilities	Female	79.70%	329	413
	Transport links to other places	Male	87.10%	413	474
	Transport links to other places	Female	86.20%	537	623
	Transport links within the university	Male	88.50%	402	454
	Transport links within the university	Female	78.70%	452	574
	Visa advice (Int'l only)	Male	89.00%	130	146
	Visa advice (Int'l only)	Female	74.90%	152	203
	Worship facilities	Male	89.90%	161	179
	Worship facilities	Female	84.00%	179	213
Support services	Careers Service	Male	92.30%	180	195
	Careers Service	Female	87.10%	230	264
	College accommodation office	Male	83.10%	246	296
	College accommodation office	Female	80.70%	296	367
	College advisor (PG only)	Male	91.30%	157	172

	College advisor (PG only)	Female	94.30%	181	192
	College bursary / finance office	Male	89.60%	173	193
	College bursary / finance office	Female	89.50%	197	220
	College canteen/hall	Male	87.90%	442	503
	College canteen/hall	Female	89.10%	558	626
	College nurse/doctors' practice	Male	92.90%	144	155
	College nurse/doctors' practice	Female	87.90%	247	281
	College welfare support	Male	83.90%	78	93
	College welfare support	Female	87.70%	150	171
	Counselling Service	Male	83.80%	62	74
	Counselling Service	Female	73.00%	89	122
	Disability Advisory Service	Male	81.00%	64	79
	Disability Advisory Service	Female	76.50%	101	132
	IT Services	Male	89.00%	309	347
	IT Services	Female	88.90%	353	397
	Library Service	Male	96.70%	491	508
	Library Service	Female	97.30%	649	667
	Oxford SU	Male	85.30%	58	68
	Oxford SU	Female	93.30%	111	119
	Specialist 1:1 study skills tuition	Male	93.50%	130	139
	Specialist 1:1 study skills tuition	Female	92.40%	170	184
	Student Information & Advisory Service	Male	96.20%	227	236
	Student Information & Advisory Service	Female	95.60%	239	250
	Support Satisfaction (College academic office)	Male	93.70%	404	431
	Support Satisfaction (College academic office)	Female	96.40%	540	560
	Support Satisfaction (Online resources)	Male	96.80%	30	31
	Support Satisfaction (Online resources)	Female	81.60%	31	38
	University Clubs/Societies	Male	95.50%	386	404
	University Clubs/Societies	Female	95.50%	486	509
Arrival	Academic registration	Male	91.80%	383	417
	Academic registration	Female	88.90%	506	569
	Accommodation and living orientation	Male	87.50%	316	361
	Accommodation and living orientation	Female	80.80%	386	478
	Clubs and societies	Male	79.80%	300	376
	Clubs and societies	Female	80.40%	415	516
	Condition of accommodation on arrival	Male	87.40%	326	373
	Condition of accommodation on arrival	Female	87.10%	431	495
	Faculty or department induction/ welcome	Male	93.50%	386	413
	Faculty or department induction/ welcome	Female	92.10%	522	567

	Finding my way around the local area	Male	95.00%	381	401
	Finding my way around the local area	Female	91.90%	488	531
	First night - getting to where I would stay	Male	90.80%	345	380
	First night - getting to where I would stay	Female	86.00%	431	501
	Information on arrival	Male	82.90%	353	426
	Information on arrival	Female	78.70%	451	573
	International Student Orientation	Male	85.80%	350	408
	International Student Orientation	Female	82.30%	447	543
	Meeting academic staff	Male	95.00%	398	419
	Meeting academic staff	Female	93.80%	527	562
	Orientation Programme	Male	94.50%	239	253
	Orientation Programme	Female	92.90%	312	336
	Understanding how my course of study would work	Male	87.70%	371	423
	Understanding how my course of study would work	Female	81.50%	467	573
Careers Support	Careers advice and alumni support	Male	60.90%	81	133
	Careers advice and alumni support	Female	52.10%	98	188
	Careers fairs and networking	Male	83.10%	123	148
	Careers fairs and networking	Female	73.20%	145	198
	Careers guidance	Male	73.90%	133	180
	Careers guidance	Female	72.30%	162	224
	Careers information and guides	Male	83.90%	156	186
	Careers information and guides	Female	79.90%	207	259
	contacting employers on my behalf	Male	46.60%	27	58
	contacting employers on my behalf	Female	35.30%	30	85
	CV support and advice	Male	69.60%	80	115
	CV support and advice	Female	69.40%	120	173
	Finding employment	Male	37.50%	21	56
	Finding employment	Female	28.80%	23	80
	Interview training, skills workshops	Male	68.00%	83	122
	Interview training, skills workshops	Female	62.90%	110	175
	work experience/work placement opportunities	Male	61.30%	76	124
	work experience/work placement opportunities	Female	55.40%	102	184
Visa and Immigration satisfaction	Immigration advice from Home Office	Male	69.10%	76	110
	Immigration advice from Home Office	Female	67.80%	118	174
	Immigration advice from University	Male	93.20%	110	118
	Immigration advice from University	Female	78.00%	138	177
	Immigration service on arrival at the border	Male	88.80%	111	125
	Immigration service on arrival at the border	Female	89.10%	164	184
	Time taken to process your visa	Male	76.40%	97	127
	Time taken to process your visa	Female	70.40%	131	186

Table 3: 2022 Student barometer results, disaggregated by gender, for UG, PGT and PGR students

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Appendix 2: Data Tables

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1. Students on course by gender at UG, PGT, PGR – includes benchmark (BMk)

		Female	Male	Total	Female %	Male %	Total
		N			%		
UG	2019/2020	191	68	259	74%	26%	100%
	2020/2021	226	68	294	77%	23%	100%
	2021/2022	216	58	274	79%	21%	100%
	2022/2023	196	64	260	75%	25%	100%
	2023/2024	206	54	260	79%	21%	100%
	BMk	31,705	10,080	41,785	76%	24%	100%

Table 1: Students on course (UG), by gender and academic year

		Female	Male	Total	Female %	Male %	Total
		N			%		
PGT	2019/2020	63	37	100	63%	37%	100%
	2020/2021	67	35	102	66%	34%	100%
	2021/2022	61	29	90	68%	32%	100%
	2022/2023	67	22	89	75%	25%	100%
	2023/2024	68	22	90	76%	24%	100%
	BMk	6,570	2,435	9005	73%	27%	100%

Table 2: Students on course (PGT), by gender and academic year

		Female	Male	Total	Female %	Male %	Total
		N			%		
PGR	2019/2020	17	11	28	61%	39%	100%
	2020/2021	28	17	45	62%	38%	100%
	2021/2022	29	9	38	76%	24%	100%
	2022/2023	19	8	27	70%	30%	100%
	2023/2024	26	6	32	81%	19%	100%
	BMk	2,440	1,060	3500	70%	30%	100%

Table 3: Students on course (PGR level), by gender and academic year

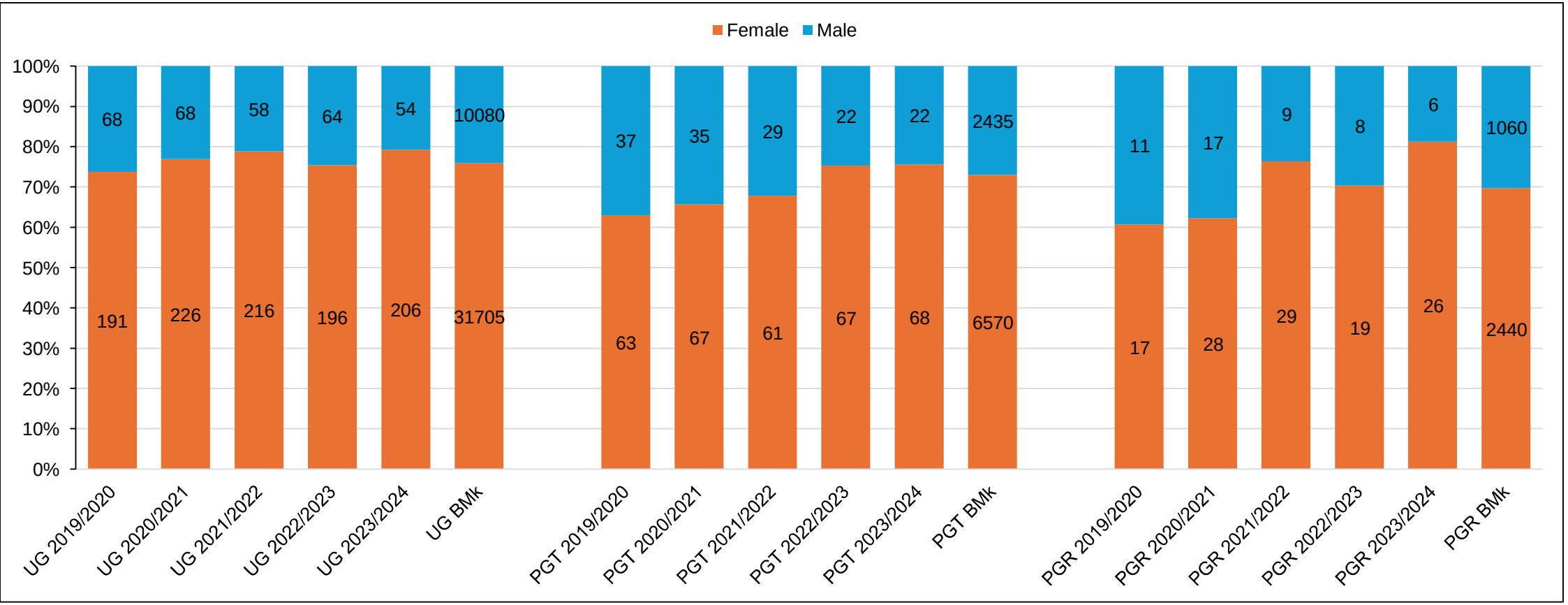


Figure 1: Students on course (UG, PGT. PGR levels), by gender and academic year

2. Degree attainment and or completion rates for students at UG, PGT and PGR

	UG	Female	Male	Other	Grand Total	Female	Male	Other	Grand Total
2020	**2020**	**185**	**78**		**263**	100%	100%		100%
	1st	72	42		114	39%	54%		43%
	2:1	109	35		144	59%	45%		55%
	2:2	2	1		3	1%	1%		1%
	Incomplete or fail	1			1	1%	0%		0%
	Pass	1			1	1%	0%		0%
2021	**2021**	**198**	**70**		**268**	100%	100%		100%
	1st	85	32		117	43%	46%		44%
	2:1	110	37		147	56%	53%		55%
	2:2	2			2	1%	0%		1%
	Incomplete or fail	1	1		2	1%	1%		1%
2022	**2022**	**195**	**67**		**262**	100%	100%		100%
	1st	79	27		106	41%	40%		40%
	2:1	110	37		147	56%	55%		56%
	2:2	1	1		2	1%	1%		1%
	Incomplete or fail	5	1		6	3%	1%		2%
	Pass		1		1	0%	1%		0%
2023	**2023**	**216**	**73**		**289**	100%	100%		100%
	1st	69	28		97	32%	38%		34%
	2:1	143	43		186	66%	59%		64%
	2:2	2			2	1%	0%		1%
	Incomplete or fail	2	1		3	1%	1%		1%
	Other		1		1	0%	1%		0%
2024	**2024**	**231**	**63**	**1**	**295**	100%	100%	100%	100%
	1st	70	20		90	30%	32%	0%	31%
	2:1	151	41	1	193	65%	65%	100%	65%
	2:2	9	2		11	4%	3%	0%	4%

	Incomplete or fail	1			1	0%	0%	0%	0%
	Grand Total	**1025**	**351**	**1**	**1377**				

Table 4: UG outcomes, by gender and academic year

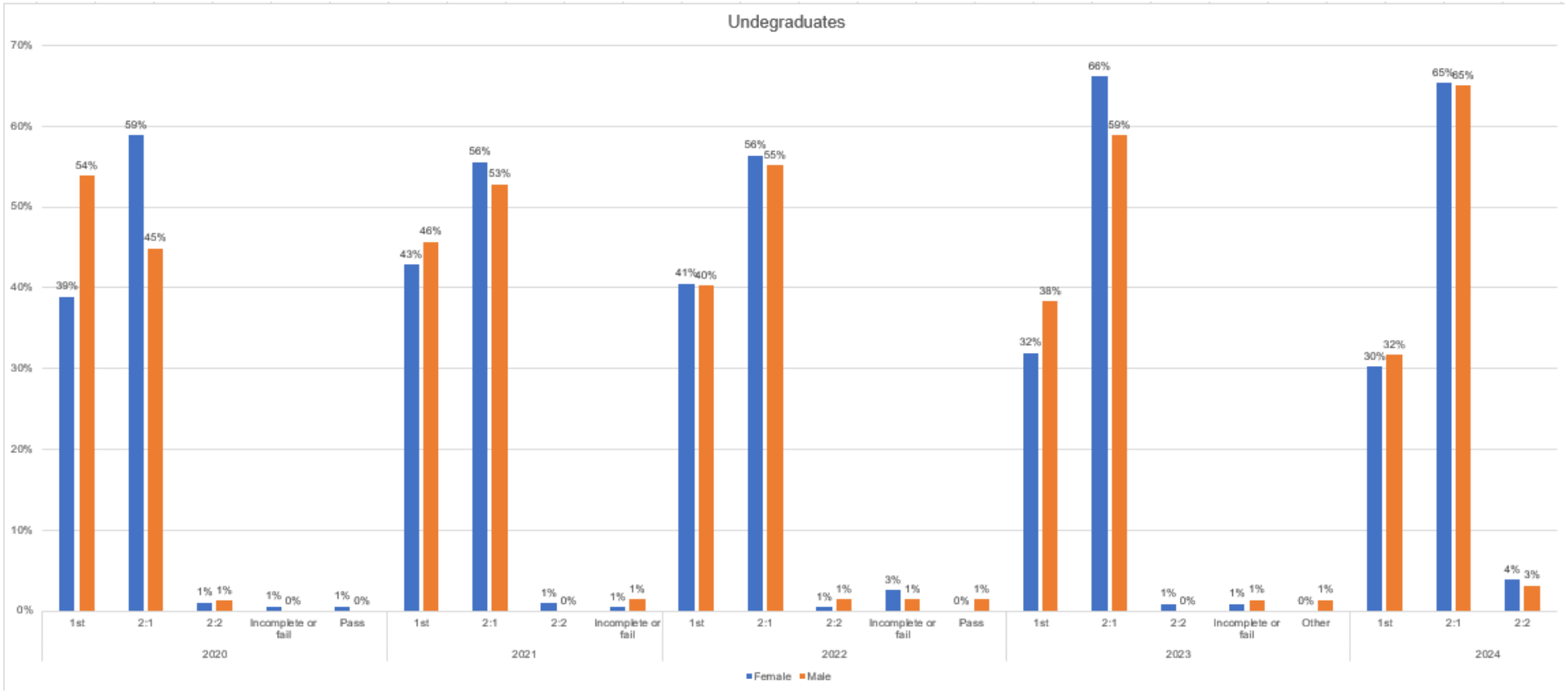


Figure 2: UG outcomes, by gender and cohort

	PGT	Female	Male	Grand Total	Female	Male	Grand Total
2020	2020	57	34	91	100%	100%	100%
	Pass	8	3	11	14%	9%	12%
	Distinction	25	22	47	44%	65%	52%
	Merit	24	9	33	42%	26%	36%
2021	2021	60	36	96	100%	100%	100%
	Incomplete or fail	1	1	2	2%	3%	2%
	Pass	11	5	16	18%	14%	17%
	Distinction	22	23	45	37%	64%	47%
	Merit	26	7	33	43%	19%	34%
2022	2022	68	28	96	100%	100%	100%
	Incomplete or fail	1		1	1%	0%	1%
	Pass	11	6	17	16%	21%	18%
	Distinction	30	12	42	44%	43%	44%
	Merit	26	10	36	38%	36%	38%
2023	2023	71	23	94	100%	100%	100%
	Incomplete or fail	3		3	4%	0%	3%
	Pass	13	4	17	18%	17%	18%
	Distinction	25	11	36	35%	48%	38%
	Merit	30	8	38	42%	35%	40%
2024	2024	68	22	90	100%	100%	100%
	Incomplete or fail	2	1	3	3%	5%	3%
	Pass	20	3	23	29%	14%	26%
	Distinction	18	12	30	26%	55%	33%
	Merit	28	6	34	41%	27%	38%
	Grand Total	324	143	467			

Table 5: PGT outcomes, by gender and cohort

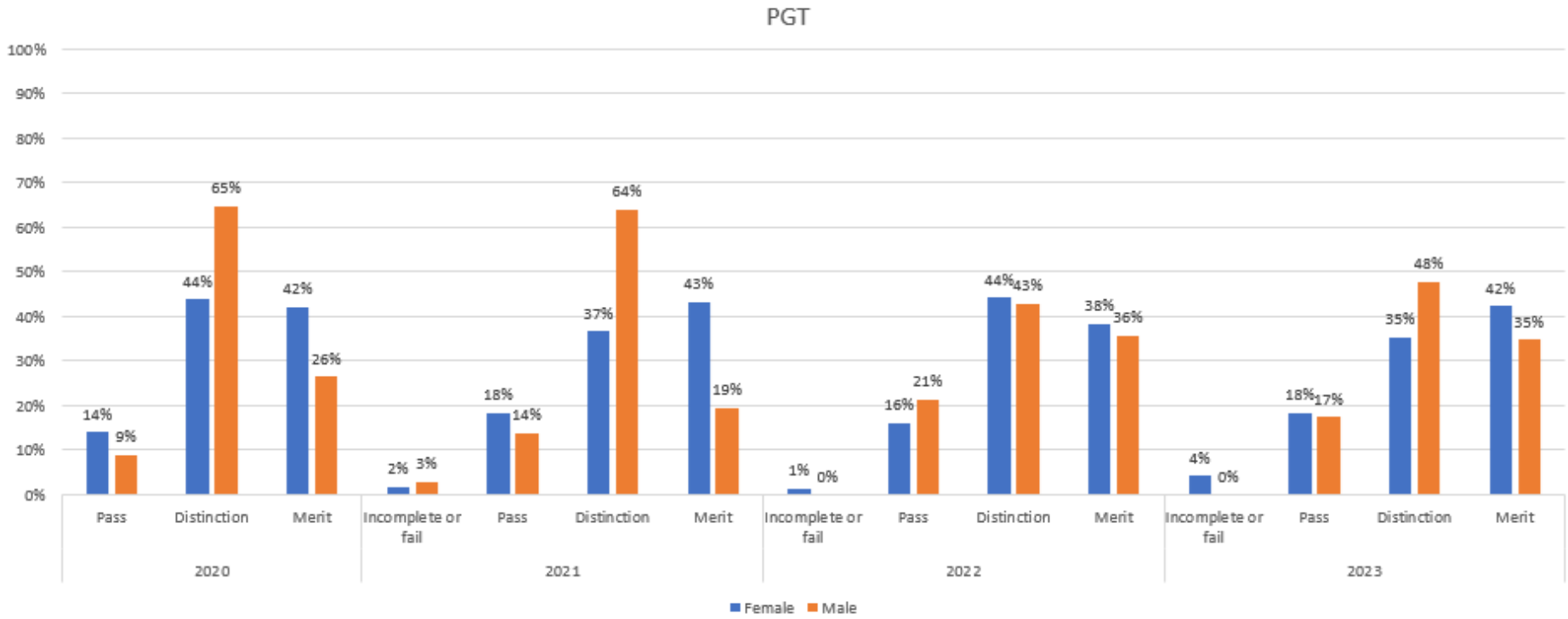
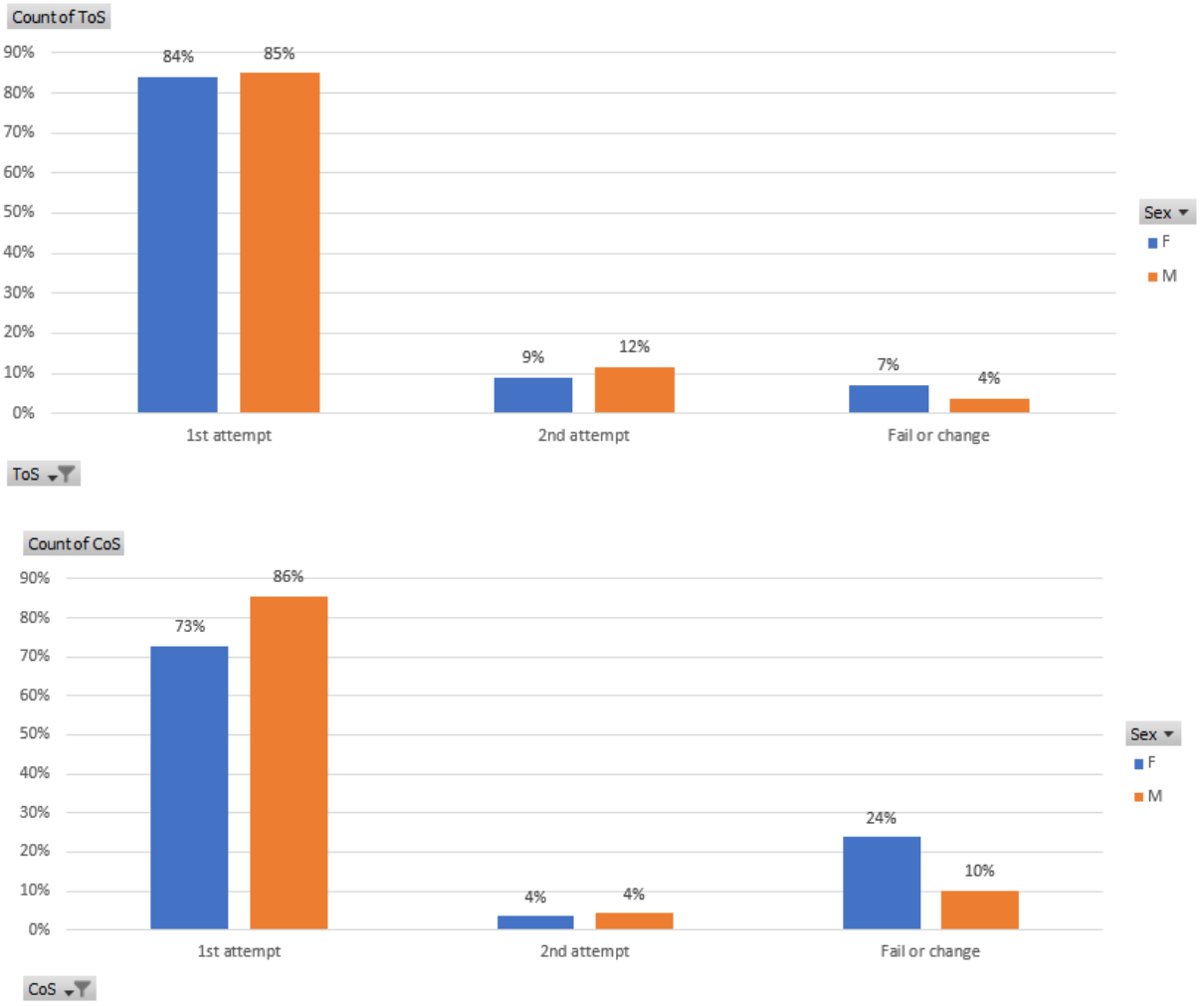


Figure 3: PGT outcomes, by gender

		%		N		
	Outcome	**Female**	**Male**	**Female**	**Male**	**Grand Total**
ToS	1st attempt	84%	85%	216	118	334
	2nd attempt	9%	12%	23	16	39
	Fail or change	7%	4%	18	5	23
	Grand Total	100%	100%	257	139	396
CoS	1st attempt	73%	86%	187	119	306
	2nd attempt	4%	4%	9	6	15
	Fail or change	24%	10%	61	14	75
	Grand Total	100%	100%	257	139	396
Viva	Original Award	34%	29%	87	41	128
	Original Award 2nd attempt	0%	1%	1	1	2
	Corrections	26%	42%	67	59	126
	Enrolled	23%	14%	60	20	80
	Other	16%	13%	42	18	60
	Grand Total	100%	100%	257	139	396

Table 6: PGR outcomes, by gender


Count of ToS
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
84%
85%
9%
12%
7%
4%
1st attempt
2nd attempt
Fail or change
Sex
F
M
ToS
Count of CoS
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
73%
86%
4%
4%
24%
10%
1st attempt
2nd attempt
Fail or change
Sex
F
M
CoS

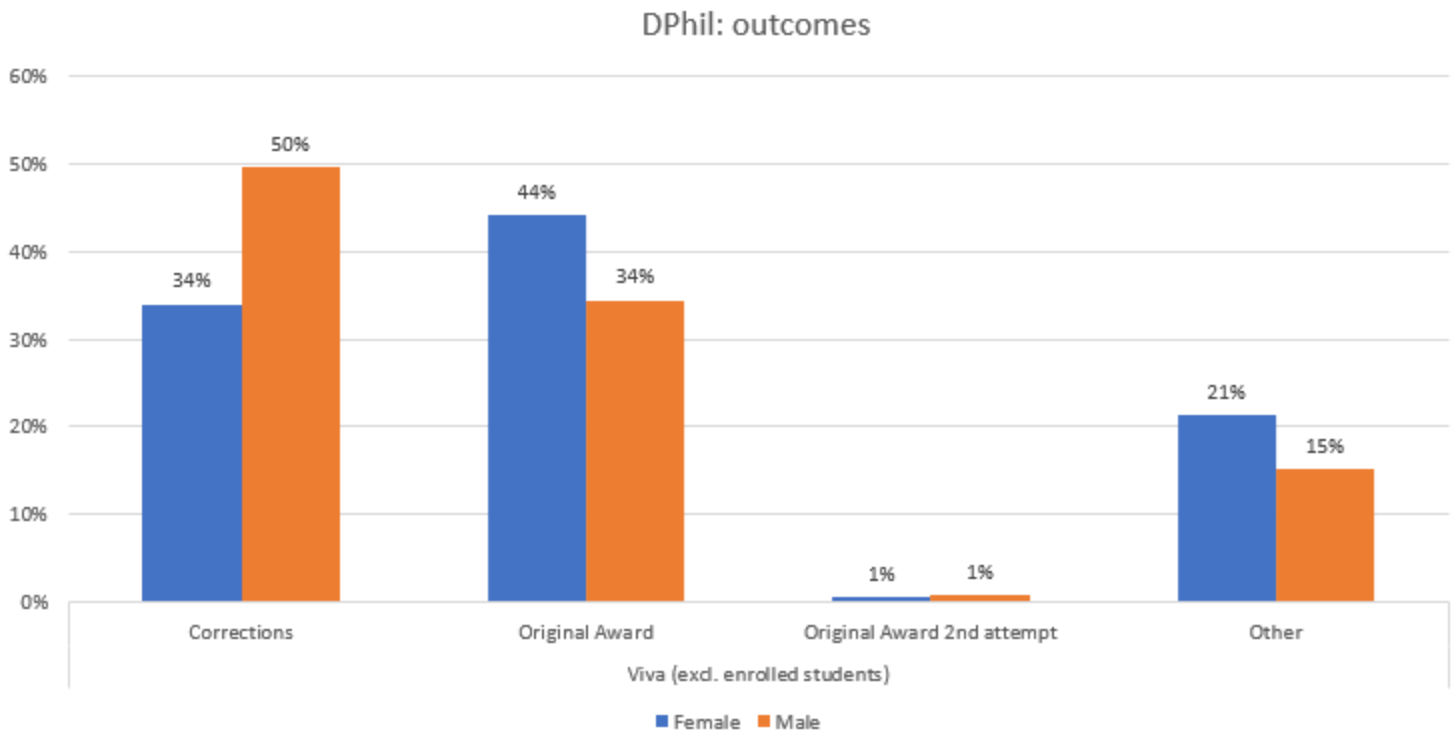


Figure 4: PGR outcomes, by gender for Transfer of Status (ToS), Confirmation of Status (CoS), and Vivas

3. Academic staff by grade and contract function

Role Group	Sex	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Academic	**Female**	43	44	46	41	39	51%	52%	55%	53%	48%
	Male	41	40	37	37	42	49%	48%	45%	47%	52%
	Total	84	84	83	78	81	100%	100%	100%	100%	100%
Researcher	**Female**	5	13	10	4	8	42%	52%	45%	50%	73%
	Male	7	12	12	4	3	58%	48%	55%	50%	27%
	Total	12	25	22	8	11	100%	100%	100%	100%	100%
Professional & Support	**Female**	9	10	17	20	19	64%	71%	74%	83%	95%
	Male	5	4	6	4	1	36%	29%	26%	17%	5%
	Total	14	14	23	24	20	100%	100%	100%	100%	100%
Grand Total		110	123	128	110	112	100%	100%	100%	100%	100%

Table 1: Departmental staff by role and gender and cohort

*The HEIDI data categorises staff into four groups: 'research only,' 'research and teaching,' 'teaching only,' and 'neither research nor teaching.' For our application, we've compared our researchers to the 'research only' group and our academics to the 'research and teaching' group, excluding the categories not applicable at Oxford ('teaching only' and 'neither research nor teaching'). As a result, the total percentage is less than 100%, with the remainder representing the excluded categories.

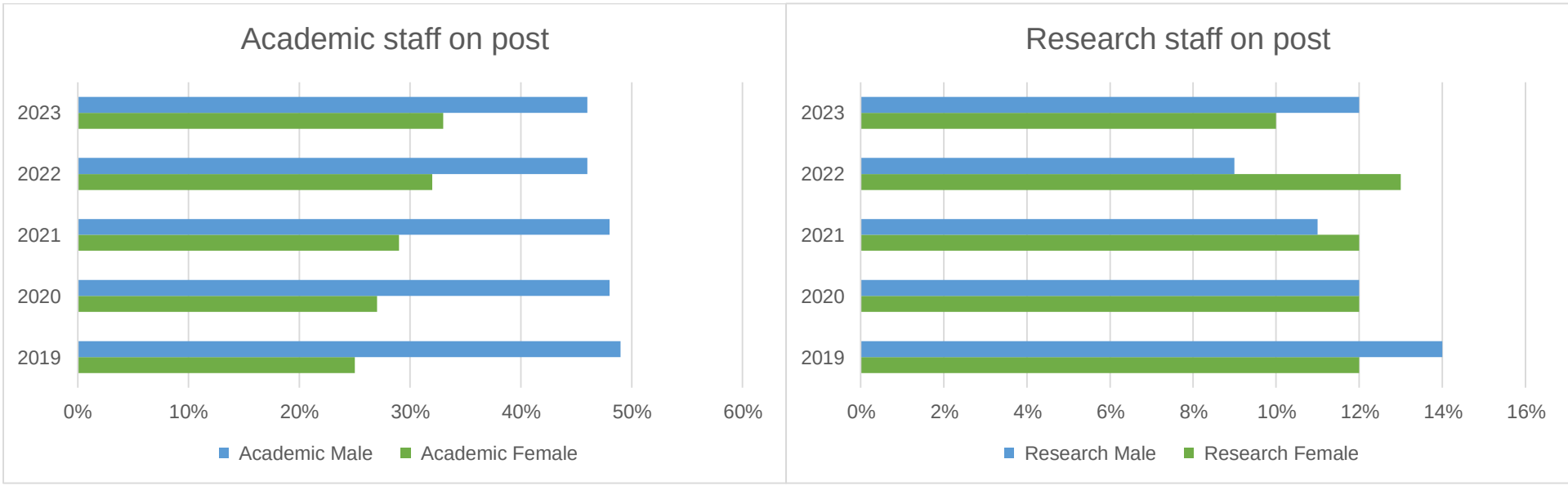


Figure 1: Academic and research staff on post, by gender and year

4. Academic staff by grade and contract type

		Female					Male				
		2020	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**
Contract Type	**Role Type**										
Fixed Term	Associate Professor	1	1	1							
	Departmental Lecturer	2	2	8	4	4	7	7	4	4	8
Permanent/ Open-ended	Statutory Professor	3	3	2	3	3	6	6	5	5	6
	Titular Professor	20	22	20	21	20	14	16	16	17	18
	Associate Professor	17	16	15	13	12	14	11	12	11	10
Grand Total		43	44	46	41	39	41	40	37	37	42
Contract Type	**Role Type**	**2020**	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**
Fixed Term	Associate Professor	2%	2%	2%	0%	0%	0%	0%	0%	0%	0%
	Departmental Lecturer	5%	5%	17%	10%	10%	17%	18%	11%	11%	19%
Permanent/ Open-ended	Statutory Professor	7%	7%	4%	7%	8%	15%	15%	14%	14%	14%
	Titular Professor	47%	50%	43%	51%	51%	34%	40%	43%	46%	43%
	Associate Professor	40%	36%	33%	32%	31%	34%	28%	32%	30%	24%
Grand Total		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 2: Academic staff by contract type and gender

		Female					Male				
Contract Type	**Role Type**	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Fixed Term	Grade 9					1					
	Grade 8					1					
	Grade 7	3	7	6	4	6	3	7	8	4	3
	Grade 6	1	5	4			1	3	4		
	Marie Curie Fellow						1	1			
	Protected Staff	1	1				2	1			
Grand Total		5	13	10	4	8	7	12	12	4	3
Fixed Term	Grade 9	0%	0%	0%	0%	13%	0%	0%	0%	0%	0%
	Grade 8	0%	0%	0%	0%	13%	0%	0%	0%	0%	0%
	Grade 7	60%	54%	60%	100%	75%	43%	58%	67%	100%	100%
	Grade 6	20%	38%	40%	0%	0%	14%	25%	33%	0%	0%
	Marie Curie Fellow	0%	0%	0%	0%	0%	14%	8%	0%	0%	0%
	Protected Staff	20%	8%	0%	0%	0%	29%	8%	0%	0%	0%
Grand Total		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

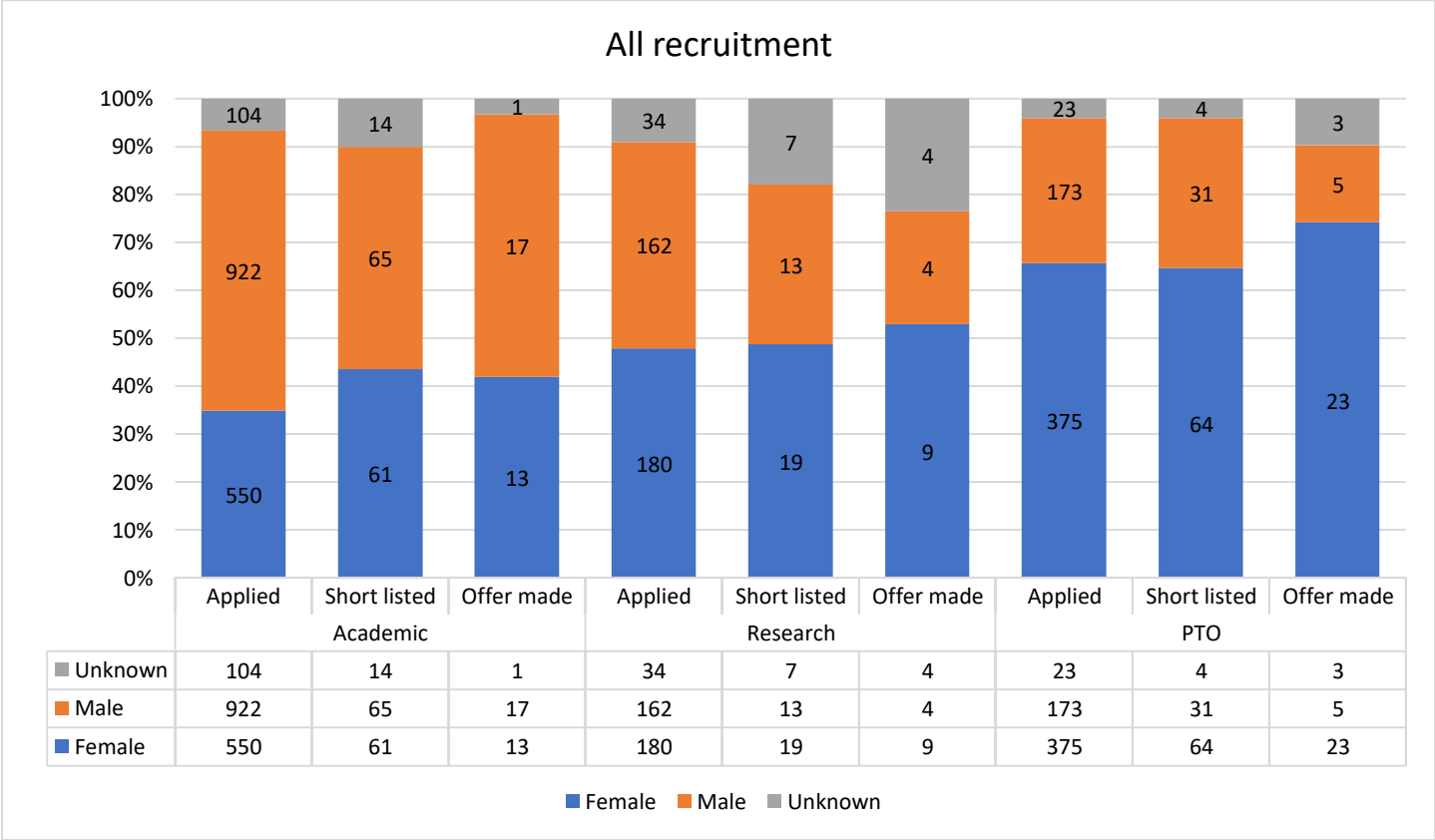
Table 3: Research staff by contract type and gender

5. PTO staff by grade and contract type

		Female					Male				
Contract Type	**Role Type**	**2020**	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**
Fixed Term	Grade 8			1	1	1	1	1	2	1	
	Grade 7	1		1	2	2				1	
	Grade 6	2	4	5	3	2	1	1	1		
	Grade 5			1	2		1			1	
	Grade 4								1		
	Protected Staff					1					
Permanent/ Open-ended	Grade 9	1	1	1	1	1					
	Grade 8			1	1	1					
	Grade 7		1	1	2	2					
	Grade 6	1			1	1	1	1	2	1	1
	Grade 5	3	2	3	4	5	1	1			
	Grade 4	1	2	3	3	3					
Grand Total (N)		9	10	17	20	19	5	4	6	4	1
Fixed Term	Grade 8	0%	0%	6%	5%	5%	20%	25%	33%	25%	0%
	Grade 7	11%	0%	6%	10%	11%	0%	0%	0%	25%	0%
	Grade 6	22%	40%	29%	15%	11%	20%	25%	17%	0%	0%
	Grade 5	0%	0%	6%	10%	0%	20%	0%	0%	25%	0%
	Grade 4	0%	0%	0%	0%	0%	0%	0%	17%	0%	0%
	Protected Staff	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%
Permanent/ Open-ended	Grade 9	11%	10%	6%	5%	5%	0%	0%	0%	0%	0%
	Grade 8	0%	0%	6%	5%	5%	0%	0%	0%	0%	0%
	Grade 7	0%	10%	6%	10%	11%	0%	0%	0%	0%	0%
	Grade 6	11%	0%	0%	5%	5%	20%	25%	33%	25%	100%
	Grade 5	33%	20%	18%	20%	26%	20%	25%	0%	0%	0%
	Grade 4	11%	20%	18%	15%	16%	0%	0%	0%	0%	0%
Grand Total (%)		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 4: PTO by contract type and gender

6. Applications, shortlist and appointments made in recruitment: overview



	Academic			Research			PTO		
	Applied	Short listed	Offer made	Applied	Short listed	Offer made	Applied	Short listed	Offer made
Unknown	104	14	1	34	7	4	23	4	3
Male	922	65	17	162	13	4	173	31	5
Female	550	61	13	180	19	9	375	64	23

Figure 2: All recruitment, by gender and year

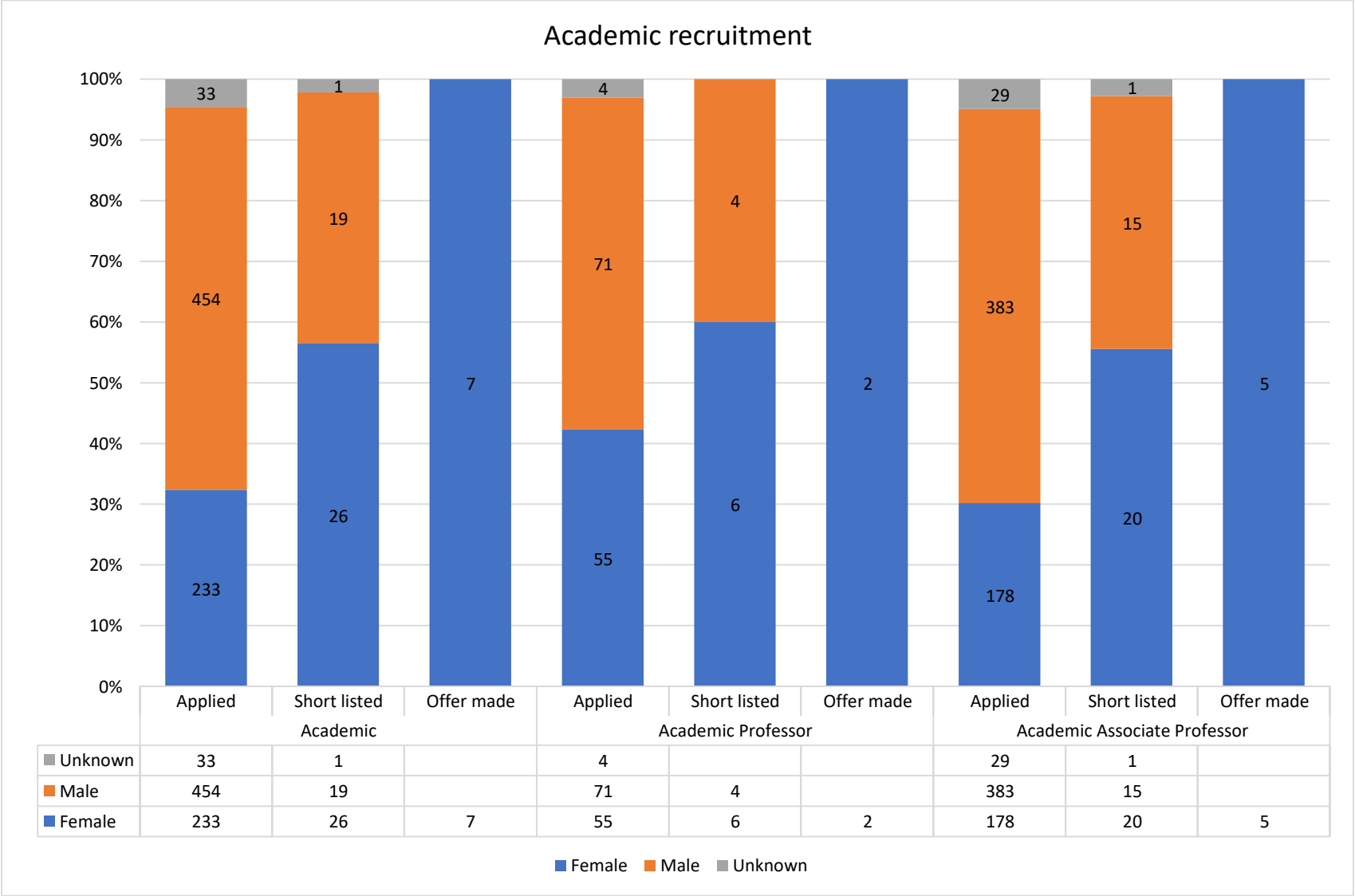


Figure 3: Academic recruitment, by gender and year

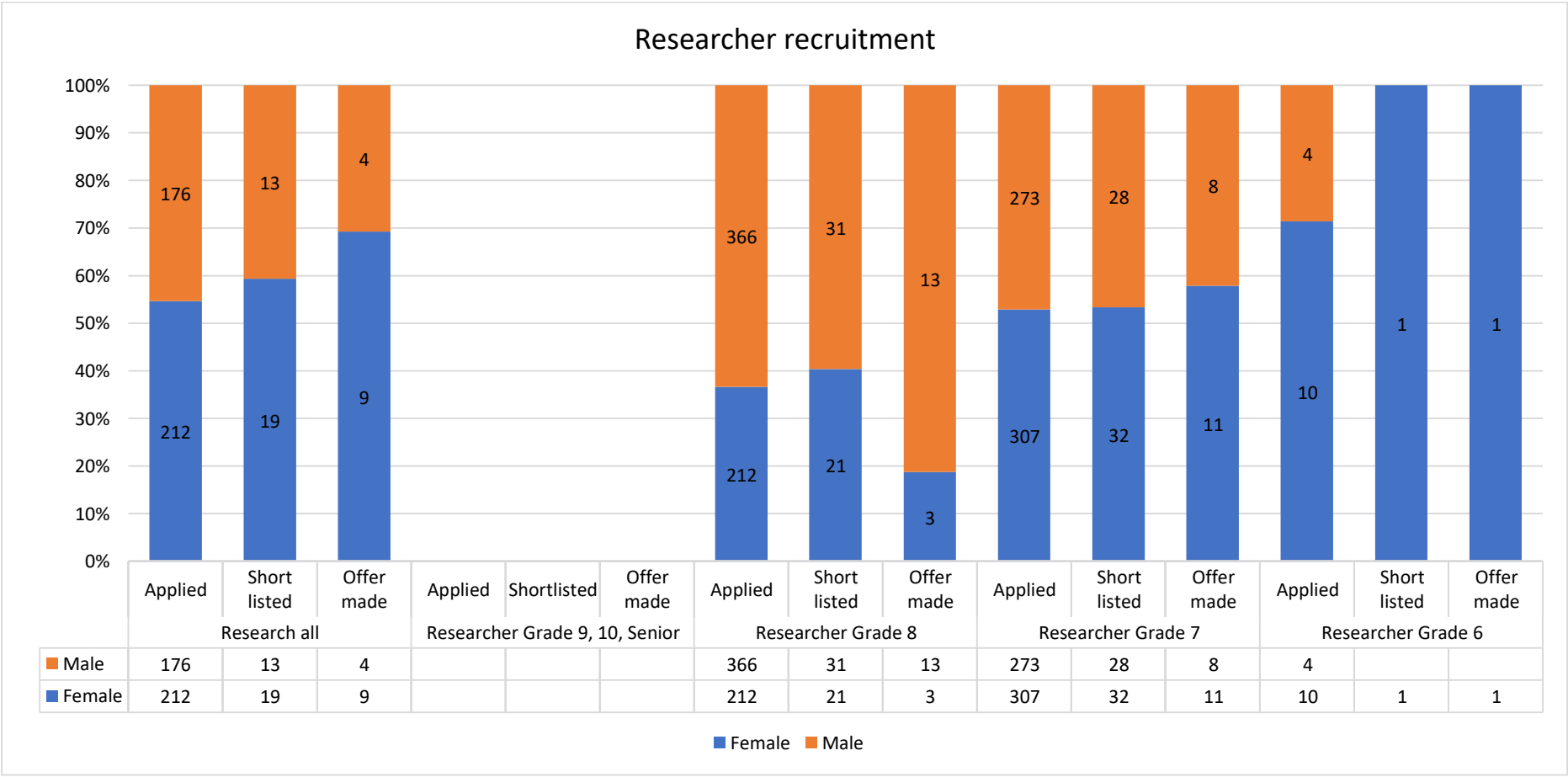
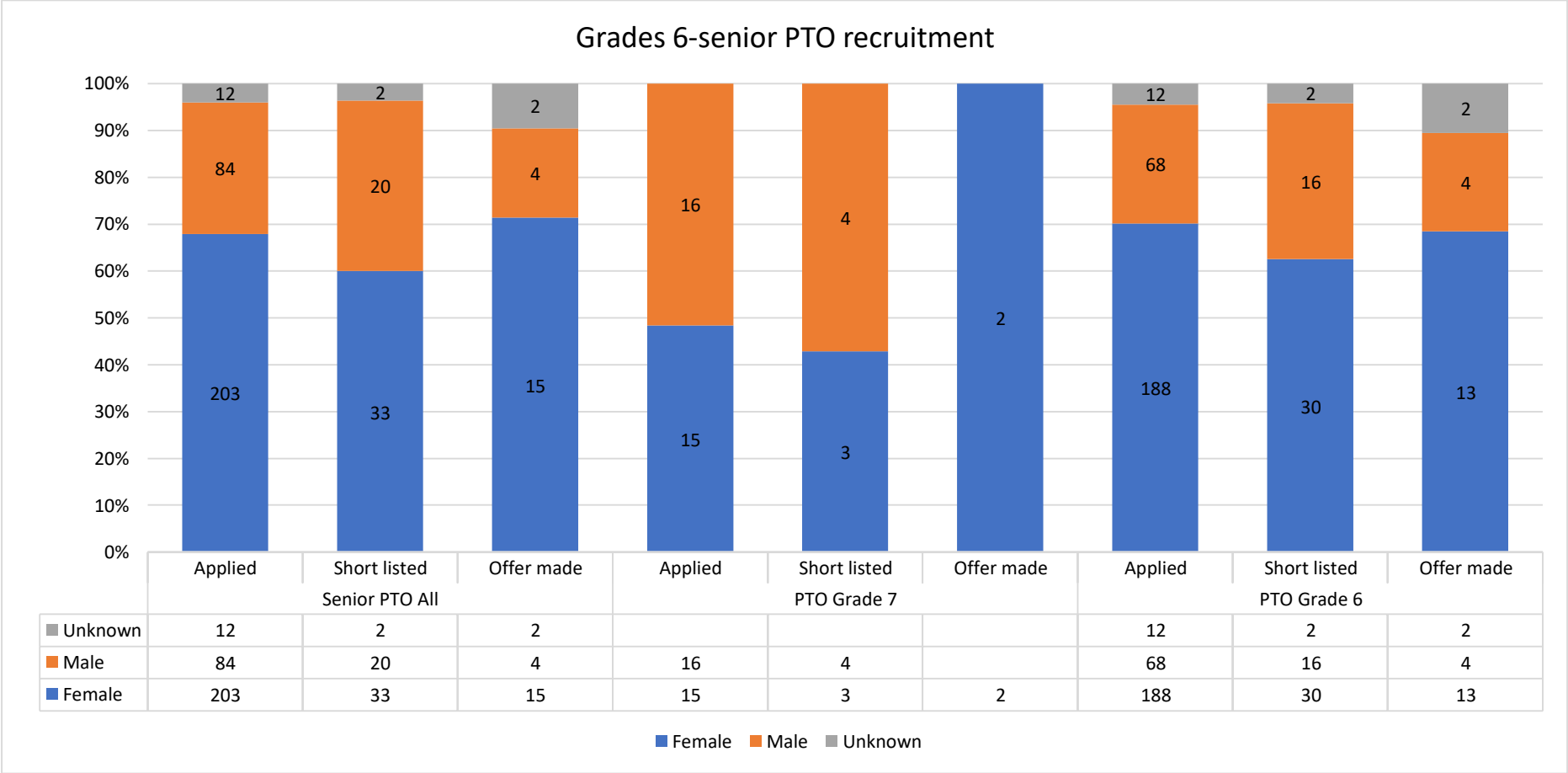


Figure 4: Research recruitment, by gender and year



	Applied	Short listed	Offer made	Applied	Short listed	Offer made	Applied	Short listed	Offer made
	Senior PTO All			PTO Grade 7			PTO Grade 6		
Unknown	12	2	2				12	2	2
Male	84	20	4	16	4		68	16	4
Female	203	33	15	15	3	2	188	30	13

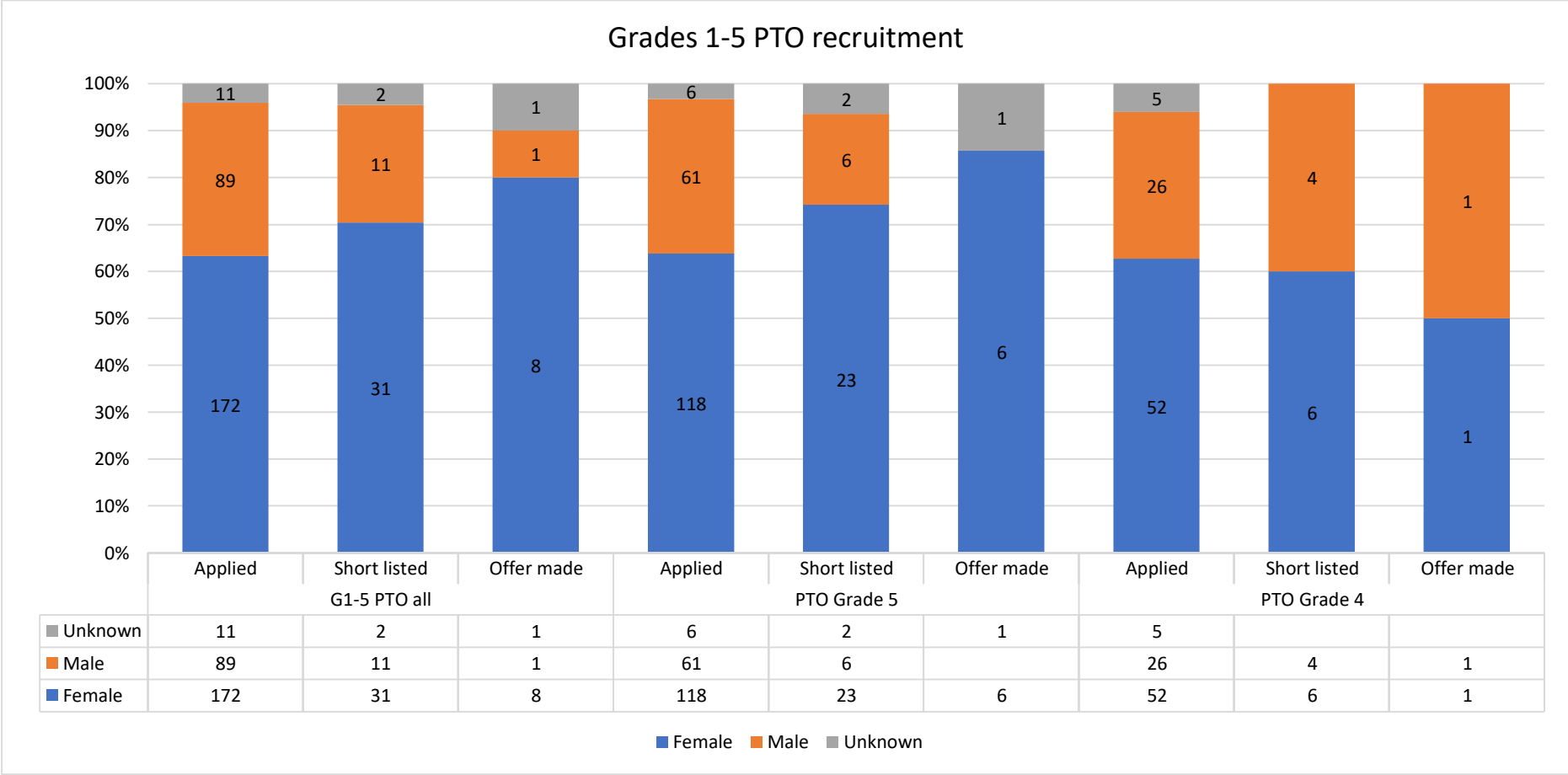


Figure 5: PTO recruitment, by gender and year

7. Applications, shortlist and appointments made in recruitment to academic posts by grade

	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	86	76	4
ALL YEARS		Short listed	11	13	
ALL YEARS		Offer made	5	1	
2024	2024	Applied	32	27	1
2024		Short listed	2	3	
2024		Offer made	1		
2023	2023	Applied	6	10	
2023		Short listed	2	3	
2023		Offer made	2		
2022	2022	Applied	48	39	3
2022		Short listed	7	7	
2022		Offer made	2	1	
2021	2021	Applied			
2021		Short listed			
2021		Offer made			
2020	2020	Applied			
2020		Short listed			
2020		Offer made			

*Table 5: Applications, shortlist and appointments made in recruitment to **academic** posts: **full professors***

	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	133	160	11
ALL YEARS		Short listed	15	12	
ALL YEARS		Offer made	1	1	
2024	2024	Applied			
2024		Short listed			
2024		Offer made			
2023	2023	Applied	24	25	1
2023		Short listed	4	1	
2023		Offer made			
2022	2022	Applied	41	46	2
2022		Short listed	7	5	
2022		Offer made		1	
2021	2021	Applied	31	50	5
2021		Short listed	2	3	
2021		Offer made	1		
2020	2020	Applied	37	39	3
2020		Short listed	2	3	
2020		Offer made			

*Table 6: Applications, shortlist and appointments made in recruitment to **academic** posts: **associate professors (TF)***

	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	24	26	
ALL YEARS		Short listed	3	3	
ALL YEARS		Offer made		1	
2024	2024	Applied			
2024		Short listed			
2024		Offer made			
2023	2023	Applied			
2023		Short listed			
2023		Offer made			
2022	2022	Applied	24	26	
2022		Short listed	3	3	
2022		Offer made		1	
2021	2021	Applied			
2021		Short listed			
2021		Offer made			
2020	2020	Applied			
2020		Short listed			
2020		Offer made			

*Table 7: Applications, shortlist and appointments made in recruitment to **academic** posts: **associate professors (non TF)***

	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	68	60	16
ALL YEARS		Short listed	6	7	2
ALL YEARS		Offer made	1	2	
2024	2024	Applied			
2024		Short listed			
2024		Offer made			
2023	2023	Applied			
2023		Short listed			
2023		Offer made			
2022	2022	Applied	33	38	10
2022		Short listed	3	5	1
2022		Offer made		2	
2021	2021	Applied	35	22	6
2021		Short listed	3	2	1
2021		Offer made	1		
2020	2020	Applied			
2020		Short listed			
2020		Offer made			

*Table 8: Applications, shortlist and appointments made in recruitment to **research** posts: **researcher grade 8***

Researcher Grade 7	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	357	274	45
ALL YEARS		Short listed	58	36	6
ALL YEARS		Offer made	15	14	1
2024	2024	Applied	79	63	9
2024		Short listed	16	5	2
2024		Offer made	4	3	
2023	2023	Applied	52	38	9
2023		Short listed	9	9	1
2023		Offer made	1	3	
2022	2022	Applied	34	29	4
2022		Short listed	4	4	
2022		Offer made	1	1	
2021	2021	Applied	142	109	14
2021		Short listed	25	17	2
2021		Offer made	8	7	1
2020	2020	Applied	50	35	9
2020		Short listed	4	1	1
2020		Offer made	1		

*Table 9: Applications, shortlist and appointments made in recruitment to **research** posts: **researcher grade 7***

Researcher Grade 6	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	53	17	5
ALL YEARS		Short listed	13	3	3
ALL YEARS		Offer made	6	3	1
2024	2024	Applied	12	4	3
2024		Short listed	3		1
2024		Offer made	1		
2023	2023	Applied			
2023		Short listed			
2023		Offer made			
2022	2022	Applied			
2022		Short listed			
2022		Offer made			
2021	2021	Applied	41	13	2
2021		Short listed	10	3	2
2021		Offer made	5	3	1
2020	2020	Applied			
2020		Short listed			
2020		Offer made			

*Table 10: Applications, shortlist and appointments made in recruitment to **research** posts: **researcher grade 6***

8. Applications, shortlist and appointments made in recruitment to PTO posts by grade

PTO Grade 8	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	28	7	1
ALL YEARS		Short listed	6		
ALL YEARS		Offer made	2		
2024	2024	Applied			
2024		Short listed			
2024		Offer made			
2023	2023	Applied			
2023		Short listed			
2023		Offer made			
2022	2022	Applied			
2022		Short listed			
2022		Offer made			
2021	2021	Applied	28	7	1
2021		Short listed	6		
2021		Offer made	2		
2020	2020	Applied			
2020		Short listed			
2020		Offer made			

*Table 11: Applications, shortlist and appointments made in recruitment to **PTO grade 8***

PTO Grade 7	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	14	13	2
ALL YEARS		Short listed	3	2	1
ALL YEARS		Offer made		1	1
2024	2024	Applied			
2024		Short listed			
2024		Offer made			
2023	2023	Applied			
2023		Short listed			
2023		Offer made			
2022	2022	Applied	14	13	2
2022		Short listed	3	2	1
2022		Offer made		1	1
2021	2021	Applied			
2021		Short listed			
2021		Offer made			
2020	2020	Applied			
2020		Short listed			
2020		Offer made			

*Table 12: Applications, shortlist and appointments made in recruitment to **PTO grade 7***

PTO Grade 6	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	127	57	13
ALL YEARS		Short listed	15	11	1
ALL YEARS		Offer made	6	3	
2024	2024	Applied	35	13	5
2024		Short listed	3	7	
2024		Offer made	1	2	
2023	2023	Applied	23	10	1
2023		Short listed	6	2	
2023		Offer made	2		
2022	2022	Applied	26	14	4
2022		Short listed	2		
2022		Offer made	2		
2021	2021	Applied	41	13	3
2021		Short listed	4	2	1
2021		Offer made	1	1	
2020	2020	Applied	2	7	
2020		Short listed			
2020		Offer made			

*Table 13: Applications, shortlist and appointments made in recruitment to **PTO grade 6***

PTO Grade 5	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	133	44	5
ALL YEARS		Short listed	21	5	1
ALL YEARS		Offer made	6	1	1
2024	2024	Applied	63	21	1
2024		Short listed	9	1	
2024		Offer made	3		
2023	2023	Applied	9	5	
2023		Short listed	4		
2023		Offer made	1		
2022	2022	Applied	21	9	2
2022		Short listed	4	3	1
2022		Offer made	1	1	1
2021	2021	Applied	40	9	2
2021		Short listed	4	1	
2021		Offer made	1		
2020	2020	Applied			
2020		Short listed			
2020		Offer made			

*Table 14: Applications, shortlist and appointments made in recruitment to **PTO grade 5***

PTO Grade 4	Role	Application stage	Female	Male	Unknown
ALL YEARS	ALL YEARS	Applied	109	45	11
ALL YEARS		Short listed	8	5	
ALL YEARS		Offer made	2	2	
2024	2024	Applied	54	21	8
2024		Short listed	2	3	
2024		Offer made		1	
2023	2023	Applied			
2023		Short listed			
2023		Offer made			
2022	2022	Applied	15	13	
2022		Short listed	4	1	
2022		Offer made	1	1	
2021	2021	Applied	30	5	3
2021		Short listed	2	1	
2021		Offer made	1		
2020	2020	Applied	10	6	
2020		Short listed			
2020		Offer made			

*Table 15: Applications, shortlist and appointments made in recruitment to **PTO grade 4***

9. Applications and success rates for academic promotion by grade

Report Year	Sex	Professor	No title	Grand Total
2019	Female	2	1	3
	Male	2	1	3
	Total	4	2	6
2020	Female	2		2
	Male	2		2
	Total	4		4
2021	Female	2		2
	Total	2		2

Table 16: Academic promotions, by gender and year

10. Supplementary tables: outcomes for DPhil students by gender

Data was collected by the SDMA team from E-vision on the 25th March 2025. The dataset includes a total of 396 research students: 257 female (64.9%) and 139 male (35.1%). 80 of the students in the dataset are still enrolled. Because there are no discrete cohorts in the DPhil, as with taught courses, all full-time English DPhils registered for enrolment between 2016/17 and 2023/24 were included. All percentages are rounded to one decimal place.

	Overall status				Viva outcome	
	% completed*	% transferred to MLitt	% withdrawn	% award of the DPhil	% minor corrections	% major corrections
Female	59.1	6.2	5.4	54.7	32.7	9.4
Male	71.9	5.0	6.5	40.2	52.0	5.9
Total	63.6	5.8	5.8	51.0	40.2	8.0

**includes "leave to supplicate"*

Table 17: Overall outcomes for DPhil students, by gender

	% success at first attempt	% success at second attempt
Female	84.0	74.2
Male	84.9	88.9
Total	84.3	79.6

Table 18: Outcomes of Transfer of Status for DPhil students, by gender

	% success at first attempt	% success at second attempt*
Female	93.5	90
Male	93.7	100
Total	93.6	93.75

**Note that very few students made a 2nd attempt at confirmation (16 in total: 10 female and 6 male), and with such small numbers overall percentages are less meaningful.*

Table 19: Outcomes of Confirmation of Status for DPhil students, by gender

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Appendix 3

Glossary

AP	Associate Professor
ASC	Athena SWAN Co-ordinator
CLENG	Classics and English
CLT	Centre for Teaching and Learning
CSLO	College Staff Liaison Officer
DED	Director of Equality and Diversity
DLT	Developing Learning and Teaching
DUS	Director of Undergraduate Studies
ECF	Early Career Fellow/Fellowship
ECR	Early Career Researcher
EDC	Equality and Diversity Committee
EDO	Equality and Diversity Officer
EJRA	Employer Justified Retirement Age
ELL	English Language and Literature
ELAT	English Literature Admissions Test
ERC	European Research Council
FBC	FBC
GSC	Graduate Studies Committee
HAF	Head of Administration and Finance
HEA	Higher Education Academy
HENG	History and English
IPO	Initial Period of Office (five year probationary period for permanent post-holders

NSS	National Student Survey
OLI	Oxford Learning Institute
PDR	Professional Development Review
PDRA	Post-Doctoral Research Assistant
PDRF	Post-Doctoral Research Fellow
PI	Primary Investigator
PLTO	Preparing for Learning and Teaching and Oxford
PMP	Professorial Merit Pay
POD	People and Organisational Development
REF	Research Excellence Framework
RoD	Recognition of Distinction
RSC	Research Strategy Committee
SAT	Self-Assessment Team
SAGWG	Student Attainment Gap Working Group
SES	Staff Experience Survey
SMP	Statutory Maternity Pay
SP	Statutory Professor
TP	Titular Professor
UG	Undergraduate
UHAS	University Harassment Advisory Service
UNIQ	Oxford summer school
UoAC	Unit of Assessment Co-ordinator
UGSC	Undergraduate Studies Committee
URCF	University Returning Carers Fund

Status	TT-2019	MT-2019	HT-2020	MT-2020	TT-2021	MT-2021	HT-2022	TT-2022	MT-2022	TT-2023	MT-2023	Ongoing	Ongoing Annually	Ongoing Termly	(blank)	Total
Completed	1	1		2	1	1	1	1				1			1	10
Completed (in part)															1	1
Completed and ongoing			1				1					13	5	1	1	22
Discuss at HT-2022 meeting								1							10	11
Discuss at TT-2022 meeting								1	3							4
In progress							2									2
Nick															2	2
On hold												1			2	3
Ongoing														1		1
Scheduled							5	17	13	1	1			1		38
Peter			1					3								4
Total	**1**	**1**	**2**	**2**	**1**	**1**	**9**	**23**	**16**	**1**	**1**	**15**	**5**	**3**	**17**	**98**

APPENDIX 4: ACTION PLAN 2019

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
1. Governance										
1.1 Equality and Diversity meaningfully embedded into the governance structure of the Faculty	1.1.1	Formal constitution of Equality and Diversity Committee as a full Faculty Committee chaired by Director of Equality and Diversity with representation from each of our committees and the Athena Swan lead, ECR and student reps.	13	TT-2019	DED		AS actions implemented according to timeframes specified and measured appropriately			Completed
	1.1.2	EDC to meet termly and report to Faculty Board via PPRC.	13	MT-2019	DED		E&D outcomes routinely included in annual reporting			Completed
	1.1.3	DED to give termly updates to Faculty meeting.	13	HT-2022	HAF	Yes	By 2023, SES increase % agreeing that management and decision-making processes in the Faculty are clear and transparent from 47% (2018) to over 65%			In progress
	1.1.4	EDC to oversee the implementation of measures in the action plan and report annually to PPRC and FB.	13	Ongoing	DED		Minutes of meetings			Completed and ongoing
	1.1.5	EDC to monitor and report on diversity issues within the Faculty, and recommend further actions to PPRC and FB.	13	Ongoing	DED		Minutes of meetings			Completed and ongoing
1.2 Faculty leadership to model best practice	1.2.1	Senior Faculty Officers to commit to modelling one aspect of the email etiquette guidance for a year.	13, 51	TT-2022	FBC		Senior management recognise and reflect on their leadership in relationship to E&D. Standing item for PPRC each TT to review.			Scheduled
	1.2.2	All incoming Faculty Officers to be briefed by DED on specific actions/issues relating to their areas of responsibility.	13, 52	TT-2022	DED		Annual review of E&D in PPRC provides evidence of strong leadership across senior team.			Scheduled
	1.2.3	Termly email from FBC to all staff (incl college post-holders) to signpost social and training opportunities and progress on Athena Swan action plan.	13, 52	Ongoing Termly	FBC		Termly email content			Ongoing
1.3 Develop robust systems to monitor progress against E&D targets	1.3.0	Design and deliver new data collection systems (as listed in 1.3.1-1.3.4)	44	TT-2022	HAF (with Data Analyst)		Initial report to EDC and FB in TT20 establishing baselines.			Scheduled
	1.3.1	School pupils engaged in Faculty outreach activities and any trends relating to those who go on to apply or gain admission to the Faculty's degree programmes.	44	TT-2022	DSL		Annual report to EDC and FB from TT21 comparing performance against baseline.	High	Yes	Scheduled
	1.3.2	Student admissions, outcomes and experience (UG, PGT and PGR)	44	TT-2022	DoT/DDS			High	Yes	Scheduled
	1.3.3	Monitor training opportunity take-up by gender	41	TT-2022				High		Scheduled
	1.3.4	Monitor impact of references not being taken up until shortlisting for job applications	36	TT-2022	HAF			High		Scheduled

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
2. Organisation and culture										
2.1 Enhance staff understanding of E&D issues and implicit bias	2.1.1	Work with EDU to develop targeted IB training for staff reading written work/references/ applications, to be offered to all examiners and graduate assessors.	13, 16, 21		EDC/FBC/DoT (for examiners)/ DTGS and DDS (for graduate assessors)		50% of those offered training in 2020 to take up the offer, rising annually to 90% by 2023.	High		Ongoing
	2.1.2	Require all new staff and those taking on senior faculty roles to complete POD training on “Equality and Diversity” and “Challenging Behaviour”.	13, 16, 37		FBC/DED/HAF (to monitor completion)		All new staff and those taking on senior Faculty roles have completed training within a term of taking up post .			Ongoing
	2.1.3	Encourage existing staff to complete POD training on “Equality and Diversity” and “Challenging Behaviour”.	13		FBC/DED/HAF (to monitor completion)		50% of those offered training in 2020 to take up the offer, rising annually to 90% by 2023.			Ongoing
	2.1.4	Require all new PIs who are managing researchers to complete POD training on “Inclusive Leadership”.	13, 34		FBC/DED/DoR / HAF (to monitor completion)		50% of PIs offered training in 2020 to take up the offer, rising annually to 90% by 2023.			Ongoing
	2.1.5	Require all Faculty representatives on interview panels to have completed recruitment and selection training.	13, 36		FBC/DED/HAF (to monitor completion)		All Faculty representatives on interview panels to have completed training			Ongoing
2.2 Promote equitable distribution of Faculty workload which allows for flexible working patterns	2.2.0	Workload monitoring and reporting	56	Ongoing Annually	EDC/PPRC/ HAF	Yes	SES – increased positive response to ‘academic workloads are reasonable’, from 29% female and 33% male to 65% male and female response by 2022			Completed and ongoing
	2.2.1	Use workload tool to assess whether workloads for all academic staff are reasonable, and in particular to assist those with part-time working patterns to understand what a reasonable workload looks like.	56	Ongoing Annually	EDC/PPRC/ HAF		Annual report to FB shows that women are not taking on proportionately more administrative work than men and there is no pattern of gendered difference in who is over/under stint.	High		Completed and ongoing
	2.2.2	Annual review of data gathered using the workload tool by EDC paying attention to gender inequality in administrative and teaching load.	56	Ongoing Annually		Yes	90% of respondents agree that ‘my faculty is supportive of all its members’	High		Completed and ongoing
	2.2.3	EDC to receive reports on distribution of examining and supervision load by gender and include in report to Faculty Board.	57	Ongoing Annually				High		Completed and ongoing
	2.2.4	Introduce an additional form to circulate with workload tool for post-holders to enter work on external committees. EDC to receive annual report analysed by gender and to recommend actions to PPR and/or Research Committee as appropriate to i) encourage more women if required or ii) to discuss ways of recognising involvement in workload.	55, 57							Completed and ongoing

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
2.3 Improve induction for academic staff	2.3.1	Refresh induction process and contents of faculty handbook, to include: - Details of parental and adoption leave provisions - Email etiquette guidance. - Clear description and flowchart of appointments to committees, expectations of workload and opportunities to self-nominate. - Information about steps to promotion. - Information about the URCF, including the fact that leave for caring responsibilities does not need to have been from the employee's current role or even at Oxford. - Information about formal and informal flexible working - unpaid parental leave - Appraisals, PDRs - Reward and recognition/Recognition of Distinction This information will be reflected in a refreshed staff intranet, and reminders sent out regularly, via 'all Faculty and college' email list.	37, 48, 49, 51, 55	MT-2020	FBC/DED/ HAF/Comms Officer	Yes	2022 SES: all staff who joined in the last two years to report being offered induction. 80% to report that this was useful. 2022 SES: 65% of respondents agreeing that "there is a fair and transparent way of allocating work in the faculty".			Completed
	2.3.2	Introduce an annual Faculty induction event for all new academic and research staff to cover standard expectations around teaching and arranging teaching, use of the Faculty building, support available. - Have a feedback form and follow-up survey after 12 months.	37							Completed and ongoing

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
2.4 Increase integration of college post holders into the Faculty and improve support available to them	2.4.1	Appoint a permanent college lecturer on a 0.1FTE contract with the Faculty as College Staff Liaison Officer (CSLO) to serve as contact point for college only post-holders.	31, 49, 52	MT-2022	FBC		SES – reduction in post-holders disagreeing that treatment of people the Faculty works with on a non-contractual or short-term basis is fair and balanced (from 30% to 10%); improved perception that the Faculty is paying attention to issues affecting non-post-holders.	High		Scheduled
	2.4.2	CSLO to sit on Teaching Committee and EDC and to hold termly meetings with FBC and DED to report on issues and concerns.	31, 49, 52	MT-2022	FBC	Yes				Done
	2.4.3	Faculty office in annual gathering of names of college-only post-holders to provide statistical report by gender to be received by EDC.	31	MT-2022	Deputy Administrator	Yes				Scheduled
	2.4.4	Survey college-only post-holders to investigate the relationship between gender and career progression, including establishing whether early-career women find themselves in longer service in these posts than men.	32	MT-2022	CSLO	Yes				Scheduled
	2.4.5	Create a handbook for college-only post-holders, to be distributed each year via senior English tutors in colleges and college offices. Information to be similar to Faculty employees' handbook, and prepared in collaboration with CSLO.	32, 49	MT-2022	HAF/CSLO	Yes				Scheduled
2.5 Develop the English Faculty as a supportive and respectful working environment where bullying and harassment are not tolerated.	2.5.1	FBC to communicate importance of adhering to policies around harassment and bullying at Faculty meetings	53	Ongoing Termly	FBC	Yes	Close the gap between numbers of incidents of harassment and bullying reported to FBC and HAF and numbers reported in SES.			Completed and ongoing
	2.5.2	Increase locations across the English Faculty premises where details of Harassment Advisors are posted (including bathrooms) and ensure website links to Humanities E&D information page about procedures and support with regard to complaints of harassment and bullying.	53	MT-2020	Comms Officer/ Faculty Office	Yes	Close the gap between numbers of incidents of harassment and bullying reported to FBC and HAF and numbers reported in SES.			Completed
	2.5.3	Termly email from FBC to include information about new measures and support in regard to reducing incidents of harassment and bullying. One of the three termly emails each year to include a short statement indicating that all complaints of bullying and harassment will be investigated in accordance with University procedures, with a link to Humanities E&D pages for information.	53	Ongoing Termly	FBC		All reported incidents investigated and followed up.			Scheduled
	2.5.4	Responsible Bystander Training to be compulsory for all those holding Faculty posts and optional/offered for all Faculty members regardless of their post.	53	TT-2022	EDC		90% of Faculty post-holders to have undertaken training by 2022.			Scheduled
	2.5.5	Harassment advisors to be given workload tariff to attend training and to refresh their training at least bi- annually.	54	TT-2021	DED		Confirmation from EDU that advisors have been trained			Completed
	2.5.6	DED to hold regular meetings with Harassment Advisors to develop and review actions to address harassment and bullying.	54		DED		Report to EDC TT2020 proposing further actions			Completed
	2.5.7	Work with PGR student reps to produce a 'code of conduct' for graduate supervisees and supervisors informed by the Graduate Survey and introduce training for supervisors based on this.	23, 54	MT-2022	DDS		60% of supervisors to have undertaken training by 2022.	High		Scheduled
	2.6.1	Monitor gender balance of individuals featured in displays in the faculty's lobby space. - Gather data from the previous two years regarding convenors and speakers for E&D to consider. - Committees involved in inviting speakers to Special Lectures to be provided with breakdown of speakers by gender and required to consider when deciding on future invitations.	59	MT-2022	EDC	Yes	2022 SES results: increase % of respondents agreeing that the Faculty's physical environment reflect a positive approach to gender diversity to 80% 50% of speakers at special lectures to be female by 2023 (3-year average) with appropriate BAME representation.			Scheduled

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
2.6 Improve gender balance in events and visibility of all genders in the Faculty internally and externally	2.6.2	Telling Our Stories Better project - Promote women's career progression. - Website to showcase the career paths of English graduates at all levels - Production of career path leaflets for Women in English and Study English at PG level days, and at Open Days - Share the 'Telling Our Story Better' toolkit and best practice from the project across other faculties/departments. - Use materials developed through the project in displays and permanent exhibitions in the Faculty building	44, 60	HT-2022	Sophie Ratcliffe (project lead)/FBC/ EDC/Comms Officer/ Outreach Officer	Yes	2022 SES results: increase % of respondents agreeing that the Faculty's online presence reflect a positive approach to gender diversity to 80% -By 2023, at least 8 other departments/ faculties to have signed up to use the toolkit			Completed
	2.6.3	Timing of Faculty research seminars – one third of all seminars within a series in the course of a year to be held in working hours. Seminar series which do not comply with this requirement will not be funded in future years.	57		PPRC	Yes	% of SES respondents agreeing that meetings are scheduled to take people's caring responsibilities into account to increase to 70% by 2023 (2018: 37%)			Completed
	2.6.4	Two out of three faculty-organised social gatherings each year to fall within working hours. EDC to consider planned social gathering and ensure that they do not fall at times of peak teaching or examining workload.	53, 58	Ongoing	FBC/Deputy Administrator/ EDC	Yes	% of SES respondents agreeing that they feel included in the Faculty's social/networking events to increase to 85% by 2023 (2018: 66%)			In progress
	2.6.5	EDC to plan and deliver additional communal activities for Faculty, including appropriate evaluation mechanisms	58			Yes				In progress
	2.6.6	**Women in English day** Develop and run a Women in English Day (open to the entire student body). Develop associated online resources, (e.g. blogs, podcasting, student profiles) so that material can be accessed by those unable to attend and to ensure legacy. Sessions and topics to include: The day will celebrate Women in English – academics, students and beyond - Recognising and celebrating the achievements and history of women in the FofE; - Aspiration and self-concept and exam performance; - Showcasing resources and work ongoing in the FofE in relation to issues of gender, liaising with Faculty Librarian; - UG/PGT/PGR pipeline and attendant issues, including informal mentorship across the three student bodies; - Introducing harassment officers and complaints structure and procedures; - Introducing the Careers Service and its English-related resources; - A key-note address from a Faculty alumna – possibly tied in to the 'Telling Our Story Better' project.	28	Ongoing Annually	DED/DoT		Reduction in the level of concerns about gender issues raised by female students in focus groups. Improvement in the perception among students that the Faculty is taking action to address gender inequality by 2023 compared to 2020 baseline.	High		Completed and ongoing
	2.6.7	Ensure that all web and print materials aimed at prospective applicants reflect the gender balance of the Faculty and communicate the full range of texts and approaches which can be encompassed in the undergraduate degree.	61	HT-2022	DoT/DSL/ Outreach Officer					In progress
	2.6.8	Take steps to increase the number of male UG student ambassadors.	61		DoT/DSL/ Outreach Officer		Gender balance of UG ambassadors proportionate to the UG student body by 2022.			
2.7 Improve support for staff and student	2.7.1	Work with the other occupying departments and St Cross Building facilities management team to designate and advertise a quiet room for breastfeeding.	27, 39, 49	HT-2022	Deputy Administrator		Positive feedback from focus groups and staff survey respondents			Scheduled
	2.7.2	Request SCB facilities management and Estates Directorate to install changing facilities in at least one toilet.	27, 39, 49	HT-2022	Deputy Administrator		Positive feedback from focus groups and staff survey respondents			Scheduled

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
2.7 Improve support for staff and student parents and carers	2.7.3	Hold at least one Faculty social event per year which is family-friendly and to which families are invited.	39, 49	Ongoing	Deputy Administrator	Yes	% of SES respondents agreeing that they feel included in the Faculty's social/networking events to increase to 85% by 2023 (2018: 66%)			Completed and ongoing
	2.7.4	EDC to deliver measures to improve the experience of staff and student parents. Measures co-produced with focus groups and staff networks	26, 27, 39 ,49		EDC		Positive feedback from focus groups and staff survey respondents			Completed (in part)

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
3. Supporting women's careers: Overarching target By 2023 80% of SES respondents agree that women's careers are as well supported as men's. (Currently 51%)										
	3.1.1	**Recruitment:** Faculty policy document, including data from previous years' recruitment exercises, circulated to all faculty members on recruitment panels	30, 36	TT-2022	FBC/HAF		Maintain consistent M/ F proportions at application and shortlisting, on average over three years			Scheduled
	3.1.2	**Recruitment:** E&D committee to regularly review job descriptions to ensure the language used reflects best practice	30, 36	TT-2022	EDC		Women to continue to comprise at least 56% of all academic staff and 38% of SPs.			Scheduled
	3.1.3	**Recruitment:** FBC to remind panel of gender-related issues (including around caring responsibilities) in assessing applications	30, 36	HT-2022	FBC		Improved data about researcher destinations and career trajectories.			Scheduled
	3.1.4	**Recruitment:** For all academic recruitment processes, offer shortlisted candidates an informal information discussion with a named Faculty contact. Monitor take-up of this offer and whether this differs by gender.	30, 36	HT-2022	FBC		Report on take up of offers (who to do this?)			Scheduled
	3.1.5	**Recruitment:** Continue with practice of only requesting references for shortlisted candidates.	30, 36	Ongoing	FBC					Completed and ongoing
	3.1.6	**Retention:** Encourage senior women to sign up to the Senior Women's Mentoring Network	43	HT-2022	FBC					Scheduled
	3.1.7	**Retention:** Introduce exit interviews for all leavers	34	TT-2022	FBC (HAF to arrange)					Scheduled
	3.1.8	**Retention:** All Faculty ECRs and DLs to be given exit interviews by research leaders in their field from within Faculty. Record destination details for fixed term leavers and ask for permission to contact after 6 months/1 year to follow up.	34	TT-2022	DoR		(Exercise to identify destination of all ECRs was conducted in Dec 2021 as part of REF follow up)			Ongoing
	3.1.9	**Retention:** Reports on exit with gender differentials to be received at Research Committee at Michaelmas term meeting of each year	34	MT-2022	RC					Scheduled
3.2 Recognise and reward staff achievements	3.2.1	Review statistics on applications to RoD and PMP after each annual round. PPRC to identify those with strong IPO reports and encourage application to RoD within 1 year.	39	Ongoing	PPRC	Yes	By 2023 SES increase % agreeing that management and decision-making processes in the Faculty are clear and transparent from 47% (2018) to over 65%.			Completed and ongoing
	3.2.2	DoT and DoR to review eligible candidates for the R&R scheme (DLs and PDRFs) and make nominations. Provide clear guidance to PIs on the criteria to assess performance against and a checklist to be returned showing that all staff have been considered.	39	HT-2022	DoT/DoR	Yes	SES: reduce % of women disagreeing that the faculty's culture fosters a positive approach to gender equality in relation to recognition of success and achievement from 27% to 10% by 2023.			Completed and ongoing
	3.2.3	Ensure that there is recognition of achievements in research and teaching beyond RoD, PMP and RoD. EDC to monitor the ratio of reported male to female achievement (prizes, grants, etc).	39	TT-2022	EDC					Scheduled

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
3.3 Support staff career progression	3.3.1	Develop a more structured training/development programme and offer formal opportunities for research-only staff to gain teaching experience and improve employability.	30, 41, 43	MT-2022	RC	Yes	SES: increase % of staff who agree that they are clear about the training and development opportunities available to them from 63% to 80%, with equal proportions of men and women agreeing (2018: 60%F, 74%M)			In progress
	3.3.2	EDC to monitor numbers taking up training and development opportunities (including teaching opportunities) by staff, post doc and PGR students. Reports to highlight any gender differentials in uptake, and EDC to recommend any necessary changes	30, 41	MT-2022	EDC	Yes	No research-only staff reporting that they would have liked the opportunity to teach but did not have it.			Scheduled
	3.3.3	Make better use of the Faculty teaching register to match research-only staff with college teaching opportunities.	31	MT-2022	TC					Ongoing
	3.3.4	Implement “career conversations” for all permanent academic post-holders, in accordance with the proposal from the Humanities Division. Secure commitment from senior post-holders to sign up for panel	31, 34, 42	MT-2022	FBC	Yes	2022 SES: 60% of academic respondents to report having received PDR/appraisal in last 2 years. 2024 SES: 90%			In progress
	3.3.5	All PIs to attend appraisal training and offer annual PDR to researchers	31, 34, 39	MT-2022	DoR	Yes	60% of researchers to report having received annual appraisal in 2022 SES - this contradicts measure above? Although action specifically states appraisal training, not receiving an appraisal - SS to advise			Scheduled
3.4 Support women in applying for external research grants	3.4.1	All women making large grant applications to be provided with a senior mentor (male or female) with a successful record in securing grants to develop application.	46	HT-2020	DoR		Equalising of the application to success ratio for male and female applicants to large grants, on a three year average			Helen
	3.4.2	Colleagues returning to employment after career breaks or reaching the end of major administrative responsibilities to be offered a meeting with the DoR/RF to discuss ways of supporting their research.	46	TT-2022						Helen
	3.4.3	All unsuccessful applicants to major schemes to be offered an “exit interview” with the DoR and/or RF – ensure follow-up to see whether a reworked application to another scheme can/should be pursued.	42, 46	TT-2022	DoR/RF					Helen
	3.4.4	Analyse data on applications to ECF schemes to assess whether there is gender bias apparent in Faculty rankings. Report to RC; corrective actions identified if necessary	46	TT-2022	HAF/RC		3-year average gender balance of nominated applications to ECF schemes mirrors applicant pool.			
3.5 Improve support for staff taking and returning from career breaks	3.5.1	HAF to encourage staff on maternity leave to take advantage of their paid KIT days, highlighting possible uses such as conference attendance, planning meetings, or visits to archives/collections/libraries.	39, 48	Ongoing	HAF	Yes	80% of respondents feel that women’s careers are as well supported as men’s			Completed and ongoing
	3.5.2	All staff returning from maternity/adoption/shared parental leave to be offered a meeting with the HAF to discuss workload and potential remission of duties and other support to ease return to work.	39, 48	Ongoing	HAF					Completed and ongoing
	3.5.3	Staff intranet to include information about support available and case studies on use of KIT days and URCF	39, 48	MT-2022						Scheduled
	3.5.4	Faculty to liaise with colleges in any teaching buy-out surrounding the URCF to ensure that the teaching is not being paid at the lowest rate	49	TT-2022	HAF					Completed

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4. Pipeline										
4.1 Encourage women to progress from UG to PGT and PGR study	4.1.1	Update “how to apply” information on the website, to ensure that the guidance on statement of purpose is clear, as well as reviewing a list of FAQs for applicants.	28	MT-2022	DTGS/DDS		Women to make up 65% of those admitted to PGT study by 2023 (currently 62%) in line with national benchmarking and closer to the ratio of female to male UG students in the Faculty.			Scheduled
	4.1.2	Survey UG students on how likely students are to pursue postgraduate study and which factors most influence their decision.	28	HT-2022	DoT		Women to make up 62% of those admitted to PGR study by 2023 (currently 55%).			Scheduled
	4.1.3	Study English at PG day - Hold an annual PG Study Day in Michaelmas Term to provide information about applying for PGT and PGR degrees. Sessions to be open to all current students and external applicants, and to be videoed and shared online.	19, 21, 23, 26, 28, 44		DTGS/DDS		Reduce the drop in the percentage of female applicants for PGT and PGR study compared to UG/PGT study.			In progress
4.2 Ensure equitable access to funding for PGT and PGR study	4.2.1	Obtain and review benchmarking data on funding nominations and ranking from other Humanities Faculties. TC and RC to consider data and differences between English and other faculties	21	TT-2022	DTGS/DDS		By 2021: Gender proportions of the top 10 candidates ranked for funding to reflect gender proportions of top scoring candidates overall (3 year average).	High		Scheduled
	4.2.2	Remove stranding from the decisions for PGT and PGR funding nominations (with the exceptions of period specific funded places)	21, 26, 27, 28				By 2023: gender proportions of top 10 candidates to reflect gender proportions of successful applicants (3 year average).	High		Ongoing
	4.2.3	Ensure all assessors are briefed on issues of gender and funding and provide information on gender statistics.	21, 26, 27, 28							Ongoing
4.3 Promote and ensure adequate support for newly-introduced part-time DPhil	4.3.1	Monitor the uptake and running of the part-time PhD and to check that the needs of part-time students are considered in all relevant documents.	26, 27, 28	MT-2022	DDS		In annual student survey 90% of part time PhD students report satisfaction with the course and their support.			Scheduled

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
5. Student Experience										
5.1 Reduce discrepancy between proportions of female applicants and offer-holders in undergraduate admissions.	5.1.1	Admissions statistics, including a breakdown by gender, to be considered each year by TC and Faculty meeting	16	Ongoing	DUA/TC		Equalise percentages of female applicants and offer-holders averaged over 4 years by 2023.			Completed and ongoing
	5.1.2	Model the impact of changes to pre-interview banding, agree changes for implementation from 2020-21 admissions cycle and monitor the effect of agreed changes.	16							
5.2 Ensure that curriculum and teaching methods consider and address issues of diversity and gender	5.2.1	Introduce workshop (designed with CTL) in 'inclusive teaching' practice to be run annually in the Faculty with requirement that all staff members undertake the training within three years maximum	18, 23, 41	Ongoing	DoT		All teaching staff to have undertaken training by 2023.	High		Completed and ongoing
	5.2.2	Introduce core lectures addressing issues of diversity, decolonising and gender	18, 23	Ongoing	DoT/ period and subject convenors		Improvement in the perception among students that the Faculty is taking action to address gender inequality by 2023 compared to 2020 baseline.	High		Completed and ongoing
	5.2.3	Convene working group to review diversity of curriculum in practice.	18, 23	HT-2020	DoT			High		Completed and ongoing
	5.2.4	Research and produce best practice guidance on content noting in collaboration with student representatives. Promote and share findings across Division via high level committees.	18, 23		DoT/TC		Mandatory content noting for all core lectures and content noting in place for 50% of other lectures.			

Overarching Objective	Action Ref	Detailed actions	Page ref.	Timeframe	Responsibility	SES item?	Success criteria / evidence	Priority	Affected by COVID-19	Status
5.3 Reduce gender gap in student attainment	5.3.1	Ongoing review of student outcomes by gender	18	Ongoing	DoT/Chair of E		Close gender gap to no more than 3% difference in % of male and female students receiving a 1st at Finals by 2023.	High		Completed and ongoing
	5.3.2	Report and discuss gender gap statistics, including a breakdown by degree programme, annually at both the Teaching Committee and Faculty meeting		Ongoing				High		Completed and ongoing
	5.3.3	Statistics to be included under reserved business to avoid stereotype threat		Ongoing				High		Completed and ongoing
	5.3.4	Carry out modelling of the effect on the gender gap of using different criteria for the award of a First and take appropriate action based on the outcomes.		TT-2023				High		Scheduled
	5.3.5	Identify further measures to address the gender attainment gap, and pilot these.		TT-2022				High		In progress
	5.3.6	Carry out further analysis of the gender gap by college. Speak to colleges with smaller gaps to identify examples of best practice which could be shared across all colleges.	18	TT-2022	DoT with Data Analyst			High		Scheduled
	5.3.7	Investigate the perception that gender-related topics and answers are not rewarded in line with other topics and responses, and develop actions to address this. - Examine question papers to ascertain the gender make-up of the authors and critics quoted, and to identify the number and range of explicitly or implicitly gender-related questions; - Examine comments sheets (for exam scripts and coursework), marks and mark ranges to see how regularly questions are answered with reference to female authors or gender-related topics and how these are marked; - Examine the resultant data in relation to other topics or question to ascertain whether gender-related topics and answers are atypical; - Based on these results, draft guidelines for Chairs of Examiners and recommend unconscious bias training for	18	MT-2021	DoT			High		Completed
	5.3.8	Investigate the relationship between the scores given on PGT applications (especially for written work), funding, and PGT results according to gender. Report on the findings and the implications for the PGT gender gap.	23	TT-2022	DTGS		Close gender gap to no more than 5% difference in % of male and female students receiving a distinction by 2023.	High		Scheduled
	5.3.9	DTGS to report annually to EDC in MT on whether there is any correlation with choice of topic or student circumstances for failed MSt submissions.	23	MT-2023	DTGS			High		Scheduled
	5.3.10	Conduct a pilot analysis of detailed historical data on individual PGR students' progress to see whether it is possible to use this to draw more definite conclusions as to the causes of gender variations. Carry out review and report to RC on any issues relating to gender affecting variations in time to completion.	27		DDS		Equalise average time to completion for female and male students.	High		Ongoing
	5.3.11	PPRC to ensure that at least 50% of external examiners of summative taught courses (undergraduate and graduate) are female.	60	Ongoing	PPRC		At least 50% of external examiners for the FHS and MSt are female.	High		Completed
	5.3.12	Ensure gender balance in nomination for external examiners of doctoral degrees. DDS to look at the ratios of men and women nominated as external examiners of doctoral degrees over the last 5 years.	60		DDS		Over a 3-year period there is not a significant gender imbalance among external examiners for doctoral degrees.	High		Ongoing
5.4 Improve opportunities for PGR students to gain teaching and other work experience	5.4.1	Make better use of the Faculty's graduate teaching register to match students with teaching opportunities in the Faculty and colleges	28, 44	TT-2022	DoT		Increased satisfaction with teaching opportunities and communication of teaching opportunities reported in graduate surveys (from 36%/25% to over 70% each). By 2023, from majority reporting dissatisfaction to majority reporting satisfaction.	High		Scheduled
	5.4.2	Create a register of PGT and PGR students who would be happy to be approached for research assistant work, listing their skills. DDS to encourage post-holders to consult this database when appointing a graduate research assistant.	28	TT-2022	DDS		Increased satisfaction reported in graduate surveys. By 2023, from majority reporting dissatisfaction to majority reporting satisfaction.	High		Scheduled