# **MPLS EDI Action Plan 2023-2026**

**To note:** This will be a live document, updated continuously and reviewed annually. Activities we intend to include soon, but are awaiting further development, include:

* Collaborating with Health and Safety Officers on disability support in the physical environment
* Explore the need for divisionally coordinated student surveys in departments, similar to the Staff Experience Survey
* Exploring incorporating wellbeing and disability specific questions in CDRs/ PDRs (e.g. embedding Workplace Adjustment Plans in a more streamlined way)

See page 40 for more details of actions under development

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THE MPLS ED&I Action PLAN

The following document outlines the Equality, Diversity and Inclusion (ED&I) Action Plan for the MPLS Division from 2023-2026. The plan builds on the previous action plan, which was composed in 2020 by the MPLS ED&I Steering Group and MPLS ED&I Fellows, along with the MPLS ED&I Team. This is a live document that will continually be updated with new actions, as well as RAG-rated (red, amber, green coding of progress against current actions) annually.

The work has been broadly split into the following priority areas/ objectives:

1. Enhance effective communications, consultation/engagement, and reporting on ED&I activities
2. Improving behaviour and inclusive culture to support and retain staff
3. Enable and support ED&I networks and advisory roles
4. Attract, admit and support students from underrepresented backgrounds
5. Implement inclusive recruitment practices to increase diversity of staff, and embed ED&I in staff onboarding processes
6. Community engagement and advocacy.

We have focused on actions that can be achievable at the divisional level, integrating items from other action plans (so that they’re consolidated in one place), including the MPLS Action Plan, University’s Athena Swan action plan and Race Equality Charter action plan, and key objectives from each of our nine departments. We will endeavour that appropriate information exchange happens so we are joined up as much as possible with other initiatives and activities.

How the action plan works

The action plan presented below is in a SMART (Specific, Measurable, Achievable, Relevant and Timebound) format, focussed around our six identified key objectives. Some actions have already begun, while others begin at the proposed time-frame detailed in the plan.

**KEY**

Source codes:

MPLS AP – MPLS 5-year Action Plan 2023-2028

New – new action introduced in 2023-2026 MPLS EDI action plan

OxAS – University of Oxford Institutional Athena Swan Award action plan (2022-2027), with associated action number

PAP – Previous Action Plan (MPLS 2020-2023 EDI Action Plan), with associated action number

REC – University of Oxford Institutional Race Equality Charter action plan (2023-2028), with associated action number

Other abbreviations:

Abbreviations:

CDO – Chief Diversity Officer (Oxford University) Prof. Tim Soutphommasane

CoP – Community of Practice

DAMPS – Regular meeting of MPLS HAFs (Heads of Admin and Finance)

DAS – Disability Advisory Service

DGS - Director of Graduate Studies

EDI – Equality, Diversity and Inclusion

EDISG – EDI Steering Group

EDU – Equality and Diversity Unit

HESA – Higher Education Statistics Agency, part of Jisc, that collects and disseminates data about higher education in the UK

MHFA – Mental Health First Aider

MPLS – Mathematical, Physical and Life Sciences (division)

PCER - Public and Community Engagement with Research

PSS – Professional Services Staff

SES – Staff Experience Survey

SWSS – Student Welfare and Support Services

This action plan will next be reviewed in Michaelmas Term 2024 and each action will be given a RAG (red-amber-green) rating of progress against the success measures:

* Green = completed
* Amber = ongoing but good progress has been made
* Red = unable to progress or needs more work

### Summary of actions

**Objective 1: Enhance effective communications, consultation/engagement, and reporting on ED&I activities**

* 1. Consultation with representatives of stakeholder groups before designing relevant actions
  2. Inclusive Comms and events guidance
  3. Develop an MPLS communications and staff engagement strategy to promote a much wider understanding of the division’s current and ongoing financial ambitions
  4. Comms/ visibility of responses to Staff Experience Survey and other feedback. Addresses belief in action response to survey.

*On-going actions under this objective*

* 1. Support sharing of best practice across the division and more widely via termly Town Halls
  2. Expand MPLS EDI Sharing Hub and website
  3. Continue MPLS EDI newsletter and Mental Health Matters Newsletter

**Objective 2 Improving behaviour and inclusive culture to support and retain staff**

2.1 Resolution Service

2.2 Report and Support Tool

2.3 Addressing unreasonable workloads (Statistics Dept)

2.4 EDI training across MPLS

2.5 Inclusive language

2.6 Name changes and deadname support

2.7 Workplace adjustment plans (WAPs) (Chemistry Dept)

2.8 Use of media – Films and Podcasts

2.9 Research Culture: a. Equity in Research Funding, b. Inclusive leadership

2.10 Safety workstream on supporting inclusivity in fieldwork (Biology Dept)

2.11 Support technicians within MPLS

2.12 Embedding mental health and wellbeing work (Materials Dept)

*On-going actions under this objective*

2.13 ED&I training across MPLS

**Objective 3: Enable and support ED&I networks and advisory roles**

3.1 Implement Disability Allies role in a pilot scheme

*On-going actions under this objective*

3.2 Mental Health First Aiders

3.3 Support BIPOC STEM network to develop and thrive

3.4 Grow Working Parents Network and sub-channels

3.5 Support for gender equity societies and programmes (Materials Dept)

**Objective 4: Attract, admit and support students from under-represented backgrounds**

4.1 Improve alignment of UG recruitment with reality of recruitment to colleges

4.2 Understand deeper reasons for PGR under-recruitment at a programme and departmental level by undertaking a department by department investigation of recruitment strategy and local issues

4.3 Work with departments to improve graduate recruitment strategy, including meeting offer targets and appropriate marketing of courses to improve applicant pool health

4.4 Continue to prioritise fundraising for PGR scholarships – including EDI considerations

4.5 Diversifying the curriculum in taught courses

4.6 Investigating the PGT ethnicity awarding gap in MPLS (largest of any division at 15%) (Statistics Dept)

4.7 Building inclusion into new PGT courses as they are developed

4.8 EDI in new CDT course applications

4.9 EDI Inductions for all students

4.10 Addressing disparities in allocation/recruitment for UG 4th year projects (Chemistry Dept)

**Objective 5 – Implement inclusive recruitment practices to increase diversity of staff, and embed ED&I in staff onboarding processes**

5.1 Roll out Inclusive Recruitment Guidance (Chemistry, Engineering, Maths and Physics Depts)

5.2 Develop best-practice guidelines on how to include ED&I in inductions

5.3 Monitoring the impact of the interview process on recruitment (Statistics Dept)

5.4 Inclusive recruitment practises for departmental and divisional leadership roles (HoDs, Associate Heads)

5.5 EDI Inductions for all staff

5.6 Career pathways (Engineering, Physics, Maths Depts)

5.7 Blind recruitment of PDRAs (Chemistry Dept)

**Objective 6: Community engagement and advocacy**

6.1 Public and Community Engagement in Research -EDI aspects of, plus Local/ Global community

6.2 Bullying and Harassment – support and add voice to those of departments calling for greater consequences for those at fault, and clarity regarding accountability

6.3 How to proactively deal with resistance to EDI

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|  | | | | **Objective 1: Enhance effective communications, consultation/engagement, and reporting on ED&I activities**  Rationale/Drivers:   * Only 35% of staff said they believed action would be taken as a result of the Staff Experience Survey (2023 SES) (dropping to much lower for minority groups e.g. those with a disability (20%), those who are non-binary or other gender (18%), those from a lower socio-economic background (28%), those who are Black (20%) or mixed race (30%) and those with mental ill-health (27%). * Qualitative feedback (SES 2023) “communication across departments and units is not always strong and can be clunky and time consuming”. “Communication and consultation [needs most improvement] – think it’s great that there are so many initiatives being considered but consultation on the impact of some decisions needs to be improved before decisions are taken and processes implemented.” * There are EDI groups, networks, and events across the division, but they are rarely linked to each other, with the possibility of work being duplicated, or best practice being missed out on being shared.   Outcome measures:   * 2025 SES result show at least a 10% increase in positive responses to statement that they believe action will be taken as a result of the survey, driven by increase in positive responses of minoritized groups as detailed above. | | | | | |
| **No.** | **Theme** | **Source** | **Action** | | **Activities and outputs** | **Success measure** | **Responsibility** | **Time-frame** |
| 1.1 | LGBTQ+  Neurodivergence | New | **Consultation with representatives of stakeholder groups before designing relevant actions** | | 1. Consult via Focus Groups with stakeholder groups below on what challenges they face and what we can do in support:  * LGBTQ+ * Neurodivergent individuals (including neurodivergent managers and those managed by them), neurodivergent students – what aspects of being managed are difficult to navigate).  1. Include recommendations in Action Plan 2. Explore collaboration between EDI Team and LGBTQ+ in STEM network, and also with departmental networks. Supporting LGBTQ+ in STEM network, similar to BIPOC STEM network support | * Consultations run * New actions added to Action Plan as a result * Decision made on LGBTQ+ Network | *To be led by:*  MPLS EDI Team  *With support from:*  EDI Fellows | * Consultations from HT 2024 |
| 1.2 | Disability  Neurodivergence | PAP 2.1 and 6.1 | **Inclusive Comms and events guidance** | | 1. Create a guidance document to share with departments on dos and don’ts of best practise for accessible comms and websites. E.g. being screen-reader friendly, straight-forward language, etc. 2. Create guidance document for departments on public events, lectures, seminars, interviews, tutorials (maps of buildings on websites so visitors can plan ahead, clear signage in buildings, good etiquette of meeting visitors at reception, tech-support for visiting presenters, hybrid options for meetings, seminars, light levels, air-con noise, breaks, in presentations – font size, mic volumes, checking rooms in advance/ avoiding last minute room changes), good advance comms. 3. Linked to above, co-ordinate the divisional and departmental comms teams to discuss and share best practise 4. Investigate specialist equipment we could purchase to enable disabled staff to fully participate – some we can loan (Owl) and otherwise have a list of recommendations to share with departments | * Inclusive Comms and events guidance documents created * Divisional and departmental comms teams session to share best practise convened * Specialist equipment recommendations available for departments | *To be led by:*  MPLS EDI Team  *With support from:*  MPLS Comms team | * Guidance doc written MT24 * Comms teams session MT24 |
| 1.3 | Cross-cutting | MPLS AP 1.4 | **Develop an MPLS communications and staff engagement strategy to promote a much wider understanding of the division’s current and ongoing financial ambitions** | | 1. Integrate a clear narrative around the importance of ED&I to the bottom line and to divisional ambitions. | * Led jointly by the Head of Division and Head of each department | *To be led by:*  MPLS Staff Engagement and Change Comms Manager (TBC)  *With support from:*  MPLS Finance Team  MPLS EDI Team | * Faculty meeting presentations in TT24 |
| 1.4 | Cross-cutting | New | **Comms/ visibility of responses to Staff Experience Survey and other feedback.** **Addresses belief in action response to survey.** | | 1. Develop comms plan to share impact of survey and actions achieved. 2. Support departments to communicate their findings and actions locally. | * Termly divisional communications shared regarding survey results and actions * All departments to have communicated their survey results and actions across their department at least annually | *To be led by:*  MPLS Staff Engagement and Change Comms Manager (TBC)  *With support from:*  MPLS EDI Team | * Ongoing |
| **Ongoing actions under objective 1 –** actions started during the previous action plan period, that will be maintained and improved upon during the period of this action plan | | | | | | | | |
| **No.** | **Theme** | **Source** | **Action** | | **Activities and outputs** | **Success measure** | **Responsibility** | **Time-frame** |
| 1.5 | Cross-cutting | PAP 1.1 | Support sharing of best practice across the division and more widely via termly Town Halls | | 1. Continue EDI Town Hall events on a termly basis 2. Monitor and evaluate attendee numbers and feedback at Town Halls 3. To evolve and cover more topics, plus to encourage others to lead sessions – ask EDISG for topic proposals and encourage them to take ownership. Several SG members/ depts can work collaboratively on theme of interest. One session on SES results ‘you said, we’re doing’ 4. Strong encouragement for senior staff in depts and division to attend. | * Town Hall attendance maintained or increased (current average attendance 40) * Positive feedback post-events (formal and informal – latter especially from senior staff) * Attendance by at least some representatives from senior staff (Head of Div, Div Registrar, Div Associate Heads, HoDs and HAFs) at each event | *To be led by:*  MPLS EDI Team  *With support from:*  EDISG | * MT 2023 onwards * Review impact of 1.4a after 12 months. |
| 1.6 | Cross-cutting | PAP 1.5  REC 1.2 | Expand MPLS EDI Sharing Hub and website | | 1. Maintain current pages and expand resources including links to EDU Athena Swan toolkit 2. Develop data support pages 3. Include and highlight ‘you said, we did’ reporting on our actions in response to SES and other feedback routes 4. Plan a regular update schedule 5. Monitor click-throughs and hits 6. Run flash surveys to assess usefulness of different parts of website and Sharing Hub 7. One EDI team meeting annually focussed on Sharing Hub to curate content 8. Promote Sharing Hub and website to key stakeholders – HR Leads, EDI Leads, HAFs, EDI committees | * Website updated at least annually * Number of website hits and click-throughs showing steady increase (144,864 unique webpage views Sept 2022-May 2023, with most coming from click-throughs via newsletters) * Positive feedback from flash surveys and negative comments addressed where possible * Website promoted via email or meeting agenda items for four groups listed | *To be led by:*  MPLS EDI Team  *With support from:*  DAMPS  HR Leads  EDISG | * EDI Sharing Hub maintained MT 2023 onwards * Data support pages HT 2024 * First team meeting on Hub in HT 2024 * First flash survey TT 2024 * Annual monitoring of hits to Sharing Hub in Long Vacation |
| 1.7 | Cross-cutting |  | Continue MPLS EDI newsletter and Mental Health Matters Newsletter | | 1. Maintain regular schedule of MPLS EDI newsletter as a way to share information and events 2. Maintain regular schedule of Mental Health Matters newsletter to keep conversation on mental health open and normalised year-round | * Maintain and possibly grow the number signed up to receive newsletters (currently >600 for Mental Health Matters, 133 for general EDI newsletter) * Maintain and possibly grow the number of click-throughs to EDI webpages from newsletter | *To be led by:*  MPLS EDI Team  *With support from:*  MPLS Comms Team | * MT 2023 ongoing |

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|  | | | **Objective 2** **Improving behaviour and inclusive culture to support and retain staff**  Rationale/ Drivers:   * Bullying and harassment data from SES 2023 suggests an increase in cases of B&H – 11% of MPLS staff have experienced B&H (4% increase since 2021) and 18% of staff have witnessed B&H (7% increase since 2021) * Faith in procedure has dropped noticeably – only 34% of those experiencing or witnessing B&H make a report (down 24% since 2021) and only 23% are satisfied with how reports are handled. * Just over half of those reporting that they witnessed or experienced bullying or harassment said it took the form of patronising language, hostility and excessive criticism. * The most common reasons for not reporting cases was a belief nothing would happen as a result (56%). * A 2022 University study led by Saïd Business School on mechanisms for promoting a diverse academic community at Oxford found a number of issues impacting gender equality: everyday forms of discrimination (especially intersectional), Oxford as an ‘exclusive’ club, challenges with progression, not taking into account the impact of maternity leave and caring, and a lack of flexibility to support juggling multiple roles. * The University is a signatory to the Technician Commitment, and POD has launched a new programme of work to support technicians in Oxford – we have about 200 in MPLS. A Technical Skills Survey conducted by POD in MT2023 with Uni-wide results revealed gender and ethnicity-based differences in employment contracts. For example, the percentage of female technical staff on fixed-term contracts is more than double that of their male counterparts. When considering ethnicity, 60% of BME staff appear to be on fixed-term contracts compared to 28% of White colleagues. Disparities are even more pronounced for BME females, with 79% on fixed-term contracts.   Outcome measures:   * 2025 SES result show a decrease to at least 2021 numbers of staff experiencing or witnessing bullying and harassment. * With the introduction of Report and Support tool – increase in staff responding positively to the SES statement ‘I feel confident that complaints about harassment would be dealt with seriously in this organisation’ by 2025 (2023 result = 74%), with at least 50% of those who have reported B&H responding positively (2023 result = 37%). * At least 5% increase in positive responses to SES question ‘I feel able to be myself at work’ by 2025 (overall 2023 result = 74% agree with statement). Greater increases in positive responses from staff with disabilities and LGBTQ+ staff. * Maintain or improve the percentage of positive responses to SES question ‘I have good relationships with my colleagues’ by 2025 (2023 result = 91%) * At least 65% of female academics and researchers agree with ‘I have the opportunity to develop and grow here’ by 2027 (2021 baseline 59%) * On 2027 SES survey, the gap between BME and white staff who have experienced B&H is reduced by 2 percentage points (2021 baseline: 13% versus 9%) (from REC) | | | | | | | | | |
| **No.** | **Theme** | **Source** | **Action** | | **Activities and outputs** | | **Success measure** | | **Responsibility** | | **Time-frame** | |
| 2.1 | Cross-cutting | New  (links to REC 2.1.2) | **Resolution Service** | | 1. Train certified mediators and other staff with conflict resolution skills 2. Launch and promote resolution service with ED&I Team and MPLS HR Team | | * 12 certified mediators and 12 conflict resolution skills staff trained * Mediation service launched * Regular engagement and use of the Resolution Service * Positive feedback from users and mediators * No. cases escalating to formal complaints/ HRBP involvement decreasing by 10% or more easily resolved * 50% or more of those experiencing/ witnessing B&H report it and more than 50% happy with how handled | | *To be led by:*  MPLS EDI Team  MPLS HR Team  *With support from:*  HR and ED&I Leads in dept  Mediators  Harassment Advisors | | * Resolution skills training MT 2023 * Resolution service launched MT 2023 | |
| 2.2 | Cross-cutting | New | **Report and Support Tool** | | Promote availability of this option  Use data from Report and Support, alongside SES results, to inform our future activities on Bullying and Harassment | | * Periodic monitoring and annual report on recurrent issues or patterns in data from Report and Support | | *To be led by:*  MPLS EDI Team  *With support from:*  EDU  MPLS HR Leads | | * Report and Support launches in HT 2024 | |
| 2.3 | Cross-cutting | New | **Addressing unreasonable workloads** | | 1. Explore options around pooling of tutorials between colleges for APTFs and implement where feasible 2. Act on recommendations from the Academic Progression and Workload committee as and when it delivers report. 3. Review departmental workload models to understand how work is distributed and work towards and equitable model with engagements from HoDs and HAFs. 4. Explore options for removing single-point failures in research and supervision. | | * At least 50% of academics (Stat. Profs and Ass. Profs) agree with the statement ‘I can meet the requirements of my job without regularly working excessive hours’ in 2027 SES (increase from 13% in 2023 SES, where university average was 48%) * At least 50% of academics agree with the statement ‘I am able to strike the right balance between my work and home life’ in 2027 SES (increase from 20% in 2023 SES, where university average was 49% and 48% of academics at other HEIs agreed with statement) * Less sick leave due to stress- and mental-health related issues. | | *To be led by:*  MPLS Associate Head for People  *Complements aims of:*  Statistics Dept | | * Pooling in operation by MT 2025 * Review of departmental workload by end of 2023-24 academic year * Revisit plans after APWC report. | |
| 2.4 | Cross-cutting | PAP 1.4 | **ED&I training across MPLS (see also ongoing action 2.12)** | | 1. Deliver bespoke ED&I workshops in departments based on local needs, targeting key audiences (e.g. PIs, senior management teams, large research groups) 2. Monitor and evaluate feedback via feedback forms and attendance numbers 3. Develop ‘Train the Trainer’ package for most requested bespoke training sessions (including providing slides, notes on delivery) 4. Develop coordinated training plan across MPLS, in collaboration with the Research Culture Facilitator and Researcher Development & Training team, with an initial focus on large research groups. 5. Coordinate with other training providers across the university, including the new EDI Community of Practice, which has training for EDI practitioners as its primary objective | | * Increase in number of bespoke workshops, with all nine departments engaged. * Positive feedback post course attendance * 60% of those registered attend courses (increase from 50% in 2021-2022) * All departments running at least one of their own sessions by 2025-26 academic year, after receiving ‘Train the Trainer’ session and package of materials. * Collaborative plan created to address training needs for large research groups | | *To be led by:*  MPLS EDI Team  Researcher Development & Training Team  Research Culture Facilitator  *With support from:*  HR Leads and academic EDI Leads in dept | | * Bespoke workshops in departments offered from MT 2023 * ‘Train the Trainer’ package trialled TT 2024, made more widely available from MT 2024. * Coordinated training plan with Research Culture Facilitator and Researcher training team by MT 2024 | |
| 2.5 | Disability  Neurodivergence  LGBTQ+  and more widely beneficial | PAP 4.1 | **Inclusive language** | | *Departmental*   1. Share inclusive language guidelines, piloted by select departments previously, with all departments at divisional Comms meeting 2. Share inclusive language guidelines with EDI teams of other divisions for further dissemination 3. Create ‘crib-sheet’ of small but effective changes depts can make to improve inclusivity in all comms. (e.g replace ‘he/she’ with ‘they’ on instructions etc) 4. Monitor use of inclusive language guidance via EDISG members   *Divisional*   1. Annual reminder via divisional office newsletter that all webpages, forms, documents, literature owned by the division should use inclusive language 2. Encourage pronoun use on email and profile webpages – prepare small explanatory sentence as to why sharing pronouns is important in email signatures | | *Departmental*   * All MPLS departments incorporating inclusive language guidelines * Positive feedback on implementation, any issues addressed promptly   ‘Crib-sheet’ of key changes created and shared with all departments  *Divisional*   * All divisional webpages and documents using inclusive language * Majority of divisional staff share pronouns in email signatures | | *To be led by:*  MPLS EDI Team  *With support from:*  Departmental Comms Teams  Divisional comms team  EDISG | | *Departmental*   * Sharing inclusive language guidance – MT 2023 * Feedback on use collected TT 2024, amendments ready for MT 2024 reminder comms * ‘Crib-sheet’ created TT 2024   *Divisional actions*   * By TT 2024 | |
| 2.6 | LGBTQ+ | PAP 4.5 | **Name changes and deadname support** | | 1. Create a link from the MPLS EDI webpages to the EDU name-change advice page to allow people to report privacy breaches when deadnames used. 2. Inform departments on the importance and expected timeline to implement a change in all systems. 3. Investigate how to synchronise changes with departments (UG email addresses etc) | | * Document and links live on MPLS EDI website * Expectations of department’s procedures sent to HR teams, directors of undergraduate and graduate studies | | *To be led by:*  MPLS EDI Team | | Website updated by TT 2024  Department communication by MT 2024 | |
| 2.7 | Disability  Mental Health  Neurodivergence | PAP 2.1 | **Workplace Adjustment Plans (WAPs)** | | 1. Work with EDU to refine WAPs 2. Supplement work happening at university level with follow-up to WAPs at divisional and departmental. Ensure Dept HR teams are aware of responsibilities to and latest guidance for disabled staff. | | * Workplace Adjustment Plans in place in all departments   *Complements aims of:*  Chemistry Dept | | *To be led by:*  MPLS EDI Team  *With support from:*  DAS, SWSS, Staff Disability Advisor (in EDU), Departmental HR teams | | Dates to be confirmed once consulted with EDU (but in 2024) | |
| 2.8 | Gender  Race  Neurodivergence  Disability | New | **Use of media – Films and Podcasts** | | 1. Use films (*Picture A Scientist*, *Re:Tension*, films by or of neurodivergent staff) and Podcasts (*PERIODically*) to increase awareness and engagement | | * Use of media in a majority of our departments. | | *To be led by:*  MPLS EDI Team  EDISG  *With support from:*  MPLS Comms | | * 2024-2026 | |
| 2.9 | Cross-cutting | REC 6.1 | **Research Culture:**  **a. Equity in Research Funding**  **b. Inclusive Leadership** | | a. Review Equity and Inclusivity in Research Funding project action plan (shared start of HT 2024) and incorporate actions appropriate for divisional intervention to this action plan.  b. Build on Leadership in Action and Inclusive Leadership in Innovation courses run by MPLS Training Team to further equip senior academic line managers with guidance and training on inclusive leadership. By extending pilots of two key interventions: – Mandatory inclusive leadership and management training for all new Associate Professors, and inductions for new PIs to include inclusive leadership and management essentials. | | a. Actions from Equity and Inclusivity in Research Funding project action plan included here  b. All new APs receive Inclusive Leadership and Management Training  All new PIs receive info on inclusive leadership and management essentials in inductions | | a. *To be led by:*  MPLS Research Support Team  *With support from:*  MPLS EDI Team  b. *To be led by:*  MPLS Training Team  *With support from:*  MPLS EDI Team | | a. Update action plan HT 2024  b. Training and inductions for new appointees in place for MT 2024 | |
| 2.10 | Cross-cutting | New | **Develop and undertake Safety workstream on supporting inclusivity in fieldwork** | | 1. Assess and learn from existing good practice, assess training/uptake and consider what more may be needed, survey sample of researchers. 2. Develop Divisional policy and required competency. 3. Ethical and equitable fieldwork lunchtime discussion series (Biology Dept plans) | | Divisional policy in place and (if needed) further actions identified. | | *To be led by:* MPLS Safety team  *In collaboration with*: Safety Office staff  *Complements aims of:*  Biology Dept | | Mid-2024 to mid-2025 | |
| 2.11 | Cross-cutting | New | **Support technicians within MPLS** | | 1. Engage in the Technician’s Commitment activity led by the central People and Organisational Development Team 2. Support designated MPLS Technicians Champions to explore barriers to technicians’ career progression and aim to establish networks and communities of practice in their departments and beyond 3. Review Technical Skills Survey led by POD, collecting MPLS specific data where possible. 4. Enhance visibility of technicians within MPLS, acknowledging their expertise. | | TBD | | *To be led by:* MPLS Research Support Team  *In collaboration with*: Safety Office staff | | TBD | |
| 2.12 | Mental health | Materials Dept | **Embedding mental health and wellbeing work** | | * Create action plan for mental health * Town Hall events | | TBD by department | | *To be led by:*  Materials Dept | | TBD by department | |
| **Ongoing actions under objective 2 –** actions started during the previous action plan period, that will be maintained and improved upon during the period of this action plan | | | | | | | | | | | | |
| **No.** | **Theme** | **Source** | **Action** | | **Activities and outputs** | | **Success measure** | | **Responsibility** | | **Time-frame** | |
| 2.13 | Cross-cutting | PAP 1.4 | ED&I training across MPLS (linked to action 2.4) | 1. Review data on attendance at MPLS ED&I training in 2022-23 and previous year 2. Continue the MPLS ED&I training programme, incorporating the results of review | | * Maintain or increase in number of registrations (259 registrations in 2022-2023, a 37% increase on previous year) * Positive feedback post course attendance * 60% of those registered attend courses (increase from 50% in 2021-2022) | | *To be led by:*  MPLS EDI Team  *With support from:*  Researcher Development & Training Team | | Ongoing training provision | |

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|  | | | **Objective 3: Enable and support ED&I networks and advisory roles**  Rationale/ Drivers:   * Departments have many support roles, with a few individuals often taking on multiple roles (harassment advisors, Mental Health First Aiders, disability advisors, mediators, network convenors) and support for people in these roles can be standardised and improved. * Disability Focus Group (HT 2023) – consensus that disability advisors/ allies would provide essential support in departments for students and staff. * Need for this role will increase – growth in PGR student numbers (50% in 5 years and more planned)– 20% of home PGR students are disabled (HESA report 2023) but often not as well supported as those on taught degrees; capacity limitations in the University’s Disability Advisory Service * Several networks with links to MPLS EDI team (BIPOC STEM, Neurodiversity at Oxford, Working Parents – support and guidance from EDI team can assist in network growth, funding applications, practical support for the convenors/volunteers involved). * Student parents – The number of on-course students in the four academic divisions who are recorded as having dependants (children and/or adults) has almost doubled since 2017 – from 806 to 1495. The number rose by 25% in just one year between 2020 and 2021. The total proportion has risen from 4% to 6% since 2017. Male (7%) and Black and Minority Ethnic (8%) students are more likely to have dependants than female (6%) and White (5%) students (from Equality Report).   Outcome measures:   * Feedback from MHFAs, Disability Allies, Network convenors (formal and informal) that they feel well supported in role * Networks continue to develop and grow * Network convenors supported to apply for funding to expand their work (such as Diversity Fund) | | | | |
| **No.** | **Theme** | **Source** | **Action** | **Activities and outputs** | **Success measure** | **Responsibility** | **Time-frame** |
| 3.1 | Disability | PAP 2.1 | **Implement Disability Allies role in a pilot scheme** | 1. Consult with existing disability advisors in departments 2. Recruitment of disability allies 3. Training for allies developed and delivered in collaboration with EDU Staff Disability Advisor 4. Implementation of recommendations from Disability Focus Group, with support of new disability allies, including ‘Common issues and solutions’ document plus guidelines for departments | * Each department has access to a disability ally, supported by Divisional Disability Lead * Each ally to have received training with Divisional Disability Lead and University Staff Disability Advisors * (Informal) network of disability allies created (via Teams channel) to share common questions and solutions * Monitoring – after 1 year, assess contact rates for allies and any further support/ training needs | *To be led by:*  MPLS EDI Team  *With support from:*  DAS, SWSS, EDU Staff Disability Advisor | Disability allies appointed and trained by MT 2024 |
| **Ongoing actions under objective 3 –** actions started during the previous action plan period, that will be maintained and improved upon during the period of this action plan | | | | | | | |
| **No.** | **Theme** | **Source** | **Action** | **Activities and outputs** | **Success measure** | **Responsibility** | **Time-frame** |
| 3.2 | Mental Health | PAP 5.2 | Mental Health First Aiders | 1. Develop effective monitoring and evaluation approach in collaboration with appropriate central teams. 2. Continue to support and re-invigorate existing MHFAs via network via termly get-togethers and reflective practice sessions 3. Assess impact of MHFAs and improve record keeping while maintaining confidentiality. 4. Collect data on which job roles are busiest with MHFA role and consider targeting that job role with more MHFA-trained staff. 5. On-going training for MHFAs via Oxfordshire Mind, peer-support, and/ or clinical support 6. Renew MHFA certification and consider training new MHFAs | * MHFAs report feeling supported in role * 60% of staff feel their department is committed to supporting staff with mental ill-health in 2027 SES (an increase from 53% in 2023 (48% for those who have experienced mental ill-health)) | *To be led by:*  MPLS EDI Team  *With support from:*  EDU/ Wellbeing Programme Team | Academic year HT 2024 onwards |
| 3.3 | Race | PAP 7.3 | Support BIPOC STEM network to develop and thrive | 1. Support with focus and direction of network (e.g. mentoring – THRIVE) 2. Support with succession planning and funding applications | * BIPOC STEM convenors feel supported * Succession plans in place * Funding beyond 2023-2024 secured | *To be led by:*  MPLS EDI Team | MT 2023 onwards |
| 3.4 | Gender |  | Grow Working Parents Network and sub-channels | 1. Support set-up of Solo Parents Network on Teams and help grow network 2. Support set-up of Student Parents Network on Teams and help grow network | * Continual increase in members of networks and regular use of the discussion fora | *To be led by:*  MPLS EDI Team | HT 2024 |
| 3.5 | Gender |  | Support for gender equity societies and programmes | 1. Collaborate with MPLS Enterprise team to hold annual GenSTEM event with student gender equity societies 2. Explore diversity and innovation collaborations with Research Services Enspire/ IDEA team, Begbroke | * GenSTEM event held (Feb 2024) with good attendance numbers and good feedback from attendees * At least one collaboration idea progressed with IDEA/ OUI/ Begbroke | *To be led by:*  MPLS EDI Team  MPLS Enterprise Team  *Complements aims of:*  Materials Dept | HT 2024 (event) and TT 2024 (collaborations) |

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|  | | | **Objective 4:** **Attract, admit and support students from under-represented backgrounds**  Rationale/ Drivers:   * Despite increases in the number of BME student applications and admissions in the past 5 years, there remains an ethnicity gap at each stage of the admissions process. The proportion of BME applicants fall from 35% of all applicants, to 29% of shortlist candidates and 28% of those receiving and taking up an offer. Comparatively the proportion of White applicants increases from 59% of all applicants, to 65% of shortlist candidates and 69% of those receiving offers and 70% of those taking up an offer. * Good degree (First/ Distinction) awarding gap by different protected characteristics (UG data 6% awarding gap by sex, BME/White – highest in university at 15% for PGT). The ethnicity gap at merit and pass is also highest in MPLS (16%) * 32% students MPLS are female. There have been notable increases in the share of female undergraduate and postgraduate taught students but women’s representation among doctoral students has barely changed. However, in 2021 34% of first year doctoral students were female, above the 30% average of the previous four years. Across UK higher education, 0.2% of all students identified as other (non-binary) gender in 2020/21 (HESA Student Record 2020-21). The reported figure for Oxford was 0.1%. * Percentage of students declaring a disability have increased year on year (10% of MPLS students in 2017, 14% in 2021). * Percentage of students declaring sexual orientation to be non-heterosexual (lesbian, gay, bisexual or other non-heterosexual orientation (LGBT+)) doubled from 6% in 2017 to 12% in 2021. LGBT+ students are more than twice as likely to have declared a disability as their heterosexual peers (31% to 13% - data for Oxford Univ. Equality Report 2021-2022.) * With growth of new STEM disciplines (with new CDTs and PGT course) and the VC’s and division’s aspirations regarding AI, climate change and machine learning, there is a need to mitigate the already existing diversity biases in these research topics.   Outcome measures   * Student numbers UG, PGT, PGR – various diversity metrics * By 2028, to reduce offer and awarding gaps for BME undergraduate and postgraduate students by at least 2 percentage points. (REC) | | | | |
| **No.** | **Theme** | **Source** | **Action** | **Activities and outputs** | **Success measure** | **Responsibility** | **Time-frame** |
| 4.1 | Cross-cutting | MPLS AP 2.1 | **Improve alignment of UG recruitment with reality of recruitment to colleges** | * Departments to review under-recruitment at course level (applications/ offers/ acceptances) for under-represented backgrounds * Division to collate data and provide division-wide results to departments as benchmark data. | * All departments provide data on under-recruitment of under-represented backgrounds to UG courses * All departments supplied with collated data as benchmarks to inform where focus is needed | *To be led by:*  MPLS Education Team  *With support from:*  MPLS EDI Team | Oct 2023 – July 2024 |
| 4.2 | Cross-cutting | MPLS AP 2.2 | **Understand deeper reasons for PGR under-recruitment at a programme and departmental level by undertaking a department by department investigation of recruitment strategy and local issues** |  |  | *To be led by:*  MPLS Education Team  *With support from:*  DGSs, MPLS EDI Team | Sept 2023 – Oct 2023 |
| 4.3 | Cross-cutting | MPLS AP 2.3 | **Work with departments to improve** **graduate recruitment strategy, including meeting offer targets and appropriate marketing of courses to improve applicant pool health** | * Review post-graduate interview processes and provide guidance for inclusive recruitment practices | TBD   * Data on % female invited to interview, offers and acceptances to be collected for all appointments for the last five years. * Marketing strategies of departments collated and best practice shared * Further actions developed in response to findings. | *To be led by:*  MPLS Education Team  *With support from:*  DGSs, Graduate Administrators, MPLS EDI Team | Sept 2023 – Oct 2023 |
| 4.4 | Cross-cutting | MPLS AP 2.6 | **Continue to prioritise fundraising for PGR scholarships – including EDI considerations** | * Continue to proactively fundraise for PGR scholarships across the Division, on spend-down and endowed basis. * Look at feasibility of EDI considerations for both spend-down and endowed scholarships on a department-by-department basis, utilising Positive Action Cases where appropriate and possible. | * Increase in number of philanthropically-funded scholarships in the Division, including those with EDI considerations. | *To be led by:*  MPLS Education Team  MPLS Development Team  *With support from:* MPLS EDI Team | August 2023 – July 2023 |
| 4.5 | Cross-cutting (probably gender and race in particular) | REC AP 5.1 | **Diversifying the curriculum in taught courses** | * Seek ways for more engagement of this activity, with regular talks and network building opportunities. * Town Hall where those who have made steps to do this share their experience (show less daunting workload burden than may seem and can be incremental) * Ways to capture new appointees as they prepare fresh lecture series * Look at REF recommendations on this * Collate feedback from MPLS departments that have engaged with the Centre for Teaching and Learning (CTL) to support their work on inclusive teaching and assessment, and diversifying their curriculum. * Connect with University groups working on similar issues and build network of interested parties (e.g. Centre for Teaching and Learning, History of Science, MSD History of Medicine course) * Understand curriculum review approaches in departments and determine ways to influence those processes to consider greater diversity in terms of content and assessment. * Review and decide on next steps for Diversifying STEM Curriculum project (with UG students completing summer research projects), in particular, considering engagement of DPhils and postdocs (for example, a collective ‘hackathon’ or challenge type activity) * Develop and deliver ‘Women in STEM’ course content for Biology undergraduate course | * Town Hall and related events organised * Meet with colleagues interested in Diversifying STEM Curriculum * Collect feedback from departments that have engaged with CTL * Departments engaged in curriculum reviews have considered diversity of content and assessment in their decision-making * Successful delivery of Biology UG course and consider similar approaches to roll out in other departments | *To be led by:*  MPLS Education Team  MPLS EDI Team  *With support from:* EDISG | Town Halls - ongoing  Biology UG course content prepared HT 2024, delivered TT 2024 |
| 4.6 | Race | REC AP 4.4 | **Investigating the PGT ethnicity awarding gap in MPLS (largest of any division at 15%)** | * Seek to understand the awarding gaps in departments and what measures do and don’t have impact on this * Facilitate collaborative working group or project between departments with large gaps * Gather qualitative data from students in most affected groups and co-design actions with students that address their issues (REC 4.4.2) | * Awarding gap in PGT courses analysed * Collaborative group established * Student consultation and inclusion in action planning * Action Plan updated in response to investigation | *To be led by:*  MPLS Education Team  *With support from:*  MPLS EDI Team  *Complements aims of:*  Statistics Dept | Initial discussion at MPLS Education Committee MT 2023.  Department feedback HT 2024  Collaborative group established TT 2024 |
| 4.7 | Cross-cutting | New | **Building inclusion into new PGT courses as they are developed** | * Consider how to best embed ED&I into new PGT courses as they arise. * Ensure Responsible Research and Innovation recommendations included by:   - Information and guidance resources  - Training  - Supporting research facilitators to provide information  - Sign-posting to relevant support staff and networks  - Mainstreaming EDI into course content  - Discussion at academic leadership of new courses |  | *To be led by:*  MPLS Education Team  *With support from:*  MPLS EDI Team |  |
| 4.8 | Cross-cutting | New | **EDI in new CDT course applications** | * Education team liaise with EDI team to address EDI requirements of new funding applications, and financial requests specifically for EDI in those bids. * Actions similar and include those in action 4.7 | * New CDT bids have well developed EDI elements and appropriate funding asks included. | *To be led by:*  MPLS Education Team  *With support from:*  MPLS EDI Team | HT 2024 ongoing |
| 4.9 | Cross-cutting | New | **EDI Inductions**  Linked to staff action 5.5 | * Mapping/understanding what departments doing * Addressing any gaps and considering a division-wide approach | * All departments include an EDI element to all student inductions | *To be led by:*  MPLS Departments (EDI leads, Directors of UG and PG studies)  *With support from:*  MPLS EDI Team | Induction material in place by MT 2024 |
| 4.10 | Cross-cutting | New | **Addressing disparities in allocation/recruitment for UG 4th year projects** | * Lack of consistency between and within departments on allocation/recruitment of UGs into 4th year/ Part II projects. Can be informally arranged with risk of inequalities due to unchecked bias by supervisors. Collate and review selection processes departments. * Make recommendations on transparent, equitable processes to ensure opportunities are available to all students, including underrepresented and more vulnerable students. | * Clarity of processes for each department. * Sharing of good practice across departments. * Recommendations produced and practices changed accordingly.   *Complements aims of:*  Chemistry Dept | *To be led by:*  MPLS Education Team  *With support from:*  MPLS EDI Team | TT2024 – MT2024 |

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|  | | | **Objective 5 – Implement inclusive recruitment practices to increase diversity of staff, and embed ED&I in staff onboarding processes**  Rationale/ Drivers:   * Recruitment data reveal females are appointed for 38% of all positions in MPLS (compared to the university average of 59%), BME staff are recruited to 34% of positions (university average 28%), 8% of staff recruited are non-heterosexual (university average 13%), and 5% of staff recruited have declared a disability (university average 9%) (2022/23 Diversity in Recruitment data, Tableau. By comparison, 2018/19 appointment data: 37% female, 26% BME staff, 6% disabled, 6% LGBT+). * Female staff are still under-represented in senior academic roles, accounting for 15.4% of Titular Professors, 18.2% of Statutory Professors and 28.5% of Associate Professors in MPLS (vs. 27% of all professor roles in the university and 31% across the rest of the UK). 27.3% of researchers in MPLS are female. The total proportion of academic and research staff who are female in MPLS is 24% (compared to the university-wide average of 42%, itself below the HESA average of 47% female). * BME staff account for 17% of staff in MPLS (9% of academics, 25% of researchers, 10% of PSS – data correct as of July 2022 – (update once can access full diversity dashboards) compared with an average of 12% across UK universities (HESA December 2023). Female BME staff account for 8% of all academic roles at the University and 1.4% of academic roles in MPLS (data from 2023, an increase in MPLS from 0.7% in 2019). * As of July 2022, 5.6% of Oxford University staff identify as disabled (3.6% of academics, 3.9% of researchers, 6.7% professional and management staff, 8.4% of support and technical staff), compared to an average of 3.6% across UK Universities (HESA December 2023). [Need to check with EDU/diversity dashboards] * As of July 2022, 8% of staff identify as LGBTQ+ (compared to 3.2% of the population in 2021 National Census).   Outcome measures:   * Proportion of females in Statutory Professor (SP) posts increased to 26% by 2027; Proportion of females in Associate Professor (AP) posts increased to 35% by 2027 (from University Athena Swan action plan 2022-2027) * Proportion of female researchers increased to 35% by 2027 * Increase in BME proportions of staff – exact targets to be set once we have access to full data in Diversity Dashboards | | | | |
| **No.** | **Theme** | **Source** | **Action** | **Activities and outputs** | **Success measure** | **Responsibility** | **Time-frame** |
| 5.1 | Cross-cutting  (race, gender, disability) | REC 3.1.3 | **Roll out Inclusive Recruitment Guidance** | * Roll out Inclusive Recruitment Guidance for APTFs to other academic and research grades * Pilot inclusive recruitment processes for postdocs in a small number of departments. | * From REC - By 2029 achieve: 9% representation of BME Statutory Professors, 11% representation of BME Associate Professors, 20% representation of BME Senior Researchers (Grades 8 and above), 14% representation of BME Senior Professional Staff (grade 8+) | *To be led by:*  Associate Head for People  MPLS Academic HR Team  *Complements aims of:*  Chemistry, Engineering, Physics, Maths Depts | * Inclusive Recruitment implemented for AP in 2023. * Piloted for other academic and research posts 2024-2025 |
| 5.2 | Cross-cutting | PAP 1.2 | **Develop best-practice guidelines on how to include ED&I in inductions** | * Short induction slide packs and other materials prepared by EDI and Training team and shared with all departments for incorporation into their inductions. * Track CDO’s plans on EDI Inductions for collegiate university | * All MPLS departments provided with induction packs that provide core EDI material for use in induction of staff and students | *To be led by:*  MPLS EDI Team  MPLS Training Team  *With support from:*  Departmental HR teams (staff) and Directors of UG/ PG study (students) to distribute | * Packs prepared TT 2024 ready for inductions in MT 2024 |
| 5.3 | Cross-cutting (gender in first instance because of data availability) | New | **Monitoring the impact of the interview process on recruitment** | * Collect data on fraction of F appointed from interview: % F interviewed, % F appointed along with data on who conducts interviews and interview arrangements to assess if there is an issue with the interview process itself on recruitment. | * Data on % female invited to interview, attend interview, appointed to be collected for all appointments (academic, research and PSS) for the last five years. * Further actions developed in response to findings. | *To be led by:*  MPLS EDI Team  *Supported by:*  MPLS academic HR  *Complements aims of:*  Statistics Dept | * TT 2024 onwards |
| 5.4 | Cross-cutting | New | **Inclusive recruitment practises for departmental and divisional leadership roles (HoDs, Associate Heads)** | * Actions for inclusive recruitment and interview processes * Mandatory EDI element to induction to new roles (Inclusive Leadership training or equivalent) | [To be developed as an action after consultation with Divisional Registrar and others] | *To be led by:*  Head of Division  *With support from:*  Associate Head for People  Academic HR Team Leader |  |
| 5.5 | Cross-cutting | New | **EDI Inductions**  Linked to student action XX | * Mapping/understanding what departments doing * Addressing any gaps and considering a division-wide approach | All departments include an EDI element to all staff inductions | *To be led by:*  MPLS Departments (EDI leads, HR Teams)  *With support from:*  MPLS EDI Team | * Induction material in place by MT 2024 |
| 5.6 | Cross-cutting | New | **Career pathways** | Professional Services Staff (Engineering Dept)   * A ‘Concordat’ for PSS * PSS included in an end-to-end recruitment process   All roles (Physics)  Academics (Maths) | TBD by departments | *To be led by:*  Engineering, Physics, Maths Depts | TBD by departments |
| 5.7 | Cross-cutting (gender focussed) | Chemistry Dept | **Blind recruitment of PDRAs** | TBD by department | TBD by department | *To be led by:*  Chemistry Dept | TBD by department |
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|  | | | **Objective 6: Community engagement and advocacy**  Rationale/ Drivers:   * EDI principles are fundamental to Public and Community Engagement with Research (PCER), embedded in existing programmes and training, yet continuous reinforcement of best practices is essential. * It's essential that a wide and diverse range of publics groups are involved in research. This diversity ensures responsible research conduct, helps to mitigate risks, avoid harms, and guarantees that the benefits of research are equitably distributed across society. * The University's mission and strategic plan, as well as the expectations of funders and the Research Excellence Framework (REF), all emphasise the importance of research that serves the broader society. This involves encouraging relevant communities to both contribute to and benefit from research. * Researchers often struggle to identify diverse public stakeholders and extend beyond the usual participants, showing a limited understanding of what constitutes effective PCER activities. Although data on audience participation isn't routinely collected, indications suggest our outreach isn't as diverse as it could be, with around 40-50% of research grants focusing solely on untargeted school engagements (grant review). This points to a pressing need to enhance awareness and understanding of effective, impactful PCER practices. * Engagement with local and regional communities is important for a variety of reasons. Local engagement is one of the Vice Chancellor’s key priorities. There is an additional shift by funders to encourage great public involvement in research and place-based approaches. Researchers stand to potentially lose influence if they cannot demonstrate this engagement as funding processes change. * RISKS IDed in strategic plan: Women are more likely to undertake PCER activities, and acting as representatives of under-served groups is a disproportionate burden for these and other groups. Staff in other under-represented groups, e.g., disabled or neurodivergent staff, may face challenges getting involved with PCER activities, whether online or in person, if not properly supported. Poor quality PCER may also have negative impacts on members of the public caused by inadequate planning and implementation which may result in gaps in the publics reached, particularly disadvantaging marginalised groups.   Outcome measures:   * Quality of PCER in research proposals and in delivery of PCER. Move away from PR and schools outreach by default (broader range of engagement approaches and audiences) * Demonstrable positive outcomes and impacts (captured through e.g., programme reporting, impact awards, REF ICSs) * Diversity of researchers involved in engagement activities * Diversity of publics/organisations reached and engaged (Better insights about the diversity of publics engaged) | | | | |
| **No.** | **Theme** | **Source** | **Action** | **Activities and outputs** | **Success measure** | **Responsibility** | **Time-frame** |
| 6.1 | Cross-cutting | PCER strategy | **Public and Community Engagement in Research**  **EDI aspects of, plus**  **Local/ Global community** | **Cross-cutting**   * Continue to ensure that researchers have the opportunity to access guidance for PCER. * Ensure communications to and recruitment of researchers for events, training and initiatives follow EDI best practices. * Advocacy – better communicate our efforts and achievements to feedback to our communities, influencers and decision-makers   **Research Culture**   * Contribute to efforts to ensure that PCER is appropriately rewarded and recognised, so that it does not harm or disadvantage over-represented groups in PCER (but under-represented in our community – i.e., women and people of colour). * Explore why women tend to be over-represented in PER * Explore the impacts on under-represented groups who are often over-represented in PCER activities, and how these can be mitigated.   **Research support, Funding and impact**   * Ensure Responsible Research & Innovation (RRI) principles presented clearly in funding guidance. * Explore opportunities to integrate PCER as part of RRI efforts into strategic research theme networks/efforts (e.g., climate, AI). * Evaluation is broadly non-existent in researcher-led activities and many dept-run ones, we know we often don’t know who we’re reaching but consultations reveal a view that we’re often ‘preaching to the choir’ and do not have a broad and diverse reach. We usually rely on RS for eval support.   **Oxford Sparks**   * Continue to maintain balanced gender representation of researchers contributing to Oxford Sparks videos, podcasts and social media content. * Continue to maintain balanced gender reach with public audiences through Oxford Sparks social media channels. * We assessed EDI as part of our advisory group ToR reference – we know we’re not as diverse as we could be, and will consider ways to address this.   **Training**   * Explore introducing an ‘Inclusive PCER’ training session to build on already mainstreamed EDI aspects of PCER training. * Create a ‘RRI in action’ training session to support internal funding applicants. * Support wider ‘participatory research’ training and support provision and initiatives in partnership with other Divisions and RS I&E team.   **Science Together: Oxford Researchers and Communities**   * Continue to provide EDI focussed training for participating facilitators as part of programme onboarding * To demonstrate the impact that lived experiences and expertise can bring to research approaches and outcomes during the ‘active’ project phase * Ensure the programme is accessible and inclusive, considering language, cultural sensitivity, and diverse needs. * Involve community groups and researchers in the evaluation process through check-ins and focus group discussions and continue to enhance the participatory nature of evaluation. * Enhance finance processes to ensure groups (who may already be financially stretched and socio-economically disadvantaged) are not unduly burdened by their involvement. | Maintaining provision  Quality of outputs  TBC  PCER is integrated into guidance  TBC  Quality of funding guidance – inclusion of quality RRI present in funding applications  More and better data / insights on what we’re doing, who we’re reaching.  High quality PCER ICS.  Gender balance of contributors to videos and podcasts (50/50)  Platform analytics - 50/50 gender balance  Equality assessments flagged and completed where appropriate – additional input from specific communities as needed?  TBC  In progress – inclusion of quality RRI plans in funding applications  TBC  Confident and able facilitators enabling supportive, inclusive collaborative projects (prog eval)  A diverse series of collaborative projects with a range of groups that participants report positive/useful outcomes (prog eval)  Feedback from participants about programme processes and activities (prog eval)  Communications of case studies  Perception of value – recruitment onto the programme  Time taken for payments to be made (not receiving complaints) | PCER  PCER + RS  PCER+RS I&E  PCER + REF teams  Oxford Sparks  MPLS Training + PCER  STORC + Comms  STORC + Finance | Ongoing  Ongoing  TBC  In dev, HT-TT24  TBC  Ongoing  TBC (idea phase)  HT-TT24  TT2024  Ongoing  HT-TT each year  Ongoing |
| 6.2 | Cross-cutting | New | **Bullying and Harassment – support departments calling for greater consequences for** **those at fault and clarity regarding accountability** | * Consult with HAFs, HODs, and HR leads on difficulties they face in implementing B&H procedures, where they need support from central Univ., what they would like to see changed. * Collaborate with other divisions to consider improvements to B&H policy, jointly submitting paper to Joint EDI Committee JEDI(based on Humanities History paper). | * Inter-division collaboration on recommendations to JEDI | *To be led by:*  MPLS ED&I Team  EDI teams in other divisions  *With support from*:  MPLS HRBP Team | 2024 |
| 6.3 | Cross-cutting | New | **How to proactively deal with resistance to EDI** | * Collaborate with EDU, EDI CoP other University teams and the wider sector on how to deal with resistance to EDI whilst still allowing academic freedom | * (TBD More abstract – EDI practitioners and EDI Leads feel more confident in addressing resistance to EDI issues and initiatives) | *To be led by:*  MPLS ED&I Team  EDU  EDI CoP  *With support from*:  EDI teams in other divisions | 2024 and ongoing |

**Emerging areas of work to incorporate**

* Alignment with central University Estate Strategy, particularly for with respect to development of ‘Oxford Standards’ for different types of space (i.e. defining what ‘good’ looks like, in terms of the physical environment and facilities needed to support different activities), and roll-out of a new methodology to assess the functional suitability of all University buildings – which will include accessibility issues.
* Explore the need for student surveys in departments, similar to the Staff Experience Survey
* Mapping mentorship schemes and development of division-wide scheme (Researcher Training and Development team)
* PDRs/CDRs – possible work to include wellbeing and disability specific questions (e.g. embedding Workplace Adjustment Plans in a more streamlined way)
* Actions related to religion, and conversations around religion and science
* Schools engagement and outreach initiatives or coordination with departments