

Athena Swan Silver application form for Departments

Applicant information

Name of institution	University of Oxford
Name of Department	Department of Statistics
Date of current application	31 July 2023
Level of previous award	Bronze
Date of previous award	30 November 2017
Contact name	Mareli Grady (Co-Chair, EDI Committee) Prof. Garrett M. Morris (Co-Chair, EDI Committee)
Contact email	edi-chair@stats.ox.ac.uk
Contact telephone	01865 272860

Section	Words used
An overview of the Department and its approach to gender equality	2547
An evaluation of the Department's progress and success	2270
An assessment of the Department's gender equality context	3097 + 363 for COVID-19
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7914 + 363 for COVID-19

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

Overall word limit: 8000 words

Table of Contents

Applicant information	1
Table of Contents	2
Section 1: An overview of the department and its approach to gender equality	3
1.1. Letter of endorsement from the head of the department	3
1.2. Description of the department	4
1.3. Governance and recognition of equality, diversity, and inclusion work	6
1.4. Development, evaluation, and effectiveness of policies	9
1.5. Athena Swan self-assessment process	9
Section 2: An evaluation of the department's progress and success	12
2.1. Evaluating progress against the previous action plan	12
2.2. Evaluating success against the department's key priorities	16
Section 3: An assessment of the department's gender equality context	19
3.1. Culture, inclusion and belonging and 3.2 Key Priorities for future action	19
Section 4: Future action plan	28
2023-2028 Department of Statistics Athena Swan Action Plan (Gantt chart)	41
Glossary	50

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

1.1. Letter of endorsement from the head of the department

Head of Department of Statistics
Professor Christl Donnelly

24-29 St Giles', Oxford, OX1 3LB
Tel: 01865 272860
Email: hod@stats.ox.ac.uk



30 July 2023

Dear Athena Swan Panel,

As the third successive female Head of Department, I am particularly pleased to champion our Athena Swan Silver application. As we strive to deliver world-leading research and education, we are working to provide a diverse, inclusive, and supportive environment in which all members of the Department (faculty, staff, and students) can thrive. We have held a Bronze award since 2014 and are now taking the next step by applying for a Silver award.

Since joining Oxford in 2018, I have been impressed by the Department's commitment to gender equality with a collective growth mindset and the co-development and delivery of best practice on several fronts. In 2019 I began to chair the Good Practice Steering Group, now given full Departmental committee status as the Equality, Diversity, and Inclusion Committee (EDIC). As Head of Department, I remain on the EDIC and am part of the Self-Assessment Team (SAT).

In 2021-22 the Department spent £40k on EDI-related activities, and our EDIC is using the action plan to deliver structural and cultural changes.

We are very proud of the progress we have made to increase representation on our taught courses. Our undergraduate student body has grown from 85 to 121, with 42% women (compared to 31% in 2017). We have also acted to restore better gender balance on our MSc following an observed drop after changing the course title and content in 2016, and are pleased that this is now up to 42% women. We have built a thriving undergraduate research internship programme, including a successful Departmental case for positive action to ensure that at least 50% of places are offered to women. We see this as an important contribution to the pipeline of students into graduate research, where currently 27% of our students are women.

Our survey feedback has repeatedly affirmed that our Department is a welcoming place to be: In the 2022 postgraduate research student survey, all respondents said they would recommend Oxford to others for a Statistics postgraduate degree, and 90% said that they are treated equally regardless of gender or ethnicity. Similarly, 83% of staff said they would recommend working at the Department.

We recognise there is still much to do, and this is reflected in the seven objectives of our action plan. While at a senior level our academic staff are gender-balanced, our gender balance at associate professor and postdoctoral levels has not improved in line with our ambitions. These challenges have been compounded by the impacts of Brexit on recruitment and research funding. Furthermore, our relatively small size and limited turnover in academic staff mean that effecting such demographic

changes requires persistence, but also patience. Alongside this, workload and work-related stress has been compounded by the challenges of the COVID-19 pandemic, and now requires urgent attention.

It was heartening to see our Departmental community pull together during the challenging circumstances brought about by COVID-19: putting health and mental wellbeing at the forefront, supporting each other in learning new technology and approaches to teaching and research, and being steadfast in our care for each other. A crisis shows a group's true priorities, and I believe we demonstrated that ours lie fully in the wellbeing of our people.

I enthusiastically endorse the initiatives and encouraging results thus far while recognising there are still areas we can improve on. I am delighted to forward this submission and to confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true reflection of the institution.

Yours sincerely,

Professor Christl Donnelly

Head of Department

1.2. Description of the department

The University of Oxford's Department of Statistics is one of nine academic Departments within the Mathematical, Physical and Life Sciences (MPLS) Division (*Figure 1*). We are one of the smaller Departments within the Division, employing 68 staff, 23 of whom identify as women (34%), and situated near the centre of the Oxford (*Figure 2*) close to the Mathematical Institute. In September 2022, we welcomed our third successive female Head of Department, who previously chaired our Department's Equality, Diversity and Inclusion Committee (EDIC).

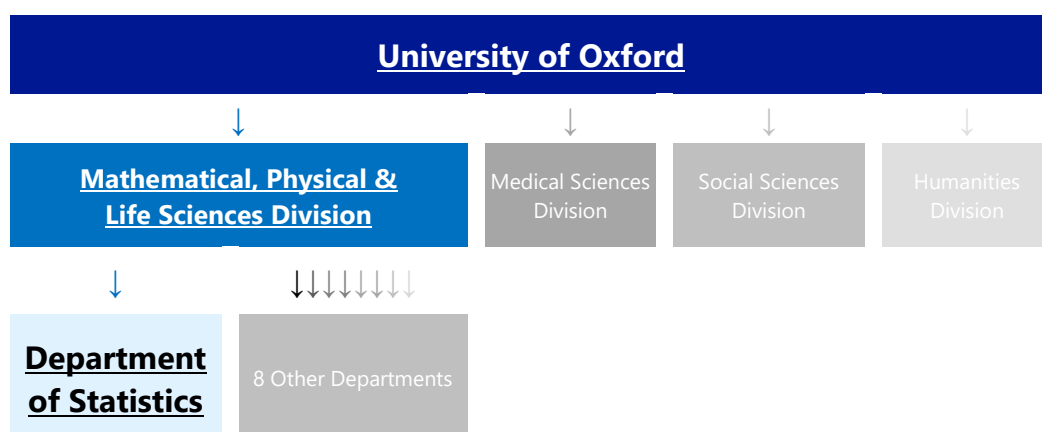


Figure 1: Where the Department of Statistics sits within the University of Oxford.

Table 1: Staff numbers on 31 July 2022.

Staff Category	Total	% F	% M
Statutory Professor	5	40%	60%
Titular Professor	7	57%	43%
Associate Professor/Other Academic	14	0%	100%
Research Staff ¹	21	19%	81%
Professional Support Staff	21	62%	38%

Training the next generation of statistical scientists is a key part of our mission. In 2022-23, we had 274 students (36% F, 64% M); Table 2) — 63% of these were from 32 different countries outside the UK. We offer an undergraduate course in *Mathematics and Statistics* jointly with the Mathematical Institute; an *MSc in Statistical Sciences*; as well as postgraduate research degrees via traditional DPhil (PhD) routes and Centres for Doctoral Training (CDTs).

Since 2017, the number of students on our undergraduate course has grown from 85 to 121, and the proportion of women has grown from 30% to 42% (Table 2). Similarly, our postgraduate research population has grown, from 66 in 2017 to 108 in 2022.

Table 2: Students in the 2022-23 academic year.

Undergraduate			Postgraduate Taught			Postgraduate Research		
Total	% F	% M	Total	% F	% M	Total	% F	% M
121	42%	58%	45	44%	56%	108	27%	73%

1.3. Governance and recognition of equality, diversity, and inclusion work

a. Governance

The Department has six committees each with distinct responsibilities: (i) Equality, Diversity, and Inclusion; (ii) Facilities and Safety; (iii) Graduate Research (GRC); (iv) Information Technology (IT); (v) Research Strategy; and (vi) Teaching (*Figure 3*). Our committees have a two-way reporting structure into General Purposes Committee (GPC), which reports to Departmental Committee (DC). DC includes all academics, key staff, and postdoctoral and student representatives. Alongside these sit the Green Team and Graduate Liaison Group (GLG). An External Advisory Panel regularly provides feedback and advice.

¹ Research staff refers primarily to postdoctoral research staff and Florence Nightingale Bicentenary Fellows.

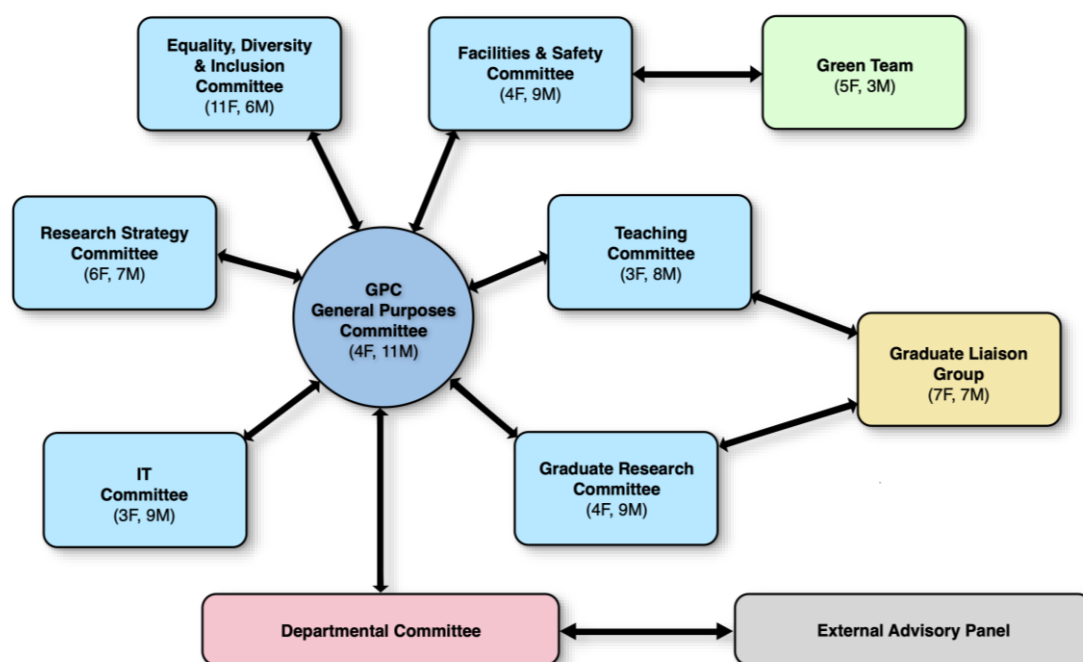


Figure 3: Governance structure of the Department of Statistics.

EDI matters are championed and supported by the Equality, Diversity, and Inclusion Committee, which comprises representative members of academic staff, researchers, support staff and students. Academic staff with key leadership roles — the Deputy Director of Graduate Studies (DDGS), the Director of Studies (DOS), and the Early Career Researcher (ECR) Champion — all sit on EDIC as part of their roles. It meets six times annually (twice per term) to discuss specific matters pertaining to EDI and to plan strategic EDI initiatives.

Since September 2022, the EDI Committee has two Co-Chairs: one male academic, Prof. Garrett M. Morris, and one female member of our Professional Services Staff (PSS²), Mareli Grady (see “Self-Assessment Team” and *Table 3* below). Membership of EDIC is reviewed annually to ensure it remains representative of staff and students and new perspectives can be included.

GPC may recommend changes to policy and new interventions for approval by DC. The two-way reporting mechanism between GPC and all other committees ensures that EDI considerations are embedded into the work of all committees within the Department.

The Department is also represented on the Divisional MPLS EDI Steering Group and via that on the University Equality and Diversity Panel (*Figure 4*) There is two-way representation with the Mathematical Institute’s own EDIC to share best practices and harmonise goals and actions where appropriate, particularly in relation to our shared students and initiatives.

² Note: we use “PSS” for Professional, Technical and Operational (PTO) staff throughout.

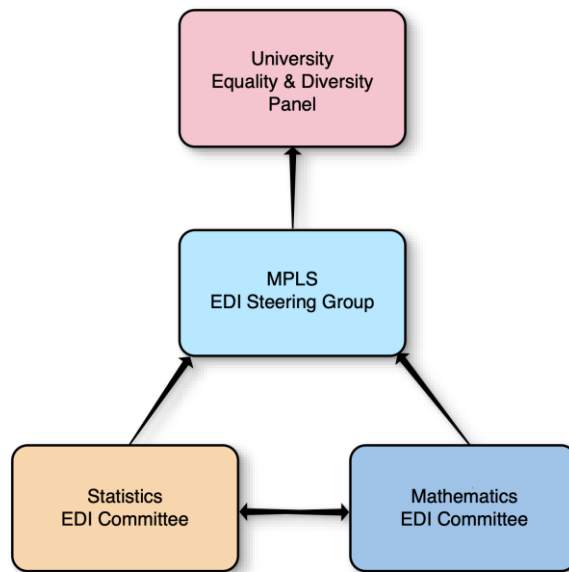


Figure 4. EDI governance at the University of Oxford.

b. Recognition of EDI work

All staff are offered annual Professional Development Reviews (PDRs) which include discussion of their contributions to EDI. As with any committee, serving on the EDIC is recognised and valued in PDRs. Active participation in EDI work can be used to evidence 'good citizenship' in applications for academic Recognition of Distinction (ROD). Staff are also eligible to be nominated to the biennial Vice-Chancellor's Diversity Awards, as well as the MPLS Divisional EDI Awards. In 2021, two members of the Department of Statistics received financial awards for their contributions to the annual Mental Health Awareness Week and for work on the Department's Race Equality Action Plan, and in 2023 three received commendations from MPLS for initiating and supporting EDI communications.

c. Support for EDI work

Three PSS have responsibility for supporting EDI work included in their role descriptions and are part of the University-wide EDI Facilitators Network which supports those working in this area and helps to share best practice.

The Department supports staff applying for the Divisional EDI Fellowship scheme, which allows individuals to contribute to EDI priorities whilst gaining career development. The Department has had an EDI Fellow each year since its inception in 2020. The EDI Fellow receives £1,000 from Departmental funds to spend on their career development.

In 2021-22, the Department spent over £40,000 on initiatives and events that were outcomes of actions in our previous Action Plan.

"Being given the opportunity to fully engage with work on mental health through my fellowship, and as one of the inaugural organisers of the Divisional Mental Health Awareness Week, I discovered my passion for supporting mental health in the workplace. Since then, I have been active in ED&I for mental health events, trained as a Mental health first aider, and have been pursuing further opportunities to promote good practice for wellbeing at work."

—EDI Fellow, 2020-21

1.4. Development, evaluation, and effectiveness of policies

The Department has implemented formal consideration of the effect of our policies on EDI in accordance with the Public Sector Equality Duty (PSED). A reminder of the PSED is given at the beginning of all committee meetings, and committees must consider protected characteristics before implementation of significant policy decisions that have not already been considered at University level, or where our policy varies from that of the University.

Our democratic, committee-led governance structure enables scrutiny, consultation, and transparency of University and Departmental policies. Feedback is also gathered through annual staff and student surveys. EDIC receives a full analysis of surveys, which is shared with GRC and GLG, and may recommend actions to GPC and DC. This may then prompt quick action or lead to fuller investigation of issues identified. Where appropriate, senior members of staff who sit on University committees will escalate wider policy issues. Proposals for meaningful change require potential effects on sub-groups to be considered by using Equality Impact Assessments before proceeding.




The Department completes the University's Human Resources (HR) self-assessment audit every two years to ensure we are correctly applying and communicating HR policies effectively.










1.5. Athena Swan self-assessment process






d. Self-Assessment Team (SAT)

The self-assessment process is the responsibility of EDIC, which acts as the SAT for the duration of the application preparation. Members (*Table 3*) are chosen to ensure key roles are represented, while allowing for volunteers such as student representatives. The EDIC, and therefore SAT, represents a cross-section of groups, working patterns, seniority, gender, sexual orientation, and other dimensions (*Table 3*). Given the time-consuming nature of annual data collection exercises, in 2021 the Department incorporated this responsibility into the job description of a new Research Support and Data Administrator position, who supports the SAT.

Table 3: Membership of the Self-Assessment Team (EDIC, 2023).

SAT Member		Panel Role	Department Role	Role Type
Dr Maria Christodoulou <ul style="list-style-type: none"> Female, She/Her Mental Health First Aider 		ECR Representative	Senior Statistical Consultant	Researcher
Prof Christl Donnelly <ul style="list-style-type: none"> Female, She/Her Caring responsibilities 		Head of Department	HOD, Professor of Applied Statistics	Academic
Mareli Grady <ul style="list-style-type: none"> Female, She/Her Caring responsibilities 		Co-Chair of EDI Committee	External Engagement and Project Manager	PSS

SAT Member		Panel Role	Department Role	Role Type
Ali Goodall <ul style="list-style-type: none"> Female, She/Her Caring responsibilities 		Mathematical Institute Representative	Head of Faculty Services and HR (Mathematical Institute)	PSS
Amy Hinks <ul style="list-style-type: none"> Female, She/Her Caring responsibilities 		MPLS Representative	EDI Data Analyst and Athena Swan Coordinator (MPLS)	PSS
Yuedan Huo <ul style="list-style-type: none"> Female, She/Her 		Undergraduate Representative	Undergraduate Student (3 rd Year)	Student
Beverley Lane <ul style="list-style-type: none"> Female, She/Her Mental Health First Aider 		Athena Swan Administrator	Administrative and Events Officer	PSS
Dr Neil Laws <ul style="list-style-type: none"> Male, He/Him 		Director of Studies, Disability Lead	Director of Studies	Academic
Ruth McCabe <ul style="list-style-type: none"> Female, She/Her 		DPhil Representative	DPhil Student (3 rd Year)	Student
Dr Gonzalo Mena <ul style="list-style-type: none"> Male, He/Him 		ECR Representative	Florence Nightingale Bicentenary Fellow	Researcher
Prof Garrett M. Morris <ul style="list-style-type: none"> Male, He/Him LGBT+ Role Model 		Co-Chair of EDIC, Deputy Director of Graduate Studies	Associate Professor	Academic
Dr Daniel Nissley <ul style="list-style-type: none"> Male, He/Him 		ECR Representative	Florence Nightingale Bicentenary Fellow	Researcher

SAT Member		Panel Role	Department Role	Role Type
Prof Gesine Reinert <ul style="list-style-type: none"> Female, She/Her Caring responsibilities 		ECR Champion	Professor of Statistics	Academic
Prof David Steinsaltz <ul style="list-style-type: none"> Male, He/Him 		Academic Representative	Associate Professor	Academic
Yuchen Sun <ul style="list-style-type: none"> Female, She/Her 		MSc Representative	MSc Student	Student
Dr Wenkai Xu <ul style="list-style-type: none"> Male, He/Him 		ECR Representative	Postdoctoral Research Assistant	Researcher
Mariagrazia Zottoli <ul style="list-style-type: none"> Female, She/Her Mental Health First Aider 		EDI Fellow (2022-2023)	Statistical Consultant	PSS

e. Data sources

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

- Official University-collated data for mandatory datasets, alongside sector benchmark data.
- Data held locally around specific policies or initiatives.
- A full quantitative and qualitative analysis of the 2022 staff survey, which had 43 responses (26% F, 53% M, 21% Prefer Not to Say (PNTS)) and a participation rate of 65% (**Error! Reference source not found.**). This included comparison to 2017. This survey included questions from the pilot Advance HE Culture Survey.
- A full quantitative and qualitative analysis of the 2022 postgraduate research (PGR) student survey, which had 40 responses (25% F, 70% M, 5% PNTS) and a participation rate of 37% (Table 8). This included comparison to 2017.
- A review of progress against the 2017 (Previous) Athena Swan Action Plan ("PAP"; Annex 1 & Table 4).
- Feedback from the 2017 Athena Swan Panel.

Note: where survey results are quoted, references to gender exclude those who preferred not to say, but they are included in the "Total" figures reported in Appendix 1.

f. Summary of self-assessment timeline

Annual monitoring tasks include collating and analysing the results of surveys for consideration at twice-termly EDIC meetings. Actions from the PAP were also followed up annually to assess progress, alongside reviewing our Race Equality Plan. Following feedback from the 2017 application, greater consideration was given of how we can provide sufficient evidence to demonstrate success and a clear narrative given the small size of our department. The SAT also decided to volunteer to pilot Advance HE's Culture Survey questions as part of the 2022 staff survey.

The self-assessment process began in 2022, with a series of task groups assigned to:

- Analyse the staff and student mandatory data for 2017-2021.
- Thoroughly review the PAP.
- Reflect, review, and develop actions and aspirations for the new Action Plan ("NAP").

From September 2022, a subset of the SAT worked on a deeper analysis of the staff and student survey data and drafted the Athena Swan application including the NAP. The draft NAP underwent extensive consultation with representatives and key stakeholders from January to May 2023, including through our committee structure. It was approved by DC in June 2023.

g. Next steps

The EDIC will continue to meet at least termly over the next 5 years to discuss the Department's EDI strategy and oversee the implementation of the NAP, which will remain a standing item on the agenda thus allowing us to continuously evaluate it. A full review of the staff and student survey results and progress on actions will take place annually, as will the composition of the EDIC (which will become the SAT). The NAP will remain a dynamic document that will be updated in response to new data, feedback, the University context, and changes in the sector.

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

2.1. Evaluating progress against the previous action plan

a. Previous action plan (RAG rated)

See previous action plan from 2017 in Annex 1 (page 40).

b. Monitoring the 2017 action plan

Implementation of the Athena Swan action plan is the responsibility of the EDIC, who take follow up actions, request reports required for annual data analysis, and provide updates to GPC and DC.

The effectiveness of actions is assessed through annual staff and student data updates and survey responses, as well as qualitative analysis of text comments and observations from other committees.

c. Overview of 2017 action plan

The 2017 action plan had 22 objectives with associated actions across 7 themes. Through the process of RAG-rating we have reflected on the difficulties of assessing success when objectives and success measures were not clearly identified. In our RAG-rated review, we classified 15 actions as green (68%), 6 as amber (27%) and 1 (5%) as red (*Table 4*).

Table 4: Overview of objective RAG ratings from Previous Action Plan (PAP).

No	Green (15)	No	Amber (6)	No	Red (1)
PAP1	Give Equality, Diversity, and Inclusion Committee (EDIC) sufficient time to review the AS action plan, analyse survey results and train committee members.	PAP5	Reduce gender attainment gap in undergraduate degree classification.	PAP16	Ensure that graduate students are aware of training available.
PAP2	Consult with staff and students on a more frequent basis.	PAP7	Reduce gender attainment gap in MSc degree classification.		
PAP3	Improve transparency in the Department.	PAP8	Improve gender balance of DPhil programme.		
PAP4	Improve gender balance of undergraduate course.	PAP10	Increase recruitment rates for women to all academic positions.		
PAP6	Maintain the gender balance on the MSc course.	PAP19	Support staff returning to work from leave (including parental and family).		
PAP9	Obtain better data on the reasons why academic staff leave the Department.	PAP21	Increase visibility of diversity in the Department.		
PAP11	Introduce a mandatory objective-linked probation process for research staff.				
PAP12	Ensure induction process meets needs of new staff.				
PAP13	Ensure development needs of all staff are met.				
PAP14	Increase postdoctoral engagement with careers events and maintain satisfaction with career options.				
PAP15	Improve integration of postdocs into the Department.				
PAP17	Provide additional support for research and academic staff applying for funding.				
PAP18	Improve internal collaboration and networking.				
PAP20	Maintain inclusivity for all members of the Department.				
PAP22	Increase engagement with public.				

d. 'Green'-rated objectives

We rated 15 objectives as green and these reflect areas where substantial work has been done with demonstrable results (Figure 5). Review of green objectives and actions revealed that these were achieved because they could be advanced within the Department and did not rely on institutional or sector influences. This includes through the introduction of new policies (PAP1, PAP2), processes (PAP3, PAP6, PAP9, PAP11, PAP12), teaching materials (PAP4), events (PAP15, PAP18, PAP20, PAP22), and better communication (PAP13, PAP17). These initiatives benefited from senior leadership support and staff motivated to progress actions.



Figure 5: Overview of main achievements since 2017.

e. 'Amber'-rated objectives

We were able to divide these into two categories:

(1) *Objectives where considerable action was undertaken with limited impact on targets*

Many of our original objectives in this category were ambitious and influenced by external factors that as a department we have minimal control over. Increasing the proportion of women in graduate

research (PAP8) proved difficult given wider pipeline issues. Low staff turnover at the Associate Professor (AP) level and concomitant low rates of recruitment (**Error! Reference source not found.**) are further compounded by a wider, pre-existing gender imbalance in the field, meaning some actions have been insufficient to meet the objectives (PAP10).

(2) Objectives where progress was slow due to the COVID-19 pandemic, resource constraints, and key staff turnover

Trials of exam time extensions did not affect the attainment gap (PAP5, PAP7), and further work to understand the drivers of this were hampered significantly by the pandemic as resources were directed elsewhere. NAP7 continues this work.

Similarly, plans to increase the visibility of diverse groups in our physical spaces (PAP21) was delayed due to minimal access to these spaces for two years, so instead we progressed this work in our virtual spaces and will progress the original physical action in the next five years (NAP2).

Creating better mechanisms for supporting staff returning to work from leave (including parental and family, PAP19) was affected by the parental leave of the HR Administrator, and assessment of its effectiveness made difficult by small numbers of staff taking this category of leave.

f. Barriers to success for 'Red' objectives

The remaining red objective (PAP16) concerns student awareness of training and career development opportunities. Opportunities and communication suffered during the pandemic, with many resources diverted elsewhere. We have recently introduced more streamlined communications within the Department which aims to improve students' awareness of such opportunities (NAP3).



g. Overall reflection

Since the last application, the Department has introduced a range of initiatives and policy changes which are now part of our culture. The previous action plan aimed to address many sector-wide inequities, over-estimating the influence a single Department can have. The implementation of the action plan was also affected by turnover of staff and resultant loss of momentum and knowledge. In some instances, our success measures did not match the intention of the objective; this is something we have addressed in the new action plan.

In preparation for the next five years, we have resolved to:

- Strengthen the ownership of and responsibility for Athena Swan actions, to ensure progress and mitigate delays due to any future staff turnover.
- Ensure actions and objectives are Specific, Measurable, Achievable, Realistic, Time-bound (SMART) and developed collaboratively with those taking overall responsibility.
- Proactively shift strategies when priorities change, or actions are shown not to be having an effect.
- Ensure a joined-up approach with the Race Equality Charter so that actions address intersectional inequalities.

2.2. Evaluating success against the department's key priorities

We feel we have made considerable progress in three areas since 2016: (i) gender balance on our MSc; (ii) representation in our PGR students; and (iii) integration of our early-career researchers (ECRs).

a. Maintain gender balance on MSc (PAP9)

The syllabus of the MSc course was updated in 2016 to include more computational statistics, and thus the course title was changed from "*MSc in Applied Statistics*" to "*MSc in Statistical Science*". Prior to 2017, the course had a broadly equal gender balance.

From 2017-2021, data monitoring showed this gender balance disappeared, with only 40% of applications, 30% of offers and 38% of admitted students overall being women (Table 5). The number of places on the course also increased to 50, while applications from women increased from 167 in 2017 to 281 in 2021.

Table 5: Total MSc applications, offers and respective percentage of women, from 2017-2023.

Entry Year	Applications		Offers		On Course	
	Total	% F	Total	% F	Total	% F
2017	449	44%	71	24%	43	28%
2018	469	42%	59	29%	35	43%
2019	526	38%	68	26%	36	25%
2020	588	42%	114	34%	65	39%
2021	688	41%	83	33%	56	38%
2017 – 2021	2,720	40%	395	30%	418	38%
2022	551	38%	84	45%	45	44%
2023	584	42%	109	45%	-	-
2022 – 2023	1,135	40%	193	45%	45	44%

Concern about the drop in representation on the MSc led to a pilot process for 2022 admissions designed to separate the assessment of applications by gender, with the aim of increasing the proportion of women on the course to at least the national benchmark (Higher Education Statistics Agency (HESA) average: 42% for 2019-22). The rationale was that it would minimise implicit bias in the admissions process. Currently this is a binary process as the application form, administered by the central University, only allows applicants a choice of two gender identities.

MSc applications are evaluated separately for female and male applicants. Each assessor sees either all female or all male applications, with at least one academic member of the EDIC being part of each evaluation team. After the second evaluation, the lists for different genders of proposed offers and borderline candidates are merged to ensure that offers are made to the strongest candidates overall. In 2022 and 2023, this revised process led to the proportion of offers to women increasing to 45%,

and the proportion of women on course in 2022 to 44% (Table 5), exceeding the HESA benchmark for 2019-2022. The new admissions process has now become Departmental policy for MSc admissions.

Following this success, a recommendation was made by TC to GRC to pilot and evaluate a similar process for PGR admissions in 2023.

b. Representation in postgraduate research students (PAP11)

One of our priorities in our previous action plan was to address gender imbalance among our PGR students. Our annual average proportion of female PGR students between 2014-2016 was 26%, below the national average for Mathematical Sciences (which was on average 31% for that period).

We committed to developing a funded Departmental research internship programme for undergraduate students to enable them to experience research for an extended period. To avoid conflict with paid work and enable access for all, particularly for those who may need to rely on paid work over the summer, students are provided with a bursary of £3,429 for the eight-week internship (2023), with free accommodation being provided by one of Oxford's colleges.

"The internship last summer really helped me make the decision to pursue graduate studies as it opened my eyes to what statistical research looks like!"

—**Summer Research Intern, 2022**

The first Departmental Summer Internships took place in 2018, with two places being awarded in each of the first two years. At the same time the University began a broader summer research internship programme called "UNIQ+" targeting undergraduates from underrepresented backgrounds, co-led by Professor Garrett M. Morris (Department of Statistics, EDIC Co-Chair). UNIQ+ first ran in 2019 and drew huge interest: the programme received 200 applications for 34 places. The Department sponsored two UNIQ+ interns in 2019. The UNIQ+ programme is now one of the University's flagship graduate outreach programmes: in 2022, it

attracted 650 applications for 132 places in a programme that now spans 31 Departments.

In 2022, the Department expanded its Summer Research Internships. Thanks to funding from Google DeepMind, we added 12 more UNIQ+ internships with a specific focus in machine learning and artificial intelligence. The Department also set aside funding for a further 6 Departmental internships to run over 8 weeks and made a successful case for positive action to offer at least 50% of places to female candidates (subject to an academic quality threshold), citing the underrepresentation of women in graduate research.

In total, 20 internships were facilitated in 2022, with 60% participation from women (Table 6). All 2022 Departmental summer interns reported being interested in further graduate study, and four of the Departmental interns (2 F, 2 M) are progressing to graduate study in October 2023.

Table 6: Participation in undergraduate Summer Research Internships in 2022.

Internship Scheme	Female	Male	Total	% F
UNIQ+	9	6	15	60%
Departmental	3	2	5	60%
Total	12	8	20	60%

The longer-term impact of this expanded programme cannot yet be fully assessed, but the Department is committed to continuing with the summer internship programmes, including UNIQ+ (NAP6).

Overall, the proportion of women PGR students has remained at 26% between 2017-2022. During this time, the sector average has decreased to 29%, and our own population of PGR students has increased from 74 to 108. Comparison with other institutions suggests that we are performing well on this measure; over the same period at Cambridge, the proportion of women PGR students in Mathematical Sciences was 12%, and at Imperial College London it was 11%.

c. Integration of Early Career Researchers (PAP25)

The Department's 2017 staff survey uncovered a need for greater support for our ECRs. Unlike undergraduates at Oxford, many ECRs are not affiliated with a college so the Departmental community is especially important to them. We also found that they would value more career support. In 2018, we reinstated and now provide Departmental funding of £2,600 per year for an ECR-led group called "The Network" that supports ECRs and focuses on dissemination of useful information for this staff group. In 2020, we introduced the role of ECR Champion which is filled by a senior academic who meets with every ECR upon arrival and proactively ensures their interests are represented in Departmental decision making.

Despite the isolation enforced on many by the COVID-19 pandemic, The Network continued to find ways to engage with ECRs, including setting up a WhatsApp group to help foster a sense of integration. Several outdoor and evening meet-ups have been organised where ECRs are able to share any struggles they are having.

"The sense of community, the comfortable and aesthetically pleasing environment, the colleagues, helpful staff in general."

—Female ECR, 2022

Our actions have led to increased satisfaction in a range of surveyed measures for this staff group since 2017, particularly in feeling integrated in the Department and career development. Note that this group is too small to meaningfully disaggregate by gender.

Table 7: Progress in research staff integration, support, and career development from 2017 to 2022. Table lists percentage who agreed with each question.

Survey Question	2017	2022	Change
<i>I feel integrated in the Department.</i>	40%	75%	↑
<i>I feel able to be myself at work.</i>	77%	92%	↑
<i>My colleagues are supportive of me.</i>	92%	100%	↑
<i>I take time to reflect on, and plan for, my career development.</i>	71%	93%	↑
<i>I feel integrated into my research group.</i>	92%	92%	↔
<i>I would recommend working in the Department.</i>	92%	100%	↑
<i>I have experienced bullying/harassment.</i>	9%	0%	↓
<i>My supervisor/line manager creates a positive work environment.</i>	83%	100%	↑

Section 3: An assessment of the department's gender equality context

In this section, we use binary gender identities when discussing data and survey responses for staff or students. We refer to 'women' where there is an overarching objective to increase representation. Our department is too small to share results for non-binary staff, and such data are still relatively difficult to obtain within the University's systems. Similarly, we cannot meaningfully disaggregate by ethnicity or other intersectional factors, so we address these more broadly by drawing from acknowledged University and sector reports.

3.1. Culture, inclusion and belonging and 3.2 Key Priorities for future action

a. *Belonging and Inclusion*

The Department prides itself in being a welcoming environment for all. In the 2022 staff survey, 81% (equal between genders) of respondents agreed that they were satisfied in their job (compared with 71% in the University) and 83% (82% F, 86% M) would recommend working in the Department (across the University 69% would recommend their Department; **Error! Reference source not found.**). All respondents to the PGR student survey said they would recommend Oxford for postgraduate study (**Error! Reference source not found.**). According to the 2021 Student Barometer survey, 84% of our undergraduate students (of 21 responses) were satisfied with their learning experience (compared with 87% satisfaction in 2017, and a Divisional average of 81%). The COVID-19 pandemic caused a substantial decrease in levels of survey participation but improved in 2023 to pre-pandemic levels (results due in the coming months).

In 2022, only one staff member (out of 39 respondents) disagreed that they felt like they belonged in the Department and that people cared about them (**Error! Reference source not found.**). Only one woman felt they were not able to be themselves at work in both the staff and student (**Error! Reference source not found.**) surveys. Most of our staff felt integrated into their team (91% F, 81% M; **Error! Reference source not found.**), and most of our students felt integrated into their research group (90% F, 82% M; **Error! Reference source not found.**).

The Department has worked hard over the last six years to embed inclusive practices for all, but particularly related to trans and non-binary members of and visitors to the Department. During the refurbishment of the building before we moved in (2017), most toilets were made gender-neutral, as standalone rooms with washbasins and hand-dryers. We have accessible toilets on every floor, and our ground floor accessible toilet also contains a baby-changing facility.

We provide progress flag lanyards, which anyone in the Department may choose to wear, and all staff are encouraged to include their pronouns on their email signature and web profile.

In recognition of the intersectional inequalities affecting our sector, we maintain a Race Equality Action Plan which is also managed by EDIC, with some actions overlapping with our Athena Swan Action Plan. In 2021, the Department worked with the Development Office, Mathematical Institute and Department of Computer Science to secure funding from Jane Street for scholarships aimed at UK black and mixed-black students to pursue taught postgraduate courses, with the objective of removing barriers to postgraduate study for this underrepresented group.



Department-wide events and initiatives are aimed at fostering a culture of inclusivity and togetherness. These include weekly coffee mornings during term time, an annual Christmas dinner and family-friendly summer parties. We also annually celebrate International Women's Day, Black History Month, LGBT+ History Month, and Pride Month, inviting keynote speakers and hosting events, including this year a journal club on intersectional issues in STEM. All staff and PGR students are invited. We have a strong collaborative relationship with the (larger) Mathematical Institute, and our staff and students are welcomed by their Mirzakhani Society for female and non-binary undergraduate students and Mathematrix, a discussion group about life in academia and matters faced by minorities aimed at PGR students, postdoctoral researchers, and staff.

The COVID-19 pandemic had a severe impact on our ability to meet and get to know each other. Since the return to on-site working, we noted less integration, particularly among students, of those who joined during this time. While only 10% of staff (no difference by gender) disagreed that they felt integrated into the Department (**Error! Reference source not found.**), 16% (20% F, 14% M; **Error! Reference source not found.**) of students disagreed (compared with 12% in 2017). Similarly, only 10% (0% F, 14% M) of staff disagreed that they felt included in the Department's social/networking activities, while 15% (20% F, 14% M) of students disagreed (compared with 6% in 2017).

During 2021 we introduced a weekly Departmental bulletin which shares a wide range of information and opportunities while reducing volume of email. It also allows us to share a wider range of opportunities and messaging around EDI.

In 2022, we launched a new Departmental website because our previous website was failing accessibility requirements. As part of this, we ensured a greater presence for our PGR students by introducing personal pages for them. In part this was to raise the profile of the work and achievements of PGR students and assist their career advancement as they seek collaborations and future employment. We engaged a professional photographer to obtain high-quality headshots of all staff and PGR students to be used on these pages. The headshots and other new imagery for the website highlight the diversity within the Department and give a snapshot of the environment.

Objective 1: Maintain an inclusive environment for staff and students.

Actions:

- 1.1 Support LGBT+ staff and students.
- 1.2 Improve the visibility of underrepresented groups in our physical and virtual spaces.
- 1.3 Create an environment where students and postdocs feel included in Departmental life.

b. Gender Equality

Our most recent staff survey affirms our commitment to EDI (**Error! Reference source not found.**), with no one disagreeing that the Department leadership actively supports gender equality nor that the Department is committed to achieving gender balance in leadership positions. Only one man (and no women) disagreed that the rate that people progress is not affected by their gender, and only one woman (no men) disagreed that EDI is recognised when workload is allocated. Among our students two women and one man disagreed that members of the Department are treated equally regardless of gender (**Error! Reference source not found.**). One woman (no men) disagreed that members of the Department are treated equally regardless of ethnicity/race. Thus, although these exceptions are important, most members of the Department feel that gender equality is supported.

c. Bullying and Harassment

The Department has received no formal bullying and harassment complaints in the reporting period, but our staff and student surveys have recorded experiencing and/or witnessing bullying (**Error! Reference source not found.**). We have four Harassment Advisors in the Department (1:44 staff and PGR students), as well as a reciprocal agreement with the Mathematical Institute and Division for access to their Harassment Advisors. We regularly remind staff and students of this provision, but in the 2022 staff survey 17% (27% F, 10% M; **Error! Reference source not found.**) did not know how to report bullying/harassment. Two female staff disagreed that Departmental management is active in tackling bullying and harassment and that they are satisfied with how it is addressed in the Department.

Objective 2: Continue to address bullying and harassment

Actions:

- 2.1 Set clear standards of behaviour and increase awareness of implicit bias.
- 2.2 Build confidence among staff and students in the reporting mechanism and the support in place for dealing with bullying and harassment.

d. Career Development

The Department actively supports the career development and progression of staff and students. Among PSS, all those on Grade 5 or below are women, owing to small numbers of staff, and the men in this staff category predominantly working in IT. Since 2017, 5 PSS (all women) have been awarded regrades, with 8 research staff (3 F, 5 M) and 1 academic (M) promoted (**Error! Reference source not found.**). No female academic staff were eligible for promotion, as all were professors in 2017, or upon subsequent appointment. All staff are encouraged to undertake training and development activities through PDRs, with opportunities circulated on a regular basis. In 2022, one PSS member took part in a 6-month training course in continuous improvement, with the Department supporting the training through the implementation of a project as part of the course.

In general, staff are satisfied with the support offered around career development (**Error! Reference source not found.**), but 20% (20% F, 18% M) of staff disagreed that they “receive useful feedback on my career development through performance reviews”.

“The skills, knowledge and networks I gained from doing the continuous improvement course has had a direct impact on my career progression as well as benefiting the Department.”

—PSS member, 2022

Students are encouraged and supported to apply for prestigious fellowships and funding opportunities, e.g., Google PhD Fellowships and Microsoft Research Fellowships. In 2022, two students were successful in gaining such fellowships, both from underrepresented groups within the field of Statistics. Despite this, we are aware that we need to do more; 28% (40% F, 25% M) of our students disagreed that they “were clear about the training and development options open to them” (**Error! Reference source not found.**).

To enable PGR students with childcare responsibilities to access academic opportunities, we regularly signpost the University’s Returning Carers Fund. In addition, one PGR student was enabled to take her immediate family with her to a conference using her supervisor’s research funding. This meant it was possible for her to continue to breastfeed her very young baby whilst she attended the conference, with childcare support provided by her partner.

Objective 3: Improve support of career development opportunities for staff and students.

Actions:

- 3.1 Support training and development opportunities for students.
- 3.2 Improve feedback provided on career development as part of PDRs.
- 3.3 Promote and support career development opportunities for staff.

e. Work-Life Balance and Wellbeing

Workload

As a small Department, staff cover a range of responsibilities, and our PGR students carry out teaching duties in a supporting role. Whilst we do not employ a formal workload model, we strive for transparency in the way work is allocated, and the small size of the Department permits advanced discussions of individual workloads to feed into the overall planning. The nature of some contracts, which also involve duties at colleges, means that the Department does not have overall oversight and control over the totality of academic workloads for some staff.

In 2022, 32% (54% F, 19% M) of academic and research staff disagreed that *"My current workload is manageable"* (**Error! Reference source not found.**) and 69% (91% F, 64% M) said that they *"experience a level of work-related stress that I perceive as unreasonable"* a lot or some of the time (**Error! Reference source not found.**), a figure that has worsened significantly in women (54% in 2017). For students, 32% (55% F, 23% M) reported *"often experiencing a level of work-related stress perceived to be unreasonable"* (**Error! Reference source not found.**). In addition, 21% of students (44% F, 15% M) disagreed that *"the systems for allocating teaching are fair and transparent"*, although only 8% (10% F, 7% M) disagreed with *"teaching duties within the Department are reasonable"* (**Error! Reference source not found.**).

A special workload poll in 2023 revealed that the number of meetings and administrative burdens contributed significantly to these experiences.

In 2021, we streamlined our governance structure to reduce the number of committees and introduced more formal methods of assessing committee effectiveness. As the overall burden of work is not within our control, the focus in our NAP is on efficiency and clarity of communication. Our concern about workload also necessarily means in some cases we will scale back the volume of our activities to those with the greatest impact.

Objective 4: Reduce experience of unreasonable workload and work-related stress.

Actions:

- 4.1 Ensure equitable workload distribution among academic and research staff.
- 4.2 Improve communication around teaching duties of PGR students.
- 4.3 Encourage culture change around workload.
- 4.4 Increase efficiency and effectiveness of meetings.
- 4.5 Streamline administrative processes.

Work-life balance

We already support work-life balance for staff in a variety of ways, by offering:

- Flexible working hours.
- Flexibility around working pattern (on-site/home/hybrid).
- Committee meetings scheduled between 11 am – 1 pm.
- At least 30 days of annual leave per year plus Bank Holidays (*pro rata* for part time staff).
- Additional annual leave through salary-sacrifice.
- Priority childcare places.

In the 2022 culture survey, staff reported satisfaction with the practices in place to support work-life balance (**Error! Reference source not found.**). No staff disagreed that *"the timing of departmental meetings and events takes into consideration those with caring responsibilities"* and only one man disagreed that *"my department provides staff with support around all types of caring leave"* and *"my department enables flexible working."* One man and two women disagreed that *"workloads in my department are allocated fairly."*

In the 2022 student survey, 3% (0% F, 4% M) disagreed that *"meetings and seminars are scheduled to take potential caring responsibilities into account"* (**Error! Reference source not found.**); but 13% (40% F, 4% M) disagreed that *"I am satisfied with the balance between my work and home responsibilities"* (**Error! Reference source not found.**).

Annual leave entitlement for staff and students is generous, with a minimum of 30 days (plus Bank Holidays). 81% (80% F, 78% M) of students were satisfied with their leave entitlement but 23% (40% F, 19% M) did not feel they able to take all the holidays to which they were entitled (**Error! Reference source not found.**).

Mental Health

Members of our Department inspired, and were instrumental in enabling, the Division's annual Mental Health Awareness Week, which aims to promote and provide opportunities to reflect on maintaining good mental health. We continue to support this annual event and have 7 trained Mental Health First Aiders (1:25 staff and PGR students) who can provide support to anyone experiencing acute need.

In the 2022 culture survey, 52% (72% F, 59% M) of staff agreed with *"I know where to seek support for mental health and/or wellbeing"*, and 38% (54% F, 32% M) of staff agreed *"I feel confident asking for mental health support at work"* (**Error! Reference source not found.**). This is much lower than we would like. Among students, only 10% (10% F, 11% M) disagreed that *"My mental health and wellbeing are being supported in my Department."*

In 2022, we signed up to the Menopause Pledge, committing to supporting staff going through the menopause and to making suitable arrangements and taking their needs into account.

Objective 5: Improve support around health and wellbeing.

Actions:

- 5.1 Continue to protect the health and wellbeing of staff and students.
- 5.2 Ensure staff and students are able to take restorative breaks and are aware of support for carers.

f. Representation amongst academic and research staff

At senior level, our Department is unusually gender-balanced for the field, with 7/13 (54%) posts filled by women. Our staff data reveal a different picture at ECR and AP positions. Women currently make up 19% of our ECRs, and none of our current Florence Nightingale Bicentenary Fellows (FNBFs) are women, although one female FNBF will join in September 2023. Following the promotion of our only female AP to Titular Professor in 2017, all our APs are currently male. This clearly represents a long-term pipeline issue to senior positions which we are keen to address. We also know that staff from ethnic minorities are underrepresented in the University at all levels, and within these roles in our field.

Overall, since 2017 we have had only 12 academic positions become vacant, including the new FNBFs. 17% of applicants and shortlisted candidates to these roles were female, and three of the offers made and accepted were to women (27%; **Error! Reference source not found.**); two of these were Statutory Professorships (the most senior academic posts). Associate Professor roles are typically permanent, and open positions are comparatively rare (3 since 2017; all appointees men). When we decided to discontinue recruiting to fixed-term Departmental Lecturer positions in favour of Fellowships, our aim was to reduce the gender pay gap and increase the representation of women in permanent positions. This has not been the effect in practice, with the gender imbalance in AP positions persisting.

Research positions offer most scope for immediate improvement due to the fixed-term nature of these roles. Since 2016, we have had 45 postdoctoral research positions advertised and filled. For these, on average 25% of applicants and 24% of shortlisted candidates were female; 20% of offers accepted were female, constituting only a small drop in representation through the recruitment process (**Error! Reference source not found.**). Nationally, however, 29% of PGR students are female (**Error! Reference source not found.**). Retaining women and other underrepresented groups from postgraduate studies into postdoctoral research positions is a persistent issue within our sector and subject area.

To emphasise our commitment to EDI, all future job advertisements for the Department will have an essential selection criterion added: "A commitment to promoting equality, diversity, and inclusion in Statistics."

We acknowledge that perceptions and experiences of academic life may also be affecting the decisions women and other underrepresented groups choosing to stay within academia. Our Department is already perceived as a supportive and flexible place to work but concerns around work-related stress persist, as seen in Section 3.1a.

Objective 6: Improve the gender balance among PGR students, and academic and research staff.

Actions:

- 6.1 Develop and improve our recruitment process for academic and researcher roles.
- 6.2 Provide effective support for progression of female and black and minority ethnic (BME) staff into senior academic roles.
- 6.3 Improve external communications and advertising.
- 6.4 Provide opportunities for female undergraduates to experience graduate research.
- 6.5 Ensure equitable PGR admissions processes.
- 6.6 Better understand and support onward careers of PGR alumni.

g. Degree-award gender gap

Equality through the academic pipeline is highly dependent on the students we admit, and their eventual attainment on course. Currently in admissions we have a gender imbalance at all levels of study: undergraduate, postgraduate taught (MSc) and PGR, but compared to all benchmarks our Department is doing well (**Error! Reference source not found., Error! Reference source not found., Error! Reference source not found.**).

We remain concerned about the degree-awarding gender gap. Between 2017-2022, 25% of undergraduate women were awarded a First in Part B (third year), compared with 42% of men (**Error! Reference source not found.**). For those students who continue to Part C (fourth-year, Masters-level), 38% of women were awarded a Distinction in 2020-2022 compared to 66% of men (**Error! Reference source not found.**), a figure that worsened after a change to the classification used.

Degrees awarded on the MSc are also unequal by gender. In 2020-22, 40% of women were awarded a Distinction compared to 65% of men (**Error! Reference source not found.**).

We are aware that awarding gaps also exist by ethnicity in the University. We are unable to measure any intersectional impact in a meaningful way in our Department due to the size of our dataset, but future actions will consider recommendations from the University's report on the degree-awarding ethnicity gap.

Objective 7: Reduce degree-awarding gaps

Actions:

- 7.1 Understand the drivers of the degree-awarding gender gaps for our courses.
- 7.2 Build on institutional recommendations to reduce degree-awarding gaps.

h. COVID-19

The COVID-19 pandemic presented many challenges to staff and students. The sudden transition to working from home brought major disruption to working practices, leading to a substantial increase in workload. Teaching staff had to adapt to different methods of teaching overnight. The University of Oxford as an institution can be slow to change, and digital teaching was at an embryonic stage when the pandemic started. PSS who were assisting with the planning, logistics, and communication also had to get to grips with new technologies, processes, and an increase in enquiries under incredibly pressured conditions. We were acutely aware of the potential impact of this on colleagues who also had to manage their children's educational demands, and how often the additional burden of this work fell to women in society. We were also aware that colleagues who lived alone were more likely to suffer from the effects of loneliness and isolation. Our Head of Department stayed connected with weekly emails and regularly affirmed that health and family should be the priority of staff during those difficult times. The Department

"General wellbeing:

Inevitably, some people are finding their workload overwhelming, while others are finding that their job has all but evaporated, which makes them feel guilty.

For those in the first category, you are only human; prioritise and if there is anything that we can do to help, then just ask (and if we are the source of the problem, tell us so). For those in the second category, you have no reason to feel guilty (and you are certainly not alone in so-doing). If there is, for example, online training that you could do, then this is an opportunity. But the most important thing is to look after your own mental health. And for those in any category: family comes first."

—Email from Head of Department, 2020

also ran wellbeing surveys every two weeks to enable feedback, identify issues and work on solutions.

It is not an exaggeration to say that staff were exhausted in 2020-21 by professional and personal responsibilities, or from isolation and loneliness. This ongoing legacy is captured in our staff survey responses, even as we work to alleviate its effects.

Section 4: Future action plan

4.1. 2023 Department of Statistics Athena Swan Action Plan

See also: Action Plan Gantt chart in Appendix 4.

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure
Objective 1: Maintain an inclusive environment for staff and students. Key Targets by 2028: <ul style="list-style-type: none"> <10% of students disagreeing that “<i>I feel included in the Department’s social/networking activities</i>” and “<i>I feel integrated into the Department</i>”. >80% of staff and students agree that “<i>I feel like I belong in the Department</i>”. Rationale: <ul style="list-style-type: none"> In the 2022 staff survey: <ul style="list-style-type: none"> 78% (81% F, 82% M) agreed that they feel like they belong in the Department. In the 2022 student survey: <ul style="list-style-type: none"> 15% (20% F, 14% M) did not feel included in the Department’s social/networking activities. 16% (20% F, 14% M) did not feel integrated into the Department. 					
1.1	Support LGBT+ staff and students.	1.1.1. Expansion in optional use of pronouns on email signatures and web profiles. 1.1.2. Offer training courses on <i>Trans Awareness – The Basics</i> and <i>Intersectional Allyship</i> annually. 1.1.3. Celebrate LGBT+ History Month and Pride Month. 1.1.4. Offer <i>Implicit Bias</i> and <i>Bystander</i> training in Induction Week for new students.	EDIC Co-Chairs/EDIC members With support from HR and Finance Administrator (HRFA)	October 2023 onwards October 2023 onwards	At least 50% of staff and student profiles use pronouns by 2027. Maintain >90% agreement in staff and student surveys to <i>I feel able to be myself at work</i> .

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure
1.2	Improve the visibility of underrepresented groups in our physical and virtual spaces.	1.2.1 Commission of photography and artwork for our stairwells and communal spaces that reflects our diversity.	EDIC Co-Chairs/EDIC members	July 2023 to October 2025	New artwork in place.
		1.2.2 Annually update research posters in corridors and reflect diversity by encouraging students to include headshots of themselves.	Research Strategy Committee (RSC) Chair	July 2023 onwards Review of language and images commences by January 2024.	>80% staff and students agree in survey that <i>I feel like I belong in the Department.</i>
		1.2.3 Review of inclusivity of language and images used on website, with guidance produced for web editors.	External Engagement and Project Manager (EPPM)	July 2023 to March 2024	2022 baseline: 82% for staff; question not included for students.
1.3	Create an environment where students and postdocs feel included in Departmental life.	1.3.1 Improve induction for new students to highlight Departmental social and networking activities. 1.3.2 Enable and promote more social events for students and postdocs by ring-fencing funding for student-led activities in EDIC budget.	DGS/Academic Administrator (AA) EDIC Co-Chairs with support from Events coordinator	October 2023 onwards August 2024 onwards	<10% students disagree that <i>I feel included in the Department's social/networking activities and I feel integrated into the Department.</i> 2022 baseline: 15% (20% F, 14% M) disagreed that <i>"I feel included in the Department's social/networking activities"</i> and <i>"I feel integrated into the Department"</i> .

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure	
Objective 2: Continue to address bullying and harassment						
Key Targets by 2028: <div><div>(1)</div><div>Decrease the proportion who disagree in the staff and student surveys to <i>I know how to report bullying and/or harassment</i> to <10%.</div></div> <div><div>(2)</div><div>Reduce reports in both staff and student surveys of <i>I have experienced bullying or harassment in my Department in the past 12 months?</i> to 1 or none.</div></div>						
Rationale: <div><div><div>•</div><div>In the 2022 staff survey:<div><div>○</div><div>3 reports of experiencing bullying/harassment.</div></div><div><div>○</div><div>17% (27% F, 10% M) know how report bullying/harassment.</div></div></div></div><div><div>•</div><div>In the 2022 student survey:<div><div>○</div><div>1 report of experiencing and 2 reports of witnessing bullying/harassment.</div></div></div></div></div>						
2.1	Set clear standards of behaviour and increase awareness of implicit bias.	2.1.1	Clear communications about standards of behaviour at induction and throughout the year.	HRFA and Course Directors	October 2023 onwards	Reports of experiencing harassment/bullying in the staff and student surveys at 1 or none per year.
		2.1.2	Introduce a standard calendar of training (including at induction) for all staff and students to increase awareness of implicit bias and to tackle bullying and harassment; review suitability annually.	HOD with support from HAF and DGS.	October 2023 onwards	
2.2	Build confidence among staff and students in the reporting mechanism and the support in place for dealing with bullying and harassment.	2.2.1	Regularly communicate the mechanisms of reporting harassment and/or bullying.	EDIC Co-Chairs	July 2023 onwards	Reduce staff and students disagreeing that <i>I know how to report bullying and/or harassment</i> to <10%. 2022 baseline: 17% (27% F, 10% M) reported “ <i>I know how to report bullying and/or harassment</i> to <10%.”
		2.2.2	Maintain number of Harassment Advisors.	EDIC Co-chairs	Ongoing	
		2.2.3	Management/leadership training to equip them to deal with difficult situations.	HRFA and Course Directors with support from AA	January 2024 to October 2024	
Objective 3: Improve support of career development opportunities for staff and students						

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure
Key Targets by 2028: <p>(1) <10% of staff disagree that <i>I receive useful feedback on my career development through performance reviews.</i></p> <p>(2) <20% of female students and all students disagree that <i>I am clear about the training and development options open to me.</i></p> Rationale: <ul style="list-style-type: none"> In the 2022 staff survey: <ul style="list-style-type: none"> 20% (20% F, 18% M) of staff disagreed that <i>I receive useful feedback on my career development through performance reviews.</i> In the 2022 student survey: <ul style="list-style-type: none"> 28% (40% F, 25% M) of students disagreed that <i>I am clear about the training and development options open to me.</i> 					
3.1	Support training and development opportunities for students.	3.1.1 Advertise all training and development opportunities in the Departmental weekly bulletin. 3.1.2 Provide application guidance and support students to take part in training and development.	EEPM DGS, with support from supervisors	Ongoing Ongoing	<20% of all students and <20% of female students disagree that <i>I am clear about the training and development options open to me.</i> 2022 baseline: 28% (40% F, 25% M) of students disagreed that <i>"I am clear about the training and development options open to me".</i>
3.2	Improve feedback provided on career development as part of staff PDRs.	3.2.1 Review guidance and templates for PDRs to ensure they include career development. 3.2.2 Training for line managers on providing feedback around career development as part of PDRs.	HRFA HRFA	January 2024 to August 2024 January 2024 to August 2024	<10% of staff disagree that <i>I receive useful feedback on my career development through performance reviews.</i> 2022 baseline: 20% (20% F, 18% M) of staff disagreed that <i>"I receive useful feedback on my career development through performance reviews."</i>

No.	Action	Activities and Outputs		Responsibility	Timeframe	Success Measure
3.3	Promote and support career development opportunities for staff.	3.3.1	Promote the University's <i>Career's Club</i> and <i>Professional Services Together</i> initiatives to PSS.	EEPM	Ongoing	<10% of staff disagree that <i>I am clear about the career options open to me.</i> 2022 baseline: 14% (18% F, 13% M) of staff disagree that <i>"I am clear about the career options open to me."</i>
		3.3.2	Promote opportunities for academic and research staff through the Departmental weekly bulletin.	EEPM	Ongoing	
		3.3.3	Provide support and encouragement to engage with available opportunities.	Line managers	Ongoing	
Objective 4: Reduce experience of unreasonable workload and work-related stress Key Targets by 2028: (1) <30% of academic and research staff disagree that <i>"My current workload is manageable"</i> . (2) <15% of academic and research staff report that they <i>experience a level of work-related stress that you perceive as unreasonable</i> a lot of the time. (3) <25% of female students agree that <i>I often experience a level of work-related stress that I perceive as unreasonable.</i> Rationale: • In the 2022 staff survey: <ul style="list-style-type: none">32% (67% F, 19% M) of academic and research staff reported an unmanageable workload and,22% (17% F, 25% M) of academic and research staff reported unreasonable work-related stress a lot of the time.<ul style="list-style-type: none">Subsequent workload-specific poll identified that meetings, volume of email and administrative duties as key areas contributing to work-related stress. • In the 2022 student survey: <ul style="list-style-type: none">(i) 32% (55% F, 23% M) reported often experiencing a level of work-related stress they perceived to be unreasonable.						
4.1	Equitable workload distribution among academic and research staff.	4.1.1	Annual PDRs considering individual responsibilities and workload.	HOD with support from line managers	July 2023 to October 2024.	<30% of academic and research staff reporting unreasonable workload; <15% academic and research staff reporting unreasonable work-related stress a lot of the time.
		4.1.2	Training for line managers on conducting effective PDRs, particularly for research staff.	HOD with support from DOS and HRFA	July 2023 to October 2024	
		4.1.3	Report on workload distribution in common areas of responsibility, including committee membership, teaching	HOD with support from DOS	July 2023 to October 2024.	

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure
		and supervision duties within the University. 4.1.4 Review and, if necessary, update which categories of students (particularly those affiliated to external CDTs) are expected to provide teaching assistance.	DOS	April 2024	All research staff receive a PDR within 2 years, and rate it as useful in the staff survey. <i>2022 baseline: 6/9 received a PDR, all rated it at least 'somewhat useful'.</i>
4.2	Improve communication around teaching duties of PGR students	4.2.1 Review and, if necessary, improve communication of expected duties each year. 4.2.2 Produce annual summary report on teaching allocation for transparency.	DOS DOS with support from AA	October 2023 to April 2024 Ongoing	<20% female students and <10% all students disagreeing that the systems for allocating teaching are fair and transparent. <i>2022 baseline: 21% (44% F: 15% M)</i>
4.3	Encourage culture change around workload.	4.3.1 Celebrate the flexibility of academic careers, and set realistic expectations and boundaries for ECRs and students at induction. 4.3.2 Building on the Values and Behaviours Framework for PSS, reward and recognise staff annually, and nominate students and staff for Divisional and University awards across a range of work including EDI. 4.3.3 Incorporate recommendations of University's review of reward and resourcing for EDI work. 4.3.4 Sign-post to relevant training for workload management and imposter syndrome. 4.3.5 Repeat workload poll to measure improvement.	HOD/EDIC with support from line managers EDIC EDIC EPPM EDIC	September 2023 onwards July 2023 onwards October 2025 to January 2026 Ongoing January to July 2025.	>80% of staff agree that their contributions are valued in the Department. <i>2022 baseline: 71%</i> <25% of female students experience a level of work-related stress that they perceive as unreasonable a lot of the time. <i>2022 baseline: 55%</i>

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure
4.4	Increase efficiency and effectiveness of meetings	4.4.1 Arrange training for committee chairs on conducting effective meetings	HOD/HAF	July 2023 to October 2024.	All committee chairs have attended training.
		4.4.2 In addition to annual committee effectiveness reviews, review committee membership to balance representation against individual workload, and consider appropriate frequency of meetings.		July 2023 to October 2023.	All committees agree that <i>"Committee meetings are conducted efficiently and effectively."</i>
		4.4.3 Guidance for student and postdoc members of committees to ensure they empowered to contribute.	EDIC	July 2023 to October 2023	
4.5	Streamline administrative processes	4.5.1 Use Continuous Improvement tools to identify and bring efficiency to common administrative processes. 4.5.2 Share best practice with other Departments around administrative processes. 4.5.3 Encourage PSS to join Communities of Practice for their areas of work.	HAF/PSS	Ongoing Ongoing Ongoing	<10% of responses to future workload poll question <i>Which parts of your role contribute most to you experiencing work-related stress? mention administrative processes.</i> <i>2023 baseline: 22% of staff mentioned administration.</i>
Objective 5: Improve support around health and wellbeing					

No.	Action	Activities and Outputs		Responsibility	Timeframe	Success Measure
Key Targets by 2028: <div>(1) <5% of staff and students disagreeing that “My mental health and wellbeing are being supported in my Department”.</div> <div>(2) <15% of students disagreeing that “I feel able to take all the holidays I am entitled to take”.</div>						
Rationale: <div><div><div>In the 2022 student survey:</div><div><div>10% (10% F, 11% M) did not feel their mental health is being supported.</div><div>23% (40% F, 19% M) did not feel able to take their allocated holiday.</div></div></div><div><div>In the 2022 staff survey:</div><div><div>11% (9% F, 9% M) of staff did not feel their mental health is being supported.</div><div>26% (36% F, 23% M) of staff were not satisfied with the balance between work and home life.</div></div></div></div>						
5.1	Continue to protect the health and wellbeing of staff and students.	5.1.1	Maintain recruitment and training of mental health first aiders.	EDIC Chairs with support from HFA	Ongoing	<5% of staff and students disagreeing that “My mental health and wellbeing are being supported in my Department.”
		5.1.2	Continue to advertise/signpost to available mental health support.	EEPM	Ongoing	
		5.1.3	Implement recommendations of the Menopause Pledge in line with Objective 4.4 of the University’s Athena Swan action plan.	HAF	July 2023 to March 2024.	
5.2	Ensure staff and students are able to take restorative breaks and are aware of support for carers.	5.2.1	Better promote additional annual leave scheme to all staff.	HAF with support from HRFA	September 2023 onwards	All staff take their allocated annual leave each year.
		5.2.2	Better promote support available through “Work + Family Space” to all staff.		Ongoing	
		5.2.3	Improve ability of students to take adequate holidays by raising awareness with supervisors.	DGS with support of AA	October 2023 onwards	
Objective 6: Improve the gender balance of graduate research students, and academic and research staff Key Targets by 2028:						

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure
<ul style="list-style-type: none"> • Shortlist at least one female candidate for Associate Professor roles. • >23% of postdoctoral staff are women. • >30% of applications for graduate research are from women. <p>Rationale:</p> <ul style="list-style-type: none"> • While the Department has an equal gender balance in senior academic (Professorial and RSIV) roles, it currently has no women Associate Professors. Recruitment to these positions happen rarely, with only 3 recruited between 2017-2022. • In 2022, 19% of postdoctoral researchers were women, and 1 out of 9 appointed Florence Nightingale Bicentenary Fellows were women. • Over the period 2017-2022, 25% of applicants, 23% of those shortlisted and 17% of offers to postdoctoral research positions were women. • Over the period 2017-2022, some research posts had no applications from women at all. • Over the period 2017-2022, 24% of applications for graduate research were from women. 					
6.1	Develop and improve our recruitment process for academic and researcher roles.	<p>6.1.1 Incorporate recommendations of the University's Associate Professor Inclusive Recruitment (APIR) guidance.</p> <p>6.1.2 Use the APIR guidance as best practice in applying similar inclusive guidelines to other academic and research grades, to address pipeline issues.</p> <p>6.1.3 Proactive candidate search and encouragement.</p> <p>6.1.4 Compulsory <i>Recruitment & Selection</i> and <i>Implicit Bias</i> training for all recruitment panel members.</p> <p>6.1.5 Annual reports on success in attracting mixed gender shortlists to RSC and GPC.</p>	<p>RSC Chair with support from HRFA</p> <p>RSC Chair with support from HRFA</p> <p>HOD with support from RSC Chair</p> <p>HOD with support from HRFA</p> <p>RSC chair with support from HRFA</p>	<p>January 2024 to October 2024</p> <p>January 2025 to October 2025</p> <p>Ongoing</p> <p>January 2024 onwards</p> <p>October 2024 onwards</p>	<p>23% of postdoctoral staff are women by 2027.</p> <p>100% of recruitment panels have the required training within the last 3 years.</p> <p>Recruitment data maintain women shortlist and offer proportions at least equal to percentage of women applicants.</p> <p>Shortlist at least one female candidate for Associate Professor roles.</p>
6.2	Provide effective support for progression of female and BME	<p>6.2.1 Implement recommendations from University's Leadership Review.</p> <p>6.2.2 Lobby the University on EDI issues through appropriate channels to improving contractual security for fixed-term</p>	<p>HOD with support from HAF</p> <p>HOD</p>	<p>January 2025 onwards</p> <p>Ongoing</p>	<p>>25% of Florence Nightingale Bicentenary Fellows recruited between 2023 and 2027 are women.</p>

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure
	staff into senior academic roles.	<p>researchers and eligibility for maternity leave.</p> <p>6.2.3 Introduce a Carers' Support Fund, to provide support staff with caring responsibilities to attend conferences.</p>	EDIC	July 2023 to November 2023.	<i>2017-2022: 2/12 FNBFS recruited were women</i>
6.3	Improve external communications and advertising.	<p>6.3.1 Investigate employing a part-time Communications Officer to implement a communications strategy focused on improving the Department's digital profile with a view to attracting a more diverse applicant pool at all levels.</p> <p>6.3.2 Improve and increase advertising to attract more high-quality applicants, particularly from underrepresented groups, including by engaging social media experts.</p> <p>6.3.3 Build a stronger digital presence to promote the Department to a wider audience.</p> <p>6.3.4 Increase scholarship funding available to underrepresented groups through engagement with Development Office and improved external communications.</p>	<p>HOD with support from HAF</p> <p>DGS with support from EEPM</p> <p>EEPM</p> <p>HOD with support from DGS, DOS and EEPM</p>	<p>July 2023 to August 2024</p> <p>July 2023 to August 2024</p> <p>July 2023 onwards</p> <p>July 2023 to August 2026</p>	<p>>30% applications for graduate research are from women.</p> <p><i>2017-2022 – 24% of graduate research applications from women.</i></p> <p>All research posts have applications from women.</p> <p><i>2017-2022 – 33/39 research positions had applications from women.</i></p>
6.4	Provide opportunities for undergraduate women to experience graduate research.	6.4.1 Continue Summer Research Internships programme, including participation in UNIQ+.	DGS with support from Academic administration staff	July 2023 onwards	>30% of women summer research interns progress to graduate research (at any institution).
6.5	Ensure equitable PGR admissions processes	<p>6.5.1 Implement gender-segregated shortlisting policy for PGR admissions.</p> <p>6.5.2 Engage with the University's Selection Pilot and implement identified best practice.</p>	<p>DGS with support from AA</p> <p>DGS with support from AA</p>	<p>July 2023 to December 2023</p> <p>January 2024 onwards</p>	<p>Proportion of women PGR students at or above national benchmark level.</p> <p><i>2022 baseline: 27% of PGR students are women.</i></p>

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure
6.6	Better understand and support onward careers of PGR students	<p>6.6.1 Annually monitor leaver destination data.</p> <p>6.6.2 Identify areas where further career support may be required and develop actions as appropriate.</p>	<p>EDIC with support from AA</p> <p>EDIC</p>	<p>October 2023 onwards</p> <p>Ongoing</p>	<p>< 10% of students disagree that <i>I am clear about the training and development opportunities available to me.</i></p> <p><20% of women students disagree that <i>I am clear about the training and development opportunities available to me.</i></p> <p>2022 baseline: 18% (10% F, 21% M) disagreed that <i>"I am clear about the training and development opportunities available to me"</i>.</p> <p>28% (40% F, 25% M) disagreed that <i>"I am clear about the training and development opportunities available to me"</i>.</p>

Objective 7: Reduce degree-awarding gender gap

Key Targets by 2028:

- (1) Reduction by at least 15% in the degree-awarding gender gap at all taught course end points.

Rationale:

- An awarding gap between men and women persists at all taught course endpoints, and prior attempts at addressing this have not been successful.
- Our courses are too small to meaningfully measure ethnicity awarding gaps, but we are aware it is an issue in the University.

No.	Action	Activities and Outputs	Responsibility	Timeframe	Success Measure
7.1	Understand the drivers of the degree-awarding gender gap for our courses.	<p>7.1.1 Investigate and report on the potential factors affecting the degree-awarding gender gap, joint with Mathematical Institute, to understand the drivers.</p> <p>7.1.2 Consult with students to identify barriers and develop actions to addressing the degree-awarding gender gap.</p>	Teaching Committee Chair with support from AA	July 2023 to October 2024	<p>Reduce the degree-awarding gender gap of First-class degrees at BA by 25% (target gap: at most 12 percentage points).</p> <p><i>Over 2017-2022: BA (Firsts): average gap of 16 percentage points.</i></p>
7.2	Build on institutional recommendations to reduce degree-awarding gaps.	<p>7.2.1 Implement recommendations of Awarding Review.</p> <p>7.2.2 Implement recommendations from the University's Education Committee Taught Course Panel on improving awarding gaps in gender, race and disability.</p> <p>7.2.3 Incorporate recommendations from the Mathematical Institute's Assessment Methods Review.</p>		July 2023 to October 2025	<p>Reduce the degree-awarding gender gap in MMath Distinctions by 15% (target gap: at most 24 percentage points).</p> <p><i>Over 2020-2022: MMath (Distinction): average gap of 28 percentage points.</i></p> <p>Reduce the degree-awarding gender gap in MSc Distinctions by 15% (target gap: at most 22 percentage points).</p> <p><i>Over 2017-2022: MSc (Distinction): average gap of 26 percentage points.</i></p>

Table 8: PGR student survey participation, 2018-2022.

Year	Closing Date	Participation		Gender		
		Responses	%	F	M	PNTS
2018	30 April 2018	44	51%	10	33	1
2019	25 February 2019	56	59%	11	36	9
2020	23 March 2020	21	21%	3	13	5
2021	16 August 2021	45	45%	14	25	6
2022	21 March 2022	40	37%	10	28	2

2023-2028 Department of Statistics Athena Swan Action Plan (Gantt chart)

No.	Action	2023		2024				2025				2026				2027				2028	
		LV	MT	HT	TT	LV	MT	HT	TT	LV	MT	HT	TT	LV	MT	HT	TT	LV	MT	HT	TT
Objective 1: Maintain an inclusive environment for staff and students.																					
1.1	Support LGBT+ staff and students.																				
1.1.1	Expansion in optional use of pronouns on email signatures and web profiles.																				
1.1.2	Offer training courses on <i>Trans Awareness – The Basics</i> , and <i>Intersectional Allyship</i> , annually.																				
1.1.3	Celebrate LGBT+ History Month and Pride Month.																				
1.1.4	Offer Implicit Bias and Bystander training in Induction Week for new students																				
1.2	Improve the visibility of underrepresented groups in our physical and virtual spaces.																				
1.2.1	Commission of photography and artwork for our stairwells and communal spaces that reflects our diversity.																				
1.2.2	Annually update research posters in corridors and reflect diversity by encouraging students to include headshots of themselves.																				
1.2.3	Review of inclusivity of language and images used on website, with guidance produced for web editors.																				

1.3	Create an environment where students and postdocs feel included in Departmental life.																			
1.3.1	Improve induction for new students to highlight Departmental social and networking activities.																			
1.3.2	Enable and promote more social events for students and postdocs by ring-fencing funding for student-led activities in EDIC budget.																			
Objective 2: Continue to address bullying and harassment																				
2.1	Set clear standards of behaviour and increase awareness of implicit bias.																			
2.1.1	Clear communications about standards of behaviour at induction and throughout the year.																			
2.1.2	Introduce a standard calendar of training (including at induction) for all staff and students to increase awareness of implicit bias and to tackle bullying and harassment; review suitability annually.																			
2.2	Build confidence among staff and students in the reporting mechanism and the support in place for dealing with bullying and harassment.																			
2.1.3	Regularly communicate the mechanisms of reporting harassment and/or bullying.																			
2.1.4	Maintain number of Harassment Advisors.																			
2.1.5	Management/leadership training to equip them to deal with difficult situations																			
Objective 3: Improve support of career development opportunities for staff and students																				

3.1	Support training and development opportunities for students.																			
3.1.1	Advertise all training and development opportunities in the Departmental weekly bulletin.																			
3.1.2	Provide guidance and support to apply for and take part in training and development.																			
3.2	Improve feedback provided on career development as part of staff PDRs.																			
3.2.1	Review guidance and templates for PDRs to ensure they include career development.																			
3.2.2	Training for line managers on providing feedback around career development as part of PDRs.																			
3.3	Promote and support career development opportunities for staff.																			
3.3.1	Promote the University's Career's Club and Professional Services Together initiatives to PSS.																			
3.3.2	Promote opportunities for academic and research staff through the Departmental weekly bulletin.																			
3.3.3	Provide support and encouragement to engage with available opportunities.																			
Objective 4: Reduce experience of unreasonable workload and work-related stress																				
4.1	Equitable workload distribution among academic and research staff.																			
4.1.1	Annual PDRs considering individual responsibilities and workload.																			

4.1.2	Training for line managers on conducting effective PDRs, particularly for research staff.																			
4.1.3	Report on workload distribution in common areas of responsibility, including committee membership, teaching and supervision duties within the University.																			
4.1.4	Review and, if necessary, update which categories of students (particularly those affiliated to external CDTs) are expected to provide teaching assistance.																			
4.2	Improve communication around teaching duties of PGR students.																			
4.2.1	Review and improve communication of expected duties each year.																			
4.2.1	Produce annual summary report on teaching allocation for transparency.																			
4.3	Encourage culture change around workload.																			
4.3.1	Celebrate the flexibility of academic careers, and set realistic expectations and boundaries for ECRs and students at induction.																			
4.3.2	Building on the Values and Behaviours Framework for PSS, reward and recognise staff annually, and nominate students and staff for Divisional and University awards across a range of work including EDI.																			
4.3.3	Incorporate recommendations of University's review of reward and resourcing for EDI work.																			

5.1.2	Implement recommendations of the Menopause Pledge in line with Objective 4.4 of the University's Athena Swan action plan.																		
5.2	Ensure staff and students are able to take restorative breaks and are aware of support for carers.																		
5.2.1	Better promote additional annual leave scheme to all staff.																		
5.2.2	Better promote support available through "Work + Family Space" to all staff.																		
5.2.3	Improve ability of students to take adequate holidays by raising awareness with supervisors.																		
Objective 6: Improve the gender balance of graduate research students, and academic and research staff																			
6.1	Develop and improve our recruitment process for academic and researcher roles.																		
6.1.1	Incorporate recommendations of the University's Associate Professor Inclusive Recruitment (APIR) guidance.																		
6.1.2	Use the APIR guidance as best practice in applying similar inclusive guidelines to other academic and research grades, to address pipeline issues																		
6.1.3	Proactive candidate search and encouragement.																		
6.1.4	Compulsory Recruitment & Selection and Implicit Bias training for all recruitment panel members.																		
6.1.5	Annual reports on success in attracting mixed gender shortlists to RSC and GPC.																		

6.2	Provide effective support for progression of female and BME staff into senior academic roles.																			
6.2.1	Implement recommendations from University's Leadership Review.																			
6.2.2	Lobby the University on EDI issues through appropriate channels to improving contractual security for fixed-term researchers and eligibility for maternity leave.																			
6.2.3	Introduce a Carers' Support Fund, to provide support staff with caring responsibilities to attend conferences.																			
6.3	Improve external communications and advertising.																			
6.3.1	Investigate employing a part-time Communications Officer to implement a communications strategy focused on improving the Department's digital profile with a view to attracting a more diverse applicant pool at all levels.																			
6.3.2	Improve and increase advertising to attract more high-quality applicants, particularly from underrepresented groups, including by engaging social media experts.																			
6.3.3	Build a stronger digital presence to promote the Department to a wider audience.																			
6.3.4	Increase scholarship funding available to underrepresented groups through engagement with Development Office and improved external communications.																			
6.4	Provide opportunities for undergraduate women to experience graduate research.																			

6.4.1	Continue Summer Research Internships programme, including participation in UNIQ+.																			
6.5	Ensure equitable PGR admissions processes.																			
6.5.1	Implement gender-segregated shortlisting policy for PGR admissions.																			
6.5.2	Engage with the University's Selection Pilot and implement identified best practice.																			
6.6	Better understand and support onward careers of PGR students.																			
6.6.1	Annually monitor leaver destination data.																			
6.6.2	Identify areas where further career support may be required, and develop actions as appropriate.																			
Objective 7: Reduce degree-awarding gender gap																				
7.1	Understand the drivers of the degree-awarding gender gap for our courses.																			
7.1.1	Investigate and report on the potential factors affecting the degree-awarding gender gap, joint with Mathematical Institute, to understand the drivers.																			
7.1.2	Consult with students to identify barriers and develop actions to addressing the degree-awarding gender gap.																			
7.2	Build on institutional recommendations to reduce degree-awarding gaps.																			
7.2.1	Implement recommendations of Awarding Review.																			

7.2.2	Implement recommendations from the University's Education Committee Taught Course Panel on improving awarding gaps in gender, race and disability.																			
7.2.3	Incorporate recommendations from the Mathematical Institute's Assessment Methods Review.																			
EDI Committee Annual Monitoring																				
E1	Annual Reviews of Departmental Data:																			
	Staff-in-post data																			
	UG data																			
	MSc Data																			
	PGR Data																			
	Committee representation data																			
	Recruitment data																			
	Seminar Speakers																			
E2	Athena Swan Action Plan Review:																			
	Review of MT AS AP actions																			
	Review of HT AS AP actions																			
	Annual review of AS AP actions, and assessment of the AS AP, requiring updates from those responsible for each action.																			

Glossary

AA — Academic Administrator

AP — Associate Professor

APIR — Associate Professor Inclusive Recruitment

ASD — Autism Spectrum Disorders

BME — Black and Minority Ethnic

DC — Departmental Committee

DDGS — Deputy Director of Graduate Studies

DGS — Director of Graduate Studies

DOS — Director of Studies

ECR — Early Career Researcher

EEPR — External Engagement and Project Manager

EDIC — Equality, Diversity, and Inclusion Committee

EIA — Equality Impact Assessment

FNBF — Florence Nightingale Bicentenary Fellow

GLG – Graduate Liaison Group

GPC — General Purposes Committee

GRC – Graduate Research Committee

HAF — Head of Administration and Finance

HESA — Higher Education Statistics Agency

HOD — Head of Department

HR — Human Resources

HRFA — Human Resources and Finance Administrator

HT — Hilary Term (January to Easter)

LV — Long Vacation (July to September)

MAT — Mathematics Admissions Test

MPLS — Mathematical, Physical and Life Sciences

MT — Michaelmas Term (October to December)

NAP — New Action Plan

PAP — Previous Action Plan

PDR — Professional Development Review

PGR — Postgraduate Research

PNTS — Prefer Not To Say

PSS — Professional Support Staff

RAG — Red, Amber, Green

REF — Research Excellence Framework

ROD — Recognition of Distinction

RSC — Research Strategy Committee

ROD — Recognition of Distinction

SAT — Self-Assessment Team

SMART — Specific, Measurable, Achievable, Realistic, Time-bound

TT — Trinity Term (Easter to June)

UG — Undergraduate