

## **ACTION PLAN**

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



This guide was published in May 2015. ©Equality Challenge Unit May 2015.

Athena SWAN is a community trademark registered to Equality Challenge Unit: 011132057.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited. Alternative formats are available: [pubs@ecu.ac.uk](mailto:pubs@ecu.ac.uk)

# DPAG SILVER Action Plan 2020-2024

## 1 IMPROVING THE STRUCTURE OF THE SAT AND INCREASING STAFF/STUDENT INVOLVEMENT IN AS

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
p.12 Medium priority	<b>Introduce induction to SAT to improve awareness of AS aims, SAT remit and role responsibilities</b>	There is annual turnover of student representatives, alongside ad-hoc staff changes. Whilst we attract new members, they are not always fully aware of their responsibilities as a SAT member.	New	1.1 Produce an induction document for new SAT members to be delivered by an existing member. <b>(September 2020)</b>	<b>ASC (SAT)</b>	Induction in place by October 2020 ready for new student representatives.
p.16 Medium priority	<b>To ensure smooth transition when new AS Lead appointed</b>	To ensure continuity of vision, knowledge transfer, and consistent support of the APlan, a thorough handover is required.	Piloted handover in 2018/19 resulting in deeper understanding of AS in DPAG by incoming AS Lead. Retention of outgoing lead provided information source for AS Silver application.	1.2 Introduce protocol for change of AS Lead to include early advertising of role, shadowing, and retention of previous AS Lead on SAT for at least 6 months. <b>(August 2020)</b>	<b>AS Lead (SAT)</b> HoD (SAT)	Incoming AS Leads have a handover and are fully informed and aware of AS APlan. Current AS Lead remains on SAT for 6 months.
p.16 Medium priority	<b>To close the feedback loop and ensure that AS aims, actions and initiatives are widely communicated</b>	Anecdotal comments suggested that staff think feedback is pointless as nothing happens. To show that feedback is important to drive change, we have started to report what we are doing in response at key points and through the year.	Survey reports and presentations issued for the first time in 2018  Two questions were added to the 2020 staff survey to provide baseline data: 51% (54%F) staff feel they can have a voice on issues in DPAG and 47% (52%F) feel consulted on key decisions	1.3 Report feedback to staff and students after each survey/consultation exercise, highlighting DPAG actions planned in response to feedback. <b>(June 2020 &amp; after each consultation)</b>	<b>ASC (SAT)</b> CO (SAT)	70% of all staff feel that they have a voice and feel that they are consulted by 2024 staff survey  60% of students feel that they have a voice and feel that they are

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
						consulted by 2024 student survey (data collected 2022 & 2024)  No significant gender difference in responses
p.16  Medium Priority	<b>To understand the views and experiences of staff and students working within DPAG</b>	To ensure that staff and students are continually consulted about life within DPAG and to provide a means of monitoring change over time.	Staff survey and student surveys conducted biennially 2012-2020  Engagement and communications survey 2019  Focus groups carried out in 2015 and 2019	1.4a Conduct staff and student consultation as per Silver Application Table 4. <b>(November 2020 onwards)</b>  1.4b Promote each survey, poll and focus group to encourage participation. <b>(November 2020 onwards)</b>	<b>ASC (SAT)</b>  AS Lead (SAT) CO (SAT)	Staff survey with >75% response rate (gender-balanced) in 2022 and 2024 (76% 2018, 67% 2020).  Student survey with >72% response rate (gender-balanced) from 2021 (25% 2018, 72% 2020)  5+ participants per focus group – gender as appropriate to issue (eg. 5F for women’s grant funding focus group)
p.19	<b>To maintain balanced gender,</b>	To ensure full representation of the	Vacancies widely advertised with emphasis	1.5 Announce SAT vacancies via AS communication	<b>ASC</b>	SAT vacancies are filled within 6

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
Medium priority	<b>and role, representation on SAT</b>	constituents of DPAG on SAT and ensure that burden of EDI work is not falling on women	on gender/role where there is underrepresentation	platforms with focus on maintaining gender and role representation. <b>(May 2020 onwards)</b>	CO (SAT)	weeks of advertising  Gender and role representation maintained each year (allowing for ex-officio roles)
p.19 & 65	<b>To strengthen links between SAT and wider departmental and divisional decision-making bodies</b>	DPAG's HR Manager has formal responsibility for the development and delivery of DPAG's E&D strategy to include implementation of AS initiatives and fulfilment of the APlan. It is important that the HR Manager has a role on the Departmental Committee, DPAG's key decision-making committee, as well as broader involvement in MSD's E&D activities, to ensure a consistent joined-up approach to embedding AS activities at all levels of DPAG	HR Manager's job description updated to include responsibility for DPAG's E&D strategy March 2020	1.6a HR Manager appointed as a member of the Departmental Committee <b>(July 2020)</b>  1.6b HR Manager links with MSD AS/E&D committees to take an active role in divisional E&D activities <b>(August 2020)</b>	<b>HR Manager (SAT)</b>	HR Manager has ex-officio role on DPAG's Departmental Committee  E&D, including AS, more prominent focus for DPAG's decision-making committee  Wider MSD AS strategy feeds into DPAG strategy (and vice-versa)
p.20 High Priority	<b>Improve staff/student awareness of, and engagement with, Athena SWAN activity</b>	Staff engagement and awareness is vital for embedding AS principles. Staff consultation and involvement will improve transparency around	Application shared on intranet.  SAT minutes and updates from WG meetings published on intranet.	1.7a Share AS application and APlan on intranet. <b>(June 2020)</b>  1.7b Introduce a termly update on APlan progress, to be	<b>CO (SAT)</b>  ASC (SAT)	90% of staff and students (gender-balanced) aware of AS activities in 2022 and 2024 surveys

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
		decisions and actions whilst also demonstrating that feedback is valued. This should enhance engagement with AS principles.	<p>First AS newsletter produced and in coffee areas/Digest. Feedback received from 1M PSS. 'I liked the newsletter that I picked up in the cafe – very informative'.</p> <p>SAT minutes published on intranet</p>	<p>published on intranet. <b>(Michaelmas term 2020 &amp; each term)</b></p> <p>1.7c Produce annual AS newsletter to be published on intranet and available in common areas. <b>(November 2020 &amp; annually)</b></p> <p>1.7d Include questions about awareness of, and engagement with, AS in staff and student surveys. <b>(2022 surveys &amp; subsequent surveys)</b></p> <p>1.7e Publish SAT minutes on the intranet following each meeting. <b>(June 2020 &amp; quarterly)</b></p> <p>1.7f Include AS highlights and impacts in the weekly newsletter. <b>(June 2020 onwards)</b></p> <p>1.7g Produce AS Committee video for website, video wall and newsletter. <b>(September 2020)</b></p>		
p.20	<b>To continuously improve Athena</b>	Data collection has been challenging due to staff	Data Monitoring Working Group (DMWG) established	1.8a DMWG to meet and review data as per data	<b>ASC (SAT)</b>	Data sets available annually

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
High Priority	<b>SWAN data collection and monitoring</b>	turnover and lack of recording mechanisms. Although this was outside of the control of the SAT, we will ensure robust data collection, monitoring and analysis of qualitative and quantitative data to enable prompt action to address gendered issues.	in 2019 with representation from HR, ResAT, DGS and ASC.  Data collection and analysis annual schedule created.  Initial data reviews carried out in 2019.	collection and analysis schedule. <b>(July 2020 onwards)</b>  1.8b Report AS data to SAT annually to inform APlan. <b>(July 2020 onwards)</b>  1.8c SAT to review APlan termly and implement actions with the support of the working groups (WGs) <b>(Michaelmas term 2020 &amp; termly)</b>	SAT WGs	and for next AS application  Data issues and gendered trends identified at early stage for action  Ensure APlan is a living document and updated in response to data and feedback

## 2 SUPPORTING OUR STUDENTS

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
p.22-23 Medium Priority	<b>To maintain gender balance of graduate students at all stages of admissions process</b>	The imbalance in F:M acceptance rates in 2018 (67%F:33%M) suggested the need for monitoring and action taken to limit rejection of offer where possible. We don't currently formally connect with potential students post-offer and believe increased communications may improve offer uptake.	Details recorded for non-acceptance of offer.  Students surveyed in 2019 to understand why they chose DPAG over other funded offers.  Introduced signposting of funding sources to supervisors and offer holders.  Acceptance/rejection data reviewed 2019 by DGS and DMWG.	2.1a Increase communication, by email, with applicants post-offer to create a connection with DPAG to aim to improve acceptance rates, particularly male. <b>(February 2021 &amp; after each offer round)</b>  2.1b Survey new students annually to find out why they chose DPAG and record reasons for non-acceptance to enable prompt action to be taken should gender disparity	<b>DGS (SAT)</b>  GSA DMWG	Admissions data reviewed annually from 2020  Gender balance (or equal to national averages if appropriate) at all stages of admissions 2021-2024

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
				<p>occur. <b>(November 2020 &amp; annually)</b></p> <p>2.1c Annually review admissions data, with a focus on gender and compare to national data and adjust actions as appropriate <b>(Jan-Jun 2021 &amp; annually)</b></p>		
<p>p.49 &amp; 51</p> <p>Medium Priority</p>	<p><b>Increase career development advice opportunities for students</b></p>	<p>2017 Student barometer data suggested that DPAG female students scored 'advice on careers' lower than their male counterparts (58%F:77%M). We have since delivered career events with a focus on women and by 2018 satisfaction had increased to 85%F:84%M. 2018 student survey data indicated that 43%F:52%M graduates found SDTA useful. We set a target to improve this to 75% by 2020 (APlan2018) and have exceeded that (85% - 95%F:86%M - 2020). We need to continue to monitor SDTA to ensure that it remains a useful</p>	<p>Student career events delivered with a focus on women (APlan2018).</p> <p>SDTA feedback sought in 2019 and format of SDTA adjusted accordingly (APlan2018) leading to improvements in attendance, engagement and 91% students now find SDTA useful (2020 survey).</p>	<p>2.2a Monitor SDTA through regular feedback and use to develop and enhance SDTA scheme. <b>(February 2021 &amp; annually)</b></p> <p>2.2b Run student career events and monitor feedback to maintain levels of satisfaction, particularly for women. <b>(November 2020 onwards)</b></p>	<p><b>DGS</b></p> <p>GSA Graduate Studies Working Group (GSWG)</p>	<p>&gt;85% students (no significant gender difference) report satisfaction with careers advice in 2022 student barometer survey</p> <p>&gt;85% of students (no significant gender difference) report that that SDTA is useful (2022-2024 surveys)</p> <p>&gt;85% satisfaction with advice on careers, gender balanced (2022-2024 student surveys)</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
		tool in career progression for graduates.				

### 3 IMPROVED GENDER REPRESENTATION ACROSS THE ACADEMIC CAREER PIPELINE

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
p.26, 28 & 35-37  High priority	<b>Identify and support senior researchers to achieve DL, URL, AP or Professor titles to address under-representation at each level</b>	Data indicates that there is gender imbalance in applications and awards for RoD and conferment of titles (TP 0F:6M awarded, TAP 7F:4M awarded, and URL 4F:1M awarded 2015-19). A pilot scheme (2018) to increase female TAP was successful, demonstrating that underrepresentation can be addressed through support and guidance.	<p>Pilot scheme (identification at PDR and mentoring through application process) to support women to achieve TAP awards 2018.</p> <p>RoD, TAP and URL schemes advertised in Digest and emailed to AcaRes in 2019.</p> <p>DL award introduced in 2020 – 3F:4M awarded.</p> <p>DL, TAP &amp; URL awards publicised in newsletters 2018-2020.</p> <p>Poster outlining these schemes placed in each DPAG bathroom 2019 to raise awareness of processes.</p> <p>Committee and other DPAG commitment data collected from 2020.</p>	<p>3.1a Publicise TP awards to raise awareness of the requirements and increase transparency (as per TAP, URL and DL) <b>(July 2020 &amp; annually)</b></p> <p>3.1b Identify eligible AcaRes at PDR <b>(August 2020 &amp; annually)</b></p> <p>3.1c Create a mentor group comprising recently successful applicants and panel members <b>(September 2020, review annually)</b></p> <p>3.1d Provide mentoring and panel review for AcaRes in preparation for future titular applications, with particular focus on F applicants to TP <b>(September 2020 &amp; annually)</b></p>	<p><b>HoD (SAT)</b></p> <p>HR Manager (SAT)</p> <p>SC (SAT)</p>	<p>Successful applications at each level by 2024:</p> <p>4F:2M TP, increasing overall numbers to 9F:13M (41%F)</p> <p>2F:2M TAP, increasing overall numbers to 10F:5M (67%F) (assuming 1F:1M current TAP promoted to full AP)</p> <p>3F:2M URL increasing overall numbers to 4F:4M (50%F)</p> <p>4F:4M DL increasing overall numbers to 7F:8M (47%F – SiP at G8 is currently 35%F but our actions to support women should improve this gender ratio)</p>



Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
				<p>3.1e Review community/committee roles of F vs M AP, collected during PDR and staff survey, to ascertain whether unequal service burdens leading to inability to meet titular criteria <b>(August 2020 onwards)</b></p> <p>3.1f Request feedback from awards panels to help identify shared issues/barriers to success and use this to support unsuccessful applicants to re-apply, as well as new applicants <b>(July 2020 &amp; annually)</b></p>		Successful applicants provide mentoring and panel review from 2022
p.27, 30 & 61  Medium priority	<b>Ensuring those on fixed term contracts are aware of their options and well-supported in advanced planning for the end of their contract</b>	The majority of AcaRes (97%F:98%M) are on FTCs. 2018 survey comments suggest that staff feel their posts are 'insecure' and FTCs are 'unsettling'. We need to improve clarity around FTCs/EoFTC procedures to improve staff awareness, improve career planning and provide early notice.	New	<p>3.2a Prepare and publish written guidelines on fixed term contracts (FTCs) to improve clarity around what they mean in practice and how to prepare <b>(September 2020)</b></p> <p>3.2b Contact AcaRes at least 6 months prior to EoFTC and offer career conversations with Senior AcaRes, HoAF or HR <b>(October 2020 &amp; monthly).</b></p>	<b>HR Manager (SAT)</b>  HoAF (SAT)	<p>All AcaRes on FTC are contacted at least 6 months prior to EoFTC and offered a career conversation</p> <p>No negative open text comments regarding FTCs in 2022 and 2024 staff surveys</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
<p>p.28-29 &amp; 61</p> <p>High priority</p>	<p><b>To better understand where leavers are moving on to and their motivations for leaving</b></p>	<p>Leavers don't always provide complete information and this is exacerbated by the options available on central systems. We therefore don't have a full picture of why they leave or where they go to (destination unknown for 24%F:12%M leavers). Consistent data recording will enable analysis of this data, facilitating identification of trends and subsequent actions.</p>	<p>HR created a new exit questionnaire (2018) and offer an exit interview to all staff.</p> <p>Leaver data reviewed by HR and DMWG December 2019</p>	<p>3.3a Develop a consistent approach to collection and entry of leaver data. <b>(December 2020)</b></p> <p>3.3b Review leaver data (report &amp; extracts from leaver questionnaires) on an annual basis to ensure that quality data is being recorded and trends can be identified. Adjust data collection if appropriate and feedback trends to SAT for action-planning. <b>(October 2020 &amp; annually)</b></p> <p>3.3c HR to encourage leavers to outline their plans to better understand those that choose 'Not known' or 'No destination' as a destination. <b>(June 2020 onwards)</b></p> <p>3.3d Review maternity leave return data alongside leaver data to identify any trends or obstacles leading to high leaver rates amongst new parents. <b>(October 2020 &amp; annually)</b></p> <p>(Link to Action 4.1d)</p>	<p><b>HR Manager (SAT)</b></p> <p>ASC (SAT)</p>	<p>Leaver data accessed from central systems is reliable by August 2021 allowing for detailed analysis by gender</p> <p>Destination unknown reduced to &lt;10% (no gender difference) by 2022</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
p.24, 26, 28, 31- 32 & 35  Medium priority	<b>To encourage parity in the numbers of female and male applicants, interviewees and appointments at all levels</b>	<p>In the period 2016-2019 more women applied for (59%F) and were appointed to (70%F) G6 AcaRes posts.</p> <p>In the same period, there were two recruitments at G8 and 9 (18%F applicants and no F appointments). We need to address disparity at both ends of the scale if we are to improve gender balance across the career pipeline.</p> <p>Recruitment of 4 APs and 2 SPs is planned and will ensure that the recruitment process is gender balanced to improve numbers of women in senior positions.</p>	<p>Introduced mandatory Implicit Bias and Recruitment and Selection training for all recruitment panellists</p> <p>No single-sex recruitment panels since 2019</p>	<p>3.4a Survey G6 new starts to find out if there are any gendered reasons for the disparity in applications. <b>(April 2021 and 2022)</b></p> <p>3.4b Review recruitment data biannually, particularly at senior levels and highlight any gendered issues to SAT for action. <b>(February 2021 &amp; biannually thereafter)</b></p> <p>3.4c Use recruitment data to influence the process for future vacancies to encourage gender balance at each stage. <b>(February 2021 &amp; biannually thereafter)</b></p> <p>3.4d Identify internal talent at PDR/external talent and encourage applications as appropriate to the roles, to address underrepresentation where applicable. <b>(September 2020 onwards)</b></p> <p>3.4e Reinforce mandatory Implicit Bias and Recruitment and Selection</p>	<p><b>HR Manager (SAT)</b></p> <p>ASC (SAT)</p> <p>DMWG</p>	<p>100% of recruitment panel members completed training 2020-2024</p> <p>&gt;40%F applicants and at least 1F shortlisted for all senior recruitments 2020-2024</p> <p>2F recruited to AP roles (increasing %F from 31%-44%) and 1F to SP role (increasing %F from 0-33%) by 2024</p> <p>Improved gender parity for applications at G6 (45%M) by 2024</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
				<p>training for all panel members. <b>(May 2020 onwards)</b></p> <p>3.4f Review job adverts and job descriptions to ensure there is no gendered language and that our flexible working practices are reflected. <b>(November 2020 onwards)</b></p> <p>3.4g Continue to ensure that there are no single-sex interview panels to avoid complacency. <b>(May 2020 onwards)</b></p>		

#### 4 SUPPORT CAREER DEVELOPMENT AND PROGRESSION FOR ALL STAFF

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
<p>p. 26-28, 30, 35 &amp; 46</p> <p>High priority</p>	<p><b>Support AcaRes on FTCs to obtain permanent contracts at DPAG or elsewhere</b></p>	<p>There are a limited number of permanent positions available in DPAG. 98%F:97%M AcaRes are on externally funded fixed term contracts and we therefore need to support staff to obtain permanent positions in DPAG or elsewhere.</p>	<p>New</p>	<p>4.1a Support internal applicants to AP and SP posts through talent nurturing and mentoring <b>(from November 2020)</b></p> <p>4.1b Support applicants in planning their careers, for example through attendance of the Oxford Senior Women's Mentoring Network</p>	<p><b>SC (SAT)</b></p> <p>HoD (SAT)</p> <p>Training and Career Development WG</p>	<p>At least 1F internal candidate appointed to AP or SP post by 2023</p> <p>1F AcaRes attends OSWMN annually from 2021</p> <p>Improvement in proportion (no gendered difference) of AcaRes moving to</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
				<p>(OSWMN) <b>(2021 cohort &amp; annually)</b></p> <p>4.1c Run career development workshops to help AcaRes identify alternative opportunities <b>(May 2021 &amp; annually)</b></p> <p>4.1d Record whether staff leave for permanent positions within leaver questionnaire <b>(June 2020 onwards)</b></p> <p>(Link to Action 3.3)</p>		permanent contracts between 2021-2024 (data collected from June 2020)
p. 34 & 40  Medium priority	<b>Improve onboarding to DPAG by introducing a buddying scheme and providing a general information sheet</b>	Although we have now introduced a process that ensures all new starters are provided with an induction, 57%F:67%M 2020 (53%F:54%M 2018) feel integrated into DPAG. A new starter focus group (4F:1M) felt that some information and introductions were lacking during their early weeks.	Focus group held 2019 (APlan 2018). Consensus that a buddy scheme and information sheet would be useful to improve early integration into DPAG.	<p>4.2a Create an information sheet for all new starters based on focus group feedback (eg. Key contacts &amp; roles, core hours, main room names and locations) <b>(November 2020)</b></p> <p>4.2b Set up a pilot buddy scheme with 2 research groups that are recruiting and hold a feedback session after 3 months <b>(January 2021)</b></p> <p>4.2c Hold a PI/Line Manager session to share feedback</p>	<p><b>SN (SAT)</b> <b>MR (SAT)</b></p> <p>HR Manager (SAT)</p> <p>Training &amp; Career Development Working Group (TCDW)</p>	<p>New starters find the buddy scheme and information sheet useful, no gendered difference, (focus group 2022)</p> <p>&gt;85% new starters, no gendered difference, feel integrated into DPAG (staff survey 2024)</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
				<p>and introduce the idea of buddying to the rest of DPAG <b>(April 2021)</b></p> <p>4.2d Roll out to all areas if appropriate (based on pilot scheme feedback) <b>(June 2021)</b></p> <p>4.2e Repeat new starter focus group and redefine action plan if appropriate to ensure all staff groups and F:M find induction equally useful <b>(January 2022)</b></p>		
p. 34 & 40	<b>To improve onboarding process in DPAG and increase uptake of E&amp;D training</b>	Whilst ensuring newcomers feel welcome, we also need to ensure that they meet key people and undertake mandatory training during their probation. This will ensure that new staff are aware of DPAG policies and levels of compliance should remain high	Annual HoD's Newcomers lunch introduced in 2016 to facilitate networking.	4.3 Build on the success of Newcomers lunch by adding introductions to key people and short E&D training sessions (eg. AB&H, Implicit Bias) prior to lunch and add more regular welcome lunches, including training and introductions. <b>(November 2020)</b>  (Link to Action 6.2b)	<b>BR (SAT)</b>  HoAF SAT ASC	100% of all new starters complete mandatory training during probationary period by 2022  >75% of new starters, no gendered difference, find induction/welcome events useful (feedback/focus group)
p. 40, 55 & 69	<b>To ensure line managers are supported in managing their</b>	86%F:76%M AcaRes and 88%F:100%M PSS managers would like to	Leaflets containing useful information on a variety of HR policies have been	4.4a Create and deliver new line manager induction process for those new to DPAG and new to	<b>HR Manager (SAT)</b>  ASC (SAT)	100% of new line managers complete induction by 2022

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
Medium priority	<b>team and have the opportunity to develop their knowledge and practice</b>	<p>enhance their leadership and management skills.</p> <p>48%F:52%M Acares and 21%F:25%M PSS (2020) state that they have been given opportunities to develop their leadership experience in their current roles.</p> <p>Those new to managing staff and/or new to DPAG should be supported in this aim as early in their tenure as possible to ensure that all staff receive the best possible management support.</p>	<p>produced and circulated (APlan 2018).</p> <p>Information on leadership and management courses, workshops and resources shared with all staff via newsletter and intranet (APlan2018)</p> <p>ASC fed into initial UoO Line Manager's toolkit consultation</p>	<p>managing staff (<b>May 2021</b>) (Link to Action 5.1b)</p> <p>4.4b Roll-out new UoO Manager's Toolkit to all line managers (<b>August 2020</b>)</p>	<b>July 2020 and ongoing</b>	>80% of all managers, no gendered or role difference, report that they have been given opportunities to develop leadership experience in their current role (2024 survey)
p. 25, 38 & 41-42  Low priority	<b>Increase awareness of an transparency around regrading and reward and recognition (R&amp;R) schemes</b>	<p>In 2018, only 36%F:29%M AcaRes and 60%F:67%M PSS said they were clear about the process of regrading a post. We therefore promoted career progression and awareness has improved 47%F:61%M Acares and 76%F:67%M PSS 2020. Whilst regrading for AcaRes is broadly gender balanced, R&amp;R favours women (88%F). For PSS, there were 3F:4M(43%F)</p>	<p>Leaflet produced on career progression and available on intranet (APlan 2018).</p> <p>Promotion and progression outlined on a poster posted on all DPAG bathroom walls (APlan2018)</p> <p>Internal vacancies advertised in newsletter and posted onto noticeboards</p>	<p>4.5a Continue to communicate promotion and progression processes to all staff, including internal vacancies, R&amp;R, titular awards and regrading (<b>June 2020 onwards</b>)</p> <p>4.5b Provide line managers with promotion and progression guidance and encourage consideration at PDR (<b>November 2020 &amp; annually</b>)</p>	<b>HR Manager (SAT)</b>  ASC	<p>Awareness of promotion and progression opportunities improves to 76% (all staff, no gendered difference) in 2024 survey</p> <p>For PSS, improve %F R&amp;R awards and regrades to reflect gender of PSS population by 2024</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
		regrades and 5F:6M(45%F) R&R which is disproportionate to the population (61%F). Communication of career progression should therefore continue to be shared.		4.5c Communicate the disparity in PSS gender representation for R&R/regrades to PSS line managers and encourage F applications <b>(November 2020)</b>		(current population of 61%F would require at least 6F:4M awards and regrades 2020-2024)
p. 43-44 & 54-55  High priority	<b>Ensure that staff are aware of training and development opportunities and provide local training where an operational or common need is identified to increase engagement with training, particularly by men</b>	Although there is engagement with training, there is room for improvement, particularly amongst men. 264 PSS (64%F) and 343 (68%F) AcaRes completed UoO training 2017-2019. The new PDR system will allow for better recording and reporting of training needs, and that alongside polling of different staff groups will enable identification of more relevant courses.	PDR system introduced late 2019, therefore training reporting will commence 2020  PSS training survey undertaken in 2018 – feedback requested targeted events, including career development, E&D and mental health, delivered in-house where possible  In-house workshops run in 2018-2020 including mental ill-health in the workplace, AB&H, implicit bias, giving and receiving feedback, public engagement and responsible bystander - 137 (59%F) AcaRes and 100 (79%F) PSS attended 7 events	4.6a Poll each staff group to identify specific training needs and mode of delivery preference (to identify gendered differences) and implement actions to improve uptake (M). <b>(December 2020)</b>  4.6b Monitor training attendance and explore gendered differences through feedback and survey. <b>(April 2021 &amp; biannually)</b>  4.6c Produce biannual report from PDR system and use alongside staff survey feedback to monitor training needs and deliver appropriate training. <b>(August 2020 &amp; biannually)</b>	<b>BR (SAT CO (SAT)</b>  TCDWG	50%M engagement with UoO training by Jul 2022  PSS engage with 'Work Learn Develop' and gain a professional qualification (at least 1 attendee per year) 2021-2024  At least 4 workshops (topics according to identified need) held in-house per year 2021-2024 with >15 attendees (at least 45%M)



Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
			<p>Feedback received and analysed for all DPAG courses to feed into future events</p> <p>Courses advertised in newsletter and by email</p> <p>Training and development intranet page developed in 2020 to signpost staff to in-house courses, UoO training, online course and other development resources and advertised in newsletter</p>	<p>4.6d Develop and arrange local courses where possible, targeted at specific staff groups where appropriate <b>(August 2020 onwards)</b></p> <p>4.6e Create training section on intranet to promote training and development and share via newsletter and all-staff/targeted emails for specific roles where appropriate. <b>(June 2020 onwards)</b></p> <p>4.6f Promote 'Work Learn Develop' professional development and training programme to staff and their line managers to provide accredited, funded, training opportunities to support career development <b>(July 2020 &amp; termly)</b></p>		
p.45 & 56  Medium Priority	<b>Improve uptake of PDR among all staff as it is linked with development</b>	PDR was introduced in 2014, accompanied by on-site training. (90% academic:62% PSS PDR uptake, 83% academic:95% PSS found	Online PDR system launched October 2019 (APlan2018) and 1:1 training offered to all. PSS presentation on PDR at PSS coffee morning. All staff	4.7a Promote PDR through targeted emails, newsletter, poster, and at coffee mornings <b>(September 2020)</b>	<b>HR Manager (SAT)</b>  ASC (SAT)  CO (SAT)	PDR training with >50% uptake (no gender difference)

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
	<b>and career progression</b>	it useful). A significant decline was reported in 2018 and this trend continues in 2020 (56%F:60%M AcaRes and 61%F:78%M PSS PDR uptake, 81%F:77%M AcaRes and 80%F:33%M PSS found it useful). PDR is an HR led, process and the drop may reflect HR understaffing in 2017/18. As PDR is interlinked with training and development and career progression, this needs to improve.	PDR training sessions held in October (APlan2018)  PDR made mandatory for all staff 2019 (APlan2018)  PDR leaflet and how to guides produced and published on intranet (APlan2018)	4.7b Reinforce PDR for all staff and ensure all staff are offered one ( <b>September 2020</b> )  4.7c Arrange PDR training for all staff, including all line managers, with online training as an alternative, to ensure that PDR is effective and that training and progression opportunities are discussed ( <b>November 2020 &amp; biennially</b> )  4.7d If no improvement in take up or usefulness in 2022 survey, poll staff or focus group to find out why ( <b>September 2022</b> )		100% of staff offered a PDR by December 2020  95% of staff have a PDR and >80% find it useful, no gender difference, (2022 & 2024 surveys)
p.46 & 57  Medium priority	<b>To raise awareness of UoO mentoring schemes and their suitability for all staff groups and increase numbers signed up as mentors and mentees</b>	2018 and 2020 staff survey comments indicate that there is interest in mentoring but there is limited uptake of the MSD mentoring scheme by staff either as mentors (6F:2M AcaRes no PSS), or mentees (29F:9M AcaRes and no PSS) 2014-2019. Oxford Senior Women's Mentoring network	Mentoring Lunch and Learn event planned for 2019 (postponed due to COVID-19) to include talks from POD, MSD Mentoring Circles manager, and staff that have experienced mentoring both as mentors and mentees	4.8 Widely promote mentoring opportunities to all staff groups and find ways to encourage participation in UoO schemes, particularly by PSS and men ( <b>August 2020 onwards</b> )	<b>ASC (SAT)</b>  CO (SAT)  TCDWG	Increased number of participants to MSD scheme by 2023 (4F:4M AcaRes and 2F:2M PSS each year)  At least one DPAG attendee at Oxford Senior Women's Mentoring Network in 2021 and then in

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
		supports women into leadership roles. To date 1F DPAG academic has attended and would recommend it.				each cohort. (Linked to Action 4.1b)
p.47 Medium priority	<b>Increase access to career progression discussions and networking opportunities for AcaRes and students</b>	92%F:95%M AcaRes (2020) say they take time to plan for career development and comments suggest that staff and students value career progression advice and support. However, 72%F:79%M are clear about the opportunities available to them. As women appear less clear, we need to find alternative ways of sharing information that may appeal to women. We have a variety of visiting speakers who could share their experiences, as well as a diverse, successful Alumni and should utilise this resource for career talks. We also have a number of successful PIs whose knowledge would be invaluable to early career researchers and students.	Piloted access to visiting speakers by the Neuroscience group (APlan 2018)	<p>4.9a Request that select visiting speakers are available for informal discussions to discuss their career trajectory, work-life balance and challenges overcome and advertise widely (<b>May 2021 onwards</b>)</p> <p>4.9b Arrange talks by successful Alumni, with a focus on women, to share career path and advertise widely (<b>August 2021</b>)</p> <p>4.9c Set up talks by PIs for staff and students to share knowledge around fellowships, funding and career paths (<b>October 2021</b>)</p>	<p><b>NS (SAT)</b> <b>MR (SAT)</b></p> <p>AS Lead (SAT)</p> <p>TCDWG</p> <p>Seminar Organisers</p>	<p>&gt;80% academic staff, no gender difference, are clear about development opportunities (2022 &amp; 2024 staff survey)</p> <p>&gt;80% students, no gender difference, (62%F:75%M 2020) are clear about development opportunities (2022 &amp; 2024 student survey)</p> <p>2 visiting speakers per term (at least 1 woman per term) provide a career talk 2021-2024</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
p.47	<b>Provide targeted training and development talks under the 'Lunch and Learn' banner</b>	Staff state that they don't have time to attend full courses (8F:10M AcaRes and 3F:1M PSS) and the provision is not suitable (4F:7M AcaRes and 3F:3M PSS), alternatives are therefore required. A pilot 'lunch and learn' short session in 2019 was positively received in 2019 and will be expanded upon and replicated for other staff groups.	Piloted a Lunch and Learn fellowship event for Post-docs and students in 2019 with good attendance (15F:11M) and excellent feedback  Polled staff for ideas for Lunch and Learn topics	4.10a Consult staff and students for topics for Lunch & Learn events termly ( <b>Michaelmas term &amp; termly</b> )  4.10b Collate suggested topics and deliver those suitable for short sessions ( <b>Michaelmas term and termly</b> )  4.10c Plan Lunch and Learn programme and promote widely ( <b>Michaelmas term and termly</b> )	<b>AP (SAT)</b> <b>AS Lead (SAT)</b>  TCDWG  CO (SAT)	>15 attendees (gender-balanced) at each event with positive feedback attendance  Decrease in staff stating they don't attend training as they don't have time (<6 F/M) and a decrease in staff stating provision is not suitable (<5F/M) (2024 survey)
p.25, 28 & 52  High priority	<b>Support for women applying for early career fellowships</b>	There is gender disparity in fellowship applications (31%F:69%M) and, as research independence is an important criteria for career progression, we need to support our F AcaRes to apply for early career fellowships.	New	4.11a Record whether fellowship applications are internal or external to identify whether the gender disparity is linked to external approaches and review data to identify actions ( <b>September 2020 onwards</b> )  4.11b Advertise support for external fellowships on website to encourage female applicants that may not otherwise put	<b>NS (SAT)</b> <b>AS Lead (SAT)</b>  ResAT DMWG	Full gendered data on fellowship applications available from December 2020  Focus group with 5+ female AcaRes conducted by January 2021 and data shared with SAT  Actions defined by SAT by March 2021  Gender parity in fellowship

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
				<p>themselves forward. <b>(October 2020 onwards)</b></p> <p>4.11c Conduct a focus group with female AcaRes to examine reasons/obstacles for fewer F applicants. <b>(March 2021)</b></p> <p>4.11d Implement actions based on focus group feedback to support female fellowship applicants. <b>(April 2021)</b></p> <p>(Link to Actions and 4.12a-c)</p>		applications achieved by 2024
p.25, 28 & 52  High priority	<b>Strengthen strategic planning for fellowships and grants to support our Postdoctoral Researchers to attain academic independence</b>	Academic independence relies on achievement of independent research funding. Fellowship success rate is 25%F:23%M. To optimise fellowship funding success amongst post-docs, our Research Committee will focus on advance strategic planning for fellowships.	New	<p>4.12a Ensure strategic planning for fellowships and grants is a key focus of the Research Committee with an emphasis on women's success. <b>(September 2020)</b> (Link to Action 6.1e)</p> <p>4.12b Plan fellowship submissions one year in advance to ensure applicants receive full support to optimise</p>	<p><b>HoAF (SAT)</b></p> <p>NS (SAT) BR (SAT) ResAT Manager</p> <p>November 2020</p>	<p>Strategic planning for fellowships is included in Terms of Reference of Research Committee</p> <p>Fellowship success rate increases to 35%, no gender difference, by 2024</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
				<p>success. <b>(November 2020 onwards)</b></p> <p>4.12c Set up mentoring for applicants, alongside application review and mock interviews <b>(November 2020 onwards)</b></p> <p>(Link to Actions 4.11a-d and 4.13a-c)</p>		
<p>p.28 &amp; 53</p> <p>High Priority</p>	<p><b>To increase the proportion of women applying for research grants</b></p>	<p>Financial independence is vital for career progression in academia but only 29% of grant funding applications are submitted by women. This limits their eligibility for senior posts and titular awards. We need to identify barriers to research grant submissions by women and take action to support female applicants.</p>	<p>New</p>	<p>4.13a A focus group will be convened with F AcaRes (all levels) to understand what the reasons and barriers are to grant funding applications <b>(January 2021)</b></p> <p>4.13b Share data with SAT to identify actions to increase F grant applications, for example sharing data on applications and success rates to improve female confidence <b>(February 2021)</b></p> <p>4.13c Link with UoO research project considering this issue across the wider institution <b>(June 2020)</b></p>	<p><b>NS (SAT)</b> <b>AS Lead (SAT)</b></p>	<p>Focus group conducted with 5+ F AcaRes by January 2021</p> <p>Actions identified by SAT by June 2021</p> <p>Grant submissions increase to 40%F by 2024</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
				(Link to Actions 4.12a-c)		
p.53 High priority	<b>Enhance support provided for grant applications to improve success rates</b>	Grant applications represent a major time commitment both for AcaRes and ResAT. Grant funding success at £500K+ is 28%F:31%M. It is therefore important to improve the quality of applications whilst ensuring that researchers feel supported through the process.	New	4.14 Introduce a formal Peer Review process for grant applications to ensure consistent quality of applications ( <b>March 2021</b> )	<b>HoAF (SAT)</b>  NS (SAT) ResAT Manager	Success rates improve to 37%F:37%M by 2022

## 5 PROMOTE FAMILY FRIENDLY WORKING ENVIRONMENT

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
p.58-59 & 69  High priority	<b>Reduce barriers to, and stigma around, staff discussing maternity, paternity and SPL with line managers</b>	A 2015 maternity leave focus group revealed that participants felt uncomfortable discussing their leave and cover with their line managers. A 2019 focus group (APlan 2018) indicated that there had been some improvement but that some staff still felt awkward and information gaps remained. We need	Focus group held March 2019 for those taking maternity/paternity/SPL. 2xPSS (f), 2x Academic (f), 3x Postdoc (2f,1m), 1x Fellow (M) (APlan 2018)  Data reviewed and shared and actions taken. Leaflet and FAQs produced, published on intranet and publicised in Digest (APlan2015) leading to an	5.1a Ensure that information for those expecting a child remains current and includes health and safety advice, particularly for those working in laboratories. ( <b>September 2020 &amp; review annually</b> )  5.1b Provide information on maternity, paternity and shared parental leave policies as part of line	<b>AP (SAT)</b> <b>HR Manager (SAT)</b>  ResAT Manager ASC	2022 and 2024 focus groups report satisfaction with information provided and easier conversations with line managers (gender-balanced)  Knowledge of where to find information at >95% for all staff in 2022 and 2024

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
		to ensure that staff can access the information they need (eg. H&S information) whilst also ensuring that line managers are aware of policies and procedures, particularly in terms of funding, to reduce the potential difficulty in discussing the situation with staff.	overall improvement in knowledge of where to find information (74% 2018 to 95% 2020 - 97%F:97%M AcaRes/85%F:100%M PSS 2020)	<p>manager induction and share with existing line managers. <b>(May 2021)</b> (Link to Actions 4.4a and 5.2)</p> <p>5.1c Create funder guidance document for AcaRes to raise awareness of what different funders permit in terms of payment for parents' leave and cover during leave and ensure it is available to all grant holders. <b>(November 2020)</b></p> <p>5.1d Repeat focus group to gauge whether actions have been successful <b>(March 2022 and 2024)</b></p>		surveys, no gender difference
p.62 High priority	<b>To promote shared parental leave in order to improve gender equality in the workplace.</b>	APlan2015 recognised a need to promote what was then the new SPL policy. In 2018, data revealed that very few staff took SPL (6 2014-2018). In 2019 we widely promoted and explained SPL and, as a result, 97% of AcaRes and 100% PSS men know where to find into on SPL. In addition,	See actions taken for 5.1 above (APlan2018)  SPL promoted by video on video wall, on website and in Digest. SPL poster created and displayed in restrooms.	5.2 Continue promotion campaigns for SPL and ensure it is raised in HR discussions around pregnancy. <b>(September 2020 onwards)</b>  (Link to Action 5.1b)	<b>CO (SAT)</b>  HR Manager (SAT) ASC (SAT)	Continued high awareness (>85%) of SPL (2022 and 2024 staff survey), no gender difference  Increased uptake of SPL (6F:6M 2020-2024)



Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
		since the promotional activity HR have received 8 (3F:5M AcaRes) enquiries from staff about taking SPL. As this is vital to promote a culture change around childcare, we need to ensure that SPL continues to be promoted as an option for female and male employees.				
p.63 Low Priority	<b>Promote flexible working opportunities for staff and encourage those with caring responsibilities to apply for DPAG roles</b>	The 2014 staff survey revealed that only 26%F:25%M were aware of flexible working. We took action to promote flexible working and the 2020 survey suggests 89%F:94%M now know where to find this information and 74% AcaRes (no gender difference) and 66% PSS (81%F:50%M) work flexibly. To extend our family-friendly culture, and support work:life balance, we need to continue to promote this mode of working.	In 2016-17, flexible working was promoted at induction and added to the intranet (APlan2015).  In 2018 a 'family friendly' leaflet was created and shared both in print and via the intranet (APlan2018_).  Following the 2019 parents' focus group (APlan2018), this was supplemented by a FAQ leaflet and flexible working information was added to the 'Supporting our staff' pages of our website.	5.3a Further promote family friendly/flexible working opportunities to staff, including publishing case studies to demonstrate how it works in practice. <b>(February 2021)</b>  5.3b Ensure that opportunities for flexible working are clearly promoted within job advertisements and roles are advertised as suitable for part-time work where appropriate  5.3c Ensure that opportunities for working remotely are clearly promoted within job advertisements where appropriate	<b>BR (SAT)</b>  HR Manager (SAT) ASC (SAT) CO (SAT)	>80% AcaRes and >70% PSS work flexibly, gender balanced (2022 and 2024 surveys)  New starter focus group (Action 4.2e) shows that new starters were aware of flexible working opportunities during recruitment process

6 IMPROVE WORKPLACE ORGANISATION AND CULTURE

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
p.67  High Priority	<b>To improve transparency and representation in decision making within DPAG</b>	In 2014 43%F:55%M agreed that management and decision-making processes were clear. Despite activity to address this, in 2020 37% of staff (36%F:46%M AcaRes and 33%F:18%M PSS) agree decision-making processes are transparent. We need to de-mystify the decision-making process by sharing information where possible.	<p>Committee membership extended to students (APlan2015).</p> <p>Committee meeting dates advertised and minutes of key meetings consistently published on intranet and advertised in newsletter (APlan 2018).</p> <p>Monthly HoD statement in newsletter to share topical information (APlan2018).</p> <p>Academic and PSS coffee mornings introduced to share information from senior management and for networking.</p> <p>'Ask the HoD' session held at Academic and PSS coffee mornings and at Post-Doc Society meeting 2019.</p>	<p>6.1a Advertise committee meeting dates and share minutes on intranet and link from newsletter. <b>(May 2020 onwards)</b></p> <p>6.1b Pilot additional termly coffee mornings or annual 'Town Hall' style meeting for specific groups of staff and students, hosted by HoD. <b>(November 2020)</b></p> <p>6.1c Introduce termly HoD Q&amp;A sessions for all staff groups. <b>(Michaelmas term &amp; termly)</b></p> <p>6.1d Introduce an anonymous 'Ask the HoD' section of the newsletter (termly). <b>(Trinity term &amp; termly)</b></p> <p>6.1e Share decisions on research strategy taken by the Research Committee. <b>(Michaelmas terms and termly)</b> (Link to Action 4.12a)</p>	<p><b>AP (SAT)</b> <b>SC (SAT)</b></p> <p>HoAF HoD</p>	<p>Information on Board and committee membership, meeting dates , and minutes available on intranet for every meeting</p> <p>2024 staff survey shows increase in staff agreeing that decision making is transparent to 65% (gender-balanced)</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
p.70 Medium priority	<b>Reinforce DPAG's zero-tolerance policy on Bullying and Harassment (BH) to ensure that BH does not become the accepted culture, and ensure that everyone feels supported in dealing with BH</b>	A programme of interventions and activity from 2012-2016, showed a corresponding reduction in experiences of, and witnessing of, BH. The 2018 survey saw an upsurge (9 experiences (78%F) in 2016 to 18 experiences(83%F) in 2018). Staff also reported that they don't feel comfortable raising BH issues and only 2F reported BH to Harassment Advisors (HAs) 2016-2018. We took action to raise awareness of BH and support for those experiencing it. Numbers increased again (19 (58%F) 2020 survey and 3 (2F:1M) approaches to HAs since late 2019), possibly due to raised awareness. Whilst it remains a largely female issue, the numbers of men, stating that they have experienced BH has increased (3 in 2018 to 8 in 2020). We need to continue to raise	<p>HA details shared on intranet and in all bathrooms (APlan2015)</p> <p>&gt;50% HAs are female (APlan2015)</p> <p>Additional HAs recruited and trained. Now 6 HAs, including 3xPSS (3F), 2x Postdoc (1F,1M), 1 Academic (1M) (APlan2018)</p> <p>HA network created for mutual support (APlan2018)</p> <p>Mandatory BH and IB training introduced for staff. Bystander workshop held (APlan2018)</p> <p>Linked with Biochemistry Department to share details of HAs, providing a wider pool of people to approach</p>	<p>6.2a Ensure all staff complete mandatory BH training <b>(December 2020)</b></p> <p>6.2b Introduce mandatory BH training for all new staff and students during induction/probation <b>(September 2020)</b> (Link to Action 4.3)</p> <p>6.2c Monitor gendered aspects of those witnessing and experiencing BH and investigate rise experienced by men to identify reasons/trends and action accordingly <b>(2022 survey)</b></p> <p>6.2d Investigate anonymous reporting mechanism provide an alternative outlet for those experiencing or witnessing BH whilst enabling any BH trends to be spotted and addressed <b>(February 2021)</b></p>	<p>HoD (SAT)</p> <p>ASC (SAT)</p> <p>HR Manager (SAT)</p>	<p>&gt;85% of staff and students, gender-balanced, complete mandatory BH training by December 2020 (56% May 2020)</p> <p>100% new starters complete mandatory BH training during probation</p> <p>BH experienced and witnessed decreases by 50% for each gender by 2024 survey</p>

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
		awareness to ensure that everyone understands what BH is and how their behaviours impact on others.				
p.71-72 Low priority	<b>To ensure that women are well represented on key committees, but not overburdened</b>	Data hasn't routinely been collected on committee and citizenship workload but staff comment that women are overburdened with committee and pastoral roles. Initial data (2020 survey) doesn't suggest a gendered burden but we will capture and analyse this data annually. As citizenship forms part of eligibility for UoO promotion/progression, we will encourage under-represented groups to participate in internal and external committees to share workload, raise profile, and gain experience.	Added a question about committee roles to PDR and asked about committee and citizenship roles in 2020 staff survey (APlan 2018)  Committee meetings take place in core hours	6.3a Gather data about committee participation and citizenship roles at PDR and monitor annually for committee burden. <b>(October 2020 &amp; annually)</b>  6.3b If indicated, implement actions to address issues of burden including wider advertising of committee roles, role rotation (every 2-3 years), reduced number and duration of meetings. <b>(October 2020 &amp; annually)</b>  6.3c Ensure under-represented groups are supported to participate in key internal and external committees. <b>(March 2021)</b>	<b>AP (SAT)</b>  HR Manager (SAT)  ASC (SAT)	Actions implemented to ease gendered burden if indicated  Proportional representation on committees, internal and external, at 2022 and 2024 surveys  TP, TAP and URL panel feedback (Action 3.1F) shows that all applicants meet citizenship criteria by 2024
p.73 Low Priority	<b>Organise social activities in the department to ensure</b>	Since 2014 we have introduced a number of events for staff and students. 72%	Termly Happy Hour, hosted by student reps, garden party and away-day and	6.4a Run and support existing events and groups. <b>(May 2021 onwards)</b>	<b>ASC (SAT)</b>  Departmental Culture	>80% (gender balanced) of staff and students feel included in DPAG

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
	<b>accessibility to all staff and students</b>	(69%F:74%M) staff and 73% (55%F:94%M) students feel included in DPAG social and networking events. We need to vary our activities to encourage wider participation.	Newcomers Lunch introduced  Staff and students surveyed September 2019 for ideas of alternative events. Yoga, running-group and board-game group introduced, led by staff volunteers (2F:1M).	6.4b Deliver alternative events, at varying times, to provide opportunities for more staff and students, particularly women, to participate and network. <b>(March 2021 onwards)</b>	Working Group (DCWG)	social and networking activities by 2024 surveys
p.74 & 77  Medium priority	<b>Improve visibility of women in DPAG</b>	Due to our heritage, the images on our walls are predominantly male. To raise the visibility of women, we aim to supplement these images with images and narratives celebrating the contribution of women to DPAG.	Portraits of Professor Dame Kay Davies and Professor Dame Fran Ashcroft were commissioned for our foyer.	6.5a Call for nominations of key DPAG women to feature on our walls and website <b>(January &amp; June 2021)</b>  6.5b Ensure even gender split in promotional videos for departmental initiatives and stories to ensure female voices are prominent and proportionately represented <b>(June 2020 onwards)</b>  6.5c Publish internal and external news articles featuring women in DPAG across a wide range of roles <b>(June 2020 onwards)</b>	<b>CO (SAT)</b>  DCWG	10 additional images of DPAG women displayed by September 2022  Staff & student consultation 2022 & 2024 shows women feel represented at DPAG (first data collection points)

Page no. Priority	DPAG Objectives	Rationale	Action Taken	New Actions & Timeframe	Owned by/ Supported by	Success measures
				6.5d Ensure women are well represented as presenters of events and training opportunities, eg roundtables, workshops, etc ( <b>October 2020 onwards</b> )		
p.77-78 Medium Priority	<b>To recognise excellence in public engagement and encourage gender-balanced involvement in outreach</b>	42% of staff (44%F:39%M) are currently involved in outreach and, as public engagement is important both for grant funding and for demonstrating citizenship, we are keen to build on this. Surveys show that only 42% of staff (41%F:44%M (2018)) feel outreach activities are appropriately acknowledged. We need to go further to acknowledge the excellent PE that our staff, particularly women, are involved in.	<p>Outreach webpage created and outreach section added to newsletter (APlan2015)</p> <p>Outreach activities and successes celebrated in news articles and promoted in newsletter (APlan 2018)</p> <p>Outreach Working Group (OWG) created 2020 (APlan 2018)</p> <p>Public Engagement workshop and networking tea held in 2020</p>	<p>6.6a Recruit additional members to the OWG to increase representation and encourage participation in PE. (<b>December 2020</b>)</p> <p>6.6b Introduce annual DPAG Public Engagement prize to recognise outstanding achievement in outreach. (<b>May 2021 &amp; annually</b>)</p>	<b>Outreach Lead</b> CO OWG	<p>OWG numbers increased from 5 (3F:2M) to 8 members (4F:4M) by December 2020</p> <p>Perception that outreach is appropriately recognised increases to 75% (gender balanced) in 2024 staff survey</p> <p>55% of staff, gender-balanced, involved in outreach by 2022 and 60% by 2024</p>