

| Action | Aim | Evidence | Description of action | Action already taken April 2013 | Responsibility | Start date | Success measure |
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| | Monitor effectiveness of action plan | | Run follow up surveys concentrating on key issues identified from our initial survey, along with appropriate data gathering exercises. | On-line surveys run for all staff groups. These were followed up by further data gathering by each focus group and a separate survey on Outreach activities. | Athena SWAN Committee | 01/06/2013 | Survey carried out; response rate greater than 50%. |
| 1. SUPPORTING AND ADVANCING CAREERS | | | | | | | |
| 1.1.1 | Introduce Personal Development Reviews (PDRs) for all research and academic staff | <i>Survey showed only 21% of respondents had experienced a career development discussion.</i> | Present plans, process, and benefits of PDR to all staff. Train both reviewer and reviewee in how the process is conducted and outcomes are implemented, referring to University guidelines. | Some supervisors already have PDR meetings with their groups. | HR Manager in association with central University specialists. Distributed scheme: PDR conducted by PIs for students and post-docs, by theme leaders for PIs, and by HoD for theme leaders. | 01/10/2013 | 90% of uptake by 30.09.2014. Future surveys show a significant improvement in knowledge of career options, availability of mentoring and workload management. |
| 1.1.2 | | <i>Our survey indicated that in general staff were unclear on how they could progress to a higher grade.</i> | Discuss career possibilities at PDR meetings with all staff supported by comparative job descriptions. Devote a section on the intranet to information about grade structures. | | | | |
| 1.1.3 | | <i>Our survey indicated that women were less clear about their career options than men.</i> | Discuss career options and career planning at PDR meetings and direct staff to the wealth of information on internal and external websites. | | | | |
| 1.1.4 | | <i>The management team has identified that there is no clear career path for RAs.</i> | Improve career development for RAs, particularly for women with families. | | | | |

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| 1.1.5 | | | Encourage supervisors to discuss work/life balance during PDR discussions, including how best to support women with young families. | | | | |
| 1.1.6 | | | Encourage supervisors to identify training needs and suggest courses (e.g. OLI, Divisional courses, Springboard, Ad Feminam scheme and Navigator schemes, as appropriate). Encourage early career researchers to attend University of Oxford Research Staff Conference, aimed at helping researchers to reflect on how to develop a research career. | | | | |
| 1.1.7 | | <i>Only 27% of female respondents to the survey have experienced mentoring by another member of staff.</i> | Facilitate mentoring for staff and students. Identify suitable mentors where this is recognised as a need through PDR. The Department will identify a second stream of support from a more senior member of staff and encourage mentorship training through the OLI. | PDRAs & RAs all currently have a line manager who acts as a mentor. Senior academics are appointed to mentor all new UL recruits. DPhil students have two mentors. | | | |
| 1.1.8 | | | Understand why some members of staff believe their workload to be unreasonable. Encourage supervisors to discuss workload during PDR. Where appropriate, direct staff to relevant OLI courses, such as 'Time Management'. | Teaching load allocated through Teaching Committee. If load thought to be excessive, a solution is identified and, where financial support required, discussed with HoD (e.g. additional lecturing support). | | | |

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| 1.1.9 | | | Support PDRs and other related issues, and assist with PDR organisation | | HR Manager | Start recruitment 02/07/2013 | Additional HR officer recruited. |
| 1.2 | Increase number of female applicants to apply for Recognition of Distinction (RODE) and University Research Lectureship exercises | <i>Data shows that no women applied in the last round of RODE.</i> | Management Committee to identify women within the Department who could in the future apply and identify the key things they need to do to be in the position to do so. | Information has been circulated to potential applicants when notified by Divisional Office. | HoD | Before announcement of next exercises. 01/05/2013 | Discussion held by HoD with all suitably qualified females to apply. |
| 1.3 | Understand more fully reasons for leaving, and identify if there are reasons for disaffection | <i>The limited data available informs on some reasons for leaving but not in sufficient detail.</i> | Introduce formal exit evaluations, collect destination of leavers. We are particularly interested to know where we are losing people from science. | Some but not all leavers' information has been recorded. The data available show 43% leave at the end of a fixed term contract, 24% for career and promotion prospects, and 15% for personal reasons. | HR Manager and DGS | 01/10/2013. Need to appoint additional support for HR | 90% of data captured and analysed. |
| 1.4 | Gather more detailed reasons for students leaving the Department | <i>For postgraduate students, there is a slightly lower completion rate for females (73.7% female vs. 79.5% male). Only 13.6% (six) of males have discontinued or lapsed, as opposed to a 23.7% (nine) of females.</i> | Introduce exit evaluations for cohorts and record information on students who discontinue to identify whether we can take action to minimize discontinuation where appropriate. | | DGS / Sarah Noujaim | 01/10/2013 | 90% of data captured and analysed. |

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| 1.5 | To provide financial support from the Department for those on fixed term contracts to bridge funding gaps | <i>The level of bridging support from the University has fallen significantly in recent years.</i> | Review the outcome of our pilot scheme which provides up to one year to bridge existing fellows onto new sources of funding. | A scheme is being trialled to provide financial support for up to one year to allow grant applications to be submitted. Two females following presentation to the HoD and selection committee (both pregnant) have been funded through this scheme. Selection criteria: Committee decision based on CV and brief description of the project and funding applications to be submitted. | HoD | Already started | Success in achieving independent funding or having submitted a competitive application. Data gathered from funding application records. |
| 1.6 | Have high ranking female scientists (including Alumni) meet with other female junior scientists to encourage them to aspire to senior appointments | | DPAG will work with Biochemistry to participate together in the 'Women in Science' initiative. | Networking meetings currently exist - e.g. DPAG's Women's dinner (organised by Kieran Clarke & Kay Davies for ULs, fellows and senior post-docs, grade 8 or above) | Kay Davies | 01/09/2013 | Supported women in science initiatives. |

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| 2. RECRUITMENT | | | | | | | |
| 2.1 | Increase number of qualified female applicants for senior posts | <i>In the most recent UL recruitment, of 27 applicants, 26% were female. Of the four shortlisted applicants, one was female (she was appointed).</i> | Consult recent recruits, other departments and universities to identify good practice and suggest changes. Explore with Division the possibility of making the further particulars for senior posts more focused. | Trialled an external female scientific recruitment specialist for one appointment exercise. Five (27%) out of 18 applicants were female. University Athena SWAN logo displayed on DPAG's website. | HR Manager | Already started | More females shortlisted for senior posts. |
| 2.2 | Raise awareness of continuing changes to Equality and Diversity legislation and University recruitment procedures for those involved in selection processes | <i>Only 30% of academic staff and 17% of surveyed staff have attended E&D training.</i> | More academics and senior staff to be encouraged to complete OLI's 'Recruitment & Selection' and 'Equality and Diversity' courses and address unconscious gender bias. Run internal departmental courses as appropriate to encourage attendance. Link attendance to participating in recruitment exercises. | At least one member of a recruitment panel is always trained and there is also at least one female, and we have monitored the data to ensure our procedures are fair. HR Manager has attended a pilot training programme on unconscious bias. | HR Manager | 01/09/2013 | Internal courses run in the Department. No member of staff will be on a recruitment panel without having been on a course. |
| 2.3.1 | Investigate why female graduates are less likely to take up a postgraduate offer | <i>Data shows 35% female and 42% male applicants take up an offer.</i> | Gather data by making direct contact with all applicants who decline an offer. | | DGS | 2014 intake | Data gathered, and continued monitoring. |

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| 2.3.2 | | | Selection for postgraduate funding is through the ranking of students. The Department will monitor the gender balance in these rankings and if there are any gender factors relating to the availability of funding. | A gathered field approach to recruitment was implemented in 2012 which will provide better data for us to monitor this. | | | |
| 3. ORGANISATION AND CULTURE | | | | | | | |
| 3.1.1 | Increase profile of female scientists | | Establish the annual Mabel Fitzgerald lecture. A distinguished female scientist will give the lecture and also award a prize for the DPhil posters and talks. | | HoD | 2013-14 academic year | Lecture and Prize established. |
| 3.1.2 | | | Display more pictures of female scientists (including students and researchers) at the different entrances to the Department to encourage a sense of community. | | Jan Schnupp | 01/06/2013 | Picture display in place. |
| 3.1.3 | | <i>Last term, the Department ran 14 internal seminars of which five (36%) were given by female speakers.</i> | Encourage seminar series organisers to be conscious of gender balance. | | Sarah Noujaim / HoD | 01/10/2013 | Ensure that internal seminars series match or exceed the percentage of females in the Department. |

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| 3.2 | Meetings/seminars /events/etc. to be scheduled to support family and caring responsibilities | <i>Survey showed that 67% of respondents agreed that seminars were scheduled to take into account caring responsibilities.</i> | Continue to monitor all activities and encourage speakers to speak in core hours. If an event is outside core hours, ensure at least 2 weeks' notice (more in case of larger social gatherings, e.g. Christmas party). | All major departmental committee meetings scheduled within the hours of 10am - 4pm. | HoD and seminar organisers | Immediate | Future surveys to show a significant improvement. |
| 3.3 | Increase the support for individuals who may experience bullying or harassment | <i>Our survey found that 23% of staff had witnessed bullying and 16% experienced this. However this is significantly higher than the number of incidences reported formally (two reports filed, both from female).</i> | Raise awareness of the support available should staff experience or witness bullying. Appoint two more harassment officers who are more junior to provide better building coverage and accessibility. Harassment procedures will form part of our induction pack available on the intranet. HR will provide support. | The Department has two Harassment Officers, and their names and contact details are publicised in the Department. | HR Manager | Immediately | Future surveys to show a significant improvement. |
| 3.4 | Increase the number of women on the Management Committee | <i>Only two women sit on the Management Committee (10 male).</i> | Review the composition and structure of Management Committee so that there is opportunity for greater female membership. Communicate opportunity to be members of the Management Committee properly so that females are aware. | | HoD | 01/10/2013 | At least 25% of female membership for Management Committee. |
| 3.5 | Investigate the need for sponsored nursery places | <i>The Department does not currently sponsor any places in University nurseries.</i> | Request data on nursery uptake by members of the Department from University Childcare services. | | HR Manager | May 2013 | Need for nursery places assessed. |

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| 4. INDUCTION | | | | | | | |
| 4.1 | Make those joining the Department more aware of the University and the Department | <i>Our survey showed that 41% of respondents had an induction to the Department and 39% to their role.</i> | Formalise 1-1 inductions with Supervisor. Introduce group induction days at regular intervals at which the HoD and Senior Admin Staff will present to new starters and conduct tour of facilities. This process will provide a broader view of the University, the Department and a face to face meeting with those they will have frequent contact with outside their group. Produce an on-line induction programme on the intranet and a basic presentation that includes list of committees and who to contact on relevant topics; OxFEST and Athena SWAN. | HR Manager always meets new staff members who are given a starter pack. Graduate Studies Administrator always meets with new students. The PI or Supervisor will continue to provide the local induction in regard to the research labs and offices they will occupy. | HR Manager & PIs | May 2013 | Response to survey. |
| 5. OUTREACH | | | | | | | |
| 5.1.1 | Increase participation in public understanding of science and Outreach activities and promote more widely | <i>13 females and 17 males have reported participating in a range of Outreach activities.</i> | More prominence of Outreach activities in the workload model and inclusion in PDRs, appraisals and merit award programmes for academics, post-doctoral research assistants and graduate students. | | Deborah Goberdhan | 01/06/2013 | Public understanding of science and Outreach activities recognized as valuable part of the workload and publicised on our website. |

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| 5.1.2 | | | Encourage people to report Outreach activities and develop information and links on the departmental website to highlight recent or future Outreach activities. | Website under development. | | | Periodic emails to promote such activities. |
| 5.1.3 | | | Dissemination of information and best practice on how departmental members could get more involved in Outreach activities through contacting people with expertise, e.g., in school access work, etc. | | | | |
| 6. COMMUNICATION | | | | | | | |
| 6.1.1 | Raise the external profile of the Department and improve the appeal of the Department for prospective female staff and graduate students | <i>In the most recent UL recruitment, of 27 applicants, 26% were female.</i> | Redesign our website to include the following new features in the vacancies section, as well as reviewing actions taken by those science departments in other universities with higher female recruitment: | Contract agreed with external web developer, and web-editor appointed to revitalise appearance and content, and ease of maintenance. | Administrator and HR Manager | In development | More prominent features on website relating to increasing our appeal as a department that promotes equality. |
| 6.1.2 | | | Athena Swan, family-friendly information and other staff benefits. We will explore how best to help applicants who need to plan a workable dual career structure with their partner. | Athena Swan pages are in development; in the meantime, we have implemented a SharePoint to facilitate the application process and data gathering. | | | |
| 6.1.3 | | | Raise profiles of all academic and postdoctoral staff with their individual pages on the DPAG website. | | | | |

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| 6.2.1 | Improve access to departmental-specific information | <i>Survey showed that 52% of respondents considered the intranet to be a useful source of information.</i> | Redesign intranet site and increase content in a more organised way to improve communication. | New intranet site under development. | | | Improved intranet site. |
| 6.2.2 | | | Increased information on flexible working (procedures on how to request flexible working and for managers to be provided with better training on flexible working), maternity, paternity, childcare support, list of child-minders, affordable nursery places and how to support dual career families, and introduction of a Parents' forum to facilitate exchange of information. | | | | |
| 6.2.3 | | <i>The survey indicates that the Department needs to do more to promote awareness of courses and opportunities available.</i> | Promote University and Division regular series of career, professional and personal development courses and opportunities by email in the Department on a termly basis. | | | | The new HRIS system will enable us to maintain training records and thus monitor the take-up of training. |