



**Department of Physiology,
Anatomy and Genetics
(DPAG) Application**

Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	DPAG	Silver
Word limit	12,494	13,000
<i>Recommended word count</i>		
1. Letter of endorsement	477	500
2. Description of the department	369	500
3. Self-assessment process	877	1,000
4. Picture of the department	1,879	2,000
5. Supporting and advancing women's careers	7,460	6,500
6. Case studies	962	1,000
7. Further information	0	500
8. Additional 500 words granted for COVID-19	470	500

Name of institution	University of Oxford	
Department	Department of Physiology, Anatomy and Genetics (DPAG)	
Focus of department	STEMM	
Date of application	30 April 2020 (extension to 20 May 2020 due to strike action)	
Award Level	Silver	
Institution Athena SWAN award	Date: April 2017	Level: Bronze
Contact for application Must be based in the department	Sarah De Val	
Email	sarah.deval@dpag.ox.ac.uk	
Telephone		
Departmental website	www.dpag.ox.ac.uk	

Glossary

Abbreviations used in the application and action plan:

AcaRes	Academic and Research Staff – all non-PSS staff
AP	Associate Professor – usually a permanent, statutory position
APlan	Action Plan
APlan2013	Action from the 2013 Bronze Action Plan
APlan2015	Action from the 2015 Silver Action Plan
APlan2018	Action from the 2018 Silver Action Plan
AS	Athena SWAN
AS Lead	Athena SWAN Academic Lead
ASC	Athena SWAN Co-ordinator
ASSG	Athena SWAN Steering Group
BH	Bullying and Harassment
CO	Communications Officer
DGS	Director of Graduate Studies
DCWG	Departmental Culture Working Group
DL	Departmental Lecturer – DPAG award recognising exceptional service to the Department
DMWG	Data Monitoring Working Group
DPAG	Department of Physiology, Anatomy & Genetics
DPhil	Doctor of philosophy, equivalent to PhD
E&D	Equality and Diversity
EDU	Equality and Diversity Unit, University of Oxford
EJRA	University of Oxford Employer Justified Retirement Age for all staff at Grade 8 and above. The EJRA is set at the 30 September preceding an individual's 69 th birthday and aims to enable inter-generational fairness, improvements in diversity, and succession planning
EoFTC	End of Fixed Term Contract
FTC	Fixed Term Contract
GSA	Graduate Studies Administrator
HoAF	Head of Administration & Finance
HoD	Head of Department
HR	Human Resources
MSD	Medical Sciences Division
OEC	Open-ended contract
OxFEST	Oxford females in engineering, science and technology (Student society)
PDR	Personal Development Review
PI	Principal Investigator
PNTS	Prefer not to say
POD	People and Organisational Development – UoO's Training and Development team
Post-doc	Postdoctoral Researcher Assistant
PSS	Professional Services Staff – Administrative, support and teaching technician staff. Does not include research support or research technical roles (eg. laboratory assistants, research assistants and laboratory managers).
RA	Research Assistant

R&R	Reward and Recognition Scheme
ResAT	Research Administration Team
REF	Research Excellence Framework
RF	Research Facilitator
RoD	Recognition of Distinction Exercise
SAT	Self-Assessment Team
SDTA	Senior Doctoral Training Advisor
SiP	Staff in post
SP	Statutory (Full) Professor – permanent post to retirement
SPL	Shared Parental Leave
Students	Graduate students studying for a MSc or DPhil
TAP	Titular Associate Professor – title of Associate Professor awarded through a Conferment of Title process
TCDWG	Training and Career Development Working Group
TP	Titular Professor – title of Professor usually awarded through a Recognition of Distinction exercise (RoD)
UAS	University Administration and Services
UoO	University of Oxford
URL	University Research Lecturer - title of University Research Lecturer awarded through a Conferment of Title process

All staff data is as at 31 July 2019, by headcount.

All student data is as at 21 February 2020, by headcount.

Document redacted where data relates to personal information and/or identifies a non-staff member. Identifiable case studies and quotations are reproduced with the kind permission of contributors.

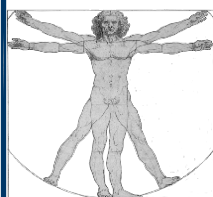
1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Silver: 500 words (477 words)

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

UNIVERSITY OF OXFORD



DEPARTMENT OF
**PHYSIOLOGY,
ANATOMY &
GENETICS**



Head of Department

David Paterson D.Phil D.Sc
Professor of Physiology
President-elect
The Physiological Society

Honorary Director

Burdon Sanderson Cardiac Science Centre
Sherrington Building, Parks Road
Oxford OX1 3PT, UK

Dr Ruth Gilligan

Associate Director – Equality Charters
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London. WC2A 3L

Ref. AS-DJP

21 May 2020

Dear Dr Gilligan,

As Head of Department and active member of our Athena SWAN (AS) team I am delighted to endorse this application for renewal of our Athena SWAN Silver Award. I can confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

The implementation and embedding of Athena SWAN principles has made a great contribution to achieving an ambition that I hold for the department: the career development and progression of women. This has been a priority of mine since I became Head of Department in 2016. During this time our efforts in regrading mid-career researchers has seen a gender balance at the most senior levels of research staff for the first time in our history. Further, following a year in which there were no female applicants for academic title, I personally identified and mentored four women to apply for title of Associate Professor, all of whom were successful.

In response to survey feedback in 2018, I have led an Anti-Bullying and Harassment awareness campaign. This highlighted our zero-tolerance stance, and engaged all staff in DPAG in discussion about this important topic. 83%F:94%M now agree that DPAG sets clear expectations of behaviour, and 100% staff will have completed training by 2021 (currently 100% of PIs, and 57% of all staff).

As an active member of our self-assessment team, I am particularly proud of our other notable achievements including:

- The introduction of a PSS coffee morning, led by our Head of Administration and Finance, to share information and provide a networking opportunity for our PSS colleagues
- A new PSS section within our departmental newsletter to raise the profile of individuals within our PSS team and the important roles they perform
- The significant review of our Senior Doctoral Training Advisor (SDTA) scheme, driven by our Director of Graduate Studies, improving the quality of support for our students
- Improvements to our induction programme, ensuring that all staff are supported when joining DPAG

Whilst we are pleased with our progress, our assessment for this application has identified some gaps in key career transition points for women, and indicated a lack of clarity around decision-making processes. Our action plan outlines the changes we will now be making to achieve our ambitions, with our primary focus on improving representation at the Professorial level. Alongside this we will expand support for women applying for fellowships and research grants, key requirements for career progression in academia. We will develop our new departmental strategy with a more mature governance model, including greater representation of all staff groups in departmental decision-making, and improved transparency and accountability as we face a challenging funding and resourcing landscape.

The combination of this ambitious action plan, our inspiring role models, and dynamic and well-integrated SAT, puts us in an excellent position to achieve our aims to support and develop women in DPAG.

Yours sincerely,



David J Paterson

PA: Sue tel +44(0)1865 272471 email: hod-pa@dpag.ox.ac.uk
+44 (0)1865 272500 (General Enquiries) 272430 (direct)
email david.paterson@dpag.ox.ac.uk <http://paterson.ox.ac.uk>

Oxford Anatomy and Physiology ranked #1 in the QS World University Rankings by subject 2017, 2018 & 2020

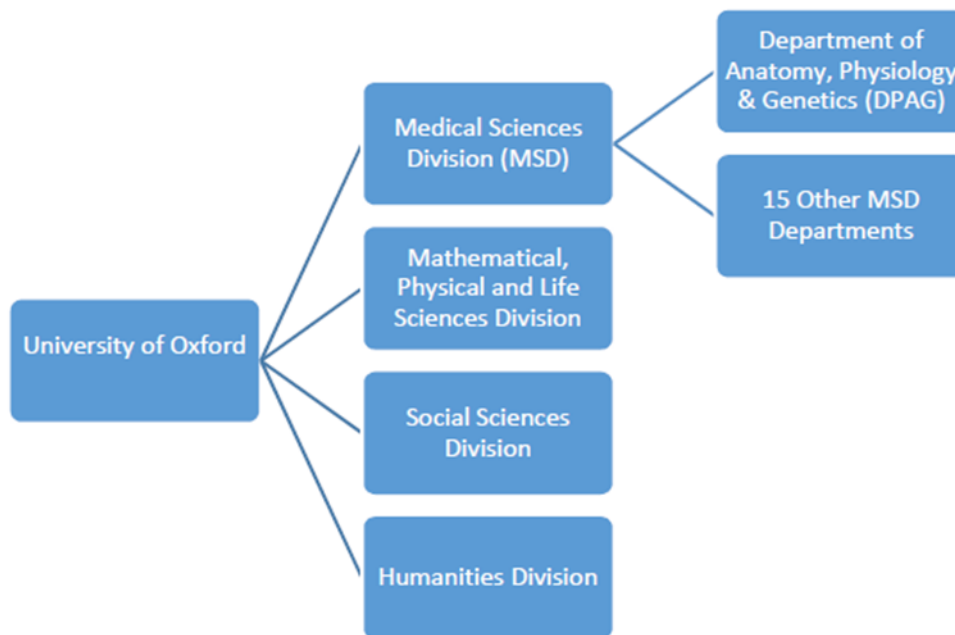
2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Silver: 500 words (369 words)

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Department of Physiology, Anatomy and Genetics (DPAG) is the largest pre-clinical department within the Medical Sciences Division. Our mission is to understand and integrate physiological processes in molecular, cellular and tissue systems that underpin translational medicine.

Figure 1. How DPAG fits into the structure at the University of Oxford



DPAG has 357 academic and research staff, graduate students and professional staff (Table 1) and 98% of our Research staff are on externally funded fixed term contracts (FTCs). DPAG undertakes 55% of the undergraduate Pre-clinical Medicine and Biomedical Science teaching but has no undergraduate students and does not carry out the administration or recruitment of undergraduates.

Table 1. Numbers of DPAG staff by category at 31 July 2019 and students at 21 February 2020

	F	M	Total
Academic and Research staff (AcaRes)	113 (51%)	108 (49%)	221
Professional Services staff (PSS)	27 (61%)	17 (39%)	44
Students (DPhil, MSc Res)	48 (52%)	44 (48%)	92
Total	188 (53%)	169 (47%)	357

Staff and students are distributed across three buildings, within walking distance, on South Parks Road campus (Figure 2), DPAG plans to consolidate its staff and students into two refurbished buildings. Fostering community across our dispersed sites is

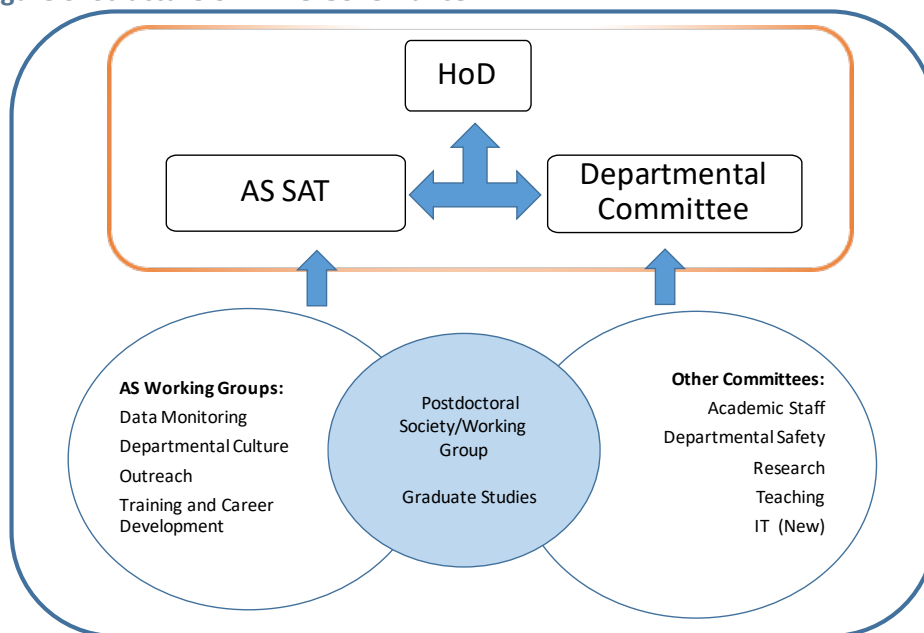
addressed through our regular Department seminar series, special seminars, all-DPAG Away Days and Garden Parties, annual Theme Days and ad-hoc social events which provide an opportunity for all DPAG staff and students to network and interact. These activities have led to an **increase in staff feeling integrated into DPAG (54% 2018 to 62% 2020)**. There is still more we can do and our Action Plan (APlan) will support this.

Figure 2. DPAG Buildings



DPAG’s governance structure is illustrated in Figure 3. Membership of these committees is outlined in section 5.6(iii).

Figure 3. Structure of DPAG Governance



DPAG is home to 48 research groups led by Principal Investigators (PIs) (42%F), each feeding into DPAG’s research strategy to develop our strengths and consolidate our world-leading position (ranked number one in the 2017, 2018 and 2020 QS World University Rankings by subject). These groups are organised into four Research Centres: Cardiac Science, Integrative Neuroscience, Integrative Physiology, and Neural Circuits and Behaviour.

DPAG operates at a deficit within a particularly difficult funding environment. Its research is predominantly charity-funded; a highly competitive and tightening market. In 2018/19, DPAG’s annual turnover was £27.0m, of which £15.3m was research income from around 70 funders. We anticipate that the post COVID-19 funding position will become even more challenging and are taking action to ensure financial sustainability in order to continue to recruit and retain a world-class team.

DPAG is multi-ethnic and diverse. We are proud that 95% of our staff feel able to be themselves at work.

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Silver: 1000 words (877 words)

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

Self-Assessment Team (SAT) Membership

The SAT was formed in November 2011. Membership is a combination of ex-officio roles (5F) to support delivery of the action plan (APlan2013), and volunteers (5F:6M) recruited by advertisement. (Table 2 and 3). Membership of the SAT is voluntary with roles rotated to ensure fair workload balance. The ex-officio members have formal responsibility for AS matters in their job descriptions.

The HoD and HoAF are members of the SAT, providing a direct link to Departmental leadership.

Table 2. Composition of the SAT by staff category and gender

Year	AcaRes		PSS		Student		Total	
	F	M	F	M	F	M	F	M
2013	5	4	1	1	2	1	8 57%	6 43%
2015	3	5	4	0	2	0	9 64%	5 36%
2018	5	3	6	1	0	1	11 69%	5 31%
2020	4	5	5	1	1	1	10 59%	7 41%








The increase in PSS representation shown in 2015 is as a result of post-May 2015 expansion of the scheme, alongside introduction of ex-officio roles (5F PSS).



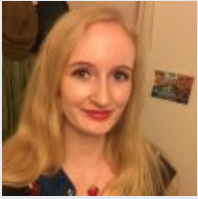

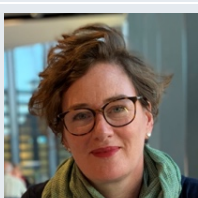
To increase male representation, in 2019 we gave AS-themed talks at a number of forums (including Academic Theme Days and PSS coffee morning), **leading to recruitment of 1F:3M AcaRes, and 1M PSS**. Vacancies are advertised in the weekly newsletter and at departmental meetings.

Action 1.1 Introduce a brief induction for SAT members to raise awareness of AS aims and the remit of SAT roles

Table 3. SAT Pen Pictures

	SAT Member	Job Role	SAT Role	Personal and Professional Background
	Sophia Bell Female	HR Manager Mental Health First Aider	Implementing induction and PDR processes, data collection <i>Ex-officio</i>	Special interest in tackling Bullying and Harassment.
	Vicky Bullett Female	PA to Head of Administration and Finance	Secretary to Committee, represents PSS <i>Ex-officio</i>	Redacted
	Helen Christian Female	Associate Professor	Director of Graduate Studies, collects and analyses student data	Redacted
	Louise Cotterell Female	Athena SWAN Co- ordinator (new post) Harassment Advisor	Data analysis, responsible for disseminating Athena SWAN- related information, monitors and implements the Action Plan <i>Ex-officio</i>	Keen to develop training and development opportunities for all.
	Steph Cragg Female	Professor and Group Leader	Represents research group leaders	Redacted

	Sarah De Val Female	Associate Professor Mental Health First Aider	Athena SWAN Academic Lead	Prior Athena SWAN experience in Oxford.
	Sean Nightingale Male	Computer Operations & Systems Manager	Responsible for IT systems and represents PSS	Redacted
	Konstantinos Klaourakis Male	DPhil Student	Student representative	Interested in supporting equality and tackling bullying in the workplace.
	Adam Packer Male	Wellcome Trust Sir Henry Dale Fellow	Represents Academic Fellows	Redacted
	David Paterson Male	Head of Department Professor in Cardiovascular Physiology	Head of Department/ Budget Holder	HoD since October 2016.
	Mark Richards Male	Postdoctoral Research Assistant	Postdoctoral representative	Redacted
	Brent Ryan Male	Postdoctoral Research Assistant Harassment Advisor	Postdoctoral representative	Keen to promote equal opportunities.

	Aashika Sekar Female	DPhil Student	Graduate Student representative	Interested in understanding the working of AS to bring equality in the workplace.
	Nicola Smart Female	BHF Senior Research Fellow	Academic representative	Passionate about supporting equality.
	Talitha Smith Female	Communications Officer	Responsible for AS Communications <i>Ex-officio</i>	Redacted
	Shankar Srinivas Male	Professor of Developmental Biology Wellcome Trust Senior Investigator	Academic lead for Outreach	Redacted
	Sally Vine Female	Head of Administration and Finance (HoAF)	PSS representative and provides oversight of the Action Plan <i>Ex-officio</i>	Redacted
The departmental SAT, has been advised and assisted by:				
Katherine Corr	Athena SWAN Advisor and Facilitator, MSD			
Sally Baden	Gender Equality and Athena SWAN Policy Adviser, UoO			

(ii) an account of the self-assessment process

Athena SWAN SAT

DPAG received an AS Bronze award in April 2013 and achieved AS Silver status in 2015. In January 2017, Associate Professor (AP) Helen Christian took on the AS Lead role and led the application for AS Silver renewal in November 2018. AP Sarah De Val was nominated by the HoD as the AS Lead-in-waiting in August 2018 with an extensive handover prior to taking on the role in January 2019.

Action 1.2 Introduce protocol for change of AS Lead to include early advertising, role-shadowing, and retention of previous AS Lead on SAT for 6 months to ensure continuity

To embed AS across DPAG, the HoD appointed an AS Co-ordinator (ASC) in 2018. This role supports existing resources, implements and monitors the APlan, and co-ordinates AS applications. The ASC benefits from termly meetings with UoO ASCs and E&D specialists, sharing best practice and lessons learned.

The SAT meets quarterly to monitor progress against the APlan, discuss data and feedback, and identify initiatives. The MSD AS Advisor is invited to each meeting.

Consultation

AS actions and impact are identified through staff and student consultation (Table 4) and results feed into Departmental decision-making. Although the 2020 staff survey was well advertised, (e.g. DPAG newsletter, video-wall, email reminders from HoD, HoAF and ASC), the response rate was 67% (2018:76%). Whilst higher than the MSD average (52%), reduced response may be due to survey fatigue. The beginning of the COVID-19 pandemic unfortunately also coincided with the survey, likely affecting our ability to raise survey awareness. The significantly improved student response rate (2018:24% to 2020:72%) is, due to their strong relationship the GSA, alongside our previous AS Lead's new role as DGS where she reinforces the importance of feedback.

To close the feedback loop, we present and circulate comprehensive survey reports, communicating our response to feedback, and incorporate actions and impact into wider AS communications to maintain AS awareness (APlan2018).

Action 1.3 Present survey feedback, and DPAG's response, to staff and students and provide updates in ongoing communications

We undertake focus groups in key areas identified for improvement, eg. induction, parental leave to identify actions and share with appropriate teams to take forward. For example, **all staff now receive a day one, one-to-one HR induction, and IT induction**, as a result of 2019 new starter focus group feedback.

Action 1.4a-b Continue planned staff and student consultation as per Table 4, and in response to emerging issues

Table 4. Staff and student consultation

Consultation	Details	Conducted	Response Rate	Planned
Staff survey	Anonymous survey comprising multiple choice and free text questions (DPAG staff)	2012	139/248 - 56% 69F (50%) 60M (43%) 10 PNTS	2022 2024
		2014	286/461 (including students) – 62% 145F (51%) 141M (49%)	
		2016	211/299 - 70% 118F (56%) 83M (39%) 1 other/8 PNTS	
		2018	227/298 - 76% 109F (52%) 98M (43%) 20 PNTS	
		2020	177/263 – 67% 90F (51%) 75M (42%) 1 Other/11 PNTS	
Student survey (2018 numbers included affiliate students and 2020 DPAG only students)	Anonymous survey comprising multiple choice and free text questions (DPAG students)	2012 2014 2016	<i>Included within staff survey 2012-16</i>	2021 2022 2023 2024
		2018	38/158 - 24% 15F (39%) 22M (58%) 1 PNTS	
		2020	66/92 – 72% 38F (58%) 26M (39%) 2 PNTS	
PSS training survey	Anonymous survey comprising multiple choice and free text questions (DPAG PSS)	2018	24/69 - 34% (gender split not available)	TBC
Workload survey	Anonymous survey comprising multiple-choice questions (DPAG staff)	2016	152 responses 86F (57%) 66M (43%)	2021 survey/ focus group
Departmental Away-day feedback survey	Anonymous survey multiple choice and free text questions (DPAG staff & students)	2017	100/239 - 42% 65F (65%)	2020
		2018	33M (33%) 2 PNTS 100/177 - 57% 61F (61%) 39M (39%)	

New Starter focus group	Focus group to discuss welcome /induction (DPAG staff)	2019	1M/2F post-doc, 2F PSS	2022
Parents focus group	Focus group session to discuss maternity, paternity and SPL leave and return to work experiences (DPAG staff)	2015 2019	5 post-doc 3F Academic, 2F/1M post-doc, 2F PSS	2022 2024
Grant writing support focus group	Three independent discussions with recent grant applicants (DPAG staff)	2018	N/A	2022
Events and Comms Survey	Anonymous short survey to gauge views on DPAG events and communications (DPAG staff and students)	2019	92 (25% of staff/students) Demographic data not collected	2021

SAT Communication of progress

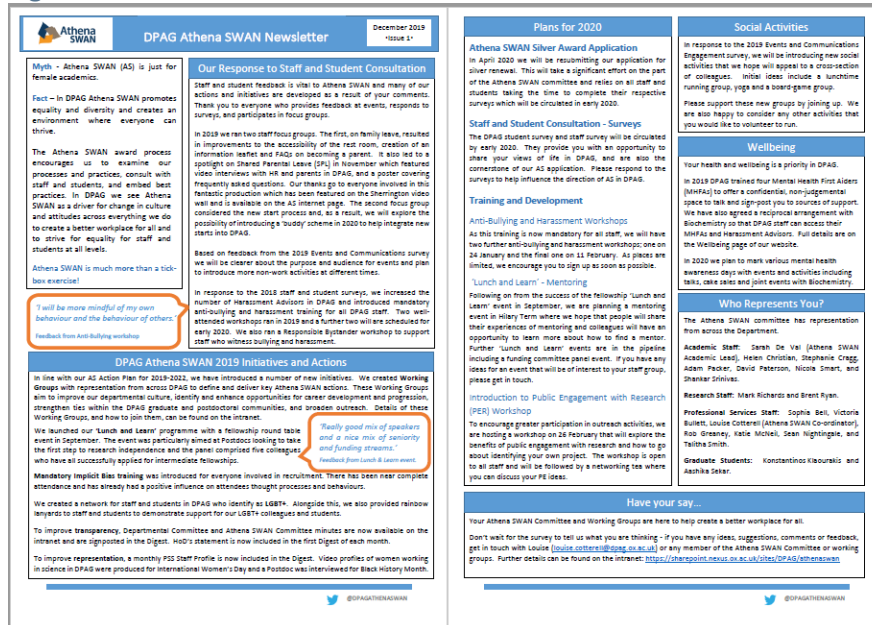
AS is a standing agenda item for the Departmental and Academic Staff committees, and at monthly PSS Coffee Mornings.

The AS Lead gives talks at Departmental Away-Days, Research Theme Days, PSS Coffee Mornings, Graduate Society and Postdoctoral Society meetings, as well as talks for MSD and UoO, including an OxFEST event 'Promoting Gender Equality in Research and Innovation' in October 2018.

A new AS communications strategy, promotes our aims and initiatives (APlan2018) (Section 5.6(i)).

In 2019 we introduced an annual AS Newsletter (Figure 4) summarising actions taken and future plans (APlan2018). Anecdotal feedback was positive and we will continue to assess its success. **As a result of our communications strategy, 90% of staff and 88% of students (first data point) report that they have an awareness of AS.**

Figure 4. DPAG Athena SWAN Newsletter 2019



Preparation for the AS Silver Application 2020

The SAT convened a Data Monitoring Working Group (DMWG) in 2019 (APlan2018) to ensure that AS-related data is reviewed annually enabling trends/issues to be identified and the APlan updated.

In preparation for the application, we increased the frequency of DMWG and SAT meetings to review data and discuss findings. SAT members took an active role in application review and MSD's AS Advisor reviewed the document at key stages, whilst assisting with data analysis. UoO's Gender Equality and Athena SWAN Policy Adviser, and an experienced MSD AS Facilitator, reviewed a full draft and provided guidance.

(iii) plans for the future of the self-assessment team

The SAT will continue to meet quarterly and will ensure continued gender and role representation within its membership through role rotation and advertising of vacancies.

Action 1.5 Advertise SAT vacancies widely, targeted as appropriate, to maintain a broad, representative membership

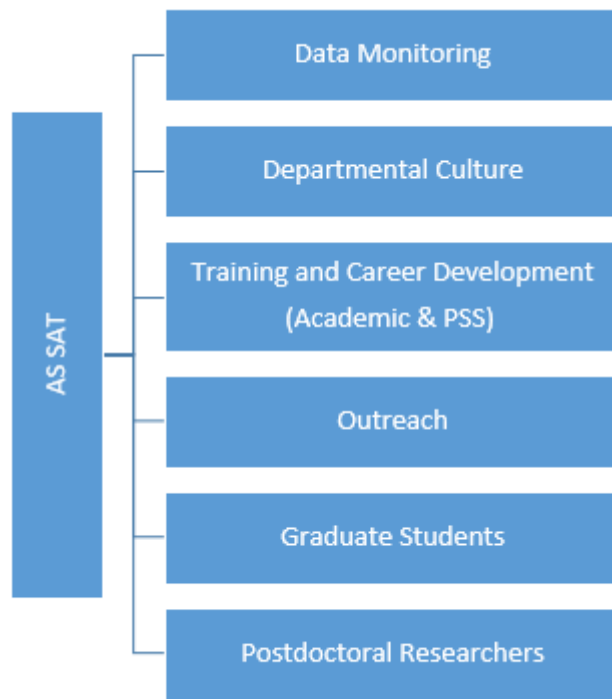
In 2020, the HR Manager's job description was revised to include responsibility for the development and delivery of DPAG's E&D strategy, including fulfilment of the current APlan, implementation of new initiatives, provision of data, and taking an active role in Divisional E&D activities. To ensure that AS is embedded in DPAG at all levels, the HR Manager will strengthen links with Departmental and MSD decision-making bodies.

Action 1.6a HR Manager appointed as a member of the Departmental Committee

Action 1.6b HR Manager links with MSD AS/E&D committees to take an active role in divisional E&D activities

The SAT will monitor implementation of the APlan and evaluate impact. Working groups (WGs), introduced in 2019 (APlan2018), each focus on specific areas (Figure 5) and will enable wider involvement in delivering EDI, enhancing transparency, and sharing workload.

Figure 5. Athena SWAN Working Groups



All progress against the APlan will be shared directly with staff and students and our recently implemented data review schedule will continue to inform our action planning.

Action 1.7a-f Share 2020 application and action plan, SAT minutes, and continue annual AS newsletter to share updates with staff and students

Action 1.8a-c Continue annual data monitoring to reinforce data collection, ensure data is robust, identify gendered trends/issues and take action

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Silver: 2000 words (1879 words)

Student data

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses
N/A
- (ii) Numbers of undergraduate students by gender
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.
N/A
- (iii) Numbers of men and women on postgraduate taught degrees
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.
N/A
- (iv) Numbers of men and women on postgraduate research degrees
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

ACHIEVEMENTS

- Introduced mandatory Recruitment and Selection and Implicit Bias training for student admissions panellists in 2018 with 100% compliance
- Improved signposting of funding sources to supervisors and offer holders (APlan2018) and achieved gender-balanced intake 2019

DPAG offers a three-year DPhil degree and a one-year MSc degree, both in Physiology, Anatomy and Genetics. 6 (3F/3M) students have studied for an MSc, and 85 (44F:41M) for a DPhil (2016-2019). 70% are home/EU students and 30% overseas (HESA 34%). We have no part-time students. Part-time study requests would be accommodated. The Director of Graduate Studies (DGS) is a former AS Lead and remains a key member of the SAT, and a member of the Data Monitoring Working Group (DMWG).

Applications

The student admission panel in DPAG is gender-balanced. The DGS introduced mandatory Recruitment and Selection, and Implicit Bias training for panellists in 2018 (100% compliance). We have achieved **gender-balance in applications and shortlisting** (Table 5).

Acceptance rates

Admissions data shows that there is overall **gender-balance in offers and acceptances** (Table 5).

Table 5. Gender profile for MSc and DPhil student entry to DPAG 2016-2019 (MSc and DPhil assessed and interviewed within one process)

	2016		2017		2018		2019		AVERAGE		MSD	
	F	M	F	M	F	M	F	M	F	M	F	M
Applications	20 40%	30 60%	26 46%	30 54%	32 52%	30 48%	31 53%	28 47%	27 48%	30 52%	3394 56%	2696 44%
Interviewed	17 44%	22 56%	19 46%	22 54%	25 50%	25 50%	27 55%	22 45%	22 49%	23 51%	Not available	
Offers	9 39%	14 61%	14 45%	17 55%	16 50%	16 50%	18 53%	16 47%	14 47%	16 53%	945 54%	795 46%
Acceptance	6 46%	7 54%	13 43%	17 57%	14 67%	7 33%	14 52%	13 48%	12 52%	11 48%	649 51%	612 49%
Application to Offer Rate	45%	47%	54%	57%	50%	53%	58%	57%	52%	54%	28%	29%
Offer to Acceptance	67%	50%	93%	100%	88%	44%	78%	81%	82%	69%	69%	77%

The 2018 imbalance (67%F:33%M) suggested the need for monitoring and action. We record reasons for applicants not accepting an offer (Table 6) and, in 2018 more male students accepted funded studentships at other universities. To mitigate this, **we improved signposting of funding sources to supervisors and offer holders (APlan2018). The 2019 intake was gender-balanced.** We will connect with potential students post-offer to further improve acceptance rates, particularly amongst men.

Action 2.1a Increase post-offer communication with applicants to improve uptake of offers, particularly male

Table 6: Reason for rejecting DPhil offer (no MSc offers rejected)

Reason for rejecting offer of a DPhil place	2016		2017		2018		2019		Total	%F
	F	M	F	M	F	M	F	M		
Funding not secured by start of course	0	1	0	0	0	1	1	2	5	20%
Accepted funded place at another institution	3	5	1	0	2	7	3	1	22	41%
Supervisor moved to another department	0	0	0	0	0	1	0	0	1	100%

We surveyed current students to establish what had influenced their decision to choose DPAG. Reasons included **supervisor reputation, support through the application procedure, and positive experience and welcome at interviews.**

2.1b Survey each student cohort to better understand reasons for student acceptance and record reasons for rejection of offers to enable prompt action to be taken should gender disparity occur

On Course Data

Our 52%F student profile demonstrates good gender-balance. HESA data for Russell Group Universities indicate that, nationally, Anatomy and Physiology postgraduates are 59%F (2018/19). Our largest feeder course, UoO's Neuroscience MSc, is 46%F which probably accounts for our slight divergence from national average. To maintain gender-balance at all admissions stages:

Action 2.1c **Review student data annually, including admissions, rejections, withdrawals and completion rates to ensure there are no gendered issues, compare to national average and adjust actions as appropriate**

Completion data

Student progress is recorded termly and the DGS meets with students in advance to emphasise deadlines. The DGS is alerted to any concerns and the GSA is in regular contact with students. DPAG internal milestones are: Sherrington Poster Day (end of 1st year) and Sherrington Talks (end of 2nd year). These presentations provide opportunity for valuable feedback on research ahead of transfer/confirmation of status vivas.

As a result of this rigorous monitoring and support, 4-year submission rates are 95%F:88%M and all except 3M submitted their thesis (Table 7). Reasons for withdrawal include Redacted.

Table 7. Completion data of DPAG students who entered in 2012-2015

Cohort	Number of students admitted		Withdrawal		Number of students submitted in 4 years		% Students submitted in 4 years		Number of Students submitted in > 4 years	
	F	M	F	M	F	M	F	M	F	M
2012-13	10	19	0	1	10	16	100%	84%	0	2
2013-14	10	14	0	0	10	14	100%	100%	0	0
2014-15	16	12	0	1	15	10	94%	83%	1	1
2015-16	8	7	0	1	7	6	88%	86%	1	0
Total	44	52	0	3	42	46	95%	88%	2	3
	46%	54%	0%	6%					4%	6%
Average	11	13	0	0.75	10.5	11.5	95%	88%	0.5	0.75

- (v) **Progression pipeline between undergraduate and postgraduate student levels**
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

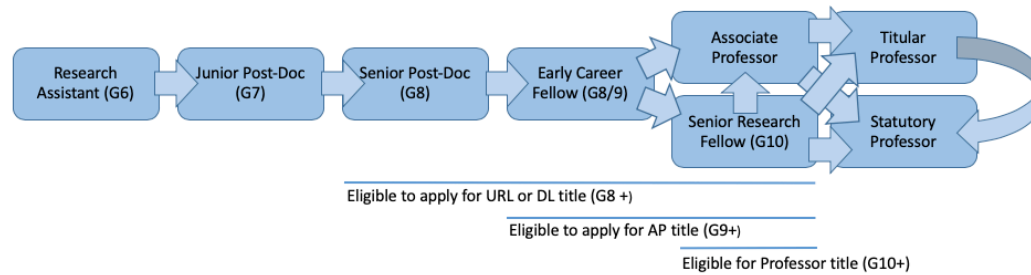
As DPAG does not have an undergraduate programme, there is no direct pipeline. Student applications come from undergraduate biomedical sciences (BSc, MSc) backgrounds but also from medicine, maths and engineering.

4.1. Academic and research staff data

- (i) **Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only**
Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

DPAG Academic Career Pipeline

Figure 6. Typical DPAG career pipeline



DPhil/PhD graduates pursuing an academic career typically undertake a Junior Postdoctoral (post-doc) position (G7). G6 Research Assistants (RAs) may complete a DPhil to transition to Junior post-doc, or may have a DPhil and use the RA role to gain experience. The transition from Junior to Senior post-doc (G8) requires increased responsibility, including supervision of others, and often the acquisition of independent funding. Grades 6 to 9 are usually fixed-term positions due to reliance on external grant funding. Career advancement is often through moving to other departments or institutions. Senior post-docs that meet eligibility criteria may apply for the title of University Research Lecturer (URL) or Departmental Lecturer (DL). G9 Early Career Fellows are expected to hold independent funding, be recognised within their field, and can apply for conferment of title of Associate Professor (TAP).

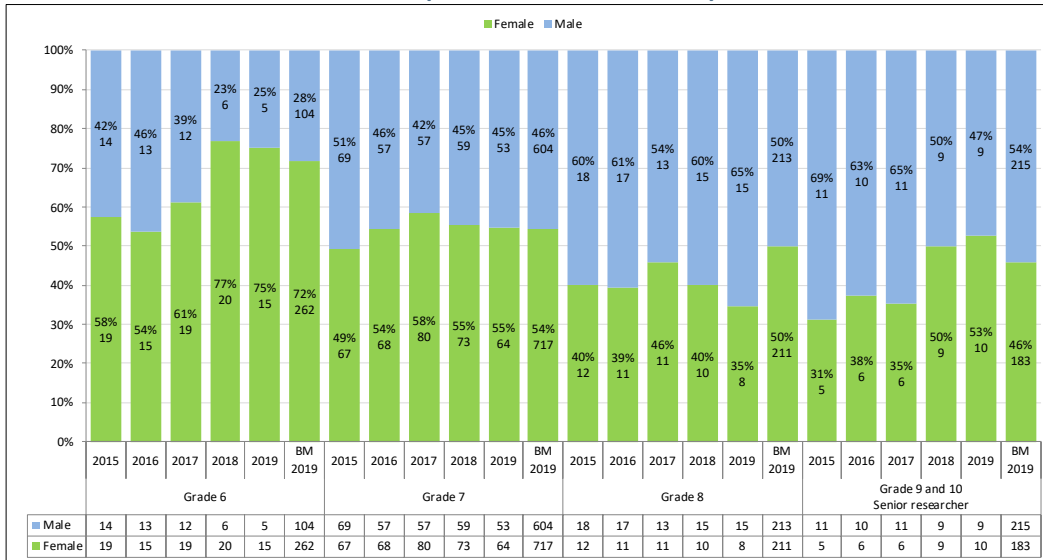
At G10, Senior Research Fellows and Associate Professors (APs) are expected to have a substantial reputation in their field and lead a significant research programme. Staff at G9 and G10 are sought from an international field. Internal progression occurs as described in section 5.1 (iii). APs and Statutory Professors (SPs) are permanent roles and turnover at these levels is low.

Whilst DPAG has staff with clinical duties, their DPAG roles are exclusively pre-clinical. All clinical-related staff have been grouped according to their DPAG research role as we have no input into the clinical career pipeline. Clinical Training Fellows/Lecturers join DPAG for a particular research project under the supervision of a PI during their medical training. They then return to medical training until qualified. They may choose to take an academic route, a clinical route, or a combination of the two. For example, 1M Senior Clinical Researcher (equivalent to Grade 10 Researcher) returned to DPAG at 0.6FTE in 2015 to undertake his own research programme and was appointed to an AP position in late 2019.

Staff in Post

At Grade 6 (G6) the %F increased from 58%F 2015 to 75%F 2019 (Chart 1). In 2017, the departure of 7M (related to relocation of a research group) and recruitment of 8F:1M led to this predominance of women. As this is consistent with MSD (72%F), it is likely that the previous higher %M may have been the outlier. However, we will investigate why a higher %F apply to G6 roles (**Action 3.4a**, section 5.1(i)).

Chart 1. Research Staff 2015-2019 (BM is MSD benchmark)

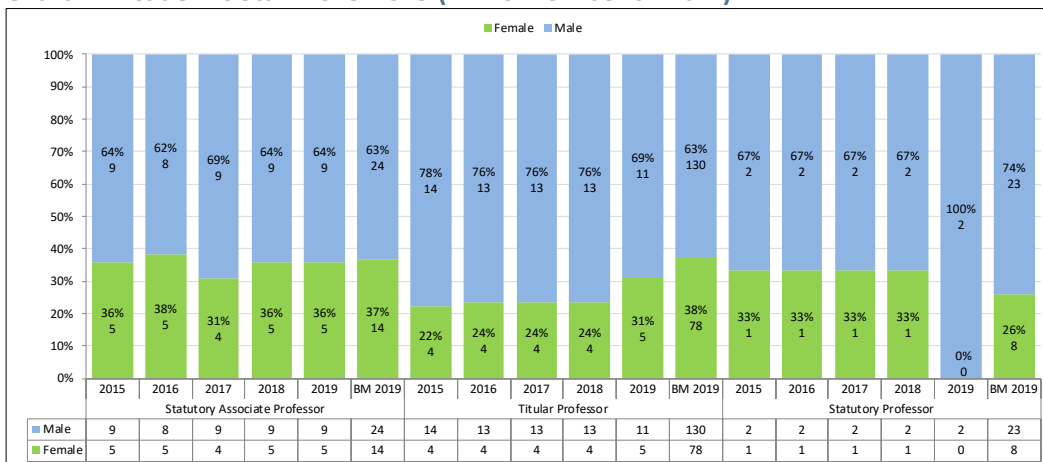


The proportion of women at Grade 7 (G7) has remained relatively stable since 2016 and is consistent with MSD (55%DPAG:54%MSD). 2017-19, **3F:3M were regraded from G6 to G7 and 3F:2M from G7 to G8**. Regrading will continue to be widely promoted (**Action 4.5a-b**, section 5.1(iii)).

Grade 8 (G8) remains a challenging transition point and numbers of staff at this level have reduced from 30 to 23 (2015-2019) due to reduction in funded posts. We achieved 46% in 2017 and **3F were subsequently regraded to Grade 9 (G9) following award of independent fellowships**. Given the strong pipeline, our proposed actions (Section 5.3(v) **Action 4.11-4.12**) to aid women in obtaining fellowships will bolster the numbers of women at these grades and a new annual Departmental Lecturer award scheme will further support progression (Section 5.1(iii)).

At G9 and above, there was **gender-balance for the first time in 2018**. Whilst partially explained by a decrease in males (11M:2015 to 9M:2019), there has been a comparatively greater **increase in females** (5F:2015 to 10F:2019). This was achieved by a combination of direct appointment of a female fellow at G10, and internal promotion of 3F regraded to G9 (2017-19).

Chart 2. Academic Staff 2015-2019 (BM is MSD benchmark)



Across all categories, statutory Professor (SP), titular Professor (TP) and statutory Associate Professor (AP), 31% of DPAG professors are female (Chart 2). Although higher than the 24%F national average for Anatomy and Physiology (HESA), this is lower than our %F researchers (51%). Recruiting and promoting women to senior positions is a focus of our APlan (Section 5.1(i) **Actions 3.4b-g** and Section 5.1(iii) **Actions 3.1a-f**) to achieve gender-balance.

APs, classed as Professors at other institutions, are on tenured contracts with UoO. The **proportion of female APs is 36%** (MSD:37%).

TPs are usually awarded through the Recognition of Distinction (RoD) exercise (Section 5.1 (iii)). DPAG currently has 16 TPs (31%F) (MSD:38%F). Action to encourage female applications to Titular Associate Professor (TAP) was successful in 2018, providing a pool of potential TPs who will be supported to apply through **Actions 3.1a-f**.

Redacted Two SP, with the aim of at least one woman, will be appointed in the next four years (**Actions 3.4b-g, and 4.1a**, Section 4.1(iii) and 5.1(i)).

SILVER APPLICATIONS ONLY

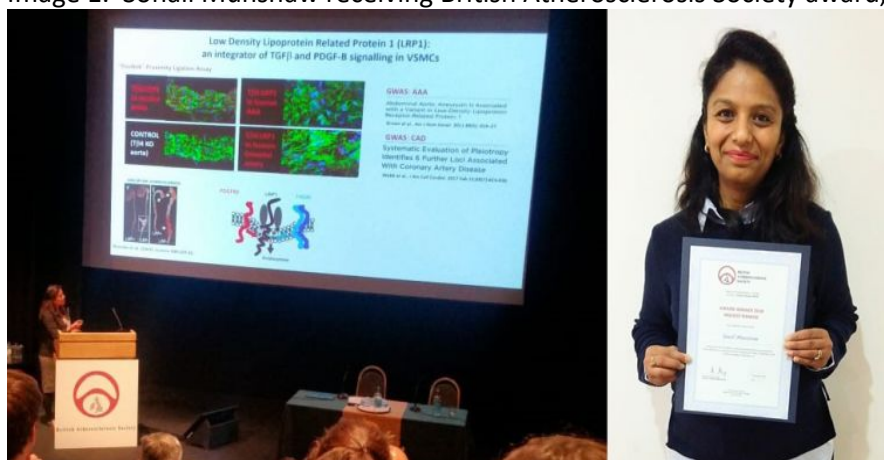
Where relevant, comment on the transition of technical staff to academic roles.

Although not a standard route to progression, DPAG supports technical staff that express an interest in transitioning to an academic role (see Case Study).

Mini Case Study – Transition to Academic Career (F)

I was employed in Nicola Smart's group as a RA. I spoke to Nicola about my aspiration to study for a DPhil. For a year she supported me in positioning my work and helping me develop my CV for the graduate admissions round in January 2018. This included presenting my work at external meetings, which permitted me to be shortlisted for, and then awarded, the British Atherosclerosis Society highest rated abstract prize (Image 1). I was successful in gaining a place on the DPAG DPhil programme in 2018 and was awarded the only DPAG-sponsored MRC studentship place.

Image 1. Sonali Munshaw receiving British Atherosclerosis Society award, 2018



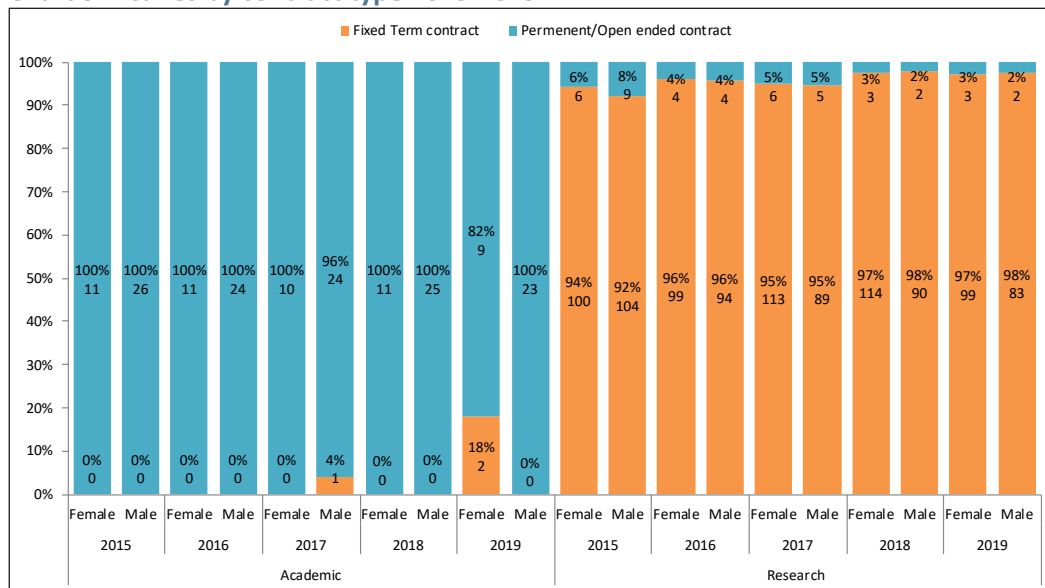
(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

No DPAG staff are on zero-hour contracts. 100% of eligible Academic staff have permanent contracts (OEC) (Chart 3), comparing favourably with MSD (74%F:78%M) and nationally (86%F:91%M – HESA data for Physiology and Anatomy). **Redacted**.

The majority of research staff are on FTCs linked to external grant funding (97%F:98%M), no gender-bias (MSD 92%F:93%M).

Chart 3. AcaRes by contract type 2015-2019



DPAG follows a set UoO policy for end of FTC (EoFTC), with one-to-one HR support through the process. As EoFTC can be an anxious time, with staff feeling ‘unsettled’ we will clarify EoFTC processes:

Action 3.2a Prepare and publish guidance on Fixed Term Contracts to improve clarity around what they mean in practice

Staff are retained in DPAG where funding is available. In exceptional circumstances, applications for bridge-funding may be made to UoO’s Medical Research Fund which can provide vital assistance for individuals awaiting grant decisions. Since 2015 3F:2M (60%F) were bridged. Wherever possible, HR facilitate transfers to other UoO roles (1F:2M post-docs were transferred to other departments July-December 2019 (first data point)).

As mobility is important for career progression within academia, we will support staff in timely planning for their next step (**Actions 3.2b, 4.1b and 4.1c**):

Action 3.2b Introduce career conversations for Researchers for career planning and preparation for EoFTC

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Data Collection

The DMWG reviews leaver data on an annual basis and reports trends to the SAT for action-planning (APlan2018). A 2018 review revealed a lack of detail in our leaver data and HR revised the process to improve data collection. Although much improved, there are still data gaps and inconsistencies that we will address:

Action 3.3a **Develop consistent approach to collection and entry of leaver data**

Action 3.3b **Review leaver data (report & extracts from leaver questionnaires) on an annual basis to ensure that quality data is being recorded and trends can be identified. Revise data collection if appropriate and feedback trends to SAT for action-planning**

Leavers by Grade

The majority of AcaRes leavers were at Grades 6-8, (99%F:93%M). These posts are generally FTCs and, given our staff profile, this ratio is as expected. There are no discernible gendered issues at this level (Table 8).

Academic turnover is low. At G9+, the numbers are small but men make up a greater proportion of leavers (1%F:7%M), partly explained by staff ratio (34%F:66%M), but also signalling that men at this level are more mobile. Our actions to support women in gaining fellowships, grant funding, and senior positions will improve their profile for OECs at DPAG or elsewhere (Sections 5.1(i)-5.3(v) **Actions 3.1, 3.4, 4.1, 4.11, 4.12 and 4.13**).

Table 8. AcaRes leavers by gender (2015-2019)

	F	M
Grade 6	10 12%	9 8%
Grade 7 and Junior Clinical Researcher	67 82%	81 74%
Grade 8	4 5%	13 12%
Research Grade 9 & 10 & Senior clinical roles	0 0%	4 4%
Associate Professor	1 1%	0 0%
Titular Professor	0 0%	3 3%
TOTAL	82 43%	110 57%

Leaver Reasons

Leaver reasons were recorded for 97% AcaRes (Table 9). However, the categories are limited and self-selected and may therefore not be precise (**Action 3.3a**).

There are no significant gender differences and these results align with MSD. The majority of staff leave at EoFTC (43%F:38%M), or to move onto another role (35%F:46%M). Further investigation reveals that 11F:15M choosing 'EoFTC' went onto another AcaRes role. More women leave to pursue further study (5%F:1%M) (MSD 6%:5%). At G6 (2F:1M), this may be for career progression reasons as a PhD is required to progress to G7.

There is a parity in those leaving for personal reasons (7%F:8%M).

Table 9. AcaRes leaver reason by gender (2015-2019)

	F	M
Resignation	4 5%	1 1%
Another role	29 35%	51 46%
Personal reasons	6 7%	9 8%
EOFTC	35 43%	42 38%
Further Study	4 5%	1 1%
Retirement	1 1%	4 4%
Not known	3 4%	2 2%
TOTAL	82	110

Leaver Destination

Destination was recorded for 83% of leavers (82% MSD) with minimal gendered difference (Table 10). The greatest variance is staff remaining in academia (44%F:53%M); (MSD 34%F:38%M), 3F choosing 'no destination' planned returning to academia, raising the %F remaining in Academia to 48% (**Action 3.3c**).

Action 3.3c **Where possible, HR will ask leavers to outline their plans to better understand those that choose 'Not Known' or 'No Destination' as a destination.**

Table 10. AcaRes leaver destinations by gender (2015-2019)

	F	M
Further study	4 5%	5 5%
Academia/Research	36 44%	58 53%
Other employment	7 9%	12 11%
NHS/healthcare	2 2%	7 6%
Retirement	1 1%	3 3%
No destination	12 15%	12 11%
Not Known	20 24%	13 12%
TOTAL	82 43%	110 57%

The introduction of career conversations (**Action 3.2b**) will support staff to plan academic careers, improving the %F remaining in academia. As there are limited opportunities for OEC at DPAG, we will support staff to obtain OECs at DPAG or elsewhere:

- 4.1a** **Support internal applicants to AP and SP posts through talent nurturing and mentoring**

- 4.1b** **Support applicants in planning their careers, for example through attendance of the Oxford Senior Women’s Mentoring Network (OSWMN)**

- 4.1c** **Run career development workshops to help AcaRes identify alternative opportunities**

- 4.1d** **Record whether staff leave for permanent positions within leaver questionnaire to evaluate impact of actions**

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Silver: 6500 words (7460 words)

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

ACHIEVEMENTS

- Introduced mandatory Implicit Bias, and Recruitment and Selection training for all recruitment panellists (100% compliance)

Between 2016-2019 there were 128 research vacancies with 1,962 applications (51%F) (Table 11). This includes re-advertisements where vacancies were not appointed to. 23%F:19%M applicants were shortlisted and 27%F:26%M shortlisted candidates were appointed.

Table 11. Recruitment data 2016-2019 (Research Posts)

	Vacancies	Applications		Shortlisted		Appointed	
		F	M	F	M	F	M
GRADE 6 (G6)	34	438 59%	304 41%	77 60%	52 40%	23 70%	10 30%
GRADE 7 (G7)	92	555 46%	652 54%	151 53%	134 47%	38 51%	37 49%
GRADE 8 (G8)	1	2 22%	7 78%	1 50%	1 50%	0 0%	1 100%
GRADE 9 (G9)	1	0 0%	4 100%	0 0%	1 100%	0 0%	1 100%
Total	128	995 51%	967 49%	229 55%	188 45%	61 55%	49 45%

More women applied for (59%F) and were appointed to (70%F) G6 AcaRes posts. As a percentage of applicants, appointments are broadly balanced (5%F:3%M appointed). We will investigate why fewer men apply for G6:

Action 3.4a Survey G6 new starters to understand what attracted them to the post to identify any gendered differences

At G7 and G8, 54% of applicants are men, and appointments are gender-balanced (50%F).

There was one vacancy at G9 (4M applicants), none at G10, so no significance can be drawn from these data. Roles at these grades are typically very specialised with a small applicant pool but recruitment data will be regularly reviewed to ensure no future gender-bias.

Action 3.4b Review recruitment data biannually, particularly at senior level (G9+), and highlight any gendered issues to SAT for action

There were 3 AP vacancies, 42%F applicants, 56%F interviewees and 50%F appointments (1 re-advertised). Numbers are too small for full analysis but this demonstrates greater parity than current SiP. Recruitment of two SPs and five APs is planned and we aim for gender parity in shortlisting and appointments as we work towards 50%F APs.

Table 12. Recruitment data 2016-2019 (AP Posts)

	Vacancies	Applications			Shortlisted			Appointed		
		F	M	Total	F	M	Total	F	M	Total
ASSOCIATE PROFESSOR	3	62 42%	85 58%	147	10 56%	8 44%	18	1 50%	1 50%	2

Recruitment panels are never single-sex. To encourage equity and reduce bias, we introduced mandatory Recruitment and Selection, and Implicit Bias, training for all panellists (100% compliance) (APlan2018). Our job descriptions highlight commitment to equal opportunities and include the AS silver logo. Where appropriate, part-time working is advertised. Our 'Working with Us' webpages include AS resources, family-friendly guides, health and wellbeing links, and training and development information.

We will continue to refine our recruitment process to address disparities at both ends of the scale to improve gender-balance across the career pipeline:

Action 3.4c Use recruitment data to influence vacancy processes and ensure gender-balance at each stage

Action 3.4d Identify internal and external talent and encourage applications as appropriate to roles, addressing under-representation where applicable

Action 3.4e Reinforce mandatory IB and Recruitment and Selection training for recruitment panelists

Action 3.4f Review job descriptions to ensure there is no gendered language and that our flexible working practices are reflected

Action 3.4g Ensure there are no single-sex panels

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

ACHIEVEMENTS

- Created an online induction (APlan 2015) – 100% of focus group participants found it useful and it is regularly accessed by staff and students. It has been adopted by other departments (see feedback)
- Induction provided to 100% of staff 2019 (41% 2012)
- Usefulness of induction increased by 48% (2012-2020)

41% of our 2012 survey respondents said they received a DPAG induction. Under previous APlans we revised induction and **100% new staff are now inducted**.

Before joining, new starters complete the DPAG online induction (Image 2). Introduced in 2018 (APlan2015), it provides links to policies, events, and training, and is accessible to staff and students whilst at DPAG. It is a well-utilised resource with 397 completions and 5,132 page views since June 2018.

Image 2. Screenshot from DPAG online induction

Welcome



HELPING YOU TO GET OFF TO A SMOOTH START & SUPPORTING YOU FROM DAY ONE

Welcome to the Department of Physiology, Anatomy and Genetics. We are excited to have you join us and hope that this induction will prepare you for joining the Department.

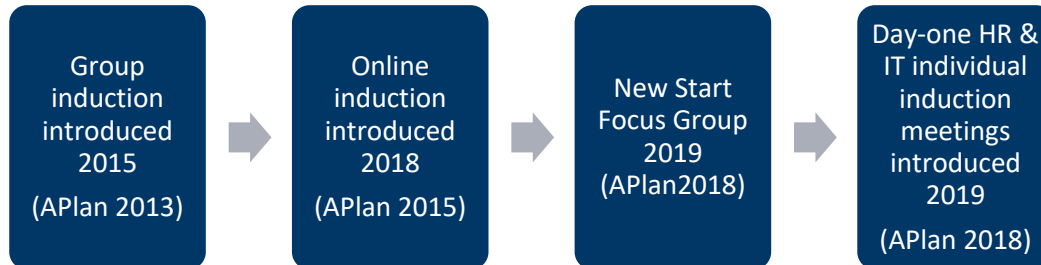
Each section of this programme will give you an insight into a different aspect of the Department and is designed to cover the information you'll require as you start work with us.

We are glad to have you with us and hope that you will find the following pages helpful. If you have any queries about the induction programme or anything at all during your first few days, please contact the HR team.

“We were recently shown the new DPAG induction webpages. They have been very well thought out, and thanks to the shared expertise, we hope to introduce something similar. We feel it will be a positive addition to our existing programme”

AS Facilitator, Radcliffe Department of Medicine, 2018

In 2019, we held a new starter focus group (APlan2018). As a result of feedback, all new starters meet HR and IT on their first day to cover essential information, with a second meeting two weeks later, ensuring that everyone receives a tailored induction. **83%F:91%M AcaRes (2020 survey) found induction useful (33%F:46%M 2012).**



Focus group participants (4F:1M) suggested further improvements to induction:

Action 4.2a-e Create a 'useful information' sheet and introduce a buddy scheme for new starters for early integration into DPAG

“The induction was very well presented and HR were really friendly which made them seem approachable .”

Focus group participant, 2019

In 2016, the HoD introduced an annual Newcomers’ lunch to welcome new staff and students and facilitate networking with current staff. 190 (46%F) staff and students attended in 2019 (145 (53%F) 2018). To further improve our onboarding process, and improve take-up of mandatory E&D training, we will:

Action 4.3 Build on the success of the Newcomers’ lunch by adding introductions to key people (Focus Group 2019) and short E&D training sessions (eg. AB&H, Implicit Bias) prior to lunch and add more regular welcome lunches to include mandatory training and introductions

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

ACHIEVEMENTS

- Successfully piloted individual mentoring for 4F AcaRes to apply for TAP in 2018, 100% success (0F applicants 2017)
- Achieved gender parity at G9/G10 in 2018 (35%F 2017) through regrading (3F at Grade 8) on award of independent fellowships supported by mentoring and ResAT support, and direct appointment of 1F (G10)

There is no single UoO promotions process; the main route to progression is appointment to a higher-grade post in open competition and we will continue to support this (**Actions 3.4d and 4.1a**)

Recognition of achievement happens in the following ways:

Recognition of Distinction (RoD)

This annual UoO exercise confers the title of Professor (TP), recognising substantial contribution to research, teaching and citizenship.

Whilst consistent with MSD, the gender ratio of applications and awards (Table 13) is disproportionate to the ratio of eligible staff in the same period (G10 and AP 9F:22M (29%F))

Table 13. DPAG Applicants for RoD exercise (TP) 2015-2019

		F		M	
2015	Applied	0	0%	4	100%
	Successful	0	0%	3	75%
2016	Applied	1	50%	1	50%
	Successful	0	0%	1	100%
2017	Applied	1	33%	2	67%
	Successful	0	0%	1	50%
2018	Applied	0	0%	1	100%
	Successful	0	0%	1	100%
2019	Applied	0	0%	0	0%
	Successful	0	0%	0	0%
Total Applicants		2	20%	8	80%
Success Rate		0	0%	6	75%

A successful pilot scheme at Titular Associate Professor (TAP) level will be replicated at TP to address this gendered disparity:

- Action 3.1a** Publicise awards of TP to raise awareness and increase transparency (as already the case for TAP, URL and DL)
- Action 3.1b** Identify eligible AcaRes at PDR
- Action 3.1c** Create a mentor group comprising recently successful applicants and panel members
- Action 3.1d** Provide mentoring and panel review in preparation for future titular applications. Ensure there is a female focus for TP applications.
- Action 3.1e** Review service/workload burdens on F vs M AP in respect of titular criteria
- Action 3.1f** Review panel feedback to identify shared issues/barriers to success and use this to support future applications

Title of Associate Professor (TAP) and University Research Lecturer (URL)

Eligible AcaRes (Grade 8+ for URL and Grade 9+ for TAP) can apply for these non-stipendiary titles recognising exceptional achievement in research, independent research funding, teaching and citizenship.

Table 14. DPAG Applicants for Conferment of Title (TAP & URL) 2015-2018 (did not run in 2019)

		Associate Professor (AP)				University Research Lecturer (URL)			
		F		M		F		M	
2015	Applied	1	25%	3	75%	4	100%	0	0%
	Successful	1	100%	2	67%	2	50%	0	0%
2016	Applied	2	67%	1	33%	0	0%	0	0%
	Successful	2	100%	1	100%	0	0%	0	0%
2017	Applied	0	0%	1	100%	0	0%	0	0%
	Successful	0	0%	0	0%	0	0%	0	0%
2018	Applied	4	67%	2	33%	1	33%	2	67%
	Successful	4	100%	1	50%	1	100%	2	100%
Total Applicants		7	50%	7	50%	5	71%	2	29%
Success Rates		7	100%	4	60%	3	60%	2	100%

In response to low applications in 2017, HoD piloted a scheme to encourage female applicants. Eligible individuals were identified at PDR and mentored by HoD, resulting in 4F:1M awarded, thus improving female representation at senior levels (67%F TAP in post 2019). The scheme will be repeated and extended. **(Action 3.1b-f)**.

“During my PDR, HoD mentioned that I was eligible to apply for a TAP. He guided me through the process and I felt well-supported in my application. I was successful and will support others to apply.”

Female TAP, Senior Research Fellow

TAP success is higher for women than men (100%F:60%M). Panel feedback suggests that male applicants may not meet set criteria, implying submissions are too early in their career and we will support men to submit timely applications **(Action 3.1b-f)**.

There were 5 successful applications for URL (3F:2M). As this is an important stage for further promotion (4F:1M URLs were awarded TAP 2015-2018), we will adopt the TAP pilot approach to improve numbers **(Action 3.1b-f)**.

“I applied, unsuccessfully, for an AP position in DPAG. I received constructive feedback from interview panel members (2F:2M) and adjusted my research priorities to position myself for the next round. I was encouraged to apply for a URL and was awarded.”

Female Early Career Fellow

Image 3. Celebrating our Titular Associate Professor (TAP) and University Research Lecturer (URL) Awards 2018.



Title of Departmental Lecturer (DL)

In 2020, DPAG recognised exceptional service to the Department through an exercise to award the title of Departmental Lecturer. PIs were asked to nominate post-docs whose contributions to teaching and citizenship exceed their contractual research obligations and applications were considered by a panel of senior academics (3F:4M). 3F:4M (43%F) were conferred with title of DL and we will adopt **Actions 3.1b-f** for future annual rounds.

Image 4. Congratulating our new Departmental Lecturers (DL) 2020



Regrading

Since 2015, 25 (52%F) AcaRes have been regraded (Table 15). **3F were regraded (2017-19) to G9 after attaining fellowships**, increasing representation of women at senior levels. Due to HR and HoAF feedback and support, no applications were unsuccessful.

Table 15. Regrading – AcaRes 2015-2019

	2015		2016		2017		2018		2019		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Grade 6-7	1	1	0	0	1	0	2	1	0	2	4	4
											50%	50%
Grade 7-8	0	2	0	1	1	0	1	1	1	1	3	5
											37%	63%
Grade 8+	1	1	1	0	0	0	2	2	2	0	6	3
											67%	33%
											13	12
											52%	48%

Reward and Recognition (R&R)

This UoO scheme rewards exceptional performance for staff at Grades 1-10, typically accessed by staff in lower grades, accounting for the higher %F applications (Table 16). The scheme is widely advertised to all staff and line managers.

Table 16. Reward and Recognition – AcaRes (2015-2019)

		Reward and Recognition			
		F		M	
2015	Applied	2	67%	1	33%
	Successful	2	100%	1	100%
2016	Applied	1	100%	0	0
	Successful	1	100%	0	0
2017	Applied	7	58%	5	42%
	Successful	6	86%	2	40%
2018	Applied	3	100%	0	0
	Successful	2	67%	0	0
2019	Applied	4	80%	1	20%
	Successful	4	100%	1	100%
	Total Applicants	17	71%	7	29%
	Success Rates	15	88%	4	57%

In 2019 promotion and progression was publicised through a leaflet, the intranet, and posters placed by the hand-dryer in each bathroom (APlan2018). As a result, **our survey indicates a 21% increase in clarity about the regrading process (36%F:29%M 2018: 47%F:61%M 2020)**. To further increase clarity, we will:

- Action 4.5a-b Continue to communicate the promotion and progression processes to line managers and more widely to all staff and identify eligible staff at PDR**

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

There was no evident gender-bias in RAE2008 (eligibility data not available) or REF2014 submissions (77%F:72%M eligible AcaRes submitted) (Table 17).

Table 17. Submissions to RAE2008 and REF2014

	RAE2008				Total
	F		M		
Submitted	7	41%	10	59%	17
	REF2014				Total
	F		M		
Eligible	22	31%	50	69%	72
Not submitted	5	26%	14	73%	19
Submitted	17	32%	36	68%	53
% of Eligible Staff Submitted	77%		72%		74%

For REF2021, we have carried out a thorough exercise to ensure the inclusion of all eligible staff. The RF has consulted with PIs and is working closely with with HoD, HoAF, HR Manager and ResAT Manager to support those at the threshold for eligibility.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.2(i) Induction

ACHIEVEMENTS

- All staff receive tailored HR and IT induction (APlan2018)
- PSS consistently find induction useful (92%F:100%M 2016-2019)

The induction process is as described in 5.1(ii) and **Actions 4.2 and 4.3** include PSS requirements. One-to-one induction meetings with HR and IT provide tailored information, including role-specific training.

Effectiveness is reviewed through focus groups and staff survey which feed into process review. PSS consistently find induction useful (Table 18).

Table 18. PSS Survey response 2020 – induction

Was your departmental induction useful?	2016		2018		2020	
	F	M	F	M	F	M
Yes	5 83%	7 100%	11 100%	4 100%	12 92%	2 100%

"I found the online induction useful and easy to digest. The info was organised logically so I could find everything I might need."

PSS (F), November 2018

We will create a line manager specific induction to support those new to line management, and those they manage:

4.4a Create and deliver new line manager induction process for those new to DPAG and new to managing staff

4.4b Roll-out UoO Manager's Toolkit to all line managers

5.2(ii) Promotion

ACHIEVEMENTS

- Enhanced communication on regrading, via intranet, posters and leaflets, led to an increase in clarity around the process, particularly amongst women (52% 2016-76% 2020)

PSS progression is through appointment to higher-graded roles, or regrading of existing posts to reflect increased responsibilities. PDR provides an opportunity to discuss career development with line managers.

Internal Vacancies

Internal vacancies are extensively advertised. Since 2015, 2F:3M have successfully applied for higher graded roles.

Regrading

Staff whose responsibilities increase can apply for regrading. The HoAF provides tailored support for each applicant; as a result, we are proud to report a 100% success rate. The PSS population is 61%F (43%F regraded – Table 19). The new HoAF is undertaking a PSS role review, regrading where appropriate.

Table 19. PSS regrades 2017 to 2019

	F	M
2017	0	1
Grade 2 to 3		1
2018	1	2
Grade 4 to 5	1	
Grade 5 to 6		1
Grade 6 to 7		1
2019	2	1
Grade 3 to 4	1	
Grade 3 to 5	1	
Grade 5 to 6		1
Total	3 43%	4 57%

Enhanced communication on regrading (APlan 2018 - see Section 5.1(iii)) led to increased clarity around the process, particularly amongst women (52% 2016-76% 2020) (Table 20). It is anticipated this will further improve the %F of future applications. (Action 4.5a-b).

Table 20. Regrading awareness (PSS) 2016-2020

Are you clear about the process for regrading a post?				
	F		M	
2016	17	52%	7	54%
2018	21	60%	20	67%
2020	22	76%	10	67%

Reward and Recognition (R&R)

PSS grades 1-10 are eligible to apply for R&R (see 5.1 (iii)). There is no gender-bias but applications are disproportionate to the 61%F PSS staff cohort. (Table 21). To address this we will:

Action 4.5c Communicate the disparity in PSS gender representation for R&R/regrades to PSS line managers and encourage F applications

Table 21. R&R – PSS applications 2015-2019

		Reward and Recognition			
		F		M	
2015	Applied	2	50%	2	50%
	Successful	2	100%	2	100%
2016	Applied	1	100%	0	0
	Successful	1	100%	0	0
2017	Applied	1	33%	2	67%
	Successful	1	100%	2	100%
2018	Applied	0	0	2	100%
	Successful	0	0	2	100%
2019	Applied	1	100%	0	0%
	Successful	1	100%	0	0%
Total Applicants		5	45%	6	55%
Success Rates		5	100%	6	100%

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

ACHIEVEMENTS

- Enhanced promotion of training opportunities resulted in increased awareness of development opportunities, particularly amongst women (50% 2016-72% 2020)

We promote UoO role-specific online and face-to-face training at induction and regularly via the newsletter. There were 343 (68%F) course completions (2017-2020) (Table 22), which broadly aligns with MSD (69%F). To encourage M participation:

Action 4.6a Explore reasons for not taking up training opportunities to identify gendered differences and implement actions to improve uptake

Action 4.6b Monitor training attendance and explore gendered differences through staff and student consultation

Table 22. AcaRes UoO course completion 2017-2020

	IT Learning Centre		LinkedIn Learning		Research Training		People & Organisational Development (POD)		Other UoO		Total	%F
	F	M	F	M	F	M	F	M	F	M		
2017	2	4	0	0	0	0	19	5	12	5	47	70%
2018	7	3	0	0	1	0	27	24	10	8	80	58%
2019	19	4	45	5	27	11	6	4	15	17	153	77%
2020	1	0	16	0	20	0	8	3	7	8	63	79%
Total	29	11	61	5	48	11	60	36	47	38	343	68%

In response to the 2018 staff survey, we introduced in-house development opportunities and established a Training and Career Development Working Group (TCDWG) to support delivery, promotion, and evaluation of training (APlan2018). Online options are available for some training to meet differing learning styles. (Table 23).

Table 23. AcaRes attendees (PSS attendees:Table 31) - In-house training as at 12/02/20

In House Face to Face Training	F	M	% F
Giving and Receiving Feedback	1	0	100%F
Responsible Bystander	4	2	67%F
Implicit Bias	7	2	78%F
Anti-Bullying and Harassment	38	32	54%F
PDR Training	11	6	65%F
Fellowship Round Table	15	11	58%F
Introduction to Public Engagement with Research	5	3	63%F
Online mandatory training			
Implicit Bias	15	23	39%F
Anti-Bullying and Harassment	11	13	46%F

Evaluation is based on attendee numbers and anonymous feedback collected at the end of each session. Where appropriate, we follow-up 6 months post-event to evaluate longer-term impact.

The 2020 survey suggests an appetite for further development opportunities (Table 24).

Table 24. AcaRes 2020 Staff Survey Responses

I would like further opportunities to develop skills in:	F	M
Applying for research grants/fellowships	21 50%	21 50%
Managing projects and finances	25 53%	22 47%
Developing my research skills	16 48%	17 52%
How to teach	17 46%	20 54%
Public engagement/outreach	14 41%	20 59%
Supervising students	16 52%	15 48%
Leadership and management	29 54%	25 46%

Action 4.6c **Produce biannual training report from PDR system and use alongside staff survey feedback to monitor training needs and deliver appropriate training**

We work closely with POD on bespoke courses for DPAG.

Action 4.6d **Develop and arrange local courses where possible, targeted at specific staff groups where appropriate**

Awareness

Links to training and development feature within our webpages and newsletter and we discuss training during induction, **resulting in increased awareness of development opportunities, particularly amongst women (50% 2016-72% 2020)**. We are developing a training section of our intranet to further promote training and development resources.

Action 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**

In 2018 we promoted the Work Learn Develop (WLD) scheme (see section 5.4(i)) (APlan2018) and, as a result, a member of AcaRes staff is undertaking an apprenticeship (Image 25). This will equip them with the skills to progress in their career and we will continue to promote WLD to encourage wider participation (**Action 4.6f**).

“The course gave me the proper tools and understanding for how to manage people and how to manage myself.”

Work Learn Develop Attendee

(ii) **Appraisal/development review**

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

ACHIEVEMENTS

- Re-launched PDR in 2019 leading to an improvement in AcaRes having a PDR (39%F:39%M 2018 to 56%F:60%M 2020)

PDR is a supportive process linked to training and career development in DPAG.

“PDR is incredibly useful for setting up the time and space in a busy career to focus on direction and priorities.”

Staff Survey 2018

We successfully launched PDR for all staff in 2014 (APlan2013). In the first year, 90% reported they had a PDR, and 83% found it useful. Completion subsequently dropped, and by 2018 was at 39%. There were several contributory factors including the administrative burden of PDR and reduced HR support (HR under-resourced between March 2017-March 2018). Therefore, in 2018 we re-assessed PDR and invested in an online PDR system. After substantial project planning, this was implemented in late 2019, supported by in-house PDR workshops, printed guides, and online support documents (APlan2018). **The 2020 staff survey indicates improvement with 56%F:60%M AcaRes having a PDR (39%F:39%M 2018), demonstrating a positive trend since the re-launch.** We will assess the success of the new system once it has been in place for a full year.

Action 4.7a Promote online PDR system

Action 4.7b Reinforce mandatory PDR and ensure all staff are offered one

Action 4.7c Provide PDR training to ensure PDRs are useful

Action 4.7d Assess PDR process through feedback and investigate any perceived lack of usefulness

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

ACHIEVEMENTS

- Manager's confidence in providing career support improved (87%F:97%M 2016 to 100%F:100%M 2020)
- Raised awareness of mentoring leading to an increase in numbers of staff being mentored (23%F:26%M 2014 to 76%F:87%M 2020)

We raise awareness of career development opportunities including training, promotion, and vacancies, via the website, intranet, leaflets and poster campaigns, and direct emails to line managers (APlan2018). As a result, **manager's confidence in providing career support has improved, particularly amongst women (87%F 2016:100%F 2020)**. There are also improvements in AcaRes taking time to plan their career development (85% to 93%) and opportunities to develop (76% to 87%). (Table 25).

Table 25. Career support – AcaRes (2016-2020)

Survey Questions:	2016		2018		2020	
	F	M	F	M	F	M
As a manager, I am confident in providing career support	20 87%	28 97%	19 90%	25 96%	14 100%	22 100%
I take time to reflect on, and plan for, my career development	58 81%	53 88%	54 77%	53 88%	44 92%	40 95%
I have the opportunity to take on new responsibilities or develop new skills	52 74%	47 77%	51 75%	46 78%	39 87%	39 87%

Mentoring

The 2014 staff survey indicated that 23%F:26%M had been mentored and 52% were interested in mentoring. We promoted the MSD peer-mentoring scheme, particularly encouraging women to participate (APlan2015). AcaRes have engaged both as mentees (76%F), and mentors (75%F) (2015-2019). The %F mirrors that of the overall scheme.

4.8 Promote MSD and UoO mentoring schemes with a focus on men to address the gender imbalance

The 2018 survey showed improvement in uptake of mentoring (56%F:62%M 2018). We promoted a variety of mentoring opportunities (APlan2018), **resulting in an increase in staff being mentored (76%F:87%M 2020)**.

The Oxford Senior Women's Mentoring Network (previously Ad Feminam) supports women into leadership roles at Oxford. 1F AP attended in 2016 and senior women will be encouraged to attend to prepare for leadership positions within DPAG. **(Action 4.1b)**.

Networking

“As part of the Ad Feminam 2016 cohort, my mentor helped me to address the challenges of leading a research group at Oxford encountered by someone from a less mainstream background: I would highly recommend Ad Feminam to female academics.”

Associate Professor (F), 2018

A Postdoctoral Society was created in 2015 with SAT support, and DPAG funding and promotion. The Society has its own web-page, and the committee (8F:3M) arranges annual post-doc retreats, formal dinners, and inter-departmental events, including careers events, to increase networking across MSD. In 2019 the Postdoctoral Society also became the Postdoctoral Working Group to forge a closer alliance with the AS SAT and 2M post-docs sit on the AS SAT.

To encourage career planning, we piloted networking with external Neuroscience speakers (APlan2018) and this will be extended to all speakers.

- Action 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
- Action 4.9b** Arrange talks by successful Alumni, with a focus on women, to share career path and advertise widely
- Action 4.9c** Set up talks by PIs for staff and students to share knowledge around fellowships, funding and career paths

A ‘Lunch & Learn’ fellowship event was held in 2019. As all attendees found it useful for career reflection, we will continue this format:

- Action 4.10a-c** Consult staff and students termly for topics for Lunch & Learn events and plan and promote a Lunch & Learn programme

Profile-Raising

We provided the facility for AcaRes to have a web profile (APlan2013) and 29%F:64%M post-docs created a webpage. APlan2015 encouraged post-docs to create a profile, and now **all post-docs have a presence on the DPAG website.**

News articles are tagged for each staff group and feature in the DPAG newsletter and the website. Following the success of a PSS profile introduced to the newsletter in 2019, we introduced termly post-doc and Technician profiles to further raise their visibility.

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

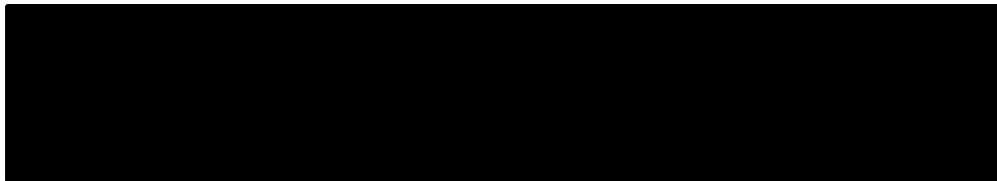
ACHIEVEMENTS

- Improved usefulness of SDTA (43%F:52%M 2016 to 95%F:86%M 2020)
- Increased audience from 15 (2018) to 225 (2019) for final year students' talks, improving usefulness for students
- Improvement in satisfaction with careers advice (58%F 2017 to 85%F 2018)

Student induction provides an opportunity to meet key people and learn more about DPAG and **97%F:88%M find it useful** (2020 – first data point) (Image 5). It culminates in a student-led social event for all, allowing for peer-networking and introduction to the wider DPAG community.

Image 5. 2019 Freshers Induction

Image Redacted



A student committee is elected each year and members sit on key departmental committees, providing experience of committee membership (Table 44).

Alongside regular meetings with the DGS, students find their supervisor meetings supportive for development (Table 26).

Table 26. Student survey responses 2020

My primary supervisor:	F	M
Actively encourages me to take up career development opportunities	22 73%	15 75%
Supports me with writing, further training, applications, and potential publications	29 88%	21 88%
Supports me to think about my professional development and future goals	25 81%	21 88%

Our 'Senior Doctoral Training Advisor' (SDTA) scheme, introduced in 2006, provides mentoring, career support, and opportunities to present and discuss research. 43%F:52%M (2018) found SDTA a positive experience. In response to feedback (APlan2018), we made improvements to the timing, format and publicity of meetings. As a result, attendance has improved, as has engagement in the sessions. **95%F:86%M now find SDTA sessions useful (2020).**

Table 27. Student SDTA survey responses 2018-2020

	2018		2020	
	F	M	F	M
I find my SDTA sessions useful	6 43%	11 52%	20 95%	18 86%

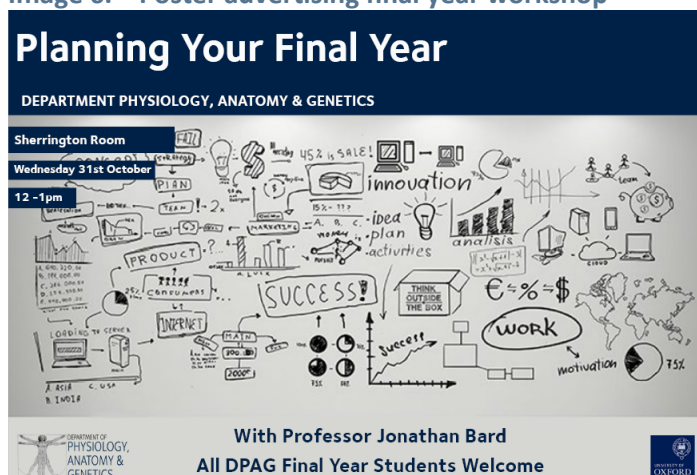
"I gave feedback that I found the sessions to not be useful given the previous format. This has changed and now I think it will be overall positive in the near future."

Student Survey 2020

Action 2.2a Monitor SDTA through regular feedback and use to develop and enhance SDTA scheme

DPAG workshops support DPhil milestones (Image 6) and career progression. Students are encouraged to undertake MSD Skills training (190F:145M 2015-2019) and utilise the UoO Careers Service. Students attend weekly seminars, providing access to prestigious speakers (Image 7). Students are invited to Postdoctoral Society events (Section 5.3(iii)).

Image 6. Poster advertising final year workshop



To support academic careers, DPAG enhances student visibility:

- Every student has a web-profile (Image 8).
- 2nd year poster day (Image 9).
- Student news articles on the website and newsletter.

Final year students present at the ‘Sherrington Day’ with presentation prize awards (11F:10M 2015-2019). To widen engagement, the format changed from one full-day to two focussed lunchtime slots. **Audience numbers increased from 15 (2018) to 225 (2019).** Student feedback indicates that increased audience participation and high-quality questions were helpful for final project stages before writing-up.

Image 7. Students with Nobel Laureate Sir Peter Ratcliffe, 2019



**Image 8. Screenshot of student profile launch page on DPAG website
Image Redacted**

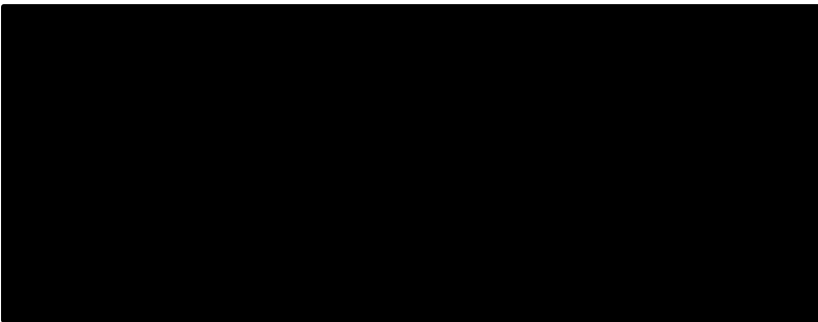


Image 9. Student Poster Presentation Day Winners 2019

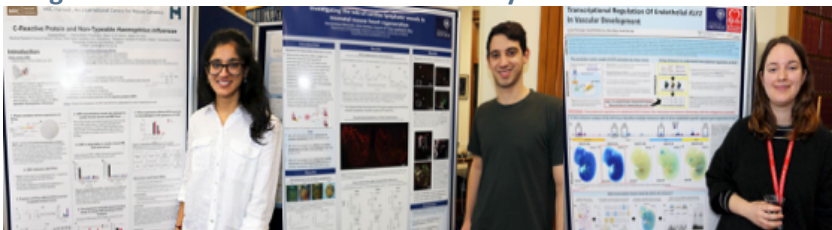
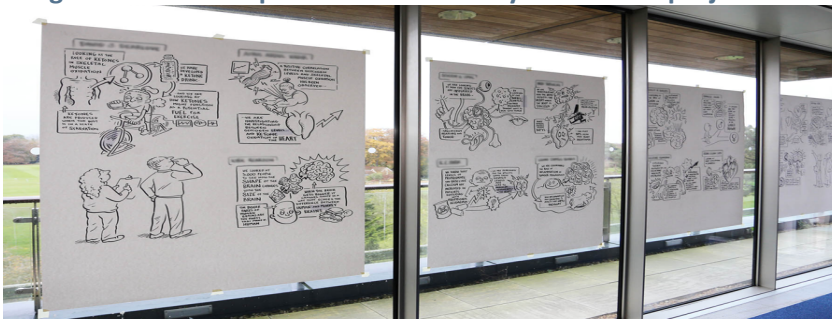


Image 10. Cartoon representations of 2nd year student projects 2017



As a result of this support, students feel that they have, and can discuss, development opportunities (Table 28).

Table 28. Student survey responses 2020 (first data point)

	F	M
I have the opportunity to take on new responsibilities or develop new skills	27 82%	22 92%
I feel comfortable discussing my training and development needs with my supervisor	29 (88%)	20 (87%)

All MSD students complete the annual ‘student barometer’ survey (Table 29). Student satisfaction is high with no gendered difference in satisfaction with learning experience, and significant improvement in satisfaction with careers advice (58%F 2017 to 85%F 2018).

Table 29. Student barometer data – DPAG:MSD 2015-2018 (2019 not yet available)

		2015		2016		2017		2018	
		F	M	F	M	F	M	F	M
Overall satisfaction with learning experience (%)	DPAG	86	88	81	80	86	87	92	92
	MSD	90	90	91	93	87	91	90	89
Advice on long-term job opportunities and careers (%)	DPAG	62	90	59	77	58	77	85	84
	MSD	66	69	67	80	67	73	67	68

Action 2.2b Run career development workshops and monitor feedback to maintain satisfaction

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

DPAG’s Research Admin Team (ResAT) offer individualised, pre-application, one-to-one support. They identify funding schemes, advise on costings, funder guidelines, and arrange peer-review and mock interviews. Unsuccessful applicants are invited to follow-up meetings with the ResAT Manager to discuss next steps, including resubmission or alternative funding, and potential mentors. Less experienced applicants particularly welcome this support.

“The ResAT were fantastic – they supported me through the process extremely well, liaising with external collaborators which resulted in a successful application.”

Female AP 2018

Fellowships

Male AcaRes submitted a higher proportion of fellowship applications (31%F:69%M), but success rates are gender-neutral (25%F:23%M) (Table 30). We believe that a majority of applicants are external and will collect this data in future.

Table 30. Fellowships by Gender (2014-2019)

	F	M
Applications	20 31%	43 69%
Awards	5 33%	10 67%
Success Rate	25%	23%

- Action 4.11a** Review internal vs external fellowship applicant data to identify any gender disparity
- Action 4.11b** Advertise support for external fellowships on website to encourage female applicants that may not otherwise put themselves forward
- Action 4.11c** Conduct a focus group with female AcaRes to examine reasons/obstacles for fewer F applicants
- Action 4.11d** Implement actions based on focus group feedback to support potential female fellowship applicants

To encourage internal applications, we ran a Fellowship Round Table (APlan2018) as part of our ‘Lunch & Learn’ programme, featuring five Fellows (1F:4M). 15F:11M (58%F) attended, demonstrating an appetite for information around fellowships. All attendees agreed it was useful for career planning and 1F commented that it was the best event she had attended.

Mini Case Study

I have applied for a fellowship four times. The latter application was successful, the fellowship being initiated October 2019. During this protracted, and extremely competitive, process I always relied on the team for guidance, given their insight on the specific requirements for the different funding bodies. Since my first application, in 2014, I noticed a significant improvement in the range of advice provided by the Research Admin team, including contact with colleagues in the Department that had successful experiences in applying for the proposed fellowship schemes, which was very helpful to overcome the successive cycle of funding rejections.

Research Fellow (M), 2020

Academic independence is crucial for career progression and our Research Committee will focus on strategic planning for Fellowships:

- Action 4.12a** Ensure strategic planning for fellowships and grants is a key focus of the Research Committee, with an emphasis on women’s success
- Action 4.12b** Plan fellowship submissions one year in advance to ensure applicants receive full support to optimise success
- Action 4.12c** Arrange mentoring for applicants, alongside application review and mock interviews

Research Grants

29% of applications for funding are submitted by females (Table 31). This differs to our SiP (39% at Grade 9+) and to MSD (34%) but is partially explained by the fact that 27%M applications are submitted by two senior male academics running large labs. Success rates are roughly equal and exceed the MSD average (DPAG – 50%F:48%M; MSD - 30%F:32%M).

Table 31. Grant applications by gender 2014-2019

	£0-£99K		£100-£499K		£500K +		Total	
	F	M	F	M	F	M	F	M
Submitted	62 32%	132 68%	66 29%	165 71%	39 25%	118 75%	167 29%	415 71%
Awarded	35 24%	109 76%	37 41%	53 59%	11 23%	37 77%	83 29%	199 71%
Success Rate	56%	83%	56%	32%	28%	31%	50%	48%

Independent research funding is a key criterion for career progression in academia and women’s eligibility for senior posts and titular awards may be limited by fewer, and lower value, grant submissions. We will identify barriers to research grant submissions by women and take action to support female applicants:

- Action 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
- Action 4.13b** Share data with SAT to identify actions to increase F grant applications, including sharing of data around application and success rates to increase female confidence
- Action 4.13c** Link with UoO research project considering this issue across the wider institution
- Action 4.14** Introduce a formal Peer Review process for grant applications (not gendered) to ensure consistent quality of applications and improve success rates

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

- (i) Training
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?
- (ii) Appraisal/development review
Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.
- (iii) Support given to professional and support staff for career progression
Comment and reflect on support given to professional and support staff to assist in their career progression.

(i) Training

The same UoO training is available to PSS as Academic staff (Section 5.3(i)). Role-specific training, eg. HR, Finance, IT, is provided on joining and ongoing training and development is driven by the PDR process. Funding is available and has covered conference attendance, professional training, IT development, and Management skills.

PSS engage with training (Table 32 and 33). The gender disparity aligns with 61%F PSS population but will be explored alongside AcaRes (**Action 4.6a-b**).

Table 32. PSS UoO Training Completion 2017-2020

	IT Learning Centre		LinkedIn Learning		POD		Total	%F
	F	M	F	M	F	M		
2017	5	5			32	7	49	63%
2018	7	6			23	10	46	63%
2019	11	15	40	12	17	5	100	62%
2020		3	15	12	19	20	69	62%
Total	23 44%	29 56%	55 70%	24 30%	91 68%	42 32%	264	64%

A 2018 PSS poll indicated a preference for on-site training, with requests for mental health, career development, and mentoring sessions. We ran a pilot workshop in 2018 (Image 11) with excellent attendance and feedback and therefore introduced additional on-site workshops (Table 33).

Image 11. On-site workshop ‘Mental ill-health in the workplace’

Image Redacted

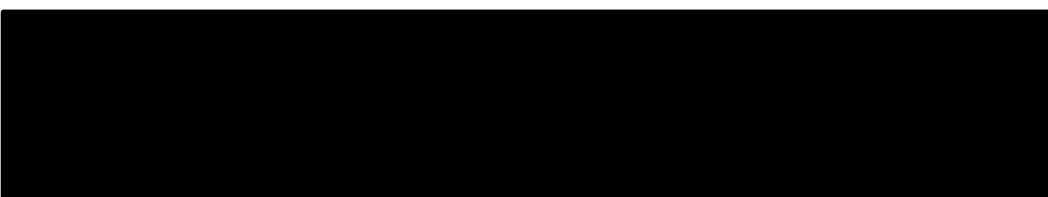


Table 33. PSS in-house training 2019-2020 (AcaRes attendees – Table 24)

In-House Face-to-Face Training	F	M	%F
Giving and Receiving Feedback	11	0	100%F
Responsible Bystander	12	2	92%F
Implicit Bias	10	1	91%F
Anti-Bullying and Harassment	24	11	69%F
PDR Training	18	7	72%F
Introduction to Public Engagement	4	0	100%F
Online mandatory training			
Implicit Bias	2	3	40%F
Anti-Bullying and Harassment	7	5	58%F

Attendance and feedback are reviewed for each session and impact is assessed through follow-up consultation.



“During an interview I checked myself as I was asking a question as I realised I was leading the answer for this particular candidate. I stopped and rephrased the question.”

2019



The UoO Work Learn Develop (WLD) programme provides professionally recognised qualifications. 2F PSS are currently benefitting (see iii below).

Action 4.6f Promote ‘Work Learn Develop’ professional development and training programme to staff and line managers to provide accredited, funded, training opportunities to support career development

88%F:100%M PSS managers would like to develop their leadership and management skills and **Action 4.4b** will include PSS.

(ii) Appraisal/Development Review

The Personal Development Review (PDR) process for PSS is as described for AcaRes (Section 5.3(ii)). Following the 2014 launch (APlan 2013), 62%F:61%M reported having a PDR and 98%F:91%M found it useful.

“PDR is useful to reflect on the highs and lows of the previous year”

Staff Survey 2018

There was a decline in both uptake and usefulness in subsequent years. The new online PDR was designed to include the needs of PSS (APlan2018). Although uptake has improved for men (61%F:78%M 2020), they are less positive about usefulness (80%F:33%M). It is too soon to know whether the new system and training will improve this situation and we will continue to promote and evaluate PDR (**Action 4.7a-d**).

(iii) Support given to professional and support staff for career progression

We raised awareness of career development opportunities (APlan2018) and improved HR support for managers, resulting in a **20% improvement in manager’s confidence in providing career support and a 17% increase in PSS taking time to plan their career development**. (Table 34).

Table 34. PSS Career Development survey responses 2016-2020

Survey Questions:	2016		2018		2020	
	F	M	F	M	F	M
As a manager, I am confident in providing career support	4 80%	4 80%	5 71%	12 92%	10 100%	4 100%
I take time to reflect on, and plan for, my career development	26 72%	10 63%	21 70%	19 63%	23 96%	9 75%
I have the opportunity to take on new responsibilities or develop new skills	22 65%	15 88%	22 71%	18 58%	20 71%	7 70%

We promote the UoO Career Support Network for PSS, offering confidential support on writing effective job applications and interview preparation. PSS are encouraged to attend the annual Professional Services Conference, and PAs connect via the UoO PA network, as well as a weekly DPAG PA coffee morning.

Professional Development

Funding and study time are provided for professional qualifications. 2F are undertaking formal HR training through WLD, funded by the Apprenticeship Levy. 1M is undertaking a finance apprenticeship.

1M was seconded to central UoO (2017) and 1M PSS to MSD (2018) to broaden their experience.

Mini case study – PSS (Female)

I joined DPAG as a temp, and later became a permanent member of staff. Management encouraged me to pursue a particular skill-set, which later supported process standardisation across the team. They encouraged my aspirations to develop project management skills, allowing me to attend courses and put my skills into practice. I was regraded, and began studying for a formal qualification, funded by the University's apprenticeship levy, with time out of the office for study. We have a learning programme within the team involving regular meetings with the Manager who guides us through new areas of the job, coaching us towards our next career steps.

Mentoring

The MSD mentoring scheme is available to PSS (Section 5.3 iii). Although uptake has been low (1F mentee; 1M mentor) (**Action 4.8**), 10F:1M 2020 survey respondents said that they had an informal mentor. A mentoring event is planned to encourage staff to take control of their own mentoring.

Mini Case Study – (Female)

As the first full-time DPAG Communications Officer, I felt that mentoring would be beneficial. Initially, the MSD CO acted as an informal mentor pointing me in the right direction. My line manager arranged more formal mentorship with an experienced Communications Manager. We meet regularly for coffee, and we work through issues together. Mentoring has benefited me personally and has helped me to establish myself in DPAG in a short time.

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

The University has a generous maternity leave scheme, enabling all eligible staff to take up to 52 weeks' leave. Pregnant staff meet with HR to plan their leave, and discuss health and safety, Shared Parental Leave (SPL), and flexible working. Information is provided about UoO childcare and nursery vouchers.

In 2018 we created a 'Family Friendly Policies' leaflet, and 'Supporting our staff' webpages (APlan2015). The 2019 Parents Focus Group (4F:2M AcaRes, 2F PSS) (APlan2018) concluded that there had been significant progress since 2018 although there were still information gaps. Consequently we:

- Created FAQs and 'Personal Experiences' leaflets
- Ran a poster campaign
- Improved restroom access for pregnant and breast-feeding women
- Updated HR procedures, including discussing contact preferences, use of accrued annual leave and keep-in-touch days, return to work meetings
- Promoted Returning Carer's Fund
- Raised visibility of SPL

As a result, **knowledge of where to find information on maternity, paternity, and SPL has improved** (Table 35).

Table 35. 2018-20 Survey responses

	2018		2020	
	F	M	F	M
I would know where to find information on Maternity, Paternity and Shared Parental leave				
AcaRes	49 72%	41 67%	37 97%	34 97%
PSS	30 88%	23 74%	17 85%	10 100%

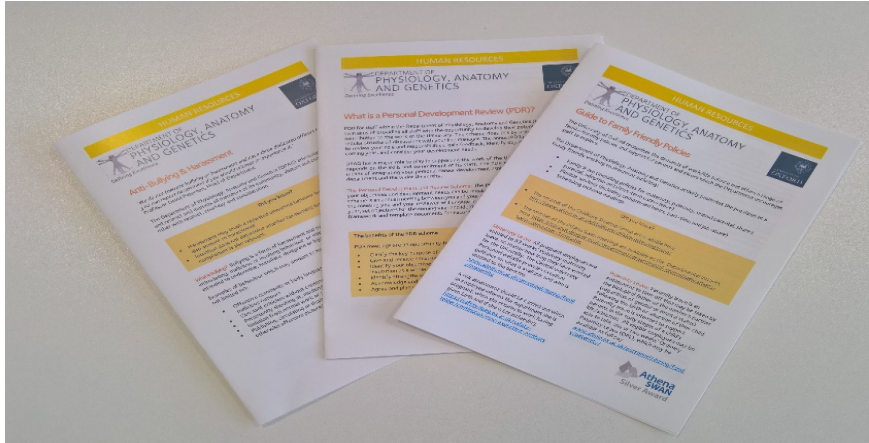
To further support staff, and their managers, we will:

- Action 5.1a** Ensure that information for those expecting a child remains current and includes health and safety advice, particularly for those working in laboratories
- Action 5.1b** Provide information on maternity, paternity and shared parental leave policies as part of line manager induction and share with existing line managers
- Action 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

Action 5.1d Repeat focus group to gauge whether actions have been successful

Image 12. In-house produced HR leaflets



“I have felt supported during my time at the department and especially lately being pregnant and as a result I am very keen to return and progress after maternity leave”

Staff Survey

(ii) Cover and support for maternity and adoption leave: during leave
Explain what support the department offers to staff during maternity and adoption leave.

Cover arrangements for grant-funded AcaRes are funder driven. Cover may be employed, or projects extended, where funder terms allow and ResAT and HR provide guidance to achieve this. DPAG covers maternity pay where funders do not. PSS roles are often covered through temporary placements.

Staff have 10 keep-in-touch days to attend meetings, training or conferences, meet with students, or do other work. All students have a second supervisor who takes the lead during maternity leave.

Staff are welcome to maintain email contact, and attend DPAG functions and events, whilst on leave.

(iii) Cover and support for maternity and adoption leave: returning to work
Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

HR contact staff prior to return and outline part-time/flexible working options, and using accrued annual leave to ease the return to work. These are discussed again with the line manager and returner upon return to work.

“With my PI, I particularly appreciate his understanding of my parental duties and that he allows me to work very flexibly ”

Staff Survey

For those that teach, there is a period of reprieve on return arranged with the Director of Undergraduate Teaching.

Childcare is a crucial matter for staff returning from maternity leave (focus group 2015 and 2019). UoO provides 468 full-time equivalent nursery places across five subsidised and private nurseries. Our 2019 focus group indicated that anxieties around UoO childcare place allocation persisted. Feedback was passed to the ASSG for consideration.

The UoO £5,000 Returning Carers’ Fund supports return to research following a 6 month+ break for caring. Since 2015 8F have been awarded, funding conference attendance, training, research consumables, and employment of a RA.

“I returned to work after 6 months’ maternity leave and needed to complete a research project. I was eligible to apply for a returning carers grant. My successful application was supported by the DPAG ResAT. It enabled me to recruit a RA and provided lab expenses. The impact of this project has been significant for my research.”

Fellow (F)

(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

There have been 31 periods of maternity leave (24 AcaRes, 7 PSS) 2015-2018 (Table 36). 84% returned to work (MSD:90%).

Where contracts are due to expire, staff meet with HR prior to leave and every effort is made to extend contracts. Should no further funding be identified, the formal EoFTC process commences, with the same opportunities for training or redeployment (Section 4.2 (ii)). Staff are offered additional face-to-face or telephone HR meetings to support them through the process.

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

79% AcaRes (89%MSD) and 100% PSS (88%MSD) returned to work following maternity leave (Tables 36 and 37). Of those returners, 42% AcaRes (44%MSD) and 57% PSS (38% MSD) remained in post after 18 months.

Table 36. Maternity leave return – AcaRes

	Maternity Leave	Returned to work	In post following return		
			6 months	12 months	18 months
2015	5	4	2	1	0
2016	7	7	7	7	5
2017	5	3	3	3	2
2018	7	5	3	2	1
Total	24	19	15	13	8
%Returned to work		79%			
%Of Returners, in post for 6, 12, 18 months			79%	68%	42%

Table 37. Maternity leave return - PSS

	Maternity Leave	Returned to work	In post following return		
			6 months	12 months	18 months
2015	2	2	1	1	1
2016	2	2	2	2	2
2017	3	3	2	2	1
2018	0	0	0	0	0
Total	7	7	5	5	4
%Returned to work		100%			
%Of Returners, in post for 6, 12, 18 months			71%	71%	57%

We believe the leaver rate is due to our high proportion of staff on FTCs. Our improved support for those taking maternity leave (APlan2018), and for EoFTC (**Action 3.2** Section 4.1(ii)) should improve retention. Although data is consistent with MSD, we will investigate further:

Action 3.3d Review maternity leave return data alongside leaver data to identify any trends or obstacles leading to high leaver rates amongst new parents

- (v) **Paternity, shared parental, adoption, and parental leave uptake**
Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

ACHIEVEMENTS

- Promotional activity led to improvements in awareness of SPL (74% 2018 to 95% 2020)

UoO provides paid paternity leave (PL) of up to two weeks. Since 2015, 22 AcaRes:4 PSS have taken PL. There have been no adoption leave applications.

SPL is vital for gender equality in the workplace. 72%F:67%M AcaRes and 88%F:74%M PSS (2018) knew where to find information on PL/SPL. We actively promoted and explained it via a leaflet, FAQ's sheet, and poster (APlan2018) and created a video sharing experiences of SPL (1F:2M), with HR (1F) explaining the process (Image 13). **As a result, 85%F:100%M AcaRes and 97%F:97%M PSS (2020) know where to find information on PL/SPL.** In addition, **HR have received 8 (3F:5M AcaRes) enquiries from staff about taking SPL.** This is a positive response as just 5 parents (4M AcaRes:1F PSS) took SPL 2015-2019.

Action 5.2 Continue promotion campaigns for SPL and ensure it is raised in HR discussions around pregnancy

Image 13. Still from SPL video 2019



“Just wanted to get in touch to say how much I enjoyed DPAG’s video ... it does such a great job explaining what SPL is, how it can be used and why it can be so beneficial to both parents.”

MSD ASC (F), 2019

(vi) Flexible working

Provide information on the flexible working arrangements available.

ACHIEVEMENTS

- Improved awareness of flexible working (64% 2018 to 87% 2020)
- Increased access to flexible working (62% 2018 to 71% 2020)

DPAG supports flexible working for a healthy work-life balance. In response to survey feedback, we improved guidance around formal and informal flexible working, including condensed hours, late/early start and finish times, and working from home (APlan2018). Flexible working options are discussed during induction and on return from career breaks. This activity led to:

- Improved knowledge of where to find information on flexible working (66%F:62%M 2018 to 86%F:88%M 2020)
- Increased AcaRes (67%F:65%M 2018 to 74%F:74%M 2020) and PSS (54%F:50%M 2018 to 81%F:50%M) benefitting from flexible working

Research roles are flexible and arrangements are usually formalised only where permanent changes to contractual hours are required. Feedback indicates that many AcaRes prefer the flexibility that an informal flexible arrangement offers as formal arrangements can prove restrictive.

“Since the birth of my child, I have worked part-time, flexible hours which has been extremely valuable to my work-life balance. This flexibility has allowed me to be present at important family events without feeling I have failed at work. I have made good progress in my research, including a recent high-profile first author paper. I have also provided reassurance to others in similar situations: another parent in my lab has recently chosen to work part-time. I have been well supported by my line manager and feel that it has not affected my career goals”

Senior Post-Doc (F)

Academic staff working part-time has increased from 0% to 9% (2F:1M) 2015-2019. Part-time research staff have remained stable over the same period (10F:6M 2015 to 13F:5M in 2019).

Action 5.3a Further promote family friendly/flexible working opportunities to staff, including publishing case studies to demonstrate how it works in practice

For PSS, more structured hours may be required for operational reasons, eg. front-of-house or service roles. 19% of PSS (8F:1M) have a formal part-time contract, including our new HoAF, appointed on a 90%FTE basis. Informal arrangements help staff to manage short-term changes of circumstance or caring responsibilities.

Where roles permit, posts are advertised as flexible or part-time.

Action 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

Action 5.3c Ensure that opportunities for working remotely are clearly promoted within job advertisements where appropriate

(vii) Transition from part-time back to full-time work after career breaks
Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Requests for returning to full-time following a period of part-time work would receive full support, with advice from HR and ResAT regarding funding and flexible

working. Staff often use accrued annual leave to work part-time on their return to work, returning to full-time once leave is used.

“I used accrued leave to return to work part-time for a term whilst being paid full-time. This was helpful as it followed the three-month unpaid maternity leave period and coincided with nursery fees.”

PSS (F)

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The Athena SWAN Charter is prominently displayed on noticeboards and the website and AS principles underpin departmental activities to ensure gender equality and inclusion. AS is a standing agenda item on key DPAG committees, and committees and working groups include full departmental representation.

AS initiatives and aims are promoted through a variety of communications, including newsletters, intranet, website, and noticeboards, for the widest reach. In 2017 we created an AS twitter account to share EDI related news, and now have over 330 followers.

We include EDI awareness days within a shared events calendar and promote AS alongside key events such as International Women’s Day (Image 14), International Day of Women and Girls in Science, and Anti-Bullying week. **73% of AcaRes and 54% PSS agree that there has been a positive cultural change in the last two years** (2020 - first data point).

Image 14. DPAG co-sponsored Wiki Edit-A-Thon: International Women’s Day 2020



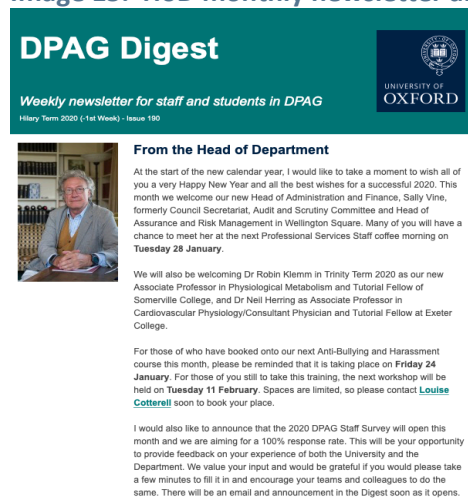
The HR Manager’s increased responsibility for the delivery and development of DPAG’s E&D strategy will ensure that AS principles are further embedded in all we do (Section 3(iii), **Action 1.6**).

Departmental Communications

Our newsletter, established in 2014, is our main communication source, with AS as a weekly feature.

In 2018, DPAG appointed a full-time Communications Officer (CO). The CO is a SAT member and ensures that AS activities and initiatives are promoted. They updated the website and intranet to provide easy access to information, and revised communications policy to ensure that emails are relevant, and news articles and the newsletter represent the full DPAG community. In 2019 PSS profile-pieces were introduced to the newsletter to raise visibility and, in 2020, this was extended to Technicians and post-docs. The HoD now introduces the first newsletter of each month (APlan2018) to share key messages (Image 15).

Image 15. HoD monthly newsletter article (January 2020)



Staff and students are now better informed about departmental news, policies, and opportunities. **As a result, 100%F:91%M find the newsletter a useful source of information** (Table 38).

Table 38. 2020 Staff Survey communication results (first data point)

I find the following a useful source of information	F	M
Newsletter	72 100%	48 91%
Intranet	56 82%	38 81%
Website	57 82%	35 85%

Community

An annual family-friendly garden party was introduced in 2014, enabling those with caring responsibilities to attend a social event.

Image 16. Departmental Garden Party (Summer 2017)



To foster a sense of community, an Away-Day was launched in 2017 and now takes place biennially. Gender representation of speakers is a key consideration for the agenda, alongside providing a platform for post-docs, PSS and students.

“It was particularly good to hear more from younger members of the research academics”

“The day is an important aspect of bonding the various parts of DPAG”

“Helped me understand pressures and issues of non-academics”

Away-Day feedback 2018

Students host ‘Happy Hours’, to which everyone is invited. New students attend a welcome dinner hosted by student representatives. As many of our students are new to Oxford, and the UK, these social occasions can be a chance to make friends and create networks.

In 2019, following staff and student consultation, we introduced a running group, yoga, and a board game group, each led by a volunteer member of staff.

We introduced rainbow lanyards in 2019 to demonstrate support for our LGBT+ staff and students.

Image 17. Rainbow lanyard commitment

DPAG Rainbow Lanyard Commitment	
<p>By wearing this lanyard, I confirm that I:</p> <ul style="list-style-type: none"> • Support a culture of inclusion in DPAG • Will never be a bystander to harassment, homophobia, biphobia or transphobia • Will support all LGBT+ colleagues and students to be themselves 	
Name	Signature

We created a LGBTQ+ network and will support this to grow organically over time through awareness-raising and promotion of events.

As a result of these activities, 72% (69%F:74%M) feel included in Departmental activities (65% in 2018) and a consistently high 97% feel able to be themselves at work (Table 39).

Table 39. Staff survey responses 2016-2020

I feel able to be myself at work	2016		2018		2020	
	F	M	F	M	F	M
AcaRes	68 (92%)	59 (94%)	66 (94%)	60 (97%)	43 (96%)	46 (92%)
PSS	38 (93%)	15 (83%)	30 (91%)	29 (97%)	30 (100%)	11 (100%)

Transparency in Decision-Making

We have endeavoured to improve perception of transparency in decision-making through extending committee membership to student representatives (APlan2015), creating working groups, making minutes and terms of reference freely available, and holding HoD Q&A sessions for all staff groups (APlan2018). Academic staff and senior PSS are invited to termly Academic Coffee mornings, hosted by the HoD, and, in 2019, we introduced monthly PSS coffee mornings, hosted by HoAF, to share information (APlan2018).

Despite these efforts, survey data suggests that only 36%F:46%M AcaRes and 33%F:18%M PSS agree that Departmental management and decision-making processes are transparent (Table 40), indicating both a gendered and role disparity.

Table 40. Transparency in decision-making

	I feel that departmental management and decision-making processes are clear and transparent					
	Academic			PSS		
	2016	2018	2020	2016	2018	2020
Female	22 (39%)	20 (40%)	10 (36%)	14 (48%)	11 (46%)	7 (33%)
Male	26 (49%)	28 (57%)	16 (46%)	9 (53%)	8 (31%)	2 (18%)

To engender a more informed environment, we will:

- Action 6.1a** Share committee meeting dates and minutes and promote in newsletter
- Action 6.1b** Pilot additional termly coffee mornings or an annual 'Town Hall' style meeting for specific groups of staff and students, led by HoD
- Action 6.1c** Introduce termly HoD Q&A sessions for all staff groups
- Action 6.1d** Introduce an anonymous 'Ask the HoD' section of the newsletter (termly)
- Action 6.1e** Share decisions on research strategy taken by the Research Committee

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

ACHIEVEMENTS

- Improved accessibility of policy information 72%F:66%M 2018 to 89%F:93%M 2020
- Management confidence in applying HR policies improved 48% 2016 to 95% 2020

Our HR professionals are closely involved in the application of policies, accompanying managers to meetings, particularly for complex matters or where discussions raise concern on either part, thus ensuring consistency of approach.

Policies are regularly reviewed and updates communicated via email, newsletter and at staff gatherings. We produce leaflets (Image 18) and posters on topics such as Anti-Bullying and Harassment, Family Friendly Policies, and PDR (APlan2018). The leaflets are handed out at induction and are available in each building and on the intranet. **As a result, there is increased ability to find information (72%F:66%M 2018 to 89%F:93%M 2020).**

Image 18. Information Leaflets available to all staff and students



Management

Due to the one-to-one support provided by our HR team, and the increased availability of information, there is a significant **increase in confidence in applying HR policies (48% 2016 to 95% 2020).**

Table 41. Management confidence survey responses 2016-2020

	I am confident in applying HR policies in managing or advising my staff (e.g. sick leave, family leave)					
	AcaRes			PSS		
	2016	2018	2020	2016	2018	2020
Female	8 40%	8 44%	10 91%	4 80%	4 67%	8 100%
Male	14 52%	13 54%	15 94%	1 25%	10 77%	4 100%

To ensure that this level is maintained, we will introduce specific line manager induction and training. **(Actions 4.4 and 5.1)**

Bullying and Harassment

DPAG has a zero-tolerance policy on bullying and harassment (BH), stated prominently on our website and in all BH communications. **83%F:94%M agree that the Department sets clear expectations of behaviour.**

Image 19. Anti-Bullying and Harassment talk, 2018



In line with MSD, the 2018 survey showed an increase in incidents of BH (Tables 42 and 43). We introduced mandatory Anti-BH training for all staff in late 2019 (APlan2018), championed by the HoD who personally introduced each face-to-face session, lending weight to the campaign. **To date, 100% of PIs, and 57% of all staff have completed training.** Alongside this, we introduced mandatory Implicit Bias training for all recruiters (APlan2018) and held a Responsible Bystander workshop during Anti-Bullying Week.

“I will be more aware and act on bullying/harassment”

” Try to be a more proactive bystander ”

“I will be more mindful of my own behaviour ”

Anti-BH Workshop feedback 2019-2020

We recruited five additional HAs (3F:2M) to improve representation (APlan2018). The details of our HAs, and flowchart of the UoO Harassment procedure, are widely promoted and 89% of staff agree that they know how to contact a HA. Since late 2019, there have been 3 (2F:1M) approaches to DPAG HAs (2F approaches 2014-2018) suggesting that broadening the pool of HAs, and conducting training, has been helpful.

Table 42. Experiences of BH - survey responses (2016-2020)

	Have you experienced BH, in the workplace, during the last year?					
	Academic			PSS		
	2016	2018	2020	2016	2018	2020
Female	5 7%	10 14%	7 13%	2 5%	5 15%	4 13%
Male	2 3%	2 3%	6 12%	0 0%	1 3%	2 14%

Table 43. Witnessing of BH - survey responses (2016-2020)

	Have you witnessed BH, in the workplace, during the last year?					
	Academic			PSS		
	2016	2018	2020	2016	2018	2020
Female	12 16%	17 24%	15 28%	4 10%	5 14%	9 31%
Male	8 13%	7 11%	12 22%	1 6%	4 (14%)	2 (15%)

2020 saw a decrease in experience of BH by women but an increase in both experience, and witnessing of, BH, by men. We believe this is, in part, due to increased awareness of what constitutes BH and anticipate that our recent awareness-raising and training will reduce incidents of BH. We will:

- Action 6.2a** **Ensure everyone completes mandatory BH training**
- Action 6.2b** **Introduce mandatory BH, training for all new staff and students during induction/probation**
- Action 6.2c** **Investigate rise in BH in men to identify any trends or particular reasons for increase**
- Action 6.2d** **Investigate anonymous reporting mechanism to provide an alternative outlet for those experiencing or witnessing BH**

- (iii) **Representation of men and women on committees**
Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

Appointment to committees is through ex-officio and voluntary positions. Students (3F:3M) have representation on a variety of committees (Table 44). A new IT committee will be launched to improve transparency and governance. Gender and group representation will be considered during formation.

Table 44. Committee membership by gender * Denotes Decision-Making

Committee	Female		Male	
	Number	%	Number	%
Departmental*	8	50%	8	50%
AcaRes	7	58%	5	42%
PSS	1	100%	0	0%
Student	1	33%	2	67%
Academic Staff Committee	24	39%	37	61%
AcaRes	20	38%	32	62%
PSS	4	44%	5	56%
Athena SWAN	10	59%	7	41%
AcaRes	4	44%	5	56%
PSS	5	83%	1	17%
Student	1	50%	1	50%
Departmental Safety Advisory (DSAC)	6	43%	8	57%
AcaRes	4	67%	2	33%
PSS	1	14%	6	86%
Student	1	100%	0	0%
Research	3	43%	4	57%
AcaRes	3	43%	4	57%
Graduate Studies	5	55%	4	45%
AcaRes	4	50%	4	50%
PSS	1	100%	0	0%
Teaching	2	40%	3	60%
AcaRes	1	25%	3	75%
PSS	1	100%	0	0%

Minutes of the Departmental, Academic, and Athena SWAN committee meetings are shared on the intranet, alongside committee membership and terms of reference. In response to 2020 survey feedback, this was expanded to improve clarity over the role and remit of each committee.

DPAG committees are broadly gender-balanced. As citizenship is key to promotion eligibility (section 5.1(iii)), we will ensure women are well represented on key committees, but not overburdened:

Action 6.3a Gather data about committee participation and citizenship roles at PDR and monitor annually for committee burden

Action 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

Action 6.3c Ensure under-represented groups are supported to participate in key internal and external committees

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

In the 2020 staff survey (first data point), 13%F:12%M reported a role on MSD and UoO-wide committees. The MSD Equality and Diversity committee is chaired by Professor Kay Davies, former AS Lead and HoD.

Calls for membership of external committees are circulated in the newsletter and the HoD emails eligible individuals for nominations.

Table 45. Examples of DPAG Female PIs on influential external committees

Name	Position
Associate Professor Carolyn Carr	Daphne Jackson Trust Grants Assessment Panel
Professor Stephanie Cragg	Parkinson's UK Grants Panel
Professor Kay Davies	Royal Commission for the Exhibition of 1851 Royal Society FLAIR Fellowship Panel Royal Society Sectional 10 Committee
Associate Professor Sarah De Val	MRC Grants Panel Human Cell Atlas
Associate Professor Ana Domingos	Novo Nordisk NNOCC committee
Associate Professor Nicola Smart	Heart Research UK Novel and Emerging Technologies Medical Panel
Professor Manuela Zaccolo	BHF Fellowship Committee

21%F:22%M AcaRes and 10%F:5%M PSS reported an external committee role revealing gender-balance. **Actions 6.3a-c** will ensure ongoing gender representation.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria.

Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

DPAG does not have a formal workload allocation model. In 2016 we piloted a workload survey for MSD to understand the working patterns of staff and data fed into MSD and UoO strategies. Workload was gender-balanced for AcaRes staff (Table 46).

Table 46. Workload Survey 2016

Activity	Academic		Research	
	F	M	F	M
Teaching	24%	20%	3%	5%
Community	24%	26%	16%	15%
Research	52%	54%	81%	80%

Recognising that citizenship and committee responsibilities impact on workload, we now collect data at survey and PDR to monitor for gender imbalances. Survey data (2020) indicates that 59F:58M AcaRes and 45F:14M PSS hold committee or other citizenship roles. We anticipate that data collected at PDR will better record the distribution of workload, enabling action to ensure no gender or staff group are overburdened.

(vi) **Timing of departmental meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

DPAG’s core hours are 10:00 to 15:00 and staff are encouraged to arrange meetings within these hours wherever possible. Key meetings and seminars are planned to avoid school holidays, and family events happen out of core hours to encourage attendance. As a result, **85% agree that meetings are scheduled to take caring responsibilities into account** (Table 47).

Table 47. Timing of meetings – survey responses 2016-2020

Meetings are scheduled to take caring responsibilities into account						
	AcaRes			PSS		
	2016	2018	2020	2016	2018	2020
F	34 (74%)	46 (85%)	25 (83%)	19 (83%)	18 (82%)	19 (86%)
M	35 (88%)	42 (91%)	29 (85%)	8 (80%)	12 (67%)	5 (83%)

A schedule of DPAG seminars is widely advertised (Image 23) and ‘save the date’ emails are sent ahead of major events, allowing time for care arrangements to be made. The Away-Day is held from 10:00 to 15:00, and the family-friendly Garden Party from 16:00 to 19:00.

Termly ‘Happy Hour’, aimed at students, (Image 20) starts between 16.00 and 17.00 on a Friday.

Action 6.4a Continue to run and support existing events and groups

Action 6.4b Run alternative events, at varying times, to provide opportunities for more staff and students to participate and network

Image 20. Sample Happy Hour Posters



In response to feedback, we now offer on-site yoga at 16:00, a lunch-time running group, and a board game group at 17:00 (attendees were polled before agreeing the time). Research groups run additional social activities, including meals, quizzes, bake-offs, at times to suit the group.

(vii) **Visibility of role models**

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department’s website and images used.

ACHIEVEMENTS

- Introduced Prize Lectures, attracting high-profile female speakers to DPAG
- Introduced a HoD seminar speakers in 2015 with a key aim of achieving speaker gender balance. Speakers and Chairs were 48%F in 2018 and 53%F in 2019

DPAG has a strong history of female involvement in all aspects of the Department and key aims for APlan2013 and APlan2015 were to raise visibility of female scientists.

We marked a centenary of women in physiology at Oxford (Image 21) and, in 2019, filmed a video celebrating women in DPAG (APlan2018). The Sherrington building foyer highlights our two Dame Professors (Image 22) and there is an ongoing project to build on this.

Action 6.5a Call for nominations of key DPAG women to feature on our walls and website

Image 21. Centenary of Pioneering Women in Physiology at Oxford (2017)

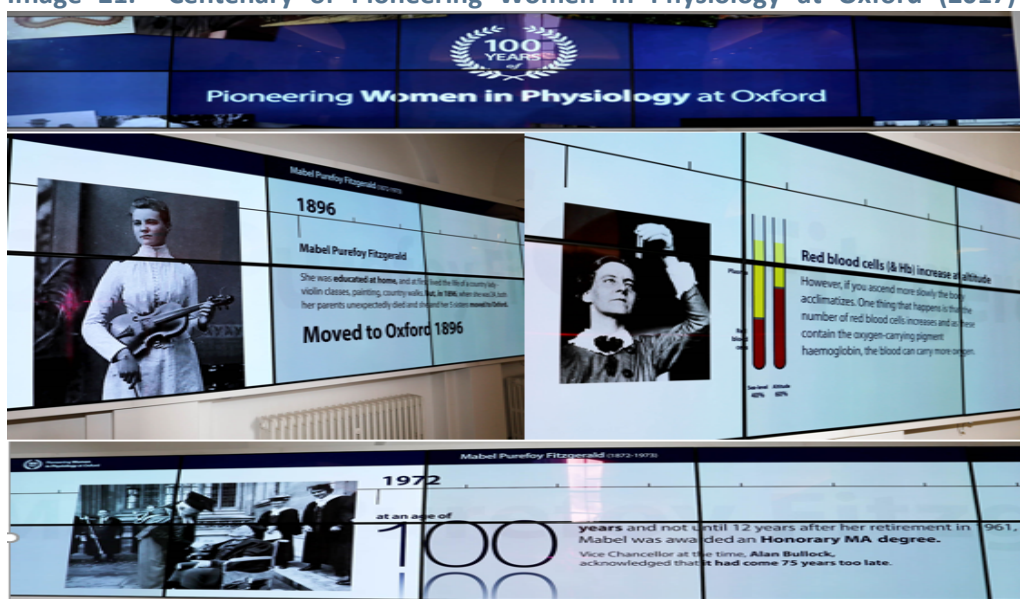


Image 22. Sherrington Building Foyer Professor Dame Kay Davies FRS and Professor Dame Frances Ashcroft FRS



The HoD Seminar Series is arranged by 1F:1M senior academic whose remit includes speaker gender balance (APlan2013). A male bias was noted in 2017 and **balance was restored in 2018 and maintained in 2019** (Table 48, Image 23).

Table 48. Speakers HoD Seminars by gender

	2015		2016		2017		2018		2019	
	F	M	F	M	F	M	F	M	F	M
Speaker	12 46%	14 54%	9 41%	13 59%	5 26%	14 74%	10 43%	13 57%	10 53%	9 47%
Chair	5 45%	6 55%	6 35%	11 65%	9 41%	13 59%	12 52%	11 48%	9 53%	8 7%

Image 23. Video-wall showing speakers for Michaelmas Term 2018



In 2015, the Mabel Fitzgerald Prize Lecture was established, attracting high-profile female speakers to DPAG (APlan2013). In 2017, the Marianne Fillenz Lecture was established for top female neuroscience speakers (Image 24).

Image 24. Posters of past Named Lectures in Sherrington Building



All news articles and events relating to women in science are flagged as AS (Image 25).

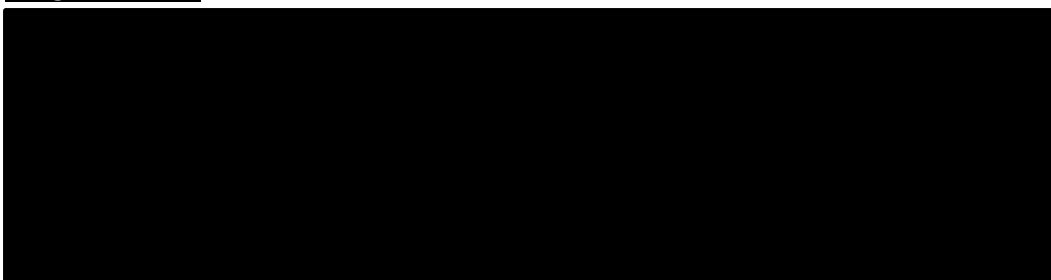
Image 25. Example AS news story (photo credited to David Tolley)



We have increased our gender-neutral imagery through display of scientific images created by DPAG staff and students (Images 22 & 26), and professional cartoons depicting student's work (Image 10).

Image 26. Image competition 2017 winner and runners up

Image Redacted



We review news articles and the newsletter biannually to ensure that there is gender-balance both in stories and images and will continue this activity.

Action 6.5b **Ensure even gender split in promotional videos for departmental initiatives and stories to ensure female voices are prominent and proportionately represented**

Action 6.5c **Publish internal and external news articles featuring women in DPAG across a wide range of roles**

Action 6.5d **Ensure women are well represented as presenters of events and training opportunities, eg round-tables, workshops, etc**

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

ACHIEVEMENTS

- Engagement with Outreach increased while maintaining gender balance (39%F:43%M 2016 to 51%F:52%M 2020)

To support and co-ordinate our outreach activity we appointed an Outreach Academic Lead who sits on the SAT (2015). We improved communication of outreach and now 'showcase' activities via twitter, newsletter and website, and at Away-Days (APlan2015).

To better support our outreach strategy, we formed an Outreach Working Group (OWG) (3F:2M) in 2019. The OWG meets termly to identify engagement opportunities and collaborates to support DPAG-wide outreach events.

Action 6.6a **Recruit additional members to the OWG to increase representation and encourage participation in PE**

We held a PE workshop in 2020. 5F:3M AcaRes, 4F PSS and 2F students attended and all agreed that their understanding of PE had improved as a result.

Engagement in PE has remained relatively consistent, with a slight increase in female participation (39%F:43%M 2016 to 44%F:39%M 2020).

"Public outreach is something that I am particularly passionate about. So much of our research is charity funded, and I feel that the public should have knowledge of what we do. "

Postdoctoral Researcher (F)

Activities include:

Events for adults/children out of school	Events for schoolchildren
Pint of Science	Work experience weeks
Brain Diaries	UNIQ Widening Participation Summer School
Science Blog	Target Oxbridge
Superscience Saturday	Oxford Pathways
IF	Science talks
Curiosity Carnival	Science clubs
Science Festivals	School visits
Radio and television	I'm a Scientist, Get Me Out of Here
STEM for Britain Exhibition	Science Writing Competition
Public Lecture Podcast Series	Primary School Microscopy workshops
Oxford Sparks Big Questions	Public Lectures
Lay research articles	Career Mentoring
Soapbox Science Talk	
International Women's Day Wiki Edit-a-thon	
Select Committee-style hearing at House of Commons (broadcast on TV)	

"The NASA talk was great, suitable for everyone. It was good to be able to bring my children after school – we should do more of this"

Science talk feedback, PSS (M)

Outreach is important both for grant funding and to demonstrate citizenship for promotion awards (section 5.1iii). Activities are reported through news articles to celebrate success (Image 27) and we will formalise acknowledgement of PE:

Action 6.6b Introduce annual DPAG Public Engagement prize to recognise outstanding achievement in outreach

Image 27. Outreach News Articles on DPAG website June to October 2019

DPAG researchers engage the public at IF Oxford 2019
25 October 2019
A team of volunteers from four research groups, alongside Wellcome Trust funded Advanced Imaging Unit Micron, engaged more than 200 visitors at Weston Library on Friday 18 October 2019 as part of The Oxford Science and Ideas Festival.

DPAG researchers shine at the ARUK Oxford Network Dementia Research Day 2019
7 August 2019
Dr Nora Bango-Varginory and Bryan Ng from the Wade-Martins Group were invited to deliver talks showcasing their research at the annual event from the Alzheimer's Research UK Oxford network.

DPAG Academics deliver UNIQ Summer School in Medicine classes
18 July 2019
UNIQ is open to students studying in their first year of further education, who are based at UK state schools or colleges. The Summer School provides an opportunity for students to receive first-hand experience of life at university, meet like-minded people and gain a deeper understanding of a subject that interests them.

Next generation of scientists meet CRISPR pioneer
26 June 2019
The Department hosted a special public understanding of science lecture, the Sherrington Prize Lecture, delivered by Dr Jennifer Doudna FRS on Tuesday 25 June. Dr Doudna outlined research into CRISPR-Cas9 gene editing to a captivated audience including graduate students and local sixth form Biology students.

"I believe that informing the general public of the work we do is of great import. I also feel that raising awareness of active BAME researchers in STEM (specifically in neuroscience) encourages future generations of BAME students to join and remain in the field."

Postdoctoral Researcher (M)

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words (Actual word count: 962)

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department.

More information on case studies is available in the awards handbook.

Case Studies Redacted

7. FURTHER INFORMATION

Recommended word count: Silver: 500 words (Actual word count: 0)

Please comment here on any other elements that are relevant to the application.

8. COVID-19

Recommended word count: Silver: 500 words (Actual word count: 470)

Additional narrative that applicants may wish to include to explain factors relating to the pandemic.

COVID-19 is having a significant impact on the HE sector and DPAG is no exception. The impact was felt relatively early on and we believe this shaped our staff survey response rate as the message was somewhat diluted. It has also affected our plans for local seminars and workshops as our staff adjust to new ways of working whilst managing increased workload in response to the pandemic (particularly on the part of HR, ResAT, HoAF and HoD).

We acted early to allow those who are vulnerable, including over 60s and pregnant women, or have caring responsibilities, to work from home where possible. We supported others to wind-down safely.

For those balancing caring responsibilities and working from home, and those struggling to adapt to the situation, we encourage flexible working. We created an intranet page with links to a variety of support resources and regular DPAG updates. This page is promoted in the weekly newsletter, together with links to online training, updated HR advice, and messages from HoD and HoAF.

We have continued to recruit to essential posts during this period with all shortlisting and interviews undertaken online. Induction has been more challenging but our existing online induction is invaluable and we have utilised video-conferencing and online training to support new staff. For example, a new member of ResAT joined during the lock-down period. They join a colleague online each morning to discuss processes and tasks and are directed to tasks for the day. They have an online catch-up with their manager each afternoon, and a weekly online meeting with their team.

"It's been great to be able to see and talk to the team, and everyone's been really helpful in helping me pick up the role from a distance. Looking forward to meeting everyone in person!"

PSS (M) 2020

As is the norm, some FTCs have ended during this period. Where viable, we have extended contracts to support our staff. We offer online HR meetings and continue to provide training, redeployment, and careers advice for those affected.

SDTA meetings are running remotely for students and our teams have worked hard to make teaching available online, something which is completely new to DPAG. The DGS has increased communication with DPhil and MSc offer-holders to encourage acceptance at this uncertain time, and is also providing additional support to identify funding. A strategy is being developed for the 2020 student intake to ensure that students receive a well-rounded induction should social distancing remain in place.

We don't yet understand the full impact of COVID-19 on our staff, but early reports suggest a disproportionate impact on women's careers, with fewer papers submitted and a heavier childcare burden. This may affect our specific actions around women's advancement, and we will ensure that our APlan is updated to accommodate these added complexities once more is known.

