

GENDER EQUALITY SCHEME: Fourth Annual Progress Report (2010-2011)

For copies of this report in alternative format, including Braille, audio and large print, please email disability@admin.ox.ac.uk or call 01865 280459.

1. Introduction	2
2. Demonstrating progress	2
2.1 <i>Action plan progress</i>	2
2.2 <i>Eliminating discrimination</i>	6
2.3 <i>Promoting equality of opportunity</i>	6
3. Monitoring and information gathering	7
3.1 <i>Undergraduate admissions data</i>	7
3.2 <i>Graduate admissions data</i>	8
3.3 <i>Student retention and withdrawal rates</i>	9
3.4 <i>Current staff in post data</i>	10
3.5 <i>Staff recruitment data</i>	12
3.6 <i>Staff retention data</i>	13
4. Continuation and development of the GES	14
2011 membership	15

1. Introduction

This fourth annual report on the Gender Equality Scheme (GES) outlines the progress during 2010-11, highlights key features of the University's ongoing gender equality work, and provides data on key aspects of the staff and student population of the University. Work on the GES is overseen by the GES Steering Group (GESG), which meets on a termly basis, chaired by the Pro-Vice-Chancellor (Personnel and Equality). The GESG is supported by the Equality and Diversity Unit (EDU), which also supports the Oxford Women's Network (OWN) through a regular newsletter and activities.

2. Demonstrating progress

2.1 Action plan progress

The five key objectives of the Gender Equality Scheme are presented below, with an account of activity in relation to each objective.

Objective 1: Develop a range of positive action programmes to promote equality between women and men

The University continues proactively to promote gender equality. Examples of activities and events over the course of the year are provided below.

- **Continued development of the Oxford Women's Network (OWN)**

The academic year 2010-11 saw the development of a weekly digest email to OWN members containing information about news, events, and wider opportunities relating to women's career development. Within the past year, two OWN discussion forums were piloted with Oxford women academics presenting topics of general interest to women and their career development.

- **Identifying issues surrounding the recruitment and progression of women in SET/STEM**

The Athena SWAN Charter recognises and celebrates good employment practice for women working in science, engineering and technology (SET) in higher education and research. The University's Athena SWAN and equivalent awards Committee, chaired by the Pro-Vice-Chancellor (Personnel and Equality), continues to meet termly to monitor and co-ordinate work undertaken in this area, and to oversee the University's annual review and triennial submission of its Athena SWAN Bronze Award. The University successfully renewed its Bronze Award in July 2010 and work has started on implementing a three-year action plan.

A notable success was the achievement by the Department of Zoology of an Athena Silver Award in July 2010 - the first in the University to be awarded.

Work has started in the MPLS Division, at the initiative of the Head of Division (Professor Alex Halliday), on ways to address gender issues in SET. Departments have been encouraged to consider submitting applications for Athena Awards and at least three departments are aspiring to apply to Athena in the coming year, with support from the EDU and the MPLS Personnel Services team.

Physics applied to the Institute of Physics Project Juno for Practitioner status, and appointed a part-time member of staff to promote equality and diversity initiatives in that department.

- **Springboard**

The Oxford Learning Institute (OLI) offers a Springboard personal development programme to women staff and postgraduates across the University and over 700 women have now participated. Three to four programmes are offered every year, with OLI currently running their 35th programme. A key objective is to encourage women to set and achieve career goals. Questionnaire responses from Springboard participants tell us that:

- 76% have clarified their career goals;
- 31% have applied to have their post re-graded and 73% of these applications have been successful;
- 60% have applied for higher graded posts and 57% of these women have been appointed to such posts; and
- 67% indicated other changes in their current role, for example taking on additional duties.

During Trinity Term 2010, a Springboard programme was piloted for women undergraduates. The course ran successfully for 60 students and was principally led by the OUSU Vice-President for Women. Feedback from a pre-course questionnaire indicated that most students were taking part to gain self-confidence. The course was repeated in Trinity Term 2011, for a further 41 participants from 21 colleges.

- **Women at Oxford**

The Public Affairs Directorate is recording a video for the University website on the theme of women at Oxford. The video is intended to explore the history of women's education at Oxford, and to examine the impact of an Oxford education on women's lives through interviews with alumnae.

Objective 2: Encourage more women to apply for academic posts

Work has been undertaken to encourage more women to apply for academic posts in SET subjects. This drive has been initiated within the MPLS division by way of publicising Athena SWAN to all MPLS departments.

The availability of university nursery places supports mothers, as well as fathers, applying for academic posts. The Childcare Steering Group meets regularly to oversee childcare strategy, policy development, and operations. The GESG is kept informed of childcare developments within the university.

A fourth, centrally-located university nursery opened in June 2011, offering a further 85 fte places; and from 1 May 2011, an additional 30 fte nursery places were made available to staff and students at a discounted rate from a new nursery provider, Oxford Montessori Schools. The total number of university nursery places available is now 443 fte: the largest provision amongst UK HEIs¹. As a result of a review undertaken by Childcare Services, students have been included amongst the priority groups on nursery waiting lists, and will benefit from modest financial assistance with childcare fees.

¹ This figure refers to existing provision (including college nursery places) plus the additional places offered by the opening of a fourth university nursery.

Objective 3: Continue research into the causes of the gender gap in final examination results in certain subjects

The Gender Panel of the Education Committee continues to promote faculty and departmental initiatives on the gender gap. In addition to providing a range of resources on gender and assessment, the Panel has conducted data collection and analysis, carried out surveys of examiners and finalists, and provided data, analysis and suggestions for further action and research to a number of faculties and departments. The Panel is supporting OUSU's plans to undertake face-to-face research with undergraduates via subject Joint Consultative Committees. The Gender Panel has also extended its terms of reference to include the First Public Examination, in light of evidence that – in a small number of subjects – there is a gender gap.

Objective 4: Engage more women in decision-making processes

Council is responsible for the academic policy and strategic direction of the University, operating through five major committees: Education; General Purposes; Personnel; Planning and Resource Allocation; and Research. The current membership of these committees is as follows:

Committee	Male	Female
Council	17	10
Council's General Purposes Committee	9	4
Education Committee	12	9
Personnel Committee	11	6
Planning and Resource Allocation Committee	14	5
Research Committee	12	7

In addition, one of the five Pro-Vice-Chancellors with specific functional duties and the Assessor are female².

The issue of the representation of women and/or people from ethnic minorities on committees has been noted by the General Purposes Committee, and a positive action statement has been developed to encourage a wider range of people to apply to become members of committees.

Following discussions with Dr. Sally Mapstone in her former role as Pro-Vice-Chancellor (Personnel and Equality), the Oxford Learning Institute is piloting a mentoring scheme for women, *Ad Feminam*. The aim of the scheme is to help address the under-representation of women in academic and administrative leadership positions at Oxford, with the mentoring intended to encourage women to explore their leadership potential within academic life or within an administrative career, for example as leaders of departments and divisions, or taking leading roles in university governance. The pilot, which began in Michaelmas Term

² The role of the Assessor holds special responsibility for students' welfare and financial interests. The post is tenable for one year, with the Assessor taking office at the start of each Easter vacation.

2010 with 40 participants receiving mentoring (mostly in one-to-one pairings), will run for one year, when it will be evaluated and further proposals brought forward. Alongside this scheme, further consideration has continued to be given to the Academic Leadership Development Programme (ALDP) run by the OLI, which is now being seen as providing a natural progression from, or extension to, *Ad Feminam*. Both programmes call heavily on the support of women already in leadership roles and it is likely that they will be offered in alternate years, with the revised ALDP due to be piloted during 2011-12.

Objective 5: Build on the existing framework to foster gender equality

This objective is primarily focused on mainstreaming gender equality.

- **To carry out an equal pay audit**

During the academic year 2007-08, Personnel Services completed an equal pay audit of staff up to and including grade 10 (or equivalent). The audit revealed that the University is achieving equal pay for work of equal value irrespective of gender, age, disability, ethnicity or contractual status. It did, however, highlight the under-representation of women at senior grades. Further information can be found on the University website <http://www.admin.ox.ac.uk/ps/staff/epa/index.shtml>. An equal pay audit of senior staff is underway and is due to be completed in 2011.

- **To develop an implementation plan for the conduct of impact assessments on all new and existing policies and procedures**

The EDU has developed and piloted an approach to Equality Impact Assessment (EIA). This is being reviewed in the light of the Equality Act (2010) with a view to exploring how it might be incorporated more flexibly into existing mechanisms for policy development and review.

- **To review monitoring arrangements for graduate applicants and for current students**

The complexity of the analysis of this year's graduate application and entry statistics by Division is described below (Section 2.2). Entry of graduate students into a discipline has the potential to have a significant 'seeding effect' on the future gender balance of that discipline in the future, and further work is planned in this area.

- **To review policies and support covering student maternity and paternity to ensure equality of access and adequacy of support**

A new university policy on student maternity, paternity and adoption leave was approved by Council in Michaelmas Term 2010. The various strands of this policy were implemented during the remainder of the year.

- **To review contracts with suppliers and purchasing systems**

The central University Purchasing Department currently asks statutory questions of all suppliers who are invited to tender for purchases of over £100k to ascertain whether they comply with all of the current equality legislation. Further work is anticipated in this area.

- **To continue to increase awareness of the policy and procedure on harassment and bullying**

The University's policy on harassment and bullying, which was revised in 2009, includes a commitment to promoting positive behaviour. The University has a network of around 250 harassment advisers, with an adviser for each college and department. Regular training sessions are provided. A facility for advisers to log harassment cases is now available online, which will enable the University to monitor harassment more effectively.

- **To continue to promote science, engineering and technology to school-age children**

Women are under-represented in the physical sciences at Oxford, particularly in subjects such as physics, engineering and computer science. This mirrors the situation in schools, where girls are less likely than boys to study physics and maths which are essential entrance requirements for degree courses in physics, engineering, and computer science.

A number of strategies is employed to address this: (a) ensuring that science events held either at the University or in schools include female scientists where possible (i.e. students, graduates, post-docs or academics); (b) providing positive role models and emphasising the role of female scientists in the work force; (c) targeting science events at younger students to enthuse them about science from an early age and deliberately including female scientists in these events; (d) running female-only science events such as the 'Women in Science' residential courses for year 12 students; and (e) ensuring that female scientists are prominent in publicity material promoting physical sciences at Oxford, i.e. within the undergraduate prospectus and University website.

Details of recent and upcoming events being run by the Schools Liaison team within MPLS can be found on the MPLS division website

<http://www.mpls.ox.ac.uk/applying/undergraduate/events>.

2.2 Eliminating discrimination

Please refer to the University of Oxford's Integrated Equality Policy www.admin.ox.ac.uk/eop/policy/index.shtml and Gender Equality Policy <http://www.admin.ox.ac.uk/eop/policy/genpolicy.shtml>.

The University takes an integrated approach to training and information about the avoidance of discrimination. This addresses a number of different areas including raising awareness of the potential for either direct or indirect discrimination in the recruitment of staff and students. For staff recruitment there is compulsory online training for all those who chair selection panels and the training includes advice on good practice on gender equality. For student recruitment, compulsory online training is provided to new tutors who have not previously been involved in the admissions process. The OLI has recently launched an online equality and diversity course suitable for use in staff induction. The OLI also runs a course 'Managing for Diversity' aimed towards people within the University who have responsibility for staffing (i.e. lead departmental administrators, faculty board or divisional secretaries, heads or deputies of a central service or college equivalents).

2.3 Promoting equality of opportunity

The GESG will continue to evaluate and monitor admissions, recruitment and retention statistics for staff and students to ensure that equality of opportunity is embedded in the policies, practices and procedures of the University.

This report outlines the ways that the University has been proactive in promoting gender equality. However some of the work to promote gender equality takes place beyond the formal remit of the GES. This includes activity within colleges, in OUSU, and wider staff or student networks that are run independently. While this report can only give a flavour of what takes place across the collegiate University, examples of typical events and actions are given below.

- Student activity initiated by the VP Women at OUSU:

There is much activity in the area of gender equality. For details of events and publications over the last year please refer to the Gender Equality Report 2010.

<http://www.ousu.org/about/campaigns/a/womcam/OUSU%20Gender%20Equality%20Report%202010.pdf>.

- University of Oxford Females in Engineering Science and Technology (OxFEST):

OxFEST is a society for women who are studying or working in SET within the University and its associated institutes. OxFEST aim 'to promote and encourage women in their scientific careers by providing: information and resources for women in science; formal and informal social events with prominent members of the scientific community; a support network of role models, mentors and peers; and networking opportunities for career development'. Further information can be found on the OxFEST website by following this link <http://groupspaces.com/OxFEST/>

Amongst colleges, events have included:

- Balliol held a 'Master's Seminar' focusing on gender issues
- All Souls College held an Open Evening for Women to encourage potential female candidates to apply for the Examination Fellowship
- St John's College hold an annual Women in Politics Taster Day to encourage applications from female students interested in studying politics
- The Annual Dorothy Hodgkin Memorial lecture, supported by Somerville College, is always given by an eminent female scientist. In March 2011, Professor Eleanor Dodson FRS presented the lecture.
- Within the local community, the EDU also has links with the Oxford International Women's Festival and colleagues in Oxford Brookes University.

3. Monitoring and information gathering

Data on the current student population is published on the university web site at <http://www.admin.ox.ac.uk/ac-div/resources/statistics/student/>.

The percentage of women students in the student body has remained roughly constant since 2006 and is currently 45%. In 2010, there were 5,496 women undergraduates (46.7% of undergraduates), and 3,739 graduate students (42.9% of graduate students).

3.1 Undergraduate admissions data

Tables 1a and 1b below show undergraduate admissions data for 2010 and 2011. In terms of applications for entry in 2011, women comprised 48% of all applicants to the University: 52% of applicants to humanities subjects and 42% of applicants to science subjects. The comparable figures for applications for entry in 2010 are shown in Table 2: women comprised 49% of all applicants, 53% in humanities subjects and 47% in the sciences.

Success rates fell for both men and women in 2010-11 owing to the unprecedented rise in total applications. Total applications for entry in 2011 reached a record number of 17,144 (a 12% increase over the previous year). Applications from women increased by 9.6% and those from men by 14.7%.

Table 1a: Undergraduate applications, acceptances and success rates, 2011

Applications for entry in 2011			Acceptances			Success rates (%)			
	M	F	Total	M	F	Total	M	F	All
Humanities	4968	5326	10294	971	906	1877	19.5	17	18
Sciences	3948	2902	6850	792	485	1277	20	17	19
Total	8916	8228	17144	1763	1391	3154	20	17	18

Source: Undergraduate Admissions Office Statistics

Table 1b: Undergraduate applications, acceptances and success rates, 2010

Applications for entry in 2010			Acceptances			Success rates (%)			
	M	F	Total	M	F	Total	M	F	All
Humanities	4418	4907	9325	934	945	1879	21	19	20
Sciences	3354	2598	5952	776	547	1323	23	21	22
Total	7772	7505	15277	1701	1492	3202	22	20	21

Source: Undergraduate Admissions Office Statistics

In the admissions round for 2011, men were more successful than women in both humanities and sciences ($p < 0.001$). The same was true in the previous year (though the gender disparity was smaller, it was nevertheless significant). This gender gap will be investigated further: it need not indicate a bias in the selection process itself, as there could be confounding co-variables relating, for instance, to the background, preparedness and detailed subject choices of men and women applicants.

3.2 Graduate admissions data

Overall, graduate applications for the academic year 2010-11 rose from 17,193 in 2009-10 to 20,130. The pattern of applications according to gender (see Tables 2a and 2b) is constant between the two years. The gender ratios amongst applicants, those receiving offers, and those accepting them, show no bias during the admissions process taken as a whole: both years started with slightly more applications from men, which was reflected in the resultant pattern of acceptances.

Table 2a: Graduate applications, offers and acceptances, 2011

Applications for entry in 2011			Offers			Acceptances			Success Rates %		
M	F	Total	M	F	Total	M	F	Total	M	F	Total
10653	9477	20130	3717	3141	6858	2224	1938	4162	20.9	20.4	20.7
53%	47%		54%	46%		53%	47%				

Source: Graduate Admissions and Funding Office Statistics

Table 2b: Graduate applications, offers and acceptances, 2010

Applications for entry in 2010			Offers			Accepted			Success Rates %		
M	F	Total	M	F	Total	M	F	Total	M	F	Total
9404	7789	17193	3550	2996	6546	2117	1871	3988	23	24	23
55%	45%		54%	46%		53%	47%				

Source: Graduate Admissions and Funding Office Statistics

This straightforward picture, however, masks considerable complexity as can be seen below in the breakdown of data by division (Table 3). About one half of applications, offers and acceptances are in Social Sciences, and they are in equal gender balance throughout. Applicants in the Humanities are also well balanced by gender, but slightly more men receive offers; Continuing Education receives slightly more applications from women, its offers are made proportionately more to men, but women are more likely to accept those offers. By contrast, Medical Sciences and MPLS receive applications which are imbalanced by gender – in Medical Sciences, women apply more often, and, in MPLS, 71% of applicants are male. After the offers are made, the situation in Medical Sciences is further affected by a markedly higher acceptance rate by men.

Table 3: Applications, acceptances and offers by division, 2010-11

Year of Entry	Division	Gender	Applications	Offers	Acceptances	% apps by Gender	Offer Rate	Offer Acceptance Rate	
10-11	Continuing Education	Female	409	170	136	52.57%	41.6%	80.0%	
		Male	369	210	142	47.43%	56.9%	67.6%	
		Total	778	380	278	100.00%	48.8%	73.2%	
	Humanities	Female	1664	649	366	50.86%	39.0%	56.4%	
		Male	1608	722	405	49.14%	44.9%	56.1%	
		Total	3272	1371	771	100.00%	41.9%	56.2%	
	Maths, Physical & Life Sciences	Female	943	308	184	29.17%	32.7%	59.7%	
		Male	2290	834	485	70.83%	36.4%	58.2%	
		Total	3233	1142	669	100.00%	35.3%	58.6%	
	Medical Sciences	Female	1290	358	241	55.75%	27.8%	67.3%	
		Male	1024	268	204	44.25%	26.2%	76.1%	
		Total	2314	626	445	100.00%	27.1%	71.1%	
	Social Sciences	Female	5171	1656	1011	49.09%	32.0%	61.1%	
		Male	5362	1683	988	50.91%	31.4%	58.7%	
		Total	10533	3339	1999	100.00%	31.7%	59.9%	
	Total			20130	6858	4162	100.00%	34.1%	60.7%

Source: Graduate Admissions and Funding Office Statistics

3.3 Student retention and withdrawal rates

Oxford has one of the lowest drop-out rates in the UK. The Higher Education Statistics Agency (HESA) records that only 1.5% of students at Oxford discontinued their course in 2010, compared with the national rate of 7.2%³. Tables 4a and 4b show the withdrawal data, for the last two years for undergraduates and for graduates. The only instance of a significant gender disparity is the relative excess of graduate women leavers in 2009-10. The last six years' records show apparently random fluctuations from year to year, sometimes with more men leaving, sometimes with more women. Pooling these data shows no

³ Data sourced from http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1706&Itemid=141 Table G.

significant gender gap amongst undergraduate leavers, but overall there are slightly more women graduate leavers ($p < 0.05$). Over the six years, the withdrawal rate for undergraduates is 0.9%, and for graduates is 1.6% for men and 1.9% for women.

Table 4a: Leavers 2009-10

2009-10	Undergraduate			Postgraduate		
	Male	Female	Total	Male	Female	Total
Student Body	6269	5496	11765	4962	3739	8701
Withdrawn	75	49	124	77	113	190
Withdrawal rate	1.2%	0.9%	1.1%	1.6%	3.0%	2.2%

Source: Student Data, Management and Analysis Team

Table 4b: Leavers 2008-9

2008-09	Undergraduate			Postgraduate		
	Male	Female	Total	Male	Female	Total
Student Body	6174	5560	11734	4637	3428	8101
Withdrawn	68	51	119	104	78	182
Withdrawal rate	1.1%	0.9%	1.0%	2.2%	2.3%	2.3%

Source: Student Data, Management and Analysis Team

3.4 Current staff in post data

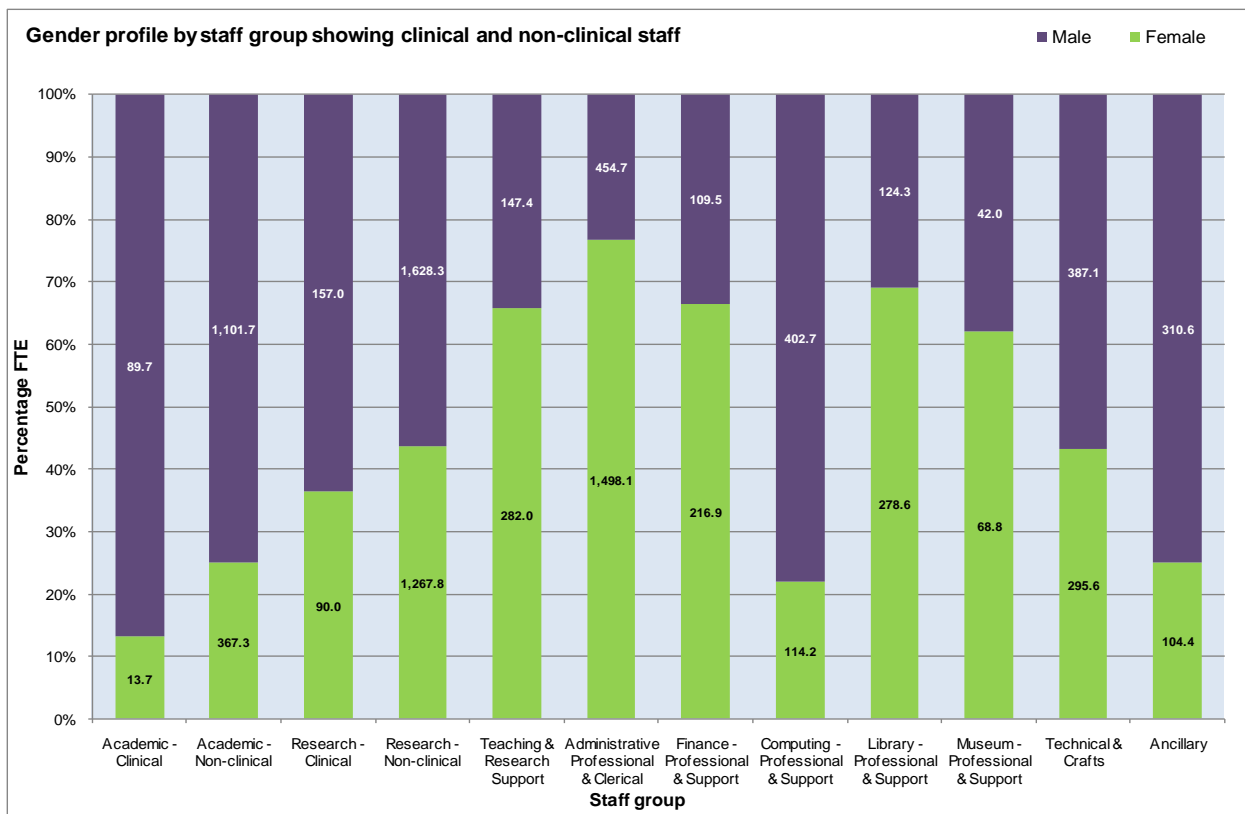
Diversity information for staff currently in post is published annually on the university website. The data as at 31 July 2010 may be seen at:

<http://www.admin.ox.ac.uk/ps/staff/figures/diversity/index.shtml>.

Relevant charts have been reproduced below for ease of reference.

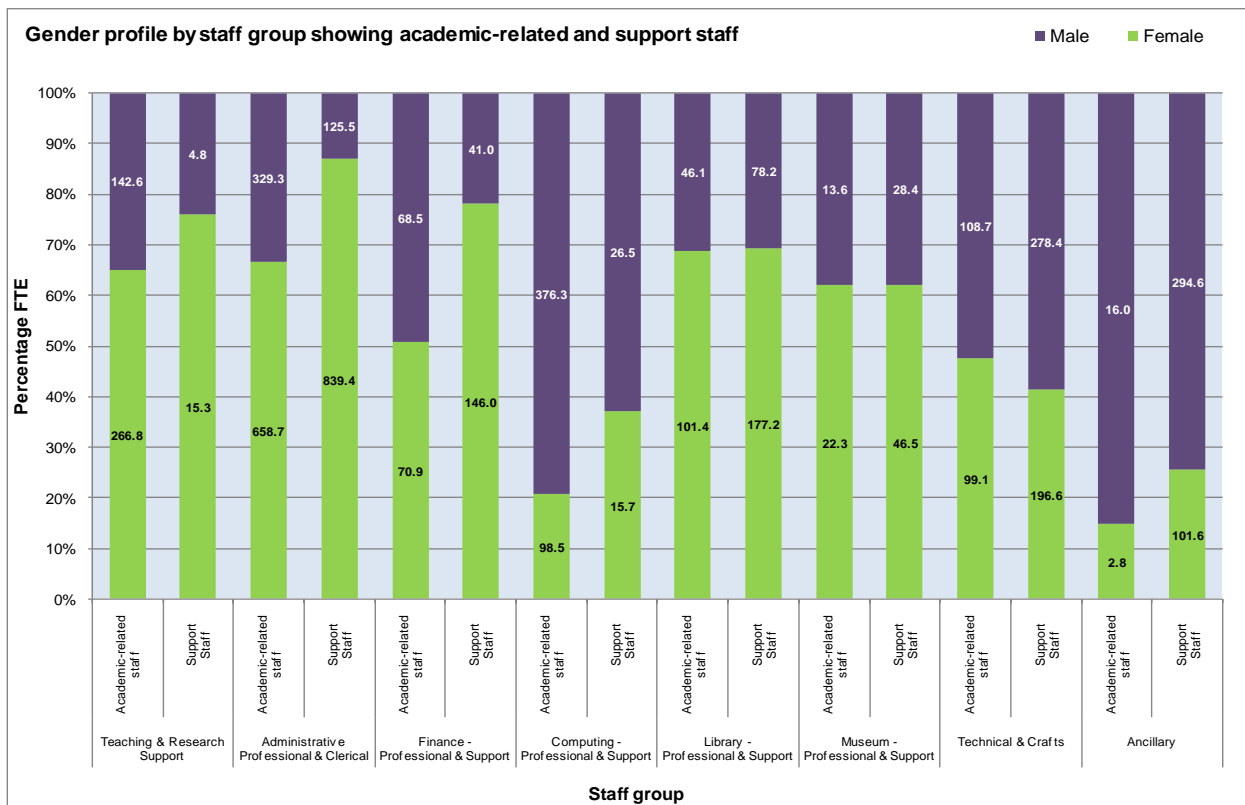
Charts 1, 2 and 3 show the numbers and percentages of male and female employees by staff group across the University as at 31 July 2010. Men predominate in 7 of the 12 staff groups, those with more women than men being: teaching and research support; administrative professional and clerical; finance professional and support; library professional and support; and museum professional and support.

Chart 1: gender profile by staff group showing clinical and non-clinical staff 2010



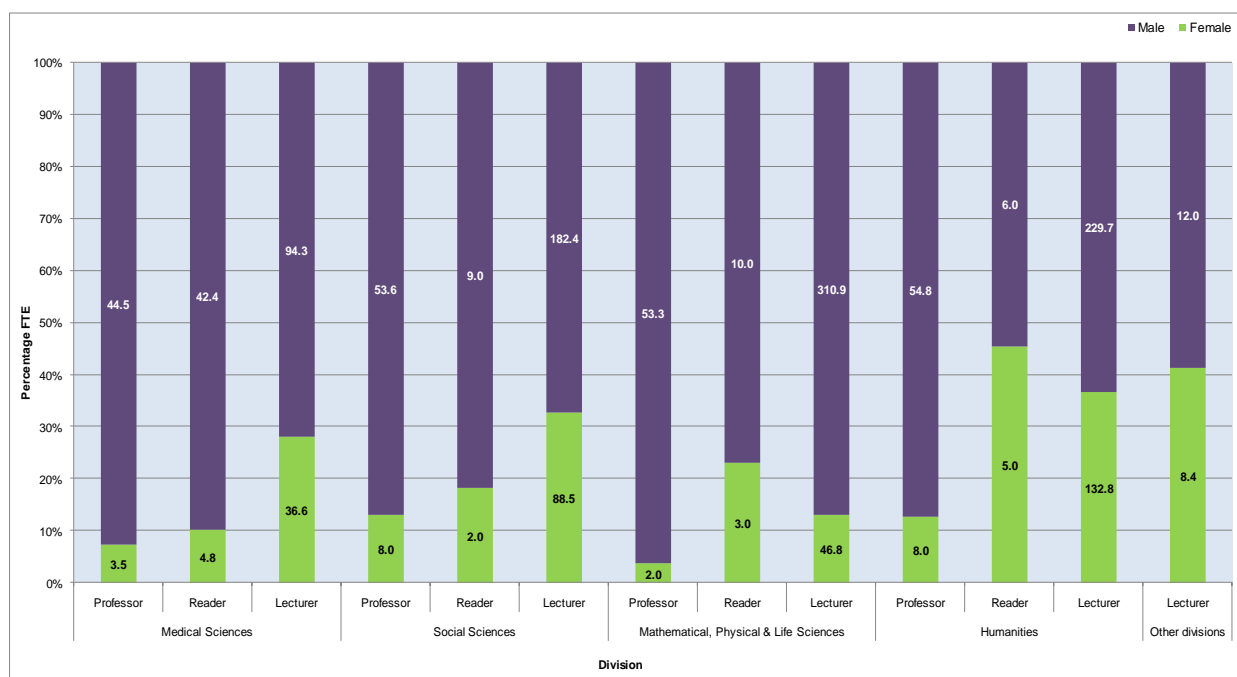
Source: University of Oxford Personnel Services/Openodor

Chart 2: gender profile by staff group showing academic-related and support staff 2010



Source: University of Oxford Personnel Services/Openodor

Chart 3: gender profile of academic staff by division (FTE as at 31 July 2010)



Source: University of Oxford Personnel Services/Openendoor

3.5 Staff recruitment data

(Staff recruitment data are collected by means of monitoring forms returned by applicants on a voluntary basis. In 2009, 49% of applicants returned monitoring forms, whereas in 2010 64% returned forms. While this marks an improvement, caution is still necessary when interpreting the results of staff recruitment data, as the data are significantly incomplete. It is to be hoped that the introduction of a new personnel database (HRIS) and online recruitment will facilitate more comprehensive data collection and improve the accuracy of recruitment data.)

During 2009-10, 52% of monitoring forms returned were from women, 45% were from men and 3% were unknown. The monitoring forms cover staff from all divisions, including the University Administration and Services (UAS). Tables 5a and 5b show an analysis by gender of the success of applicants applying for University posts in 2008-9 and 2009-10. Outside the academic grades, there is a relative excess of women who gain posts, but, by contrast, for academic posts there appears to be a gender gap in favour of men (though the 2009-10 data are difficult to assess given the relatively small numbers involved). Further work will be undertaken to understand this outcome to see whether there might be confounding variables (for instance different levels of competition for the posts more often sought by women).

Table 5a: Success rate by grade for all staff, 2009-10

Success rate by grade 2009-10								
Data	Grade	Female	Male	Not known	Grand Total	Female	Male	Not known
Applied	Support staff	3048	1937	32	5017	61%	39%	0%
Accepted	Support staff	178	78		256	70%	30%	
Applied	Academic related	3087	3297	302	6686	46%	49%	5%
Accepted	Academic related	218	170	4	392	56%	43%	1%
Applied	Academic	82	186	7	275	30%	68%	2%
Accepted	Academic	2	10		12	17%	83%	

Source: Equality and Diversity Unit /Opendoor

Table 5b: Success rate by grade for all staff, 2008-09

Success rate by grade 2008-09								
Data	Grade	Female	Male	Not known	Grand Total	Female	Male	Not known
Applied	Support staff	3768	2777	230	6775	56%	41%	3%
Accepted	Support staff	220	116	1	337	65%	34%	0%
Applied	Academic related	3381	4282	715	8378	40%	51%	9%
Accepted	Academic related	299	250	19	568	53%	44%	3%
Applied	Academic	160	394	9	563	28%	70%	2%
Accepted	Academic	5	21		26	19%	81%	

Source: Equality and Diversity Unit /Opendoor

3.6 Staff retention data

Information on staff turnover can be found on the university website:

<http://www.admin.ox.ac.uk/ps/staff/figures/turnover/index.shtml>.

Analysis has been conducted of the impact of the recent round of the Oxford Mobility Incentive Scheme (OMIS)⁴, which closed in January 2011. Of the 220 voluntary departures, 99 were men and 121 were women. The greater number of women than men leaving under OMIS reflects the fact that the largest proportion of applications was from the administrative, professional and clerical staff group, which has a larger proportion of female staff (77%) than other staff groups. More women than men took OMIS from the support staff group, and more men than women from the academic and related group (grade 6 and above, and equivalent).

Table 6 below shows by gender the main reasons for staff leaving other than through OMIS. Across all staff, the main reasons for leaving voluntarily were promotion/career prospects,

⁴ Details of OMIS may be found at <http://www.admin.ox.ac.uk/ps/managers/pensions/omis/>

personal/family reasons, and OMIS. Women were more likely than men to leave the University for further study (68% leaving in this category were women) and for personal/family reasons (68% leaving were women). Other entries in Table 6 do not show any significant gender differences, with the exception that significantly more men than women left through retirement at the normal age.

Leaving Reason		Female	Male	Total
Voluntary	Early retirement	19	12	31
	Further study	36	17	53
	ISAP	16	9	25
	Pay	5	2	7
	Personal/family reasons	119	55	174
	Promotion/career prospects	176	201	377
	Terms & Conditions	16	25	41
	Voluntary severance	9	6	15
Involuntary	End of contract	200	237	437
	Disciplinary	3	9	12
	Ill health	6	4	10
	Normal retirement	40	67	107
	TUPE	4	4	8
Other/Not Known	Other	92	77	169
Grand Total		741 (50.5%)	725 (49.5%)	1,466

Source: University of Oxford Personnel Services/Opendoor

4. Continuation and development of the GES

The GES Steering Group continued to support the development of the GES with the following remit:

- to monitor and support the progress of the GES and foster initiatives;
- to ensure that the objectives of the GES are timely, proportionate and relevant to the university's mission, values and objectives as laid out in the Strategic Plan, and adhering to UK legislation;
- to ensure that the objectives of the GES are based upon (i) a proper understanding of the imperatives of gender equality, and (ii) data and evidence from the collegiate university and the HE sector; and
- to hold a watching brief on the intersection of gender with other equality strands.

Membership of the GES Steering Group includes a cross-section of the collegiate University's staff and students. It is chaired by Dr Stephen Goss (Pro-Vice-Chancellor (Personnel and Equality)) with the Head of Equality and Diversity as Secretary and the Gender Equality Adviser in attendance. Following changes to equalities legislation, the University will be reviewing the Gender Equality Scheme and Steering group during 2011/12, alongside the other equality schemes.

2011 membership

Dr. Stephen Goss	Chair and Pro-Vice-Chancellor (Personnel and Equality)
Trudy Coe	Head of the EDU (Secretary)
Prof. Jocelyn Bell Burnell	Visiting Professor of Astrophysics, Mansfield College
Alex Bulfin	Vice-President (Access & Academic Affairs), OUSU
Sue Charlton	Oxford University Press
Beth Evans	Vice-President (Graduates), OUSU
Dr. Peggy Frith	Fellow in Medicine, Deputy Director of Clinical Studies, Medical School
Prof. Susan Lea	Professor of Chemical Pathology & Co-Director of the James Martin Vaccine Design Institute, Sir William Dunn School of Pathology
Dr. Sally Mapstone	Pro-Vice-Chancellor (Education)
Prof. Linda McDowell	Oxford University Centre for the Environment
Divya Rowan	Administrative Officer, Social Sciences Division
Dr. Lucinda Rumsey	Senior Tutor, Mansfield College
Katharine Terrell	Vice-President (Women), OUSU
Dr. Catherine Walter	University Lecturer in Applied Linguistics, HEA National Teaching Fellow
Dr. Sarah Carson	Equality Adviser (Gender and Equality Impact Assessment), EDU